

REPUBLIC OF GHANA
MINISTRY OF EDUCATION SCIENCE AND SPORTS



Republic of Ghana

TEACHING SYLLABUS FOR PHYSICAL EDUCATION
(JUNIOR HIGH SCHOOL 1 - 3)

Enquiries and comments on this syllabus should be addressed to:

The Director
Curriculum Research and Development Division (CRDD)
P. O. Box 2739
Accra
Ghana.

September, 2007

TEACHING SYLLABUS FOR PHYSICAL EDUCATION (JUNIOR HIGH SCHOOL 1 – 3)

RATIONALE FOR TEACHING PHYSICAL EDUCATION

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

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

This syllabus places premium on mass participation of pupils in games and sports, rather than on competitive sports which is one aspect of the total Physical Education programme. The coverage or scope of the syllabus is therefore that of “width” rather than of “depth” in which case a few pupils are always selected and trained in sporting activities to represent the school. The syllabus has been designed to promote inclusive education. No child should be left out of Physical Education activities for any reason other than temporary ones.

GENERAL AIMS

The syllabus is designed to help the pupil to:

1. participate in regular physical activity for a healthy life
2. develop interest in participating in games and sports.
3. develop a healthy spirit for competitive sports.
4. develop mental, moral and social skills.
5. become a self-reliant and confident person.

SCOPE OF CONTENT

The syllabus covers the three-year period of JHS 1 – 3 and embraces the following:

- i) Athletics
- ii) Games
- iii) Gymnastics and Dance
- iv) Physical Fitness

Athletics

Athletics includes running (sprinting, hurdling, middle distance and long distance races); jumping (long jump, triple jump, pole vault and high jump), and throwing (shot put and javelin). Rules should be taught alongside practical lessons.

Games

Young people enjoy playing and games provide excellent opportunity for pupils to learn through play and games. Seven games have been included in the syllabus, namely Football, Volleyball, Netball, Tennis, Table Tennis, Handball and Wrestling. Complex activities that prepare the pupil to participate fully in the games are to be introduced. Rules should be taught alongside practical lessons.

Gymnastics and Dance

Gymnastics covers learning locomotor and non-locomotor skills in a formal way. Gymnastics includes vaulting, diving, floor work, rhythmic gymnastics and rolling.

Participation in movement activities forms the basis for dance. Every pupil must therefore be encouraged to practice traditional and social dances.

Physical Fitness

Objectives dealing with issues on Physical fitness seek to develop health-related fitness. It comprises activities involving jogging, walking, stretching, conditioning and exercising all body parts. It is recommended that the activities should be done twice a term to bring the needed effect. Teachers are encouraged to substitute activities to bring variety.

PRE-REQUISITE SKILLS

The pre-requisite for Physical Education in JHS in addition to the recommendations in the UNESCO Charter, is that the pupil should have gone through the Physical Education programme at the primary school, and should have developed appropriate movement skills in running, jumping, throwing, playing and in basic gymnastics activities, as the necessary skills for continuing physical education development at JHS.

The pupils have moved from the Primary School to the Junior High School with acquired basic movement skills, and are more co-ordinated than before. There is therefore an increase in the potential to acquire more complex and sophisticated skills in movement and in sport play. The Physical Education program at this level should, to a large extent, be a continuation of the Upper Primary School activities. However, focus should now be shifted towards a greater degree of sophistication of skill development through the use of a variety of activities. Because this period is the age of rapid physical growth, challenging activities that provide the opportunity for the development of interpersonal relationship should be offered. Emphasis should also be shifted more towards team spirit or interpersonal social growth.

ORGANIZATION OF THE SYLLABUS

The syllabus has been structured to cover each of the three years of JHS 1 – 3. Each year's work consists of a number of sections with each section comprising a number of activities. Activities under the various sections in a term should be re-arranged in teacher's scheme of work to bring about variations in activities.

The summary of the Physical Education syllabus is presented in the following pages.

STRUCTURE AND ORGANISATION OF THE SYLLABUS

JHS 1		JHS 2		JHS 3	
<u>TERM 1</u>		<u>TERM 1</u>		<u>TERM 1</u>	
<u>SECTION 1</u>	ATHLETICS (p. 1-3)	<u>SECTION 1</u>	ATHLETICS (p. 23-24)	<u>SECTION 1</u>	ATHLETICS (p. 44)
ACTIVITY 1	Sprinting	ACTIVITY 1	Pole Vaulting	ACTIVITY 1	Finishing Races
ACTIVITY 2	Relay Racing (Non-Visual Baton Change)	ACTIVITY 2	Race Walking	ACTIVITY 2	Running over obstacles
ACTIVITY 3	Long Jump (sail)				
ACTIVITY 4	Shot Put (Standing Throw)	<u>SECTION 2</u>	INTRODUCTION TO GAMES (p. 25-27)	<u>SECTION 2</u>	GAMES (p. 45-46)
		ACTIVITY 1	Football (Soccer) (a) Trapping (b) Dribbling (c) Tackling	ACTIVITY 1	Wrestling (a) Foot-and-Arm Work (b) Side Throw
<u>SECTION 2</u>	GAMES (p.4-5)				
ACTIVITY 1	Football (Soccer) (a) Passing (b) Trapping	ACTIVITY 2	Volleyball (a) Service (b) Spike (c) Block	ACTIVITY 2	Tennis (Service)
ACTIVITY 2	Volleyball (a) Under Arm Serve (b) Over Arm (Overhead Serve)				

JHS 1		JHS 2		JHS 3	
SECTION 3	GYMNASTICS AND DANCE (p. 6-7)	SECTION 3	GYMNASTICS AND DANCE (p. 28)	SECTION 3	GYMNASTICS AND DANCE (p. 47-48)
ACTIVITY 1	Floor Activities (a) Astride Vault (b) Arab Spring into Backward Roll	ACTIVITY 1	Artistic Activities (a) With Ball (b) With Stick	ACTIVITY 1	Artistic Activities (a) Through Vault (b) Combined Skills Running over obstacles
ACTIVITY 2	Dance				
SECTION 4	PHYSICAL FITNESS (p. 8)	SECTION 4	PHYSICAL FITNESS (p. 29)	SECTION 4	PHYSICAL FITNESS (p. 49)
ACTIVITY 1	Fitness Walk	ACTIVITY 1	Circuit Training	ACTIVITY 1	Fitness Walk
<u>TERM 2</u>		<u>TERM 2</u>		<u>TERM 2</u>	
SECTION 2	ATHLETICS (P.9-10)	SECTION 1	ATHLETICS (p. 30-31)	SECTION 1	ATHLETICS (p. 50)
ACTIVITY 1	Javelin Throw	ACTIVITY 1	Triple Jump	ACTIVITY 1	Pole Vault Javelin
ACTIVITY 2	High Jump (Straddle)	ACTIVITY 2	Pole Vault		
ACTIVITY 3	Relay Racing (Visual Baton Change)				

JHS 1		JHS 2		JHS 3	
SECTION 2	GAMES (p. 11-12)	SECTION 2	GAMES (p. 32-33)	SECTION 2	GAMES (p. 49)
ACTIVITY 1	Netball	ACTIVITY 1	Netball (a) Footwork (b) Basic Skills of Defence and Attack	ACTIVITY 1	Football (Soccer) (a) Tactics in Defence (b) Tactics in Attack
ACTIVITY 2	Table Tennis (a) The Loop (b) Doubles Game	ACTIVITY 2	Table Tennis (a) Attack (b) Defence		
SECTION 3	GYMNASTICS AND DANCE (p. 13-14)	SECTION 3	GYMNASTICS AND DANCE (p. 34-35)	SECTION 3	GYMNASTIC AND DANCE (p. 50-51)
ACTIVITY 1	Floor Activities (a) Forward Roll (b) Dive Forward Roll (c) Handstand	ACTIVITY 1	Rhythmic Activities Floor Work (Hoop tossing/Spinning)	ACTIVITY 1	(a) Rhythmic Activities (b) Figure Formation
ACTIVITY 2	Traditional Dance	ACTIVITY 2	Dance		
<u>TERM 4</u>	PHYSICAL FITNESS (p. 15)	SECTION 4	PHYSICAL FITNESS (p. 36)	SECTION 4	PHYSICAL FITNESS (p. 54)
ACTIVITY 1	Circuit Training	ACTIVITY 1	Fartlek	ACTIVITY 1	Fitness Jog

