

CONTENTS

SEMESTER ONE:

GRADES 1-6

1ST – PERIOD

- **INTRODUCTION TO PHYSICAL EDUCATION**
 - a. Definition, History and Values
 - b. Cardiovascular Test

2ND – PERIOD

- **PARTS OF THE HUMAN BODY**
 - a. Naming human body parts

3RD - PERIOD

- **THROWING & KICKING DIFFERENT SIZES OF BALLS**
 - a. Movement Education
 - b. Rhythmic
 - c. Coordinative games

4TH – PERIOD

- **BENEFITS OF PHYSICAL ACTIVITY**
 - a. Physical benefit (Body movement)
 - b. Social benefit (human interaction)
 - c. Mental benefit (releasing stress)

5TH –PERIOD

- **KINDS OF JUMPS**

6TH – PERIOD

- **FITNESS OF THE BODY**

SEMESTER TWO:

SEMESTER ONE

1ST -PERIOD

GENERAL OBJECTIVES: At the end of this course, pupils will be able to:

- (1) Explain Physical Education
- (2) Analyse the history and values of Physical Education
- (3) Demonstrate Cardiovascular test through practical
- (4) List the different parts of the body
- (5) Develop motor skills in various sports
- (6) Demonstrate effectively while playing different kinds of games
- (7) Describe standing broad jump
- (8) Develop motor skills effectively
- (9) Develop tennis skills
- (10) Make use of Sexuality Education*

INTENDED LEARNING OUTCOMES (ILO)

Learners will develop good health habits and motor skills.

SEMESTER ONE

GRADE-1

PERIOD-I

TOPIC: **Introduction to Physical Education**

LEARNING	<u>LEARNING OBJECTIVES</u>	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION/COMPETENCIES
----------	----------------------------	----------	------------	-----------	-------------------------

OUTCOMES					
<p>Learners are able to talk to friends about P.E.; say the good things it can do for the body and take part in sport activities.</p>	<p>Upon completion of this topic, Learners will:</p> <ol style="list-style-type: none"> (1) Discuss the Introduction to Physical Education (2) Analyse healthy conditions in general physical education <p>Take part in sporting activities and list the different parts of a game.</p>	<p>1. Definition of Physical Education and Health</p> <p>2. Sport:(Track & Field)</p> <ol style="list-style-type: none"> a. Skills b. Rules <p>3. Games: Classroom games</p> <p>Manipulative games</p> <p>4. Different parts of a game.</p>	<p>Inclusive and differentiated learning.</p> <p>Individual seat work or work in mixed group according to gender abilities and learning styles.</p> <ol style="list-style-type: none"> 1. Group learners to discuss: <ol style="list-style-type: none"> a. Role of physical education b. Physical fitness c. Healthy conditions d. Moto skills 2. Individually, learners participate in a game to determine their physical fitness and motor-skills. 3. Group learners to discuss the parts of various games they are familiar with. <p>a. Beanbag Basket Relay: Arrange learners in rows facing the baskets. Draw a line across the front of the rows. On the sound of a whistle, the first learner attempts to throw a beanbag in the basket. One point is awarded for each basket.....</p> <p>b. Shuttle Run: Learners form two groups with objects opposite each line five (5) feet apart. On the sound of a whistle, the first two learners run ahead of the line faster between the objects to the end up to the last person.</p>	<p>P.E. Handbook Stopwatch Whistle</p> <p>Physical Education for Elementary School Children, Ninth Edition</p> <p>AUTHORS: Gleen Kirchner Graham J.Fishburne; Publisher: WCB- Brown & Benchmark</p>	<p><u>Expected Competencies:</u></p> <ul style="list-style-type: none"> ➤ Effective Communication Skills ➤ Creativity and innovation skills <p>Assessment Strategies that will be used to measure competencies</p> <p><u>1.presentation</u></p> <ol style="list-style-type: none"> a. Individual b. Group c. Class participation

--	--	--	--	--	--

SEMESTER ONE

GRADE-1

PERIOD-II

TOPIC: THE HUMAN BODY

LEARNING OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION/COMPETENCIES
<p>Learners are able to identify parts of the body, take care of their personal hygiene and participate in sports.</p>	<p>Upon completion of this topic, Learners will:</p> <ol style="list-style-type: none"> (1) Identify different parts of the human body (2) Demonstrate movement skills in physical activities (3) Know what part the body plays in exercises (4) Take part in football game (5) Explain the importance of personal hygiene (6) Identify some ways we can care for body parts <p>Describe activities in a game</p>	<ol style="list-style-type: none"> 1. Body parts 2. Motor Skills 3. Body role in exercises 4. Football game 5. Personal Hygiene 5. Care for the body 7. Activities in gam 	<p>Inclusive and differentiated learning.</p> <p>Individual seat work or work in mixed group according to gender abilities and learning styles.</p> <ol style="list-style-type: none"> 1. Learners to discuss the human body and name its parts. 2. In pairs, learners identify various body parts and link them to body building exercises such as: <ol style="list-style-type: none"> a. ectomorph b. endomorph c. mesomorph 3. Learners discuss various games and practice outdoor activities such as: <ol style="list-style-type: none"> a. Jumping Jack b. Football (Game) c. Skill drill d. Fox and Rabbit 	<p>-charts -posters -football -mat -whistle -Stop Watch</p> <p>Physical Education for Elementary School Children, Ninth Edition</p> <p>AUTHORS: Gleen Kirchner Graham J. Fishburne;</p> <p>Publisher: WCB- Brown & Benchmark</p>	<p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> ➤ Effective Communication Skills ➤ Creativity and innovation skills <p>Assessment Strategies that will be used to measure competencies</p> <p><u>1.presentation</u></p> <ol style="list-style-type: none"> a. Individual b. Group c. Class participation

SEMESTER ONE

GRADE-1

PERIOD-III

TOPIC: PHYSICAL FITNESS

LEARNING OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION/COMPETENCIES
<p>Learners are able to talk about physical fitness, develop motor skills through exercises and games.</p>	<p>Upon completion of this topic, Learners will:</p> <p>(1) Discuss Physical Fitness</p> <p>(2) Develop motor skills</p> <p>Demonstrate some exercises and games</p>	<p>1. Definition of Physical Fitness:</p> <p>2. Motor skills</p> <p>3. Exercise:</p> <p>4. Games:</p> <p>a. Classroom game</p> <p>b. Loco- motor game</p> <p>c. Manipulative game</p> <p>d. Cooperative game</p>	<p>Inclusive and differentiated learning.</p> <p>Individual seat work or work in mixed group according to gender abilities and learning styles.</p> <p>Group Learners to play games related to loco-motor skills such as:</p> <p>a. Toes Touch- Learner bends forward until he touches his toes with the fingers while legs remain straight.</p> <p>b. balloon- Hit-Every players has a balloon. Each learner keeps his balloon in the air by hitting it with his best hand. Later add other hand, elbows, hit and turn around, hit and touch the floor until he reaches the distance required.</p> <p>c. Automobiles</p> <p>d. American Hopscotch game</p> <p>e. Air Planes game</p>	<p>Measurement scales</p> <p>-Meter rule</p> <p>-Assessment Forms</p> <p>-Dumbbell</p> <p>-Balloon</p> <p>Physical Education for Elementary School Children, Ninth Edition</p> <p>AUTHORS:</p> <p>Gleen Kirchner</p> <p>Graham J. Fishburne;</p> <p>Publisher: WCB-Brown & Benchmark</p>	<p>Expected Competencies</p> <ul style="list-style-type: none"> ➤ Effective Communication Skill ➤ Creativity and innovation skills <p>Assessment Strategies that will be used to measure competencies</p> <p>1.presentation</p> <p>a. Individual</p> <p>b. Group</p> <p>c. Class participation</p>

SEMESTER TWO

GRADE-1

PERIOD-IV

TOPIC: **PHYSICAL FITNESS SCREENING**

LEARNING OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION/COMPETENCIES
Learners are able to explain various types of physical Fitness screening, demonstrating sport activities and games	<p>Upon completion of this topic, Learners will:</p> <p>(1) Discuss Physical Fitness Screening</p> <p>(2) Identify types of screening</p> <p>Demonstrate sport activities and games</p>	<p>1. Definition of Physical Fitness Screening:</p> <p>2. Types of Screening</p> <p>3.Sport: Jogging in Place</p> <p>4.Games: Classroom game Beanbag Pile Loco motor game Back Pass The Beanbag Manipulative game Ball Pass Cooperative game Blind Flight</p>	<p>Inclusive and differentiated learning.</p> <p>Individual seat work or work in mixed group according to gender abilities and learning styles.</p> <p>1. Demonstration Physical Fitness Screening</p> <p>2. Jogging in place- Learners stand erect, on a whistle sound jog in place as if you are running but not moving any distance.</p> <p>3. Games: Beanbag Pile-Learners are seated in a single line formation with beanbags placed in a pile in front of the first in each line. On the signal 'GO' the first player takes a bag and passes it to the</p>	<p>-Textbooks (GCSE Physical Education complete revision & Practice copy right-2009 By: CGP</p> <p>Playing Objects: Balls, Tennis ball, etc.</p> <p>Physical Education for Elementary School Children, Ninth Edition AUTHORS: Gleen Kirchner Graham</p> <p>J. Fishburne; Publisher: WCB- Brown & Benchmark</p>	<p>Expected Competencies</p> <p>➤ Creativity and innovation skills</p> <p>Assessment Strategies that will be used to measure competencies</p> <p>1.presentation a. Individual b. Group c. Class participation</p>

			<p>second player. The remaining beanbags are passed back one at a time. The last Learner lays the first beanbag on the floor. Each succeeding bag must be placed on top of the other, with only the first beanbag touching the floor. The stack stands without any assistance from the stacker. If the stacker falls, it must be restacked. The first team to pile the bags correctly and call out the total number of beanbags, wins the relay.</p> <ul style="list-style-type: none">-Back Pass The Beanbag-Blind Flight		
--	--	--	---	--	--

