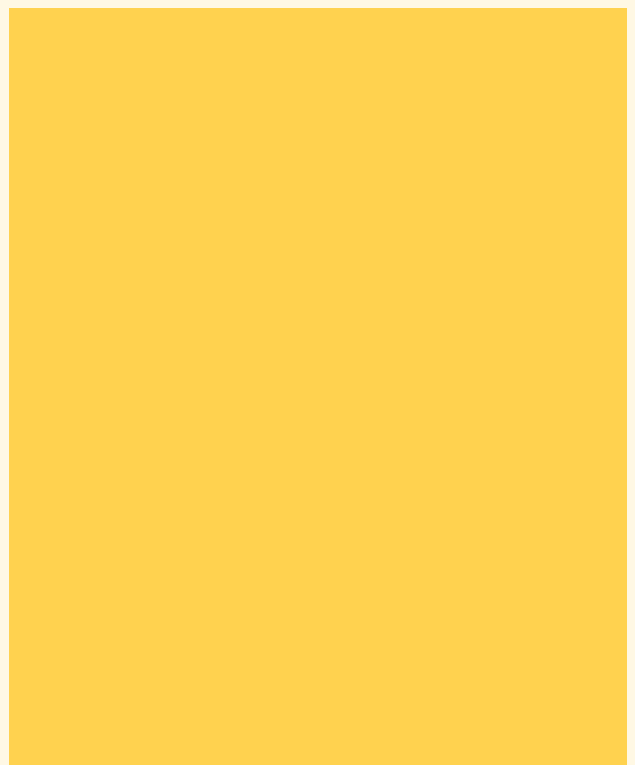


Physical Education

Teacher Guide

Primary Grade 5



Standards Based



Papua New Guinea
Department of Education

**'FREE ISSUE
NOT FOR SALE'**

Physical Education

**Primary
Grade 5**

Standards Based



Papua New Guinea
Department of Education



Issued free to schools by the Department of Education

First Edition

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Secretary's Message

This Physical Education Teacher Guide for Grade 5 was developed as a support document for the implementation of Physical Education syllabus for grades 3, 4 and 5. The document provides guidelines for teachers on how to plan and program teaching and learning activities. It also contains sample guided lessons and assessment tasks with suggested teaching and learning strategies that the teacher can use to work towards the achievement of content standards in the syllabus.

The Teacher Guide has been realigned, repositioned and replaced with standards based statements to improve knowledge, skills and competency in physical education for students in primary grades 3, 4 and 5.

Physical Education curriculum content for primary builds upon the knowledge, skills, attitudes and values students acquired in elementary level of learning. The learning scale caters for the development of basic movement skills and safety as the foundation for the development of sports. These reinforce school competitions and also encourage appropriate behavior as a competitor and a spectator. It is anticipated that students are expected to understand and practice positive social relationships, cooperation and organizational skills in various physical education lesson activities.

Teachers are encouraged to read this teacher 5 carefully and be familiar with the content so that they can be confident to teach the students important competencies.

I commend and approve this Grade five Physical Education Teacher Guide to be used in all primary schools throughout Papua New Guinea.



.....
DR. UKE W. KOMBRA, PhD

Secretary for Education

Introduction

The physical education course promotes the principles of our way of life and integral human development. It provides opportunities for students to know how to interact positively with others and develop physically, mentally, socially and spiritually to reach their full potential.

Physical education is concerned with the teaching of body movements and the acquisition of various skills for the development of physical activities such as modified sports and fitness exercises. The concern for safety rules is important when performing physical activities. Physical activities promote fitness for personal development and healthy wellbeing.

The learning activities are based on sports that promote school competition and encourage proper behavior for competitors and spectators. These behaviors enable students to understand and practice positive social relationships, cooperation and organizational skills. It is hoped that students will maintain and develop these skills by participating in physical education lessons and school sports development programs as they progress to the next grade.

The content is organized into three strands: safety, movement and physical activity. These strands are further divided into units as shown in the table below.

Physical Education Strands and Units

Strands	Units
1. Safety	<ol style="list-style-type: none"> 1. Safe and unsafe practices in various physical activities 2. Behaviour in games and sports
2. Movement	<ol style="list-style-type: none"> 1. Movement skills
3. Physical activity	<ol style="list-style-type: none"> 1. Modified games and sports 2. Fitness for health 3. Leisure and recreation

Physical education subject is allocated 120 minutes per week: 60 minutes for theory and 60 minutes practical sports physical activities.

Purpose

The purpose of this Physical Education Teacher Guide is to provide guidelines for teachers to:

- interpret the Grade 5 scope of learning plan and design instructional physical education programs for the school year,
- make connections with content overview, content standards and performance standards prescribed in the syllabus and develop learning activities
- identify broad concepts, knowledge, skills, attitudes and values in the content standards to be interpreted in specific teaching and learning activities.
- identify and select appropriate teaching and learning strategies for quality teaching and learning and
- plan, design and conduct assessment, record and report student achievement of the content.

How to use the teacher guide

Teachers are encouraged to use this Teacher Guide as the main reference to implement the content of learning. The guide provides guidelines on how to;

- interpret and translate the prescribed content into teachable instructional program for the year
- use the suggested teaching and learning strategies to instruct and participate in lessons
- prepare active and interactive teaching and learning environment
- use appropriate benchmarks in relation to attainment of standards
- create assessment tasks and how to plan them to achieve identified content standards prepare learning activities that will motivate students to think critically, question, construct, and explore, experiment and communicate ideas freely with others
- plan for district, cluster and school based in services
- consult and share ideas with fellow teachers on sections of the book
- discuss and practice the suggested sampled guided lessons of various units and content standards
- be confident to develop teaching programs
- do self-study and further research on the content background and other information to challenge their way of teaching as well as their students learning
- utilize audio visual materials to enhance teaching and teaching

Below are some points teachers must consider when using this Teacher Guide;

- read and understand the content guidelines
- consult and share ideas with fellow teachers on sections of the book and
- practice the suggested plans, sample guided lessons of various content standards

Key features

The key features of this Teacher Guide are;

- subject background
- students with special needs
- basic movement skills
- links by levels and with other subjects and
- chalkboard management.
- facilitate and equipments.

Subject background

Physical Education is a skills-based subject. The instructional programs developed in various kinds of physical activities are aimed at promoting physical wellbeing of individuals. Physical education is generally taught in schools from elementary to secondary level. The scope of learning involves organized sports, gymnastics, water sports and physical exercise routines. Games that promote competition and stimulate player behavior leading to good sportsman and women, thus enabling students to understand and practice specific physical skills so that a high level of fitness can be maintained.

In the past, physical education was seen as doing exercises only to improve strength, agility, flexibility, and endurance. However, times have changed and today it is considered that the human body is unique and special. It houses the mind and the soul. Hence, participating in a vast range of physical activities keeps the body healthy and functional. Today physical activities such as sports and health related fitness activities are encouraged in various community settings for all ages to live active and healthy lifestyles.

Students with special needs

Teachers are obliged to create an inclusive learning environment to include students with special needs and promote learning for all. This means that the teaching and learning activities must always have a close check on how students with special needs can participate to their full ability. Therefore, it is important for teachers to know the different types of special needs that can be identified in their classrooms. Some of these are;

- physical disabilities
- hearing impairments
- sight-vision impairments
- intellectual disabilities
- speech impairments and
- behavioural and emotional disorders.

It is important that the learning activities for movement skills and games are inclusive and foster the learning needs of all students regardless of their abilities.

Facilities and equipment

Teachers are encouraged to use facilities and equipment available in their local surroundings to effectively deliver meaningful physical education lessons and sports activities. There are sporting facilities in communities apart from those in the school which teachers can seek permission to use to conduct their physical education programs. These facilities may include;

- playing fields/ovals
- courts, cricket pitch, long jump pit, athletics lanes,
- swimming pools/open water
- indoor and outdoor sports complexes
- emergency facilities
- sports equipment storage and
- rest rooms.

The teaching of modified sports will require specific equipment to practice various ball handling skills, field and track events, including safety and prevention equipment. Some of this equipment includes;

- first aid kit
- modified sports equipment kit (Tee bol bats, footballs, cricket balls, basketball and netball balls and rings, batons and tapes)
- support equipment (high jump mattress, long jump sand or saw dust, hurdles)
- water sports and safety equipment and
- school sports kit (sports clothing, water bottles, cap).

Basic movement skills

Some of the twelve basic or fundamental movement skills used across various sporting activities including fitness exercises and games in schools are elaborated here. The steps show how to perform these movement skills. Teachers must ensure that all students in grade 5 must master all the twelve movement skills well before they progress to the next grade.

Twelve basic movement skills illustrations and components

1. The Hop

To begin the hop;

- support leg bends on landing then straightens to push off
- lands and pushes off on the ball of the foot
- non-support leg bends and swings with rhythm with the support leg
- head stable, eyes focused forward throughout the jump
- arms bent and swing forward as support leg pushes off

2. The Skip

To begin the skip;

- shows a rhythmical step-hop
- lands on ball of the foot
- knee of support leg bends to prepare for hop
- head and trunk stable, eyes focused forward
- arms relaxed and swing in opposition to legs

3. The Vertical Jump

To begin the vertical jump;

- eyes focused forward or upward throughout the jump
- crutches with knees bend and arms behind the body
- forceful forward and upward swing of the arms
- legs straighten in the air
- lands on balls of the feet and bends knees to absorb landing
- controlled landing with no more

4. The Leap***To begin the leap;***

- eyes focused forward throughout the leap
- knee of take-off leg bends
- legs straighten during flight
- arms held in opposition to the legs
- trunk leans slightly forward
- lands on ball of the foot and bends knee to absorb landing

5. The Static Balance***To begin the static balance;***

- support leg still foot flat on the ground
- non-support leg bent not touching the support leg
- head stable eyes focused and forward
- trunk stable and upright
- no excessive arms movements

6. The Side Gallop***To begin the side gallop;***

- smooth rhythmic movement
- brief period where both feet are of the ground
- weight on the balls of the feet
- hips and shoulders point to the front
- head stable eyes focused forward

7. Two Handed Strike***To begin the handed strike;***

- stands side on to target area
- eyes focused on the ball throughout the strike
- hands next to each other, bottom hand matches the front foot
- steps toward target area with front foot
- hips then shoulders rotate forward
- ball contact made on front foot with straight arms
- follow through with bat around the body

8. The Catch***To begin the catch;***

- eyes focused on the object throughout the catch
- feet move to place the body in line with the object
- hands move to meet the object
- hands and fingers relaxed and slightly cupped to catch the object
- catches and controls the object with hands only
- elbows bend to absorb the force of the object.

9. The Overarm Throw***To begin the overarm throw;***

- eyes focused on target area throughout the throw
- stands side-on to target area
- throwing arm moves in a downward and backward arc
- steps toward target area with foot, opposite throwing arm
- hips then shoulders rotate forward
- throwing arm follows through, down and across the body

10. The Dodge***To begin the dodge;***

- changes directions by bending knee and pushing of the outside foot
- change of direction occurs in 1 step
- body lowered during change of direction or in the direction of travel
- eyes focused forward
- dodge repeated equally well on both sides

11. The Kick***To begin the kick;***

- eyes focused on the ball throughout the kick
- forward and sideward swing of arm opposite kicking leg
- non-kicking foot placed beside the ball
- bends knee of kicking leg at least 90 degrees during the back swing
- contacts ball with top of the foot or instep
- kicking leg follows through high towards target area

12. The Sprint Run***To begin the sprint run;***

- land on ball of the feet
- non-support knee bends at 90 degrees during recovery phase
- high knee lift, thigh parallel to the ground
- head and trunk stable, eyes focused forward
- arms drive forward and back in opposition to the leg

Content links by levels

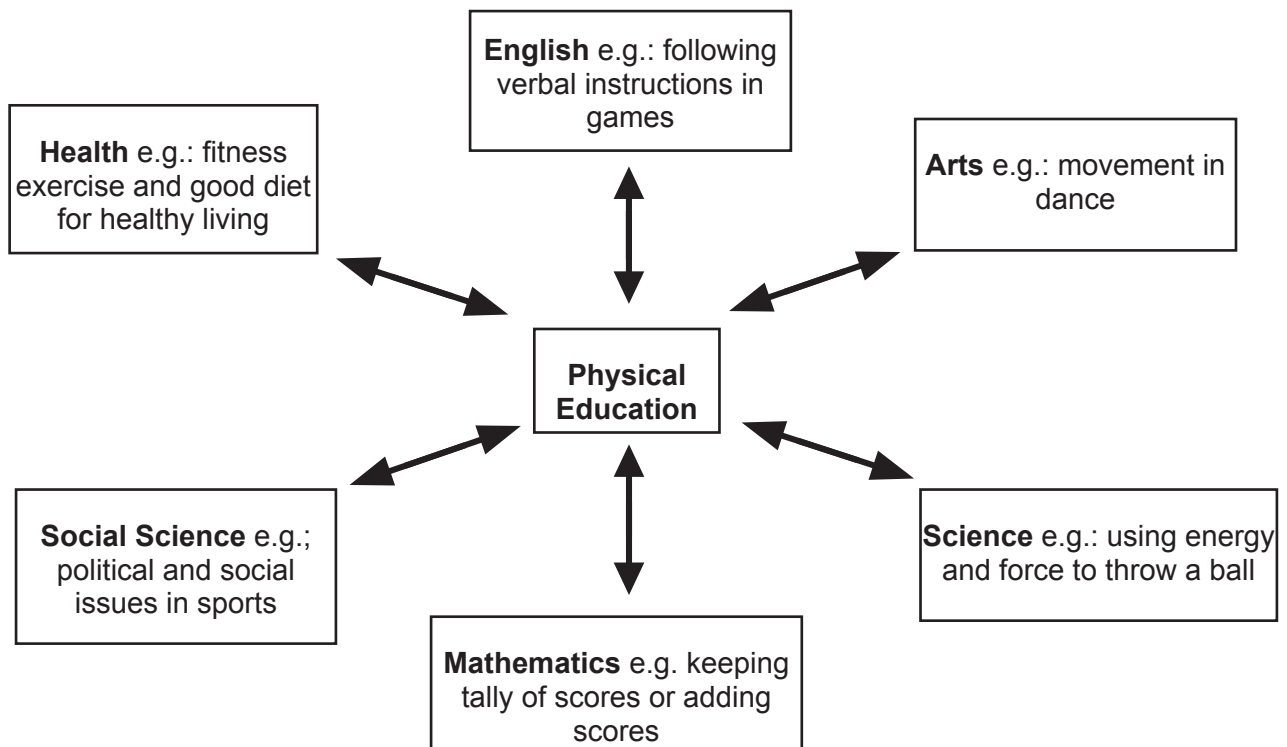
The physical education content links begin from elementary level and into Grades 3, 4 and 5. The linking concepts set the foundations of the learning content for the subject in the different levels of learning. This table presents the subject content links in primary.

Physical education content linking concepts

Elementary		Primary Grade 3, 4, 5	Primary Grade 6, 7, 8
Subjects	Culture and Community	Physical Education	Personal Development
Global concepts			
Human Movement	Movement concepts and basic skills	Movement skill	Movement skills
Physical Activity	<ul style="list-style-type: none"> • Games • Fitness for health 	<ul style="list-style-type: none"> • Safe and unsafe practices in various games and sports • Behaviour in games and sports • Modified sports and games • Fitness for Health • Leisure and recreation 	<ul style="list-style-type: none"> • Fitness for health • Safety • Leisure and recreation • Roles and responsibilities

Subject links to other subjects in Primary

Physical education provides balance of learning in which holistic approach is maintained across all subject. Ideas and strategies can be used with different subjects or when using an integrated approach in teaching and learning. Using suitable teaching approaches will make learning more meaningful and enjoyable at Primary level.



Chalkboard management

Although physical education is a skills-based subject, it is good to be equipped with new ideas to promote effective teaching using chalkboards. The use and management of the chalkboard is important for the teacher and the students in theory lessons. For example, teaching a fundamental movement skill, the students must know the components of a fundamental movement skill such as the 'overarm throw'. To perform the 'overarm throw' the following steps must be arranged in a sequence on the chalkboard. Ensure that the chalkboard notes are organized well from left to right so that the students can follow and keep their notes in an orderly manner. Do not erase the notes unnecessarily. Special consideration must be given to average and slow learners.

