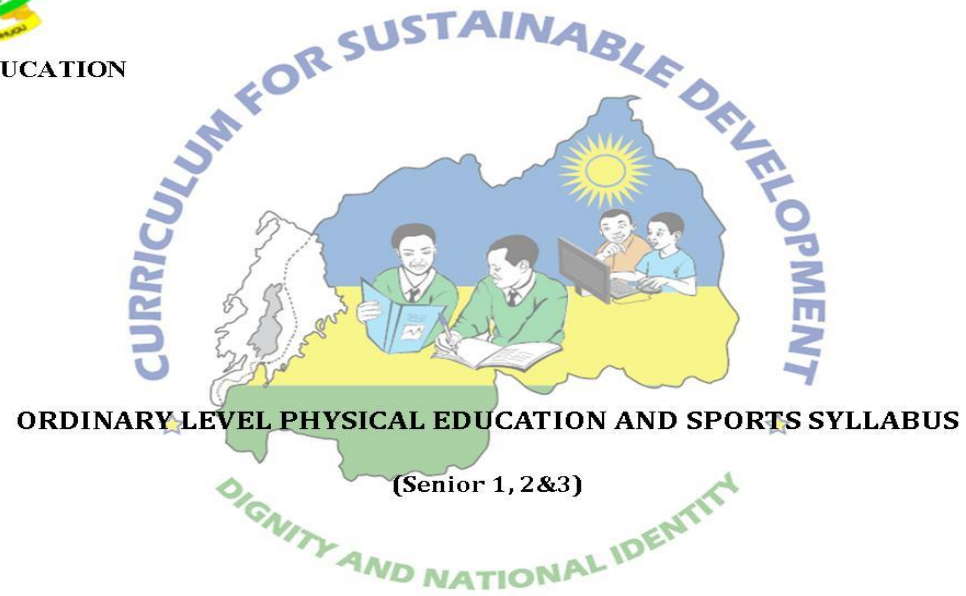


REPUBLIC OF RWANDA



MINISTRY OF EDUCATION

REB
Rwanda Education Board



ORDINARY LEVEL PHYSICAL EDUCATION AND SPORTS SYLLABUS

(Senior 1, 2 & 3)

Kigali, 2015

ORDINARY LEVEL PHYSICAL EDUCATION SYLLABUS

Kigali, 2015

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FOREWORD

The Rwanda Education Board is honored to provide syllabuses which serve as official documents and guide to competency based teaching and learning in order to ensure consistency and coherence in the delivery of quality education across all levels of general education in Rwandan schools. The Rwandan education philosophy is to ensure that young people, at every level of education, achieve their full potential in terms of relevant knowledge, skills, and appropriate attitudes that help them to integrate well into society and to take advantage of employment opportunities.

In line with efforts to improve the quality of education, the Government of Rwanda emphasizes the importance of aligning syllabuses and teaching, learning, and assessment approaches in order to ensure that the educational system is producing the kind of citizens the country needs. Many factors influence what children are taught, how well they learn, and the competencies they acquire. Among such factors are: the relevance of the syllabus, the quality of teachers' pedagogical approaches, assessment strategies, and the instructional materials available. The ambition to develop a knowledge-based society and the growth of regional and global competition in the job market have necessitated the shift to a competency based syllabus. With the help of teachers, whose role is central to the success of the syllabus, learners will gain appropriate skills and the ability to apply what they have learned in real life situations. Hence, they will make a difference not only in their own lives, but also in the success of the nation.

I wish to sincerely extend my appreciation to the people who contributed to the development of this document, particularly Rwanda Education Board (REB) and its staff who organized the whole process from its inception. Special appreciation goes to the development partners who supported the exercise throughout. Any comment or contribution is welcomed for the improvement of this syllabus.

GASANA I. Janvier

Director General, REB

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I owe gratitude to the different education partners such as UNICEF, UNFPA, DFID and Access to Finance Rwanda for their financial and technical support.

We also value the contribution of other education partner organisations such as CNLG, AEGIS Trust, Itorero ry'Igihugu, Center for Gender Studies, Gender Monitoring Office, National Unity and Reconciliation Commission, RBS, REMA, Handicap International, Wellspring Foundation, Right To Play, MEDISAR, EDC/L3, EDC/Akazi Kanoze, Save the Children, Faith Based Organisations, WDA, MINECOFIN and the local and international consultants. Their respective initiative, co-operation and support were basically responsible for the successful production of this syllabus by Curriculum and Pedagogical Material Production Department (CPMD).

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1. INTRODUCTION

1.1. Background of Physical Education and Sports syllabus review

The rationale for revising the lower secondary Physical Education and Sports (PES) syllabus is to ensure that the syllabus is responsive to the needs of learners and that teaching shifts from knowledge based learning to competency based learning. This new syllabus provides learners the opportunity to acquire the knowledge and skills of regularly and safely engaging in physical activities and to develop the competences and attitudes for attaining and maintaining a healthy and active lifestyle. It also helps learners develop and refine locomotor, non-locomotor, and manipulative movement skills by engaging learners in a variety of physical activities.

PES is as an integral part of the total competence based curriculum. It provides a vital opportunity to develop the physical, social, emotional, and intellectual capacities of learners. The syllabus emphasizes acquiring both theoretical and practical skills and competence based learning.

This syllabus aims to cultivate dynamic leaders who are able to respond to the future employment needs of the nation and the global economy. Its standards are comparable with the highest international standards in terms of competences, knowledge and skills.

1.2. Rationale of teaching and learning PES

1.2.1. PES and society

People of all ages can benefit from physical activity. Individuals can improve their health by engaging in moderate amounts of physical activity on a regular basis. Regular participation in physical activities establishes lifelong habits that are key to maintaining a healthy

lifestyle and reducing the risk for cardiovascular diseases and obesity. Greater health benefits can be achieved by increasing the amount of physical activity and changing the duration, frequency, or intensity of engagement. Moreover, PES events can be used to enhance domestic and international relations, resolve conflict, and assist with reconciliation and peace keeping efforts.

1.2.2. PES and learners

This syllabus will develop learners' physical competences through a range of physical activities, sports, and games. It promotes physical development and knowledge of the body through action. PES provides opportunities to develop desirable personal and social skills that enhance self-esteem, self-confidence, fair play, acceptance of success and failure, and cooperation among others. Through physical activities, learners discover their aptitudes, abilities, and preferences, and make choices about how to engage in lifelong physical activity and to live a healthy life. Activities in physical education lessons emphasize the importance of self-improvement, active participation, and cooperation rather than winning and losing.

Learners learn how to plan, perform, and evaluate actions, and how to approach challenges strategically, creatively, and innovatively, both as individuals and as team members of a group. In addition, PES will help learners understand the value of competition and its ability to motivate learners to do his/her best.

1.2.3. Difference between physical education and sports

Physical education and sports, although closely linked, are not synonymous. Sports involve engaging in organized physical activity and require one to compete against others or oneself/environment with the goal of outperforming the other. It begins in plays and develops through games and challenges. Physical education involves developing learners' capacities holistically. It stresses not only developing

their physical, emotional, and social capacities, but understanding the body and acquiring the knowledge and skills to lead a healthy and active life.

Goal-setting, within the curriculum, focuses on individual improvement and not on winning or being the best.

1.2.4. PES and other areas of the curriculum

PES has many objectives that are also developed as learners engage in other subjects, such as English, geography, biology, music, mathematics, etc. In turn, PES also helps enrich one's learning in these other subjects. For example, when discussing the rules of a game or the development of a gymnastic sequence, learners are using thinking processes that are similar to understanding maths sets and orders of operation. In the same example, learners are practicing their communications and language skills.

Whether in providing instructions for a physical activity or rules of a sport, learners learn to express themselves clearly. On the part of the teacher, in asking a question, directing an action, explaining a concept, suggesting an ideal, prompting a learner to act, they stimulate learners to think quickly. In turn, the learner is encouraged to respond by describing, discussing, speculating, explaining, and expressing ideas and reactions.

Language plays an important role in helping learners to gain access and retrieve information about physical activities. Teachers should spend adequate time planning their lesson plan to ensure instruction is clear.

1.2.5. Competencies

A competence is defined as ability to use an appropriate combination of knowledge, skills, attitudes, values, and behaviours to accomplish a particular task in a range of situations successfully. Basic competencies are addressed in the stated broad subject competences and in objectives highlighted on a yearly basis and in each of the learning units. Certain generic competencies are

emphasized and reflected in the learning process are briefly described below. Teachers are to ensure that learners are exposed to tasks that help learners acquire these skills.

Generic competencies

- **Critical and problem solving skills:** To help learners think imaginatively, innovatively, and holistically in evaluating and finding solutions to problems they encounter.
- **Creativity and innovation:** To help learners take initiative and use their imagination to generate new ideas and construct new concepts.
- **Research:** To help learners find answers to questions based on evidence and facts and explain phenomena from the information gathered.
- **Communication in official languages:** To help learners effectively communicate their findings through explanations, arguments, and drawing relevant conclusions. Teachers, irrespective of whether they are language instructors, will ensure learners use the language of instruction properly. This will help learners communicate more effectively in written and spoken language and to do so in proper English and/or Kinyarwanda.
- **Cooperation, interpersonal management and life skills:** To encourage learners to participate in cooperative learning groups. This will enhance learners' ability to collaborate with others as a team and to practice positive ethical moral values and respect for the rights, feelings, and views of others.
- **Lifelong learning:** To help learners update their knowledge and skills with minimum external support. Learners will be able to cope with the evolution of knowledge advances for personal fulfillment in areas that are relevant to their improvement and development.

Broad PES competencies to be acquired at the end of Ordinary Level

By the end of Lower Secondary education, learners should be able to:

- Demonstrate competence in motor skills and movement patterns needed to perform a variety of physical activities and exercises.
- Use basic motor skills, techniques, and tactics of different sports (e.g. running, throwing, striking, shooting, jumping).
- Understand basic rules of sports.
- Demonstrate knowledge, skills, and attitudes that enable them to attain and maintain a healthy and active lifestyle.
- Achieve and maintain a health-enhancing level of physical fitness.
- Participate in physical activities on a regular basis.
- Demonstrate understanding of gymnastics movement concepts, principles, strategies, and tactics.
- Demonstrate fair play and a competitive spirit.

PES and developing competencies and skills

In PES, learners develop the following competences and skills:

- Deep understanding of a broad range of concepts.
- High level thinking such as problem-solving and creative and critical thinking.
- Cooperation and teamwork.
- Maintaining one's physical and emotional well-being as well as competitive edge.

