

Physical Education

Teacher Guide

Primary Grade 3

Standards Based



Papua New Guinea
Department of Education

**'FREE ISSUE
NOT FOR SALE'**

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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 three 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 guide 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 three 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 grade.

The subject 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	1. Safe and unsafe practices in various physical activities 2. Behaviour in games and sports
2. Movement	1. Movement skills
3. Physical activity	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 3 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 syllabus. 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
- how to 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, explore, experiment and communicate ideas freely with others
- plan for district, cluster and school based in services
- discuss and practice the suggested sampled guided lessons of various units and content standards
- 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 and
- 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
- Facilities and equipment
- Basic movement skills
- links by levels and with other subjects and
- chalkboard management.

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 are often used as a means of 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 3 must master the first four movement skills well before they progress to the next grade.

Basic movement skills elaborated and their 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 than 1 step in any direction.

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 off 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

Subject links by levels

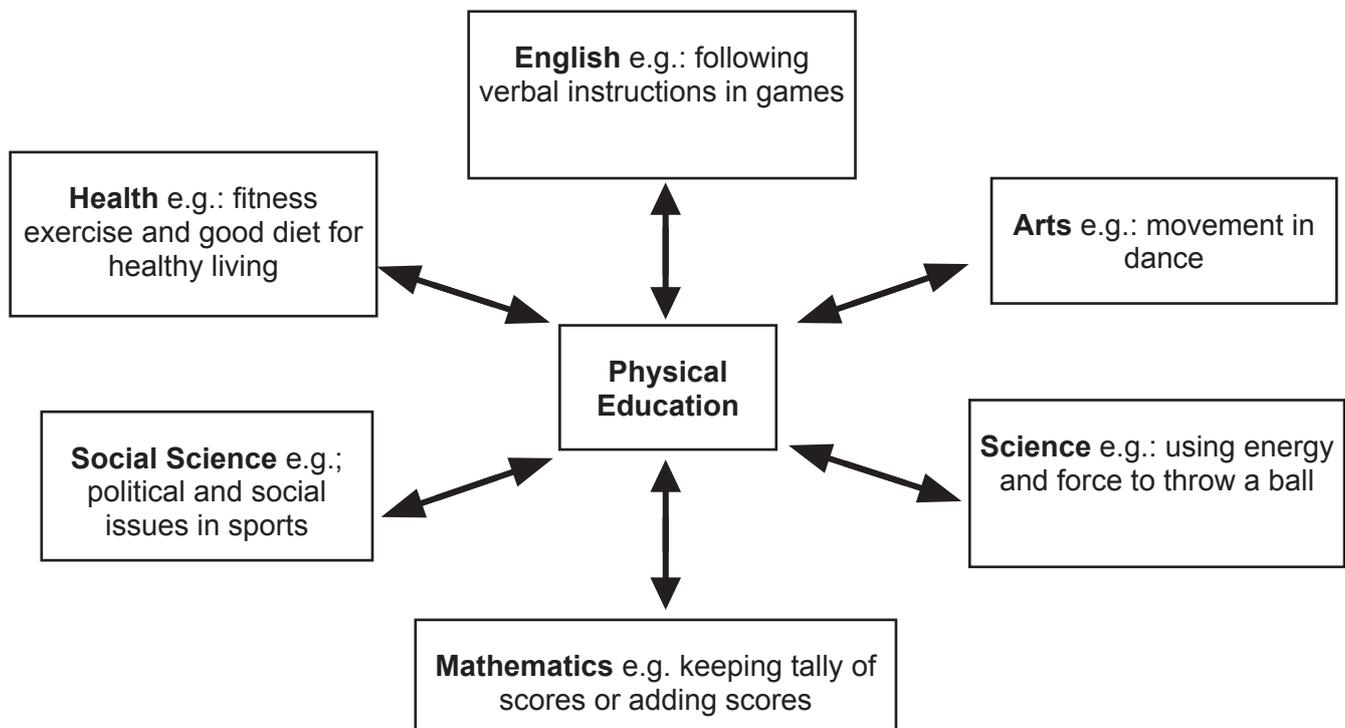
The physical education content links begins from elementary level and into Grades 3, 4 and 5. The linking concepts which set the foundations of the learning content for the subject in the different levels of learning. This table presents the subject content links in primary.

