

The New Senior Secondary Curriculum for Sierra Leone

Subject syllabus for Physical Health Education

Subject Discipline: Sciences and Technologies



This subject syllabus is based on the National Curriculum Framework for Senior Secondary Education. It was prepared by national curriculum specialists and subject experts.





Curriculum Elements for Physical Health Education – an applied subject

Subject description

Physical and Health Education focuses on both learning about and learning through physical activity. Both dimensions help students to develop skills across the curriculum.

Physical and Health Education should foster the development of knowledge, skills and attitudes that will contribute to a student's balanced and healthy lifestyle. Through physical and health education, students can learn to appreciate and respect the ideas of others and develop effective collaboration and communication skills. This subject also offers many opportunities to build positive interpersonal relationships that can help students to develop a sense of social responsibility.

PHE should engage students in physical education activities for at least half of the total teaching time allocated to the subject.

Objectives/Broad Goals of PHE Objectives:

- Physical, social and moral development
- Increase self-awareness and self-confidence
- Improved collaboration, communication and interpersonal skills
- Increased knowledge about well-being (mental and physical well-being) – including knowledge about diet, exercise, relationships, positive life choices

Structure and Content of the Senior Secondary School Physical Health Education Syllabus

	SSS 1	SSS 2	SSS 3
Term 1	Definition of Physical Health Education (PHE) <ul style="list-style-type: none"> • Importance of PHE • Aims and objectives • Aspects of PHE Principles and Philosophy of Physical Education	Intramural and Extramural Activities and Tournaments <ul style="list-style-type: none"> • Definition of: <ul style="list-style-type: none"> ○ Intramural activities ○ Extramural activities • Benefits of intramural and extramural activities 	Practice of Games and Dance Games (Ball Games) <ul style="list-style-type: none"> • Football • Basketball • Volleyball • Hockey • Handball • For each sport, understand:



- Principles and philosophies of the founding fathers
- Changes in concepts of PE
- Education of the physical and education through the physical

Physical Education Ideologies

- National and patriotism in PE and sports
- National ideologies. (How nationalism, patriotism and national ideologies can be achieved through sport and PE). Special emphasis on Hetherington, Dudley Sargent, Thomas Wood, and John Dewey

Recreation

- Definition and importance - differences between work, rest, recreation, leisure, and sports
- Role of recreational activities for an individual and for society
- Types of recreational activities
 - In-door
 - Out-door
- Recreational activities like
 - Walking, jogging, swimming, cycling, playing, musical instrument, table tennis and camping
- Safety issues

Practice of Games and Dance Games (Ball Games)

- Difference between intramural and extramural activities, major and minor games, and sports
- Definition of tournament
 - Types of tournaments
 - Role of lead up games
 - Advantages and disadvantages of each tournament

Traditional Sports in West Africa

- Origin of traditional sport in West African countries
- Types of traditional sports in the different West African Countries
- Values of traditional sport

Greek Festivals and the Olympic Games (Origin and Importance)

- Greek festivals
 - Usthman, Pythian, Nemean and Olympian
 - Ancient Olympic games
- Modern Olympic games: origin and importance of Ancient Greek (Sparta and Athens) modern Olympic games

Practice of Games and Dance Games (Ball Games)

- Football
- Basketball
- Volleyball
- Hockey

- the playing areas (sketched and labelled diagrams).
- instruments and equipment
- rules and regulations
- (skills and rules demonstrated in practical session)

Racket Games

- Tennis
- Table Tennis
- Badminton
- Rules and regulations
- Types of equipment used
- Specifications of courts and table
- Explain terminologies used in these games
- Safety precautions in each of these games
- Officiating and duties of officials of each of these games
- Skill involved in each game and put them into practice

Recreation

- Definition and importance - differences between work, rest, recreation, leisure, and sports
- Role of recreational activities for an individual and for society
- Types of recreational activities
 - In-door
 - Out-door
- Recreational activities like



	<ul style="list-style-type: none"> • Football • Basketball • Volleyball • Hockey • Handball 	<ul style="list-style-type: none"> • Handball 	<ul style="list-style-type: none"> ○ Walking, jogging, swimming, cycling, playing, musical instrument, table tennis and camping • Safety issues <p>Intramural and Extramural Activities and Tournaments</p> <ul style="list-style-type: none"> • Definition of: <ul style="list-style-type: none"> ○ Intramural activities ○ Extramural activities • Benefits of intramural and extramural activities • Difference between intramural and extramural activities, major and minor games, and sports • Definition of tournament <ul style="list-style-type: none"> ○ Types of tournaments ○ Role of lead up games ○ Advantages and disadvantages of each tournament
Term 2	<p>Practice of Athletics: Track Events</p> <ul style="list-style-type: none"> • Discuss the techniques/skills involved in running • Sprint start: bullet/ bunch, medium and elongated • Phases of running • Short distance races <ul style="list-style-type: none"> ○ Sprints 50m, 100m, 200m, 400m ○ Hurdles 100mH, 110mH, 400mH) • Different distances involved in <ul style="list-style-type: none"> ○ 3000m steeple chase, cross-country 	<p>Practice of Athletics: Track Events</p> <ul style="list-style-type: none"> • Discuss the techniques/skills involved in running • Sprint start: bullet/ bunch, medium and elongated • Phases of running • Short distance races <ul style="list-style-type: none"> ○ Sprints 50m, 100m, 200m, 400m ○ Hurdles 100mH, 110mH, 400mH) • Different distances involved in <ul style="list-style-type: none"> ○ 3000m steeple chase, cross-country 	<p>Traditional Sports in West Africa</p> <ul style="list-style-type: none"> • Origin of traditional sport in West African countries • Types of traditional sports in the different West African Countries • Values of traditional sport <p>Greek Festivals and the Olympic Games (Origin and Importance)</p> <ul style="list-style-type: none"> • Greek festivals



- Middle distance races: 800m, 1500m
- Long distance races (3,000m, 5,000m, 10,000m, marathon)
- Relay races: 4x100m, 4x200m, 4x400m medley relay
- Hurdling: start, stride and finishing to be emphasized
- Hurdle events (high and low): High 110mH, middle 400mH, low 100mH
- Baton changing: visual and non-visual, takeover, and take-over zone
- Flight over hurdles demonstrated and practiced.
- Rules and regulations
- Duties of officials in athletics races

Practice of Athletics: Field Events

- Throwing events: discuss, javelin, shot put, hammer
- Jumps: high jump, long jump, triple jump, pole-vault
- Equipment and specification
- Techniques/ skills
- Rules and regulations
- Officiating
- Discuss safety precautions

National Competitions

- Championships at national level
- Organisation and administration
- Types of championship
- National championships organised by different sports associations/ federation

- Middle distance races: 800m, 1500m
- Long distance races (3,000m, 5,000m, 10,000m, marathon)
- Relay races: 4x100m, 4x200m, 4x400m medley relay
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National Competitions

- Championships at national level
- Organisation and administration
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- National championships organised by different sports associations/ federation

- Usthman, Pythian, Nemean and Olympian
- Ancient Olympic games
- Ancient sports in Sparta and Athens
- The importance of the social and political life of the Ancient Greeks to the Olympic games

Modern Olympic Games

- Origin and importance

National Competitions

- Championships at national level
- Organisation and administration
- Types of championship
- National championships organised by different sports associations/ federation

Institutional Sports

- The universities' games
- The polytechnic games
- Colleges of education games
- National schools sport federation

International Competitions

- The Olympic/Paralympic Games
- All Africa Games

International Competitions

- FIFA World Cup
- The Olympic/Paralympic Games



Institutional Sports

- The universities' games
- The polytechnic games
- Colleges of education games
- National Schools Sport Federation

The All-African Games

- History of All Africa Games
- Reasons for disparity in the timing of the games
- History and activities of The Supreme Council of Sports in Africa

International Competitions

- FIFA World Cup
- The Olympic/Paralympic Games
- Commonwealth Games
- All Africa Games
- World Athletics Championship
- World Swimming Championship
- Discuss the history, organisation, and governing bodies of each competition and time for international competition,

Basic Anatomy and Pliysidogy in relation to Physical Activities

- Skeletal system
- Parts and functions of the human skeletal system
- Bones and joints involved in movement

Nervous System

Institutional Sports

- The universities' games
- The polytechnic games
- Colleges of education games
- National Schools Sport Federation

International Competitions

- The Olympic/ Paralympic Games
- All Africa Games

The All-African Games

- History of All Africa Games
- Reasons for disparity in the timing of the games
- History and activities of The Supreme Council of Sports in Africa (SCSA)

- Commonwealth Games
- All Africa Games
- World Athletics Championship
- World Swimming Championship
- Discuss the history, organisation, and governing bodies of each competition and time for international competition,
- Rules and regulations of each of the governing bodies
- Safety precautions, officiating and penalties for contravening rules

