

## **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 7 – 9 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 – 7**

**PERIOD-I**

**TOPIC: 1. FOOTBALL**

LEARNING OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS / RESOURCES	COMPETENCIES/ ASSESSMENT
<p>Learners are able to discuss the history and importance of football; identify and apply the rules and skills of the game of football.</p>	<p>Upon completion of this topic, Learners will:</p> <ol style="list-style-type: none"> <li>1. Discuss the history and importance of football</li> <li>2. Identify the skills of football</li> <li>3. Apply the rules and skills of football</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Definition</b> of football</li> <li>2. History</li> <li>3. Importance</li> <li>4. Rules</li> <li>5. Skills</li> </ol>	<p><b>Inclusive and differentiated learning.</b></p> <p><b>Individual seat work or work in mixed group according to gender abilities and learning styles.</b></p> <p><b>Discuss</b> Divide class into two teams and ask the first group of learners to discuss the history, importance and rules of the game of football; and the second group to identify and list the skills of the game.</p> <p><b>Demonstrate:</b> Take learners on the football field and ask them to practice the skill through drills:</p> <p><b>(Penalty Kick)</b>-The ball is place on the penalty line above the 6yrd. Box (Goalkeeper) area. The second learner stands between the posts as goalkeeper. On the sound of a whistle, the other learners kick the ball one after another until the entire class has gone through the practice drill.</p> <p>Repeat the exercise (drill) with all the other rules of football.</p>	<p>Book Title: GCSE Physical Education (Complete Revision &amp; Practice)</p> <p>Cone Ball Whistle</p> <p><a href="http://www.pecentral.org">www.pecentral.org</a></p> <p><a href="http://www.internet4classrooms.com">www.internet4classrooms.com</a></p> <p><a href="http://www.icps.org">www.icps.org</a></p> <p><a href="http://www.dictionary.com">www.dictionary.com</a></p>	<p><b>Competencies:</b></p> <ul style="list-style-type: none"> <li>• Effective Communication</li> <li>• Analytical Skills,</li> <li>• Digital Skills,</li> <li>• Research and Problem Solving skills</li> <li>• Organizational ability</li> <li>• Creativity &amp; Innovation skills</li> </ul> <p><b>Tools: used to check competencies (select relevant options)</b></p> <p><b>1. Presentation</b></p> <ol style="list-style-type: none"> <li>a. Individual</li> <li>b. Group</li> <li>c. Class participation</li> </ol>

**SEMESTER ONE**

**GRADE 7**

**PERIOD 11**

**TOPIC: 1. SUBSTANCE ABUSE:**

<b>LEARNING OUTCOMES</b>	<b>LEARNING OBJECTIVES</b>	<b>CONTENTS</b>	<b>ACTIVITIES</b>	<b>MATERIALS / RESOURCES</b>	<b>COMPETENCIES/ ASSESSMENT</b>
Learners are able to list some drugs commonly abused, explain the effects of tobacco and alcohol abuse on your health in the family and state ways to prevent alcohol and drug abuse.	<p>Upon completion of this topic, Learners will:</p> <ol style="list-style-type: none"> <li>1. Explain the effects of tobacco and alcohol abuse on your health</li> <li>2. Discuss how alcohol affects the family</li> <li>3. List some drugs commonly abused</li> <li>4. State ways of preventing alcohol and drug abuse.</li> </ol>	<ol style="list-style-type: none"> <li>1. The facts about alcohol</li> <li>1b. How does alcohol work in the body?</li> <li>2. Factors affecting alcohol in the body</li> <li>3. Alcohol- A Social Problem</li> <li>4. The Risk of Drug Abuse</li> <li>5. Stimulant Drugs</li> </ol>	<p><b>Inclusive and differentiated learning.</b></p> <p><b>Individual seat work or work in mixed group according to gender abilities and learning styles.</b></p> <p><b>Discuss</b></p> <ol style="list-style-type: none"> <li>1. Ethyl alcohol is a natural substance formed by the chemical reaction of fermenting sugar and yeast; fermentation is the process that produces alcohol by the action of yeast on sugar and starches. The source of sugar varies with the type of alcoholic drink.</li> <li>1b. When someone has a drink, the alcohol follows the same path that food does in the body, particularly the digestive system. About 20% of the alcohol is absorbed directly into the bloodstream from the stomach.</li> <li>2. Alcohol’s effect on the body is measured by the proportional weight of alcohol per 100 units of blood, expressed as a percentage which is called ‘THE BLOOD ALCOHOL</li> </ol>	<p>Reference Materials: Health &amp; General Science Books, Life Skills/Population Family Life Education/ Resource Book</p> <p>Learning Aids: Chalkboard</p> <p><a href="http://www.pecentral.org">www.pecentral.org</a></p> <p><a href="http://www.internet4classrooms.com">www.internet4classrooms.com</a></p> <p><a href="http://www.icps.org">www.icps.org</a></p> <p><a href="http://www.dictionary.com">www.dictionary.com</a></p>	<p><b>Competencies:</b></p> <ul style="list-style-type: none"> <li>• Effective Communication</li> <li>• Analytical Skills,</li> <li>• Digital Skills,</li> <li>• Research and Problem Solving skills</li> <li>• Organizational ability</li> <li>• Creativity &amp; Innovation skills</li> </ul> <p><b>Tools: used to check competencies(select relevant options)</b></p> <p><b>1. Presentation</b> a. Individual</p>

