

# Health & Physical Education Teacher Guide Primary Grade 7



**Standards Based**



Papua New Guinea  
Department of Education

**'FREE ISSUE  
NOT FOR SALE'**



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# Health & Physical Education

## Teacher Guide

### Grade 7

### Standards Based



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Department of Education

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**Issued free to schools by the Department of Education**

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First Edition

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Teachers, School Inspectors, College Lecturers, Community members and representatives from other stakeholders such as Non-Government Organizations (NGOs), assisted by in the development of This Teacher Guide through workshops, meetings and consultations.

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# Secretary's Message

The development of the Teacher Guides is a direct response to the government's directive through the Outcomes Based Education (OBC) exit report, (Czuba 2013). The report recommended for the phasing out of Outcomes Based Curriculum (OBC) and introduction of Standards Based Curriculum (SBC) to raise the standards in teaching and learning at all levels of schooling. The designing of courses in the curriculum have been done through reviewing, realigning, repositioning of the existing content in order to accommodate for the shift in the pedagogy.

Health & Physical Education curriculum content of learning begins at the early learning stages from elementary to primary and onto secondary levels of education. The learning scale of the subject at Grades 6, 7 and 8 build from Grades 3, 4 and 5 concepts, skills, values and attitudes to live healthy and active lifestyle. The composition of the scope of learning for the subject encompasses individual and community health, growth and development, nutrition and safety, physical activities and movement. The content above is presented in the form of evidence outcomes, content standards and benchmarks.

The Grade 7 Teacher Guide further develops the content concepts through the Health Promotion, Water and Sanitation Hygiene and School sports development programs with the inclusion of strategies for effective delivery in the respective grade level. It is anticipated that the knowledge, skills, values and attitudes students acquire will benefit them throughout their lives and enable them to be competent in a challenging society. Students must develop physical and health education literacy, as well as comprehension, capacity and commitment needed to lead and promote healthy well-being.

Teachers are encouraged to use this Teacher Guide and other relevant resources to generate teaching and learning activities to deliver the Health & Physical Education content to the students.

I approve and commend this Health & Physical Education Teacher Guide for Grade 7 to be used in all schools throughout Papua New Guinea.

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**DR. UKE W. KOMBRA, PhD**  
Secretary for Education

# Introduction

The Health & Physical Education is a foundational course which draws on the healthy living and sporting practices globally addressed in relation to social issues affecting individual, community and at the national levels.

The Health & Physical Education course promotes the principles of our way of life and integral human development. It provides opportunities for students to learn how to live a healthy and active lifestyle, interact positively with others and develop physically, mentally, socially and spiritually to reach their full potential.

## Subject Rationale

The Health & Physical Education Subject must not be seen as a separate subjects as the goal of learning in this subject weather personal development, health or physical education promotes important educational values and goals that support the development of a student. These include striving to achieve one's personal best, equity and fair play, respect for diversity, sensitivity and respect for individual requirements and needs, and good health and wellbeing. These values are reinforced in other learning areas, as well as by society itself. Schools and communities working together can be powerful allies in motivating students to achieve their potential lead healthy and active lives.

Health & Physical Education Subject focuses on lifelong living and learning. The range of instructional programs is aimed at promoting healthy and physical wellbeing of individuals as members in the society. It is a compulsory subject and the scope of learning caters for individual health, growth and development, nutritional values in food, alcohol, tobacco and drug abuse, safe community hygiene and sanitation practices, organized games and sports, gymnastics, water sports and lifestyle fitness activities.

In the past, Physical Education was seen as doing exercises to improve strength, agility, flexibility and endurance while health was viewed at keeping the clean. However, today it is considered that the human body is unique and special. It houses not only the physical composition of the body by the mind and the soul. Hence, participating in a vast range of health and physical activities keeps the body, mind and spirit healthy. Health reacted fitness activities are encouraged in various community settings for all ages to live active and healthy lifestyles.

Health Education is concerned with the teaching of healthy living which addresses a wide range of personal, social and community health issues such as human growth development, sexual health, reproductive health, population growth, poor hygiene, health safety, malnutrition, HIV/AIDS, lifestyle diseases and drugs and alcohol abuse. This learning aspect provides and promotes safe and healthy wellbeing of an individual and the society at large.

Physical Education is concerned with the teaching of body movements and the acquisition of various skills for the development of physical activities such as sports and fitness exercises. The concern for safety in games and sports is important when performing physical activities. Physical activities promote fitness for personal development, healthy well-being and career development.

It is anticipated that students will live active and healthy lifestyles for good citizenship, develop a career interest and maintain health and sports life skills by participating in health and sports programs.

The subject content is organized into strands and units as shown in the table below.

### Health & Physical Education Strands and Units

Strands	Units
1. Safety	1. Safety in Sports and First Aid 2. Emergency and Risky Behaviour
2. Growth and Development	1. Human Development, Growth and Sexuality 2. Relationship
3. Individual and Community Health	1. Personal Health and Hygiene 2. Alcohol and Substance Abuse
4. Food and Nutrition	1. Food and Nutrients 2. Food Hygiene
5. Movement	1. Basic Movements and Concepts 2. Movement and Game Skills
6. Physical activity	1. Games and Sports 2. Lifestyle and Fitness for Health

### Purpose

The purpose of this Health & Physical Education Teacher Guide is to provide guidelines for teachers to;

- interpret the Grade 7 scope of learning and plan and design instructional Health & Physical education programs for the school year
- make connections to the content overview, content standards and benchmarks prescribed in the syllabus to develop learning activities
- identify broad concepts, knowledge, skills, attitudes and values in the content standards to be interpreted in specific teaching and learning activities
- identify and select appropriate teaching and learning strategies for quality teaching and learning
- plan, design and conduct assessment
- assess, record and report student achievement of the content, and
- monitor and evaluate the delivery of the content.



## How to use the Teacher Guide

The Teachers Guide provides information for teachers about the processes of developing teaching and learning, and assessment strategies, the expansion of the content standards and benchmarks. Teachers are encouraged to use this teacher guide as the main reference to implement the syllabus. It provides guidelines on how to;

- interpret and translate the prescribed content into teachable instructional program for a year
- use the suggested teaching and learning strategies to instruct and participate in lessons
- prepare active and interactive teaching and learning environment
- use appropriate benchmarks in relation to attainment of standards
- create assessment tasks and how to plan them to achieve identified content standards
- prepare learning activities that will motivate students to think critically, question, construct, and explore, experiment and communicate ideas freely with others
- plan for district, cluster and school based in-services
- consult and share ideas with fellow teachers on sections of the book
- discuss and practice the suggested sampled guided lessons of various units and content standards
- do self-study and further research on the content background and other information to challenge their way of teaching as well as their students learning, and
- utilize audio visual materials to enhance teaching and learning.

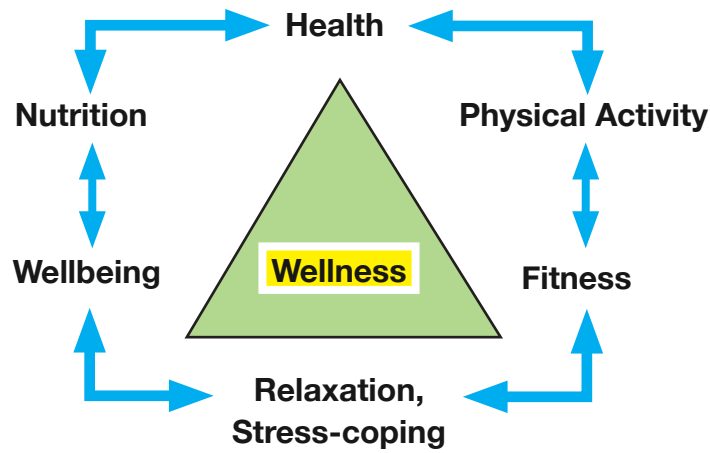
## Key Features

The key features of this Teacher Guide are;

- nature of Health & Physical Education
- students with special needs and physical disabilities
- health & physical education facilities
- links by levels

## Nature of Health & Physical Education

Health & Physical Education does not only mean free from diseases and playing games alone. Health & Physical Education is made up of emotional, spiritual, social, ethical, moral and intellectual components. All these components make up the health and wellbeing of an individual. An individual's physical's health is determined by their genetic make-up and lifestyle behavior such as eating nutritious diet, taking part in physical activities, consuming other substances and their ethical and moral behaviors.



### Students with Special Needs and Physical Disabilities

Teachers are obliged to create an inclusive learning environment to include students with special needs and those with physical disabilities to promote learning for all. These special needs may include students who are gifted or disadvantaged physically, emotionally and intellectually. Students may display combination of any of these needs and therefore, the teaching and learning activities must have students with special needs and physical disabilities to participate to their full ability. The different types of special needs in students include;

- physical disabilities
- hearing impairments
- sight-vision impairments
- intellectual disabilities
- speech impairments and
- behavioural and emotional disorders.

It is important that the learning activities for Health & Physical Education are inclusive and foster the learning needs of all students regardless of their disabilities.

### Health & Physical Education Facilities

Teachers are encouraged to use facilities and equipment available in their local surroundings to effectively deliver meaningful Health & Physical Education lessons and sports activities. Teachers must also ensure that students are in their proper sporting wears for Physical Education lessons and sports.

There are health and sporting facilities in communities apart from those in the school which teachers can seek permission to conduct their Health & Physical Education programs. These facilities and services may include;

- Callan Services
- Cheshire Home
- Rehabilitation Centres

- Marie Stops
- Red Cross
- Family Support Centres
- Health Community facilities and services
- Playing fields/ovals
- Courts, cricket pitch, athletics track
- Swimming pools/open water
- High Performance Sports Centres
- Indoor and outdoor Sports Complexes
- Emergency facilities
- Sports equipment storage
- Fitness centres and
- Change and rest rooms

### Subject links by levels

The Health & Physical Education content links begins from elementary level to Grade 12. The linking concepts set the foundations of the learning content for the subject in the different levels of learning. This table presents the subject content links in grades or different levels and the global concepts of health & Physical Education across all levels.

### Health & Physical Education content linking concepts

	Elementary	Grades 3, 4 & 5	Grades 6, 7 & 8	Grades 9 & 10	Grades 11 & 12
Subjects	<ul style="list-style-type: none"> <li>• Culture and Community</li> </ul>	<ul style="list-style-type: none"> <li>• Health</li> <li>• Physical Education</li> </ul>	<ul style="list-style-type: none"> <li>• Health &amp; Physical Education</li> </ul>	<ul style="list-style-type: none"> <li>• Physical Education</li> <li>• Character and Social Development</li> </ul>	<ul style="list-style-type: none"> <li>• Physical Education</li> <li>• Character and Social Development</li> </ul>
<b>Global Concepts of Health &amp; Physical Education</b>					
<b>Human Movement</b> - Loco-motor, non-locomotor and manipulative skills. Movement concepts and sequences. Application of movement skills. Body Systems					
<b>Physical Activity and Fitness</b> - Games and sports. Safety and ethics in sports. Modified sports and games. Structured sports (Team and Individual Sports). Sports skills application. Fitness, Leisure and recreation. Sports Education. Physiology. Sports Psychology. Biomechanics					
<b>Health and Wellness</b> - Individual and Population Health. Maternal Health. Safety and First Aid. Human Development. Disease, Epidemics and prevention. Food and Nutrition. Alcohol, Tobacco and other Drugs. Personal Living Skills					

## Subject Processes, Skills, Values and Attitudes

All subjects have their processes, skills, values and attitudes applied in the planning and delivery of lessons. In Health & Physical Education there are specific processes and skills for each strand according to the requirements of the content of learning.

The subject content delivery uses this process:

- Gathering information
- Analyzing information
- Taking action
- Evaluation and
- Reflection

The table below indicates specific processes, skills, values and attitudes that teachers can use to help them teach Health & Physical Education lessons in relation to implementing the subject process skills.

Processes	Skills	Values/Attitudes
<ul style="list-style-type: none"> <li>• Teaching process</li> <li>• Learning process</li> <li>• Demonstrate a process of</li> <li>• Putting a skill into practice</li> </ul>	<ul style="list-style-type: none"> <li>• Decision making</li> <li>• Problem solving</li> <li>• Awareness and advocacy</li> <li>• Communication skills</li> <li>• Inter-personal skills</li> <li>• Being assertive</li> <li>• Critical thinking</li> <li>• Creativity</li> <li>• Analyzing</li> <li>• Negotiation skills</li> <li>• Coping skills</li> </ul>	<ul style="list-style-type: none"> <li>• Self-respect</li> <li>• Appreciate peers and who they are</li> <li>• Caring for others, environment</li> <li>• Self-esteem</li> <li>• Love of nature</li> <li>• Respect for others</li> <li>• Showing empathy</li> </ul>

The process skills of health & physical education must be used in all lessons. For example, in the strand of movement the teaching of motor and game skills such as overhead throw requires certain series of techniques to effectively teach it (particular game skill). Here are the series of techniques to perform the overhead throw;

1. Position the feet at shoulder width
2. Hold the ball with both hands in front of the body
3. Raise the ball above your head
4. Tilt the hands backwards above your head
5. Raise the ball in both hands above the back of your head
6. Bend backwards and lift your heels
7. Hold your body in this position
8. Then step forward with your right leg and
9. Flow through with the throw with force above your head to/at your target

Here is another example of that will help you understand the processes and skills involved in some lifestyle practices that affect the health of an individual. For example, we can carry out a survey and make awareness about smoking and its effects school aged population.

Below are the series of actions that can be used to carry out a survey and make awareness on smoking in the community:

- Conduct a sample survey on school aged population smokers in the community.
- Collect data or information through questionnaires or interviews.
- Compile and analyze data by arranging information in a logical manner.
- Interpret data by questioning facts, opinions, situations and drawing logical conclusions.
- Use the data to conduct advocacy and awareness on the effects of smoking on school aged population through poster presentations, peer teaching, distribution of pamphlets, brochures and conducting community or public meetings.
- Evaluate the impact of the advocacy and awareness activities undertaken or the overall survey and awareness activities.
- Use the evaluation information to plan for future awareness or other related activities.

# Teaching and Learning Strategies

Health & Physical Education lessons must promote active, healthy and lifelong learning in line with the 21<sup>st</sup> Century Way of Learning and Living.

## Life, Career Skills and Citizenship

Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life, citizenship and career skills.

Teaching and learning will require investigative approach to promote inquiry learning. The students will be encouraged to reflect and analyze findings with emphasis on problem solving oriented learning activities. It is important to be aware that an effective lesson is a process-based practice including designing and innovation skills and through integration where necessary. This is where the teacher encourages the students to build the passion of learning and apply the knowledge and skills where necessary to sustain their livelihood.

Students use critical-thinking skills when they assess, analyse, and/or evaluate the impact of something and when they form an opinion and support it with a rationale. In order to think critically, students need to ask themselves effective questions in order to: interpret information; analyse situations; detect bias in their sources; determine why a source might express a particular bias; examine the opinions, perspectives, and values of various groups and individuals; look for implied meaning; and use the information gathered to form a personal opinion or stance, or a personal plan of action in relation to making a difference. In the Health & Physical education subject, the living skills expectations address both critical thinking and creative thinking skills, and students have opportunities to apply these skills in a variety of contexts and situations across the other subjects.

It is important to identify and describe the best teaching strategies for teachers to deliver the content in the classrooms. Special consideration and more emphasis must be given to identifying suitable learning strategies which encourage high student learning.

## Student-centered approach

The student-centered approach basically means getting students involved in the teaching and learning activities. Students are motivated and become active learners thus acquiring the appropriate knowledge and skills required of the subject. The student-centered approach provides opportunities for students to demonstrate;

- positive attitudes and values relating to individual and community health, hygiene practices, teamwork and fair play
- variety of skills in related health and game situations
- safety approaches to variety of healthy and active activities
- communication skills to work with others and discuss issues, needs, values, feelings, opinions and attitudes
- fundamental movement concepts and skills individually and in groups
- basic level of health and physical fitness in sports and physical activities
- positive attitudes and values relating to teamwork and fair play
- interpersonal skills of listening, speaking, responding, being assertive, questioning and justifying a position

It is important for the teacher to identify and describe the best teaching practices to deliver the content of the syllabus in the classrooms. The following is a list of student-centered teaching and learning approaches. There are 13 of them, from which teachers can choose to teach the health & physical education lessons.

Teaching/Learning approaches	Activities
1. Practice	<ul style="list-style-type: none"> <li>• consolidation of skills on real life situations</li> <li>• drills and skill checklists of real life situations</li> <li>• imitations of first aid/ emergency situations</li> <li>• circuit activities and skills demonstrations in physical education</li> </ul>
2. Questioning	<ul style="list-style-type: none"> <li>• recall information and seek explanations</li> <li>• draw conclusions and think creatively</li> <li>• question and answer situations</li> </ul>
3. Demonstration	<ul style="list-style-type: none"> <li>• demonstrate depth of skills and acceptable behavior</li> <li>• pinpoint examples of techniques or approaches and show progress</li> <li>• teacher demonstration and demonstration by individual students</li> <li>• group demonstration and expert demonstration</li> <li>• audio visual demonstration and construction of models</li> </ul>
4. Inquiry	<ul style="list-style-type: none"> <li>• set task/activity and allow students explore/ investigate</li> <li>• discover solutions and perform skills</li> <li>• projects and simulation activities</li> </ul>
5. Exploration	<ul style="list-style-type: none"> <li>• express thoughts, ideas and feelings through different media</li> <li>• produce creative/original imaginative stories, plays, games, dances</li> <li>• learn from own actions, experiences and observations and play</li> <li>• improvise creative movement</li> </ul>

6. Group work	<p>In a group;</p> <ul style="list-style-type: none"> <li>• set goals, identify and share tasks</li> <li>• plan appropriate physical activities</li> <li>• cooperative learning and projects</li> <li>• identify problem situations, productions and performances.</li> </ul>
7. Peer learning	<ul style="list-style-type: none"> <li>• One student performs a skill whilst others observe, correct and reinforce</li> <li>• Teacher interacts with the observer to re-establish performance criteria and encourage effective communication through peer tutoring and task cards, checklists, rating scales and incidence charts</li> </ul>
8. Guided Discovery	<ul style="list-style-type: none"> <li>• Teaching method used when the teacher has already decided on the outcome of an activity and he or she just guides and controls students' participation</li> </ul>
9. Problem Solving	<ul style="list-style-type: none"> <li>• A problem is given to the students, the teacher discusses the problem with the students or students discuss in pairs or groups. They solve the problem discovering variety of ways in reaching the solution of the problem</li> <li>• The strategy involves input, process, reflection, choice and response</li> </ul>
10. Free exploration	<ul style="list-style-type: none"> <li>• This teaching method promotes self-discovery learning. The guidance by the teacher is limited after introducing the lesson with brief guidelines while the rest of the task is left to the students</li> </ul>
11. Choosing tasks	<ul style="list-style-type: none"> <li>• Teachers develop task sheets with a range of health and physical education skills activities, sequenced from the simplest to complex catering for students with special needs</li> <li>• Students are given the opportunity to work in their own pace and are able to achieve a task at their own ability level.</li> <li>• The checklist keeps a record of the tasks groups successfully performed. The teacher will provide the checklist and can use peer assessment practice where appropriate</li> </ul>
12. Creating own activities	<ul style="list-style-type: none"> <li>• This learning strategy gives the students the opportunity to come up with a plan for a task they can create by themselves in a group</li> <li>• This strategy encourages and motivates students to work together, share ideas, take on challenging tasks and use their imaginations to solve problems</li> </ul>
13. Learning centers	<ul style="list-style-type: none"> <li>• The teacher organizes a number of different activities in the classroom or outdoor.</li> <li>• Each station has a poster or activity sheet displayed that describes the activity with the necessary materials for that activity</li> <li>• All the tasks in the different stations start and finish together in a given time frame. They are managed by a time keeper and starter-officials. Ensure that all the groups rotate to the next station and complete all the tasks as set according to the time given.</li> </ul>



# Planning and Programming

Planning and programming is important that teachers' plan comprehensive and sequential teaching and learning programs to ensure that learning in Health & Physical Education is relevant and meaningful for all students. Programs should allow for the progressive development of students' knowledge, understanding, skills and attitudes/values.

Planning and programming is organizing the content from the content overview in the syllabus into teachable plans for delivery in the classroom using the approaches such as, short, medium and long term plans. Such plans include yearly, termly overviews and weekly plans are provided in the next pages. The daily plan which is the actual guided lesson template can be found in the Guided Lessons section of this teacher guide together with sample guided lessons and KSAVs.

## Characteristics of a good program

Here are some characteristics to consider for a good program;

- Maintains a focus on the performances standards, showing what students must know and do to achieve the content standards.
- Uses time flexibly, so that students with different needs can develop understanding and demonstrate specific outcomes over a period of time.
- Uses a variety of teaching and learning strategies, as facilitators to cater for different learning abilities.
- Emphasizes the development of knowledge, skills, attitudes and values to promote lifelong learning.
- Provides opportunities for students to become effective, self-directed learners and enables students to learn in a range of contexts.
- Supports learning through the use of a variety texts, media and real life materials and resources.
- Shows links between the Content Standards, teaching and learning activities and assessment tasks.
- Apply thematic approach when necessary.

## Content Overview

The subject content is organized into strands and units. Each strand has broad concepts that are identified to form units. The following is the elaborations of the strands and units of the subject:

### 1. Safety

- Safety in Sports and First Aid
- Emergency and Risky Behaviour

**2. Growth and Development**

- Human Development, Growth and Sexuality
- Relationships

**3. Individual and Community Health**

- Personal Health and Hygiene
- Alcohol and Substance Abuse

**4. Food and nutrition**

- Food and Nutrients
- Food and Hygiene

**5. Movement**

- Basic Movements and Concepts
- Movement and Game Skills

**6. Physical Activity**

- Games and Sports
- Lifestyle and Fitness for Health

Given below is the overview of the concept scope of learning for grade seven given in the Health & Physical education syllabus. The broad learning teachable content or topics form the strands. From the strands the units are drawn and teachable concepts are developed from the units. These are tabled for teachers' convenience.

**Health & Physical Education Subject Specific Concepts**

Strands	Units	Teachable concepts
Safety	<b>Safety in sports and First Aid</b>	<ul style="list-style-type: none"> <li>• Importance of safety, prevention and injury</li> <li>• Safe and unsafe play behavior in movement skills, games and physical activities</li> <li>• Benefits and value of preventing and reducing the rate of injuries</li> <li>• First-aid treatment</li> <li>• Safety checks on equipment and facilities</li> <li>• Situations and behaviours that influence safety for self and others</li> <li>• Safety procedures and first aid gear through or when participation in various sports- water, track and field events, ball sports and fitness activities</li> <li>• Hazardous situation</li> </ul>
	<b>Emergency situation and risky behaviour</b>	<ul style="list-style-type: none"> <li>• Implementation strategies to promote personal and environmental health and safety</li> <li>• Dangerous situations and places</li> <li>• Emergency and safety procedural skills to reduce or avoid risks</li> <li>• Hazardous, conditions in the school and surrounding communities</li> <li>• Reduction of unsafe, risky-harmful occurrences/situations</li> </ul>

Strands	Units	Teachable concepts
<b>Growth and development</b>	<b>Human development, growth and sexuality</b>	<ul style="list-style-type: none"> <li>• Anatomy &amp; Physiology</li> <li>• Growth and Development Stages</li> <li>• Reproduction Health – Reproductive health</li> <li>• Gender Identity</li> <li>• Sexual Health</li> <li>• Relationships</li> <li>• Importance of different body systems and their functions (digestive system, reproductive system, circulatory system, skeleton system, muscular system, respiratory system)</li> <li>• Coping with physical, social, mental and emotional changes that occur during adolescence</li> <li>• Influences of inherited characteristics</li> <li>• Environmental factors on growth and development</li> <li>• Reproductive systems and their functions</li> </ul>
	<b>Relationship</b>	<ul style="list-style-type: none"> <li>• Importance of developing healthy relationships</li> <li>• Importance of maintaining relationships</li> <li>• Resolving interpersonal conflicts in relationships</li> <li>• Managing healthy relationships</li> <li>• Coping with physical, social, mental and emotional challenges</li> <li>• Social exclusion pressure at adolescence</li> <li>• Individual life skills</li> </ul>
<b>Individual and community health</b>	<b>Personal Health and Hygiene</b>	<ul style="list-style-type: none"> <li>• Personal Health and Hygiene</li> <li>• Community health and Safety,</li> <li>• Alcohol and Substance Abuse</li> <li>• Safety and health promotion areas</li> <li>• Personal hygiene, oral health habits</li> <li>• Lifelong health of a person</li> <li>• Health issues that have an impact on people</li> <li>• Data of reliable sources for health</li> <li>• Health issues that are a threat to peoples wellbeing</li> <li>• Ways to prevent diseases</li> </ul>
	<b>Community health and Hygiene</b>	<ul style="list-style-type: none"> <li>• Behaviors that increase the developing diseases</li> <li>• Disease protection and prevention</li> <li>• Illness prevention in the community</li> <li>• Negative impacts of the limited health services</li> <li>• Population growth and health issues</li> <li>• Health promotion in the community</li> <li>• Accessibility to health information, products and services</li> <li>• Disease control and proactive strategies</li> </ul>
	<b>Alcohol and substance abuse</b>	<ul style="list-style-type: none"> <li>• Benefits of prescribed and non-prescribed drugs</li> <li>• Consequences of prolonged use of alcohol, tobacco and other substances</li> <li>• Methods of promoting health and preventing illnesses in the community relating to the consumption of alcohol and other substances</li> <li>• Advocacy strategies and programs on the legal, economical and social consequences of drug abuse</li> </ul>

Strands	Units	Teachable concepts
<b>Nutrition</b>	<b>Food and nutrients</b>	<ul style="list-style-type: none"> <li>• Six basic nutrients and their functions to the body</li> <li>• Nutritional deficiencies</li> <li>• Different types of foods by food groups</li> <li>• Nutritional values of the food types</li> <li>• Impacts of lacking food nutrients</li> <li>• Ways to improve diets</li> <li>• Food pyramid</li> <li>• Food choices</li> </ul>
	<b>Food Hygiene</b>	<ul style="list-style-type: none"> <li>• Safe meal plans</li> <li>• Hygienic methods of food preparation</li> <li>• Food poisoning and rules to avoid food poisoning</li> <li>• Résistance and carrier of food poisoning</li> <li>• Nutrition-related issues on food</li> <li>• Analyze nutritional data on food</li> <li>• Safety in handling food</li> </ul>
<b>Movement</b>	<b>Basic movement skills and concepts</b>	<ul style="list-style-type: none"> <li>• Loco-motor, non-loco-motor</li> <li>• Manipulative skills</li> <li>• Concepts of effort and body awareness</li> <li>• Applying movement patterns and concepts</li> <li>• Manipulative skills of kicking, throwing, and catching with concepts of body, spatial awareness and effort</li> <li>• Applying skills in aquatics, game and ball sports</li> <li>• Apply movement concepts in specific movement patterns and sequences in individual and team sports and games</li> <li>• Apply movement concepts in specific movement patterns and sequences in individual and team sports and games</li> </ul>
	<b>Movement and Games</b>	<ul style="list-style-type: none"> <li>• Controlled and coordinated movement skills in game-play situations</li> <li>• Manipulative skills suitable for specific sports</li> <li>• Game skills drills in selected circuit activities</li> <li>• Individual and group techniques and tactic skills</li> <li>• Movement patterns in various games and sports</li> </ul>
<b>Physical Activity</b>	<b>Games and sports</b>	<ul style="list-style-type: none"> <li>• Different types of ball sports and games</li> <li>• Ball handling skills in game-play activities</li> <li>• Game rules and the use of equipment and facilities</li> <li>• Organisation of school and junior sports development programs</li> <li>• Ball handling skills in major ball sports</li> <li>• Aquatic sports</li> <li>• Track and field events</li> <li>• Basic sports administration</li> </ul>
	<b>Lifestyle and fitness for health</b>	<ul style="list-style-type: none"> <li>• Fitness activities in a circuit activities</li> <li>• Fitness activities to improve the health of people in different age groups including those with disabilities</li> <li>• Body responds and reactions after participating in health related physical activities</li> <li>• Different components of fitness</li> <li>• Fitness plans to improve the ability of each fitness component for all and those with disabilities</li> <li>• Range of leisure and recreational activities</li> </ul>

## Yearly Overview

The yearly overview is a plan designed to organize the learning content for grade 7 in schools. It is a plan developed from the content overview given in the grades 6, 7 and 8 Health & Physical Education Syllabus. The syllabus is translated into a delivery plan in this guide for use in the classrooms for a school year. The yearly plan promotes sequencing of the learning content so that there is fair distribution of content standards throughout the school year.

This yearly overview sample is informing all grade 7 teachers to teach according to the content organized in this plan across the country.

