

REPUBLIC OF GHANA

MINISTRY OF EDUCATION SCIENCE AND SPORTS



Republic of Ghana

TEACHING SYLLABUS FOR PHYSICAL EDUCATION

(PRIMARY 1 - 6)

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TEACHING SYLLABUS FOR PHYSICAL EDUCATION (PRIMARY SCHOOL)

RATIONALE FOR TEACHING PHYSICAL EDUCATION

The teaching and learning of Physical Education is based on principles from science, psychology, sociology and movement education. The subject has developed from simple drills to varied patterns of activities aimed at improving the physical well-being of individuals and communities.

Some of the reasons for offering Physical Education in schools are that Physical Education improves the general health of the individual; improves the general health of a community leading to lower absenteeism from school and work; creates the love for sports and games; serves as basis for the training of potential athletes for clubs and the nation; and imparts a healthy and positive attitude of mind that helps academic work in school. It is for these and other reasons that access to Physical Education and sports activities is enshrined as a fundamental human right in the UNESCO Charter on Physical Education and Sports which states, inter alia, that "Every human being has a fundamental right of access to Physical Education and Sport which are essential for the full development of one's personality. The freedom to develop physical, intellectual and moral powers through Physical Education and Sport must be guaranteed both within the educational system and in other aspects of social life."

Physical Education and sports in Primary Schools should therefore provide a wide range of learning experiences through play and sport movement. The most important purpose of Physical Education at this level is the development of mechanical efficiency i.e. co-ordination, awareness, relationships and skills characterized by the use of large muscles in vigorous activities featuring manipulative, locomotor and non-locomotor skills. The key words at this level are PLAY and FUN.

The syllabus places premium on mass participation of pupils in games and sports, rather than on competitive sports which is only one aspect of the total Physical Education programme. The coverage or scope of the syllabus is therefore that of "width" rather than of "depth" in which case, few pupils are always selected and trained in sporting activities to represent the school. The syllabus is designed to allow for inclusive education. No child should be left out of Physical Education.

GENERAL AIMS

The syllabus is designed to help the pupil to:

1. maintain personal health through physical fitness.
2. develop mental, moral and social capabilities.
3. become a confident person.
4. appreciate healthy competition in sports.
5. become an active participant in games and sports.

SCOPE

The syllabus covers the six-year period of Primary School and embraces:

- i) Athletics
- ii) Games
- iii) Gymnastics and Dance

Athletics

Athletics should be taught throughout the six-year period. From Primary 1-3, the activities to be taught should be informal and should include locomotor skills (walking, running, pawing, jumping, hopping, skipping, leaping, galloping, etc.), and non-locomotor skills (bending, twisting, stretching, lifting, turning, balancing, pushing, etc.). Basic rules should be introduced to control performance, e.g. walking like a soldier.

From Primary 4-6 the activities should centre mainly on basic skills leading to specific events in Athletics.

Games

Games provide excellent opportunities for pupils to learn because children enjoy play. Six Games have been included in the syllabus namely, Football, Volleyball, Netball, Tennis, Table Tennis and Handball. Preliminary activities that prepare the pupil to participate fully in the Games are to be introduced from P1-3. From P4-6 the activities have been formalized into mini-games and the actual games. Rules should again be taught alongside practical lessons. There is a variety of traditional games that can also be played by children. Schools should teach as many games as possible.

Gymnastics and Dance

The type of gymnastics envisaged for P1-3 is informal in nature. The activities must cover the learning of locomotor and non-locomotor skills. Formal Gymnastics activities are to be introduced from P4. The basic activities include forward roll, cartwheel, backward roll and other simple agility and vaulting activities.

Participation in movement activities form the basis for dance and every pupil must be encouraged to practice traditional and social dances.

PRE-REQUISITE SKILLS

The pre-requisite skills for Physical Education is the natural love for running, jumping, throwing and playing that young people bring to the classroom. These are the natural skills that the teacher should capitalize on. For successful teaching of the subject, the schools should provide structures and materials that will enable every pupil to take part in Physical Education and Sports activities.

ORGANISATION OF THE SYLLABUS

The syllabus has been structured to cover the six years of Primary School. Each year's work consists of a number of sections with each section comprising a number of activities. The activities can be re-arranged to suit the teacher's scheme of work.

The structure and organization of the syllabus is indicated in the pages following:

PRIMARY SCHOOL: STRUCTURE AND ORGANIZATION OF THE SYLLABUS

TERM 1		
PRIMARY 1	PRIMARY 2	PRIMARY 3
SECTION 1 INTRODUCTION TO ATHLETICS (p.1)	SECTION 1 INTRODUCTION TO ATHLETICS (p.13)	SECTION 1 ATHLETICS (p. 23)
Activity 1: Running Activity 2: Jumping Activity 3: Throwing	Activity 1: Throwing Activity 2: Jumping Activity 3: Running	Activity 1: Throwing Objects a) Stationary from the side b) Throwing objects while in motion
SECTION 2 INTRODUCTION TO GAMES (p.3)	SECTION 2 INTRODUCTION TO GAMES (p.14)	SECTION 2 GAMES (p.24)
Activity 1: Games (With Apparatus) Activity 2: Kicking in Football	Activity 1: Minor Games Activity 2: Traditional Games	Activity 1: Football Activity 2: Traditional Games
SECTION 3 INTRODUCTION TO SIMPLE GYMNASTIC AND DANCE ACTIVITIES (p.4)	SECTION 3 INTRODUCTION TO GYMNASTICS AND DANCE (p.15)	SECTION 3 GYMNASTICS AND DANCE (p.25)
Activity 1: Gymnastics a) Floor Activities (without apparatus) b) Floor Activities (with apparatus) Activity 2: Traditional Dance	Activity 1: Floor Activities Activity 2: Traditional Dance	Activity 1: Floor Activity (Forward Roll) Activity 2: Floor Activity (Backward Roll)

TERM 2		

PRIMARY 1	PRIMARY 2	PRIMARY 3
SECTION 1 INTRODUCTION TO ATHLETICS (p.6)	SECTION 1 INTRODUCTION TO ATHLETICS (p.16)	SECTION 1 ATHLETICS (p. 26)
Activity 1: Running Activity 2: Jumping Activity 3: Throwing	Activity 1: Throwing (Javelin) Activity 2: Jumping Activity 3: Running (Relay Racing)	Activity 1: Relay Racing (Visual Change) Activity 2: Jumps Activity 3: Walking
SECTION 2 INTRODUCTION TO MINOR GAMES (p.7)	SECTION 2 INTRODUCTION TO GAMES (p.18)	SECTION 2 GAMES (p.28)
Activity 1: Minor Games Activity 2: Traditional Games	Activity 1: Ball Games (Hand) Activity 2: Racket Games	Activity 1: Minor Games Activity 2: Traditional Games
SECTION 3 INTRODUCTION TO GYMNASTICS AND DANCE (p.8)	SECTION 3 INTRODUCTION TO GYMNASTICS AND DANCE (p.19)	SECTION 3 GYMNASTICS AND DANCE (p.29)
Activity 1: Rhythmic Activities (Without apparatus) Activity 2: Rhythmic Activities (With apparatus) Activity 3: Traditional Dance	Activity 1: Artistic Activities Activity 2: Mass Gymnastics (Rhythmic activities)	Activity 1: Cartwheel Activity 2: Catspring Activity 3: Mass Gymnastics (Rhythmic activities)

TERM 3		
PRIMARY 1	PRIMARY 2	PRIMARY 3

SECTION 1 INTRODUCTION TO ATHLETICS (p.10)	SECTION 1 INTRODUCTION TO ATHLETICS (p.20)	SECTION 1 ATHLETICS (p. 30)
Activity 1: Walking Activity 2: Jumping Activity 3: Throwing	Activity 1: Throwing Activity 2: Jumping Activity 3: Running (Relay Racing)	Activity 1: Jumping Activities Activity 2: Throwing Activities Activity 3: Race Walking
SECTION 2 INTRODUCTION TO GAMES (p.11)	SECTION 2 INTRODUCTION TO GAMES (p.21)	SECTION 2 GAMES (p.32)
Activity 1: Minor Games Activity 2: Traditional Games	Activity 1: Ball Games Activity 2: Racket Games Activity 3: Traditional Games	Activity 1: Mini Games Activity 2: Mini Racket Games
SECTION 3 INTRODUCTION TO GYMNASTICS AND DANCE (p.12)	SECTION 3 INTRODUCTION TO GYMNASTICS AND DANCE (p.22)	SECTION 3 GYMNASTICS AND DANCE (p.33)
Activity 1: Floor Activities (Without apparatus and with apparatus)	Activity 1: Artistic Activities Activity 2: Mass Gymnastics (Rhythmic activities)	Activity 1: Floor Activities With Apparatus Activity 2: Social Dance

TERM 1		
PRIMARY 4	PRIMARY 5	PRIMARY 6
SECTION 1	SECTION 1	SECTION 1

INTRODUCTION TO ATHLETICS (p.34)	INTRODUCTION TO ATHLETICS (p.45)	ATHLETICS (p. 6 0)
Activity 1: Endurance Running Activity 2: Jumping Activity 3: Throwing	Activity 1: Sprint Start (Crouch) Activity 2: Finishing Races a) Sprinting b) Middle Distance	Activity 1: Race Walking Activity 2: Relay Racing (Visual Change)
SECTION 2 INTRODUCTION TO GAMES (p.36)	SECTION 2 GAMES (p.47)	SECTION 2 GAMES (p.61)
Activity 1: Mini Football Activity 2: Mini Volleyball	Activity 1: Football a) Passing b) Dribbling Activity 2: Mini Volleyball	Activity 1: Football a) Goalkeeping b) Throw--In Activity 2: Volley a) Service b) Spike
SECTION 3 GYMNASTICS AND DANCE (p.37)	SECTION 3 GYMNASTICS AND DANCE (p.49)	SECTION 3 GYMNASTICS AND DANCE (p.63)
Activity 1: Rhythmic Activities Activity 2: Traditional Dance	Activity 1: Gymnastics (Rhythmic Activities) Activity 2: Vaulting	Activity 1: Floor Activities a) Angle Headstand b) Headstand Activity 2: Arab Spring

TERM 2		
PRIMARY 4	PRIMARY 5	PRIMARY 6
SECTION 1 INTRODUCTION TO ATHLETICS (p.38)	SECTION 1 ATHLETICS (p.51)	SECTION 1 ATHLETICS (p. 65)

Activity 1: Sprint Start (Crouch) Activity 2: High Jump	Activity 1: Sprint Start (Crouch) Activity 2: Relay Racing (Shuttle Relay)	Activity 1: Race Walking Activity 2: Long Jump
SECTION 2 INTRODUCTION TO GAMES (p.39)	SECTION 2 GAMES (p.52)	SECTION 2 GAMES (p.66)
Activity 1: Mini Football Activity 2: Mini Volleyball	Activity 1: Football c) Goalkeeping d) Shooting Activity 2: Table Tennis a) Forehand Stroke b) Backhand Stroke	Activity 1: Football (Shooting) Activity 2: Table Tennis Activity 3: Tennis
SECTION 3 GYMNASTICS AND DANCE (p.40)	SECTION 3 GYMNASTICS AND DANCE (p.54)	SECTION 3 GYMNASTICS AND DANCE (p.68)
Activity 1: Mass Gymnastics (Rhythmic Activities) Activity 2: Floor Activities a) Handstand b) Cartwheel	Activity 1: Mass Gymnastics (Figure/Object Formation) Activity 2: Cartwheel	Activity 1: Headstand Activity 2: Traditional Dance

TERM 3		
PRIMARY 4	PRIMARY 5	PRIMARY 6
SECTION 1 INTRODUCTION TO ATHLETICS (p.41)	SECTION 1 ATHLETICS (p.55)	SECTION 1 ATHLETICS (p. 69)

Activity 1: Relay Racing Activity 2: Vertical Jumps Activity 3: Javelin	Activity 1: Throwing Events a) Throwing b) Pushing Activity 2: High Jump a) Fosbury Flop b) Straddle	Activity 1: High Jump (Scissor Kick) Activity 2: Javelin
SECTION 2 INTRODUCTION TO GAMES (p.43)	SECTION 2 GAMES (p.57)	SECTION 2 GAMES (p.70)
Activity 1: Mini Football (Stationary Ball) Activity 2: Mini Volleyball Activity 3: Mini Netball	Activity 1: Handball Activity 2: Wrestling	Activity 1: Table Tennis Forehand/Backhand Activity 2: Table Tennis a) Forehand b) Backhand
SECTION 3 GYMNASTICS AND DANCE (p.44)	SECTION 3 GYMNASTICS AND DANCE (p.58)	SECTION 3 GYMNASTICS AND DANCE (p.71)
Activity 1: Floor Activities (Combination of the Rolls) Activity 2: Mass Gymnastics (Rhythmic Activities)	Activity 1: Mass Gymnastics (Rhythmic Activities) Activity 2: Arab Spring	Activity 1: Combination of Headstand and Angle Headstand Activity 2: Traditional Dance

TIME ALLOCATION

Physical education is allocated four periods a week at Lower Primary and Upper Primary levels, each period lasting 35 minutes.

SUGGESTIONS FOR TEACHING THE SYLLABUS

Read this section very carefully and ensure that you give enough attention to pupils with special needs.

General Objectives:

General Objectives have been listed at the beginning of each section of the syllabus, that is, just below the theme of the section. The general objectives flow from the general aims listed on page (ii) of this syllabus. The general objectives form the basis for the selection and organization of the unit topics. Read the general objectives very carefully before you start teaching. After teaching all the units, go back and read the general aims and general objectives again to be sure you have covered both of them adequately in the course of your teaching.

Sections and Activities: The syllabus has been planned on the basis of Sections and Activities. Each year's work has been divided into sections. A section consists of a fairly related set of activities.

Each section of the syllabus is structured in five columns: Activities, Specific Objectives, Points to Consider, Suggested Teaching and Learning Activities and Evaluation. A description of the Points to Consider of each column is as follows:

Column 1 – Activities: The activities in Column 1 are divisions of the major topics of the section. You are expected to follow the activity topics according to the linear order in which they have been presented. However, if you find at some point that teaching and learning in your class will be more effective if you branched to other activities before coming back to the activity in the sequence, you are encouraged to do so.

