

Health & Physical Education Teacher Guide Primary Grade 8



Standards Based



Papua New Guinea
Department of Education

**'FREE ISSUE
NOT FOR SALE'**

Health & Physical Education

Teacher Guide

Grade 8

Standards Based



Papua New Guinea
Department of Education

Issued free to schools by the Department of Education

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First Edition

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Secretary's Message

The Health & Physical Education Teacher Guide for Grade 8 was developed as a support document for the implementation of Health – Physical Education Syllabus for Grades 6, 7 and 8. 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 and to raise the standards in teaching and learning at all levels of schooling . It contains sample guided lessons and assessment tasks and rubrics with suggested teaching and learning activities that a teacher can use to work towards the achievement of content standards and benchmarks in the syllabus.

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 8 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 wellbeing.

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 commend and approve this Health - Physical Education Teacher Guide for Grade 8 to be used in all primary schools throughout Papua New Guinea.

.....
DR. UKE 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 to be seen as separated subjects as the goal of learning in this subject whether personal development, health or physical development 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 well-being. 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 and lead healthy, 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 only to improve strength, agility, flexibility, and endurance while Health was viewed at keeping 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 related 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 wellbeing 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 and 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 8 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
- Construct appropriate lesson topics linking to the benchmarks in relation to attainment of standards. The bolded statement; **THIS BENCHMARK HAS NO LESSONS AND KSAVS SO CREATE YOUR OWN LESSON TO TEACH.** This indicates to you to develop suitable lesson topics directly linking to the particular benchmark.
- 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
- 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.

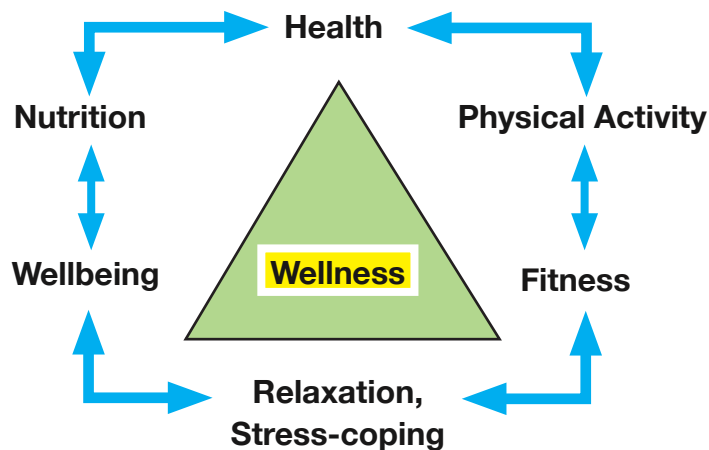
Key Features

The key features of this Teacher Guide are;

- subject background
- students with special needs and physical disabilities
- health - physical education facilities

Nature of Health – Physical Education

Health- Physical Education does not only mean free from diseases and playing games along. 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 abilities.

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"> • Culture and Community 	<ul style="list-style-type: none"> • Health • Physical Education 	<ul style="list-style-type: none"> • Health & Physical Education 	<ul style="list-style-type: none"> • Physical Education • Character and Social Development 	<ul style="list-style-type: none"> • Physical Education • Character and Social Development
Global Concepts of Health & Physical Education					
Human Movement - Loco-motor, non-locomotor and manipulative skills. Movement concepts and sequences. Application of movement skills. Body Systems					
Physical Activity and Fitness - 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					
Health and Wellness - 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"> • Teaching process • Learning process • Demonstrate a process of • putting a skill into practice 	<ul style="list-style-type: none"> • Decision making • Problem solving • Awareness and advocacy • Communication skills • Inter-personal skills • Being assertive • Critical thinking • Creativity • Analyzing • Negotiation skills • Coping skills 	<ul style="list-style-type: none"> • Self-respect • Appreciate peers and who they are • Caring for others, environment • Self-esteem • Love of nature • Respect for others • Showing empathy

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

What is teaching and learning?

Students learn in different ways. Teachers are encouraged to use varieties of teaching strategies to teach Health Physical Education lessons to give students a chance to learn. Teachers can use these strategies in their teaching and allow students to learn.

Teaching Strategies

The nature of Health Physical Education will demand teachers and students use teaching strategies that will enable students to develop the ability to communicate, make decisions or solve problems. If students are to become self-directing, teachers need to adapt the role of a facilitator and provide challenging lessons that involve the students as active learners.

The selection of content and teaching strategies will influence the success of teachers in enhancing the desired development of students. Therefore the following Health Physical Education strategies will support the achievement of content standards and benchmarks.

Gathering information involves:

- research, finding information from a variety of sources, such as books, journals, radio, television, internet, resource personnel,
- using questionnaires, surveys and interviews, organising and categorising the information gathered,
- directly observing behaviour or performance,
- Investigating by doing. Analysis and processing includes:
 - examining, explaining, reasoning or suggesting solutions to arguments,
 - making judgments,
 - interpreting information through a process of critical evaluation,
 - assessing the relevance of information,
 - applying problem-solving and decision-making skills,
 - identifying and clarifying values, deciding what to believe,
 - considering options.

Planning and action includes:

- Defining the results
- Setting goals,
- Developing strategies for achieving goals,
- Cooperating in a group task,
- Engaging in community action
- Creating solutions.

Learning Strategies

Guided Discovery Approach

The guided discovery approach to teaching is used when students are expected to come up with a solution to a problem. This approach gives the students an opportunity to find out for themselves different solutions to solving problems.

Students discover different ways of solving problems. For example, if the topic is “First Aid Treatment for bleeding nose,” the students can develop a few questions that will assist them in exploring the topic, or, the teacher can develop a common set of questions that will assist the students to explore the topic.

This approach is the easiest and suitable for a large class or if you are trying it for the first time. When students are involved in developing the research questions, either as individuals or as a class, they should focus learning on areas that are relevant to their needs and interests.

The teacher acts as a facilitator and helps students to find the information they need to answer their questions. Students could locate this information by:

- Interviewing community members.
- Working in small group activities to solve problems.
- Finding relevant information in books and newspapers.
- Going on excursions.

Problem Solving

Problem solving encourages students to investigate an area of interest and establish strategies and actions to solve or minimize the problems. This strategy is used to teach lessons when a problem has many ways to solve and that there is no one right answer. It helps students to develop critical and analytical thinking skills and apply decision-making and problem-solving skills in real life situations.

How to use problem solving

1. Identify problems for discussion.
2. Discuss ways to solve the problem.
3. Consider the consequences of applying a particular strategy in trying to solve the problem.
4. Consult experts and other resource personnel for assistance.
5. Decide and apply corrective measures to correct the problem and take actions for planning and implementation.

For example; your lesson aims to teach students about the negative impacts, peers can have on individual. The task for the students is to identify ways to deal with negative peer pressure.

Organize the class into groups and ask students to identify solutions to cope with peer pressure. Groups go into discussions and find their solutions. The teacher walks around and gives students guidance, answering questions and encouraging students to explore further if they have yet to find a solution.

The groups are then asked to share their solutions to the class. The classes discuss the solutions from each group and appreciate each group's suggested solutions. This approach helps students to learn that there is no right or wrong answer and that there can be more than one solution for a problem.

Anecdotes, Fables, Proverbs, Mottos, Quotes or famous sayings

This teaching approach uses stories or narrations, records of events and situations or pictures of topics or lessons that are to be taught. The use of fables, proverbs, mottos, quotes or famous sayings in teaching and learning are suitable to use in teaching about certain desired characters, attitudes and values that students can mimic, copy and adapt to be good students. The use of this approach in teaching can also be used to enhance decision making lessons and analytical and critical thinking activities.

For example; "The early bird catches the worm" teaches about punctuality and the benefits of punctuality. Another fable; "Loners are easy prey" teaches about safety. It teaches that it can be dangerous to be alone, as no one can witness to any bad things or harm that other people may cause you. People who may have bad intentions to hurt us can take advantage of the situation and hurt us because they can easily get away with it.

An anecdote like that in Ephesians 6: 1-3 teaches about children's obedience and respect for their parents so that each student will be a child in the family and a good citizen later in life. Other lessons that can be useful in the growth of the child can be learnt from this text.

Games

The use of games in teaching concepts is a fun and enjoyable way of encouraging students to learn. The games serve as motivation during learning for student. The games could include crosswords, word and problem solving games, guessing, and riddles to cater for students with different learning abilities.

When using this approach, the games must be designed in an inclusive manner so no-one child is left without participating.

Cooperative Learning

Cooperative learning refers to a specific instructional task in which teachers have students work together toward a collective goal. Teachers

ask students to do more than just group work; students are actively working with their peers in a meaningful way.

To implement cooperative learning effectively, teachers include five basic elements:

1. Positive interdependence- students must understand and accept the fact that they need their group members and can depend on them for the group to progress,
2. Individual accountability- each student is responsible for both the failure and the success of achieving the goals,
3. Promoting one another's successes- embracing each other and finding joy in each other's success but at the same time acknowledging their shortfalls and failures they encountered along the way to success
4. Applying interpersonal and social skills- understanding, being considerate and relating to one another in an acceptable standard.
5. Group processing- the group discusses progress toward achieving a goal.

When implementing cooperative learning, teachers should have an element that requires collective accountability as well as individual accountability to ensure that everyone participates in the learning task. In order for this to have an impact on student learning, student's need to collaboratively process how they work together and monitor their progress toward their goal.

(Steps to Respect; Johnson and Johnson, 2004)

Inquiry Learning

The inquiry learning approach promotes discovery learning. It is a research-based learning strategy that actively involves students in the exploration of the content, issues, and questions surrounding a topic or concept. The activities and assignments in a classroom can be designed such that students work individually or together to solve problems involving both in-class work and fieldwork. While the strategy is meant to be highly student-focused, the extent of teacher-direction vs. student-direct learning can vary depending on the level of the students' ability in your class and their understanding of the inquiry process.

Inquiry learning approach not only increases student motivation, but also provides a means to actively involve students in the learning process. With the trend to move away from teacher-centered instruction to a more student-centered approach, inquiry learning approach gives you the opportunity to help students learn the content and course concepts by having them explore questions to find solutions and answers themselves. Thus, giving students more opportunity to reflect on their own learning, gain a deeper understanding of the subject concepts in an integrated fashion, and become better critical thinkers.

In inquiry learning, a research question that is based on the perceived knowledge, skills, and abilities of the students with respect to the inquiry process can be given to students. But teacher has to be precise about what objectives they have to achieve in the activity.

Choosing Tasks

This learning strategy requires the teacher to prepare task sheets with a range of activities sequenced from easiest or simplest to difficult or advanced. Students choose a task and attempt those that they would like to try; usually they must start with the easiest. This allows students to progress at their own pace and allows students to achieve their task or goal according to their own ability. Tasks can be designed for all including students with special needs.

Planning and Programming

Planning and programming is organising the content from the content overview in the syllabus into teachable plans for delivery in the classroom. Such plans include yearly overview, termly overview, weekly plan and daily plans or lessons. The yearly, termly overviews and weekly plans are provided below. The daily plan which is the actual guided lesson template can be found in the Guide 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.

Planning and programming is an important that teachers' plan comprehensive 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 syllabus into a teachable plan for delivery in the classroom using the approaches. There are several areas to consider when planning and programing an instructional program for the school year. It is important for teachers to follow the order as listed. The following are areas of the components of planning and programing of your Health Physical Education course for Grade 8.

- Content Overview
- Yearly overview
- Weekly and daily program

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	Safety in sports and First Aid	<ul style="list-style-type: none"> • Importance of safety, prevention and injury • Safe and unsafe play behavior in movement skills, games and physical activities • Benefits and value of preventing and reducing the rate of injuries • First-aid treatment • Safety checks on equipment and facilities • Situations and behaviours that influence safety for self and others • Safety procedures and first aid gear through or when participation in various sports- water, track and field events, ball sports and fitness activities • Hazardous situation

Strands	Units	Teachable concepts
Safety	Emergency situation and risky behaviour	<ul style="list-style-type: none"> • Implementation strategies to promote personal and environmental health and safety • Dangerous situations and places • Emergency and safety procedural skills to reduce or avoid risks • Hazardous, conditions in the school and surrounding communities • Reduction of unsafe, risky-harmful occurrences/situations
Growth and development	Human development, growth and sexuality	<ul style="list-style-type: none"> • Anatomy & Physiology • Growth and Development Stages • Reproduction Health – Reproductive health • Gender Identity • Sexual Health • Relationships • Importance of different body systems and their functions (digestive system, reproductive system, circulatory system, skeleton system, muscular system, respiratory system) • Coping with physical, social, mental and emotional changes that occur during adolescence • Influences of inherited characteristics • Environmental factors on growth and development • Reproductive systems and their functions
	Relationship	<ul style="list-style-type: none"> • Importance of developing healthy relationships • Importance of maintaining relationships • Resolving interpersonal conflicts in relationships • Managing healthy relationships • Coping with physical, social, mental and emotional challenges • Social exclusion pressure at adolescence • Individual life skills
Individual and community health	Personal Health and Hygiene	<ul style="list-style-type: none"> • Personal Health and Hygiene • Community health and Safety, • Alcohol and Substance Abuse • Safety and health promotion areas • Personal hygiene, oral health habits • Lifelong health of a person • Health issues that have an impact on people • Data of reliable sources for health • Health issues that are a threat to peoples wellbeing • Ways to prevent diseases
	Community health and Hygiene	<ul style="list-style-type: none"> • Behaviors that increase the developing diseases • Disease protection and prevention • Illness prevention in the community • Negative impacts of the limited health services • Population growth and health issues • Health promotion in the community • Accessibility to health information, products and services • Disease control and proactive strategies

Strands	Units	Teachable concepts
Individual and community health	Alcohol and substance abuse	<ul style="list-style-type: none"> • Benefits of prescribed and non-prescribed drugs • Consequences of prolonged use of alcohol, tobacco and other substances • Methods of promoting health and preventing illnesses in the community relating to the consumption of alcohol and other substances • Advocacy strategies and programs on the legal, economical and social consequences of drug abuse
Nutrition	Food and nutrients	<ul style="list-style-type: none"> • Six basic nutrients and their functions to the body • Nutritional deficiencies • Different types of foods by food groups • Nutritional values of the food types • Impacts of lacking food nutrients • Ways to improve diets • Food pyramid • Food choices
	Food Hygiene	<ul style="list-style-type: none"> • Safe meal plans • Hygienic methods of food preparation • Food poisoning and rules to avoid food poisoning • Résistance and carrier of food poisoning • Nutrition-related issues on food • Analyze nutritional data on food • Safety in handling food
Movement	Basic movement skills and concepts	<ul style="list-style-type: none"> • Loco-motor, non-loco-motor • Manipulative skills • Concepts of effort and body awareness • Applying movement patterns and concepts • Manipulative skills of kicking, throwing, and catching with concepts of body, spatial awareness and effort • Applying skills in aquatics, game and ball sports • Apply movement concepts in specific movement patterns and sequences in individual and team sports and games • Apply movement concepts in specific movement patterns and sequences in individual and team sports and games
	Movement and Games	<ul style="list-style-type: none"> • Controlled and coordinated movement skills in game-play situations • Manipulative skills suitable for specific sports • Game skills drills in selected circuit activities • Individual and group techniques and tactic skills • Movement patterns in various games and sports
Physical Activity	Games and sports	<ul style="list-style-type: none"> • Different types of ball sports and games • Ball handling skills in game-play activities • Game rules and the use of equipment and facilities • Organisation of school and junior sports development programs • Ball handling skills in major ball sports • Aquatic sports • Track and field events • Basic sports administration

Strands	Units	Teachable concepts
Physical Activity	Lifestyle and fitness for health	<ul style="list-style-type: none"> • Fitness activities in a circuit activities • Fitness activities to improve the health of people in different age groups including those with disabilities • Body responds and reactions after participating in health related physical activities • Different components of fitness • Fitness plans to improve the ability of each fitness component for all and those with disabilities • Range of leisure and recreational activities

Yearly Overview

The yearly planning section is the important part of the content layout because it provides continual, sequential integrated and accumulative learning. It helps the teachers to pace their presentations of the required curriculum and to ensure that all the content standards are covered and as expected.

A sample yearly plan for Grade 8 has been compiled. The syllabus is translated into delivery plan for use in the classroom for a school year. The plan promotes sequencing of the learning content so there is fair distribution of the content standards throughout the school year. This yearly overview is a long term plan, whilst the term overview is a medium plan and weekly and daily plans are short term.

Teachers are to ensure that the following are done when implementing the yearly overview. These are:

- read and understand the Content Overview and Content Expansion sections of the syllabus,
- note the number of strands, units/topics,
- check to see that the units are fairly distributed throughout the year,
- organize the year plan by subject content as shown below (see sample) separately then.

A Sample yearly overview

Strand/Unit	Content Standards	Benchmarks
Term One (1)		
Safety 1. Safety in Sports and First Aid	8.1.1. Students will be able to examine the human skeleton, injury prevention principles, assessing and managing injuries that occur in a sport or to an athlete, and relate these to specific body parts in order to apply appropriate first aid treatment.	8.1.1.1. 8.1.1.2. 8.1.1.3. 8.1.1.4.
2. Emergency situation and risky behaviour.	8.1.2. Students will be able to assess the risks of hazardous conditions and consider the level of risks involved prior to organizing various sports and other related lifestyle activities.	8.1.2.1 8.1.2.2. 8.1.2.3..

Strand/Unit	Content Standards	Benchmarks
Growth and Development 3. Sexuality Development	8.2.1 Investigate the different body systems, their importance, and functions, and formulate strategies to care for them.	8.2.1.1. 8.2.1.2.. 8.2.1.3.
	8.2.2 Identify and examine the physical, social, mental and emotional changes that occur during adolescence and analyse how to cope with the issues that result from these changes.	8.2.2.1. 8.2.2.2. 8.2.2.3. 8.2.2.4.
Term One (2)		
4. Relationship	8.2.3 Examine and recognize relationship issues and conflicts, analyze their causes and effects, and propose strategies for managing and resolving these conflicts.	8.2.3.1. 8.2.3.2. 8.2.3.3.
Individual and Community Health 5. Personal Health and Hygiene	8.3.1 Recognize and justify health safety and health promotion areas, and appraise practices relating personal health.	8.3.1.1. 8.3.1.2. 8.3.1.3. 8.3.1.4. 8.3.1.5.
6. Alcohol and substance Abuse	8.3.2 Investigate and distinguish drugs in terms of their short-term and long-term health consequences.	8.3.2.1 8.3.2.2.. 8.3.2.3. 8.3.2.4.
Term One (3)		
Nutrition 7. Food and Nutrients	8.4.1 Evaluate and compare the impact of lack of food nutrients and plan ways to improve diets.	8.4.1.1 8.4.1.2 8.4.1.3 8.4.1.4 8.4.1.4
8. Food and Hygiene	8.4.2 Analyze nutritional data, draw relevant conclusions, and develop strategies for addressing the issues	8.4.2.1 8. 4.2.2 8.4.2.3
Movement 9. Basic Movement Skills and concepts	8.5.1 Assess individual and group tactical skills and movement patterns employed in athletics and field and goal, net and court sport, net and racquet sports.	8.5.1.1 8.5.1.2 8.5.1.3
Term One (4)		
10. Movement and Games Skills	8.5.2 Assess individual and group tactical skills and movement patterns employed in athletics and field and goal, net and court sport, net and racquet sports.	8.5.2.1 8.5.2.2 8.5.2.3
Physical Activity 11. Games and sports	8.6.1 Exhibit a range of movement and game skills in ball sports, aquatics sports, athletics and apply basic sports management and administration skills.	8.6.1.1 8.6.1.2 8.6.1.3 8.6.1.4
12. Lifestyle and fitness for Health	8.6.2 Examine ways of improving health – related fitness lifestyle activities, develop plans to manage individual fitness plans for wellness, and exhibit acceptable values and attitudes in lifestyle activities.	8.6.2.1 8.6.2.2 8.6.2.3 8.6.2.4

Weekly Plan

A weekly plan is an instruction program for teaching and gives the teacher specific outline of the Units, Content Standards and Performance Standards for instruction (teaching) which the teacher follows in a term. This guides the teacher to organize the teaching program for the number of weeks in each term.

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

- Strand
- Units
- Content standards
- Benchmarks
- Knowledge, skills, attitudes values
- Lesson topics

Teacher should use the term overview to see how units are 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 that are taught

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 and
- Knowledge, Skills, Values, 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 8.

No:	Subjects	Total Time (Minutes)
1	English	280
2	Mathematics	240
3	Science	200
4	Social Science (S/S)	160
5	Arts	120
6	Health & Physical Education (HPE)	160
7	Making a Living (MAL)	160
8	Citizenship and Christian Values Education (CCVE)	120
9	Christian Religious Education (CRE)	60
10	Sports	60
11	Assembly	60
12	Block Time	30
Total		1650

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	H-PE	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	
	TOTAL	1650	40 (instructional lessons weekly) + assemblies	1650	30	30

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
	330	(330 instructional minutes x 5 days = 1650 minutes)					

Teaching Timetable

Teaching from a timetabled schedule for on weekly bases 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 for the holistic development of the child.

Content Background Information

This section is designed especially for the teacher to be enhanced and well versed with the correct content background information for the specific lesson. The relevant resources and references will help the teacher to plan well the content and to deliver the lesson effectively.

Strand 1: Safety

Safety addresses physical, social and emotional safety issues that students may encounter in their daily lives. The curriculum supports students to develop knowledge, understanding and skills to make safe decisions and behave in ways that protect their own safety and that of others. It includes situations and places such as school, home, on roads, outdoors, near and in water, parties, online, first aid, relationships and dating, personal safety and uncomfortable situations.

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 man-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 minimizing 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 behaviors, attitudes and the risky behaviors 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.
- Safe player, official and spectator behavior and attitudes.
- Safe play and participation in all physical activities require:
 - informed decision making strategies to minimize accidents, unhealthy environmental hazards
 - good control and maintenance of behaviors 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

The emphasis of this strand allows learners to explore and embrace the physical, social, emotional and mental aspects of personal health and how these are influenced by biological factors and individual health choices. They learn to appreciate the relations and cultures they have while at the same time develop a high self-esteem during the time when they are undergoing changes. This strand also focuses on interactions within various relationships and groups and the elements associated with them in the context of family, peer, community or marriage relationships.

The Respiratory System

Function and Purpose

The primary function of the respiratory system is to supply the blood with

oxygen in order for the blood to deliver oxygen to all parts of the body. The Respiratory System provides oxygen needed for cellular respiration and removes carbon dioxide from the body

The Main Parts of the Respiratory System

- The main parts of the Respiratory System are the Nose, Mouth, Lungs, Trachea, and Diaphragm.