		<p>LEVEL. These four factors affect the amount of alcohol in a person's blood:</p> <ul style="list-style-type: none"> <li>-the amount of alcohol a person drinks, not the number of drinks.</li> <li>-whether or not the person eats before or while drinking</li> <li>-how much the person weighs, and lastly,</li> <li>-how much times elapses after drinking stops or between drinks.</li> </ul> <p>3. Reasons young people and even, adults give for drinking are:</p> <ul style="list-style-type: none"> <li>-to escape pressure or problems</li> <li>-to feel better or get over being sad or lonely</li> <li>-to relax</li> </ul> <p>To gain more self-confidence, to feel better about oneself.</p> <p>4. <b>Drug use</b> is when a drug is taken when needed, as directed, and only for the purpose that it is intended; <b>Drug Misuse</b> is when a drug is used in a way that it is not intended. Taking someone else's medicine and increasing the directed dosage are example of misuse of drugs. <b>Drug Abuse</b> is, taking drugs in ways for which they are not medically intended, or using substances that are illegal or not intended to be taken into the body. The abuse of these drugs presents an additional serious health hazard. They are not control by any governing agency.</p>		<p>b. Group c. Class participation</p>
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			<p>5a. <b>Amphetamines</b>-are stimulants used in medicine to reduce fatigue and drowsiness or to suppress the appetite. Amphetamines interfere with muscle control and body movement.</p> <p>b. <b>Cocaine</b>- a white powder made from the coca bush, which grows mainly in South America. It is a stimulant that causes an increased heartbeat and a rise in blood pressure and body temperature. It produces a feeling of euphoria and high energy. The euphoric lift is the feeling of being confident. Regular use can lead to depression.</p>		
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**SEMESTER ONE**

**GRADE – 7**

**PERIOD-III**

**TOPIC: HEALTH CARE AND SAFETY**

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES/ ASSESSMENT
<p>Learners are able to state the meaning of personal hygiene and first aid, discuss the causes and prevention of common diseases, processes of treating wounds, explaining principles of first aid and list safety rules and measures.</p>	<p>Upon completion of this topic, Learners will:</p> <ol style="list-style-type: none"> <li>1. State the meaning of personal hygiene and first aid</li> <li>2. Discuss causes and prevention of common diseases</li> <li>3. Discuss first aid and the types of injuries (wounds)</li> <li>4. List safety first aid for wounds</li> </ol> <p>Discuss processes of treating minor wounds.</p>	<ol style="list-style-type: none"> <li>1. <b>Personal Hygiene</b> <ol style="list-style-type: none"> <li>a. Common diseases and prevention</li> </ol> </li> <li>2. <b>First Aid</b> <ol style="list-style-type: none"> <li>a. Definition and importance</li> <li>b. Types of Injuries (wounds)</li> <li>c. First Aid for Injuries</li> </ol> </li> </ol>	<p>Inclusive and differentiated learning.</p> <p>Individual seat work or work in <b>mixed group according to gender abilities and learning styles.</b></p> <p><b>Discuss:</b></p> <ol style="list-style-type: none"> <li>a. Let learners discuss personal hygiene, its common diseases and their prevention; first aid, its importance and the types of injuries.</li> <li>b. abrasion -incision -laceration -puncture -avulsion</li> <li>c. -Stop the bleeding -Protect the wound from contamination and infection -Treat the victim for shock -Seek medical care immediately</li> </ol>	<p>-Textbook: - Book Title: GCSE Physical Education (Complete Revision &amp; Practice)</p> <p>Posters Charts First Aid Kits Visual aids</p> <p><a href="http://www.pecentral.org">www.pecentral.org</a></p> <p><a href="http://www.internet4classrooms.com">www.internet4classrooms.com</a></p> <p><a href="http://www.icps.org">www.icps.org</a></p> <p><a href="http://www.dictionary.com">www.dictionary.com</a></p>	<p><b>Competencies:</b></p> <ul style="list-style-type: none"> <li>• Effective Communication</li> <li>• Analytical Skills,</li> <li>• Digital Skills,</li> <li>• Research and Problem Solving skills</li> <li>• Organizational ability</li> <li>• Creativity &amp; Innovation skills</li> </ul> <p><b>Tools: used to check competencies (select relevant options)</b></p>

			<p><b>Demonstrate</b> Learners should show how first aid procedures are applied on a victim during an emergency, for example,</p> <p>To stop the Bleeding, you apply direct pressure by:</p> <ul style="list-style-type: none"> <li>-Placing a thick clean cloth over the wound,</li> <li>-Placing the palm of your hand over the cloth and press firmly,</li> <li>-By not removing the cloth and if the blood soaks through the cloth, place another layer of cloth over the first one. Continue direct pressure until the bleeding stops.</li> </ul>		<p><b>1. Presentation</b></p> <ul style="list-style-type: none"> <li>a. Individual</li> <li>b. Group</li> <li>c. Class participation</li> </ul>
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## SEMESTER TWO

**GRADE-7**

**PERIOD-IV**

**TOPIC: 1. TRACK & FIELD**

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES/ ASSESSMENT
<p>Learners are able to analyze the history and rules of track &amp; field events.</p>	<p>Upon completion of this topic, Learners will:</p> <p>1. Analyze the history and rules of Track and Field Events</p>	<p><b>Track and Field:</b></p> <p>1. History and rules</p> <p><b>2. Track events</b> Sprinting (Skill and techniques)</p> <p><b>3. Field events</b> (a) High Jump. (Skill &amp; techniques)</p>	<p>Inclusive and differentiated learning.</p> <p>Individual seat work or work in <b>mixed group according to gender abilities and learning styles.</b></p> <p><b>Discuss</b> Learners must discuss:</p> <ol style="list-style-type: none"> <li>1. The history and rules</li> <li>2. The flight over hurdles</li> <li>3. Different distances involved in hurdling</li> <li>4. Start and finish race</li> <li>5. The visual and non_visual types of baton</li> <li>6. Take-over and take-over zone</li> <li>7. The start, stride and finish</li> <li>8. The two events skills and techniques, etc.</li> </ol> <p><b>Demonstrate</b> Learners should practice and demonstrate the skills and techniques in each game or event. High Jump</p>	<p>Textbooks (physical education handbook)</p> <p>Track event materials:</p> <ol style="list-style-type: none"> <li>1. Spikes</li> <li>2. Relay Batons</li> </ol> <p>Field event materials:</p> <ol style="list-style-type: none"> <li>1. Javelin</li> <li>2. Hammer</li> <li>3. Pole Volt</li> </ol> <p><a href="http://www.pecentral.org">www.pecentral.org</a></p> <p><a href="http://www.internet4classrooms.com">www.internet4classrooms.com</a></p> <p><a href="http://www.icps.org">www.icps.org</a></p> <p><a href="http://www.dictionary.com">www.dictionary.com</a></p>	<p><b>Competencies:</b></p> <ul style="list-style-type: none"> <li>• Effective Communication</li> <li>• Analytical Skills,</li> <li>• Digital Skills,</li> <li>• Research and Problem Solving skills</li> <li>• Organizational ability</li> <li>• Creativity &amp; Innovation skills</li> </ul> <p><b>Tools: used to check competencies(select relevant options)</b></p>