Practice of Athletics: Track Events

- Discuss the techniques/skills involved in running, including starting and finishing
- Sprint start: bullet/ bunch, medium and elongated
- Phases of running
- Short distance races
 - Sprints 50m, 100m, 200m, 400m
 - Hurdles 100mH, 110mH, 400mH)
- Different distances involved in
 - 3000m steeple chase, cross-country
 - Middle distance races: 800m, 1500m
 - Long distance races (3,000m, 5,000m, 10,000m, marathon)
 - Relay races: 4x100m, 4x200m, 4x400m medley relay
- Hurdling: start, stride and finishing to be emphasized
- Hurdle events (high and low): High 110mH, middle 400mH, low 100mH



- The brain
- The spinal cord
- The nerves
- The simple reflex action

Circulatory System

- The heart muscle
- Effect of exercise on the heart
- Blood circulation
- Functions of blood
- Types of blood circulation

The Respiratory System

- Nose, trachea, and lungs
- Types of respiration
- Effect of exercise on respiration
- Aerobic and anaerobic sport

Skeletal Muscle

- Major muscles of the body
- Types of muscle contraction
- Muscle cramp - cause, prevention and first aid
- Aerobic and anaerobic activities in relation to respiration
- Isotonic and isometric contractions

Physical Fitness and Conditioning

- Definition of physical fitness
- Components of physical fitness
- Health related and performance/ skills related components of physical fitness

- Baton changing: visual and non-visual, takeover, and take-over zone
- Flight over hurdles demonstrated and practiced.
- Rules and regulations
- Duties of officials in athletics races

Practice of Athletics: Field Events

- Throwing events: discuss, javelin, shot put, hammer
- Jumps: high jump, long jump, triple jump, pole-vault
- Explain and demonstrate the different styles of high jump (flop, straddle, western roll, scissors) and the different techniques and skills involved in long jump (sail/hang and hitch- kick, demonstrate and put into practice
- Equipment and specification
- Techniques/ skills
- Rules and regulations
- Officiating
- Discuss safety precautions

Traditional Dance

- Dances from the regions of each country
- Costumes for the various dances
- Types of traditional dance and dance steps



	<ul style="list-style-type: none"> • Benefits of physical activities, exercise, and physical fitness • Rules and regulations for fitness • Demonstrate coaching points and practice in games situation <p>Health and Personal Hygiene</p> <ul style="list-style-type: none"> • Importance of health in PE • Care of the body – cleanliness before during and after exercise. • Sportswear - the importance of wearing appropriate sport wear; good and bad sports wear 		
<p>Term 3</p>	<p>Somatotypes</p> <ul style="list-style-type: none"> • Description of the various body types • Distinguish between the various body types • Relationship between body type and physical activity and sport <p>Posture</p> <ul style="list-style-type: none"> • Correct posture • Postural defects • Causes of postural defects and preventative measures: kyphosis, scoliosis, lordosis, and flat foot • Discuss corrective measures of these defects <p>Racket Games</p> <ul style="list-style-type: none"> • Tennis 	<p>Skeletal system</p> <ul style="list-style-type: none"> • Parts and functions of the human skeletal system • Bones and joints involved in movement • Types of joints and their movements <p>Nervous System</p> <ul style="list-style-type: none"> • The brain • The spinal cord • The nerves • The simple reflex action <p>Circulatory System</p> <ul style="list-style-type: none"> • The heart muscle • Effect of exercise on the heart • Blood circulation • Functions of blood 	<p>Physical Fitness and Conditioning</p> <ul style="list-style-type: none"> • Definition of physical fitness • Components of physical fitness • Health related and performance/ skills related components of physical fitness • Benefits of physical activities, exercise, and physical fitness • Rules and regulations for fitness • Demonstrate coaching points and practice in games situation <p>Health and Personal Hygiene</p> <ul style="list-style-type: none"> • Importance of health in PE • Care of the body – cleanliness before, during and after exercise. • Sportswear - the importance of wearing appropriate sport wear; good and bad sports wear



- Table Tennis
- Badminton
- Skill involved in each game and put them into practice
- Explain terminologies used in these games
- Safety precautions in each of these games
- Specifications of courts and table
- Rules and regulations
- Officiating and duties of officials of each of these games

Traditional Dance

- Dances from the regions of each country
- Costumes for the various dances
- Types of traditional dance and dance steps
- Discuss safety precaution in each dance

Nutrition in Sport

- Definition of food and classes of food
- Balanced diet and dietary considerations in sports
- Role of food nutrients to the body in relation to physical activity/ sports
- Importance of carbohydrates in pre-games nutrition and performance

Drugs In Sport

- Meaning of drugs
- Types of drugs

- Types of blood circulation

The Respiratory System

- Nose, trachea, and lungs (and their functions)
- Types of respiration
- Effect of exercise on respiration
- Aerobic and anaerobic sports

Skeletal Muscle

- Major muscles of the body
- Types of muscle contraction
- Muscle cramp - cause, prevention and first aid
- Aerobic and anaerobic activities in relation to muscles
- Isotonic and isometric contractions

Physical Fitness and Conditioning

- Definition of physical fitness
- Components of physical fitness
- Health related and performance/ skills related components of physical fitness
- Benefits of physical activities, exercise, and physical fitness
- Rules and regulations for fitness
- Demonstrate coaching points and practice in games situation

Health and Personal Hygiene

- Importance of health in PE
- Care of the body – cleanliness before, during and after exercise.

Nutrition in Sport

- Definition of food and classes of food
- Balanced diet and dietary considerations in sports
- Role of food nutrients to the body in relation to physical activity/ sports
- Importance of pre-games nutrition

Drugs In Sport

- Meaning of drugs
- Types of drugs
- Drug use and misuse
- The effect of drugs on performance
- Effects (advantages and disadvantages) of drugs like stimulants, narcotics, hallucinogens, sedatives, and ergogenic- aids

Sport Injuries

- Common sports injuries
 - Dislocation
 - Sprain
 - Strain
 - Fracture (simple and complex)
 - Bruise
 - Cramps
- Identify kinds of sport injuries and explain the causes, symptoms, prevention, and management of each injury and how to apply first aid.
- First aid and using contents of the first aid box to take care of sports injuries.



- Drug use and misuse
- The effect of drugs on performance
- Advantages and disadvantages of drugs like stimulants, narcotics, hallucinogens, sedatives, and ergogenic- aids

Sport Injuries

- Common sports injuries
 - Dislocation
 - Sprain
 - Strain
 - Fracture (simple and complex)
 - Bruise
 - Cramps
- Identify kinds of sport injuries and explain the causes, symptoms, prevention, and management of each injury and how to apply first aid.
- First aid and contents of the first aid box.
- Identify special conditions and solutions for first- aid

Inclusive PHE Programme

- Definition
- Categories of people with special needs
- Inclusive exercise
- Additional considerations for the special needs (heat stroke, heat exhaustion, drowning, shock, fainting, muscle fatigue)
- Management of:
 - artificial respiration

- Sportswear - the importance of wearing appropriate sport wear; good and bad sports wear

Principles and Philosophy of Physical Education

- Principles and philosophies of the founding fathers (Hetherington, Dudley Sargent, Thomas Wood, and John Dewey)
- Changes in concepts of PE
- Education of the physical and education through the physical

Physical Education Ideologies

- National and patriotism in PE and sports
- National ideologies
- How nationalism, patriotism and national ideologies can be achieved through sport and PE

- Importance of correct sportswear to the athlete (e.g., regulating the body temperature, preventing injury)

Corrective and Adaptive PE Programme

- Definition
- Category of people with special needs
- Corrective exercise
- Considerations for the special needs (heat stroke, heat exhaustion, drowning, shock, fainting, muscle fatigue)
- Management of:
 - different types and applications of artificial respiration
 - safety precautions in physical education

Sport Administration

- Administrative structure/ function of sports at institutional level
- Administrative structure/ function of sport at national, regional/ state, and local government levels.
- Administrative chart and organogram at different levels.



- safety precautions in physical education

Sport Administration

- Administrative structure/ function of sports at institutional level
- Administrative structure/ function of sport at national, regional/ state, and local government levels.
- Administrative chart and organogram at different levels.





