



PHYSICAL EDUCATION AND SPORTS SYLLABUS

FOR LOWER SECONDARY SCHOOLS

(S1-S3)

KIGALI, 2022

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FOREWORD

The Rwanda Basic Education Board is honored to present to you this Physical Education and Sports syllabus for Lower Secondary Schools which serve as both official perform documents and as a guide to competence based teaching and learning. This syllabus ensures consistency and coherence in the delivery of quality education in Rwandan schools.

The Rwandan education philosophy aims to ensure that young people at every level of education achieve their full potential in terms of relevant knowledge, skills and appropriate attitudes in order to prepare them to be well integrated into society and access employment opportunities.

In line with efforts to improve the quality of education, the government of Rwanda emphasizes the importance of aligning the syllabus with teaching and learning materials and assessment approaches in order to ensure that the system is producing the kind of citizens the country needs. Many factors influence what children are taught, how well they learn and the competencies they acquire, particularly the relevance of the syllabus, the quality of teachers' pedagogical approaches, the assessment strategies and the instructional materials available. The ambition to develop a knowledge-based society and the growth of regional and global competition in the job markets has necessitated the shift to a competence-based curriculum. With the help of the teachers, whose role is central to the success of the syllabus, learners gaining appropriate skills and being able to apply what they have learnt in real life situations and thus making a difference not only to their lives but also to the nation.

I wish to sincerely extend my appreciation to all educational experts who contributed to the adaptation of this syllabus, particularly REB/CTLR Department staff who organized the whole process from its inception. Any comment of contribution would be welcome for the improvement of this syllabus.

Dr. MBARUSHIMANA Nelson

Director General, REB.

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I wish to sincerely extend my special appreciation to people who played a major role in adaptation of this Physical Education and Sports syllabus for Lower Secondary Schools. It would not have been successful without the participation of different partners that I would like to express my deep gratitude.

My thanks go to the Rwanda Basic Education Board leadership who supervised the whole activity and staff who were involved in the adaptation of this syllabus. I also wish to extend my appreciation to Secondary school teachers, lecturers and different education experts for their valuable support.

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Table of Contents

GENERAL INTRODUCTION	8
1.1 Background of Physical Education and Sports syllabus adaptation	8
1.2 Rationale of teaching and learning Physical Education and Sports	8
1.2.1 Physical Education and Sports and society	8
1.2.2 Physical Education and Sports and learners	9
1.2.2 Physical and Sports and Other areas in the Curriculum	9
1.2.4 Competences.....	9
2.1 Teaching and learning of Physical Education and Sports	12
2.2.1 Role of the student.....	12
2.2.2 Role of the teacher	13
2.2.3. Special needs education and inclusive approach.....	14
3. Assessment approach	15
3.1 Formative and continuous assessment (assessment for learning)	16
3.2 Record Keeping.....	16
3.3 Assessment criterion	17
3.4 Reporting to parents	17
4. Resources	17

4.1 Equipment	17
4.2 Human Resource	18
5. SYLLABUS UNITS	19
5.1 Presentation of the structure of the Syllabus Units	19
<u>5.2</u> Physical Education and Sports Syllabus for Senior One	19
<u>5.2.1</u> Key Competences at the end of Senior One	19
5.2.2 Table Units for Senior One.....	20
<u>5.3</u> Physical Education and Sports Syllabus for Senior Two.....	44
<u>5.3.1</u> Key Competences at the end of Senior Two	44
<u>5.4</u> Physical Education and Sports Syllabus for Senior Three.....	64
<u>5.4.1</u> Key Competences at the end of Senior Three	64
5.4.2 Table Units for Senior Three	64
6. REFERENCES	80
APPENDICES	81
Appendix A: WEEKLY TIME ALLOCATION.....	81

1. GENERAL INTRODUCTION

1.1 Background of Physical Education and Sports syllabus adaptation

The rationale for adapting Physical Education and Sports (PES) syllabus for Lower Secondary Schools is to ensure that the ministerial order n° 002/MINEDUC/2021 of 20/10/2021 establishing curriculum in general, professional and technical and vocational basic education is implemented. This adapted syllabus provides learners the opportunity to acquire the knowledge and skills of regularly and safely engaging in physical activities and to develop the competences and attitudes for attaining and maintaining a healthy and active lifestyle. It also helps learners develop and refine locomotor, non-locomotor, and manipulative movement skills by engaging learners in a variety of physical activities.

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

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

1.2 Rationale of teaching and learning Physical Education and Sports

1.2.1 Physical Education and Sports and society

Physical Education and Sports plays a vital role in Lower Secondary Schools. Since people's lives are involved, it is crucial that people are really accurate with their well-being, physical fitness and sports practice. Regular participation in physical activity establishes lifelong habits that are key to maintaining a healthy lifestyle by avoiding cardiovascular disease, overweight or obese and poor diet. Greater health benefits can be achieved by increasing the amount of physical activity through changing the duration, frequency, or intensity of the effort. Physical Education and Sports events can be used as a social or global cohesion, conflict resolution or reconciliation and peace keeping.

in addition, Physical Education and Sports develops learner physical competence and confidence, and their ability to use and apply them to perform in a range of physical activities in teaching and learning process. Learners learn how to plan, perform and evaluate actions; how to be creative and face up to different challenges both as individuals and as team members in groups. Learners learn how to think critically in different ways to suit a variety of creative, competitive and challenging activities. Learners will have the opportunity to apply Physical Education and Sports in different contexts in social life and appreciate the relevance and benefits of studying Physical Education and Sports.

1.2.2 Physical Education and Sports and learners

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

Physical and Sports and Other areas in the Curriculum

Physical Education and Sports complements other subjects as stipulated on the lessons' timetable. Indeed, Physical Education and Sports advances the learners' language proficiency through putting in practice a given game's or play's instructions. For the learners to keep motivated and interested in the lesson, games and plays are used in different parts of the lesson. The competences that learners portray in Physical Education and Sports become the reason for them to have self-confidence and then increase their academic performance in other subjects.

1.2.4 Competences

A competence is an ability to use an appropriate combination of knowledge, skills, attitudes, values and behaviour to accomplish a particular task successfully. That is, the ability to apply learning with confidence in a range of situations. Basic competences are addressed in the stated broad subject competences and in objectives highlighted on year basis and in each of units of learning. The generic competences, basic competences that must be emphasized and reflected in the learning process are briefly described below and teachers will ensure that learners are exposed to tasks that help the learners acquire the skills.

Generic Competences

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

Broad Physical Education and Sports competences

During and at the end of learning process, the learner can:

- Develop the physical, social, emotional and intellectual aspects;
- Demonstrate personal competences in a variety of individual and collective sports;
- Perform/develop an appropriate range of movement skills in a variety of contexts;
- Demonstrate an understanding of fair play and team spirit through participation and competition;
- Develop personal competence in the athletic skills of running, jumping and throwing;
- Develop personal competence in a range of gymnastic movements;
- Develop an appreciation of movement and the use of the body as an instrument of expression and creativity;
- Interact and co-operate sensitively with others, regardless of cultural or social background or special needs;
- Demonstrate positive attitudes and values towards, physical activity and its contribution to lifelong health-related fitness, thus preparing the learner for the active and purposeful use of leisure time;
- Demonstrate personal competences in the games skills in games situations;
- Demonstrate fair play and competitive spirit.
- Perform successfully physical fitness test and result interpretation.

Physical Education and Sports and developing competences

The national policy documents based on national aspirations identify some ‘basic competences’ alongside the ‘Generic competences’ that will develop higher order thinking skills and help learners learn subject content and promote application of acquired knowledge and skills.

Competences are the skills, knowledge and attributes gained through every work, educational, volunteer and life experience. In Physical Education and Sports, learners develop the following specific competences:

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

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

2. PEDAGOGICAL APPROACH

2.1 Teaching and learning of Physical Education and Sports

The Physical Education and Sports subject is taught and learnt focusing on the learners' competences revealed in their ability to perform various gymnastic and physical exercises. This syllabus highlights relevant exercises and games to perform and the way learners get them carried out and assessed. The teacher prepares Physical Education and Sports lessons, explains and demonstrates exercises/games to the learners that engage them into learning activities that develop their competences in Physical Education and Sports subject.

The change to a competence-based curriculum is about transforming learning, ensuring that learning is deep, enjoyable, and habit forming.

2.2.1 Role of the student

In the competence-based curriculum, the learners are the principal actor of his/her education. He/she is not an empty bottle to fill. Considering the initial capacities and abilities of the student, the syllabus lists under each unit, suggested engaging activities for the learner in the learning process.

The teaching- learning processes will be tailored towards creating a student's friendly environment basing on the capabilities, needs, experience and interests. Therefore, the following are some of the roles or the expectations from the learners:

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

2.2.2 Role of the teacher

In the competence-based curriculum, the teacher is a facilitator, organizer, advisor, a conflict solver, etc. He/she has to ensure that crosscutting issues are addressed appropriately in teaching and learning process.

The specific duties of the teacher in a competence-based approach are the following:

- When teaching Physical Education and Sports, the teacher plays a big role as a facilitator by helping the learner to develop a positive self-image, co-operation with others and a sense of fair play.
- The teacher identifies the needs of the learners, the nature of physical exercises to be performed according to their level and abilities.
- The teacher organizes the learners in the teaching area, provides the appropriate materials and demonstrates the handling of the apparatus and the way the experiment should be carried out.
- The teacher must be ensuring that the learner experiences a variety of vigorous and challenging activities and fostering a stimulating and secure environment in which the learner can be creative and imaginative.

