

PHYSICAL EDUCATION AND SPORTS SYLLABUS

FOR ASSOCIATE NURSING PROGRAM

SENIOR 4 - 6

KIGALI, 2022

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FOREWORD

Rwanda Basic Education Board (REB) is honored to avail the Physical Education and Sports as one of the subjects of the Associate Nursing Program. This syllabus serves as an official guide to the teaching and learning of Physical Education and Sports subject in the Associate Nursing Program. The document ensures consistency and coherence in the delivery of quality education for the Associate Nurse that the country desire.

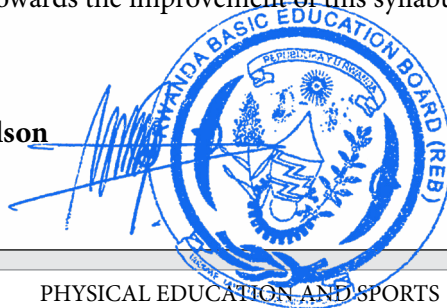
The Ministry of education through Rwanda Basic Education Board (REB) has undertaken the task to introduce the Associate Nursing Program in the second cycle of secondary education level. The underlying principle behind the introduction of this program is to ensure that the curriculum responds to the needs of the learners, the society, and the labor market.

Physical Education and Sports is one of the subjects of competence-based curriculum that emphasizes on equipping the learners with required knowledge, skills, and attitudes to produce well-trained learners for quality nursing care improvement. High Quality Health Care is an important component of Health and Well-being of the Rwanda Vision 2050, “The Rwanda We Want” that aims at transforming the country’s socioeconomic status. It is only the healthy people who can significantly play a major role in this socioeconomic transformation journey. PES as an integral part of the Associate Nursing Program provides vital opportunities for the physical, social, emotional and intellectual development of the Associate Nurse learner.

I wish to sincerely appreciate all the people who contributed to the development of this syllabus, particularly the Human Resources for Health Secretariat (HRHS), in partnership with REB who organized the process right from its inception. Any comments or contributions towards the improvement of this syllabus for the next edition are welcome.

Dr MBARUSHIMANA Nelson

Director General, REB



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I would also like to extend the same appreciation to the HRH Secretariat staff, the Rwanda Basic Education Board (REB) staff, University of Rwanda (UR), College of Medicine and Health Sciences, Kibogora Polytechnic (KP), King Faisal Hospital, Kigali University Teaching Hospital (CHUK), Nemba District Hospital, the National Council of Nurses and Midwives (NCNM), the Rwanda Nurses and Midwives Union (RNMU), Ruli Higher Institute of Health Sainte Rose de Lima (RHIH), PRC Tumba, and Ecole Secondaire Marie Adelaide who availed their staff at various stages of the development of this syllabus.

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Ms. Murungi Joan,

Head of Curriculum, Teaching and Learning Resources Department / REB

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1. GENERAL INTRODUCTION

1.1 Background to the introduction of the Associate Nursing Program in secondary schools

For a long time, nursing education around the World has taken different steps from the traditional apprenticeship, vocational, and hospital-based training model to a higher education academic model of teaching and learning (Gaberson & Oemann, 2010). This paradigm shift was driven by the increased demand of the professionalization of nursing, the changing illness patterns, and the expansion of the knowledge-based society requiring more improved and innovative education preparation of nursing professionals that is adapted to the context and specific health needs (Yam, 2004).

In Rwanda, the above-mentioned transformations in nursing education evolved overtime. Healthcare education in general started in 1933 with medical assistants “Assistants Médicaux” program, followed by the assistant midwives “Auxiliaires accoucheuses” in 1949 (Harelimana, et., 2015). From 1954 up to 1979, the A2 and A3 programs were established at secondary level. From 1979 to 2004, the program of nursing education was exclusively “A2” secondary level (Kabgayi School of Nursing and Midwifery, 2013). Nurses were mostly prepared for hospitals and health center-based health care provision, leaving out the community. This gap was later addressed by the introduction of the Community Health Workers (CHWs) in 1995 (MoH, 2012).

The Cabinet resolution of October 27th, 2004 phased out the A2 nursing program. A transition period was decided upon to move from nursing program A2 to Nursing Program A1 up to 2007. The purpose of this was to train nursing professionals at a tertiary level in order to produce highly-qualified professionals, thus improving quality health care service delivery. However, gaps in providing basic nursing care at different levels were continually observed.

Fourteen years later after the closure of A2 the nursing education program, the Government of Rwanda decided to introduce the Associate Nursing Program, as provided by Article 58 of the Rwandan Law Determining Organisation of Education No 10/2021 of 16/02/2021 (MoE, 2021).

Therefore, Associate Nursing Program is being introduced to provide the support needed in basic nursing care provision, with the capacity to progress in different advanced health care professions. This decision aims at meeting the current and contextual health

needs that present high demand at different levels of the healthcare system, particularly in the community. Therefore, nursing is based on science. The hard sciences like general chemistry, general biology (Biology, microbiology, human anatomy, physiology and nutrition), physics and mathematics are required by this Association Nursing Program as prerequisites for cornerstone preparing at earlier age of the future nurses.

1.2 Associate nurse leaver's profile

Upon completion of the Associate Nursing Program, the learner should have acquired knowledge, skills and attitudes to:

1. Provide support to individuals, families, groups, and communities when faced with unwelcome news and life changing diagnoses;
2. Provide health education within her/his scope of practice;
3. Demonstrate understanding of the determinants of health that affect individuals, families, groups, and communities;
4. Demonstrate understanding of basic common health conditions affecting individuals of all age groups and their basic nursing care;
5. Assess individuals, families, groups and community needs and provide basic nursing care using evidence-based practice;
6. Collaborate effectively with multidisciplinary team members, clients and stakeholders in the provision of basic nursing care;
7. Demonstrate values of responsibility, accountability, commitment and patriotism in serving the nation.
8. Ensure the privacy, dignity and safety of individuals is maintained at all times;
9. Provide support on basic care in reproductive, maternal, neonatal and child health
10. Explain scientific phenomena using correct scientific terminologies;
11. Demonstrate knowledge and skills required to progress to higher learning education;

12. Express themselves fluently, and with confidence, in speaking and writing using correct vocabulary and grammar appropriately;
13. Perform experiments using a range of scientific and medical tools and equipment and draw appropriate conclusions;
14. Demonstrate ability to manage data (collect, recording, processing, analysis, synthesis, and reporting) and take the appropriate decision.

2.TEACHING AND LEARNING PHYSICAL EDUCATION AND SPORTS

2.1.Rationale of teaching and learning Physical Education and Sports

Physical education and sports develops in young people an understanding of the positive impact and active life style will have on their lives. The developmentally appropriate Physical Education and Sports program also provides a unique learning environment where affective, psychomotor and cognitive skills can be developed. In addition, good health practices, sportsmanship, self-control, self-expression and opportunity for positive social interaction with peers are fostered. Physical Education and Sports also reinforces knowledge learned in/across the curriculum and serves as a laboratory for application of content for Anatomy, Physiology, Fundamental of Nursing (First aid), and Surgical Pathology (treatment of injuries)

Physical Education and Sports in Associate Nursing Program develops learner's 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.

