



ACCELERATED EDUCATION PROGRAMME

# PHYSICAL EDUCATION

## SYLLABUS

REVISED LOWER SECONDARY (Level 1 and 2)



MINISTRY OF  
EDUCATION  
AND SPORTS



**NCDC**

NATIONAL CURRICULUM  
DEVELOPMENT CENTRE



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A product of the National Curriculum Development Centre for the  
Ministry of Education and Sports with support from the Government  
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### **Revised Edition**

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Kampala- Uganda  
[www.ncdc.go.ug](http://www.ncdc.go.ug)

**ISBN: 978-9970-494-54-5**

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## Contents

<b>Foreword</b> .....	<b>vi</b>
<b>Acknowledgements</b> .....	<b>viii</b>
<b>Glossary of Key Terms</b> .....	<b>ix</b>
<b>Introduction</b> .....	<b>xi</b>
<b>Introduction to accelerated education programme</b> .....	<b>xiii</b>
<b>Generic Skills</b> .....	<b>xviii</b>
<b>ICT Integration</b> .....	<b>xxi</b>
<b>Integration of Special Needs Education (SNE)</b> .....	<b>xxii</b>
<b>Physical Education in the AEP programme</b> .....	<b>xxiii</b>
<b>Programme Planner</b> .....	<b>xxiv</b>
<b>Features of the AEP Syllabus</b> .....	<b>xxvi</b>
<b>LEVEL 1</b> .....	<b>1</b>
<b>TERM 1</b> .....	<b>1</b>
THEME: Theory and Practice of Physical Education .....	1
Topic 1.1: Introduction to P.E .....	1
THEME: Theory and Practice of Physical Education .....	2
Topic 1.2: Safety and First Aid .....	2
THEME: Theory and Practice of Physical Education .....	3
Topic 1.3: Agreeable and Disagreeable Behaviour     Duration: 2 Hours.....	3
THEME: Theory and Practice of Physical Education .....	5
Topic 1.4: Body Conditioning.....	5
THEME: Games.....	7
Topic 1.5: Basic Skills in Rounders.....	7
THEME: Aesthetics .....	9
Topic 1.6: Movement Concepts.....	9
<b>LEVEL 1</b> .....	<b>11</b>
<b>TERM 2</b> .....	<b>11</b>
THEME: Theory and Practice of Physical Education .....	11
Topic 1.7: Skills Development and Diet .....	11
THEME: Theory and Practice of Physical Education .....	13
Topic 1.8: Physical Fitness .....	13

THEME: Athletics.....	15
Topic 1.9: Basic Running Skills .....	15
THEME: Athletics.....	17
Topic 1.10: Basic Jumping Skills.....	17
Theme: Athletics.....	19
Topic 1.11: Basic Throwing Skills .....	19
<b>LEVEL 1 .....</b>	<b>21</b>
<b>TERM 3 .....</b>	<b>21</b>
THEME: Theory and Practice of Physical Education .....	21
Topic 1.12: Exercise, Rest and Hygiene .....	21
THEME: Theory and Practice of Physical Education .....	23
Topic 1.13: Leisure and Recreation .....	23
THEME: Theory and practice of Physical Education .....	24
Topic 1.14: Factors in Performance of Physical Activities .....	24
THEME: Aesthetics .....	26
Topic 1.15: Skills in Basic Educational Gymnastics .....	26
THEME: Games.....	28
Topic 1.16: Basic Skills of Netball .....	28
THEME: Games.....	30
Topic 1.17: Basic Skills in Soccer .....	30
<b>LEVEL 2 .....</b>	<b>32</b>
<b>TERM 1 .....</b>	<b>32</b>
THEME: Theory and Practice of Physical Education .....	32
Topic 2.1: The Body and Physical Activities .....	32
Theme: Theory and Practice of Physical Education .....	35
Topic 2.2: Fitness Testing and Training.....	35
THEME: Aesthetics .....	37
Topic 2.3: Basic Steps of Aerobics .....	37
THEME: Games .....	39
Topic 2.4: Basic Skills in Rugby .....	39

<b>LEVEL 2 .....</b>	<b>41</b>
<b>TERM 2.....</b>	<b>41</b>
THEME: Theory and Practice of Physical Education .....	41
Topic 2.5: Media and Sports.....	41
THEME: Athletics.....	43
Topic 2.6: Development of Running Skills.....	43
THEME: Athletics.....	45
Topic 2.7: Development of Jumping Skills .....	45
THEME: Games .....	47
Topic 2.8: Basic Skills in Cricket.....	47
<b>LEVEL 2 .....</b>	<b>49</b>
<b>TERM 3 .....</b>	<b>49</b>
THEME: Theory and Practice of Physical Education .....	49
Topic 2.9: Health, Physical Activity and Stress Management.....	49
THEME: Theory and Practice of Physical Education .....	51
Topic 2.10: P.E and Sports at National and International Level .....	51
THEME: Games .....	53
Topic 2.11: Intermediate Skills in Rugby.....	53
THEME: Games .....	55
Topic 2.12: Intermediate Skills in Cricket.....	55
<b>ASSESSMENT IN AEP.....</b>	<b>57</b>
Assessing the expectations for learning.....	57
School Summative Assessment.....	59
Formative Assessment .....	59

## Foreword

Education is a fundamental tool for the protection of conflict- and disaster-affected children and youth from harm and exploitation. This is a crucial part of UNESCO’s advocacy messages. Under appropriate conditions of security, the provision of education can help protect children and youth from recruitment into fighting forces, forced labour, prostitution, drug abuse and other criminal activities. In post-conflict settings, education contributes to the reintegration into society of former soldiers and other children and youth associated with fighting forces.

Uganda’s Education Act of 2008, in Part IX, Miscellaneous Provisions 49, clearly states that “there shall be non-formal education centres” for purposes of providing non-formal education. Examples of non-formal education programmes include Accelerated Education Programmes (AEPs) for the conflict areas at both primary and secondary levels, Alternative Basic Education for Karamoja (ABEK), Basic Education for Urban Poverty Areas (BEUPA), Complementary Opportunity for Primary Education (COPE) and Child-Centred Alternative Non-Formal Community Based Education (CHANCE), among others.

The National Curriculum Development Centre (NCDC), in collaboration with War Child Canada, embraced the Accelerated Education Programme (AEP) and has condensed the lower secondary curriculum to come up with the Lower Secondary Accelerated Education Programme appropriate to learners in refugee camps and the host communities of secondary school age (ages 16–45+).

The AEP at lower secondary school level focuses on completing learning in a shorter period of time, i.e., two years. The AEP is complementary both in providing an alternative route and in matching its curriculum to the ‘official’ curriculum, thus allowing learners to return to formal schooling at an opportune stage.

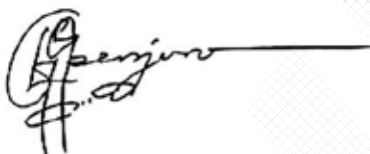
The programme intends to promote access to education in an accelerated timeframe for disadvantaged groups, out-of-school and over-age children, and youth who missed out or had their education interrupted owing to poverty, violence, conflict or any calamity.



The goal of this programme is to provide learners with competencies equivalent to those in the formal system in an accelerated time frame, with learners either transitioning back into the mainstream education or exiting with some of the competencies required for work.

It is my hope that AEP will register considerable success in meeting the educational needs of these underserved populations not only in terms of access and equity, but also in helping them return to school and complete the education cycle, and especially in getting measurable learning outcomes.

I recommend the AEP and trust that the materials will be valuable in your endeavour to meet the educational needs of the refugee learners and other beneficiaries from the host communities.



**Prof. George Openjuru**  
CHAIRPERSON  
NCDC Governing Council

## Acknowledgements

National Curriculum Development Centre (NCDC) would like to express deep gratitude to War Child Canada - Uganda for the financial support, guidance in overseeing and taking timely decisions whenever necessary during the development and production of this AEP Physical Education Syllabus.

NCDC gives special thanks to NCDC Subject Specialists and panel members for their professional guidance and technical assistance in the writing of this syllabus.

The Centre is indebted to the Department of Quality Assurance and Publishing for the evaluation of the syllabus, for content and line editing and proofreading to ensure that the syllabus is error free and meets NCDC standards.

NCDC takes responsibility for any shortcomings that might be identified in this syllabus and welcomes suggestions for addressing the inadequacies. Such comments and suggestions may be communicated to NCDC through: P.O. Box 7002, Kampala or e-mail [admin@ncdc.org.ug](mailto:admin@ncdc.org.ug).



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## Glossary of Key Terms

Term	Definition
Accelerated Education Programme (AEP) Secondary	This is a special two-year Secondary education programme for refugees and adult with special needs in refugee camps and host communities.
Competency	What the learner can exhibit or do as a result of learning certain concepts within a topic.
Competency-based 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	A type of evaluation used to monitor learner's learning and provide ongoing feedback to improve learning outcomes. It is typically used during the teaching and learning process to identify areas where the learner may be struggling and to adjust instruction accordingly.
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 Activities	Short statements that show what the learner must do in order to achieve the outcomes of a topic and acquire its competencies.
Learning Outcome	A statement which specifies what the learner should know, understand, be able to do or demonstrate, or the attitude or values which she/he should assimilate and portray as a result of the learning process.

Term	Definition
Multi-intelligence learning	An approach to education that recognizes that individuals have different types of intelligence and that learning can be more effective when it caters to these different intelligences, including linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal and intrapersonal.
Process Skill	A capability acquired by following the programme of study in a particular subject, and 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/he 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.
Skill	A learned ability to perform a task or activity effectively and efficiently. It can be physical, or cognitive, or social. Skills are often categorized as hard/technical skills and generic skills.
Summative Assessment	a type of evaluation used to measure a learner's learning at the end of a topic, or academic cycle. It is typically used to determine whether the learner has achieved the intended learning outcomes and to assign grades or scores.
Suggested Learning Activity	An activity that is recommended by curriculum materials to help learners achieve specific learning outcomes. The activity can take various forms, such as discussions, group work, projects, assignments, presentations, or quizzes. The purpose of suggested learning activity is to provide learners with opportunities to engage with the subject material, practice new skills, and apply their knowledge in meaningful ways.

## How to use the syllabus

The syllabus is made up of three sections: the introduction, detailed syllabus and assessment.

The introduction provides general information about the syllabus such as key learning outcomes, generic skills, cross cutting issues and the programme planner of AEP.

Detailed syllabus gives information about themes, topics, competency, learning outcomes, suggested learning activities and sample assessment strategies. The topics are arranged in progressive order under year and term of study as guided in the programme planner of the AEP. The topics in the PE syllabus have been adjusted to suit the AEP curriculum by: compressing some of the learning outcomes, merging some of the learning outcomes, omitting some of the topics which the AEP learners can easily catch up with when they join the formal system and others that were crosscutting in other subjects. Therefore, the teaching and learning of physical education shall follow this adjusted curriculum in the time allocated.

Assessment part of the syllabus provides general and specific guidance on how assessment of the AEP curriculum is to be conducted. This includes formative assessment and summative assessment.

## Introduction

The UNESCO Education Strategy (2014 – 2021) advocates for a humanistic and holistic vision of education as a fundamental human right that is essential to personal and socio-economic development. UNESCO further recommends societies that are just, inclusive, peaceful and sustainable by 2030. Vision 2040 of Uganda aims to transform Uganda into a modern and prosperous country, while the National Development Plan III (NDPIII) recognises the existing weaknesses in education, including the low efficiency and variable quality at the Secondary level. Furthermore, NDPIII focuses on enhancement of human capital, development, strengthening mechanisms for quality, effective and efficient service delivery as well as improvement of quality and relevance of skills development.

The Sustainable Development Goal 4 advocates for inclusive and quality education. 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.

The above aspects are lacking and where they exist, it is at a minimum level in implementation of the curriculum. In alignment with the above policies, 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 for Uganda, although highly regarded, has focused on the needs of a small academically oriented elite leaving out the needs of the majority of learners. 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 following aims of secondary education in Uganda:

The aims of Secondary education in Uganda are to:

- Instil and promote national unity, an understanding of the social and civic responsibilities, strong love and care for others and respect for public property, as well as an appreciation of international relations and beneficial international co-operation;
- Promote an appreciation and understanding of the cultural heritage of Uganda including its languages;
- Impart and promote a sense of self discipline, ethical and spiritual values, personal and collective responsibility and initiative;
- Enable individuals to acquire and develop knowledge and an understanding of emerging needs of society and the economy;
- Provide up-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 socio-economic development of Uganda;
- Enable individuals to develop basic scientific, technological, technical, agricultural and commercial skills required for self-employment;
- Enable 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;
- Lay the foundation for further education;
- Enable 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;
- Instil positive attitudes towards productive work and strong respect for the dignity of labour and those who engage in productive labour activities;
- Develop a positive attitude towards learning as a lifelong process.