SEMESTER TWO

GRADE-1

PERIOD-V

TOPIC: STUNTS AND MANIPULATIVE SKILLS

LEARNING OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION/COMPETENCIES
<p>Learners are able to discuss the significance of what physical fitness is, explain the importance and demonstrate physical fitness activities through games, stunts and tumbling.</p>	<p>Upon completion of this topic, Learners will:</p> <p>(1) Discuss individual and partner’s activities in PE</p> <p>(2) Identify and discuss the importance of Physical activities</p> <p>Demonstrate physical fitness activities</p>	<p>1. Beanbag Activity a. Individual b. Partner</p> <p>2. Rope Jumping Activity a. Individual b. Partner</p> <p>3. Long –Jump Activity a. Individual b. Partner</p> <p>4. Exercise:</p> <p>5. Games: Classroom game: Loco motor game: Manipulative game</p> <p>6. Stunts & Tumbling:</p>	<p>Inclusive and differentiated learning. Individual seat work or work in mixed group according to gender abilities and learning styles.</p> <p>In groups, learners discuss the importance of individual and partner activities in games/exercises such as: Demonstrating or Playing 1. a. JUMPING JACK- Learners stand in a vertical line facing the leader. On the sound of a whistle, Learners jump up and down with hands clapping overhead and legs opening while in the air. b. Charades- Divide class into five or six smaller groups. A captain is elected from each group. The word or object chosen by a group should have syllables to make it easier to act out. One group acts out its charade in front of the class. The captain of the group asks the class to guess the syllable or complete word. If the word is not guessed within a certain time, the captain tells the class and</p>	<p>-Posters -Pencils -Stop Watch</p> <p>Physical Education for Elementary School Children, Ninth Edition AUTHORS: Gleen Kirchner Graham J.Fishburne; Publisher: WCB- Brown & Benchmark</p>	<p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> ➤ Effective Communication Skills ➤ Creativity and innovation skills <p>Assessment Strategies that will be used to measure competencies</p> <p><u>1.presentation</u> a. Individual b. Group c. Class participation</p>

			<p>the next group has its turn.</p> <p>c. Chain Tag d. Barnyard</p> <p>2. Stunts & Tumbling: -Forward Roll- Begin in a squat position, with the head up, the arms extended forward slightly, and the fingers pointed straight ahead. Push off from the toes, raise the seat, and tuck the chin to the chest. Continue toward movement, landing on the base of the neck and the top of the shoulders. Push off with the hands and continue forward motion to a crouching and standing position.</p> <p>others -Forward Roll To Jump Tuck -Consecutive Rolls -Reach Over Roll -Dive Forward Roll -Forward Roll To One-Leg Stand</p>		
--	--	--	---	--	--

SEMESTER TWO

GRADE - 1

PERIOD-VI

TOPIC: FIRST AID

LEARNING OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION/COMPETENCIES
<p>Learners are able to discuss the principles of First Aid, list Safety Rules as well as apply the skills of providing First Aid and demonstrating various games</p>	<p>Upon completion of this topic, Learners will:</p> <p>(1) Discuss the principles of First Aid</p> <p>(2) Identify some safety rules</p> <p>(3) Apply the skills of providing First Aid</p> <p>Demonstrate various games</p>	<p>1-Principles of First Aid: -Safety Rules -First Aid skills</p> <p>2. Games:(Classroom game) a. Clappers</p> <p>3. Loco motor game (outdoor) a. Crazy Circle</p> <p>Manipulative game (outdoor) a. Bat Ball</p>	<p>Inclusive and differentiated learning.</p> <p>Individual seat work or work in mixed group according to gender abilities and learning styles.</p> <p>Demonstrate</p> <p>In groups learners demonstrate First Aid application using the:</p> <p>1. RICE Method R=Rest I= Ice C=Compression E=Elevation</p> <p>2. Games: a. Clappers- Arrange groups into small circles around the classroom. The first player in each group claps the number of syllables in her first name, pauses for two seconds then claps the number again. He continue this action and any other player with the same number of syllables in his name joins in. Allow each group to clap five times then move to the next player and repeat the game. Repeat for surnames, and finally, a combination of first and last names.</p> <p>B .Crazy Circle</p> <p>c. Bat Ball</p>		<p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> ➤ Effective Communication Skills ➤ Creativity and innovation skills <p>Assessment Strategies that will be used to measure competencies</p> <p><u>1.presentation</u> a. Individual b. Group c. Class participation</p>

EMESTER ONE

GRADE-2

PERIOD I

TOPIC: Introduction to Physical Education

LEARNING OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION/COMPETENCIES
Learners are able to discuss physical education, explain general health and participate in games and sporting activities.	<p>Upon completion of this topic, Learners will:</p> <ol style="list-style-type: none"> 1. Discuss Physical Education 2. Discuss general health rules related to Physical Education. <p>Participate in games and sporting activities</p>	<p>1. Definition of Physical Education and health</p> <ol style="list-style-type: none"> a. State the History and Importance of Physical Education b. Importance of Health <ul style="list-style-type: none"> • personal hygiene <p>2. Exercise: (Flexibility)</p> <p>3.Sporting activities: (Track & Field)</p> <p>4.Minor games: Classroom game Loco motor game Manipulative game</p>	<p>Inclusive and differentiated learning.</p> <p>Individual seat work or work in mixed group according to gender abilities and learning styles.</p> <p>1. Discuss and participate in:</p> <p>a. Trunk Twist- Start in a sitting position with right leg extended and left leg bent and crossed over the right leg. The left hand is resting on the floor, and the right arm is resting on the side of the left leg, Simultaneously push against the leg with the right arm and turn the trunk as far as possible toward the left side. Reverse positions and repeat exercise.</p> <p>b. -Long Jump- Learner begins several yards back from the take-off board, runs forward, and places his take off foot on the board. As soon as he leaves the board, he brings his rear leg</p>	<p>P.E. Handbook Stopwatch Whistle</p> <p>Physical Education for Elementary School Children, Ninth Edition AUTHORS: Gleen Kirchner Graham J.Fishburne; Publisher: WCB-Brown & Benchmark</p>	<p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> ➤ Effective Communication Skills ➤ Research and Problem Solving <p>Assessment Strategies that will be used to measure competencies</p> <p><u>1.presentation</u></p> <ol style="list-style-type: none"> a. Individual b. Group c. Class participation

			<p>and both arms forward and upward. His heels contact the ground and he immediately thrusts both arms back forcing his body well forward.</p> <p>c. Crambo- One child chosen to be 'IT' starts the game by saying "I am thinking of something [inside or outside the room] rhymes with rain." Other players ask, "Is it a rain?" "Is it a drain?" and so on. The child who guesses correctly becomes "IT."</p> <p>Crows and Cranes Battle Ball</p>		
--	--	--	---	--	--

SEMESTER ONE

GRADE-2

PERIOD-II

TOPIC: **THE HUMAN BODY**

LEARNING OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION/COMPETENCIES
Learners are able to identify and discuss parts of the body, develop motor skills, show the characteristics of boys and girls and explain the roles of parts of the body and demonstrate minor games.	<p>Upon completion of this topic, Learners will:</p> <ol style="list-style-type: none"> (1) Identify different parts of the body (2) Develop motor skills (3) Discuss the role of the body parts in P.E. (4) Identify the characteristics of boys and girls <p>Demonstrate minor games</p>	<p>-Exploration of body parts:</p> <ol style="list-style-type: none"> 1. Body Types 2. roles of body parts 3. Types of motor skills <p>4. Sexuality Education</p> <ol style="list-style-type: none"> a. Characteristics of boy and girls <p>5. Games:</p> <ol style="list-style-type: none"> a. Classroom game b. Loco motor game c. Manipulative game <p>6. Stunts & Tumbling:</p>	<p>Inclusive and differentiated learning.</p> <p>Individual seat work or work in mixed group according to gender abilities and learning styles.</p> <ol style="list-style-type: none"> 1. Group: Learners discuss the different body parts and identify the role of each any game. 2. In pairs, learners identify the Characteristics of a boy or girl and write report. 3. Beanbag Basket <p>4.Stunts & Tumbling:</p> <p>Tip Over- Begin in a squat position with hands on mat and knees between arms. Lean forward, raise seat, look back through legs; then place top of shoulders on mat and roll over to a sitting position.</p> <ol style="list-style-type: none"> a. Back Roller b. Forward Roll c. Consecutive Roll d. Forward Roll To One-Leg Stand 	<p>-charts -posters -mat -whistle -Stop Watch</p> <p>Physical Education for Elementary School Children, Ninth Edition AUTHORS: Gleen Kirchner Graham J.Fishburne;</p> <p>Publisher: WCB- Brown & Benchmark</p>	<p><u>Expected Competencies:</u></p> <p>➤ Effective Communication Skills</p> <p>Assessment Strategies that will be used to measure competencies</p> <p><u>1.presentation</u></p> <ol style="list-style-type: none"> a. Individual b. Group c. Class participation

SEMESTER ONE

GRADE-2

PERIOD-III

TOPIC: PHYSICAL FITNESS SCREENING

LEARNING OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION/COMPETENCIES
Learners are able to discuss physical screening and demonstrate various types of screening.	Upon completion of this topic, Learners will: (1) Discuss Physical Screening Demonstrate various types of screening	1. Physical Fitness: -Body Screening 2. Exercise 3. Games: Classroom game Loco motor game Manipulative game	Inclusive and differentiated learning. Individual seat work or work in mixed group according to gender abilities and learning styles. Discussing, Demonstrating 2. SIT-UPS- Learners sit on floor with hands locked behind head. On a whistle, Learners lie on backs and return to normal position on several counts. 3. Games: Human Checkers- Place seven chairs in a row. Three girls sit on the three chairs at one end and three boys sit at the other end. The object is to move the girls to the boys' chairs and the boys to the girls' chairs in fifteen moves. Only one move can be made at a time. Moves are made by sliding into an open chair or "jumping" over one person. Players cannot move backward. For example, girl number three moves to the spare chair; on the second move, boy number four jumps girl number three, who is now in the spare position and so on. Find Your Letter Bombardment	-Textbooks (GCSE Physical Education complete revision & Practice copy right-2009 By: CGP Playing Objects: Balls, etc. Physical Education for Elementary School Children, Ninth Edition AUTHORS: Gleen Kirchner Graham J.Fishburne; Publisher: WCB-Brown & Benchmark	Expected Competencies: <ul style="list-style-type: none"> ➤ Effective Communication Skills ➤ Research and Problem Solving Assessment Strategies that will be used to measure competencies 1.presentation a. Individual b. Group c. Class participation