2.1.1 Physical Education and Sports and society

People of all ages can benefit from physical activity. They can improve their health by engaging in a moderate amount of physical activity on a regular basis. 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.

2.1.2 Physical education and Sports and the Learner

Physical Education and Sports develops learner's 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.

2.2 Competence

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 year 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.

2.2.1 Generic competences

- **Critical and problem solving skills:**

The acquisition of such skills 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 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. 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 learner 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. 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 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.

2.2.2 Physical Education and Sports Broad competences

During the learning process, the learner should be able to:

- Develop the physical, social, emotional and intellectual aspects;
- Demonstrate personal competences in a variety of individual and collective sports;

- Perform 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; and
- Demonstrate fair play and competitive spirit.

2.2.3 Physical Education and Sports and developing competences

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.

2.3 PEDAGOGICAL APPROACHES

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

2.3.1 Role of the learner

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.

2.3.2 The role of the teacher

- 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 done 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 ensure 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 adopts safe practices and takes into consideration for the particular needs of each learner
- He/she has to evaluate and assess the progress of the learner
- The teacher has to ensure that the cross-cutting issues are addressed in teaching and learning process.

2.3.3 Physical education and learners with special needs education

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.

2.4 ASSESSMENT APPROACHES

Assessment is the process of evaluating the teaching and learning processes through collecting and interpreting evidence of individual learner's progress in learning and to make a judgment about a learner'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 the focus is on what learners are able to do rather than on their knowledge. Assessment will be organized in the following levels: School-based assessment, district-based assessment and national-based assessment.

2.4.1 Type of assessment

► **Formative and continuous assessment (Assessment for learning)**

Formative assessment helps to check the efficiency of the process of learning. It is done within the teaching/learning process. 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 lesson. Then, at the end of every unit, the teacher should ensure that all the learners have mastered the stated key unit competences basing on the criteria stated, before going to the next unit. The teacher will assess how well each learner masters both the subject and the generic competences described in the syllabus as well as the professional practices. From this, the teacher will gain a picture of the all-round progress of the learner. The teacher will use one or a combination of the following techniques: observation, pen and paper, and oral questioning.

► **Summative assessment**

When assessment is used to record a judgment of a competence development or performance of the learner, it serves a summative purpose. Summative assessment gives a picture of a learner's competence or progress at any specific moment. The main purpose of summative assessment is to evaluate whether competences have been achieved and to use the results for ranking or grading of learners, for deciding on progression, for selection into the next level of education and for certification. This assessment should have an integrative aspect whereby a learner must be able to show mastery of all competences. It can be internal School-based assessment. Summative assessment should take place once at the end of each term and once at the end of the year.

2.4.2 Record keeping

This means gathering facts and evidence from the assessment instruments and using them to judge the learner's performance by assigning an indicator against the set criteria or standard. The assessment procedures used shall generate data in the form of scores, which will carefully be recorded and stored in a portfolio. They will contribute to improve learning by remedial actions, for alternative instructional strategy and for the feedback to the learner and to the parents, to check the learning progress and to advice accordingly.

This portfolio is a folder (or a binder or even a digital collection) containing the learner's work as well as the learner's evaluation of the strengths and weaknesses of his/her work. Portfolios reflect not only work produced (such as papers and assignments), but is also a record of the activities undertaken over time as part of learner learning. Besides, it will serve as a verification tool for each learner that he/she attended the whole learning before he/she undergoes the summative assessment for the subject.

2.4.3 Item writing in summative assessment

Before developing a question paper, a plan or specification of what is to be tested or examined must be elaborated to show the units or topics to be tested on, the number of questions in each level of revised Bloom's taxonomy and the marks allocation for each question. In a competence-based curriculum, questions from higher levels of Bloom's taxonomy should be given more weight than those from knowledge and comprehension level.

Before developing a question paper, the item writer must ensure that the test or examination questions are tailored towards competence based assessment by doing the following:

- Identify topic areas to be tested on from the subject syllabus.
- Outline subject-matter content to be considered as the basis for the test.
- Identify learning outcomes to be measured by the test.
- Prepare a table of specifications.
- Ensure that the verbs used in the formulation of questions do not require memorization or recall answers only but also testing broad, subject and generic competences as stated in the syllabus.

2.4.4 Physical Education and Sports equipment and materials required for practical assessment

Assessment of Physical Education and Sports competences will require different types of equipment and materials to ensure the development of the ability of learner. The playgrounds, balls and athletics equipment will be the main equipment used to test

Physical Education and Sports skills during practical assessment.

2.5 Reporting to parents

The wider range of learning in the new curriculum means that it is necessary to think again about how to share learners' progress with parents. A single mark is not sufficient to convey the different expectations of learning which are in the learning objectives. The most helpful reporting is to share what learners are doing well and where they need to improve.

2.6 RESOURCES

2.6.1 Materials

Gymnastics lesson

- Selection of music, Tape recorder; Hoops, plastic cones, multi markers or space markers;
- Gymnastics mats (A mat should be available for every two to four learners where possible);
- Portable fixed climbing frame with attachment;
- Balanced benches; Bar box or movement table.

Outdoor and indoor individual/collective activities lesson

- Balls, playground, nets, movable goals, posts, whistle; stopwatch; watch; cones; chasubles; rope, trees, baton; decameter; starting block; shot put, discus, javelin; nets, goal posts, volleyball antenna.
- Within the school it may be possible to construct adventure trails using benches, mats, climbing-frames, etc
- Teachers should encourage learners to fabricate their own traditional materials like karere (ball made locally), akamari, umugozi, agatambaro, etc...

Note that in schools with limited facilities where schools have specific problems related to a lack of indoor and outdoor space, consideration might be given to:

- Use of the classrooms, corridors and school grounds for orienteering exercise;
- The revision of markings on the playground for athletic activities and small-sided games;
- The use of local facilities, e.g. community centres, parish halls, youth clubs, etc...;
- Co-operation with other primary or secondary level schools in sharing facilities;
- Allocating more time to Physical Education and Sports activities in good weather;
- Visiting an outdoor education centre providing facilities for many worthwhile activities.

2.6.2 Human Resource

The teacher must be qualified in Physical Education and Sports subject and has considerable baggage in other linked subjects like psychology and biology especially in Human anatomy where a strong point of observation and movement analysis is required. The teacher has to be aware of interpreting the correct and wrong movement done by learners and how to make correction.

Skills required for the Teacher of Physical Education and Sports

In a special way, the teacher of Physical Education and Sports in Associate Nursing Program should have a firm understanding of physical education and sports concepts and pedagogical content of teaching Physical Education and Sports at secondary level. He/she should be qualified in Physical Education and Sports and have a firm ethical conduct. The teacher should possess the qualities of a good facilitator, organizer, problem solver, listener and adviser. He/she is required to have basic skills and competence of guidance and counselling.