- Strong sense of cultural identity and belonging.
- Strong sense of contributing to society.
- Desirable social and cognitive skills for employment.

PES contributes to all of the generic competences. Success in team sports depends upon effective communication and cooperation to ensure that the team is greater than the sum of its parts. Learners need to think critically about their own and other people's work and performances, and they need to be creative in developing solutions to challenges. The problem of how to improve health, fitness, and skills and hence to perform better requires considerable strength in problem-solving.

2. PEDAGOGICAL APPROACH

Appropriate instruction in PES incorporates best practices derived from both research and experiences in teaching students. This PES syllabus provides appropriate practices in designing, implementing, and evaluating PES programs. The following approaches are used:

- Direct-teaching approach: The direct-teaching approach entails the teacher providing verbal instructions or providing a direct demonstration of the action/activity to learners. The teacher later observes the learner's performance and progress. This approach entails the teacher making all, or most of, the decisions concerning the content of the lesson and the learner responding to instructions. It allows learners to practice skills within a game situation where the teacher decides on the nature of the practice, the time allocated for the action/activity, and the number of repetitions.
- Guided-discovery approach: The guided-discovery approach entails the teacher designing a series of physical exercises that will eventually lead to one or more appropriate competences and ultimately the discovery of a particular concept or solution. This approach offers learners the opportunity to make decisions, solve problems, or take initiative. The use of this approach promotes discussion among learners and enhances the learner's capacity to evaluate.

2.1.Role of the learner

Learners should be involved in a wide range of physical activities including gymnastics, cardiovascular activities, sports, and games. Learners should strive to enhance their performance and develop and evaluate their own movements, strategies, and tactics. They should be introduced to a range of independent and group activities, sports, and games such as aerobics, football, netball, basketball, handball, goal ball and volleyball.

2.2.Role of the teacher

As a teacher of PES, the teacher should:

- Act as a facilitator in helping learners develop a positive self-image and a sense of fair play and cooperation with others.
- Identify the needs of learners assigning exercises that cater to their level and abilities.
- Organize learners in the teaching area, providing appropriate materials and demonstrating how to handle equipment and the activity or exercise should be carried out.
- Ensure that the learner experiences a variety of vigorous and challenging activities
- Foster a stimulating and secure environment in which the learner can be creative and imaginative.
- Ensure the safety of learners in the classroom and promote the adoption of safe practices outside the classroom.
- Evaluate and assess the progress of the learner.

2.3.Special needs education and inclusive approach

Learners with special needs should experience the enjoyment of PES. They should feel comfortable and not discriminated against in participating in physical activities. It is important that teachers encourage their maximum participation and monitor their progress in PES according to learners' level and abilities.

3. ASSESSMENT APPROACH

Assessment is the process of evaluating the teaching and learning processes through collecting and interpreting evidence of each individual learner's progress in learning and to make a judgment about a learner's achievements measured against defined standards. Assessment is an integral part of the teaching/learning processes. In the new competence based curriculum, assessment must also be competence based whereby the focus is on what learners are able to do rather than on their knowledge. In Physical Education assessment will mainly be school-based.

3.1.Formativ and continuous assessment (assessment for learning)

Continuous assessment involves formal and informal methods used by schools to check whether learning is taking place. When a teacher is planning his/her lesson, he/she should establish criteria for performance and behavior changes at the beginning of a unit. Then at the of end of every unit, the teacher should ensure that all the learners have mastered the stated key unit competences basing on the criteria stated, before going to the next unit. The teacher will assess how well each learner masters both the subject and the generic competences described in the syllabus and from this, the teacher will gain a picture of the all-round progress of the learner.

Throughout the Physical Education and Sports teachers continuously design a variety of physical exercises for the learners to engage in. Some exercises will be designed to provide opportunities to practice skills, some will be designed to encourage creativity, to gather knowledge of activities and simultaneously their responses indicate their progress in Physical Education.

Observation is the most useful and most consistently used form of assessment in Physical Education. It involves the informal monitoring of learners' progress as the actual learning takes place, and some of the most accurate information is gathered in this way. Teacher observation might focus on the responses the learner makes when set a task, the responses the learner makes to the teacher's questions and suggestions, the participation of the learner individually, in a group or as part of the class, the interaction of the learner with others when involved in group work, the understanding displayed by the learner when engaged in activity.

Teacher observation as a form of assessment is particularly appropriate for Physical Education, as assessment is best undertaken as the learners are engaged in activities. Some of the learning behavior of the learner can be observed to plan follow-up activities: for example, how the learner uses a piece of apparatus may guide the teacher on helping him/her use it or other apparatus more effectively in subsequent lessons. It is useful to record these observations.

3.2. Record keeping

This is gathering facts and evidence from assessment instruments and using them to judge the student's performance by assigning an indicator against the set criteria or standard. Whatever assessment procedures used shall generate data in the form of scores which will be carefully be recorded and stored in a portfolio because they will contribute for remedial actions, for alternative instructional strategy and feed back to the learner and to the parents to check the learning progress towards unit competences and to advice accordingly.

As learners undertake physical exercises, teachers are required to assess and record learners' progress using indicators. These indicators are related to the following aspects:

- The attitude of the learner to participate in activities as indicated by:
 - Acceptance of winning or losing.
 - Understanding and adherence to fair play.
 - Appropriateness of dress for PES lessons.
 - Effort displayed by the learner.
 - Application of safe practices.
- The learner's achievement related to the elements of PES as indicated by:
 - Physical capabilities.
 - Knowledge and understanding of activities.
 - Creative and aesthetic development.
 - Understanding health-related fitness.

3.3. Reporting to parents

The wider range of learning in the new curriculum means that it is necessary to think about how to share learners' progress with parents. A single mark is not sufficient to convey the different expectations of learning which are in the learning objectives. The most helpful reporting is to share where students are doing well and where they need to improve. A simple scale of (a) Meeting expectations very well, (b) Meeting expectations, and (c) Not meeting expectations – to be applied to knowledge/understanding, subject skills, and competencies in a subject – will convey more than a single mark.

4.RESOURCES

4.1. Equipment

Basic requirements for PES include providing every two to four learners with a gymnastic mat. This will help ensure maximum participation.

Other useful PES equipment includes:

- An audio system for playing a selection of music.
- Hoops, plastic cones, multi-markers or space markers.
- Portable climbing frames with attachment.
- Balance benches.
- Bar boxes or movement tables.

B.N. Schools with limited facilities or that lack adequate indoor and outdoor spaces, should consider the following:

- Using classrooms, corridors and school grounds for organizing exercises.
- Delineating space on the playground for athletic activities and small-sided games.
- Using local facilities such as community centres, parish halls, youth clubs, etc.
- Working with other primary or secondary level schools to share facilities or space.
- Allocating more time to PES activities when the weather is good.
- Visiting an outdoor education centre that provides facilities for worthwhile activities.

The following is suggested for outdoor individual/collective activities:

- Provision of a variety of equipment by schools for use by class groups.
- Participating in wall-climbing exercises.
- Constructing adventure trails within school grounds using benches, mats, climbing-frames, etc.
- Teachers should encourage learners to make their own traditional materials like karere (a locally made ball) etc.

4.2. Human resources

Teachers teaching PES should be qualified PES teachers with considerable knowledge of the human anatomy and understanding of other linked subjects such as psychology and biology. Teachers should be able to accurately correct and direct learners who are not performing movements correctly or well.

5. SYLLABUS UNITS

5.1. Presentation and structure of the syllabus units

In Lower Secondary education, PES is allocated to one period per week. PES is a compulsory subject under the category of co-curricular activities. At every grade level, the syllabus is structured with topic areas and where applicable, sub-topic areas. These topic areas are broken down into units.

Each unit has the following elements:

- Number of lessons per unit.
- A key competency which guides learning activities and is the focus of the unit.

- Each key competency is broken into three types of learning objectives:
 - Type I: Learning objectives related to knowledge and understanding. Type I Learning Objectives are also known as Lower Order Thinking Skills or LOTS.
 - Type II and Type III: Learning objectives related to the acquisition and development of skills, attitudes and values. Type II and Type III Learning Objectives are also known as Higher Order Thinking Skills or HOTS. These Learning Objectives are the target of this revised History syllabus.
- Content which indicates the scope of teaching a teacher should cover and a learner should learn, both of which are in line with stated learning objectives.
- Learning activities that are expected to interactively engage learners through a learner-centered and participatory approach.
- Links to other subjects, assessment criteria, and materials (or resources) needed to carry out teaching and learning activities.

At this level, the syllabus is arranged in such a way that from Senior 1 to Senior 3, learners are provided with physical exercises related to two topic areas:

- Movement and gymnastics.
- Independent and group sports and games.

5.2.Senior One syllabus units

5.2.1. Key competences by the end of Senior 1

By the end of Senior 1 (S1), a student of PES should be able to:

- Participate in a range of gymnastic activities with increasing refinement and control.
- Develop one's own physical exercise routines.
- Develop complex sequences with repetitions and contrasts while working alone and with others.
- Show competence in various skills of different sports and games.
- Follow and abide by basic rules of a game.
- Design and play small group games in order to develop skills for basic offensive and defensive plays in matches.
- Promote fair play, accept defeat, and appreciate success.
- Relate physical performance to healthy body systems.
- Promote physical activity and healthy lifestyles by devising and running training programmes for others.

