



**REPUBLIC OF TRINIDAD AND TOBAGO**  
**MINISTRY OF EDUCATION**

**Secondary Education Modernization Programme**

**SECONDARY SCHOOL CURRICULUM**

**Forms 4 - 5**

**Health and Physical Education**

Curriculum Planning and Development Division, Ministry of Education  
2009

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## Minister's Foreword

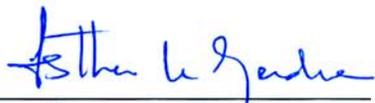
The Government of The Republic of Trinidad and Tobago, in its *Vision 2020 Draft National Strategic Plan*, has articulated a vision of “a united, resilient, productive, innovative and prosperous nation with a disciplined, caring, fun-loving society comprising healthy, happy and well-educated people and built on the enduring attributes of self-reliance, respect, tolerance, equity and integrity.”

In order to achieve this vision, the nation must ensure that its learners receive a high quality education. This requires that the Ministry of Education make quality education a national priority and that schools make it an institutional imperative.

Curriculum Guides are central to guiding the process to achieving quality. They set the standards for all stakeholders who have an input in the final years of secondary level education. They align the three critical elements of our education system: the teaching/learning process, resources, and the contribution of stakeholders.

We expect that teachers will implement these Guides to ensure that their lessons are relevant to the expressed needs of The Republic of Trinidad and Tobago, while simultaneously meeting the varied needs of the students. It is intended that this outcome will be achieved in a climate where students are taught in ways that are appropriate to their individual learning styles. The Guides support a teaching/learning process that is based on a curriculum that is itself rooted in sound and well established educational theories and practice.

On behalf of the Ministry of Education I thank all those who contributed to the development of these Curriculum Guides



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Hon. Esther Le Gendre  
Minister of Education  
The Republic of Trinidad and Tobago



## **A Note to Teachers**

These Curriculum Guides have been developed by educators, including practising teachers, for teachers. They are intended to assist you to prepare students to meet the rapidly changing demands of life in the 21st century, while ensuring that they acquire the core of general knowledge and experience essential for later education and employment. The new curriculum that they represent is designed to guide the adoption of a more student-centred approach to instruction and the provision of learning opportunities that are relevant to today's students and inclusive of varied learning needs and interests.

Since the beginning of the curriculum development process, we have seen profound changes in the use of technology in education and there is no doubt that similar shifts will take place in the coming years. The challenge for us as educators is to find ways to make our approach to teaching flexible, progressive, and responsive, so that we embrace and motivate change where it benefits learners. This entails becoming lifelong learners ourselves and creating environments that provide necessary community support and foster professional development.

The Guides embody the culmination of seven years of development and revision activity. The National Curriculum will, however, be regularly reviewed to ensure that it continues to meet the needs of all students and matches the goals of society. Your input in this process is vital and we welcome and encourage your ongoing feedback.

Instructional decisions must be based on sound, contemporary educational theory, practice, and research. These documents will serve as important guides for the development of instructional programmes to be implemented at the school and classroom levels. They are organized in several parts. Part 1 is common to all and provides the general philosophy and aims in which every subject is anchored. Part 2 is specific to each subject and includes specific outcomes and sample activities and strategies that may be used to achieve them. The rest of the document is designed to suit the particular needs of each subject area. All the Guides include suggested assessment strategies and recommended resources.

We in the Curriculum Planning and Development Division are confident that the new National Curriculum Guides for Forms 4 and 5 will contribute significantly to enhanced teaching and learning experiences in our secondary schools and, consequently, the achievement of personal learning and national educational goals.

Sharon Douglass-Mangroo  
Director of Curriculum Development  
August 2008



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The Ministry of Education wishes to express its sincere appreciation to all those who contributed to the curriculum development and revision processes from 2000 to the present.

- The staff of the Coordinating Unit of the Secondary Education Modernization Programme (SEMPUCU), past and present, provided technical assistance and planned, organized, and conducted the various exercises over the years. They include Mr. Maurice Chin Aleong, Mr. Lloyd Pujadas, Ms. Patricia Sealey, Mr. Arnott West, Dr. Stephen Joseph, Ms. Renee Figuera, and Ms. Roslyn Elias.
- Mrs. Sharon Douglass-Mangroo, Director of Curriculum Development, led the curriculum development sub-component and coordinated the curriculum development and revision activities.
- Dr. Robert Sargent guided the early curriculum development process.
- The Principals of the pilot schools generously contributed teachers and participated in regular meetings to provide valuable feedback on field tests.
- The Principals of non-pilot schools kindly released teachers to take part in writing activities.
- The staff of the School Libraries Division actively joined in workshops, facilitated research, and contributed to the infusion of information technology into the curriculum.
- Editors, past and present: Ms. Avril Ross, Ms. Lynda Quamina-Aiyejina, and Ms. Patricia Worrell devoted time, energy, and knowledge to editing the several versions of the documents.
- The Administrative staff of the Curriculum Development Division spent long hours typing and retyping the documents.
- Officers of the Divisions of Educational Services, Schools Supervision, Student Support Services, and Educational Research and Evaluation provided support as needed.
- Teachers throughout the secondary school system responded to requests for comments and other forms of feedback.
- The Curriculum Officers and members of the Curriculum Writing Teams brought their knowledge, skills and practical experiences of teaching and learning to the curriculum development workshops and skillfully synthesized all to produce these documents.



**Part 1**  
**The National Curriculum**  
**for**  
**Forms 4 and 5**



## Background

From the Ministry of Education's *Corporate Plan 2008–2012* (p. 4)

The Government of Trinidad and Tobago, in its *Vision 2020 Draft National Strategic Plan*, has articulated a vision of “a united, resilient, productive, innovative, and prosperous nation with a disciplined, caring, fun-loving society comprising healthy, happy and well-educated people and built on the enduring attributes of self reliance, respect, tolerance, equity and integrity...”

Towards the achievement of this Vision, the Government has articulated five developmental pillars:

- Developing Innovative People
- Nurturing a Caring Society
- Governing Effectively
- Enabling Competitive Business
- Investing in Sound Infrastructure and Environment

The Ministry of Education has been identified as one of the champions for *developing innovative people*. Central to the realization of this pillar is “A highly skilled, well-educated people aspiring to a local culture of excellence that is driven by equal access to learning opportunities.”

In conjunction with other key Ministries, the Ministry of Education has been charged with the realization of the following goals:

- The people of Trinidad and Tobago will be well known for excellence in innovation.
- Trinidad and Tobago will have a seamless, self-renewing, high-quality education system.

- A highly skilled, talented and knowledgeable workforce will stimulate innovation driven growth and development.

- The richness of our diverse culture will serve as a powerful engine to inspire innovation and creativity.

Nationally, the reform of the education system is driven by several local, regional and international perspectives. We are committed to a seamless, self-renewing, high-quality education system underpinned by a National Model for Education. This National Model has three (3) foci as follows:

- i. To ensure an alignment of the Education System to Government's Strategic Plan Vision 2020 which mandates that the education system produces caring and innovative citizens
- ii. To ensure that the Education System produces citizens with a sense of democracy, respect for the rights of others and elders and with the ability to contribute meaningfully to the social and economic development of the country
- iii. To build a strong sense of nationalism and patriotism in our citizens. (p. 7)

## **The Secondary Curriculum**

In its commitment to comprehensive reform and expansion of the secondary school system, the Government of the Republic of Trinidad and Tobago, in 1996, adopted the report of the National Task Force on Education as educational policy. The specific recommendations for the improvement of secondary education led to discussions with the Inter-American Development Bank (IDB) for loan funding arrangements for a programme, the Secondary Education Modernization Programme (SEMP), to modernize secondary education in Trinidad and Tobago. One of the intended outcomes of this programme was improved educational equity and quality.

The Curriculum Guides produced for Forms 4 and 5 in eight subject areas are among the products and contribute to this outcome.

## The Curriculum Underpinnings

The new curriculum has been informed by a wealth of available curriculum theories and processes.

The major forces that influence and shape the organization and content of the curriculum originate from:

1. Educational philosophy and the nature of knowledge
2. Society and culture
3. The learner and learning process
4. The nature and structure of subject matter to be learned
5. Learning theories

Considerations of these areas represent the foundation on which the National Curriculum is built. The philosophical concerns and educational goals that shaped the curriculum also formed the basis for the dialogue with stakeholders in which the Curriculum Development Division engaged, with the aim of developing a coherent, culturally focussed, and dynamically evolving curriculum.

