



REPUBLIC OF ZAMBIA

Ministry of Education, Science, Vocational Training and Early Education

**JUNIOR SECONDARY SCHOOL
PHYSICAL EDUCATION
SYLLABUS
GRADE 8-9**



Prepared and Published by the Curriculum Development Centre

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VISION

Quality, lifelong education for all which is accessible, inclusive and relevant to individual, national and global needs and value systems

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PREFACE

The syllabus was produced as a result of the Curriculum review process carried out by the Ministry of Education, Science, Vocational Training and Early Education under the auspices of the Curriculum Development Centre (CDC). The curriculum reform process started way back in 1999 when the Ministry of Education commissioned five (5) curriculum studies which were conducted by the University of Zambia. These studies were followed by a review of the lower and middle basic and primary teacher education curriculum. In 2005 the upper basic education National survey was conducted and information from learners, parents, teachers, school managers, educational administrators, tertiary institutions traditional leaders civic leaders and various stakeholders in education was collected to help design a relevant curriculum ,.

The recommendations provided by various stakeholders during the Upper Basic Education National survey of 2005 and National symposium on curriculum held in June 2009 guided the review process.

The review was necessitated by the need to provide an education system that would not only incorporate latest social, economic, technological and political developments but also equip learners with vital knowledge, skills and values that are necessary to contribute to the attainment of Vision 2030.

The syllabus has been reviewed in line with the Outcome Based Education principles which seek to link education to real life experiences that give learners skills to access, criticize analyse and practically apply knowledge that help them gain life skills. Its competences and general outcomes are the expected outcomes to be attained by the learners through the acquisition of knowledge, skills, techniques and values which are very important for the total development of the individual and the nation as a whole.

Effective implementation of Outcome Based Education requires that the following principles be observed: clarity of focus, Reflective designing, setting high expectations for all learners and appropriate opportunities.

It is my sincere hope that this Outcome Based syllabus will greatly improve the quality of education provided at junior secondary as defined and recommended in various policy documents including Educating Our Future`1996 and the `Zambia Education Curriculum Framework `2013.

Chishimba Nkossa

Permanent Secretary
MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION

ACKNOWLEDGEMENT

The syllabus presented here is a result of broad-based consultation involving several stakeholders within and outside the education system.

Many individuals, institutions and organizations were consulted to gather their views on the existing syllabus and to accord them an opportunity to make suggestions for the new syllabus. The Ministry of Education wishes to express heartfelt gratitude to all those who participated for their valuable contributions, which resulted in the development of this syllabus.

The Curriculum Development Centre worked closely with other sister departments and institutions to create this document. We sincerely thank the Directorate of Teacher Education and Specialized Services, the Directorate of Planning and Information, the Directorate of Human Resource and Administration, the Directorate of Open and Distance Education, the Examinations Council of Zambia, the University of Zambia, schools and other institutions too numerous to mention, for their steadfast support.

We pay special tribute to co-operating partners especially UNICEF for rendering financial technical support in the production of the syllabus.

C.N.M Sakala (Mrs)

Director-Standard and Curriculum

MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION

INTRODUCTION

Physical Education aims at preparing the learner physically, socially, mentally, emotionally, intellectually and culturally so that she/he contributes to national development. Physical Education gives appropriate alternatives to individual learning styles, interests and problems. The subject includes among other things all practices that foster health promotion, character building and acceptable values and attitudes in the society. It offers scope for experimentation skills, dramatization practices, excitement and freedom. This scope digs up the hidden and undeveloped sources of inherent skills and ability in an individual so as to make him or her become aware of them and develop confidence in their usage. The users of this syllabus should therefore, ensure that the learner develops positive attitudes towards physical education as an activity in which the acquisition of skills and high standard of performance can enable him or her to go into the world of sport with confidence. This includes the learners with Special Education Needs (SEN). They should be involved in physical activities according to their abilities.