5.2.2. PES Units for Senior One

TOPIC AREA: GYMNASTICS AND MOVEMENT				
S.1 Physical education and sports		Unit 1: Motor control.		No. of lessons:1
Key unit competency: Develop physical exercise routines and devise how to apply them.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Explain the role of physical exercises in body development. - Discuss how to control ones' body during physical exercises. 	<ul style="list-style-type: none"> - Perform physical exercises as instructed. - Think innovatively. - Create one's own exercises according to the previous ones learned. - Ability to balance. - Enhanced reaction speed. - Coordinate basic movements (walking, running, jumping and throwing). - Dexterity. - Flexibility. - Agility. - Coordination. - Speed. 	<ul style="list-style-type: none"> - Self-confidence. - Self-control. - Self-perception. - Courage. - Competitive spirit. - Balance. 	<ul style="list-style-type: none"> - Basic physical exercises. - Warm up exercises. - Different types of jumping exercises. - Muscular development exercises. - Endurance building exercises. - Relaxation exercises. 	<ul style="list-style-type: none"> - Respond to the teacher's instructions. - Learners perform different lengths of running. - Learners jump with one leg, with two legs, with joined legs, with one's leg a part - Learners perform bending exercises such as stretching various muscles (upper limbs, the trunk, lower limbs), burden shifting exercises, and moving on hands as far and quick as possible. - Learners perform fractional exercises with a little effort (arms flexion, legs flexion). - Learners perform fractional running trots with an average speed of 12 minutes. - Learners perform different types of muscles relaxation exercises in

				different positions (sitting, standing, moving).
Links to other subject: <i>Biology (fitness in health), Geography (running in various directions).</i>				
Assessment criterion: <i>Able to develop physical exercise routines and devise how to apply them.</i>				
Materials: <i>Playground, whistle, rope, stick.</i>				

TOPIC AREA: GYMNASTICS AND MOVEMENT				
S.1 Physical education and sports		Unit 2: Body control and balance.		No. of lessons:1
Key unit competency: Maintain a balanced position for a given period and task.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Express the importance of physical exercises in body development. - Explain the influence of movement of the main organic and psycho-motor functions. 	<ul style="list-style-type: none"> - Ability to stand in different positions and maintain balance with increasing duration of time. - Ability to increase speed and intensity of exercises. - Ability to balance. - Dexterity. - Flexibility. - Agility. - Coordination. - Speed. 	<ul style="list-style-type: none"> - Self-confidence. - Self-control. - Self-perception. - Courage. - Competitive spirit. - Patience. - Balance. 	<ul style="list-style-type: none"> - Balancing exercises. - Body control exercises. 	<ul style="list-style-type: none"> - Respond to teacher's instructions. - Different balancing exercises: on one foot, in a sitting position, in a squatting position, on tiptoes, in facial support. - Balance on reversed tight support, on flat board, and on facial board. - Various body control exercises like bankoni, walking on trees, gusamata, and transporting a marble on a spoon. - Carry out different jumping exercises. - Perform exercises that rotate different parts of the body (neck, shoulders, knees, vertebral column).
Links to other subject: <i>Biology (human anatomy, those involved with balancing).</i>				
Assessment criterion: <i>Able to maintain a balanced position for a given period and task.</i>				
Materials: <i>Playground, whistle, stick, trees, balls, marbles, spoons.</i>				

TOPIC AREA: GYMNASTICS AND SPORTS		SUB TOPIC AREA: Individual sports		
S.1 Physical education and sports		Unit 3: Gymnastics.		No. of lessons: 1
Key unit competency: Perform floor exercises or use exercising machines.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Distinguish floor exercises and exercises done using exercise machines. - Explain the role of gymnastics exercises in everyday life. 	<ul style="list-style-type: none"> - Perform various gymnastics exercises done on the floor. - Timely react to different signals and orders. - Control body parts when doing gymnastics exercises. - Flexibility. - Agility. - Coordination. - Dexterity. 	<ul style="list-style-type: none"> - Self-confidence. - Self-control. - Courage. - Patience. - Hope. - Balance. - Endurance. - Resistance. 	<ul style="list-style-type: none"> - Gymnastics exercises on the ground. - Gymnastics using machines. 	<ul style="list-style-type: none"> - Respond to the teacher's instructions - Different exercises of: <ul style="list-style-type: none"> ○ Rolling forward and backwards from different departure positions. ○ Handstands ○ Round off ○ Handstand forward roll ○ Rocketing ○ Three-legged stand ○ Cartwheel ○ Parallel and horizontal bars exercises ○ Rolling on the print after running ○ Tumbling and using the trampoline ○ Synchronized and acrobatic exercises ○ Artistic gymnastics exercises ○ Rhythmic gymnastics exercises
Links to other subject: <i>Biology (fitness in health).</i>				
Assessment criterion: <i>Able to perform floor exercises or use exercising machines.</i>				
Materials: <i>Playground, whistle, tree, balls, circle, clubs, ribbon, mats, parallel and horizontal bars, gymnasium, plinth, trampoline, pommel horse, uneven bars, beam, soil.</i>				

TOPIC AREA: SPORTS AND GAMES			SUB TOPIC AREA: Individual sports	
S.1 Physical education and sports			Unit 4: Athletics.	No. of lessons: 8
Key unit competency: Develop different types of running, jumping, and throwing techniques and abilities.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - State different types of running, jumping and throwing. - Explain the reason of using techniques in athletics. - Explain the reason of playing sports or engaging in physical activities at individual, community, and national levels. 	<ul style="list-style-type: none"> - Differentiate between speed running and endurance. - Describe different techniques used in jumping. - Timely react to different given signals and orders. - Dexterity. - Flexibility. - Agility. - Coordination. - Speed. 	<ul style="list-style-type: none"> - Courage. - Patience. - Determination. - Suppleness. - Balance. - Competitive spirit. - Endurance. - Resistance. 	<ul style="list-style-type: none"> - Running exercises. - Speed running exercises. - Running various distances from different departure positions (standing, squatting, sitting). - Running games initiated by departure signals. - Relay runs games. - Endurance aimed exercises. - Running in 12 minutes without stopping. - Running 2000m and 3000m distances without stopping. - Fractional running on short distances (many repetitions). - Jumping technique exercises: - Jumping with joined legs. - Jumping with open legs. - High jump exercises. - Using different running techniques like scissors and ventral rolling. 	<ul style="list-style-type: none"> - Respond to teacher's instructions. - Do various running race exercises. - Do speed running exercises. - Run various distances from different departure positions (standing, squatting, sitting). - Do running games initiated by departure signals. - Do relay running games. - Do endurance aimed exercises. - Run for 12 minutes without stopping. - Run 2000m and 3000 distances without stopping. - Do fractional running on short distances (many repetitions). - Do long jump exercises. - Jump with joined legs. - Jump with open legs. - Do high jump exercises - Use different techniques like scissors and ventral rolling while running. - Do triple jumping exercises.

			<ul style="list-style-type: none"> - Triple jumping exercises. - Throwing technique exercises 	<ul style="list-style-type: none"> - Throw different objects like small balls and stones. - Throw weights forward and after a chased step.
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Links to other subject: *Biology (fitness in health).*

Assessment criterion: *Able to run, jump, and throw using various techniques and at various levels.*

Materials: *Playground, discus, javelin, sticks, balls, whistle, stones, mats.*

TOPIC AREA: SPORTS AND GAMES		SUB TOPIC AREA: Collective sports		
YEAR GROUP & SUBJECT: S.1 Physical education and sports		Unit 5: Football.	No. of lessons: 8	
Key unit competency: Use different football techniques in various game situations and apply basic rules.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - State different techniques of football. - Explain the role of playing in a team. - Show one's role in a team. - Interpret the rules of the game. 	<ul style="list-style-type: none"> - Basic techniques of football. - Play in team. - Offensive and defensive skills for various game situations. - Apply rules of the game. - Dexterity. - Flexibility. - Agility. - Coordination. - Speed. - Endurance. 	<ul style="list-style-type: none"> - Courage. - Patience. - Determination. - Suppleness. - Balance. - Competitive spirit. - Fair play. 	<ul style="list-style-type: none"> - Different football techniques for various game situations. - Team sports. - Basic rules of games. 	<ul style="list-style-type: none"> - Respond to the teacher's instructions. - Do different exercises of: <ul style="list-style-type: none"> o Shooting and kicking the ball. o Leading and controlling the ball with speed. o Stopping and blocking the ball. o Punting the ball with the head. o Attacking and defending the ball in small groups of 5 using limited ground. - Organize a match of between groups in limited periods. During game situation, learners will apply the rules of the game assisted by teacher who will correct and advise.
Links to other subject: <i>Biology (fitness in health).</i>				
Assessment criterion: <i>Able to use different football techniques in various game situations and apply basic rules.</i>				
Materials: <i>Playground, balls, whistle, cones, equipment, chasubles.</i>				

TOPIC AREA: SPORTS AND GAMES		SUB TOPIC AREA: Collective sports		
YEAR GROUP & SUBJECT: S.1 Physical education and sports		Unit 6: Volleyball.	No. of lessons: 4	
Key unit competency: Use different volleyball techniques in various game situations and apply basic rules.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - State different techniques of volleyball. - Explain the role of playing in a team. - Show one's role in a team. - Interpret the rules of the game. - Understand leadership. 	<ul style="list-style-type: none"> - Basic techniques of volleyball. - Play in team. - Offensive and defensive skills for various game situations. - Apply rules of the game. - Dexterity. - Speed. - Power. - Mental strength. - Decision-making. 	<ul style="list-style-type: none"> - Cooperation. - Fair play. - Patience. - Sportsmanship. - Team work. - Team spirit. - Accept defeat and appreciate success. - Courage. - Resilience. - Competitive spirit. - Appreciate the importance of good leadership to a team's success. - Appreciate the link between sports and good health. 	<ul style="list-style-type: none"> - Different volleyball techniques for various game situations. - Team sports. - Basic rules of games. 	<ul style="list-style-type: none"> - Respond to the teacher's instructions. - Do different exercises of: <ul style="list-style-type: none"> o Serving the ball (overhand and underhand). o Positioning to receive the ball and pass or return. o Defense(preventing the ball from falling in one's camp/ground) o Offensive/attack (sending the ball to the ground of the opponent's camp/ground) o Blocking(prevent the ball coming onto your camp/ground). - Organize a game composed of 3 players each team. For front players using the front camp, the net must be at a low level (approximately at 1.80m). - Take opportunities to develop players as leaders. - Play according to the post and rotate when the ball falls down on the opposite camp. - Apply techniques in game situations using the normal ground and 6 players on each team. - Discuss fouls during the game. Teachers will solve the problem by explaining the rules.

