

MINISTRY OF EDUCATION



Republic of Ghana

TEACHING SYLLABUS FOR PHYSICAL EDUCATION (SENIOR HIGH SCHOOL 1-3)

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TEACHING SYLLABUS FOR PHYSICAL EDUCATION

RATIONALE FOR TEACHING PHYSICAL EDUCATION

This edition of the Physical Education syllabus has been based on observations, comments and reports from various sources including: comments from Physical Education teachers at both second and tertiary levels of education; comments from students and school administrators; discussions and papers presented at various fora including meetings of the Physical Education Association of Ghana (PEAG); reports and recommendations of PEAG and professional bodies such as the International Council for Health, Physical Education, Sports and Dance (ICHPER-SD) and National Association for Sport and Physical Education (NASPE) of the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD); as well as reports and recommendations of world bodies such as UNESCO and WHO.

The following specific observations have been made about Physical Education in second cycle schools:

- The existing syllabus did not include sufficient content to address the needs of the growing fitness industry.
- Many teachers were not aware of the existence of a Physical Education syllabus for Senior High School.
- The syllabus was described as “too dry” in the sense that it did not contain enough information to guide users.
- Physical Education exists in many schools only as a means of preparing students for sports competitions. Many schools use performance at competitions as the only means of evaluating the Physical Education programme and its teachers. Many teachers actually teach only sports in which competitions are organized at the schools and colleges level.
- There is the feeling that students do not take the subject seriously because it is not externally examined as other subjects. Many teachers of other subjects discourage students from attending Physical Education classes while some schools have reduced the time allowed for the subject, or removed it entirely from the timetable.
- Many Physical Education teachers use the perceived low image of the subject as a pretext for not teaching it. However, the subject is taught very well in almost all the very best Senior High Schools in the country and the low image of the subject should therefore not discourage other schools from teaching the subject.
- It is also clear that many schools lack requisite facilities and materials for effective teaching and learning of Physical Education. This phenomenon is however not peculiar to Physical Education. The problem, however, is that where some facilities exist, they are not properly maintained. Furthermore, procurement of materials is also influenced heavily by the pressure to compete and win. Schools spend large sums of money on few pieces of expensive standard equipment when they could have purchased several low cost equipment that serve the same purpose.

There are however, many reasons and purposes for teaching, learning and practising Physical Education as indicated below.

Health Reason: That physical activity contributes to enhancing the health of people and nations is a universal fact. The Ministry of Health is currently promoting a new paradigm called regenerative health which is an attempt to shift health care from curative to health promotion. A major component of the programme is that people should engage in regular physical activities. One goal of Physical Education is to provide opportunity for the youth to acquire the knowledge, skills and attitudes necessary for lifelong engagement in healthful physical activities. No other subject in the curriculum does this.

Personal Development: One of the goals of education is to provide opportunity for students to identify and develop their talents and to pursue career options. This requires that students be exposed to a variety of experiences. One of the experiences is Physical Education, which exposes students to the practice of sports and its related fields. When exposed to Physical Education those with talent may pursue careers in sports performance, coaching, officiating, teaching, etc. Each year a large number of secondary school leavers apply to universities to pursue courses in Physical Education and related subjects. Some students who could gain admission to pursue Physical Education may not be able to do so unless they receive sound Physical Education instruction at the secondary school level.

Economic Reason: The economic benefits of Physical Education and Sports have long been established. Physical Education and Sports careers serve as direct means of reducing unemployment and poverty in society. This is why Ghana lists sports as a critical area for wealth creation and poverty alleviation. The health benefits derived from participation in physical activities are also quantifiable factors of production. Indeed, the UN has recommended the use of Physical Education and Sports as a major area in helping to achieve the millennium development goals. Physical Education and Sports enhance labour skills such as hardwork, leadership, perseverance, as well as individual and group effort.

Needs of Industry: Education is expected to prepare labour to meet the needs of industry. Sports, Recreation and Fitness Industries are growing fast in Ghana. Physical Education equips students with fundamental knowledge and skills that are needed in these industries. A general course in Physical Education is a prerequisite for further training for positions such as fitness instructors, sports and recreation facility managers, programme managers, equipment service providers, coaches, officiating officials, etc.

Teacher Education: Thousands of students are admitted into Colleges of Education to pursue a Teacher Education Programme. All teacher-trainees are expected to do Physical Education and to teach the subject on completion. An effective Physical Education programme at secondary school level serves as a foundation for Teacher Education in Physical Education. Most teachers are unable to teach Physical Education because the Physical Education Teacher Education Programme is based on entry requirements which most trainees do not have, because they did not receive effective instruction in Physical Education at the secondary school level.

Leisure/Recreation: The pursuit of recreation is one of the needs of humans. In the absence of healthy and safe means of recreation, people may fall on unhealthy and unsafe means of recreation, such as alcohol and other recreation drugs. Physical Education is one means by which students engage in activities that can be used for recreation purposes. Although Physical Education shares this role with other subjects such as Music and Art, participation in sports has the added value of physical activity and group effort. Recreation through engagement in sports activities enhances physical, emotional, psychological and social well-being.

Additionally, Physical Education equips people with the knowledge necessary to enjoy spectator sports. People need certain basic understanding of the way games are played to be able to enjoy them. Physical Education also develops the spirit of sportsmanship, the appropriate way to celebrate and enjoy victory, and the willingness to accept defeat. It is for these reasons that access to Physical Education and Sports activities is enshrined as a fundamental human right in the UNESCO Charter on Physical Education and Sports, which states, among other things, that “Every human being has a fundamental right of access to Physical Education and Sports, which are essential for the full development of one’s personality. The freedom to develop physical, intellectual and moral powers through Physical Education and Sports must be guaranteed both within the educational system and in other aspects of social life.”

GENERAL AIMS

The Physical Education syllabus is designed to help the student to:

- Demonstrate competency in many movement forms and proficiency in a few movement forms.
- Apply movement concepts and principles to the learning and development of motor skills.
- Achieve and maintain a health-enhancing level of fitness.
- Exhibit a physically active lifestyle.
- Demonstrate responsible personal and social behaviour in physical activity settings.
- Demonstrate understanding and respect for differences among people in physical activity settings.
- Use physical activities as opportunities for enjoyment, challenge, self expression, and social interaction.
- Place high value on health by playing safe and avoiding wrong use of drugs.
- Appreciate the roles of individual and group effort, hard work, perseverance, etc. as essential work ethics.
- Enhance career opportunities.

SCOPE OF CONTENT

The Physical Education syllabus has been designed to emphasize the teaching of motor skills, fitness, knowledge and attitudes. The syllabus also focuses attention on the unique needs of adolescent boys and girls at the senior high school. There are six thematic sections in the syllabus. Sections 1 and 2 cover topics to be taught in the classroom, while the rest are to be taught as practical lessons.

Section 1: Foundations of Physical Education and Sports

Within this context, the benefits and innovations Physical Education and Sports offer the society are unfolded. The following topics have been outlined: the meaning of Physical Education, importance of Physical Education, and discussion of some of the negative attitudes towards Physical Education and Sports.

As a means to understanding contemporary events and trends in Physical Education and Sports, students examine Physical Education in Ghana and international competitions including the Olympic Games.

Section 2: Science of Physical Education and Sports

Scientific knowledge and its application in Physical Education, Fitness and Sports are very essential. Knowledge of the human body and how it functions is critical in making the learning of skills meaningful and safe. Relevant areas of science are included to provide the basis of understanding movement, safety and health.

Section 3: Gymnastics And Dance

Gymnastics and dance comprise stunts, combination of stunt activities, rhythmic activities, and traditional and social dances. They aim at developing the motor skills, body movement, spatial awareness and aesthetic qualities of the learner.

Section 4: Athletics

Athletics involves using natural movements such as running, walking, jumping, and throwing. It aims at directing the learner towards the acquisition of knowledge and skills of various athletic events, their techniques, rules governing them and equipment and materials used in the sport. It provides opportunity for students to exhibit prowess. The teacher should help students to learn rules alongside practical activities and practice throwing and jumping.

Section 5: Games

Students have passion for games and it goes a long way to improve their social life and health status. The games outlined are: soccer, volleyball, hockey, table tennis, handball and basketball. Students learn games for possible development into a career or as means of recreation. The teachers is advised to teach brief history, where possible; teach rules alongside practical activities; and guide students to construct playing areas.

Section 6: Physical Fitness

Physical fitness involves ability to perform daily tasks optimally and still have some energy left for recreation and leisure pursuits. Fitness is either health-related or performance-related. All students require both forms of fitness to enjoy the health benefits of physical activity and be able to play sports. Many people are not able to play sports well, not because they do not have skills but because they lack the fitness necessary for playing the sports. Teachers should incorporate the requisite skill/performance – related fitness in their lessons as they teach various activities in Sections 3 - 5. Activities in Section 6 are aimed at developing health-related fitness (promotion of regenerative health).

Other Activities

These activities enhance the quality of physical experiences and are listed here as optional activities to encourage teachers to incorporate them into the school programme during afternoon games, weekends and possibly organised as vacation activities. This section is made up of recreational activities as well as sports and games that are not popular in schools.

- Outdoor recreation: Climbing (rocks, rope, bamboo, mountains, etc.), hiking, skipping, camping, exploration (caves, vegetation, beaches, etc.).
- Indoor recreation (“aware”, checkers, ludo, scrabble, etc.).
- Swimming, Marshall Arts (boxing, tae kwan do, judo), badminton, squash, cricket, rugby, baseball, softball, netball, tennis, etc.

STRUCTURE AND ORGANIZATION OF THE SYLLABUS

SHS 1	SHS 2	SHS 3
<p>SECTION 1: FOUNDATIONS OF PHYSICAL EDUCATION AND SPORTS (Pg 1 - 2)</p> <p>Unit 1 : Meaning, scope and goals of Physical Education</p> <p>Unit 2: Physical Education and sports in Ghana</p> <ul style="list-style-type: none"> i. School sports ii. National sports competitions <p>SECTION 2: SCIENCE OF PHYSICAL EDUCATION AND SPORTS (Pg 3)</p> <p>Unit 1 : Skeletal system</p>	<p>SECTION 1: FOUNDATION OF PHYSICAL EDUCATION AND SPORTS (Pg 18 – 19)</p> <p>Unit 1: African Games</p> <p>Unit 2: International Competitions</p> <ul style="list-style-type: none"> i. Commonwealth Games ii. Olympic Games <p>Unit 3: Career Opportunities</p> <p>SECTION 2: SCIENCE OF PHYSICAL EDUCATION AND SPORTS (Pg 20 – 21)</p> <p>Unit 1: Muscular system</p> <p>Unit 2: Body Types (Somatotype)</p> <p>Unit 3: Body Posture</p>	<p>SECTION 1: FOUNDATION OF PHYSICAL EDUCATION AND SPORTS (Pg 36 – 38)</p> <p>Unit 1: Sports and Drugs</p> <p>Unit 2: Drug Abuse and Health</p> <p>Unit 3: Physical Fitness</p> <p>SECTION 2: SCIENCE OF PHYSICAL EDUCATION AND SPORTS (Pg 39 - 40)</p> <p>Unit 1: First Aid</p> <ul style="list-style-type: none"> a) Common injuries in Sports <ul style="list-style-type: none"> i. Fracture ii. Sprain iii. Strain iv. Dislocation vi. Muscle cramp b) Safety measures against injuries c) Road Safety

