



**REPUBLIC OF ZAMBIA**

**Ministry of Education, Science, Vocational Training and Early Education**

**Senior Secondary School  
Physical Education Syllabus  
Grades 10-12**



**Prepared and Published by the Curriculum Development Centre**

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**Lusaka**

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## **Vision**

Quality, lifelong education for all which is accessible, inclusive and relevant to individual, national and global needs and value systems

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## **Preface**

The syllabus was produced as a result of the curriculum review process carried out by the Ministry of Education, Science, Vocational Training and Early Education (MOESVTE) under the auspices of the Curriculum Development Centre (CDC). The curriculum reform process started way back in 1999 when the MOESVTE commissioned five (5) curriculum studies which were conducted by the University of Zambia (UNZA). These studies were followed by a review of the lower and middle basic and primary teacher education curricula. In 2005 the Upper Basic Education National Survey was conducted and information from learners, parents, teachers, school managers, educational administrators, tertiary institutions, traditional leaders, civic leaders and various stakeholders in education was collected to help design a relevant curriculum.

The recommendations provided by various stakeholders during the Upper Basic Education National Survey of 2005 and national symposium on curriculum held in June 2009 guided the review process.

The review was necessitated by the need to provide an education system that would not only incorporate latest social, economic, technological and political developments but also equip learners with vital knowledge, skills and values that are necessary to contribute to the attainment of Vision 2030.

The syllabus has been reviewed in line with the Outcomes Based Education Principles which seek to link education to real life experiences that give learners skills to access, criticise, analyse and practically apply knowledge that help them gain life skills. Its competences and general outcomes are the expected outcomes to be attained by the learners through the acquisition of knowledge, skills, techniques and values which are very important for the total development of the individual and the nation as a whole.

Effective implementation of Outcomes Based Education requires that the following principles be observed: clarity of focus, reflective designing, setting high expectations for all learners and appropriate opportunities.

It is my sincere hope that this Outcomes Based Syllabus will greatly improve the quality of education provided at junior secondary school as defined and recommended in various policy documents including 'Educating Our Future' 1996 and the 'Zambia Education Curriculum Framework' 2013.



Chishimba Nkossa

**Permanent Secretary**

**MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION**

## Acknowledgement

The syllabus presented here is a result of broad-based consultation involving several stakeholders within and outside the education system.

Many individuals, institutions and organisations were consulted to gather their views on the existing syllabus and to accord them an opportunity to make suggestions for the new syllabus. The Ministry of Education wishes to express heartfelt gratitude to all those who participated for their valuable contributions, which resulted in the development of this syllabus.

The Curriculum Development Centre worked closely with other sister departments and institutions to create this document. We sincerely thank the Directorate of Teacher Education and Specialised Services, the Directorate of Planning and Information, the Directorate of Human Resource and Administration, the Directorate of Open and Distance Education, the Examinations Council of Zambia, the University of Zambia, schools and other institutions too numerous to mention, for their steadfast support.

We pay special tribute to co-operating partners especially UNICEF for rendering financial and technical support in the production of the syllabus.



C.N.M. Sakala (Mrs)

**Director – Standard and Curriculum**

**MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION**

## **Introduction**

Physical Education aims at preparing the learner physically, socially, mentally, emotionally, intellectually and culturally so that she/he contributes to national development. Physical Education gives appropriate alternatives to individual learning styles, interests and problems. The subject includes among other things all practices that foster health promotion, character building and acceptable values and attitudes in the society. It offers scope for experimentation skills, dramatization practices, excitement and freedom. This scope digs up the hidden and undeveloped sources of inherent skills and ability in an individual so as to make him or her become aware of them and develop confidence in their usage. The users of this syllabus should therefore, ensure that the learner develops positive attitudes towards physical education as an activity in which the acquisition of skills and high standard of performance can enable him or her to go into the world of sport with confidence. This includes the learners with Special Education Needs (SEN). They should be involved in physical activities according to their abilities.



## **Rationale**

Physical Education (PE) plays an important role in promoting the physical growth and development of adolescent learners. Through PE, learners acquire the analytical knowledge, physical skills, life skills, right attitudes and values towards the pursuit of a lifelong physically active and healthy lifestyle. It also provides an avenue for learners to express themselves through movement and physical activity. Physical activity is the cornerstone of the PE programme. The PE programme in senior secondary schools should be a major stepping stone to providing opportunities for learners to make informed choices. Through PE, learners are given the opportunity to participate in a variety of physical activities such as sports and games and to acquire the concepts and the skills that will enable them to participate in these sports and games both for leisure and competition and as a means of livelihood. In addition, PE provides a natural platform and valuable opportunities to develop self-management skills, social and co-operative skills, and build character. It serves to complement other educational areas in promoting the desired outcomes of education. In particular, PE helps to cultivate healthy habits, the spirit of teamwork, resilience and resolve.

