



MINISTRY
OF
EDUCATION, YOUTH & INFORMATION
Every Child Can Learn, Every Child Must Learn

NATIONAL STANDARDS CURRICULUM

PHYSICAL EDUCATION

GRADES 7-9 APSE1



NATIONAL STANDARDS CURRICULUM GUIDE

GRADES 7-9

PHYSICAL EDUCATION

A C K N O W L E D G E M E N T

Our connection with each other is unquestionable and so at the end of this arduous yet rewarding journey, the Ministry of Education, Youth and Information gratefully acknowledges the contributions of the following individuals and institutions who generously gave of their time and resources in the planning and development of the National Standards Curriculum (NSC):

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Education has always been pivotal to societal and economic development. It is for this reason that Jamaica remains unshaken and hopeful of a realized vision to be “the place of choice to live, work, raise families and do business.” The assurance of the possibility of all that such a vision entails comes from the recognition that Jamaica is endowed with tremendous God-given talent and creative potential and as a people of strong faith in spiritual principles and resilience; we are able to harness our capabilities, to make significant influence on the world. It is through this new National Standards Curriculum (NSC) that we hope to propel this vision of the education system whilst becoming more relevant, current and dynamic.

The team at the Ministry of Education Youth and Information is cognizant of the fact that the curriculum is the heart and mind of education and remains the most powerful means by which any country can develop and be sustainable. It is for this reason that the NSC has been designed with the understanding that people, learning and national development are at the core of our existence in a time of rapid change in the physical, social, economic and other dimensions of the global landscape. As a consequence, we celebrate the wisdom of the developers who through the engagement of numerous stakeholder groups, have responded favourably to the need for that kind of education that prepares our young people for life; while challenging our more mature to join in this lifelong journey of learning to learn.

Our commitment to the development of each learner and our support and appreciation of the various stakeholder groups that are partnering with us in providing quality education, remain at the forefront of our efforts in ensuring that this journey transforms education. This commitment is conveyed through our adoption of a Pathway Approach to learning that demands of us to provide customized programmes, differentiated learning experiences and specialized support for our learners. Our actions have been fruitful as is evident by the systems and conditions we have put in place for successful implementation.

Like the rest of Jamaica, I look forward to the testimonials of students, parents, teachers and other stakeholders of the empowering effect of this learner- centred curriculum and remain confident that it will contribute to make Jamaica renown.

The Honourable, Senator Ruel Reid, CD

Minister of Education, Youth & Information



Building a modern society where young people can prosper and achieve their aspirations is paramount on the Ministry of Education, Youth and Information's (MoEYI) agenda. In its bid to advance this agenda the team at the MoEYI has developed the National Standards Curriculum (NSC) on a clear set of values that will permeate learning and become embedded in young people's approach to life. Young people need to be clear about their Jamaican identity. Justice, democracy, tolerance and respect need to be more than mere words; they need to become an essential part of people's lives. Young people's understanding of, and commitment to, sustainable development is critical to the future of Jamaica and of the world. These values that permeate the new curriculum and more importantly, will by its use, be ingrained in the fabric of the Jamaican society.

The development of a new curriculum is a major achievement in the life of any country. It is even more noteworthy because this curriculum embodies the set of knowledge, skills, values and attitudes that our country deems relevant at this particular time. It is intended that these attributes be conveyed to the next generation as a means of cultural continuity in preparation to cope with the future, both nationally and individually.

I am particularly excited about the prospects of the NSC honing key twenty-first century skills such as communication, collaboration, critical thinking and creativity in our youth as they prepare to take on their roles as global citizens. I encourage parents, students, teachers and indeed the community to partner with us as we prepare our young people not just for today, but for the rapidly changing times ahead.

The Honourable, Floyd Green, MP

State Minister in the Ministry of Education, Youth & Information



In responding to the challenges confronting education in Jamaica, The Ministry of Education Youth and Information has taken strategic measures to address the need for a national curriculum that is relevant for the 21st century, the dynamics of the Jamaican context and the profile of the learners at the pre-primary, primary and secondary levels. One major output of these strategic actions is the National Standards Curriculum. This curriculum is intended to be one of the means by which the Jamaican child is able to gain access to the kind of education that is based on developmentally-appropriate practice and the supporting systems and conditions that are associated with high quality education.

This curriculum has the potential to inspire and provide challenges in the form of problem situations that all our learners can handle in ways that are developmentally appropriate. It compels us to move beyond the traditional functional perspectives of being literate to a focus on the physical and physiological as well as the ethical, social and spiritual.

I invite all our stakeholders to fully embrace this new curriculum which promises to excite imaginations, raise aspirations and widen horizons. Learners will become critical and creative thinkers with the mindset required for them to be confident and productive Jamaicans who are able to thrive in global settings as they take their place in the world of uninhibited change.

Mr. Dean Roy Bernard

Permanent Secretary , Ministry of Education, Youth & Information



It was the mandate of the Curriculum Units of the Ministry of Education, Youth and Information to spearhead the crafting of a new curriculum for the nation, in keeping with international standards, global trends in the educational landscape and societal goals and aspirations. The mandate had several facets: to establish clear standards for each grade, thereby establishing a smooth line of progression between Grades 1 and 9; to reduce the scope, complexity and amount of content; to build in generic competencies such as critical thinking across the subjects; to ensure that the curriculum is rooted in Jamaica's heritage and culture; to make the primary curriculum more relevant and more focused on skills development, and to ensure articulation between primary and secondary curricula, especially between Grades 6 and 7. To achieve this, the MoEYI embarked on an extensive process of panel evaluations of the existing curricula, consultation with stakeholders, (re)writing where necessary and external reviews of the end products.

Today, we are indeed proud that, the curriculum development teams have succeeded in crafting a curriculum which has met these expectations. Under the National Standards Curriculum (NSC) focus will be given to project-based and problem-solving learning, with an integration of Science, Technology, Engineering and Mathematics/Science, Technology, Engineering, Arts and Mathematics (STEM/STEAM) methodologies across the system. Learners will benefit from more hands-on experiences which should enhance the overall learning experience and cater to the different kinds of learners in our classroom. In addition, they will be exposed to work-based learning opportunities that will help them become productive citizens of Jamaica and the world at large.

It is anticipated that as school administrators and teachers system-wide implement the National Standards Curriculum that improvements will be evident in the general academic performance, attitude and behaviour of our students.

We anticipate the participation of all our stakeholders in this process as we work together to improve the quality of life and prospects for all the children of Jamaica and to realize our mantra that *every child can, and must, learn.*

Dr. Grace McLean

Chief Education Officer, Ministry of Education, Youth & Information



The Ministry of Education Youth and Information (MoEYI) is committed to providing high quality education to all Jamaican children. We have heard the cries from the various sectors of the Jamaican society about the level of preparedness/readiness of our students for life in the 21st century; and we are taking the necessary steps to ensure that our students graduate with marketable skills. The MoEYI has reviewed and redesigned the Grades 1-9 curricula around the principles of Vision 2030 Goal number one; “Jamaicans are empowered to achieve their fullest potential”.

The National Standards Curriculum (NSC) will lay the foundation for students by preparing them for working lives that may span a range of occupations, many of which do not currently exist. This has been done by way of designers carefully integrating the theoretical principles of Science, Technology, Engineering and Mathematics/Science, Technology, Engineering, Arts and Mathematics (STEM/STEAM) methodologies into the curricula at all grade levels. The NSC illustrates that in order to make education effective for our 21st century children; we need to change how we teach, and what we teach.

We are satisfied that the curriculum designers and writers have produced a curriculum that is indeed fitting for the 21st century. The NSC was designed to develop students’ understandings of subject matter and their ability to apply what is learnt; it fosters their ability to communicate and solve problems collaboratively, think critically and create novel solutions.

The success of our children is dependent on the participation of all stakeholders in the learning process. We encourage you all to be our committed partners in education as the true impact of this curriculum will only be felt when we have all hands on board. I am indeed proud to be associated with the development and implementation of this curriculum; it will inspire hope in our nation and future generations; kudos to the various teams that contributed to its development.

Mrs Lena Buckle Scott

Deputy Chief Education Officer,

Curriculum and Support Services, Ministry of Education, Youth & Information



The National Standards Curriculum (NSC) rests on the belief that all learners are endowed with the capabilities, gifts and talents to fulfil their divine purpose. These attributes are to be further enhanced or improved in a nurturing, inspiring and inclusive environment; one that caters to the whole person (soul, spirit and body - spiritual, emotional, social, physical and mental). As learners assume their roles and responsibilities individually and as communities of learning in such an environment, they become critical-reflexive thinkers, creative problem solvers, effective communicators and natural collaborators.

A curriculum design of this nature, calls for transformative change at the societal level (Elkind, 2004)¹ and not just at the school and classroom levels. This is a call for all stakeholders, as users of the curriculum, to adopt a critical -reflective and reflexive stance and join learners in the quest for meaning, purpose and stability as they help to shape the world. By integrating principles from various disciplines and their related methodologies, learners who interact with the curriculum are provided with enriching experiences, opportunities for creative expressions and authentic exploration of problems from a classical standpoint as well as in the context of workplace learning. This is due to the fact that the NSC recognizes the importance of each discipline in the problem solving process and in development.

Assessment as an element of the curriculum becomes primarily a learning process for charting progress through self-corrective measures that are informed by feedback from peers and teacher-facilitator. By providing assessment criteria statements in the curriculum, teachers are encouraged to facilitate learners functioning as self and peer assessors. This approach should see the learner developing self-direction with

the support of mentors and coaches and forming an intrinsic desire to succeed. These attributes prepare them to face high stakes assessment as problems to be confronted with courage, a sense of readiness, insight and creative prowess.

These features of the NSC have the potential to influence learners' profile as Jamaicans who are gratified by an identity of cultural excellence that embodies moral obligations, intellectual rigour, innovativeness, environmental stewardship and productivity. The curriculum echoes the sentiments of our National Anthem, National Song and Pledge and serves as rich and credible source of the values and virtues that are woven together to convey the Jamaican identity. I wish for our school administrators, teachers, students and other stakeholders much success as they work with the document.

Dr Clover Hamilton Flowers

Assistant Chief Education Officer, Core Curriculum Unit, Ministry of Education, Youth & Information

¹ Elkind, D. (2004). The problem with constructivism. *The Educational Forum*, 68(4), 306–12.

TERMS	DEFINITIONS/MEANINGS
Range of Content	Provides an overview of the concepts, knowledge, skills and attitudes that will be developed in a unit of study.
About the Unit	Gives a brief overview of the content, skills that are covered in the unit and the methodologies that are used. As well as the attitudes to be developed.
Standards	Statements that explain what all students are expected to know and be able to do in different content areas by the end of a course of study e.g. by the end of period spanning grades 4 – 9.
Attainment Targets	An attainment target is a desired or expected level of performance at the end of a course of work, within a given/specified teaching- learning period. Attainment targets identify the knowledge, skills and understanding which students of different abilities and maturities are expected to have by the end of each Grade. It is the standard that we expect the majority of children to achieve by the end of the grade.
Benchmarks	Behaviours students are expected to exhibit at different stages of development and age/ grade levels.
Theme/Strands	Unifying idea that recurs throughout a course of study and around which content, concepts and skills are developed.
Prior Learning	It is what students are expected to already know through learning and experience about a topic or a kind of text.
Specific Objectives	Specific objectives state what the student is expected to know or understand as a result of the learning experience. The specific objective is usually framed in the areas of the knowledge, skills and attitudes that the students are expected to achieve. Specific objectives tell us what the children will learn or will be taught.
Suggested Teaching/Learning Activities	A teaching/learning activity is an organised doing of things towards achieving the stated objectives. They are suggested activities that are crafted in a way to be an efficient vehicle which can move the student between what is to be learnt (objective) and what the student is to become (outcome).

TERMS	DEFINITIONS/MEANINGS
Key Skills	Indicate the important skills that students should develop during the course of a unit. Key skills are aligned to the suggested teaching and learning activities in the unit which are intended to develop the skill to which it is aligned. Included in the key skills are the 21st century skills such as critical thinking and problem solving, collaboration, communication and ICT.
Assessment	<p>An assessment is a determination of whether intended results have been achieved. This section of the curriculum speaks to both the product that will be judged as well as the criteria against which it will be judged. It must be noted that this section does not introduce new activities. Instead, it speaks to the judging of the suggested teaching and learning activities.</p> <p>Formal assessment may be conducted with the aid of instruments (e.g. via written test, portfolio) or by requiring students to complete assigned tasks (e.g. performance), and is usually recorded against a predetermined scale of grading. Informal assessment (e.g. via observation or spontaneous student expression) may also reveal important evidence of learning.</p>
Points to Note	This section provides technical information that must be considered in delivering the unit. It may also include information that provides additional explanation of key concepts that may be unfamiliar to the teacher as well as suggestions for infusion within the unit.
Extended Learning	These are opportunities for students to utilise the knowledge and skills they would have acquired in the unit in authentic situations/experiences.
Learning Outcomes	A learning outcome is a demonstration/ behavioural evidence that an intended result has been achieved at the end of a course of study. The learning outcome tells us if pupils have understood and grasped what they have been learning.
Links to other Subjects	Suggests opportunities for integration and transfer of learning across and within different subject areas.
Key Vocabulary	This section consists of a number of words/phrases that addresses the skills, topics and content that must be covered in the unit.

Physical Education plays a critical role in children's physical, mental, psychological and social development. It is a vital part of a comprehensive education and makes a significant contribution to a child's holistic development by catering to the whole child-body, mind and spirit. Physical Education develops students' knowledge, appreciation and understanding of the importance of participation in physical activities and how this will enhance their physical fitness and well-being along with developing a variety of motor skills.

Physical Education activities contribute to the goals of education; enhance self-direction, self-esteem and cooperative behaviour. The programmes engage students in the continuous process of performing and evaluating as well as in the development of attitudes which are necessary for a healthy lifestyle. The effective teaching and learning of Physical Education concepts and skills will expose pupils to a wide variety of careers which will prepare them to be confident and productive individuals, successful lifelong learners and proud citizens of Jamaica.

The Aim of Physical Education is:

To develop students' knowledge and understanding of Physical Education and Sport and appreciate that participation will enhance their physical fitness and well-being along with a variety of motor skills. Physical Education activities contribute to the goals of education, enhance self-direction, self-esteem and cooperative behaviour. The programmes engage students in the continuous process of planning, performing and evaluating as well as in the development of attitudes which are necessary for a healthy lifestyle. The effective teaching and learning of Physical Education concepts and skills will expose pupils to a wide variety of careers which will prepare them to be confident and productive individuals, successful life-long learners and proud citizens of Jamaica.

NSC

PHYSICAL EDUCATION

GRADE 7 UNITS

TERM 1**Movement Education**

- Increase the range of gymnastic skills with refinement and control
- Develop complex sequences with repetitions and contrasts while working alone and with others

Games and Sports

- Extend and apply techniques for skills in games requiring passing, receiving, footwork, running, dribbling, shooting/finishing, serving and striking.
- Show competence in sports skills and apply knowledge of rules in game situation.
- Design and play small group games in order to develop sports skills for basic offensive and defensive play.

Health Safety and Wellbeing

- Demonstrate an understanding of the importance of safety rules and guidelines to avoid putting self and others at risk especially when using equipment.
- Promote physical activity and healthy lifestyle by engaging in activities that develop the components of physical fitness.
- Recognise some of the issues associated with the use of drugs in sports

TERM 2**Movement Education**

- Become competent in management of body and acquire useful physical skills.
- Acquire good, controlled body management in a variety of ways.

Games and Sport

- Refine and increase techniques for skills in sprinting, running relays, jumping, throwing, foot work, shooting, passing, dribbling, fielding, serving, ball handling, batting, bowling and striking.
- Demonstrate strategies/tactics in a variety of games and competitions.

Health Safety and Wellbeing

- Explain the concepts of doping and anti-doping in sports.
- Identify types of doping and explain how they affect the lifestyle of athletes.
- Know how to take account of own safety and that of others during physical activities.

TERM 3**Movement Education**

- Create modern dances using steps from cultural dances for presentation.

Games and Sports

- Refine and increase techniques for skills in passing, receiving, serving, fielding, striking, pitching, base running, shooting, dribbling, floats, strokes and apply tactics/strategies in a range of games and competitions.
- Observe basic rules/laws in competitive situations.

Health Safety and Wellbeing

- Understand the physical, mental and social effects that physical activity has on the body.

There are three key Strands within Physical Education and Sport. The first two of the three are subdivided into two sub-strands each.

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STRAND 1:

Movement Education

Student should be able to move their bodies with increasingly consistent control, refinement and more complex movements. They can use movement imaginatively; create and perform fluent sequences of movements; develop sequences of movements in response to stimuli such as music or stories

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AT1: Motor Control

Apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities to enhance their ability to participate successfully in these activities

AT2: Movement and Dance

Perform movement skills in a variety of activities; demonstrating an understanding of the basic requirements of dance skills and applying movement concepts as appropriate as they engage in a variety of activities.

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STRAND 2:

Games and Sport

Students should develop and refine techniques used in a range of games and sports which includes the use of balls, racquets, bats and other equipment that will allow them to work individually and in groups in an increasing range of sports and games. They will develop and use their understanding of the principles of games to apply the rules effectively to develop and adapt their own strategies and tactics when taking part in games as team members or individuals.

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AT2: Individual Techniques

Send and receive a variety of objects, adjusting speed and distance, while applying the correct techniques: Retain objects in a variety of situations while travelling in different directions, at varying speeds in relation to others and to equipment.

AT3: Team Tactics

Apply strategies appropriately; demonstrating an understanding of the different components of a variety of physical activities in order to enhance their ability to participate successfully in a game situation.

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STRAND 3:

Health Safety and Wellbeing

Students should understand why physical activity is good for their health and wellbeing, and develop positive attitudes toward physical activity.

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Health Safety and Wellbeing

Demonstrate an understanding of the essential knowledge and practices for ensuring their personal safety, health and wellbeing.

About the Units

In these Grade 7 Units of work students will learn to:

TERM 1**Unit 1 - 8 Weeks****Movement Education**

Demonstrate competence in a wide range of gymnastic skills.

Games and Sports

Search for information on the history and development of specified sports.

Apply basic skills in football, netball, track and field and badminton.

Health Safety and Wellbeing

Know and practice safety procedures and routines in a variety of activities.

Participate in activities or games that demonstrate sensitivity towards the environment.

TERM 2**Unit 1 - 6 Weeks****Movement Education**

Execute manipulative movement sequences while working alone and with others.

Games and Sports

Search for information on the history and development of specified sports.

Apply basic skills in football, netball, track and field and badminton.

Health Safety and Wellbeing

Know and practice safety procedures and routines in a variety of activities.

TERM 3**Unit 1 - 5 Weeks****Movement Education**

Manipulate the body to create movement patterns with and without equipment and with or without partner.

Games and Sports

Search for information on the history and development of specified sports.

Apply basic skills in football, netball, track and field and badminton.

Health Safety and Wellbeing

Know and practice safety procedures and routines in a variety of activities.

About the Units

TERM 1**Unit 2 – 6 WEEKS****Movement Education**

Create and perform various movement sequences.

Games and Sports

Search for information on the history and development of specified sports.

Apply basic skills in football, netball, track and field and badminton.

Health Safety and Wellbeing

Understand drug use and abuse

Research on the local and international bodies governing the use of drugs by athletes.

TERM 2**Unit 2 – 6 WEEKS****Movement Education**

Execute manipulative movement sequences while working alone and with others.

Games and Sports

Apply basic skills in track and field, cricket, basketball and tennis.

Health Safety and Wellbeing

Understand the various terms associated with doping and anti-doping in sports.

TERM 3**Unit 2 – 7 WEEKS****Movement Education**

Manipulate the body to create movement patterns with and without equipment and with or without partner.

Games and Sports

Apply basic skills in volleyball, softball, baseball, hockey and swimming.

Health Safety and Wellbeing

Understand the effects that physical activity has on the individual.

Range of Content

Students will:

- Discuss the term Physical Fitness as it relates to promoting health and wellbeing.
- Increase the use of technology for research purposes and to improve/refine movement and sport skills.
- Apply strategies and tactics in competitive situations.
- Work collaboratively - participate in class activities and communicate with each other.
- Discuss the various career choices involved in Physical Education and Sport.
- Use a range of stimuli to create simple character and dance narratives through techniques
- Execute basic techniques for skills in all sporting disciplines.
- Know how to take account of their own safety and that of others during physical activity

Guidance for the Teacher

ROLE MODEL**Teacher should:**

- Demonstrate and encourage self-discipline (values and attitudes)
- Dress appropriately for all classes

OBSERVE AND ADHERE TO HEALTH AND SAFETY RULES

- Ensure healthy practices before and after activities (e.g. warm up and cool down, taking shower)
- Not allow students to engage in vigorous physical activities immediately after meals.
- Ensure proper hydration of students (allow water breaks)
- Ensure a safe environment (remove and eliminate all safety hazards, avoid students facing the sun)
- Appropriate gear should be worn at all times for activities (e.g. helmet, shin guards, glove)
- Ensure that students avoid wearing jewellery, ear rings, wrist watches, long nails and loose hair kept intact)
- Ensure that students are ready/adequately prepared before engaging in activities.
- Ensure that “all” students are facilitated
- Ensure that equipment is stored and transported safely (e.g. javelin, hurdles)

POOL RULES OBSERVATION

- Shower before entering pool
- No forceful submerging or pushing
- No spitting, urinating or defecating
- No eating and drinking in and around pool
- Use of sharp objects are prohibited
- No shout for help when/where not needed (false alarm)
- No swimming during heavy rain or thunder storms
- No students should be allowed in and around pool without supervision
- Wearing of sanitary napkin is prohibited in pool
- Recognize hazards of water (depth, currents, tides, weather conditions, pollution, hypothermia)

SUPERVISION

- Assess skill and health related fitness level (e.g., aptitude tests)
- Encourage and facilitate leadership among students
- Ensure effective communication at all times
- Display fair play and good sportsmanship
- Use ICT to make classes fun and interesting (videos, power point)
- Employ proper time management (e.g. meaningfully engage students, ensure students are on tasks, prepare play are before class)
- Students must be supervised at all times(e.g. close monitoring, position of teacher and students in class)
- Encourage participation and a non-threatening atmosphere.

NSC

PHYSICAL EDUCATION

GRADE 7: TERM 1

Prior Learning

Check that students can:

- Demonstrate skills used in physical education activities.
- Differentiate between healthy and unhealthy lifestyle practices.
- Identify how physical activities impact on lifestyles.
- Recognise the components of physical fitness.
- Identify some causes of injuries
- Demonstrate basic skills used in netball and football
- Display a range of movement in motion.
- Imitate characters in movement.
- Identify basic rules in specific sports.

UNIT 1: Development – Introduction to Healthy Lifestyle, Movement ,Netball and Football

ATTAINMENT TARGET(S)

1 MOVEMENT EDUCATION

- Apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities to enhance their ability to participate successfully in these activities.
- Perform movement skills in a variety of activities; demonstrating understanding of the basic requirements of dance skills and applying movement concepts appropriately, as they engage in a variety of activities.

OBJECTIVES

- Consistently perform warm up and cool down routines when engaging in physical activities.
- Improvise and demonstrate movements in response to the expressive elements of music and sound.
- Perform movement sequences using learned manipulative movement skills, demonstrating effective use of qualities of movement.
- Develop and refine rhythmic skills
- Move with free flows in a variety of ways while building sequences.
- Make more complex movement sequences with and without apparatus.
- Demonstrate proper technique to send and receive objects with accuracy, distance, and control in unpredictable settings.

ATTAINMENT TARGET(S)

2 INTRODUCTION TO GAMES AND SPORTS - NETBALL/FOOTBALL

- Send and receive a variety of objects, adjusting speed and distance, while applying the correct technique: Retain objects in a variety of situation while travelling in different direction, at varying speed in relation to others and to equipment.
- Apply strategies appropriately; demonstrating an understanding of the different components of a variety of physical activities in order to enhance their ability to participate successfully in a game situation.

OBJECTIVES

- Discuss briefly the history and development of netball and football in Jamaica.
- Demonstrate appropriate warm-up and cool down activities
- Demonstrate smooth and efficient change of direction while executing various sports skills and apply them to specific sports.
- Demonstrate an understanding of rules with regards to safety in game situations.
- Demonstrate positive personal and social behaviours that emphasise fair play.
- Demonstrate competency in making different passes at varying distances.
- Demonstrate the ability to work in groups harmoniously.
- Demonstrate an understanding of the phases of movement (preparation, action, follow-through and recovery) and apply to the refinement of movement skills.
- Analyse skill performance of self and others.
- Demonstrate basic skills in netball / Football (e.g., passing, receiving, shooting, footwork).
- Demonstrate smooth and efficient change of direction while executing netball / Football skills.
- Demonstrate competency in making netball / Football passes over varying distances.
- Execute netball / Football skills and observe rules while participating in a variety of minor games.
- Apply strategies using netball / Football skills in competitive situations.
- Demonstrate an understanding of basic laws/rules in game situations

ATTAINMENT TARGET(S)

3 HEALTH, SAFETY AND WELLBEING

- Demonstrate an understanding of the essential knowledge and practices for ensuring their personal safety, health and well-being.

OBJECTIVES

- Promote awareness and responsible actions with respect to health and safety issues in sports and games.
- Demonstrate an understanding of rules with regard to safety of self and others and practise safety procedures in PE lessons.
- Discuss the relationship between nutritional choices and participation in physical activity.
- Display collaboration skills when organizing themselves into small harmonious working groups.
- Participate regularly in a variety of physical activities.

ICT ATTAINMENT TARGETS:



RESEARCH, CRITICAL THINKING, PROBLEM-SOLVING AND DECISION MAKING - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.



DESIGNING AND PRODUCING - use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

Students will:

Movement Education

Perform movement combinations during warm-up to improve their range of motion (e.g., flexibility) and strength over time. (e.g., increase in frequency, intensity, and duration)

- flexibility
- demonstrate movement combinations

Demonstrate improvement in range of motion and strength.

Create and execute movement sequences in response to stimuli (e.g., changing rhythm patterns, instrumentation)

- create and execute movements

Accurately display movement sequences

Describe the relationship between movements performed and the stimuli or feelings that inspired them

- making associations

Demonstrate routine movements

Explore routine movements (e.g., walking, running, skipping)

- demonstrate movements

Display refined movement sequences.

Practice and refine particular elements of movement (e.g., maintain formation, speed and direction)

- speed
- reaction
- formation
- balance
- flexibility
- agility

Critically examine movements to show evidence of refinement

Constructively critique their use of elements of movement and that of their peers.

- self/ peer assessment

Conduct research using a wide variety of online and offline sources and Identify a range of basic movement skills that can be used in a variety of activities (e.g., striking skills used in softball/baseball, hockey, tennis; serving used in badminton, tennis, volleyball)

- identify appropriate movements
- analyse
- conduct electronic search for kinds of information

Correctly identify movement skills

Students will:

Games and Sports

Netball, Football

Search online or offline media for information and discuss the history and development of netball and football (local and international governing bodies, domestic competitions).

- search for information report

Students will:

Research online or offline media and present information on two (2) favourite netball/football athletes. Students can use suitable application software to present information.

- research and present information
- conduct electronic search for kinds of information
- create and format multimedia presentation or document

Ability make passes using the correct technique.

NETBALL

Perform warm up and cool down exercises for netball (e.g., short sprints, jogging and stretching)

- sprint jog
- stretch

Correct execution of footwork.

Execute the various passes from a stationary position and while moving. (e.g., bounce pass, chest pass, shoulder pass, overhead pass)

- In pairs/ small groups

- catch
- pass
- land
- pivot
- run
- jump

Students will:

Perform netball skills in different activities: special emphasis on footwork skills- simultaneous landing and one-two-landing (e.g. step-jump-land, run to target –jump-land, run-jump-land-pivot, run- jump-catch- land-pivot, run changing directions- jump-land- pivot, run changing directions- jump-catch- land- pivot.

- time
- run
- jump
- land
- catch
- pivot
- change directions

Imitate the correct technique for shooting

- from a stationary position take shots from various points within the goal circle.

Run to marker within the goal circle, receive ball and shoot.

- shoot
- run
- land
- catch

Execute shots using the correct technique
Observation of rules during game
Rule application

Perform attacking and defending skills
Marking (man to man)
Dodging (e.g. sprint, single feint, double feint, etc.)
Identify infringements relating to ball-handling and footwork and award penalties for offenses committed; e.g. tossing, stepping, etc.

- mark
- dodge

Accurately apply combined netball skills in game situations while observing rules.
Demonstrate fair play in game-situations

Combine the skills of catching, passing, jumping, and landing, pivoting, dodging and marking in competitive games while observing rules.

- identify infringements

Correctly demonstrate skills in game situation

FOOTBALL

Participate in minor games that will emphasize different aspects of football such as attacking, defending and possession, while adhering to the rules of the game.

- attack
- defend
- pass
- receive
- shoot
- team play
- observing rules

Ability to dribble and pass ball using appropriate parts of the foot.

Students will:

Imitate dribbling

Practice dribbling with one foot (alternating feet)

Practice dribbling with both feet, executing sharp turn.

Kick a moving ball at various heights, speeds, and distances.

- dribble and turn

Accurately apply combined football skills in game situations while observing rules.

Combine the skills of dribbling, passing and receiving in a game situation while adhering to the rules.

- pass/kick
- receive
- dribble
- shoot/finish

Demonstrate efficiency in the use of skills as a strategic measure in competitive situations.

- time
- create
- fair play

Create game scenarios to assess self while emphasising fair play.

Health, Safety and Wellbeing

Watch an online or offline video about responsible health and safety measures in relation to sport and games and then engage in class discussion or have class discussion about responsible health and safety measures in relation to sport and games.

- discuss
- analyse

Identify responsible health and safety measures through active participation in discussions.

In small groups create a list of safety guidelines in different sporting activities (use videos, posters, etc.)

- create videos, posters, brochures, charts, etc.
- create and format documents or multimedia presentation
- do video recording

Correctly List safety guidelines specific to different sports.(netball, football, badminton and track and field)

Students will:

Conduct a self- assessment of the extent to which they practice nutritional choices that contribute to overall health, responding to questions such as:

- Do I drink enough water to support my physical activity?
- Am I eating the right foods to provide adequate energy for physical activity?
- Am I eating at the right times of the day in relation to physical activity?