JHS 1		JHS 2		JHS 3	
<u>TERM 3</u>		<u>TERM 3</u>		<u>TERM 3</u>	GAMES (p. 55)
SECTION 1	ATHLETICS (p.16-17)	SECTION 1	ATHLETICS (p. 37)	SECTION 1	
ACTIVITY 1	Middle and Long Distance	ACTIVITY 1	Long Jump (Hang)	ACTIVITY 1	Triple Jump
ACTIVITY 2	Javelin Throw Five-Step Rhythm)	ACTIVITY 2	Shot Put	ACTIVITY 2	High Jump (Flop)
ACTIVITY 3	Shot Put				
ACTIVITY 4	Long Jump (Hang)				
SECTION 2	GAMES (p. 18-19)	SECTION 2	GAMES (p. 38-40)	SECTION 2	GAMES (p.56-57)
ACTIVITY 1	Handball (a) Throwing and Catching (b) Shooting	ACTIVITY 1	Football (Soccer) (a) Tackling (b) Kicking (c) Shooting	ACTIVITY 1	Football (Soccer) (a) Heading (b) Set Play (Corner Kicks) (c) Penalty Kick
ACTIVITY 2	Football (a) Goalkeeping (b) Trapping with In-Step of Foot	ACTIVITY 2	Handball (a) Dribbling and Passing (b) Shooting	ACTIVITY 2	Volleyball (a) Defence Formation (b) Attack Formation

JHS 1		JHS 2		JHS 3	
SECTION 3	GYMNASTICS AND DANCE (p. 20-21)	SECTION 3	GYMNASTICS AND DANCE (p. 41-42)	SECTION 3	GYMNASTICS AND DANCE (p. 58)
ACTIVITY 1	Floor Activities (a) Astride Vault (b) Dive forward roll into forward roll	ACTIVITY 1	Vaults (a) Through Vault (b) Vertical Astride Vault	ACTIVITY 1	Artistic and Rhythmic Displays
ACTIVITY 2	Social Dance	ACTIVITY 2	Long Jump (Hang)		
SECTION 4	PHYSICAL FITNESS (p. 22)	SECTION 4	PHYSICAL FITNESS (p. 43)	SECTION 4	PHYSICAL FITNESS (p. 59)
ACTIVITY 1	Fartlek	ACTIVITY 1	Fitness Jog	ACTIVITY 1	Circuit Training

TIME ALLOCATION

Physical Education is allocated two periods a week at the JHS level, with each period consisting of 35 minutes.

SUGGESTIONS FOR TEACHING THE SYLLABUS

This section explains the various concepts you will come across in using this syllabus.

PRIMARY 4		PRIMARY 5		PRIMARY 6	
SECTION 3	GYMNASTICS AND DANCE (p.40)	SECTION 3	GYMNASTICS AND DANCE (p.54)	SECTION 3	GYMNASTICS AND DANCE (p. 68)
ACTIVITY 1	Mass Gymnastics (Rhythmic Activities)	ACTIVITY 1	Mass Gymnastics (Figure/Object Formation)	ACTIVITY 1	Headstand
ACTIVITY 2	Floor Activities a. Handstand b. Cartwheel	ACTIVITY 2	Cartwheel	ACTIVITY 2	Traditional Dance

PRIMARY 4		PRIMARY 5		PRIMARY 6	
<u>TERM 3</u>		<u>TERM 3</u>		<u>TERM 3</u>	
SECTION 1	INTRODUCTION TO ATHLETICS (p.41)	SECTION 1	ATHLETICS (p.55)	SECTION 1	ATHLETICS (p. 69)
ACTIVITY 1	Relay Racing	ACTIVITY 1	Throwing Events a. Throwing b. Pushing	ACTIVITY 1	High Jump (Scissors Kick)
ACTIVITY 2	Vertical Jumps	ACTIVITY 2	High Jump a. Fosbury Flop b. Straddle	ACTIVITY 2	Javelin
ACTIVITY 3	Javelin				
SECTION 2	INTRODUCTION TO GAMES (p. 43)	SECTION 2	GAMES (p. 57)	SECTION 2	GAMES (p. 70)
ACTIVITY 1	Mini Football (Stationary Ball)	ACTIVITY 1	Handball	ACTIVITY 1	Table Tennis Forehand/Backhand
ACTIVITY 2	Mini Volleyball	ACTIVITY 2	Wrestling	ACTIVITY 2	Tennis a. Forehand b. Backhand
ACTIVITY 3	Mini Netball				
SECTION 3	GYMNASTICS AND DANCE (p. 44)	SECTION 3	GYMNASTICS AND DANCE (p. 58)	SECTION 3	GYMNASTICS AND DANCE (p.71)
ACTIVITY 1	Floor Activities (Combination of the Rolls)	ACTIVITY 1	Mass Gymnastics (Rhythmic Activities)	ACTIVITY 1	Combination of Headstand and Angle Headstand
ACTIVITY 2	Mass Gymnastics (Rhythmic Activities)	ACTIVITY 2	Arab Spring	ACTIVITY 2	Traditional Dance

TIME ALLOCATION

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

SUGGESTIONS FOR TEACHING THE SYLLABUS

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

General Objectives:

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

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

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

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

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

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

Column 3 – Points to Consider: The points to consider in the third column of the syllabus presents a selected body of information that you will need in teaching the particular activity. In some cases, the activity presented is quite exhaustive. In some other cases, you could add some more information to the activity presented.

Column 4 – Teaching and Learning Activities (T/LA): T/LA that will ensure maximum pupil participation in the lessons is presented in Column 4. Physical Education should be taught as physical activities. The T/LA prescribes the sequence for teaching the activities. Besides activities which form 80% of the syllabus, there are rules and other important facts and principles pupils should learn and understand. The pupil is also required at some points to be able to apply the knowledge gained in some particular situations. The dimensions of "Knowledge and Understanding", "Application of Knowledge" and "Practical Skills" have been given appropriate weights as indicated later.

Columns 5 – Evaluation: Suggestions and exercises for evaluating the lessons of each activity are indicated in Column 5. Evaluation exercises can be in the form of oral questions and other physical assignments aimed at ensuring that pupils have mastered what was taught in the practical lessons. The suggested evaluation tasks are not exhaustive. You are encouraged to develop other creative tasks to ensure that pupils have mastered the instruction implied in the specific

objectives of each activity. Physical Education is a competency based subject. This means you have to ensure that each pupil attains competency in each of the activity before progressing to the next activity.

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

DEFINITION OF PROFILE DIMENSIONS

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

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

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

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

Knowledge and Understanding (KU)

knowledge The ability to:
remember, recall, identify, define, describe, list, name, match, state principles, facts and concepts. Knowledge simply means the ability to remember or recall material already learned and constitutes the lowest level of learning.

understanding The ability to:
explain, summarise, translate, rewrite, paraphrase, give examples, generalize, estimate or predict consequences based upon a trend. Understanding is generally the ability to grasp the meaning of some material that may be verbal, pictorial, or symbolic.

Application of Knowledge (AK)

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

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

analysis	The ability to: break down material into its component parts; to differentiate, compare, distinguish, outline, separate, identify significant points, etc., recognize unstated assumptions and logical fallacies, recognize inferences from facts, etc.
synthesis	The ability to: put parts together to form a new whole. It involves the ability to combine, compile, compose, devise, plan, revise, design, organize, create, generate, discuss, etc.
evaluation	The ability to: appraise, compare features of different things and make comments or judgement, contrast, criticize, justify, support, discuss, conclude, make recommendations, etc. Evaluation refers to the ability to judge the worth or values of some material based on some criteria.

Practical skills (PS)

Practical skills refer to the psychomotor domain. This involves the demonstration of manipulative skills using tools, machines, equipment and practical physical activities to carry out operations and to solve practical problems or demonstrate some practice. The teaching and assessment of practical skills should involve projects, demonstrations, case studies and other creative practical tasks. Skills required for effective practical work in physical education are the following:

1. Equipment Handling
2. Observation and Imitation
3. Manipulation
4. Communication
5. Etiquette and Courtesy (Etiquette and Courtesy is an affective behaviour. It is added to “practical skills” for purposes of convenience. It is important that these attitudinal skills be developed by pupils as a prelude for curtailing and minimizing hooliganism in sports and games.

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

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

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

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

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

FORM OF ASSESSMENT

Physical Education is not expected to be formally examined. The assessment should therefore take the form of School-Based Assessment (SBA). Grading assessment in Physical Education should use simple descriptors of “Satisfactory” or “Unsatisfactory” as indicated in the chart below. A guideline to help the teacher obtain formative continuous information on pupils’ performance is indicated below.

DISTRIBUTION OF ASSESSMENT WEIGHTS

DIMENSION	GRADING SBA	REMARKS
KNOWLEDGE AND UNDERSTANDING	SATISFACTORY OR UNSATISFACTORY	SATISFACTORY = Demonstrates acceptable level of knowledge and understanding UNSATISFACTORY = Demonstrates unacceptable level of knowledge and understanding.
APPLICATION OF KNOWLEDGE	SATISFACTORY OR UNSATISFACTORY	SATISFACTORY = Demonstrates acceptable level of knowledge and attitudinal skills. UNSATISFACTORY = Demonstrates unacceptable level of knowledge and attitudinal skills.
PRACTICAL SKILLS	SATISFACTORY OR UNSATISFACTORY	SATISFACTORY = Performs the stated minimum targets with satisfaction. UNSATISFACTORY = Performs the stated minimum targets at unsatisfactory level.