## GRADE 10

GENERAL OUTCOME(S)	COMPETENCIES
<ul style="list-style-type: none"> <li>• Develop refined neuromuscular skills in a variety of sports and recreational activities (manipulation, co-ordination, correlation, observation, and self-expression).</li> <li>• Acquire knowledge, skills, positive attitudes and values to demonstrate positive self-esteem through body awareness and control. Acquire knowledge, skills, positive attitudes and values in Entrepreneurship and Sports.</li> <li>• Demonstrate knowledge and practical skills in economic sports activities in the community.</li> <li>• Acquire knowledge, skills and values in human anatomy, physiology and Biomechanics.</li> <li>• Develop knowledge, skills, positive attitudes and values to maintain and promote health and wellness Acquire knowledge, skills, positive attitudes and values for safety and survival skills</li> <li>• Develop skills to maintain and promote health and wellness</li> <li>• Acquire knowledge, skills, positive attitudes and values to maintain sports facilities</li> <li>• Develop knowledge, skills, positive attitudes and values to design and develop sports equipment</li> <li>• Acquire refined knowledge, skills, positive attitudes and values in swimming</li> </ul>	<ul style="list-style-type: none"> <li>• Develop team work, fair play sportsmanship, moral and spiritual values, respect for human rights and personal liberty, knowledge, positive attitudes and skills</li> <li>• Demonstrate proficiency in physical activities Develop and maintain physical health and fitness through regular participation in physical activities</li> <li>• Demonstrate the spirit of fair play, teamwork and sportsmanship</li> </ul>

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
<b>10.1 SPORTS SKILLS DEVELOPMENT</b>	10.1.1 Ball Games	10.1.1.1 Mark out sports Playfields.	<ul style="list-style-type: none"> <li>• Sports fields</li> <li>• Equipment</li> <li>• Playing positions</li> <li>• Areas of play</li> <li>• Creating space</li> <li>• Closing spaces</li> <li>• Ball control</li> <li>• Rules</li> <li>• Positioning</li> <li>• Trapping</li> </ul>	<ul style="list-style-type: none"> <li>• <b><i>Creativity</i></b> in games and field and track events</li> <li>• <b><i>Demonstration of leadership</i></b> in games</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperation through interactive learning</li> <li>• Responsibility over self and others during games</li> </ul>
		10.1.1.2 Perform improved motor skills in all ball games			
	10.1.2 Modified Sport	10.1.2.1 Apply the rules of modified games and sports activities			
		10.1.2.2 Talk about effects of doping			
		10.1.2.3 State ways to control drug abuse in sports			
	10.1.3 Board Games	10.1.3.1 Demonstrate advanced strategies in board games.			
	10.1.4 Racquet Games	10.1.4.1 Perform skills in racquet games.			
10.1.5 Track and Field Events	10.1.5.1 Demonstrate leadership skills in games and sports activities				
<b>10.2 RECREATIONAL GAMES AND ACTIVITIES</b>	10.2.1 Traditional Games	10.2.1.1 State the importance of recreational activities and games	<ul style="list-style-type: none"> <li>• Game songs (Nyama-nyama, Mulilo kulupili, Ichidunu)</li> <li>• Traditional Dance (Fwemba, Akalela)</li> <li>• Conventional Games (Dodgeball, Over and under)</li> <li>• Aerobics (Cha-cha-cha, Power walk)</li> <li>• Yoga</li> </ul>	<ul style="list-style-type: none"> <li>• Coordination through self-expression in use of rhythmic equipment</li> <li>• Creativity in applying steps in aerobic dances and games</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation of knowledge in recreational activities</li> <li>• Socialisation with others in games</li> </ul>
	10.2.2 Conventional Games	10.2.2.1 Demonstrate advanced rhythmic patterns using equipment			
	10.2.3 Aerobics	10.2.3.1 Apply advanced steps and patterns of aerobic dance			
	10.2.4 Dance Activities	10.2.4.1 Perform refined dance activities			
	10.2.5 Step Activities	10.2.5.1 Perform advanced step activities			

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
<b>10.3 ENTREPRENEURSHIP IN SPORTS</b>	10.3 Portfolio Making	10.3.1 Identify economic sports activities in the community	<ul style="list-style-type: none"> <li>Economic value</li> <li>Planning</li> </ul>	<ul style="list-style-type: none"> <li>Creativity in designing simple sports equipment</li> <li>Ability to apply negotiation tactics in sports activities</li> </ul>	<ul style="list-style-type: none"> <li>Appreciation in use of economic knowledge</li> <li>Cooperation in portfolio making</li> </ul>
		10.3.2 Design a sports portfolio	<ul style="list-style-type: none"> <li>Portfolio</li> </ul>		
		10.3.2.1 Design simple sports equipment	<ul style="list-style-type: none"> <li></li> </ul>		
<b>10.4 GYMNASTICS</b>	10.4.1 Tumbling	10.4.1.1 Perform complex floor agilities	<ul style="list-style-type: none"> <li>Handspring</li> <li>Neck-spring</li> <li>Cat-spring</li> <li>Tanks</li> <li>Knee handspring</li> <li>Centipede</li> <li>Double wheel</li> <li>barrow</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of complex floor agilities</li> <li>Creativity and flexibility in complex stunts</li> </ul>	<ul style="list-style-type: none"> <li>Concentration in gymnastic activities</li> <li>Appreciation of complex gymnastics</li> <li>Discipline in gymnastic activities</li> </ul>
	10.4.2 Stunts	10.4.2.1 Perform complex stunts			