Sample of a chalkboard arrangement

Strand: Movement

Unit: Movement Skills

Content standard: 5.2.1

Performance standard: 5.2.1a

Lesson Title: Basic movements –The overarm throw

Movement steps of overarm throw

1. Eyes focused on target area throughout the throw

2. Stands side –on to target area

3. The throwing arm moves in a downward and backward arc

4. Steps toward target area with foot, opposite throwing arm

5. Hips than shoulders rotate

6. The throwing arm follows through, down and across the body

Activity: Discuss in groups and describe games that overarm throw is applied or used

Summary: Game skill performed by the movement of the left or right arm swung over the head. This skill is mainly used in handling the ball in games or any physical activity.

Assessment task: *Teacher can describe if any for the lesson*

Homework: *Teacher describe if any for the lesson*

Next lesson: Practical lesson (application of movement skill- overarm throw)

Teaching and Learning

Physical education lessons must promote active learning and teaching. Teaching strategies guide the teacher to teach the lesson content with appropriate learning strategies. Effective learning and acquisition of knowledge, skills, attitudes and values by students in a lesson is achieved through demonstrating appropriate teaching and learning strategies.

The lessons will require inquiry approach to promote guided discovery in learning. The students will be encouraged to reflect and analyze findings with emphasis on problem solving oriented learning activities. It is important to be aware that an effective physical education lesson is a process-based practice. This is where the teacher encourages the students to learn the skills correctly without concern for the product or the end result. It is necessary to identify and describe the best teaching strategies for teachers to deliver the content in the classrooms. Special consideration and more emphasizes must also be given to identifying suitable learning strategies which encourage high student participatory learning.

Student-centered approach

The student-centered approach basically means getting students involved in the teaching and learning activities. Students are motivated and become active learners thus acquiring the appropriate knowledge and skills required of the subject. The student-centered approach provides opportunities for students to demonstrate;

- fundamental movement skills individually and in groups
- variety of skills in game situations
- basic level of physical fitness in games and sports
- positive attitudes and values relating to teamwork and fair play
- safety approaches to variety of physical activities
- communication skills to work with others and discuss issues, needs, values, feelings, opinions and attitudes
- interpersonal skills of listening, speaking, responding, being assertive, questioning and justifying a position and
- problem-solving and decision-making skills.

The following is a list of student-centered teaching and learning approaches. There are seven of them, from which teachers can choose to teach the physical education lessons.

Learning approaches	Activities
1. Practice	<ul style="list-style-type: none"> • consolidation of skills on real life situations • drills and skill checklists of real life situations • imitations of first aid/ emergency situations • circuit activities and skills demonstrations
2. Questioning	<ul style="list-style-type: none"> • recall information and seek explanations • draw conclusions and think creatively • question and answer situations
3. Demonstration	<ul style="list-style-type: none"> • demonstrate depth of skills and acceptable behavior • pinpoint examples of technique or approach and show progress • teacher demonstration and demonstration by individual students • group demonstration and expert demonstration • audio visual demonstration and construction of models
4. Inquiry	<ul style="list-style-type: none"> • set task/activity and allow students explore/ investigate • discover solutions and perform skills • projects and simulation activities in relation to movement activities

5. Exploration	<ul style="list-style-type: none"> • express thoughts, ideas and feelings through different media • produce creative/original imaginative stories, plays, games, dances • learn from own actions, experiences and observations and play • improvise creative movement.
6. Group work	<p>In a group;</p> <ul style="list-style-type: none"> • set goals, identify and share tasks • plan appropriate physical activities • cooperative learning and projects • identify problem situations, productions and performances.
7. Peer learning	<ul style="list-style-type: none"> • one student performs a skill whilst others observe, correct and reinforce • Teacher interacts with the observer to re-establish performance criteria and encourage effective communication through peer tutoring and task cards, checklists, rating scales and incidence charts.

The content standards and performance standards in the syllabus, pages 19 to 25 are further unpacked and expanded in the teacher guide to identify specific knowledge, skills, attitudes and values to develop teaching programs and lessons. It is important for the teacher to identify and describe the best teaching practices to deliver the content of the syllabus in the classrooms.

Teaching methods

Physical education is a practical subject that requires a variety of student-centered activities. These student-centered activities create meaningful opportunities for students to learn better. There are many teaching strategies from which teachers can choose to teach physical education lessons. Here are three suggested strategies that the teacher can apply in the classroom.

1. Guided discovery

This teaching method is used when the teacher has already decided on the outcome of an activity and he or she just guides and controls students' participation. For example, if the learning activity was to practice the skill of throwing, the teacher will guide and control the students to discover that;

- in a right-handed throw, the thrower must put the left foot forward in a stride position before throwing and
- in the left-handed throw, the thrower must put the right foot forward in a stride position before throwing.

This method is suitable for teaching ball throwing skills in games like softball, cricket, netball and basketball. If the teacher plans the activities well, the students will learn better and discover the correct movements and develop proper ball handling skills.

2. Problem solving

A problem solving method is used to teach lessons which have student activities that are structured with no one specific answer. The strategy involves input, process, reflection, choice and response. It gets students to understand that problems can be solved and that they are able to find more than one solution. In this method, the problem to be solved is posed in a question or statement form.

For example:

- **Problem:** 'What is the most effective way to position and move your feet while guarding an opponent in netabol?'
- Students choose to work as an individual , group or with a partner

Procedure:

1. Stand 50 cm away from the player holding the ball.
2. Lift 2 arms up in front of the player, with 2 feet apart
3. Move arms in front of the player to stop him/her from passing the ball etc

Once the problem is given to the students, the teacher ensures that the students are organized either in pairs or as individuals to take on the task. The teacher discusses the problem solving procedures with the students and gives them the list of options to solve the problem.

3. Free exploration

This teaching method is strongly recommended for student-centered learning. In this method, guidance by the teacher is limited to selecting materials to be used in the learning activity. The teacher only introduces the lesson with brief guidelines while the rest of the task is left to the students to explore and make discoveries.

For example; after introducing the lesson, teacher will give the following directions: 'In the first part of the lesson choose any equipment of your own choice and see what you can do with it to create something new' or 'get a friend and create a new way of passing the baton.'

The method does not allow teachers to do any demonstration of skills, give instructions or directions. The method promotes self-discovery which is an important part of learning.

Learning methods

Effective learning is identified when positive atmosphere for learning is created by giving quality instructions that will encourage co-operative learning by students. A quality physical education lesson is identified by these characteristics;

- students engaged in relevant activities for longer period of time during the lesson with clear objectives and high rate of feedback
- teachers are enthusiastic about what they are teaching and how much time they spend on lesson activities and
- use short action oriented cues when changing from one activity to another in the learning environment.

Learning methods give ideas on the types of learning activities teachers must plan for individual, pair or group of students to be engaged in the lesson. When this approach is practiced, students create self-willingness, enjoyment and motivation to participate meaningfully.

Teachers can decide on the appropriate learning methods using many characteristics to choose from. Here are some suggested learning methods teachers can choose besides those they already use.

1. Choosing tasks

Teachers develop task sheets with a range of movement and game skills activities, sequenced from the simplest to complex. These allow students to progress by working at their own pace and are able to achieve a task at their own ability level. The strategy can be adjusted accordingly for students with special needs. It is a useful strategy to use in a variety of lesson situation. Using task sheets give students the opportunity to use what they want to do and in doing so take control of their own learning.

For example, the teacher prepares task sheets for the class. Each task sheet will have a checklist. The task sheet will rotate from one group to another, until all groups have completed all activities on the task sheet.

The checklist keeps a record of the tasks groups successfully performed. Group leaders can sign for each member before moving to the next task sheet. Each group needs a new checklist. The teacher needs to prepare blank checklists to match the number of groups and the number of activities. The teacher will provide the checklist and where possible use peer assessment.

Task Sheet- Safety Equipment
 Content standard: 5.1.1
 Performance standard: 5.1.1a
 Tasks: List possible equipment for safety.

Elect one and describe its importance, how it is used and where to store it.

- First aid kit
- PE clothing
- Posters on safety rules for play, skill development

Name:-----Class:-----

Checklist marking the task done

Equipment	Importance	Uses	Storing	Date
-First aid kit	√	√	√	5/06/17

2. Creating own activities

This learning strategy gives the students the opportunity to come up with a plan for a task they can create by themselves in a group. It can be any learning activity for any of the strands. The teacher gives a mixture of topics and the students in their groups will choose one of the topics and create two or three activities for members of the group to do. This strategy encourages and motivates students to work together, share ideas, take on challenging tasks and use their imaginations to solve problems.

An example of this strategy is to form *moving sculptures*. Here the students are grouped. Each group is challenged to create a moving sculpture. The group will decide;

- what their sculpture is going to represent
- at what speed it will be moving,
- what shape it will take and
- how it will move.

For instance, a group of students decide to create a sculpture of a coaster bus. The four questions given will allow students to explore and discover for themselves how their sculpture will move, how big or wide etc.

Through this strategy students explore a range of movements that can be created by looking at the things they see around them, but this time using their bodies to represent them as sculptors.

3. Learning centers

In this strategy the teacher organizes a number of different activities in a selected part of the school playground or open space in front of or behind the classroom. The space is marked up into small plots known as stations. These are marked by lines on the ground or some other object. Each station has a poster displayed that describes the activity to be performed and the equipment to be used.

All the tasks in the different stations start and finish together. They are managed by a time keeper and starter-official. On a *go time signal* the tasks start. After 5 to 7 minutes the *stop signal* is sounded and the work stations stop. On a different signal the groups rotate to the next station. This will continue until all groups have been to each station. The officials collect the task sheets and store them away.

Planning and programming

Planning and programming is organizing the content into a teachable plan for delivery in the classroom using the approaches such as long, medium, short term plans. For example;

- yearly subject overview is a long term plan
- subject termly overview is a medium term plan and
- weekly and daily plans are short term plans.

When planning an instructional program we begin with the yearly plan. The yearly plan is organized by terms in a school year. The key information that form the content of the plan are provided in the syllabus. These are the;

- strands
- units
- content standards and
- performance standards.

Samples of yearly, term and weekly plans are compiled for teacher's convenience in this guide.

Content overview

The content overview presents to the teachers the content scope of learning for grade five given in the Physical Education syllabus. The broad learning content concepts form the strands. From the strands the units are drawn and teachable concepts are drawn from the units. These are tabled for the teacher's convenience. Here is the scope of learning for grade five in the primary schools.

Physical Education content overview

Strands	Units	Teachable concepts
Safety	Safe and unsafe practices in physical activities	<ul style="list-style-type: none"> • Safe and unsafe play practices • Safety in physical activities • Use and care of sporting facilities and equipment • Basic safety strategies in free and controlled movements • Basic safety strategies in sport and fitness activities • Basic safety strategies in leisure and recreational activities • Safety action plans for games • Basic First Aid procedures for minor injuries in water sports and gameplay • Emergency and risky situations in physical activities
	Behavior in games and sports	<ul style="list-style-type: none"> • Games and fair-play rules • Spectator and player behavior in modified sports • Sporting codes and ethics • Sportsmanship in individual and team sports • Safe behaviors and procedures in games and sports • Behaviors in offensive and defensive play • Game rules
Movement	Movement Skills	<ul style="list-style-type: none"> • Locomotor and non-locomotor skills • Basic movement skills and concepts • Locomotor, non-locomotor and manipulative skills • 12 fundamental movement skills for game play • Movement sequences, patterns and concepts • Eye – hand coordination • Eye – Leg coordination

Physical Activity	Modified Sports	<ul style="list-style-type: none"> • Minor ball and lead up games • Modified field and goal sports • Athletics sprint and relay • Basic water sports • Modified court and net sports • Athletics 100 and 200 meter and sprint relay • Aquatics- basic swimming skills (freestyle) • Modified bat and racket sports • Athletics sprint relay and field events • Aquatics-swimming skills – butterfly and backstroke • Tabloid sports
	Fitness for health	<ul style="list-style-type: none"> • Fitness activities for healthy heart and lungs • Fitness exercises for field and goal modified sports • Fitness exercises for court and net modified sports • Fitness exercises for bat and racket modified sports • Individual fitness activities for health • Fitness activities for individual and team sports
	Leisure and recreation	<ul style="list-style-type: none"> • Leisure and recreational activities in the home and school • Recreational activities indoor or outdoor in rural or urban settings • Leisure and recreational activities action plans • Benefits of leisure and recreational activities • Leisure and recreation for different age groups

Yearly overview

The yearly overview is a plan designed to organize the learning content for grade five in primary schools. It is a plan developed from the content overview and content expansion given in grades 3 to 5 primary Physical Education syllabus. The syllabus is translated into a delivery plan in this guide for use in the classrooms. The plan promotes sequencing of the learning content so that there is fair distribution of content standards throughout the school year.

Teachers should do the following before the yearly overview is compiled. These are;

- read and understand the content overview and content expansion sections of the syllabus
- identify number of strands, units and main concepts in each strand
- check the education calendar and identify actual teaching weeks in each term
- organize the strands and units according to the 37 weeks in a school year
- check to see that the units are fairly distributed throughout the year.
- organize the year plan by subject content and
- organize the seven subjects in a teaching timetable.

Suggested yearly plan for Grade 5

Weeks	Strand	Unit	Content Standard	Performance Standard	No of Lessons
Term 1	Planning and preparation-Orientation				
2	Safety	Safe and unsafe practices in various physical activities	5.1.1	5.1.1a	3
3	Movements	Movement Skills	5.2.1	5.2.1a	3
4	Physical Activity	Modified sports and games	5.3.1	5.3.1a	3
5	Safety	Behavior in games and sports	5.1.2	5.1.2a	3
6	Movements	Movement Skills	5.2.1	5.2.1a	3
7	Physical Activity	Fitness for health	5.3.2	5.3.2a	3
8	Safety	Safe and unsafe practices in various physical activities	5.1.1	5.1.1a	3
9	Movements	Movement Skills	5.2.1	5.2.1a	3
10	Revision				
Term Two					
11	Physical Activity	Leisure and Recreation	5.3.3	5.3.3a	3
12	Safety	Behavior in games and sports	5.1.2	5.1.2a	3
13	Movement	Movement Skills	5.2.1	5.2.1b	3
14	Physical Activity	Modified sports and games	5.3.1	5.3.1b	3
15	Safety	Safe and unsafe practices in various physical activities	5.1.1	5.1.1b	3
16	Movement	Movement Skills	5.2.1	5.2.1b	3
17	Physical Activity	Fitness for Health	5.3.2	5.3.2b	3
18	Safety	Behavior in games and sports	5.1.2	5.1.2b	3
19	Revision				
Term three					
20	Movement	Movement Skill	5.2.1	5.2.1c	3
21	Physical Activity	Leisure and Recreation	5.3.3	5.3.3b	3
22	Safety	Safe and unsafe practices in various physical activities	5.1.1	5.1.1b	3
23	Movement	Movement skills	5.2.1	5.2.1c	3
24	Physical Activity	Modified sports and games	5.3.1	5.3.1c	3
25	Safety	Behavior in games and sports	5.1.2	5.1.2b	3
26	Movement	Movement Skills	5.2.1	5.2.1c	3
27	Physical Activity	Fitness for health	5.3.2	5.3.2c	3
28	Revision				
Term four					
29	Safety	Safe and unsafe practices in various physical activities	5.1.1	5.1.1d	3
30	Movement	Movement Skills	5.2.1	5.2.1d	3
31	Physical Activity	Leisure and recreation	5.3.3	5.3.3c	3
32	Safety	Behavior in games and sports	5.1.2	5.1.2c	3
33	Movement	Movement Skills	5.2.1	5.2.1d	3
34	Physical Activity	Modified sports and games	5.3.1	5.3.1d	3
35	Physical Activity	Fitness for health	5.3.2	5.3.2d	3
36	Physical Activity	Leisure and recreation	5.3.3	5.3.3d	3
37	Revision				

3. Term plan

A term plan is a teaching program for teaching. It gives teachers specific outline of the strand, units, content standards and performance standards to be followed and taught in a term. The term plan is a medium term plan. It guides the teacher to organize the teaching program for the number of weeks in each term.

The term plans are important. They provide uniformity to ensure that all teachers are teaching according to the content organized in this plans across the country. This is to ensure that;

- Contents of junior primary physical education syllabus is implemented
- teacher- student preparation is regarded as high priority
- content and performance standards are consistent across the classrooms and
- learning environment is conducive to teach physical education lessons

Term 1 Sample Term Plan for Grade 5

Weeks	Strand	Unit	Content Standard	Performance Standard	No of Lessons
1	Planning and preparation-Orientation				
2	Safety	Safe and unsafe practices in various physical activities	5.1.1	5.1.1a	3
3	Movements	Movement Skills	5.2.1	5.2.1a	3
4	Physical Activity	Modified sports and games	5.3.1	5.3.1a	3
5	Safety	Behavior in games and sports	5.1.2	5.1.2a	3
6	Movements	Movement Skills	5.2.1	5.2.1a	3
7	Physical Activity	Fitness for health	5.3.2	5.3.2a	3
8	Safety	Safe and unsafe practices in various physical activities	5.1.1	5.1.1a	3
9	Movements	Movement Skills	5.2.1	5.2.1a	3
10	Revision				

Weekly plan

A weekly plan is an instructional program for teaching and learning. It gives the teacher specific details of the units, content standards, performance standards and learning activities for instruction which the teacher follows as sequenced in a week.