An internal analysis of the Education System, together with the research conducted in international forums, has shown that the curriculum is core to the development of innovative people. This curriculum is aimed at attaining six essential learning outcomes. The six outcomes identified help to define universally accepted goals that have been developed and underscored by other educational jurisdictions and that have been agreed to be essential. The essential learning outcomes help to define standards of attainment for all secondary school students.

## The Essential Learning Outcomes

The learning outcomes deemed essential are in the areas of:

- Aesthetic Expression
- Citizenship
- Communication
- Personal Development
- Problem Solving
- Technological Competence

The achievement of these Essential Learning Outcomes by all students is the goal that every core curriculum subject must facilitate. The core curriculum subjects; their content; and the teaching, learning, and assessment strategies are the means to fulfill this end.

It is expected that by the end of the third year of secondary school, students' achievement in all six areas will result in a solid foundation of knowledge, skills, and attitudes that will constitute a platform for living in the Trinidad and Tobago society and making informed choices for further secondary education.

The Essential Learning Outcomes are described more fully below.

### **Aesthetic Expression**

Students recognize that the arts represent an important facet of their development, and they should respond positively to its various forms. They demonstrate visual acuity and aesthetic sensibilities and sensitivities in expressing themselves through the arts.

Students, for example:

- use various art forms as a means of formulating and expressing ideas, perceptions, and feelings;
- demonstrate understanding of the contribution of the arts to daily life, cultural identity, and diversity;
- demonstrate understanding of the economic role of the arts in the global village society;
- demonstrate understanding of the ideas, perceptions, and feelings of others as expressed in various art forms;
- demonstrate understanding of the significance of cultural resources, such as museums, theatres, galleries, and other expressions of the multicultural reality of society.

## **Citizenship**

Students situate themselves in a multicultural, multi-ethnic environment, and understand clearly the contribution they must make to social, cultural, economic, and environmental development in the local and global context.

Students, for example:

- demonstrate understanding of sustainable development and its implications for the environment locally and globally;
- demonstrate understanding of Trinidad and Tobago's political, social, and economic systems in the global context;
- demonstrate understanding of the social, political, and economic forces that have shaped the past and present, and apply those understandings to the process of planning for the future;

- examine issues of human rights and recognize and react against forms of discrimination, violence, and anti-social behaviours;
- determine the principles and actions that characterize a just, peaceful, pluralistic, and democratic society, and act accordingly;
- demonstrate understanding of their own cultural heritage and cultural identity, and that of others, as well as the contribution of the many peoples and cultures to society.

### **Communication**

Students use their bodies, the symbols of the culture, language, tools, and various other media to demonstrate their deeper understandings of synergies inherent in the exchange of ideas and information, and thus to communicate more effectively.

Students, for example:

- explore, reflect on, and express their own ideas, learning, perceptions, and feelings;
- demonstrate understanding of facts and relationships presented through words, numbers, symbols, graphs, and charts;
- demonstrate sensitivity and empathy where necessary in communicating various kinds of emotions and information
- present information and instructions clearly, logically, concisely, and accurately for a variety of audiences;
- interpret and evaluate data, and express their conclusions in everyday language;
- critically reflect on and interpret ideas presented through a variety of media.

## **Personal Development**

Students “grow from inside out,” continually enlarging their knowledge base, expanding their horizons, and challenging themselves in the pursuit of a healthy and productive life.

Students, for example:

- demonstrate preparedness for the transition to work and further learning;
- make appropriate decisions and take responsibility for those decisions;
- work and study purposefully, both independently and in cooperative groups;
- demonstrate an understanding of the relationship between health and lifestyle;
- discriminate among a wide variety of career opportunities;
- demonstrate coping, management, and interpersonal skills;
- display intellectual curiosity, an entrepreneurial spirit, and initiative;
- reflect critically on ethical and other issues;
- deal effectively with change and become agents for positive, effective change.

## **Problem Solving**

Students know problem-solving strategies and apply them to situations they encounter. They demonstrate critical thinking and inquiry skills with which they process information to solve a wide variety of problems.

Students, for example:

- acquire, process, and interpret information critically to make informed decisions;
- use a variety of strategies and perspectives flexibly and creatively to solve problems;
- formulate tentative ideas, and question their own assumptions and those of others;
- solve problems individually and collaboratively;
- identify, describe, formulate, and reformulate problems;
- frame and test hypotheses;
- ask questions, observe relationships, make inferences, and draw conclusions;
- identify, describe, and interpret different points of view;
- distinguish facts from opinions.

## **Technological Competence**

Students are technologically literate, understand and use various technologies, and demonstrate an understanding of the role of technology in their lives, in society, and in the world at large.

Students, for example:

- locate, evaluate, adapt, create, and share information using a variety of sources and technologies;
- demonstrate understanding of and use existing and developing technologies appropriately;
- demonstrate understanding of the impact of technology on society;
- demonstrate understanding of ethical issues related to the use of technology in local and global contexts.

## **The Curriculum Design and Development Process**

In order to achieve the outcomes defined by the underpinning philosophy and goals, the Curriculum Development Division of the Ministry of Education embarked on a design and development programme consonant with accepted approaches to curriculum change and innovation.

### **Curriculum Design**

This curriculum displays a learner-centered design. Its philosophical assumptions are mainly constructivist. Its major orientation is to curriculum as self-actualization. The curriculum is student-centred and growth oriented. It seeks to provide personally satisfying experiences for each student. As the student moves from one level to another, activities also expand to allow him/her new insights and approaches to dealing with and integrating new knowledge.

### **Curriculum Development**

The first stage of the curriculum development process consisted of consultations with stakeholders from a cross-section of the national community. Consultations were held with primary and secondary school teachers; principals; members of denominational school boards; members of the business community; the executive of the Trinidad and Tobago Unified Teachers' Association (TTUTA); representatives from The University of the West Indies (UWI), John S. Donaldson Technical Institute, San Fernando Technical Institute, Valsayn Teachers' College and Caribbean Union College; parents; librarians; guidance counsellors; students; curriculum officers; and school supervisors. They were focussed on the philosophy, goals, and learning outcomes of education.

The result of these consultations was agreement on:

- the concept of a “core,” that is, essential learning outcomes consisting of skills, knowledge, attitudes, and values that students must acquire at the end of five years of secondary schooling;
- the eight subjects to form the core;
- the desirable outcomes of secondary school education in Trinidad and Tobago.

In Stage 2 of the process, the officers of the Curriculum Development Division studied the reports of the consultations, the Education Policy Paper, the reports of the Curriculum Task Force and the Task Force for Removal of Common Entrance, as well as newspaper articles and letters to the editor on education during the preceding five years. The School Libraries Division and the Division of School Supervision assisted the Curriculum Development Division in this task. The result of the study was the identification and articulation of a set of desirable outcomes and essential exit competencies to be possessed by all students on leaving school. All learning opportunities, all teaching and learning strategies, and all instructional plans are to contribute to the realization of these outcomes and competencies.

At Stage 3, 10 existing schools were identified to pilot the new curriculum. Teachers from eight subject areas were drawn from these schools to form Curriculum Writing Teams for each subject. Teachers with specific subject or curriculum development skills from other schools were also included in the teams. The outputs of this phase included learning outcomes specific to each subject that contribute to the fulfillment of the national outcomes; subject content; and teaching, learning, and assessment strategies to support the outcomes.

The draft Curriculum Guides for Forms 1 and 2 were approved by Cabinet for introduction into schools on a phased basis in September 2003. The draft guides for Form 3 were completed and introduced in the following year. Introduction of the new guides was accompanied by professional development and training for principals and teachers. The Ministry also began to supply new and/or upgraded facilities for teaching and learning, and educational technology. At the same time, work began on a new assessment and certification system.

## **Curriculum Revision**

As implementation proceeded, feedback was received in the Curriculum Development Division through school visits, workshops, and reviews by UWI lecturers and other stakeholders. In 2007, a survey was conducted among teachers, followed by focus group meetings, in order to concretize feedback before embarking on the revision process. As in the original curriculum development exercise, revision—the final stage—was carried out by teams of practising teachers led by officers of the Curriculum Development Division.

## Teaching of English Language across the Curriculum

Language is a uniquely human capacity. The development of language skills and the ability to understand and use language correctly, competently, and effectively is fundamental to the learning outcomes expressed in the national curriculum. Three simultaneous kinds of learning are envisaged: students learn language, they learn through language, and they learn about language.