3.SYLLABUS UNITS DEVELOPMENT

3.1 Presentation of the structure of the Physical Education and Sports syllabus Units

Physical Education and Sports is taught in upper secondary school for Associate Nursing Program. Physical Education and Sports is structured in Topic areas. Topic areas are themselves broken down into Sub-Topic areas while each of these is made up of Units. Units are characterized by the following features:

1. Each Unit shows the number of corresponding periods in it.
2. Each Unit has a key unit competence that is based on the Physical Education and Sports Subject Overview and which is accomplished through all teaching and learning activities undertaken by both the teacher and the learners. At the heart of a competence-based curriculum is the objective of ensuring learners reaches a competence level in their learning across the whole curriculum. Hence each unit is written in such a way that it develops a subject competence, referred to as the key unit competence.
3. Each Unit's key competence is broken down into the following three types of learning objective:
 - a) **Type I:** Learning objectives related to Knowledge and Understanding (these objectives are also known as Lower Order Thinking Skills or LOTS) –and are considered to be prerequisites to the following two types of learning objectives that are the ones targeted by the revised curriculum.
 - b) **Type II and Type III:** Learning objectives relating to Skills as well as Attitudes and Values. These learning objectives are also known as Higher Order Thinking Skills or HOTS and are the ones targeted in the revised curriculum.
4. Each Unit has a detailed content.
5. Each Unit is provided with learning activities that are expected to engage learners in an interactive learner centered participatory approach.
6. Finally, each Unit shows its links to other subjects, its assessment criteria and the materials (or resources) that are needed during the teaching-and-learning process.

The Physical Education and Sports syllabus has 2 topics areas. In S4, there are 3 sub-topic areas and 8 Units. In S5, there are 2 sub-topic areas and 6 Units. In S6, there are 2 sub-topic areas and 6 units.

ITEMS		S4	S5	S6
Topics	areas	2	2	2
Sub-topic	areas	3	2	2
Units		10	8	8

3.2 Physical Education and Sports Syllabus for Senior four

3.2.1 Key Competences at the end of Senior four

- Perform Basic motor control and movement Exercises;
- Perform basic gymnastics exercises;
- Perform running exercises in athletics;
- Perform basic techniques of playing football;
- Perform basic techniques of playing volleyball;
- Perform basic techniques of playing basketball;
- Perform basic techniques of playing handball;
- Perform basic techniques of playing Netball
- Perform basic techniques of playing goal ball;
- Perform basic techniques of playing sitting volleyball.

3.2.2 Table Units for Senior Four

TOPIC AREA: SPORTS			SUB TOPIC: INDIVIDUAL SPORTS	
S.4 PHYSICAL EDUCATION AND SPORT			UNIT 1: BASIC MOTOR CONTROL AND MOVEMENT	
			NO. OF PERIODS: 4	
Key Unit competence: Perform basic motor control and movement exercises.				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> Identify Basic motor control and movement Exercises Explain different Basic motor control and movement Exercises and their importance to health 	<ul style="list-style-type: none"> Demonstrate Basic motor control and movement Exercises. Execute Basic motor control and movement Exercises. 	<p>Recognize the importance of Basic motor control and movement Exercises to health</p> <p>Show self-confidence and self-control while performing exercises.</p> <p>Recognize the importance of Basic motor control and movement Exercises to health</p>	<ul style="list-style-type: none"> Functional activation exercises, Flexibility exercises, Muscular development exercises, Endurance exercises, Balance exercises, Relaxation exercises, Speed exercises) Physical exercises and health 	<ul style="list-style-type: none"> In group, brainstorm different Basic motor control and movement Exercises and their importance to health Individually, perform different outdoor activities and games that help learners to experience Basic motor control and movement Exercises.
Link to other Subjects: <i>Anatomy, Physiology, Fundamental of nursing, Surgical pathology, Physics and English</i>				
Assessment criteria: <i>Learners are able to perform basic motor control and movement exercises</i>				
Materials: <i>Playground, whistle, stop watch, ropes, cones.</i>				

TOPIC AREA: SPORTS

SUB TOPIC: INDIVIDUAL SPORTS

S.4 PHYSICAL EDUCATION AND SPORTS

UNIT 2: GYMNASTICS

NO. OF PERIODS: 3

Key Unit competence: Perform basic gymnastics exercises

Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> Distinguish between ground gymnastic and apparatus gymnastic exercises. Explain the role of gymnastics exercises in everyday life 	<ul style="list-style-type: none"> Perform various gymnastics exercises. Control body parts when doing gymnastics exercises. React to different signals and orders. 	<p>Show self-confidence and self-control while performing gymnastics exercises.</p> <p>Recognize different steps of performing gymnastics exercises</p> <p>Recognize the importance of Gymnastics exercises to health</p> <p>Develop competitive spirit</p>	<p>Ground gymnastics exercises. (Push-ups, Sit ups, rolling forward and backward from different direction, Handstands, Handstand and forward roll, Headstands, Cartwheel, Hand spring, Head Spring, Round off)</p> <p>Apparatus gymnastics exercises. (Plinth exercises, Parallel and high bar exercises).</p>	<ul style="list-style-type: none"> In group, brainstorm different Gymnastics exercises and their importance to health Individually, perform ground gymnastics exercises on the playground. Individually, perform different apparatus gymnastics exercises

Link to other Subjects: *Link to other Subjects: Anatomy, Physiology, Fundamental of nursing, Surgical pathology, Physics and English*

Assessment criteria: *Learners are able to perform basic gymnastics exercises on ground and with apparatus*

Materials: *Playground, parallel and fixed bars, plinths, whistle, gymnasium, mats, mattress.*

TOPIC AREA: SPORTS**S.4 PHYSICAL EDUCATION AND SPORTS****UNIT 3: ATHLETICS****SUB TOPIC: INDIVIDUAL SPORTS****NO. OF PERIODS: 4****Key Unit competence:** Perform running exercises in athletics

Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> State different types of running exercises in athletics Differentiate sprint and endurance exercises Explain the importance of athletic exercises to health 	Perform different running exercises.	Recognize techniques of performing racing exercises. Show self-discipline and self-control Develop competitive spirit. Recognize the importance of Athletic exercises to health	<ul style="list-style-type: none"> Sprint races (running 100m, 200m, 400m and relays according to the athletics rules) Sprint hurdles Resistance races (800m, 1500m and 3000m) Endurance races (5000m, 10000m, cross country, half marathon and full marathon.)	<ul style="list-style-type: none"> In group, brainstorm different Athletic exercises and their importance to health Individually, perform sprint races on the athletics track. Individually, run and transmit baton in relay exercises (4x100m and 4x400m). Individually, perform sprint hurdles exercises on the athletics track Individually, perform resistance races on the athletics track Individually, perform endurance races on the road or hills