Column 2 – Specific Objectives: Column 2 shows the Specific Objectives for each activity. The specific objectives begin with numbers such as 1.1.1 or 1.3.1. These numbers are referred to as "Syllabus Reference Numbers". The first digit in the syllabus reference number refers to the section, the second digit refers to the activity, while the third digit refers to the rank order of the specific objective. For instance, 1.3.1 means Section 1 (of the appropriate year's syllabus), Activity 3 (of Section 1) and Specific Objective 1. In other words, 1.3.1 refers to Specific Objective 1 of Activity 3 of section 1. Similarly, the syllabus reference number 2.2.1 simply means Syllabus Objective Number 1 of Activity 2 of Section 2. Using syllabus reference number provides an easy way for communication among teachers and educators. It further provides an easy way for selecting objectives for testing and evaluation. Let's say that Activity 2 of Section 2 has five specific objectives: 2.2.1 – 2.2.5. A teacher may base his/her evaluation on objective 2.2.3 and 2.2.4 and not use the other three objectives. In this way, a teacher would sample the objectives within activities column and within sections to be able to develop an evaluation that accurately reflects the importance of the various skills taught in class.

You will note also that specific objectives have been stated in terms of the pupil i.e. what the pupil will be able to do after instruction and learning in the activity. Thus specific objective starts with the following, "The pupil will be able to". This, in effect, means that you have to address the learning problems of each individual pupil. It means individualizing your instruction as much as possible so that the majority of pupils will be able to master the objectives of each activity column of the syllabus.

Column 3 – Points to Consider: The Points to Consider column presents a selected body of information that you will need to use in teaching the particular activity. In many cases, enough information to guide you in the teaching and learning of the specific objectives has been provided. You are nonetheless encouraged to look for other materials to supplement what is provided in the Points to Consider column.

Column 4 – Teaching and Learning Activities (T/LA): T/LA that will ensure maximum pupil participation in the lessons is presented in Column 4. Much of the T/LA emphasizes teaching and learning of psychomotor skills through practical performance. Physical Education is a competency based subject. This means you have to ensure that each pupil attains competency in each of the activities before progressing to the next activity. Understanding of rules of Games and Sports should also be taught at the appropriate points.

Column 5 – Evaluation: Suggestions and exercises for evaluating the lessons of each activity are indicated in Column 5. The evaluation exercises in Physical Education are generally recommendations for further practice. Try also to ask questions and set tasks and assignments that will require pupils to apply rules and principles in the performance of Games and Sports.

Lastly, bear in mind that the syllabus cannot be taken as a substitute for lesson plans. It is necessary that you develop a scheme of work and lesson plans for teaching activities of this syllabus.

DEFINITION OF PROFILE DIMENSIONS

Profile dimensions describe the underlying behaviours for teaching, learning and assessment. In Physical Education, the emphasis is on practical skills. The action verbs used in most of the specific objectives are therefore verbs like perform, demonstrate, run, etc. Three profile dimensions are specified in Physical Education for teaching, learning and testing at the lower levels and are weighted as follows:

Knowledge and Understanding	10%
Application of Knowledge	10%
Practical Skills	80%

Each of the dimensions has been given a percentage weight that should be reflected in teaching, learning and testing. The weights indicated on the right of the dimensions show the relative emphasis that the teacher should give in the teaching, learning and testing processes at the Primary School level. Combining the three dimensions in the teaching and learning process will ensure that Physical Education is taught and studied not only at the psychomotor level, but will also ensure cognitive and affective skills development on the part of pupils. Note also that knowledge and application are also involved in skill practice.

The explanation and key words involved in each of the profile dimensions are as follows:

Knowledge and Understanding (KU)

knowledge	The ability to: remember, recall, identify, define, describe, list, name, match, state principles, facts and concepts. Knowledge is simply the ability to remember or recall material already learned and constitutes the lowest level of learning.
understanding	The ability to: explain, summarize, translate, rewrite, paraphrase, give examples, generalize, estimate or predict consequences based upon a trend. Understanding is generally the ability to grasp the meaning of some material that may be verbal, pictorial, or symbolic.

Application of Knowledge (AK)

Ability to use knowledge or apply knowledge, as implied in this syllabus, has a number of learning behaviour levels. These levels include application, analysis, synthesis, and evaluation. These may be considered and taught separately, paying attention to reflect each of them equally in your teaching. The dimension "Use of Knowledge" is a summary dimension for all four learning levels. Details of each of the four sub-levels are as follows:

application	The ability to: apply rules, methods, principles, theories, etc. to concrete situations that are new and unfamiliar. It also involves the ability to produce, solve, operate, plans, demonstrate, discover, reproduce, etc.
analysis	The ability to:

break down material into its component parts; to differentiate, compare, distinguish, outline, discuss, separate, identify significant points, etc., recognize non-stated assumptions and logical fallacies, recognize inferences from facts, etc.

synthesis The ability to:
put parts together to form a new whole. It involves the ability to combine, compile, compose, devise, plan, revise, design, organize, create, generate, discuss, etc.

evaluation The ability to:
appraise, compare features of different things and make comments or judgement, contrast, criticize, justify, support, conclude, make recommendations, etc. Evaluation refers to the ability to judge the worth or value of some material based on some criteria.

Practical Skills (PS)

Practical skills refer to the psychomotor domain. This involves the demonstration of manipulative, skills using tools, machines and equipment to carry out practical operations and to solve practical problems. The teaching and assessment of practical skills should involve projects, case studies and creative practical tasks.

Skills required for effective practical work are the following:

1. Equipment Handling
2. Observation and Imitation
3. Manipulation
4. Measuring
5. Recording
6. Communication
7. Etiquette and Courtesy
8. Judgement
9. Effort

Equipment Handling: Pupils should be able to handle and use equipment properly for practical Physical Education and Sports activities. The teacher should ensure that pupils acquire a high level of proficiency in the use of tools and equipment in the relevant field of Physical Education.

Observation and Imitation: The pupil should be able to use his/her senses to make accurate observations of skills and techniques for carrying out some operations. Observation should go with imitation. The pupil in this case should be able to accurately imitate the techniques he/she has observed to perform the task and related tasks accurately.

Manipulation: Manipulation involves the skilful handling of objects and tools for accomplishing specific tasks involving the movement of body and body parts in space and time.

Measuring: Refers to the accurate use of measuring instruments and equipment. The teacher should guide pupils to make accurate measurements where necessary.

Recording: Recordings must aim at a high degree of accuracy. The use of Index Card should be encouraged.

Communication: Pupils should be guided to develop effective oral and non-verbal communicative skills necessary for group work, reports, etc.

Etiquette and Courtesy: Pupils should be able to demonstrate courtesy, fair-play and good sportsmanship both within and outside Physical Education lessons.

The action verbs provided under the various profile dimensions should help you to structure your teaching such as to achieve the effects needed. Select from the action verbs provided for your teaching, in evaluating learning before, during and after the instruction. Use the action verbs also in your assessment. Check the weights of the profile dimensions to ensure that you have given the appropriate emphasis to each of the dimensions in your teaching and assessment.

FORM OF ASSESSMENT

Physical Education should be assessed on continuous assessment basis rather than on formal examinations basis. Assessment should therefore include periodic performance assignments and tasks, together with assessment of understanding and application of rules, principles etc.

Grading assessment in Physical Education should use simple descriptors of “Satisfactory” or “Unsatisfactory” as indicated in the chart on the next page. Pupils should be encouraged to do self-assessment.

***Judgement:** Pupils must be encouraged to estimate time, distance, effort, weight, amount, etc.

***Effort:** Students must be encouraged to try things out, take initiative, and even guess.

PRIMARY 1 - TERM 1

SECTION 1

INTRODUCTION TO ATHLETICS

General Objectives: The pupil will

1. acquire the fundamental skills in athletics
2. develop general physical fitness

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 1</p> <p>RUNNING</p>	<p>The pupil will be able to:</p> <p>1.1. 1 run fast over a distance of 30m in 7-15 sec.</p>	<p>Activities involving shuttle relays, number games, short sprints, scoring runs, "Mr. Wolf, what is the time", etc.</p>	<p>Teacher to explain the activities in Column 3.</p> <p>Pupils in groups to perform:</p> <ul style="list-style-type: none"> - shuttle relay - number games - short sprints - scoring runs <p>NOTE: Teacher to provide individual corrective advice to improve performance (such as land on the balls of feet, pick knees to waist level, bend elbows at about 90°, swing arms forward and backward to move elbows in and out, and relax the hands and shoulders).</p>	<p>Pupils to run 30m in 7.15 sec. using standing start.</p>
<p>ACTIVITY 2</p> <p>JUMPING</p>	<p>1.2.1 perform standing broad jump over a distance of .5-1.3m</p>	<p>Activities involving leap frog, hopping, jumping over obstacles and objects like benches, sticks, hoops, etc.</p>	<p>Teacher to explain and demonstrate the activities in Column 3.</p> <p>Pupils , individually and in groups, to perform:</p> <ul style="list-style-type: none"> - leap frog - hopping - jumping over obstacles <p>NB: Think about safety measures.</p>	<p>Pupils to do standing broad jump of .5-1.3m.</p>

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 3</p> <p>THROWING</p>	<p>The pupil will be able to:</p> <p>1.3.1 throw light objects over a distance of 5-15m</p>	<p>Activities involving throwing short sticks, bean bags, small balls, stuffed balls, etc. by swinging hand from behind and over the shoulder.</p>	<p>Teacher to demonstrate throwing using bean bags, small balls, etc by swinging hand from behind and over the shoulder.</p> <p>Pupils, individually and in groups, to practise throwing using bean bags, short sticks, small balls, stuffed balls, etc</p> <p>NB: Short sticks should be thrown to be turning in the air.</p>	<p>Pupils to throw objects over a distance of 5-15m.</p>

PRIMARY 1 - TERM 1

SECTION 2

INTRODUCTION TO GAMES

General Objectives: The pupil will

1. develop body part-object co-ordination
2. develop Team Spirit by working in groups
3. develop general physical fitness

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 1</p> <p>GAMES (with apparatus)</p>	<p>The pupil will be able to:</p> <p>2.1.1 play simple games.</p>	<p>Activities involving throwing, catching, kicking, stretching, pulling, etc. using balls, ropes, bean bags, etc.</p>	<p>Teacher to demonstrate activities in Column 3.</p> <p>Pupils, individual or in groups to play simple games such as “stay”, “pilolo”, “chaskelen”, hopscotch, etc. using balls, ropes, bean bags, marbels etc.</p>	<p>Pupils to throw, catch and kick simple objects.</p>
<p>ACTIVITY 2</p> <p>KICKING IN FOOTBALL</p>	<p>2.2.1 kick ball over a distance of 10-20m.</p>	<p>Activities involving kicking balls using the inside and in-step of the foot.</p>	<p>Teacher to explain and demonstrate activities in Column 3.</p> <p>Pupils to practise kicking a ball over a distance of 10-20m using the</p> <ul style="list-style-type: none"> - in-step of the foot - inside of the foot 	<p>Pupils to kick balls to a distance of 10-15m using the in-step or inside of the foot.</p>

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 2</p> <p>TRADITIONAL DANCE</p>	<p>The pupil will be able to:</p> <p>3.2.1 state and perform associated movements in traditional dances of the locality.</p>	<p>Activities involving rhythmic body movements, (such as wriggling, bending, sliding, twisting and jumping), singing, clapping, drumming, etc.</p>	<p>Teacher or pupil to demonstrate. Pupils to perform various movements in traditional dances, with singing, clapping and drumming.</p> <p>NOTE: Use local experts where necessary. Teacher/Pupils to discuss the movements.</p>	<p>Pupils to perform one selected traditional dance of the locality.</p>

PRIMARY 1 - TERM 2

SECTION 1

INTRODUCTION TO ATHLETICS

General Objectives: The pupil will

1. acquire fundamental skills in athletics.
2. develop basic co-ordination in athletic movements.

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 1</p> <p>RUNNING</p>	<p>The pupil will be able to:</p> <p>1.1.1 run a distance of 30m in 6.7-13 sec. using various techniques.</p>	<p>Techniques involving running, skip galloping, skipping, pawing, high knee picking and arm swinging.</p>	<p>Teacher explains and demonstrates activities in Column 3.</p> <p>Pupils imitate and perform the following activities in pairs and in groups.</p> <ul style="list-style-type: none"> - running - skip galloping - skipping - pawing - high knee picking - arm swinging <p>Pupils to do short runs emphasising pawing, high knee picking and arm swinging.</p>	<p>Pupils to run a distance of 30m in 6.7-13 sec.</p>
<p>ACTIVITY 2</p> <p>JUMPING</p>	<p>1.2.1 jump a height of 30-60cm using single take-off.</p>	<p>Activities which promote vertical jumps over objects such as benches, raised ropes, raised sticks, etc. taking off from one foot (single take-off).</p>	<p>Pupils run to perform vertical jumps over objects such as benches, raised ropes, raised sticks etc. using single take-off.</p>	<p>Pupils jump a height of 30-60cm using single take-off.</p>

PRIMARY 1 - TERM 2

SECTION 2

INTRODUCTION TO MINOR GAMES

General Objectives: The pupil will

1. acquire skills in traditional games.
2. develop movement skill required for games performance.
3. develop co-operation and the spirit of fair play.