Links to other subject: *Biology (fitness in health).*

Assessment criterion: *Able to use different volleyball techniques in various game situations and apply basic rules.*

Materials: *Playground, balls, whistle, cones, equipment, chasubles, net, rope, trees.*

TOPIC AREA: SPORTS AND GAMES		SUB TOPIC AREA: Collective sports		
YEAR GROUP & SUBJECT: S.1 Physical education and sports		Unit 7: Basketball.		No. of lessons: 4
Key unit competency: Use different basketball techniques in various game situations and apply basic rules.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - State different techniques of basketball. - Explain the role of playing in a team. - Show one's role in a team. - Interpret the rules of the game. - Understand leadership. 	<ul style="list-style-type: none"> - Basic techniques of basketball. - Play in team. - Offensive and defensive skills for various game situations. - Apply rules of the game. - Dexterity. - Speed. - Power. - Mental strength. - Decision-making. 	<ul style="list-style-type: none"> - Cooperation. - Fair play. - Patience. - Sportsmanship. - Team work. - Team spirit. - Accept defeat and appreciate success. - Courage. - Resilience. - Competitive spirit. - Appreciate the importance of good leadership to a team's success. - Appreciate the link between sports and good health. 	<ul style="list-style-type: none"> - Different basketball techniques for various game situations. - Team sports. - Basic rules of games. 	<ul style="list-style-type: none"> - Respond to the teacher's instructions. - Do different exercises of: <ul style="list-style-type: none"> o Holding and receiving the ball. o Passing the ball (chest pass, bounce pass, and overhead pass)when standing or moving. o Dribbling with both right and left hands. o Throwing the ball while standing or moving. o Shooting (with one hand and both hands and lay ups technique). - Organize a game composed of 3 players each team. - Take opportunities to develop players as leaders.

				<ul style="list-style-type: none"> - Play according to the post and rotate when the ball falls down on the opposite camp. - Discuss fouls during the game. Teachers will solve the problem by explaining the rules.
Links to other subject: <i>Biology (fitness in health)</i>				
Assessment criterion: <i>Able to use different basketball techniques in various game situations and apply basic rules.</i>				
Materials: <i>Playground, basketballs, whistle, cones, equipment, chasubles, trees, rim.</i>				

TOPIC AREA: SPORTS AND GAMES		SUB TOPIC AREA: Collective sports		
S.1 Physical education and sports		Unit 8: Handball.		No. of lessons: 4
Key unit competency: Use different handball techniques and tactics in a game situation and apply basic rules.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - State different techniques of handball. - Explain the role of playing in a team. - Show one's role in a team. - Interpret the rules of the game. - Understand leadership. 	<ul style="list-style-type: none"> - Basic techniques of handball. - Play in team. - Offensive and defensive skills for various game situations. - Apply rules of the game. - Dexterity. - Speed. - Power. - Mental strength. - Decision-making. 	<ul style="list-style-type: none"> - Cooperation. - Fair play. - Patience. - Sportsmanship. - Team work. - Team spirit. - Accept defeat and appreciate success. - Courage. - Resilience. - Competitive spirit. - Appreciate the importance of good leadership to a team's success. - Appreciate the link between sports and good health. 	<ul style="list-style-type: none"> - Different handball techniques for various game situations. - Team sports. - Basic rules of games. 	<ul style="list-style-type: none"> - Respond to the teacher's instructions. - Do different exercises of: <ul style="list-style-type: none"> ○ <i>Defense (defending one's goal, cutting out the ball)</i> ○ <i>Offence/Attack (proceeding toward the opponent's goal and scoring)</i> ○ <i>Passing, receiving, dribbling, throwing, and stopping the ball while standing or moving.</i> - Organize a game regulating placement, number of players, throw-ins, etc. - Learners will learn instructions of the game and the teacher will introduce complex situations.

Links to other subject: <i>Biology (fitness in health).</i>
Assessment criterion: <i>Able to use different handball techniques and tactics in a game situation and apply basic rules.</i>
Materials: <i>Playground, basketballs, whistle, cones, equipment, chasubles, trees, goals posts.</i>

TOPIC AREA: SPORTS AND GAMES		SUB TOPIC AREA: Collective sports		
S.1 Physical education and sports		Unit 9: Goalball.		No. of lessons: 1
Key unit competency: Use different defensive and offensive techniques and tactics of goal ball and apply basic rules.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - State different techniques of goal ball. - Explain and understand the importance of goal ball for one's body. - State the reasons for playing goal ball in society. - Describe how goal ball can be done in a safe, varied, effective, and enjoyable way. 	<ul style="list-style-type: none"> - Basic techniques of goal ball. - Able to create individual techniques and tactics gestures. - Able to evaluate his/her performance in goal ball. - Body coordination. - Decision-making 	<ul style="list-style-type: none"> - Show respect for rules and regulations during the game. - Appreciate the importance of cooperation in teams. - Fair play. - Self-confidence. - Team work. - Team spirit. - Mental strength. - Enjoy playing goal ball using technical tactics. 	<ul style="list-style-type: none"> - Techniques and tactics in offense and defense in goal ball. - Techniques and tactics in attack exercises (throwing rolling, curve, bouncing, spine, and penalty shots). - Knee position. - Crouching and diving to stop the ball. - Blocking the ball in a lying position. - Catching the ball. 	<ul style="list-style-type: none"> - Respond to the teacher's instructions. - Perform exercises of throwing rolling, curve, bouncing, spine, and penalty shots. - Perform exercises of knee position, crouching and diving to stop the ball, blocking the ball in a lying position, and catching the ball.
Links to other subject: <i>Science (health), SET (senses).</i>				
Assessment criterion: <i>Able to use different defensive and offensive techniques and tactics of goal ball and apply basic rules.</i>				
Materials: <i>Playground, rooms, whistles, stop watch, blindfolds, goal posts, bell balls.</i>				

TOPIC AREA: SPORTS AND GAMES		SUB TOPIC AREA: Collective sports		
S.1 Physical education and sports		Unit 10: Sitting volleyball.		No. of lessons: 1
Key unit competency: Use different defensive and offensive techniques and tactics of sitting volleyball and apply basic rules.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Explain different types of sitting volleyball techniques and tactics and discuss their importance. - Explain the reasons of playing sitting volleyball at individual, community, and national levels. - Identify different equipment used in sitting volleyball. - Describe how sitting volleyball can be done in a safe, varied, effective, and enjoyable way. 	<ul style="list-style-type: none"> - Apply techniques and tactics to improve one's performance in sitting volleyball. - Able to utilize and create individual techniques and tactics in game situations. - Use sitting volleyball equipment appropriately. - Evaluate his/her performance in sitting volleyball. - Body coordination. - Demonstrate the basic techniques and tactics of sitting volleyball. - Decision-making. 	<ul style="list-style-type: none"> - Respect for rules and regulations during the game. - Appreciate the importance of cooperation in teams. - Fair play. - Self-confidence. - Team work. - Team spirit. - Mental strength - Enjoy playing volleyball using techniques and tactics. 	<ul style="list-style-type: none"> - Techniques, tactics, and rules of sitting volleyball. - Exercises of passing and receiving the ball using basic sitting volleyball techniques and tactics. - Body coordination exercises. - Basic sitting volleyball equipment. 	<ul style="list-style-type: none"> - Respond to the teacher's instructions. - Organize a game of sitting volleyball and apply basic rules. - Perform exercises of passing the ball and receiving the ball. - Evaluate own and other's performance. - Use and demonstrate safe use of different sitting volleyball equipment.
Links to other subject: Science (health), SET (senses).				
Assessment criterion: Able to use different defensive and offensive techniques and tactics of sitting volleyball and apply basic rules.				
Materials: Playground, rooms, whistles, stop watch, balls, cones, chasubles, net, posts.				

TOPIC AREA: SPORTS AND GAMES			SUB TOPIC AREA: Collective sports	
S.1 Physical education and sports			Unit 11: Netball.	No. of lessons: 3
Key unit competency: Use different defensive and offensive techniques and tactics of netball and apply basic rules.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify different types of netball techniques and tactics. - Explain the importance of techniques and tactics in playing netball. - Explain the reasons for playing netball in the society. - Describe how netball can be done in a safe, varied, effective, and enjoyable way. 	<ul style="list-style-type: none"> - Able to goal shoot and drive into and land in a goal circle. - Body coordination. - Decision-making. - Use netball equipment safely. - Mental strength. 	<ul style="list-style-type: none"> - Appreciate the importance of cooperation and communication when working/playing in teams. - Team work. - Team spirit. - Fair play. - Self-confidence. - Enjoy playing netball using techniques and tactics. 	<ul style="list-style-type: none"> - Introduction to basic netball techniques. - Different exercises of passing (shoulder pass, chest pass, bounce pass, lob pass). - Different exercises using netball techniques and tactics (two-foot land, split and re-offer, front cut, dodge, shadowing, 3 feet(0.9m) recovery, dictating, outside foot land and pivot). - Goal shooting exercises. 	<ul style="list-style-type: none"> - Respond to the teacher's instructions. - Different exercises of passing (shoulder pass, chest pass, bounce pass, lob pass). - Different exercises using netball techniques and tactics (two-foot land, split and re-offer, front cut, dodge, shadowing, 3 feet(0.9m) recovery, dictating, outside foot land and pivot). - Goal shooting exercises.
Links to other subject: <i>Science (health), SET (senses).</i>				
Assessment criterion: <i>Able to use different defensive and offensive techniques and tactics of netball and apply basic rules.</i>				
Materials: <i>Playground, teaching room, whistles, stop watch, balls, cones, chasubles, net, goal posts.</i>				

5.3. Senior 2 syllabus units

5.3.1. Key competences by end of Senior 2

By the end of Senior 2 (S2), a student of PES should be able to:

- Refine and increase one's range of gymnastic activities such as executing and improving a sequence of movements.
- Refine exercise routines based on one's understanding of the importance of exercise for healthy living.
- Demonstrates expression and communications through movement and dance.
- Demonstrate competence in the performance of various techniques, tactics, and strategies in competitive play.
- Demonstrate simple game strategies by using a combination of offensive and defensive techniques with special emphasis on contact rules.
- Apply various strategies of the game.
- Recognize some of the issues associated with the misuse of drugs in sport.
- Understand the effect that physical activity has on specific systems of the body.