The National Curriculum envisages that language development of students takes place across the curriculum and is therefore to be addressed in all subject areas. Students will develop and use patterns of language vital to understanding and expression in the different subjects that make up the curriculum.

Language plays a major role in learning and occurs when students use the major modes of language—listening, speaking, reading, and writing—to achieve various purposes, among them: to communicate with others; to express personal beliefs, feelings, ideas, and so on; for cognitive development in various subjects of the curriculum; and to explore and gain insight into and understanding of literature. Language is linked to the thinking process, and its use allows students to reflect on and clarify their own thought processes and, thus, their own learning.

The student of Trinidad and Tobago functions in a bidialectal context, that is, the natural language of the student, the Creole, differs from the target language and the language of instruction, Internationally Acceptable English. Both languages are of equal value and worth and are to be respected. Students use their own language as a tool for interpreting the content of the curriculum and for mastering it, and are to be taught to use the target language as effectively and effortlessly as they would their natural language.

The exponential growth in information and the use of information and communication technologies provide the opportunity for students to be critical users of information. Language development and use in this context is also addressed in all subject areas.

## **Education Policies that Impact on the Curriculum**

There are several Ministry of Education policies that impact on the National Secondary Curriculum, though some are still in the process of formalization. These include the National Model for Primary and Secondary Education in Trinidad and Tobago, the ICT policy, Standards for the Operation of Schools, and Quality Standards. Copies of these documents may be obtained from the Ministry offices or the website at [www.moe.gov.tt](http://www.moe.gov.tt). Three policies that have direct impact on the development and implementation of the curriculum are discussed below.

### **National Curriculum Policy**

A Draft National Curriculum Policy has been approved by Cabinet for consultation with stakeholders. The Policy statements are summarized as follows:

1. The curriculum must articulate with the goals of national development and be supportive of the aspirations of individuals and their personal development. It must provide opportunities for every student to be equipped with the knowledge, skills, attitudes, values, and dispositions necessary for functioning in an interactive, interdependent society.
2. The curriculum must be so managed as to ensure the provision of a quality curriculum experience for all students at all levels of the system.
3. At every level of the system, there must be equitable provision of requisite facilities, resources, services, and organizational structures that are conducive to and supportive of effective learning and teaching and healthy development.
4. Continuous quality management must support all curriculum and related activities at every level of the system.
5. Ongoing research and professional development activities must equip education practitioners for continued effective practice.

Though not yet formally accepted, these statements are worthy of consideration at all stages of the curriculum cycle.

## **Inclusive Education Policy**

The Ministry of Education is committed to “support the delivery of inclusive education in all schools by providing support and services to all learners, and by taking appropriate steps to make education available, accessible, acceptable and adaptable to all learners.” An inclusive curriculum is acknowledged to be the most important factor in achieving inclusive education. In planning and teaching the school curriculum, teachers are therefore required to give due regard to the following principles:

- The National Curriculum Guides set out what most students should be taught at lower secondary school but teachers should teach the required knowledge and skills in ways that suit students’ interests and abilities. This means exercising flexibility and drawing from curricula for earlier or later class levels to provide learning opportunities that allow students to make progress and experience success. The degrees of differentiation exercised will depend on the levels of student attainment.
- Varied approaches to teaching, learning, and assessment should be planned to allow all students to participate fully and effectively. Account should be taken of diverse cultures, beliefs, strengths, and interests that exist in any classroom and that influence the way students learn.
- Students with special needs shall receive additional instructional support in the context of the regular curriculum, not a different one. The guiding principle of equity is to supply students who need it with additional help to achieve set standards rather than to lower the standards.
- Continuous formative evaluation must be used to identify learning needs and to shape instruction, thus maximizing students’ opportunities for achieving success. Assessment strategies must be appropriate to the way the curriculum is designed and delivered, as well as to each student’s individual learning profile and stage of development.
- Suitable technology shall be used in instruction to facilitate learning and enhance success.

## ICT in the Curriculum

The following statements are taken from the Ministry of Education’s ICT in Education Policy (pp. 28–29).

### Curriculum Content and Learning Resources

- Curriculum and content must increasingly maximize the use of ICT.
- ICT must be integrated into the development and delivery of the curriculum.
- ICT integration and ICT competency measures across the curriculum shall be driven through the development and delivery of an ICT-infused curriculum.

### The Core Curriculum Subjects

These are subjects for which every student is required to demonstrate achievement of the stated outcomes in Forms 4 and 5. Additional subjects that contribute to students’ holistic development and further their interests and aspirations may also be offered thereafter.

A minimum time allocation is recommended for each core subject. The Principal, as instructional leader of the school, will make the final decision according to the needs of the students and the resources available at any given time.

The subjects and the time allocations are as follows:

<b>Subject</b>	<b>No. of Periods</b>	<b>Subject</b>	<b>No. of Periods</b>
<b>English/Language Arts</b>	6	<b>Mathematics</b>	5
<b>Science</b>	4	<b>Health and Physical Education</b>	2
<b>Spanish</b>	4	<b>Visual and Performing Arts</b>	4
<b>Social Studies</b>	4		

At the end of Form 5, students will be assessed for the National Certificate of Secondary Education (NCSE), Level 2.

## Curriculum Implementation

Implementation of the curriculum is a dynamic process, requiring collaboration of the developers (curriculum teams) and users (teachers). In implementation, teachers are expected to use the formal curriculum, as described in the Curriculum Guides, to plan work and teach in a manner that accomplishes the objectives described. Teachers translate those objectives into units of study, determining the appropriate sequence and time allocation according to the learning needs of their students. The new Curriculum Guides provide sample teaching and assessment strategies but it is the role of the professional teacher to select and use sound teaching practices, continually assessing student learning, and systematically providing feedback to the curriculum team for use in revising and improving the guides.

The Curriculum Development System advocated by the Ministry of Education involves stakeholders, specialist curriculum officers, principals, heads of departments, and teachers, each with specific roles and responsibilities. Some of these are outlined in the table below.

SYSTEM COMPONENT	MEMBERS	ROLE
<b>National Curriculum Council</b>	<b>Stakeholders</b>	<ul style="list-style-type: none"> <li>• <b>Advise on curriculum policy, goals, and standards</b></li> </ul>
Curriculum Planning and Development Division (Head Office and District based)	Curriculum Officers	<ul style="list-style-type: none"> <li>• Curriculum planning</li> <li>• Provide leadership in identifying curriculum goals and determining the process for development of curriculum materials</li> <li>• Lead writing teams (includes teachers)</li> <li>• Monitor implementation</li> <li>• Provide teacher support</li> <li>• Advise on processes and materials for effective implementation and student assessment</li> <li>• Evaluate curriculum</li> </ul>
School Curriculum Council	Principal/Vice Principal and Heads of Departments	<ul style="list-style-type: none"> <li>• Make major decisions concerning the school curriculum such as assigning resources</li> <li>• Provide guidelines for Instructional Planning Teams</li> </ul>
Instructional Planning Teams/School Instructional Committees	Teachers	<ul style="list-style-type: none"> <li>• Cooperate on tasks necessary for effective implementation, such as: yearly work plans, units of study, development of materials to individualize the curriculum, identification and development of learning materials, student assessment and evaluation</li> </ul>

## **Curriculum Implementation at School Level**

The “School Curriculum” refers to all the learning and other experiences that the school plans for its students. It includes the formal or written curriculum as well as all other learning activities, such as those offered by student clubs, societies, and committees, as well as sporting organizations (e.g., cricket team, debating society, Guides, Cadets).

The School Curriculum Council develops the School Curriculum in alignment with the National Curriculum. It consists of the Principal and/or Vice Principal and Heads of Department. The duties of the Council include the development of school culture, goals, vision, and curriculum in alignment with the national curriculum and culture. It also provides support for curriculum work and performs evaluation functions.

In providing support for curriculum work, the Council:

- encourages teachers to identify challenges and try new ideas;
- timetables to allow for development of curriculum materials, for example, year plans, units, instructional materials;
- ensures availability of learning materials;
- provides instructional leadership;
- ensures appropriate strategies for student success.

In performing evaluation functions, the Council:

- monitors the curriculum (observation, test scores, student books, talks);
- assesses the hidden curriculum (discipline policies, fund allocation, physical environment);
- evaluates the school programme of studies.