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 1</p> <p>MINOR GAMES</p>	<p>The pupil will be able to:</p> <p>2.1.1 bounce objects in a game situation.</p>	<p>Bouncing activities involving throwing, dribbling, catching, jumping using rubber balls, stuffed balls, etc. in minor games such as chair game, mini basket ball and mini handball.</p>	<p>Teacher explains and demonstrates activities in Column 3.</p> <p>Pupils perform in groups or in teams</p> <ul style="list-style-type: none"> - throwing to bounce - jumping to bounce - dribbling (using the hand) <p>NB: Pupils perform activities while moving or in stationary position.</p>	<p>Pupils dribble (using the hand) to a distance of 5m and back.</p>
<p>ACTIVITY 2</p> <p>TRADITIONAL GAMES</p>	<p>2.2.1 demonstrate the required movements in selected games from the locality.</p>	<p>Selected traditional games within the locality involving jumping, stretching, bouncing, skipping, stamping, kicking, clapping and singing, etc. and the rules for the games.</p>	<p>Teacher to explain and demonstrate activities in Column 3.</p> <p>Pupils to perform activities involving body movements in selected traditional games.</p> <p>NOTE: Teacher may use local expert where necessary.</p> <p>Pupils to create their own activities/games.</p>	<p>Pupils to state the rules of the selected games and apply them in a game situation.</p>

PRIMARY 1 - TERM 2

SECTION 3

INTRODUCTION TO GYMNASTICS AND DANCE

General Objectives: The pupil will

1. develop body awareness in relation to movement.
2. develop general physical fitness.
3. acquire further skills in playing traditional games.

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 1</p> <p>RHYTHMIC ACTIVITIES</p> <p>Without Apparatus</p>	<p>The pupil will be able to:</p> <p>3.1.1 perform a combination of simple gymnastic movements.</p>	<p>Activities involving balancing on one leg, hopping, jumping, galloping, walking on the balls of the feet, etc.</p>	<p>Teacher to explain and demonstrate a simple gymnastic movement.</p> <p>Pupils to perform simple gymnastic movements involving balancing on one leg, hopping, jumping, galloping, walking on balls of feet, etc.</p> <p>Teacher to guide and direct pupils to create their own gymnastic movements.</p>	<p>Pupils to take 3 skipping steps and balance on one leg for 10 sec. jump, stretch hands and land on balls of feet.</p>
<p>ACTIVITY 2</p> <p>RHYTHMIC ACTIVITIES</p> <p>With Apparatus</p>	<p>3.1.2 Perform simple gymnastic activities using objects.</p>	<p>Activities involving walking, jumping and splitting legs, rolling, skipping and stretching using rubber balls, hoops, ropes, canes, etc.</p>	<p>Teacher or selected pupils to demonstrate activities in Column 3.</p> <p>Using rubber balls, hoops, ropes, canes, etc pupils perform simple gymnastic activities involving walking, skipping, stretching, lunging, jumping, splitting, rolling, etc.</p>	<p>Perform simple gymnastic activities using balls, ropes, canes, etc.</p>

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 3</p> <p>TRADITIONAL DANCE</p>	<p>The pupil will be able to:</p> <p>3.2.1 perform selected dances of the locality.</p>	<p>Activities involving rhythmic body movements (wriggling, bending, jumping, sliding, gliding, twisting, etc)</p>	<p>Teacher or selected pupils to demonstrate activities in Column 3.</p> <p>Pupils imitate movements in a selected local dance.</p> <p>NOTE: Local expert may be used.</p>	<p>Pupils to perform one selected traditional dance of the locality.</p>

PRIMARY 1 - TERM 3

SECTION 1

INTRODUCTION TO ATHLETICS

General Objectives: The pupil will

1. acquire basic throwing and jumping skills in athletics.
2. develop basic walking skills used in athletic events.

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
ACTIVITY 1 WALKING	The pupil will be able to: 1.1.1 demonstrate walking as an athletic event.	Activities involving walking, i.e. one foot always in contact with the ground, swinging of arms, landing first on the heel, keeping trunk straight, etc.	Teacher to demonstrate activities in Column 3. Pupils, individually and in groups, demonstrate walking in athletic events. NOTE: Emphasize one foot always in contact with the ground, arm swinging and keeping trunk straight.	Pupils to demonstrate simple athletic walking over a distance of 30m.
ACTIVITY 2 JUMPING Pole Vault	1.2.1 jump over obstacles 30-50cm high with the aid of a stick or pole.	Activities involving jumping using sticks measuring 1.50m – 1.70m over obstacles such as ropes 40cm high, sticks 40cm high and imaginary rivers of about one metre wide.	Teaching to demonstrate activities in Column 3. Pupils to jump over obstacles using sticks for jumping. Teacher to give support to avoid injury.	Pupils to jump over obstacles 40cm high with the aid of sticks or poles.
ACTIVITY 3 THROWING	1.3.1 throw simple light objects over a distance of 5-15m from the side across the body.	Activities involving the use of rubber balls, rubber plates, old tyres, tourniquets, etc.	Teacher demonstrates activities in Column 3. Pupils to swing arms from the side across the body to throw rubber balls, rubber plates, old tyres, hoops.	Pupils to throw light objects over a distance of 5-15m. from the side across the body.

PRIMARY 1 - TERM 3

SECTION 2

INTRODUCTION TO GAMES

General Objectives: The pupil will

1. develop movements with and without objects.
2. perform movements in selected traditional games.

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 1</p> <p>MINOR GAMES</p>	<p>The pupil will be able to:</p> <p>2.1.1 perform simple activities in minor games.</p>	<p>Activities involving running, kicking, bouncing and throwing rubber balls, stuffed balls, etc.</p>	<p>Teacher explains activities in Column 3.</p> <p>Pupils, individually and in groups, to perform the simple activities involving running, kicking, bouncing and throwing rubber balls, stuffed balls, etc. in selected minor games.</p>	<p>Pupils to kick, throw and bounce objects in game situations.</p>
<p>ACTIVITY 2</p> <p>TRADITIONAL GAMES</p>	<p>2.2.1 demonstrate the appropriate movements in selected traditional games in the locality.</p>	<p>Activities involving selected games from the locality.</p>	<p>Teacher to demonstrate movements in selected traditional games of the locality.</p> <p>Pupils to practise movements in selected traditional games.</p>	<p>Pupils to select and perform traditional games.</p>

PRIMARY 1 - TERM 3

SECTION 3

INTRODUCTION TO GYMNASTICS AND DANCE

General Objectives: The pupil will

1. develop body awareness.
2. develop movement rhythms and co-ordination.

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 1</p> <p>FLOOR ACTIVITIES</p> <p>Without Apparatus</p> <p>With apparatus</p>	<p>The pupil will be able to:</p> <p>3..1.1 perform simple gymnastics activities without apparatus.</p> <p>3.1.2 perform simple gymnastics activities with apparatus.</p>	<p>Activities involving stretching, rolling the body, jumping, e.g. forward roll, cartwheel, rabbit jumps, etc.</p> <p>Activities involving the use of balls, sticks, ropes, hoops, etc. in movements such as walking, galloping, skipping, jumping, bouncing, etc.</p>	<p>Teacher to demonstrate activities in Column 3.</p> <p>Pupils to perform stretching, rolling the body, jumping, etc in</p> <ul style="list-style-type: none"> - forward roll. - cartwheel. - rabbit jumps. - bunny jumps, etc. <p>Teacher explains and demonstrates activities in Column 3..</p> <p>Using balls, sticks, ropes, hoops, etc. pupils perform the following movements:</p> <ul style="list-style-type: none"> - walking - galloping - skipping - jumping - bouncing, etc. 	<p>Pupils to perform simple gymnastics activities involving stretching, jumping, rolling the body, etc.</p> <p>Pupils to perform gymnastics activities with sticks, hoops, etc. in movements like galloping, skipping, bouncing, etc.</p>

PRIMARY 2 - TERM 1

SECTION 1

INTRODUCTION TO ATHLETICS

General Objectives: The pupil will

1. acquire simple skills leading to specific athletic events.
2. develop general physical fitness.

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO COCNSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 1</p> <p>THROWING</p>	<p>The pupil will be able to:</p> <p>1.1.1 push or put objects of about 500 grams over a distance of 7m.</p>	<p>Activities involving the pushing or putting (throwing) of round objects, e.g. balls, stones, stuffed balls, small medicine balls, etc.</p>	<p>Teacher explains and demonstrates activities in Column 3.</p> <p>Pupils in pairs push or put balls, stones, stuffed balls, small medicine balls, etc. from the shoulder.</p> <p>NB: Teacher to monitor pupils to avoid injuries.</p>	<p>Pupils push or put objects about 500 grams forward from the shoulder to a distance of 7m.</p>
<p>ACTIVITY 2</p> <p>JUMPING</p>	<p>1.2.1 perform continuous horizontal jumping (alternating the legs) over a distance of 10m).</p>	<p>Activities involving bouncing, hopping, galloping, skipping, arm swinging, etc.</p>	<p>Teacher/pupil demonstrates activities in Column 3.</p> <p>Pupils to perform</p> <ul style="list-style-type: none"> - hopping - galloping - skipping - arm swinging, etc. 	<p>Pupils to perform continuous horizontal jumping (alternating the legs) over a distance of 10m.</p>
<p>ACTIVITY 3</p> <p>RUNNING</p>	<p>1.3.1 run over a distance of 6.6-12 sec.</p>	<p>Activities involving skip galloping, pawing, arm swinging, high knee picking, running on the balls of feet, etc.</p>	<p>Teacher explains and demonstrates activities in Column 3.</p> <p>Pupils imitate and perform activities in pairs and in groups.</p>	<p>Pupils to run a distance of 30m in 6.6-12 sec.</p>

PRIMARY 2 - TERM 1

SECTION 2

INTRODUCTION TO GAMES

General Objectives: The pupil will

1. appreciate the culture of the people through traditional games.
2. develop body movement and co-ordination.

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 1</p> <p>MINOR GAMES</p>	<p>The pupil will be able to:</p> <p>2.1.1 perform simple activities in minor games such as horses and jockers, cat and mouse, or rabbit and rat, etc.</p>	<p>Activities involving stretching, dodging running, walking, sitting, bending, rhythmic movement, etc.</p>	<p>Teacher explains and demonstrates. Pupils perform activities in groups and in teams.</p> <p>Teacher guides pupils to demonstrate their own designed activities for further practise.</p>	<p>Pupils in groups present their own minor games.</p>
<p>ACTIVITY 2</p> <p>TRADITIONAL GAMES</p>	<p>2.2.1 perform the required movements in selected games from the locality.</p>	<p>Traditional games of the locality which involve jumping, kicking, stamping, bouncing, clapping and running.</p>	<p>Teacher explains and demonstrates. Pupils observe and imitate in groups and in teams.</p> <p>Teacher introduces rhythms by clapping and singing.</p> <p>NOTE: Use local experts where necessary.</p>	<p>Pupils to demonstrate the required movements in selected games.</p>

PRIMARY 2 - TERM 1

SECTION 3

INTRODUCTION TO GYMNASTICS AND DANCE

General Objectives: The pupil will

1. develop body awareness, agility and co-ordination.
2. develop movement rhythm.

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 1</p> <p>FLOOR ACTIVITIES</p>	<p>The pupil will be able to:</p> <p>3.1.1 move own body in different shapes and directions in a co-ordinated manner.</p>	<p>Activities involving jumping on the spot, rolling body into different shapes and directions, balancing on one leg, etc.</p>	<p>Teacher explains and demonstrates. Pupils imitate and perform individually, in pairs, in groups or in teams, the following activities:</p> <ul style="list-style-type: none"> - jumping on the spot - rolling body into different shapes and directions. - Balancing on one leg, etc. 	<p>Pupils to perform different activities while standing on one leg.</p>
<p>ACTIVITY 2</p> <p>TRADITIONAL DANCE</p>	<p>3.2.1 perform the movements of some traditional dances of the locality.</p>	<p>Activities involving rhythmic body movement, clapping, singing, drumming, etc.</p>	<p>Pupils perform the activity individually, in pairs, in groups or in teams.</p> <p>NB: Use local experts where necessary.</p>	<p>Pupils to perform one traditional dance of the locality.</p>

PRIMARY 2 - TERM 2

SECTION 1

INTRODUCTION TO ATHLETICS

General Objectives: The pupil will

1. demonstrate simple throwing, running and jumping activities in Athletic events.
2. develop co-operation and team spirit.

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 1</p> <p>THROWING (Javelin)</p>	<p>The pupil will be able to:</p> <p>1.1.1 throw, on a 3-step rhythm, light objects over the shoulder to a distance of 10m.</p>	<p>Activities involving throwing at target with objects such as rubber balls, hockey balls, baton, sticks, etc.</p>	<p>Teacher explains and demonstrates.</p> <p>Pupils imitate and perform in groups or in pairs, throwing rubber balls, sticks, etc. at target 10m away.</p> <p>NOTE: Teacher to identify left-handed throwers and position them appropriately for safety. Emphasize on the 3-step rhythm.</p>	<p>Pupils to perform a combination of a 3-step movement and throw light object (baton) over the shoulder at a target 10m away.</p>
<p>ACTIVITY 2</p> <p>JUMPING</p>	<p>1.2.1 jump to touch objects 1.5-2.0m above the ground with the hand using single take-off.</p>	<p>Activities involving jumping for height from single take-off to touch hanging objects, etc.</p>	<p>Demonstration by teacher. Teacher to emphasize the single take-off and help pupils to identify their take-off legs.</p> <p>Pupils jump to touch objects 1.5-2.0m above the ground with the hand.</p> <p>Emphasize on the single take-off.</p>	<p>Pupils to perform jumps to touch objects hanged 1.5-2.0m above the ground using single take-off.</p>

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 3</p> <p>RUNNING (Relay Racing)</p>	<p>The pupil will be able to:</p> <p>1.3.1 run a distance of 20m and hand over an object to a mate in a downward swing of the arm.</p>	<p>Activities involving running and passing objects such as sticks, pens, pencils, etc.</p>	<p>Teacher explains and demonstrates the handing over technique.</p> <p>Pupils perform the activity in pairs and in groups, stationary and in motion, running a distance of 20m. to hand over an object to another.</p> <p>NOTE: Teacher to emphasize the downward swing of the arm to hand over the objects.</p>	<p>Pupils to perform successful baton change in groups.</p>

PRIMARY 2 - TERM 3

SECTION 1

INTRODUCTION TO ATHLETICS

General Objectives: The pupil will

1. develop jumping and throwing skills in specific athletic events.
2. develop co-operation and team spirit.