					<b>1. Presentation</b> a. Individual b. Group c. Class participation
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## SEMESTER TWO

**GRADE – 7**

**PERIOD-V**

**TOPIC: GYMNASTICS AND TUMBLING**

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES/ ASSESSMENT
<p>Learners are able to state the meaning and history of gymnastics &amp; Tumbling, classify gymnastics as a competitive sport, Apply the rules of performance and Demonstrate basic fundamental skills and techniques.</p>	<p>Upon completion of this topic, Learners will:</p> <ol style="list-style-type: none"> <li>1. State the meaning and history of Gymnastics and Tumbling</li> <li>2. Classify gymnastics as a competitive sport.</li> <li>3. Apply the rules of performance.</li> <li>4. Demonstrate basic fundamental skills and techniques.</li> </ol>	<p><b>1. History of Gymnastics and Tumbling</b></p> <ol style="list-style-type: none"> <li>b. Importance and Safety Rules</li> <li>c. Fundamental Skills Techniques</li> </ol> <p><b>2. Exercise:</b> 'Forward Roll'</p>	<p>Inclusive and differentiated learning.</p> <p>Individual seat work or work in <b>mixed group according to gender abilities and learning styles.</b></p> <p><b>Discuss</b> The history of gymnastics and tumbling, Importance and Safety Rules as well as the Fundamental Skills and Techniques.</p> <p><b>Demonstrate</b> '<u>Forward Roll</u>'-begin in a squat position, with the head up, the arms extended forward slightly, and the fingers pointing straight ahead. Push off from the toes, raise the seat, and tuck the chin to the chest. Continue forward movement, landing on the base of the neck and top of the shoulders, push off with the hands and continue forward motion to a crouching or standing position.</p>	<p>Physical Education Handbook, Eighth Edition</p> <p>Video, Television Projector</p> <p><a href="http://www.pecentral.org">www.pecentral.org</a></p> <p><a href="http://www.internet4classrooms.com">www.internet4classrooms.com</a></p> <p><a href="http://www.icps.org">www.icps.org</a></p> <p><a href="http://www.dictionary.com">www.dictionary.com</a></p>	<p><b>Competencies:</b></p> <ul style="list-style-type: none"> <li>• Effective Communication</li> <li>• Analytical Skills,</li> <li>• Digital Skills,</li> <li>• Research and Problem Solving skills</li> <li>• Organizational ability</li> <li>• Creativity &amp; Innovation skills</li> </ul> <p><b>Tools: used to check competencies(select relevant options)</b></p> <p><b>1. Presentation</b></p> <ol style="list-style-type: none"> <li>a. Individual</li> <li>b. Group</li> <li>c. Class participation</li> </ol>

## SEMESTER TWO

**GRADE-7**

**PERIOD-VI**

**TOPIC: 1. PHYSICAL FITNESS AND COMPONENTS**

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES/ ASSESSMENT
<p>Learners are able to identify, define, as well as discuss physical fitness and the health &amp; 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 &amp; skill-related components</p>	<p>-Physical Fitness: a. definition b. History c. importance</p> <p>-Components of physical fitness</p>	<p>- Inclusive and differentiated learning.</p> <p>Individual seat work or work in <b>mixed group according to gender abilities and learning styles.</b></p> <p><b>Discuss:</b> -Let learners discuss Physical Fitness its importance and history.</p> <p><b>Demonstrate</b> <u>Jumping Jack</u>-learners form a line before the teacher, on the sound of a whistle, they jump up with hands clapping overhead and legs open while in the air.</p>	<p>Textbooks (physical education handbook)</p> <p>www.pecentral.org</p> <p>www.internet4classrooms.com</p> <p>www.icps.org</p> <p>www.dictionary.com</p>	<p><b>Competencies:</b></p> <ul style="list-style-type: none"> <li>• - Effective Communication</li> <li>• Analytical Skills,</li> <li>• Digital Skills,</li> <li>• Research and Problem Solving skills</li> <li>• Organizational ability</li> <li>• Creativity &amp; Innovation skills</li> </ul> <p><b>Tools: used to check competencies(select relevant options)</b></p> <p><b>1. Presentation</b></p> <ol style="list-style-type: none"> <li>a. Individual</li> <li>b. Group</li> <li>c. Class participation</li> </ol>