The roles of the instructional teams and the individual teacher are described in the following tables:

<b>Role of School Instructional Committees</b>
Develop/Revise/Evaluate work programmes
Determine resource needs
Identify/Develop instructional materials
Conduct classroom action research
Integrate and align curriculum
Identify and develop appropriate assessment practices
Develop reporting instruments and procedures (student and teacher performance)
Keep records

<b>Role of the Individual Teacher</b>
Develop/Revise instructional programme
Individualize curriculum to suit students needs and interests
Develop/Evaluate/Revise unit plans
Develop/Select appropriate learning materials
Select appropriate teaching strategies to facilitate student success
Integrate as far as possible and where appropriate
Select appropriate assessment strategies
Monitor/Assess student learning; Keep records
Evaluate student performance
Evaluate classroom programmes
Conduct action research
Collaborate with colleagues

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# **Part 2**

## **The Health and Physical Education Curriculum**



## **Acknowledgements**

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## Introduction

Health and Physical Education have always been focused on health-related fitness and the development of motor skills. However, high priority is given to the goals of personal integration and social development. Human movement activities constitute the subject-matter of the physical education curriculum. The current trend in seeking better understanding of content is toward studying the operational curriculum with particular attention to the cultural and social contexts. An important focus is the need to translate short-term results into lifestyle changes. The curriculum in physical education should be viewed as a multitude of possibilities to achieve this aim.

### Vision Statement

*That all students will experience a well-structured Health and Physical Education programme which will help them to develop the creativity, as well as the relevant knowledge, skills, values and attitudes, to enhance their physical, social, intellectual and emotional well-being*

## Rationale

Health and Physical Education is an integral part of general education and belongs within the core curriculum for Secondary Education. Health and Physical Education programmes provide opportunities for all students to be physically active and to develop an appreciation for and enjoyment of movement.

Health and Physical Education fosters the holistic development of students of varying abilities, capabilities and interests, through a structured programme of psycho-motor activities. It involves students learning about and practicing ways of maintaining active, healthy lifestyles and improving their health status. The programme is concerned with social and scientific understandings about movement.

Students are growing up in a world of rapid change which has led to more sedentary lifestyles. As a result, low levels of fitness, obesity, and poor movement/skill development are all too common. The curriculum therefore focuses on the health of individuals and the factors that influence movement skills and physical activity levels.

The curriculum includes the study of movement and physical activity. The emphasis is on understanding how the body moves and the socio-cultural influences that regulate movement. Scientific aspects to be studied include anatomy, physiology, health and physical fitness and skills acquisition. Students are encouraged to be sensitive about aspects of gender and the differently-abled. This will impact on how movement and patterns of participation in physical activity are valued by students.

The Physical Education Curriculum seeks to provide satisfying experiences for all students in Forms Four and Five. The programme offers stimulating and varied activities that are appropriate to students' age and abilities. These can be set at levels that challenge all students, inclusive of the differently-abled.

The physically educated person has the knowledge, skills, and attitudes necessary to incorporate physical activity into regular routines, leisure pursuits, and career requirements throughout life. Striving for an active, healthy lifestyle fosters personal growth, the enhancement of well-being and the development of the individual's capacity to take a productive role in the society.

## Philosophy

The Philosophy of Health and Physical Education is based on the philosophical underpinnings of the Ministry of Education. It is our belief that Health and Physical Education will contribute holistically to the development of all students. It will foster desirable competencies and beliefs that are necessary for incorporating healthy lifestyle practices.

A Health and Physical Education Programme is therefore one which :

- provides a balance of activities that reflect and challenge the divergent needs of all students in the psychomotor, cognitive and affective domains.
- is structured in a sequential and progressive manner that will allow for the assessment of the all- round development of students.
- provides enjoyable experiences by offering activities that are appropriate to the physical and mental abilities of students.
- helps students to appreciate the importance of knowledge, research techniques, problem solving and critical thinking skills to the promotion of lifelong learning.
- creates opportunities for the development of positive attitudes and values that will allow students to function effectively in a diverse community.
- encourages participation in physical fitness activities, which promote health and wellness, thus enabling students to become independent, responsible, contributing members of society.

## Goals of the Health and Physical Education Programme

The Health and Physical Education programme provides opportunities for students to:

- develop physically, intellectually, emotionally, morally, spiritually and socially
- develop basic life skills including: critical thinking, problem solving and decision making
- value and enjoy engaging in regular and structured physical activity for the promotion of healthy lifestyles
- acquire and use skills for creative and efficient movement in a variety of appropriate situations and circumstances
- demonstrate proficiency in various sporting disciplines
- develop and display teamwork skills necessary to actively engage in cooperative physical activities
- develop and display appropriate leadership qualities
- acquire basic survival skills
- develop an awareness of and an appreciation for a safe and healthy environment
- integrate Health and Physical Education with other core subjects.

# Standards



## Physical Education Standards

The Essential Learning Outcomes help to define standards of attainment for all secondary school students. The Physical Education Curriculum will assist students in achieving these outcomes through the realization of the Physical Education Standards. These have been directly aligned to the descriptors of the Essential Learning Outcomes.

### Alignment of Physical Education Standards to the Essential Learning Outcomes

Standards	Essential Learning Outcomes
1. Achieve and maintain a health-enhancing level of Physical fitness and wellness	<ul style="list-style-type: none"> <li>● Personal development</li> <li>● Technological Competence</li> <li>● Problem Solving</li> <li>● Communication</li> </ul>
2. Apply concepts and principles for the development and performance of motor skills	<ul style="list-style-type: none"> <li>● Aesthetic Expression</li> <li>● Citizenship</li> <li>● Communication</li> <li>● Personal Development</li> <li>● Problem Solving</li> <li>● Technological Competence</li> </ul>
3. Exhibit responsible personal and social behaviour	<ul style="list-style-type: none"> <li>● Citizenship</li> <li>● Communication</li> <li>● Problem - Solving</li> <li>● Personal Development</li> </ul>
4. Exhibit safety principles and practices	<ul style="list-style-type: none"> <li>● Citizenship</li> <li>● Problem Solving</li> <li>● Technological Competence</li> </ul>

## Connections to the Core Curriculum

Health and Physical Education is an integral part of the Secondary Education Core Curriculum. It is, in fact, directly connected to all other subjects in the core curriculum.

### Language Arts

Health and Physical Education directly contributes to students' language development because it helps to:

- clarify and develop understanding of language specific to Health and Physical Education so that all students may participate and communicate more effectively
- provide opportunities for students to practice and develop familiarity with terminology and discourse styles used in Health and Physical Education through discussions, writing, reading and other forms of expressing ideas and opinions
- develop the ability to critically analyze media and advertising messages in order to promote understanding of healthy lifestyles and effective consumer education
- develop skills for locating, assessing and synthesizing information related to Health and Physical Education from a variety of sources.

### Social Studies

The Health and Physical Education programme is linked to the Social Studies curriculum because it helps students to:

- develop a focus on the interaction between students and the natural, social, and cultural environment in which they live and work
- develop an understanding of the links between the environment, individual, and community health
- engage in critical analysis of gender issues
- gain perspectives on equity in sport and engage in the critical advancement of female sporting achievement

- develop positive relationships and display self-confidence through participation in a wide variety of physical activities
- develop self-control and mechanisms for acceptable release of emotion and stress through participation in a wide variety of physical activities
- develop desirable social standards of effective, positive citizenship, and respect for authority
- develop knowledge and understanding of, and respect for, customs, values and traditions of other cultures.

### **Visual and Performing Arts**

Health and Physical Education is closely linked to Visual and Performing Arts because it helps students to:

- enhance their artistic and creative expression through movement experiences
- enhance their appreciation of music, dance, and dramatic expression through their involvement in Educational Gymnastics and Dance.

### **Technology Education**

Health and Physical Education is linked to Technology Education because it provides students with opportunities to:

- use a variety of technologies to assist, monitor and deliver appropriate physical activity
- recognize the importance of technological changes in all aspects of their lives and relate these to Health and Physical Education;
- develop motor skills and manipulative skills required in the disciplines of Technology Education.

## **Science**

The connections between Science, and Health and Physical Education, are generally focused on:

- demonstrating the nature of natural systems, including the functioning of the human body and the importance of this knowledge to survival and health
- developing an understanding of scientific principles that are related to human movement and healthy body functioning.

## **Mathematics**

Health and Physical Education is linked to Mathematics because it helps students to:

- enhance their skills in measurement and construction through the knowledge of areas of play of the various disciplines
- improve their numeric and calculation skills through their involvement in the different aspects of scoring used in sport
- develop skills in collecting, processing and recording data.