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
ACTIVITY 1 THROWING	The pupil will be able to: 1.1.1 sling/flip light objects over a distance of 10m.	Activities involving flinging and slinging of sticks, rubber balls, stones, ropes, old balls, etc. with one hand.	Teacher explains and demonstrates activities in Column 3. Pupils fling and sling sticks, stones, rubber balls, rubber plates, etc. to a distance of 10m.	Pupils to sling/flip objects over a distance of 10m.
ACTIVITY 2 JUMPING	1.2.1 perform series of jumps over 3-5 objects, 20-40cm high and 50cm apart.	Activities involving a combination of horizontal and vertical jumps over obstacles such as sticks, or into hoops.	Teacher to demonstrate activities. Pupils to perform a combination of horizontal and vertical jumps over obstacles.	Pupils to perform series of jumps over 3-5 obstacles 20-40cm high and 50cm apart.
ACTIVITY 3 RUNNING (Relay Racing)	1.3.1 run a distance of 25m and hand over an object to a mate in a downward swing of the arm.	Activities involving running and passing objects such as bean bags, batons, rubber balls, sticks, etc.	Teacher/pupil demonstrates activities. Pupils run to hand over objects to mates with a downward swing of the arm.	Pupils to run 25m and hand over objects to mates successfully.

PRIMARY 2 - TERM 3

SECTION 2

INTRODUCTION TO GAMES

General Objectives: The pupil will

1. develop fundamental skills in games.
2. improve on their physical and mental development.
3. develop team spirit and fair play.

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
ACTIVITY 1 BALL GAMES (Hands)	The pupil will be able to: 2.1.1 perform basic skills in pushing, throwing and catching related to major hand games.	Activities involving pushing, throwing and catching with the hand using volleyballs, rubber balls, hand balls, etc.	Teacher to demonstrate activities in Column 3. Using balls, pupils in pairs and in groups perform the following activities. <ul style="list-style-type: none"> - pushing to pass/defend - throwing to pass/score 	Pupils to perform basic skills over distances to be determined by teacher.
ACTIVITY 2 RACKET GAMES	2.2.1 hit ball to and from partner.	Activities involving hitting, batting balls with the palm, bat, stick, racket, etc.	Teacher to demonstrate activities. Pupils in pairs hit balls with palm, bat, stick, racket, etc.	Pupils hit or bat balls (using bat/racket) over a distance of 10-20m.
ACTIVITY 3 TRADITIONAL GAMES	2.3.1 demonstrate the movements in selected games from the local area.	Traditional games of the locality involving jumping, kicking, bouncing, clapping, running, etc.	Demonstration by teacher. Imitation by pupils in pairs and in groups. NB: Resource Person can be used	Pupils to perform combined movement in a selected traditional game of the locality.

PRIMARY 2 - TERM 3

SECTION 3

GYMNASTICS AND DANCE

General Objectives: The pupil will

1. improve on gymnastics skills
2. improve on co-ordination
3. perform basic rhythmic gymnastic formations

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 1</p> <p>ARTISTICS ACTIVITIES</p>	<p>The pupil will be able to:</p> <p>3.1.1 perform basic gymnastic movements with apparatus.</p>	<p>Activities involving walking, running, skipping, rolling, balancing on one leg, leaning forward and sideways using rubber balls, ropes, hoops, sticks, elastic bands, etc.</p>	<p>Teacher to explain and demonstrate activities in Column 3.</p> <p>Using rubber balls, ropes, hoops, sticks, elastic bands, etc. pupils individually and in groups, perform the following activities.</p> <ul style="list-style-type: none"> - leaning forwards and sideways - balancing on one leg - running - skipping - rolling, etc. 	<p>Pupils to take 5 skipping steps and balance on one leg for 10 sec.</p> <p>Pupils to skip using a rope. (At least 20 repetitions continuously).</p>
<p>ACTIVITY 2</p> <p>MASS GYMNASTICS (Rhythmic Activities)</p>	<p>3.2.1 perform the movements in basic rhythmic formations using apparatus.</p>	<p>Activities involving the use of canes, sticks, balls, bands, etc.</p> <p>Activities leading to various group formations such as straight lines, circular formation, half-moon, zigzag, etc.</p>	<p>Pupils in groups use canes, sticks, balls, hoops, bands, etc to perform group formations such as zigzag, half moon, circle, straight line, etc.</p> <p>Teacher to guide pupils to create their own formations.</p>	<p>Pupils to perform one basic rhythmic gymnastic formation.</p>

PRIMARY 3 - TERM 1

SECTION 1

ATHLETICS

General Objectives: The pupil will

1. improve on fundamental skills leading to throwing events.
2. improve on general physical fitness.

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 1</p> <p>THROWNG OBJECTS</p> <p>a. Stationary from the Side</p> <p>b. Throwing Objects while in motion</p>	<p>The pupil will be able to:</p> <p>1.1.1 throw light objects from stationary position to a distance of over 10m.</p> <p>1.1.2 throw objects while in motion, over a distance of 10-15m.</p>	<p>Throwing stones, rubber balls, short sticks, stuffed objects, rubber plates, etc. from the side at a standing position.</p> <p>Moving to throw stones, rubber balls, rubber plates, short sticks, stuffed object, etc. from the side.</p>	<p>Teacher to explain and demonstrate activities in Column 3.</p> <p>From stationary position, pupils swing arms from the side to throw stones, rubber balls, short sticks, rubber plates, etc.</p> <p>NOTE: Teacher should position left handed throwers accordingly.</p> <p>Explanation and demonstration of activities by teacher.</p> <p>Pupils, individually and in groups, move to throw rubber plates, short sticks, stuffed balls, stones, rubber balls, etc. from the side.</p> <p>NOTE: Teacher to position left handed throwers appropriately.</p>	<p>Pupils in pairs or groups, to throw light objects over a distance of 10m from stationary position.</p> <p>Pupils to throw from the side, objects of various shapes while on the move, over a distance of 10-15m.</p>

PRIMARY 3 - TERM 1

SECTION 2

GAMES

General Objectives: The pupil will

1. improve on co-ordination through ball games.
2. improve on general body fitness through playful activities.
3. acquire basic skills in football.

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 1</p> <p>FOOTBALL</p> <p>a. Kicking</p> <p>b. Heading</p>	<p>The pupil will be able to:</p> <p>2.1.1 kick with inside of foot.</p> <p>2.1.2 Head ball using the forehead over a distance of 5m from stationary position.</p>	<p>Kicking balls in standing, walking and running position with inside of foot.</p> <p>Activities involving body arching, heading balls using the forehead, etc. from stationary position.</p>	<p>Teacher explains and demonstrates activities in Column 3.</p> <p>Pupils use inside of foot to kick balls while standing, walking and running.</p> <p>Teacher/pupil demonstrates.</p> <p>From standing position, pupils use the forehead to head balls by</p> <ul style="list-style-type: none"> - arching backwards and jerking forwards. - jumping, arching backwards and jerking forwards. 	<p>Pupils to kick and pass the ball using the inside of the foot.</p> <p>Pupils to use forehead to head balls to a distance of 3-5m from stationary position.</p>
<p>ACTIVITY 2</p> <p>TRADITIONAL GAMES</p>	<p>2.2.1 participate in selected games from the local area.</p>	<p>Traditional games of the locality involving kicking, jumping, slapping the thighs, rhythmic movements, etc.</p> <p>NOTE: Teacher may introduce new games.</p>	<p>Explanation and demonstration by teacher or selected pupils.</p> <p>Pupils to jump, kick, hop, clap, run, sing, etc. while performing some traditional games.</p>	<p>Pupils to perform selected traditional games from the locality.</p>

PRIMARY 3 - TERM 2

SECTION 1

INTRODUCTION TO ATHLETICS

General Objectives: The pupil will

1. develop sequential movement of body parts.
2. develop strength in the legs and arms.

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 1</p> <p>RELAY RACING (Visual Change)</p>	<p>The pupil will be able to:</p> <p>1.1.1 sprint a distance of 50m (boys) and 30m (girls) and hand over a baton to a team mate.</p>	<p>Activities involving 60m run, 30m dashes, walking to hand over baton, trotting to pass baton, running to hand over baton, receiver looking at baton while taking it, receiver moves to receive baton, etc.</p>	<p>Teacher to explain and demonstrate activities in Column 3.</p> <p>Pupils in groups perform</p> <ul style="list-style-type: none"> - 60m and 30m dashes - trotting to hand over baton - running to hand over baton - looking at baton during the hand over, etc. - side on movement 	<p>Pupils in groups perform the baton change over using the visual change.</p>
<p>ACTIVITY 2</p> <p>JUMPS</p>	<p>1.2.1 jump over raised objects of 30-50cm</p>	<p>Activities involving jumping from the top of a table to the ground, over sticks, crouch jumps, bunny jumps, etc.</p>	<p>Teacher to explain and demonstrate activities.</p> <p>Pupils to perform the following activities.</p> <ul style="list-style-type: none"> - jumping from table top to the ground - crouch jumps - bunny jumps - jumping over sticks, etc. <p>NOTE: Pupils to give-in at the knees and ankles when landing.</p>	<p>Pupils to jump over objects 30-50cm high.</p>

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 1</p> <p>WALKING</p>	<p>The pupil will be able to:</p> <p>1.3.1 demonstrate athletic walking</p>	<p>Activities walking involves using the heel-ball-toe action.</p>	<p>Teacher explains and demonstrates activities in Column 3.</p> <p>Pupils in groups imitate and perform the heel-ball-toe action in</p> <ul style="list-style-type: none"> - walking short distance - walking long distance 	<p>Pupils to demonstrate athletic walking over a distance of 100m.</p>

PRIMARY 3 - TERM 2

SECTION 2

GAMES

General Objectives: The pupil will

1. improve on the fundamental skills in games.
2. develop body part-object co-ordination.
3. develop co-ordination and fair play.

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 1</p> <p>MINI GAMES</p>	<p>The pupil will be able to:</p> <p>2.1.1 throw, catch and kick various light objects in a game situation.</p>	<p>Activities involving throwing, catching and kicking using rubber balls, hoops, etc. while walking, trotting, hopping, running, etc. in mini games (games that have modified perimeters).</p>	<p>Teacher explains and demonstrates activities in Column 3.</p> <p>Using rubber balls, hoops, etc. pupils in groups, walk, trot, hop, run, etc. to</p> <ul style="list-style-type: none"> - throw - catch - kick 	<p>Pupils to throw, catch and kick light objects accurately in a game situation.</p>
<p>ACTIVITY 2</p> <p>TRADITIONAL GAMES</p>	<p>2.2.1 perform appropriate movements in selected games from the local area.</p>	<p>Traditional games of the locality involving kicking, jumping, clapping, rhythmic movement, etc.</p> <p>Teacher to identify and introduce new games.</p>	<p>Explanation and demonstration by teacher.</p> <p>Pupils in groups imitate the movements related to the selected games.</p> <p>NOTE: Use local expert where necessary.</p> <p>Encourage pupils to identify and introduce new games.</p>	<p>Pupils to perform movements related to the selected traditional games in the locality.</p>

PRIMARY 3 - TERM 2

SECTION 3

GYMNASTICS AND DANCE

General Objectives: The pupil will

1. develop balance and control of the body.
2. improve on simple rhythmic gymnastic activities.

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 1</p> <p>CARTWHEEL</p>	<p>The pupil will be able to:</p> <p>3.1.1 perform cartwheel to the left and right.</p>	<p>Activities leading to cartwheel: handstand with support, running sideways with stretched arms, press ups, bunny jumps, trunk bends to the side, etc.</p>	<p>Teacher explains and demonstrates cartwheel as in activities in Column 3.</p> <p>Pupils imitate and perform cartwheel activities individually, in pairs and in groups.</p> <p>NOTE: Teacher to provide support to prevent injury.</p>	<p>Pupils to perform correctly the cartwheel to the right side and to the left side.</p>
<p>ACTIVITY 2</p> <p>MASS GYMNASTICS (Rhythmic Activities)</p>	<p>3.3.1 perform in a group, a combination of 2 or more gymnastic formations with and without apparatus.</p>	<p>Activities involving gymnastic formations i.e. 3 circles, diagonal formation, squares, etc. with and without apparatus.</p>	<p>Teacher to explain and demonstrate activities in Column 3.</p> <p>With and without apparatus, pupils in groups, perform the following gymnastic formations.</p> <ul style="list-style-type: none"> - circle - figure of 8 - squares, etc. <p>NOTE: Expert in mass gymnastics may be used.</p>	<p>Pupils in groups to perform two or more gymnastic formations.</p>

PRIMARY 3 - TERM 3

SECTION 1

ATHLETICS

General Objectives: The pupil will

1. improve on fundamental skills leading to some athletic events.
2. develop the major muscles of the body.

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 1</p> <p>JUMPING ACTIVITIES</p>	<p>The pupil will be able to:</p> <p>1.1.1 perform single take-off horizontal jumps over a distance of 10m.</p> <p>1.1.2 perform single take-off jumps over 3-5 obstacles 40m high with an interval of 10m each.</p>	<p>Standing broad jump, jumping from tops of bench/chair, etc. using single take-off.</p> <p>Activities involving bunny jumps, jumping over sticks on skittles, using single take-off, etc.</p>	<p>Teacher to explain and demonstrate activities in Column 3.</p> <p>With a single take-off, pupils perform</p> <ul style="list-style-type: none"> - standing broad jump - jumping from bench/chair <p>Teacher/pupil to demonstrate activities.</p> <p>With single take-off, pupils perform</p> <ul style="list-style-type: none"> - bunny jump - jumping from bench/chair 	<p>Pupils to perform continuous horizontal single-legged take-off jumps over 10m.</p> <p>Pupils to perform continuous vertical jumps over 3-5 obstacles 40cm high using single take-off.</p>
<p>ACTIVITY 2</p> <p>THROWING ACTIVITIES</p>	<p>1.2.1 throw light objects of various shapes over a distance of 15-20m over the shoulder.</p>	<p>Activities involving throwing of hoops, rubber balls, small medicine balls, etc. over the shoulder.</p>	<p>Teacher to explain and demonstrate activities.</p> <p>Pupils to throw over the shoulder</p> <ul style="list-style-type: none"> - hoops - rubber balls - small medicine balls - sticks, etc. 	<p>Pupils to throw light objects over a distance of 15-20m over the shoulder.</p>

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
ACTIVITY 3 RACE WALKING	The pupil will be able to: 1.3.1 walk 100m in 3-4 mins.	Walking activities involving shuttle relay, scoring runs, number game, etc.	Teacher explains and demonstrates activities in Column 3. Pupils use heel-ball-toe walking technique in <ul style="list-style-type: none"> - shuttle relay - scoring runs - number game, etc. 	Pupils to perform athletic walk over 100m in not more than 4 mins.