Link to other Subjects: *Link to other Subjects: Anatomy, Physiology, Fundamental of nursing, Surgical pathology, Physics and English*

Assessment criteria: *Learners are able to perform sprint races, resistance and endurance races in athletics.*

Materials: *Playground, stopwatch, whistle, baton, decametre, starting block.*

TOPIC AREA: SPORTS**SUB TOPIC: COLLECTIVE AND INCLUSIVE SPORTS****S.4 PHYSICAL EDUCATION AND SPORTS****UNIT 4: FOOTBALL****NO. OF PERIODS: 5****Key Unit competence:** Perform basic techniques of playing football

Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> State different basic techniques of football. Distinguish different basic techniques of playing football. 	<ul style="list-style-type: none"> Control the ball with different parts of the body. Dribble the ball with different parts of the body. Pass and receive the ball Shooting Goalkeeping 	<p>Recognize techniques of playing football</p> <p>Show self-discipline and self-control</p> <p>Develop Unity, competitive and team spirit.</p>	<p>Basic techniques of playing football:</p> <ul style="list-style-type: none"> Controlling the ball with different parts of the body. Running with the ball Passing the ball Shooting Goalkeeping 	<ul style="list-style-type: none"> Individually/pairs perform exercises of controlling the ball with foot, thigh, chest, and head. Individually perform exercises of dribbling the ball with different parts of the foot. Individually/in groups perform exercises of passing the ball: direct pass, push pass, long pass, backward pass, wall pass. Individually, execute exercises of shooting: instep drive shots swerve(Curl) shots, chip shots, toe pint, volley shots, Individually/pairs, perform exercises of goalkeeping

Link to other Subjects: *Anatomy, Physiology, Mathematics, Physics and English.***Assessment criteria:** *Learners are able to control, dribble, pass, receive and shoot the ball and perform goalkeeping***Materials:** *Balls, playground, whistle, stopwatch, cones, chasubles.*

TOPIC AREA: SPORTS**SUB TOPIC: COLLECTIVE AND INCLUSIVE SPORTS****S.4 PHYSICAL EDUCATION AND SPORTS****UNIT 5: VOLLEYBALL.****NO. OF PERIODS: 3****Key Unit competence:** Perform basic techniques of playing volleyball.

Learning objectives			Content	Learning Activities
Knowledge and Understanding	Skills	Attitudes and Values		
<ul style="list-style-type: none"> State different basic techniques of volleyball. Distinguish different basic techniques of playing volleyball 	<ul style="list-style-type: none"> Serve the ball Pass the ball Set the ball Execute an attack Block the ball Dig the ball 	<p>Recognize techniques of playing volleyball</p> <p>Show self-discipline and self-control</p> <p>Develop unity, competitive and team spirit.</p>	<p>Basic techniques applied in volleyball (Serving, Passing, Setting, Blocking and Digging)</p>	<p>Individually perform exercises of serving: (underhand serve; jump serve; floater serve, Perform of passing, overhead pass, underarm pass (bump).</p> <p>Individually execute different exercises of setting; hand (or overhand) setting, bump (or underhand) setting. Perform different types of attack:</p> <p>Back row attack hit, open hand tip, standing spike, off speed spike.</p> <ul style="list-style-type: none"> Individually/in groups execute different exercises of blocking by using One on one block, swing, triple block Individually/ in groups execute different types of digging: traditional volleyball dig, dive or rolling, overhand dig.

Link to other Subjects: *Anatomy, Physiology, Mathematics, Physics and English.***Assessment criteria:** *Learners are able to perform techniques of serving, passing, setting, attacking (spike), blocking and digging in volleyball.***Resources:** *Balls, playground, whistle, stopwatch, cones, chasubles, rope, trees.*

TOPIC AREA: SPORTS**SUB TOPIC: COLLECTIVE AND INCLUSIVE SPORTS****S.4 PHYSICAL EDUCATION AND SPORTS****UNIT 6: BASKETBALL****No. of periods: 4****Key Unit competence:** Perform basic basketball techniques.

Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> Identify different basic techniques of playing basketball Explain different types of pass, dribble and shoot in Basketball 	<ul style="list-style-type: none"> Perform different types of passes, dribbles and shots in Basketball Execute layup exercises. 	<ul style="list-style-type: none"> Recognize techniques of playing basketball Show self-discipline and self-control Develop unity, competitive and team spirit. 	Basic basketball techniques (Passing the ball, receiving the ball, dribbling the ball, shooting, Lay up)	<ul style="list-style-type: none"> Individually/ in groups perform exercises of passing (Chest pass, Bounce pass, and Overhead pass.) Individually perform exercises of dribbling (Pull back dribble, front crossover, behind dribble, between the legs crossover dribble, behind the back crossover, spin dribble, inside outside dribble, crab dribble, Individually execute different exercises of shooting (set shot and jump shot). Individually perform different footwork and handwork exercises of layup (left and right lay ups).

Link to other Subjects: *Anatomy, Physiology, Mathematics, Physics and English.***Assessment criteria:** *Learners are able to perform techniques of passing and receiving, shooting, dribbling and lay up in basketball.***Materials:** *Balls, playground, whistle, stopwatch, cones, chasubles, rim, posts.*

TOPIC AREA: SPORTS**SUB TOPIC: COLLECTIVE AND INCLUSIVE SPORTS****S.4 PHYSICAL EDUCATION AND SPORTS****UNIT 7: HANDBALL****NO. OF PERIODS:4****Key Unit competence:** Perform basic handball techniques.

Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> Identify basic handball techniques. Explain basic techniques of handball. 	<ul style="list-style-type: none"> Perform different types of passes and shots. Execute goalkeeping and dribble exercises. 	<ul style="list-style-type: none"> Recognize techniques of playing handball Show self-discipline and self-control Develop unity, competitive and team spirit. 	<ul style="list-style-type: none"> Basic techniques of playing handball <ul style="list-style-type: none"> Passing the ball Dribbling Shooting Goalkeeping 	<ul style="list-style-type: none"> In groups, perform exercises of passing the ball. Individually, perform exercises of dribbling Individually, do exercises of shooting on the goal Perform goalkeeping exercises

Link to other Subjects: *Anatomy, Physiology, Mathematics, Physics and English.***Assessment criteria:** *Learners are able to perform techniques of passing, dribbling, shooting/throwing and goalkeeping in handball.***Materials:** *Balls, playground, whistle, stopwatch, cones, chasubles.*

TOPIC AREA: SPORTS

SUB TOPIC: COLLECTIVE AND INCLUSIVE SPORTS

S.4 PHYSICAL EDUCATION AND SPORTS UNIT 8: NETBALL

NO. OF PERIODS: 3

Key Unit competence: Perform basic netball techniques

Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> Identify basic netball techniques. Explain basic techniques of netball. 	<ul style="list-style-type: none"> Perform passing and reception of the ball in Netball Execute landing and shooting in Netball 	<ul style="list-style-type: none"> Recognize techniques of playing netball Show self-discipline and self-control Develop unity, competitive and team spirit. 	<ul style="list-style-type: none"> Basic techniques of netball Passing and reception the ball, landing and shooting 	<ul style="list-style-type: none"> Individual perform passing exercises (Shoulder pass, chest pass, bounce pass and lob pass) Individually perform exercises of one foot and two-foot land. Individually perform exercises of shooting (jump taps and pair feed)

Link to other Subjects: *Anatomy, Physiology, Mathematics, Physics and English.*

Assessment criteria: *Learners are able to perform basic netball techniques of passing, shooting and landing*

Materials: *Balls, playground, whistle, stopwatch, cones, chasubles, rim*

Key Unit competence: Perform different basic techniques of playing goal ball.