SEMESTER TWO

GRADE – 2

PERIOD- IV

TOPIC: FIRST AID

LEARNING OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION/COMPETENCIES
<p>Learners are able to tell what personal hygiene is, show parts of the body, explain how one should care for the body, and demonstrate stunts and minor games.</p>	<p>Upon completion of this topic, Learners will:</p> <ol style="list-style-type: none"> (1) Discuss First Aid and personal hygiene is (2) Identify parts of the body (3) Discuss some ways of caring for body parts <p>Demonstrate stunts and minor games</p>	<p>1. Definition of Personal Hygiene:</p> <ol style="list-style-type: none"> a. Body Parts to care for most b. Ways to care for body parts c. The importance of caring for body parts <p>2. Games:</p> <p>Classroom game -Knots</p> <p>Loco motor game -Fragile Rock</p> <p>Manipulative game -Borden Ball</p> <p>3. Stunts & Tumbling: Bear dance</p>	<p>Inclusive and differentiated learning.</p> <p>Individual seat work or work in mixed group according to gender abilities and learning styles.</p> <p>Introduce and demonstrate various games.</p> <p>1. Games:</p> <ol style="list-style-type: none"> a. Knots- learners begin standing together in a small circle with their hands at their sides. On the sound of a whistle, all learners move hands forward and grasp other learners’ hands. Players who are standing next to each other cannot hold hands. When everyone is holding hands, the group, without letting go, begins to undo itself and return to the original circle formation. b. Fragile Rock c. Borden Ball <p>2. Stunts & Tumbling: Bear dance- Squat on the left foot and</p>	<p>Chalkboard, Posters, Charts of body parts of boys and girls</p> <p>Physical Education for Elementary School Children, Ninth Edition AUTHORS: Gleen Kirchner Graham J.Fishburne; Publisher: WCB- Brown & Benchmark</p>	<p><u>Expected Competencies:</u></p> <ul style="list-style-type: none"> ➤ Effective Communication Skills ➤ Research and Problem Solving <p>Assessment Strategies that will be used to measure competencies</p> <p><u>1.presentation</u></p> <ol style="list-style-type: none"> a. Individual b. Group c. Class participation

			<p>extend the right leg forward. Extend arms from the sides. Simultaneously jump forward, draw the left leg back, and extend the right leg forward.</p> <ul style="list-style-type: none">a. Camel Walkb. Elephant Walkc. Gorilla Walk		
--	--	--	--	--	--

GRADE-2

PERIOD-V

TOPIC: PHYSICAL FITNESS

LEARNING OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION/COMPETENCIES
------------------------------	----------------------------	-----------------	-------------------	------------------	--------------------------------

<p>Learners are able to discuss physical fitness and demonstrate motor skill fitness in games.</p>	<p>Upon completion of this topic, Learners will:</p> <p>(1) Discuss Physical Fitness</p> <p>Demonstrate motor skills in games</p>	<p>1. Definition of Physical Fitness:</p> <p>a. Measure height b. weight</p> <p>2. Assessment on physical fitness of students (boys & girls)</p> <p>3. Exercises</p> <p>4. Games:</p> <p>a. Classroom game b. Loco motor game c. Geometrical Shapes d. Manipulative game Bounce Netball</p>	<p>Inclusive and differentiated learning.</p> <p>Individual seat work or work in mixed group according to gender abilities and learning styles.</p> <p>Discuss and , Demonstrate</p> <p>1. Bicycling- Learners lie on back on floor with legs extended upward and butt balanced on hands, on the sound of a whistle, learners flex and extend legs alternatively, like one riding a bicycle.</p> <p>2. Games: Mirror- Arrange the class into pairs with players facing each other. Number players one and two. On</p>	<p>-Measurement scales -Meter rule -Dumbbell</p> <p>Physical Education for Elementary School Children,</p> <p>Ninth Edition AUTHORS: Gleen Kirchner Graham J.Fishburne; Publisher: WCB- Brown & Benchmark</p>	<p><u>Expected Competencies:</u></p> <ul style="list-style-type: none"> ➤ Effective Communication Skills ➤ Creativity and Innovation Skills <p>Assessment Strategies that will be used to measure competencies</p> <p><u>1.presentation</u></p> <p>a. Individual b. Group c. Class participation</p>
--	---	--	--	---	--

			<p>the sound of a whistle, player one begins to perform a movement, such as, winking, moving a finger, or hopping on one foot. Player two must copy the actions of player one until the teacher calls "CHANGE."</p> <p>When this occurs, the players exchange roles. When the teacher calls "new mirror," everyone must find a new partner and the game continues.</p> <p>- Geometrical Shapes - Bounce Netball</p>		
--	--	--	---	--	--

GRADE-2

PERIOD-VI

TOPIC: PHYSICAL FITNESS and the (Heart Muscle)

LEARNING OUTCOME	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION/COMPETENCIES
Learners are able to identify the heart muscle, List the three main functions of the heart muscle and demonstrate games and exercises.	<p>Upon completion of this topic, Learners will:</p> <p>(1) Identify the heart muscle</p> <p>(2) List the three main functions of the heart muscle</p> <p>Demonstrate games and exercises relating to the system</p>	<p>1. Definition of Physical Fitness</p> <p>2. Function of the Heart Muscle</p> <p>3. Exercises</p> <p>4. Games: Classroom game Loco motor game Manipulative game</p>	<p>Inclusive and differentiated learning.</p> <p>Individual seat work or work in mixed group according to gender abilities and learning styles.</p> <p>Discussing and Demonstrating</p> <p>3. Frog Dance- Learners squat with hands on hips. On a whistle, learners jump all around from one distance to another.</p> <p>4. Games: My Ship Is Loaded-One child starts by saying “my ship is loaded with cars” (or any cargo he wishes). The player who receives the ball repeats what the first child said and adds a new item as he rolls the ball to another player. He</p>	<p>-Body System Chart</p> <p>-Posters</p> <p>-Pencils</p> <p>-Stop Watch</p> <p>Physical Education for Elementary School Children, Ninth Edition</p> <p>AUTHORS: Gleen Kirchner Graham J.Fishburne; Publisher: WCB-Brown & Benchmark</p>	<p><u>Expected Competencies:</u></p> <ul style="list-style-type: none"> ➤ Effective Communication Skills ➤ Creativity and Innovation Skills <p>Assessment Strategies that will be used to measure competencies</p> <p><u>1.presentation</u></p> <p>a. Individual</p> <p>b. Group</p> <p>c. Class participation</p>

			<p>would say my ship is loaded with cars and hats. Each player in turn adds a new item. When a child fails to repeat all the cargo, the ball is given to the player on his right, who starts a new game.</p> <p>Hot Spot Boundary Ball</p>		
--	--	--	--	--	--

GRADE-3

PERIOD-I

TOPIC: INTRODUCTION TO PHYSICAL EDUCATION

LEARNING OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION/COMPETENCIES
Learners are able to discuss physical education, explain general health and participate in game activities.	<p>Upon completion of this topic, learners will:</p> <p>(1) Discuss Physical Education</p> <p>(2) Explain general health as it relates to Physical Education</p> <p>Participate in game activities</p>	<p>1. Definition:</p> <p>a. Physical Education</p> <p>b. Health</p> <p>2. Importance & History of PE</p> <p>3. Personal Hygiene:</p> <p>a. Care of the Body</p> <p>4.Exercises:</p> <p>- Squat Thrust</p> <p>5. Classroom games</p> <p>- Poorhouse</p> <p>-Loco motor Game</p> <p>-Manipulative Game</p> <p>Butterflies</p> <p>Cooperative Game</p> <p>(Clock)</p> <p>-Individual & Partner Game:</p> <p>(Deck Tennis)</p> <p>6. Stunts & Tumbling:</p>	<p>Inclusive and differentiated learning.</p> <p>Individual seat work or work in mixed group according to gender abilities and learning styles.</p> <p>Learners discuss and demonstrate :</p> <p>1. Care of the Body-</p> <p>Ask Learners to state the meaning of personal hygiene, let them list parts of the body that we care for, let them explain how to care for these body parts and state how good personal hygiene can affect your health.</p> <p>Sport:</p> <p>2. Exercises:</p> <p>Squat Thrust: squat with hands place on floor, on the sound of a whistle, he</p>	<p>P.E. Handbook</p> <p>Stopwatch</p> <p>Whistle</p> <p>Physical Education for Elementary School Children, Ninth Edition</p> <p>AUTHORS:</p> <p>Gleen Kirchner</p> <p>Graham J.Fishburne;</p> <p>Publisher: WCB- Brown & Benchmark</p>	<p><u>Expected Competencies:</u></p> <ul style="list-style-type: none"> ➤ Effective Communication Skills ➤ Creativity and Innovation Skills <p>Assessment Strategies that will be used to measure competencies</p> <p><u>1.presentation</u></p> <p>a. Individual</p> <p>b. Group</p> <p>c. Class participation</p>

			<p>balances on his hands and stretches his body backward and squat again alternatively.</p> <p>3.Poorhouse: Learners get in a semicircle formation, choose partners and sit in chairs placed in a horseshoe pattern. Two chairs representing the 'Poorhouse' are placed at the open end of the horseshoe. Each couple has a number and must keep their hands joined throughout the game. The game begins with the couple in the poorhouse calling out two numbers, such as, two and six. The couples whose numbers are called must change places. During the changeover, the poorhouse couple attempt to reach the chairs of 'two' or 'six' before the exchanging couples</p>		
--	--	--	--	--	--

			<p>reach these vacated chairs.</p> <p>4. Stunts & Tumbling: 1. Log Roll- Lie on the back with arms extended over the head and the hands locked together. Keep the body in a straight line and roll to the left side for a minute and back to the original position. First to reach the original spot wins a point</p>		
--	--	--	---	--	--