Teaching Syllabus

Topic/ Theme/ Unit	Expected learning outcomes	Recommended teaching methods	Suggested resources	Assessment of learning outcomes
Definition of Physical Health Education (PHE) <ul style="list-style-type: none"> Importance of PHE Aims and objectives Aspects of PHE 	Learners will be able to: <ul style="list-style-type: none"> Explain the key terms, e.g., optimal physical/ mental, health and social skills through physical activities. Outline the reasons why PHE is important to the individual, e.g., improves quality of life irrespective of age. Explain how PHE promotes cognitive, affective, physical developments and motor skills Describe some of the aims and objectives of PHE Outline the different components of PHE, 	<ul style="list-style-type: none"> Talk and chalk Brainstorming Discussion (pairs/ groups/ class) 	<ul style="list-style-type: none"> Chalk/ pens with black/ whiteboard Pupils themselves Internet and other research to list prominent sports men/ women who have achieved through PHE/ sports 	<ul style="list-style-type: none"> Give examples of people in Sierra Leone who have successfully achieved in life through PHE/sports. Explain why the study of PHE is important. Identify some of the different components of the subject PHE
Principles and Philosophy of Physical Education <ul style="list-style-type: none"> Principles and philosophies of the founding fathers Changes in concepts of PE Education of the physical and education through the physical 	<ul style="list-style-type: none"> Outline the main philosophies of Hetherington, Thomas Wood, John Dewey, and Sargent's contributions to P(H)E. Identify the changes in the different concepts of PHE in relation to the founding fathers of PE. Differentiate the meaning of the two concepts, e.g., education of the physical and education through the physical. 	<ul style="list-style-type: none"> Talk and chalk Brainstorming Discussion (pairs/ groups/ class) 	<ul style="list-style-type: none"> Chalk/ pens with black/ whiteboard Pupils themselves Textbooks 	Briefly outline the philosophies and contributions made by the founding fathers of PHE.
Physical Education Ideologies	<ul style="list-style-type: none"> Define nationalism and patriotism 	<ul style="list-style-type: none"> Talk and chalk Brainstorming 	<ul style="list-style-type: none"> Chalk/ pens with black/ whiteboard Pupils themselves 	State examples of how to demonstrate patriotism and



<ul style="list-style-type: none"> National and patriotism in PE and sports National ideologies. (How nationalism, patriotism and national ideologies can be achieved through sport and PE). Special emphasis on Hetherington, Dudley Sargent, Thomas Wood, and John Dewey 	<ul style="list-style-type: none"> Exhibit actions geared towards patriotism and nationalism through PE/ sports Act in support of the national ideologies (love for your country) 	<ul style="list-style-type: none"> Discussion (pairs/ groups/ class) 	<ul style="list-style-type: none"> Textbooks 	<p>nationalism through PE/ sports, e.g., respect and value for the national flag, anthem, and the pledge.</p>
<p>Recreation</p> <ul style="list-style-type: none"> Definition and importance - differences between work, rest, recreation, leisure, and sports Role of recreational activities for an individual and for society Types of recreational activities <ul style="list-style-type: none"> Indoor Outdoor Recreational activities like <ul style="list-style-type: none"> Walking, jogging, swimming, cycling, playing, musical 	<ul style="list-style-type: none"> Give examples of recreation. Outline the importance of recreation State the differences between work, rest, recreation, leisure, and sports. Differentiate between indoor and outdoor recreation. Understand the value to people and society of recreational activities like walking, jogging, swinging, cycling, playing musical instruments, table tennis, camping. Differentiate between recreational activities and lifetime sports (amateur and professional). Consider safety measures used in recreational activities 	<ul style="list-style-type: none"> Talk and chalk Brainstorming Discussion (pairs/ groups/ class) 	<ul style="list-style-type: none"> Chalk/ pens with black/ whiteboard Pupils themselves 	<p>Explain the value of recreational activities for an individual and for society</p>





<p>instrument, table tennis and camping</p> <ul style="list-style-type: none"> Safety issues 				
<p>Practice of Games and Dance Games (Ball Games)</p> <ul style="list-style-type: none"> Football Basketball Volleyball Hockey Handball For each sport, understand: <ul style="list-style-type: none"> the playing areas (sketched and labelled diagrams). instruments and equipment rules and regulations (skills and rules demonstrated in practical session) 	<ul style="list-style-type: none"> Draw and label the dimensions of the playing areas of the games listed. Understand the rules and laws of these games. Understand the equipment required. Execute the skills used to play these games. State the officials for these games and outline their duties and responsibilities. 	<ul style="list-style-type: none"> Practice Organise mini competitions among the pupils Take the pupils to various playing grounds Talk and chalk Brainstorming Discussion (pairs/ groups/ class) 	<ul style="list-style-type: none"> Equipment - soccer balls, volley balls, basket balls, handballs, hockey balls and sticks. Goals, nets, hoops etc Goal nets for same Whistles Stopwatches/ clocks Language cards (Red and yellow) Tables, score cards and charts. 	<ul style="list-style-type: none"> Demonstrate the skills of the various games. Draw and label the dimensions of the different playing grounds. Observe and make comments from field trips.
<p>Practice of Athletics: Track Events</p> <ul style="list-style-type: none"> Discuss the techniques/skills involved in running Sprint start: bullet/ bunch, medium and elongated 	<ul style="list-style-type: none"> Define what a track event is. List the types of track events Differentiate between short, medium, and long-distance races. Name and explain different aspects of short, medium, and long distances. List the number of short, medium, and long-distance races. 	<ul style="list-style-type: none"> Talk and chalk Brainstorming Illustrations Discussion (pairs/ groups/ class) Charts Practice 	<ul style="list-style-type: none"> Use of pupils themselves Chalk and black board Van-cards Textbooks Video 	<ul style="list-style-type: none"> Explain meaning and differentiate certain concepts taught Demonstrate the skills and techniques taught.



<ul style="list-style-type: none"> • Phases of running • Short distance races <ul style="list-style-type: none"> ○ Sprints 50m, 100m, 200m, 400m ○ Hurdles 100mH, 110mH, 400mH) • Different distances involved in <ul style="list-style-type: none"> ○ 3000m steeple chase, cross-country ○ Middle distance races: 800m, 1500m ○ Long distance races (3,000m, 5,000m, 10,000m, marathon) ○ Relay races: 4x100m, 4x200m, 4x400m medley relay • Hurdling: start, stride and finishing to be emphasized • Hurdle events (high and low): High 110mH, middle 400mH, low 100mH • Baton changing: visual and non-visual, takeover, and take-over zone 	<ul style="list-style-type: none"> • Explain the meaning of a sprint start. • Demonstrate skills involved in sprint start. • Define what a relay race is. • List the differences between a relay race and other track events. • List examples of relay races e.g, 4x100m,4x200m, 4x400m. • Explain what a medley relay race is. • Define hurdling. • Explain the flight over hurdle events (high and low), • State examples of high 110mH, middle 400mH, and low100mH • Explain the meaning of visual and non- visual methods of baton change. • Demonstrate the techniques involved in each of the baton change methods and the use of the take-over zone. • Demonstrate and practice the flight over hurdles for the various events involved. • Explain the different distances involved in: 3000m steeple chase, cross- country; long distance races: 3000m, 5000m, 10,000m, marathon. • Explain the phases of running (start, stride, and finish). • Explain the rules and regulations guiding these events (short, middle-, and long-distance events). • Outline the duties of officials for these events. 	<ul style="list-style-type: none"> • Field trips • Improvisations of certain equipment and facilities. 	<ul style="list-style-type: none"> • Over-head projectors • Track and field arena • Whistles • Batons • Athletics equipment (track and field) • Starting blocks • Stop watches • Hurdles • Local materials e.g., bush sticks, sand 	<ul style="list-style-type: none"> • Pupils to officiate a day athletic competition.
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<ul style="list-style-type: none"> • Flight over hurdles demonstrated and practiced. • Rules and regulations • Duties of officials in athletics races 				
<p>Practice of Athletics: Field Events</p> <ul style="list-style-type: none"> • Throwing events: discuss, javelin, shot put, hammer • Jumps: high jump, long jump, triple jump, pole-vault • Equipment and specification • Techniques/ skills • Rules and regulations • Officiating • Discuss safety precautions 	<ul style="list-style-type: none"> • Define the term field event • List the types of field events Throwing events: discus, javelin short-put, hammer Jumping events: high jump, long jump, triple jump, pole-vault • Identify the equipment used for each of these events. • State the standard specifications for the various equipment. • Demonstrate the techniques/ skills involved for these events. • Explain the rules and regulations for each event and follow the rules in practical sessions • State the officials and their duties for these events. Practice officiating. • Discuss the safety precautions involved in these events. 	<ul style="list-style-type: none"> • Talk and chalk • Brainstorming • Illustrations • Discussion (pairs/ groups/ class) • Charts • Practice • Field trips • Improvisations of certain equipment and facilities. 	<ul style="list-style-type: none"> • Use of pupils themselves • Chalk and black board • Van-cards • Textbooks • Video • Over-head projectors • Track and field arena • Whistles • Batons • Athletics equipment (track and field) <ul style="list-style-type: none"> ○ shot-put, discus, javelin, hammer ○ sectors in which the events take place ○ Up-rights, crossbar, landing foam for high jump and pole vault ○ Long and triple jumps landing sector 	<ul style="list-style-type: none"> • Explain meaning and differentiate certain concepts taught • Demonstrate the skills and techniques taught. • Pupils to officiate a day athletic competition.