PRIMARY 3 - TERM 3

SECTION 2

INTRODUCTION TO GAMES

General Objectives: The pupil will

1. develop movement concepts in ball and racket games.
2. acquire fundamental skills in ball and racket games.
3. improve on large muscle strength.

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 1</p> <p>MINI GAMES</p>	<p>The pupil will be able to:</p> <p>2.1.1 throw, catch and shoot in a ball game.</p>	<p>Throwing, catching and shooting using volleyballs, handballs, rubber balls, etc.</p>	<p>Teacher explains and demonstrates activities in Column 3.</p> <p>Pupils imitate activities performed by the teacher.</p> <p>Pupils use volleyballs, handballs, rubber balls, etc. to</p> <ul style="list-style-type: none"> - throw - catch - shoot <p>Game in which the skills are deployed/practiced.</p>	<p>Pupils throw, catch and shoot in a game situation.</p>
<p>ACTIVITY 2</p> <p>MINI RACKET GAMES</p>	<p>2.2.1 hit a ball using the forehand stroke.</p>	<p>Activities involving juggling and forehand hitting, using tennis balls, rubber balls and table tennis balls.</p>	<p>Teacher demonstrates activities in Column 3.</p> <p>Using bats, rackets, palms, etc. pupils perform ball juggling and forehand strokes with tennis balls, rubber balls, table tennis balls, etc.</p>	<p>Pupils to play a forehand stroke to mate.</p>

RIMARY 3 - TERM 3

SECTION 3

GYMNASTICS AND DANCE

General Objectives: The pupil will

1. perform simple gymnastic activities with apparatus.
2. develop appropriate movements or local dances.

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 1</p> <p>FLOOR ACTIVITIES WITH APPARATUS</p>	<p>The pupil will be able to:</p> <p>3.1.1 perform a combination of cartwheel, forward roll and backward roll.</p>	<p>Activities involving walking, running, cartwheel, forward roll and backward roll.</p>	<p>Teacher/pupil demonstrate activities in Column 3.</p> <p>Pupils perform combination of cartwheel, forward roll and backward roll.</p> <p>Pupils to form their own combinations.</p> <p>NOTE: Teacher to provide support to prevent injury.</p>	<p>Pupils to perform a combination of floor activities including forward roll and backward roll.</p>
<p>ACTIVITY 2</p> <p>SOCIAL DANCE</p>	<p>3.1.2 perform the required foot and arm movements used in social dances.</p>	<p>Activities involving rhythmic movements, arm swing, feet movements, etc. in a social dance.</p>	<p>Teacher explains and demonstrates the movements in a selected social dance.</p> <p>Pupils, individually and in groups, to perform the following movements associated with the selected dances:</p> <ul style="list-style-type: none"> - rhythmic movements - arm swings - feet movements, etc. <p>NOTE: Expert may be used.</p>	<p>Pupils perform 2 foot movements associated with social dances.</p>

PRIMARY 4 - TERM 1

SECTION 1

INTRODUCTION TO ATHLETICS

General Objectives: The pupil will

1. improve on the fundamental skills in some athletic events.
2. develop strength in the arms and legs.
3. develop movement co-ordination.

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 1</p> <p>ENDURANCE RUNNING</p>	<p>The pupil will be able to:</p> <p>1.1.1 run 1,500m (1 mile) within 8-15 minutes.</p>	<p>Cardiovascular activities:</p> <ul style="list-style-type: none"> - long runs over different terrains - hill running - fast walking - jogging - alternating sprinting and jogging 	<p>Teacher to explain activities in Column 3.</p> <p>Class to perform the following cardiovascular activities.</p> <ul style="list-style-type: none"> - long runs over different terrains - hill running - fast walking - jogging - alternating sprinting and jogging <p>NOTE: Route should be such that pupils could be monitored.</p>	<p>Pupils to run 1,500m in 8-15 minutes.</p>
<p>ACTIVITY 2</p> <p>JUMPING</p>	<p>1.2.1 perform standing broad jump over 1.0-1.5m</p>	<p>Activities involving crouch jumps, jumping over obstacles, leap in different directions, jump from varied heights, hop in place, etc.</p>	<p>Teacher explains and demonstrates activities in Column 3.</p> <p>Pupils, individually and in groups perform the following jumping activities.</p> <ul style="list-style-type: none"> - crouch jumps - jumping over obstacles - leap in different directions - jumping from various heights - hop in place, etc. 	<p>Pupils to perform standing broad jump 1.0-1.5m.</p>

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
ACTIVITY 3 THROWING	The pupil will be able to: 1.3.1 throw light objects of various shapes over a distance of 15-20m.	Activities involving throwing light objects such as rubber balls, small medicine balls, bean bags, etc.	Teacher to explain and demonstrate activities in Column 3. Pupils perform throwing of light objects. <ul style="list-style-type: none"> - over the shoulder - from the side 	Pupils to throw light objects over a distance of 15-20m either over the shoulder or from the side.

PRIMARY 4 - TERM 1

SECTION 2

INTRODUCTION TO GAMES

General Objectives: The pupil will

1. improve fundamental skills in games.
2. acquire skills in mini games
3. develop co-operation and fair play

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 1</p> <p>MINI FOOTBALL GAME</p>	<p>The pupil will be able to:</p> <p>2.1.1 pass ball with inside of foot to mate 10-15m away.</p> <p>2.1.2 use passing and kicking with the inside of foot in a game situation.</p>	<p>Activities involving walking, trotting and running to kick and pass rubber balls, footballs, stuffed balls, tennis balls, etc.</p>	<p>Teacher to explain activities in Column 3.</p> <p>Teacher/pupil to demonstrate.</p> <p>Using rubber balls, footballs, stuffed balls, tennis balls, etc. pupils in groups kick and pass with inside of foot to mate while</p> <ul style="list-style-type: none"> - walking - running - jogging 	<p>Pupils to pass ball to a mate 10-15m away using inside of foot.</p>
<p>ACTIVITY 2</p> <p>MINI VOLLEYBALL GAME</p>	<p>2.2.1 serve ball from a distance of 5m, over a net or rope 1.70m high.</p>	<p>Activities involving arm swinging, throwing, bowling, serving, etc.</p>	<p>Teacher explains and demonstrates.</p> <p>Pupils imitate the following individually and in groups</p> <ul style="list-style-type: none"> - underarm swing - throwing of light objects - bowling of round objects - serving balls, etc. 	<p>Pupils to serve over a net or rope 1.70m high from a distance of 5m.</p>

PRIMARY 4 - TERM 1

SECTION 3

GYMNASTICS AND DANCE

General Objectives: The pupil will

1. develop movement co-ordination.
2. use appropriate body movements in local dances.

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 1</p> <p>RHYTHMIC ACTIVITIES</p>	<p>The pupil will be able to:</p> <p>3.1.1 perform simple letter formations.</p>	<p>Activities involving juggling</p> <ul style="list-style-type: none"> - squatting - stretching - shaking - lying using canes, elastic bands, etc. with music. 	<p>Explanation and demonstration by teacher.</p> <p>Pupils in groups to perform the following</p> <ul style="list-style-type: none"> - juggling - squatting - stretching - shaking - lying, etc. <p>activities should be done using canes, hoops, elastic bands, etc. and with musical accompaniment.</p> <p>Activities must be done with music accompaniment.</p> <p>Use an expert where necessary.</p>	<p>Pupils to perform simple letter formations.</p>
<p>ACTIVITY 2</p> <p>TRADITIONAL DANCE</p>	<p>3.2.1 perform the required body movements in selected local dances.</p>	<p>Activities involving kicking, tapping of feet, clapping, vigorous body movements, etc.</p>	<p>Teacher/pupils demonstrate activities in Column 3.</p> <p>Pupils imitate dance movements in groups.</p> <p>(Expert may be used where necessary)</p>	<p>Pupils to perform 2 movements in selected traditional dances.</p>

PRIMARY 4 - TERM 2

SECTION 1

INTRODUCTION TO ATHLETICS

General Objectives: The pupil will

1. acquire basic athletics skills in high jumping and sprint races.
2. develop general physical fitness.

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 1</p> <p>SPRINT START (Crouch)</p>	<p>The pupil will be able to:</p> <p>1.1.1 use the crouch start (medium) used in sprint races.</p>	<p>Activities involving running from different starting positions including back lying, prone lying, sitting, kneeling, squatting, etc.</p> <p>Crouch start involves going on the crouch with the knee of the rear leg in line with the toe of the front foot.</p>	<p>Teacher explains activities in Column 3.</p> <p>Pupils perform preliminary activities involving running from different starting positions including buckling, prone-lying, sitting, kneeling, squatting, etc.</p> <p>Pupils perform individually, and in groups crouch start in sprint races.</p> <p>NOTE: emphasize foot placement, body position/alignment and pushing off.</p>	<p>Pupils to demonstrate the crouch start.</p>
<p>ACTIVITY 2</p> <p>HIGH JUMP</p>	<p>1.2.2 jump over a height of 50-70cm.</p>	<p>Jumping for height using single take-off.</p> <ul style="list-style-type: none"> - jump, turn and land - jumping from various heights - jump up and mark wall - jump over obstacles, etc. 	<p>Teacher explains activities in Column 3.</p> <p>Teacher/pupil to demonstrate activities.</p> <p>Pupils perform jumping activities for height using single take-off.</p> <ul style="list-style-type: none"> - jump, turn and land - jump from various heights - jump and mark wall - jumping over obstacles, etc. 	<p>Pupils to jump over a height of 50-70cm.</p>

PRIMARY 4 - TERM 2

SECTION 2

INTRODUCTION TO GAMES

General Objectives: The pupil will

1. acquire basic skills in football.
2. acquire basic skills in volleyball.
3. attain general physical development.
4. improve on movement co-ordination.

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 1</p> <p>MINI FOOTBALL GAME</p>	<p>The pupil will be able to:</p> <p>2.1.1 pass ball to a partner who is about 10m away with outside of foot.</p>	<p>Activities involving</p> <ul style="list-style-type: none"> - the use of the outside of foot to pass and kick balls. - Pass ball, turn 360⁰ to receive pass. - Snap the lower leg to pass, etc. 	<p>Teacher explains and demonstrates activities in Column 3.</p> <p>Pupils, individually and in groups, to use outside of foot to</p> <ul style="list-style-type: none"> - pass ball - pass ball and turn 360⁰ to receive pass. <p>NOTE: Snap the lower leg to contact ball with outside of foot.</p>	<p>Pupils to pass ball over distance of 10m using the outside of foot.</p>
<p>ACTIVITY 2</p> <p>MINI VOLLEYBALL GAME</p>	<p>2.1.2 hit the ball using the underarm play (dig) over a height of 1.80m</p>	<p>Activities involving underarm play over a height of 1.80m</p> <ul style="list-style-type: none"> - running to play - stretching arms together to play - crouching to play, etc. 	<p>Teacher/pupil to demonstrate activities.</p> <p>Pupils in groups perform the underarm play over a height of 1.80m</p> <ul style="list-style-type: none"> - run to play - stretch arms to play at waist level - kneel to play, etc. <p>NOTE: Pupils to keep hands together always, lock elbows and play ball with lower part of the lower arm above the wrist at waist level.</p>	<p>Pupils to hit ball vertically over a height of 1.80m using double arms, locked together in the palms.</p>

PRIMARY 4 - TERM 2

SECTION 3

GYMNASTICS AND DANCE

General Objectives: The pupil will

1. develop simple gymnastics skills.
2. develop co-ordination.

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 1</p> <p>MASS GYMNASTICS (Rhythmic Activities)</p> <p>ACTIVITY 2</p> <p>FLOOR ACTIVITIES</p> <p>(a) Handstand</p> <p>b) Cartwheel</p>	<p>The pupil will be able to:</p> <p>3.1.1 perform simple rhythmic activities with and without music.</p> <p>3.2.1 perform the handstand with support.</p> <p>3.2.2 perform 4-point cartwheels.</p>	<p>Activities involving rhythmic movements, astride jumping, skipping, stretching on count, hopping, etc. using sticks, hoops, ropes, bands, balloons, etc.</p> <p>Preliminary activities involving bunny jumps, bunny kicks, press ups, kicking horses, wheelbarrow, etc.</p> <p>Handstand involves standing vertically on the hands with legs up.</p> <p>Cartwheel activities involving</p> <ul style="list-style-type: none"> - swinging of the legs and arms sideways - taking body weight on the hands - bending trunk sideways to place one hand down, throw legs up to place second hand down. Feet land alternately. 	<p>Teacher to explain and demonstrate activities in Column 3.</p> <p>Pupils in groups use balloons, canes, sticks, hoops, ropes, bands, etc. to perform the following rhythmic activities</p> <ul style="list-style-type: none"> - skipping, hopping, jumping, clapping, arm swinging, body turns, etc. <p>Use music and expert where necessary.</p> <p>Teacher explains activities in Column 3. Pupils to demonstrate.</p> <p>Pupils in groups imitate the activities.</p> <p>Teacher to monitor.</p> <p>Teacher/pupil to demonstrate activities in content.</p> <p>Pupils perform with support to prevent injury.</p>	<p>Pupils to perform in groups simple rhythmic activities with or without music.</p> <p>Pupils to perform handstand with support.</p> <p>Pupils to perform 3 cartwheels in succession toward the left side or right side.</p>

PRIMARY 4 - TERM 3

SECTION 1

INTRODUCTION TO ATHLETICS

General Objectives: The pupil will

1. develop running and jumping ability.
2. attain basic physical development.
3. develop team spirit by working together in relays.
4. develop skills required for javelin throw.