TOPIC	SUB-TOPIC	SPECIFIC OUTCOME	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
<b>10.5 FITNESS ACTIVITIES</b>	10.5.1 Developmental Activities	10.5.1.1 Perform physical cardiovascular, respiratory and muscular endurance activities.	<ul style="list-style-type: none"> <li>• Circuit training</li> <li>• Body building</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Analysis</b> of Isotonic and Isometric activities</li> <li>• <b>Coordination</b> during fitness activities</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Awareness</b> of Self-esteem levels in activities</li> <li>• <b>Appreciation</b> of fitness levels</li> </ul>
	10.5.2 Isotonic Activities (Dynamic)	10.5.2.1 Demonstrate physical activities for fitness levels.			
	10.5.3 Isometric Activities (Static)	10.5.3.1 Perform Isometric activities			
	10.5.4 Physical Fitness Activities	10.5.4.1 Perform advanced physical fitness activities			
<b>10.6 ANATOMY &amp; PHYSIOLOGY</b>	10.6.1 Human Body Systems	10.6.1.1 Identify the general body make up	<ul style="list-style-type: none"> <li>• Body parts</li> <li>• Skeletal system</li> <li>• Muscular system</li> <li>• Joints</li> <li>• Tendons</li> <li>• Ligaments</li> <li>• Cartilage</li> <li>• Bones</li> <li>• Types of muscles</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Classifying</b> functions of body systems</li> <li>• <b>Creativity</b> in <b>analysing</b> information on body systems in relation to sports</li> <li>• <b>Application of</b> knowledge to real life situations</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Appreciation</b> of knowledge in anatomy and physiology</li> </ul>
		10.6.1.2 Describe the structure and functions of the human body			
		10.6.1.3 Identify body systems that have voluntary action in games and sports			
		10.6.1.4 Describe the roles of the human muscular skeletal system in sporting activities			
		10.6.1.5 Describe the functions of the muscular system in sporting activities			
		10.6.1.6 Describe the effect of exercise on skeletal and muscular systems			

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
<b>10.7 BIO-MECHANICS</b>	10.6.2 <b>FORCES</b>	10.7.1 Demonstrate Force including Friction in Sports.	<ul style="list-style-type: none"> <li>• Force</li> <li>• Friction</li> <li>• Displacement</li> <li>• Speed</li> <li>• Respiration</li> <li>• Measure</li> <li>• Levers (1st , 2nd &amp; 3rd)</li> <li>• Load, fulcrum and effort</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Analysis</i> in use of forces and the effects in sports</li> <li>• Use <i>critical</i> thinking in calculating, measuring force, speed and energy</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Appreciation</i> of knowledge of biomechanics</li> <li>• <i>Awareness</i> of forces and relate them to real life situations</li> </ul>
		10.7.2 Explain External Forces and their Effects in Sports			
		10.7.3 Generate Forces to Maintain Positioning Sports			
		10.7.4 Explain How Forces Create Movement in Physical Activities in Sports			
		10.7.5 Calculate Force, Work, Friction, Speed and Energy			
10.7.6 Relate Lever System to How the Human Body Operates.					

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
<b>10.8 NUTRITION</b>	10.8.1 Nutrition for Fitness and Sport	10.8.1.1 State types of nutrients and their functions	<ul style="list-style-type: none"> <li>• Nutritional value</li> <li>• Types of nutrients</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Analysis</i> of types nutrition and their functions in relation to sports</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Awareness</i> of nutrition functions for sportspersons</li> <li>• <i>Appreciation</i> of healthy habits</li> </ul>
		10.8.1.2 Explain the functions of water and fibre in the human body			
		10.8.1.3 Relate nutrition requirements to physical fitness and sports			
		10.8.1.4 State ways to control drug abuse in sport		<ul style="list-style-type: none"> <li>• <i>Creativity</i> in stating ways to control drug use in sports</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Awareness of</i> effects of doping in sports</li> </ul>
		10.8.1.5 Explain effects of doping in sports			

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
<b>10.9 FIRST AID</b>	10.9.1 Health and Safety	10.9.1.1 Observe safety precautions during PE lessons, games and sports activities	<ul style="list-style-type: none"> <li>• Care</li> <li>• Resuscitation</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Ability to use</i> knowledge in Treating,</li> <li>• Bandaging,</li> <li>• Caring, Resuscitation and Reassuring</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Responsibility</i> and <i>Safety</i> for self and others</li> <li>• <i>Appreciation</i> of First Aid techniques</li> </ul>
		10.9.1.2 Talk about doping in sports			
	10.9.2 First Aid Techniques	10.9.2.1 Demonstrate basic First Aid techniques	<ul style="list-style-type: none"> <li>• First aid kit</li> </ul>		
		10.9.2.2 Differentiate between strain, sprain and fracture	<ul style="list-style-type: none"> <li>• Sprain</li> <li>• Fracture</li> <li>• Strain</li> <li>• Dislocation</li> </ul>		
		10.9.2.3 Participate in a talk on reproductive health	<ul style="list-style-type: none"> <li>• Reproductive health</li> <li>• Puberty</li> <li>• Menstrual cycle</li> <li>• Teenage pregnancy</li> <li>• Early sex</li> </ul>		