Nose and Mouth

Respiration begins with taking in air

Pharynx (Throat)

Larynx

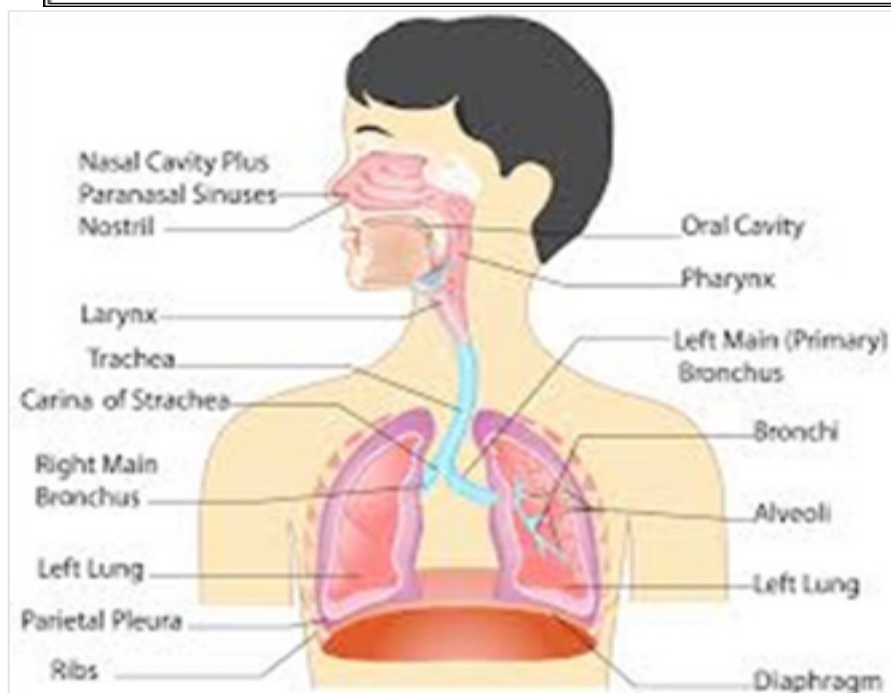
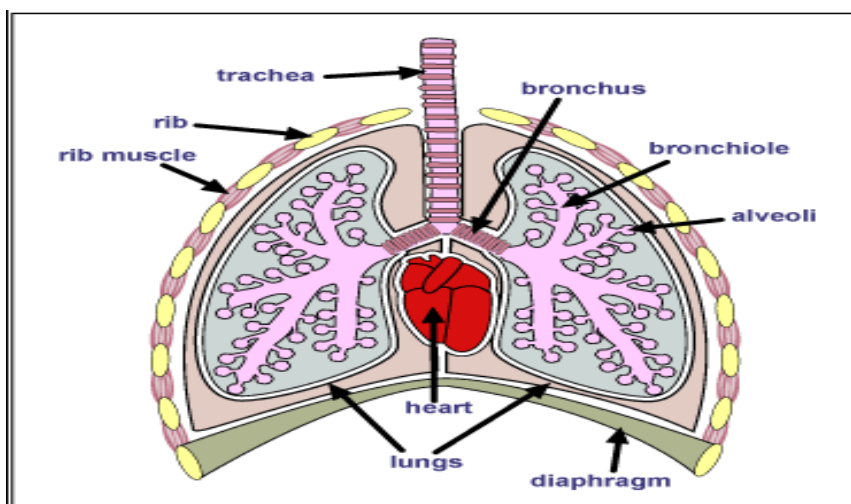
Where your vocal cords are

Trachea (Windpipe)

Passes air into the bronchi

Bronchi (singular: Bronchus)

Passes air from trachea to the lungs



Bronchioles

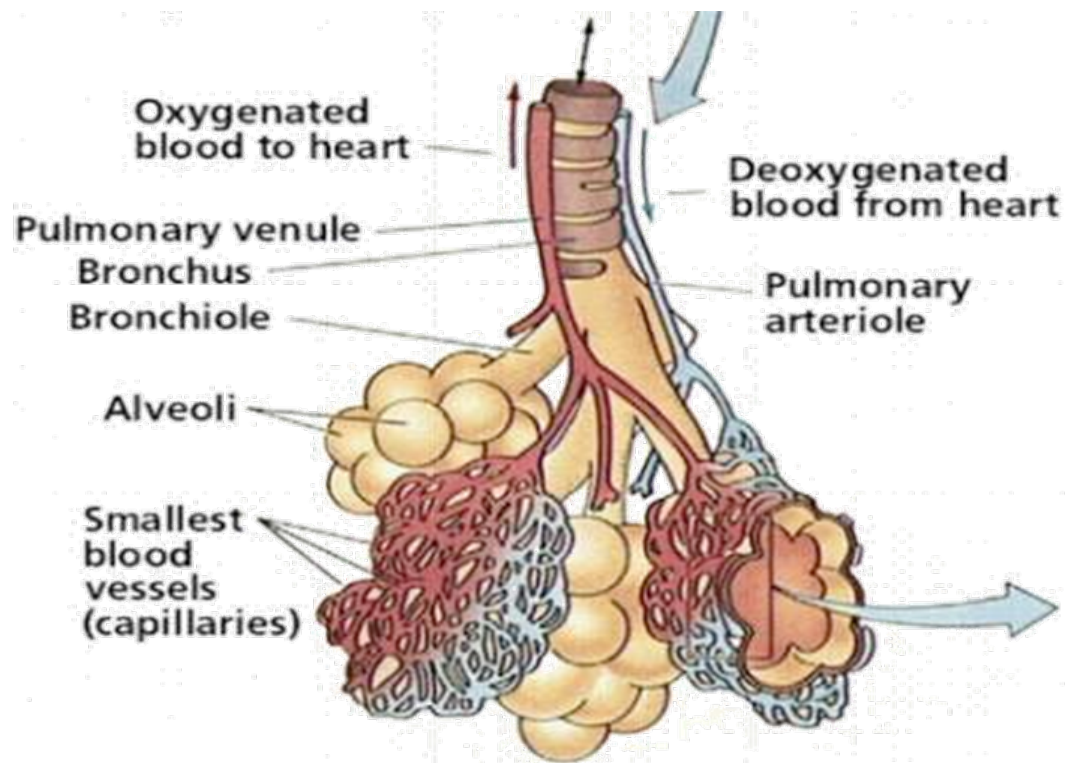
Each Bronchus in the lungs branches out like a tree into bronchioles

Alveoli

Sacs at the end of the Bronchioles where oxygen and carbon dioxide are exchanged

Diaphragm

Muscle that enables you to breathe



What the Respiratory System helps you do:

- Breathe
- Sustain life

Interactions with other systems

- Circulatory – transports vital materials to the cells.
- Circulatory – brings O₂ to the cells and CO₂ back to the lungs.
- Excretory – part of the excretory system to get rid of toxic CO₂ from the body.

Taking Care of the Respiratory System

If you smoke this is what your lungs will look like.



If you don't smoke this is what your lungs will look like.



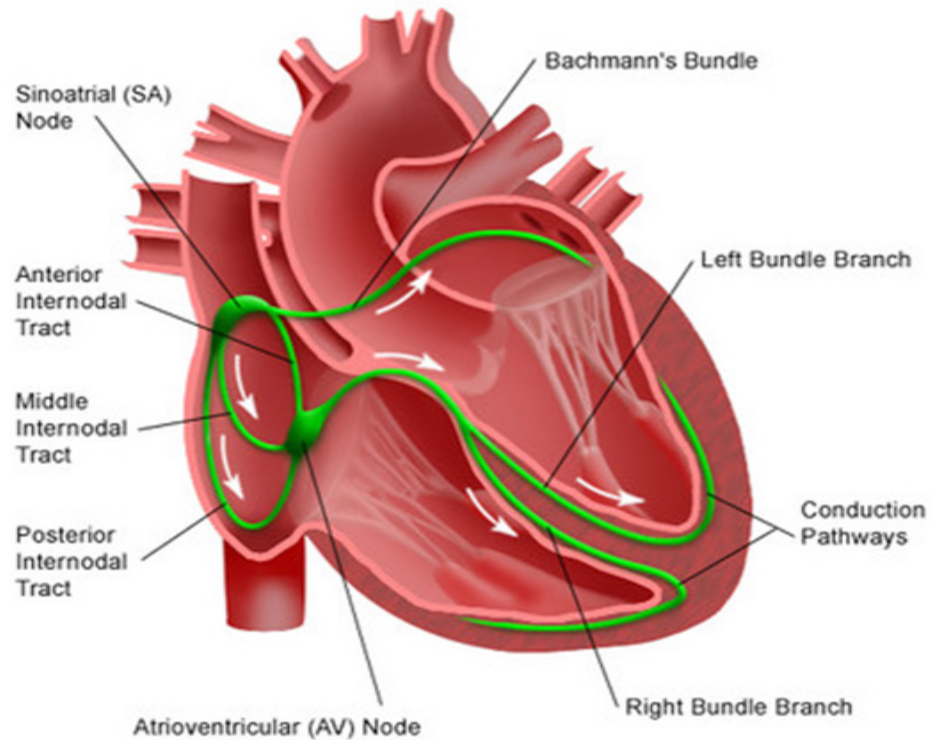
Diseases and Disorders of the Respiratory System

1. Asthma
2. Emphysema – smoker's disease from cancer sticks. Progressive loss of alveoli which decreases lung function.
3. Remaining alveoli become enlarged, inelastic, and inefficient. Carbon dioxide remains inside the alveoli. No cure. Breathing treatments help slow progression of disease and improve breathing.
4. Pleurisy- (first information, there are two layers that surround the lungs. They are covered in blood vessels and nerves. The inner lung-side layer is called the visceral pleura. The outer rib-side layer is called the parietal pleura) In pleurisy, the pleura become inflamed. If/ when the pleura become inflamed enough, it causes a sharp, stabbing pain, usually in the side or upper back/chest.
5. Pneumonia- an inflammation or infection of the lungs characterized by fluid build-up in the alveoli. Usually caused by bacteria, viruses, or chemicals.

The Heart

Your heart is very important. It keeps the blood pumping through your body. It sends blood without oxygen to your lungs and blood with oxygen to the rest of your heart. Healthy Hints!!!!!! Keep active so you don't have a heart attack.

Electrical System of the Heart



Functions of the Reproductive System

- The Reproductive System produces reproductive cells; in females nurtures and protects developing embryo.

- Main functions of the reproductive system
- Male reproductive system
 - function of penis, foreskin, scrotum, testes, urethra, sperm

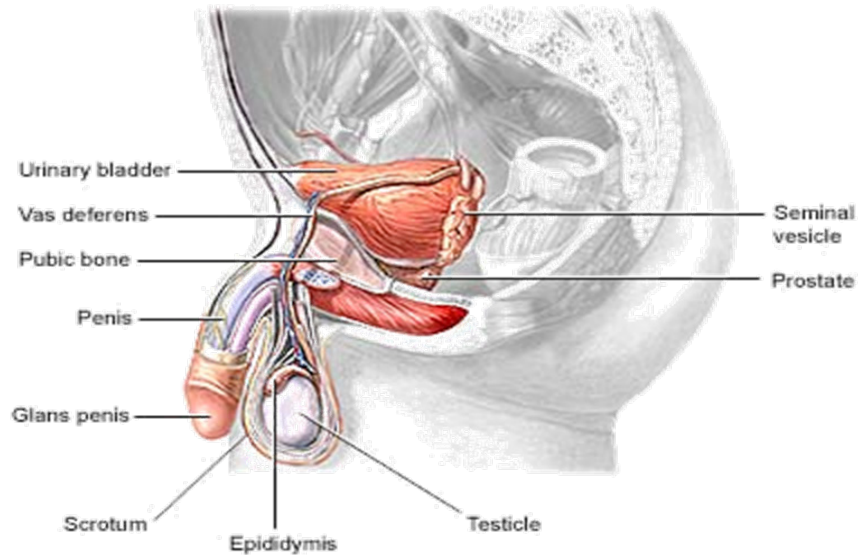
- Main functions of the reproductive system
- Female reproductive system
 - function of vagina, clitoris, cervix, ovary, ovum, fallopian tubes or oviducts, uterus

Organs/Components/Main Parts

Males

- Penis
- Testes
 - Site of sperm production
- Epididymis
 - Where sperm mature

- Vas Deferens (also called the Sperm Duct)
Duct where mature sperm are stored before being transported to the urethra
- Urethra
Transports sperm and urine out of the male body

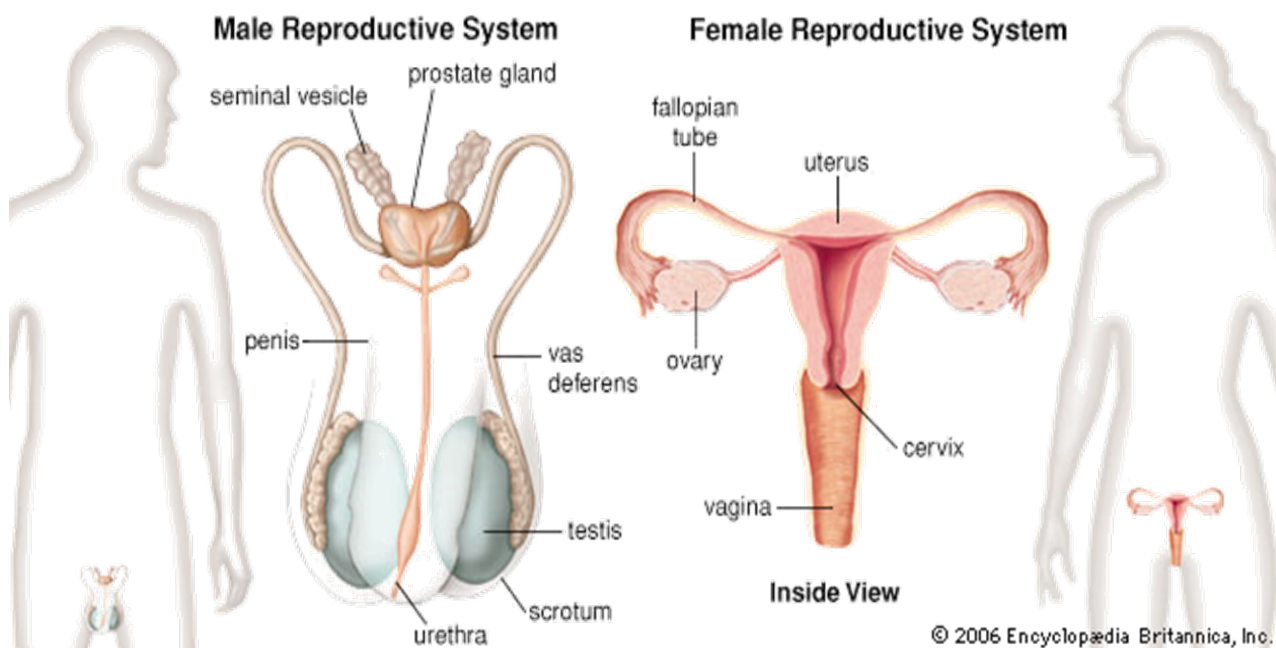
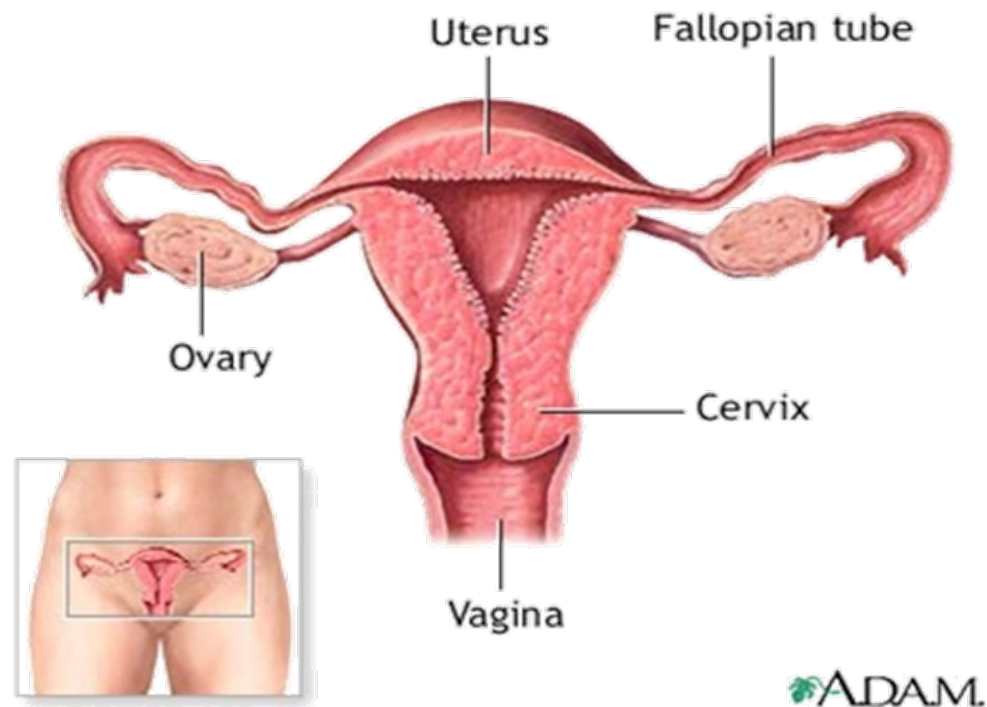


ADAM.

Organs/Components/Main Parts

Females

- Ovaries
- Where eggs mature
- Fallopian Tubes
- Tube connecting ovaries to the uterus
- Uterus
- Where a fetus develops during pregnancy
- Vagina
- Canal leading to the uterus



How does this System Relate to others?

- The reproductive system works most closely with the endocrine system (hormones)

What does the reproductive system help you do?

- Produce off springs and keeps the Continuation of the species

What is Ovulation?

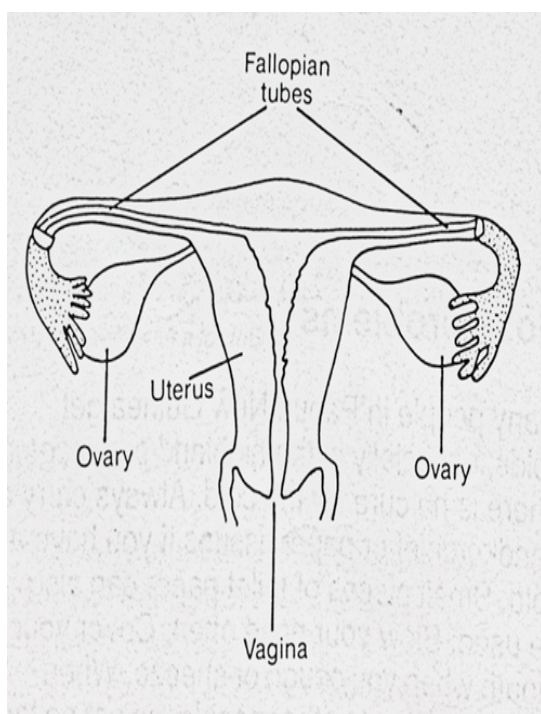
When a girl is 12 years of age, her body begins to change. Her breasts get larger. Hair grows under her arm and between her legs. Her voice deepens, her hips become broader and changes begin to happen inside her young body. These changes occur as the girl's body changes to a woman's body, so that she can have a baby. Inside the female body, there are two sex organs called ovaries. Approximately every month (once a month) an egg called ovum, will mature within one of your ovaries. As it reaches maturity, the egg is released from one of the ovaries.

The release of an egg is called ovulation. The egg moves along one of the fallopian tubes to the uterus and is available to be fertilized. If the egg is fertilized by a male sperm, it will grow into a baby in the following 9 months.

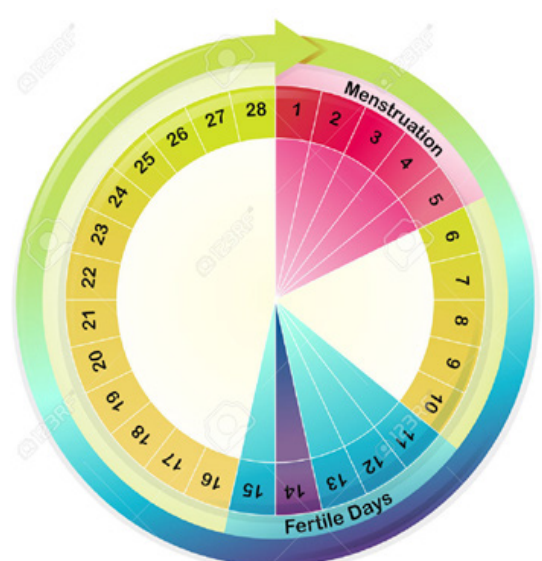
What is Menstruation?

At the time of ovulation, the lining (also known as the endometrium) of the uterus has thickened to prepare for the fertilized egg. The uterus prepares itself to have a baby. A soft thick lining of tissue forms in the uterus. If the egg is not fertilised If no conception occurs, the uterine lining is not needed.

It breaks down and will be shed. This means it is passed out of the body in a flow of blood. The shedding of the uterine wall (lining-endometrium) is menstruation. It takes about four to five days for the menstrual flow to pass out of the body. Having a flow of blood every month is usually called having a period. Girls and women all over the world between the ages of twelve and forty-five, approximately, have periods once a month, except when they are pregnant.

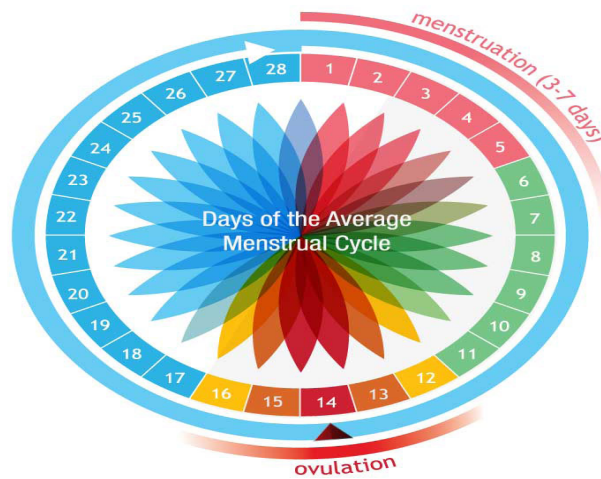


A typical 28 day Cycle

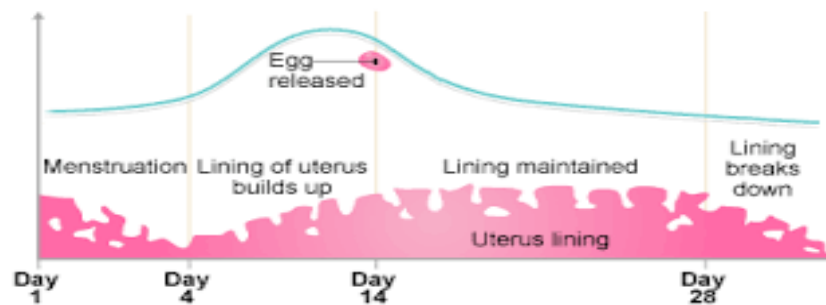


The Menstrual Cycle
About 28 Days

The Ovulation and Menstrual Cycle



The Lineal Representation of the Ovulation Method



Key Facts of Ovulation

1. An egg lives 12-24 hours after leaving the ovary
2. Normally only one egg is released each time of ovulation
3. Ovulation can be affected by stress, illness or disruption of normal routines
4. Some women may experience some light blood or spotting during ovulation
5. Implantation of a fertilized egg normally takes place 6-12 days after ovulation
6. Each woman is born with millions of immature eggs that are waiting ovulation to begin
7. Ovulation can occur even if a menstrual period has not occurred
8. Some women can feel a bit of pain or aching near ovaries during ovulation called mittelschmerz (pronounced mitelismetz), which means "middle pain" in German. Usually the pain at the lower abdomen and is experienced midway between menstrual periods
9. If an egg is not fertilized, it disintegrates and is absorbed into the uterine lining (endometrium)

Chicka (Tzika) Menstrual Cycle

Let us assume that Chicka is 15th years old. She has not been able to track her menstrual cycle as she has not learnt how to track it. We are

going to help her track her menstrual cycle. She is not sure when she will have her next menstruation but she is sure about when she had her last menstruation. She had her last menstruation 10 days ago (note: use the current calendar to get the date. If for example, today it is 18th August, then she had her period on the 8th of August. Use this to start her calendar)

Steps

1. Draw a linear Calendar Month of 32 days
2. Plot days 1-28 (columns after day 28 must be left blank)
3. Insert 8th on the 1st day of the linear calendar. This is the first day Chicka had her menstruation
4. From the 08th to the 12th, Chick shades these days in RED or in PINK to indicate she was having her flow on this days.
5. Whenever she has her next flow she must place that date on the first day of the linear calendar like so;

Month: August

1	2	3	4	5	6	7	8	9	10
08	09	10	11	12	13	14	15	16	17
11	12	13	14	15	16	17	18	19	20
18	19	20	21	22	23	24	25	26	27
21	22	23	24	25	26	27	28		
28	29	30	31	01	02	03	04		

6. According to the shadings, Chicka had her next menstruation after the 28th day which was the 04th of September. It is possible for Chicka to have her next period on the 02nd of October

Month: September

1	2	3	4	5	6	7	8	9	10
05	06	07	08	09	10	11	12	13	14
11	12	13	14	15	16	17	18	19	20
15	16	17	18	19	20	21	22	23	24
21	22	23	24	25	26	27	28		
25	26	27	28	29	30	01	02		

Tracking Ovulation

A woman's monthly cycle is measured from the first day of her menstrual period until the first day of her next period.

On average, a woman's normal cycle is normally between 28-32 days, but some women may have much shorter or much longer cycles. Every woman has a different cycle. This means no two women have the same cycle

Ovulation can be calculated by starting with the first day of the last menstrual period (LMP) or by calculating 12-16 days from the next expected period

Most women ovulate anywhere between Day 11-Day 21 of their cycle, counting from the first day of the LMP

Many refer to this as the "fertile time" of a woman's cycle, because sexual intercourse during this time increases the chances of pregnancy.

Ovulation can occur at various times during a cycle, and may occur on a different day each month.

It is important for a woman to track her ovulation cycle to be able to identify her peak fertile days. Using the ovulation cycle to track fertility awareness can be used as a natural family planning method

Ovulation Calculator to Conceive A Boy

One of the best tools when it comes to determining your baby's gender is the ovulation calculator. To conceive a boy using this tool, all you need to do is insert your menstruation dates and let the calculator identify your most fertile days for you. Most of the calculators found online are trustful and pretty exact, so if you have regulated menstrual cycles and you know around which day your period comes usually, it should be quite easy for you to identify the day when your ovule is released inside the fallopian tubes. Still, keep in mind that, positions to conceive a boy, as well as lifestyle changes and natural products, foods and herbs, can also have a great impact on your chances to get pregnant with a male baby.

Ovulation Calculator To Conceive A Boy: Working Or Not?

