



LEARNER'S RESOURCE PACK

Physical and Health
Education **BASIC 7**



**NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION**





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About the Learner's Resource Pack (LRP)

This Learner's Resource Pack will help you achieve the Physical and Health Education (PHE) content standards and the core competencies in the Common Core Programme (CCP) in B7. The main purpose of the LRP is to equip you with the knowledge, skills, attitudes, values and lifelong core competencies to become a physical activity literate person who is conscious about wellness and healthy living, confident, enthusiastic, innovative, a critical thinker and many more. The picture below illustrates additional qualities you would acquire from regular class attendance and this LRP, to become a physical activity literate citizen and a dream Ghanaian child.

Note that these qualities will position you as a dream Ghanaian child and offer great opportunities to also interact, learn and share your experiences with older people and peers in your community.

The Dream Ghanaian Child

Ministry of Education
REPUBLIC OF GHANA

PHYSICAL ACTIVITY LITERATE CITIZENS

Honest

Confident

Persevering

Diligent

Effective Communicators

Creative

Digitally Literate

Innovative

Entrepreneur

Critical Thinkers

Problem Solvers

The Shift from European Games/Sports to Traditional Games and Dance Movements

This LRP is designed to raise your cultural sensitivity and to help you to know more about your cultural heritage and your uniqueness as a Ghanaian citizen. Therefore, high priority is placed on performance of various types of





traditional activities, analysis of such activities and how they can be adapted to promote physical activity and healthy living amongst children and youth. You will also realise that learning concepts/topics from other disciplines can be complemented through the planned provisions in the LRP's traditional games, music, and dance movements. What this basically means is that, you can practise concepts in science (for example, throwing and catching as applicable to force and motion in science) and mathematics (for example ampe as applicable to counting, addition and probability in mathematics). This LRP has been organised to help you to learn better by providing you with a variety of practice opportunities across disciplines and within disciplines.

New Vocabulary You Should Know as a Physical Activity and Health Literate Citizen

This LRP introduces a few new concepts that would help you to describe your physical activity and health experiences more meaningfully. In addition, the new concepts will help you to identify the scope of physical activity, besides what we have traditionally known and experienced in our previous basic school physical education and sports practises.

Although, these concepts are found in Appendix 6 under Key Terms, it is important that you recognise them early at the onset, because they are not part of our everyday language in physical education and sports. This is one of the unique characteristics of the new Physical and Health Education curriculum in the CCP. These concepts extend the scope of PHE to include traditional rhythmic activities, games, and dance movements from around the regions of the country. This is to promote cultural diversity, sensitivity, and awareness. A PHE literate citizen is in part, the one who has absorbed the Ghanaian cultural heritage and has become regionally interdependent through exposure to traditional activities.

Below are the new concepts for your careful read out loud, comprehension and sharing understanding with peers and older people in your community and home. They are grouped into two parts namely:

- Daily Behaviours and Individual Characteristics
- Settings and Sources of Influence

The Daily Behaviours and Individual Characteristics focus on activities that you would be able to adhere to and promote amongst your peers in school





and home or older people in the community. The Settings and Sources of Influence are activities that influence your learning negatively or positively.

Group 1: Daily Behaviours and Individual Characteristics

This group of behavioural indicators are those that can be controlled by you as you acquire and apply core competencies (E.g., self-responsibility, motivation, and decision-making) in the PHE curriculum.

Active Play – refers to the frequency or the time of being active while playing in an unstructured or unorganised manner. It may involve playing outdoors activities such as ampe, tumatu and many more. Notably, active play describes behaviour among children and youth that involves gross motor or total body movement, in which children and youth exert energy in a freely chosen, fun and unstructured manner. The picture below shows children playing at ampe at Akwamufie Presbyterian school.



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





local stores, bicycling and jogging/running.



Non-mechanised ploughing



Bicycling to and from school

Organised sports and physical activity participation – refers to children and youth who participate in organised sport and/or physical activity programmes and does not provide any information on the dose (i.e., duration, frequency, intensity) of physical activity while participating in sport and organised physical activities. Examples include small, small goalposts using stones with about 2 or 3 persons per team. Tsasikele, atsa, an evening of bawa, kpanlogo and many more from the other regions you would research and document in your self-journal (see Appendix 1).



Local Archery (atsa)



Pulling fishing rope at the shore





Overall physical activity – may be informed by various types of data across districts and schools: objective measurement with accelerometers or pedometers (where available), self-report or proxy-report questionnaire as included in Appendices 1, 2, 3 and 4. Note that one of the important characteristic of the physical and healthy life literate citizen is the level of overall physical activity and healthy life status you attain through your record keeping of estimates of engagement in the Group 1: Daily Behaviours and Individual Characteristics and Group 2: Settings and Sources of Influence.

Physical Fitness – corresponds to the ability to perform daily activities including household chores with vigour. Performing various household chores in addition to structured physical and health-related activities are associated with a lower risk of the premature development of diseases (those associated with physical inactivity). Attaining a desirable level of wellness is dependent on healthy physical fitness engagement to develop cardiorespiratory endurance, muscular endurance, muscular strength, body composition and flexibility.



Household exercises – make the bed; take the rubbish; carry buckets of water or shopping bags; ironing, wash dishes; clean the house; tidy your room; mop the floor and many more.

Sedentary behaviour – refers to any waking behaviour characterised by an energy expenditure ≤ 1.5 metabolic equivalents, while in a sitting, reclining, or





lying posture. The screen time, that refers to the time spent on screen-based behaviours, is often used as a proxy for sedentary behaviour in research. Screen time can be performed while being sedentary or physically active, however this behaviour has been shown to be associated with a variety of negative health outcomes among children and youth.



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Examples of sedentary behaviours and alternatives

Group 2: Settings and Sources of Influence

This group of influencers are those that you would have very minimal or no control over. They may include environmental structures and instructional arrangements that influence your interaction with the content standards and learning negatively or positively. Every school district may be affected by a combinations of these influencers. If you have a park or some open space and a keep fit club in your community and you are motivated, you will enjoy the fun of positively engaging with your community.

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

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

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

National and Global Status of the Behavioural Indicators and Influencers

Global studies of countries (including Ghana) by the Active Healthy Kids Global Alliance (www.activehealthykids.org) found that the physical fitness of children is low and no effort is made to assess or monitor the physical health of children. This is a major reason behind the PHE curriculum with a clear intent to shape physical activity and health literate citizens- the dream Ghanaian child who is confident, motivated, a critical thinker, innovator, communicator, and decision-maker who can persevere.





The goal of this Resource Pack is to encourage you to acquire observation and record-keeping skills, reporting, decision-making and goal-setting skills to document estimates of participation in physical and health activities in school, home, and community. This way, you will be able to describe your personal physical activity and health fitness status at the end of each term and at the end of each year.

You are part of the national agenda to develop a health-enhancing physical activity culture that connects tightly to our Ghanaian cultures. The PHE curriculum would allow you to work towards improving the low level of overall health-enhancing physical activity among children in Ghana.

Record of Work

The PHE curriculum provides a variety of opportunities for communicating about estimates of engagement in physical and health-related activities, inclusivity through culturally diverse traditional activities and adaptations, report writing on estimates of school and community engagements in various assigned tasks, critically analysing groups of behavioural indicators and influencers, making decisions on observations and records kept in self-journals and setting personal goals. This is a continuous monitoring of your personal engagement in school and community PHE-related activities.

Putting your personal record of work together would require creative thinking and arrangement/organisation of various opportunities in the PHE curriculum that influenced learning. Notably, you will be directed to employ various assignment sheets to capture learning including:

- 1. Self-Journal (Appendix 1)** - includes writing regular narratives of what happened in classes/lessons attended. Connect what was learned to a situation in real life (based on the narratives). Describe how what was learned would be applied to peers or community members and keeping record of estimates of participation in sports, physical activity and health-related fitness/wellness practises.
- 2. Background Information (Appendix 2)** - a record of yourself that you can refer to for critical analysis and decision-making purposes regard the estimates from the self-journals.
- 3. Physical Activity in The Past 7 Days (Appendix 3)** - a record of initial status of participation in sports, physical activity and health-related fitness





practice. This may be recorded at the beginning of the school term and repeated at the end of the school term and/or the end of the school year. Discuss with your teacher how often this appendix should be repeated. The main purpose is to generate a record of estimates of participation in sports, physical activity, and health-related fitness practise. Such a record is necessary for personal analysis, decision-making and goal setting to improve participation.

- 4. Physical Fitness Indicators and Vital Signs Score Card (Appendix 4)** - a record of initial status of health-related physical fitness. This is recorded at the beginning of the school term (preferably, must be completed in the first 2 weeks of the term), and repeated at the end of the school term and/or the end of the school year. This is repeated at the beginning and end of each semester. The main purpose is to generate a record about each indicator and vital sign on the score card in this appendix. Such a record is necessary for personal analysis, decision-making and goal-setting to improve participation.

All the worksheets (1-3) below are to be completed as homework or classwork, individually or in small groups. Teacher will discuss with learners about how to complete these tasks. These are essential part of the overall record of work you would produce and must be completed carefully.

- 1. Food Nutrients, Sources and Functions (Worksheet 1)**- This exercise may be completed as homework or classwork, individually or in small groups. Teacher will discuss with the class about how to complete this task. This is an essential part of the overall record of work and must completed carefully.
- 2. Common Diseases Associated with Sedentary Behaviour (Worksheet 2)**
- 3. Common Sports and Physical Activity Injuries (Worksheet 3)**

Relevance of Physical and Health Education

The pictures below speak louder than words can describe. Take time to analyse the most important benefits that can be derived from PHE. Use the analyses to remind yourself about the goal to become a physical activity and health literate citizen.





Relevance of Physical and Health Education



Why Physical Education?

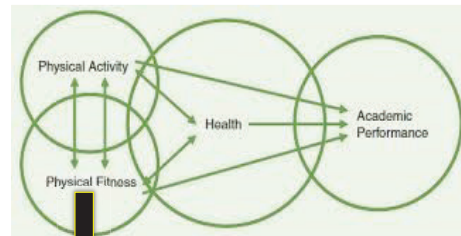
- ENCOURAGES PHYSICAL ACTIVITY FOR LIFE
- HELPS PREVENT SICKNESS AND DISEASE
- PROVIDES AN OUTLET FOR CREATIVITY AND SELF-EXPRESSION
- DEVELOPS COOPERATION & TEAMWORK
- Builds Self-Confidence
- PROVIDES OPPORTUNITIES FOR PERSONAL GOAL-SETTING
- INCREASES PERSONAL FITNESS AND MOTOR SKILL DEVELOPMENT
- HELPS REDUCE STRENGTHENS RELATIONSHIPS



Physical Activity & Academic Achievement



PHYSICAL ACTIVITY & ACADEMIC ACHIEVEMENT



Content Organisation

This PHE curriculum contains two (2) major strands and six (6) sub-strands. They are organised as follows:

Strands & Sub-strands

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

These strands and sub-strands are orderly sequenced with their related content standards for learning how to become a physical activity and health literate citizen. Here is one example of how a content standard is to be practised for learning to occur.

