

INTRODUCTION

Physical Education is the study of the body in motion and it plays a crucial role in the development and physical well-being of learners. The maintenance of the body through physical fitness, health, flexibility and endurance promotes sound reasoning and growth.

The General objectives for Grades 10 – 12 Physical Education:

- 1. Analyze how the body organs and systems work in a healthy manner.**
- 2. Demonstrate the knowledge of healthy wholesome practices.**
- 3. Comprehend the necessity of nutrition for the body.**

A learner-centered approach is emphasized in this curriculum. This is based on the firm belief that learning becomes more permanent, meaningful and exciting when learners themselves take ownership of the learning process. Instructors are therefore urged to contrive those classroom strategies that engage learners actively in the teaching and learning process.

SEMESTER ONE

GRADE-10

PERIOD-I

TOPICS: (1) INTRODUCTION TO PHYSICAL EDUCATION

LEARNING OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES ASSESSMENT
Learners are able to define and explain the importance of physical education and track & field.	<p>Upon completion of this topic, learners will:</p> <p>(1) Define and discuss Physical Education</p> <p>Demonstrate Track & Field</p>	<ol style="list-style-type: none"> 1. Define Physical Education 2. The Importance of Physical Education 3. Historical Contributions: <ol style="list-style-type: none"> a. Primitive b. Greeks c. Romans 4. Track & Field 	<p>Inclusive and differentiated learning.</p> <p>Individual seat work or work in mixed group according to gender abilities and learning styles.</p> <p>Discuss: -Let learners discuss Physical Education, its importance and historical contributions</p> <p>Demonstrate: -The 400m Relay Race</p>	<p>Track event materials:</p> <ol style="list-style-type: none"> a. Spikes b. Relay Batons <p>Field event materials:</p> <ol style="list-style-type: none"> 1. Javelin 2. Hammer 3. Pole Volt <p>www.pecentral.org</p> <p>www.internet4classrooms.com</p> <p>www.icps.org</p> <p>www.dictionary.com</p>	<p><u>Competencies:</u></p> <ul style="list-style-type: none"> • Effective Communication • Analytical Skills, • Digital Skills, • Research and Problem Solving skills • Organizational ability • Creativity & Innovation skills <p><u>Tools: used to check competencies(select relevant options)</u></p> <p><u>1.presentation</u></p> <ol style="list-style-type: none"> a. Individual b. Group c. Class participation

SEMESTER ONE

GRADE-10

PERIOD-II

TOPIC: 1. GREEK FESTIVALS AND THE OLYMPIC GAMES

LEARNING OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/RESOURCES	COMPETENCIES ASSESSMENT
<p>Learners are able to adapt Greek Festivals, with both Ancient and The Modern Olympic Games</p>	<p>: Upon completion of this topic, Learners will:</p> <ol style="list-style-type: none"> 1. Discuss Greek Festivals 2. Explain the Ancient Olympic Games 3. Prioritize the Modern Olympic Games 	<ol style="list-style-type: none"> 1. Greek Festivals: 2. Ancient Olympic Games 3. The Modern Olympic Games 	<p>Inclusive and differentiated learning.</p> <p>Individual seat work or work in mixed group according to gender abilities and learning styles.</p> <p>Discuss The Greeks Festivals, Usthman,Pythian, Nemean and Olympian, the Ancient & Modern Olympic Games.</p>	<p>Track event materials:</p> <ol style="list-style-type: none"> a. Spikes b. Relay Batons <p>Field event materials:</p> <ol style="list-style-type: none"> 1. Javelin 2. Hammer 3. Pole Volt 4. Football <p>WAEC Syllabus</p> <p>www.pecentral.org</p> <p>www.internet4classrooms.com</p> <p>www.icps.org</p> <p>www.dictionary.com</p>	<p><u>Competencies:</u></p> <ul style="list-style-type: none"> • Effective Communication • Analytical Skills, • Digital Skills, • Research and Problem Solving skills • Organizational ability • Creativity & Innovation skills <p><u>Tools: used to check competencies(select relevant options)</u></p> <p><u>1.presentation</u></p> <ol style="list-style-type: none"> a. Individual b. Group c. Class participation

