REPUBLIC OF TRINIDAD AND TOBAGO
MINISTRY OF EDUCATION

Secondary Education Modernization Programme

SECONDARY SCHOOL CURRICULUM

Forms 1–3

Health and Physical Education

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Minister's Foreword

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" (p. 9). Five developmental pillars have been identified to achieve this goal:

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

The Ministry of Education is one Ministry that is expected to play a pivotal role in *developing innovative people.* We therefore accept as one of our primary responsibilities, the establishment of an education system that will nurture imaginative, innovative, and eager learners. It must also facilitate the seamless progression of learners from early childhood education up to the tertiary level. Graduates of the system must emerge as creative, committed, and enterprising citizens who are prepared intellectually, and who have the will to become global leaders.

A critical contributor to this process is the national curriculum. These Curriculum Guides represent the core subjects of the national curriculum at the lower secondary level. They describe the formal content and process by which students at this level will gain the knowledge and skills that contribute to the achievement of our national goals. We expect that teachers will use these Guides to implement a school curriculum that is diversified, relevant, and of high quality, meeting the varied learning needs, interests, and abilities of all students. We expect, too, that students will be taught in ways that suit their own learning preferences. The curriculum will also connect them to their national heritage, help them to understand the issues facing their world today, and prepare them to meet the challenges and opportunities of the future.

On behalf of the entire education community, I congratulate and thank all those educators—curriculum personnel, teachers, editors, and others—who have worked together over the eight years of development and revision to produce these Curriculum Guides for secondary schools. The nation owes you a debt of gratitude. I urge you to continue to be shining lights in your communities as we move forward together to achieve our goals.

Esther Le Gendre
Honourable Minister of Education

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 1–3 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
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Acknowledgements

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Part 1
The National Curriculum for
Forms 1–3

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 for Forms 1–3 in eight subject areas are among the products of the programme and contribute to this outcome.

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-centred 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 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. These consultations 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 fulfilment 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 sought by 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.

Curriculum Underpinnings

The national 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 include:

1. Educational philosophy and understandings about the nature of knowledge

2. Society and culture

3. The learner and learning process

4. Learning theories

5. The nature and structure of subject matter to be learned

Thus, 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 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.

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*. Three other policies that have direct impact on the development and implementation of the curriculum are discussed in some detail 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 the policy has not yet been formally issued, 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 should be given additional instructional support in negotiating 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, but not 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 must 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.

Essential Learning Outcomes

The learning outcomes which have been 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 suggested teaching, learning, and assessment strategies are the means to fulfil 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 our 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 have a range of problem-solving strategies and apply them appropriately 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 existing and developing technologies and use them 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 Core Curriculum Subjects

The core curriculum subjects are those for which every student is required to demonstrate achievement of the stated outcomes in Forms 1–3. 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 as to time allocation, according to the needs of the students and the resources available at any given time.

The subjects and the recommended time allocations are as follows:

Subject	No. of Periods	Subject	No. of Periods
English Language Arts	6	**Mathematics**	5
Science	4	**Health and Physical Education**	2
Spanish	4	**Technology Education**	4
Social Studies	4	**Visual and Performing Arts**	4

At the end of Form 3, students will be assessed for the National Certificate of Secondary Education (NCSE), Level I.

Language Across the Curriculum

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. Language is a uniquely human capacity. Three simultaneous uses of language for learning are envisaged as students experience the national curriculum: students will learn language, they will learn through language, and they will learn about language.

Language plays a major role in learning, which 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 national curriculum is predicated on the assumption that since students' language development takes place across the curriculum, the development process must 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.

However, 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 language of instruction, Internationally Accepted English. The philosophical position taken in the national curriculum is that both languages are of equal value and worth, and both must be respected. Students use their own language as a tool for interpreting the content of the curriculum and for mastering it. In addition, they must 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 opportunities for students to become critical users of information. Language development and use in this context is also addressed in all subject areas.

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 also the role of the professional teacher to select and use sound teaching practices, continually assessing student learning, and systematically providing feedback to curriculum teams for use in revising and improving the guides.

A curriculum development system provides support for the tasks of curriculum implementation. The 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
National Curriculum Advisory Council/ Committee	Stakeholders	• Advise on curriculum policy, goals, and standards
Curriculum Planning and Development Division (Head Office and District-based)	curriculum officers	• Plan and develop curriculum • Provide leadership in identifying curriculum goals and determining the process for development of curriculum materials • Lead writing teams (which include teachers) • Monitor implementation • Provide teacher support • Facilitate teacher professional development for curriculum implementation • Advise on processes and materials for effective implementation and student assessment • Evaluate curriculum
School Curriculum Council	Principal/Vice Principal and Heads of Departments	• Make major decisions concerning the school curriculum, such as assigning resources • Provide guidelines for Instructional Planning Teams
Instructional Planning Teams/School Instructional Committees	Teachers	• 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

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 the informal curriculum, which is comprised of other developmental opportunities provided by the school, such as those offered by student clubs, societies and committees, and sporting organizations (e.g., cricket team, debating society, Guides, Cadets).

The School Curriculum Council develops a School Curriculum that must be in alignment with the National Curriculum. The School Curriculum Council usually 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 may, for instance:
- encourage teachers to identify challenges and try new ideas;
- develop timetables to allow for development of curriculum materials, for example, year plans, units, instructional materials;
- ensure availability of learning materials;
- provide instructional leadership;
- ensure that appropriate strategies are formulated to promote student success.

In performing evaluation functions, the Council:
- monitors the curriculum (using, for example, observation, test scores, student books, formal and informal discussions with different stakeholders);
- assesses the hidden curriculum (including discipline policies, fund allocation, physical environment);
- evaluates the school programme of studies.

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

Roles of School Instructional Committees
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

Roles of Individual Teachers
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 the curriculum as far as possible, and where appropriate
Select appropriate assessment strategies
Monitor/Assess student learning and 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

Introduction

The curriculum in Health and Physical Education presents students with a multitude of possibilities. Health and Physical Education has always been focused primarily on promoting health-related fitness and the development of motor skills. However, the goals of personal integration and social development are also given high priority in this curriculum. Human movement activities constitute the subject matter of the physical education curriculum. The curriculum emphasizes the need to translate short-term results into lifestyle changes.

Vision Statement

All students will experience a well-structured Health and Physical Education programme, which will help them to develop the relevant knowledge, skills, values, and attitudes, as well as the creativity, 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 appreciation for and enjoyment of 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 Health and Physical Education curriculum therefore focuses on the health of individuals and the factors that influence their movement skills and physical activity levels.

Health and Physical Education fosters the holistic development of students of varying abilities, capabilities, and interests through a structured programme of psychomotor activities. This curriculum has been planned to develop social and scientific understandings about movement. Students who experience the curriculum will be given opportunities to learn about and practise ways of maintaining active, healthy lifestyles and improving their health status.

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

The Health and Physical Education curriculum seeks to provide satisfying experiences for all students from Form 1 to Form 3. The curriculum offers stimulating and varied activities that are appropriate to students' age and ability. These can be set at levels that challenge all students, including the differently abled, but will also give all students opportunities for achieving success.

The individual who has been exposed to this curriculum will have the knowledge, skills, and attitudes necessary to incorporate physical activity into regular routines, leisure pursuits, and career requirements throughout life. In addition, 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 informed by the national education philosophy. It is the belief of the curriculum planners that Health and Physical Education must contribute holistically to the development of all students. It should foster competencies and beliefs that are necessary for a healthy lifestyle.

A Health and Physical Education programme, therefore, should:

- provide activities that are responsive to the divergent needs of all students in the psychomotor, cognitive, and affective domains;

- be structured in a sequential and progressive manner that will facilitate the assessment of the all-round development of students;

- offer enjoyable activities that are appropriate to the physical and mental abilities of students;

- facilitate lifelong learning by helping students to appreciate the importance of knowledge, research techniques, and problem-solving and critical thinking skills;

- create opportunities for the development of positive attitudes and values that will enable students to function effectively in a culturally diverse society;

- encourage participation in physical fitness activities that 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:

1. develop physically, intellectually, emotionally, morally, spiritually, and socially;

2. develop basic life skills, including critical thinking, problem-solving, and decision-making;

3. value and enjoy engaging in regular and structured physical activity for the promotion of healthy lifestyles;

4. acquire and use skills for creative and efficient movement in a variety of appropriate situations and circumstances;

5. demonstrate proficiency in various sporting disciplines;

6. develop and display teamwork skills necessary to engage in cooperative physical activities;

7. develop and display appropriate leadership qualities;

8. acquire basic survival skills;

9. develop an awareness of and an appreciation for a safe and healthy environment;

10. integrate Health and Physical Education with other core subjects.