Inspect playing areas for hazards to self, others and environment. Use appropriate recording device to capture these hazards and play back for class discussion.

- observe, inspect playing area
- create and format multimedia presentation or document

Ability inspect playing areas to identify hazards etc.

Practice proper warm up and cool down procedures to minimise injury.

- walk
- jog
- stretch
- breathe
- jump
- hop
- run

Correctly complete appropriate warm up and cool down activities.

In groups check each other's pulse/ breathing rate before and after physical activity and record findings.

- count
- identify pulse beats

Accurately compare pulse/breathing rates before/ after physical activities.

Remove and return equipment to storage safely.

- remove and return equipment

Safely remove and return equipment consistently.

Learning Outcomes

Students will be able to:

- ✓ Use stimuli to develop different types of movement sequences
- ✓ Transfer movement skills to a variety of other activities
- ✓ Demonstrate knowledge of the development of netball and football
- ✓ Receive and make a pass to stationary and moving targets
- ✓ Apply footwork rule in fun and competitive situations
- ✓ Execute, passing, receiving, dribbling, landing and shooting techniques
- ✓ Perform warm up and cool down activities
- ✓ Display understanding of safety guidelines and procedures in executing physical activities
- ✓ Establish the relationship between nutrition choices and participation in physical exercise

Points to Note

- Safety must be observed at all times.
- Appropriate PE kit must be worn at all times
- Teacher should ensure that students practice online safety.

Extended Learning

Participate in co-curricular and community based activities to further develop and refine skills.

RESOURCES

Mats, CD's/CD player, computer, DVD, hoops, benches, boxes, stepping blocks, netball, bibs, markers/cones, books related to sports, balls, netball court, football field, first aid kit, internet, image capturing device

KEY VOCABULARY

Sequence, rhythm, footwork rule, change of direction, pass, catch, land, pivot, stationary, target, nutrition, physical activity, exercise, dribble, kick, marking, dodging, safety, safety guidelines, shooting, balance, flow, speed, transition, force.

LINKS TO OTHER SUBJECTS

Mathematics: Shapes

Music: Listening and responding and exploring sound

HFLE : Myself, feelings, safety and protection

Social Studies: Acceptable social behaviour

Drama: space-spatial awareness

Science: Nutrition

Prior Learning

Check that students can:

- Demonstrate movement skills and basic movement sequences
- Demonstrate basic sprinting technique
- Show correct baton change
- Determine the effects of substance abuse
- Identify facts and myths related to the use and abuse of drugs in sports.

UNIT 2: Development – Introduction to Healthy Lifestyle, Movement ,Badminton and Track and Field

ATTAINMENT TARGET(S)

1 MOVEMENT EDUCATION

- Apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities to enhance their ability to participate successfully in these activities.
- Perform movement skills in a variety of activities; demonstrating understanding of the basic requirements of dance skills and applying movement concepts appropriately, as they engage in a variety of activities.

2 GAMES AND SPORTS

- Send and receive a variety of objects, adjusting speed and distance, while applying the correct technique: Retain objects in a variety of situation while travelling in different direction, at varying speed in relation to others and to equipment.
- Apply strategies appropriately; demonstrating an understanding of the different components of a variety of physical activities in order to enhance their ability to participate successfully in a game situation.

Track and Field

OBJECTIVES

- Apply movement concepts in a wide variety of ways using the whole or selected parts of the body.
- Hold balanced positions using specific body parts while moving alone and with partner.
- Perform routines using a combination of movement skills individually and in groups.
- Distinguish between movements in personal and general space.
- Move a combination of body parts together or separately to enhance coordination.
- Discuss briefly the history and development of badminton and track and field in Jamaica.
- Give information about favourite athletes in badminton and track and field.
- Demonstrate positive personal and social behaviours that emphasise fair play.
- Incorporate knowledge of problem solving, conflict resolution, responsibility and safety during physical activity.
- Demonstrate basic track and field skills (e.g., running, passing a baton, receiving a baton, starts, jumping, throwing and putting).
- Demonstrate an understanding of rules in track and field.
- Show willingness to participate in track and field activities.

ATTAINMENT TARGET(S)

Badminton:

3 HEALTH, SAFETY AND WELLBEING

- Demonstrate an understanding of the essential knowledge and practices for ensuring their personal safety, health and well-being.

OBJECTIVES

- Demonstrate basic sport skills in badminton (e.g., grip, serve, drop shots, smash)
 - Demonstrate an understanding of rules in badminton.
 - Discuss court dimensions and equipment for badminton.
 - Show willingness to practice the basic skills in badminton.
-
- Demonstrate strategies to deal effectively with the social influences that contribute to the use and abuse of drugs in sports.
 - Identify facts and myths related to the use and abuse of drugs in sports.
 - Explain the effects of the use and abuse of drugs in sports.
 - Identify local and international bodies that govern the use of drugs by athletes.

ICT ATTAINMENT TARGETS:



RESEARCH, CRITICAL THINKING, PROBLEM-SOLVING AND DECISION MAKING - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.



DESIGNING AND PRODUCING - use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

Students will:

Movement Education

Demonstrate coordinated movements in sequences :
e.g. in response to an event, theme, feeling, or ideas and music
(e.g., jealousy, social issues)

- demonstrate movement sequence

Accurately display coordinated movement in sequences.

Demonstrate a variety of movement combinations creating different body shapes :

E.g.,

- responding to instructions (animals, letters, hurricane etc.)
- expressing emotions

- demonstrate variety of movements

Display balanced positions while performing movements using different parts of the body (alone or with partner).

Balance using different parts of the body while moving alone and with partner.

- speed, balance, coordination,
- reaction, jump

Demonstrate routine movements

Demonstrate movement sequences with smooth transition applying movement concepts(speed, force, flow, etc.) individually or in group such as:

- dance or gymnastic sequences (e.g., incorporating rolls, turns, mounts and dismounts, balancing)
- interpretive dance
- sport movements (swimming strokes, baseball swing, etc.)

- demonstrate movement sequence

Ability to Create and perform movement sequences with smooth transitions individually or in groups

Games and Sports-Badminton and Track and Field

Search online and offline media for information and discuss the history and development of Badminton and Track and Field including the local associations (Jamaica Badminton Association (J.B.A), Jamaica Administrative Athletic Association (J.A.A.A) and domestic competitions).

- search for information
- conduct electronic search for kinds of information

Students will:

Search online or offline media for and present information on two (2) badminton and track and field athletes. Students can use suitable application software to present information.

- search for information
- make presentation
- create and format multimedia presentation or document

TRACK AND FIELD**Running**

Observe and describe the biomechanics of running
Identify and practice exercises that can be used to develop good running form.

- Play minor games that involve running.
- Prance progressing to knee lifts
- Knee lifts from walk to a jog
- Walking in lounging motion
- Arm action on the spot then progressively increase speed
- Running on a curve

- identify exercises
- describe
- run

Identify and demonstrate appropriate exercises and describe the biomechanics of running.

Sprints

Practice basic sprint drills to develop correct running technique (e.g., high knees, bounds, etc.) with emphasis on coordination.

- sprint
- coordinate movements

Perform coordinated movements

Students will:

Practice activities to develop sprinting

- Play games that require quick starts
- “Falling start” sprint stand with feet together, lean forward falling into a run. Accelerate 90% effort over 40 metres. Gradually slow down without leaning backwards.
- Repeat “above” with faster accelerations
- High knees: walking, skipping then running
- Straight leg bounding. Swing leg should be straight with toes pointing upwards (dorsiflexed)
- Acceleration drills from standing start (30-40 metres)
- Reaction drills using different stimuli (whistle, clapboard, voice)

Demonstrate the correct running technique while running over set distances and display responsibility in adhering to the rules.

- run
- sprint

Ability to Sprint responding to instructions over specified distances

Starts

Identify and respond to the commands for the standing and crouch starts.

- Practice crouch start without blocks
- Practice standing start

Perform the skill of running in a straight line and in lanes.

Accelerate and decelerate safely while sprinting.

Revise and perform the techniques of the down-sweep and up-sweep methods of baton change.

- run

Execute basic running techniques

- respond

Give and respond appropriately to the commands for the starts.

- demonstrate

Demonstrate crouch and standing starts responding to commands.

- run in straight line and lane

Correctly demonstrate running in a straight line and in lanes

- accelerate
- decelerate

Safely accelerate and decelerate

Students will:

Practice passing and receiving of the baton using the down-sweep method in pairs/groups of four:

- stationary
- walking
- jogging
- running
- along a straight line
- around a curve

Demonstrate baton change in relay races while working together in small groups (visual and non- visual).

Apply basic sprinting techniques in competitive situations.

- pass baton
- receive baton
- sprint

Demonstrate the correct technique for the down-sweep and upsweep baton change

Execute sprinting technique in competitive situations

- listen
- observe
- feel/grip
- analyse, interpret

BADMINTON**Grip**

Practice shake-hand grip – Forehand

Practice thumb grip – Backhand

Acquire control of racket:

Individual practise:

- Practise hitting shuttle up in the air using the forehand and backhand strokes, counting the number of times they make contact before shuttle hits the ground.

Acquire “feel” for racket and learn pace and flight of the shuttle:

- Individually, hit shuttle softly using both the forehand and the back hand strokes then high, using both sides of racket.

- hit
- rally

Correctly demonstrate grips

- grip
- hit
- coordinate movements
- rally

Consistently rally shuttle over a specified period/ quantity

- grip
- hit
- rally
- coordinate movements
- record scores
- rally

Students will:

In pairs, practise different ways of hitting the shuttle to partner using both the forehand and the backhand strokes:

- Rotate partners, benches to court then court to benches, etc.
- With partner, try to hit shuttle continuously making use of the different ways whenever possible. Keep scores.

Play continuous rally:

- Place students in pairs and give each player a racket and a shuttlecock
- With partner, practise hitting the shuttle over the net, bench and/or rope to each other.
- Rotate partners, court to benches, benches to court, etc.
- With partner, try to hit the shuttle to each other in a continuous rally. Keep score of the number of shots made before the rally breaks down (competition)
- In pairs, play soft (low) rally shots
- In pairs, play high rally shots

Play rally of both high and low shots. Keep count of scores.

Consistently rally shuttle in pairs over a specified period/quantity.

Consistently and correctly record rally scores.

Health, Safety and Wellbeing

Create jingles on the effects of the use and abuse of drugs in sports. This activity can be recorded using image capturing devices and posted on class/school page

- create jingles
- make video recording
- post information safely online

Debate facts and myths surrounding the use and misuse of drugs in sports.

In small groups, discuss the facts and myths surrounding the use and misuse of drugs in sports

- analyse
- discuss
- search for information
- question

Provide adequate information through discussion.

Discuss the local and international bodies that govern the use of drugs by athletes.

- question
- listen
- analyse,
- articulate

Learning Outcomes

Students will be able to:

- ✓ Demonstrate ways to improve and refine skills into complex movement sequences
- ✓ Work cooperatively in creating and performing movement sequences.
- ✓ Inform and educate others about misuse of substances.
- ✓ Demonstrate basic skills used in badminton.
- ✓ Perform correct running form, starts and baton change.
- ✓ Identify the ways in which drugs can be abused/misused.
- ✓ Distinguish between facts and myths surrounding the use and misuse of drugs in sports.
- ✓ State the local and international bodies that govern the use of drugs by athletes.

Points to Note

- Safety must be observed at all times.
- Emphasis should be placed on students being relaxed while running.
- Teacher should ensure that students practice online safety.

Extended Learning

- Encourage others to avoid substance abuse.
- Participate in co-curricular and community based activities regularly.

RESOURCES

Mats, benches, boxes, hoops, CD player, CD's, musical instruments, computer, rackets, shuttle, balls, baton, running track, badminton court, internet, DVD, image capturing devices

KEY VOCABULARY

Stimuli, sequence, transition, speed, flow, substance abuse, drugs, down-sweep, upsweep, smash, drive, lob, drop shot, clear, forehand, backhand, lanes, shuttle cock, racquet, biomechanics, facts, myths, baton, starts, baton change, accelerate, decelerate

LINKS TO OTHER SUBJECTS

Music: Listening and responding and exploring sound

HFLE: Myself, feelings, safety and protection

Social Studies: Acceptable social behaviour

Drama: space-spatial awareness

Science: Drugs

NSC

PHYSICAL EDUCATION

GRADE 7: TERM 2

Prior Learning

Check that students can:

- Move, make shapes and create patterns
- Demonstrate running form
- Pass and receive a ball and the baton in relay races
- Use different movement skills to perform warm up
- Demonstrate basic movement sequences
- Demonstrate basic ball handling and footwork skills in basketball
- Distinguish between warm up and cool down activities.

UNIT 1: Development – Introduction to Healthy Lifestyle, Movement, Track and Field and Basketball

ATTAINMENT TARGET(S)

1 MOVEMENT EDUCATION

- Apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities to enhance their ability to participate successfully in these activities.
- Perform movement skills in a variety of activities; demonstrating understanding of the basic requirements of dance skills and applying movement concepts appropriately, as they engage in a variety of activities.

2 GAMES AND SPORT

- Send and receive a variety of objects, adjusting speed and distance, while applying the correct technique: Retain objects in a variety of situation while travelling in different direction, at varying speed in relation to others and to equipment.
- Apply strategies appropriately; demonstrating an understanding of the different components of a variety of physical activities in order to enhance their ability to participate successfully in a game situation.

Track and Field

OBJECTIVES

- Perform refined dance patterns from a variety of dance forms alone and with others.
- Perform and present rhythmic/creative movements with variations of body awareness, space awareness, qualities and relationships.
- Combine movements to create sequences that meet specific criteria.
- Perform smooth transfers of weight and rotations, in relation to others and equipment in a variety of situations.
- Demonstrate positive personal and social behaviours that emphasize fair play
- Demonstrate the ability to work in groups harmoniously.
- Demonstrate an understanding of rules with regards to safety and apply these in games situations.
- Demonstrate an understanding of rules in track and field.
- Demonstrate refined running skills and technique in track and field.
- Demonstrate basic skills of jumping and throwing in track and field.
- Refine the crouch and standing starts.
- Show willingness to master the techniques for running, sprinting, passing and receiving the baton in track and field.

ATTAINMENT TARGET(S)

Basketball:

3 HEALTH, SAFETY AND WELLBEING

- Demonstrate an understanding of the essential knowledge and practices for ensuring their personal safety, health and well-being

OBJECTIVES

- Discuss briefly the history and development of basketball.
 - Demonstrate basic skills in basketball (e.g. ball handling, footwork, dribbling, passing, shooting).
 - Demonstrate basketball specific skills and be able to break them down into their components (preparation, action, follow-through and recovery).
 - Demonstrate competency in making different passes at varying distances.
 - Demonstrate the ability to combine movement with ball handling skills.
-
- Demonstrate behaviours that minimise the risk of injury to self and others during physical activities.
 - Follow activity specific guidelines for the proper use of equipment and facility.
 - Demonstrate an understanding of how to conduct proper warm up and cool down exercises.

ICT ATTAINMENT TARGETS:



COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribution to the learning of others.



RESEARCH, CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.



DESIGNING AND PRODUCING - use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

Students will:

Movement Education

Perform a rhythmic sequence such as throwing a ball, performing a shoulder roll, and catching and retaining a ball

- throw
- roll
- catch
- coordination

Correctly demonstrate rhythmic sequence

Demonstrate a movement sequence with a partner to include a series of steps, jumps, turns, and balances

- jump
- turn
- balance

Correctly perform movement sequences

Perform a smooth high jump approach, take-off, and landing; use a low stance for balance during a pivot turn

- take-off
- land
- pivot
- run
- balance
- coordination

Individually/in groups perform a movement sequence containing basic gymnastic activities on the floor using small and/or large apparatus

- perform movement sequence

Demonstrate movement sequences using apparatus

Create/choreograph dances based on themes such as: sports themes, slow motion replay, poems and songs. This activity can be recorded using image capturing device and used for class discussion.

- choreograph
- make video recording
- post information safely online

Games and Sport

TRACK AND FIELD

Participate in exercises over set distances in specific time period to further develop good running and sprinting form.

- run
- sprint

Correctly execute running form

Students will:

Practice and refine basic sprint drills (e.g., high knees, bounds, etc.)

- refine sprint drills

Accurately perform skills

Refine the techniques and respond appropriately to the commands of the crouch and standing starts.

- refine techniques
- respond to commands

Correctly demonstrate crouch and standing starts responding to commands.

Practice:

- crouch start without blocks and run in lanes
- crouch start running around a curve
- standing start running in lanes
- standing start running around a curve

Give and respond appropriately to the commands for starts

Discuss the differences between the long jump and high jump (e.g. technique, phases, rules etc.)

- identify
- compare
- discuss

Correctly differentiate between long/high jump

Demonstrate the phases of long/high jump (e.g., approach/run-up, take-off flight, and landing).

- demonstrate the phases of long/high jump (e.g., approach/run-up, take-off flight, and landing).

Correctly demonstrate the long/high jump phases

Practice activities/drills to develop putting the shot (substitute equipment)

- throw discus

Correctly perform development drills for the discus throw.

Grip and release

Standing frontal throw

Standing side throw

Follow through

Improve on accelerating and decelerating safely while sprinting in competitive situations.

- accelerate
- decelerate

Safely accelerate and decelerate

Refine the technique of the down-sweep and upsweep methods of baton change

- pass baton
- receive baton

Correctly execute the down-sweep and upsweep baton change (visual and non - visual) in competitive situations

Students will:

Demonstrate baton change in relay races. (Visual and non- visual).

- running in lanes and in a marked change zone
- Changing the runners on the straight and on the curve.

Apply sprinting techniques in competitive situations with and without the baton.

Participate in minor competitions applying skills learnt and observing rules of the event.

- sprint

- sprint
- run
- throw
- putt
- jump

Correctly perform sprinting technique in competitive situations

Competently apply skills in competitive situations while observing rules.

BASKETBALL

Search online or offline media for information and discuss the history and development of basketball including the local association, Jamaica Basketball Association (JABA).

Search online or offline media for and present information on your favourite basketball athlete. Students can use suitable application software to present information.

- search for information
- discuss
- conduct electronic
- search for kinds of information

- search for information
- create and format multimedia presentation or document

Correctly demonstrate basketball skills

Students will:

Practice basic basketball skills in a stationary and moving position (e.g. ball handling, passing, catching, dribbling, shooting and footwork).

Examples:

Footwork – pivoting and jump stop

Ball handling – passing ball around the head, waist and figure 8

Dribbling – protective and speed

Passing – chest and bounce

Shooting – form shooting

- ball handling
- pass
- catch
- dribble
- footwork
- shoot

Perform form shooting from the front, left and right sides of the hoop.

- shoot

Execute the correct shooting technique from different angles.

Cooperatively participate and apply rules during a game of basketball in small groups e.g. one-on-one, two on one and two-on-two

- observes rules

Apply rules appropriately.

Combine the skills of jump stop, shooting, dribbling, catching, passing, pivoting in a competitive situation

- jump stop, shoot, pass,
- pivot
- catch, dribble

Participate willingly in competitions.

Play games applying the fundamental basketball skills learnt.

Effectively combine skills in competitive situations.

Health, Safety and Wellbeing

Lead warm up and cool down activities.

- instruct
- demonstrate
- guide
- observe

Accurately lead warm up and cool down activities.

Inspect playing areas for hazards to self, others and environment.

- inspect playing area

Inspect playing areas correctly

Safely remove and return equipment to storage.

- remove and return
- equipment

Remove and return equipment safely

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Participate in game situations while observing the basic safety rules that govern activities.

- analyse
- assess
- observe

Observe basic safety rules that govern activities.

Learning Outcomes

Students will be able to:

- ✓ Demonstrate efficient and effective movement skills and concepts
- ✓ Demonstrate efficient and effective body mechanic
- ✓ Demonstrate knowledge of the history and development of basketball.
- ✓ Perform speed and protective dribbling.
- ✓ Execute the correct form of shooting.
- ✓ Perform exercises to develop putting the shot.
- ✓ Perform exercises to develop throwing the discus.
- ✓ Manipulate the ball.
- ✓ Perform footwork skills.
- ✓ Perform correct running form and baton change.
- ✓ Perform warm up and cool down activities
- ✓ Demonstrate an ability to cooperate with others
- ✓ Display understanding of safety guidelines and procedures in the execution of physical activities.

Points to Note

- Safety rules should be observed at all times.
- Activities must be age appropriate.
- Only substitute implements should be used when teaching the discus and the shot.
- Teacher should ensure that students practice online safety.

Extended Learning

Participate in and outside of school activities.

RESOURCES

Mats, benches, boxes, hoops, CD player, CD's, musical instruments, computer, balls, baton, basketballs, basketball court, running track, batons, cones/markers, first aid kit, internet, video recording device

KEY VOCABULARY

Direction, weight transference, balance, smoothly, relationship, space, rhythmic, crouch start, standing start, dribble, shoot, baton, pass, sprint, down-sweep, acceleration zone, take over zone, up sweep, baton change, one-on-one, two-on-two, accelerate, decelerate, discus. Shot, putt, standing frontal throw, standing side throw, retrieve grip, throwing area, release, and sector.

LINKS TO OTHER SUBJECTS

Music: Listening and responding to sound

HFLE: Myself, feelings, safety and protection

Prior Learning

Check that students can:

- Demonstrate movement skills
- Create movement sequences
- Execute basic batting, bowling and fielding
- Perform various grips of the bat and ball
- Apply the principles of doping and anti-doping to performance in sports

UNIT 2: Development – Introduction to Healthy Lifestyle, Movement, Cricket and Lawn Tennis

ATTAINMENT TARGET(S)

1 MOVEMENT EDUCATION

- Apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities to enhance their ability to participate successfully in these activities.
- Perform movement skills in a variety of activities; demonstrating understanding of the basic requirements of dance skills and applying movement concepts appropriately, as they engage in a variety of activities.

2 GAMES AND SPORT

- Send and receive a variety of objects, adjusting speed and distance, while applying the correct technique: Retain objects in a variety of situation while travelling in different direction, at varying speed in relation to others and to equipment.
- Apply strategies appropriately; demonstrating an understanding of the different components of a variety of physical activities in order to enhance their ability to participate successfully in a game situation.

OBJECTIVES

- Demonstrate ways to receive, retain and send an object with varying speeds, accuracy and distance.
- Select steps from traditional or folk dance and create a movement sequence
- Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

- Give information about favourite athletes in cricket and lawn tennis
- Discuss briefly the history and development of cricket and lawn tennis
- Demonstrate an understanding of rules with regards to safety and in game situations.
- Demonstrate positive personal and social behaviours that emphasise fair play.
- Demonstrate the ability to work harmoniously in groups in competitive situations.

ATTAINMENT TARGET(S)

Cricket

Lawn Tennis

3 HEALTH, SAFETY AND WELLBEING

- Demonstrate an understanding of the essential knowledge and practices for ensuring their personal safety, health and well-being

OBJECTIVES

- Demonstrate basic skills in cricket and break them down into phases (preparation, action, follow-through and recovery).
- Demonstrate the forward and backward defensive shots at different angles. Use the correct grip when batting and bowling off spin or medium pace and use the crease correctly.
- Demonstrate proper technique when taking a low or high catch and attack the ball in, close in fielding positions.
- Go through the various phases of the basic bowling action (linear motion, rotary motion and projectile motion)
- Observe all laws of the game and play in a safe environment while working together
- Respect the individual differences in abilities of each player including the traditions of the game.

- Discuss briefly the history and development of lawn tennis.
- Demonstrate basic skills in lawn tennis (e.g., grip, basic service, ground strokes).

- Demonstrate competency in making different strokes
- Demonstrate lawn tennis skills and be able to break them down into phases (preparation, action, follow-through and recovery).

- Acquire knowledge about doping and anti-doping
- Differentiate between doping and anti-doping
- Identify categories of banned substances

ICT ATTAINMENT TARGETS:



RESEARCH, CRITICAL THINKING, PROBLEM-SOLVING AND DECISION MAKING - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.



DESIGNING AND PRODUCING - use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

Students will:

Movement Education

Select and interpret from among traditional, folk, ballroom dance, and mento and create a dance sequence

- interpret and create dance

Create and practice dance sequences

Individually or in pairs design and perform a tumbling routine that combines tumbling (rolls, cartwheel, etc.), non-locomotor (2 person balances, 2 person counter-balances, symmetrical/non-symmetrical, etc.) and locomotor (jump, leap, grapevine, etc.) skills with a start, finish and at least at least 2 skills/movements from each of listed categories.

- roll
- balance
- jump
- leap
- travel

Accurate demonstration of tumbling routine

Games and Sport

Cricket and Lawn Tennis

Search online or offline media for information and discuss the history and development of Cricket /Lawn Tennis including the local associations: Jamaica Cricket Association (J.C.A) /Jamaica Lawn Tennis Association (JLTA); the history of our domestic competitions.

- search for information
- write
- conduct electronic search for kinds of information

Search online or offline media for and present information on your favourite cricket and lawn tennis athletes. Students can use suitable application software to present information.

- search for information
- create and format multimedia presentation or document

CRICKET - Batting

Practice cricket skills:

Grip (bat), stance, Back lift (preparing for a stroke), the forward and backward defensive stroke, the on and off drive

- grip the bat

Demonstrate correct grip and stance (for the cricket bat and ball)

Students will:

Assume stance and shadow technique forward and backward defensive shot.

- demonstrate stance
- back lift
- forward and backward defensive strokes

Demonstrate effectively the forward and backward defensive shots

- execute strokes

Demonstrate competency in executing strokes

Play "Cautious Cricket "(minor game). Play three (3) forward defensive shots and backward defensive shots in a game situation. A run will be scored for each correct shot played.

Bowling

Off Break and Medium Pace

- bowl

Grip ball (across and along seam), Run-up, Delivery

Bowl from a stationery position, then from one step and aim to hit stump.

Bowl from three (3) stride rhythm while maintaining control (length and line) without overstepping the popping crease.

- execute grip
- run-up and delivery of cricket ball

Demonstrate competence in the components of bowling

Use run up and basic bowling action to bowl ball using specific grip.

Bowl short of a length (marked area) and outside the off stump ensuring that the ball pitches and the seam is straight

Fielding

Catching, Interception, chase and retrieve

Toss ball to partner and catch observing proper technique

Students will:

Pick up moving ball and throw at stumps from a 'twelve o'clock' position

Take high and low catches off the bat

Chase and retrieve ball then throw to the wicketkeeper over the stumps with one fielder backing up

- catch
- chase and retrieve
- intercept

Demonstrate correct throwing technique in returning the ball

Practise the positioning for pace and spin bowling.

Play minor games to develop these skills.

Combine cricket skills in competitive/game situations

- bowl
- bat
- field

Demonstrate competence in bowling

LAWN TENNIS

Demonstrate the eastern grip – Forehand & Backhand

- grip
- listen
- observe
- analyse
- interpret

Demonstrate skills in minor games

Demonstrate basic serves (flat & slice) – backhand & forehand (with and without ball)

- demonstrate serves

Accurately demonstrate correct grip

Demonstrate "service return" - forehand and backhand stationary and with movement

- service return

Consistently serve ball according to instructions.

Demonstrate "ground strokes" (backhand & forehand) stationary and with movement (with and without ball)

- ground strokes

Accurately demonstrate strokes

Demonstrate "volleys" (backhand & forehand) stationary and with movement (with and without ball)

- volley

Students will:

Demonstrate basic “overhead smash” (backhand & forehand) stationary and with movement (with and without ball)

- overhead smash

Demonstrate “lobs” (backhand & forehand) stationary and with movement (with and without ball).

- lob

Apply basic tennis techniques learned in a game of tennis

- grip
- serves
- service return
- ground strokes
- volleys
- overhead smash
- lobs

Perform appropriate techniques in game situations

Health, Safety and Wellbeing

Research online or offline media and present findings on doping and anti-doping. Students can use suitable application software to present information.

- search for information
- discuss
- conduct electronic search for kinds of information
- create and format multimedia presentation or document

Interview resource persons about doping and anti-doping. This interview may be recorded and kept for future reference.

- question
- analyse
- communicate
- make video recording

Learning Outcomes

Students will be able to:

- ✓ Work cooperatively in pairs/groups
- ✓ Create dance sequences
- ✓ Create a tumbling routine
- ✓ Inform and educate others about doping and anti-doping
- ✓ Perform batting, fielding and bowling skills
- ✓ Perform basic grip, serve and ground strokes

Points to Note

- Safety rules must be observed at all times.
- Teacher should ensure that students practice online safety.

Extended Learning

Participate in co-curricular and community based activities.

RESOURCES

Mats, benches, boxes, hoops, CD player, CD's, musical instruments, computer, cricket pitch, cricket ball, bat, tennis court, tennis ball, racquet, first aid kit, internet, recording device e.g. digital camera

KEY VOCABULARY

Tumbling, backward defensive stroke, forward defensive stroke, batting, fielding, catching, running, bowling, serving, strokes, retrieving, throwing, seam, crease, doping and anti-doping, stumps, grip, length line, volley, smash, backhand, forehand

LINKS TO OTHER SUBJECTS

Geography: A sense of place and space; Environmental awareness and care

Science: Environmental awareness and care

HFLE: Myself and the wider world -Developing citizenship

NSC

PHYSICAL EDUCATION

GRADE 7: TERM 3

Prior Learning

Check that students can:

- Demonstrate dance sequences
- Demonstrate the basic passes / underhand serve
- Identify playing positions
- Demonstrate basic grip, dribble and body position
- Identify basic injuries, prevention and care

UNIT 1: Development – Introduction to Healthy Lifestyle, Movement, Volleyball and Hockey**ATTAINMENT TARGET(S)****1 MOVEMENT EDUCATION**

- Apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities to enhance their ability to participate successfully in these activities.
- Perform movement skills in a variety of activities; demonstrating understanding of the basic requirements of dance skills and applying movement concepts appropriately, as they engage in a variety of activities.

2 GAMES AND SPORT - VOLLEYBALL/HOCKEY

- Send and receive a variety of objects, adjusting speed and distance, while applying the correct technique: Retain objects in a variety of situation while travelling in different direction, at varying speed in relation to others and to equipment.
- Apply strategies appropriately; demonstrating an understanding of the different components of a variety of physical activities in order to enhance their ability to participate successfully in a game situation.