## **The Purpose and Organization of the Curriculum Guide**

This section of the Curriculum Guide is specific to Physical Education and serves as a source of ideas for teachers' use of their creativity to prepare, deliver and evaluate their programmes. The vision statement, rationale, philosophy and goals form the basis on which the rest of the curriculum is developed.

The Rationale provides a justification in terms of societal needs and the needs and of the learners. The programme is designed for students to learn through interaction with one another interests in many different situations. The Physical Education philosophy is based on the belief that all students can live active healthy lifestyles and develop to their full potential. The goals which are developed from the philosophy seek to provide the opportunities that students will need to become successful citizens.

The Physical Education Standards which emanate from the goals and are aligned to the Essential Learning Outcomes, represent a body of knowledge and skills that provide a clarity of focus for teachers and administrators.

The Content Standards refer generally to the knowledge and skills of health and Physical Education. They define the programme of study that is designed for the subject. They identify the critical learning behaviours of Physical Education, that is, what students need to know and be able to do.

The Performance Standards, which are derived from the Content Standards, focus on students applying and demonstrating what they know and can do in Physical Education. They define the levels of learning that are considered satisfactory and are developed for each form, from one to five.

The Learning Outcomes specify what students will know and be able to do as a result of a learning activity. These are expressed as knowledge, skills and attitudes that students will develop.

The Framework is set as a termly/ yearly course of work for each form. The course outline provides teachers with the details of the various topics in a sequential and progressive format. These make up the content of the programme from which individual school programmes shall be developed.

The Suggested Strategies, Sample Lessons and Evaluation provide the tools that will assist teachers in implementing their programmes. The teaching strategies maximize learning while evaluation ensures that objectives are met and determines the success of the delivery of the curriculum.

## Physical Education Policy

**Curriculum planning and implementation, informed by elements of the proposed Physical Education National Policy, include statements that refer to:**

- **Instructional Programme Design**

This element emphasizes a sequential, developmentally appropriate curriculum which shall be implemented to help students develop the knowledge, motor skills, self-management skills, attitudes and confidence needed to adopt and maintain a healthy lifestyle.

Suitably adapted Physical Education programmes shall be included as part of individual education plans for students with chronic health problems or other special needs

- **Intra-mural and Extra-mural Programmes**

A well structured programme of co-curricular and extra-curricular activities should be established to ensure that students are provided with the opportunities to further enhance the skills acquired in the Physical Education Programme.

- **Assessment**

All students shall be regularly assessed for attainment of Physical Education learning objectives

- **Health – related Fitness Testing**

Health –related fitness testing shall be integrated into the curriculum as an instructional tool

- **Exemptions**

Exemptions from Physical Education practical classes shall be permitted if a physician states in writing that physical activity will jeopardize the student's health and well-being

- **Teaching Staff**

Physical education shall be taught by qualified specialists who are approved by the Ministry of Education.

- **Facilities**

Policy makers/schools administrators shall endeavour to ensure the provision of adequate facilities, equipment and supplies that are necessary to achieve the objectives of the physical education programme.

# **Health and Physical Education Standards**



## Content Standard 1: Achieve and Maintain a Health-enhancing level of Physical Fitness and Wellness

### Forms 4 and 5

#### **Performance Standard**

Apply knowledge of anatomy and physiology to achieve and maintain a high level of physical fitness and wellness

#### **Learning Outcomes**

*Students will be able to:*

- understand the relationship between heart rate, stroke volume and cardiac output
- understand the three main energy systems
- understand the functions, structure and workings of the endocrine system
- understand the effects of physical activities on the endocrine system.

#### **Performance Standard**

- Set achievable goals to maintain healthy lifestyles

#### **Learning Outcomes**

*Students will be able to:*

- establish personal protocol regarding substance use
- demonstrate behaviours that minimize the onset of lifestyle diseases and contribute to lifelong health.

#### **Performance Standard**

- Use knowledge of methods and principles of training to maintain and promote acceptable levels of physical fitness

#### **Learning Outcomes**

*Students will be able to:*

- understand the differences between the chronological, training and developmental ages of males and females
- devise fitness programmes for specific demands.

## Content Standard 2: Apply Concepts and Principles for the Development and Performance of Motor Skills

### Forms 4 and 5

#### **Performance Standard**

- Display competency in the application of movement concepts and skills

#### **Learning Outcomes**

*Students will be able to:*

- apply movement concepts and skills in technically sound gymnastic routines
- use movement concepts and skills competently in dance performances
- choreograph simple dance routines
- exhibit competent swimming techniques.

#### **Performance Standard**

- Apply orienteering skills in given situations

#### **Learning Outcomes**

*Students will be able to:*

- demonstrate aspects of orienteering skills.

#### **Performance Standard**

- Create links between rules, strategies and sports skills to improve performance

#### **Learning Outcomes**

*Students will be able to:*

- participate in a variety of games, displaying sound technical ability
- demonstrate a knowledge and understanding of rules in various sporting disciplines
- competently officiate in one sporting discipline
- plan and organize a simple inter-class/inter-house tournament in one sporting discipline.

### Content Standard 3: Exhibit Responsible Personal and Social Behavior

#### Forms 4 and 5

##### **Performance Standard**

Acquire knowledge of varied career opportunities in Physical Education and Sport

##### **Learning Outcomes**

*Students will be able to:*

- apply knowledge acquired to critically examine the demands of the available careers
- conduct detailed research on areas of interest.

##### **Performance Standard**

Apply goal- setting strategies

##### **Learning Outcomes**

*Students will be able to:*

- set meaningful individual and team goals.

##### **Performance Standard**

Display cooperation and interaction skills

##### **Learning Outcomes**

*Students will be able to:*

- demonstrate cooperation and interaction skills.

**Content Standard 4: Exhibit Safety Principles and Practice**

**Forms 4 and 5**

**Performance Standard**

Apply safety rules and procedures in a variety of situations

**Learning Outcomes**

*Students will be able to:*

- apply safety rules and procedures in a variety of situations
- demonstrate basic life- saving skills.

**Performance Standard**

Apply safety principles and practices to the care and prevention of sport injuries

**Learning Outcomes**

*Students will be able to:*

- competently apply safety principles and practices for the prevention of injuries
- apply first aid skills to athletics injuries.

# **Framework for Health and Physical Education Programme**

## **Forms Four and Five**



## **FORM 4 TERM 1**

### **Standard 1 - Achieve and Maintain a Health-enhancing Level of Physical Fitness and Wellness**

- Heart rate, stroke volume, cardiac output
- Energy systems
- Drug resistance
- Physical Fitness Programme
- Fitness testing

### **Standard 2 - Apply Concepts and Principles for the Development and Performance of Motor Skills**

- Variations to forward and backward roll
- Routines involving rolls and vaults
- Smash and lob in badminton
- Reverse volley, spike and block, in volleyball
- Game situations in: netball, football, basketball
- Key elements of long distance running- pacing, breathing, striding, tactics
- Officiate in one sporting discipline
- Plan and execute a short inter class or inter- house tournament

### **Standard 3 - Exhibit Responsible Personal and Social behavior**

- Careers in Physical Education and related fields
- Goal Setting

### **Standard 4 - Exhibit Safety Principles and Practice**

- Prevention of injuries

## **FORM 4 TERM 2**

### **Standard 1 - Achieve and Maintain a Health-enhancing Level of Physical Fitness and Wellness**

- Factors that influence dietary choices (cultural, socio economic, environmental)
- Eating disorders, lifestyle demands
- Personal health goals

### **Standard 2 - Apply Concepts and Principles for the Development and Performance of Motor Skills**

- Overhead smash, lob in tennis
- Reverse stick pass, tackling in hockey
- Spin bowling - in swing, out swing  
Fielding - chase and retrieve, backing up  
Wicket keeping - collecting and stumping
- Game situation in netball, cricket, volleyball, tennis
- Introduction to pole vault
- Lead leg and Trail leg hurdling action
- Orienteering – mapping course
- Officiate in one sport discipline
- Plan and execute a short inter class or inter house tournament

### **Standard 3 - Exhibit Responsible Personal and Social behavior**

- Leadership skills
- Interpersonal Skills
- Environmental responsibility

### **Standard 4 - Exhibit Safety Principles and Practice**

- Assessment of injuries
  - Care of injuries
  - Reinforcement of skills and strategies in First Aid

