THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION AND VOCATIONAL TRAINING

PHYSICAL EDUCATION SYLLABUS FOR ADVANCED SECONDARY EDUCATION FORM V - VI

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MINISTRY OF EDUCATION AND VOCATIONAL TRAINING

PHYSICAL EDUCATION SYLLABUS FOR ADVANCED LEVEL SECONDARY EDUCATION

FORM V – VI

2010

MAMLAKA YA TAASISI YA ELIMU TANZANIA
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Designed and prepared by:

Tanzania Institute of Education
P.O. Box 35094
Dar es Salaam
Tanzania

Tel: +255 222 2773005
Fax: +255 22 2774420
Website: www.tie.go.tz
E-mail: director.tie@tie.go.tz

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1.0 Introduction

1.1 Background information

Physical Education is a new subject in the Advanced Level ("A" level) curriculum. It has been designed to build on the four year ordinary level Physical Education programme so that it provides the basis for further training and quality life. It is a new subject because it has never been taught in A-level in the past years. It has been introduce so as to provide learners who would take Physical Education at ordinary level secondary education to continue learning Physical Education at Advanced level as a principle subject.

1.2 Subject description

This syllabus includes a detailed study of movement and physical activity. The emphasis is on understanding how the body moves and the sociocultural influences that regulate movement. Scientific aspects to be studied include Anatomy, Physiology, Biomechanics, and Kinesiology and skills acquisition. Students also are expected to think critically about aspects of history, economics, crosscutting issues such as gender, disabled people, environment, drug abuse, HIV/ AIDS and their impacts on patterns of participation in physical activity and the ways that movement is valued. These areas of study prepare students to be informed participants in movement culture, skilled, intelligent performers and analysts of movement.

The syllabus provides a direct link with study and vocational pathway in the areas of recreational paramedical, movement and health sciences. This provides a flexible structure within which students can prepare for further education and training, employment, full and active participation as citizens.

This course also supports students as they develop into young adults. The syllabus encourages personal growth, the enhancement of well being and development of the individual capacity to take a productive role in society.

This syllabus demands for practical work to be done by learners with the guidance of the teacher. Learners who are physically challenged will be encouraged to take up modified activities which promote active life styles. Sports and games will be taught with more emphasis on teaching for understanding, so that upon completion of the "A" level secondary education, learners can apply the knowledge and skills learnt to choose appropriate careers, education and

life styles. The syllabus is designed to develop each individual learner physically, mentally and socially. Physical education within its diverse range of activities will therefore, develop in learners' knowledge, skills and attitudes that will encourage active and healthy life. The syllabus caters for a wide range of abilities where each individual should perform to the best of their potential.

1.3 Rationale

Physical Education is an area of study that provides for the intellectual, social, emotional, physical and spiritual development of students. It involves students learning about and practising ways of maintaining active, health lifestyles and improving their health status. It is also concerned with social and scientific understandings about movement which lead to enhanced movement potential and appreciation of movement in their lives.

Young people are growing up in a world of rapid change. Expanding technologies, new social structures, shifting community values and emerging environmental issues are complex interrelated factors that affect the way individual lives. At a time when there is tremendous opportunity for good health there are numerous conflicting influences on lifestyle. It should be a goal of every individual to lead a fulfilled life that is active and health lifestyle.

In order for students to enhance personal growth and to make a significant contribution to the wellbeing of others, this syllabus focuses on the health of individual and communities and factors that influence movement skills and physical activity levels. This syllabus focuses on a social view of health where principles of diversity, social justice and supportive environments are fundamental aspects of health.

This Physical Education course contributes to knowledge about sport, fitness and recreation. Participation in sport and physical recreation also contributes significantly to the quality of life by guiding learners towards the process of being physically active for the rest of their lives. This course will give learners positive experiences that will encourage them to develop knowledge, skills and attitudes necessary to lead to active healthy lifestyle. Sports and recreation should be nurtured in order to meet unifying factors of local and international demands.

The vital role of the course is to help moulding learners physically, mentally and socially. Sport and physical activity, in general play an important role in youth development, particularly in the

areas of disease prevention, wellbeing, self discipline, stress reduction, positive use of leisure, times safety and independent living for active citizenry. Sport and physical activity also contribute to the learner's socialization process, physical fitness, endurance, self – confidence, self-esteem and cooperative consciousness.

Physical Education will also help learners acquire knowledge on how to address cross cutting issues such as HIV/AIDS, gender, safety, drug abuse and environment as participation in Physical Education and sports creates opportunities for raising awareness. This, hopefully, may bring about attitudinal and social changes.

2.0 Objectives of Education in Tanzania

The general aims and objectives of Education in Tanzania are:

1. To guide and promote the development and improvement of the personalities of the citizens of Tanzania, their human resources and effective utilization of those resources in bringing about individual and national development;
2. To promote the acquisition and appreciation of the culture, customs and traditions of the people of Tanzania;
3. To promote the acquisition and appropriate use of literary, social, scientific, vocational, technological, professional and other forms of knowledge, skills and understanding for the development and improvement of the condition of man and society;
4. To develop and promote self-confidence and an inquiring mind, an understanding and respect for human dignity and human rights and a readiness to work hard for personal self advancement and national improvement;
5. To enable and to expand the scope of acquisition, improvement and upgrading of mental, practical, productive and other life skills needed to meet the changing needs of industry and the economy;
6. To enable every citizen to understand the fundamentals of the National Constitutions as well as the enshrined human and civic right, obligations and responsibilities;
7. To promote the love and respect for work, self and wage employment and improved performance in the production and service sectors.
8. To inculcate principles of the national ethic and integrity, national and international cooperation, peace and justice through the study, understanding and adherence to the provisions of the National Constitution and other international basic charters.
9. To enable of rational use, management and conservation of the environment.

3.0 The Aims and Objectives of Secondary Education

According to the Education and Training Policy (MoEC, 1995) the aims and objectives of Secondary Education are:

1. To consolidate and broaden the scope of baseline ideas, knowledge, skills and principles acquired and developed at the primary education level;
2. To enhance further development and appreciation of national unity, identify and ethic, personal integrity, respect for and readiness to work, human rights, cultural and moral values, customs, traditions and civic responsibilities and obligations;
3. To promote the development of competency in linguistic ability and effective use of communication skills in Kiswahili and in at least one foreign language;
4. To provide opportunities for the acquisition of knowledge, skills, attitudes and understanding in prescribed or selected fields of study;
5. To prepare students for tertiary and higher education, vocational, technical and professional training;
6. To inculcate a sense and ability for self-study, self-confidence and self-advancement in new frontiers of science and technology, academic and occupational knowledge, and skills;
8. To prepare the student to join the world of work.

4.0 General Competences for Advanced Level Secondary School Physical Education

By the end of the course the student should have the ability to:

1. describe the past, present and predict future development of Physical Education and sport at national and international levels.
2. demonstrate physical and mental fitness
3. apply and observe rules and regulations governing games and sports.
4. Perform advanced skills in specific games and sports.
5. analyse the human body and how the body systems function in relation to physical activities.
6. demonstrate attributes of patriotism, self-confidence, moral values, cooperation, self-esteem and fair play through participation in sports and games.
7. describe national and international sports organizations.
8. apply organizational and managerial skills in organising and administering sport activities.
9. apply safety knowledge to care, prevent and manage injuries in physical activities.
10. participate regularly in physical activities and make sensible use of leisure time

11. describe importance and types of food and nutrition for sportsmen.
12. identify, prevent and control drug abuse and doping in sports.
13. apply the skills of critical thinking, research and analysis

5.0 General Objectives for Advanced Level Secondary School Physical Education and Sport

By the end the course the student should be able to:

1. Explain the history and development of physical education and sport at national and international levels.
2. Develop physical and mental health, obedience, self-confidence, physical strength, perseverance, determination and cooperation through participation in exercises, games and sports.
3. Develop ability to think creatively and solve problems through participation in physical exercises, games and sports.
4. Develop skills to participate in competitive sports individually and or as team at different levels.
5. Appreciate, love and value the contribution accrued from participation in various physical activities.
6. To occupy leisure time sensibly.
7. Develop willingness to work and share with others regardless of their sex, disabilities and social classes.
8. Observe safety measures to reduce risks of injuries, infections and harm to oneself and others.
9. Render first aid and care for personal, other people, environment as well as community/ national properties.
10. Perpetuate his/her own culture: social, political and economic attributes through participation in physical activities.
11. Describe human body structure and how body systems work.
12. Acquire technological knowledge and skills to perform different physical activities.

