



REPUBLIC OF ZAMBIA

Ministry of Education, Science, Vocational Training and Early Education

**Senior Secondary School
Physical Education Syllabus
Grades 10-12**

2013



Prepared and Published by the Curriculum Development Centre

P.O. Box 50092

Lusaka

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VISION

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

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PREFACE

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

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

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

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

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

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

Chishimba Nkocha

Permanent Secretary

MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION

ACKNOWLEDGEMENT

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

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

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

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

C.N.M Sakala (Mrs)

Director-Standard and Curriculum

MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION

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INTRODUCTION

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

METHODOLOGY

In order to help the learners acquire the above stated skills, the following are some of the suggested teaching and learning methods that can be used:

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

TIME ALLOCATION

- Senior Secondary School

8 hours (12) periods per week

ASSESSMENT

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

- Theory
- Practical
- Project

RATIONALE

Physical Education (PE) plays an important role in promoting the physical growth and development of adolescent learners. Through PE, learners acquire the analytical knowledge, physical skills, life skills, right attitudes and values towards the pursuit of a lifelong physically active and healthy lifestyle. It also provides an avenue for learners to express themselves through movement and physical activity. Physical activity is the cornerstone of the PE programme. The PE programme in Senior Secondary schools should be a major stepping stone to providing opportunities for learners to make informed choices. Through PE, learners are given the opportunity to participate in a variety of physical activities such as sports and games and to acquire the concepts and the skills that will enable them to participate in these sports and games both for leisure and competition and as a means of livelihood. In addition, PE provides a natural platform and valuable opportunities to develop self-management skills, social and co-operative skills, and build character. It serves to complement other educational areas in promoting the desired outcomes of education. In particular, PE helps to cultivate healthy habits, the spirit of teamwork, resilience and resolve.

GENERAL OUTCOMES

- Develop and maintain physical health and fitness through regular participation in physical activities
- Demonstrate the spirit of fair play, teamwork and sportsmanship

Grade: 10

COMPETENCIES

- Develop team work, fair play sportsmanship, moral and spiritual values, respect for human rights and personal liberty, knowledge, positive attitudes and skills
- Demonstrate proficiency in physical activities

GENERAL OUTCOME(S)

- Develop refined neuromuscular skills in a variety of sports and recreational activities (manipulation, co-ordination, correlation, observation, and self-expression).
- Acquire knowledge, skills, positive attitudes and values to demonstrate positive self-esteem through body awareness and control.

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values

10.1 Sports Skills Development	10.1.1 Ball Games 10.1.2 Modified Sport 10.1.3 Board games 10.1.4 Racquet games 10.1.5 Track and Field Events	10.1.1.1 Mark out sports Playfields. 10.1.1.2 Perform improved motor skills in all ball games 10.1.2.1 Apply the rules of modified games and sports activities 10.1.2.2 Talk about effects of doping 10.1.2.3 State ways to control drug abuse in sports 10.1.3.1 Demonstrate advanced strategies in board games. 10.1.4.1 Perform skills in racquet games. 10.1.5.1 Demonstrate leadership skills in games and sports activities	<ul style="list-style-type: none"> - Sports fields - Equipment - Playing positions - Areas of play - Creating space - Closing spaces - Ball control - Rules - Positioning - Trapping 	<ul style="list-style-type: none"> - <i>Creativity</i> in games and field and track events - <i>Demonstration of leadership</i> in games 	<ul style="list-style-type: none"> - <i>Cooperation</i> through interactive learning - <i>Responsibility</i> over self and others during games
10.2 Recreational Games and Activities	10.2.1 Traditional games 10.2.2 Conventional games 10.2.3 Aerobics 10.2.4 Dance activities 10.2.5 Step activities	10.2.1.1 State the importance of recreational activities and games 10.2.2.1 Demonstrate advanced rhythmic patterns using equipment 10.2.3.1 Apply advanced steps and patterns of aerobic dance	<ul style="list-style-type: none"> - Game songs (Nyama-nyama, Mulilo kulupili, Ichidunu) - Traditional Dance (Fwemba, Akalela) - Conventional games (Dodgeball, Over and under) - Aerobics (Cha-cha-cha, Power walk) - Yoga 	<ul style="list-style-type: none"> - <i>Coordination</i> through self-expression in use of rhythmic equipment - <i>Creativity</i> in applying steps in aerobic dances and games 	<ul style="list-style-type: none"> - <i>Appreciation</i> of knowledge in recreational activities - <i>Socialisation</i> with others in games

