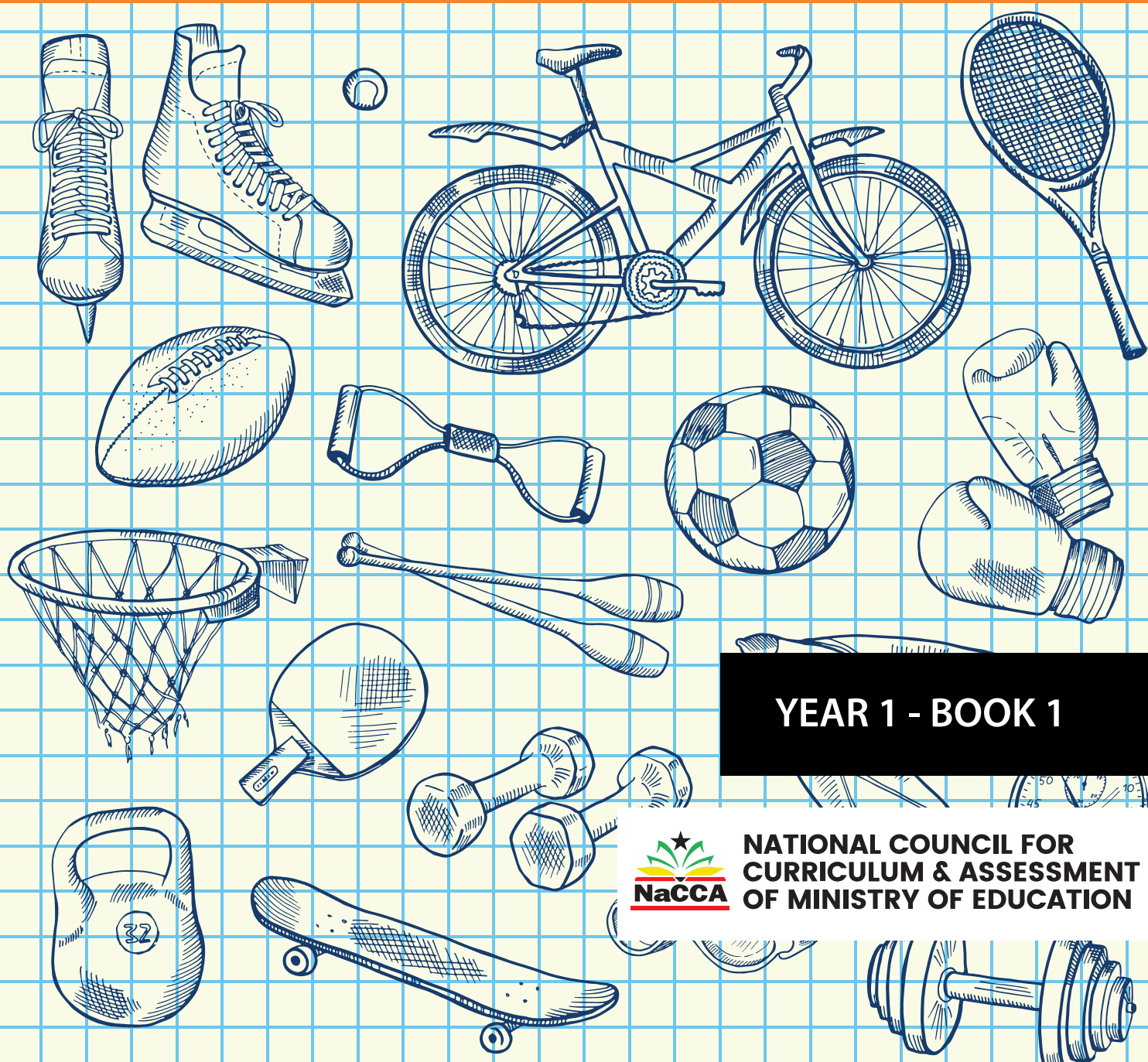




MINISTRY OF EDUCATION

Physical Education and Health (Core)

TEACHER MANUAL



YEAR 1 - BOOK 1



NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION

MINISTRY OF EDUCATION



REPUBLIC OF GHANA

Physical Education and Health (Core)

Teacher Manual

Year One - Book One



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

PHYSICAL EDUCATION AND HEALTH (CORE) TEACHER MANUAL

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CONTENTS

INTRODUCTION	1
Learner-Centred Curriculum	1
Promoting Ghanaian Values	1
Integrating 21st Century Skills and Competencies	1
Balanced Approach to Assessment - not just Final External Examinations	1
An Inclusive and Responsive Curriculum	2
Social and Emotional Learning	2
Philosophy and vision for each subject	2
ACKNOWLEDGEMENTS	3
SCOPE AND SEQUENCE	10
SECTION 1: CAREER PATHWAYS IN PHYSICAL EDUCATION AND HEALTH	11
Strand: Physical Activity and Health	11
Sub-Strand: Career Pathways in Physical Activity and Sports	11
<i>Theme or Focal Area: Career pathways in Physical Education and Health</i>	13
<i>Theme or Focal Area: Career pathways in Physical Education</i>	22
SECTION 2: TRADITIONAL DANCES AS PHYSICAL ACTIVITY	32
Strand: Physical Activity and Health	32
Sub Strand: Traditional Dances	32
<i>Theme or Focal Area: Traditional dance as a physical and recreational activity</i>	34
<i>Theme or Focal Area: Traditional dance (a local or regional specific dance, e.g. (Agbadza)</i>	37
<i>Theme or Focal Area: Traditional Dance (a local or regional specific dance, e.g. Kpanlogo)</i>	40
<i>Theme or Focal Area: Traditional dance (a traditional dance from anywhere in the country, e.g. Adowa).</i>	43
SECTION 3: HEALTH AND WELLNESS – PART ONE	46
Strand: Physical Activity and Health	46
Sub-Strand: Health and Wellness	46
<i>Theme or Focal Area: Pillars of health</i>	47
<i>Theme or Focal Area: Wellness and healthy lifestyle</i>	53

SECTION 4: GYMNASTICS	57
Strand: Physical Activity and Health	57
Sub-Strand: Gymnastics	57
<i>Theme or Focal Area: Forward roll</i>	59
<i>Theme or Focal Area: Backward roll</i>	62
<i>Theme or Focal Area: Handstand</i>	65

INTRODUCTION

The National Council for Curriculum and Assessment (NaCCA) has developed a new Senior High School (SHS), Senior High Technical School (SHTS) and Science, Technology, Engineering and Mathematics (STEM) Curriculum. It aims to ensure that all learners achieve their potential by equipping them with 21st Century skills, competencies, character qualities and shared Ghanaian values. This will prepare learners to live a responsible adult life, further their education and enter the world of work.

This is the first time that Ghana has developed an SHS Curriculum which focuses on national values, attempting to educate a generation of Ghanaian youth who are proud of our country and can contribute effectively to its development.

This Teacher Manual for Physical Education and Health (Core) covers all aspects of the content, pedagogy, teaching and learning resources and assessment required to effectively teach Year One of the new curriculum. It contains this information for the first 11 weeks of Year One, with the remaining 13 weeks contained within Book Two. Teachers are therefore to use this Teacher Manual to develop their weekly Learning Plans as required by Ghana Education Service.

Some of the key features of the new curriculum are set out below.

Learner-Centred Curriculum

The SHS, SHTS, and STEM curriculum places the learner at the center of teaching and learning by building on their existing life experiences, knowledge and understanding. Learners are actively involved in the knowledge-creation process, with the teacher acting as a facilitator. This involves using interactive and practical teaching and learning methods, as well as the learner's environment to make learning exciting and relatable. As an example, the new curriculum focuses on Ghanaian culture, Ghanaian history, and Ghanaian geography so that learners first understand their home and surroundings before extending their knowledge globally.

Promoting Ghanaian Values

Shared Ghanaian values have been integrated into the curriculum to ensure that all young people understand what it means to be a responsible Ghanaian citizen. These values include truth, integrity, diversity, equity, self-directed learning, self-confidence, adaptability and resourcefulness, leadership and responsible citizenship.

Integrating 21st Century Skills and Competencies

The SHS, SHTS, and STEM curriculum integrates 21st Century skills and competencies. These are:

- **Foundational Knowledge:** Literacy, Numeracy, Scientific Literacy, Information Communication and Digital Literacy, Financial Literacy and Entrepreneurship, Cultural Identity, Civic Literacy and Global Citizenship
- **Competencies:** Critical Thinking and Problem Solving, Innovation and Creativity, Collaboration and Communication
- **Character Qualities:** Discipline and Integrity, Self-Directed Learning, Self-Confidence, Adaptability and Resourcefulness, Leadership and Responsible Citizenship

Balanced Approach to Assessment - not just Final External Examinations

The SHS, SHTS, and STEM curriculum promotes a balanced approach to assessment. It encourages varied and differentiated assessments such as project work, practical demonstration, performance assessment, skills-based assessment, class exercises, portfolios as well as end-of-term examinations and final external assessment examinations. Two levels of assessment are used. These are:

- Internal Assessment (30%) – Comprises formative (portfolios, performance and project work) and summative (end-of-term examinations) which will be recorded in a school-based transcript.
- External Assessment (70%) – Comprehensive summative assessment will be conducted by the West African Examinations Council (WAEC) through the WASSCE. The questions posed by WAEC will test critical thinking, communication and problem solving as well as knowledge, understanding and factual recall.

The split of external and internal assessment will remain at 70/30 as is currently the case. However, there will be far greater transparency and quality assurance of the 30% of marks which are school-based. This will be achieved through the introduction of a school-based transcript, setting out all marks which learners achieve from SHS 1 to SHS 3. This transcript will be presented to universities alongside the WASSCE certificate for tertiary admissions.

An Inclusive and Responsive Curriculum

The SHS, SHTS, and STEM curriculum ensures no learner is left behind, and this is achieved through the following:

Addressing the needs of all learners, including those requiring additional support or with special needs. The SHS, SHTS, and STEM curriculum includes learners with disabilities by adapting teaching and learning materials into accessible formats through technology and other measures to meet the needs of learners with disabilities.

- Incorporating strategies and measures, such as differentiation and adaptative pedagogies ensuring equitable access to resources and opportunities for all learners.
- Challenging traditional gender, cultural, or social stereotypes and encouraging all learners to achieve their true potential.
- Making provision for the needs of gifted and talented learners in schools.

Social and Emotional Learning

Social and emotional learning skills have also been integrated into the curriculum to help learners to develop and acquire skills, attitudes, and knowledge essential for understanding and managing their emotions, building healthy relationships and making responsible decisions.

Philosophy and vision for each subject

Each subject now has its own philosophy and vision, which sets out why the subject is being taught and how it will contribute to national development. The Philosophy and Vision for Physical Education and Health (Core) is:

Philosophy: The Philosophy underpinning the physical education and health (PEH) curriculum is every learner can develop their potential to the fullest within a conducive environment supported by skilled teachers. Every learner needs to be equipped with the relevant skills and competencies to support healthy living and to be able to further their education or proceed to the world of work.

Vision: Learners are equipped with relevant PEH knowledge, skills and competencies to progress and succeed in further studies, the world of work and adult life. Also, it is aimed at equipping all learners with the 21st Century skills and competencies required to be responsible citizens and life-long learners. Through this core PEH subject, SHS graduates will be prepared to become effective, engaging, and responsible citizens at the learn and participate in physical education and health activities. This will enable them to engage in national physical activity and sport for health development activities

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SCOPE AND SEQUENCE

Core Physical Education and Health Summary

S/N	STRAND	SUB-STRAND									
			YEAR 1			YEAR 2			YEAR 3		
			CS	LO	LI	CS	LO	LI	CS	LO	LI
1.	Physical Activity and Health	Traditional Dances and Gymnastics	1	1	1	-	-	-	-	-	-
		Organized Sports Participation	1	1	1	1	1	1	1	1	1
		Health and Wellness	1	1	2	1	1	6	1	1	4
		Traditional Games	-	-	--	1	1	1	-	-	-
		Career Pathways in Physical Activity and Sports	1	1	1	1	1	1	-	-	-
		Career Pathways in Health and Wellness	-	--	-	-	-	-	1	1	1
Total			4	4	5	4	4	9	3	3	6

Overall Totals (SHS 1 – 3)

Content Standards	11
Learning Outcomes	11
Learning Indicators	20

SECTION 1: CAREER PATHWAYS IN PHYSICAL EDUCATION AND HEALTH

Strand: **Physical Activity and Health**

Sub-Strand: Career Pathways in Physical Activity and Sports

Content Standard: Demonstrate knowledge and understanding of career pathways in physical education and health (e.g., teaching, educational leadership, sport management, coaching, etc.)

Learning Outcome: *Explain various career pathways in the physical education and health enterprise*

INTRODUCTION AND SECTION SUMMARY

This section covers the identification and discussion of career pathways in physical education and health and the professional attributes and mindset required for practice. The understanding of career pathways will serve as a cornerstone for developing a complete understanding of the subject and can help learners in setting clear goals and objectives which provide a sense of direction and focus in their professional lives. Learners will also look at the professional athlete and the impact they can have on a nation and their chosen sport.

Knowing about various careers in a particular subject area helps in selecting the right education and skills needed to obtain and to support the chosen career. Making careful and well-informed decisions regarding a career can increase the chance of success in that career path.

By the end of this section, learners will be equipped with the various career pathways in physical education and health and the professional attributes and mindsets required for practice in the sports industry.

Overall, this section will equip learners with the foundational knowledge and functional understanding of the subject by employing interactive pedagogical strategies, resources, differentiation and assessment strategies to support learning. This section has a link with science, biology, physics and home economics.

The weeks covered by the section are:

Week 1 and 2: Identify and discuss career pathways in physical education and health and the professional attributes and mind sets required for practice.

SUMMARY OF PEDAGOGICAL EXEMPLARS

The pedagogical exemplars here include different approaches to teaching the concepts in PEH. Initiating talk for learning involves engaging learners to talk during lessons as they discuss the concept of PEH and thus helping to build learners' communication skills. Collaborative learning encourages learners in mixed-ability and mixed-gender groups to share ideas on the various PEH concepts. This section also makes use of structuring talk for learning pedagogy by showing video content on careers and professions for learners to watch and discuss. For the gifted and talented learners, additional tasks are assigned to them to perform leadership roles such as appointing them as leaders or secretaries of their respective groups and as peer-teachers to guide colleague learners to develop a deeper understanding of the concepts being taught.