6.0 Organisation of the Syllabus

The syllabus is organised into two parts ,part one is for form five and part two is form six content in each part there are competence, and objectives topic/subtopic, specific objectives, teaching and learning strategies, teaching and learning resourses, assessment and number of periods.

6.1 Level Competences

These are key competences which will be achieved by the student at the end of each form. They are written before the general objective of each form.

6.2 Level objectives

These are general objective for Physical Education for each form, they are written after the class level general competences and before the syllabus table of content.

6.3. Topic and subtopics

The topic and subtopic columns in the syllabus show Physical Education topics and subtopics according to the general objectives.

6.3.1 Specific Objectives

The specific objectives state what students ought to learn and achieve at the end of the respective topic and subtopic. These are sets of learning requirement in terms of knowledge, skills and attitudes to be developed during the teaching and learning process.

6.3.2 Teaching and learning strategies

The Physical Education syllabus encourages a learner centred approach. Emphasis will be put on skills such as problem solving, inquiry, manipulation, locomotors and stability. Learners are expected to participate in selected activities and be responsible for their own learning. The following strategies of teaching and learning are suggested to assist learners to comprehend the subject. These are group discussion and presentation, project, picture frame, value clarification, practice, demonstration and problem solving. These strategies will enhance learning and accountability of the learners. Some of the teaching and learning strategies have been indicated as shown. You are strongly advised to use them plus any other strategies which are applicable and relevant.

6.3.3 Teaching and learning resources

A number of resources for teaching and learning have been listed under the teaching/ learning resources column. The list is not exhaustive, therefore, the teacher is expected to think creatively based on the situation and identify other teaching and learning materials available at his or her locality. You are strongly advised to use the resources listed. Under different circumstances, the teacher is also advised to use other relevant and more contextualized resources.

6.3.4 Assessment

Assessment will be done through a variety of continuous assessment techniques to ensure that the set objectives are attained.

Assessment column gives the Physical Education teacher an idea of the kind of assessment the students should be subjected to. The teacher needs to ensure that students are assessed in all objectives and that assessment items take into considerations wide variety of outcomes based on the needs to achieve general specific, individual and group level of competences.

6.3.5 Number of Periods

The teaching of Physical Education at this level has been allocated 10periods per week. The length of each period is 40 minutes. Teachers are advised to make use of leisure time to accommodate and subsidize the shortage of periods to teach this course.

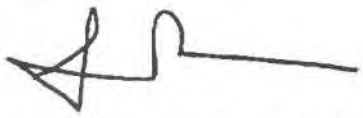
7.0 Instructional time

The number of periods per week allocated for teaching Physical Education is as specified by the Ministry of Education and Vocational Training. According to the length of content of this syllabus, 10 periods per week are recommended. The teacher is advised to make maximum use of the allocated time. Lost instructional time should be compensated through the teacher's own arrangement with the head of Physical Education department or Head of school.

8.0 Assessment of the subject

The table below shows the type of assessment and the accompanied assessment measures to be used. The assessment measures listed in the table contributes to continuous and final assessments of the student achievement. The frequency for each assessment measure has been indicated with the weight in %. You are therefore strongly advised to apply a wide selection of assessment measures in order to develop students' ability for the mastery of the subject matter during the teaching and learning process.

Types of assessment	Assessment Tools	frequency				Weight %	Total %
		F V		F. VI			
		Term 1	Term 2	Term 1	Term 2		
Continues assessment	Practical test	2	2	2	-	10	
	Test	2	2	2	-	10	
	Field work	2	2	2	-	5	
	Portfolio	1	1	1	-	5	
	Project	-	1	-	-	2	
	Terminal Examinations	1	1	1	-	15	50
Final examination					1	50	50
Total marks							100



Acting Commissioner for Education
Ministry of Education and Vocational Training
P.O. Box 9121
Dar es Salaam
Website: www.moe.go.tz
Tel: 2110150-2, 2110179
Fax: 022113271

FORM V

Class Competence

By the end of Form five course the student should have ability to:

1. Describe the history and development of physical education and sport at national and international levels.
2. Demonstrate physical fitness, mental health and improved performance skills
3. Partic ıpate regularly in recreation and competitive games and sport
4. Apply rules and regulations of competitive games and sports
5. Describe the structures and functions of the sport organizations and institutions.

Class Objectives

By the end of Form five course the student should be able to:

1. Acquire knowledge on the history and the development of Physical Education and sports.
2. Develop an understanding of social-cultural, moral, economic and contemporary global issues in physical education and sport
2. Develop physical and mental health through participation in physical exercise, games and sports
3. Develop spirit of participating in competitive and recreational games and sports
4. Acquire advanced skills in order to promote performance in sports and games
6. Develop an understanding on how sports organisations and associations are governed at different level.

TOPICS/SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
1.0 History and development of Physical Education 1.1 Concepts of Physical Education and Sport	By the end of this subtopic the student should be able to: a) explain the meaning of Physical Education, sport, play and games	(i) Guide the students to think, pair and share on the meaning of physical education, sport, play and games (ii) Using lecture method the teacher to explain the meaning of recreation, leisure and adventure activities	Text books, cards with the terms to be discussed such as Physical Education, play, sport and games	Is the student able to explain the meaning of Physical Education, sport, play and games?	4
	b) differentiate between recreation, leisure and adventure activities	(i) The teacher to guide students in groups to discuss the differences between Physical Education, sport, play and games (ii) The students to do library research to differentiate recreation, leisure and adventure activities (iii) Teacher to guide students through small group discussions to present their library findings	Text books, Charts with characteristics of each of the terms.	Is the student able to differentiate between recreation, leisure and adventure activities?	5
	c) explain the values of Physical Education to an individual and society	(i) The teacher to guide students to discuss the benefits of Physical Education to an individual and society in Tanzania. (ii) The students to do library research on the importance of Physical Education to an individual and society. (iii) Teacher to guide students to present their findings.	• Text materials • Charts of various • Benefits, importance of Physical Education to an individual and the society.	Is the student able to explain the values of Physical Education to an individual and society?	
	(d) examine the impact of technology in recreation, sport and adventure activities	(i) The teacher to guide students to debate on the impact of technology in recreation, sports, and adventure activities (ii) The teacher to demonstrate and guide students on the	• Pictures/figures, • Charts with list of technological devices used in sport and recreation, • Real object such as stop watch, heart rate monitors, blood sugar monitor, video,	Is the student able to examine the impact of technology in recreation, leisure, sport and adventure activities?	4