5.3.2. Senior 2 unit contents

TOPIC AREA: GYMNASTICS AND MOVEMENT				
S.2 Physical education and sports		Unit 1: Motor control		No. of lessons:1
Key unit competency: Perform exercise routines based on its importance to health.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Explain the role of physical exercises in body development. - Understand the importance of physical activities in body fitness. - Understand the importance of safe and responsible engagement in physical activities. 	<ul style="list-style-type: none"> - Able to create exercises based on healthy living. - Able to evaluate the role of good leadership when practicing physical sports activities. - Creativity. - Leadership. - Coordination. 	<ul style="list-style-type: none"> - Self-confidence. - Self-control. - Self-perception. - Balance. - Flexibility. - Agility. - Endurance. - Resistance. - Appreciate good leader reaching success. - Appreciate physical exercises for healthy living. 	<ul style="list-style-type: none"> - Perform different physical exercises (running from various starting positions, jumping exercises using different positions of legs). - Basic physical training and muscular development exercises. - Body activation exercises (stretching, balancing). - Endurance exercises. - Relaxation exercises. 	<ul style="list-style-type: none"> - Respond to the teacher's instructions. - Perform different running styles in various starting positions. - Perform jumping exercises using different positions of legs. - Perform the following exercises: <ul style="list-style-type: none"> o Body activation exercises. o Stretching. o Balancing. o Muscular development exercises. o Endurance exercises. o Relaxation exercises.
Links to other subject: <i>Biology (fitness in health), Geography (running in various directions).</i>				
Assessment criterion: <i>Able to perform exercise routines based on its importance to health.</i>				
Materials: <i>Playground, whistle, rope, stick, mat.</i>				

TOPIC AREA: GYMNASTICS AND MOVEMENT

S.2 Physical education and sports

Unit 2: Body control and balance.

No. of lessons:1

Key unit competency: Express oneself and communicate through a variety of exercises.

Learning objectives

Content

Learning activities

Knowledge and understanding

Skills

Attitudes and values

- Explain the importance of communication during physical activities.
- Identify different elements of movements during dancing activities.
- Understand the role of leadership in team activities.
- Explain the role of dancing in body development.

- Demonstrate the elements of movements during dancing activities
- Self-expression via dance.
- Leadership.
- Flexibility.
- Agility.
- Coordination.

- Self-esteem.
- Self-confidence.
- Self-perception.
- Courage.
- Competitive spirit.
- Observational spirit.
- Balance.
- Endurance.
- Resistance.

- Suppleness exercises.
- Different dance styles.
- Rhythm.
- Leading groups.
- Fitness exercises.

- Respond to the teacher's instructions.
- Perform rotation exercises, such as bending and stretching of different body parts, and engage in conversation with others.
- Perform traditional dance s using a variety of modern songs.
- Encourage learners to lead the exercises and help coordinate the dance efforts of others.

Links to other subject: *Biology (fitness in health) and Music (traditional and modern singing and dancing).*

Assessment criterion: *Able to express oneself and communicate through a variety of exercises.*

Materials: *Playground, radio, drum, drum stick.*

TOPIC AREA: GYMNASTICS AND SPORTS		SUB TOPIC AREA: Individual sports		
S.2 Physical education and sports		Unit 3: Gymnastics.		No. of lessons: 1
Key unit competency: Perform gymnastic movements.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify ground exercises to apparatus exercises. - Describe the movement of any gymnastic action. 	<ul style="list-style-type: none"> - Able to analyze various gymnastics actions done on the ground. - Able to carry out different ground and apparatus exercises. - Balance - Demonstrate the best way of making gymnastic movements. - Learning from mistakes. - Flexibility. - Agility. - Coordination. 	<ul style="list-style-type: none"> - Self-confidence. - Self-control. - Hope. - Dexterity. - Balance. - Endurance. - Resistance. 	<ul style="list-style-type: none"> - Different exercises of gymnastic movements done on the ground (rolling forward and backward and from different departure positions). - Hand rest reversed. - Handstands exercises. - Round off exercises. - Handstand forward roll exercises. - Rocketing exercises. - Gymnastic exercises using apparatuses. 	<ul style="list-style-type: none"> - Respond to the teacher's instructions. - Correctly execute floor exercises like three-legged stand, rolling forward and backward from different departure positions, hand rest reversed, handstands exercises, round off, handstand forward roll, rocketing. - Correctly use parallel and horizontal bars, trampoline, and pommel. - Correctly execute artistic and rhythmic gymnastics exercises.
Links to other subject: <i>Biology (fitness in health).</i>				
Assessment criterion: <i>Able to perform gymnastic exercises.</i>				
Materials: <i>Playground, whistle, tree, balls, circle, clubs, ribbon, mats, parallel and horizontal bars, gymnasium, plinth, trampoline, pommel horse, uneven bars, beam, soil.</i>				

TOPIC AREA: SPORTS AND GAMES		SUB TOPIC AREA: Individual sports		
S.2 Physical education and sports		Unit 4: Athletics.		No. of lessons: 8
Key unit competency: Develop different types of running, jumping, and throwing techniques and abilities.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - State different types of running, jumping and throwing with respect to regulations. - Explain the reason of using techniques in athletics. 	<ul style="list-style-type: none"> - Able to run, jump, and throw. - Endurance. - Coordination. - Agility. - Suppleness. - Dexterity. - Leadership. - Perform exercises with speed, strength, and accuracy. 	<ul style="list-style-type: none"> - Courage. - Patience. - Determination. - Balance. - Competitive spirit. - Flexibility. - Endurance. - Resistance. 	<ul style="list-style-type: none"> - Running races with respect to different starting signals: - Speed running. - Distance running (100m, 200m and 400m) and relay runs. - Introduction of rules when they are on starting position. - Jumping exercises and techniques (long jump, high jumps, triple jump). - Throwing technique exercises. 	<ul style="list-style-type: none"> - Respond to the teacher's instructions. - Perform exercises on different running races (speed running, distance running (100m, 200m and 400m), and relay runs). - Learns learn rules of races and starting positions. - Organize races with departure signals. - Do resistance runs (800m and 1,500m). - Do endurance (3000 m, 5,000m, 10,000 m). - Perform different jumping exercises (long jump, high jumps, triple jump). - Perform various exercises to learn throwing techniques involving the short put, javelin and discus.
Links to other subject: <i>Biology (fitness in health).</i>				
Assessment criterion: <i>Able to demonstrate and execute different types of running, jumping, and throwing techniques and abilities.</i>				
Materials: <i>Playground, discus, javelin, sticks, balls, whistle, stones, mats, sand.</i>				

TOPIC AREA: SPORTS AND GAMES			SUB TOPIC AREA: Collective sports	
S.2 Physical education and sports			Unit 5: Football.	No. of lessons: 8
Key unit competency: Apply various defensive and offensive strategies and techniques during a football game.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Describe different techniques of defensive and offensive football strategies. - Express the role of playing as a team member. - Discuss the role of leadership in achieving goals. 	<ul style="list-style-type: none"> - Able to offensively and defensively strike. - Basic techniques of football. - Offensive and defensive skills. - Apply the rules of the game. - Mental strength. - Decision-making. - Leadership. 	<ul style="list-style-type: none"> - Cooperation. - Fair play. - Appreciate defeat and success. - Team work. - Team spirit. - Courage. - Competitive spirit. 	<ul style="list-style-type: none"> - Exercises of offensive and defensive strategies and techniques. - Exercises of different offensive plays (5-2-3, 4-4-2, 4-5-1, 4-3-3, counterattack). - Exercises of different defensive plays (harassing the opponent, mutual aid, heading, tackles). - Position players for offensive and defensive plays (construction or organization and counterattack). - Apply rules in the game situation. 	<ul style="list-style-type: none"> - Respond to the teacher's instructions. - Perform exercises of different offensive plays (5-2-3, 4-4-2, 4-5-1, 4-3-3, counterattack). - Learn to position oneself in offensive and defensive plays (construction or organization and counterattack). - Perform exercises of defending (harassing the opponent, mutual aid, heading, tackles). - Apply rules and instructions during the game situation.
Links to other subject: <i>Biology (fitness in health).</i>				
Assessment criterion: <i>Able to apply various defensive and offensive strategies and techniques during a football game.</i>				
Materials: <i>Playground, balls, whistle, cones, equipment, chasubles.</i>				

TOPIC AREA: SPORTS AND GAMES			SUB TOPIC AREA: Collective sports	
S.2 Physical education and sports			Unit 6: Volleyball.	No. of lessons: 4
Key unit competency: Use different defensive and offensive volleyball techniques in various game situations and apply basic rules.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - State different offensive and defensive techniques and strategies. - Explain the role of playing in a team. - Show one's role in a team. - Interpret the rules of the game. - Understand leadership. 	<ul style="list-style-type: none"> - Offensive and defensive skills for various game situations. - Playing on team. - Decision-making. - Demonstrate different offensive and defensive techniques and strategies. 	<ul style="list-style-type: none"> - Cooperation. - Fair play. - Patience. - Sportsmanship. - Team work. - Team spirit. - Accept defeat and appreciate success. - Courage. - Resilience. - Competitive spirit. - Appreciate the importance of good leadership to a team's success. - Appreciate the role of defensive and offensive strategies to a team's success. 	<ul style="list-style-type: none"> - Exercises of developing different volleyball techniques in game situations. <ul style="list-style-type: none"> o Serving the ball. o Positioning to receive the ball and pass or return. o Defense techniques(preventing the ball from falling on one's camp/ground) o Offensive techniques (sending the ball to the ground of the opponent's camp/ground). o Blocking techniques (preventing the ball from crossing over into your camp/ground). - Exercises of offensive and defensive strategies and techniques. 	<ul style="list-style-type: none"> - Respond to the teacher's instructions. - Demonstrate techniques of: <ul style="list-style-type: none"> o Serving the ball. o Positioning to receive the ball and pass or return. o Defense techniques(preventing the ball from falling on one's camp/ground) o Offensive techniques (sending the ball to the ground of the opponent's camp/ground). o Blocking techniques (preventing the ball from crossing over into your camp/ground). - Execute defensive and offensive strategies and techniques.