METHODOLOGIES

The following are the suggested teaching methodologies:

- Demonstration
- Direct instruction
- Independent study
- Project work
- Enquiry/ exploration
- Observation
- Excursions
- Field work
- Research
- Practical
- Portfolio
- Group work
- Pair work

TIME ALLOCATION

Junior Secondary

8 hours Six (12) periods per week

ASSESSMENT

Assessment is an integral part of the teaching and learning process. It helps to determine whether teaching and learning has taken place and whether outcomes have been achieved. Assessment is meant to help the learner improve. It should however, be recognised that learners are different and thus will achieve the outcomes according to their abilities. This assessment will be both Formative and Summative. The formative one will be done on a daily basis as Continuous Assessment (CA), while Summative will be at the end of the learning process either termly or yearly based on a set examination. The summative assessment will comprise of:

- Practical
- Theory
- Project

RATIONALE

Physical Education (PE) provides opportunities for the individual and the group to learn activities that are invigorating, developmental and educational which in turn lead to positive physical, social, mental and emotional growth. In Physical Education, movement, being the core component, is at the very centre of the children's learning process. Through movement they learn how to act, interact and react to the world around them. Movement also serves as the primary vehicle by which they expand their knowledge of themselves and the world. PE serves to compliment other educational areas in promoting the desired outcomes of education. In particular, PE helps to cultivate healthy habits, the spirit of team work, determination and resolve. Physical Education enables learners to participate in sports and games both for leisure and competition and as a means of livelihood. The Physical Education syllabus takes into account that there is a continuation and development of physical and sports skills already acquired at primary and junior secondary levels. In short, the purpose of this syllabus is to give an equal opportunity to learners who are abled and differently-abled to develop to their highest potential.

GENERAL OUTCOMES

- Develop skills to improve neuromuscular coordination through participation in a variety of physical activities in order to improve physical fitness (manipulation, co-ordination, correlation, observation, and self-expression)
- Develop and maintain physical health and fitness through regular participation in physical activities

GRADE 8

COMPETENCIES

- Develop and maintain health-related fitness: cardio-respiratory endurance, muscular strength, muscular endurance, flexibility and body composition; and performance-related fitness: agility, co-ordination and balance.
- Demonstrate positive personal/social character traits such as fair play, teamwork and sportsmanship in a variety of physical activities;

GENERAL OUTCOME(S)

- Develop skills to improve neuromuscular coordination through participation in a variety of physical activities in order to improve physical fitness (manipulation, co-ordination, correlation, observation, and self-expression)
- Acquire knowledge, skills, positive attitudes and values to demonstrate positive self-esteem through body awareness and control

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
8.1 Perceptual Motor Learning	8.1.1 Locomotor	8.1.1.1 Perform various locomotor movements.	<ul style="list-style-type: none"> - Balance - Manipulate - Hop - Flex - Extend - Strength - Coordination 	<ul style="list-style-type: none"> - <i>Analysis</i> of various movements using self-expression, <i>creativity and psychomotor skills</i> 	<ul style="list-style-type: none"> - <i>Appreciation</i> of various movements - <i>Team work</i> through cooperative learning and self-reliance.
	8.1.2 Non-Locomotor	8.1.2.1 Perform various non-locomotor movements.			
	8.1.3 Balancing				
	8.1.4 Manipulative				
2.2 Movement	8.2.1 Movement Exploration	8.2.1.1 Perform a combination of movement patterns	<ul style="list-style-type: none"> - floor movement - stationary motion - Tempo - Rhythm 	<ul style="list-style-type: none"> - <i>Analysis</i> of exploration movement - <i>Problem solving</i> through pivoting, twisting, rolling, and curling 	<ul style="list-style-type: none"> - <i>Appreciation</i> of the use of exploration movement - <i>Cooperative</i> learning through movement patterns
	8.1.3 Movement patterns	8.2.2.1 Explore a combination of movement activities			

GENERAL OUTCOME(S):

- Develop skills to improve neuromuscular coordination through participation in a variety of physical activities in order to improve physical fitness
- Acquire attitudes, knowledge, skills and values to perform a variety of physical activities

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
8.3 Gymnastics	8.3.1 Tumbling	8.3.1.1 Perform gymnastic activities.	<ul style="list-style-type: none"> - Spatial awareness - Judge direction - Floor agility - Good posture - Vaults 	<ul style="list-style-type: none"> - <i>Assertiveness</i> in executing gymnastic activities - <i>Creativity</i> in gymnastic and agility performance 	<ul style="list-style-type: none"> - <i>Self-confidence and Concentration</i> in gymnastics - <i>Accuracy</i> in creativity and self-expression in agility and gymnastic activities
	8.1.4 Stunts	8.1.4.1 Perform agility activities.			