OBJECTIVES

- Apply appropriate performance skills in a range of dance settings
- Demonstrate techniques associated with particular dance styles
- Create movement sequences using choreographic forms, individually and with others
- Discuss briefly the history and development of hockey /volleyball
- Give information about favourite athletes in hockey / volleyball
- Observe all rules of the game and play in a safe environment while working together harmoniously in group activities.
- Respect the individual differences and abilities of each player.
- Open to criticism
- Identify the volleyball court and boundary lines.
- Demonstrate underhand serve, forearm pass, and overhead pass (volley).
- Rotate correctly in game situation.
- Demonstrate competence in performing volleyball skills.
- Participate cooperatively in a variety of volleyball minor games.
- Demonstrate basic technique in gripping the hockey stick while passing.
- Demonstrate basic hockey skills and be able to break them down into phases (preparation, action, and follow-through).

ATTAINMENT TARGET(S)

3 HEALTH, SAFETY AND WELLBEING

- Demonstrate an understanding of the essential knowledge and practices for ensuring their personal safety, health and well-being

OBJECTIVES

- Demonstrate proper safety procedures that will minimise the risk of injury to self and others during physical activities.
- Follow specific safety guidelines for the proper use of equipment and facility in different sporting activities.
- Demonstrate an understanding of how to conduct proper warm up and cool down exercises.

ICT ATTAINMENT TARGETS:



RESEARCH, CRITICAL THINKING, PROBLEM-SOLVING AND DECISION MAKING - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.



DESIGNING AND PRODUCING - use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

Students will:

Movement Education

Choreograph and perform dance routines, communicating feelings and moods.

- perform dance
- interpret moods and feelings

Demonstrate dance movements depicting feelings and moods.

Reproduce choreographed movement with accuracy, clarity, and intensity.

- interpret movements

accurately reproduce choreographed movements

Work effectively with simple production elements (e.g., costumes, props) as appropriate to the dance.

- dance
- decision making
- use props

Perform dance using appropriate production elements

Alter dance sequences by transforming movements (e.g., changing levels, changing pathways, direction varied speeds)

- change levels
- pathways
- speed
- direction

Create and present dance sequence

Games and Sports

Search online or offline media for information and discuss the history and development of Volleyball and Hockey including the local associations Jamaica Volleyball Association (JAVA), Jamaica Hockey Association (JHA)

- search present information
- conduct electronic search for kinds of information
- create and format multimedia presentation or document

Search for online or offline media and present information on your favourite Volleyball and hockey athletes. Students can use suitable application software to present information.

Students will:

VOLLEYBALL

Forearm

Practice the forearm pass from a tossed ball (stationary /while moving)

• pass

Accurately demonstrate the forearm pass.

Practice the forearm pass in groups.

- Over a line
- Across the net
- Shuffling to left, right, backward and forward

Volley

- Practice overhead pass (volley) to self while walking along the court.
- Practice overhead pass (volley) between partners and follow pass.
- Play ball between partners alternating the forearm and over head pass.

• pass

Accurately demonstrate the volley pass.

Serve

Using dominant hand roll the ball to partner (imitating the serving action), or to hit a target(s); toss with dominant hand to partner or across the net to partner, designated areas or positions to score points.

• serve

Correctly imitate the underarm serve

Serve ball from the attack line to partner across the net while increasing the distance after three good attempts until you are at the baseline, continue to serve to designated areas / positions on the court to score points .(e.g. Jackpot)

• serve

Execute correct serving action.

Serve the ball away from a marked area on the court. Play game - 'No Man's Land'

• rule application

Accurately serve ball to designated areas on court.

Students will:

Combine basic skills in game situation while adhering to the rules.

- volley
- serve
- pass

Volley, serve, pass

HOCKEY**Grip**

Practice the basic grip (Shake-hand)

- grip

Correctly grip the hockey stick

Pass/receive

Practice different passes with and without ball, stationary and while moving:

- practice the push pass
- practice the sweep
- practice the drag/drag flick
- practice stopping the ball
- practice receiving the ball from various angles and distances

- push pass
- sweep
- drag/drag flick
- receive
- control/stop/receive,
- indian dribble,
- push dribble

- Accurately demonstrate hockey techniques
- Correctly demonstrate dribbling technique

Dribble

Practice the Indian and Push dribbles around obstacles.

Play small- sided (mini) versions of games: 5 v. 5 games of hockey or hurling with modified rules.

- grip
- push pass
- sweep
- drag/drag flick
- receiving ball
- stopping the ball
- indian & push dribble

Observe of basic techniques and rules.

Health, Safety and Wellbeing

Lead warm up and cool down activities.

- instruct
- demonstrate
- guide
- observe

Accurately lead warm up and cool down activities.

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Inspect playing areas for hazards to self, others and environment.

- observe
- inspect playing area

Inspect playing areas

Safely remove and return equipment to storage.

- analyse
- observe

Remove and return equipment

Approach game situations with caution while observing the basic rules that govern the activities.

- assess
- observe rules

Observe the basic rules that govern the activities.

Learning Outcomes

Students will be able to:

- ✓ create dance sequence
- ✓ manipulate props or costumes
- ✓ Conduct warm up and cool down before and after lessons
- ✓ Display understanding of safety guidelines and procedures in the execution of physical activities.
- ✓ Perform the forearm, overhead (volley) pass and underhand serve and apply volleyball rules.
- ✓ Perform basic grip, passing, stopping, dribbling and apply basic hockey rules

Points to Note

- Safety rules must be observed at all times.
- Teacher should ensure that students practice online safety.

Extended Learning

Participate in co-curricular and community based activities to further refine skills

RESOURCES

Mats, benches, boxes, hoops, CD player, CD's, storage device musical instruments, computer, costume, prop, volleyball court, net, hockey field/ playing area, hockey sticks, helmet, pads, first aid kit, internet

KEY VOCABULARY

Push pass, drag, flick, Indian dribble, push dribble, volley, volleyball, hockey, stick, forearm pass (dig), overhead pass, underhand serve, stop

LINKS TO OTHER SUBJECTS

Mathematics: symmetry

Music: Listening and responding

HFLE: Myself, feelings, relating to others, safety and protection

Drama: space-spatial awareness

Prior Learning

Check that students can:

- Create movement sequence
- Execute basic catching, throwing and hitting
- Define physical activities

UNIT 2: Development – Introduction to Healthy Lifestyle, Movement, Swimming and Baseball/Softball

ATTAINMENT TARGET(S)

1 MOVEMENT EDUCATION

- Apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities to enhance their ability to participate successfully in these activities.
- Perform movement skills in a variety of activities; demonstrating understanding of the basic requirements of dance skills and applying movement concepts appropriately, as they engage in a variety of activities.

2 GAMES AND SPORT

- Send and receive a variety of objects, adjusting speed and distance, while applying the correct technique: Retain objects in a variety of situation while travelling in different direction, at varying speed in relation to others and to equipment.
- Apply strategies appropriately; demonstrating an understanding of the different components of a variety of physical activities in order to enhance their ability to participate successfully in a game situation.

Swimming

Baseball/Softball

OBJECTIVES

- Demonstrate movements in response to an event, theme, feeling or idea.
- Apply the creative process — with emphasis on combining and refining — to create dance compositions
- Create movement sequences using choreographic forms, individually and with others
- Discuss briefly the history and development of Swimming and/or Baseball/Softball
- Give information about favourite athletes in Swimming and/or Baseball/Softball.
- Appreciate the importance of hygiene when using the pool
- Observe rules of pool and hazards of water e.g. correct way to:
- Enter the water / Climb out of water / Perform breathing exercises and floating techniques / forward and backward glides / front crawl
- Execute skills in playing baseball/softball.
- Perform grip of the bat, batting stance and ball contact
- Analyse the times, distances, speeds for running, throwing and hitting.
- Apply baseball skills in mini competitions.
- Work cooperatively with peers to improve baseball/softball skills.

ATTAINMENT TARGET(S)

3 HEALTH, SAFETY AND WELLBEING

- Demonstrate an understanding of the essential knowledge and practices for ensuring their personal safety, health and well-being

OBJECTIVES

- Identify the mental, social and physical benefits that can be derived from participating in physical activities.
- Recognise the value of physical activity on the individual's health.
- Participate willingly in physical activities.

ICT ATTAINMENT TARGETS:



COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribution to the learning of others.



RESEARCH, CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.



DESIGNING AND PRODUCING - use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

Students will:

Movement Education

Demonstrate a specified step or movement from a particular dance style observed or learned.

- demonstrate dance style

Correctly perform dance step/style

Create new movement sequences following a given pattern or narrative choreographic form.

- create movement sequence

Appropriately teach dance sequence to peers

Create and teach a dance sequence to peers.

- teach
- dance
- create movement sequence

Appropriately communicate feedback

Communicate constructively and respectfully on the efforts and contributions of others in class dance activities.

- communicate

individual / group presentation

Games and Sports

Search online or offline media for information and discuss the history and development of Swimming and Baseball/Softball including the local associations Amateur Swimming Association of Jamaica (ASAJ), Jamaica Amateur Softball Association (JASA), Jamaica Baseball Association (JBA)

- search for information
- conduct electronic search for kinds of information

observe of basic techniques and rules.

Search online or offline media for and present information on your favourite Swimming and Baseball/Softball athletes. Students can use suitable application software to present information.

- create and format multimedia presentation or document

Demonstrate breathing technique

SWIMMING (see Guidance for Teacher Pg. 8)

Practice proper breathing technique outside and inside the pool E.g., blowing, nosing or heading objects (ball, toy, ducks) around floating objects.

- breathe

accurately demonstrate floating technique.

Recover object from the bottom of the pool.

Students will

Floating

Practice proper floating techniques (star/jelly fish, torpedo, aeroplane, turtle)

- float

Practise balance, rotation and recovery exercises with and without float

- regaining standing position from the prone or supine position
- rolling over from the prone or supine position
- floating forming wide and narrow shapes in prone or supine position
- linking shapes to form sequences
- floating in mushroom shape
- turning through 360 degrees horizontally or vertically.

Gliding

Practice streamline position in and outside of the pool.

- imitate glide position

Correctly demonstrate glide position.

Practice forward glide along the surface in correct position.

- glide

Correctly demonstrate glide.

Stroke

Practice flutter kicks with and without kickboard.

- flutter kick

Correctly demonstrate the movements of front crawl.

Practice the motion of the “front crawl/freestyle” outside and inside the pool.

- imitation of movements

Correctly demonstrate the front crawl.

Practice the “front crawl/freestyle” over 5-10m

- front crawl

Correctly demonstrate grip of the bat.

Practice treading :

- Arm action – sculling
- Leg action- frog kicks

- treading

Correctly tread over given period of time.

Students will:

BASEBALL/SOFTBALL

Batting

Demonstrate the basic grips and stance for batting.

- grip

Demonstrate correct grip of the ball.

Make contact with ball at swing (develop sequence of hand-eye coordination while making successive contacts)

- hitting ball from a lateral/frontal toss
- hitting a pitched ball

- speed
- time
- accuracy
- coordination

Demonstrate correct batting technique.

Fielding

- Pick up ball rolled in the infield and throw to each base.
- Pick up ball tapped in the infield and throw to each base.
- Pick up ball hit in the outfield and throw to each base.
- Pick up ball hit in the outfield and throw to home plate.

- catch
- throw

Accurately catch and throw the baseball/softball.

Pitching

Practice the movements of pitching technique.

- imitate movements

Correctly demonstrate pitching technique

Pitch over varying distances in pairs.

- pitch

Base-Running

Run bases in correct order to score runs using sequence running

- From 1st – 2nd
- From 2nd – 3rd
- Steal from 3rd – Home

- run bases

Correctly run bases.

Combine baseball/softball skills in competitive situations while observing rules.

- bat
- field
- pitch
- run bases

Perform a combination of baseball/softball skills in competitive situations while observing rules.

Students will:

Health, Safety and Wellbeing

Participate in panel discussions on the benefits of physical activities.

- communicate
- discuss

Identify benefits of participating in physical activities.

Create jingles on the benefits of participating in physical activities. This can be recorded and posted on class or school page

- create jingles
- make video recording
- post information safely online

jingles created show benefits of participation in physical exercise

Create a journal to track progress over a specific time period.

- create
- write
- analyse
- interpret

Journal entries track progress effectively

Learning Outcomes

Students will be able to:

- ✓ Choreograph movement sequences
- ✓ Work cooperatively in pairs/groups
- ✓ Inform and educate others of the benefits derived from participating in physical activities.
- ✓ Evaluate performance over a specific time period.
- ✓ Perform batting, fielding, base running and pitching skills
- ✓ Perform floats, glides and the front crawl

Points to Note

- Safety rules must be observed at all times.
- Emphasise keeping head above water when treading.
- Teacher should ensure that students practice online safety.

Extended Learning

- Participate in co-curricular and community based activities.
- Participate in co-curricular activities to further refine skills.

RESOURCES

Swimming area, floatation devices, baseball field/ diamond, bats balls, helmets, gloves, chest and shin guards, face mask, video, first aid kit computer, internet, video recording device

KEY VOCABULARY

Choreograph, narrative, dance composition, swimming, floating devices, baseball field/ diamond, bats, balls, helmets, gloves, chest, shin, guard, mask, Front crawl, float, glide, stroke, prone, supine, position, sequences, object, pitch, base, home, imitate, fielding, batting, mound, rules, obey, hazards, streamline, treading, flutter kick, kickboard.

LINKS TO OTHER SUBJECTS

Mathematics: Exploring symmetry in gymnastics builds on the previous work done on symmetry.

Music: Listening and responding and exploring sound

HFLE: Myself, feelings, safety and protection

Drama: space-spatial awareness

NSC

PHYSICAL EDUCATION

GRADE 8 UNITS

TERM 1**Movement Education**

- Be able to refine and increase their range of gymnastic actions that involve executing and improving a movement; (body parts; shapes; relationships to object in space; the concepts of space time and quality; flow and force.)
- Demonstrate through a variety of activities, the elements of movement for expression and communication through dance.

Games and Sports

- Extend and apply techniques for skills in games requiring passing, receiving, footwork, running, dribbling, shooting/ finishing, serving, striking, heading, ackling, feinting and marking.
- Demonstrate competence in the performance of sports skills, tactics and strategies in competitive play and undertake a variety of roles which are associated with the various games
- Demonstrate the simple game strategies by using combinations of attacking and defending skills with special emphasis on infractions

Health Safety and Wellbeing

- Know and practice safety procedures and routines in a variety of activities and demonstrate sensitivity towards the environment.
- Promote physical activity and healthy lifestyle by engaging in activities that develop the components of physical fitness.
- Assess some of the issues associated with the misuse of drugs in sports.

TERM 2**Movement Education**

- Perform expressive dance sequences using numerous types of stimuli with increased creativity and form.

Games and Sport

- Refine and increase techniques for skills in sprinting, running relays, hurdling, jumping, throwing, shooting, passing, dribbling, fielding, batting, bowling, marking, footwork and striking.
- Demonstrate strategies/tactics in a variety of games and competitions.

Health Safety and Wellbeing

- Explain the concepts of doping and anti-doping in sports as it relates to drugs and performance enhancers.
- Identify types of doping and explain how they affect the lifestyle of athletes.
- Know how to take account of own safety and that of others during physical activities.

TERM 3**Movement Education**

- Create modern dances using steps from cultural dances for presentation.

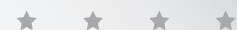
Games and Sports

- Refine and increase techniques for skills in passing, receiving, serving, blocking, fielding, striking, pitching, base running, shooting, dribbling, floating, strokes and apply tactics/strategies in a range of games and competitions.
- Observe basic rules/laws in competitive situations.

Health Safety and Wellbeing

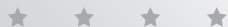
- Demonstrate an understanding of the importance of safety rules and guidelines to avoid putting self and others at risk especially when using equipment
- Understand the effects that physical activity has on specific systems of the body, such as muscular and cardiovascular.

There are three key Strands within Physical Education and Sport. The first two of the three are subdivided into two sub-branches each.



**STRAND 1:
Movement Education**

Student should be able to move their bodies with increasingly consistent control, refinement and more complex movements. They can use movement imaginatively; create and perform fluent sequences of movements; develop sequences of movements in response to stimuli such as music or stories.

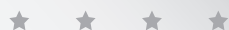


AT1: Motor Control

Apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities to enhance their ability to participate successfully in these activities

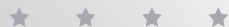
AT2: Movement and Dance

Perform movement skills in a variety of activities; demonstrating an understanding of the basic requirements of dance skills and applying movement concepts as appropriate as they engage in a variety of activities.



**STRAND 2:
Games and Sport**

Students should develop and refine techniques used in a range of games and sports which includes the use of balls, racquets, bats and other equipment that will allow them to work individually and in groups in an increasing range of sports and games. They will develop and use their understanding of the principles of games to apply the rules effectively to develop and adapt their own strategies and tactics when taking part in games as team members or individuals.

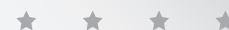


AT2: Individual Techniques

Send and receive a variety of objects, adjusting speed and distance, while applying the correct techniques: Retain objects in a variety of situations while travelling in different directions, at varying speeds in relation to others and to equipment..

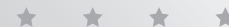
AT3: Team Tactics

Apply strategies appropriately; demonstrating an understanding of the different components of a variety of physical activities in order to enhance their ability to participate successfully in a game situation.



**STRAND 3:
Health Safety and Wellbeing**

Students should understand why physical activity is good for their health and wellbeing, and develop positive attitudes toward physical activity.



Health Safety and Wellbeing

Demonstrate an understanding of the essential knowledge and practices for ensuring their personal safety, health and wellbeing.

About the Units

In these Grade 7 Units of work students will learn to:

TERM 1**Unit 1 - 8 Weeks****Movement Education**

Apply fundamental movement skills in structured individual and dual activities.

Games and Sports

Search local, regional and international sporting bodies for specified sports.

Apply skills in netball and football

Health Safety and Wellbeing

Know and practice safety procedures and routines in a variety of activities.

Participate in activities or games that demonstrate sensitivity towards the environment.

Unit 2 - 6 Weeks**Movement Education**

Apply fundamental movement skills in games activities in predictable situations.

Games and Sports

Apply skills in track and field and badminton.

Health Safety and Wellbeing

Research how the components of fitness impact health, wellbeing and performance.

TERM 2**Unit 1 - 6 Weeks****Movement Education**

Execute manipulative movement sequences while working alone and with others.

Games and Sports

Search for information on the history and development of specified sports.

Apply basic skills in football, netball, track and field and badminton.

Health Safety and Wellbeing

Know and practice safety procedures and routines in a variety of activities.

Unit 2 - 6 Weeks**Movement Education**

Apply fundamental movement skills in games activities in predictable situations.

Games and Sports

Apply skills in cricket, and lawn tennis.

Health Safety and Wellbeing

Identify reasons and the health consequences of doping in sports.

TERM 3**Unit 1 - 5 Weeks****Movement Education**

Manipulate the body to create movement patterns with and without equipment and with or without partner.

Games and Sports

Search for information on the history and development of specified sports.

Apply basic skills in football, netball, track and field and badminton.

Health Safety and Wellbeing

Know and practice safety procedures and routines in a variety of activities.

Unit 2 - 7 Weeks**Movement Education**

Apply fundamental movement skills in structured rhythmic movement activities.

Games and Sports

Apply skills in swimming and baseball/ softball.

Health Safety and Wellbeing

Relate the benefits of physical activity to specific systems of the body, such as muscular and cardiovascular.

Range of Content

Students will:

- Discuss the term Physical Education as it relates to components of fitness and performance of sport skills.
- Apply health knowledge by making informed decisions, and take appropriate actions relating to personal health and wellbeing.
- Increase the use of technology for research purposes and to improve/refine movement and sport skills.
- Apply strategies and tactics in competitive situations.
- Work collaboratively - participate in class activities and communicate with each other.
- Discuss the various career choices involved in Physical Education and Sport.
- Use a range of stimuli to create simple character and narratives through dance techniques.
- Execute basic techniques for skills in all sporting disciplines.
- Know how to take account of own safety and that of others during physical activity.
- Discuss the impact of drugs/ doping on athletic performance.
- Discuss the effect of physical activity on the body systems.

Guidance for the Teacher

ROLE MODEL**Teacher should:**

- Demonstrate and encourage self-discipline (values and attitudes)
- Dress appropriately for all classes

OBSERVE AND ADHERE TO HEALTH AND SAFETY RULES

- Ensure healthy practices before and after activities (e.g. warm up and cool down, taking shower)
- Not allow students to engage in vigorous physical activities immediately after meals.
- Ensure proper hydration of students (allow water breaks)
- Ensure a safe environment (remove and eliminate all safety hazards, avoid students facing the sun)
- Ensure that appropriate gear be worn at all times for activities (e.g. helmet, shin guards, glove)
- Ensure that students avoid wearing jewellery, ear rings, wrist watches, long nails and lose hair kept intact)
- Ensure that students are ready/adequately prepared before engaging in activities.
- Ensure that “all” students are facilitated
- Ensure that equipment are stored and transported safely (e.g. javelin, hurdles)

SUPERVISION

- Assess skill and health related fitness level (e.g. aptitude tests)
- Encourage and facilitate leadership among students
- Ensure effective communication at all times
- Display fair play and good sportsmanship
- Use ICT to make classes fun and interesting (e.g. videos, power point)
- Employ proper time management (e.g. meaningfully engage students, ensure students are on tasks, prepare play are before class)
- Students must be supervised at all times(e.g. close monitoring, position of teacher and students in class)
- Encourage participation and a non-threatening atmosphere.

TEACHER SHOULD OBSERVE THE FOLLOWING POOL RULES

- Shower before entering pool
- No forceful submerging or pushing
- No spitting, urinating or defecating
- No eating and drinking in and around pool
- Use of sharp objects are prohibited
- No shout for help when/where not needed (false alarm)
- No swimming during heavy rain or thunder storms
- No students should be allowed in and around pool without supervision
- Wearing of sanitary napkin is prohibited in pool
- Recognize hazards of water (depth, currents, tides, weather conditions, pollution, hypothermia)

NSC

PHYSICAL EDUCATION

GRADE 8: TERM 1

Prior Learning

Check that students can:

- Perform warm-up and cool down activities
- Perform rhythmic movement sequences
- Execute basic skills in netball
- Identify infringements related to ball handling, footwork
- Understand and display safety guidelines and procedures in the execution of physical activities

UNIT 1: Intermediate – Healthy Lifestyle, Movement, Netball and Football**ATTAINMENT TARGET(S)****1 MOVEMENT EDUCATION**

- Apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities to enhance their ability to participate successfully in these activities.
- Perform movement skills in a variety of activities; demonstrating understanding of the basic requirements of dance skills and applying movement concepts appropriately, as they engage in a variety of activities.

OBJECTIVES

- Perform movement skills in structured, individual and dual activities
- Demonstrate movement skills in predictable game settings
- Perform movement skills in structured rhythmic movement activities (including dance and gymnastics)
- Move a combination of body parts together or separately to enhance coordination.

ATTAINMENT TARGET(S)

2 GAMES AND SPORT - NETBALL/FOOTBALL

- Send and receive a variety of objects, adjusting speed and distance, while applying the correct technique: Retain objects in a variety of situation while travelling in different direction, at varying speed in relation to others and to equipment.
- Apply strategies appropriately; demonstrating an understanding of the different components of a variety of physical activities in order to enhance their ability to participate successfully in a game situation.

3 HEALTH, SAFETY AND WELLBEING

- Demonstrate an understanding of the essential knowledge and practices for ensuring their personal safety, health and well-being

OBJECTIVES

- State and discuss the roles and functions of the governing bodies for Netball/ Football (local, regional and international).
 - Identify current trends and issues in netball/football.
 - Perform appropriate activities for warm-up and cool-down specific to netball/football.
 - Apply the concepts of time, space, direction and movement in football.
 - Refine ball handling, shooting, and footwork skills learned.
 - Demonstrate an understanding of rules/laws in a game of netball/ football.
 - Demonstrate positive behaviours that emphasises fair play both personally and socially.
 - Demonstrate strategies using a combination of attacking and defending skills with special emphasis on dodging and marking in game situations.
 - Perform umpiring task by identifying infringements relating to netball and the penalties to be awarded.
 - Demonstrate competence in passing and receiving the ball with the head, chest, thigh and instep.
 - Apply proper approach to situations while tackling or evading the defender.
 - Apply strategies to competitive play.
 - Know the different playing positions on the field and perform the roles.
 - Combine attacking skills (E.g. passing, dribbling) in competitive situations.
 - Develop and refine turning and shooting skills.
-
- Identify and follow particular rules and guidelines for participating safely in specific activities.
 - Demonstrate a physically active lifestyle, including activity within and outside of a physical education setting.
 - Promote awareness and responsible actions with respect to health and safety issues related to physical activities and the environment.

ICT ATTAINMENT TARGETS:



COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribution to the learning of others.



RESEARCH, CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.



DESIGNING AND PRODUCING - use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

Students will

Movement Education

Demonstrate spatial awareness with developed form of selected manipulative skills (e.g., roll, underhand throw, overhead throw catch, kick, foot dribble, and strike) in dynamic and controlled settings.

- coordination
- roll
- throw
- catch
- kick
- dribble
- strike
- control
- receive
- throw

Perform manipulative skills in space.

Perform a four-element movement sequence (e.g., rhythmic, aerobic, or tumbling activities) with flow in controlled settings.

- perform movement sequence

Perform combined movement sequence efficiently.

Create and perform movement sequences including manipulative skills to share information/tell a story.

- create sequence

Competently combine movements and manipulative skills

Games and Sports***Netball, Football***

Explain the role and functions of the governing bodies of netball/football (local, regional and international) by conducting online/offline electronic searches.

- create concept map
- search for information from electronic sources

Interpret information researched and present using panel discussion.

Collect articles on topical issues from online sources such as newspaper archives, relating to Netball/Football and present information gathered in a debate format.

- debate

NETBALL

Perform warm-up and cool down activities specific to netball.

- stretch
- short sprints
- jog

Perform appropriate warm-up/cool-down activities

Students will:

Refine ball handling skills:

- Two hand catch and pass, (e.g. overhead, bounce, chest)
- Shooting

- pass
- catch
- shoot

Appropriately apply ball-handling skills to situations

Practice one hand catch and pass

- Work individually, toss ball in air to self, jump, extend receiving arm (make contact with ball air bound) pulling ball to the body using free arm as support on way down.
- Work in pairs, hold ball with both hands at chest height, raise ball to shoulder height with one arm, step forward and push ball to partner about 5 feet away, gradually increasing distance to not more than 10 feet, follow-through with opposite leg.
- Work In pairs, combine one-hand catch and pass. Start with tossing to self, catch then pass to partner. Partner receives pass, toss to self, catch then return the pass.

- one-hand pass
- catch
- ball handling
- shoulder pass

Accurately execute one-hand catch and pass

Change speed and direction to dodge in an open space to receive or to deny a pass (with and without netball)

- footwork
- change of direction/ speed
- feint
- dodge
- mark

Dodge appropriately in given situations.

Dodging – sprint and stop , feint (feint dodge , double feint dodge)

- Run in a zigzag pattern, outlined by cones, from one goal line to the next.
- Sprint forward and change direction
- Working with partner with/without ball
- Working in groups

Marking - one on one

- Double defence
- Zone defence
- Splitting the circle

- footwork
- change of direction speed
- mark
- dodge

Demonstrate effective marking/prevention of pass

Students will:

Work in groups of 3 in a confined space (using cones/markers), marker tries to prevent a successful pass between attacker and feeder (One marker, one attacker and a feeder). Gradually increase space as progress is made.

Attacking skills to include :

- Dodge
- Double dodge
- Holding space
- Drop back
- Front cut
- Roll off

Play minor games for development of skills.

Combine skills learned in a game situation while applying appropriate rules (half court then full court).

Perform umpiring tasks in groups by identifying infringements and stating penalties. (ball handing, footwork, contact, obstruction)

Watch tutorials/recorded netball games to observe umpiring skills in order to transfer such skills when officiating games.

FOOTBALL

Create a scrapbook highlighting prominent football personalities who have impacted the sport of football in Jamaica. E.g. Allan "skill" Cole, Lindy Delapenha, Theodore Whitmore, Ricardo Gardener. Pictures and articles relating to prominent football personalities can be obtained online from various newspaper archives.

- one-hand pass and catch
- ball handling skills.
- footwork
- change of direction/speed
- feint
- dodge
- mark

- play games

- analyse
- observe
- apply rules
- decision making

- observe

- search for information
- create scrapbook

Demonstrate effective dodging to receive pass.

Apply correct skills in a competitive situation.

Competently officiate netball games

Scrapbook created shows factual information about sports personalities

Students will:

Identify where, how and when to move appropriately to create space for play and apply in game situation.

Pass and receive the ball in the air by playing various aerial games like head tennis and foot volley.

Execute various turns such as the Cruyff turn and stop turn, while turning with the sole of the foot, etc.

Execute volley shots from various heights and speeds.

Use minor games to perform the principle of one on one defending such as delay and intimidation; attacking speed and deception while observing rules.

Watch tutorials/recorded football games to observe skills learnt in class in order to transfer such skills when playing the sport.

Use created class wiki as a virtual meeting place for class and e-pals to share information on netball and football in their country.

- observe
- create space
- decision making
- timing

- shoot
- pass
- dribble
- control
- turn
- coordination
- analyse
- interpret

Effectively create space for play.

Correctly execute passing and receiving skills.

Effectively apply defensive and offensive strategies.

Accurately execute volley shots

Correctly perform assigned roles

Health, Safety and Well-being

Practice proper warm-up and cool down procedures to minimize injuries.

- walk
- jog
- stretch
- breathe
- jump
- hop
- run

Correctly complete appropriate warm up and cool down activities

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Continuously participate in a wide range of physical activities both in school and in the community.