Strand 1: Health Education

Sub-Strand 3: First Aid, Injury Prevention and Management

Content standard	<i>Intended learning</i> B7.1.3.1 Demonstrate understanding of first aid, causes, prevention and management of common injuries in physical activity.
What you should know already	<i>Reminder about prior learning</i> Bruises, cuts, burns, fractures.



What will you learn? What skills will you develop?	<i>Key learning/core competencies, subject-specific skills...</i> wRiting, cReativity, innovation, personal development, problem solving, critical thinking and common injuries in physical activity
Language and vocabulary, you will need to use	<i>Insert key words from Teacher Resource</i> First aid, injuries, management, "first aid kit", human dignity, bruises, sprain, strain, dislocation, unconsciousness
Ways to extend your understanding	<i>Suggest how the learner can take responsibility for learning more about this standard, consolidating understanding, etc</i> <ul style="list-style-type: none"> • Join a keep fit club/group in your community and share your experience in managing injuries as and when an occasion arises. • Prepare first aid kit using local materials (e.g. bandages from clean clothes that can be used to apply pressure to a cut, etc.).
Things you will need to remember for future lessons	<i>Brief statements of essential points that must be remembered</i> <ul style="list-style-type: none"> • Common injuries related to physical activity. • Classification of injuries as either minor or major. • Causes of the common injuries associated with physical activities. • Internationally accepted procedures of managing physical activity and sports related injuries. • Safety guide or tips on prevention of physical activity and sports related injuries

Also included are Worksheets, Activity Instructions, Learning Resources, Assessment Task and Homework Task for active interactions and to generate personal continuous assessment data.

In sum, continuous self-assessments is key and occurs in the form of homework, interaction with community members, writing in self-journal,





assignments to monitor how much physical activity you accrue, the health and wellness habits acquired and the knowledge, attitudes and core competencies learned for life. These core competencies help to sharpen leadership skills, communication and collaborative skills, self-responsibility and many more skills that contribute to productive citizenship.

Strand 1: Health Education

Sub-Strand 1: Nutrition & Physical Activity

Content standard	B7.1.1.1 Demonstrate understanding of various food nutrients required for sports and physical activity.
What you should know already	You eat every day, so remember some of the food you eat including your favourite.
What will you learn? What skills will you develop?	<ul style="list-style-type: none"> • 4Rs (Reading, wRiting, aRithmetic, and cReativity) • Creativity and innovation. • Personal development and leadership. • Problem solving and critical thinking.
Language and vocabulary, you will need to use	food nutrients, repair and maintenance, energy value.
Ways to extend your understanding	1. Form small groups. Use available resources (e.g., books, talking to community members, internet) to research and list various <i>food nutrients, sources and functions</i> and share with other groups. <i>Use Worksheet 1 to organise your nutrients, sources and functions.</i>
Things you will need to remember for future lessons	<ul style="list-style-type: none"> i. Sources of food. ii. Functions of food nutrients.





WORKSHEET 1

Food Nutrients, Sources and Functions

S/N	FOOD NUTRIENT	SOURCE	FUNCTION

Activity Instructions

Form small groups and complete Worksheet 1 to demonstrate your understanding and ability to analyse food nutrients and how they influence participation in sport and physical activity. Review the references and videos provided in the learning resources below.

Learning Resources

1. Food and culture- https://youtu.be/Fbs5KUz_pe0
2. Food and nutrition- <https://youtu.be/MOw3x4oJSzg>

Assessment Task

- Explain two reasons why learners should have knowledge about food nutrients in physical education.

Homework Task

1. Use Worksheet 1 to provide additional sources for each of the food nutrients.
2. Complete a half-page self- journal entry of what you learned.





Strand 1: Health Education

Sub-Strand 2: Disease Prevention and Management

Content standard	B7.1.2.1 Demonstrate understanding of common diseases associated with sedentary behaviours and physical inactivity.
What you should know already	<ul style="list-style-type: none">You have learnt about various diseases (both communicable and noncommunicable).
What will you learn? What skills will you develop?	<ul style="list-style-type: none">4Rs (Reading, wRiting, aRithmetic, and cReativity)Creativity and innovationPersonal development and leadershipProblem solving and critical thinkingDiseases associated with sedentary behaviours
Language and vocabulary, you will need to use	Sedentary behaviour, physical inactivity, heart related diseases, cancer
Ways to extend your understanding	<ul style="list-style-type: none">Discuss common diseases associated with sedentary behaviours and physical inactivity with family and friends at home and in the community.In your groups, discuss the relationship between sedentary behaviours and physical inactivity.Using books, internet, interview, etc., list and discuss in groups common diseases associated with sedentary behaviours and present your report to class.Use Worksheet 2 to complete your work.Discuss in your groups how to increase physical activity participation and reduce sedentary behaviours and physical inactivity.
Things you will need to remember for future lessons	<ul style="list-style-type: none">Differences between sedentary behaviours and physical inactivity.Diseases associated with sedentary behaviours and physical inactivity.How to increase physical activity participation and reduce sedentary behaviours and physical inactivity.





WORKSHEET 2

Common Diseases Associated with Sedentary Behaviours

S/N	DISEASE	SPECIFIC EFFECT	PREVENTIVE ACTIVITIES

Activity Instructions

- Reflect on what sedentary behaviours and physical inactivity mean.
- Discuss sedentary behaviours and physical inactivity behaviours with family and members of the community.
- Share how you would use knowledge about sedentary behaviours and physical inactivity to increase your personal physical activity participation as well as those of your friends and family.

Learning Resources

Charts, videos, power points, smartphones



Differences between Physical Inactivity & Sedentary Behaviours

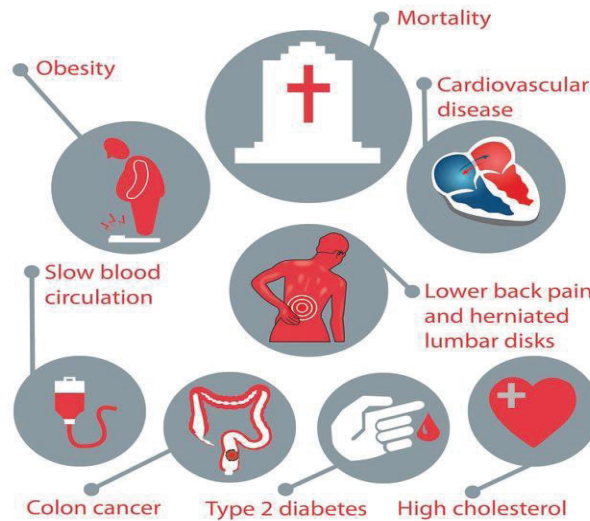




Prolonged sitting over time increases risks of the following

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on your feet
Britain
2015



Stand up. Sit less. Move more.

#sitless



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Common diseases

Assessment Task

- Explain any two common diseases associated with sedentary behaviour.
- How does sedentary behaviour and physical inactivity affect one's health?

Homework Task

1. Discuss common diseases associated with sedentary behaviour and physical inactivity with family and friends at home and in the community.
2. Write a brief report about your discussion with family and friends in the community in your self-journal entries should be half-page only.

NOTE: Homework or community engagement tasks culminate into your yearlong project work that you will exhibit at the end of each year.





Strand 1: Health Education

Sub-Strand 3: First Aid, Injury Prevention and Management

Content standard	B7.1.3.1 Demonstrate understanding of first aid, causes, prevention and management of common injuries in physical activity.
What you should know already	<ul style="list-style-type: none">• Bruises, cuts, burns, fractures, etc.
What will you learn? What skills will you develop?	<ul style="list-style-type: none">• 4Rs (Reading, wRiting, aRithmetic and cReativity)• Creativity and innovation• Personal development and leadership• Problem solving and critical thinking• Common injuries in physical activity
Language and vocabulary, you will need to use	First aid, injuries, management, "first aid kit", human dignity, bruises, sprain, strain, dislocation, unconsciousness
Ways to extend your understanding	<ul style="list-style-type: none">• Join a keep fit club/group in your community and share your experience in managing injuries as and when an occasion arises.• Prepare first aid kit using local materials (e.g. bandages from clean clothes that can be used to apply pressure to a cut, etc.).
Things you will need to remember for future lessons	<ul style="list-style-type: none">• Common injuries related to physical activity.• Classification of injuries as either minor or major.• Causes of the common injuries associated with physical activities.• Internationally accepted procedures of managing physical activity and sports related injuries.• Safety guide or tips on prevention of physical activity and sports related injuries.





WORKSHEET 3

Common Sports and Physical Activity Injuries

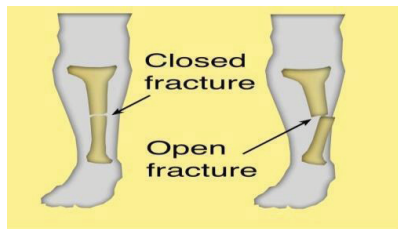
S/N	COMMON INJURIES	TICK ✓		CAUSES
		MINOR	MAJOR	

Activity Instructions

- Orally share with class how to reduce physical inactivity.
- From your own perspective, explain first aid.
- In your groups, identify and list common injuries related to physical activity.
- Classify the listed injuries as either minor or major.
- In your groups, discuss the causes of the common injuries associated with physical activities.
- Design and demonstrate in groups, the internationally accepted procedures for managing physical activity and sports related injuries, e.g. strain, dislocation, etc.
- In your groups, design a safety guide or tips to follow to prevent physical activity and sports related injuries.

Learning Resources

Smartphones, laptops, videos, charts, books





Assessment Task

1. Explain what a strain is and outline its causes in relation to physical activity.
2. Describe how a strain can be managed following the internationally accepted procedures.

Homework Task

1. Join a keep fit club/group in your community and share your experience in managing injuries as and when an occasion arises.
2. Prepare a first aid kit using local materials (e.g. bandages from clean clothes that can be used to apply pressure to a cut, etc.).