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 1</p> <p>RELAY RACING</p>	<p>The pupil will be able to:</p> <p>1.1.1 sprint 30m to pass an object to a team mate.</p>	<p>Activities involving sprinting and passing objects on the move (e.g. bean bags, baton, sticks, etc.)</p>	<p>Teacher explains activities in Column 3.</p> <p>Teacher/pupil demonstrates activities.</p> <p>Pupils in groups walk, trot and run to pass objects to mates.</p> <p>Pupils in teams sprint 30m each to pass object to mate.</p>	<p>Pupils to sprint 30m and successfully pass object to team mate.</p>
<p>ACTIVITY 2</p> <p>VERTICAL JUMPS</p>	<p>1.2.1 jump over an object 60-80cm high for boys and 70cm for girls using single take-off.</p>	<p>Jumping activities with emphasis on single take-off, hopping, skipping, body lifting, turning body in air, etc.</p>	<p>Teacher to explain and demonstrate activities in Column 3.</p> <p>Pupils to perform jumping over obstacles with emphasis on</p> <ul style="list-style-type: none"> - single take-off - body lifting - body turn in the air - landing <p>Hopping, skipping, leaping, galloping are to be used to develop the take-off and arm swing.</p> <p>NOTE: Landing to be on sandy ground/mattress for safety. Use expert where necessary.</p>	<p>Pupils to perform vertical jumps using single take-off over heights of 60-80cm.</p>

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 2</p> <p>VERTICAL JUMPS (Cont'd)</p>	<p>The pupil will be able to:</p> <p>1.2.2 jump over a height with the aid of stick/pole.</p>	<p>Activities involving jumping with a stick/pole and turning to face opposite side.</p> <ul style="list-style-type: none"> - stick/pole planting - landing on the back, etc. 	<p>Teacher explains and demonstrates activities in Column 3.</p> <p>Pupils to perform the following activities,</p> <ul style="list-style-type: none"> - pulling-in on a rope/pole/stick - pole/stick carry - pole/stick planting - landing and give-in at the knee and ankle joints <p>NOTE: Teacher to provide support to prevent injury.</p>	<p>Pupils to jump with the aid of a pole and turning to face opposite side.</p>
<p>ACTIVITY 3</p> <p>JAVELIN</p>	<p>1.3.1 throw over the shoulder a 30cm long baton/stick from javelin stance over a distance of 10-15m.</p>	<p>Activities involving throwing of sticks with one foot in front emphasizing</p> <ul style="list-style-type: none"> - over shoulder throw - single-handed throw - snapping of the wrist - throw to a target - recovery, etc. 	<p>Teacher explains and demonstrates activities in Column 3.</p> <p>Pupils in pairs stand with one foot in front and throw sticks to mates about 15m away.</p> <p>Emphasize single handed throw, pole carry, over shoulder throw, snapping of wrist during release, throwing to a target, recovery after throw, etc.</p> <p>NOTE: Teacher to monitor to ensure safety of pupils.</p>	<p>Pupils to throw a 30cm long stick from a javelin stance over a distance of 10-15m.</p>

PRIMARY 4 - TERM 3

SECTION 2

INTRODUCTION TO GAMES

General Objectives: The pupil will

1. develop fundamental skills in football.
2. develop fundamental skills in volleyball.
3. develop fundamental skills in netball.

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
ACTIVITY 1 MINI FOOTBALL GAME (Stationary Ball)	The pupil will be able to: 2.1.1 shoot a ball into an area 5m wide from a distance of 10m (using the foot).	Activities involving running or walking and kicking or shooting.	Teacher/pupil demonstrates activities in Column 3. Pupils run or walk to shoot or kick into an area 5m wide from a distance of 10m.	Pupils to play mini football using 5m wide post.
ACTIVITY 2 MINI VOLLEYBALL GAME	2.2.1 play a ball over a net/rope 2m high using the underarm pass	Activities involving - tossing and playing ball underarm with both hands	Teaching to explain and demonstrate activities in Column 3. Pupil moves to play a tossed ball to go over a net 2m high. Pupils use both hands to play ball - underarm Ball to be tossed to different points of play.	Pupils to hit and play ball (with both hands) over a net 2m high, using underarm pass.
ACTIVITY 3 MINI NETBALL GAME	2.3.1 catch and throw a ball to a mate 6m away.	Activities involving moving into spaces to - jump and make a 2-point landing. - catch and throw.	Teacher explains the activity. Teacher/pupil to demonstrate activities. Pupils in groups to jump and catch balls from mates 6m away.	Pupils to catch and throw a ball to a mate 6m away.

PRIMARY 4 - TERM 3

SECTION 3

GYMNASTICS AND DANCE

General Objectives: The pupil will

1. improve on movement co-ordination.
2. develop aesthetic movement.

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 1</p> <p>FLOOR ACTIVITIES</p> <p>(Combinations of Rolls)</p>	<p>The pupil will be able to:</p> <p>3.1.1 perform a combination of simple floor activities e.g.</p> <ul style="list-style-type: none"> - forward roll into backward roll - backward roll into forward roll - forward roll into side roll, etc. 	<p>Activities involving</p> <ul style="list-style-type: none"> - backward roll - side roll - forward roll 	<p>Teacher to explain activities in Column 3.</p> <p>Teacher/pupils to demonstrate.</p> <p>Pupils perform a combination of simple floor activities involving</p> <ul style="list-style-type: none"> - forward roll - backward roll - side roll <p>Teacher to provide support for safety.</p>	<p>Pupils to perform a combination of two different rolls.</p>
<p>ACTIVITY 2</p> <p>MASS GYMNASTICS</p> <p>(Rhythmic Activities)</p>	<p>3.2.1 perform 3 different movements changing from one to the other while running..</p>	<p>Activities involving a combination of running short distances and body movements</p> <ul style="list-style-type: none"> - movement of body parts - raising of hands - bending to the sides - jump to cross legs, etc. 	<p>Teacher to explain and demonstrate activities in Column 3.</p> <p>Pupils perform a combination of the following activities.</p> <ul style="list-style-type: none"> - running short intervals - movement of body parts in all directions - raising hands - bending the side - jumping to cross legs, etc. 	<p>Pupils to perform a combination of three different rhythmic movements.</p>

PRIMARY 5 - TERM 1

SECTION 1

INTRODUCTION TO ATHLETICS

General Objectives: The pupil will

1. acquire the basic skills in the crouch start in sprint races.
2. acquire the basic techniques in finishing a race.
3. develop general physical fitness.

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 1</p> <p>SPRINT STARTS (Crouch)</p>	<p>The pupil will be able to:</p> <p>1.1.1 use the crouch start in sprint races.</p>	<p>Activities involving</p> <ul style="list-style-type: none"> - development of reaction time - strength in the legs and arms - speed and co-ordination - position of arms and legs at “on your marks” <p>Crouch start involves going on the crouch with the knee of the rear leg in line with the heel of the front foot.</p>	<p>Teacher explains activities in Column 3. Teacher/pupil demonstrates.</p> <p>Pupils perform preliminary activities involving</p> <ul style="list-style-type: none"> - development of reaction time - strength in the legs and arms - speed and co-ordination <p>Pupils in groups, practice the crouch start used in sprint races.</p> <p>NOTE: Emphasize on foot and arms position, body alignment and push off.</p>	<p>Pupils to perform correctly the crouch start. (i.e. going on the crouch with the knee of the rear leg in line with the heel of the front foot).</p>
<p>ACTIVITY 2</p> <p>FINISHING RACES</p> <p>(a) Sprinting</p>	<p>1.2.1 sprint 50m and cross the finishing line with the chest out.</p>	<p>Activities involving</p> <ul style="list-style-type: none"> - sprinting - sprinting through - dipping trunk with chest out 	<p>Pupils, individually and in groups perform activities involving</p> <ul style="list-style-type: none"> - sprinting - sprinting through across the finishing line - dipping trunk forward with chest out <p>NOTE: Teacher to emphasize dipping trunk forward and keeping the chest out.</p>	<p>Pupils to spring over 50m to cross finishing line using appropriate techniques in finishing a race.</p>

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 2 (Cont'd)</p> <p>FINISHING RACES</p> <p>(b) Middle Distance</p>	<p>The pupil will be able to:</p> <p>1.2.2 run the 200m with a sprint in the last 20m and cross the finishing line with chest out.</p>	<p>Activities involving sprinting, running through and dipping trunk with chest out.</p>	<p>Teacher explains activities in Column 3.</p> <p>Pupils, individually and in groups, perform activities involving</p> <ul style="list-style-type: none"> - running 200m with a sprint in the last 20m - running through across the finishing line - chest out and dipping trunk forward when about to cross the finishing line. <p>NOTE: Teacher to emphasize running through across the finishing line and dipping trunk forward with chest out.</p>	<p>Pupils to run the 200m race sprinting in the last 20m keeping the chest out and trunk dipping forward to cross the finishing line.</p>

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 2</p> <p>MINI VOLLEYBALL GAMES</p>	<p>The pupil will be able to:</p> <p>2.2.1 give a pass to a team mate (in a 3-touch team pattern of play) using the overhead and underarm pass.</p>	<p>Activities involving development of</p> <ul style="list-style-type: none"> - the underarm and overhead skills - movement on court 	<p>Teacher explains activities in Column 3.</p> <p>Pupils in groups move quickly to positions to play balls tossed to them using the underarm and overhead passes.</p> <p>NOTE: Balls must be played 3 consecutive times before crossing over the net to opponents side.</p>	<p>Pupils to perform the underarm and overhead passes in a 4-side mini volleyball game.</p>

PRIMARY 5 - TERM 1

SECTION 3

GYMNASTICS AND DANCE

General Objectives: The pupil will

1. develop gymnastics skills
2. develop general physical fitness
3. develop co-ordination and rhythmic movement

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 1</p> <p>GYMNASTICS (Rhythmic Activities)</p>	<p>The pupil will be able to:</p> <p>3.1.1 perform rhythmic movement with music or clapping.</p>	<p>Activities involving</p> <ul style="list-style-type: none"> - rhythmic movements - stationary/spot jogging - whole and part body movement - stretching - raising of hands - squatting, etc. 	<p>Teacher to explain and demonstrate activities in Column 3.</p> <p>Pupils in groups perform rhythmic activities involving</p> <ul style="list-style-type: none"> - stationary body movements - spot jogging - squatting - stretching - whole and part of body movement, etc. <p>NOTE: Activities to be accompanied with music, clapping, etc.</p> <p>Expert may be used.</p>	<p>Pupils to perform in groups, a set of rhythmic movements with or without music.</p>

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 2</p> <p>VAULTING (through vault)</p>	<p>The pupil will be able to:</p> <p>3.2.1 perform a through vault with support over a height of 50-70cm.</p>	<p>Activities involving double take-off:</p> <ul style="list-style-type: none"> - strength in legs and arms - co-ordination - bending ankle and knee joints at landing - carrying knees to the chest - going over heights etc. 	<p>Teacher to explain activities in Column 3.</p> <p>Pupils to demonstrate.</p> <p>Pupils in groups perform the through vault by going through activities involving</p> <ul style="list-style-type: none"> - strength in arms and legs - double take-off - carrying knees to chest - bending knees and ankle joints at landing - co-ordination, etc. <p>NOTE: Teacher to provide support to prevent injury.</p>	<p>Pupils to perform through vault over a height of 50-70cm.</p>

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 2</p> <p>TABLE TENNIS</p> <p>a. Forehand Stroke</p> <p>b. Backhand Stroke</p>	<p>The pupil will be able to:</p> <p>2.2.1 demonstrate the forehand stroke in attack.</p> <p>2.2.2 demonstrate the backhand stroke in attack.</p>	<p>Activities involving foot placement, body twist, arm movement, forehand drive, etc.</p> <p>Activities involving foot placement, body twist, arm movement, backhand drive, etc.</p>	<p>Teacher explains activities in Column 3.</p> <p>Teacher/pupil to demonstrate activities.</p> <p>Pupils in pairs to perform the following activities</p> <ul style="list-style-type: none"> - arm swing - foot placement - body twist and turn - forehand drive <p>Pupils in pairs to perform the following activities</p> <ul style="list-style-type: none"> - arm swing - foot placement - body twist and turn - forehand drive 	<p>Pupils to attack into specified areas using forehand stroke.</p> <p>Pupils to attack into specified areas using backhand stroke.</p>

PRIMARY 5 - TERM 2

SECTION 3

GYMNASTICS AND DANCE

General Objectives: The pupil will

1. acquire the basic skills in figure/object formation.
2. improve on the cartwheel skill in gymnastics.
3. develop strength in arms

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 1</p> <p>MASS GYMNASTICS (Figure/Object Formation)</p>	<p>The pupil will be able to:</p> <p>3.1.1 perform figure/object formation with others while holding.</p>	<p>Activities involving rhythmic movement, figure of eight, horse-shoe, square, triangle, etc. water canes, ribbons, elastic bands, flowers, etc.</p>	<p>Teacher to explain activities in Column 3.</p> <p>Teacher/pupil to demonstrate activities while holding canes, ribbons, flowers, elastic bands.</p> <p>Pupils in groups perform rhythmic movements</p> <ul style="list-style-type: none"> - triangles - figure of eight - circles - horse shoe - square <p>NOTE: Use expert where necessary.</p>	<p>Pupils to perform figure/object formation.</p>
<p>ACTIVITY 2</p> <p>CARTWHEEL</p>	<p>3.2.1 perform the 3-point cartwheel.</p>	<p>Activities involving bunny jumps, press ups, taking body weight on hand, single-legged landing, etc.</p> <p>3-point cartwheel involves supporting body on only one hand as the body turns sideways through in the air.</p>	<p>Teacher explains and demonstrates activities in Column 3.</p> <p>Pupils perform preliminary activities involving:</p> <ul style="list-style-type: none"> - bunny jumps - taking body weight on one hand - single-legged landing, etc. <p>Pupils practice the 3-point cartwheel.</p> <p>NOTE: Pupils should be supported to prevent injury. Use expert where necessary.</p>	<p>Pupils to perform a 3-point cartwheel either to the left side or to the right side.</p>

PRIMARY 5 - TERM 3

SECTION 1

ATHLETICS

General Objectives: The pupil will

1. develop skills for throwing events.
2. improve on jumping for height.
3. develop strength in the arms and legs