TOPICS/SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHIING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
		application of technology in recreation, sports and adventure activities.	speed monitors, weights, gym machines eg trademills, bicycle ergometer, trampline		
1.2. History of Physical Education and Sport	By the end of this subtopic the student should be able to; explain the history of Physical Education	(i) The students to read various Physical Education text on the history of Physical Education (ii) The teacher to guide students to develop concept map on the history of Physical Education	Text books, VCD & DVD which explain the history of Physical Education	Is the student able to explain the history of Physical Education?	2
1.3. Development of Physical Education and Sport	By the end of this subtopic the student should be able to; (a) identify factors that led to the establishment and growth of Physical education and Sport as a discipline	The teacher to guide students through picture frame to identify factors that led to the establishment and growth of physical education and sport as a discipline. Students to do a mini research on the status of Physical Education and Sports and its place in Tanzania.	• DVD • Charts which shows the growth that development of Physical Education and Sports	Is the student able to identify factors and challenges in growth and development of Physical Education as a discipline?	7
	(b) differentiate between positive and negative aspects of sport issues	(i) Students in small groups to discuss the challenges and issues facing the development of Physical Education and sport in Tanzania. (ii) Teacher to guide students to do a project on positive and negative aspects of sport issues such as gender, media influence, hooliganism, religion, risks, cheating, disabilities and sexual harassment in sports. (iii) students to role play positive and negative aspects of selected	Posters on gender, racism, hooliganism and media in sports	Is the student able to differentiate positive and negative aspects of sport issues?	7

TOPICS/SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
		sport issues such as gender, religion and racism			
	(c) explain the role and function of the government in sports development	i). Students to think, pair and share on roles and responsibilities of the government in sports development. ii) Students to discuss the place of the government in sport organization bodies.		Is the student able to explain the role and function of the government in sports development	7
1.4. Adapted Physical Education	By the end of this subtopic the student should be able to: (a) explain the concept Adapted Physical Education	(i) Students to brainstorm on the meaning of Adapted Physical Education ii) Teacher to guide students to discuss the importance of studying Adapted Physical Education	Chart on the importance of Adapted Physical Education.	Is the student able to explain the meaning of Adapted Physical Education?	5
	(b) categorize physical activities in accordance with specific group of children with disabilities	(i) Students to think pair and share on various physical activities for people with disabilities. (ii) Teacher to guide students to demonstrate organisation and instruction of different physical activities for different disabilities	Picture of variety of physical activities for children with disabilities, Video /DVD/VCD showing different Paralympics games	Is the student able to categorize physical activities for different disabilities?	5
	c) analyse ways and means of including children with disabilities in physical activities	(i) Students to do a library research on the role of adapted physical activity specialist and the advocacy agencies for people with disabilities ii) Teacher to guide students to discuss measures considered when dealing with children with disabilities.		Is the student able to analyse ways and means of including children with disabilities in physical activities?	7
2 Games and Sports	By the end of this subtopic the student should be able to:	(i) The teacher to guide students to	FIFA annual reports	Is the student able to explain the origin and	5

TOPICS/SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
2.1. Soccer	a) explain the origin and development of Soccer	read texts on origin and development of Soccer (ii) The teacher to guide students to discuss the status of Soccer in Tanzania and world wide	FIFA brochures DVD	development of Soccer?	
	b) state the rules of Soccer	(i) The to guide students to reads Soccer text on rules of soccer (ii) Using questions and answers the teacher to guide students to discuss rules and regulation of Soccer.	FIFA LAWS OF THE GAME	Is the student able to: state the rules of soccer?	
	c) apply and observe safety measures before, during and after a soccer session.	(i) The teacher to guide students in small groups to discuss the safety measures in soccer such as proper execution of movements, care and proper use of sport equipment and facilities. (ii) The teacher to guide students to perform warm up exercise, select, clean, use and keep well the equipment and facilities before, during and after performance.	• Soccer balls • Whistle • Inventory book • First aid kit	Is the student able to Apply and observe safety measures before, during and after a soccer session	7
	d) demonstrate techniques and tactics of Soccer	(i) The teacher to guide students to demonstrate various techniques and tactics such as kicking, passing, dribbling, heading, shooting, goal keeping, tackling, throwing, different movement patterns and formations in soccer	• Soccer balls • Coves • Bibs • Score board • Net • Whistle	Is the student able to: demonstrate techniques and tactics of Soccer?	13

TOPICS/SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
		(ii) The teacher to guide students to perfect advanced techniques and tactics in kicking, passing, dribbling, heading, shooting, goal keeping, tackling, throwing, different movement patterns and formations in Soccer			
	e) play soccer by applying individual and team skills, techniques and rules.	(i) The teach to lead both male and female students to play soccer in accordance with rules, regulation and by applying appropriate techniques and tactics of soccer (ii) Both male and female students to demonstrate officiating skill in Soccer	• Soccer balls • Cones • Bibs • Score board • Net • Whistle	Is the student able to: play soccer by applying individual and team skills techniques and rules of Soccer	9
2.2 Basket ball	By the end of this subtopic the student should be able to; (a) explain the origin and development of basket ball in Tanzania	(i) The teacher to guide students to read texts on origin and development of basket ball (ii) The teacher to guide students to discuss the status of basket ball in Tanzania and world wide	FIBA annual reports FIBA brochures	Is the student able to explain the origin and development of basketball in Tanzania?	5
	(b) state the rules of basket ball	(i) The teacher to guide students to reads basketball text on rules of basketball (ii) Using questions and answers the teacher to guide students to discuss rules and regulation of basketball		Is the student able to: state the rules of basket ball?	5
	(c) apply and observe safety measures before, during and after a basket ball session	(i) The teacher to guide students to in small groups to discuss the safety measures in basketball such as proper execution of movements, care and proper use	• Basketball balls • Whistle • Inventory book • Ice blocks • First Aid kit	Is the student able to apply and observe safety measures during and after a basketball session?	7

TOPICS/SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
		of sport equipment and facilities. (ii) The teacher to demonstrate and students to perform warm up exercise, select, clean, use and keep well the equipment and facilities before, during and after performance			
	d) demonstrate skills, and tactics of Basket ball	i) The teacher to guide students to demonstrate warm up exercise, various skills and strategies such as throwing and receiving, passing, dribbling, shooting, goal keeping and defence skills in Basketball ii) The teacher to guide students to perfect warm up exercise, various skills and strategies such as throwing and receiving, passing, dribbling, shooting, goal keeping and defence skills in Basketball	• Basketball balls • Whistle • Bibs • Score board	Is the student able to demonstrate skills and tactics of Basketball?	14
	e) play basket ball by applying individual and team skills, techniques and rules.	(i) The teacher to guide both male and female students to play Basketball in accordance with rules, regulation and by applying appropriate skills of Basketball (ii) Both male and female students to officiate the game	• Basketball balls • Whistle • Bibs • Score board • Video Tapes	Is the student able to play Basket ball by applying individual and team skills, techniques and rules of Basketball?	7
2.3 Volleyball	By the end of this subtopic the student should be able to; (a) explain the origin and development of Volleyball	(i) The teacher to guide students to read texts on origin and development of Volleyball (ii) The teacher to guide students to discuss the status of volleyball in Tanzania and world wide	Posters Brochures	Is the student able to explain the origin and development of Volleyball?	5

TOPICS/SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
	(b) state the rules of volleyball	(i) The students to reads Volleyball text on rules of Volleyball (ii) Using questions and answers the teacher to guide students to discuss rules and regulation of Volley ball.	Volleyball Laws of the game.	Is the student able to state the rules of Volleyball?	5
	c) apply and observe safety measures before, during and after a Volleyball session	(i) The teacher to guide students in small groups to discuss the safety measures in volleyball such as proper execution of movements, care and proper use of sport equipment and facilities. (ii) The teacher to demonstrate and students to perform warm up exercise, clean, use and keep well the equipment and facilities before, during and after performance	• Volleyball • Balls • Bibs • Whistle • Net	Is the student able to apply and observe safety measures before, during and after a Volleyball session?	7
	d) demonstrate skills, techniques and tactics of Volleyball	(i) The teacher to guide students to demonstrate advanced techniques and tactics such as set up, service, passing, receiving stance, body movements, spiking, blocking, scoring, players rotation and individual and team tactics of Volleyball (ii) The teacher to guide students to perfect advanced techniques and tactics such as set up, service, passing, receiving stance, body movements, spiking, blocking, scoring, rotation on players positions and individual and team tactics of Volleyball	• Volleyball • Balls • Bibs • Whistle • Net	Is the student able to demonstrate skills, techniques and tactics of volleyball?	14