Strand 2: Physical Activity Education

Sub-Strand 1: Traditional Rhythmic Gymnastics, Games and Dance

Content standard	B7.2.1.1 Demonstrate understanding of the varieties of traditional games and adaptations for inclusivity and cultural identity (e.g. conceptual and cooperative games, etc.)
What you should know already	<ul style="list-style-type: none"> • The game of ampe, asoba, ozimzim
What will you learn? What skills will you develop?	<ul style="list-style-type: none"> • 4Rs (Reading, wRiting, aRithmetic, and cReativity) • Creativity and innovation • Personal development and leadership • Problem solving and critical thinking • Skill related fitness (speed, agility, etc.) • Rhythmic movement skills (balance, coordination, etc.)
Language and vocabulary, you will need to use	Traditional games, traditional dance movements, rhythmic gymnastics, cooperation





Ways to extend your understanding	<ol style="list-style-type: none">1. Interact with community members to know more about local cooperative games, their origins and significance.2. Go online (where there is internet access) to view additional cooperative games or to interact with older community members to learn more about the games.3. Think through each game carefully and identify one or two connections you can make about the other subjects you study (e.g., counting, connected to addition in mathematics, etc.).4. Complete a half-page self-journal entry of interaction with older members of the community.
Things you will need to remember for future lessons	How to perform a variety of traditional games How to keep a record of duration estimates of your personal involvement in the physical activities in your self-journal

Activity Instructions

- In your groups, research through books, internet, interviews, and jot down a variety of traditional games in the locality.
- Perform traditional games in your various groups using adaptations for inclusion and creativity.
- Complete a half-page self-journal entry of interaction with older members of the community.

Learning Resources

Videos, books, smartphones, laptop.

Watch this video if you have a smartphone or access to the internet.





<https://youtu.be/MAM213c4BVY>

Assessment Task

Complete your self-journal based on the homework and community engagement tasks assigned

Homework Task

1. Interact with community members to know more about local cooperative games, their origin and significance.
2. Go online (where there is internet access) to view additional cooperative games or interact with older community members to learn more about local games.
3. Think through each game carefully and identify one or two connections you can make about the other subjects you study (e.g., counting in ampe is, in a way, connected to addition in mathematics).
4. Record estimates of duration of involvement in traditional games (at school and at home) in your self-journal in an effort to increase your involvement in physical activity for health and wellness.





Strand 2: Physical Activity Education

Sub-Strand 1: Traditional Rhythmic Gymnastics, Games and Dance

Content standard	B7.2.1.2 Demonstrate understanding of the varieties of <i>traditional dances</i> and adaptations for inclusivity and cultural identity (e.g., individual and group dances, etc).
What you should know already	<ul style="list-style-type: none"> Local cooperation games Inter-disciplinary connections Familiarity with local traditional dances
What will you learn? What skills will you develop?	<ul style="list-style-type: none"> 4Rs (Reading, wRiting, aRithmetic, and cReativity) Creativity and innovation Problem solving and critical thinking Health related fitness skills (cardiorespiratory endurance, muscular strength, and endurance, etc.) Skill related fitness (speed, agility, etc.) Rhythmic movement skills (balance, coordination etc.)
Language and vocabulary, you will need to use	Traditional dance movements, rhythmic movement skills, balance, coordination, communication.
Ways to extend your understanding	<ul style="list-style-type: none"> Visit a local clinic, drug store or neighbour (whichever applies) to obtain a record of your height, weight, blood pressure, resting pulse, and record in your self-journal. Also, refer to Appendix 1. Be self-motivated and develop the personal responsibility to regularly participate in health-enhancing physical fitness activities with friends and family in the community and at home. Keep a record of duration estimates of your personal involvement in physical activities in your self-journal. Note 1: This is necessary to demonstrate ability to regularly participate in physical activity as well as appreciating the value of physical literacy.
Things you will need to remember for future lessons	How to perform a variety of traditional dances. How to keep a record of duration estimates of your personal involvement in the physical activities in your self-journal.





Activity Instructions

1. Working in your groups, research through books, internet, interviews and list a variety of traditional dances from your local area.
2. Think-Pair-Share (verbal and practical performance) the outcome of Activity 1 research with other groups.
3. Perform selected individual and group traditional dance movements between groups (or inter-groups) using various adaptations (e.g., by gender, space, etc.) to promote creativity, communication, personal interests, experiences, etc.
4. Reflect and show how you will use knowledge gained in your community to enhance communication in a Ghanaian language as you increase participation in the activity.
5. Keep a record of duration estimates of your personal involvement in the physical activities in your self-journal.

Learning Resources

Smartphones, videos, drums, sticks

Examples of individual group dance movements

1. Adowa dancing at the Manhyia palace Kumasi: <https://youtu.be/zlrrwPTxb60>
2. Takai - (Northern Region)- Jason Aryeh Research Programme (Ghanaian Traditional Dance) Damba: <https://youtu.be/jUEIRlrXgHI>

Assessment Task

Complete your self-journal based on the homework and community engagement tasks assigned.

Homework Task

- Interact with community members to know more about local dances, their origin and significance.
- Go online (where there is internet access) to view additional local dance movements or to interact with older community members to learn more about the dances.
- Think through each dance carefully and identify one or two connections you can make about the other subjects you study (e.g., communication in





- dance in the Creative Arts course).
- Record estimates of duration of involvement in traditional dances (at school and at home) in your self-journal in an effort to increase your involvement in physical activity for health and wellness.

Strand 2: Physical Activity Education

Sub-Strand 1: Traditional Rhythmic Gymnastics, Games and Dance

Content standard	B7.2.1.3 Demonstrate understanding and apply skills and movement techniques in global and traditional rhythmic gymnastics and adaptations for global awareness and cultural sensitivity.
What you should know already	<ul style="list-style-type: none"> • Traditional games and traditional dance movements, cardiorespiratory activities, tempo/intensity in dance
What will you learn? What skills will you develop?	<ul style="list-style-type: none"> • 4Rs (Reading, wRiting, aRithmetic, and cReativity) • Creativity and innovation • Personal development and leadership • Problem solving and critical thinking • Health related fitness skills (cardiorespiratory endurance, muscular strength, and endurance, etc.) • Skill related fitness (flexibility, agility, etc.) • Rhythmic movement skills (balance, coordination etc.)
Language and vocabulary, you will need to use	Traditional rhythmic gymnastics and adaptations, forward roll, back roll, adowa, agbadza
Ways to extend your understanding	<ul style="list-style-type: none"> • Visit a local clinic, drug store or neighbour (whichever applies) to obtain a record of your height, weight, blood pressure, resting pulse, and record in your self-journal (see Appendix 1) • Be self-motivated, develop the personal responsibility to regularly participate in health-enhancing physical fitness activities with friends and family in the community and at home. • Keep a record of duration estimates of your personal involvement in the physical activities in your self-journal. <p><i>Note 1: This is necessary to demonstrate ability to regularly participate in physical activity as well as appreciating the value of physical literacy.</i></p>





Things you will need to remember for future lessons

- Various traditional and global rhythmic gymnastics and dance movements.
- How the traditional and global rhythmic gymnastics and dance movements are performed.
- How to keep a record of duration estimates of your personal involvement in physical activities in your self-journal.

Activity Instructions

1. Working in groups, do research using books, internet, interviews, listing/writing down traditional and global rhythmic gymnastics and dance movements. Specifically focus on those that foster group rhythmic movements, choreography, coordinated gestures, etc.
2. Perform the combination of local and global dance movements in small groups, and between groups (or inter-group) using various adaptations (e.g., by gender, space, rules, etc.) to promote collaboration, teamwork, aesthetics, creativity and coordination.



Rhythmic dance and gymnastics movements

3. Record duration estimates of participation in your self-journal. This will add to your cumulative engagement in overall physical activity for health and wellness.





Learning Resources

Smartphones, videos, drums, mats

Below are starter group dance movements that can be used to augment your selections of dance genres.

Adowa dancing at the Manhyia palace Kumasi: <https://youtu.be/zlrrwPTxb60>

Takai - (Northern Region)- Jason Aryeh Research Programme (Ghanaian Traditional Dance) Damba: <https://youtu.be/jUEIRlxgHI>

Assessment Task

Discuss how traditional rhythmic gymnastics group dance and music foster creative arts and drama as well as coordination, cooperation, and teamwork in your self-journal.

Homework Task:

1. Participate in rhythmic dance movements with friends and family in the community and at home.
2. Record duration estimates of participation in your self-journal (include a brief write-up on how this lesson relates to cardiorespiratory strength and endurance development, as well as coordination, balance, and flexibility).



Strand 2: Physical Activity Education

Sub-Strand 2: Physical Fitness

Content standard	B7.2.2.1 Demonstrate the ability to participate in a variety of internationally benchmarked physical fitness indicators (e.g., muscular strength and endurance, cardiorespiratory strength and endurance, flexibility, and balance fitness indicators).
What you should know already	Walking, running, biking, lifting objects at home, carrying bucket of water, weeding/gardening – general household chores.
What will you learn? What skills will you develop?	<ul style="list-style-type: none">• 4Rs (Reading, wRiting, aRithmetic, and cReativity)• Creativity and innovation• Personal development and leadership• Problem solving and critical thinking• Health related fitness skills (cardiorespiratory endurance, muscular strength, and endurance, etc.)• Skill related fitness (flexibility, agility, etc.)
Language and vocabulary, you will need to use	Cardiorespiratory strength and endurance, muscular strength and endurance, flexibility, and balance
Ways to extend your understanding	<ul style="list-style-type: none">• Visit a local clinic, drug store or neighbour (whichever applies) to obtain a record of your height, weight, blood pressure, resting pulse, and record in your self-journal (see Appendix 1).• Be self-motivated, develop the personal responsibility habit to regularly participate in health-enhancing physical fitness activities with friends and family in the community and at home.• Keep a record of duration estimates of your personal involvement in physical activities in your self-journal (see Appendix 1). <p><i>Note 1: This is necessary to demonstrate ability to regularly participate in physical activity as well as appreciating the value of physical literacy.</i></p>



Things you will need to remember for future lessons

- Sports and physical activities contribute to the development of cardiorespiratory strength and endurance, muscular strength and endurance, flexibility, and balance, etc.
- Benefits of regular participation in physical activity.
- How to keep a record of duration estimates of your personal involvement in physical activities in your self-journal.

Activity Instructions

1. In your small groups, explore various activities that you can do to develop cardiorespiratory strength and endurance, muscular strength and endurance, and flexibility/balance.
2. Focus on the everyday tasks/chores you do at home/community, games and dance movements that use muscles, bones and joints to elevate your heartbeat, especially those that place some pressure/force/weight on your muscle and bones. Also think of those activities that help with body management (balance or flexibility).
3. Practically perform all the activities you have identified in #2 above in your small groups.
4. In your small groups, practise the initial health-related physical fitness assessment activities, as shown in Appendix 4 .
5. Working in your small groups, reflect on and practise how to use the observation and recording procedures in Appendix 4 and 5.
6. Do observation in pairs to perform and record personal entry level performance data on the health-related physical fitness indicators in Appendix 4.