GENERAL OUTCOME(S):

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

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
10.3 Entrepreneurship in Sports	10.3.1 Portfolio making	10.3.1.1 Identify economic sports activities in the community	- Portfolio	- <i>Creativity</i> in designing simple sports equipment	- <i>Appreciation</i> in use of economic knowledge
		10.3.1.2 Design a sports portfolio	- Economic value	- Ability to <i>apply negotiation</i> tactics in sports activities	- <i>Cooperation</i> in portfolio making
		10.3.1.3 Design simple sports equipment	- Planning		

GENERAL OUTCOME(S):

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

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values

10.4 Gymnastics	10.4.1 Tumbling 10.4.2 Stunts	10.4.1.1 Perform complex floor agilities 10.4.2.1 Perform complex stunt	<ul style="list-style-type: none"> - Handspring - Neck-spring - Cat-spring - Tanks - Knee handspring - Centipede - Double wheel barrow 	<ul style="list-style-type: none"> - <i>Analysis</i> of complex floor agilities - <i>Creativity</i> and <i>Flexibility</i> in complex stunts 	<ul style="list-style-type: none"> - <i>Concentration</i> in gymnastic activities - <i>Appreciation</i> of complex gymnastics - <i>Discipline</i> in gymnastic activities
10.5 Fitness Activities	10.5.1 Developmental activities 10.5.2 Isotonic activities (dynamic) 10.5.3 Isometric activities (static) 10.5.4 Physical fitness activities	10.5.1.1 Perform physical cardiovascular, respiratory and muscular endurance activities. 10.5.2.1 Demonstrate physical activities for fitness levels.	<ul style="list-style-type: none"> - Circuit training - Body building 	<ul style="list-style-type: none"> - <i>Analysis</i> of Isotonic and Isometric activities - <i>Coordination</i> during fitness activities 	<ul style="list-style-type: none"> - <i>Awareness</i> of Self-esteem levels in activities - <i>Appreciation</i> of fitness levels

GENERAL OUTCOME(S):

- Acquire knowledge, skills and values in human anatomy, physiology and Biomechanics.
- Develop knowledge, skills, positive attitudes and values to maintain and promote health and wellness

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values

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10.6 Anatomy & Physiology	10.6.1 Human body Systems	10.6.1.1 Identify the general body make up 10.6.1.2 Describe the structure and functions of the human body 10.6.1.3 Identify body systems that have voluntary action in games and sports 10.6.1.4 Describe the roles of the human muscular skeletal system in sporting activities 10.6.1.5 Describe the functions of the muscular system in sporting activities 10.6.1.6 Describe the effect of exercise on skeletal and muscular systems	<ul style="list-style-type: none"> - Body parts - skeletal system - muscular system - joints - tendons - ligaments - cartilage - bones - types of muscles 	<ul style="list-style-type: none"> - Classifying functions of body systems - Creativity in analysing information on body systems in relation to sports - Application of knowledge to real life situations 	<ul style="list-style-type: none"> - Appreciation of knowledge in anatomy and physiology
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<p>10.7 Biomechanics</p>	<p>10.7.1 Forces</p>	<p>10.7.1.1 Demonstrate force including friction in sports.</p> <p>10.7.1.2 Explain external forces and their effects in sports</p> <p>10.7.1.3 Generate forces to maintain positioning sports</p> <p>10.7.1.4 Explain how forces create movement in physical activities in sports</p> <p>10.7.1.5 Calculate force, work, friction, speed and energy</p> <p>10.7.1.6 Relate lever system to how the human body operates.</p>	<ul style="list-style-type: none"> - Force - Friction - Displacement - Speed - Respiration - Measure - levers (1st , 2nd & 3rd) - load, fulcrum and effort 	<ul style="list-style-type: none"> - <i>Analysis</i> in use of forces and the effects in sports - Use <i>critical</i> thinking in calculating, measuring force, speed and energy 	<ul style="list-style-type: none"> - <i>Appreciation</i> of knowledge of biomechanics - <i>Awareness</i> of forces and relate them to real life situations
<p>10.8 Nutrition</p>	<p>10.8.1 Nutrition for Fitness and Sport</p>	<p>10.8.1.1 State types of nutrients and their functions</p> <p>10.8.1.2 Explain the functions of water and fibre in the human body</p> <p>10.8.1.3 Relate nutrition requirements to physical fitness and sports</p> <p>10.8.1.4 State ways to control drug abuse in sport</p> <p>10.8.1.5 Explain effects of</p>	<ul style="list-style-type: none"> - Nutritional value - Types of nutrients 	<ul style="list-style-type: none"> - <i>Analysis</i> of types nutrition and their functions in relation to sports - <i>Creativity</i> in stating ways to control drug use in sports 	<ul style="list-style-type: none"> - <i>Awareness</i> of nutrition functions for sportspersons - <i>Appreciation</i> of healthy habits

		doping in sports		
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GENERAL OUTCOME(S):

