



THE REPUBLIC OF UGANDA

Lower

Secondary

Curriculum



PHYSICAL EDUCATION SYLLABUS



NCDC

NATIONAL CURRICULUM
DEVELOPMENT CENTRE

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FOREWORD

This four-year syllabus for Physical Education is one of the 20 subjects of the Lower Secondary School Curriculum. The syllabus builds upon concepts, skills, attitudes and values developed at primary school level, which provides a firm foundation for further learning in the area of Physical Education. Learners can achieve the physical Learning Outcomes within specific different topics at levels commensurate with their abilities. The Learning Outcomes of the syllabus give learners opportunities to develop understandings and skills within different topics.

Physical Education contributes to the development of the knowledge, understanding, skills, attitudes and values that learners need to live a healthy lifestyle and participate in society. It helps them to live an active lifestyle with others and understand the concepts of personal development so as to live a healthy life in the community.

Physical Education inculcates in learners a sense of appreciation and responsibility for their lives, the environment they live in and the lives of others. It helps learners to become informed practical individuals who will ensure life-long well-being. The study of Physical Education also imparts a range of important skills such as motor skills, personal skills, social skills and health skills – crucial in the modern world. Learner acquisition of these skills is central to this syllabus.

The teachers of Physical Education are required to shape the learning experiences to cater for the needs and interests of all learners. Also, realistic scenarios and case-study approaches will make school learning relevant to the experiences of learners.

I therefore endorse this Syllabus as the official document for the teaching and learning of Physical Education at the Lower Secondary School level throughout the country.



Hon. Janet K. Museveni

The First Lady and Minister for Education and Sports

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We would also like to thank the members of the public who made helpful contribution towards shaping this syllabus. Their efforts are invaluable towards having this syllabus implemented in the schools and for improved quality of education in Uganda.

The Centre is indebted to the learners, teachers and consultants from Cambridge Education and Curriculum Foundation UK, who worked with the NCDC specialist. Great thanks go to members of Physical Education Working Group who worked tirelessly to put together the necessary facts and guidance in producing this syllabus.

Furthermore, NCDC would like to thank the World Bank for the initial technical support and the Government of Uganda for funding the rest of the processes up to implementation of the Lower Secondary Curriculum Review.

Last but not least, NCDC would like to acknowledge all those behind the scenes who formed part of the team that worked hard to finalise the work on this syllabus.

NCDC takes responsibility for any shortcomings that might be identified in this publication and welcomes suggestions for effectively addressing the inadequacies. Such comments and suggestions may be communicated to NCDC through P.O. Box 7002 Kampala or email admin@ncdc.go.ug or through our *Contact Us* page on our website at www.ncdc.go.ug.



Grace K. Baguma
Director,
National Curriculum Development Centre.



INTRODUCTION

The Uganda Vision 2040 aims to transform Uganda into a modern and prosperous country, while the NDP recognises the existing weaknesses in education, including the low efficiency and variable quality at the secondary level. The Sustainable Development Goal 4 advocates for equitable and quality education, while the National Development Plan II focuses on enhancement of human capital development, strengthening mechanisms for quality, effective efficient service delivery and improvement of quality and relevance of skills development. The NRM Manifesto (2016-2021), emphasises continuous assessment examination systems, strengthening soft skills, which promote self-esteem, conscientiousness and a generally positive attitude to work, promoting e-learning and computer literacy in order to enhance learning outcomes. All these are lacking and where they exist it is at a minimum level.

In alignment with the above, the Education and Sports Sector Strategic plan (2017/20) advocates for delivery of equitable, relevant and quality education for all. The current secondary school curriculum of Uganda, although highly regarded, is focused on the needs of a tiny academically oriented elite yet the needs of the majority of learners need to be the focus. The Ministry of Education and Sports (MoES) through the National Curriculum Development Centre (NCDC) therefore, undertook a review of the Lower Secondary Curriculum, aimed at providing a learning environment, opportunities, interactions, tasks and instructions that foster deep learning by putting the learner at the centre of the learning experience. This is in line with the aims of secondary education in Uganda, as provided for in the Government White Paper on education (1992) as outlined below:

The aims of secondary education in Uganda are:

- Instilling and promoting national unity, an understanding of the social and civic responsibilities;
- Promoting an appreciation and understanding of the cultural heritage of Uganda including its languages;
- Imparting and promoting a sense of self discipline, ethical and spiritual values, personal responsibility and initiative;
- Enabling individuals to acquire and develop knowledge and an understanding of emerging needs of society and the economy;
- Providing up-to-date and comprehensive knowledge in theoretical and practical aspects of innovative production, modern management methods in the field of commerce and industry and their application in the context of socioeconomic development of Uganda;
- Enabling individuals to develop basic scientific, technological, technical, agricultural and commercial skills required for self-employment;
- Enabling individuals to develop personal skills of problem solving, information gathering and interpretation, independent reading and writing, self-improvement through learning and development of social, physical and leadership skills such as are obtained through games, sports, societies and clubs;

- Laying the foundation for further education;
- Enabling the individual to apply acquired skills in solving problems of community, and to develop a strong sense of constructive and beneficial belonging to that community;
- Instilling positive attitudes towards productive work.

BACKGROUND TO THE CURRICULUM

The review was based on the Education Sector Strategic Plan (ESSP), 2009 – 2018) which set out strategies to improve the quality and relevance of secondary education. The ESSP's sub objective 2.2 was to ensure that "Post-primary students [are] prepared to enter the workforce and higher education". This is also in line with the current strategic plan of 2017-2020. To achieve this objective, one of the Ministry's strategies was to revise the curriculum and improve instruction and assessment by eliminating the short comings in the current curriculum.

The review focused on: producing a secondary school graduate who has the competences that are required in the 21st century; promoting values and attitudes; effective learning and acquisition of skills in order to reduce unemployment among school graduates.

The review also aimed at reducing the content overload and contact hours in the classroom so as to create time for: research and project work; talent development and creativity; allowing for emerging fields of knowledge across all subjects and doing away with obsolete information. There was a need to address the social and economic needs of the country like the mining sector, tourism, services provision, science and technology development and to ensure rigorous career guidance programme to expose learners to the related subjects. This will enable learners to make informed choices as they transit and to equip them with knowledge and skills that will enhance their competitiveness in the global value chain.

To meet these requirements, the review is based on:

- The development of a holistic education for personal and national development based on clear shared values
- A commitment to higher standards, deeper understanding and greater opportunities for learners to succeed
- A focus on the key skills that are essential to work, to learning, and to life, and which will promote life-long learning
- An integrated approach that will develop the ability to apply learning in practical situations.

The ESSP further outlines what the review implies:

“This review will necessitate a sweeping revision of the general secondary curriculum, away from strictly academic learning objectives that are thought to prepare students for erudite higher education and towards a set of competencies that serve both those who continue their education after S4 and those who choose to enter the workforce. The new curriculum will enable learners to acquire specific vocational skills that they can use once they enter the world of work. The new curriculum will help learners make informed decisions as citizens and family members, and it will give those who continue with their education, either immediately in S5 or later in life, the learning skills they need to think critically and study efficiently.”

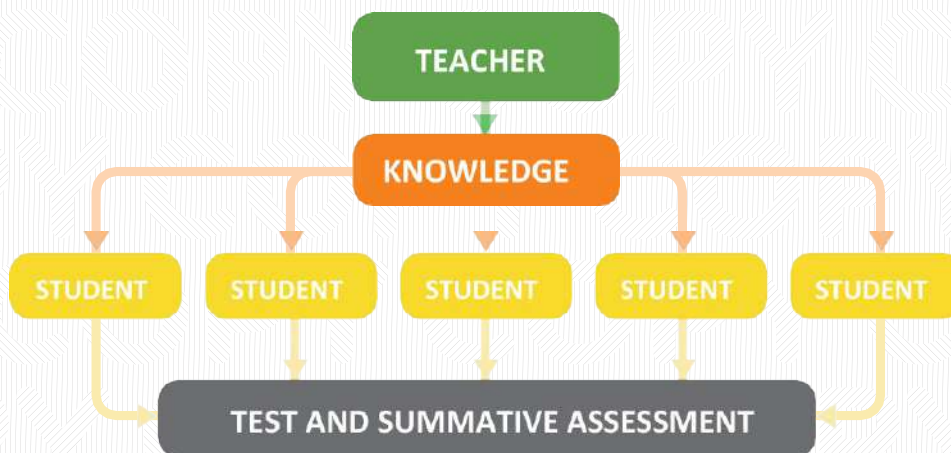
KEY CHANGES IN THE CURRICULUM

The key change in the curriculum is a move from a knowledge-based curriculum to a competence and skill-based curriculum. It is no longer sufficient to accumulate large amounts of knowledge. Young people need to develop the ability to apply their learning with confidence in a range of situations. They need to be able to use knowledge creatively. A level of competence is the ability to use knowledge rather than just to acquire it. This requires an active, learner-centred rather than passive, teacher-centred approach.

This approach to teaching and learning is in support of the Sustainable Development Goals (SDG's), otherwise known as the Global Goals. These are a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity. The key changes in the curriculum will ensure that Uganda is making good progress towards SDG 4 in particular which aims to ensure equitable quality education and promote lifelong learning opportunities for all.

The change can be summarised in the following diagrams.

THE KNOWLEDGE-BASED CURRICULUM



Knowledge-based teaching was based on transferring knowledge from the teacher to the students. The teacher had knowledge and transferred this knowledge to the students by lecturing, talking, asking them to read the text book or writing notes on the board for the students to copy and learn. Students acquired the knowledge, often without fully understanding it, and were tested at the end of a topic, term or school course to see if they had remembered it. The knowledge was based mainly on the knowledge in the subjects traditionally taught at University, and little attempt was made to make it relevant to young people's own lives. The whole education system was seen by many people as a preparation for university, but the vast majority of learners never reach university. This curriculum caters for this majority as well as those who later go on to University.

THE COMPETENCE BASED CURRICULUM



In the competence-based approach, the “student” becomes a “learner”. The Learning Outcomes can only be achieved through active engagement in the learning process rather than simply absorbing knowledge given by the teacher.

The teacher needs to build on the learners’ own knowledge and experience and create Learning Activities through which learners can explore the meaning of what is being learned and understand how it is applied in practical situations.

Teaching and learning becomes a two-way process of dialogue between the teacher and learners. Learners also learn from each other through discussion. Assessment also becomes a two-way process of formative and summative assessment; not just to give grades but to find out problems the learners may be having and help to solve them.

THE CURRICULUM

This curriculum focuses on four “Key Learning Outcomes” of: self – assured individuals; responsible and patriotic citizens; lifelong learners; positive contributors to society. The curriculum emphasises knowledge, application and behavioural change. It is based on a clear set of values which must be imparted to learners during the learning process.

At the heart of every subject, there are generic skills that allow development into life-long learners. Besides, there are also cross cutting challenges that are embedded across subjects to enable learners understand the connections between the subjects and complexities of life.

Key Learning Outcomes

This curriculum sets out ‘Key Learning Outcomes’ that sum up the expectations of the curriculum as a whole, and set out clearly the qualities that young people will develop.

By the end of the educational process, young people will become:

Self-assured individuals who:

- demonstrate self- motivation, self-management and self-esteem
- know their own preferences, strengths and limitations
- adjust their behaviour and language appropriately to different social situations
- relate well to a range of personality types

Responsible and patriotic citizens who:

- cherish the values promoted in the curriculum
- Promote equity, the development of indigenous cultures and languages and appreciate other people’s cultures
- apply environmental and health awareness when making decisions for themselves and their community
- are positive in their own identity as individuals and global citizens
- are motivated to contribute to the well-being of themselves, their community and the nation

Lifelong learners who:

- can plan, reflect and direct their own learning
- actively seek lifelong learning opportunities for personal and professional development

Positive contributors to society who:

- have acquired and can apply the Generic Skills
- demonstrate knowledge and understanding of the emerging needs of society and the economy
- understand how to design, make and critically evaluate products and processes to address needs
- appreciate the physical, biological and technological world and make informed decisions about sustainable development and its impact on people and the environment.

Values

This curriculum is based on a clear set of values. These values underpin the whole curriculum and the work of schools. They are also the values on which learners need to base their lives as citizens of Uganda. The values are derived from The Uganda National Ethics and Values Policy of 2013. They are:

- Respect for humanity and environment
- Honesty; uphold and defend the truth at all times
- Justice and fairness in dealing with others
- Hard work for self-reliance
- Integrity; moral uprightness and sound character
- Creativity and innovativeness
- Social Responsibility
- Social Harmony
- National Unity
- National Consciousness and patriotism

These values are not taught directly in lessons, nor will they be assessed, but they will inform and shape all teaching and learning.

Generic Skills

The generic skills lie at the heart of every subject. They are the skills that enable the learner to access and deepen learning across the whole curriculum. They are the same skills that are sought by employers and which will unlock the world of work. They are the skills that allow young people to develop into lifelong learners who can adapt to change and cope with the challenges of life in the 21st Century.

Young people need to be able to think critically and solve problems, both at school and at work. They need to be creative and innovative in their approach to learning and life. They need to be able to communicate well in all forms, co-operate with others and also work independently. They need to be able to use functional Mathematics and ICT effectively. The details of the generic skills are:

Critical thinking and problem-solving

- Plan and carry out investigations
- Sort and analyse information
- Identify problems and ways forward
- Predict outcomes and make reasoned decisions
- Evaluate different solutions

Creativity and innovation

- Use imaginations to explore possibilities
- Work with others to generate ideas
- Suggest and develop new solutions
- Try out innovative alternatives
- Look for patterns and make generalisations

Communication

- Listen attentively and with comprehension
- Talk confidently and explain ideas/opinions clearly
- Read accurately and fluently
- Write and present coherently
- Use a range of media to communicate ideas

Co-operation and Self-Directed Learning

- Work effectively in diverse teams
- Interact effectively with others
- Take responsibility for own learning
- Work independently with persistence
- Manage goals and time

Mathematical computation and ICT proficiency

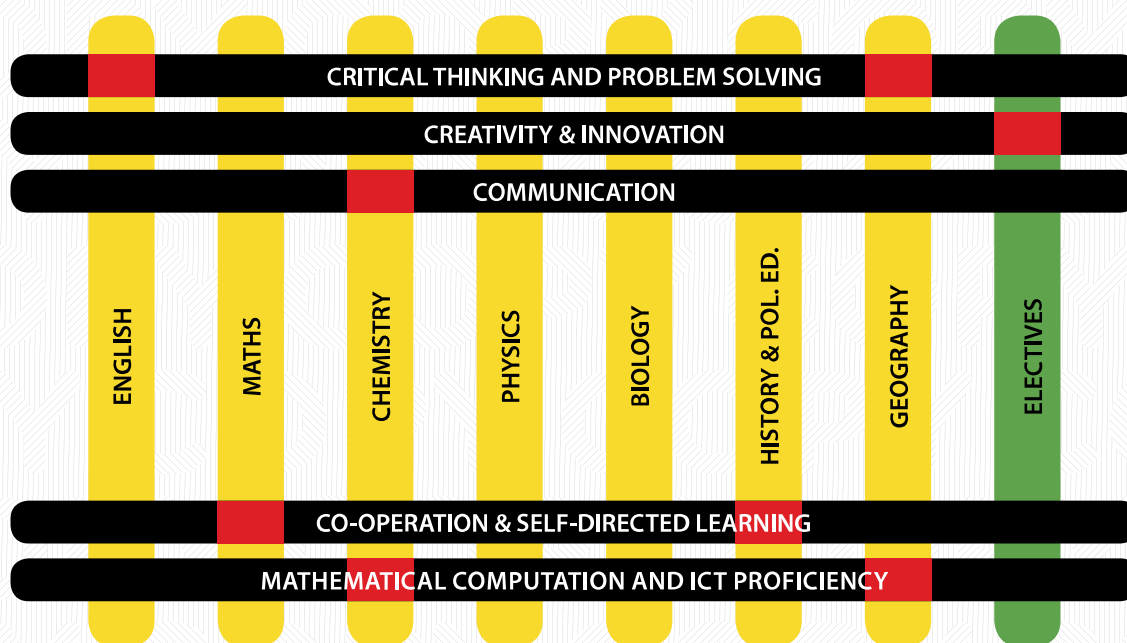
- Use numbers and measurements accurately
- Interpret and interrogate mathematical data
- Use Mathematics to justify and support decisions
- Use technology to create, manipulate and process information
- Use technology to collaborate, communicate and refine their work

GENERIC SKILLS WITHIN PHYSICAL EDUCATION

These skills are not separate subjects in themselves; they are developed within the subjects of the curriculum. They also facilitate learning within those subjects. It is when these generic skills are deployed that learning is most effective.