ASSESSMENT SUMMARY

The teacher should assign tasks to cover the definition of career and career pathways and the importance of choosing a career that aligns with one's own interests, skills and passions. Teachers should take into consideration the various levels of proficiencies of the learners and the depth of knowledge required from the learners. This should be done via group discussions, presentations, homework, class exercises, class tests and project-based work. The teacher should accept a varying number of oral and written responses. He/she should develop rubrics to score group presentations, portfolios and assignments.

Week 1

Learning Indicator: *Identify and discuss career pathways in Physical Education and Health and the professional attributes and mind sets required for practice*

Theme or Focal Area: **Career pathways in Physical Education and Health**

Meaning of Career, Profession and Career Pathways

1. **Career:** A career refers to the sequence of employment, education or professional activities that an individual engages in to pursue their long-term goals and aspirations which are driven by personal interests, skills and ambitions. In summary, a career refers to the overall list of jobs and occupations a person pursues at certain points in time or throughout their life.



Fig 1.1: *List of jobs and occupation people may follow at a point in time throughout life*

2. **Career pathway:** A career pathway is a line of occupation, profession, vocation or employment that an individual follows, taking into account his or her education and training. For example, a career path could mean training or schooling to work as a doctor, lawyer, teacher, carpenter, a coach, veterinary assistant, electrician, cashier or hairstylist.

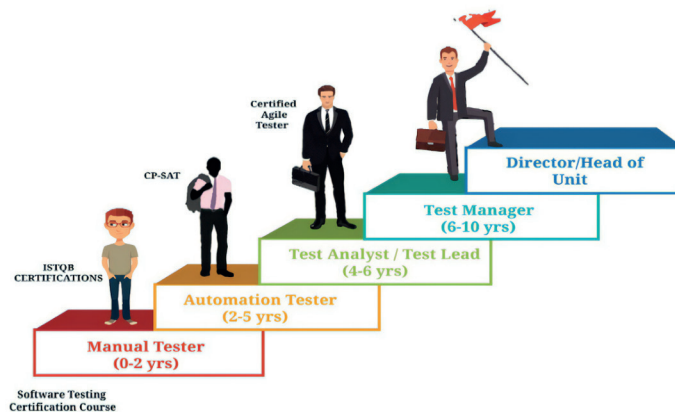


Fig1. 2: *The journey to the top Source: smartdataweek.com*

3. **Career pathway in PEH:** A career pathway in PEH is the occupation or profession line chosen in physical education and health followed by an individual. For example, physical education teacher, coach for any of the athletics disciplines or games, sports journalist, sports lawyer or a sports psychologist.



Fig. 1.3: *A group of people with different professions*

Importance of Choosing a Career that Aligns with One's Interests, Skills and Passions.

1. **Job satisfaction:** When individuals pursue careers aligned with their interests, skills and passions, they are more likely to love and enjoy their work. This leads to higher job satisfaction and overall happiness in their professional life.
2. **Motivation and drive:** Choosing a career that aligns with one's interests, skills and passions motivates the person and increases their zeal to excel in the field. The individual becomes more enthusiastic about learning and improving his/her abilities.
3. **Increased productivity:** When individuals find themselves in fields they genuinely enjoy working in, they are more likely to be productive. Peoples' passion always drive them to go the extra mile to achieve better results.
4. **Better performance:** When individuals work in a chosen field that matches their skills and passions, they are more likely to perform at their best. The individuals' natural abilities are put to good use, enabling them to excel and achieve success with ease.
5. **Long-term commitment:** A career that aligns with one's interests, skills and passions is more likely to keep one engaged and committed in the long run. The person is motivated to invest time and effort into developing their career path.
6. **Resilience and perseverance:** Pursuing a career that one is passionate about helps to develop resilience and perseverance. When faced with challenges or setbacks, the individual's passion for the work will drive him/her to overcome the obstacles and continue moving forward.
7. **Greater Job opportunities:** Choosing a career that aligns with one's interests, skills and passions opens a world of job opportunities. Individuals are more likely to excel in their field and stand out among others, increasing their chances of finding rewarding employment.
8. **Positive impact:** Working in a field that aligns with one's interests and passions allows for a positive impact on the world. Individuals feel a sense of fulfilment and purpose by contributing to a cause or industry that matters to them.
9. **Creativity and innovation:** Pursuing a career that aligns with one's interests, passions and aspirations encourages creativity and innovation. The desire serves as driving tool for the individual to think outside the box, bringing new and additional ideas and solutions to the work.

Physical Education and Health-based career and profession pathways

1. **Sports Psychologist:** A sports psychologist is a professional who sees to the psychological aspects of sports and athletic performance. They work with athletes to enhance their mental skills, develop strategies for performance improvement, manage stress and anxiety and promote overall well-being of athletes in the sports industry.

The skills and mindset of a sport psychologist

To become a **sports psychologist**, you will need a combination of essential skills and qualifications. Sports psychologists require:

- Critical thinking skills
- Interpersonal and communication skills
- Advanced knowledge of sports medicine and exercise science
- Understanding of sports related injuries and common treatments
- Advanced knowledge of stress management and mental conditioning techniques
- Ability to assess athletic performance and use psychological tools for improvement
- Ability to identify and treat psychological issues (e.g. performance anxiety)
- Research skills
- Empathy



Fig 1.4: Clear mindset for better performance

2. **Sports Law/Lawyer:** Sports law refers to the legal regulations and principles that governs the sports industries. It looks at professional and amateur athletes to team owners, contract negotiations, leagues, broadcasters and sponsors issues. It ensures fairness and stability in the sports industry, protects athletes' rights and promote the growth and success of the sports world. A sports lawyer also known as sports law attorney, is a licensed legal professional representing athletes, industry boards, teams, leagues and other sports organisations in their legal issues.

The skills and mindset of a sports lawyer

To embark on a successful career as a sports lawyer, learners will need a combination of legal expertise and a passion for the sports industry. This includes:

- An interest in and knowledge of sport
- A legal qualification
- Relevant work experience
- Attention to detail
- Ability to craft clear and effective legal documents
- Ability to analyse and solve complex problems related to sports law
- Negotiating and networking skills

- Ability to build relationships and advocate for clients



Fig 1.5: *Correct procedures and behaviours in sports*

- 3. Video Analyst:** Video analysts use video to analyse the performance of players. They monitor and record sporting performances for teams and organisations. They liaise with coaches and athletes in training and competitive environments to ensure improvements in their performance. They watch back footage to compile detailed reports that break down player movements, player statistics, decision making and overall performance which help coaches to identify mistakes made by players during a game, come up with solutions, change formations or tell players areas where they can improve as well as share greatest moments when it happens and when it matters.

The skills and mindset of a video analyst

Video analysts require:

- A degree in a related field such as computer science, mathematics, or engineering
- Expertise in video editing software
- Ability to interpret and analyse video footage
- Knowledge of graphic design software
- Strong visual and analytical skills
- Excellent communication and interpersonal skills
- Ability to work independently and as part of a team
- Ability to remain organised and manage multiple projects at once
- Familiarity with the fundamentals of video production
- Ability to generate creative ideas and solutions



Fig 1.6: *See what has been done right and augments it or wrong and correct it.*

- 4. Physical Education Teacher:** A physical education teacher instructs learners in physical fitness, sports and healthy living. They develop lesson plans, lead activities and educate learners on the importance of exercise and overall well-being.

The skills and mindset of a Physical Education teacher

Physical Education teachers require:

- A teaching degree or qualification
- A passion for Physical Education and Health
- Knowledge of the subject matter
- Teaching experience
- Excellent communication, organisational, planning and time management skills
- Patience
- Creativity



Fig 1.7: *Teaching and nurturing through movement*

5. **Recreation Director:** A recreation director plans and coordinates recreational activities and programmes for individuals or groups. They work in settings such as community centres, resorts and other organisations. They organise events like sports tournaments, arts and crafts workshops and other leisure activities for people and organisations.

The skills and mindset of a recreation director

Recreational directors require:

- A degree in a related field such as Science in parks and recreation hospitality or business
- Experience with events coordination and planning
- IT skills
- Excellent written and oral communication skills
- Physical fitness
- Team and management skills
- Effective decision-making and negotiation skills





Fig 1.8: *Reduce stress and stay alert.*

- 6. Sports Journalist:** A sports journalist reports on sporting events, athletes and related news. They gather information, conduct interviews and write articles or produce broadcasts for various media outlets, such as newspapers, magazines, radio or television stations.

The skills and mindset of a sports journalist

A sports journalist requires:

- Excellent communication and language skills to report on events and create stories
- Technical skills, (e.g. camera operation, graphic design and video editing)
- Knowledge of different sports and sports personalities
- Relationship building skills
- Excellent research skills
- Social media skills
- Creativity
- Excellent observational skills
- An eye for detail



Fig 1.9: *Informing the world about changing issues, events and presenting the facts about sports.*

- 7. Sports Coach (Athletics, Football, Basketball, Table Tennis, Hockey, etc.):** A sports coach provides instruction and guidance to athletes or sports teams to improve their skills, strategy and performance. They design training programmes, organise practice sessions and motivate athletes to achieve their full potential.

The skills and mindset of a sports coach

A sports coach requires:

- Excellent knowledge of the sport or skill being coached
- Leadership, motivational, planning, organisational and communication skills
- Perseverance and patience
- Ability to inspire confidence and motivate performance

- Ability to analyse and evaluate performance
- Ability to create a safe environment in which the well-being of the performer is paramount
- Being open-minded



Fig 1.10: *Coaching the future generation*

- 8. Sports Nutritionist/Dietitian:** A nutritionist/dietitian is a health professional who specialises in food and nutrition. They help athletes develop strategies to eat well, support their training, performance and recovery after injury. They guide athletes to make informed and healthy choices about the food they eat, when to eat and how much to eat. They give impartial advice and guidance about sports supplements an athlete may want or need.

The skills and mindset of a Sports Nutritionist/Dietitian

A sports nutritionist/dietitian requires:

- A degree in nutrition, dietetics, or a related field
- A professional accreditation
- Experience working with athletes of all levels
- Familiarity with exercise physiology and the impact of physical activity on nutritional needs
- Knowledge of food science
- Strong interpersonal, communication and networking skills
- Expertise in food and customised meal plans



Fig1.11: *Eating well and right for better performance*

Learning tasks:

- 1. Identify career pathways in Physical Education and Health**
- 2. Present on the importance of choosing a career that aligns with one's interests, skills and passions**
- 3. Discuss two career pathways in PEH identifying the skills and mindset required for each career pathway**

Pedagogical Exemplars

All learners should be supported through mixed-ability groupings and in pairs for this session. All groups should cover all content and be supported by their peers and the teacher. The teacher should go round interacting with learners in relation to what they are doing and moving discussion along.

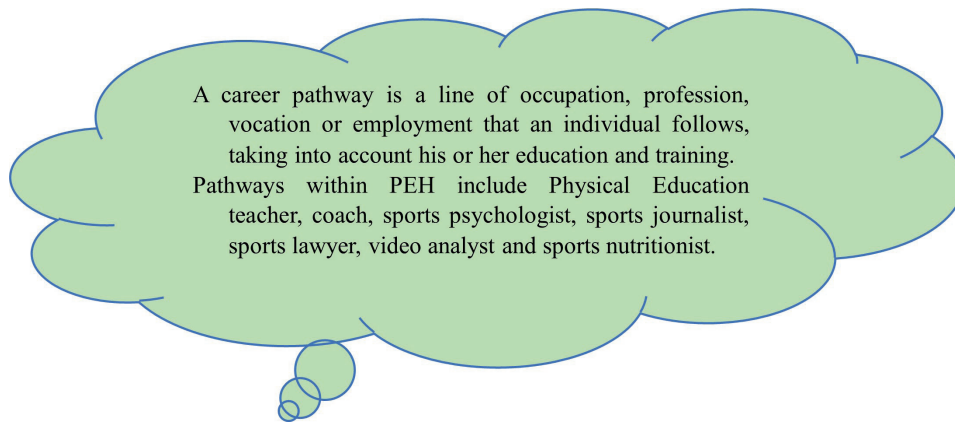
- 1. Starter activity:** Prepare the minds of learners with a beautiful old song to draw their attention to the lesson. Spend a few minutes teaching learners how to sing the song if some learners do not know how to sing it. (Teachers can use their own starters and introductions)
- 2. Introductory activity:** Write several clues related to the lesson on pieces of paper and put them in a box or bag. Invite learners to pull the items out of the box or bag. After each item is pulled out of the box/bag, get the learners to read out what is on the paper and discuss what the lesson might be, based on the clues they have. Use their responses to introduce the lesson.
- 3. Initiating talk for learning/group work:** Divide learners into mixed-ability groups to brainstorm and come up with the meaning of career and career pathway. Ask learners to say or write down their ideas and share them with the whole class. Set ground rules to encourage interaction within the group. For example, allowing colleague learners time to think and respond to issues during group discussions, allowing all group members to freely share their thoughts etc.
- 4. Collaborative learning:** In mixed-ability groups, let learners watch a video/picture of the various careers in Physical Education and Health and discuss their job descriptions, highlighting the skills and mindset required for the role. Ask learners to make notes for presentation. Fill in gaps left by learners through discussions based on the presentation.
- 5. Structuring talk for learning:** In mixed-ability and mixed-gender groups, engage learners to discuss the importance of choosing a career that aligns with one's interests, skills and passions. Ask learners to make notes for presentation. Invite groups to present their findings for a whole class discussion using different modes (oral, written, role-play, PowerPoint, etc.).