- Acquire knowledge, skills, positive attitudes and values for safety and survival skills
- Develop skills to maintain and promote health and wellness

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
10.9 First Aid	10.9.1 Health and Safety	10.9.1.1 Observe safety precautions during PE lessons, games and sports activities	- Care	- <i>Ability to use</i> knowledge in Treating, Bandaging, Caring, Resuscitation and Reassuring	- <i>Responsibility</i> and <i>Safety</i> for self and others - <i>Appreciation</i> of First Aid techniques
	10.9.2 First Aid techniques	10.9.1.2 Talk about doping in sports	- Sprain		
		10.9.2.1 Demonstrate basic First Aid techniques	- Fracture		
		10.9.2.2 Differentiate between strain, sprain and fracture	- Strain		
		10.9.2.3 Participate in a talk on reproductive health	- Dislocation		
			- Resuscitation		
	- First aid kit				
	- Reproductive health				
		- Puberty			
		- Menstrual cycle			
		- Teenage pregnancy			
		- Early sex			

GENERAL OUTCOME(S):

- Acquire knowledge, skills, positive attitudes and values to maintain sports facilities
- Develop knowledge, skills, positive attitudes and values to design and develop sports equipment

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
10.10 Facilities & Equipment	10.10.1 Facility& Equipment design	10.10.1.1 Design simple sports facilities.	- Facilities	- <i>Creativity</i> in managing and maintaining sports facilities	- <i>Appreciation</i> of sports facilities
	10.10.2 Facility& Equipment management	10.10.2.1 Manage sports facilities	- Equipment	- <i>Designing</i> and <i>Managing</i> sports equipment	- <i>Team work</i> in managing sports facilities and equipment
	10.10.3 Facility& Equipment Maintenance	10.10.1.2 Maintain sports Facilities	- Maintaining		
		10.10.1.3 Demonstrate entrepreneurship skills	- Designing		

GENERAL OUTCOME(S):

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

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
10.11 Swimming	10.11.1 Strokes	10.11.1.1 Perform improved swimming techniques	- Strokes - Butterfly - Dives (over and under, platform)	- <i>Analysis</i> of Life saving techniques - <i>Creativity</i> in competitive swimming	- <i>Responsibility</i> through cooperative learning - <i>Appreciation</i> of knowledge in swimming
	10.11.2 Competitive Swimming	10.11.2.1 Participate in water games 10.11.2.2 Participate in competitive swimming	- Life saving - Pool hygiene - Paddling		
	10.11.3 Survival skills	10.11.3.1 Demonstrate elements of survival skills			
	10.11.4 Water safety				
	10.11.5 Water Sports	10.11.3.2 Participate in water sports			

Grade: 11

COMPETENCIES

- Apply skills in decision making, problem solving, interpersonal relationships, effective communication and positive attitude change
- Maintain healthy life styles and participate regularly in physical activities, appreciate culture and traditions

GENERAL OUTCOME(S):

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

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
11.1 Entrepreneurship In Sports	11.1.1 Project work	11.1.2.1 Identify economic sports activities in the community	- Project	- <i>Creativity</i> in choice of economic sports activities	- <i>Appreciation</i> of economic activities in sports
	11.1.2 Marketing and management	11.1.2.2 State the value of economic activities in sport 11.1.2.3 Design and make an economic sports project	- Economic value - Planning - Project management - Marketing	- <i>Critical thinking</i> in project planning - Use of <i>Negotiation</i> and <i>Designing</i> in economic sports	- <i>Team spirit</i> through cooperative learning

GENERAL OUTCOME(S)

- Demonstrate advanced neuromuscular skills in a variety of sports and recreational activities (manipulation, co-ordination, correlation, observation, and self-expression)
- Acquire knowledge, skills, positive attitudes and values to demonstrate positive self-esteem through body awareness and control
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Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values