Physical Education Standards

The Essential Learning Outcomes described in Part 1 help to define standards of attainment for all secondary school students. The Health and Physical Education Curriculum will assist students in achieving these outcomes through the realization of the Physical Education Content Standards, which have been directly aligned to these Essential Learning Outcomes.

Alignment of Physical Education Standards to the Essential Learning Outcomes

Content Standards	Essential Learning Outcomes
1. Achieve and maintain a health-enhancing level of physical fitness and wellness	• Personal development • Technological competence • Problem solving • Communication
2. Apply concepts and principles for the development and performance of motor skills	• Aesthetic expression • Citizenship • Communication • Personal development • Problem solving • Technological competence
3. Exhibit responsible personal and social behaviour	• Citizenship • Communication • Problem solving • Personal development
4. Exhibit safety principles and practices	• Citizenship • Problem solving • Technological competence

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 provides students with opportunities to:

- develop an understanding of language specific to the field of Health and Physical Education, so that they may participate and communicate more effectively in physical education programmes and activities;

- practise the terminology and discourse styles used by persons involved in Health and Physical Education;

- develop the ability to critically analyse media messages that may impact on their lifestyles and their behaviour as consumers;

- 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 them and the natural, social, and cultural environment in which they live and work;

- develop an understanding of the links between the environment, the individual, and the health of the community;

- engage in critical analysis of gender issues as they relate to Health and Physical Education;

- gain perspectives on equity in sport;

- promote the sporting achievement of all persons, regardless of gender;

- experience success and enjoyment, and thus sustain their participation in a wide variety of physical activities;

- develop positive relationships and self-confidence through participation in a wide variety of physical activities;

- develop mechanisms for acceptable release of emotion and stress through participation in a wide variety of physical activities;

- attain and demonstrate desirable social standards of effective, positive citizenship;

- develop respect for authority;

- develop knowledge and understanding of, and respect for, the 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 Movement Education 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 for Technology Education.

Science

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

- understanding the nature of natural systems, including the functioning of the human body, and appreciating the importance of such understanding 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 marking and drawing to scale of playing areas such as courts, fields, and so on;

- 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

The section of the curriculum guide that follows is specific to Health and Physical Education, and serves as a source of ideas to support teachers' use of their creativity to prepare, deliver, and evaluate their programmes. The vision statement, rationale, philosophy, and goals described earlier in the document form the basis on which the rest of the curriculum is developed. The policy statement informs users of the document about requirements that must be met in planning and implementing all Physical Education programmes.

The Physical Education Standards emanate from the curriculum goals and are aligned to the Essential Learning Outcomes. They are intended to guide teachers and administrators as they plan and monitor school curricula.

The content standards describe the knowledge and skills to be developed through the curriculum. They define the programme of study that has been designed for the subject. They also identify the critical behaviours to be learned in a programme of Physical Education.

The performance standards are derived from the content standards, and focus on students' competence in applying and demonstrating what they know and can do in Physical Education. They define the levels of learning that are considered satisfactory for each form, from 1 to 3.

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

The framework has been conceptualized as a termly/yearly course of work for each form. The curriculum content provides teachers with a detailed description of the scope and suggested sequence for the treatment of various topics, organized in a sequential and progressive format. These constitute the content from which individual school programmes may be developed.

The suggested teaching strategies, sample lessons, and evaluation techniques provide the tools that will assist teachers in implementing their programmes. The teaching strategies maximize learning while evaluation ensures that objectives are met and measures the success of the delivery of the curriculum.

Physical Education Policy

Curriculum planning and implementation should be informed by elements of the proposed Physical Education National Policy that refer to:

- **Instructional Programme Design**

A sequential, developmentally appropriate curriculum must 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 Programme**

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

- **Assessment**

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

- **Health-Related Fitness Testing**

Health-related fitness testing must 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 specialists who are certified by the Ministry of Education.

- **Facilities**

Policy makers/school administrators shall endeavour to ensure the provision of adequate spaces, 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

Form 1	Form 2	Form 3
Performance Standard Understand some aspects of the structure and functions of the human body in relation to movement **Learning Outcomes** *Students will be able to:* • demonstrate basic knowledge of the systems of the human body • understand the functions, structure, and workings of the skeletal and muscular systems • demonstrate knowledge of the effects of physical activities on the skeletal and muscular systems **Performance Standard** Display habits and practices that will impact positively on a healthy lifestyle **Learning Outcomes** *Students will be able to:* • demonstrate understanding of the relationship between wellness and lifestyle	**Performance Standard** Demonstrate an understanding of the human body in relation to movement **Learning Outcomes** *Students will be able to:* • understand the functions, structure, and workings of the circulatory and respiratory systems • show the relationship of the circulatory and respiratory systems to other systems • understand the effects of physical activities on the circulatory and respiratory systems **Performance Standard** Undertake the responsibility to develop a healthy lifestyle **Learning Outcomes** *Students will be able to:* • apply habits and practices to attain a healthy lifestyle	**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 functions, structure, and workings of the digestive and nervous systems • understand the relationship between the digestive and nervous systems and other systems • understand the effects of physical activities on the digestive and nervous systems **Performance Standard** Set achievable goals to maintain a healthy lifestyle **Learning Outcomes** *Students will be able to:* • understand the effects of substance abuse on health and performance • incorporate specific health behaviours to attain short-term and long-term goals

Form 1	Form 2	Form 3
Performance Standard Demonstrate understanding of the relationship between regular participation in physical activities and health-enhancing levels of physical fitness **Learning Outcomes** *Students will be able to:* • understand the concept of physical fitness • recognize the fitness requirements for different physical activities	**Performance Standard** Participate regularly in physical activities to achieve a health-enhancing level of physical fitness relative to one's lifestyle and needs **Learning Outcomes** *Students will be able to:* • apply the knowledge of physical fitness to enhance performance	**Performance Standard** Apply the principles of training to improve performance during physical activity, and maintain a health-enhancing level of physical fitness **Learning Outcomes** *Students will be able to:* • demonstrate an understanding of the principles of training

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

Form 1	Form 2	Form 3
Performance Standard Demonstrate an understanding of basic movement concepts **Learning Outcomes** *Students will be able to:* • create sequences using basic movement concepts • perform basic gymnastic skills in simple routines • demonstrate creative and rhythmic expressions of simple movement patterns • demonstrate basic swimming techniques • apply basic water safety skills	**Performance Standard** Apply movement concepts with proficiency **Learning Outcomes** *Students will be able to:* • demonstrate competency in movement through the use of apparatus • execute gymnastic skills with competency • apply movement concepts to enhance creative and folk dance sequences • demonstrate an appreciation for various folk dances • demonstrate basic swimming strokes • demonstrate basic life-saving skills	**Performance Standard** Demonstrate an understanding of relationships between movement concepts and skill performance **Learning Outcomes** *Students will be able to:* • apply movement concepts in technically sound gymnastic performances • display proficiency when carrying out creative gymnastic routines • apply movement concepts in contemporary and social dance • demonstrate proper swimming strokes • demonstrate basic life-saving skills
Performance Standard Demonstrate basic skills in outdoor activities **Learning Outcomes** *Students will be able to:* • demonstrate an appreciation for outdoor activities	**Performance Standard** Demonstrate competency in outdoor education skills **Learning Outcomes** *Students will be able to:* • display simple outdoor techniques efficiently • apply safety measures in outdoor activities	**Performance Standard** Apply outdoor education skills in orienteering **Learning Outcome** *Students will be able to:* • demonstrate orienteering skills