Note: The purpose is to establish your own personal entry level of fitness. You will use your own personal data in the future for analysis, decision-making and goal setting to chart your own personal progress towards becoming a physical activity literate person, who is confident, enthusiastic and values the benefits of physical activity.





Learning Resources

Stopwatch, skipping rope, Appendix 4 and 5

Assessment Task

- Record data on your initial performance in your self-journal.
- Record duration of estimates of participation in a variety of health-related physical activities and home/community chores, games, dance, etc., in your self-journal.

Homework Task

- Visit a local clinic, drug store or neighbour (whichever applies) to obtain a record of your height, weight, blood pressure, resting pulse, and record in your self-journal (see Appendix 1).
- Appreciate the value of sports and physical activity and be motivated to regularly participate in health-enhancing physical fitness activities with friends and family in the community and at home.
- Keep a record of duration estimates of your personal involvement in the physical activities in your self-journal.

Note 1: This is necessary to demonstrate ability to regularly participate in physical activity as well as appreciating the value of physical literacy.





Strand 2: Physical Activity Education

Sub-Strand 2: Physical Fitness

Content standard	B7.2.2.2 Demonstrate the ability to participate in a variety of traditional and global cardiorespiratory activities.
What you should know already	<ol style="list-style-type: none">1. Key health-related physical fitness concepts.2. How to perform a variety of physical fitness activities.3. Various physical fitness activities and the major components to consider in developing physical fitness.
What will you learn? What skills will you develop?	<ul style="list-style-type: none">• 4Rs (Reading, wRiting, aRithmetic, and cReativity)• Creativity and innovation• Personal development and leadership• Problem solving and critical thinking• Health related fitness skills (cardiorespiratory endurance, etc.)• Skill related fitness (flexibility, agility, etc.)
Language and vocabulary, you will need to use	<ul style="list-style-type: none">• Skipping, brisk walking, jogging, running, cycling, aerobic dance
Ways to extend your understanding	<ul style="list-style-type: none">• Visit a local clinic, drug store or neighbour (whichever applies) to obtain a record of your height, weight, blood pressure, resting pulse, and record in your self-journal (see Appendix 1).• Be self-motivated, develop the personal responsibility to regularly participate in health-enhancing physical fitness activities with friends and family in the community and at home.• Keep a record of duration estimates of your personal involvement in the physical activities in your self-journal. <p><i>Note 1: This is necessary to demonstrate ability to regularly participate in physical activity as well as appreciating the value of physical literacy.</i></p>





Things you will need to remember for future lessons

- Sports and physical activities that contribute to the development of cardiorespiratory strength and endurance, muscular strength and endurance, flexibility, and balance, etc.
- Benefits of regular participation in physical activity.
- How to keep a record of duration estimates of your personal involvement in the physical activities in your self-journal.

Activity Instructions

1. In your own self-space, practise detection of your heartbeat, observe and count the frequency of heartbeat per minute (60 seconds).
2. Pair up to practise detection of heartbeat, observe and count the frequency of heartbeat per minute (60 seconds) of your partner.



Reading Pulse (see also Appendix 5)

Note 1: To ensure safety in performing sports and physical activity, begin this lesson with a 15-second observation practice of heartbeat and then multiply the frequency count by 4 (equals 60 seconds). Then progress to a 30-second observation practice of heartbeat, and multiply the frequency count by 2 (equals 60 seconds).

Note 2: Observation of heartbeat would provide meaningful estimates of how hard a learner engages in physical activity within their "own" Target Heart Rate Zone (THRZ).

3. In small groups, research intra-subject activities that can promote the development of cardiorespiratory strength and endurance.





Aerobic dancing



Skipping



Jumping jacks & juggling

Note 1: Consider those intra-subject activities that require “hard” effort and elevate the heartbeat above your normal resting heartbeat.

Note 2: Monitor your heartbeat at the beginning of physical performance and intermittently throughout the practice of cardiorespiratory activities during class.

Learning Resources

Stopwatch, skipping rope,



Reading Pulse (see Appendix 5).





Assessment Task

- Keep a record of duration estimates of your personal involvement in the physical activities in your self-journal.

Note 1: This is necessary to demonstrate ability to regularly participate in physical activity as well as appreciating the value of physical literacy.

Homework Task

- Visit a local clinic, drug store or neighbour (whichever applies) to obtain a record of your height, weight, blood pressure, resting pulse, and record in your self-journal (see Appendix 1).
- Value sports and physical activity and be motivated to regularly participate in health-enhancing physical fitness activities with friends and family in the community and at home.
- Keep a record of duration estimates of your personal involvement in the physical activities in your self-journal.

Note 1: This is necessary to demonstrate ability to regularly participate in physical activity as well as appreciating the value of physical literacy.





Strand 2: Physical Activity Education

Sub-Strand 2: Physical Fitness

Content standard	B7.2.2.3 Demonstrate the ability to participate in a variety of muscular strength and endurance activities.
What you should know already	<ol style="list-style-type: none"> 1. Community engagement 2. Adaptation and creative ways to develop cardiorespiratory strength and endurance
What will you learn? What skills will you develop?	<ul style="list-style-type: none"> • 4Rs (Reading, wRiting, aRithmetic, and cReativity) • Creativity and innovation • Personal development and leadership • Problem solving and critical thinking • Health related fitness skills (cardiorespiratory endurance, muscular strength, and endurance, etc.) • Skill related fitness (flexibility, agility, etc.)
Language and vocabulary, you will need to use	Push-ups, sit-ups, step-ups, weightlifting, muscular strength, endurance (add as appropriate for learning context/environment)
Ways to extend your understanding	<ul style="list-style-type: none"> • Visit a local clinic, drug store or neighbour (whichever applies) to obtain a record of your height, weight, blood pressure, resting pulse, and record in your self-journal (see Appendix 1). • Be self-motivated and develop the personal responsibility to regularly participate in health-enhancing physical fitness activities with friends and family in the community and at home. • Keep a record of duration estimates of your personal involvement in the physical activities in your self-journal (see Appendix 1). <p><i>Note 1: This is necessary to demonstrate ability to regularly participate in physical activity as well as appreciating the value of physical literacy.</i></p>





Things you will need to remember for future lessons

- Sports and physical activities contribute to the development of cardiorespiratory strength and endurance, muscular strength and endurance, flexibility and balance, etc.
- Benefits of regular participation in physical activity.
- How to keep a record of duration estimates of your personal involvement in the physical activities in your self-journal.

Activity Instructions

1. In small groups, explore muscular strength and endurance activities in your local area. Think of all the daily chores, work or play at school, home or community that challenge muscles (i.e. bring weight to bear on bones and muscles).
2. Compile a list of the activities that meets the above criteria (i.e. bring weight to bear on your bones and muscles).
3. Perform these activities practically in your small group to confirm that they do bring weight to bear on your bones and muscles.
4. Reflect and describe how your muscles feel after practising each activity.
5. Monitor your heartbeat at the beginning of physical performance and intermittently throughout the practice of muscular strength and endurance activities during class.
6. Go online (where there is internet access) to view additional weight-bearing activities and participate in a local keep fit club activities.
 - Keep a record of duration estimates of your personal involvement in the physical activities in your self-journal (see Appendix 1).

Note 1: It is particularly important to reflect and focus on those activities you do at home, school or community that bring pressure to bear on your muscles and bones.





Arm Wrestling

Note 2: Consider those intra-subject activities that require “hard” effort and elevate the heartbeat above your normal resting heartbeat.

Learning Resources

Stopwatch, skipping rope

Watch YouTube video on traditional arm-wrestling activity in Ghana

<https://youtu.be/4e0dEutRKsg>

Pulling fishing rope at the shore





Assessment Task

- Keep a record of duration estimates of your personal involvement in the physical activities (including your assigned homework tasks) in your self-journal (see Appendix 1).

Homework Task

- Plan and practise a variety of muscular strength and endurance, flexibility, and cardiorespiratory endurance activities in school and at home and record your performance in your self-journal (see Appendix 1).

Strand 2: Physical Activity Education

Sub-Strand 2: Physical Fitness

Content standard	B7.2.2.4 Demonstrate the ability to participate in a variety of flexibility and balance activities.
What you should know already	Cardiorespiratory strength and endurance, muscular strength and endurance activities. Also, where applicable, house chores such as carrying a bucket of water on your head without hand support.
What will you learn? What skills will you develop?	<ul style="list-style-type: none"> • 4Rs (Reading, wRiting, aRithmetic, and cReativity) • Creativity and innovation • Personal development and leadership • Problem solving and critical thinking • Health related fitness skills (muscular strength and endurance) • Skill related fitness (flexibility, agility, etc.)
Language and vocabulary, you will need to use	Sit-and-reach, side bend stretch, butterfly stretch, lunging stretch, triceps stretch, etc.





<p>Ways to extend your understanding</p>	<ul style="list-style-type: none">• Visit a local clinic, drug store or neighbour (whichever applies) to obtain a record of your height, weight, blood pressure, resting pulse, and record in your self-journal (see Appendix 1).• Be self-motivated and develop the personal responsibility to regularly participate in health-enhancing physical fitness activities with friends and family in the community and at home.• Keep a record of duration estimates of your personal involvement in the physical activities in your self-journal (see Appendix 1). <p>Note 1: This is necessary to demonstrate ability to regularly participate in physical activity as well as appreciating the value of physical literacy.</p>
<p>Things you will need to remember for future lessons</p>	<ul style="list-style-type: none">• Sports and physical activities contribute to the development of cardiorespiratory strength and endurance, muscular strength and endurance, flexibility and balance, etc.• Benefits of regular participation in physical activity.• How to keep a record of duration estimates of your personal involvement in the physical activities in your self-journal (see Appendix 1).

Activity Instructions

1. In small groups, explore flexibility and balance activities in your local area. Think of all the daily chores, work or play at school, home or community that challenge muscles (i.e. allow free movement of joints, relax muscles, and help good body balance)
2. Compile a list of the activities that meets the criteria above (i.e. allow free movement of joints, relax muscles as well as help good body balance).
3. Perform these activities practically in your small group to confirm that they allow free movement of joints, relax muscles as well as help good body balance.
4. Reflect and describe how your joints and muscles feel after practising each activity.





5. Monitor your heartbeat at the beginning of physical performance and intermittently throughout the practice of balance and flexibility activities during class.
6. Go online (where there is internet access) to view additional activities that allow free movement of joints, relax muscles, and help good body balance.
7. Where there exists, a keep fit club in your local community, join and extend and refine your flexibility and balance movements.
8. Keep a record of duration estimates of your personal involvement in the physical activities in your self-journal (see Appendix 1).