The generic skills are a key part of the new curriculum. They have been built into the syllabuses for each of the Subjects, and these Subjects provide the context for the skill development. Physical Education provides a rich context for learners to communicate, co-operate, and to think critically about how the world works and to understand the world from a scientific point of view.

The Subjects also provide the contexts for progression within the skills. The same skill definitions apply to all year groups, and skills progression is provided by the increasing complexity of the subject matter within each Subject. For example, within 'critical thinking', learners begin thinking critically about the relatively simple subject matter in Senior 1 and then progress to thinking about the much more complex matters in Senior 4. Thus the progression is in the increasing complexity of the matters being thought about.



Cross-cutting Issues

There are some issues that young people need to learn about, but which are not confined to one subject. These are the 'Cross-cutting Issues' and they need to be studied across all subjects. These issues develop learners' understanding of the connections between the subjects, and so of the complexities of life.

The Cross-cutting issues identified in the curriculum are:

- Environmental awareness
- Health awareness
- Life skills
- Mixed abilities and involvement

- Socio-economic challenges
- Citizenship and patriotism

These have been built into the syllabuses of each subject. The way in which they operate within a subject is very similar to the generic skills. **(For details on cross-cutting issues, refer to the Curriculum Framework document, page 11).**

ICT Integration

ICT is embedded as a learning/teaching tool across all subjects. ICT integration framework is summarised below and cuts across all the subjects on the curriculum.

CATEGORY OF A TASK IN THE SYLLABUS	ICT APPLICATION (HOW ICT WILL BE INTEGRATED FOR THE TASK CATEGORY)
Field works	Use of cameras to take photos and record videos
Presentations in class	Use presentation application
Key words and meanings	Use online dictionary or search online
Drawing/graphics	Use publishing software, Word processor
Role play, narrations	Use audio and video recordings
Demonstrations	Use audio and video recordings and simulations
Locating and putting marks on an area	Use digital/online mapping
Present findings in graphic and written format	Use desktop publishing software or word processor
Showing data charts	Use spreadsheet software
Group discussions	Mind-mapping software
Search for extra reading materials	Download files on Internet or by sharing
Writing equations and formulas	Use equation editors
Carrying out academic research	Using the Internet and other academic applications like "Encarta", "Britannica" etc.
Sharing or learning with people across the world	Forming learning networks, formation of blogs, social media, emails etc.

THE PHYSICAL EDUCATION SYLLABUS

Physical Education is a compulsory subject in Senior 1 and 2, and an elective subject in Senior 3 and 4.

Time allocation

PHYSICAL EDUCATION	S1 & 2	S3 & 4
	2 periods a week	4 periods a week

Rationale

Physical Education provides for the development of the skills, knowledge, and competencies required for healthy living. Learners involved in physical activity better control their weight and have a better chance of avoiding obesity-related problems, including

diabetes, high cholesterol. Physical Education also prepares learners for further studies in sports science and other sports related careers.

Teaching and Learning: Physical Education

Physical Education is essentially a practical and skills-based subject and involves learners being physically active.

The new syllabuses provide learners with a wide range of contexts in which to develop physical and mental skills. The generic skills have been integrated throughout the curriculum and can only be acquired through active approaches.

The role of the teacher is to build on learners' existing knowledge and experience, and to extend that by posing problems to the learners. This makes them think about their own ideas and experiences as well as adding new knowledge and skills to it.

Learners need to interact with real situations inside and outside the classroom. They need to look at pictures or diagrams, examine statistics, or read texts from a range of sources. They need to find out knowledge and ideas for themselves. They should then be expected to express these in their own words, not those of the teacher, and so demonstrate that they have understood what they have learnt.

In this approach, learners are encouraged to:

- be responsible for their own learning
- think for themselves and form their own ideas and opinions
- become critical thinkers, ready to face new challenges and situations for themselves

THE PHYSICAL EDUCATION SYLLABUS PROGRAMME PLANNER

SENIOR ONE	THEME	TOPIC	DURATION (NUMBER OF PERIODS)
Term 1	Theory and practice of PE	Introduction to PE	2
		Safety and First Aid	8
		Body Conditioning	6
	Aesthetics	Movement concepts	8
Term 2	Theory and practice of PE	Exercise, rest and hygiene	6
	Athletics	Basic running skills	10
	Games	Basic skills in Rounders	8
Term 3	Theory and practice of PE	Skills development and diet	4
	Games	Basic skills in Netball	10
		Basic skills in Volleyball	10
Total			72

SENIOR TWO	THEME	TOPIC	DURATION (NUMBER OF PERIODS)
Term 1	Theory and practice of PE	Factors in performance of physical activities	6
		Physical fitness	10
	Aesthetics	Basic skills in Educational Gymnastics	8
Term 2	Theory and practice of PE	Agreeable and disagreeable behaviour	4
	Athletics	Basic jumping skills	10
		Basic throwing skills	10
Term 3	Theory and practice of PE	Leisure and recreation	4
	Games	Basic skills in Handball	10
		Basic skills in Soccer	10
Total			72

THE LOWER SECONDARY CURRICULUM

SENIOR THREE	THEME	TOPIC	DURATION (NUMBER OF PERIODS)
Term 1	Theory and practice of PE	The body and physical activities	12
	Athletics	Development of running skills	12
	Games	Game 1 (from: Rugby, Hockey, Basketball, Cricket, Badminton, Table tennis)	12
		Game 2 (from: Rugby, Hockey, Basketball, Cricket, Badminton, Table tennis)	12
Term 2	Theory and practice of PE	Media and sports	12
	Aesthetics	Aesthetics choice made; (Aerobics, Swimming)	20
	Athletics	Development of jumping skills	16
Term 3	Theory and practice of PE	PES at National and international level	10
		Fitness testing and training	14
	Games	Game 1 (from: Rugby, Hockey, Basketball, Cricket, Badminton, Table tennis)	12
		Game 2 (from: Rugby, Hockey, Basketball, Cricket, Badminton, Table tennis)	12
Total			144

SENIOR FOUR	THEME	TOPIC	DURATION (NUMBER OF PERIODS)
Term 1	Theory and practice of PE	Health, physical activity and stress management	12
	Aesthetics	Aesthetics choice made; (Aerobics, Swimming)	20
	Athletics	Development of throwing skills	16
Term 2	Theory and practice of PE	Access to sports	12
		Physical Education and Sports for Peace and Development	16
	Aesthetics	Aesthetics choice made; (Aerobics, Swimming)	20
Term 3	Aesthetics	Practical Assessment	6
	Athletics	Practical Assessment	6
	Games	Practical Assessment	8
Total			116

The syllabus details for all subjects are set out in three columns:

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
The knowledge, understanding or skills expected to be learned by the end of the topic	The sort of learning activities that include the generic skills and that will help learners achieve the Learning Outcomes.	Opportunities for assessment within the learning

Teachers should base their lesson plans on the Learning Outcomes using the Suggested Learning Activities as a guide. These are not the only possible learning activities, and teachers are encouraged to extend these and devise their own that are appropriate to the needs of their class.

DETAILED SYLLABUS FOR PHYSICAL EDUCATION

SENIOR 1: TERM 1

Theme: Theory and Practice of Physical Education

TOPIC 1.1: INTRODUCTION TO PE

2 PERIODS

Competency: The learner understands Physical Education and knows its benefit to an individual as well as the society.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
<p>The learner should be able to:</p> <ol style="list-style-type: none"> understand the concept of PE. (u) know the difference between sport and games. (k) appreciate the benefit of engaging in PE to an individual and society. (v, a) 	<ul style="list-style-type: none"> In small groups learners brainstorm and explore the meaning of PE and come up with a definition and a list of components of PE Learners in small groups discuss the differences and similarities between sport and games and write up their relation to PE with guidance from the teacher In small groups learners discuss the benefits of engaging in PE and make a presentation to the entire class 	<p>Task the learners to differentiate between PE, sports & games and to describe any five benefits of PE</p> <p>Observe:</p> <ul style="list-style-type: none"> The generic skills of teamwork, collective responsibility, confidence and self esteem Learners' ability to focus on the task given, providing relevant ideas to the Unit for discussion <p>In a conversation</p> <ul style="list-style-type: none"> Probe learners with questions and situations to check their understanding of the task analyse the responses given by the learner and the relevancy of the questions raised during their discussion <p>Product</p> <p>A write-up from the discussion should be presented as a summary of what has been shared.</p>

SENIOR 1: TERM 1

Theme: Theory and Practice of Physical Education

TOPIC 1.2: SAFETY AND FIRST AID

8 PERIODS

Competency: The learner knows when and how to perform first aid on basic injuries incurred at school and at home.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
<p>The learner should be able to:</p> <ol style="list-style-type: none"> understand the concept of first aid in relation to living a healthy lifestyle. (u) use appropriate safety procedures to manage injuries. (s, u, gs) perform first aid for basic injuries. (s, gs) understand the use of the various components in a First aid box. (u) 	<ul style="list-style-type: none"> As a class, the teacher guides learners to discuss and describe the meaning and importance of first aid and to identify items that can be used to offer first aid. Under teacher's guidance the learners carry out the DRABC routine of first aid in the correct sequence, appropriately. Learners in groups practice the steps to follow while giving first aid to the basic sports injuries such as (muscle pull, fainting, cuts, bruises, sprains). Basing on the experience acquired, learners describe the components of a first aid box, gives their uses. 	<p>Task learners to illustrate the steps followed in giving first aid of a stated sports injury.</p> <p>Observe the learners' performance and take note of:</p> <ul style="list-style-type: none"> generic skills of teamwork, creativity, problem solving, decision making. execution of first aid (appropriateness, accuracy, confidence and hospitality). appropriate use of first aid materials. steps followed. concentration while carrying out a given procedure. <p>In a conversation, ask learners to explain the choices made for the particular cases handled.</p> <p>Product should be a record of appropriate first aid offered by the learner. A video can be made where applicable.</p>

SENIOR 1: TERM 1

Theme: Theory and Practice of Physical Education

TOPIC 1.3: BODY CONDITIONING

6 PERIODS

Competency: The learner understands his/her body and performs warm-up and cool down exercises as key safety precautions for performance of physical activities skills.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
<p>The learner should be able to:</p> <ol style="list-style-type: none"> know own body and its use in performance of physical activities (k,u) understand the principal ways of prevention of injuries during physical activities. (u) perform a range of safe warm up and cool down exercises that can be used before and after a physical activity. (s,u) explain the value of warming up and cooling down before and after performing a physical activity respectively. (u,a,v) 	<ul style="list-style-type: none"> learners, in a discussion, relate boys and girls in terms of their similarities and differences in physical activities. learners exchange ideas on how body changes affect performance in physical activities. Learners are guided to discover the principle ways of preventing injuries during physical activities. As a class, learners are introduced to the concepts of warm up, stretching and cool down. Learners practice the exercises that can be used in the three phases of a warm up. Learners are engaged in a variety of exercises used for cool down. As a class, learners are engaged in a discussion to describe the importance of proper warm up and cool down 	<p>Task learners to plan and choose a list of activities that can be used for warm-up before playing any sport of their choice.</p> <p>Task the learner to demonstrate:</p> <ul style="list-style-type: none"> exercises that can be used to warm-up and <p>Observe the learners' execution taking note of:</p> <ul style="list-style-type: none"> ✓ the dynamic nature of warm up exercises <p>Product should be a record of the learner's performance on paper or video clip where applicable</p>

SENIOR 1: TERM 1

Theme: Aesthetics

TOPIC 1.4: MOVEMENT CONCEPTS

8 PERIODS

Competency: The learner performs gymnastic movement activities to improve body coordination, body awareness and space awareness during physical performance.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
<p>The learner should be able to:</p> <ol style="list-style-type: none"> understand the concept of Educational Gymnastic activities and their relevance to maintaining fitness and health. (u) apply spotting skills to ensure safe performance of gymnastic activities. (s) perform basic movement activities and body shapes with awareness of safety precautions and practices. (s, u) 	<ul style="list-style-type: none"> In small groups, learners are introduced to the meaning of educational gymnastics and engaged in a discussion to describe the concept and its relevance to maintaining fitness and health. Learners are guided through the meaning of spotting in gymnastics and the roles played by a spotter. In pairs, learners observe and role play spotting during performance of any gymnastic skill that requires a spotter, developing their ability to critically evaluate the quality of a performance. In small groups, learners are guided to practice the following space awareness and movement themes with special consideration of safety; <ol style="list-style-type: none"> Locomotion: walking, jogging and running Weight bearing Transference of weight Use of personal space Body shapes Floor and air patterns Support levels and figures 	<p>Task the Learner to demonstrate a particular gymnastic movement activity.</p> <p>Observe the learners' performance taking note of:</p> <ul style="list-style-type: none"> familiarity with the different basic movement themes the start position, shape displayed during movement and end position transition between different movement exercises coordination and smoothness of the performance <p>In a conversation, probe learners in questions and situations to check the learners' awareness of safety precautions and significant rules of gymnastics.</p> <p>Product should be a record of the learners' performance on paper or video clip where possible.</p>

SENIOR 1: TERM 2

Theme: Theory and Practice of Physical Education

TOPIC 1.5: EXERCISE, REST AND HYGIENE

6 PERIODS

Competency: The learner understands the relevance of exercise, rest and hygiene to leave a healthy lifestyle.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
<p>The learner should be able to:</p> <ol style="list-style-type: none"> know the meaning of exercise and rest (k) understand why exercise and rest are important to personal well-being. (u, a) appreciate the relevance of personal hygiene and cleanliness. (a, v, u) 	<ul style="list-style-type: none"> Individually, learners brainstorm on the meaning of rest, exercise and give some examples for each then share their findings in pairs Learners, in groups, carry out a guided research on myths and facts about exercise and share in a presentation with the rest of the class. As a class, learners discuss how exercise and enough rest improve personal well-being and using word processor/chart, design a single page brochure with all details to be shared with the rest of the school. Learners in groups brainstorm and give description of the parts of the body that need special hygiene after participation in PE and sports. Using their school sports attires, learners in their groups illustrate care for sportswear and make demonstrations of cleaning and maintaining own body, body wear clean. In their groups, learners identify suitable sports body wear for the various physical activities and suggest ways of maintaining them appropriately. 	<p>Task learners to prepare a presentation for the school sports club members explaining the rationale of exercise, rest and hygiene.</p> <p>Observe the learners and note the generic skills of teamwork, creativity critical thinking</p> <p>Engage learners in discussion on the choice of reasons included in the presentation to ascertain their understanding of the concepts in the task</p> <p>Product should be a presentation print out or chart by the students with illustrations and reasons</p>