- The teacher must have due regard for safety by ensuring that the learner perform safe practices and takes into consideration for the particular needs of each learner
- He/she has to evaluate and assessing the progress of the student
- The teacher has to ensure that the cross cutting issues are addressed in teaching and learning process.

2.2.3. Special needs education and inclusive approach

All Rwandans have the right to access education regardless of their different needs. The underpinnings of this provision would naturally hold that all citizens benefit from the same menu of educational programs. The possibility of this assumption is the focus of special needs education. The critical issue is that we have learners who are totally different in their ways of living and learning. The difference can either be emotional, physical, sensory, and intellectual learning challenged traditionally known as mental retardation.

These learners equally have the right to benefit from the free and compulsory basic education in the nearby ordinary/mainstream schools. Therefore, the schools' role is to enroll them and set strategies to provide relevant education to them. The teacher therefore is requested to consider each student's needs during teaching and learning process. Assessment strategies and conditions should also be standardized to the needs of these learners. Detailed guidance for each category of learners with special educational needs is provided for in the guidance for teachers.

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

3. ASSESSMENT APPROACH

Assessment is the process of evaluating the teaching and learning processes through collecting and interpreting evidence of individual student's progress in learning and to make a judgment about a student's achievements measured against defined standards. Assessment is an integral part of the teaching learning processes. In the competence-based curriculum assessment must also be competence-based; whereby a student is given a complex situation related to his/her everyday life and asked to try to overcome the situation by applying what he/she learned.

For Physical Education and Sports subject, assessment will be organized at the School level, District level and National level.

The syllabus is assessed by theoretical and practical examination. The pass mark is 50%.

Weight of assessment

Category of assessment	Level of assessment	Weight
Comprehensive assessment	School based assessment	Theoretical assessment: 30%
	District based assessment (Theoretical assessment)	
	National based assessment (Theoretical assessment)	Practical assessment: 70%

N.B: Whether it is a school based assessment, District based assessment or National Based assessment: Practical should weight 70% of PES assessment and theoretical should weight 30% of PES assessment. Practical assessment should be done at school by respecting criteria for assessment for each unit.

3.1 Formative and continuous assessment (assessment for learning)

Continuous assessment involves formal and informal methods used by schools to check whether learning is taking place. When a teacher is planning his/her lesson, he/she should establish criteria for performance and behavior changes at the beginning of a unit. Before going to the next unit, the teacher should ensure that all the learners have mastered the stated key unit competences basing on the criteria stated, this should be at the end of each unit. The teacher will assess how well each learner masters both the subject and the generic competences described in the syllabus and from this, the teacher will gain a picture of the all-round progress of the learner. Observation is the most useful and most consistently used form of assessment in PES. It involves the informal monitoring of learners' progress as the actual learning takes place, and some of the most accurate information is gathered in this way. Teacher observation as a form of assessment is particularly appropriate for Physical Education and Sports, as assessment is best undertaken as the learners are engaged in activities. Teacher observation might also focus on the responses the learner makes when a task is given, the responses the learner makes to the teacher's questions and suggestions, the participation of the learner individually, in a group or as part of the class, the interaction of the learner with others when involved in group work, the understanding displayed by the learner when engaged in an activity.

3.2 Record Keeping

This is gathering facts and evidence from assessment instruments and using them to judge the student's performance by assigning an indicator against the set criteria or standard. Whatever assessment procedures used shall generate data in the form of scores which will be carefully be recorded and stored in a portfolio because they will contribute for corrective actions, for alternative instructional strategy and feed back to the learner and to the parents to check the learning progress towards unit competences and to advice accordingly. The proper way of record keeping is to store (in one file or in an electronic form) all of the learners' assessments and the results indicating where strengths and weaknesses of the learners are, in their academics. All these have a role in preparing particular activities and plans

for the targeted/intended competences to be realized. The assessment results are based upon by the teacher while sharing them (assessment results) with both the learner and the parents.

3.3 Assessment criterion

Assessment is based on various key unit competences and generic competences: how a learner understands instructions, performs physical exercises/games, technical skills in different games, movement and coordination skills and problem solving skills in relation to a given games or exercises. Assessment will also base on the way a learner relates with others, cooperates and develops teamwork spirit, yielding victory and loss, controls emotions, avoids injuries/accidents resulting from exercises/games, express of commitment and will, wears Physical Education and Sports related sportswear and his/her fair play while performing exercises or games.

3.4 Reporting to parents

Physical Education and Sports subject requires that parents should be given reports indicating the learner's academic performance. Not only marks/grades can be based on determining that learners have gained the intended competences but also to highlight where learners are performing well and where they are not and thus, measures are taken.

4. RESOURCES

4.1 Equipment

For the intended competences to be realized, a field and other various instructional materials will be needed. For instance: teacher's guides describe how exercises are performed and games are played. The balls and jumping ropes made out of locally available resources, drums, whistle, radio, television, computer, projectors and other materials that were highlighted in different units as they will be distributed in the schools will be needed while teaching Physical Education and Sports lessons. The lack of playgrounds which are wide enough shouldn't be the reason for not teaching Physical Education and Sports subject. There are many exercises/games learners can play which do not need a big playground, corridors and other available safety spaces at school may be used. Human resources The

Physical Education and Sports teacher must be professionally updated and regularly finding and trying out new instructional materials and methods. He/she is required to have the following skills:

- Be a role model in skills and behaviours expected of the learners;
- Organize and set up where the lesson should be taught by availing enough learning space;
- Encourage learners to participate in the Physical Education and Sports lesson;
- Cater for each and every learner's individual needs for providing equal opportunities to all;
- Provide particular assistance to learners with special education needs so that they develop competences in Physical Education and Sports;
- Encourage learners to strive for having good health and live in peace;
- Train their learners for acceptable behaviours with trustworthiness;
- Effectively make use of teaching and learning materials and the syllabus.

4.2 Human Resource

The effective implementation of this syllabus needs a joint collaboration of educators at all levels. Given the material requirements, teachers are expected to accomplish their noble role as stated

5. SYLLABUS UNITS

5.1 Presentation of the structure of the Syllabus Units

The Physical Education and Sports subject in Lower Secondary Schools consists of 30 units where S1 has 11 units, S2 has 11 Units and S3 has 8 Units. For each level, the syllabus is started by outlining the key competences that are intended for that class level, followed by topic areas which are divided into various learning areas. Every learning area is subdivided into different units.

Each unit has the following elements:

- Unit title;
- Number of periods;
- A key competence which guides learning activities for the whole unit.

Each key competence is broken into three types of learning objectives (knowledge and understanding, skills, attitudes and values);

- Learning activities;
- Link with other subjects;
- Assessment criteria;
- Teaching and learning resources/materials`

5.2 Physical Education and Sports Syllabus for Senior One

5.2.1 Key Competences at the end of Senior One

- Develop physical exercise routines and advise how to apply them

- Maintain a balanced position for a given period and task
- Perform floor exercises or use exercising machines.
- Develop different types of running, jumping, and throwing techniques and abilities.
- Use different football techniques in various game situations and apply basic rules.
- Use different volleyball techniques in various game situations and apply basic rules.
- Use different basketball techniques in various game situations and apply basic rules
- Use different handball techniques and tactics in a game situation and apply basic rules.
- Use different defensive and offensive techniques and tactics of goal ball and apply basic rules.
- Use different defensive and offensive techniques and tactics of sitting volleyball and apply basic rules.
- Use different defensive and offensive techniques and tactics of netball and apply basic rules

5.2.2 Table Units for Senior One

Topicarea: Gymnastics and movement			Sub-topic: Individual Sports	
S1 Physical Education and Sports		Unit 1: Motor control		No. of periods: 4
Key Unit competence: Develop physical exercise routines and advise how to apply them				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		

<ul style="list-style-type: none"> - Explain the role of physical exercises in body development. - Discuss how to control ones' body during physical exercises. 	<ul style="list-style-type: none"> - Perform physical exercises as instructed. - Think innovatively. - Create one's own exercises according to the previous ones learned. - Ability to balance. - Enhanced reaction speed. - Coordinate basic movements (walking, running, jumping and throwing). 	<ul style="list-style-type: none"> - Develop self-confidence when performing physical exercises- - Develop self-confidence - Improve self-control - Demonstrate patience - Develop courage - Develop competitive spirit - Improve coordination and balance 	<p>Basic physical exercises:</p> <ul style="list-style-type: none"> - Warm up and muscular development exercises. - Endurance building exercises. - Relaxation exercises. 	<ul style="list-style-type: none"> - Respond to the teacher's instructions. - In groups/individually, students perform different lengths of running. - individually, students jump with one leg, with two legs, with joined legs, with one's leg a part - In group students perform bending exercises such as stretching various muscles (upper limbs, the trunk, lower limbs), burden shifting exercises, and moving on hands as far and quick as possible. - Individually/groups,
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				<p>students perform fractional exercises with a little effort (arms flexion, legs flexion).</p> <ul style="list-style-type: none"> - In groups, students perform fractional running trots with an average speed of 12 minutes. - Individually/groups students perform different types of muscles relaxation exercises in 16 different positions (sitting, standing, moving).
<p>Link to other Subjects: Links to other subject: Biology (Human anatomy, Geography (running in various directions)).</p>				
<p>Assessment criteria: Able to develop physical exercise routines and devise how to apply them.</p>				
<p>Materials: Materials: Playground, whistle, rope, stick.</p>				