Adopting the most effective positions for getting pregnant with a boy can help you conceive a male baby, but it might not be enough, so it's good to try with a more complex approach and apply more solutions at a time. One of the methods known as the most precise is the ovulation method or the technique that involves tracking your ovulation date and period. You can use online tools as said or simply write down in your agenda these days, on a monthly basis, and try to identify the pattern they follow. Based on that chart you can then approximate your next ovulation quite precisely and can schedule your intimate contacts so that when the egg is released, only the male sperm cells are inside your reproductive tract. '

What is Sexuality?

Sexuality describes the whole way a person goes about expressing himself or herself as a sexual being. It describes how important sexual expression is in a person's life.

The way we choose to behave sexually is as individual and complicated as the way we choose to dream or earn a living. Our sexuality seems to form by the time we reach our teens – although it may be many years later before we come to accept our sexuality.

What is our sexuality?

Sexuality involves many aspects of being human. The four major components of sexuality are;

1. Sensuality
2. Intimacy and relationships
3. Gender and sexual identity
4. Sexual health

Each of these components can have healthy and unhealthy aspects that are influenced by an individual's values, culture, experience and spirituality.

Sex and sexuality

Sexuality is not just about sex, although people often define sexuality in terms of genitals, what we do with them and who we do it with. Sexuality begins before birth and is a Lifelong learning process until we die.

Sexuality involves and is shaped by many things, including:

- Values and beliefs
- Attitudes
- Experiences
- Physical attributes
- Sexual characteristics
- Societal expectations

Sexuality is...

- A total expression of who we are as females or males
- The total of who you are, what you believe, what you feel, and how you respond.
- The way in which you socialise and relate to sexually
- the sum of all your relationships and intimate encounters
- Expressed in the way you speak, smile, stand, sit, dress, dance, laugh, cry, etc....

Sexual Orientation refers to an enduring pattern of emotional, romantic, and/or sexual attractions to men, women, or both sexes. Sexual orientation also refers to a person's sense of identity based on those attractions, related behaviors, and membership in a community of others who share those attractions. Three sexual orientations are commonly recognized – heterosexual, homosexual (gay and lesbian) and

bisexual.

Strand 3: Individual and Community Health

In this strand students explore the nature of health and the interaction of cognitive, physical, social, emotional and spiritual components. Emphasis is placed upon health issues of significance to students, namely mental health, healthy food habits, drug use, reproductive and sexual health and road safety.

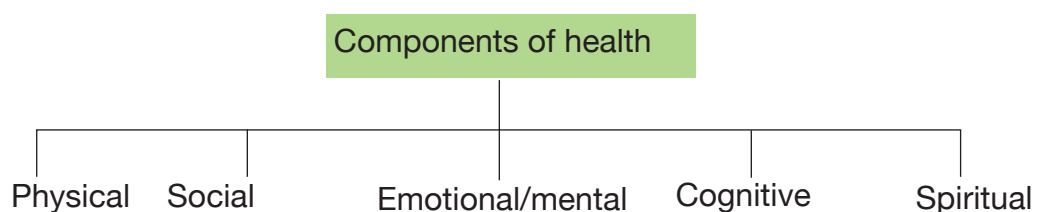
Students develop skills in critical literacy as they describe and evaluate a variety of sources of health information, products and services. They focus specifically on products and services designed to address the health needs of young people, critically analysis those that make substantial claims for success and describe the cues that indicate accuracy and reliability.

Alcohol and other drugs addresses a range of drugs, including prescription drugs, bush and alternative medicines, energy drinks, caffeine, tobacco, alcohol, illegal drugs and performance-enhancing drugs. The curriculum supports students to explore the impact drugs can have on individuals, families and communities.

What is health?

Health is much more than just an absence of disease. Health has physical, emotional, spiritual, social and cognitive components. Under this concept of teaching and learning, you will explore how these components combine to determine your level of health.

Compared to many countries, the life expectancy in Papua New Guinea is very high. Does this mean that we make positive decisions about our health, and as a result, are healthy? The answer in this question is complicated. Health is measured by a range of factors, not just by how long we live. Different groups of Papua New Guineans have different levels of health for each component



The Components of Health

Physical health

Physical health refers to the health of the body. It includes:

- Fitness level
- Energy level
- Body weight

- Absence of disease
- Efficient functioning of organs, such as the heart and lungs.

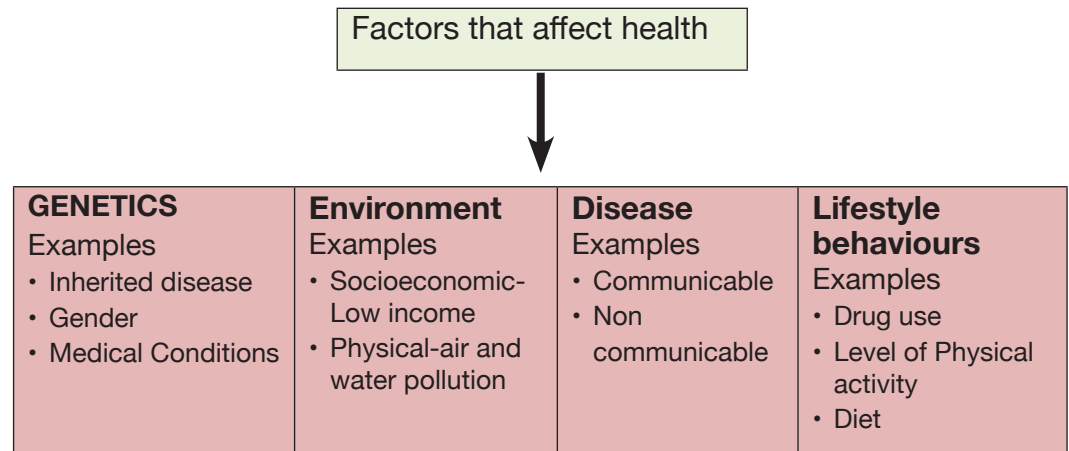
Your physical health is determined by your genetic make – up and your lifestyle behaviors, such as eating a balanced and nutritious diet, and participating regularly in physical. If you choose to smoke and drink alcohol excessively, then your physical health will probably be affected in a negative way, smoking causes many type of cancer and alcohol abuse can damage your liver.



When you are physically healthy, your body functions well, allowing you to live an active life and enjoy social interactions

Factors that affect health

There are some factors that affect your health that you might be unable to control, such as your genes, gender or environment. But other factors, such as choices that you make about your lifestyle, are yours to control.



Genetics

Your genetic make-up is inherited from your parents. There are some medical conditions you can inherit from your parents, and others are at more risk of developing if there is a family history of it such as some blood disorders or cystic fibrosis. Women who have a family history of breast cancer, for example, have a higher risk of developing this cancer than those women who do not have a history of breast cancer in the family. Your gender too, is a factor in the level of risk of developing some diseases. Men are more likely than women to develop heart disease, for example. What do you know about your genetic make-up?

Environment

The socioeconomic and physical environment in which we live can have a significant impact on our level of health. Generally people from a higher socioeconomic group- this usually means they have more money, are better educated and higher paying jobs- are more likely to have a better level of health than those people from a lower socioeconomic group. This means that people with less money and education are at a greater risk of ill health and adopting poor lifestyle behaviors such as smoking. Statistics show that people from lower socioeconomic groups:

- Are sick more often and die younger
- Have limited choice in housing, which can lead to a greater chance of being exposed to pollution, crime and overcrowding
- Have limited financial ability to access medical facilities, services and treatments.
- People from higher socioeconomic groups usually:
 - Have lower infant death rates
 - Have better knowledge about health
 - Are more likely to understand to understand prevention measures such as lower dental check-ups, immunization and Pap smears.
- The physical environment can have an impact on people's health as

well.

- The health of people living in built-up urban areas can be affected by the quality of air and water, housing and crowded living. Practices such as crop spraying, for example, can affect the health of people who live in rural areas. Other climatic events such as dust, storms and bush fires can also affect people's health.

Disease

If we don't look after our bodies, we can become ill or develop a disease. We are born with some diseases and some develop as we grow. Others result from making poor decisions and adopting poor lifestyle behaviors. Diseases can be categorized into communicable diseases and non-communicable diseases.

Communicable diseases

Communicable diseases are passed from one person to another either through physical contact with an infected person or through the air. The common cold, for example, can be spread from someone when they cough, from kissing the person or from sharing a cup or glass that they have used. Sharing a drink bottle is a common way for communicable diseases to spread.

People, who are sexually active particularly when they do not practice safe sex, are at risk of catching sexually transmitted infections through skin to skin contact or blood to blood contact. Hepatitis B is an example of a communicable disease that is sexually transmitted.

Many childhood diseases such as whooping cough and measles can be passed from one person to another. It is important to maintain good hygiene and follow a doctor's instructions if you have a disease that can be spread, so other people are not infected.

Lifestyle diseases

Making poor lifestyle decisions can increase the risk of developing lifestyle diseases. Lifestyle diseases are caused by particular behaviors. These behaviors include having a poor diet, not being physically active on a regular basis and having unprotected sex. Table 6.1 indicates

Health Fact

Obesity occurs when a person's weight increases beyond a healthy level due to excessive energy (kilojoules) intake. This means their energy intake is much greater than the energy used throughout the day.

Heart disease, certain types of cancer and diabetes are lifestyle diseases that are more likely to occur as we grow older. However, the lifestyle behaviors that lead to these diseases, such as lack of physical activity and high fat diets, start during childhood.

The lifestyles chosen by some young people put their health at risk in the short and long term. The fact that young people experiment more and take more risks with their health can increase the potential for future problems. Research shows, for example, that many young people consume alcohol on a weekly basis and that alcohol use can be associated with a number of health risks for adolescents, such as unsafe sex, unwanted pregnancy, accidents and violence.

You can protect your health by making positive lifestyle choices such as :

- Eating a balanced nutritious diet
- Participating in daily physical activity
- Not smoking and choosing not to use drugs
- Practicing safe sex-for example using a condom
- Getting adequate rest and sleep
- Having regular medical health check-ups
- Using positive strategies to relieve stress and manage anger such as talking to a counselor, trusted adult or good friend
- Adopting positive communication skills
- Using self-talk to help you recognize and reinforce your positive attributes
- Recognizing your rights and understanding your responsibilities

Lifestyle diseases and related lifestyle behaviors

<i>Common Lifestyle diseases</i>	<i>Related lifestyle behaviors</i>
Cardiovascular disease -damage to or disease of the heart, arteries, veins and smaller blood vessels. It includes stroke, heart attack and peripheral artery disease.	Smoking <ul style="list-style-type: none"> • Eating a diet high in saturated fats • Lack of physical activity contributing to obesity
Diabetes -affects the body's insulin production. Insulin allows the body to take (sugar) from the blood stream and use it for energy. There are two types of diabetes: type1 & type 2.	Type 2 diabetes: <ul style="list-style-type: none"> • Of physical activity • Unhealthy food choices • Excessive weight of obesity
Cancer -a group of diseases that are characterized by the uncontrolled growth and spread of abnormal cells.	Lung cancer: <ul style="list-style-type: none"> • Smoking cigarettes • Skin cancer • Failing to use sun protection(hats/sunscreen) • colorectal cancer; • Being overweight • Eating a high fat, low fiber diet.

Mental Health

Adolescents are more likely to be affected by mental health problems such as depression and eating disorders than any other age groups in Australia. By maintaining positive mental health we can protect ourselves against these problems.

Mental Health Problems

For some people the way they see the world and their place in, and what they think about themselves, can be quite negative. They may find it difficult to cope with stress or even day to day activities, such as study, a part-time job or other responsibilities. A significant number of children and young people in Australia experience mental health problems, and for some this leads to mental illness, which is more severe.

Unfortunately in the past year there has been a stigma attached to mental illness. People who suffer from mental illness are often afraid or embarrassed to seek help or tell their family. This is slowly changing as awareness about mental health illness increases. It is important that people who suffer from mental illness are supported in the same way as those who have physical illness.

Types of Mental Health Problems

Mental illnesses are divided into two groups-psychotic illness and non-psychotic illness.

Some common Mental illness

Mental illness	Nature of the illness
Non-psychotic illness <ul style="list-style-type: none"> Anxiety disorders-for example, traumatic stress disorder and obsessive compulsive disorder 	A group of disorders where the person feels high levels of anxiety most of the time. There are extreme levels of discomfort and tension and a fear of panic attacks.
Depression- For example, adjustment disorder and post natal depression	Clinical expression is a group is a group of illnesses. People with these depression experience long –term depressed moods that affect their life. They are unable to cope and feel hopelessness and despair.
Psychotic Illnesses <ul style="list-style-type: none"> Bipolar mood disorder Schizophrenia	<p>People with bipolar mood disorder experience time when they are clinically depressed and times when they feel extreme happiness, over-activity or rapid-speech. These times are called periods of ‘mania’.</p> <p>Schizophrenia affects one in every one in every 100 people. It interferes with mental functions and can cause changes to personality. The symptoms are:</p> <ul style="list-style-type: none"> Delusions-for example false beliefs about negative actions against them. Hallucinations-for example hearing voices, seeing, smelling, feeling or tasting things that are not there Thought disorder-thoughts jumping with no logical order.

Why Take Drugs?

Making good decisions about your health is not always easy to do. Peer pressure, the need to fit in and experimentation are just some of the reasons why young people misuse drugs. In this lesson you will learn

about drugs and their effects, and why people use, misuse or choose not to use drugs.

Why some people take drugs

There are many reasons why people take drugs. Some of these reasons are:

- To treat an illness
- To socialize with others
- To cope with stress
- To improve performance
- As a form of relaxation
- Due to curiosity
- Due to parent or family use
- As part of their culture
- To be part of celebration (for example a party)
- To experiment (for example to try something new)
- As an act of rebellion (for example against parents)
- Due to pressure from peers, or to fit in with their peer groups.

Why people don't use drugs

Just as there are many reasons for people using drugs, there are many reasons for people not using drugs.

- Their family values and attitudes are against drug use.
- It is against the beliefs of their religion or culture
- Some drugs are illegal.
- It is too expensive
- They value personal health
- They are athletes
- They do not want to feel out of control
- There are age limits.

How do drugs affect your health

Drugs affect people differently. Two people can use the same drug at the same time but can experience different effects. How drugs affect a person is influenced by a number of factors, including:

- How much is used
- Height and body weight
- Past experience with the drug
- Mood
- The strength of the drug
- State of health when taking the drug
- The environment -Whether the drug is used on its own or with others, at home or at a party.
- All drugs including prescription medicines have the potential to negatively affect your health if not used correctly. Long-term misuse or abuse of a drug can use to damage to your body and even death.

Consequences of alcohol use for individuals and community

Alcohol use, particularly binge drinking, can have numerous consequences for both the individual and the community. Research has found that alcohol is a factor in nearly 18 per cent of all drug related deaths in Australia and approximately 50 per cent of drugs related deaths for people under the age of 34.

For young people, these deaths primarily result from road accidents, violence, drowning and self - harming behaviors that occur after consuming large amounts of alcohol. This is because people may have little awareness of what they are doing and whom they are with when affected by alcohol. Feelings of bravado, combined with reduced concentration, slower reactions and poor coordination, contribute to dangerous pranks, and unsafe behaviors that can result in property damage, injuries and criminal charges. The fact that some young people drink in places away from the supervision of adults such as in parks or in rivers, adds to the danger. These environments are often poorly lit, isolated and away from immediate help when required.

Considering all the consequences

The consequence from a single incident of consuming too much alcohol are potentially far reaching and numerous. For example, an accident that is the result of drink driving can cause harm to many, including:

- Injuries (health harms) which may require time off work (financial harms)
- Police charges (legal harms) that result in a criminal record, restricting travel and work options (social and financial harms)
- Fine and repair cost (financial harms) that you may need to borrow from family or friends to pay.
- Feelings of guilt and shame (emotional harms) loss of independence and freedom (social harms) through the loss of a driver's license or imprisonment.

Strand 4: Nutrition

To increase student knowledge about the physical, social, emotional and intellectual dimensions of a healthy diet, thus enabling them to make informed choices about their health now and in the future. A healthy lifestyle can be defined as a way of life that emphasizes health promotion measures such as healthy eating, learning to manage stress, reducing one's risk of contracting a disease, and preventing and treating simple injuries. Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle.

Six Basic Nutrients Required for Good Health

1. Carbohydrates

Carbohydrates can be grouped into two categories: simple and complex. Simple carbohydrates are sugars whereas complex

carbohydrates consist of starch and dietary fiber. Carbohydrate provides about 4 kcal (kcal = kilocalories = Calories) per gram (except for fiber) and is the energy that is used first to fuel muscles and the brain. Soluble fiber (fruits, legumes, nuts, seeds, brown rice, and oat, barley and rice brans) lowers blood cholesterol and helps to control blood sugar levels while providing very little energy. Insoluble fiber (wheat and corn bran, whole-grain breads and cereals, vegetables, fruit skins, nuts) doesn't provide any calories. It helps to alleviate digestive disorders like constipation or diverticulitis and may help prevent colon cancer. Most calories (55-60%) should come from carbohydrates. Sources of carbohydrates include grain products such as breads, cereals, pasta, and rice as well as fruits and vegetables.

2. Protein

Protein from food is broken down into amino acids by the digestive system. These amino acids are then used for building and repairing muscles, red blood cells, hair and other tissues, and for making hormones. Adequate protein intake is also important for a healthy immune system. Because protein is a source of calories (4 kcal per gram), it will be used for energy if not enough carbohydrate is available due to skipped meals, heavy exercise, etc. Main sources of protein are animal products like meat, fish, poultry, milk, cheese and eggs and vegetable sources like legumes (beans, lentils, dried peas, nuts) and seeds.

3. Fat

The fat in food includes a mixture of saturated and unsaturated fat. Animal-based foods such as meats and milk products are higher in saturated fat whereas most vegetable oils are higher in unsaturated fat. Compared to carbohydrate and protein, each gram of fat provides more than twice the amount of calories (9 kcal per gram). Nevertheless, dietary fat does play an important role in a healthy diet. Fat maintains skin and hair, cushions vital organs, provides insulation, and is necessary for the production and absorption of certain vitamins and hormones. Nutrition guidelines state that Canadians should include no more than 30% of energy (calories) as fat and no more than 10% of energy as saturated fat.

4. Vitamins

Vitamins help to regulate chemical reactions in the body. There are 13 vitamins, including vitamins A, B complex, C, D, E, and K. Because most vitamins cannot be made in the body, we must obtain them through the diet. Many people say that they feel more energetic after consuming vitamins, but vitamins are not a source of energy (calories). Vitamins are best consumed through a varied diet rather than as a supplement because there is little chance of taking too high a dose.

5. Minerals

Minerals are components of foods that are involved in many body functions. For example, calcium and magnesium are important for bone

structure, and iron is needed for our red blood cells to transport oxygen. Like vitamins, minerals are not a source of energy and are best obtained through a varied diet rather than supplements.

6. Water

Water is a vital nutrient for good health. Most of our body weight (60-70%) is made up of water. Water helps to control our body temperature, carries nutrients and waste products from our cells, and is needed for our cells to function. It is recommended that adults drink 8 glasses of fluid daily (or more in hot weather or during physical activity). This fluid does not have to be water alone. It can also be obtained from juice, milk, soup, and foods high in water such as fruits and vegetables. Caffeine-containing beverages (coffee, tea, cola) don't count because caffeine is a diuretic, making us lose water. A great plus for water in comparison to the other fluids is that it hydrates our body without extra calories.

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

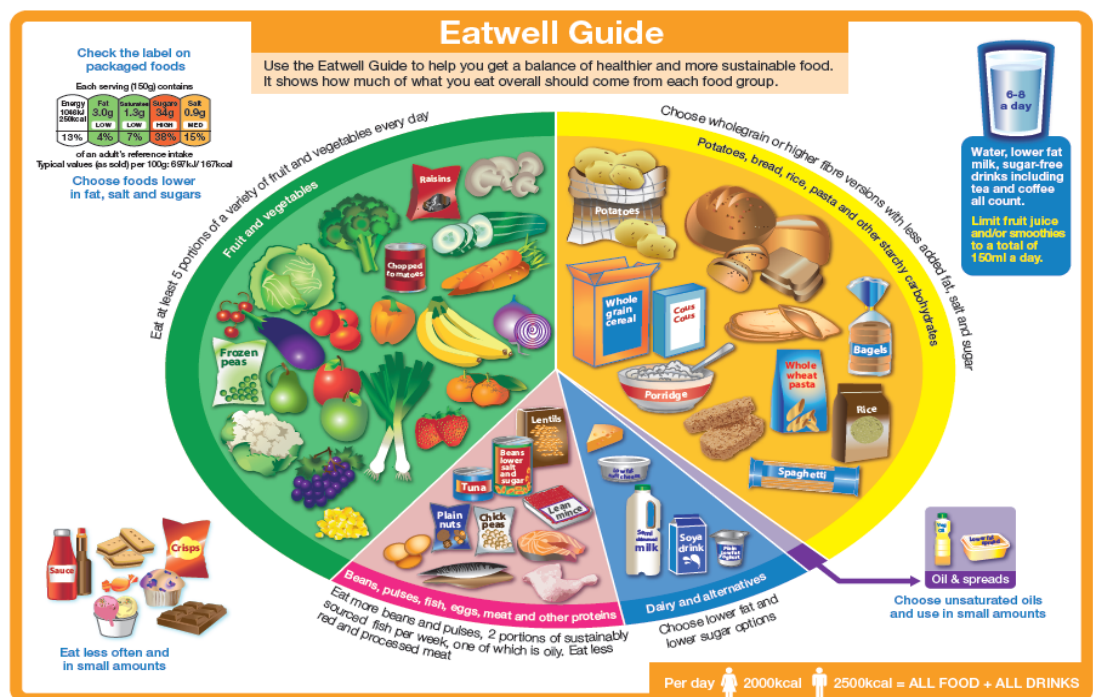
Other diets

- 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

<https://www.healthline.com/nutrition/how-to-lose-weight-as-fast-as-possible>

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 freeze
- Cook food thoroughly clean
- Eat food when warm
- Keep your fridge below 5C

To prevent the spread of bacteria when preparing foods:

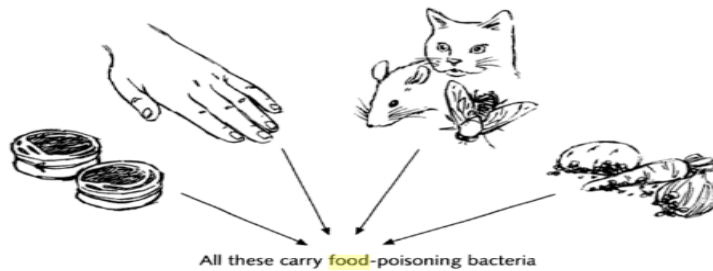
1. Keep raw and ready-to-eat produce separate
2. Use different cutting boards, plates and utensils for fresh and raw produce
3. Wash your hands, worktops and utensils thoroughly after preparing raw meat, poultry, fish and eggs

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.

Strand 5: Movement

The content focuses on developing knowledge and understanding about how and why our body moves and what happens to our body when it moves. While participating in physical activities, student's analysis and evaluate theories, techniques and strategies that can be used to understand and enhance the quality of movement and physical activity performance. They explore the place and meaning of physical activity, outdoor recreation and sport in their own lives, and across time and cultures. Through movement experiences, students develop other important personal and social skills such as self-awareness, self-management, persisting with challenges and striving for enhanced performance. They also experience the varied roles within organized sport and recreation.

Health benefits of physical activity addresses the influence and empower regular physical activity participation has on individual and community health and wellbeing. The Health - Physical Education curriculum supports students to develop knowledge, understanding and skills to make active choices and to explore the range of influences on physical activity participation and choices.

Movement development is the process in the 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 behavior 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 categorized into three main types. These main categories are:

- loco motor skills -move from place to place or in a space
- nonlocomotor 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 maximizing 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 mold 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

Physical activity should be a regular part of your day. Physical activity includes active play, sport, exercise, organized and non-organized activities, walking, cycling, and other recreation and leisure activities. There are many benefits of regular participation in physical activity. As you start to exercise, your heart and breathing rates increase to supply your muscles with more oxygen. When carrying out an activity of moderate to vigorous intensity, the demand for oxygen increases further and you get 'puffed' as the intensity of the activity increases. If you are physically active every day, your body will improve its ability to supply working muscles with oxygen, and therefore, it will not get so fatigued. Physical fitness can, have other benefits to your general lifestyles.

Unit 2: Lifestyle and fitness for health

1. Athletic Events

There are two main types of athletics events: track and field events. In these two events, they have different physical requirements for the athlete. For example, the short distance track events require explosive

power while middle distance events require speed, strength and endurance such as throwing, jumping and running. Among these events, some require strength while others rely more on techniques and skill.

Before taking part or teaching track and field events, it is important to understand the different body types (or builds) that are best suited to different events. Three basic body types have been identified and these are known as *somatotypes*.