SHS 1	SHS 2	SHS 3
<p>SECTION 3: GYMNASTICS AND DANCE (Pg 4 – 5)</p> <p>Activity 1: Forward roll and Dive forward roll Activity 2: Handspring Activity 3: Cartwheel Activity 4: Arab spring Activity 5: Hand walk Activity 6: Social dance</p> <p>SECTION 4: ATHLETICS (Pg 6-7)</p> <p>Activity 1: Short sprints Activity 2: Relay race (visual baton change in 4 x 400m) Activity 3: Javelin throw Activity 4: Long jump (hang, sail and hitch kick) Activity 5: High jump (straddle)</p> <p>SECTION 5: GAMES (Pg 8 – 14)</p> <p>Activity 1: Soccer</p> <ol style="list-style-type: none"> a) Ball possession-passing, trapping and dribbling b) Marking c) Tackling 	<p>SECTION 3: GYMNASTICS AND DANCE (Pg 22 – 23)</p> <p>Activity 1: Backward roll Activity 2: Headspring Activity 3: Stride vault Activity 4: Traditional dance(from the locality)</p> <p>SECTION 4: ATHLETICS (Pg 24 – 25)</p> <p>Activity 1: Hurdling Activity 2: Shot put Activity 3: Javelin throw Activity 4: High jump (Fosbury Flop) Activity 5: Relay Race (non visual 4 x 100m)</p> <p>SECTION 5: GAMES (Pg 26 – 32)</p> <p>Activity 1: Soccer</p> <ol style="list-style-type: none"> a) Shooting b) Goalkeeping <ol style="list-style-type: none"> i. catching ii. distributing iii. fisting/punching iv. diving 	<p>SECTION 3: GYMNASTICS AND DANCE (Pg 41)</p> <p>Activity 1: Flight spring Activity 2: Back spring</p> <p>SECTION 4:ATHLETICS (Pg 42 - 43)</p> <p>Activity 1: Hurdling Activity 2: Discus Activity 3: Shot put Activity 4: Triple jump Activity 5: Pole vault</p> <p>SECTION 5: GAMES (Pg 44 – 45)</p> <p>Activity 1: Soccer</p> <ol style="list-style-type: none"> a) Attacking tactics <ol style="list-style-type: none"> i. Penetration ii. Mobility iii. Width b) Set pieces <ol style="list-style-type: none"> i. Throw-in ii. Corner kick c) Defensive tactics <ol style="list-style-type: none"> i. Delay and concentration ii. Depth iii. Balance d) Set pieces (Free kicks)

SHS 1	SHS 2	SHS 3
<p>Activity 2: Volleyball</p> <ul style="list-style-type: none"> a) Passing (dig and volley) b) Underarm serve c) Player position <ul style="list-style-type: none"> i. during service and play ii. rotational order d) Drive <p>Activity 3: Hockey</p> <ul style="list-style-type: none"> a) Passing (hitting, stopping and pushing) b) Flicking c) Scooping <p>Activity 4: Basketball</p> <ul style="list-style-type: none"> a) Passing (chest, javelin and bounce) b) Dribbling c) Shooting (lay up and set shots) <p>Activity 5: Table Tennis</p> <ul style="list-style-type: none"> a) Service b) Drive (Forehand/backhand) c) Smash d) Single's game 	<p>Activity 2: Volleyball</p> <ul style="list-style-type: none"> a) Tennis serve b) Setting (dig and volley) c) Spiking and blocking d) Defensive and attacking formations (W+1 with zone 6 covering) <p>Activity 3: Hockey</p> <ul style="list-style-type: none"> a) Dribbling b) Tackling (jabbing, lunging, sweeping, blocking) c) Shooting d) Goalkeeping <p>Activity 4: Basketball</p> <ul style="list-style-type: none"> a) Defensive tactics (man to man and channelling) b) Shooting (jump shot) c) Rebounding 	<p>Activity 2: Volleyball</p> <ul style="list-style-type: none"> a) Float serve b) Setting (reverse) c) Spiking (soft and wipe-off) <p>Activity 3: Hockey</p> <ul style="list-style-type: none"> a) Free hits <ul style="list-style-type: none"> i. Penalty stroke ii. Penalty corner iii. Corner <p>Activity 4: Basketball</p> <ul style="list-style-type: none"> a) Defensive tactics (zone marking) b) Attacking tactics (Screening)

SHS 1	SHS 2	SHS 3
<p>Activity 6: Handball</p> <ul style="list-style-type: none"> a) Passing – forehand and overhead b) Shooting – running and jump shots c) Movement – piston and lateral <p>SECTION 6: PHYSICAL FITNESS ACTIVITIES (Pg 16 – 17)</p> <p>Activity 1: Endurance</p> <ul style="list-style-type: none"> i. Circuit training ii. Fartlek iii. Fitness walk iv. Aerobic dance <p>Activity 2: Strength</p> <ul style="list-style-type: none"> i. Weight training ii. Circuit training <p>Activity 3: Flexibility</p>	<p>Activity 5: Handball</p> <ul style="list-style-type: none"> a) Passing – pronation and offered b) Free throws –penalty and 9m throw, throw-in c) Goalkeeping <p>SECTION 6: PHYSICAL FITNESS ACTIVITIES (Pg 33 – 35)</p> <p>Activity 1: Endurance</p> <ul style="list-style-type: none"> i. Circuit training ii. Fartlek iii. Fitness walk iv. Aerobic dance <p>Activity 2: Strength</p> <ul style="list-style-type: none"> i. Weight training ii. Circuit training <p>Activity 3: Flexibility</p>	<p>Activity 5: Handball</p> <ul style="list-style-type: none"> a) Faking b) Screening c) Shooting - dive and lob shots <p>SECTION 6: PHYSICAL FITNESS ACTIVITIES (Pg 50–52)</p> <p>Activity 1: Endurance</p> <ul style="list-style-type: none"> i. Circuit training ii. Fartlek iii. Fitness walk iv. Aerobic dance <p>Activity 2: Strength</p> <ul style="list-style-type: none"> i. Weight training ii. Circuit training <p>Activity 3: Flexibility</p>

TIME ALLOCATION

Two 40-minute periods per week are allotted to Physical Education for SHS Year 1, 2 and 3

SUGGESTIONS FOR USING THE SYLLABUS

Physical activity habits are formed early in life. The teaching of Physical Education started at the basic level of education therefore needs to be sustained to help students internalise physical activity at this age. The Physical Education syllabus places premium on mass participation of students during the instructional Physical Education programme (dictated by the time table) in games and sports to promote inclusive education. No student should therefore be left out of the instructional Physical Education programme for any reason other than temporary ones.

Using the Chart

The main body of the syllabus is presented in a chart form under various headings. The following suggestions are meant to help the teacher to interpret the chart and use it properly.

General Objectives: General Objectives are listed at the beginning of each section of the syllabus, that is, just below the theme of the section. The general objectives are linked to the general aims for teaching Physical Education. They form the basis for the selection and organization of the units and topics. Read the general objectives very carefully before you start teaching. After teaching all the units, go back and read the general aims and general objectives again to be sure you have covered both of them adequately in the course of your teaching.

Sections and Units/Activities: The syllabus is planned on the basis of Sections and Units/Activities. Each year's work is divided into sections, under which there are units (for theory lessons) and activities (for practical lessons). A section consists of a related set of units/activities. The teacher is encouraged to rearrange the sections into terms. The way you go about this will depend on conditions within your school. You have to keep good records to ensure that things are done systematically and to guide another teacher who may take over from you if you have to leave the school.

Each section of the syllabus is structured into five columns: Units/Activities, Specific Objectives, Suggested Content, Teaching and Learning Activities and Evaluation.

Column 1 – Units/Activities: The units/activities in Column 1 are divisions of the major topics of the section. You are expected to follow the order of topics as closely as possible. However, if you find that teaching and learning in your class will be more effective if you branched to another unit/activity before coming back to the activity in the sequence, you are encouraged to do so.

Column 2 – Specific Objectives: Column 2 shows the Specific Objectives for each units/activity. The specific objectives begin with syllabus reference numbers. The first digit in the syllabus reference number refers to the section; the second digit refers to the unit/activity while the third or fourth digit refers to the rank order of the specific objective. These numbers provide easy way for selecting objectives for testing and evaluation. For instance, a teacher may base evaluation on objectives 2.2.3 and 2.2.4 out of five objectives. In this way, a teacher would sample the objectives within units/activities and within sections to be able to develop an evaluation that accurately reflects the importance of the various experiences taught in class.

You will note also that specific objectives are stated in terms of what the student will be able to do after instruction and learning. Each specific objective hence starts with the following: "The student will be able to...." This means that you have to address the learning problems of each individual student. It means

individualizing your instruction as much as possible so that the majority of students will be able to master the objectives of each activity of the syllabus. You should note however that these are not lesson objectives and that you may have to state a number of lesson objectives depending on how many lessons you teach on each unit/activity.

Column 3 – Content: The third column of the syllabus presents a selected body of information that you will need in teaching the particular unit/activity. In some cases, the information presented is quite exhaustive but in other cases, it is not. You need to read further and expand your knowledge on the topics. Note that some of your students could be very knowledgeable in some of the topics.

Column 4 – Teaching and Learning Activities (T/LA): This column serves to remind you that you have to devise a variety of learning experiences to connect learners to the content. There are strategies for teaching practical lessons and strategies for teaching theory lessons. The teaching learning strategies you employ should take cognizance of the lesson objectives. At the basic level, students learn a lot of movement patterns and isolated skills. At the senior high school, students should be applying skills and strategies in playing games or competing. Your chosen teaching and learning activities should take cognizance of that.

Columns 5 – Evaluation: Suggestions and exercises for evaluating the lessons of each unit/activity are indicated in Column 5. You are encouraged to use a variety of tools to ensure that student learning is assessed and feedback provided promptly to guide further learning.

Profile Dimensions

Profile dimensions describe the underlying behaviours for teaching, learning and assessment. In Physical Education, the emphasis is on practical skills. The action verbs used in most of the specific objectives are therefore verbs like perform, demonstrate and run. Four profile dimensions are specified in Physical Education for teaching, learning and testing at SHS level and are weighted as follows:

Knowledge and Understanding	10%
Application of Knowledge	15%
Practical Skills	60%
Sportsmanship	15%

Each of the dimensions is given a percentage weight that the teacher should give in the teaching, learning and testing processes. Combining the four dimensions in the teaching and learning process will ensure that Physical Education is taught and studied not only at the psychomotor level, but also ensure cognitive and affective skills development on the part of students. Note also that knowledge and application are also involved in skill practice.

The explanation of key words involved in each of the profile dimensions are as follows:

Knowledge and Understanding (KU)

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

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

Application of Knowledge (AK)

Ability to use knowledge or apply knowledge has a number of learning/behaviour levels. These levels include application, analysis, synthesis, and evaluation. These may be considered and taught separately, paying attention to reflect each of them equally in your teaching. The dimension “Application of Knowledge” is a summary dimension for all four learning levels. Details of each of the four levels are as follows.