Form 1	Form 2	Form 3
Performance Standard	**Performance Standard**	**Performance Standard**
Apply fundamental motor skills in modified game situations	Apply principles of movement to enhance specialized motor skills in modified game situations	Establish connections between movement principles, rules, and strategies to enhance performance of motor skills
Learning Outcomes	**Learning Outcomes**	**Learning Outcomes**
Students will be able to:	*Students will be able to:*	*Students will be able to:*
• understand and appreciate the history of specific games/athletics	• understand and appreciate the history of specific games/athletics	• understand and appreciate the history of specific games/athletics
• apply perceptual motor concepts and principles to the learning and development of motor skills	• apply motor skills that reflect good technique and the ability to select the best response in a given situation	• apply motor skills with proficiency while participating in game/athletic situations
• demonstrate basic motor skills with efficiency	• apply appropriate strategies and rules in game situations	• make connections between skills, rules, and strategies of games/athletic activities
• execute strategies and rules in modified game/athletic situations		

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Content Standard 3: Exhibit Responsible Personal and Social Behaviour

Form 1	Form 2	Form 3
Performance Standard Demonstrate and take responsibility for appropriate personal behaviour **Learning Outcomes** *Students will be able to:* • demonstrate a willingness to follow rules, instructions, and procedures and stay on task **Performance Standard** Engage in appropriate interpersonal relationships **Learning Outcomes** *Students will be able to:* • interact positively with others in group settings	**Performance Standard** Demonstrate positive personal behaviour **Learning Outcomes** *Students will be able to:* • readily follow rules, instructions, and procedures and stay on task • display self-confidence in physical activity settings **Performance Standard** Engage in positive interpersonal relationships **Learning Outcomes** *Students will be able to:* • demonstrate an understanding and appreciation of teamwork to achieve collective goals • demonstrate and encourage respect for others	**Performance Standard** Demonstrate an understanding of the correlation between responsible personal behaviour and healthy interpersonal relationships **Learning Outcomes** *Students will be able to:* • show initiative and self-esteem in physical activity settings • demonstrate and promote good sportsmanship **Performance Standard** Demonstrate an understanding of the impact of positive group dynamics on the achievement of group goals **Learning Outcomes** *Students will be able to:* • apply effective teamwork and cooperation skills to achieve collective goals

Content Standard 4: Exhibit Safety Principles and Practice

Form 1	Form 2	Form 3
Performance Standard Display awareness of basic safety rules when performing physical activities **Learning Outcomes** *Students will be able to:* • observe safety rules for different physical activities **Performance Standard** Demonstrate basic knowledge of the care and prevention of injuries **Learning Outcomes** *Students will be able to:* • demonstrate awareness of first aid skills in the treatment of minor injuries. • demonstrate awareness of measures to avoid injuries	**Performance Standard** Demonstrate understanding of safety rules in physical activities **Learning Outcomes** *Students will be able to:* • appreciate the importance of rules in physical activities **Performance Standard** Practise safety principles in the care and prevention of minor injuries **Learning Outcomes** *Students will be able to:* • apply first aid skills to athletic injuries • practise safety measures for the prevention of injuries	**Performance Standard** Apply safety rules and procedure in a variety of situations **Learning Outcomes** *Students will be able to:* • apply safety rules in relation to specific activity settings **Performance Standard** Apply safety principles and practices to the care and prevention of athletic injuries **Learning Outcomes** *Students will be able to:* • apply first aid skills to athletic injuries • apply safety measures for the prevention of injuries • maintain appropriate control in relation to rehabilitation protocol
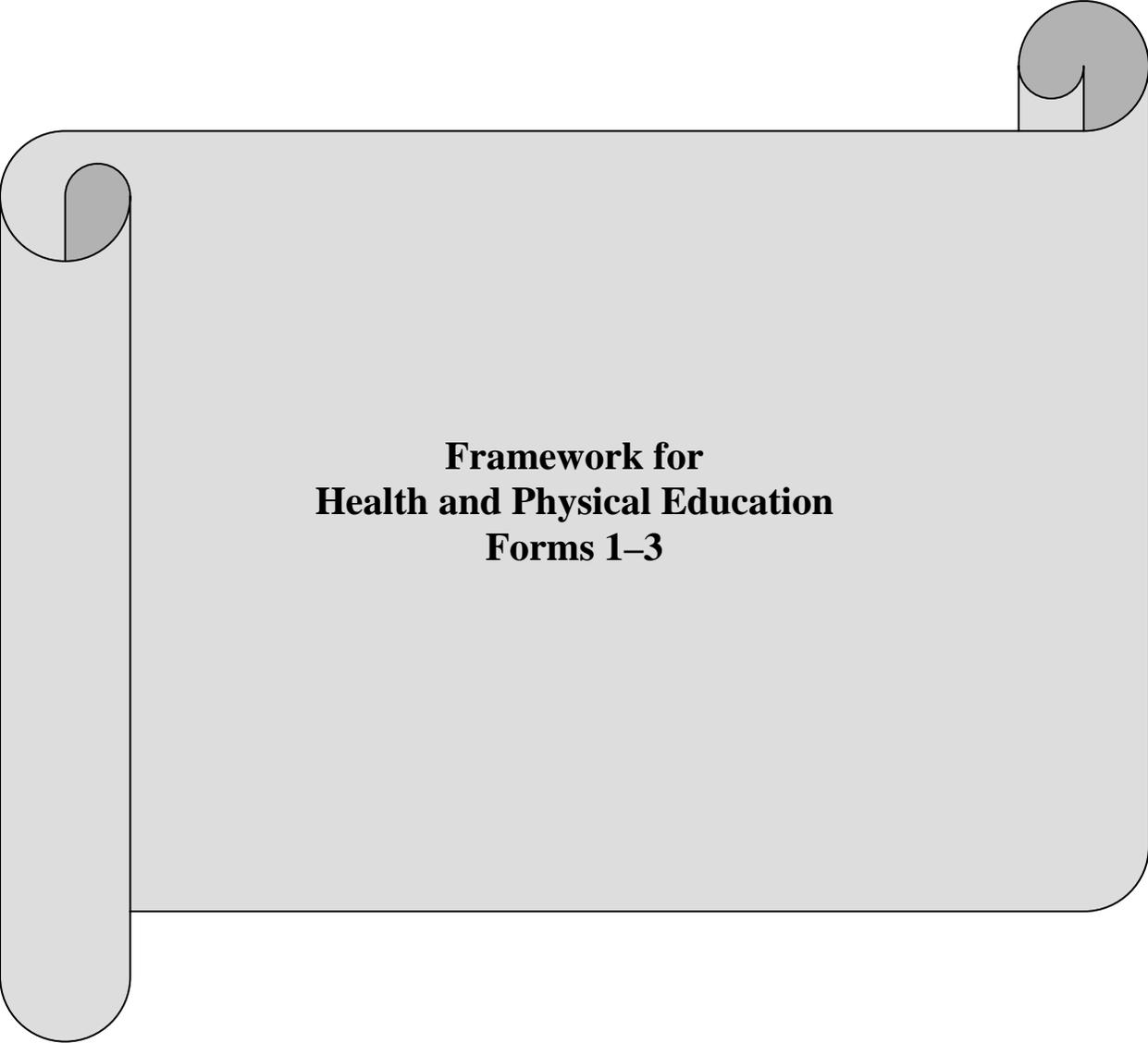
**Framework for
Health and Physical Education
Forms 1–3**

Form 1 — Term 1

Standard 1 – Achieve and maintain a health-enhancing level of physical fitness and wellness

- Definition of wellness
- Dimensions of wellness
- Features of a healthy lifestyle

Standard 2 – Apply concepts and principles for the development and performance of motor skills

- Meaning of Movement Education
- Development of movement concepts – space awareness, body awareness, relationships, effort
- Movement activities – weight bearing, weight transference, flight, body shape

- History of netball
- Passing – overarm, chest, bounce, underarm
- Catching

- History of football
- Passing using inside of the foot
- Receiving using the inside of the foot
- Kicking – low drive

- History of cricket
- Batting – forward defence, forward drive, pull to leg
- Bowling – basic overarm bowling action

- History of track and field
- Definition of track and field
- Areas of track and field
- General principles of walking, running, throwing, jumping
- Basic techniques of sprinting
- Starts – crouch, standing
- Relays – baton passing
- Jumps – long, high
- Throws – shot

