



**REPUBLIC OF TRINIDAD AND TOBAGO
MINISTRY OF EDUCATION**

**SECONDARY EDUCATION MODERNIZATION
PROGRAMME**

DRAFT

SECONDARY SCHOOL CURRICULUM

Form Three

Physical Education

Curriculum Development Division

October 2003

TABLE OF CONTENTS

About this Draft	i
A Note to Teachers	iii
Acknowledgements	v

PART ONE: CURRICULUM FOUNDATIONS

Introduction	1 - 1
Curriculum Underpinnings	1 - 2
Philosophy of Education	1 - 3
The Goals of Education	1 - 5
The Essential Learning Outcomes	1 - 6
The Curriculum Design and Development	1 - 11
The Core Curriculum	1 - 12

PART TWO: CURRICULUM CONTENT

Vision	2 - 1
Rationale	2 - 2
Goals of Health and Physical Education	2 - 3
General Intended Outcomes for Form III	2 - 4
Connections to other Core Curriculum Areas	2 - 7
Main Components	2 - 10
Framework Form III	2 - 11
Form III Term I	2 - 12
Form III Term II	2 - 14
Form III Term III	2 - 16
Introduction to Course Outline	2 - 17
Course Outline	2 - 18

PART THREE: STRATEGIES/METHODOLGIES

Teaching and Learning Strategies	3 - 1
Suggested Activities	3 - 2
Suggested Resources	3 - 6

PART FOUR: EVALUATION

Evaluation and Assessment	4 - 1
Tools and Strategies	4 - 2
Cross Referencing to Teachers' Guide	4 - 3

Bibliography	4 - 4
---------------------	-------

ABOUT THIS DRAFT

Under the umbrella of the Secondary Education Modernization Programme (SEMP), since the latter part of 1999, new secondary school curricula in eight (8) subjects – Language Arts (English), Science, Mathematics, Social Studies, Spanish, Physical Education, Visual and Performing Arts and Technology Education – have been in development. In this publication you will find the first drafts of the Form III curriculum guide produced for each of the above identified subject areas.

These Curriculum Guides represent ‘a work in progress’. They are not the finished product. They intended to serve the following purposes:

- (i) provide clear guidance to teachers for implementing effectively the instructional programme for a particular subject area at a particular class/form level.
- (ii) present a sufficiently detailed learning plan for the respective subject areas and for the entire secondary school curriculum that would enable teachers, school administrators and other major stakeholders to give meaningful, constructive feedback on the draft curricula for the various subjects – that is, for them to be actively involved in the development process.
- (iii) contribute to the further revision and refinement, through the feedback received at (ii) above, of this draft curriculum guide for Form III.

Teachers and other users of these Curriculum Guides should also carefully note the following:

- Teachers’ Guides, Performance Standards, Assessment Manuals, Integration Matrices (linking content and essential learning outcomes in the relevant subject areas) are being developed and are in various stages of completion as companion documents to these Curriculum Guides. Accordingly, teachers and other users of these Draft Curricula can be assured that only certain areas, which may be interpreted as showing a lack of clarity, detail and/or adequate treatment, will be adequately addressed in the forthcoming above-mentioned companion documents.
- A series of orientation meetings and training workshops related to the effective implementation of the curriculum is being planned. At these workshops/meetings the concerns of teachers will be addressed and guidance given with respect to the interpretation/clarification of certain aspects of these draft Guides.
- These first draft publications of the respective Curriculum Guides have been issued in ring binders. This mode of presentation will facilitate correction of existing typographical errors, standardization of font sizes, formatting, layout etc, as well as the revision/refinement of the subsequent drafts – which will inevitably ensue from feedback/comments on these draft documents.

Finally, we hold the view that teachers, in particular, but other stakeholders as well, are key players in the curriculum development process. Teachers are integral to the development of curricula that are relevant and appropriate. The curriculum is the major vehicle for providing quality education which meets the needs of both the individual learner and the national development objectives of the Republic of Trinidad and Tobago. In this regard, we eagerly look forward to and indeed welcome the comments/suggestions of all stakeholders, especially teachers, which should be addressed to:

Director, Curriculum Development
Rudranath Capildeo Learning Resource Centre
Mc Bean, Couva

Tel/fax: 636-9296
e-mail: curriculum@tstt.net.tt

A Note to Teachers

The Ministry of Education through the Secondary Education Modernization Programme is seeking to reform the secondary education system. These draft National Curriculum Guides produced for eight subject areas are a key element in the current thrust to address the deficiencies identified in the system.

Draft curriculum guides have already been produced for years one and two of the secondary system. Implementation of the new curriculum began on a phased basis in September 2003. These draft guides for year three represent the conclusion of the first cycle of secondary school and together with those of years one and two prepare students for the National Certificate of Secondary Education, Part One.

The three sets of curriculum guides constitute the draft National Curriculum for the lower secondary school system. The National Curriculum is an important element of the School Curriculum which comprises all the learning and other experiences that each school plans for its pupils. It is expected that each school will undertake to develop the School Curriculum in alignment with the National Curriculum, fine tuning as necessary in response to the needs of their pupils and to the community.

Teachers too have curriculum functions to perform. Using the National Curriculum Guides they are expected to develop instructional programmes, determining the type and extent of curriculum integration and the teaching and assessment strategies to be employed to facilitate student success. They will also identify and develop appropriate learning materials and decide on how the curriculum will be individualized to suit students' capabilities, needs and interests.

The introduction of the new curriculum guides for forms one to three is being accompanied by several supporting initiatives. These include the

- phased technical upgrade of physical facilities
- provision of enhanced teaching and learning resources including textbooks
- increased use of educational technology
- introduction of a curriculum website at *www.curriculum.gov.tt*
- professional development opportunities for teachers, heads of departments, principals and vice-principals
- expanded schools transportation and meals programmes
- restructuring and decentralization of the education system.

As implementation proceeds, there will be careful monitoring to obtain feedback and to provide necessary support. Your comments and suggestions are most welcome and may be made on the website or in writing. Final revision of the draft guides is planned for the academic year 2005-2006.

We are confident that this new curriculum will significantly enhance teaching and learning experiences in our secondary schools and consequently the achievement of the national educational goals.

Sharon Mangroo

Director, Curriculum Development (Ag)

December, 2003

ACKNOWLEDGEMENTS

The Ministry of Education wishes to express its sincere appreciation to all those who contributed to the curriculum development process.

The Coordinating Unit of the Secondary Education Modernization Programme (SEMPCU) assisted in planning, facilitating, organizing and coordinating the various exercises in addition to providing technical assistance.

Special thanks to

- Mr. Maurice Chin Aleong, Programme Coordinator, Dr. Stephen Joseph, Assistant Programme Coordinator, Quality Improvement and Mrs. Patricia Sealy and Mrs. Renée Figuera, Education Specialists
- Mr. Lloyd Pujadas, Director, Curriculum Development and leader of the SEMP Curriculum Development sub-component who led the year three activities
- Dr. Robert Sargent, International Consultant of Mount St. Vincent University who guided the process
- The principals who generously released teachers to participate in the curriculum writing process
- The administrative staff of the Curriculum Development Division who typed and retyped the documents
- The Division of Educational Services which printed early drafts for circulation
- Mrs. Marie Abraham, Editor who contributed her time, energy and knowledge to the editing of these documents

The Curriculum Officers and members of the Curriculum Writing Teams brought their knowledge, skills and practical experience of teaching and learning to the curriculum development process. Members of the writing team for this subject are listed below.

The Members of the Curriculum Writing Team for this subject are:

NAME	SCHOOL/OFFICE
1. Auldyth Bravo	Physical Education Sport Officer III
2. Anthony Creed	Physical Education Sport Officer I (Ag)
3. Caroline Forde	Physical Education Facilitator (Victoria)
4. Alexander Smith	Physical Education Facilitator (St. George East)

5.	Michael Thompson	Physical Education Facilitator (Caroni)
6.	Alvin Hackshaw	Physical Education Facilitator (South East)
7.	Bachan Boochoon	Physical Education Facilitator (St. Patrick)

- Members of the School Libraries Division
- Dr. Robert Sargent, International Consultant
- The Publications Unit, R.C.L.R.C.
- Teachers on previous working parties who assisted in developing separate draft Health and Physical Education Curriculum.

Special thanks are extended to the support staff of the Curriculum Development Division and to the Division of Educational Services who prepared the document for publication.