SENIOR 1: TERM 2

Theme: Athletics

TOPIC 1.6: BASIC RUNNING SKILLS

10 PERIODS

Competency: The learner understands running activities and uses them to work with and offer safe support to others especially at their different levels of development.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
<p>The learner should be able to:</p> <ol style="list-style-type: none"> understand the concept of running as used in athletics (u) make improvised athletics equipment from local materials which can be used during their practice. (s, v/a) understand the safety precautions before, during and after running activities in order to prevent injuries and damaging equipment. (u, s) perform the various exercises with others so as to develop the running skill. (s) apply the various starts used in running activities during athletic performance. (s) perform short sprints using the appropriate techniques. (s) perform baton exchange using the visual and non-visual baton exchange. (s) perform the rhythmic hurdle clearance over three flights. (s) 	<ul style="list-style-type: none"> In groups, learners are guided in a discussion to identify the different running activities and identify activities in their cultures that can be related to the running activities in athletics. As a class, the learners are guided to map out the athletics geography using basic geometry and in groups they work with the teacher to create improvised equipment for running activities Learners observe and practice the following running drills <ul style="list-style-type: none"> Starts: standing and crouch starts Reaction games Arm and leg action. Sprint games Endurance games In groups, learners apply the running skills acquired to sprint and run middle distances Learners listen, observe and then practice activities involving vigorous arm swing, high knee picking, rotation of legs at hip, pawing action, body lean, sprinting. Learners are engaged in 60m sprints with emphasis on appropriate techniques. Learners are guided to execute activities involving running with baton, arm stretching, keeping eyes on incoming runner and the baton in hand, stretching to pass and receive baton. In pairs, learners are guided to practice the non-visual baton exchange techniques; Upsweep; Down sweep as used in relays Learners are guided to execute three stride rhythmic hurdle sprints. 	<p>Task learners to illustrate the non-visual baton exchange in relays</p> <p>Observe the skills demonstrated taking note of the arm position, movement direction of the baton of the holder and position of the receiver</p> <p>Product is a well-executed non-visual baton exchange which can be recorded</p>

SENIOR 1: TERM 2

Theme: Games

TOPIC 1.7: BASIC SKILLS IN ROUNDERS

8 PERIODS

Competency: The learner creates improvised equipment for rounders and performs basic techniques of the game with consideration of rules as well as safety.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
<p>The learner should be able to:</p> <ul style="list-style-type: none"> a make improvised equipment for Rounders using local materials. (s, v, gs) b execute basic skills used in Rounders with application of the safety precautions. (s, v) c understand the skills, safety precautions and rules considered in the game of Rounders. (u) d apply the basic skills of Rounders in mini-game situations. (s, a) e display aspects of teamwork, companionship, leadership, decision-making and judgment in relation to the game of Rounders. (gs, a,s) 	<ul style="list-style-type: none"> • In small groups, learners are guided to collect local materials and make improvised equipment for Rounders (balls, bats, guards, gloves) which can be used for practice. • In small groups, learners observe and practice the following basic skills in Rounders: <ul style="list-style-type: none"> - target throwing - underarm throwing and catching - over arm throwing and catching. - bowling - batting - fielding - running and stopping. collecting and returning. • In small groups, learners observe and practice positional play of Rounders. <ul style="list-style-type: none"> - Back stop - Post play - Deep fielding 1st, 2nd, 3rd, and 4th post holding • In small groups, using their prior interface with Rounders, learners are guided in a discussion about the basic rules of Rounders, safety measures to be considered for the game and particular games where the skills acquired from Rounders can be applied. • In groups, learners form teams and are given a chance to use the acquired skills and techniques in game situations under the supervision of the teacher. They should observe teams playing in order to critically evaluate how to improve their own performances. 	<ul style="list-style-type: none"> • Demonstrate any basic skill of Rounders for example bowling. • Observe the learners' performance noting the execution of the skill i.e. grip, stance, release and follow through. • Product should be a demonstration of the skill by the learner which can be recorded using a rubric or video clip where applicable.

SENIOR 1: TERM 3

Theme: Theory and Practice of Physical Education

TOPIC 1.8: SKILLS DEVELOPMENT AND DIET

4 PERIODS

Competency: The learner appreciates various types of skill exercises and the dietary requirements for a physically active person.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
<p>The learner should be able to:</p> <ol style="list-style-type: none"> perform the different types of skills. (s) understand the different types of skill as used in PE. (u) understand the factors affecting skill performance. (u, k) understand the importance of healthy eating. (u, v) understand the importance of healthy eating in relation to one's performance in physical activities. (u, v) 	<ul style="list-style-type: none"> In a practical situation, learners observe demonstrations and then practice the basic skills (e.g. walking) and complex skills (e.g. hop, step and jump). Learners are then guided in a discussion of the type of skills and are asked to draw a chart to illustrate each type of skill using simple diagrams. Ask learners to cut out newspaper pictures illustrating each type of skill and paste them into their exercise book or use them in a wall display. In groups, learners are guided in a discussion on the factors that affect one's performance of a skill: physical, psychological, physiological, mental, environmental In manageable groups, learners are guided in a discussion to describe the body's dietary needs in terms of energy, growth and repair of cells. Learners in groups are guided to describe the requirements of a healthy meal, analyze the disadvantages of over and under eating on one's life, explain the difference between good and poor eating habits, illustrate dining etiquette and investigate how cultural taboos about food affect healthy eating. Learners are guided in a discussion on the dietary needs for physically active individuals, justifying why athletes need special dietary recommendations and are tasked to explain the different energy needs of different categories of people. 	<p>Task the learner to demonstrate a basic and complex skill</p> <p>Observe the learners performance taking note of the accuracy of skill displayed</p> <p>In a conversation probe the learner with question to ascertain their understanding of the types of skill</p> <p>Product should be a record of the learners performance</p>

SENIOR 1: TERM 3

Theme: Games

TOPIC 1.9: BASIC SKILLS OF NETBALL

10 PERIODS

Competency: The learner creates improvised Netball equipment and performs basic techniques of the game with consideration of safety.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
<p>The learner should be able to:</p> <ol style="list-style-type: none"> make improvised Netball equipment from local materials. (s, gs) execute Netball basic skills with application of the safety precautions in a safe environment. (s) understand the skills, safety precautions and rules considered in the game of Netball. (u) apply the basic netball skills in mini-game situations. (s,a) 	<ul style="list-style-type: none"> In small groups, learners are guided to collect local materials and make improvised Netball materials (balls, goal posts) which can be used for practice sessions. Learners observe and practice the following basic skills of Netball under the teacher’s guidance regarding the rules: <ul style="list-style-type: none"> Catching/passing: chest pass, underarm pass, overhead pass, single handed-shoulder pass, bounce pass. Foot work Single foot landing leading to: pivot and throw, jump and throw, step and throw. Two feet landing leading to: pivot and throw, deciding the landing foot, Stop and throw, jump and throw. Shooting: single handed-shooting, two-handed shooting. Basic offensive and defensive skills in a game situation. In small groups, using their prior interface with netball, learners discuss and make a presentation on the basic rules of Netball and safety measures considered for the game. Groups of learners form teams and use the acquired skills and techniques in small sided game situations and competitions. 	<p>Task to demonstrate any two skills in</p> <ul style="list-style-type: none"> Passing Shooting <p>Observe the learner’s performance noting the execution of the skill i.e. grip, stance, release and follow through.</p> <p>Product should be a demonstration of the skill by the learner which can be recorded using a rubric or video clip where applicable.</p>

SENIOR 1: TERM 3

Theme: Games

TOPIC 1.10: BASIC SKILLS OF VOLLEYBALL

10 PERIODS

Competency: The learner creates improvised Volleyball equipment and performs basic techniques of the game with consideration of safety.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
<p>The learner should be able to:</p> <ul style="list-style-type: none"> a. make improvised Volleyball equipment from local materials. (s, gs,v,a) b. execute Volleyball basic skills with application of the safety precautions. (s) c. understand the skills, safety precautions and rules considered in the game of Volleyball. (u) d. apply the basic Volleyball skills in mini-game situations. (s,a) 	<ul style="list-style-type: none"> • In small groups, learners are guided to collect local materials and make improvised volleyball equipment (balls, net, stands) which can be used for practice sessions. • Learners observe and practice the following basic skills of Volleyball under the teacher's guidance regarding the rules: <ul style="list-style-type: none"> - serving, - service reception - digging, - volleying, - setting, - Basic court positions and movement: playing positions, rotation, court movements. - Basic offensive and defensive skills. • In small groups, using their prior interface with Volleyball, learners discuss and make a presentation on the basic rules of Volleyball and safety measures considered for the game. • In groups of six learners are given a chance to use the acquired skills and techniques in game situations under the supervision of the teacher. 	<ul style="list-style-type: none"> • Task learners to demonstrate a skill used in Volleyball, for example any one type of service as used in Volleyball. • Observe the learners' performance noting the execution of the skill i.e. grip, stance, release and follow through. • Product should be a demonstration of the skill by the learner which can be recorded using a rubric or video clip where applicable.

SENIOR 2: TERM 1

Theme: Theory and practice of Physical Education

TOPIC 2.1: FACTORS IN PERFORMANCE OF PHYSICAL ACTIVITIES

6 PERIODS

Competency: The learner understands the factors that relate to performance in physical activities.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
<p>The learner should be able to:</p> <ol style="list-style-type: none"> examine personal qualities; skills, strengths and weaknesses in regard to performance in physical activities and future careers. (gs,a) assess opportunities and risks to make informed decisions about their own career. (u) know the factors that affect mental, social and emotional performance and recognize. (u, gs) 	<ul style="list-style-type: none"> In a guided discussion, learners differentiate between skills, talents and interests giving clear examples of each based on self-analysis. Individually, learners scrutinize their personal skills, talents and interests and note them down in their Diary or notebook. They should also seek feedback from trusted peers and their teacher. Individually, learners diagnose their strengths and weaknesses in physical education and sports performance and in pairs they share and suggest improvements, building on their strengths. In groups of not more than ten, the learners engage in a discussion to relate their interests, talents and skills to possible future career choices. In small groups, learners are engaged in a discussion to describe the effects of active involvement in physical activities on their mental, social and emotional performance, and then make a presentation of their findings. In groups, learners carry out some research in school to analyse the effect of participation in physical activities on mental, social and emotional performances of S3 and S4 students and write a report on their results. 	<ul style="list-style-type: none"> Ask learners to design posters that display the need to develop skills, talents and interests throughout an individuals' life. Observe the learners and note the generic skills of teamwork, creativity critical thinking within this context of skills, talents and interests. Engage learners in discussions on the choice of reasons included in the poster to ascertain their understanding of the concepts in the task. Product should be a poster designed by the students with illustrations and reasons.

SENIOR 2: TERM 1

Theme: Theory and practice of Physical Education

TOPIC 2.2: PHYSICAL FITNESS

10 PERIODS

Competency: The learner understands physical fitness and performs exercises that can be used to develop physical fitness for lifelong well-being.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
<p>The learner should be able to:</p> <ol style="list-style-type: none"> perform exercises to develop health related fitness taking care of safety. (s) perform exercises to develop skill related fitness taking care of safety. (s) understand the concept of physical fitness. (u) understand abilities and limitations regarding fitness. (u) relate fitness to their daily life activities. (k, u) 	<ul style="list-style-type: none"> Learners are taken through and given time to practice health related fitness exercises for muscular strength and trunk stability, cardio-respiratory and endurance such as walking, jogging, and running. As a class, learners are guided to perform exercises related to right posture with emphasis on the back and neck Learners observe and practice skill-related fitness exercises in relation to speed, power, coordination and agility that can improve one's performance in physical activities. As a class, learners are guided in a discussion to define physical fitness and explain the components of physical fitness including their relevance in one's daily life. Learners are guided to assess their abilities and limitations towards fitness In groups learners are guided in a search for limitations and abilities regarding fitness Learners practice and follow the safety precautions before, during and after performance of physical fitness activities and design posters of safety precautions required to perform physical fitness activities. 	<ul style="list-style-type: none"> Task the learner to demonstrate physical activities that can be used to develop one's flexibility. Observe their performance and note the accuracy and appropriateness of the exercise chosen. Probe learners to ascertain their understanding of the exercises required in the task. Product should be a demo of flexibility exercises which can be recorded. Task the learners to develop a basic fitness training schedule to cater for at least three fitness components.

SENIOR 2: TERM 1

Theme: Aesthetics

TOPIC 2.3: BASIC SKILLS IN EDUCATIONAL GYMNASTICS

8 PERIODS

Competency: The learner performs various gymnastic skills individually or with partners in a safe environment.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
<p>The learner should be able to:</p> <ol style="list-style-type: none"> engage in and understand various gymnastic activities such as rolling and balance activities, demonstrating an awareness of safety precautions and activities that are safe for practice.(s) develop a simple gymnastics routine for their personal fitness training. (s) exhibit good interpersonal skills while working with others, valuing own and other people’s body in social and physical interactions. (gs,v) recognize the various gymnastic activities that can be done to improve one’s fitness. (k,s) understand the contribution of gymnastics to an individual’s well-being. (u,a) 	<ul style="list-style-type: none"> With a partner or in small groups, learners observe and practice the following gymnastic activities: <p>Balances</p> <ul style="list-style-type: none"> crouch balance head stand, hand stand shoulder balance v-balance, swan balance crab-balance angle balance candle sticks centipede and chains shoulder stand thigh hold balance elbow balance fore arm stand <p>Rolling</p> <ul style="list-style-type: none"> forward roll backward roll side rolls tank rolls judo roll <p>Skipping</p> individual, pairs and small groups; double leg, single leg, alternate leg skip As a class, learners discuss the importance of engaging in gymnastic activities to an individual and to the society. At individual level, every learner composes a fitness schedule for themselves based on what they have learnt. 	<ul style="list-style-type: none"> Demonstrate a skill from the category of either rolling or balancing in gymnastics. Observe the learners noting their: <ul style="list-style-type: none"> performance of the chosen activities. use of safety measures. transition between the various rolling and balance activities chosen. In a conversation probe learners with questions and situations to check their awareness of safety precautions Product: Coordinated Performance of the various rolling and balance activities with awareness of safety precautions.