## Introduction to accelerated education programme

Worldwide, substantial alternative schooling programs are developed to meet the basic education needs of under-reached children. Recently, there has been a growing recognition that the goals of education for all cannot be achieved unless more attention is paid to educating out-of-school children (UNESCO, Global Monitoring Report, 2008). Indeed, the UNESCO Global Monitoring Report 2010 'Reaching the Marginalized', focused on this issue. In a bid to help developing countries achieve the Sustainable Development Goals, there should be initiatives to incorporate elements of accelerated learning to achieve SDG 4 since it is vital in providing access to quality education for all.

The Accelerated Education Programme (AEP) in Uganda is a form of curriculum option which combines the stronger features of earlier mainstreaming approaches into the new design to raise the success rates for refugee community learners. The AEP secondary school tier is a bigger stride to address the education gap within refugee communities not only in Uganda but also other neighboring countries.

With the lessons and experiences gained from running the Primary AEP programmes, the Secondary Education Programme has been designed to infer the entire education process and its cognitive, emotional and social components.

Ideally, teaching AEP calls for an interactive and learner-centered methodology, incorporating other aspects of multiple-intelligence learning. Since the teaching and learning are accelerated, and the curriculum content is compressed and condensed, the four core pillars of the accelerated learning cycle are key learning outcomes, values, generic skills, and crosscutting issues. It is intentional to include alternative subjects in this programme; for example, life skills, peace education, environment, and HIV and AIDS, which are responsive to the context. Learners of AEP need alternative supporting knowledge and life skills to survive in the challenging world. It is equally important to note that accelerated learning requires an extremely well-resourced classroom and exceptionally well-trained teachers. The expanded learning time from the norm is because the teaching methodology is interactive and learner-centered.

## Scope of AEP

In addition to the topics in the formal schooling curriculum, it is intentional to include alternative topics in the AEP curriculum, e.g., life skills, peace education, environment, HIV and AIDS, which are responsive to the context. The learners of AEP need these skills to survive in the challenging world.

## Duration of the learning programme

The AEP at Secondary school level focuses on completing learning in a shorter period of two years. The AEP is complementary both in providing an alternative route and in matching its curriculum to the conventional curriculum; S1 and S2 matched to Level One and S3 & S4 matched to Level Two, thus allowing learners to return to formal schooling at Senior Three after Level One and at Senior Three or Four after Level Two, depending on their achievement level.

## Methodology

Ideally, teaching AEP calls for a methodology that is interactive and learner-centered, incorporating other aspects of multiple-intelligence learning.

Because teaching and learning are accelerated, and the curriculum content is compressed and condensed, the four ‘P’ elements are at the core of the accelerated learning cycle: processes, psychological, physiological and physical. These core elements provide the physical and psychological space in which the learners can learn more effectively. The teacher is given guidance in the implementation guideline and the guidance and counselling manual on how to handle AEP learners in order to attain knowledge and understanding, develop skills, attitudes and values required for them to survive in life.

## The New Lower Secondary curriculum

The new Lower Secondary Curriculum was adopted to be used for the AEP curriculum. The curriculum focuses on the following four “Key Learning Outcomes”: self-assured individuals, responsible and patriotic citizens, lifelong learners, positive contributors to society. The curriculum emphasizes knowledge, application and behavioral change. It is based on a clear set of values which must be imparted to learners during the teaching and 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.



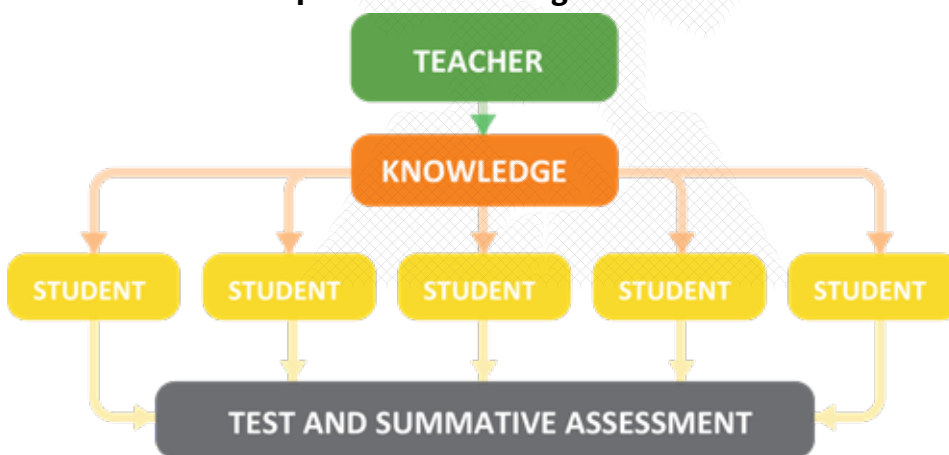
## Key Changes

The key change in the new 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 inclusive and equitable quality education and promote lifelong learning opportunities for all.

The change can be summarised in the following diagrams.

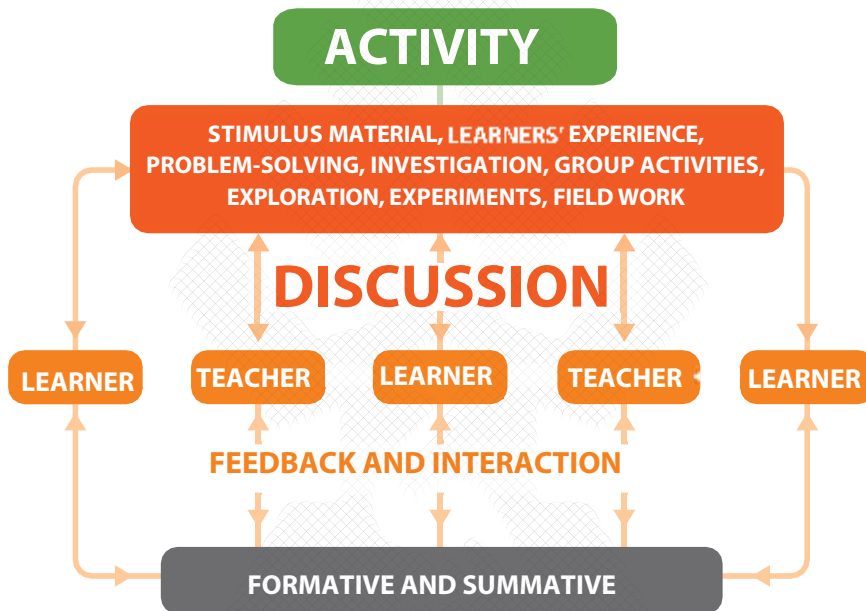
### The previous Knowledge-based Curriculum



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 unit, 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 do not reach university. The new curriculum will cater for this majority as well as those who later go on to University.

### The New Competency-based curriculum



In the new competence-based approach, the “student” becomes a “learner”. The new 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.

## Key Learning Outcomes

The new 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 should be able to become:

### a) Self-assured individuals who:

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

### b) 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.

### c) Lifelong learners who:

- can plan, reflect and direct their own learning.
- actively seek lifelong learning opportunities for personal and professional development.
- explore their interests, passions and natural curiosity that can lead to personal fulfilment and satisfaction.
- keep up with new skills and industry changes to make him/her more valuable to employers, and also be open up to opportunities for career advancement or transitions into new roles.

### d) 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

The new curriculum is based on a clear set of values that underpin the whole curriculum and the work of schools. These values are derived from The Uganda National Ethics and Values Policy of 2013, and they are morals on which learners need to base their lives. The values include:

- 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 also known by several other names, including key skills, core skills, essential skills, key competencies, necessary skills, transferable skills and employability skills are versatile skills that have wide applicability across various jobs, education, and life situations, contributing to personal and professional success and societal well-being. Changes in the modern workplace brought about by technology, management innovations, and increased competition in the global marketplace, have led to many concerns about the adequacy of workforce skills. In response to calls to reform education to better prepare young people for the future workforce, changes to the curriculum have emphasised the teaching of general skills (e.g. problem solving, creativity, critical thinking, communication, collaboration).

For this reason, generic skills lie at the heart of every subject. Apart from enabling learners to access and deepen learning across the curriculum, generic skills 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 at school, work and home. They need to be creative and innovative in their approach to learning and life. They must be able to communicate well in all forms, co-operate with others and also work independently. They must also be able to use functional mathematics and ICT effectively.

The details of the generic skills are:

## 01 Critical thinking and problem-solving skills

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

## 03 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

## 02 Creativity and innovation

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

## 04 Communication

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

## 05 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 one's work

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 skills development. Physical Education provides a rich context for learners to communicate, co-operate, and think critically about how the world works, and to understand the world from a more informed 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 will be able to evaluate the reliability and validity of information sources, consider multiple perspectives and ideas and opinions, identify the root causes of problems, generate possible solutions, and evaluate the pros and the cons of each solution. Learners will start acquiring these skills by starting with the relatively simple subject matter in Level 1 and then progress to thinking about the much more complex matters in Level 2.

Thus, the progression is in the increasing complexity of the matters being thought about.

### **Cross-cutting Issues**

There are some issues that learners of AEP need to learn about, but which are not confined to one subject. These need to be studied across all subjects, to develop learners’ understanding of the connections between the subjects, and some of the complexities of life.

Each of the cross-cutting issues directly relates to the AEP learners given their diverse backgrounds and complex communities in which they live. Exposure to these crosscutting issues will develop an empowered AEP learner.

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 various topics in this syllabus. The way in which they operate within the topics is very similar to the generic skills. Physical Education thus provides a very good context for considering environmental and health awareness, and to understand the complex and diverse world in which we live.

## ICT Integration

Under ICT integration, ICT shall be embedded as a learning and teaching tool across all subjects. ICT teachers should endeavor to assist other subject teachers in making the ICT integration process a reality. ICT integration draft framework is summarized below:

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.

## Integration of Special Needs Education (SNE)

In education system, learners of different abilities study together in the same class and in some developed countries, they are taught separately. In whatever case, the following methods are important when handling the SNE learners.

Category of impairments	SNE Teaching Methods
Blind learners: Learners who cannot see totally	<ul style="list-style-type: none"> <li>• Through touching</li> <li>• Use of brails</li> <li>• Recorded / audio materials</li> </ul>
Low vision learners: Learners who cannot see properly	<ul style="list-style-type: none"> <li>• Use of large print materials</li> <li>• Use of bold teaching materials</li> <li>• Right placement of learners</li> </ul>
Deaf learners: Learners who do not hear at all	<ul style="list-style-type: none"> <li>• Use sign language</li> <li>• Total communication</li> <li>• Use of illustrations</li> </ul>
Hard of hearing learners: Learners who fairly hear	<ul style="list-style-type: none"> <li>• Total communication</li> <li>• Speak loudly</li> <li>• Right placement of learners</li> <li>• Use of illustrations</li> <li>• Being more practical</li> </ul>
Dyslexic learners: Learners with reading difficulties	<ul style="list-style-type: none"> <li>• Use less written content</li> <li>• Talk more than writing</li> <li>• Breaking tasks into simple steps</li> <li>• Repetition in teaching</li> <li>• Use of audio recordings</li> </ul>
Time takers	<ul style="list-style-type: none"> <li>• Give extra time</li> <li>• Use remedial classes</li> </ul>
Hyper learners: Learners with attention deficit	<ul style="list-style-type: none"> <li>• Use of timely breaks in teaching.</li> </ul>
Gifted learners:	<ul style="list-style-type: none"> <li>• Involve them in extra work</li> <li>• Use of suitable challenging tasks</li> </ul>
Physically handicapped	<ul style="list-style-type: none"> <li>• Use of head pointers</li> <li>• Training to use available limbs</li> <li>• Creating special sitting arrangements in class</li> </ul>



## Physical Education in the AEP programme

In the AEP curriculum, physical education is a compulsory subject at Level 1, and an elective subject at Level 2.

### Rationale of teaching Physical Education

Physical education supports the curriculum’s vision for young people of enabling them to become confident, connected, actively involved, lifelong learners. Therefore, physical education is essential for AEP learners as it promotes active lifestyles, develops motor skills, enhances social and emotional development, improves cognitive function, encourages lifelong physical activity, and supports overall well-being.

Learners involved in physical activity better control their weight and have a better chance of avoiding obesity-related problems, including diabetes and high cholesterol. Physical activity helps in building teamwork and contributes to the management of stress and emotions. Physical Education also prepares learners for further studies in Sports Science and other sports related careers.