TOPICS/SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
	e) play volleyball by applying individual and team skills, techniques and rules of Volleyball	(i) The teacher to guide students to play Volleyball in accordance with rules, regulation and by applying appropriate techniques and tactics of Volleyball (ii) Students to officiating the game	• Balls • Whistle • Bibs • Net	Is the student able to play Volleyball by applying individual and team skills, techniques and rules of volleyball? b) Officiate the game?	7
2.4 Netball	By the end of this subtopic the student should be able to; (a) explain the origin and development of Netball	(i) The teacher to guide students to read texts on origin and development of Netball (ii) The teacher to guide students to discuss the status of netball in Tanzania and world wide	• Chart • Reports • Brochure	Is the student able to explain the origin and development of Netball?	5
	(b) state the rules of Netball	(i) The teacher to guide students to reads netball text on rules of game (ii) Using questions and answers the teacher to guide students to discuss rules and regulation of game	Netball laws of the game	Is the student able to state the rules of Netball?	5
	(c) apply and observe safety measures before, during and after Netball session	(i) The teacher to guide students in small groups to discuss the safety measures in Netball such as proper execution of movements, care and proper use of sport equipment and facilities. ii) The teacher to demonstrate and keep students to perform warm up exercise, select, clean, use and keep well the equipment and facilities before, during and after performance	First Aid Kit	Is the student able to apply and observe safety measures before, during and after Netball session?	7

TOPICS/SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
	(d) Demonstrate advanced skills, techniques and tactics of Netball	(i) The teacher to guide students to demonstrate advanced techniques and tactics in throwing and receiving, passing, shooting, goal keeping, stance and different movement patterns and position of players in Netball (ii) The teacher to guide students to demonstrate advanced techniques and tactics in throwing and receiving, passing, shooting, goal keeping, stance and different movement patterns and position of players in Netball	• Netball balls, • Bibs, • Cones, • Chart which shows players position, • Video types, • VCD, DVD showing players playing	Is the student able to demonstrate advanced skills, techniques and tactics of Netball?	14
	(e) play netball by applying individual and team skills, techniques and rules.	(i) The teacher to guide students to play in accordance with rules, regulation and by applying appropriate techniques and tactics of Netball ii) Students should practice playing netball-officiating Netball	• Charts, • Rules of the game, • Ball, • Whistle, • DVD, VCD, video tapes	Is the student able to play Netball by applying individual and team skills, techniques and rules of Netball?	7
2.5 Handball	By the end of this subtopic the student should be able to; (a) explain the origin and development of Handball	(i) The teacher to guide Students to read texts on origin and development of Handball (ii) Teacher to guide students to discuss the status of Handball in Tanzania and world wide	IHF reports and manuals	Is the student able to explain the origin and development of Handball?	5
	(b) state the rules of Handball	(i) The students to reads handball text on rules of Handball (ii) Using questions and answers the teacher to guide students to discuss rules and regulation of Handball	Handball laws of the game	Is the student able to state the rules of Handball?	5

TOPICS/SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
	(c) apply and observe safety measures before, during and after a Handball session.	(i) The teacher to guide students in small groups to discuss the safety measures in Handball such as proper execution of movements, care and proper use of sport equipment and facilities. (ii) The teacher to demonstrate and students to perform warm up exercise, select, clean, use and keep well the equipment and facilities before, during and after performance	First aid kit	Is the student able to apply and observe safety measures before, during and after a Handball session?	7
	(d) Demonstrate advanced skills, techniques and tactics of Handball	(i) The teacher to guide students to demonstrate advanced techniques and tactics in throwing and receiving, passing, dribbling, shooting, goal keeping, throws, different movement patterns and defence tactics in Handball (ii) The teacher to guide students to perfect advanced techniques and tactics in throwing and receiving, passing, dribbling, shooting, goal keeping, throws, different movement patterns and defence tactics in Handball	• Handball balls • whistles, • Bibs, • Cones • Inventory,	Is the student able to demonstrate advanced skills, techniques and tactics of Handball?	14
	(e) play Handball by applying individual and team skills, techniques and rules of Handball	(i) The students to play Handball in accordance with rules, regulation and by applying appropriate techniques and tactics of Handball (ii) Students to officiate Handball	• Handball balls • Whistles, • Bibs, • Cones • Inventory,	a)Is the student able to play Handball by applying individual and team skills, techniques and rules of Handball?	7

TOPICS/SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
2.6 Racket games	By the end of this subtopic the student should be able to; (a) explain the origin and development of Racket games	(i) The students to read texts on origin and development of Racket games such as Tennis, Table Tennis, Hockey (ii) The teacher to guide students to discuss the status of racket games in Tanzania and world wide	• Charts • Flyers • Postal	Is the student able to explain the origin and development of racket games?	5
	(b) state the rules of Racket games	i). The students to reads Racket text on rules of racket games ii) Using questions and answers the teacher to guide students to discuss rules and regulation of Tennis, Table Tennis and Hockey	Laws of the game	Is the student able to state the rules of racket games?	5
	(c) apply and observe safety measures before, during and after a selected Racket game session.	i) The teacher to guide students to in small groups to discuss the safety measures in racket games such as proper execution of movements, care and proper use of sport equipment and facilities. ii) The teacher to demonstrate and students to perform warm up exercise, select, clean, use and keep well the equipment and facilities before, during and after performance.	• Rackets • Net • Whistle • Inventory book	Is the student able to apply and observe safety measures before, during and after a selected Racket game session?	7
	d) demonstrate skills, techniques and tactics of Racket games	i) The teacher to guide students to demonstrate advanced techniques and tactics in stance, bat/racket holding, service, return of service, hit/drive, scoring / shooting, goal keeping, tackling, different movement patterns and	• Rackets • Tennis Balls • Net • Whistle • Chart shows playing positions	Is the student able to demonstrate skills, techniques and tactics in Racket games?	14

TOPICS/SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
		formations and set plays in specific Racket games. ii) The teacher to guide students to perfect various techniques and tactics such as stance, bat/racket holding, service, return of service, hit/drive, scoring / shooting, goal keeping, tackling, different movement patterns and formations and set plays in specific Racket games.			
	e) play Racket games by applying individual and team skills, techniques and rules.	(i) The students to play racket games in accordance with rules, regulation and by applying appropriate techniques and tactics of specific Racket game. (ii) The students should practice - playing Racket games officiating Racket games	Chart showing Traditional games	Is the student able to play Racket games by applying individual and team skills, techniques and rules of Racket games?	7
2.7 Traditional Games	By the end of this subtopic the student should be able to; (a) explain the meaning and origin of Traditional Games	(i) Using question and answers the teacher to guide students to brainstorm the meaning of Traditional Games (ii) The teacher to guide students to discuss importance of traditional games.	Chart showing Traditional Games	Is the student able to explain the meaning and origin of Traditional Games?	5
	(b) state the skills, techniques and rules of identified Traditional Games	(i) The students to demonstrate skills, techniques and rules of the identified traditional games. (ii) The teacher to guide students in groups to discuss skills, techniques and rules of the identified Traditional Games.	• Charts showing Traditional Games • Chart with a list of rules and techniques of the identified Traditional Games.	Is the student able to state the skills techniques and rules of identified Traditional Game?	5