- *Ectomorph* athletes are tall with a narrow build (slim shoulders and hips). They are best suited to endurance events such as the 10 000m and marathon and high jump
- *Endomorph* athletes are those with a more rounded build. They are people who can gain weight more easily and are best suited to events such as the shot put, hammer throw and discus.
- *Mesomorph* athletes are most muscular who are best suited to events that require strength and explosive power such as sprints and long jump.

2. Track Events

Sprint, middle distance and long distance

Sprinting can be described as running at or near a maximum speed. The sprint events are 100, 200 and 400 meters.

Middle distance events include the 800, 1500 and 3000 meters. While the pace is slightly slower than in the sprints, athletes still travel at a rapid pace. Middle runners vary in their body type or built. They use tactics has an impact on the final result. It is important that they develop a strong finish which may involve a sprint to the finish line.

Long distance events include the 10 000 meters and the marathon (42 Km) race. Long distance runners have more of an ectomorph body type as they do not rely on speed in the same way as sprinters do. The athlete work hard to build up endurance and also have different dietary needs.

Each distance requires a greater endurance capacity so that the athlete can sustain the different speeds over the shorter or longer distance.

Hurdles

Hurdling is a combination of sprinting and jumping over a set of obstacles. The 5 phases of hurdles include;

1. Approach: The athlete approach to each hurdle and the speed involved
2. Take-off: The athlete must have a high position very eerily in the run, leading up to the first hurdle and then maintain it.
3. Clearing the hurdle: Correct techniques such as the position of the legs correctly during the takeoff and then when clearing the hurdle
4. Recovery: Having completed the jump and the body returns to the sprint position quickly ready for the next hurdle
5. Running between the hurdles.

Relays

A relay team consists of four runners running either 100m (4x100) or 400m (4x100). Team work is one of the most important aspects of relay racing. Each of the first three runners passes a baton to the next runner. The final runner carries the baton across the finish line.

Field events

There are six major field events in the athletic program and are classified into two groups;

1. Throwing events include javelin, discus and shot put.
2. Jumping events include long jump, triple jump, high jump

Most field events do not require a high level of endurance fitness but require strength, skill and technique. Even so, all athletes still need to have a satisfactory fitness level that is suited to the specific requirements of the event.

Javelin Field events Discus Shot put Relays Hurdles Jumping events

The javelin throw is an activity that requires shoulder and arm strength, combined with techniques to throw the javelin distances of 70m or more. Javelin throwers generally have a mesomorph body type because upper body strength is important.

Discus

Applying technique in discuss throw is very important. The distance the discus travels depends on its trajectory (flight path) through the air. If the discus does not travel through the air smoothly it will be more affected by the wind resistance. The body type of this event is a mixture of endomorph and mesomorph. The athlete needs to have upper body strength and at the same time be flexible in the shoulders.

Shot put

The shot put is another throw event and the body type best suited to this event is endomorph which is the more rounded build and requires great upper body strength. There are different standard weights for adults and lighter for younger athletes. The correct action of shot put is more of a push forward from the shoulder. This event involves a five phase process;

1. Start: The athlete must be in a stationary position
2. Momentum: The athlete slowly builds up momentum and is ready to release the shot put
3. Throwing position: Both feet on the ground so that the athlete can give out maximum force against the ground.
4. Recovery: The athlete must stay within the defined area for the throw in order for him not to be disqualified in the game.

Jumping events

These field events such as high, long and triple jumps measure the athlete's ability to project themselves through space. The long and triple jumps measure horizontal distance while the high jump measures vertical distance from the ground. All jumps involve a run-up, a takeoff, a flight

phase and a landing.

Note:

Safety is important in all these various events and careful considerations must be taken on safety procedures before, during and after the events.

Sports skill development

Skill development at a junior level is the initial step to ensure that students learn about the correct sports techniques and methods. It is also equally important to teach other aspects of sports such as fair play, rules and safety procedures. Skills development programs should allow students to gradually develop these skills and increase their knowledge about a particular sport. The skills at this level are the building blocks to developing more difficult and complex skills. When young people or athletes learn the correct techniques, they gradually improve overtime and avoid learning the techniques at a later stage and the likelihood of injury is also reduced.

Fitness requirements

Each sport, weather team or individual event has different fitness requirements. This means that the training of each sport requires an individual fitness program that considers the following;

- Age
- Gender
- Skill level

Track events require a much higher level of general fitness than field events which require more muscular strength and endurance.

Basic Sports Administration

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

- Judges
- Timekeepers
- Starter
- Marshals
- Announcer
- Manager
- Field event officials
- Coaches

There are a range of sporting clubs ranging 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

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

Reference: A.Stasos, F.Fedele, V.Grego, A.Eussen, D. Johnston, N.Liley (2001) *Sports, Lifestyle & Recreation*. Heinemann. Australia.

Major Ball Sports for Grade 8

Teachers must ensure that all students in Grade 8 must master 3 major ball skills in a specific ball sports well before they progress onto the next grade level. They are elaborated below. These ball sports have their rules and teachers are encouraged to teach the rules as well.

1. Tennis skills	2. Rugby league skills
<ul style="list-style-type: none"> - Ground strokes (the forehand, backhand cues, - The volley (forehand, backhand) - The serve - Smashes - The lob - The approach shot - The drop shot 	<ul style="list-style-type: none"> - Passing - Tackling - Running with the ball - Side stepping - Hit and spin - Swerve - Dummy pass - Chip kick - Fending - Play the ball - Scrum
3. Cricket skills	
<ul style="list-style-type: none"> - Batting (the grip) - Bowling (the grip) - Throwing - Catching - Balance 	

Yearly Lesson Overview

These suggested lesson titles below are organized into 4 terms of the school year and for easy access for planning and delivery. There are number of content standards distributed evenly for convenient and effective content delivery for students learning which is expected at grade 8. Teachers are strongly encouraged to develop own lessons from the benchmarks which do not have any suggested lessons. You are also encouraged to make sure that enough content is delivered according to time allocated for teaching Health Physical Education.

Term 1 Strand 1 & 2

Week	Content Standards	Benchmarks	Suggested Lesson Titles
2	8.1.1 Examine the human skeleton, injury prevention principles, assessing and managing injuries that occur in a sport or to an athlete, and relate these to specific body parts in order to apply appropriate first aid treatment.	8.1.1.1. Examine the human skeleton and analyze the injury prevention principles	<ul style="list-style-type: none"> • Human Skeleton and injuries • Injuries of the bone and other body parts • Treatment of minor and major injuries
		8.1.1.2. Explain how injuries that occur in a sport or to an athlete are assessed and managed.	<ul style="list-style-type: none"> • What are fair play codes • Principles of Injury prevention • Managing and accessing injuries • Literature for fair play codes • Safety procedure and first aid gear
		8.1.1.3. Discuss the importance of first aid training and practice in the prevention of injury to various parts of the body.	<ul style="list-style-type: none"> • <i>This benchmark has no lessons and KSAVs so create your own lesson to teach</i>
		8.1.1.4. Explain and analyse the process of applying first aid in the treatment and the management of injuries to the human skeleton and other specific parts of the human body.	<ul style="list-style-type: none"> • <i>This benchmark has no lessons and KSAVs so create your own lesson to teach</i>

	8.2.1 Assess the risks of hazardous conditions and consider the level of risks involved prior to organizing various sports and other related lifestyle activities various sports and other related lifestyle activities.	8.1.2.1. Assess the risks of conducting sports and implementing other activities prior to the staging of these activities.	<ul style="list-style-type: none"> • Risk Assessment features • Risk levels in hazardous environments • Risky environments and life threatening injuries.
		8.1.2.2. Compare the risks of participation in hazardous conditions relating to various activities.	<ul style="list-style-type: none"> • What are risky- harmful occurrences • Features of life threatening injuries • Survey of hazardous conditions (project)
		8.1.2.3. Use basic research skills to investigate people's attitudes towards playing sports in hazardous conditions and draw appropriate conclusions.	<ul style="list-style-type: none"> • <i>This benchmark has no lesson title and KSAVs so create your own to teach</i>
	8.2.1 Investigate the different body systems, their importance, and functions, and formulate strategies to care for them.	8.2.1.1. Investigate the basic functions of the respiratory systems and suggest ways to care for the system.	<ul style="list-style-type: none"> • The Respiratory System and its functions • How to care for the Respiratory System
		8.2.1.2 Examine parts of both the female and male reproductive system, evaluate their functions, and formulate strategies for caring for them.	<ul style="list-style-type: none"> • The Reproductive system and its functions • How to care for the reproductive system
			<ul style="list-style-type: none"> • The Menstruation and Ovulation Cycle • Tracking the Menstrual Cycle- Guided Lesson
			<ul style="list-style-type: none"> • Conception and stages of Pregnancy (Sample Rubrics) • Misconceptions and beliefs about the reproductive system
		8.2.1.3. Explore the different body systems (for example, urinary system, cardiovascular system, and digestive system), their importance, and functions, and devise ways for caring for them.	<ul style="list-style-type: none"> • <i>This benchmark has no lesson title and KSAVs so create your own to teach</i>
	8.2.2 Identify and examine the physical, social, mental and emotional changes that occur during adolescence and analyse how to cope with the issues that result from these changes.	8.2.2.1. Identify and investigate the physical, social, mental, and emotional changes that occur during adolescence	<ul style="list-style-type: none"> • Sexuality and sexual orientation • Responding to risky situations in relationships
		8.2.2.2. Analyse the different ways of coping with issues that result from changes that occur during adolescence.	<ul style="list-style-type: none"> • Factors influencing personal career interests and choice • Relationships that encourage academic learning and personal career interests
		8.2.2.3. Review and interpret the data on issues that result from changes that occur during adolescence and draw appropriate conclusions.	<ul style="list-style-type: none"> • This benchmark has no lessons and KSAVs so create your own to teach

		8.2.2.4. Examine personal experiences of physical, social, mental, and emotional changes that occurred during one's adolescence and critically analyse how issues arising from these changes were managed.	<ul style="list-style-type: none"> • <i>This benchmark has no lessons and KSAVs so create your own to teach</i>
10	Assessment		
Term Two Strand 2 & 3			
2	8.2.3 Examine and recognize relationship issues and conflicts, analyse their causes and effects, and propose strategies for managing and resolving these conflicts.	8.2.3.1. Discuss different forms of harassment, intimidation, and bullying, and analyse their causes and effects on individual, family, and community relationships.	<ul style="list-style-type: none"> • Types of harassment, intimidation and bullying in relationships • Dealing and coping with harmful effects of harassment, intimidation and bullying in relationships
		8.2.3.2 Examine strategies for managing and resolving different forms of conflict.	<ul style="list-style-type: none"> • Effects of technology and social media on sexual behaviors and activity • Coping with sex peer pressure in relationships
		8.2.3.3 Identify and discuss the impact of technology and social media on relationships, analyse the related issues, and suggest strategies to better manage the use of technology and social media to avoid conflicts.	<ul style="list-style-type: none"> • <i>This benchmark has no lessons and KSAVs so create your own to teach</i>
	8.3.1 Recognize and justify health safety and health promotion areas, and appraise practices relating personal health.	8.3.1.1. Examine how cleanliness and good personal hygiene habits have an impact on individual health	<ul style="list-style-type: none"> • Health problems of adolescence • Personal Health Risks
		8.3.1.2. Appraise ways of maintaining proper dental health that will reduce the risk of tooth decay and gum disease.	<ul style="list-style-type: none"> • Two lessons not related • <i>This benchmark has no lessons and KSAVs so create your own to teach</i>
		8.3.1.3 Examine healthy practices and strategies for promoting school health programmes.	<ul style="list-style-type: none"> • <i>This benchmark has no lessons and KSAVs so create your own to teach</i>
		8.3.1.4. Appraise different types of health services that are available for different groups of people and how they can have access to these services.	<ul style="list-style-type: none"> • <i>This benchmark has no lessons and KSAVs so create your own to teach</i>
		8.3.1.5. Justify regulations on smoking and chewing betelnut on public transport and in public places.	<ul style="list-style-type: none"> • <i>This benchmark has no lessons and KSAVs so create your own to teach</i>

	8.3.2 Investigate and distinguish drugs in terms of their short-term and long-term health consequences.	8.3.2. Distinguish different drugs (for example, alcohol, tobacco) in terms of their intended use, abuse, and short and long-term health consequences.	<ul style="list-style-type: none"> • <i>This benchmark has no lessons and KSAVs so create your own to teach</i>
		8.3.2.2 Investigate the use of different drugs and draw conclusions about their short and long-term use.	<ul style="list-style-type: none"> • Benefits of drug use Mental, social and economic motives • Drugs used for medicine purpose
		8.3.2.3 Analyse the consequences of prolonged use of non-prescription and prescription drugs.	<ul style="list-style-type: none"> • Minimizing issues of alcohol abuse and other drugs Illegal drugs • Diseases relating to alcohol and other drugs
10		8.3.2.4. Propose, formulate, and promote strategies for addressing the abuse of drugs (12 benchmarks)	<ul style="list-style-type: none"> • <i>This benchmark has no lessons and KSAVs so create your own to teach</i>
<p style="text-align: center;">Term 3 Strand 4 & 5</p>			
2	8.4.1 Evaluate and compare the impact of lack of food nutrients and plan ways to improve diets.	8.4.1.1. Compare and contrast the nutritional value of fresh or organic and processed foods, and assess the consequences of consuming adequate, excessive, or inadequate amounts.	<ul style="list-style-type: none"> • Nutritional values on organic/ fresh foods • Nutritional values in processed foods • Impacts of adequate and inadequate nutrients
		8.4.1.2. Evaluate the impact of lack of nutrients on one's diet and suggest ways for increasing the intake.	<ul style="list-style-type: none"> • Increase Protein in meals • Calories, Vitamins and minerals intake
		8.4.1.3. Analyse the significance of nutritious meals on physical, mental, and social growth.	<ul style="list-style-type: none"> • Effects on physical and mental development • Effects on social growth and behavior
		8.4.1.4. Evaluate resources for accessing valid and reliable information, products, and services for healthy eating.	<ul style="list-style-type: none"> • <i>This benchmark has no lessons and KSAVs so create your own to teach</i>
		8.4.1.5. Demonstrate an understanding of nutritional related diseases and develop strategies to address these issues.	<ul style="list-style-type: none"> • Anemia • Ulcers and Gastroenteritis

	8.4.2. Analyze nutritional data and develop strategies to address nutrition-related issues in the nation.	8.4.2.1. Review and analyse nutritional data, draw appropriate conclusions, and formulate strategies for addressing the issues.	<ul style="list-style-type: none"> • What causes of food poison • Proper disposal options • Causes of food contamination
		8.4.2.2. Use basic research skills to investigate home or traditional preservation methods such as jam making, bottling, and freezing food, draw relevant conclusions, and suggest strategies for improvement.	<ul style="list-style-type: none"> • Home food preservation • Food freezing • Traditional food preservation • Food Smoking • Homemade jam and bottling
	8.5.1 Evaluate specific movement combination patterns and sequences performed in individual and team sports or games with an emphasis on the application of movement concepts.	8.5.1.1. Evaluate specific movement combination patterns and sequences performed in individual and team sports or games (by viewing sports on TV or pre-recorded).	<ul style="list-style-type: none"> • Movements sequences and patterns • Movement games and skill drills for Track events • Field events - games and skill drills • What is a play strategy
		8.5.1.2. Explain different movement concepts and evaluate their application in individual or team sports (by viewing sports on TV or pre-recorded).	<ul style="list-style-type: none"> • Game skill and motor patterns • Game skill and motor sequence • Motor skill components
10		8.5.1.3. Demonstrate with confidence two game skills from an individual or team sport.	• <i>This benchmark has no lessons and KSAVs so create your own to teach</i>
		8.5.1.4. Plan and implement a game tactic in an indoor or a team sport (10 benchmarks)	• <i>This benchmark has no lessons and KSAVs so create your own to teach</i>
<p style="text-align: center;">Term 4 Strand 5 & 6</p>			
2	8.5.2. Assess individual and group tactical skills and movement patterns employed in athletics and field and goal, net and court sport, net and racquet sports.	8.5.2.1 Assess individual and group tactical skills and movement patterns employed in athletics and other sports (by viewing sports on TV, pre-recorded, watching live sports).	<ul style="list-style-type: none"> • Peer Assessment- movement patterns and sequences • Assessment criteria – Observation Checklist
		8.5.2.2 Explain different rationale and justify individual and group tactical skills employed in athletics and other sports.	<ul style="list-style-type: none"> • Game skill errors and body position • Game play techniques and tactics • Apply game skill in game play
		8.5.2.3 Plan and implement game techniques and tactics in an indoor, outdoor, or an individual or team sport.	<ul style="list-style-type: none"> • Techniques and tactics for game play • Create offensive and defensive play skills • Mini Game -3, 5, 7, a side.

	8.6.1 Exhibit a range of movement and game skills in ball sports, aquatics sports, athletics and apply basic sports management and administration skills.	8.6.1.1 Demonstrate with confidence the 11 ball handling skills in all the ball sports.	<ul style="list-style-type: none"> • Athletics – Throwing events (1) • Athletics – Throwing events (2) • Athletics – Jumping events (1) • Athletics – Jumping events (2) • Athletics - Track events (1) • Athletics – Track events (2)
		8.6.1.2 Apply rules with confidence in various standards sports	<ul style="list-style-type: none"> • Ball handling – Try • Scoring: Rugby league rules (1) • 40. Ball handling - Try Scoring: • Rugby league skills (2) • Ball handling - Try Scoring: • Rugby league skills (3) • Basic swimming techniques (1) - Freestyle and butterfly. • 43. Basic swimming techniques (2) - Freestyle and butterfly
		8.6.1.3 Practice and apply basic sports administration skills	<ul style="list-style-type: none"> • 44. Ball handling skills - Net Sports: Tennis rules (1) • 45. Ball handling skills - Net Sports: Tennis skills (2) • 46. Ball handling skills - Batting and Fielding: Cricket rules (1) • Ball handling skills – Batting and Fielding : Cricket skills (2)
		8.6.1.4 Demonstrate acceptable moral, values and attitudes in physical activities as participants, spectators and officials	<ul style="list-style-type: none"> • Basic sports administration - Marking courts or fields (1) • Basic sports administration - Umpiring games and recording scores (2)
	8.6.2 Examine ways of improving health – related fitness lifestyle activities, develop plans to manage individual fitness plans for wellness, and exhibit acceptable values and attitudes in lifestyle activities.	8.6.2.1 Demonstrate and evaluate how physical activity contributes to individual wellness	<ul style="list-style-type: none"> • Developing circuit training activities
		8.6.2.2. Evaluate different ways of improving personal health using fitness lifestyle activities.	<ul style="list-style-type: none"> • Designing fitness program • Fitness for Healthy heart and muscles
		8.6.2.3. Develop a plan for managing individual fitness activities.	<ul style="list-style-type: none"> • <i>This benchmark has no lessons and KSAVs so create your own to teach</i>
10		8.6.2.4 Exhibit acceptable values and attitudes in physical activities as participants, spectators, and officials. (11 benchmarks)	<ul style="list-style-type: none"> • <i>This benchmark has no lessons and KSAVs so create your own to teach</i>

Guided Lessons

Sample Guided lessons and Key Knowledge, Skills and Attitudes for Teaching and Learning

This section contains the guided lesson templates, samples guided lessons and the table of Knowledge, Skills and Attitudes/Values that teachers will use in their planning’.

A. Guided Lessons for teaching and learning

The guided lessons for teaching and learning are samples taken from the yearly lesson overview.

Guided Lesson Template

Strand: _____

Unit : _____

Lesson Title: _____

Content Standard: _____

Benchmark(s): _____

Lesson Objective: _____

Assessment Task _____

Materials: _____

Key Concepts:

Knowledge	Skills	Attitudes/Values

Teacher's Notes

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Teaching and Learning Activities

Part of the Lesson	Teachers Activity	Students Activity
Introduction		
Body		
Conclusion		

Teacher's Reflection _____

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Reference: _____

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B. Knowledge, Skills Attitudes (KSAVs) for teaching and learning.

The other lessons that do not have a sample lesson provided are outlined in the table below that follows; Knowledge, Skills, Attitudes/Values. These information is taken out from the content standards and benchmarks. Teachers are encouraged to develop their own lessons based on the information and lesson plan template.

C. Suggested lesson Titles

The guided lesson titles serve as a guide to direct the teachers 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 and tailored to suit the needs and context of the learners. Teachers are encouraged to keep the lessons titles sequenced and are delivered each week.

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

Lesson Title: Risky behaviours and Life threatening injuries.

Content Standard 8.1.2: Assess the risks of hazardous conditions and consider the level of risks involved prior to organizing various sports and other related lifestyle activities.

Benchmark 8.1.2.2. Compare the risks of participation in hazardous conditions relating to various activities.

Lesson Objective: By the end of the lesson the students will be able to
Identify 2 risky behaviors occurring as a result of landslide
2 causes of risky behavior seen in community as an impact of the natural disaster.

Materials: Environment of the affected community

Key Concepts

Knowledge	Skills	Attitudes /Values
<ul style="list-style-type: none"> Differences between risky and unsafe behaviour effects of risky behaviour 	<ul style="list-style-type: none"> Assessing behaviour of injured persons Comparing conditions of environment of community affected 	<ul style="list-style-type: none"> Cooperate with others Encourage friends Share goods and care for injured

Teachers Notes:

Natural disasters cause environmental distractions which affect the lives of people. These also cause very serious problems that affect the population in the respective community, thus creates new behaviours of people who behave in a irresponsible way, in response to the changes that are experienced in the after math of the disaster. These are known as risky behaviours whereby people take advantage of the problem and do unhealthy things such as drinking dirty water causing spread of diarrhoea, open bush or waterways to dispose rubbish causing infectious disease to spread in the community.

What can you do to help avoid the risky behaviours mentioned?

Teaching and Learning Activities

Part of the Lesson	Teachers Activity	Students Activity
Introduction	Do these: <ul style="list-style-type: none"> Brainstorm with class risky behaviour Discus brainstormed views with class Share own experience if any 	Do these: <ul style="list-style-type: none"> Discuss the <ul style="list-style-type: none"> Ask questions on unfamiliar points Share own experience if any to the class
Body	Do these : <ul style="list-style-type: none"> Prepare handouts on risky behaviour Distribute copies of Health for the Pacific Pages 45-50 Risky behaviour are: <ul style="list-style-type: none"> Moving debris from landslides without professional help Using Infested environment for basic needs 	Do this : <ul style="list-style-type: none"> read literature on natural disasters Do activities planned on worksheets from the readings list create poster on risky behaviour and their cause list 2 life threatening injuries that can be caused by risky behaviours
Conclusion	Do this; <ul style="list-style-type: none"> Allow students to openly discuss the readings encourage critical thinking in their reasoning. Commend students for the tasks done 	Students respond: <ul style="list-style-type: none"> Groups present posters on risky behaviours identified. Groups' discuss actions to be taken to address the risky behaviours identified.

Teacher's Reflection

Generally summarise the importance of taking risks in risky situations to save lives from life threatening injuries. Give students projects to research on ways to solve risky behaviours conducted in the natural disaster affected areas- healthy safe behaviour is promoted.

Evaluate students' presentations using a criteria which students worked against. Use as reference for future emergency situation and risky behaviour lessons.

