

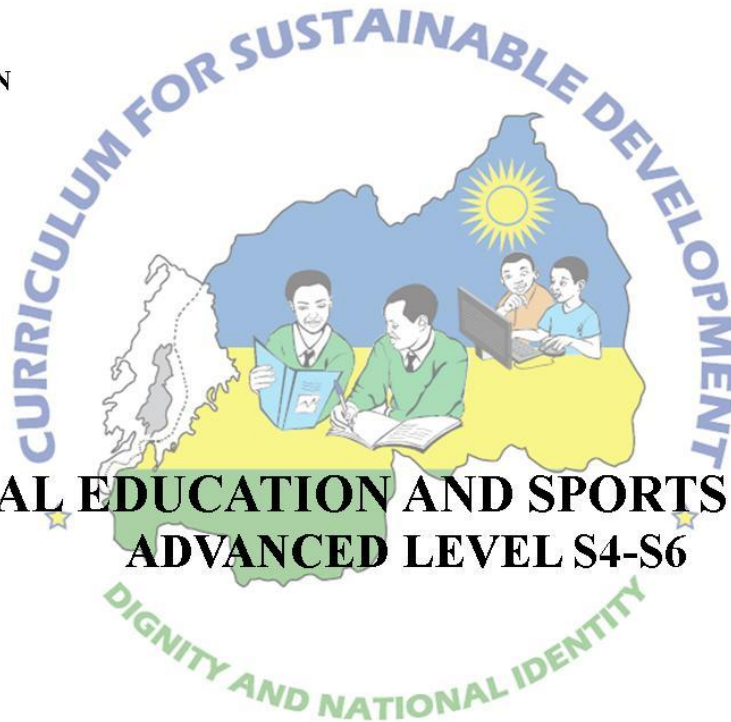
REPUBLIC OF RWANDA



MINISTRY OF EDUCATION

REB

Rwanda Education Board



**PHYSICAL EDUCATION AND SPORTS SYLLABUS
ADVANCED LEVEL S4-S6**

Kigali, 2015

ADVANCED LEVEL PHYSICAL EDUCATION AND SPORTS SYLLABUS

Kigali, 2015

© 2015 Rwanda Education Board

All rights reserved.

This syllabus is the property of Rwanda Education Board.

Credit must be provided to the author and source of the document when the content is quoted.

FOREWORD

The Rwanda Education Board is honoured to avail all the beneficiaries of the competence based Physical Education Curriculum which serves as the official document and a guide to competence based teaching and learning, and ensures that there is a consistency and coherence in the delivery of the curriculum across all the levels of general education in the Rwandan schools.

The Rwandan education philosophy is to ensure that the young people at every level of education achieve their full competences in terms of relevant knowledge, skills and appropriate attitudes that prepare them to be well integrated in the society and exploit the employment opportunities.

In line, with the efforts to improve the quality of education, the government of Rwanda emphasises the importance of aligning the curriculum, teaching and learning and the assessment approaches in order to ensure that the system is producing the kind of citizens the country needs and desires.

Many factors influence what children are taught, how well they learn and the competences they acquire, among them are the relevance of the syllabus, the quality of teachers' pedagogical approaches, the assessment strategies and the instructional materials available. The ambition to develop a knowledge-based society and the growth of the regional and global competition in the jobs market has necessitated the shift to a competence based syllabus. With the help of the teachers, whose role is central to the success of the syllabus, the learners will gain appropriate skills and be able to apply what they have learned in real life situations. Hence they will make a difference not only to their own lives but also to the success of the nation.

I wish to sincerely extend my appreciation to the people who contributed towards the development of this document. Special appreciation goes to the development partners who supported the exercise throughout. Any comment or contribution would be welcome for the improvement of this syllabus.

GASANA I. Janvier,
Director General, REB

ACKNOWLEDGEMENT

I wish to sincerely extend my special appreciation to the people who played a major role in the development of this syllabus. It would not have been successful without the participation of the different education stakeholders and financial support from the different donors that I would like to express my deep gratitude.

My thanks first go to the Rwanda Education Board staffs, who were involved in the conception and syllabus writing. I wish to extend my appreciation to the teachers from pre-primary to university level, whose efforts during conception were much valuable.

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).

Dr. Joyce Musabe,

Head of CPMD

LIST OF PARTICIPANTS IN ELABORATION OF THIS SYLLABUS

Rwanda Education Board

- Dr. Joyce MUSABE, Head of CPMD, as a Facilitator
- RUTAKAMIZE Joseph, Director of Science Unit
- NYIRANDAGIJIMANA Anathalie, Pedagogical Norms Specialist

Teachers and Lecturers

- MUNYANEZA Diogène, Team Leader, G.S KAGUGU CATHOLIQUE
- NGARAMBE Francois Xavier, UR -COLLEGE OF EDUCATION
- MUNYANEZA Emmanuel, Specialist in PE, G.S RUNDA-ISONGA

Other Resource Person

- MUJYAMBERE Gaspard, Right To Play

Quality Assurer

- MUNYANGOGA Apollinaire, UR- College of Education.

TABLE OF CONTENTS

| | |
|---|-------------------------------------|
| FOREWORD..... | i |
| ACKNOWLEDGEMENT..... | ii |
| LIST OF PARTICIPANTS IN ELABORATION OF THIS SYLLABUS | iii |
| 1. INTRODUCTION..... | 1 |
| 1.1. Background to the syllabus review | 1 |
| 1.2. Rationale of teaching and learning PES | 1 |
| 1.2.1. Physical Education and Sports and Society..... | 1 |
| 1.2.2. Physical Education and Sports and the learners..... | 2 |
| 1.2.3. The difference between Physical Education and Sports..... | 2 |
| 1.2.4. Physical education and other areas of the curriculum | 3 |
| 1.2.5. Competences | 3 |
| 2. PEDAGOGICAL APPROACHES | 6 |
| 2.1 Teaching and learning Physical Education..... | Error! Bookmark not defined. |
| 2.2. Role of the learners..... | 7 |
| 2.3 The role of the teacher in teaching Physical Education..... | 7 |
| 2.4. Physical Education and the learners with special educational needs | 8 |
| 3. ASSESSMENT APPROACH | 8 |
| 3.1. Formative and continuous assessment (assessment for learning)..... | 8 |
| 3.2. Record Keeping | 9 |
| 3.3 Reporting to parents..... | 10 |

| | |
|---|----|
| 4. RESOURCES | 11 |
| 4.1.Suggested list of equipment for Physical Education and Sports | 11 |
| 4.2. Human Resources | 12 |
| 5. SYLLABUS UNITS..... | 13 |
| 5.1. Presentation of the structure of the syllabus units | 13 |
| 5.2 Senior Four | 14 |
| 5.3. Senior Five..... | 30 |
| 5.4.Senior Six..... | 46 |
| 6. REFERENCES | 67 |
| 7. APPENDIX | 68 |
| Subjects and weekly time allocation for Upper Secondary level..... | 68 |

1. INTRODUCTION

1.1. Background to the syllabus review

The rationale behind the review of the Upper Secondary Physical Education and Sports (PES) was to ensure that the syllabus is responsive to the needs of the learner and to shift from the objective and knowledge based approach to the competence-based learning. This new syllabus provides opportunities for all the learners to develop the knowledge and skills of participating regularly and safely in different physical activities, and enable the learners to develop competences and attitudes for attaining and maintaining an active lifestyle. The competence-based curriculum will help the learners to develop and refine movement skills. This will also help them to manipulate movement skills through participation in a variety of physical activities.

PES as an integral part of the total competence based curriculum. It provides vital opportunities for the physical, social, emotional and intellectual development of the learners. It emphasises on the practical and theoretical skills and competence based learning. This syllabus is engaging the learners to be dynamic and aligned to the future employment needs of the nation and to the global economy, and to have the standards comparable with the highest international standards in terms of competences, knowledge and skills.

1.2. Rationale of teaching and learning PES

1.2.1. Physical Education and Sports and Society

People of all ages can benefit from the physical activity. They can improve their health by engaging in a moderate amount of physical activity on a regular basis. Regular participation in the physical activity, establishes lifelong habits that are key to maintaining a healthy lifestyle by avoiding cardiovascular diseases, overweight or obese and poor diet. Greater health benefits can be achieved by increasing

the amount of physical activity through changing the duration, frequency, or intensity of the effort. Physical education and sport events can be used as a social or global cohesion, conflict resolution or reconciliation and peace keeping.

1.2.2. Physical Education and Sports and the learners

The subject develops the learners' physical competence and confidence, their ability to use these to perform in a range of physical activities, and also to take part in sports and games. It promotes the physical skill, physical development and knowledge of the body in action. PES provides opportunities to develop the desirable personal and social skills that enhance self-esteem, fair play, acceptance of success and failure and cooperation among others. Through physical activities, the learners discover their aptitudes, abilities and preferences, make choices about how to engage in lifelong physical activity and to live a healthy life. Activity in the physical education lessons may emphasise self-improvement, participation, and cooperation rather than winning and losing.

The learners learn how to plan, perform and evaluate actions; how to be creative and face the different challenges, both as individuals and as team members. The learners learn how to think critically in different ways to suit a variety of creative, competitive and challenging activities. However, the competition can be an element in the learner's intrinsic motivation to do his/her best.

1.2.3. The difference between Physical Education and Sports

Physical Education and Sports, although closely linked, are not synonymous. Sport is a formalised physical activity involving competition or challenges against oneself, others or the environment, with an emphasis on winning. It begins in play and develops through games and challenges. The focus in the physical education curriculum is on the learner's holistic development, stressing personal and social development, physical growth and motor development. Goal-setting, within the curriculum, focuses on the individual improvement and not on winning or being the best.

1.2.4. Physical education and other areas of the curriculum

Physical Education has many objectives that are developed as the learners engage in other subjects, such as English, Geography, Biology, Music, Mathematics etc. The learners studying these subjects can also be enriched through a programme of physical education that is broad and balanced. The learner who engages in a discussion, about the rules of the games or the development of a gymnastic sequence, is presented with many opportunities for language development.

It is in talking about experience in physical education, whether through instructional language, the learner clarifies ideas. The teacher uses language in the physical education lesson to question, to direct, to explain, to suggest, to prompt and to stimulate the learner to think. In turn, the learner is encouraged to respond by describing, discussing, speculating, explaining and expressing ideas and reactions. Language is important too, in helping the learners to gain access to and retrieve information about physical activities. The extent, therefore, to which language is an integral part of the teaching and learning process, should be a consistent concern in the planning and implementation of the physical education programme.

1.2.5. Competences

A competence is defined as an ability to use an appropriate combination of knowledge, skills, attitude, values and behaviour to accomplish a particular task successfully, i.e. the ability to apply learning with confidence in a range of situations.

Basic competences are addressed in the stated broad subject competences, in objectives highlighted year on year basis and in each of the units of learning. The generic competences and the basic competences that must be emphasised and reflected in the learning process are briefly described below, and the teachers will ensure that the learners are exposed to tasks that help the learners acquire the skills.

Generic competences

- **Critical and problem solving skills:** The acquisition of such skills will help the learners to think imaginatively, innovatively and broadly, to evaluate and find solutions to problems encountered in our surrounding.
- **Creativity and innovation:** The acquisition of such skills will help the learners to take initiatives and use imagination beyond knowledge provided in the classroom to generate new ideas and construct new concepts.
- **Research:** This will help the learners to find answers to questions based on existing information and concepts, and use it to explain the phenomena from the gathered information.
- **Communication in official languages:** Teachers, irrespective of being the language teachers, will ensure the proper use of the language of instruction by the learners. The teachers should communicate clearly and confidently, and convey ideas effectively through spoken and written, by applying an appropriate language and relevant vocabulary.
- **Cooperation, inter personal management and life skills:** This will help the learner to cooperate as a team in whatever task assigned, and to practice positive ethical moral values while respecting the rights, feelings and views of the others. Perform practical activities related to the environmental conservation and protection. Advocate for personal, family and community health, hygiene and nutrition and respond creatively to a variety of challenges encountered in life.
- **Lifelong learning:** The acquisition of such skills will help the learners to update their knowledge and skills with a minimum external support. The learners will be able to cope with the evolution of knowledge advances for personal fulfilment in the areas that are relevant to their improvement and development.

Broad Physical Education competences

After completion of Upper Secondary education, the learners can:

- Develop the physical, social, emotional and intellectual aspects.

- Demonstrate personal competences in a variety of individual and collective sports.
- Perform an appropriate range of movement skills in a variety of contexts.
- Demonstrate an understanding of fair play and team spirit through participation and competition.
- Develop personal competence in the athletic skills of running, jumping and throwing.
- Develop personal competence in a range of gymnastic movements.
- Develop an appreciation of movement and the use of the body as an instrument of expression and creativity.
- Interact and cooperate sensitively with others, regardless of cultural or social background or special needs.
- Demonstrate positive attitudes and values towards physical activity and its contribution to lifelong health related fitness, thus preparing the learner for the active and purposeful use of leisure time.
- Demonstrate personal competences in the games skills of sending, receiving and travelling using a variety of equipment, and to apply these skills in game situations.
- Demonstrate fair play and competitive spirit.