SEMESTER ONE

GRADE-10

PERIOD-III

TOPIC: 1. PHYSICAL FITNESS

LEARNING OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES ASSESSMENT
<p>Learners are able to identify, define, as well as discuss physical fitness and the health & skill-related components.</p>	<p>Upon completion of this topic, learners will:</p> <p>(1) Identify and define Physical Fitness and its components</p> <p>Discuss the health-related & skill-related components</p>	<p>-Physical Fitness:</p> <p>a. Definition b. History c. Importance</p> <p>-Components of physical fitness</p> <p>-Health & Skill-related activities</p>	<p>- Inclusive and differentiated learning.</p> <p>Individual seat work or work in mixed group according to gender abilities and learning styles.</p> <p>Discuss: the history and importance of physical fitness, its components and health and skill-related activities.</p> <p>The importance Physical fitness</p> <ul style="list-style-type: none"> • To support shape • To protect • For movement • For making blood cells • For Mineral storage <p><u>Demonstrate</u></p> <p>The ‘Circuit exercise’- (series of exercises done alternatively).</p>	<p>Textbooks (physical education handbook)</p> <p>WAEC Syllabus, Head Office, Tubman Boulevard, Mon</p> <p>www.pecentral.org</p> <p>www.internet4classrooms.com</p> <p>www.icps.org</p> <p>www.dictionary.com</p>	<p><u>Competencies:</u></p> <ul style="list-style-type: none"> • Effective Communication • Analytical Skills, • Digital Skills, • Research and Problem Solving skills • Organizational ability • Creativity & Innovation skills <p>Tools: used to check competencies(select relevant options)</p> <p>1.presentation</p> <p>a. Individual b. Group c. Class participation</p>

SEMESTER TWO

GRADE-10

PERIOD-IV

TOPIC: NUTRITION/DRUGS & SPORTS

LEARNING OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES ASSESSMENT
<p>Learners are able to define nutrition, explain the effect of drugs on sports, identify nutritious food for healthy living and discuss food groups.</p>	<p>Upon completion of this topic, learners will:</p> <p>(1) Define nutrition</p> <p>(2) Explain the effect drugs have on sports</p> <p>(3) Identify nutritious food for healthy living</p> <p>Discuss food groups</p>	<p>-Define:</p> <p>a. Nutrition - role of nutrition</p> <p>b. Kinds of drugs - the effect of drugs on sports</p> <p>c. The importance of the food groups</p>	<p>Inclusive and differentiated learning.</p> <p>Individual seat work or work in mixed group according to gender abilities and learning styles. Research, discuss and present:</p> <p>Let learners do a research on Nutrition, the kinds of food groups and drugs. Discuss and do a presentation in class.</p>	<p>-Food Samples</p> <p>-Visual Aid (charts) showing drugs</p> <p>www.pecentral.org</p> <p>www.internet4classrooms.com</p> <p>www.icps.org</p> <p>www.dictionary.com</p>	<p><u>Competencies:</u></p> <ul style="list-style-type: none"> • - Effective Communication • Analytical Skills, • Digital Skills, • Research and Problem Solving skills • Organizational ability • Creativity & Innovation skills <p><u>Tools: used to check competencies(select relevant options)</u></p> <p><u>1.presentation</u></p> <ol style="list-style-type: none"> a. Individual b. Group c. Class participation

SEMESTER TWO

GRADE-10

PERIOD-V

TOPIC: HEALTH AND PERSONAL HYGIENE

LEARNING OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES ASSESSMENT
Learners are able to explain, care of the body and personal hygiene	Upon completion of this topic, learners will: (1) Define health & personal hygiene Explain the care of the body	-Definition of health and personal hygiene -Importance of health in physical education -Care of the body	Inclusive and differentiated learning. Individual seat work or work in mixed group according to gender abilities and learning styles. Discuss health and personal hygiene Assign learners to research on the different care of the body	-water -cloths -other personal effects www.pecentral.org www.internet4classrooms.com www.icps.org www.dictionary.com	<p><u>Competencies:</u></p> <ul style="list-style-type: none"> • - Effective Communication • Analytical Skills, • Digital Skills, • Research and Problem Solving skills • Organizational ability • Creativity & Innovation skills <p><u>Tools: used to check competencies(select relevant options)</u></p> <p><u>1.presentation</u></p> <ol style="list-style-type: none"> a. Individual b. Group c. Class participation