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

Health for the Pacific Pages 45-50

Key Knowledge Skills and Attitudes

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

Content Standard	8.1.1. Students will be able to examine the human skeleton, injury prevention principles, assessing and managing injuries that occur in a sport or to an athlete, and relate these to specific body parts in order to apply appropriate first aid treatment.		
Benchmark	8.1.1.1. Examine the human skeleton and analyse the injury prevention principles.		
Lesson Titles	Knowledge	Skills	Attitudes/Values
Human Skeleton and injuries	<ul style="list-style-type: none"> • Composition of the Human skeleton • Differences between male and female skeletons • Bone and joints injuries 	<ul style="list-style-type: none"> • Describe the composition • Human skeleton and the difference between male and female skeletons • Identify bones and joints infections from sports related and other activities 	<ul style="list-style-type: none"> • Share understanding of the skeletons and bone injuries with each other's
Injuries of the bone and other body parts	<ul style="list-style-type: none"> • Types of bone injuries – spinal injuries • Other Injuries – nose bleed, hamstring, shock 	<ul style="list-style-type: none"> • Identify bone injuries such dislocation, fracture, sprain etc • Describe minor injuries commonly seen in students playing in school sports 	<ul style="list-style-type: none"> • Handle with care the injured person or injured body part • Cooperate with others to apply treatment on injured
Treatment of minor and major injuries	<ul style="list-style-type: none"> • Types of treatment for minor and major injuries 	<ul style="list-style-type: none"> • Demonstrate treatment procedure for minor injuries nose bleed, blisters hamstring Eg: RICE • Identify treatment for bone joint, back pain, etc 	<ul style="list-style-type: none"> • Handle with care the injured person or injured body part • Cooperate with others to apply treatment on injured
Recovery and rehabilitation	<ul style="list-style-type: none"> • Importance of recovering from injuries • Importance of taking rehabilitation treatment 	<ul style="list-style-type: none"> • Describe the processes involving recovery from an injury- long or short term • Discuss and identify of rehabilitation centers for specific injuries 	<ul style="list-style-type: none"> • Advocate to others of rehabilitation centres • Encourage injured athletes of their achievements before injury

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

Content Standard	8.1.1. Students will be able to examine the human skeleton, injury prevention principles, assessing and managing injuries that occur in a sport or to an athlete, and relate these to specific body parts in order to apply appropriate first aid treatment.		
Benchmark	8.1.1.2. Explain how injuries that occur in a sport or to an athlete are assessed and managed.		
Lesson Titles	Knowledge	Skills	Attitudes/Values
What are fair play codes	<ul style="list-style-type: none"> Different fair play codes for different sports 	<ul style="list-style-type: none"> Demonstrate individual fair play codes for seven major bal sports 	<ul style="list-style-type: none"> Share understanding with each other
Principles of Injury prevention	<ul style="list-style-type: none"> Fair play codes for national and international competitions 	<ul style="list-style-type: none"> Identify fair play codes for international sporting events such as Olympics and commonwealth games 	<ul style="list-style-type: none"> Share understanding with each other
Literature for Managing and accessing injuries	<ul style="list-style-type: none"> Importance of assessing and managing injuries sports education literature about specific sport safety injury and first aid 	<ul style="list-style-type: none"> Interpret information on sport education at the school and community level 	<ul style="list-style-type: none"> Share understanding with each other
Safety procedure and first aid gear	<ul style="list-style-type: none"> Processes and procedures for various first aid procedure Types of first aid gear 	<ul style="list-style-type: none"> Apply first aid process steps Describe various first gear and how to use them 	<ul style="list-style-type: none"> Share understanding with each other

Strand 1: Safety**Unit 2: Emergency Situation and Risky Behaviour**

Content Standard	8.1.2. Assess the risks of hazardous conditions and consider the level of risks involved prior to organizing various sports and other related lifestyle activities.		
Benchmark	8.1.2.1. Assess the risks of conducting sports and implementing other activities prior to the staging of these activities.		
Lesson Titles	Knowledge	Skills	Attitudes/Values
Risk Assessment and its features	<ul style="list-style-type: none"> Definition of risk assessment Importance of risk assessment Different features of risk assessment 	<ul style="list-style-type: none"> Identify and describe what risk assessment is Describe various features of risk assessment 	<ul style="list-style-type: none"> Share information about risk assessment with others Share information about risk assessment with others
Risk levels in hazardous environments	<ul style="list-style-type: none"> Levels of risks in hazardous environments 	<ul style="list-style-type: none"> Interpret various levels of risk in hazardous environments 	<ul style="list-style-type: none"> Share information about various levels of risk with others
Risky environment and life threatening injuries.	<ul style="list-style-type: none"> Types of life threatening injuries caused by risk environments 	<ul style="list-style-type: none"> Research and report on life threatening injuries received in risk environments 	<ul style="list-style-type: none"> Advocate on safe practices in assessing levels of risks in risk environments

Strand 1: Safety**Unit 2: Emergency Situation and Risky Behaviour**

Content Standard	8.2.1. Assess the risks of hazardous conditions and consider the level of risks involved prior to organizing various sports and other related lifestyle activities.		
Benchmark	8.1.2.3. Use basic research skills to investigate people's attitudes towards playing sports in hazardous conditions and draw appropriate conclusions.		
Lesson Titles	Knowledge	Skills	Attitudes/Values
What are risky-harmful occurrences	<ul style="list-style-type: none"> Types of risky harmful occurrences 	<ul style="list-style-type: none"> Interpret risky- harmful occurrences in risk environments 	<ul style="list-style-type: none"> Help peers and others to identify harmful occurrences
Features of life threatening injuries	<ul style="list-style-type: none"> Types of life threatening injuries 	<ul style="list-style-type: none"> Describe life threatening injuries received from sports and other physical activities 	<ul style="list-style-type: none"> Share knowledge about life threatening injuries with others
Survey of hazardous conditions (project)	<ul style="list-style-type: none"> Hypothesis of survey and scope of survey background 	<ul style="list-style-type: none"> Interpret questionnaire to community Report data from survey 	<ul style="list-style-type: none"> Help each other understand data from survey

Sample Guided Lesson

Strand 2 - Growth and Development

Strand 2: Growth and Development sample lessons**Unit 1:** Human Development, Growth and Sexuality

Content Standard: 8.2.1 investigates the different body systems, their importance, and functions, and formulate strategies to care for them.

Benchmark: 8.2.1.2. Examine parts of both the female and male reproductive system, evaluate their functions, and formulate strategies for caring for them.

Lesson Title: Tracking the Menstrual Cycle

Lesson Objectives: Students will be able to:

- Develop a sense of appreciation of designing and developing a menstrual cycle
- Design a menstrual calendar using knowledge learnt in lesson 5

Materials for this lesson

1. A current Year Calendar
2. A piece of paper (A4 sheet)
3. Highlighters or colour pencils
4. Ruler
5. Pencil

Key Concepts:

Knowledge	Skills	Attitudes /Values
<ul style="list-style-type: none"> • Why keep track of the menstrual cycle? • Advantages of tracking menstrual cycle • Why track Ovulation? 	<ul style="list-style-type: none"> • Designing and tracking Personal Menstrual Cycle 	<ul style="list-style-type: none"> • Appreciation of designing and developing a menstrual cycle

Teachers Notes:

Students will need a current Year calendar

See notes provided (above)

Teaching and Learning Activities

Part of the Lesson	Teachers Activity	Students Activity
Introduction	<p>Inform students that they are designing a Menstrual Calendar (both boys and girls)</p> <p>-stress that it is important for them to all learn together as it is beneficial for both boys and girls – if they are boys, they can use the knowledge with their future wives- share the knowledge with their families during awareness's.</p> <p>Ask them how they feel about the planned lesson</p> <p>Ask them if it is okay for them to take the class together</p> <p>Observe their facial expressions and responses of signs that they may be uncomfortable or reluctant to take the lesson together (boys and girls together)</p>	<p>Respond by expressing how they may feel about taking the class together (boys and girls)</p>
Body	<p>Activities:</p> <ul style="list-style-type: none"> • Use the case study provided to help with the Activity. • Follow the steps stated below: <ol style="list-style-type: none"> 1. Use the calendar given in the teachers information and explain the menstrual calendar 2. Ask the students questions relating to the menstrual calendar. 3. Give an assessment task for students to work for given the case to avoid pregnancy or to be pregnant. 	<p>Activities:</p> <ol style="list-style-type: none"> 1. Go through the case study and discuss the scenario and answer questions 2. Discuss main points on the menstrual calendar and how they can be able do awareness among themselves to avoid or to become pregnant 3. Work on the assessment tasks for awareness on the menstrual calendar
Conclusion	<p>Emphasis the main points of the menstrual calendar</p>	<p>Take notes and copy the main points on the menstrual calendar into the note books .</p>

Teacher Reflection/Evaluation: _____

Key Knowledge, Skills and Attitudes

Strand 2: Growth and Development

Unit 1: Human Development, Growth and Sexuality

Content Standards	8.2.1. Investigate the different body systems, their importance, and functions, and formulate strategies to care for them.		
Benchmark	8.2.1.1. Investigate the basic functions of the respiratory systems and suggest ways to care for the system		
Lesson Titles	Knowledge	Skills	Attitudes/Values
The Respiratory System and its functions	<ul style="list-style-type: none"> • What is the Respiratory System • Main Parts of the Respiratory system • Functions of the Respiratory System 	<ul style="list-style-type: none"> • Drawing diagrams and labelling the Respiratory system correctly • Identifying the basic function for the Respiratory system and the major organs • Relate body parts to their body parts • Recognizing the relationship between the Respiratory and other body systems 	<ul style="list-style-type: none"> • Find enthusiasm in learning about the Respiratory system • Enjoy learning about the Respiratory system as part of them being human • Appreciate the Respiratory system and its importance to humans • Appreciate the functions of the Respiratory system • Have respect for the Respiratory system
How to care for the Respiratory System	<ul style="list-style-type: none"> • Take care of your respiratory system • Don't smoke. Smoking damages your Respiratory System. • Exercise to strengthen your breathing muscles. • If you ever have trouble breathing, tell an adult at once. 	<ul style="list-style-type: none"> • Identifying medical issues and seeking medical advice • Isolating sorcery related beliefs from medical conditions of the Respiratory system • Identifying and scheduling appropriate Rest Times • Timetabling and planning for daily Exercise 	<ul style="list-style-type: none"> • Responsibility of individuals to care for the system • Self-awareness of what is harmful to the individual system • Care and respect for their body • Appreciate their body and have respect for the Respiratory system • Confidence to choose medical help over believing in sorcery and ignoring the need to seek medical help • Boldness and self-discipline in food choices

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

Content Standard	8.2.1. Investigate the different body systems, their importance, and functions, and formulate strategies to care for them.		
Benchmark	8.2.1.2. Examine parts of both the female and male reproductive system, evaluate their functions, and formulate strategies for caring for them.		
Lesson Titles	Knowledge	Skills	Attitudes/Values
The Reproductive system and its functions	<ul style="list-style-type: none"> • What is the Reproductive System • Main Parts of the Male Reproductive system • Main Parts of the Female Reproductive system • Functions of the Reproductive System-Male and Female 	<ul style="list-style-type: none"> • Drawing diagrams and labelling the Reproductive system correctly • Identifying the basic function for the Reproductive system and the major organs • Relate body parts to their body parts • Recognizing the relationship between the Reproductive and other body systems • protecting themselves from illness and disease 	<ul style="list-style-type: none"> • Find enthusiasm in learning about the Reproductive system • Enjoy learning about the Reproductive system as part of them being human • Appreciate the Reproductive system and its importance to humans • Appreciate the functions of the Reproductive system • Have respect for the Reproductive system • importance of using correct names and respect for body • responsibility of individuals to care for their bodies by
How to care for the reproductive system	<ul style="list-style-type: none"> • Ways to take care of your Reproductive system <ul style="list-style-type: none"> – personal hygiene – washing daily • Abstain from or delay sexual activity 	<ul style="list-style-type: none"> • Identifying medical issues and seeking medical advice • Isolating sorcery related beliefs from medical conditions of the Reproductive system • describe how body parts can be taken care of with reasons 	<ul style="list-style-type: none"> • Responsibility of individuals to care for the system • Self-awareness of what is harmful to the individual system • Care and respect for their body • Appreciate their body and have respect for the Reproductive system • Confidence to choose medical help over believing in sorcery and ignoring the need to seek medical help • Boldness and self-discipline in seeking help for medical advice

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

Content Standard	8.2.1. Investigate the different body systems, their importance, and functions, and formulate strategies to care for them.		
Benchmark	8.2.1.2. Examine parts of both the female and male reproductive system, evaluate their functions, and formulate strategies for caring for them.		
Lesson Titles	Knowledge	Skills	Attitudes/Values
Ovulation and the Menstruation Cycle	<ul style="list-style-type: none"> • What is ovulation? • What is the Menstrual Cycle? 	<ul style="list-style-type: none"> • Distinguish Ovulation and Menstruation • Recognizing the relationship between Ovulation and the Menstrual Cycle • Identify correctly where the lining(endometrium) is located in every cycle • Isolating sorcery related beliefs about Ovulation and the Menstrual Cycle 	<ul style="list-style-type: none"> • Find enthusiasm in learning about Ovulation and the Menstrual Cycle • Enjoy learning about the Ovulation and the Menstrual Cycle • Appreciate Ovulation and the Menstrual Cycle and its importance to humans • importance of using correct names relating to ovulation and menstruation • responsibility of individuals to care for their bodies by
Tracking the Menstrual Cycle-Guided Lesson (Sample)	<ul style="list-style-type: none"> • Why keep track of the menstrual cycle? 	<ul style="list-style-type: none"> • Designing and tracking a Menstrual Cycle 	<ul style="list-style-type: none"> • Appreciation of designing and tracking a menstrual cycle

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

Content Standard	8.2.2 Identify and examine the physical, social, mental and emotional changes that occur during adolescence and analyse how to cope with the issues that result from these changes.		
Benchmark	8.2.2.1. Identify and investigate the physical, social, mental, and emotional changes that occur during adolescence.		
Lesson Titles	Knowledge	Skills	Attitudes/Values
Responding to risky situations in relationships	<ul style="list-style-type: none"> • Situations and relations that put them at risk such as being lured into providing relationship, company ship and sex for money • Situations that they find confusing to distinguish whether the caregiver is providing needs genuinely or in return for a favour • Situations and activities that may lead to or turn out to be risky behaviors and activities for example, attending a birthday party with alcohol being served and no adults supervision provided 	<ul style="list-style-type: none"> • Refusal to participate in risky relations • Skills in ending or discontinuity in risky relations • Communication skills • Reasoning and evaluating current risky relations 	<ul style="list-style-type: none"> • Sensitive to situations that • make one feel socially, emotionally and physically unsafe • Be vigilant to people who may take advantage of their weaknesses and their vulnerabilities • Be honest and reveal perpetrators to the parents, a trusted adult or a caregiver • Be bold and confidently report • relations that is putting them and their life at risk

Strand 2: Growth and Development**Unit 2: Human Development, Growth and Sexuality**

Content Standard	8.2.2 Identify and examine the physical, social, mental and emotional changes that occur during adolescence and analyse how to cope with the issues that result from these changes.		
Benchmark	8.2.2.2. Analyse the different ways of coping with issues that result from changes that occur during adolescence.		
Lesson Titles	Knowledge	Skills	Attitudes/Values
Factors influencing personal career interests and choice	<p>Factors affecting personal career choices</p> <ul style="list-style-type: none"> • Social issues such as parents choices and interests colliding with individual choices and interests, parents lack of awareness of children's dreams and goals, family problems, sorcery, gender and social exclusion, etc. • Economical and Financial issues such as scarce family resources, lack of money, expensive tuition and school fees, no subsidies and financial assistance from government, unemployment, only one person in the family on a paid job • Political issues such as change of government and the political issues that result from it 	<ul style="list-style-type: none"> • Communicating their interests to parents, teachers and caregivers • Comprehending issues surrounding their life and analyzing them to find solutions to them • Reconstructing a future career plan 	<ul style="list-style-type: none"> • Self-awareness and positive mindset on their goals • Personal interest in their academic and career choices • Perseverance on their interests

Relationships that encourage academic learning and personal career interests	<ul style="list-style-type: none"> • Types of relationship that can foster and encourage growth • Parent to child relationship • Children to children or sibling to sibling relationships • Teacher student relationships • Student to student relationship • Student to role model relationship • Social media friends who are genuine and respectful • Student to care givers/ counsellors/advisers/ guardians 	<ul style="list-style-type: none"> • Communication • Listening • Speaking 	<ul style="list-style-type: none"> • Authenticity • Empathy • Consideration • Sense of appreciation
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Strand 2: Growth and Development

Unit 2: Human Development, Growth and Sexuality

Content Standard	8.2.3 Examine and recognize relationship issues and conflicts, analyse their causes and effects, and propose strategies for managing and resolving these conflicts.		
Performance Standard	8.2.3.1. Discuss different forms of harassment, intimidation, and bullying, and analyse their causes and effects on individual, family, and community relationships		
Lesson Titles	Knowledge	Skills	Attitudes/Values

<p>Types of harassment, intimidation (HIB) and bullying in relationships</p>	<ul style="list-style-type: none"> • Harassment, intimidation and Bullying (HIB) refer to any gesture, written, verbal or physical act, or electronic communication, whether a single incident or series of incidents, • It is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression or a mental, physical or sensory disability, or by any other distinguishing characteristic • HIB takes place on school property, at any school sponsored function, on a school bus or off school grounds that substantially disrupts or interferes with the orderly operation of the school 	<p>Identifying and distinguishing Evaluation and decision making</p>	<p>Confidence to be able to speak up Sensitivity to Types of harassment, intimidation and bullying</p>
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Harmful effects of harassment, intimidation and bullying in relationships	<p>HIB will have the effect of physically or emotionally</p> <ul style="list-style-type: none"> • harming the person who is usually weak in a relationship • possibly damaging the person's property, • placing the person in reasonable fear of physical or emotional harm to his person or property; • has the effect of insulting or demeaning any person or group of students in such a way as to cause substantial disruption • can have substantial interference with a person's daily activities and life • creates a hostile environment at school for the student; • infringes on the rights of the student at school at home or in the community can result in suicide 	<ul style="list-style-type: none"> • Identifying and distinguishing different forms of HIB and their effects • Analyzing the consequences of not speaking out openly about HIB • Identifying and listing some consequences of HIB on relationships, school life and personal life 	<ul style="list-style-type: none"> • Confidence to break silence • Be bold and honest to speak up • Urgency in quickly disclosing evidences of HIB in relationships
Dealing and coping with effects of harassment, intimidation and bullying in relationships	<ul style="list-style-type: none"> • As a school, establish systems that develop and maintain a sustainable, positive school climate that is free from HIB and fosters student development and learning • Foster a climate that includes: Norms, values and expectations that support people feeling socially, emotionally and physically safe; • Get engaged in activities done by most students • Students, families and educators work together to develop anti-HIB activities • reporting any form of HIB • Speak to a trusted person about HIB • Visit a help providing facility 	<ul style="list-style-type: none"> • Speaking and talking about HIB • Write or sing about it to make it known • Breaking the silence by informing parents, teachers, student leaders etc. • Engaging in youth programs that help improve confidence 	<ul style="list-style-type: none"> • Corporation and working together • nurture attitudes that emphasize the benefits and satisfaction gained from learning such as self-respect, vigilance, consideration

Strand 2: Growth and Development**Unit 2: Human Development, Growth and Sexuality**

Content Standard	8.2.3 Examine and recognize relationship issues and conflicts, analyse their causes and effects, and propose strategies for managing and resolving these conflicts.		
Benchmark	8.2.3.2. Examine strategies for managing and resolving different forms of conflict.		
Lesson Titles	Knowledge	Skills	Attitudes/Values
Effects of technology and social media on sexual behaviours and activity	<ul style="list-style-type: none"> Types of technology such as phones and social media such as face book, tweeter etc Advantages and Disadvantages of the use of technology and social media Disadvantages: Cyber bullying Relationships established through social media may not develop and promote real life face to face communication skills with the other person The use of fake or social media names other than real identities are used and people can easily pretend to be someone they are not in a relationship Having a relationship on social media does not provide the opportunity for face to face interactions Consequences of social media such as face book, tweeter may have negative effect on life Consequences of distorted and misleading media messages about sexual behaviours Social media if not regulated well can promote unhealthy sexual behaviours Social media and technology has the potential to portray false emotional appeals of sex, security, friendship, power, pride and fake courage etc. 	<ul style="list-style-type: none"> Distinguish between real and unrealistic sexual behaviors and activities promoted by social media Identify the advantages of technology and social media that benefit individual life and the life of others Question the genuineness of people have a relationship with through social media Linking with a trusted person in social media so they are aware of the dangers you may possibly be in for example cyber bullying, sexual peer pressure Setting rules and boundaries on the use of technology and social media for example; as an educational tool 	<ul style="list-style-type: none"> Appreciation and respect for self and others in social media relations Being sensitive to messages that are real and unreal Being honest to speak up about cyber bullying Self-discipline and selfworth

	<ul style="list-style-type: none"> • Teens can be presented with messages that glorify sex, violence and high risk behaviours that can be very stressful and cause much pressure on their education and life 		
Coping with sex peer pressure in relationships	<p>Teens are more likely to have sex if they:</p> <ul style="list-style-type: none"> • Entered puberty early • Socialize with youngsters who approve of and encourage sexual activity • Place little value on education • Have a poor relationship with their parents, particularly their father • Rarely attend religious instruction or services <p>Talk about Abstinence: A Positive Approach</p> <ul style="list-style-type: none"> • teach about sexuality, and accentuate the advantages of delaying sexual intercourse <p>Benefits of Abstinence</p> <ul style="list-style-type: none"> • “When young people have sex before they’re ready, they usually end up regretting it. It’s worth the wait. • There are good things about having a relationship without sex or just dating and not having sex. • Why wait (abstinence)? It’s the only fool proof way to avoid an unplanned pregnancy. If you don’t have sexual intercourse, a girl can’t get pregnant. • Why wait? Because later on, girls who didn’t wait and had sex often wish that they had waited or abstained from sex. 	<ul style="list-style-type: none"> • Making the decision to practice abstinence now will help you cope with the pressure for sex later in life. • Coping skills/methods <ol style="list-style-type: none"> 1. Responding to Peer pressure in the moment 2. Anticipating Peer Pressure 3. Handling the effects of Peer pressure (see back ground notes) 4. Fending off unwanted sex advances with fending off words (see background notes) 	<ul style="list-style-type: none"> • Appreciation and respect for self • Being sensitive to situations that could put them under peer pressure • Being honest to speak up about things that they are uncomfortable with • Self-discipline and self-worth • Confidence to speak

<p>Communicating consent for sexual activity</p>	<ul style="list-style-type: none"> • Good relationships depend on your ability to communicate your thoughts and feelings clearly and effectively • Being aware of how you communicate with others, both verbal and non-verbal when communicating consent or no consent for sexual activity • Speak clearly when communicating no consent for sex • Verbal and non-verbal communication for consent or no consent for sex must be the same, meaning if you verbally say “no to sex,” then your actions or non-verbal communication must also communicate “no to sex” 	<p>Communication Skills</p> <ul style="list-style-type: none"> • Verbal communication skills (see background notes) • Non-verbal communication skills (see background notes) • Listening Skills (background notes) • Giving Feedback (background notes) 	<ul style="list-style-type: none"> • The 4 “C” attitudes of good communication <ol style="list-style-type: none"> 1. Confidence in yourself 2. Creativity in what you say 3. Care-giving 4. Consideration of other people as individuals
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Key Knowledge, Skills and Attitudes**Strand 3: Individual and Community Health****Unit 1: Personal Health and Hygiene**

Content Standard	8.3.1 Recognize and justify health safety and health promotion areas and appraise practices relating to personal health.		
Benchmark	8.3.1.1 Examine how cleanliness and good personal hygiene habits have impact on individual health.		
Lesson Titles	Knowledge	Skills	Attitudes/Values
Health problems of adolescence	<ul style="list-style-type: none"> • Mental health disorders • Behaviour Problems in Adolescents • Contraception and Adolescent Pregnancy • Drug and Substance Use in Adolescents • Obesity in Adolescents 	<ul style="list-style-type: none"> • Identifying common health problems or issues concerning adolescence • Describe each health problem • Differentiate between medical facts and beliefs • Understand what is right and wrong 	<ul style="list-style-type: none"> • Value self-body image
Social Responsibility and Accidents/ diseases	<ul style="list-style-type: none"> • Lifestyle decisions and choices • Behaviour change between one another • Developing good health habits to reduce risk of diseases and accidents • social responsibility and behavior change 	<ul style="list-style-type: none"> • making decisions and choices • Developing good health habits to reduce risk of diseases and accidents • being socially responsible in the areas of; <ul style="list-style-type: none"> – fitness – diet and nutrition – smoking – stress – alcohol – safety 	<ul style="list-style-type: none"> • Choose to do medical checks over believing in sorcery/ witchcraft and bad spirits • Have the courage to encourage relatives to do medical checks when problems are encountered with any issues
Personal Health Risks	<ul style="list-style-type: none"> • Positive and negative risk • settings or circumstances in which risk-taking occurs • Possible consequences • A habit or a condition • Poor diet • Smoking and alcohol • Risky situations • Control life and making responsible decisions 	<ul style="list-style-type: none"> • explore the concept of risk by investigating the following: <ul style="list-style-type: none"> – why do people take risks? – influence of gender on risk behaviour • Debate the positive and negative engaging in risk behaviours. 	<ul style="list-style-type: none"> • Respect others decisions