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	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 • Leisure and recreation 	<ul style="list-style-type: none"> ï Fitness for health ï Safety ï Leisure and recreation ï 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 skill based subject, it is good to be equipped with new ideas to promote effective teaching using chalkboards. The management and use 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 'hop'. To perform the hop 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

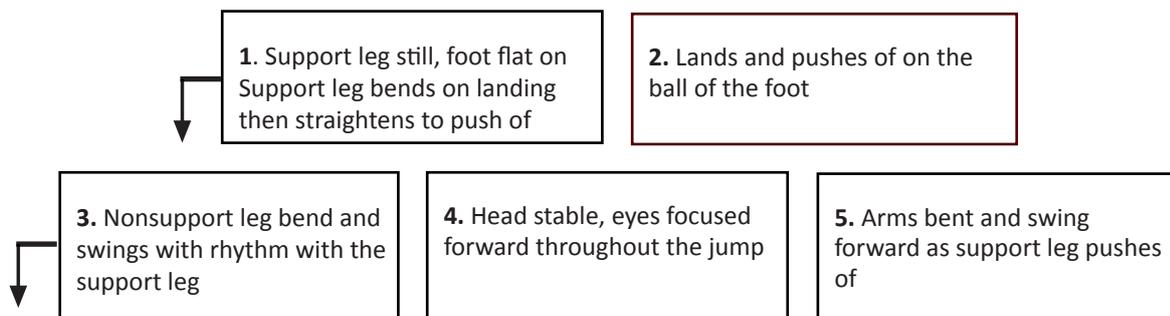
Content standard: 3.2.1

Lesson Title: Basic Movement Skill - The hop

Unit: Movement Skills

Performance standard: 3.2.1a

Movement steps of hopping



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

Summary: Hopping is a spring action that involves taking off from one foot and landing on that same foot. It involves balance with the non-hopping side adding balance.

Assessment task: Teacher can describe if any for the lesson

Homework: Teacher can describe if any

Next lesson: Practical lesson (application of movement skill- hopping)

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 based approach to promote guided discovery 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 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
- 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 standard and performance content standard 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 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 teachers plan the activities properly, 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 of 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

An 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 also a useful strategy to use in a variety of lesson situation. Using task sheets gives 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 can use peer assessment practice where appropriate.

Task Sheet- Safety Equipment

Content standard: 3.1.1

Performance Standard: 3.1.1a

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 2 or 3 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 forms the content of the plan are provided in both the syllabus. These are the;

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

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 three 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 teachers' convenience. Here is the scope of learning for grade three 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 three 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 classroom. 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.

Yearly and term overview sample plans for Grade 3
Term One

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	3.1.1	3.1.1a	3
3	Movement	Movement Skills	3.2.1	3.2.1a	3
4	Physical Activity	Modified sports and games	3.3.1	3.3.1a	3
5	Safety	Behavior in games and sports	3.1.2	3.1.2a	3
6	Movement	Movement Skills	3.2.1	3.2.1a	3
7	Physical Activity	Fitness for health	3.3.2	3.3.2a	3
8	Safety	Safe and unsafe practices in various physical activities	3.1.1	3.1.1a	3
9	Movement	Movement Skills	3.2.1	3.2.1a	3
10					

Term Two

Weeks	Strand	Unit	Content Standard	Performance Standard	No of Lessons
1	Revise term 1 lessons				
2	Physical Activity	Leisure and Recreation	3.3.3	3.3.3a	3
3	Safety	Behavior in games and sports	3.1.2	3.1.2a	3
4	Movement	Movement Skills	3.2.1	3.2.1b	3
5	Physical Activity	Modified sports and games	3.3.1	3.3.1b	3
6	Safety	Safe and unsafe practices in various physical activities	3.1.1	3.1.1b	3
7	Movement	Movement Skills	3.2.1	3.2.1b	3
8	Physical Activity	Fitness for health	3.3.2	3.3.2b	3
9	Safety	Behavior in games and sports	3.1.2	3.1.2b	3
10	Revision				