JHS 1 - TERM 1

SECTION 1

ATHLETICS

General Objectives: The pupil will acquire basic skills in

1. shot put.
2. long jump.
3. sprinting.
4. baton change.

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 1</p> <p>SPRINTING</p>	<p>The pupil will be able to:</p> <p>1.1.1 sprint over a distance of 100m in 15-20 seconds and 200m in 35 seconds.</p> <p>1.1.2 Sprint starts (see page 45 of Primary Schools Syllabus)</p>	<p>Activities involving increasing stride length, high knee picking, arm swinging, body lean, foot action, etc.</p> <p>Activities involving reaction time</p> <ul style="list-style-type: none"> - signal runs - rats and rabbits 	<p>Teacher explains activities in Column 3.</p> <p>Teacher/pupil demonstrates. Pupils perform preliminary activities involving:</p> <ul style="list-style-type: none"> - increasing stride length and frequency - strength in the legs and shoulders - high knee picking - arm swinging - body lean - foot action - <p>Pupils in groups run 100m and 200m in not more than 15sec. and 35sec. respectively.</p> <p>Teacher explains activities in Column 3.</p> <p>Teacher/pupil demonstrates.</p>	<p>Pupils to run 100m in 15 seconds and 200m in 35-60 seconds taking off from the crouch position.</p>

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 2</p> <p>RELAY RACING (Non-Visual Baton Change)</p>	<p>The pupil will be able to:</p> <p>1.2.1 perform the non-visual baton change using the downward sweep.</p>	<p>Activities involving walking, jogging, and running, to hand over and receive the baton, check marks, arms swinging, knee picking, body lean, increasing stride length and frequency.</p>	<p>Pupils in groups run 100m and 200m in not more than 15sec. and 35sec. respectively.</p> <p>Teacher explains activities in Column 3. Teacher/pupil demonstrates.</p> <p>Pupils in groups, perform preliminary activities involving:</p> <ul style="list-style-type: none"> - walking, jogging and running to hand over and receive baton - taking check marks - strength in the legs and shoulders - arms swinging downwards to pass baton - high knee picking <p>Pupils in teams practise the baton change using the downward sweep.</p> <p>NB:</p> <p>(i) Teacher to emphasize receiver not looking back, the receiver's check mark and the baton hold.</p> <p>(ii) Teacher to guide pupils to practise their responsibilities as receivers and givers of the baton.</p>	<p>Pupils to run the 4 x 100m race using the downward sweep with dropping baton (non-visual).</p>
<p>ACTIVITY 3</p> <p>LONG JUMP (Sail)</p>	<p>1.3.1 perform the long jump over a distance of 3m using the sail technique.</p>	<p>Activities involving sprinting, single take-off, pedalling sitting in the air, landing.</p>	<p>Teacher explains activities in Column 3. Teacher/pupil demonstrates.</p> <p>Pupils practise preliminary activities involving</p> <ul style="list-style-type: none"> - sprinting - taking the check mark - single take-off - pedalling (running in the air) by hanging on a bar/jumping from the top of a bench/table. 	<p>Pupils perform the long jump over a distance of 2m-3m using the sail.</p>

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 4</p> <p>SHOT PUT (Standing Throw)</p>	<p>The pupil will be able to:</p> <p>1.4.1 put the shot from standing position over a distance of 4-6m.</p>	<p>Activities involving throwing objects with both hands overhead, from in front, behind, pushing objects on the side, waist twist, the hold, stance, release, recovery.</p>	<p>Teacher explains activities in Column 3.</p> <p>Teacher/pupil demonstrates.</p> <p>Pupils practise activities involving</p> <ul style="list-style-type: none"> - throwing objects with both hands overhead from in front - pushing on the side - pushing object from the shoulder forward <p>NOTE:</p> <p>Teacher to emphasize the</p> <ul style="list-style-type: none"> - stance - body form - the hold - release - recovery <p>Using appropriate weights.</p> <p>Pupils practise the shot put throw from standing position.</p>	<p>Pupils to put 2-4kg weights over 4-6m.</p>

JHS 1 - TERM 1

SECTION 3

GYMNASTICS AND DANCE

General Objectives: The pupil will

1. improve vaulting skills in gymnastics.
2. develop quality and co-ordination.
3. develop strength in the arms and legs.

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 1</p> <p>FLOOR ACTIVITIES</p> <p>a. Astride Vault</p> <p>b. Arab Spring into backward roll</p>	<p>The pupil will be able to:</p> <p>3.1.1 perform astride vault over partner with support.</p> <p>3.1.2 Perform combination of Arab spring and backward roll.</p>	<p>Activities involving double take-off and leg splitting over partners, landing, supporting, etc.</p> <p>Activities involving single take-off, taking body weight on arms, pushing body weight off ground, landing with feet together and back facing mat, falling backwards to roll over, etc.</p>	<p>Pupils are guided by the teacher to practise the following activities double take-off</p> <ul style="list-style-type: none"> - double take-off - leg splitting over partners - landing - supporting, etc. <p>Pupils in groups, perform astride vault over partners with support.</p> <p>Teacher to explain activities in Column 3.</p> <p>Pupils perform the following preliminary activities:</p> <ul style="list-style-type: none"> - strength in the arms and legs - single take-off - taking body weight on arms and jumping off the ground. - double landing - falling backward to roll over, etc. <p>Teacher assists pupils to perform Arab spring into backward roll.</p>	<p>Pupils to perform astride vault over partners.</p> <p>Pupils to perform Arab spring into backward roll.</p>

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
ACTIVITY 2 DANCE	The pupil will be able to: 3.2.1 demonstrate movements in some selected traditional dances of the locality.	Movements involving rhythmic movement, stretching, jumping, stamping, hopping, arm and leg movements, singing, drumming, etc.	Pupils individually and in groups, select traditional dances and perform the associated movements involving: <ul style="list-style-type: none"> - rhythmic movement - stretching - jumping - stamping - hopping - arm and leg movements - singing - drumming NOTE: Use an expert where necessary	

JHS 1 - TERM 1

SECTION 4

PHYSICAL FITNESS

General Objectives: The pupil will

1. acquire general body fitness.
2. develop cardiovascular endurance.
3. develop muscular endurance.

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 1</p> <p>FITNESS WALK</p> <p>(should be performed at the beginning and towards the end of the term)</p>	<p>The pupil will be able to:</p> <p>1.1.1 briskly walk continuously for 30 mins.</p>	<p>Activities involving brisk walking, body stretching, body parts exercises, singing, clapping, etc.</p>	<p>Teacher explains and demonstrates activities in Column 3.</p> <p>Pupils walk briskly and continuously for 30 mins, swinging arms across the body, keeping straight body, landing first on the heels, long strides, perform stretching exercises, perform body parts exercises, etc.</p> <p>NB: Teacher to monitor pupils.</p>	<p>Mini cross country walk covering 3000m.</p>

JHS 1 - TERM 2

SECTION 1

ATHLETICS

General Objectives: The pupil will acquire basic skills in

1. javelin throw.
2. high jump.
3. relay racing.

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 1</p> <p>JAVELIN THROW</p>	<p>The pupil will be able to:</p> <p>1.1.1 do the 3-step running rhythm and release the javelin over the shoulder.</p>	<p>Activities involving the hold, the carry, the withdrawal, running the 3-step rhythm and release of the javelin and the recovery.</p>	<p>Teacher demonstrates the hold and the carry of the javelin stick.</p> <p>Pupils walk, jog and run with javelin carried over the shoulder.</p> <p>Teacher guides pupils to throw the javelin over the shoulders using the 3-step running rhythm.</p> <p>Pupils to perform activities that will develop strength in the arms and shoulders, and co-ordination.</p>	<p>Pupils to perform the 3-step rhythm to release the javelin.</p>
<p>ACTIVITY 2</p> <p>HIGH JUMP (Straddle)</p>	<p>1.2.1 jump over a height of 1.0-1.2m using the straddle technique.</p>	<p>Activities involving single take-off, lifting own body, bar clearance and landing, strength in the legs, etc.</p>	<p>Teacher/pupil demonstrates activities in Column 3.</p> <p>Pupils perform activities involving</p> <ul style="list-style-type: none"> - approach run - take-off - lifting own body weight - bar clearance (turning body to face bar with abdomen) - landing 	<p>Pupils to jump over a height of 1.0-1.2m.</p>

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
ACTIVITY 2 (Cont'd) HIGH JUMP (Straddle)	The pupil will be able to:		Pupils practise jumping over heights using the straddle technique.	
ACTIVITY 3 RELAY RACING (Visual Baton Change)	1.3.1 perform the visual baton change.	Activities involving acceleration, arm stretching, handing over and receiving baton, watching incoming runner, cross step running, etc.	Teacher explains and demonstrates activities in Column 3. Pupils in groups, perform visual baton change involving the following activities <ul style="list-style-type: none"> - acceleration - arm stretching - cross step running - watching incoming runner 	Pupils in fours run the 4 x 200m using the visual baton change.