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT			
			KNOWLEDGE	SKILLS	VALUES	
<b>10.10 FACILITIES AND EQUIPMENT</b>	10.10.1 Facility & Equipment Design	10.10.1.1 Design simple sports facilities.	<ul style="list-style-type: none"> <li>Facilities</li> <li>Equipment</li> <li>Maintaining</li> <li>Designing</li> <li>Managing</li> </ul>	<ul style="list-style-type: none"> <li><b>Creativity</b> in managing and maintaining sports facilities</li> <li><b>Designing</b> and <b>managing</b> sports equipment</li> </ul>	<ul style="list-style-type: none"> <li><b>Appreciation</b> of sports facilities</li> <li><b>Team work</b> in managing sports facilities and equipment</li> </ul>	
	10.10.2 Facility & Equipment Management	10.10.2.1 Manage sports facilities				10.11.2.2 Maintain sports Facilities
		10.10.3 Facility & Equipment Maintenance				10.11.3.1 Demonstrate entrepreneurship skills
<b>10.11 SWIMMING</b>	10.11.1 Strokes	10.11.1.1 Perform improved swimming techniques	<ul style="list-style-type: none"> <li>Strokes</li> <li>Butterfly</li> <li>Dives (over and under, platform)</li> </ul>	<ul style="list-style-type: none"> <li><b>Creativity</b> in performing swimming techniques</li> </ul>	<ul style="list-style-type: none"> <li><b>Responsibility</b> through cooperative learning</li> <li><b>Appreciation</b> of knowledge in swimming</li> </ul>	
	10.11.2 Competitive Swimming	10.11.2.1 Participate in water games				
		10.11.2.2 Participate in competitive swimming		<ul style="list-style-type: none"> <li><b>Creativity</b> in competitive swimming</li> </ul>		
	10.11.3 Survival Skills	10.11.3.1 Demonstrate elements of survival skills	<ul style="list-style-type: none"> <li>Lifesaving skills</li> </ul>	<ul style="list-style-type: none"> <li><b>Analysis</b> of Life saving techniques</li> </ul>		
	10.11.4 Water Safety	10.11.4.1 Perform water safety activities	<ul style="list-style-type: none"> <li>Pool hygiene</li> </ul>			
10.11.5 Water Sports	10.11.5.1 Participate in water sports	<ul style="list-style-type: none"> <li>Paddling</li> </ul>				

## GRADE 11

<b>GENERAL OUTCOME(S):</b>	<b>COMPETENCIES</b>
<ul style="list-style-type: none"><li>• Demonstrate knowledge and practical skills in economic sports activities in the community</li><li>• Acquire knowledge, skills, positive attitudes and values in Entrepreneurship and Sports</li><li>• Demonstrate advanced neuromuscular skills in a variety of sports and recreational activities ( manipulation, co-ordination, correlation, observation, and self-expression)</li><li>• Acquire knowledge, skills, positive attitudes and values to demonstrate positive self-esteem through body awareness and control</li><li>• Acquire knowledge, skills, positive attitudes and values to perform various gymnastics and fitness activities</li><li>• Develop knowledge, skills, positive attitudes and values to maintain and promote health and wellness</li><li>• Acquire knowledge, skills and values in human anatomy and Biomechanics</li><li>• Acquire knowledge, skills, positive attitudes and values for safety and survival skills</li><li>• Acquire knowledge, skills, positive attitudes and values in swimming</li></ul>	<ul style="list-style-type: none"><li>• Apply skills in decision making, problem solving, interpersonal relationships, effective communication and positive attitude change</li><li>• Maintain healthy life styles and participate regularly in physical activities, appreciate culture and traditions</li></ul>

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
<b>11.1 ENTREPRENEURSHIP IN SPORTS</b>	11.1.1 Project Work	11.1.1.1 Identify economic sports activities in the community	<ul style="list-style-type: none"> <li>• Project</li> <li>• Economic value</li> <li>• Planning</li> <li>• Project management</li> <li>• Marketing</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Creativity</i> in choice of economic sports activities</li> <li>• <i>Critical thinking</i> in project planning</li> <li>• Use of <i>negotiation</i> and <i>designing</i> in economic sports</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Appreciation</i> of economic activities in sports</li> <li>• <i>Team spirit</i> through cooperative learning</li> </ul>
	11.1.2 Marketing and Management	11.1.2.1 State the value of economic activities in sport			
		11.1.2.2 Design and make an economic sports project			

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
<b>11.2 SPORTS SKILLS DEVELOPMENT</b>	11.2.1 Ball Games and Board Games	11.2.1.1 Demonstrate coordinated motor skills in various ball games and board games	<ul style="list-style-type: none"> <li>• Systems of play in sports and games</li> <li>• Coach</li> <li>• Officiate</li> <li>• Environment</li> <li>• Conservation</li> </ul>	<ul style="list-style-type: none"> <li>• <b><i>Creativity</i></b> in officiating and Coaching sports activities</li> <li>• <b><i>Analysis</i></b> of various sports strategies and environment conservation</li> </ul>	<ul style="list-style-type: none"> <li>• <b><i>Appreciation</i></b> of various advanced sports strategies</li> <li>• <b><i>Responsibility</i></b> to share information on effects of drug abuse in sports</li> </ul>
		11.2.1.2 Participate in advanced strategies in board games.			
	11.2.2 Field and Track Events	11.2.2.1 Demonstrate advanced skills in track and field events			
	11.2.3 Modified Sport	11.2.3.1 Apply the rules of modified games and sports activities			
	11.2.4 Racquet Games	11.2.4.1 Demonstrate skills in racquet games			
		11.2.4.2 Demonstrate the impact of sport on the environment			
		11.2.4.3 State reasons why drug abuse is bad			