Part One
Curriculum Foundations

INTRODUCTION

In its commitment to a comprehensive reform and expansion of the secondary school system, the Government of the Republic of Trinidad and Tobago in 1996, adopted the report of the National Task Force on Education as its educational policy. The specific recommendations for the improvement of secondary education led to discussions with the Inter American Development Bank (IADB) for loan funding arrangements towards a programme to modernise secondary education in Trinidad and Tobago. This programme, the Secondary Education Modernization Programme (SEMP) was formalized and has since been designed to:

- address deficiencies identified in the education system;
- establish a firm secondary education foundation that would catapult Trinidad and Tobago into the 21st century assured of its ability to participate advantageously in the global economic village, smoothly traverse the information super highway and utilize cutting edge technology for the competitive advantage that it provides;
- allow for adaptation to future demands; and
- produce good citizens.

The deficiencies identified include:

- an unacceptably low level of academic achievement;
- unsatisfactory personal and social development outcomes and
- curricular arrangements whose major outcomes were linked to the attainment of a minimum of five General passes in the Caribbean Examinations Council (CXC) examination.

The Secondary Education Modernization Programme (SEMP) consists of four articulated components:

- (a) improved educational equity and quality
- (b) deshifting, rehabilitation, and upgrading of school infrastructure
- (c) institutional strengthening, and
- (d) studies and measures for improved sector performance.

This document is evidence of the effort to address component (a) under which curriculum development falls.

THE CURRICULUM UNDERPINNINGS

This curriculum has been informed by the wealth of available curriculum theories and processes.

In the Final Report of the Curriculum Development Sub-Component submitted by J. Reece and K. Seepersad, the curriculum is defined, as a “plan for action” or a “written document that included strategies for achieving desired goals or ends.” This is the definition that is applied here. The curriculum is herein defined as the written document that is to be used by teachers to plan effective learning opportunities for students in secondary schools.

Macdonald (1976) declares,

‘Curriculum it would seem to me is the study of “what should constitute a world for learning and how to go about making this world”. As such it is a microcosm... the very questions that seem to me of foremost concern to all humanity, questions such as what is the good society, what is the good life and what is a good person are explicit in the curriculum question. Further, the moral question of how to relate to others or how best to live together is clearly a part of curriculum.’

In essence Macdonald’s statement establishes the basic forces that influence and shape the organization and content of the curriculum, - the curriculum foundations. These are:

- (a) The Philosophy and the Nature of Knowledge
- (b) Society and Culture
- (c) The Learner
- (d) Learning Theories

These foundations are at the heart or the centre of the dialogue essential to the development of a coherent, culturally focused and dynamically evolving curriculum. Of course the prevailing philosophical concerns and educational goals provide the base.

PHILOSOPHY OF EDUCATION

The following philosophical statements are at the foundation of the curriculum and are stated in the Education Policy Paper 1993-2003 as follows:

“WE BELIEVE

That every child has an inherent right to an education which will enhance the development of maximum capability regardless of gender, ethnic, economic, social or religious background.

That every child has the ability to learn, and that we must build on this positive assumption.

That every child has an inalienable right to an education which facilitates the achievement of personal goals and the fulfilment of obligations to society.

That education is fundamental to the overall development of Trinidad and Tobago.

That a system of ‘heavily subsidized’ and universal education up to age 16 is the greatest safeguard of the freedom of our people and is the best guarantee of their social, political, and economic well-being at this stage in our development.

That the educational system of Trinidad and Tobago must endeavour to develop a spiritually, morally, physically, intellectually and emotionally sound individual.

That ethical and moral concerns are central to human development and survival. Fundamental constructs such as “decency,” “justice,” “respect,” “kindness,” “equality,” “love,” “honesty,” and “sensitivity,” are major determinants for the survival of our multi-cultural society.

That the parent and the home have a major responsibility for the welfare of the child and that the well-being of the child can best be served by a strong partnership between the community and the school.

That the educational system must provide curricular arrangements and choices that ensure that cultural, ethnic, class and gender needs are appropriately addressed.

That students vary in natural ability, and that schools therefore should provide, for all students, programmes which are adapted towards varying abilities, and which provide opportunities to develop differing personal and socially useful talents.

That we must be alert to new research and development in all fields of human learning and to the implications of these developments for more effective teaching and school improvement.

That the educational system must be served by professionals who share and are guided in their operations by a set of systematic and incisive understandings, beliefs and values about education in general, and its relationship to the development of the national community of Trinidad and Tobago.

That there is a need to create and sustain a humanised and democratised system of education for the survival of our democracy.

That the democratisation and humanisation of the educational system are largely contingent on the degree to which the system is professionalized. The nature of educational problems are [sic] such that the professional core must be engaged in decision-making with respect to the problems that affect their expert delivery of the services to the clientele and ultimately to Trinidad and Tobago. Professionals must come to experience a real sense of 'control and ownership' of matters educational.

That from a psychological perspective, education is a means of looking out beyond the boundaries of the immediate. It can be the viable means which creates individuals with the intellect and capacity to develop and lead societies, communities, villages, and/or neighbourhoods and families of the future. It should be responsive to and stimulate the searing human spirit and the emphatic quest for human communication, interaction, love and trust.

That learning is cumulative and that every stage in the educational process is as important and critical for the learner's development as what has gone before it and what is to come. As such we must view educational programming and development in the round, recognising the importance of every rung on the ladder of delivery by intensifying our efforts throughout the system.”

THE GOALS OF EDUCATION

Coming out of the articulated philosophy, formal education in Trinidad and Tobago must aim to:

- provide opportunities for all students to develop spiritually, morally, emotionally, intellectually and physically;
- develop in all students attitudes of honesty, tolerance, integrity and efficiency;
- provide opportunities for self-directed and life-long learning;
- provide opportunities for all students to develop numeracy, literacy, scientific and technological skills;
- promote national development and economic sustainability;
- promote an understanding of the principles and practices of a democratic society;
- equip all students with basic life skills;
- promote the preservation and protection of the environment;
- develop in all students an understanding of the importance of a healthy lifestyle;

- help all students acquire the knowledge, skills and attitudes necessary to be intelligent consumers;
- provide opportunities for all students to develop an understanding and appreciation of the diversity of our culture; and
- provide opportunities for all students to develop an appreciation for beauty and human achievement in the visual and performing arts.

An analysis of the educational philosophy of the Ministry of Education's Policy Paper (1993 – 2003) and of the goals for education derived from it by the Curriculum Development Division (as outlined above), taken with the research conducted in developed nations, has led to the identification of six areas in which all secondary students must achieve. These are universally accepted goals that have been developed and underscored by other educational jurisdictions and have been described as essential learning outcomes. These outcomes help to define standards of attainment for all secondary school students.

THE ESSENTIAL LEARNING OUTCOMES

The six outcomes are in the areas of:

- Aesthetic Expression
- Citizenship
- Communication
- Personal Development
- Problem Solving
- Technological Competence

The achievement of these essential learning outcomes by all students is the goal that every core curriculum subject must facilitate and encourage. The core curriculum subjects, their content, and the teaching, learning and assessment strategies are the means to fulfill this end.

It is expected that by the end of the third year of secondary school students' achievement in all six areas will result in a solid foundation of knowledge, skills and attitudes which will constitute a platform for living in the Trinidad and Tobago society and for making informed choices for further secondary education.

The essential learning outcomes are described more fully below.

Aesthetic Expression

Students should recognize that the arts represent an important facet of their development, and that they should respond positively to its various forms. They should be able to demonstrate visual acuity and aesthetic sensibilities and sensitivities in expressing themselves through the arts.

Students should be able, for example, to

- use various art forms as a means of formulating and expressing ideas, perceptions and feelings;
- demonstrate an understanding of the contribution of the arts to daily life, cultural identity and diversity;
- demonstrate an understanding of the economic role of the arts in the global village society;
- demonstrate an understanding of the ideas, perceptions and feelings of others as expressed in various art forms;
- demonstrate an understanding of the significance of cultural resources, such as museums, theatres, galleries, and other expressions of the multi-cultural reality of society.

Citizenship

Students should be able to situate themselves in a multicultural, multiethnic environment with a clear understanding of the contribution they must make to social, cultural, economic, and environmental development in the local and global context.

Students should be able, for example, to

- demonstrate an understanding of sustainable development and its implications for the environment locally and globally;

- demonstrate an understanding of Trinidad and Tobago's political, social and economic systems in the global context;
- demonstrate an understanding of the social, political and economic forces that have shaped the past and present, and apply those understandings to the process of planning for the future;
- examine issues of human rights and recognize and react against forms of discrimination, violence and anti-social behaviours;
- determine the principles and actions of a just, peaceful, pluralistic and democratic society, and act accordingly;
- demonstrate an understanding of their own cultural heritage, cultural identity and that of others and the contribution of multiculturalism to society.

Communication

Students should be able to, through the use of their bodies, language, tools, symbols and media, demonstrate their deeper understandings of synergies inherent in the exchange of ideas and information and thus communicate more effectively.