Learning outcomes			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> Identify different types of goal ball techniques Describe how goal ball can be played in a safe, varied, effective, and enjoyable way. 	<ul style="list-style-type: none"> Apply goal ball techniques to improve performance. Create and combine defensive and offensive techniques. . 	<ul style="list-style-type: none"> Recognize techniques of playing goalball Show self-discipline and self-control Develop unity, competitive and team spirit. 	<p>Basic techniques of playing goal ball:</p> <ul style="list-style-type: none"> Defensive techniques <p>Positions, blocks, lay-outs, ball repossessions, movements and defending penalties.</p> <ul style="list-style-type: none"> Offensive techniques <p>The ball throws into the goal, passes and possessions, movements across the court and penalty throws.</p>	<ul style="list-style-type: none"> Perform exercises of defensive techniques through the game Perform the exercises of offensive techniques through the game

Link to other Subjects: *Anatomy, Physiology, Mathematics, Physics and English.*

Assessment criteria: *Learners are able to perform defensive and offensive basic techniques in goal ball.*

Materials: *Balls, playground, whistle, stopwatch, cones, chasubles, rim*

TOPIC AREA: SPORTS**SUB TOPIC: COLLECTIVE AND INCLUSIVE SPORTS****S.4 PHYSICAL EDUCATION AND SPORTS UNIT 10: SITTING VOLLEYBALL NO. OF PERIODS: 3****Key Unit competence:** Perform basic techniques of playing sitting volleyball

Learning outcomes			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> • State different basic techniques of sitting volleyball. • Distinguish different basic techniques of playing sitting volleyball. 	<ul style="list-style-type: none"> • Serve the ball • Pass the ball • Set the ball • Smash • Block the ball 	<ul style="list-style-type: none"> • Recognize techniques of playing sitting volleyball • Show self-discipline and self-control • Develop unity, competitive and team spirit. 	Basic sitting volleyball techniques: <ul style="list-style-type: none"> • Serving • Passing • Setting • Smashing (spike or hit) • Blocking 	<ul style="list-style-type: none"> • Individually perform serving exercises: underhand serve, overhead serve • Individually perform exercises of passing the ball: overhead pass, underarm pass (bump). • Through the game execute exercises of setting the ball : hand (or overhand) setting and bump (or underhand) setting. • Perform different types of attack: back row attack hit, open hand tip through the game. • Execute different exercises of blocking: One on one block, swing and triple block individually and in the group.

Link to other Subjects: *Anatomy, Physiology, Mathematics, Physics and English.***Assessment criteria:** *Learners are able to perform basic sitting volleyball techniques of serving, passing, setting, smashing and blocking***Materials:** *Balls, playground, whistle, stopwatch, cones, chasubles, rope, trees.*

3.3 Physical Education and Sports for Senior five

3.3.1 Key Competences for Senior five

- Perform jumping exercises in athletics;
- Perform Various individual skills and team tactics needed to play effective football;
- Perform basic volleyball techniques and tactics;
- Perform basic Basketball tactics;
- Perform basic Handball tactics;
- Perform basic Netball tactics
- Perform different goal ball tactics;
- Perform sitting volleyball tactics in game situations.

3.3.2 Unit table for Senior five

TOPIC AREA: SPORTS			SUB TOPIC: INDIVIDUAL SPORTS	
S.5 PHYSICAL EDUCATION AND SPORTS			UNIT 1: ATHLETICS	
			No. of periods: 5	
Key Unit competence: Perform jumping exercises in athletics				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> State types of jumping in athletics Differentiate types of jumping 	<ul style="list-style-type: none"> Execute long jump Execute triple jump Execute high jump 	<p>Recognize steps of performing jumping exercises.</p> <p>Show self-discipline and self-control.</p> <p>Develop unity, competitive and team spirit</p>	<ul style="list-style-type: none"> Long jump exercises, Triple jump exercises High jump exercises 	<ul style="list-style-type: none"> Individual perform long jump exercises (approach, take off, flight, landing) Individually perform triple jump exercises [Approach, Take off, Three phases (hop, step and jump), Landing] Individually perform high jump exercises
Link to other Subjects: <i>Anatomy, Physiology, Physics and English</i>				
Assessment criteria: <i>Learners are able to perform long jump, triple and high jump in athletics.</i>				
Materials: <i>Playground, stopwatch, whistle, baton, decametre, starting block, track and field area.</i>				

TOPIC AREA: SPORTS**SUB TOPIC: COLLECTIVE AND INCLUSIVE SPORTS****S.5 PHYSICAL EDUCATION AND SPORTS UNIT 2: FOOTBALL NO. OF PERIODS: 5****Key Unit competence:** Perform Various individual skills and team tactics needed to play effective football

Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> Explain offensive and defensive tactics in football Identify different playing positions in football. 	<ul style="list-style-type: none"> Demonstrate tactics in in situations game. Take positions on the field of play. Play a short football match to apply different techniques and tactics 	<p>Recognize techniques and tactics of playing football.</p> <p>Show self-discipline, fair play and self-control.</p> <p>Develop unity, competitive and team spirit.</p>	<ul style="list-style-type: none"> Football playing positions General offensive and defensive tactics 	<ul style="list-style-type: none"> Take different playing positions on football field Perform the exercises of offensive tactics on football field Execute different offensive tactics in set pieces on the ground. Perform exercises of defensive tactics with depth consideration on the ground. Apply different defensive tactics at set pieces on the ground and in the game situation. Play a game for short time to apply the learnt techniques and tactics.