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

Content Standard	8.3.1 Recognize and justify health safety and health promotion areas and appraise practices relating to personal health.		
Benchmark	8.3.1.1 Examine how cleanliness and good personal hygiene habits have impact on individual health.		
Lesson Titles	Knowledge	Skills	Attitudes/Values
Health problems of adolescence	<ul style="list-style-type: none"> • Mental health disorders • Behaviour Problems in Adolescents • Contraception and Adolescent Pregnancy • Drug and Substance Use in Adolescents • Obesity in Adolescents 	<ul style="list-style-type: none"> • Identifying common health problems or issues concerning adolescence • Describe each health problem • Differentiate between medical facts and beliefs • Understand what is right and wrong 	<ul style="list-style-type: none"> • Value self-body image
Social Responsibility and Accidents / diseases	<ul style="list-style-type: none"> • Lifestyle decisions and choices • Behaviour change between one another • Developing good health habits to reduce risk of diseases and accidents • Social responsibility and behavior change 	<ul style="list-style-type: none"> • Making decisions and choices • Developing good health habits to reduce risk of diseases and accidents • Being socially responsible in the areas of; <ul style="list-style-type: none"> – fitness – diet and nutrition – smoking – stress – alcohol – safety 	<ul style="list-style-type: none"> • Choose to do medical checks over believing in sorcery/ witchcraft and bad spirits • Have the courage to encourage relatives to do medical checks when problems are encountered with any issues
Personal Health Risks	<ul style="list-style-type: none"> • Positive and negative risk • Settings or circumstances in which risk-taking occurs • Possible consequences • A habit or a condition • Poor diet • Smoking and alcohol • Risky situations • Control life and making responsible decisions 	<ul style="list-style-type: none"> • Explore the concept of risk by investigating the following: • Why do people take risks? • Influence of gender on risk behaviour • Debate the positive and negative engaging in risk behaviours. 	<ul style="list-style-type: none"> • Respect others decisions

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

Content Standard	8.3.1 Recognize and justify health safety and health promotion areas and appraise practices relating to personal health.		
Benchmark	8.3.1.2 Appraise ways of maintaining proper dental health that will reduce the risk of tooth decay and diseases.		
Lesson Titles	Knowledge	Skills	Attitudes/Values
Personal Dental Health	<ul style="list-style-type: none"> • Common health issues of tooth decay • Common health issues in maintaining teeth • Consequences of the type of food that deteriorates teeth and gum • How to maintain healthy teeth 	<ul style="list-style-type: none"> • Identifying health type of teeth and its function • Differentiate between medical facts and beliefs of caring for teeth and gum 	<ul style="list-style-type: none"> • Appreciating the teeth and its use • Value self-healthy teeth
Dental Health products and services	Strategies to minimise dental harm <ul style="list-style-type: none"> • safe attitudes • developing personal skills eg assertive behaviour, problem solving, refusal skills. • safe and supportive environments 	Strategies to minimise harm in real life situations <ul style="list-style-type: none"> – experiencing dental problem – explain how harm can be increased as the result of factors, eg type of food 	<ul style="list-style-type: none"> • Choose to do medical checks over believing in sorcery/ witchcraft and bad spirits • Have the courage to encourage relatives to do medical checks when problems with teeth

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

Content Standard	8.3.1 Recognize and justify health safety and health promotion areas and appraise practices relating to personal health.		
Benchmark	8.3.1.1 Examine healthy practices and strategies for promoting school health programs.		
Lesson Titles	Knowledge	Skills	Attitudes/Values
Common Health concerns	<ul style="list-style-type: none"> • Traditional beliefs about health problems or being attacked by spirits • Behaviour Problems in Adolescents • Contraception and Adolescent Pregnancy • Drug and Substance Use in Adolescents • Obesity in Adolescents • Sexual Health problems such as HIV/AIDS • Violence against opposite partners. 	<ul style="list-style-type: none"> • Identifying health problems or issues concerning young people • Differentiate between medical facts and beliefs • Understand that only a medical laboratory test can confirm health problems relating to the body systems 	<ul style="list-style-type: none"> • Value self-body image and of others • Respect the decisions of others

Ways to address health issues	<ul style="list-style-type: none"> • strategies to minimise harm <ul style="list-style-type: none"> – personal skills eg. conflict resolution, assertive behaviour, problem solving, refusal skills. – assessing and responding to risk situations 	<ul style="list-style-type: none"> • developing personal skills eg conflict resolution, assertive behaviour, problem solving, refusal skills. • recognizing, assessing and responding to risk situations 	<ul style="list-style-type: none"> • Choose to do medical checks over believing in sorcery/witchcraft and bad spirits • Have the courage to encourage relatives to do medical checks when problems are encountered with any body system
My Health Plan	<ul style="list-style-type: none"> • A plan to achieve health goal for a healthy future • A good plan has five main parts <ol style="list-style-type: none"> 1. Clear identification of the goal to be achieved 2. Action steps to achieve the goal 3. Identification of the roles to be placed in the action steps 4. Realistic time to achieve the goal 5. Evaluation of the plan 	<ul style="list-style-type: none"> • Write a health related plan for yourself. Use the five steps. • Develop the plan clearly and everyone has a role to play 	<ul style="list-style-type: none"> • Self-appreciation of what you can do • Being responsible

Strand 3: Individual and Community Health

Unit 2: Alcohol and Substance Abuse

Content Standard	8.3.1 Investigate and distinguish drugs in terms of their short term and long term health consequences.		
Benchmark	8.3.2.1 Distinguish different drugs (for example alcohol tobacco) in terms of their extended use, abuse and short and long term health concerns.		
Lesson Titles	Knowledge	Skills	Attitudes/Values
The use of different drugs and consequences	<ul style="list-style-type: none"> • Sources of accessing drugs products and use <ul style="list-style-type: none"> – information eg family, peers, school, Internet, media, – range of products, services and personnel available – factors affecting access, eg culture, location 	<ul style="list-style-type: none"> • identify health information, products and services designed to address the use of drugs • examine strategies to improve access to health information 	<ul style="list-style-type: none"> • in sorcery/witchcraft and bad spirits • Have the courage to encourage other to be mindful of consequences of drugs

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

Content Standard	8.3.2 Investigate and distinguish drugs in terms of their short term and long term health consequences.		
Benchmark	8.3.2.2 Investigate the use of different drugs and draw conclusions about their use of short and long term use.		
Lesson Titles	Knowledge	Skills	Attitudes/Values
Types of drugs that are used	<ul style="list-style-type: none"> • Most drugs can be issued legally or illegally • Medical drugs are illegal if they are obtained for non-medical • Government has banned these substances • Alcohol and the law • Cannabis and alcohol • Effects of each cannabis and alcohol 	<ul style="list-style-type: none"> • Differentiate legal and illegal drugs • Identify the effects of the illegal drugs • Discuss the consequences and law related to illegal drugs 	<ul style="list-style-type: none"> • Appreciating each of the 11 body systems • Value self-body image • Encourage others to do medical checks when problems are encountered with any body system • Choose to do medical checks over believing in sorcery/witchcraft and bad spirits
Diseases relating to alcohol and other drugs	<ul style="list-style-type: none"> • Heart and circulation diseases • Only a medical laboratory test can confirm health problems relating to the body systems 	<ul style="list-style-type: none"> • Identify and describe the effects of the related diseases 	<ul style="list-style-type: none"> • Choose to do medical checks over believing in sorcery/witchcraft and bad spirits • Have the courage to encourage relatives to do medical checks when problems are encountered with any body system

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

Content Standard	8.3.2 Investigate and distinguish drugs in terms of their short term and long term health consequences.		
Benchmark	8.3.2.3 Analyse the consequences of prolonged use of non-prescription and prescription drugs		
Lesson Titles	Knowledge	Skills	Attitudes/Values
Mental, social and economic issues on alcohol abuse	<ul style="list-style-type: none"> • Legal, economic and social consequences of drugs consumption 	<ul style="list-style-type: none"> • Identifying health problems or issues concerning young people • Differentiate between medical facts and beliefs 	<ul style="list-style-type: none"> • Appreciating each of the 11 body systems • Value self-body image
Minimizing issues of alcohol abuse and other drugs	<ul style="list-style-type: none"> • Wise decision-making to enhance health • Refusal skills and • Prevention strategies in avoiding the use of all addictive substances • Avoiding the influences from other people 	<ul style="list-style-type: none"> • Making wise decisions to enhance healthy living • Making decision to say yes or no to alcohol and other drugs • Evaluate prevention strategies in avoiding the use of all addictive substances • Avoid being influenced easily by other people 	<ul style="list-style-type: none"> • Choose to do medical checks over believing in sorcery/witchcraft and bad spirits • Have the courage to encourage relatives to do medical checks when problems are encountered with any body system • Self-respect for your own body

Strand 4: Nutrition**Unit 2:** Food Hygiene**Lesson Topic:** Nutrition-related issues**Lesson Title:** Causes of food contamination

Content Standard: 8.4.2 Analyze nutritional data, draw relevant conclusions, and develop strategies for addressing the issues.

Benchmark 8.4.2.1. Review and analyse nutritional data, draw appropriate conclusions, and formulate strategies for addressing the issues.

Lesson Objective: The students will be able to identify the causes of food contamination found in households or catering establishments in their surroundings.

Assessment Task: Causes of food contaminants

Key Concepts

Knowledge	Skills	Attitudes /Values
<ul style="list-style-type: none"> • Food poison • Food contamination • Causes of food contaminants 	<ul style="list-style-type: none"> • Explain how food is poisoned • Describe food contamination • Causes of food contaminations 	<ul style="list-style-type: none"> • Making sure the food is right for eating • Be careful how food prepared

Teachers Notes:

Food may be contaminated by toxic chemicals present in the food. These are some ways food becomes contaminated.

1. Natural toxins – some toxins are naturally in food such as fungus and berries are highly poisonous
2. Metallic poisoning – This happens when metals from a container contaminates the food it contains
3. Chemical additives: substances which are toxic to body cells may be added to food either deliberately or accidentally.
4. Bacterial food poisoning: Most food poisoning occurs from indigestion of pathogenic bacteria.
5. Infectious food poisoning: Is when pathogens are indigested and multiply within the body of the infected person.
6. Toxic food poisoning is when caused by poison produced by bacteria on the food or in the body.

Part of the Lesson	Teachers Activity	Students Activity
Introduction	<ul style="list-style-type: none"> Flash is question: What causes food poisoning? Feedback: It is Eat food which is clean and free from food poison. 	<ul style="list-style-type: none"> Answer: Food poison is caused by food or water which is contaminated by poison or infected by pathogenic bacteria is indigested.
Body	<p>Activity 1: Food poison</p> <ul style="list-style-type: none"> Students are asked to list the causes of food poison. What will be the best way to avoid this? <p>Activity 2: Food contamination</p> <ul style="list-style-type: none"> Students are asked how food gets contaminated Name some common food that is contaminated? How can we improve on this issue? <p>Activity 3: Cusses of food contaminants</p> <ul style="list-style-type: none"> Students will be assigned to discuss the causes listed on the board. Explain the task to each group with set of criteria for the tasks. 	<p>Explain how food is poisoned</p> <ul style="list-style-type: none"> In pairs list the causes of poison and say how it happens. Make high standard hygiene is practiced Illustrate one way which is hygienic. <p>Describe food contamination</p> <ul style="list-style-type: none"> Food gets contaminated through natural or poison from chemicals or metals. Identify poisonous contamination and avoid it from indigestion. <p>Causes of food contaminations</p> <ul style="list-style-type: none"> Work in groups to discuss and list causes of food contamination Present findings on discussions as part of assessment.
Conclusion	<ul style="list-style-type: none"> Summarize that food that is taken should be clean and free from germ and poison. Most death that occurs in children is mainly due to intoxicated food intake. 	Students copy the brief notes on the board for their assignment.

Teachers Reflection

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Key Knowledge, Skills and Attitudes

Strand 4: Nutrition

Unit 1: Food and Nutrients

Content Standard	8.4.1 Evaluate and compare the impacts of lacking food nutrients and plan ways to improve diets		
Benchmark	8.4.1.1. Compare and contrast the nutritional value of fresh or organic and processed foods, and assess the consequences of consuming adequate, excessive, or inadequate amounts.		
Lesson Titles	Knowledge	Skills	Attitudes/Values
Nutritional values on organic/fresh foods	<ul style="list-style-type: none"> Nutritional values; eat fresh food which are nutritious Retain nutritional values Most attractive and fresh for eating 	<ul style="list-style-type: none"> Discuss nutritional values in fresh foods Discover nutritional values 	<ul style="list-style-type: none"> appreciate and enjoy freshness of food
Nutritional values in processed foods	Nutritional values of processed foods <ul style="list-style-type: none"> Require less preparation time. Attractive choices for customers, easy meals, 	<ul style="list-style-type: none"> Discuss nutritional values in processed foods analyse nutritional values 	<ul style="list-style-type: none"> Have appreciation for food that is ready made
Effects of inadequate and inadequate nutrients	Effects of lack of nutrients <ul style="list-style-type: none"> results in stress, tiredness lowers capacity to work, and over time, risk of developing illnesses Health problems such as: being overweight or obese. tooth decay. high blood pressure. 	<ul style="list-style-type: none"> Discuss adequate and inadequate nutrients in meals List what happens when there is lack of nutrients 	<ul style="list-style-type: none"> Show satisfaction to a nutritious Seek nutritional advice to improve .

Content Standard	8.4.1: Evaluate and compare the impacts of lacking food nutrients and plan ways to improve diets		
Benchmark	8.4.1.2. Evaluate the impact of lack of nutrients on one's diet and suggest ways for increasing the intake.		
Lesson Titles	Knowledge	Skills	Attitudes/Values
Effects on physical and mental development	Effects of physical and mental development <ul style="list-style-type: none"> Nutrients are essential Specific nutrients to thrive and grow Correct amount of nutrients 	<ul style="list-style-type: none"> Explore nutrients that is lacking in diets Explain this deficiency causes these effects on mental growth 	Show grateful in a nutritious diet <ul style="list-style-type: none"> Being conscious of nutrition deficiency

Effects on growth and social behavior	Foods eaten that affects growth and behavior <ul style="list-style-type: none"> • Eat a good diet may help development, • Poor diet has influence on the nature of the growth of the brain. • A good diet during pregnancy 	<ul style="list-style-type: none"> • Discuss the foods that affects growth of children • Describe how it can affect the growth and social behavior 	<ul style="list-style-type: none"> • Being healthy in applying aspects of growth
Protein foods	<ul style="list-style-type: none"> • Different types of protein food • Function of protein 	<ul style="list-style-type: none"> • Identify types of protein food • Describe their functions • Discuss the types of protein food 	<ul style="list-style-type: none"> • Appreciate the protein food that builds and develops the body
Calories in take for adults	<ul style="list-style-type: none"> • Calories requirements for adults 	<ul style="list-style-type: none"> • Identify calories requirement intake • Discuss why specific age group will need this in their diet 	<ul style="list-style-type: none"> • Being conscious of amount of calories intake

Content Standard	8.4.1: Evaluate and compare the impacts of lacking food nutrients and plan ways to improve diets		
Benchmark	8.4.1.3: Evaluate resources for accessing valid and reliable information, products, and services for healthy eating		
Lesson Titles	Knowledge	Skills	Attitudes/Values
Vitamins and minerals	<ul style="list-style-type: none"> • Amounts of vitamins and minerals contained in certain foods 	<ul style="list-style-type: none"> • Discuss vitamins and minerals in food lab • Explore the nutrients on the label 	<ul style="list-style-type: none"> • Being well informed of information • Make choices on foods which contains such nutrients

Content Standard	8.4.1: Evaluate and compare the impacts of lacking food nutrients and plan ways to improve diets		
Benchmark	8.4.1.4: Demonstrate an understanding of nutritional related diseases and develop strategies to address these issues		
Lesson Titles	Knowledge	Skills	Attitudes/Values
9 Anemia	<ul style="list-style-type: none"> • Anemia and other disease 	<ul style="list-style-type: none"> • Identify nutritious related disease • Explain how anemia can be cured 	<ul style="list-style-type: none"> • Being health conscious and avoid
10 Ulcers and Gastroenteritis	<ul style="list-style-type: none"> • Causes of ulcer and gastroenteritis • Treatment to this to treat them. 	<ul style="list-style-type: none"> • Discuss the causes of these disease • Explain how to treat them disease 	<ul style="list-style-type: none"> • Being able to be cautious of cleanliness

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

Content Standard	8.4.2. Analyze nutritional data, draw relevant conclusions, and develop strategies for addressing the issues.		
Benchmark	8.4.2.1. Review and analyse nutritional data, draw appropriate conclusions, and formulate strategies for addressing the issues,		
Lesson Titles	Knowledge	Skills	Attitudes/Values
Causes of food poison	<ul style="list-style-type: none"> • Causes of food contamination 	<ul style="list-style-type: none"> • Causes of food contamination 	<ul style="list-style-type: none"> • Causes of food contamination
Proper disposal options	<ul style="list-style-type: none"> • Proper disposal options • minimize spread of diseases 	<ul style="list-style-type: none"> • Explore proper disposal options • Research better ways to minimize spread of disease 	<ul style="list-style-type: none"> • Being clean and healthy
Causes of food contamination	<ul style="list-style-type: none"> • Causes of food contamination 	<ul style="list-style-type: none"> • Identify and List causes of food contamination • Name the things that cause food contamination 	<ul style="list-style-type: none"> • Avoid contaminated food • Being health conscious of food poison

Content Standard	8.4.2. Analyze nutritional data, draw relevant conclusions, and develop strategies for addressing the issues.		
Benchmark	8.4.2.2. Use basic research skills to investigate home or traditional preservation methods such as jam making, bottling, and freezing food, draw relevant conclusions, and suggest strategies for improvement.		
Lesson Titles	Knowledge	Skills	Attitudes/Values
Food freezing	<ul style="list-style-type: none"> • Certain food requires to be frozen • reasons for freezing food 	<ul style="list-style-type: none"> • Identify foods that can be frozen for used • Explain reasons for freezing food 	<ul style="list-style-type: none"> • Appreciate food freezing • Being careful of how food is frozen
Food Smoking	<ul style="list-style-type: none"> • Specific foods that can be smoked • reasons for smoking food 	<ul style="list-style-type: none"> • Explain the reasons for smoking food • Discuss how to smoke the food 	<ul style="list-style-type: none"> • Appreciate safe food

Content Standard	8.4.2. Analyze nutritional data, draw relevant conclusions, and develop strategies for addressing the issues.		
Benchmark	8.4.2.2. Use basic research skills to investigate home or traditional preservation methods such as jam making, bottling, and freezing food, draw relevant conclusions, and suggest strategies for improvement.		
Lesson Titles	Knowledge	Skills	Attitudes/Values
Homemade jam and bottling	<ul style="list-style-type: none"> Foods that can be used reasons for making jam and bottle them 	<ul style="list-style-type: none"> Discuss the reasons for making jam and bottling Explain how it is more convenient for bottle foods. 	<ul style="list-style-type: none"> Enjoy homemade food Appreciate such food that made ready and convenient for use at later time.

Strand 5: Movement**Unit 2. Movement and Game Skills****Lesson Title:** Movement Sequences and Patterns

Content Standard 8.5.2: Assess individual and group tactical skills and movement patterns employed in athletics and field and goal, net and court sport, net and racquet sports.

Benchmark 8.5.2.1. Assess individual and group tactical skills and movement patterns employed in athletics and other sports (by viewing sports on TV, pre-recorded, watching live sports).

Lesson Objective: By the end of the lesson the students will be able to demonstrate an underarm or overarm throw with force in release and accurately to a partner in a marked distance.

Materials: Marked diamond play field, softball ball

Key Concepts

Knowledge	Skills	Attitudes /Values
<ul style="list-style-type: none"> Sequences of movement actions in a game skill Sequences of different types of movements 	<ul style="list-style-type: none"> Demonstrate sequences of different movements Perform a sequences of actions of components of movements 	<ul style="list-style-type: none"> support partners share equipment Share ideas to create movement sequences

Teachers Notes:

Movement sequences and patterns form the basis of particular ball game skills and are performed in defensive and offensive plays. Movement sequences and patterns can be seen when the player zigzags, move forwards backward and to the right or left. The sequences are demonstrated in performing three or more movement and game skills consecutively in plays or movement activities.

Teaching and Learning Activities

Part of the Lesson	Teachers Activity	Students Activity
Introduction	Do these: <ul style="list-style-type: none"> Use lead up questions to introduce the lesson eg: <ul style="list-style-type: none"> What are movement sequences and patterns how are different types of movements performed in sequence what are movement patterns. 	Do these: <ul style="list-style-type: none"> Volunteers share their understanding with friends List types of movements to perform in sequence

Part of the Lesson	Teachers Activity	Students Activity
Body	Do these : <ul style="list-style-type: none"> • Demonstrate an example of <ul style="list-style-type: none"> – movement components of underarm throw in correct sequence – Perform different movement types in a sequence run, jump and across. 	Do this With a partner : <ul style="list-style-type: none"> – drill overarm throw with right hand – drill overarm throw with left hand – drill run, slow fast, around markers then – do the same for hop, skip and jump
Conclusion	Do this; <ul style="list-style-type: none"> – select from the students' performance one best movement actions to do – Sequence and perform movement patterns – stop after 20 minutes of practice and warm down 	Students respond: <ul style="list-style-type: none"> – Start and stop on signal – Volunteers demonstrate movement actions in sequence – Volunteers demonstrate patterns of movements in sequence – Do warm down exercises – Refresh and return to classrooms

Teacher's Reflection

Assess students' performance of the movement actions and skills in sequences. Take note of the good and poor performance and plan for reteaching of the lesson topic.

Reference: Queensland Health & Physical Education Years 8-10 Page:1-11.

Key Knowledge, Skills and Attitudes

Strand 5: Movement

Unit 1: Basic Movement Skills and Concepts

Content Standards	8.5.1 Evaluate specific movement combination patterns and sequences performed in individual and team sports or games with an emphasis on the application of movement concepts.		
Benchmark	8.5.1.1. Evaluate specific movement combination patterns and sequences performed in individual and team sports or games (by viewing sports on TV or pre-recorded).		
Lesson Titles	Knowledge	Skills	Attitudes/Values
Movements sequences and patterns(merge	<ul style="list-style-type: none"> • Movement sequences • Movement patterns 	<ul style="list-style-type: none"> • Demonstrate movement sequences and patterns 	<ul style="list-style-type: none"> • Cooperate as team member • Appreciate each other's performance
Movement games and skill drills for Track events	<ul style="list-style-type: none"> • Game skills • Track events • Skill drills 	<ul style="list-style-type: none"> • Perform skill drills for field events 	<ul style="list-style-type: none"> • Respect persons instructing • Appreciate performance by others
Field events - games and skill drills for	<ul style="list-style-type: none"> • Field events • Game and skills drills 	<ul style="list-style-type: none"> • Perform skill drills for field events 	<ul style="list-style-type: none"> • Respect persons instructing • Appreciate performance by others

Play strategy	<ul style="list-style-type: none"> • Play strategies 	<ul style="list-style-type: none"> • Plan and apply game strategies 	<ul style="list-style-type: none"> • Respect persons instructing • Appreciate performance by others
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Strand 5: Movement

Unit 1: Basic Movement Skills and Concepts

Content Standard	8.5.1 Evaluate specific movement combination patterns and sequences performed in individual and team sports or games with an emphasis on the application of movement concepts.		
Benchmark	8.5.1.2. Explain different movement concepts and evaluate their application in individual or team sports (by viewing sports on TV or pre-recorded).		
Lesson Titles	Knowledge	Skills	Attitudes/Values
Game skill and motor patterns	<ul style="list-style-type: none"> • Differences between game skill and motor patterns 	<ul style="list-style-type: none"> • Perform game skills and motor patterns concurrently 	<ul style="list-style-type: none"> • Encourage each other's to participate in tasks • Take care in using equipment
Game skill and motor sequence	<ul style="list-style-type: none"> • Differences between game skills and motor sequences 	<ul style="list-style-type: none"> • Perform game skills and motor sequences concurrently 	<ul style="list-style-type: none"> • Encourage each other's to participate in tasks • Take care in using equipment
Motor skill components	<ul style="list-style-type: none"> • Recognize different components of motor skills 	<ul style="list-style-type: none"> • Demonstrate how to develop the skill <ul style="list-style-type: none"> – teach the skill – practice the skill 	<ul style="list-style-type: none"> • Cooperate with team mates • Take care in using equipment

Strand 5: Movement

Unit 2: Basic Movement Skills and Concepts

Content Standard	8.5.1 Evaluate specific movement combination patterns and sequences performed in individual and team sports or games with an emphasis on the application of movement concepts.		
Benchmark	8.5.1.3. Demonstrate with confidence two game skills from an individual or team sport.		
Lesson Titles	Knowledge	Skills	Attitudes/Values
General movement combinations	<ul style="list-style-type: none"> • General movement combinations with control and flow 	<ul style="list-style-type: none"> • Demonstrate selected movement combinations 	<ul style="list-style-type: none"> • share ideas with others to create movement combinations
Movement combinations with partner or equipment	<ul style="list-style-type: none"> • Specific movement combinations in various games with partner 	<ul style="list-style-type: none"> • Perform a special movement combination for a particular game/sport 	<ul style="list-style-type: none"> • Appreciate one another's efforts to do movement combinations
Movement sequences with partner	<ul style="list-style-type: none"> • Specific Movement sequences in games and with partner 	<ul style="list-style-type: none"> • Select and perform 4-5 movement sequences stressing smooth flow. 	<ul style="list-style-type: none"> • Praise each other's performance