### Yearly Overview Sample Plan for Grade 7

Terms	Weeks	Strand	Unit	Content Standard
One (1)	1	<b>Orientation</b>		
	2	1. Safety	1. Safety in sports and First Aid	7.1.1
	3	2. Growth and Development	1. Development and Sexuality	7.2.1
	4	3. Individual and Community Health	1. Health and Safety	7.3.1
	5	4. Food and Nutrition	1. Food and Nutrients	7.4.1
	6	5. Movement	1. Basic Movements and concepts	7.5.1
	7	6. Physical Activity	1. Games and Sports	7.6.1
	8	1. Safety	1. Safety in sports and First Aid	7.1.1 & 7.1.2
	9	2. Growth and Development	2. Development and Sexuality	7.2.1 & 7.2.2
	10	<b>Assessment, recording and reporting</b>		

Terms	Weeks	Strand	Unit	Content Standard
Two (2)	1	<b>Planning and Preparation</b>		
	2	3. Individual and Community Health	1. Health and Safety	7.3.1
	3	4. Food and Nutrition	1. Food and Nutrients	7.4.1
	4	5. Movement	1. Basic Movements and concepts	7.5.1
	5	6. Physical Activity	1. Games and Sports	7.6.1
	6	1. Safety	2. Emergency and Risky Behaviour	7.1.2
	7	2. Growth and Development	1. Development and Sexuality	7.2.1 & 7.2.2
	8	3. Individual and Community Health	2. Alcohol and Substance Abuse	7.3.2
	9	4. Food and Nutrition	2. Food and Hygiene	7.4.1 & 7.4.2
	10	<b>Assessment, recording and reporting</b>		

Terms	Weeks	Strand	Unit	Content Standard
Three (3)	1	<b>Planning and Preparation</b>		
	2	5. Movement	2. Movement and game skills	7.5.1
	3	1. Safety	2. Emergency and Risky Behavior	7.1.2
	4	2. Growth and Development	2. Relationship	7.2.2 & 7.2.3
	5	3. Individual and Community Health	2. Alcohol and Substance Abuse	7.3.2
	6	4. Food and Nutrition	2. Food and Hygiene	7.4.2
	7	5. Movement	2. Movement and game skills	7.5.2
	8	6. Physical Activity	2. Lifestyle and fitness for health	7.6.1
	9	2. Growth and Development	2. Relationship	7.2.3
	10	<b>Assessment, recording and reporting</b>		

Terms	Weeks	Strand	Unit	Content Standard
Four (4)	1	<b>Planning and Preparation</b>		
	2	1. Safety	2. Emergency and Risky Behavior	7.1.2
	3	4. Food and Nutrition	2. Food and Hygiene	7.4.2
	4	5. Movement	2. Basic Movements and concepts	7.5.2
	5	6. Physical Activity	2. Lifestyle and fitness for health	7.6.2
	6	5. Movement	2. Games and Movement	7.5.2
	7	3. Growth and Development	2. Relationship	7.2.3
	8	4. Individual and Community Health	5. Alcohol and Substance Abuse	7.3.2
	9	<b>Assessment, recording and reporting</b>		
	10	<b>Close of school year</b>		

## Termly Plan

A termly plan is an instructional program for teaching and learning in a school term. It gives the teacher specific outline of the strands, units, content standards, benchmarks and lesson titles which the teacher follows in a term.

### Termly Overview Sample Plan for Grade 7

Terms	Weeks	Strand	Unit	Content Standards	Benchmarks	Lesson Titles
One (1)	1	Orientation				
	2	1. Safety	1. Safety in sports and First Aid	7.1.1	7.1.1.1-7.1.1.4	Injury prevention factors and strategies
						First Aid and Treatment
						Situations that can cause injuries
						Survey of injuries
	3	2. Growth and Development	1. Development and Sexuality	7.2.1	7.2.2.1 – 7.2.2.3	The Skeletal System and its functions
						How to care for the Skeletal System
						The Muscular System and its function
						How to care for the Muscular System
	4	3. Individual and Community Health	1. Health and Safety	7.3.1	7.3.1.1- 7.3.3.3	Understanding the concept of Health
						Differences in perceptions of health
						The benefits of healthy lifestyle
						Factors affecting health
	5	4. Food and Nutrition	1. Food and Nutrients	7.4.1	7.4.1.1-7.4.1.5	Let's look at Nutritional facts
						Diet for diabetes and other diseases
						Other food diets
						Daily food requirements in a diet
	6	5. Movement	1. Basic-Movements and concepts	7.5.1	7.5.1.1 -7.5.1.4	Combination of movement
						Movement patterns and concepts
Movement sequences and body positioning						
Movement direction and pathways						



Terms	Weeks	Strand	Unit	Content Standards	Benchmarks	Lesson Titles
One (1)	7	6. Physical Activity	1. Games and Sports	7.6.1	7.6.1.1 - 7.6.1.6	Ball handling – Fielding and Batting: Softball rules (1)
						Ball handling - Fielding and Batting: Softball skills (2)
						Ball handling - Fielding and Batting: Applying softball rules and skills in a game (3)
						Ball handling - Goal Throwing: Basketball rules (1)
	8	1. Safety	1. Safety in sports and First Aid		7.1.1	Injuries from motor and games
						First aid procedures
						Causes and conditions of injuries
						Performing CPR
	9	2. Growth and Development		7.2.2	7.2.2.1 – 7.2.2.3	The Circulatory System and its functions
						How to care for the Circulatory System
						Misconceptions about the muscular and Circulatory systems
	10	<b>Assessment, recording and reporting</b>				

## Weekly Plan

A weekly plan is an instructional program for teaching and learning. It gives the teacher specific outline of the strands, units, content standards, benchmarks, instructional objectives and learning activities which the teacher follows in a week.

To compile a plan for a week's program teachers will need to organize the plan using;

- strands
- units
- content standards
- benchmarks
- lesson topics
- Knowledge, Skills, Values and Attitudes (KSAV).

Teacher should use the term overview to see the order of units organized, and then use this order to plan the weekly program. The weekly plan is implemented through a timetable that is planned for the subjects. It is important to ensure that all the planned lessons for each term in each week are scheduled in the class weekly plans or teaching programs.

## Prescribed Time Allocations

The total time allocation given to deliver the 8 subjects in Grades 6, 7 and 8 is 1650 minutes per week. Teachers are encouraged to utilize the prescribed time equally for the respective subjects to suit your teaching context and students learning needs.

**This table shows Standards Based Curriculum Total Time Allocation for Grade 7**

No:	Subjects	Total Time (Minutes)
1	English	360
2	Mathematics	240
3	Science	200
4	Social Science (S/S)	180
5	Arts	180
<b>6</b>	<b>Health &amp; Physical Education (HPE)</b>	<b>180</b>
7	Making a Living (MAL)	155
8	Citizenship and Christian Values Education (CCVE)	155
9	Christian Religious Education (CRE)	Access Time
10	Sports	Access Time
11	Assembly	Access Time
<b>Total</b>		<b>1650</b>

## Teaching Timetable

Teaching from a timetabled schedule on weekly basis is compulsory for all schools. The teaching and learning instructional times scheduled for all subjects and extra-curricular activities must be strictly followed and maintained at all times.

Take note that;

- School assemblies are compulsory and should be included as contact time or instructional time.
- Break Time Allocation: Recess = 30 minutes and Lunch = 60 minutes (1 hour) Schools can adjust these break times to suit their own context
- Teachers must teach all the subjects and treat them as equally important in their nature to address Integral Human Development (IHD)

# Content Background Notes

This section is design for the teacher to extract information to further enhance his/her knowledge on the subject content. It contains content background information of the strands and units to help the teacher plan and teach quality Health & Physical Education lessons with less difficulty. The teacher is encouraged to use relevant sources or references available to build on the existing content background notes provided in order to deliver effective lessons.

## Strand 1: Safety

The safety strand embraces the key concepts of safety in participation of movement skills, physical activities, individual and community health, and aspects of healthy living environment in the home, school and wider community. The issues of environmental health hazards caused by natural disasters and human made destructions such as pollution are very life threatening and need a community of human resource to work together to combat health hazards that may affect the wellbeing of the community.

Safety is not compromised in the delivery of the content of this subject. The safety of students participating in various, movement skills development, games of various types, with the accompaniment of equipment of different makes, using facilities of certain status and nature, the context in which safety rules and strategies and requirements applied will differ extensively. For example safety instructions, rules and equipment are a must for:

- Managing risk taking measures and minimising harm,
- Unforeseen accidents and emergency situations in the surrounding environments
- Specific safety strategies for use of particular equipment (bicycle) and context (bush, water, weather-sun)

Whilst being aware of the importance of safety, it is important to be equipped with the basic knowledge of first aid, both in theory and practice-application of procedures, and resources needed for premedical assistance for minor and major injuries. There are different injuries that occur on or off court, as such careful considerations must be given to apply certain strategies that can prevent or reduce the rate of injuries occurring during participation of a wide range of lesson activities in the learning environment. The types of safety strategies for movement, sports, fitness and other physical activities students and community participate in differ according to context. Individuals also need to be extra careful with their personal, community and food hygiene in their homes and school, fast food shops and food markets and relief facilities. Managing hygiene of self and others require extra effort, resources and even basic medical knowledge of prevention of health hazards in the community which could stem from natural disasters, food restaurants, and factories (pollution) even emergency situations from accidents

caused by social influences of lifestyles lived.

The behaviours, attitudes and the risky behaviours of people contribute very much to the types of injuries received therefore it is important that students understand the body systems and their functions. The skeletal, circulatory, respiratory, digestive, nervous systems are very fragile therefore should be very well cared for, for good healthy body functioning. The skeletal system composes of 206 bones. These bones keep the body upright and with the help of the muscles, joints and skin move in different directions, ways and for different purposes.

Everybody in the community must be helped to understand:

- safety rules and practices from home to school and out into the community and beyond the boundaries if required
- the crucial need to have prior knowledge of first aid procedures for any form of injury-accidents and safety strategies for risky situations stemming from social factors such as drugs and work environment
- that awareness is a strategy that is cheap but very helpful to inform all age groups about the importance of safety of their personal and community health and lifestyle activities and
- safe player, official and spectator behaviour and attitudes.

Safe play and participation in all physical activities require:

- informed decision making strategies to minimise accidents, unhealthy environmental hazards
- good control and maintenance of behaviours and attitudes of persons and their conducts
- making informed choices with the vision to promote safety at home, school, community and in the field of play.

## Strand: 2 Growth and Development

### Human Body Systems

#### 1. Skeletal system

For humans and most other animals, movement is important for survival. Being able to move makes it possible to escape danger, get food, and to find a mate. Movement is made possible by the skeletal and muscular systems. The Skeletal System supports the body and allows movement. It also protects internal organs, stores some materials and makes blood cells.

#### Bones

- Adult human skeleton has 206 bones
- Bones are living tissues that make up the skeleton.
- Bones support the body.
- Bones store minerals (ex.: calcium)
- They are made up of bone cells surrounded by deposits of calcium and other minerals.
- Bone marrow inside bones makes red and white blood cells
- A typical bone is surrounded by a tough layer of connective tissue.
- As blood passes through this layer, it supplies oxygen and nutrients to the bone
- Bones work with muscles to move the body

#### Blood or bone marrow

- Inside bones are cavities that contain a soft tissue called bone marrow.
- Yellow marrow is made up mostly of fat cells.
- Red marrow produces red blood cells, some kinds of white blood cells, and platelets

#### Cartilage

- The skeleton of a developing fetus begins as cartilage.
- Cartilage is a flexible rubbery tissue on ends of bones and is a connective tissue.
- Cartilage also remains at joints, the places where two bones meet.
- This cartilage helps cushions the joints, the area where two bones meet to prevent wear and tear
- Most bones start out as cartilage before developing into bone. By early adulthood, most of the cartilage in the growth plate (body) is replaced by bone. When this happens, the person stops growing
- Some parts of the body where cartilage is not replaced by bone include the lower part of the nose and the connective tissue that forms your ears.
- Many long bones, such as those in the arms and legs, have growth plates at their ends. At these plates, cartilage grows, making the bones longer.

Parts of bones	Descriptions
Ligaments	<ul style="list-style-type: none"> <li>• Tough band of tissue attaching one bone to another</li> </ul>
Tendons	<ul style="list-style-type: none"> <li>• Thick bands of tissue connecting muscle to bone</li> </ul>
Joints	<ul style="list-style-type: none"> <li>• Found where two (2) bones meet</li> <li>• Joints allow the body to bend and move</li> <li>• Bones at a joint are held together by ligaments (made of connective tissue)</li> </ul>

### Types of joints

There are three main types of joints. Each type of joint is described by the type of movement it allows

1. Immovable or fixed joint
2. Slightly movable joint
3. Freely moveable joints

### How does the skeletal system relate to others?

- Relation to the Muscular system – bones and muscles work together for movement
- Relation to the Circulatory system and immune system – all blood cells (red and white) are made in the bone marrow

## 2. Muscular system

The muscular system consists of the body's muscles. Your muscles are what make you strong! Muscles are what allow you to bend your arms and legs. They can expand and contract. If you didn't have muscles, your heart wouldn't beat because muscles keep your heart beating. Muscles are essential to everyday life. Muscles hold your head up, that is a VERY important job. There are about 600- 640 skeletal muscles in the human body. Some of your muscles act on their own; like your heart. While others, you control. Thousands of rubber-band like fibers makes them up.

### Functions of the muscular system

One job of the muscular system is to work with the skeletal system to move the body. The Muscular System produces movement; helps to circulate venous blood, moves food through digestive system  
It also helps to: keep the body warm give the body shape provide the force needed to move blood throughout the body.

### Types of muscles

There are three basic types of muscle tissue in the human body. Each type of muscle tissue plays a different role.

- skeletal muscle (voluntary)
- smooth muscle (involuntary)
- cardiac muscle (involuntary)

## How the muscular system relates to other body systems

### Relation to the skeletal system

- Works closely with the: skeletal system
- Bones and Muscles relate and work together
- Skeletal muscles are attached to the bones of the skeleton by strips of connective tissue called tendons.
- The muscles are attached to bones in opposing pairs.
- When one muscle contracts, or tightens, it pulls the bone in one direction.
- The other muscle in the pair relaxes.
- To return the bone to its original position, the second muscle contracts, pulling the bone in the opposite direction, as the first muscle relaxes.

### Relation to the circulatory system

- Circulatory – brings oxygen to muscles and waste products such as lactic acid away

### Relation to the nervous system

- Nervous – how muscles contract

## 3. Circulatory or cardiovascular system

The circulatory system consists of the heart, blood vessels, and blood. The heart is a muscular organ about the size of a fist. It beats about 70 to 90 times a minute, pumping blood through the blood vessels. The blood carries material to and from the cells of the body.

### Function of the circulatory system

- Carries and brings oxygen, blood, nutrients and hormones to the cells of the body
- Carries waste away from the cells or removes cell waste, such as carbon dioxide
- Regulates body temperature

### Main parts or organs and their components

- Heart
- Blood (made up of plasma, red blood cells, white blood cells & platelets)
- Veins
- Arteries

### Blood – Definition and function

Blood is a connective tissue that flows through blood vessels. The blood carries oxygen, nutrients and carbon dioxide to all cells in your body.

### Functions of the heart

The heart is made of cardiac muscle tissue and keeps blood flowing through your body. It pumps oxygen-rich blood from the alveoli (lungs) out to the body and pumps oxygen-poor blood from the body into the alveoli. The heart has two sides, right and left, separated by a thick muscular wall. Each side has two chambers.



**What it helps you do**

- Arteries help carry oxygenated blood away from the heart
- Veins carry un-oxygenated blood toward the heart
- Capillaries are tiny blood vessels that connect arteries and veins. Gas exchange takes place here

**Blood vessels**

- Hollow tubes that carry blood
- Three types of blood vessels:
  1. Arteries
  2. Capillaries
  3. Veins

**1. Arteries**

- Largest blood vessels
- Carry oxygen-rich blood away from the heart out to the body
- Clogged arteries restrict flow of blood

(To remember that **Arteries** carry blood away from the heart, use this Mnemonic **A= Away**)

**2. Capillaries**

- Thinnest blood vessels
- In capillaries:
  - Oxygen leaves blood to enter body cells
  - Carbon dioxide leaves body cells to enter blood

**3. Veins**

- Carry oxygen-poor blood back to the heart from body cells
- Bring carbon dioxide and wastes back from cells to leave the body

**Blood****1. Red blood cells**

- Carry oxygen to all the body cells in our body
- Contain hemoglobin, which clings to oxygen molecules
- Red blood cells are why blood looks red

**2. White blood cells**

- Defend body against disease or fight off disease and keep you healthy
- Destroy pathogens (bacteria, viruses, etc. that make you sick) by hunting them or using antibodies
- Destroy dead or damaged body cells.

**3. Platelets**

- Cell fragments needed for blood clotting
- Pieces of larger cells found in bone marrow
- Clump together to force blood to clot and to stop bleeding

#### 4. Plasma

- Fluid portion of the blood
- Clear mixture of water, minerals, nutrients, proteins, other substances
- Fluid part of blood that carries other cells

#### How the circulatory system relates to other systems

- Connected to almost all other systems since the circulatory system carries oxygen to all cells
- Works with the respiratory system to help you transport oxygen and carbon dioxide.
- Works with the excretory to help remove waste from the body.
- Works with the digestive system to transport nutrients.
- Works with the muscular system to help circulate nutrients.

#### Cardiac diseases or diseases related to the circulatory system

- 1. Anemia-** inadequate number of Red Blood Cells, hemoglobin, or both.
  - Symptoms of Anemia: paleness, fatigue, dyspnea and rapid heart rate.
  - Treatment: blood transfusion, iron supplements
- 2. Aneurysm-** ballooning out segment of an artery
- 3. Arteriosclerosis-** hardening and thickening of the arterial walls resulting in loss of elasticity.
  - Symptom: high blood pressure
- 4. Atherosclerosis-** fatty plaques deposit on arterial walls.
  - Diet high in saturated fat and smoking.
  - Medications and lifestyle change can help.
- 5. Embolus-** a foreign substance circulating in the bloodstream.
  - It could be air, a blood clot, bacterial clumps, a fat globule, or other foreign substance.
- 6. Hypertension-** high blood pressure. 140/90 or higher.
  - Risk factors: family history, obesity, stress, smoking, aging, high sat fat diet/high sodium diet

#### Challenges teenagers face with growth changes (Notes for Lesson 8)

##### Difficulties associated with physical changes such as;

- height, weight and body changes
- secondary characteristics such as facial and pubic hair and development of breasts on the onset of menstruation
- menstruation and ovulation in girls
- pupil voice breaking (deepening voice)
- period pains for girls
- Uncontrolled erections and ejaculations (wet dream) for boys- able to orgasm and masturbate
- Developing sexual feelings

##### Difficulties associated with social changes such as;

- lack of involvement with peers when should be strongly involved
- greater independence or feeling of becoming more independent affects parent-child relationship and conflicts may arise
- Experimenting with new relationships

- Development of sense of personal sexuality
- Development of values, beliefs and behavior associated with and influenced by traditional perspectives of masculinity and femininity
- Expectations of other people as they mature
- Dating and courting (traditional, modern, contemporary)
- Problems with personal hygiene such as oral health, whole-body washing daily and after physical activity

#### **Difficulties relating to emotional changes such as;**

- Boys and girls experiencing mood changes such as love and hate, likes and dislikes, aggressiveness, being idealistic or unreal (fantasy),
- Being critical and judgmental of others, arguing easily, rebelliousness, insecurity
- Difficulty talking to their parents openly about their body changes or parents having difficulty talking to their children openly about their body changes
- Parents waiting for their children or children waiting for their parents to initiate discussion

#### **Sexual Health Education**

Sexual Health Education is an important component Health & Physical Education to promote healthy relationships and wellbeing. Sexual health deals with exploring rights and responsibilities when in a sexual relationship and making positive choices. Most young people in their adolescent stage are vulnerable and are involved in romantic relationships. Technology such as social media and other materials has impacted the lives of young people or teenagers in managing their own sexual health.

Sex Education is based on teaching and learning about a range of topics related to sex and sexuality exploring values, attitudes, beliefs and challenges about these topics along with gaining the skills that are needed to navigate relationships and manage one's own sexual health.

Human sexuality is a broad or big term that relates to everything about you that has to do with sex. It does not merely mean sexual intercourse. It does covers;

- The physical changes experienced during puberty
- Sexual feelings and thoughts
- The ways in which an individual relate to others of the same and opposite sex

Sex Health Education is also promoted through awareness and advocacy activities supported by business communities, national or international organizations conducted through in sports and other means. Sex Education is not only taught in schools or it is the responsibility of the school, everyone is responsible in one way or the other. The Health Department, Community Development and other community based organizations such as health centers, HIV/STI clinics etc. play an important role as well. These organizations provide information on issues such as;

- Human sexuality

- Sexual anatomy and activity
- Safe sex
- Sexual reproduction
- Age consents
- Sexual health
- Sexual behaviors
- Pregnancy
- HIV/AIDS
- Sexually Transmitted Diseases (STI)

### **Strand 3: Individual and Community Health**

Smoking or excessive intake of alcohol has an impact on the individual's physical health. A healthy lifestyle can be improved by avoiding negative or unhealthy behaviors and making healthy choices. Some benefits of adopting healthy lifestyles include;

- Minimize risk of illnesses and diseases
- An increased fitness level
- Increased participation and a greater enjoyment of life
- Healthy and improved relationships
- A positive sense of self and body image
- Feeling more productive and content
- Dealing with stress effectively

The environment in which we live in also can have a big impact on the level of health on the people living in different settings. For example, in big cities people's health is affected through air or water pollution etc. while in rural areas, they may be affected through natural disasters, poor living standards etc.

Diseases are grouped into two specific groups;

- Communicable
- Non communicable

Communicable diseases are passed from one person to another either through contact with an infected person or through the air. Non communicable diseases cannot be passed from one person to another. Non communicable diseases refer to chronic disease which last for long periods of time and practicing negative behaviors.

However, lifestyle diseases can be developed by making poor lifestyle decisions and practicing negative behaviors. Most young people put their health at risk by their decisions and choices in life.

Common lifestyle disease	Related lifestyle behavior
Cardiovascular disease e.g. stroke, heart attack	Smoking, eating fatty food, lack of physical activity
Diabetes – Type 1 and 2	Lack of physical activity Unhealthy food choices Overweight or obesity
Cancer – lung cancer, colorectal cancer	Smoking cigarettes Being overweight Eating a high-fat, low fiber diet

### What is Oral Cancer?

Cancer is defined as the uncontrollable growth of cells that invade and cause damage to surrounding tissue. Oral cancer appears as a growth or sore in the mouth that does not go away. Oral cancer, which includes cancers of the lips, tongue, cheeks, floor of the mouth, hard and soft palate, sinuses, and pharynx (throat), can be life threatening if not diagnosed and treated early.

### What Are the Symptoms of Oral Cancer?

The most common symptoms of oral cancer include:

- Swellings/thickenings,
- lumps or bumps,
- rough spots/crusts/or eroded areas on the lips, gums, or other areas inside the mouth.
- the development of velvety white, red or speckled (white and red) patches in the mouth
- unexplained bleeding in the mouth,
- unexpected numbness,
- loss of feeling or pain/tenderness in any area of the face, mouth or neck.
- persistent sores on the face, neck or mouth that bleed easily and do not heal within 2 weeks.

The person experience soreness or feeling that something is caught in the back of the throat. Difficulty chewing or swallowing, speaking or moving the jaw or tongue inside the mouth The development of velvety white, red, or speckled (white and red) patches in the mouth.

### What Is Lung Cancer?

Although lung cancer is the leading cause of cancer death in the U.S. in both men and women, both the occurrence of lung cancer and the deaths related to it can be reduced. More than four out of every five cases of lung cancer are associated with cigarette smoking. The cause-and-effect relationship has been extensively documented. During the 1920s, large numbers of men began to smoke cigarettes, presumably in response to increased advertising. Twenty years later, the frequency of lung cancer in men climbed sharply. In the 1940s, significantly more women became smokers. Twenty years later, there was a similar dramatic increase in lung cancer among women.

Lung tumors usually start in the spongy, pinkish gray walls of the bronchi – the tubular, branching airways of the lungs or the air sacs called alveoli.

### **Symptoms of Lung Cancer**

Symptoms include a cough (often with blood), chest pain, and wheezing and weight loss.

These symptoms often don't appear until the cancer is advanced.

## **Strand: 4 Food and Nutrition**

### **Food and Nutrients**

#### **Controlling diabetes with diet**

A *diabetes diet* recommends generous amounts of fruits, vegetables and fiber, following it is likely to reduce your risk of cardiovascular *diseases* and certain types of cancer. And consuming low-fat dairy products can reduce your risk of low bone mass in the future.

#### **Diabetes diet eating and physical activity**

Nutrition and Physical Activity are important parts of a Healthy lifestyle when you have diabetes. Along with other benefits following a healthy meal plan and being active can help you keep your blood glucose level also called blood sugar, in your target range. To manage your blood glucose level, you need to balance what you eat, how much you eat, and when you eat are all important in keeping your blood glucose level in the range that your health care recommends.

Eating well and being physical active most days of the week can help you;

- Keep your glucose level, blood pressure, and cholesterol in your diet range,
- Lose weight or stay at a healthy weight
- Prevent or delay diabetes problems
- Feel good and have more energy

#### **Choices of food for Diabetes**

Eat a variety of healthy foods from all food groups

1. Vegetables, fruits and grains
2. Protein and dairy foods
3. Healthy fats such as canola and olive oil
4. Nuts, seeds and avocado

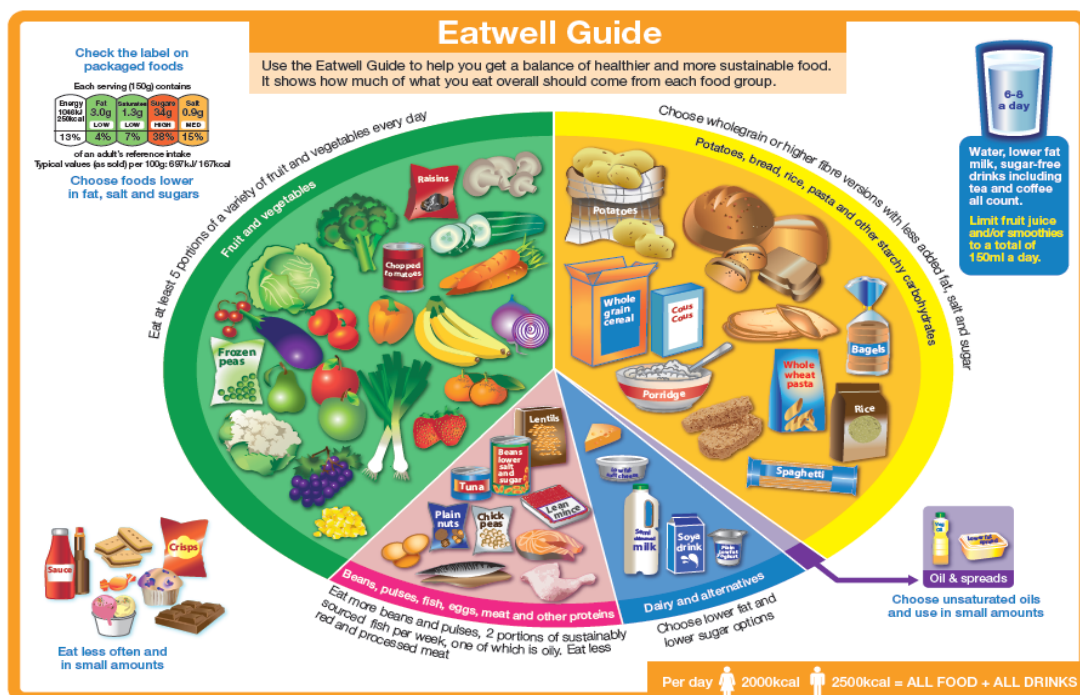
#### **Other diets**

- Atkins nutritional approach focuses on controlling the levels of insulin in the body through a low-carbohydrate diet
- The Zone diet burn fat and while still asleep. Eat all three food groups. Protein 30% fats 30% and carb
- Ketogenic diet eats fewer carbs with steady weight loss or stable energy levels.
- Vegetarian diet eats only vegetables plus eggs and dairy products
- Vegan diet do not use products from animals

- Weight Watchers diet eat high protein breakfast, avoid sugary drinks and fruit juice
- All Star Mediterranean diet – helps keep bones strong and slow to aging
- High protein diet supports an active lifestyle, as protein helps you build muscles and stay strong.
- Clean eating diet refreshes body with loads of vegetables, fruits, whole grains, chicken and avocado.

### Eat well guide

- Eat 5x A DAY.
- Base meals on starchy foods like potatoes, bread, rice or pasta.
- Have some dairy or dairy alternatives (such as soya drinks)
- Eat some beans, pulses, fish, eggs, meat and other protein



- Group 1:** Potatoes, bread, rice, pasta, and other starch carbohydrates
- Group 2:** Dairy foods and alternatives
- Group 3:** Beans, nuts, eggs, fish, meat, and other protein
- Group 4:** Eat at least five portion of variety of fruits and vegetables every day.