Link to other Subjects: *Anatomy, Physiology, Physics and English***Assessment criteria:** *Learners are able to perform various individual skills and team tactics needed to play effective football.***Materials:** *Balls, playground, whistle, stopwatch, cones, chasubles.*

Key Unit competence: Perform basic volleyball tactics

Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> State basic volleyball tactics Distinguish basic tactics while playing volleyball 	Apply different tactics used in volleyball during the situation game	Recognize techniques and tactics of playing volleyball. Show self-discipline, fair play and self-control. Develop unity, competitive and team spirit.	<p>Offensive tactics (Attacking position of players, Tactics of serving the ball, Tactics of setting, Tactics of spiking)</p> <p>Defensive tactics (Defensive positioning of players, Tactics of receiving the ball, Tactics of digging, Tactics of blocking)</p>	<ul style="list-style-type: none"> Individually take the right position during attack on the court. Individual/ in groups perform different tactics of serving the ball In team, execute different tactics of setting and spiking in the game. Individually take the right position during defence on the court. Perform different tactics in the game situation (receiving the ball , digging, blocking)

Link to other Subjects: *Anatomy, Physiology, Physics and English*

Assessment criteria: *Learners are able to perform tactics of serving, passing, setting, spiking, blocking and digging in volleyball.*

Resources: *Balls, playground, whistle, stopwatch, cones, chasubles, rope, trees*

TOPIC AREA: SPORTS**SUB TOPIC: COLLECTIVE AND INCLUSIVE SPORTS****S.5 PHYSICAL EDUCATION AND SPORTS****UNIT 4: BASKETBALL****NO. OF PERIODS: 4****Key Unit competence:** Perform basic basketball tactics.

Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> Identify basic basketball tactics Explain offensive and defensive tactics in basketball 	<ul style="list-style-type: none"> Develop offensive tactics in basketball Perform defensive tactics in 	<p>Recognize techniques and tactics of playing Basketball.</p> <p>Show self-discipline, fair play and self-control.</p> <p>Develop unity, competitive and team spirit.</p>	<p>Offensive tactics:</p> <ul style="list-style-type: none"> Players and offensive tactics, Counter attack, Motion offense, Spread offense and set offense) <p>Defensive tactics:</p> <ul style="list-style-type: none"> Man to man defense, Defending the opponent with the ball, Defending the opponent without the ball, Zone defense (half court and full court pressing in the game situation) 	Individually/in teams, perform exercises of offending and defensive tactics on the court

Link to other Subjects: *Anatomy, Physiology, Physics and English***Assessment criteria:** *Learners are able to perform offensive and defensive tactics of basketball***Materials:** *Balls, playground, whistle, stopwatch, cones, chasubles, rim, posts.*

TOPIC AREA: SPORTS

SUB TOPIC: COLLECTIVE AND INCLUSIVE SPORTS

S.5 PHYSICAL EDUCATION AND SPORTS UNIT 5: HANDBALL

NO. OF PERIODS: 4

Key Unit competence: Perform different tactics needed to play handball.

Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> • Give handball playing positions in field of play. • Explain how to use waves in handball 	<ul style="list-style-type: none"> • Perform attack waves in handball. • Combine offensive and defensive tactics in game situation. 	<p>Recognize techniques and tactics of playing handball.</p> <p>Show self-discipline, fair play and self-control.</p> <p>Develop unity, competitive and team spirit.</p>	<p>Offensive positions (Left and right winger men, Left and right backcourt, Pivot, Center backcourt, Goalkeeper.</p> <p>Defending positions (Far left and far right, half left and right, Back center right and back center left, Front center, Goalkeeper</p>	<p>Take different handball playing positions in the field of play (Defending positions, Offensive positions)</p> <p>Perform exercises</p> <ul style="list-style-type: none"> • Perform exercises on three attack waves (First wave, Second wave, Third wave) • Perform flat and offensive defense • Game situation to apply the learnt techniques and tactics.

Link to other Subjects: *Anatomy, Physiology, Physics and English*

Assessment criteria: *Learner are able to perform various tactics of handball in game situations*

Materials: *Balls, playground, whistle, stopwatch, cones, chasubles.*

S.5 PHYSICAL EDUCATION AND SPORTS UNIT 6: NETBALL

NO. OF PERIODS: 4

Key Unit competence: Perform basic netball tactics

Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> Identify tactics used when playing netball Explain the importance of netball tactics in game 	Develop offensive and defensive netball tactics	<ul style="list-style-type: none"> Recognize techniques and tactics of playing netball. Show self-discipline, fair play and self-control. Develop unity, competitive and team spirit. 	<p>Netball tactics (Players’s position and their roles in attac and defence, Dodge, Fake, Pressing, One-on one defense)</p>	Perform tactical exercises of defensive player, goal keeper, goal defense, mid court play, wing defense, center play, shooting play, goal attacking play, goal shooting play, dodging, faking, pressing an opponent, one on one defense through the game situation.

Link to other Subjects: *Anatomy, Physiology, Physics and English*

Assessment criteria: *Learners are able to perform netball tactics in attack and defense*

Materials: *Balls, playground, whistle, stopwatch, cones, chasubles, rim*

TOPIC AREA: SPORTS

SUB TOPIC: COLLECTIVE AND INCLUSIVE SPORTS

S.5 PHYSICAL EDUCATION AND SPORTS UNIT 7: GOALBALL

NO. OF PERIODS: 4

Key Unit competence: Perform different goalball tactics

Learning outcomes			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> Identify different goal ball tactics Describe how goal ball can be played tactically in a safe, varied, effective, and enjoyable way. 	<ul style="list-style-type: none"> Apply goal ball tactics in handling and throwing the ball Develop tactics in goal ball defense 	<ul style="list-style-type: none"> Recognize techniques and tactics of playing goalball. Show self-discipline, fair play and self-control. Develop unity, competitive and team spirit. 	<p>Offensive tactics: (Individual actions, Team actions)</p> <p>Defensive tactics: (Individual actions, Team actions)</p> <p>Goal ball game</p>	<ul style="list-style-type: none"> Individually, perform tactical exercises of handling and throwing the ball in different positions: Individually throw the ball hard and fast, soft and slow Individually, perform tactical exercises of blocking and catching the ball in lying, knees, crouching and diving position

Link to other Subjects: *Anatomy, Physiology, Physics and English*

Assessment criteria: *learner is able to perform defensive and offensive basic techniques in goal ball.*

Materials: *Balls, playground, whistle, stopwatch, cones, chasubles.*

TOPIC AREA: SPORTS

SUB TOPIC: COLLECTIVE AND INCLUSIVE SPORTS

S.5 PHYSICAL EDUCATION AND SPORTS UNIT 8: SITTING VOLLEYBALL.