**SEMESTER ONE**

**GRADE – 8**

**PERIOD-I**

**TOPICS: HEALTH AND FITNESS**

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES/ ASSESSMENT
<p>Learners are able to discuss health-related and the skills-related concepts, distinguish types of endurance, explain the importance and effects of exercise, create activities for male and female competitions and demonstrate exercises as they relate to sports.</p>	<p>Upon the completion of this topic, Learners will:</p> <ol style="list-style-type: none"> <li>1. Discuss health-related and skills-related activities</li> <li>2. Distinguish between the types of endurance</li> <li>3. Explain the importance of exercises and their effects on the human body</li> <li>4. Create activities for male and female competitions</li> <li>5. Demonstrate exercises as they relate to sports</li> </ol>	<ol style="list-style-type: none"> <li>1. Definition of Health- Related Fitness and Skill- Related Fitness Activities</li> <li>2. Types of endurance</li> <li>3. The human body as a machine</li> <li>4. Gender sensitive in sports</li> <li>5. Why is exercise significant to sports?</li> </ol>	<p><b>- Inclusive and differentiated learning.</b></p> <p><b>Individual seat work or work in mixed group according to gender abilities and learning styles.</b></p> <p><b>Discuss:</b> Learners divided into two groups, do a research and discuss health-related and sport related activities of the body as well as the types of endurance, etc, etc.</p> <p><b>1. Health-Reacted:</b></p> <ul style="list-style-type: none"> <li>• Walking distances</li> <li>• Cardiovascular endurance</li> <li>• Muscular Strength</li> <li>• Body Composition</li> <li>• Flexibility</li> </ul> <p><b>2. Skill Related:</b></p> <ul style="list-style-type: none"> <li>• Agility: change direction quickly</li> <li>• Balance: to remain stable</li> <li>• Coordination: to move accurately &amp; smoothly</li> <li>• Fast Reaction: to respond quickly</li> </ul>	<p>Textbook: GCSE Physical Education (Complete Revision &amp; Practice</p> <p>Super Fitness for Sports, Conditioning and Health; Authors: Thomas D. Fahey, Allyn &amp; Bacon</p> <p><a href="http://www.pecentral.org">www.pecentral.org</a></p> <p><a href="http://www.internet4classrooms.com">www.internet4classrooms.com</a></p> <p><a href="http://www.icps.org">www.icps.org</a></p> <p><a href="http://www.dictionary.com">www.dictionary.com</a></p>	<p><b>Competencies:</b></p> <ul style="list-style-type: none"> <li>• - Effective Communication</li> <li>• Analytical Skills,</li> <li>• Digital Skills,</li> <li>• Research and Problem Solving skills</li> <li>• Organizational ability</li> <li>• Creativity &amp; Innovation skills</li> </ul> <p><b>Tools: used to check competencies(select relevant options)</b></p> <p><b>1. Presentation</b></p> <ol style="list-style-type: none"> <li>a. Individual</li> <li>b. Group work</li> <li>c. Class participation</li> </ol>

			<p><b>2. Types of Endurance</b></p> <p><b>a. Cardiovascular Endurance</b> ((heart muscle) – A strong healthy heart responsible to pump the oxygen-rich blood from the lungs to the cells. Longer exercise increases the capacity of the lungs to move oxygen from the environment to the blood stream.</p> <p><b>b. Muscular Endurance-</b> Learners must withstand a sustained level of muscular force in running, standing or sitting for a longer period of time. It develops by frequently repeating an exercise and practicing sports.</p> <p><b>c. Cardiorespiratory/Aerobic Endurance</b> (breathing)-The ability to supply energy for activities lasting more than an hour depends on the consumption and use of oxygen (O<sub>2</sub>); because most physical activities in daily life and athletics take more than an hour, as a result, oxygen consumption is critical for survival as well as performance.</p>		
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**SEMESTER ONE**

**GRADE – 8**

**PERIOD-II**

**TOPICS: 1. OBESITY**

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES/ ASSESSMENT
<p>Learners are able to define obesity, eating disorder and overweight, identify the impact of obesity on overall health, explain the relationship of weight control to eating behaviors, discuss the major problems of successful weight control, special problems relating to athletics and dieting and recall seven guidelines to follow in maintaining a healthy diet.</p>	<p>Upon completion of this topic, Learners will:</p> <ol style="list-style-type: none"> <li>1. Define obesity and overweight</li> <li>2. Identify the impact of obesity on overall health</li> <li>3. Explain the relationship of weight control to eating behaviors</li> <li>4. Define eating disorder</li> <li>5. Discuss the major problems of successful weight control</li> <li>6. Discuss special problems relating</li> </ol>	<ol style="list-style-type: none"> <li>1. Obesity: Causes and effects               <ol style="list-style-type: none"> <li>a. Poor diet (underweight)</li> <li>b. Weight Control (optimum weight)</li> <li>c. Overweight (over eating)</li> </ol> </li> </ol>	<p>Inclusive and differentiated learning.</p> <p>Individual seat work or work in <b>mixed group according to gender abilities and learning styles.</b></p> <p><b>Discuss</b></p> <p>1. Obesity, its causes and effects are: a poor diet which results to underweight; weight control results to optimum weight and overweight attributed to over eating</p> <p><b>Hazards (effects)</b></p> <p><b>Obesity-</b> when the body contains excess of fats or adipose tissue which is a type of connective tissue in which many of its cells are filled with fats.</p> <p>Obesity is one of the most common and serious nutritional and health problems for adults and in teenagers, a serious psychological and social problem. If obese teenagers do not lose weight and practice weight control, there is a strong</p>	<p>Textbooks Pen Papers</p> <p>Textbook: GCSE Physical Education (Complete Revision &amp; Practice</p> <p>Super Fitness for Sports, Conditioning and Health; Authors: Thomas D. Fahey, Allyn &amp; Bacon</p> <p><a href="http://www.pecentral.org">www.pecentral.org</a></p> <p><a href="http://www.internet4classrooms.com">www.internet4classrooms.com</a></p> <p><a href="http://www.icps.org">www.icps.org</a></p> <p><a href="http://www.dictionary.com">www.dictionary.com</a></p>	<p><b>COMPETENCIES</b></p> <ul style="list-style-type: none"> <li>• Effective Communication</li> <li>• Analytical Skills,</li> <li>• Digital Skills,</li> <li>• Research and Problem Solving skills</li> <li>• Organizational ability</li> <li>• Creativity &amp; Innovation skills</li> </ul> <p><b>Tools: used to check competencies(select relevant options)</b></p> <p><b>1. Presentation</b></p> <p>a. Individual</p>