TOPICS/SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
		(iii) The teacher to guide students to think, pair and share on identifying different traditional games , their origin and development in Tanzania			
	(c) apply and observe safety measures before, during and after a selected Traditional Game session	(i) The teacher to guide students to in small groups to discuss the safety measures in Traditional Games such as proper execution of movements, care and proper use of sport equipment and facilities. (ii) The teacher to guide students to perform warm up exercise, select, clean, use and keep well the equipment and facilities before, during and after performance. The teacher to guide students to perform various techniques and tactics such as different movement patterns, formations and set up in a selected Traditional Game.	• Equipment of the selected traditional game. • Picture/diagrams of a selected game	Is the student able to apply and observe safety measures before, during and after a selected Traditional Game session?	5
	(d) assess the contribution of traditional games in the society	(i) Students to discuss the contribution of traditional games in the society.	• Bao board • Drafti board • Spears	Is the student able to assess the contribution of traditional games in the society	5
3.0 Swimming 3.1 Basic swimming skills and techniques	By the end of this subtopic the student should be able to; (a) Explain fundamental swimming skills and techniques	(i) The teacher to guide students to demonstrate breath control, adjustment to water, use of eyes underwater, and balance and control of the body on water. (ii) The teacher to guide students to discuss basic swimming skills such as breath control, adjustment to water, use of eyes	• Swimming pool • Life save equipment	Is the student able to explain fundamental swimming skills and techniques?	5

TOPICS/SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
		underwater, and balance and control of the body on water.			
	(b) observe safety precautions in and around the pool	(i) The teacher to guide students to demonstrate safety precautions such as check the surrounding, set life saving equipment and bath before and after swimming (ii) The teacher to guide students to discuss the importance of observing safety precautions in and around the pool.	• First aid kit • Lifesaving equipments such as • Buoys, poles, floaters • Rope	Is the student able to observe safety precautions in and around the swimming pool?	5
	(c) Identify elementary skills in swimming	(i) The teacher to guide students to demonstrate buoyancy in water, how to rest, float tread, scull and adaptation in water. (ii) The teacher to guide students to discuss the importance of buoyancy in water, how to rest, float tread, scull and adaptation in water.	• Survival stroke chart • VCD and DVD	Is the student able to Identify elementary skills in swimming?	5
	(d) perform survival skills	(i) The teacher to guide students to demonstrate elementary back stroke, resting back stroke, inverted breast stroke, arm stroke, underwater stroke, scissors kick, (ii) The teacher to demonstrate and guide students procedures for survival skills (iii) The teacher to provide individual assignment to discuss advantages and disadvantages of each survival skills	• Survival strokes chart • VCD and DVD, showing various survival skills.	Is the student able to perform survival skills?	14
4.0 Sport Organizations and Associations	By the end of this subtopic the student should be able to; (a) recognize various levels of	i). The teacher to guide students to brainstorm on meaning of sport organization		Is the student able to: recognize various levels of participation	7

TOPICS/SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
4.1 Sport Organizations	participation in sport	ii) The teachers to guide students to rank various levels of participation in sports such as local team, club, national, international levels		in sport?	
	(b) describe organizational structure of sporting activities in Society	ii) The teacher to guide students to picture frame on the organizational structure of sporting activities in the society.		Is the student able to describe organizational structure of the sporting activities in society?	5
	c) analyse the roles and function of National and International Sport organizations bodies and Associations	i) The students to discuss the role of national such as NSC,TOC and international sport organizations bodies Common Wealth games Organisation ,IOC. ii) The students to discuss the functions of national and international sport organizations bodies	• Chart showing the structure of the NSC, TOC and IOC.	Is the student able to analyse the roles and function of National and International Sport Organizations bodies and sports Associations?	7
4.2 Sport Association	By the end of this subtopic the student should be able to; (a) explain the meaning of Sport Association	The teacher to guide students to discuss the meaning of Sports Association	Charts of structures of various Sports Association	Is the student able to explain the meaning of Sports Association?	5
	(b) recognize various Sport Associations at National and International levels	i) The students in small groups to identify sport associations at national and international levels ii) The students to rank Sport Associations at National and International levels	Charts of structures of various Sport Association	Is the student able to recognize various Sport Associations at National and International levels?	5
	(c) state the roles and functions of Sport Association and Clubs	i) students to picture frame the functions of Sports Clubs ii) Students to discuss the functions and roles of National and International Sport Associations.	Charts of structures of various Sport Association	Is the student able to state the roles and functions of sport associations and clubs	5

FORM VI

Class Competences

By the end of form six course the student should have the ability to:

1. Analyse human body structure and how the body systems function.
2. Analyse body functions in relation to physical activities.
3. Select and use appropriate types of food and nutrition in relation to types of physical activities.
4. List, prevent and manage drug and drug abuse in sports
5. Plan and supervise individual and group physical activity programmes.

Class Objectives

By the end of form six course the student should be able to:

1. Develop an understanding of the body structure and the body systems function
2. Develop an understanding of the body functions in relation to physical activities.
3. Identify different types of food and nutrition and their importance in sports.
4. Understand the effects and ways of controlling drug and drug abuse in sports.
5. Organize and supervise individual and group physical activities programmes.

TOPIC/ SUB-TOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
1.0 Anatomy and Physiology 1.1 Human Anatomy	By the end of this sub-topic the student should be able to; a) explain the concept of human anatomy	i) The teacher to guide students to do library research on the meaning and the importance of studying human anatomy (ii) Through picture frame the teacher to guide students to discuss the importance of studying human anatomy	• Human skeleton chart • Human muscles and skeleton models	Is the student able to explain the concept of human anatomy?	6
	b) analyse the human body structure	(i) The students to do library research to study human body structure (ii) The students to draw and label human body structure (iii) The teacher to guide students to discuss the structure of human body	• Human skeleton chart • Human muscles and skeleton models	Is the student able to analyse the human body structure?	6
	c) describe the human body systems in relation to physical activities	(i) The teacher to guide students to do individual assignment on the functions of human body system and physical activities (ii) Teacher to guide students to do group discussion on the relationship between human body and physical activities.	• Models/Pictures/figures of human body system.	Is the student able to describe the human body systems in relation to physical activities?	5
1.2 Physiology	By the end of this sub-topic the student should be able to; a) analyse the joint actions and segment motion	(i) The teacher to guide students to do an experiment on joint actions and segment motion ii) Through small group discussion students to discuss their findings and to present on the plenary.	• Diagrams /charts/ models • Picture showing joints and human body segments	Is the student able to analyse the joint actions and segment motion?	7
	b) describe muscle involvement	(i) The students to do library and	• Picture/figures of the	Is the student able to (a) describe	6

TOPIC/ SUB-TOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
	and form of contractions	internet research on the function of muscles and form of contractions (ii) The students to discuss and present their findings in the plenary	muscles and segments involved in performing activities • Picture/figure of contraction and stretching of muscles	muscles involvement in segment motion (b) describe what form of contractions is performed?	
	c) describe the neuromuscular application	(i) The students to do library research on neuromuscular application. (ii) The teacher to guide students to experiment and analyze neuromuscular application in performing physical activities.	• Human body models	Is the student able to describe the neuromuscular application?	6
	d) State anatomical principles related to effective and safe performance of physical activity	(i) The students to read text and to discuss anatomical principles and safe performance of physical activities for both sexes regardless of age.	• Anatomy and Physiology • Text • VCD and DVD	Is the student able to state anatomical principles related to effective and safe performance of physical activity?	5
2.0 Biomechanics and Kinesiology 2.1 Biomechanics	By the end of this sub-topic the student should be able to; (a) state underlying mechanical objectives of performance of physical activities	(i) The student to read text and discuss the mechanical objectives of performance in physical activities	Charts showing • human motion • muscle actions • muscular skeletal system • gravity • movements of the major body segments • joint motion	Is the student able to state underlying mechanical objectives of performance of physical activities?	4
	(b) analyse nature of forces causing or impending motion	(i) The students to read texts and discuss on the nature of forces causing or impending motion (ii) The teacher to guide students to present their findings	Texts on biomechanics and kinesiology	Is the student able to analyse nature of forces causing or impending motion?	6