To compile a plan for a week's program teachers will need to organize the plan using the;

- strand
- units
- content standards
- performance standards and
- lesson topics

Teacher should use the term overview to see the order of units organized, and then use this order to plan the weekly program. The weekly plan is implemented through a timetable that is planned for the subject in grade five. A sample program of a week's plan is given as a suggested guide. It is important to ensure that all the planned lessons for each term in each week are scheduled in the class weekly plans.

Weekly Sample Overview - Week 2

Subjects	Strand	Unit	Content Standard	Performance Standard	Lessons
Physical Education	Safety	Safe and unsafe practices in various physical activities	5.1.1	5.1.1a	L1. Action plans for safety in village games and sports L2. Action plans for school games and sports L3. Action plans for water sports
English	Speaking, Listening, reading and writing	Listening comprehension Oral. Expression Reading Hand Writing	5.1.1	5.1.1a	L1. Listening for information L2. Retell the story of important events L3. Write a story using punctuation L4. Write letter 'F' in cursive and with two sentences L5. Write poems
Mathematics	Number and Operation	Decimal and whole numbers	5.1.1	5.1.1a	L1. Comparison of decimal numbers and whole numbers L2. 10 times x 100 times of a number L3. 1/10 and 1/100 number L4. 1/10 and 1/100 number to solve word problems L5. Review
Science	Life	Plants	5.1.1	5.1.1a	L1. Plant seeds L2. Seed germination L3. How plants make food L4. How plants feed others L5. Review
Social Science	Community and organization	Contribution by individual, people and organisation to development	5.1.1	5.1.1a	L1. Roles and responsibilities of family members L2. Improving living standard L3. Community support to improve living L4. Organisations that contribute to development
Arts	Visual arts	Drawing	5.1.1	5.1.1a	L1. Free shading in drawing L2. Pencil techniques of shading L3. Shading in designs
Health	Growth and development	My body	5.1.1	5.1.1a	L1. Puberty stage in growth L2. Secondary stage in growth L3. Differences and similarities in growth

Time Planning

It is important to be mindful of how much time there is to deliver the content of the subject in a week and throughout the school year.

Subject time allocations

The following shows Standards Based Curriculum time allocation for each respective subject:

1. English 510 minutes
2. Mathematics 240 minutes
3. Science 165 minutes
4. Social Science 150 minutes
5. Arts 150 minutes
6. Health 90 minutes
7. Physical Education 120 minutes

These basically give a total time of 1650 minutes per week to deliver the seven subjects in grades 3 to 5. As per the subject total times given a sample breakup for number of lessons per week is compiled for teacher's reference. Teachers are encouraged to utilize the prescribed time for the respective subjects to suit their context and students learning needs.

Here is a sample time analyses plan of the subject scheduled in a week with other subjects at grades 3 to 5. These are time adjustments in subjects for Standards Based Curriculum which are given for teachers' convenience.

Sample suggested number of lessons- time break up

No	Subject	Allocated time	No of lessons per week	Suggested Minutes	+ Minutes	-Minutes
1	English	510	8x60 + 1 x 30	510		
2	Mathematics	240	8x30	240		
3	Science	165	6x30	180	15	
4	Social Science	150	6x30	180	30	
5	Arts	135	45x1 +3x30	150		
6	Health	90	3x30	90		
7	Physical Education	120	2x30 +1x60	120		
8	CRE	60	1x60	60		
9	Assembly	75	3x30+2x15	120	45	
10	Block Time	90	0x0	0	-	90
Total Minutes		1650	46 lessons weekly	1650	90	90

Sample Timetable

Teaching from a timetabled schedule for a week is very effective and compulsory. This allows for and gives ample time for the teacher to organize and prepare teaching and learning aids.

This suggested timetable is flexible and teachers must teach according to the subjects scheduled per week and the number of lessons identified accordingly. The teacher may make adjustments when equipment and materials are unavailable or swap theory and practical lessons where necessary.

Suggested weekly timetable for Grade 5

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:15	Assembly	Assembly	Assembly	Assembly	Assembly
8:15-8:30		English		English	
8:30-9:00	Maths	Maths	Maths	Maths	Maths
9:00-9:30	English	English	English	English	English
9:30-10:00	English	English	English	English	English
10:00-10:30	Recess		Recess		Recess
10:30-11:00	Science	Social Science	Science	Social Science	Science
11:00-11:30	Science	Social Science	Science	Social Science	Science
11:30-12:00	Health	Physical Education	Health	Physical Education	Health
12:00-1:00	Lunch		Lunch		Lunch
1:00-1:30	Maths	English	Maths	English	Maths
1:30-2:00	English	Social Science	English	Social Science	English
2:00-2:30	Arts	English	CRE	Arts	Physical Education
2:30-3:00	Arts	Art	CRE	Arts	Physical Education

Content Background

This section is presented for the teacher to extract information to further enhance his or her knowledge on the subject content. It contains content background information to help the teacher plan and teach quality physical education lessons with less difficulty. The teacher is encouraged to use relevant sources or references available to build on the existing content knowledge in order to deliver effective lessons.

1. Nature of Physical Education

Physical education is an important component of primary school curricula. The students participate in a range of physical activities including body movement, fitness exercises and basic sports programs within the school curriculum.

Physical activities are all lifestyle activities that promote physical development. They are link to such activities as sports, recreation and other keep-fit programs including specific body movements. Safety rules and practices are vital components of these physical activities. They must be properly adhered to and applied with caution to avoid mishaps and injuries.

In modern times, physical education was a required course in most school programs. As school curricula became less formal and structured, physical education became an elective subject. Because physical education is the only subject that is directly concerned with motor behavior, it has maintained its popularity. Emphasis on the meaning of human movement, physiology of exercise, sport sociology, and aesthetic appreciation of movement, as well as the acquisition of skills are included in the modern curriculum. Athletics and recreational programs are only incidental to school physical education programs.

2. Swimming

Swimming is an act of moving through the water by using arms, legs and body in motion called strokes. The most common strokes are freestyle, crawl, backstroke, breaststroke, butterfly and sidestroke. Swimming is an integral part of almost all water-based activities. It is also a competitive sport in itself.

People can swim in any body of water large enough to permit free movement. These bodies of water include ponds, lakes, rivers, seas, ocean and pools. Most people enjoy swimming in water that is between 18 to 29 degrees Fahrenheit. Some scientists believe that human beings are born with an innate ability to use their arms and legs to stay afloat. That instinct, however, disappears within a few months after birth. Later in life many children and adults learn to swim in order to be safe around the water, to have fun and to participate in competition.

3. Fitness

People exercise to keep healthy. They exercise to lose weight or to stay fit. They exercise to make their muscles bigger and stronger. Maybe you play soccer or some other sport for exercise. Getting exercise can be fun and can make you feel good. Exercise is a big part of staying physically fit. People who are physically fit are alert and full of energy. Exercise can also help people handle stress. Exercise is especially good for children, teens, and older persons.

Physical fitness is the ability of the human body to function with vigor and alertness, without undue fatigue, and with ample energy to engage in leisure activities, and to meet physical stresses. Muscular strength and endurance, cardiorespiratory integrity, and general alertness are the overt signs of physical fitness.

Physical fitness is usually measured in relation to functional expectations—that is, typically, by periodic tests measuring strength, endurance, agility, coordination, and flexibility. In addition, stress testing, which ascertains the body's accommodation to powerful, sustained physical stimuli, is used to analyze fitness. If individuals are able to accommodate to the stressors, they are assumed to be fit. There are two main types of exercise: aerobic and anaerobic. Aerobic exercise works big muscles in your arms and legs. Aerobic exercise makes your muscles use oxygen faster than usual. It makes your heart and lungs work harder to supply your muscles with oxygen. Running, walking, jogging, and swimming are kinds of aerobic exercise.

Anaerobic exercise works just a few muscles at a time. Weightlifting is a kind of anaerobic exercise. Weightlifting and other kinds of anaerobic exercise make your muscles bigger and stronger. Anaerobic exercise does not require a lot of oxygen. It does not work your heart or lungs. You can only do anaerobic exercise for short periods of time because the muscles you're using quickly get tired.

Some kinds of exercise are better at increasing strength than others. Usually people work out with weights if they want to improve their muscle strength. They use free weights, weights that are not attached to anything, such as barbells. Or they use strength-training machines. Strength training can also make bones stronger. It is a good idea to have a trainer or physical education teacher show you how to lift weights properly. It is important not to injure yourself when lifting weights. Start out with small weights. Try lifting heavier and heavier weights as your muscles get stronger.

4. Athletics

Athletics is games or contests, played individually or in teams, involving physical strength, skill, and endurance. It refers specifically to track and field events. In general, athletic contests can be divided into contact and noncontact sports.

Contests involving physical prowess or simulated combat date from prehistoric times and are probably as old as community life; the origin of such organized athletics as the ancient Olympic Games in Greece is shrouded in legend. Although most early peoples engaged in games simulating combat, such as boxing and wrestling, some developed organized non-combative sports. The indigenous peoples of North America, for example, played games resembling modern lacrosse, field hockey, and lawn bowls. They also engaged in foot racing and, after the introduction of the horse into North America, horse racing.

- The source of this information is taken from **Microsoft® Encarta® 2008. © 1993-2007 Microsoft Corporation. All rights reserved.**

5. Movement skills

Skills and activities are grouped under three fundamental movement skill categories:

1. **Locomotor skills** involve the body moving in any direction from one point to another. They include; walking, running, dodging, jumping, hopping, skipping, galloping, sliding and leaping.
2. **Non-Locomotor (Stability) skills** involve the body balancing either in one place (static) or while in motion. They include; static balance, bending, twisting, rocking, rising, sinking, swaying, stretching and rotation.
3. **Manipulative skills** involve handling and controlling objects with the hand, the foot or an equipment (stick, bat or racquet). They include; throwing and catching, striking with the hands, feet and with a partner (e.g. kicking, volleying, batting and dribbling).

5.1 Movement concepts

Movement concepts describe the manner in which movement skills are performed (e.g. jump *high*, land *softly* and kick *far*).

Games and activities provide children with an opportunity to explore movement and develop an understanding of how their body moves in different ways. The movement concepts are the basis of many movement education programs.

Four main concepts of movement

Definitions	Descriptions
Body awareness	The person's understanding of his or her body performing movement such as shaping the body to make twisted stretches etc.
Space awareness	Describes where body moves either in a general or self-space and pathways of moving, levels of movement along the floor or airborne in flight.
Effort	Describes the speed of moving fast, slow, normal, high, low, medium, softly and far
Relationship	To the objects, equipment, partners, others, position of the partner/opponent/equipment.

5.2. Learning phases for movement

Each movement skill is divided into three learning phases that progress from simple (discovering) through to more complex (consolidating). Each child will be at a different phase depending on their experience and prior learning. Activities in each phase provide a progressive sequence for learning.

The three learning phases are characterized below.

- In the **discovering phase**, the child makes a concentrated effort to learn the movement. Activities for this stage enable children to explore and discover for themselves what is involved in performing a particular movement skill.
- In the **developing phase**, learners become more efficient and refined in their performance of the movement skill through repetition and practice in a variety of contexts.
- In the **consolidating phase**, children use more automatic movements than in the developing phase. They can apply movement skills in a variety of ways and combine other movements in more complex games and activities.

1. Discovery phase

Example: Fundamental skill - hopping

Children enjoy being creative with hopping and discovering the different qualities of hopping. Characteristics at the discovering phase of learning are:

- body is upright
- very little height or distance is achieved in the hop
- children lose balance easily – they can do only one or two hops

2. Developing phase

Children develop hopping techniques through practicing the skill of hopping in games and activities. Characteristics of hopping at the developing phase are:

- children lean slightly forwards
- arms move forwards and backwards vigorously
- knees flex in landing
- balance is poorly controlled

3. Consolidating phase

Applying the skill of hopping to a variety of contexts is the focus of this phase. Characteristics of hopping at the consolidating phase are:

- non-hopping leg is used to support the take-off and momentum of the hop
- body leans forwards over the hopping foot
- arms are coordinated with take-off, moving forwards and upwards
- hopping action is continuous and rhythmical

Teachers and children are encouraged to modify activities themselves to suit their needs, availability of equipment and facilities and to take ownership of the activity.

Source: www.sportnz.org.nz/.../guides/fundamental-movement-skills

Guided Lessons

Physical education lessons in grade 5 must promote active and interactive learning and be planned around the main concepts and key ideas and skills identified in the content standards.

The guided lessons for grade 5 are sample lessons developed from the performances standards which are derived from the content standards prescribed in the syllabus. These lesson guides are to guide and direct the teacher to teach the content of the lesson in a sequential manner providing appropriate students learning activities.

The teacher is given an option to either follow the guided lesson or use the guided lesson sample to plan their own lessons. These lessons should be delivered using guided discovery learning strategies, enforcing the basic movement, safety and sports skills development processes.

Suggested lesson titles for Grade 5

The lesson titles are suggested and can be modified to suit your students' needs and context. They are created from the performance standards given in the syllabus.

The following is a schedule of lesson titles which are sequenced in the order of strands appearing in the syllabus. Teachers are encouraged to as much as possible, keep the sequenced lesson titles and ensure that delivery is according to the number of lessons per week.

Suggested physical education lesson titles for grade 5

Lsn #	Strand	Unit	Content and Performance Standards	Lesson Titles
1 2 3	Safety	Safe and unsafe practices in various physical activities	5.1.1/5.1.1a	L1. Action plans for safety in village games and sports L2. Action plans for safety in schools games and sports L3. Action plans for safety in water sports
4 5 6	Movement	Movement Skills	5.2.1/5.2.1a	L1. Create various movement patterns (1) L2. Create various movement patterns (2) L3. Create various movement patterns (3)
7 8 9	Physical Activity	Modified sports and games	5.3.1/5.3.1a	L1. Ball handling skills L2. Ball handling skills for modified sports L3. Ball handling skills for Kapul soccer
10 11 12	Safety	Behavior in games and sports	5.1.2/5.1.2a	L1. What is offensive player behavior? L2. What is defensive player behavior L3. Player and spectator offensive and defensive behavior
13 14 15	Movements	Movement Skills	5.2.1/5.2.1a	L1 Balancing on 3 body parts L2 Balance stands on narrow and wide benches L3 Combine squat, rise and jump
16 17 18	Physical Activity	Fitness for health	5.3.2/5.3.2a	L1. Fitness exercises benefits L2. Circuit fitness such as, run, jump, skip and stretch L3. Muscular strength exercises
19 20 21	Safety	Safe and unsafe practices in various physical activities	5.1.1/5.1.1a	L1. Safety rules in village games emergencies L2. Safety rules for school games and sports L3. Safety rules for water games

22 23 24	Movements	Movement Skills	5.2.1/5.2.1a	L1.Perform movement skills in modified sports (1) L2.Perform movement skills in modified sports (2) L3.Perform movement skills in modified sports (3)
25 26 27	Physical Activity	Leisure and Recreation	5.3.3/5.3.3a	L1.Traditional leisure games L2.Traditional recreational games L3. Favorite recreational game
28 29 30	Safety	Behavior in games and sports	5.1.2/5.1.2a	L1 Offensive player behavior in field sports L2. Offensive player behavior in goal and net sports L3. Offensive player behavior in water sports
31 32 33	Movement	Movement Skills	5.2.1/5.2.1b	L1. Manipulative skills, Kicking , dribbling L2.Manipulative skills throwing and catching L3.Manipulative skills batting and fielding
34 35 36	Physical Activity	Modified sports and games	5.3.1/5.3.1b	L1.Athletics –Sprinting L2 .Athletics - Relay –Passing batons L3. Mini Athletics sports
37 38 39	Safety	Safe and unsafe practices in various physical activities	5.1.1/5.1.1b	L1.Basic first aid in village games Basic first aid in school sports L3.Basic first aid in water sports
40 41 42	Movement	Movement Skills	5.2.1/5.2.1b	L1.Demonstrate ball handling skills– throwing and catching (1) L2. Demonstrate ball handling skills -throwing and catching (2) L3.Demonstrate ball handling skills- throwing and catching (3)
43 44 45	Physical Activity	Fitness for Health	5.3.2/5.3.2b	L1.Modified sports first aid equipment L2. First aid measures L3. Apply first aid skills in games
46 47 48	Safety	Behavior in games and sports	5.1.2/5.1.2b	L1 Offensive and defensive play L2. Safety procedures in in offensive play L3. Safety procedures in defensive play
49 50 51	Movement	Movement Skills	5.2.1/5.2.1c	L1. Movement skills in water sports (1) L2.Movement skills in water sports (2) L3. Movement skills in water sports (3).
52 53 54	Physical Activity	Leisure and Recreation	5.3.3/5.3.3b	L1 Community recreational activities L2 Recreational activities for youths L3 Recreational activities for health.
55 56 57	Safety	Safe and unsafe practices in various physical activities	5.1.1/5.1.1b	L1.Basic first aid in goal sports L2.Basic first aid in ball and bat sport L3.Basic first aid in court and net sports
58 59 60	Movement	Movement Skill	5.2.1/5.2.1c	L1.Perform free style and breast stroke (1) L2.Perform free style and breast stroke (2) L3.Perform free style and breast stroke (3)