## **FORM 4 TERM 3**

### **Standard 1 - Achieve and Maintain a Health-enhancing Level of Physical Fitness and Wellness**

- The Endocrine system
- Fitness testing

### **Standard 2 - Apply Concepts and Principles for the Development and Performance of Motor Skills**

- Routines and performances involving various types of dance
- Butterfly stroke
- Game situations in – cricket, volleyball, tennis
- Officiate in one sport

### **Standard 3 - Exhibit Responsible Personal and Social behavior**

- Gender and Sport

### **Standard 4- Exhibit Safety Principles and Practice**

- Life- saving skills

## **FORM 5**

### **Standard 1 - Achieve and Maintain a Health-enhancing Level of Physical Fitness and Wellness**

- Developmental ages
- Physical Fitness programmes
- Fitness testing

### **Standard 2 - Apply Concepts and Principles for the Development and Performance of Motor Skills**

- Introduction to hammer throw
- Game situations in – cricket, volleyball, tennis, football, netball, basketball, hockey
- Officiate in one sport

- **Learning Outcomes**
- **Topics/Skills**
- **Teaching/Learning Strategies**
- **Suggested Assessment**



**Standard 1: Achieve and Maintain a Health-Enhancing Level of Physical Fitness and Wellness**

Learning Outcomes	Topic/Skills	Suggested Teaching/ Learning Strategies	Suggested Assessment
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• understand the relationship between heart rate, stroke volume and cardiac output</li> <li>• understand the three main energy systems</li> <li>• understand the functions, structure and workings of the endocrine system</li> <li>• understand the effects of physical activities on the endocrine system</li> <li>• establish personal protocol regarding substance use</li> </ul>	<ul style="list-style-type: none"> <li>• Heart rate, stroke volume, cardiac output</li> <li>• Energy systems</li> <li>• The Endocrine System:               <ul style="list-style-type: none"> <li>- Glands</li> <li>- Functions</li> <li>- Effects of hormones on the body</li> </ul> </li> <li>• Drug resistance</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Research</li> <li>• Video</li> <li>• Multi-media presentation</li> <li>• Group presentation</li> <li>• Individual presentations</li> <li>• Group work</li> <li>• Resource personnel</li> <li>• Poster competition</li> </ul>	<p><i>Students will :</i></p> <ul style="list-style-type: none"> <li>• explain the relationship between heart rate, stroke volume, cardiac output</li> <li>• explain how the three main energy systems work</li> <li>• explain the functions of the various glands of the endocrine system</li> <li>• identify the effects of the endocrine system on physical activity</li> <li>• establish goals to maintain a drug free lifestyle.</li> <li>• remonstrate effective drug resistance skills</li> <li>• produce drug resistance slogan</li> </ul>

**Standard 1: Achieve and Maintain a Health-Enhancing Level of Physical Fitness and Wellness**

Learning Outcomes	Topic/Skills	Suggested Teaching/ Learning Strategies	Suggested Assessment
<ul style="list-style-type: none"> <li>• practice behaviours that minimise the onset of lifestyle diseases, and contribute to lifelong health</li>   <li>• understand the differences between the chronological, training and developmental ages of males and females.</li>   <li>• adjust fitness programmes to cater to lifestyle demands.</li> </ul>	<ul style="list-style-type: none"> <li>• Factors that influence dietary choices (cultural, socio economic, environmental)               <ul style="list-style-type: none"> <li>- eating disorders</li> <li>- lifestyle demands.</li> </ul> </li>   <li>• Personal health goals</li>   <li>• Types of ages               <ul style="list-style-type: none"> <li>- Chronological</li> <li>- Training</li> </ul> </li>   <li>• Physical Fitness:               <ul style="list-style-type: none"> <li>- fitness testing</li> <li>- fitness programmes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li>   <li>• Resource personnel</li>   <li>• Research</li>   <li>• Multi-media presentation</li>   <li>• Group presentation</li>   <li>• Individual presentations</li>   <li>• Group work</li> </ul>	<ul style="list-style-type: none"> <li>• distinguish factors that affect dietary choices</li>   <li>• make informed dietary choices</li>   <li>• model behaviours that contribute to lifelong health</li>   <li>• establish personal health goals</li>   <li>• recognize the differences between chronological and training ages of students within the class</li>   <li>• relate these differences to the varying fitness levels of students</li>   <li>• interpret and assess test results toward fitness development</li>   <li>• adjust and maintain personal fitness programmes.</li> </ul>

**Standard 2: Apply Concepts and Principles for the Development and Performance of Motor Skills**

Learning Outcomes	Topic/Skills	Suggested Teaching/ Learning Strategies	Suggested Assessment
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• apply movement concepts and skills in technically sound gymnastic routines</li> <li>• use movement concepts and skills competently in dance performances</li> <li>• choreograph simple dance routines</li> <li>• exhibit competent swimming techniques</li> <li>• apply orienteering skills in given situations</li> </ul>	<ul style="list-style-type: none"> <li>• Routines involving : Rolls, vaults</li> <li>• Routines and performances involving various types of dance</li> <li>• Breast stroke</li> <li>• Orienteering</li> </ul>	<ul style="list-style-type: none"> <li>• Individual, pair and group work</li> <li>• Demonstration</li> <li>• Observation</li> <li>• Class discussion</li> <li>• Practice</li> <li>• Peer tutoring</li> <li>• Observation</li> </ul>	<p><i>Students will :</i></p> <ul style="list-style-type: none"> <li>• perform routines on floor and using equipment</li> <li>• critically analyse performances</li> <li>• create and perform dance routines</li> <li>• direct simple dance performances</li> <li>• demonstrate the technique of the breast stroke</li> <li>• prepare and execute an orienteering course of the school compound</li> </ul>

**Standard 2: Apply Concepts and Principles for the Development and Performance of Motor Skills**

Learning Outcomes	Topic/Skills	Suggested Teaching/ Learning Strategies	Suggested Assessment
<ul style="list-style-type: none"> <li>• apply motor skills with proficiency while participating in game/athletic situations</li> <li>• use proper lead and trail leg over hurdles</li> <li>• perform the basic techniques of the pole vault</li> <li>• perform the basic phases of the hammer throw</li> <li>• describe the key elements of long distance running</li> </ul>	<ul style="list-style-type: none"> <li>• Spin bowling- in swing, out swing</li> <li>• Fielding -chase and retrieve, backing up</li> <li>• Wicket-keeping - collecting and stumping</li> <li>• Reverse volley, spike and block</li> <li>• Smash and lob in tennis</li> <li>• Hurdling – lead and trail leg</li> <li>• Introduction to pole vault</li> <li>• Introduction to hammer throw</li> <li>• Key elements of long distance running: pacing, breathing, striding tactics</li> </ul>	<ul style="list-style-type: none"> <li>• Research</li> <li>• Observation and analysis of live games</li> <li>• Discussions</li> <li>• Demonstrate</li> <li>• Practice</li> <li>• Video presentation</li> <li>• Role playing</li> </ul>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• execute correct techniques of spin bowling, fielding and wicket-keeping in game situations</li> <li>• choose appropriate attacking and defensive fielding in game situations</li> <li>• demonstrate proper technique of the reverse volley, block and spike in game situations</li> <li>• demonstrate the skills of smash and lob in modified game situations</li> <li>• demonstrate hurdling technique over a modified distance showing proper lead and trail leg action</li> <li>• demonstrate the basic phases of pole vaulting over a moderate height</li> <li>• demonstrate the basic phases of the hammer throw using modified equipment</li> <li>• explain the key elements of long distance running</li> </ul>

**Standard 2: Apply Concepts and Principles for the Development and Performance of Motor Skills**

Learning Outcomes	Topic/Skills	Suggested Teaching/ Learning Strategies	Suggested Assessment
<ul style="list-style-type: none"> <li>• participate in a variety of games displaying sound technical ability</li> <li>• demonstrate a knowledge and understanding of rules in various sporting disciplines</li> <li>• officiate in sporting disciplines</li> <li>• plan and organize simple tournaments</li> <li>• perform roles in planning and managing tournaments.</li> </ul>	<ul style="list-style-type: none"> <li>• Cricket, Basketball, Volleyball, Hockey, Badminton, Tennis, Football, Netball</li> <li>• Knowledge of rules</li> <li>• Officiating</li> <li>• Event management</li> <li>• Roles – managers, officials</li> </ul>	<ul style="list-style-type: none"> <li>• Research</li> <li>• Observation and analysis of live games</li> <li>• Discussions</li> <li>• Demonstrate</li> <li>• Practice</li> <li>• Video presentation</li> <li>• Role playing</li> </ul>	<ul style="list-style-type: none"> <li>• use skills and strategies appropriately in competitive game situations</li> <li>• show respect for officials and rules</li> <li>• officiate in at least one sporting discipline</li> <li>• plan and manage an inter-class/inter- house tournament in one sporting discipline</li> <li>• execute roles required to manage a tournament.</li> </ul>