### Weight reducing diet tips

- Eat a high-protein breakfast
- Avoid sugary drinks and fruit juice
- Drink water a half hour before meals
- Choose weight loss-friendly foods (see list)
- Eat soluble fiber
- Drink coffee or tea
- Eat mostly whole, unprocessed foods
- Eat your food slowly

**Factors of obesity**

- Diet – Bad eating habits
- Exercise – Lack of Physical and Exercise
- Sleep – Lack of sleep
- Genetic- Obese parents having obese children
- Socio- Economic environment – Middle class children become obese due the tendency to eat snacks in between

**Chronic diseases and conditions**

- Alzheimer's disease and other dementias
- Arthritis
- Asthma
- Cancer
- Chronic Obstructive Pulmonary Disease (COPD)
- Cystic fibrosis
- Diabetes

**Signs and symptoms may include:**

- Fatigue
- Loss of memory or concentration
- Sore throat
- Enlarged lymph nodes in your neck or armpits
- Unexplained muscle or joint pain
- Headaches
- Non-refreshing sleep
- Extreme exhaustion lasting more than 24 hours after physical or mental exercise

**Tips to help you reduce your risk of food poisoning at home**

- Wash your hands before cooking or cleaning
- Wash worktops
- Clean dishes and utensils that have had any contact with raw meat, poultry, fish, or eggs
- Use separate chopping boards
- Keep raw meat separate.
- Store raw meat on the bottom shelf of the freezer
- Cook food thoroughly clean
- Eat food when warm
- Keep your fridge below 5C

**To prevent the spread of bacteria when preparing foods:**

1. Keep raw and ready-to-eat produce separate
2. Use different cutting boards, plates and utensils for fresh and raw produce
3. Wash your hands, worktops and utensils thoroughly after preparing raw meat, poultry, fish and eggs

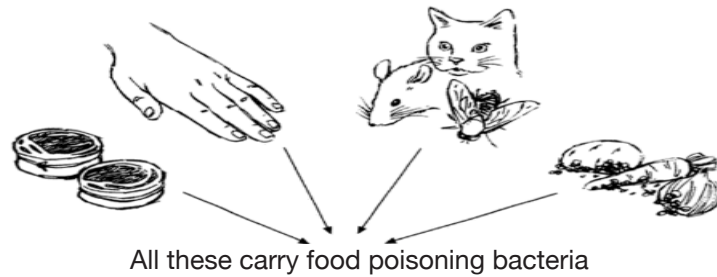
**Animals and insects**

Flies, rats, mice, birds, other insects and animals including pets frequently carry pathogenic bacteria in their intestines and on their feet and fur and must not be allowed to come into contact with food or equipment which will be used for food preparations.



**Soil, dust and refuse**

Soil contains spores of some of the pathogenic bacteria. Raw vegetables must therefore always be cleaned thoroughly in a section for further preparations. Refuse and waste food should be placed in a bin immediately. Bins in the food rooms should be emptied regularly.

**Transfer of bacteria**

Cross-contamination is the transfer of bacteria from contaminated source to an uncontaminated food (usually freshly cooked food). Bacteria are not able to move from one food to another by themselves. They can be transferred directly or indirectly. Indirect contamination relies on other things to transfer bacteria from food to food (vehicles of contamination).

**Examples of unhygienic food handling practices**

1. Using a chopping board, a working surface or other kitchen equipment for the preparation of raw and cooked foods without washing it thoroughly between each use
2. Using a knife or other utensil without washing it thoroughly between each use
3. The hands of a food handler which are not washed in between preparing different types of food, e.g. raw and cooked meat, or after touching any source of bacteria, e.g. the nose, mouth, hair pets

**There are 4 basic steps to food safety at home**

- Cleaning – making sure your hands and the surface are clean before, during and after cooking
- Storing – making sure foods are kept separate to prevent cross-contamination
- Preparing – knowing which foods are kept safe to wash and clean when preparing meals
- Cooking – making sure food is cooked throughout to kill harmful bacteria.

**Notes for lessons 14 and 15**

Sanitation and personal hygiene are important for keeping food safe. Healthy volunteers need to practice good personal hygiene and use clean surfaces, equipment, and utensils when preparing foods. People can carry pathogens internally and on their hands, skin and hair. Personal hygiene begins at home, with the essential elements for good hygiene being a clean body, clean hair and clean clothing. Hair in food can be a source of both microbiological and physical contamination.

Food handlers – personal hygiene tips. To prevent food poisoning using good personal hygiene, follow these tips: wash and dry your hands thoroughly before handling food, and wash and dry them again frequently during work. Dry your hands with a clean towel, disposable paper towel or under an air dryer.

### Cleanliness

Personal Hygiene	Kitchen Hygiene
<ul style="list-style-type: none"> <li>• Wash hands in warm, soapy water 20 seconds scrub</li> <li>• Wash before and after preparing food in the kitchen</li> <li>• Cover coughs and sneezes</li> </ul>	<ul style="list-style-type: none"> <li>• Clean and sanitize all surface and utensils in hot, sudsy water.</li> <li>• Dispose of garbage promptly</li> <li>• Change dish towels always</li> </ul>

### Food Spoilage

#### 1. What is Food spoilage?

Food spoilage means undesirable changes that have taken place in a food which have made it unfit to eat. Deterioration of food is caused by natural decay or contamination with microorganism.

#### 2. How to tell when food is spoilt?

Appearance – Look at the food carefully: Check if there is abnormal color change e.g. Spoilt beef darken in color. Bruised spot on rotten avocado, orange or mango. Check if there is any abnormal curd e.g.: curdling of spoilt milk.

Check if there are green, white, or blue spots on food surface. Moldy bread or sweet potato (kaukau) usually has green spots on their surface.

- Check canned food for signs of swelling or damage
- Taste and odor: Think about the normal taste and smell of the food. Throw it away as it really smells and tastes bad usually.
- Spoiled milk taste sour
- Rotten eggs are distinct and unpleasant smell.
- Feel and check if the texture of the food has changed e.g. Slimy texture on the meat

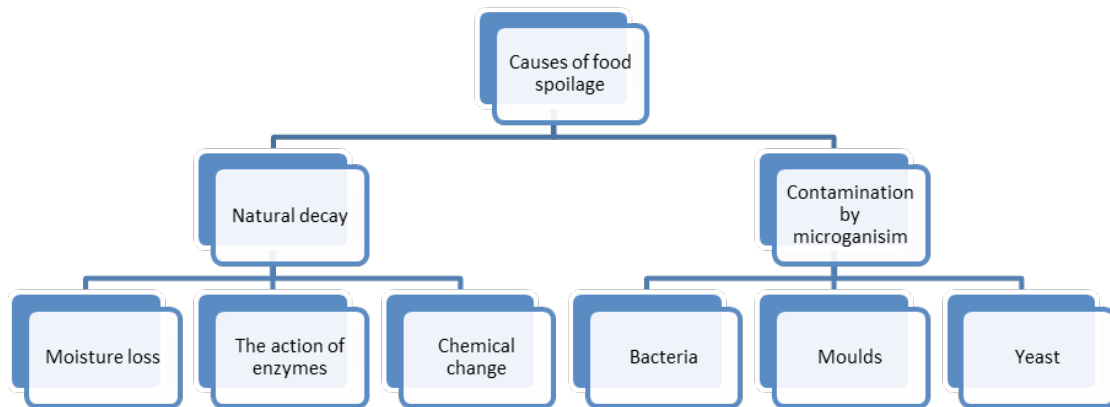
Natural Decay: Lost of moist. The leaves of the choy sun become limp and wilted.

### Actions of enzymes

When fruits or vegetables have been peeled off or cut the plant tissues release some enzymes which in the presence of oxygen from the air chemically react with the plant compounds to give brown pigment.

What are the causes of food spoilage? This refers to the undesirable changes that occur in the food due to the influence of air heat. Light and moisture foster the growth of microorganisms. Foods take different period of times to know their natural classified as perishable. (meat, fish, fruits and some vegetables) then semi perishable (eggs, onions, potatoes, carrots, beans) and non-perishable (nuts). Food is spoilt by the actions of a) micro-organism b) enzymes c) Insects.

## How does food spoil



Food preservation prevents the growth of microorganisms (such as yeasts), or other micro-organisms (although some methods work by introducing mild bacteria or fungi to the food), as well as slowing the oxidation of fats that cause rancidity.

Food preservation is the process of treating and handling food to stop or greatly slowdown spoilage (loss of quality, edibility or nutritive value) caused or accelerated by micro-organisms. Some methods, however, use nonthreatening bacteria, yeasts or fungi to add specific qualities and to preserve food (*refer to food spoilage*)

In the food there are millions of microorganisms present. Some are useful and some are harmful.

These micro-organisms produce some acids, enzymes as their metabolic products which lead to damage the food. The basic principle of food preservation is that keep food safe from agent of spoilage.

### Principles of food preservation

A good method of food preservation is one that slows down or prevents altogether the action of the agents of spoilage. Also, during the process of food preservation, the food should not be damaged. This method activates enzymes and thus, preserves the food.

### What are the methods for preserving food?

1. Drying/Dehydrating
2. Freezing
3. Smoking
4. Salting and pickling
5. Vacuum packing
6. Sugar
7. Canning and bottling
8. Lye
9. Jellying
10. Potting
11. Jugging
12. Burial in the ground
13. Vinegar pickling

Help kids thrive by using healthy eating habits. Good eating habits will help prevent illness in your family and promote good attendance at school. Healthy breakfasts each day and a balance of vegetables and fruits will help children concentrate at school. Visit [kidcentraltn.com](http://kidcentraltn.com) to learn more about healthy eating habits.

## Strand 5: Movement

### Nature of Physical Education

Physical education is an important component of the school curricula. The students must participate in a range of physical activities including body movement, fitness exercises and basic sports programs within the school curriculum. Physical activities are all lifestyle activities that promote physical development and other aspects such as cognitive, social and spiritual development. They are link to such activities as sports, recreation and other keep-fit programs including specific body movements. Safety rules and practices are vital components of these physical activities with respect and appreciation.

Physical Education and sports although closely linked together are not the same to some extent. Sport is structured and formalized physical activity involving competition or challenges against oneself or others with the aim of winning, while Physical Education is set of knowledge, skills, values and attitudes designed in the curriculum which is focused on the child's holistic development.

### Movement skills

Movement development is the process in acquiring and making perfect of the motor skills. It is the action body parts perform to move from one place to another and reverse. Movement behaviour is concerned with the control and coordination of movements. Movement development is the process individuals pass through in life.

Although a range of movement skills are performed they are categorised into three main types. These main categories are:

- loco motor skills - move from place to place or in a space
- non-locomotor skills - moving on the spot or a given space and
- manipulative skills - move with control and coordination in the accompaniment of objects/ equipment/ partner.

The theory knowledge and practices of performing movement skills acquired by students in the types of movements will add and enhance the movement knowledge acquired in the previous grades (3-5). Upon having the knowledge of different types of movements individuals are enabled to focus on the processes of learning specific skills development equally.

When performing movement there are key pointers involved and they are;

- space - movement is performed in space, a self or general space in different directions or pathways and levels
- time - timing is used to control how the moves either fast or slow,

- sudden, sustained or rhythmic,
- flow - movement flow is concerned with how the body moves through space
- force - there is effort placed on movement performing, this is known as the force and individuals can perform delicate or explosive movements.

Movement skills are performed for different purposes and are different from one another. The word skill may mean an action or movement as in skills of sport. It can be used to relate to how best a performance is. Movement skills are developed over time and have their own processes and sequences of actions to perform. The skills have different set of actions which are performed in sequence. These actions are all components of the particular skill. A set of movement's can be selected from the 3 categories to form a sequence of movement, backwards and forwards, along the floor, run, stop and run along movement pathways to form movement patterns or combine a movement skill from each category to form movement combination. These are key factors to set up games, offensive and defensive play patterns. They are all different and must be performed with caution at all times. The skills also build up self-esteem in various performances of game-skills by individuals as they are used in all sports, physical fitness and lifetime activities.

Participation in all skills activities for movement games or specific sport skills, safety must be cautioned at all times, self-learning strategies must be promoted, maintaining interests, giving regular feed backs, and maximising learning, performance by rules, techniques and tactics of the sport must be addressed. These are regarded as the principles of movements and game skills.

It must be understood that all individuals are different; therefore, certain personal factors are critical and must be considered before performing a wide range of movement skills for different purposes. These personal factors are genetics, growth and development, motivation and persistence, willingness and experiments, and disability. They mould and shape an individual to establish their foundations to excel in the sport of their choice and the level of completion they choose to pursue.

## Strand 6: Physical Activity

### Twelve (12) General Skills of Major Ball Sports

A total of 12 major ball handling skills elaborated in the table are drilled in Grades 6, 7 and 8 which are used in different ball sports. These ball sports have their rules and teachers are encouraged to teach the rules as well. Most of the balls handling skills are the same for all such as throwing, catching, passing etc. but have specific skills applied to use them for the different types of ball handling sports. Teachers must ensure that all students in Grade 7 must master at least some of the major ball skills in a specific ball sports well before they progress onto the next grade level.

1. Soccer skills	2. Rugby league skills
<ul style="list-style-type: none"> <li>- Dribbling</li> <li>- Trapping the ball (foot, thigh, chest)</li> <li>- Passing/kicking (inside of the foot, outside of the foot, the instep)</li> <li>- Stinking or shooting</li> <li>- Goal keeping</li> <li>- Tackling (standing tackle, slide tackle, throw in)</li> <li>- Heading</li> </ul>	<ul style="list-style-type: none"> <li>- Passing /Handling</li> <li>- Tackling</li> <li>- Running with the ball</li> <li>- Change of pace</li> <li>- Dummy pass</li> <li>- Kicking (drop pints, drop kick, grubber, goal kick)</li> <li>- Fending</li> <li>- Playing the ball</li> <li>- Scrummages</li> </ul>
3. Basketball skills	4. Volleyball skills
<ul style="list-style-type: none"> <li>- Triple threat position (shoot, pass or dribble)</li> <li>- Passing (chest pass, Bounce pass, overhead pass, one arm pass, baseball pass)</li> <li>- Catching</li> <li>- Dribbling</li> <li>- Shooting (set shot, jump shot, lay up)</li> <li>- Rebounding</li> <li>- Defense</li> </ul>	<ul style="list-style-type: none"> <li>- Passing (forearm, overhand, overhead)</li> <li>- Receiving</li> <li>- Setting</li> <li>- Digging</li> <li>- Serving (the underarm serve, the overhead serve)</li> <li>- Attacking (Hitting/Spiking)</li> <li>- Blocking (attack, defend)</li> </ul>
5. Netball skills	6. Softball skills
<ul style="list-style-type: none"> <li>- Passing/throwing (bounce pass, chest pass, hook pass, shoulder pass, flick pass)</li> <li>- Catching</li> <li>- Footwork</li> <li>- Dodging</li> <li>- Pivoting</li> <li>- Forward movement</li> <li>- Shooting</li> <li>- Stable body positioning</li> </ul>	<ul style="list-style-type: none"> <li>- Throwing (grip, overarm, underarm, sidearm)</li> <li>- Fielding (Infield, Outfield)</li> <li>- Batting (The grip, stance swing)</li> <li>- Bunting (grip, stance)</li> <li>- Base running (Rolling start, single base hit, doubles, triples and home run)</li> <li>- Pitching</li> <li>- Sliding</li> </ul>

7. Tennis skills	8. Cricket skills
<ul style="list-style-type: none"> <li>- Court movement</li> <li>- Ground strokes (the forehand, Backhand cues)</li> <li>- The volley (Forehand, backhand)</li> <li>- The serve</li> <li>- Smash or overhead</li> <li>- Footwork</li> <li>- The lob`</li> <li>- The approach shot</li> <li>- The drop shot</li> </ul>	<ul style="list-style-type: none"> <li>- Batting (the grip, stance swing)</li> <li>- Hand-eye coordination</li> <li>- Bowling (the grip, run up, release)</li> <li>- Fielding</li> <li>- Wicket – keeping</li> <li>- Throwing</li> <li>- Catching</li> <li>- Balance</li> </ul>
9. Rugby Union skills	10. Hockey skills
<ul style="list-style-type: none"> <li>- Ball handling skills (passing, receiving, catching, picking up the ball, making the ball available)</li> <li>- Kicking skills ( the punt kick, the drop kick, drop kick, goal kick)</li> <li>- Tackling</li> <li>- The scrummages</li> <li>- The maul (sealing off, quick transfer)</li> <li>- Footwork agility</li> <li>- The ruck</li> <li>- The lineout</li> </ul>	<ul style="list-style-type: none"> <li>- Grip</li> <li>- Dribbling (ball carrying)</li> <li>- Trapping</li> <li>- Passing (The push, the hit, the flick, the scoop)</li> <li>- Hitting and sweep hitting</li> <li>- Tacking (jab tackle, combination tackling)</li> <li>- Lifting the ball (forehand flick, reverse flick, flip/dinks)</li> <li>- Penalty corner(pull out/drag, trap, stick stop)</li> </ul>
11. Handball Skills	
<ul style="list-style-type: none"> <li>- catching the ball</li> <li>- throw-up's catch</li> <li>- passing - overhand pass, strokes, (underarm, overarm, sidearm)</li> <li>- shooting</li> <li>- receiving</li> <li>- dribbling</li> <li>- feint movement</li> <li>- offensive and defensive movement</li> </ul>	
12. Touch	
<ul style="list-style-type: none"> <li>- Passing (Running pass, lateral pass, half pass, (long ball), half pass (pop), dummy pass, spiral pass)</li> <li>- Effecting a touch (attacker (dump/roll ball)</li> <li>- Scoring a touch down</li> <li>- Effecting a touch (defender)</li> <li>- Scoop</li> </ul>	

### Warm up and cool down exercise in games and sports

A warm up gently prepare the body's cardiovascular system by rising the body temperature and increasing blood flow to your muscles before any exercise or physical activity. Stretching the muscles prepares the body for physical activity and prevents injuries. While cooling down after any physical activity such as games allows a gradual recovery of heart rate and blood pressure. Warm up and cool down exercises include;

- walking or running on the spot
- stretching
- jogging

Teachers are encouraged to take 5-10 minutes to conduct warm up and

cool down activities in their practical lessons before students participate in any physical activities such as games or sports and after the games.



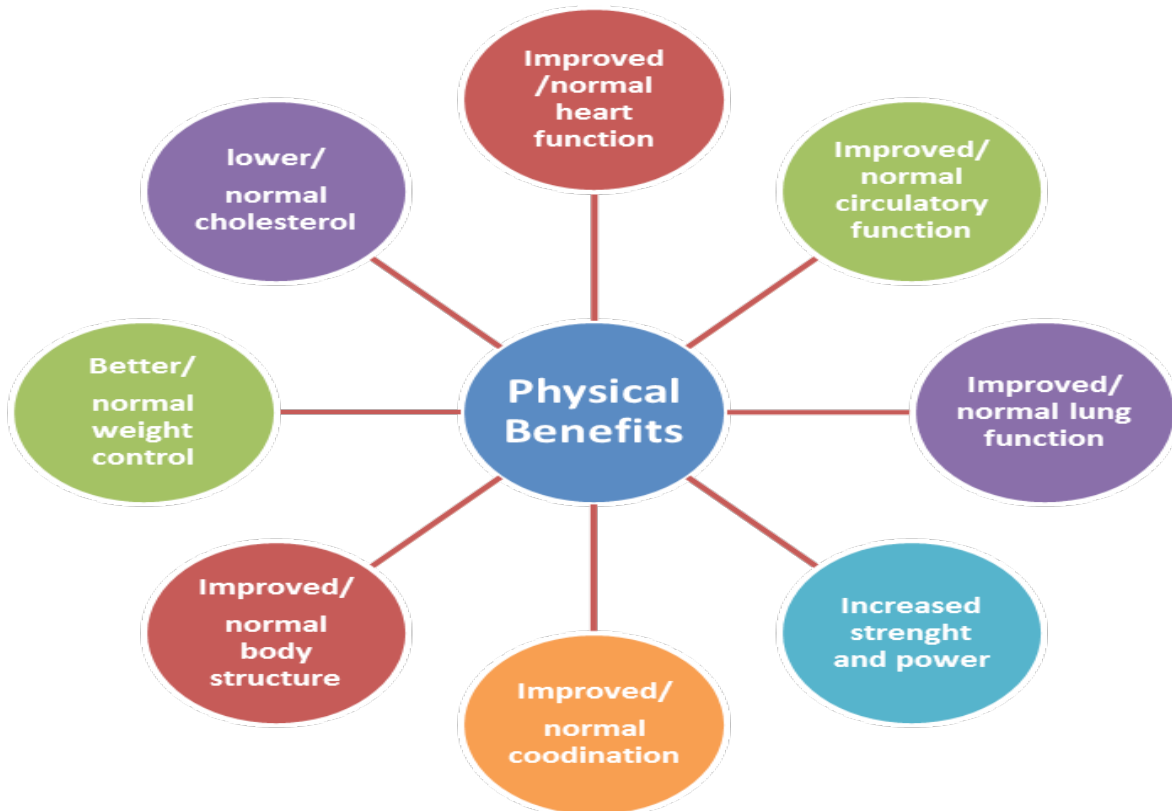
## 1. Swimming

Aquatic sports refer to competitive swimming movements and styles on and under water. Swimming is an activity that opens the door to other aquatic sports such as water skiing, diving, rowing, surfing, sailing, scuba diving, snorkeling and others. There are various styles of swimming in different swimming competition such as; back stroke, butterfly stroke, free style etc. However, it is a challenging content to teach and also risky depending on the context and teacher's competence of the subject. It is important to teach water safety rules and First Aid measures before any swimming lessons conducted at the swimming pool, lake, pond, river or sea. Ensure that students master basic swimming skills and water safety or survival skills in order to participate in any swimming competitions. It is recommended for children and adults to learn to swim in order to be safe in and around the water and, also to have fun or enjoyment.

## 2. Lifestyle and Fitness

A balanced lifestyle such as rest or sleep, eating healthy food, practicing healthy habits as well as physical activities is the foundation of good health. The various activities, amount of time and the choices has an impact on the overall health of a person. Fitness not only has an advantage on our physical health but also on our mental, spiritual, social and emotional health.

### Some physical health benefits of being physically active



### 3. Athletics and ball sports

Athletics provide variety of opportunities to engage students in natural activities such as running, jumping and throwing. These movement activities occur naturally and in formal play situations. They develop the techniques of running, jumping and throwing as they progress through elementary, primary school and secondary school.

Running activities challenge student performances by running faster or by running over a longer distance. Jumping activities provide opportunities for students to explore various jump techniques for height and distance. In throwing activities, the student use implements of different shapes and weights and develops a variety of throwing techniques for accuracy and distance.

### 4. Various standard sports

**Table of some categories of various sports**

Name of sports	Descriptions
Invasion sports	<b>Goal throwing</b> - Team sports played using ball handling skills and goal between two teams such as basketball and netball. Also known as ball and ring sports.
	<b>Goal striking</b> - Team sports played using ball handling skills and goal between two teams such as soccer, hockey, Australian Football League (AFL).
	<b>Try /Touch down scoring</b> - Team sports played using ball handling skills and goal between two teams such as rugby league, rugby union and touch.
Net sports	<b>Individual net sports</b> - includes tennis, table tennis, badminton. Also known as racket and net sports
	<b>Team net sports</b> - includes volleyball, beach volleyball. Also known as court and net sports.
Batting and fielding	Team sports using ball and bat such as cricket, softball and baseball.
Aquatic sports	Sports played or performed in or on water such as water skiing, diving, and snorkeling, rowing, surfing, sailing, scuba diving and others
Athletics	<b>Field throwing</b> - includes individual games or events such as discus, javelin, shot put, hammer throw.
	<b>Field jumping</b> - includes individual games or events such as long jump, triple jumps, high jump and pole vault
	<b>Track</b> - includes sprints in 100m, 200m & 400m, distance in 800m, 1500m, 5000m and 10 000m. Relays in 4x100m and 4x 400m

### Health & Physical Education career pathway

Teachers and parents play a very vital role and must support the students in education and career/life planning by providing them with learning opportunities. Students begin to ask few questions such as,

- Who am I?
- What are my opportunities?
- Who do I want to become?
- What is my plan for achieving my goals?

These allow them to apply subject-specific knowledge and skills to work-related situations; explore subject-related education and career/life options; and become competent, self-directed planners. The expectations in Health & Physical Education programs, particularly the living skills expectations, provide opportunities to relate classroom learning to education and career/life planning that will prepare students for success in school, work and life. Developing self-awareness as part of personal skills links closely to the question “Who am I?” The living skills expectations that relate to critical and creative thinking support decision making, goal setting, and planning for transitions – all of them are important aspects of career/life planning.

### **Basic sports administration**

In any sports organization administration and management is important for the organization. There are various roles and responsibilities performed by events officials such as;

- Judges
- Timekeepers
- Starter
- Marshals
- Announcer
- Manager
- Referees
- Umpires
- Scorers
- Bench officials
- Field event officials
- Coaches
- Volunteers
- Sports doctor etc.

There is a range of sporting clubs from the highest to the smallest. Most sporting clubs are run by a committee of people who carry out necessary functions such as;

- President
- Vice president
- Secretary
- Treasurer

This committee runs and manages the clubs or any sporting organizations.

# Guided Lessons

The guided lessons are sample lessons developed from the benchmarks which are derived from the content standards prescribed in the syllabus. The teacher is given an option to either follow the guided lesson to teach or use the guided lesson sample to plan his or her own lessons depending on their different context and the students learning needs.

## Suggested yearly lesson titles

The guided lesson titles are to guide and direct the teacher to teach the content of the lesson in a sequential manner providing appropriate students learning activities. The lesson titles are suggested and can be modified to suit your students' needs and context. Teachers are encouraged to keep the sequenced lesson titles and ensure that all the lessons are delivered each week throughout the term.