JHS 1 - TERM 2

SECTION 2

GAMES

General Objectives: The pupil will acquire basic skills in

1. netball
2. table tennis

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 1</p> <p>NETBALL</p>	<p>The pupil will be able to:</p> <p>2.1.1 shoot into the ring from inside the goal area.</p>	<p>Activities involving throwing, catching, shooting into ring from inside the goal area foot work, etc.</p>	<p>Teacher/pupil to demonstrate the shooting skill.</p> <p>Pupils stand in the goal area and shoot into the ring.</p> <p>Pupils in pairs, practise throwing and catching from the second-third and when they get into the goal area each of them shots into the ring.</p>	<p>Pupils to shoot from different angles within the goal area.</p>
<p>ACTIVITY 2</p> <p>TABLE TENNIS</p> <p>a. The Loop</p>	<p>2.2.1 perform the loop in table tennis.</p>	<p>Activities involving arm swing from below and cupped upwards, forehand and backhand loops to target areas, feet movement, body turns, etc.</p>	<p>Teacher explains activities in Column 3.</p> <p>Teacher/pupil to demonstrate the loop skill to target areas on the table.</p> <p>Pupils in pairs, perform the following activities.</p> <ul style="list-style-type: none"> - arm swinging from below and cupped - upwards, foot movement, - body turn - forehand and backhand loops to target areas on the table. 	<p>Pupils to perform the forehand and backhand loops to attack.</p>

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 2 (Cont'd)</p> <p>TABLE TENNIS</p> <p>b. Doubles Game</p>	<p>The pupil will be able to:</p> <p>2.2.2 combine with partner to play in a doubles game in table tennis.</p>	<p>Activities involving positional changes, footwork, body turns, arm swing, etc.</p>	<p>Teacher explains activities in Column 3.</p> <p>Pupils in groups, perform the following activities under teacher's guidance in a doubles' game</p> <ul style="list-style-type: none"> - footwork - positional changes - body turn - arm swing <p>NB: Teacher to guide pupils to practise their responsibilities as partners in doubles' game in table tennis.</p>	<p>Pupils to combine with partners in doubles game.</p>

JHS 1 - TERM 2

SECTION 3

GYMNASTICS AND DANCE

General Objectives: The pupil will

1. improve on gymnastics skills acquired.
2. appreciate other people's culture through traditional dances.

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 1</p> <p>FLOOR ACTIVITIES</p> <p>a. Forward Roll</p>	<p>The pupil will be able to:</p> <p>3.1.1 perform forward roll in succession.</p>	<p>Activities involving strength in the arms and neck, rolling body on mat, etc.</p>	<p>Teacher guides pupils to perform activities involving</p> <ul style="list-style-type: none"> - strength in the arms and neck - supporting body on arms - gradually bending elbow to absorb body's weight - rolling body with the back of the neck first touching the mat <p>Pupils practise forward roll in succession.</p> <p>Teacher to provide support to avoid injury.</p>	<p>Pupils to perform three forward rolls in succession.</p>
<p>b. Dive-forward Roll</p>	<p>3.1.2 Perform dive-forward roll over a pupil "on all fours".</p>	<p>Activities involving double take-off, diving over obstacles, taking body weight on arms, rolling onto the back, etc.</p>	<p>Teacher explains and demonstrates activities in Column 3.</p> <p>Teacher provides support for pupils to perform dive forward roll over a pupil "on all fours".</p>	<p>Pupils to perform dive forward roll over a pupils "on all fours".</p>

JHS 1 - TERM 2

SECTION 4

PHYSICAL FITNESS

General Objectives: The pupil will

1. develop muscular strength in legs and trunk.
2. develop cardiovascular endurance.
3. improve body posture.

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 1</p> <p>CIRCUIT TRAINING</p> <p>(should be performed at the beginning and towards the end of the term)</p>	<p>The pupil will be able to:</p> <p>1.1.1 perform three activities involved in circuit training in 10 mins.</p>	<p>Activities involve 5 scoring runs over 10m long, 5 half-squat jumps and 5 trunk curls.</p>	<p>Teacher explains and demonstrates activities in Column 3.</p> <p>Pupil starts from a circuit station, completes repetition, moves to another station and then to another station to complete a round.</p> <p>NB:</p> <p>(i) Circuit training comprises three rounds.</p> <p>(ii) Teacher to monitor and keep record of each pupil.</p>	<p>Pupils to perform circuit training in 10 mins.</p>

JHS 1 - TERM 3

SECTION 1

ATHLETICS

General Objectives: The pupil will

1. improve on middle and long distance running technique.
2. improve on Javelin throw technique.
3. acquire the glide technique in shot put.
4. acquire basic skills in triple jump.

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 1</p> <p>MIDDLE AND LONG DISTANCE</p>	<p>The pupil will be able to:</p> <p>1.1.1 run the 800m in 3-4 minutes and 1,500m in 6-7 minutes.</p>	<p>Activities involving endurance training, sprinting, relax running (pacing), running against resistance (e.g. hill running), etc.</p>	<p>Teacher to explain activities in Column 3 for pupils to practise along a designated route.</p> <p>NOTE: Route should be such that teacher can monitor pupils.</p>	<p>Pupils to run 800m in 3-4 minutes and 1,500m in 6-7 minutes.</p>
<p>ACTIVITY 2</p> <p>JAVELIN THROW (5-Step Rhythm)</p>	<p>1.2.1 perform the 5-step rhythm to release the missile over the shoulder.</p>	<p>Activities involving running, carrying, withdrawal, cross-stepping, foot planting, waist torque and release of javelin over the shoulder, wrist snapping, recovery, co-ordination, etc.</p>	<p>Teacher to explain and demonstrate activities in Column 3.</p> <p>Pupils practise activities involving 5-step running rhythm, carrying, withdrawal, cross stepping, waist torque, wrist snapping, foot planting and release over the shoulder, recovery, etc.</p> <p>Teacher guides pupils to combine all movements to throw to javelin.</p>	<p>Pupils to perform the 5-step rhythm to release the javelin.</p>

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 3</p> <p>SHOT PUT</p>	<p>The pupil will be able to:</p> <p>1.3.1 perform the glide within the shot put circle and release light objects.</p>	<p>Activities involving dragging of feet within the short put circle, planting and turning of foot, (pivoting), waist torque, putting, throwing lighter objects (e.g. stones, coconut, orange, recovery, etc).</p>	<p>Teacher to explain and demonstrate activities in Column 3.</p> <p>Using oranges, coconut, lemon, grape fruit, stones, etc. pupils perform activities involving dragging of foot, planting and turning of foot (pivoting), waist torque, putting the weight, recovery, etc.</p> <p>Teacher to identify left handed throwers (if any) and place them accordingly.</p> <p>Teacher guides pupils to perform the glide within the short put circle and release orange, coconut, stones, etc.</p>	<p>Pupils to perform the glide within the shot put circle radius 1.0675m and diameter of 2.135m.</p>
<p>ACTIVITY 4</p> <p>LONG JUMP (The hang)</p>	<p>1.4.1 take 7-step approach run, take-off on the same take-off foot, step and jump into the pit.</p>	<p>Activities involving running, single take-off, hanging in the air, landing, balancing, etc.</p>	<p>Teacher to demonstrate activities in Column 3.</p> <p>Guide pupils to perform the following preliminary activities:- running, stepping, single take-off, jumping, balancing, etc.</p> <p>Pupils run to take-off from a board 6m from landing pit and jump to land into the pit using 7-step approach.</p>	<p>Pupils to jump 2-4m using the hang.</p>

JHS 1 - TERM 3

SECTION 2

GAMES

General Objectives: The pupil will

1. acquire basic skills in handball.
2. acquire basic skills in goalkeeping and trapping with the in-step in football.

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 1</p> <p>HANDBALL</p> <p>a. Throwing and Catching</p> <p>b. Shooting</p>	<p>The pupil will be able to:</p> <p>2.1.1 throw and catch on the run.</p> <p>2.1.2 Shoot into the goal post from behind the 6m circle.</p>	<p>Activities involving throwing, catching, passing, jumping, passing and catching on the run, jumping to catch and pass whiles in the air, execution of overhead, pronation and underarm passes, etc.</p> <p>Activities involving running, jumping, stretching, shooting from the side, straight shot from overhead, 3-step run and shoot, 3-step run to jump and shot, execution of jump and dive shots, etc.</p>	<p>Teacher to explain activities in Column 3.</p> <p>Teacher/pupils to demonstrate activities.</p> <p>Teacher guides pupils to practise activities involving throwing, catching, passing, jumping, passing and catching on the run, jumping to catch and pass whiles in the air, execution of overhead, pronation and underarm passes, etc.</p> <p>Teacher to explain activities in Column 3.</p> <p>Teacher/pupil to demonstrate activities.</p> <p>Teacher guides pupils to perform activities involving running, jumping, stretching, shooting from the side, straight shot from overhead, running to receive a pass, 3-step run and shoot, etc.</p> <p>Pupils run, make a long jump from behind the 6m line into the circle and dive shot into the goal.</p>	<p>Pupils execute the basic passing skills in a game situation.</p> <p>Pupils to shoot into goals from behind the 6m line using the jump shot or dive shot.</p>

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
ACTIVITY 2 SOCIAL DANCE	The pupil will be able to: 3.2.1 demonstrate the movements in social dances.	Activities involving stretching, body wriggling, foot and arm movement, body jerks, etc. as found in highlife, reggae, ragga, soul, rock and roll, etc.	Teacher or pupil to demonstrate the movement of a selected social dance. Pupils practise movements involving stretching, body wriggling, foot and arm movements, body jerks, etc. as found in social dances.	Pupils to perform 2 movements in selected social dances.