Note 1: Encourage learners to reflect on those activities they do at home that promote body balance/management and ease of movement in muscles and joints.

Learning Resources

Stopwatch, sit and reach box



Sit-and-reach to your legs with fingers



Balance on one leg

Assessment Task

- Keep a record of duration estimates of your personal involvement in the physical activities (including your assigned homework tasks) in your self-journal (see Appendix 1).

Homework Task

- Plan and practise a variety of muscular strength and endurance, flexibility and cardiorespiratory endurance activities in the school and at home and record your performance in your self-journal (see Appendix 1).





Strand 2: Physical Activity Education

Sub-Strand 3: Organised Sports and Physical Activity Participation

Content standard	B7.2.3.1 Demonstrate the ability to apply movement concepts, principles, and strategies in performing <i>non-contact sports</i> (e.g., ball and racket, athletics, and individual and target sports) to develop creativity, innovation, communication and collaboration.
What you should know already	Differences between muscular strength and endurance, flexibility/balance and cardiorespiratory strength and endurance. Throwing and catching, sling (rubber tyre)
What will you learn? What skills will you develop?	<ul style="list-style-type: none"> • 4Rs (Reading, wRiting, aRithmetic, and cReativity) • Creativity and innovation • Personal development and leadership • Problem solving and critical thinking • Perform non-contact sports
Language and vocabulary, you will need to use	Racket sports, target sports, archery, martial art, athletics
Ways to extend your understanding	<ul style="list-style-type: none"> • Be self-motivated and develop the personal responsibility to regularly participate in ball and racket sports activities with friends and family in the community and at home. • Monitor your heartbeat at the beginning of physical performance and intermittently throughout the practice of ball and racket sports during class. • Keep a record of duration estimates of your personal involvement in ball and racket sports in your self-journal (see Appendix 1).
Things you will need to remember for future lessons	<ul style="list-style-type: none"> • How ball and racket sports and physical activities contribute to the development of cardiorespiratory strength and endurance, muscular strength and endurance, flexibility and balance, etc. • Benefits of regular participation in ball and racket sports and physical activities. • How to keep a record of duration estimates of your personal involvement in ball and racket sports and physical activities in your self-journal (see Appendix 1).





Activity Instructions

1. Pair with a partner and practise beginning tactics and strategies in ball and racket sports (e.g., maintaining a rally, playing competitive game, and setting up to attack, etc.).
2. Explore various ways of scoring by hitting/sending a ball into a court/space with beginning accuracy and/or power that opponent cannot hit back/return it before it bounces once (as in badminton etc.) or twice (as in tennis or racquetball).
3. Prevent scoring by returning the ball before it bounces once or twice.
4. Practise rallying continuously as you think of court space, etiquette and cooperation.
5. Participate in a beginning competitive game and setting up to attack. Remind yourself of game rules and use of court spaces.
6. Become a true physical activity literate learner who understands and appreciates the rules, rituals and traditions that surround ball and racket sports activities.

Teaching Resources

Charts, videos, rackets, balls/shuttle corks

Watch a beginner's badminton video on YouTube- <https://youtu.be/1UIhKZCPMYM>

Watch a YouTube video on tennis for beginners- <https://youtu.be/TuM5Uh4ii3Q>

Assessment Task

- Keep a record of duration estimates of your personal involvement in the physical activities (including your assigned homework tasks) in your self-journal (see Appendix 1).

Homework Task

1. Practise non-contact physical activities with friends at school and with siblings at home, applying adaptations where necessary and recording your performance.
2. You are reminded to record estimate of involvement (duration) in ball and racket sports in and out of school in your self-journal (see Appendix 1).

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





Strand 2: Physical Activity Education

Sub-Strand 3: Organised Sports and Physical Activity Participation

Content standard	<p>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.</p>
What you should know already	Differences between muscular strength and endurance, flexibility/balance and cardiorespiratory strength and endurance. Throwing and catching, sling (rubber tyre)
What will you learn? What skills will you develop?	<ul style="list-style-type: none"> • 4Rs (Reading, wRiting, aRithmetic, and cReativity) • Creativity and innovation • Personal development and leadership • Problem solving and critical thinking • Perform non-contact sports
Language and vocabulary, you will need to use	Horizontal plane, vertical plane, personal development, personal responsibility, opportunity to respond, active engagement, inclusion
Ways to extend your understanding	<ul style="list-style-type: none"> • Be self-motivated and develop confidence and personal responsibility to regularly participate in athletics and related physical activities with friends and family in the community and at home. • Monitor your heartbeat at the beginning of physical performance and intermittently throughout the practice of athletics and related physical activities during class. • Keep a record of duration estimates of your personal involvement in athletics and related physical activities in your self-journal (see Appendix 1).
Things you will need to remember for future lessons	<ul style="list-style-type: none"> • How athletics and related physical activities contribute to the development of cardiorespiratory strength and endurance, muscular strength and endurance, flexibility and balance, etc. • Benefits of regular participation in athletics and related physical activities. • How to keep a record of duration estimates of your personal involvement in athletics and related physical activities in your self-journal (see Appendix 1).





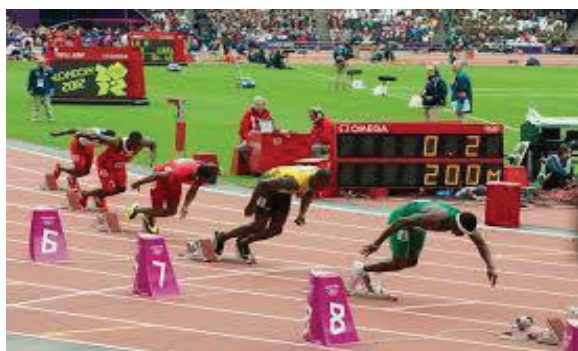
Activity Instructions

1. In small groups and with a partner in stations, practise beginning tactics and strategies in athletics and related physical activities (e.g., brisk walking as in race walk, running, jumping, and throwing, etc.).
2. In your small groups, explore ways that contribute to mechanically appropriate movement patterns in a horizontal plane and how to transfer horizontal movement to a vertical upward movement. Also, explore ways of handling a throwing equipment and releasing it appropriately as a beginner.
3. Practise making choices and reflecting on the choices you made about the movement patterns you explored.
4. Progress at your own pace and time in a personal, responsible manner.
5. Become a true physical activity literate learner who understands and appreciates the rules, rituals, and traditions that surround athletics and related physical activities.

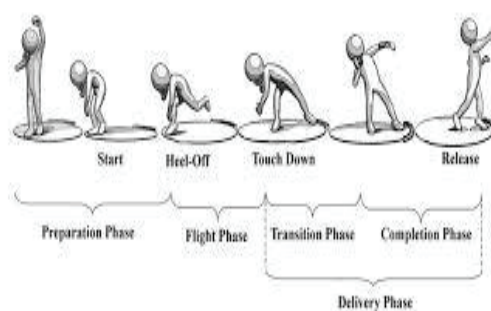
Note 4: To encourage personal and social responsibility, all group members must be included. Inclusion not only means that all members of your group have an opportunity to participate, but that they are engaged at a level appropriate to their interests, skills and ability.

Teaching Resources

Charts, videos, athletic equipment (based on selected choices)



Sprinting



Throwing





Assessment Task

Keep a record of duration estimates of your personal involvement in athletics and related physical activities (including your assigned homework tasks) in your self-journal (see Appendix 1).

Homework Task

1. Practise athletics and related physical activities with friends at school and with siblings at home applying adaptations where necessary.
2. You are reminded to record estimates of involvement (duration) in athletics and related physical activities in and out of school in your self-journal (see Appendix 1).

Note 1: This is necessary to demonstrate ability to adhere to regular participation in athletics and related physical activity, as well as developing physical literacy, cooperation, critical thinking, and decision-making skills.

Strand 2: Physical Activity Education

Sub-strand 3: Organised Sports and Physical Activity Participation

Content standard	B7.2.3.1 Demonstrate the ability to apply movement concepts, principles, and strategies in performing <i>non-contact sports</i> (e.g., ball and racket, athletics, and <i>individual and target sports</i>) to develop creativity, innovation, communication, and collaboration.
What you should know already	Horizontal plane, vertical plane, personal development, personal responsibility, active engagement and inclusion. Differences between muscular strength and endurance, flexibility/balance and cardiorespiratory strength and endurance. Throwing and catching, sling (rubber tyre).
What will you learn? What skills will you develop?	<ul style="list-style-type: none"> • 4Rs (Reading, wRiting, aRithmetic, and cReativity) • Creativity and innovation • Personal development and leadership • Problem solving and critical thinking • Perform non-contact sports





Language and vocabulary, you will need to use	individualised instruction, <i>task/station teaching pedagogy</i> , teaching games for understanding, personal development, personal responsibility, opportunity to respond, active engagement, inclusion
Ways to extend your understanding	<ul style="list-style-type: none">• Be self-motivated, develop confidence and personal responsibility to regularly participate in individual and target sports with friends and family in the community and at home.• Monitor your heartbeat at the beginning of physical performance and intermittently throughout the practice of individual and target sports during class.• Keep a record of duration estimates of your personal involvement in individual and target sports in your self-journal (see Appendix 1).
Things you will need to remember for future lessons	<ul style="list-style-type: none">• How individual and target sports contribute to the development of cardiorespiratory strength and endurance, muscular strength and endurance, flexibility, and balance, etc.• Benefits of regular participation in individual and target sports.• How to keep a record of duration estimates of your personal involvement in individual and target sports in your self-journal (see Appendix 1).

Activity Instructions

1. In small groups and with a partner in stations, practise beginning tactics and strategies in individual and target sports (e.g., atsa/local archery, golf or as applicable).
2. In your small groups/stations, practise adapted tasks such as tsasikele (throwing and hitting practice) and throwing at targets from varying distances and space (e.g., darts, hanging hoola hoop or available object/surface).
3. Explore ways that contribute to mechanically appropriate patterns in sending (throwing) different objects in a horizontal plane and how to send objects to a trajectory with adequate amount of force.





4. Explore ways of handling various objects for throwing at or hitting targets and releasing/hitting objects appropriately as a beginner. Also, practise making choices and reflecting on the choices made.
5. Participate in adaptive football-golf, frisbee golf, darts, atsa, or similar activities within your locality.
6. Practise at your own pace and time and in a safe manner, being responsible and respectful to yourself and others.
7. Become a true physical activity literate learner who understands and appreciates the rules, rituals and traditions that surround individual and target sports.