- fitness
- run
- jog
- stretch
- jump

Participate in activities willingly

Learning Outcomes

Students will be able to:

- ✓ Demonstrates competence in selected movement skills/sequences
- ✓ Demonstrate knowledge of the organizational structures and the functions of the governing bodies of netball/football
- ✓ Develop problem-solving and decision-making strategies.
- ✓ Students will be able to assess self and others.
- ✓ Understand the value of participating in international competitions to small countries.eg. Economic benefits.
- ✓ Officiate netball/football games.
- ✓ Apply defensive and offensive strategies in games.
- ✓ Explain the importance of each member to the team.
- ✓ Perform all technical skills with great efficiency and use them in games situation.
- ✓ Demonstrate willingness to improve skill.
- ✓ Participate daily in moderate to vigorous physical activities to enhance fitness.
- ✓ Pursue personal physical activity goals related to health-related components of fitness.
- ✓ Identify the major causes that influence the use and misuse of drugs in sports.
- ✓ Apply safety guidelines and procedures which are activity specific to minimize injury to self and others.
- ✓ Use class wiki in order to communicate and collaborate with peers about the sports they are learning about.

Points to Note

- Safety rules must be observed at all times.
- Appropriate P.E. kit must be worn at all times.
- Children should be aware of governing bodies- ISSA, JNA, AFNA, CNA, INF
- Emphasis on good sportsmanship and fair play

Remind students to:

Demonstrate safe, respectful, responsible and clear online communication

Extended Learning

- Watch and analyze high profile games
- Browse the internet to identify netball and football players along with their country's history on the sport.
- Participate in co-curricular and community based activities.

RESOURCES

Mats, balls, Cones, markers, bibs, netball, goal posts, whistle, playing area, resource personnel, books, attending events, game tapes Computer, Speakers, DVD/CD Player, Storage Device Internet

KEY VOCABULARY

Participate, rules, vigorous, misuse, components drugs, health, influence, fitness, physical, warm up, cool down, safety, centre pass, infringements, penalties, attacking and defending strategies, governing bodies current trends, govern, concepts, tactical, strategy, obstacles, width, penetration, creativity, mobility, delay (jockeying), cover, concentration, depth, blocking, intimidation, condition, cultures, feinting.

LINKS TO OTHER SUBJECTS

Music: Listening and responding

Prior Learning

Check that students can:

- Demonstrate game skills
- Demonstrate movement skills
- Identify components of physical fitness
- Appreciate that physical activities are not exclusive to school settings.

UNIT 2: Intermediate – Healthy Lifestyle, Movement, Track and Field and Badminton**ATTAINMENT TARGET(S)****1 MOVEMENT EDUCATION**

- Apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities to enhance their ability to participate successfully in these activities.
- Perform movement skills in a variety of activities; demonstrating understanding of the basic requirements of dance skills and applying movement concepts appropriately, as they engage in a variety of activities.

2 GAMES AND SPORT

- Send and receive a variety of objects, adjusting speed and distance, while applying the correct technique: Retain objects in a variety of situation while travelling in different direction, at varying speed in relation to others and to equipment.
- Apply strategies appropriately; demonstrating an understanding of the different components of a variety of physical activities in order to enhance their ability to participate successfully in a game situation.

OBJECTIVES

- Perform dances with confidence and competence.
- Develop personal competence in a range of movements and games skills of sending, receiving and travelling using a variety of apparatus, and to apply these skills in a narrative dance sequence.
- Apply the skills needed to live and move with confidence in the environment.
- Develop positive attitudes towards participation in movement activities.
- State the roles and functions of the governing bodies for badminton and track and field. (Local, regional and international).
- Demonstrate flexibility and coordination for the execution of skills and techniques
- Imitate ready position in badminton with emphasis being on the ball of the feet and correct position of racket in hand.
- Imitate basic strokes prior to introducing same with shuttle and movement.
- Demonstrate proper application of badminton strokes in varied scenarios.
- Combine a range of skills in competitive situations and apply the appropriate tactical skills in “singles” matches.
- Demonstrate the phases of putting the shot and throwing the discus.
- Execute the basic technique for putting the shot/throwing the discus.
- Revise the crouch and standing starts in track and field and practice running the curve.
- Develop technique for middle distance running.

ATTAINMENT TARGET(S)**3 HEALTH, SAFETY AND WELLBEING**

- Demonstrate an understanding of the essential knowledge and practices for ensuring their personal safety, health and well-being

OBJECTIVES

- Demonstrate the significance of the health-related and skill-related components of fitness for overall personal health and the performance of specific activities.
- Maintain or improve personal levels of fitness by participating in vigorous physical activities for sustained periods of time.

ICT ATTAINMENT TARGETS:

COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribution to the learning of others.



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

Students will:

Movement Education

Create and perform a range of movements, such as:

- Shapes, levels, directions and pathways when moving
- Movement phrases with an appropriate range of dynamics
- Experimenting with movement sequences with a partner and in small groups

- analyse
- demonstrate movement concepts

Correctly demonstrate movement concepts/skills

Communicate through movement a range of moods or feelings

- Work with a partner, explore the use of body shapes and eye contact to convey friendship or isolation

- interpretation
- analyse

demonstrate movement skills depicting interaction

Create, practise and perform longer dances with clear dance forms

- Narrative: unfolding a story or idea (E.g., Road to Lacovia)

- create dance

Demonstrate a dance sequence

Choose and respond with increasing sensitivity to a broader range of stimuli:

- Aural (music, words), visual (painting, photographs, objects), tactile (scarves, leaves), ideas (emigration, colours)

- interpret
- analyse

Games and Sport

BADMINTON

Discuss roles and functions of the governing bodies for badminton from information gathered offline/online.

- listen
- interpret
- communicate

Active participation in discussion.
Group presentation of roles and functions.

Imitate the ready position. Imitate shake-hand grip (Forehand) & thumb grip (Backhand):

- Hold racket using forehand grip and hit shuttle to partner's forehand side
- Hold racket using backhand grip and hit shuttle to partner's backhand side
- Alternate between forehand and backhand grip while rallying with partner. (Keep score)

- grip
- analyse
- observe
- interpret

Efficiency of ready position

Accurately hit shuttle to partner's forehand and backhand side

Students will:

Practice overhead strokes (clear, drop shot and smash):

- Imitate "Clear" stroke with and without movement (backhand & forehand)
- Clear shuttle with and without movement (backhand & forehand)
- Imitate "Drop Shot" with and without movement (backhand & forehand)
- Drop shot shuttle with and without movement (backhand & forehand)
- Imitate "Smash" stroke with and without movement (backhand & forehand)
- Smash shuttle with and without movement (backhand & forehand)

- clear drop shot
- smash

Accurately execute skills (clear, drop shot & smash) with backhand and forehand in movement.

Practice Drive:

- Imitate "Drive" stroke with and without movement (backhand & forehand)
- Drive shuttle with and without movement (backhand & forehand)

- drive

Accurately execute drive with backhand and forehand in movement.

Practice Lob:

- Imitate "Lob" stroke with and without movement (backhand & forehand)
- Lob shuttle with and without movement (backhand & forehand)

- lob

Accurately execute lob with backhand and forehand in movement.

Combine basic badminton strokes learnt in a game of badminton while observing rules.

Correct application of skills in game situation with applicable rules

Watch tutorials/recorded badminton games to observe skills in order to transfer such skills when playing games.

- communicate online

Upload information about badminton to class wiki so as to engage e-pals in discussion about the sport.

- listen
- interpret
- communicate

Accurately reproduce researched information through discussion

Students will:

TRACK AND FIELD

Discuss the roles and functions of governing bodies for track and field from information gathered from offline/online sources.

- discuss

Accurately perform flexibility exercises

In Pairs, perform static and dynamic stretching exercises to develop flexibility.

- stretch

Shot

Practice:

- Toss shot from hand to hand
- Toss shot from hand to hand making figure of eight between the legs (bending and extending legs)

- coordinate
- catch

Hold shot with both hands in front of body with knees bent and elbows straight, release by extending the legs while elevating the arms.

- putt
- listen
- analyse
- observe
- release

Accurate demonstration of the technique

Imitate the standing frontal throw :

- Feet parallel and then in front back stride position bend and straighten knees, extend putting arm forward, upward and to the side.

- observe
- imitate
- stance

In small groups, feet parallel and in front back stride position, grip shot, get in position and release using standing frontal throws. Keep both feet on the ground. Ensure legs extend before the arms.

- grip
- release
- stance

Ability to display correct technique (stance, grip, release)

Stand with feet in side on position, hold shot at neck, elbow of putting arm away from the body,(for the right handed thrower) rotate hip to front extending right leg, release.

Correct grip and release of shot

Students will:

Follow through:

Practice the change of feet position after release from standing frontal throw and side on throw

- balance
- coordinate

Correctly alternate feet

In small groups, grip shot, stand in power position and release from side angle with follow through

- grip
- stance
- release
- balance

Correctly demonstrate the power position of putting the shot.

Discus

Hold discus with fingers spread and bent at the four joint then roll discus off index finger to partner 5-10 meters away

- throw
- listen
- analyse
- observe
- release

Correctly grip and release discus

In groups, stand in a side-on position with feet a little more than shoulder width apart, swing arm and release disc at a 45 degree angle in the direction of the non-throwing shoulder.

- grip
- release
- stance

Correctly execute the stance and release

Follow Through:

Practice the change of feet position after release from standing frontal throw and side on (power position)

- balance
- coordinate

Ability to display correct technique (stance, grip, release)

In small groups, grip discus, stand in power position and release from in front of the forehead in a straight line at a 45 degree angle.

- grip
- stance
- release
- balance

Correct grip and release of discus

Running Form

In small groups react quickly to given signal, drive aggressively from the starting blocks.(improve reaction time)

- demonstrate
- think
- react

Ability to react quickly

Students will:

In small groups, run curve while leaning to the left, maintain balance and proper running technique to finish line, in your assigned lane.

- analyse
- coordinate
- balance
- run

Demonstrate correct execution of running technique and the ability to lean and maintain balance

Upload information such as videos/pictures/text to class wiki sharing with e-pals about what they are learning in track and field.

- upload information

Health, Safety and Well-being

Complete a circuit geared towards developing the components of health and skill-related fitness.

- E.g. In small groups run to the cone A, jump over obstacles of varying heights, then do five sit ups at cone B. At cone C roll a ball through the legs of four students without it touching and at cone D dance to the rhythm played by a drum (completed in the shortest possible time).

- run
- jump
- skip
- jump
- roll
- dance

Efficiently perform tasks at each station to complete circuit

Research using online/offline sources on the misuse of drugs in sports. Present findings for class discussion.

Oral presentations show effective use of facts gleaned from research

Learning Outcomes

Students will be able to:

- ✓ Individually and in groups create dance sequences.
- ✓ Analyse movements and demonstrate movement concepts.
- ✓ Have discussions on the dimensions of the badminton court and equipment used.
- ✓ Apply knowledge to badminton games on or off the court.
- ✓ Apply skills learnt in game situations – “singles” games.
- ✓ Perform all skills of badminton and track and field at a higher level.
- ✓ Demonstrate an awareness of the importance of being physically active and apply physical fitness concepts and practices.
- ✓ Demonstrate the ability to make connections that relate to health and wellbeing and how these affect themselves and others.
- ✓ Demonstrate respect while participating in physical activities with others of various abilities, interests and cultural backgrounds.
- ✓ Communicate and collaborate responsibly online.

Points to Note

- Safety rules must be observed at all times
- Adhere to rules of sprint races.
- Putt, rather than throw the shot from the first joint of the finger
- Hold the discus properly and produce the correct release.
- Emphasis must be placed on technique rather than power.

Remind students to:

- Recognise and acknowledge the owners or creators of digital materials.

Extended Learning

- Participate in co-curricular and community based activities to increase skills.
- Attend competitive games.
- Keep abreast of sporting issues in the written and printed media
- Show an appreciation for the various sporting disciplines

RESOURCES

Music, boxes, benches, costumes, mats, instruments, pictures/paintings, books, hand-outs, charts, internet, computer, educational trips, badminton racquets, shuttles, projector, projector screens, nets, net-posts, court,, shot, discus, cones, magazines and posters. Computer, Speakers , DVD/CD Player , Storage Device, Internet

KEY VOCABULARY

Travel, time, theme, sequence, pathways, forms, dynamics, footwork, base, rear court, fore court, singles, accelerate, elevate, execute, transition, curve, in coming, outgoing, commitment, dedication, decision making, problem solving, self-discipline, leadership

LINKS TO OTHER SUBJECTS

Music: Listening and responding

Visual arts: art work may be used as a stimulus for dance or as a prop in the dance lesson or dance themes may be interpreted in a variety of visual arts media.

English Literature: interpretation of poetry/story

NSC

PHYSICAL EDUCATION

GRADE 8: TERM 2

Prior Learning

Check that students can:

- Transition between movements and create movement sequences
- Differentiate between warm up and cool down
- Explain the importance of adhering to safety guidelines as it relates to safety to self and others.
- Perform chest and bounce pass, dribble.
- Correct shooting technique-form shooting

UNIT 1: Intermediate – Healthy Lifestyle, Movement, Track and Field and Basketball**ATTAINMENT TARGET(S)****1 MOVEMENT EDUCATION**

- Apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities to enhance their ability to participate successfully in these activities.
- Perform movement skills in a variety of activities; demonstrating understanding of the basic requirements of dance skills and applying movement concepts appropriately, as they engage in a variety of activities.

2 GAMES AND SPORT

- Send and receive a variety of objects, adjusting speed and distance, while applying the correct technique: Retain objects in a variety of situation while travelling in different direction, at varying speed in relation to others and to equipment.
- Apply strategies appropriately; demonstrating an understanding of the different components of a variety of physical activities in order to enhance their ability to participate successfully in a game situation.

OBJECTIVES

- Perform movement sequences both as a leader and a follower.
- Self-create and collaboratively create and perform movement sequences.
- Establish movement sequences with smooth transitions, incorporating skills and combination of skills from a variety of games
- Demonstrate knowledge of the organisation of the local, regional and international governing bodies in Basketball.
- Identify and outline court dimensions.
- Consistently collaborate to improve technique, team spirit and performance.
- Discuss and interpret rules governing track and field and basketball.

ATTAINMENT TARGET(S)

Track and Field

Badminton:

3 HEALTH, SAFETY AND WELLBEING

- Demonstrate an understanding of the essential knowledge and practices for ensuring their personal safety, health and well-being

OBJECTIVES

- Refine the techniques of the visual and non-visual baton change.
- Employ correct biomechanics when running and utilize the down sweep method while remaining in assigned lanes.
- Demonstrate proper coordination of arms and legs while running on the straight, the curve, in lanes, and crossing over at the appropriate time
- Develop and refine the phases suitable for the execution of the long jump and high jump.
- Identify and demonstrate the phases suitable for the execution of hurdling.
- Improve reaction time while responding to the commands at the start for the hurdles.

- Prepare individual and/or group projects on current trends and issues in basketball.
- Encourage positive personal and social behaviours while working in groups.
- Demonstrate strategies using a combination of offensive skills with special emphasis on footwork.
- Demonstrate smooth and efficient change of direction and speed while dribbling.
- Demonstrate proper shooting and passing techniques as well as knowledge of the rules in game situations (e.g. lay-up shot; overhead pass)
- Effectively combine complex skills learnt in fun and competitive situations.

- Identify and follow particular rules and guidelines for participating safely in specific activities.
- Follow personal safety practices during physical activities
- Identify guidelines for proper use and care of activity-specific equipment, including facilities and storage.

ICT ATTAINMENT TARGETS:



RESEARCH, CRITICAL THINKING, PROBLEM-SOLVING AND DECISION MAKING - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.



DESIGNING AND PRODUCING - use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

Students will:

Movement Education

Compose a dance piece and assume the role of “lead”, in partner or group dances, that incorporate a variety of skills used in various movement activities (e.g., shuffle step four times to the right, four times to the left – basketball; spike approach and jump in four counts – volleyball; three step deliver and release – bowling; jump turn and land – educational gymnastics).

- Interpret and analyse movement
- Create and perform patterns

Effectively demonstrate a given sequence incorporating a variety of skills

Design, present and perform the story of a sport or activity through interpretive movements using symbols and patterns.

- Develop interpersonal relationships
- Lead

Effectively demonstrate a story using interpretative movements

Perform a pattern of games-related skills, as selected by others, that follow a given rhythm (e.g., choose one skill from volleyball, and football; combine the skills into a sequence that can be performed in 4/4 time).

- Create sequence

Effectively demonstrate given sequences without bias

Games and Sports

TRACK AND FIELD

Relays

Participate competitively in teams and maintain proper technique while running in assigned lanes.

- Run
- Pass
- Receive
- Analyse

Competently display proper mechanics

In groups, practice the visual method of passing and receiving the baton progressively (standing, walking, jogging, running)

- Pass
- Receive
- Analyse,

Accurately pass and receive baton

Students will:

Long Jump

In small groups, practise standing broad jump from the side of pit (emphasis – arm drive, dynamic leg extension and landing on the balls of the feet)

- Jump
- Take-off
- Land

Demonstrate correct landing technique

Individually utilize 3-5 or 5-7 strides run up and take off from a platform 15 cm to 20 cm high into a landing area.

- Run
- Jump
- Land

Correct execution of take off

In small groups, practise proper biomechanics by elevating the hips and punching the knees forward while accelerating along a straight path in preparation for the long jump.

- Accelerate

Correct execution of running technique
Observing rules.

High Jump

Individually practice run up & take-off:

- approach on a diagonal line for a 'J' shape run up using 3-5 strides for take-off.
- Block with non-jumping leg, and drive arm while rotating to get "back" to bar

- Run-up
- Take-off
- Flight
- Landing

Demonstrate the correct run up and take off

Practice Bar clearance & Landing:

- Using standing high jump and the three stride approach take-off over low bar.
- Take-off and land on upper part of the back with feet extending towards the sky (on high jump bag) (fosbury flop)

- Run-up
- Take-off

Clear bar using basic technique

Hurdles

Practice Preparation Drill:

Engage in games and activities that require a 3 stride rhythm

E.g. Rhythmic sprinting;

- Place hurdles/cones/stick on the ground at approximately 12.5 metres and observe which leg crosses the stick most often; this will determine lead leg

- Run-up
- Jump
- Landing
- Stride Rhythm

Consistently running 3 strides over given obstacles

Students will:

Gradually increase the height of hurdles/cones/ sticks and sprint over them

Sprint over sticks trying not to look down using the established lead leg

Practice drills for trail and lead leg over low hurdles;

- at a jog
- running with high knee action
- running with 3 stride rhythm

- Running
- Rhythm

Clear obstacles while using basic technique

BASKETBALL

Work in small groups to carry out a research online/offline and make presentation on the organisational structure of the local, regional and international governing bodies in Basketball.

Present a labelled diagram of the basketball court and use diagram to relate dimensions on actual court.

- Search for information electronically, manually
- Speech
- Develop teamwork
- Analyse
- Interpret
- Illustrate

Oral/written presentation

Accurately relate court dimensions.

Work in pairs in two lines, to perform the chest and overhead pass. (with and without a defender)

- Chest
- Overhead passes

Correctly perform technique of bounce and chest pass.

Work in pairs using the full length of the court to perform the baseball pass. (with and without a defender)

- Baseball pass

Accurately perform the baseball pass

Students will:

Dribble in a zigzag pattern (marked by cones) while utilizing the reverse and obstacle dribble techniques.

Dribble through obstacles course marked by cones, perform a jump stop followed by a ball fake (e.g. shot, pass or dribble), and finish with an overhead pass to teammate on the baseline.

Practice the lay-up

- without /with ball assuming the correct body position when taking shot (right hand with right leg/left hand with left leg)
- Dribbling ball into the beyond the three point line
- Receiving a pass on the run

Apply learnt skills in game situations while observing rules

Watch tutorials/recorded videos about relays, long jump, high jump, hurdles and basketball games to observe skills in order to transfer such skills when playing games.

Upload information about what they are learning to class wiki so as to engage e-pals in discussion about the sport.

- Reverse dribble
- Obstacle dribble
- Change of direction
- Change of direction
- Overhead pass
- Obstacle dribble
- Footwork
- Ball handling
- Jump stop
- Fake

- Lay-up
- Footwork
- Dribble

- Dribble
- Shoot
- Pass
- Footwork
- Jump stop
- Fake

- Communicate online

Observe correct footwork movement.

Execution of dribbling technique.

Correctly execute the dribble, overhead pass and shot fake.

Demonstrate correct body position when taking shot

Correct execution of skills in a competitive situation while

Students will:

Health, Safety and Well-being

Practice proper warm-up and cool down procedures.

- Walk
- Jog
- Stretch
- Breathe
- jump
- Hop
- Run
- Lift
- Stretch
- Organize
- Instruct
- Observe
- Analyse
- Design
- Create
- Search for information

Correctly complete appropriate warm up and cool down activities

Check for hazards in the playing area prior to commencing activity.

Observe checklist for equipment management
Completion of chart

Safely and systematically remove and return equipment to storage area.

Create a safety chart highlighting the correct ways of lifting / carrying sports equipment.

Learning Outcomes

Students will be able to:

- ✓ Demonstrate and display interpersonal and leadership skills
- ✓ Use interpretive movements to create a dance sequence
- ✓ Perform the reverse and obstacle dribble.
- ✓ Execute the layup using the proper technique.
- ✓ Execute the baseball and overhead pass utilize changing zone appropriately.
- ✓ Perform all skills competently.
- ✓ Refine skills of passing and receiving through practice in small groups.
- ✓ Effective execution of all the phases in a sprint race, jumps and throws using the proper technique.
- ✓ Demonstrate appropriate warm up and cool down activities
- ✓ Follow guidelines for proper use of equipment and facilities.
- ✓ Demonstrate behaviours that minimize the risk of injury to self and others during physical activities.
- ✓ Navigate electronic sources in order to obtain information about the organisational structure of basketball.

Points to Note

- Safety rules must be observed at all times.
- When making a lay-up focus on the top right angle of the square on the back board.
- Proper footwear must be worn all times.

Remind students to:

- Recognise and acknowledge the owners or creators of digital materials

Extended Learning

- Participate in intramural and extramural basketball activities to further improve skills.
- Participate in extracurricular activity at school and wider community.
- Communicate with sporting personnel.
- Keep abreast of sporting issues in media.
- Continue to develop good character traits relevant for proper societal adaptation.

RESOURCES

Court/room/field of play, props, costumes, instruments, CD, CD player, Cones/markers, basketball, hoop, basketball court, baton, speakers, computer, internet, Storage Device

KEY VOCABULARY

Change of direction, Overhead pass, baseball pass, obstacle dribble, footwork, Jump stop, step stop, fake, lay-up, reverse dribble, back board, hoop, fair play, footwork, one dribble, multiple dribble, sliding dribble, normal dribble, neutral zone, the block, key, governing bodies, organisational structure, court dimension, travelling, double dribble, carrying, front pivot, reverse pivot interpersonal skill, interpretive, accelerate, elevate, execute, transition, curve, in coming, outgoing, tunnel vision, drive phase, and crouch, equipment, facilities, injury, safety, guidelines

LINKS TO OTHER SUBJECTS

English Literature: Story telling

Music: Listening and responding

Prior Learning

Check that students can:

- Identify the difference between personal and general space.
- Demonstrate the basic elements of dance.
- Differentiate between the facts and the myths regarding drugs.
- Identify the bodies that govern “Drugs in Sports”.
- Know the proper method of holding a racquet.

UNIT 2: Intermediate – Healthy Lifestyle, Movement, Cricket and Lawn Tennis**ATTAINMENT TARGET(S)****1 MOVEMENT EDUCATION**

- Apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities to enhance their ability to participate successfully in these activities.
- Perform movement skills in a variety of activities; demonstrating understanding of the basic requirements of dance skills and applying movement concepts appropriately, as they engage in a variety of activities.

2 GAMES AND SPORT

- Send and receive a variety of objects, adjusting speed and distance, while applying the correct technique: Retain objects in a variety of situation while travelling in different direction, at varying speed in relation to others and to equipment.
- Apply strategies appropriately; demonstrating an understanding of the different components of a variety of physical activities in order to enhance their ability to participate successfully in a game situation.

*Cricket***OBJECTIVES**

- Perform and present a variety of movement skills individually
- Present and perform creative movements with variations of body awareness, qualities and relationship
- Demonstrate a willingness to participate in a variety of activities
- State the role and function of the governing bodies for Cricket / Lawn Tennis (local, regional and international).
- Discuss in detail the history and development of Cricket / Lawn Tennis and its impact on Physical Education.
- Prepare individual and/or group projects on current trends and issues in cricket and lawn tennis.
- Review dimensions of the tennis court and cricket pitch.
- Refine batting skills/technique in the grip and stance
- Execute the correct technique in “ON” and “OFF” drives
- Demonstrate the correct technique for short and long barrier fielding
- Effectively demonstrate the grip for spin/pace bowling and perform the run-up and delivery.
- Name at least ten fielding positions in cricket
- Show an appreciation for the laws governing the game and the sporting tradition in which it is played.
- Demonstrate and appreciate the value of working together in a competitive situation with less talented team mates.

ATTAINMENT TARGET(S)

Lawn Tennis

3 HEALTH, SAFETY AND WELLBEING

- Demonstrate an understanding of the essential knowledge and practices for ensuring their personal safety, health and well-being

ICT ATTAINMENT TARGETS:



RESEARCH, CRITICAL THINKING, PROBLEM-SOLVING AND DECISION MAKING - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.



COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribution to the learning of others.



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

OBJECTIVES

- Refine the different grips used in lawn tennis
 - Refine the correct serving technique.
 - Demonstrate the correct technique in the forearm (down the line), backhand strokes and the volley.
 - Show willingness to participate in group activities and team work in a safe environment.
 - Demonstrate an appreciation for the rules governing the game and the sporting tradition in which it is played.
-
- Identify and follow particular rules and guidelines for participating safely in specific activities.
 - Have an understanding of the different types of doping and state the reasons for doping in sports and the associated health consequences.

Students will:

Movement Education

Design, present and perform a floor routine using symbols; that incorporates jumping, landing, balances, supports, and rotations.

- jump
- land
- balance
- interpret

creatively perform routines

Perform in time to a count, while incorporating smooth transitions, a sequence of self-selected and/or given movement skills used in body management activities (e.g., dance, martial arts).

- reaction
- in time

Correctly demonstrate rhythmic movements

Articulate performance cues and practise the performance of body controlling skills that require a sequence of movements (e.g., various track and field jumps, patterns of movements in tennis)

- think
- interpret
- perform movements

Create and direct a movement sequence with clarity

Games and Sport

Discuss and present a collage on the history of cricket locally and regionally. (JCB, WICB)

- discuss
- research

Present a collage depicting history of cricket

Research online/offline and present findings on roles and functions of the governing bodies of cricket. (regional, local and international)

- research
- analyse

Oral/Written reports giving clear evidence of concepts studied in research

Collect articles on topical issues from online sources such as newspaper archives relating to Cricket/Lawn Tennis and present information gathered in a scrapbook.

create

Present scrapbook with articles.

Identify and discuss the various fielding positions in cricket.

Create a model showing the various fielding positions.

Students will:

CRICKET

On/Off Drive

In small groups (5/6) i.e. 1 batter, 1 server, 1 wicketkeeper, and the others fielder. Server underarms the ball to reach the batter on the 3rd or 4th bounce. Batter leans forward to strike the ball along the ground. Each batter has three (3) attempts, after which the wicketkeeper becomes the next batter while the others rotate roles.

- bat
- field
- run

Demonstrate with competence the on/off drive stroke.

Bowling

In small groups develop and refine the skills of spin/pace bowling. Bowl from stationery position, then from one step and aim to hit stump. Bowl from three (3) stride rhythm while maintaining control. Use run-up and basic bowling action to bowl ball using specific grip.

- bowl

Demonstrate with competence the spin/pace bowling technique.

Practise the positioning for spin and pace bowling.

Combine cricket skills in competitive/game situations.

Demonstrate skills in game situations.

LAWN TENNIS

Wall Rallies – Forehand: in pairs

- Stand 10-15 feet away, players attempt to rally the ball consecutively against a wall. Rallies can be done individually, in pairs or in teams.

- toss
- pass
- catch

Correctly demonstrate ball handling skills

Partner Rallies over line: In pairs

- Work together with a line or jump rope between them to serve as an imaginary net. Bump and bounce the ball back and forth using the backhand. To start the rally, students should start close, match up the racquet faces, and take two (2) steps back.

- forehand stroke

Correctly demonstrate forehand stroke

Students will:**Forehand and Backhand in Combination**

Ready position and catch. One student will toss while the other is in the ready position with the racquet. The tosser will toss the ball to the other student in the ready position.

Move into position of play and catch the ball using the racquet (forehand or backhand side). After five (5) repetitions on both sides students will be required to execute the required strokes aimed at cones.

Toss, Volley and Catch:

Toss a ball to the forehand side of their partner.

The partner volleys the ball back to their partner who catches it. Begin with partners three (3) steps apart. Partners will be rotated after five (5) repetitions.

Lob Line:

Starting close to the net, one player will bounce the ball to a partner who will use the lob to play the ball over his head to a deep position on the court. The ball must be played to the left, right and centre of the court. Use the backhand to play the shot as well as the forehand.

Mini Tennis:

Rally and play over makeshift or portable nets incorporating the different skills while observing rules.

Watch tutorials/recorded videos about cricket, lawn tennis so as to observe skills in order to transfer such skills when playing games.

Upload information about cricket, lawn tennis to class wiki so as to engage e-pals in discussion about the sport.

- forehand stroke
- backhand stroke
- rally
- bump
- bounce

- toss
- catch

- volley
- lob

- rule application

- communicate online

Ability to correctly demonstrate the forehand and backhand stroke

Correctly demonstrate the ability to combine strokes

Perform accurate demonstration of the volley.

Accurately demonstrate the lob shot using the forehand and backhand.

Correctly demonstrate and apply tennis skills and rules.

Students will:

Health, Safety and Well-being

Panel discussion on the different reasons and types of doping and their effects on athletes' health. Obtain information from electronic sources such as e-newspapers, discussion forums.

- search for information
- oral presentation
- collaboration
- listen
- question

Present researched information through active participation in discussions

Conduct research using online/offline electronic sources in small groups on doping terminologies and orally present findings

Initiate warm up and cool down activities.