	<p>to athletics and dieting</p> <p>7. Recall seven guidelines to follow in maintaining a healthy diet</p>		<p>possibility that they will continue to have this problem in adulthood.</p> <p><b>Four(4) healthy ways to gain weight</b></p> <ol style="list-style-type: none"> <li>1. Increase your calorie intake, especially with foods high in complex carbohydrates-potatoes, rice and bread</li> <li>2. Eat between- meal snacks, do so two to three hours before meals so you do not lose your appetite</li> <li>3. Drink plenty of water</li> <li>4. Follow a personal exercise program</li> </ol> <p><b>Weight-control:</b> you can increase the effectiveness of your weight-control efforts by increasing your daily activity, mainly through exercises. Exercise does more than just help you lose weight- it helps to tone your body, replaces fat with an increase of lean body tissue which is your body's bone, organ and muscle tissue.</p>		<p>b. Group work</p> <p>c. Class participation</p>
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**SEMESTER ONE**

**GRADE – 8**

**PERIOD-III**

**TOPIC: 1. SKELETAL SYSTEM**

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES/ ASSESSMENT
Learners are able to analyze as well as utilize the functions of the skeletal system.	<p>Upon Completion of this topic, Learners will:</p> <p>1. Discuss the importance and functions of the skeletal system</p> <p>Describe the skeletal system</p>	<ol style="list-style-type: none"> <li>1. Skeletal System:</li> <li>2. Connective Tissues:</li> <li>3. Types of Joints</li> <li>4. Kinds of joint movements:</li> <li>5. Freely Moveable Joints:</li> </ol>	<p>Inclusive and differentiated learning.</p> <p>Individual seat work or work in <b>mixed group according to gender abilities and learning styles.</b></p> <p><b>Discuss</b></p> <p><b>1. Importance and Functions:</b></p> <ul style="list-style-type: none"> <li>• To support shape</li> <li>• To protect</li> <li>• For movement</li> <li>• For making blood cells</li> <li>• For Mineral storage</li> </ul> <p><b>2. Tissues:</b></p> <ul style="list-style-type: none"> <li>• Cartilage</li> <li>• Ligaments Tendons</li> </ul> <p><b>3. Joints</b></p> <p>Slightly moveable joints</p> <p>Freely moveable joints</p>	<p>-Textbooks</p> <p>-Skeletal system poster</p> <p>Textbook: GCSE Physical Education (Complete Revision &amp; Practice Super Fitness for Sports, Conditioning Health;</p> <p>Authors: Thomas D. Fahey, Allyn &amp; Bacon</p> <p><a href="http://www.pecentral.org">www.pecentral.org</a></p> <p><a href="http://www.internet4classrooms.com">www.internet4classrooms.com</a></p> <p><a href="http://www.icps.org">www.icps.org</a></p> <p><a href="http://www.dictionary.com">www.dictionary.com</a></p>	<p><b>Competencies:</b></p> <ul style="list-style-type: none"> <li>• Effective Communication</li> <li>• Analytical Skills,</li> <li>• Digital Skills,</li> <li>• Research and Problem Solving skills</li> <li>• Organizational ability</li> <li>• Creativity &amp; Innovation skills</li> </ul> <p><b>Tools: used to check competencies(select relevant options)</b></p> <p><b>1. Presentation</b></p> <p>a. Individual</p>



			<p><b>4. Joints Movement</b></p> <ul style="list-style-type: none"><li>• Extension, flexion, adduction, abduction, rotation</li></ul> <p><b>5. Freely Moveable Joints:</b></p> <ul style="list-style-type: none"><li>• Ball &amp; Socket</li><li>• Hinge</li></ul>		<p>b. Group work c. Class participation</p>
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**SEMESTER TWO**

**GRADE-8**

**PERIOD-IV**

**TOPIC: 1. DIET & NUTRITION**

<b>LEARNING OUTCOMES</b>	<b>OBJECTIVES</b>	<b>CONTENTS</b>	<b>ACTIVITIES</b>	<b>MATERIALS/ RESOURCES</b>	<b>COMPETENCIES/ ASSESSMENT</b>
<p>Learners are able to recognize different foods, differentiate between nutrients and nutrition, and explain that eating a balanced diet is important for a healthy, active lifestyle and show that diet can help improve your performance.</p>	<p>Upon the completion of this topic, Learners will:</p> <ol style="list-style-type: none"> <li>1. Recognize different foods, what they contain and why we need to eat them</li> <li>2. Explain that eating a balanced diet is an important part of a healthy, active lifestyle</li> <li>3. Differentiate between nutrients and nutrition.</li> <li>4. Show that diet can help improve your performance</li> </ol>	<p><b>I. Nutrients/Nutrition:</b></p> <p><b>II. macro nutrients:</b></p> <p><b>III. micro nutrients:</b></p>	<p>Inclusive and differentiated learning.</p> <p>Individual seat work or work in <b>mixed group according to gender abilities and learning styles.</b></p> <p><b>Discuss:</b></p> <p><b>I. a. Diet</b>-the seven (7) rules for healthy diet.</p> <ol style="list-style-type: none"> <li>1. eat a variety of foods</li> <li>2. Maintain a desirable weight</li> <li>3. Avoid too much fat</li> <li>4. Eat food adequate in starch and fiber</li> <li>5. Avoid too much sugar</li> <li>6. Avoid too much sodium</li> <li>7. If a person drinks alcoholic beverages, he or she should do so in moderation</li> </ol> <p>b. nutrients</p> <p>c. balanced diet</p> <p><b>II. a. proteins</b> b. carbohydrates c. fats</p> <p><b>III. a. vitamins</b> b. minerals c. water &amp; dietary fiber</p>	<p>-textbook</p> <p>-Poster labeled with pictorial of various food groups</p> <p><a href="http://www.pecentral.org">www.pecentral.org</a></p> <p><a href="http://www.internet4classrooms.com">www.internet4classrooms.com</a></p> <p><a href="http://www.icps.org">www.icps.org</a></p> <p><a href="http://www.dictionary.com">www.dictionary.com</a></p>	<p><b>Competencies:</b></p> <ul style="list-style-type: none"> <li>• Effective Communication</li> <li>• Analytical Skills,</li> <li>• Digital Skills,</li> <li>• Research and Problem Solving skills</li> <li>• Organizational ability</li> <li>• Creativity &amp; Innovation skills</li> </ul> <p><b>Tools: used to check competencies(select relevant options)</b></p> <p><b>1. Presentation</b></p> <ol style="list-style-type: none"> <li>a. Individual</li> <li>b. Group Work</li> </ol>