Application	The ability to: apply rules, methods, principles, theories, etc. to concrete situations that are new and unfamiliar. It also involves the ability to produce, solve, operate, plan, demonstrate, discover, reproduce, etc.
Analysis	The ability to: break down material into its component parts; to differentiate, compare, distinguish, outline, separate, identify significant points, etc., recognize unstated assumptions and logical fallacies, recognize inferences from facts, etc.
Innovation/Creativity	The ability to put parts together to form a new whole. It involves the ability to synthesize, combine, compile, compose, devise, suggest a new idea or possible ways, plan, revise, design, organize, create, and generate new solutions. The ability to create or innovate is the highest form of learning. The world becomes more comfortable because some people, based on their learning, generate new ideas, design and create new things.
Evaluation	The ability to: appraise, compare features of different things and make comments or judgments, contrast, criticize, justify, support, discuss, conclude, make recommendations etc. Evaluation refers to the ability to judge the worth or value of some materials, ideas etc., based on some criteria. Evaluation is a constant decision making activity. We generally compare, appraise and select throughout the day. Every decision we make involves evaluation. Evaluation is a high level ability just as application, analysis and innovation or creativity since it goes beyond simple knowledge acquisition and understanding.

Practical Skills (PS)

Practical skills refer to learning in the psychomotor domain. The following critical elements should be emphasised in the acquisition of physical skills.

Technique	demonstrate how a skill is performed.
Rules	observe rules in the process of performing skills to achieve a goal.
Individual tactic	perform skills that involve individual effort to achieve a goal.
Group tactic	combine with others to perform skills that require group effort to achieve a goal.
Physical fitness	maintain a routine daily schedule for participation in moderate physical activities.

Sportsmanship

Practical physical activities provide numerous opportunities for effective learning in the affective domain. The following areas should be noted.

Sportsmanship	practice fair play, accept defeat, appreciate victory and exhibit a sense of responsibility.
Relationships	function in group settings, respect personal differences, manage interpersonal conflict and exhibit leadership skills.

Attitudes	maintain positive feeling towards participation in physical activity, personal and environmental safety, hard work, and scientific principles.
Emotions	express appropriate feelings at the right time; plays and enjoys physical activities.

SUGGESTIONS FOR TEACHING THE THEORY LESSONS

Science

In teaching science, little time should be spent on the content, some of which will be adequately covered in Core Science. Devote more time to relating the principles to movement, sports performance and health. Students must apply the knowledge gained and examine the implications of both correct and incorrect application of scientific principles to movement, sports performance and health.

TEACHING PRACTICAL LESSONS

Gymnastics and Dance

Teaching Gymnastics at SHS level should offer students the opportunity to show off their skills and prowess. The prime concern here is to provide a safe environment where activities can be practiced. Dance activities may be used as warm up, game or main skill. Dancing is very enjoyable but a number of students may not be able to do it because of shyness. Encourage them by dancing along with them and keep in mind that dancing does not have to be perfect in order to be enjoyed or serve as exercise. Make the class lively and devoid of intimidation. Emphasise individual as well as group activities. At this stage of their development, students like working in groups to outdo each other. Ensure that competitions are healthy and safe. You may have a few all-round students in the class who can master all the activities well, but the majority may only be good in a few activities. This is good; but encourage them to try the other activities. There may be one or two students with disability (e.g., being exceptionally clumsy or obese) who may find all activities difficult. Encourage and assist them to try their best. No student should be left out.

Athletics

In teaching athletics events, ample provision must be made for students to compete. As athletic events are not recreational, they must be presented in such a way that students have opportunity to exhibit their ability to jump higher or farther and throw farther.

Games

The goal of teaching games in SHS is to get students to play these games. This section is to be taught practically. At the basic level, pupils go through the acquisition of movement patterns and games skills with little emphasis on playing the game. This time, the emphasis is on playing the game and improving proficiency and performance. The skills and techniques listed in the syllabus should be taught as part of “playing the game.” Where deficiencies are present in learners in terms of entry behaviours, drills should be designed for them to practice skills but this should not be seen as an end in themselves. Note that games are played either for recreation or for competition. Teach rules in the course of practical lessons. Rules should be modified and relaxed when playing for recreation. Provide opportunity during the afternoon games period for students to concentrate on perfecting their preferred games. Let students act as officials and correct them when they make mistakes.

Physical Fitness

Physical fitness activities have been designed in such a way that students are given opportunity to enhance their fitness levels for health and performance reasons. The fundamental principles of physical fitness should be taught with the view of making students self-reliant. Apart from the group activities, students should be guided to develop personalised fitness programmes to address personal needs. Available community resources can be used to supplement school resources. Early morning, late afternoon and evening activities can be used to supplement lesson teaching.

Other Activities

These activities may be included in club activities in school as well as activities in the home. They may also be made available during the afternoon games period as well as weekends for interested students to learn. Teachers may seek assistance from others to help with games with which they are not familiar.

Student Assessment

Schools have their own rules about the timing and nature of student assessment. Most schools carry out School Based Assessment, which is formative in nature, i.e. SBA is used to monitor progress and to improve teaching and learning. This form of assessment is done after covering a unit or term. There are however, suggested evaluation tasks in the Evaluation Column of the syllabus. These are not exhaustive. You are encouraged to develop other creative tasks to ensure that students have mastered the instruction implied in the specific objectives of each unit/activity. These assessment techniques must cover the various domains of learning described earlier. The following schedule is recommended for assessment per each academic term

School Based Assessment: At least

2 practical tests

1 take-home assignment

1 written test

1 project (One of the three projects for Years 1-3 should be a group project.) The project score should form 10% of the marks for the written section of the End of Term 3 examination in Year 3. The written examination accounts for 40% of the end-of-term marks as indicated below.

End of term exam (60% practical and 40% written)

Students should also be assessed on sportsmanship, social and leadership skills as well as attitudes. This should be done through observation and interaction with students. Observations should be written in student report cards.

Assessment results should be entered into students' reports. Note that serious students do not like bad grades in their reports and will strive hard to earn good grades in Physical Education. You must insist that Physical Education is included in the examination timetable.

There are often three ways in which to evaluate assessment results: self-referenced, criterion-referenced and norm-referenced. In self-referenced evaluation, performance is valued based on personal progress. You may guide students to do self-assessment and monitoring to determine whether they are making satisfactory progress. Criterion-referenced evaluation involves setting standards to be achieved. In Ghanaian schools, graded pass marks are set and students are evaluated on these. Norm-referenced evaluation involves comparing the performance of a student to that of the group or class. This mode of evaluation is the least preferred as far as Physical Education is concerned because each student expects to benefit from participation in physical activities regardless of other students' achievements. When used, it should only be a means of identifying students that may be making exceptional progress or are lagging behind the class.

RESOURCE IMPLICATIONS

Facilities

The effective implementation of the syllabus implies the availability of certain basic resources. Ideally, schools are to have a multiple purpose gymnasium, a variety of playing courts and a playing field. In the absence of these, teachers have to make do with available space while efforts are made to develop new ones. It is up to the teacher to study available facilities and decide which can be used for what. While this arrangement may curtail the full implementation of the syllabus, teachers are to ensure that students get the best from available resources. They may have to modify some of the games slightly to fit existing facilities. Available community resources can also be used. Available facilities have to be well maintained and kept in a shape that will appeal to students to engage in physical activities.

Equipment

A number of pieces of equipment are required to implement the syllabus. It is unlikely that schools will have sufficient standard sports and fitness equipment for implementing the syllabus. However, having a few pieces of standard equipment and a large number of improvised ones will help. It is recommended that schools improvise equipment or buy large numbers of low-cost ones for teaching purposes. Students should also be encouraged to own personal equipment such as skipping ropes, tennis bats, table tennis or tennis balls and batons.

SENIOR HIGH SCHOOL – YEAR 1

SECTION 1

FOUNDATIONS OF PHYSICAL EDUCATION AND SPORTS

General Objectives: The student will:

1. appreciate the meaning of Physical Education.
2. appreciate the importance of Physical Education and sports.
3. develop the interest to participate in Physical Education and sporting activities.
4. appreciate the historical trend of development of Physical Education and sports in Ghana.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 MEANING, SCOPE AND GOALS OF PHYSICAL EDUCATION	<p>The student will be able to:</p> <p>1.1.1 explain the concept of Physical Education and state some of the areas covered in Physical Education.</p> <p>1.1.2 state and explain the goals of Physical Education.</p> <p>1.1.3 state reasons why students take part in physical education programmes in schools.</p>	<p>Meaning and scope of Physical Education: What is P.E?</p> <p>a) Definition of Physical Education</p> <p>b) Scope or areas of coverage in Physical Education</p> <ol style="list-style-type: none"> i. History ii. Science iii. Sports iv. Health v. Recreation and leisure vi. Dance etc. <p>Goals of Physical Education.</p> <p>Reasons for taking part in physical education programmes in schools, e.g.</p> <ul style="list-style-type: none"> - to release tension - to develop physical fitness - to exhibit their skills - to learn how to play a sport - to identify and develop talents for career opportunities, etc. - to know places - to gain popularity 	<p>Discuss to bring out the meaning of Physical Education.</p> <p>Guide students to come out with the various areas or scope covered in Physical Education.</p> <p>Discuss the contributions of the areas to Physical Education.</p> <p>Discuss the goals of Physical Education with students.</p> <p>Students brainstorm to bring out their reasons for taking part in Physical Education programmes in schools and discuss them.</p>	<p>Students to:</p> <p>Explain the importance of recreation and leisure to the individual and society.</p> <p>State the primary goals of Physical Education.</p>

SENIOR HIGH SCHOOL – YEAR 1

SECTION 2

SCIENCE OF PHYSICAL EDUCATION AND SPORTS

General objectives: The student will:

1. identify the structure of the skeletal system.
2. appreciate the role of the skeletal system in movement.
3. appreciate the role of the skeletal system in the maintenance of body posture.
4. identify the common health problems associated with the skeletal system.
5. apply knowledge about the skeleton to maintain correct posture.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 SKELETAL SYSTEM	<p>The student will be able to:</p> <p>2.2.1 describe the structure and the composition of the skeletal system.</p> <p>2.2.2 explain the functions of the skeletal system.</p> <p>2.2.3 identify common health problems of the skeletal system.</p>	<p>Structure and composition of the skeletal system:</p> <ul style="list-style-type: none"> - Description of skeleton framework of the body made up of bones and joints. - Composition of skeletal system axial and appendicular. <p>Functions of the skeleton</p> <ul style="list-style-type: none"> - Posture - Movement (Joints), etc. - Protection of vital organs e.g. heart, brain, womb, etc <p>Common health problems: (fractures, dislocation, osteoporosis, cancer)</p>	<p>With the help of a skeleton (model or diagram), assist students to discuss and describe the skeletal system.</p> <p>Students to identify the axial and appendicular portions of the skeleton, giving examples of specific bones.</p> <p>Students to discuss and explain the functions of the skeletal system. Briefly discuss the joints and their contribution to movements.</p> <p>Brainstorm with students to identify and discuss common health problems associated with the skeletal system.</p> <p>Students to go onto the internet to access for information on common health problems for class discussion.</p>	<p>Students to describe how the skeleton works to create movement.</p> <p>Students to submit reports for assessment.</p>

SENIOR HIGH SCHOOL – YEAR 1

SECTION 3

GYMNASTICS AND DANCE

General Objectives: The student will:

1. develop strength in the arms.
2. develop spatial awareness and coordination.
3. appreciate movement concepts involved in social dances.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 1</p> <p>FORWARD ROLL AND DIVE FORWARD ROLL</p>	<p>The student will be able to:</p> <p>3.1.1 perform forward roll and dive forward roll over two human supports on all fours” lined side by side.</p>	<p>Performing forward roll and Dive Forward: Diving forward roll over two human supports “on all fours” lined side by side.</p>	<p>Assist students to perform activities involving rolling forward. Explain and demonstrate activities involving double take off, diving over obstacles, taking body weight on arms, rolling on the back, etc.</p> <p>Provide support for students to perform dive forward roll over two (2) students “on all fours” lined side by side on mattress.</p>	<p>Students perform series of forward rolls.</p> <p>Students perform dive forward roll over two (2) students on all fours followed by two forward rolls in succession.</p>
<p>ACTIVITY 2</p> <p>HANDSPRING</p>	<p>3.2.1 perform handspring.</p>	<p>Performing Handspring: Taking off single, placing palms on the ground/mattress and quickly swinging both legs forward and over the body to land ahead on both feet.</p>	<p>Guide students to perform activities involving strength in the arms, single take-off, handstand against obstacles, etc.</p> <p>Teacher/ resource person explains and demonstrates hand spring for students to observe.</p> <p>Guide and support students to perform.</p> <p>NB: Activities should be done on soft ground.</p>	<p>Students to perform two hand springs in succession.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
ACTIVITY 3 CARTWHEEL	The student will be able to: 3.3.1 perform the cartwheel	Performing cartwheel .	Teacher explains and guides some students to demonstrate activities involving single take-off, taking body weight on arms, strength in the arms, cartwheel, springing off the hands, etc. Teacher spots students to perform the cartwheel and Arab spring.	Students to: Perform the cartwheel.
ACTIVITY 4 ARAB SPRING	3.4.1 perform the Arab Spring.	Performing Arab Spring.	Guide students to perform Arab Spring.	Perform the Arab Spring.
ACTIVITY 5 HANDWALK	3.5.1 support body weight on the hands with legs pointing upward and walk on the hands.	Walking on hands with legs pointing upward.	Guide students to perform activities involving strength in the arms, single take-off, handstand against a partner, kicking horses, etc. Support a student to demonstrate the hand walk. Students in pairs, one performs the hand walk for the other to support.	Perform hand walk over a distance of 10m.
ACTIVITY 6 SOCIAL DANCE	3.6.1 demonstrate movements associated with selected social dances.	Body movements involving specific social dances, e.g. highlife, hip life, etc.	Discuss with students what a social dance is and give examples, e.g. highlife, hip life, etc. Guide students to perform activities involving jumping, wriggling, foot and arm movements, stamping, hopping, sudden turns, etc. Students individually and in groups perform body movements associated with some selected social dances. Activities should be performed with musical accompaniment. Use a resource person where necessary.	Perform the movements associated with a selected social dance.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 3</p> <p>JAVELIN THROW</p>	<p>The student will be able to:</p> <p>4.3.1 throw the javelin over a distance of 15m for girls and 20m for boys.</p>	<p>Throwing the javelin over a distance:</p> <ul style="list-style-type: none"> - Carrying the javelin, running with it, withdrawing and releasing it. 	<p>Teacher explains and guides some students to demonstrate activities involving holding the tip of a stick (about 1 foot long) between the fore finger and the thumb and throwing it over the shoulder to whirl in the air, cross step run, hopping and planting foot to throw, acceleration runs, strength in the arms, hip twist (torque), pinning an imaginary snake to the ground, etc.</p> <p>Guide students to individually perform the above activities.</p> <p>Note: Determine the distance for boys and girls.</p>	<p>Students to do the following::</p> <p>Throw the javelin over a distance of 15m for girls and 20m for boys.</p>
<p>ACTIVITY 4</p> <p>LONG JUMP (SAIL, HANG AND HITCH KICK)</p>	<p>4.4.1 perform the long jump over a distance using the sail, hang and hitch kick styles.</p>	<p>Performing the long jump</p> <ul style="list-style-type: none"> - Running, taking-off, flight and landing. 	<p>Guide students to perform activities involving single take-off, landing, strength in the legs, summation of forces, leap jump, jack knife in the air, acceleration runs, etc.</p> <p>Guide students to perform the long jump activity using the sail ,hang, hitch kick.</p> <p>Note: Determine the distance for the performance.</p>	<p>Perform the long jump using the sail, the hang and the hitch kick over a distance of 3m.</p>
<p>ACTIVITY 5</p> <p>HIGH JUMP (STRADDLE)</p>	<p>4.5.1 jump over a height using the straddle technique.</p>	<p>Running to take-off to go over a bar using the straddle technique where the jumper clears the bar with the frontal part of the body facing the bar.</p>	<p>Teacher explains and guides some students to demonstrate activities involving acceleration runs, single take-off, lifting own body weight, bar clearance, landing, strength in the arms and legs, summation of forces, etc.</p> <p>Students are guided to use the straddle to go over a bar.</p> <p>Note: Determine the height for the performance by students.</p>	<p>Jump over a height of 1.2m to 1.5 m using the straddle technique.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 3</p> <p>HOCKEY</p> <p>a) Passing (stopping, hitting and pushing).</p>	<p>The student will be able to:</p> <p>5.3.1 stop and pass ball to team mates by hitting and pushing.</p>	<p>Stopping and passing ball to team mates by hitting and pushing.</p>	<p>Explain activities involving stretching with the stick, taking short runs and stopping; strength, speed and flexibility in the arms; lunging forward to send the body low, keeping eye on the ball; moving to be in line with the path of the ball; etc.</p> <p>Teacher or resource person to demonstrate the various activities.</p> <p>Students practice individually, the activities as explained and demonstrated.</p> <p>Students to practise in a 5-aside mini hockey game how to stop, hit and push ball to team mates.</p>	<p>Students stop, hit and push the ball in a mini hockey game.</p>
<p>b) Flicking</p>	<p>5.3.2 flick ball such that the ball continues to roll on the ground even after dropping.</p>	<p>Flicking a ball:</p> <ul style="list-style-type: none"> - Lifting ball and immediately follow it up with pushing ball forward. It is a lift-push action. Ball continues to roll after dropping on the ground. 	<p>Guide students to perform activities involving lift-push of the ball with the stick, wrist flexibility, strength in the arms and wrist, body posture, stick handling, etc.</p> <p>Students in groups practice the flick.</p>	<p>Students to put the stick under the ball and lift-push it such that the ball continues to roll on the ground even after dropping.</p>
<p>c) Scooping</p>	<p>5.3.3 lift ball to cover height and distance.</p>	<p>Lifting ball to a height beyond 20m off the ground and dropping at a distance over 30m. Ball almost drop dead on contact with the ground.</p>	<p>Teacher/resource person explains and demonstrates activities involving lifting of the ball with the stick, strength in arms, body posture, stick handling, wrist flexibility, etc.</p> <p>Students in groups perform the scoop.</p> <p>Note: Determine height and distance for students to attain</p>	<p>Students to put stick under the ball, lift it such that it covers a height beyond 20m and drops at a distance over 30m.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 4</p> <p>BASKETBALL</p> <p>a) Passing (chest, overhead/javelin and bounce)</p> <p>b) Dribbling</p> <p>c) Shooting (lay up and set shots)</p>	<p>The student will be able to:</p> <p>5.4.1 pass the ball to team mate.</p> <p>5.4.2 dribble ball past an opponent.</p> <p>5.4.3 shoot ball into the basket.</p>	<p>Passing the ball to team mate from the chest, overhead and bounced, in a game situation.</p> <p>Dribbling ball in different ways - Bouncing and moving ball forward either walking, jogging or running.</p> <p>Shooting balls in a basket Making a shot from a standing position with both feet on the ground and after 3 running strides.</p>	<p>Explain and demonstrate activities involving throwing ball with one hand and with two hands from the chest, strength and flexibility in the arms, bouncing ball with one and both hands, short dashes, feinting, body movement, foot placement, etc.</p> <p>Students play the game of basketball. Stress on chest pass, overhead/javelin pass and the bounce pass.</p> <p>Explain and demonstrate activities involving bouncing ball (stationary and on the move), flexibility and endurance in the arms, use of peripheral vision, etc.</p> <p>Students individually and in groups practice activities under teacher's guide.</p> <p>Students dribble ball one against one, two against two, three against three, etc.</p> <p>Guide students to perform the following activities:</p> <ul style="list-style-type: none"> - rocking on the sole of the feet. - arm stretching upward and forward - taking 2 running strides and jumping - wrist flexibility - rebounding - throwing ball into the basket - aiming at the ring - guiding ball - co-ordination, etc. <p>Students take free, set and lay up shots.</p> <p>Students in teams play the basketball game.</p> <p>Note: Stress on shooting using the lay up and set shots.</p>	<p>Students in teams play the game of basketball to practise how to pass balls.</p> <p>Students to dribble in a basketball game in different ways.</p> <p>Students in teams play the game of basketball to apply knowledge and skills in shooting into a basket.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
ACTIVITY 5 TABLE TENNIS	<p>The student will be able to:</p>			
a) Service	5.5.1 serve the ball over the net onto opponents side of the board.	Serving The Tennis Ball: Striking an airborne ball to bounce on his/her side of the board and over the net onto opponent's side of the board.	Explain and demonstrate activities involving forehand and backhand swing, tossing the ball, body turns at the waist, forward slant of bat, etc. Students in pairs serve the ball over the net.	Students in pairs demonstrate skills in serving a ball by playing the game of table tennis.
b) Drive (forehand and backhand drives)	5.5.2 drive the ball onto the opponent's board using forehand and backward drives.	Driving balls: - Hitting ball over the net with forehand and backhand drives. To hit the arm and body turn away from the ball. The arm and body are quickly twisted forward to hit ball with bat.	Explain and demonstrate activities involving forehand and backhand swing of the hand, body turns at the waist, forward slant of the bat, foot work, etc. Students in pairs play the game of table tennis.	Students in pairs rally the ball over the net using the forehand and backward drives in a game situation.
c) Smash	5.5.3 smash the ball onto the opponent's board.	Smashing balls. - Vigorously hitting ball over the net into opponent's board using the forehand or backhand.	Through demonstration, teacher explains activities involving vigorous arm swing from the side and across the chest, body turns at the wrist, footwork, rotation at the elbow joint, eye-hand-ball) co-ordination, timing, shifting of body weight, etc. Students to practise in pairs. One supplies ball for partner to vigorously swing bat to hit ball.	Students to play table tennis in pairs. Are they able to demonstrate skills in smashing balls onto the opponents board?
d) Single's game	5.5.4 defend and attack in a single's game.	Defending and attacking in singles game: Serving and returning ball onto opponent's court using the drive or smash.	Students rehearse activities involving service, forehand, and backhand drives, smash, footwork, timing, eye-hand-ball co-ordination, etc. Students in pairs play the single's game in table tennis.	Students in pairs play the single's game in table tennis. Is the student able to defend and attack using appropriate activities?