Term Three

Weeks	Strand	Unit	Content Standard	Performance Standard	No of Lessons
1	Revise Term 2 lessons				
2	Movement	Movement Skills	3.2.1	3.2.1c	3
3	Physical Activity	Leisure and Recreation	3.3.3	3.3.3a	3
4	Safety	Safe and unsafe practices in various physical activities	3.1.1	3.1.1b	3
5	Movement	Movement Skills	3.2.1	3.2.1c	3
6	Physical Activity	Modified sports and games	3.3.1	3.3.1c	3
7	Safety	Behavior in games and sports	3.1.2	3.1.2b	3
8	Movement	Movement Skills	3.2.1	3.2.1c	3
9	Physical Activity	Fitness for health	3.3.2	3.3.2c&d	3
10	Revision				

Term Four

Weeks	Strand	Unit	Content Standard	Performance Standard	No of Lessons
1	Planning and preparations				
2	Safety	Safe and unsafe practices in various physical activities	3.1.1	3.1.1c	3
3	Movement	Movement Skills	3.2.1	3.2.1d	3
4	Physical Activity	Leisure and Recreation	3.3.3	3.3.3c	3
5	Safety	Behavior in games and sports	3.1.2	3.1.2c	3
6	Movement	Movement Skills	3.2.1	3.2.1d	3
7	Physical Activity	Modified sports and games	3.3.1	3.3.1d	3
8	Safety	Safe and unsafe practices in various physical activities	3.1.1	3.1.1c	3
9	Movement	Movement Skills	3.2.1	3.2.1d	3
10	End of term and year				

Note: This yearly overview sample is informing all grade 3 teachers to teach according to the content organized in this plans across the country.

Term overview

A term overview is a plan of an instructional program for teaching. It provides the teacher with specific units, content standards and performance standards suggested to be planned and delivered within a term. Teachers will need to organize the plan using;

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

The plan guides the teachers to organize and prepare the teaching program for the number of weeks in each term. This information is extracted and laid out in the teaching program for each week accordingly. It is important to note that these term overview plans are suggestions for Grade 3 school year. Develop your own plans to cater for your students learning needs.

Term One sample overview

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	3.1.1	3.1.1a	3
3	Movement	Movement Skills	3.2.1	3.2.1a	3
4	Physical Activity	Modified sports and games	3.3.1	3.3.1a	3
5	Safety	Behavior in games and sports	3.1.2	3.1.2a	3
6	Movement	Movement Skills	3.2.1	3.2.1a	3
7	Physical Activity	Fitness for health	3.3.2	3.3.2a	3
8	Safety	Safe and unsafe practices in various physical activities	3.1.1	3.1.1a	3
9	Movement	Movement Skills	3.2.1	3.2.1a	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;

- 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 subjects in the primary level. 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	3.1.1	3.1.1a	L1.Safe practices L2. Unsafe practices L3.Safety rules
English	Speaking, Listening, reading and writing	Listening comprehension Oral. Expression Reading Hand Writing	3.1.1	3.1.1a	L1. Animal sounds L2. Retell the story of fishing in the river L3. Fishing in the river L4. Letter 'Ff' in print with short sentences L5. Rhyme 'rain rain'
Mathematics	Number and Operation	Large numbers	3.1.1	3.1.1a	L1. Numbers and words L2. Order and size of numbers L3. Place value L4. Greater and less symbols L5. Expanded number form
Science	Life	Plants	3.1.1	3.1.1a	L1.Common plants around us L2.Observing plant parts L3 grouping plants L4.Functions of plants L5. Revision/Follow up

Social Science	Community and organization	People and groups	3.1.1	3.1.1a	L1. What is a community L2. people in the community L3. Different groups in the community L4. Interactions of people in the community L5. Revision/Follow up
Arts	Visual arts	Drawing	3.1.1	3.1.1a	L1. Different ways of drawing lines L2. Connecting lines to draw L3. Using lines in designing things
Health	Growth and development	My body	3.1.1	3.1.1a	L1. Me and my body L2. My growth L3. Keeping my body healthy

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.