			<ul style="list-style-type: none"> - Exercises of applying basic rules of the game to promote fair play. 	<ul style="list-style-type: none"> - Play a volleyball match composed by 3 players each team. The net must be at a low level (approximately at 1.80m). - Take opportunities to develop players as leaders. - Play different positions and rotate. - Play a volleyball match composed of 6 players each. - Apply rules and instructions during the game situation.
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Links to other subject: *Biology (fitness in health).*

Assessment criterion: *Able to use different defensive and offensive volleyball techniques in various game situations and apply basic rules.*

Materials: *Playground, balls, whistle, cones, equipment, chasubles, net, rope, trees.*

TOPIC AREA: SPORTS AND GAMES		SUB TOPIC AREA: Collective sports		
S.2 Physical education and sports		Unit 7: Basketball.		No. of lessons: 4
Key unit competency: Use different defensive and offensive basketball techniques in various game situations and interpret the rules of the game.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Explain different techniques and tactics of basketball. - Understand the importance of using strategies and techniques in basketball. - Understand leadership and recognize different qualities of a good leader. 	<ul style="list-style-type: none"> - Demonstrate different techniques of basketball. - Play in team. - Offensive and defensive skills for various game situations. - Receive and pass the ball. - Dexterity. - Speed. - Power. - Mental strength. - Decision-making. - Able to learn from mistakes and errors. 	<ul style="list-style-type: none"> - Cooperation. - Fair play. - Patience. - Sportsmanship. - Team work. - Team spirit. - Accept defeat and appreciate success. - Courage. - Resilience. - Competitive spirit. - Appreciate the importance of good leadership to a team's success. 	<ul style="list-style-type: none"> - Exercises in basket techniques and tactics (dummies, pivot, breaking free, pass and move, pass and pursue, switching). - Exercises on applying defensive and offensive strategies (attacking and counter-attacking). - Exercises of applying rules of the game to promote fair. 	<ul style="list-style-type: none"> - Respond to the teacher's instructions. - Perform and execute different Exercises in basket techniques and tactics (dummies, pivot, breaking free, pass and move, pass and pursue, switching). - Perform and execute defensive and offensive strategies. - Apply basketball rules during game situation.
Links to other subject: <i>Biology (fitness in health).</i>				
Assessment criterion: <i>Able to use different defensive and offensive basketball techniques in various game situations and interpret the rules of the game.</i>				
Materials: <i>Playground, basketballs, whistle, cones, equipment, chasubles, trees, rim.</i>				

TOPIC AREA: SPORTS AND GAMES		SUB TOPIC AREA: Collective sports		
S.2 Physical education and sports		Unit 8: Handball.		No. of lessons: 4
Key unit competency: Use different defensive and offensive handball techniques in various game situations and interpret the rules of the game.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - State different techniques of handball. - Distinguish handball rules from other sports. - Show one's role in a team. - Interpret the rules of the game. 	<ul style="list-style-type: none"> - Offensive and defensive skills for various game situations. - Able to receive and pass the ball. - Able to defend one's team and score points. - Dexterity. - Speed. - Power. - Mental strength. - Decision-making. - Able to learn from mistakes and errors. 	<ul style="list-style-type: none"> - Cooperation. - Fair play. - Patience. - Sportsmanship. - Team work. - Team spirit. - Accept defeat and appreciate success. - Courage. - Resilience. - Competitive spirit. 	<ul style="list-style-type: none"> - Offensive and defensive exercises. - Pivot play. - Fast break or counterattack. - Exercises of counterattack using pivot and wingers. - Individual defense. - Person to person defense. - Zone defense. - Exercises on different zone defense (6-0, 5-1, 4-2, 3-2-1). - Exercises of the interpretation of handball rules during the game. 	<ul style="list-style-type: none"> - Respond to the teacher's instructions. - Perform exercises on two types of offensive strategies. - Perform organized and coordinated offensive tactics. - Perform exercises on different offensive combinations (pivot play, fast break or counterattack). - Perform exercises on counterattack using pivot and wingers. - Perform exercises on two types of defensive strategies. - Execute individual defense tactics, person to person defense, and zone defense. - Perform exercises on different zone defense (6-0, 5-1, 4-2, 3-2-1). - Apply basketball rules during game situation.
Links to other subject: <i>Biology (fitness in health).</i>				
Assessment criterion: <i>Able to use different defensive and offensive handball techniques in various game situations and interpret the rules of the game.</i>				
Materials: <i>Playground, basketballs, whistle, cones, equipment, chasubles, trees, goals posts.</i>				

TOPIC AREA: SPORTS AND GAMES			SUB TOPIC AREA: Collective sports	
S.2 Physical education and sports			Unit 9: Goal ball.	No. of lessons: 1
Key unit competency: Use different defensive and offensive techniques and tactics of goal ball.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - State different techniques of goal ball. - Explain and understand the importance of goal ball for one's body. - Describe how goal ball can be done in a safe, varied, effective, and enjoyable way. 	<ul style="list-style-type: none"> - Apply techniques and tactics to enhance one's performance. - Able to create individual techniques and tactics gestures. - Able to evaluate his/her performance in goal ball. - Body coordination. - Decision-making 	<ul style="list-style-type: none"> - Show respect for rules and regulations during the game. - Appreciate the importance of cooperation in teams. - Fair play. - Self-confidence. - Team work. - Team spirit. - Mental strength. - Enjoy playing goal ball using technical tactics. 	<ul style="list-style-type: none"> - Techniques and tactics in offense and defense in goal ball. - Techniques and tactics in attack exercises (throwing rolling, curve, bouncing, spine, and penalty shots). - Knee position. - Crouching and diving to stop the ball. - Blocking the ball in a lying position. - Catching the ball. - Exercises for centre players. - Exercises for right wing players. - Exercises for left wing players. - Rules of goal ball. 	<ul style="list-style-type: none"> - Respond to the teacher's instructions. - Perform exercises of throwing learned in Senior 1. - Perform exercises to refine throwing, anticipating, and blocking. - Develop exercises of throwing with standing position focused on holding the ball, supporting the ball, stepping forward, taking the ball backward, bringing the ball forward and releasing, and throwing through.
Links to other subject: <i>Science (health), SET (senses).</i>				
Assessment criterion: <i>Able to use different defensive and offensive techniques and tactics of goal ball.</i>				
Materials: <i>Playground, rooms, whistles, stop watch, blindfolds, goal posts, bell balls.</i>				

TOPIC AREA: SPORTS AND GAMES			SUB TOPIC AREA: Collective sports	
S.2 Physical education and sports			Unit 10: Sitting volleyball.	No. of lessons: 1
Key unit competency: Use different defensive and offensive techniques and tactics of sitting volleyball and respect rules.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify and interpret rules of sitting volleyball. - Explain the importance of playing sitting volleyball. - Recognize different techniques and tactics of sitting volleyball. - Recall the importance of sitting volleyball for his/her body. - State the reasons of playing sitting volleyball in the society. - Describe how sitting volleyball can be done in a safe, varied, effective, and enjoyable way. 	<ul style="list-style-type: none"> - Apply techniques and tactics to improve one's performance in sitting volleyball. - Able to utilize and create individual techniques and tactics in game situations. - Evaluate his/her performance in sitting volleyball. - Body coordination. - Demonstrate the basic techniques and tactics of sitting volleyball. - Decision-making. 	<ul style="list-style-type: none"> - Respect for rules and regulations during the game. - Appreciate the importance of cooperation in teams. - Fair play. - Self-confidence. - Team work. - Team spirit. - Mental strength - Enjoy playing sitting volleyball using techniques and tactics. 	<ul style="list-style-type: none"> - Techniques and tactics in sitting volleyball. - Individual techniques and tactics in offensive play (underhand serve, overhead serve, sit serve, hitting, spiking, and blocking). - Individual techniques and tactics in defensive play (balancing and controlling, maintaining the position, rotating). - Apply the rules in the game situation. 	<ul style="list-style-type: none"> - Respond to the teacher's instructions. - Learners discuss reasons for playing sitting volleyball. - Perform different types of offensive plays (underhand serve, overhead serve, sit serve, hitting, spiking, and blocking). - Perform different types of defensive play (balancing and controlling, maintaining the position, rotating).
Links to other subject: <i>Science (health), SET (senses).</i>				
Assessment criterion: <i>Able to use different defensive and offensive techniques and tactics of sitting volleyball and respect rules.</i>				
Materials: <i>Playground, rooms, whistles, stop watch, balls, cones, chasubles, net, posts.</i>				

TOPIC AREA: SPORTS AND GAMES		SUB TOPIC AREA: Collective sports		
S.2 Physical education and sports		Unit 11: Netball.		No. of lessons: 3
Key unit competency: Apply techniques, tactics, and basic rules of netball.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify different types of netball techniques and tactics. - Recall the importance of techniques and tactics in playing netball. - Explain the reasons for playing netball in the society. - State the rules of the game. - Describe how netball can be done in a safe, varied, effective, and enjoyable way. 	<ul style="list-style-type: none"> - Receive and pass the ball. - Attack opponents and defend team. - Mental strength. - Decision-making. - Leadership. 	<ul style="list-style-type: none"> - Respect of rules and regulations of netball. - Appreciate the importance of cooperation and communication when working/playing in teams. - Team work. - Team spirit. - Fair play. - Self-confidence. - Enjoy playing netball using techniques and tactics. 	<ul style="list-style-type: none"> - Exercises of different types of passes. - Exercises of different types of techniques and tactics. 	<ul style="list-style-type: none"> - Respond to the teacher's instructions. - Master passes via practicing. - Mastering tactics and techniques via practicing. - Perform exercises to enhance techniques and tactics focus on defensive shots, centre court driving, and landing. - Apply basic rules of netball focus on team building, using subs, playing various positions. - Do exercises on starting the game from centre pass. - Do footwork exercises on the center circle. - Do exercises on offside rule, obstruction, throwing in, and shooting.
Links to other subject: Science (health), SET (senses).				
Assessment criterion: Apply techniques, tactics, and basic rules of netball.				
Materials: Playground, teaching room, whistles, stop watch, balls, cones, chasubles, net, goal posts.				

5.4. Senior 3 syllabus unit

5.4.1. Key competences by the end of Senior 3

By the end of Senior 3 (S3), a student of PES should be able to:

- Perform a wide variety of gymnastic exercises and movements using small equipment and large apparatus in combination.
- Express oneself and communicate through movement and dance.
- Use advanced skills in new and ever more complex ways.
- Practice with others to increasingly refine skills. Apply various game tactics in different games.
- Demonstrate advanced game strategies and tactics in competitive play.
- Develop various strategies for game situations.
- Establish exercise routines based on their understanding of the benefits of exercise for healthy and active living.