Key Assessment

Assessment Level 1: identify two career pathways within Physical Education and Health. **(Formative).**

Assessment Level 2: Describe the skills and mindset required for two chosen career pathways. **(Formative).**

Assessment Level 3: Describe four reasons for the importance of choosing a career that aligns with one's interests, skills and passions **(Formative).**



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1. Alton, L. (2023). Career vrs Profession: What's the Difference?: <https://www.monster.com/career-advice/article/career-vs-profession>
2. American College of Sports Medicine: Career Opportunities in Sports Medicine: https://www.acsm.org/read-research/resource-library/resource_detail?id=b4dfe3da-162f-4a27-87e6-09ff8f196f8b
3. Fryer, T. (2022). The Institute of Leadership & Management: What is a Profession?: <https://www.institutelm.com/resourceLibrary/what-is-a-profession.html>
4. Reardon, R. C., et al. (2023). National Career Development Association: Career Development: A Pathway to Professional Success: <https://www.amazon.com/Career-Development-Pathway-Professional-Success/dp/1138894162>

Week 2

Learning Indicator: *Identify and discuss career pathways in physical education and health and the professional attributes and mind sets required for practice*

Theme or Focal Area: **Career pathways in Physical Education**

Summary of Week One: In week one, learners were introduced to career pathways within physical education and health. Learners covered the skills and mindset required for selected career pathways and looked at the importance of choosing a career pathway that aligns with one's interests, skills and passions. This week builds on the career pathways from week 1 and introduces role models within physical education and their contributions to society and sports development.

Types of Sports that can be performed as a career

The following are examples of sports that can be performed professionally as a career.

- **Athletics**

Track and field athletes compete in track and field events for their clubs, and some go on to represent their country at international level.

Athletics test the athlete's endurance, strength, and speed. It involves competitive running, walking, jumping, and throwing.



Running



Jumping



Throwing

Fig 2.1: *Doing what they know how to do best*

- **Ball Sports**

Ball sports are games that use a ball in play. These include various categories, including ball-over-net, ball-and-bat, and ball-and-stick games, basketball, football, handball etc.



Volleyball



Hockey



Football

Fig 2.2: *Some ball games in Ghana*

- **Board Sports**

These types of sports are played with a specific board used as primary equipment. Examples of this type are surfing and skateboarding.



Board skating



Skating

Fig 2.3: *Moving on wheels*

- **Combat Sports**

Combat sports are also called fighting sports. It is a competitive contact sport that involves one-on-one combat. It covers all martial arts and ancient fighting events, whether they use brute force or specific weapons.



Arm-wrestling



Taekwondo



Boxing



Wrestling

Fig 2.4: *Some combat sports in Ghana*

- **Cycle Sports**

Cycling, or cycle sports, includes all competitive physical activities that use bicycles. They can be carried out as a race or a performance that shows tricks using bikes.



Fig. 2.5: *Cycling*

- **Gymnastics**

Gymnastics is the performance of systematic exercises that requires and shows balance, flexibility, coordination, strength, and overall physical conditioning. These are often done using different apparatuses, such as rings, beams, and bars.



Floor activities



Apparatus activities

Fig 2.6: *Gymnastic activities*

- **Indoor Sports**

These are games that do not require an open field to be played. They can be carried out at home or in a specially structured indoor setting. Most table-top games are indoor ones. Some outdoor sports were developed to be played indoors, too. Examples of these are indoor cricket and indoor soccer.



Oware



Ludo



Draught

Fig 2.7: Indoor Games

- **Multisport events**

This refers to the events that consist of components upholding different sports. It mixes a group of disciplines that are performed consecutively. Examples of this type are the triathlon, tetrathlon, pentathlon, and so on.



Fig 2.8: Participants of the triathlon, tetrathlon, pentathlon and decathlon events

- **Motorsports**

This is the general term referring to the various competitive sporting events that utilise motorised vehicles for racing or non-racing competitions.



Fig 2.9: Motorsports

- **Racket Sports**

Racket sports encompass all games that involve hitting a ball or another object using rackets. These types of sports showcase and improve the agility and speed of the players. Examples include tennis, badminton and squash.



Badminton



Table tennis

Fig 2.10: Racket games

Source: ghanabadminton.org; Guyana Times

- **Strength Sports**

The focus of this type of sport is an athlete's muscular strength and capability. A strength athlete trains and competes by showing his muscle build or power. Examples of these sports are weightlifting, powerlifting, and bodybuilding.



Fig 2.11: Weightlifting



Fig 2.11: *Powerlifting*



Fig 2.11: *Bodybuilding*

- **Target Sports**

This refers to competitive games that involve throwing or shooting a piece of equipment to hit a target. It enhances focus and concentration and promotes patience.



Fig 2.12: *target sports*

- **Water Sports**

Water sports covers all sporting events played or performed in water. Examples include swimming, diving, windsurfing, sailing etc.

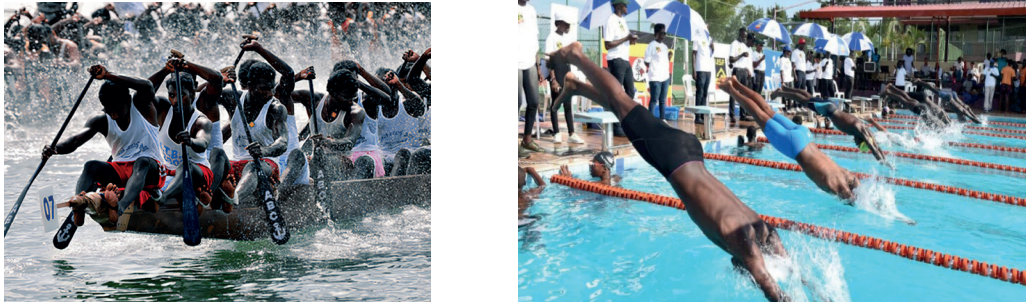


Fig 2.13: *Canoeing and swimming*

Professional athletes

A professional athlete is someone who has mastered their sport to such an extent that they earn a living through their athletic prowess. They train rigorously, compete at the highest levels and often inspire with their dedication and skills. Examples of professional athletes in Ghana, Asamoah Gyan, Dede Ayew, Azumah Nelson, etc.

The skills and mindset of a professional athlete

- Physical fitness
- Coordination
- Competitive minded and motivated
- Observant and alert
- Disciplined and willing to work hard
- Able to remain calm and perform well under pressure
- Good at communication skills
- Able to accept feedback and criticism
- Teamwork



Azumah Nelson



Asamoah Gyan



(From left Sarfo Antwi, Benjamin Azamati-Kwaku, Joseph Oduro Manu, Joseph Paul Amoah)

Fig 2.14: *Great athletes of our country*

Learning Tasks:

1. Identify sports that can be performed professionally
2. Discuss the role and attributes of a professional athlete
3. Research on sports legends in Ghana and beyond, outlining their career journey to date
4. Discuss the contributions a professional athlete can have to the development of their nations and the development of their sport

Pedagogical Exemplars:

All learners should be supported through mixed-ability groupings for this session. All groups should cover all content.

1. **Starter activity:** Review learners' knowledge on the previous lesson by using 'find a friend to tell you what they know' activity. Ask learners to mingle with classmates and ask them to tell each other what they remember about the previous lesson. Select learners randomly to tell the class what their classmates told them.
2. **Introductory activity:** As a whole-class discussion, ask learners to identify sporting role models. Each learner should say why they see them as a role model.
3. **Experiential learning:** As part of a whole-class and teacher guided activity, show a short video or display pictures of different professionals engaging in various activities in relation to their careers. Discuss the role and attributes of a professional athlete.
4. **Initiating talk for learning:** Divide learners into mixed-ability groups to research the career pathway of a sporting legend (either from within Ghana or beyond). Choose a spokesperson from the group to give feedback on their findings to the class.
5. **Initiating talk for learning:** Divide learners into mixed-ability groups to discuss the impact a professional athlete can have on their nation and the development of their chosen sport. Choose a spokesperson from the group to give feedback on their findings to the class.

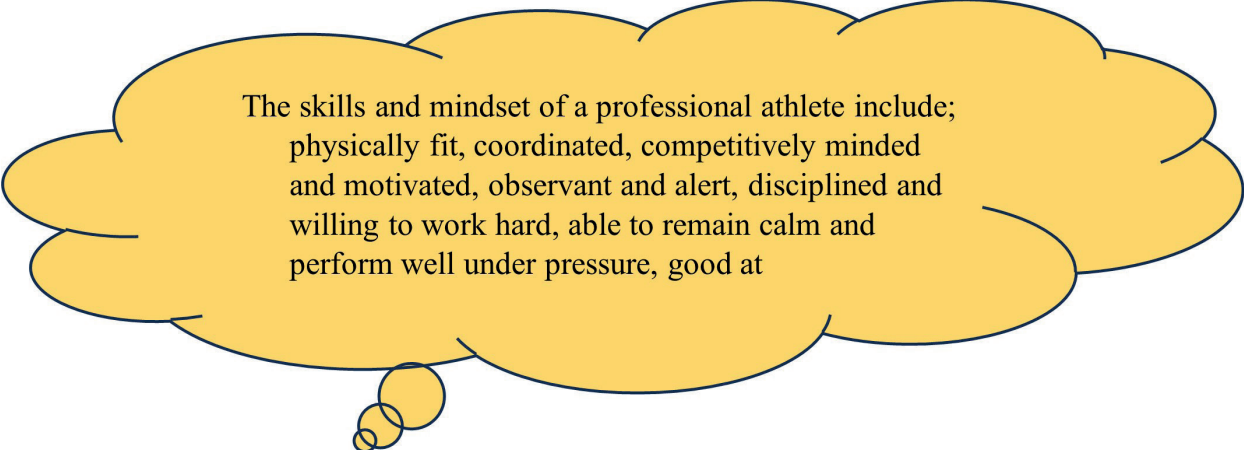
Key Assessment

Assessment Level 1: Identify three sports that can be performed professionally (**formative**)

Assessment Level 2: Describe the role and attributes of a professional athlete (**formative**)

Assessment Level 3: Describe the impact a professional athlete can have on a nation and their chosen sport (**formative**).

Assessment Level 4: Explain at least four physical education and health-based careers in a two-page essay (**formative**).



The skills and mindset of a professional athlete include; physically fit, coordinated, competitively minded and motivated, observant and alert, disciplined and willing to work hard, able to remain calm and perform well under pressure, good at

Section 1: Review

Weeks 1 and 2 exposed learners to a selection of career pathways in physical education and health. Learners covered the importance of choosing a career that aligns with one's own interests, skills and passions and moved on to explore the attributes of a professional athlete and how these role models can have an impact on a nation and their chosen sport.

The pedagogical exemplars used in this section included initiating talk for learning and experiential learning which helped to meet the varied needs of all learners. These strategies enable learners to develop communication, collaboration and critical thinking skills. Various assessment strategies such as oral presentation, written short-essays and group work were structured to cater for all the varied abilities of learners. These assessments were classified under the assessment level 1- 4.

Additional reading

1. Any approved Physical Education and Health book by NaCCA
2. Any useful supplementary material

References

- 1 Alton, L. (2023). Career vs. Profession: What's the Difference?: <https://www.monster.com/career-advice/article/career-vs-profession>
- 2 American College of Sports Medicine: Career Opportunities in Sports Medicine: https://www.acsm.org/read-research/resource-library/resource_detail?id=b4dfe3da-162f-4a27-87e6-09ff8f196f8b
- 3 Fryer, T. (2022). The Institute of Leadership & Management: What is a Profession?: <https://www.institutelm.com/resourceLibrary/what-is-a-profession.html>

- 4 Reardon, R. C., et al. (2023). National Career Development Association: Career Development: A Pathway to Professional Success: <https://www.amazon.com/Career-Development-Pathway-Professional-Success/dp/1138894162>
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SECTION 2: TRADITIONAL DANCES AS PHYSICAL ACTIVITY

Strand: **Physical Activity and Health**

Sub Strand: Traditional Dances

Content Standard: Demonstrate the understanding of traditional dances as physical and recreational activity to improve skill and health related fitness.

Learning Outcome: *Explain traditional dance as physical and recreational activity*

INTRODUCTION AND SECTION SUMMARY

Regular physical activity is considered one of the most important factors for maintaining good health in older ages and increasing life expectancy. Dance is considered an activity that involves coordinating movements with music, as well as brain activation because it is constantly necessary to learn and remember new steps. Involvement in the activity has general exercise benefits, which contribute to a healthy lifestyle. Dancing is an exciting and a social way to work out the body. Folk dance as physical exercise creates cultural awareness and encourages learners to engage in it.

This section provides an overview of the concept of traditional dance as a physical and recreational activity. Learners will be exposed to the meaning of traditional dance, physical activity, recreational activity, traditional dance as physical and recreational activity, concepts of dance, examples of traditional dances, the connection between traditional dance and physical and recreational activities.

In addition, the section will bring to light the health benefits of engaging in traditional dance and will practically engage learners in the performance of some dances.

This will be achieved through well-crafted pedagogical exemplars such as project-based learning, experiential learning, collaborative learning, initiating talk for learning and structuring talk for learning. The section has links with the study of performing arts, science and social studies as it involves entertainment, the use of the body and its organs and interaction among learners or community members through participation.

Weeks covered in this section are:

Week 3: Explain the concepts of traditional dance as physical and recreational activities for improving skill and health-related fitness.

Week 4: Perform a traditional dance as physical and recreational activities for improving skill and health-related fitness (e.g. Agbadza).

Week 5: Perform a traditional dance as physical and recreational activities for improving skill and health-related fitness (e.g. Kpanlogo).

Week 6: Perform a traditional dance as physical and recreational activities for improving skill and health-related fitness (e.g. Adowa).

SUMMARY OF PEDAGOGICAL EXEMPLARS

In this section, the teacher should use pedagogies such as initiating talk for learning, structuring talk for learning, collaborative learning and project-based learning. These teaching techniques should be used in mixed-ability and mixed-gender groupings, in pairs and individual learning. Where projects

for learners cannot be carried out in class, learners should be given enough time to carry out the project at home and present the outcome at an agreed time in class. For example, in this section learners will select traditional dances, research about them and perform them in class. Learners should be grouped and allowed to select the dances a week in advance of the lesson being taught. This allows learners ample time to explore the internet and other useful sources about the dances and practice them before the performance day. Learners will also talk about the health benefits of engaging in traditional dance as a physical and recreational activity.

ASSESSMENT SUMMARY

The teacher should assign tasks to cover the meaning of traditional dance, physical activity, recreational dance, traditional dance as a physical and recreational activity, the association between traditional dance physical and recreational activities and health benefits of engaging in traditional dance. Assessment should also cover the performance of a traditional dance and incorporation of a contemporary dance movement pattern into a traditional dance to be performed.