GRADE-3

PERIOD-II

TOPIC: PHYSICAL FITNESS

LEARNING OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION/COMPETENCIES
<p>Learners are able to discuss general physical fitness in physical education, develop interest in physical fitness, practice to keep fit and demonstrate motor skills in games.</p>	<p>Upon completion of this topic, learners will:</p> <p>(1) Discuss Physical Fitness in Physical Education.</p> <p>(2) Develop interest in physical fitness to keep fit.</p> <p>Demonstrate motor skills in all games</p>	<p>1. Definition of Physical Fitness:</p> <p>a. Measure height</p> <p>b. weight</p> <p>c. regular check-ups and exercises</p> <p>2. Physical fitness.</p> <p>3. Physical fitness Games:</p> <p>-Classroom game Puzzled Words</p> <p>-Loco motor game Loose Caboose Manipulative game California Kickball</p>	<p>Inclusive and differentiated learning. Individual seat work or work in mixed group according to gender abilities and learning styles.</p> <p>1. Discuss and write some tips on physical fitness and report to class.</p> <p>2. Visit medical center and do a check-up.</p> <p>3. Games:</p> <p>-a. Puzzled Words-</p> <p>Organize the class into group of five to eight Learners. The teacher gives each group a pile of letters that, after reshuffling, will form a word. On the sound of a whistle from teacher, each group tries to put its word together. The first team to assemble its word wins the game.</p> <p>- Loose Caboose-</p> <p>- California Kickball</p>	<p>-Measurement scales</p> <p>-Meter rule</p> <p>-Whistle</p> <p>-Dumbbell</p> <p><u>Supplementary Reading:</u></p> <p>Physical Education for Elementary School Children, Ninth Edition</p> <p>AUTHORS: Gleen Kirchner Graham J.Fishburne;</p> <p>Publisher: WCB- Brown & Benchmark</p>	<p>Expected Competencies:</p> <ul style="list-style-type: none"> ➤ Effective Communication Skills ➤ Creativity and Innovation Skills <p>Assessment Strategies that will be used to measure competencies</p> <p><u>1.presentation</u></p> <p>a. Individual</p> <p>b. Group</p> <p>c. Class participation</p>

SEMESTER ONE

GRADE-3

PERIOD-III

TOPIC: PHYSICAL FITNESS SCREENING

LEARNING OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION/COMPETENCIES
Learners are able to discuss physical screening, demonstrate various types of screenings exercises, and games.	Upon completion of this topic, Learners will: (1) Discuss Physical Screening Demonstrate various types of screening, exercises and games	<p>1. Definition of Physical Fitness: a. Importance of Body Screening</p> <p>2. Exercise:</p> <p>3. Games: Softball game Beanball Softball Volleyball game Bound ball Manipulative game Call Ball Soccer game Alley Soccer</p>	<p>Inclusive and differentiated learning.</p> <p>Individual seat work or work in mixed group according to gender abilities and learning styles.</p> <p>1. Exercise: SIT-UPS- Learners sit with legs folded and hands locked behind his head. On a whistle, he lies on his back and comes in the same position alternatively.</p> <p>2.Games: Beatball Softball- Play according to regular softball rules. Learners get the ball and throw it to the first base man who must touch the base with the ball in his hand then throw from first to second, second to third, and third to home. If the ball gets home ahead of the runner, he is out. If the runner beats the ball home, he scores a run for his team. After three outs, the team exchange places.</p>	<p>-Textbooks (GCSE Physical Education complete revision & Practice copy right-2009 By: CGP</p> <p>Playing Objects: Balls, etc.</p> <p>Physical Education for Elementary School Children, Ninth Edition AUTHORS: Gleen Kirchner Graham J.Fishburne; Publisher: WCB- Brown & Benchmark</p>	<p><u>Expected Competencies:</u></p> <ul style="list-style-type: none"> ➤ Effective Communication Skills ➤ Creativity and Innovation Skills <p>Assessment Strategies that will be used to measure competencies</p> <p><u>1.presentation</u> a. Individual b. Group c. Class participation</p>

GRADE - 3

PERIOD-IV

TOPIC: HIV and AIDS/ EXERCISES

LEARNING OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION/COMPETENCIES
Learners are able to discuss the HIV and AIDS, identify ways in which HIV is spread and not spread, explain how HIV attacks the immune system, the effects of HIV and AIDS on the family, and demonstrate balance activities and minor games.	<p>Upon completion of this topic, Learners will:</p> <ol style="list-style-type: none"> 1. Identify and discuss the acronym HIV and AIDS 2. Identify ways in which HIV is spread 3. Identify ways in which HIV is not spread 4. Explain how HIV attacks the immune system 5. Explain the effects of HIV and AIDS on the family <p>Demonstrate balance activities and minor games</p>	<ol style="list-style-type: none"> 1. Definition of HIV and AIDS <ol style="list-style-type: none"> a. Causes and Effects b. Preventive Method c. Effects on family 2. HIV/AIDS attack 3.HIV and the family 4. Balance activities and games. 	<p>Inclusive and differentiated learning.</p> <p>Individual seat work or work in mixed group according to gender abilities and learning styles.</p> <ol style="list-style-type: none"> <u>1.</u> Dramatize HIV/AIDS affected person and stigmatization . <u>2. Demonstrating</u> how HIV attacks the immune system 3. Spine Hand Stand (Rear Support)- Learner starts in a sitting position. Gradually raise seat off mat until body forms a straight line. Remains in that position for the required minutes by the teacher. 	<p>- Chalkboard -Life Skills Population Family Life Education Resource Books</p> <p>Physical Education for Elementary School Children, Ninth Edition AUTHORS: Gleen Kirchner Graham J.Fishburne; Publisher: WCB- Brown & Benchmark</p>	<p><u>Expected Competencies:</u></p> <ul style="list-style-type: none"> ➤ Effective Communication Skills ➤ Creativity and Innovation Skills <p>Assessment Strategies that will be used to measure competencies</p> <p><u>1.presentation</u></p> <ol style="list-style-type: none"> a. Individual b. Group c. Class participation

			<p>b. The Bridge-Learner sits on the floor. On a signal, he lies on his back and attempts to lift the body balancing on the palms of the hands and the soles of the feet until the body is in an arch position or like a bridge. Remains in that position until the required time of the teacher.</p> <p>4. Two Square-</p>		
--	--	--	--	--	--

SEMESTER TWO

GRADE-3

PERIOD-V

TOPIC: SEXUALLY TRANSMITTED INFECTIONS

LEARNING OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION/COMPETENCIES
<p>Learners are able to state the meaning of the acronym STIs, explain the effects of sexually transmitted infections on the body and state that abstinence is the best method of preventing infections.</p>	<p>Upon completion of this topic, Learners will:</p> <ol style="list-style-type: none"> 1. State the meaning of the acronym STIs 2. Explain the effects of sexually transmitted infections on the body <p>State that abstinence is the best method of preventing these infections</p>	<ol style="list-style-type: none"> 1. Definition of Sexually Transmitted Infections 2. Meaning of STIs 3. Causes and Effects: <ol style="list-style-type: none"> a. Infections caused by bacteria b. Treatment 4. Preventive Method 5. Exercise 6. Stunts and Tumbling 	<p>Inclusive and differentiated learning.</p> <p>Individual seat work or work in mixed group according to gender abilities and learning styles.</p> <p>Brainstorming, discussing and Demonstration</p> <p>5. Group Jump Rope- Two learners hold the rope to the end and begin to turn it. Selected amount of learners attempt to enter in group. Anyone who stops the rope takes one end of the rope to allow another learner to join the others.</p>	<p>-Body System Chart -Posters -Stop Watch</p> <p>Life Skills Population Family Life Education Resource Book, Health & General Science Book</p>	<p><u>Expected Competencies:</u></p> <ul style="list-style-type: none"> ➤ Effective Communication Skills ➤ Creativity and Innovation Skills <p>Assessment Strategies that will be used to measure competencies</p> <p><u>1.presentation</u></p> <ol style="list-style-type: none"> a. Individual b. Group c. Class participation

			<p>6. Eskimo Roll- One partner lies on his back and the other partner stands, facing forward and near his partner's head. The partner on the floor grasps his partner's ankles and raises his own legs in order to allow his partner to grasp each leg above the ankles. Top partner leans forward, places partner's feet on the floor, and then performs a forward roll. Lower partner follows, and both continue performing a series of forward rolls.</p> <p>Forward Drop Forearm Stand</p>		
--	--	--	---	--	--

SEMESTER TWO

GRADE-3

PERIOD-VI

TOPIC: **THE HUMAN BODY**

LEARNING OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION/COMPETENCIES
<p>Learners are able to recognize body parts, discuss roles of the body parts, practice different motor skills and demonstrate minor games.</p>	<p>Upon completion of this topic, Learners will:</p> <ol style="list-style-type: none"> (1) Label different parts of the body (2) Outline different motor skills (3) Explain the role of the body parts (4) State the meaning of nutrition and diet (5) Name the three groups of food (6) Choose nutritious food for 	<p>1.-Exploration of body parts:</p> <ol style="list-style-type: none"> a. Body Type b. Roles c. Types of motor skills <p>2. Nutrition & Deficiency (FOOD)</p> <p>3. Games:</p> <p>Individual & Partner game Tetherball</p> <p>Flag or Touch Football game</p> <p>Football End Ball Manipulative game</p>	<p>Inclusive and differentiated learning.</p> <p>Individual seat work or work in mixed group according to gender abilities and learning styles.</p> <p>Group discussion, brainstorm & drawing</p> <p>2. Nutrition- Start the lesson by asking Learners to name the kinds of food they eat every day. Let learners list the three food groups (body building-meat, fish, eggs, etc. /Energy giving-rice, fufu, sugar cane, yam, etc.</p>	<p>-charts -posters -mat -whistle -Stop Watch</p> <p>Life Skills Population Family Life Education Resource Book, Health & General Science Book</p>	<p><u>Expected Competencies:</u></p> <ul style="list-style-type: none"> ➤ Effective Communication Skills ➤ Creativity and Innovation Skills <p>Assessment Strategies that will be used to measure competencies</p> <p><u>1.presentation</u></p> <ol style="list-style-type: none"> a. Individual b. Group c. Class participation

	Physical Education activities Demonstrate minor games		<p>/Protective-pine apple, oranges, plum, etc.). Nutrition means eating the food the body needs to grow, develop and work properly; Diet is the food and drink we that we take in the body every day, and Nutrients are rich substances found in foods that your body needs most. Water is needed by the body for digestion and to remove wastes from the body and food is needed by the body because it is important to repair body cells, energy and protection against diseases.</p> <p>3.Games:</p>		
--	--	--	---	--	--