Topicarea: Gymnastics and movement			Sub-topic: Individual sports	
S1 Physical Education and Sports		Unit 2: Body control and balance		No. of periods: 3
Key Unit competence: Maintain a balanced position for a given period and task				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Express the importance of physical exercises in body development. - Explain the influence of movement of the main organic and psycho-motor functions. 	<ul style="list-style-type: none"> - Ability to stand in different positions and maintain balance with increasing duration of time. - Ability to increase speed and intensity of exercises. 	<ul style="list-style-type: none"> - Develop self-confidence when performing physical - Exercises - Develop self-confidence - Improve self-control - Demonstrate patience - Develop courage - Develop competitive spirit 	<ul style="list-style-type: none"> - Balancing and body control exercises. 	<ul style="list-style-type: none"> - Respond to teacher's instructions. - In groups students perform different balancing exercises: on one foot, in a sitting position, in a squatting position, on tiptoes, in facial support. - Individually/groups students balance on reversed tight support, on flat board, and on facial

		<ul style="list-style-type: none"> - Improve coordination and balance 		<p>board.</p> <ul style="list-style-type: none"> - Individually/groups students perform various body control exercises like bankoni, walking on trees, gusamata, and transporting a marble on a spoon. - In groups students carry out different jumping exercises. - Individually, students perform exercises that rotate different parts of the body (neck, shoulders, knees, vertebral column).
<p>Link to other Subjects: Biology (human anatomy, those involved with balancing).</p>				
<p>Assessment criteria: Able to maintain a balanced position for a given period and task</p>				
<p>Materials: Playground, whistle, stick, trees, balls, marbles, spoons.</p>				

Topic area: GYMNASTICS AND SPORTS			Sub-topic: Individual sports	
S1 Physical Education and Sports		Unit 3: Gymnastics		No. of periods: 5
Key Unit competence: Perform floor exercises or use exercising machines.				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Distinguish floor exercises and exercises performed using exercise machines. - Explain the role of gymnastics exercises in everyday life. 	<ul style="list-style-type: none"> - Perform various gymnastics exercises performed on the floor. - Timely react to different signals and orders. - Control body parts when performing gymnastics exercises. 	<ul style="list-style-type: none"> - Develop self-confidence - Improve self-control - Demonstrate patience - Develop courage - Develop competitive spirit - Improve coordination - Recognize the benefits of Physical 	<ul style="list-style-type: none"> - Gymnastics exercises on the ground (rolling forward and backward and hand stand exercises) - Gymnastics using machines (parallel and horizontal exercises) 	<ul style="list-style-type: none"> - Respond to the teacher's instructions - Individually, students perform the following exercises of rolling forward and backwards from different departure positions. - Individually students perform parallel and horizontal bars exercises.

		exercises and sports activities to health		- Rolling on the print after running
Link to other Subjects: Biology (Anatomy).				
Assessment criteria: Able to perform floor exercises or use exercising machines				
Materials: Playground, whistle, tree, balls, circle, clubs, ribbon, mats, parallel and horizontal bars, gymnasium, plinth, trampoline, pommel horse, uneven bars, beam, soil				

Topic area: SPORTS AND GAMES			Sub-topic: Individual sports	
S1 Physical Education and Sports		Unit 4: Athletics.		No. of periods: 12
Key Unit competence: Develop different types of running, jumping, and throwing techniques and abilities				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
- State different types of running, jumping and throwing.	- Differentiate between speed running and endurance.	- Develop self-confidence - Improve self-control	- Running races from different departure positions and signals (sprint, resistance and	- Individually/ groups, students perform different running races from different departure

<ul style="list-style-type: none"> - Explain the reason of using techniques in athletics. - Explain the reason of playing sports or engaging in physical activities at individual, community, and national levels. 	<ul style="list-style-type: none"> - Execute different techniques used in jumping. - Timely react to different given signals and orders. 	<ul style="list-style-type: none"> - Demonstrate patience - Improve courage - Develop competitive spirit - Demonstrate determination - Improve endurance and resistance - Improve coordination - Improve critical thinking. - Recognize the benefits of Physical exercises and sports activities to health - Appreciate socio-economic benefits of sports to the society 	<p>endurance races)</p> <ul style="list-style-type: none"> - Sprint races (50m, 60m, 80m,100m, 200m and 400m). - Resistance races (800m and 1500m). - Endurance races (5000m and 10000m) - Jumping technique exercises: Long jump. - Jumping technique exercises: high jump. - Jumping technique exercises: triple jump. 	<p>positions and signals (sprint, resistance and endurance races).</p> <ul style="list-style-type: none"> - Individually/ groups, students perform sprint races (50m, 60m, 80m,100m, 200m and 400m). - Individually/ groups, students perform resistance races (800m and 1500m). - Individually/ groups, students perform Jumping technique exercises: Long jump. - Individually/groups, students jumping technique exercises: high jump. - Individually/groups, students perform jumping
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			- Throwing technique exercises (short put, discus and javelin).	technique exercises: triple jump. - Individually/groups, students perform throwing technique exercises (short put, discus and javelin).
Link to other Subjects: Biology (Anatomy).				
Assessment criteria: Able to run, jump, and throw using various techniques and at various levels				
Materials: Playground, discus, shot put, javelin, sticks, balls, whistle, stones, mats.				

Topic area: <i>SPORTS AND GAMES</i>			Sub-topic: Collective sports	
S1 Physical Education and Sports		Unit 5: Football.		No. of periods: 10
Key Unit competence: Use different football techniques in various game situations and apply basic rules.				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		

<ul style="list-style-type: none"> - State different techniques of football. - Explain the role of playing in a team. - Show one's role in a team. - Interpret the rules of the game. 	<ul style="list-style-type: none"> - Basic techniques of football. - Play in team. - Offensive and defensive skills for various game situations. - Apply rules of the game. - Refine different physical qualities such as dexterity, flexibility, agility, coordination, speed and endurance. 	<ul style="list-style-type: none"> - Improve self-confidence and self-control - Follow instructions - Develop courage - Develop competitive spirit - Demonstrate determination - Improve coordination - Improve team work spirit - Develop critical thinking - -Improve fair play - Recognize the benefits of physical exercises and sports activities to health - Appreciate socioeconomic 	<ul style="list-style-type: none"> - Different exercises of: Shooting and kicking the ball - Exercises of passing. - Exercises of leading and controlling the ball with speed - Exercises of stopping and blocking the ball - Exercises of kicking the ball with the head - Attacking and defending the ball in small groups of using limited ground. - Match between groups in limited periods applying basic rules of football in game situation 	<ul style="list-style-type: none"> - Respond to the teacher's instructions. - Individually, students perform different exercises of: <ul style="list-style-type: none"> • Shooting and kicking the ball. • Leading and controlling the ball with speed. • Stopping and blocking the ball. • Punting the ball with the head. • Attacking and defending the ball in small groups of 5 using limited ground. • Organize a match of between groups in
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		benefits of sports to the society		limited periods. During game situation, students will apply the rules of the game assisted by teacher who will correct and advice.
Link to other Subjects: Biology (Anatomy).				
Assessment criteria: Able to use different football techniques in various game situations and apply basic rules.				
Materials: Playground, balls, whistle, cones, equipment, chasubles.				

Topic area: SPORTS AND GAMES			Sub-topic: Collective sports	
S1 Physical Education and Sports		Unit 6: Volleyball.		No. of periods: 8
Key Unit competence: Use different volleyball techniques in various game situations and apply basic rules.				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		

<ul style="list-style-type: none"> - State different techniques of volleyball. - Explain the role of playing in a team. - Show one's role in a team. - Interpret the rules of the game. - Understand leadership. 	<ul style="list-style-type: none"> - Basic techniques of volleyball. - Play in team. - Offensive and defensive skills for various game situations. - Apply rules of the game. - Refine different physical qualities such as dexterity, flexibility, agility, coordination, speed and endurance. 	<ul style="list-style-type: none"> - Develop hardworking spirit - Being self-confident in practicing technical skills of volleyball - Develop teamwork spirit - Show respect of rules and others when playing in team Show fair play during a game situation -Recognize the importance of keeping safe environment during physical and sports activities. - Recognize the benefits of Physical 	<p>Different exercises of: Serving the ball</p> <ul style="list-style-type: none"> - (overhand and underhand) - Positioning to receive the ball and pass or return - Different volleyball techniques for various game situations - Basic rules of the game 	<ul style="list-style-type: none"> - Respond to the teacher's instructions. - In pairs, groups, students perform different exercises of: Serving the ball (overhand and underhand). <ul style="list-style-type: none"> • Positioning to receive the ball and pass or return. • Defense (preventing the ball from falling in one's camp/ground) • Offensive/attack (sending the ball to the ground of the opponent's camp/ground) • Blocking (prevent the ball coming onto your
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		<p>exercises and sports activities to health</p> <ul style="list-style-type: none"> - Appreciate socioeconomic benefits of sports to the society 		<p>camp/ground).</p> <ul style="list-style-type: none"> - In groups, students organize a game composed of 3 players each team. For front players using the front camp, the net must be at a low level (approximately at 1.80m). - Take opportunities to develop players as leaders. - Play according to the post and rotate when the ball falls perform on the opposite camp. - Apply techniques in game situations using the normal ground and 6 players on each team. - Discuss fouls during the
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				game. Teachers will solve the problem by explaining the rules.
Link to other Subjects: Biology (Anatomy).				
Assessment criteria: Able to use different volleyball techniques in various game situations and apply basic rules.				
Materials: Playground, balls, whistle, cones, equipment, chasubles, net, rope, trees.				