Teachers should take into consideration the various levels of proficiencies of the learners and the depth of knowledge required from the learners. This should be done through group discussions, presentations, homework, class exercises and project-based work. The teacher should accept varying number of oral and written responses. He/she should develop rubrics to score group presentations, performances, portfolio and assignments.

Week 3

Learning Indicator: *Explain traditional dances as physical and recreational activities for improving skill and health-related fitness*

Theme or Focal Area: **Traditional dance as a physical and recreational activity**

Traditional Dance

A traditional dance is a dance that depicts the life of a group of people in a particular community, region or country. It is normally accompanied by strong local musical forms which are linked to the local beliefs of the people. Dance is an art consisting of a sequence of body movements with aesthetic and often symbolic values, either improvised or purposefully selected.

The concept of dance: The basic concept of dance includes the body, action, space, time and energy which are characterised by rhythmic movement and varying intensity.

Body: Dancers use their body to express themselves.

Space: Space is where the body generates the movements.

Time: Time and energy are elements of movements.

Physical Activity: Physical activity is any bodily movement produced by skeletal muscles that requires energy expenditure. It refers to all forms of movement including dancing, walking, jogging, running, cycling and swimming. *(The list is not exhaustive, encourage learners to add more).*

Recreational Activities: Recreational activities are experiences or organised activities that one undertakes to have fun and enjoy life during one's free time. This includes experiences that require physical activity, interactions and playing with other people. Examples include dancing, playing games, swimming, hiking, gardening etc. *(Encourage learners to add more).*

Traditional dance as a physical and recreational activity

This simply means traditional dance serves as both a physical and recreational activity that combines cultural expression with bodily movement for fun while maintaining good health and fitness.

Examples of traditional dances in Ghana are:

Bima, Agbadza, Kpanaliumni, Kete, Kple, Kundum, Boboobo, Apatampa, Zigi, Atsiagbekor, Adowa, Bamaya, Kpanlogo and Pogne. *(Learners are to give more examples).*

The link between traditional dance and physical and recreational activities.

1. Engaging in traditional dance involves the whole body, and a broad group of muscles just as in physical exercise.
2. Engaging in traditional dance makes the body flexible and aids motion just as in physical exercise.
3. Traditional dance helps participants achieve aerobic exercise by moving, jumping and twirling just as in any physical activity.
4. Traditional dance provides an excellent form of exercise, fun and entertainment at the same time just as in recreational and physical activities.

Health benefits of engaging in traditional dance

1. Improves coordination, muscular strength, endurance, motor fitness and balance
2. Improves cardiovascular health
3. Promotes greater flexibility
4. Creates a sense of belonging and social interaction
5. Improves communication and creativity
6. Promotes critical thinking
7. Increases understanding and appreciation of other people's culture and uniqueness
8. Improves weight loss
9. Relieves stress

Learning Tasks:

1. Make a list of traditional dances in Ghana
2. State the meaning of traditional dance
3. What are the health benefits of engaging in traditional dance?
4. Discuss the association between traditional dance and physical activity
5. Perform a traditional dance

Pedagogical Exemplars

All learners should be supported through mixed-ability groupings as in week 2. All groups should cover all content.

1. **Starter activity:** Lead learners to sing any common song to prepare them for the lesson.
2. **Introductory activity:** Show a short video of people performing a traditional dance or pictures showing people performing a traditional dance to inspire learners to talk about the lesson for the day. Ask learners to individually reflect and share their views on what they observed in the video or pictures for a whole class discussion. Examples of questions the teacher could ask learners are:
 - a. What did you think about the dance?
 - b. Can you describe which part you liked? Why did you like it?
 - c. How did the dance make you feel? How did the movement communicate that?
 - d. Based on their responses, introduce the topic for the lesson. Encourage learners to willingly express themselves and accept each other's views.
3. **Initiating talk for learning: (Building on what others say):** Put learners into mixed-ability, mixed-culture and mixed-gender groups and based upon the videos or pictures of dance and responses from the class during the introduction section. Guide the class to make a list of traditional dances and creating a shared understanding of the meaning of traditional dance

Ask learners to paste their ideas or views on the meaning of traditional dance and the list of traditional dances on the classroom wall for a gallery walk. Monitor group activities to provide assistance where necessary. Encourage learners to respect and tolerate the diverse views and ideas of other learners during the discussion. Summarise findings to whole class group.

4. **Structuring talk for learning:** In the same groupings, engage learners to discuss and explain physical activity, recreational activity and traditional dance as a physical and recreational

activity with the aid of pictures or videos of people dancing or engaging in different physical activities. Ask learners to make notes for presentation.

Engage the learners in a whole class discussion to clearly get the meanings of the various concepts discussed and note agreed meanings for all the class to view.

5. **Collaborative learning:** In mixed-ability groups, guide learners to identify the link between traditional dance, physical and recreational activity and to discuss the health benefits of engaging in traditional dances. An external speaker/resource person can be invited to speak to the learners.

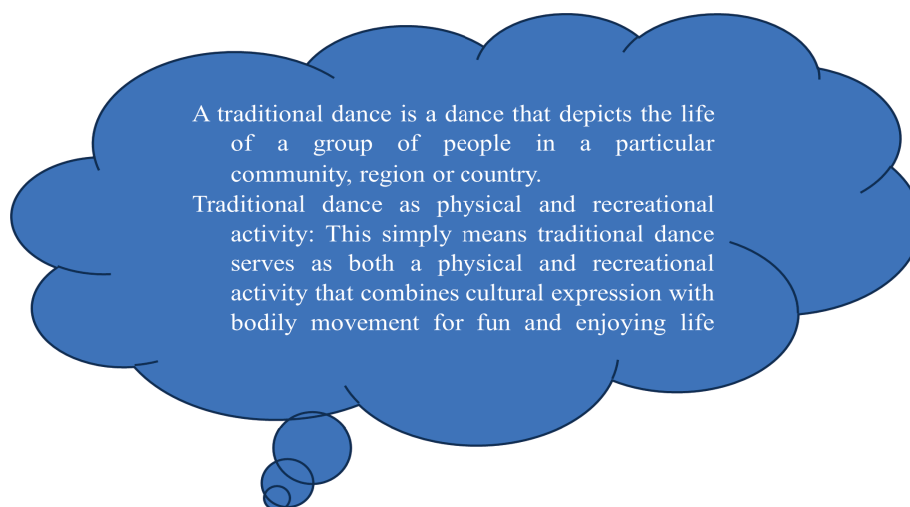
The teacher should invite learners to summarise key points in the lesson and fill in gaps left by learners during presentation, providing learners with areas to research or read on for the next lesson.

Key Assessment

Assessment 1: State the meaning of traditional dance and give at least three examples of a traditional dance in Ghana (**formative**).

Assessment 2: Describe traditional dance as physical and recreational activity and give at least four health benefits of engaging traditional dances (**formative**).

Assessment 3: Explain at least three ways traditional dances are related to physical and recreational activity and give at least six health benefits of engaging in traditional dances (**formative**).



Additional reading

1. Any approved physical education and health book by NaCCA
2. Any useful supplementary material

References

- 1 Mandal, S., Gebretensay, M., Legesse, K., Gebru, M., & Kebede, R. (2020). Ethiopian traditional dance alters the health-related physical fitness traits of high school learners. *Turkish Journal of Kinesiology* 6(3): 125-133.
- 2 Osei, L. A. (2020). Documenting Ghanaian Dances through Labanotation. *An International Multidisciplinary of Journal, Ethiopia*, 14 (2); 58.
- 3 Onuman, V. (2011). Let's Dance Adowa - 5 Ashanti Dance Gestures. *Nkyea.com*.

Week 4

Learning Indicator: *Perform traditional dances as physical and recreational activities for improving skill and health-related fitness*

Theme or Focal Area: **Traditional dance (a local or regional specific dance, e.g. (Agbadza)**

RECAP: Week 3 provided a general overview of traditional dance as a physical and recreational activity, where learners were exposed to the meanings of traditional dance, physical activity, recreational activity, traditional dance as a physical and recreational activity, examples of traditional dances, the link between traditional dance and physical and recreational activity and the health benefits of engaging in traditional dance.

This and subsequent weeks in this section will delve into the practical aspect of the traditional dance as a physical and recreational activity where learners will perform traditional dances and incorporate contemporary dance movement patterns into selected dances to be performed.

The traditional dance to be performed this week should be selected by the teacher from the locality or region where the school is located. The teacher should give a brief background to the dance and then take learners through how the dance is performed and guide learners to practice the dance in class and perform it on their own (The following provides an example to serve as a guide to the teacher).

Example of traditional dance (e.g. Agbadza).

Agbadza is a dance performed by the Ewes from the Volta region of Ghana. The dance was derived from an old war dance called Atrikpui. It was created on the battlefield to inspire warriors, to ease their fears and also to tell the younger generation of the traditional area about the pains and sufferings that their ancestors went through at Notsie where they originated from. The dance has both slow and quick movements and it is performed all year round, during occasions like festivals, naming ceremonies, marriage ceremonies, religious activities, graduation ceremonies and funerals.

Steps involve in performing the dance.

1. Banyinyi- a short introductory piece that is performed as prayer to the gods and the ancestors
2. Vutsorsor - the main dance which is accompanied by clapping and singing
3. Adzo - is less energetic and only the master is made to drum along the gankogui and ahatse



Fig 4.1: *Performance of Agbadza dance*

Pedagogical Exemplars:

All learners should be supported through mixed-ability, mixed-culture and mixed-gender groupings for the session. All groups should cover all content and be supported by peers and the teacher. The teacher should go round and assist groups where necessary.

1. **Starter activity:** Ask learners to mention and demonstrate any dance they know (this could include modern dances or traditional dances from anywhere in the world).
2. **Introductory activity:** In a whole class activity, lead learners to identify traditional dances from the various dances they performed in the starter. Make a list of learners' responses on the board for their reference.
3. **Experiential learning:** Show a video to the whole class of the dance to be learned. Take learners through the steps involved in the dance and aid them in their various groups to practice the dance following the steps. Go round to supervise and give assistance where necessary.

Give special attention to learners who have special challenges that may impede their ability to freely engage in the activities. Give such learners more time to do their activities.

4. **Collaborative learning:** Put learners in mixed-ability and mixed-cultural groups. These should be done to engage the gifted and talented learners to support their peers to achieve the steps. Present learners with a short background to the dance of the day and take them through the music of the dance with the aid of an audio recording of the music. Lead learners through a short aerobics exercise for warm up. Take learners through the dance moves step by step and give them time to practice the dance. The teacher should go round to support and encourage learners.
5. **Collaborative learning:** Invite groups to perform their dance to the class. Summarise the lesson by going over how to perform the dance step-by-step to the whole class.

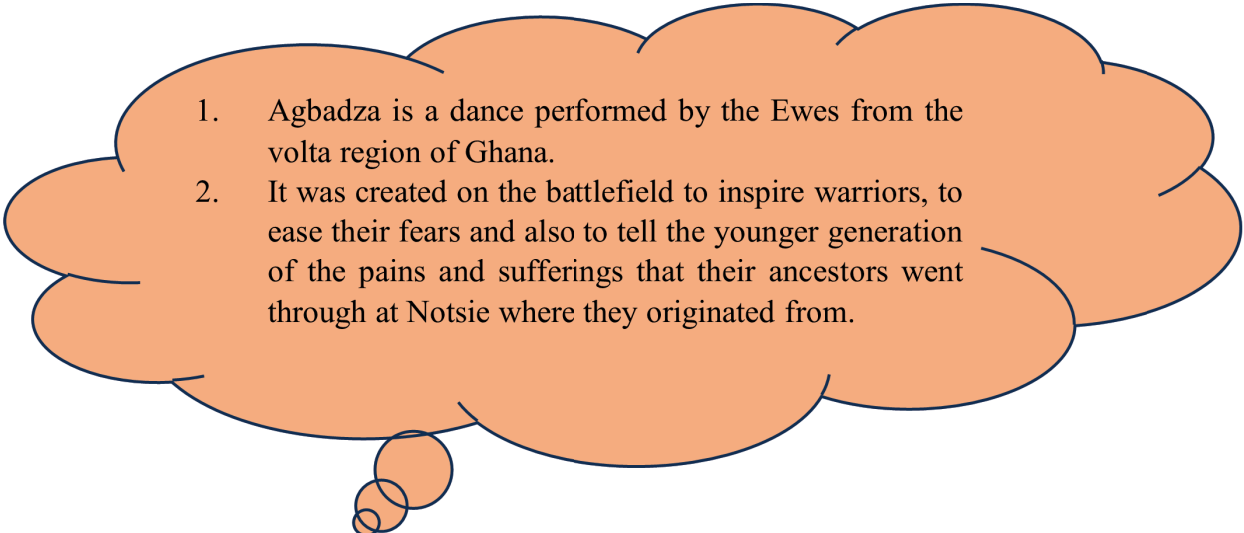
Group and help learners to select a traditional dance to research on and practice for the next lesson.

Key assessment:

Assessment level 1: Perform the dance with at least two steps involved (**formative**).

Assessment level 3: Perform the dance with three steps involved in performing it (**formative**).

Assessment level 3: Orally narrate the background to the dance and perform the dance with all steps involved in performing it (**formative**).

- 
1. Agbadza is a dance performed by the Ewes from the volta region of Ghana.
 2. It was created on the battlefield to inspire warriors, to ease their fears and also to tell the younger generation of the pains and sufferings that their ancestors went through at Notsie where they originated from.

Additional reading

1. Any approved physical education and health material by NaCCA
2. Any useful supplementary material

References

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Week 5

Learning Indicator: *Perform traditional dances as physical and recreational activities for improving skill and health-related fitness*

Theme or Focal Area: **Traditional Dance (a local or regional specific dance, e.g. Kpanlogo)**

RECAP: Week 4 provided an overview of how a traditional dance can be performed as a physical and recreational activity where the teacher took learners through a step-by-step performance of Agbadza.

This week, learners are to practice and perform a dance chosen by them from their locality or region (e.g. Kpanlogo). Learners are to give a brief background to the dance they have chosen, practice and perform the dance sequentially following the steps involved in class. (The example of the dance mentioned below is only to serve as a guide to the teacher).