SEMESTER TWO

GRADE-10

PERIOD-VI

TOPIC: 1. TRACK & FIELD

LEARNING OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES ASSESSMENT
Learners are able to explain, analyze and build interest in Track & Field Events.	<p>Upon the completion of this topic, Learners will:</p> <ol style="list-style-type: none"> 1. Analyze the history and rules of Track and Field games. 2. Explain track and field events 	<p>Track and Field:</p> <ol style="list-style-type: none"> a) History and rules b) Track events: Sprinting (skill and techniques) <p>2. Field events:</p> <ol style="list-style-type: none"> a) High Jump. (skill & techniques) 	<p>Inclusive and differentiated learning.</p> <p>Individual seat work or work in mixed group according to gender abilities and learning styles.</p> <p>Discuss The history and rules of track & field and the different events</p> <p>Demonstrate</p> <p>-Track events Sprinting (skill and techniques)</p> <p>-Field events. a) High Jump. (skill & techniques)</p>	<p>Textbooks (physical education handbook)</p> <p>WAEC Syllabus, Head Office, Tubman Boulevard, Mon</p> <p>www.pecentral.org</p> <p>www.internet4classrooms.com</p> <p>www.icps.org</p> <p>www.dictionary.com</p>	<p>Competencies:</p> <ul style="list-style-type: none"> • Effective Communication • Analytical Skills, • Digital Skills, • Research and Problem Solving skills • Organizational ability • Creativity & Innovation skills <p>Tools: used to check competencies(select relevant options)</p> <p>1.presentation</p> <ol style="list-style-type: none"> a. Individual b. Group c. Class participation

SEMESTER ONE

GRADE-11

PERIOD-I

TOPIC: 1. THE PHILOSOPHY OF PHYSICAL EDUCATION

LEARNING OUTCOMES	LEARNING OBJECTIVES:	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES ASSESSMENT
<p>Learners are able to describe the principles and philosophy of the founding fathers, analyze changes in the concept of physical education and demonstrate education of the physical and education through the physical</p>	<p>Upon completion of this topic learners will:</p> <ol style="list-style-type: none"> 1. Define the philosophy of physical education 2. Discuss the principles and philosophy of founding fathers 3. Explain about the founding fathers of physical education 4. Analyze changes in concept of physical education <p>Demonstrate education of the physical and</p>	<ol style="list-style-type: none"> 1. Principles and philosophies of the founding fathers 2. Changes in the concept of Physical Education 3. Education of the Physical and Education through the Physical 	<p>Inclusive and differentiated learning.</p> <p>Individual seat work or work in mixed group according to gender abilities and learning styles.</p> <p><u>Assignment</u> Class must be divided into three groups. Each group takes a topic, does a research and return to class for presentation</p> <p><u>Presentation</u> Each group doing a presentation on selected topic from the below topics.</p> <p>- Principles and philosophies of the founding father,</p> <p>-Changes in the concept of Physical Education</p>	<p>Textbooks (physical education handbook)</p> <p>WAEC Syllabus, Head Office, Tubman Boulevard, Mon.</p> <p>www.pecentral.org</p> <p>www.internet4classrooms.com</p> <p>www.icps.org</p> <p>www.dictionary.com</p>	<p><u>Competencies:</u></p> <ul style="list-style-type: none"> • Effective Communication • Analytical Skills, • Digital Skills, • Research and Problem Solving skills • Organizational ability • Creativity & Innovation skills <p><u>Tools: used to check competencies(select relevant options)</u></p> <p><u>1.presentation</u></p> <ol style="list-style-type: none"> a. Individual b. Group

	education through the physical		- Education of the Physical and through the Physical		c. Class participation
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SEMESTER ONE