Topic area: SPORTS AND GAMES			Sub-topic: Collective sports	
S1 Physical Education and Sports		Unit 7: Basketball		No. of periods: 8
Key Unit competence: Use different basketball techniques in various game situations and apply basic rules				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
- State different techniques of handball.	- Basic techniques of handball. - Play in team. - Offensive and	- Recognize techniques of playing basketball - Show self-discipline and self-control	- Different basketball techniques for various game situations - Team sports - Basic rules of the game	- Respond to the teacher's instructions. - Individually, students perform different

<ul style="list-style-type: none"> - Explain the role of playing in a team. - Show one's role in a team. - Interpret the rules of the game. 	<p>defensive skills for various game situations.</p> <ul style="list-style-type: none"> - Apply rules of the game. - Refine different physical qualities such as dexterity, flexibility, agility, coordination, speed and endurance. 	<ul style="list-style-type: none"> - Develop competitive and team spirit. - Recognize the importance of keeping safe environment during physical and sports activities - Recognize the benefits of physical exercises and sports activities to health - Appreciate socioeconomic benefits of sports to the society 		<p>exercises of:</p> <ul style="list-style-type: none"> • Holding and receiving the ball. • Passing the ball (chest pass, bounce pass, and overhead pass) when standing or moving. • Dribbling with both right and left hands. • Throwing the ball while standing or moving. • Shooting (with one hand and both hands and lay ups technique). <ul style="list-style-type: none"> - Organize a game composed of 3 players each team. - Take opportunities to develop players as
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				<p>leaders.</p> <ul style="list-style-type: none"> - Play according to the post and rotate when the ball falls perform on the opposite camp. - Discuss fouls during the game. Teachers will solve the problem by explaining the rules.
Link to other Subjects: Biology (Anatomy).				
Assessment criteria: Able to use different handball techniques and tactics in a game situation and apply basic rules				
Materials: Playground, basketballs, whistle, cones, equipment, chasubles, trees, goals posts.				

TOPIC AREA: SPORTS AND GAMES			Sub Topic: Collective sports	
S1 Physical Education and Sports		Unit 8: Handball		No. of periods: 8
Key Unit competence: Use different handball techniques and tactics in a game situation and apply basic rules.				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		

<ul style="list-style-type: none"> - State different techniques of handball. - Explain the role of playing in a team. - Show one's role in a team. - Interpret the rules of the game. - Understand leadership. 	<ul style="list-style-type: none"> - Basic techniques of handball. - Play in team. - Offensive and defensive skills for various game situations. - Apply rules of the game. - Refine different physical qualities such as dexterity, flexibility, agility, 	<ul style="list-style-type: none"> - Recognize techniques of playing handball - Demonstrate self-discipline and self-control - Develop hard work and self-confidence - Develop competitive and team spirit and fair play - Recognize the importance of keeping safe environment during physical and sports activities - Recognize the benefits of Physical exercises and sports activities to health 	<ul style="list-style-type: none"> - Different handball techniques for various game situations. - Team sports. - Basic rules of games. 	<ul style="list-style-type: none"> - Respond to the teacher's instructions. - In pair/groups, students perform different exercises of: <ul style="list-style-type: none"> • Defense (defending one's goal, cutting out the ball) • Offence/Attack (proceeding toward the opponent's goal and scoring) • Passing, receiving, dribbling, throwing, and stopping the ball while standing or moving. - Organize a game regulating placement, number of players, throw-ins, etc. - Students will learn
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	coordination, speed and endurance.	- -Appreciate socioeconomic benefits of sports to the society		instructions of the game and the teacher will introduce complex situations.
Link to other Subjects: Biology (Anatomy).				
Assessment criteria: Able to use different handball techniques and tactics in a game situation and apply basic rules.				
Materials: Playground, basketballs, whistle, cones, equipment, chasubles, trees, goals posts.				

TOPIC AREA: SPORTS AND GAMES			Sub Topic: Collective sports	
S1 Physical Education and Sports		Unit 9: Goal ball.		No. of periods: 5
Key Unit competence: Use different defensive and offensive techniques and tactics of goal ball and apply basic rules.				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
- State different techniques of goal ball. - Explain and understand the importance of goal ball for one's body.	- Able to create individual techniques	- Show respect for rules and regulations during the game. - Appreciate the	- Basic goal ball equipment and techniques, tactics in offense/ attack in goal ball.	- Respond to the teacher's instructions. - Individually, students perform exercises of throwing rolling,

<ul style="list-style-type: none"> - State the reasons for playing goal ball in society. - Describe how goal ball can be performed in a safe, varied, effective, and enjoyable way. 	<p>and tactics gestures.</p>	<ul style="list-style-type: none"> - Importance of cooperation in teams. - Develop fair play. - Show self-confidence. - Develop team work. - Develop competitive team spirit. - Enjoy playing goal ball using technical tactics. - Recognize the benefits of Physical exercises and sports activities to health - Appreciate socioeconomic benefits of sports to the society. 	<p>(Throwing rolling, bouncing, spine, and penalty shots).</p> <ul style="list-style-type: none"> - Basic techniques and tactics in defence in goal ball (Knee position, crouching, diving, blocking the ball in a lying position to stop and catching the ball. 	<p>curve, bouncing, spine, and penalty shots.</p> <ul style="list-style-type: none"> - Individually, students perform exercises of knee position, crouching and diving to stop the ball, blocking the ball in a lying position, and catching the ball.
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Link to other Subjects: Biology (health senses).

Assessment criteria: Able to use different defensive and offensive techniques and tactics of goal ball and apply basic rules.

Materials: Playground, rooms, whistles, stop watch, blindfolds, goal posts, bell balls.

TOPIC AREA: SPORTS AND GAMES			Sub Topic: Collective sports	
S1 Physical Education and Sports		Unit 10: Sitting volleyball		No. of periods: 4
Key Unit competence: Use different defensive and offensive techniques and tactics of sitting volleyball and apply basic rules.				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Explain different types of sitting volleyball techniques and tactics and discuss their importance. - Explain the reasons of playing sitting volleyball at individual, community, and national levels. - Identify different equipment used in sitting volleyball. - Describe how sitting volleyball can be performed in a safe, varied, effective, 	<ul style="list-style-type: none"> - Apply techniques and tactics to improve one's performance in sitting volleyball. - Able to utilize and create individual techniques and tactics in game 	<ul style="list-style-type: none"> - Respect for rules and regulations during the game. - Appreciate the importance of cooperation in teams. - Develop hardworking spirit when performing different technical skills of sitting volleyball 	<ul style="list-style-type: none"> - Introduction to basic sitting volleyball equipment, techniques, tactics of sitting volleyball. - Exercises of passing and receiving the ball using basic sitting volleyball techniques and tactics. 	<ul style="list-style-type: none"> - Respond to the teacher's instructions. - Organize a game of sitting volleyball and apply basic rules. - In pairs, Students perform exercises of passing the ball and receiving the ball. - Evaluate own and other's performance. - Use and demonstrate safe use of different

<p>and enjoyable way.</p>	<p>situations.</p> <ul style="list-style-type: none"> - Use sitting volleyball equipment appropriately. - Body coordination. - Demonstrate the basic techniques and tactics of sitting volleyball. 	<ul style="list-style-type: none"> - Being self-confident in practicing technical skills of sitting volleyball - Develop teamwork spirit when applying technical skills of sitting volleyball during game situation - Prove respect of rules and others when playing in team - Show fair play during a game situation - Appreciate the importance of inclusion in sports activities - Value the importance of keeping safe environment during physical and sports activities. 	<ul style="list-style-type: none"> - Body coordination exercises. 	<p>sitting volleyball equipment.</p>
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		<ul style="list-style-type: none"> - Appreciate the benefits of physical exercises and sports activities to health - Appreciate socioeconomic benefits of sports to the society 		
Link to other Subjects: Biology (health senses).				
Assessment criteria: Able to use different defensive and offensive techniques and tactics of sitting volleyball and apply basic rules.				
Materials: Playground, rooms, whistles, stop watch, balls, cones, chasubles, net, posts.				

TOPIC AREA: SPORTS AND GAMES			Sub Topic: Collective sports	
S1 Physical Education and Sports		Unit 11: Netball		No. of periods: 5
Key Unit competence: Use different defensive and offensive techniques and tactics of netball and apply basic rules				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
- Identify different types of netball techniques and tactics.	- Able to goal	- Recognize techniques of playing netball	- Introduction to basic netball techniques.	- Respond to the teacher's instructions.