Teaching Resources

Charts, videos, athletic equipment (based on selected choices).



Local Archery





Assessment Task

Keep a record of duration estimates of your personal involvement in individual and target sports (including your assigned homework tasks) in your self-journal (see Appendix 1).

Homework Task

1. Practise individual and target sports with friends at school and with siblings at home applying adaptations where necessary.
2. You are reminded to record estimate of involvement (duration) in individual and target sports in and out of school in your self-journal (see Appendix 1).

Note 1: This is necessary to demonstrate ability to adhere to regular participation in individual and target sports, as well as developing physical literacy, cooperation, critical thinking, and decision-making skills.

Strand 2: Physical Activity Education

Sub-strand 3: Organised Sports and Physical Activity Participation

Content standard	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 skills.
What you should know already	Horizontal plane, vertical plane, personal development, personal responsibility, opportunity to respond, active engagement, inclusion- tsasikele, frisbee golf
What will you learn? What skills will you develop?	<ul style="list-style-type: none"> • 4Rs (Reading, wRiting, aRithmetic, and cReativity) • Creativity and innovation • Personal development and leadership • Problem solving and critical thinking • Performing limited-contact sports





Language and vocabulary, you will need to use	Target sports, archery, stance, aim, execute, etc.
Ways to extend your understanding	<ul style="list-style-type: none">• Be self-motivated and develop confidence and personal responsibility to regularly participate in stick and ball sports with friends and family in the community and at home.• Monitor your heartbeat at the beginning of physical performance and intermittently throughout the practice of stick and ball sports during class.• Keep a record of duration estimates of your personal involvement in stick and ball sports in your self-journal (see Appendix 1).
Things you will need to remember for future lessons	<ul style="list-style-type: none">• How stick and ball sports contribute to the development of cardiorespiratory strength and endurance, muscular strength and endurance, flexibility, and balance, etc.• Benefits of regular participation in stick and ball sports.• How to keep a record of duration estimates of your personal involvement in stick and ball sports in your self-journal (see Appendix 1).

Activity Instructions

1. In small groups and with a partner in stations, practise beginning tactics and strategies in stick and ball sports (e.g., cricket, tsasikele, softball, baseball, and rounders or as applicable).
2. In your small groups/stations, practise adapted tasks such as tsasikele (throwing and hitting practice) and rounders (throwing-hitting, running and catching).
3. Practise at your own pace and time and in a safe manner, being responsible and respectful to yourself and others.
4. Become a true physical activity literate learner who understands and appreciates the rules, rituals and traditions that surround stick and ball sports.

Teaching Resources

Charts, videos, equipment based on selected choices





Cricket



Baseball

Assessment Task

Keep a record of duration estimates of your personal involvement in stick and ball sports (including your assigned homework tasks) in your self-journal (see Appendix 1).

Homework Task

1. Practise stick and ball sports with friends at school and with siblings at home applying adaptations where necessary.
2. You are reminded to record estimate of involvement (duration) in stick and ball sports in and out of school in your self-journal (see Appendix 1).

Note 1: This is necessary to demonstrate ability to adhere to regular participation in stick and ball sports, as well as developing physical literacy, cooperation, critical thinking and decision-making skills.

Strand 2: Physical Activity Education

Sub-Strand 3: Organised Sports and Physical Activity Participation

Content standard

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 skills.





What you should know already	Horizontal plane, vertical plane, personal development, personal responsibility, opportunity to respond, active engagement, inclusion - tsasikele, frisbee golf
What will you learn? What skills will you develop?	<ul style="list-style-type: none">• 4Rs (Reading, wRiting, aRithmetic, and cReativity)• Creativity and innovation• Personal development and leadership• Problem solving and critical thinking
Language and vocabulary, you will need to use	limited contact sports, communication and collaboration, opportunity to respond, active engagement, inclusion
Ways to extend your understanding	<ul style="list-style-type: none">• Be self-motivated, develop confidence and personal responsibility to regularly participate in invasion sports with friends and family in the community and at home.• Monitor your heartbeat at the beginning of physical performance and intermittently throughout the practice of invasion sports during class.• Keep a record of duration estimates of your personal involvement in invasion sports in your self-journal (see Appendix 1).
Things you will need to remember for future lessons	<ul style="list-style-type: none">• How invasion sports contribute to the development of cardiorespiratory strength and endurance, muscular strength and endurance, flexibility and balance, etc.• Benefits of regular participation in invasion sports.• How to keep a record of duration estimates of your personal involvement in invasion sports in your self-journal (see Appendix 1).

Activity Instructions

1. In small groups and with a partner in stations, practise beginning tactics and strategies in invasion sports (e.g., maintaining a rally as in volleyball and team ball possession as in netball and playing competitive game and setting up to attack etc.).





2. In your small groups, explore ways of scoring by hitting/sending a ball into a court/space (volleyball) or into a target (netball) with beginning accuracy and/or power that opponent cannot hit back/return it before it bounces once (as in volleyball, etc.).
3. To prevent scoring, you must return the ball before it bounces once as in volleyball.
4. Practise at your own pace and time and in a safe manner, being responsible and respectful to yourself and others.
5. Become a true physical activity literate learner who understands and appreciates the rules, rituals and traditions that surround hand and ball.

Teaching Resources

Charts, videos, equipment based on selected choices

Assessment Task

Keep a record of duration estimates of your personal involvement in hand and ball (including your assigned homework tasks) in your self-journal (see Appendix 1).

Homework Task

1. Practise hand and ball with friends at school and with siblings at home applying adaptations where necessary.
2. You are reminded to record estimates of involvement (duration) in hand and ball in and out of school in your self-journal (see Appendix 1).

Note 1: This is necessary to demonstrate ability to adhere to regular participation in hand and ball, as well as developing physical literacy, cooperation, critical thinking, and decision-making skills.





Strand 2: Physical Activity Education

Sub-Strand 3: Organised Sports and Physical Activity Participation

Content standard	B7. 2.3.3: <i>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 skills.</i>
What you should know already	The types of limited-contact sports, e.g. cricket, baseball, netball, etc. How these limited-contact sports are played.
What will you learn? What skills will you develop?	<ul style="list-style-type: none"> • 4Rs (Reading, wRiting, aRithmetic, and cReativity) • Creativity and innovation • Personal development and leadership • Problem solving and critical thinking
Language and vocabulary, you will need to use	Invasion sports, traditional wrestling, full contact, beginning level, communication and collaboration, opportunity to respond, active engagement, inclusion
Ways to extend your understanding	<p>Be self-motivated and develop confidence and personal responsibility to regularly participate in invasion sports with friends and family in the community and at home.</p> <ul style="list-style-type: none"> • Monitor your heartbeat at the beginning of physical performance and intermittently throughout the practice of invasion sports during class. • Keep a record of duration estimates of your personal involvement in invasion sports in your self-journal (see Appendix 1).
Things you will need to remember for future lessons	<ul style="list-style-type: none"> • How invasion sports contribute to the development of cardiorespiratory strength and endurance, muscular strength and endurance, flexibility and balance, etc. • Benefits of regular participation in invasion sports. • How to keep a record of duration estimates of your personal involvement in invasion sports in your self-journal (see Appendix 1).





Activity Instructions

1. In small groups and with a partner in stations, practise beginning tactics in invasion sports (e.g., scoring and preventing scoring, etc.).
2. In small groups, explore ways of moving a ball or other object/projectile into another team's territory, and either shooting into a fixed target (a goal or basket), or moving the projectile/object across an open-ended target (i.e., across a line).
3. To prevent scoring, one team must stop the other from bringing the ball or projectile into its territory and creating scoring opportunities and attempts.

Note: Solving offensive and defensive problems in invasion sports (or invasion sports in general) require similar tactics, even though many of the skills used are different. For example, while shooting to score in handball requires throwing skills, shooting to score in football, requires kicking/ striking skills.

4. Practise at your own pace and time and in a safe manner, being responsible and respectful to yourself and others.
5. Play a beginning level competitive game – set up to attack and focus on game rules and use of court spaces.
6. Become a true physical activity literate learner who understands and appreciates the rules, rituals and traditions that surround invasion sports.

Teaching Resources

Charts, videos, equipment based on selected choices

Assessment Task

Keep a record of duration estimates of your personal involvement in invasion sports (including your assigned homework tasks) in your self-journal (see Appendix 1).

Homework Task

Practise invasion sports with friends at school and with siblings at home applying adaptations where necessary.

You are reminded to record estimates of your involvement (duration) in invasion sports in and out of school in your self-journal (see Appendix 1).





Note 1: This is necessary to demonstrate your ability to adhere to regular participation in invasion sports, as well as developing physical literacy, cooperation, critical thinking, and decision-making skills.

Strand 2: Physical Activity Education

Sub-Strand 3: Organised Sports and Physical Activity Participation

Content standard	B7. 2.3.3: <i>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 skills.</i>
What you should know already	Invasion sports, hand, and ball sports
What will you learn? What skills will you develop?	<ul style="list-style-type: none"> • 4Rs (Reading, wRiting, aRithmetic, and cReativity) • Creativity and innovation • Personal development and leadership • Problem solving and critical thinking
Language and vocabulary, you will need to use	Martial arts, full contact, beginning level
Ways to extend your understanding	<ul style="list-style-type: none"> • Be self-motivated and develop confidence and personal responsibility to regularly participate in martial art with friends and family in the community and at home. • Monitor your heartbeat at the beginning of physical performance and intermittently throughout the practice of martial art during class. • Keep a record of duration estimates of your personal involvement in martial art in your self-journal (see Appendix 1).





Things you will need to remember for future lessons

- How martial art *contributes* to the development of cardiorespiratory strength and endurance, muscular strength and endurance, flexibility, and balance, etc.
- Benefits of regular participation in martial art.
- How to keep a record of duration estimates of your personal involvement in martial art in your self-journal (see Appendix 1).

Activity Instructions

1. In small groups and with a partner in stations, practise beginning tactics in martial art (e.g., judo, karate, taekwondo, arm wrestling, etc.).
2. In small groups, explore *various techniques in martial art including*
 - a. Strikes -
 - i. Punching: Boxing, Wing Chun, Karate
 - ii. Kicking: Taekwondo, Capoeira, Savate
 - b. Grappling -
 - i. Throwing: Hapkido, Judo, Sumo, Wrestling, Aikido
 - ii. Joint lock/Chokeholds/Submission holds: Judo, Jujutsu, Brazilian jiu-jitsu, Sambo, Kung Fu
 - iii. Pinning Techniques: Judo, Wrestling, Aikido



3. Practise at your own pace and time and in a safe manner, being responsible and respectful to yourself and others.





4. Play a beginning level competitive game – set up to attack and focus on game rules and use of court spaces.
5. Become a true physical activity literate learner who understands and appreciates the rules, rituals and traditions that surround martial art.