SEMESTER ONE

GRADE-4

PERIOD-I

TOPIC: INTRODUCTION TO PHYSICAL EDUCATION

LEARNING OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION/COMPETENCIES
Learners are able to discuss physical education, explain general health and participate in sporting activities.	Upon completion of this topic, learners will: (1) Discuss Physical Education (2) Explain general health Participate in sporting activities	1.-Definition of: a. Physical Education b. History c. importance 2.Explain Health 3. Exercise: Flexibility (Stretches) 4. Games: Loco motor games Manipulative games Cooperatives 5. Stunts & Tumbling	Inclusive and differentiated learning. Individual seat work or work in mixed group according to gender abilities and learning styles. Discussing , Demonstrating 1. Bench Press- Learners Lie on a bench face up with feet flat on the floor, start with arms extended and the weight over your chest, grasping the bar at approximately shoulder width. Under control, lower the weight to your chest; then push the weight to the starting position. Do repeatedly on required time by the	P.E. Handbook Stopwatch Whistle Physical Education for Elementary School Children, Ninth Edition AUTHORS: Gleen Kirchner Graham J.Fishburne; Publisher: WCB- Brown & Benchmark	<u>Expected Competencies:</u> ➤ Effective Communication Skills ➤ Creativity and Innovation Skills Assessment Strategies that will be used to measure competencies <u>1.presentation</u> a. Individual b. Group c. Class participation

			<p>teacher.</p> <ol style="list-style-type: none">2. Standing/Seated Press-3. Upright Rowing4. Deltoid Raises <p>Games:</p> <ol style="list-style-type: none">1. Traffic Lights-Learners find their own space, teacher signals. RED means JOG; YELLOW means WALK; GREEN means RUN; BLUE means LIE ON STOMACH and BLACK means JUMP IN PLACE. On a whistle, all children begin to move according to the teacher's signals.2. Tug-of-War3. Twister <p>Stunts & Tumbling:</p> <ol style="list-style-type: none">1. Wheel Stunt- Learners stand three per group. Center Learner stands with legs apart and arms extended sideward. Outside learners place feet near center's foot, grasp hand, then lean outward for the required time of the teacher.2. Walking Down the Wall-		
--	--	--	---	--	--

--	--	--	--	--	--

SEMESTER ONE

GRADE-4

PERIOD-II

TOPIC: PHYSICAL FITNESS:

LEARNING OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION/COMPETENCIES
Learners are able to identify the cardiovascular system, discuss the functions of the cardiovascular system and demonstrate exercises relating to the system.	<p>Upon completion of this topic, Learners will:</p> <p>(1) Define physical fitness</p> <p>(2) Discuss the importance of fitness</p> <p>Demonstrate exercises and sport activities</p>	<p>-1. Definition of Physical fitness</p> <p>2. The importance of physical fitness</p> <p>3. Kinds of Fitness Activities (Jumping exercises)</p> <p>4. Games: Cooperative Game Give and Take</p> <p>5. Stunts & Tumbling Head Stand Frog Stand</p>	<p>Inclusive and differentiated learning. Individual seat work or work in mixed group according to gender abilities and learning styles.</p> <p>1. Calf Jump-Learner stand with your feet shoulder width apart and your hands on your hips. Bend your knees slightly. Using mainly your calf muscles, jump rapidly in place for 10-repetitions. Calf-J-ump Spins One-leg Calf Jump-</p> <p>2. Individual Rope Skipping- Hold one</p>	<p>-Body System Chart -Posters -Pencils -Stop Watch</p>	<p><u>Expected Competencies:</u></p> <ul style="list-style-type: none"> ➤ Effective Communication Skills ➤ Creativity and Innovation Skills <p>Assessment Strategies that will be used to measure competencies</p> <p><u>1.presentation</u></p> <p>a. Individual b. Group c. Class participation</p>

			<p>handle in each hand with the rope behind you. Swing the rope over your head. Jump over the rope when it reaches your feet. Continue swinging the rope and jumping over it.</p> <p>3. Give and Take- Learners squat in a circle holding an object in the right hand. On a signal, all pass the objects to the next person on the right. Continue the exercise until everyone receives his own object. 10-repetitions for a game.</p> <p>4.Stunts: Hand Stand Frog Stand</p>		
--	--	--	---	--	--

SEMESTER ONE

GRADE - 4

PERIOD- III

TOPIC: **FIRST AID & SAFETY**

LEARNING OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION/COMPETENCIES
Learners are able to define First Aid, discuss the types of wounds, and apply safety skills in First Aid treatment.	<p>Upon completion of this topic, Learners will:</p> <p>(1) Define First Aid (2) List and discuss types of wounds</p> <p>Apply Safety skills in First Aid treatment</p>	<p>1. Definition of First Aid</p> <p>2. First Aid skills & its application</p> <p>3.Types of wounds</p> <p>4.Treatment</p> <p>5.Common Emergencies - fire - flood -burns</p>	<p>Inclusive and differentiated learning.</p> <p>Individual seat work or work in mixed group according to gender abilities and learning styles.</p> <p>1. Learner demonstrates how in an emergency, your first decision should be whether to move the victim or not, indicates how one removes a victim when necessary to safe life; for example, an accident victim form</p>	<p>-First-Aid Kit -Gloves -Bandage -Soap -Water -Alcohol</p> <p>Glencoe Health, A Guide to Wellness Merki Merki</p>	<p><u>Expected Competencies:</u></p> <ul style="list-style-type: none"> ➤ Effective Communication Skills ➤ Research and Problem Solving Skills <p>Assessment Strategies that will be used to measure competencies</p> <p><u>1.presentation</u> a. Individual b. Group c. Class participation</p>

			<p>car, water, a smoky room, etc.</p> <p>2. Abrasion-</p> <ul style="list-style-type: none">a. Scrapes against the skinb. Incision-a cut made in the body during Surgery.c. Lacerationd. Puncturee. Avulsion <p>4. a. Stop the bleeding</p> <ul style="list-style-type: none">b. Protect the wound from contamination and infection.c. Treat the victim for shockd. Seek medical care immediately <p>5. Games:</p> <p>Who's Leading-A Learner is chosen to be "IT" stands outside the circle with his hands over his eyes. The teacher then selects a player in the circle to be the "leader." The leader starts any motion chooses (blinking his eyes,</p>		
--	--	--	--	--	--

			<p>waving his arms over his head. "It" opens his eyes and tries to guess who the leader is. As the game progresses, the leader slyly switches to other movements and "IT" tries to find the person. Allow two or three guesses, then change the leader and "IT."</p> <p>-Steal the Bacon -Boundary Ball</p>		
--	--	--	---	--	--

SEMESTER TWO

GRADE – 4

PERIOD-IV

TOPIC: PHYSICAL FITNESS SCREENING

LEARNING OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION/COMPETENCIES
Learners are able to	Upon completion of this	1. Physical		-Textbooks (GCSE	<u>Expected Competencies:</u>

<p>discuss physical screening and demonstrate various types of screening and sport activities.</p>	<p>topic, Learners will: (1) Discuss Physical Screening Demonstrate various types of screening and sporting activities</p>	<p>Fitness Screening:</p> <p>2. Body Screening: 1-Mile Walk Test</p> <p>3. Cooper 12 Minute Run</p> <p>4. Mile Bicycle Test</p> <p>5. Games: Classroom games Squirrel and Nut Loco motor games Mouse trap Manipulative games Elastic Rope</p>	<p>Inclusive and differentiated learning. Individual seat work or work in mixed group according to gender abilities and learning styles.</p> <p>1. Discuss and Demonstrate .1-MileWalkTest- Learners begin with warm-up exercises, such as, simple stretches and walking in place. Later, Walk a mile as far as you can. You must always have one foot in contact with the ground If both feet leave the ground at any time during the movement, you are running.</p> <p>2.. Cooper 12 Minute Run 3. 6- Mile Bicycle Test</p> <p>4. Games a. Squirrel and Nut- Learners sit at their desks with head resting on one are. The other arm is held to the side with the hand in an open</p>	<p>Physical Education complete revision & Practice copy right-2009 By: CGP Playing Objects: Balls, etc. Super Fitness for Sports, Conditioning, and Health AUTHOR: Thomas D. Fahey http://www.abacon.com</p>	<ul style="list-style-type: none"> ➤ Effective Communication Skills ➤ Research and Problem Solving Skills <p>Assessment Strategies that will be used to measure competencies</p> <p><u>1.presentation</u></p> <ol style="list-style-type: none"> a. Individual b. Group c. Class participation
--	--	--	--	--	--

			<p>position. One child, who is chosen to be the "squirrel," carries a word card and moves quietly around the room. When the squirrel drops the "nut" into the hand of the player, that person jumps up, correctly pronounces the word on the card, then tries to tag the squirrel before the squirrel can reach his own seat.</p> <p>b. Mouse Trap- c. Elastic Rope-</p>		
--	--	--	--	--	--

SEMESTER TWO

GRADE-4

PERIOD- V

TOPIC: PERSONAL/ SOCIAL BEHAVIOR & VALUES

LEARNING OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION/COMPETENCIES
<p>Learners are able to identify feedback to improve skills and control, benefits of interactions and working with students.</p>	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> 1. Discuss feedback to improve motor skills and movement patterns in controlled settings 2. Demonstrate constructive competition initiative and leadership in controlled setting 3. Identify positive feelings associated with regular participation in physical activities 4. Identify benefits of social interaction as part of participation in physical activities <p>Discuss ways in working with students of varying skills, fitness and sporting skills.</p>	<ol style="list-style-type: none"> 1. Feedback to improve kills. -Teacher -Peers 2. Personal/Social Behaviours -responsibility -best effort -compassion -initiative -leadership -constructive competition 3. Regular Participation -feelings associated with regular participation in physical activities and practice Skills 4. Social Benefits -benefits for social interaction as part of participation in physical activities 5. Individual Differences -varying skill and fitness level -real body image 	<p>Inclusive and differentiated learning.</p> <p>Individual seat work or work in mixed group according to gender abilities and learning styles.</p> <p>Discussing and Demonstrating</p> <p>6. DRIBBLING SKILL- Arrange at least ten (10) chairs in a line at ten (10)-foot intervals from the starting line. A ball is placed on the starting line with each learner standing behind the starting line with both hands resting on his knees. On a whistle, he picks up the ball and dribbles around the chairs in a zigzag pattern to</p>	<p>-whistle -basketball -stop watch</p>	<p><u>Expected Competencies:</u></p> <ul style="list-style-type: none"> ➤ Effective Communication Skills ➤ Creativity and Innovation Skills <p>Assessment Strategies that will be used to measure competencies</p> <p><u>1.presentation</u></p> <ol style="list-style-type: none"> a. Individual b. Group c. Class participation