61 62 63	Physical Activity	Modified sports and games	5.3.1/5.3.1c	L1. Basic sports administration L2. Mini modified grade competition L3. Grade competition
64 65 66	Safety	Behavior in games and sports	5.1.2/5.1.2b	1. L.1. Safety procedures in defensive play in ball and bat games 2. L2.Safety procedures in defensive play in net and racket games L3 Safety procedures in defensive play situations in water sports
67 68 69	Movement	Movement Skills	5.2.1/5.2.1c	L1.What is butterfly stroke L2.What is back stroke L3.Perform butterfly and back stroke(3)
70 71 72	Physical Activity	Fitness for health	5.3.2/5.3.2c	L1.Fitness exercise for soccer L 2.Fitness exercises for athletics L3.Fitness exercises for swimming
73 74 75	Safety	Safe and unsafe practices in various physical activities	5.1.1/5.1.1d	L1. Safety rules conduct in school sports L2. Safe conducts in school sports 3. Safe conducts and safety in water sports
76 77 78	Movement	Movement Skills	5.2.1/5.2.1d	L1.Practice movement skills in kapul soccer game(1) L2.Practice movement skills in kapul soccer game(2) L3.Practice movement skills in kapul soccer game(3)
79 80 81	Physical Activity	Leisure and recreation	5.3.3/5.3.3c	L1 Personal leisure activity plan L2 Personal recreational activity plan L3 Difference between leisure and recreational activities
82 83 84	Safety	Behavior in games and sports	5.1.2/5.1.2c	L1. Safety procedures in defensive play situations L2. Safety procedures in offensive play situations L3. Safety procedures in water sports
85 86 87	Movement	Movement Skills	5.2.1/5.2.1d	L1.Practice movement skills in a tee ball game L2.Practice movement skills in a tee ball game L3.Practice movement skills in a tee ball game
88 89 90	Physical Activity	Modified sports and games	5.3.1/5.3.1d	L1 Safe play rules in ball and ring sports L2 Safe play rules in bat and ball sports L3 Player safe play rules
91 92 93		Fitness for health	5.3.2/5.3.2d	L1 Fitness activities for flexibility L2 Fitness activities for endurance L3 Fitness activities for strength
94 95 96	Movement	Movement Skills	5.3.3/5.3.3d	L1. Hand-eye coordination skills L2. Leg-eye coordination skills L3. Hand and leg-eye coordination skills

Guided Lesson Template

The guided lesson template is used across the primary grades 3, 4 and 5. The template shows how the guided lessons can be planned. It is easy to follow and allows teachers to be creative and make necessary alterations to cater for their students’ learning needs. The guided lesson template is given for your reference below.

Term: Week: Day: Lesson No: *Follow the school calendar for term, week, day and lesson no:*

Strand: *Refer to the syllabus* **Unit:** *Refer to the syllabus*

Content Standard: *Refer to the syllabus*

Performance Standards: *Refer to the syllabus*

Lesson Title: *Write title of the lesson as given in the grade lesson title table*

Lesson Objective: *Write objective of the lesson*

Key Concepts: *Write concept of the Lesson as guide in tge mmb*

Knowledge	Skills	Attitudes and Values
<i>write the knowledge students will acquire from this lesson</i>	<i>write the skills students will practice in this lesson</i>	<i>write the attitudes/values students will acquire from this lesson</i>

Resources: *List of materials teacher and students will use including references*

Teacher’s notes: *Brief descriptions of the background information of the lessons and what is expected of the teacher*

Lesson Procedures:

Introduction: *Brief descriptions of what the lesson is about.*

.....
.....

Body: *Gives the teacher and student activities separately.*

Teachers Activity	Students Activity
<i>Write the things teacher will do in this lesson</i>	<i>Write the things students will do in this lesson</i>

Conclusion: *Write the things you will do to finish of the lesson*

.....
.....

Guided Lesson Samples

The following are samples of guided lessons written against each strand and unit. It is anticipated that these lessons will serve as guides and you can try out your own lesson written in the same way.

Sample lesson No: 1

Strand: Safety	Unit: Safe and unsafe practices in various physical activities
Content standard:	5.1.1 Illustrate safety procedures and apply action plans or emergencies that occur in games and sports.
Performance standard:	5.1.1(a) Explain and perform action plans to promote safety rules and deal with emergency situations in games and sports.
Lesson title:	Safety rules – emergency situations in games and sports
Lesson objective:	Students can be able to understand and apply safety action plans to specific emergency situations in games and sports and promote safety awareness to self and community
Key concepts:	<ul style="list-style-type: none"> • Safety action plans guide an individual and group to play safe in games and sports • Reacting appropriately to emergency situations in games and sports • Promote safety awareness as an individual, in own family and the community

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Safety procedures • Simple action plans • Emergency situations • How to promote safety rules in games and sports 	<ul style="list-style-type: none"> • Illustrate safety procedures • Apply safety action plans • Construct and apply safety action plans to specific emergency situations in games 	<ul style="list-style-type: none"> • Willingness to learn • Listen attentively to all instructions • Respond positively to emergency situations • Show courage and self confidence • Sensitivity and respect

Resources: Charts, exercise books, rulers, chalk, markers, biro,

Reference: Physical Education, Department of Education, Primary Grades 3,4,5 Syllabus (2017)

Teachers notes

This lesson is based specifically on safety procedures and emergency situations in games and sports. Ensure that students listen and participate effectively to all given instructions. Emphasize on self-knowledge and ideas.

Lesson procedures

Introduction:

Students brainstorm and define the words safety, awareness and emergency
Teacher gives definition to the students on the board.

Introduces the new lesson topic – safe rules and emergency situations in games and sports

Body:

Teachers Activity	Students Activity
<ul style="list-style-type: none"> Organizes students into work station groups Instruct students to brainstorm and list their thoughts or ideas by referring to the instructions given in each work stations Supervises and guides students in their work stations <div style="display: flex; justify-content: space-around; margin: 10px 0;"> <div style="border: 1px solid black; padding: 5px; width: 100px; text-align: center;">Work station 1</div> <div style="border: 1px solid black; padding: 5px; width: 100px; text-align: center;">Work station 2</div> </div> <div style="display: flex; justify-content: space-around; margin: 10px 0;"> <div style="border: 1px solid black; padding: 5px; width: 100px; text-align: center;">Work station 3</div> <div style="border: 1px solid black; padding: 5px; width: 100px; text-align: center;">Work station 4</div> </div> <ul style="list-style-type: none"> Ask students to present their findings to the class 	<ul style="list-style-type: none"> Discuss and identify the emergency situations in games and sports List their views and ideas under the sub topics in their workstations List five examples for each of the work stations <p>Work station 1 Emergency situations</p> <p>Work station 2 Safety procedures</p> <p>Work station 3 Safety action plans</p> <p>Work station 4 Awareness to promote safety rules Group oral presentation in class</p>

Conclusion:

Students explain the importance of safety rules in emergency situations. A selected group to do or perform a role plays on safety procedures in a specific emergency situation in sports and games.

Sample lesson No: 2

Strand: *Safety***Unit:** Safe and unsafe practices in various physical activities**Content Standard:****5.1.1** Illustrate safety procedures and apply simple safety action plans for emergencies that occur in games and sports**Performance Standard:****5.1.1(a)** Demonstrate survival skills in a range of contexts such as in water activities or ball games.**Lesson Title:**

Safety practices in water and ball games

Lesson Objective:

Students can be able to name and a safe practice used when participating in water and ball games and show how it is done.

Key concepts:

- Safe practices of play in water games
- Safe practices of play in ball games
- Procedures in safe practices of water and ball games.

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Water safety procedures • Types of water safety activities • Types of ball games • Range of contexts 	<ul style="list-style-type: none"> • Demonstrate safety procedures in groups • Identify situations in water and ball games that caution safety 	<ul style="list-style-type: none"> • Cooperate in the group work. • Share ideas or experiences with others in class • Be polite and listen to others views

Resources: Improvised materials – ropes, *ropes, plastic containers, mats, flat boards modified sports equipment (balls, bats, rings etc,) markers, charts, posters of water safety and safe play*
-Physical Education Primary Grade 3,4,5 Syllabus (2017).

Teachers Notes:

This lesson will enhance students' knowledge about safety procedures that cause injuries during participation in water and ball games. These will also stress the importance of simple action plans on things to do to perform safety procedures in emergency situations should they occur. Teacher must emphasize on correct application of the safety procedures.

Lesson Procedures

Introduction:

Have the class seated outdoors in a selected part of the school grounds and begin the lesson by motivating the students to pretend to be swimmers and goal shooters, goal defenders etc.

Display posters of water and ball games discuss, what should the players/ swimmer look out for in the water or on the court?, how does the trainers ensure the paddlers or players participate safely?

Recap on the basic safety rules learnt from the preceding grades

Lead class from the discussions on to the teacher student activities.

Body:

Teacher's Activity	Student's Activity
<p>Teacher will :</p> <ul style="list-style-type: none"> • Asks the students to get into activity groups. • Supervises the students participating in their activity groups. • Encourages students' demonstrations on safety procedures performed. • Prepares and gives homework on how to apply safety procedures in a local emergency situation. 	<p>Students will:</p> <ul style="list-style-type: none"> • Sort into activity groups and discuss or brainstorm and share ideas on safety procedures • Do oral group presentations on three examples each of the water safety and ball sports • STOP(stop, think, observe and prevent) procedure • Create own example- one for a safe procedure

Conclusion:

In a semicircle formation the class will:

Teacher revisits by telling the students to explain the importance benefit to understand the basic safety procedures to apply when participating in water and ball games and a group to demonstration on how to apply a suitable safety procedure for a minor leg injury.

Sample lesson No: 3

Strand: Safety	Unit: Behavior in games and sports
Content Standard:	5.1.2 Demonstrate safe behaviors and procedures in offensive and defensive play
Performance Standard:	5.1.2 (c) Perform safety procedures in offensive and defensive play situations
Lesson title:	Safety procedures in defensive in play situations
Lesson objective:	Students can identify the basic safety procedures in defensive play situations.

Key concepts:

- There are safety rules to guide a defensive behavior in a defensive play situation
- Defensive movement and skills have to be planned well
- Safety measures have to be considered when being a defensive player

Knowledge	Skills	Attitudes /Values
<ul style="list-style-type: none"> • Defensive behaviors • Procedures in defensive behaviors • Movement and skills in defensive behaviors • Safety procedures involved when being a defensive player 	<ul style="list-style-type: none"> • Identify the safety procedures involved • Perform the safe behavior of a defensive player 	<ul style="list-style-type: none"> • Appreciate the safety procedures • Follow instructions given with respect • Value the behaviors of a defensive player

Resources: Markers, charts, playing space for a mini volleyball court

References: Physical Education, SBC Primary Grade 3,4,5 Syllabus, DOE, (2017)

Teachers notes:

This lesson has to be a practical lesson outside so that as students participate they would identify the safe behaviors of defensive and offensive players.

Lesson Procedures**Introduction:**

Students are instructed to do a warm up exercise

Students define what a defensive player is

Teacher confirms students definitions and introduces today's activity

Body:

Teachers Activity	Students Activity
<ul style="list-style-type: none"> Instructs the students to go into groups of 6 and discuss about safety rules and rules in playing volleyball Organizes students to play mini volleyball. Ask students to identify defensive players. Observes and supervises students as they play the game. 	<ul style="list-style-type: none"> Organize themselves into their PE groups Students discuss about safety rules and volleyball game rules Students take turns to play mini volley ball Discuss and identify defensive players and how they behave <p style="text-align: center;"><i>Offensive player</i></p> <p>Volleyball court</p> <p style="text-align: center;"><i>Defensive player</i></p>

Conclusion:

Teacher emphasizes safety rules and roles of defensive and offensive players. Also complement the students for having a fair and fun game of volleyball.

Sample lesson No: 4

Strand: Movement
Content Standard:

Unit: Movements Skills
5.2.1 Demonstrate and apply selected locomotor and manipulative skills with a partner and appropriate equipment to perform movement sequences, patterns and concepts.

Performance Standard:

5.2.1(a) Create and perform various movement patterns with body control such as combining balances, forward and backward roll, turns, jumps, squats.

Lesson Title: Coordinated and controlled movement skills in modified games (1)

Lesson Objective: Students can be able to combine selected loco motor and manipulative skills in playing selected modified games

Key concepts:

- Movement involves, space, force, time, energy and flow.
- Locomotor movement skills – are skills that move the body up and down and from one place to another, using our legs.
- Manipulative movement skills – are performed with objects, with objects, such as catching, throwing kicking, striking and volleying.
- Movement sequences, patterns and concepts.

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Whole body movements involves; space, force, time, energy and flow 	<ul style="list-style-type: none"> • Body control when combining balances, on legs and hands. 	<ul style="list-style-type: none"> • Stay focused when performing a skill.
<ul style="list-style-type: none"> • Locomotor movement skills – skills that move the body up and down and from one place to another, using your legs. 	<ul style="list-style-type: none"> • Practice and demonstrate the locomotor movement skills; - e.g.: running, jumping, dodging and landing. 	<ul style="list-style-type: none"> • Be committed to proper practice of different movement patterns.
<ul style="list-style-type: none"> • Manipulative movement skills – are performed with objects as balls and bats. 	<ul style="list-style-type: none"> • Practice and demonstrate manipulative movement skills – e.g.: passing, ball handling, receiving and shooting. 	
<ul style="list-style-type: none"> • Correct equipment for the relevant games, e.g.: netball for the game of netball. 	<ul style="list-style-type: none"> • Movement sequences must be consistent or connected, eg: walk, run, jump and land. 	
<ul style="list-style-type: none"> • Movement sequences, patterns and concepts. 		

Resources: softball, netball, soccer ball, bat and whistle

Reference: Physical Education Student Activity Book, Grade 5, 2013, Tried Pacific, PNG, pg: 62-63.
Movement and Games Activity Book, Teacher Resource Book Elementary, 2006, NDOE Education, PNG Pg: 8-11, Physical Education, Lower Primary Teacher Guide, 2004, NDOE, Papua New Guinea, Pg:40-41.

Lesson Procedure**Introduction:**

The students will be introduced to the name of the skills they will develop through exploration of various small movements.

Body:

Teacher's Activity	Student's Activity
<p>Teacher asks the students to;</p> <ul style="list-style-type: none"> • do free movement just using their bodies • run and jump and catch ball in the air, • run and pretend to kick a ball but in the air, • pretend to throw netball, soccer ball and soft ball in the air and catch <p>Then they get into pairs and pretend to kick, catch and throw, strike a ball to a friend.</p> <p>Demonstration of manipulative skills:</p> <ul style="list-style-type: none"> • jumping and catching a ball in the air, • kicking a soccer ball to a friend and • striking a softball pitched with two hands 	<p>Students will:</p> <ul style="list-style-type: none"> • perform the movements named by the teacher, • with a partner demonstrate

Conclusion:

Teacher pick individual or pairs to demonstrate without balls how bet they can kick, strike ball jump catch a ball in the air and throw to a friend. Give praise to students for their efforts.