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
<b>11.3 RECREATIONAL GAMES AND ACTIVITIES</b>	11.3.1 Traditional Games	11.3.1.1 Demonstrate recreational activities 11.3.1.2 Perform dances in games and sports	<ul style="list-style-type: none"> <li>Game songs (Agode/Namuchelela/Ntole-ntole; nsale-nsale)</li> <li>Dances (Chambo, Makwasha, Manchancha)</li> </ul>	<ul style="list-style-type: none"> <li><b>Self-expression</b> in <i>analysis</i> of traditional and conventional games</li> <li><b>Creativity</b> in advanced games and rhythmic patterns</li> </ul>	<ul style="list-style-type: none"> <li><b>Team work</b> through cooperative learning</li> <li><b>Appreciation of</b> traditional games and activities</li> </ul>
	11.3.2 Conventional Games	11.3.2.1 Demonstrate skills in conventional games	<ul style="list-style-type: none"> <li>Conventional Games (tool ball, Touch...)</li> </ul>		
	11.3.3 Aerobics	11.3.3.1 Demonstrate advanced rhythmic patterns of aerobics	<ul style="list-style-type: none"> <li>Aerobics (knee-high, diamond, V-walk, swivel)</li> </ul>		
	11.3.4 Dance Activities	11.3.4.1 Perform refined dance activities	<ul style="list-style-type: none"> <li>Leadership</li> <li>Team building</li> <li>Correlation</li> <li>Manipulation</li> </ul>		
<b>11.4 ORIENTEERING</b>	11.4.1 Mapping	11.4.1.1 Use six grid reference to locate a feature on a map	<ul style="list-style-type: none"> <li>Locating</li> <li>Map</li> <li>Compass</li> <li>Scale</li> </ul>	<ul style="list-style-type: none"> <li><b>Ability in navigating</b> through games</li> <li><b>Creativity</b> in games place location</li> <li>Ability in <b>judging</b> distance points in sports</li> </ul>	<ul style="list-style-type: none"> <li>Cooperation through <b>team spirit</b> in sports</li> <li><b>Self-confidence</b> in navigation</li> </ul>
	11.4.2 Direction	11.4.2.1 Locate places using a map and compass			
	11.4.3 Scale and Distance	11.4.3.1 Use map scale to find actual distances between points			

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
<b>11.5 GYMNASTICS</b>	11.5.1 Tumbling	11.5.1.1 Perform complex floor agilities	<ul style="list-style-type: none"> <li>• Hand walk</li> <li>• Hand stand</li> <li>• Elbow stand</li> <li>• Angels vault</li> <li>• High-dive forward roll</li> <li>• High- dive through the hoop</li> <li>• <i>Fartlek</i> activities</li> <li>• Design circuit training activities</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Analysis</i> of complex floor agilities and stunts</li> <li>• <i>Ability in use</i> of Coordinating, judging, and flexibility in sports</li> <li>• <i>Creativity in use</i> of endurance activities</li> <li>• <i>Analysis</i> of fitness activities</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Appreciation</i> of complex apparatus</li> <li>• <i>Perseverance</i> in participation in complex activities</li> <li>• <i>Appreciation</i> in value of Isometric exercises</li> <li>• <i>Awareness of</i> circuit training</li> </ul>
	11.5.2 Stunts	11.5.2.1 Perform complex stunts on apparatus			
<b>11.6 FITNESS ACTIVITIES</b>	11.6.1 Developmental Fitness	11.6.1.1 State the value of cardiovascular, respiratory and muscular endurance activities in games and sports.	<ul style="list-style-type: none"> <li>• Design circuit training activities</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Creativity in use</i> of endurance activities</li> <li>• <i>Analysis</i> of fitness activities</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Awareness of</i> circuit training</li> </ul>
		11.6.1.2 Participate in physical activities to develop own fitness levels			
		11.6.1.3 Perform isometric exercises.			

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
<b>11.7 ANATOMY AND PHYSIOLOGY</b>	11.7.1 Human Body Systems	11.7.1.1 Describe the roles of the human circulatory system in sporting activities	<ul style="list-style-type: none"> <li>Structure and functions</li> </ul>	<ul style="list-style-type: none"> <li><b>Analysing</b> effects of body systems in relation to sports</li> <li><b>Creativity in analysis of effects</b> of sports on the body</li> </ul>	<ul style="list-style-type: none"> <li><b>Appreciation</b> of body systems</li> <li><b>Awareness</b> of functions of body systems</li> </ul>
		11.7.1.2 Describe the functions of the respiratory system in sporting activities			
		11.7.1.3 Describe the effect of exercise on circulatory and respiratory systems	<ul style="list-style-type: none"> <li>Effect of exercises</li> </ul>		
<b>11.8 BIOMECHANICS</b>	11.8.1 Energy and Movement	11.8.1.1 Describe the body's sources of energy during exercise.	<ul style="list-style-type: none"> <li>Energy sources</li> <li>Aerobic respiration</li> <li>Anaerobic respiration</li> <li>Energy - Adenosine Triphosphate (ATP)</li> </ul>	<ul style="list-style-type: none"> <li><b>Creativity</b> in Measuring and Calculating heart beat and breathing rate</li> <li><b>Analysis</b> of body systems after vigorous exercise</li> </ul>	<ul style="list-style-type: none"> <li><b>Appreciation</b> of sources of energy during exercise</li> <li><b>Awareness</b> of effects of vigorous activity on breathing during sports</li> </ul>
		11.8.1.2 Explain how the energy produced in the body is used in movement.			
		11.8.1.3 Explain the heavy breathing of an athlete after a vigorous activity.	<ul style="list-style-type: none"> <li>Lactic acid</li> <li>Muscle fatigue</li> <li>Oxygen debt</li> </ul>		
		11.8.1.4 Demonstrate the effects of vigorous exercise on heart beat and breathing rates	<ul style="list-style-type: none"> <li>Breathing rate</li> <li>Heart beat rate</li> </ul>		