GRADE-11

PERIOD-II

TOPIC: 1. PHYSICAL EDUCATION IDEOLOGIES

LEARNING OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS /RESOURCES	COMPETENCIES ASSESSMENT
<p>Learners are able to apply physical education ideologies, nationalism, patriotism and national ideologies</p>	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> 1. Define physical education ideologies 2. Explain nationalism and patriotism in physical education & Sports <p>Improve national ideologies</p>	<p>-P.E. Ideologies</p> <p>-Nationalism and Patriotism in physical education & sports</p> <p>-National ideologies</p>	<p>Inclusive and differentiated learning.</p> <p>Individual seat work or work in mixed group according to gender abilities and learning styles.</p> <p><u>Assignment</u> Class must be divided into three groups, each group takes a topic, does a research work and returns for class presentation.</p> <p><u>Presentation</u> Each group doing a presentation on topic selected from the below topics.</p> <p>--P.E. Ideologies</p>	<p>WAEC Syllabus, Head Office, Tubman Boulevard, Mon</p> <p>www.pecentral.org</p> <p>www.internet4classrooms.com</p> <p>www.icps.org</p> <p>www.dictionary.com</p>	<p><u>Competencies:</u></p> <ul style="list-style-type: none"> • - Effective Communication • Analytical Skills, • Digital Skills, • Research and Problem Solving skills • Organizational ability • Creativity & Innovation skills <p><u>Tools: used to check competencies(select relevant options)</u></p> <p><u>1.presentation</u></p> <ol style="list-style-type: none"> a. Individual b. Group c. Class participation

			<ul style="list-style-type: none">-Nationalism and Patriotism in physical education & sports-National ideologies		
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SEMESTER ONE

**GRADE-11
PERIOD-III**

TOPIC: 1. RECREATION

LEARNING OUTCOMES	LEARNING OBJECTIVES:	CONTENTS	ACTIVITIES	MATERIALS /RESOURCES	COMPETENCIES ASSESSMENT
Learners are able to develop indoor and outdoor recreation	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> 1. Define recreation and state the importance 2. List the types of recreational activities 3. Identify recreational activities <p>Distinguish between recreational activities and lifetime sports</p>	<ol style="list-style-type: none"> 1. Definition of Recreation 2. Types of recreational activities: <ol style="list-style-type: none"> a. Indoor b. Outdoor 3. Recreational activities: <ol style="list-style-type: none"> a. walking b. jogging 4. Difference between recreational activities and life time sports 	<p>Inclusive and differentiated learning.</p> <p>Individual seat work or work in mixed group according to gender abilities and learning styles.</p> <p>Discuss Types of recreational activities such as, a. Indoor b. Outdoor, (walking and jogging), difference between recreational activities and life time sports.</p> <p>Demonstrate Recreational sports and games, such as swimming and roller- skating</p>	<p>Paddles Nets Cue sticks Textbooks (physical education handbook) WAEC Syllabus, Head Office, Tubman Boulevard, Mon www.pecentral.org www.internet4classrooms.com www.icps.org www.dictionary.com</p>	<p>Competencies:</p> <ul style="list-style-type: none"> • Effective Communication • Analytical Skills, • Digital Skills, • Research and Problem Solving skills • Organizational ability • Creativity & Innovation skills <p>Tools: used to check competencies(select relevant options) 1.presentation a. Individual b. Group c. Class participation</p>

SEMESTER TWO

**GRADE-11
PERIOD-IV**

TOPIC: 1. TRADITIONAL SPORTS IN WEST AFRICA

LEARNING OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS /RESOURCES	COMPETENCIES ASSESSMENT
<p>Learners are able to discover the origin of traditional sports in West Africa, describe and determine the types.</p>	<p>Upon completion of this topic, Learners will:</p> <ol style="list-style-type: none"> 1. Discover the origin of traditional sports in West Africa 2. Describe the types of traditional sports 3. Determine their values 	<p>The origin of traditional sports in West Africa</p> <p>The types of traditional sports in West Africa</p> <p>The values of traditional sports</p>	<p>Inclusive and differentiated learning.</p> <p>Individual seat work or work in mixed group according to gender abilities and learning styles.</p> <p>Research, discuss and demonstrate:</p> <p>Learners do research, discuss and demonstrate the various traditional sports according to countries in West Africa.</p> <p>The origin, the types and values of traditional sports from different West African Countries must be concentrated. Their individual country roles must also be highlighted.</p> <p>2. Demonstrate:</p> <p>Other African dances in the Liberian Society, especially perform by the Grebo ethnic group.</p>	<p>Drum Sasa Sangba</p> <p>Textbooks (physical education handbook)</p> <p>WAEC Syllabus, Head Office, Tubman Boulevard, Mon</p> <p>www.pecentral.org</p> <p>www.internet4classrooms.com</p> <p>www.icps.org</p> <p>www.dictionary.com</p>	<p>Competencies:</p> <ul style="list-style-type: none"> • Effective Communication • Analytical Skills, • Digital Skills, • Research and Problem Solving skills • Organizational ability • Creativity & Innovation skills <p>Tools: used to check competencies(select relevant options)</p> <p>1.presentation</p> <ol style="list-style-type: none"> a. Individual b. Group c. Class participation