Standard 3 – Exhibit responsible personal and social behaviour

- Procedures/rules
- Instructions

Standard 4 – Exhibit safety principles and practices

- Safety rules:
  - equipment
  - environment
  - protective gear

- Reinforcement: benefits of safety rules

Form 1 — Term 2

Standard 1 – Achieve and maintain a health-enhancing level of physical fitness and wellness

- Definition of fitness
- Components of fitness
- Factors affecting fitness

Standard 2 – Apply concepts and principles for the development and performance of motor skills

- Meaning of gymnastics
- Balances – crouch balance, headstand, handstand
- Rolls – forward and backward
- Cartwheel, round-off

- Foot work in netball – stopping, stepping, pivoting
- Rules relating to skills in passing and footwork

- History of basketball
- Passing – javelin, lob, two-handed passes
- Catching

Standard 3 – Exhibit responsible personal and social behaviour

- Sharing with others

Standard 4 – Exhibit safety principles and practices

- Application of appropriate emergency responses
- Definition of first aid
- Components of a first aid kit

Form 1 — Term 3

Standard 1 – Achieve and maintain a health-enhancing level of physical fitness and wellness

- Nutrition and health
- Definition of nutrition – sources and uses of food
- Assessment of fitness level
- Fitness needs in major sports

Standard 2 – Apply concepts and principles for the development and performance of motor skills

- Astride vault

- Offensive and defensive skills in netball
- Strategies in modified game situations

- Dribbling in basketball – static and dynamic
- Rules relating to skills in passing and dribbling
- Strategies in modified game situations

- Basic dribbling in football
- Rules relating to skills in passing and dribbling
- Strategies in modified game situations

- Fielding in cricket – underarm throw, long barrier
- Catching – close, high catching

Standard 3 – Exhibit responsible personal and social behaviour

- Respect for others

Standard 4 – Exhibit safety principles and practices

- Type of injuries
  - soft tissue
  - hard tissue

Form 2 — Term 1

Standard 1 – Achieve and maintain a health-enhancing level of physical fitness and wellness

- Nutritional principles
- Weight management
- Stress management

Standard 2 – Apply concepts and principles for the development and performance of motor skills

- Weight bearing and weight transference using apparatus
- Through vault

- Shooting in netball
- Court craft – areas of the court, positional play
- Rules of the game
- Scoring

- Dribbling in basketball
- Footwork – pivot
- Shooting – lay up

- Trapping in football
- Throw in

- Discus throw

- Creative dance
- Folk dance

Standard 3 – Exhibit responsible personal and social behaviour

- Self-discipline/commitment
  - participation
  - followership
  - leadership

Standard 4 – Exhibit safety principles and practices

- Safety practices in given activities
- Safety implications of warm up and cool down
- Importance of protective gear

Form 2 — Term 2

Standard 1 – Achieve and maintain a health-enhancing level of physical fitness and wellness

- Cardio-respiratory endurance – energy system, benefits of cardio-respiratory endurance exercise, cardio-respiratory fitness tests

Standard 2 – Apply concepts and principles for the development and performance of motor skills

- Forward roll on the box

- Backward defence and attack strokes in cricket, running between wickets
- Basic bowling – direction, line and length
- Two hand collecting, overhand throw, skim catch, basic wicketkeeping
- Dismissals, signals

- Brief history and skills of volleyball
- Lead-up activities
- Overhead/set, forearm/bump/dig
- Underarm, overarm serve

- Javelin throw

- Back stroke in swimming
- Shallow dive
- Dry rescue techniques – reach, rope throw

- Basic techniques of map reading
- Hiking
- Camping
- Safety rules

Standard 3 – Exhibit responsible personal and social behaviour

- Communication skills
  - feedback
  - self-expression
- Acceptance of varying roles and responsibilities as members of groups
  - group leader
  - official
  - manager

Standard 4 – Exhibit safety principles and practices

- Initial procedure in the event of an injury

Form 2 — Term 3

Standard 1 – Achieve and maintain a health-enhancing level of physical fitness and wellness

- Cardio-respiratory endurance programme
- Principles of physical fitness – warm up, overload, cool down

Standard 2 – Apply concepts and principles for the development and performance of motor skills

- Passing in football – lofted
- Goalkeeping

- Shooting in basketball – set shot

- History of hockey
- Passing and receiving – push
- Dribbling
- Bowling in cricket – leg spin, off spin

Standard 3 – Exhibit responsible personal and social behaviour

- Cooperation
- Respect
  - peers
  - group leader
  - teachers
  - individual differences

Standard 4 – Exhibit safety principles and practices

- Methods of self-protection when treating injuries
- Treatment of basic injuries

Form 3 — Term 1

Standard 1 – Achieve and maintain a health-enhancing level of physical fitness and wellness

- Digestive system
- Definition of drugs
- Reason for drug use
- Effects of smoking, alcohol
- Frequently abused drugs
- Effects of drugs on human body and sports performance

Standard 2 – Apply concepts and principles for the development and performance of motor skills

- Gymnastic routines
- Neck spring
- Overarm spring

- Officiating in netball
- Game situation

- The field of play in football
- Officiating
- Game situation

- Offensive and defensive skills in basketball
- Officiating
- Areas of court/playing areas
- Game situation

- Offensive and defensive skills in volleyball – spike, block
- Scoring and rules of the game
- Game situation

- Passing in hockey – hit, flick

- Hurdling – basic technique

- Dance etiquette
- Social dance

Standard 3 – Exhibit responsible personal and social behaviour

- Leadership skills
- Conflict resolution
- Setting goals

Standard 4 – Exhibit safety principles and practices

- Environmental awareness

Form 3 — Term 2

Standard 1 – Achieve and maintain a health-enhancing level of physical fitness and wellness

- Training programmes – periods of training
- FITT principles
- Phases of a training session
- The nervous system

Standard 2 – Apply concepts and principles for the development and performance of motor skills

- Hitting across the line of the ball in cricket – pull, sweep, cut
- Game situation

- Goalkeeping in hockey
- Basic rules
- Modified game situation

- History of tennis
- Lead-up activities
- Striking – forehand, backhand, serve, volley

- History of badminton
- Major skills – serve, striking: forehand, backhand
- Overarm

- Orienteering skills
- Types of maps – contour, rainfall, and so on
- Scale interpretation

- Compass features
- Choice of route

- Breaststroke in **swimming**

Standard 3 – Exhibit responsible personal and social behaviour

- Etiquette
- Fair play
- Self-control
- Teamwork
- Inclusive behaviour

Standard 4 – Exhibit safety principles and practices

- Advanced first aid
- Strategies for emergency situations and long-term management of injuries

Form 3 — Term 3

Standard 1 – Achieve and maintain a health-enhancing level of physical fitness and wellness

- Major forms of cardiovascular disease
- Protection against cardiovascular disease

Standard 2 – Apply concepts and principles for the development and performance of motor skills

Game situations in:

- netball
- football
- cricket
- basketball
- volleyball

- Overhand clear, smash in badminton
- Modified game situation

- Serving in tennis
- Volleying
- Modified game situation

- Contemporary dance

Standard 3 – Exhibit responsible personal and social behaviour

- Cooperative problem solving
- Achieving team goals

Standard 4 – Exhibit safety principles and practices

- Apply safety principles and practices in simulated situations

Curriculum Content

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

Learning Outcomes	Topic/Skills	Suggested Teaching/Learning Strategies	Suggested Assessment
Students will be able to: • acquire basic knowledge of the systems of the human body	• An overview of body systems	• Class discussion • Research • Group work	• State the major body systems, their main organs and main functions • Complete crossword puzzle on body systems
• understand the functions, structure, and workings of the skeletal, muscular, circulatory, respiratory, digestive, and nervous systems	• The Skeletal System: - functions - structure – major bones, joints - connective tissues - workings	• Observation of models of different systems	• Match the common names with the scientific names of some parts of the skeleton • Place correct labels on diagrams of parts of the skeletal system
	• The Muscular System: - functions - structure – types - workings	• Review video clips of sports men and women in action • Research • Group work • Individual work	• Outline the functions of the muscular system • Identify types of muscles and give examples of where they are found
	• The Circulatory System: - functions - structure – heart, pulse, blood vessel, blood, blood pressure - workings	• Class discussion • Research	• Outline the functions of the circulatory system • Measure and record personal data such as pulse rate and blood pressure in journal • Use chart to compare results of heart rates according to age and gender
	• The Respiratory System: - functions - structure – air passages, lungs, diaphragm - workings		• Outline the functions of the respiratory system • Explain the effects of physical activity on the circulatory and respiratory systems