SENIOR 2: TERM 2

Theme: Theory and Practice of Physical Education

TOPIC 2.4: AGREEABLE AND DISAGREEABLE BEHAVIOUR

4 PERIODS

Competency: The learner understands the agreeable and disagreeable behaviour in society and in the field of physical performance and sports.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
<p>The learner should be able to:</p> <ol style="list-style-type: none"> differentiate between agreeable and disagreeable behaviour in the society. (k, u,v) differentiate between agreeable and disagreeable behaviour during performance of physical activities. (k, u,v) understand the ethics of physical education and how they can be used in daily life. (k,u) understand the features of self-defense and perform skills that build self-defense. (s) understand how to handle different crisis situations (u, a, s) 	<ul style="list-style-type: none"> Guide learners in a discussion to state and then present the meaning of agreeable and disagreeable behaviours. Explore further with learners the relationship between behaviours and values in Uganda and their community. Learners are engaged in a discussion to describe general agreeable and disagreeable behaviour at school and in the community and provide a report for their school website, noticeboard or newsletter. In their discussion groups, guide learners to discuss agreeable and disagreeable behaviours in sports, providing examples in each case. In groups learners are guided to discuss the ethics in PES and they are tasked to give examples of cases they know In a guided discussion, learners describe the consequences of disagreeable sportsmanship on an individual, team and community. In groups learners share the different self-defense mechanism that they know Learn about key moves and strategies for self-defense. Learners practice various self-defense moves In groups learners are guided to describe different crisis situations, demonstrate different actions to be taken in a crisis in a correct sequence (e.g. fire, floods, lightening), practice what to say and how to say it in a crisis (e.g. emergency call) and locate places in their community where to call or get professional help during emergencies. 	<ul style="list-style-type: none"> Task learners to write up an explanation of the dangers of engaging in drug and substance abuse suggesting ways in which this habit can be prevented or overcome. In a conversation probe learners to ascertain their understanding and accuracy of explanations and solutions given. Product is the write up clearly stating the dangers of drug and substance abuse and suggestions for prevention.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
<p>f. understand the concepts of drug and substance abuse and know about legislations of drug use. (u)</p> <p>g. know the types of prohibited drugs and substances in sports and in Uganda. (k,v)</p> <p>h. understand the dangers of drug and substance abuse in relation to body health and sports performance. (u)</p> <p>i. analyse the circumstances that may lead a young person to use drugs and know about sources of support for substance addiction. (u, gs)</p>	<ul style="list-style-type: none"> • In small groups, learners discuss the meaning of the term drug and substance abuse. • Guide learners to discuss the types of drugs and their effects on the body for example blood doping, smoking and alcohol, stimulants, narcotic-analgesics, diuretics, anxiety reducing drugs, peptide hormones and analogues. • Learners are guided to discuss the dangers of enhancing performance using drugs. • In groups, learners explore cases of drug abuse in sports and discuss the consequences that the acts led to. • Learners then discuss and identify sources of support for substance addiction cases 	

SENIOR 2: TERM 2

Theme: Athletics

TOPIC 11.1: BASIC JUMPING SKILLS

10 PERIODS

Competency: The learner performs jumping skills with consideration of safety and understands how they can be applied in one's daily life.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
<p>The learner should be able to:</p> <ol style="list-style-type: none"> understand the categories of jumping events in Athletics. (u) make improvised jumping equipment from local materials. (s, gs, v,a) perform the skills involved in selected jumping activities with awareness of safety. (u) perform the various jumping basic skills. (s) follow the safety precautions while performing jumping activities in order to prevent injuries. (s, v) 	<ul style="list-style-type: none"> In small groups, learners are guided to discuss and list the different categories of jumping events The learners are guided by the teacher to use local materials and make improvised equipment that can be used for activity. In small groups, learners observe and practice the basic long jump techniques of sail, and hang in long jump while observing safety. Learners observe and practice the basic high jumping techniques of straddle, scissors while observing safety. Learners observe and practice the triple jumping techniques while observing the correct sequence Guide learners to practice activities involving single take-off, landing, strength in the legs, leap jumps In a discussion learner describe the relevancy of jumping skills in one's life. Learners observe and practice various jumping fitness activities with a major objective of skill learning through fun. 	<p>Task learners to demonstrate the basic jumping techniques of sail and hang in long jump following the basic rules that govern them.</p> <p>Observe:</p> <ul style="list-style-type: none"> the approach, take off, flight and landing of each learner for the two techniques learners applying safety measures during the jumping activities learners as they apply the rules that govern the various jumping techniques <p>In a Conversation</p> <p>Discuss the impact of learners' input in relation to the final output as they jump</p> <p>Product</p> <ul style="list-style-type: none"> Proper arm and leg action during jumps <p>Application of rules and regulations to be followed when conducting jumping activities.</p>

SENIOR 2: TERM 2

Theme: Athletics

TOPIC 11.2: BASIC THROWING SKILLS

10 PERIODS

Competency: The learner performs throwing skills with consideration of safety and understands how they can be applied in one's daily.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
<p>The learner should be able to:</p> <ol style="list-style-type: none"> understand the categories of jumping and throwing events in Athletics. (u) make improvised jumping and throwing equipment from local materials. (s, gs, v,a) identifies the safety measures to be ensured during throws. (u, s) perform the techniques used in shot put, javelin, and discus. (s) demonstrate knowledge of basic rules and regulations in the throws. (k, u) perform the various jumping and throwing skills. (s) follow the safety precautions before, during and after jumping and throwing activities in order to prevent injuries and damaging equipment. (s, v) 	<ul style="list-style-type: none"> In small groups, learners are guided to discuss and list the different categories of throwing events The learners are guided by the teacher to use local materials and make improvised equipment that can be used for throwing activity. Guide learners to practice activities involving single take-off, landing, strength in the legs, leap jumps In groups learners brainstorm on the safety measures involved in all throws; shot put, discus, javelin and hammer Demonstrate for the learners and give them time to practice the following skills of throwing; <ul style="list-style-type: none"> 3 step approach in javelin throw Standing shot in shot put Standing throw in discus In small groups, learners discuss and explain the basic rules, regulations followed in the four categories of throws Through explanation and demonstration guide learners to practice activities involving <ul style="list-style-type: none"> holding the tip of a stick (about 1 foot long) between the fore finger and the thumb and throwing it over the shoulder to whirl in the air, cross step run, hopping and planting foot to throw objects, acceleration runs, strength in the arms, hip twist (torque), Learners observe and practice various jumping and throwing fitness activities with a major objective of skill learning through fun. 	<p>Task learners select a category from jumping or throwing vents and design improvised equipment that can be used to perform that activity</p> <p>Observe the learners performance taking note of the</p> <ul style="list-style-type: none"> Generic skill of team work, creativity, innovation, numeracy Focus on the task <p>Ask learners to explain their action and choices made</p> <p>Product should be an improvised material made by a learner displayed and a record of the learners' performance should be kept</p>

SENIOR 2: TERM 3

Theme: Theory and Practice of Physical Education

TOPIC 2.7: LEISURE AND RECREATION

4 PERIODS

Competency: The learner understands the relation between leisure and recreation and illustrates the ways one can spend their leisure time without being idle and disorderly.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
<p>The learner should be able to:</p> <ol style="list-style-type: none"> know what leisure and recreation entails. (k) understand the various forms of activities that can be considered to either be for leisure and recreation. (u) understand the factors which determine what people do during their leisure time. (u) analyse the trend in engagement in leisure and recreation activities. (u, gs) set a personal leisure activity goal and strategies towards achieving it. (gs,v,a) 	<ul style="list-style-type: none"> Learners work in small groups to recap on lessons learned about the meaning of 'leisure time', leisure and recreation. Learners are supported to describe the activities they do during their leisure time and the factors that determine their choice of 'activities'. As either a group or as a class activity, learners are guided to discuss trends of leisure and recreation activities in their community. Learners are asked to carry out a survey of the recreational interests of members of their family or friends and then present it as a chart or display board. Learners are supported to set personal goals, taking records of them in their diaries so as to guide their work towards them. 	<ul style="list-style-type: none"> Task learners to develop and present an article explaining the relevance of active leisure and recreation. Observe the learners and note the generic skills of teamwork, creativity critical thinking. Engage learners in discussion on the choice of reasons included in the article to ascertain their understanding of the concepts in the task. Product should be an article developed by the students with illustrations and reasons

SENIOR 2: TERM 3

Theme: Games

TOPIC 2.8: BASIC SKILLS IN HANDBALL

10 PERIODS

Competency: The learner creates improvised equipment for Handball, performs basic skills in handball and applies the acquired skills in a game situation.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
<p>The learner should be able to:</p> <ul style="list-style-type: none"> a. make improvised equipment for Handball using local materials. (s, gs,v,a) b. execute basic skills used in Handball with application of the safety precautions. (s) c. understand the skills, safety precautions and rules considered in the game of Handball. (u) d. apply the basic skills of Handball in mini-game situations. (s,a) e. display aspects of teamwork, companionship, leadership, decision-making and judgment in relation to the game of Handball. (gs, s,v,a) 	<ul style="list-style-type: none"> • In small groups, learners are guided to collect local materials and make improvised equipment for Handball (balls, goal posts) which can be used for practice. • In manageable groups, learners observe and practice basic handball skills such as: <ul style="list-style-type: none"> Catching, throwing/passing - chest pass, underarm pass, bounce pass, overhead pass - movement without and with the ball. - dribbling: single handed dribble, 3 step – stop - jump stop - stopping and feinting Shooting and goal keeping - three step shot - double handed overhead shot - single handed over arm shot - penalty shot - jump shot Goal keeping - catching, deflecting, blocking - low and high balls Blocking - single and double block • In small groups, using their prior interface with Handball, learners are guided to discuss the basic rules of Handball and related safety measures to be considered for a game. • In groups, learners form teams and are given a chance to use the acquired skills and techniques in game situations under the supervision of the teacher. 	<ul style="list-style-type: none"> • Task learners to demonstrate any basic skill of Handball for example shooting. • Observe the learners’ performance noting the execution of the skill i.e. grip, stance, release and follow through. • Product should be a demonstration of the skill by the learner which can be recorded using a rubric or video clip where applicable.

SENIOR 2: TERM 3

Theme: Games

TOPIC 2.9: BASIC SKILLS IN SOCCER

10 PERIODS

Competency: The learner creates improvised equipment for Soccer, performs basic skills and applies the acquired skills in a game situation.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
<p>The learner should be able to:</p> <ol style="list-style-type: none"> make improvised equipment for Soccer using local materials. (s, gs,v,a) execute basic skills used in Soccer with application of the safety precautions. (s) understand the skills, safety precautions and rules considered in the game of Soccer. (u,a) apply the basic skills of Soccer in mini-game situations. (s) display aspects of teamwork, companionship, leadership, decision-making and judgment in relation to the game of Soccer. (gs, s,v,a) 	<ul style="list-style-type: none"> In small groups, learners are guided to collect local materials and make improvised equipment for Soccer (balls, goal posts) which can be used for practice In small groups, learners observe and practice the following basic skills of soccer: <ul style="list-style-type: none"> Kicking: Instep, inside of foot, outside of the foot, back heel, sole Trapping/ball control: Sole of foot, inside of the foot, instep, thigh, chest Passing: Loft, square pass <p>Dribbling</p> <ul style="list-style-type: none"> In step and inside of foot, outside of the foot <p>Basics of heading</p> <p>Shooting:</p> <ul style="list-style-type: none"> penalty shot, basic shot <p>Goal keeping</p> <ul style="list-style-type: none"> Catching <p>Throw-in</p> <ul style="list-style-type: none"> Standing throw-in, throw-in on the move. In small groups, using their prior interface with Soccer, learners are guided in a discussion to explore the basic rules of Soccer and safety measures to be considered for the game. In groups learners form teams and are given a chance to use the acquired skills and techniques in game situations under the supervision of the teacher 	<ul style="list-style-type: none"> Task learners to demonstrate any basic skill of Soccer for example ball control. Observe the learners' performance noting the execution of the skill i.e. stance, body position and follow through Product should be a demonstration of the skill by the learner which can be recorded using a rubric or video clip where applicable

SENIOR 3: TERM 1

Theme: Theory and practice of physical education

TOPIC 3.1: THE BODY AND PHYSICAL ACTIVITIES

12 PERIODS

Competency: The learner understands the functions of the body systems in relation to performance of physical activities and knows how motivation can influence one's performance in physical activities.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
<p>The learner should be able to:</p> <ol style="list-style-type: none"> analyse the role of the various body systems in effective performance of physical activities, understanding abilities and limitations regarding fitness. (k, u) interpret the changes on the body in response to physical activities and relate them to the various body systems. (u,gs) understand ways that prevent non-communicable diseases. (u,a) understand the meaning and types of motivation. (k, u) understand how performance is affected by encouragement and the physiological responses. (u,a) analyse the relevance of goal setting in performance. (gs) 	<ul style="list-style-type: none"> Learners, in groups, are guided to discuss the role of the various body systems in performance of physical activities such as; skeletal, muscular, circulatory and nervous system. They should discuss what they know about the effects of a balanced diet on healthy living. Learners are guided to participate in various exercises so as to observe the changes on their body. In groups, learners relate the body changes experienced to the various body systems and describe how the system works in relation to physical performance. Individually, learners carry out some research and write up their findings to describe the need to be healthy in order to participate in physical activities. Are engaged in discussion on ways to prevent non-communicable diseases. Search on the causes and effects of non-communicable diseases and suggest physical activities that one can engage in to prevent non-communicable diseases In a classroom situation, the teacher asks one learner to clap their hands, and then the next learner claps their hands and so on around the room. Tell the group that the time from the start to the last clap will be timed. Take note of the times down. Then provide some incentive or reward to speed up the clapping. Discuss how activities such as this can motivate participation and engagement. Ask learners to compose their own ideas and games. In groups, learners discuss the meaning of motivation and create a charter to describe how they will motivate each other. In groups, learners suggest other ways of motivating colleagues in a practical situation. Learners are guided into physical activities with an emphasis on the various methods of motivation and then in groups they analyse how their performance is affected by encouragement and the physiological responses. Learners are guided to set personal goals and take record of them in their diaries so as to work hard towards achieving them. 	<ul style="list-style-type: none"> Task learners to make a write up describing the roles of selected body systems in performance of physical activities. <p>Observe the learners and note the generic skills of teamwork, creativity critical thinking.</p> <p>Engage learners in discussion on the suggestions given to ascertain their understanding of the concepts in the task.</p> <p>Product should be a write up developed by the students with illustrations and reasons.</p>

SENIOR 3: TERM 1

Theme: Athletics

TOPIC 3.2: DEVELOPMENT OF RUNNING SKILLS

12 PERIODS

Competency: The learner applies Running skills and techniques during performance as well as in other physical activities in daily life.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
<p>The learner should be able to:</p> <ol style="list-style-type: none"> apply the rules and regulations that govern running events in Athletics. (s) execute the different baton exchange techniques within the rules of play. (s,gs) perform the whole sequence for the sprint hurdles. (s) 	<ul style="list-style-type: none"> In pairs learners interpret the rules and regulations that govern running events using trials for the particular events. In groups of four, learners practice the non-visual baton exchange techniques; Upsweep; Down sweep using various drills: seated, standing, walking, jogging and running. Learners are guided on how to use checkmarks and exchange zones during nonvisual baton exchanges. Learners practice relay sprints using the nonvisual baton exchange while observing the rule of working within the exchange zone. Individually, learners observe and practice hurdle clearance using the lead leg and trail leg movement drills in a safe environment. Learners practice the combination of hurdle clearance and the three-stride rhythm using three hurdles. Learners practice sprints, sprint relays and sprint hurdles while observing safety and the rules that govern the events. 	<ul style="list-style-type: none"> Task learners to demonstrate hurdle clearance over 5 hurdle flights while observing the three-stride rhythm run between hurdles. Observe learner's performance with focus on: <ul style="list-style-type: none"> proper hurdle clearance (body posture during clearance) three-stride rhythm between hurdles. Product should be a record of the learner's performance using rubrics or video coverage where possible.

SENIOR 3: TERM 1

Theme: Games

TOPIC 33: BASIC SKILLS IN BASKETBALL

12 PERIODS

Competency: The learner creates improvised equipment for Basketball, performs basic skills and applies the acquired skills in a game situation.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
<p>The learner should be able to:</p> <ol style="list-style-type: none"> make improvised equipment for Basketball using local materials. (s, gs,v,a) execute basic skills used in Basketball with application of the safety precautions. (s) understand the skills, safety precautions and rules considered in the game of Basketball. (u) apply the basic skills of Basketball in mini-game situations. (s,a) display aspects of teamwork, companionship, leadership, decision-making and judgment in relation to the game of Basketball. (gs, s,v,a) 	<ul style="list-style-type: none"> In small groups, learners are guided to collect local materials and make improvised equipment for Basketball (balls) which can be used for practice. In manageable groups, learners observe and practice the following skills; <ul style="list-style-type: none"> Ball handling <ul style="list-style-type: none"> throwing/catching bouncing Passing and catching <ul style="list-style-type: none"> chest pass bounce pass overhead pass underarm pass shoulder pass Dribbling: high/low dribble Footwork in relation to passing, dribbling, dodging, pivoting, and shooting. Shooting <ul style="list-style-type: none"> jump shot set-shot free throw Basic rebounding In set groups, learners employ the basic skills in mini-basketball games and correct mistakes of one another. In small groups, using their prior interface with Basketball, learners are guided after a discussion to make a presentation to describe the basic rules of Basketball and safety measures to be considered for the game. In groups learners form teams and are given a chance to use the acquired skills and techniques in game situations under the supervision of the teacher. 	<p>Observe</p> <ul style="list-style-type: none"> demonstration of the different basic skills of Basketball by the learner. application of safety precautions. application of the rules that govern Basketball. generic skills exhibited by learners during a game situation. <p>In a conversation</p> <ul style="list-style-type: none"> ascertain the impact of learners' input in relation to the final output as they perform the skill. ask learners to describe the measures put in place to ensure a safe environment for play. <p>Product</p> <ul style="list-style-type: none"> Proper execution of basic skills in hockey. Application of rules and regulations of Basketball during a game situation.