SEMESTER TWO

GRADE-11

PERIOD-V

TOPIC: 1. TRACK & FIELD

LEARNING OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS /RESOURCES	COMPETENCIES ASSESSMENT
<p>Learners are able to build interest in distance and relay races</p>	<p>Upon the completion of this topic, Learners will:</p> <ol style="list-style-type: none"> 1. Analyze the history and rules of Track and Field games. 2. Explain track and field events 	<p>Track and Field:</p> <ol style="list-style-type: none"> a). History and rules b). Track events Sprinting (Skill and techniques) 2. Field events (a) High Jump. (Skill & techniques) 	<p>Inclusive and differentiated learning.</p> <p>Individual seat work or work in mixed group</p> <p>Discuss Learners discuss the history and rules of Track & Field</p> <p>Demonstrate Sprinting (50yards-dash)</p>	<p>Textbooks (physical education handbook)</p> <p>WAEC Syllabus, Head Office, Tubman Boulevard, Mon</p> <p>www.pecentral.org</p> <p>www.internet4classrooms.com</p> <p>www.icps.org</p> <p>www.dictionary.com</p>	<p><u>Competencies:</u></p> <ul style="list-style-type: none"> • Effective Communication • Analytical Skills, • Digital Skills, • Research and Problem Solving skills • Organizational ability • Creativity & Innovation skills <p><u>Tools: used to check competencies(select relevant options)</u></p> <p><u>1.presentation</u></p> <ol style="list-style-type: none"> a. Individual b. Group c. Class participation

SEMESTER TWO

**GRADE-11
PERIOD-VI**

TOPIC: 1. EXERCISE AND YOUR BODY

LEARNING OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/RESOURCES	COMPETENCIES ASSESSMENT
<p>Learners are able to develop the skills of energy management, identify the effect of energy and explain the roles of energy during exercise.</p>	<p>Upon completion of this topic, Learners will:</p> <p>1. Manage energy during exercise</p> <p>Differentiate between exercise and the three energy system</p>	<p>-Energy Management and Exercise</p> <p>-Exercise and the three Energy groups:</p> <p>a. The Immediate Energy System</p> <p>b. The Non-oxidative Energy System</p> <p>c. The Oxidative System (Aerobic System)</p>	<p>Inclusive and differentiated learning.</p> <p>Individual seat work or work in mixed group</p> <p>Discussion: Learners should know that, Energy as it relates to the body, is like machine that works by converting one form of energy to another. The automobile engine, for example, works by transforming chemical energy (gasoline) into mechanical energy (the movement of the pistons). The human body works in similar way. It takes chemical energy from food and converts it into other forms of energy useful to the body to contract muscles, conduct nerve impulses, or renew bone cells or muscle protein. The ATP-(Adenosine Triphosphate) is the energy currency of the cell, the most basic form of storage energy. ATP releases the energy that fuels biological processes, such as muscle contractions.</p>	<p>Textbooks: Physical Education Handbook, Eighth Edition</p> <p>WAEC Syllabus, Head Office, Tubman Boulevard, Mon</p> <p>www.pecentral.org</p> <p>www.internet4classrooms.com</p> <p>www.icps.org</p> <p>www.dictionary.com</p>	<p><u>Competencies:</u></p> <ul style="list-style-type: none"> • Effective Communication • Analytical Skills, • Digital Skills, • Research and Problem Solving skills • Organizational ability • Creativity & Innovation skills <p><u>Tools: used to check competencies(select relevant options)</u></p> <p><u>1.presentation</u></p> <p>a. Individual</p> <p>b. Group</p> <p>c. Class participation</p>