GENERAL OUTCOME(S):

- Develop and maintain physical health and fitness through regular participation in physical activities
- Acquire knowledge, skills, positive attitudes and values to maintain health

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values

<p>8.4 Physical Education and Health</p>	<p>8.4.1 Health and Personal hygiene 8.4.2 Health and Safety 8.4.3 Environmental Protection 8.4.4 First Aid</p>	<p>8.4.1.1 Demonstrate ways of maintaining personal hygiene 8.4.2.1 Participate in physical activities with health messages 8.4.3.1 State the importance of environmental protection in the world of sport 8.4.3.2 Demonstrate environmental protection through sport 8.4.4.1 Identify the basic contents of a First Aid kit 8.4.4.2 Perform variety of First Aid and Safety activities. 8.4.4.3 Discuss ways through which HIV is transmitted 8.4.4.4 Discuss basic elements of</p>	<ul style="list-style-type: none"> - Wellness (physical, emotional, social, mental) - Protection (Environment) - First Aid - First aid kit - Safety - HIV and AIDS: (Causes, Prevention) - Reproductive health - Puberty - Menstrual cycle - Teenage pregnancy - Early sex 	<ul style="list-style-type: none"> - Application of knowledge on wellness to real life situations - Creativity in the use and sharing of health messages - Correct use and application of information on reproductive health 	<ul style="list-style-type: none"> - Appreciation of wellness - Responsibility in use of health related information - Safety and appreciation of information on reproductive health in relation to sport activities
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		reproductive health			
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GENERAL OUTCOME(S):

- Develop skills to improve neuromuscular coordination through participation in a variety of sports activities in order to improve physical fitness
- Acquire knowledge, skills, values and positive attitudes to perform various sports activities

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
8.5 Recreational and Traditional Games	8.5.1 Aerobics Dance	8.5.1.1 Demonstrate rhythmic patterns and step patterns of aerobics 8.5.1.2 Perform leg and arm stretches, sidekicks and neck roll activities 8.5.1.3 Perform rhythmic dance Activities	<ul style="list-style-type: none"> - Tempo - Rhythm - Rules - Game songs (e.g. Leyaleya, Tindi, Ngeleyataata Namuchelela Lengu-lengu) Conventional Games (Fireball, Fountain, Sheep-sheep, Dodge game) 	<ul style="list-style-type: none"> - <i>Application of</i> knowledge in traditional and conventional games - <i>Creativity</i> in use of step patterns and rhythmic activities 	<ul style="list-style-type: none"> - <i>Appreciation</i> of traditional games and activities - <i>Responsibility</i> for self and others during games
	8.5.2 Traditional games	8.5.2.1 Perform traditional games and dances			
	8.5.3 Conventional games	8.5.3.1 Participate in conventional games			
	8.5.4 Step activities	8.5.3.2 Compose songs on HIV and AIDS 8.5.3.3 Compose sports songs			
8.6 Combative Activities	8.6 Free combative	8.6.1.1 Perform combative activities.	<ul style="list-style-type: none"> - Push - Wrestle - Pull - Hold - Judo, rugby, boxing 	<ul style="list-style-type: none"> - <i>Creativity</i> through pushing, holding and Pulling activities 	<ul style="list-style-type: none"> - <i>Discipline and Perseverance in</i> performing activities - <i>Team work</i> through cooperative learning

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- **GENERAL OUTCOME(S):**

- Acquire skills in swimming
- Develop and maintain physical health and fitness through regular participation in physical activities
- Acquire knowledge, skills, values and positive attitudes to perform various sports activities
- Develop skills to improve neuromuscular coordination through participation in a variety of sports activities in order to improve physical fitness