Students should be able, for example, to

- explore, reflect on, and express their own ideas, learning, perceptions and feelings;
- demonstrate an understanding of facts and relationships presented through words, numbers symbols, graphs and charts;
- demonstrate sensitivity and empathy where necessary in communicating various kinds of emotions and information;
- present information and instructions clearly, logically, concisely and accurately for a variety of audiences;
- interpret and evaluate data, and express ideas in everyday language;
- critically reflect on and interpret ideas presented through a variety of media.

Personal Development

Students should be able to grow from inside out, continually enlarging their knowledge base, expanding their horizons and challenging themselves in the pursuit of a healthy and productive life.

Students should be able, for example, to:

- demonstrate preparedness for the transition to work and further learning;
- make appropriate decisions and take responsibility for those decisions;
- work and study purposefully both independently and in cooperative groups;
- demonstrate an understanding of the relationship between health and lifestyle;
- discriminate amongst a wide variety of career opportunities;
- demonstrate coping, management and interpersonal skills;
- display intellectual curiosity, an entrepreneurial spirit and initiative;
- reflect critically on ethical and other issues;
- deal effectively with change and become agents for positive, effective change.

Problem Solving

Students should know problem-solving strategies and be able to apply them to situations they encounter. They should develop critical thinking and inquiry skills with which they can process information to solve a wide variety of problems.

Students should be able, for example, to

- acquire, process and interpret information critically to make informed decisions;
- use a variety of strategies and perspectives with flexibility and creativity for solving problems;
- formulate tentative ideas, and question their own assumptions and those of others;

- solve problems individually and collaboratively;
- identify, describe, formulate and reformulate problems;
- frame and test hypotheses;
- ask questions, observe relationships, make inferences, and draw conclusions;
- identify, describe and interpret different points of view and distinguish fact from opinion.

Technological Competence

Students should be technologically literate, able to understand and use various technologies, and demonstrate an understanding of the role of technology in their lives, in society, and the world at large.

Students should be able, for example, to

- locate, evaluate, adapt, create, and share information using a variety of sources and technologies;
- demonstrate understanding of and use existing and developing technologies appropriately;
- demonstrate an understanding of the impact of technology on society;
- demonstrate an understanding of ethical issues related to the use of technology in a local and global context.

THE CURRICULUM DESIGN AND DEVELOPMENT PROCESS

In order to achieve the outcomes as defined by the underpinning philosophy and goals, the Curriculum Division of the Ministry of Education embarked on a design and development programme consonant with the current approaches to curriculum change and innovation

CURRICULUM DESIGN

George A. Beauchamp (1983) says, “curriculum planning is a process of selecting and organizing culture content for transmission to students by the school. The process is very complex, involving input from many sources, but the organized end result of the process is the design of the curriculum.”

The varied perspectives as to the nature of knowledge, the nature of the learner, what should be learnt and how, and to what end, have resulted in three (3) major classifications of curriculum designs. Zais (1976, p.376) lists them as: subject-centered, learner-centered, and problem-centered designs. Also bringing influences to bear on the design is what Eisner and Vallance (1974) call the “orientations to curriculum.” These orientations aid in the comprehension of what the curriculum is geared towards in terms of the development of the individual.

This curriculum displays a learner-centered design. It is based primarily on ‘man-centered’ philosophical assumptions employing constructivist theory. Its major orientation is to curriculum as self-actualization. It is student-centered, seeks to provide personally satisfying experiences for each student, and is growth oriented. As the student moves from one level to another, the activities expand to allow him/her new insights and approaches to dealing with and integrating new knowledge.

The curriculum design is defined by two structures, the substantive and the syntactic.

The substantive structure reflects the “range of subject matters with which it is concerned”; the syntactic structure describes the “procedures of inquiry and practice that it follows”.

The substantive structure begins with a vision statement, a rationale, lists the general and specific outcomes of the programme, and establishes the nature of the connections with the other core subjects on the timetable. The syntactic structure is developed along a tabular format in which the intended outcomes are associated with

activities making it easy to read and teacher friendly. The content finds coherence with Tyler's (1950) three criteria for the organization of learning activities: continuity, sequence and integration.

CURRICULUM DEVELOPMENT

The first stage of the curriculum development process consisted of stakeholder consultations held with a cross section of the community.

Consultations were held with primary and secondary school teachers, principals, members of denominational school boards, members of the business community, the executive of the TTUTA, representatives from the UWI, John S. Donaldson Technical Institute, San Fernando Technical Institute, Valsayn Teachers' College and Caribbean Union College, parents, librarians, guidance counselors, students, curriculum officers and school supervisors. They were focused on the philosophy, goals and learning outcomes of education.

The results of these consultations were:

- agreement on the concept of a “core”, that is, essential learning outcomes consisting of skills, knowledge attitudes and values that students must acquire at the end of five years of secondary schooling;
- agreement on the eight subjects to form the core;
- agreement on the desirable outcomes of secondary school education in Trinidad and Tobago.

THE CORE CURRICULUM SUBJECTS

These are subjects that every student is required to take in forms one to three. Students will be allowed to choose from a list of subject offerings thereafter.

Minimum time allocation is recommended for each subject. The principal as instructional leader of the school will make the final decision according to the needs of the students and the resources available at any given time.

The subjects and the time allocations are as follows

Subject	No. of Periods	Subject	No. of Periods
English	Six	Mathematics	Five
Science	Four	Physical Education	Two
Spanish	Four	Technology Education	Four
Social Studies	Four	Visual and Performing Arts	Four

In Stage Two of the process the officers of the Curriculum Development Division studied the reports of the consultations, the Education Policy Paper, the reports of the Curriculum Task Force and of the Task Force for Removal of Common Entrance as well as newspaper articles and letters to the editor on education over the past five years.

The School Libraries Division and the Division of School Supervision assisted the Curriculum Development Division in this task. The result of the study was the identification and statement of a set of desirable outcomes and essential exit competencies to be had by all students on leaving school. All learning opportunities, all teaching and learning strategies, all instructional plans, are to contribute to the realization of these outcomes and competencies.

At Stage Three ten existing schools were identified to pilot the new curriculum. Teachers from eight subject areas were drawn from these schools to form Curriculum Writing Teams for each subject. Teachers with specific subject or curriculum development skills from other schools were also included in the teams. These teams met initially for three days then for one day per week during April to July 2000, to conduct the writing phase of the curriculum development. In this phase learning outcomes specific to each subject, which contribute to the fulfillment of the national outcomes were identified. Subject content, teaching and learning and assessment strategies to support these outcomes were developed.

The process of curriculum development for years two and three continued in a similar fashion. Curriculum Officers were assisted by teachers who were released from their teaching duties for varying periods of time.

The following curriculum document is the result of their efforts.

The International Consultant, for Curriculum Development, Dr. Robert Sargeant, (Associate Professor - Mount St. Vincent University, Nova Scotia, Canada) guided the curriculum design and its development process.

PART TWO: CURRICULUM CONTENT

Vision Statement

That all students will experience a well-structured Health and Physical Education programme for the development of relevant knowledge, skills, values and attitudes, to enhance their physical, social, intellectual and emotional well-being, thereby producing well-balanced citizens who would be able to engender creativity and aesthetic expressions, with the capacity to solve problems and to communicate effectively.

Rationale

Health and Physical Education is an integral part of General Education, and belongs within the core curriculum for Secondary Education. It fosters the holistic development of students of varying abilities, capabilities and interests through a structured programme of psycho-motor activities.

This programme encourages students to broaden their experiences and take on physiological and psychological challenges.

It provides a wide range of skills, experiences and knowledge, to equip students to make effective choices, and to participate in an active healthy lifestyle in this rapidly changing society.

It encourages all students, regardless of abilities, to participate in a range of leisure, recreation and sporting activities to satisfy the interests and needs of all.

The programme is designed for students to learn through interaction with one another in many different situations. It ensures the development of appropriate social skills such as co-operation, teamwork, communication and effective participation, to enable them to appropriately interact with others in positive interpersonal exchanges.

Health and Physical Education provides a physical and social environment which encourages all students to participate, regardless of gender, class and cultural background.

The programme ensures appropriate personal development opportunities, for students will be afforded extension and enrichment opportunities. Adapted programmes will be provided for the specially challenged.

Students will be able to develop their multiple intelligences in the Health and Physical Education programme. They will learn that the programme is integrated with all other core curriculum areas and extends beyond the school. It will allow students to learn from and interact with community resources, including personnel, facilities, natural and man made resources and related programmes.

In conclusion, students will be afforded opportunities to advance themselves along paths such as teaching, coaching, fitness and health related jobs, sports management, sport media and other sport related careers.