Generally, physical education provides a holistic approach to education, addressing not only physical competencies but also mental, emotional, and social aspects of learner’s lives.

### Teaching and Learning Physical Education

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

The new syllabus provides learners with a wide range of contexts in which to develop these activities. 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 extend that by posing problem-based activities to the learners. This makes them think about their own ideas and experiences as well as adding new knowledge and skills to it. The physical activities will enable learners to interact with real-life 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 also 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 physical education, learners are encouraged to:

- be responsible for their own learning.
- think for themselves and form their own ideas and opinions, and defend them.
- become critical thinkers who can identify the root cause of new challenges or situations, generate possible solutions for themselves, evaluate various information sources, consider multiple perspectives and evaluate the cons and pros of each solution.

### Time Allocation

<b>PHYSICAL EDUCATION</b>	<b>Level 1</b>	<b>Level 2</b>
	1 hour a week	2 hours a week

## Programme Planner

<b>LEVEL 1</b>	<b>THEME</b>	<b>TOPIC</b>	<b>DURATION (HOURS)</b>
Term 1	Theory and Practice of PE	Introduction to PE	1
		Safety and first aid	2
		Agreeable and disagreeable behavior	2
		Body conditioning	2
	Games	Basic skills in rounders	2.5
	Aesthetics	Movement concepts	2.5
Term 2	Theory and Practice of PE	Skills development and diet	1.5
		Physical fitness	3
	Athletics	Basic running skills	2.5
		Basic jumping skills	2.5
		Basic throwing skills	2.5
Term 3	Theory and Practice of PE	Exercise, rest and hygiene	2
		Leisure and recreation	1
		Factors in performance of physical activities	2
	Games	Basic skills in educational gymnastics	2
		Basic skills in netball	2.5
		Basic skills in soccer	2.5
<b>Total</b>			<b>36</b>

LEVEL TWO	THEME	TOPIC	DURATION (NO. OF PERIODS)
Term 1	Theory and Practice of PE	The body and physical activities	4
		Fitness testing and training	5
	Aesthetics	Aerobics	8
	Games	Basic skills in rugby	7
Term 2	Theory and Practice of PE	Media and sports	3
	Athletics	Development of running skills	7
		Development of jumping skills	7
	Games	Basic skills in cricket	7
Term 3	Theory and Practice of PE	Health, physical activity and stress management	5
		PES at national and international level	5
	Games	Intermediate skills in rugby	7
		Intermediate skills in cricket	7
<b>Total</b>			<b>72</b>

## Features of the AEP Syllabus

This AEP Physical Education teaching syllabus has the following features:

### 1) Competency

This is a general statement of what a learner can exhibit or do as a result of learning all the concepts within each sub-topic. It is stated at the top of the table for each sub-topic in the detailed syllabus. It shows how the content will be applied in different situations.

### 2) Learning outcomes

These are the expected behaviour which a learner will exhibit after the study of the sub-topic. The teacher must ensure that all the outcomes are achieved. They have been provided to help the teacher clarify content and scope. Where a higher outcome is stated, lower outcomes are implied. The teacher should use learning outcomes to plan his/her teaching strategies. Learning outcomes also guide in evaluation at the end of the learning process.

The learning outcomes are classified as knowledge (k), understanding (u), skill (s), generic skill (gs), values/attitudes (v/a), which are indicated in front of each learning outcome. They are meant to guide the teacher on how to approach the learning outcomes.

### 3) Duration

This has been provided for each sub-topic. It is meant to guide the teacher in planning so as to cover all the content appropriately. However, the allocated time should allow for flexibility in order to cater for remedial teaching and carrying out practical activities where possible.

### 4) Suggested learning activities

These provide the teacher with guidance, for example, on the tasks which the learners must accomplish to acquire the learning outcomes. However, these are not the only activities since other tasks as may be suggested by the teacher must be used. The teacher should use an appropriate strategy, e.g., individual or group work, for learners to carry out the activities effectively. Teachers should also encourage learners to use a variety of resources such as the library and ICT.

## 5) Sample assessment strategy

These are meant to test the level of understanding for each sub-topic. However, other assessment strategies as suggested by the teacher and textbooks that are appropriate to the sub-topic should be used to assess the learners' achievement. The sample assessment strategies are not meant to be a spot work for end-of-cycle examinations but rather to assist the teacher in formative assessment. Some of this assessment is done by observation and can be used to assess attributes like teamwork, confidence, scientific literacy, communication, leadership and organisational skills of learners.

## 6) Hint to the teacher

These further clarify the scope and depth of coverage for some sub-topics. They should be taken seriously to avoid leaving out content or giving content beyond the scope of the learners.

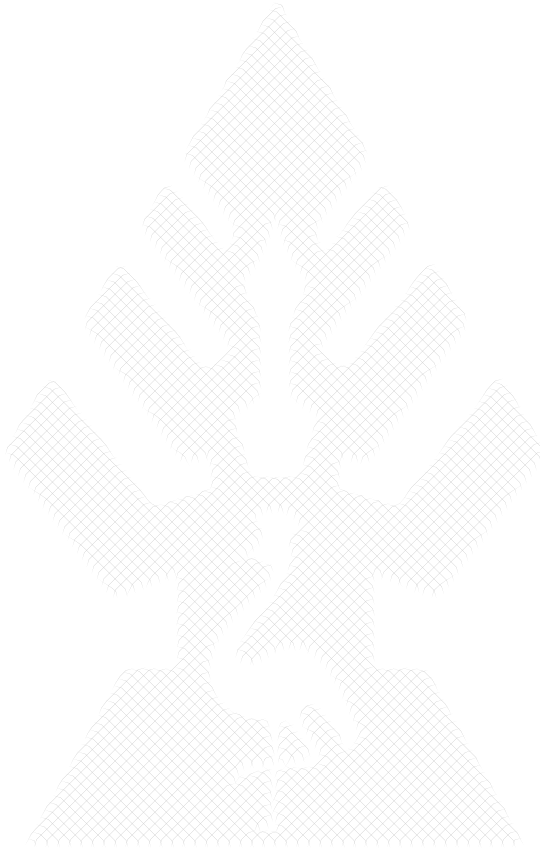
## 7) ICT support

This shows the ICT resources that the teacher should use to further the understanding of the different concepts. The teacher should note that these are optional and only applied where they are available.

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

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

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; therefore, teachers are encouraged to extend these and devise their own that are appropriate to the needs of their class.



## LEVEL 1

## TERM 1

### THEME: Theory and Practice of Physical Education

#### Topic 1.1: Introduction to P.E

**Duration:** 1 Hour

**Competency:** The learner explains the concept of PE and its benefit to an individual as well as the society.

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

**Hint to the teacher:**

Use integrative activities to ensure learners achieve all the learning outcomes

## LEVEL 1

### TERM 1

## THEME: Theory and Practice of Physical Education

### Topic 1.2: Safety and First Aid

**Duration:** 2 Hours

**Competency:** The learner gives first aid for basic injuries incurred at school and at home.

Learning Outcomes	Suggested Activities	Learning	Sample Assessment Strategies
<p>The learner should be able to:</p> <p>a) understand the concept of first aid and the use of the various components in a first aid box. (u)</p> <p>b) use appropriate safety procedures to manage injuries. (s, u, gs)</p> <p>c) perform first aid for basic injuries. (s, gs)</p>	<p>i) 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.</p> <p>ii) Under teacher's guidance the learners carry out the DRABC routine of first aid in the correct sequence, appropriately.</p> <p>iii) 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).</p>		<p>i) Ask learners to illustrate the steps followed in giving first aid of a stated sports injury.</p> <p>ii) Observe the learners' performance and take note of:</p> <ul style="list-style-type: none"> <li>•generic skills of teamwork, creativity, problem solving, decision making.</li> <li>•execution of first aid (appropriateness, accuracy, confidence and hospitality).</li> <li>•appropriate use of first aid materials.</li> <li>•steps followed.</li> <li>•concentration while carrying out a given procedure.</li> </ul> <p>iii) In a conversation, ask learners to explain the choices made for the particular cases handled.</p> <p><b>Product</b></p> <p>An appropriate record of the first aid offered by the learner. A video can be made, where applicable.</p>

**Hint to the teacher:**

As you facilitate activities for LO b and c, emphasise the uses of the different components in the First Aid box.



## LEVEL 1

### TERM 1

#### THEME: Theory and Practice of Physical Education

#### Topic 1.3: Agreeable and Disagreeable Behaviour

**Duration:** 2 Hours

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

Learning Outcomes	Suggested Learning Activities	Sample Assessment Strategies
<p>The learner should be able to:</p> <p>a) differentiate between agreeable and disagreeable behavior in society and during performance of physical activities. (k, u, v)</p> <p>b) understand the concept of drug and substance abuse and know the types of prohibited drugs and substances in sports and in Uganda. (u, k, v)</p>	<p>i) Guide learners in a discussion to state and then present the meaning of agreeable and disagreeable behaviors.</p> <p>ii) Explore further with learners the relationship between behaviors and values in Uganda and their community.</p> <p>iii) Learners are engaged in a discussion to describe general agreeable and disagreeable behavior at school and in the community and provide a report for their school website, noticeboard or newsletter.</p> <p>iv) In their discussion groups, guide learners to discuss agreeable and disagreeable behaviors in sports, providing examples in each case.</p> <p>v) In a guided discussion, learners describe the consequences of disagreeable sportsmanship on an individual, team and</p>	<p>i) Ask 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.</p> <p>ii) In a conversation, probe learners to ascertain their understanding and accuracy of explanations and solutions given.</p>

Learning Outcomes	Suggested Learning Activities	Sample Assessment Strategies
<p>c) understand the dangers of drug and substance abuse in relation to body health and sports performance. (u)</p> <p>d) analyze the circumstances that may lead a young person to use drugs and know about sources of support for substance addiction. (u, gs)</p>	<p>community.</p> <p>vi) In small groups, learners discuss the meaning of the term ‘drug and substance abuse’.</p> <p>vii) 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.</p> <p>viii) Learners are guided to discuss the dangers of enhancing performance using drugs.</p> <p>ix) In groups, learners explore cases of drug abuse in sports and discuss the consequences that the acts lead to.</p> <p>x) Learners then discuss and identify sources of support for substance addiction cases.</p>	<p><b>Product</b></p> <p>A clear write-up stating the dangers of drug and substance abuse and suggestions for prevention.</p>
<p><b>Hint to the teacher:</b>            Handle LO a and b in the first hour then c and d in the second hour</p>		

## LEVEL 1

### TERM 1

#### THEME: Theory and Practice of Physical Education

#### Topic 1.4: Body Conditioning

**Duration:** 2 Hours

**Competency:** The learner performs warm-up and cool-down exercises as key safety precautions for performance of physical activities.

Learning Outcomes	Suggested Learning Activities	Sample Assessment Strategies
<p>The learner should be able to:</p> <p>a) understand the principal ways of prevention of injuries during physical activities. (u)</p> <p>b) perform a range of safe warm-up and cool-down exercises that can be used before and after a physical activity. (s,u)</p> <p>c) explain the value of warming up and cooling down before and after performing a</p>	<p>i) Learners are guided to discover the principal ways of preventing injuries during physical activities.</p> <p>ii) As a class, learners are introduced to the concepts of warm-up, stretching and cool-down.</p> <p>iii) Learners practice the exercises that can be used in the three phases of a warm-up.</p> <p>iv) Learners are engaged in a variety of exercises used for cool-down.</p>	<p>i) 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>ii) Task the learner to demonstrate exercises that can be used to warm-up and cool-down</p> <p>iii) Observe learners' execution taking note of:</p> <ul style="list-style-type: none"> <li>•the dynamic nature of warm-up exercises and the static nature of cool-down exercises.</li> <li>•sequence of exercises</li> <li>•appropriateness of exercises</li> </ul>

<b>Learning Outcomes</b>	<b>Suggested Learning Activities</b>	<b>Sample Assessment Strategies</b>
physical activity respectively. (u,a,v)	v) As a class, learners are engaged in a discussion to describe the importance of proper warm-up and cool-down.	<b>Product</b> A record of the learner's performance on paper following a rubric or video clip where applicable.
<p><b>Hint to the teacher:</b>            For LO a, emphasis should be put on the other ways of preventing injuries such as clearing obstacles, using correct equipment, following instructions in addition to the warm ups and cool-down</p>		