Terms	Weeks	Strand	Unit	Content Standard	Lesson Numbers & Titles
One (1)	1	<b>School and Class Orientations</b>			
	2	1. Safety	1. Safety in sports and First Aid	7.1.1	1. Injury prevention factors and strategies Guided Lesson
				7.1.1	2. First Aid and Treatment
				7.1.1	3. Situations that can cause injuries
				7.1.1	4. Survey of injuries
	3	2. Growth and Development	1. Human Development, Growth and Sexuality	7.2.1	1. The Skeletal System and its functions
				7.2.1	2. How to care for the Skeletal System
				7.2.1	3. The Muscular System and its function
				7.2.1	4. How to care for the Muscular System
	4	3. Individual and Community Health	1. Health and Safety	7.3.1	1. Understanding the concept of health
				7.3.1	2. Differences in the perceptions of health
				7.3.1	3. The benefits of healthy lifestyle
				7.3.1	4. Factors affecting health
	5	4. Food and Nutrition	1. Food and Nutrients	7.4.1	1. Let's look at Nutritional facts
				7.4.1	2. Diet for diabetes and other diseases
				7.4.1	3. Other food diets
				7.4.1	4. Daily food requirements

Terms	Weeks	Strand	Unit	Content Standard	Lesson Numbers & Titles
Two (1)	6	5. Movement	1. Basic Movements and concepts	7.5.1	1. Movement Combinations
				7.5.1	2. Movement patterns and concepts
				7.5.1	3. Movement sequences and body positioning
				7.5.1	4. Movement directions and pathways
	7	6. Physical Activity	1. Games and Sports	7.6.1	1. Ball handling – Fielding and Batting: Softball rules (1)
				7.6.1	2. Ball handling - Fielding and Batting: Softball skills (2)
				7.6.1	3. Ball handling - Fielding and Batting: Applying softball rules and skills in a game (3)
				7.6.1	4. Ball handling - Goal Throwing: Basketball rules (1)
	8	1. Safety	1. Safety in sport and First Aid	7.1.1	5. Injuries from motor and games
				7.1.1	6. First aid procedures
				7.1.2	7. Causes and conditions of injuries
				7.1.2	8. Performing CPR
	9	2. Growth and Development	1. Human Development, Growth and Sexuality	7.2.1	5. The Circulatory System and its functions
				7.2.1	6. How to care for the Circulatory System
				7.2.1	7. Misconceptions about the muscular and Circulatory systems
				7.2.2	8. Challenges teenagers face with growth changes
	10	<b>Assessment, Recording and Reporting Week</b>			

Terms	Weeks	Strand	Unit	Content Standard	Lesson Numbers & Titles
One (2)	1	<b>Planning and preparation</b>			
	2	3. Individual and Community Health	1. Health and Safety	7.3.1	5. Disease prevention
				7.3.1	6. Communicable diseases
				7.3.1	7. Common health issues in the school and the community
				7.3.1	8. Personal health and hygiene promotion strategies
	3	4. Food and Nutrition	1. Food and Nutrients	7.4.1	5. Weight reducing diet
				7.4.1	6. Consequences of irregular meals
				7.4.1	7. Causes of obesity
				7.4.1	8. Anorexia Nervosa (eating disorder) intense fear of gaining weight. energy intake restrictions)
	4	5. Movement	1. Basic Movements and concepts	7.5.1	5. Move and change direction with same force
				7.5.1	6. Move with speed and force
				7.5.1	7. Manipulative skills and space concepts
				7.5.1	8. Manipulative skills – body concept
	5	6. Physical Activity	1. Games and Sports	7.6.1a	5. Ball handling –Goal Throwing: Basketball skills (2)
				7.6.1a	6. Ball handling - Goal-Throwing: Applying basketball skills (3)
				7.6.1	7. Ball handling - Goal Striking: Hockey rules (1)
				7.6.1	8. Ball handling – Goal Striking: Hockey skills (2)
	6	1. Safety	1. Emergency and Risky Behaviour	7.1.2	9. Emergency safety procedures
				7.1.2	10. Positive risk taking situations
				7.1.2	11. Negative risk taking situations
7.1.2				12. Avoiding risk taking	

Terms	Weeks	Strand	Unit	Content Standard	Lesson Numbers & Titles	
Two (2)	7	2. Growth and Development	1. Human Development, Growth and Sexuality	7.2.2	9. Teenage pregnancies and consequences	
				7.2.2	10. People who can help teenagers cope with growth changes	
				7.2.2	11. Effects of emotions on relationships	
				7.2.2	12. Effects of emotions on physical health	
	8	3. Individual and Community Health	2. Alcohol and Substance Abuse	7.3.2	9. Classification of drug use	
				7.3.2	10. Influences on drug use	
				7.3.2	11. Effects of drug use on health and wellbeing	
				7.3.2	12. Prevention strategies to avoid addictive substances	
	9	4. Food and Nutrition	2. Food and Hygiene	7.4.1	9. Chronic disease	
				7.4.2	10. What is food poisoning	
				7.4.2	11. Rules to avoid food poisoning	
				7.4.2	12. Resistance and carrier of food poisoning	
	10	<b>Assessment, Recording and Reporting Week</b>				

Terms	Weeks	Strand	Unit	Content Standard	Lesson Numbers & Titles
Three (3)	1	<b>Planning and preparation</b>			
	2	5. Movement	2. Movement and game skills	7.5.1	9. Defensive play skills 1
				7.5.1	10. Defensive play skills 2
				7.5.1	11. Offensive play skills 1
				7.5.1	12. Offensive play skills 2
	3	1. Safety	2. Emergency and Risky Behavior	7.1.2	13. Risk environment
				7.1.2	14. Risk Behaviours – What are they
				7.1.2	15. Learning to avoid risks
				7.1.2	16. Physical activities and levels of risks
	4	2. Growth and Development	2. Relationship	7.2.2	13. Negative effects of emotions on decision making and safe sexual behaviors
				7.2.3	14. Talking with family members about relationships
				7.2.3	15. Talking with trustworthy people and peers about relationships
				7.2.3	16. Distorted and misleading media messages about relationships
	5	3. Individual and Community Health	2. Alcohol and Substance Abuse	7.3.2	13. Positive communication strategies in avoiding risky situations (1)
				7.3.2	14. Legal and economic consequences of drug use (1)
				7.3.2	15. Effects of other people's drug use (1)
					16. Revision
	6	4. Food and Nutrition	2. Food and Hygiene	7.4.2	2. The nutritional meals
				7.4.2	3. Basic safe hygiene methods
				7.4.2	4. Causes of food decay
7.4.2				5. Reasons for preservations	



Terms	Weeks	Strand	Unit	Content Standard	Lesson Numbers & Titles	
Three (3)	7	5. Movement	2. Movement and game skills	7.5.2	13. Body positioning in play	
				7.5.2	14. Movement patterns and body positions	
				7.5.2	15. Movement sequences and body positions	
				7.5.2	16. Review lesson – Body in play	
	8	6. Physical Activity	6. Lifestyle and fitness for health	7.6.1	13. Athletics – Throwing events 1	
				7.6.1	14. Athletics – Jumping events 1	
				7.6.1	15. Athletics - Track events 1	
				7.6.1	16. National and international sporting events and heros	
	9	2. Growth and Development	2. Relationship	7.2.3	7. Setting personal boundaries and values in a dating relationship-	
				7.2.3	8. Respecting personal boundaries of others in a relationship	
				7.2.3	9. Setting personal boundaries and values in a dating relationship - Guided Lesson	
				7.2.3	10. Revision	
	10	<b>Assessment, Recording and Reporting Week</b>				

Terms	Weeks	Strand	Unit	Content Standard	Lesson Numbers & Titles
Four (4)	1	<b>Planning and preparation</b>			
	2	1. Safety	2. Emergency and Risky Behavior	7.1.2	17. Influences of risk behaviours
				7.1.2	18. Risky and harmful physical activities
				7.1.2	19. Sports and risk behaviour
				7.1.2	20. Revision
	3	4. Food and Nutrition	2. Food and Hygiene	7.4.2	17. Principles of preserving
				7.4.2	18. Principles of preserving - excursion/Awareness
				7.4.2	19. Practical lesson on preserving
				7.4.2	20. Follow up
	4	5. Movement	2. Movement and Game Skills	7.5.2	17. Game skills and team sports
				7.5.2	18. Game skills and individual sports
				7.5.2	19. Game skills for releasing equipment
				7.5.2	20. Game skills for receiving equipment
	5	6. Physical Activity	2. Lifestyle and fitness for health	7.6.2	17. Active an inactive lifestyle activities
				7.6.2	18. How the body works during fitness activities
				7.6.2	19. Benefits of fitness at home for all
				7.6.2	20. Ways on improving fitness challenges
	6	5. Movement	2. Movement and Game Skills	7.5.2	21. Change position while in play
				7.5.2	22. Manipulative skills and body control
				7.5.2	23. Movement responses and equipment
				7.5.2	24. Body position change and control

Terms	Weeks	Strand	Unit	Content Standard	Lesson Numbers & Titles	
Four (4)	7	2. Growth and Development	2. Relationship	7.2.3	21. Setting personal boundaries and values in a dating relationship - Awareness/Guest Speaker	
				7.2.3	22. Respecting personal boundaries of others in a relationship - Awareness/Guest Speaker	
				7.2.3	23. Setting personal boundaries and values in a dating relationship - Awareness/Guest Speaker	
				7.2.3	24. Revision	
	8	3. Individual and Community Health	2. Alcohol and Substance Abuse	7.3.2	21. Positive communication strategies in avoiding risky situations - Awareness/Guest Speaker	
				7.3.2	22. Legal and economic consequences of drug use - Awareness/Guest Speaker	
				7.3.2	23. Effects of other people's drug use - Awareness/Guest Speaker	
					24. Revision	
	9	<b>Assessment, Recording and Reporting week conclusion</b>				
	10	<b>Close of school year</b>				

## Guided Lesson Template

The guided lesson template is used across Grades 6, 7 and 8. The guided lesson shows how the guided lessons can be planned and is given for your reference below.

### Sample Guided Lesson

Strand: \_\_\_\_\_

Unit : \_\_\_\_\_

Lesson Title: \_\_\_\_\_

Content Standard: \_\_\_\_\_

Benchmark(s): \_\_\_\_\_

Lesson Objective: \_\_\_\_\_

Assessment Task \_\_\_\_\_

Materials: \_\_\_\_\_

#### Teaching Content

Knowledge	Skills	Attitudes/Values

#### Teacher's Notes

#### Teaching and Learning Activities

Part of the Lesson	Teachers Activity	Students Activity
Introduction		
Body		
Conclusion		

Teacher's Reflection \_\_\_\_\_

Reference: \_\_\_\_\_

## Sample Guided Lesson

## Strand 1 - Safety

**Strand 1:** Safety**Unit 1:** Safety in sports and first aid**Lesson Title:** Injury prevention factors and strategies**Lesson No:** 01

**Content Standard: 7.1.1** Students will be able to determine that chances of injuries occurring are high when performing complex motor and game skills, therefore having prior knowledge of injury prevention strategies and comprehending first aid procedures are important

**Benchmarks:**

**7.1.1.1** Know injury prevention strategies and apply them in appropriate play game situations

**7.1.1.2** Recognize a risky behaviour in an emergency situation and take action to reduce harm

**Lesson Objective:** By the end of the lesson the students will be able to;

- demonstrate a first aid procedure with a friend or a dummy list the steps to performing CPR or EAR and use the first aid procedure in appropriate context.

**Assessment Task:** Nil**Materials:** Dummy for practice of CPR**Content**

Knowledge	Skills	Attitudes /Values
<ul style="list-style-type: none"> <li>• Common first aid procedures</li> <li>• Process steps of first aid procedure</li> </ul>	<ul style="list-style-type: none"> <li>• Handling injured</li> <li>• Demonstrate first aid process steps</li> <li>• Describe process step</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperate with others</li> <li>• Encourage friends</li> <li>• Share equipment and views for caring for injured</li> </ul>

**Teachers Notes:**

First aid is very important. It is the first stage of saving a life from life threatening conditions of injuries, that may build on from injuries in sports or other physical activities. The common first aid procedure is one way you can use to minimise injuries from developing into serious conditions.

## Teaching and Learning Activities

Part of the Lesson	Teachers Activity	Students Activity
<b>Introduction</b>	Do these: <ul style="list-style-type: none"> <li>• Prepare handout on 3 possible first aid procedures CPR, EAR, DRABC</li> <li>• Guest from St. Johns or a trained personnel to demonstrate the processes in the procedures</li> </ul>	Do these: <ul style="list-style-type: none"> <li>• Discuss the</li> <li>• Initials of the procedures listed</li> <li>• observe the demonstrations conducted by experts</li> </ul>
<b>Body</b>	Do these: <ul style="list-style-type: none"> <li>• Organise students into groups for practice</li> <li>• Do trial demonstrations for students with experts</li> </ul>	Do this: <ul style="list-style-type: none"> <li>• Follow instructions of visiting fist aid workers</li> <li>• Practice the steps as instructed by the expert</li> <li>• Drill the procedure steps demonstrate the one of the first aid procedures</li> </ul>
<b>Conclusion</b>	Do this; <ul style="list-style-type: none"> <li>• Commend the experts for their sessions</li> <li>• Encourage students to visit St Johns Centre or trained personnel.</li> </ul>	Students respond: <ul style="list-style-type: none"> <li>• Voluntary groups to demonstrate a process of the first aid procedure</li> </ul>

**Teacher's Reflection**

Generally, summarise the importance of saving lives where there is no medical expert on site of injury or accident. Point out;

- Positive behaviour when applying first aid procedure
- Moving of injured person
- Resources for use in different first aid procedures.

**Reference:** Sport Lifestyle & Receptions (Heinemann 2004 Edition) Page 56-64

## Sample Guided Lesson

## Strand 2 - Growth and Development

**Strand 2:** Growth and Development**Unit 2:** Relationship**Lesson Title:** Setting personal boundaries and values in a dating relationship**Content Standard: 7.2.3** Students will be able to examine the characteristics of a caring and healthy relationship and identify strategies for developing, fostering and maintaining it**Benchmarks:****7.2.3.2** Explain how to maintain and manage healthy dating relationships**7.2.3.3** Analyse the characteristics of caring and healthy relationships**7.2.3.4** Critically reflect on the characteristics of uncaring relationship and suggest ways of transforming these characteristics to create and sustain a healthy relationship**Lesson Objective:**

By the end of the lesson the students will be able to;

- identify personal boundaries and personal values in a dating relationship
- analyse the consequences of not setting personal boundaries and not having clear personal values in a dating relationship

**Assessment Task:**

- This assessment task must be given after the lesson is taught
- See Assessment Task Description in the assessment, reporting and recording section

**Materials:**

Knowledge	Skills	Attitudes /Values
<ul style="list-style-type: none"> <li>• Personal boundaries in a dating relationship for example when to go for date, who to date, certain people to get approval from to go for a date, how long one should be out on a date, what sort of activities to agree to for a date</li> <li>• Personal values in a dating relationship that communicates their personal boundaries to the person taking them out on a date</li> <li>• Knowing when to start a relationship and when to end it</li> <li>• Knowing when to say yes and no to go out on a date</li> <li>• Identify signs and queues that it is the right time to start or end a relationship e.g. feeling of being exploited or personal space being intruded</li> </ul>	<ul style="list-style-type: none"> <li>• Communicating clearly and effectively your boundaries in a dating relationship especially to the person taking you out on a date</li> <li>• Listening carefully to the requests made by the person asking them out on a date</li> <li>• Asking for clarification for messages not clearly communicated by their dates</li> </ul>	<ul style="list-style-type: none"> <li>• Being honest of non-verbal actions that are used to communicate personal boundaries</li> <li>• Self-awareness of situations or actions that makes you feel your personal boundaries are being trespassed</li> <li>• Sensitivity to their own emotions if they feel their personal boundaries have been intruded in a date</li> <li>• Cautious and being self-aware of</li> </ul>

### Teachers Notes for the activity in the lesson: Scenario

Your childhood friend has asked you out on a date. You have agreed to go out with him/her. She/he has suggested that you go alone to the movies.

### Teaching and Learning Activities

Part of the Lesson	Teachers Activity	Students Activity
<b>Introduction</b>  5 mins	<ol style="list-style-type: none"> <li>1. Introduce the lesson title</li> <li>2. Ask students to turn to a friend they feel comfortable working with. Allow students to move places to work with who they will be comfortable with in this lesson.</li> <li>3. Ask the students to discuss with their friend this questions:             <ol style="list-style-type: none"> <li>a. How would you feel if your childhood friend asked you out on a date?</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Choose a friend they feel comfortable working with. They can move places if they wish to.</li> </ol>
	<ol style="list-style-type: none"> <li>a. How would you feel if your childhood friend asked you out on a date?</li> </ol>	<ol style="list-style-type: none"> <li>2. Work in pairs and discuss the given question</li> </ol>



Part of the Lesson	Teachers Activity	Students Activity
<p><b>Body</b></p> <p>30 mins</p>	<p><b>Activity: Group or in Pairs</b></p> <ol style="list-style-type: none"> <li>1. Ask students to answer the following questions based on the scenario provided in the Teachers notes for the Lesson                             <ol style="list-style-type: none"> <li>a. Identify and describe some personal boundaries and values that you would like to communicate to your date.</li> <li>b. Identify both good and bad things that are most likely to happened to you if you decide to go alone with your date</li> <li>c. Do you think it is a good idea to go alone with your date to the movies? Why or why not?</li> <li>d. What happens if you cannot communicate effectively and clearly your personal boundaries and values to you date on your first date?</li> </ol> </li> <li>2. Ask students to present or report their discussions to the class</li> <li>3. Allow students to ask questions to their peers after their presentations</li> </ol>	<p>In pairs or groups discuss and provide responses to the questions provided</p> <p>Report their discussions</p> <p>Question and try to debate their peers points of view</p>
<p><b>Conclusion</b></p> <p>5mins</p>	<p>How would you feel if your date has disrespected your personal boundaries during your date, even after you have clearly communicated them?</p> <p>How would you feel if your date or was inconsiderate of your personal boundaries and disrespected you?</p> <p><b>Concluding Notes:</b> Emphasize on the KSAVs most important for this lesson</p>	<p>Allow for quick responses from the class</p>

**Teacher's Reflection**

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**Strand 3:** Individual and Community Health    **Unit 1:** Health and Hygiene**Lesson Title:** Disease prevention

**Content Standard: 7.3.1** Students will be able to investigate health issues that have an impact on people and analysis data from reliable sources

**Benchmark: 7.3.1.2.** Investigate factors that affect people's health (for example, genetics, environment, lifestyle, lifestyle diseases, and medical conditions) and evaluate the impact.

**Lesson Objective:** By the end of the lesson the students will be able to;

- identify different types of diseases
- Identify the signs, symptoms and risk factors and discuss ways to prevent these diseases.

**Materials:** notes on lung cancer & oral cancer either on charts, A4 papers or other resources like books, pictures, posters.

Knowledge	Skills	Attitudes /Values
<b>Types of life style diseases.</b> E.g.: cancer, Oral cancer, Lung cancer	<b>Research and identify</b> <ul style="list-style-type: none"> <li>• Identify different types of life style diseases</li> <li>• Identify the signs, symptoms and risk factors for health conditions common in young people</li> </ul>	<ul style="list-style-type: none"> <li>• Be considerate in personal health and safety at all times.</li> </ul> Care for personal health and safety

**Teaching and Learning Activities**

Part of the Lesson	Teachers Activity	Students Activity
<b>Introduction</b>	<b>Question:</b> How do you think lifestyle diseases come to people? Explain what lifestyle disease is.	Students quickly discuss answers in pairs and report back to whole class.
<b>Body</b> Activity 1	Teacher asks students to identify and list some common lifestyle diseases and their symptoms that are in their community	Students get into groups of 4 and list all the diseases and symptoms that are found in their community

Part of the Lesson	Teachers Activity	Students Activity												
Activity 2	Inform students that they will discuss how people get mouth/oral cancer and lung cancer	Students fill in a table with their responses. <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Disease</th> <th>Causes</th> <th>Symptoms</th> <th>Prevention method</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Disease	Causes	Symptoms	Prevention method								
Disease	Causes	Symptoms	Prevention method											
Activity 3.	Teacher gives some handout notes on lifestyle diseases, (lung & oral cancer) ways of getting them and ways of preventing.	Students will read through and compare their answers on charts.												
<b>Conclusion</b>	Use students' answers to fill table on the board Give short summary notes. Teacher asks students to write one rule they can try to follow after learning about these diseases.	Students copy notes. Students can write something about being careful, being health conscious, etc...												

**Teacher's Reflection**

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**Sample Guided Lesson**

**Strand 4 - Nutrition**

**Strand 4:** Nutrition

**Unit 2:** Food Hygiene

**Lesson Title:** Rules to avoid food poison

**Content Standard: 7.4.2** Students will be able to examine rules for avoiding food poisoning and probe the resistance and carriers to the diseases of food poisoning.

**Benchmarks:**

**7.4.2.1** Identify and examine the rules for avoiding food poisoning

**7.4.2.2** Analyze the causes of food poisoning and propose preventive measures to improve the situations experienced

**Lesson Objective:** By the end of the lesson the students will be able to;

- Describe how to maintain high hygiene standard and apply hand hygiene in food preparation.
- Explain how to keep food safe and cook meat well to avoid poisoning.

**Materials:** Poster of hand wash, pictures and list of catering embellishments. Rules to avoid food poisoning.

Knowledge	Skills	Attitudes /Values
<ul style="list-style-type: none"> <li>• Maintain high hygiene standard cooking and cleaning</li> <li>• Thorough cooking of meat and avoid eating warm food and keep all food covered</li> <li>• Hand hygiene using detergent</li> </ul>	<ul style="list-style-type: none"> <li>• Describe high hygiene standard</li> <li>• Explain how to keep food safe</li> <li>• Demonstrate hand hygiene</li> </ul>	<ul style="list-style-type: none"> <li>• Being careful when handling food</li> <li>• Being health conscious</li> </ul>

### Teachers Notes:

Six simple steps to avoid food poisoning:

1. Wash hands thoroughly when cooking, cleaning and handling food.
2. Hygienic kitchen with clean equipment when preparing food.
3. Wash all vegetables and fruits.
4. Make sure meat is thoroughly cooked and well done.
5. Serve food immediately and avoid eating warm food.
6. Store ingredients and food at the correct temperature. Throw food rubbish into the bio-waste.

### Teaching and Learning Activities

Part of the Lesson	Teachers Activity	Students Activity
<b>Introduction</b>	<p><b>Question:</b> Why is it essential to maintain high hygiene standard in, catering establishments and household kitchens?</p>	<p><b>Answer:</b> These are places where frequent food preparation is taking place. If not cleaned well bacteria and germs will breed and spread.</p>
<b>Body</b>	<p><b>Activity 1: Maintain high hygiene standard</b></p> <ul style="list-style-type: none"> <li>• The students will be informed that there are certain places that need to maintain hygiene standard.</li> </ul> <p><b>Activity 2: Thorough cooking of meat</b></p> <ul style="list-style-type: none"> <li>• In catering establishments such as shops, hotels and in household cooking, make sure that meat is prepared and done well for eating.</li> <li>• Display certain places for catering to students.</li> </ul> <p><b>Activity 3: Hand hygiene using detergent</b></p> <ul style="list-style-type: none"> <li>• Show the poster of hand washing to them.</li> <li>• Why do they wash hands?</li> <li>• Name the products used for cleaning hands.</li> </ul>	<p><b>Describe high hygiene standard in cooking, cleaning and handling food</b></p> <ul style="list-style-type: none"> <li>• Name places that need to maintain hygiene standard such as catering places.</li> <li>• How can these places maintain cleanliness?</li> </ul> <p><b>Explain how to keep food safe</b></p> <ul style="list-style-type: none"> <li>• Name and discuss these places where food such as meat is prepared and how to make sure it is clean and safe to eat.</li> <li>• How food is kept safe for eating to avoid dirt and germs.</li> </ul> <p><b>Demonstrate hand hygiene</b></p> <ul style="list-style-type: none"> <li>• Discuss on the importance of hand washing when handling food referring to picture shown.</li> <li>• Gather into groups of five to show proper ways of hand wash when handling different types of food to avoid food poison.</li> </ul>
<b>Conclusion</b>	<ul style="list-style-type: none"> <li>• Go through the summary notes on rules to avoid food poison.</li> <li>• Provide feedback to the student's</li> </ul>	<ul style="list-style-type: none"> <li>• Students respond to discussions on the summary.</li> <li>• Copy the notes rules to avoid food poison.</li> </ul>

### Teacher's Reflection

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Sample Guided Lesson

Strand 5 - Movement

**Strand 5:** Movement

**Unit: 1** Basic Movement skills and concepts

**Lesson Title:** Movement Combinations

**Lesson No:** 27

**Content Standard: 7.5.1** Students will be able to demonstrate confidently a range of locomotor, non-locomotor and manipulative skills with emphasis on application of different concepts of movement skills, patterns and sequences

**Benchmarks:**

**7.5.1.1** Differentiate between loco-motor, non-locomotor and manipulative skills

**7.5.1.2** Demonstrate a range of loco-motor, non-locomotor and manipulative skills

**Lesson Objective:** By the end of the lesson the students can explain the differences between movement concepts and skills.

**Assessment Task:**

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**Materials:** Open playing field

Knowledge	Skills	Attitudes /Values
<ul style="list-style-type: none"> <li>• Three (3) types of Movements; Loco motor, non-loco motor, and manipulative skills</li> <li>• Combinations of movement</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate 3 movement types of combinations</li> </ul>	<ul style="list-style-type: none"> <li>• Support partners</li> <li>• Share ideas with class mates</li> </ul>

**Teachers Notes:**

Movement skills are building blocks for the development of the various games skills. the three types of movements are combined together to develop a game skill. They are also used to develop movements combinations.

ie, locomotors + non-locomotors + manipulative skills.

Run fast - sudden stop, bend forward straighten body and perform an overarm throw action.

**Teaching and Learning Activities**

Part of the Lesson	Teachers Activity	Students Activity
<b>Introduction</b>	<ul style="list-style-type: none"> <li>• Introduce the term movement combination</li> <li>• Take class outdoors on soft padded grass</li> <li>• Give a demonstration of movement combination</li> </ul>	<ul style="list-style-type: none"> <li>• Follow instruction on the actions of movement to form the movement combinations</li> <li>• Identify area for performing of movement combinations</li> </ul>

Part of the Lesson	Teachers Activity	Students Activity
<b>Body</b>	<ul style="list-style-type: none"> <li>• Discuss movement terms such as movement combination, sequences and patterns</li> <li>• Supervise students</li> <li>• Point out safety in movement performance – no unsafe moves</li> </ul>	<ul style="list-style-type: none"> <li>• Trial and error practices of the movement combinations</li> <li>• Identify and create own movement combinations eg: use 3 types of movements-loco motor-non- loco motor and manipulative skills- run stop and pivot and catch a ball in flight pass a ball.</li> <li>• Repeat the process in bullet two for different groups or individuals</li> </ul>
<b>Conclusion</b>	Give direction to: <ul style="list-style-type: none"> <li>- stop after 20 minutes of practice</li> <li>- select best students to finish of the lesson</li> <li>- warm down and stretch for 3 minutes</li> <li>- relax and wash of sweat on body at taps</li> <li>- return back into classroom.</li> </ul>	Students respond: <ul style="list-style-type: none"> <li>- Stop on signal</li> <li>- Volunteers demonstrate</li> <li>- Do cool down exercises</li> <li>- Refresh and return to classroom</li> </ul>

### Teacher's Reflection

From observation of each group or individual performance of the movement combinations ask volunteers to do a demonstration of their created combination. Commend all for the efforts displayed.

### Sample Guided Lesson

### Strand 6 - Physical Activity

**Strand:** Physical Activity

**Unit:** 1- Games and Sports

**Lesson Title:** Throwing events -1

**Content Standard: 7.6.1** Students will be able to explain the importance of values, attitudes and interest in sports and demonstrate these in sports game situations in various sporting events.

**Benchmark(s):**

**7.6.1.1** Examine the importance of values, attitudes and interest in sports

**7.6.1.2** Demonstrate the required values, attitudes and interest in sports game situations in a variety of sports

**7.6.1.5** Show self -discipline, self-determination and perseverance in skills in track and field events

**Lesson Objective:** By the end of the lesson the students will be able to; Demonstrate the skills of running, balancing, controlling and throwing in javelin.

**Assessment Task:** Demonstrate the skills of running, jumping, landing and throwing in various track and field events. Record the accuracy of the skills practiced using a checklist for peer assessment

**Materials:** javelin, cones, checklists

Knowledge	Skills	Attitudes /Values
<ul style="list-style-type: none"> <li>Track events are races such as sprints, middle and long distance running</li> <li>Field events are competitions are races such as sprints, middle and long distance running, discus, javelin, long jump, triple jump, high jump, hammer throw etc.</li> <li>Jumping is a locomotor skill performed when the body takes off with balance and control and is lifted off the ground and lands on a surface</li> <li>Running is a locomotor skill performed when a person is in motion heading into a certain direction</li> <li>Throwing is an action done when an object such as the ball is passed or thrown to or into a direction</li> </ul>	<ul style="list-style-type: none"> <li>Running with a javelin</li> <li>Throwing a javelin</li> <li>Hand and eye coordination during the throw</li> <li>Balance and control during and after the throw</li> </ul>	<ul style="list-style-type: none"> <li>Respect for each other</li> <li>Appreciate each other's effort</li> <li>Equal participation</li> <li>Team cooperation</li> </ul>

**Teachers Notes:**

Ensure that all the necessary equipment and materials are available before the lesson. Assess and assist students with special needs and provide opportunities for them to fully participate.

**Teaching and Learning Activities**

Part of the Lesson	Teachers Activity	Students Activity
<b>Introduction</b>	<ul style="list-style-type: none"> <li>Do safety checks</li> <li>Introduce the different skills to be practised in this lesson</li> <li>Organize students in groups</li> </ul>	<ul style="list-style-type: none"> <li>Be in correct sports gear</li> <li>Listen attentively and ask questions where necessary</li> <li>In organized groups</li> </ul>
<b>Body</b>	<ul style="list-style-type: none"> <li>Conduct warm up exercises</li> <li>Explain and demonstrate the different skills</li> <li>Instruct, supervise and guide students</li> </ul>	<ul style="list-style-type: none"> <li>Carry out warm up exercises</li> <li>Demonstrate the skills of jumping, running, throwing and landing</li> </ul>
<b>Conclusion</b>	<ul style="list-style-type: none"> <li>Conduct warm down exercises</li> <li>Review on the lesson</li> </ul>	<ul style="list-style-type: none"> <li>Carry out warm down exercises</li> <li>Discuss and answer questions</li> </ul>

**Teacher's Reflection**

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## Suggested Knowledge, Skills, Attitudes, Values (KSAV)

The section guides the teacher to plan and program their lessons. It provides the teachers the topics, key concepts or knowledge, skills, attitudes and values to develop relevant teaching and learning activities and lesson objectives. The KSAV's are all linked to the content standards, benchmarks and assessment tasks designed for each unit in a strand.

### Knowledge, Skills, Attitudes and Values (KASV) Template

**Strand:** *Name of strand - Copy from syllabus*

**Unit:** *Name of unit- Copy from syllabus*

**Content Standard:** *Copy from syllabus the prescribed content standard*

**Benchmark(s):** *Copy from syllabus the prescribed benchmark(s)*

Content Standard	<i>Description of content standard –Copy from syllabus</i>		
Lesson Numbers and Titles	Knowledge	Skills	Attitudes/Values
<i>List of lesson numbers and titles</i>	<i>List or set of ideas, concepts and content of the lesson(s) the learner will acquire in the lesson</i>	<i>List of skills the learner will demonstrate in the lesson</i>	<i>Necessary attitudes and values learned and displayed in the lesson</i>



**Strand 1: Safety****Unit 1: Safety in Sports and First Aid**

**Content Standard: 7.1.1** Students will be able to determine that chances of injuries occurring are high when performing complex motor and game skills, therefore having prior knowledge of injury prevention strategies and comprehending first aid procedures are important.