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11.2 Sports Skills Development	11.2.1 Ball Games and Board games 11.2.2 Field and Track Events 11.2.3 Modified Sport 11.2.4 Racquet games	11.2.1.1 Demonstrate coordinated motor skills in various ball games and board games 11.2.1.2 Participate in advanced strategies in board games. 11.2.2.1 Demonstrate advanced skills in track and field events 11.2.3.1 Apply the rules of modified games and sports activities 11.2.4.1 Demonstrate skills in racquet games 11.2.4.2 Demonstrate the impact of sport on the environment 11.2.4.3 State reasons why drug abuse is bad	<ul style="list-style-type: none"> - Systems of play in sports and games - Coach - Officiate - Environment - Conservation 	<ul style="list-style-type: none"> - <i>Creativity</i> in officiating and Coaching sports activities - <i>Analysis</i> of various sports strategies and environment conservation 	<ul style="list-style-type: none"> - <i>Appreciation</i> of various advanced sports strategies - <i>Responsibility</i> to share information on effects of drug abuse in sports
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11.3 Recreational Games and Activities	11.3.1 Traditional games 11.3.2 Conventional games 11.3.3 Aerobics 11.3.4 Dance activities	11.3.1.1 Demonstrate recreational activities 11.3.2.1 Perform dances in games and sports 11.3.1 Demonstrate advanced rhythmic patterns of aerobics 11.3.4.1 Demonstrate leadership skills	<ul style="list-style-type: none"> - Game songs (Agode/Namuchelela/Nt ole-ntole;nsale-nsale;) - Dances (Chambo,Makwasha, Manchancha) - Conventional Games (tool ball, Touch...) - Aerobics (knee-high, diamond, V-walk, swivel) - Leadership - Team building - Correlation - Manipulation 	<ul style="list-style-type: none"> - <i>Self-expression</i> in <i>analysis</i> of traditional and conventional games - <i>Creativity</i> in advanced games and rhythmic patterns 	<ul style="list-style-type: none"> - <i>Team work</i> through cooperative learning - <i>Appreciation of</i> traditional games and activities
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GENERAL OUTCOME(S):

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

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
11.4 Orienteering	11.4.1 Mapping 11.4.2 Direction 11.4.3 Scale and Distance	11.4.1.1 Use six grid reference to locate a feature on a map 11.4.2.1 locate places using a map and compass 11.4.3.1 Use map scale to find actual distances between points	<ul style="list-style-type: none"> - Locating - Map - Compass - Scale 	<ul style="list-style-type: none"> - <i>Ability in navigating</i> through games - <i>Creativity</i> in games place location - <i>Ability in judging</i> distance points in sports 	<ul style="list-style-type: none"> - Cooperation through <i>team spirit</i> in sports - <i>Self-confidence</i> in navigation

GENERAL OUTCOMES:

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

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
11.5 Gymnastics	11.5.1 Tumbling	11.5.1.1 Perform complex floor agilities	<ul style="list-style-type: none"> - Hand walk - Hand stand - Elbow stand - Angels vault - High-dive forward roll - High-dive through the hoop 	<ul style="list-style-type: none"> - <i>Analysis</i> of complex floor agilities and stunts - <i>Ability in use</i> of Coordinating, Judging, and Flexibility in sports 	<ul style="list-style-type: none"> - <i>Appreciation</i> of complex apparatus - <i>Perseverance</i> in participation in complex activities
	11.5.2 Stunts	11.5.2.1 Perform complex stunts on apparatus			
11.6 Fitness Activities	11.6.1 Developmental Fitness	11.6.1.1 State the value of cardiovascular, respiratory and muscular endurance activities in games and sports.	<ul style="list-style-type: none"> - Fartlek activities - Design circuit training activities 	<ul style="list-style-type: none"> - <i>Creativity in use</i> of endurance activities - <i>Analysis</i> of fitness activities 	<ul style="list-style-type: none"> - <i>Appreciation</i> in value of Isometric exercises - <i>Awareness of</i> circuit training
		11.6.1.2 Participate in physical activities to develop own fitness levels			
		11.6.1.3 Perform isometric exercises.			