## LEVEL 1

### TERM 1

#### THEME: Games

#### Topic 1.5: Basic Skills in Rounders

**Duration:** 2.5 Hours

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

Learning Outcomes	Suggested Learning Activities	Sample Assessment Strategies
<p>The learner should be able to:</p> <p>a) make improvised equipment for rounders using local materials. (s, v, gs)</p> <p>b) execute basic skills used in rounders with application of the safety precautions. (s, v)</p>	<p>i) 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.</p> <p>ii) In small groups, learners observe and practice the following basic skills in rounders:</p> <ul style="list-style-type: none"> <li>• target throwing</li> <li>• underarm throwing and catching</li> <li>• over arm throwing and catching</li> <li>• bowling</li> <li>• batting</li> <li>• fielding</li> <li>• running and stopping. collecting and returning</li> </ul>	<p>i) Demonstrate any basic skill of rounders for example bowling.</p> <p>ii) Observe the learners' performance, noting the execution of the skill i.e., grip, stance, release and follow through.</p> <p><b>Product</b> A demonstration of the skills by the learner which can</p>

Learning Outcomes	Suggested Learning Activities	Sample Assessment Strategies
<p>c) apply the basic skills of rounders in mini-game situations and consider applying rules for rounders during the games. (s, a, u)</p>	<p>iii) In small groups, learners observe and practice positional play of rounders.</p> <ul style="list-style-type: none"> <li>• Back stop</li> <li>• Post play</li> <li>• Deep fielding 1st, 2nd, 3rd, and 4th post holding</li> </ul> <p>iv) 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.</p>	<p>be recorded using a rubric or video clip where applicable.</p>
<p><b>Hint to the teacher:</b></p> <p>As learners play the game, observe the display of teamwork, companionship, leadership, decision-making and judgment.</p> <p>Guide learners to make materials out of the lesson and showcase in half an hour of the lesson, then use the materials to practice LOs b and c in the two hours</p>		

## LEVEL 1

### TERM 1

#### THEME: Aesthetics

#### Topic 1.6: Movement Concepts

**Duration:** 2.5 Hours

**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 Strategies
<p>The learner should be able to:</p> <p>a) understand the concept of educational gymnastic activities and their relevance to maintaining fitness and health. (u)</p> <p>b) perform basic movement activities, body shapes and</p>	<p>i) 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.</p> <p>ii) 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.</p> <p>iii) In small groups, learners are guided to practice the following space awareness and</p>	<p>i) Ask the learner to demonstrate a particular gymnastic movement activity.</p> <p>ii) Observe the learners' performance, taking note of:</p> <ul style="list-style-type: none"> <li>• familiarity with the different basic movement themes.</li> <li>• the start position, shape displayed during movement and end position.</li> <li>• transition between different movement exercises.</li> <li>• coordination and smoothness of the performance.</li> </ul>

Learning Outcomes	Suggested Learning Activities	Sample Assessment Strategies
spotting with awareness of safety precautions and practices. (s, u)	movement themes with special consideration of safety: 1) Locomotion: walking, jogging and running 2) Weight bearing 3) Transference of weight 4) Use of personal space 5) Body shapes 6) Floor and air patterns 7) Support levels and figures	iii) In a conversation, probe learners in questions and situations to check their awareness of safety precautions and significant rules of gymnastics. Also, seek their individualized challenges and ways of attending to them.  <b>Product</b> A record of the learners' performance following a rubric or video clip where possible.
<b>Hint to the teacher:</b> purpose to enable learners conceptualize spotting in the different skills context		



## LEVEL 1

## TERM 2

### THEME: Theory and Practice of Physical Education

#### Topic 1.7: Skills Development and Diet

Duration: 1.5 Hours

**Competency:** The learner illustrates the types of skills and explains the dietary requirements for a physically active person.

Learning Outcomes	Suggested Learning Activities	Sample Assessment Strategies
<p>The learner should be able to:</p> <p>a) perform the different types of skills. (s)</p> <p>b) understand the different types of skill as used in PE. (u)</p> <p>c) understand the factors affecting skill performance. (u, k)</p> <p>d) understand the importance of healthy eating. (u, v)</p>	<p>i) 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).</p> <p>ii) 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.</p> <p>iii) 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.</p> <p>iv) In groups, learners are guided in a discussion on the factors that affect one's performance of a skill: physical, psychological, physiological, mental, environmental.</p>	<p>i) Ask the learner to demonstrate a basic and complex skill.</p> <p>ii) Observe the learners' performance, taking note of the accuracy of skill displayed.</p> <p>iii) In a conversation probe the learner with question to ascertain their understanding of the types of skill.</p>

Learning Outcomes	Suggested Learning Activities	Sample Assessment Strategies
<p>e) understand the importance of healthy eating in relation to one's performance in physical activities. (u, v)</p>	<p>v) 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.</p> <p>vi) Learners are guided in groups 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.</p> <p>vii) Learners are guided in a discussion on the dietary needs for physically active individuals, justifying why athletes need special dietary recommendations and are asked to explain the different energy needs of different categories of people.</p>	<p><b>Product</b></p> <p>The performance of learners which can be recorded using a rubric or video clip where applicable.</p>
<p><b>Hint to the teacher:</b></p> <p>For LO b, emphasis must be put to PE context unlike the LO a, which looks at general movement skills.</p>		

## LEVEL 1

## TERM 2

### THEME: Theory and Practice of Physical Education

#### Topic 1.8: Physical Fitness

**Duration:** 3 Hours

**Competency:** The learner explains the concept of physical fitness and illustrates exercises that can be used to develop health related and skill related physical fitness for lifelong well-being.

Learning Outcomes	Suggested Learning Activities	Sample Assessment Strategies
<p>The learner should be able to:</p> <p>a) understand the concept of physical fitness and relate it to their daily life activities. (k, u)</p> <p>b) perform exercises to develop health related fitness</p>	<p>i) 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.</p> <p>ii) 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.</p> <p>iii) As a class, learners are guided to perform exercises related to right posture with emphasis on the back and neck.</p> <p>iv) Learners observe and practice skill-related fitness exercises in relation to speed, power, coordination and</p>	<p>i) Ask the learner to demonstrate exercises that can be used to develop a given fitness component.</p> <p>ii) Observe their performance and note the accuracy and appropriateness of the exercises chosen.</p> <p>iii) Probe learners to ascertain their understanding of the exercises</p>

Learning Outcomes	Suggested Learning Activities	Sample Assessment Strategies
<p>taking care of safety. (s)</p> <p>c) perform exercises to develop skill related fitness taking care of safety. (s)</p> <p>d) understand abilities and limitations regarding fitness. (u)</p>	<p>agility that can improve one's performance in physical activities.</p> <p>v) Learners are guided to assess their abilities and limitations towards fitness.</p> <p>vi) In groups, learners are guided in a search for limitations and abilities regarding fitness.</p> <p>vii) 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.</p>	<p>executed in the task.</p> <p><b>Product</b></p> <p>A demonstration of physical fitness exercises which can be recorded on video.</p>
<p><b>Hint to the teacher:</b></p> <p>Consider clarity of exercises under each of the components of Physical fitness</p>		

## LEVEL 1

## TERM 2

### THEME: Athletics

#### Topic 1.9: Basic Running Skills

**Duration:** 2.5 Hours

**Competency:** The learner works with others through running activities, performs basic running techniques and offers safe support to others especially at their different levels of development.

Learning Outcomes	Suggested Learning Activities	Sample Assessment Strategies
<p>The learner should be able to:</p> <ul style="list-style-type: none"> <li>a) understand the concept of running as used in athletics.</li> <li>b) make improvised athletics equipment from local materials which can be used during their practice. (u,s, v/a)</li> <li>c) perform the various exercises with others so as to develop the running skill in consideration</li> </ul>	<ul style="list-style-type: none"> <li>i) 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.</li> <li>ii) 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</li> <li>iii) Learners observe and practice the following running drills                             <ul style="list-style-type: none"> <li>• Starts: stand and crouch starts</li> <li>• Reaction games</li> <li>• Arm and leg action.</li> <li>• Sprint games</li> <li>• Endurance games</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>i) Ask learners to illustrate the non-visual baton exchange in relays.</li> <li>ii) Observe the skills demonstrated, taking note of the arm position, movement direction of the baton of the holder, position of the receiver, among others.</li> </ul>

Learning Outcomes	Suggested Learning Activities	Sample Assessment Strategies
<p>of the safety precautions. (s)</p> <p>d) perform short sprints using the appropriate techniques. (s)</p> <p>e) perform baton exchange using the visual and non-visual baton exchange. (s)</p> <p>f) perform the rhythmic hurdle clearance over three flights. (s)</p>	<p>iv) In groups, learners apply the running skills acquired to sprint and run middle distances.</p> <p>v) Learners listen, observe and then practice activities involving vigorous arm swing, high knee picking, rotation of legs at hip, pawing action, body lean, sprinting.</p> <p>vi) Learners are engaged in 60 m sprints with emphasis on appropriate techniques.</p> <p>vii) 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 the baton.</p> <p>viii) In pairs, learners are guided to practice the non-visual baton exchange techniques; learners are guided to perform the rhythmic hurdle clearance over three flights.</p>	<p><b>Product</b></p> <p>A well-executed non-visual baton exchange which can be recorded on video or with a rubric.</p>

**Hint to the teacher:**

For material making and mobilization, give an activity prior to the lesson so that LO a, is covered within the given time frame.

Allow learner to apply the starts (standing and crouch) in the different races  
 Emphasis should be put on the development of skills involved in the sprints, middle and long distance running with a link to the application in the respective races

## LEVEL 1

## TERM 2

### THEME: Athletics

#### Topic 1.10: Basic Jumping Skills

**Duration:** 2.5 Hours

**Competency:** The learner works with others and illustrates basic jumping techniques with consideration of safety.

Learning Outcomes	Suggested Learning Activities	Sample Assessment Strategies
<p>The learner should be able to:</p> <p>a) understand the categories of jumping events in athletics and make improvised jumping equipment from local materials. (u, v, a, gs)</p> <p>b) perform the skills involved in selected jumping</p>	<p>i) In small groups, learners are guided to discuss and list the different categories of jumping events.</p> <p>ii) In groups, learners are guided by the teacher to use local materials and make improvised equipment that can be used for the activity.</p> <p>iii) Guide learners to practice activities involving single take-off, landing, strength in the legs, leap jumps.</p> <p>iv) In small groups, learners observe and practice the basic long jump techniques of sail, and hang in long jump</p>	<p>i) Ask learners to demonstrate the basic jumping techniques of sail and hang in long jump, following the basic rules that govern them.</p> <p>ii) Observe:</p> <ul style="list-style-type: none"> <li>• the approach, take off, flight and landing of each learner for the two techniques.</li> <li>• learners applying safety measures during the jumping activities.</li> <li>• learners as they apply the rules that govern the various jumping techniques.</li> </ul>

Learning Outcomes	Suggested Learning Activities	Sample Assessment Strategies
<p>activities with awareness of safety. (u)</p> <p>c) perform the various jumping basic skills.(s)</p>	<p>while observing safety.</p> <p>v) Learners observe and practice the basic high jumping techniques of straddle, scissors while observing safety.</p> <p>vi) Learners observe and practice the triple jumping techniques while observing the correct sequence.</p>	<p>iii) Hold a discussion on the impact of learners' input in relation to the final output as they jump.</p> <p><b>Product</b></p> <ul style="list-style-type: none"> <li>• The execution of the jump's recorder on video or rubric.</li> <li>• Application of rules and regulations when conducting jumping activities.</li> </ul>
<p><b>Hint to the teacher:</b></p> <p>Let materials be developed outside the lesson time.</p> <p>Integrate importance of jumping in the practice of the various skills</p>		



## LEVEL 1

## TERM 2

### Theme: Athletics

#### Topic 1.11: Basic Throwing Skills

**Duration:** 2.5 Hours

**Competency:** The learner works with others to illustrate safe basic throwing techniques.

Learning Outcomes	Suggested Learning Activities	Sample Assessment Strategies
<p>The learner should be able to:</p> <p>a) understand the categories of throwing events in Athletics. (u, s)</p> <p>b) make improvised throwing equipment from local materials. (gs, v, a)</p> <p>c) perform the techniques used in shot put, javelin,</p>	<p>i) In small groups, learners are guided to discuss and list the different categories of throwing events</p> <p>ii) In groups, learners are guided by the teacher to use local materials and make improvised equipment that can be used for throwing activity.</p> <p>iii) Guide learners to practice activities involving single take-off, landing, strength in the legs, leap jumps</p> <p>iv) Demonstrate for the learners and give them time to practice the following skills of throwing:</p> <ul style="list-style-type: none"> <li>• 3-step approach in javelin throw</li> <li>• Standing shot in shot put</li> <li>• Standing throw in discuss</li> </ul>	<p>i) Ask learners to select a category of throwing events and design improvised equipment that can be used to perform that activity.</p> <p>ii) Observe learners' performance, taking note of the:</p> <ul style="list-style-type: none"> <li>• generic skill of team work, creativity, innovation, numeracy.</li> <li>• focus on the task.</li> </ul>

<p>and discuss in awareness of safety. (s, v)</p> <p>d) perform the various throwing skills. (s)</p>	<p>v) Through explanation and demonstration, guide learners to practice activities involving:</p> <ul style="list-style-type: none"> <li>• holding the tip of a stick (about 1 foot long) between the forefinger and the thumb and throwing it over the shoulder to whirl in the air</li> <li>• cross step run</li> <li>• hopping and planting a foot to throw objects</li> <li>• acceleration runs</li> <li>• strength in the arms</li> <li>• hip twist (torque)</li> </ul>	<p>iii) In a conversation, ask learners to explain their action and choices made.</p> <p><b>Product</b></p> <p>An improvised material made by a learner and displayed. Keep a record of the learners' performance.</p>
<p><b>Hint to the teacher:</b></p> <p>As learners practice the throws, guidance should be given on the rules and safety associated with the respective skills.</p>		

## LEVEL 1

## TERM 3

### THEME: Theory and Practice of Physical Education

#### Topic 1.12: Exercise, Rest and Hygiene

**Duration:** 2 Hours

**Competency:** The learner articulates the relevance of exercise, rest and hygiene to inspire individuals to leave a healthy lifestyle.