No. of periods: 5

Key Unit competence: Perform sitting volleyball tactics in game situations

Learning outcomes			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> • State different basic sitting volleyball tactics • Distinguish different basic tactics while playing sitting volleyball 	<ul style="list-style-type: none"> • Serve the ball with tactics • Pass the ball with tactics • Set the ball with tactics • spike the ball with tactics • Block the ball with tactics • Dig with tactics 	<ul style="list-style-type: none"> • Recognize techniques and tactics of playing sitting volleyball. • Show self-discipline, fair play and self-control. • Develop unity, competitive and team spirit. 	<p>Offensive and defensive tactics in sitting volleyball</p> <ul style="list-style-type: none"> • Offensive tactics: (Attacking position of players, Tactics of serving the ball, Tactics of setting, Tactics of spiking) • Defensive tactics: (Defensive positioning of players, Tactics of receiving the ball, Tactics of digging, Tactics of blocking) 	<ul style="list-style-type: none"> • Perform exercises of positioning in attack: Offensive alignment with no blocker, with one blocker, with two or three blockers • Execute different tactics of blocking: One on one block, swing and triple block

Link to other Subjects: *Anatomy, Physiology, Physics and English*

Assessment criteria: *Learners are able to perform tactics of serving, passing, setting, spiking, blocking and digging the ball in sitting volleyball game situations*

Materials: *Balls, playground, whistle, stopwatch, cones, chasubles, rope, trees.*

3.4 Physical Education and Sports syllabus units for Senior Six

3.4.1 Key competences at the end of Senior Six

- Perform throwing exercises in athletics;
- Perform Football techniques and tactics in the game situation adhering to rules;
- Perform Volleyball techniques and tactics in the game situation adhering to the rules;
- Perform Basketball techniques and tactics in the game situation adhering to the rules;
- Perform Handball techniques and tactics in the game situation adhering to rules;
- Perform Netball techniques and tactics in the game situation adhering to rules;
- Perform Goalball techniques and tactics in the game situation adhering to rules;
- Perform Sitting volleyball techniques and tactics in the game situation adhering to rules;

3.4.2 Unit table for Senior Six

TOPIC AREA: SPORTS		SUB TOPIC: COLLECTIVE AND INCLUSIVE SPORTS		
S.6 PHYSICAL EDUCATION AND SPORTS		UNIT 1: ATHLETICS		No. of periods: 5
Key Unit competence: Perform throwing exercises in athletics.				
Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> State types of Athletic throws in athletics Explain different techniques of Athletics throws 	Perform Athletic throws exercises	Recognize steps of different throws. Show self-confidence and self-control Develop competitive and team spirit.	<ul style="list-style-type: none"> Javelin throw, Discus throw, Shot put throw, Hammer throw, 	<ul style="list-style-type: none"> Individually be familiarized with the engines used in Athletic throws. Individually perform different techniques athletic throws in a competition
Link to other Subjects: <i>Anatomy, Physiology, Physics and English</i>				
Assessment criteria: <i>Learners are able to perform javelin, discus, short put and hammer throw exercises in athletics</i>				
Resources: <i>Playground, stopwatch, whistle, baton, decameter, javelin, discus, short put and hammer</i>				

TOPIC AREA: SPORTS**SUB TOPIC: COLLECTIVE AND INCLUSIVE SPORTS****S.6 PHYSICAL EDUCATION AND SPORTS UNIT 2: FOOTBALL****NO. OF PERIODS: 5****Key Unit competence:** Perform football techniques and tactics in the game situation adhering to rules

Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
Explain elements of football rules Distinguish football techniques and tactics	Apply techniques and tactics to improve his performance in football Create individual tactic and technical gestures during football game situation Interpret football rules	<ul style="list-style-type: none"> Recognize techniques and tactics of playing football and application of rules of the game. Show fair play and respect of Laws of the game. Develop unity, competitive and team spirit. 	Offensive and defensive tactics <ul style="list-style-type: none"> Attacking with the ball Attacking without the ball Defending with the ball Defending without the ball Laws of the game	Individual/ groups perform the Offensive and defensive tactics Individually/in groups perform tackling, defending a free kick and corner kick In groups discuss on Laws of the game and apply them in the game situation:

Link to other Subjects: *Anatomy, Physiology, Physics and English***Assessment criteria:** *Learners are able to perform offensive and defensive football techniques and tactics in the game situation adhering to rules***Resources:** *Balls, playground, whistle, stopwatch, cones, chasubles.*

TOPIC AREA: SPORTS**SUB TOPIC: COLLECTIVE AND INCLUSIVE SPORTS****S.6 PHYSICAL EDUCATION AND SPORTS****UNIT 3: VOLLEYBALL.****NO. OF PERIODS: 5****Key Unit competence: Perform volleyball techniques and tactics in the game situation adhering to the rules**

Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> • Distinguish volleyball techniques and tactics • Explain elements of volleyball rules 	<ul style="list-style-type: none"> • Apply techniques and tactics to improve performance • Create individual tactic and technical gestures in volleyball game situation • Interpret volleyball rules 	<ul style="list-style-type: none"> • Recognize techniques and tactics of playing volleyball. • Show fair play and respect of Rules of the game. • Develop unity, competitive and team spirit. 	<ul style="list-style-type: none"> • Recall on basic techniques and tactics applied in Volleyball game • Rules of the game of Volleyball 	<ul style="list-style-type: none"> • Individually/in groups use basic techniques and tactics learnt in the game situation • In groups discuss on rules of the game of Volleyball and apply them in the game situation

Link to other Subjects: *Anatomy, Physiology, Physics and English***Assessment criteria:** *Learners are able to perform offensive and defensive volleyball techniques and tactics in the game situation adhering to rules***Materials:** *Balls, playground, whistle, stopwatch, cones, chasubles.*

TOPIC AREA: SPORTS**SUB TOPIC: COLLECTIVE AND INCLUSIVE SPORTS****S.6 PHYSICAL EDUCATION AND SPORTS****UNIT 4: BASKETBALL****NO. OF PERIODS: 5****Key Unit competence:** Perform basketball techniques and tactics in the game situation adhering to the rules

Learning objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> Distinguish Basketball techniques and tactics Explain the elements of rules of the game of Basketball 	<p>Apply techniques and tactics to improve performance in Basketball</p> <p>Create individual tactic and technical gestures in Basketball game situation</p> <p>Interpret Basketball rules</p>	<p>Recognize techniques and tactics of playing basketball.</p> <p>Show fair play and respect of Rules of the game.</p> <p>Develop unity, competitive and team spirit.</p>	<p>Recall on basic techniques and tactics applied in Basketball game</p> <p>Rules of the game of Basketball</p>	<p>Individually/in pairs/teams participate in a Basketball game situation where they apply learnt techniques and tactics</p> <p>In groups discuss on Rules of the game of Basketball and apply them in a game situation.</p>

Link to other Subjects: *Anatomy, Physiology, Physics and English***Assessment criteria:** *Learners are able to perform offensive and defensive basketball techniques and tactics in the game situation adhering to rules***Resources:** *Balls, playground, whistle, stopwatch, cones, chasubles, rim, posts.*

TOPIC AREA: SPORTS

SUB TOPIC: COLLECTIVE AND INCLUSIVE SPORTS

S.6 PHYSICAL EDUCATION AND SPORTS UNIT 5: HANDBALL

NO. OF PERIODS: 4

Key Unit competence: Perform Handball techniques and tactics in the game situation adhering to rules

Learning Objectives			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> Identify basic handball techniques and tactics. Explain basic techniques and tactics of handball. 	<ul style="list-style-type: none"> Apply techniques and tactics to improve performance in Handball Create individual tactic and technical gestures Handball game situation Interpret Handball rules 	<ul style="list-style-type: none"> Recognize techniques and tactics of playing handball. Show fair play and respect of Rules of the game. Develop unity, competitive and team spirit. 	<ul style="list-style-type: none"> Recall on basic techniques and tactics applied in Handball game Rules of the game of Handball 	<ul style="list-style-type: none"> Individually/in pairs/ teams participate in a Handball game situation where they apply learnt techniques and tactics In groups discuss on Rules of the game of Handball and apply them in a game