PES and developing competences

In Physical Education and Sports, the learners develop the following specific competences:

- Deep understanding in a broad range of knowledge.
- High level thinking skills, such as problem solving, creative and critical thinking.
- Effective social and cooperative skills.
- Competitive skills.
- A strong sense of cultural identity, belonging, contribution, and well-being.
- Recognised qualifications and skills for employment.

Physical Education and Sports contributes to all of the generic competences. Success in team sports depends upon the effective communication and cooperation, to ensure that the team is greater than the sum of its parts. The 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 the challenges. The problem of how to improve health, fitness and skills to perform better, requires considerable strength in problem solving.

2. PEDAGOGICAL APPROACHES

Appropriate instructions in physical education, incorporates best practices derived from both research and experiences, in teaching students. This physical education curriculum sets developmentally and instructionally, appropriate practices in designing, implementing, and evaluating physical education programmes. The following approaches are used:

Direct teaching approach: The direct teaching approach involves the teacher in giving instructions or showing the learners what to do, and in observing their progress. It entails the teacher making all, or most of the decisions, concerning the content of the lesson, and the learner responding to the instructions. It allows the learners to practice skills within a game situation where the teacher decides on the nature of the practice and the time allocated to it, or the number of repetitions.

Guided discovery approach: The guided discovery strategy involves the teacher in 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. It is one of the approaches that offers the learners the opportunity to make decisions, solve problems or take initiative. The use of this approach promotes discussion among the learners and enhances the learner's capacity to evaluate.

2.1.Role of the learners

The learners should be involved in a wide and increasing range of physical activities including gymnastics, athletics, sports and games. They should have the opportunity to refine the standard of their performance and to develop and evaluate their own movements, strategies and tactics. They should be introduced to a range of games and sports such as Individual Sports like Athletics and Gymnastics and Collective Sports like football, netball, basketball, handball, goal ball and volleyball.

2.2 The role of the teacher in teaching Physical Education

- When teaching Physical Education, the teacher plays a big role as a facilitator, by helping the learner to develop a positive self-image, cooperation with the others and a sense of fair play.
- The teacher identifies the needs of the learners, the nature of physical exercises to be done according to their level and the abilities.
- The teacher organises the learners in the teaching area, provides the appropriate materials, demonstrates the handling of the apparatus and the way the experiment should be carried out.
- The teacher must ensure that the learner experiences a variety of vigorous and challenging activities and also foster a stimulating and secure environment in which the learner can be creative and imaginative.
- The teacher must have a due regard for safety, by ensuring that the learner adopts safe practices, and takes into consideration the particular needs of each learner.
- He/she has to evaluate and assess the progress of the learner.

2.3. Physical Education and the learners with special educational needs

The learners with special educational needs should experience the enjoyment of participation that helps them feel comfortable and not discriminated in the physical activities. It is important that the class teacher encourages maximum participation in the physical education programme, and follow up their progression through the various stages of the physical education lesson according to their abilities.

3. ASSESSMENT APPROACH

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

3.1. Formative and continuous assessment (assessment for learning)

Continuous assessment involves the formal and informal methods used by the schools to check whether the learning is taking place. When a teacher is planning a lesson, he/she should establish criteria for the performance and behaviour changes at the beginning of a unit. Then at the end of every unit, the teacher should ensure that all the learners have mastered the stated key unit competences based 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, the 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 the activities and simultaneously their responses will 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 the learners' progress as the actual learning takes place, and some of the most accurate information is gathered in this way. Teacher's observation might focus on the responses the learner makes when set a task, the responses the learner gives 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 and the understanding displayed by the learner when engaged in an activity.

Teacher's observation as a form of assessment is particularly appropriate for Physical Education, as the assessment is best undertaken when the learners are engaged in the activities. Some of the learning behaviour 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 evidences from the assessment instruments and using them to judge the learner'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 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 the unit competences and to advice accordingly.

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

- The attitude of the learner towards participation, which is indicated by the factors such as:
 - Acceptance of winning or losing.
 - Understanding of fair play.
 - The appropriateness of dress for the Physical Education lesson.
 - The effort displayed by the learner.
 - The application of safe practices.

- The learner's achievement related to the elements of Physical Education which he/she engages in, is indicated by the factors such as:
 - Physical competence.
 - Knowledge and understanding of the activities.
 - Creative and aesthetic development.
 - Development of health related fitness.

3.3 Reporting to parents

The wider range of learning in the new curriculum means that it is necessary to think again about how to share the 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 in what the learners are doing well and where they need to improve.

4. RESOURCES

4.1.Suggested list of equipment for Physical Education and Sports

Gymnastic mats for gymnastics are the basic requirement and an adequate supply of these is necessary to ensure maximum participation. A mat should be available for every two to four learners where possible. The list below may be helpful:

- Selection of music, tape recorder.
- Hoops, plastic cones, multi markers or space markers.
- Gymnastics mats.
- Portable fixed climbing frame with attachment.
- Balance benches.
- Bar box or movement table.

Note, that in schools with limited facilities where they have specific problems related to a lack of indoor and outdoor space, consideration might be given to:

- The use of the classrooms, corridors and school grounds for orienteering exercise.
- The revision of markings on the playground for athletic activities and small sided games.
- The use of local facilities e.g. community centres, parish halls, youth clubs, etc.
- Cooperation with the other primary or secondary level schools in sharing the facilities.
- Allocating more time to Physical Education activities in a good weather.
- Visiting an outdoor education centre providing facilities for many worthwhile activities.

The following is suggested for outdoor individual/collective activities:

- The school may provide a variety of equipment for use by class groups, e.g. wall climbing courses, rope walls, etc.
- Within the school it may be possible to construct adventure trails using benches, mats, climbing frames etc.
- Teachers should encourage the learners to fabricate their own traditional materials like karere (ball made locally) etc.

4.2. Human Resources

The teacher must be qualified in Physical Education subject, and must have the background knowledge in other linked subjects like psychology and human biology. He must be also moral and social person.

The teacher has to be aware of interpreting the correct and wrong movement done by the learners and how to make the correction.

5. SYLLABUS UNITS

5.1. Presentation of the structure of the syllabus units

In the Upper Secondary, Physical Education and Sports is a compulsory subject under the category of co-curricular activities. Two periods per week are allocated to sports to allow the learners to strengthen their knowledge, skills and attitudes gained from Physical Education lessons in the lower classes. At every grade, the syllabus is structured in Topic Areas and Sub-topic Areas where applicable and then further broken down into Units. The units have the following elements:

- Unit is aligned with the Number of Lessons.
- Each Unit has a Key Unit Competence, whose achievement is pursued by all the teaching and learning activities undertaken by both the teacher and the learners.
- Each Unit Key Competence is broken into three types of Learning Objectives as follows:
 - a) **Type I:** Learning Objectives related to Knowledge and Understanding (also known as Lower Order Thinking Skills or LOTS).
 - b) **Type II and Type III:** These Learning Objectives relate to the acquisition of Skills, Attitudes and Values (also known as Higher Order Thinking Skills or HOTS). These Learning Objectives are actually considered to be the ones targeted by the present reviewed curriculum.
- Each Unit has a Content, which indicates the scope of coverage of what a teacher should teach and the learner should learn, in line with the stated learning objectives.
- Each Unit suggests Learning Activities that are expected to engage the learners in an interactive learning process as much as possible (learner-centred and participatory approach).

- Finally, each Unit is linked to the other subjects, its Assessment Criteria and the Materials (or resources) that are expected to be used in the teaching and learning process.

At this level, the syllabus is arranged in such a way that from Senior 4 up to Senior 6, the learners are provided with physical exercises related to two topic areas:

- Movement and gymnastics.
- Sports and games both individual and collective sports.

5.2 Senior Four

5.2.1. Key competences at the end of Senior Four

After completion of Senior Four, the learners can:

- Perform correctly different gymnastic exercises and muscular reinforcement, using different materials and apparatus.
- Apply techniques of different sports and identify the ways of improving.
- Identify the strengths and weakness in team play for the improvement of team performance through competitive games.
- Suggest new approach and ways of improving team performance.
- Show an understanding about the relationship between nutrition, health and fitness and know the combinations.

5.2.2.Senior 4 units

| Topic Area: Movement and Gymnastics | | | | |
|--|---|--|---|--|
| S4 Sports/clubs | | Unit 1: Motor Control and movement | | No. of lessons: 2 |
| Key unit competence: The learner should be able to perform different warm up exercises and muscular reinforcement. | | | | |
| Learning Objectives | | | Contents | Learning Activities |
| Knowledge and Understanding | Skills | Attitudes and Values | | |
| <ul style="list-style-type: none"> - Recognise the different types of warm up exercises. - Recall the importance of warm up exercises and muscular reinforcement for whole body. - Explain the reasons for a warm up and cool down to the respiratory and circulatory system. | <ul style="list-style-type: none"> - Apply different warm up and cool down exercises. - Create an individual warm up and cool down exercises. - Evaluate his/her performance in the physical activities. - Develop body coordination. - Describe how the warm up and cool down can be done in a safe, varied, effective and enjoyable way. | <ul style="list-style-type: none"> - Show respect to the rules and regulations during the physical activities. - Increase the body coordination. - Develop health related o fitness components like strength, endurance and flexibility. - Increase body and spatial awareness. - Appreciate the importance of: <ul style="list-style-type: none"> o Cooperation in the team. o Fair play. o Self -confidence. - Enjoy the physical exercises. | <ul style="list-style-type: none"> - Different warm up exercises and muscular reinforcement. - Using different parts of the body: <ul style="list-style-type: none"> o Functional activation. o Flexibility. o Balance. o Muscular development. o Endurance. o Precision. o Relaxation. | <ul style="list-style-type: none"> - Responding to the teacher’s instructions, perform different warm up and cool down exercises. Focus on: <ul style="list-style-type: none"> - Functional activation. - Flexibility. - Balance. - Muscular development. - Endurance. - Precision. - Relaxation. |
| Links to other subjects: <i>Health in Science, Rhythm in Creative Arts and Senses in SET.</i> | | | | |
| Assessment criteria: <i>To evaluate how the learners perform different warm up and cool down exercises and muscular reinforcement.</i> | | | | |
| Materials: <i>Mats, carpets, playground, room, whistles, stop watch, balls, cones, ropes, narrow band.</i> | | | | |

| Topic Area: Movement and Gymnastics | | Sub-topic Area: Individual Sports | | |
|---|--|--|---|---|
| S4 Sports/clubs | | Unit 2: Gymnastics | | No. of lessons: 4 |
| Key unit competence: The learner should be able to perform ground agility exercises with flexibility and with the equipment. | | | | |
| Learning Objectives | | | Contents | Learning Activities |
| Knowledge and Understanding | Skills | Attitudes and Values | | |
| <ul style="list-style-type: none"> - Recognise the different types of gymnastic exercises. - Recall the importance of gymnastics for his/her body. - Explain the reasons of the gymnastic practices. | <ul style="list-style-type: none"> - Apply the gymnastic movement to improve one's agility and flexibility in daily life. - Create individual cooperation in the team. - Gymnastic movements. - Evaluate his/her performance in gymnastics. - Develop body coordination. - Describe how gymnastic can be performed in a safe, varied, effective and enjoyable way. | <ul style="list-style-type: none"> - Show respect to the rules and regulations during the gymnastic exercises. - Appreciate the importance of: <ul style="list-style-type: none"> ○ Fair play. ○ Self -confidence. ○ Fitness. - Improvement of the physical qualities: <ul style="list-style-type: none"> - Dexterity. - Balance. - Agility. - Coordination. - Endurance. - Resistance. - Force. - Enjoy the physical exercises. - Use and keep safely gymnastic equipment. | <ul style="list-style-type: none"> - Ground gymnastics <ul style="list-style-type: none"> ○ Ground agility exercises with flexibility: <ul style="list-style-type: none"> ● Front and back rolls. ● Front jump roll. ● Supported back roll. ● Stretching jump. ● Cartwheel. - Gymnastics with the Apparatus. <ul style="list-style-type: none"> ○ Exercises with equipment. <ul style="list-style-type: none"> ● Bock exercises. ● Plinth exercises. <ul style="list-style-type: none"> ▫ Moving to plinth with legs tight and wide apart ▫ Nape jump. ▫ Fly jump. ● Parallel bar exercises. ▫ Alternative | <ul style="list-style-type: none"> - Responding to the teacher's instructions, perform different exercises, focus on: <ul style="list-style-type: none"> ○ Front and back rolls. ○ Front jump roll. ○ Supported back roll. ○ Stretching jump. ○ Cartwheel. ○ Rounds. - Perform exercises, focus on: <ul style="list-style-type: none"> ○ Jump without support. ○ Supported jump. ○ Perform exercises focus on : <ul style="list-style-type: none"> ○ Moving to plinth with legs tight and wide apart. ○ Nape jump. ○ Fly jump. - Perform exercises. focus |