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
8.7 Swimming	8.6.2 Basic Water safety	8.7.1.1 Demonstrate water safety practices	<ul style="list-style-type: none"> - swimming - Water safety - Pool hygiene - Water games 	<ul style="list-style-type: none"> - <i>Analysis</i> of life saving skills and pool hygiene - <i>Creativity</i> in performing water games through floating, Basic skills (styles: Free style/Crawl, back stroke) 	<ul style="list-style-type: none"> - <i>Responsibility</i> for self and others through cooperative learning - <i>Accuracy</i> in water games - <i>Appreciation</i> of knowledge in swimming and safety
	8.6.3 Pool hygiene	8.7.2.1 Practice pool Hygiene			
	8.6.4 Survival skills	8.7.3.1 Perform lifesaving activities			
	8.7.4 Water games	8.7.4.1 Perform various water games			
8.8 Sports Activities	8.8.1 Ball games	8.8.1.1 Identify and perform sports activities	<ul style="list-style-type: none"> - Netball - Football - Racket games - Baseball - Hand-ball - Relays - footwork 	<ul style="list-style-type: none"> - <i>Ability to exchange</i> Baton correctly - <i>Creativity</i> in various sports activities 	<ul style="list-style-type: none"> - <i>Leadership</i> and <i>fair play</i> in sports - <i>Discipline</i> in games
	8.8.2 Racket games	8.8.1.2 Perform ballgames			
	8.8.3 Board games	8.8.2.1 Perform racquet games			
	8.8.4 Track and Field events	8.8.3.1 Perform board games. 8.8.4.1 Perform skills in track and field events.			

GENERAL OUTCOME(S):

- Develop skills to improve neuromuscular coordination through participation in a variety of physical activities in order to improve physical fitness
- Acquire attitudes, knowledge, skills and values to perform a variety of physical activities
- Demonstrate knowledge and practical skills in economic sports activities in the community
- Acquire knowledge, skills, positive attitudes and values in Entrepreneurship and Sports

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
8.9 Fitness Activities	8.8.5 Physical Fitness	8.8.5.1 Perform cardiovascular, respiratory, muscular and endurance activities. 8.8.5.2 Participate in developmental activities in particular sports and games	<ul style="list-style-type: none"> - Power - Coordination - Reaction time - Respiration - 5S' (Strength, Speed, Skill, Suppleness, Stamina) - Resistance 	<ul style="list-style-type: none"> - Exhibit Lifting', Pressing, and Carrying, resilience activities 	<ul style="list-style-type: none"> - Sportsmanship in fitness activities - Perseverance through individual and cooperative learning
8.10 Orienteering	8.10.1 Mapping 8.10.2 Direction, Scale and Distance	8.10.1.1 Demonstrate ways of locating places.	<ul style="list-style-type: none"> - Navigation - Management - Team building 	<ul style="list-style-type: none"> - Ability to use Mapping, finding, and Map reading in games 	<ul style="list-style-type: none"> - Team work in games - Leadership and respect through cooperative learning
8.11 Entrepreneurship in Sports (Professionalism In Sports)	8.11.1 Portfolio making	8.11.1.1 Identify economic sports activities in the community 8.11.1.2 Design a sports portfolio	<ul style="list-style-type: none"> - Portfolio - Economic value - Planning - Enterprise 	<ul style="list-style-type: none"> - Creativity in designing and planning sports - Negotiation in use of economic sports activities 	<ul style="list-style-type: none"> - Appreciation of knowledge in Entrepreneurship - Discipline in implementing economic activities

GRADE: 9

COMPETENCIES

- Demonstrate positive personal/social character traits such as fair play, teamwork and sportsmanship in a variety of physical activities.
- Demonstrate skills in decision making, problem solving, interpersonal relationships, effective communication and positive attitude change.
- Demonstrate team work, fair play, discipline, respect for human rights, moral and spiritual value; and true sportsmanship.

GENERAL OUTCOME(S):

- Demonstrate knowledge and practical skills in economic sports activities in the community
- Acquire knowledge, skills, positive attitudes and values in Entrepreneurship in Sports

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
9.1 Entrepreneurship In Sports	9.1.1 Project work	9.1.1.1 Identify economic sports activities in the community.	- Project - Economic value - Planning	- <i>Creativity in</i> project planning - <i>Analysis</i> in designing economic sports	- <i>Appreciation</i> of knowledge in entrepreneurship - <i>Curiosity</i> through cooperative learning
		9.1.1.2 Design and make a sports economic project	- Project management - Marketing	- <i>Use of</i> <i>Negotiating</i> and <i>Marketing</i> abilities	- <i>Adaptation</i> of management ideas

GENERAL OUTCOME(S)

- Develop skills to improve neuromuscular coordination through participation in a variety of physical activities in order to improve physical fitness (manipulation, co-ordination, correlation, observation, and self-expression)
- Acquire knowledge, skills, positive attitudes and values to demonstrate positive self-esteem through body awareness and control