**Standard 3: Exhibit Responsible Personal and Social Behaviour**

Learning Outcomes	Topics/Skills	Suggested Teaching / Learning Strategies	Suggested Assessment
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• apply knowledge acquired to critically examine the demands of the available careers</li> <li>• set meaningful individual and team goals</li> <li>• demonstrate interactive and cooperative skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Careers in Physical Education and Sport - Sport Specific, Health and Fitness related , Media, Physical Educators</li> <li>• Responsibilities in Career Choices               <ul style="list-style-type: none"> <li>- Integrity</li> <li>- Discipline</li> <li>- Commitment</li> <li>- Cooperative Skills</li> </ul> </li> <li>• Goal Setting : (e.g. SMART principle) S - Specific M - Measureable A - Achievable R - Realistic T – Timely</li> <li>• Leadership skills Interpersonal Skills in group projects and game situations</li> <li>• Gender and Sport - gender issues in sport and physical activity</li> </ul>	<ul style="list-style-type: none"> <li>• Research</li> <li>• Discussion</li> <li>• Group Presentations</li> <li>• Resource Personnel</li> <li>• Role playing</li> <li>• Peer tutoring</li> <li>• Pair work</li> <li>• Group/team work</li> <li>• Assignment/ Tasks</li> </ul>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• describe various careers in Physical Education and Sport and related fields</li> <li>• prepare detailed research on career of choice</li> <li>• plan personal and team goals based on SMART or other principles</li> <li>• accept responsibility for maintaining a healthy physical and social environment in teamwork</li> <li>• establish codes of behaviour for teamwork and discussion sessions</li> <li>• identify and discuss gender issues that exist in sport.</li> </ul>

**Standard 4: Exhibit Safety Principles and Practice**

Learning Outcomes	Topics/Skills	Suggested Teaching/ Learning Strategies	Suggested Assessment
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• apply safety rules and procedures in a variety of situations</li>   <li>• apply safety principles and practices for the prevention of injuries</li>   <li>• apply first aid skills in the treatment of sport injuries.</li> </ul>	<ul style="list-style-type: none"> <li>• Life- saving skills               <ul style="list-style-type: none"> <li>- Cardio-pulmonary Resuscitation (CPR)</li> </ul> </li>   <li>• Water safety               <ul style="list-style-type: none"> <li>- Water- based rescues</li> </ul> </li>   <li>• Prevention of injuries:               <ul style="list-style-type: none"> <li>- Use of personal protective gear and equipment</li> <li>- Maintenance of gear and equipment</li> </ul> </li>   <li>• Assessment of injuries</li> <li>• Care of injuries</li> <li>• Reinforcement of skills and strategies First Aid</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li>   <li>• Presentation</li>   <li>• Observation</li>   <li>• Practice using appropriate protective gear</li>   <li>• Demonstration of treatment of injuries</li>   <li>• Discussion</li>   <li>• Presentation</li>   <li>• Observation</li> </ul>	<p><i>Students will :</i></p> <ul style="list-style-type: none"> <li>• stimulate Cardio-Pulmonary Resuscitation(CPR)</li>   <li>• demonstrate safe practices in and around the pool</li>   <li>• demonstrate water- based rescues</li>   <li>• choose appropriate safety principles and practices for the prevention of injuries in particular situations</li>   <li>• demonstrate first aid skills in simulated situations.</li> </ul>

## Strategies for Implementation

Teaching functions are usually performed within an instructional framework. This instructional framework is called a teaching strategy/methodology. Each teaching strategy assigns different roles to the learner and the teacher for one or more teaching functions. Teachers select an instructional strategy/methodology based on the nature of the content, the objectives of the teacher, and the characteristics of the learner.

Strategies /methodologies need to take into account students' age, gender, cultural background, range of abilities, special needs, conceptual development, physical development and previous learning experiences. In an effort to provide a stimulating learning environment, teachers should use a variety of teaching strategies to help students to achieve intended learning outcomes.

The Physical Education programme is designed for students to learn through interaction with one another in different situations.

This section provides information on instructional approaches and related teaching strategies.

<b>Approaches</b>	<b>Suggested Strategies</b>
Direct instruction	Demonstrations, guest speakers, lesson overviews, lectures
Indirect instruction	Observation, investigation, problem solving, reflective discussions
Interactive instruction	Discussion, sharing, role- play, debates, interviews, panels
Experiential learning	Field trips, games, surveys
Independent study	Projects, reports, computer-assisted instruction, research

## Sample Lesson

<b>Content Standard:</b>	Apply concepts and principles for the development and performance of motor skills
<b>Performance Standard:</b>	Create links between movements to improve the performance in a volleyball game
<b>Learning Outcome:</b>	Participate in a game of volleyball displaying technical ability using the spike
<b>Lesson Topic/Theme:</b>	Spiking
<b>Previous Knowledge:</b>	Students can bump, set and strike a ball
<b>Objective of the lesson:</b>	Students will be able to spike a volleyball over the net with the correct technique
<b>Class:</b>	Form 4
<b>Age range:</b>	14+
<b>Time :</b>	45 minutes
<b>Materials:</b>	1 volleyball for three students, volleyball court, 4 markers, video camera

Headings	Activities	Teaching Points
<p>Warm up (5 minutes)</p> <p>Introduction (5 minutes)</p>	<p>Game: 4 sided dodge</p> <p>A square area is marked of with 4 cones. Starting with a thrower on each side of the square, throwers aim to hit dodgers with the volleyball below the knee. If a player is hit, /she joins the thrower's side. Last player left in the centre wins.</p> <p>One thrower on one side of the net. Two lines on the other side of the net Throwing starts with the ball to the first person on the right side who bumps the ball for the first person on the left, who in turn sets the ball back to the person who then sends the ball over the net..</p>	<p>Aim below the knee</p> <p>Dodge ball</p> <p>Be alert</p> <p>Keep eyes on the ball</p> <p>Move in space, bump ball accurately to player.</p> <p>Move into space to set ball back Send the ball over the net</p>
<p>Main activity/skill development (20 minutes)</p> <p>Game situation/skill application (12 minutes)</p> <p>Conclusion/closure (3 minutes)</p>	<p>Using the same formation as before, students spike the ball over the net in turn and exchange places as they return to the back of the other line. Session is video-taped</p> <p>In groups of three, two teams start on the court on either side of the net. One team will toss the ball over the net.. The receiving team will bump the ball to the setter who will set the ball to be spiked. Points are awarded to teams that use the correct technique in setting and spiking. Session is video –taped.</p> <p>Students review what they did by looking at the video tape and making comments.</p>	<p>Move towards the set Make a two foot take off Swing both arms forward Reach high towards the set as you jump On ball contact, the elbow is straightened Wrist snaps as an open hand contacts the ball</p> <p>Be alert Pass the ball with accuracy Execute the spike as was practiced</p>

## Sample lesson

<b>Content Standard:</b>	Achieve and maintain a Health-enhancing Level of Physical Fitness and Wellness
<b>Performance Standard:</b>	Acquire basic knowledge of the Endocrine System
<b>Learning Outcomes:</b>	Demonstrate an understanding of the functions of the glands that make up the Endocrine System.
<b>Lesson Topic/Theme:</b>	The effect of Hormones on the physical activity
<b>Previous Knowledge:</b>	Students have studied other systems of the body
<b>Class:</b>	Form 4
<b>Objectives:</b>	Students will be able to identify the effects of the Endocrine System on physical activity.
<b>Materials/Resources:</b>	Charts, books, ICT hardware
<b>Procedure:</b>	Students are introduced to the vocabulary of new words: hypothalamus, pituitary, thyroid, adrenal and hormones.
<b>Introductory Activity:</b>	Students are encouraged to share their knowledge of situations when persons may have performed extraordinary life-saving feats.

### Activity #1

Using the available material, identify the location of these glands in the body.

Students are advised that only these glands of the System would be looked at.

Introduce and discuss the word *Hormones*.

Students are encouraged to understand that the secretion from each gland will have different effects on the body.