Learning Outcomes	Topic/Skills	Suggested Teaching/Learning Strategies	Suggested Assessment

	• The Digestive System:
	   - functions
	   - structure
	   - workings – ingestion, absorption
	
	• The Nervous System:
	   - functions
	   - structure – nerves, dendrites
	   - central nervous system
	   - workings
		• Class discussion
		• Research
		• Group work
		
		• Viewing animated objects
			• Label parts of the digestive system
			• Complete a crossword puzzle on the digestive system
			
			• Draw and label the main parts of the nervous system
			• Demonstrate and give examples of voluntary and involuntary actions

• demonstrate knowledge of the effects of physical activities on the skeletal, muscular, circulatory, respiratory, digestive, and nervous systems • show the interrelatedness of the skeletal, muscular, circulatory, respiratory, digestive, and nervous systems	• The effects of physical activity on the skeletal, muscular, circulatory, respiratory, digestive, and nervous systems	• Viewing video clips of sports men and women in action • Research • Group work • Individual work • Measuring heart rates • Plenary session • Research	• Research the effects of physical activity on the skeletal, muscular, circulatory, respiratory, digestive, and nervous systems and present findings in scrapbook/portfolio • State how the functions of one system are dependent upon the functions of other systems

Learning Outcomes	Topic/Skills	Suggested Teaching/Learning Strategies	Suggested Assessment

• demonstrate an understanding of the relationship between wellness and lifestyle	• Meaning of wellness/lifestyle
	
	• Dimensions of wellness:
	  - physical
	  - emotional
	  - intellectual
	
	• Behaviours that affect wellness:
	  - physical activity
	  - healthy diet
	  - stress management
	  - heredity
	  - environment
	  - adequate health care
		• Class discussion
		
		• Projects
		
		• Group work
			• Complete questionnaires based on self-perceptions of wellness and a healthy lifestyle
			
			• Identify the dimensions of wellness
			
			• Explain how exercise, rest, and other factors contribute to healthy living
			• Prepare a student journal on lifestyle management

• apply habits and practices to achieve a healthy lifestyle	***Healthy lifestyle practices:*** • Nutrition – nutrients, function, diet, healthy sources • Nutritional principles – variety, balance, moderation • Weight management - diet & eating habits, physical activity & exercise • Stress management – social support, relaxation techniques	• Research • Guided discovery • Cooperative learning	• Identify the components of a healthy diet • Explain the functions of nutrients • Prepare a portfolio on nutrition • Apply nutritional principles to develop a healthy lifestyle • Produce a student journal on lifestyle management

Learning Outcomes	Topic/Skills	Suggested Teaching/Learning Strategies	Suggested Assessment
• understand the effects of substance abuse on health and performance	• Definition of drugs • Reasons why some athletes take drugs • Types of drugs	• Class discussion	• Define drugs • Classify various drugs • Outline the harmful effects of frequently abused drugs on human behaviour • Explain the effects of performance enhancing drugs

• incorporate specific health behaviours to attain short-term and long-term goals	• Major forms of cardiovascular diseases:
	  - hypertension
	  - heart attack
	  - atherosclerosis
	  - stroke
		• Projects	• Define the major forms of cardiovascular diseases

	• Protection against cardiovascular diseases:
	  - eat healthy
	  - exercise regularly
	  - avoid tobacco
	  - manage blood pressure
	  - practise anger management
		• Group work
		
		• Research
			• Discuss ways in which cardiovascular diseases can be prevented

• understand the concept of physical fitness	• Definition of physical fitness
	• Components of fitness:
	  - health-related fitness
	  - sport-related fitness
	• Factors affecting fitness:
	  - stress
	  - the environment
	  - diet
		• Guided discovery	• Use key words to define physical fitness
			
			• Demonstrate various components of fitness

Learning Outcomes	Topic/Skills	Suggested Teaching/Learning Strategies	Suggested Assessment

• recognize the fitness needs of different physical activities
 	
• apply the knowledge of physical fitness to enhance performance of physical activities
 	
• demonstrate an understanding of principles of training
	• Assessment of fitness levels:
	  - fitness tests
	  - fitness programme
	  - goals
	
	• Cardio-respiratory endurance – energy production
	
	• Benefits of cardio-respiratory endurance
	
	• Cardio-respiratory endurance programme:
	  - setting goals
	  - choosing sports and activities
	  - determining frequency of training
	  - assessment of cardio-respiratory fitness
	
	• Principles of training:
	  - specificity
	  - progression
	
	• Methods of training:
	  - continuous
	  - fartlek
	  - circuit
		• Cooperative learning
		
		• Cooperative learning
		
		• Guided discovery
		
		• Peer observation
		
		• Teacher guidance
		
		• Class discussion
		
		• Problem solving
		
		• Station teaching
			• Identify the predominant fitness component of simple physical activities
			
			• Perform tests to determine fitness level
			
			• Explain how energy is produced in the body
			
			• Present findings on benefits based on group research
			
			• Use the results of fitness tests to monitor fitness levels
			
			• Develop a cardio-respiratory fitness programme
			
			• Explain some principles and methods of training

Learning Outcomes	Topic/Skills	Suggested Teaching/Learning Strategies	Suggested Assessment

• apply the knowledge of the principles and methods of training to optimize performance	• Effects of training on:
	  - human body
	  - sport performance
		• Teacher guidance	• Describe some effects of training on the human body and sport performance

• incorporate principles of training to further develop programmes to enhance fitness levels	• Training programme:
	  - periods of training
	  - pre-season
	  - competition/peak-season
	  - off-season
		• Class discussion	• Identify a training programme for a particular season

	• Phases of a training session:
	  - warm up
	  - fitness
	  - skills
	  - cool down
		• Problem solving
		
		• Station teaching
			• Explain the phases of a training session
			
			• Plan a simple training session

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

Learning Outcomes	Topic/Skills	Suggested Teaching/Learning Strategies	Suggested Assessment
Students will be able to: • create sequences using basic movement concepts • demonstrate competency in movement using apparatus • perform basic gymnastic skills in simple routines	• Meaning of Movement Education • Development of movement concepts: - space awareness - body awareness - relationships - effort • Weight bearing on different body parts • Weight transference using different body parts • Different methods of take-off and landing • Body shape in held positions and in flight • Weight bearing and weight transference, using apparatus • Meaning of gymnastics • Balances: - crouch balance - headstand - handstand • Rolls: - forward - backward • Cartwheel, round-off • Astride vault	• Research project • Class discussion • Guidance • Peer tutoring • Observation • Demonstration • Practice • Individual, pair, and group work	• Demonstrate movement concepts in physical education activities • Perform weight-bearing activities on different body parts • Perform activities showing transference of weight using different body parts • Perform sequences of jumps exploring different methods of take-off and landing • Demonstrate different body shapes in weight-bearing/weight-transference activities and in flight • Perform movement skills competently using various apparatus • Execute basic gymnastic skills and routines

Learning Outcomes	Topic/Skills	Suggested Teaching/Learning Strategies	Suggested Assessment
• execute gymnastic skills with competency • apply movement concepts in presenting technically sound gymnastic performances • demonstrate advanced gymnastic skills	• Forward roll on the box • Through vault • Routines involving gymnastic skills • Neck spring • Overarm spring	• Guidance • Peer tutoring • Observation	• Perform forward roll on the box • Perform vaults over partner and vaulting box • Perform skilled routines in gymnastics • Observe and analyse performances • Perform the neck spring and overarm spring

• demonstrate creative and rhythmic expressions of simple movement patterns
 	
• apply movement concepts to enhance creative and folk dance sequences
 	
• demonstrate an appreciation for various folk dances
	• History, elements, and types of dance
	