**SEMESTER TWO**

**GRADE – 8**

**PERIOD-V**

**TOPIC: 1. LAWN TENNIS/TABLE TENNIS/BADMIINTON (RACKET SPORTS**

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES/ ASSESSMENT
<p>Learners are able to demonstrate motor skills, good body posture, and proper grips of techniques as well as co-ordination during games.</p>	<p>Upon the completion of this topic, Learners will:</p> <ol style="list-style-type: none"> <li>1. Explain the history and rules of Lawn Tennis.</li> <li>2. Select tennis equipment that will be appreciative for them</li> <li>3. Demonstrate the proper grips and techniques for strokes</li> <li>4. Identify the playing courtesies, safety consideration, and basic terminology associated with tennis</li> </ol>	<ol style="list-style-type: none"> <li>1. History (nature &amp; purpose)</li> <li>2. Official Rules of Lawn Tennis</li> <li>3. Skills &amp; Techniques</li> <li>4. Equipment</li> </ol>	<p>Inclusive and differentiated learning.</p> <p>Individual seat work or work in <b>mixed group according to gender abilities and learning styles.</b></p> <p><b>Discuss:</b> Let learners do a research and discuss in groups of three the various sports</p> <p><b>Demonstrate:</b> Various skills and techniques in the game.</p>	<p>-Tennis Racket -Tennis Balls -Net -Whistle -Stop Watch -Audio visual materials</p> <p><a href="http://www.pecentral.org">www.pecentral.org</a> <a href="http://www.internet4classrooms.com">www.internet4classrooms.com</a> <a href="http://www.icps.org">www.icps.org</a> <a href="http://www.dictionary.com">www.dictionary.com</a></p>	<p><b>Competencies:</b></p> <ul style="list-style-type: none"> <li>• Effective Communication</li> <li>• Analytical Skills,</li> <li>• Digital Skills,</li> <li>• Research and Problem Solving skills</li> <li>• Organizational ability</li> <li>• Creativity &amp; Innovation skills</li> </ul> <p><b>Tools: used to check competencies(select relevant options)</b></p> <p><b>1. Presentation</b> a. Individual b. Group Work</p>

## SEMESTER TWO

**GRADE – 8**

**PERIOD-VI**

**TOPIC: FITNESS TESTING**

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES/ ASSESSMENT
<p>Learners are able to explain the values of exercise and engage in health fitness tests to prepare for physical activities for changes in body growth.</p>	<p>Upon the completion of this topic, Learners will:</p> <ol style="list-style-type: none"> <li>1. Assess their personal readiness for starting an activity.</li> <li>2. Know their fitness level before engaging into any training or activities</li> </ol>	<p><b>Fitness Tests:</b> For cardiovascular Endurance</p> <p>Health-Related Fitness</p> <p>Skill-Related Fitness</p> <p>Health checks &amp; Test</p>	<p>Inclusive and differentiated learning.</p> <p>Individual seat work or work in <b>mixed group according to gender abilities and learning styles.</b></p> <p><b>Demonstrate:</b> Various health fitness tests.</p>	<p>GCSE Physical Education Complete Revision and Practice</p> <p>Pedometer Diary keeping book Treadmill Dynamometer Heart Rate monitors</p> <p><a href="http://www.pecentral.org">www.pecentral.org</a></p> <p><a href="http://www.internet4classrooms.com">www.internet4classrooms.com</a></p> <p><a href="http://www.icps.org">www.icps.org</a></p> <p><a href="http://www.dictionary.com">www.dictionary.com</a></p>	<p><b>Competencies:</b></p> <ul style="list-style-type: none"> <li>• Effective Communication</li> <li>• Analytical Skills,</li> <li>• Digital Skills,</li> <li>• Research and Problem Solving skills</li> <li>• Organizational ability</li> <li>• Creativity &amp; Innovation skills</li> </ul> <p><b>Tools: used to check competencies(select relevant options)</b></p> <p><b>1. Presentation</b> a. Individual b. Group Work</p>

**SEMESTER ONE**

**GRADE-9**

**PERIOD-I**

**TOPIC: INTRODUCTION TO PHYSICAL EDUCATION**

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES/ ASSESSMENT
Learners explain the history and importance of physical education and general health	<p>Upon completion of this topic, Leaders will:</p> <p>(1) Discuss Physical Education</p> <p>Explain general health</p>	<p>a. History of Physical Education</p> <p>a. The Importance of Physical Education</p> <p>b. Health related activities:</p>	<p>Inclusive and differentiated learning.</p> <p>Individual seat work or work in <b>mixed group according to gender abilities and learning styles.</b></p> <p><b>Discuss:</b> Let learners discuss Physical Education, its importance, historical contributions and health related activities.</p>	<p>Textbooks (physical education handbook)</p> <p>www.pecentral.org</p> <p>www.internet4classrooms.com</p> <p>www.icps.org</p> <p>www.dictionary.com</p>	<p><b>Competencies:</b></p> <ul style="list-style-type: none"> <li>• Effective Communication</li> <li>• Analytical Skills,</li> <li>• Digital Skills,</li> <li>• Research and Problem Solving skills</li> <li>• Organizational ability</li> <li>• Creativity &amp; Innovation skills</li> </ul> <p><b>Tools: used to check competencies(select relevant options)</b></p> <p><b>1. Presentation</b></p> <ol style="list-style-type: none"> <li>a. Individual</li> <li>b. Group</li> <li>c. Class participation</li> </ol>