Goals of Health and Physical Education Programme

The Health and Physical Education programme provides opportunities for students to:

- Develop physically, intellectually, emotionally, morally, spiritually and socially
- Develop basic life skills including: critical thinking, problem solving and decision making through movements
- Realize and appreciate the value and enjoyment of engaging in regular and structured physical activity for the promotion of healthy lifestyles
- Be able to practise and sustain a programme of personal regular physical activity within their own healthy lifestyle
- Acquire and use skills for creative and efficient movement in a variety of appropriate situations and circumstances
- Demonstrate the acquisition of a degree of proficiency in various sporting disciplines based on the knowledge and understanding relevant to general health and safety
- Develop and display the social skills and teamwork skills required to actively engage in cooperative physical activities
- Develop and display appropriate responsible and potential leadership roles
- Acquire basic survival skills and demonstrate knowledge of significant preventative measures to preserve life and help others
- Develop an awareness of and an appreciation for a healthy environment and demonstrate in practical ways how to use and conserve it through related activities
- Provide for the integration of Health and Physical Education learning with other subjects in school and with normal activity beyond school

GENERAL INTENDED LEARNING OUTCOMES;**FORM THREE**

By the end of Form Three, students will be expected to:

KNOWING

- Understand how and why one moves and the various ways in which movement may be organized.
- Display knowledge of and practice health and personal hygiene that is consistent with healthful living.
- Appreciate the benefits of warm up and cool down activities and practice them within their own physical activities programme.
- Critically analyze the functions of participants and officials involved in related physical activities or sports.
- Identify parts of the body, and understand the functions of the major body system in relation to movement.

DOING

- Create and perform complex movement sequences using elements of body awareness, space awareness, qualities and relationships.
- Demonstrate advanced dance steps and patterns, alone and with others.
- Demonstrate efficiency and accuracy in sending and receiving in a variety of ways
- Develop and practice simple personal fitness programmes.
- Apply appropriate strategies to solve problems in movement and game situations.

VALUING

- Be able to follow instructions and routines, obey rules and stay on task.
- Demonstrate safety and confidence when participating in physical activity
- Demonstrate an understanding of cohesion and cooperation to achieve collective goals.
- Demonstrate a willingness to share ideas, space and equipment/apparatus.
- Demonstrate and promote etiquette and fair play at all times.
- Identify leadership and followership skills and practice them appropriately.
- Demonstrate effort in participating in a variety of activities
- Understand the requirements of a healthy lifestyle and its relationship to the preservation and protection of a healthy environment.
- Appreciate the ethnic and cultural heritage of our country through dance.

Health and Physical Education and connections to the core curriculum

Health and Physical Education is an integral part of the new Secondary Education core curriculum. It is not, however, a stand-alone subject. Health and Physical Education is, in fact, directly connected to many of the other subjects in the core curriculum, and these connections can be illustrated in the following ways:

English

The language perspective emphasizes that all teachers are teachers of language, because literacy is essential to living and learning. The language of teachers, parents, peers, books and the electronic media all influence learning, and Health and Physical Education is certainly no exception. Students learn by using language, expressing ideas, questioning, forming hypotheses, testing assumptions, discussing, negotiating and evaluating. Language use in Health and Physical Education must be recognized as part of the process of literacy development in each and every student. Health and Physical Education directly contributes to language development because it helps to:

- Clarify and develop understanding of language specific to Health and Physical Education so that all students may participate and communicate more effectively
- Provide opportunities for students to practice and develop familiarity with terminology and discourse styles used in Health and Physical Education through discussions, writing, reading and other forms of expressing ideas and opinions
- Develop the ability to critically analyze media and advertising messages as part of the general Health and Physical Education programme in order to promote understanding of healthy lifestyles and effective consumer education
- Develop skills for locating, assessing and synthesizing information from a variety of sources related to Health and Physical Education

Social Studies

The Health and Physical Education programme is linked to the Social Studies curriculum in a variety of ways because it helps students to:

- develop a focus on the interaction between students and the natural, social, and cultural environment, in which they live and work
- develop an understanding of the links between the environment, individual, and community health

- take positive action to preserve and protect the environment locally and globally
- engage in critical analysis of gender issues, as they relate directly to Health and Physical Education
- gain perspectives on equity in sports, and engage in critical advancement of female sporting achievement
- participate in a wide variety of physical activities that might enable them to experience success and enjoyment, and thus sustain their participation in the longer term
- develop positive relationships and display self-confidence through participation in a wide variety of physical activities
- develop self-control and mechanisms for acceptable release of emotion and stress through participation in a wide variety of physical activities
- develop self-confidence, self-esteem, self-direction, initiative and feelings of self-worth
- develop desirable social standards of effective, positive citizenship, and respect for authority
- assume supportive and/or leadership roles, and display desirable qualities associated with the respective roles while encouraging them to obey rules and regulations and maintain high ethical standards
- acquire knowledge, skills and attitudes that they will need to manage and influence change in the world of work throughout their lives
- explore the experiences and personal attributes of people employed in the health, fitness, recreation and sports industries, in order to assist in determining possible careers paths
- develop knowledge and understanding of, and respect for, customs, values and traditions of other cultures.

Visual and Performing Arts

Health and Physical Education is closely linked to Visual and Performing Arts because it helps students to:

- enhance their artistic and creative expression through movement experience
- explore their resourcefulness through the creation and invention of Health and Physical Education implements and apparatus

- enhance their appreciation of music, dance, and dramatic expression through their involvement in Movement Education and Dance

Technology Education

Health and Physical Education is linked to Technology Education because it provides students with opportunities to:

- understand and practice healthy lifestyles using a variety of technologies to assist, monitor and deliver appropriate physical activity
- recognize the importance of technological changes taking place in all aspects of their lives, and relate these to Health and Physical Education
- acquire safety habits, safety skills, disciplines and fitness, using appropriate technologies to monitor and assist
- develop motor skills and manipulative skills required in the disciplines of Technology Education

Science

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

- demonstrating the nature of natural systems, including the functioning of the human body and the importance of this knowledge to survival and health
- developing an understanding of basic scientific principles, mainly in Physics and Biology, that are related to the human movement and healthy body functioning

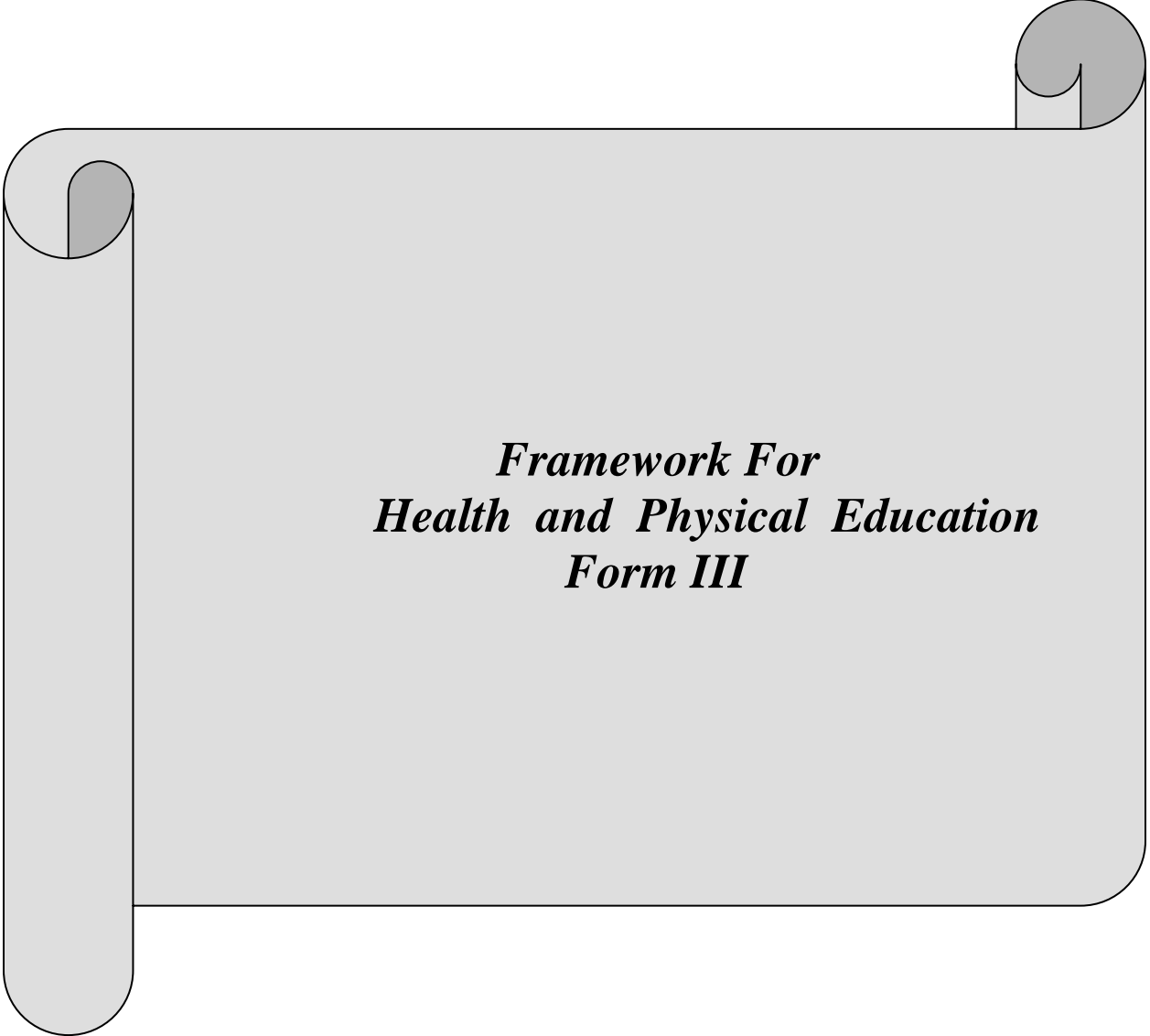
Mathematics

Health and Physical Education is linked to Mathematics because it helps students to:

- enhance their skills in measurement and construction through their participation in the various disciplines and preparation of areas of play
- improve their numeracy and calculation skills by their involvement in the different aspects of scoring used in sport
- develop skills in collecting, processing and recording data

THE MAIN COMPONENTS OF HEALTH AND PHYSICAL EDUCATION

- Anatomy and Physiology
- Movement Education/Educational Gymnastics
- Formal Gymnastics
- Health and Physical Fitness
- Games
- Track and Field
- Dance
- Outdoor Education
- Swimming



*Framework For
Health and Physical Education
Form III*

FORM III TERM I

ANATOMY AND PHYSIOLOGY

- Digestive System

EDUCATIONAL GYMNASTICS

- Sequencing
- Relationships – others, apparatus, objects

FORMAL GYMNASTICS

- Review forward roll on box
- Neck spring, overarm spring

HEALTH AND PHYSICAL FITNESS

Drugs:

- Definition
- Harmful effects of smoking and drinking
- Frequently abused drugs
- Effects on human performance

GAMES

Netball

- Further development of game strategies
- Officiating

Football

- The field of play
- Strategies of offensive and defensive play

Basketball

- Offensive and defensive skills
- Areas of court
- Game situation

FORM III TERM I – Continued

Volleyball

- Service – overarm
- Scoring and rules of the game

Track and Field

- Further development of techniques in
 - Throwing
 - Jumping
 - Running
 - Hurdling

Dance

- Introduction to Folk Dance
- Further development of creative dance patterns
- Simple choreography

FORM III – TERM II

ANATOMY AND PHYSIOLOGY

- The Nervous System

HEALTH AND PHYSICAL FITNESS

Drugs

- Effects on sport performance

GAMES

Cricket

- Hitting across the line of the ball
- Game situation

Volleyball

- Offensive and Defensive play
- Spike
- Block
- Game situation

Hockey

- Review of previous skills
- Passing: hit, flick

Tennis

- Brief History
- Major Skills of the game
- Lead up activities
- Striking: forehand, backhand

Badminton

- Brief History – Badminton
- Major skills of the game
- Lead up activities

FORM III – TERM II – Continued

Badminton

- Serve
- Striking – forehand, overarm

Outdoor Education

- Orienteering
- Skills/techniques
- Types of Maps – (contour, rainfall etc.)
- Scale interpretation
- Compass features
- Choice of route

Swimming

- Further development of technique in front glide kick, breast stroke and back diving stroke, diving.
- Life saving skills

FORM III – TERM III

ANATOMY AND PHYSIOLOGY

- Review the Systems of the Body

GAMES

Normal Games situation in:

- Netball, Football, Cricket, Basketball, Volleyball.

Hockey

- Goal keeping
- Basic rules
- Modified games situation

Badminton

- Striking
 - Forehand overhead
 - Backhand overhead
 - Overhand clear
 - Smash
 - Modified game Situation

Tennis

- Serving
- Volleying

Dance

- Social Dance
- Dance Etiquette

INTRODUCTION TO THE COURSE OUTLINE

The course outline gives a comprehensive breakdown of the framework of the Health and Physical Education Curriculum. The framework provides an explanation of the components taught within a particular term. The course outline details each component throughout a particular school year and includes suggestions for integration with other curriculum areas.

FORM 3 COURSE OUTLINE

TOPICS/SKILLS	LEARNING OUTCOMES	SUGGESTED LEARNING/TEACHING STRATEGIES	INTEGRATED CURRICULUM	SUGGESTED ASSESSMENT
<p>ANATOMY AND PHYSIOLOGY</p> <p>The Digestive System</p> <ul style="list-style-type: none"> • Functions • Structure • Workings • Specific terms associated with the digestive system – <ul style="list-style-type: none"> - ingestion - absorption - excretion • Effects of physical activity on the digestive system <p>The Nervous System</p> <ul style="list-style-type: none"> • Functions • Structure • Workings • Specific terms associated with the nervous system – <ul style="list-style-type: none"> - nerves - dendrites - central nervous system 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Analyse the functions, structure and workings of the digestive system. • Distinguish the major parts of the digestive system. • Show the interrelationship of the digestive system to the other systems. • Explain how physical activity affects the digestive system. • Analyse the functions, structure and workings of the nervous system. • Distinguish the major parts of the nervous system. • Show the interrelationship of the nervous system to the other systems. • Explain the effects of the nervous system on movement. 	<ul style="list-style-type: none"> • Group work • Class discussion • Research <ul style="list-style-type: none"> • Group work • Class discussion • Research • Demonstration 	<p>English</p> <ul style="list-style-type: none"> • Building vocabulary <p>Science</p> <ul style="list-style-type: none"> • Solve mechanics of the digestive system <p>English</p> <ul style="list-style-type: none"> • Building vocabulary <p>Science</p> <ul style="list-style-type: none"> • Research the mechanics of the nervous system 	<p>Students will:</p> <p>Draw and label the main parts of the digestive system.</p> <p>Outline briefly the structure, functions and workings of the digestive system.</p> <p>Display appropriate habits and attitudes with respect to the digestion and the scheduling of physical activity. e.g. eating heavy meals at least three (3) hours before strenuous physical activity.</p> <p>Draw and label the main parts of the nervous system.</p> <p>Outline briefly the structure, functions and workings of the nervous system</p> <p>Demonstrate and give examples of voluntary and involuntary action.</p>

FORM 3 COURSE OUTLINE

TOPICS/SKILLS	LEARNING OUTCOMES	SUGGESTED LEARNING/TEACHING STRATEGIES	INTEGRATED CURRICULUM ACTIVITIES	SUGGESTED ASSESSMENT
<p>Educational Gymnastics.</p> <p>Sequences ? Review previous themes- weight bearing transference of weight, flight shape ? Relationships- pairs groups apparatus equipment</p>	<p>? Create sequences using - previously learned skills - Various aspects of relationships ? Cooperate with others to perform tasks. ? Observe and analyse sequences incorporating previous themes and relationships. ? Show improvement in mobility and flexibility.</p>	<p>? Guidance ? Group Work ? Peer Tutoring</p> <p>RESOURCES</p> <p>? Ropes ? Hoops ? Mats ? Vaulting boxes</p>	<p>Visual and Performing Arts ? Sequencing ? Artistic appreciation Social Studies ? Cooperation ? Relationships</p>	<p>Perform sequences incorporating at least four activities from: previous themes, relationships Give feedback on observation of sequence performed. Demonstrate cooperation by giving support Repeat skills in all aspects of sequencing</p>
<p>Formal Gymnastics</p> <p>? Review of previous skills forward Roll backward Roll astride Vault through Vault ? Neck spring ? Over arm (shortarm) Spring</p>	<p>? Show improvement in the performance of previous skills ? Perform the neck spring, over arm spring competently ? Observe appropriate safety measures ? Further develop strength flexibility coordination balance ? Recognize and appreciate the artistic form of gymnastic movement</p>	<p>? Guidance ? Group Work ? Peer Tutoring ? Demonstration</p> <p>RESOURCES</p> <p>? Vaulting box ? Vaulting buck ? Pommel horse ? Mats ? Spring board</p>	<p>Visual and Performing arts ? Artistic appreciation ? Cooperation</p>	<p>Perform routines incorporating at least four previous skills. Execute the neck spring and over arm spring showing correct take off, extension and landing Repeatedly execute gymnastic skills correctly Use safety measures relevant to the skill Demonstrate appreciation by: willingness to repeat skills questioning performances</p>