TOPIC/ SUB-TOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
		(iii) The students to demonstrate how nature of forces cause or impend motion			
	(c) describe the mechanical principles which apply to performance of physical activities	(i) The students to brainstorm on the mechanical principles which apply to performance of physical activities (ii) The teacher to guide students in small group to discuss impact of mechanical principles such as speed of the movement, force, balance, direction, timing and pressure.	Recommended books	Is the student able to describe the mechanical principles which apply to performance of physical activities?	6
	(d) recognize the violation of mechanical principles	(i) The teacher to guide students to read texts on principles that govern the proper performance of physical activities (ii) Teacher to guide students to discuss the violation of mechanical principle application which may occur, the error and source of error.	Charts which shows effects of improper and proper exercise.	Is the student able to recognize the violation of mechanical principles?	6
	(e) describe the improvement and execution of proper performance	(i) The teacher to guide students to do value clarification on the benefits and value of proper performance.	Charts showing proper performance of exercise	Is the student able to describe the improvement and execution of proper performance?	6
2.2 Kinesiology	By the end of this sub-topic the student should be able to: (a) explain the primary purposes of the skill to be performed	(i) The students to brain storm on the primary purposes for performing a given skill. (ii) Teacher to guide students to demonstrate selected skills	Picture showing: • the line of gravity • movements • joints • fundamental movement	Is the student able to explain the primary purposes of the skill to be performed?	6

TOPIC/ SUB-TOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
		(iii) Teacher to guide students to correct and improve the performance of the selected skills.	Movement of the: • forearm • wrist and hand • hand • characteristics and function of the muscles		
	(b) analyse the movement phases	(i) The teacher to guide Students to think, pair and share on the mechanics of human movement phases (ii) Through group discussion students to discuss and present in the plenary the mechanics of human movement phases. • Starting and ending point with the consideration of the game. (iii) Teacher to guide students to perform starting and ending points of the selected games skill.	• Human skeletal models • Balls • Disc • Rackets	Is the student able to analyse the movement phases?	6
	(c) classify the motor skills	(i) The teacher to guide students to read text and discuss the objective of skills, the medium in which the skill will occur and the nature of the motion. (ii) Teacher to assign students to write short notes on • Maintaining erect posture • Movement for exercise and fitness • Giving motion • Receiving impact (iii) Teacher to guide students to	• Balls • Disc • Rackets	Is the student able to classify the motor skills?	8

TOPIC/ SUB-TOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
		present and discuss their short notes			
	(d) relate simultaneous-sequential nature of the motion	(i) students to do a library research on the importance of the simultaneous-sequential nature of the motion (ii) The teacher to guide students to do individual assignment on the analysis of nature of motion based on • Preparatory phase • Execution (force) phase • Flight phase • Landing phase (iii) The teacher to guide students to demonstrate • Preparatory phase • Execution (force) phase • Flight phase • Landing phase on the selected exercise.	Human skeletal models • Balls • Rackets • Disc	Is the student able to relate simultaneous-sequential nature of the motion?	8
3.0 Food and Nutrition in Sport 3.1 Food in sports	By the end of this sub-topic the student should be able to; (a) explain the meaning and importance of food for athletes	(i) The teacher to guide student to read texts and discuss the meaning and importance of food for athletes (ii) The teacher to guide student to brain storm on the benefits of eating well (iii) Teacher to guide students to discuss the importance of food to an athlete.	Wall charts showing - type of food - vitamins	Is the student able to (i) explain the meaning and importance of food for an athlete (ii) explain the importance of food to an athlete?	6

TOPIC/ SUB-TOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
	(b) differentiate types of food required for each specific physical activity/ sport	(i) Teacher to guide students to do a mini research on the energy demands by an athlete for each specific sport/physical activity. (ii) students to present their findings in a plenary	Recommended books	Is the student able to differentiate types of food required for each specific physical activity or sport?	6
3.2 Nutrition in Sports	By the end of this subtopic the student should be able to: (a) explain the meaning and importance of nutrition	(i) The teacher to guide students to discuss the meaning of nutrition (ii) Student in small groups to discuss the importance of each nutrient in a sporting body and the amount of calories needed for each specific physical activity (iii) Teacher to guide students to discuss on the importance of • carbohydrates in the diet • protein needs for training and bulking up • Vitamins, minerals, water and antioxidants for training.	Pictures showing food nutrients. Recommended books	(i) Is the student able to explain the meaning of nutrition? (ii)explain the importance of nutrients to an athlete?	6
	(b) analyse the amount of calories required for each specific physical activity	(i) Students guided by the teacher to do library research on the process of energy production and balance to an active. (ii) Teacher to assign students to write short notes on the calories requirements for athletes of various activities	Chart showing type of activities and amount of calories required for each respective activity	Is the student able to analyse the amount of calories required for each specific physical activity or sport?	6
	(c) explain the orderly eating habits to an athlete	(i) Teacher to guide students to prepare eating schedule or a proposed diet for an athlete. (ii) Lecture and picture frame to	Chart showing a diet for an athlete during competition	Is the student able to explain the orderly eating habits to an athlete?	6

TOPIC/ SUB-TOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
		discuss why appropriate time for feeding is important.			
4.0 Sports Medicine 4.1 Safety Education	By the end of this sub-topic the student should be able to: (a) explain the meaning of sports medicine and safety education	(i) Teacher to guide students to discussion the meaning of sports medicine and safety education (ii) Teacher to guide students to think, pair, share on the safety education as an agent to minimize spread of HIV/AIDS	First aid Kit	Is the student able to explain the meaning of sports medicine and safety education?	4
	(b) explain the importance of hygiene to the human body, clothing, equipment , facilities and environmental surrounding an athlete	(i) Teacher to guide student to discuss the importance of hygiene to human body, clothing, equipment, facilities and environment surrounding an athlete (ii) Students to discuss the importance of sport and environmental preservation.	Text books	Is the student able to explain the importance of hygiene to the human body, clothing, equipment, facilities and environmental surrounding an athlete?	4
	(c) take care of ones health, others, equipment, facilities and sport environment	(i) The teacher to guide students to discuss how they should take care of their own health and of others as well as care of equipment for safe performance of physical activities (ii) Student guided by the teacher to make proper use of sport equipment and facilities and execute correct movements and skills in physical activities	Stores, boxes, cases and other storage facilities for sport equipment	Is the student able to take care of ones health, others, equipment, facilities and sport environment?	6
	(d) explain the long term effects of physically active lifestyle on the body systems and general health	(i) The teacher to guide students to discuss the importance of physical activities on prevention of diseases, such as coronary cancer, diabetes, heart attack and	List of diseases that can be prevented or through participation in Physical activities and sport	Is the student able to explain the long term effects of physically active lifestyle on the body systems and general health?	8