SENIOR 3: TERM 1

Theme: Games

TOPIC 3.4: BASIC SKILLS IN RUGBY

12 PERIODS

Competency: The learner creates improvised equipment for Rugby, performs basic skills and applies the acquired skills in a game situation.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
<p>The learner should be able to:</p> <ol style="list-style-type: none"> make improvised equipment for Rugby using local materials. (s, gs,v,a) execute basic skills used in Rugby with application of the safety precautions. (s) understand the skills, safety precautions and rules considered in the game of Rugby. (u) apply the basic skills of Rugby in mini-game situations. (s,a) display aspects of teamwork, companionship, leadership, decision-making and judgment in relation to the game of Rugby. (gs, s,v,a) 	<ul style="list-style-type: none"> In small groups, learners are guided to collect local materials and make improvised equipment for Rugby (balls) which can be used for practice. In groups of 4-6, learners are guided to practice the following basic skills used in Rugby <ul style="list-style-type: none"> variations of throwing and catching passing and its variations line out and its variation tackling and its variation kicking and its variation In small groups, using their prior interface with Rugby, learners are guided to discuss and make a presentation to describe the basic rules of Rugby and safety measures to be considered for the game. In groups learners form teams and are given a chance to use the acquired skills and techniques in game situations under the supervision of the teacher. 	<p>Observe</p> <ul style="list-style-type: none"> demonstration of the different basic skills of Rugby by the learner. application of safety precautions. application of the rules that govern Rugby. generic skills exhibited by learners during a game situation. <p>In a conversation</p> <ul style="list-style-type: none"> ascertain the impact of learners' input in relation to the final output as they perform the skill. ask learners to describe the measures put in place to ensure a safe environment for play. <p>Product</p> <ul style="list-style-type: none"> Proper execution of basic skills in Rugby. Application of rules and regulations of Rugby during a game situation.

SENIOR 3: TERM 1

Theme: Games

TOPIC 3.5: BASIC SKILLS IN HOCKEY

12 PERIODS

Competency: The learner creates improvised equipment for Hockey, performs basic skills and applies the acquired skills in a game situation.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
<p>The learner should be able to:</p> <ol style="list-style-type: none"> make improvised equipment for Hockey using local materials. (s,gs,v,a) execute basic skills used in Hockey with application of the safety precautions. (s) understand the skills, safety precautions and rules considered in the game of Hockey. (u) apply the basic skills of Hockey in mini-game situations. (s, a) display aspects of teamwork, companionship, leadership, decision-making and judgment in relation to the game of Hockey. (gs, s) 	<ul style="list-style-type: none"> In small groups, learners are guided to collect local materials and make improvised equipment for Hockey (balls, sticks, goal posts) which can be used for practice. In pairs, learners are guided to practice the following basic skills in Hockey: <ul style="list-style-type: none"> stance, grips, position of ball, left and right hand lunge, front or straight tackle, circular tackle, triangular tackle, scoop, flick and push. passing: pushing, hitting In small groups, using their prior interface with Hockey, learners are guided to discuss and make a presentation to describe the basic rules of Hockey and safety measures to be considered for the game. In groups learners form teams and are given a chance to use the acquired skills and techniques in game situations under the supervision of the teacher. They should reflect on their progress as they develop better skills. 	<p>Observe</p> <ul style="list-style-type: none"> demonstration of the different basic skills of hockey by the learner. application of safety precautions. application of the rules that govern hockey. generic skills exhibited by learners during a game situation. <p>In a conversation</p> <ul style="list-style-type: none"> ascertain the impact of learners' input in relation to the final output as they perform the skill. ask learners to describe the measures put in place to ensure a safe environment for play. <p>Product</p> <ul style="list-style-type: none"> Proper execution of basic skills in hockey. Application of rules and regulations of hockey during a game situation.

SENIOR 3: TERM 1

Theme: Games

TOPIC 3.6: BASIC SKILLS IN CRICKET

12 PERIODS

Competency: The learner creates improvised equipment for Cricket, performs basic skills and applies the acquired skills in a game situation.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
<p>The learner should be able to:</p> <ol style="list-style-type: none"> make improvised equipment for Cricket using local materials. (s,gs,v,a) execute basic skills used in Cricket with application of the safety precautions. (s) understand the skills, safety precautions and rules considered in the game of Cricket. (u) apply the basic skills of Cricket in mini-game situations. (s,a) display aspects of teamwork, companionship, leadership, decision-making and judgment in relation to the game of Cricket. (gs, s,a,v) 	<ul style="list-style-type: none"> In small groups, learners are guided to collect local materials and make improvised equipment for Cricket (balls, bats, guards) which can be used for practice. As a class, learners take a guided tour around a Cricket facility if possible and make a close study of the equipment used in cricket. In manageable groups, learners practice the following basic skills and techniques in cricket: <ul style="list-style-type: none"> batting bowling: underarm action wicket keeping Under the teacher's guidance, learners learn about and then display etiquette and rehearse terminologies used in cricket. In small groups, using their prior interface with Cricket, learners are guided to discuss and make a presentation to describe the basic rules of Cricket and safety measures to be considered for the game. In groups learners form teams and are given a chance to use the acquired skills and techniques in game situations under the supervision of the teacher. They should watch each other play, using critical judgement to suggest improvements in performance. 	<p>Observe</p> <ul style="list-style-type: none"> demonstration of the different basic skills of Cricket by the learner. application of safety precautions. application of the rules that govern Cricket. generic skills exhibited by learners during a game situation. <p>In a conversation</p> <ul style="list-style-type: none"> ascertain the impact of learners' input in relation to the final output as they perform the skill. ask learners to describe the measures put in place to ensure a safe environment for play. <p>Product</p> <ul style="list-style-type: none"> Proper execution of basic skills in Cricket. Application of rules and regulations of Cricket during a game situation.

SENIOR 3: TERM 1

Theme: Games

TOPIC 3.7: BASIC SKILLS IN BADMINTON

12 PERIODS

Competency: The learner creates improvised equipment for Badminton, performs basic skills and applies the acquired skills in a game situation.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
<p>The learner should be able to:</p> <ol style="list-style-type: none"> make improvised equipment for Badminton using local materials. (s, gs,v,a) execute basic skills used in Badminton with application of the safety precautions. (s) understand the skills, safety precautions and rules considered in the game of Badminton. (u) apply the basic skills of Badminton in mini-game situations. (s,a) display aspects of teamwork, companionship, leadership, decision-making and judgment in relation to the game of Badminton. (gs,s,,v,a) 	<ul style="list-style-type: none"> In small groups, learners are guided to collect local materials and make improvised equipment for Badminton (shuttle cocks, nets) which can be used for practice. In manageable groups, learners undertake a task of setting up a badminton court using improvised materials. In manageable groups learners observe and practice the basics of shuttle cock and racket handling, racket grips for forehand and backhand. In pairs, learners observe and practice the following basic skills of Badminton: <ul style="list-style-type: none"> sweeps: forward sweep, backward sweep serve: low, forearm, backhand, flick, drive net play/net shots: hair pin In small groups, using their prior interface with Badminton, learners are guided to discuss and make a presentation to describe the basic rules of Badminton and safety measures to be considered for the game. In groups learners form teams and are given a chance to use the acquired skills and techniques in game situations under the supervision of the teacher. They should notice and discuss how badminton compares to other sports. 	<p>Observe</p> <ul style="list-style-type: none"> demonstration of the different basic skills of Badminton by the learner. application of safety precautions. application of the rules that govern Badminton. generic skills exhibited by learners during a game situation. <p>In a conversation</p> <ul style="list-style-type: none"> ascertain the impact of learners' input in relation to the final output as they perform the skill. ask learners to describe the measures put in place to ensure a safe environment for play <p>Product</p> <ul style="list-style-type: none"> Proper execution of basic skills in Badminton. Application of rules and regulations of Badminton during a game situation.

SENIOR 3: TERM 1

Theme: Games

TOPIC 3.8: BASIC SKILLS OF TABLE TENNIS

12 PERIODS

Competency: The learner creates improvised equipment for Table tennis, performs basic skills and applies the acquired skills in a game situation.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
<p>The learner should be able to:</p> <ol style="list-style-type: none"> make improvised equipment for Table tennis using local materials. (s, v,gs,a) execute basic skills used in Table tennis with application of the safety precautions. (s, v) understand the skills, safety precautions and rules considered in the game of Table tennis. (u) apply the basic skills of Table tennis in mini-game situations. (s, a) display aspects of teamwork, companionship, leadership, decision-making and judgment in relation to the game of Table tennis. (gs, a, vs) 	<ul style="list-style-type: none"> In small groups, learners are guided to collect local materials and make improvised equipment for Table tennis (balls, bats, nets) which can be used for practice. In manageable groups, learners undertake a task of setting up a Table for playing the game using improvised material within the school. In manageable groups, learners observe and practice the basics of ball and bat handling, bat grips for forehand and backhand. In pairs, learners practice the following basic skills used in Table tennis: <ul style="list-style-type: none"> service reception forward and backward sweep net play In small groups, using their prior interface with Table tennis, learners are guided to discussion and make a presentation to describe the basic rules of Table tennis and safety measures to be considered for the game. In groups, learners form teams and are given a chance to use the acquired skills and techniques in game situations under the supervision of the teacher. They should discuss the difference and challenges of playing individually and in a pair. 	<p>Observe</p> <ul style="list-style-type: none"> demonstration of the different basic skills of Table tennis by the learner. application of safety precautions. application of the rules that govern Table tennis. generic skills exhibited by learners during a game situation. <p>In a conversation</p> <ul style="list-style-type: none"> ascertain the impact of learners' input in relation to the final output as they perform the skill. ask learners to describe the measures put in place to ensure a safe environment for play. <p>Product</p> <ul style="list-style-type: none"> Proper execution of basic skills in Table tennis. Application of rules and regulations of Table tennis during a game situation.

SENIOR 3: TERM 2

Theme: Theory and Practice of Physical Education

TOPIC 3.9: MEDIA AND SPORTS

12 PERIODS

Competency: The learner understands the relationship between sports and media so as to make analyses of contemporary issues in sports.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
<p>The learner should be able to:</p> <ol style="list-style-type: none"> know the various types of media presentation. (k, u) understand the positive influences and the drawbacks of media coverage on sports. (u) assess the impact of television on sport. (u, gs) analyse the contemporary issues affecting sports. (u, gs) 	<ul style="list-style-type: none"> In groups, learners are guided to discuss various types of media presentation such as: television, films, radio, newspapers, magazines and telecommunication. Through discussion groups, learners are guided to expand on the following positive influences of media coverage on sports; <ul style="list-style-type: none"> Media promotes sports. More people can see and read about sports. The media creates sports stars who have both positive and negative influence on youngsters. Media can influence sports in a variety of ways such as:-attracting sponsorship, improving facilities, training and equipment. Learners in their groups carry out a discussion and write up their ideas, focusing on the following drawback of media coverage on sports: <ul style="list-style-type: none"> The effect that pressure has on managers and teams to do well in sports. The effect on players who adopt a win at all cost attitude, rather than play or enjoyment, which might involve cheating and the use of drugs. The criticality of media on referees/ official decisions. Learners carry out a search on the impact of television on sport in relation to for example; <ul style="list-style-type: none"> the impact of sports analysis. the different means the TV companies uses to add interest for the viewers. In small groups, learners explore how contemporary issues such as AIDS and climate change affect sports and identify other contemporary issues in sports. 	<p>Task learners to choose a sport of their interest and design the different media presentations that can be used to broadcast it.</p> <p>Observe</p> <ul style="list-style-type: none"> generic skills; teamwork, tolerance, respect, collective responsibility, confidence and self- esteem. focus of the discussion on the task. active participation. <p>In a conversation probe learners to check</p> <ul style="list-style-type: none"> response given by the learner from their brainstorming. relevancy of the questions and responses raised by the learners <p>Product</p> <p>A presentation.</p>

SENIOR 3: TERM 2

Theme: Aesthetics

TOPIC 3.10: BASIC STEPS OF AEROBICS

20 PERIODS

Competency: The learner performs basic Aerobics skills and appreciates its the importance as a form of exercise that keeps the body active and healthy.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
<p>The learner should be able to:</p> <ol style="list-style-type: none"> understand the concept of aerobics and appreciate the value of aerobics for healthy living and the importance of developing such skills. (u, k) perform aerobics exercises in an aerobics class. (s) identify the benefits of performing aerobics with awareness of safe practices. (u,a) 	<ul style="list-style-type: none"> Learners are introduced to the meaning of aerobics through various descriptions and examples. They should relate it to other physical activities that they know. Learners are guided to discuss to what constitutes Aerobics and the benefits of engaging in aerobic activities. Individual learners are asked to outline the equipment and costumes that they would use to ensure safe and enjoyable participation in aerobics classes. In groups learners are guided to execute the following basic steps of aerobics; <ul style="list-style-type: none"> match thin, match wide, side step single and double, heel tap 4 count steps: A-step, Basic left, Basic right, Charleston, Diagonal, Grapevine, Hop Turn, Jumping Jack, Mambo cha-cha-cha, Reverse Turn, Reverse V-step, Tap Up, Turn-step, V-step. Learners practice the basic skills with simple musical melodies. Learners are guided to execute the following arm movements in aerobics individually and in small groups; <ul style="list-style-type: none"> Alternating Bicep Curls, Arm Circles, Bicep Curls, Double Side Out, Frontal Pull, Frontal Raise, Hammer Curls, Lateral Raise. Learners practice combining arm and leg movements using simple musical melodies. Learners practice following rhythm as they use various arm and leg movements. They should critically consider their own performances in order to ascertain their progress. 	<p>Task the learners to</p> <ol style="list-style-type: none"> illustrate any two basic steps of aerobics. demonstrate a combination of any two steps with any appropriate hand movement. <p>Observe</p> <ul style="list-style-type: none"> performance of the different basic steps. coordination of the arms and legs. transition between different basic steps. matching the activity with rhythm. <p>In a conversation ask learners about the changes in their body during aerobics.</p> <p>Product</p> <p>Well-coordinated performance of floor aerobics which can be recorded in a video.</p>

SENIOR 3: TERM 2

Theme: Aesthetics

TOPIC 3.11: WATER SAFETY AND BASIC SWIMMING SKILLS

20 PERIODS

Competency: The learner performs water safety and basic swimming skills that can be used for one’s wellbeing.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
<p>The learner should be able to:</p> <ol style="list-style-type: none"> understand the concept water safety and swimming. (u, k) perform various skills in building confidence in water. (s) perform various floatation techniques while in water. (s) observe the safety measures and rules governing swimming pools. (s, gs) appreciate the relevance of water safety and swimming. (a) apply the learnt skills in mini swimming games. (s, gs) 	<ul style="list-style-type: none"> Learners are introduced to the concept of water safety through various descriptions and are guided in a tour to the swimming pool if possible to familiarize themselves with pool layout, personal hygiene, pool hygiene, safety measures and rules governing swimming pools. Under the close observation of the teacher, the learners are taken through and given time to practice the water confidence activities; <ul style="list-style-type: none"> entry and exit procedures, walking, ducking, breathing, opening eyes. Under the close observation of the teacher, the learners are taken through and given time to practice the following floatation techniques: <ul style="list-style-type: none"> mushroom float, frontal float, back float, support float, dog paddle, frontal and back glides. In groups, learners are engaged in a discussion to brainstorm the relevance of water safety and swimming to an individual. In small groups, learners participate in a set of mini swimming games set by the teacher. 	<p>Task learners to</p> <ul style="list-style-type: none"> illustrate the skills involved in building confidence in water. demonstrate any two floatation skills that they are confident with. <p>Observe</p> <ul style="list-style-type: none"> learner’s confidence in water. the body alignment while performing the skills. consciousness for safety. <p>Product</p> <p>Proper execution of the floatation skills with confidence in water which can be recorded in a video where possible.</p>