	• Dynamic awareness:
	  - weight
	  - time
	  - space
	  - flow
	
	• Creative dance patterns:
	  - contracting and extending
	  - rising and falling
	  - advancing and retreating
	  - moving and stopping
	
	• Creative dance
	
	• Folk dance
		• Research project
		
		• Demonstration
		
		• Practice
			• Outline the history of dance
			
			• Explain how to perform different types of dance
			
			• Create and perform simple dance sequence
			
			• Perform simple folk dance

Learning Outcomes	Topic/Skills	Suggested Teaching/Learning Strategies	Suggested Assessment
• apply movement concepts in contemporary and social dance	• Contemporary dance • Social dance	• Demonstration	• Perform contemporary and social dance patterns
	• Dance etiquette	• Guidance	• Demonstrate dance etiquette

• apply basic water safety skills
 	
• demonstrate basic lifesaving skills
	• Basic water safety rules and skills
	
	• Dry rescue techniques:
	  - reach
	  - rope throw
		• Peer tutoring	• Demonstrate safe practices in and around the pool

• demonstrate basic swimming techniques • demonstrate basic swimming strokes	• Floating • Front crawl • Backstroke	• Observation • Research project	• Exhibit the ability to float for at least 15 seconds • Demonstrate the front crawl across the pool • Perform the backstroke across the width of the pool
• demonstrate proper swimming strokes	• Shallow dive • Breaststroke	• Practice	• Perform the shallow dive • Perform the breaststroke across the width of the pool

Learning Outcomes	Topic/Skills	Suggested Teaching/Learning Strategies	Suggested Assessment
• demonstrate simple outdoor education techniques efficiently	• Basic techniques of map reading • Hiking • Camping	• Guidance • Group work • Demonstration	• Applying safety measures in planning and implementing a simple outdoor activity • Demonstrate proper safety rules in outdoor activities
• apply safety measures in outdoor activities	• Safety rules		
		• Observation	

• demonstrate orienteering skills	• Orienteering skills
	
	• Types of maps:
	  - contour
	  - rainfall
	  - scale interpretation
	  - choice of route
		• Practice	• Complete a simple orienteering course
			
			• Set a map using a compass
			
			• Identify features of different types of maps
			
			• Construct a map of a defined area to a given scale

Learning Outcomes	Topic/Skills	Suggested Teaching/Learning Strategies	Suggested Assessment
• understand and appreciate the history of specific games/athletics	• History of netball	• Research	• Present research on history of netball
• apply perceptual motor concepts and principles to the learning and development of motor skills	• Direction, balance, hand/eye, foot/eye coordination	• Demonstration • Drills/practice • Observation of netball games • Discussions	• Demonstrate perceptual motor abilities while performing netball skills • Demonstrate netball skills competently

• show proficiency in their motor skills while participating in game/athletic situations	• Passing:
	  - overarm
	  - chest
	  - bounce
	  - underarm
	• Catching
	• Foot work:
	  - stopping
	  - stepping
	  - pivoting
	• Shooting
		• Demonstration of netball skills
		
		• Guidance
		
		• Viewing video clips
			• Apply netball skills effectively in modified/normal game situations
			
			• Differentiate one playing area from the other
			• Play in different positions
			• Identify and explain rules

• apply appropriate strategies and rules in game situations	• Areas of court • Playing position/areas • Rules relating to skills • Rules of the game • Offensive and defensive strategies	• Research - group work	• Oral/written quiz on rules relating to skills • Select suitable offensive or defensive strategies in game situations
• make connections between skills, rules, and strategies of team/athletic activities	• Selection of skills and strategies in normal game situations • Officiating • Scoring	• Drills/practice	• Make appropriate judgements and use them in varying circumstances in a game situation • Officiate in various roles as umpires, scorers, and timekeepers

Learning Outcomes	Topic/Skills	Suggested Teaching/Learning Strategies	Suggested Assessment
• understand and appreciate the history of specific games/athletics	• History of football	• Research	• Present research on history of football
• apply perceptual motor concepts and principles to the learning and development of motor skills	• Direction, balance, hand/eye, foot/eye coordination	• Observation of football games	• Demonstrate perceptual motor abilities while performing basketball skills
		• Discussions	

• apply motor skills with proficiency while participating in game/athletic situations	• Passing:
	  - inside of the foot
	  - low drive
	  - lofted pass
	• Dribbling
	• Receiving – using the inside of the foot
	• Trapping with various parts of the body
	• Throw in
	• Goalkeeping
		• Demonstration
		
		• Practice
		
		• Video presentation
			• Demonstrate individual football skills competently
			
			• Apply football ball skills effectively in modified/normal game situations
			
			• Identify the different playing areas and playing positions

• apply appropriate strategies and rules in game situations			
• make connections between skills, rules, and strategies of team/athletic activities	• Playing positions • Rules relating to skills • Rules of the game • Strategies of offensive and defensive play • Selection of skills and strategies in normal game situations • Officiating		• Explain and demonstrate rules relating to passing and dribbling • Select the appropriate strategies in normal game situations • Apply the skills and rules successfully in a game situation • Officiate in various roles as referees, scorers, and timekeepers

Learning Outcomes	Topic/Skills	Suggested Teaching/Learning Strategies	Suggested Assessment

• understand and appreciate the history of specific games/athletics
 	
• apply perceptual motor concepts
 	
• apply motor skills with proficiency while participating in game/athletic situations
 	
• apply appropriate strategies and rules in game situations
	• History of cricket
	
	• Direction, balance, hand/eye, foot/eye coordination
	
	• Batting:
	  - forward
	  - defence
	  - forward drive
	  - pull to leg backward
	  - defence attack
	
	• Running between wickets
	
	• Bowling:
	  - basic overarm bowling action
	  - direction – line and length
	  - leg spin
	  - off spin
	
	• Fielding:
	  - underarm throw
	  - long barrier
	  - close and high catching
	  - two-hand collecting
	  - overhand throw
	  - skim catch
	• Basic wicketkeeping
	
	• Rules of the game
		• Demonstration
		
		• Guidance
		
		• Practice
		
		• Viewing video clips
		
		• Research – group work
		
		• Drill/practice
			• Present research on the history of cricket
			
			• Demonstrate perceptual motor abilities while performing cricket skills
			
			• Demonstrate individual cricket skills competently
			
			• Apply cricket skills effectively in modified/normal game situations
			
			• Identify and explain basic rules
			• Oral/written quiz on rules
			• Apply rules successfully in game situations

Learning Outcomes	Topic/Skills	Suggested Teaching/Learning Strategies	Suggested Assessment
• make connections between skills, rules, and strategies of team/athletic activities	• Selection of skills and strategies in normal game situations • Umpiring: - dismissals - signals		• Select the appropriate strategies in normal game situations • Officiate in various roles as umpires, scorers
• understand and appreciate the history of volleyball	• History of volleyball	• Demonstration • Guidance	• Present research on the history of volleyball
• apply perceptual motor concepts and principles to the learning and development of motor skills	• Direction, balance, hand/eye, foot/eye coordination	• Practice • Viewing video clips	• Demonstrate perceptual motor abilities while performing volleyball skills
• apply appropriate strategies and rules in game situations	• Pass – overhead/set • Forearm/bump/dig • Service: - underarm - overarm	• Research - group work • Drill/practice	• Demonstrate individual volleyball skills competently • Apply volleyball skills effectively in modified/normal game situations

Learning Outcomes	Topic/Skills	Suggested Teaching/Learning Strategies	Suggested Assessment

• make connections between skills, rules, and strategies of team/athletic activities
 	
• understand and appreciate the history of specific games/athletics
 	
• apply perceptual motor concepts and principles to the learning and development of motor skills
	• Offensive and defensive skills:
	  - spike
	  - block
	• Rules relating to specific skills
	• Rules of volleyball
	• Strategies of offensive and defensive play
	• Selection of skills and strategies in normal game situations
	• Scoring
	
	• History of hockey
	
	• Direction, balance, hand/eye, foot/eye coordination
	• Passing:
	  - hit
	  - flick
	• Dribbling
	• Receiving
	• Goalkeeping
	