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
ACTIVITY 6 HANDBALL	<p>The student will be able to:</p>			
a) Passing (forehand and over arm)	5.6.1 pass ball to team mate.	Passing ball using the forehand and overarm throws.	<p>Guide students to perform activities involving hand swing forward from the side and above to shoulder, forward and backward movement, flexibility in the arms, strength in the arms, short dash to different areas, etc.</p> <p>Students in pairs throw ball to each other using the forehand pass.</p> <p>Note: Introduce opponent between team mates to call for over arm pass.</p>	Students in groups play a mini handball game.
b) Shooting (running and jump shots)	5.6.2 shoot at goal.	Running and jumping to shoot at goal. Observe the three step rule.	<p>Explain and demonstrate activities involving running and throwing ball on the 3rd step, running and jumping to throw, aiming, strength in the arms and legs, flexibility at the joints, dodging and throwing, bouncing and throwing, etc.</p> <p>Guide students to perform the running and the jump shots.</p>	Students shoot at targets using the running or jump shot.
c) Movement (piston and lateral)	5.6.3 quickly move to and fro over a short distance.	Quick movements to and fro over a short distance forward, backwards and sideways as attacking and defensive tactics.	Explain and demonstrate activities involving quick movements forward, backward and sideways, reaction time, etc. for students to perform.	Students perform the piston and lateral movements against attacks from opponents.

SENIOR HIGH SCHOOL – YEAR 1

SECTION 6

PHYSICAL FITNESS

General Objectives: The student will:

1. develop good body posture
2. develop cardiovascular and muscular endurance
3. control accumulation of excess fat in the body
4. develop general muscular strength
5. develop flexibility

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
ACTIVITY 1 ENDURANCE a) Circuit training	The student will be able to: 6.1.1 perform six activities involved in a circuit training programme in 20 minutes.	Performing in a circuit training. Engaging in a selected number of activities set up around the same area for the purpose of developing cardiovascular endurance.	Set up a 6-station circuit involving activities such as scoring runs, step ups, astride jumping, running on the spot, short sprints, rope skipping, brisk walking, push ups, sit ups, back curls, squat jumps, etc. Time students and let them rapidly move from one station to the next and perform the activity there within a specified period of time. Students repeat the entire circuit three times.	Students to go through the entire circuit in 20 minutes. Performing the activities
b) Fartlek	6.1.2 run continuously for 25 minutes over varied terrain.	Running up and down hills, through and over obstacles, in the sand; etc.	Students run continuously for 25 minutes over low and high lands, descend slopes, run uphill, jump over and go under obstacles, meandering through objects, etc. Teacher/student partners to monitor performers, set course that can be monitored.	Students to run continuously over varied terrain in 25 minutes.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
ACTIVITY 1 (CONT'D)	The student will be able to:			
ENDURANCE				
c) Fitness Walk	6.1.3 walk continuously fast enough for 30 minutes using the correct walking techniques.	Doing sustained walking as a means of exercising the body.	<p>Let students perform activities involving posture and alignment, heel contact, heel-to-toe roll, push off, foot placement; arm swing, breathing, hip movement, leg vault, race walk, etc.</p> <p>Set the course for the walk, which may include walking round a field, or building, walking through parts of school compound, walking through town, etc. avoid high ways if possible and use sidewalks where available.</p>	Students to perform the fitness walk continuously for 30 minutes.
d) Aerobic dance	6.1.4 perform a combination of choreographed (dance) fitness routines set to music in 25 minutes.	Dancing to music in order to exercise the body.	<p>Guide students to do activities involving stretching and strength exercises, running on the spot, jumping, hopping, side stepping, controlled arm movements, leg movements, trunk twisting/wriggling/ bending, etc.</p> <p>Use a variety of rhythms to determine the pace of work.</p>	Students to perform a combination of choreographed fitness routines set to music for 25 minutes.
ACTIVITY 2				
STRENGTH				
a) Weight training	6.2.1 perform a number of required activities to develop muscular strength and endurance.	Lifting a variety of weights involving body weight or external weights.	<p>Guide students to perform activities involving silt ups, trunk curls, back curls, squat jumps, heel raise, arm curls, hamstring curls, push up, pull ups, step ups, trunk rotation, exercises with dumbbells, etc.</p> <p>Assist students to determine the target weight and number of repetitions.</p>	Students to perform a number of selected activities involving lifting weights.

SENIOR HIGH SCHOOL – YEAR 2

SECTION 1

FOUNDATIONS OF PHYSICAL EDUCATION AND SPORTS

General objective: The student will:

1. appreciate the structure and organization of international games.
2. appreciate the participation and achievements of Ghana in the international games.
3. identify career opportunities in Physical Education and Sports.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 AFRICAN COMPETITIONS	The student will be able to: 1.2.1 describe competitions that are organized between nations in Africa. 1.2.2 outline the value of continental competitions	African Nations competitions: All Africa Games Champions leagues FASU games (universities) Values of Continental Competitions: - For social cohesion - Foster friendly ties - Promote healthy rivalry amongst nations etc.	Discuss sports competitions that are organized in Africa under headings such as sports involved, timing, venue, how to enter, etc. Include regional competitions such as WAUG. Group students to discuss whether it is worth organizing African competitions.	Students prepare a calendar of continental sports events: - Students to prepare and organise a class debate on the topic “Organising. Continental competitions is a waste of resources”.
UNIT 2 INTERNATIONAL COMPETITIONS	2.1.1 explain the role of international competitions in fostering world peace.	International competitions and world peace. - Commonwealth Games - Origin, timing, participants, etc. - World competitions - Specific championships in individual sports – athletics, soccer, volleyball, etc. -	Assist students to trace the origin of the Commonwealth Games to the former British Empire. Discuss the participants, timing and benefits of the games. Guide students to identify world competitions other than the Olympic Games. Discuss world university (FISU) games.	Students should write an essay on how international sports competitions can be used to identify regions without peace.

SENIOR HIGH SCHOOL – YEAR 2

SECTION 2

SCIENCE OF PHYSICAL EDUCATION AND SPORTS

General objective: The student will:

1. describe the structure of the muscular system.
2. appreciate the role of the muscular system in movement.
3. appreciate the role of the muscular system in the maintenance of body posture.
4. identify the common health problems associated with the muscular system.
5. appreciate the need to maintain correct posture.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 MUSCULAR SYSTEM	The student will be able to: 2.1.1 identify major skeletal muscles in the body. 2.1.2 explain the role of major muscles in movement activities. 2.1.3 explain the effect of exercise on muscles. 2.1.4 describe common health problems of muscles.	Skeletal muscles of the body: Definition and types of muscle. Major skeletal muscles of the body. Functions of flexor and extensor muscles (create movement by contracting or relaxing) Effect of exercise on muscles - relaxes the muscles Health problems of muscle (strain, cramp, cuts or tear, dystrophy)	Assist students to explain muscle and discuss differences between skeletal muscle and other types of muscle. Use demonstration, discussion and explanation to show the work of flexor and extensor muscles. Using examples of weight trainers or body builders assist students to realize that weight lifting results in increased strength due to increase in muscle size of muscle. Discuss common health problems of muscles, their causes and preventive measures.	Students to identify the muscles and differentiate them from the skeletal muscle.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>UNIT 2 BODY TYPE (SOMATOTYPE)</p>	<p>The student will be able to:</p> <p>2.2.1 classify various body types.</p> <p>2.2.2 link body types with specific sports activities.</p>	<p>Classification of body types:</p> <ol style="list-style-type: none"> 1. Definition of body type/ somatotype 2. Classification of bodies based on Sheldon's classification <p>Body types and sport activities</p> <p>Endomorph – e.g. swimming, throwing events, etc</p> <p>Mesomorph – e.g. sprints, multiple events, etc</p> <p>Ectomorph – e.g. long distance races, etc</p>	<p>With the aid of pictures guide students to define somatotype.</p> <p>- various body forms/structures/sizes.</p> <p>With the aid of pictures guide students to classify body types under Endomorph, Mesomorph and Ectomorph.</p> <p>Discuss with students sporting activities that can be better performed by various body types.</p>	<p>Students to classify themselves under various body types.</p>
<p>UNIT 3 BODY POSTURE</p>	<p>2.3.1 describe form and functional postures.</p> <p>2.3.2 describe postural defects and how to prevent them.</p>	<p>Form and functional postures.</p> <p>Form posture position of the body at rest, such as in standing, sitting or lying</p> <p>Functional posture relative position of the body to activities such as lifting, carrying, walking, running, riding, driving, etc.</p> <p>Postural defects kyphosis, scoliosis, lordosis, etc.</p> <p>Development of poor posture congenital, sudden as in injury; repetition.</p> <p>How to prevent postural problems.</p>	<p>Students brainstorm to come out with the definition of posture.</p> <p>Use demonstrations and pictures to show different postures. Differentiate between correct and bad posture.</p> <p>Assist students to identify postural defects, how they develop and ways to prevent them.</p> <p>Note defects that are congenital and may require medical intervention.</p>	<p>Describe three postural defects and how they develop. Show how to prevent them.</p>

SENIOR HIGH SCHOOL – YEAR 2

SECTION 3

GYMNASTICS AND DANCE

General Objectives: The student will:

1. develop power and strength in the arms and legs.
2. develop spatial awareness and co-ordination.
3. appreciate the movements inherent in selected traditional dances.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 1</p> <p>BACKWARD ROLL</p>	<p>The student will be able to:</p> <p>3.1.1 perform the backward roll in series.</p>	<p>Performing backward roll: Rolling backwards from squatting position and landing with both feet together.</p>	<p>Explain and guide students to perform activities involving strength in arms and legs, taking body weight on arms, pushing body weight off the ground, landing with both feet together, falling backward and rolling, etc.</p> <p>Teacher to assist students to perform the backward roll in series.</p>	<p>Students to perform backward roll in series.</p>
<p>ACTIVITY 2</p> <p>HEADSPRING</p>	<p>3.2.1 perform headspring.</p>	<p>Performing headspring: Forming tripod, swinging both legs forward and landing on both feet.</p>	<p>Teacher explains and demonstrates activities involving strength in arms and leg, forming tripod, pushing off from arms, fast swing of the legs forward, angle headstand, etc.</p> <p>Assist students to practise the headspring.</p> <p>Students perform head spring with teacher supporting.</p>	<p>Students to perform head spring and land in a squatting position.</p>

SENIOR HIGH SCHOOL – YEAR 2

SECTION 4

ATHLETICS

General Objectives: The student will:

1. develop power and strength in the arms and legs
2. develop co-ordination and spatial awareness
3. develop the spirit of team work as found in baton changing
4. develop the requisite skills in some throwing, jumping and running events.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 1</p> <p>HURDLING</p>	<p>The student will be able to:</p> <p>4.1.1 perform the hurdling activity over three flights.</p>	<p>Running over hurdle flights and observing the three running strides in between the flights.</p>	<p>Guide students to perform activities involving rhythm, strength in legs, flexibility, running over objects, vigorous arm swings, synchronization of arms and legs, picking knees, short sprints, reaction time, attacking flight, pull and placement of trailing leg, dipping, etc.</p> <p>Students perform hurdling activity over flights.</p> <p>Note: Determine the number of flights.</p>	<p>Students run over three flights in succession.</p>
<p>ACTIVITY 2</p> <p>SHOT PUT</p>	<p>4.2.1 throw the shot put missile.</p>	<p>Throwing the shot putt missile from the groove of the neck. Perform the standing throw.</p>	<p>Explain and demonstrate activities involving feeling the object, hold, angle of throw, strength in arms and legs, body forms, torque, release, recovery etc.</p> <p>Students perform the shot putt activity over a determined distance.</p>	<p>Students throw the shot putt missile over a distance of 8m.</p>