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 1</p> <p>THROWING EVENTS</p> <p>a. Throwing</p>	<p>The pupil will be able to:</p> <p>1.1.1 take two running strides and release tennis ball over shoulder to a distance of 20-30m.</p>	<p>Activities involving running, stopping, leaning backwards to throw objects, development of strength in the arms and shoulders, snapping of the wrist, hip twist, recovery, etc.</p>	<p>Teacher to explain and demonstrate activities in Column 3.</p> <p>Pupils perform the following preliminary activities</p> <ul style="list-style-type: none"> - running and stopping to throw objects - leaning backwards to throw - development of strength in arms and shoulder. <p>Pupils throw tennis balls over a distance by taking 2-running strides, stop with one foot in front, lean backward, hip twist and swing hand from behind and over the shoulder to release ball. Change legs to recover.</p> <p>NOTE: Snap wrist during release. Identify and place left handed throwers accordingly.</p>	<p>Pupils to throw tennis ball successfully over a distance of 20-30m.</p>

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 1 (Cont'd)</p> <p>THROWING EVENTS</p> <p>b. Pushing</p>	<p>The pupil will be able to:</p> <p>1.1.2 take two running strides to push an object of about 400gm from the groove of the neck over a distance of 7m (boys) and 6m (girls).</p>	<p>Activities involving running and stopping to push objects such as stuffed socks, bean bags, sand bags, dried coconut, etc.</p> <p>Pushing involves leaning to the side of the weight forcefully twisting the waist upward, pushing off, wrist snapping and changing legs to recover.</p>	<p>Teacher to explain and demonstrate activities in Column 3.</p> <p>Pupils perform the following preliminary activities:</p> <ul style="list-style-type: none"> - running and stopping to throw objects - development of strength in arms and shoulder - snapping the wrist during release - leaning to the side of the weight and forcefully twisting hip upward to release object. <p>Pupils practice pushing off object from the groove of the neck to land 6m away.</p> <p>NOTE: Identify and place left handed throwers accordingly.</p>	<p>Pupils to push 400g objects over 7m for boys and 6m for girls from the groove of the neck.</p>
<p>ACTIVITY 2</p> <p>HIGH JUMP</p> <p>a. Fosbury Flop</p> <p>b. Straddle</p>	<p>1.2.1 take 5 or 7 running steps and jump over a height of 60-75cm using the Fosbury Flop.</p> <p>1.2.2 take 5 or 7 running steps and jump over a height of 60-75cm using the straddle.</p>	<p>Activities involving controlled running, single take-off, strength in the legs and arms, co-ordinated movements, etc.</p> <p>Fosbury Flop involves taking off on the foot farther away from the bar, clearing the bar with the back and landing on the back (shoulder).</p> <p>Straddle involves taking off on the foot nearer the bar, lead bar clearance with free leg and roll over the bar with a twist of the body, landing is on the hands and lead leg.</p>	<p>Teacher explains and demonstrates activities in Column 3.</p> <p>Pupils perform preliminary activities involving</p> <ul style="list-style-type: none"> - controlled running - single take-off - landing on the back - strength in the arms and legs - co-ordinated movements, etc. <p>Guide pupils to practice the Fosbury Flop.</p> <p>NOTE: Landing must be on a thick mattress for safety.</p> <p>Teacher explains activities in Column 3.</p> <p>Teacher/pupil to demonstrate the straddle style.</p> <p>Pupils practice the straddle style over a height, taking 5-7 running strides.</p>	<p>Pupils to jump over heights of 60-75cm using the Fosbury Flop.</p> <p>Pupils to jump over heights of 60-75cm using the straddle.</p>

PRIMARY 5 - TERM 3

SECTION 2

GAMES

General Objectives: The pupil will

1. develop fundamental skills in handball.
2. improve body movement associated with wrestling.
3. improve movement co-ordination of body parts.

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 1</p> <p>HANDBALL</p>	<p>The pupil will be able to:</p> <p>2.1.1 throw and catch a ball from partner 5m away on the move and in stationary position.</p>	<p>Activities involving throwing and catching from stationary position and on the move, arms twisting (arm pronation) body turns, bouncing, etc.</p>	<p>Teacher to explain and demonstrate activities in Column 3.</p> <p>Pupils in groups perform</p> <ul style="list-style-type: none"> - throwing and catching from stationary position and on the move - arm twisting to throw - body turn to catch and throw - bouncing balls, etc. 	<p>Pupils to throw and catch ball continuously for about 5 times in pairs..</p>
<p>ACTIVITY 2</p> <p>WRESTLING</p>	<p>2.3.1 demonstrate basic skills in wrestling.</p>	<p>Holding, pushing, pulling, throwing medicine balls, tyres, rubber balls, to partner, etc.</p> <p>Upper part body holding only.</p> <p>Activity to be performed preferably on sandy ground, mattress, etc.</p>	<p>Teacher explains and demonstrates activities in Column 3.</p> <p>On sandy ground, mattress, etc. pupils in pairs, perform the following wrestling skills</p> <ul style="list-style-type: none"> - holding - pushing - pulling - throwing down, etc. <p>NOTE: Pupils to hold the upper part of the body only.</p> <p>Use expert help where necessary.</p>	<p>Pupils to demonstrate the skill of holding, pushing and throwing down a partner.</p>

PRIMARY 5 - TERM 3

SECTION 3

GYMNASTICS AND DANCE

General Objectives: The pupil will

1. improve on rhythmic gymnastics.
2. develop co-ordination of body parts.
3. develop agility of the body.

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 1</p> <p>MASS GYMNASTICS (Rhythmic Activities)</p>	<p>The pupil will be able to:</p> <p>3.1.1 perform complex rhythmic activities with music or clapping.</p>	<p>Activities involving rhythmic movements, astride jumping, clapping, stretching on count, hopping, kicking, etc. to form objects/symbols e.g. star, letters, animal, concentric circle, pyramids, etc.</p>	<p>Teacher to explain activities in Column 3.</p> <p>Teacher guides pupils to demonstrate some movements to form objects/symbols</p> <p>Pupils in groups make rhythmic movement to form object./symbols such as</p> <ul style="list-style-type: none"> - stars - letters - animals - concentric circles - pyramids - cones, etc. <p>NOTE: Hoops, plastic bands, placards, etc. may be used. Activities must be performed with music accompaniment.</p> <p>An expert may be used.</p>	<p>Pupils in groups to perform complex activities with music.</p>

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 2</p> <p>ARAB SPRING</p>	<p>The pupil will be able to:</p> <p>3.2.1 perform the Arab Spring.</p>	<p>Arab spring involves</p> <ul style="list-style-type: none"> - single take-off - turn in the air - support body weight on the arms - whip both legs together - land facing starting point 	<p>Teacher explains and demonstrates activities in Column 3.</p> <p>Pupils perform preliminary activities involving:</p> <ul style="list-style-type: none"> - cartwheel - galloping - handstand - bunny jumps - single take-off - taking body weight on arms <p>Teacher guides pupils to perform the Arab spring as in Column 3.</p> <p>NOTE: Use an expert where necessary. Provide support for safety.</p>	<p>Pupils to perform 2 successive Arab Springs.</p>

PRIMARY 6 - TERM 1

SECTION 1

ATHLETICS

General Objectives: The pupil will

1. improve on the skills in race walking.
2. improve on the basic skills in relay racing.

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 1</p> <p>RACE WALKING</p>	<p>The pupil will be able to:</p> <p>1.1.1 walk a distance of 50m in 12-15 seconds.</p>	<p>Activities involving walking, swinging of arms, straight back leg, hip twist, heel – ball – toe action, etc.</p>	<p>Teacher/Pupil demonstrates activities in Column 3.</p> <p>Pupils to walk a distance of 50m as they swing arms and keep back left straight. The foot action is heel-ball-toe.</p>	<p>Pupils to perform 50m walk in not more than 12-15 seconds.</p>
<p>ACTIVITY 2</p> <p>RELAY RACING (Visual Change)</p>	<p>1.1.2 receive baton from a team mate and hand over to another team mate using the visual change.</p>	<p>Activities involving walking to hand over baton and jogging to hand over a baton, handing over with left hand and receiving with right hand, watching in-coming runner, etc.</p>	<p>Teacher explains activities in Column 3.</p> <p>Pupils in teams/groups, walk, jog and run to hand over baton to partner.</p> <p>Pupils receive with the right and vice versa.</p> <p>Receiver looks at baton as it is being handed over.</p>	<p>Pupils to receive and hand over a baton in a 4 x 200m relay without dropping baton.</p>

PRIMARY 6 - TERM 1

SECTION 2

GAMES

General Objectives: The pupil will

1. acquire skills in goalkeeping in football.
2. acquire skills in throw-in in football.
3. acquire complex skills in volleyball.

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 1</p> <p>FOOTBALL</p> <p>a. Goalkeeping</p> <p>b. Throw-in</p>	<p>The pupil will be able to:</p> <p>2.1.1 punch straight balls in the air with both hands.</p> <p>2.1.2 perform successful throw-in.</p>	<p>Activities involving double fisting the ball, jumping for height, co-ordinated movements (timing), strength in legs and arms, etc.</p> <p>Activities involving throwing with both hands from behind the head, moving and stopping with both feet in contact with the ground, strength in legs and arms, etc.</p>	<p>Teacher to explain and demonstrate activities in Column 3.</p> <p>Pupils, in groups, perform</p> <ul style="list-style-type: none"> - double fisting the ball - jumping for height - co-ordinated movements (timing) <p>Teacher explains and demonstrates activities in Column 3.</p> <p>Pupils practise:</p> <ul style="list-style-type: none"> - moving and stopping with both feet in contact with the ground - throw ball with both hands from behind the head - throw the ball to partner 10m away 	<p>Pupils to punch ball high and far.</p> <p>Pupils to throw ball to land in marked areas.</p>
<p>ACTIVITY 2</p> <p>VOLLEYBALL</p> <p>a. Service</p>	<p>2.2.1 serve ball over a net 1.7-8.0m high into the opponents court from behind the baseline of a standard volleyball court using the overhead serve.</p>	<p>Overhead service involves arm swing from behind and over the head to hit ball with open palm.</p>	<p>Teacher guides pupils to perform preliminary activities involving</p> <ul style="list-style-type: none"> - co-ordinated movements - strength in the arms, shoulder and legs - swinging of arms from behind and over the head - hitting ball with open palm 	<p>Pupils to serve balls from service line to land in target areas on opponent's court, over a net with a height of 1.7-8.0m.</p>

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 1</p> <p>VOLLEYBALL</p> <p>b. Spike</p>	<p>The pupil will be able to:</p> <p>2.2.2 spike the ball above a net into the opponents' court; 1.70-1.80m high.</p>	<p>Activities involving jumping using double take-off, swinging arm from behind and over the head to hit ball down from a height, strengthening the arms, shoulder and leg, etc.</p>	<p>Pupils practise the overhead serve over a net into opponent court from behind the base line 9m away.</p> <p>Teacher to explain and demonstrate activities in Column 3.</p> <p>Pupils perform preliminary activities involving</p> <ul style="list-style-type: none"> - jumping using double take-off - strength in the arms, shoulder and legs - co-ordination <p>Pupils hold ball up in non-hitting hand and swing hitting hand from behind and over the head to hit ball downward.</p> <p>Pupils toss ball up and swing arms as above to hit ball downward.</p> <p>Pupils jump using double take-off and hit ball downward.</p> <p>Pupils spike ball over lowered net.</p> <p>Pupils practise spiking over a net into opponent's court.</p> <p>NOTE: The last foot to step for the take-off is left for the right handed spiker, and right foot for the left handed spiker.</p>	<p>Pupils to hit ball above the net into opponent's court.</p>

PRIMARY 6 - TERM 1

SECTION 3

GYMNASTICS AND DANCE

General Objectives: The pupil will

1. acquire skills in angle headstand and headstand.
2. improve on the Arab Spring skill.
3. develop general physical fitness.

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 1</p> <p>FLOOR ACTIVITIES</p> <p>a. Angle Headstand</p>	<p>The pupil will be able to:</p> <p>3.1.1 perform angle headstand and remain in that position for 3-5 seconds.</p>	<p>Activities involving development of strength in the neck, shoulder and arms, flexibility at waist, straight legs with toes pointing forwards, balancing, etc.</p>	<p>Teacher to explain activities in Column 3.</p> <p>Teacher/pupil to demonstrate.</p> <p>Pupils perform preliminary activities involving</p> <ul style="list-style-type: none"> - development of strength in the neck, shoulder and arms - flexibility at waist - straight legs with toes pointing upwards - balancing, etc. <p>Pupils perform a tripod with the forehead and 2 hands on a mattress. They gradually move hip backwards and raise both legs to be parallel to the ground.</p> <p>Teacher to emphasize straight legs with toes pointing forwards.</p> <p>Pupils perform with support to prevent injury.</p>	<p>Pupils to be supported into angle headstand position and left to hold position for at least 3-5 sec.</p>

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 1 (Cont'd)</p> <p>b. Headstand</p>	<p>The pupil will be able to:</p> <p>3.1.2 perform headstand and remain in that position for 5-8 sec.</p>	<p>Activities involving development of strength in the arms and neck, balancing.</p>	<p>Teacher to describe activities in Column 3.</p> <p>Teacher/pupil to demonstrate activities.</p> <p>Pupils are guided to perform preliminary activities involving</p> <ul style="list-style-type: none"> - development of strength in the arms and neck - balancing - straight legs with toes pointing upwards - handstand <p>Pupils form a tripod with the forehead and two hands on a mattress. They raise both legs vertically upward and hold position for 8 minutes.</p> <p>NOTE: Teacher to emphasize straight legs with toes pointing upwards. Provide for support for safety.</p>	<p>Pupils to be supported into headstand position for 5-8sec.</p>
<p>ACTIVITY 2</p> <p>Arab Spring</p>	<p>3.2.1 perform Arab Springs in succession.</p>	<p>Arab Spring involves single take-off, turn in the air, support body weight in the arms, whip of both legs together and land on the feet facing starting position.</p>	<p>Teacher to describe activities in Column 3.</p> <p>Teacher/pupil to demonstrate.</p> <p>Pupils perform Arab Spring in succession.</p>	<p>Pupils to perform 3-4 Arab Springs in succession.</p>

PRIMARY 6 - TERM 2

SECTION 1

ATHLETICS

General Objectives: The pupil will

1. improve on race walking.
2. develop the "hang" technique in long jump.
3. develop endurance and strength in the leg muscles.