			<ul style="list-style-type: none"> Local materials e.g., bush sticks, sand 	
<p>National Competitions</p> <ul style="list-style-type: none"> Championships at national level Organisation and administration Types of championship National championships organised by different sports associations/ federation <p>Institutional Sports</p> <ul style="list-style-type: none"> The universities' games The polytechnic games Colleges of education games National schools sport federation 	<ul style="list-style-type: none"> Explain the organization and administrative process of these competitions. List the types of championships. Outline the national championship organized by different sports associations/ federations, <ul style="list-style-type: none"> The universities' games The polytechnic games Colleges of education games National schools sport federation 	<ul style="list-style-type: none"> Talk and chalk Brainstorming Discussion (pairs/ groups/ class) Field trips. 	<ul style="list-style-type: none"> Chalk/ pens with black/ whiteboard Pupils themselves Internet, video, and other research material. 	<ul style="list-style-type: none"> Project work on the origins and purpose of one of the competitions. [Could focus on one staging of the competition/ one event/ one participant or body, etc.]
<p>The All-African Games</p> <ul style="list-style-type: none"> History of All Africa Games Reasons for disparity in the timing of the games History and activities of The Supreme Council of Sports in Africa 	<ul style="list-style-type: none"> Explain the history of The All African Games, including the disparity in the timing of the games Explain the history and activities of sports in Africa (under the aegis of The Supreme Council of Sports in Africa). 	<ul style="list-style-type: none"> Talk and chalk Brainstorming Discussion (pairs/ groups/ class) 	<ul style="list-style-type: none"> Chalk/ pens with black/ whiteboard Pupils themselves Internet, video, and other research material. 	<p>Project work on the origins and purpose of one of the competitions. [Could focus on one staging of the competition/ one event/ one participant or body, etc.]</p>



<p>International Competitions</p> <ul style="list-style-type: none"> • FIFA World Cup • The Olympic/Paralympic Games • Commonwealth Games • All Africa Games • World Athletics Championship • World Swimming Championship • Discuss the history, organisation, and governing bodies of each competition and time for international competition, 	<ul style="list-style-type: none"> • Discuss the history, organization (including timing) and governing bodies of each international competition: <ul style="list-style-type: none"> ○ FIFA world coup ○ The Olympics and Para Olympic Games ○ Commonwealth Games ○ All Africa Games ○ World Athletics Championship ○ World Swimming Championship 	<ul style="list-style-type: none"> • Talk and chalk • Brainstorming • Discussion (pairs/ groups/ class) 	<ul style="list-style-type: none"> • Chalk/ pens with black/ whiteboard • Pupils themselves • Internet, video, and other research material. 	<p>Project work on the origins and purpose of one of the competitions. [Could focus on one staging of the competition/ one event/ one participant or body, etc.]</p>
<p>Basic Anatomy and Physiology in relation to Physical Activities</p> <ul style="list-style-type: none"> • Skeletal system • Parts and functions of the human skeletal system • Bones and joints involved in movement 	<ul style="list-style-type: none"> • Name and locate the parts and functions of the human skeletal system. • Identify the bones and joints involved in movement. 	<ul style="list-style-type: none"> • Talk and chalk • Brainstorming • Discussion (pairs/ groups/ class) 	<ul style="list-style-type: none"> • Chalk/ pens with black/ whiteboard • Pupils themselves • Internet, video, and other research material. 	<p>Refer to Learning Outcomes (see Column 2).</p>
<p>Nervous System</p> <ul style="list-style-type: none"> • The brain • The spinal cord • The nerves 	<ul style="list-style-type: none"> • Identify the structure and functions of the nervous system, e.g., the brain, spinal cord, and nerves. • Explain the simple reflex action. 	<ul style="list-style-type: none"> • Talk and chalk • Brainstorming 	<ul style="list-style-type: none"> • Chalk/ pens with black/ whiteboard • Pupils themselves 	<p>Refer to Learning Outcomes (see Column 2).</p>





<ul style="list-style-type: none"> The simple reflex action 		<ul style="list-style-type: none"> Discussion (pairs/ groups/ class) 	<ul style="list-style-type: none"> Internet, video, and other research material. 	
<p>Circulatory System</p> <ul style="list-style-type: none"> The heart muscle Effect of exercise on the heart Blood circulation Functions of blood Types of blood circulation 	<ul style="list-style-type: none"> Explain the heart as muscle. State the effects of exercise on the heart. Discuss blood circulation in humans. Describe the types of blood circulation, i.e., oxygenated and deoxygenated blood circulation. 	<ul style="list-style-type: none"> Talk and chalk Brainstorming Discussion (pairs/ groups/ class) 	<ul style="list-style-type: none"> Chalk/ pens with black/ whiteboard Pupils themselves Internet, video, and other research material. 	Refer to Learning Outcomes (see Column 2).
<p>The Respiratory System</p> <ul style="list-style-type: none"> Nose, trachea, and lungs Types of respiration Effect of exercise on respiration Aerobic and anaerobic sport in relation to respiration 	<ul style="list-style-type: none"> Identify the structures and functions of the respiratory system, e.g., nose, trachea, and lungs. State the effects of exercise on respiration. Explain the types of respiration Differentiate between aerobic and anaerobic sports. 	<ul style="list-style-type: none"> Talk and chalk Brainstorming Discussion (pairs/ groups/ class) 	<ul style="list-style-type: none"> Chalk/ pens with black/ whiteboard Pupils themselves Internet, video, and other research material. 	Refer to Learning Outcomes (see Column 2).
<p>Skeletal Muscle</p> <ul style="list-style-type: none"> Major muscles of the body Types of muscle contraction Muscle cramp - cause, prevention and first aid Aerobic and anaerobic activities in relation to muscles. 	<ul style="list-style-type: none"> Name and locate the major muscles of the body. Explain muscle contraction List the types of muscle contraction Explain muscle cramp and highlight its causes, prevention and first aid Discuss isotonic and isometric contractions. 	<ul style="list-style-type: none"> Talk and chalk Brainstorming Discussion (pairs/ groups/ class) 	<ul style="list-style-type: none"> Chalk/ pens with black/ whiteboard Pupils themselves Internet, video, and other research material. 	Refer to Learning Outcomes (see Column 2).



<ul style="list-style-type: none"> • Isotonic and isometric contractions 				
<p>Physical Fitness and Conditioning</p> <ul style="list-style-type: none"> • Definition of physical fitness • Components of physical fitness • Health related and performance/ skills related components of physical fitness • Benefits of physical activities, exercise, and physical fitness • Rules and regulations for fitness • Coaching points relating to fitness and conditioning and practice in games situation (e.g., warm-ups/ warm-downs, exercise, training drills). 	<ul style="list-style-type: none"> • Define physical fitness • List the components of physical fitness e.g., strength, endurance, flexibility, speed. • State examples of health-related and performance/ skill related components of physical fitness. • Outline the benefits of physical activity, exercise, and physical fitness. • Discuss the rules and regulations for fitness. • Demonstrate the coaching points and practice in games. 	<ul style="list-style-type: none"> • Talk and chalk • Brainstorming • Discussion (pairs/ groups/ class) 	<ul style="list-style-type: none"> • Chalk/ pens with black/ whiteboard • Pupils themselves • Internet, video, and other research material. 	<p>Refer to Learning Outcomes (see Column 2).</p>
<p>Health and Personal Hygiene</p> <ul style="list-style-type: none"> • Importance of health in PE • Care of the body – cleanliness before 	<ul style="list-style-type: none"> • Define health and personal hygiene • Outline the importance of health in physical education • Discuss health and hygiene in relation to: <ul style="list-style-type: none"> ○ Care of the body (cleanliness, exercise, diet) 	<ul style="list-style-type: none"> • Talk and chalk • Brainstorming • Discussion (pairs/ groups/ class) 	<ul style="list-style-type: none"> • Chalk/ pens with black/ whiteboard • Pupils themselves • Internet, video, and other research material. 	<p>Refer to Learning Outcomes (see Column 2).</p>



<p>during and after exercise.</p> <ul style="list-style-type: none"> • Sportswear - the importance of wearing appropriate sport wear; good and bad sports wear 	<ul style="list-style-type: none"> ○ Selection and care of appropriate sportswear. 			
<p>Somatotypes</p> <ul style="list-style-type: none"> • Description of the various body types • Distinguish between the various body types • Relationship between body type and physical activity and sport 	<ul style="list-style-type: none"> • State the various body types, e.g., ectomorph, mesomorph, and endomorph. • Describe these body types and distinguish between them. • Outline the relationship of these various body type to physical activity and sport. 	<ul style="list-style-type: none"> • Talk and chalk • Brainstorming • Discussion (pairs/ groups/ class) 	<ul style="list-style-type: none"> • Chalk/ pens with black/ whiteboard • Pupils themselves • Textbooks • Filmstrips • Internet, video, and other research material. 	<ul style="list-style-type: none"> • State the various body types and describe them. • Distinguish between the different body types • Outline the relationship of the various body types to physical activity and sport.
<p>Posture</p> <ul style="list-style-type: none"> • Correct posture • Postural defects • Causes of postural defects and preventative measures: kyphosis, scoliosis, lordosis, and flat foot • Discuss corrective measures of these defects 	<ul style="list-style-type: none"> • Define posture • State and describe the types of posture, (good and bad) • Explain correct posture and discuss the characteristics of correct posture. • Explain what postural defects are. • List the causes for the following postural defects: <ul style="list-style-type: none"> ○ Kyphosis ○ Scoliosis ○ Lordosis ○ Flat foot 	<ul style="list-style-type: none"> • Talk and chalk • Brainstorming • Discussion (pairs/ groups/ class) 	<ul style="list-style-type: none"> • Chalk/ pens with black/ whiteboard • Pupils themselves • Textbooks • Filmstrips • Internet, video, and other research material. 	<ul style="list-style-type: none"> • Define the term posture • State and describe the types of posture, (good and bad) • Discuss the characteristics of each of the types of posture • Explain the correct posture