**Benchmark(s):**

**7.1.1.1** Know injury prevention strategies and apply them in appropriate game situations

**7.1.1.2** Recognize a risky behavior in an emergency situation and take action to reduce harm

**7.1.1.3** Analyze injury prevention strategies in ball games and athletics

**7.1.1.4** Examine unsafe and emergency situations in the school and community

Lesson Numbers and Titles	Knowledge	Skills	Attitudes/Values
<b>Lesson #01</b> Injury prevention factors and strategies	<ul style="list-style-type: none"> <li>Importance of injury prevention factors</li> <li>Importance of injury prevention strategies</li> </ul>	<ul style="list-style-type: none"> <li>Describe injury prevention factors for motor skills</li> <li>Describe injury prevention strategies for game-skills</li> </ul>	<ul style="list-style-type: none"> <li>Encourage each other's to be careful in identifying appropriate strategies</li> </ul>
<b>Lesson #02</b> First Aid and Treatment	<ul style="list-style-type: none"> <li>Importance of first aid treatment</li> <li>Various first aid treatments for various injuries</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate how to apply first aid treatment</li> <li>Sort and arrange first aid treatment facility</li> </ul>	<ul style="list-style-type: none"> <li>Cooperate with team members to give first aid to the injured</li> </ul>
<b>Lesson #03</b> Situations that can cause injuries	<ul style="list-style-type: none"> <li>Different situations that have potential to effect injuries of any type</li> </ul>	<ul style="list-style-type: none"> <li>Describe situations that have potential to cause injury/ injuries in motor and game plays</li> </ul>	<ul style="list-style-type: none"> <li>Encourage individuals to watch out for situations that can cause injuries</li> </ul>
<b>Lesson #04</b> Survey of injuries	<ul style="list-style-type: none"> <li>Types of injuries received and their causes,</li> </ul>	<ul style="list-style-type: none"> <li>Conduct survey in Grade 7 classes</li> <li>Report findings</li> </ul>	<ul style="list-style-type: none"> <li>Share ideas and work as a team in the survey.</li> </ul>
<b>Lesson #05</b> Injuries from motor skills and games	<ul style="list-style-type: none"> <li>Injuries caused by complex motor skills and game performances.</li> </ul>	<ul style="list-style-type: none"> <li>Describe common injuries received from performing complex motor skills and games</li> </ul>	<ul style="list-style-type: none"> <li>Encourage each other to move with instructions and care</li> </ul>
<b>Lesson #06</b> First aid procedures	<ul style="list-style-type: none"> <li>Differentiate between various first aid procedures</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate the steps of first aid procedures</li> </ul>	<ul style="list-style-type: none"> <li>Be careful when handling injuries on yourself and other</li> </ul>
<b>Lesson #07</b> Causes and conditions of injuries	<ul style="list-style-type: none"> <li>Specific causes of injuries</li> <li>Conditions</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe causes of injuries and the conditions</li> </ul>	<ul style="list-style-type: none"> <li>Be aware of causes and conditions of injuries</li> </ul>
<b>Lesson #08</b> Performing CPR	<ul style="list-style-type: none"> <li>Process steps of performing CPR</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate the process steps of Performing CPR in groups or pairs</li> </ul>	<ul style="list-style-type: none"> <li>Cooperate with team mates to perform the CPR process.</li> </ul>

**Strand 1: Safety****Unit 2: Emergency situation and risky behaviour**

**Content Standard: 7.1.2** Students will be able to establish that in any environment there is some level of risk involved in all physical activities individuals participate in

**7.1.2.1** Recognize a risky behavior in an emergency situation and take action to reduce harm.

**7.1.2.2** Examine unsafe and emergency situations in the school and community

**7.1.2.3** Investigate the types of risks involved in a variety of physical activities and draw appropriate conclusions

Lesson Numbers and Titles	Knowledge	Skills	Attitudes/Values
<b>Lesson #09</b> Risk environment	<ul style="list-style-type: none"> <li>Causes of risk environment</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe causes of risks in physical activities</li> </ul>	<ul style="list-style-type: none"> <li>Share ideas about risk environment</li> </ul>
<b>Lesson #10</b> Risk Behaviours – What are they?	<ul style="list-style-type: none"> <li>Importance of behavior and attitude in physical activities</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate sensible behavior in role plays of motor skills or game skills performance</li> </ul>	<ul style="list-style-type: none"> <li>Be helpful and concerned for one another when participating in physical activities</li> </ul>
<b>Lesson #11</b> Learning to avoid risks	<ul style="list-style-type: none"> <li>Important things to do in the environment to avoid risks</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and describe in groups things to be done in the environment to avoid or reduce risks</li> </ul>	<ul style="list-style-type: none"> <li>Cooperate in groups and make the environment risk free.</li> </ul>
<b>Lesson #12</b> Physical activities and levels of risks	<ul style="list-style-type: none"> <li>Types of physical activities and their levels of risks</li> </ul>	<ul style="list-style-type: none"> <li>Discus and identify the types of physical activities with low and high risk levels</li> </ul>	<ul style="list-style-type: none"> <li>Careful in selecting physical activities to participate in</li> </ul>
<b>Lesson #13</b> Influences of risk behaviours	<ul style="list-style-type: none"> <li>Different influences of risk behaviors</li> </ul>	<ul style="list-style-type: none"> <li>Identify and demonstrate risk behaviors used in selected physical activities</li> </ul>	<ul style="list-style-type: none"> <li>Have a caring attitude towards others in the team</li> </ul>
<b>Lesson #14</b> Risky and harmful physical activities	<ul style="list-style-type: none"> <li>Differences between risky and harmful physical activities</li> </ul>	<ul style="list-style-type: none"> <li>Compare and sort out physical activities into low and high risk categories</li> </ul>	<ul style="list-style-type: none"> <li>Encourage one another to choose physical activities carefully</li> </ul>
<b>Lesson #15</b> Sports and risk behaviour	<ul style="list-style-type: none"> <li>Specific sports that require risky behavior for good results</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate risky behavior in a chosen sport or other physical activities</li> </ul>	<ul style="list-style-type: none"> <li>Be aware and share knowledge of low and high risk physical activities to the community</li> </ul>

**Strand 2:** Growth and Development  
**Unit 1:** Development and Sexuality

**Content Standard: 7.2.1** Students will be able to investigate the different body systems, their importance, functions and analyze the consequences of not caring for them.

**Benchmark(s):**

**7.2.1.1** Identify and describe the basic functions of the muscular systems and suggest ways to care for the systems

**7.2.1.2** Identify and describe the basic functions of the circulatory systems and suggest ways to care for the system

**7.2.1.3** Investigate the different body systems and analyse the consequences of not caring for them

Lesson Numbers and Titles	Knowledge	Skills	Attitudes/Values
<b>Lesson #01</b> The Skeletal System and its functions	<ul style="list-style-type: none"> <li>• Main parts of the skeletal system</li> <li>• Functions of the Skeletal System</li> <li>• 2 parts</li> <li>• Major Organs</li> <li>• Bone or blood marrow</li> <li>• Cartilage, ligaments, tendons</li> <li>• Joints,</li> <li>• Types of joints</li> <li>• How the system relates to other systems</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing diagrams and labeling parts of the skeletal system correctly</li> <li>• Identifying the basic function for the skeletal system and the major organs</li> <li>• Relate body parts to their body parts</li> <li>• Recognizing the relationship between the skeletal and muscular system</li> </ul>	<ul style="list-style-type: none"> <li>• Find enthusiasm in learning about the muscular system</li> <li>• Enjoy learning about the skeletal system as part of them being human</li> <li>• Appreciate the skeletal system and its importance to humans</li> <li>• Appreciate the functions of the skeletal system</li> <li>• Have respect for the skeletal system</li> </ul>
<b>Lesson #02</b> How to care for the Skeletal System	<ul style="list-style-type: none"> <li>• Main parts of the skeletal system</li> <li>• Functions of the Skeletal System</li> <li>• How the system relates to other systems and is to be cared for</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate that the skeleton system is important to the body</li> </ul>	<ul style="list-style-type: none"> <li>• Responsibility of individuals to care for the system</li> </ul>

Lesson Numbers and Titles	Knowledge	Skills	Attitudes/Values
<b>Lesson #03</b> The Muscular System and its function	<ul style="list-style-type: none"> <li>• Functions of the Muscular System</li> <li>• 2 main types of Muscles</li> <li>• Types of Muscles</li> <li>• Skeletal Muscles</li> <li>• Smooth Muscles</li> <li>• Cardiac Muscles</li> <li>• How the system relates to other systems</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing diagrams and labeling the muscular system correctly</li> <li>• Identifying the basic function for the muscular system and the major organs</li> <li>• Relate body parts to their body parts</li> <li>• Recognizing the relationship between the muscular and skeletal system</li> </ul>	<ul style="list-style-type: none"> <li>• Find enthusiasm in learning about the muscular system</li> <li>• Enjoy learning about the skeletal system as part of them being human</li> <li>• Appreciate the muscular system and its importance to humans</li> <li>• Appreciate the functions of the muscular system</li> <li>• Have respect for the skeletal system</li> </ul>
<b>Lesson #04</b> How to care for the Muscular System	<ul style="list-style-type: none"> <li>• Seek medical help if you are experiencing;             <ol style="list-style-type: none"> <li>1. <b>Shrinking of muscles</b> (atrophy) consult a doctor for help. You could be suffering from an inherited muscle disease that leads to chronic, progressive muscular atrophy.</li> <li>2. <b>Contracture</b>-Severe tightening of a flexor muscle resulting in bending (scrunching up) of a joint</li> <li>3. <b>Muscle spasms</b>-sudden, painful, involuntary muscle contractions</li> <li>4. <b>Strain</b>-overstretching of or injury to a muscle and/or tendon. S/S includes myalgia, swelling, and limited movement: rest, ice, compression, and elevation</li> </ol> </li> <li>• Ways to care for the muscular system</li> <li>• Identifying medical issues and seeking medical advice</li> <li>• Isolating sorcery related beliefs from medical conditions of the muscular system</li> <li>• Identifying the right kind of activities and ways of doing them to avoid straining the muscles</li> </ul>		<ul style="list-style-type: none"> <li>• Responsibility of individuals to care for the system</li> <li>• Self-awareness of what is harmful to the individual system</li> <li>• Care and respect for their body</li> <li>• Appreciate their body and have respect for the muscular system</li> <li>• Confidence to choose medical help over believing in sorcery and ignoring the need to seek medical help</li> </ul>
<b>Lesson #05</b> The Circulatory System and its functions	<ul style="list-style-type: none"> <li>• What is the circulatory system</li> <li>• Main parts of the circulatory system</li> <li>• Functions of the circulatory system</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing diagrams and labeling the circulatory system correctly</li> <li>• Identifying the basic function of circulatory system and the major organs</li> <li>• Relate body parts to their body systems</li> <li>• Recognizing the relationship between the circulatory and other body systems</li> </ul>	<ul style="list-style-type: none"> <li>• Find enthusiasm in learning about the circulatory system</li> <li>• Enjoy learning about the circulatory system as being human</li> <li>• Appreciate the circulatory system and its importance to humans</li> <li>• Appreciate the functions of the circulatory system</li> <li>• Have respect for the circulatory system</li> </ul>

Lesson Numbers and Titles	Knowledge	Skills	Attitudes/Values
<p><b>Lesson #06</b> How to care for the circulatory system</p>	<ul style="list-style-type: none"> <li>• Cardiovascular related diseases are diseases of the circulatory system</li> <li>• Cardiovascular related diseases are mostly caused by people's life styles; bad eating habits, less or no exercise, smoking and use of alcohol and other drugs</li> <li>• Medical Conditions relating to the cardiovascular system such as cancer of the blood</li> <li>• Healthy food choices</li> <li>• Healthy and safe eating habits</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying medical issues and seeking advice</li> <li>• Isolating sorcery related beliefs from medical conditions of the circulatory system</li> <li>• Identifying and scheduling appropriate rest times</li> <li>• Timetabling and planning for daily exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Responsibility of individuals to care for the system</li> <li>• Self-awareness of what is harmful to the individual system</li> <li>• Care and respect for their body</li> <li>• Appreciate their body and have respect for the muscular system</li> <li>• Confidence to choose medical help over believing in sorcery and ignoring the need to seek medical help</li> <li>• Boldness and self-discipline in food choices</li> </ul>
<p><b>Lesson #07</b> Misconceptions about the muscular and circulatory systems</p>	<ul style="list-style-type: none"> <li>• Health problems of the circulatory system that are often mistaken for sorcery</li> <li>• Traditional beliefs about the heart being attacked by spirits</li> <li>• Only a medical laboratory test can confirm health problems relating to the circulatory system</li> <li>• Misconceptions about the functions of main organs of circulatory system</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying health problems relating to the circulatory system</li> <li>• Identifying medical issues and seeking medical advice</li> <li>• Isolating sorcery related beliefs from medical conditions of the circulatory system</li> <li>• Differentiate between scientific, (clinical or medical) facts and belief</li> </ul>	<ul style="list-style-type: none"> <li>• Self-awareness of the misconceptions of what their people have about cardiovascular diseases</li> <li>• Being sensitive about misconceptions</li> <li>• Have the courage to encourage and convince family members and relatives who have a strong belief in sorcery to also do medical checks when problems are encountered with organs of the circulatory system</li> </ul>

**Strand 2: Growth and Development**  
**Unit 1: Development and Sexuality**

**Content Standard: 7.2.2** Students will be able to identify and examine the physical, social, mental and emotional changes that occur during puberty and analyze how to cope with the issues that result from these changes

**Benchmark(s):**

**7.2.2.1** Identify and discuss, people who can help teenagers cope with physical, social and emotional growth changes in both boys and girls

**7.2.2.2** Evaluate the effects of emotions on relationships and physical health

**7.2.2.3** Examine the physical, social, mental and emotional changes that occur during puberty

**7.2.2.4** Analyze the different ways boys and girls cope with issues that result from physical, social, mental and emotional changes

Lesson Numbers and Titles	Knowledge	Skills	Attitudes/Values
<p><b>Lesson #08</b> Challenges teenagers face with growth changes</p>	<ul style="list-style-type: none"> <li>• Sources of change and challenge such as schools, families, friendships</li> <li>• Dealing with conflicting demands</li> <li>• Experiences that can result in loss and grief</li> <li>• Ways of giving support to others</li> <li>• Difficulties associated with physical changes</li> <li>• Difficulties associated with social lifestyle changes</li> <li>• Difficulties relating to emotional changes</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying body changes</li> <li>• Identifying fears and feelings</li> <li>• Exploring and investigating their challenges to understand the changes</li> <li>• Developing a realistic sense of their ability to cope with challenges</li> <li>• Describe current challenges that may face young people</li> <li>• Predicting and preparing for future challenges</li> <li>• Accept grief reactions that can result from a range of experiences such as death, war, natural disaster</li> <li>• Discussing and asking questions</li> <li>• Discussing sensitive issues openly</li> <li>• Describing options and taking appropriate actions</li> <li>• Identifying strategies for coping with loss</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate their body changes</li> <li>• Appreciate that they are growing and changing into another stage from puberty to adolescence</li> <li>• Respect the opposite sex</li> <li>• Be sensitive and considerate when discussing sensitive issues</li> <li>• Confidence to ask questions about any growth changes issues</li> <li>• Willingness to discuss openly</li> <li>• Have tolerance and understanding to others who are finding the changes more challenging than themselves</li> </ul>

Lesson Numbers and Titles	Knowledge	Skills	Attitudes/Values
<p><b>Lesson #09</b> Teenage pregnancies and consequences</p>	<ul style="list-style-type: none"> <li>• Causes of teenage pregnancies                             <ol style="list-style-type: none"> <li>a. Drinking alcohol and entering into sexual activity</li> <li>b. Misconceptions that having sex once is not enough to make one pregnant</li> <li>c. Accepting social favor for financial benefits</li> <li>d. Accepting sexual favors for financial benefits</li> </ol> </li> <li>• Consequences                             <ol style="list-style-type: none"> <li>a. Personal health risks</li> <li>b. Disrupted education</li> <li>c. Being deserted by boyfriend who may not be prepared to settle down and raise family</li> <li>d. Stress</li> <li>e. Suicidal tendencies</li> <li>f. Rejection by family members</li> <li>g. Embarrassment to family members</li> </ol> </li> <li>• Risky sexual behaviors that can put them at risk of unintended pregnancy and also STIs</li> <li>• Abstinence and delaying sex</li> </ul>	<ul style="list-style-type: none"> <li>• Decision making and refusal skills</li> <li>• Effective communication skills on making decisions</li> <li>• Problem solving skills on the consequences faced through decision making and refusal skills</li> </ul>	<ul style="list-style-type: none"> <li>• Self-awareness on the consequences of teenage pregnancies</li> </ul>

Lesson Numbers and Titles	Knowledge	Skills	Attitudes/Values
<p><b>Lesson #10</b> People who can help teenagers cope with growth changes</p>	<ul style="list-style-type: none"> <li>• Trusted people and services that can provide the support they need</li> <li>• Strategies for seeking help</li> <li>• Seeking help from people who can help them</li> <li>• The benefits of support they get from people who help them to cope with growth changes</li> <li>• Accessing the support, they need</li> <li>• Supporting others to seek help</li> <li>• Barriers to accessing support from these people</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying trusted people and service providers that they go to seek help</li> <li>• Distinguishing between trusted people and those not genuine that could take advantage and abuse them</li> <li>• Analyzing the benefits of support from the different support service providers</li> <li>• Establish individual support networks of adults and peers</li> <li>• Practicing ways of accessing help such as role play and use of internet to access information</li> <li>• Identifying barriers to seeking help such as lack of confidentiality (the fear that people we get help from will tell other people about us)</li> <li>• Proposing strategies to overcome barriers</li> </ul>	<ul style="list-style-type: none"> <li>• Be vigilant and sensitive to people who are not genuine and can abuse them</li> <li>• Appreciate people who offer them support to cope with growth changes</li> <li>• Enhance their ability to seek help</li> </ul>
<p><b>Lesson #11</b> Effects of emotions on relationships</p>	<ul style="list-style-type: none"> <li>• Emotions that are sometimes difficult to manage such as moodiness, anxiety, wary, anger</li> <li>• Pressures to conform to a stereotypical body images which are often unrealistic such as “being skinny and slim is sexy” or “being fat is ugly”</li> <li>• Expectations from other people as they mature</li> <li>• Expectations of other people in their relationships</li> <li>• Lack of awareness of moods and emotions can have a negative impact on their relationship</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to recognize the changes in their moods</li> <li>• Identify different mood changes and their causes</li> <li>• Use good skills in relationship</li> </ul>	<ul style="list-style-type: none"> <li>• Respect those who are in their relationships including family, friends, classmates etc.</li> <li>• acceptance of mood changes as part of growing up</li> <li>• self-awareness of the different emotions they experience in different situations</li> <li>• trust and confidence to talk to someone they trust</li> </ul>



Lesson Numbers and Titles	Knowledge	Skills	Attitudes/Values
<b>Lesson #12</b> Effects of emotions on physical health	<ul style="list-style-type: none"> <li>• Emotions such as anger, worry and anxiety can lead to disturbed sleep, loss of appetite, stress</li> <li>• Pressures to conform such as trying to keep with dressing and technology can be stressful to their health especially distressing to their mind</li> <li>• Difficulty to deal with emotions can lead to problems in oral health, personal hygiene,</li> <li>• Can cause them to refuse to wash daily after physical activity</li> </ul>	<ul style="list-style-type: none"> <li>• develop the habit of washing daily after physical activity</li> <li>• practice oral health hygiene</li> </ul>	<ul style="list-style-type: none"> <li>• interest in daily oral health practices</li> <li>• appreciation and acknowledge different mood changes</li> <li>• awareness of situations that may cause harm to their physical health</li> </ul>
<b>Lesson #13</b> Negative effects of emotions on decision making and safe sexual behaviors	<ul style="list-style-type: none"> <li>• Emotions that can have negative effects of decision making and safe sexual behaviors such as anger, fear, envy, confusion (confused identity), pride, low self-esteem, lack of confidence and self-awareness</li> <li>• Negative effects these emotions can have on oneself:                         <ul style="list-style-type: none"> <li>- can cause you not to think well while making decisions</li> <li>- Wanting to be like everyone else can result in bad sexual decisions (having multiple sex partners because everyone else is doing it)</li> <li>- Confusing sex with love</li> <li>- Disrupted education</li> <li>- Teenage pregnancy</li> <li>- Risk of contracting HIV or other STIs</li> <li>- Loss of integrity and self-worth</li> <li>- A bad sexual decision can alter the entire course of one's life</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Listening well before speaking</li> <li>• Potential and ability to say "No"</li> <li>• Refraining from sex until ready for a committed and faithful relationships with marriage</li> <li>• Use refusal skills</li> <li>• Use good communication skills to communicate their views clearly and precisely</li> <li>• Use reversal skills to reverse the pressure to the person exerting it on you</li> </ul>	<ul style="list-style-type: none"> <li>• Confidence and courage to boldly refuse</li> <li>• Courage to speak your moral values to people who pressure you to do things against your will or moral principles</li> <li>• Patience to listen well</li> </ul>

**Strand 2: Growth and Development****Unit 2: Relationship**

**Content Standard: 7.2.3** Students will be able to examine the characteristics of a caring and healthy relationship and identify strategies for developing, fostering and maintaining it

**Benchmark(s):**

**7.2.3.1** Explain the importance of talking with a family member, a friend, a peer and other trusted adults about relationships

**7.2.3.2** Explain how to maintain and manage healthy dating relationships

**7.2.3.3** Analyse the characteristics of caring and healthy relationships

**7.2.3.4** Critically reflect on the characteristics of uncaring relationship and suggest ways of transforming these characteristics to create and sustain a healthy relationship

Lesson Numbers and Titles	Knowledge	Skills	Attitudes/Values
<p><b>Lesson #14</b> Talking with family members about relationships</p>	<ul style="list-style-type: none"> <li>• Emotions that is difficult to deal with while making an attempt to talk to parents about relationship matters such as being uncomfortable, shame, fear, anxiety, insecurity, etc.</li> <li>• Parents may probably find it difficult too and maybe wanting their children to initiate the discussions about changes in their children including relationships</li> <li>• Parental knowledge about their children, teen friends and stay involved with teens</li> <li>• Opportunities in the family for open and honest conversations with teens about sex and relationship</li> <li>• Opportunities in family activities that make children feel connected to other family members</li> <li>• Situations that foster easy conversations between parents and children</li> </ul>	<ul style="list-style-type: none"> <li>• develop common helpful goals in relationship</li> <li>• being able to identify opportunities and situations that they can use to comfortable speak to an adult or a parent</li> <li>• listening and comprehension skills</li> <li>• communication skills</li> <li>• social skills</li> <li>• question skills</li> </ul>	<ul style="list-style-type: none"> <li>• openness to be able to speak to family members</li> <li>• courage and confidence to ask questions</li> <li>• understanding for family members bad tempers and mood changes</li> </ul>

Lesson Numbers and Titles	Knowledge	Skills	Attitudes/Values
	<ul style="list-style-type: none"> <li>• A positive family environment with huge parental support</li> <li>• Opportunities that family members can use to discuss freely relationship issues</li> </ul>		
<p><b>Lesson #15</b> Talking with trustworthy people and peers about relationships</p>	<ul style="list-style-type: none"> <li>• Trustworthy people: individuals, groups, organizations, peers and family members</li> <li>• Levels of confidentiality of people that one can confide in when talking about relationships</li> <li>• Qualities of trustworthy people</li> <li>• Services available to young people where they can get help with regard to tokening about relationships</li> <li>• Times individuals and organizations are available to young people for talks about relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Listening carefully</li> <li>• Speaking clearly and precisely</li> <li>• Asking questions relating to relationship</li> <li>• Decision to talk with trusted people</li> </ul>	<ul style="list-style-type: none"> <li>• Being sensitive to trustworthy people</li> <li>• Trust someone that is really worth trusting</li> <li>• Appreciation for the availability of such trustworthy people</li> </ul>

Lesson Numbers and Titles	Knowledge	Skills	Attitudes/Values
<p><b>Lesson #16</b> Distorted and misleading media messages about relationships</p>	<ul style="list-style-type: none"> <li>• Consequences of distorted misleading media messages about relationships</li> <li>• Promoting unhealthy relationship behaviors</li> <li>• The promotion of premarital sex and having multiple sex partners in media (TV, movie magazines) is misleading and defeats or contradicts the safe messages about faithfulness in relationships Media portrays false emotional appeals of sex, security, friendship, power, pride and courage etc.</li> <li>• Media presents practice of inconsideration of the other person in a relationship when breakups happen</li> <li>• Misleads by representing marriage in marriages acted by people to be couples when they are not actually married in real life</li> <li>• Teens bombarded with messages that glorify sex, violence and high risk behaviors</li> </ul>	<ul style="list-style-type: none"> <li>• question the genuineness and reality of messages</li> <li>• develop and follow rules about what to watch and read in media</li> <li>• distinguish between facts and lies</li> <li>• distinguish between real and unrealistic sex and relationship messages portray in movies and media</li> </ul>	<ul style="list-style-type: none"> <li>• appreciation and respect for oneself</li> <li>• be sensitive to media messages that make them feel insecure and inferior or become envious that may cause them to be easily trapped into believing or falling for the messages communication in media about relationships</li> </ul>
<p><b>Lesson #17</b> Setting personal boundaries and values in a dating relationships</p>	<ul style="list-style-type: none"> <li>• Knowing when to start and to end a relationship</li> <li>• Knowing when to say yes or no to go out on a date</li> <li>• Identify signs and queues that it is the right time to start or end a relationship e.g. feeling of being exploited</li> </ul>	<ul style="list-style-type: none"> <li>• Communicating clearly and effectively your boundaries in a dating relationship especially to the person taking you out on a date</li> <li>• Listening carefully to the requests made by the person asking you to go on a date</li> <li>• Asking for clarification for messages not clearly communicated on their dates</li> </ul>	<ul style="list-style-type: none"> <li>• Being honest of non-verbal actions that are used to communicate personal boundaries</li> </ul>

Lesson Numbers and Titles	Knowledge	Skills	Attitudes/Values
<p><b>Lesson #18</b> Respecting personal boundaries of others in a relationship</p>	<ul style="list-style-type: none"> <li>• Own personal boundaries in relationship</li> <li>• Other personal boundaries</li> <li>• Personal space on how they feel when other people come into their personal space</li> <li>• How close they can allow people into their personal space</li> <li>• People can become defensive and angry if they feel their personal space is being intruded</li> <li>• Boundaries of different categories of relationships e.g. being just a friend, a casual friend, acquaintance, a sexual friend etc.</li> <li>• Time when they are ready to be in a relationship especially when it involves having sex</li> </ul>	<ul style="list-style-type: none"> <li>• Knowing when to say “yes no”</li> <li>• Communicate clearly and precisely personal boundaries to others</li> <li>• Actions of saying “No” must be consistent with verbal communication of saying no</li> <li>• Avoid non-verbal actions that could imply a “yes” for a response but was intended to be a “No”</li> </ul>	<ul style="list-style-type: none"> <li>• respect own and others personal boundaries</li> <li>• be sensitive to other people’s discomfort when their personal boundaries have been violated or intruded</li> </ul>
<p><b>Lesson #19</b> Setting personal boundaries and values in a dating relationship</p> <p><b>Guided Lesson</b></p>	<ul style="list-style-type: none"> <li>• Personal boundaries in a dating relationship for example when to go for date, who to date, certain people to get approval from, how long one should be out, what sort of activities to agree</li> <li>• Personal values in a dating relationship that communicates their personal boundaries to the person taking them out on a date</li> <li>• Knowing when to start a relationship and when to end it</li> <li>• Knowing when to say yes or no to go out on a date</li> <li>• Identify signs and queues that it is the right time to start or end a relationship e.g. feeling of being exploited or personal space being intruded</li> </ul>	<ul style="list-style-type: none"> <li>• Communicating clearly and effectively your boundaries in a dating relationship especially to the person taking you out on a date</li> <li>• Listening carefully to the requests made by the person asking them out on a date</li> <li>• Asking for clarification for messages not clearly communicated on their dates</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Being honest of non-verbal actions that are used to communicate personal boundaries</li> <li>• Self-awareness of situations or actions that makes you feel your personal boundaries are being trespassed</li> <li>• Sensitivity to their own emotions if they feel their personal boundaries have been intruded in a date</li> <li>• Cautious and being self-aware of</li> </ul>

**Strand 3: Individual and Community Health**  
**Unit 1: Personal Health and Hygiene**

**Content Standard: 7.3.1** Students will be able to investigate health issues that have an impact on people and analyse data from reliable sources

**Benchmark(s):**

**7.3.1.1** Use basic research skills to review data on people who have been impacted by health issues and draw relevant conclusions

**7.3.1.2** Investigate factors that affect health affect people's health (for example, genetics, environment, lifestyle, lifestyle diseases and medical conditions) and evaluate the impact

**7.3.1.3** Examine a health issue that has or is having an effect on people (for example, polio, HIV/AIDS, cancer) and suggest ways of addressing it