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 1</p> <p>RACE WALKING</p>	<p>The pupil will be able to:</p> <p>1.1.1 walk a distance of 100m in 24-30 secs.</p>	<p>Walking with arm swinging, heel-ball-toe action, keeping knee of back leg straight, hip flexion, etc.</p>	<p>Teacher describes activities in Column 3.</p> <p>Teacher/pupil demonstrates.</p> <p>Pupils in groups walk a distance of 100m demonstrating arm swinging, heel-ball-toe action and knee of back leg straight.</p>	<p>Pupils to walk 100m in not more than 24-30 secs.</p>
<p>ACTIVITY 2</p> <p>LONG JUMP</p>	<p>1.2.1 take 7 running steps to perform the "Hang" style in long jump.</p>	<p>"Hang" style involves running, single take-off, "hanging and landing".</p>	<p>Teacher explains activities in Column 3.</p> <p>Teacher/pupil demonstrates activities.</p> <p>Pupils in groups perform activities involving running, single take-off, hanging and landing.</p> <p>NB: Hanging involves throwing the hands and legs backward leaving the body in arch form while in the air.</p>	<p>Pupils to perform the "hang" style using a 7-stride run-up.</p>

PRIMARY 6 - TERM 2

SECTION 2

GAMES

General Objectives: The pupil will

1. improve on shooting ability in football.
2. develop basic arm and leg movements in tennis.
3. improve on backhand and forehand drives in Table Tennis.
4. improve on body part-object co-ordination.

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 1</p> <p>FOOTBALL</p> <p>Shooting</p>	<p>The pupil will be able to:</p> <p>2.1.1 shoot a ball in motion 10-12m away from the goal line into a 5m wide target area using the in-step of foot.</p>	<p>Activities involving running, shooting with the in-step of the kicking foot, foot placement of non-kicking foot, target shooting, co-ordination, balancing, etc.</p>	<p>Teacher explains and demonstrates activities in Column 3.</p> <p>Pupils in groups perform activities involving running, foot placement, target shooting, co-ordination and balancing, shooting with in-step of the kicking foot, etc.</p>	<p>Pupils to shoot with in-step from a distance of 5m wide into target area.</p>
<p>ACTIVITY 2</p> <p>TABLE TENNIS</p>	<p>2.2.1 defend and attack in a game using the backhand and forehand drives.</p>	<p>Activities involving footwork, co-ordination, backhand and forehand plays, body turns, lower arm twisting, etc.</p>	<p>Teacher/pupil demonstrate activities</p> <p>Pupils perform activities involving footwork, backhand and forehand drives, body turns, lower arm twisting, etc.</p> <p>Pupils in pairs, practise the forehand and backhand drives.</p>	<p>Pupils to defend and attack using the forehand and backhand strokes.</p>

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 3</p> <p>TENNIS</p>	<p>The pupil will be able to:</p> <p>2.3.1 hit a ball to a partner over a distance of 10m.</p>	<p>Activities involving bouncing and hitting, tossing and juggling ball with racket, foot movement, hitting against wall, walking and hitting ball continuously against the ground.</p>	<p>Teacher explains and demonstrates activities in Column 3.</p> <p>Pupils perform activities involving hold of racket, bouncing and hitting, tossing and juggling ball with racket, foot movement, hitting against wall, walking and hitting ball continuously against the ground, etc.</p> <p>Pupils in pairs to practise hitting ball to partner over a distance of 10m.</p>	<p>Pupils to hit ball to partners over a distance of 10m.</p>

PRIMARY 6 - TERM 2

SECTION 3

GYMNASTICS AND DANCE

General Objectives: The pupil will

1. improve on headstand in gymnastics.
2. develop further skills in traditional dancing.

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 1</p> <p>HEADSTAND</p>	<p>The pupil will be able to:</p> <p>3.1.1 perform headstand and remain in that position for 5-10 seconds.</p>	<p>Activities involving forming a tripod with the forehead and 2 hands, raising legs vertically upwards over the tripod and keeping trunk and knees straight with toes pointing upwards.</p>	<p>Teacher to describe activities in Column 3.</p> <p>Teacher/pupil to demonstrate.</p> <p>Pupils in groups, perform headstand with the forehead and two hands forming a tripod on a mattress; raise legs upwards over the tripod, keeping straight legs with toes pointing upwards, etc.</p> <p>Teacher to emphasize straight legs with toes pointing upwards.</p> <p>NOTE: Teacher to provide support for safety.</p>	<p>Pupils to perform headstand and remain in that position for 5-10 sec without support.</p>
<p>ACTIVITY 2</p> <p>TRADITIONAL DANCE</p>	<p>3.2.1 perform selected traditional dances.</p>	<p>Activities involving graceful body movements, jumping, hopping, shaking body vigorously, etc.</p>	<p>Teacher describes and demonstrates activities Column 3.</p> <p>Pupils in groups perform activities in selected traditional dances involving</p> <ul style="list-style-type: none"> - graceful body movement - jumping and hopping to turn and change body directions - shaking body vigorously, etc. <p>Use expert where necessary.</p>	<p>Pupils to perform three movements in selected traditional dances.</p>

PRIMARY 6 - TERM 3

SECTION 1

ATHLETICS

General Objectives: The pupil will

1. perform the "Scissors Kick" technique in high jump.
2. acquire the skills of javelin throw.

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 1</p> <p>HIGH JUMP (Scissors Kick)</p>	<p>The pupil will be able to:</p> <p>1.1.1 perform the "scissor kick" over a height of 80cm-1m taking 5/7 running strides.</p>	<p>Activities involving running, single take-off, arms swing, scissors kicking of legs, jumping for height, strength in legs and arms, co-ordination, etc.</p>	<p>Teacher to describe and demonstrate activities in Column 3.</p> <p>Pupil practise scissors kick in high jump involving running, single take-off, arm swing, scissors kicking of legs, jumping for height and landing.</p> <p>NB: Teacher to lay emphasize on the take-off foot.</p>	<p>Pupils to jump a height of 80cm-1m using the scissors-kick.</p>
<p>ACTIVITY 2</p> <p>JAVELIN</p>	<p>1.2.1 perform the 5-step rhythm in javelin throw using a baton.</p>	<p>Activities involving walking, running, hopping, throwing a baton, co-ordination, cross steps, release, recovery, etc.</p>	<p>Teacher guides pupils to perform javelin throwing involving cross step, walking and running to the 5-step rhythm (1,2,3-4-5), hopping, throwing a baton, release, recovery, etc.</p> <p>NB: Emphasize the cross step to turn the body.</p>	<p>Pupils to perform the five-step rhythm: 1, 2, 3-4-5</p>

PRIMARY 6 - TERM 3

SECTION 3

GYMNASTICS AND DANCE

General Objectives: The pupil will

1. develop agility and body strength.
2. improve on traditional dancing

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 1</p> <p>COMBINATION OF ANGLE HEADSTAND AND HEADSTAND</p>	<p>The pupil will be able to:</p> <p>3.1.1 move from angle headstand position to headstand position.</p>	<p>Activities involving angle headstand, headstand, balancing on a tripod, straight legs with toes forwards and upwards, etc.</p>	<p>Teacher guides pupils to perform</p> <ul style="list-style-type: none"> - angle headstand - headstand - straight legs with toes pointing forwards and upwards, etc. <p>NOTE: Teacher to provide support for safety.</p>	<p>Pupils to perform angle headstand, change to headstand and remain in the position for 3 sec. with standby support.</p>
<p>ACTIVITY 2</p> <p>TRADITIONAL DANCE</p>	<p>3.2.1 perform selected movements in selected traditional dances.</p>	<p>Activities involving graceful body movements, jumping, hopping, shaking body vigorously, kicking, etc.</p>	<p>Teacher to explain and demonstrate activities in Column 3.</p> <p>Pupils in groups, perform activities involving –</p> <ul style="list-style-type: none"> - graceful body movement - jumping and hopping to turn and change direction - shaking body vigorously - kicking, etc. <p>NOTE: Use expert where necessary.</p>	<p>Pupils to perform three movements associated with selected traditional dances.</p>

SPECIMEN LESSON NOTES

WEEK ENDING:- 11TH FEBRUARY, 2000
SUBJECT: PHYSICAL EDUCATION

REFERENCE: Kirchner and Fishburne (1995) - Physical Education for Elementary School Children, Brown and Benchmark Publishers, Madison

DAY/DURATION	TOPIC/SUB-TOPIC/ASPECT	OBJECTIVE/R.P.K.	TEACHING/LEARNING MATERIALS TEACHER/LEARNER ACTIVITY	CORE POINTS	EVALUATION/EXERCISES															
Monday 7/2/2000 9.15 – 9.50 am (35 mins)	GAME (VOLLEYBALL) - Underarm Serve	By the end of the lesson pupils will be able to demonstrate the arm swing from behind the body to hit a dropping ball to go over a height of about 2.24m standing about 9m away. <u>R.P.K.</u> Pupils have been throwing delicate objects carefully to friends in an upward swing action of the arm.	Volleyballs, palm leaves, lime, nylon cord and volleyball court. <u>GENERAL WARM UP</u> <u>Collecting Tails:-</u> Free, pupils tuck palm leaves at the back of their shorts as tails. Pupils run and try to collect as many tails of others as possible while preventing theirs from being taken. <u>Knee Boxing:-</u> Pupils in pairs, stand facing. They try to slap the knees of opponents while preventing theirs from being slapped. <u>SPECIFIC WARM UP</u> <u>Arm swing:-</u> Free, pupils stand with one foot in front. They swing both arms forwards and backwards. <u>Trunk Bends:-</u> In pairs, pupils stand astride back to back. They bend forwards and backwards to stretch arms through the legs and over the heads to clap hands.	1. Run on balls of feet. 2. Leave ends of tails to hang. 3. Collect as many tails as possible. 4. Dodge to prevent your tails from being taken. 1. Keep eyes on opponents. 2. Slap gently. 3. Slap as many times as you can. 4. Avoid being slapped. 1. Swing arms far forward and far backward. 2. Rock on the soles of feet as you swing arms. 3. Keep trunk erect. 1. Keep knees straight. 2. Bend as far forward and backward as you can. 3. Keep elbows straight.	GAME (Service Competition) One side of the volleyball court is demarcated into zones with varying points. Pupils in three (3) groups form straight lines behind service line of other side of court. Each pupil serves a ball to the zones to win points. The group with the greatest total number of points wins the competition. <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>xxxxx</td> <td></td> <td></td> <td></td> <td>4</td> </tr> <tr> <td>xxxxx</td> <td></td> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td>xxxxx</td> <td></td> <td></td> <td></td> <td>4</td> </tr> </table>	xxxxx				4	xxxxx		1	2	3	xxxxx				4
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DAY/DURATION	TOPIC/SUB-TOPIC/ASPECT	OBJECTIVE/R.P.K.	TEACHING/LEARNING MATERIALS TEACHER/LEARNER ACTIVITY	CORE POINTS	EVALUATION/EXERCISES
			<p><u>SKILL (Underarm Serve)</u></p> <p>Step I: Underarm Throw:- Pupils in pairs stand about 2m apart facing. One child has lime in dominant hand. Pupil swings arms upwards from the side to throw lime to partner.</p> <p>Step II: As above but pupils stand about 6m apart and swing arms from behind the body.</p> <p>Step III: As above but pupils stand about 10m away behind a cord hanged 2.24m high.</p> <p>Step IV: Underarm Serve:- Pupils in 3 groups line up behind the service line. Leaders have balls in palms of forwardly stretched less dominant arms. Pupils vigorously swing arms forward from behind to hit ball to go over the cord. Pupils perform in turns.</p> <p>Step V: As above but pupils propel balls vertically upward, pupils swing arms to meet balls at waist level. Partners vary their positions.</p>	<ol style="list-style-type: none"> 1. Keep elbow straight. 2. Let palm face partner. 3. Release lime at waist level. 4. Keep trunk erect. 5. Keep eyes on partner. <ol style="list-style-type: none"> 1. Stand with opposite leg to dominant hand in front. 2. Swing arms from behind the body. <ol style="list-style-type: none"> 1. Rock forward on to the balls of feet as you swing arms to throw. 2. Let palms face partners. <ol style="list-style-type: none"> 1. Hit ball with heel of hands of with palms closed. 2. Keep eyes on partners. 3. Let palms face partners. 4. Keep elbows straight. 5. Hold balls at waist level. <ol style="list-style-type: none"> 1. Keep eyes on partners. 2. Hit balls at waist level. 3. Keep elbows straight. 4. Hit ball with heel of hands or with closed palms. 5. Keep trunk erect. 	

SOME GENERAL WARM UP ACTIVITIES

1. Picking Tails
2. Here, There, Where!
3. Trotting/Jogging
4. Scoring Runs
5. Astride Jumping
6. All-In-Tag
7. Chasing Partners
8. Keeping In Touch
9. Rats and Rabbits
10. Filling The Basket
11. Imitating Moving Objects e.g. Birds
12. Running On The Spot
13. Skipping
14. Number Circles
15. Steer Your Own Course
16. Knee Boxing
17. Hawk And The Chicken/"Broncho Tag"

SOME SPECIFIC WARM UP ACTIVITIES

For The Arms

1. Caterpillar Walk
2. Cock Fighting
3. Hopping On One Leg Or Both
4. Heel Walk
5. Duck Walk (Half Knee Bend)
6. Leg Circling
7. Leg Swinging
8. Waist Circling
9. Leg Cycling
10. Heel Raise
11. Kicking Horses

For The Trunk

1. Tree In The Wind
2. Trunk Twisting
3. Trunk Bends
4. Trunk Curls
5. Trunk Wriggling
6. "As Small As A Mouse As Big As An Elephant"
7. Folding Knee To The Chest (Back Lying)
8. The Bow
9. Touching Forehead With The Knee
10. Crab Stand

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