SEMESTER ONE

GRADE-12

PERIOD-I

TOPIC: 1. INTRAMURAL & EXTRAMURAL ACTIVITIES AND TOURNAMENT

LEARNING OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES ASSESSMENT
<p>Learners are able to define and discuss the benefits of intramural and extramural activities as well as define tournament and state the types of tournament.</p>	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> 1. Define intramural and extramural activities 2. Discuss the benefit of intramural and extramural activities 3. Define and state the types of tournament 	<ol style="list-style-type: none"> 1. Definitions of intramural and extramural activities 2. Benefit of intramural and extramural activities 3. Definition and types of tournament 	<p>Inclusive and differentiated learning.</p> <p>Individual seat work or work in mixed group according to gender abilities and learning styles.</p> <p>Discuss: Learners can discuss the importance and benefits of intramural and extramural activities as well as tournaments.</p> <p>Emphasis can be made on the differences between the various activities.</p> <p>The role of lead up games and games of low organization and the advantages and disadvantages of each type of tournament should also be mentioned.</p>	<p>Football Jerseys Boot</p> <p>WAEC Syllabus, Head Office, Tubman Boulevard, Mon</p> <p>www.pecentral.org</p> <p>www.internet4classrooms.com</p> <p>www.icps.org</p> <p>www.dictionary.com</p>	<p><u>Competencies:</u></p> <ul style="list-style-type: none"> • Effective Communication • Analytical Skills, • Digital Skills, • Research and Problem Solving skills • Organizational ability • Creativity & Innovation skills <p><u>Tools: used to check competencies(select relevant options)</u></p> <p><u>1.presentation</u></p> <ol style="list-style-type: none"> a. Individual b. Group c. Class participation

SEMESTER ONE

GRADE-12

PERIOD- II

TOPIC: 1. TRADITIONAL SPORTS IN WEST AFRICA

LEARNING OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS /RESOURCES	COMPETENCIES ASSESSMENT
<p>Learners are able to discuss the origin of traditional sports in West Africa, describe the types of traditional sports and determine the value of traditional sports in West Africa.</p>	<p>Upon completion of this topic: Learners will:</p> <ol style="list-style-type: none"> 1. Discuss the origin of traditional sports in West Africa 2. Describe the types of traditional sports in West Africa 3. Determine the value of traditional sports in West Africa 	<ol style="list-style-type: none"> 1. Origin of traditional sports in West African Countries 2. Types of traditional sports in respective different West African Countries 3. Values of traditional sports 	<p>Inclusive and differentiated learning.</p> <p>Individual seat work or work in mixed group according to gender abilities and learning styles.</p> <p>Discussion:</p> <ol style="list-style-type: none"> 1. Learners do research, discuss and demonstrate the various traditional sports according to countries in West Africa. The origin, the types and the values of traditional sports from respective different West African Countries must be concentrated. Their individual country roles must also be highlighted. <p>2. Demonstration The War- dance in the Liberian Society, especially perform by the Grebo ethnic group.</p>	<p>Face mask African costumes</p> <p>Textbooks (physical education handbook)</p> <p>WAEC Syllabus, Head Office, Tubman Boulevard, Mon</p> <p>www.pecentral.org</p> <p>www.internet4classrooms.com</p> <p>www.icps.org</p> <p>www.dictionary.com</p>	<p><u>Competencies:</u></p> <ul style="list-style-type: none"> • Effective Communication • Analytical Skills, • Digital Skills, • Research and Problem Solving skills • Organizational ability • Creativity & Innovation skills <p><u>Tools: used to check competencies(select relevant options)</u></p> <p><u>1.presentation</u></p> <ol style="list-style-type: none"> a. Individual b. Group c. Class participation