Learning Outcomes	Suggested Learning Activities	Sample Assessment Strategies
<p>The learner should be able to:</p> <p>a) know the meaning of exercise and rest. (k)</p> <p>b) understand why exercise and rest are important to personal well-being. (u, a)</p> <p>c) appreciate the relevance of personal hygiene and cleanliness. (a, v, u)</p>	<p>i) Individually, learners brainstorm the meaning of rest and exercise, and give some examples for each of them and then share their findings in pairs.</p> <p>ii) As a class, learners discuss how exercise and enough rest improve personal well-being.</p> <p>iii) Using Word processor/chart, learners design a single-page brochure with all details to be displayed on the school noticeboard or classroom wall.</p> <p>iv) Learners in groups brainstorm and give description of the parts of the body that need special hygiene after participation in PE and sports.</p> <p>v) Using their school sports attires, learners illustrate</p>	<p>i) Ask learners to prepare a presentation for the school sports club members explaining the rationale of exercise, rest and hygiene.</p> <p>ii) Observe learners and note the generic skills of teamwork, creativity critical thinking.</p> <p>iii) In a conversation engage learners in discussion on the choice of reasons included</p>

Learning Outcomes	Suggested Learning Activities	Sample Assessment Strategies
	<p>groups in their care for sportswear and make demonstrations of cleaning them, suggest ways of maintaining them appropriately and maintaining their own bodies clean.</p>	<p>in the presentation to ascertain their understanding of the concepts in the task.</p> <p><b>Product</b></p> <p>A presentation of the printout or chart by the learners including illustrations and reasons</p>
<p><b>Hint to the teacher:</b></p> <p>In demonstration of how to take care of the sports ware, emphasis should be put on how to maintain them</p>		

**LEVEL 1**

**TERM 3**

**THEME: Theory and Practice of Physical Education**

**Topic 1.13: Leisure and Recreation**

**Duration:** 1 Hour

**Competency:** The learner differentiates 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 Strategies
<p>The learner should be able to:</p> <ul style="list-style-type: none"> <li>a) know what leisure and recreation entails. (k)</li> <li>b) understand the various forms of activities that can be considered to either be for leisure and recreation. (u)</li> <li>c) understand the factors which determine what people do during their leisure time. (u)</li> </ul>	<ul style="list-style-type: none"> <li>i) Learners work in small groups to recap on lessons learned about the meaning of ‘leisure time’, leisure and recreation.</li> <li>ii) Learners are supported to describe the activities they do during their leisure time and the factors that determine their choice of ‘activities’.</li> <li>iii) Learners are supported to set personal goals, taking records of them in their diaries so as to guide their work towards them.</li> </ul>	<ul style="list-style-type: none"> <li>i) Ask learners to develop and present an article explaining the relevance of active leisure and recreation.</li> <li>ii) Observe learners and note the generic skills of teamwork, creativity critical thinking.</li> <li>iii) In a conversation, engage learners in a discussion on the choice of reasons included in the article to ascertain their understanding of the concepts in the task.</li> </ul> <p><b>Product</b></p> <p>An article developed and displayed by the learners with illustrations and reasons.</p>

**Hint to the teacher:** Use class discussion mainly to explore the different ways in which learners can use their leisure time and the activities they can engage in during leisure.

## LEVEL 1

### TERM 3

#### THEME: Theory and practice of Physical Education

#### Topic 1.14: Factors in Performance of Physical Activities

**Duration:** 2 Hours

**Competency:** The learner analyses factors related to performance in physical activities.

Learning Outcomes	Suggested Learning Activities	Sample Assessment Strategies
<p>The learner should be able to:</p> <p>a) examine personal qualities, skills, strengths and weaknesses in regard to performance in physical activities and future careers. (gs,a)</p> <p>b) assess opportunities and risks to make informed decisions about their own</p>	<p>i) In a guided discussion, learners differentiate between skills, talents and interests, giving clear examples of each based on self-analysis.</p> <p>ii) 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.</p> <p>iii) Individually, learners identify their strengths and weaknesses in physical education and sports performance.</p> <p>iv) In pairs, learners share and suggest improvements on their weaknesses in physical education and sports performance and how to</p>	<p>i) Ask learners to design posters that display the need to develop skills, talents and interests throughout an individuals' life.</p> <p>ii) <b>Observe</b> the learners and note the generic skills of teamwork, creativity critical thinking within this context of skills, talents and interests.</p>

Learning Outcomes	Suggested Learning Activities	Sample Assessment Strategies
career. (u) c) know the factors that affect mental, social and emotional performance and recognize. (u, gs)	building on their strengths. v) In groups of not more than ten, learners engage in a discussion to relate their interests, talents and skills to possible future career choices. vi) In small groups, engage learners 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. vii) In groups, let learners carry out some research in school to analyze 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.	iii) In <b>a conversation</b> engage learners in discussions on the choice of content 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.

**Hint to the teacher:**

The research about the effect of Physical activities should be given as a project to the learners

# LEVEL 1

## TERM 3

### THEME: Aesthetics

#### Topic 1.15: Skills in Basic Educational Gymnastics

**Duration:** 2 Hours

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

Learning Outcomes	Suggested Learning Activities	Sample Assessment Strategies
<p>The learner should be able to:</p> <p>a) engage in various gymnastic activities to demonstrate an awareness of safety precautions and activities that are safe for practice. (s)</p> <p>b) develop a simple gymnastics routine for their personal fitness training. (s)</p>	<p>i) With a partner or in small groups, learners observe and practice the following gymnastic activities:</p> <ul style="list-style-type: none"> <li>• Balances           <ul style="list-style-type: none"> <li>- crouch balance</li> <li>- head stand, handstand</li> <li>- shoulder balance</li> <li>- v-balance, swan balance</li> <li>- crab-balance</li> <li>- angle balance</li> <li>- candle sticks</li> <li>- centipede and chains</li> <li>- shoulder stand</li> <li>- thigh hold balance</li> <li>- elbow balance</li> <li>- forearm stand</li> </ul> </li> </ul>	<p>i) Demonstrate a skill from the category of either rolling or balancing in gymnastics.</p> <p>ii) Observe the learners noting there:</p> <ul style="list-style-type: none"> <li>- performance of the chosen activities following a rubric.</li> <li>- use of safety measures.</li> <li>- transition between the various rolling or balance activities chosen.</li> </ul> <p>iii) In a conversation, ask learners probing questions to check their awareness of safety precautions.</p>



Learning Outcomes	Suggested Learning Activities	Sample Assessment Strategies
	<ul style="list-style-type: none"> <li>• Rolling                             <ul style="list-style-type: none"> <li>- forward roll</li> <li>- backward roll</li> <li>- side rolls</li> <li>- tank rolls</li> <li>- judo roll</li> </ul> </li> <li>• Skipping                             <ul style="list-style-type: none"> <li>- individual, pairs and small groups do double leg, single leg, alternate leg skip</li> </ul> </li> </ul> <p>ii) At an individual level, every learner composes a fitness schedule for themselves based on what they have learned.</p>	<p><b>Product</b></p> <p>A record of video or rubric for coordinated performance of the various rolling and balance activities with an awareness of safety precautions.</p>
<p><b>Hint to the teacher:</b></p> <p>Observe and promote learners display of interpersonal skills while working with others, valuing own and other people’s body in social and physical interactions</p>		

# LEVEL 1

## TERM 3

### THEME: Games

#### Topic 1.16: Basic Skills of Netball

Duration: 2.5 Hours

**Competency:** The learner makes improvised netball equipment and performs basic techniques of the game of netball with consideration of safety.

Learning Outcomes	Suggested Learning Activities	Sample Assessment Strategies
<p>The learner should be able to:</p> <ul style="list-style-type: none"> <li>a) make improvised netball equipment from local materials. (s, gs)</li> <li>b) execute netball basic skills with application of the safety precautions in a safe environment. (s,v)</li> <li>c) apply the basic netball skills in mini-game situations and consider applying rules for rounders during mini-game situations. (s,a gs)</li> </ul>	<ul style="list-style-type: none"> <li>i) 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.</li> <li>ii) Learners observe and practice the following basic skills of netball under the teacher's guidance regarding the rules:           <ul style="list-style-type: none"> <li>• Catching/passing: chest pass, underarm pass, overhead pass, single-handed-shoulder pass, bounce pass.</li> <li>• Footwork               <ul style="list-style-type: none"> <li>a) Single-foot landing leading to: pivot and throw, jump and</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>i) Ask learners to demonstrate any two skills in           <ul style="list-style-type: none"> <li>• Passing.</li> <li>• shooting.</li> </ul> </li> <li>ii) Observe the learner's performance, noting the execution of the skill like grip, stance, release and follow through in passing and shooting.</li> <li>iii) In a conversation, engage learners to:</li> </ul>

Learning Outcomes	Suggested Learning Activities	Sample Assessment Strategies
	<p>throw, step and throw.</p> <p>b) Two feet landing leading to: pivot and throw, deciding the landing foot, stop and throw, jump and throw.</p> <p>c) Shooting: single handed-shooting, two-handed shooting.</p> <p>iii) Groups of learners, form teams and use the acquired skills and techniques in small-sided game situations and competitions.</p>	<ul style="list-style-type: none"> <li>• describe the performance expectations.</li> <li>• give feedback about their performance.</li> </ul> <p><b>Product</b></p> <p>A demonstration of the skill by the learner which can be recorded using a rubric or video clip where applicable.</p>
<p><b>Hint to the teacher:</b></p> <p>As learners play the game, you should observe the display of teamwork, companionship, leadership, decision- making and judgment.</p> <p>Handle LO a in half an hour then LOs b and c covered in the remaining two hours</p>		

# LEVEL 1

## TERM 3

### THEME: Games

#### Topic 1.17: Basic Skills in Soccer

Duration: 2.5 Hours

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

Learning Outcomes	Suggested Learning Activities	Sample Assessment Strategies
<p>The learner should be able to:</p> <p>a) make improvised equipment for soccer using local materials. (s, gs, v, a)</p> <p>b) execute basic skills used in soccer with application of the safety precautions. (s, v)</p> <p>c) apply the basic skills of soccer in mini-game situations and consider</p>	<p>i) 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.</p> <p>ii) In small groups, learners observe and practice the following basic skills of soccer:</p> <ul style="list-style-type: none"> <li>• Kicking: Instep, inside of the foot, outside of the foot, back heel, sole</li> <li>• Trapping/ball control: Sole of foot, inside of the foot, instep, thigh, chest</li> <li>• Passing: Loft, square pass</li> <li>• Dribbling</li> </ul> <p>In-step and inside of the foot, outside of the foot</p>	<p>i) Ask learners to demonstrate any basic skill of soccer; for example, ball control.</p> <p>ii) Observe the learners' performance, noting the execution of the skill i.e., stance, body position and follow through.</p>

Learning Outcomes	Suggested Learning Activities	Sample Assessment Strategies
<p>applying rules for soccer during mini-game situations. (s)</p>	<ul style="list-style-type: none"> <li>• Basics of heading</li> <li>• Shooting:                             <ul style="list-style-type: none"> <li>– penalty shot, basic shot</li> </ul> </li> <li>• Goalkeeping                             <ul style="list-style-type: none"> <li>– Catching</li> </ul> </li> <li>• Throw-in                             <ul style="list-style-type: none"> <li>– Standing throw-in, throw-in on the move.</li> </ul> </li> </ul> <p>iii) In small groups, using their prior interface with soccer, learners are guided in a discussion the basic rules of soccer and safety measures for the game.</p> <p>iv) In groups, learners form teams and use the acquired skills and techniques in game situations under the supervision of the teacher.</p>	<p>iii) In a conversation, engage learners to:</p> <ul style="list-style-type: none"> <li>• describe the performance expectations.</li> <li>• give feedback about their performance.</li> </ul> <p><b>Product</b></p> <p>A demonstration of the skill by the learner that can be recorded using a rubric or video clip where applicable.</p>

**Hint to the teacher:**

As learners play the game, you should observe the display of teamwork, companionship, leadership, decision-making and judgment.