| | | | | |
|--|--|--|---|---|
| | | | movements of the hands. ▫ Simultaneous movement of the hands. ▫ Swing and simple back exit. ▫ Swing in brachial support. ▫ Swing wide apart, front rolls on the shoulders. ▫ Swing front exit. | on : ○ Alternative movements of hands. ○ Simultaneous movement of hands. ○ Swing and simple back exit. ○ Swing in brachial support. ○ Swing wide apart, front rolls on the shoulders. ○ Swing front exit. |
| Links to other subjects: <i>Health in science, Rhythm in Creative Art, and Senses in SET.</i> | | | | |
| Assessment criteria: <i>To evaluate how the learners perform ground agility exercises with flexibility and with the equipment.</i> | | | | |
| Materials: <i>Mats, carpets, playground, teaching rooms, whistles, stop watch, balls, cones, ropes, narrow band, plinth, other materials of gymnastics.</i> | | | | |

| | | | | |
|--|---|--|--|---|
| Topic Area: Sports and Games | | Sub-topic Area: Individual Sports | | |
| S4 Sports/clubs | | Unit 3: Athletics | | No. of lessons: 10 |
| Key unit competence: The learner should be able to master in running, jumping and throwing techniques by using the rules. | | | | |
| Learning Objectives | | | Contents | Learning Activities |
| Knowledge and Understanding | Skills | Attitudes and Values | | |
| <ul style="list-style-type: none"> - Recognise the different types of athletic techniques. - Generalise the importance of athletics for his/her body. - State the reasons of athletic movements in the society. | <ul style="list-style-type: none"> - Apply the athletic movement to improve one's agility and flexibility in daily life. - Create individual athletic movements. - Evaluate his/her performance in athletics. - Develop body coordination. - Describe how athletics can be done in a safe, varied, effective and enjoyable way. - React to signals on time. | <ul style="list-style-type: none"> - Show respect to the rules and regulations of athletics. - Appreciate the importance of: <ul style="list-style-type: none"> o Cooperation in the team. o Fair play. o Self-confidence. - Improvement of physical qualities: <ul style="list-style-type: none"> - Dexterity. - Balance. - Agility. - Coordination. - Endurance. - Resistance. - Force. - Enjoy the athletic | <ul style="list-style-type: none"> - Running race exercises <ul style="list-style-type: none"> o Speed race exercises: <ul style="list-style-type: none"> • 100m and 200m distances. • Resistance race exercises: <ul style="list-style-type: none"> • 400m, 800m and 1500m distances. o Endurance race exercises : <ul style="list-style-type: none"> • 3000m and 5000 m distances. - Jumping exercises : <ul style="list-style-type: none"> o Long jump exercises. | <ul style="list-style-type: none"> - Responding to the teacher's instructions, perform different exercises of : <ul style="list-style-type: none"> o Speed races of 100m, focus on: start, speed and finish. o Speed races of 200m, focus on: racing in turn techniques. - Perform different exercises of: <ul style="list-style-type: none"> o Resistance races of 400m and 800 m focus on: start and speed. - Perform different exercises of: <ul style="list-style-type: none"> o Endurance races of 3000m and 5000 m focus on the regular speed. - Perform exercises, focus on : <ul style="list-style-type: none"> o Accelerated progressive run. o Increased run up. o Precise calibration of the run up. o Appeal to the authorised zone to a maximum speed. o Liaison between the run up and impulsion. o Choice of suspension technique(scissors jump or extension). |

| | | | | |
|--|--|------------|--|--|
| | | exercises. | <ul style="list-style-type: none"> ○ High jump exercises. ○ Triple jump exercises. - Throwing exercises: <ul style="list-style-type: none"> ○ Shot put exercises. ○ Discus throwing exercises. ○ Javelin throwing exercises. - Athletic rules. | <ul style="list-style-type: none"> ○ Full jump. - Perform straddle roll exercises, focus on : <ul style="list-style-type: none"> ○ Global form of crossing. ○ Reduced run up on 4 tails. ○ Liaisons run up impulsion. ○ Vertical impulsion in the race axis. ○ Rotation of the trunk around the bar. ○ Opening of the appeal leg, bend leg. ○ Fall in the axis with cushioning by a roll. - Perform exercises. focus on : <ul style="list-style-type: none"> ○ Multi jump performances(hops, bounding tails, hops alternate) ○ Global form of triple jump. ○ Progressive acceleration of run up race. ○ Liaison race impulsion in a large zone. ○ Bounds rhythmic equality. - Perform exercises, focus on : <ul style="list-style-type: none"> ○ Adding the shot. ○ Placement of shot. ○ Face shot technique (legs flexibility, stretching followed by body stretching and hand putting). ○ Profile putting technique without run up(twisting and untwisting of legs and trunk, upper body rapid down movement). ○ Profile putting technique without run up(profile putting after a flow step). ○ Regulation elements. - Perform exercises, focus on : <ul style="list-style-type: none"> ○ Holding the discus. ○ Discus tense of rotation. ○ Face throwing technique. (Flexibility of |
|--|--|------------|--|--|

| | | | | |
|---|--|--|--|--|
| | | | | <p>legs, body posture in helix, legs pressure and front position of the throwing hand).</p> <ul style="list-style-type: none"> ○ Profile throwing without run up: <ul style="list-style-type: none"> ● Easy flexibility of legs. ● Turn back. ● Helix body placement. ● Legs pressure towards the front. ● Fast return of the upper body and throwing hand. ○ Rules elements. <p>- Perform exercises, focus on :</p> <ul style="list-style-type: none"> ○ Correctly holding the javelin. ○ Throw without run up: <ul style="list-style-type: none"> ● front position support towards the trunk. ● trunk position bend towards back torsion(helix). ● position of throwing hand straight forward and set free. ● upper body return throw with the throwing hand. ● throw with a reduced run up on 4 steps ○ Global form of throw: armed throw run up. ○ Rules elements. |
| <p>Links to other subjects: <i>Health in Science, Rhythm in Creative Arts and Senses in SET.</i></p> | | | | |
| <p>Assessment criteria: <i>To evaluate how the learners demonstrate the athletic techniques of running, jumping and throwing by using the rules.</i></p> | | | | |
| <p>Materials: <i>Mats, carpets, playground, rooms, whistles, stop watch, balls, cones, ropes, narrow band.</i></p> | | | | |

| Topic Area: Sports and Games | | Sub-topic Area: Collective Sports | | |
|---|---|--|--|---|
| S4 Sports/clubs | | Unit 4: Football | | No. of lessons: 8 |
| Key unit competence: The learners should be able to apply tactics and technical gestures of football in attack and defence in a regular game situation. | | | | |
| Learning Objectives | | | Contents | Learning Activities |
| Knowledge and Understanding | Skills | Attitudes and Values | | |
| <ul style="list-style-type: none"> - Recognise the different types of football techniques and tactics. - Define the importance of tactics and techniques for football. - Explain the reasons of playing football in the society. | <ul style="list-style-type: none"> - Apply the techniques and tactics to improve one's performance in football. - Create individual tactic and technical gestures during the football game. - Evaluate his/her performance in football. - Develop body coordination. - Describe how football can be played in a safe, varied, effective and enjoyable way. | <ul style="list-style-type: none"> - Show respect to the rules and regulations during the game. - Appreciate the importance of: <ul style="list-style-type: none"> ○ Cooperation and communication in the team. ○ Decision making. ○ Fair play. ○ Self -confidence. ○ Leadership. - Improvement of physical qualities: <ul style="list-style-type: none"> - Dexterity. - Balance. - Agility. - Coordination. - Endurance. | <ul style="list-style-type: none"> - Attack: <ul style="list-style-type: none"> ○ Individual techniques and tactics in attack: <ul style="list-style-type: none"> ● Internal and external football driving. ● Aerial head, chest and foot pass. ● Ground shot. ● Supported and aerial shot. ● Ball control: blocking and trap (thigh, foot, chest). ● Freeing: moving game, using empty spaces and varied support. | <ul style="list-style-type: none"> - Responding to the teacher's instructions, perform the techniques and tactics, focus on: <ul style="list-style-type: none"> ○ Internal and external football driving. ○ Aerial head, chest and foot pass. ○ Ground shot. ○ Supported and aerial shot. ○ Ball control: blocking and trap (thigh, foot, chest). ○ Freeing: moving game, using empty spaces and varied support. ○ Progressions of two |

| | | | | |
|--|--|--|---|--|
| | | <ul style="list-style-type: none"> - Resistance. - Force. - Enjoy playing football using technical tactics. | <ul style="list-style-type: none"> • Progressions of two players, using 1-2, escape the adversary or get rid of the shot. <ul style="list-style-type: none"> ○ Collective organisation. - Defence: <ul style="list-style-type: none"> ○ Individual techniques in defence. ○ Individual tactics in defence. ○ Collective organisation. | <p>players, using 1-2, escape the adversary or get rid of the shot.</p> <ul style="list-style-type: none"> - Apply the game system, focus on: <ul style="list-style-type: none"> ○ Improving game field. ○ Ball circulation with precision security and rapidity (canvassing). ○ Creation of numerical security through lateral and central backlines (goal line). - Apply different techniques, focus on: <ul style="list-style-type: none"> ○ Improving the force control: charging, tackling and ball protection. ○ Defensive head game. ○ Goalkeeper's game: picking the ball, blockage, ball release by foot and hand. - Apply different techniques, focus on: <ul style="list-style-type: none"> ○ Position towards the adversary and the ball according to the game situation. - Apply the game system, focus on: |
|--|--|--|---|--|

| | | | | |
|---|--|--|--|--|
| | | | | <ul style="list-style-type: none"> ○ Defensive systems: zone defence, individual defence ○ Position and moving in both systems: back defence, pushing, mutual help, marking and defence floating ○ Element rules. |
| Links to other subjects: <i>Health in Science and Senses in SET.</i> | | | | |
| Assessment criteria: <i>To evaluate how the learners attack and defend using the tactics and technical gestures of football in the game situation.</i> | | | | |
| Materials: <i>Playground, rooms, whistles, stop watch, balls, cones, chasubles.</i> | | | | |

| Topic Area: Sports and Games | | Sub-topic Area: Collective Sports | | |
|--|---|---|--|---|
| S4 Sports/clubs | | Unit 5: Volleyball | | No. of lessons: 4 |
| Key unit competence: The learner should be able to use tactics and technical gestures of volleyball in the attack and defence in a regular game situation. | | | | |
| Learning Objectives | | | Contents | Learning Activities |
| Knowledge and Understanding | Skills | Attitudes and Values | | |
| <ul style="list-style-type: none"> - Recognise the different types of volleyball techniques and tactics. - Explain the importance of playing volleyball for his/her body in daily life and in the society. | <ul style="list-style-type: none"> - Apply the technical techniques and tactics to improve one's performance in volleyball. - Create individual techniques and tactics in volleyball. - Evaluate his/her performance in volleyball. - Develop body coordination. - Describe how volleyball can be played in a safe, varied, effective and enjoyable way. | <ul style="list-style-type: none"> - Show respect to the rules and regulations during the game. - Appreciate the importance of cooperation in the team. - Improvement of physical qualities: <ul style="list-style-type: none"> ○ Dexterity. ○ Balance. ○ Agility. ○ Coordination. ○ Endurance. ○ Resistance. ○ Force. - Improvement of moral qualities: <ul style="list-style-type: none"> ○ Team work. ○ Decision making. ○ Mental strength | <ul style="list-style-type: none"> - Attack exercises: <ul style="list-style-type: none"> ○ Exercises of individual techniques in attack, focus on: <ul style="list-style-type: none"> ● Services: frontal low, tennis. ● Smash. ● Ball touch. ● Lob placed attacks, tip, and dry beat. ● Oriented services ○ Exercises of individual tactics in attack : <ul style="list-style-type: none"> ● Differentiate the role of a front player from the back player. ○ Exercises of collective organisation. | <ul style="list-style-type: none"> - Responding to the teacher's instructions, perform different techniques, focus on: <ul style="list-style-type: none"> ○ Services: frontal low, tennis. ○ Smash. ○ Ball touch. ○ Lob placed attacks, tip, dry beat. ○ Oriented services. - Apply different tactics, focus on: <ul style="list-style-type: none"> ○ Differentiate the role of the front player from the back player. ○ Position, movement and cohesive attack. - Perform the technical gestures, focus on: <ul style="list-style-type: none"> ○ Forwarding. |

| | | | | |
|--|--|--|---|--|
| | | <ul style="list-style-type: none"> ○ Fair play. ○ Self- confidence. - Enjoy playing volleyball using technical tactics. | <ul style="list-style-type: none"> ● Position, movement and cohesive attack. - Defence exercises: <ul style="list-style-type: none"> ○ Exercises of individual techniques in defence: <ul style="list-style-type: none"> ● Forwarding. ● Counter or block. ○ Exercises of individual tactics in defence: <ul style="list-style-type: none"> ● Ensure a good cover up. ● Set up a cover. ○ Exercises of collective organisation. | <ul style="list-style-type: none"> ○ Counter or block. - Perform tactics gestures ,focus on: <ul style="list-style-type: none"> ○ Ensure a good cover up. ○ Set up a cover. ○ Relationship orientation of the receiver and the passer. - Apply defence systems, focus on: <ul style="list-style-type: none"> ○ Service reception with 5 players(1-5), 4 players (Penetration system). ○ Cover up organisation. |
|--|--|--|---|--|