Example of traditional dance (Kpanlogo)

Kpanlogo is a traditional dance of the Ga from the Greater Accra region, the capital city of Ghana. The dance emerged in the late 1960s, as an innovative dance form influenced by the American rock and roll that gave the younger Ga generations a point of distinction from the Ga elders around the time that Ghana gained its independence.

The original name of Kpanlogo was Gbajo, which means storytelling in Ga. Someone would tell a story and the group of people listening to the story would make up a song about the story and then set to dance to make the story telling more interesting and participatory by all present. Although it was created primarily by the youth as a form of entrainment, the dance is now performed everywhere in the country and during all occasions by people of all ages.

Steps involved in performing the dance

To dance is to move the body in a series of rhythmic and patterned manners usually performed to entertain or to educate. The dance session starts with clapping of the hands, singing and drumming followed by the dance moves.

1. The dancers start the dance with the swinging of the arms
2. The arms movements are followed by the rapid movement of the torso
3. The torso movement is followed by quick foot work
4. The foot work is followed by spinning of the waist





Fig 5.1: *Performance of Kpanlogo dance*

Learning Tasks:

1. **Briefly** narrate the background to the dance
2. Perform at least two steps involved in performing the chosen dance
3. Perform the chosen dance with three steps involved in performing it
4. Perform the chosen dance with all steps involved in performing it

Pedagogical Exemplars:

Learners should be in groups according to the dance they have chosen at the end of week 4, to offer support to their colleagues.

1. **Starter activity:** Lead learners to sing any common song to prepare them for the lesson.
2. **Introductory activity:** Guide learners to review the dance they performed during the previous lesson by either describing or demonstrating the various steps involved. Assist the whole class to perform the dance practiced in the previous lesson as a form of warm up.
3. **Experiential learning and Project-based learning:** Learners in their groups selected a traditional dance of choice at the end of the previous lesson. Learners are encouraged to research and watch videos on their chosen dances to aid their practice for lesson.
4. **Collaborative learning:** Give learners time to rehearse their chosen dances in class. Go around to encourage and assist learners having difficulties catching up with the activities in their respective groups.
5. **Collaborative learning:** Invite groups to tell the class about their dance and perform the dance to the class as a group.

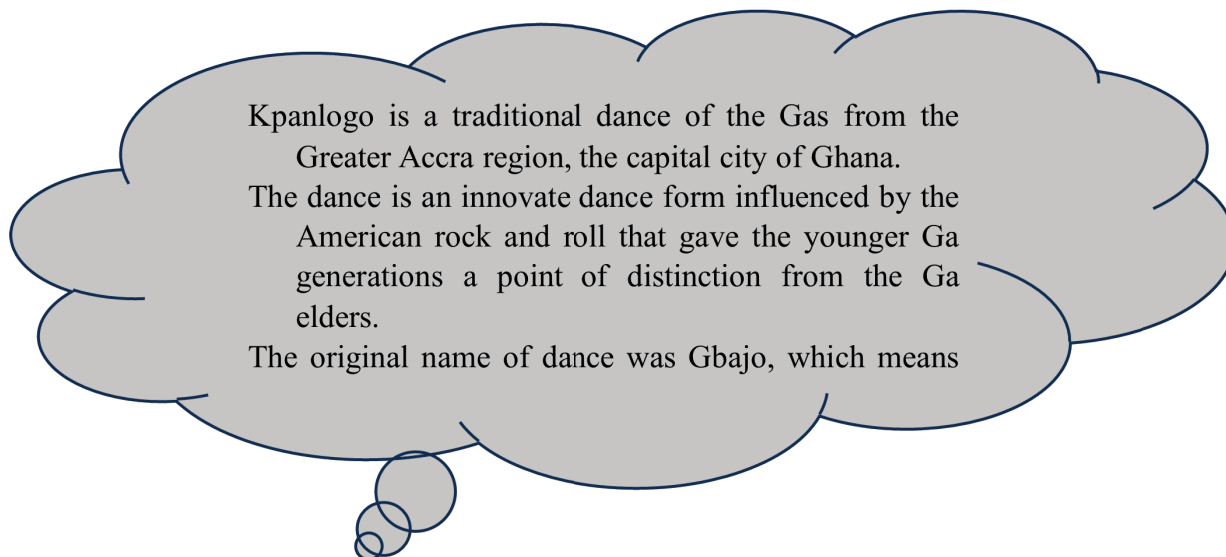
Summarise the lesson by asking learners to orally go over how to perform the dance step by step.

Key Assessment:

Assessment level 1: Perform the dance with at least two steps involved. (**formative**).

Assessment level 3: Perform the dance with at least three steps involved (**formative**).

Assessment level 3: Briefly share the background to the dance and perform the dance to include all steps (**formative**).

**Additional reading**

1. Any approved physical education and health material by NaCCA
2. Any useful supplementary material

References

1. Apenkro, S. C. (2022). Background history of kpanlogo. <https://www.sophiaapenkro.com/background-history-of-kpanlogo/>
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Week 6

Learning Indicator: *Perform traditional dances as physical and recreational activities for improving skill and health-related fitness*

Theme or Focal Area: **Traditional dance (a traditional dance from anywhere in the country, e.g. Adowa).**

RECAP: Week 5 exposed learners to different traditional dances and the opportunity to explore the internet to research and watch videos on a chosen dance.

This week, learners are to choose another dance but are not limited to their locality or region, rather they are given the chance to choose a dance from anywhere in the country giving learners the opportunity to explore and appreciate dances of other ethnic groups in the country to create a sense of belonging and social interaction as well as increase understanding and appreciation of other ethnic group's culture and uniqueness. Learners are to incorporate a contemporary or a modern dance move into their chosen dances to modify the dance to enhance participation.

Example of traditional dance (Adowa)

Adowa is a traditional dance by the people of the Akan tribe in Ghana. The dance moves originated from the movement of the antelope (Adowa in the Twi language). History has it that, the queen mother by name Abrewa Tutuwa, of the Ashanti kingdom fell sick and the only way she could be healed was to slaughter an antelope and use its blood as pacification for the restoration of her health. The warriors who went to catch the antelope saw the captivating movements of the antelope. When the health of the queen mother was restored, the warlords imitated the movements of the animal in a dance in which they rejoiced at the restoration of the queen mother's health. Hence, the warriors were the first group of people to perform the Adowa dance. Later, older women imitated and improved the dance moves. Adowa is performed at cultural ceremonies like festivals, funerals, engagements, welcoming of visitors and other celebrations. Adowa is also performed during durbars and the installation of rulers in the Ashanti kingdom.

Steps involve in performing the dance

In performing Adowa, the dancers mainly use their hands and feet. The basic dance steps are:

1. Apply pressure and move right foot forward
2. Flung or stretch out arms
3. Lift head back and arch or twist the body
4. High kicks, leaps and measured walks

Dancers ensure that there is an interaction with the drummer that is not obvious using the whole body.



Fig 6.1: Performance of Adowa dance

Learning Tasks:

1. Briefly share with the class the background to the dance
2. Perform at least two steps involved in the dance
3. Perform the chosen dance with all steps involved.
4. Perform the chosen dance by incorporating a contemporary dance movement pattern into the chosen dance to inspire participation

Pedagogical Exemplars:

Learners should be grouped done as in week 4 and 5.

1. **Starter activity:** In groups, ask learners to arrange the traditional dances they know and the ones learnt in the previous lesson in alphabetical order and share with the class.
2. **Introductory activity:** Guide learners to perform the previous dance as a form of warm up.
3. **Experiential learning:** Encourage learners to research and watch videos on their chosen dance to aid their practice and to support the integration of a modern dance movement pattern into the chosen dance.
4. **Collaborative learning:** Allow learners in their various groups to practice the chosen dance, accentuating the steps involved and incorporating a contemporary dance movement pattern. Give assistance where necessary.
5. **Collaborative learning:** The teacher invites groups to perform their dance to the class.

Summarise the lesson by inviting questions from learners and clarifying points they are not clear on. Provide learners with the areas to read on for the next lesson.

Key Assessment:

Assessment level 2: Perform the selected dance with at least two steps involved (**formative**).

Assessment level 3: Perform the selected dance with all steps involved (**formative**).

Assessment level 3: Perform the selected dance with incorporated modern dance movement patterns (**formative**).

Adowa is a traditional dance by the people of the Akan tribe in Ghana.

The dance is performed during ceremonies such as festivals, funerals, engagements, durbars and the installation of rulers in the Ashanti kingdom.

Section 2 Review

Weeks 3 to 6. exposed learners to traditional dance as physical and recreational activity and ensured the learners understood the meaning of traditional dance, physical activity, recreational activity, traditional dance as a physical and recreational activity, the connection between traditional dance and physical and recreational activities.

Additionally, the section covered the health benefits of engaging in traditional dance and practically engaged learners in the performance of traditional dances. Learners also creatively integrated modern dance moves into a traditional dance.

Pedagogical exemplars used were collaborative learning, experiential and project-based learning which supported teaching to meet the varied needs of all learners. These teaching techniques allowed learners to develop communication, collaboration, critical thinking and innovation skills.

Several assessment approaches such as oral presentation, written explanations, group work and practical performances were used to cater for all the varied abilities of learners. These assessments were categorised under 1- 3 assessment levels.

Additional reading

1. Any approved physical education and health material by NaCCA
2. Any useful supplementary material

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- 2 Onuman, V. (2011). Let's Dance Adowa - 5 Ashanti Dance Gestures. Nkyea.com.
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SECTION 3: HEALTH AND WELLNESS – PART ONE

Strand: **Physical Activity and Health**

Sub-Strand: Health and Wellness

Content Standard: Demonstrate Understanding of Health and Wellness

Learning Outcome: *Discuss Health and Wellness and Their Importance in Everyday Life*

INTRODUCTION AND SECTION SUMMARY:

Health and well-being are essential aspects of life that contribute to our happiness and quality of life. Good health allows individuals to live their lives to the fullest, participate in activities they enjoy and be there for the people they care about. Health and Wellness are the most important assets that any human being has. Therefore, it is essential to take good care of our health because everything we are and wish to be is dependent on how healthy we are. In this section, learners will be guided to identify, explain, describe, demonstrate and apply the knowledge of Health and Wellness in their daily lives. Through this lesson, learners will be able to take better care of their health and improve their general well-being.

The weeks covered by the section are:

Week 7: The pillars of health and how they influence life (Concept of health)

Week 8: Wellness, healthy and unhealthy lifestyle (Concept of wellness and healthy lifestyle)

SUMMARY OF PEDAGOGICAL EXEMPLARS

The teacher should employ teaching strategies such as brainstorming, group discussions, presentations and class exercises. These strategies should be used in mixed-ability and mixed-gender groupings. The teacher should support learners to relate the concept of health and wellness to everyday life. The teacher should encourage all categories of learners to actively participate in the lesson. The teacher should ensure that learners respect divergent views from each other.

ASSESSMENT SUMMARY

The teacher should give assignments to cover the meaning of health, and pillars of health. This should be carried out through brainstorming, group discussions, presentations and class exercises. The teacher should accept oral and written responses from learners.

Week 7

Learning Indicator: *Identify and explain the pillars of health and how they influence life (Concept of health)*

Theme or Focal Area: **Pillars of health**

Introduction

The term 'health' is derived from an old English word 'hal', which means 'whole' or 'unharmmed.' In simple terms, health is a way of life, a practice that one pursues to make the body function at its peak. **Source:** Elite Care Health Centres, 2022

Concept of health

Health is also a process of discovering (diagnosis of diseases, risk factors to illness and injuries) using, and protecting all resources within the bodies, minds, spirits, families, communities and the environment. **Source:** Hale, 2013.

Health emphasises more on the optimum functioning of the physical body. Hence, takes into consideration what one eats, how much is eaten and at what time it is eaten (nutrition), how the body moves (exercise), and the absence of severe or long-lasting disease conditions.

Meaning of health

Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity. **Source:** WHO, 1947

Pillars of health

Pillars of health are things considered to be crucial to healthy living. They are:

- i. Physical exercise
- ii. Sleep and relaxation
- iii. Good nutrition
- iv. Hydration (drinking enough water)

1. Physical exercise: Physical exercise refers to all voluntary movement of the body, including walking, cycling, active recreation and play which can be done at any level of skill and for enjoyment by everybody. Physical exercise involves all activities, at any intensity, performed during any time of day or night. It also includes incidental activity such as walking up the stairs to your room, classroom or to the bus stop, going shopping, washing a car, dancing, sweeping and weeding integrated into daily routines. Regular physical exercise improves health.

Physical exercise or activity helps to:

- a. manage weight
- b. reduce the risk of non-communicable diseases (heart diseases, diabetes etc.)
- c. strengthen bones and muscles
- d. improve the ability to carry out everyday activities
- e. reduce stress
- f. reduce depression and anxiety



Fig 7.1: *Physical Exercise*



Fig 7.2: *Incidental activity*

2. Sleep and relaxation: Sleep is a period of rest. It is a period of reduced mental and physical activity in which consciousness is changed or altered and bodily activity is withdrawn to some extent. During sleep, there is a decrease in muscle activity and interactions with the surrounding environment are greatly reduced. It is recommended that individuals sleep for 7-8 hours every night. This helps to:

- reduce tiredness
- improve brain function and memory
- lessen anger and frustration
- facilitate healing



Fig 7.3: *Sleep*



Fig 7.4: *Relaxing with music*

3. Nutrition: Nutrition is the process of providing and obtaining the food necessary for good health and growth of the body. It involves ingestion, digestion, absorption and assimilation of food and food nutrients. Diet is the food and drink individuals select to consume and nutrients are chemical compounds in food that are crucial to proper functioning and growth of the body. Food is fuel for bodies. Eating well helps to promote overall health.

The following factors contribute to healthy eating:

- a. Choose foods based on their health benefits
- b. Add more fruit and vegetables to your diet daily
- c. Eat fruit and vegetables that are in season
- d. Increase daily intake of food from certain groups: whole grains, fat-free or low-fat milk and milk products
- e. Try to buy local, fresh and good quality ingredients
- f. Try to cook more from scratch and avoid takeaways or fast food where possible



Fig 7.5: Whole grains



Fig 7.6: Vegetables



Fig 7.7: Fruits



Fig 7.8: Starchy roots and plantain

4. Water: Water is a clear liquid that has no colour, taste or smell that is used for drinking, cooking and washing. Drinking enough water daily is key to good health. Hence, make it a habit to drink water regularly throughout the day. The standard benchmark is to drink two litres (8 glasses) of water a day, but this may change depending on the season or nature of activities/work an individual engages in. Water has the power to heal the body and benefits the body in so many ways.