JHS 1 - TERM 3

SECTION 4

PHYSICAL FITNESS

General Objectives: The pupil will

1. develop cardiovascular endurance.
2. develop muscular strength.
3. general body fitness..

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 1</p> <p>FARTLEK (should be performed at the beginning and towards the end of the term)</p>	<p>The pupil will be able to:</p> <p>1.1.1 run for 20 mins. over different terrains.</p>	<p>Activities involve running over low and high lands, descending slopes, jumping over and going under obstacles, singing, clapping, etc.</p>	<p>Teacher explains activities in Column 3.</p> <p>Pupils run continuously for 20 minutes over low and high lands, descend slopes, run up hills, jump over and go under obstacles etc.</p> <p>NB: Teacher to monitor pupils.</p>	<p>Mini-cross country race covering 3000m.</p>

JHS 2 - TERM 1

SECTION 1

ATHLETICS

General Objectives: The student will

1. acquire the fundamental skills in pole vaulting.
2. improve on the fundamental skills of race walking

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
ACTIVITY 1 POLE VAULTING	The pupil will be able to: 1.1.1 hold the pole, carry, run, plant and take-off, turn, release and land.	Pole vault involves hold, carry (run-up), planting, take-off, handstand on the pole, turn, release and landing.	Teacher explains and demonstrates activities in column 3. Pupils practise running to plant pole in long jump pit/trough, single take-off, legs swing upwards and pull body parallel to pole. They turn to land in pit or on mattress still holding pole. Pupils perform activities walking, jogging and running. NB: Hold:- left-handed person – left hand at the rear with palm facing up, right hand about 1m away with palm facing downwards. Bend right arm at elbow to lift pole. <u>NOTE:</u> Teacher to stress firm grip of pole. Teacher to provide support to avoid injury.	Pupils to hold the vaulting pole, carry and run with it, plant and take-off, turn release and land.

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 2</p> <p>RACE WALKING</p>	<p>1.1.2 perform the skills involved in race walking.</p>	<p>Race walking activities involve elbow bend and arm swing, heel-ball-toe action, straight back knee, and trunk straight.</p>	<p>Pupils demonstrate activities in Column 3. Pupils practise race walking activities over a distance of 400m using the actions involve.</p>	<p>Pupils to walk a distance of 400m in 20 minutes.</p>

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
(c) Block	2.2.3 stretch open palms over a net 2m high to block a ball.	Activities involving foot movement, jumping, double take-off, stretching of the arms slightly forward over the head, snapping the wrist, etc.	<p>Teacher guides pupils to practise the basic stance, the side/cross-step movement, jumping and arm stretching forward over the head to block a ball.</p> <p>Pupils practice activities individually, in pairs and in threes against a spiker over a net 2m high.</p> <p>NOTE: Emphasize snapping the wrist when ball touches the palm.</p>	Pupils to organise a block at the net in a game situation.

JHS 2 - TERM 1

SECTION 4

PHYSICAL FITNESS

General Objectives: The pupil will

1. improve general body fitness
2. develop good body posture
3. develop endurance

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 1</p> <p>CIRCUIT TRAINING</p> <p>(To be performed twice in the term)</p>	<p>The pupil will be able to:</p> <p>1.1.1 perform four activities in succession involved in a circuit training in 16 minutes.</p>	<p>Activities involving running on the spot (25 count), 5 back curls, 5 press ups and 10 half squat hops.</p>	<p>Teacher explains and demonstrates activities in Column 3. Pupils start from different points, complete repetitions and move to other points until they go through the four points to complete a round.</p> <p>NB:</p> <p>i) Circuit training comprises three rounds.</p> <p>ii) Teacher to monitor pupils and keep record.</p>	<p>Pupils to go through the circuit training in 16 minutes.</p>

JHS 2 - TERM 2

SECTION 1

ATHLETICS

General Objectives: The pupil will

1. improve on triple jump skills.
2. improve on pole vault skills.

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 1 TRIPLE JUMP</p>	<p>The pupil will be able to:</p> <p>1.1.1 hop, step, jump and land in a pit running from a distance of 5-7m. away.</p>	<p>Activities involving sprinting, single take-off, hopping, stepping, jumping and landing, rhythmic movements, etc.</p>	<p>Teacher explains activities in Column 3. Teacher/pupil demonstrates the following activities: - jumping, hopping, stepping.</p> <p>Pupils run to perform jumping, hopping and stepping in different combinations e.g. jump-step-hop, step-hop-jump, hop-step-jump.</p> <p>Pupils practice activities over obstacles.</p>	<p>Pupils run to hop from a take-off board placed 5-7m away from the pit, step and jump to land into the pit.</p>

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 2</p> <p>POLE VAULT</p>	<p>The pupil will be able to:</p> <p>1.2.1 vault over a height of 1-2m.</p>	<p>Activities involving pole hold, carry (running with pole), pole planting and take-off, hand stand on the pole and turn, pole release and landing.</p>	<p>Pupils hold pole and run with it. Teacher guide pupils to plant and take-off to fall on mattress or land on the feet.</p> <p>Pupils run to take-off, hold pole/rope and forcefully swing legs up to put body parallel to pole/rope, turn and leave pole/rope and fall on mattress.</p> <p>Teacher guides pupils to practise vaulting over the bar.</p> <p>NOTE: Landing must be on thick mattress/sand. Teacher to provide support to avoid injury.</p>	<p>Pupils to vault over a height of 1-2m.</p>

JHS 2 - TERM 2

SECTION 2 GAMES

General Objectives: The pupil will

1. improve on footwork and goal shooting abilities in netball.
2. develop attacking and defensive skills in table tennis

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 1</p> <p>NETBALL</p> <p>(a) Footwork</p>	<p>The pupil will be able to:</p> <p>2.1.1 demonstrate the simultaneous landing, one-two (alternate) landing and pivoting.</p>	<p>Activities involving jumping, landing on balls of feet and turning, etc.</p>	<p>Teacher to explain and demonstrate the activities in Column 3.</p> <p>Pupils Practice foot work activities involving:</p> <ul style="list-style-type: none"> - jumping - landing on the balls of feet simultaneously, and in a one-two action - pivoting, etc. <p>Pupils practice jumping to catch ball and landing using the simultaneous and alternate landing.</p>	<p>Pupils to perform the simultaneous landing or one-two landing and pivoting.</p>
<p>(b) Basic Skills of Defence and Attack</p>	<p>2.1.2 perform basic skills of defence and attack within specific areas of the court of play.</p>	<p>Activities involving running, batting, jumping, catching, pivoting, throwing, shooting, etc.</p>	<p>Teacher to explain and demonstrate activities in Column 3</p> <p>Pupils practice basic skills of defence and attack within specific areas (goal area, first 3rd, second 3rd and third 3rd) of the court, involving</p> <ul style="list-style-type: none"> - running - jumping - batting - throwing - catching - pivoting - shooting <p>Teacher to guide pupils to know and practice movement and action restrictions of players.</p>	<p>Pupils to play within the specified area, executing the basic skills.</p>

JHS 2 - TERM 2

SECTION 3

GYMNASTICS AND DANCE

General Objectives: The pupil will

1. improve on the skills of combining 2 or more floor activities in gymnastics.
2. improve on body movements in social and traditional dances.