Links to other subjects: *Health in Science and Senses in SET.*

Assessment criteria: *To evaluate how the learners apply the techniques and tactical gestures of volleyball in attack and defence, in a game situation.*

Materials: *Playground, rooms, whistles, stop watch, balls, cones, chasubles, net, posts.*

| Topic Area: Sports and Games | | Sub-topic Area: Collective sports | | |
|--|---|--|--|--|
| S4 Sports/clubs | | Unit 6: Basketball | | No. of lessons: 4 |
| Key unit competence: The learner should be able to apply the techniques and tactics of basketball in attack and defence in a regular game situation. | | | | |
| Learning Objectives | | | Contents | Learning Activities |
| Knowledge and Understanding | Skills | Attitudes and Values | | |
| <ul style="list-style-type: none"> - Identify the different types of basketball techniques and tactics. - Recall the importance of basketball for his/her body in daily life. - Explain the reasons of playing basketball in the society. | <ul style="list-style-type: none"> - Apply the techniques and tactics to improve one's performance in basketball. - Create individual technical and tactical gestures while playing basketball. - Evaluate his/her performance level in basketball. - Develop body coordination. - Describe how basketball can be played in a safe, varied, effective and enjoyable way. | <ul style="list-style-type: none"> - Show respect to the rules and regulations during the game. - Appreciate the importance of cooperation in the team. - Improvement of physical qualities: <ul style="list-style-type: none"> ○ Dexterity. ○ Balance. ○ Agility. ○ Coordination. ○ Endurance. ○ Resistance. ○ Force. - Improvement of moral qualities: <ul style="list-style-type: none"> ○ Team work. ○ Decision | <ul style="list-style-type: none"> - Attack exercises <ul style="list-style-type: none"> ○ Exercises of individual techniques in attack: <ul style="list-style-type: none"> ● Dribble. ● Pass – reception. ● Shots. ○ Exercises of individual tactics in the attack: <ul style="list-style-type: none"> ● Pass and go. ● Pass and follow. ● Take position. ● Counter-attack: creation and exploitation of the number. ● Position of the player with specific roles "front" and "back." ● Offensive bouncing, ○ Exercises of collective organisation. | <ul style="list-style-type: none"> - Responding to the teacher's instructions: - Improve the technical gestures of basketball in the attack. - Improve the technical gestures, focus on: <ul style="list-style-type: none"> ○ Dribble. ○ Pass – reception ○ Shots. - Improve the tactical gestures, focus on : <ul style="list-style-type: none"> ○ Pass and go. ○ Pass and follow. ○ Take position. ○ Counter-attack: creation and exploitation of the number. ○ Position of the player with specific roles |

| | | | | |
|--|--|--|--|--|
| | | <ul style="list-style-type: none"> making. ○ Mental strength. ○ Fair play. ○ Self – confidence. - Enjoy playing basketball using technical tactics. | <ul style="list-style-type: none"> - Defence exercises: <ul style="list-style-type: none"> ○ Exercises of individual techniques in defence. ○ Exercises of individual tactics in defence. ○ Exercises of the collective. ○ Organisation: <ul style="list-style-type: none"> ● Interception of the ball. ● Defence rebound. ● Position and placement in floating defence. ● Improve collective behaviour in the defence, different from: <ul style="list-style-type: none"> ● zone defence ● 2-1-2 ● 1-2-2 - Rules element. | <ul style="list-style-type: none"> "front" and "back." ○ Offensive bouncing. - Learning game systems, focus on: <ul style="list-style-type: none"> ○ Game system with back player, key player and fixed back player. ○ Master movement and game field vision. - Perform tactics in the game situation, focus on: <ul style="list-style-type: none"> ● Interception of the ball. ● Defence rebound. ● Position and placement in floating defence. ● Improve collective behaviour in defence different from: <ul style="list-style-type: none"> ● zone defence ● 2-1-2 ● 1-2-2 - Apply rules element. |
|--|--|--|--|--|

Links to other subjects: *Health in Science and Senses in SET.*

Assessment criteria: *To evaluate how the learners use the techniques and tactics of basketball in attack and defence in a regular game situation.*

Materials: *Playground, rooms, whistles, stop watch, balls, cones, chasubles, net, posts.*

| Topic Area: Sports and Games | | Sub-topic Area: Collective Sports | | |
|--|---|---|--|---|
| S4 Sports/clubs | | Unit 7: Handball | | No. of lessons: 4 |
| Key unit competence: The learner should be able to apply the techniques and tactics of handball in the attack and defence, and also apply rules in a game situation. | | | | |
| Learning Objectives | | | Contents | Learning Activities |
| Knowledge and Understanding | Skills | Attitudes and Values | | |
| <ul style="list-style-type: none"> - Identify the different types of handball techniques and tactics. - Recall the importance of handball for his/her body in daily life. - Explain the reasons of playing handball in the society. | <ul style="list-style-type: none"> - Apply the techniques and tactics to improve one's performance in handball. - Create individual techniques and tactics while playing handball. - Cooperation in the team. - Evaluate his/her performance level in handball. - Develop body coordination. - Describe how handball can be played in a safe, varied, effective and | <ul style="list-style-type: none"> - Show respect of to the rules and regulations during the game. - Improvement of physical qualities: <ul style="list-style-type: none"> ○ Dexterity. ○ Balance. ○ Agility. ○ Coordination. ○ Endurance. ○ Resistance. ○ Force. ○ Team work ○ Decision making. ○ Mental strength. ○ Fair play. ○ Self –confidence. - Enjoy playing handball using techniques and tactics. | <ul style="list-style-type: none"> - Attack exercises: <ul style="list-style-type: none"> ○ Exercises of individual techniques in attack: <ul style="list-style-type: none"> ● Pass – reception. ● Dribble /bouncing. ● Shot. ○ Exercises of individual tactics in attack : <ul style="list-style-type: none"> ● Pass and go. ● Pass and follow. ● Take position. - Exercises of collective organisation. - Defence exercises: <ul style="list-style-type: none"> ○ Exercises of | <ul style="list-style-type: none"> - Responding to the teacher's instructions: - Improve the techniques in attack. focus on: <ul style="list-style-type: none"> ○ Pass – reception. ○ Dribble /bouncing. ○ Shot. - Improve tactics in attack, focus on : <ul style="list-style-type: none"> ○ Pass and go. ○ Pass and follow. ○ Take position. ○ Counter-attack: creation and exploitation of the number(first break). ○ Position of the player with specific roles"front" and "back". ○ Offensive bouncing. - Apply counter attack game |

| | | | | |
|--|----------------|--|--|---|
| | enjoyable way. | | <p>individual techniques in defence.</p> <ul style="list-style-type: none"> ○ Exercises of individual tactics in defence. - Rules element. | <p>systems, focus on:</p> <ul style="list-style-type: none"> ○ Deep and large spacing. ○ Creation of localised over numbering situations. ○ Set up attack system. - Perform movement in the positions according to the game situation, focus on: <ul style="list-style-type: none"> ○ Past movement in back defence and in defence, sense of change and rhythm. ○ Back defence marking. ○ Pushing the ball controller. - Accomplish the zone defence system, focus on: <ul style="list-style-type: none"> ○ Back after losing the ball. ○ Zone defence systems according to the adversary attack systems. - Apply rules element. |
| <p>Links to other subjects: <i>Health in Science and Senses in SET.</i></p> | | | | |
| <p>Assessment criteria: <i>To evaluate how the learners apply the techniques and tactics of handball in attack and defence in a regular game situation.</i></p> | | | | |
| <p>Materials: <i>Playground, room, balls, whistle, cones, equipment, chasubles, goals, trees.</i></p> | | | | |

5.3. Senior Five

5.3.1. Key Competences at the end of Senior Five

After completion of Senior five, the learners can:

- Analyse gymnastic performance and offer advice on how to perform in a range of physical activities.
- Perform basic movements on the floor and with apparatus.
- Perform techniques and tactics in different sports and apply the rules.
- Analyse the previous performance and advise ways of improvement.
- Analyse team performance to identify the strengths and weaknesses in individual performance.
- Suggest new approach and ways of improving team performance.
- Refine exercise routines and be able to determine the sort of combinations of exercises in routines that will benefit different sort of performances.

5.3.2. Senior Five Units

| Topic Area: Movement and Gymnastics | | | | |
|---|--|---|---|--|
| S5 Sports/clubs | | Unit 1: Motor Control and movement | | No. of lessons: 2 |
| Key unit competence: The learner should be able to demonstrate and refine flexibility exercises for muscular development. | | | | |
| Learning Objectives | | | Contents | Learning Activities |
| Knowledge and Understanding | Skills | Attitudes and Values | | |
| <ul style="list-style-type: none"> - Define key terms and words used in physical education. - Identify the types of theory of physical education. - List some flexibility and muscular development exercises done in physical education. | <ul style="list-style-type: none"> - Apply different exercises for flexibility. - Imitate individual flexibility and the muscular exercises applied. - Practice well one's flexibility and the muscular exercises. - Create and develop flexibility and the muscular exercises. - Describe how flexibility and the muscular exercises can be done in a safe, varied, effective and enjoyable way. | <ul style="list-style-type: none"> - Show respect to the rules and regulations during the physical activities. - Increase the body coordination. - Develop health related fitness components like strength, endurance and flexibility. - Increase body and spatial awareness. - Appreciate the importance of: <ul style="list-style-type: none"> o Cooperation in the team. o Fair play. o Self- confidence. - Enjoy the physical exercises. - Pay attention on the regulations and rules. - Communicate effectively during the activity. | <ul style="list-style-type: none"> - Exercises for flexibility and muscular development - Theory on physical activities. - Theory on physical qualities. | <ul style="list-style-type: none"> - Responding to the teacher's instructions, perform different physical exercises during the appropriate lessons. - Develop theory on physical activities, focus on: <ul style="list-style-type: none"> o Definition. o Types and their impact on the organisation. - Develop theory on physical qualities, focus on: <ul style="list-style-type: none"> o Definition. o Types. |
| Links to other subjects: <i>Health in Science, Rhythm in Creative Arts and Senses in SET.</i> | | | | |
| Assessment criteria: <i>To evaluate how the learners perform with flexibility the various exercises for muscular development.</i> | | | | |

Materials: Mats, carpets, playground, room, whistles, stop watch, balls, cones, ropes, narrow band.

| Topic Area: Movement and Gymnastics | | | Sub-topic Area: Individual Sports | |
|--|---|--|--|---|
| S5 Sports/clubs | | Unit 2: Gymnastics | | No. of lessons: 4 |
| Key unit competence: The learner should be able to perform flexibility exercises on the ground and with the apparatuses. | | | | |
| Learning Objectives | | | Contents | Learning Activities |
| Knowledge and Understanding | Skills | Attitudes and Values | | |
| <ul style="list-style-type: none"> - Recognise the different types of gymnastic exercises. - Explain the importance of gymnastics for developing his/her body. | <ul style="list-style-type: none"> - Apply gymnastic movement to improve one's agility and flexibility in daily life. - Create individual gymnastic movements. - Evaluate his/her performance in gymnastics. - Develop body coordination. - Describe how gymnastics can be performed in a safe, varied, effective and enjoyable way. | <ul style="list-style-type: none"> - Show respect to the rules and regulations during gymnastic activities. - Increase the body coordination. - Develop health related fitness components like strength, endurance and flexibility. - Increase the body and spatial awareness. - Appreciate the importance of: <ul style="list-style-type: none"> o Cooperation in the team. o Fair play. o Self –confidence. - Learn to suspend the | <ul style="list-style-type: none"> - Ground gymnastic exercises: <ul style="list-style-type: none"> o Flexibility exercises on the ground. o Shaping elements covered in 4th year. o Hands jump. o Leaping about. o Flip flop. o Set square from the knee position. o Change of direction. - Gymnastic exercises using the Apparatus. - Exercises with equipment: <ul style="list-style-type: none"> o Bock and plinth exercises. o Parallel bars | <ul style="list-style-type: none"> - Responding to the teacher's instructions, perform different exercises, focus on: <ul style="list-style-type: none"> o Shaping elements covered in the previous classes. o Hands jump. o Leaping about. o Flip flop. o Set square from the knee position. o Change of direction. - Mastering bock and plinth exercises as seen in previous classes: <ul style="list-style-type: none"> o Swallow dive. o Straddle roll. - Perform exercises, |

| | | | | |
|--|--|--|--|---|
| | | <p>body using hanging movements and shapes.</p> <ul style="list-style-type: none"> - Demonstrate the traveling, rotation, hanging and balance movements using different pieces of equipment. - Enjoy the physical exercises. | <p>exercises.</p> <ul style="list-style-type: none"> o Fixed bar exercises. | <p>focus on :</p> <ul style="list-style-type: none"> o From the seat wide away, raise the bobby with reversed support on the shoulders. o Balance and back to the seat with reversed support on the shoulders. o From balancing to support, out with half round to exit. o Balancing in brachial support and then roll back. o Small links with 4 or 5 elements. <p>- Perform exercises, focus on :</p> <ul style="list-style-type: none"> o Pull up. o Climb reverse in tight support, balance and back exit. |
|--|--|--|--|---|