5.4.2. Senior 3 unit contents

TOPIC AREA: GYMNASTICS AND MOVEMENT				
S.3 Physical education and sports		Unit 1: Motor control.		No. of lessons:1
Key unit competency: Improve various exercises for healthy living.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Define and explain the role of physical exercises in body development. - Understand the importance of physical activities in body fitness. - Recall the importance of safe and responsible engagement in physical activities. 	<ul style="list-style-type: none"> - Able to create exercises based on healthy living. - Able to evaluate the role of good leadership when practicing physical sports activities. - Creativity. - Leadership. - Coordination. 	<ul style="list-style-type: none"> - Self-confidence. - Self-control. - Self-perception. - Balance. - Flexibility. - Agility. - Endurance. - Resistance. - Appreciate good leader reaching success. - Appreciate physical exercises for healthy living. 	<ul style="list-style-type: none"> - Refine different physical exercises. - Physical training and muscular development exercises. 	<ul style="list-style-type: none"> - Respond to the teacher's instructions. - Perform a wide variety of movement using small equipment in combination with one or more elements of movement (i.e. aerobic exercise using weights) - Perform the following exercises with small equipment: <ul style="list-style-type: none"> o Body activation exercises. o Stretching. o Balancing. o Muscular development exercises. o Endurance exercises. o Relaxation exercises. - Refine running, jumping, and throwing techniques.
Links to other subject: <i>Biology (fitness in health).</i>				
Assessment criterion: <i>Able to improve various exercise for healthy an active living.</i>				
Materials: <i>Playground, whistle, rope, stick, mat.</i>				

TOPIC AREA: GYMNASTICS AND MOVEMENT

S.3 Physical education and sports

Unit 2: Body control and balance.

No. of lessons:1

Key unit competency: Improve expression and communication through a variety of movement and dance exercises.

Learning objectives

Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - State the role of communication during physical activities. - Identify and describe different elements of movements during dancing activities. - Recall the role of leadership in team activities. - Explain the role of dancing in body development. 	<ul style="list-style-type: none"> - Demonstrate the elements of movements during dancing activities - Self-expression via dance. - Leadership. - Flexibility. - Agility. - Coordination. 	<ul style="list-style-type: none"> - Self-esteem. - Self-confidence. - Self-perception. - Courage. - Competitive spirit. - Observational spirit. - Balance. - Endurance. - Resistance. 	<ul style="list-style-type: none"> - Exercises to improve suppleness and balance. - Different dance styles. - Rhythm. - Exercises in leading groups. - Fitness exercises. 	<ul style="list-style-type: none"> - Respond to the teacher's instructions. - Perform stretching exercises focusing on different parts of the body (cervical, pelvic, scapular, and thoracic areas). - Perform traditional and modern dances using selected music.

Links to other subject: *Biology (fitness in health) and Music (traditional and modern singing and dancing).*

Assessment criterion: *Able to express oneself and communicate effectively through a variety of exercises.*

Materials: *Playground, radio, drum, drum stick.*

TOPIC AREA: GYMNASTICS AND SPORTS		SUB TOPIC AREA: Individual sports		
S.3 Physical education and sports		Unit 3: Gymnastics.		No. of lessons: 1
Key unit competency: Perform a wide variety of gymnastic exercises and movements using equipment.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Define movements used when doing gymnastics. - Identify and describe different equipment and apparatuses used in gymnastics. 	<ul style="list-style-type: none"> - Observe the best way of practicing gymnastics. - Demonstrate gymnastics actions done on the floor. - Conscious of using gymnastic equipment and aware of dangers and ways to be safe. - Flexibility. - Agility. - Coordination. 	<ul style="list-style-type: none"> - Self-confidence. - Self-control. - Self-confidence. 	<ul style="list-style-type: none"> - Exercises to improve different gymnastics techniques and movements done on the ground. - Gymnastic exercises using equipment and apparatuses. - Exercises on taking care of gymnastics equipment and apparatuses. 	<ul style="list-style-type: none"> - Respond to the teacher's instructions. - Refine and increase range of gymnastic actions that involve how to execute and improve a sequence of movements. - Refine exercise routines based on one's understanding of the importance of exercise for healthy living. - Correctly refine all exercises done on the ground and exercises done using apparatuses. - So warm up exercises before doing gymnastics activities.
Links to other subject: <i>Biology (fitness in health).</i>				
Assessment criterion: <i>Able to perform a wide variety of gymnastic exercises and movements using equipment.</i>				
Materials: <i>Playground, whistle, tree, balls, circle, clubs, ribbon, mats, parallel and horizontal bars, gymnasium, plinth, trampoline, pommel horse, uneven bars, beam, soil.</i>				

TOPIC AREA: SPORTS AND GAMES		SUB TOPIC AREA: Individual sports		
YEAR GROUP & SUBJECT: S.3 Physical education and sports		Unit 4: Athletics.	No. of lessons: 8	
Key unit competency: Refine different types of running, jumping, and throwing techniques and abilities.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - State and describe different athletic techniques and tactics. - Interpret athletic rules. 	<ul style="list-style-type: none"> - Perfectly execute different running styles according to the rules. - Recognize and understand the role of leadership in sports events and organizations. - To recognize the role of leadership in sports event organization. - Engage in athletics adhering to rules. - Flexibility. - Agility. - Coordination. 	<ul style="list-style-type: none"> - Determination. - Competitive spirit. - Perseverance. - Justice. - Self-confidence. - Resistance. - Endurance. 	<ul style="list-style-type: none"> - Running different race types. - Jumping exercises. - Throwing exercises. - Leadership exercises. 	<ul style="list-style-type: none"> - Respond to the teacher's instructions. - Run different race types. - Practice starting races from different starting positions and with different starting signals. - Perform jumping and throwing exercise. - Choose classmates to judge the performance of jumping and throwing exercises.
Links to other subject: <i>Biology (fitness in health).</i>				
Assessment criterion: <i>Able to refine and execute different types of running, jumping, and throwing techniques and abilities.</i>				

Materials: Playground, discus, javelin, sticks, balls, whistle, stones, mats, athletic rules.				
TOPIC AREA: SPORTS AND GAMES		SUB TOPIC AREA: Collective sports		
YEAR GROUP & SUBJECT: S.3 Physical education and sports		Unit 5: Football.	No. of lessons: 8	
Key unit competency: Refine defensive and offensive strategies and techniques used in football and adhere to rules of the game.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Explain the role of referees in managing sports/games and ensuring fair and organized play. - Describe the roles of referees and assistant referees. - Recall technical gestures. - Understand the importance of mastering rules in team success. 	<ul style="list-style-type: none"> - Analyze different rules of the game. - Demonstrate different football technical gestures in game situations. - Recognize all game situations that create fouls and their respective penalties. - Mental strength. - Decision-making. - Leadership. 	<ul style="list-style-type: none"> - Accept defeat and appreciate success. - Cooperation. - Fair play. - Competitive spirit. - Respect for rules. - Team work. - Team spirit. 	<ul style="list-style-type: none"> - Playing football adhering to rules. - Exercises to improve and refine football techniques and tactics. - Fouls and their penalties during the game (offside, penalty, simulation, free kick, referees positions, assistant referees movements, how to conduct the flag). 	<ul style="list-style-type: none"> - Respond to the teacher's instructions. - Perform exercises on different football situations and demonstrate different fouls and their penalties during the game (offside, penalty, simulation, free kick, referees positions, assistant referees movements, how to conduct the flag). - Refine fundamental techniques when playing in teams and perform different football technical gestures like blocking, shooting, absorbing the shot, conducting the ball and throw-in the ball. - Perform exercises on improving and enhancing different tactics of football. - While playing football, practice escaping the vigilance of one's opponent, score using counterattacks, harassing the opponent, and assisting teammates for plays.
Links to other subject: Biology (fitness in health).				
Assessment criterion: Execute defensive and offensive strategies and techniques used in football, while adhering to rules of the game.				
Materials: Playground, balls, whistle, cones, equipment, chasubles.				

TOPIC AREA: SPORTS AND GAMES		SUB TOPIC AREA: Collective sports		
S.3 Physical education and sports		Unit 6: Volleyball.		No. of lessons: 5
Key unit competency: Refine technical and tactical volleyball skills and adhere to rules of the game.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Recall volleyball technical and tactical skills. - Understand volleyball rules. - Understand the roles different team members play. - Know different net heights based on age. - Understand fouls and penalties. 	<ul style="list-style-type: none"> - Use different volleyball technical and tactical skills. - Able to referee a game. - Leadership. - Mental strength. - Decision-making. 	<ul style="list-style-type: none"> - Cooperation. - Fair play. - Patience. - Sportsmanship. - Team work. - Team spirit. - Accept defeat and appreciate success. - Courage. - Resilience. - Competitive spirit. - Appreciate the importance of good leadership to a team's success. - Appreciate the link between volleyball and good health. 	<ul style="list-style-type: none"> - Volleyball techniques and tactics. - Service, dig, pass, spike, set, and block. - Volleyball rules. - Leadership skills as team captain. 	<ul style="list-style-type: none"> - Respond to the teacher's instructions. - Correctly execute the various volleyball techniques and tactics. - Refine skills such as serving, digging, passing, spiking, hitting, and setting the ball. - Organize a match between teams, with each team having a team captain and all teams adhering to rules, including penalties for fouls.
Links to other subject: <i>Biology (fitness in health).</i>				
Assessment criterion: <i>Able to correctly execute defensive and offensive volleyball techniques in various game situations and adhering to rules of the game.</i>				
Materials: <i>Playground, balls, whistle, cones, equipment, chasubles, net, rope, trees.</i>				

TOPIC AREA: SPORTS AND GAMES		SUB TOPIC AREA: Collective sports		
S.3 Physical education and sports		Unit 7: Basketball.		No. of lessons: 4
Key unit competency: Refine defensive an offensive basketball techniques in various game situations and adhere to rules of the game.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Explain different techniques and tactics of basketball. - Understand fouls and penalties. - Understand the importance of using strategies and techniques in basketball. - Understand leadership and recognize different qualities of a good leader. 	<ul style="list-style-type: none"> - Demonstrate different techniques of basketball. - Play in team. - Combine various offensive and defensive skills and strategies effectively for various game situations. - Dexterity. - Speed. - Power. - Mental strength. - Decision-making. - Able to learn from mistakes and errors. 	<ul style="list-style-type: none"> - Cooperation. - Fair play. - Patience. - Sportsmanship. - Team work. - Team spirit. - Accept defeat and appreciate success. - Courage. - Resilience. - Competitive spirit. - Appreciate the importance of good leadership to a team's success. 	<ul style="list-style-type: none"> - Exercises to improve different basketball tactics and techniques. - Organizing basketball tournaments to refine skills. 	<ul style="list-style-type: none"> - Respond to the teacher's instructions. - Perform offensive and defensive plays. - Form teams and play a game of basketball. Use half court if there are a lot of teams and full court for smaller numbers of teams. Adhere to basketball rules.
Links to other subject: <i>Biology (fitness in health.)</i>				
Assessment criterion: <i>Able to effectively execute and utilize defensive and offensive basketball techniques in various game situations and adhere to rules of the game.</i>				
Materials: <i>Playground, basketballs, whistle, cones, equipment, chasubles, trees, rim.</i>				