	• Playing positions
		• Research – group work
		
		• Class discussion
		
		• Small-group work
		
		• Guidance
		
		• Demonstration
		
		• Practice
		
		• Multimedia presentations
			• Identify and explain basic rules
			
			• Oral/written quiz on rules of volleyball
			
			• Select the appropriate strategies in modified/normal game situations
			
			• Apply the skills and rules successfully in game situations
			
			• Officiate in various roles, such as umpires, scorers
			
			• Present research
			
			• Demonstrate perceptual motor abilities while performing hockey skills
			
			• Demonstrate individual hockey skills competently

Learning Outcomes	Topic/Skills	Suggested Teaching/Learning Strategies	Suggested Assessment
• apply motor skills with proficiency while participating in game/athletic situations • apply appropriate strategies and rules in game situations	• Rules relating to skills • Rules of the game • Strategies of offensive and defensive play	• Research – group work • Class discussion	• Apply hockey skills effectively in modified/normal game situations
• make connections between skills, rules, and strategies of team/athletic activities	• Selection of skills and strategies in normal game situations • Officiating	• Small-group work • Guidance • Demonstration	• Identify and explain basic rules • Oral/written quiz on rules relating to passing and dribbling • Select the appropriate strategies in normal game situations
• understand and appreciate the history of tennis	• History of tennis		• Present research

• apply perceptual motor concepts and principles to the learning and development of motor skills
 	
• demonstrate motor skills with efficiency
	• Direction, balance, hand/eye, foot/eye coordination
	
	• Lead-up activities
	
	• Ground strokes:
	  - forehand
	  - backhand
	  - serve
	  - volley
	
	• Basic rules
		• Practice
		
		• Multimedia presentations
			• Demonstrate perceptual motor abilities while executing tennis skills
			
			• Demonstrate individual tennis skills competently
			
			• Identify and explain basic rules of tennis

Learning Outcomes	Topic/Skills	Suggested Teaching/Learning Strategies	Suggested Assessment
• understand and appreciate the history of badminton	• History of badminton	• Research – group work • Class discussion	• Present research on the history of badminton
• apply perceptual motor concepts and principles to the learning and development of motor skills	• Direction, balance, hand/eye, foot/eye coordination	• Small-group work • Guidance	• Demonstrate perceptual motor abilities while performing badminton activities

• apply motor skills while participating in modified game situations	• Serve
	
	• Striking:
	  - forehand
	  - backhand, forehand
	  - overhead, backhand
	  - overhead, smash
		• Demonstration
		
		• Practice
			• Demonstrate individual badminton skills competently
			
			• Apply badminton skills in modified game situations

• apply basic rules in modified game situations	• Basic rules • Modified game situation • Scoring	• Multimedia	• Identify and explain basic rules of badminton • Apply the skills and rules successfully in game situations • Officiate in various roles such as scorers, umpires

Learning Outcomes	Topic/Skills	Suggested Teaching/Learning Strategies	Suggested Assessment
• understand and appreciate the history of track and field	• History of track and field	• Research – group work	• Differentiate between track and field events

• apply perceptual motor concepts and principles to the learning and development of motor skills	• Direction, balance, hand/eye, foot/eye coordination
	
	• General principles of:
	  - walking
	  - running
	  - throwing
	  - jumping
		• Class discussion
		
		• Small-group work
		
		• Guidance
			• Demonstrate perceptual motor abilities while performing basketball skills
			
			• Identify and explain the basic principles of track and field activities orally or in writing

• Apply motor skills with proficiency while participating in game/athletic situations	• Basic techniques of running - sprinting
	• Starts:
	  - crouch
	  - standing
	• Baton passing
	• Jumps:
	  - long
	  - high
	• Throws:
	  - shot
	  - discus
	  - javelin
	• Hurdling
		• Demonstration
		
		• Practice
			• Demonstrate track and field skills competently
			
			• Execute correct techniques in applying skills

• Apply appropriate rules in game situations	• Rules relating to skills		• Explain and demonstrate basic rules of track and field activities

Standard 3: Exhibit Responsible Personal and Social Behaviour

Learning Outcomes	Topic/Skills	Suggested Teaching/Learning Strategies	Suggested Assessment

Students will be able to:
 	
• readily follow rules, instructions, and procedures, and stay on task
	• Procedures/rules:
	  - uniform
	  - attendance
	  - change rooms
	  - classroom
	  - playing area
	  - equipment
	  - practical activities
	• Instructions from:
	  - teachers
	  - leaders/officials
	• Self-discipline:
	  - commitment
	  - participation
	  - cooperation with leaders' directives/ suggestions
		• Role modelling
		
		• Feedback
		
		• Peer tutoring
		
		• Group work
		
		• Peer work
			• Identify the important functions of rules
			
			• Develop pledges and contracts
			
			• Keep individual record of adherence to rules and procedures
			
			• Assume assigned roles and participate in small-group activities

• Display self-confidence in physical activity settings
 	
• Show initiative and exhibit self-esteem in physical activity settings
	• Communication skills:
	  - feedback
	  - self-expression
	  - dance movement education
	• Responsibilities of:
	  - group leader
	  - official
	  - manager
	• Leadership skills
	• Conflict resolution
	• Goal setting
		• Assignment/tasks
		
		• Role play
		
		• Problem solving
		
		• Observation
			• Use a checklist to reflect on their actions
			
			• Listen to the comments of peers on their performance in their role
			
			• Identify and analyse the problem in physical activity settings
			
			• Suggest solutions to problems

Learning Outcomes	Topic/Skills	Suggested Teaching/Learning Strategies	Suggested Assessment
• demonstrate and promote good sportsmanship	• Appropriate behaviour - etiquette - fair play - self-control		• Complete checklist on appropriate behaviours
• interact with others in group settings	• Sharing with others	• Group work • Pair work	• Reflect on sharing experiences in a journal
• demonstrate and encourage respect for others	• Respect: - peers - group leader - teacher - individual differences	• Assignments/tasks • Role play	• Modify rules of a game to encourage inclusion
• apply effective teamwork and cooperative skills to achieve collective goals	• Cooperation • Teamwork • Problem solving • Inclusive behaviour	• Demonstration • Problem solving	• Work together to organize a class tournament in a game of choice

Standard 4: Exhibit Safety Principles and Practices

Learning Outcomes	Topic/Skills	Suggested Teaching/Learning Strategies	Suggested Assessment

Students will be able to:
 	
• appreciate the importance of rules in physical activities
 	
• apply safety rules in relation to specific activity settings
 	
• Practise safety measures for the prevention of injuries
	• Safety rules:
	  - equipment
	  - environment – weather conditions
	  - playing areas
	  - protective gear
	
	• Reinforcement
	• Benefits
	
	• Safety practices in given activities
	
	• Safety implications of warm up and cool down
	
	• Importance of protective gear
	
	• Environmental awareness
		• Group work
		
		• Presentations
		
		• Demonstration on injury treatments
		
		• Peer tutoring to enhance students' skills
		
		• Dramatization
		
		• Discussions
		
		• Displays on safety practices
			• Explain safety rules of some physical activities
			
			• Develop safety rules for specific physical activity settings at school
			
			• Identify possible injuries that might result from inappropriate safety practices
			
			• Demonstrate proper procedure in warming up and cooling down
			
			• Design posters that display safety measures

Learning Outcomes	Topic/Skills	Suggested Teaching/Learning Strategies	Suggested Assessment

• apply first aid skills to athletic injuries	• Application of appropriate emergency responses
	
	• Definition of first aid
	
	• Contents of a first aid kit
	
	• Type of injuries:
	  - soft tissue
	  - hard tissue
	
	• Initial procedure in the event of an injury
	
	• Treatment of basic injuries
	
	• Methods of self protection when treating injuries
		• Practical observation	• Put together a first aid kit
			
			• Demonstrate first aid skill identified on task cards

• maintain appropriate control in relation to rehabilitation protocol	• Strategies for emergency and long-term management of injuries	• Discussions • Presentations • Practical observation • • Research	• Describe ways to manage soft tissue injuries

Part 3
Teaching and Assessment Strategies

Strategies for Implementation

Teaching functions are usually performed within an instructional framework, which 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 suggestions about instructional approaches and related teaching strategies.