SENIOR 3: TERM 2

Theme: Athletics

TOPIC 22.1: DEVELOPMENT OF JUMPING SKILLS

16 PERIODS

Competency: The learner applies jumping skills and techniques to perform at events in athletics as well as in other physical activities in daily life.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
<p>The learner should be able to:</p> <ol style="list-style-type: none"> set up the jumping area for horizontal and vertical jumps using improvised material. (s, gs,s,v,a) make jumping tools and equipment using improvised materials. (gs, s) interpret the rules that govern vertical and horizontal jumping events in Athletics. (u) perform the techniques used in horizontal jumping events. (s) perform the techniques used in vertical jumping events. (s) observe safety while performing the jumping events. (s,v) 	<ul style="list-style-type: none"> In groups, learners use previous knowledge to make jumping materials to set up the areas for performing horizontal and vertical jumps. Learners are guided through the rules that govern horizontal and vertical jumps. Learners are guided to set starting marks and practice the approach phase, takeoff and landing phase as used in horizontal jumps. Learners observe and practice the following flight techniques used in long jump while observing safety. <ul style="list-style-type: none"> hang hitch-kick Learners develop their ability to complete a long jump using a flight technique of their choice while observing safety and the rules. Learners observe and practice the 'hop' - 'step' - 'jump' sequence as used in Triple jump while observing safety and rhythm. Learners perform with increasing accuracy a complete triple jump following the sequence, safety and rules. Learners are guided to set starting marks and practice the approach phase and take off phase as used in vertical jumps. Learners are taken through drills to practice bar clearance and landing using the Fosbury flop flight technique. Learners practice and demonstrate a complete high jump using the Fosbury flop flight technique while observing safety and the rules. Learners are guided to practice the following basics of performing pole vault: <ul style="list-style-type: none"> grip running approach takeoff basic flight landing on feet 	<p>Task learners to</p> <ol style="list-style-type: none"> demonstrate the hitch-kick technique in long jump. illustrate the Fosbury-flop technique in high jump. illustrate pole handling and take off as used in pole vault. <p>Observe learners' performance taking note of the following</p> <ul style="list-style-type: none"> phases of the jumps proper take off proper landing appropriate flight grip of the pole <p>Product of the performance should be recorded.</p> <p>Make use of rubric to grade the learners accordingly.</p>

SENIOR 3: TERM 3

Theme: Theory and Practice of Physical Education

TOPIC 3.13: PE AND SPORTS AT NATIONAL AND INTERNATIONAL LEVEL

10 PERIODS

Competency: The learner understands the historical trend, development and organization of Physical Education and sports at national and international level.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
<p>The learner should be able to:</p> <ol style="list-style-type: none"> understand the role of sports in educational institutions. (u) know the competitions that are organized at school levels, national and international level understand the value of community participation and courtesy in the community. (k) articulate the value of continental competitions. (u, gs,a) appreciate the role of international competitions in fostering world peace. (u) understand the origin and importance of Olympic Games. (u) 	<ul style="list-style-type: none"> With guidance from the teacher learners prepare presentations illustrating the value of school's sports to the student, school, and society. Learners are guided to carry out some research to develop a chart showing competitions organized at different levels of education, national and international level. In groups learners discuss sports competitions that are organized in Africa under headings such as sports involved, timing, venue, how to enter, etc. Include regional competitions. Learners are supported to trace the origin of the Commonwealth Games to the former British Empire. Support students to identify world competitions other than the Olympic Games and enumerate the conditions under which these competitions are held. Learners form groups and debate the value of international competitions. Through research learners are guided to briefly trace the origin of the modern Olympic Games, describing differences and similarities between ancient and modern Games. 	<p>Task the learners to</p> <ul style="list-style-type: none"> write a letter to primary pupils' parents/ guardians explaining why they should allow their children to take part in PE lessons and school sports competitions. prepare and organize a class debate on the Unit "Organizing Continental competitions is a waste of resources". write an essay on how international sports competitions can be used to identify regions without peace. form groups and debate on the Unit: "Should Olympic Games be abolished". <p>Observe</p> <ul style="list-style-type: none"> generic skills; teamwork, communication, presentation respect, collective responsibility, confidence and self-esteem. focus of the discussions and debates on the task. active participation. <p>In a Conversation probe learners to check</p> <ul style="list-style-type: none"> response given by the learner from their brainstorming. relevancy of the questions and responses raised by the learners <p>Product</p> <p>Presentations, debate write ups.</p>

SENIOR 3: TERM 3

Theme: Theory and Practice of Physical Education

TOPIC 3.14: FITNESS TESTING AND TRAINING

14 PERIODS

Competency: The learner performs fitness activities and understands how to test and train for ones' wellbeing.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
<p>The learner should be able to:</p> <ol style="list-style-type: none"> perform training exercises for various specific components of fitness. (s) understand the principles of training. (u) design a program that can be used to improve performance using the basic principles of training. (u, s) carry out tests for both health related and skill related fitness. (s) perform exercises that test health of the back, health related and skill related fitness. (s) appreciate the value of maintaining body hygiene (a,v) 	<ul style="list-style-type: none"> Learners observe and practice exercises that can be used to improve the specific components of physical fitness: <ul style="list-style-type: none"> health related: cardio respiratory, flexibility, muscular strength, muscular endurance, body composition. skill related: speed, power agility, coordination, balance, reaction time Learners are guided to discuss the meaning of fitness training and to describe the principles of training that are mainly used to improve performance. In groups, learners carry out some research in order to explore how to improve performance based on the basic principles of training and make a presentation of their findings in class. Learners in their groups are guided to design a fitness training program based on what they have learnt and prepare a presentation for the rest of the class. Learners observe and are given time to practice the various exercises that can be used to test one's health related and skill related fitness. In groups learners are guided to measure each other's Body Mass Index (BMI) in relation to personal fitness and in a discussion suggest ways in which personal fitness can be maintained Learners test their fitness levels, keeping records of findings and devise ways of maintaining their fitness for lifelong wellbeing. 	<p>Task the learners to choose one component of skill-related physical fitness and:</p> <ol style="list-style-type: none"> demonstrate exercises that can be used to improve it. illustrate how that component can be tested for fitness. <p>Observe learners active participation accuracy of exercises generic skill used. In a conversation probe learner to ascertain their understanding and choices made.</p> <p>Product should be a demo of the correct exercise and test which should be recorded</p>

SENIOR 3: TERM 3

Theme: Games

TOPIC 3.15: INTERMEDIATE SKILLS IN RUGBY

12 PERIODS

Competency: The learner performs intermediate skills in Rugby, designs simple training sessions and applies the skills acquired in a game situation.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
<p>The learner should be able to:</p> <ol style="list-style-type: none"> apply basic skills and tactics in game situation in Rugby.(s) perform and develop intermediate Rugby skills and integrate them in game situations, recognizing the sense of belonging gained from participation in games. (s,a) develop body conditioning through various training drills. (s) design a suitable program for a Rugby training session. (gs, s,u) understand how to prevent and deal with injuries in Rugby game situations. (u, s) 	<ul style="list-style-type: none"> In small teams, learners practice the basic skills used in Rugby. Learners are guided to practice the following intermediate skills in rugby <ul style="list-style-type: none"> rucking and its variation mauling and its variation the Scrum and its variation In small groups, learners are guided to identify the playing positions and players roles in the respective playing positions. In manageable groups, learners practice suitable activities to enhance their physical fitness to play Rugby. In a guided discussion, learners interpret the rules and regulations of the game. In groups, learners design training sessions and practice them with colleagues. In groups learners use the knowledge of first aid and demonstrate how to deal with injuries that are common in Rugby. 	<p>Observe</p> <ul style="list-style-type: none"> demonstration of the different intermediate skills of Rugby by the learner. application of safety precautions. application of the rules that govern Rugby. generic skills exhibited by learners during a game situation. <p>In a conversation</p> <ul style="list-style-type: none"> ascertain the impact of learners' input in relation to the final output as they perform the skills. ask learners to describe the measures put in place to ensure a safe environment for play. <p>Product</p> <ul style="list-style-type: none"> Proper execution of Intermediate skills in Rugby. Application of rules and regulations of Rugby during a game situation.

SENIOR 3: TERM 3

Theme: Games

TOPIC 3.16: INTERMEDIATE SKILLS IN HOCKEY

12 PERIODS

Competency: The learner performs intermediate skills in Hockey, designs simple training sessions and applies the skills acquired in a game situation.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
<p>The learner should be able to:</p> <ol style="list-style-type: none"> perform intermediate Hockey skills and integrate them in game situations. (s) develop body conditioning through various training drills. (s) design a suitable program for a Hockey training session. (gs, s,u) apply basic skills and tactics in game situation in Hockey. (s) understand how to prevent and deal with injuries in Hockey game situations. (u, s) 	<ul style="list-style-type: none"> Learner are guided to practice the following intermediate skills in Hockey: <p>Ball control:</p> <ul style="list-style-type: none"> dribbling, use of both stick and reverse stick, side stick and reverse stick. <p>Dodging and tackling:</p> <ul style="list-style-type: none"> scoop dodge, right dodge, left dodge, square dodge <p>Scoring and goal keeping</p> In manageable groups, learners practice suitable activities to enhance their physical fitness to play Hockey. Learners are guided to practice the principles of play in defense and attack in game situations. In small set teams, learners practice the learnt skills using mini games; using small sided conditioned games in teams of 6 and 9, learners practice mini hockey for 6 Vs 6, 9 Vs 9 while others take turns in officiating roles. In a guided discussion, learners interpret the rules and regulations of the game. In groups, learners design training sessions and practice them with colleagues, evaluating as they go along, their effectiveness. In groups learners use the knowledge of first aid and demonstrate how to deal with injuries that are common in Hockey. 	<p>Observe</p> <ul style="list-style-type: none"> demonstration of the different intermediate skills of Hockey by the learner. application of safety precautions. application of the rules that govern Hockey. generic skills exhibited by learners during a game situation. <p>In a conversation</p> <ul style="list-style-type: none"> ascertain the impact of learners' input in relation to the final output as they perform the skills. ask learners to describe the measures put in place to ensure a safe environment for play. <p>Product</p> <ul style="list-style-type: none"> Proper execution of Intermediate skills in Hockey. Application of rules and regulations of Hockey during a game situation.

SENIOR 3: TERM 3

Theme: Games

TOPIC 3.17: INTERMEDIATE SKILLS IN CRICKET

12 PERIODS

Competency: The learner performs intermediate skills in Cricket, designs simple training sessions and applies the skills acquired in a game situation.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
<p>The learner should be able to:</p> <ol style="list-style-type: none"> apply basic skills rules and tactics in game situation in Cricket. (s) perform intermediate Cricket skills and integrates them in game situations.(s) develop body conditioning through various training drills. (s) design a suitable program for a Cricket training session. (gs, s,u) understand how to prevent and deal with injuries in Cricket game situations. (u,s) 	<ul style="list-style-type: none"> In small teams, learners are given a chance to practice the skills in minicricket games while the other group members take officiating roles: umpiring applying rules and signals. clerks scoring and keeping records. As a class, learners assess the ground, set the play area for cricket game and identify areas that may need special care and maintenance. In groups, learners practice the following intermediate skills and techniques in Cricket: <ul style="list-style-type: none"> batting fielding bowling: over arm action wicket keeping In manageable groups, learners practice suitable activities to enhance their physical fitness to play Cricket. Under the teacher's guidance, learners explore different ways of applying scientific principles in skill development such as spins: top, side, down spins. In groups, learners design training session and practice them with colleagues, evaluating the effectiveness of their programs as they go along. In groups learners use the knowledge of first aid and demonstrate how to deal with injuries that are common in Cricket. 	<p>Observe</p> <ul style="list-style-type: none"> demonstration of the different intermediate skills of Cricket by the learner. application of safety precautions. application of the rules that govern Cricket. generic skills exhibited by learners during a game situation. <p>In a conversation</p> <ul style="list-style-type: none"> ascertain the impact of learners' input in relation to the final output as they perform the skills. ask learners to describe the measures put in place to ensure a safe environment for play. <p>Product</p> <ul style="list-style-type: none"> Proper execution of Intermediate skills in Cricket. Application of rules and regulations of Cricket during a game situation.

SENIOR 3: TERM 3

Theme: Games

TOPIC 3.18: INTERMEDIATE SKILLS IN BASKETBALL

12 PERIODS

Competency: The learner performs intermediate skills in Basketball, designs simple training sessions and applies the skills acquired in a game situation.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
<p>The learner should be able to:</p> <ol style="list-style-type: none"> apply basic skills rules and tactics in game situation in Basketball. (s) perform intermediate Basketball skills and integrates them in game situations. (s) develop body conditioning through various training drills. (s) design a suitable program for a Basketball training session. (gs, s,u) understand how to prevent and deal with injuries in Basketball game situations. (u,s) 	<ul style="list-style-type: none"> In small groups, learners are given time to practice the basic skills used in basketball following the rules of the game. Learners are guided to practice the following intermediate skills: <p>Ball control</p> <ul style="list-style-type: none"> types of dribble passing special attention to stance, footwork, ball position, heights, arms. feinting/dodging. <p>Shooting</p> <ul style="list-style-type: none"> jump shot, hook shot lay-up shot, set-shot and free throw/ jump shot. <p>Rebounding</p> <ul style="list-style-type: none"> under the teacher’s guidance, learners practice drills for skill development aimed at mastery of the intermediate skills. as a class, learners go through a set of conditioning and physical fitness development activities. learners are guided through set drills for developing accurate shooting under defense and in free throw. in manageable groups, learners practice suitable activities to enhance their physical fitness to play Basketball. in groups, learners design training session and practice them with colleagues. in groups learners use the knowledge of first aid and demonstrate how to deal with injuries that are common in Basketball. 	<p>Observe</p> <ul style="list-style-type: none"> demonstration of the different intermediate skills of Basketball by the learner. application of safety precautions. application of the rules that govern Basketball. generic skills exhibited by learners during a game situation. <p>In a conversation</p> <ul style="list-style-type: none"> ascertain the impact of learners’ input in relation to the final output as they perform the skills. ask learners to describe the measures put in place to ensure a safe environment for play. <p>Product</p> <ul style="list-style-type: none"> Proper execution of Intermediate skills in Basketball. Application of rules and regulations of Basketball during a game situation.

SENIOR 3: TERM 3

Theme: Games

TOPIC 3.19: INTERMEDIATE SKILLS IN BADMINTON

12 PERIODS

Competency: The learner performs intermediate skills in Badminton, designs simple training sessions and applies the skills acquired in a game situation.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
<p>The learner should be able to:</p> <ol style="list-style-type: none"> apply basic skills rules and tactics in game situation in Badminton. (s) perform intermediate Badminton skills and integrates them in game situations. (s) develop body conditioning through various training drills. (s) design a suitable program for a Badminton training session. (gs, s,u) understand how to prevent and deal with injuries in Badminton game situations. (u, s) 	<ul style="list-style-type: none"> Learners play mini games to apply the basic skills and rules of the game. Learners are paired and on a mini defined court, practice proper footwork on court in preparation for a service and in action during play. In pairs learners observe and practice the following intermediate skills in Badminton: <ul style="list-style-type: none"> smash: forehand, backhand, around. clears: overhead, underarm, attacking clear, defensive clear. drop shots: slow, fast, forearm, backhand, around the head. drive: forehand, backhand. Net play/net shots: net kill, net lift. On mini set courts, players are introduced to game play for singles and doubles with emphasis on the display of the skills as well as following rules during play. In pairs, learners take roles in officiating the games in the mini competitions. In manageable groups, learners practice suitable activities to enhance their physical fitness to play Badminton. In groups, learners design training session and practice them with colleagues, consider the impact of their designs on performance. In groups learners use the knowledge of first aid and demonstrate how to deal with injuries that are common in Badminton. 	<p>Observe</p> <ul style="list-style-type: none"> demonstration of the different intermediate skills of Badminton by the learner. application of safety precautions. application of the rules that govern Badminton. generic skills exhibited by learners during a game situation. <p>In a conversation</p> <ul style="list-style-type: none"> ascertain the impact of learners' input in relation to the final output as they perform the skills. ask learners to describe the measures put in place to ensure a safe environment for play. <p>Product</p> <ul style="list-style-type: none"> Proper execution of Intermediate skills in Badminton. Application of rules and regulations of Badminton during a game situation.