FORM 3 COURSE OUTLINE

TOPICS/SKILLS	LEARNING OUTCOMES	SUGGESTED LEARNING/TEACHING STRATEGIES	INTEGRATED CURRICULUM ACTIVITIES	SUGGESTED ASSESSMENT
<p>Health And Physical Fitness</p> <ul style="list-style-type: none"> • Drugs Definition of drugs Harmful effects of smoking and drinking • Frequently abused drugs • Effects on human behaviour • Effects on Sport performance 	<ul style="list-style-type: none"> • Define drugs • Identify various types of drugs • Explain the harmful effects of frequently abused drugs on human behaviour • Explain the effects of performance enhancing drugs • Avoid the use of harmful drugs 	<ul style="list-style-type: none"> • Guidance • Discussion • Research • Project/s <p>RESOURCES</p> <ul style="list-style-type: none"> • Texts • Charts • Videos • CD 's, DVD 's 	<p>Social Studies</p> <ul style="list-style-type: none"> • Classifying • Counseling 	<p>Classify various drugs</p> <p>Define drugs</p> <p>Outline the harmful effects of frequently abused drugs on human behaviour.</p> <p>Effects of performance enhancing drugs</p> <p>Show avoidance of harmful drugs by:</p> <ul style="list-style-type: none"> - counseling peers - expressing opinions on drug dealers/users - absence of drug abuse symptoms
<p>Games</p> <ul style="list-style-type: none"> • Netball Further development of game strategies <ul style="list-style-type: none"> - offending - defending • Officiating • Game situations 	<ul style="list-style-type: none"> • Adapt appropriate strategies to modified game situations. • Demonstrate a working knowledge of the roles of various officials of the game. • Play netball under normal game conditions • Display impartiality in making judgments 	<ul style="list-style-type: none"> • Guidance • Demonstration • Practice • Role-play <p>RESOURCES</p> <ul style="list-style-type: none"> • Texts • Netballs • Diagrams • Videos • CD 's, DVD 's 	<p>Social Studies</p> <ul style="list-style-type: none"> • Cooperating • Respecting decisions of those in authority • Analyzing situations 	<p>Execute previously learned skills (passing, footwork, shooting, offending, defending), techniques and strategies in normal game conditions.</p> <p>Select the appropriate strategy in modified and normal game situations</p> <p>Officiate in various roles as umpires, scorers and timekeepers.</p> <p>Show impartiality by making judgement based on the rules of the game.</p>

FORM 3 COURSE OUTLINE

TOPICS/SKILLS	LEARNING OUTCOMES	SUGGESTED LEARNING/TEACHING STRATEGIES	INTEGRATED CURRICULUM ACTIVITIES	SUGGESTED ASSESSMENT
<p>Football</p> <ul style="list-style-type: none"> • The Field of Play • Strategies of offensive and defensive play • Game Situations 	<ul style="list-style-type: none"> • Demonstrate knowledge of the area, marks and fixtures of the field. • Demonstrate the ability to select the best response in modified game situations. • Interact with others in a group with confidence. • Play football under normal game conditions 	<ul style="list-style-type: none"> • Guidance • Class discussion • Practice • Demonstration <p>RESOURCES</p> <ul style="list-style-type: none"> • Footballs • Markers • Charts • Diagrams • Videos • CD's 	<p>Mathematics</p> <ul style="list-style-type: none"> • Calculating and drawing to scale. <p>Social Studies</p> <ul style="list-style-type: none"> • Cooperating with others and respecting decisions of those in authority • Analyse situations 	<p>Identify playing areas and marks.</p> <p>Select the correct strategy in modified game situations.</p> <p>Execute previously learned skills off passing, receiving, dribbling, shooting and goal-keeping techniques and strategies in normal game conditions.</p> <p>Show confidence by continuously seeking to create opportunities</p>
<p>Basketball</p> <ul style="list-style-type: none"> • Offensive and defensive skills • Areas of the court • Playing positions • Review previous skills: <ul style="list-style-type: none"> - dribbling - passing - footwork - shooting 	<ul style="list-style-type: none"> • Use the skills appropriately in modified game situations. • Demonstrate a knowledge of areas of the court. • Display self-control in performing offensive, defensive skills 	<ul style="list-style-type: none"> • Guidance • Demonstration • Practice <p>RESOURCES</p> <ul style="list-style-type: none"> • Basketballs • Markers • Charts • Videos 	<p>Mathematics</p> <ul style="list-style-type: none"> • Calculating and drawing to scale. <p>Social Studies</p> <ul style="list-style-type: none"> • Cooperating 	<p>Execute previously learned skills and techniques in modified game situations.</p> <p>Select the correct offensive or defensive skill in modified game situations</p> <p>Identify the different playing areas and playing positions</p> <p>Show self control by avoiding retaliations in all game situations.</p>

FORM 3 COURSE OUTLINE

TOPICS/SKILLS	LEARNING OUTCOMES	SUGGESTED LEARNING/TEACHING STRATEGIES	INTEGRATED CURRICULUM ACTIVITIES	SUGGESTED ASSESSMENT
<p>Cricket</p> <ul style="list-style-type: none"> • Review previously learned skills • Hitting across the line of the ball- - pull, - sweep - cut. • Game situations 	<ul style="list-style-type: none"> • Play the shots of pull, sweep and cut. • Demonstrate a knowledge of cricket and apply the skills in game situations • Practice self-discipline in shot selection 	<ul style="list-style-type: none"> • Guidance • Demonstration • Practice <p>RESOURCES</p> <ul style="list-style-type: none"> • Bats • Balls • Protective gear • Wickets • Markers • Batting strip/Cricket pitch 	<p>Social Studies</p> <ul style="list-style-type: none"> • Cooperating 	<p>Execute previously learned skills and techniques in modified and normal game situations.</p> <p>Select the appropriate shot (pull, sweep, cut) in controlled modified and normal game situations.</p> <p>Show self-discipline by selecting the correct shot at the right time.</p>
<p>Volleyball</p> <ul style="list-style-type: none"> • Review previously learned skills - passing - serving 	<ul style="list-style-type: none"> • Practise the skill and apply in modified game situations • Show improvement in the performance of previous skills 	<ul style="list-style-type: none"> • Guidance • Demonstration • Practice 	<p>Science</p> <ul style="list-style-type: none"> • Application of force 	<p>Execute previously learned skills, (passing, serving) techniques and strategies in normal game conditions.</p>

FORM 3 COURSE OUTLINE

TOPICS/SKILLS	LEARNING OUTCOMES	SUGGESTED LEARNING/TEACHING STRATEGIES	INTEGRATED CURRICULUM ACTIVITIES	SUGGESTED ASSESSMENT
Volleyball continued <ul style="list-style-type: none"> • Offensive and defensive skills <ul style="list-style-type: none"> - Spike - Block • Rules • Normal Game situation 	<ul style="list-style-type: none"> • Apply basic rules of volleyball. • Demonstrate a knowledge of volleyball and apply the skills in modified and normal game situations. 	RESOURCES <ul style="list-style-type: none"> • Volley balls • Markers • Hoops • Nets • Videos 	Social Studies <ul style="list-style-type: none"> • Cooperating 	Execute correct technique of the spike and block in controlled modified and normal game situations. Apply the basic rules of volleyball
Tennis Brief History and skills <ul style="list-style-type: none"> • Lead up activities • Ground strokes <ul style="list-style-type: none"> - forehand - backhand • Serve • Volley 	<ul style="list-style-type: none"> • Know and appreciate the history of tennis • Understand the major skills of the game • Demonstrate a knowledge of tennis and apply skills in modified game situation. 	<ul style="list-style-type: none"> • Class Discussion • small group work • Research • Guidance • Demonstration • Practice RESOURCES <ul style="list-style-type: none"> • Texts • Charts • Tennis Balls • Tennis Rackets • Videos • CD's • DVD 		State briefly the history of the game Outline the major skills of the game. Execute the correct techniques of groundstroke, volley and serve in modified game situations.