Suggested Sample Time Analyses

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	150	5x30	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	0 x 0	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 Sample for Grade 3

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

Exercise is a big part of staying physically fit. People exercise to keep healthy and fit. Getting exercise can be fun and can make one feel good. 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 exhaustion. One needs enough energy to engage in leisure activities and to reduce physical stress. Muscular strength and endurance, cardio-respiratory integrity and general alertness are the outward 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 the stressors, they are assumed to be fit. There are two main types of exercise: aerobic and anaerobic.

Aerobic exercise works big muscles in arms and legs. Aerobic exercise makes the muscles to use the oxygen faster than usual. It makes the heart and lungs work harder to supply 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 non-contact 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 people 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 3 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 3 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 3

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.

Grade 3 suggested lesson titles

Lsn #	Strand	Unit	Content Standard and Performance Standards	Lesson Titles
T1 1 2 3	Safety	Safe and unsafe practices in various physical activities	3.1.1/3.1.1a	L1.Safe practices in village games and sports
				L2.Safe practises in field games and goal sports
				L3.Safe practices in water sports
4 5 6	Movement	Movement Skills	3.2.1/3.2.1a	L1.Let us move using two body parts in sequence
				L2.Let us move using more than two body parts in sequences
				L3.Let us move using two or more body parts with a friend
7 8 9	Physical Activity	Modified sports and games	3.3.1/3.3.1a	L1.Modified ball sports played in the community
				L2.Equipments and facilities for modified ball sports
				L3.Equipment and facilities

10 11 12	Safety	Behavior in games and sports	3.1.2/3.1.2a	L1.Acceptable and unacceptable behaviors in skill games
				L2.Acceptable and unacceptable behaviors in field sports
				L3.Acceptable and unacceptable behaviors in water sports
13 14 15	Movement	Movement Skills	3.2.1/3.2.1a	L1.Let us find out about specific movements in two ball games
				L2.Let us find out about movements in two athletics events
				L3.Let us find out about movements in swimming
16 17 18	Physical Activity	Fitness for health	3.3.2/3.3.2a	L1.Types of active and non-active physical activities
				L2.Changes observed in the body before and after physical activity
				L3.Effects of running on the heart/pulse rate
19 20 21	Safety	Safe and unsafe practices in various physical activities	3.1.1/3.1.1a	L1.Safe practices in skill games
				L2.Safe practices in ground sports
				L3.Safe and unsafe practices in water sports
22 23 24	Movement	Movement Skills	3.2.1/3.2.1a	L1.Let us find out about movement concepts in ball game skills
				L2.Let us find about movement concepts in athletics
				L3.Let us find out about movement concepts in swimming
T2 25 26 27	Physical Activity	Leisure and Recreation	3.3.3/3.3.3a	L1.Individual leisure and recreation activities
				L2.Leisure and recreation activities for groups
				L3.Benefits of individual and group recreational activities
28 29 30	Safety	Behavior in games and sports	3.1.2/3.1.2a	L1.Spectator and player behaviour that promote fair play
				L2.Spectator and player behaviour that promote fair play in ground sports
				L3.Spectator and player behaviour that promote fair play in water sports