Lesson Numbers and Titles	Knowledge	Skills	Attitudes/Values
<b>Lesson #01</b> Understanding the concept of Health	<ul style="list-style-type: none"> <li>Nature of health</li> <li>Differences in perceptions of health</li> <li>Health as a constantly changing state</li> </ul>	<ul style="list-style-type: none"> <li>Construct a meaning of health by exploring a range of community and accepted definitions.</li> </ul>	<ul style="list-style-type: none"> <li>Value the components of health</li> <li>Appreciate and value the importance of healthy lifestyle</li> </ul>
<b>Lesson #02</b> Differences in perceptions of health	<ul style="list-style-type: none"> <li>Misconceptions of physical aspects of health and other domains</li> </ul>	<ul style="list-style-type: none"> <li>Examine the relationship between cognitive, physical, social, emotional and spiritual components of health</li> </ul>	<ul style="list-style-type: none"> <li>Care for personal health</li> </ul>
<b>Lesson #03</b> The benefits of healthy lifestyle	<ul style="list-style-type: none"> <li>Benefits of a healthy lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>Differentiate between medical facts and beliefs</li> </ul>	<ul style="list-style-type: none"> <li>Choose to do medical checks over believing in sorcery/witchcraft and bad spirits</li> <li>Have the courage to encourage relatives to do medical checks when problems are encountered with any body system</li> </ul>

Lesson Numbers and Titles	Knowledge	Skills	Attitudes/Values
<b>Lesson #04</b> Factors affecting health	<ul style="list-style-type: none"> <li>• Influences of genetic and environment on health</li> <li>• Lifestyle and lifestyle diseases</li> <li>• Communicable and chronic diseases</li> <li>• Signs and symptoms and risk factors related to diseases</li> </ul>	<ul style="list-style-type: none"> <li>• Examine the relationship between cognitive, physical, social, emotional and spiritual components of health</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate that lifestyle behaviors which impact on health can be formed during childhood and adolescence.</li> <li>• Value each body part and system</li> </ul>
<b>Lesson #05</b> Disease Prevention		<ul style="list-style-type: none"> <li>• Identifying different types of diseases</li> <li>• Identify the signs, symptoms and risk factors for health conditions common in young people</li> </ul>	<ul style="list-style-type: none"> <li>• Be considerate in personal health and safety at all times.</li> <li>• Care for personal health and safety</li> </ul>
<b>Lesson #06</b> Communicable Diseases		<ul style="list-style-type: none"> <li>• Differentiate between medical facts and beliefs</li> <li>• Demonstrate ways to reduce risk factors related to disease</li> </ul>	<ul style="list-style-type: none"> <li>• Choose to do medical checks over believing in sorcery/witchcraft and bad spirits</li> <li>• Have the courage to encourage relatives to do medical checks when problems are encountered with any body part</li> </ul>
<b>Lesson#07</b> Common health issues in the school and community	<ul style="list-style-type: none"> <li>• Lifestyle illnesses, such as obesity and drug addiction</li> <li>• Influences from the environment such as diseases and infection</li> <li>• Poor health related decisions</li> <li>• Unwanted actions and behaviours</li> <li>• Poor diet</li> <li>• Non availability of health services</li> </ul>	<ul style="list-style-type: none"> <li>• Identify common lifestyle illnesses in adolescent and other people</li> <li>• Describe the causes of health issues</li> <li>• Looking after the health services</li> <li>• Plan health issues awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciating each of the 11 body systems</li> <li>• Value self-image and wellbeing</li> <li>• Care of the health services</li> <li>• Choose to do medical checks over believing in sorcery/ witchcraft and bad spirits</li> <li>• Have the courage to encourage relatives to do medical checks</li> </ul>
<b>Lesson #08</b> Personal health and hygiene promotion strategies	<ul style="list-style-type: none"> <li>• Nutritional principles – balance diet</li> <li>• Weight management – diet and eating habits</li> <li>• Stress and anger management – social support, relaxation techniques</li> <li>• Community support</li> <li>• Good hygiene practices</li> <li>• Positive communication</li> <li>• personal and social relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss and stress the importance of eating balance meals</li> <li>• Discuss healthy and harmful eating habits</li> <li>• describe the techniques to avoid risky situations</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate the healthy self-image</li> <li>• Care for personal health and well being</li> <li>• Understand the medical facts and myths</li> </ul>

**Strand 3: Individual and Community Health**  
**Unit 2: Alcohol and Substance Abuse**

**Content Standard: 7.3.2** Students will be able to assess the short term and long term health consequences of alcohol, tobacco and other drug use

**Benchmark(s):**

**7.3.2.1** Analyse the consequences of prolonged use of drugs such as cannabis on personal well-being and health

**7.3.2.2** Explain the effects of tobacco products on its users and evaluate the consequences on personal health

**7.3.2.3** Use basic research skills to survey different drug users and report on the effects drugs have or are having on the user's health

Lesson Numbers and Titles	Knowledge	Skills	Attitudes/Values
<b>Lesson #09</b> Classification of drug use	<ul style="list-style-type: none"> <li>• Classification of drug category:</li> <li>• Prescription drugs</li> <li>• non-prescription drugs</li> <li>• Stimulants</li> <li>• Depressants</li> <li>• hallucinogens,</li> <li>• Narcotics</li> <li>• Licit (legal) drugs</li> <li>• Illicit (illegal) drugs</li> <li>• Inhalants</li> <li>• cocaine,</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and name the types of drugs according to the use.</li> <li>• describe and classify them into their category of harmful and non-harmful</li> </ul>	
<b>Lesson #10</b> Influences on drug use	<ul style="list-style-type: none"> <li>• Types of drugs that people can consume</li> <li>• Reasons why people use and do not use drugs</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and use problem solving skills to make decisions</li> <li>• Identify and use refusal and coping skills</li> </ul>	<ul style="list-style-type: none"> <li>• Be considerate in making decisions</li> <li>• Care for personal wellbeing</li> </ul>
<b>Lesson #11</b> Effects of drug use on health and wellbeing	<ul style="list-style-type: none"> <li>• Physical, emotional and social effects of the following drugs:</li> <li>• Prescription drugs</li> <li>• Crystal</li> <li>• Methamphetamine</li> <li>• 'date- rape drug'</li> <li>• Performance – enhancing drugs</li> <li>• Marijuana</li> <li>• Over- the -counter drugs</li> <li>• Other dangerous drugs</li> <li>• Tobacco</li> <li>• Alcohol</li> <li>• Cannabis</li> <li>• Short term and long term effects of drug use</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the short-term and long term effects of:               <ul style="list-style-type: none"> <li>- misuse of prescribed medicines</li> <li>- tobacco</li> <li>- alcohol</li> <li>- cannabis</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Choose to do medical checks over believing in sorcery/witchcraft and bad spirits</li> <li>• Have the courage to encourage relatives to do medical checks when problems are encountered with any body system</li> </ul>



Lesson Numbers and Titles	Knowledge	Skills	Attitudes/Values
<b>Lesson #12</b> Prevention strategies to avoid addictive substances	<ul style="list-style-type: none"> <li>• Ways to resist peer pressure</li> <li>• Wise decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Making wise decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Able to distinguish between making right and wrong decisions</li> </ul>
<b>Lesson #13</b> Positive communication strategies in avoiding risky situations	<ul style="list-style-type: none"> <li>• Refusal skills</li> <li>• Assertive communication to avoid drug addicted person</li> <li>• Positive behavior</li> <li>• Trusted people for personal safety</li> </ul>	<ul style="list-style-type: none"> <li>• Report the negative behavior to the trusted people</li> <li>• Making wise decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Making wise judgments during the risky situation</li> </ul>
<b>Lesson #14</b> Legal and economic consequences of drug use	<ul style="list-style-type: none"> <li>• What are the financial implications?</li> <li>• What are the social effects?</li> <li>• Short and long term effects</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the financial implications of drug use</li> <li>• Name and describe the consequences of how the drugs affect the lives of people in the community</li> </ul>	<ul style="list-style-type: none"> <li>• Prioritize needs and wants</li> <li>• Take precautions of the dangers of drug use</li> <li>• Respect the rights of the family needs</li> </ul>
<b>Lesson #15</b> Effects of other people's drug use	<ul style="list-style-type: none"> <li>• Relationship between the person, the drug and the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the relationship between the person, the drug and the environment in determining the impact of drug use.</li> </ul>	<ul style="list-style-type: none"> <li>• Respect and care for oneself and others</li> <li>• Care for personal health and wellbeing</li> </ul>

**Strand 4: Nutrition****Unit 1: Food and Nutrition**

**Content Standard: 7.4.1** Students will be able to classify different types of foods by food groups and investigate the nutritional values contained in them

**Benchmark(s):**

**7.4.1.1** Classify different types of food groups

**7.1.1.2** Profile a group of foods or one food in a food group in terms of their productions, processing, nutritional values and health benefits

**7.4.1.3** Investigate the nutritional values of food in the different food groups

**7.4.1.4** Examine availability of valid and reliable nutritional information, products, and services and how to access them

**7.4.1.5** Investigate certain diseases that are related to nutritional deficiency and propose strategies for improvement

Lesson Numbers and Titles	Knowledge	Skills	Attitudes/Values
<b>Lesson # 01</b> Let's look at Nutritional facts	Nutritional Values in the foods <ul style="list-style-type: none"> <li>• Nutrition facts</li> <li>• calories</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the nutrition facts</li> <li>• Identify the calories</li> </ul>	Appreciate nutritional values contained in foods
<b>Lesson # 02</b> Diet for diabetes and other diseases	Diet for diabetes <ul style="list-style-type: none"> <li>• Controlling diabetes</li> <li>• Choices of food</li> <li>• blood glucose level</li> <li>• Physical activity</li> </ul>	<ul style="list-style-type: none"> <li>• Explore how to control diabetes</li> <li>• Identify blood glucose level and physical activity</li> </ul>	Take extra care on making choices of food Making sure to keep physically fit and healthy
<b>Lesson # 03</b> Other food diets	<ul style="list-style-type: none"> <li>• Other types of diets</li> <li>• Reasons for other diets</li> <li>• Follow each diet plans</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the reasons for diet</li> <li>• Explore the diet plans.</li> </ul>	Appreciate the types of food that are eaten in each diet.
<b>Lesson # 04</b> Daily food requirements in a diet	<ul style="list-style-type: none"> <li>• food requirements in a diet</li> <li>• Reasons for taking these foods.</li> <li>• Other inclusions required in the diet.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and list the foods</li> <li>• Explain the reasons</li> <li>• List other inclusions such as water required in the diet.</li> </ul>	Being assertive in food selection in a diet.
<b>Lesson # 05</b> Weight reduction diet	<ul style="list-style-type: none"> <li>• Foods to reduce weight</li> <li>• Plan ways to reduce weight</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how to reduce weight</li> <li>• Develop weight reduction diet plan</li> </ul>	Have respect for oneself and eat food that help to reduce weight

Lesson Numbers and Titles	Knowledge	Skills	Attitudes/Values
<b>Lesson #06</b> Consequences of irregular meals	Irregular meals affect health <ul style="list-style-type: none"> <li>• Tips for eating habits throughout the day.</li> </ul> Consequences of skipping meals <ul style="list-style-type: none"> <li>• Poor performance</li> <li>• Brain damage</li> <li>• Loading calorie</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the effects for irregular meals</li> <li>• Explain the consequences of skipping meals.</li> </ul>	<ul style="list-style-type: none"> <li>• To make sure food is taken at the right time to be healthy and avoid health threads</li> </ul>
<b>Lesson #07</b> Causes of obesity	<ul style="list-style-type: none"> <li>• Factors of obesity</li> <li>• Consequences of obesity</li> <li>• Ways to overcome obesity</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the factors of obesity</li> <li>• Discuss the consequences of obesity</li> <li>• Describe ways to overcome obesity</li> </ul>	<ul style="list-style-type: none"> <li>• Being sensitive of becoming obese and avoid bad eating habits</li> <li>• Desire to overcome obesity</li> </ul>
<b>Lesson #08</b> Anorexia Nervosa (eating disorder)	<ul style="list-style-type: none"> <li>• Types of Anorexia Nervosa</li> <li>• Causes of Anorexia Nervosa</li> <li>• Ways to overcome Anorexia Nervosa</li> </ul>	Role play <ul style="list-style-type: none"> <li>• Identify the types of Anorexia Nervosa</li> <li>• Discuss and role play the cause for causes of Anorexia Nervosa</li> <li>• Describe the ways to overcome Anorexia Nervosa</li> </ul>	<ul style="list-style-type: none"> <li>• Have self-esteem to take appropriate food when eating</li> <li>• Have positive values about self-image</li> </ul>
<b>Lesson #09</b> Chronic disease	<ul style="list-style-type: none"> <li>• Chronic diseases</li> <li>• Conditions of these diseases</li> <li>• How to treat or take preventive measures</li> </ul>	<ul style="list-style-type: none"> <li>• Research the chronic diseases</li> <li>• Discuss and set goals to take preventive measures</li> </ul>	<ul style="list-style-type: none"> <li>• Show empathy to others with chronic diseases</li> <li>• Self-Respect to be health conscious</li> </ul>

**Strand 4: Nutrition**  
**Unit 2: Food and Hygiene**

**Content Standard: 7.4.2** Students will be able to examine the rules for avoiding food poisoning and probe the resistance and carriers of diseases of food poisoning.

**Benchmark(s):**

**7.4.2.1** Identify and examine the rules for avoiding food poisoning

**7.4.2.2** Analyse the causes of food poisoning and propose preventive measures to improve the situations experienced

**7.4.2.3** Discuss the resistance and carriers of food poisoning

**7.4.2.4** Investigate the different methods of food preservations that prevent food contamination and poisoning

Lesson Numbers and Titles	Knowledge	Skills	Attitudes/Values
<b>Lesson #10</b> Rules to avoid food poison	<ul style="list-style-type: none"> <li>• Rules to avoid risks</li> <li>• involved in food</li> <li>• poisoning</li> </ul>	<ul style="list-style-type: none"> <li>• Research and identify the rules to avoid food poison</li> </ul>	<ul style="list-style-type: none"> <li>• Caring attitudes towards cleanliness of the environment</li> </ul>
<b>Lesson #11</b> Prevent food Poisoning	<ul style="list-style-type: none"> <li>• Take preventive measures for food poison</li> </ul>	<ul style="list-style-type: none"> <li>• Do a presentation on</li> <li>• preventive measures on food poisoning</li> </ul>	<ul style="list-style-type: none"> <li>• Caring attitudes towards cleanliness of the environment</li> </ul>
<b>Lesson #12</b> Carrier of food poison	<ul style="list-style-type: none"> <li>• Types of carrier of food poison</li> <li>• How carriers spread the poison onto food</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a relationship between the types of carrier of food poison and how it is spread</li> </ul>	<ul style="list-style-type: none"> <li>• Caring attitudes towards cleanliness of the environment</li> </ul>
<b>Lesson #13</b> Safe ways of preparing food	<ul style="list-style-type: none"> <li>• Hand washing</li> <li>• Storing and preparing meat</li> <li>• Making sure food is prepared well before eating</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss and evaluate proper ways of hand washing</li> <li>• Analyse food well before eating it</li> </ul>	<ul style="list-style-type: none"> <li>• Being careful and proactive to ensure that food is prepared well and safe</li> </ul>
<b>Lesson #14</b> Personal hygiene and food preparation	<ul style="list-style-type: none"> <li>• Sanitation and personal hygiene for safe food keeping.</li> <li>• Food handlers- Hygiene tips</li> <li>• Kitchen hygiene</li> </ul>	<ul style="list-style-type: none"> <li>• Apply the methods of sanitation and hygiene</li> <li>• Analyse the tips of handling food</li> <li>• Explain the kitchen hygiene</li> </ul>	<ul style="list-style-type: none"> <li>• Make sure to use hygiene tips to be safe</li> <li>• Being responsible in the hygiene practice.</li> </ul>
<b>Lesson #15</b> Causes of food spoilage	<ul style="list-style-type: none"> <li>• Food Spoilage</li> <li>• What causes food spoilage?</li> <li>• How can food decay be avoided?</li> <li>• How to tell when food is spoilt?</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the food spoilage</li> <li>• Explain how to avoid the food spoilage</li> <li>• Discuss the food spoilage and tell when it is spoilt</li> </ul>	<ul style="list-style-type: none"> <li>• Being cautious of food storage to keep food in good condition</li> <li>• Being creative to avoid food spoilage</li> </ul>
<b>Lesson #16</b> Reasons for preservation	<ul style="list-style-type: none"> <li>• Reasons for food preservation</li> <li>• Names of microorganism that cause food deterioration</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate and explain the reasons for food preservation.</li> <li>• Categories of the food microorganism</li> </ul>	<ul style="list-style-type: none"> <li>• Being careful to manage food properly</li> <li>• Appreciate good quality foods.</li> </ul>
<b>Lesson # 17</b> Principles of preserving food	<ul style="list-style-type: none"> <li>• Principles of preserving food</li> <li>• Methods of preserving food</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and analyse the importance of preserving food</li> <li>• Explore and apply these methods of preserving food</li> </ul>	<ul style="list-style-type: none"> <li>• Being responsible for keeping food safe for eating</li> <li>• Appreciate food preserving methods</li> </ul>

**Strand 5: Movement****Unit 1: Basic movement skills and concepts**

**Content Standard: 7.5.1** Students will be able to demonstrate confidently, a range of loco-motor, non-loco-motor and manipulative skills with emphasis on application of different concepts of movement skills, patterns and sequences.

**Benchmark(s):**

**7.5.1.1** Differentiate between loco-motor, non-locomotor and manipulative skills

**7.5.1.2** Demonstrate a range of loco-motor, non-locomotor and manipulative skills

**7.5.1.3** Explain and demonstrate movement concepts confidently in performing movement patterns and sequences.

**7.5.1.4** Examine game skills | Demonstrate with confidence a game skill with control in changing positions of the body

Lesson Numbers and Titles	Knowledge	Skills	Attitudes/Values
<b>Lesson #01</b> Combinations of movement	<ul style="list-style-type: none"> <li>Types of Movement combinations</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate movement combination</li> <li>run slow/fast, stop, stretch forward jump and land on two feet/one foot</li> </ul>	<ul style="list-style-type: none"> <li>Encourage friends to keep on doing movement combinations</li> </ul>
<b>Lesson #02</b> Movement patterns and concepts	<ul style="list-style-type: none"> <li>Variety of movement patterns and concepts – spatial awareness</li> </ul>	<ul style="list-style-type: none"> <li>Organise different movements to form patterns</li> <li>perform movement patterns</li> </ul>	<ul style="list-style-type: none"> <li>Share ideas with friends and enjoy creating movement patterns</li> </ul>
<b>Lesson #03</b> Movement sequences and body positioning	<ul style="list-style-type: none"> <li>Variety of movement sequences and concepts –body awareness</li> </ul>	<ul style="list-style-type: none"> <li>Organize different movements to form sequences</li> <li>perform movement sequences</li> </ul>	<ul style="list-style-type: none"> <li>Co-operate in the team and appreciate participation of others</li> </ul>
<b>Lesson #04</b> Movement direction and pathways	<ul style="list-style-type: none"> <li>Directions of movements on curved, straight or zigzag pathways</li> </ul>	<ul style="list-style-type: none"> <li>Perform movement directions of a chosen pathway</li> </ul>	<ul style="list-style-type: none"> <li>Share ideas to move on pathways</li> </ul>
<b>Lesson #05</b> Move and change direction with some force (merge 33 & 34)	<ul style="list-style-type: none"> <li>Moving with force</li> <li>Change direction whilst moving</li> </ul>	<ul style="list-style-type: none"> <li>Apply change of direction as in a game situation</li> <li>run forward, receive ball, turn and play the ball backwards/sideways</li> </ul>	<ul style="list-style-type: none"> <li>Encourage each other to play safely</li> </ul>
<b>Lesson #06</b> Move with speed and force	<ul style="list-style-type: none"> <li>Moving forward and backward with speed or force</li> </ul>	<ul style="list-style-type: none"> <li>Plan movement actions with a friend.</li> <li>Performing movement actions</li> </ul>	<ul style="list-style-type: none"> <li>Applaud partners play moves</li> </ul>

Lesson Numbers and Titles	Knowledge	Skills	Attitudes/Values
<b>Lesson #07</b> Manipulative skills and space concepts	<ul style="list-style-type: none"> <li>Recognize manipulative skills</li> <li>Different sizes of space for moving</li> </ul>	<ul style="list-style-type: none"> <li>Perform manipulative skills in marked or unmarked space</li> </ul>	<ul style="list-style-type: none"> <li>Share ideas to identify marked or unmarked space</li> </ul>
<b>Lesson #08</b> Manipulative skills body concept	<ul style="list-style-type: none"> <li>Manipulative skills with body concepts</li> </ul>	<ul style="list-style-type: none"> <li>Perform manipulative skills with equipment or partner</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate own performance</li> </ul>
<b>Lesson #09</b> Defensive Play skills 1	<ul style="list-style-type: none"> <li>Defensive play in team sports</li> </ul>	<ul style="list-style-type: none"> <li>Apply defensive play skills in sports</li> </ul>	<ul style="list-style-type: none"> <li>Support and encourage each other to perform the skills correctly</li> </ul>
<b>Lesson #10</b> Defensive Play skills 2	<ul style="list-style-type: none"> <li>Defensive play in individual sports</li> </ul>	<ul style="list-style-type: none"> <li>Apply defensive play skills in individual sports</li> </ul>	<ul style="list-style-type: none"> <li>Support and encourage each other to perform the skills correctly</li> </ul>
<b>Lesson #11</b> Offensive play Skills 1	<ul style="list-style-type: none"> <li>Offensive play skills in team sports</li> </ul>	<ul style="list-style-type: none"> <li>Apply offensive play skills in team sports</li> </ul>	<ul style="list-style-type: none"> <li>Support and encourage each other to perform the skills correctly</li> </ul>
<b>Lesson #12</b> Offensive Play skills 2	<ul style="list-style-type: none"> <li>Offensive play skills in individual sports</li> </ul>	<ul style="list-style-type: none"> <li>Apply offensive play skills in individual sports</li> </ul>	<ul style="list-style-type: none"> <li>Support and encourage each other to perform the skills correctly</li> </ul>

### Strand 5: Movement

#### Unit 2: Movement and Game skills

**Content Standard: 7.5.2** Students will be able to examine and perform a range of manipulative and sports drills that are suitable for circuit activities

#### Benchmark(s):

**7.5.2.1** Examine manipulative skills that are suitable for selected sports

**7.5.2.2** Explain and illustrate movement concepts confidently in performing movement patterns and sequences

**7.5.2.3** Demonstrate game skills with confidence, showing coordination control in changing positions of the body

Lesson Numbers and Titles	Knowledge	Skills	Attitudes/Values
<b>Lesson #13</b> Body positioning in play	<ul style="list-style-type: none"> <li>Different body position in play</li> </ul>	<ul style="list-style-type: none"> <li>Balancing on one, two body parts</li> <li>Perform arm and leg</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate individual participation</li> </ul>
<b>Lesson #14</b> Movement patterns and body positions	<ul style="list-style-type: none"> <li>Body positions in movement patterns</li> </ul>	<ul style="list-style-type: none"> <li>Perform whole body movement patterns</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate individual participation</li> </ul>

Lesson Numbers and Titles	Knowledge	Skills	Attitudes/Values
<b>Lesson #15</b> Movement sequences and body positions	<ul style="list-style-type: none"> <li>• Body positions movement sequences</li> </ul>	<ul style="list-style-type: none"> <li>• Applying movement sequences to body shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate individual participation</li> </ul>
<b>Lesson #16</b> Review lesson – Body position in play	<ul style="list-style-type: none"> <li>• Special body positions in play</li> </ul>	<ul style="list-style-type: none"> <li>• Perform various gameplay</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate individual participation</li> </ul>
<b>Lesson #17</b> Game skills and team sports 1	<ul style="list-style-type: none"> <li>• Manipulative skills for team sports</li> </ul>	<ul style="list-style-type: none"> <li>• Identify manipulative skills for a chosen team sport</li> <li>• Demonstrate a manipulative skill identified team sport in groups</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperate with partner team mates and follow rules</li> <li>• Have fun and enjoy each other's participation</li> </ul>
<b>Lesson #18</b> Game skills and Individual sports	<ul style="list-style-type: none"> <li>• Manipulative skills for individual sports</li> </ul>	<ul style="list-style-type: none"> <li>• Identify manipulative skills for a chosen individual sport</li> <li>• Demonstrate a manipulative skill identified in the individual sport in pairs/individual skills</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperate with partner team mates and follow rules</li> <li>• Have fun and enjoy each other's participation</li> </ul>
<b>Lesson #19</b> Game skills for throwing and batting	<ul style="list-style-type: none"> <li>• Manipulative skills for throwing and batting</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate skills of two handed throw, strike and bat in pairs/or 3s</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperate with partner team mates and follow rules</li> <li>• Have fun and enjoy each other's participation</li> </ul>
<b>Lesson #20</b> Game skills for catching and hitting	<ul style="list-style-type: none"> <li>• Manipulative skills for catching and hitting</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate skills of two handed catch, one handed catch, strike and bat pairs/ or 3s</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperate with partner team mates and follow rules</li> <li>• Have fun and enjoy each other's participation</li> </ul>
<b>Lesson #21</b> Change position while in play	<ul style="list-style-type: none"> <li>• Changes in stance body position and direction</li> </ul>	<ul style="list-style-type: none"> <li>• Perform changes in stance and body position when executing the skills</li> </ul>	<ul style="list-style-type: none"> <li>• Praise efforts of individuals</li> </ul>
<b>Lesson #22</b> Manipulative skills and body control stance	<ul style="list-style-type: none"> <li>• Control of body and stance in manipulative skills</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate body control and stance when moving with an equipment/partner/opponent receiving and releasing ball or bat</li> </ul>	<ul style="list-style-type: none"> <li>• Take care when using sports equipment with a partner</li> <li>• Handle equipment with care</li> </ul>
<b>Lesson #23</b> Movement responses and equipment	<ul style="list-style-type: none"> <li>• Moving in response to receiving or releasing</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate movement in receiving, releasing and dodging from sports</li> </ul>	<ul style="list-style-type: none"> <li>• Take care when using sports equipment with a partner</li> <li>• Handle equipment with care</li> </ul>
<b>Lesson #24</b> Body Position - change of direction and control	<ul style="list-style-type: none"> <li>• Position of the body when changing direction Control of body when moving or in flight</li> </ul>	<ul style="list-style-type: none"> <li>• Follow instructions and demonstrate</li> <li>• Position of body when changing direction as in an instep kicking</li> </ul>	<ul style="list-style-type: none"> <li>• Take care when following instructions to perform a task individually with an object or partner.</li> </ul>

**Strand 6:** Physical Activity  
**Unit 1:** Games and Sports

**Content Standards: 7.6.1** Students will be able to explain the importance of values, attitudes and interest in sports and demonstrate these in sports game situations and various sporting events.