FORM 3 COURSE OUTLINE

TOPICS/SKILLS	LEARNING OUTCOMES	SUGGESTED LEARNING/TEACHING STRATEGIES	INTEGRATED CURRICULUM ACTIVITIES	SUGGESTED ASSESSMENT
<p>Hockey</p> <ul style="list-style-type: none"> • Hit • Flick • Goal Keeping • Basic rules • Game Situation 	<ul style="list-style-type: none"> • Demonstrate a knowledge of the skills and apply in game situations • Play hockey under normal game conditions 	<ul style="list-style-type: none"> • Guidance • Demonstration • Practice <p>RESOURCES</p> <ul style="list-style-type: none"> • Hockey sticks • Hockey balls • Markers • Videos • Goal keeping equipment • Skittles 	<p>Social Studies</p> <ul style="list-style-type: none"> • Cooperating, respecting decisions of these in authority 	<p>Execute previously learned skills, techniques in normal game conditions.</p> <p>Execute the correct techniques of hit and flick in controlled modified game situations.</p>

FORM 3 COURSE OUTLINE

TOPICS/SKILLS	LEARNING OUTCOMES	SUGGESTED LEARNING/TEACHING STRATEGIES	INTEGRATED CURRICULUM ACTIVITIES	SUGGESTED ASSESSMENT
<p>Badminton</p> <ul style="list-style-type: none"> • Brief history of the game • Major skills of the game • Serve • Striking <ul style="list-style-type: none"> - forehand - backhand - forehand overhead - backhand overhead - smash • Basic rules • Game Situation 	<ul style="list-style-type: none"> • Know and appreciate the history of Badminton • Identify the major skills of Badminton • Demonstrate a working knowledge of the skills and apply in modified game situations. 	<ul style="list-style-type: none"> • Class discussion • Small group work • Research • Guidance • Demonstrations • Practice. <p style="text-align: center;">RESOURCES</p> <ul style="list-style-type: none"> • Texts • Charts • Shuttles • Racquets • Video's • CD's • DVD 	<p>English</p> <ul style="list-style-type: none"> • Building Vocabulary <p>Science/Mathematics</p> <ul style="list-style-type: none"> • Dynamics in flight of an object re: shape, angle of release, acceleration, gravity and trajectory. 	<p>Give a brief outline of the history of Badminton</p> <p>State the major skills of Badminton</p> <p>Execute the correct techniques of serve, backhand, forehand, forehand overhead stroke, backhand overhead stroke and smash in controlled and modified game situations.</p>

FORM 3 COURSE OUTLINE

TOPICS/SKILLS	LEARNING OUTCOMES	SUGGESTED LEARNING/TEACHING STRATEGIES	INTEGRATED CURRICULUM ACTIVITIES	SUGGESTED ASSESSMENT
<p>Track And Field Further development of techniques in: Throwing Jumping Running</p> <p>Hurdling Basic Techniques</p>	<ul style="list-style-type: none"> Analyze and demonstrate the developmental techniques of throwing, jumping and running. Demonstrate the basic techniques of hurdling Demonstrate tolerance for the effort made by others to execute the skills. 	<ul style="list-style-type: none"> Guidance Class discussion Research Practice <p>RESOURCES</p> <ul style="list-style-type: none"> Manuals Batons Javelin Shot Discus CD's DVD's Video's 	<p>Science and Mathematics</p> <ul style="list-style-type: none"> Dynamics in flight of an object re: shape, angle of release, acceleration gravity, trajectory, summation of forces 	<p>Execute developmental techniques of throwing jumping, running.</p> <p>Execute the basic techniques of hurdling.</p> <p>Show tolerance by being supportive of each other.</p>
<p>DANCE Folk</p> <p>Contemporary/Social</p>	<ul style="list-style-type: none"> Develop an understanding and appreciation of various folk dances. Preserve the dance culture through active participation Perform contemporary and social dances in appropriate settings 	<ul style="list-style-type: none"> Guidance Class discussion Peer-tutoring Demonstration <p>RESOURCES</p> <ul style="list-style-type: none"> Musical Instruments Videos Recorded music 	<p>Social Studies</p> <ul style="list-style-type: none"> Preserving the cultural heritage of the nation Social etiquette 	<p>Choreograph and perform folk dances of various cultural backgrounds.</p> <p>Show contemporary and Social dance patterns</p>

FORM 3 COURSE OUTLINE

TOPICS/SKILLS	LEARNING OUTCOMES	SUGGESTED LEARNING/TEACHING STRATEGIES	INTEGRATED CURRICULUM ACTIVITIES	SUGGESTED ASSESSMENT
<p>Outdoor Education</p> <ul style="list-style-type: none"> Map reading- types of maps rainfalls contours scale Interpretation orienteering overview skills/techniques 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Recognise the features of different types of maps Interpret scales of maps Develop an understanding of orienteering Navigate an orienteering course Develop healthy environmental practices 	<ul style="list-style-type: none"> Class discussion Small group work Research Projects <p>Resources</p> <ul style="list-style-type: none"> Tent Manuals Maps Compasses Textbooks Flags Ropes Markers Control cards 	<p>Social Studies</p> <ul style="list-style-type: none"> Map reading Mathematics Calculate area represented by scale 	<p>Identify the features of different types of maps</p> <p>Construct map of a defined area to a given scale</p> <p>Complete an orienteering course</p> <p>Demonstrate healthy environmental practices by properly disposing of waste.</p>
<p>Swimming</p> <ul style="list-style-type: none"> Further development of technique in: <ul style="list-style-type: none"> Front crawl Back stroke Diving Life saving skills CPR Floating 	<ul style="list-style-type: none"> Get themselves and others out of difficult situations in water Administer CPR Respect the rules that govern water safety 	<ul style="list-style-type: none"> Guidance Practice <p>Resources</p> <ul style="list-style-type: none"> Artificial aids Rods Ropes Markers 	<p>Social Studies</p> <ul style="list-style-type: none"> Obeying rules 	<p>Demonstrate life saving practices</p> <p>Demonstrate CPR</p> <p>Demonstrate respect by obeying the rules of water safety</p>

PART THREE: STRATEGIES/METHODOLOGIES

The strategies/methodologies employed need to take into account students' age, gender, cultural background, range of abilities, special needs, conceptual development, physical development and previous learning experiences. In an effort to provide a stimulating learning environment, teachers should use a variety of teaching strategies to help students achieve intended learning outcomes.

This section provides information on strategies/methodologies that are specific to Health and Physical Education.

Teaching /Learning Strategies

- Demonstration and role modelling
- Experimenting with and exploring creative approaches
- Co-operative learning, small group and total class participation
- Feedback
- Teacher guidance
- Good observation practices
- Motivation
- Negotiation
- Problem Solving
- Practice and reinforcement
- Tabloid Sports - teams/individuals are not necessarily competing against others, but may be working against the clock
- Team teaching - teachers share the responsibility for teaching a lesson or series of lessons
- Peer/Cross-age Tutors - students already skilled in fundamental motor skills can be used. Perceptual Motor Programmes (P.M.P.)
- Homework
- Remedial teaching - focusing on a skill
- Pause Breaks - Spontaneous Teaching Opportunities e.g. While class is lined up waiting to enter another class or while going to Physical Education classes
- Thematics - identifying commonalities among skills
- Games with a purpose - used as a teaching tool
- Teaching through sport - used as a vehicle to teach other components of Physical Education
- Celebration Days - special events, planned physical activities

Suggested Activities

Four-Way Volleyball

Skills: serve, volley

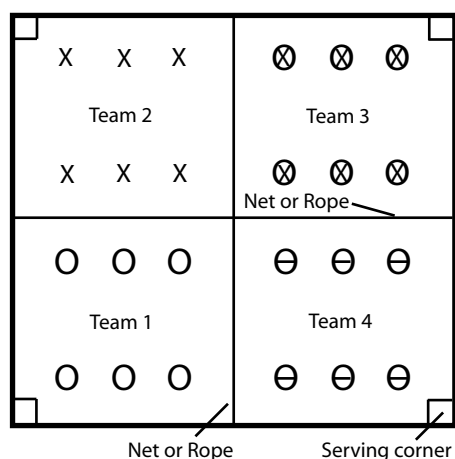
Movement concepts: Moving into space, change of direction and speed

Players: Four or six per team

Formation: See diagram

Playing Area: Playground, gymnasium

Equipment: Volleyball and two nets or ropes



Organisation/Description of Activities: There are four separate teams in this game.

Players in courts 1 and 2 may serve only into courts 3 and 4. Similarly, players in courts 3 and 4 may serve only into courts 1 and 2. However, after the serve, a team may hit the ball into any of the other three courts. When a fair serve is made and the ball touches the floor or fails to get out of the receiver's court within the allotted three hits, the serving team scores one point and continues serving as in regular volleyball. However, when a receiving team hits the ball into another court fairly, this team becomes the serving team the moment the ball leaves its court. If the new receiving team fails to pass the ball out of its court, the new serving team is awarded one point. All other regular volleyball rules apply.

Suggested Activities

Sideline Basketball

Skills: Pass, catch, shoot, dribble, pivot

Movement concepts: Moving into space, change of direction and speed

Players: Ten to twelve per team

Equipment: Basketballs

Organisation/Description of Activity: Five players from each team play in the court area, while the remaining players from both teams are placed alternately along the sidelines and endlines. Leave equal spaces between line players. Basketball rules are followed, except the ball may be passed to a sideline player. Sideline players cannot enter the court, dribble, or pass to another sideline player. Start the game with a jump ball in the center of the playing area. The team that gains possession is designated as the offensive team. If the defensive team intercepts the ball, it must pass to one of its sideline players before it becomes the offensive team. Stepping over the sideline gives the ball to opponents on their sideline. Players on the sidelines rotate with players on the floor. Field goals score two points and free throws one point.