Sample lesson No: 5

Strand: Movement	Unit: Movement Skills
Content standard:	5.2.1 Demonstrate and apply selected locomotors and manipulative skills with a partner and appropriate equipment to perform movement sequences, patterns and concepts
Performance standard:	5.2.1 (b) Apply hand and leg- eye coordination movement skills such as throwing and catching or kicking and dribbling in modified games.
Lesson Title:	Manipulative skills -Throwing, Catching, Kicking and Dribblings
Lesson objectives:	Students can be able to apply the use of coordinated movement skills in movement games and modified sports activities.
Key concepts:	
	<ul style="list-style-type: none"> Controlled and coordinated movement skills (hand and leg eye coordination) such as walking- throwing and catching, running- kicking and dribbling in pretending play Control of the body when performing the skills

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> Coordinate travel of the ball for accuracy Control movement of the body in general and self-space Recognize components of movement Recognize loco motor, nonlocomotor and manipulative skills 	<ul style="list-style-type: none"> Demonstrate accurate catching the ball in modified games Demonstrate accurate throwing/ passing the ball in modified games Kick , throw, dribble, dig, volley accurately to score or pass to a friend Dribble stop and kick moving ball with a body part or equipment 	<ul style="list-style-type: none"> Being Accurate leads to high self-esteem Respect team mates and value team effort or team work (corporation) Self-control; good sports men and women (good loser and good winner)

Resources:

- Equipment - Balls, markers, First aid kit, friends
- Reference: Papua New Guinea, Department of Education (2017). *Physical Education Primary Grade 3,4,5 Syllabus*, Waigani.

Teacher's notes

- This lesson is a skills development lesson. There will be demonstration of manipulative skills following in a sequence outside in a playing field with a partner or equipment. The use of specific sports skills equipment for the lesson is available before the lesson. Students' safety, participation and behavior should be strongly emphasized in this lesson. The modified game selected can be changed and another can be used, just as long as your selected sport/game can cater for the skills outlined in the guide.

Lesson Procedures**Introduction:**

Introduce the lesson topic/title to the students' and define the key concepts briefly.

Explain that the lesson is mainly based on skills application.

Body:

Teacher's activity	Student's activity
<ul style="list-style-type: none"> • Asks students to stand in a big circle and go through a warm-up session • Checks students with special needs or those who are unable to participate in the lesson • Emphasises the importance of safety rules, group participation and behavior • Re-Explains and re-demonstrates the basic elements of throwing and catching the ball, and kicking and dribbling the ball • Asks students to explore different ways of catching, throwing, kicking and dribbling the ball whilst playing or going through the activity • Introduces the activity or game and the rules <p>Activity1: Speed-Away</p>	<ul style="list-style-type: none"> • Students stand in a big circle and listen attentively to the teacher-teacher and students' go through the warm-up session together while still standing in the circle • The students go into the groups/teams as allocated by the teacher• • In two groups, complete activity 1 <p>Activity1: Speed-Away</p>

Conclusion:

Teacher asks the students what basic manipulative skills have they applied in the game/sport in this lesson.

Students respond by naming the coordinated movement skills (manipulative skills) of throwing and catching, kicking and dribbling.

Sample lesson No: 6

Strand: Movement	Unit: Movement Skills
Content Standard:	5.2.1 Demonstrate and apply selected locomotors and manipulative skills with a partner and sequences, patterns and concepts
Performance Standard:	5.2.1 (d) Demonstrate accuracy when performing ball handling skills such as throwing, catching, fielding, dribbling and kicking.
Lesson Title:	Controlled and coordinated movement skills
Lesson Objective:	Students can be able to perform controlled and coordinated movements in a sequence with a partner or equipment.
Key concepts:	
	<ul style="list-style-type: none"> • Recognize a sequence of movements- run jump and throw, • Differentiate between manipulative, loco motor and non-loco-motor (whole body) skills (movements)

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Body control and coordinated movements • Differentiate movements performed using two or three body parts or whole body • Recognize the 3 types of movements 	<ul style="list-style-type: none"> • Perform a sequence of movements • Identify whole body movements from movements performed by 2 or 3 body parts. • Demonstrate components of manipulative skills 	<ul style="list-style-type: none"> • Encourage each other's to perform movements • Appreciate each other's performance • Sharing equipment in playing movement games

Resources: Improvised local materials, skipping ropes, modified sports equipment such as balls, bats, bases, nets etc.

Lesson Procedures**Introduction:**

Organize the students to participate in the warm up activity. Teacher introduces the 'fit think idea 'as safety and development practices to the students and allow them to come up with a word for each given letter.

Teacher emphasize to the class that Let PRIDE be the focus word for the week. Class discuss the focus word 'PRIDE' and write the best word for each letter; e.g.

- P- Pride
- R-Respect yourself
- I - Make intelligent decisions
- D - Be determined
- E- Be enthusiastic

Body:

Teacher's Activity	Student's Activity
<ul style="list-style-type: none"> • Instructs class to sit in a semi-circle • Explains what they would do in the lesson • Emphasizes on the fit think idea and group participation • Do short and clear demonstrations on how to play each activity • Check students with special needs which may affect their participation • Check students for any jewelry/ objects in their hands/pocket • Teacher introduces the activities and rules <p>Activities 1 Tunnel ball in back support</p> <ul style="list-style-type: none"> • Children in groups of 5-7 form lines of back support. One child at each end throws a ball over then rolls the ball under the body. <p>Activity 2: Tunnel Ball Relay in back support</p> <ul style="list-style-type: none"> • Students in groups of 5-7 form lines of back support. One child at each end to roll and catch • Child at one end rolls the ball along the tunnel then joins the line at his end • The catcher collects the ball and runs to the other end to become the roller. • The last child in back support stands ready to be the catcher- this will continue until the members have a turn. • When the original roller stands and receives the ball, all the team members sit on the mat • Roller stands and receives the first team sitting wins. 	<ul style="list-style-type: none"> • Students listen attentively to the explanation • In pairs practice -Chest pass catching and rolling the ball on the ground for 5 minutes • Practice the above skills for another 5 minutes • Team captains to control the team members • Respect and support each other's • Follow instructions and rules • In groups complete activities 1&2 <p>Activity 1-Tunnel Ball in back Support Activity 2-Tunnel ball Relay in Book support</p> <ul style="list-style-type: none"> • Students listen very carefully and do the movements

Conclusion: Teacher asks the students to tell their classmates the things they learnt in these sessions. Students answer by naming the three skills of throwing catching and rolling.

Sample lesson No: 7

Strand: Physical Activity**Unit:** Modified sports and games**Content Standard:****5.3.1** Apply modified ball handling and basic athletics skills in game play situations including basic aquatic skills and discusses types of appropriate facilities to develop a modified class sports program**Performance Standard:****5.3.1(c)** Participate in mini modified sports competition for all grades 5 students fortnightly throughout a term.**Lesson title:**

Modified sports competition

Lesson objective:

By the end of the competition the students can be able to participate develop the love of sports through promoting positive attitudes and a healthy life style through sports

Key concepts:

- Students to participate in mini sports competition
- Students to take part in field and track events
- The competition will pave the way for students to develop the love of sports
- Students will value physical fitness and promote positive attitudes
- The weekly competition provides fun through participation

Knowledge	Skills	Attitudes /Values
<ul style="list-style-type: none"> • Participate in mini sports competition • Participate in teams • Modified sports – track and field events 	<ul style="list-style-type: none"> • Perform and demonstrate game skills • Perform and demonstrate loco motor, non-loco motor and manipulative skills • Perform fitness skills 	<ul style="list-style-type: none"> • A strong desire to win and also accept defeat • Set long term and short term goals • Appreciate and respect self and others

Resources:

Markers, track and field equipment, score sheets, stop watch, water containers, stalls or tents

References:

Physical Education, SBC Primary Syllabus Grade 3,4,5, DOE, (2017). Google: laq.org.au. track and field- Wikipedia.

Teachers notes:

The athletics is a uniquely designed sport for children 9-15 years old. As the name suggests it is based upon the sport of athletics (field and track). The events are specially modified to suit the ages and the abilities of children. A wide range of running, jumping, throwing and walking events is conducted. Athletics is the fundamental for all sports. It offers young people's activities and skills that will stand them in good stead for their sporting future. There are two main athletics events The following are track events and field events.

Track events:**Field events:**

Track events	Field events
Sprint: 70m, 100m, 200m Distance: 400m, 800m, 1500m Race Walks: 700m, 1100m, 1500m Relays: 4 x 70m, 4 x 100m, 4 x 200m, shuttle relay	Jumps: Long jump, triple jump, high jump Throws: shot put, discus, javalin Only four events are chosen for this competition

The competition provides fun through participation in an enjoyable sport with friends in the same age group. Before the game, the following needs to be done;

- set and mark the tracks for the track events
- for relay provide batons or standard size sticks measuring 25m in length.
- get the score cards ready i.e; 1st, 2nd, 3rd, 4th
- students need to be in their sporting gears and uniforms
- get scorers, umpires, team captains, first aid kit, water coolers
- get the long pit ready, put sand or saw dust
- get the discus field marked as well as shot put
- high jumps stand (2m in height). Put soft material such as mattress for landing
- triple jump can use the long jump pit.

use the community and the BOM to assist the school to run this competition.

Lesson procedures

Introduction:

Warm up activity. The teacher will get the students to find a self-space in the open field. All warm up activities start and finish when the time-up is signal by a whistle.

At the command of the instructor with a whistle the athletes follow;

- Leap forward, leap backward
- Jump 5m high and fold your legs while in the air as you fall back stretch your leg to land.
- Do the windmill movement with both arm spread out, bend both knees (lower) forward and back
- Bend knees forward and stretch the back knee (swap)
- Breathe in, out, in and hold and out.

Body:

Teachers Activity	Students Activity
<p>During the game:</p> <ul style="list-style-type: none"> • Encourages good behavior and fair play • emphasizes safety rules and treat minor injuries • ensures the competition runs smoothly with success • provides water, keep the score and have lunch break <p>After the game</p> <ul style="list-style-type: none"> • Gets all the students sit in their team groups • Gets everyone for warm down activities such as stretching, breath in and out. • Announces the winners and losers • Emphasizes on their behavior when they win or lose • Encourages good sportsmanship even when they lose. 	<p>During the game students should:</p> <ul style="list-style-type: none"> • Play and apply game skills correctly • Team captains to control members of the team • Respect opposite sex and promote gender equality • Help the team members to do well • Follow activity play procedures and obey rules • Enjoy the game and control your emotions • If you are not playing, stay stationed and cheer • Cheer in a fair manner • Report misunderstanding to the umpires organizers’. • Taking part in the game fairly, without favoritism.

Conclusion:

Prepare the sports ground to close up the mini athletics school program with awards to the students that did well. Present the program for all to know and support activities. Invite parents/BOM members to close the athletics program.

Sample fortnightly athletics competition program

Week	Age group	Sprints	Relays	Throws	Jumps	Time	Remarks
2	Under 9-10	70m	Shuttle	Shot put	High		
	Under 11-12	100m	4 x70m	Discus	Long		
	Under 13-15	200m	4x 100m	Javelin	Triple		
4	Under 9-10	70m	Shuttle	Shot put	Long		
	Under 11-12	100m	4 x70m	Discus	High		
	Under 13-15	200m	4x 100m	Javelin	Triple		
6	Under 9-10	70m	Shuttle	Discus	Triple		
	Under 11-12	100m	4 x70m	Javelin	High		
	Under 13-15	200m	4x 100m	Shot put	Long		
8	Under 9-10	70m	Shuttle	Shot put	High		
	Under 11-12	100m	4 x70m	Javelin	Long		
	Under 13-15	200m	4x 100m	Discus	triple		
10	Under 9-10	70m	Shuttle	Javelin	Triple		
	Under 11-12	100m	4 x70m	Shot put	High		
	Under 13-15	200m	4x 100m	Discus	Long		

Sample lesson No: 8

Strand: Physical Activity**Unit:** Fitness for Health**Content Standard:****5.3.2** Participate in a range of various health-related fitness activities and exercises to improve components of; cardio-respiratory endurance, muscular strength and flexibility**Performance Standard:****5.3.2 (a)** Discuss effects and the value of regular exercises in relation to personal health.**Lesson title:**

Benefits of fitness exercises

Lesson objective:

Students will be able to identify and discuss benefits effects and values of regular exercises related to personal health

Key concepts:

- Effects of regular exercises
- Values of regular exercises
- Differences in endurance and muscular strength and flexibility exercises .

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Effects of regular exercises; - improved heart strength - muscle development - fair body composition 	<ul style="list-style-type: none"> • Discuss effects of regular exercises • Describe how muscles develop • Explain why body organs are valuable in relation to being fit. 	<ul style="list-style-type: none"> • Share views about caring and valuing our bodies • Encourage each other's to care for our bodies • Share thoughts about how to keep fit

Resources:

Charts, of simple exercises for flexibility, endurance and strength, equipment for simple exercise such as skipping ropes, sand bags for lifting weights etc

Reference:

Physical Education, Department of Education, Primary Grade 3,4,5 Syllabus (2017)

Teachers notes:

This lesson is based specifically on giving out the theory knowledge of understanding the importance of fitness and exercises that will keep certain functions going in our bodies. Students to gain a better and deeper understanding of how exercising keeps the body fit and healthy. Also how exercises help develop strong heart and lung endurance especially in the respiratory and circulatory system. Too the understanding that lack of exercising the body builds up fat which can create health problems.

Lesson procedures:**Introduction:**

The lesson is introduced with the illustrations of body muscles, heart, lung, limbs, without label. The class will discuss amongst themselves and labels the illustrations as teacher looks on. Then once the students have given their answers

Body:

Teachers Activity	Students Activity
<ul style="list-style-type: none"> • asks volunteers from the class to label the body parts of muscles etc • leads the discussions of correcting any errors done by the students • Explains why it is important to know the parts of the body muscles 	<ul style="list-style-type: none"> • Answer questions asked by the teacher • Ask questions about new knowledge they want to acquire • Draw or take handouts of the illustrations of muscles teacher gave and • Take down background knowledge notes. <p>Homework: Create one circuit of activities that will accommodate;</p> <ul style="list-style-type: none"> • Heart and Lungs exercise • Muscle and Limbs exercise • Body composition exercise

Conclusion:

Teacher explains the content taught and gives homework. This project will be assessed, as students present their findings to the class in the second lesson of the following week. This is a lesson to get the students to do simple research within the community be it rural or urban setting.

Sample lesson No: 9

Strand: Physical Activity**Unit:** Leisure and recreation**Content Standard:****5.3.3** Discuss and describe the benefits and opportunities for individual, dual and team participation in a range of leisure and recreational activities**Performance Standard:****5.3.3 (c)** Design and implement a personal weekly plan for leisure and recreation activities.**Lesson title:**

Personal weekly plans

Lesson objective:

The students can design and implement personal plans for leisure and recreational activities.

Key concepts:

- Personal recreational and leisure weekly plans help an individual or group to stay fit and healthy
- An individual or group use time for leisure and recreational activities after work or school

Knowledge	Skills	Attitudes /Values
<ul style="list-style-type: none"> • Personal weekly plans/ schedules or timetables • Benefits of having personal weekly plans for healthy life 	<ul style="list-style-type: none"> • Design personal weekly plans • Implementing personal weekly plans for leisure and recreation activities • Report results of program – after 4 weeks 	<ul style="list-style-type: none"> • Appreciate personal weekly plans • Value the leisure and recreational activity

Resources: A4 papers, rulers, colors, music player, old laptop**References:** Physical Education, SBC Primary Grade 3,4,5 Syllabus, DOE, (2017)**Teachers notes**

Creating a personal weekly plan may differ from place to place. The format of the plan may differ from place to place. The plan format is also not strict and can be adapted by the teacher depending on where the schedule/plan format/template was taken.

Instructions of the game 'islands'

Place carpet squares or hoops on the ground. Ensure they are well spaced. Every child except one (pirate) has an island. When the music starts, everyone has to move around the islands. When the music stops, children must find an island, of course one will not and becomes the new pirate. Reduce islands after every round so there are more pirates.

Sample weekly plan

Time	Day	Activity
7:00am – 10:00	Sunday	Go to church to attend Sunday school
3pm -5pm	Monday	Play hopscotch with Leslie
4pm -5pm	Tuesday	Tell stories and read books with Dulcie and Adrian
4pm -5pm	Wednesday	Go for a walk with Henry
4pm -5pm	Thursday	Singing practice with church choir
3pm – 5pm	Friday	Go gardening/shopping/ swimming
9am – 4pm	Saturday	Help with house work Spend some time watching or playing games Cook dinner or help to prepare dinner Play my guitar before I sleep

Note: Changes to the time schedule or activities depend on the students since this is a personal weekly plan, the student is subject to design convenient time for activities to be done. You may also wish to assess the plans.

Lesson procedures**Introduction:**

Play the game 'islands'.