**SEMESTER ONE**

**GRADE- 9**

**PERIOD-II**

**TOPICS: 1. MUSCULAR SYSTEM**

<b>LEARNING OUTCOMES</b>	<b>OBJECTIVES</b>	<b>CONTENTS</b>	<b>ACTIVITIES</b>	<b>MATERIALS/ RESOURCES</b>	<b>COMPETENCIES/ ASSESSMENT</b>
<p>Learners are able to draw the various parts of the muscular system showing how they function in the body.</p>	<p>Upon completion of this topic, Learners will:</p> <p>Describe the formation and functions of the muscular system</p>	<p><b>Muscular system</b></p> <p>a. The importance</p> <p>b. The functions</p>	<p>Inclusive and differentiated learning.</p> <p>Individual seat work or work in <b>mixed group according to gender abilities and learning styles.</b></p> <p>Discuss: The muscular system and its functions in the body.</p>	<p>Pictorial charts</p> <p><a href="http://www.pecentral.org">www.pecentral.org</a></p> <p><a href="http://www.internet4classrooms.com">www.internet4classrooms.com</a></p> <p><a href="http://www.icps.org">www.icps.org</a></p> <p><a href="http://www.dictionary.com">www.dictionary.com</a></p>	<p><b>Competencies:</b></p> <ul style="list-style-type: none"> <li>• Effective Communication</li> <li>• Analytical Skills,</li> <li>• Digital Skills,</li> <li>• Research and Problem Solving skills</li> <li>• Organizational ability</li> <li>• Creativity &amp; Innovation skills</li> </ul> <p><b>Tools: used to check competencies(select relevant options)</b></p> <p><b>1. Presentation</b></p> <p>a. Individual</p> <p>b. Group</p> <p>c. Class participation</p>

## SEMESTER ONE

**GRADE-9**

**PERIOD-III**

**TOPICS: 1. RESPIRATORY AND CIRCULATORY SYSTEMS**

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES/ ASSESSMENT
Learners are able to explain the respiratory and the circulatory systems	<p>Upon the completion of this topic, Learners will:</p> <ol style="list-style-type: none"> <li>1. Describe the anatomy and the function of the heart</li> <li>2. Identify the components of blood and what each component does</li> <li>3. Explain what blood pressure is and how it is measured</li> <li>4. Explain how blood is classified and what is</li> </ol>	<ol style="list-style-type: none"> <li>1. Circulatory System:</li> <li>2. Respiratory System:</li> </ol>	<p>Inclusive and differentiated learning.</p> <p>Individual seat work or work in <b>mixed group according to gender abilities and learning styles.</b></p> <p><b>Discuss:</b> The systems of the body. No body system works in isolation. Body systems are dependent upon one another. Just as all of the systems depend on the nervous system, they also depend on the circulatory and the respiratory systems. The respiratory system processes the oxygen that the circulatory system carries to all of the parts of the body.</p> <p><b>1a. The heart</b>-the body's pump. It is closed in a loose -fitting sac called the pericardium, which consists of two layers. One is a thin</p>	<p>Pictorial charts</p> <p>Text Book: GCSE-Physical Education</p> <p><a href="http://www.pecentral.org">www.pecentral.org</a></p> <p><a href="http://www.internet4classrooms.com">www.internet4classrooms.com</a></p> <p><a href="http://www.icps.org">www.icps.org</a></p> <p><a href="http://www.dictionary.com">www.dictionary.com</a></p>	<p><b><u>Competencies:</u></b></p> <ul style="list-style-type: none"> <li>• Effective Communication</li> <li>• Analytical Skills,</li> <li>• Digital Skills,</li> <li>• Research and Problem Solving skills</li> <li>• Organizational ability</li> <li>• Creativity &amp; Innovation skills</li> </ul> <p><b>Tools: used to check competencies(select relevant options)</b></p> <p><b>1. Presentation</b> a. Individual</p>

	<p>meant by the Rh factor</p> <p>5. Name some illness of the circulatory system</p> <p>6. Explain the process of respiration</p> <p>7. Explain the anatomy and the functions of the respiratory system</p> <p>8. Name some illness of the respiratory system</p>		<p>and watery membrane that closely covers the heart's surface and the other is fibrous and is attached to the diaphragm.</p> <p>1b. Layers of the Heart 1c. Heart Chambers</p> <p><b>2. Respiratory System:</b></p> <p>a. functions b. types of respiration c. aerobic &amp; anaerobic sports</p>		<p>b. Group c. Class participation</p>
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**SEMESTER TWO**

**GRADE: 9**

**PERIOD- IV**

**TOPIC: 1. INJURIES**

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES /ASSESSMENT
<p>Learners are able to explain the origin of physical education, describe the formation and function of the body, apply preventive method in sports competitions and improve on arousal level for perfect performance during competition.</p>	<p>At the close of this section, learners will be able to:</p> <ol style="list-style-type: none"> <li>1. Explain the types of injuries</li> <li>2. Apply the preventive methods and treatment of injuries</li> </ol>	<p><b>1.Types of injuries:</b> 1. Minor and Major</p> <p><b>2. Preventive Methods:</b></p> <p><b>3.Types of joints and Treatment</b></p>	<p>Inclusive and differentiated learning.</p> <p>Individual seat work or work in <b>mixed group according to gender abilities and learning styles.</b></p> <p>Discuss:</p> <ol style="list-style-type: none"> <li>1a. Minor Wounds</li> <li>b. Major Wounds</li> </ol> <p>2. Risk assessment</p> <p><b>Demonstration</b></p> <p><b>3. Treatment:</b></p> <ol style="list-style-type: none"> <li>a. joint injuries</li> <li>b. sudden stress</li> <li>c. The <b>RICE</b> Method: <b>R</b>=Rest <b>I</b>=Ice <b>C</b>=Compression <b>E</b>=Elevation</li> </ol>	<p>First Aid Kit Bandage Plaster</p> <p>Text Book: GCSE-Physical Education</p> <p><a href="http://www.pecentral.org">www.pecentral.org</a></p> <p><a href="http://www.internet4classrooms.com">www.internet4classrooms.com</a></p> <p><a href="http://www.icps.org">www.icps.org</a></p> <p><a href="http://www.dictionary.com">www.dictionary.com</a></p>	<p><b>Competencies:</b></p> <ul style="list-style-type: none"> <li>• Effective Communication</li> <li>• Analytical Skills,</li> <li>• Digital Skills,</li> <li>• Research and Problem Solving skills</li> <li>• Organizational ability</li> <li>• Creativity &amp; Innovation skills</li> </ul> <p><b>Tools: used to check competencies(select relevant options)</b></p> <p><b>1. Presentation</b></p> <ol style="list-style-type: none"> <li>a. Individual</li> <li>b. Group</li> <li>c. Class participation</li> </ol>