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
9.2 Movement	9.2.1 Movement Competences	9.2.1.1 Perform warm ups and cool down activities	<ul style="list-style-type: none"> - Flexion - Extension - Rotation - Abduction - Adduction - Warm up - Cool down 	<ul style="list-style-type: none"> - Creativity in use of movement competence - Self-expression in flexing extending and rotating 	<ul style="list-style-type: none"> - Appreciation of movement competences - Cooperation through fair play
	9.2.2 Elements of Training	9.2.1.2 Perform various movement competences			

GENERAL OUTCOME(S):

- Develop skills to improve neuromuscular coordination through participation in a variety of physical activities in order to improve physical fitness
- Acquire knowledge, skills, positive attitudes and values to perform physical activities

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
9.3 Gymnastics	9.3.1 Tumbling	9.3.1.1 Perform floor agilities	<ul style="list-style-type: none"> - Safety rules - spring boards - Pommel horse - Vaulting box 	<ul style="list-style-type: none"> - Creativity in executing floor agilities - Self-confidence in using stunts apparatus 	<ul style="list-style-type: none"> - Curiosity through cooperative learning - Coordination in gymnastic activities
	9.3.2 Stunts	9.3.2.1 Perform stunts on apparatus			

GENERAL OUTCOME(S):

- Acquire knowledge, skills, positive attitudes and values in health including HIV and AIDS, drug and substance abuse
- Develop and maintain good health and fitness through regular participation in physical activities

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values

9.4 Physical Education and Health	9.4.1	HIV and AIDS and Sports	9.4.1.1 Identify risky behaviours and factors in sports activities.	<ul style="list-style-type: none"> - Prevention - Protection - Effects of drugs (including addiction) 	<ul style="list-style-type: none"> - Use <i>critical thinking to</i> identify risky behaviours and factors in sports 	<ul style="list-style-type: none"> - <i>Responsibility</i> over self and others during sports
	9.4.2	Drugs and Substance abuse	9.4.1.2 Describe ways in which HIV and AIDS can be transmitted during sports and games. 9.4.1.3 Identify ways in which games and sports can be used as a tool to prevent the transmission of HIV and AIDS. 9.4.1.1 State the dangers of drug and substance abuse in sports.	<ul style="list-style-type: none"> - Drug and substance abuse - Stigmatization 	<ul style="list-style-type: none"> - Use <i>Effective communication</i> in preventing drug abuse in sports 	<ul style="list-style-type: none"> - <i>Empathy</i> for others during sports
9.5 Recreational and Traditional Games	9.5.1	Aerobics	9.5.1.1 Perform rhythmic patterns using equipment	<ul style="list-style-type: none"> - Aerobics (Mambo jumble, Diamond) 	<ul style="list-style-type: none"> - <i>Creativity</i> in games participation 	<ul style="list-style-type: none"> - <i>Appreciation</i> of knowledge on games
	9.5.2	Dance	9.5.2.1 Demonstrate steps and patterns of aerobic dance	<ul style="list-style-type: none"> - Game songs (Kabushi kalila lila, Mung'anda yandi, Banabasikolo kwatae) 	<ul style="list-style-type: none"> - <i>Application</i> of knowledge from games to real life situations 	<ul style="list-style-type: none"> - <i>Sportsmanship</i> in managing games
	9.5.3	Traditional games	9.5.3.1 Participate in organising and managing games	<ul style="list-style-type: none"> - Dances (Ching'ande, Vimbuza, Siyemboka) 		

GENERAL OUTCOME(S):

- Develop and maintain physical health and fitness through regular participation in physical activities
- Acquire skills in swimming

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
9.6 Swimming	9.6.1 Strokes	9.6.1.1 Perform swimming activities.	- Water confidence	- <i>Creativity</i> in competitive swimming	- <i>Responsibility</i> on use of learnt swimming skills
	9.6.2 Basic Competitive Swimming and diving	9.6.2.1 Perform basic competitive swimming and diving.	- Types of swimming strokes	- <i>Application</i> of various skills in swimming	- <i>Appreciation</i> of information in swimming
	9.6.3 Survival skills	9.6.3.1 Perform basic water lifesaving skills.	- Lifesaving skills - Breathing techniques		