GENERAL OUTCOMES:

- Develop knowledge, skills, positive attitudes and values to maintain and promote health and wellness
- Acquire knowledge, skills and values in human anatomy and Biomechanics

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values

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11.7 Anatomy & Physiology	11.7.1 Human body systems	11.7.1.1 Describe the roles of the human circulatory system in sporting activities 11.7.1.2 Describe the functions of the respiratory system in sporting activities 11.7.1.3 Describe the effect of exercise on circulatory and respiratory systems	<ul style="list-style-type: none"> - Structure and functions - Effect of exercises 	<ul style="list-style-type: none"> - Analysing effects of body systems in relation sports - Creativity in analysis of effects of sports on the body 	<ul style="list-style-type: none"> - Appreciation of body systems - Awareness of functions of body systems
11.8 Biomechanics	11.8.1 Energy and movement	11.8.1.1 Describe the body's sources of energy during exercise. 11.8.1.2 Explain how the energy produced in the body is used in movement. 11.8.1.3 Explain the heavy breathing of an athlete after a vigorous activity. 11.8.1.4 Demonstrate the effects of vigorous exercise on heart beat and breathing rates	<ul style="list-style-type: none"> - Energy sources - Aerobic respiration - Anaerobic respiration - Lactic acid - Muscle fatigue - Oxygen debt - Energy - Adenosine Triphosphate (ATP) - breathing rate - heart beat rate 	<ul style="list-style-type: none"> - Creativity in Measuring and Calculating heart beat and breathing rate - Analysis of body systems after vigorous exercise 	<ul style="list-style-type: none"> - Appreciation of sources of energy during exercise - Awareness of effects of vigorous activity on breathing during sports
11.9 Nutrition	11.9.1 Nutrition for Fitness and Sport	11.9.1.1 State how eating habits can affect performance in games and sports. 11.9.1.2 Plan a diet for a sports person.	<ul style="list-style-type: none"> - Nutritional value - Types of nutrients - Diet and sports - Balanced diet 	<ul style="list-style-type: none"> - Problem solving and critical thinking in planning meals for sports persons 	<ul style="list-style-type: none"> - Appreciation of knowledge of wellbeing

			<ul style="list-style-type: none"> - Body weight - Eating habits 	<ul style="list-style-type: none"> - <i>Creativity</i> in analysing eating habits for sports persons 	
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GENERAL OUTCOME(S):

- Acquire knowledge, skills, positive attitudes and values for safety and survival skills
- Develop knowledge, skills, positive attitudes and values to maintain and promote health and wellness

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
11.9 First Aid	11.9.1 Health and Safety	11.9.1.1 Demonstrate first aid techniques	<ul style="list-style-type: none"> - Dressing - Wound - Bruises - Poisoning - Burns 	<ul style="list-style-type: none"> - <i>Application</i> of first aid techniques - <i>Analysing</i> and Judging application of first aid 	<ul style="list-style-type: none"> - <i>Appreciation</i> of knowledge of first aid
	11.9.2 First aid techniques	11.9.1.2 Apply first aid skills according to situations.			

GENERAL OUTCOME(S):

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

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values

11.11 Swimming	11.11.1 Strokes 11.11.2 Competitive Swimming 11.11.3 Survival skills	11.11.1.1 Perform refined swimming styles 11.11.2.1 Perform advanced diving styles. 11.11.2.2 Demonstrate water games. 11.11.3.1 Perform rescue operations during swimming	<ul style="list-style-type: none"> - Dolphin - Dives (Springboard) - Diving positions (reverse, forward, inwards) - Rescue operations - Rules 	<ul style="list-style-type: none"> - Analysis of advanced Life saving skills - Application of advanced rescue operations 	<ul style="list-style-type: none"> - Fair play in swimming activities - Appreciation of competitive swimming
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Grade: 12

COMPETENCIES

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

GENERAL OUTCOME(S)

- Demonstrate advanced neuromuscular skills in a variety of sports and recreational activities (manipulation, co-ordination, correlation, observation, and self-expression)
- Acquire knowledge, skills, positive attitudes and values to demonstrate positive self-esteem through body awareness and control