Handle LO a in half an hour then LOs b and c covered in the remaining two hours

## LEVEL 2

### TERM 1

#### THEME: Theory and Practice of Physical Education

#### Topic 2.1: The Body and Physical Activities

Duration: 4 Hours

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

Learning Outcomes	Suggested Learning Activities	Sample Assessment Strategies
<p>The learner should be able to:</p> <p>a) analyze the role of the various body systems in effective performance of physical activities.</p> <p>b) interpret the changes on the body in response to physical activities and relate them to the various body systems.</p>	<p>i) In groups, learners are guided to discuss the role of the various body systems in performance of physical activities, such as skeletal, muscular, circulatory and nervous system.</p> <p>ii) Learners are guided to participate in various exercises to observe the changes on their body.</p> <p>iii) In groups, learners relate the body changes experienced to the various body systems and describe how the system works in relation to physical performance.</p> <p>iv) 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.</p>	<p>i) Ask learners to make a write up, describing the roles of selected body systems in performance of physical activities.</p> <p>ii) Observe the learners and note the</p>

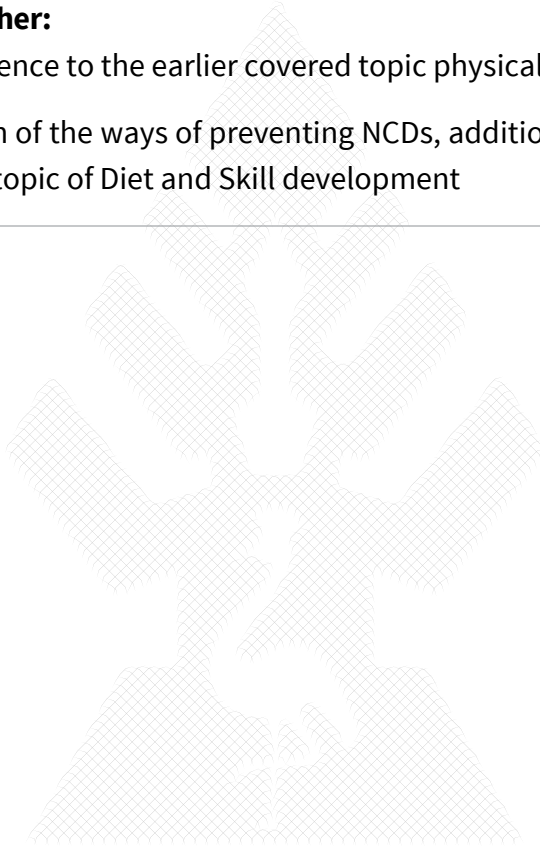
<p>(u, gs)</p> <p>c) understand ways that prevent non-communicable diseases. (u, a)</p> <p>d) understand how performance is affected by encouragement and physiological responses. (u, a)</p> <p>e) analyze the relevance of goal setting in performance. (gs)</p>	<p>v) Are engaged in discussion on ways to prevent non-communicable diseases.</p> <p>vi) Search for the causes and effects of non-communicable diseases and suggest physical activities that one can engage in to prevent non-communicable diseases.</p> <p>vii) In a classroom situation, the teacher asks one learner to clap his/her hands, and then the next learner claps his/her 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.</p> <p>viii) In groups, learners discuss the meaning of motivation and create a charter to describe how they will motivate each other.</p> <p>ix) In groups, learners suggest other ways of motivating colleagues in a practical situation.</p> <p>x) Learners are guided into physical activities with an emphasis on the various methods of motivation and then in groups they analyze how their performance is affected by encouragement and the physiological</p>	<p>generic skills of teamwork, creativity, critical thinking.</p> <p>iii) In a conversation, engage learners in a discussion on the suggestions given to ascertain their understanding of the concepts in the task.</p> <p><b>Product</b> A write up developed by the learners with illustrations and reasons.</p>
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	responses. xi) Learners are guided to set personal goals and take record of them in their diaries and to work hard towards achieving them.	
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**Hint to the teacher:**

Only make reference to the earlier covered topic physical fitness

In the discussion of the ways of preventing NCDs, additional reference should be made to the topic of Diet and Skill development





**LEVEL 2**

**TERM 1**

**Theme: Theory and Practice of Physical Education**

**Topic 2.2: Fitness Testing and Training**

**Duration:** 5 Hours

**Competency:** The learner performs fitness activities, illustrates ways of testing and training for fitness and appreciates the importance of keeping physically fit.

Learning Outcomes	Suggested Learning Activities	Sample Assessment Strategies
<p>The learner should be able to:</p> <ul style="list-style-type: none"> <li>a) perform training exercises for various specific components of fitness. (s)</li> <li>b) understand the principles of training. (u)</li> <li>c) design a programme that can be used to improve performance</li> </ul>	<ul style="list-style-type: none"> <li>i) Learners observe and do exercises that can be used to improve the specific components of physical fitness:                             <ul style="list-style-type: none"> <li>• health related: cardio respiratory, flexibility, muscular strength, muscular endurance, body composition.</li> <li>• skill related: speed, power agility, coordination, balance, reaction time</li> </ul> </li> <li>ii) Learners are guided to discuss the meaning of fitness training and to describe the principles of training that are mainly used to improve performance.</li> <li>iii) In groups, learners use library or online resources to find information on how to improve performance based on the basic principles of</li> </ul>	<ul style="list-style-type: none"> <li>i) Ask learners to choose one component of either skill-related or health-related physical fitness and:                             <ul style="list-style-type: none"> <li>• demonstrate exercises that can be used to improve it.</li> <li>• illustrate how that component can be tested for fitness.</li> </ul> </li> <li>ii) Observe learners' active participation,</li> </ul>

Learning Outcomes	Suggested Learning Activities	Sample Assessment Strategies
<p>using the basic principles of training. (u, s)</p> <p>d) carry out tests for both health-related and skill-related fitness. (s)</p> <p>e) perform exercises that test the health of the back, health-related and skill-related fitness. (s)</p> <p>f) appreciate the value of maintaining body fitness (a, v)</p>	<p>training and make a class presentation of their findings.</p> <p>iv) In groups, learners are guided to design a fitness training programme based on what they have learnt and prepare a presentation for the rest of the class.</p> <p>v) 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.</p> <p>vi) In groups, learners are guided to measure each other's body mass index (BMI) in relation to personal fitness and suggest ways in which personal fitness can be maintained.</p> <p>vii) Learners test their fitness levels, keeping records of their findings and devise ways of maintaining their fitness for lifelong well-being.</p>	<p>accuracy of exercises and generic skill exhibited.</p> <p>iii) In a conversation, probe learners to ascertain their understanding and choices made.</p> <p><b>Product</b></p> <p>A demonstration of the correct exercise and test which should be recorded on video or rubric.</p>

**Hint to the teacher:**

Some components of this topic can be completed by the learners during the project time

## LEVEL 2

### TERM 1

#### THEME: Aesthetics

#### Topic 2.3: Basic Steps of Aerobics

Duration: 8 Hours

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

Learning Outcomes	Suggested Learning Activities	Sample Assessment Strategies
<p>The learner should be able to:</p> <p>a) understand the concept of aerobics and appreciate the value of aerobics for healthy living with awareness of safe practices. (u, a, k)</p> <p>b) perform aerobics exercises in an aerobics class with an awareness</p>	<p>i) Learners are introduced to the meaning of aerobics through various descriptions and examples. They should relate it to other physical activities that they know.</p> <p>ii) Learners are guided to discuss what constitutes aerobics and the benefits of engaging in aerobic activities.</p> <p>iii) Individually, learners outline the equipment and costumes that they would use to ensure safe and enjoyable participation in aerobics classes.</p> <p>iv) In groups, learners are guided to execute the following basic steps of aerobics:</p> <ul style="list-style-type: none"> <li>• match thin, match wide, side step single and double, heel tap.</li> <li>• 4 count steps: A-step, basic left, basic right, Charleston, diagonal, grapevine, hop turn, jumping Jack,</li> </ul>	<p>i) Ask the learners to</p> <ul style="list-style-type: none"> <li>• illustrate any two basic steps of aerobics.</li> <li>• demonstrate a combination of any two steps with any appropriate hand movement.</li> </ul> <p>ii) Observe:</p> <ul style="list-style-type: none"> <li>• performance of the different basic steps.</li> <li>• coordination of the arms and legs.</li> <li>• transition between</li> </ul>

Learning Outcomes	Suggested Learning Activities	Sample Assessment Strategies
<p>of safe practices. (s)</p>	<p>mambo cha-cha-cha, reverse turn, reverse V-step, tap up, turn-step, V-step</p> <p>v) Learners practice the basic skills with simple musical melodies.</p> <p>vi) Individually and in small groups, learners are guided to execute the following arm movements in aerobics:</p> <ul style="list-style-type: none"> <li>• Alternating bicep curls</li> <li>• Arm circles</li> <li>• Bicep curls</li> <li>• Double side out</li> <li>• Frontal pull</li> <li>• Frontal raise</li> <li>• Hammer curls</li> <li>• Lateral raise</li> </ul> <p>vii) Learners practice combining arm and leg movements using simple musical melodies.</p> <p>viii) 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>	<p>different basic steps.</p> <ul style="list-style-type: none"> <li>• matching the activity with rhythm.</li> </ul> <p>iii) In a conversation, engage learners to:</p> <ul style="list-style-type: none"> <li>• describe the performance expectations.</li> <li>• give feedback about their performance.</li> </ul> <p><b>Product</b></p> <p>Well-coordinated performance of floor aerobics skills which can be recorded in a video or a rubric.</p>
<p><b>Hint to the teacher:</b> Emphasis of learner's grasp of the skills</p>		

## LEVEL 2

### TERM 1

#### THEME: Games

#### Topic 2.4: Basic Skills in Rugby

**Duration:** 7 Hours

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

Learning Outcomes	Suggested Learning Activities	Sample Assessment Strategies
<p>The learner should be able to:</p> <p>a) make improvised equipment for rugby using local materials. (s, gs, v, a)</p> <p>b) execute basic skills used in rugby with the application of safety precautions. (s)</p> <p>c) apply the basic skills of rugby in mini-</p>	<p>i) In small groups, learners are guided to collect local materials and make improvised equipment for rugby (balls) which can be used for practice.</p> <p>ii) In groups of 4–6, learners are guided to practice the following basic skills used in rugby:</p> <ul style="list-style-type: none"> <li>• variations of throwing and catching</li> <li>• passing and its variations</li> <li>• line out and its variation</li> <li>• tackling and its variation</li> <li>• kicking and its variation</li> </ul> <p>iii) In small groups, using their prior interface with rugby, learners are guided to discuss and make</p>	<p>i) Ask learners to perform any basic skill in rugby such as passing the ball.</p> <p>ii) Observe:</p> <ul style="list-style-type: none"> <li>• demonstration of the different basic skills of rugby.</li> <li>• application of safety precautions.</li> <li>• application of the rules that govern rugby.</li> <li>• generic skills exhibited by learners during a game situation.</li> </ul>

Learning Outcomes	Suggested Learning Activities	Sample Assessment Strategies
<p>game situations and consider applying rules for rugby during the mini-game. (s, a, v)</p>	<p>presentations on the basic rules of rugby and safety measures to be considered for the game.</p> <p>iv) 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>	<p>iii) In a conversation, engage learners to:</p> <ul style="list-style-type: none"> <li>• describe the performance expectations.</li> <li>• give feedback about their performance.</li> </ul> <p><b>Product</b></p> <p>A demonstration of the skill by the learner which can be recorded using a rubric or video clip, where applicable.</p>
<p><b>Hint to the teacher:</b></p> <p>As learners play the game, the teacher should observe the display of teamwork, companionship, leadership, decision-making and judgment.</p>		

## LEVEL 2

## TERM 2

### THEME: Theory and Practice of Physical Education

#### Topic 2.5: Media and Sports

**Duration:** 3 Hours

**Competency:** The learner explains the relationship between sports and media, how they mutually benefit from each other and analyses contemporary issues in sport.