Links to other subjects: *Health in Science, Rhythm in Creative Arts and Senses in SET.*

Assessment criteria: *To evaluate how the learners perform ground agility exercises with flexibility on the apparatuses.*

Materials: *Mats, carpets, playground, teaching rooms, whistles, stop watch, balls, cones, ropes, narrow band.*

| Topic Area: Sports and Games | | | Sub-topic Area: Individual sports | |
|--|---|--|--|---|
| S5 Sports/clubs | | Unit 3: Athletics | | No. of lessons: 10 |
| Key unit competence: The learner should be able to master different types of running races, jumps and throwing ,according to the athletic rules. | | | | |
| Learning Objectives | | | Contents | Learning Activities |
| Knowledge and Understanding | Skills | Attitudes and Values | | |
| <ul style="list-style-type: none"> - Recognise the different types of athletic activities. - Recall the importance of athletics for his/her body. - Explain the reasons of athletic activities. - Distinguish athletic equipment and their uses. | <ul style="list-style-type: none"> - Apply athletic movement to improve agility and flexibility in daily life. - Create individual athletic movements. - Evaluate his/her excellence in athletics. - Develop body coordination. - Describe how athletics can be done in a safe, varied, effective and enjoyable way. - Explain the use of athletic equipment. | <ul style="list-style-type: none"> - Show respect to the rules and regulations during the athletic movement. - Improvement of physical qualities: <ul style="list-style-type: none"> - Dexterity. - Balance. - Agility. - Coordination. - Endurance. - Resistance. - Appreciate the importance of: <ul style="list-style-type: none"> o Cooperation and communication in the activity process. o Fair play. o Self- confidence. o Fitness. o Creativity. - Enjoy the athletic | <ul style="list-style-type: none"> - Running race exercises: <ul style="list-style-type: none"> o Exercises of speed races. o Exercises of resistance races. o Exercises of relay races. o Exercises of obstacles races. o Rules elements. o Exercises of long jump. o Exercises of high jump. o Ventral rolling techniques. o Exercises of triple jump. - Throwers and rules: <ul style="list-style-type: none"> o Shot put. o Exercises of discus | <ul style="list-style-type: none"> - Responding to the teacher's instructions: <ul style="list-style-type: none"> o Excel different exercises of : <ul style="list-style-type: none"> o Speed races of 400m, focus on: start,speed and finish. o Excel different exercises of : <ul style="list-style-type: none"> o Resistance races of 1500m, focus on: start and speed. o Excel different exercises of: <ul style="list-style-type: none"> o Cross country. o 4x100m. o 4x400m. o Perform exercises of hurdle race. o Apply the rule. - Excel long jump, focus on: <ul style="list-style-type: none"> o Speed increased run ups. o Precise standardisation of run ups. o Prolonged impulsion on skateboard. o Impulsion suspension liaison. |

| | | | | |
|--|--|--|---|--|
| | | <p>exercises.</p> <ul style="list-style-type: none"> - Use safely athletic equipment. | <p>throwing.</p> <ul style="list-style-type: none"> ○ Exercises of javelin throwing. | <ul style="list-style-type: none"> ○ Coordination: race-impulsion-suspension-drop. ○ Rules of long jump. - Excel high jump, focus on : <ul style="list-style-type: none"> ○ Run up race on a distance of 6 to 8 strides (tail). ○ Accelerated run up race. ○ On the knee position run up race. ○ Correctly position the body on the two back strides (to tail). ○ Impulsion exercising with a rift advance. ○ Crossing technique: ventral roll. ○ Rules of high jump. - Excel triple jump exercises, focus on: <ul style="list-style-type: none"> ○ Standardisation of run up race on a 10 to 14 strides. ○ Optimal speed at an impulsion on a reglementary zone. ○ Technique of the 1st jump L-L, R-R low jump. ○ Optimal re-jump towards the front of the 2nd jump. ○ 2nd jump techniques L-R, R: complete and prolonged push of the free leg, late larding return. ○ Complete jump with full run up. ○ Triple jump rules. - Excel exercises of shot put, focus on : |
|--|--|--|---|--|

| | | | | |
|---|--|--|--|---|
| | | | | <ul style="list-style-type: none"> ○ Revision of the 4th year content. ○ Back shot throw with run up: with a jump and set step. ○ Shot put rules. ○ Excel shooting exercises using the circle technique. - Excel exercises of discus throw, focus on: <ul style="list-style-type: none"> ○ Techniques learnt in the 4th year. ○ Ten meter circle technique: back start and legs forward. ○ Rules for discus throwing. - Excel javelin shooting exercises using circle technique, focus on: <ul style="list-style-type: none"> ○ Techniques of throwing learnt in the 4th year. ○ Run up speed to 8 strides of movement plus 4 preparatory strides. ○ Precise standardisation of run up speed. ○ Coordination of 3 phases: run up race, placement and terminal phase. ○ Rules for javelin throwing. |
| Links to other subjects: <i>Health in Science, Rhythm in Creative Arts and Senses in SET.</i> | | | | |
| Assessment criteria: <i>To evaluate how the learners run, jump and throw perfectly according to the athletic rules.</i> | | | | |
| Materials: <i>Mats, carpets, playground, rooms, whistles, stop watch, balls, cones, ropes, narrow band, javelin, discus.</i> | | | | |

| Topic Area: Sports and Games | | | Sub-topic Area: Collective sports | |
|---|---|--|---|--|
| S5 Sports/clubs | | Unit 4: Football | | No. of lessons: 8 |
| Key unit competence: The learner should be able to use the techniques and tactics of football in attack and defence in a regular game situation. | | | | |
| Learning Objectives | | | Contents | Learning Activities |
| Knowledge and Understanding | Skills | Attitudes and Values | | |
| <ul style="list-style-type: none"> - List the different types of football techniques and tactics. - Define the importance of football for his/her body and daily life. - Explain the reasons of playing football in the society. | <ul style="list-style-type: none"> - Apply the techniques and tactics to improve one's performance in football. - Create individual techniques and tactics. - Evaluate his/her performance in football. - Develop body coordination. - Describe how football can be played in a safe, varied, effective and enjoyable way. | <ul style="list-style-type: none"> - Perfect different techniques and tactics, focus on: <ul style="list-style-type: none"> ○ Attack and defence. ○ Show respect to the rules and regulations during the game. - Improvement of physical qualities: <ul style="list-style-type: none"> ○ Dexterity. ○ Balance. ○ Agility. ○ Coordination. ○ Endurance. ○ Resistance. ○ Force. - Improve moral qualities. <ul style="list-style-type: none"> ○ Team work. ○ Team spirit. | <ul style="list-style-type: none"> - Attack exercises: <ul style="list-style-type: none"> ○ Exercises of individual tactics and technical gestures: <ul style="list-style-type: none"> ● Head game. ● Long passes: centre, transversal, depth. ● Review attack game systems seen in the previous classes. ● Defensive and offensive balance. - Exercises of collective organisation. - Defence exercises: <ul style="list-style-type: none"> ○ Exercises of individual techniques in defence. ○ Exercises of | <ul style="list-style-type: none"> - Responding to the teacher's instructions, perfect different techniques, focus on: <ul style="list-style-type: none"> ○ Technical gestures as seen in previous classes. ○ Head game. ○ Long passes: centre, transversal, depth. ○ Review attack game systems as seen in previous classes. ○ Defensive and offensive balance. - Perfect different techniques, focus on: <ul style="list-style-type: none"> ○ Force control: charges and tackles. ○ Goalkeeper's game |

| | | | | |
|---|--|---|--|--|
| | | <ul style="list-style-type: none"> ○ Mental strength. ○ Decision making. - Enjoy playing football. | <ul style="list-style-type: none"> individual tactics in defence. ○ Individual tactics in defence. - Collective organisation rules. | <ul style="list-style-type: none"> mastering. - Mastering position and movement in different defence systems. - Mastering position in relation to partners (goalkeeper, libero, stopper, back lateral). <ul style="list-style-type: none"> ○ Goalkeeper's game mastering. - Mastering position and movement in different defence systems. - Mastering position in relation to partners (goalkeeper, libero, stopper, back lateral). - Reinforced defence. - Line defence. - Defence strategies: direct shot and corners. - Apply rules. |
| Links to other subjects: <i>Health in Science and Senses in SET.</i> | | | | |
| Assessment criteria: <i>To evaluate how the learners use the techniques and tactics of football in attack and defence in a regular game situation.</i> | | | | |
| Materials: <i>Playground, rooms, whistles, stop watch, balls, cones, chasubles.</i> | | | | |

| Topic Area: Sports and Games | | | Sub-topic Area: Collective sports | |
|---|---|---|--|--|
| S5 Sports/clubs | | Unit 5: Volleyball | | No. of lessons: 4 |
| Key unit competence: The learner should be able to apply volleyball techniques of attacking and defensive systems in a game situation. | | | | |
| Learning Objectives | | | Contents | Learning Activities |
| Knowledge and Understanding | Skills | Attitudes and Values | | |
| <ul style="list-style-type: none"> - Recognise the different techniques and tactics of volleyball. - Recall the importance of volleyball for his/her body and daily life. - Explain the reasons of playing volleyball in the society. - Interpret rules of volleyball | <ul style="list-style-type: none"> - Apply the techniques and tactics to improve one's performance in volleyball. - Create individual techniques and tactics in a game situation. - Evaluate his/her performance in volleyball. - Develop body coordination. - Describe how volleyball can be played in a safe, varied, effective and enjoyable way. | <ul style="list-style-type: none"> - Show respect to the rules and regulations during the game. - Appreciate the importance of cooperation in the team. - Improvement of physical qualities: <ul style="list-style-type: none"> ○ Dexterity. ○ Balance. ○ Agility. ○ Coordination. ○ Endurance. ○ Resistance. ○ Force. - Improve moral qualities: <ul style="list-style-type: none"> ○ Team work. ○ Team spirit. ○ Mental strength. ○ Decision making. ○ Fair play. | <ul style="list-style-type: none"> - Techniques, tactics and rules in volleyball. - Attack exercises: <ul style="list-style-type: none"> ○ Exercises of individual techniques in attack: <ul style="list-style-type: none"> ● Short pass. ● High pass. ● Back pass. ● Long pass. ● Smash. ● Tight pass. ● Floating. ● Strong services. - Exercises of individual tactics in attack. - Exercises of collective organisation. - Defence exercises: | <ul style="list-style-type: none"> - Responding to the teacher's instructions, perform best techniques, focus on: <ul style="list-style-type: none"> ○ Short pass. ○ High pass. ○ Back pass. ○ Long pass. ○ Smash. ○ Tight pass. ○ Floating. ○ Strong services. - Perform best tactics, focus on: <ul style="list-style-type: none"> ○ 2nd pass surprise attack. ○ Block attack, cover ups and back defenders. - Apply games systems, focus on: <ul style="list-style-type: none"> ○ 3 attackers and passers. ○ Penetration and permutation (combination). - Perform best techniques, focus on: <ul style="list-style-type: none"> ○ Headlines, ○ Block |

| | | | | |
|--|--|---|---|--|
| | | <ul style="list-style-type: none"> ○ Self-confidence. - Enjoy playing volleyball. | <ul style="list-style-type: none"> ○ Exercises of individual techniques in defence. ○ Exercises of individual tactics in defence ○ Exercises of collective organisation - Rules of volley ball. | <ul style="list-style-type: none"> ○ Low defence. - Perform best tactics, focus on: <ul style="list-style-type: none"> ○ Oriented reception in front zone (in post 2,3 or4). ○ High reception in the front zone. ○ Defend in response to the attackers (movement and anticipated position). - Apply game systems, focus on: <ul style="list-style-type: none"> ○ Organise service reception in prevision to the running of the future attack. ○ Defence permutation. ○ Offensive of two to three players. ○ Defensive block coordination and back defence. - Apply rules in the game. |
|--|--|---|---|--|

Links to other subjects: *Health in Science and Senses in SET.*

Assessment criteria: *To evaluate how the learners use volleyball techniques of attack and defensive systems in a game situation.*