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values

12.1 Sports Skills Development	12.1.1 Ball Games and Board games 12.1.2 Racquet games 12.1.3 Field and Track Events 12.1.4 Modified Sport	12.1.1.1 Officiate various ball games, board and racquet games 12.1.2.1 Officiate track and field Events. State effects of using drugs in sports activities. Sate ways to deal drug problems in sports 12.1.4.1 Participate in modified games and sports activities 12.1.4.2 Explain factors affecting participation in physical education.	<ul style="list-style-type: none"> - Gender - Culture - Age - Religion - SEN - Nutrition - Drug effects 	<ul style="list-style-type: none"> - Application in modifying activities to suit different abilities - Creativity in use of modified sports 	<ul style="list-style-type: none"> - Appreciation of knowledge in officiating games and sports - Responsibility of knowledge to stop drug abuse in sports
12.2 Recreational Games and Activities	12.2.1 Traditional and conventional games 12.2.2 Aerobics	12.2.1.1 Perform games and dances in relation to crosscutting issues. 12.2..2.1 Use aerobics to disseminate information on crosscutting issues.	<ul style="list-style-type: none"> - HIV and AIDS - Drug and substance abuse - Gender violence - Child abuse - SEN - Environment - Child rights - stigmatization 	<ul style="list-style-type: none"> - Decision making in use of games and dances - Creativity in aerobic dance performance - Designing various games and dances 	<ul style="list-style-type: none"> - Responsibility in disseminating information on cross-cutting issues - Appreciation of prevention of drug abuse in sports

GENERAL OUTCOME(S):

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

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values

12.3 Gymnastics	12.2.3 Tumbling	12.3.1.1 Organise gymnastic activities	- Organise - Manage - Perform - Entrepreneurship - Marketing	- <i>Creativity</i> in <i>analysis</i> of various gymnastic activities	- <i>Perseverance</i> in undertaking gymnastic activities
	12.2.4 Stunts	12.3.2.1 Devise and Perform a variety of gymnastic activities 12.3.2.2 Describe ways in which gymnastic skills can be used to earn a living			

GENERAL OUTCOME(S):

- Develop knowledge, skills, positive attitudes and values to maintain and promote health and wellness
- Acquire knowledge, skills and values in human anatomy and Biomechanics

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values

12.4 Anatomy and Physiology	12.4.1 Human Body Systems	12.4.1.1 Describe the digestive and nervous systems 12.4.1.2 Relate roles of the digestive and nervous systems to sport.	<ul style="list-style-type: none"> - Digestion, absorption and assimilation - Sense organs - Reflexes - Rations 	<ul style="list-style-type: none"> - <i>Creativity</i> in <i>analysis</i> of function of body systems 	<ul style="list-style-type: none"> - <i>Appreciation</i> of body systems - <i>Responsibility</i> in use of information in relation to body systems
12.5 Biomechanics	12.5.1 Laws of Motion	12.5.1.1 Discuss the laws of motion in relation to sporting activities. 12.5.1.2 Apply the three laws of motion in sports activities 12.5.1.3 Calculate the acceleration of an athlete in a sprint race.	<ul style="list-style-type: none"> - 1st law of motion - 2nd law of motion - 3rd law of motion - Speed - Acceleration - Time - Distance - Projectile motion - Speed-time graph - Plotting 	<ul style="list-style-type: none"> - <i>Classification</i> of laws of motion - <i>Application</i> in calculating, and measuring laws of motion in sports 	<ul style="list-style-type: none"> - <i>Appreciation</i> of laws of motion - <i>Awareness</i> of the three laws of motion

GENERAL OUTCOME(S):

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

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values

12.6 Swimming	12.6.1 Swimming Competitions and water games	12.6.1.1 Demonstrate skills in organising swimming competitions	- Competition - Long course - Short course	- Creativity in demonstrating organisation skills - Analysis of competitions and games	- Sportsmanship through team spirit
		12.6.1.2 Organise various races in swimming	- Medley (Relay races)		
		12.6.1.3 State ways in which skills in swimming can be used to earn a living	- Open water (200 M – 8 Km) - Rules		

GENERAL OUTCOME(S):

- Acquire knowledge, skills, positive attitudes and values to maintain sports facilities
- Develop knowledge, skills, positive attitudes and values to design and develop sports equipment

Topic	Sub-Topic	Specific Outcomes	Content		
			Knowledge	Skills	Values
12.7 Organisation and Management of Games and Sports Events	12.7.1 Organising events	12.7.1.1 Organise games and sports events	<ul style="list-style-type: none"> - Facilities - Equipment - Maintenance - Design - Manage - Time management - Stakeholders - Mobilise - Organise - Resource - Fixtures - Log tables 	<ul style="list-style-type: none"> - Creativity in organising, management of sports events - Critical thinking in resource mobilisation for events 	<ul style="list-style-type: none"> - Responsibility and Cooperation through cooperative learning and team spirit
	12.7.2 Resource mobilisation	12.7.2.1 Organise material resources for games and sports competitions			
	12.7.3 Partnership	12.7.3.1 Mobilise stake holders in organising sports and games events			