For example:

- a. Water aids in digestion
- b. Water helps the body to absorb important nutrients from food
- c. Water gets rid of poisons and waste from the body through urine, sweat and bowel movements
- d. Water hydrates the skin, fights aging and wrinkles naturally
- e. Water helps the body to maintain normal temperature
- f. Water helps lubricate and cushion joints
- g. Water helps circulate food nutrients around the body
- h. Water helps prevent constipation
- i. Water helps prevent kidney stones



Fig 7.9: Do not wait until you are thirsty before you drink.



Fig 7.10: water a beverage for champions

Learning Tasks:

1. State the meaning of health
2. What factors should be considered when planning a daily meal?
3. Explain the pillars of health
4. Why is it helpful to drink water regularly?
5. Why is it important to sleep or relax?

Pedagogical Exemplars:

1. **Starter activity:** Create a word search including key words relating to the topic. Allow learners to circle as many words as possible from the word search.
2. **Introductory activity:** Guide learners in groups to write the encircled words on the board. Assist learners to cross out words with no bearing on the topic. Introduce the lesson using the words not cancelled.
3. **Managing talk for learning:** In five-member cooperative groups, ask learners to discuss the meaning of health and identify the pillars of health using the internet or any other relevant material. Ask learners to select a facilitator among the group to write down ideas on the problem at hand. Let group members take turns to share their ideas while the facilitator compiles and writes them down. Guide learners to reduce the outlined ideas to a list suitable for presentation.
4. **Jigsaw approach:** Put learners into four groups. Give the groups unique names as shown in table 1 below. (Note: Teachers can divide their class into more than four groups depending on the class size and can also give any other names to the groups).

Table 1: Example of unique group names

Examples of Unique Groups Names
Humility
Tolerance
Assertiveness
Accountability
Integrity
Patriotism

Guide learners to number themselves within each of the uniquely named groups e.g., 1, 2, 3 and 4. All those who numbered '1' from all the unique groups should form another new group (Task group 1), likewise all those who numbered 2, 3, etc. Share the corresponding tasks from table 2 below among them where all learners in task group '1' are assigned the task corresponding with '1', those in task group '2' assigned task corresponding with '2', etc. If the task groups are more than '4' e.g. task group '5' '6' etc., the tasks can be repeated for them e.g., task group '5' assigned task corresponding with 1, task group '6', assigned task corresponding with '2' etc.

Table: 2: corresponding tasks

Task group number	Corresponding task
1	Explain the pillars of health
2	What factors should be consider when planning a daily meal?
3	Why is it beneficial to drink water regularly?
4	Why is it important to sleep or relax?

Learners in their new task groups work together to research, discuss the assigned task and make notes. Learners later return to their original unique groups and take turns to teach or share what they have learnt in their various task groups to their original group members. This allows all learners to benefit from all four tasks. The teacher goes round supervising the activities of the groups and offer help where applicable. Ask the various unique groups to summarise the tasks and present for a whole class discussion.

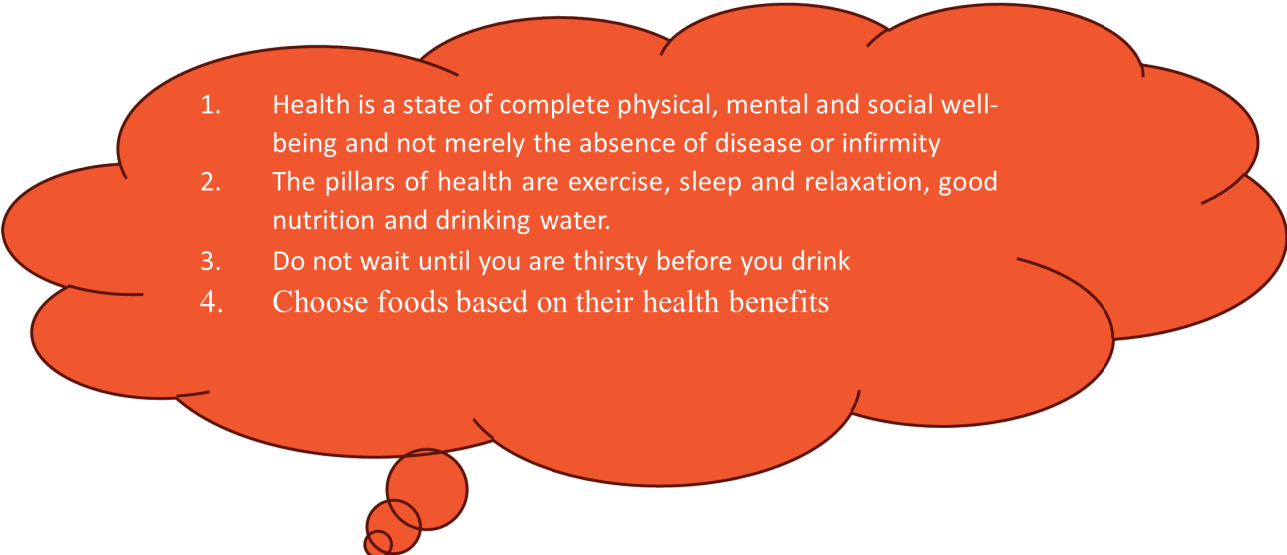
The teacher should review the lesson and the importance of the pillars of health with learners and encourage learners to make it a regular part of their daily lifestyle. Provide learners with areas to research or read on for the next lesson.

Key Assessment:

Assessment level 2: Define the meaning of health and give at least two examples of the pillars of health (**formative**).

Assessment level 3: Explain why it is important to sleep or relax and state at least four factors to consider when planning meals (**formative**).

Assessment level 3: Explain all four pillars of health and indicate at least four reasons why it is important to drink water regularly. (**formative**).

- 
1. Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity
 2. The pillars of health are exercise, sleep and relaxation, good nutrition and drinking water.
 3. Do not wait until you are thirsty before you drink
 4. Choose foods based on their health benefits

Additional reading

1. Any approved physical education and health material by NaCCA
2. Any useful supplementary material

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Week 8

Learning Indicator: *Explain wellness, healthy and unhealthy lifestyle (concept of wellness and healthy lifestyle)*

Theme or Focal Area: **Wellness and healthy lifestyle**

RECAP: Week 7 explored the pillars of health and exposed learners to why they should exercise, eat well, sleep, relax and drink enough water daily. This week looks at wellness and healthy lifestyles. These expose learners to the pivotal role of healthy living to enhance various aspects of their daily lives.

To effectively help learners achieve the full benefits of wellness and a healthy lifestyle for quality living, learners explore the following thematic areas; the meaning of wellness, a healthy lifestyle, an unhealthy lifestyle, an example of healthy and unhealthy lifestyles and the importance of living a healthy lifestyle. Their understanding and application of the knowledge acquired go beyond the confines of family and cooperative living.

Meaning of wellness

Wellness is an attitude that enables people to develop healthy habits daily to attain better physical and mental health.

Wellness is also an active process through which individuals become aware of themselves and what can positively or negatively affect them, thereby, making informed choices towards a more successful existence (American National Institute of Wellness).

Wellness is achieved by practicing a healthy lifestyle, making choices and lifestyle changes, controlling and eliminating unhealthy behaviours that can endanger one's health. (Power, Dodd, & Noland, 2006).

A Healthy Lifestyle: A healthy lifestyle refers to actions or behaviours that reduce one's risk of diseases, accidents and enhance wellness.



Fig 8. 1: *A healthy lifestyle produces a joyful home*

Unhealthy lifestyle: An unhealthy lifestyle refers to actions or behaviours that increase a person's likelihood of developing illness, injuries and even death.



Fig 8.2: *Bad behaviours to avoid*

Examples of healthy lifestyle factors that enhance wellness:

1. Practice personal hygiene
2. Practice safe sex
3. Socialise with supportive friends and family etc. (Engage learners to come up with more examples)

Examples of unhealthy lifestyle factors that affect wellness:

1. **Drinking alcohol:** It can cause liver damage, stroke, heart disease and cancer
2. **Smoking:** This may lead to lung cancer, respiratory conditions, dental problems, vision loss and cardiovascular diseases
3. **Having unprotected sex:** This can lead to the contraction and spread of sexually transmitted diseases/infections
4. **Self-medication:** This is taking medicines without a doctor's prescription. This may lead to taking wrong medication for the right health condition, incorrect diagnoses, incorrect dosage of medicine and medication misuse
5. **Prolonged screen time:** This is spending too much time sitting and viewing TV, working on the computer or phone. This can lead to eye strain, headaches, neck and shoulder pain, dry eyes, blurred vision which can contribute to the development of near-sightedness and sedentary lifestyle which may increase the risk of obesity and its related health issues

Importance of a living a healthy lifestyle:

1. **Prevention of diseases:** Living a healthy lifestyle can reduce the risk of various diseases, including those that may run in your family
2. **Saves money:** It is good to have annual check up to know your health status
3. **Lengthens lifespan:** Basic healthy lifestyle habits are connected with living a longer life



Fig 8.3: *Wash hands always*



Fig 8.4: *Avoid self-medication*

Learning Tasks:

1. Define wellness
2. Outline the importance of living a healthy lifestyle
3. Describe the benefits of living a healthy lifestyle
4. Describe the key elements of a healthy lifestyle
5. Discuss negative behaviours that can result in bad health amongst young people

Pedagogical Exemplars

1. **Starter activity:** Distribute sticky notes or pieces of paper with terms related to wellness and healthy living/lifestyle as learners enter the class. Ask them to find classmates who can provide explanations for each term to fill in their sticky notes.
2. **Introductory activity:** Ask learners in pairs to think, pair and share at least one idea they shared about wellness and healthy living in their talk session. Create a sense of engagement and collaboration.
3. **Collaborative learning/Group work:** Through an interactive session, lead the discussion on wellness and healthy and unhealthy lifestyles. After the discussion, put learners into small mixed groups to discuss the examples of healthy and unhealthy living and the importance of living a healthy lifestyle. Identify talented learners to act as ‘teachers’ to help their peers. Task learners to present their views to the whole class for further discussion.

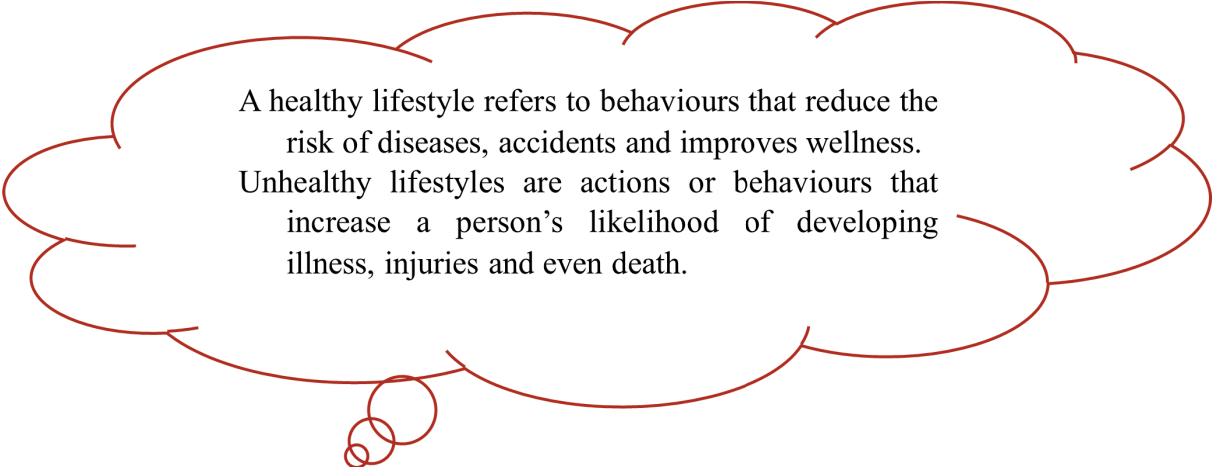
Key Assessment

Assessment level 1: Define wellness (**formative**).

Assessment level 1: Outline the importance of living a healthy lifestyle (**formative**).

Assessment level 2: Describe the key elements of a healthy lifestyle (**formative**).

Assessment level 3: Discuss negative behaviours that can result in bad health amongst young people (**formative**).



A healthy lifestyle refers to behaviours that reduce the risk of diseases, accidents and improves wellness. Unhealthy lifestyles are actions or behaviours that increase a person's likelihood of developing illness, injuries and even death.

Section 3 Review

This section addressed the need to be healthy always. It emphasised dietary practices, physical activity and socialisation while incorporating contemporary nutritional guidelines that combines the theoretical knowledge with practical skills on basic concepts of food and nutrition, drinking water, relating well with others, making effective use of money and how the combinations of all these enhance healthy growth and development.

The learner would be well informed to talk and share ideas confidently among their peers and assess the factors that influence the personal and family lifestyle practices.

Health and wellness in this manual have been divided into three parts and will be taught under different sections. Part two will be taught in Section 7 and part three will be taught under Section 9.

The interactive and innovative approaches and assessment strategies prescribed will equip the learners with the relevant skills of making informed dietary choices, promoting a lifelong commitment to health and well-being and disease prevention. Core skills of making informed health decisions and choices, ability to confidently explain and share ideas on basic concepts of health and wellness, select and engage behaviours that effectively enhance health and well-being, demonstrate respect for individual and cultural differences in their interaction with others.

Additional reading

1. Any approved physical education and health material by NaCCA
2. Any useful supplementary material

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1. American Institute of Wellness. Retrieved from https://www.physio-pedia.com/The_Concept_of_Wellness
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SECTION 4: GYMNASTICS

Strand: **Physical Activity and Health**

Sub-Strand: **Gymnastics**

Content Standard: Demonstrate the ability perform basic gymnastics activities to improve skill and health related fitness.

Learning Outcome(s): *Perform basic gymnastics activities to improve skill and health-related fitness.*

INTRODUCTION AND SECTION SUMMARY

Gymnastics is a systematic sports performance that combines flexibility, balance, endurance, coordination, strength and agility. The movements involved in gymnastics contribute to the development of the arms, legs, shoulders, back, chest, and abdominal muscle groups.