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
<b>11.9 NUTRITION</b>	11.9.1 Nutrition for Fitness and Sport	11.9.1.1 State how eating habits can affect performance in games and sports.	<ul style="list-style-type: none"> <li>Nutritional value</li> <li>Types of nutrients</li> <li>Diet and sports</li> <li>Balanced diet</li> <li>Body weight</li> <li>Eating habits</li> </ul>	<ul style="list-style-type: none"> <li><b>Problem solving and critical thinking</b> in planning meals for sports persons</li> <li><b>Creativity</b> in analysing eating habits for sports persons</li> </ul>	<ul style="list-style-type: none"> <li><b>Appreciation</b> of knowledge of wellbeing</li> </ul>
		11.9.1.2 Plan a diet for a sports person.			
<b>11.10 FIRST AID</b>	11.10.1 Health and Safety	11.10.1.1 Demonstrate First Aid techniques	<ul style="list-style-type: none"> <li>Dressing</li> <li>Wound</li> <li>Bruises</li> <li>Poisoning</li> <li>Burns</li> </ul>	<ul style="list-style-type: none"> <li><b>Application</b> of First Aid techniques</li> <li><b>Analysing</b> and Judging application of first aid</li> </ul>	<ul style="list-style-type: none"> <li><b>Appreciation</b> of knowledge of First Aid</li> </ul>
	11.10.2 First Aid Techniques	11.10.2.1 Apply First Aid skills according to situations			
<b>11.11 SWIMMING</b>	11.11.1 Strokes	11.11.1.1 Perform refined swimming styles	<ul style="list-style-type: none"> <li>Dolphin</li> <li>Dives (Springboard)</li> <li>Diving positions (reverse, forward, inwards)</li> <li>Rescue operations</li> <li>Rules</li> </ul>	<ul style="list-style-type: none"> <li><b>Analysis</b> of advanced Lifesaving skills</li> <li><b>Application</b> of advanced rescue operations</li> </ul>	<ul style="list-style-type: none"> <li><b>Fair play</b> in swimming activities</li> <li><b>Appreciation</b> of competitive swimming</li> </ul>
	11.11.2 Competitive Swimming	11.11.2.1 Perform advanced diving styles.			
		11.11.2.2 Demonstrate water games.			
11.11.3 Survival Skills	11.11.3.1 Perform rescue operations during swimming				

## GRADE 12

GENERAL OUTCOME(S)	COMPETENCIES
<ul style="list-style-type: none"><li>• Demonstrate advanced neuromuscular skills in a variety of sports and recreational activities ( manipulation, co-ordination, correlation, observation, and self-expression)</li><li>• Develop knowledge, skills, positive attitudes and values to improve neuromuscular coordination through participation in a variety of physical activities</li><li>• Acquire knowledge, skills, positive attitudes and values to perform various gymnastics and fitness activities</li><li>• Develop knowledge, skills, positive attitudes and values to maintain and promote health and wellness</li><li>• Acquire knowledge, skills and values in human anatomy and Biomechanics</li><li>• Acquire knowledge, skills, positive attitudes and values in swimming</li><li>• Acquire knowledge, skills, positive attitudes and values to maintain sports facilities</li><li>• Develop knowledge, skills, positive attitudes and values to design and develop sports equipment</li></ul>	<ul style="list-style-type: none"><li>• Demonstrate positive personal/social character traits such as fair play, teamwork and sportsmanship in a variety of physical activities</li><li>• Apply (i) health-related fitness: cardio-respiratory endurance, muscular strength, muscular endurance, flexibility and body composition; and (ii) performance-related fitness: agility, co-ordination and balance</li></ul>

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
<b>12.1 SPORTS SKILLS DEVELOPMENT</b>	12.1.1 Ball Games and Board Games	12.1.1.1 Officiate various ball games, board and racquet games	<ul style="list-style-type: none"> <li>• Gender</li> <li>• Culture</li> <li>• Age</li> <li>• Religion</li> <li>• SEN</li> <li>• Nutrition</li> <li>• Drug effects</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Application</b> in modifying activities to suit different abilities</li> <li>• <b>Creativity</b> in use of modified sports</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Appreciation</b> of knowledge in officiating games and sports</li> <li>• <b>Responsibility</b> of knowledge to stop drug abuse in sports</li> </ul>
	12.1.2 Field and Track Events	12.1.2.1 Officiate track and field Events.			
		10.1.2.2. State effects of using drugs in sports activities. 12.1.2.3 Sate ways to deal drug problems in sports			
	12.1.3 Racquet Games	12.1.3.1 Participate in racquet games			
	12.1.4 Modified Sport	12.1.4.1 Participate in modified games and sports activities			
12.1.4.2 Explain factors affecting participation in physical education.					
<b>12.2 RECREATIONAL GAMES AND ACTIVITIES</b>	12.2.1 Traditional and Conventional Games	12.2.1.1 Perform games and dances in relation to cross-cutting issues.	<ul style="list-style-type: none"> <li>• HIV and AIDS</li> <li>• Drug and substance abuse</li> <li>• Gender violence</li> <li>• Child abuse</li> <li>• SEN</li> <li>• Environment</li> <li>• Child rights</li> <li>• stigmatisation</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Decision making</b> in use of games and dances</li> <li>• <b>Creativity</b> in aerobic dance performance</li> <li>• <b>Designing</b> various games and dances</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Responsibility</b> in disseminating information on cross-cutting issues</li> <li>• <b>Appreciation</b> of prevention of drug abuse in sports</li> </ul>
	12.2.2 Aerobics	12.2..2.1 Use aerobics to disseminate information on cross-cutting issues			