SCOPE AND SEQUENCE CHART FOR GRADES 10- 12

GRADE	10	11	12
THEME/TOPIC			
Sports Skills Development	<ul style="list-style-type: none"> Refined ball games Modified sport (racquet and board games) Advanced strategies in sports activities) Mark sports playfields 	<ul style="list-style-type: none"> Coordinated motor skills in ball games Advanced track and field events Coaching Captaining Officiating 	<ul style="list-style-type: none"> Factors affecting participating in physical activities (gender, culture, age, religion) FIFA rules on games Advanced sports skills
Recreational Games and Activities	<ul style="list-style-type: none"> Importance of recreational games Advanced rhythmic patterns using equipment Advanced steps and patterns of aerobic dance 	<ul style="list-style-type: none"> Dances and games in sports Leadership Team building 	<ul style="list-style-type: none"> Aerobics in disseminating (HIV and AIDS, GBV, Drugs and substance abuse, Environment, Child rights)
Entrepreneurship	<ul style="list-style-type: none"> Portfolio Making (Sports activities in community) Simple sports equipment 	<ul style="list-style-type: none"> Project work (Marketing sports equipment, management, economic project) 	<ul style="list-style-type: none"> -
Gymnastics	<ul style="list-style-type: none"> Complex floor agilities (Handspring, Neck-spring, Tanks) Complex stunts (Double wheelbarrow, Centipede) 	<ul style="list-style-type: none"> Hand walk Hand stand Angels vault High dive Forward roll High dive through the hoop 	<ul style="list-style-type: none"> Organised gymnastic activities Gymnastics for economic value Marketing
Fitness Activities	<ul style="list-style-type: none"> Body building activities Refined Circuit training 	<ul style="list-style-type: none"> Design circuit training activities Fartlek ("speed play") activities Advanced endurance activities 	<ul style="list-style-type: none"> Body weight
Anatomy and Physiology	<ul style="list-style-type: none"> Body parts Skeletal system Muscular system Cartilage 	<ul style="list-style-type: none"> Structure and functions(circulatory and respiratory systems in sports activities) 	<ul style="list-style-type: none"> Digestion system, absorption and assimilation in relation to sports activities) Sense of organs, reflexes

		<ul style="list-style-type: none"> • Effects of exercises 	<ul style="list-style-type: none"> • Rations
Biomechanics	<ul style="list-style-type: none"> • Forces (Force, Friction, Displacement, Speed, Respiration, Measure) • Levers (1st, 2nd, 3rd) • Load, fulcrum and effort 	<ul style="list-style-type: none"> • Energy and movement (sources of energy during exercises) • Aerobic respiration • Anaerobic respiration • Muscle fatigue • Oxygen debt • Energy Adenosine Triphosphate (ATP) 	<ul style="list-style-type: none"> • Laws of motion in relation to sports activities (1st, 2nd & 3rd) • Speed • Acceleration • Projectile motion • Speed-time graph
Nutrition	<ul style="list-style-type: none"> • Nutritional requirements in relation to sport • Functions of water and fibre in body and sports 	<ul style="list-style-type: none"> • Nutrition for fitness and sports • Diet plans for sports persons • Body weight verses sports • Eating habits verses sports 	<ul style="list-style-type: none"> • Nutrition for fitness and sports • Diet plans for sports persons
First Aid	<ul style="list-style-type: none"> • Basic first aid techniques • Sprain • Fracture • Dislocation • Resuscitation • Menstrual cycle verses sports 	<ul style="list-style-type: none"> • Dressing wounds • Bruises • Poisoning Burns 	<ul style="list-style-type: none"> •
Facilities and equipment	<ul style="list-style-type: none"> • Simple sports equipment • Management and maintenance 	<ul style="list-style-type: none"> • - 	<ul style="list-style-type: none"> • -
Swimming	<ul style="list-style-type: none"> • Improved strokes • Competitive swimming • Advanced survival skills 	<ul style="list-style-type: none"> • Refined swimming styles • Advanced diving styles • Rescue operations • Diving positions (reverse, forward, inwards) Dolphin 	<ul style="list-style-type: none"> • Swimming competitions • Long course • Short course • Medley (relay races) • Open water swimming (200 – 8 KM)

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