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 1</p> <p>RHYTHMIC ACTIVITIES</p> <p>(a) Floor Work (Hoop Tossing)</p>	<p>The pupil will be able to:</p> <p>3.1.1 toss/spin a hoop after three walking steps, roll, stand up and catch the hoop.</p>	<p>Activities involving rolling on the ground or mattress, spinning, hopping, tossing and catching a hoop, diving through hoop, standing on toes, etc.</p>	<p>Teacher explains activities in Column 3. Teacher/pupil demonstrates activities Pupils perform rhythmic activities with hoop involving tossing and rolling hoop after three walking strides:</p> <ul style="list-style-type: none"> - roll body number of times, stand up and catch hoop. - Toss and jump to catch hoop. - Spin hoop. - roll/dive through hoop. - standing on toes, etc. <p>Pupils to create their own rhythmic activities.</p>	<p>Pupils to toss hoop after three walking steps, do a forward roll, stand up and catch the hoop.</p>

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 2</p> <p>DANCE</p>	<p>The pupil will be able to:</p> <p>3.2.1 perform the movements in selected social and traditional dances.</p>	<p>Dance activities involving:</p> <ul style="list-style-type: none"> - jumping - wriggling - foot and arm movements - stamping - hopping - sudden turns, - singing, - clapping - drumming, etc. 	<p>Pupils select social and traditional dances and perform the movements involving:</p> <ul style="list-style-type: none"> - jumping - wriggling - foot and arm movements - stamping - hopping - sudden turns of the body - singing - clapping - drumming, etc. <p>NOTE: Use an expert where necessary.</p>	<p>Pupils perform two movements associated with both social and traditional dances.</p>

JHS 2 - TERM 2

PHYSICAL FITNESS

General Objectives: The pupil will

1. develop muscular endurance
2. develop cardiovascular endurance.
3. develop general body fitness

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
ACTIVITY 1 FARTLEK (To be performed twice in the term)	The pupil will be able to 1.1.1 run continuously for 20 minutes over different terrains (landscape).	Activities involving running over low and high lands, descending slopes, jumping over and going under obstacles, singing, clapping, etc.	Teacher explains activities in Column 3. Pupils run continuously for 20 minutes over low and high lands, descend slopes, run up hill, jump over and go under obstacles, singing, clapping, etc.	Mini cross country race covering 3000m.

JHS 2 - TERM 2

SECTION 1

ATHLETICS

General Objectives: The pupil will

1. improve on the hang techniques in long jump.
2. improve on the glide technique in shot put.

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 1</p> <p>LONG JUMP (Hang)</p>	<p>The pupil will be able to:</p> <p>1.1.1 perform the hang technique from seven or nine running strides.</p>	<p>Activities involving sprinting, take-off, "hang" and landing.</p>	<p>Teacher explains activities in Column 3. Pupils jump from benches into the air, extend legs and arms backwards with chest out, sudden swing of legs and jerk of trunk forward, landing in the pit, etc.</p> <p>Pupils practise jumping from benches into the air, running/paddling in the air, landing with both legs together and arms stretching forward and the ankle, knee and waist bent. Pupils take 7/9 running strides, take-off and perform the hang technique in long jump.</p>	<p>Pupils to perform the hang technique from seven or nine running strides.</p>
<p>ACTIVITY 2</p> <p>SHOT PUT</p>	<p>1.2.1 perform the glide technique and release 3kg and 4kg weight over a distance of 6m (girls) and 8.50m (boys) respectively.</p>	<p>Activities involving gliding, blocking/stopping, hip torque, pushing and release, recovery, etc.</p>	<p>Pupils hold partners hand and on one leg glide backwards to pull partners. Pupils plant free leg (knee straight) after a pull. Pupils individually with missile in the groove of the neck, slide backwards, plant the free leg and forcefully twist the hip (hip torque) to turn chest to face planting leg. Pupils practise the glide, plant free leg, hip torque, push off missile to land over a distance of 6-8m. Teacher to stress body posture at each stage to the throw.</p>	<p>Pupils to perform the glide technique and release to about 6-8m away.</p>

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 1 (CONT'D)</p> <p>(c) Shooting</p>	<p>The pupil will be able to:</p> <p>1.2.3 shoot at goal with the in-step from a distance of 16m (boys) and 11m (girls).</p>	<p>Activities involving running and kicking, penalty kick, dribble and shooting, free kick, plantar flexion (point toes downward) etc.</p>	<p>Teacher explains activities in Column 3. Teacher/pupil to demonstrate shooting at goal with the in-step of foot. Pupils practice shooting with the in-step of foot involving: - running to kick a stationary ball at target - running to kick a moving ball at target Dribble ball between skittles and shooting at target. Taking a free kick from behind the penalty area into the goal Penalty kicks, etc.</p>	<p>Pupils to shoot at goal using the in-step of foot from a distance of 16m (boys) and 11m (girls).</p>
<p>ACTIVITY 2</p> <p>HANDBALL</p> <p>(a) Dribbling and Passing</p>	<p>2.2.1 perform the pronation overhead or reverse pass.</p>	<p>Activities involving throwing, catching, running and bouncing, reverse passing/pronation overhead pass, etc.</p>	<p>Teacher explains and demonstrates activities in Column 3. Pupils in groups stand, walk, jog and run to twist the hand to pass ball over the head to a mate on the side. Pupils in groups dribble ball (bouncing ball along), catch ball and twist hand over head to pass ball to a mate on the side.</p>	<p>Pupils to run, dribble (with or without a defender) and execute reverse pass to a partner on the side.</p>

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO	TEACHING AND LEARNING	EVALUATION
----------	---------------------	-----------	-----------------------	------------

		CONSIDER	ACTIVITIES	
ACTIVITY 2 (CONT'D) (b) Shooting	The pupil will be able to: 2.2.2 perform the jump shot at goal from behind 6m line.	Activities involving jumping and shooting, falling forward and shooting, shooting from behind the 6m line, diving and shooting, etc.	Teacher explains activities in Column 3. Teacher/pupil to demonstrate. Pupils practise long jumps from behind the goal area into the goal area using a single take-off and throwing ball into the goal before landing. Pupils practise falling on the side of the non-throwing hand and supporting body on both hands, pivot on the corresponding leg of the non-throwing hand, twist the trunk to face goal, etc. Pupils dribble ball and at the 6m line perform the jump shot or the fall shot into the goal.	Pupils to shoot at goal using either fall, reverse or jump shots from behind the 6m line.

SECTION 3

GYMNASTICS AND DANCE

General Objectives: The pupil will

1. improve on the vaulting skills.
2. develop agility and co-ordination.

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 1</p> <p>VAULTS</p> <p>(a) Through Vault</p>	<p>The pupil will be able to:</p> <p>3.1.1 perform the through vault over a height of 80cm without support.</p>	<p>Through vault involves running, double take-off, carrying knees to the chest going over obstacle and landing.</p>	<p>Teacher explains activities in Column 3 Pupil demonstrates under teacher's guidance. Pupils in groups, two stand shoulder to shoulder hold hands close to each other and raise held hands to 80cm high. Pupils run from behind and perform the following activities:</p> <ul style="list-style-type: none"> - double take-off - carry knees to the chest - tap on the shoulders of pupils holding hands - go over the held hands and land in front without support. <p>NOTE: Pupils keep trunk erect, land on the balls of feet, give-in at the ankle and knee joints. Teacher stands by to support when necessary.</p>	<p>Pupils to perform through vault over a height of 80cm.</p>

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO	TEACHING AND LEARNING	EVALUATION
----------	---------------------	-----------	-----------------------	------------

		CONSIDER	ACTIVITIES	
(b) Vertical Astride Vault	3.1.2 perform astride vault over partner 's stoop down height without support.	Vertical astride vault involving running, double take-off, parting legs round obstacle and landing, etc.	<p>Teacher explains activities in Column 3. Teacher/pupil to demonstrate activities. Pupils in pairs perform the following vertical astride vault activities over partner's stoop down height:</p> <ul style="list-style-type: none"> - run to take-off double - tap partner's back - jump and part legs to go round partner - land in front of partner <p>NOTE: Partner stands with one foot forward. Teacher to stand by to support when necessary.</p>	Pupils to perform vertical astride vault over a partner's stoop down height.

SECTION 4

PHYSICAL FITNESS

General Objectives: The pupil will

1. develop general body fitness
2. develop endurance.

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
ACTIVITY 1 FITNESS JOG (To be performed twice in the term)	The pupil will be able to: 1.1.1 jog continuously for 20 minutes.	Activities involving slow running interspersed with high knee picking, stretching arms, singing, clapping, etc.	Teacher explains activities in Column 3. Pupils jog continuously for 20 minutes interspersed with high knee picking, stretching arms sideways and forwards, singing, clapping, etc. NB: Teachers to monitor pupils.	Mini cross country race covering 3000m

SECTION 1

ATHLETICS

General Objectives: The pupil will

1. improve the skill of finishing races in athletics.
2. acquire fundamental skills in hurdling.