Strand 5: Movement**Unit2: Movement and Game Skills**

Content Standard	8.5.2 Assess individual and group tactical skills and movement patterns employed in athletics and field and goal, net and court sport, net and racquet sports.		
Benchmark	8.5.2.1. Assess individual and group tactical skills and movement patterns employed in athletics and other sports (by viewing sports on TV, pre-recorded, watching live sports).		
Lesson Titles	Knowledge	Skills	Attitudes/Values
Motor skills	<ul style="list-style-type: none"> Assessment of various motor skills 	<ul style="list-style-type: none"> Plan movement components to assess Identify assessment methods to assess an individual's performance 	<ul style="list-style-type: none"> Share ideas for planning movement components Share information about
Peer Assessment-movement patterns and sequences	<ul style="list-style-type: none"> Types of assessment strategy/ies 	<ul style="list-style-type: none"> Organise with a partner or two a situation for peer assessment 	<ul style="list-style-type: none"> Cooperate with team mates
Assessment criteria – Observation Checklist	<ul style="list-style-type: none"> Assessment criteria or criterion 	<ul style="list-style-type: none"> Demonstrate performance criteria for movement combination 	<ul style="list-style-type: none"> Appreciate a friends judgment of an individual's performance

Strand 5: Movement**Unit 2: Movement and game skills**

Content Standard	8.5.2 Assess individual and group tactical skills and movement patterns employed in athletics and field and goal, net and court sport, net and racquet sports.		
Benchmark	8.5.2.2. Explain different rationale and justify individual and group tactical skills employed in athletics and other sports.		
Lesson Titles	Knowledge	Skills	Attitudes/Values
Game skill errors and body position	<ul style="list-style-type: none"> Game skill errors Body position 	<ul style="list-style-type: none"> Demonstrate use of game skills in a game Show position of body when performing particular games skills 	<ul style="list-style-type: none"> Appreciate others performance.
Game play techniques and tactics	<ul style="list-style-type: none"> Game play tactics Game play techniques 	<ul style="list-style-type: none"> Observe and perform tactic and techniques demonstrated by volunteers members 	<ul style="list-style-type: none"> Cooperation in team activities
Apply game skill in game play	<ul style="list-style-type: none"> Game skill ball games Game play strategies 	<ul style="list-style-type: none"> Observe game play skills and how they were performed 	<ul style="list-style-type: none"> Cooperation in team activities

Strand 5: Movement**Unit 2: Movement and Game Skills**

Content Standard	8.5.2 Assess individual and group tactical skills and movement patterns employed in athletics and field and goal, net and court sport, net and racquet sports.		
Benchmark	8.5.2.3. Plan and implement game techniques and tactics in an indoor, outdoor, or an individual or team sport.		
Lesson Titles	Knowledge	Skills	Attitudes/Values
Techniques and tactics for game play(merge 67&68)	<ul style="list-style-type: none"> • Types of techniques • Types of Tactics 	<ul style="list-style-type: none"> • Demonstrate ball handling techniques • Demonstrate game play tactics 	<ul style="list-style-type: none"> • Encourage partner play • Applaud each other's performance
Create offensive and defensive play skills(<ul style="list-style-type: none"> • Different offensive and defensive play skills 	<ul style="list-style-type: none"> • Demonstrate defensive play in selected ball sports • Apply offensive play in selected ball sports 	<ul style="list-style-type: none"> • Share ideas with one another • Respect friends and play by the rules
Mini Game - 3, 5, 7, a side.	<ul style="list-style-type: none"> • Types of mini games 	<ul style="list-style-type: none"> • Plan and play mini games of chosen sports 	<ul style="list-style-type: none"> • Encourage Team spirit • Encourage fair play behavior

Sample Guided Lesson

Strand 6 - Physical Activity

Sample Guided Lesson for Physical Activity

Strand 6: Physical Activity**Unit 1:** Games and Sports**Lesson Title:** Basic Sports Administration

Content Standard: 8.6.1 exhibit a range of movement and game skills in ball sports, aquatics sports, athletics and apply basic sports management and administration skills.

Benchmark: 8.6.1.4 Exhibit acceptable moral, values and attitudes in physical activities as participants, spectators, and officials.

Lesson Objective: By the end of the lesson the students will be able to; Identify and describe basic sports administrative roles and responsibilities

Assessment Task: In groups choose a sport and mark or draw a court or field.

Materials: posters, markers, charts, guest speaker

Knowledge	Skills	Attitudes /Values
<ul style="list-style-type: none"> • Basic sports administrative roles and responsibilities include; <ul style="list-style-type: none"> – Organization of sporting clubs, team or houses – Staging sporting events – Handling finance – Marking courts or fields – Role model – Team, spectators and official rules • Game rules • Safety 	<ul style="list-style-type: none"> • Problem solver • Leadership • Organization • Responsible 	<ul style="list-style-type: none"> • Respect for each others • Appreciate each other's effort • Equal participation • Team cooperation • Empathy

Teachers Notes:

Invite a guest speaker from a sports institution or organization such as team captain, coach, manager or umpire to present a brief on their experiences or administrating sports. Prior to the lesson, prepare guided questions for the students to complete during the guest speaker's presentation. Encourage students to ask relevant questions to the guest speaker.

Teaching and Learning Activities

Part of the Lesson	Teachers Activity	Students Activity
Introduction	<ul style="list-style-type: none"> • Welcome guest speaker • Introduce the purpose of the lesson • Caution students of their behavior 	<ul style="list-style-type: none"> • Listen attentively • Maintain positive or good behavior in class
Body	<ul style="list-style-type: none"> • Guest Speaker introduces himself or herself • Guest Speaker presents content on basic sports administrative roles and responsibilities • Gives opportunity to students to ask questions and provide answers 	<ul style="list-style-type: none"> • Listen attentively and answer guided questions • Ask questions where necessary in relation to the guest speakers presentation • Discuss when necessary
Conclusion	<ul style="list-style-type: none"> • Acknowledge the guest speaker 	<ul style="list-style-type: none"> • Show appreciation to the guest speaker

Teacher's Reflection (How is your overall assessment or evaluation of your own teaching?)

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Key Knowledge, Skills and Attitudes

Strand 6: Physical Activity

Unit 1: Games and Sports

Content Standard	8.6.1 Exhibit a range of movement and game skills in ball sports, aquatics sports, athletics and apply basic sports management and administration skills.		
Benchmark	8.6.1.1 Demonstrate with confidence the 11 ball handling skills in all the ball sports.		
Lesson Titles	Knowledge	Skills	Attitudes/Values
Athletics – Throwing events (1) Athletics – Throwing events (2)	<ul style="list-style-type: none"> • The four standard throwing events include; <ul style="list-style-type: none"> – Shot put – Discus – Hammer – Javelin They involve the use of equipment of various shapes that are hurled for distance 	<ul style="list-style-type: none"> • Demonstrate the following skills during the lessons and overtime; <ul style="list-style-type: none"> – Throwing – Jumping – Running – Handling equipment – Problem solving during challenges in games 	<ul style="list-style-type: none"> • Demonstrate the following individually or in teams; <ul style="list-style-type: none"> – Appreciation – Respect – Pride – Responsibility – Harmony – Cooperation/participation – Team work And build overtime for self, others, equipment, facilities and for career development and good citizenship

Athletics – Jumping events (1) Athletics – Jumping events (2)	<ul style="list-style-type: none"> • The four standard jumping events include; <ul style="list-style-type: none"> – Long jump – Triple jump – High jump – Pole vault <p>Equipment consists of the use of runaway, take- off board layouts, jumping uprights and landing area.</p>		
Athletics - Track events (1) Athletics – Track events (2)	<ul style="list-style-type: none"> • Track events are; <ul style="list-style-type: none"> – Sprint – Middle distance – Hurdle – relay events <p>Standards track distances</p> <ul style="list-style-type: none"> – 200m – 400m – 800m – 4x 400m <p>All involve standard running tracks, start and finish lines, equipment such as hurdle bars, relay batons.</p>		

Teachers Notes:

Track and field events will be taught in term 1 under the strand ‘Physical Activity’ Unit 1 focused on the Benchmark **8.6.1.1**

This Benchmark **8.6.1.1** has 4 lessons to teach the skills of various field and track events. Ensure to prepare materials such as landing mats, long jump pit, high jump bars, javelin sticks, uprights, and discus throw and shot put throw tools. Designate various areas of each sport marked on the field before teaching these set of lessons. This KSAV table and the teacher’s content background notes with other existing resources around you will guide you in planning your daily lesson plans.

Strand 6: Physical Activity**Unit1: Games and Sports**

Content Standard	8.6.1 Exhibit a range of movement and game skills in ball sports, aquatics sports, athletics and apply basic sports management and administration skills.		
Benchmark	8.6.1.2. Apply rules with confidence in various standard sports.		
Lesson Titles	Knowledge	Skills	Attitudes/Values
Ball handling – Try scoring: Rugby league rules (1) Ball handling - Try scoring: Rugby league skills (2) Ball handling - Try scoring: Rugby skills (3)	<ul style="list-style-type: none"> • Technique is the manner in which a physical movement or series of movements is carried for a particular game or sport • Ball handling techniques include series of movements carried out in various ball sports • Rugby game has rules for all players to follow during the game 	<ul style="list-style-type: none"> • Demonstrate the skill of the following in; <ul style="list-style-type: none"> – Throwing – Catching – Kicking – Tackling – Dodging for rugby 	<ul style="list-style-type: none"> • Demonstrate the following individually or in teams; <ul style="list-style-type: none"> – Appreciation – Respect – Pride – Dignity – Cooperation/ participation – Responsibility – Team work • And build overtime for self, others, equipment, facilities and for career development and good citizenship
Basic swimming techniques 1 - Freestyle and butterfly Basic swimming techniques 2 - Freestyle and butterfly	<ul style="list-style-type: none"> • Butterfly or freestyle swimming techniques include series of swimming movement carried out in the water 	<ul style="list-style-type: none"> • Demonstrate the skill of swimming for the <ul style="list-style-type: none"> – following; – freestyle – butterfly – keeping afloat – keeping under water 	

Teachers Notes:

These 4 lessons will be taught in term 1 focused on the Benchmark **8.6.1.2** This Benchmark **8.6.1.2** enable the students to learn the techniques of various ball handling skills and swimming. In aquatics sports, water safety is important in any swimming lessons. Before going into the water, check its depth, slippery surfaces and other dangerous objects such as logs, rocks, weeds or sharp objects. Ensure to prepare materials before teaching these set of lessons. This KSAV table and the teacher's content background notes with other existing resources around you will guide you in planning your daily lesson plans.

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

Content Standard	8.6.1 Exhibit a range of movement and game skills in ball sports, aquatics sports, athletics and apply basic sports management and administration skills		
Benchmark	8.6.1.3. Practice and apply basic sports administration skills.		
Lesson Titles	Knowledge	Skills	Attitudes/Values
Ball handling skills - Net games: Tennis rules Ball handling skills - Net games: Tennis skills Ball handling skills - Batting and fielding: Cricket rules Ball handling skills - Batting and fielding: cricket skills	<ul style="list-style-type: none"> • Ball sports include; <ul style="list-style-type: none"> - Net games - Batting and fielding games - Invasion games such as goal throwing, goal striking and try scoring • Ball handling skills are important skills applied in various ball sports 	<ul style="list-style-type: none"> • Ball handling skills in tennis include; <ul style="list-style-type: none"> - throwing - arm swinging - hitting • Ball handling skills in cricket include; <ul style="list-style-type: none"> - Bowling - Batting - Catching - Throwing 	<ul style="list-style-type: none"> • Demonstrate the following individually or in teams; <ul style="list-style-type: none"> - Appreciation - Respect - Responsibility - Pride - Dignity - Cooperation/participation - Team work • And build overtime for self, others, equipment, facilities and for career development and good citizenship

Teachers Notes:

This Benchmark **8.6.1.3** has 4 lessons to teach the ball handling skills of various ball sports. Ensure that all the necessary equipment or materials is available prior to these lessons. This KSAV table and the teacher's content background notes with other existing resources around you will guide you in planning your daily lesson plans.

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

Content Standard	8.6.1 Exhibit a range of movement and game skills in ball sports, aquatics sports, athletics and apply basic sports management and administration skills		
Benchmark	8.6.1.4. Exhibit acceptable moral, values and attitudes in physical activities as participants, spectators, and officials.		
Lesson Titles	Knowledge	Skills	Attitudes/Values
Basic sports administration - Marking courts or fields Basic sports administration - Umpiring games and recording scores	<ul style="list-style-type: none"> • Marking courts or fields include standard measurements and the use of equipment or materials. • The courts and fields are designated areas to play various sports or games • Umpiring games or sports encourages the following; <ul style="list-style-type: none"> – Fair play – Obeying the rules – Controlling the game – Managing scores – Starting and ending the game • A good umpire knows the rules, make good calls and being decisive • There are number of ways to record scores of a game depending on the type of game 	<ul style="list-style-type: none"> • Demonstrate the skill of the following; <ul style="list-style-type: none"> – marking playing fields and courts – umpiring games – recording scores – critical thinking and reasoning – problem solving skills – decision making 	<ul style="list-style-type: none"> • Demonstrate the following individually or in teams; <ul style="list-style-type: none"> – Appreciation – Respect – Responsibility – Pride – Dignity – Cooperation/participation – Team work • And build overtime for self, others, equipment, facilities and for career development and good citizenship

Teachers Notes:

This Benchmark **8.6.1.4** has two lessons which will be taught in term 3 (Lsn 16 and 17). Ensure to prepare materials before teaching these set of lessons. The above KSAV table and the teacher's content background notes together with other existing resources around you will guide you in planning your daily lesson plans.

Strand 6: Physical Activity**Unit 2: Lifestyle and fitness for health**

Content Standard	8.6.2 Examine ways of improving health – related fitness lifestyle activities, develop plans to manage individual fitness plans for wellness, and exhibit acceptable values and attitudes in lifestyle activities.		
Benchmark	8.6.2.1. Examine how physical activity contributes to individual wellness.		
Lesson Titles	Knowledge	Skills	Attitudes/Values
Developing circuit training activities	<ul style="list-style-type: none"> • Circuit training activities enable a person to keep his or her fitness levels up to an expected standard required 	<ul style="list-style-type: none"> • Demonstrate the skill of the following; <ul style="list-style-type: none"> – designing plans for fitness – performing fitness drills – critical thinking and reasoning – problem solving skills – decision making 	<ul style="list-style-type: none"> • Demonstrate the following individually or in teams; <ul style="list-style-type: none"> – Appreciation – Respect – Responsibility – Pride – Dignity – Cooperation/participation – Team work • And build overtime for self, others, equipment, facilities and for career development and good citizenship
Designing fitness program	<ul style="list-style-type: none"> • Fitness programs for self or groups benefits the physical wellbeing and health or a person 		

Teachers Notes:

These lessons will be taught in term 4 under the strand 'Physical Activity' 'Unit 2' focused on the Benchmark **8.6.3.1** which are combined. Ensure that all the necessary equipment or materials is available prior to these lessons. This KSAV table and the teacher's content background notes with other existing resources around you will guide you in planning your daily lesson plans.

Strand 6: Physical Activity**Unit 2: Lifestyle and fitness for health**

Content Standard	8.6.2 Develop an understanding of different components of fitness and plan a range of activities to develop and improve the ability of each fitness component for all and those with disabilities		
Benchmark	8.6.2.2. Evaluate different ways of improving personal health using fitness lifestyle activities.		
Lesson Titles	Knowledge	Skills	Attitudes/Values
Fitness for Healthy heart and muscles	<ul style="list-style-type: none"> • Fitness activities improve the function of; <ul style="list-style-type: none"> – Heart – Muscles – Circulatory – Lungs – Strength and power – Body movement and structure • Better weight control • Lower cholesterol 	<ul style="list-style-type: none"> • Demonstrate the following; <ul style="list-style-type: none"> – performing fitness drills – critical thinking and reasoning – problem solving skills – decision making 	<ul style="list-style-type: none"> • Demonstrate the following individually or in teams; <ul style="list-style-type: none"> – Appreciation – Respect – Responsibility – Pride – Dignity – Cooperation/participation – Team work • And build overtime for self, others, equipment, facilities and for career development and good citizenship

Teachers Notes:

This lesson will be taught in term 4 under the strand 'Physical Activity' Unit 2 focused on the benchmark' This benchmark **8.6.2.2** has 1 lesson for the teacher to teach the types of fitness activities and plans to undergo fitness. Ensure to prepare materials before teaching these set of lessons. This KSAV table and the teacher's content background notes with other existing resources around you will guide you in planning your daily lesson plan.

Assessment Monitoring and Reporting

The Assessment, Monitoring and Reporting is to improve student learning. An effective program of assessment, monitoring and reporting will help create the conditions necessary to achieve the standards and benchmarks set out in the Grade 8 Syllabus.

Simply stated, assessment, monitoring and reporting practices have a dual purpose: on the one hand, they serve as mechanisms to record student learning; on the other hand, they serve to measure the effectiveness of teaching activities.

This also helps us communicate with the stakeholders (parents, guardians, school administration) about the student's progress in learning.

Assessment

Assessment is the process of identifying gathering and interpreting information about students learning. Effective and meaningful assessment must be maintained at all times. The content standards for the Grade 8 are to the syllabus which sets the basis for planning and conducting on going assessment.

The assessment is ongoing and is done in this manner.

- Support student learning
- Monitor students learning
- Diagnosed students learning needs
- Inform students reporting process
- Monitor teaching and learning
- Evaluate teaching program

Benchmark

The benchmarks in the standards based curriculum forms the basis of the assessment and this component is very critical to monitor the competency level and the achievement of the content standards. The benchmarks contains the specific concepts which has been drawn from the content standards. The benchmark is the intended content which is expectation for the specific grade which qualifies students to progress to the next grade.

Types of Assessment Strategies and Methods

The Standards Based Curriculum emphasis that assessment is critical in the teaching and learning process. Assessments are carefully designed to achieve the benchmarks which were drawn from the content standards Teachers are further encouraged to use two or more assessment types when assessing students learning. The Standards Based Curriculum places emphasis and promotes three types of assessment. They are;

1. Assessment *for* Learning

2. Assessment as Learning
3. Assessment of Learning

Assessment Plan

The Content Standards are the starting points in the process of identifying and planning assessment tasks. The Assessment task is planned prior to delivery in the process of developing the items for assessing students understanding mastering of skills. Consider some important points when planning;

- Choose assessment methods suitable for the specifics task
- Develop assessment criteria linking to the key Knowledge, Skills, Attitudes/Values that students should demonstrate successfully.
- Consult Blooms Taxonomy as per the student's cognitive level according to the competency level.

The assessment task planned must ensure that;

- Clearly stated and precisely
- Link to the content standards
- Comprehensive, balanced, reliable and fair
- Manageable which learners can engage in

Grade 8: Assessment Overview

The Assessment task overview is planned and suggested for Grade 8 teachers which are expected of planning throughout the year. It is very important that students' academic performances, skills and attitude/Values. The Assessment evidence provides information for teachers and guardians and other stakeholders towards the achievements of the benchmarks.

The suggested Prescribed Assessments are specific to the benchmarks for a number of lessons for assessment. Teachers are encouraged to develop Specific Assessment Tasks and methods specific to the content Standards and benchmarks for Grade 8.

Content Standard	Prescribed Assessment	Suggested Specific Assessment Task	Suggested methods
8.1.1 Examine the human skeleton, injury prevention principles, assessing and managing injuries that occur in a sport or to an athlete, and relate these to specific body parts in order to apply appropriate first aid treatment.	Explain and identify national and international safe and fair play codes used in track events, team sports and aquatic games.	Describe how to Manage injuries in human skeleton	<ul style="list-style-type: none"> • Project: Poster of human skeleton how injuries can be managed

8.1.2 Assess the risks of hazardous conditions and consider the level of risks involved prior to organizing various sports and other related lifestyle activities.	Compile a research report on risk assessment features in hazardous environment and suggest possible solutions.	Identify parts of the sexual reproductive system and their functions	<ul style="list-style-type: none"> • Presentation • Demonstration of skills
8.2.1 Investigate the different body systems, their importance, and functions, and formulate strategies to care for them.	Design a coping strategy to cope with peer sexual pressure	Recognize the relationship between ovulation and menstruation cycle	<ul style="list-style-type: none"> • Assignment: Functions of the human body systems • Written test
8.2.2 Identify and examine the physical, social, mental and emotional changes that occur during adolescence and analyse how to cope with the issues that result from these changes.	Identify valid and reliable emotional, mental and behavioral health supports and services available to youths who are victims of harassment, bullying and intimidation	Identify and recognize changes during adolescences.	<ul style="list-style-type: none"> • Presentation on a topic; Changes during adolescence • Written Test
8.2.3: Examine and recognize relationship issues and conflicts, analyse their causes and effects, and propose strategies for managing and resolving these conflicts.	Design a “Social Inclusion” pamphlet that encourages individuals to be engaged in or maintain social relationships	Demonstrate different social relationships in the community	<ul style="list-style-type: none"> • Project: Social Inclusion pamphlet
8.3.1 Recognize and justify health safety and health promotion areas, and appraise practices relating personal health.	Describe type of health concerns that are common and affect young people’s lives and write up a report. Do a write up and report a type of health concern that is common and is affecting young people’s lives	Define specific health concern for young people.	<ul style="list-style-type: none"> • Project: Research on health issues in the community-
8.3.2 Investigate and distinguish drugs in terms of their short-term and long-term health consequences.	Design a plan of action to promote healthy lifestyle within the family, school and the community	Promote healthy lifestyle of a family through debate	<ul style="list-style-type: none"> • Debate: Short and long term consequences of drugs
8.4.1 Evaluate and compare the impact of lack of food nutrients and plan ways to improve diets.	Identify nutritional values in the food that used for different meals.	Describe the Nutritional values in food and its functions.	<ul style="list-style-type: none"> • Assignment: Essay • Why hunger is a problem in the country? • Written test
	Evaluate the information on the of food labels and predict if this food is healthy or not.	Collect and analysis information on the food containers or packages	<ul style="list-style-type: none"> • Individual Presentation <ul style="list-style-type: none"> – Display the food labels that relates to nutrition • Written Test

8.4.2. Analyze nutritional data, draw relevant conclusions, and develop strategies for addressing the issues.	Identify the types of bacteria and chemicals that cause food poison.	Identify foods which are very nutritional that address food deficiencies	• Research Project A strategy for addressing nutritional deficiencies
	Plan using basic preservation methods to do homemade jam and bottling.		• Demonstrate home food preservation • Written Test
8.5.1 Evaluate specific movement combination patterns and sequences performed in individual and team sports or games with an emphasis on the application of movement concepts.	Demonstrate accuracy in throwing, kicking and pitching within a marked distance For example, kick a goal through two sticks 1 meter apart from a 20 meter distance	Demonstrate accuracy in throwing, kicking and pitching within a marked distance	• Demonstration of the game skills
8.5.2 Assess individual and group tactical skills and movement patterns employed in athletics and field and goal, net and court sport, net and racquet sports.	Demonstrate a sequence of movements in a ball game play For example, bat, catch and throw as in softball	Demonstrate a correct measurement for field mark for softball.	• Project: produce equipment for games and mark fields for games according to specification
8.6.1 Exhibit a range of movement and game skills in ball sports, aquatics sports, athletics and apply basic sports management and administration skills.	Investigate and develop specific tactics and techniques in participating in various sporting events with the application of basic skills in sports administration	participating in various sporting events in basic sports	• Game demonstration of skills
8.6.2. Examine ways of improving health – related fitness lifestyle activities, develop plans to manage individual fitness plans for wellness, and exhibit acceptable values and attitudes in lifestyle activities.	Research and develop individual fitness activities for healthy and active lifestyle.	Develop individual fitness activities	• Project; Fitness plan for individuals • Game skills demonstration

Sample 1: Assessment Task and Rubrics – Assignment

Teachers are encouraged to use the prescribed assessment task and connect to a benchmark and develop specific assessment task. Plan assessment according to the defined instructional programs to evaluate students learning in line with the Curriculum Content Standards. If students have not demonstrated competency and mastery of skills, assessment task results will guide teacher plans for intervention and enrichment.