Conduct appropriate warm up and cool down activities

Learning Outcomes

Students will be able to:

- ✓ Communicate information and ideas with clarity.
- ✓ Perform movement sequences/ routines competently.
- ✓ Describe and apply leadership skills related to physical activity.
- ✓ Working collaboratively to achieve planned objectives.
- ✓ Give information about the fight against doping.
- ✓ Exhibit fair play during physical activities.
- ✓ Refine and effectively demonstrate all the skills used in the game while observing the laws/rules.
- ✓ Show an appreciation for the value of working together demonstrating good sportsmanship.
- ✓ Explain the difference between the forehand and backhand side of the racquet.
- ✓ Effectively combine basic tennis skills.
- ✓ Navigate electronic sources online/offline to obtain information about doping.

Points to Note

Safety rules must be observed at all times.

Extended Learning

- Participate in co-curricular and community based activities regularly to improve skills.
- To transfer the attitude of fair play from the sports arena into general life
- To help students solve problems, accept appropriate challenges /failure in a responsible manner

RESOURCES

Mats, music, musical instruments, CD/CD player, Computer, Speakers, DVD/CD Player, Internet

KEY VOCABULARY

Doping, Anti-doping, cheating, fair play, rally, volley, lob, forehand, backhand, bounce, on drive, off drive, sportsmanship, bump, count, spin bowling, pace bowling

LINKS TO OTHER SUBJECTS

Mathematics, Science, Social Studies

NSC

PHYSICAL EDUCATION

GRADE 8: TERM 3

Prior Learning

Check that students can:

- Identify different folk forms/dances
- Explain the importance of adhering to safety guidelines as it relates to safety to self and others.
- Follow safety guidelines in given activities.
- Identify the different organs of the body.

UNIT 1: Intermediate – Healthy Lifestyle, Movement, Volleyball and Hockey**ATTAINMENT TARGET(S)****1 MOVEMENT EDUCATION**

- Apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities to enhance their ability to participate successfully in these activities.
- Perform movement skills in a variety of activities; demonstrating understanding of the basic requirements of dance skills and applying movement concepts appropriately, as they engage in a variety of activities.

2 GAMES AND SPORT

- Send and receive a variety of objects, adjusting speed and distance, while applying the correct technique: Retain objects in a variety of situation while travelling in different direction, at varying speed in relation to others and to equipment.
- Apply strategies appropriately; demonstrating an understanding of the different components of a variety of physical activities in order to enhance their ability to participate successfully in a game situation.

Volleyball**OBJECTIVES**

- Demonstrate mastery of movement skills.
- Perform steps from a traditional folk form.
- Refine and perform routines and complex sequences which include: formations, levels, contrast and repetition using both floor and apparatus.
- Willingly cooperate and contribute to group activities.
- State the role and function of the governing bodies for volleyball and hockey. (Local, regional and international).
- Discuss in detail the history and development of volleyball /hockey and its impact on physical education.
- Prepare individual and/or group projects on current trends and issues in volleyball /hockey.
- Name the playing positions in volleyball / field hockey.
- Effectively perform the forearm and overhead/volley pass.
- Serve the ball accurately and consistently over the net and perform a front set to mount a simple attack.
- Play the role of the setter in each rotation
- Arrange the court for serve reception and demonstrate when to rotate for the serve

ATTAINMENT TARGET(S)

Badminton:

3 HEALTH, SAFETY AND WELLBEING

- Demonstrate an understanding of the essential knowledge and practices for ensuring their personal safety, health and well-being

ICT ATTAINMENT TARGETS:



COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribution to the learning of others.



RESEARCH, CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.



DESIGNING AND PRODUCING - use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

OBJECTIVES

- Demonstrate how to grip the stick in a manner that will enable them to shoot, pass, trap or dribble the ball in game situations.
- Further refine the skills of stick handling while dribbling, evade defenders and lunge and jab skills while defending.
- Play any assigned position while applying rules of hockey.
- Apply various playing systems such as 3-5-2, 3-4-3 to different situations.
- Demonstrate increasing competence in more advanced, specialized skills such as flicking.

- Identify guidelines for proper use and care of activity-specific equipment, including facilities and storage.
- Apply guidelines and procedures related to safe participation in physical activity.
- Identify the components and functions of specific systems of the body.

Students will:

Movement Education

Observe, describe and discuss traditional folk forms/dances and those of other cultures (including professional dancers, live or video recordings)

- analyse
- describe
- observe

create a portfolio video/written depicting dance forms

Communicate with peers/e-pals in other countries in an online forum to generate/gain information about traditional folk forms/dances and those of other cultures.

- communicate online

Examine the use of movement to communicate meaning and mood:

- Comment on the originality of the dance identifying the compositional techniques used
- Identify the structure and form of a dance
- Examine the use of props or costumes
- Select music or other forms of accompaniment
- Examine the origins of folk dance and the role that dance plays in different cultures and traditions
- Identify the techniques used in a dance and the form of the dance

- react to stimuli
- dance

Mimic steps to a traditional folk form/dance

Learn and perform a range of steps and movements to traditional folk forms/dance that use frequent formation and levels. Such as maypole, quadrille, bruckings

- coordinate
- balance
- spatial awareness
- speed
- flow

Perform dances

Perform dances showing concentration, awareness of others, increased poise, balance, control and co-ordination while moving and stopping.

Students will:

Games and Sports

VOLLEYBALL

Serving Drills

Throw the ball to partner across the net from the attack line:

- Ball in hitting hand above the head, then throw to partner at attack line, and follow through with the palm "covering partner's face".

- finger toss /timing

Attack the ball to targets on the court.

Target Toss – Place a hoop/draw a circle on the ground, stand outside the hoop, place the ball on fingers of non-hitting hand with opposite leg forward, lift the hitting arm above the head, toss the ball just above the head and let it fall in the hoop.

- serve

Toss and hit the ball from the attack line to your partner across the net, take a step back after three good serves until you are at the baseline

- serve
- follow through

Serve to targets

Serve from the baseline to designated positions on the court. Serve the ball away from a marked area (middle of the court/No man's Land).

- set
- forearm and overhead pass

Play game – No man's Land :

- Players gain 2 points for serving to designated area, 1 point deducted for serve landing in 'No Man's Land'. Team/player with the most points at end of game wins

- overhead pass

Set the ball to left forward or right forward

Set the ball to designated position (right forward, left forward). E.g. initiated from a self-toss, from a partner, from a forearm or overhead pass.

Use overhead pass to play the ball to designated positions across the net.

Students will:

Watch tutorials/recorded videos about volleyball to observe skills in order to transfer such skills when playing games.

Post comments/information to class wiki to share with e-pals about what they are learning in volleyball.

HOCKEY

The student will shoot a target while moving.

- dribble
- block
- tackle
- shoot
- balance
- jockey
- pass
- drag
- aefend
- attack

Accurately hit target

The student will refine stick handling skills by moving through a series of cones in a weaving motion, then in a game situation.

- effectively perform stick handling skills

The student will demonstrate the capacity to apply knowledge of the rules of field hockey in game situation.

Apply knowledge of the rules in game situation.

The student will perform defensive duties against offensive players by stopping offensive pass attempts without making physical contact with offensive players.

Effectively stop offensive pass attempts without making physical contact.

Offensive players will attempt to take on defenders players using advanced dribbling skills such as Indian and feinting.

Correctly perform passing , dribbling skills

Perform critical elements of attack such as quick passing and penetrative dribbling in game situation.

Create small sided minor games with rotating roles so players get to be an attacker, defender, wide player and central player.

Effectively combine skills in game situations.

Students will:

Watch tutorials/recorded videos about hockey to observe skills in order to transfer such skills when playing games.

Post comments/information to class wiki to share with e-pals about what they are learning in volleyball.

Health, Safety and Well-being

Conduct electronic information searches to obtain information about the components and functions of specific body systems.

- create
- collaborate
- search for information electronically

Charts created show accurate representation of body systems

In small groups, create charts with diagrams to indicate the components and functions of specific body systems.

Create and present a jingle highlighting safety in sports. Record jingles using appropriate software. Upload to class wiki to share with e-pals.

- think
- create jingles
- upload videos

Jingles Created effectively address safety in sports

Learning Outcomes

Students will be able to:

- ✓ State the difference between traditional folk forms and traditional folk dances
- ✓ Demonstrate steps from at least two traditional folk form/dance
- ✓ Apply volleyball skills in competitive situation
- ✓ Use the float serve effectively in game situation
- ✓ Keep rallies using the skills learnt, in a game situation
- ✓ Follow classroom rules and safety procedures according to the activity being taught.
- ✓ Participate regularly in a variety of activities that develop and maintain personal physical fitness.
- ✓ Appreciate the fact that the body systems are made up of different organs and have specific functions.
- ✓ Demonstrate improved eye-hand coordination.
- ✓ Improve ability to perform a given role in a team.
- ✓ Shoot accurately while standing still and moving.
- ✓ Demonstrate an understanding of positioning in defensive situations.
- ✓ Demonstrate balance and body control while moving in various directions.
- ✓ Follow classroom rules and safety procedures according to the activity being taught.
- ✓ Use online sources safely to conduct research on specific body systems.

Points to Note

- Traditional folk is divided into two sections: folk forms and folk dances.
- Safety rules must be observed at all times
- Students should be allowed to officiate games.
- Students should know how to change their grip and adjust when switching from dribbling to shooting.
- The defending player can use the jab tackle to delay an opponent or displace the ball.
- An attacker can use feinting along with the Indian dribble to deceive a defender.
- Body systems carry out specific functions

Extended Learning

- Apply safety procedures in all physical activities in school, clubs and community.
- Set and refine goals for personal fitness based on interest and abilities.
- Attend matches at your school, community, national levels.
- Use the internet to view games and techniques.
- Become involved in extra-curricular activities.
- Read literature at the library or the internet to be more familiar with the rules of the sport.

RESOURCES

Music, musical instruments, CD/CD player, video, computer, magazines, books, Speakers, Internet

KEY VOCABULARY

Quadrille, tradition folk form, traditional folk dance, bruckings, maypole, poise, style, Benefits, efficiency, systems, organs, follow through, opposite, contact, rally, set, float, toss

LINKS TO OTHER SUBJECTS

Music: Listening and responding

Visual and Performing Arts: Traditional folk forms/dances

Civics: Cultural research

Integrated Science: Body systems and structures

Check that students can:

- Identify different moods and emotions
- Formulate a dance sequence

UNIT 2: Intermediate – Healthy Lifestyle, Movement, Swimming and Baseball/Softball

ATTAINMENT TARGET(S)

1 MOVEMENT EDUCATION

- Apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities to enhance their ability to participate successfully in these activities.
- Perform movement skills in a variety of activities; demonstrating understanding of the basic requirements of dance skills and applying movement concepts appropriately, as they engage in a variety of activities.

2 GAMES AND SPORT

- Send and receive a variety of objects, adjusting speed and distance, while applying the correct technique: Retain objects in a variety of situation while travelling in different direction, at varying speed in relation to others and to equipment.
- Apply strategies appropriately; demonstrating an understanding of the different components of a variety of physical activities in order to enhance their ability to participate successfully in a game situation.

Swimming

OBJECTIVES

- Demonstrate considerable understanding of different dance cultures and have an understanding of concepts, principles, guidelines and strategies.
- Communicate moods and feelings through movement sequence
- State the role and function of the governing bodies for swimming and baseball/softball (local, and international).
- Discuss in detail the history and development of swimming and baseball/softball and its impact on physical education.
- Prepare individual and/or group projects on current trends and issues in swimming and baseball/softball
- Demonstrate the ability to debate constructively on given swimming and baseball/softball topics that are current.
- Refine skills learnt in previous grades, (floating, glide, strokes).
- Perform activities for warm-up and cool-down.
- Demonstrate smooth and efficient stroke coordination.
- Demonstrate an understanding of swimming rules with regards to safety.
- Demonstrate an understanding of the phases of movement and apply this understanding to the refinement of swimming skills as they participate in games.
- Demonstrate an understanding of fair play, team spirit and positive personal and social behaviour while participating in games.
- Develop problem-solving and decision-making strategies and an understanding of the tactics and strategies for use in modified game situations.

ATTAINMENT TARGET(S)

Baseball/Softball

3 HEALTH, SAFETY AND WELLBEING

- Demonstrate an understanding of the essential knowledge and practices for ensuring their personal safety, health and well-being

OBJECTIVES

- Demonstrate appropriate warm-up and cool down activities
 - Demonstrate efficient use of skills in baseball/softball (e.g., throwing at varying distances, catching, pitching, base running and change of direction).
 - Demonstrate smooth and efficient execution of various skills and apply them in game situations.
 - Observe rules while executing baseball/softball skills in games
 - Demonstrate an understanding of rules with regards to safety
-
- Identify guidelines for proper use and care of activity-specific equipment, including facilities and storage.
 - Apply guidelines and procedures related to safe participation in physical activity.
 - Analyse and explain the effects that physical activities have on body systems.

ICT ATTAINMENT TARGETS:



COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribution to the learning of others.



RESEARCH, CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

Students will:

Movement Education

Perform to music showing increasing sensitivity to rhythms, phrasing, style (music of different cultures, different times), dynamics (getting louder or softer)

Interpret a mood or emotion seen in dance

Become aware of local organisations and community groups involved in dance and opportunities that can be gained by participating in community dance.

- demonstrate rhythmic movements
- research

- interpret

- investigate/research

Accurately perform a dance sequence

List the local organisations and community groups

Games and Sports

SWIMMING

Water Safety

Search/investigate and present information from online/offline sources on pool and water safety procedures

Simulate use of land based implements for assistance (pole, lifesaving ring, etc).

Discuss the pool rules (no spitting/urinating/defecate, wash off before entering the pool, no unsupervised playing around the pool area, etc).

- observe
- imitate
- analyse
- interpret
- search for information electronically and manually.
- discuss

Correctly execute technique

Actively participate in discussion

Proper coordination

Students will:

Stroke Development

Freestyle

- Glide (4 steps)
- Flutter kick with and without kickboard
- Freestyle arms and legs coordination
- Practice Breathing activities inside and outside of pool

- glide
- flutter kick
- freestyle
- breathe

Correctly demonstrate the freestyle /front crawl
Breast stroke
Backstroke

Breaststroke

- frog kick / breaststroke kick
- arms and legs coordination
- coordination with breathing (full breast stroke)

- breast stroke
- frog kick
- backstroke

Backstroke

- Glide backwards in a streamlined position
- Flutter kick
- Backstroke arms and legs coordination

- backstroke

Treading in deep water

- tread deep water

Perform treading activities using correct technique

Diving (from the edge of pool)

- Sitting
- Kneeling
- Standing
 - Stationary
 - Swing
 - Grab start

- dive
- sit
- kneel
- stationary
- swing
- grab

Correctly execute diving technique

Water Games:

Modified Water polo

Students will:

Watch tutorials/recorded videos about swimming techniques learnt in class in order to observe and transfer such skills practically.

Post comments/information to class wiki to share with e-pals about what they are learning in swimming.

BASEBALL/SOFTBALL

Refining the grips and stance for batting e.g., standard, choke/knuckle grip

- grip
- stance

Correct grip

Hitting pitched balls from spots over plate

- Knee
- Waist
- Outside
- inside

Demonstrate correct batting technique

Hitting drills (5 v 5) repetition in batting skills, highest amount of hits achieve target

Fielding

Pick up ball rolled/hit in the infield and throw to 1st base to get runner out.

- field
- throw
- control,

Demonstrate accuracy in throwing, catching and fielding.

Pick up ball hit to 1st base and throw to second to stop runner

Pick up ball hit to left field and throw to 3rd base

Pick up ball hit to centre field and relay throw to home plate (e.g., centre field to short stop to catcher)

Students will:

Pitching

Practice pitching to catcher from varying distances emphasizing release point(s) and follow-through

Pitch keeping elbows up throw strikes at varying distances with catcher set up at home plate giving signals.

Compete in teams pitching with batter set up at home plate (no hits) to signal given by catcher

- speed
- pitch
- decision making

Accurately apply game skills and simulation play.

Base Running

Timed runs from home plate to first base before being tagged from ball rolled into infield

Run bases in correct order to score runs from ball hit in the outfield.

- From 1st – 2nd
- From 2nd – 3rd
- Steal from 3rd – Home

- speed
- agility
- fielding

Accurately and efficiently run between bases.

- bat
- pitch
- run
- field
- catch

Consistently and adequately apply skills learnt in competitive situations while observing rules.

Combine baseball/softball skills in competitive situations while observing rules.

Watch tutorials/recorded videos about baseball/softball in order to observe and transfer such skills practically.

Post comments/information to class wiki to share with e-pals about what they are learning in baseball/softball.

Health Safety and Well-being

In small groups, investigate using online/offline electronic sources, the benefits of exercise on the different body systems, with each group focusing on a specific system and present findings.

- record
- observe
- investigate
- create
- collaborate

Adequately complete and present findings

Students will:

In pairs, measure and calculate the pulse rate before and immediately after physical activity (identify areas on the body where the pulse is located, count the pulse beat over a 10 second period, multiply result by 6 to determine the pulse rate).

- analyse
- measure
- calculate

Accurately measure and calculate pulse rate

Learning Outcomes

Students will be able to:

- ✓ Identify local organisations and community groups involved in dance.
- ✓ Apply movements to different dynamics of music.
- ✓ Demonstrate knowledge of the organizational structures and the functions of the governing bodies of swimming and baseball/softball.
- ✓ Identify correct procedure relating to hygienic practices in swimming.
- ✓ Demonstrate and conduct warm-up and cool-down activities with awareness of correct procedure.
- ✓ Apply the rules governing the games, use correct terms and demonstrate good sportsmanship.
- ✓ Observe and demonstrate the guidelines for safety of self and others at all times.
- ✓ Develop problem-solving and decision-making strategies.
- ✓ Appreciate the fact that the body systems function more efficiently as a direct result of physical activities.
- ✓ Locate pulse site, count pulse and calculate pulse rate.
- ✓ Apply the correct technique in executing baseball/softball skills in game situations.
- ✓ Apply the correct technique in executing swimming skills in game situations.
- ✓ Navigate digital content in order to locate and present information on the benefits of exercise on the different body systems.

Points to Note

- Safety rules must be observed at all times.
- The different body systems are interdependent.
- Physical activities have a direct effect on the pulse rate.

Extended Learning

- Apply safety procedures in all physical activities in school, clubs and community.
- Set and refine goals for personal fitness based on interest and abilities.
- Share knowledge with wider community.

RESOURCES

Magazines, internet, computer, music, musical instruments, DVD/CD player, Facilities, bases, balls, bats, mitts, helmets, charts, markers, stop watch, television

KEY VOCABULARY

Jamaica Cultural Development Commission (JCDC), mood, feelings, dynamics, styles, phrasing, infielder, outfielder, centre field, catcher, strike, foul ball, fly ball, simulate, RBI, ERA, bunt, change up, slider, splitter, fast ball

LINKS TO OTHER SUBJECTS

Music: Listening and responding

NSC

PHYSICAL EDUCATION

GRADE 9 UNITS

TERM 1**Movement Education**

- Perform a wide variety of gymnastic skills and movements, using small equipment and large apparatus in combination in one or more elements of movement, and execute a wide variety of stunts, tumbling skills and movement patterns.
- Design and Perform expressive dance sequences using numerous types of stimuli with increased creativity and form.

Games and Sports

- Exhibit the capacity to cope with new and varied skill difficulties and to cooperate with others in regular practice in order to refine techniques.
- Demonstrate advanced strategies and tactics in competitive play and undertake the role/roles of player, coach or spectator constructively.

Health Safety and Wellbeing

- Discover how to use a range of equipment and apparatus safely.
- Know how to take account of own safety and that of others during physical activity.
- Promote physical activity and healthy life style by engaging in activities that develop the components of physical fitness.
- Recognise some of the issue associated with the misuse of drugs in sports.
- Understand the effect that physical activity has on specific systems in the body, such as muscular and cardiovascular.

TERM 2**Movement Education**

- Perform traditional dances individually and in groups, using props.
- Perform expressive dance sequences using numerous types of stimuli with increased creativity and form.

Games and Sport

- Exhibit the capacity to cope with new and varied skill difficulties and to cooperate and work with others in regular practice in order to refine techniques.
- Demonstrate advanced strategies and tactics in competitive play and undertake the role/roles of player, coach or spectator constructively.

Health Safety and Wellbeing

- Discover how to use a range of equipment and apparatus safely.
- Know how to take account of own safety and that of others during physical activity.
- Promote physical activity and healthy lifestyle by engaging in activities that develop the components of physical fitness.
- Recognise some of the issue associated with the misuse of drugs in sports.
- Understand the effect that physical activity has on specific systems in the body, such as muscular and cardiovascular.

TERM 3**Movement Education**

- Perform traditional and contemporary dance individually and in groups, using props.
- Design and Perform expressive dance sequences using numerous types of stimuli with increased creativity and form.

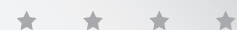
Games and Sports

- Apply concepts to cope with new and varied skill difficulties and to cooperate with others in regular practice in order to refine techniques.
- Demonstrate advanced strategies and tactics in competitive play and undertake the role/roles of player, coach or spectator constructively.

Health Safety and Wellbeing

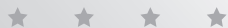
- Discover how to use a range of equipment and apparatus safely.
- Know how to take account of own safety and that of others during physical activity.
- Promote physical activity and healthy life style by engaging in activities that develop the components of physical fitness.
- Recognise some of the issue associated with the misuse of drugs in sports.
- Understand the effect that physical activity has on specific systems in the body, such as muscular and cardiovascular.

There are three key Strands within Physical Education and Sport. The first two of the three are subdivided into two sub-branches each.



**STRAND 1:
Movement Education**

Student should be able to move their bodies with increasingly consistent control, refinement and more complex movements. They can use movement imaginatively; create and perform fluent sequences of movements; develop sequences of movements in response to stimuli such as music or stories.

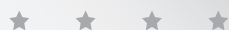


AT1: Motor Control

Apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities to enhance their ability to participate successfully in these activities

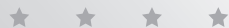
AT2: Movement and Dance

Perform movement skills in a variety of activities; demonstrating an understanding of the basic requirements of dance skills and applying movement concepts as appropriate as they engage in a variety of activities.



**STRAND 2:
Games and Sport**

Students should develop and refine techniques used in a range of games and sports which includes the use of balls, racquets, bats and other equipment that will allow them to work individually and in groups in an increasing range of sports and games. They will develop and use their understanding of the principles of games to apply the rules effectively to develop and adapt their own strategies and tactics when taking part in games as team members or individuals.



AT2: Individual Techniques

Send and receive a variety of objects, adjusting speed and distance, while applying the correct techniques: Retain objects in a variety of situations while travelling in different directions, at varying speeds in relation to others and to equipment..

AT3: Team Tactics

Apply strategies appropriately; demonstrating an understanding of the different components of a variety of physical activities in order to enhance their ability to participate successfully in a game situation.



**STRAND 3:
Health Safety and Wellbeing**

Students should understand why physical activity is good for their health and wellbeing, and develop positive attitudes toward physical activity.



Health Safety and Wellbeing

Demonstrate an understanding of the essential knowledge and practices for ensuring their personal safety, health and wellbeing.

About the Units

In these Grade 7 Units of work students will learn to:

TERM 1**Unit 1 - 8 Weeks****Movement Education**

Apply fundamental movement skills in structured individual and dual activities.

Games and Sports

Search local, regional and international sporting bodies to determine roles, functions and hierarchy for specified sports.

Apply netball and football skills in games.

Health Safety and Wellbeing

Know and practice safety procedures and routines in a variety of activities.

Participate in activities or games that demonstrate sensitivity towards the environment.

Unit 2 - 6 Weeks**Movement Education**

Apply movement skills in games activities in predictable and unpredictable situations.

Games and Sports

Apply track and field and badminton skills in games.

Health Safety and Wellbeing

Research how the components of fitness impact health, wellbeing and performance.

TERM 2**Unit 1 - 6 Weeks****Movement Education**

Apply movement skills in structured single and dual activities.

Perform dances from a variety of historical, cultural and social contexts.

Games and Sports

Search local, regional and international sporting bodies to determine roles, functions and hierarchy for specified sports.

Apply track and field and basketball skills in games.

Health Safety and Wellbeing

Know and practice safety procedures and routines in a variety of activities.

Unit 2 - 6 Weeks**Movement Education**

Apply movement skills in games activities in predictable and unpredictable situations.

Games and Sports

Apply cricket and lawn tennis skills in games.

Health Safety and Wellbeing

Demonstrate the ability to protect sports from doping.

TERM 3**Unit 1 - 5 Weeks****Movement Education**

Manipulate the body to create movement patterns with and without equipment and with or without partner.

Games and Sports

Search for information on the history and development of specified sports.

Apply basic skills in football, netball, track and field and badminton.

Health Safety and Wellbeing

Know and practice safety procedures and routines in a variety of activities.

Unit 2 - 7 Weeks**Movement Education**

Apply fundamental movement skills in structured rhythmic movement activities.

Games and Sports

Apply skills in swimming and baseball/softball.

Health Safety and Wellbeing

Relate the benefits of physical activity to specific systems of the body, such as muscular and cardiovascular.

Range of Content

Students will:

- Discuss the term Physical Education as it relates to components of fitness and performance of sport skills.
- Apply health knowledge by making informed decisions, and take appropriate actions relating to personal health and wellbeing.
- Increase the use of technology for research purposes and to improve/refine movement and sport skills.
- Apply strategies and tactics in competitive situations.
- Work collaboratively - participate in class activities and communicate with each other.
- Discuss the various career choices involved in Physical Education and Sport.
- Use a range of stimuli to choreograph and present traditional and contemporary dances.
- Execute advanced techniques for skills in all sporting disciplines.
- Know how to take account of own safety and that of others during physical activity.
- Discuss the impact of drugs/ doping on athletic performance.
- Discuss the effect of physical activity on the body systems.

Guidance for the Teacher

ROLE MODEL**Teacher should:**

- Demonstrate and encourage self-discipline (values and attitudes)
- Dress appropriately for all classes
- Always be prepared for classes
- Motivate his/her students at all times

OBSERVE AND ADHERE TO HEALTH AND SAFETY RULES

- Ensure healthy practices before and after activities (e.g. warm up and cool down, taking shower)
- Not allow students to engage in vigorous physical activities immediately after meals.
- Ensure proper hydration of students (allow water breaks)
- Ensure a safe environment (remove and eliminate all safety hazards, avoid students facing the sun)
- Appropriate gear should be worn at all times for physical activities (e.g. helmet, shin guards, glove)
- Ensure that students avoid wearing jewellery, ear rings, wrist watches, long nails and loose hair kept intact)
- Ensure that students are ready/adequately prepared before engaging in physical activities.
- Ensure that “all” students are facilitated
- Ensure that equipment are stored and transported safely (e.g. javelin, hurdles)

POOL RULES OBSERVATION

- Shower before entering pool
- No forceful submerging or pushing
- No spitting, urinating or defecating
- No eating and drinking in and around pool
- Use of sharp objects are prohibited
- No shout for help when/where not needed (false alarm)
- No swimming during heavy rain or thunder storms
- No students should be allowed in and around pool without supervision
- Wearing of sanitary napkin is prohibited in pool
- Recognize hazards of water (depth, currents, tides, weather conditions, pollution, hypothermia)

SUPERVISION

- Assess skill and health related fitness level (e.g., aptitude tests)
- Encourage and facilitate leadership among students
- Ensure effective communication at all times
- Display fair play and good sportsmanship
- Use ICT to make classes fun and interesting (videos, power point)
- Employ proper time management (e.g. meaningfully engage students, ensure students are on tasks, prepare play are before class)
- Students must be supervised at all times(e.g. close monitoring, position of teacher and students in class)
- Encourage participation and a non-threatening atmosphere.

NSC

PHYSICAL EDUCATION

GRADE 9: TERM 1

Prior Learning

Check that students can:

- Identify infringements in a game situation
- Perform basic passes e.g. chest pass
- Execution of one- hand pass and catch, dodging and marking.
- Perform appropriate warm up and cool down activities
- Explain the concept of physical fitness
- Differentiate between health-related and skill-related fitness.

UNIT 1: Advanced – Healthy Lifestyle, Movement, Netball and Football**ATTAINMENT TARGET(S)****1 MOVEMENT EDUCATION**

- Apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities to enhance their ability to participate successfully in these activities.
- Perform movement skills in a variety of activities; demonstrating understanding of the basic requirements of dance skills and applying movement concepts appropriately, as they engage in a variety of activities.

OBJECTIVES

- Use music and other accompaniments for dancing and dance making
- Show increased ability to repeat and improve the qualities of dance sequences (movement exploration)
- Use movement to interpret rhythmic patterns as related to different styles of dance.

ATTAINMENT TARGET(S)

2 GAMES AND SPORT

- Send and receive a variety of objects, adjusting speed and distance, while applying the correct technique: Retain objects in a variety of situation while travelling in different direction, at varying speed in relation to others and to equipment.
- Apply strategies appropriately; demonstrating an understanding of the different components of a variety of physical activities in order to enhance their ability to participate successfully in a game situation.

Netball

Football

OBJECTIVES

- Analyse and discuss the roles, functions and hierarchy of the governing bodies in netball/football.
- Demonstrate the ability to debate constructively on the structure of netball/football competitions in Jamaica.
- Explain the social impact of Netball/football on community/society.
- Further refine and perform skills learnt in previous grades.
- Perform appropriate warm up and cool down activities
- Analyse the playing positions and roles of each in netball/ football.
- Write descriptively about a Netball/ Football game in progress.
- Perform the role of umpire/scorer/timekeeper/referee in game situations.
- Evaluate and correct team and individual performances
- Explain the role of the FIFA / INF World Cup and its implications for different countries.
- Examine the effect of netball/football on the different cultures.
- Appreciate the value of proper conditioning to perform well in the game of netball/football.
- Design and apply the concepts for a netball/football training session.

- Demonstrate strategies to use 2 or 3 passes from centre pass to score a goal. To cooperate with others in game situations.
- Demonstrate competence in skills learned and apply strategies during game conditions.
- Exhibit the capacity to cope with new and varied skill difficulties
- Effectively record scores and basic statistics in a game of netball.
- Refine advanced technical skills in game situations, while applying laws/rules.