	<ul style="list-style-type: none"> • Discuss the corrective measures for each of these postural defects. 			<ul style="list-style-type: none"> • Explain postural defects, and their causes. • Discuss the corrective measures for each of the postural defects.
<p>Racket Games</p> <ul style="list-style-type: none"> • Tennis • Table Tennis • Badminton • Skill involved in each game and put them into practice • Explain terminologies used in these games • Safety precautions in each of these games • Specifications of courts and table • Rules and regulations • Officiating and duties of officials of each of these games 	<ul style="list-style-type: none"> • Explain the history and development of each of these games • Discuss the terminologies used in each of these games • Discuss the different equipment used in these games • Discuss the standard specifications of the equipment/ court used for each of these games • Outline the basic rules and regulations used in playing these games • Discuss the safety precautions in each of these games • Discuss the various skills involved in each game. • Demonstrate the skills involved in these games • Draw and label the standard courts for tennis and badminton • Identify the various officials in these games • Discuss the duties of the official of each of these games 	<ul style="list-style-type: none"> • Talk and chalk • Brainstorming • Discussion (pairs/ groups/ class) • Field trips 	<ul style="list-style-type: none"> • Table • Nets • Rackets • Balls/ shuttlecocks • Internet, video, and other research material. 	<ul style="list-style-type: none"> • Explain the history and development of the games studied. • Discuss their safety precautions • Draw and label the courts • Explain the terminology used in the games • Discuss the different equipment used in the games • Demonstrate the required skills to play the games • Discuss and execute the roles and regulations of the games. • Identify the officials of these games and outline their duties.



<p>Traditional Dance</p> <ul style="list-style-type: none"> • Dances from the regions of each country • Costumes for the various dances • Types of traditional dance and dance steps • Discuss safety precaution in each dance 	<ul style="list-style-type: none"> • Identify the various traditional dances practiced in Sierra Leone, e.g., Wonde dance (Southern Region); Sokobana dance, Poro dance, Gbangbani dance (Northern Region); Sandae dance, Poro dance (Eastern Region); Orjeh dance Western Area, etc. • Identify the difference costumes used for the various dances. • Outline the various instruments used in each of these traditional dances • State the purposes for these dances. • Outline the types of traditional dance steps. • Discuss the safety precautions to be used in each dance. 	<ul style="list-style-type: none"> • Practice • Brainstorming • Discussion (pairs/ groups/ class) 	<ul style="list-style-type: none"> • Costumes. • Instruments. • Internet, video, and other research material. 	<ul style="list-style-type: none"> • Identify the various types of regional traditional dances practiced in Sierra Leone. • State the reasons for traditional dance • Describe the various costumes used for these traditional dances. • Explain the various instruments used for the traditional dances • Outline the types of traditional dance and the various dance steps. • Practice/ demonstrate the traditional dances.
<p>Nutrition in Sport</p> <ul style="list-style-type: none"> • Definition of food and classes of food • Balanced diet and dietary considerations in sports • Role of food nutrients to the body in relation 	<ul style="list-style-type: none"> • Define nutrition • List the classes of food nutrients, • body- building foods (energy), e.g., rice, cassava, yam, etc. • protective foods (proteins), e.g., fish, meat, etc. • maintenance foods (vitamins), e.g., vegetable, fruits (leaves, cucumber, orange, pear banana pineapple, etc.) 	<ul style="list-style-type: none"> • Talk and chalk • Brainstorming • Discussion (pairs/ groups/ class) 	<ul style="list-style-type: none"> • Chalk/ pens with black/ whiteboard • Pupils themselves • Internet, video, and other research material. • National foodstuffs (cassava, 	<ul style="list-style-type: none"> • State the definition of nutrition • List the classes of food • Explain the process of food intake by the body • Explain a balanced diet



<p>to physical activity/ sports</p> <ul style="list-style-type: none"> Importance of carbohydrates in pre-games nutrition and performance 	<ul style="list-style-type: none"> Explain the process of food intake into the body Define a balanced diet Discuss the dietary considerations in sport. Discuss the role of food nutrients to the body in relation to physical activity/ sports. 		<p>cucumber, fish, etc).</p> <ul style="list-style-type: none"> Posters/ charts 	<ul style="list-style-type: none"> Discuss dietary considerations in sports Discuss the role of food to the body in relation to physical activity/ sports.
<p>Drugs In Sport</p> <ul style="list-style-type: none"> Meaning of drugs Types of drugs Drug use and misuse The effect of drugs on performance Advantages and disadvantages of drugs like stimulants, narcotics, hallucinogens, sedatives, and ergogenic- aids 	<ul style="list-style-type: none"> Define drugs State different types of drugs (harmful and beneficial) and give examples Explain and differentiate between the following: <ul style="list-style-type: none"> Drug use and misuse Drug abuse Drug addiction Discuss the effects of drugs on the performance of the body in physical activity/ sports Discuss the advantages and disadvantages of various classes of drugs: <ul style="list-style-type: none"> Stimulants Narcotics Hallucinogen Sedative Ergogenic aids 	<ul style="list-style-type: none"> Talk and chalk Brainstorming Discussion (pairs/ groups/ class) 	<ul style="list-style-type: none"> Chalk/ pens with black/ whiteboard Pupils themselves Internet, video, and other research material. Posters/ charts 	<ul style="list-style-type: none"> Define drugs and explain different types of drugs, distinguishing between them. Discuss the effects of drugs on the performance of the body. Discuss the advantages and disadvantages of the various classes of drugs.
<p>Sport Injuries</p> <ul style="list-style-type: none"> Common sports injuries <ul style="list-style-type: none"> Dislocation 	<ul style="list-style-type: none"> Identify the following types of sporting injuries: <ul style="list-style-type: none"> Dislocation Sprain 	<ul style="list-style-type: none"> Talk and chalk Brainstorming 	<ul style="list-style-type: none"> Chalk/ pens with black/ whiteboard Pupils themselves 	<ul style="list-style-type: none"> Identify the various types of common sport injuries



<ul style="list-style-type: none"> ○ Sprain ○ Strain ○ Fracture (simple and complex) ○ Bruise ○ Cramps ● Identify kinds of sport injuries and explain the causes, symptoms, prevention, and management of each injury and how to apply first aid. ● First aid and contents of the first aid box. ● Identify special conditions and solutions for first- aid. 	<ul style="list-style-type: none"> ○ Strain ○ Fracture ○ Bruise ○ Cramp ● Explain the causes, symptoms, prevention, and management of each injury mentioned above. ● Discuss how to apply first aid for each of these mentioned injuries and what should be in a first aid box. ● Identify special conditions and solutions for first aid. ● Understand the importance of appropriate sportswear to the athlete before, during and after exercise (i.e., to protect, support, regulate temperature). 	<ul style="list-style-type: none"> ● Discussion (pairs/ groups/ class) ● Use of pupils themselves ● Use of expert knowledge (school First Aider) ● Practical demonstration 	<ul style="list-style-type: none"> ● Internet, video, and other research material. ● Textbooks ● Magazines ● Charts ● Field trips ● First aid kits ● First Aider 	<ul style="list-style-type: none"> ● Discuss the various causes, symptoms, prevention, and management of these injuries. ● Discuss and practice first aid and treatment of these common injuries.
<p>Inclusive PHE Programme</p> <ul style="list-style-type: none"> ● Definition ● Categories of people with special needs ● Inclusive exercise ● Additional considerations for the special needs (heat stroke, heat exhaustion, drowning, shock, fainting, muscle fatigue) ● Management of: 	<ul style="list-style-type: none"> ● Define the term inclusive Physical Education and the concept of 'sport for all' ● List the categories of people involved in such programmes, e.g., the blind, deaf, dumb, physically impaired, cognitively challenged, etc. ● Appropriate inclusive activities. ● Understand particular concerns of the following for people with special needs: <ul style="list-style-type: none"> ○ Heat stroke ○ Heat exhaustion ○ Drowning shock 	<p>Ensure that it is understood that the benefits of PHE are important for everyone, including those challenged by disability, and that as much as possible people with disabilities should be included in sports programmes, with</p>	<ul style="list-style-type: none"> ● Chalk/ pens with black/ whiteboard ● Pupils themselves ● Internet, video, and other research material. ● Textbooks ● Charts ● NAS policy and Act ● PHE/ MBSSE policy and PE ● Experts from NAS / PHE 	<p>Research inclusive PHE, identifying what could be done to improve equal access to sport and exercise for people with disability.</p>