Learning Outcomes	Suggested Learning Activities	Sample Assessment Strategies
<p>The learner should be able to:</p> <p>a) know the various types of media presentations. (k, u)</p> <p>b) understand the positive influences and the drawbacks of media coverage on sports. (u)</p>	<p>i) In groups, learners are guided to discuss various types of media presentations such as television, films, radio, newspapers, magazines and telecommunication.</p> <p>ii) Through group discussion, learners are guided to expand on the following positive influences of media coverage on sports:</p> <ul style="list-style-type: none"> <li>• Media promotes sports</li> <li>• More people can see and read about sports</li> <li>• The media creates sports stars who have both positive and negative influences on youngsters</li> <li>• Media can influence sports in a variety of ways, such as attracting sponsorship, improving facilities, training and equipment.</li> </ul>	<p>i) Ask learners to choose a sport of their interest and design the different media presentations that can be used to broadcast it.</p> <p>ii) Observe:</p> <ul style="list-style-type: none"> <li>• generic skills, such as teamwork, tolerance, respect, collective responsibility, confidence and self-esteem.</li> <li>• focus of the discussion on the task.</li> </ul>

Learning Outcomes	Suggested Learning Activities	Sample Assessment Strategies
<p>c) assess the impact of television on sport. (u, gs)</p> <p>d) analyze the contemporary issues affecting sports. (u, gs)</p>	<p>iii) Learners in their groups carry out a discussion and write their ideas, focusing on the following drawbacks of media coverage of sports:</p> <ul style="list-style-type: none"> <li>• The effect that pressure has on managers and teams to do well in sports.</li> <li>• 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.</li> <li>• The criticality of media on referees/official decisions.</li> </ul> <p>iv) Learners carry out a search on the impact of television on sports in relation to; for example:</p> <ul style="list-style-type: none"> <li>• the impact of sports analysis.</li> <li>• the different means the TV companies use to add interest for viewers.</li> </ul> <p>v) In small groups, learners explore how contemporary issues such as AIDS and climate change affect sports and identify other contemporary issues in sports.</p>	<ul style="list-style-type: none"> <li>• active participation.</li> </ul> <p>iii) In a conversation, probe learners to check:</p> <ul style="list-style-type: none"> <li>• response given by the learner from their brainstorming session.</li> <li>• relevance of the questions and responses raised by the learners.</li> </ul> <p><b>Product</b></p> <p>A presentation either in PowerPoint or a chart.</p>



**LEVEL 2**

**TERM 2**

**THEME: Athletics**

**Topic 2.6: Development of Running Skills**

**Duration:** 7 Hours

**Competency:** The learner applies running skills and techniques during performance of running events.

Learning Outcomes	Suggested Learning Activities	Sample Assessment Strategies
<p>The learner should be able to:</p> <p>a) apply the rules and regulations that govern running events in athletics. (s)</p> <p>b) execute the different baton exchange techniques within the rules of</p>	<p>i) In pairs, learners interpret the rules and regulations that govern running events using trials for the particular events.</p> <p>ii) In groups of four, learners practice the non-visual baton exchange techniques: upsweep, down sweep using various drills: seated, standing, walking, jogging and running.</p> <p>iii) Learners are guided on how to use checkmarks and exchange zones during non-visual baton exchanges.</p> <p>iv) Learners practice relay sprints using the non-visual baton exchange while observing the rule of working within the exchange zone.</p> <p>v) Individually, learners observe and practice hurdle clearance using the lead leg and trail leg movement drills in a safe environment.</p>	<p>i) Ask learners to demonstrate hurdle clearance over 5 hurdle flights while observing the three-stride rhythm run between hurdles.</p> <p>ii) Observe the learner’s performance with focus on:</p> <ul style="list-style-type: none"> <li>proper hurdle clearance (body posture during clearance)</li> </ul>

Learning Outcomes	Suggested Learning Activities	Sample Assessment Strategies
play. (s, gs)  c) perform the whole sequence for the sprint hurdles. (s)	vi) Learners practice the combination of hurdle clearance and the three-stride rhythm using three hurdles.  vii) Learners practice sprints, sprint relays and sprint hurdles while observing safety and the rules that govern the events.	<ul style="list-style-type: none"> <li>three-stride rhythm between hurdles.</li> </ul> <p><b>Product</b></p> <p>A record of the learner's performance using rubrics or video coverage where possible.</p>
<p><b>Hint to the teacher:</b></p> <p>Ensure that the practice focuses on the technical points of the sprints, the baton exchange and the hurdle clearance as indicated in the suggested learning activities</p>		

**LEVEL 2**

**TERM 2**

**THEME: Athletics**

**Topic 2.7: Development of Jumping Skills**

**Duration:** 7 Hours

**Competency:** The learner applies jumping skills and techniques to perform jumping events in athletics.

Learning Outcomes	Suggested Learning Activities	Sample Assessment Strategies
<p>The learner should be able to:</p> <p>a) set up the jumping area for horizontal and vertical jumps using improvised material. (s, gs, s, v, a)</p> <p>b) interpret the rules that govern vertical and horizontal jumping events in athletics. (u)</p>	<p>i) In groups, learners use previous knowledge to make jumping materials to set up the areas for performing horizontal and vertical jumps.</p> <p>ii) Learners are guided through the rules that govern horizontal and vertical jumps.</p> <p>iii) Learners are guided to set starting marks and practice the approach phase, take off, and landing phase as used in horizontal jumps.</p> <p>iv) Learners observe and practice the following flight techniques used in long jump while observing safety;</p> <ul style="list-style-type: none"> <li>- hang, hitch-kick</li> </ul> <p>v) Learners develop their ability to complete a long jump using a flight technique of their choice while observing safety and the rules.</p> <p>vi) Learners observe and practice the ‘hop’ - ‘step’ - ‘jump’ sequence as used in triple jump while observing safety and rhythm.</p>	<p>i) Ask learners to:</p> <ul style="list-style-type: none"> <li>• demonstrate the hitch-kick technique in long jump.</li> <li>• illustrate the Fosbury-flop technique in high jump.</li> <li>• illustrate pole handling and take off as used in pole vault.</li> </ul> <p>ii) Observe learners’ performance, taking note of the following:</p> <ul style="list-style-type: none"> <li>• phases of the jumps</li> </ul>

Learning Outcomes	Suggested Learning Activities	Sample Assessment Strategies
<p>c) perform the techniques used in horizontal jumping events with safety practices. (s, v)</p> <p>d) perform the techniques used in vertical jumping events with safety practices. (s, v)</p>	<p>vii) Learners perform with increasing accuracy a complete triple jump following the sequence, safety and rules.</p> <p>viii) Learners are guided to set starting marks and practice the approach phase and take off phase as used in vertical jumps.</p> <p>ix) Learners are taken through drills to practice bar clearance and landing using the Fosbury flop flight technique.</p> <p>x) Learners practice and demonstrate a complete high jump using the Fosbury flop flight technique while observing safety and the rules.</p> <p>xi) Learners are guided to practice the following basics of performing pole vault: grip, running approach, take off, basic flight and landing on the feet.</p>	<ul style="list-style-type: none"> <li>• proper take off</li> <li>• proper landing</li> <li>• appropriate flight</li> <li>• grip of the pole</li> </ul> <p><b>Product</b></p> <p>A video recorded or the use of rubric of learners' performance for grading purpose.</p>
<p><b>Hint to the teacher:</b>            Ensure that the practice focuses on the technical points of executing the vertical and horizontal jumps</p>		

## LEVEL 2

## TERM 2

### THEME: Games

### Topic 2.8: Basic Skills in Cricket

**Duration:** 7 Hours

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

Learning Outcomes	Suggested Learning Activities	Sample Assessment Strategies
<p>The learner should be able to:</p> <p>a) make improvised equipment for Cricket using local materials. (s,gs,v,a)</p> <p>b) execute basic skills used in cricket with the application of the safety precautions. (s)</p>	<p>i) 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.</p> <p>ii) 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.</p> <p>iii) In manageable groups, learners practice the following basic skills and techniques in cricket:</p> <ul style="list-style-type: none"> <li>• batting.</li> <li>• bowling: underarm action.</li> <li>• wicket keeping.</li> </ul>	<p>i) Task the learner to perform any basic skill in cricket for example; bowling.</p> <p>ii) Observe:</p> <ul style="list-style-type: none"> <li>• demonstration of the different basic skills of Cricket by the learner.</li> <li>• application of safety precautions.</li> <li>• application of the rules that govern Cricket.</li> <li>• generic skills exhibited by learners during a game situation.</li> </ul>

Learning Outcomes	Suggested Learning Activities	Sample Assessment Strategies
c) apply the basic skills and rules of cricket in mini-game situations. (s, v, a)	iv) Under the teacher's guidance, learners learn about and then display etiquette and rehearse terminologies used in cricket. v) In groups, learners form teams and are given the 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.	iii) In a conversation engage learners to: <ul style="list-style-type: none"> <li>• describe the performance expectations.</li> <li>• give feedback about their performance.</li> </ul> <b>Product</b> The video recorded or use of rubric of the learner's performance to grade the him/her accordingly.
<b>Hint to the teacher:</b> As learners play the game, the teacher should observe the display of teamwork, companionship, leadership, decision- making and judgment.		

**LEVEL 2**

**TERM 3**

**THEME: Theory and Practice of Physical Education**

**Topic 2.9: Health, Physical Activity and Stress Management**

**Duration:** 5 Hours

**Competency:** The learner appreciates and demonstrates the importance of physical exercises in maintaining a stress-free and healthy body and mind.

Learning Outcomes	Suggested Learning Activities	Sample Assessment Strategies
<p>The learner should be able to:</p> <p>a) illustrate the different ways that they can keep healthy including by performing physical exercises to improve personal fitness. (u, s)</p> <p>b) perform physical exercises to manage stress and emotions. (s, a)</p>	<p>i) Guide learners to take each of the well-being terms mentioned below and explain in more detail what they think they mean:</p> <ul style="list-style-type: none"> <li>• physical wellbeing</li> <li>• mental wellbeing</li> <li>• social wellbeing</li> <li>• fitness and health</li> </ul> <p>ii) Each learner designs an individual plan on how to keep active and healthy, and indicates how to practice the activities in his/her plan.</p> <p>iii) In groups, learners use library or online resources to collect information on lifestyles that cause</p>	<p>i) Ask learners to develop a training session with activities they can engage in to manage stress/emotions.</p> <p>ii) Observe the learners' performance noting:</p> <ul style="list-style-type: none"> <li>• generic skills of creativity, teamwork, leadership, respect.</li> <li>• appropriateness of activities chosen.</li> </ul>

<p>c) understand the different applications of different fitness components in daily life. (u)</p> <p>d) engage in fitness exercises for lifelong well-being. (s, v, a)</p>	<p>emotional stress and write a report.</p> <p>iv) In groups, learners discuss and generate ideas about why stress management helps one to keep healthy.</p> <p>v) Learners are guided to practice physical activities that can help to relax and manage stress.</p> <p>vi) Learners use physical rehearsals as a way of releasing tension.</p>	<p>iii) In a conversation, engage learners to justify the choice of the different activities in a training session.</p> <p><b>Product</b></p> <p>Developed training sessions in soft or hard copy.</p>
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**Hint to the teacher:**

In doing exercises for stress management, the facilitator should guide learners towards making a life-long physical activity goal



## LEVEL 2

### TERM 3

#### THEME: Theory and Practice of Physical Education

#### Topic 2.10: P.E and Sports at National and International Level

Duration: 5 Hours

**Competency:** The learner comprehends the historical trend of development of physical education and sports in Uganda, illustrates the structure and organisation of international games as well as the participation and achievements of Uganda in the international games and sports.