- Explain the different system / formation.
- Demonstrate tactical skills for individual or team play while defending or attacking such as: marking, creating scoring opportunities
- Demonstrate an understanding of the principles of defence and attack.
- Define and explain the role and responsibilities of each player on the team.
- Perform effectively one on one strategy in both defending and attacking.

ATTAINMENT TARGET(S)

3 HEALTH, SAFETY AND WELLBEING

- Demonstrate an understanding of the essential knowledge and practices for ensuring their personal safety, health and well-being

OBJECTIVES

- Identify and follow particular rules and guidelines for participating safely in specific activities.
- Demonstrate a physically active lifestyle, including activity within and outside of a physical education setting.
- Show appreciation for physical activity by doing physical tasks during leisure time.
- Develop an interest in maintaining muscular strength, cardiovascular fitness, flexibility and endurance.
- Explain how participation in physical activities affects an individual's fitness level.

ICT ATTAINMENT TARGETS:



COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribution to the learning of others.



RESEARCH, CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

Students will:

Movement Education

Identify movement qualities, movement phrases and find movements to fit

e.g.

- quick beat – running, or jumps
- Slow beat – gliding, crawling

Interpret words through movement.

Use a variety of sources as inspiration for exploring dance (e.g. music, sound, poetry, visual images, stories)

Demonstrate the processes (exploration, selection, combination, refinement, and reflection) to create dance compositions.

Create and explore different rhythmic patterns using different styles of dance.

- roll
- hop
- slide
- land
- jump
- stretch
- bend
- twist
- turn

- create dance

respond appropriately to stimuli through movement.

Adequately apply creative processes to compose dance

Games and Sports

NETBALL

View video clips that highlight netball skills and have class discussions.

Complete a 3-station circuit (timed activity), executing passing and footwork, dodging and marking and shooting.

Station 1

Movement Skills

- Landing on both feet simultaneously
- One-two landing
- Land, pivot, balance
- Minor games

- land
- pivot
- balance

Correctly execute skill(s) at each station.

Students will:**Ball Handling Skills**

- Passing (all types)
- Catching – all types
- Repossessing a ball in play
- Minor games

Example: Outline rectangular area A,B,C,D(shorter sides being A to B and C to D, longer sides being B to C and D to A), complete chest and bounce for short side, shoulder and overhead passes in an anticlockwise direction. Start from a stationary position, after completion, do passes on the move.

- pass
- catch

display capacity to cope with new and varied skill difficulties

Station 2**Attacking Skills**

- Dodge
 - Single feint
 - Double feint
 - Front cut
 - Roll
 - Sprinting
 - Sprint , stop, change direction

- pass
- catch
- dodge

Defending Skills

- Marking
 - One on one defending
 - Double defence (applying pressure in defending)
 - Zone defence (intercepting a pass)
 - Intercepting a shot at goal
 - Rebounding and use of the rebound

- mark
- defend
- intercept pass
- rebound

Example: Two feeders at opposite ends with one dodger, one defender in the middle. Feeder 1 attempts to make a pass to dodger while defender tries to intercept, whoever wins the ball passes to feeder 2. Alternate positions.

Students will:

Station 3

Shooting

- Shooting with one hand
- Shooting with one hand while stepping forward, backward and side to side
- Shooting with both hands
- Shooting on the run

Practice drills to develop skills

Example 1: one shooter (dodger) /one defender in the goal circle, two feeders on outside of goal-circle (within goal third). Feeder 1 passes to shooter/dodger, the defender tries to intercept pass, the shooter attempts a shot at goal if the pass is received, if shooter is unable to get free of defender then pass goes to feeder 2 and feeders alternate passes until shooter is free. (the defender may also defend the shot on goal)

Example 2 : two defenders with one shooter and one feeder /two feeders, with similar concept used in example 1

Example 3: two shooters with one defender and one feeder (similar concept as in examples 1 & 2)

Make two or three legal passes from the centre circle to the goal circle to score a goal, using different options available to them. (with and without defence)

Incorporate skills in a minor game situation played on half court with progression to full court based on effective execution of skills learned.

- shoot
- dodge
- mark
- defend
- intercept pass
- passes

- pass
- catch
- shoot

- pass
- catch
- shoot
- marking
- dodge

- interpret
- analyse
- evaluate

Effectively execute at least three legal centre passes to score goals

Adequately incorporate skills in minor games

Students will:

Attend/watch video of Netball match and write a report to include an explanation of umpires' calls for infringements, penalties awarded and methods of scoring in a game.

- officiate
- observe
- record
- report

Adequately explain the roles of umpires and score keeper.

Play the role of an umpire / scorer/ timekeeper for a class match competition.

Display accurate decision-making strategies

FOOTBALL

View video clips that highlight skills and have class discussions.

- shoot
- pass
- dribble
- control
- movement
- turn
- coordination

Correctly interpret, analyse and evaluate games.

Execute various turns, dribbles, passes and controls during minor games, gradually increasing pace.

- Each team should make five (5) consecutive passes to score a goal (5 v 5).

Correctly execute football skills in game situations

Combine the skills of dribbling and tackling with covering, marking, while creating space in minor games.

- (4 v 3) (Four attackers three defenders in a confined space) The four attackers should make four consecutive passes to score a goal. The two closest defenders to the ball become markers. Space is created allowing the free attacker to occupy the space and the third defender provides coverage.

- dribble
- pass
- mark
- control
- cover/defend

Apply attacking /defending skills

Ability to create space and provide cover

Ability to channel attacker from goal

Demonstrate their knowledge of the use of width and penetration to get by a defensive line in football

- 5 v 3 Squaring game. Create two wide channels along both touchlines. Ball must be passed from midfield to any of the channels. Attacker times the ball and takes it down the channel pass a defender before making a square across the goal.

- square
- shoot
- dribble
- control
- pass
- head ball

Ability to use width and penetration to attack

Create effective team strategies

Assume the roles of coaches and/or game officials and design team strategies and /or officiate games

- observe/analyse/ evaluate performance

Prove knowledge of rules while officiating

Students will:

Evaluate the performance of players who are better physically prepared through competitive games.

Compare performance of players

Health, Safety and Well-being

Inspect playing areas for hazards to self, others and environment.

- observe
- inspect playing area

Adequately inspect playing areas

Practice proper warm up and cool down procedures to minimise injury.

- walk
- jog
- stretch
- jump
- hop
- run
- analyse

Correctly complete appropriate warm up and cool down activities.

Safely remove and return equipment to storage.

- retrieve/accountability

Properly remove and return equipment

Participate in a panel discussion on the types of activities that will foster and enhance fitness (health-related and skill-related).

- formulate questions
- discuss
- debate

Participate willingly in discussion

Participate in a panel discussion on fitness training circuit (activities specific to enhancing each component of fitness).

Write an essay on how participation in physical activities affects an individual's fitness level.

- search for information
- write essay

Essay includes relevant and accurate information.

Learning Outcomes

Students will be able to:

- ✓ Have knowledge of the functions of the governing bodies and the structure of Netball/Football competitions in Jamaica.
- ✓ Demonstrate the capacity to cope with new and varied difficulties in a game situation.
- ✓ Identify infringements and penalties to be awarded.(with emphasis on penalty pass, penalty pass or shot)
- ✓ Know when to apply specific skills, strategies and tactics in game situations.
- ✓ Demonstrate awareness and appreciation for the role of officials
- ✓ Be able to plan team strategies and write team evaluation.
- ✓ Understand the value to international football when small countries like Jamaica and Trinidad and Tobago qualify for the world cup, also the economic value of football to many countries.
- ✓ Evaluate the difference in the performance of a physically fit or an unfit person.
- ✓ Demonstrate an understanding of the relationship between activities and physical fitness.
- ✓ Demonstrate willingness to participate in a wide range of physical activities.
- ✓ Use movement to respond to stimuli
- ✓ Apply creative processes to compose dance.

Points to Note

- Safety rules must be observed at all times.
- Emphasise proper execution of skills and tactical approach in game situations.
- Know the basic formations of football
- Teacher should ensure that students practice online safety

Extended Learning

- Participate in co-curricular and community based activities to reinforce skills.
- Watch and analyse high profile games
- Participate in physical activities to enhance fitness level outside of the school setting.

RESOURCES

Cones/markers, bibs, netball, goal post, play area/netball court
Paper, pens/pencils, whistle, multi-media devices, first aid kit.

KEY VOCABULARY

Centre pass, infringements, penalties, attacking and defending strategies, circuit, governing bodies, current trends, govern, concepts, tactical, strategy, competence, precaution, obstacles, penetration, creativity, mobility, delay, cover, balance, concentration, depth, blocking, development, accurately, intimidation, condition, cultures, Sedentary, lifestyle, circuit, width, penetration, flank, touchline, channel.

LINKS TO OTHER SUBJECTS

Music: listening and responding

Mathematics: shape, space and measurements

English Language: essay writing, poem

Check that students can:

- Identify the local and international governing agencies
- Identify the different categories of drugs
- Differentiate between drug use, misuse and abuse

UNIT 2: Advanced – Healthy Lifestyle, Movement, Track & Field and Badminton

ATTAINMENT TARGET(S)

1 MOVEMENT EDUCATION

- Apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities to enhance their ability to participate successfully in these activities.
- Perform movement skills in a variety of activities; demonstrating understanding of the basic requirements of dance skills and applying movement concepts appropriately, as they engage in a variety of activities.

2 GAMES AND SPORT

- Send and receive a variety of objects, adjusting speed and distance, while applying the correct technique: Retain objects in a variety of situation while travelling in different direction, at varying speed in relation to others and to equipment.
- Apply strategies appropriately; demonstrating an understanding of the different components of a variety of physical activities in order to enhance their ability to participate successfully in a game situation.

Track and Field

Badminton:

OBJECTIVES

- Demonstrate complex movement skills, individually and in groups using audio/ visual aids / apparatus.
 - Demonstrate dance sequences showing beginning and ending.
 - Apply movement concepts to improve performance.
 - Execute a wide variety of stunts and tumbling
-
- Explain the roles and functions of the governing bodies in track and field and badminton.
 - Develop logical arguments on the structure of track and field/ badminton competitions in Jamaica.
 - Perform appropriate warm up and cool down activities
-
- Show competence while demonstrating the techniques of hurdling.
 - Revise the Visual and Non-visual baton change
 - Explain the importance of various techniques relevant to hurdling.
 - Utilize appropriate tactics and strategies in competitive situations.
-
- Show competence in executing high and low serves from right and left court with backhand and forehand.
 - Use game tactics/strategies with appropriate strokes in game situations.
 - Work cooperatively in pairs when playing doubles and singles matches while observing the rules.

ATTAINMENT TARGET(S)**3 HEALTH, SAFETY AND WELLBEING**

- Demonstrate an understanding of the essential knowledge and practices for ensuring their personal safety, health and well-being

OBJECTIVES

- Identify and follow particular rules and guidelines for participating safely in specific activities.
- Demonstrate a physically active lifestyle, including activities within and outside of a physical education setting.
- Identify the roles and responsibilities of the anti-doping agencies

ICT ATTAINMENT TARGETS:

COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribution to the learning of others.



RESEARCH, CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

Students will:

Movement Education

Create a partner dance and practice with music

Perform created dance in groups of six

- create and perform dance
- evaluate dance performance

Evaluate dance performance of self and others.

Practice and perform dance with the use of visual aids and apparatus

- Pictures , artwork and/or props
- Work individually or with a group incorporating the visual aid

- create
- dance
- use aids
- manipulate apparatus

demonstrate competent use of visual aids

Create movement sequences including tumbles and stunts with a partner or group showing a theme

- Use apparatus and visual aids
- Follow the lead of others

Perform dance routine showing beginning and ending

Games and Sports

Research online or offline and present findings on roles and functions of the governing bodies in track and field, badminton and the structure of competitions held at the local level or use suitable software to present their findings.

- use search engines responsibly to perform single topic searches

oral/written reports giving clear evidence of concepts studied in research

Debate on the impact of track and field, badminton on the community and society. (Individual / Group presentations, discussion forum)

- search for information
- analyse findings

TRACK AND FIELD

Show consistency in rhythmic running over three to five hurdles

- run
- jump
- coordinate
- hurdle

execute proper biomechanics while hurdling

Students will:

Snappy Hurdle Sprint

In groups of three, start from a stationary position,

- Run to first hurdle and clear.
- Quick abduction of trail leg as well as clawing action while ensuring forward lean off the hurdle with hips and shoulders square.
- Maintain aggressive approach, efficient hurdle clearance, proper lead leg and rhythmic running. (3 steps to the second hurdle).

- run
- balance
- coordination
- hurdle

Improve reaction time and maintain efficiency in technique.

In small groups discuss technical points relevant for improving competency in hurdling.

- communication

Willingness to share information.

BADMINTON

View video clips that highlight badminton skills and have class discussions.

- search for information

Written/oral presentation show an understanding of concepts studied in research.

Search online/offline media for information on serves in singles and doubles.

Practice Basic Serves (low and high) and Service Return:

- Practice low serves with backhand and forehand to the right court & then left court – receive with a variety of strokes learnt.
- Practice high serves with backhand and forehand to the right court & then left court – receive with a variety of strokes learnt.

- low and high serves
- smash
- drop shot
- clear
- drive

Accuracy of serves to right and left court while observing stroke used to receive same

Practice footwork:

- From base to rear-court
- From base to fore-court

- footwork
- analyse
- interpret
- coordinate

Efficiency of footwork

Students will:

Combining overhead strokes (clear, drop shot and smash):

- Practice clear and drop shot after serve (low/high) cross court and diagonal with both backhand and forehand (variant: down the middle)
- Practice clear and smash after serve (low/high) with backhand and forehand cross court and diagonal (variant: down the middle)
- Practice all three strokes after serve (low/high) in a modified game format. Keep score.

- clear
- drop shot
- drive
- smash
- lob
- serves
- analyse
- interpret,

Accuracy of serves and efficiency of strokes employed

Practice “drive” and “lob” after serve (low/high) cross-court and diagonal with backhand and forehand (variant: down the middle)

Efficiency of strokes employed

Apply basic badminton strokes learnt in a game of badminton. Specific rules MUST be applied.

Efficiency of strokes employed

Tactics/Strategies (Offensive, Defensive & Angles) :

- Practice a series of strokes in a singles game after low serve
- Practice a series of strokes in a singles game after high serve
- Practice a series of strokes in a doubles game after low serve
- Practice a series of strokes in a doubles game after high serve

Efficiency of strokes employed

Competition :

- Engage in competitive play while acknowledging and applying rules which govern both singles and doubles matches.

Health, Safety and Well-being

Inspect playing areas for hazards to self, others and environment.

- observe
- inspect playing area

Adequately inspect playing areas

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Practice proper warm up and cool down activities to minimise injury.

- walk
- jog
- stretch
- jump
- hop
- run
- analyse

Correctly complete appropriate warm up and cool down activities.

Safely remove and return equipment to storage.

- retrieve

Properly remove and return equipment

Participate in a panel discussion on the types of activities that will foster and enhance fitness (health-related and skill-related).

- formulate questions
- discuss
- debate

Participate willingly in discussion

Participate in a panel discussion on fitness training (activities specific to enhancing each component of fitness).

Visit the Jamaica Anti-doping Agency (JADCO) and interview doping personnel. Use audio recording device to record interview for class discussion.

- search for information
- write essay

Essay includes relevant and accurate information.

Learning Outcomes

Students will be able to:

- ✓ Participate competitively and efficiently in a game of badminton using skills and knowledge acquired.
- ✓ Discuss rules related to doubles match.
- ✓ Appreciate the roles played by the anti-doping agencies
- ✓ Differentiate between the roles and responsibilities of the local and international anti-doping agencies
- ✓ Comprehend the relationship between body mechanics and improved performance in hurdling technique.
- ✓ Demonstrate positive personal and social behaviour that reflect good team spirit and fair play.
- ✓ Show mastery in the various techniques relevant to the discipline completed.
- ✓ Acknowledge and abide by all rules established to govern discipline completed
- ✓ Demonstrate an understanding of when to apply elements of movements.
- ✓ Demonstrate beginning and end of dance.

Points to Note

- Safety rule must be observed at all times.
- The main responsibility of the anti-doping agencies is to control the use of banned substances in sports and to ensure that athletes gain no unfair advantage.
- Rules were designed to maintain order and integrity not just in sports but in everyday life.
- Correct execution of techniques/skills is paramount
- Teacher should ensure that students practice responsible online behaviour
- Differentiation between rules for singles and doubles play with emphasis in service, receive of serve and court boundaries
- Maintain efficient approach throughout the flight of hurdles.

Extended Learning

- Attend and participate in co-curricular activity at school and in the wider community.
- Communicate with top sporting personnel and conduct interviews where necessary.
- Keep abreast of sporting issues in the written and printed media.
- Continue to develop good character traits relevant for proper societal adaptation.
- Search for relevant information pertaining to new developments in various sports.

RESOURCES

Books, hand-outs, audio-visuais, charts, internet, computer, educational trips, badminton racquets, shuttles, projector, projector screens, nets, Up-rights, court, magazines and posters, Hurdles.

KEY VOCABULARY

Tactics/strategies, doubles game, techniques, collaborate, coordination, rhythmic, clawing, technical, abduction, efficient, comprehend, character, traits, establish

LINKS TO OTHER SUBJECTS

Mathematics: Shape, space and measurements

Music: Listening, responding and exploring sounds

Visual arts: art work may be used as a stimulus for dance or themes may be interpreted in a variety of visual arts media

NSC

PHYSICAL EDUCATION

GRADE 9: TERM 2

Check that students can:

- Demonstrate gymnastic movements
- Identify movement concepts

UNIT 1: Advanced – Healthy Lifestyle, Movement, Track & Field and Basketball

ATTAINMENT TARGET(S)

1 MOVEMENT EDUCATION

- Apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities to enhance their ability to participate successfully in these activities.
- Perform movement skills in a variety of activities; demonstrating understanding of the basic requirements of dance skills and applying movement concepts appropriately, as they engage in a variety of activities.

2 GAMES AND SPORT

- Send and receive a variety of objects, adjusting speed and distance, while applying the correct technique: Retain objects in a variety of situation while travelling in different direction, at varying speed in relation to others and to equipment.
- Apply strategies appropriately; demonstrating an understanding of the different components of a variety of physical activities in order to enhance their ability to participate successfully in a game situation.

OBJECTIVES

- Design and perform gymnastic sequences that combine travelling, rolling, balancing and weight transfer into smooth flowing sequences.
- Develop good body tension and posture through gymnastic positions and movements.
- Execute a wide variety of stunts and tumbling skills
- List, explain and analyse the roles and functions of the governing bodies in basketball.
- Demonstrate the ability to debate constructively on the structure of basketball competitions in Jamaica.
- Design and perform appropriate warm up and cool down activities
- Refine and apply the skills learnt
- Consistently collaborate to improve technical and tactical efficiency
- Utilize appropriate tactics and strategies to gain optimal advantage over opponents in competitive situations.
- Maintain good team spirit at all times for successful outcomes.

ATTAINMENT TARGET(S)

Basketball

Badminton:

3 HEALTH, SAFETY AND WELLBEING

- Demonstrate an understanding of the essential knowledge and practices for ensuring their personal safety, health and well-being

OBJECTIVES

- Research on the basic equipment used and rules governing Basketball.
- List and explain the roles of the playing positions in Basketball.
- Recap, refine and apply basketball skills learned.
- Execute one-hand push pass and one-hand bounce pass and show hand target to receive pass.
- Perform shots from free throw line and sides of the key.
- Perform different types of cross-over dribble.
- Execute the defensive stance and slide while playing defence on and off the ball.
- Work harmoniously in groups, demonstrate mastery of learnt skills and apply strategies during game situations.
- Explain referee's calls for infringements and penalties to be awarded.

- Develop good coordination in executing the different throws. (shot putt, discus, javelin)

- Perform conditioning exercises for muscular strength, cardiovascular fitness, flexibility and endurance.
- Determine their physical fitness level based on the results of fitness tests taken.

ICT ATTAINMENT TARGETS:



COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribution to the learning of others.



RESEARCH, CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.



DESIGNING AND PRODUCING - use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

Students will:

Movement Education

Select and link a range of gymnastic actions to travel on the floor and on apparatus

- jumping from a bar-box and rolling across a mat
- jumping from a bench, turning to face the bench and rolling backwards

- balance
- control
- flexibility
- handstand

Proficient performance of gymnastic skills.

Practise and perform a range of skills

- forward and backward rolls, headstand, handstand, cartwheel

- jump
- roll
- mimic
- perform sequence

competently execute gymnastic skills.

In pairs or groups create and perform more complex gymnastic sequences (stunts, tumbles, dances)

- With a partner on the floor and using apparatus
- leading and following movements
- mirroring movements
- contrasting movements
- balancing and counterbalancing

- create
- perform

demonstrates complex sequences.

Games and Sports

Research online and offline media and present findings on roles and functions of the governing bodies in track & field/basketball and the structure of competitions held at the local level. Students can use suitable application/presentation software to present findings.

- search for information
- analyse findings

Presentation shows understanding of concepts studied in research.

Debate on the impact of track & field/basketball on the community and society. (Individual / Group presentations, discussion forum) or create a blog on the topic and post on class blog/website.

- debate relevant issue

Accurately debate information on impacts

Students will:

In small groups actively engage in discussion relevant to tactical and technical aspects of the skills and group leaders migrate to other groups to share knowledge gained. (cooperative learning)

- create and format documents
- discuss
- analyse

Adequately discuss tactical and technical aspects of skills

TRACK AND FIELD

In groups of four display increase efficiency in angle and speed of release for the shot, disc and javelin.

- From power position throw the discus and putt the shot concentrating on height, follow through and recovery.
- From half turn putt the shot, throw the disc focussing on height, angle, follow through and recovery.
- From full rotation, glide, putt the shot, throw the discus focusing on height, angle, speed of release, follow through and recovery
- From the power position throw the javelin concentrating on grip, height, follow through and recovery.
- Using 3 step approach throw the javelin focusing on height, angle, speed of release, follow through and recovery.
- Using the 5 step approach throw the javelin focusing on crossover step, height, angle, speed of release, follow through and recovery
- Utilizing the 7 step approach throw the javelin focusing on transition steps, crossover steps, withdrawal phase, height, angle of release, follow through and recovery

- throw
- putt
- communication

Proper execution of throwing technique

Correctly demonstrate skills.

Practise coordination, balance and control movements of body while putting the shot, throwing the discus and the javelin.

BASKETBALL

Search for information and discuss the basic rules and playing positions in basketball.

- search for information
- report
- discuss
- communicate

Students will:

Work in pairs to perform the one hand push pass and one hand bounce pass, using left and right hand alternately, stationary and moving position.

- one hand push pass
- one hand bounce pass
- footwork

In pairs perform a series of layup, set shot and jump shot

- From the free throw line
- From both sides of the key
- After receiving a pass
- After making a dribble

- set shot
- jump shot
- lay-up shot
- dribble

Execute the correct shooting techniques.

Perform cross-over dribble (front, spin, between the legs and behind the back) from a stationary position. After 3 trials, cross-over dribble to a cone (not less than 15 feet away) and back.

- front dribble
- spin cross-over
- between the legs dribble
- behind the back dribble
- hand-eye coordination

Execute the correct cross-over dribble techniques.

Line up in columns and assume a defensive stance and slide in various directions (compass sliding), adopting the correct defensive position on the ball and off the ball.

- defensive stance and slide
- compass sliding

Correctly execute defensive stance and slide

Play a full court game incorporating offensive skills such as post play with player back to the hoop and defensive skills such as on the ball and off the ball defence stance while effectively applying rules of the game.

- shoot
- give and go
- dribble pick and roll
- footwork,
- passes
- defensive stance and slide

Effectively combine skills in a competitive and/or fun situation

Appoint students as referees to identify infractions and penalties to be awarded

- officiate

Identify violations

Students will

Health, Safety and Well-being

Practice proper warm up and cool down procedures to minimise injury.

- walk
- jog
- stretch
- breathe
- jump
- hop
- run

Correctly complete appropriate warm up and cool down activities.

Design and demonstrate fitness circuit in groups (6-8 stations per circuit).

- search for information design

Design and perform fitness circuits

Evaluate each other's physical fitness level using simple fitness tests for muscular strength, cardiovascular fitness, flexibility and endurance.

- analyse
- measure
- calculate

Correctly evaluate fitness levels

Learning Outcomes

Students will be able to:

- ✓ Demonstrate appropriate ball handling skills.
- ✓ Play defence on and off the ball.
- ✓ Explain the roles and responsibilities of the different playing positions.
- ✓ Cooperate in a team setting while participating.
- ✓ Demonstrate willingness to participate in a wide range of physical activities.
- ✓ Understand the importance of varying the activities and allocating the work load in a circuit.
- ✓ Measure and compare fitness level in order to make necessary adjustments.
- ✓ Comprehend the relationship between body mechanics and improve technical performance.
- ✓ Demonstrate positive personal and social behaviour that reflect good team spirit, sportsmanship and fair play.
- ✓ Acknowledge and abide by all rules established to govern events.
- ✓ Work cooperatively in groups to perform dance.

Points to Note

- Proper footwear must be worn.
- Encourage responsibilities and good sportsmanship among players.
- Safety measures must be observed at all times
- Emphasise position of the power leg (extended behind the body), hip (squared) just before release
- Teacher should ensure students practice responsible online behaviour.

Extended Learning

- Trials for selection on school/community/club teams
- Show willingness to play and assist students of different abilities.
- Attend competitive games.
- Participate in extracurricular activities at school and wider community.
- Keep abreast of sporting issues in the written and printed media
- Search for relevant information pertaining to new developments in various sports.

RESOURCES

Cones/markers, basketball, internet, books related to sports, magazines, first aid kit, internet

KEY VOCABULARY

Infringements, infraction, violation, penalties, foul, set shot, jump shot, cross-over dribble, front dribble, through the legs dribble, back dribble, defensive stance and slide, referee, push pass, hand-eye coordination, on the ball, off the ball, give and go, pick and roll, Circuit, repetition, series, rest/recovery, Strategies, tactics, techniques, collaborate, coordination, rhythmic, clawing, technical, abduction, efficient, Comprehend, Character, traits, establish.

LINKS TO OTHER SUBJECTS

Mathematics: Shape, space, measures and symmetry

Music: Listening and responding

HFLE: Myself, feelings, safety and protection

Visual arts: art work may be used as a stimulus for dance or themes may be interpreted in a variety of visual arts medi

Prior Learning

Check that students can:

- Identify the different areas of the tennis court and cricket field.
- Demonstrate the different grips in cricket and tennis.
- Execute the basic serve in tennis.
- Demonstrate the basic strokes in cricket and tennis.
- Perform the stance in cricket and tennis
- Differentiate between the "OFF" and "ON" side of the cricket field.
- Show the different grips in spin and pace bowling
- Demonstrate good techniques in the "run up" and "coil" position.
- Identify the ways in which a batsman can be given out
- Identify the different categories of drugs
- Identify the local and international sporting agencies
- Identify the roles and responsibilities of the anti-doping agencies that govern sports

UNIT 2: Advanced – Healthy Lifestyle, Movement, Cricket and Lawn Tennis

ATTAINMENT TARGET(S)

1 MOVEMENT EDUCATION

- Apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities to enhance their ability to participate successfully in these activities.
- Perform movement skills in a variety of activities; demonstrating understanding of the basic requirements of dance skills and applying movement concepts appropriately, as they engage in a variety of activities.

2 GAMES AND SPORT

- Send and receive a variety of objects, adjusting speed and distance, while applying the correct technique: Retain objects in a variety of situation while travelling in different direction, at varying speed in relation to others and to equipment.
- Apply strategies appropriately; demonstrating an understanding of the different components of a variety of physical activities in order to enhance their ability to participate successfully in a game situation.

OBJECTIVES

- Use visual representations to support and create movement sequences and competently lead and follow performances
- Know the history/origin and perform traditional dances in groups
- Explain the roles and functions of the governing bodies in cricket and lawn tennis.
- Debate constructively on the structure of cricket / lawn tennis in Jamaica.
- Perform appropriate warm up and cool down activities.
- Serve as an umpire/ referee or coach when necessary.
- Participate in group activities and team work.

ATTAINMENT TARGET(S)

Cricket

Lawn Tennis

3 HEALTH, SAFETY AND WELLBEING

- Demonstrate an understanding of the essential knowledge and practices for ensuring their personal safety, health and well-being

OBJECTIVES

- Show an appreciation for the rules governing the game and the sporting tradition in which it is played.
- Refine and further develop correct techniques for all skills learned.
- Execute the correct technique in the cross batted shot/strokes (e.g., cut and pull)
- Use Stock /length and line delivery and maintain line outside off stump
- Demonstrate use of the fielding positions (close in and out), stationary and while moving.
- Execute proficient level of skills in wicket keeping .
- Demonstrate running between the wickets while keeping the ball in view.
- Effectively execute the grounding/sliding of the bat towards and behind the crease while taking a run.

- Review and further develop the correct technique in executing the backhand and volley strokes.
- Practice the correct technique used in executing the inside out forehand, drop shot and backhand cross court passing shot.
- Practice proper techniques while participating in group activities.
- Demonstrate the ability to play the drop shot and the lob.

- Identify and follow particular rules and guidelines for participating safely in specific activities.
- Demonstrate a physically active lifestyle, including activity within and outside of a physical education setting.
- Identify the types of doping violations and the corresponding sanctions.

ICT ATTAINMENT TARGETS:



COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribution to the learning of others.



RESEARCH, CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

Students will

Movement Education

Search online/offline resources for information on history/origin of traditional dances.

In small and large groups create and perform traditional dances, using props. E.g., kumina, brukins, maypole, revival/ zion/pukku-mina.

Record dances and playback for class viewing.

- use search engines safely to perform single topic searches
- search for information
- create
- dance
- use props

presentation shows understanding of concepts studied in research.

Create and perform traditional dances using appropriate steps and props.

Games and Sports

Research online or offline sources and present findings on roles and functions of the governing bodies in cricket, tennis and the structure of competitions held at the local level.