<ul style="list-style-type: none"> ○ artificial respiration ○ safety precautions in physical education 	<ul style="list-style-type: none"> ○ Fatigue ○ Muscle fatigue <p>[Support on understanding and teaching this topic can be obtained online from national and international agencies, e.g.,</p> <ul style="list-style-type: none"> ○ Home - NCPD ○ Sport and exercise for kids Disability charity Scope UK; ○ Increasing Physical Activity among Adults with Disabilities CDC; ○ UK Chief Medical Officers' physical activity guidelines for disabled children and disabled young people: infographic (publishing.service.gov.uk)] 	<p>adaptations as required.</p> <ul style="list-style-type: none"> ● Talk and chalk ● Brainstorming ● Discussion (pairs/ groups/ class) 		
<p>Sport Administration</p> <ul style="list-style-type: none"> ● Administrative structure/ function of sports at institutional level ● Administrative structure/ function of sport at national, regional/ state, and local government levels. ● Administrative chart and organogram at different levels. 	<ul style="list-style-type: none"> ● Draw the organogram of sports at institutional level (Ministry of Sports, National Sports Authority, University Structure and School Structure ● Draw the organogram of sport for the following levels <ul style="list-style-type: none"> ○ National level (Ministry of Sports, National Sports Authority, and the PHE Division MBSSE) ○ Regional/ State levels (regional offices for sports, regional offices for NSA and PHE Division) ○ Local Government level ○ Local Council - devolved sports and PHE programmes. 	<ul style="list-style-type: none"> ● Talk and chalk ● Brainstorming ● Discussion (pairs/ groups/ class) 	<ul style="list-style-type: none"> ● Chalk/ pens with black/ whiteboard ● Pupils themselves ● Government information. 	<ul style="list-style-type: none"> ● Draw organograms for the following: <ul style="list-style-type: none"> ○ Ministry of Sports ○ National Sports Authority ○ PHE Division (MBSSE) ● Draw a chart or organogram showing the various administrative structures/ functions of sports at the following levels: National, Regional/State,





				Local Government, Institutional
<p>Intramural and Extramural Activities and Tournaments</p> <ul style="list-style-type: none"> • Definition of: <ul style="list-style-type: none"> ○ Intramural activities ○ Extramural activities • Benefits of intramural and extramural activities • Difference between intramural and extramural activities, major and minor games, and sports • Definition of tournament <ul style="list-style-type: none"> ○ Types of tournaments ○ Role of lead up games ○ Advantages and disadvantages of each tournament 	<ul style="list-style-type: none"> • Define Intramural and Extramural activities and distinguish between them. • Explain the benefits of intramural and extramural activities. • Know the types of games. • Differentiate between major and minor games. • Define the term tournament • State the types of tournaments • Explain the phases to lead-up games • Benefit of lead-up games • Discuss the advantages and disadvantages of the different types of tournaments. • Discuss the benefits of participating in a tournament. 	<ul style="list-style-type: none"> • Talk and chalk • Brainstorming • Discussion (pairs/ groups/ class) 	<ul style="list-style-type: none"> • Chalk/ pens with black/ whiteboard • Pupils themselves • Internet, video, and other research material. 	<ul style="list-style-type: none"> • Define Intramural and Extramural activities and distinguish between them. • Explain what lead up games are. • Explain what major and minor games are. • Define tournament and list the different types of tournaments. • Explain the benefits of participating in a tournament
<p>Traditional Sports in West Africa</p> <ul style="list-style-type: none"> • Origin of traditional sport in West African countries 	<ul style="list-style-type: none"> • Explain the origin of traditional sports in West African countries. • Describe the types of traditional sports in different West African countries, focusing on Sierra Leone. • Understand the value of traditional sport. 	<ul style="list-style-type: none"> • Talk and chalk • Brainstorming • Discussion (pairs/ groups/ class) 	<ul style="list-style-type: none"> • Traditional leaders' stories • Chart showing the origin of traditional sports by countries and regions 	<ul style="list-style-type: none"> • Describe traditional sports in West Africa and their origins • Discuss talk given by traditional leader in relation to the



<ul style="list-style-type: none"> Types of traditional sports in the different West African Countries Values of traditional sport 			<ul style="list-style-type: none"> Chalk/ pens with black/ whiteboard Pupils themselves Internet, video, and other research material. 	<p>sports exercised in their regions and villages.</p> <ul style="list-style-type: none"> Explain the value of traditional sports in West Africa.
<p>Greek Festivals and the Olympic Games (Origin and Importance)</p> <ul style="list-style-type: none"> Greek festivals <ul style="list-style-type: none"> Usthman, Pythian, Nemean and Olympian Ancient Olympic games Ancient sports in Sparta and Athens The importance of the social and political life of the Ancient Greeks to the Olympic games Modern Olympic games: origin and importance. 	<ul style="list-style-type: none"> Explain the origin of the Olympic games and the ancient Greek festivals. Discuss the Greek festivals with reference to: Usthman, Pythian, Nemean and Olympic Understand the importance of ancient Sparta and Athens to the development of the Olympic concept. Give a brief account of the Ancient Olympic games and how this contributed to the development of the Modern Olympic Games with reference to Pierre de Coubertin and France. 	<ul style="list-style-type: none"> Talk and chalk Brainstorming Discussion (pairs/ groups/ class) 	<ul style="list-style-type: none"> Chalk/ pens with black/ whiteboard Pupils themselves Internet, video, and other research material. 	<ul style="list-style-type: none"> Explain the origin of the modern Olympic games with reference to ancient Greek games and festivals and the role of Pierre de Coubertin and France.
<p>Practice of Games and Dance Games (Ball Games)</p> <ul style="list-style-type: none"> Football Basketball Volleyball 	<p>As above, plus</p> <ul style="list-style-type: none"> Know the equipment used Practice the different ball games in a game situation. Demonstrate officiating in these games. 	<ul style="list-style-type: none"> Talk and chalk Brainstorming Discussion (pairs/ groups/ class) 	<ul style="list-style-type: none"> Equipment used in each of the games listed Rules, laws, and regulations Textbooks 	<ul style="list-style-type: none"> Draw and label, with dimensions, each of the playing areas. Group representatives



<ul style="list-style-type: none"> • Hockey • Handball 	<ul style="list-style-type: none"> • Know the official languages used in these games. • Know how to construct each of the playing areas of these games. 	<ul style="list-style-type: none"> • Demonstration on the actual playing areas • Visit to where each of the standard playing areas are constructed • Invite professional experts to give a demonstration lesson during the PHE practical lessons. 	<ul style="list-style-type: none"> • Journals • Internet, video, and other research material. 	<p>come to the board to draw and put in the dimensions and equipment used.</p> <ul style="list-style-type: none"> • Demonstrate the games • Explain the official languages used in each game. • List rules, laws and regulations of each game • Construct/ create each playing area on the school field.
<p>Practice of Athletics: Track Events</p> <ul style="list-style-type: none"> • Discuss the techniques/skills involved in running • Sprint start: bullet/ bunch, medium and elongated • Phases of running • Short distance races <ul style="list-style-type: none"> ○ Sprints 50m, 100m, 200m, 400m ○ Hurdles 100mH, 110mH, 400mH) 	<p>As above, practice the events and expand on:</p> <ul style="list-style-type: none"> • Define what a track event is. • List the types of track events • Differentiate between short, medium, and long-distance races. • Name and explain different aspects of short, medium, and long distances. • List the number of short, medium, and long-distance races. • Explain the meaning of a sprint start. • Demonstrate skills involved in sprint start. • Define what a relay race is. 	<ul style="list-style-type: none"> • Talk and chalk • Brainstorming • Discussion (pairs/ groups/ class) • Demonstration • Real games situation • Field trips • Improvisations of certain equipment and facilities. 	<ul style="list-style-type: none"> • Use of pupils themselves • Chalk and black board • Van-cards • Textbooks • Video • Over-head projectors • Track and field arena • Whistles • Batons • Athletics equipment (track and field) 	<ul style="list-style-type: none"> • Explain the meaning of track event (races run on the track). • Distinguish between short, middle, and long distance races • List short, middle, and long distance races. • Demonstrate a sprint start • Demonstrate techniques used in