<ul style="list-style-type: none"> - Explain the importance of techniques and tactics in playing netball. - Explain the reasons for playing netball in the society. - Describe how netball can be performed in a safe, varied, effective, and enjoyable way. 	<p>shoot and drive into and land in a goal circle.</p> <ul style="list-style-type: none"> - Body coordination. - Decision-making. - Use netball equipment safely. - Mental strength. 	<ul style="list-style-type: none"> - Show self-discipline and self-control - Develop hard work and self-confidence - Recognize the importance of keeping safe environment during physical and sports activities - Recognize the benefits of Physical exercises and sports activities to health - Appreciate socioeconomic benefits of sports to the society - Develop competitive, team spirit and fair play 	<ul style="list-style-type: none"> - Different exercises of passing (shoulder pass, chest pass, bounce pass, lob pass). - Different exercises using netball techniques and tactics (two-foot land, split and re-offer, front cut, - Goal shooting exercises. 	<ul style="list-style-type: none"> - In pairs, students perform different exercises of passing (shoulder pass, chest pass, bounce pass, lob pass). - In pairs, students perform different exercises using netball techniques and tactics (two-foot land, split and re offer, front cut, - Goal shooting exercises.
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Link to other Subjects: Biology (Anatomy).

Assessment criteria: Able to use different defensive and offensive techniques and tactics of netball and apply basic rules

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

5.3 Physical Education and Sports Syllabus for Senior Two

5.3.1 Key Competences at the end of Senior Two

- Develop physical exercise routines and advise how to apply them.
- Express one self and communicate through a variety of exercises.
- Perform gymnastic movements.
- Develop different types of running, jumping, and throwing techniques and abilities.
- Apply various defensive and offensive strategies and techniques during a football game.
- Use different defensive and offensive volleyball techniques in various game situations and apply basic rules.
- Use different defensive and offensive basketball technique in various game situations and interpret rules of the game.
- Use different defensive and offensive handball techniques in various game situations and interpret the rules of the game.
- To apply techniques and tactics of goal ball and adhere to rules of the game.
- Use different defensive and offensive techniques and tactics of sitting volleyball and respect rules.
- Apply techniques, tactics, and basic rules of netball.

5.3.2 Table Units for Senior Two

Topic area: Gymnastic and Movement		Sub-topic: Individual sports
S2 Physical Education and Sports	Unit 1: Motor control	No. of periods: 4
Key Unit competence: Develop physical exercise routines and advise how to apply them		
Learning objectives	Content	Learning Activities

Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Define and explain the role of physical exercises in body development. - Understand the importance of physical activities in body fitness. <ul style="list-style-type: none"> • Recall the importance of safe and responsible engagement in physical activities. 	<ul style="list-style-type: none"> - To create exercises based on healthy living. - To evaluate the role of motor control when practicing physical sports activities. - To be Creative when performing different physical exercises. 	<ul style="list-style-type: none"> - Recognize different physical exercises in body development. - Appreciate the importance of physical exercises. - Appreciate the link between motor control and good health. - Appreciate physical exercises for healthy living. 	<ul style="list-style-type: none"> - Perform different physical exercises (running from various starting positions, jumping exercises using different positions of legs). - Basic physical training and muscular development, body activation exercises (stretching, balancing). - Endurance and relaxation exercises. 	<ul style="list-style-type: none"> - Individually, students perform different running styles in various starting positions. - Individually/pairs, students perform jumping exercises using different positions of legs. - Individually/groups, students perform the following exercises: <ul style="list-style-type: none"> ○ Body activation exercises. ○ Stretching. ○ Balancing. ○ Muscular development exercises. ○ Endurance exercises.

				○ Relaxation exercises.
Link to other Subjects: Biology (fitness in health), Geography (running in various directions).				
Assessment criteria: able to develop physical exercise routines and advise how to apply them				
Materials: Playground, whistle, rope, stick, mat				

TOPIC AREA: Gymnastic and Movement			Sub Topic: Individual sports	
S2 Physical Education and Sports		Unit 2: Body control and Balance		No. of periods: 3
Key Unit competence: Express one self and communicate through a variety of exercises				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Explain the importance of communication during physical activities. - Identify different elements of 	<ul style="list-style-type: none"> - Demonstrate the elements of movements during dancing activities - Self-expression via dance. 	<ul style="list-style-type: none"> - Follow instructions - Improve self-confidence and self-control - Develop courage 	<ul style="list-style-type: none"> - Fitness exercises. - Rhythm and different dancing style and leading groups. 	<ul style="list-style-type: none"> - Individually, students perform different rotation exercises, such as bending and stretching of different body parts,

<p>movements during dancing activities.</p> <ul style="list-style-type: none"> - Understand the role of leadership in team activities. - Explain the role of dancing in body development 		<ul style="list-style-type: none"> - Demonstrate determination - Improve coordination - Develop critical thinking 		<p>and engage in conversation with others.</p> <ul style="list-style-type: none"> - Individually/groups, students perform traditional/modern dance using a variety of traditional/ modern songs. - Encourage learners to lead the exercises and help coordinate the dance efforts of others.
<p>Link to other Subjects: Biology (fitness in health) and Music (traditional and modern singing and dancing).</p>				
<p>Assessment criteria: Able to express oneself and communicate through a variety of exercises.</p>				
<p>Materials: Playground, radio, drum, drum stick</p>				

TOPIC AREA: Gymnastic and Movement			Sub Topic: Individual sports	
S2 Physical Education and Sports		Unit 3: Gymnastic		No. of periods: 5
Key Unit competence: Perform gymnastic movements				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify ground exercises to apparatus exercises. - Describe the movement of any gymnastic action. 	<ul style="list-style-type: none"> - Able to analyze various gymnastics actions performed on the ground. - Able to carry out different ground and apparatus exercises. - Demonstrate the best way of making different gymnastic movements. 	<ul style="list-style-type: none"> - Follow instructions. - Improve self-confidence and self-control. - Develop courage - Demonstrate determination. - Improve coordination dexterity, balance, endurance and resistance. 	<ul style="list-style-type: none"> - Different exercises of gymnastic movements performed on the ground (rolling forward and backward and from different departure positions). - Hand rest reversed, Handstands and Round off exercises - Handstand forward roll and rocketing exercises. - Gymnastic exercises using apparatuses. 	<ul style="list-style-type: none"> - Individually, students correctly execute floor exercises like three-legged stand, rolling forward and backward from different departure positions, hand rest reversed handstands exercises, round off, handstand forward roll and rocketing. - Individually, students correctly use parallel and horizontal bars,

		- Develop critical thinking.		trampoline, and pommel. - Correctly execute artistic and rhythmic gymnastics exercises.
Link to other Subjects: Biology (fitness in health).				
Assessment criteria: Able to perform gymnastic exercises.				
Materials: Playground, whistle, tree, balls, circle, clubs, ribbon, mats, parallel and horizontal bars, gymnasium, plinth, trampoline, pommel horse, uneven bars, beam, soil.				

TOPIC AREA: Sports and Games			Sub Topic: Individual Sports	
S2 Physical Education and Sports		Unit 4: Athletics	No. of periods: 12	
Key Unit competence: Develop different types of running, jumping, and throwing techniques and abilities				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
- State different types of running, jumping and throwing with respect to	- Perform sprint, relay, hurdle, resistance and endurance exercises	- Develop self-confidence. - Improve self-control	- Running races with respect to different starting signals.	- Individually, students perform sprint races ((100m, 200m and 400m) with respect to the rules

<p>regulations.</p> <ul style="list-style-type: none"> - Explain the reason of using techniques in athletics. - Differentiate sprint and endurance exercises. 	<p>with speed, strength, and accuracy.</p> <ul style="list-style-type: none"> - Apply different jumping and running exercises. 	<ul style="list-style-type: none"> - Demonstrate patience - Improve courage. - Develop competitive spirit. - Demonstrate determination. - Improve endurance and resistance. - Improve coordination. - Improve critical thinking. 	<ul style="list-style-type: none"> - Hurdles exercises. - Distance running (100m, 200m and 400m) and relay runs. - High jump. - Triple jump. - Javelin throws. 	<p>and different starting positions.</p> <ul style="list-style-type: none"> - In team, students run and transmit baton in relay exercises (4x100m and 4x400m) with respect to the rules and different starting positions. - Individually students perform sprint hurdles exercise on the athletics track with respect to the rules and different starting positions. - Individually students perform resistance races ((800m and 1,500m)) - Individually students perform endurance races (3000 m, 5,000m, 10,000 m) on the road or hills - Individually students perform different jumping exercises (long jump, high jumps, and triple jump).
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				- Individually students perform various exercises to learn throwing techniques involving the short put, javelin and discus.
Link to other Subjects: Biology (fitness in health)				
Assessment criteria: Able to demonstrate and execute different types of running, jumping, and throwing techniques and abilities.				
Materials: Playground, discus, javelin, sticks, balls, whistle, stones, mats and sand.				