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

Sample Lesson

Content Standard: Apply concepts and principles for the development and performance of motor skills

Performance Standard: Apply fundamental motor skills in modified game situations

Learning Outcome: Demonstrate basic motor skills with efficiency while participating in modified games/athletics

Lesson Topic/Theme: Dribbling

Previous Knowledge: Students can bounce a ball

Objective of Lesson: Students will be able to dribble the basketball with the correct technique, using either hand while on the move

Class: Form 1

Age Range: 11+

Time: 45 minutes

Materials: 1 basketball each, 4 markers

Headings	Activities	Teaching Points
Warm up (5 min.)	Jogging the lines of the basketball court	Keep head up (don't look at ball)
	Stretching exercises	Bend back and slightly bend knees
Introduction (5 min.)	Using two-hand chest pass, one leader passes to all players, then next player becomes leader – all players have turn as leader	Spread fingers and cup hand
		Push the ball from the waist
	Passing and free bouncing of balls up and down the court	Keep ball in front, but at the side of body
Main Activity/Skill Development (20 min.)	*Individual Work* Dribbling: - on the spot - using dominant and non-dominant hand at different levels	

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Headings	Activities	Teaching Points
	Partner Work	
	Flash fingers	
	One player dribbles while partner holds up fingers on one hand. Dribbler must call out number of fingers while dribbling	
	If partner changes hands, dribbler must also change	
	At least three different numbers must be shown before changing hands	
	Group Work	
	Signal dribble	Move forward, back, sideways, lie, sit, etc.
	In small groups, students dribble while a leader signals where to go	
Game Situation/Skill Application	***Modified Game***	
	Modified game of basketball (3 vs 3) using both sides of the court – two games can be played at the same time	Play only on the half assigned
		Move ball by passing or dribbling
		If dribbling, pass the ball after no more than 5 steps. Penalty – a free pass is taken from the sideline by the opposing team
Conclusion/Closure	Students review what they did during the lesson	

<center>**Sample Lesson**</center>

Content Standard: Exhibit safety principles and practices

Performance Standard: Demonstrate basic knowledge of the care and prevention of injuries

Learning Outcomes: Demonstrate basic first aid skills in the treatment of minor injuries

Lesson Topic/Theme: First aid booklet

Previous Knowledge: Students have been introduced to first aid vocabulary and to the items in a first aid kit

Class: Form 1

Age Range: 11+

Objectives: Students engage in a hands-on activity to create their own first aid booklet

Materials/Resources: Basic paper supplies to make booklet

Procedure: The following words will be presented to the students for discussion:

sprain, fracture, asphyxiation, pressure, temperature, unconscious, nausea, vomiting, splint, ace bandage, elevate, heat exhaustion, cramp, spasm, seizure, faint, clammy, dizzy, wound, laceration, stitches, strain, burn

Introductory Activity

Students discuss the definitions of the selected words, using each of the words in sentences that they share around the circle of the small group, using a dictionary where necessary

Main Activity

Activity #2: The students read the procedures for each of the first aid treatments presented in the text. They act out the steps for each procedure, while other group members take notes on the directions. As they are acting out the steps, students should use the new vocabulary in giving their instructions.

Activity #3: Students take the information that they used to act out the first aid procedures, and include it in an illustrated booklet for others to use.

Activity #4: Students are asked to pretend they are the publishers of the best booklet on first aid. They are asked to write an advertisement for the radio or television designed to persuade people to buy their booklet. Students are told that they must use the new vocabulary in their advertisements.

Sample Lesson

Content Standard: Exhibit responsible personal and social behaviour

Performance Standard: Engage in positive interpersonal relationships

Learning Outcome: Demonstrate an understanding and appreciation of teamwork to achieve collective goals

Lesson Topic/Theme: Team-building games

Class: Form 2

Age Range: 12+

Objectives: Students work together to meet a goal

Warm up: Fitness related activities:
arm circles, leg stretch, waist twists, push ups, jumping jacks

Procedure: Students are told that cooperation is required to complete each task and teamwork is necessary in every activity. Each of the activities is considered a group game. Emphasis is placed on accomplishing the tasks.

Activities

Activity #1: Mass Stand-Up

- Two students sit back to back with their elbows locked; then they stand up.
- Expand the number of students to 3, 4, 5, and so on.
- See how many students can stand up while interlocked.
- When more than 2 students are trying to stand up, they should start by locking arms and sitting as close to one another as possible.
- The students should then stand up quickly at precisely the same moment.

Activity #2: Centipede Race

- Divide the class into 4 or 6 groups of 6 and position each group in 2 lines, each line standing back to back.
- One line stands still while the other line takes a step to one side.
- Have students bend down and cross their arms between their legs, then grab one hand of the student behind them on the right and one hand from the student behind them on the left. (Everyone in both lines, except those on the ends, should be holding the hands of two different students.)
- In this position, the students have become a centipede.
- Have the centipedes race each other over short distances.

Activity #3: Entanglement (knots)

- Divide the class into groups of 8 to 10

- Have each group make a tight circle, students' arms pointing toward the centre of the circle and clasping the hands of two different group members who are not next to them in the circle.

- On a signal, have each group try to untangle themselves into a circle without disconnecting hands. (Students can be facing different direction when finished.)

Activity #4: Zipper

- Divide the class into groups of 10 to 12.

- Group members line up in a single line, each student bending over and reaching between their legs with the left hand to grasp the right hand of the student behind.

- This continues down the line until all students are connected.

- The last student in line lies down, the next student backs over the first and lies down, and so on until all group members are lying down.

- After the last student lies down, he or she immediately gets back up and the process is reversed.

- When the activity is completed, students have zipped and unzipped the zipper.

- Zippers can race other zippers.

Activity #5: Amoeba race

- Divide students into groups of 10 to 12.

- Have two students in the middle of a circle and a third student on their shoulders.

- The remaining students, facing outward with linked elbows, form a circle.

- The nucleus (i.e., the person on top of shoulders in middle) can now guide the amoeba in racing other amoebas.

Closure: Review the lesson with students. Use the following ideas to reinforce learning, check understanding, and provide feedback:

1. Discuss the role of cooperation and teamwork in completing each one of the activities.

2. Discuss the social benefits of participating in such games (e.g., working with teammates to achieve a common goal).

Evaluation

The process of evaluation is the key to providing a framework that supports effective delivery and the 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 to students. Assessment also informs 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 should have a repertoire of evaluative strategies that will not only enhance curriculum delivery but will also 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 longer period of instruction, for example, monthly, termly, and annually, and addresses larger concerns such as programme goals, mastery, and grouping.

Evaluation in Physical Education has traditionally been based on performance tasks that readily accommodate the movement skill approach. The challenge, however, is to be able to vary the strategies so as to ensure assessment of the full range of students' abilities. Therefore, other methods such as portfolios, presentations, or displays can also be used to better evaluate performances. These can be applied to practical activities as well as to areas that lend themselves to research tasks.

Types of Assessment	Methods of Recording Data
Performance Performance-related assessment tasks enable students to perform physical skills/tactics and strategies, and to demonstrate conceptual understandings, interpersonal skills, and management skills in the physical sense Performance-related assessment tasks enable students to create practical and/or theoretical health and physical education projects using a range of skills, processes, techniques, and technologies	• Performance, skills/strategies • Field work • Games, skills, drills • Peer tutoring • Role plays • Video tapes and other ICT • Group performances • Competitions • Debates • Creation of movement sequences • Demonstration of safety, personal skills • Cooperative and collaborative working with others • Performing leadership roles • Demonstrating relationship with nature and environment • Demonstrating understanding of the environment
Investigation Students research themes or topics that require them to plan, conduct, and communicate the results of an investigation	• Planning and conducting research, and communicating findings and conclusions • Journals and learning logs • Comparing and contrasting • Researching • Research notes • Investigating • Timelines • Digital presentations • Exploring issues
Response Students apply their knowledge and skills in analysing and responding to a series of stimuli or prompts	• Analysis and evaluation of students' performances • Situational response to stimuli or prompts • 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 • Individual discussions with students • Journals and logs • Open-ended questioning, open-ended tasks • Oral presentations • Projects/assignments • Role play • Student self- and peer assessment • Student portfolios • Tests, work samples, written material • Practical skills

Part 4
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