GENERAL OUTCOME(S):

- Demonstrate neuromuscular skills in a variety of sports and play activities.
- Acquire knowledge, skills, positive attitudes and values to perform various sports activities
- Develop skills to improve neuromuscular coordination through participation in a variety of physical activities in order to improve physical fitness
- Acquire knowledge, skills, positive attitudes and values to perform physical activities

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
9.7 Sports Activities	9.7.1 Ball games	9.7.1.1 Perform basic competence in sports activities	<ul style="list-style-type: none"> - Volleyball - Basketball - Rugby - Darts - Rules 	<ul style="list-style-type: none"> - <i>Creativity</i> in ball and board games - <i>Application</i> of knowledge from games to real life situations 	<ul style="list-style-type: none"> - <i>Discipline</i> through cooperative learning - <i>Fair play</i> during games
	9.7.2 Board games				
9.8. Fitness Activities	9.7.2 Physical Fitness	9.7.2.1 Perform cardiovascular, respiratory and muscular endurance activities.	<ul style="list-style-type: none"> - Circuit training (Different exercises that are done in stations) - Breathing techniques 	<ul style="list-style-type: none"> - <i>Application</i> of knowledge in endurance activities - <i>Creativity</i> in breathing techniques circuit training 	<ul style="list-style-type: none"> - <i>Curiosity</i> in performing fitness activities - <i>Perseverance</i> in fitness activities
		9.7.2.2 Design activities for cardiovascular, respiratory and muscular endurance.			

Appendix 1

SCOPE AND SEQUENCE CHART FOR GRADES 8 AND 9

THEME/TOPIC	GRADE 8	GRADE 9
Perceptual Motor learning	<ul style="list-style-type: none"> • Various locomotion and non-locomotion movements 	<ul style="list-style-type: none"> • -
Movement	<ul style="list-style-type: none"> • Movement patterns • Movement exploration (Rhythm, Tempo) 	<ul style="list-style-type: none"> • Movement competences (rotation, extension, flexion, abduction) • Elements of training
Gymnastics	<ul style="list-style-type: none"> • Gymnastic activities (Spatial awareness, vaults, floor agilities) 	<ul style="list-style-type: none"> • Safety rules • Spring boards • Pommel horse
Physical Education and Health	<ul style="list-style-type: none"> • Wellness (physical, mental, emotional, social) • Physical activities with health messages • First Aid Kit 	<ul style="list-style-type: none"> • HIV and AIDS and Sports • Drugs and substance abuse in Sports (effects)
Recreational Games and Activities	<ul style="list-style-type: none"> • Aerobics (Rhythmic patterns and steps, leg and arm stretches, sidekicks, neck rolls) • Traditional games (leyaleya, lengu-lengu) • Conventional games (Fireball, fountain, dodge games, sheep-sheep) • Step activities 	<ul style="list-style-type: none"> • Aerobics (Mambo jumble, Diamond) • Traditional games (Kabushi kalilalila, mung'anda yandi, Banabasikolo kwatae) • Dances (Ching'ande, Vimbuza, Siomboka)
Combative activities	<ul style="list-style-type: none"> • Free combative (push, pull, hold wrestle) 	<ul style="list-style-type: none"> • -
Swimming	<ul style="list-style-type: none"> • Water safety practices • Pool hygiene • Lifesaving activities • Water games 	<ul style="list-style-type: none"> • Strokes • Basic competitive swimming and diving • Survival skills
Sports activities	<ul style="list-style-type: none"> • Ball games (Netball, Football, racket games, Baseball, hand-ball, • Track and Field events (relays) 	<ul style="list-style-type: none"> • Ball games (Volley-ball, Basketball, Rugby, Board games (Darts,))
Fitness Activities	<ul style="list-style-type: none"> • Developmental activities • Muscular and endurance activities 	<ul style="list-style-type: none"> • Circuit training • Breathing techniques

	<ul style="list-style-type: none"> • Coordination Reaction time 	
Orienteering	<ul style="list-style-type: none"> • Navigation • Management • Team building 	<ul style="list-style-type: none"> • -
Entrepreneurship in Sports	<ul style="list-style-type: none"> • Portfolio Making (Sports with Economic value) 	<ul style="list-style-type: none"> • Entrepreneurship in sports (Economic sports activities, Planning, Project work, Marketing)