Materials: *Playground, rooms, whistles, stop watch, balls, cones, chasubles, nets, posts.*

| Topic Area: Sports and Games | | | Sub-topic Area: Collective sports | |
|--|---|---|--|--|
| S5 Sports/clubs | | Unit 6: Basketball | | No. of lessons: 4 |
| Key unit competence: The learner should be able to apply and use techniques and tactics of basketball in attack and defence in a regular game situation. | | | | |
| Learning Objectives | | | Contents | Learning Activities |
| Knowledge and Understanding | Skills | Attitudes and Values | | |
| <ul style="list-style-type: none"> - Identify the different types of basketball techniques and tactics. - Recall the importance of basketball for his/her body in daily life. - Explain the reasons of playing basketball in the society. | <ul style="list-style-type: none"> - Apply the techniques and tactics to improve one's performance in basketball. - Apply the rules of basketball in a game situation. - Create individual technical tactic gestures while playing basketball. - Evaluate his/her performance level in basketball. - Develop body coordination. - Describe how basketball can be played in a safe, varied, effective and enjoyable way. | <ul style="list-style-type: none"> - Show respect to the rules and regulations during the game. - Appreciate the importance of cooperation in the team. - Improvement of physical qualities: <ul style="list-style-type: none"> ○ Dexterity. ○ Balance. ○ Agility. ○ Coordination. ○ Endurance. ○ Resistance. ○ Force. - Improve moral qualities: <ul style="list-style-type: none"> ○ Team work. ○ Team spirit. ○ Mental strength. | <ul style="list-style-type: none"> - Technical tactics and rules in basketball. - Attack exercises: <ul style="list-style-type: none"> ○ Exercises of individual techniques in attack: <ul style="list-style-type: none"> ● Dribble. ● Passes. ● Reception. ● Shots. - Exercises of individual tactics in attack. - Exercises of collective organisation. - Defence exercises: <ul style="list-style-type: none"> ○ Exercises of | <ul style="list-style-type: none"> - Responding to the teacher's instructions: - Mastering technical gestures, focus on: <ul style="list-style-type: none"> ○ Dribble. ○ Passes. ○ Reception. ○ Shots. - Mastering basketball technics, focus on: <ul style="list-style-type: none"> ○ Pass and go with the speed. ○ Pass and follow with the speed. ○ Take position. ○ Counter-attack: creation and exploitation of the number with the speed. ○ Position of the player with specific roles"front" and "back". ○ Offensive bouncing with |

| | | | | |
|---|--|--|---|---|
| | | <ul style="list-style-type: none"> ○ Decision making. ○ Fair play. ○ Self -confidence. <p>- Enjoy playing basketball using technical tactics.</p> | <p>individual techniques in defence.</p> <ul style="list-style-type: none"> ○ Exercises of individual tactics in defence. ○ Exercises of collective organisation. | <p>thespeed.</p> <ul style="list-style-type: none"> - Mastering systems learnt in the 4th year. - Attack with two key players. - Mastering fundamental techniques of zone defence: <ul style="list-style-type: none"> ○ Attitudes. ○ Positions. ○ Movements. - Mastering tactics learnt in the 4th year. - Orientation towards ball handling. - Position of each player in the precise structure: <ul style="list-style-type: none"> ○ 2-1-2. ○ 1-2-2. ○ 1-3-1. - Mastering defence behaviour in different forms: <ul style="list-style-type: none"> ○ Defence zone. ○ Man to man defence in proper zone. |
| Links to other subjects: <i>Health in Science and Senses in SET.</i> | | | | |
| Assessment criteria: <i>To evaluate how the learners use techniques and tactics of basketball in a regular game situation.</i> | | | | |
| Materials: <i>Playground, rooms, whistles, stop watch, balls, cones, chasubles, nets, posts.</i> | | | | |

| Topic Area: Sports and Games | | | Sub-topic Area: Collective sports | |
|--|--|---|--|--|
| S5 Sports/clubs | | Unit 7: Handball | | No. of lessons: 4 |
| Key unit competence: The learner should be able to apply the techniques and tactics of handball in attack and defence, according to the rules. | | | | |
| Learning Objectives | | | Contents | Learning Activities |
| Knowledge and Understanding | Skills | Attitudes and Values | | |
| <ul style="list-style-type: none"> - Identify the different types of handball techniques and tactics. - Recall the importance of handball for his/her body in daily life. - Explain the reasons of playing handball in the society. | <ul style="list-style-type: none"> - Apply the techniques and tactics to improve one's performance in handball. - Create individual techniques and tactics while playing handball. - Evaluate his/her performance level in handball. - Develop body coordination. - Describe how handball can be played in a safe, varied, effective and enjoyable way. | <ul style="list-style-type: none"> - Show respect to the rules and regulations during the game. - Appreciate the importance of cooperation in the team. - Improvement of physical qualities: <ul style="list-style-type: none"> ○ Dexterity. ○ Balance. ○ Agility. ○ Coordination. ○ Endurance. ○ Resistance. ○ Force. - Improve moral qualities: <ul style="list-style-type: none"> ○ Team work. ○ Team spirit. ○ Mental strength. ○ Decision making. | <ul style="list-style-type: none"> - Techniques and tactics of handball. - Attack exercises: <ul style="list-style-type: none"> ○ Exercises of individual techniques in attack: <ul style="list-style-type: none"> ● Pass – reception. ● Dribble /bouncing. ● Shot. ● Jet shot: 7m jet. ● Free suspension shot with counter defensive. ● High angle shot. ● Goalkeeper's work. - Exercises of individual tactics in attack: <ul style="list-style-type: none"> ○ Pass and go. | <ul style="list-style-type: none"> - Responding to the teacher's instructions: - Mastering techniques in attack, focus on: <ul style="list-style-type: none"> ○ Pass – reception. ○ Dribble /bouncing. ○ Shot. ○ Jet shot:7m jet. ○ Free suspension shot with counter defensive. ○ High angle shot. ○ Goalkeeper's work. - Mastering tactics in attack, focus on: <ul style="list-style-type: none"> ○ Pass and go. ○ Pass and follow. ○ Take position. ○ Counter-attack: creation and exploitation of the number (first break). ○ Position of the player with specific roles "front" and |

| | | | | |
|--|--|---|--|--|
| | | <ul style="list-style-type: none"> ○ Fair play. ○ Self-confidence. - Enjoy playing handball using technical tactics. | <ul style="list-style-type: none"> ○ Pass and follow. ○ Take position. ○ Counter-attack: creation and exploitation of the number (first break). ○ Position of the player with specific roles "front" and "back". ○ Offensive bouncing. ○ Screen. ○ Blockage. ○ Pivot and post. - Exercises of collective organisation. - Defence exercises: <ul style="list-style-type: none"> ○ Exercises of individual techniques in defence. ○ Exercises of individual tactics in defence. ○ Exercises of collective organisation. - Handball rules. | <ul style="list-style-type: none"> "back". ○ Offensive bouncing. ○ Screen. ○ Blockage. ○ Pivot and post. - Mastering attack systems: <ul style="list-style-type: none"> ○ 5-1. ○ 4-2. - Placed attack work(in interval and in the gap). - Offensive balance work(simple permutation and re-equilibrium systems). - Mastering techniques, focus on: <ul style="list-style-type: none"> ○ Past movement in back defence and in defence, sense of change and rhythm. ○ Back defence marking. ○ Pushing the ball controller. ○ Contact defence technique: <ul style="list-style-type: none"> ○ Pestering. ○ Subtilisation ○ Marking the inside player(pivot, post). ○ Block and crossed defence. ○ Goalkeeper's defensive game: <ul style="list-style-type: none"> ● Position. ● Movement and parades. |
|--|--|---|--|--|

| | | | | |
|--|--|--|--|---|
| | | | | <ul style="list-style-type: none"> - Mastering individual tactics, focus on: <ul style="list-style-type: none"> ○ Back after losing the ball. ○ Zone defence systems according to the adversary attack systems. ○ Mastering defensive relations between close players (moving forward and cover up sliding change), between far players (lining up) and between goalkeeper and defenders. - Individualise defensive retreat, focus on: <ul style="list-style-type: none"> ○ Fast retreat passage to organised defence. ○ Setting up a defensive system: <ul style="list-style-type: none"> ● Forms 0-6 and 1-5. ● Man to man between 6m and 10m with floating. ● Man to man with change, sliding and floating. - Apply rules. |
| <p>Links to other subjects: <i>Health in Science and Senses in SET.</i></p> | | | | |
| <p>Assessment criteria: <i>To evaluate how the learners use techniques and tactics of handball in a game situation using the rules.</i></p> | | | | |
| <p>Materials: <i>Playground, rooms, whistles, stop watch, balls, cones, chasubles, nets, posts.</i></p> | | | | |

5.4.Senior Six

5.4.1. Key Competences at the end of Senior Six

After completion of Senior Six, the learners can:

- Devise and lead coaching programmes that will enable the teams to improve their performance in a range of gymnastic activities.
- Introduce and lead coaching programmes that will enable others to develop their techniques and skills in a range of sports.
- Apply refereeing basic knowledge.
- Devise and lead coaching programmes that will enable the team to improve their performance in a range of physical games, sports and activities.
- Be able to devise exercise regimes for others to suit their needs and lead activities to promote fitness.

5.4.2. Senior Six Units

| Topic Area: Movement and Gymnastics | | | | |
|---|---|--|---|--|
| S6 Sports/clubs | | Unit 1: Motor Control and movement | | No. of lessons: 2 |
| Key unit competence: The learner should be able to refine flexibility exercises for muscular development. | | | | |
| Learning Objectives | | | Contents | Learning Activities |
| Knowledge and Understanding | Skills | Attitudes and Values | | |
| <ul style="list-style-type: none"> - Define the key terms and words used in physical education. - Identify the types of theory on physical education. - Define theory of physical activities and their qualities. - List some flexibility and muscular exercises used in basic physical education. - List the gymnastic equipment. | <ul style="list-style-type: none"> - Apply different exercises of flexibility. - Imitate individual flexibility and muscular exercises applied. - Create and develop flexibility and muscular exercises. - Practice well one's flexibility and muscular exercises. - Develop body coordination. - Describe how flexibility and muscular exercises can be done in a safe, varied, effective and enjoyable way. | <ul style="list-style-type: none"> - Show respect to the rules and regulations during the physical activities. - Develop health related fitness components like strength, endurance and flexibility. - Increase body and spatial awareness. - Appreciate the importance of: <ul style="list-style-type: none"> o Cooperation in the team. o Fair play. o Self-confidence. - Enjoy physical exercises. - Communicate effectively during the activity. | <ul style="list-style-type: none"> - Exercises of flexibility and muscular development. - Theory on physical activities. - Theory on physical qualities. | <ul style="list-style-type: none"> - Responding to the teacher's instructions: - Refine different physical exercises during the appropriate lessons learnt in the previous class and emphasise on the exercises which develop physical fitness. - Develop theory on physical activities, focus on: <ul style="list-style-type: none"> o Definition. o Types and their impact on the organisation. o Development. - Develop theory on physical qualities, focus |

| | | | | |
|---|--|---------------------------------------|--|----------------------------------|
| | | - Use safely the gymnastic equipment. | | on: ○ Definition. ○ Types. |
| Links to other subjects: <i>Health in Science, Rhythm in Creative Arts and Senses in SET.</i> | | | | |
| Assessment criteria: <i>To evaluate how the learners demonstrate flexibility exercises for muscular development during the practice.</i> | | | | |
| Materials: <i>Mats, carpets, playground, room, whistles, stop watch, balls, cones, ropes, narrow band.</i> | | | | |

| Topic Area: Movement and Gymnastics | | | Sub-topic Area: Individual Sports | |
|--|---|--|--|---|
| S6 Sports/clubs | | Unit 2: Gymnastics | | No. of lessons: 4 |
| Key unit competence: The learner should be able to perfectly carry out the flexibility exercises on the ground and with the apparatuses. | | | | |
| Learning Objectives | | | Contents | Learning Activities |
| Knowledge and Understanding | Skills | Attitudes and Values | | |
| <ul style="list-style-type: none"> - Recognise the different types of gymnastic exercises. - Recall the importance of gymnastic for his/her body. - Explain the reasons of gymnastic practice. - List different gymnastic equipment. | <ul style="list-style-type: none"> - Apply gymnastic movement to improve one's agility and flexibility in daily life. - Create individual gymnastic movements. - Evaluate his/her performance in gymnastic. - Develop body coordination. - Describe how gymnastic can be performed in a safe, varied, effective and enjoyable way. | <ul style="list-style-type: none"> - Show respect to the rules and regulations during gymnastic exercises. - Develop health related fitness components like strength, endurance and flexibility. - Increase body and spatial awareness. - Appreciate the importance of: <ul style="list-style-type: none"> o Cooperation in the team. o Fair play. o Self-confidence. - Demonstrate traveling, rotation, hanging and balance movements using different pieces of equipment. - Use safely the | <ul style="list-style-type: none"> - Ground gymnastics: <ul style="list-style-type: none"> o Flexibility exercises on the ground. o Manual support reversed and movement. o Balance on front hands. o Exercises of change in direction. o Linking 5 elements (jump exercises, balance and change of direction). - Gymnastic with the Apparatus: <ul style="list-style-type: none"> o Exercises with the equipment. - Block and plinth exercises. - Parallel bar exercises. - Fixed bar exercises. | <ul style="list-style-type: none"> - Responding to the teacher's instructions, perform different exercises, focus on: <ul style="list-style-type: none"> o Manual support reversed and movement. o Balance on front hands. o Exercises of change in direction. o Linking 5 elements(jump exercises, balance and change of direction). - Mastering block and plinth exercises as seen in the 4th year. - Swallow dive. - Straddle roll. - Perform exercises, focus on : |

| | | | | |
|--|--|----------------------|--|---|
| | | gymnastic equipment. | | <ul style="list-style-type: none"> ○ From the seat wide away, raise the bobby with reversed support on the shoulders. ○ Balance and back to the seat with reversed support on shoulders. ○ From balancing to support, out with half round to exit. ○ Balancing in brachial support and then roll back. ○ Small links with 4 or 5 elements. - Perform exercises, focus on : <ul style="list-style-type: none"> ○ Pull up ○ Climb reverse in tight support, balance and back exit. |
|--|--|----------------------|--|---|