Teacher praise students and introduces today's activity

Body:

Teachers Activity	Students Activity
<ul style="list-style-type: none"> • Teacher facilitates the learning by providing an example of a plan • Students are shown a sample personal weekly plan for leisure and recreation activities • A brief explanation is given to help the students understand how a plan can be done • Activity 1 – Mind map • Activity 2 – Personal weekly plans 	<ul style="list-style-type: none"> • Students sit quietly and listens to the instructions provided by the teacher • Activity 1 – Brainstorm and create a mind map on the advantages of having personal weekly plans for leisure and recreational activities • Activity 2 – Use the sample provided by the teacher. Students create your personal weekly plans for leisure and recreational activities that you do.

Conclusion:

Teacher asks students a question. 'Why do we have to create or formulate personal weekly plans?' Restate main concepts and re-emphasize the benefits of having personal plans.

Sample lesson No: 10

Strand: Physical Activity
Content Standard:
Performance Standard:

Unit: Modified Sports and Games
5.3.1

5.3.1 (b) Describe types of track (athletics) skill activities for modified relay games.

Lesson Title:

Modified athletics skills

Lesson Objective:

By the end of the lesson the students can be able to describe types of track events for modified sports.

Key concepts:

- Know the modified version of the real track events.
- Two specific events in athletics – track and field events
- Track and field is a sport which includes athletic contests established on the skills running jumping and throwing
- Most track and field events are individual sports with a single victor except relay races.

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Types of track events • List running jumping and throwing as the main athletics skills • Track and field events - sprints - jumps - relays - throws 	<ul style="list-style-type: none"> • Running • Jumping • Throwing 	<ul style="list-style-type: none"> • Respects others views • Value the ideas and information obtained • Value the importance of athletics

Resources: Google website: laq.org.au/About-Us/History, Physical Education SBC Grade 3,4,5 Syllabus

Materials: shot put, discus disc javelin spear, batons x 4 high jump bar (2m high) long jump pit old engine oil to mark tracks

Lesson Procedures

Introduction:

Motivation recap and previous lesson activity for class readiness

Teacher introduces the hangman game to the class and allows the students to guess any letters of the alphabet to make up the word 'athletics'

Students orally brainstorm and define the term 'ATHLETICS'.

Teacher confirms the definitions of 'ATHELETICS' and introduces the lesson topic and takes the students out to the field.

Body:

Teacher's Activity	Student's Activity
<ul style="list-style-type: none"> • Gets the students to stand/sit in a semi -circle outside/ in the field. • Writes the movement skills – running, jumping , walking and throwing on a flash card each • Gets four students to pick a card and flash it to the class <p>Track events</p> <ul style="list-style-type: none"> • Asks students to say the four words of track events on the card. Then place each card at 1 of the 4 stations. <p>Tells students to stand behind the card they want/choose.</p> <ul style="list-style-type: none"> • Instructs each group to demonstrate/ practice these movement skills without equipment. • Then sit them in a semi-circle. Selects a student from each station to report to the whole class. Confirms their answers • Explains and demonstrates to the students the movements skills involve in athletics. • Emphasizes that there are two major events in athletics, running, walking, umping and throwing is mostly used • Asks the students to name some events the above skills are also used for example: in relay – running is practiced <p>Field events</p> <ul style="list-style-type: none"> • Explains to the students that field events involves movements skills • Explains the difference between a field and track event • Field events mainly take place in large fields track events use running tracks 	<ul style="list-style-type: none"> • Students sit in a semi-circle and listen to the teacher. • Four students pick the cards and show to the class • The students say the words • Students get into the 4 stations and practice the movement skills indicated on the flash card • Students report back to the whole class group and describe what they did at their stations. • Students listen to the explanation what athletics and the events in athletics. • They (students) will also listen to the field events and that in all these events, movement skills used are – walking running jumping and throwing

Conclusion:

Teacher summarizes the lesson revising the main concepts.

Field events: Throws & jumps track events: sprints, walks, relay. Volunteer to explain what athletics is in his or her own words.

What are the two main events in athletics?

What movement skills are used in athletics – both track and field events

Students explain the importance of safety rules in emergency situations. A

selected group to do or perform a role plays on safety procedures in a specific emergency situation in sports and games.

Grade 5 Samples of knowledge, skills, attitudes, values (KSAV)

The sample Knowledge, Skills, Attitudes and Values for the units according to each content standard and performance standards are given as teachers' information to equip them-selves and plan quality lessons according to the lesson titles given for each performance standard.

Sample KSAV - Sample Template for Physical Education

Strand :

Unit :.....

Content Standard:.....

Performance Standard:.....

Knowledge	Skills,	Attitudes and Values

Sample KSAV 1

Strand : **Safety**

Unit :**Safe and unsafe practice in various physical activities**

Content Standard:

5.1.1 Illustrate safety procedures and apply simple safety action plans for emergencies that occur in games and sports

Performance Standard:

5.1.1(d) Discuss the basic safe play rules, safe conducts and general sports administration for school sports

Knowledge	Skills,	Attitudes and Values
<ul style="list-style-type: none"> • Safety rules • Safety procedures • Emergency situations-ankle sprain, fainted child new cut/wound 	<ul style="list-style-type: none"> • Draw/illustrate safety procedures apply simple safety action plans • Discuss basic safety rules • Identify safe conducts in self and team sports 	<ul style="list-style-type: none"> • Voluntary willingness • Value safety rules and / procedures • Respect others offer good relationship behavior and advise

Sample KSAV 2

Strand : Safety

Unit : Behaviors in games and sports

Content Standard: 5.1.2 Demonstrate safe behaviors and procedures in offensive and defensive play

Performance Standard: 5.1.2 (b) Observe and identify safety procedures in defensive play defensive play situations in ball and bat, and net and racket sports.

Knowledge	Skills	Attitudes and Values
<ul style="list-style-type: none"> Safety procedures Defensive play situations in sports Ball and net 	<ul style="list-style-type: none"> Observing defensive play skills Identify defensive play skills for all bat and ball and net and racket sports. 	<ul style="list-style-type: none"> Appreciate watching ball and bat games Co-operate with one another to play in teams Encourage each other's when they make mistake.

Sample KSAV 3

Strand : Safety

Unit : Behaviors in games and sports

Content Standard: 5.1.2 Demonstrate safe behaviors and procedures in offensive and defensive play

Performance Standard: 5.1.2 (c) Perform safety procedures in offensive and defensive play Situations

Knowledge	Skills	Attitudes and Values
<ul style="list-style-type: none"> Safety procedures Offensive play Defensive play 	<ul style="list-style-type: none"> Demonstrate offensive play Demonstrate defensive play Perform a safety procedure to avoid injury in game play 	<ul style="list-style-type: none"> Play safely in the team Share understanding of offensive and defensive play Encourage fair play in games.

Sample KSAV 4

Strand : Safety

Unit : Behaviors in games and sports

Content Standard: 5.1.2 Demonstrate safe behaviors and procedures in offensive and defensive play

Performance Standard: 5.1.2 (d) Identify, discuss and make responsible decisions to an extent according to the rules associated with competition play.

Knowledge	Skills	Attitudes and Values
<ul style="list-style-type: none"> Rules in competition play Making fair decisions Differentiate competition play and friendly games 	<ul style="list-style-type: none"> Identify rules in competition Discuss differences between competition play and non-competition play Make decisions before, during and after competition play 	<ul style="list-style-type: none"> Be responsible Associate with competition play Enjoying taking part in completion

Sample KSAV 5

Strand: Movement

Unit: Movement Skills

Content Standard: 5.2.1 Demonstrate and apply selected loco-motor and manipulative skills with a partner and appropriate equipment to perform movement sequences and patterns using concepts

Performance Standard: 5.2.1(c) Perform different swimming strokes such as freestyle, breast stroke, back stroke and butterfly.

Knowledge	Skills	Attitudes and Values
<ul style="list-style-type: none"> Swimming is a sport Different swimming strokes <ul style="list-style-type: none"> -freestyle also known as crawl -breast stroke -back stroke -butterfly Use freestyle in open water 	<ul style="list-style-type: none"> Demonstrate the different swim strokes Perform freestyle and butterfly strokes in water games Identify water depth to practice freestyle in open water 	<ul style="list-style-type: none"> Appreciate water sports High self-esteem after competing in open water swimming competition Encourage each other's to learn the different swim strokes

Sample KSAV 6

Strand : Movements

Unit : Movement Skills

Content Standard: 5.2.1 Demonstrate and apply selected loco-motor and manipulative skills with a partner and appropriate equipment to perform sequences and patterns using concepts

Performance Standard: 5.2.1 (d) Demonstrate accuracy when performing ball handling skills such as throwing, catching, fielding, dribbling and kicking.

Knowledge	Skills	Attitudes and Values
<ul style="list-style-type: none"> Accuracy in ball handling Manipulative skills Movement concepts 	<ul style="list-style-type: none"> Demonstrate accuracy in manipulative skills such as; <ul style="list-style-type: none"> -throwing, striking, dribbling fielding Perform with a partner <ul style="list-style-type: none"> dribbling with hand or object Perform leg-eye-coordination skill e.g.: dribbling 	<ul style="list-style-type: none"> Appreciate each other's efforts Share equipment fairly

Sample KSAV 7

Strand : Physical Activity

Unit : Fitness for Health

Content Standard: 5.3.2 Participate in a range of various health-related fitness activities and exercises to improve components of; cardio-respiratory endurance , muscular strength and flexibility

Performance Standard: 5.3.2 (d) Take part in physical activities that develop aspects of fitness such as flexibility, strength and endurance.

Knowledge	Skills	Attitudes and Values
<ul style="list-style-type: none"> • A range of fitness activities and exercises • Types of exercises for flexibility, endurance and strength • Aspects of fitness 	<ul style="list-style-type: none"> • Demonstrate exercises for flexibility and muscular strength • Identify and perform exercises for endurance • Describe exercises performed on a poster by sports women and men 	<ul style="list-style-type: none"> • respect and care for individual bodies • Appreciate others and own body • Share knowledge with others

Sample KSAV 8

Strand : Physical Activity

Unit : Leisure and Recreation

Content Standard: 5.3.3 Discuss and describe the benefits and opportunities for individual, dual and team participation in a range of leisure and recreational activities

Performance Standard: 5.3.3 (d) Participate in a variety of outdoor and indoor recreational activities such as canoeing, fishing, bushwalking.

Knowledge	Skills	Attitudes and Values
<ul style="list-style-type: none"> • Differentiate between recreation and leisure activities • Recognize leisure activities • Recognize recreation activities 	<ul style="list-style-type: none"> • Plan recreation activities for in and outdoor • Demonstrate simple action plans for recreational activities • Compare leisure and recreational activities 	<ul style="list-style-type: none"> • Appreciate participation in recreational and leisure activities • Respect others ideas and views • Cooperate with team members • Enjoy participating with others

Sample KSAV 9

Strand : Physical Activity

Unit : Leisure and Recreation

Content Standard: 5.3.3 Discuss and describe the benefits and opportunities for individual, dual and team participation in a range of leisure and recreational activities

Performance Standard: 5.3.3 (a) Select traditional leisure and recreational games, and activities and demonstrate to students in elementary 2 or grade 3.

Knowledge	Skills	Attitudes and Values
<ul style="list-style-type: none"> Traditional leisure activities Traditional recreational activities Differentiate between leisure and recreational activities 	<ul style="list-style-type: none"> Describe leisure activities in their cultural setting Explain different leisure and recreational activities Demonstrate simple leisure activities to elementary students 	<ul style="list-style-type: none"> Share their experiences about leisure activities Cooperate with others in the team to participate in the activity Appreciate ideas of other team or group mates

Sample KSA 10

Strand : Physical Activity

Unit : Leisure and Recreation

Content Standard: 5.3.3 Discuss and describe the benefits and opportunities for individual, dual and team participation in a range of leisure and recreational activities

Performance Standard: 5.3.3 (b) Identify and perform recreational activities that contribute to fitness and personal health.

Knowledge	Skills	Skills
<ul style="list-style-type: none"> Recreational activities for personal fitness Recreational activities for personal health Recognize and make awareness on the importance of recreational activities 	<ul style="list-style-type: none"> Identify recreational activities for fitness Discuss individual recreational activities for personal health Design posters for recreational activities for personal health and fitness 	<ul style="list-style-type: none"> Encourage peers to participate in recreational activities for fitness and personal health Express their interests in taking part in recreational activities

Sample KSA 11

Strand : Physical Activity

Unit : Leisure and Recreation

Content Standard: : 5.3.3 Discuss and describe the benefits and opportunities for individual, dual and team participation in a range of leisure and recreational activities

Performance Standard: 5.3.3 (c) Design and implement a personal weekly plan for leisure and recreation activities.

Knowledge	Skills	Attitudes and Values
<ul style="list-style-type: none"> Recognize personal weekly plan Importance of weekly plans for leisure and recreational activities 	<ul style="list-style-type: none"> Plan and identify activities for the weekly plan Design the weekly plans with a friend or help of adult Discuss plans for awareness on recreation and leisure activities 	<ul style="list-style-type: none"> Share plans with family members Appreciate others plans for leisure and recreation activities.

Sample KSA 12

Strand : Physical activity

Unit : Behavior in games and sports

Content standard: 5.1.2 Demonstrate safe behaviors and procedures in offensive and defensive play

Performance standard: 5.1.2 (a) Observe and identify safety procedures practiced in offensive play situations in field and goal and net and court.

Knowledge	Skills	Attitudes and Value
<ul style="list-style-type: none"> Safety procedures Offensive play Field and goal and net and court. 	<ul style="list-style-type: none"> Sort safety procedure for play and materials Identify safe play behaviors in ball sports Make up safe play rules 	<ul style="list-style-type: none"> Share experiences on not obeying safety rules Encourage each other's to play safely

Sample KSA 13

Strand : Physical activity

Unit : Modified sports and games

Content standard: 5.3.1 Apply modified ball handling and basic athletics skills in game play situations including basic aquatic skills and discuss types of appropriate facilities to develop a modified class sports program

Performance standard: 5.3.1 (a) Perform a range of ball handling skills for modified sports and use the planned modified sports programs at the grade level.

Knowledge	Skills	Attitudes and Values
<ul style="list-style-type: none"> Recognize ball handling skills Modified sports program Modified sports equipment 	<ul style="list-style-type: none"> Demonstrate ball handling skills with eye-hand coordination Perform leg eye coordination skills for ball handling Identify and use modified equipment 	<ul style="list-style-type: none"> Appreciate a friends effort to perform ball handling skills Encourage each other's to participate in the skills development activities

Sample KSAV 14

Strand : Physical activity

Unit :

Content Standard: 5.3.1 Apply modified ball handling and basic athletics skills in game play situations including basic aquatic skills and discuss types of appropriate facilities to develop a modified class sports program

Performance Standard: 5.3.1(d) Participate in organizing class and school sports programs.

Knowledge	Skills	Attitudes and values
<ul style="list-style-type: none"> Tabloid sports or modified soccer games Class sports program Differentiate school and class sports programs 	<ul style="list-style-type: none"> Plan term class sports program for modified sports Draw up score and time sheets and organize appropriate equipment 	<ul style="list-style-type: none"> Play fairly in the games Cheer one another Encourage each other's to play well

Assessment and reporting

Assessment and reporting is an integral part of the delivery of any curriculum used in the schools. In Standard Based Curriculum assessment encourages the use of benchmarks and commended types of assessment that promote standards for a range of purposes.

Assessment is the process of identifying, gathering and interpreting information about students' learning. It is purposely conducted to provide information on student's achievement and progress.

Effective and meaningful assessment must be maintained at all times. The content standards stated in the expected curriculum for this grade are prescribed by units and sets the basis for planning and conducting on-going assessment.

On-going classroom assessment is done to;

- support student learning
- monitor student learning
- diagnose student learning needs
- inform student reporting process
- evaluate teaching and learning strategies and
- evaluate teaching program.

Benchmarks

The standards based curriculum introduces a form of assessment called benchmarks. Benchmarks set the basis of the expectations in achieving standards at the exit points, elementary and primary. It draws from the existing curriculum content standards knowledge, skills, values and attitudes a learner must achieve at the end of a level of schooling.

Physical Education subject has benchmarks for each grade level as well as level of schooling. For example, the bench mark is the overall standard the grade five students must achieve besides the content standards for the strand. It qualifies students to progress to the next grade.

Assessment in Physical Education

Students will be assessed by demonstrating their knowledge, skills, attitudes and values during Physical Education lessons both in theory and practice.

The rest of this section will outline samples of assessment for physical education lessons.

Types of assessment strategies

Teachers are encouraged to use two or more types of assessment when assessing students learning. Standards Based Curriculum promotes three types of assessment. These are assessment;

- for learning
- as and in learning and
- of learning.