TOPIC/ SUB-TOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
		cholesterol (ii) The teacher to guide students to discuss the measures and ways for improving the individual active life style			
4.2 Injury Management in sports	By the end of this sub-topic the student should be able to; (a) explain the meaning of injury and injury management	(i) The students to think, pair and share on the meaning of injury and injury management (ii) The teacher to guide students read text on the importance of injury management (iii) The teacher to guide students to demonstrate rendering of first aid to an injured athlete (iv) The teacher to guide students to role play on the inspection and cleaning of the environment as a measure to reduce chances of injuries in physical activities	1. First Aid kit 2. chart/diagram showing injury 3. pictures showing a person rendering first aid to an injured athlete	Is the student able to (a) explain the meaning of injury and injury management? (b) tender first aid to an injured athlete? (c) to do identify environment prove to prevent injuring and how to prevent or minimize risks of injury occurrence?	8
	(b) describe the preventive medicine	(i) Teacher to guide students to read texts and discuss preventive medicine for injury prevention and disease prevention and health promotion (ii) The teacher to guide students in groups to discussion various physical fitness exercises and their specific area of training.	Charts showing exercise and diseases likely to be prevented or reduced through participation in physical activities	Is the student able to explain preventive medicine and health promotion?	6
	(c) identify therapeutic exercises for injury recovery	(i) Teacher to guide students to think pair and share on identifying therapeutic exercise for various injury recovery		Is the student able to identify therapeutic exercises for injury recovery?	6

TOPIC/ SUB-TOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
		(ii) Teacher to guide students to discuss various therapeutic exercises for various injury recoveries.			
4.3. Drugs and Drug Abuse and doping in Sport	By the end of this sub-topic the student should be able to: (a) explain drugs, drug abuse and doping in sports	(i) Teacher to guide student to do library search on drug, drug abuse and doping in sports (ii) Teacher to guide students to differentiate between drug, drug abuse and doping in sports	• FIFA, I0C reports on drug and drug abuse • VCD and DVC on impact of drug and drug abuse	Is the student able to (a) explain drugs, drug abuse and doping in sports? (b) differentiate between drug, drug abuse and doping in sport?	6
	(b) recognize different types of prohibited drugs and abusive mechanisms used by athletes	The students to discuss on different types of prohibited drugs and drug abusive mechanism used in sports	Samples of prohibited drugs	Is the student able to (a) differentiate types of prohibited drugs in sports (b) identify drug abusive mechanisms used in sports?	6
	(c) discuss the impacts and appropriate ways of preventing and controlling drugs, drug abuse and blood doping in sports and society.	(i) The teacher to guide student to debate on the impact of drug, drug abuse and doping (ii) Teacher to guide students to role play ways of preventing and controlling drug and drug abuse in sports. (iii) The students to discuss ways of preventing and controlling drugs, drug abuse and doping in sports.	Sample of prohibited drugs	Is the student able to (i) Explain the positive and negative effects of drugs, drug abuse and doping in sport and society? (ii) Prevent and control drug and drug abuse and doping in	6

TOPIC/ SUB-TOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
				sports?	
4.4 Sport and HIV	By the end of this sub-topic the student should be able to; (a) Explain effect of HIV on sport. (b) Explain effects of exercise on HIV	(i) The teacher to guide students to think pair and share on the benefits of exercise for an athlete with HIV. (ii) Teacher to guide students to discuss • Sports which may be hazardous to people with HIV. • Ways of minimizing the risk of HIV transmission on the sports field. • How do coaches and athletes respond to HIV positive athletes	Text books Brochures, policy, pictures/charts with information on how to prevent and support people with HIV/AIDS	Is the student able to (a) Explain effect of exercise on an athlete with HIV/AIDS? (b) explain the effects of HIV/AIDS on sports/athletes? (c) Minimize for stop the spread/transmission of HIV to other people through sports? (d) show empathy to people with HIV/AIDS?	8
5. Track and Field Events 5.1 Long distance 5000m and 10000m	By the end of this sub-topic the student should be able to; (a) position oneself at starting point in 5000m and 10000m races	(i) Teacher to guide students to demonstrate strategies of the starting skills in 5000m and 10000m (ii) Teacher to guide students to discuss rules and regulation regarding 5000and 10000m (iii) Teacher to guide students to position themselves at starting point in 5000m and 10,000m	• starting blocks • A gun • Note book • Rope • Tape measure • Flags • Whistle	Is the student able to position himself/ herself at the starting block?	4
	(b) execute take off, acceleration and finishing	(i) Teacher to guide Students to demonstrate take off acceleration	• starting block • whistle	Is the student able to demonstrate take off	

TOPIC/ SUB-TOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
	skills in 5000m and 10000m running races	and finishing skills in long running5000m and 10000m races (ii) The teacher to guide students to practice take off, acceleration and finishing skills in 5000m and 10,000	• pistol • flag	acceleration and finishing skills in 5000 and 10000m races?	
	(c) run in accordance with rules and regulations of running 5000m and 10000m races	(i) The teacher to guide students to demonstrate and students to practice running skills in 5000m and 10000m (ii) The teacher to guide students in small groups to demonstrate running skills in 5000m and 10000m	• Starting blocks • Whistle • Pistol • Flag	Is the student able to run according to the set rules and regulations governing 5000 x 10000m races?	6
	(d) apply and observe safety measures before, during and after running session	(i) the students to discuss procedures of safety measures before during and after running session (ii) The teacher to guide students in small group to demonstrate and observe safety procedures in running 5000m and 10000m	• Starting blocks • Whistle • Pistol • Flag	Is the student able to apply and observe safety measures tack?	6
	(e) participate regularly in long distance races	(i) The teacher to guide students to prepare training programme for participation in long distance races (ii) The teacher to guide Students to discuss the proposed plans for participation in long distance races	• Samples of training programmes	Is the student able to participate regularly in long distance races?	6
5.2 Cross country race	By the end of this sub-topic the student should be able to;	(i) Teacher to guide students to demonstrate skills in starting	• Note book • Rope	Is the student able to position him/ herself at	4

TOPIC/ SUB-TOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
	(a) position oneself at a starting point in cross country race	point in cross country race (ii) The teacher to guide student to discuss the starting skill in cross country race.	• Tape measure • VCD and DVD showing cross country events	the starting point in cross country race?	
	(b) execute take off acceleration and finishing skills in cross country race	(i) The teacher to guide student to demonstrate take off, acceleration and finishing skills (ii) Teacher to guide students practice perfection of takeoff, acceleration and finishing skills in cross country races.	• Whistle • Stop watch • Flag • Gun	Is the student able to take off perform, acceleration and finishing skills in cross country?	6
	(iii) run in accordance with rules and regulations of running cross country race	(i) The teacher to guide students in small group to demonstrate running skills in cross country race (ii) The teacher to guide students to discuss rules and regulations of cross country race.	• Whistle • Stop watch • Flag • Gun	Is the student able to run in according to the rules and regulations of cross country races?	6
	(iv) apply and observe safety measures before, during and after cross country race session	(ii) The teacher to guide students to role play safety measures in cross country race (iii) The teacher to guide students in small groups to demonstrate and observe safety procedures in cross country race	• Whistle • Stop watch • Flag • Gun	Is the student able to apply and observe safety measures in cross country races?	6
	(iv) participate regularly in cross country race	(i) The teacher to guide student to discuss the plan programme for regular participation in physical activities. (ii) The teacher to guide students to prepare training programme for cross country race	• Whistle • Stop watch • Flag • Gun	Is the student able to participate regularly in cross country race?	6