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
<b>12.3 GYMNASTICS</b>	12.3.1 Tumbling	12.3.1.1 Organise gymnastic activities	<ul style="list-style-type: none"> <li>Organise</li> <li>Manage</li> </ul>	<ul style="list-style-type: none"> <li><b>Creativity</b> in <i>analysis</i> of various gymnastic activities</li> </ul>	<ul style="list-style-type: none"> <li><b>Perseverance</b> in undertaking gymnastic activities</li> </ul>
	12.3.2 Stunts	12.3.2.1 Devise and perform a variety of gymnastic activities	<ul style="list-style-type: none"> <li>Perform</li> </ul>		
		12.3.2.2 Describe ways in which gymnastic kills can be used to earn a living	<ul style="list-style-type: none"> <li>Entrepreneurship</li> <li>Marketing</li> </ul>		
<b>12.4 ANATOMY AND PHYSIOLOGY</b>	12.4.1 Human Body Systems	12.4.1.1 Describe the digestive and nervous systems	<ul style="list-style-type: none"> <li>Digestion, absorption and assimilation</li> </ul>	<ul style="list-style-type: none"> <li><b>Creativity</b> in <i>analysis</i> of function of body systems</li> </ul>	<ul style="list-style-type: none"> <li><b>Appreciation</b> of body systems</li> <li><b>Responsibility</b> in use of information in relation to body systems</li> </ul>
		12.4.1.2 Relate roles of the digestive and nervous systems to sport.	<ul style="list-style-type: none"> <li>Sense organs</li> <li>Reflexes</li> <li>Rations</li> </ul>		
<b>12.5 BIOMECHANICS</b>	12.5.1 Laws of Motion	12.5.1.1 Discuss the laws of motion in relation to sporting activities.	<ul style="list-style-type: none"> <li>1<sup>st</sup> Law of motion</li> <li>2<sup>nd</sup> Law of motion</li> <li>3<sup>rd</sup> Law of motion</li> <li>Speed</li> <li>Acceleration</li> </ul>	<ul style="list-style-type: none"> <li><b>Classification</b> of laws of motion</li> <li><b>Application</b> in calculating, and measuring laws of motion in sports</li> </ul>	<ul style="list-style-type: none"> <li><b>Appreciation</b> of laws of motion</li> <li><b>Awareness</b> of the three laws of motion</li> </ul>
		12.5.1.2 Apply the three laws of motion in sports activities	<ul style="list-style-type: none"> <li>Time</li> <li>Distance projectile motion</li> </ul>		
		12.5.1.3 Calculate the acceleration of an athlete in a sprint race.	<ul style="list-style-type: none"> <li>Speed-time graph</li> <li>Plotting</li> </ul>		

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
<b>12.6 SWIMMING</b>	12.6.1 Swimming Competitions and water games	12.6.1.1 Demonstrate skills in organising swimming competitions	<ul style="list-style-type: none"> <li>• Competition</li> <li>• Long course</li> <li>• Short course</li> <li>• Medley (Relay races)</li> <li>• Open water (200 m – 8 Km)</li> <li>• Rules</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Creativity</b> in demonstrating organisation skills</li> <li>• <b>Analysis</b> of competitions and games</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Sportsman ship</b> through team spirit</li> </ul>
		12.6.1.2 Organise various races in swimming			
		12.6.1.3 State ways in which skills in swimming can be used to earn a living			
<b>12.7 ORGANISATION AND MANAGEMENT OF GAMES AND SPORTS EVENTS</b>	12.7.1 Organising events	12.7.1.1 Organise games and sports events	<ul style="list-style-type: none"> <li>• Facilities</li> <li>• Equipment</li> <li>• Maintenance</li> <li>• Design</li> <li>• Manage</li> <li>• Time management</li> <li>• Stakeholders</li> <li>• Mobilise</li> <li>• Organise</li> <li>• Resource</li> <li>• Fixtures</li> <li>• Log tables</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Creativity</b> in organising, management of sports events</li> <li>• <b>Critical thinking</b> in resource mobilisation for events</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Responsibility and cooperatio n</b> through cooperative learning and team spirit</li> </ul>
	12.7.2 Resource mobilisation	12.7.2.1 Organise material resources for games and sports competitions			
	12.7.3 Partnership	12.7.3.1 Mobilise stake holders in organising sports and games events			