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 1</p> <p>FINISHING RACES</p>	<p>The pupil will be able to:</p> <p>1.1.1 run across the finishing line with the 'torso' (chest) forward.</p>	<p>Finishing a race involves running through to cross finishing line, chest out and dipping trunk forward, etc.</p>	<p>Teacher explains activities in Column 3.</p> <p>Pupils demonstrate activities.</p> <p>Pupils in groups perform the following activities to finish races:</p> <ul style="list-style-type: none"> - running/sprinting through to cross finishing line. - Chest out and dipping trunk forward at the time of crossing finishing line to lead with the torso. 	<p>Pupils run to cross finishing line leading with the torso.</p>
<p>ACTIVITY 2</p> <p>RUNNING OVER OBSTACLES</p>	<p>1.2.1 run over 3-5 obstacles of 40-60cm high with a 3-step rhythm in-between.</p>	<p>Activities involving sprinting, running over obstacles with rhythm, etc.</p>	<p>Teacher to check pupils' running strides and place 5 canes/sticks on the ground such that they go over the canes/sticks after every 3 running strides.</p> <p>Teacher supports canes on skittles 15cm high.</p> <p>Pupils run over canes after taking 3 running strides.</p> <p>NB: The height is gradually raised until the height of the canes reaches 60cm.</p> <p>Emphasise running over obstacles.</p>	<p>Pupils to run over 3-5 obstacles of 40-60cm high with a 3-step rhythm in-between.</p>

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 2</p> <p>TENNIS</p> <p>(Service)</p>	<p>The pupil will be able to:</p> <p>2.2.1 play the ball over the net from the baseline using the overhead service.</p>	<p>Activities involving foot positioning, tossing, arching with racket raised overhead, arm swing, hitting, follow-through, etc.</p>	<p>Teacher to explain and demonstrate activities in Column 3.</p> <p>Pupils rehearse the volleyball spike from standing position with one foot forward.</p> <p>With racket raised over and behind the head, pupils practise the service involving foot positioning, arching, tossing ball, arm swinging forward, hitting ball and follow through from the base line.</p>	<p>Pupils to serve ball from the base line to tennis court to target areas using the overhead serve.</p>

JHS 3 - TERM 1


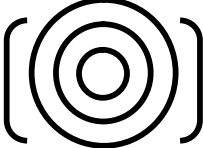
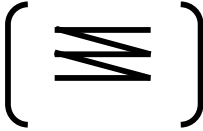
SECTION 3

GYMNASTICS AND DANCE

General Objectives: The pupil will

1. improve the through vault skill and a combination of the Arab spring and the rolls.
2. improve on figure formation and artistic activities.
3. develop agility and vaulting skills

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 1</p> <p>ARTISTIC ACTIVITIES</p> <p>a. Through Vault</p>	<p>The pupil will be able to:</p> <p>3.1.1 perform the through vault over a height of 90cm without support.</p>	<p>Activities involving running, double take-off, jumping, carrying knees to the chest landing, etc.</p>	<p>Teacher explains activities in Column 3. Pupils to demonstrate activities. Pupils in groups, two stand shoulder to shoulder and hold hands close to each other. Held hands are raised to a height of about 90cm. Pupils run from behind to perform the through vault involving:</p> <ul style="list-style-type: none"> - double take-off - carrying knees to the chest - placing hands on the shoulders of the human support - going over the obstacle - landing with trunk straight <p>Teacher stands by to support when necessary.</p>	<p>Pupils to perform the through vault over a height of 90cm.</p>
<p>b. Combined Skills</p>	<p>3.1.2 Perform a combination of Arab spring into forward roll and into backward roll.</p>	<p>Activities involving Arab spring, forward roll and backward roll.</p>	<p>Pupils practise preliminary activities involving Arab spring, forward roll and backward roll. Pupils perform a combination of the activities starting from Arab spring into forward roll into backward roll. Pupils to try other combinations. Teacher to provide for support to prevent injury.</p>	<p>Pupils to perform a combination of Arab spring into forward roll into backward roll.</p>

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 2</p> <p>FIGURE FORMATION</p>	<p>The pupil will be able to:</p> <p>3.2.1 demonstrate figure formations in groups.</p>	<p>Activities involving arm swing, body bends, squat, jump, gallop, run, shuffle, etc. with or without object.</p> <p>Figure formations:</p> <p>Diamond </p> <p>3 Concentric Circles </p> <p>Zigzag </p>	<p>Teaching explains activities in Column 3.</p> <p>Teacher/pupil to demonstrate the arm and foot movements.</p> <p>Class practise diamond, concentric circles and zigzag figure formations with or without objects using the following body movements:</p> <ul style="list-style-type: none"> - arm swing - squat - jump - gallop - run - shuffle, etc. <p>Pupils to compose different figure formations.</p> <p>NOTE: Use an expert where necessary.</p> <p>Pupils perform with music accompaniment or rhythmic clapping.</p>	

JHS 3 - TERM 1

SECTION 4

PHYSICAL FITNESS

General Objectives: The pupil will

1. acquire general body fitness.
2. develop endurance.

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 1</p> <p>FITNESS WALK (To be performed twice in the term)</p>	<p>The pupil will be able to:</p> <p>1.1.1 briskly walk continuously for 40 minutes.</p>	<p>Activities involving brisk walking, interspersed with body exercises and stretching, singing, clapping, etc.</p>	<p>Teacher explains activities in points to consider.</p> <p>Pupils walk briskly and continuously for 40 minutes, swinging arms across the body, walking with body straight, landing on the heels first, taking long strides, singing, clapping, etc.</p> <p>NB: Teacher to monitor pupils.</p>	

JHS 3 - TERM 2

SECTION 1

ATHLETICS

General Objectives: The pupil will

1. improve on the run-up with pole, planting, take-off and bar clearance in pole vault
2. improve on the run-up, 5-step rhythm and release in the javelin throw.

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 1</p> <p>POLE VAULT</p>	<p>The pupil will be able to:</p> <p>1.1.1 vault a height of 1.5-2.2m.</p>	<p>Activities involving pole carry, running with pole, planting, take-off, handstand on the pole, the turn, push away and landing.</p>	<p>Teacher explains activities in Column 3.</p> <p>Pupils demonstrate activities.</p> <p>Pupils practice pole carry, running with pole, planting, take-off, handstand on the pole, the turning, push away to clear a height of 2m (girls) ad 2.20m (boys) and land on a thick mattress or a heap of soft materials (sand/saw dust).</p> <p>Teacher to provide for support to avoid injury.</p>	<p>Pupils to vault a height of 1.5-2.2m.</p>
<p>ACTIVITY 2</p> <p>JAVELIN</p>	<p>1.2.1 throw the javelin 600g (girls) and 700g (boys) over a distance of 15-30m.</p>	<p>Activities involving holding carrying, running with the javelin, 5-step rhythm, release and recovery.</p>	<p>Teacher explains activities in Column 3.</p> <p>Pupils demonstrate activities using the 600g (girls), and 700g (boys) javelin stick.</p> <p>Pupils perform the hold, carry, running with the javelin, 5-step rhythm to throw the javelin over a distance of 15m (girls) and 20m (boys), release and recovery.</p>	<p>Pupils to throw the javelin 600g (girls) and 700g (boys) over a distance of 15-30m.</p>

JHS 3 - TERM 2

SECTION 2

GAMES

General Objectives: The pupil will

1. acquire the concepts of width, depth, penetration and mobilisation tactics in football.

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 1</p> <p>FOOTBALL</p> <p>(a) (Tactics in Defence)</p>	<p>The pupil will be able to:</p> <p>2.1.1. move from upfront to open space in defence to give support (concentration, depth in the defence).</p>	<p>Activities involving movement into space without ball movement to the side of partner with ball, movement behind partner with balls, etc.</p>	<p>Teacher places pupils in positions on the field and demonstrate the movements in Column 3.</p> <p>Pupils in groups, move without ball into spaces, move to the side of partners with ball, and move behind partners with ball to give support in a game situation.</p>	<p>Pupils to demonstrate concentration and depth in defence in a game situation.</p>
<p>(b) Tactics in Attack</p>	<p>2.1.2. dribble ball to penetrate, create width and depth in attack.</p>	<p>Activities involving dribbling ball, movement into space, movement to the side of partner with ball, passing (e.g. diagonal pass, lateral pass, penetration pass, etc.)</p>	<p>Pupils practice dribbling and passing ball to mates.</p> <p>Pupils perform attacking tactic activities involving dribbling ball, movement into space, movement to the side and behind partner with ball, passing ball diagonally, laterally and squarely to mate in a game situation.</p>	<p>Pupil to create width, depth and penetration in attack in a game situation.</p>

JHS 3 - TERM 2

SECTION 3

GYMNASTICS AND DANCE

General Objectives: The pupil will

1. improve on the combination of the following gymnastics skills – astride vault, forward roll and through vault.
2. improve on figure and object formation techniques.