TOPIC AREA: SPORTS AND GAMES		SUB TOPIC AREA: Collective sports		
YEAR GROUP & SUBJECT: S.3 Physical education and sports		Unit 8: Handball.		No. of lessons: 4
Key unit competency: Refine defensive and offensive handball techniques in various game situations and adhere to rules of the game.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - To recall and describe various handball techniques and tactics. - Describe different offensive and defensive strategies and techniques. - Identify different sections of the game, fouls, and penalties. - Understand leadership and the qualities of good leaders in playing handball. 	<ul style="list-style-type: none"> - Recognize when and how to use different defensive and offensive strategies. - Combine offensive and defensive skills in game situations. - Mental strength. - Endurance. - Decision-making. - Leadership. 	<ul style="list-style-type: none"> - Cooperation. - Fair play. - Patience. - Sportsmanship. - Team work. - Team spirit. - Accept defeat and appreciate success. - Courage. - Resilience. - Competitive spirit. - Appreciate the importance of good leadership to a team's success. - Appreciate the link between handball and good health. 	<ul style="list-style-type: none"> - Defensive and offensive exercises. - Passing, receiving, dribbling, throwing in standing position or while moving exercises. - Complex exercises on counterattack. - Organized attack using half court and demonstration of disposition and position on the ground. 	<ul style="list-style-type: none"> - Respond to the teacher's instructions. - Perform exercises that enhance passing, receiving, dribbling, and throwing in standing position or while moving. - Perform technical maneuvers and execute various tactics of the game. - Organize matches and competitions. - Perform exercises to improve defensive, offensive, and counteroffensive strategies and tactics. - Demonstrate an organized attack using the half court as well as disposition and various positions while on the ground.
Links to other subject: <i>Biology (fitness in health).</i>				
Assessment criterion: <i>Able to correctly execute defensive and offensive handball techniques in various game situations and adhere to rules of the game.</i>				
Materials: <i>Playground, basketballs, whistle, cones, equipment, chasubles, trees, goals posts.</i>				

TOPIC AREA: SPORTS AND GAMES		SUB TOPIC AREA: Collective sports		
S.3 Physical education and sports		Unit 9: Goal ball.		No. of lessons: 1
Key unit competency: Use different defensive and offensive techniques and tactics of goal ball.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Recognize different types of goal ball techniques and tactics. - Understand the importance of goal ball for one's body. - Explain the reasons of playing goal in society. - Describe how goal ball can be played in a safe, varied, effective, and enjoyable way. 	<ul style="list-style-type: none"> - Able to apply techniques and tactics to improve performance. - Able to create and combine individual techniques and tactics. - Able to evaluate his/her performance. - Coordination. - Mental strength. - Decision-making. - Leadership. 	<ul style="list-style-type: none"> - Show respect for rules of games when playing. - Appreciate the importance of cooperation when playing in teams. - Fair play. - Self-confidence. - Enjoy playing goal ball using techniques and tactics. - Team work. - Team spirit. 	<ul style="list-style-type: none"> - Defensive and offensive techniques. - Techniques and tactics of throwing/rolling curve shots, bouncing shots, spine shots, and penalty shots. - Knee position, crouching, and diving to stop the ball. - Blocking the ball in a lying position and catching the ball. - Exercises of centre player. - Exercises of right wing player. - Exercises of left wing player. - Rules of the game. - Coaching and refereeing exercises. 	<ul style="list-style-type: none"> - Respond to the teacher's instructions. - Recap prior learning exercises from previous classes. - Practice throwing/rolling curve shots, bouncing shots, spine shots, and penalty shots. - Apply techniques learnt previously through groups - Practice knee position, crouching, and diving to stop the ball; blocking the ball in a lying position and catching the ball. - Develop exercises of throwing in a standing position. Focus on holding the ball, supporting the ball, stepping forward, taking the ball backward, bringing the ball forward and releasing, and throwing through with the throwing arm. - Divide into teams and play a round/game. Apply rules of goal ball. - Learn how to coach and referee a match/game.
Links to other subject: <i>Science (health), SET (senses).</i>				

Assessment criterion: Able to correctly execute different defensive and offensive techniques and tactics of goal ball while adhering to the rules of the game.				
Materials: Playground, rooms, whistles, stop watch, blindfolds, goal posts, bell balls.				
TOPIC AREA: SPORTS AND GAMES		SUB TOPIC AREA: Collective sports		
S.3 Physical education and sports		Unit 10: Sitting volleyball.		No. of lessons: 1
Key unit competency: Refine defensive and offensive techniques and tactics of sitting volleyball and adhere to rules of the game.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Recognize and describe different basic tactics in sitting volleyball. - Explain the importance of tactics in attacking and defending a team in sitting volleyball. - Differentiate basic techniques of sitting volleyball from other sports/games. - Learn how to gather information on sitting volley from the Internet. 	<ul style="list-style-type: none"> - Apply basic tactics of playing sitting volleyball. - Create individual tactics to control the ball and use them in game situations. - Evaluate an opponent's, team members' and one's own performance while playing a game or during practice. - Analyze and deploy tactics to be used in order to win or perform well. - Research on the Internet the rules and techniques used in sitting volleyball. 	<ul style="list-style-type: none"> - Show respect for rules of games when playing. - Appreciate the importance of cooperation when playing in teams. - Fair play. - Self-confidence - Enjoy playing sitting volleyball using techniques and tactics. - Team work. - Team spirit. - Accept defeat and appreciate success. 	<ul style="list-style-type: none"> - Exercises of various techniques and tactics. - Different types of service, serving, blocking, kicking, and passing the ball. - Exercises on balancing, controlling, and maintaining positions. - Rotating positions. - Basic tactics (exchange and penetration). - Rules of sitting volleyball. 	<ul style="list-style-type: none"> - Respond to the teacher's instructions. - Perform exercises of serving, blocking, kicking, and passing the ball. - Perform exercises of maintaining positions and rotating. - Perform exercises of exchange and penetration in sitting volleyball. - Divide into teams and play against each other. Adhere to rules of the game.
Links to other subject: Science (health), SET (senses).				
Assessment criterion: Able to correctly execute different defensive and offensive techniques and tactics of sitting volleyball and adhere to rules of the game.				
Materials: Playground, rooms, whistles, stop watch, balls, cones, chasubles, net, posts.				

TOPIC AREA: SPORTS AND GAMES			SUB TOPIC AREA: Collective sports	
S.3 Physical education and sports			Unit 11: Netball.	No. of lessons: 3
Key unit competency: Refine techniques and tactics of netball and adhere to rules of the game.				
Learning objectives			Content	Learning activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify and explain different types of netball techniques and tactics. - Explain the reasons of playing netball at individual, community, and national levels. - Interpret the rules of the game and explain their importance. - Understand principles of coaching and refereeing. - Understand the qualities of a good leader and how leaders help achieve success. 	<ul style="list-style-type: none"> - Able to create and implement individual techniques and tactics while playing netball. - Use rules of netball in the game situation. - Body coordination. - Evaluate his/her performance and that of his/her opponent and teammates. - Decision-making. - Leadership. 	<ul style="list-style-type: none"> - Show respect for rules of games when playing. - Appreciate the importance of cooperation when playing in teams. - Fair play. - Self-confidence - Enjoy playing netball using techniques and tactics. - Team work. - Team spirit. - Accept defeat and appreciate success. 	<ul style="list-style-type: none"> - Techniques and tactics of Netball. - Exercises of different types of techniques and tactics: <ul style="list-style-type: none"> o Shoulder pass. o Chest pass. o Bounce pass. o Lob pass. o Two-foot land. o Split and re-offer. o Front cut. o Dodge. o Shadowing. o 3 feet(0.9m) recovery. o Dictating. o Outside foot land and pivot. - Exercises of defense: <ul style="list-style-type: none"> o Defense shot at goal. o Centre court driving onto goal circle and landing. - Leadership exercises. 	<ul style="list-style-type: none"> - Respond to the teacher's instructions. - Do exercises of different types of techniques and tactics: <ul style="list-style-type: none"> o Shoulder pass. o Chest pass. o Bounce pass. o Lob pass. o Two-foot land. o Split and re-offer. o Front cut. o Dodge. o Shadowing. o 3 feet(0.9m) recovery. o Dictating. o Outside foot land and pivot. - Do exercises of defense: <ul style="list-style-type: none"> o Defense shot at goal. o Centre court driving onto goal circle and landing.

<ul style="list-style-type: none"> - Describe how netball can be done in a safe, varied, effective, and enjoyable way. 				<ul style="list-style-type: none"> - Organize a match. Apply basic rules of netball and practice substituting players. - Starting the game-centre pass, footwork in the centre circle. - Adhere to offside rule, obstruction, throw in and shooting. - Evaluate own and other's performance. - Practice leading and coaching a team and refereeing a match.
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Links to other subject: *Science (health), SET (senses).*

Assessment criterion: *Correctly execute techniques, tactics, and basic rules of netball and adhere to rules of the game.*

Materials: *Playground, teaching room, whistles, stop watch, balls, cones, chasubles, net, goal posts.*

6. REFERENCES

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7. APPENDIX

Weekly time allocation for Ordinary level

Core subjects	Weight (%)	Number of Periods (1 period = 40 min.)		
		S1	S2	S3
1. English	11	5	5	5
2. Kinyarwanda	7	3	3	3
3. Mathematics	13	6	6	6
4. Physics	9	4	4	4
5. Chemistry	9	4	4	4
6. Biology and Health Sciences	9	4	4	4
7. ICT	4	2	2	2
8. History and Citizenship	7	3	3	3
9. Geography and Environment	7	3	3	3
10. Entrepreneurship	4	2	2	2
11. French	4	2	2	2
12. Kiswahili	4	2	2	2
13. Literature in English	2	1	1	1

Sub total		41 periods	41 periods	41 periods
Elective subjects (schools can choose 1 subject)				
Religion and Ethics	4	2	2	2
Music, Dance, and Drama	4	2	2	2
Fine Arts and Crafts	4	2	2	2
Home Sciences	4	2	2	2
Farming (Agriculture and Animal husbandry)	4	2	2	2
Co-curricular activities (compulsory)				
Physical Education and Sports	2	1	1	1
Library and Clubs	2	1	1	1
Total number of periods per week	100	45	45	45
Total number of contact hours per week		30	30	30
Total number of hours per year (39 weeks)		1170	1170	1170