Suggested Activities

Four-Goal Football

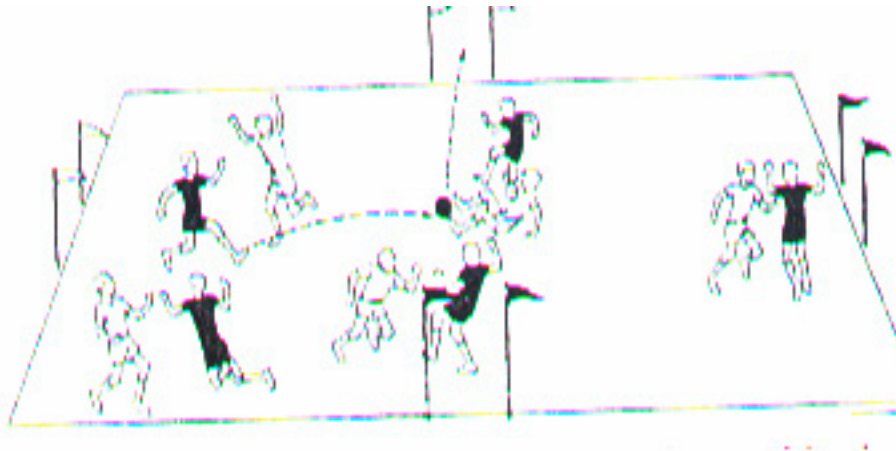
Skills: All football skills

Movement concepts: Use of available space, moving into space, change of direction and speed

Players: Four or five per team

Playing area: Playground, gymnasium

Equipment: Football and four goals



Organisation/Description: A field with four goals marked with the flags. These are located in the center of each line. The game begins with two teams of five players each. The number of players, however, can be increased to seven or eight per team. The game is played without goalkeepers and each team attacks and defends two goals (football). Football rules are applied, with the exception of offside or corner kicks.

Suggested Activities

Line Field Hockey

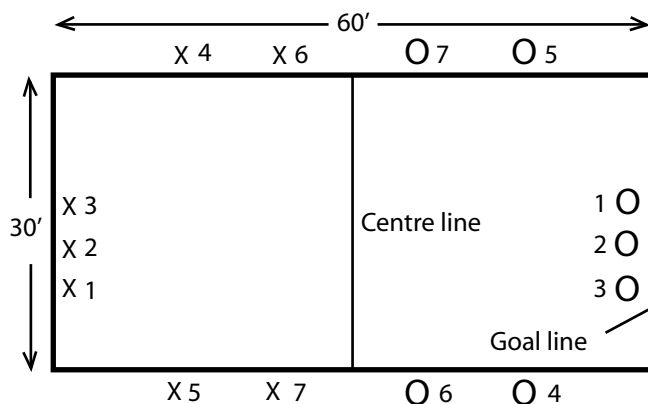
Skills: Shoot, pass, receive

Movement concepts: Moving into space, change of direction, pathway and speed

Players: Six to eight per team

Playing Area: Playground, gymnasium

Equipment: Sticks and ball



Organisation/Description: The ball is placed in the middle of the field. On signal, player 1 from each team runs out and tries to gain possession of the ball. Once the ball is in possession, a player may pass to any side player or try to shoot the ball over her opponent's goal line. No other player on her team may enter the field of play or score a goal. After each goal, rotate players and start the game again.

Suggestions and Variations

1. Allow two players to come out each time
2. Shorten the distance between goals as skill improves.

Suggested Resources

This Curriculum envisages a variety of resource material. No single resource can provide sufficient material to nurture the development of any one learner or group of learners for any extended period of time. The range of resources must:

- reflect the diversity of learners' interests, needs, abilities and experiences.
- support the achievement of the curriculum outcomes
- be available to all learners

This curriculum emphasizes the importance of human resources because of the social nature of Physical and Health Education learning. Other resources include:

- computers, software, audio, visual texts
- texts at different levels of difficulty and from different cultural and social perspectives
- reading material such as books, magazines, instruction, brochures and posters.

Suggested Resource Texts

1. Eshuys, J. Guest, V and Lawrence, J. **Fundamentals of Health and Physical Education**, Heinemann
2. Eshuys, J. Guest, V and Lawrence, J. **Fundamentals of Health and Physical Education Activity Pack**
3. Beashel, P. Taylor J. **The World of Sport Examined**, Nelson
4. Williams, A., **Curriculum Gymnastics**, Hodder & Stoughton
5. Harrison, K., and Anty, J., **Dance Ideas** Hodder & Stoughton
6. Davis, D., Kimmet, and T. Anty, M. **Physical Education Theory and Practice**, McMillan
7. Fountain S., and Gee L., **Physical Education to 16**, Oxford
8. Attmore S., and Clarke G., **Physical Education to 16 Copymasters**, Oxford O.U.P
9. Morton, D., Baygniet, N., Jones, G., and Walters, D., **Physical Education Through Diagrams**, Oxford O.U.P

PART FOUR: EVALUATION AND ASSESSMENT

Evaluation is an essential part of Curriculum Development and implementation. It is a continuous process providing feedback at classroom, school, and community levels, to ensure that the learning and teaching of Health and Physical Education is relevant and sensitive to the needs of students. Teachers should use a variety of objective and subjective evaluational tools to assess performance, motivate students, and communicate information.

It involves the collection of information for reflection and review to ensure informed decision-making about students' needs, classroom practices, appropriateness of resources, and school and community expectations.

Evaluation and Assessment

Evaluation is the continuous process of determining student gain and programme effectiveness, whereas assessment refers to data collection, interpretation and decision making.

Because effective teaching is related to student learning, assessment of student progress is vital. Authentic assessment procedures should be chosen to compare a student's performance to expected competencies i.e. what the student should know and be able to do.

In addition to monitoring and reporting students' progress, evaluation of both teaching practices and the effectiveness of the overall Health and Physical Education programme will be required. Self-reflection is one of the hallmarks of effective teaching.

Two types of evaluation are used in the Health and Physical Education programmes viz, Formative and Summative Evaluation.

Formative Evaluation is used within each lesson to assess the progress each child is making towards the goals of each lesson.

Summative Evaluation occurs at the end of an instructional activity, for example at the end of a unit or yearly programme.

Tools and Strategies

Teachers should endeavour to discover the extent to which students have realized the respective objectives based on the following strategies:

- Evaluating the Teaching Process

- Systematic observational methods

- Event Recording - recording the number of times an event occurs within a given time period.
 - Duration Recording - recording the length of time a student or group of students participate in a given activity.
 - Group Time Sampling - teacher observes the whole group for a short period of time and quickly counts the number of children engaged in a particular behaviour, such as talking, participating, or misbehaving.
 - Lesson Focus Observation - should be limited to one or two key skills or movement patterns that are considered the main focus of the lesson.

- Evaluating Student Progress

- Checklist
 - Performance assessment
 - Motor skill tests
 - Fitness testing (pre test/post tests)
 - Interviews
 - Sociogram
 - Personal Activity Log (PAL) Journal used to express children's 'lived experiences'
 - Observation
 - Portfolio Assessment
 - End of term written/practical examination
 - Self Assessment

- Evaluating the Programme
 - Programme content - self-appraisal scale
 - Daily Lesson - checklists
 - Facilities and Equipment - should be inspected prior to and during each lesson for safety, suitability, and adequate supply
 - Teacher effectiveness - evaluating the teaching method/strategies used.

Cross-Referencing to Teachers' Guide

The Teachers' Guide is a document to be used in conjunction with the Health and Physical Education Curriculum. It is designed to assist teachers in better understanding the programme and to provide more detailed information on specific areas of the curriculum.

Cross-referencing to the Teachers' Guide will be found in the areas of Lesson Planning, Unit Planning and Assessment. It would include a variety of lesson plans, and sample lessons, as well as items for assessing the programme.

BIBLIOGRAPHY

Alexander, Ken & Taggart Andrew *Sport Education in Physical Education*
Canberra : Australian Sport Commission, 1995.

Physical Education Association of the United Kingdom, *The British Journal of Physical Education* : PEA of the U.K. ISSN 0144-3569

Australian Capital Territory Department of Education and Training, *Health and Physical Education Curriculum Framework* Canberra: Publications and Public Communication for the ACT Dept. of Education and Training, 1994. 55p.

Nova Scotia, Department of Education and Culture *Foundation for Active, Healthy Living: Physical Education Curriculum* (Halifax): Nova Scotia Education and Culture, English Program Service, 1997.

Department of Education Alberta *Elementary Physical Education*
(Edmonton): Alberta Education, 1982. 109p.