		<p>and false body image.</p> <p>6. Basketball Skill (s):</p> <ul style="list-style-type: none"> a. history b. rules c. skills 	<p>the end and back to the original position. The first person to reach back wins a point.</p> <p>6b. SHOOTING- Draw a line at a 45 degree angle 30-foot from the basket. Each learner attempts at least ten (10) lay-up shots. He must begin dribbling from the 30-foot line and attempt a basket when he reaches the basket. Award five (5) points for each successful basket. Other shooting tests are:</p> <ol style="list-style-type: none"> 1. Free throw 2. One- hand shot 3. Two- hands shot 		
--	--	---	---	--	--

SEMESTER TWO

GRADE-4

PERIOD-VI

TOPIC: THE HUMAN BODY

LEARNING OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION/COMPETENCIES
Learners are able to identify body parts, demonstrate motor skills, explain the roles of the body parts and the effects of food deficiency on the body and state the roles of nutrition and nutrients as well as the importance of balanced diet.	<p>Upon completion of this topic, Learners will:</p> <ol style="list-style-type: none"> (1) Identify and Label parts of the body (2) Demonstrate motor skills through sporting exercises (3) Discuss the roles of the body parts (4) Differentiate the meaning of nutrition and nutrients (5) Discuss the effects of food deficiency in the body (6) Identify the importance of eating a balanced diet <p>Demonstrate games and gymnastic activities</p>	<p>1. -Exploration of:</p> <ol style="list-style-type: none"> a. Body parts b. Roles c. Types of motor skills <p>2. Sexuality Education:</p> <ul style="list-style-type: none"> -Nutrition & Nutrients -Food deficiency -Balanced Diet <p>3. Games:</p> <ol style="list-style-type: none"> a. Manipulative games b. Gymnastic Activities: 	<p>Inclusive and differentiated learning.</p> <p>Individual seat work or work in mixed group according to gender abilities and learning styles.</p> <p>1. Learners discuss nutrition- divide the class into two groups. Group one should state the meaning of nutrition and group two should state the meaning of nutrients. Ask Learners to list the three food groups and the nutrients found in each food group; and also, state the function of the food they eat and the</p>	<p>- Textbook (GCSE Physical Education complete revision & Practice copy right-2009 By: CGP</p> <p>Charts showing different body parts</p> <p>-Learning Aids: Chalkboard, chart showing the food groups, poster</p> <p>-Reference materials: Life Skills Population Family Life Education -Resource Book; Health & General</p>	<p><u>Expected Competencies:</u></p> <ul style="list-style-type: none"> ➤ Effective Communication Skills ➤ Creativity and Innovation Skills ➤ Research and Problem Solving Skills <p>Assessment Strategies that will be used to measure competencies</p> <p><u>1.presentation</u></p> <ol style="list-style-type: none"> a. Individual b. Group c. Class participation

			<p>importance of eating a balanced diet.</p> <p>2. -Keep Away -Long Ball -Four square -Dribble Tag</p> <p>3. a. Rabbit Jump b. Reach-Over Roll c. Puppy Dog Walk d. Teddy Bear Stand</p>	Science Books	
--	--	--	--	---------------	--

SEMESTER ONE

GRADE-5

PERIOD-I

TOPIC: **PHYSICAL EDUCATION/SPORT & EXERCISE**

LEARNING OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION/COMPETENCIES
<p>Learners are able to discuss physical education, participate in games and sporting activities.</p>	<p>Upon completion of this topic, learners will:</p> <p style="padding-left: 40px;">(1) Discuss Physical Education</p> <p>Participate in games and sporting activities</p>	<p>1. Definition: a. Physical Education b. History c. importance</p> <p>2. Contributors: -Greeks -Romans -Americans -Europeans</p> <p>3. Exercise (s): Deltoid Raises- a. Anterior (front) deltoid b. Lateral (side) deltoid c. Posterior(back) deltoid</p> <p>4. Sport: -Volleyball -history -Rules -Court Dimension -Skills/Techniques</p> <p>5. Games:</p>	<p>Inclusive and differentiated learning.</p> <p>Individual seat work or work in mixed group according to gender abilities and learning styles.</p> <p>Group discuss:</p> <p>1. Deltoid Raises- Develop your deltoids, the roundish muscles that form the shape of your shoulders. a. Anterior Deltoid- Learners stand with arms at your sides and elbows extended holding a dumbbell in each hand. With palms down and arms straight, raise your right arm until it is level with your</p>	<p>P.E. Handbook Stopwatch whistle</p>	<p><u>Expected Competencies:</u></p> <ul style="list-style-type: none"> ➤ Effective Communication Skills ➤ Creativity and Innovation Skills <p>Assessment Strategies that will be used to measure competencies</p> <p><u>1.presentation</u> a. Individual b. Group c. Class participation</p>

		Classroom game Loco motor game Manipulative game	<p>shoulder in front of you. Lower the weight to the starting position and repeat the exercise using your left arm.</p> <p>2. Volleyball Skill: Underhand Service- for right hand player, put your left foot slightly in front of the right foot. The weight is on the rear foot and the body is bent forward slightly. Ball is held in the palm of the left hand in a ready position in front of the right knee. The right arm is extended backward and upward. As the right arm swings down and forward, a small step is taken as the weight shifts to the front foot. The ball is hit with the heel of the right hand or the side of the fist. Immediately before the hand contacts the ball, the ball is released out of the left hand.</p>		
--	--	---	--	--	--

			<p>3. Games:</p> <ul style="list-style-type: none">-Rattlesnake & Bumblebee- <p>Learners seated at desks with two small objects. Two equal teams. One player is chosen from each team and sent out of the room. While the two players are out, team players hide the two articles (team-A hides for team-B and vice versa). The two learners return and begin looking for their articles. Members of either team "buzz" or "hiss" according to how close each player is to his object. Repeat with two new "finders." One point is awarded for the learner, and his team, who finds the object first.</p> <ul style="list-style-type: none">-Open the Window-Trick the Guard		
--	--	--	--	--	--

SEMESTER ONE

GRADE-5

PERIOD-II

TOPIC: PHYSICAL FITNESS SCREENING

LEARNING OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION/COMPETENCIES
Learners are able to discuss physical screening and demonstrate exercise, sport and various types of screening.	Upon completion of this topic, Learners will: (1) Discuss Physical Screening Demonstrate exercise, sport and various types of screening	<p>1. Definition of Physical Fitness:</p> <p>2. Body Screening Cooper 12-Minute Run</p> <p>3. Exercise (s) a. flexibility b. endurance</p> <p>4. Sport: (Track & Field) a. Track Events b. Field Events</p>	<p>Inclusive and differentiated learning.</p> <p>Individual seat work or work in mixed group according to gender abilities and learning styles.</p> <p>Discuss: 1. Sit-ups-Learners sit on floor with legs folded, lie on floor facing upward with hands held behind head. On the count of two, Learners rise up with hands held behind head until face touch the knees.</p> <p>2. Track & Field- (100m) Run-Learners line horizontally. On a count, they run as fast as they can to a hundred meter distance.</p>	<p>-Textbook (GCSE Physical Education complete revision & Practice copy right-2009 By: CGP</p> <p>-Spike (track shoes)</p> <p>SUPER FITNESS FOR SPORTS, CONDITIONING, AND HEALTH Author: Thomas D. Fahey, Alyn & Bacon</p>	<p>Expected Competencies:</p> <ul style="list-style-type: none"> ➤ Effective Communication Skills ➤ Creativity and Innovation Skills ➤ Research and Problem Solving <p>Assessment Strategies that will be used to measure competencies</p> <p>1.presentation a. Individual b. Group c. Class participation</p>

SEMESTER ONE

GRADE - 5

PERIOD-III

TOPIC: **FIRST AID & SAFETY**

LEARNING OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION/COMPETENCIES
<p>Learners are able to discuss and apply First Aid, list Safety Rules and apply the skills of First Aid.</p>	<p>Upon completion of this topic, Learners will:</p> <p>(1) Define First Aid</p> <p>(2) Identify the priorities in responding to an emergency</p> <p>List safety rule</p> <p>Differentiate between the types of wounds and know the first aid treatment for each one.</p>	<p>1. Definition of first-aid</p> <p>2. Priorities in an emergency</p> <p>a. rescue promptly b. check breathing c. control severe bleeding d. give first aid for poisoning</p> <p>3. Types of Wounds</p> <p>a. abrasion b. Incision c. laceration d. puncture e. avulsion</p> <p>4. Administering first-aid</p> <p>Four steps in applying first-aid to wounds</p> <p>-stop the bleeding immediately -protect the wound from contamination and infection -treat the victim for shock -seek medical care immediately</p> <p>5. Poisonings</p> <p>a. By swallowing b. Animal bite</p> <p>6. Common emergencies:</p> <p>a. Nosebleeds b. Bee stings c. Sprains</p>	<p>Inclusive and differentiated learning.</p> <p>Individual seat work or work in mixed group according to gender abilities and learning styles.</p> <p>Group discussion and Demonstrating:</p> <p>1. Rescue Promptly- The first decision in emergency is whether to move the victim or not. Only do it when necessary.</p> <p>a. Learners must move a victim immediately from:</p> <p>1. a water incident 2. room containing smoke 3. car that might catch fire</p> <p>b. Check the breathing by ensuring the victim has an open airway, that is, by giving mouth-to-mouth artificial respiration.</p> <p>c. Control severe bleeding by applying direct pressure with the palm of the hand or an ice block over the wound in order to stop the bleeding.</p>	<p>-First-Aid Kit -Gloves -Bandage -Soap -Water -Alcohol</p>	<p>Expected Competencies:</p> <ul style="list-style-type: none"> ➤ Effective Communication Skills ➤ Creativity and Innovation Skills ➤ Research and Problem Solving <p>Assessment Strategies that will be used to measure competencies</p> <p>1.presentation</p> <p>a. Individual b. Group c. Class participation</p>

		d. Strains e. Burns			
--	--	------------------------	--	--	--

SEMESTER TWO

GRADE-5

PERIOD-IV

TOPIC: **BASIC SPEED AND POWER EXERCISES**

LEARNING OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION/COMPETENCIES
<p>Learners are able to identify speed and power exercises and demonstrate the various kinds of games, speed and power that require speed.</p>	<p>Upon completion of this topic, Learners will:</p> <p>(1) Identify speed and power exercises to peak highest output.</p> <p>(2) Discuss basic speed and power exercises</p> <p>(3) Develop exercises for speed and power</p> <p>Demonstrate various of games, speed and power exercises</p>	<p>1. Kinds of sprints (speed & power)</p> <p>2. Peak Power Stationary</p> <p>3. Bicycle Training</p> <p>4. Peak Power Weight Training</p> <p>5. Medicine Ball Exercises</p> <p>6. Locomotors games</p>	<p>Inclusive and differentiated learning.</p> <p>Individual seat work or work in mixed group according to gender abilities and learning styles.</p> <p>Discuss:</p> <ol style="list-style-type: none"> Sprint (speed and power) exercises and develop and develop some exercise. Do some track and field exercises and determine the fastest runner and the speed recorded. 	<p>- Chart -Posters -Stop Watch -medicine ball</p> <p>SUPER FITNESS FOR SPORTS, CONDITIONING, AND HEALTH Author: Thomas D. Fahey, Alyn & Bacon</p>	<p><u>Expected Competencies:</u></p> <ul style="list-style-type: none"> ➤ Effective Communication Skills ➤ Creativity and Innovation Skills <p>Assessment Strategies that will be used to measure competencies</p> <p><u>1.presentation</u></p> <ol style="list-style-type: none"> a. Individual b. Group c. Class participation