TOPIC AREA: SPORTS AND GAMES			Sub Topic: Collective Sports	
S2 Physical Education and Sports		Unit 5: Football		No. of periods: 10
Key Unit competence: Apply various defensive and offensive strategies and techniques during a football game.				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		

<ul style="list-style-type: none"> - Describe different techniques of defensive and offensive football strategies. - Express the role of playing as a team member. - Discuss the role of leadership in achieving goals. 	<ul style="list-style-type: none"> - Use different football technical and tactical skills in game situation <ul style="list-style-type: none"> - Able to referee a game. 	<ul style="list-style-type: none"> - Cooperate with others - Apply fair play, competitive and team spirit. - Accept defeat and appreciate success. - Appreciate the importance of good leadership to a team's success. - Appreciate the link between football and good health. 	<ul style="list-style-type: none"> - Attacking systems - Pressing the opponent - Heading in defense - Tackles - Football drills 	<ul style="list-style-type: none"> - In groups, students explain different types of system used in football match. - In team, students perform different offensive plays (5-2-3, 4-4-2, 4-5-1, 4-3-3, counterattack). - Individually students learn to position oneself in offensive and defensive plays (construction or organization and counter) - Perform exercises of defending (harassing the opponent, mutual aid, heading, tackles). - In groups, students perform different football drills. - Apply rules and
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				instructions during the game situation.
Link to other Subjects: Biology (fitness in health).				
Assessment criteria: Able to apply various defensive and offensive strategies and techniques during a football game				
Materials: Playground, balls, whistle, cones, equipment, chasubles.				

TOPIC AREA: SPORTS AND GAMES			Sub Topic: Collective Sports	
S2 Physical Education and Sports		Unit 6: Volleyball		No. of periods: 8
Key Unit competence: Use different defensive and offensive volleyball techniques in various game situations and apply basic rules.				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
- Explain different techniques and tactics of volleyball.	- Demonstrate different techniques of volleyball.	- Cooperate with others	- Service - Defense system - Attacking system	- In groups, students explain different types

<ul style="list-style-type: none"> - Understand fouls and Penalties. - Understand the importance of using strategies and techniques in volleyball. - Understand leadership and recognize different qualities of a good leader. 	<ul style="list-style-type: none"> - Play in team. - Combine various offensive and defensive skills and strategies effectively for various game situations. 	<ul style="list-style-type: none"> - Apply fair play, competitive and team spirit. - Accept defeat and appreciate success. - Appreciate the importance of good leadership to a team's success. - Appreciate the link between volleyball and good health. 		<ul style="list-style-type: none"> of services, systems used in volleyball match. - Individually/in pairs/in group's students perform different types of services. - In team, students perform different offensive and attacking. System. - In groups, students perform different volleyball drills. - Apply rules and instructions during the game situation.
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Link to other Subjects: Biology (Human anatomy)

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

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

TOPIC AREA: SPORTS AND GAMES			Sub Topic: Collective Sports	
S2 Physical Education and Sports		Unit 7: Basketball		No. of periods: 6
Key Unit competence: Use different defensive and offensive basketball techniques in various game situations and interpret rules of the game				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - To recall and describe various basketball techniques and tactics. - Describe different offensive and defensive strategies used in basketball. - Understand leadership and the qualities of good leaders in playing basketball 	<ul style="list-style-type: none"> - Perform different exercises that enhance techniques and tactics used in basketball. - Combine offensive and defensive skills and tactics in game situations. 	<ul style="list-style-type: none"> - Develop hard work, team work and team spirit. - Accept defeat and appreciate success. - Appreciate the importance of good leadership to a team's success. - Appreciate the link between basketball and good health. 	<ul style="list-style-type: none"> - Techniques and tactics of playing basketball - Systems of basketball - Game situation 	<ul style="list-style-type: none"> - In groups, students explain different types of techniques and tactics used in basketball match. - In groups/teams students perform different offensive and attacking. System in basketball. - In teams, students

				play an organized matches and competitions to apply different techniques and tactics and interpreting rules of the game.
Link to other Subjects: Biology (Human anatomy)				
Assessment criteria: Able to use different defensive and offensive basketball techniques in various game situations and interpret the rules of the game.				
Materials: Balls, playground, whistle, stopwatch, cones, and videos related to basketball technical skills chasubles.				

TOPIC AREA: SPORTS AND GAMES			Sub Topic: Collective Sports	
S2 Physical Education and Sports		Unit 8: Handball		No. of periods: 8
Key Unit competence: Use different defensive and offensive handball techniques in various game situations and interpret the rules of the game				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		

<ul style="list-style-type: none"> - To recall and describe various handball techniques and tactics. - Describe different offensive and defensive strategies and techniques. - Identify different sections of the game, fouls, and penalties. - Understand leadership and the qualities of good leaders in playing handball. 	<ul style="list-style-type: none"> - Perform different exercises that enhances passing, receiving, dribbling, and throwing in standing position or while moving. <p style="text-align: center;">Combine offensive and defensive skills in game situations.</p> <ul style="list-style-type: none"> - Apply different offensive and defensive techniques and tactics in game situation 	<ul style="list-style-type: none"> - Recognize different technique and tactics of playing handball. - Develop hard word, team work and team spirit. - Accept defeat and appreciate success. - Appreciate the importance of good leadership to a team's success. - Appreciate the link between handball and good health. 	<ul style="list-style-type: none"> - Techniques of attack - Techniques of counter-attack - Defensive systems 	<ul style="list-style-type: none"> - In pairs/groups students perform exercises of attack(using winger and center bak,5 vs 5) - In pairs/groups, students perform different organized attack using the half court as well as disposition and various positions while on the ground. - In groups, students perform handball defensive play(goalkeeping and zone defense using different formations : 6-0, 5-1,4-2 and 3-2-1) - In different teams, students play an
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				organized matches and competitions and interpret the rules of the game.
Link to other Subjects: Biology (Human anatomy)				
Assessment criteria: Able to use different defensive and offensive handball techniques in various game situations and interpret the rules of the game				
Materials: Balls, playground, whistle, stopwatch, cones, and videos related to handball techniques and tactics, chasubles, rim and posts.				

TOPIC AREA: SPORTS AND GAMES			Sub Topic: Collective Sports	
S2 Physical Education and Sports		Unit 9: Goal ball		No. of periods: 9
Key Unit competence: To apply techniques and tactics of goal ball and adhere to rules of the game				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		

<ul style="list-style-type: none"> - Identify technical skills required for playing Goal ball. - Describe how goal ball can be played in a safe, varied, effective, and enjoyable way. 	<ul style="list-style-type: none"> - Able to apply different techniques and tactics of goal ball in game situation. - Analyze and deploy tactics to be used in order to win or perform well. - Able to make a research on the Internet on the rules, techniques and tactics used in goal ball. 	<ul style="list-style-type: none"> - Recognize different technique and tactics of playing goal ball. - Develop hard word, team work and team spirit. - Accept defeat and appreciate success. - Appreciate the importance of good leadership to a team's success. - Appreciate the link between goal ball and good health. 	<ul style="list-style-type: none"> - Techniques and tactics of attack - Techniques and tactics in defense 	<ul style="list-style-type: none"> - Individually/groups students apply techniques and tactics learnt previously in goal ball. - In pairs students perform different offensive exercises (Throwing the ball, passing and possessing the ball, Movement on the court, Penalty throw) and defensive exercises (Position, Blocks, lay out, Ball repossessions, movement in defense and defending penalty) in goal ball. - Divide into teams and play against each other and adheres to rules in
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				goal ball. - In teams students play goal ball game adhering to rules.
Link to other Subjects: Biology (Human anatomy)				
Assessment criteria: Able to apply techniques and tactics of goal ball and adhere to rules of the game.				
Materials: Court for goal ball, balls, whistle, watch, goal posts), cones, videos related to goal ball technical skills, net.				

TOPIC AREA: SPORTS AND GAMES			Sub Topic: Collective Sports	
S2 Physical Education and Sports		Unit 10: Sitting volleyball		No. of periods: 4
Key Unit competence: Use different defensive and offensive techniques and tactics of sitting volleyball and respect rules				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
- Identify technical skills and tactics required for playing sitting volleyball game.	- Able to apply different techniques and tactics of sitting	- Improve self-discipline and self-control - Develop hard work	- Techniques and tactics of attack. - Techniques and tactics of	- Individually, students apply offensive and defensive

<ul style="list-style-type: none"> - Recognize different types of techniques and tactics used in sitting volleyball. - Describe how sitting volleyball can be played in a safe, varied, effective, and enjoyable way. 	<p>volleyball in game situation.</p> <ul style="list-style-type: none"> - Analyze and deploy tactics to be used in order to win or perform well. - Able to make a research on the Internet on the rules, techniques and tactics used in sitting volley. 	<p>and self-confidence while performing exercises</p> <ul style="list-style-type: none"> - Develop competitive and team spirit - Demonstrate fair play while applying sitting volleyball tactics - Respect of instructions. - Have courage when playing sitting volleyball game. 	<p>defense.</p>	<p>techniques and tactics.</p> <ul style="list-style-type: none"> – In pair/team, students apply offensive tactics. – In game situation, students use developed offensive sitting volleyball tactics. – In pair/team, students apply defensive tactics. – In game situation, students use developed defensive sitting volleyball tactics.
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Link to other Subjects: Mathematics and Biology (Human anatomy)