Link to other Subjects: *Anatomy, Physiology, Physics and English*

Assessment criteria: *Perform Handball techniques and tactics in the game situation adhering to rules*

Materials: *Balls, playground, whistle, stopwatch, cones, chasubles, goal posts*

TOPIC AREA: SPORTS

SUB TOPIC: COLLECTIVE AND INCLUSIVE SPORTS

S.6 PHYSICAL EDUCATION AND SPORTS

UNIT 6: NETBALL

No. of periods: 4

Key Unit competence: Perform netball techniques and tactics in the game situation adhering to the rules

Learning outcomes			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> • Distinguish netball techniques and tactics • Explain elements of netball rules 	<p>Apply techniques and tactics to improve his performance in netball</p> <p>Create individual tactic and technical gestures in netball game situation</p> <p>Interpret netball rules</p>	<ul style="list-style-type: none"> • Recognize techniques and tactics of playing netball. • Show fair play and respect of Rules of the game. • Develop unity, competitive and team spirit. 	<ul style="list-style-type: none"> • Recall on basic techniques and tactics applied in Netball game • Rules of the game of Netball 	<ul style="list-style-type: none"> • Individually/in pairs/ teams participate in a Netball game situation where they apply learnt techniques and tactics • In groups discuss on Rules of the game of Netball and apply them in a game

Link to other Subjects: *Anatomy, Physiology, Physics and English*

Assessment criteria: *Learners are able to perform techniques and tactics in the game situation adhering to rules*

Materials: *Balls, playground, whistle, stopwatch, cones, chasubles, rim*

TOPIC AREA: SPORTS**SUB TOPIC: COLLECTIVE AND INCLUSIVE SPORTS****S.6 PHYSICAL EDUCATION AND SPORTS UNIT 7: GOALBALL****NO. OF PERIODS: 4****Key Unit competence:** Perform goalball techniques and tactics in the game situation adhering to the rules

Learning outcomes			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> Identify goalball techniques and tactics Describe how goal ball can be played in a safe, varied, effective, and enjoyable way. Explain elements of goalball rules 	<ul style="list-style-type: none"> Apply techniques and tactics to improve performance in goalball Create individual tactic and technical gestures in goalball game situation Interpret goalball rules 	<ul style="list-style-type: none"> Recognize techniques and tactics of playing goalball. Show fair play and respect of Rules of the game. Develop unity, competitive and team spirit. 	Offensive and defensive goalball techniques and tactics in the game situation Rules of the Game of Goalball	<ul style="list-style-type: none"> Individually perform exercises of Throwing, Rolling, Block and catching the ball in the game situations In groups discuss different elements of goalball rules and apply them in the game situations: (Field of play, Ball, Number of players, Duration of the game, Goalball equipment, Referees, Fouls and sanction, Play a short goal ball game

*Link to other Subjects: Anatomy, Physiology, Physics and English**Assessment criteria: Learners are able to perform goal ball techniques and tactics in the game situation adhering to rules**Materials: Balls, playground, whistle, stopwatch, cones, chasubles.*

TOPIC AREA: SPORTS**SUB TOPIC: COLLECTIVE AND INCLUSIVE SPORTS****S.6 PHYSICAL EDUCATION AND SPORTS UNIT 8: SITTING VOLLEYBALL****NO. OF PERIODS: 4****Key Unit competence:** Perform sitting volleyball techniques and tactics in the game situation adhering to the rules

Learning outcomes			Content	Learning Activities
Knowledge and understanding	Skills	Attitudes and values		
<ul style="list-style-type: none"> • Explain elements of sitting volleyball rules • Distinguish sitting volleyball techniques and tactics 	<ul style="list-style-type: none"> • Apply techniques and tactics to improve performance in sitting volley ball • Create individual tactic and technical gestures in sitting volleyball game situation • Interpret sitting volleyball rules 	<ul style="list-style-type: none"> • Recognize techniques and tactics of playing sitting volleyball. • Show fair play and respect of Rules of the game. • Develop unity, competitive and team spirit. 	<p>Offensive and defensive sitting volleyball techniques and tactics in the game situation</p> <p>Rules of the game of sitting volleyball</p>	<ul style="list-style-type: none"> • Individual/groups perform exercises of Serving, Passing, Setting, Spiking, Blocking and digging in the game situation • In groups discuss different elements of sitting volleyball rules and apply them in the game situation

Link to other Subjects: *Anatomy, Physiology, Physics and English***Assessment criteria:** *Learners are able to perform offensive and defensive sitting volleyball techniques and tactics in the game situation adhering to rules***Materials:** *Balls, playground, whistle, stopwatch, cones, chasubles.*

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APPENDICES

Appendix A: WEEKLY TIME ALLOCATION FOR ASSOCIATE NURSING PROGRAM

No	Subjects	Weight	WEEKLY TIME ALLOCATION		
			S4	S5	S6
1	Fundamentals of Nursing *	11	7	7	7
2	Biology*	11	7	7	7
3	Chemistry*	11	7	7	7
4	Mathematics*	5	3	3	3
5	Physics*	10	6	6	6
6	Ethics and professional code of conduct	1	1	1	0
7	Medical Pathology	2	0	3	1
8	Surgical Pathology	1	0	1	1
9	Pharmacology	4	3	2	2
10	Maternal and Child health	7	4	4	4
11	Individual learning	5	3	1	5
12	Clinical attachment*	13	6	7	10
13	Kinyarwanda	3	2	2	0
14	English*	6	4	4	4
15	French	2	1	1	1
16	Entrepreneurship	2	2	1	0
17	Citizenship	2	2	1	0

18	ICT	2	1	1	1
19	Sports/ Clubs	2	1	1	1
Total periods / week		100	60	60	60
Total number of contact/years			2340	2340	2340

Appendix B: OVERVIEW OF PHYSICAL EDUCATION AND SPORTS SYLLABUS

TOPIC AREA	SUB-TOPIC AREA	GENERAL COMPETENCES		
		SENIOR Four	SENIOR Five	SENIOR Six
Understanding Physical Education and Sports activities	Motor control and coordination	Perform Basic motor control and coordination exercises		
Sports	Individual sports	Perform basic gymnastics exercises. Perform running races exercise in athletics.	Perform jumping exercises in athletics.	Perform throwing exercises in athletics.
	Collective and Inclusive sports.	Perform basic techniques used in playing football, volleyball, basketball, handball and netball.	Perform basic tactics used in playing Football, volleyball, basketball, handball and netball.	Perform basic technical-tactics used in playing football, volleyball, basketball, handball and netball in game situation adhering to the rules. Organize different competitions in inclusive sports. Organize different sports events.