Acrobatics Skills such as jumps, flips, rolls and turns are performed by the participants. Gymnastic skills are often performed with or without equipment. There are five main types of gymnastics: artistic, rhythmic, trampoline, acrobatics and aerobics.

For the purposes of these lessons, only floor activities will be covered. Floor activities are gymnastic skills performed on the floor and, for safety, are usually performed on a mat or foam.

This section covers weeks 9 to 11. The floor activities to be performed are forward rolls, backward rolls and handstands. The skills, knowledge and values derived from gymnastics extends into learners' daily lives and the performance of other sporting activities.

The weeks covered by the section are:

Week 9: Perform floor activities in gymnastics for improving skill and health-related fitness (forward roll).

Week 10: Perform floor activities in gymnastics for improving skill and health-related fitness (backward roll).

Week 11: Perform floor activities in gymnastics for improving skill and health-related fitness (handstand).

SUMMARY OF PEDAGOGICAL EXEMPLARS

This section outlines the suggested pedagogies to be used by the teacher, to effectively guide learners to interact in diverse groups and explore the concepts, knowledge, understanding, and the application of skills in gymnastics. The suggested pedagogies are group work and collaborative learning. To effectively do this, the teacher is expected to use videos (e.g. YouTube), charts and pictures to support learners' understanding of the concept and skills. It is essential for the teacher to deliberately incorporate GESI, SEL and differentiation strategies to address the varied learning requirements of all learners.

ASSESSMENT SUMMARY

To evaluate learners' knowledge, understanding and skills on the concepts under this section, there is the need for the teacher to use varying assessment strategies to differentiate among the various

levels of Depth of Knowledge (DoK), as outlined in the physical education and health teacher manual and SHS/SHTS curriculum. The assessment activities should be aligned with learning indicators and pedagogical activities. Again, specific examples of the assessment tasks have been outlined in the section to serve as a guide to the teacher.

Week 9

Learning indicator: *Perform floor activities in gymnastics for improving skill and health-related fitness (forward roll)*

Theme or Focal Area: **Forward roll**

Floor activities in gymnastics consists of skills such as rolling, twisting and turning of the body. Examples include forward rolls, backward rolls, somersaults, handstands, cartwheels, round offs, front and back walkovers and handstand forward rolls.

The forward roll is an activity performed by squatting, tucking in the head and rolling over the body in a forward's circle on the floor and standing up at the end of the activity. This movement is performed by squatting in front of a mat with feet together and hands placed on the mat/foam in front with elbows bent and fingers pointing straight forward.

Hands are evenly spaced at shoulder width with head tucked in between the arms. With the chin touching the chest, the body is pushed over to the upper back to roll it forward. The hips push over the head, keeping the back curved and hands in position. Legs are kept straight, and toes pointed. Legs only bend at the end of the roll when it is time to stand up. The roll ends by placing the feet flat on the floor and moving into a standing position without putting hands on the ground or supporting the body. The legs are straightened, and the roll finished by raising hands upright above the head.



Fig 9.1: *Movement from start to finish*

Learning Tasks:

1. Classify gymnastics performance into the various categories
2. Identify the key steps involved in performing a forward roll in gymnastics
3. Describe the proper body positions to perform a forward roll
4. Perform a forward roll
5. Why is it important to tuck in the chin to the chest during a forward roll?

Pedagogical Exemplars

The teacher should watch the videos in advance to familiarise themselves with the steps and activities to be carried out in class.

1. **Starter activity:** Show video performances or pictures of gymnastics activities to inspire learners to talk about gymnastics.
2. **Introductory activity:** Ask learners to individually reflect and share their views on what they observed in the video and pictures for a whole class discussion.
3. **Collaborative learning/Group work:** In mixed-ability groups, ask learners to observe charts/pictures/videos of different performances of gymnastics activities and classify them into the two main categories (artistic and rhythmic). The discussion should be led by the teacher.
4. **Experiential learning:** Lead learners to warm up. Show learners a short video or pictures of the stance and the movement during the activity. Practically take them through the phases of the forward roll step-by-step highlighting how to perform the movement safely.
 - a. **Starting position (Prosper Stance):** Describe and demonstrate the stance for learners to see.
 - i. In their mixed-ability groups, help them to take the right stance behind their mats/foam by standing with feet flat on the ground and slightly wider than shoulder-width apart.
 - ii. Assist learners to squat from that position with the palm of their hands placed shoulder-width apart on the mat/foam in front of them with the fingers pointing forward.
 - b. **The roll:**
 - i. Guide learners to tuck their heads in with the chin to the chest, raise the hips and look backwards through the legs.
 - ii. Ask learners to bend the knees, lower the head and initiate the roll by pushing off with the feet. Ask learners to keep their heads tucked as they roll and aim to land on the upper part of the back and not the neck. Let them keep the arms straight as they initiate the roll and gradually bending them to absorb the impact of body weight. Support learners to roll over slowly and ask teammates to support as well.
 - iii. Allow learners to practice for a while before moving on to the finishing position.
 - c. **Finishing position: Finishing the activity**
 - i. Assist learners to complete the roll by ending up in a squatting position, standing up without supporting the body with the hands and raising the arms above the head after standing. Learners finding it difficult to finish the activity should be supported by peers and the teacher.
 - ii. Guide learners to practice the roll for a set time.
 - iii. Invite groups to perform the activity to the class.

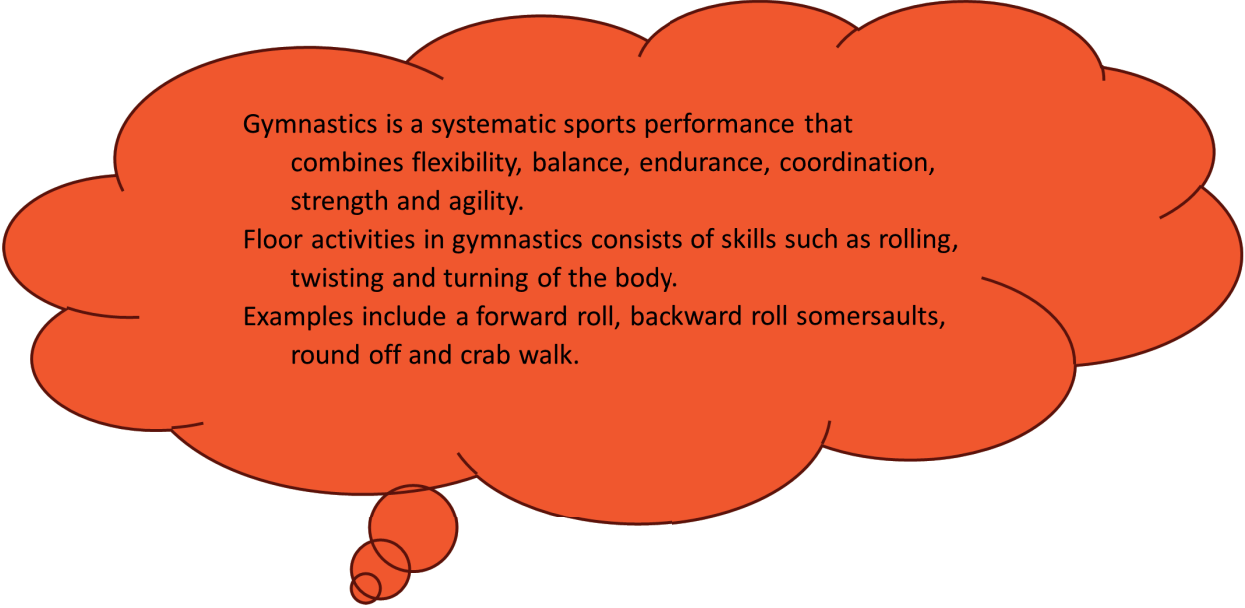
Key assessment:

Assessment level 1: Describe the concept of gymnastics and classify gymnastics performances into the two main categories (**formative**).

Assessment level 2: Describe the proper body positions to perform a forward roll (**formative**).

Assessment level 3: Perform a forward roll without the finishing position with or without support. (**formative**).

Assessment level 3: Perform a complete forward roll twice without support. (**formative**).



Gymnastics is a systematic sports performance that combines flexibility, balance, endurance, coordination, strength and agility.

Floor activities in gymnastics consists of skills such as rolling, twisting and turning of the body.

Examples include a forward roll, backward roll somersaults, round off and crab walk.

Additional reading:

1. Any approved physical education and health material by NaCCA
2. Any useful supplementary material

References

1. Bruce, A. F. (2024). Gymnastics. <https://www.britannica.com/sports/gymnastics>
2. Gymnastics. New York: Association Press. p. 17. ISBN 9780809617043.
3. Leonard, F. E. (1923). A Guide to the History of Physical Education. Philadelphia, Pennsylvania and New York, New York: Lea & Febiger. pp. 232–233
4. Solly, M. (2020). Magazine Smithsonian - A History of Gymnastics, From Ancient Greece to Tokyo.

Week 10

Learning indicator: *Perform floor activities in gymnastics for improving skill and health-related fitness (backward roll)*

Theme or Focal Area: **Backward roll**

A backward roll is a rocking back movement of the body by placing hands on the shoulders with the palms facing upwards and rolling in one motion by bringing the feet over the head and lifting the hips and pressing the hands into the mat/foam, finishing in the standing position. This movement is performed by standing with back straight and with knees and thighs together and parallel to the floor. The hands are held just above the shoulders with the palms facing upwards. The performer squats or crouches down and slowly leans back until the back touches the mat/foam. The legs swing backwards over the head and as the feet touch the floor, the hands push off the floor to get up and are then raised above the head to finish the activity.

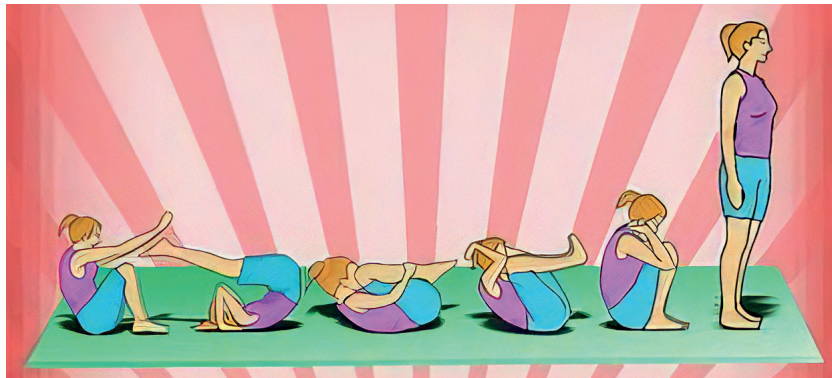
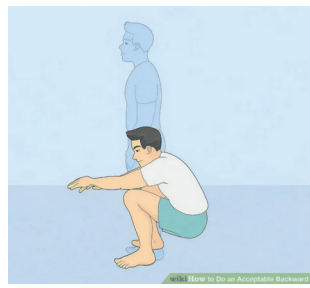


Fig 10.1: Movement from start to finish

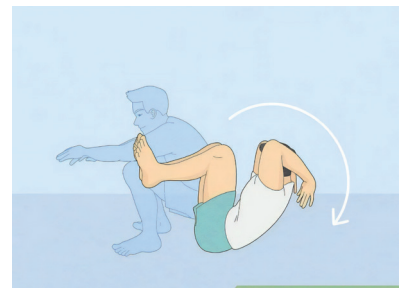
Fig 10.1: Movement from start to finish



Step 1: Stand up



Step 2: Crouch down/Squat



Step 3: Start to roll



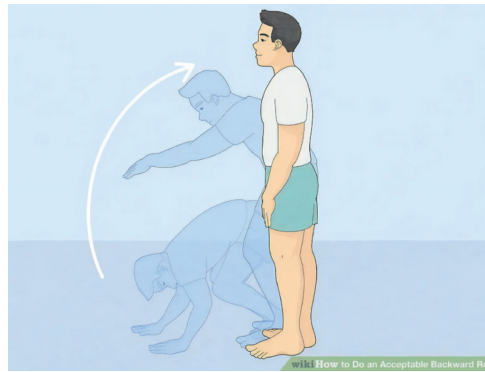
Step 4: Join your legs



**Step 5: Swing legs
the overhead**



Step 6: Sit up



Step 6: *Stand up to finish.*

Learning tasks

1. Describe the key steps involved performing a backward roll
2. Describe the proper body positions to perform a backward roll
3. Perform a backward roll with support
4. Perform a backward roll without support

Pedagogical exemplars:

1. **Starter activity:** Review learners' previous knowledge on a forward roll using the questioning technique. Lead or ask a learner to lead the class to warm up for the lesson.
2. **Introductory activity:** Ask learners to individually describe the basic stance and demonstrate how the forward roll is done.
3. **Collaborative learning/Group work:** In mixed-ability and mixed-gender groups, let learners observe charts/pictures or watch a short video on a backward roll. Discuss the movements and how to perform these safely.
4. **Experiential learning:** Lead learners to warm up after the presentations. Show learners a short video or pictures of the stance and the movement during the activity. Practically take them through the phases of the backward roll step-by-step.

a. Starting position (Stand/Squat stance)

- i. In mixed-ability groups, help learners take the right stance in front of their mats by standing and then squatting near the mat with their back towards the mat.
- ii. Help learners hold their hands shoulder high close to the body with palms flat facing upwards
- iii. Ask learners to drop their hips down like trying to sit on the mat/foam with head and chin tucked to the chest, maintaining a rounded back.

b. The roll:

- i. Ask learners to roll backwards by bringing the legs up over the head pushing with the hands and arms just before the feet contact the floor into a squat stand with support. Allow learners to practice the movement for some time.
- ii. Regroup learners into ability groups: Put learners who have grasped the concept and can practice on their own into groups and allow them to practice. Learners with some difficulties can be placed into another group to practice with further support provided

by the teacher or their peers who have grasped the technique. All learners should be supervised when carrying out the activity.

c Finishing Position: Finishing the activity

- i. Ask learners to roll backwards by bringing the legs up over the head pushing with the hands and arms just before the feet contact the floor into a squat stand. Straighten up and raise the arms up above the head to finish the activity.