## SCOPE AND SEQUENCE CHART FOR GRADES 10- 12

GRADE	10	11	12
THEME/TOPIC			
<b>Sports Skills Development</b>	<ul style="list-style-type: none"> <li>Refined ball games</li> <li>Modified sport (racquet and board games)</li> <li>Advanced strategies in sports activities</li> <li>Mark sports playfields</li> </ul>	<ul style="list-style-type: none"> <li>Coordinated motor skills in ball games</li> <li>Advanced track and field events</li> <li>Coaching</li> <li>Captaining</li> <li>Officiating</li> </ul>	<ul style="list-style-type: none"> <li>Factors affecting participating in physical activities (gender, culture, age, religion)</li> <li>FIFA rules on games</li> <li>Advanced sports skills</li> </ul>
<b>Recreational Games and Activities</b>	<ul style="list-style-type: none"> <li>Importance of recreational games</li> <li>Advanced rhythmic patterns using equipment</li> <li>Advanced steps and patterns of aerobic dance</li> </ul>	<ul style="list-style-type: none"> <li>Dances and games in sports</li> <li>Leadership</li> <li>Team building</li> </ul>	<ul style="list-style-type: none"> <li>Aerobics in disseminating (HIV and AIDS, GBV, Drugs and substance abuse, environment, Child rights)</li> <li>-</li> </ul>
<b>Entrepreneurship</b>	<ul style="list-style-type: none"> <li>Portfolio making (sports activities in community)</li> <li>Simple sports equipment</li> </ul>	<ul style="list-style-type: none"> <li>Project work (marketing sports equipment, management, economic project)</li> </ul>	<ul style="list-style-type: none"> <li>-</li> </ul>
<b>Gymnastics</b>	<ul style="list-style-type: none"> <li>Complex floor agilities (handspring, n neck-spring, Tanks)</li> <li>Complex stunts (double wheelbarrow centipede)</li> </ul>	<ul style="list-style-type: none"> <li>Hand walk</li> <li>Hand stand</li> <li>Angels vault</li> <li>High dive forward roll</li> <li>High dive through the hoop</li> </ul>	<ul style="list-style-type: none"> <li>Organised gymnastic activities</li> <li>Gymnastics for economic value</li> <li>Marketing</li> </ul>
<b>Fitness Activities</b>	<ul style="list-style-type: none"> <li>Body building activities</li> <li>Refined circuit training</li> </ul>	<ul style="list-style-type: none"> <li>Design circuit training activities</li> <li>Fartlek ("speed play") activities</li> <li>Advanced endurance</li> </ul>	<ul style="list-style-type: none"> <li>Body weight</li> </ul>

		activities	
GRADE	10	11	12
THEME/TOPIC			
<b>Anatomy and Physiology</b>	<ul style="list-style-type: none"> <li>• Body parts</li> <li>• Skeletal system</li> <li>• Muscular system</li> <li>• Cartilage</li> </ul>	<ul style="list-style-type: none"> <li>• Structure and functions(circulatory and respiratory systems in sports activities)</li> <li>• Effects of exercises</li> </ul>	<ul style="list-style-type: none"> <li>• Digestion system, absorption and assimilation in relation to sports activities)</li> <li>• Sense of organs, reflexes</li> <li>• Rations</li> </ul>
<b>Biomechanics</b>	<ul style="list-style-type: none"> <li>• Forces (force, friction, displacement, speed, respiration, measure)</li> <li>• Levers (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>)</li> <li>• Load, fulcrum and effort</li> </ul>	<ul style="list-style-type: none"> <li>• Energy and movement (sources of energy during exercises)</li> <li>• Aerobic respiration</li> <li>• Anaerobic respiration</li> <li>• Muscle fatigue</li> <li>• Oxygen debt</li> <li>• Energy Adenosine Triphosphate (ATP)</li> </ul>	<ul style="list-style-type: none"> <li>• Laws of motion in relation to sports activities (1<sup>st</sup>, 2<sup>nd</sup> &amp; 3<sup>rd</sup>)</li> <li>• Speed</li> <li>• Acceleration</li> <li>• Projectile motion</li> <li>• Speed-time graph</li> </ul>
<b>Nutrition</b>	<ul style="list-style-type: none"> <li>• Nutritional requirements in relation to sport</li> <li>• Functions of water and fibre in body and sports</li> </ul>	<ul style="list-style-type: none"> <li>• Nutrition for fitness and sports</li> <li>• Diet plans for sports persons</li> <li>• Body weight verses sports</li> <li>• Eating habits verses sports</li> </ul>	<ul style="list-style-type: none"> <li>• Nutrition for fitness and sports</li> <li>• Diet plans for sports persons</li> </ul>
<b>First Aid</b>	<ul style="list-style-type: none"> <li>• Basic First Aid techniques</li> <li>• Sprain</li> <li>• Fracture</li> <li>• Dislocation</li> <li>• Resuscitation</li> <li>• Menstrual cycle verses sports</li> </ul>	<ul style="list-style-type: none"> <li>• Dressing wounds</li> <li>• Bruises</li> <li>• Poisoning burns</li> </ul>	

<b>GRADE</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>THEME/TOPIC</b>			
<b>Facilities and Equipment</b>	<ul style="list-style-type: none"> <li>• Simple sports equipment</li> <li>• Management and maintenance</li> </ul>		
<b>Swimming</b>	<ul style="list-style-type: none"> <li>• Improved strokes</li> <li>• Competitive swimming</li> <li>• Advanced survival skills</li> </ul>	<ul style="list-style-type: none"> <li>• Refined swimming styles</li> <li>• Advanced diving styles</li> <li>• Rescue operations</li> <li>• Diving positions (reverse, forward, inwards) Dolphin</li> </ul>	<ul style="list-style-type: none"> <li>• Swimming competitions</li> <li>• Long course</li> <li>• Short course</li> <li>• Medley (relay races)</li> <li>• Open water swimming (200 – 8 km)</li> </ul>