Assessment for Learning

Assessment *for learning* is assessment which takes place during the course of teaching. It is an on-going assessment and asks the question '*where are you in the learning of this unit?*' It is used mainly to inform teachers on how much and how well teaching and learning program has been delivered and received. It is also known as formative assessment.

This assessment type helps teachers to identify students' strength and weakness areas in the content learned. For example; in a week's teaching of the unit, 'Movement skills' the assessment task will be on practicing two locomotor and non locomotor skills. This evidence will assist teachers to plan effective remedial and re-teaching lessons to improve weakness area/s identified in students immediately.

Assessment as and in Learning

Assessment as and in learning is crucial and must occur within or whilst the lesson is in progress. For example, in a movement skills lesson, students are asked to explore wide and narrow body shapes. As the students take on the task, teacher supervises and if she or her notices that five out of the six students are falling behind then she or her can stop the whole class and get a student who is performing the task well to show the class and then resume the activities. It is necessary to keep a checklist to reflect on the assessment task.

Assessment of Learning

Assessment *of learning* takes place at the end of a unit of study, a term, year or a program. It is also referred to summative assessment. It is used to provide information on student achievements and effectiveness of the content engaged in. This type of assessment asks the question; 'What did you learn?' For example, the class teacher may want to evaluate his or her teaching in term one on different movement skills, so asks the students, 'what did you learn about the different movement skills in term one? The teacher can then use the students' responses to plan for revisit and revision on particular content areas in preparation for the new content to be learned.

Assessment strategies

Assessment strategies are used to conduct or deliver the assessment tasks planned for the students. There are many options available for teachers to choose from. The few listed below are commended for the teacher to use to assess the students. These include;

- observation
- portfolios
- test and
- self and peer assessment.

1. Observation

To observe is to look and listen carefully to a student or students to make an assessment of and about what they know, understand and can do. The teachers while listening and looking can ask questions and look at or observe how the student/s can work as a group or and individual to complete a task. The teachers must do this to gather information about students;

- ability to work alone or in a group
- understanding of the content of the learning task
- way of thinking
- leadership behavior and
- interaction with each other.

This strategy is very suitable for peer assessing. Students can be tasked to observe a friend and later report on the peer's performance.

2. Portfolios- Studying Work Samples

The teacher thinks about and examines work samples from students. Work samples can be written tasks on paper, small chalkboards or slates, worksheets, drawing or models. Studying work samples help the teacher to assess;

- the students level of knowledge and understanding of the learning taking place
- students thinking skills and their ability to present their own ideas and be creative
- how much time and effort the students used to do the assigned tasks
- the skills the students used to produce the work and
- if the work meets the result of the standard statement.

3. Test

Test is an assessment strategy used to assess student performances of their learning formatively or summative. Class teachers prepare these tests with careful considerations of;

- the knowledge and skills to assess the students on
- the language level to be used
- the construction of questions – clear and precise
- the content of the intended part of the curriculum content
- how much each question is worth and
- how to award marks to the questions.

4. Self and Peer Assessment

In peer assessment organized structure is partner work. Each student performs a skill and the other acts as the observer. They change places when they complete their task. The observer records the partner's performance on an agreed checklist or recording journal. The recoding of each other's performance is recorded and reported against an agreed set of criteria.

Assessment Tasks

Assessment tasks are learning activities created from the performance standards. These are written and specifically designed and planned before administering. This particular activity has key knowledge, skills, attitudes and values that must be achieved at the end of performing the assessable tasks.

It is important to plan assessment for the whole year using the content overview and the yearly or term plans. Assessment tasks form the basis of the assessment processes, of assessing each learner in relation to the content standards.

Assessment Plan

Content standards are the starting points in the process of planning and identifying assessment tasks.

Assessment tasks must be planned before delivery. In the process of planning and writing an assessment task, the following are some points that you may consider;

- choose assessment methods suitable for the assessment task
- develop assessment criteria by breaking down the knowledge, skills, attitudes and values that the students will need to demonstrate to complete the activity successfully and
- consulting Bloom's Taxonomy as per the students cognitive levels.

Teachers are the best assessors of the students and must ensure that all assessment tasks are;

- clearly stated in language students can interpret
- link to the content standards
- balanced, comprehensive, reliable, fair and
- engages the learner.

According to the suggested grade five content overview and yearly plan, a suggested yearly assessment plan for assessment tasks has been planned and placed according to the number of teaching weeks in the school year.

Grade 5 Assessment tasks overview

Assessment is very important in teaching and learning of the content for Grade 5 students. Therefore assessment overviews of the suggested assessment tasks are compiled here for teacher's convenience.

The suggest assessment tasks are written from the content standards and listed performance standards. They are given as examples you can use but if you feel that you can use these as a guide to write up your own for your classes then you should do so.

Suggested assessment tasks for Grade 5

Weeks	Strand	Unit	Content Standard	Assessment
2	Safety	Safe and unsafe practices in various physical activities	5.1.1 Illustrate safety ate safety procedures and apply simple safety action plans for emergencies that occur in games and sports	1. Write a simple action plan to deal with an emergency situation in games and sports.
3	Movements	Movement Skills	5.2.1 Demonstrate and apply selected locomotors and manipulative skills with a partner and appropriate equipment to perform movement sequences patterns and concepts	1. Select a hand-eye coordination skill and perform it with a friend.
4	Physical Activity	Modified sports and games	5.3.1 Apply modified ball handling and basic athletics skills in game play situations including basic aquatic skills and discuss types of appropriate facilities to develop a class modified sports program	1. Name 2different arm throws for ball and bat and ball and court sports.
5	Safety	Behavior in games and sports	5.1.2 Demonstrate safe behaviors in offensive and defensive play	2. Name 2 offensive play skills and describe them on paper.
6	Movements	Movement Skills	5.2.1 Demonstrate and apply selected locomotors and manipulative skills with a partner and appropriate equipment to perform movement sequences patterns and concepts	2. Select a leg-eye coordination skill and perform it with equipment.
7	Physical Activity	Fitness for health	5.3.2 Participate in a range of health related physical activities and exercises to improve cardio-respiratory, endurance and flexibility	2. Select a fitness exercise for flexibility and perform it in a group.
8	Safety	Safe and unsafe practices in various physical activities	5.1.1 Illustrate safety ate safety procedures and apply simple safety action plans for emergencies that occur in games and sports	3 List 2 safety tips to avoid accidents and injuries.
9	Movements	Movement Skills	5.2.1 Demonstrate and apply selected loco motor and manipulative skills with a partner and appropriate equipment to perform movement sequences patterns and concepts	3. Perform three loco motor and 2 non-loco motor skills in a sequence
Term Two				
10	Physical Activity	Leisure and Recreation	5.3.3 Discuss and describe the benefits for individual and team participation in a range of leisure and recreational activities	3. State 3 reasons why people take part in recreational activities.
11	Safety	Behavior in games and sports	5.1.2 Demonstrate safe behaviors in in offensive and defensive play	4. Name 2 defensive plays skills and describe them on paper.

12	Movement	Movement Skills	5.2.1 Demonstrate and apply selected loco motor and manipulative skills with a partner and appropriate equipment to perform movement sequences patterns and concepts	4. Describe 2 simple movement sequence and patterns using 2 different concepts.
13	Physical Activity	Modified sports and games	5.3.1 Apply modified ball handling and basic athletics skills in game play situations including basic aquatic skills and discuss types of appropriate facilities to develop a class modified sports program	4. Draw a diagram and Identify the position of players in a ball and court – sports eg: Netabol or mini basketbol
14	Safety	Safe and unsafe practices in various physical activities	5.1.1 Illustrate safety ate safety procedures and apply simple safety action plans for emergencies that occur in games and sports	5. Write up an action plans to promote safety rules dealing with emergency
15	Movement	Movement Skills	5.2.1 Demonstrate and apply selected loco motor and manipulative skills with a partner and appropriate equipment to perform movement sequences patterns and concepts	5 Perform a sequence of movement using 3 loco motor skills and one manipulative skill.
16	Physical Activity	Fitness for Health	5.3.2 Participate in a range of health related physical activities and exercises to improve cardio-respiratory, endurance and flexibility	5. Demonstrate with a friend perform a fitness exercise for endurance
17	Safety	Behavior in games and sports	5.1.2 Demonstrate safe behaviors in offensive and defensive play	6. Name a modified sport demonstrate one defensive play skill.
Term Three				
18	Movement	Movement Skill	5.2.1 Demonstrate and apply selected loco motor and manipulative skills with a partner and appropriate equipment to perform movement sequences patterns and concepts	6. Select three manipulative skills -(hop, skip and vertical jump), and perform them in sequence with medium speed.
19	Physical Activity	Leisure and Recreation	5.3.3 Discuss and describe the benefits for individual and team participation in a range of leisure and recreational activities	6. Write up an action plan for a recreational activity.
20	Safety	Safe and unsafe practices in various physical activities	5.1.1 Illustrate safety ate safety procedures and apply simple safety action plans for emergencies that occur in games and sports	7. Demonstrate 2 first aid strategies for minor injuries occurring in a modified sport using local resources and equipment
21	Movement	Movement Skills	5.2.1 Demonstrate and apply selected loco motor and manipulative skills with a partner and appropriate equipment to perform movement sequences patterns and concepts	7. Select one of the given skills (static balance, dodge, and leap) and perform individually.
22	Physical Activity	Modified sports and games	5.3.1 Apply modified ball handling and basic athletics skills in game play situations including basic aquatic skills and discuss types of appropriate facilities to develop a class modified sports program	7. Draw a playfield of Teebol and indicate where the first, second and third base keepers stand.
23	Safety	Behavior in games and sports	5.1.2 Demonstrate safe behaviors in offensive and defensive play	8. Conduct a survey behavior of defensive and offensive play and report findings on a chart.

24	Movement	Movement Skills	5.2.1 Demonstrate and apply selected loco motor and manipulative skills with a partner and appropriate equipment to perform movement sequences patterns and concepts	8. Identify 2 concepts performed in a overarm throw and two handed strike.
25	Physical Activity	Fitness for health	5.3.2 Participate in a range of health related physical activities and exercises to improve cardio-respiratory, endurance and flexibility	8. Identify 2 fitness exercises and describe the difference between them.
Term Four				
26	Safety	Safe and unsafe practices in various physical activities	5.1.1 Illustrate safety ate safety procedures and apply simple safety action plans for emergencies that occur in games and sports	9. Write up an action plan to promote safety
27	Movement	Movement Skills	5.2.1 Demonstrate and apply selected loco motor and manipulative skills with a partner and appropriate equipment to perform movement sequences patterns and concepts	9. Choose one of the given skills- (vertical jump, the side gallop and the leap) and perform it using 3 different speeds.
28	Physical Activity	Leisure and recreation	5.3.3 Discuss and describe the benefits for individual and team participation in a range of leisure and recreational activities	9. List 3 good reasons for taking part in recreational or leisure activities.
29	Safety	Behavior in games and sports	5.1.2 Demonstrate safe behaviors in offensive and defensive play	10. Write down 2 good behaviors you want to use when participating in sports or games.
30	Movement	Movement Skills	5.2.1 Demonstrate and apply selected loco motor and manipulative skills with a partner and appropriate equipment to perform movement sequences patterns and concepts	10. Write down the 5 components of static balance.
31	Physical Activity	Modified sports and games	5.3.1 Apply modified ball handling and basic athletics skills in game play situations including basic aquatic skills and discuss types of appropriate facilities to develop a class modified sports program	10. Name and draw 3 equipment used when playing basic water sports
32	Physical Activity	Fitness for health	5.3.2 Participate in a range of health related physical activities and exercises to improve cardio-respiratory, endurance and flexibility	11. Choose 2 pictures of fitness activities and explain in a paragraph the importance of it.
33	Safety	Safe and unsafe practices in various physical activities	5.1.1 Illustrate safety ate safety procedures and apply simple safety action plans for emergencies that occur in games and sports	10. Identify the steps of an action plan for emergency situations in the community.

Sample Assessment Task Plans

There are different ways to plan assessment tasks and teachers used them in classrooms. The sample assessment tasks given are examples which teachers can use to plan and cater for the learning needs of the grade. The sample plans are explicit and direct the teacher to the content of learning.

Teachers need to;

- identify valid and reliable assessment tasks from the learning activities
- develop specific assessment criteria that describe what a student must do in order to perform the assessable task
- ensure the students are aware of and understand the assessment criteria and
- give feedback to the students about their performances in each assessment task.

Sample Assessment Task 1.

Strand: Safety **Unit:** Safe and unsafe practices in various physical activities

Content Standard	Performance Standard/s	Assessment Task	Assessment Criteria	Assessment Method	Recording & Reporting Method
5.1.1 Illustrate safety ate safety procedures and apply simple safety action plans for emergencies that occur in games and sports	5.1.1b Demonstrate basic first aid in modified sport using local resources and equipment	Identify a community water game or sport and list safe play guidelines for the swimmers to follow when playing the sport.	<ol style="list-style-type: none"> 1. Name a common water sport played in the community. 2. Write 3 safety guidelines to take before and after playing 3. Draw a picture of the place water sport is played. 	Work sample	Comments on the work sample.

Sample Assessment Task 1

• Things to do:

General discussion about how the sport is played. This will help students to respond to the activities they are to complete for assessment.

- a) Identify a water sport commonly played in the community.' Swing, drop and splash'
- c) Describe safety guides/actions to take before and after playing
- d) Describe area where the water sport is played

A student worksheet is developed as a sample to have all the criteria to be performed by an individual student.

Student Worksheet

Name: ----- **Class:** ----- **Date:** -----

Strand: Safety **Unit:** Safe and unsafe practices in various physical activities

Content Standard : 5.1.1

Performance Standard: 5.1.1b

Assessment Task: Identify a community water game /sport, say how it is played list safe play guidelines for the swimmers to follow when playing the sport.

Student activities to do:

- a) Name a common water sport or your favorite water sport you like to play with friends or others in the school or community.----- (1)

- b) Write 2 safe actions to be taken before the game starts and after the game finishes.
 - 2 safe actions taken before play -----

----- (1)

 - 2 safe actions taken after play -----

----- (1)

- c) Give a sketch drawing of the area set up for the game.

- *Student impression of the area that is prepared for the game*

Sample Assessment Task Plan 2 Grade 5

Strand: *Movement* Unit: *Movement Skills*

Content Standard	Performance Standard/s	Assessment Task	Assessment Criteria	Assessment Method	Recording & Reporting Method
5.2.1 Demonstrate and apply selected loco motor and manipulative skills with a partner and appropriate equipment to perform movement sequences patterns and concepts	5.2.1a Create and perform various body movement patterns with body control such as combining balances forward and backward rolls turns, jumps and squats	Balance in a squatting position, lift the body of the ground and jump forward in a vertical position.	<p>1. Correct posture</p> <p>squatting position- -heels and sole flat on the grass/floor -feet apart at shoulder width</p> <p>-hands rested on the thighs</p> <p>2. Slowly perform rise and sink movements in a self space.</p> <p>3. Correct body position to do a vertical jump and land on 2 feet</p>	<p>Observation</p> <p>Watch the student perform the squat and vertical jump.</p>	Checklist for individual student performance-record components of movement perform.

Sample Assessment Task 2

Suggested activities for teacher to conduct the task.

- Student impression of the area that is prepared for the game

Things to do:

Get the class out to an open space—one part of the field. Organize the class to find a space in the open space. Check to see all are in a space free of their class mates. Do the following;

- 1 On the word 'GO!
 - walk like a duck-10 steps forward. Stop on the tenth step and stand up straight.
 - Jump 5 jumps backward and stop with your feet apart at shoulder width.
 - then crouch down Imagine how you position your body when you sit on your legs.
- 2 In groups of 5 discuss and create a way to form a squat position and explain to the others how they formed the squat position
- 3 Group members demonstrate to the class how to do the squat. This will help students to respond to the activities they are to complete for assessment.

The group leader takes the check list and marks of the check list what the individual group members have done. The check list must have all the criteria stated on the plan.

Sample Assessment Task Plan 3 Grade 5

Strand: *Physical Activity* Unit: *Fitness for Health*

Content Standard	Performance Standard/s	Assessment Task	Assessment Criteria	Assessment Method	Recording & Reporting Method
5.3.2 Participate in a range of health related physical activities and exercises to improve cardio-respiratory, endurance and flexibility	5.3.2a Discuss effects and the value of regular exercise in relation to personal health	Write a paragraph of 50 words describing the importance of exercising the body regularly.	Paragraph must describe: <ol style="list-style-type: none"> 1. Name an exercise they do at home to keep fit 2. What or how the body feels after exercising 3. Paragraph must have; <ul style="list-style-type: none"> - introduction - body - conclusion 4. Description is clear and meaningful 5. Correct number of words 	Work sample	Commenting on students work sample produced.