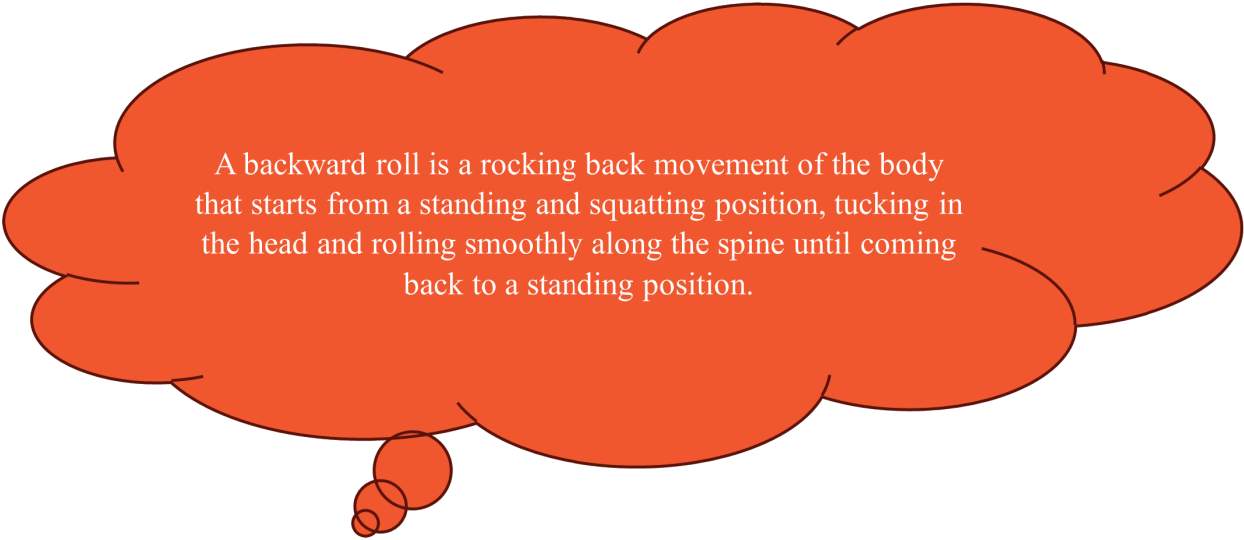
Key Assessment:

Assessment level 2: Describe the key steps involved performing a backward roll (**formative**).

Assessment level 2: Describe the proper body positions to perform a backward roll (**formative**).

Assessment level 3: Perform the backwards roll with support (**formative**).

Assessment level 4: Perform the backward roll without support (**formative**).



A backward roll is a rocking back movement of the body that starts from a standing and squatting position, tucking in the head and rolling smoothly along the spine until coming back to a standing position.

Week 11

Learning indicator: *Perform floor activities in gymnastics for improving skill and health-related fitness (handstand).*

Theme or Focal Area: **Handstand**

A handstand is a fundamental body position in gymnastics, where the gymnast or the individual performing the activity supports the entire body upside down, balancing it on the hands and arms with the body held straight and vertical. There are different ways to get into a handstand, but gymnasts almost always enter the position with a kick-up. A kick-up refers to the technique used to transition the body from a standing position to a handstand or inverted position. It involves kicking one leg upwards while simultaneously using the other leg to push off the ground, generating energy to lift the body into the desired position. A short step is taken forward and the back leg swung up behind to shift the body weight from the feet to the hands. Once there, both legs are brought tight together, and the fingers and the heels of the hands used to maintain balance.

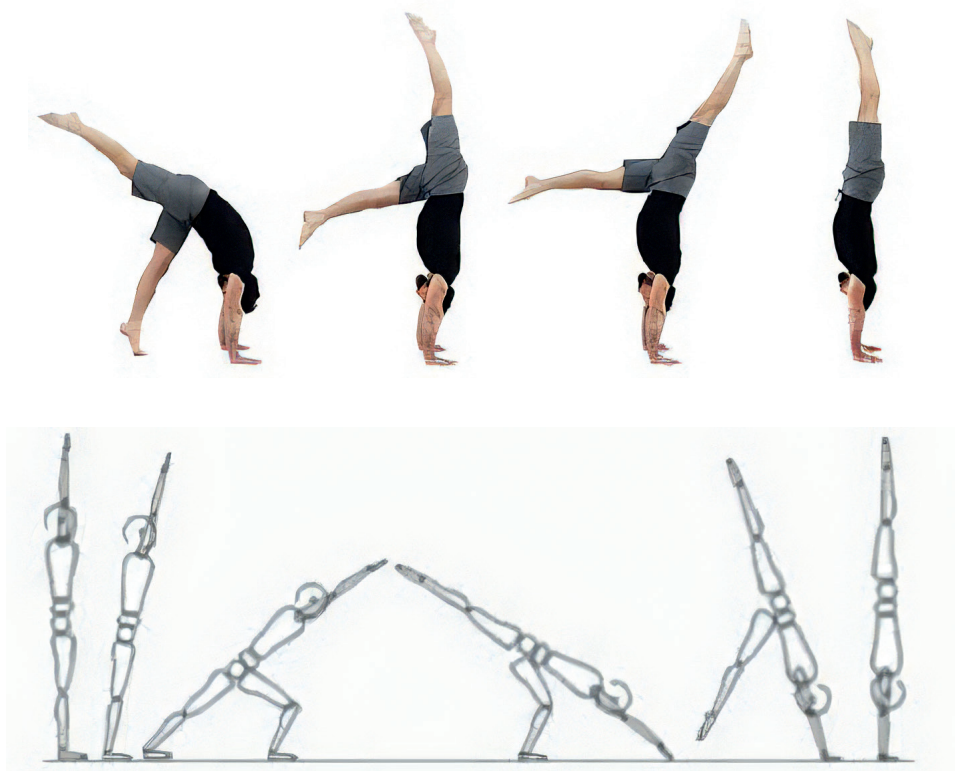
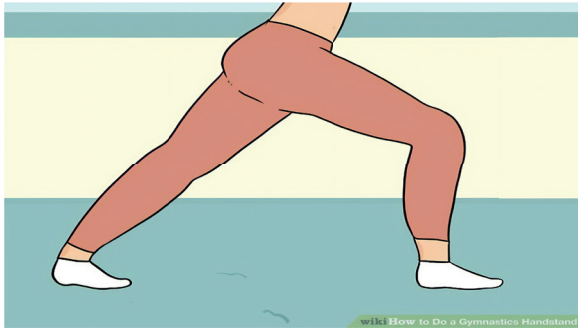
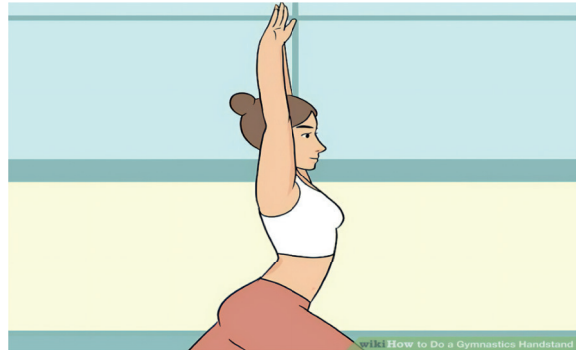
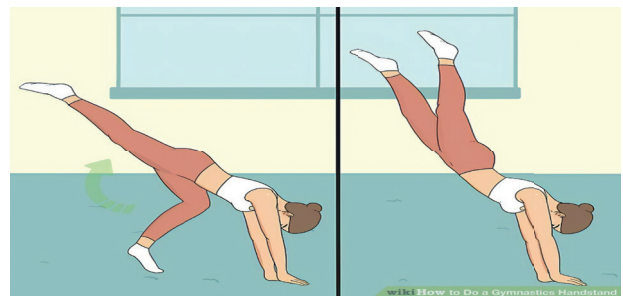


Fig 11.1: *Diagrammatic representation of the lunge entry into a handstand*

Step 1: *Start in a lunge position***Step 2:** *Raise arms straight up over the head.***Step 3:** *Reach down towards the floor with both hands while lifting the back leg.***Step 4:** *Kick up forcefully onto the hands and bring both legs together above the head***Step 5:** *Keep the body as straight and rigid as possible.***Learning Tasks:**

1. Describe the key steps involved in performing a handstand
2. Describe the proper body positions to perform a handstand
3. Perform the handstand with support
4. Perform the handstand without support

Pedagogical Exemplars

1. **Starter activity:** Review learners' previous knowledge on backward rolls using the questioning technique. Ask learners in pairs to describe the basic stance and demonstrate a backwards roll for each other. Lead or ask a learner to lead the class to warm up for the lesson.
2. **Introductory activity:** Take learners through the wheelbarrow race and the frog stand as the main introduction to the handstand.

- a. **The wheelbarrow race:** A wheelbarrow race is a fun activity where participants in pairs mimic the function of the wheelbarrow. One person acts as the '**wheelbarrow**', positioning themselves on their hands while the other participant holds their legs, acting as the '**pusher**' and races within a demarcated area to reach the finish line as quickly as possible. This activity requires coordination, balance and teamwork between the two participants to maintain stability and momentum throughout the race.



Fig. 11.2: *Wheelbarrow race*

- b. **The frog stand:** The frog stand, also known as the crow pose, is an activity where the performer balances on the hands with the knees resting on the back of the upper arms with the arms bent and hands placed firmly on the ground shoulder width apart. The body weight is supported on the hands while the legs are lifted off the ground creating a stable and a balanced position resembling a crouching frog.



Fig. 11.3: *Frog stand*

3. **Collaborative learning/Group work:** In mixed-ability and mixed-gender groups, let learners observe charts/pictures or watch a short video on an individual learning/completing a handstand. Demonstrate to the class before taking learners through the phases of the handstand step-by-step.

4. Experiential learning: Practically guide learners through the phases of the handstand step-by-step.

a. Starting Position:

- i. In mixed ability and mixed gender groups, help learners to take the right stance by standing side-by-side facing the same direction.
- ii. Ask learners to stagger their stance or lunge as in Step 1 above to stay poised on the balls of the feet to prepare themselves to kick up and shift the weight to the hands.
- iii. Ask learners to raise the arms straight up over the head, pointing the fingers upwards so that their biceps are right beside their ears with the arms straighten as much as possible without locking the elbows.

b. The kick up:

- i. Ask learners to reach down towards the floor with both hands while lifting the back leg. Ask learners to keep the arms and back straight and firm, bend at the waist and place the palms flat on the floor. At the same time, shifting the weight of the body forward onto the front leg and picking up the back leg. Ask learners to make sure their body forms a straight line from the shoulders to the toes of the back leg. Ask them to spread the fingers wide to create a more stable base as in Step 3.
- ii. Ask learners to kick up onto the hands and bring both legs together above the head by swinging the back leg straight up behind like trying to kick something up, letting the front leg follow naturally behind to bring the body up as in Step 4.
- iii. Ask learners to keep the body as straight and rigid as possible once the balancing point is found. Provide support for learners who may be finding it difficult to kick up and hold the body above the head in place. Ask learners in the various groups to assist their colleagues who are struggling to perform the activity. Note: the handstand can first be performed against a wall or be supported by a partner as in the image below.



c. Finishing Position: Finishing the activity

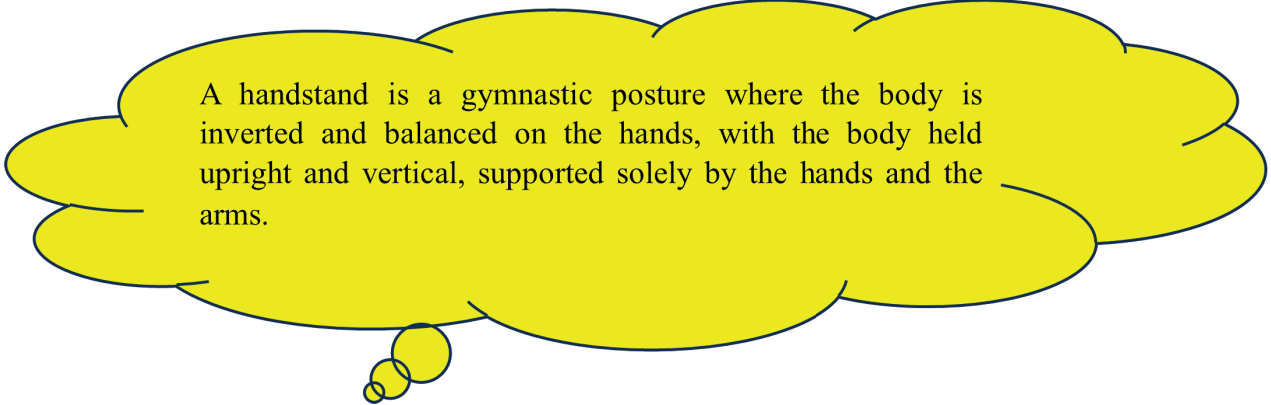
- i. Ask learners to lower the back leg down by bending the knees and bringing them towards the chest or slowly lower them straight down and gradually raise the body up to a standing position and the arms up above the head to finish the activity.

Key Assessment

Assessment level 2: Describe the key steps involved performing a handstand (**formative**).

Assessment level 2: Describe the body positions to perform a handstand (**formative**).

Assessment level 3: Perform the handstand with support (**formative**).

Assessment level 4: Perform the handstand without support (formative).


A handstand is a gymnastic posture where the body is inverted and balanced on the hands, with the body held upright and vertical, supported solely by the hands and the arms.

Section 4 Review

The key takeaways for learners in this section are to appreciate gymnastics as a physical and recreational activity that leads to the development of flexibility, balance, endurance, coordination, strength, agility and physical fitness.

The section highlights the techniques of practically performing the forward and backwards roll and the handstand.

To effectively carry out tasks, the section outlines interactive pedagogical, assessment and differentiated strategies to encourage the teacher to incorporate the generic learning techniques such as the application of GESI strategies (mixed-gender and ability groupings, etc.), 21st Century skills (collaborative learning skills, communication skills and practical learning sessions, critical thinking etc.) and the application of ICT skills (e.g. use of videos, slides, charts and pictures) during lesson presentation.

Additional reading

1. Any approved Physical Education and Health material by NaCCA
2. Any useful supplementary material

References

- 1 Bruce, A. F. (2024). Gymnastics. <https://www.britannica.com/sports/gymnastics>
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