**Benchmark(s):**

**7.6.1.1** Examine the importance of values, attitudes and interest in sports

**7.6.1.2** Demonstrate the required values, attitudes and interest in sports skills in a variety of sports events

**7.6.1.3** Enjoy by performing a range of combined movement skills in sequences, patterns and concepts in different modified games and sports

**7.6.1.4** Participate and show creativity in ball handling skills in ball sports

**7.6.1.5** Show self -discipline, self-determination and perseverance in skill in track and field track

**7.6.1.6** Show enterprise in defensive and attacking skills and tactics in various modified games and sports



Lesson Numbers and Titles	Knowledge	Skills	Attitudes/Values
<p><b>Lesson #01</b> Ball handling – Fielding and Batting: - Softball rules (1)</p> <p><b>Lesson #02</b> Ball handling - Fielding and Batting: - Softball skills (2)</p> <p><b>Lesson #03</b> Ball handling - Fielding and Batting: - Applying softball rules and skills in a game situation</p> <p><b>Lesson #04.</b> Ball handling, Goal Throwing and Basketball rules (1)</p> <p><b>Lesson #05</b> Ball handling – Basket shooting: - Basketball skills (2)</p> <p><b>Lesson #06.</b> Ball handling – Basket shooting: - Applying basketball skills (3)</p>	<ul style="list-style-type: none"> <li>• Softball game has rules that all players must follow during the game.</li> <li>• Softball equipment and facilities include;                             <ul style="list-style-type: none"> <li>- bat, softball, makers, First Aid kit, softball gloves, base mats, softball protective masks and chest protection, score sheets, softball field</li> </ul> </li> <li>• Softball skills enable a player to;                             <ul style="list-style-type: none"> <li>- Follow the game rules of the game</li> <li>- Handle the game with less difficulty</li> <li>- Build softball game techniques and tactics</li> </ul> </li> <li>• Basketball has rules that all players must follow during the game.</li> <li>• Basketball equipment and facilities include;                             <ul style="list-style-type: none"> <li>- basketball, basketball court, basketball rings, First Aid kit, score sheets,</li> </ul> </li> <li>• Basketball skills enables a player to;                             <ul style="list-style-type: none"> <li>- Follow the game rules of the game</li> <li>- Handle the game with less difficulty</li> <li>- Build basketball skills, techniques and tactics</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the softball skills during the lessons and overtime;                             <ul style="list-style-type: none"> <li>- Throwing</li> <li>- Catching</li> <li>- Running</li> <li>- Batting</li> <li>- Handling equipment</li> <li>- Problem solving during challenges in games</li> </ul> </li> <li>• Demonstrate the basketball skills during the lessons and overtime;                             <ul style="list-style-type: none"> <li>- Triple threat position</li> <li>- Passing</li> <li>- javelin and baseball pass)</li> <li>- javelin</li> <li>- baseball</li> <li>- Basic principles (chest pass, bounce pass, overhead pass, one arm pass)</li> <li>- Catching</li> <li>- Dribbling</li> <li>- Shooting (set shot, jump shot, lay up)</li> <li>- Rebounding</li> <li>- Defense</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the following individually or in a team;                             <ul style="list-style-type: none"> <li>- Appreciation</li> <li>- Respect</li> <li>- Pride</li> <li>- Responsibility</li> <li>- Harmony</li> <li>- Cooperation/ participation</li> <li>- Team work</li> </ul> </li> <li>• And build overtime for oneself, others, equipment, facilities and for career development</li> </ul>

Lesson Numbers and Titles	Knowledge	Skills	Attitudes/Values
<p><b>Lesson #07</b> Ball handling - Goal Striking: Hockey rules (1)</p> <p><b>Lesson #08</b> Ball handling – Goal Striking: Hockey skills (2)</p> <p><b>Lesson #09</b> Ball handling – Goal Striking: Applying hockey skills (3)</p> <p><b>Lesson #10</b> Ball handling – Try Scoring: Rugby league rules (1)</p> <p><b>Lesson #11</b> Ball handling – Goal Scoring: Rugby league skills (2)</p> <p><b>Lesson #12</b> Ball handling – Goal Scoring: Applying Rugby league skills (3)</p>	<ul style="list-style-type: none"> <li>• Hockey game has rules that all players must follow during the game.</li> <li>• Hockey equipment and facilities include;               <ul style="list-style-type: none"> <li>- Hockey stick, ball, face mask, helmet, padded gloves, chest pad, leg guards</li> </ul> </li> <li>• Hockey skills enable a player to;               <ul style="list-style-type: none"> <li>- Follow the game rules of the game</li> <li>- Handle the game with less difficulty</li> <li>- Build hockey game techniques and tactics</li> </ul> </li> <li>• Rugby league has rules that all players must follow during the game.</li> <li>• Rugby league equipment and facilities include;               <ul style="list-style-type: none"> <li>- Rugby ball, head guards, shoulder pads, shin pads, field</li> </ul> </li> <li>• Rugby league skills enable a player to;               <ul style="list-style-type: none"> <li>- Follow the game rules of the game</li> <li>- Handle the game with less difficulty</li> <li>- Build rugby game techniques and tactics</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the following skills during the lessons and overtime;               <ul style="list-style-type: none"> <li>- the grip</li> <li>- passing</li> <li>- pushing</li> <li>- receiving (trapping)</li> <li>- ball carrying (dribbling, hitting, sweep hitting)</li> <li>- tackling (jab tackling, combination tackling)</li> <li>- lifting the ball (forehand flick, reverse flick, flip nick)</li> <li>- penalty corner ((pullout, drag, trap/stick stop)</li> </ul> </li> <li>• Demonstrate the rugby skills during the lessons and overtime;               <ul style="list-style-type: none"> <li>- Passing</li> <li>- Tackling</li> <li>- Running with the ball</li> <li>- Side stepping</li> <li>- Hit and spin</li> <li>- Swerve</li> <li>- Dummy pass</li> <li>- kicking</li> <li>- Fending</li> <li>- Playing the ball</li> <li>- Scrummages</li> <li>- Change of pace (swerve, side step)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the following individually or in teams;               <ul style="list-style-type: none"> <li>- Appreciation</li> <li>- Respect</li> <li>- Pride</li> <li>- Responsibility</li> <li>- Harmony</li> <li>- Cooperation/ participation</li> <li>- Team work</li> </ul> </li> </ul> <p>And build overtime for self, others, equipment, facilities and for career development</p>

Lesson Numbers and Titles	Knowledge	Skills	Attitudes/Values
<p><b>Lesson #13</b> Athletics – Throwing events 1</p> <p><b>Lesson #14</b> Athletics – Jumping events 1</p> <p><b>Lesson #15</b> Athletics - Track events 1</p>	<ul style="list-style-type: none"> <li>• The four standard throwing events include;                             <ul style="list-style-type: none"> <li>- Shot put</li> <li>- Discus</li> <li>- Javelin</li> </ul> </li> <li>They involve the use of equipment of various shapes and weights that are hurled for distance</li> <li>• The four standard jumping events include;                             <ul style="list-style-type: none"> <li>- Long jump</li> <li>- Triple jump</li> <li>- High jump</li> <li>- High Pole vault</li> </ul> </li> <li>Equipment consists of the use of runway, take-off board layouts, jumping uprights and landing pit.</li> <li>• Track events are;                             <ul style="list-style-type: none"> <li>- Sprints</li> <li>- Middle distance</li> <li>- Hurdles</li> <li>- relay events</li> <li>- long distance</li> <li>- Standards track distances                                     <ul style="list-style-type: none"> <li>- 100m</li> <li>- 200m</li> <li>- 400m</li> <li>- 800m</li> <li>- 1500m</li> <li>- 4 x 100m</li> <li>- 4 x 400m</li> </ul> </li> </ul> </li> <li>All involve standard running tracks, start and finish lines, equipment such as hurdles, relay batons.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the following skills during the lessons and overtime;                             <ul style="list-style-type: none"> <li>Shot put skills include;                                     <ul style="list-style-type: none"> <li>- Start</li> <li>- Spin or glide</li> <li>- Movement and balance</li> <li>- Throwing position</li> <li>- Push/delivery</li> <li>- Recovery position after the throw, strength</li> </ul> </li> <li>Discus skills include;                                     <ul style="list-style-type: none"> <li>- Pivots on the ball</li> <li>- Arm/hand position</li> <li>- Twist and turn</li> <li>- Foot position</li> <li>- Balance, strength</li> </ul> </li> <li>(If throw with right arm, they pivot on their left foot)</li> <li>Javelin skills include;                                     <ul style="list-style-type: none"> <li>- Grip</li> <li>- Run up</li> <li>- Throw</li> <li>- Balance</li> <li>- Movement/speed</li> <li>- Strength</li> </ul> </li> <li>Long/triple and high jump skills include;                                     <ul style="list-style-type: none"> <li>- Run up, take off, the step, the jump,</li> <li>- Hop, step and jump</li> </ul> </li> <li>Track skills;                                     <ul style="list-style-type: none"> <li>- Running, speed, endurance, hurdle skills of jumping and running</li> <li>- 3 or 5 stepping</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the following individually or in teams;                             <ul style="list-style-type: none"> <li>- Appreciation</li> <li>- Respect</li> <li>- Pride</li> <li>- Responsibility</li> <li>- Harmony</li> <li>- Cooperation/ participation</li> <li>- Team work</li> </ul> </li> <li>And build overtime for self, others, equipment, facilities and for career development</li> </ul>

Lesson Numbers and Titles	Knowledge	Skills	Attitudes/Values
<p><b>Lesson #16</b> National and international sporting events and heroes</p>	<ul style="list-style-type: none"> <li>• Sport is an industry</li> <li>• Sport unify diversity</li> <li>• Sporting events occur at different levels in PNG such as in the;               <ul style="list-style-type: none"> <li>- District</li> <li>- Provincial</li> <li>- National</li> </ul> </li> <li>• Sporting events in the country include;               <ul style="list-style-type: none"> <li>- District tournaments</li> <li>- Provincial tournaments</li> <li>- PNG Games</li> <li>- National Championship etc.</li> </ul> </li> <li>• Region and international sporting events include;               <ul style="list-style-type: none"> <li>- Pacific Games</li> <li>- Oceania Championships</li> <li>- Commonwealth Games</li> <li>- Youth Commonwealth Games</li> <li>- Olympic Games</li> <li>- Youth Olympic Games</li> <li>- Winter Olympic Games</li> <li>- Paralympic Games</li> <li>- World Championships etc.</li> </ul> </li> <li>• Sports have a career pathway. And as such elite sportsmen and women are known as national or international sports heroes or ambassadors</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the following skills during the lessons and overtime;               <ul style="list-style-type: none"> <li>- discuss and analyze sporting events</li> <li>- discuss and analyze sport elite heroes</li> <li>- designing plans for sporting programs</li> <li>- perform leadership roles</li> <li>- critical thinking and reasoning</li> <li>- problem solving skills</li> <li>- decision making process skills</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the following individually or in teams;               <ul style="list-style-type: none"> <li>- Appreciation</li> <li>- Respect</li> <li>- Pride</li> <li>- Responsibility</li> <li>- Harmony</li> <li>- Cooperation/ participation</li> <li>- Team work</li> </ul> </li> </ul> <p>And build overtime for good ambassadors and career development skills</p>

### **Strand 6:** Physical Activity

#### **Unit 2:** Lifestyle and fitness for health

**Content Standards: 7.6.2** Students will be able to examine and demonstrate the physical functions of the body during physical fitness activities in relation to strength, cardio vascular endurance, agility and evaluate their benefits to life

#### **Benchmark(s):**

**7.6.2.1** Examine the physical functions of the body during physical fitness activities' in relation to strength, cardio vascular endurance and agility

**7.6.2.2** Evaluate the benefits of strength, cardio vascular endurance and agility to life. Practice fitness activities at various settings which can benefit them

**7.6.2.3** Practice personally beneficial fitness activities in various settings

Lesson Numbers and Titles	Knowledge	Skills	Attitudes/Values
<b>Lesson #17</b> Active and inactive lifestyle activities	<ul style="list-style-type: none"> <li>• Active lifestyle leisure and recreational activities such as playing games, outdoor physical activities and others which people like to do for enjoyment, relaxation and pastime</li> <li>• Inactive lifestyle in leisure and recreational lifestyle include activities such as reading, watching TV/ Movie, video games, gardening etc</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the following skills during the lessons and overtime;                             <ul style="list-style-type: none"> <li>- performing fitness drills</li> <li>- critical thinking and reasoning</li> <li>- problem solving skills</li> <li>- coping skills</li> <li>- decision making</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the following individually or in teams;                             <ul style="list-style-type: none"> <li>- Appreciation</li> <li>- Respect</li> <li>- Pride</li> <li>- Responsibility</li> <li>- Harmony</li> <li>- Cooperation/ participation</li> <li>- Team work</li> </ul> </li> </ul> And build overtime for good citizenship and career development
<b>Lesson #18</b> How the body works during fitness activities	<ul style="list-style-type: none"> <li>• The body depends on the effective functioning of the body organs and systems such as;                             <ul style="list-style-type: none"> <li>- Muscles</li> <li>- Heart function</li> <li>- Lungs functions</li> <li>- Skeletal</li> </ul> </li> <li>• In fitness activities care has to be taken to avoid;                             <ul style="list-style-type: none"> <li>- straining the muscles</li> <li>- Over-working the body etc.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the following skills during the lessons and overtime;                             <ul style="list-style-type: none"> <li>- performing fitness drills</li> <li>- critical thinking and reasoning</li> <li>- problem solving skills</li> <li>- coping skills</li> <li>- decision making</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the following individually or in teams;                             <ul style="list-style-type: none"> <li>- Appreciation</li> <li>- Respect</li> <li>- Pride</li> <li>- Responsibility</li> <li>- Harmony</li> <li>- Cooperation/ participation</li> <li>- Team work</li> </ul> </li> </ul> And build overtime for self, others, equipment, facilities and for career development
<b>Lesson #19</b> Benefits of fitness at home for all	<ul style="list-style-type: none"> <li>• Benefits of fitness at home include;                             <ul style="list-style-type: none"> <li>- normal body system functions</li> <li>- healthy and active lifestyle</li> <li>- strength/energy to do any physical activities</li> <li>- long life</li> <li>- enjoyment</li> <li>- positive social interactions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the following skills during the lessons and overtime;                             <ul style="list-style-type: none"> <li>- performing fitness drills</li> <li>- critical thinking and reasoning</li> <li>- problem solving skills</li> <li>- coping skills</li> <li>- decision making</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the following individually or in teams;                             <ul style="list-style-type: none"> <li>- Appreciation</li> <li>- Respect</li> <li>- Pride</li> <li>- Responsibility</li> <li>- Harmony</li> <li>- Cooperation/ participation</li> <li>- Team work</li> </ul> </li> </ul> And build overtime for self, others, equipment, facilities and for career development

<p><b>Lesson #20</b> Ways on improving fitness challenges</p>	<ul style="list-style-type: none"> <li>• Challenges in fitness include; <ul style="list-style-type: none"> <li>- ignorance</li> <li>- food choices</li> <li>- time constraints</li> <li>- habits e.g. smoking etc.</li> <li>- culture differences and backgrounds</li> <li>- lack of support</li> <li>- lack of discipline</li> <li>- sickness</li> <li>- coping etc.</li> </ul> </li> <li>• Ways on improving these challenges include; <ul style="list-style-type: none"> <li>- self-discipline</li> <li>- self-determined</li> <li>- seeking assistance and support from others</li> <li>- overcoming negative challenges</li> <li>- change of mindset</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the following skills during the lessons and overtime; <ul style="list-style-type: none"> <li>- performing fitness drills</li> <li>- critical thinking and reasoning</li> <li>- problem solving skills</li> <li>- coping skills</li> <li>- decision making</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the following individually or in teams; <ul style="list-style-type: none"> <li>- Appreciation</li> <li>- Respect</li> <li>- Pride</li> <li>- Responsibility</li> <li>- Harmony</li> <li>- Cooperation/ participation</li> <li>- Team work</li> <li>- build overtime for self, others, equipment, facilities and for career development</li> </ul> </li> </ul>
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# Assessment, Recording and Reporting

Assessment and reporting is an integral part of the delivery of any curriculum used in the schools. In Standard-Based Curriculum, assessment encourages the use of benchmarks derived from the content standards and recommended types of assessment that promote standards for a range of purposes.

Assessment is the process of identifying, gathering and interpreting information about students' learning. It is purposely conducted to provide information on student's achievement and progress.

Effective and meaningful assessment must be maintained at all times. Assessment strategies' must help students use a range of skills including decision making, problem solving and critical and high order thinking skills. And therefore, assessment must be on-going.

On - going classroom assessment is done to;

- support student learning
- monitor student learning
- diagnose student learning needs
- inform student reporting process
- evaluate teaching and learning strategies and
- evaluate teaching program.

## Benchmarks

The standards-based curriculum introduces a form of assessment called benchmarks. Benchmarks set the basis of the expectations in achieving standards. It draws from the existing curriculum content standards knowledge, skills, values and attitudes a learner must achieve at the end of grade level. Senior primary school students must demonstrate proficiency in the following knowledge, skills, values, and attitudes to prepare them for junior high school.

## Evidence outcomes

When students learning are demonstrated and achieved through reaching the benchmarks. It indicates progress learning and referred to as 'evidence outcome'. Evidence outcomes are indicators that indicate students' progress towards meeting an expectation at the mastery level. They measure students' mastery and application of knowledge, skills, values, and attitudes at grade and cluster levels.

Health & Physical Education subject has benchmarks and evidence outcomes to measure students learning progress for each grade level as well as level of schooling. For example, the bench marks and evidence outcomes of the subject are the overall standards the Grade 7 students must achieve and master to qualify them to progress to the next grade level.

## Assessment Methods and Strategies

Assessment must be systematic and carefully planned, developed, designed, administered and monitored. Standards-Based Assessment involves various assessment methods directly to the standards students are expected to attain and by applying a range of assessment strategies to obtain information and provide feedback about student learning. Students' progress of learning is determined by providing a variety of assessment opportunities to measure their achievements. Health & Physical Education methods and strategies include;

- **Tests**
  - practical
  - written
- **Observations of students**
  - informal observations
  - checklist and notes
  - watching work in progress
  - systemic observation
  - presentation to the class or classes at assembly
- **On-going students' records**
  - Students profile
  - Checklists
  - Running record sheets
  - Students dairies
  - Students journals
- **Questionnaires**
  - Oral
  - Written
- **Conferencing or talking with students**
  - Informal conversation
  - Interview
  - Questioning individual and small groups
  - Asking open ended questions
  - Telling stories
  - Listening to student explanations
- **Keep a record of practical work/tasks**
  - Models
  - Display of work samples
  - Class and group samples
- **Student self-assessment**
  - Group discussions
  - Concept mapping
  - Peer and self-assessments
- **Research**
  - Small group or independent research
  - Conducting surveys, interviews or case studies
- **Presentations**
  - Debates
  - Presentation of work
  - Presentation of findings
  - Interviews



- Plays and role plays
- Sharing findings and observations with other classes
- **Writing**
  - Essays
  - Explanations
  - Case study
  - Completing activity sheets
  - Concept maps
  - Assignments
  - Projects
  - Articles for newspaper
- **Visual representations**
  - Posters, drawings, flow charts, diagrams, maps, tables, graphs, paintings and tables
- **Processes and procedures**
  - Observing, identifying, recognizing and investigating
  - Classifying, questioning, comparing and predicting
  - Drawing conclusions, taking measurements and putting forward possible solutions
  - Solving problem, applying concepts, evaluating

## Assessment Plan

Content standards and benchmarks are the starting points in the process of identifying and planning assessment tasks.

Assessment tasks must be planned before delivery. In the process of writing and planning an assessment task, the following are some points that you may consider;

- choose assessment methods suitable for the assessment task
- develop assessment criteria by breaking down the knowledge, skills, attitudes and values that the students will need to demonstrate to complete the activity successfully and
- consulting Bloom's Taxonomy as per the students' cognitive levels.

Teachers are the best assessors of the students and must ensure that all assessment tasks are;

- clearly stated in language students can interpret
- link to the content standards
- aligned and must meet the benchmarks
- balanced, comprehensive, reliable, fair and
- engages the learner.

According to the suggested Grade 7 content overview and yearly plan, a suggested yearly assessment plan for assessment tasks has been planned and placed according to the number of teaching weeks in the school year.

## Assessment Tasks

Assessment tasks are learning activities created from the content standards which are directly aligned to the benchmarks. These are written

and specifically designed and planned before administering. It is important to plan assessment tasks for the whole year using the content overview and the yearly or term plans.

Assessment tasks form the basis of the assessment processes of assessing each learner in relation to the content standards and benchmarks. They contain key knowledge, skills, attitudes and values that must be achieved at the end of performing the assessable tasks.

## Grade 7 Assessment Tasks Overview

This is an assessment task overview planned for teachers in Grade 7 for the year. Teachers are expected to carefully plan, design, conduct and monitor assessments accordingly to standards and as per their school assessment programs. Assessment is important to monitor student's academic performances, knowledge, skills, creativity, behaviors, attitudes and values. Assessment results and evidences also provide information to teachers, the school and other stakeholders towards the achievement of benchmarks.

The information in the table below contains suggested assessment tasks and methods under the respective strands, units, content standards and benchmarks. Note also that, the suggested assessments prescribed are broad and designed for conducting summative assessment or provides an opportunity for the teacher to expand on the tasks depending on the needs of the students and the context.

It is compulsory that teachers conduct a range of assessment tasks and methods planned for the whole school year. Ensure to outline and explain to the students the yearly assessment tasks overview in order to prepare them prior to the actual date of handing them the assigned tasks.

### Grade 7 Suggested Assessment Task Overview by each strand and unit

Strand	Unit	Content Standard	Benchmarks	Suggested Assessment Task	Suggested Assessment Method
Safety	1. Safety in sports and First Aid	7.1.1	7.1.1.1 – 7.1.1.4	Demonstrate with a partner the first aid procedure on or of RICER, CPR, DRABC	Role play Checklist/Rubrics
Growth and Development	1. Human Development, Growth and Sexuality	7.2.1	7.2.1.1 -7.2.1.3	1. Make a poster of muscular or circulatory system and describe ways to care for them and how these systems can be harmed.	Project Assignment Awareness Work samples Presentation

Strand	Unit	Content Standard	Benchmarks	Suggested Assessment Task	Suggested Assessment Method
Individual and Community Health	1. Personal Health and Hygiene	7.3.1	7.3.1.1 -7.3.1.3	<ol style="list-style-type: none"> <li>Construct personal plans with preventive strategies for personal health</li> <li>Research and identify local resources that provide health services for situations requiring health care for people who are vulnerable</li> </ol>	Project Assignment Awareness Work sample Presentation
Nutrition	1. Food and Nutrients	7.4.1	7.4.1.1 -7.4.1.5	Describe the benefits of the different nutrients and how it contributes to good health	Project Assignment Awareness Work sample Presentation
Movement	1. Basic movement skills and concepts	7.5.1	7.5.1.1-7.5.1.4	1. Demonstrate a sequence of movements in a ball game situation. For example; bat, catch and throw as in softball	Checklist Work sample Presentation Demonstration
Physical Activity	1. Games and Sports	7.6.1	7.6.1.1-7.6.1.6	<ol style="list-style-type: none"> <li>Demonstrate ball handling skills/ track and field events</li> <li>Research and report to the class a national or international sport ambassadors</li> </ol>	Checklist Work sample Presentation Demonstration
Safety	2. Emergency Situation and Risky Behaviour	7.1.2	7.1.2.1-7.1.2.3	Describe and research common safety procedures applied in risk-taking situations	Project Assignment Awareness Work sample Presentation

Strand	Unit	Content Standard	Benchmarks	Suggested Assessment Task	Suggested Assessment Method
Growth and Development	1. Human Development, Growth and Sexuality	7.2.2	7.2.2.1-7.2.2.4	<ol style="list-style-type: none"> <li>1. Draw and describe a flow chart of the pregnancy cycle from fertilization to birth</li> <li>2. Discuss and list the importance of learning about their reproductive system.</li> </ol>	Project Assignment Awareness Work sample Presentation
Growth and Development	2. Relationships	7.2.3	7.2.3.1-7.2.3.4	Investigate resources for support when dealing with difficult emotions	Project Assignment Awareness Work sample Presentation
Individual and Community Health	2. Alcohol and Substance Abuse	7.3.2	7.3.2.1-7.3.2.3	Develop preventive measures or strategies that can save an individual and community from health threats	Project Assignment Awareness Work sample Presentation
Nutrition	2. Food and Hygiene	7.4.2	7.4.2.1-7.4.2.4	<ol style="list-style-type: none"> <li>1. Identify the causes of food poison and recommend ways to improve them.</li> <li>2. Identify 3 preservative ways to keep food safe from food poisoning.</li> </ol>	Project Assignment Awareness Work sample Presentation
Movement	2. Movement and Game Skills	7.5.2	7.5.2.1-7.5.2.3	Demonstrate a sequence of movements in a net and court team sport	Checklist Work sample Presentation Demonstration
Physical Activity	2. Lifestyle and Fitness for Health	7.6.2	7.6.2.1-7.6.2.3	Investigate and demonstrate various health related fitness activities associated in improving body functions	Checklist Work sample Presentation Demonstration

### Assessment Sample Plans and Rubrics

Below are sample assessment plans and rubrics the teacher can use to plan and conduct assessments.

#### Sample Assessment Tasks Plan

There are different ways to plan assessment tasks and the types of methods teachers can use in classrooms. The sample assessment tasks given are examples for teachers can use to plan catering for the learning needs of the grade. The sample plans are explicit and direct the teacher

to the content of learning.

Teachers need to;

- identify valid and reliable assessment tasks from the learning activities
- develop specific assessment criteria that describe what a student must do in order to perform the assessable task
- ensure the students are aware of and understand the assessment criteria and rubrics
- give feedback to the students on their performances in each of the assessment task.

### Sample Assessment Task Rubrics

Rubrics are great means to communicate standards-based performance. The teacher can use a rubric when you wish to score a student's performance or product for a range of proficiency or competence levels in relation to criteria drawn from identified standards.

### Sample Assessment Task Plan – Task 1

**Strand:** Safety

**Unit 1:** Safety in Sports and First Aid

Content Standard	Benchmarks	Assessment Task	Assessment Criteria	Assessment Method	Recording & Reporting Method
7.1.1	7.1.1.1	Demonstrate with a partner the first aid procedure on or of RICER, CPR, DRABC	<ol style="list-style-type: none"> <li>1. Correct demonstration on one of the procedures (RICER, CPR, DRABC)</li> <li>2. Correct First Aid knowledge, skills, values and attitudes applied on the casualty</li> <li>3. Time, effort and participation in the overall activity</li> </ol>	Observation	Checklist with comments on individual student

**Sample Assessment Rubric Task: 1****Strand:** Safety**Unit:** 1 Safety and First Aid**Marking key**

Excellent (E)	Very Good (VG)	Good (G)	Fair (F)	Needs to improve(NI)
10	8	6	4	2

**Name(s):** .....**Total Mark:** /40

No:	Marking criteria	E	VG	G	F	NI
01	Correct demonstration on one of the procedures (RICER,CPR,DRABC)					
02	Correct First Aid knowledge, skills, values and attitudes applied on the casualty					
03	Time, effort and participation contributed in the overall activity					
04	Overall individual behaviour					
<b>Total</b>						
<b>Grand Total</b>		/40				

**Assessment Task for Lesson Number 34 - Setting Personal Boundaries and Values in a dating relationship****Sample Assessment Rubric Task: 02****Reasons for Rubrics**

- Students immediately know what is expected of them
- Rubrics make judging more clear, consistent and equitable
- Rubrics raise the quality of work produced
- Rubrics save time
- Rubrics judges teaching and learning

**Things to Note**

- The Assessment Rubric must be given at the time the assessment begins. Before this Lesson is being taught, the students must be reminded of the Assessment Task that must be done after the lesson is taught. Ensure that the Assessment Task must be assigned in the beginning of the Term that this lesson is going to be covered.

**Instruction**

In your own words, provide a response for these questions.

1. Why is it important to set personal boundaries and values in a dating relationship?

2. Identify consequences of not setting personal boundaries and values in a dating relationship and provide solutions to minimize the consequences
3. Provide an analysis of the benefits of setting personal boundaries and values in a relationship

**“Setting Personal Boundaries and Values in dating Relationships”**

No	Criteria	4 marks Meets Criteria at a high Level	3 marks Meets Criteria	2 marks Approaching understanding of task	1 mark Minimal Understanding of tasks	0 mark No attempt on task
1	Explain the importance of setting personal boundaries and values in dating relationships	Explains the importance and supports his/her argument very well	Provides some explanations on the importance and provides some support for his/her argument	Demonstrates some correct thinking about the importance	Demonstrates some evidence of correct thinking about the importance but shows little understanding	No evidence attempting the task
2	Identifies consequences of not setting personal boundaries and values in a dating relationship	Identifies the consequences and provides very good and correct solutions	Identifies some consequences and provides some solutions	Demonstrates little understanding of the consequences and struggling to provide solutions	Struggling to identify the consequences and provides minimal or no solutions	No evidence attempting the task
3	Analyze the benefits of setting personal boundaries in a dating relations	Identifies the benefits, explains and justifies his/her thinking thoroughly and clearly	Identifies some benefits, explains and justifies his/her thinking	Tries to identify the benefits and finds it hard to explain and justify his/her thinking	Offers little explanation of his/her thinking and does not make sense	No evidence attempting the task

**Marking Matrix**

(Both the Assessment Rubrics and Marking Matrix must be attached to the students marked assessment task after marking and recording)

**Student Name:** \_\_\_\_\_ **Class:** \_\_\_\_\_  
**Assessment No and Title:** \_\_\_\_\_

Criteria	Mark Awarded	Comments
1	/4	
2	/4	
3	/4	
<b>Total Marks Awarded for Assessment Task</b>	/ 12	

## Sample Assessment Task Plan – Task 3

**Strand:** Movement

**Unit 1:** Basic movement skills and concepts

**Lesson No:** 3

**Lesson Title:** Movement sequences and body shapes

Content Standard	Benchmarks	Assessment Task	Assessment Criteria	Assessment Method	Recording & Reporting Method
7.5.1	7.5.1.3	Perform a sequence of movements ('run, jump, catch a fly ball, and land on both feet) in a game play situation and describe body shapes during performance.	Order of movements Flow of movements Confidence of performer Control of the body	Peer Assessment	Checklist with comments from individual student

### Assessment Rubric for Assessment Task 3 - Movement sequences and body shapes

Criteria	4 Marks	3 Marks	2 Marks	1 Marks	0 Marks
Order of movements	All 4 skills performed in correct order	Last 3 skills performed in correct order	Last 2 skills performed in correct order	4 skills not performed in order	Poor or no attempt to perform any skill
Flow of movements	Very good and smooth flow in performing skills without stops	Performed skills with good flow with 1 stop	Some flow shown in the first 3 skills	Little flow with 3 stops	Flow not observed
Confidence of Performer	Very confident performing all skills	Performed with some confidence shown in the first 3 skills	confidence shown in the last 3 skills	Little confidence shown in the last 3 skills	No confidence observed
Control of the Body	Very good body control in performing all skills	Some good body control in the performance in the first 3 skills	Good body control in the performance in the last 3 skills	Little control shown in the last 3 skills	No control observed in the unsteady performance



## Recording and Reporting

The recording and reporting of student achievements in the classroom is very important. Teachers use a range of tasks to ensure that commended content standards are equally assessed, recorded and reported. This helps the teacher to reflect the effectiveness of their teaching.