SEMESTER ONE

**GRADE-12
PERIOD-III**

TOPIC: 1. GREEK FESTIVALS AND THE OLYMPIC GAMES

LEARNING OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES ASSESSMENT
<p>Learners are able to adapt Greek Festivals, with both Ancient and The Modern Olympic Games</p>	<p>Upon completion of this topic, Learners will:</p> <ol style="list-style-type: none"> 1. Discuss Greek Festivals 2. Explain the Ancient Olympic Games 3. Prioritize the Modern Olympic Games 	<ol style="list-style-type: none"> 1. Greek Festivals: 2. Ancient Olympic Games 3. The Modern Olympic Games 	<p>Inclusive and differentiated learning.</p> <p>Individual seat work or work in mixed group according to gender abilities and learning styles.</p> <p>1. Discussion Reference should be made to the origin and significance of these festivals. The origin and importance of the Olympic games to the social and political life of the Ancient Greek; most especially the Sparta and Athens must be the center of discussion. Additionally so with the greek festivals and Olympic games from Usthman, Pythian, Nemean and Olympian Society.</p>	<p>Track event materials: c. Spikes d. Relay Batons</p> <p>Field event materials: 1. Javelin 2. Hammer 3. Pole Volt 4. Football</p> <p>www.pecentral.org</p> <p>www.internet4classrooms.com</p> <p>www.icps.org</p> <p>www.dictionary.com</p>	<p>Competencies:</p> <ul style="list-style-type: none"> • Effective Communication • Analytical Skills, • Digital Skills, • Research and Problem Solving skills • Organizational ability • Creativity & Innovation skills <p>Tools: used to check competencies(select relevant options)</p> <p>1.presentation</p> <ol style="list-style-type: none"> a. Individual b. Group c. Class participation

SEMESTER TWO

GRADE- 12

PERIOD-IV

TOPIC: 1. NATIONAL & INTERNATIONAL COMPETITIONS

LEARNING OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/RESOURCES	COMPETENCIES ASSESSMENT
Learners are able to discuss national and institutional competitions.	<p>Upon completion of this topic, Learners will:</p> <ol style="list-style-type: none"> 1. Discuss the various sports competitions 2. Explain their functions in respect to rules governing them. <p>Discuss the All African Games</p>	<ol style="list-style-type: none"> 1. National Sports Championship 2. Types of Championship 3. Institutional Sports: 4. The All African Games: 5. International Competitions 	<p>Inclusive and differentiated learning.</p> <p>Individual seat work or work in mixed group according to gender abilities and learning styles.</p> <p>Discuss In the discussion, learners should emphasize research work on the history, organization and governing body of each of the competitions; all sports federations and African games.</p> <p>Assignment:</p> <p>1a. organization & administration</p> <p>2a. National championship organized by different sports: associations/federations/corporate organizations</p>	<p>Textbooks (physical education handbook)</p> <p>Text Book: GCSE-Physical Education</p> <p>www.pecentral.org</p> <p>www.internet4classrooms.com</p> <p>www.icps.org</p> <p>www.dictionary.com</p>	<p>Competencies:</p> <ul style="list-style-type: none"> • Effective Communication • Analytical Skills, • Digital Skills, • Research and Problem Solving skills • Organizational ability • Creativity & Innovation skills <p>Tools: used to check competencies(select relevant options)</p> <p>1.presentation</p> <ol style="list-style-type: none"> a. Individual b. Group

			<p>b. The national sports festival</p> <p>3a. the universities games b. the polytechnic games c. colleges of education games d. national school sports federation</p> <p>4a. history of All African Games b. reasons for disparity in the timing of the games c. history and activities Supreme Council of Sports in Africa (SCSA)</p> <p>5a. The F.I.F.A. World Cup b. The Olympic/ Paralympic Games c. Commonwealth Games d. All African Games e. World Athletics Championship f. World Swimming Championship</p>		<p>c. Class participation</p> <p>.</p>
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SEMESTER TWO