SENIOR 3: TERM 3

Theme: Games

TOPIC 3.20: INTERMEDIATE SKILLS IN TABLE TENNIS

12 PERIODS

Competency: The learner performs intermediate skills in Table tennis, designs simple training sessions and applies the skills acquired in a game situation.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
<p>The learner should be able to:</p> <ol style="list-style-type: none"> apply basic skills rules and tactics in game situation in Table tennis. (s) perform intermediate Table tennis skills and integrate them in game situations. (s) develop body conditioning through various training drills. (s) design a suitable program for a Table tennis training session. (gs, s,u) understand how to prevent and deal with injuries in Table tennis game situations. (u, s) 	<ul style="list-style-type: none"> Learners are paired and on a mini table, practice proper footwork around the table in preparation for a service and in action during play. On mini tables, players are introduced to game play. Emphasis is put on the display of the skills as well as following rules during play. In pairs learners observe and practice the following intermediate skills in Table tennis <ul style="list-style-type: none"> spins smash shots: near net, wings, far net play Learners form teams, organize and run mini tournaments. Different learners take roles in officiating the games in the tournament. In manageable groups, learners practice suitable activities to enhance their physical fitness to play Table tennis. In groups, learners design training sessions and practice them with colleagues, considering the effectiveness of their sessions on performance in games. In groups learners use their knowledge of first aid to demonstrate how to deal with injuries that are common in Table tennis. 	<p>Observe</p> <ul style="list-style-type: none"> demonstration of the different intermediate skills of Table tennis by the learner. application of safety precautions. application of the rules that govern Table tennis. generic skills exhibited by learners during a game situation. <p>In a conversation</p> <ul style="list-style-type: none"> ascertain the impact of learners' input in relation to the final output as they perform the skills. ask learners to describe the measures put in place to ensure a safe environment for play. <p>Product</p> <ul style="list-style-type: none"> Proper execution of Intermediate skills in Table tennis. Application of rules and regulations of Table tennis during a game situation.

SENIOR 4: TERM 1

Theme: Theory and Practice of Physical Education

TOPIC 4.1: HEALTH, PHYSICAL ACTIVITY AND STRESS MANAGEMENT

12 PERIODS

Competency: The learner understands the importance of physical exercises in maintaining a stress free and healthy body and mind.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
<p>The learner should be able to:</p> <ul style="list-style-type: none"> a. illustrate the different ways that they can keep healthy including by performing physical exercises to improve personal fitness. (u, s) b. perform physical exercises to manage stress and emotions. (s,a) c. understand the different applications of different fitness components in daily life.(u) d. engage in fitness exercises for lifelong well-being. (s,v,a) 	<ul style="list-style-type: none"> • Guide the learners to take each of the well-being terms mentioned below and explain in more detail what they think they mean; <ul style="list-style-type: none"> - physical wellbeing - mental wellbeing - social wellbeing - fitness and health • Each learner designs an individual plan on how to keep active and health and indicates how to practice the activities in their plan. • In groups, learners do a research on lifestyles that cause emotional stress, write a report and share their findings. • In groups, learners discuss and generate ideas why stress management helps one to keep healthy. • Learners are guided to practice physical activities that can help one to relax and manage stress. • Learners use physical rehearsals as a way of releasing tension. 	<p>Task learners to develop a training session with activities that they think can be used by a student to manage stress/ emotions. And in a write-up explain how the suggested activities contribute to stress management.</p> <p>Observe the learners’ performance noting</p> <ul style="list-style-type: none"> • generic skills of creativity, team work, leadership, respect. • appropriateness of activities chosen. <p>In a conversation</p> <ul style="list-style-type: none"> • ascertain the impact of learners’ input in relation to the final output as they perform the skill. • ask learners to describe the measures put in place to ensure a safe environment for play. <p>Product</p> <ul style="list-style-type: none"> • Proper execution lifesaving skills

SENIOR 4: TERM 1

Theme: Aesthetics

TOPIC 4.2: INTERMEDIATE SKILLS IN AEROBICS

20 PERIODS

Competency: The learner performs intermediate aerobics skills, and applies these skills in designing and conducting sessions for healthy living.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
<p>The learner should be able to:</p> <ol style="list-style-type: none"> perform basic aerobics movements with higher level of mastery during aerobics sessions. (s) perform intermediate aerobic steps and arm movements in aerobics. (s) display the advanced movement skills in aerobics sessions while exhibiting strength, flexibility and endurance. (s,u) plan and conduct aerobics sessions. (s,gs) 	<ul style="list-style-type: none"> In small groups, learners are given turns to run aerobics session using basic aerobics moves. Learners observe and practice the following intermediate steps of aerobics individually and in small groups; 8 & 16 count steps: I-step, K-step, L-step, Repeater, Rocking Horse, Split Basic, Straddle, T-step, X-step, Y-step, Z-step. Learners are guided to practice the following arm movements in aerobics individually and in small groups; arm movements: low row, overhead press, overhead pull, pec press, slice, shoulder punch, triceps kickbacks, up-right row. As a class, learners are guided on the components of an aerobics session. In small groups, learners draft a plan to conduct aerobics. They should critically evaluate the quality of each other's aerobics sessions. 	<p>Ask learners to</p> <ol style="list-style-type: none"> illustrate intermediate movement skills on rhythm. exhibit the physical fitness qualities of strength, flexibility, ability and endurance while performing advanced aerobics. display aesthetic quality, positive attitude towards participation in advanced aerobics. design a plan for aerobics and execute it. <p>Observe the learners' performance and keep a record of their progression.</p> <p>Probe learners in a conversation to ascertain their understanding of the relevance of the different movements.</p>

SENIOR 4: TERM 1

Theme: Aesthetics

TOPIC 4.3: SWIMMING TECHNIQUES

20 PERIODS

Competency: The learner performs various swimming strokes and observes safety measure while in water.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
<p>The learner should be able to:</p> <ol style="list-style-type: none"> apply the basic water movements while in water. (s) perform basic swimming strokes. (s) observe safety while in water. (s,gs) 	<ul style="list-style-type: none"> Learners are taken through and given time to practice the basic arm and leg movements in Front crawl. In manageable groups, learners are taken through drills of breathing while swimming the Front crawl. Learners are taken through and given time to practice the basic arm and leg movements in Breast stroke. In manageable groups, learners are taken through drills of breathing while swimming the Breast stroke. Learners are taken through and given time to practice the basic arm and leg movements in Back stroke. In manageable groups, learners are taken through drills of body alignment, arm and leg actions in Back stroke. Learners should be given the opportunity to watch others swim in order to learn from the swimming styles and strengths of others. 	<p>Ask learners to</p> <ol style="list-style-type: none"> illustrate the basic arm and leg movement in Front crawl and Breast stroke display breathing in swimming the Front crawl and Breast strokes. demonstrate different types of dives. execute the Breast swimming stroke. <p>Observe the learners' performance and keep a record of their progression.</p>

SENIOR 4: TERM 1

Theme: Athletics

TOPIC 4.4: DEVELOPMENT OF THROWING SKILLS

16 PERIODS

Competency: The learner applies throwing skills and techniques to perform the throwing events in athletics as well as in other physical activities in daily life.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
<p>The learner should be able to:</p> <ol style="list-style-type: none"> set up the throwing area for throws using improvised material. (s,gs,s,v,a) apply rules for the throws through officiating. (s,v) perform intermediate skills in javelin. (s) perform intermediate skills in hammer. (s) officiate the throws using the basic rules and regulations, developing intermediate skills across all ball games. (s) 	<ul style="list-style-type: none"> In groups, learners use previous knowledge to make throwing materials and to set up the areas for performing throws Learners are guided through the rules that govern throws. Learners listen, observe and then practice activities involving manipulation of missile, strength in arms and legs, coordination, gliding, hip twist (torque), recovery, etc. Learners are guided to throw in the circle emphasizing proper hold and placement of missile in the groove of the neck and gliding. Learners listen, observe and practice activities involving manipulation of missile, turning, co-ordination, hip torque, recovery, side on throw etc. Learners put the shot using the O'Brien technique and throw the discus using one turn. Learners are guided to practice and demonstrate the 5-step whole sequence throws in javelin throw. Learners are guided to practice and demonstrate the Heel-toe turn (one turn) with 2-3 swings in hammer throw. Learners interpret and apply the rules during throwing events. Learners are assigned roles to officiate any throwing events. 	<p>Learners can</p> <ol style="list-style-type: none"> illustrate the 5-step rhythm in Javelin throw. illustrate the single turn rotational technique in Discus throw. demonstrate the heel-toe turn in hammer throw. outline the regulations followed while officiating any throwing event of your choice. <p>Observe the learners' performance and keep a record of their progression.</p> <p>Probe learners in a conversation to ascertain their understanding of the relevance of the different movements.</p>

SENIOR 4: TERM 2

Theme: Theory and practice of Physical Education

TOPIC 4.5: ACCESS TO SPORTS

12 PERIODS

Competency: The learner understands the relevance of improved and equal access to sports.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
<p>The learner should be able to:</p> <ol style="list-style-type: none"> understand the availability and access of different sports to the various groups of people in the community. (u) advocate for the right to sports and play for all. (s,v,a) develop ways of ensuring growth in facilities with access for participants/ performers with disabilities as well as women. (s,gs) promote the relevance of sports in improving status of women in recent years. (gs, u,s,a) design simple sports sessions to engage community. (s, gs) engage in Community awareness creation on the importance of an active lifestyle. (gs,v,a) 	<ul style="list-style-type: none"> In small groups, learners make a survey and document the available sports activities for different people in the community: special needs, children, youths, adults, and the old. Learners, in a guided discovery, recognize the notion that sport should be accessible to all, irrespective of race, colour, gender, religious beliefs or disability. In a class discussion, learners address the different pointers to discrimination such as access to sports equipment and play areas, access to the sports teachers and coaches, access to sportswear, frequency of sports trips and competitions. As a class, learners identify some women sports personalities and discuss how sports has impacted on their status. In groups, each designs a set of activities to form an inclusive sports session for their community. After the sessions, learners can suggest ways in which sports can contribute to the development of their community. In small groups, learners produce articles for the school magazine or notice board highlighting the importance of an active lifestyle for all. 	<p>Task learners to</p> <ol style="list-style-type: none"> present a write-up of the status of sports access to different groups of people in their community. justify the need for sports for all people in the community. give ways in which a named discriminatory pointer can be addressed to enable access to sports for all. explain ways in sports can improve the status of women. state ways in which sports contributes to community development. <p>Observe the participation of learners and the use of generic skills.</p> <p>Probe with conversations to ascertain their understanding.</p> <p>Products should be write-ups, presentations, articles or posters where applicable.</p>

SENIOR 4: TERM 2

Theme: Theory and Practice of Physical Education

TOPIC 4.6: PHYSICAL EDUCATION AND SPORTS FOR PEACE AND DEVELOPMENT

16 PERIODS

Competency: The learner understands the role of PE and sport in promoting Peace and Development.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
<p>The learner should be able to:</p> <ol style="list-style-type: none"> understand the meaning of the peace and development. (u) analyse the various ways that PES can be used to promote Development. (u,gs) Understand the core values of sportsmanship that make sport a valuable method for promoting peace. (u,gs) engage in physical activities that can be used to promote peace. (s,gs) design activities that can be used to promote peace. (gs, s) 	<ul style="list-style-type: none"> Learners brainstorm and come up with the meaning of peace and development. Learners in pairs identify the different ways that PES has promoted development in Uganda. In their groups, learners are guided through discussion to propose other ways that PES can be used to promote Development. Learners refer to previous lesson on agreeable behavior and identify the core values of sportsmanship that make sport a valuable method for promoting peace. Learners are guided through activities that can be used to promote Peace. In groups learners design activities that can be used to promote Peace in various categories of vulnerability such as Refugees, Ghetto/slum areas. With reference to their communities learners in their groups design activities that can promote peace. 	<p>Task the learners to design activities that can be used to promote Peace among youth in Refugee camps.</p> <p>Observe the learners' performance noting</p> <ul style="list-style-type: none"> generic skills of creativity, team work, leadership, respect. appropriateness of activities chosen. <p>Engage learners in conversation to ascertain their understanding.</p> <p>Keep a record of the learner's performance.</p>

SENIOR 4: TERM 2

Theme: Aesthetics

TOPIC 4.7: VARIATION IN AEROBICS SESSIONS

20 PERIODS

Competency: The learner performs aerobics sessions using steps and moves from traditional dances and manages an aerobics session.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
<p>The learner should be able to:</p> <ol style="list-style-type: none"> perform a complete aerobics session. (s, gs,) integrate traditional dance steps and moves into Aerobics and fitness sessions. (s, gs, u) manage aerobics demonstrations at school level in a safe environment. (gs,s) design unique aerobics sessions for fitness training. (s, gs) 	<ul style="list-style-type: none"> Learners take turns to demonstrate and lead an aerobics session. In small groups, learners make a selection of steps and moves from Ugandan traditional dances and match them to form an Aerobics session. Learners in their groups can then practice the traditional move aerobic sessions that they formed. In groups, learners make an integration of traditional dance moves into the classical ones forming full sessions at different levels and intensities. In groups, learners are given tasks to execute in regard to the management of the displays: set up of the activity area, sound system, selection of music, management of the stage. Different groups form teams, and organize competitive displays while other learners take roles in officiating the displays. Learners take on a project to design an aerobics session for fitness building of their choice. 	<p>Task the learners to</p> <ol style="list-style-type: none"> run an aerobics session using selected traditional moves and steps. create a mixed aerobics session using both traditional and classical steps. explain the rules and regulations governing displays. <p>Observe the learners' performance noting</p> <ul style="list-style-type: none"> generic skills of creativity, team work, leadership, respect. rhythmic floor of the movements. <p>Engage learners in conversation to ascertain their understanding</p> <p>Keep a record of the learner's performance</p>

SENIOR 4: TERM 2

Theme: Aesthetics

TOPIC 4.8: LIFESAVING TECHNIQUES IN SWIMMING

20 PERIODS

Competency: The learner performs the life saving techniques and applies these techniques while observing their own safety in water.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
<p>The learner should be able to:</p> <ol style="list-style-type: none"> perform the basic skills involved in life saving in a water environment. (s) apply the skill of life saving as a rescue technique to ensure water safety. (s,u) demonstrate how to identify a case that requires lifesaving skill for rescue. (u, s, gs) apply knowledge and skills of water survival and rescue tactics. (s, gs,) 	<ul style="list-style-type: none"> Learners then observe and practice basics of lifesaving using different objects such as life rings. Learners observe and practice the life-saving strokes and techniques of back stroke and side stroke. In a discussion, learners are guided to brainstorm on the meaning of life saving and the relevance of learning life saving techniques in water. In groups, learners are guided through a discussion on the various lifesaving skills that can be used to ensure watersafety. Learner are guided to identify cases in water that require life saving for rescue. In small groups, the learners are guided through and given time to practice survival swimming techniques namely; survival float, relaxation, water treading, swimming and undressing in water. Learners are engaged in drills to practice dives for dodging and in pairs, they work together and practice deep water bobs and rehearse the lifesaving skills using any stroke and technique of their choice. 	<p>Observe</p> <ul style="list-style-type: none"> demonstration of the lifesaving skills by the learner. application of safety precautions. generic skills exhibited by learners. <p>In a conversation</p> <ul style="list-style-type: none"> ascertain the impact of learners' input in relation to the final output as they perform the skill. ask learners to describe the measures put in place to ensure a safe environment for play. <p>Product</p> <ul style="list-style-type: none"> Proper execution lifesaving skills.