SEMESTER TWO

GRADE-5

PERIOD-V

TOPIC: **FITNESS & PHYSICAL EDUCATION COMPONENTS**

LEARNING OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION/COMPETENCIES
Learners are able to discuss physical education component and flexibility, fitness and demonstrate flexibility exercises.	<p>Upon completion of this topic, learners will:</p> <ol style="list-style-type: none"> 1. Discuss Physical Education Component (flexibility) 2. Discuss Fitness and related games <p>Demonstrate some flexibility exercises</p>	<ol style="list-style-type: none"> 1. Definition of Flexibility 2. Whole Body Stretches 3. Lower Body Stretches 4. Trunk and Back Stretches 	<p>Inclusive and differentiated learning.</p> <p>Individual seat work or work in mixed group according to gender abilities and learning styles.</p> <p>Group discuss and demonstrate:</p> <p>1. Good-Morning Stretch:-stand with feet shoulder width apart, and reach up over your head with your arm extended fully. Try to extend your arms as much as possible—first one arm, then the other, then both arms. Hold each</p>	<p>-Measurement scales -Meter rule -Assessment Forms -Dumbbell</p>	<p><u>Expected Competencies:</u></p> <ul style="list-style-type: none"> ➤ Effective Communication Skills ➤ Creativity and Innovation Skills <p>Assessment Strategies that will be used to measure competencies</p> <p><u>1.presentation</u></p> <ol style="list-style-type: none"> a. Individual b. Group c. Class participation

			<p>stretch for at least 1-minute. Continue with 3-repetitions.</p> <p>2. Good-Morning Stretch with Toes Touch-stand with feet shoulder width apart, and reach up over your head with your arms extended fully. Try to extend your arms as much as possible---first one arm, then the other, then both arms. Then flex your knees slightly, bend over at the waist, and reach toward your toes. Reach down until you feel the stretch in your hamstring muscles. Hold the stretch for 1-minute. Continue with 3-repetitions</p> <p>3. Supine Alternate Hamstring Stretch- Lie on your back with both legs straight. Grasp the back of your right</p>		
--	--	--	---	--	--

			<p>thigh, and bring the knee to the chest, this segment is sometimes called the (knee-to-chest exercise). Pull on your thigh until you feel a stretch in your lower back. Hold the stretch for 1-2 minutes. Then, extend your knee so that you feel a stretch in the back of your right hamstring muscles (supine hamstring stretch). Hold the stretch and return to the starting position.</p>		
--	--	--	---	--	--

SEMESTER TWO

GRADE-5

PERIOD-VI

TOPIC: **THE HUMAN BODY**

LEARNING OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION/COMPETENCIES
<p>Learners are able to describe the different parts of the human body, discuss motor skills, commonly used drugs and alcohol and ways to prevent them in society.</p>	<p>Upon completion of this topic, Learners will:</p> <ol style="list-style-type: none"> (1) Describe different parts of the body. (2) Identify some motor skills. (3) Discuss the effects of alcohol and drug abuse on health. (4) Identify some drugs commonly abused. <p>Discuss ways of preventing alcohol</p>	<p>1.Exploration of the body parts:</p> <ol style="list-style-type: none"> a. Body types (physique) -mesomorph (thick) -ectomorph (slim) -endomorph (fat) <p>2.Exercise (s) –motor skills</p> <p>Jump Rope</p> <p>Sexuality Education:</p> <p>3. (Substance Abuse)</p> <p>4.Commonly use drugs/alcohol DRUGS:</p> <ol style="list-style-type: none"> a. marijuana (grass) b. opium c. cigarette 	<p>Inclusive and differentiated learning.</p> <p>Individual seat work or work in mixed group according to gender abilities and learning styles.</p> <p>Demonstrate, discuss and brainstorming:</p> <p>1. Jump Rope- Learners form a horizontal or vertical line with two persons holding a rope at both ends. On a whistle, the rope is turned and each learner jumps in and continues to jump</p>	<p>-Textbooks (GCSE Physical Education complete revision & Practice copy right-2009</p> <p>By: CGP</p> <p>Playing Objects: Balls, etc.</p> <p>charts</p> <p>-posters</p> <p>-Reference materials: Life Skills Population Family Life Education -Resource Book; Health & General Science Books</p> <p>-Whistle</p>	<p><u>Expected Competencies:</u></p> <ul style="list-style-type: none"> ➤ Effective Communication Skills ➤ Creativity and Innovation Skills <p>Assessment Strategies that will be used to measure competencies</p> <p><u>1.presentation</u></p> <ol style="list-style-type: none"> a. Individual b. Group c. Class participation

	<p>and drug abuse.</p>	<p>d. tobacco e. snuff f. cola nuts</p> <p>ALCOHOL: a. cane juice b. gin c. rum d. beer & wine</p> <p>Causes: -Peer pressure - Effects:</p> <p>5. Preventive Method: -Avoid taking in harmful drugs and alcohol abuse. -Avoid friends that will lead you to abuse alcohol or drugs</p>	<p>when the rope drops under his or her feet. The learner whose legs will stop the rope from turning, takes the position of one of those turning the rope. The activity is completed when all learners have entered and turned the rope.</p> <p>2. Substance Abuse-Ask learners to list the kinds of alcohol and drugs that are commonly drunk and abused every day. Learners should state the effects of drugs and alcohol on the health of human in the family. Let learner list ways of preventing drug and alcohol abuse in the society.</p> <p>3. Commonly use drugs a. marijuana (grass) b. opium c. cigarette d. tobacco e. snuff f. cola nuts -Alcohol- a. cane juice b. gin c. rum d. beer & wine</p>		
--	------------------------	--	---	--	--

			4. -Avoid taking in harmful drugs and alcohol		
--	--	--	---	--	--

SEMESTER ONE

GRADE-6

PERIOD-I

TOPIC: INTRODUCTION TO PHYSICAL EDUCATION

LEARNING OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION/COMPETENCIES
Learners are able to discuss physical education, identify general health issues, and participate in sporting gymnastics and games.	Upon completion of this topic, learners will: (1) Discuss Physical Education (2) Identify general health issues related to PE and the exercise components (3) Participate in sporting activities Demonstrate games and gymnastic activities	1. Define Physical Education b. History c. Importance d. Health 2. Sport:(Track & Field) a. Skills b. Rules 3.Exercise (s):	Inclusive and differentiated learning. Individual seat work or work in mixed group according to gender abilities and learning styles. Discuss and Demonstrate: 1. Health issues 2. The 800m Race: Learners get on their marks (a line drawn before them), on the sound of a whistle, they run as fast as they can around a standardized track on a football field twice. 3. Jump Rope (two-foot basic): Learner pull the rope over and jump over it, and take a second	-P.E. Handbook -Uniforms -Stopwatch -Whistle. Physical Education for Elementary School Children, Ninth Edition AUTHORS: Gleen Kirchner Graham J. Fishburne; Publisher: WCB- Brown & Benchmark	<u>Expected Competencies:</u> ➤ Effective Communication Skills ➤ Creativity and Innovation Skills Assessment Strategies that will be used to measure competencies 1.presentation a. Individual b. Group c. Class participation

			<p>rebound jump as the rope passes backward and upward.</p> <p>Jumping Jack: Learner stand erect, on a whistle he jumps with hands clapping over head while legs wide open in the air.</p> <p>-Mule Kick: Begin in a semi-crouched position, with hands shoulder- width apart, knees bent, and feet together. In a simultaneous movement, shift weight over hands, and vigorously thrust legs upward and backward</p> <p>-Cartwheel: Begin with the back straight, the arms extended sideward, and the legs approximately shoulder-width apart. Bend toward the left placing the left hand, then the right on the mat and at the same time raising the side.</p>		