## SEMESTER TWO

**GRADE: 9**

**PERIOD- V**

**TOPICS: 1. BADMINTON GAME**

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES/ASSESSMENT
<p>Learners are able to define, identify and utilize the basic rules and terminology used in the game of badminton</p>	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> <li>1. Utilize the fundamental principles of badminton.</li> <li>2. Display an understanding of basic strategy in both singles and doubles</li> <li>3. Identify and understand the basic rules for singles and doubles</li> <li>4. Define the basic terminology used in the game of badminton</li> </ol>	<p><b>1. Nature and Purpose of badminton</b></p> <ol style="list-style-type: none"> <li>a. Dimension of the court</li> <li>b. Rules of badminton</li> </ol> <p><b>2. Fundamental Principles:</b></p> <ol style="list-style-type: none"> <li>a. Skills</li> <li>b. Techniques</li> <li>c. Strokes</li> </ol> <p><b>3. Learning cues:</b></p> <ol style="list-style-type: none"> <li>a. Basic strategy</li> <li>b. Singles &amp; doubles</li> <li>c. Terminology</li> </ol>	<p>Inclusive and differentiated learning.</p> <p>Individual seat work or work in <b>mixed group according to gender abilities and learning styles.</b></p> <p><b>Discuss:</b> Learners research the sport and discuss in groups of three the rules, skills and various techniques.</p> <p><b>Demonstrate:</b> Practicing the 'BACK HAND SERVICE' drills.</p>	<p>Racket Feather ball Net sneakers</p> <p><a href="http://www.pecentral.org">www.pecentral.org</a></p> <p><a href="http://www.internet4classrooms.com">www.internet4classrooms.com</a></p> <p><a href="http://www.icps.org">www.icps.org</a></p> <p><a href="http://www.dictionary.com">www.dictionary.com</a></p>	<p><b>Competencies:</b></p> <ul style="list-style-type: none"> <li>• Effective Communication</li> <li>• Analytical Skills,</li> <li>• Digital Skills,</li> <li>• Research and Problem Solving skills</li> <li>• Organizational ability</li> <li>• Creativity &amp; Innovation skills</li> </ul> <p><b>Tools: used to check competencies(select relevant options)</b></p> <p><b>1. Presentation</b></p> <ol style="list-style-type: none"> <li>a. Individual</li> <li>b. Group</li> <li>c. Class participation</li> </ol>

## SEMESTER TWO

**GRADE-9**

**PERIOD-VI**

**TOPICS: 1. VOLLEYBALL GAME**

LEARNING OUTCOMES	LEARNING OBJECTIVE	CONTENTS	ACTIVITIES	MATERIALS/ RESOURCES	COMPETENCIES ASSESSMENT
<p>Learners are able to explain and apply the basic rules, skills, techniques and playing strategies of volleyball</p>	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> <li>1. Describe the nature and adaptability of volleyball</li> <li>2. Apply basic skills in modified practice games</li> </ol> <p>Discuss, and put into practice the rules of power volleyball during a game or match</p>	<p><b>Nature and adaptability:</b></p> <p><b>Basic rules:</b></p> <ol style="list-style-type: none"> <li>a. Serve</li> <li>b. Net Play</li> </ol> <p>are</p> <p><b>Skills and Techniques:</b></p> <ol style="list-style-type: none"> <li>a. Forearm Pass</li> <li>b. Overhead Pass</li> </ol> <p><b>Playing Strategies:</b></p> <ol style="list-style-type: none"> <li>a. Offensive &amp; Defensive play</li> <li>b. Service</li> </ol> <p><b>Terminology:</b></p> <ol style="list-style-type: none"> <li>a. Attack</li> <li>b. Ball handling</li> <li>c. Block</li> <li>d. Dum</li> </ol>	<p>Inclusive and differentiated learning.</p> <p>Individual seat work or work in <b>mixed group according to gender abilities and learning styles.</b></p> <p><b>Discuss:</b> Learners do a research on the rules, skills, playing strategies and techniques of the sport.</p> <p><b>Demonstrate</b> The various Skill drills; eg. 'SERVICE DRILL'</p>	<ol style="list-style-type: none"> <li>1. Volleyball</li> <li>2. Volleyball Net</li> <li>3. Whistle</li> <li>4. Stop Watch</li> </ol> <p>www.pecentral.org</p> <p>www.internet4classrooms.com</p> <p>www.icps.org</p> <p>www.dictionary.com</p>	<p><b>Competencies:</b></p> <ul style="list-style-type: none"> <li>• Effective Communication</li> <li>• Analytical Skills,</li> <li>• Digital Skills,</li> <li>• Research and Problem Solving skills</li> <li>• Organizational ability</li> <li>• Creativity &amp; Innovation skills</li> </ul> <p><b>Tools: used to check competencies(select relevant options)</b></p> <p><b>1. Presentation</b></p> <ol style="list-style-type: none"> <li>a. Individual</li> <li>b. Group</li> <li>c. Class participation</li> </ol>