Use suitable application/presentation software to present findings
Debate on the impact of cricket and tennis on the community and society. (Individual / Group presentations, discussion forum)

- search for information
- analyse findings
- debate relevant issues

oral/written reports give clear evidence of concepts studied in research

Students will:

CRICKET (Drills)

CUT SHOT: In groups of six (6) i.e., 1 server, 3 fielders, 1 wicket keeper and 1 batsman. Server pitches the ball short, outside the off stump, the batsman moves back and across outside the off stump and hit through the line of the ball with arms fully extended. Contact with the ball is made slightly behind the line of the body, rolling the wrist to ensure ball goes to the ground. After the batter is served six (6) deliveries he will be rotated.

PULL SHOT: In groups of six (6) 1 server, 3 fielders, 1 wicket keeper and 1 batsman. Server pitches the ball short and outside the off stump angling towards the on side. The batsman will move outside the off stump, bat positioned on top of the bounce of the ball. Contact with bat and ball is made with full extension of the arms as the batter rotates through the shot, rolling the wrist to ensure that the ball goes to the ground while maintaining balance. After six (6) services the batsman will be rotated.

- grip
- stance/footwork
- back lift
- bat swing
- balance
- timing of stroke
- follow through

competently perform the cut shot
Correctly demonstrate the pull shot

Bowling:

Off spin, Leg spin, Medium Pace

In groups of six(6) the bowler, using 5-7 stride run up use basic bowling action ; gather/coil, delivery stride, rotation of the hips and shoulders towards the target at the landing of the back foot. The server should pitch the ball short of a good length outside the off stump, identified by a mark, to ensure the development of the stock/line and length delivery. This will restrict run scoring through the on side, predict and block scoring areas in the off side and build pressure on the batsman to score. After six (6) services the bowler will be rotated.

- run up
- gather/coil
- delivery stride
- delivery
- follow through

correctly demonstrate bowling action

Students will:

Fielding**“FULL SKILLS MINI CRICKET”**

In groups of six (6) the wicket keeper stands behind the stumps and rolls, tosses/throws the ball towards the fielder at the front of the line 15 yards away. The fielder will attack the ball and apply the appropriate fielding skill then fires return to the wicket keeper above the stumps.

- attack the ball
- pick-up and balance
- body-alignment
- throw

demonstrate appropriate fielding technique

GAME SITUATION; “FULL SKILLS MINI CRICKET PLUS BATSMEN”

On the pitch, two (2) teams will play a game where off spin will be bowled outside the off stump at the batsmen who will look to score through the on and off side field. The non-striker will back up the striker. Both batsmen should place emphasis on the grounding of the bat with full extension of the arms and turn with the ball in full view. The fastest fielders will chase, retrieve and throw from over the shoulder, holding ball across the seam with body aligned to target (wicket keeper). The wicket keeper will catch the ball and break the stumps to effect a run out. Bowler will bowl outside the off stump with varied flight and pace to limit batsman scoring. The taller fielders with long levers will be “sweeping” in the outfield with the faster fielders with good throwing techniques closer to the wicket. Specialist fielders will be used in specific positions such as backward of point, slip and cover. One student will assume the roles of the bowler, non-striker and umpire.

- long and short barrier
- chase
- retrieve
- apply the laws

correctly apply appropriate skill in game situation

Demonstrate knowledge of laws of the game

LAWN TENNIS**Forehand Cross Court**

Groups of three

Ball will be served from the net to the forehand of the player who will position him/herself and play the ball using the cross court forehand shot over the net and into the opponent’s court. After six (6) repetitions the player and server will be rotated.

- grip
- forehand stroke
- crosscourt forehand

execute the cross court forehand stroke

Students will:

Inside-out Forehand

Groups of three

Ball will be served from the net to the player in the opposite court who will move to the appropriate position and hit the ball inside-out over the net and into the opposite court. After six (6) repetitions player and server will be rotated.

- grip
- inside-out forehand

execute the inside-out forehand stroke

Drop Shot

Groups of three

From the net the server tosses the ball into the opposite court just beyond the mid-point and the player will execute the drop shot over the net and into the opposite court. After six (6) repetitions player and server will be rotated.

- grip
- drop shot

execute the drop shot

Backhand Crosscourt

Groups of three's

Ball will be served from the net to the backhand of the player who will position him/herself and play the ball using the cross court shot over the net and into the opponent's court. After six (6) repetitions the player and server will be rotated. After six (6) repetitions player and server will be rotated.

- backhand stroke.

correctly demonstrate the backhand stroke

Lob Line

Groups of five

Starting close to the net, one player will bounce the ball to a partner who will use the lob shot to play the ball to a deep position on the court. The ball must be played to the left, right and centre of the court. Player must use the backhand to play the shot as well as the forehand. After six (6) repetitions player and server will be rotated.

- use a combination of the forehand and back hand strokes

Correctly demonstrate the lob

Students will:

Doubles Tennis

Two teams will compete using the shots learnt, observing the rules of the game.

Teams will be rotated after one team scores four points.

- rule application

Correctly execute the appropriate stroke in competitive situation while observing rules.

Health, Safety and Well-being

Individually and in pairs develop and lead proper warm up and cool down procedures to minimise injury (e.g. stations, jogging, shuttle rope jumping, ball bouncing on the run, obstacle races, abdominals, light stretching, deep breathing and slow walking).

- walk
- jog
- stretch
- breathe
- jump
- hop
- run

Correctly complete appropriate warm up and cool down activities.

Interview resource persons about penalties for breaching doping guidelines.

Use an audio or video record device to capture the interview for class viewing and discussion

- use recording device
- formulate questions
- analyse
- communicate
- listen
- record information

Appropriately conduct interviews and present findings.

In small groups dramatise the detection, deterrence and prevention of doping in sports.

- critical thinking
- oral expression
- role play

Effectively demonstrate doping control process and steps/ penalties for violations.

Learning Outcomes

Students will be able to:

- ✓ Perform the lob, drop shot, backhand and forehand cross court stroke.
- ✓ Working in groups harmoniously, showing good sportsmanship while remaining cognizant of the safety hazards of the environment.
- ✓ Show mastery in all the skills used in the game while observing the rules.
- ✓ Incorporate visual aid in creation of movement sequences and perform steps specific to each traditional dance.
- ✓ Display an understanding of the doping control process.

Points to Note

- Learn the value of working together and accepting challenges and finding solutions while showing tolerance for less talented teammates.
- Special emphasis must be placed on the steps in order to identify the dance
- Vary pace, flight and use of the crease while bowling
- Safety rules must be observed at all times
- Doping violation will attract sanctions if caught.

Teachers should ensure that students practice responsible online

Extended Learning

- Share knowledge with peers and community members regarding doping violations and the sanctions imposed based on the nature of the offence.
- Participate in co-curricular, inter-school and community-based activities

RESOURCES

Internet, DVD, Media, Resource Personnel, Mats, boxes, benches, CD's, boxes, CD player, pictures, props, personnel from Social Development Commission (SDC), first aid kit, recording device

KEY VOCABULARY

Participation, Observe, challenges, fair play, alignment, practical, extra-curricular, retrieve, grounding, strikers, umpires, seam, coil, server, stump, pitch, extension, stock, restrict, predict, non-striker, score, sweeping, specialist, cover, slip, point, lob, volley, harmoniously, back hand, fore hand, rally, bump, racket face, toss, sanction, violation, offence, doping, anti-doping, breach, prohibited, substance, props, visual aids, apparatus, detection, deterrence, prevention, sample, test and performance enhancing.

LINKS TO OTHER SUBJECTS

Mathematics: Shape and space-Spatial awareness

Music: Listening, responding and exploring sounds;

SPHE: Myself, safety and protection

Visual arts: art work may be used as a stimulus for dance or themes may be interpreted in a variety of visual arts media

Social Studies:

NSC

PHYSICAL EDUCATION

GRADE 9: TERM 3

Prior Learning

Check that students can:

- Assess skills with self, peers and teacher's feedback
- Perform basic volleyball and hockey skills and refine serve reception formation and the overhead set
- Utilize offensive and defensive strategies in games

UNIT 1: Advanced - Healthy Lifestyle, Movement, Volleyball and Hockey

ATTAINMENT TARGET(S)

1 MOVEMENT EDUCATION

- Apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities to enhance their ability to participate successfully in these activities.
- Perform movement skills in a variety of activities; demonstrating understanding of the basic requirements of dance skills and applying movement concepts appropriately, as they engage in a variety of activities.

2 GAMES AND SPORT

- Send and receive a variety of objects, adjusting speed and distance, while applying the correct technique: Retain objects in a variety of situation while travelling in different direction, at varying speed in relation to others and to equipment.
- Apply strategies appropriately; demonstrating an understanding of the different components of a variety of physical activities in order to enhance their ability to participate successfully in a game situation.

Volleyball

Hockey

OBJECTIVES

- Use visual representations to support and create movement sequences and competently lead and follow performances.
- Perform traditional and contemporary dances in groups
- Explain the roles and functions of the governing bodies in volleyball and hockey.
- Demonstrate the ability to debate constructively on the structure of volleyball and hockey competitions in Jamaica.
- Perform appropriate warm up and cool down activities.
- Assess skills with self and in peers while getting feedback from teacher.
- Refine technique of overhead (volley), forearm passing, serving, serve reception, overhead set, blocking and spiking
- Utilize offensive and defensive strategies in a game.
- Demonstrate an understanding of the different systems and tactics employed in defending or attacking.
- Combine various skills to create individual attacking and defensive plays while adhering to the rules of hockey.
- Identify the relationship between body mechanics and performance.
- Demonstrate a basic understanding of the role and function of the hockey official.

ATTAINMENT TARGET(S)

3 HEALTH, SAFETY AND WELLBEING

- Demonstrate an understanding of the essential knowledge and practices for ensuring their personal safety, health and well-being

OBJECTIVES

- Identify and follow particular rules and guidelines for participating safely in specific activities.
- Demonstrate behaviours that minimise the risk of injury to self and others during physical activities.
- Identify the types of lifestyle illnesses and their contributory factors.
- Explain how regular participation in physical activities can prevent or minimise the occurrence of lifestyle diseases.

ICT ATTAINMENT TARGETS:



COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribution to the learning of others.



RESEARCH, CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.



DESIGNING AND PRODUCING - use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

Students will:

Movement Education

Search online/offline media for information on history/origin of traditional dances

- search for information

presentation shows understanding of concepts studied in research

Practise refining traditional dances in groups: kumina, brukins, maypole, revival/ zion/pukkumina

- create
- dance
- use props

precise/appropriate dance steps demonstrated

Create and perform dances in groups, with or without props.

- Traditional: quadrille and dinkimini
- Contemporary/ modern

Perform traditional and contemporary/modern with or without props.

Games and Sports

Research online and offline media and present findings on roles and functions of the governing bodies in volleyball, hockey and the structure of competitions held at the local level.

- search for information
- analyse findings

oral/written reports give clear evidence of concepts studied in research

Debate on the impact of volleyball, hockey on the community and society. (Individual / Group presentations, discussion forum)

- debate relevant issues

VOLLEYBALL

Demonstrate blocking technique from a stationary position, then moving along the net.

- Step to the left or right then jump to block
- Play the game 'Mirror' - follow the movement of your partner
- Side steps and block a ball tossed at the three positions at the net

- block
- jump
- footwork

Demonstrate appropriate blocking skills

Practice the spike using the 3-step approach

- Approach and hit the back of non-hitting hand
- Approach and catch a tossed ball at the peak of the jump.

- spike
- arm swing
- take-off

Correctly demonstrate spike approach

Students will:

Approach and spike a ball across the net

- Target hitting – hit a tossed/overhead set ball to a target on the court

- jump
- spike

Organize an attack with 3-hit combination against blockers, e.g. from tosses or initiated from serve reception, hit the ball with the palm in front of the hitting shoulder at the peak of the jump.

- overhead set
- forearm pass
- serve
- spike
- block

Correctly execute the spike and block of the ball

Properly position players for serve reception

Play scrimmage in order to execute the skills learned in a game situation adhering to the rules.

Appropriate use of overhand and underhand passing skills

HOCKEY

Participate in minor games that will bring out the skill of square, triangular and through pass.

- dribble
- block
- tackle
- shoot
- balance
- jockey pass
- drag
- pull back,

Demonstrate competence in the skills learnt.

Students will:

In pairs/Groups :

- Pass the ball to the partner beside each other (square) while moving forward
- Pass the ball along a diagonal (triangle) while moving forward
- Pass the ball between at least two players (through) to player on opposite side
- Apply quick dribbling and passing skills in game situations facilitating the use of zonal and one on one defense.
- Demonstrate knowledge of the rules by playing various officiating roles.
- Create different attacking and defending strategies to encompass the different systems to which they have been exposed
- The student will demonstrate safe and responsible behaviour to manage risks and prevent injuries in hockey.

- awareness
- analyse

Apply appropriate skills in various situations.

Demonstrate attacking and defending strategies in games.

Demonstrate ability to manage risk

Health, Safety and Well-being

Lead warm up and cool down activities.

- create and format document
- instruct
- demonstrate
- guide
- observe

Accurately lead warm up and cool down activities.

In groups, create a brochure /portfolio on lifestyle illness (types, causes, effects, how physical activities can prevent or minimise their occurrences). Use Word processing software to create brochure

- search for information
- think, create
- organize
- cooperate

Brochure/portfolio created display accurate information on lifestyle illnesses

Design a workout programme (in groups) aimed at preventing/ minimising the occurrence of lifestyle illnesses.

- search for information

Workout programme designed contains appropriate activities.

Learning Outcomes

Students will be able to:

- ✓ Play a volleyball game utilizing skills learned while applying rules.
- ✓ Demonstrate offensive strategies of forearm passing, setting, serving, spiking and the defensive skill of blocking while playing a game.
- ✓ Play a hockey game utilizing skills learned while applying rules.
- ✓ Apply different systems and tactics employed in defending and attacking in hockey.
- ✓ Display an understanding of the history/origin of traditional dances while performing them.
- ✓ Recognize factors that contribute to lifestyle illnesses and the effects these illnesses have on the individual.
- ✓ Explain the role that physical activities play in preventing or minimising the occurrence of lifestyle diseases.

Points to Note

- When blocking, elbows must be straight
- Point of contact on the ball when spiking
- Unhealthy lifestyles practices can lead to lifestyle illnesses.
- Regular participation in physical activities helps to prevent/ minimise lifestyle illnesses.
- Students should be allowed to officiate games so the can assess how well they know the rules.
- Understand the significance of body positions and how they affect dance performances.
- Teacher should ensure that students practice online safety

Extended Learning

- Watch and analyze high profile games ,
- Browse the internet to find player and country history
- Practice alone and competitively.
- Attend competitive games
- Participate in extracurricular activity at school and in the wider community

RESOURCES

Text books, computer, internet, projector, articles

KEY VOCABULARY

Spiking, blocking, approach, Prevent, minimise, lifestyle, circuit, unhealthy, illness, hypertension, overweight, obesity, diabetes, coronary heart disease, workout programme, current trends, concepts, tactical, strategy, competence, precaution, obstacles, width, penetration, creativity, balance, concentration, depth, blocking, refine, development, accurately, intimidation, condition

LINKS TO OTHER SUBJECTS

Mathematics: Shape, space and measurements

Music: Listening, responding and exploring sounds

HFLE: Myself, Feelings and wider world. Safety and protection

SCIENCE: Diseases-lifestyle disease

Prior Learning

Check that students can:

- Participate in discussion on history, development and personalities associated with aquatics, baseball/softball
- Perform warm-up and cool down activities
- Identify correct procedure for hygienic practices, hazards of water and pool rules
- Perform movement sequences / dance
- Perform basic softball/baseball skills and aquatic skills (free style, backstroke, breast stroke and diving)

UNIT 2: Advanced - Healthy Lifestyle, Movement, Swimming and Baseball/Softball**ATTAINMENT TARGET(S)****1 MOVEMENT EDUCATION**

- Apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities to enhance their ability to participate successfully in these activities.
- Perform movement skills in a variety of activities; demonstrating understanding of the basic requirements of dance skills and applying movement concepts appropriately, as they engage in a variety of activities.

2 GAMES AND SPORT

- Send and receive a variety of objects, adjusting speed and distance, while applying the correct technique: Retain objects in a variety of situation while travelling in different direction, at varying speed in relation to others and to equipment.
- Apply strategies appropriately; demonstrating an understanding of the different components of a variety of physical activities in order to enhance their ability to participate successfully in a game situation.

*Swimming***OBJECTIVES**

- Express feelings, mood and ideas to music to create complex characters and narratives for choreography
- In groups perform traditional dances and dances from other lands.
- Explain the roles and functions of the governing bodies in swimming and baseball/softball.
- Demonstrate the ability to debate constructively on the structure of swimming and baseball/softball competitions in Jamaica.
- Perform appropriate warm up and cool down activities
- Explain the social impact of swimming and baseball/softball on community/society.
- Refine swimming, softball /baseball skills learnt and apply strategies in competitive situations.
- Analyse skill performance of self and others.
- Develop the butterfly stroke

ATTAINMENT TARGET(S)

Baseball/Softball

3 HEALTH, SAFETY AND WELLBEING

- Demonstrate an understanding of the essential knowledge and practices for ensuring their personal safety, health and well-being

OBJECTIVES

- Demonstrate competency in pitching at different levels e.g., waist and knee.
 - Demonstrate competency in making baseball/softball throws over varying distances.
 - Demonstrate smooth and efficient change of direction while running (bases, fielding, pitching and catching).
 - Demonstrate an understanding of rules and apply them in game situations.
-
- Identify and follow particular rules and guidelines for participating safely in specific activities.
 - Demonstrate physically active lifestyle at all times.
 - Identify the types and causes of sports related injuries and general preventative measures.
 - Administer basic first aid procedure when applicable.

ICT ATTAINMENT TARGETS:



COMMUNICATION AND COLLABORATION - Use technology to communicate ideas and information, and work collaboratively to support individual needs and contribution to the learning of others.



RESEARCH, CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING - use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems, and make informed decisions.



DESIGNING AND PRODUCING - use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

Students will:

Movement Education

Perform dances in groups, with increased style and form in folk, social and creative dances using props.

- Traditional dance forms
- Dances from other lands
- Contemporary/ modern

Perform creative dance movements with increased skills and expressions.

Record dance movements for class feedback and for future reference

- perform dance
- create and choreograph dance from themes and stimuli

- use recording device

Competently execute dance forms specific to era.
Accurately design dance sequences
Dances choreographed depict appropriate feelings, moods and ideas

Games and Sports

Research online/offline media and present findings on roles and functions of the governing bodies in aquatics baseball/softball and the structure of competitions held at the local level. Students can use suitable application/presentation software to present findings.

Debate on the impact of aquatics, softball/baseball on the community and society. (Individual / Group presentations, discussion forum)

- use search engine safely to perform single topic searches
- search for information
- analyse findings

- debate relevant issues

Oral/written reports give clear evidence of concepts studied in research

Accurately present researched information

SWIMMING

Refine skills learnt in previous grades

Stroke development practice:

Freestyle

- Flutter kick with and without kickboard
- Freestyle arms and legs coordination
- Practice breathing activities inside of pool

- freestyle
- flutter-kick
- breathe

Correct execution of strokes

Students will:

Breaststroke

- frog kick / breaststroke kick
- arms and legs coordination
- stroke coordination with breathing (full breast stroke)

- frog-kick
- breaststroke
- breathe

Correct execution of stroke

Backstroke

- Glide backwards in a streamlined position
- Flutter kick
- Backstroke arms and legs coordination

- backstroke
- streamline

Correct execution of stroke

Introduce Butterfly

- Practice arm action (like a butterfly)
- Practice leg action (double leg kick)
- Practice arm and leg coordination
- Practice butterfly stroke 15 – 20m

- coordination
- butterfly arm action
- coordinated double leg kick

Correct interpretation, analysis and evaluation of the event.

Practice treading (80-100% competency level)

- tread deep water

Ability to tread competently

Participate in water games (mini water polo, water-volleyball, relays etc)

- freestyle
- breast stroke
- backstroke
- butterfly

Demonstrate competency in stroke coordination

Attend/watch video of aquatic event(s) and write a report to include an explanation of the official's calls for infringements and penalties awarded.

- observe
- analyse
- interpret
- evaluate
- record
- report

Oral/written report on rule application and skill performance

BASEBALL/SOFTBALL

Execute the proper use of the grip and stance during game situation. e.g., bunting, hitting to right/left field.

- grip

Demonstrate adequate control of bat swing

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Take pitches from pitcher and hit to called direction (e.g., deep centre field, left field).

- bat-speed
- accuracy

Demonstrate correct batting technique

Demonstrate the correct throwing mechanics from the outfield to 3rd, 2nd, and 1st

- throw
- field
- accuracy,

Accurately throw to bases from outfield

Make accurate throws to home plate from left field and right field (to catcher, bucket, target, etc.)

- accuracy
- control
- consistency

Accurately throw to home from left field and right field

Running bases in correct order to score runs during game of 5 v 5

- From hitting run to 1st base
- From 1st base – 2nd base
- From 2nd base – 3rd base
- Steal from 3rd base – Home

- speed
- agility
- speed
- decision making

Correctly run bases in game situation.

Quickly and safely run bases

Correct execution of skill(s)

Correct technique

Apply offensive and defensive strategies while playing a full game of baseball/softball, with emphasis on rules.

- research
- analyse and interpret
- officiate /apply rules

Competently play a full game of baseball/softball
Display understanding of rules governing the game(s)

Health, Safety and Well-being

Lead warm up and cool down activities.

- instruct
- demonstrate
- guide
- observe

Accurately lead warm up and cool down activities.

Discuss sports-related injuries and basic first aid treatment procedure (types of injuries, causes of injuries, general prevention of injuries, aims of first aid, and the R.I.C.E. treatment procedure).

- think
- analyse
- communicate
- listen
- record information

Participate actively in discussion and record information

In groups prepare a first aid kit.

Present adequately equipped first aid kit

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

In groups, create scenarios of sports-related injuries and perform basic first aid treatment. Capture this activity using image capturing device for class feedback.

- create
- organize
- cooperate

Participate actively in physical activity

Learning Outcomes

Students will be able to:

- ✓ Demonstrate knowledge of the roles and the functions of the governing bodies of swimming and baseball/softball
- ✓ Execute correct procedure relating to hygienic and safety practices in swimming and baseball/softball
- ✓ Demonstrate mastery in the front crawl/freestyle, breast and back strokes.
- ✓ Demonstrate the butterfly stroke.
- ✓ Demonstrate proper batting and base running techniques in game situations.
- ✓ Apply offensive and defensive strategies in a full game of baseball/softball while applying rules.
- ✓ Demonstrate problem-solving and decision-making strategies in a game situation.
- ✓ Choreograph and perform traditional, contemporary/modern and dances from other parts of the world.
- ✓ Give examples of preventative care measures related to sport injuries.
- ✓ Show willingness to perform simple first aid tasks.
- ✓ Identify the basic items found in a first aid kit

Points to Note

- Safety rules must be observed at all times.
- Emphasis on proper execution of all skills.
- Special emphasis must be placed on the steps in order to identify the dance.
- Appropriate warm – up and cool-down exercises must be practiced before and after activities.
- Teacher should ensure that students practice online safety

Extended Learning

Participate in co-curricular and community based activities to further develop skills.

RESOURCES

Pool, whistle, pole, lifesaving rings, kickboard, mats, music, musical instruments, bats, mask, helmet, ball, bases, first aid kit.

KEY VOCABULARY

Kickboard, floatation, device, lifesaving, breaststroke, backstroke, freestyle, front crawl, procedures, grab-start, flutter-kick, butterfly, Sports injury, cause, treatment, prevention, aim, procedure

LINKS TO OTHER SUBJECTS

HFLE: Myself, Safety and protection

SCIENCE: Environmental awareness and care

Mathematics: Exploring symmetry in gymnastics builds on the previous work done on symmetry. measurements

Music: Listening and responding

NSC

PHYSICAL EDUCATION

GRADES 7-9: APPENDICES

Note: This glossary provides definitions for some of the terms used in the Physical Education Standards, Strands, Attainment Target, Suggested Teaching and Learning Activities, Grade-level Outcomes as well as in various sporting discipline. The terms and definitions included here are not meant to be a comprehensive list of essential concepts and ideas in Physical Education.

TERMS	DEFINITIONS/MEANINGS
Aerobic activity	Any sustained exercise that stimulates and strengthens the heart and lungs, thereby improving the body's use of oxygen. Examples of aerobic exercise include jogging, rowing, swimming, or cycling.
Anaerobic activity	Any short-duration exercise that is powered primarily by metabolic pathways that do not use oxygen. Examples of anaerobic exercise include sprinting and weight lifting.
Agility	The ability to change body position quickly and to control one's physical movements.
Balance	The ability to keep an upright posture while stationary or moving.
Balance and control skills	The ability to control the movement of the body while stationary or moving.
Base of support	An area defined by the parts of the body and any assistive devices, such as canes or crutches, that are in contact with the support surface.
Body composition	All of the tissues that together make up the body: bone, muscle, skin, fat, and body organs.
Body systems	<p>Groups of organs that work together to accomplish a specific physical or biological task.</p> <ul style="list-style-type: none"> • Cardiovascular. The heart, blood vessels, and blood, which provide oxygen and nutrients to the body. • Digestive. The organs and glands that are responsible for ingestion, digestion, and absorption of food. • Endocrine. The glands that produce hormones that regulate various body systems, including but not limited to metabolism, growth and development, tissue function, reproduction, sleep, and mood. • Immune. The system that protects against infections and other foreign substances, cells, and tissues. • Muscular. The skeletal, smooth, and cardiac muscles that support movement and help maintain posture and circulate blood, among other functions.

TERMS	DEFINITIONS/MEANINGS
	<ul style="list-style-type: none"> • Nervous. A complex communication system that transmits nerve impulses between parts of the body. • Reproductive. The organs and glands in the body that aid in procreation. • Respiratory. The airways and passages that bring air, including oxygen, from outside the body into the lungs. • Skeletal. The framework of the body, consisting of bones and connective tissues that protect and support the body tissues and internal organs.
Competency	One's ability, skill, and knowledge to perform a task.
Complex motor activities	Activities that involve more than one skill.
Complex motor skills	Skills that are made up of two or more skills. Examples include hopping and skipping, throwing and catching.
Complex movement sequences	Movements that require a combination of motor skills.
Components of health-related fitness	<p>Aspects of physical fitness that help one stay healthy. Examples include:</p> <ul style="list-style-type: none"> • Body composition: All of the tissues that together make up the body: bone, muscle, skin, fat, and body organs. • Flexibility: The ability to move the joints through a full range of motion. • Muscular endurance: The ability of the muscles to perform physical tasks over a period of time without becoming fatigued. • Muscular strength: The amount of force a muscle can exert. • Reaction time: The ability to react or respond quickly to what one hears, sees, or feels. • Speed: The ability to perform a movement or cover a distance in a short period of time.
<i>Movement Concepts</i>	
Direction	Forward, backward, left, right, clockwise, counter-clockwise, up, down, over, under, and through.
Effort	Exertion of physical or mental power in activities.
Levels	Low, medium, and high.

TERMS	DEFINITIONS/MEANINGS
Concepts of pathways	Zigzag, straight, and curved movement.
Relationships	The position of the performer of an activity related to a piece of equipment or to other performers.
Spatial awareness	The location of objects in relation to one's own body.
Coordination	The ability to use one's senses together with one's body parts, or to use two or more body parts together.
Defense	A means or method of defending or protecting.
Cooperative situations	Situations where individuals use teamwork to overcome challenges.
Dynamic balance	Balance while moving. Or, the ability to balance under changing conditions of body movement.
Dynamic stretching	A form of stretching beneficial in sports using momentum from form, and the momentum from static-active stretching strength, in an effort to propel the muscle into an extended range of motion not exceeding one's static-passive stretching ability.
Complex gymnastics Skills	A discipline that emphasizes body management and problem solving skills through movements such as stunts, balances, and poses.
Pattern	The beginning stage of acquiring motor skills and knowledge.
Field/striking games	Games in which one team occupies positions throughout the space (field) and the other team tries to score by batting or striking an object into open space, with enough time for the hitter to run between bases (or wickets).
Field events	Athletics sport other than race, such as jumping and throwing
Track events	Athletic events that take place on a running track
Flexibility	The ability to move the joints through the full range of motion.

TERMS	DEFINITIONS/MEANINGS
Force	The effort or tension generated in movement.
Fundamental motor skills	Foundation movements that are precursor patterns to the more specialized, complex skills (body management skills, locomotor skills, and manipulative skills) that are used in play, games, sports, dance, gymnastics, outdoor education, and physical recreation. General space: All the area outside of someone's personal space, for instance in a classroom, field, or gym.
Implement	Device used in the performance of a task.
Increasingly complex activities	Activities that involve progressively more difficulty.
Individual-performance activities	Activities that do not involve teamwork. Examples include gymnastics, track and field.
Inverted balance	Sustained balance, for approximately three seconds, in a position with the head below the body.
Lifelong activity	An activity that is suitable for participation at any time across the life span.
Pass	A throw in which a Implement/manipulative is thrown ahead of the intended receiver so that the receiver can catch the a Implement/manipulative while in motion.
Lead-up activity	An activity developed to limit the number of skills needed for successful participation.
Lead-up game	A game developed to limit the number of skills needed for successful participation.
Level	A measure of the relationship of one's body to the floor or an apparatus, or of an object to one's body. Examples of levels include high, low, and in between.
Locomotor	Movement that moves the body from one place to another. Examples include walk, jog, run, jump, hop, leap, gallop, slide, and skip.
Manipulative	An object designed to be moved by hand as a means of developing motor skills.
Manipulative skills	Skills for controlling or manipulating objects. Examples include kicking, striking, punting, rolling, tossing, throwing, catching, and dribbling.