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

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

TOPIC AREA: SPORTS AND GAMES			Sub Topic: Collective Sports	
S2 Physical Education and Sports		Unit 11:Netball		No. of periods: 7
Key Unit competence: Apply techniques, tactics, and basic rules of netball.				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Identify technical skills and tactics required for playing netball game. - Recognize different types of netball techniques and tactics. - Describe how netball can be played in a safe, varied, effective, and enjoyable way. 	<ul style="list-style-type: none"> - Able to apply different techniques and tactics of netball in game situation. - Analyze and deploy tactics to be used in order to win or perform well. - Able to make a research on the 	<ul style="list-style-type: none"> - Recognize different technique and tactics of playing netball. - Develop hard word, team work and team spirit. - Accept defeat and appreciate success. - Appreciate the importance of good leadership to a 	Different types of passes. Techniques of netball Tactics of netball	<ul style="list-style-type: none"> - Individually/groups students refine different types of passes (shoulder, bounce, overhead, under head) and passing drills (triangular, circular and pass & go drills) used in netball. - Individually/groups students refine

	<p>Internet on the rules, techniques and tactics used in netball.</p>	<p>team's success.</p> <ul style="list-style-type: none"> - Appreciate the link between netball and good health. 		<p>techniques of defense (intercepting the ball, close marking and interception)</p> <ul style="list-style-type: none"> - Individually/ groups students apply different tactics of netball. - In team, students play netball adhering to rules of game.
<p>Link to other Subjects: Mathematics and Biology (Human anatomy)</p>				
<p>Assessment criteria: Correctly execute techniques, tactics, and basic rules of netball and adhere to rules of the game.</p>				
<p>Materials: Playground, teaching room, whistles, stop watch, balls, cones, chasubles, net, goal posts.</p>				

5.4 Physical Education and Sports Syllabus for Senior Three

5.4.1 Key Competences at the end of Senior Three

- Perform muscular exercises and gymnastic movement with agility and flexibility.
- To refine different types of running, jumping, and throwing techniques.
- Refine defensive and offensive strategies and techniques used in football and adhere to rules of the game.
- Refine technical and tactical volleyball skills and adhere to rules of the game.
- Refine defensive and offensive basketball technique in various game situations and adhere to rules of the game.
- Refine defensive and offensive handball techniques in various game situations and adhere to rules of the game
- To apply techniques and tactics of adaptive sports and adhere to rules of the game
- Refine defensive and offensive netball techniques in various game situations and adhere to rules of the game

5.4.2 Table Units for Senior Three

Topicarea: Gymnastic and Movement			Sub-topic: Individual sports	
S3 Physical Education and Sports		Unit 1: Physical conditioning		No. of periods: 9
Key Unit competence: Perform muscular exercises and gymnastic movement with agility and flexibility				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		

<ul style="list-style-type: none"> - Define and explain the role of physical exercises in body development. - Understand the importance of physical activities in body fitness. - Recall the importance of safe and responsible engagement in physical activities. 	<ul style="list-style-type: none"> - To create exercises based on healthy living. - To evaluate the role of good leadership when practicing physical sports activities. - To be Creative. 	<ul style="list-style-type: none"> - Self-confidence. - Self-control. - Self-perception. - Balance. - Flexibility. - Agility. - Endurance. - Resistance. - Appreciate good leader reaching success. - Appreciate physical exercises for healthy living 	<ul style="list-style-type: none"> - Motor control exercises - Balance exercises - Gymnastic exercises: Rolling forward. - Gymnastic exercises: backward rolling exercises 	<ul style="list-style-type: none"> - Respond to the teacher's instructions. - Perform a wide variety of muscular development and balance exercises with flexibility, agility, creativity and coordination. - Refine and increase range of gymnastic actions that involve how to execute and improve a sequence of movements. <ul style="list-style-type: none"> - Correctly refine all exercises perform ne on the ground and exercises perform ne using apparatuses. - Perform different coordination exercises such as jumping a rope, lateral polymeric jumps, jump box drills, running on stairs.
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Link to other Subjects: Biology (fitness in health).

Assessment criteria: Perform muscular exercises and gymnastic movement with agility and flexibility.

Materials: Playground, whistle, tree, balls, circle, clubs, ribbon, mats, parallel and horizontal bars, gymnasium, plinth, trampoline, pommel horse, uneven bars, beam, soil.

TOPIC AREA: SPORTS AND GAMES			Sub Topic: Individual sports	
S3 Physical Education and Sports		Unit 2: Athletics		No. of periods: 12
Key Unit competence: To refine different types of running, jumping, and throwing techniques				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - State and describe different Athletic techniques and tactics. - Interpret athletic rules 	<ul style="list-style-type: none"> - Perfectly execute different running styles according to the rules. - Recognize and understand the role of leadership in sports events and organizations. - To recognize the 	<ul style="list-style-type: none"> - Determination. - Competitive spirit. - Perseverance. - Justice. - Self-confidence. - Endurance. 	<ul style="list-style-type: none"> - Exercises of speed and middle distance running - Exercises of relays and hurdles running - Exercises of long distance - Exercises jumps - Exercises throwing 	<ul style="list-style-type: none"> - Respond to the teacher's instructions. - Run different race types (sprints, middle distance running, long distance running, relays and hurdle. - Practice starting races from different starting positions and with

	<p>role of leadership in sports event organization.</p> <ul style="list-style-type: none"> - Engage in athletics adhering to rules. - Improve physical qualities such as Flexibility, agility and Coordination 			<p>different starting signals.</p> <ul style="list-style-type: none"> - Perform jumping and throwing exercise. - Choose classmates to judge the performance of running, jumping and throwing exercises.
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Link to other Subjects: Biology (fitness in health).

Assessment criteria: Able to refine and execute different types of running, jumping, and throwing techniques and abilities

Materials: Playground, discus, javelin, sticks, balls, whistle, stones, mats, athletic rules

TOPIC AREA: Sports and Games		Sub Topic: Collective Sports	
S3 Physical Education and Sports	Unit 3: Football	No. of periods: 12	
Key Unit competence: Refine defensive and offensive strategies and techniques used in football and adhere to rules of the game.			
Learning objectives			

Knowledge and understanding	Skills	Attitudes and values	Content	Learning Activities
<ul style="list-style-type: none"> - Explain the role of referees in managing sports/games and ensuring fair and organized play. - Describe the roles of referees and assistant referees. - Recall technical gestures. - Understand the importance of mastering rules in team success. 	<ul style="list-style-type: none"> - Analyze different rules of the game. - Demonstrate different football technical gestures in game situations. - Recognize all game situations that create fouls and their respective penalties. 	<ul style="list-style-type: none"> - Accept defeat and appreciate success. - Cooperate and apply fair play - Competitive spirit. - Respect for rules. - Promote team work and team spirit 	<ul style="list-style-type: none"> - Playing football adhering to rules. - Exercises to improve and refine football techniques and tactics. - Fouls and their penalties during the game (referee's positions, assistant referee's movements, how to conduct the flag their sanctions during the game - Fouls and their penalties during the game (offside, penalty, simulation, free kick,) 	<ul style="list-style-type: none"> - Respond to the teacher's instructions. - Perform exercises on different football situations and demonstrate different fouls and their penalties during the game (offside, penalty, simulation, free kick, referee's positions, assistant referee's movements, how to conduct the flag). - Refine fundamental techniques when playing in teams and perform different football technical gestures like blocking,

			<ul style="list-style-type: none"> - Playing football adhering to rules and sanctions during the game 	<ul style="list-style-type: none"> shooting, absorbing the shot, conducting the ball and throw-in the ball. - Perform exercises on improving and enhancing different tactics of football. - While playing football, practice escaping the vigilance of one's opponent, score using counterattacks, harassing the opponent, and assisting teammates for plays.
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Link to other Subjects: Biology (fitness in health).

Assessment criteria: Execute defensive and offensive strategies and techniques used in football, while adhering to rules of the game

Materials: Playground, balls, whistle, cones, equipment, chasubles.

TOPIC AREA: SPORTS AND GAMES			Sub Topic: Collective Sports	
S3 Physical Education and Sports		Unit 4: Volleyball		No. of periods: 9
Key Unit competence: Refine technical and tactical volleyball skills and adhere to rules of the game				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - Recall volleyball technical and tactical skills. - Understand volleyball rules. - Understand the roles different team members play. - Know different net heights based on age. - Understand fouls and penalties. 	<ul style="list-style-type: none"> - Use different volleyball technical and tactical skills. - Able to referee a game. 	<ul style="list-style-type: none"> - Cooperate with others - Apply fair play, competitive and team spirit. - Accept defeat and appreciate success. - Appreciate the importance of good leadership to a team's success. 	<ul style="list-style-type: none"> - Refine skills, such as serving, passing and setting. - Volleyball techniques and tactics in defense - Volleyball rules and leadership skills and demonstrate safe play - Organize a match between two opponent teams 	<ul style="list-style-type: none"> - Individually, student perform exercises of developing service skills, receiving and passing skills, setting skills and blocking skills - In pair, students apply developed skills of serving, receiving and passing, setting and blocking - Organize a volleyball game and apply

		- Appreciate the link between volleyball and good health.		developed volleyball techniques and tactics and demonstrate safe play.
Link to other Subjects: Biology (fitness in health).				
Assessment criteria: Able to correctly execute defensive and offensive volleyball techniques in various game situations and adhering to rules of the game				
Materials: Playground, balls, whistle, cones, equipment, chasubles, net, rope, trees.				