Teaching Resources

Charts, videos, equipment based on selected choices, punching bag, flat, smooth surface, poster of moves, loose clothing, mats, small dummy



Watch YouTube video of Afrikan Martial Arts Master Instructor Baba Balogun Ojetade as he discusses and demonstrates how to develop and use Combat Speed: <https://youtu.be/4Hz7iyLQdVk>





Watch YouTube video of Ken Moody as he demonstrates Saki (African martial arts) Techniques: <https://youtu.be/AFHOugYoRdc>

Assessment Task

Keep a record of duration estimates of your personal involvement in martial art (including your assigned homework tasks) in your self-journal (see Appendix 1).

Homework Task

1. Practise martial art with friends at school and with siblings at home applying adaptations where necessary.
2. You are reminded to record estimates of your involvement (duration) in martial art in and out of school in your self-journal (see Appendix 1).

Note 1: This is necessary to demonstrate your ability to adhere to regular participation in martial art, as well as developing physical literacy, cooperation, critical thinking, and decision-making skills.

Strand 2: Physical Activity Education

Sub-Strand 3: Organised Sports and Physical Activity Participation

Content standard	B7. 2.3.3: <i>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 skills.</i>
What you should know already	Martial arts, full contact, beginning level
What will you learn? What skills will you develop?	<ul style="list-style-type: none"> • 4Rs (Reading, wRiting, aRithmetic, and cReativity) • Creativity and innovation • Personal development and leadership • Problem solving and critical thinking
Language and vocabulary, you will need to use	Traditional wrestling, full contact, beginning level





Ways to extend your understanding	<ul style="list-style-type: none">• Be self-motivated, develop confidence and personal responsibility to regularly participate in traditional wrestling (atlibo/abotri and Arm wrestling) with friends and family in the community and at home.• Monitor your heartbeat at the beginning of physical performance and intermittently throughout the practice of traditional wrestling (atlibo/abotri and Arm wrestling) during class.• Keep a record of duration estimates of your personal involvement in traditional wrestling (atlibo/abotri and Arm wrestling) in your self-journal (see Appendix 1).
Things you will need to remember for future lessons	<ul style="list-style-type: none">• How traditional wrestling (atlibo/abotri and Arm wrestling) contribute to the development of cardiorespiratory strength and endurance, muscular strength and endurance, flexibility and balance, health, and wellness, etc.• Benefits of regular participation in traditional wrestling (atlibo/abotri and Arm wrestling). For example, health, self-defence, and safety.• How to keep a record of duration estimates of your personal involvement in traditional wrestling (atlibo/abotri and Arm wrestling) in your self-journal (see Appendix 1).

Activity Instructions

Abotri

1. In small groups and with a partner, practise beginning tactics in traditional wrestling (abotri/atlibo/Arm wrestling).
2. In your small groups explore various techniques in traditional wrestling (abotri/atlibo/Arm wrestling) including
 - a. Grappling (atlibo/abotri)
 - i. Throwing
 - ii. Holds
 - iii. Pinning
3. Practise at your own pace and time and in a safe manner, being responsible and respectful to yourself and others.
4. Play a beginning level competitive game (set up to attack and focus on game rules and use of the sand space marked in a circle).





5. Assume the preparatory position facing your partner at arms-length apart with one foot forward in a staggered form.
6. Practise the hold, lift, and/or pull opponent with the aim to pin the back of the opponent.



Abotri



Watch YouTube video of abotri/atlibo in Ghana:
<https://youtu.be/-lOFgEIlMsc>





Arm Wrestling



Partners face each other on opposite sides of the arm-wrestling table and grip hands with the knuckle of the thumb visible. (This can be adapted where partners face each other in front-lying position on mats or in the sand. A house table high enough to enable standing can also be used. Adaptation for sitting is possible as needed.)

The shoulders of the partners must be square to the table with straight wrists before the performance/match begins. The non-wrestling hand must be placed on the side pegs on the table.

A Pin occurs when any part of the hand from the wrist up drops below the line of the marker of the table – or in the adaptation, part of the hand from the wrist up touches the sand or mat.

Note: Become a true physical activity literate learner who understands and appreciates the rules, rituals and traditions that surround traditional wrestling (atlibo/abotri and Arm wrestling).





Teaching Resources

Charts, videos, equipment based on selected choices, arm-wrestling table, punching bag, flat, sandy surface, poster of moves, loose clothing, mats, small dummy.



- Watch YouTube video of traditional wrestling 2012 ECOWAS Games: <https://youtu.be/LheaQW4gnBo>
- Watch YouTube video of 1st Warrior Gathering Abotri Ga-Dangbe Martial Science: <https://youtu.be/x5hfyfAQqEY>



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





Assessment Task

Keep a record of duration estimates of your personal involvement in traditional wrestling (*atlibo/abotri and Arm wrestling*) activities (including your assigned homework tasks) in your self-journal (see Appendix 1).

Homework Task

1. Practise traditional wrestling (*atlibo/abotri and Arm wrestling*) activities with friends at school and with siblings at home applying adaptations where necessary.
2. You are reminded to record estimates of your involvement (duration) in traditional wrestling (*atlibo/abotri and Arm wrestling*) activities in and out of school in your self-journal (see Appendix 1).

Note 1: This is necessary to demonstrate your ability to adhere to regular participation in traditional wrestling (atlibo/abotri and Arm wrestling) activities, as well as developing physical literacy, cooperation, self-defence, safety, health and wellness, critical thinking and decision-making skills.





APPENDICES

Appendix 1- Self-Journal

In this LRP, you will write self-journals covering the assignments, homework tasks, observations and keep a record of your personal progress and learning. This may be done for lessons covered under a topic, weekly or daily as suggested by your teacher, and agreed upon by you and significant others from home and community. Thus, for each self-journal entry, you will cover the following;

1. TOPIC(S)/LESSON(S):
2. DATE(S):
3. REFLECTION (*What did you learn?*)
4. CONNECTION (*How does the lesson(s)/topic(s) relate to your personal life, home, or community*)
5. APPLICATION (*How are you using what you have learned?*)
6. ESTIMATES OF USE OF LEARNING (*List activities done in school/home/ community; Estimate amount of time spent in activities; count the number repetitions for each activity*)

See a blank self-journal on the next page.

Self-Journal

NAME:

Self-Journal Number:

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

TOPIC(S)/LESSON(S):

DATE(S):

REFLECTION (*What did you learn?*)

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





Personal life	At home	In the community

APPLICATION (How are you using what you have learned?)

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

Schl	Time spent	No. rept	Home	Time spent	No. rept	Commt.	Time spent	No. rept

Completed Sample- Self-Journal

NAME: Kweku Boafo

Self-Journal Number: 3

INSTRUCTIONS: This self-journal should be completed for a lesson(s) covered under a topic, weekly or daily as applicable.

TOPIC(S)/LESSON(S):

- a. Causes of common injuries in physical activity settings.
- b. Prevention of common injuries in physical activity settings.
- c. International procedures of managing physical activity and sports related injuries



DATE(S): 26/05/2020, 29/05/2020

REFLECTION (What did you learn?)

- a. Common injuries related to physical activities e.g.
 - i. **Cuts** – Cuts are injuries commonly caused by sharp edges objects or punch which cuts the surface of the skin causing it to split.
 - ii. **Dislocation** – An injury in which the ends of two connected bones separate.
 - iii. **Bruises** – A skin injury that results in a discoloration of the skin without a break in the overlying skin and usually results from being hit by something or scratch on the floor.
 - iv. **Fracture** – It is a medical condition or injury in which there is a partial or complete break in the continuity of the bone.

- b. Classification of injuries as either minor or major.

S/N	MINOR INJURIES	MAJOR INJURIES
1	Bruises	Fracture
2	Contusion	Laceration
3	Strain	Deep cuts
4	Sprain	Internal bleeding

- c. Causes of the common injuries associated with physical activities.
 - i. Inadequate warm-up before vigorous physical activity
 - ii. Indiscipline during physical activities (not following instructions)
 - iii. Performing physical activities on unsafe workspace.
 - iv. Wrong use of implements/equipment
 - v. Use of damaged implements/equipment
 - vi. Lack of concentration during physical activity performance
- d. Internationally accepted procedures of managing physical activity and sports related injuries.



The use of PRICE (stands for protection, rest, ice, compression, and elevation).

- i. Protection** – protect the affected area from further injury – for example, by using a support.
 - ii. Rest** – avoid exercise and reduce your daily physical activity.
 - iii. Ice** – apply an ice pack to the affected area for 15-20 minutes every two to three hours.
 - iv. Compression** – the use of a compression wrap, such as an elastic bandage, to apply an external force to the injured tissue. This compression minimises swelling and provides mild support.
 - v. Elevation** – is recommended to help reduce the pooling of fluid in the injured extremity or joint.
- e.** Safety guide or tips on prevention of physical activity and sports related injuries
- To reduce the risk of injury:
- i.** Wear the right gear.
 - ii.** Strengthen muscles.
 - iii.** Increase flexibility.
 - iv.** Use the proper technique.
 - v.** Take breaks.
 - vi.** Play safe.

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

Personal life	At home	In the community
Crossing main roads	Performing household chores	Playing football with friends
Walking to school	Cutting fruits (oranges, pineapples)	Visiting some places with friends





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

- When I want to use something, which is not mine at school or in the house I will seek permission first.
- When I am walking to school and crossing the roads, I will be incredibly careful.
- When I am going to play with friends, I will make sure we clear or pick all dangerous objects from the field before we play.
- When I am performing my household chores, I will always concentrate so that I do not spoil things.