SEMESTER ONE

GRADE - 6

PERIOD-II

TOPIC: THE HUMAN BODY & GYMNASTICS

LEARNERS OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION/COMPETENCIES
Learners are able to describe menstrual cycle, physical changes during puberty in boys and girls, different parts of the body; develop motor skills, demonstrate gymnastics activity and state the meaning of puberty and sexuality, define and identify the root causes of gender based	<p>Upon completion of this topic, Learners will:</p> <ol style="list-style-type: none"> (1) Describe different parts of the body (2) Develop motor skills (3) Demonstrate gymnastics activity (4) State the meaning of puberty and sexuality (5) Describe physical changes during puberty in boys and girls (6) Describe the menstrual cycle (7) Define Gender 	<p>1. Exploration of body parts:</p> <p>a. Body Types (physique)</p> <p>2. Gymnastics: (sport)</p> <p>a. Backward roll</p> <p>3. Human Growth & Development</p> <p>a. Puberty</p> <p>4. Male & Female Reproductive System:</p> <p>- Gender- Based Violence</p>	<p>Inclusive and differentiated learning.</p> <p>Individual seat work or work in mixed group according to gender abilities and learning styles.</p> <p>Class discussion, group work, Health Talk and demonstration</p> <p>2. FORWARD & 'BACKWARD ROLL'-a mat is Placed on the floor. On a whistle, learner bend and curve the body until hands rest on floor and push entire body forward to roll on the back and facing the same direction.</p> <p>3. Write the words Puberty and sexuality and ask learners to state the meanings- the time in life when a learner begin to look like an adult and becomes physically able to reproduce; sex means male and female and sexuality means the expression of who we</p>	<p>-charts -posters -mat -whistle -Stop Watch</p> <p>-Textbooks (GCSE Physical Education complete revision & Practice copy right-2009 By: CGP Playing Objects: Balls, etc. charts -posters</p> <p>-Reference materials: Life Skills Population</p>	<p><u>Expected Competencies:</u></p> <ul style="list-style-type: none"> ➤ Effective Communication Skills ➤ Creativity and Innovation Skills <p>Assessment Strategies that will be used to measure competencies</p> <p><u>1.presentation</u></p>

violence	<p style="text-align: center;">Base Violence</p> <p>Identify the root cause of gender based violence</p>		<p>are as human beings.</p> <ul style="list-style-type: none"> -Ask learners to name some of the changes that take place in boys and girls: -Put the diagram of physical changes for body up and point to changes for discussion -Ask learners to list hormones responsible for body changes (a. In boys testosterones causes the changes) (b. In girls oestrogen causes the changes) -Write the word menstruation on the board and ask learners to state what they know about it. -Ask a Community health worker to come in and conduct health talk on body changes <p>4. Gender-Based Violence-</p> <ul style="list-style-type: none"> -Let learners define and list forms of gender based violence -Have learners discuss kinds of gender based violence and let learners clarify and summarize key points -Divide class into groups to discuss the root cause of gender based violence <p>Let learners brainstorm and discuss harmful traditional practices.</p>	<p>Family Life Education</p> <ul style="list-style-type: none"> -Resource Book; Health & General Science Books -Whistle 	<ul style="list-style-type: none"> a. Individual Assignment b. Group Assignment c. Class participation
----------	--	--	---	--	---

SEMESTER ONE

GRADE - 6

PERIOD-III

TOPIC: FIRST AID AND SAFETY

LEARNING OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION/COMPETENCIES
<p>Learners are able to define First Aid, identify the priorities in responding to an emergency, differentiate between the types of wounds and identify their treatment and describe proper first-</p>	<p>Upon completion of this topic, Learners will:</p> <ol style="list-style-type: none"> (1) Define First Aid (2) Identify the priorities in responding to an emergency (3) Differentiate between the types of wounds and know the first-aid treatment for each. <p>Describe proper first-aid techniques for emergencies.</p>	<p>Definition of first-aid</p> <ol style="list-style-type: none"> 1. Priorities in responding to emergency first-aid - 2. Differentiate wounds for first aid - 3. Types of Wounds Treatment 4. First Aid for Wounds <ol style="list-style-type: none"> a. Four steps in applying first-aid to 	<p>Inclusive and differentiated learning.</p> <p>Individual seat work or work in mixed group according to gender abilities and learning styles.</p> <p>1.Learners demonstrate and ,discuss First-aid-or an emergency care, is the immediate temporary care given to a person</p>	<p>-First-Aid Kit -Gloves -Bandage -Soap -Water -Alcohol</p>	<p><u>Expected Competencies:</u></p> <ol style="list-style-type: none"> (1) Effective Communication Skills (2) Creativity and Innovation Skills (3) Research and Problem Solving <p>Assessment Strategies that will be used to measure competencies</p> <p><u>1.presentation</u> a. Individual</p>

<p>aid techniques for emergencies.</p>		<p>wounds</p> <p>5.Poisonings</p> <p>a.By swallowing</p> <p>b.Animal bite</p> <p>6.Common emergencies:</p> <p>a. Nosebleeds</p> <p>b. Bee stings</p> <p>c. Sprains</p> <p>d. Strains</p> <p>e. Burns</p>	<p>who has become sick or who has been injured.</p> <p>In administering first-aid, Learner must act calmly, quickly and correctly by applying one or all of these priorities.</p> <p>2. Rescue Promptly, that is, you move the victim when it is necessary to save life, for example, move a victim from water or room containing carbon monoxide, smoke or toxic fumes.</p> <p>3. Check Breathing, give the victim mouth-to-mouth artificial respiration.</p> <p>4. Control severe bleeding: apply direct pressure with the palm or</p>	<p>b. Group</p> <p>c. Class participation</p>
--	--	--	---	---

			<p>your hand over the wound, if possible, elevate the body part so that it is above the level of the victim's heart, keep the victim still, and do not let him or her get up or walk around and at last, send someone for medical practitioner.</p>		
--	--	--	---	--	--

SEMESTER TWO

GRADE - 6

PERIOD-IV

TOPIC:

BENEFITS OF PHYSICAL ACTIVITY

OUTCOME	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION
<p>Learners are able to develop motor skills, improve their body physique while playing games, and identify ideas to develop skills in various physical activities.</p>	<p>Upon completion of this topic, Learners will:</p> <ol style="list-style-type: none"> (1) Develop motor skills (2) Improve their body while playing games (3) Identify ideas for others to develop skill 	<p>1. Physical benefit:</p> <ol style="list-style-type: none"> a. health b. fitness c. performance <p>2. Social benefit: (human Interaction)</p> <ol style="list-style-type: none"> a. friends b. cooperation c. teamwork <p>3. Mental benefit:</p> <ol style="list-style-type: none"> a. feel good b. stress relief c. self esteem <p>4.Exercises (8-Fitness Components):</p> <p>5. Gymnastic Activities: (stunt)</p> <p>6. Sport:(Track & Field)</p>	<p>Inclusive and differentiated learning.</p> <p>Individual seat work or work in mixed group according to gender abilities and learning styles.</p> <p>Discussing, Demonstrating & Assignment</p> <p>4.Agility: Learners run between objects placed before them as quick as possible</p> <p>Balance: Have learners walking on a 30-yard long bar that is two feet (2") high above the floor</p> <p>Endurance: Learners do the 30-minutes run around a football field, etc.</p> <p>5. Frog Jump: Begin in a squad position with hands on the</p>	<p>-Textbooks (GCSE Physical Education complete revision & Practice copy right-2009 By: CGP Playing Objects: Balls, etc.</p>	<p>Expected Competencies:</p> <ol style="list-style-type: none"> (1) Effective Communication Skills (2) Creativity and Innovation Skills (3) Research and Problem Solving <p>Assessment Strategies that will be used to measure competencies</p> <p>1.presentation</p> <ol style="list-style-type: none"> a. Individual b. Group c. Class participation

			<p>floor. Jump forward and land on the hands follow by the toes touching the floor. Gradually increase height and distance ahead of you.</p> <p>Crab Walk: Learners Start by sitting on the floor with hands stretch behind and legs folded. On a whistle, learners move forward on the hand and the legs until reach the distance required.</p> <p>6. Standing Long Jump: Learner stands with his toes just behind the starting line, his feet comfortably spread, his knees bent and his trunk well forward. After several swings with the arms, he swings his arms vigorously and extends his legs. As soon as his feet leave the floor, he begins to flex his knees keeping his arms forward, he finally lands with his feet parallel and his</p>		
--	--	--	---	--	--

			trunk and arms extended forward.		
--	--	--	-------------------------------------	--	--

SEMESTER TWO

GRADE - 6

PERIOD- V

TOPIC: TRACK & FIELD

LEARNING OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION/COMPETENCIES
<p>Learners are able to develop jumping skills effectively and demonstrate the various kinds of jumps.</p>	<p>Upon completion of this topic, Learners will: (1) Develop jumping Skills effectively Demonstrate the various kind of Jumps</p>	<p>TRACK & FIELD: I. Field Events - 1. High jump - 2. Triple jump II. Track Events: 1. Relay Race 2. 2.Exercises Components 3.Gymnastic Activities: (stunt) 4. Sport:(Track & Field) a. Skills b. Rules 5. Games: Classroom games -Fox and Rabbit -Beanbag Basket Relay 6. Loco motor games -Squirrel in the forest 7. Manipulative games -Shuttle run</p>	<p>Inclusive and differentiated learning. Individual seat work or work in mixed group according to gender abilities and learning styles. Demonstrating</p>	<p>-Textbooks (GCSE Physical Education complete revision & Practice copy right-2009 By: CGP Playing Objects: Balls, etc. Tape Rule -Batons, etc.</p>	<p><u>Expected Competencies:</u> (1) Effective Communication Skills (2) Creativity and Innovation Skills Assessment Strategies that will be used to measure competencies <u>1.presentation</u> a. Individual b. Group c. Class participation</p>

SEMESTER TWO

GRADE - 6

PERIOD- VI

TOPIC: FITNESS OF THE BODY

LEARNING OUTCOMES	LEARNING OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATION/COMPETENCIES
<p>Learners are able to develop motor skills, coordinate their bodies, and demonstrate different kinds of activities.</p>	<p>Upon completion of this topic, Learners will:</p> <p>(1) Develop motor skills and coordinate their bodies during exercises</p> <p>(2) Demonstrate different kinds of physical activities.</p> <p>Improve various physical education components.</p>	<p>1-Health & Fitness: a. Health-related b. Skills-related</p> <p>2.The importance of movement:</p> <p>3.Exercise Component: Agility</p> <p>4. Gymnastic Activity: Stunt & Tumbling</p> <p>5. Sport:(Track & Field) a. Skills b. Rules</p>	<p>Inclusive and differentiated learning.</p> <p>Individual seat work or work in mixed group according to gender abilities and learning styles.</p> <p>Learners discuss and demonstrate</p> <p>1. Leg Wrestling- Learners lie side-by-side on their backs, facing opposite directions. On the sound of a whistle, both raise their inside legs so that their knees are crossed. From this position, each partner tries to force his opponent’s leg down to the mat.</p> <p>2. Wicket Walk-Bend forward and grasp the legs just above the ankles.</p>	<p>-Textbooks (GCSE Physical Education complete revision & Practice copy right-2009 By: CGP Playing Objects: Balls, etc.</p> <p>-mat Whistle</p>	<p><u>Expected Competencies:</u></p> <p>(1) Effective Communication Skills</p> <p>(2) Creativity and Innovation Skills</p> <p>Assessment Strategies that will be used to measure competencies</p> <p><u>1.presentation</u> a. Individual b. Group c. Class participation</p>