Links to other subjects: *Health in science, Rhythm in Creative Arts and Senses in SET.*

Assessment criteria: *To evaluate how the learners carry out flexibility exercises on the ground and with the apparatuses.*

Materials: *Mats, carpets, playground, rooms, whistles, stop watch, balls, cones, ropes, narrow band.*

| Topic Area: Sports and Games | | | Sub-topic Area: Individual Sports | |
|---|---|---|---|---|
| S6 Sports/clubs | | Unit 3: Athletics | | No. of lessons: 10 |
| Key unit competence: The learner should be able to execute and interpret the rules of the different types of running races, jumps, and throws. | | | | |
| Learning Objectives | | | Contents | Learning Activities |
| Knowledge and Understanding | Skills | Attitudes and Values | | |
| <ul style="list-style-type: none"> - Recognise the different types of athletic activities. - Recall the importance of athletics for his/her body. - Explain the reasons of athletic movements. - List athletic equipment. | <ul style="list-style-type: none"> - Apply athletic movement to improve one's agility and flexibility in daily life. - Create individual athletic movements. - Evaluate his/her excellence in athletics. - Develop body coordination. - Describe how athletics can be done in a safe, varied, effective and enjoyable way. - Explain the use of the athletic equipment. | <ul style="list-style-type: none"> - Show respect to the rules and regulations during the athletic movements. - Improvement of physical qualities: <ul style="list-style-type: none"> ○ Dexterity. ○ Balance. ○ Agility. ○ Coordination. ○ Endurance. ○ Resistance. ○ Force. ○ Develop health related fitness components like strength, endurance and flexibility. ○ Increase body and spatial awareness. | <ul style="list-style-type: none"> - Running race exercises: <ul style="list-style-type: none"> ○ Exercises of speed races: 100m, 200m distance. ○ Exercises of resistance races: 400 m, 800m distance. ○ Exercises of relay races. ○ Exercises of obstacles races. ○ Rules element. - Jumps and the rules. <ul style="list-style-type: none"> ○ Exercises of long jump. ○ Exercises of high jump. ○ Ventral rolling techniques. ○ Exercises of triple | <ul style="list-style-type: none"> - Responding to the teacher's instructions: - Excel different exercises of: <ul style="list-style-type: none"> ○ Speed races of 200m, focus on: start, speed and finish. - Excel different exercises of: <ul style="list-style-type: none"> ○ Resistance races of 800 m, focus on: start and speed. - Excel different exercises of: <ul style="list-style-type: none"> ○ Cross country. ○ 4x100m. ○ 4x 400m. - Perform exercises of hurdle races. - Apply the rules. |

| | | | | |
|--|--|---|---|--|
| | | <ul style="list-style-type: none"> - Appreciate the importance of: <ul style="list-style-type: none"> ○ Cooperation and communication in activity process. ○ Fair play. ○ Self-confidence. ○ Fitness. ○ Creativity. - Enjoy the athletic exercises. - Using safely the athletic equipment. | <ul style="list-style-type: none"> jump. - Throwers and rules: <ul style="list-style-type: none"> ○ Exercises of shot put. ○ Exercises of discus throwing. ○ Exercises of Javelin throwing. | <ul style="list-style-type: none"> - Excel long jump, focus on: <ul style="list-style-type: none"> ○ Speed increased run ups. ○ Precise standardisation of run ups. ○ Prolonged impulsion on skateboard. ○ Impulsion-suspension liaison. ○ Coordination: race-impulsion-suspension-drop. ○ Rules of long jump. - Excel high jump, focus on : <ul style="list-style-type: none"> ○ Run up race on a distance of 6 to 8 strides (tail). ○ Accelerated run up race. ○ On the knee position run up race. ○ Correctly position the body on the two back strides (to tail). ○ Impulsion exercising with rift advance. ○ Crossing technique: ventral roll ○ Rules of high jump |
|--|--|---|---|--|

| | | | | |
|--|--|--|--|---|
| | | | | <ul style="list-style-type: none"> - Excel triple jump exercises, focus on: <ul style="list-style-type: none"> ○ Standardisation of run up race on a 10 to 14 strides. ○ Optimal speed at an impulsion on a authorised zone. ○ Technique of the 1st jump L-L, R-R low jump. ○ Optimal re-jump towards the front of the 2nd jump. ○ 2nd jump techniques L-R, R-L : complete and prolonged push of the free leg, late larding return. ○ Complete jump with full run up. ○ Triple jump rules. - Excel exercises of shot put, focus on: <ul style="list-style-type: none"> ○ Revision of the 4th year content. ○ Back shot throw with run up: with a jump and a set step. ○ Shot put rules. - Excel discus shooting exercises using circle |
|--|--|--|--|---|

| | | | | |
|--|--|--|--|--|
| | | | | <p>technique. Focus on:</p> <ul style="list-style-type: none"> - Techniques learnt in the 4th year. <ul style="list-style-type: none"> ○ Ten meter circle technique: back start and legs forward. ○ Rules for discus throwing. - Excel javelin shooting exercises using circle technique. Focus on : <ul style="list-style-type: none"> ○ Techniques of throwing learnt in the previous class. ○ Run up speed to a 8 strides of movement plus 4 preparatory strides. ○ Precise standardisation of run up speed. ○ Coordination of 3 phases: run up race, placement and terminal phase. ○ Rules for javelin throwing. |
|--|--|--|--|--|

Links to other subjects: *Health in Science, Rhythm in Creative Arts and Senses in SET.*

Assessment criteria: *To evaluate how the learners run, jump and throw perfectly following the athletic rules.*

Materials: *Mats, carpets, playground, rooms, whistles, stop watch, balls, cones, ropes, narrow band, javelin, discus.*

| Topic Area: Sports and Games | | | Sub-topic Area: Collective Sports | |
|--|---|--|--|---|
| S6 Sports/clubs | | Unit 4: Football | | No. of lessons: 8 |
| Key unit competence: The learner should be able to perfectly use the football's attacking and defensive systems and apply the rules in a game situation. | | | | |
| Learning Objectives | | | Contents | Learning Activities |
| Knowledge and Understanding | Skills | Attitudes and Values | | |
| <ul style="list-style-type: none"> - List the different types of football techniques and tactics. - Define the importance of football for his/her body in daily life. - Explain the reasons of playing football in the society. | <ul style="list-style-type: none"> - Apply the techniques and tactics to improve one's performance in football. - Create individual techniques and tactics. - Evaluate his/her performance in football. - Develop body coordination. - Describe how football can be played in a safe, varied, effective and enjoyable way. | <ul style="list-style-type: none"> - Show respect to the rules and regulations during the game. - Appreciate the importance of cooperation in the team. - Improvement of physical qualities: <ul style="list-style-type: none"> ○ Dexterity. ○ Balance. ○ Agility. ○ Coordination. ○ Endurance. ○ Resistance. ○ Force. ○ Develop health related fitness components like, | <ul style="list-style-type: none"> - Attack: <ul style="list-style-type: none"> ○ Exercises of individual tactical and technical gestures. ○ Exercises of collective organisation. - Defence: <ul style="list-style-type: none"> ○ Exercises of individual techniques in defence. ○ Exercises of individual tactics in defence. ○ Exercises of collective organisation. ○ Exercises of | <ul style="list-style-type: none"> - Responding to the teacher's instructions, perfect different exercises, focus on: <ul style="list-style-type: none"> ○ Technical gestures seen in the previous class. ○ Head game. ○ Long passes: centre, transversal, depth. ○ Review attack game systems as seen in previous class. ○ Defensive and offensive balance. - Perfect different techniques, focus on: <ul style="list-style-type: none"> ○ Force control: charges and tackles. |

| | | | | |
|--|--|--|-------------|---|
| | | <p>strength, endurance and flexibility.</p> <ul style="list-style-type: none"> ○ Increase body and spatial awareness. - Fair play. - Self-confidence. - Enjoy playing football using technical tactics. - Increase the leadership during coaching a team and refereeing a game. - Improve on honesty during coaching and refereeing. - Decision making while coaching and refereeing. | refereeing. | <ul style="list-style-type: none"> ○ Goalkeeper's game mastering. - Mastering position and movement in different defence systems. - Mastering position in relation to partners(goalkeeper, libero, stopper, back lateral). - Reinforced defence. - Line defence. - Defence strategies: Direct shot and the corners. - Apply exercises, focus on : <ul style="list-style-type: none"> ○ Basic refereeing knowledge. |
|--|--|--|-------------|---|

Links to other subjects: *Health in Science and Senses in SET.*

Assessment criteria: *To evaluate how the learners use attacking and defensive systems in football following the rules of the game.*

Materials *Playground, rooms, whistles, stop watch, balls, cones, chasubles.*

| Topic Area: Sports and Games | | | Sub-topic Area: Collective Sports | |
|--|--|--|---|---|
| S6 Sports/clubs | | Unit 5: Volleyball | | No. of lessons: 4 |
| Key unit competence: The learner should be able to perfectly use attacking and defensive systems in volleyball and apply the rules in a game situation. | | | | |
| Learning Objectives | | | Contents | Learning Activities |
| Knowledge and Understanding | Skills | Attitudes and Values | | |
| <ul style="list-style-type: none"> - Recognise the different techniques and tactics of volleyball. - Recall the importance of volleyball for his/her body in daily life. - Explain the reasons of playing volleyball in the society. - Identify the rules of volleyball. | <ul style="list-style-type: none"> - Apply the techniques and tactics to improve one's performance in volleyball. - Create individual technical tactic gestures in a game situation. - Evaluate his/her performance in volleyball. - Develop body coordination. - Describe how volleyball can be played in a safe, varied, effective and enjoyable way. | <ul style="list-style-type: none"> - Show respect to the rules and regulations during the game. - Appreciate the importance of cooperation in the team. - Improvement of physical qualities: <ul style="list-style-type: none"> ○ Dexterity. ○ Balance. ○ Agility. ○ Coordination. ○ Endurance. ○ Resistance. ○ Force. ○ Develop health related fitness components like strength, endurance and flexibility. | <ul style="list-style-type: none"> - Techniques, tactics and rules in volleyball. - Attack: <ul style="list-style-type: none"> ○ Exercises of individual techniques: <ul style="list-style-type: none"> ● Short pass. ● High pass. ● Back pass. ● Long pass. ● Smash. ● Tight pass. ● Floating. ● Strong services. - Exercises of individual tactics. - Exercises of collective organisation. - Defence: <ul style="list-style-type: none"> ○ Exercises of individual | <ul style="list-style-type: none"> - Responding to the teacher's instructions, perform best techniques, focus on: <ul style="list-style-type: none"> ○ short pass ○ High pass. ○ Back pass. ○ Long pass. ○ Smash. ○ Tight pass. ○ Floating. ○ Strong services. - Perform best tactics, focus on: <ul style="list-style-type: none"> ○ 2nd pass surprise attack. ○ Block attack, cover ups and back defenders. - Apply game systems, focus on: |

| | | | | |
|--|--|--|--|---|
| | | <ul style="list-style-type: none"> - Fair play. - Self-confidence. - Enjoy playing volleyball using technical tactics. - Increase the leadership during coaching a team and refereeing a game. - Improve on honesty during coaching and refereeing. - decision making while coaching and refereeing. | <p>techniques.</p> <ul style="list-style-type: none"> ○ Exercises of individual tactics. ○ Exercises of collective organisation. ○ Exercises of refereeing. | <ul style="list-style-type: none"> ○ 3 attackers and passers, ○ Penetration and permutation (combination), - Perform best techniques, focus on: <ul style="list-style-type: none"> ○ Headlines. ○ Block. ○ Low defence. - Perform best tactics, focus on: <ul style="list-style-type: none"> ○ Oriented reception in the front zone(in post 2,3 or4). ○ High reception in the front zone. ○ Defend in response to the attackers (movement and anticipated position). - Apply game systems, focus on: <ul style="list-style-type: none"> ○ Organise service reception in prevision to the running of the future attack. ○ Defence permutation. ○ Offensive of two to three players. |
|--|--|--|--|---|