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 1</p> <p>RHYTHMIC ACTIVITIES</p> <p>Figure Formation</p>	<p>The pupil will be able to:</p> <p>3.1.1 demonstrate figure/object formations in groups.</p>	<p>Figure/object formation involves movements with or without object (hoops, sticks, bands, etc.) to form figures/objects/letters (figures of 8, diamond, circles, zigzag, letter B, etc.) and with or without music.</p>	<p>Teacher explains activities in Column 3.</p> <p>Teacher guides pupils to demonstrate his/her creation.</p> <p>Pupils in groups perform movements with or without objects and with or without music to demonstrate their own creations.</p> <p>Encourage pupils to create more figures/objects/letter formation.</p> <p>NOTE: Use an expert where necessary.</p>	<p>Pupils to demonstrate own object/letter/figure formations in groups with apparatus.</p>

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 2</p> <p>ARTISTIC ACTIVITIES</p> <p>(Combinations)</p>	<p>The pupil will be able to:</p> <p>3.2.1 perform combination of astride vault, forward roll and through vault in chain.</p>	<p>Activities involving running, astride vaulting, forward roll and through vault.</p>	<p>Pupils practise astride vault, forward roll and through vault.</p> <p>Teacher sets in place the human support (human beings in place of equipment) and mat/mattress. (A pupil stoops and holds the ankle/knee - mat/mattress two pupils stand about 1m apart, shoulder to shoulder and grasp close hands.)</p> <p>Pupils perform combination of astride vault, forward roll on mattress/mat and through vault in a chain.</p> <p>Teacher to provide support for safety.</p>	<p>Pupils to perform a combination of astride vault into forward roll into through vault.</p>

JHS 3 - TERM 2

SECTION 4

PHYSICAL FITNESS

General Objectives: The pupil will

1. general body fitness.
2. endurance fitness.

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 1</p> <p>FITNESS JOG (To be performed twice in the term)</p>	<p>The pupil will be able to:</p> <p>1.1.1 jog continuously for 25 minutes.</p>	<p>Activities involving slow running, interspersed with exercises and stretching, singing, clapping, etc.</p>	<p>Teacher explains activities in column 3.</p> <p>Pupils jog continuously for 25 minutes interspersed with exercises and stretching, singing, clapping, etc.</p> <p>NB: Teacher to monitor pupils.</p>	<p>Mini-cross country race covering 4000m.</p>

JHS 3 - TERM 3

SECTION 1

ATHLETICS

General Objectives: The pupil will

1. improve on triple jump skills in athletics.
2. improve on the flop technique in high jump.

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 1</p> <p>TRIPLE JUMP</p>	<p>The pupils will be able to:</p> <p>1.1.1 perform the Triple Jump from a take-off board 6-9m away from the landing pit.</p>	<p>Triple jump involves run-up, take-off, hop-step-jump, hanging in the air and landing.</p>	<p>Teacher explains activities in Column 3.</p> <p>Teacher/pupil demonstrates activities.</p> <p>Pupils practice the hop-step-jump movement, the hang in the air and the landing.</p> <p>Pupils are guided to take and practise the check mark on the run way, using the odd number count (1,3,5, etc).</p> <p>Pupils run from check mark, take-off on a board, 8/9m away from pit, hop, step and jump and land in the pit.</p>	<p>Pupils to execute the triple jump from a take-off board 6-9m away from the landing pit.</p>
<p>ACTIVITY 2</p> <p>HIGH JUMP (The Flop)</p>	<p>1.2.1 use the flop technique to jump a height of 1.0-1.2m.</p>	<p>Activities involving taking check marks (odd number count), running, take-off, going over the bar and landing.</p>	<p>Teacher guides pupils to take and practise check mark, practise take-off, going over the bar with back facing bar and landing on the back.</p>	<p>Pupils to jump a height of 1.0-1.2m using the flop technique.</p>

JHS 3 - TERM 3

SECTION 2

GAMES

General Objectives: The pupil will

1. acquire the basic techniques in set plays in football.
2. improve on some skills in football.
3. acquire the basic movements in defensive formations in volleyball.

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 1</p> <p>FOOTBALL</p> <p>(a) Heading</p>	<p>The pupils will be able to:</p> <p>2.1.1 head the ball to targeted areas using the forehead and side of the head.</p>	<p>Activities involving standing to head and jumping to head to targeted areas, using the forehead and side of head.</p>	<p>Pupils in groups, practise heading using forehead and side of head.</p> <p>Using the forehead, pupils head tossed ball to partners at targeted areas from standing position and jumping position.</p> <p>Using the side of head, pupils head tossed ball to partners at targeted areas from standing position and jumping position.</p> <p>Pupils head tossed ball to targeted areas in the goal post using the forehead and side of head.</p>	<p>Pupils to use the forehead or side of the head to direct ball to targeted areas to score goal.</p>
<p>(b) Set Play (Corner Kicks)</p>	<p>2.1.2 Perform the in-swing and out-swing from corner kicks.</p>	<p>Activities involving kicking ball from specific spots, kicking ball with inside of foot, approaching from the right and from the left to kick ball, kicking ball to curl to target areas, etc.</p>	<p>Teacher explains activities in Column 3.</p> <p>Teacher/pupil demonstrates activities.</p> <p>Pupils practise in-swing and out-swing activities from corner spot to targeted areas in the penalty box using the inside of the left foot and inside of the right foot.</p>	<p>Pupils to execute successfully in-swing and out-swing to targeted areas from corner kicks.</p>

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
ACTIVITY 1 (Cont') FOOTBALL (SOCCER) Penalty Kick	<p>The pupils will be able to:</p> <p>2.1.3 kick the ball into the goal-post from the penalty spot using different parts of the foot.</p>	<p>Penalty kick activities involve feinting, running, kicking using different parts of the foot, foot placement, etc.</p>	<p>Teacher explains activities in Column 3</p> <p>Teacher/pupil to demonstrate activities.</p> <p>Pupils practice penalty kick activities involving running, feinting, foot placement, kicking/shooting using different parts of the foot, etc. from the penalty spot into the goal post.</p>	<p>Pupils to execute and score 4 out of 5 penalty kick attempts.</p>
ACTIVITY 2 VOLLEYBALL (a) Defence Formation	<p>2.2.1 combine with others to perform the 5-man defensive formation.</p>	<p>Activities involving overhead play, under arm play, movements on courts, switch play, penetration play, etc.</p>	<p>Teacher or pupil or resource person tags himself/herself as setter and with 5 other pupils demonstrate the 5-man defensive formation.</p> <p>Setter always takes himself/herself out in service reception without infringing rotational rules.</p> <p>Pupils in teams, move on court to practise 5-man defensive formation for a service reception.</p> <p>Pupils in teams, perform the following activities in a game situation: overhead play, underarm play, movement on courts, switch play, penetration, spike, etc.</p>	<p>Pupils to participate in 5-man defensive formations in simulated game situations.</p>
(b) Attack Formation	<p>2.2.2 Combine with others to perform the 1-5 and 2-4 attack formations.</p>	<p>Activities involving overhead play, under arm play, movements on courts, switch play, penetration play, etc.</p>	<p>Teacher or pupil or resource person plays the role of a setter in a team and demonstrates penetration in a 1-5 attack formation.</p> <p>In the 2-4 attack formation there are 2 setters placed diagonally.</p> <p>Using the 1-5 and 2-4 attacking formations, pupils in teams practise movement on courts, overhead play, under arm play, switch play, penetration play, etc. in game situation.</p>	<p>Pupils to participate in 1-5 and 2-4 attack formations in simulated game situations.</p>

JHS 3 - TERM 3

SECTION 3

GYMNASTICS AND DANCE

General Objectives: The pupil will

1. combine gymnastic dance and rhythmic activities to perform mass gymnastics.
2. develop creativity in gymnastic dance.

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 1</p> <p>ARTISTIC AND RHYTHMIC DISPLAYS</p>	<p>The pupils will be able to:</p> <p>3.1.1 combine with others to perform mass gymnastic displays.</p>	<p>Artistic and rhythmic activities involve rhythmic movement, graceful body movements, arm swinging, body wriggling, knee picking, foot movement, objects and figure formations, etc.</p>	<p>Teacher explains activities in Column 3.</p> <p>Teacher guides pupils to demonstrate a composed display.</p> <p>Pupils in groups create and perform own displays involving.</p> <ul style="list-style-type: none"> - rhythmic movements - graceful body movements - body wriggling - knee picking - foot movements - object/figure formation, etc. <p>NOTE: Use an expert where necessary.</p>	<p>Pupils to create and perform own artistic and rhythmic displays.</p>

JHS 3 - TERM 3

SECTION 4

PHYSICAL FITNESS

General Objectives: The pupil will

1. develop cardiovascular endurance
2. improve on muscular endurance
3. develop general body fitness

ACTIVITY	SPECIFIC OBJECTIVES	POINTS TO CONSIDER	TEACHING AND LEARNING ACTIVITIES	EVALUATION
<p>ACTIVITY 1</p> <p>CIRCUIT TRAINING (To be performed twice in the term)</p>	<p>The pupils will be able to:</p> <p>1.1.1 perform four activities involved in circuit training in 15 minutes.</p>	<p>Activities involving 10 scoring runs over 10m long, 10 push/press ups, duck walk (10 counts) and 10 leg swing from back lying position.</p>	<p>Teacher explains and demonstrates activities in column 3.</p> <p>Pupils start from different points, complete repetitions and move to other points until they go through the four points to complete a round. They perform three rounds to a circuit.</p> <p>NB: Teacher to monitor pupils and keep record.</p>	<p>Pupils to go through the circuit in 15 minutes.</p>