GRADE-12

PERIOD -V

TOPIC: 1. BASIC HUMAN ANATOMY & PHYSIOLOGY

LEARNING OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS /RESOURCES	COMPETENCIES ASSESSMENT
Learners are able to classify and distinguish between the basic human anatomy and physiology (systems) in relation to their functions in physical activities	Upon completion of this topic, Learner will: Classify and distinguish the basic human anatomy & physiology in relation to physical activities	1. Skeletal/Muscular Systems 2. Nervous System: 3. Cardiovascular System 3. Respiratory/Circulator Systems. 4. Muscular System	Inclusive and differentiated learning. Individual seat work or work in mixed group according to gender abilities and learning styles. Discuss Allow learners to brainstorm and discuss the basic systems of the body in the class. Assignment: - Let learners take lesson home as an assignment. Have them make charts of the basic systems and diseases that affect the systems and how they are related to sports.	-Pictorial Charts for the systems that comprise of the basic human anatomy and physiology. Textbooks: Physical Education Handbook, Eighth Edition www.pecentral.org www.internet4classrooms.com www.icps.org www.dictionary.com	<u>Competencies:</u> <ul style="list-style-type: none"> • Effective Communication • Analytical Skills, • Digital Skills, • Research and Problem Solving skills • Organizational ability • Creativity & Innovation skills <u>Tools: used to check competencies(select relevant options)</u> <u>1.presentation</u> a. Individual

			<p>1. Classifying the systems of the human body</p> <p>a. Main parts and functions of the human skeleton and muscles</p> <p>b. Muscles of bones and joints involved in movement</p> <p>2. The brain</p> <p>a. the spinal cord</p> <p>b. the nerves</p> <p>3. The heart muscle, effect of exercise on the heart, the trachea, and lungs</p> <p>1. The functions and types of respiration</p> <p>2.</p> <p>a. Aerobic- (more oxygen) Anaerobic- (less oxygen)</p> <p>b. functions of the circulatory system- blood and food passage</p>		<p>b. Group Assignment</p> <p>c. Class participation</p>
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SEMESTER TWO

**GRADE-12
PERIOD -VI**

TOPIC: 1. PRACTICE OF MAJOR GAMES

LEARNING/ OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES ASSESSMENT
<p>Learners are able to develop interest in major games, prioritize the rules and regulations, distinguish between various courts, tables and equipment for each sport and demonstrate mastery of skills in the various sport events.</p>	<p>Upon completion of this topic, Learners will:</p> <ol style="list-style-type: none"> 1. Develop interest in Major games 2. Prioritize the rules and regulations 3. Distinguish between the court, table and types of equipment for each sport 4. Demonstrate Skills of Major games 	<p>BALL GAMES:</p> <ol style="list-style-type: none"> a. Football b. Basketball c. Volleyball d. Handball e. Kickball <p>Skills and Techniques, rules & regulations and officiating,</p> <ol style="list-style-type: none"> 1. Specification of court/table of all games; 2. Types of equipment; involved in each game 	<p><u>Inclusive and differentiated learning.</u></p> <p>Individual seat work or work in mixed group according to gender abilities and learning styles.</p> <p>Discuss</p> <p>Learners should be able to explain the rules and regulations, techniques and skills of all these ball games should be demonstrated and practiced. Learners draw and label standard courts/playing areas and equipment. Duties of officials, skills in each sport, and safety precautions in each game must be overemphasized.</p> <p>Demonstration:</p> <p>Take learners on the football field and ask them to practice</p>	<p>Textbooks:</p> <p>Physical Education Handbook, Eighth Edition</p> <p>www.pecentral.org</p> <p>www.internet4classrooms.com</p> <p>www.icps.org</p> <p>www.dictionary.com</p>	<p><u>Competencies:</u></p> <ul style="list-style-type: none"> • Effective Communication • Analytical Skills, • Digital Skills, • Research and Problem Solving skills • Organizational ability • Creativity & Innovation skills <p><u>Tools: used to check competencies(select relevant options)</u></p> <p><u>1.presentation</u></p> <ol style="list-style-type: none"> a. Individual b. Group

			<p>the skills of the various sports through drills: for example: (Penalty Kick)-The ball is place on the penalty line about 3ft. from the 6yrd. Box (Goalkeeper) area. Line if form before the ball, on a whistle, the first Learners kick the ball in the post until all have participated. Assignment: Divide class into two teams and ask learners to list and discuss the importance and rules of the game of football and present findings the next class time.</p> <p>1. Specification of court/table of all games; Class divided into various groups. Each group must be assigned to a particular sport to draw the diagrams of the court, field or table of each sport and do a presentation.</p> <p>Each group should also list the types of equipment needed each sport</p>		c. Class participation
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