| | | | | |
|--|--|--|--|--|
| | | | | <ul style="list-style-type: none"> ○ Defensive block coordination and back defence. - Apply refereeing rules during various exercises. |
| <p>Links to other subjects: <i>Health in Science and Senses in SET.</i></p> | | | | |
| <p>Assessment criteria: <i>To evaluate how the learners perfectly use attacking and defensive systems in volleyball allowing the rules of the game.</i></p> | | | | |
| <p>Materials: <i>Playground, rooms, whistles, stop watch, balls, cones, chasubles, nets, posts.</i></p> | | | | |

| Topic Area: Sports and Games | | | Sub-topic Area: Collective Sports | |
|---|---|---|--|--|
| S6 Sports/clubs | | Unit 6: Basketball | | No. of lessons: 4 |
| Key unit competence: The learner should be able to perfectly use attacking and defensive systems in basketball and apply the rules in a game situation. | | | | |
| Learning Objectives | | | Contents | Learning Activities |
| Knowledge and Understanding | Skills | Attitudes and Values | | |
| <ul style="list-style-type: none"> - Identify the different types of basketball techniques and tactics. - Recall the importance of using techniques and tactics while playing basketball. - Explain the reasons of playing basketball in the society | <ul style="list-style-type: none"> - Apply the techniques and tactics to improve one's performance in basketball. - Apply the rules of basketball in a game situation. - Create individual technical tactic gestures while playing basketball. - Evaluate his/her performance level in basketball. - Develop body coordination. - Describe how basketball can be played in a safe, varied, effective and enjoyable way. | <ul style="list-style-type: none"> - Show respect to the rules and regulations during the game. - Appreciate the importance of cooperation and communication in the team. - Improvement of physical qualities: <ul style="list-style-type: none"> ○ Dexterity. ○ Balance. ○ Agility. ○ Coordination. ○ Endurance. ○ Resistance. ○ Force. ○ Develop health related fitness components like strength, endurance | <ul style="list-style-type: none"> - Techniques, tactics and rules of basketball - Attack exercises: <ul style="list-style-type: none"> ○ Exercises of individual techniques in attack: <ul style="list-style-type: none"> ● Dribble. ● Passes. ● Reception. ● Shots. ○ Exercises of individual tactics in attack: <ul style="list-style-type: none"> ● Pass and go with the speed. ● Pass and follow with the speed. ● Take position. ● Counter-attack: creation and exploitation of the | <ul style="list-style-type: none"> - Responding to the teacher's instructions: - Mastering technical gestures, focus on: <ul style="list-style-type: none"> ○ Dribble. ○ Passes. ○ Reception. ○ Shots. - Mastering tactical gestures, focus on: <ul style="list-style-type: none"> ○ Pass and go with the speed. ○ Pass and follow with the speed. ○ Take position. ○ Counter-attack: creation and exploitation of the number with the speed. ○ Position of the player |

| | | | | |
|--|--|--|--|--|
| | | <p>and flexibility.</p> <ul style="list-style-type: none"> - Fair play. - Self-confidence. - Leadership. - Enjoy playing basketball using technical tactics. | <p>number with the speed.</p> <ul style="list-style-type: none"> • Position of the player with specific roles "front" and "back". • Offensive bouncing with the speed. ○ Exercises of collective organisation. - Defence exercises: <ul style="list-style-type: none"> ○ Exercises of individual techniques in defence. ○ Exercises of individual tactics in defence. ○ Exercises of collective organisation. ○ Exercises of coaching and refereeing. | <p>with specific roles "front" and "back"</p> <ul style="list-style-type: none"> ○ Offensive bouncing with the speed. - Mastering systems learnt in the previous class. - Attack with two key players. - Mastering fundamental techniques of zone defence: <ul style="list-style-type: none"> ○ Attitudes. ○ Positions. ○ Movements. - Mastering tactics learnt in the previous class. - Orientation towards ball handling. - Position of each player in the precise structure: <ul style="list-style-type: none"> ○ 2-1-2. ○ 1-2-2. ○ 1-3-1. - Mastering defence behaviour in different forms: <ul style="list-style-type: none"> ○ Defence zone. ○ Man to man defence in proper zone. - Apply the exercises of |
|--|--|--|--|--|

| | | | | |
|--|--|--|--|---|
| | | | | coaching a team and refereeing a match. |
| Links to other subjects: <i>Health in Science and Senses in SET.</i> | | | | |
| Assessment criteria: <i>To evaluate how the learners use attacking and defensive systems in basketball following the rules of the game.</i> | | | | |
| Materials: <i>Playground, rooms, whistles, stop watch, balls, cones, chasubles, nets, posts.</i> | | | | |

| Topic Area: Sports and Games | | | Sub-topic Area: Collective Sports | |
|--|--|--|--|--|
| S6 Sports/clubs | | Unit 7: Handball | | No. of lessons: 4 |
| Key unit competence: The learner should be able to perfectly use attacking and defensive systems in handball and apply the rules in a game situation. | | | | |
| Learning Objectives | | | Contents | Learning Activities |
| Knowledge and Understanding | Skills | Attitudes and Values | | |
| <ul style="list-style-type: none"> - Identify the different types of handball techniques and tactics. - Recall the importance of handball for his/her body in daily life. - Explain the reasons of playing handball in the society. | <ul style="list-style-type: none"> - Apply the techniques and tactics to improve one's performance in handball. - Create individual technical tactic gestures while playing handball. - Evaluate his/her performance level in handball. - Explain the technical and tactical gestures to be used in playing handball. - Develop body coordination. - Describe how handball can be played in a safe, varied, effective and enjoyable way. | <ul style="list-style-type: none"> - Show respect to the rules and regulations during the game. - Appreciate the importance of cooperation in the team. - Improvement of physical qualities: <ul style="list-style-type: none"> - Dexterity. - Balance. - Agility. - Coordination. - Endurance. - Resistance. - Force. - Develop health related fitness components like strength, endurance and flexibility. - Fair play. | <ul style="list-style-type: none"> - Techniques and tactics of handball. - Attack exercises: <ul style="list-style-type: none"> o Exercises of individual techniques in attack: <ul style="list-style-type: none"> • Pass – reception. • Dribble /bouncing. • Shot. • Jet shot: 7m jet. • Free suspension shot with counter defensive. • High angle shot. • Goalkeeper's work. o Exercises of individual tactics in attack: <ul style="list-style-type: none"> • Pass and go. • Pass and follow. • Take position. | <ul style="list-style-type: none"> - Responding to the teacher's instructions: - Mastering techniques in attack, focus on: <ul style="list-style-type: none"> o Pass – reception. o Dribble /bouncing o Shot. o Jet shot: 7m jet. o Free suspension shot with counter defensive. o High angle shot. o Goalkeeper's work. - Mastering tactics in attack focus on : <ul style="list-style-type: none"> o Pass and go. o Pass and follow. o Take position. o Counter-attack: creation and exploitation of the |

| | | | | |
|--|--|---|---|---|
| | | <ul style="list-style-type: none"> - Self-confidence. - Enjoy playing handball using technical tactics. | <ul style="list-style-type: none"> • Counter-attack: creation and exploitation of the number (first break). • Position of the player with specific roles "front" and "back".. • Offensive bouncing. • Screen. • Blockage. • Pivot and post. - Exercises of collective organisation. - Defence exercises: <ul style="list-style-type: none"> ○ Exercises of individual techniques in defence. ○ Exercises of individual tactics in defence. ○ Exercises of collective organisation. ○ Exercises of coaching and refereeing. | <ul style="list-style-type: none"> number (first break). ○ Position of the player with specific roles "front" and "back". ○ Offensive bouncing. ○ Screen. ○ Blockage. ○ Pivot and post. - Mastering attack systems: <ul style="list-style-type: none"> ○ 5-1. ○ 4-2. ○ Placed attack work(in interval and in the gap). ○ Offensive balance work(simple permutation and re-equilibrium systems. - Mastering techniques, focus on: <ul style="list-style-type: none"> ○ Past movement in back defence and in defence, sense of change and rhythm. ○ Back defence marking. ○ Pushing the ball controller. ○ Contact defence technique: <ul style="list-style-type: none"> ○ Pestering. |
|--|--|---|---|---|

| | | | | |
|--|--|--|--|---|
| | | | | <ul style="list-style-type: none"> ○ Subtilisation. ○ Marking the inside player(pivot, post). ○ Block and crossed defence. - Goalkeeper's defensive game: <ul style="list-style-type: none"> ○ Position. ○ Movement and parade. - Mastering individual tactics, focus on: <ul style="list-style-type: none"> ○ Back after losing the ball. ○ Zone defence system according to the adversary attack system. - Mastering defensive relations between close players(moving forward and cover up sliding change), between far players (Lining up), between goalkeeper and the defenders. - Individualise defensive retreat, focus on: <ul style="list-style-type: none"> ○ Fast retreat passage to an organised defence. |
|--|--|--|--|---|

| | | | | |
|--|--|--|--|---|
| | | | | <ul style="list-style-type: none"> - Setting up a defensive system: <ul style="list-style-type: none"> ○ Forms 0-6 and 1-5. ○ Man to man between 6 m and 10 m with floating. ○ Man to man with change, sliding and floating. - Apply the exercises of coaching a team and referring a handball match. |
| Links to other subjects: <i>Health in Science and Senses in SET.</i> | | | | |
| Assessment criteria: <i>To evaluate how the learners use attacking and defensive systems in handball following the rules of the game.</i> | | | | |
| Materials: <i>Playground, rooms, whistles, stop watch, balls, cones, chasubles, nets, posts.</i> | | | | |

6. REFERENCES

1. ARNOLD, P.J. (1991b). Health promotion and the movement curriculum, *Health Education Journal*, 50(3), 123-127.
2. GOLDBERGER, M. and HOWARTH, K. 1990. The national curriculum in physical education and the spectrum of teaching styles. *British Journal of Physical Education*, Spring, 23-28.
3. HARRIS, J. and ELBOURN, J. 1992. Highlighting health-related exercise within the national curriculum, Parts 1-3, *British Journal of Physical Education*, Spring, Summer, Autumn, 18-21, 5-9, 4-9.
4. JEWETT, A. (1994). Curriculum theory and research in sport pedagogy, *Sport Science Review*, 3 (1) 56-72.
5. MINISTRY OF EDUCATION. 1998. National Curriculum Development Centre. Physical Education and Sports programme for the Advanced level, general and teaching schools. Kigali.
6. RIGHT TO PLAY. 2008. Health game. Right To Play
7. STOTHART, B. (1992). What is physical education?, *New Zealand Journal of Health and Physical Education and Recreation*, 25 (2). 7-9.
8. WILLIAMS, A. (1993). Aspects of teaching and learning in gymnastics, *British Journal of Physical Education*, Spring, 29-32.
9. **Electronic References**
<https://www.gov.uk/.../national-curriculum-in-england-physical-education>
www.australiancurriculum.edu.au/health-and-physical-education/rationale

7. APPENDIX

Subjects and weekly time allocation for Upper Secondary level

| Subjects in Secondary 4-6 | | Number of periods per week (1 period = 40 min.) | | |
|--|-----------------------|--|----|----|
| | | S4 | S5 | S6 |
| Core subjects | | | | |
| 1. Mathematics | | 7 | 7 | 7 |
| 2. Physics | | 7 | 7 | 7 |
| 3. Computer Science | | 7 | 7 | 7 |
| 4. Chemistry | | 7 | 7 | 7 |
| 5. Biology | | 7 | 7 | 7 |
| 6. Geography | | 7 | 7 | 7 |
| 7. History | | 7 | 7 | 7 |
| 8. Economics | | 7 | 7 | 7 |
| 9. Literature in English | | 7 | 7 | 7 |
| 10. Kinyarwanda major | | 7 | 7 | 7 |
| 11. Kiswahili major | | 7 | 7 | 7 |
| 12. French major | | 7 | 7 | 7 |
| 13. Religion major | | 7 | 7 | 7 |
| 14. Entrepreneurship | | 6 | 6 | 6 |
| 15. General Studies and Communication Skills | | 3 | 3 | 3 |
| 16. Subsidiary Mathematics | | 3 | 3 | 3 |
| Electives Subjects | 17. English minor | 4 | 4 | 4 |
| | 18. French minor | 4 | 4 | 4 |
| | 19. Kinyarwanda minor | 4 | 4 | 4 |
| | 20. Kiswahili minor | 4 | 4 | 4 |

| | | | | |
|-------------------------------------|----------------------|---|---|---|
| Co-curricular Activities | Religious activities | 2 | 2 | 2 |
| | Sports/ Clubs | 2 | 2 | 2 |
| | Computer/library | 2 | 2 | 2 |