SENIOR HIGH SCHOOL – YEAR 2

SECTION 5

GAMES

General Objectives: The student will:

1. develop power and strength in legs.
2. develop agility and spatial awareness.
3. develop appropriate skills in playing the various games.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
ACTIVITY 1 SOCCER a) Shooting (in-step)	The student will be able to: 5.1.1 shoot at goal, using the instep.	Shooting at goal using the instep.	Teacher explains activities involving running and kicking, dribbling and shooting, free kicks, plantar flexion (point toes downward), moving to receive a pass and shooting, aiming, guiding, etc.. Students to practise the instep shooting in a game situation.	Students to do the following: Shoot at goal from a distance of 25m (boys) and 15 (girls) using in-step.
b) Goalkeeping	5.1.2 exhibit skills in preventing opponents from scoring goals.	Effective Goalkeeping: Preventing ball from entering the goal post , by catching, diving, etc. and distributing ball to team mates.	Teacher explains and demonstrates activities involving agility, strength, jumping, catching ball, diving, fisting, reaction time, kicking, blocking, throwing, etc. Students play soccer game. Emphasize the role of goalkeeper.	Perform diving, fisting and catching balls from penalty spot.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 2 (CONT'D) VOLLEYBALL c) Reception and attacking formations (W+1 with zone 6 covering)</p> <p>ACTIVITY 3 HOCKEY a) Dribbling</p> <p>b) Tackling (jabbing, lunging, blocking, sweeping)</p> <p>Shooting</p>	<p>The student will be able to:</p> <p>5.2.4 perform the role of zone 6 player in the w+ 1 reception and attacking formations.</p> <p>5.3.1 dribble ball fast on the field.</p> <p>5.3.2 tackle opponents and dispossess them of the ball.</p> <p>shoot at goal.</p>	<p>Performing covering roles as a zone 6 player during blocking and attacking.</p> <p>Dribbling ball with short touches.</p> <p>Tackling is the act of dispossess an opponent of the ball using jabbing, lunging, blocking and sweeping.</p> <p>Shooting at goal: using techniques such as hitting, pushing, tapping, scooping, and flicking.</p>	<p>Guide student to perform activities involving digging, volleying, quick movement to points, keeping body low, keeping eye always on the ball, quick reaction, arms position during movement, spiking and blocking, etc.</p> <p>Students in 6-aside teams play the game of volley ball. Zone 6 player always covers blocks and spikes of team mates.</p> <p>Demonstration activities involving quick turn of the stick, arm rotation at the shoulder, quick and soft hits of the ball, ball control through skittles, flexibility at the joints, short dashes, etc.</p> <p>Students individually try to maintain possession by dribbling in their groups</p> <p>Explain for students to demonstrate activities individually and in groups involving jabbing, lunging, blocking, sweeping, running along a partner who is dribbling, short sprints, timing, strength and flexibility in the arms, etc.</p> <p>Students in groups play hockey game. Emphasize jabbing, lunging, blocking and sweeping to dispossess opponents.</p> <p>Explain and demonstrate activities involving running, dribbling, pushing, tapping, scooping, flicking, wrist flexibility, body posture, stick handling, etc.</p> <p>Students dribble ball into the striking circle and shoot at goal in a game.</p>	<p>Students to do the following:</p> <p>Play game of volleyball using the w + 1 reception/attacking formations.</p> <p>Play the basketball games in groups.</p> <p>Tackle for the ball from an opponent in a game situation.</p> <p>Dribble and shoot at goal from within the striking circle.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 5</p> <p>TABLE TENNIS</p> <p>a) Service (top, back and side spin)</p> <p>b) Chop (Forehand and backhand)</p> <p>c) Loop</p>	<p>The student will be able to:</p> <p>5.2.1 serve ball onto opponent's side of the board .</p> <p>5.5.2 chop ball back onto opponent's side of the board.</p> <p>5.5.3 loop ball back onto opponent's side of the board.</p>	<p>Serving ball: Putting spin on ball while serving.</p> <p>Using the chop to return ball onto opponent's side of the board. Chop involves putting a back spin on the ball. Ball contact is at the base.</p> <p>"Chop" using the loop to return ball onto opponent's side of the board. Ball is played below the board with a cup action.</p>	<p>Explain and demonstrate activities involving holding of bat, flexibility at wrist, body posture, peripheral vision, body movements, tossing of ball, bat handling, putting spin on ball, etc.</p> <p>Students use the top, back and side spins to serve ball.</p> <p>Teacher explains and demonstrates activities involving forehand and backhand swings, body turns, forward and backward slant of bat, bat handling, chopping action of the hand, etc.</p> <p>In pairs, one does the normal forehand serve for the other partner to 'chop' ball back to him/her.</p> <p>Students use the 'chop' to return balls in a game situation.</p> <p>Explain and demonstrate activities involving forehand and backhand swings, body turns, foot work, quick reaction time, body posture, body movements, footwork, etc.</p> <p>Students lift ball by deliberately allowing it to drop below the level of the board, over the net to opponent side of the board.</p> <p>Emphasize on the parabolic path movement of the ball.</p>	<p>Students to do the following:</p> <p>Serve ball to opponent's court putting a top, back or side spin on the ball.</p> <p>Return ball using the 'chop'.</p> <p>Return ball by lifting it from below the level of the board onto opponents court.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
A CTIVITY 5 (CONT'D) TABLE TENNIS d) Double's game ACTIVITY 6 HANDBALL Passing (Pronation and offered) Free throws (penalty shot, 9m shot and throw-in) c) Goalkeeping	<p>The student will be able to:</p> <p>5.5.4 combine with a partner to play a game of table tennis against another pair.</p> <p>5.6.1 pass ball to team mate.</p> <p>5.6.2 throw ball from a spot unchallenged to pass or to score.</p> <p>5.6.3 demonstrate skills in preventing ball from entering the post.</p>	<p>Double's Game: Combining with a partner to play, while serving and returning ball onto opponents' court. Two players join to play against another pair. Ball is played alternately.</p> <p>Passing ball to team mates who are on the sides or are close by.</p> <p>Free Throws Throwing to pass or score unchallenged.</p> <p>Preventing ball from entering the post and distribute ball to team mates. - Involves moving and stopping, balancing, kicking, timing, positioning, catching, tapping/pushing ball, throwing, fast break, parrying, etc. Pair students and let one throw to score while the other prevents ball from passing him/her by using the hands, legs or any part of the body.</p> <p>Students in post throw ball to team mates who have ran to take positions beyond the 6m arc.</p>	<p>Students rehearse all skills learnt involving forehand and backhand drives, loop, spin , footwork, inter-positional play, service, timing, aiming, guiding, general body fitness, eye hand-ball coordination, body posture, speed, etc. Students in pairs combine to play table tennis game.</p> <p>Demonstrate the following activities for students to observe and perform under teacher's guidance: - Catching, pronation and supination of the hand, throwing, bouncing, faking, using peripheral vision, etc. Students play handball game. Stress on offered and pronation passes.</p> <p>Guide students to perform activities involving passing, lobbing, faking, shooting, pivoting, balancing on one foot, use of peripheral vision, etc. Students in a game situation execute free throws.</p> <p>Explain and demonstrate activities. to take positions beyond the 6m arc.</p>	<p>Students to do the following: Combine with a partner to play double's game in table tennis against another pair.</p> <p>Perform offered and pronation passes in a game situation</p> <p>Execute penalty shots.</p> <p>Keep the goal in penalty shoot outs.</p>

SENIOR HIGH SCHOOL – YEAR 2

SECTION 6

PHYSICAL FITNESS

General Objectives: The student will:

1. develop good body posture.
2. develop cardiovascular and muscular endurance.
3. control accumulation of excess fat in the body.
4. develop general muscular strength.
5. develop flexibility.
6. develop and demonstrate moral and human values and self discipline in sports and Physical education.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
ACTIVITY 1 ENDURANCE a) Circuit training	The student will be able to: 6.1.1 perform six activities involved in a circuit training programme in 20 minutes.	Circuit Training: Engaging in a selected number of activities set up around the same area for the purpose of developing cardiovascular endurance.	Set up a 6-station circuit involving activities such as scoring runs, step ups, astride jumping, running on the spot, short sprints, rope skipping, brisk walking, push ups, sit ups, back curls, squat jumps, etc. Time students and let them rapidly move from one station to the next and perform the activity there within a specified period of time. Students repeat the entire circuit three times. NOTE: Determine the number of activities and duration.	Students to show the ability to: Go through the entire circuit in 20 minutes.
	b) Fartlek	6.1.2 run continuously for 25 minutes over varied terrain.	Running up and down hills, through and over obstacles, in the sand; etc.	Assist students run continuously for 25 minutes over low and high lands, descend slopes, run uphill, jump over and go under obstacles, meandering through objects, etc. Teacher/student partners to monitor performers, set course that can be monitored. NOTE: Determine the duration of performance.

SENIOR HIGH SCHOOL – YEAR 3

SECTION 1

FOUNDATIONS OF PHYSICAL EDUCATION AND SPORTS

General objective: The student will:

1. identify the effects of drugs on the body and in sports performance.
2. appreciate the effects of drug abuse on health.
3. appreciate benefits of regular physical exercise on the body.
4. design exercises that help promote good health.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 SPORTS AND DRUGS (doping)	The student will be able to:	<p>Doping and Drugs in sports.</p> <ul style="list-style-type: none"> - Definition of doping: - Talking in of substances with the view to enhancing sports performance - Common drugs that are used in doping alcohol, marijuana, anabolic steroids, stimulants, - Effects of drugs on sports performance etc <p>Reasons why people dope - lack of confidence, cheating, pressure to win, fear of losing, ignorance, etc.)</p> <p>Implications of doping (enhance performance illegally, side effects include addiction, unwanted growth, disgrace when caught, shame to family, country, risk being banned from future competitions, etc.)</p> <p>Measures to curb drug use in sports (education, enforce laws on use of banned drugs, punish people who dope – take away medals won, ban users, etc.)</p>	<p>Students to discuss the meaning of doping and make a list of substances used in doping.</p> <p>Brainstorm to identify reasons why people dope. Discuss the effects of drugs on sports performance on the user, and sports as a social event. Compare the pros and cons of using drugs to enhance sports performance.</p> <p>Guide students discuss, examine and reflect over the reasons and implications of drug use.</p> <p>Use cases such as Ben Johnson, Marion Jones, etc. to emphasise the implications of doping.</p> <p>Group and organise the class to debate the topic: “Drugs are unavoidable for high performance in sports”.</p> <p>Students brainstorm to bring out measures to prevent drug use.</p> <p>Guide students to propose measures to curb doping in sports.</p>	<p>Assess the students ability to:</p> <p>Analyse and write an essay on the advantages and disadvantages of drug use in sports.</p> <ul style="list-style-type: none"> - Search for additional information from the internet doctors, books for class discusses and debate.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 DRUG ABUSE AND HEALTH	<p>The student will be able to:</p> <p>1.2.1 explain drug abuse.</p> <p>1.2.2 identify drugs commonly abused.</p> <p>1.2.3 state reasons for taking drugs.</p> <p>1.2.4 outline negative effects drug use on health.</p> <p>1.2.5 outline measures to reduce/prevent drug use.</p>	<p>Drug Abuse.</p> <ul style="list-style-type: none"> - It is the misuse of drugs as this has adverse effects on health. <p>Drugs commonly abused</p> <ol style="list-style-type: none"> i. Pain killers paracetamol, indocid, codein, phensic etc. ii. Sedative - valium, librium etc. iii. Cannabis or hard drugs cocaine, marijuana, heroin etc.) iv. Alcoholic beverages v. Smoking, tobacco. <p>Reasons/factors for taking drugs.</p> <ol style="list-style-type: none"> i. Availability of drugs ii. Exposure to drugs iii. Peer pressure iv. Lack of confidence v. Belief – some people believe that hard drugs can stimulate them to learn or work harder vi. Emotional problems eg. stress <p>Effects of drug abuse on health.</p> <p>Measures to prevent drug abuse.</p>	<p>Brainstorm on the meaning of drug abuse.</p> <p>Brainstorm to make a list of drugs commonly abused.</p> <p>Discuss reasons for taking drugs with students.</p> <p>Discuss effects of drug abuse on health.</p> <p>Students brainstorm to bring out measures to prevent drug abuse.</p>	<p>Students to write an essay on the effects of drug must use on health.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 PHYSICAL FITNESS	<p>The student will be able to:</p> <p>1.3.1 explain Physical Fitness.</p> <p>1.3.2 determine benefits of regular physical exercise.</p> <p>1.3.3 develop simple activities to promote health outcomes.</p> <p>1.3.4 determine healthy body weight.</p> <p>1.3.5 indicate indices of obesity.</p>	<p>Physical Fitness. The ability of the body to function effectively and efficiently. That is the capacity of the heart , lungs, blood vessels and muscles to function at optimum efficiency and still have energy to meet..</p> <p>Benefits of regular physical exercise.</p> <p>(a) Health benefits</p> <ul style="list-style-type: none"> - reduce risk of heart diseases, Type 2 diabetes, high blood pressure, stroke etc - reduce risks of some cancers (Breast, colon) - prevent osteoporosis - increase chances of living longer <p>(b) Socio-economic benefits eg. productivity</p> <p>Developing activities to promote good health outcomes.</p> <p>Measurement for determining healthy weight and effects of weight on health.</p> <p>Indices of obesity – weight, height, waist/hip circumference</p>	<p>Brainstorm with students to explain Physical Fitness.</p> <p>Discuss with students benefits of regular physical exercise.</p> <p>Students brainstorm to come out with activities that promote health.</p> <ul style="list-style-type: none"> • Physical exercises • Rest and relaxation • Massage <p>Discuss with students determination of body weight. Outline the dangers of being overweight and underweight.</p> <p>Guide students to measure and record height, weight and waist circumference of members in the class.</p>	<p>Project: Students in groups evaluate activities of Keep Fit Clubs in Ghana.</p> <p>Students design physical exercise to reduce menstrual pain, pot belly, low back pain, etc.</p> <p>Students design exercises that help promote good health.</p> <p>Students in groups calculate and interpret body mass index.</p>

SENIOR HIGH SCHOOL – YEAR 3

SECTION 2

SCIENCE OF PHYSICAL EDUCATION AND SPORTS

General objective: The student will:

1. identify common injuries associated with sports performance.
2. determine the application of First Aid in the management of common injuries associated with sports performance.
3. determine measures to prevent injuries in sports performance.
4. Observe road safety measures.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 FIRST AID	<p>The student will be able to:</p> <p>2.1.1 explain the purpose and principles of First Aid.</p> <p>2.1.2 describe common injuries in sports and recreation.</p> <p>2.1.3 suggest measures to prevent sports injuries.</p>	<p>Purpose and Principles of First Aid</p> <p style="padding-left: 20px;">Provide temporal relief before the arrival of an expert, etc.</p> <p style="padding-left: 20px;">Prevent further aggravation of the injury.</p> <p>Common sports injuries prevention and Management.</p> <p style="padding-left: 20px;">Fracture</p> <p style="padding-left: 20px;">Sprain</p> <p style="padding-left: 20px;">Strain</p> <p style="padding-left: 20px;">Dislocation</p> <p style="padding-left: 20px;">Wounds</p> <p style="padding-left: 20px;">Muscle cramp</p> <p>Measures to prevent sports injuries</p>	<p>Discuss the meaning and purpose of First Aid with students.</p> <p>Use diagrams and pictures to illustrate different types of injuries.</p> <p>Show diagrams of different types of injuries and let students identify the injuries and suggest First Aid for each.</p> <p>Use demonstrations and simulation to let students practise how to manage injury in sports.</p> <p>Discuss with students measures to prevent sports injuries.</p> <p>NOTE: Use experts and other audio-visual aids, films, DVD, charts if possible or where necessary.</p>	<p>Use performance assessment to assess students' skills in managing injuries:</p> <ul style="list-style-type: none"> - during simulation. - when injuries actually occur.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 2 ROAD SAFETY	<p>The student will be able to:</p> <p>2.2.1 identity road users and their behaviours on the road.</p> <p>2.2.2 outline causes of road accidents.</p> <p>2.2.3 determine effects of road accidents on individuals, families and the nation.</p> <p>2.2.4 identify measures to curb road accidents.</p>	<p>Identification of road users and their behaviours.</p> <p>Types:</p> <ul style="list-style-type: none"> i. drivers ii. motor/bicycle riders (careless riding, overtaking etc.) iii. pedestrians <p>Behaviours:</p> <ul style="list-style-type: none"> i. use of mobile phone while driving li. speeding lii. J-crossing of road by pedestrians lv. conversation v. absent minded <p>Causes of road accidents.</p> <ul style="list-style-type: none"> i. Speeding ii. Mechanical fault of vehicles iii. Negligence of drivers iv. Alcoholic influence, etc. <p>Effects of road accidents on individuals, families and the nations.</p> <ul style="list-style-type: none"> i. Permanent incapacitation ii. Loss of man-hours through injuries lii. Loss of income lv. Low productivity v. Families lose dear one, etc. <p>Measures to prevent road accidents.</p> <p>observation of traffic regulations stringent traffic laws education etc.</p>	<p>Brainstorm to identify road users and their behaviours on the road.</p> <p>Brainstorm to outline causes of road accidents.</p> <p>Discuss with students effects of road accidents on victims, families and the nation.</p> <p>Financial Man-hours Productivity Quality of life</p> <p>Students discuss measures to prevent road accidents.</p>	<p>Students to write an article for publication in the dailies on the topic "Preventing Road Accidents in Ghana."</p>

SENIOR HIGH SCHOOL – YEAR 3

SECTION 3

GYMNASTICS AND DANCE

General Objectives: The student will:

2. develop spatial awareness and coordination.
3. appreciate beauty in movement patterns.
4. appreciate movement concepts involved in social dances.
5. develop general body fitness.
6. acquire skills in movement patterns.
7. develop mechanical efficiencies in movements.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 1</p> <p>FLIGHT SPRING</p>	<p>The student will be able to:</p> <p>3.1.1 perform flight springs.</p>	<p>Performing flight springs in succession. Flight spring involves a double take-off, putting both hands down and swinging both legs over the head. Landing is on both legs and facing direction of run.</p>	<p>Teacher/resource person explains and demonstrates activities involving double take-off, mule kicks, spatial awareness, strength in the arms, coordination, hand spring, etc.</p> <p>Students move to take-off from both feet, place both palms on mat and swing legs over the body to land on both feet, still facing direction of movement.</p>	<p>Assess the student's ability to</p> <p>Perform 3 flight springs in successions.</p>
<p>ACTIVITY 2</p> <p>BACK SPRING</p>	<p>3.2.1 demonstrate back spring.</p>	<p>Demonstrating the back spring activity from back lying position.</p> <p>Legs are swung from above the head down.</p>	<p>Teacher/resource person demonstrates for students to observe and practice activities involving swinging both legs together up and down from back lying position, vigorously pushing off into crab stand position from back lying position, body strength, rocking on the back,</p> <p>Students to perform the back spring by swinging both legs vigorously downward from above the head and pushing off on the hands, which are placed (palms down) in the groove of the shoulder.</p>	<p>Perform the back spring into squatting position.</p>

SENIOR HIGH SCHOOL – YEAR 3

SECTION 4

ATHLETICS

General Objectives: The student will:

1. develop spatial awareness, agility and coordination.
2. acquire and improve upon skills in some athletic events.
3. develop general body fitness.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 1</p> <p>HURDLING</p>	<p>The student will be able to:</p> <p>4.1.1 run over five high hurdle flights.</p>	<p>Hurdling: Running over five high hurdle flights and observing the three running strides in between the flights.</p>	<p>Guide students to perform activities involving rhythm, strength in legs, flexibility, running over objects, vigorous arm swings, synchronization of arms and legs, picking knees, short sprints, reaction time, attacking flight, pull and placement of trailing leg, dipping, etc.</p> <p>Students perform hurdling activity over high hurdle flights observing the three running strides in between flights.</p>	<p>Students to do the following: Run over five high hurdle flights in 8 sec (boys) and 10 sec (girls)</p>
<p>ACTIVITY 2</p> <p>DISCUS</p>	<p>4.2.1 throw the discus using one turn.</p>	<p>Discus : Throwing the discus using one 1/2 turn. Pivot on one foot and swing arm from behind and through the side forward. Elbow is always straight and the back of the hand always faces upward.</p>	<p>Guide students to perform activities involving manipulation of missile, turning, co-ordination, hip torque, recovery, side on throw, etc. Guide students to turn and throw in the circle. Guide students to change legs after throw to recover.</p>	<p>Throw over a distance of 30m and 20m for boys and girls respectively.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 3</p> <p>SHOT PUT</p>	<p>The student will be able to:</p> <p>4.3.1 put the shot.</p>	<p>Shot Put: Putting the shot using the O'Brian style. The style involves the glide, the torque and the release.</p>	<p>Assist students to perform activities involving manipulation of missile, strength in arms and legs, coordination, gliding, hip twist (torque), recovery, etc.</p> <p>Students to throw in the circle emphasizing proper hold and placement of missile in the groove of the neck and gliding.</p> <p>Guide students to change legs after throw to recover.</p>	<p>Assess students ability to:</p> <p>Throw over a distance of 12m for boys and 8m for girls using the O'Brian style.</p>
<p>ACTIVITY 4</p> <p>TRIPLE JUMP</p>	<p>4.4.1 perform the triple jump.</p>	<p>Performing triple jump using the required rhythmic movement of the hop, step and jump.</p>	<p>Guide students to perform activities involving strength in legs, summation of forces, approach run, rhythmic jumping (hop, step and jump), flight, landing, sprinting, etc.</p> <p>Students perform the triple jump activity using the required rhythmic movement of the hop, step and jump.</p>	<p>Jump over a distance of 11m to 13m</p>
<p>ACTIVITY 5</p> <p>POLE VAULT</p>	<p>4.5.1 jump over a height.</p>	<p>Jumping and turning to clear bar.</p>	<p>Teacher explains activities involving acceleration runs, grip of pole, carry, planting, approach run, take-off, performing handstand on the pole, bar clearance, release of pole, landing, strength in arms, etc.</p> <p>Students clear bar at lower heights.</p> <p>Teacher emphasizes power planting and turning over bar to face direction of run at higher heights.</p> <p>NOTE: Distances, heights for Activities 3, 4 and 5 must be determined for students.</p>	<p>Clear bar over a height of 3.0m using proper vaulting techniques.</p>