SENIOR 4: TERM 3

Theme: Aesthetics, Athletics and Games

TOPIC 4.9: PRACTICAL ASSESSMENT IN PHYSICAL EDUCATION

20 PERIODS

Competency: The learner displays understanding and skills acquired from the practical activities in Athletics, Aesthetics and Games.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
The learner should be able to: a. demonstrate his/her understanding, knowledge and skills acquired in running, jumping and throwing events	<ol style="list-style-type: none"> 1. Learner demonstrates skills of running, jumping and throwing 2. Learner identifies the tools and equipment used for running, jumping and throwing events 3. Learner describes the rules and regulations followed in the running jumping and throwing events 4. Learner explains the safety precautions that should be considered for running jumping and throwing events 	<ul style="list-style-type: none"> • Observe and keep a record each learners' performance • Oral responses of the learners should be graded and a record of their performance made • The products of the learners performances should be recorded in a video for further reference
The learner should be able to: b. Demonstrate his/her understanding, knowledge and skills in the activity chosen from Aesthetics	<ol style="list-style-type: none"> 1. Learner illustrates the skills in the chosen activity 2. Learner describes the activity chosen from Aesthetics 3. Learner mentions the rules and safety precautions followed while playing the chosen activity 4. Learner explains the relevancy of the chosen activity to their daily life 	
The learner should be able to: c. Demonstrate his/her understanding, knowledge and skills in the two activities chosen from Games	<ol style="list-style-type: none"> 1. Learner illustrates the skills in the chosen activities 2. Learner demonstrates the intermediate skills used in the chosen activities 3. Learner describes the activities chosen from Games 4. Learner outlines the rules and safety precautions followed while playing the chosen activities 5. Learner explains the relevancy of the chosen activities to their daily life 	

ASSESSMENT

Assessing the new expectations for learning

The new curriculum sets new expectations for learning, with a shift from Learning Outcomes that focus mainly on knowledge to those that focus on skills and deeper understanding. These new Learning Outcomes require a

It is not possible to assess attitudes in the same way as knowledge, understanding and skills because they are more personal and variable and are long-term aspirations. This does not mean that attitudes are not important. It means

different approach to assessment.

The “Learning Outcomes” in the syllabuses are set out in terms of Knowledge, Understanding, Skills, and Attitudes. This is what is referred to by the letters k, u, s, v/a

that we must value things that we cannot easily assess.

So this guidance booklet focuses on knowledge, skills and understanding. Each has its own implications for learning and assessment.

Knowledge	The retention of information.
Understanding	Putting knowledge into a framework of meaning – the development of a ‘concept’.
Skills	The ability to perform a physical or mental act or operation.
Values	The inherent or acquired behaviours or actions that form a character of an individual.
Attitudes	A set of emotions, beliefs or behaviours toward a particular object, person, thing or event.

To assess knowledge, skills and understanding we need to look for different things. Knowledge can be assessed to some extent through written tests, but the assessment of skills and deeper understanding requires different approaches. Because of this, the role of the teacher in assessment becomes much more important.

Knowledge

Knowledge is the easiest to assess because it is fairly straightforward to find out whether or not a learner has retained some information: a simple question can usually find this out. We ask them to name something, or state something, or label a diagram.

Understanding

Assessing deeper understanding is much more difficult, so we usually ask learners to explain, compare or outline a process. This can be done orally (in conversation) or in writing, and will give us some idea of the extent of their understanding.

Skills

Skills are the ability to perform a mental or physical operation, so we have to observe the skill being performed or look at the product, or outcome, of the skill; for example a piece of writing, a picture or diagram. Some skills, such as speaking or a physical education skill do not have a product so need to be observed.

Values and Attitudes

Values and Attitudes determine how we interact with others, working in a team, meeting deadlines, being self-driven, holding democratic values, and having respect for democracy, race, gender, disability, human dignity, culture, nation, life and social justice.

Examinations

There will be examinations or tests set at the end of every year. There will also be a summing up of on-going teacher assessments made in the context of learning.

Formative Assessment

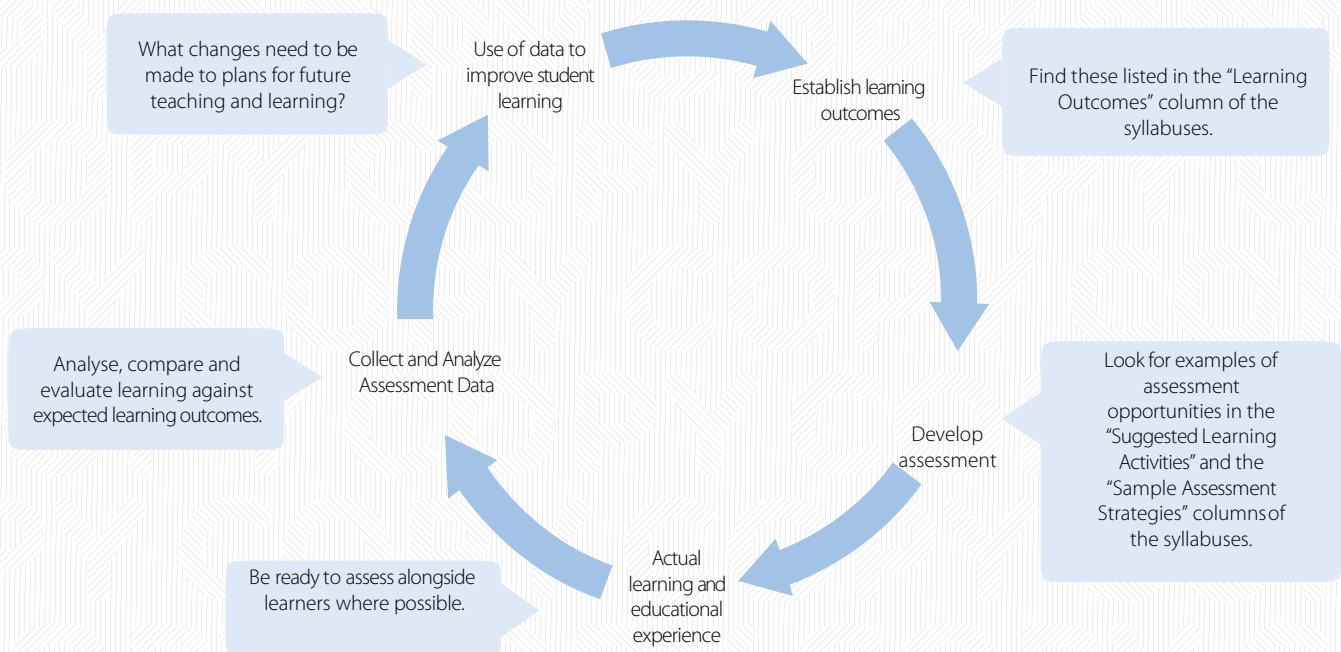
Assessments are used for a wide range of purposes in schools and education systems. Just as academic lessons have different functions, assessments are typically designed to measure specific elements of learning—e.g., the level of knowledge a student already has about the concept or skill the teacher is planning to teach or the ability to comprehend and analyze different types of texts and readings. This syllabus focusses on the evaluation of progressive day-to-day classroom learning; hence Formative Assessment. Formative assessment refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or activity.

The general purpose of formative assessment is to improve learning and achievement; give educators in-process feedback about what students are learning or not learning so that instructional approaches, teaching materials, and academic support can be modified accordingly. Formative assessments are usually not scored or graded, and they may take a variety of forms, from more formal quizzes and assignments to informal questioning techniques and in-class discussions with students.

The general goal of formative assessment is to collect detailed information that can be used to improve instruction and student learning while it's happening. What makes an assessment "formative" is not the design of a test, technique, or self-evaluation, per se, but the way it is used, that is, to inform in-process teaching and learning modifications.

If assessment is to make a difference to teaching and learning, then teachers must use the information they gain from assessment to make some change to the teaching and learning process. The changes that can be made include decisions about:

- What needs to be learned next
- Whether an element of the syllabus needs to be taught again in a different way
- Changing teaching approaches if necessary
- Identifying learners who need more support, or who are making exceptional progress
- Enabling learners to understand what they have to do to improve



FORMATIVE ASSESSMENT INVOLVES USING ALL PARTS OF THE CYCLE

ASSESSMENT

How do we find the opportunity to make formative assessments?

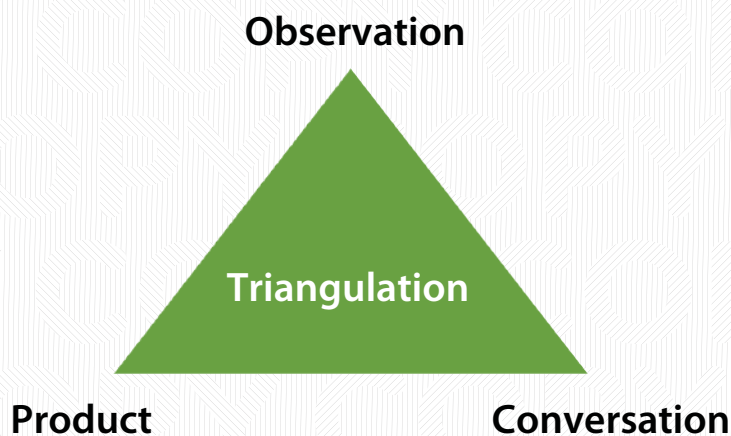
In the new curriculum, the teacher’s assessment role is not to write tests for learners, but to make professional judgements about learners’ learning in the course of the normal teaching and learning process. The professional judgement is about how far the learner meets the Learning Outcomes that are set out in this syllabus. To make these judgements the teacher needs to look at how well the learners are performing in terms of each Learning Outcome.

School-based formative assessment is a part of the normal teaching and learning process, and so the assessment opportunities will also occur during this normal process. It is not something that needs to be added on after learning; it is an integral part of it.

These opportunities occur in three forms and are often called:

- Observation – watching learners working (good for assessing skills and values)
- Conversation – asking questions and talking to learners (good for assessing knowledge and understanding)
- Product – appraising the learner’s work (writing, report, translation, calculation, presentation, map, diagram, model, drawing, painting etc.). In this context, a “product” is seen as something physical and permanent that the teacher can keep and look at, not something that the learner says.

When all three are used, the information from any one can be checked against the other two forms of assessment opportunity (e.g. evidence from “observation” can be checked against evidence from “conversation” and “product”). This is often referred to as “triangulation”.



Triangulation of assessment opportunities

To find these opportunities, look at the syllabus topics. These set out the learning that is expected and give ‘Sample Assessment Strategy’, and in doing so they contain a range of opportunities for the three forms of assessment.

Generic Skills

The Generic Skills have been built into the syllabuses and are part of the Learning Outcomes. It is therefore not necessary to assess them separately. It is the increasingly complex context of the subject content that provides progression in the Generic Skills, and so they are assessed as part of the subject Learning Outcomes.

Attitudes

It is not possible to assess attitudes in the same way as knowledge, understanding and skills because they are more personal and variable and are long-term aspirations. This does not mean that attitudes are not important. It means that we must value things that we cannot easily assess.

Record keeping

Keeping detailed records of learners' individual progress is always difficult with very large numbers of pupils. For the purposes of school-based formative assessment, it is not even always necessary to keep such detailed records anyway. If feedback is given immediately and action is taken, then learning is changed and the record would soon become out of date and redundant.

Most formative class-based assessments are dynamic in that they feed straight back into the teaching and learning process. Therefore, detailed records of these are not appropriate.

What is needed is record of assessments of learners' learning made in terms of each Topic or unit. This means recording the on-going summative assessments of each unit. There is no need to make separate records of each of the Learning Outcomes because this would be very time-consuming and

also unnecessary. It is much more useful to make an overall assessment about whether or not each learner met the Learning Outcomes for each Topic as a whole.

Each Topic is made up of a number of Learning Outcomes. Therefore, teachers need to consider all the Learning Outcomes when making an overall judgement about the topic as a whole. It is not always necessary for every individual Learning Outcome to be achieved for the topic as a whole to be achieved. This will vary with the subject and topic.

By looking at the Learning Outcomes within each topic, it is possible to identify four broad groups of learners in terms of their achievements:

Descriptor
No Learning Outcome (LO) achieved
Some LOs achieved, but not sufficient for overall achievement
Most LOs achieved, enough for overall achievement
All LOs achieved – achievement with ease

ASSESSMENT

These overall assessments should be made on the basis of the many formative assessments that the teacher has made during the course of teaching the topic. If teachers have been working with the learners over the course of the topic, they will be able to make a broad judgment about which learners have achieved or have failed to achieve the topic's overall Learning Expectation. These "Authentic Assessments" will be more valid and valuable than a test set by the school.

Recording these overall assessments will be simple, manageable and yet valuable, and can be recorded on a sheet such as the one below in which the categories are indicated with a number.

Although a very simple process, these four categories will give rich data when a comparison is made between the learners in

each category for different subjects and topics. They will also identify easily those learners who need extra support or who may not be ready to move on to the next grade at the end of a year.

If records are kept of the learning outcomes of each syllabus topic through the year, then there will be no need for an end of year test. Teachers will already have a record of those learners who have met the learning outcomes, and those who have not done so. Therefore, teachers will know if there were any learners not ready to progress to the next grade.

An overall record should be made of the individual topic assessments by subject in terms of the 4 descriptors. If numbers (0-3) are used as identifiers, then it will be possible to arrive at an overall number for a year by aggregating the identifiers for each topic.

Descriptor	Identifier
No Learning outcome achieved	0
Some LOs achieved, but not sufficient for overall achievement	1
Most LOs achieved, enough for overall achievement	2
All LOs achieved – achievement with ease	3

In the example below, the table shows the end-of-unit assessment for six learners.

Physical Education										
	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10
Learner A	3	3	2	3	3	3	3	2	3	3
Learner B	2	2	3	2	3	2	2	2	3	2
Learner C	1	1	2	1	1	2	2	3	2	3
Learner D	1	1	2	1	1	2	1	1	2	1
Learner E	0	1	2	1	0	1	0	1	1	1
Learner F	0	0	1	0	0	1	0	0	1	0

This method will give much more information than using a tick. For example, at a glance it can be seen that learners A & B are achieving much higher than learners E & F. It can be seen that Learner C has improved during the year. We can even see that more learners achieved success in Topic 9 than Topic 7.

All of this is very valuable assessment information and can be used to improve learning.

This summative teacher assessment will contribute 20% to the final grade of the School Leaving Certificate as elaborated in the Assessment Framework.

Glossary of Key Terms

TERM	DEFINITION
Competency Curriculum	One in which learners develop the ability to apply their learning with confidence in a range of situations.
Differentiation	The design or adaptation of learning experiences to suit an individual learner's needs, strengths, preferences, and abilities.
Formative Assessment	The process of judging a learner's performance, by interpreting the responses to tasks, in order to gauge progress and inform subsequent learning steps.
Generic skill	Skills which are deployed in all subjects, and which enhance the learning of those subjects. These skills also equip young people for work and for life.
Inclusion	An approach to planning learning experiences which allows each student to feel confident, respected and safe and equipped to learn at his or her full potential.
Learning Outcome	A statement which specifies what the learner should know, understand, or be able to do within a particular aspect of a subject.
Process Skill	A capability acquired by following the programme of study in a particular Subject; enables a learner to apply the knowledge and understanding of the Subject.
Sample Assessment Strategy	A strategy which gives a learner the opportunity to show the extent to which she has achieved the Learning Outcomes. This is usually part of the normal teaching and learning process, and not something extra at the end of a topic.
Suggested Learning Activity	An aspect of the normal teaching and learning process that will enable a formative assessment to be made.



National Curriculum Development Centre
Ministry of Education and Sports,
P.O. Box 7002, Kampala, Uganda

Website: www.ncdc.go.ug