TOPIC/ SUB-TOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
5.3 Marathon	By the end of this sub-topic the student should be able to; (a) position oneself at starting point in Marathon	(i) The teacher to guide students to demonstrate skills in starting point in Marathon race (ii) The teacher to guide students to discuss the starting skills in Marathon	• Periodicals • Video	Is the student able to position oneself at the starting point in Marathon?	6
	(b) execute take off acceleration and finishing skills in Marathon	(i) The teacher to guide students to demonstrate take off, acceleration and finishing skills in Marathon race (ii) The teacher to guide students to practice take off, acceleration and finishing skills in Marathon.	Running tacks, whistle, guns flag, stop watch	Is the student able to take off, accelerate and finish skilfully in Marathon?	8
	(c) run in accordance with rules and regulations of Marathon	(i) The teacher to guide students in small group to demonstrate running skills in marathon (ii) The teacher to guide students to practice Marathon running in accordance to the rules and regulations.	Running tacks, whistle, guns flag, stop watch	Is the student able to run according to the rules and regulations of Marathon?	6
	(d) apply and observe safety measures before, during and after Marathon	(i) The students to role play safety measures in marathon race (ii) The students to render first aid to an injured marathon runner.	• Running tacks • Whistle • Guns, flag • stop watch	Is the student able to apply and observe safety measures of Marathon?	6
5.4 Pole Vault	By the end of this sub-topic the student should be able to; (a) Execute griping skills, approaching/carrying techniques, plant and takeoff, fly on the pole, clear and release the pole and land properly on mattress or landing area.	(i) The teacher to guide students to demonstrate griping skills, running with the pole, the bar clearance and push off planting the pole, take off the flight ,the swing up, the pick up turn (ii) The teacher to guide students to perform each skill accurately.	Pole vault mattress • tape measure • note books • rules and regulations governing pole.vaulting • poles, vault bars	Is the student able to Demonstrate griping skills approaching and carrying techniques, plant and take off, fly on the pole clear and release the pole and land properly on the mattress in pole	6

TOPIC/ SUB-TOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
				vaulting?	
	(b) jump in accordance with styles, techniques, skills and rules of pole vault	The teacher to guide students to demonstrate different pole vaulting skills such as • pole grip • pole carrying pole vault according to the rules and regulation	Pole vault mattress • tape measure • note books • rules and regulations governing pole vault • poles, vault bars	Is the student able to jump in according to the styles, techniques, skills and rules governing pole vaulting?	6
	(c) apply and observe safety measures before, during and after pole vaulting	(i) The students to role play safety measures in pole vaulting (ii) The teacher to guide students in groups to discuss safety measures in pole vaulting.	Pole vault mattress • tape measure • note books • rules and regulations governing pole vault • poles, vault bars	Is the student able to apply and observe safety measures in pole vaulting?	6
	(d) participate regularly in pole vaulting	(iii) The teacher to guide students to demonstrate habitual participation in pole vault (iv) The teacher to guide students to prepare training programe for pole vaulting	Pole vault mattress • tape measure • note books • rules and regulations governing pole vault • poles, vault bars	Is the student able to participate regularly in pole vault/regularly?	6
6.0 Recreation and leisure activities 6.1 Recreation and leisure activities	By the end of this sub-topic the student should be able to; (a) Explain the importance of recreation and leisure activities.	(i) The students to discuss the difference between recreation and leisure activities (ii) The teacher to guide students to discuss the importance of recreational and leisure activities.	Video tapes showing recreational activities Charts showing the importance of recreation and leisure.	Is the student able to explain the importance of recreation and leisure activities?	4
	b) participate regularly in recreation and leisure activities	Students to: (i) discuss factors that bring different groups of people to participate in physical recreational activities (ii) discuss advantages for regular participation in recreational and leisure activities (iii) role participate regularly in recreational and leisure activities.	Video tapes of recreational activities	Is the student able to participate regularly in recreation and leisure activities	8

TOPIC/ SUB-TOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
6.2. Adventure activities	By the end of this sub-topic the student should be able to; (a) list areas of adventure	students to discuss on the area for adventure activities		Is the student able to list areas of adventure?	6
	(b) plan, prepare and implement outdoor activities	(i) Teacher to guide students to think pair and share on the criteria for the selection of the place/area. (ii) Students to discuss the importance of adventure activities. (iii) Teacher to guide students to prepare an adventure trip. (iv) Teacher to guide students to do all activities during adventure (v) Student to play their role during adventure	• Sample of letters of application to adventure site owner. • Equipment for activities during adventure, food, clothes and writing materials • First Aid kit	Is the student able to plan, prepare and implement the selected outdoor activities?	
	(c) demonstrate personal commitment skills while alone and with others	(i) Teacher to guide students to perform their roles and obligations in camping/adventure site. (ii) Student to play their roles during adventure	• Tents • Poles	Is the student able to demonstrate personal commitment skills alone and with others?	6
	(d) apply and observe safety measures when taking adventures in camps and ways of protecting environment and oneself.	Teacher to guide sstudents to discuss the safety measures in adventure activities		Is the student able to apply and observe safety measures when taking adventures and in camps?	6
	(e) appreciate one's personal ability and limitations as related to an activity and environment	(i) Teacher to guide students to do value clarification on their experience in adventure activities (ii) Teacher to guide student to discuss the adventure activities the report and appraise the host		Is the student able to appreciate one's personal ability and limitations as related to an activity and environment?	6
7. **Management and Administration of Sport**	By the end of this sub-topic the student should be able to; (a) describe and contrast the	(i) Teacher to guide students to do a library research and internet search on the meaning of	Charts of the leadership structure, managerial and administration process	Is the student able to (a) differentiate between	6

TOPIC/ SUB-TOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
Activities 7.1. Organization and administration of sports activities	terms management, leadership, organization and administration	management leadership organization and administration (ii) Teacher to guide students through discussion to differentiate leadership, management, organization and administration processes such as organizing staffing, directing, communication, coordinating reporting budgeting and evaluation		leadership, management administration processes?	
	(b) Organise and administer sports activities; competitive activities, prepare fixture, organise officials, draw training programmes and mobilize the resources.	Teacher to guide students • to prepare project proposal for inter school competitions • to prepare fixture • to manage and mobilize of human and physical resources • to market and promote sport activities/products • to evaluate the programme	Sample fixture	Is the student able to (a) Organise and administer sports activities? (b) apply managerial and administrative skills in running sport activities?	4
	(c) voluntarily organize and run sports activities at local level	Students prepare a project proposal on the procedures for running sporting activities in the community		Is the student able to voluntarily organize and run sports activities in the community schools?	4
7.2. Sport Marketing strategies	By the end of this subtopic the student should be able to: (a) define marketing, sport marketing, sport marketing strategies	(i) The teacher to guide students to read text on sport marketing and sport marketing strategies (ii) The teacher to guide students through picture frame to discuss the importance of	Chart of showing Sample of sports products.	Is the student able to define marketing, sport marketing and marketing strategies?	6

TOPIC/ SUB-TOPIC	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
		sports marketing and sports marketing strategies (iii) The students to discuss the marketing and promotion strategies, marketing research, dimensions and attributes of sport products in sport industry			
	(b) explain meaning, types and how to obtain sponsorship	(i) Guest speaker to discuss types and procedures of applying for sport sponsorship (ii) The teacher to guide students to prepare sponsorship proposal (iii) The student to prepare a sponsorship proposal	Examples of sponsorship proposal	Is the student able to (a) explain the meaning of Sponsorship? (b) prepare a sponsorship proposal?	6
	(c) describe economic theories of demand and supply as applied in sports industry	(i) The students to do a library research on the contribution of economic theories and their application in sport industry (ii) The teacher to guide student to present and discuss their library work	Chart of demand and supply theories	Is the student able to: (a) Explain the economic theories as applied in sports industry?	4
	(d) apply entrepreneurship skills in establishing ones sport project	(i) The teacher to guide students to do a mini research on the entrepreneurship in sports (ii) The students to prepare project proposal for establishing sport project (iii) The teacher to guide student to discuss the feasibility of the project proposal.		Is the student able to: (a) apply entrepreneurship skills in establishing sport project?	8

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