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

Schl	Time spent	No. rept	Home	Time spent	No. rept	Commt.	Time spent	No. rept
Playing football	20min	1	Fetching water	10min	7	Playing football	60min	2
Playing ampe	20min	3	Sweeping compd	15min	1	Visiting friends	30min	3
Skipping	10min	4	Weeding compd	30min	1	Run errands	30min	1
Dancing	10min	2	Pounding fufu	50min	1	Cleaning gutters	60min	1

Appendix 2- Background Information

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

- Your name _____
- Date of birth [] (day) [] (month) [] (year)
- How old are you? [] years
- Gender: Male _____ Female _____
- Height (in metres) _____





6. Weight (in kilogrammes) _____
7. Blood pressure _____ Systolic, _____ Diastolic, _____ Pulse at rest
8. Name of your school: _____
9. Name of town the school is located _____
10. What grade or form are you in now? _____
11. Do you currently play sport? Yes _____ No _____
12. If yes to item #11 above, give the name of the top sport you play _____
13. How many times did you take part in your top sport over the past 7 days? _____
14. How long have you been playing your top sport? _____
15. Do you participate in any other sport? Yes _____ No _____
16. If yes to item #15, state the name of your second sport _____
17. How many times did you take part in your other sport over the past 7 days? _____

Completed Sample- Background Information

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

1. Your name: - Saviour Ayuuba
2. Date of birth [01] ^(day) [12] ^(month) [2007] ^(year)
3. How old are you? [13] years
4. Gender: Male Female _____
5. Height (in metres) 1.5 meters
6. Weight (in kilogrammes) 38 kg
7. Blood pressure Systolic, 108 Diastolic, 74 Pulse at rest 58
8. Name of your school: ASHMA No. 1 Basic





9. Name of town the school is located Ashaiman
10. What grade or form are you in now? JHS 1
11. Do you currently play sport? Yes No
12. If yes to item #11 above, give the name of the top sport you play Football
13. How many times did you take part in your top sport over the past 7 days?
7 times
14. How long have you been playing your top sport? 5 years now
15. Do you participate in any other sport? Yes No
16. If yes to item #15, state the name of your second sport _____
17. How many times did you take part in your other sport over the past 7 days? _____

Appendix 3- Physical Activity in The Past 7 Days

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

1. During the last 7 days, how many days did you do vigorous physical activities like heavy lifting, digging, aerobics, or fast bicycling?
_____ days per week _____ No vigorous physical activities. [If no skip to question 3]
2. How much time did you averagely spend doing vigorous physical activities on one of those days? _____ hours per day _____ minutes per day __Don't know/Not sure

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





3. During the last 7 days, how many days did you do moderate physical activities like carrying light loads, bicycling at a regular pace, or doubles tennis? Do not include walking. ____ days per week ____ No moderate physical activities. [If No skip to question 5]
4. How much time did you averagely spend doing moderate physical activities on one of those days? ____ hours per day ____ minutes per day ____ Don't know/Not sure

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

5. During the last 7 days, how many days did you walk for at least 10 minutes at a time? ____ days per week ____ No walking. [If No skip to question 7]
6. How much time did you averagely spend walking on one of those days? ____ hours per day ____ minutes per day ____ Don't know/Not sure

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

7. During the last 7 days, how much time did you spend sitting on a weekday? ____ hours per day ____ minutes per day ____ Don't know/Not sure

Completed Sample-Physical Activity in the Past 7 Days

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

8. During the last 7 days, how many days did you do vigorous physical activities like heavy lifting, digging, aerobics, or fast bicycling? ____ days per week.
____ No vigorous physical activities. [If No skip to question 3]





9. How much time did you usually spend doing vigorous physical activities on one of those days? ___1___ hours per day _____ minutes per day ___Don't know/Not sure

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

10. During the last 7 days, how many days did you do moderate physical activities like carrying light loads, bicycling at a regular pace, or doubles tennis? Do not include walking. ___4___ days per week _____No moderate physical activities. [If No skip to question 5]

11. How much time did you averagely spend doing moderate physical activities on one of those days? ___3___ hours per day _____ minutes per day _____Don't know/Not sure

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

12. During the last 7 days, how many days did you walk for at least 10 minutes at a time? ___7___ days per week _____No walking. [If No skip to question 7]

13. How much time did you averagely spend walking on one of those days? _____ hours per day ___30___ minutes per day ___Don't know/Not sure

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

14. In the last 7 days, how much time did you spend sitting during weekday? _____ hours per day _____ minutes per day _____Don't know/Not sure





Appendix 4- Physical Fitness Indicators and Vital Signs Score Card

Your Name: _____

Unique ID: _____

Indicator		Score	Date of Test	Notes
Body Mass Index (BMI)				
Sit-n-Reach				
Push-ups				
Curl-ups				
Mile Run				
Height				
Weight				
Blood Pressure	Systolic			
	Diastolic			
	Pulse			





Completed sample- Physical Fitness Indicators and Vital Signs Score Card

Your Name: __Saviour Ayuuba__

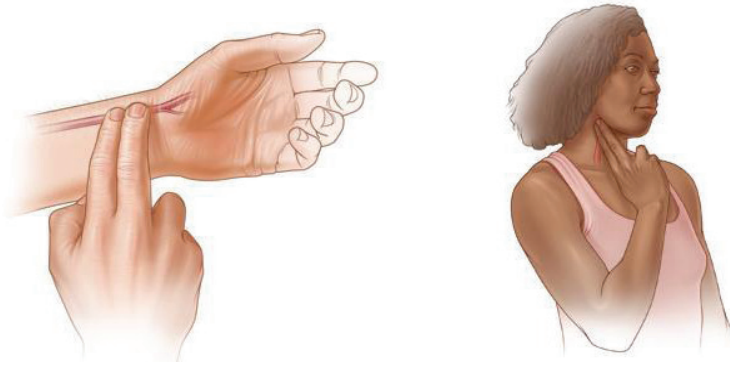
Unique ID: __001__

Indicator		Score	Date of Test	Notes
Body Mass Index (BMI)		16.90	26/05/2020	
Sit-n-Reach		15	26/05/2020	
Push-ups		10	26/05/2020	
Curl-ups		10	26/05/2020	
Mile Run		12	26/05/2020	
Height		1.5 m	26/05/2020	
Weight		38 kg	26/05/2020	
Blood Pressure	Systolic	108	26/05/2020	
	Diastolic	74		
	Pulse	60 bpm		





Appendix 5- Picture of Pulse Reading



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Current as of March 28, 2019

Author: Healthwise Staff

E. Gregory Thompson MD - Internal Medicine

Adam Husney MD - Family Medicine

Martin J. Gabica MD - Family Medicine





Appendix 6- Key Terms

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

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

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

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

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

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

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

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

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

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

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





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

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

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

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

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

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

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

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

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

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

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

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

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





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

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

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

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

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

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

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

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

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





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

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

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

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

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

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

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

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

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

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





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

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

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

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

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

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



Appendix 7- Classification of Sports by Level of Contact

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

FULL-CONTACT SPORTS	LIMITED-CONTACT SPORTS	NON-CONTACT SPORTS
<p>a) Invasion sports</p> <ul style="list-style-type: none"> i. Football ii. Basketball iii. Field hockey iv. Handball <p>b) Martial arts</p> <ul style="list-style-type: none"> i. Judo ii. Karate iii. Taekwondo iv. Boxing <p>c) Traditional wrestling</p> <ul style="list-style-type: none"> i. Arm wrestling ii. Abotri/kukule 	<p>a) Stick and ball sports</p> <ul style="list-style-type: none"> i. Cricket ii. Rounders iii. Baseball iv. Softball v. Tsasikele <p>b) Invasion sports</p> <ul style="list-style-type: none"> i. Volleyball ii. Netball 	<p>a) Athletics</p> <ul style="list-style-type: none"> i. Relay adaptations ii. Throwing events iii. Jumping events <p>b) Ball and racket/bat sports</p> <ul style="list-style-type: none"> i. Tennis ii. Table tennis iii. Badminton <p>c) Individual/target sports</p> <ul style="list-style-type: none"> i. Local archery- Atsa ii. Golf





Appendix 8- Categories of Traditional Activities

SELF-DIRECTED ACTIVITIES	CONCEPTUAL ACTIVITIES	COOPERATIVE ACTIVITIES	SOCIO-RELATIONAL ACTIVITIES
<ol style="list-style-type: none"> 1. Ahurukutu 2. Aniis 3. Atlibo 4. Bo Mframa 5. Tsasikele 6. Bofako 7. Hwiibom 8. Kere Kere 9. Kwaakwaa 10. Moobo 11. Pietor 12. Toen Younin 13. To Koa No 	<ol style="list-style-type: none"> 1. Dua-Oo-Dua 2. Kokrokoo 3. Kyekyekule 4. Masi-Masi 5. Otoosa 	<ol style="list-style-type: none"> 1. Abasakonw 2. Asoba 3. Denkyem So Me Dua Mu 4. Dazalla 5. Langa 6. Mitu Mituo 7. Obiarra Yewoo No Kwasiada 8. Ozimzim 9. Kale 10. Kpe Do KpetoGbo 11. Sia Deka Meyi 12. Tuwe Tuwe – Mamprobi 13. Zangina Tobikayulika 	<ol style="list-style-type: none"> 1. Agblatseetse 2. Bu Dikiy Fam No 3. Daakuulanga 4. Kwaanikwaan 5. M’foBie Loo 6. Odo Handkerchief 7. Nsamanfuo Agoro 8. Wuriba-Bari





GROUP DANCE	INDIVIDUAL-DUAL DANCE	BOARD-FLOOR ACTIVITIES	
1. Awandobele	1. Adowa	1. Agya Wo Ho	
2. Dugu	2. Anteada	2. Gau	
3. Gangang	3. Adumbire	3. Kremesim	
4. Mwetanku	4. Kolgo, Tua Tua	4. Kugah Soah	
5. NobaBie	5. Ayisimono	5. Nsakwakyri	
6. Ntan	6. Fontonfrom	6. Orefa	
7. N YagseYagse	7. Kpo Dada	7. Pitinga	
8. Nwemboaba	8. Npelege Nyine	8. Sukuu Aba	
9. "O" Africa	9. Sikyi	9. Wapena	
10. Takai			
11. Wah Dosi Leng Tolle			
12. Hoo Londore Ho!			
13. Wan Tia Dooni			
14. Bamaya			

SAMPLE VIDEOS

1. Kyekyekule/Sansankroma - <https://youtu.be/os4GS102Rei>
2. Takai- https://www.youtube.com/results?search_query=Takai | <https://www.youtube.com/watch?v=eBYTrH-zIVk>
3. Song-Baamaaya- <https://www.youtube.com/watch?v=v5h8tcigs0e>
4. Documentary traditional Games- <https://www.youtube.com/watch?v=wqpsrBtbr64> | <https://www.youtube.com/watch?v=zdDWHOAWkY>
5. Ga kpanlogo music and dance- <https://www.youtube.com/watch?v=1zb69xgp5Ho>





WORKSHEETS

Worksheet 1: Food Nutrients, Sources and Functions

S/N	FOOD NUTRIENT	SOURCE	FUNCTION

Worksheet 2: Common Diseases Associated with Sedentary Behaviour

S/N	DISEASE	SPECIFIC EFFECT	PREVENTIVE ACTIVITIES

Worksheet 3: Common Sports and Physical Activity Injuries

S/N	COMMON INJURIES	TICK ✓		CAUSES
		MINOR	MAJOR	