**Activity #2:**

Further discussion on each gland, its secretion and the effect on the body.

Students are also made aware of the interaction of the other body systems that come into play.

**Conclusion:** Students review the information given in the lesson.

## Sample Lesson

<b>Content Standard:</b>	Exhibit responsible personal and social behaviour
<b>Performance Standard:</b>	Competently demonstrate interaction and cooperation skills
<b>Learning Outcome:</b>	Display effective communication, interpersonal and cooperation skills in group activities.
<b>Lesson Topic/Theme:</b>	Careers in Physical Education and Sport
<b>Previous Knowledge:</b>	Students have discussed the demands of various careers in Physical Education and Sport and have created advertisements for selected job positions.
<b>Objective:</b>	Students will collaborate in groups to engage in role-playing involving selected careers in Physical Education and Sport.
<b>Class:</b>	Form 4
<b>Age Range:</b>	14+
<b>Duration:</b>	45 minutes
<b>Materials/Resources:</b>	Copies of created advertisements, camera, camcorder, checklists
<b>Strategies:</b>	Group discussions. role-playing, group presentations, videotaping, photography

**Introduction – 3 minutes**

Teacher establishes three groups whereby students are allowed to discuss selected careers for group task. Each group focuses on one major career.

Students are encouraged to focus on each group's presentation and take relevant notes.

**Activity #1:- Group work -10 minutes**

Each group examines the advertisements of vacant job positions they created.

They chose a presenter to share their findings with the whole class at the end of the stipulated time.

**Activity #2:- Group discussion – 10 minutes**

Each group discusses job descriptions, qualifications and skills related to their specific job positions.

They chose a different presenter to share their findings with the whole class at the end of the stipulated time.

**Activity #3: - Preparation for Interview – 10 minutes**

Each group prepares questions for an interview. One interviewer and one interviewee to be selected to conduct the interview session in the front of the whole class.

**Activity #4: - The interview – 5 minutes**

Each group will put on a dramatic presentation of their interview.

**Activity #5:- Conclusion – 5 minutes**

Whole class activity: Teacher asks for comments from the class on the presentations given (specifically, what went well and what needed adjustment ).

## Sample Lesson

<b>Content Standard:</b>	Exhibit Safety Principles and Practices
<b>Performance Standard:</b>	Demonstrate a knowledge of the Care and Prevention of injuries
<b>Learning Outcomes:</b>	Demonstrate an awareness of First Aid Skills in the treatment of Major Injuries
<b>Lesson Topics /Themes:</b>	Treatment of injuries
<b>Previous Knowledge:</b>	Students have practiced basic First Aid and can recognize various types of injuries.
<b>Class:</b>	Form 4
<b>Age Range:</b>	14 +
<b>Duration:</b>	40 minutes
<b>Objectives:</b>	Students will: <ol style="list-style-type: none"><li>1. Have knowledge of the procedures used to treat major injuries</li><li>2. Identify items found in a First Aid Kit and their uses</li><li>3. Demonstrate the appropriate use of the items in a First Aid Kit</li></ol>
<b>Materials /Resources:</b>	First Aid kits, Bristol board, tape, glue, index cards, markers, scissors, First Aid manual

### **Procedure:**

#### ***Introductory Activity:***

Split into manageable groups. Each group will select an index card with a topic of an injury that was previously taught. They will then brainstorm on the methods used to treat the particular injury. For example: Burns, Hypothermia, Nose Bleeds, Severe Bleeding, etc.

**Main Activities:**

**Activity #1:**

In their groups and using the index cards with the cue and strategies, students will prepare to role play the treatment of the injury.

**Activity #2:**

Each group will be given an allotted time to present the dramatization of the methods they have applied to treat the injury, explaining step by step.

**Closure:**

Review of the methods used for treating the particular injuries.

## Evaluation

The process of evaluation is the key to providing a framework for effective delivery and attainment of goals in teaching. It incorporates procedures that include testing, measurement and assessment and facilitates accurate and recordable judgements of both student performance and programme effectiveness. The purpose of assessment in Physical Education is to monitor student progress in order to provide feedback and inform planning, teaching and reporting. This process is based on an underlying principle that all students can achieve a measure of success in Physical Education. It is essential then, that teachers are armed with evaluative strategies that will not only enhance delivery but effect positive change and promote confidence in the programme.

There are basically two forms of evaluation that a teacher may engage in during the course of a programme. Formative evaluation is done during the course of instruction and it informs student achievement of objectives, as well as short term instructional decisions such as practice time and feedback to students. Summative evaluation is carried out at the end of a period of instruction i.e. monthly, termly and annually and addresses larger concerns such as programme goals, mastery and grouping.

Evaluation in Physical Education has been based traditionally on performance tasks which readily accommodate the movement skill approach of the subject. The challenge however is to be able to vary the strategies so as not to present a biased assessment of students' abilities. As such, other methods such as portfolios, presentations or displays can be used to better evaluate performances. These can be applied to practical activities, as well as areas that lend themselves to research tasks.

Types of assessment	Methods of recording data
<p><b>Performance</b></p> <p>Performance related assessment tasks enable students to perform physical skills/tactics and strategies and demonstrate conceptual understanding, interpersonal skills and management skills in the physical sense</p> <p>Performance related assessment tasks enable students to create practical and/ or theoretical health and physical education works using a range of skills, processes, techniques and technologies.</p>	<p>Performance, skills /strategies</p> <p>Field work</p> <p>Games- skills, drills</p> <p>Peer tutoring</p> <p>Role plays</p> <p>DVDs and other ICT</p> <p>Group performances</p> <p>Competitions</p> <p>Debates</p> <p>Creation of movement sequences</p> <p>Demonstration of safety, personal skills</p> <p>Cooperative and collaborative working with others</p> <p>Performing leadership roles</p> <p>Demonstrating relationship with nature and environment</p> <p>Demonstrating understanding of the environment</p>

<p><b>Investigation</b></p> <p>Students research works in which they plan, conduct and communicate an investigation</p>	<p>Planning, conducting, communicating          Journals and learning logs          Comparing and contrasting          Researching          Research notes          Investigating          Timelines          Digital presentations          Exploring issues</p>
<p><b>Response</b></p> <p>Students apply their knowledge and skills in analyzing and responding to a series of stimuli or prompts</p>	<p>Analyze performance          Respond to stimuli or prompts-situational response          Evaluate performance          Application of skills and processes          Video tagging of response plays in the physical environment(e.g. moving into space)          Performance of set plays          Attitude surveys          Concept maps          Demonstration of skills in simulated and real contexts          Dialogue and listening          Individual discussions with students          Journals and logs          Open-ended questioning, Open- ended tasks          Oral presentations          Projects/assignments          Role play          Self and peer assessment          Student portfolios          Tests, work samples, written material          Practical skills tests</p>



# Glossary



## Glossary

**Brainstorming** - A process for generating multiple ideas/options

**Problem-Based Learning**- learners work out the problem through progressive disclosure by making hypotheses, exploring mechanisms, developing and researching learning issues.

**Demonstration** - Performing an activity so that learners can observe how it is done in order to help prepare them to transfer theory to practical application.

**Game** - Used to bring competition, participation, drills, and feedback into the learning experience as a motivator and opportunity for application of principles.

**Independent Study** - Learning activity is typically done entirely by the individual learner (or group of learners) using resource materials. May be done using computer/web-based technology.

**Large Group Discussion/Question & Answer**: Employs the art of seeking information and stimulating thinking and elaboration at all levels of human reasoning to achieve a given objective.

**Role Modeling** - Intentional teaching strategy in which learners listen to and observe a role model.

**Computer-Assisted Instruction** - Interactive instructional technique in which a computer is used to present instructional material, monitor learning, and select additional instructional material in accordance with individual learner needs.

**Discovery Learning** - An inquiry-oriented learning event in which the learner discovers

**Tabloid Sports** – Teams/individuals are not necessarily competing against others, but may be working against the clock.

**Interactive teaching** – This type of teaching uses the movement task directed to an entire group.

**Station teaching** – The arrangement of the learning environment so that two or more tasks are taking place simultaneously

**Ongoing assessment** - Active teaching methods, such as class discussion, small group work, brainstorming and role playing provide teachers with daily opportunities to find out what their learners are learning and what misconception they may have

**Portfolio of learner work** - Throughout the module, learners are asked to interview people, take a position on an issue and defend it with examples, illustrate concepts with poems, plays or artwork or write a research paper on a particular topic.

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