SENIOR HIGH SCHOOL – YEAR 3

SECTION 5

GAMES

General Objectives: The students will:

1. improve on the skills and techniques in the various games.
2. establish tactical play involved in various games.
3. develop teamwork and cooperation.
4. develop general body fitness.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 1</p> <p>SOCCER – ATTACKING TACTICS</p> <ul style="list-style-type: none"> - Penetration - Mobility - Width 	<p>The student will be able to:</p> <p>5.1.1. combine with team mates to develop attack.</p>	<p>Attacking Tactics: Developing attacking tactics using</p> <ul style="list-style-type: none"> - penetration, - mobility - width. 	<p>Students brainstorm to explain activities in column 3 for students to perform.</p> <p>Guide them to perform activities to depict each.</p> <p>NOTE: Activities involving ball control, passing, inter-positional play, creating space, concentration, short sprints, trapping, feint running, keeping eye on ball and opponent, using peripheral vision, go-between, aiming, guiding, etc.</p> <p>Guide students in groups to simulate movements that lead to mobility, width and penetration through opponent's defence.</p> <p>Students play soccer game. Emphasize attackers using penetration, mobility and creating width.</p>	<p>Students to combine with team mates to develop an attack in a game situation.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 1 (CONT'D)</p> <p>SOCCER – ATTACKING TACTICS</p> <p>d) Set Pieces</p> <p>(i) throw-in</p> <p>(ii) Corner kick</p> <p>ACTIVITY 1</p> <p>SOCCER</p> <p>a) Defensive tactics</p> <p>b) Set pieces (free kicks)</p>	<p>The student will be able to:</p> <p>5.1.2 perform the throw-in.</p> <p>5.1.3 kick ball from the corner spot.</p> <p>5.1.1 apply appropriate defensive tactics in game situations.</p> <p>5.1.2 perform a given role in set pieces in a game situation.</p>	<p>Throwing the ball to team mates from the side line. Ball is thrown from above the head with both hands.</p> <p>Kicking ball from the corner spot into the penalty box.</p> <p>Defensive tactics in game situations:</p> <ul style="list-style-type: none"> - Delay and concentration defensive tactic in which opponents are forced to delay an attack to allow more defenders to draw back to help in the defence. - Depth running back to position one's self in a way that when one's teammate is beaten one can defend one's goal. - Balance running back to equalise the number of attackers with number of defenders. <p>Set pieces are free-kicks taken from stationary positions. They are direct or indirect.</p> <p>In an indirect free-kick, the ball must touch at least two attackers before a goal can be scored.</p>	<p>Guide students to perform activities involving arm movement, footwork, overhead throws, aiming, body posture, stretching, etc.</p> <p>Students perform the throw-in. Emphasise feet position in relation to side line, overhead swing, power.</p> <p>Guide students to perform curvilinear kicks, inside of the foot kick, aiming, guiding, etc.</p> <p>Students perform the in-swing and out-swing corner kicks in a soccer game.</p> <p>Engage students in activities such as short sprints, backward and sideways stepping, feint tackle, keeping eye on both the player and the ball, running to cover teammates, etc.</p> <p>Design drills to practise delay, concentration, depth and balance in attack.</p> <p>Students to practise activities involving curvilinear kicks, shooting, quick inter-positional play, reaction time, lifting ball with the foot, inside of the foot kicks, back heel kicks, forming blocks, short dashes, mobility, etc.</p> <p>Students in groups perform set pieces and design their way of taking free kicks near the goal area.</p>	<p>Look for student's ability to:</p> <p>Perform the throw-in from side line into the penalty area in a mini soccer game.</p> <p>Perform the in-swing corner kick into the penalty area in a soccer match.</p> <p>Perform the role of a second and third defender to create depth and balance in defence in a mini soccer game.</p> <p>Execute their own set pieces against opponents in small teams.</p>

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 5</p> <p>HANDBALL</p> <p>a) Feinting</p> <p>b) Screening</p> <p>c) Shooting (Dive and lob shots)</p>	<p>The student will be able to:</p> <p>5.6.1 feint opponents to gain advantage to pass, drive or shoot.</p> <p>5.6.2 set up a screen for a team mate to advance with the ball.</p> <p>5.6.3 score goals using the dive and lob shots.</p>	<p>Feinting to shoot: Feinting involves attempting to move in one direction and suddenly changing direction of attempting to do one thing and doing another. There can be feinting to shoot and passing, feinting to pass and shooting, feinting to pass and driving, feinting to pass in one direction and passing in another direction.</p> <p>Screening involves a player positioning him/herself in such a way that a team mate can advance with the ball without interference from an opponent.</p> <p>Scoring with dive and lob shots: Dive shot involves diving with the ball over the goal area, shooting and falling down. Lob shot involves tossing the ball over the goalkeeper's head into the goal when he/she moves forward.</p>	<p>Explain the term 'feint' and let students go through activities involving feinting by making short dashes to different directions, quick reaction time, pivoting, quick body and arm turns, agility, use of peripheral vision, shooting, etc.</p> <p>Students in groups perform the feint pass in mini game situation.</p> <p>Explain activities in content for students to simulate and practise activities Students in groups perform the screening tactics to give way to teammates with ball to advance forward.</p> <p>Students to practise diving and shooting from different angles of the goal area.</p> <p>Let students practise lobbing the ball into the goal with a goalkeeper advanced forward to the middle of goal area.</p>	<p>Play handball, scoring points for goals scored with a feint.</p> <p>Screen for team-mates in a game situation.</p> <p>Students to perform the dive and lob shot to score in a game situation.</p>

SENIOR HIGH SCHOOL – YEAR 3

SECTION 6

PHYSICAL FITNESS

General Objectives: The student will:

1. develop good body posture.
2. develop cardiovascular and muscular endurance.
3. control accumulation of excess fat in the body.
4. develop general muscular strength.
5. develop flexibility.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
ACTIVITY 1 ENDURANCE	The student will be able to:			Assess student's ability to:
a) Circuit training	6.1.1 perform six activities involved in a circuit training programme in 20 minutes.	Performing activities in circuit training: - Engaging in a selected number of activities set up around the same area for the purpose of developing cardiovascular endurance.	Set up a 6-station circuit involving activities such as scoring runs, step ups, astride jumping running on the spot, short sprints, rope skipping, brisk walking, push ups, sit ups, back curls, squat jumps, etc. Time students and let them rapidly move from one station to the next and perform the activity there within a specified period of time. Students repeat the entire circuit three times.	Go through the entire circuit in 20 minutes.
b) Fartlek	6.1.2 run continuously for 25 minutes over varied terrain.	Running up and down hills, through and over obstacles, in the sand; etc.	Students run continuously for 25 minutes over low and high lands, descend slopes, run uphill, jump over and go under obstacles, meandering through objects, etc. Teacher/student partners to monitor performers, set course that can be monitored.	Run continuously over varied terrain in 25 minutes.

RECOMMENDED POSTURES

SLEEPING: Lie on the side and flex the knees at an angle of 25-30°, with a pillow supporting the head. Put a small pillow between the knees to avoid undue strain on the back.

SITTING: A perfect posture is the position of the seated spine when the pressure on the intervertebral disc is least. Keep the back straight and the angle at the knees is about 90°.

DRIVING: Shoulder blade should touch the back of the seat, the chest is upright and the buttock is tucked into the back of the seat.

LIFTING: Go close to the object to be lifted, let leg muscles lift the object. The hands only support the object to be lifted.

WASHING: Sit with back straight. Put the washing bowl on a table so that you do not bend at the waist to do the washing.

EXERCISE FOR PREGNANT WOMEN

1. **Brisk walking:** This should be done for 30 minutes. It should be done regularly to strengthen all body muscles and improve breathing.
2. **Squatting:** It should be done for 3-5 minutes a day. It helps strengthen the leg muscles.
PROCEDURE:
 - i. Stand erect and hold something to help you keep your balance.
 - ii. Keep feet shoulder-width apart
 - iii. Bend slowly the knees while keeping the back straight
 - iv. Rise slowly, still holding the support for balance
 - v. Repeat activity about 5 times

EXERCISE TO REDUCE RISKS OF CARDIOVASCULAR DISEASE (Heart disease, stroke, hypertension)

2½ hours of moderate-intensity aerobic activity can put you at a lower risk.

- Eg. Walking 3km in 20 minutes
Bicycling 6km in 15 minutes
Skipping for 15 minutes
Jogging 1 km in 15 minutes
Dancing fast for 30 minutes

NOTE: In designing activities your yardstick should be:
Less vigorous activity, more time used.
More vigorous activity, less time used.

SOME FACILITIES AND EQUIPMENT NEEDED

GAMES

1. **BALLS**

- Footballs
- Volleyballs
- Hockey balls
- Table tennis balls
- Handballs
- Basketballs

2. **RACKETS/STICKS**

- Table tennis bats/Stand
- Hockey sticks
- Cones

3. Volleyball nets

4. Hockey goal post nets

5. Soccer goal post nets

6. Basketball ring nets

7. Hockey goalkeeper's kickers

8. Hockey goalkeeper's hand gloves

9. Hockey goalkeeper's psoas guard

10. Hockey goalkeeper's head guard

11. Pitches/courts for **

- soccer
- volleyball
- hockey
- table tennis table
- basketball
- handball
- athletics oval

ATHLETICS

1. Starting block **

2. Baton **

3. Javelin missiles

4. High jump stands and cross bar **

5. Hurdle flights **

6. Starting gun/clapper **

7. Shot put missiles

8. Discus missiles

9. Vaulting pole

10. Landing foam

GYMNASTICS AND DANCE

1. Landing foam

2. Cassette player

3. Hoops, bands, small balls, cardboards, etc

4. Gymnasium/large space eg. Assembly hall

5. Jungle gymnasium **

PHYSICAL FITNESS

1. Weights of various sizes, forms and shapes.

2. Benches

3. Skipping ropes **

**Construct and improvise those that you can.

SOME SUGGESTED REFERENCE BOOKS FOR TEACHERS **

1. Bucher, C A (1964). *Foundations of Physical Education*. St. Louis: The C V Mosby Company.
2. FIVB (1989). *Coaches Manual 1*. Lausanne (CH): FIVB.
3. Kodzi, E T & Boateng B L (2001). *Teaching and Learning Athletics for Schools and Colleges*. Cape Coast: KBB Books Enterprise Ltd.
4. Ministry of Health (2008) *Regenerative Health and Nutrition – Health Lifestyle Accra*: Yamens Press Ltd.
5. Mood, Musker & Rink (1999). *Sports and Recreational activities*. Boston: McGraw-Hill.
6. Seiger, L H & Hesson J (1990). *Walking for Fitness*. Dubuque: Wm. C. Brown Publishers.
7. Sekyere, E A (2010). *Teachers' Guide*. Kumasi: Afosek Educational Consult
8. Widdows, R (1981). *The Soccer Book*. London: Octopus books Limited.
9. William, E P (1999). *Fitness and Wellness for life*. The McGraw-Hill.
10. Wuest, D A & Bucher, C A (1995). *Foundations of Physical Education and Sport*. Boston: WCB/McGraw-Hill.
11. Wuest, D A & Lombardo, B J (1994). *Curriculum and Instruction: The Secondary School Physical Education Experience*. St. Louis: Mosby.

**** Look for recent editions. You can also source for information on the internet.**