TERMS	DEFINITIONS/MEANINGS
Form	Performance of critical elements of a skill in a smooth and continuous motion.
Motor control	The process by which the brain is used to activate and coordinate the muscles and limbs involved in the performance of a motor skill.
Pattern	Execution of the critical elements a skill with efficiency in authentic environments.
Modified games	Small-sided games in which the rules have been modified to emphasize use of specific skills. An example of a modification is creating a penalty for dribbling to emphasize passing.
Motor skills	<p>Actions that involve the movement of muscles in the body. Motor skills are divided into two groups:</p> <ul style="list-style-type: none"> • Gross motor skills: Large movements of arms, legs, feet, or the entire body, such as crawling, running, and jumping. • Fine motor skills: Small, fine-tuned movements, such as grasping an object between the thumb and a finger or using the lips and tongue to taste objects.
Motor skill combinations	Actions involving two or more different motor skills, including gross motor skills and fine motor skills.
Movement concepts	Space, pathways, levels, relationships, speed, direction, force.
Muscular endurance	The ability of the muscles to perform physical tasks over a period of time without becoming fatigued.
Muscular strength	The amount of force a muscle can exert.
Muscles	Major muscles of the body include the abdominals, biceps, triceps, pectorals, hamstrings, quadriceps, gluteals, gastrocnemius, and trapezius.
Nonlocomotor	Movement in which a body does not move from one place to another. Examples include bend, twist, stretch, push, pull, turn, swing, sway, and rock.
Offense	A means or methods of attacking or attempting to score.
Open space	A space where there are no defenders/opponents.

TERMS	DEFINITIONS/MEANINGS
Pathways	The path a movement takes through space. For example, zigzag, curved, or straight.
Performance	Demonstration of a learned skill.
Personal space	The area immediately surrounding a person.
Warm-up	5–10 minutes of light exercise to increase blood flow and raise the temperature in muscles.
Stretching	About 5 minutes of stretching to increase flexibility and help avoid injury and strained muscles.
Cool-down	5–10 minutes of reduced exercise to help heart rate, breathing rate, body temperature, and circulation return to the resting state.
Physical activity	Bodily activity that enhances or maintains physical fitness and overall health and wellness. Physical activity may be performed for various reasons, including strengthening muscles and the cardiovascular system, honing athletic skills, weight loss or maintenance, and merely enjoyment; it is of a well-rounded physical education program, but not a content area in itself.
Power	The ability to use strength quickly.
Proficiency	Advanced competency in any subject or skill.
Progression	Idea that the amount and intensity of physical activity needs to be increased gradually.
Movement combinations	Sequence of actions.
Reaction time	The ability to react or respond quickly to what one hears, sees, or feels.
Refined sequences	Specific movements combined to create a desired outcome. An example might include traveling, rolling, balancing, and transferring weight in a smooth, flowing sequence with intentional changes in direction, speed, and flow.
Rhythmic skills	Movement that aligns to a steady pulse or musical beat. Examples include creative movement to music, multicultural dance, and jump rope.
Safety	Ways to maintain personal safety when involved in activities.

TERMS	DEFINITIONS/MEANINGS
Safety rules	Defined rules intended to keep participants safe.
Self-space	The space that one's body or body parts can reach without traveling away from a starting location.
Skill-related fitness	Agility, balance, coordination, power, reaction time, and speed.
Skills performance	Demonstrating ability to do a specific task well; improves with practice.
Small-sided game play	An organized game in which the number of players is reduced from the conventional competitive version of the sport. Examples include 2v2 basketball, 3v3 volleyball, etc. Small-sided practice tasks: Tasks designed to practice particular skills.
SMART goals	Criteria for setting useful objectives. <ul style="list-style-type: none"> • Specific • Measurable • Attainable/Achievable • Realistic/Relevant • Timely/Time bound/Timeline
Speed	The ability to perform a movement or cover a distance in a short period of time.
Sportsmanship	Fairness in following the rules of the game.
Static balance	Balance while stationary or the ability to retain one's centre of mass above one's base of support in a stationary position.
Static stretching	Used to stretch muscles while the body is at rest.
Strategy	A careful plan or method for achieving a particular goal, usually over a period of time.
Strike	To come into contact with an object via hand or handled implement
Stretch	<ul style="list-style-type: none"> • Dynamic stretch: Using momentum to propel a muscle into an extended range of motion not exceeding one's passive stretching ability • Static stretch: Gradually lengthening a muscle to an elongated position while the body is at rest.

TERMS	DEFINITIONS/MEANINGS
Tactics	The art or skill of employing available means to accomplish an end.
Tagger	A person who safely and appropriately touches a person or object.
Tagging	Traveling quickly toward a person or object for a safe touch
Transition	An act or process of passing from one state, stage, or place to another.
Volley	A shot or kick made by hitting an object before it touches the ground. A basic skill used in passing a Volleyball.
Weight transfer	Movement of body weight from one body part to another.
Wellness	An overall state of being in good health.

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The 21st century is a time of rapid technological growth and social change. The school curriculum must, therefore, ensure that young people are well prepared for the challenges and opportunities that they will meet as adults in this century. The MoEYI is making every effort to provide for the multiple intelligences of our children and cater to their diverse needs in order to fully maximize their capabilities. Hence, the MoEYI has created alternative pathways to receiving an education at the secondary level.

Providing alternative pathways will be far-reaching in carrying out the Ministry's mantra, "Every child can learn....every child must learn". Learning pathways will allow for an inclusive approach in which instruction is based on tailored curricula, enabling each learner to perform to his/her fullest potential based on aptitude, interest and ability. Alternative Pathways represent a new approach to secondary education. Secondary education in Jamaica is being reframed and re-positioned as customised, diverse, relevant, equitable, outcomes-based, and inclusive; and significantly, this approach will signal the introduction of a seven year (Grades 7-13) period of instruction for students on all secondary pathways.

Goals of the APSE

- Design the school system to offer differentiated instructional programmes, informed by the National Standards Curriculum (NSC).
- Develop individualized intervention/learning plans based on students' performance profile.
- Provide special educators as Pathway Coaches to support subject teachers of students on Secondary Pathways II and III in the delivery of instruction.
- Facilitate a functional academic approach at the secondary level characterised by response to intervention (RtI) methodology, interactive, learner-centred, project-based and problem-based learning, reflection and alternative forms of assessment.
- Foster a system for ALL students to exit the secondary level with the knowledge, skills, competences and attitudes which will have them ready for the world of work or to access tertiary level education.

Secondary Pathways I, II & III (SP I, II & III)

All students will access secondary education via the prevailing Grade Six examination. The exit examination will provide individual profiles to inform decisions for pathway access and standards for differentiation.

SPI is a 7-year programme with a curriculum based on the constructivist approach. At Grades 7-9 students will access the National Standards Curriculum (NSC), and at Grades 10, 11, 12 & 13, they will access the curricula/syllabi of the examining body.

SP II is a 2-year transitional programme with a curriculum based on the constructivist approach. Special educators/pathway coaches will work with teachers and students on this pathway. Students will be provided the required intervention and support to allow for transition. At the end of Grade 8 students will be re-evaluated through psycho-educational evaluation to determine their readiness for crossing over into either SP I or SP III.

SP III is a 7-year programme with a curriculum based on the constructivist approach. At Grades 7-9 students will access the National Standards Curriculum (NSC), and at Grades 10 & 11, they will access the curricula/syllabi of the examining body. At the end of Grade 11 SP III students will transition into the Career Advancement Programme.

At Grades 7-9 the NSC, will be modified to meet the needs of the SP III students. Students in SP III will be instructed through a functional academics curriculum in the core subjects- Mathematics, English Language, Communication, Social Studies and Science. Their instruction will be further enriched with Personal Empowerment, Technical and Vocational instruction, as well as the performing and creative arts. Pathway Coaches will collaborate with subject teachers to prepare content, ensuring differentiation in instruction for students on SP II and III. These students will also be supported through use of the Response to Intervention (RtI) methodology.

PERSPECTIVES OF SCIENCE, TECHNOLOGY, ENGINEERING, MATHEMATICS & THE AESTHETICS (STEM/STEAM) IN RELATION TO THE NATIONAL STANDARD CURRICULUM (NSC)

INTRODUCTION & BACKGROUND

The integration of theoretical principles that relate to STEM/STEAM Education in the NSC began in June 2014. This move was influenced by recommendations of the STEM Steering Committee that emphasized the need to develop learners who are not just productive, but who would also be innovative Jamaicans. STEM integration was also regarded as one of the strategic long term means of addressing the economic challenges being faced by Jamaica using education as a primary vehicle for the implied transformational change to happen, beginning from short term efforts.

Initial discussions and deliberations promoted an emphasis on STEM rather than STEAM Education. However, critical analysis of the conversations conveyed the perspective of STEM as a collection of related disciplines that all learners should have the opportunity of pursuing, to develop the competencies they offer and as a consequence be able to gain employment or become employers in STEM related areas. As stakeholders from different backgrounds processed their understanding of STEM, new meanings of the concept emerged from the discussions. One was the perspective of STEM as a methodology. There was, however, concern about the exclusion of “A” in STEM. This “A” component however, brought to the discussion, multiple meanings. In some Aesthetics as a field and was considered an important component to be included if educators are serious about issues of discrimination, holistic learning and current research on the iterative function of the brain that warrants attention to brain based learning and the role of the Arts in promoting knowledge integration to cater to multiple domains of learning. There was also discontent about neglecting the Performing Arts when related creative industries contribute significantly to economic development. The concern was that the role of the Arts to economic development was being trivialized.

The call for the integration of the Aesthetics or Art forms became more pronounced as STEM took on more national significance. This was supported by research that indicates the importance of the Aesthetics in developing values and attitudes, in promoting holistic learning and in serving as drivers of innovations. By integrating principles from STEM with those from the Arts/Aesthetics, the approach to problem solving would encourage greater appreciation for and reliance on the interdependent nature of knowledge when science and arts intersect. Additionally, STEAM as a methodology encourages the harmonizing of the cognitive and the emotional domains in the problem-solving process.

The concept of STEAM was adopted in 2015, as an integrative approach to education and a methodology that pays attention to the benefits to be derived from the inclusion of the Arts or Aesthetics with STEM related principles. These collective benefits are supported by Jolly (2014), Sousa and Pilecki (2013) and include divergent thinking; differentiated learning; Arts integration; focus on intrinsic motivation and informed decision-making.

PERSPECTIVES OF STEM/STEAM IN THE CONTEXT OF THE NSC

In the context of the NSC, STEM/STEAM is used in a number of ways. These include:

STEM/STEAM as an integrative learning approach and methodology in facilitating learning. This perspective places emphasis on STEM/STEAM as a means of helping learners become creative or innovative problem solvers and lifelong learners who rely on scientific principles (laws and theories) to address issues/concerns or to deal with observed phenomenon that are puzzling for them or that inspire interest. As an approach, the focus is on solving problems based on principles. As methodology, the focus is on the system of practical procedures to be used to translate principles into the problem - solving processes or to choose from available problem- solving models.

STEM/STEAM as an Experiential-Vocational Learning Framework that is based on problem solving through the project-based approach. Emphasis is placed on solving real life problems in a context that requires learners and their facilitators to observe work-based principles. The primary purpose for this focus is for learners to: (i) become employable (ii) prepare for further education and/or for occupational or work readiness.

STEM as types of institutions in which learning is organized as a meta-discipline as described by Morrison and Bartlett (2009). Based on this perspective, STEM facilitates the demonstration of knowledge in a manner that removes the boundaries of each discipline for application to problem as would be practised in the real world.

IMPLICATIONS OF PERSPECTIVES OF STEM/STEAM IN LIGHT OF THE NSC

Since the NSC is based on Constructivism principles, STEM/STEAM as an approach and methodology, has to be established on post-positivistic thinking. From this position, STEM/STEAM influences the kind of practice that promotes collaboration, negotiation of meaning and openness to scrutiny.

The NSC developers selected a Constructivist approach that included the deliberation, designing and development stages of the curriculum process. Evidence of the influence of Constructivism can be seen the NSC Framework Document that conveys the following emphasis:

- (i) The element of objectives is presented in two forms; firstly as Learning Objectives to focus attention on process and experience rather than product. Secondly as Learning Outcomes that serve as some of the outputs of the process. They include the basic understandings, skills and dispositions anticipated from learners' engagement in the planned experiences.
- (ii) The element of content is treated as contexts for learners to think critically, solve problems creatively while developing their identity as Jamaicans. Content is not expected to be treated as disciplines to be mastered but as areas that contribute knowledge, skill sets and attitudes that form the composite of competencies to be acquired from their integration in the learning situations.
- (iii) The element of learning experiences (method) is presented as a set of learning activities that serves as a source of problems to be addressed as a part of the learning process. These real-life activities provide the scope of knowledge, skills and required dispositions or character traits for learners to make sense of that aspect of life or the world that they represent. They are the threads that connect all the other elements of the curriculum and allow for the integration of STEM/STEAM in the following ways:
 - Identification of activities that are presented as problems to be solved using the STEM/STEAM approach based on contextual factors that include the profile of the learner, the learning conditions and the anticipated impact.
 - Integrating activities to form a real problem to be solved as a short, medium or long term project to which the project based learning would be applied.
 - The examination of learning activities by learners and teachers as co-learners through multiple lenses using content of science, technology, mathematics and the humanities that they have already explored to engage in the problem identification and definition processes.
 - Extending learning in the formal setting to the informal by connecting co-curricular initiatives that are STEM/STEAM based that learners are undertaking at the institutional level through clubs and societies, as whole school projects or in partnership with external stakeholders.
 - Using the learning activities to review STEM/STEAM initiatives that form a part of the informal curriculum to and for reflection on action.

- Using activities as springboards for reflecting on career or occupational interest in STEM/STEAM related areas.
- (iv) The element of evaluation is communicated in two major ways; firstly as prior learning which serves diagnostic purpose and secondly as an on-going developmental process. This formative focus is indicated by the inclusion of explicitly stated assessment criteria that are to be used alongside the learning activities. The use of assessment criteria as counterparts of the learning activities also indicates that assessment is learner centred since it is serving developmental rather than promotional purpose and as a consequence, allows learners to self-correct as they use feedback to develop feed-forward capabilities. Evidence of learning, based on the learning outcomes, can be collected from various types of assessment methods that emphasize the learner centred constructivist orientation. This brings to the fore the need for serious consideration to be given to differentiation in assessment for fairness and credibility of claims about learners' capabilities and to inform decisions that will impact their educational journey.

In general, this integrated approach, which is the context of STEAM, is aimed at improving the quality of the educational experience for learners while influencing the achievement of the aims of education that relate to productivity and creativity as part of the profile of the Jamaican learner.

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The 5Es Overview: “The 5E Learning Cycle”

What is a 5E Learning Cycle?

This model describes an approach for facilitating learning that can be used for entire programmes, specific units and individual lessons. The NSC supports the 5E constructivist learning cycle, as it places emphasis on the processes that may be used to help students to be personally involved in the learning situation as they are guided to build their own understandings from experiences and new ideas.

5E Instructional Model

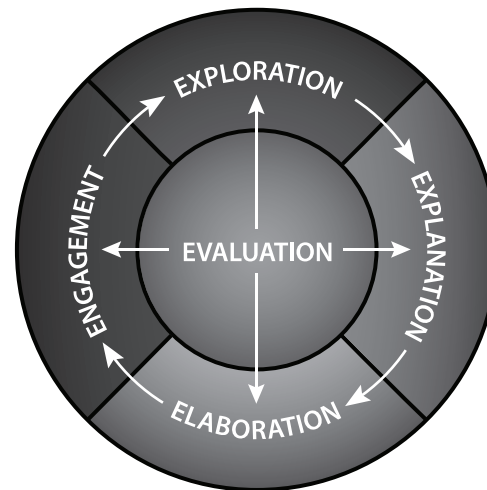


Figure 1. Illustrating one version of the 5E model that conveys the role of valuation as an interconnecting process that is at the core of the learning experience.



Figure 2, illustrating a cyclical perspective of the model with each process being given similar emphasis in contributing to the learning experience on a whole.

EXPLANATION OF THE INSTRUCTIONAL MODEL

What are the 5Es?

The 5Es represent five key interrelated processes that provide the kind of learning experiences for learners to experience the curriculum or planned learning episodes: Engage, Explore, Explain, Extend (or Elaborate), and **Evaluate**.

ENGAGE: The purpose of the ENGAGEMENT dimension is to help students to be ready intellectually, socially, emotionally etc. for the session. Attention is given to the students' interests and to getting them personally involved in the lesson, while pre-assessing prior understandings, attitudes and/or skills. During the experience, students first encounter and identify the instructional task and their roles and responsibilities. During the ENGAGEMENT activity, students make connections between past and present learning experiences, setting the organizational groundwork for upcoming activities. The engagement activity may be used to (a) help student unearth prior knowledge (b) arouse their curiosity (c) encourage students to ask questions as a sign that they have wonderments or are puzzled.

EXPLORE: The purpose of the EXPLORATION dimension is to get students involved in solving a real problem that is based on a selected context. EXPLORATION provides them with a chance to build their own understanding of the phenomenon being investigated and the attitude and skills involved for arriving at a workable solution. In exploring the students have the opportunity to get directly involved with the phenomenon and materials. As they work together in learning teams or independently, the need to share and communicate becomes necessary from the experiences. The teacher functions as a facilitator, providing materials, guarding against obstacles to learning and guiding the students to operate based on agreements. The students become inquirers and co-owners of the learning process. In exploring, they also ask questions, formulate hypothesis, search for answers or information/data, reflect with others, test their own predictions and draw conclusions.

EXPLAIN: The purpose of the EXPLANATORY dimension is to provide students with an opportunity to assess their thinking and to use intellectual standards as critical thinkers to communicate their perspectives and/or the meaning of the experiences. They rely on communication tools and their skills as Language users to: (a) organize their thoughts so that they are clear, relevant, significant, fair, accurate etc. (b) validate or affirm others (c) self-motivate. Reflection also occurs during the process and may cause students to adjust their perspective or justify their claims and summarise the lessons being learned. Providing explanations contributes to vocabulary building and self-corrective actions to deal with misconceptions that they become aware of from feedback of their peers and/or their facilitator.

EXTEND: The purpose of this dimension is to allow students to use their new knowledge and continue to explore its significance and implications. Students work independently or with others to expand on the concepts and principles they have learned, make connections to other related concepts and principles within and/or across disciplines, and apply their understandings in new ways to unfamiliar situations.

EVALUATE: The purpose of the EVALUATION dimension is for both students and facilitator to determine progress being made or the extent to which learning has taken place based on the stated objectives or emergent objectives. EVALUATION is treated primarily as an on-going diagnostic and developmental process that allows the learner to become aware of gaps to be treated and progress made from their efforts to acquire the competencies that were the focus of the session. Examples of competencies include understanding of concepts, principles and processes and demonstrating various skills. Evaluation and assessment can occur at different points during the learning episode. Some of the tools that assist in this diagnostic and formative process include rubrics, teacher observation log, self-inventories, peer critique, student interviews, reflective presentations, displays/expositions, portfolios, performances, project and problem-based learning products. Analysis of reflections, video recordings are useful in

helping students to determine the depth of their thinking and understanding and the objectives they have or have not achieved.

Who developed the 5E model?

The Biological Science Curriculum Study (BSCS), a team led by Principal Investigator Roger Bybee, developed the instructional model for constructivism, called the “Five Es”.

The Link between the 5E model and Types of Learning Activities

The five (5) types of Learning Activities purported by Yelon (1996) can be integrated with the 5E’s so as to enrich the teaching and learning process. He noted that every instructional plan should include the following learning activities

1. Motivation Activities: Intended to help learners to be ready for the session
2. Orientation Activities: Inform students of their roles and responsibilities based the purpose or objectives of a learning episode.
3. Information Activities: Allow students to manipulate current knowledge, access/retrieve and generate new ideas
4. Application Activities: Allow for the use of knowledge and skills in novel situations
5. Evaluation Activities: Allow for reflection, corrective actions and sourcing of evidence to confirm/refute claims about learning.

These activities can be planned to serve one of the purposes of each dimension of the 5E model. For example, ENGAGEMENT may be comprised a Motivation Activity and an Orientation Activity. EXPLORATION and EXPLANATION require an Information Activity, while EXTEND requires an Application Activity. EVALUATION requires the kind of activity that will contribute to the collection of data for assessing and arriving at a conclusion about performance based on stated or expected purpose for which learning is being facilitated.

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LESSON PLANS

SUBJECT: Physical Education

TOPIC: Netball

SUBTOPIC: Catching – two hands

DATE: July 7, 2016

GRADE: 7

TIME: 50 Minutes


Objectives: At the end of this lesson students should be able to:

1. List and explain the four basic sequential steps in catching netball with two hands.
2. Work in cooperative groups to catch netball according to instructions given.
3. Execute satisfactorily the skill of two- hand catching in drills and game situation.

Previous Knowledge:

1. Students know the size of Netball
2. Students have experienced general/basic catching.

Activities	Time	Equipment	Instructions	Class Format	Teaching/Coaching Points
INTRODUCTORY ACTIVITIES		Tablet/smart phone		FREE FORMATION (A1 & 2)	
A1: Students will view a video from YouTube for 1hr 30mins on catching a netball with two hands.	10 mins		Use a smart phone/ tablet to view a video on catching a netball using both hands. Link for video will be provided to the students.	X x XX X x x x x	A1: watchthevideokeenly,paystrictattentionto: a. steps in catching a netball b. technique of the hands in ready position and in receiving the ball.
A2: Students will answer probing questions as it related to the video they viewed. Students will be engaged in discussion for 3:30 minutes.	5 mins		Students will probe and answer questions about the video presented e.g. What was this video about?		Listen attentively and participate orally in class discussions using Standard Jamaican English to answer questions asked.

Activities	Time	Equipment	Instructions	Class Format	Teaching/Coaching Points
B1: Warm Up: Minor Game: ('Starving')	3 mins	1 netball 1 whistle	Students will form two teams (A and B) and play a game of 'starving' against each other. The team that makes the most consecutive catches is the winner.	Opponents marking each other: OX OX OX Ox OX OX OX	Two leaders; each leader chooses a team. Each team member marks an opponent and listens to the command of the whistle.
B2: Stretching	2 mins		Students will stretch all relevant muscles groups relating to the skill e.g. arms, legs, torso etc.	Free Formation: X x XX X x x x x	Two students will volunteer to lead the stretching of the body: <ul style="list-style-type: none"> • Torso – hyperextension, flexion, lateral bending. • Arms and fingers -flexion/extension
SKILL TRAINING:	27 mins				
Introduction of Two Hand Catching Skill a. Students will be asked if they know how to catch a netball using two hands. b. Students will demonstrate how they catch a netball as follows : i: shadowing the ball ii: Static catching iii: walking and catching the ball iv: jogging and catching the ball v: Running and catching the ball		Cones whistle Cones Whistle balls	Students will list, verbally, the steps seen on the video earlier in catching netball with two hands. A student who indicated that he/she knows how to catch the Netball with two hands will be asked to demonstrate catching netball (3 times) while the class and teacher observe the catching technique to ascertain if it's the same as listed above. Students will critique the technique used (if the catching skill was done correctly and if it is not, what must be done to correct the mistake. Students will acknowledge correction/s made). Teacher will clarify and redirect, if necessary.	Free Formation: X x XX X x x x x Students facing each other and pass ball: 	Catching steps: A. Stretch out your hands: <ul style="list-style-type: none"> • Elbows straight • Fingers apart and slightly curled and relaxed. • Palms facing each other about the size of the netball. • Thumbs behind making a W to stop the ball from hitting your chest. B. Watch the ball as it comes to your hand and prepare to grip it. C. Grip the ball AWAY from your chest.(to prevent injury of chest and breast) D. Pull the ball to your chest (to keep possession of your ball)

Activities	Time	Equipment	Instructions	Class Format	Teaching/Coaching Points
			<p>Shadowing the ball: Students will shadow the catching technique sequentially as instructed.</p> <p>stand, walk, jog, run catching the ball:</p> <p>Making two horizontal lines facing each other at various distances (according to complexity of skill): students will do drills in progression. Line 1 Will be catchers while line 2 will be throwers. At the sound of the whistle, students will take three steps forward and catch the ball, then return it to the thrower (repeat three times) and vice versa.</p> <p>This must be done for jogging and running drills. Teacher will facilitate by giving instructions and blowing the whistle to control the duration of each drill.</p>	<p>Free Formation:</p> <pre> X x XX X x x x x </pre> <p>X ←→ x</p> <p>X ←→ x</p> <p>X ... ▲ x</p> <p>Key:</p> <p>X...x : Teammate facing each other</p> <p>X...x : Teammate facing each other</p> <p>←→ : Passing the ball</p> <p>X ... ▲ student step towards cone</p>	

Activities	Time	Equipment	Instructions	Class Format	Teaching/Coaching Points
GAME SITUATION (CLIMAX):	10 mins				
Minor game : Catching Jockey		Balls (depending on the number of teams)	Example: The class will be divided into two groups, A and B. The students in each group will make two circles with one thrower in the middle of each circle. At the sound of the whistle, each thrower will toss the ball to the catcher one at a time. Each catcher MUST return the ball to the thrower and then stoop. This will continue around the circle until all the students in the circle complete a catch.		<ol style="list-style-type: none"> 1. Students must wait for the sound of the whistle to start. 2. Each player must catch the ball once in order for the next player to get it. 3. All catchers MUST pass the ball to the thrower. 4. The team that has all members stoop first after a successful catch is the winner. 5. Game may continue in rounds
COOL DOWN ACTIVITY:	3 mins	Whistle			
Light jogging and stretching:			<p>Students will make a horizontal single file at the goal line. On the sound of the whistle, they will jog on the court touching each horizontal line.</p> <p>Stretching: bending the torso using hand to touch the legs and extend the legs and arms. (5 times)</p>		<ol style="list-style-type: none"> 1. Jog slowly 2. Take deep breathes to remove Lactic acid 3. Static stretching

Activities	Time	Equipment	Instructions	Class Format	Teaching/Coaching Points
ASSESSMENT/ EVALUATION:	2 mins		<p>QUESTION AND ANSWER SESSION</p> <p>Students will answer the following questions:</p> <ol style="list-style-type: none"> 1. List the steps in catching a netball 2. How can you protect yourselves and advised others to while catching a netball? And why is this important? 4. Demonstrate each step in catching a netball by shadowing the actions 		Students should think carefully before answering questions.

SUBJECT: Physical Education

GRADE: 7

DATE: June 22, 2016

TIME: 60 Minutes

TOPIC: Football

Sub-Topic: Introduction to Football

Term: 1Unit 1

Strand: Sports and Games

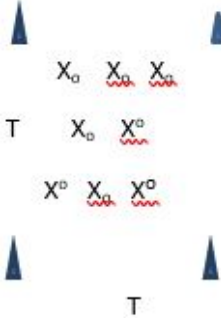
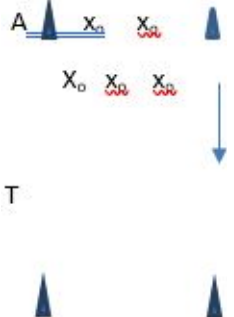
Unit Title: Development Introduction to Football

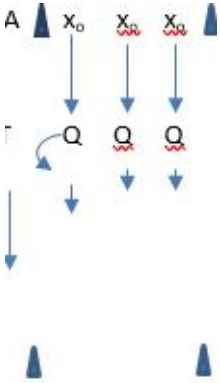
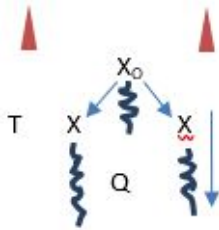
Prior Learning:

1. Demonstrate basic skills used in football
2. Display a range of movement in football.
3. Identify at least three rules used in football.

Objectives: By the end of the class students should be able to:

1. Name at least two skills used in a game of football.
2. State at least two rules used in the game of football.
3. Make simple to complex movement sequences with the football.
4. Demonstrate different techniques (dribble, pass, shoot, throw) used to move the ball in unpredictable settings at least 4 out of 5 times.
5. Demonstrate change of direction while executing various football skills.
6. After observing classmates performance, correctly analyze the skill displayed by them.
7. Show cooperation by working well with their classmates
8. Appreciate the value of teamwork by recognizing how working together resolved situations during the game

Activities	Time	Equipment	Instructions	Class Format	Teaching/Coaching Points
<p>Warm Up</p> <p>Minor Games: Last Man Standing (Engage)</p>	10 mins	Cones Balls Whistle Bibs	<p>Students will try to maintain control of the ball while moving it around, and at the same time try to knock away the opponent's ball in the marked area. The students will practise/discover several skills used to play the game of football. They will dribble, control and pass the football using different parts of the foot.</p> <p>Demonstrate changing of direction while executing various football skills.</p> <p>Identify various body parts used to play the ball.</p>		<ul style="list-style-type: none"> • Toes of the kicking foot pointing up. • Ankle locked • Swing kicking leg from the hip. <p>Heading</p> <ul style="list-style-type: none"> • Eyes on the ball with mouth closed. • Contact ball with forehead. • Body between man and ball.
<p>Skill Training</p> <p>Act.1 - Dribbling/Controlling</p>	20 mins		<p>The students will explore different avenues of getting the ball from zone A to zone B. They will dribble the ball using different parts of the foot while maintaining ball control.</p> <p>Make more complex movement sequences with and without football.</p> <p>Analyze skill performance of self and others.</p>		<ul style="list-style-type: none"> • Toes pointing down. • Legs slightly bent. • Ankle of the kicking foot locked. • Hip slightly bent. • Keep ball close but in front of the body.

Activities	Time	Equipment	Instructions	Class Format	Teaching/Coaching Points
Act. 2 - Passing/Controlling What kind of pass? Control?	10 mins		Students are placed in groups demonstrating different passing technique used to get the ball from zone A to zone B. Player 1 will pass to player 2 and follow pass towards player 2 who stops the ball using any method of his choice, then move away 7-10 yards for another pass from player 1. Player 1 continues pass towards player 2 and follows to the end of the zone.		<ul style="list-style-type: none"> • Kicking foot behind the ball. • Chest open towards target. • Make contact with the inside, outside, instep, toes or sole of the foot. • Control or pass with the toes
Act. 3			Students will be placed in groups of four where they will play three versus one (3v1). Depending on the situation, students will use appropriate skill to get by the defender into the safe zone (B).		

Activities	Time	Equipment	Instructions	Class Format	Teaching/Coaching Points
<p>Culminating Activity</p> <p>Minor Game: 'Xpression Scrimmage'</p>			<p>Students will be placed in groups of six where they will play against each other. They will play a game of scrimmage where they will express themselves using various skills.</p> <p>Demonstrate proper technique in passing and receiving ball in unpredictable settings. Make simple and complex movement sequences with and without ball.</p> <p>They will reflect on the following questions:</p> <ul style="list-style-type: none"> • Which techniques were taught? • What challenges will be there to cause such movements? 		