<ul style="list-style-type: none"> • Different distances involved in <ul style="list-style-type: none"> ○ 3000m steeple chase, cross-country ○ Middle distance races: 800m, 1500m ○ Long distance races (3,000m, 5,000m, 10,000m, marathon) ○ Relay races: 4x100m, 4x200m, 4x400m medley relay • Hurdling: start, stride and finishing to be emphasized • Hurdle events (high and low): High 110mH, middle 400mH, low 100mH • Baton changing: visual and non-visual, takeover, and take-over zone • Flight over hurdles demonstrated and practiced. • Rules and regulations • Duties of officials in athletics races 	<ul style="list-style-type: none"> • List the differences between a relay race and other track events. • List examples of relay races e.g, 4x100m, 4x200m, 4x400m. • Explain what a medley relay race is. • Define hurdling. • Explain the flight over hurdle events (high and low), • State examples of high 110mH, middle 400mH, and low 100mH • Explain the meaning of visual and non- visual methods of baton change. • Demonstrate the techniques involved in each of the baton change methods and the use of the take-over zone. • Demonstrate and practice the flight over hurdles for the various events involved. • Explain the different distances involved in: 3000m steeple chase, cross- country; long distance races: 3000m, 5000m, 10,000m, marathon. • Explain the phases of running (start, stride, and finish). • Explain the rules and regulations guiding these events (short, middle-, and long-distance events). • Outline the duties of officials for these events. 		<ul style="list-style-type: none"> • Starting blocks • Stop watches • Hurdles • Local materials e.g., bush sticks, sand 	<p>hurdling and sprint events.</p> <ul style="list-style-type: none"> • Demonstrate baton changing in the change- over zone.
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<p>Practice of Athletics: Field Events</p> <ul style="list-style-type: none"> • Throwing events: discuss, javelin, shot put, hammer • Jumps: high jump, long jump, triple jump, pole-vault • Equipment and specification • Techniques/ skills • Rules and regulations • Officiating • Discuss safety precautions 	<p>As above, practice the events and expand on:</p> <ul style="list-style-type: none"> • Define the term field event • List the types of field events: <ul style="list-style-type: none"> ○ Throwing events: discus, javelin shot-put, hammer, ○ Jumps: high jump, long jump, triple jump, pole-vault • Identify the equipment used for each of these events. • State the standard specifications for the various equipment. • Demonstrate the techniques/ skills involved for these events. • Explain the rules and regulations for each event and follow the rules in practical sessions • State the officials and their duties for these events. Practice officiating. • Discuss the safety precautions involved in these events. 	<ul style="list-style-type: none"> • Talk and chalk • Brainstorming • Discussion (pairs/ groups/ class) • Demonstration • Real games situation • Field trips • Improvisations of certain equipment and facilities. 	<ul style="list-style-type: none"> • Use of pupils themselves • Chalk and black board • Van-cards • Textbooks • Video • Over-head projectors • Track and field arena • Whistles • Batons • Athletics equipment (track and field) <ul style="list-style-type: none"> ○ shot-put, discus, javelin, hammer ○ sectors in which the events take place ○ Up-rights, crossbar, landing foam for high jump and pole vault ○ Long and triple jumps landing sector • Local materials e.g., bush sticks, sand 	<ul style="list-style-type: none"> • Explain what is a field events (all events run on the field). • Give examples of field events by category (throws and jumps) • Demonstrate throwing and jumping events • Explain rules/ regulations of the various field events.
<p>National Competitions</p>	<p>As above, and expand to:</p>	<ul style="list-style-type: none"> • Talk and chalk • Brainstorming 	<ul style="list-style-type: none"> • Chalk/ pens with black/ whiteboard 	<ul style="list-style-type: none"> • State the differences



<ul style="list-style-type: none"> • Championships at national level • Organisation and administration • Types of championship • National championships organised by different sports associations/ federation <p>Institutional Sports</p> <ul style="list-style-type: none"> • The universities' games • The polytechnic games • Colleges of education games • National Schools Sport Federation 	<ul style="list-style-type: none"> • Understand the differences between national and international competitions • Know the types of championships at national and international levels • Discuss the national championships organized by different sports association/ federation. • Know the organisation process involved to select a qualifier to represent a country in an international competition. • Understand the different types of games organized at national and international level (Universities games, the Polytechnic games, College of Education games, National Schools Sport Federation games) • Distinguish among the various times scheduled for the respective games • Understand rules and regulations binding the respective competitions. • Be aware of the National Schools Sports Federation. • Get a deeper understanding that competitions are not to win at all costs, but also to make new friends and meet old ones. 	<ul style="list-style-type: none"> • Discussion (pairs/ groups/ class) • Use of chart showing different associations/ federations competing for qualifications • Understanding of concepts 	<ul style="list-style-type: none"> • Pupils themselves • Internet, video, and other research material. • Radio and television to receive information • Chart showing different levels championships • Textbooks 	<p>between National and International competitions</p> <ul style="list-style-type: none"> • Explain the number of competitions organised by sport associations within a year • Explain the process involved in a national athlete's qualification for an international championship.
<p>International Competitions</p> <ul style="list-style-type: none"> • The Olympic/ Paralympic Games 	<p>See above</p>	<p>See above</p>	<p>See above</p>	<ul style="list-style-type: none"> • Contribute to discussion on the history of the All Africa Games



<ul style="list-style-type: none"> All Africa Games <p>The All-African Games</p> <ul style="list-style-type: none"> History of All Africa Games Reasons for disparity in the timing of the games History and activities of The Supreme Council of Sports in Africa (SCSA) 				<ul style="list-style-type: none"> Comment on the reasons for the disparity in the timing of the games Contribute on the history and activities of the SCSA.
<p>Skeletal system</p> <ul style="list-style-type: none"> Parts and functions of the human skeletal system Bones and joints involved in movement Types of joints and their movements 	<ul style="list-style-type: none"> Name and locate the parts and functions of the human skeletal system. Identify the bones and joints involved in movement. 	<ul style="list-style-type: none"> Talk and chalk Brainstorming Discussion (pairs/ groups/ class) Internet research. 	<ul style="list-style-type: none"> Chalk/ pens with black/ whiteboard Pupils themselves Internet, video, and other research material. Chart showing diagram of the human skeleton - joints, muscles 	<ul style="list-style-type: none"> Identify, draw, and label parts of the human skeleton on a chart or blackboard, noting the bones and joints involved in movement.
<p>Nervous System</p> <ul style="list-style-type: none"> The brain The spinal cord The nerves The simple reflex action 	<ul style="list-style-type: none"> Identify the structure and functions of the nervous system, e.g., the brain, spinal cord, and nerves. Explain, draw, and demonstrate a simple reflex action. 	<ul style="list-style-type: none"> Talk and chalk Brainstorming Discussion (pairs/ groups/ class) Demonstration of simple reflex action. 	<ul style="list-style-type: none"> Chalk/ pens with black/ whiteboard Pupils themselves Internet, video, and other research material. Chart showing a labelled diagram of the brain, spinal cord and nerves 	<ul style="list-style-type: none"> List the parts of the nervous system: brain, spinal cord, and nerves Outline the functions of the brain, spinal cord, and nerves.



<p>Circulatory System</p> <ul style="list-style-type: none"> • The heart muscle • Effect of exercise on the heart • Blood circulation • Functions of blood • Types of blood circulation 	<ul style="list-style-type: none"> • Explain the heart muscles. • State the benefits of exercise on the heart. • Discuss blood circulation in humans. • Highlight functions of blood • Describe the types of blood circulation, i.e., oxygenated and deoxygenated blood circulation. 	<ul style="list-style-type: none"> • Talk and chalk • Brainstorming • Discussion (pairs/ groups/ class) 	<ul style="list-style-type: none"> • Chalk/ pens with black/ whiteboard • Pupils themselves • Internet, video, and other research material. • Chart showing labelled diagram of heart and heart muscles 	<ul style="list-style-type: none"> • Name the heart muscles. • Outline effects of exercise on the heart • Describe blood circulation • Name the types of blood circulation • List the functions of blood
<p>The Respiratory System</p> <ul style="list-style-type: none"> • Nose, trachea, and lungs (and their functions) • Types of respiration • Effect of exercise on respiration • Aerobic and anaerobic sports 	<ul style="list-style-type: none"> • Identify the structures and functions of the respiratory system, e.g., nose, trachea, and lungs. • State the effects of exercise on respiration. • Explain the types of respiration • Differentiate between aerobic and anaerobic respiration (in sports). 	<ul style="list-style-type: none"> • Talk and chalk • Brainstorming • Discussion (pairs/ groups/ class) 	<ul style="list-style-type: none"> • Chalk/ pens with black/ whiteboard • Pupils themselves • Internet, video, and other research material. • Chart showing a labelled diagram of the human respiratory system 	<ul style="list-style-type: none"> • Name the main parts of the respiratory system • Define the term respiration. • Outline the functions of the respiratory system. • Distinguish between aerobic and anaerobic respiration
<p>Skeletal Muscle</p> <ul style="list-style-type: none"> • Major muscles of the body • Types of muscle contraction • Muscle cramp - cause, prevention and first aid 	<ul style="list-style-type: none"> • Name and locate the major muscles of the body. • Explain muscle contraction • List the types of muscle contraction • Explain muscle cramp and highlight its causes, prevention and first aid 	<ul style="list-style-type: none"> • Talk and chalk • Brainstorming • Discussion (pairs/ groups/ class) 	<ul style="list-style-type: none"> • Chalk/ pens with black/ whiteboard • Pupils themselves • Internet, video, and other research material. 	<ul style="list-style-type: none"> • List the major muscles of the body on the blackboard • Explain the process of muscle contraction