Teachers should keep accurate records of how well the students achieved the knowledge, skills, attitudes and values in the content standards in Grade 7.

### Recording

Teachers can record the evidence of students' demonstrations of achieving the content standard statements, using assessment instruments that are manageable. Here are some recommended recording methods;

- individual or class checklist, or class grid to record observations
- comments on students' work indicating what they have done well and where they need to improve
- work samples being added to a portfolio
- test marks
- students' assessments of their own performance using the assessment criteria
- students' assessment of their peers using the assessment criteria.

Students are given constructive feedback by the teacher on what they can do well and what they need to do to improve. Likewise, teachers are focused on the content they are assessing and are able to apply fair and consistent judgment.

### Reporting

Teacher should report what students have done well and how they can improve further. Formal reporting through written reports and interviews are done to inform parents and guardians of the students learning progress and other related areas such as behaviors. Teachers must ensure that the student has demonstrated and achieved the content standards independently on a number of occasions. These can be done formally or informally.

The achievements are reported to the respective stakeholders in relation to;

- weaknesses in the learner
- strengths in the learner
- parent and guardian support and
- evaluation of the content of learning.

## Recording and Reporting Strategies

Students must be informed of their achievements in the assessment tasks they participated in. They feel responsible for their own learning and can use the experience to take up the challenge to improve on their own weaknesses based on the assessments.

### Suggested assessment recording and reporting tools

Keeping informed records of student performances on formal recording tools is very important both for the students, guardians, parents and teachers of the next grade level. Some recording tools are shown below as samples for teachers to use apart from those currently used in the classroom. Assessment recording and reporting tools are used to identify where a student is in relation to the standard. Examples of these tools include checklists, generalized and specific rubrics, answer keys, scoring templates and observation sheets.

#### Sample 1: Anecdotal Notes – Class Grid

- record the dates of assessment tasks
- write comments on the performance observed as per the criteria given
- one box is for a student
- this same grid can be used for a term depending on the type and number of assessment tasks prepared

Class:

Anecdotal Notes- Group No:

May	June	July	August	September	October
<b>Content Standard: 7.6.1</b>					
<b>Benchmarks: 7.6.1.1-7.6.1.6</b>					
<b>Nunty</b> 20/05/17 Assessment Task 1 Performed criteria 1&2 satisfactory					
<b>Meico</b> 20/05/17 Assessment Task 1 Satisfactory but criteria 1 was incomplete					
<b>Thomas</b> 20/05/17 Assessment Task 1 Performed criteria 2 satisfactory but did not attempt criteria 1					

## Class Checklist Recording for Peer Assessment

This form of recording can occur formally and informally. The emphasis is on constructive observation and critical feedback. It is particularly a useful strategy for skill assessment for formative purposes.

After observing each other's movement skills performance or other role plays, students are asked to give formal or informal feedback to each other focusing on positive comments and areas that might need further attention.

<b>Strand:</b> Individual and community health <b>Unit:</b> 1 Personal health and hygiene <b>Content Standard:</b> 7.4.1 <b>Benchmarks:</b> 7.3.1.1-7.3.1.3 <b>Assessment Task:</b> Describe the benefits of the different nutrients and how it contributes to good health <b>Assessment method:</b> Presentation - Awareness		<b>Marking Code Keys:</b> <b>A:</b> Achieved <b>PA:</b> Partly achieved <b>NA:</b> Not achieved <b>NI:</b> Needs to improve	
Group Names	Criteria 1: Correct outline of the benefits of food nutrients to healthy wellbeing	Criteria 2: Knowledgeable of the content, presentable and strategy applied	Criteria 3: Display of creativity, behavior and overall effort
1. Apisai			
2. Rino			
3. Hosy			
4. Jacobline			
5. Pombi			
6. Eldie			
7. Gregy			

## Monitoring and Evaluation

Monitoring and evaluation are the processes in which teachers will gather and use assessment information to make judgments about the effectiveness, efficiency and impact of their teaching, students learning, assessment programs and resources.

This information can be used by teachers to evaluate the effectiveness and the quality of health - physical education lessons taught throughout the year.

Similarly, a whole school can analyze results of the subject by strands and content standards or by grades, and identify areas of strengths and weaknesses. For example, if a whole school is not performing well in Health & Physical Education, then the subject could become the focus for school based in-service and resource development for the next year. In this way, assessment information serves three purposes;

- to improve students' learning
- to improve the quality of teaching and
- to improve the content.

# Glossary

Explanations of terms used in this Teacher Guide are provided for subject specific and general terms.

Word	Definitions
<b>adolescence</b>	the period following the onset of puberty during which a young person develops from child into adult
<b>agility</b>	the ability of the body to move and to change direction easily, quickly and efficiently, for example to dodge or weave
<b>AIDS</b>	acquired immune deficiency syndrome
<b>alcohol</b>	a drink that contains ethanol a type of alcohol produced by fermentation of grains, fruits or other sources of sugar
<b>aquatic sports</b>	sports played or performed in or on water such as water skiing, diving, snorkelling
<b>ART</b>	antiretroviral treatment
<b>assertiveness</b>	is a healthy way of communicating. it is the ability to speak up for ourselves in a way that is honest and respectful
<b>athletics</b>	a collection of sporting events that involve competitive running, jumping, throwing and walking. Common types of athletics events in track and field include sprints, distance running and jumps and throws
<b>back stroke</b>	a style of swimming on the back in which the swimmer makes circular backward movements with each arm alternately while kicking the legs rhythmically up and down
<b>badminton</b>	a racket sport where players use small rackets to hit a ball like objects with feathers or nylon (a shuttle cork) over a net – singles or doubles are played
<b>balance</b>	the ability of the body to move itself in a steady position while moving or when standing still. for example, controlling the body after chasing the ball
<b>ball and ring sports</b>	team sports played using a ball and rings such as basketball and netball
<b>ball handling skills</b>	the control of the ball as in basketball or soccer or any ball sports by skilfully dribbling and accurate passing management
<b>basic sports administration</b>	to ensure the smooth management of a sports organisation this may range from sporting clubs, fitness centres, sports facilities etc. There are also sports opportunities in sports funding bodies and local authority for sports development
<b>bat and ball sports</b>	team sports played using ball and bat such as softball
<b>breast stroke</b>	a breast stroke style of swimming where a swimmer begins on the chest in a stretched out, horizontal position. The arms are pulled outwards, downwards and back. the head is lifted up as the arms are pulled in towards the chest.
<b>bullying</b>	when a person is picked on over and over again by individual or group with more power either in terms of physical strength or social standing. Main reasons people are bullied are because of appearance and social status
<b>butterfly stroke</b>	a swimming style in which both arms are lifted simultaneously above and over the head while both feet are kicked up and down

<b>caffeine</b>	a chemical mainly found in coffee, tea, and cola
<b>cardio –respiratory endurance</b>	refers to the efficiency of the heart and lungs in taking up and delivering adequate amounts of oxygen to the working muscles. It is particularly important in a sustained activity, such as jogging that will have a direct effect on muscular endurance or aerobic capacity
<b>career pathways</b>	a sequence of courses within your area of interest. it will connect your career interests from high school to college or to pursue your dreams formally or informally
<b>cholesterol</b>	fatty substance which circulates in blood and may be deposited into walls of arteries
<b>circuit activities</b>	physical fitness activities where a variety of exercises are performed at different stations such as push-ups, sit ups, shuttle runs and frog runs
<b>code of conduct</b>	an approved and accepted set of principles as guidelines for athletics, officials and spectators in games and sports. these guidelines help promote fair play
<b>communicable diseases</b>	disease that is spread from one person to another through a variety that include, contact with blood and bodily, breathing in an airborne virus or by being bitten by an insect
<b>cool down</b>	easy exercise done after a more intense activity to allow the body (heart rate, muscles, temperature, breathing) to return to normal or resting state
<b>coping skills</b>	methods a person uses to deal stressful situation. obtaining and maintaining good coping skills does take practise. however, utilizing these skills become overtime. most importantly good coping skills make for good mental health wellness
<b>CPR</b>	cardiopulmonary resuscitation
<b>cricket</b>	is a bat and ball game/sport played between two teams for eleven players on a field at the centre of which is a 20m pitch with a wicket at each end, each comprising two bails balanced on each stumps
<b>defensive play</b>	favouring defence as playing strategy concentrating more on preventing the other team from scoring
<b>dental health</b>	taking care of your mouth, teeth and gums is a worthy goal in and of itself. good oral and dental hygiene can help prevent bad breath, tooth decay and gum diseases and can help you keep your teeth as you get older
<b>diet</b>	in nutrition diet is the sum of food consumed by a person. It implies to the use of specific intake of nutrition for health or weight management reasons
<b>diseases</b>	abnormal condition that negatively affects the structure or function of part or all of an organism and that is due to any external injury
<b>DRAB</b>	danger, response, airway, breathing
<b>drug addiction</b>	a distinct concept from substance dependence, is define as compulsive out of control drug use, despite negative consequences. an addictive drug is a drug which is both rewarding and reinforcing
<b>drugs</b>	a drug is any substance (other than food that provides nutritional support) that when inhaled, injected, smoked, consumed, absorbed via a patch on the skin, or dissolve under the tongue causes a temporary physiological/and often psychological change in the body

<b>ejaculation</b>	is the release of semen from the penis at orgasmic (sexual climax). when a man is stimulated, the brain sends signals to the genital area through nerves in the spinal cord to make the pelvic muscles contract
<b>emotional wellbeing</b>	the implications of disease emotion wellbeing are related to mental health concerns such as stress, depression and anxiety. these in turn can contribute to physical –ill-health such as digestive disorder sleep, disturbance and generally lack of energy
<b>endurance</b>	ability to bear prolonged hardship the ability or power to bear prolonged exertion, pain, or hardship without giving way
<b>F.I.T.T</b>	frequency. intensity. time. type (relates to physical activity)
<b>fair play</b>	describe attitudes and behaviours established to allow every person an equal opportunity to participate in a game, follow the rules of the game, respect each other, play safely and accept umpire’s decision.
<b>family planning</b>	the practice of controlling the number of children one has and the intervals between their births, particularly by means of contraception or voluntary sterilization
<b>fertilization</b>	the action or process of fertilising an egg involving the fusion of male and female gametes to form a zygote
<b>field and goal sports</b>	team sports played using ball and goal between two teams such as soccer, rugby league and rugby touch
<b>field events</b>	throwing or jumping competition: an athletics event in a track-and-field meet that takes place on an open grass area not on a track, e.g. the discus, javelin, long jump, or high jump
<b>First Aid</b>	help given to a sick or injured person until full medical treatment is available
<b>fitness</b>	the ability to take part in physical activity without getting too tired
<b>flexibility</b>	the ability to move the joints through their full range of motion
<b>food poisoning</b>	illness from food contaminated with bacteria, virus, parasites or toxins
<b>food pyramid</b>	is a triangular diagram representing the optional number of servings to be eaten each day of the basic food groups
<b>free style</b>	a stroke in swimming where a swimmer lies on top of the water on the stomach. the arms are around in a circular motion while the legs kick up and down in a flutter kick.
<b>fundamental movement</b>	building blocks of movements that other movements for specific purposes are build or developed from
<b>game skills</b>	skills performed in playing games with objects or partners e.g., catch, kick, volley, shooting
<b>GBV</b>	gender based violence
<b>gender equity</b>	the different behaviour aspiration and needs of women and men are considered valued and favoured according to their respective needs. it does not mean that they have to become the same but their rights and responsibilities and opportunities will depend on whether they are born male or female
<b>general space</b>	open space where students move and share with others

<b>gymnastics</b>	the name given to a range of activities in which the body is moved from one position to another in a variety of ways that requires balance, strength, flexibility, coordination and endurance. it develops skills to support, transfer and manage body weight. gymnastics is done both with and without equipment
<b>HAMP</b>	hiv aids management and prevention
<b>hand-eye coordination</b>	skill of using the hand and eye at the same time through movement in games and sports
<b>harassment</b>	when someone behaves in a way which offends you or makes you feel distressed or intimidated. this could be abusive comments or jokes, graffiti or insulting gesture.
<b>hazardous situation</b>	a situation that poses a level of potential threat or risk to people. it has the potential to cause harm or can harm if active
<b>heart/lung endurance</b>	this is the capacity of the lungs to breathe greater amounts of air and the heart to circulate as greater amount of blood through the system. the more effective the heart and lungs are, the fitter the person is
<b>herbs</b>	any plant with leaves, seeds or flowers used for flavouring, food, medicine or perfume
<b>HIB</b>	harassment, imitation and bullying
<b>high intensity exercise</b>	an activity that requires lots of energy and force
<b>HIV</b>	human immunodeficiency virus
<b>human anatomy</b>	a complementary basic medical science which deals with scientific study of the structure of human body
<b>hygiene</b>	conditions or practices conducive to maintaining health and preventing disease especially through cleanliness
<b>inherited characteristics</b>	something you receive from your parents, grandparents or other family members is inherited whether it's a personality trait or inherited genetically
<b>interpersonal conflicts</b>	occurs when a person or group of people frustrates or interferes with another person's effort at achieving a goal
<b>leg-eye coordination</b>	skill of using the leg and eye at the same time through movement in games and sports
<b>LGBT</b>	lesbian, gay, bisexual transgender
<b>lifestyle diseases</b>	include atherosclerosis, heart disease and stroke, obesity and type 2 diabetes and disease associate with smoking and alcohol and drug abuse. also lack of physical activity and unhealthy eating
<b>long jump</b>	a track and field event in which competitors jump as far as possible along the ground in one leap from a take-off point with combine speed, strength and agility
<b>malnutrition</b>	a disease caused by an improper or insufficient diet. not having enough to eat and not eating enough of the right food
<b>movement concepts</b>	how movements are performed, they are speed, effort, level and relationships to an object or partner
<b>movement sequence</b>	locomotor or non-locomotor movements performed in a sequence smoothly



<b>muscular endurance</b>	the ability of muscles to keep working for an extended period of time
<b>netball</b>	a ball sports played by two teams of seven players. A game based on passing, catching and shooting a ball using the hands where body contact is not permitted
<b>non – prescription drugs</b>	any drug that you can buy over the counter without a doctor’s prescription. these drugs can interact with other medicine and can sometimes cause serious health problems
<b>non-communicable diseases</b>	a medical condition or disease that is not caused by infectious agents (non- infectious or non-transmissible. Non-communicable disease refer to chronic disease which last for long periods of time and progress slowly
<b>nutrition deficiencies</b>	occurs when the body is not getting enough nutrients such as vitamins and minerals. There are number of conditions that are caused by nutritional deficiency such as anaemia. The body requires vitamins to stay healthy and functional properly
<b>offensive play</b>	is the action of attacking or engaging an opposing team with the aim of scoring points or goals
<b>over-arm throw</b>	game skill performed by the movement of arm raised above the shoulder. commonly used in sports for throwing far and for quick accurate passes
<b>peer pressure</b>	direct influence on people by peers
<b>physiology</b>	the way in which a living organism or bodily part functions
<b>pivot</b>	keeping one foot on the ground while moving another
<b>playing field</b>	area for organized team games. an area of level ground used for organized sporting activities
<b>preservatives</b>	a substance used to preserve food stuff against decay
<b>puberty</b>	the period during which a adolescent reach sexual maturity and become capable of reproduction
<b>racket and net sports</b>	team sports played using racket and net such as badminton, table tennis and tennis
<b>relationships</b>	a strong deep or close association or acquaintances between two or more people
<b>resilience</b>	the capacity to recover quickly from difficulties or toughness
<b>RICER</b>	rest, ice, compression, elevation, referral
<b>risky behaviour</b>	are those that are potentially exposed people to harm or significant risk of harm which will prevent them reaching their potential. some risky behaviour is normal and is part of growing up
<b>safety skills</b>	skills that one must be aware of for protection to avoid injuries during physical activities
<b>sanitation</b>	conditions relating to public health especially provision of clear drinking water and adequate sewage disposal
<b>self-space</b>	space enough for an individual marked and not shared
<b>sensory impairments</b>	is when one of your sense of sight, hearing, smell, touch, taste and spatial awareness is no longer working or normal

<b>soccer</b>	a form of football played by two teams of 11 players with a ball which may not be handled during play except by goal keepers. a game based on passing, controlling and shooting a ball with the feet, legs, chest and head
<b>social changes</b>	the improvement of human and social condition and the betterment of society. such change can occur at many levels including individuals, families, communities, organisation and the government
<b>social exclusion</b>	exclusion from the prevailing social system and its rights and privileges typical as a result of poverty or the fact of belonging to minority social group
<b>social inclusion</b>	is the process of improving the terms of which individuals and groups take part in society improving the ability, opportunity and dignity of those disadvantaged on the basis of their identity
<b>social media</b>	websites and applications that enable users to create and share content or participate in social networking
<b>softball</b>	a sport similar to baseball played on a small diamond with a ball larger than baseball and that is pitched underarm.
<b>spatial awareness</b>	the ability to be aware of oneself in space. It is an organised knowledge of objects in relation to oneself in that given space
<b>spike</b>	the act of scoring a point by slamming the ball over the net into the opposing court effectively and aggressively
<b>sportsmanship</b>	positive behaviours and attitudes of players showing respect for the rules of the game and for other players and officials
<b>standard games/ sports</b>	games/sports performed or played with standard rules accepted worldwide by IF's
<b>static balance</b>	able to maintain a stationary position throughout the movement
<b>STI</b>	sexually transmitted infections
<b>submerging</b>	skills of swimming that requires a person to go under the water
<b>tackling</b>	attempt to take the ball away from the opposition
<b>TB</b>	tuberculosis
<b>techniques</b>	specific details or actions performed within a skill
<b>techniques</b>	skill or method to perform a particular task
<b>technology</b>	is comprised of products and processes created by engineers to meet our needs and wants and improves accessibility, time and effort
<b>tobacco</b>	contains nicotine which go through the process of drying and fermentation for smoking and chewing
<b>track events</b>	athletic events that take place on a running track in sprints and distance running
<b>triple jump</b>	the competitor runs on the runway and performs a hop from a running start and a step and swing jump onto a sand pit
<b>VCT</b>	voluntary counselling and training
<b>volley ball</b>	a game/sport based on hitting a medium sized light ball with fingers, hands, wrist and forearms. It is a team sport in which two teams of six players are separated by a net

**warm up**

series of dynamic activities usually including a general body activity such as a jog, walk, skip with stretching while moving and skills rehearsal to prepare the body for the game or activity to follow

# Resources

Health & Physical Education lessons require resources both for the student and the teacher. Physical Education is a practical subject therefore requires resources and specific equipment. All classrooms must be fully equipped with relevant resources in order for the learning content to be planned and delivered effectively Teachers are encouraged to use improvised teaching and learning materials.

These suggested resources are listed to guide teachers to select materials that students must handle comfortably and access cheaply.

## Suggested equipment and other learning materials

no	Teacher Resource	Student Resources	Type of resource	
			Improvised	Manufactured
1	Sports equipment kit	balls, bats, rackets, batons nets, rings	Improvised	Manufactured
2	Skipping ropes	Skipping ropes	Improvised	Manufactured
3	Cones	Cones	Improvised	Manufactured
4	Witches hat	Witches hat	Improvised	Manufactured
5	Whistle	Whistle	Improvised	Manufactured
6	Goal posts		Improvised	Manufactured
7	Nets and rings		Improvised	Manufactured
8	Safe playing field	Safe playing field	Community oval	
9	Sports men and women	Sports men and women	Local personnel	
10		Softball gloves		Manufactured
11		Bases		Manufactured
12		Sports clothing/shoes		Manufactured
13	First Aid Kit	Plasters, stretch bandage, dencorub		Manufactured
14	Physical Education posters		Improvised	Manufactured
15	Safety mats/crash mats		Improvised	Manufactured
16	Health posters/charts		Improvised	Manufactured
17	Health brochures		Improvised	Manufactured
18	Health booklets		Improvised	Manufactured
19	Health pamphlets		Improvised	Manufactured
20	Health and Physical Education audio and visual aids			Manufactured

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# Appendices

## Appendix 1: Bloom's Revised Taxonomy

<b>Creating</b> <b>(High order thinking)</b>	Generating new ideas, products or ways of viewing things by: <ul style="list-style-type: none"> <li>• Designing</li> <li>• Constructing</li> <li>• Planning</li> <li>• Producing</li> <li>• Inventing</li> <li>• Devising</li> <li>• Making</li> </ul>
<b>Evaluating</b> <b>(High order thinking)</b>	Justifying a decision or course of action by: <ul style="list-style-type: none"> <li>• Checking</li> <li>• Hypothesizing</li> <li>• Critiquing</li> <li>• Experimenting</li> <li>• Judging</li> </ul>
<b>Analyzing</b> <b>(High order thinking)</b>	Breaking information into parts to explore understanding and relationships by: <ul style="list-style-type: none"> <li>• Comparing</li> <li>• Organizing</li> <li>• Deconstructing</li> <li>• Interrogating</li> <li>• Finding</li> </ul>
<b>Applying</b>	Using information in another familiar situation by: <ul style="list-style-type: none"> <li>• Implementing</li> <li>• Carrying out</li> <li>• Using</li> <li>• Executing</li> </ul>
<b>Understanding</b>	Explaining ideas or concepts by: <ul style="list-style-type: none"> <li>• Interpreting</li> <li>• Summarizing</li> <li>• Paraphrasing</li> <li>• Classifying</li> <li>• Explaining</li> </ul>
<b>Remembering</b>	Recalling information by: <ul style="list-style-type: none"> <li>• Recognizing</li> <li>• Listing</li> <li>• Describing</li> <li>• Retrieving</li> <li>• Naming</li> <li>• Finding</li> </ul>

The table shows examples of guided questions for each of the levels of the Bloom's taxonomy.

<b>Remembering</b>	How many ways can you travel from one place to another? List and draw all the ways you know. Describe one of the vehicles from your list, draw a diagram and label the parts. Collect "transport" pictures from magazines- make a poster with information
<b>Understanding</b>	How do you get from school to home? Explain the method of travel and draw a map. Write a play about a form of modern transport. Explain how you felt the first time you rode a bicycle. Make your desk into a form of transport.
<b>Applying</b>	Explain why some vehicles are large and others small. Write a story about the uses of both. Read a story about "The Little Red Engine" and make up a play about it. Survey 10 other children to see what bikes they ride. Display on a chart or graph.
<b>Analyzing</b>	Make a jigsaw puzzle of children using bikes safely. What problems are there with modern forms of transport and their uses- write a report. Use a Venn Diagram to compare boats to planes, or helicopters to bicycles.
<b>Evaluating</b>	What changes would you recommend to road rules to prevent traffic accidents? Debate whether we should be able to buy fuel at a cheaper rate. Rate transport from slow to fast etc.
<b>Creating</b>	Invent a vehicle. Draw or construct it after careful planning. What sort of transport will there be in twenty years' time? Discuss, write about it and report to the class. Write a song about traveling in different forms of transport.

## Appendix 2: 21<sup>st</sup> Century Skills, Knowledge, Values and Attitudes

The **21<sup>st</sup> century skills** movement, which broadly calls on schools to create academic programs and learning experiences that, equips students with the most essential and in-demand knowledge, skills and dispositions they will need to be successful in higher-education programs and modern workplaces.

The term **21<sup>st</sup> century skills** refers to a broad set of knowledge, skills, work habits, and character traits that are believed by educators, school reformers, college professors, employers, and others—to be critically important to success in today's world, particularly in collegiate programs and contemporary careers and workplaces. The 21<sup>st</sup> century skills can be applied in all academic subject areas, and in all educational, career, and civic settings throughout a student's life.

The skills students will learn will reflect the specific demands that will be placed upon them in a complex, competitive, knowledge-based, information-age, technology-driven economy and society.

The following list provides a brief illustrative overview of the knowledge, skills, work habits, and character traits commonly associated with 21<sup>st</sup> century skills:

- Critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information
- Research skills and practices, interrogative questioning
- Creativity, artistry, curiosity, imagination, innovation, personal expression
- Perseverance, self-direction, planning, self-discipline, adaptability, initiative
- Oral and written communication, public speaking and presenting, listening
- Leadership, teamwork, collaboration, cooperation, facility in using virtual workspaces
- Information and communication technology (ICT) literacy, media and internet literacy, data interpretation and analysis, computer programming
- Civic, ethical, and social-justice literacy
- Economic and financial literacy, entrepreneurialism
- Global awareness, multicultural literacy, humanitarianism
- Scientific literacy and reasoning, the scientific method
- Environmental and conservation literacy, ecosystems understanding and
- Health and wellness literacy, including nutrition, diet, exercise and public.



## Appendix 3: STEAM or STEM

### What is STEAM?

The acronym of STEAM denotes **Science, Technology, Engineering, Arts, and Mathematics (STEAM)**. STEAM refers to teaching and learning which make up the scope of preferred teaching and learning in the actual learning environment **in both formal and informal classroom settings**. STEAM is an educational concept introduced to meet the envisioned knowledge, skills, values and attitudes in particular preferred teaching and learning fields of Science, Technology, Engineering, Arts, and Mathematics.

STEAM education integrates concepts that are usually taught as separate subjects in different classes and emphasizes the application of knowledge to real-life situations, and to the understanding of how STEAM disciplines shape our material, intellectual, cultural, economic, social, and environmental contexts.

STEAM education emphasizes the teaching, learning, and the application of essential concepts, ideas, processes, high level thinking skills, and 21<sup>st</sup> century knowledge, skills, values and attitudes in understanding and solving physical and natural problems rather on in-depth teaching and learning of STEAM content.

STEAM education focuses on providing the learners real life experiences of how STEAM related skills, concepts, processes, ideas, principles, values, and attitudes are applied and used to identify problems and questions in real life situations, explain the natural and physical world, and draw evidence-based conclusions.

- By exposing students to STEAM and giving opportunities to them to explore STEAM-related concepts, they will develop a passion for it and, hopefully, pursue a job in a STEAM field.
- Providing real life experiences and lessons, e.g., by involving students to actually solve a scientific, technological, engineering, or mathematical, or arts problem, would probably spark their interest in a STEAM career path. This is the theory behind STEAM education.
- By integrating STEAM content and real life learning experiences at different levels of the curriculum process (e.g., Curriculum frameworks, content standards, benchmarks, syllabi, teachers' guides and students' books, curriculum design and development, annual and term school programs and lesson plans, teaching methodologies.
- Teaching methodologies – Problem and project-based learning, partnerships with external stakeholders e.g., high education institutions, private sector, research and development institutions, and volunteer and community development organizations.
- They underpin STEM education. They are the main enablers of STEM education.

In general, the 21<sup>st</sup> century skills can be applied in all academic subject areas, and in all educational, career, and civic settings throughout a student's life.

The skills students will learn will reflect the specific demands that will be placed upon them in a complex, competitive, knowledge-based, information-age, technology-driven economy and society.

## Appendix 4: Sample Time Analyses and Sample Time Table for Grade 7

### Sample Time Analyses

No:	Subjects	Prescribed Time Allocation	No: of lessons x minute/lesson	Suggested Minutes	+ minutes	- minutes
1	English	280	7x40	280		
2	Mathematics	240	6x40	240		
3	Science	200	5x40	200		
4	Social Science	160	4x40	160		
5	Arts	120	3x40	120		
6	HPE	160	4x40	160		
7	MAL	160	4x40	160		
8	CCVE	120	3x40	120		
10	Assembly	60	5x10	50		10
11	RI	60	1x40	40		20
12	Sports	60	2x40	80	20	
13	Block Time/Study	30	1x40	40	10	
	<b>TOTAL</b>	<b>1650</b>	<b>40 (instructional lessons weekly) + assemblies</b>	<b>1650</b>	<b>30</b>	<b>30</b>

## Weekly Timetable Sample

No:	Minutes	Time	Monday	Tuesday	Wednesday	Thursday	Friday
-	10	8:00-8:10	Assembly	Assembly	Assembly	Assembly	Assembly
1	40	8:10-8:50	English	English	English	English	English
2	40	8:50-9:30	English	Math	English	Math	Math
3	40	8:30-10:10	Math	Math	Math	Science	Study (Contact)
-	30	10:10-10:40	Recess	Recess	Recess	Recess	Recess
4	40	10:40-11:20	Science	S/S	S/S	S/S	CCVE
5	40	11:20-12:00	Science	Science	Science	HPE	HPE
-	60	12:00-1:00	Lunch	Lunch	Lunch	Lunch	Lunch
6	40	1:00-1:40	S/S	HPE	CCVE	CCVE	MAL
7	40	1:40-2:20	HPE	MAL	Arts	Sports	MAL
8	40	2:20-3:00	Arts	MAL	Arts	Sports	RI
	<b>330</b>	<b>(330 instructional minutes' x 5 days = 1650 minutes)</b>					



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