TOPIC AREA: SPORTS AND GAMES			Sub Topic: Collective Sports	
S3 Physical Education and Sports		Unit 5: Basketball		No. of periods: 9
Key Unit competence: Refine defensive an offensive basketball techniques in various game situations and adhere to rules of the game				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
- Explain different techniques and tactics of basketball.	- Demonstrate different techniques of basketball.	- Cooperate with others	- Basketball tactics and techniques in attack (count attack: fast break)	- Individually/groups practice different basketball tactics and

<ul style="list-style-type: none"> - Understand fouls and penalties. - Understand the importance of using strategies and techniques in basketball. - Understand leadership and recognize different qualities of a good leader. 	<ul style="list-style-type: none"> - Play in team. - Combine various offensive and defensive skills and strategies effectively for various game situations. 	<ul style="list-style-type: none"> - Apply fair play, competitive and team spirit. - Accept defeat and appreciate success. - Appreciate the importance of good leadership to a team's success. - Appreciate the link between basketball and good health. 	<ul style="list-style-type: none"> - Basketball tactics and techniques in defense (man to man and zone defense: 2-3, 1-2-2) - Organize a match between two opponent teams adhering to the rules - Organizing basketball tournaments to refine skills and tactics. 	<ul style="list-style-type: none"> techniques in attack (count attack: fast break). - In groups students perform basketball tactics and techniques in defense (man to man and zone defense: 2-3, 1-2-2). - In groups/teams, students play basketball in tournament to refine skills and techniques and adhere to the rules.
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Link to other Subjects: Biology (Human anatomy)

Assessment criteria: Able to correctly execute defensive and offensive basketball techniques in various game situations and adhering to rules of the game

Materials: Balls, playground, whistle, stopwatch, cones, videos related to basketball technical skills chasubles, rim and posts

TOPIC AREA: SPORTS AND GAMES			Sub Topic: Collective Sports	
S3 Physical Education and Sports		Unit 6: Handball		No. of periods: 6
Key Unit competence: Refine defensive and offensive handball techniques in various game situations and adhere to rules of the game				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> - To recall and describe various handball techniques and tactics. - Describe different offensive and defensive strategies and techniques. - Identify different sections of the game, fouls, and penalties. - Understand leadership and the qualities of good leaders in playing handball 	<ul style="list-style-type: none"> - Perform different exercises that enhance enhances passing, receiving, dribbling, and throwing in standing position or while moving. - Combine offensive and defensive skills in game situations. - Apply different offensive and defensive 	<ul style="list-style-type: none"> - Recognize different technique and tactics of playing handball. - Develop hard word, team work and team spirit. - Accept defeat and appreciate success. - Appreciate the importance of good leadership to a team’s success. - Appreciate the 	<ul style="list-style-type: none"> - Handball offensive plays (diving and stand shot/stem shot and the fast -break) - Handball offensive plays and position (transitional attack and crossing attack) - Handball defensive play (goalkeeping and zone defense using different formations: 6-0, 5-1,4-2 and 3-2-1) - Combination attacking system - Organize a match between 	<ul style="list-style-type: none"> - In pairs/groups students perform exercises of: <ul style="list-style-type: none"> • That enhances passing, receiving, dribbling, and throwing in standing position or while moving. • Technical maneuvers and execute various tactics of the game.

	<p>techniques and tactics in game situation.</p>	<p>link between handball and good health.</p>	<p>two opponent teams with respect to the rules</p>	<ul style="list-style-type: none">• Offensive plays and position (transitional attack and crossing attack)- In pairs/groups, students perform different organized attack using the half court as well as disposition and various positions while on the ground.- In groups, students perform handball defensive play (goalkeeping and zone defense using different formations: 6-0, 5-1, 4-2 and 3-2-1)- In teams, students apply combination
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				<p>attacking system</p> <p>- In different teams, students play an organized matches and competitions.</p>
<p>Link to other Subjects: Biology (Human anatomy)</p>				
<p>Assessment criteria: Able to correctly execute defensive and offensive handball techniques in various game situations and adhering to rules of the game</p>				
<p>Materials: Balls, playground, whistle, stopwatch, cones, videos related to handball technical skills chasubles, rim and posts</p>				

TOPIC AREA: SPORTS AND GAMES			Sub Topic: Collective Sports	
S3 Physical Education and Sports		Unit 7: Adapted Sports		No. of periods: 9
Key Unit competence: To apply techniques and tactics of adaptive sports and adhere to rules of the game				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		

<ul style="list-style-type: none"> - Identify technical skills required for playing Goal ball and Sitting volleyball game - Recognize different types of goal ball and sitting volleyball techniques and tactics. - Describe how goal ball and sitting volleyball can be played in a safe, varied, effective, and enjoyable way. 	<ul style="list-style-type: none"> - Able to apply different techniques and tactics of goal ball and sitting volleyball in game situation. - Evaluate an opponent's, team members' and one's own performance while playing a game or during practice. - Analyze and deploy tactics to be used in order to win or perform well. - Able to make a research on the 	<ul style="list-style-type: none"> - Recognize different technique and tactics of playing goal ball and sitting volleyball. - Develop hard word, team work and team spirit. - Accept defeat and appreciate success. - Appreciate the importance of good leadership to a team's success. - Appreciate the link between goal ball/sitting volleyball and good health. 	<ul style="list-style-type: none"> - Technique of attack in Goal all game: Throwing and rolling the ball - Techniques of defense in goal ball: crouch and dive to stop the ball - Techniques of defense in goal ball: block the ball in lying position and catch the ball. - Techniques and tactics in defense and attack of sitting volleyball - Basics tactics in sitting volleyball (exchange and penetration) - Playing Goal ball and sitting volleyball game adhering to rules and sanctions in game situation 	<ul style="list-style-type: none"> - Individually/groups students apply techniques and tactics learnt previously in goal ball and sitting volleyball. - In pairs students apply different offensive exercises (Throwing the ball, Passing and possessing the ball, Movement on the court, Penalty throw) and defensive exercises (Position, Blocks, lay out, Ball repossessions, Movement in defense and defending penalty) in goal ball. - Perform exercises of exchange and
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	Internet on the rules, techniques and tactics used in sitting volleyball and goal ball.			penetration in sitting volleyball. - Divide into teams and play against each other. Adhere to rules and sanctions in goal and sitting volleyball.
Link to other Subjects: Biology (Human anatomy)				
Assessment criteria: Able to apply techniques and tactics of adaptive sports and adhere to rules of the game.				
Materials: Court for goal ball, balls, whistle, watch, goal posts, Court (Suitable for playing while sitting), cones, videos related to sitting volleyball technical skills, net.				

TOPIC AREA: SPORTS AND GAMES			Sub Topic: Collective Sports	
S3 Physical Education and Sports		Unit 8: Netball		No. of periods: 6
Key Unit competence: Refine defensive and offensive netball techniques in various game situations and adhere to rules of the game.				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		

<ul style="list-style-type: none"> - Identify technical skills and tactics required for playing netball game. - Recognize different types of netball techniques and tactics. - Describe how netball can be played in a safe, varied, effective, and enjoyable way. 	<ul style="list-style-type: none"> - Able to apply different techniques and tactics of netball in game situation. - Evaluate an opponent's, team members' and one's own performance while playing a game or during practice. - Analyze and deploy tactics to be used in order to win or perform well. - Able to make a research on the Internet on the rules, techniques 	<ul style="list-style-type: none"> - Recognize different technique and tactics of playing netball. - Develop hard word, team work and team spirit. - Accept defeat and appreciate success. - Appreciate the importance of good leadership to a team's success. - Appreciate the link between netball and good health. 	<ul style="list-style-type: none"> - Refine netball techniques of attack - Refine netball techniques of defense - Playing Netball adhering to rules and sanctions in game situation 	<ul style="list-style-type: none"> - Individually/groups students refine techniques of attack (shoulder attack, chest pass, bounce pass, lop pass, overhead& under head pass, shooting, landing on one foot and landing on both feet) learnt previously in netball. - Individually/groups students refine techniques of defense (intercepting the ball, close marking and interception) - In team, students play netball adhering to rules and sanctions in game
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	and tactics used in netball.			situation
Link to other Subjects: Mathematics and Biology (Human anatomy)				
Assessment criteria: Correctly execute techniques, tactics, and basic rules of netball and adhere to rules of the game.				
Materials: Playground, teaching room, whistles, stop watch, balls, cones, chasubles, net, goal posts.				

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APPENDICES

Appendix A: WEEKLY TIME ALLOCATION

	Subject to be taught S1-S3	Number of periods (Period=40 minutes)
	1. Core subjects	
1	English	5
2	Kinyarwanda	5
3	Mathematics	6
4	Physics	4
5	Chemistry	4
6	Biology and health sciences	4
7	ICT	2
8	History and Citizenship	2
9	Geography and environment	3
10	Entrepreneurship	2
11	French	2
12	Kiswahili	2
13	Religion and ethics	2
14	Physical Education and Sports	2
II. Elective subjects: Schools can choose one subject		
15	Music, Danse and Drama	2
16	Fine Arts and Crafts	2

17	Home Sciences	2
18	Farming (Agriculture and Animal Husbandry)	2
	III. Co-Curricular activities (Compulsory)	2
	Total number of contact periods per week	50
	Total number of contact hours/week	33.3
	Total number of contact hours per year (39 weeks)	1300