Learning Outcomes	Suggested Learning Activities	Sample Assessment Strategies
<p>The learner should be able to:</p> <ul style="list-style-type: none"> <li>a) understand the role of sports in educational institutions. (u)</li> <li>b) know the competitions that are organized at school levels, national and international level.</li> <li>c) understand the value of community participation and courtesy</li> </ul>	<ul style="list-style-type: none"> <li>i) With guidance from the teacher, learners prepare presentations illustrating the value of school sports to learners, school, and society.</li> <li>ii) Learners use resources from the Internet or library to develop a chart showing competitions organized at different levels of education, national and international level.</li> <li>iii) In groups, learners discuss sports competitions that are organized in Africa under headings such as sports involved, timing, venue, how to enter, etc. Include</li> </ul>	<p>i) Ask the learners to:</p> <ul style="list-style-type: none"> <li>• write a letter to the parent/guardian of a primary school pupil explaining why he/she should allow his/her child to take part in school sports competitions.</li> <li>• prepare and organize a class debate on the topic: “Organizing continental competitions is a waste of resources”.</li> <li>• write an essay on how international sports competitions can be used to support regions without peace.</li> <li>• form groups and debate on the topic: “Should</li> </ul>

Learning Outcomes	Suggested Learning Activities	Sample Assessment Strategies
<p>in the community. (k)</p> <p>d) articulate the value of continental competitions. (u, gs, a)</p> <p>e) appreciate the role of international competitions in fostering world peace. (u)</p> <p>f) understand the origin and importance of the Olympic Games. (u)</p>	<p>regional competitions.</p> <p>iv) Learners are supported to trace the origin of the Commonwealth Games to the former British Empire.</p> <p>v) Support learners to identify world competitions other than the Olympic Games and enumerate the conditions under which these competitions are held.</p> <p>vi) Learners form groups and debate the value of international competitions.</p> <p>vii) Through use of the library or Internet resources, learners are guided to briefly trace the origin of the modern Olympic Games, describing differences and similarities between the ancient and the modern games.</p>	<p>Olympic Games be abolished”.</p> <p>ii) Observe:</p> <ul style="list-style-type: none"> <li>• generic skills: teamwork, communication, presentation respect, collective responsibility, confidence and self-esteem.</li> <li>• individual contribution in discussions and debates on the task.</li> <li>• active participation.</li> </ul> <p>iii) In a conversation, probe learners to check:</p> <ul style="list-style-type: none"> <li>• response given by the learner from their brainstorming session.</li> <li>• relevance of the questions.</li> </ul> <p><b>Product</b></p> <p>Presentations, debate write-ups.</p>

**Hint to the teacher:**

From learning the organization of sports competitions at different level, guide learners to shape their individual interest in relation to their talent growth

**LEVEL 2**

**TERM 3**

**THEME: Games**

**Topic 2.11: Intermediate Skills in Rugby**

**Duration:** 7 Hours

**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 Strategies
<p>The learner should be able to:</p> <p>a) apply basic skills and tactics in game situation in rugby. (s)</p> <p>b) perform and develop intermediate Rugby skills and integrate them in game situations, recognizing the sense of belonging gained from participation in games. (s, a)</p>	<p>i) In small teams, learners practice the basic skills used in rugby.</p> <p>ii) Learners are guided to practice the following intermediate skills in rugby:</p> <ul style="list-style-type: none"> <li>- rucking and its variation</li> <li>- mauling and its variation</li> <li>- the scrum and its variation</li> </ul> <p>iii) In small groups, learners are guided to identify the playing positions and players' roles in the respective playing positions.</p> <p>iv) In manageable groups, learners practice suitable activities to enhance their</p>	<p>i) Ask learners to perform any intermediate skill in rugby for example; scrum, maul.</p> <p>ii) Observe:</p> <ul style="list-style-type: none"> <li>• demonstration of the different intermediate skills of rugby by the learner.</li> <li>• application of safety precautions.</li> <li>• application of the rules that govern rugby.</li> <li>• generic skills exhibited by learners during a game situation.</li> </ul>

Learning Outcomes	Suggested Learning Activities	Sample Assessment Strategies
<p>c) develop body conditioning through various training drills. (s)</p> <p>d) design a suitable program for a Rugby training session. (gs, s, u)</p> <p>e) understand how to prevent and deal with injuries in rugby game situations. (u, s)</p>	<p>physical fitness to play Rugby.</p> <p>v) In a guided discussion, learners interpret the rules and regulations of the game.</p> <p>vi) In groups, learners design training sessions and practice them with colleagues.</p> <p>vii) In groups learners use the knowledge of first aid and demonstrate how to deal with injuries that are common in rugby.</p>	<p>iii) In a conversation, engage learners to:</p> <ul style="list-style-type: none"> <li>describe the performance expectations.</li> <li>give feedback about their performance.</li> </ul> <p><b>Product</b></p> <p>Learner's performance recorded on video or use of rubric to grade the him/her accordingly.</p>
<p><b>Hint to the teacher:</b></p> <p>Besides the intermediate skills developed and executed by the learners, provide avenues for learners to acquire and develop skills of officiating the game.</p>		

**LEVEL 2**

**TERM 3**

**THEME: Games**

**Topic 2.12: Intermediate Skills in Cricket**

**Duration:** 7 Hours

**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 Strategies
<p>The learner should be able to:</p> <p>a) apply basic skills rules and tactics in game situation in Cricket. (s)</p> <p>b) perform intermediate cricket skills and integrates them in game situations. (s)</p> <p>c) develop body conditioning through</p>	<p>i) In small teams, learners are given a chance to practice the skills in mini-cricket games while the other group members take officiating roles:</p> <ul style="list-style-type: none"> <li>•umpiring applying rules and signals.</li> <li>•clerks scoring and keeping records.</li> </ul> <p>ii) As a class, learners assess the ground, set the play area for cricket game and identify areas that may need special care and maintenance.</p> <p>iii) In groups, learners practice the following intermediate skills and techniques in cricket:</p> <ul style="list-style-type: none"> <li>•batting</li> <li>•fielding</li> <li>•bowling: overarm action</li> <li>•wicket keeping</li> </ul>	<p>i) Ask the learner to perform any intermediate skill in cricket for; example, wicket keeping.</p> <p>ii) Observe:</p> <ul style="list-style-type: none"> <li>• demonstrations of different intermediate skills of cricket by the learner.</li> <li>• application of safety precautions.</li> <li>• application of the rules that govern cricket.</li> </ul>

Learning Outcomes	Suggested Learning Activities	Sample Assessment Strategies
<p>various training drills. (s)</p> <p>d) design a suitable program for a cricket training session. (gs, s, u)</p> <p>e) understand how to prevent and deal with injuries in cricket game situations. (u, s)</p>	<p>iv) In manageable groups, learners practice suitable activities to enhance their physical fitness to play cricket.</p> <p>v) Under the teacher's guidance, learners explore different ways of applying scientific principles in skill development such as spins: top, side, down spins.</p> <p>vi) In groups, learners design training sessions and practice them with colleagues, evaluating the effectiveness of their programmes as they go along.</p> <p>vii) In groups, learners use the knowledge of first aid and demonstrate how to deal with injuries that are common in cricket.</p>	<ul style="list-style-type: none"> <li>• generic skills exhibited by learners during a game situation.</li> </ul> <p>iii) In a conversation, engage learners to:</p> <ul style="list-style-type: none"> <li>• describe the performance expectations.</li> <li>• give feedback about their performance.</li> </ul> <p><b>Product</b></p> <p>Learner's performance recorded on video or use of rubric to grade him/her accordingly.</p>

**Hint to the teacher:**

Besides the intermediate skills developed and executed by the learners, provide avenues for learners to acquire and develop skills of officiating the game

## ASSESSMENT IN AEP

### Assessing the expectations for learning

This curriculum sets expectations for learning, with a shift from learning outcomes that focus mainly on knowledge to those that focus on skills and deeper understanding. These learning outcomes require a different approach to assessment.

The “learning outcomes” in the syllabus are set out in terms of knowledge, understanding, skills, values and attitudes. This is what is referred to by the letters k, u, s, v & 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 that we must value things that we cannot easily assess.

Physical Education assessment will be conducted through:

- classroom-based assessment within lessons
- activity of Integration at the end of each chapter/Topic,
- projects.
- end of the Level assessment.

So, the guidance below 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. The assessment of KUSVA is explained in the graphics below:

<p><b>Knowledge</b></p> <p>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.</p>	<p><b>Understanding</b></p> <p>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.</p>
<p><b>Skills</b></p> <p>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.</p> <p>Some skills, such as kicking, dribbling in physical education do not have a product so need to be observed.</p>	<p><b>Values and Attitudes</b></p> <p>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.</p>



## School Summative Assessment

There will be examinations or tests set at the end of every year. In addition, there will be a summing up of ongoing teacher assessments made in the context of learning from Activities of Integration and Project work.

## 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 analyse different types of texts and readings. This syllabus focuses on the evaluation of progressive day-to-day classroom learning, hence Formative Assessment.

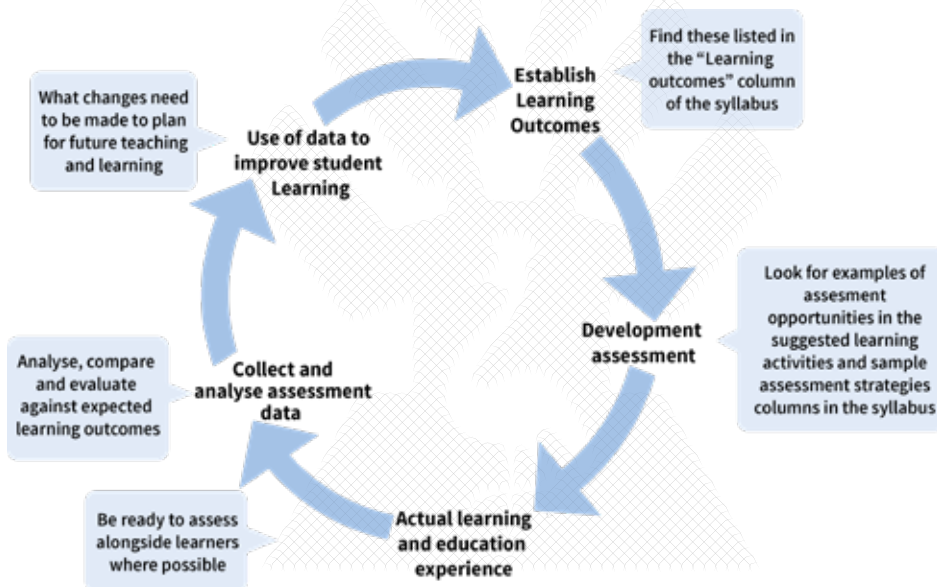
Formative assessment refers to a wide variety of methods that teachers use to conduct in-process evaluations of learner comprehension, learning needs, and academic progress during a lesson, unit, or activity.

The general purpose of formative assessment is to improve learning and achievement, give educators in-process feedback about what learners 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 learners.

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

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

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



FORMATIVE ASSESSMENT INVOLVES USING ALL PARTS OF THE CYCLE

### How do we find the opportunity to make a formative assessment?

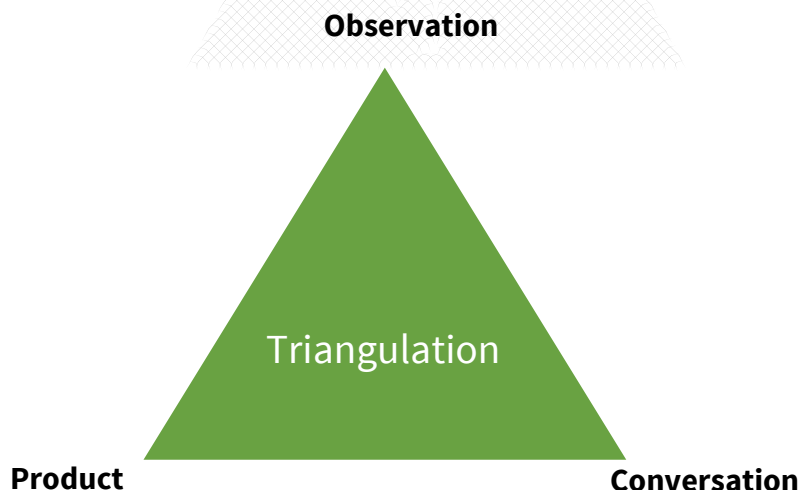
In the new curriculum, the teacher’s assessment role is not to write tests for learners, but to make professional judgements about learners’ learning in the course of the normal teaching and learning process. The professional judgement is about how far the learner meets the Learning Outcomes that are 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 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 anyone 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 units. These set out the learning that is expected and give “sample assessment activities”, 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.

### Recordkeeping

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 a record of assessments of learners’ learning made in terms of each topic or unit. This means recording the ongoing 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. A topic can be achieved by achieving most or all learning outcomes. The number of learning outcomes achieved for overall topic achievement will vary with a particular topic. 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
Some LOs achieved, but not sufficient for overall achievement
Most LOs achieved, enough for overall achievement
All LOs achieved – achievement with ease

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 unit. If teachers have been working with the learners over the course of the unit, they will be able to make a broad judgment about which learners have achieved or have failed to achieve the unit’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 units. 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 unit 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 are any learners not ready to progress to the next grade.

An overall record should be made of the individual unit assessments by subject in terms of the 3 descriptors. If numbers (1-3) are used as identifiers, then it will be possible to arrive at an overall number for a year by aggregating the identifiers for each unit.

Descriptor	Identifier
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 four 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

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 C & D. 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 to the final grade of the School Leaving Certificate.**





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ISBN 978-9970-494-54-5



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