Strand 1: Growth and Development

Unit 1: Human Development, Growth and Sexuality

Content Standard	8.2.1 Investigate the different body systems, their importance, and functions, and formulate strategies to care for them.		
Benchmark	8.2.1.2. Examine parts of both the female and male reproductive system, evaluate their functions, and formulate strategies for caring for them.		
Lesson Titles	Knowledge	Skills	Attitudes
Conception and stages of Pregnancy	<ul style="list-style-type: none"> • Conception occurs when a sperm cell from a male joins or unites with an ovum or egg from a female. This is also called fertilization. It is through this process that a pregnancy begins • The stages of Pregnancy <p>The typical human pregnancy lasts about 280 days (40 weeks) and is divided into trimesters, each lasting 3 months. The stages of pregnancy include</p> <ul style="list-style-type: none"> • First Trimester (conception – 12 weeks) • Second Trimester (13-28 Weeks) • Third Trimester (29 Weeks to –Birth) 	<ul style="list-style-type: none"> • Identifying and describing • Distinguishing the stages of pregnancy 	<ul style="list-style-type: none"> • Appreciation of reproductive organs as enablers of the continuity of human life • Respect for self and others of the opposite sex • Appreciation of pregnancy as a part of the human cycle

Background Notes for this lesson - Pregnancy

Pregnancy

The typical human pregnancy lasts about 280 days (40 weeks) and is divided into trimesters, each lasting 3 months. During pregnancy, a woman goes through a variety of changes to prepare for the growth, nourishment and birth of a child. The health of the developing fetus is closely tied to the mother. A pregnant woman who consumes tobacco, alcohol or certain drugs increases the risk that her baby will be born prematurely or with birth defects.

First Trimester (conception – 12 weeks)

During the first trimester of pregnancy a fertilized egg develops from a single cell to an embryo with recognizable human features, measuring about 9 cm (4 in) from crown to rump. The placenta develops in the uterus to pass nutrients and oxygen from the mother to the fetus through the umbilical cord; it also removes waste products from the fetus. In the fourth week the heart begins to beat, and by the eighth week the cardiovascular system becomes fully functional. By the end of the first trimester all internal organs are functional, the genital organs may be visible, and blood-cell formation begins in the bone marrow.

Second Trimester (13-28 Weeks)

In the second trimester the fetus's eyes start to blink and the lips perform sucking motions. By week 17 the fetus moves into a fetal position in which the body lies curled up on one side with the head bowed and the legs and arms drawn in toward the chest. Silky hair called lanugo covers the skin. By week 20 the mother can feel the fetus moving. At the end of the trimester, the fetus has reached about 19 cm (7 in) in length.

Third Trimester (29 Weeks to –Birth)

In the third trimester the fetus prepares for survival outside of the mother's uterus. The internal organs mature, temperature regulation develops, and the lungs begin to produce surfactant, a foamy fluid that prevents the lungs from collapsing when the infant exhales. Some of the mother's antibodies pass through the placenta to the fetus, establishing a primitive immune system that protects the fetus from disease. Nails form on the fingers and toes, and tooth enamel begins to form in baby teeth. Toward the last weeks of pregnancy, the baby may assume a head-down position as it prepares for birth. Newborns normally range from 2.5 to 4.5 kg (5.5 to 10 lb) in weight and from 46 to 56 cm (18 to 22 in) in length from crown to toe.

Assessment Task:

- This assessment task must be given after the lesson is taught
- See Assessment Task Description below

Assessment Task for Lesson:**Things to Note**

- The Assessment Task must be assigned in the beginning of the Term that this lesson is going to be covered
- Before this Lesson is being taught, the students must be reminded of the Assessment Task that must be done after the lesson is taught

Assessment Rubric

The Assessment Rubric must be given in the beginning of the Term that this lesson is going to be covered

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

Instruction:**Group Project: “Conception and stages of Pregnancy”**

- In groups of 4-5, do a flow chart of the stages of Pregnancy
- Label and describe each of the stages
- Do an Oral Presentation of the flow Chart

Assessment Rubric for “Conception and the Stages of Pregnancy”

No	Criteria	5 marks	4 marks	3 marks	2 mark	1 mark
		Advanced and meets criteria at High level	Accomplished and meets criteria	Accomplished and meets some criteria	Developing and Approaching understanding of task	Minimal understanding of task
1	Organization	Demonstrated and labeled correctly the 3 stages of Pregnancy in the flow chart	Demonstrated and labeled correctly only 2 stages of Pregnancy in the flow chart	Demonstrated and labeled correctly only 1 stage of Pregnancy In the flow chart	Partly demonstrated and described the stages of Pregnancy in the flow chart	Very little or No evidence attempting the task
2	Content	maintained accuracy of facts and described and explained its stage extremely well and	maintained accuracy of facts and described and explained its stage very well	Maintained accuracy of facts and showed evidence of trying to describe and explain its stage	Maintained accuracy of facts but struggled to described and explained its stage	Struggled to maintain the accuracy of facts and struggled to described and explained its stage very well
3	Teamwork	Group work and Participation of all members was evident in the final product	Group work and Participation of some members was evident in the final product	Group work and Participation of a few members was evident in the final product	Group work and Participation of only 1 member was evident in the final product	Very little evidence of Group work and Participation in the final product
4	Visual Presentation of chart	Flow chart is legible and Creatively and artistically presented	Flow chart is legible and organized well but lacks some creativity	Flow chart is organized well but lacks creativity and not very visible	Flow chart lacks organization and shows very little creativity	Flow chart is Presented with no creativity and is not very legible
5	Oral Presentation	Posture, Eye Contact and Voice well maintained and responds very well to questions from audience	Posture, Eye Contact and Voice maintained and responds to questions from audience	Posture, Eye Contact and Voice maintained but struggles to respond very well to questions from audience	Struggles to maintain Posture, Eye Contact and Voice and struggles to respond to questions from audience	Poor Posture, Eye Contact and Voice and poorly responds to questions from audience

Marking criteria

(Both the Assessment Rubrics and Marking criteria 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	/5	
2	/5	
3	/5	
4	/5	
5	/5	
Total Marks Awarded for Assessment Task	/ 25	

Sample 2: Assessment Task and Rubrics

Strand 5: Movement

Unit 2: Movement and game skills

Assessment Task: Demonstrate an under-arm throw with force to release the ball straight with accuracy to a partner in a marked distance.

Lesson Title: Movement sequences and patterns

Content Standard	Benchmarks	Assessment Task	Assessment Criteria	Assessment Method	Recording & Reporting Method
8.5.2	8.5.2.1	Demonstrate an under-arm throw with force to release the ball straight with accuracy to a partner in a marked distance	<ol style="list-style-type: none"> 1. Positioning of the body ready to begin the throw 2. Accuracy of the throw 3. Correct sequence of movement components to perform underarm throw 4. Confidence in use of the space and body in motion 	Observation	Checklist Each group will have a checklist with the criteria listed and use the given rubrics in assessing each members performance

Assessment task Rubric for Movement sequences and patterns

Criteria	3 Marks	2 Marks	1 Marks	Marks
1. Positioning of the body ready to begin the throw.	Detail description of skill, holding the ball how the body must be positioned in the marked space in preparation to perform the underarm throw.	General description of skill position of the body –feet apart and left shoulder pointing in the direction of the target	Little description of the skill no ball handling and body position	Poor or no attempt made by student
2. Accuracy of the throw	Very straight and accurate with force applied in the releasing of the ball and flow in the direction of the throwing arm to the receiver	Straight and accurate but without force in the direction of the receiver	Poor accuracy and force not observed in the releasing of the ball and throw falling short	Reluctance observed in the participation
3. Correct sequence of movement components to perform an underarm throw	Performed all 7 components of underarm throw movements in the sequential order	Perform first 4 of the 7 movement components of under arm throw in order	Poor performance in first 5 components of the under arm throw in order	Lacked concentration performed 1 out of the 7 components of movement.
4. Confidence in use of the space and body in motion	Very good control in body motion and flow of the throwing arm in a general space	Good control of the body in motion without the use of full space	Having difficulty in controlling the body motion and using the given space.	No control both in body and space

Criteria	3 Mark	2 Mark	1 Mark	0 Mark
1. Name the motor skill and its category	Good explanation and name of the skill the category of movement with confidence	Correct name of skill and some explanation of the correct skill category	No explanation of both skill and type of movement category only correct names given	Poor or no attempt to perform any skill
2. Correct description of the concept spatial awareness	Very good description of spatial awareness mentioning self and general space	Fair description but only mentioning self-space	Poor description spatial awareness no mention of key knowledge concepts of self and general space	Decline to make any attempt on explaining spatial awareness
3. Correct description of the concept body awareness	Very good description of body awareness mentioning shapes of body wide and narrow, tall and short	Fair description body awareness but only mentioning two of the body shapes	Poor description body awareness no mention of key basic shape concepts	Decline to make any attempt on explaining body awareness
4. Control of the Body	Very good body control in application of body and spatial awareness	Some good body control in application of body awareness	In consistent control body in a given space spatial	No control both in body and space

Strand 5: Movement**Unit: 2. Movement and Game Skills****Lesson Title:** Movement sequences and patterns

Content Standard 8.5.2: Assess individual and group tactical skills and movement patterns employed in athletics and field and goal, net and court sport, net and racquet sports.

Benchmark: 8.5.2.1 Assess individual and group tactical skills and movement patterns employed in athletics and other sports (by viewing sports on TV, pre-recorded, watching live sports).

Lesson Objective: By the end of the lesson the students will be to demonstrate an underarm or overarm throw with force in release and accurately to a partner in a marked distance.

Materials: Marked diamond play field, softball ball

Key Concepts

Knowledge	Skills	Attitudes /Values
<ul style="list-style-type: none"> Sequences of movement actions in a game skill Sequences of different types of movements 	<ul style="list-style-type: none"> Demonstrate sequences of different movements movement s Perform a sequences of actions of components of movements 	<ul style="list-style-type: none"> support partners share equipment Share ideas to create movement sequences

Teachers Notes:

Movement sequences and patterns form the basis of particular ball game skills and are performed in defensive and offensive plays. Movement sequences and patterns can be seen when the player zigzags, move forwards backward and to the right or left. The sequences are demonstrated in in performing three different movements consecutively in plays or movement activities.

Teaching and Learning Activities

Part of the Lesson	Teachers Activity	Students activity
Introduction	Do these: <ul style="list-style-type: none"> Use lead up questions to introduce the lesson eg: <ul style="list-style-type: none"> What are movement sequences and patterns how are different types of movements performed in sequence what are movement patterns. 	Do these: <ul style="list-style-type: none"> Volunteers share their understanding with friends List types of movements to perform in sequence
Body	Do these : <ul style="list-style-type: none"> Demonstrate an example of: <ul style="list-style-type: none"> movement components of underarm throw in correct sequence Perform different movement types in a sequence run, jump and across. 	Do this With a partner: <ul style="list-style-type: none"> drill overarm throw with right hand drill overarm throw with left hand drill run, slow fast, around markers then do the same for hop, skip and jump

Conclusion	Do this; <ul style="list-style-type: none"> • select from the students' performance one best movement actions to do • Sequence and perform movement patterns • stop after 20 minutes of practice and warm down 	Students respond: <ul style="list-style-type: none"> – Start and stop on signal – Volunteers demonstrate movement actions in sequence – Volunteers demonstrate patterns of movements in sequence – Do warm down exercises – Refresh and return to classrooms
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Teacher's Reflection

Assess students' performance of the movement actions and skills in sequences. Take note of the good and poor performance and plan for reteaching of the lesson topic.

Reference: Queensland Health & Physical Education, Years 8-10 Page: 1-11.

Sample 3: Assessment task and Rubrics - Essay

Content Standards	Benchmark	Prescribe Assessment	Specific Assessment Task
8.2.1 Investigate the different body systems, their importance, and functions, and formulate strategies to care for them.	8.2.1.2. Examine parts of both the female and male reproductive system, evaluate their functions, and formulate strategies for caring for them.	Explore and identify the sexual reproductive system and describe its functions.	Write an essay on a specific part the Reproductive system and its functions (maximum 100 words)

Write an essay on a specific part the Reproductive system and its functions (maximum 100 words)

Expectations	Excellent 5pts	Good 4pts	Fair 3pts	Poor 2 - 1pts	Did not turn in 0 pts
Introduction	The introduction explains well the reproductive system and gives clear understanding of its benefits.	Explains the reproductive system but its benefits not clear	There is partiality in explanation of reproductive system	There is no explanation or its	Did not turn in
Demonstrates understanding of the topic and aligns ideas well.	The description is defined clearly with clarity to the specific function of the reproductive system.	Well defined and related to the topic of the reproductive system.	Mentioned one or two functions of the specific function of the reproductive system.	Has vague information indicated and concepts not explained	Did not turn in
Given explicit details of the functions of the reproductive system	The functions of the reproductive system of male/ female are thoroughly and distinctly explained.	Has some details of the function of the specific part of the reproductive system.	Has partially explained the functions and yet concepts not clearly explained	Has not explained the functions clearly	Did not turn in

Expectations	Excellent 5pts	Good 4pts	Fair 3pts	Poor 2 - 1pts	Did not turn in 0 pts
Conclusion	The conclusion provides an excellent summary of the whole write up of the functions of the reproductive system.	The conclusion provides a good summary and partially explains the function of the reproductive system.	The conclusion provides a good summary and partially explains the function of the reproductive system.	The conclusion does not provide a summary of the function of the reproductive system.	Did not turn in

Sample 4: Assessment task and Rubrics - Project

Strand 4: Nutrition

Unit 1: Food and Nutrients

Assessment Task: Why Hunger is a problem in the country

Category	Excellent 5	Good 4 - 3	Satisfactory 2 - 1	Not Satisfactory 0	Score -
Fact sheet	Includes all of the following facts major cities, total population, per capita income, percentage of under nourished people, natural resources, Major agriculture products, soil type, literacy rate, climate description	Include over half of the facts But does not include all the categories	Includes less than half of the facts	Does not include any facts	*5
Summary of why hunger is a problem in the country	Summary at least describes two issues, environment, economic, Political that have caused the high rate of hunger	Include one issue that contributes to high rate of hunger	States an issue but does not explain why it contributes to hunger problem	Does not state and explain why it contributes to hunger problem	*5
Summary of efforts made to reduce hunger in the country	Summary includes a description of a method that may be taken to eliminate hunger and describe the organization that is working to help improve.	Discuss the possible method to eliminate hunger but does not include the organization who is working to improve it	Does not describe methods to reduce hunger and does not method organization and its work	Does not describe any efforts to reduce hunger and does not method organization and its work	*5

illustration	Includes illustrations of map of the world with countries colored in two	Includes two illustrations	Includes one illustration	Includes No illustration	*2
Project submission	Turn project on due date	Turns in the project 1-2 days late	Turns in the project 3-4 days late	Turns in the project 4 days late	

Student Name: _____ **Class:** _____

Assessment No and Title: _____

Criteria	Mark Awarded	Comments
1	/5	
2	/5	
3	/5	
4	/5	
Total Marks Awarded for Assessment Task	/ 20	

Monitoring

A process of which information is gathered for evaluating the efficiency of the curriculum and ensuring that the intentions and expectations of the content for students learning is attained at the particular grade. This process typically focuses on such issues as relevant, consistent and whether learners are achieving the expected learning outcomes. Basically the curriculum accommodates the diverse needs of the learners.

The recording and reporting of student's achievements in the classroom is very important Teachers are encouraged to use a range of task to ensure that the recommended content standards are equally, recorded and reported appropriately. This helps the teachers to reflect the effectiveness of the teaching. Teachers are also expected to keep accurate records of how well have achieved the required knowledge, skills, attitudes/values that grade level.

Recording

Teachers can record the evidence of students work using instruments that are manageable. Below are the recommended recording methods.

- Individual or class checklist or class grid to record observation of tasks.
- Commends on students work indicating what they have done well and where they need to improve
- Work samples being added to the portfolio
- Test marks
- Students' assessments of their own performances using the assessment criteria
- Students' assessment of their peer using the assessment criteria.

Students are expected to receive a constructive feedback of what they have been assessed on so as to improve in their learning or vice versa for the teacher to plan to improve in the teaching of the content.

Students must be informed of their achievements in the assessment tasks they have participated. This gives them the opportunity to take responsible actions and can take up the challenge to improve their weakness or maintain the pace of progress.

Sample Recording of Students Achievements

- Teachers must keep accurate records of student achievement and learning.
- Record the dates the assessment task
- Write comments on the performances observed or achieved as per the criteria
- It can be on a termly basis depending on the number of assessments administered.

Health Physical Education

Term: 1 Strand 1& 2

Health Physical Education
Term: 1 Strand 1& 2

No	Student Name	Sex	Unit 1		Unit 2			Unit 1		Total
			20	10	20	10	10	20	10	100/
1	Hannabeth Kamben	F								
2	David Matias	M								
3	Joy Kolip	F								
4	Emmanuel Kowi	M								
5	Babra Kolip	F								
6	Monkai Paulus	F								
7	Joshua Mek	M								
8	Gabriel Kumyie	M								
9	Willie Apa	M								
10	Terry Bulyie	M								

Reporting


Teachers are encouraged to report students' achievement to the concerned stakeholders. This is done purposely to inform the student progress in learning as well as the students' performance at the grade level expectations. One through Reporting is formally done through written reports and interviews to discuss the student's behavior. This can be done according to the arrangements/ schedules set by the school. Those achievements are reported to the student's parents /guardians on these specific areas;

- Weakness in the learner
- Strength in the learner
- Parents and guardians support
- Evaluation of the content of learning or achieving the content of learning

A Sample Termly Report for Health – Physical Education

This is only for HPE but all other subjects will have a similar report for student's achievement of benchmarks.

Strand 1 & 2

Name: Agnes GEREGA			Demonstrated Understanding	Developing	Requires Assistance
Key: ✓ shows the achievement level Demonstrated Understanding The student is showing the achievement or has mastered intention in the benchmarks. Developing The student is working towards achieving the intentions to master in this benchmarks. Requires Assistance The student needs more assistance to work towards achieving the intentions in the benchmarks.					
No.	Benchmarks				
1.	8.1.1.1 Know and differentiate between safe play behavior and fair play codes across sports disciplines.				
2	8.1.1.2 Assess a hazardous condition environmental health risk behaviors caused by its effect				
3	8.1.2.1 Know and differentiate between safe play behavior and fair play codes across sports disciplines				
4	8.1.2.2 Assess a hazardous condition environment al health risk behaviors caused by its effects				
5	8.2.1.1 Identify and describe the basic functions of the respiratory systems and suggest ways to care for the system				
6	8.2.1. 2 Identify parts of both the female and male reproductive system and explore their functions				
7	8.2.2.1 Discuss sexuality and sexual orientation				
8	8.2.2.2 Identify and evaluate personal relationships that promote personal interests and possible career choices.				
9	Assessment				
Teachers Comments: This section the teacher writes a honest report of the students achievement and the attitudes /values observed during and while learning was taking place. <i>Refer to the main points above under reporting.</i>					

Glossary

Word	Definition
adolescence	the period following the onset of puberty during which a young person develops from a child into an adult.
assertive behavior	assertive behavior is “behavior which enables a person to act in his own best interests, to stand up for himself without undue anxiety, to express his honest feeling comfortably, or to exercise his own rights without denying the rights of others.”
calories	a calorie is a unit of energy. is defined as the approximate amount of energy needed to raise the temperature of one gram of water by one degree celsius at a pressure of one atmosphere
cannabis	cannabis, also known as marijuana among other names, is a psychoactive drug from the cannabis plant intended for medical or recreational use
cholesterol	cholesterol is a fat-like substance that’s found in all the cells in your body. Your body needs some cholesterol to make hormones, vitamin d, and substances that help you digest foods. your body makes all the cholesterol it needs
chronic diseases	chronic diseases generally cannot be prevented by vaccines or cured by medication, nor do they just disappear. Cardiovascular disease is a growing concern all around the globe.
conception	the action of conceiving a child or one being conceived.
conflict resolution	conflict resolution is the methods and processes involved in facilitating the peaceful ending of conflict and retribution
consequences	a result or effect, typically one that is unwelcome or unpleasant
consuming illegal drugs	drug possession is the crime of having one or more illegal drugs in one’s possession, either for personal use, distribution, sale or otherwise. ... Federal law makes even possession of “soft drugs”, such as cannabis, illegal, though some local governments have laws contradicting federal laws
development	an event constituting a new stage in a changing situation
diabetes	diabetes is a chronic condition associated with abnormally high levels of sugar (glucose) in the blood. insulin produced by the pancreas lowers blood glucose. Absence or insufficient production of insulin, or an inability of the body to properly use insulin causes diabetes
diets	diet is the sum of food consumed by a person or other organism. The word diet often implies the use of specific intake of nutrition for health
discus	the discus throw (about this sound pronunciation) is a track and field event in which an athlete throws a heavy disc—called a discus
economic problem	the economic problem – sometimes called the basic or central economic problem – asserts that an economy’s finite resources are insufficient to satisfy all human wants and needs. It assumes that human wants are unlimited, but the means to satisfy human wants are limited
field events	the jumping and throwing events are won by the athlete who achieves the greatest distance or height. Regular jumping events include long jump, triple jump, high jump and pole vault, while the most common throwing events are shot put, javelin, discus and hammer

growth and development	is a long life process of physical, behavioral, cognitive, and emotional growth and change. In the early stages of life from baby to childhood, childhood to adolescence, from adolescence to adulthood – enormous changes takes place.
hurdles	in the sport of athletics, hurdling forms the basis of number track and field events which are a highly specialized form of obstacle racing. In these events, a series of barriers known as hurdles are set at precisely measured heights and distances which each athlete must pass by running over.
illegal drugs	illegal drugs are drugs which have limitations on their ownership or use by a government, and are illegal in certain situations (meaning a person is not allowed
intentions	relates to the goals and objectives which forms the basis of teaching and learning for long life learners.
javelin	a javelin is a light spear designed primarily to be thrown, historically as a ranged weapon, but today predominantly for sport. The javelin is almost always thrown.
jumping events	the high jump event involves a short run-up to a horizontal bar set at a certain height, a powerful vertical spring, and getting the body over the bar without knocking over the support.
movement skills	movements where the body remains in place, but moves around its horizontal and vertical axes. loco-motor skills - such as running, jumping, hopping, and galloping. Ball skills - such as catching, throwing, kicking, underarm roll and striking
nutrients	nutrients are the substances in food that our bodies process to enable it to function. Your nutrient requirements are influenced by factors including your age
nutritious diet	eating a wide variety of healthy foods promotes good health and helps to protect against chronic disease. Eating a varied, well-balanced diet means eating a variety of foods from each of the five food groups daily, in the recommended amounts.
nutrition	nutrition is the study of nutrients in food, how the body uses nutrients, and the relationship between diet, health, and disease. Major food manufacturers employ nutritionists and food scientists. nutritionists may also work in journalism, education, and research.
peer pressure	the influence from members of one's peer group. The effect of an individual who gets encouraged to follow their peers by changing their attitudes values or behavior to conform to those of the influencing group.
personal skills	personal skills allow you to communicate efficiently with others, self-express and manage yourself. Personal skills are not hard skills which you can quantify and measure, such as computer programming skills or legal knowledge.
pregnancy	pregnancy occurs when an egg is fertilized by a sperm, grows inside a woman's uterus (womb), and develops into a baby.... Intra-uterine pregnancy: A normal pregnancy occurs when a fertilized egg is implanted in the uterus (womb) and an embryo ...
problem solving	problem solving has been defined as a higher-order cognitive process and intellectual function that requires the modulation and control of more routine or fundamental skills. Problem solving has two major domains: mathematical problem solving and personal problem solving.

refusal skills	refusal skills are a set of skills designed to help children avoid participating in high-risk behaviors. Programs designed to discourage crime, drug use, violence, and/or sexual activity frequently include refusal skills in their curricula to help students resist peer pressure while maintaining self-respect.
relay races	relay races are common in running, orienteering, swimming, cross-country skiing, biathlon, or ice skating (usually with a baton in the fist). In the olympic games, there are several types of relay races that are part of track and field.
safety first	safety is the state of being “safe”, the condition of being protected from harm or other non-desirable outcomes. Safety can also refer to the control of recognized hazards in order to achieve an acceptable level of risk.
sexuality	the human sexuality is the way people experience and express themselves sexually. This involves biological, physical, emotional social or spiritual feelings and behavior.
shot put	the shot put is a track and field event involving “throwing”/”putting a heavy spherical object—the shot—as far as possible.
social issues	a social issue is a social problem that has been recognized by society as a problem which is preventing society from functioning at an optimal level.
sprinting	sprinting is running over a short distance in a limited period of time. It is used in many sports that incorporate running, typically as a way of quickly reaching a target or goal, or avoiding or catching an opponent.
substance abuse	substance abuse, also known as drug abuse, is a patterned use of a drug in which the user consumes the substance in amounts or with methods which are dangerous...
unprocessed food	these include plant products, including fresh fruits and vegetables, as well as whole grains, plain dairy, eggs, meats and fish. Craft an unprocessed meal plan using these ingredients and minimal processed foods from the center aisles of the store

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Appendices

Appendix 1: 21st Century Skills

The 21st 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 21st 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 21st 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 21st 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
- Health and wellness literacy, including nutrition, diet, exercise and public.

Appendix 2: 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 emphasis the teaching, learning, and the application of essential concepts, ideas, processes, high level thinking skills, and 21st 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 21st 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 3: Bloom's Revised Taxonomy

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

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

Remembering	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
Understanding	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.
Applying	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.
Analyzing	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.
Evaluating	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.
Creating	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.

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