Sample Assessment Task 2

Teacher Instructions to follow:

Things to do:

1. Introduce the Topic: "Importance of exercising the body"
2. Brainstorm and write students responses on the board.
3. Draw up a worksheet for the students to write their paragraphs.
4. Make sure the Task sheet of the students must be laid out with this particulars:
 - Name of student:
 - Class:
 - Date:
 - Topic :
 - o Introduction- What is exercising
 - o Body- Why exercise the body
 - o Conclusion- of the description
5. Check to make sure the paragraph must have 50 words no more or no less.
6. Mark each student's paragraph and assess them against the criteria given.

Recording and Reporting

The recording and reporting of student achievements in the classroom is very important. Teachers use a range of tasks to ensure that content standards are equally assessed, recorded and reported. This helps the teacher to reflect the effectiveness of their teaching.

Teachers should keep accurate records of how well the students achieved the knowledge, skills, attitudes and values in the content standards in grade five.

Recording

Teachers can record the evidence of students' demonstrations of achieving the content standards, using assessment instruments that are manageable.

Here are some recommended recording methods;

- individual or class checklist, or class grid to record observations
- comments on students' work indicating what they have done well and where they need to improve
- work samples being added to a portfolio
- test marks
- students' assessments of their own performance using the assessment criteria and
- students' assessment of their peers using the assessment criteria.

Students are given constructive feedback by the teacher on what they can do well and what they need to do to improve. Likewise, teachers are focused on the content they are assessing and are able to apply fair and consistent judgment.

Reporting

Teacher should report what students have done well and how they can improve further. Formal reporting through written reports and interviews are done to inform parents and guardians of the students learning progress and other related areas such as behavior. Teachers must ensure that the student has demonstrated and achieved the content standards independently on a number of occasions. These can be done formally or informally.

The achievements are reported to the respective stakeholders in relation to;

- weaknesses in the learner
- strengths in the learner
- parent and guardian support and
- evaluation of the content of learning.

Recording and Reporting Strategies

The types of strategies teachers may want to use in recording student achievements must be interpreted well to the expected audience.

Students must be informed of their achievements in the assessment tasks they participated in. They feel responsible for their own learning and can use the experience to take up the challenge to improve on their weaknesses.

Samples of recording and reporting templates

Keeping informed records of student performances on formal recording tools is very important both for the student, guardians, parents and teachers of the next grade level. Some sample recording tools for teachers to use apart from those currently used. These are:

1. Anecdotal Notes – Class Grid

- record the dates of assessment tasks
- write comments on the performance observed as per the criteria given.
- one box is for a student.
- this same grid can be used for a term depending on the type and number of assessment tasks prepared

Class:

Anecdotal Notes- Group No:

	June	July	August	September	October
Content Standard: 5.1.1					
Mimila • 29/05/17 AT 1 Performed Criteria1 & 2 satisfactorily					
Sila • <u>29/05/17</u> AT 1 Performed Criteria1 satisfactorily but Criteria1 was incomplete					
Lilo • <u>29/05/17</u> AT 1 Performed Criteria 2 satisfactorily but did not attempt Criteria1					

2. Class Checklist for Peer Assessment

This form of recoding can occur formally and informally. The emphasis is on constructive observation and critical feedback. It is particularly a useful strategy for skill assessment for formative purposes.

After observing each other's movement skills performance or other role plays, students are asked to give formal or informal feedback to each other focusing on positive comments and areas that might need further attention.

Assessment Task 5.3.1 Draw a diagram and Identify the position of players in a ball and court sports e.g: Netabol:-- goal keeper, wing attack, center etc.		Marking Code Keys: A: Achieved PA: Partly achieved NA: Not achieved	
Group Names	Criteria1. Netabol court drawn marked into 3 sections of play	Criteria 2. Correctly plot the player positions in a team in the position of play on court	Criteria 3. Correctly name all the positions and number of players in a team
1. Cevie	A	PA	NA
2. Ceedee	A	A	NA
3. Ayteedee	A	NA	PA
4. Ceemdee	PA	A	PA
5. Sabet	PA	PA	PA
6. Ellem	PA	NA	A

3. Individual Checklist for Several Assessment Tasks in a Term for a strand

Strand : Movement Content Standard: 5.2.1		Marking Code Keys : C: Competent PC: Partly Competent NC: Not Competent	
Class List (Total number of students on roll)	Assesment. Task1- Demonstrate locomotors & non-locomotor skills	Assessment.Task2: Perform movement concepts	Assessment.Task3: Perform manipulative skills using movement concepts.
1. Pidi			
2. Kaytee			
3. Annie			
4. Eema			
5. Bibi			

4. A General Checklist for Locomotor Skills

Class: _____ Grade: _____ Date: 9/06/17 Week: 2, 4, 6 Year:-----									
Scoring:3: above developmental level 2: at developmental level 1:below developmental level									
	Running (week 2)			Hopping (week 4)			Jumping (week 6)		
Student Names	Arm action	Leg action	composite	Arm action	Leg action	composite	Arm action	Leg action	composite

Note: Teachers can identify movement concepts and skills for the terms and plan them on a checklist. Prepare the assessment tasks for each skill according to the suggested assessment task overview for the term.

Evaluation

Evaluation is the process in which teachers will use assessment information to make judgments about the effectiveness of their teaching, learning and assessment programs.

This information can be used by teachers to evaluate the effectiveness and the quality of physical education lessons taught throughout the year.

Similarly, a whole school can analyze results of the subject by strands and content standards or by grades, and identify areas of strengths and weaknesses. For example, if a whole school is not performing well in Physical Education, then the subject could become the focus for school based in-service and resource development for the next year. In this way, assessment information serves three purposes;

- to improve students' learning
- to improve the quality of teaching and
- to improve the content.

Resources

Teaching physical education lessons requires resources both for students and the teacher. The resources must be specific for teaching safety rules, movement and modified sports. Using the right teaching materials will enable the lessons to be delivered meaningfully and effectively.

Teachers are encouraged to use improvised teaching and learning materials when and where possible. Students can access some materials within the surroundings of their own communities.

Classroom specific resource

All classrooms must be fully equipped with relevant resources to be used in all lessons for physical education and other six subjects. To teach meaningful safety, physical activities and movement skills lessons a selected list of materials are given below for all Grade 5 students and teachers to gather and store in the classroom prior to actual participation in physical education lesson.

These suggested resources are listed to guide teachers to select materials that students must handle comfortably and access cheaply.

Suggested equipment and other learning materials

No	Teacher Resource	Student Resources	Type of resource	
			Improvised	Manufactured
1	modified sports equipment kit	modified balls, bats, rackets, batons nets, rings	improvised	manufactured
2	skipping ropes	skipping ropes	improvised	
3	cones	cones	improvised	manufactured
4	witches hat	witches hat	improvised	manufactured
5	whistle	whistle	improvised	manufactured
6	goal posts		improvised	
7	nets and rings		improvised	manufactured
8	playing field	playing field	community oval	
9	sportsmen and women	sportsmen and women	local personnel	
10		teebol gloves		manufactured
11		bases		manufactured
12		tee-stand		manufactured
13		sports clothing/shoe/		manufactured
14	first aid kit	plasters, stretch bandage ,decorub		manufactured
15	sports bag	water bottle, cap, wrist sweat bend face towel	improvised	

Glossary

Physical Education subject has words specific to the content of safety, movements and physical activity. The words given here come from the content of learning given for primary Grades 3-5.

The definitions of these words are given here for teachers use to assist with meanings to help students as the need arises. Teachers can get the students to add to the given list for their learning.

No	Word	Definitions
1	athletics	Activities such as sports –track and field events , sprints, heats, relay, track races and exercises that require physical skill and strength
2	aquatics	Sports played or performed in or on water such as water skiing, diving, snorkeling
3	backstroke	Lying on back to swim a method of swimming on the back in which the swimmer makes circular backward movements with each arm alternately while kicking the legs rhythmically up and down .
4	ball and ring sport	Team sports played using ring and ball such as netabol, mini basketball
5	ball and bat sport	Team sports played using ring and bal such as teebol, long tennis
6	basket ball	A team sport played with ball and ring on a court
7	breast stroke	A breast stroke in swimming where a swimmer begins on a stomach in a stretched out, horizontal position. The arms are pulled outwards, downwards and back. The head is lifted up as the arms are pulled in towards the chest.
8	butterfly stroke	Swimming stroke a swimming stroke in which both arms are lifted simultaneously above and over the head while both feet are kicked up and down
9	court	Open space in or outdoors marked up as a play field for particular sport such as netball, long tennis
10	court and net sport	Team sports played using ring and bal such as teebol, long tennis
11	cricket	Bat-and-ball game: an outdoor sport played two teams of 11 players using a flat bat, a small hard ball and wickets.
12	defensive play	A playing strategy concentrating more on preventing an opponent from gaining an advantage than on scoring
13	dribble	To move a ball along using small repeated movements of the foot, the hand, or a stick
14	Equipment	Necessary items to play particular games and sports such as ball, bat, net racket
15	emergency	Sudden crisis requiring action: an unexpected and sudden event that must be dealt with urgently
16	endurance	Ability to bear prolonged hardship -the ability or power to bear prolonged exertion, pain, or hardship
17	Field events	Throwing or jumping competition: an athletic event in a track-and-field meet that takes place on an open area not on a track, e.g. the discus, javelin, long jump, or high jump
18	first aid	Emergency medical help: emergency medical treatment for somebody who is ill or injured, given before more thorough medical attention can be obtained-sports injury
19	field and goal sport	Team sports played using field and goal between two teams such as soccer and rugby aussie football
20	fundamental movements	Building blocks of movements that other movements for specific purposes are build or developed from.
21	gameplay	A way of setting up how to play a game against the opposing team
22	game skills	Skills performed in playing games with objects or partners eg, catch, kick, volley, shooting
23	hand eye coordination	Skill of using the hand and eye at the same time through movement in games or sports
24	general space	Open space where students move shared with others
25	injury	Physical damage to the body or a part of the body
26	kick	Strike with foot to strike something or somebody with the foot.

27	leap	Jump forcefully to make a jump with a long or high arc - leaped over the stream with ease
28	leg eye coordination	Skill of using the leg and eye at the same time through movement in games or sports
29	loco motor skills	Movements performed by using two body parts (the legs) such as running, walking, jumping from place to place
30	modified sports	Simplified versions of standard sports designed for children. They have simplified skills, rules, equipment, facilities, behaviours and codes.
31	manipulative skills	Coordinated and controlled body movements, equipment and partners and can be performed with object
32	movement concepts	Movement concepts describe how movements are performed-speed, effort, relationship to object or partner
33	movement skills	Movements such as run, walk, jump, arm swings,
34	movement paths	Paths used to perform movements zigzag, curved and straight
35	non-locomotor skills	Movements performed by the whole-body in a marked space such as bend, twist, rise and sink
36	overarm throw	Game skill performed by the movement of the left or right arm swung over the head
37	offensive play	In possession- relating to the team that has possession of the ball or puck in a game
38	physical activity	Physical activities done daily movements, playing games aerobics, workout, cardiovascular exercise, training, drills, calisthenics
39	playfield	Area for organized team games: an area of level ground used for organized sporting activities
40	Pitch	Throw ball to batter: in baseball, to throw a ball from the mound to the batter
41	pivot	Turning movement: a turning movement on a pivot or while standing in place
42	prevention	Action that stops something from happening- an action or actions taken to stop somebody from doing something or to stop something from happening
43	Safety	Freedom from danger protection from, or not being exposed to, the risk of harm or injury
44	Self-space	Space enough for an individual marked and not shared
45	spike	A hard smash of a volleyball, hit close to the net and straight down into the opponent's court
46	strike	Knock something away to remove something with a blow
47	track events	Track- events, games, races, training, sports events, exercises, sports competitions,
48	volley	Throwing at ball in tennis or soccer, a swing, kick, or hit at a ball before it touches the ground
49	water sports	Games played in the water

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This is the list of references used to compile the content of this Teacher Guide for teachers teaching Grade 5 in primary schools. Teachers may consult these references to gain more information for their teaching and learning needs.

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Appendices

Appendix 1

The Department Of Education, Papua New Guinea of acknowledges the original authors of this article retrieved online from PBworks(<http://pcs2ndgrade.pbworks.com/w/page/46897760/Revised%20Bloom'sTaxonomy>)

In 1956, Benjamin Bloom led a group of educational psychologists to propose measuring students learning from simple to complex. The Taxonomy was revised by the team led by David Krathwohi (one of the authors of the original Taxonomy) and Lorin Anderson in 1999. They identified three domains as;

- cognitive (Academic performance),
- affective (Attitude and interest) and
- psychomotor (Physical development).

The cognitive domain was divided into 6 categories

Bloom's Taxonomy (Revised)

Taxonomy	Level of guided questions and skills
Creating	Can the student create a new product or point of view? Assemble, construct, create, design, develop, formulate, write
Evaluating	Can the student justify a stand or decision? Appraise, argue, defend, judge, select, support, value, evaluate
Analyzing	Can the students distinguish between different parts? Appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test
Applying	Can the students use information in a new way? Choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write
Understanding	Can the students explain ideas or concepts? Classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase
Remembering	Can the students recall or remember the information? Define, duplicate, list, memorize, recall, repeat, state

Source: PBworks(<http://pcs2ndgrade.pbworks.com/w/page/46897760/Revised%20Bloom's%20Taxonomy>)

Note: The Blooms Taxonomy is important in teaching, learning and assessment. Teacher can use this information for example to develop test questions, learning activities, assignments projects etc. Teachers must provide opportunities for learners to be creative, innovative and problem solvers instead of being rote learners.

Appendix 2

The Department Of Education, Papua New Guinea of acknowledges the original authors of this article retrieved on line from www.madison.k12.ct.us Madison Public Schools, Physical Education Program. A Framework for Integrated Teaching and Learning.

Student standards for the 21st century

This Partnership for the 21st Century has developed a vision for student success in the new global economy.

Papua New Guinea is part of the global village and therefore is included in the changes happening around the world. And as such, the Partnership for the 21st Century Skills is used as information for teachers to understand the 21st century way of learning. They need to ensure that the physical education learning was current and appropriate to the needs of the 21st century.

Within the context of core knowledge instructions, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration.

Learning and Innovation Skills

Learning and innovation skills are what separate students who are prepared for increasingly complex life and work environments in today's world and those who are not. They include;

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Information, Media and Technology Skills

Today, we live in a technology and media-driven environment, marked by access to an abundance of information, rapid changes in technology tools and the ability to collaborate and make individual

contributions on an unprecedented scale. Effective citizens and workers must be able to exhibit a range of functional and critical thinking skills such as;

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

Life and Career Skills

Today's life and work environments require far more than thinking skills and content knowledge. The

ability to navigate the complex life and work environments in the globally competitive information age

requires students to pay rigorous attention to developing adequate life and career skills, such as:

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

Source: www.madison.k12.ct.us Madison Public Schools, Physical Education Program. A Framework for Integrated Teaching and Learning

Appendix 3

Sample Guided Lesson Features

Lesson objectives: Knowledge, skills, attitudes and values acquired in the lesson. The students can also apply in real life situation.

Key concepts: Body of ideas or knowledge in the lesson which is aimed at correcting the students' misconceptions.

Content	Skills (verbs)	Attitudes/Values
Information, ideas, facts, concepts taught to the students	Demonstration and application of teaching and learning strategies	Demonstration of attitudes and values developed in the lesson Application of values and attitudes in everyday life.

Resources include: Teaching and learning materials or aids for the lesson and references used to source information on the lesson

Teacher's notes include: Prior preparation of materials, background information on the content of the lessons, precaution or safety measures, and expansion of instructions such as game rules etc. and improvisation of materials etc.

Introduction: (5 -10 mins) Warm up exercises in practical movement skills lessons. Safety instructions and do safety checks, motivation or gaining attention.

Body: (30 – 40 mins) Teaching and learning activities for both teacher and students

Teacher's activity	Student's activity
<ul style="list-style-type: none"> • Instructions • Organization of students • Activity descriptions • Teaching strategies • Demonstrations • Supervision and guidance • Assessment instructions if any during the lesson 	<ul style="list-style-type: none"> • Performing activities • Applying KSAV • Demonstrating learning activities • Completing assessment tasks if any given • Application of safety and good behavior

Conclusion: (5 -10 mins)

- Warm down for practical activities
- Sum up activities to confirm the lesson objective and commend the students of their efforts in the lessons
- Equipment storage
- Students get changed
- Teacher evaluate his or her own teaching