<ul style="list-style-type: none"> • Aerobic and anaerobic activities in relation to muscles • Isotonic and isometric contractions 	<ul style="list-style-type: none"> • Discuss isotonic and isometric contractions. 		<ul style="list-style-type: none"> • Chart showing major muscles of the body • Textbooks 	<ul style="list-style-type: none"> • Outline the cause, prevention, and first aid of muscle cramp • Distinguish between isotonic and isometric contractions.
<p>Physical Fitness and Conditioning</p> <ul style="list-style-type: none"> • Definition of physical fitness • Components of physical fitness • Health related and performance/ skills related components of physical fitness • Benefits of physical activities, exercise, and physical fitness • Rules and regulations for fitness • Demonstrate coaching points and practice in games situation 	<ul style="list-style-type: none"> • Define physical fitness • List the components of physical fitness e.g., strength, endurance, flexibility, speed. • State examples of health-related and performance/ skill related components of physical fitness. • Highlight the benefits of physical activity, exercise, and physical fitness. • Understand the rules and regulations for fitness. • Demonstrate the coaching points and practice in games. 	<ul style="list-style-type: none"> • Talk and chalk • Brainstorming • Discussion (pairs/ groups/ class) 	<ul style="list-style-type: none"> • Rules and regulations of physical fitness • Expert knowledge and supervision • Internet • Equipment used for physical fitness 	<ul style="list-style-type: none"> • Define the term physical fitness • List the elements of physical fitness • Give examples of health performance and skill related elements of physical fitness • Explain the benefits of physical activity, exercise, and physical fitness • Explain the rules and regulations of physical fitness
<p>Health and Personal Hygiene</p> <ul style="list-style-type: none"> • Importance of health in PE • Care of the body – cleanliness before, 	<ul style="list-style-type: none"> • Know the importance of health in physical education. • Understand the necessity to care for one's body and the appropriate personal hygiene products available. 	<ul style="list-style-type: none"> • Talk and chalk • Brainstorming • Discussion (pairs/ groups/ class) • Expert input 	<ul style="list-style-type: none"> • Chalk/ pens with black/ whiteboard • Pupils themselves • Expert knowledge on healthy living 	<ul style="list-style-type: none"> • Explain the importance of health in physical education.



<p>during and after exercise.</p> <ul style="list-style-type: none"> • Sportswear - the importance of wearing appropriate sport wear; good and bad sports wear 	<ul style="list-style-type: none"> • Know the types of sportswear for every physical activity. • Understand the importance of appropriate sportswear to the athlete before, during and after exercise (i.e., to protect, support, regulate temperature). 		<ul style="list-style-type: none"> • Internet, video, and other research material • Chart showing points for healthy living • Textbooks and journals on health and personal hygiene • Samples of personal hygiene products: soap, shampoo, etc. 	<ul style="list-style-type: none"> • List the steps used to care for the body. • Outline the importance of selecting appropriate sportswear for different sports and games.
<p>Principles and Philosophy of Physical Education</p> <ul style="list-style-type: none"> • Principles and philosophies of the founding fathers (Hetherington, Dudley Sargent, Thomas Wood, and John Dewey) • Changes in concepts of PE • Education of the physical and education through the physical 	<ul style="list-style-type: none"> • Highlight the contributions of these founding fathers in relation to physical education: Hetherington, Dudley Sargent, Thomas Wood, and John Dewey) • Explain the changes in concepts of physical education and the concept of education through the physical. 	<ul style="list-style-type: none"> • Talk and chalk • Brainstorming • Discussion (pairs/ groups/ class) 	<ul style="list-style-type: none"> • Chalk/ pens with black/ whiteboard • Pupils themselves • Internet, video, and other research material. 	<ul style="list-style-type: none"> • Highlight the contributions of these philosophers • Explain the concepts of education of the physical and education through the physical.
<p>Physical Education Ideologies</p>	<ul style="list-style-type: none"> • Discuss how physical education and sport will enhance the following: 	<ul style="list-style-type: none"> • Talk and chalk • Brainstorming 	<ul style="list-style-type: none"> • Chalk/ pens with black/ whiteboard 	<p>Discussion</p>





<ul style="list-style-type: none"> National and patriotism in PE and sports National ideologies How nationalism, patriotism and national ideologies can be achieved through sport and PE 	<ul style="list-style-type: none"> Achievement of nationalism Patriotism and national ideologies 	<ul style="list-style-type: none"> Discussion (pairs/ groups/ class) 	<ul style="list-style-type: none"> Pupils themselves Internet, video, and other research material. 	
Practice of Ball Games and Dances	See above	<ul style="list-style-type: none"> See above and Practice 	See above	See above
Racket Games <ul style="list-style-type: none"> Tennis Table Tennis Badminton Rules and regulations Types of equipment used Specifications of courts and table Explain terminologies used in these games Safety precautions in each of these games Officiating and duties of officials of each of these games Skill involved in each game and put them into practice 	<ul style="list-style-type: none"> Demonstrate understanding of the playing areas for the following games: <ul style="list-style-type: none"> Tennis Table tennis Badminton Outline the types of equipment used. Demonstrate the skills involved in each of these games. List the officials needed in these games. Outline the duties of the officials for these games. 	<ul style="list-style-type: none"> Practical sessions Illustrations Demonstration Explanation 	<ul style="list-style-type: none"> Sports equipment and playing areas Visitation to the playing areas Textbooks Charts Internet, video, and other research material. Pupils themselves Expert knowledge 	<ul style="list-style-type: none"> demonstrate the skills required in the playing games.



<p>Recreation</p> <ul style="list-style-type: none"> • Definition and importance - differences between work, rest, recreation, leisure, and sports • Role of recreational activities for an individual and for society • Types of recreational activities (Indoor and Outdoor) • Recreational activities such as Walking, jogging, swimming, cycling, playing, musical instrument, table tennis and camping • Safety issues 	<p>See above</p>	<p>See above</p>	<p>See above</p> <ul style="list-style-type: none"> • Charts • Internet, video, and other research material. • Pupils themselves 	<ul style="list-style-type: none"> • Outline the relevance of recreation. • List types of recreation. • State the difference between the types of recreation (indoor and outdoor). • Differentiate between work, rest, recreation, leisure, and sports. • List safety measures used in recreational activities.
<p>Modern Olympic Games</p> <ul style="list-style-type: none"> • Origin and importance. 	<p>As above, plus</p> <ul style="list-style-type: none"> • Discuss the origin and importance of the modern Olympic games • Outline the major differences between the ancient Olympics and the modern Olympic games. • Understand the political and social importance of the modern Olympics 	<ul style="list-style-type: none"> • Talk and chalk • Brainstorming • Discussion (pairs/ groups/ class) • Individual assignments and feedback 	<ul style="list-style-type: none"> • Chalk/ pens with black/ whiteboard • Pupils themselves • Internet, video, and other research material. 	<p>As above, plus</p> <ul style="list-style-type: none"> • Explain the origin, development, and the importance of the modern Olympic games • Discuss the political and social importance of the modern Olympic games



<p>National and International Competitions</p> <ul style="list-style-type: none"> • See above 	<p>As above, plus CAF, FINA, ICC, FIVB, FIBA, IAAF etc</p>	<ul style="list-style-type: none"> • Talk and chalk • Brainstorming • Discussion (pairs/ groups/ class) • Field trips • Individual assignments/ projects and feedback 	<p>As above</p>	<p>As above, plus</p> <ul style="list-style-type: none"> • Explain about the different organisations. • Discuss their organizational structures • Discuss the history and organization of competitions by each of the governing bodies.
<p>Practice of Athletics: Track Events</p>	<p>As above, plus give more emphasis to</p> <ul style="list-style-type: none"> • short and middle-distance events: 50m, 100m, 200m, 400m, 800m, 1,500m, hurdles and relays.] 	<ul style="list-style-type: none"> • As above • Demonstrations • Practice 	<p>As above, as appropriate</p>	<p>As above.</p>
<p>Practice of Athletics: Field Events</p>	<p>As above, plus give more emphasis to</p> <ul style="list-style-type: none"> • Demonstrate the different styles involved in high jump (flop, straddle, western roll, scissors etc.). • Practice the sail, hang and hitch-kick skills involved in jumping events 	<ul style="list-style-type: none"> • As above • Demonstrations • Practice 	<p>As above</p>	<p>As above</p>