31 32 33	Movement	Movement Skills	3.2.1/3.2.1b	L1.Let us move objects in one direction
				L2.Let us move objects in different directions
				L3.Let us move objects in a given space
34 35 36	Physical Activity	Modified sports and games	3.3.1/3.3.1b	L1.Hand-eye ball handling skills
				L2.Hand eye coordination in games
				L3.Hand eye ball handling skills in other games
37 38 39	Safety	Safe and unsafe practices in various physical activities	3.1.1/3.1.1b	L1.Unsafe practices in village games and sports
				L2.Unsafe practices in field games and sports
				L3.Unsafe practices in water sports
40 41 42	Movement	Movement Skills	3.2.1/3.2.1b	L1.Let us move objects fast
				L2.Let us move objects slowly
				L3.Let us move objects using fast or slow motions
43 44 45	Physical Activity	Fitness for health	3.3.2/3.3.2b	L1.Let's find out about our heart rate
				L2.Let's find out about our breathing rate
				L3.Let's find out about sweating in games
46 47 48	Safety	Behavior in games and sports	3.1.2/3.1.2b	L1.Good behaviour in field and track games and sports
				L2.Good behaviour in court and net sports
				L3.Good behaviour in water sports
T3 49 50 51	Movement	Movement Skills	3.2.1/3.2.1c	L1.Let us move with eye and body coordination
				L2.Let us move with hand and body coordination
				L3.Let us move with hand, eye and body coordination
52 53 54	Physical Activity	Leisure and Recreation	3.3.3/3.3.3a	L1.Recreational activities for families
				L2.Recreational activities for friends
				L3.Leisure activities for families and friends
55 56 57	Safety	Safe and unsafe practices in various physical activities	3.1.1/3.1.1b	L1.Unsafe practices in village games
				L2.Unsafe practices in modified games and sports
				L3.Unsafe practices in track events

58 59 60	Movement	Movement Skills	3.2.1/3.2.1c	L1.Let us play a game using hand and body coordination L2.Let us play a game using eye coordination L3.Let us play a game using hand eye and body coordination
61 62 63	Physical Activity	Modified sports and games	3.3.1/3.3.1c	L1.Leg eye handling skills L2.Leg eye coordination in games L3.Leg eye ball handling skills in other games
64 65 66	Safety	Behavior in games and sports	3.1.2/3.1.2b	L1.Good behavior in village games and sports L2.Behaviour in court and net sports L3.Behaviour in track events
67 68 69	Movement	Movement Skills	3.2.1/3.2.1c	L1.Let us explore different movements using targets L2.Let us explore different movements using equipment L3.Let us explore different movements in games
70 71 72	Physical Activity	Fitness for health	3.3.2/3.3.2c	L1.Obstacle courses L2.Circuit activities L3.More circuit activities
T4 73 74 75	Safety	Safe and unsafe practices in various physical activities	3.1.1/3.1.1c	L1.Safety rules in traditional games L2.Safety rules in minor ball games L3.Safety rules in net and court games and sports
76 77 78	Movement	Movement Skills	3.2.1/3.2.1d	L1.Let us explore different ways of moving in water (1) L2.Let us explore different ways of moving in water (2) L3.Let us explore basic movement in water (3)
79 80 81	Physical Activity	Leisure and Recreation	3.3.3/3.3.3c&d	L1.Leisure activities that require facilities L2.Leisure activities that do not require facilities L3.Leisure activities that are common in the community

82 83 84	Safety	Behavior in games and sports	3.1.2/3.1.2c	L1.Safe player behavior in village games L2.Safe player behavior in school games and sports L3.Safe player behavior in water sports
85 86 87	Movement	Movement Skills	3.2.1/3.2.1d	L1.Let us explore basic movement skills in swimming (1) L2.Let us explore basic movement skills in swimming (2) L3.Let us explore basic movement skills in water (3)
88 89 90	Physical Activity	Modified sports and games	3.3.1/3.3.1d	L1.Modified ball sports played in the community L2.Let's play traditional games using the movement skills L3.Let's play the game through the gates
91 92 93	Safety	Safe and unsafe practices in various physical activities	3.1.1/3.1.1c	L1.Benefits of safe conduct in village games and sports L2.Benefits of safe conduct in school games and sports L3.Benefits of safe conducts in water sports
94 95 96	Physical Activity	Fitness for health	3.3.2/3.3.2d	L1.Individual leisure and recreational activities L2.Fitness for different age groups L3.Fitness in games

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 concepts of the lesson as guided in the KASV section*

Knowledge

Skills Attitudes and Values

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

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.*

.....

Teachers Activity	Student Activity	Attitudes/Values
write the knowledge students will acquire from this lesson	write the skills students will practice in this lesson	write the things teacher will do in this lesson

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

Write the things teacher will do in this lesson

Conclusion

Guided lesson samples

Guided lesson sample No: 1

Strand: Safety

Unit: Safe and unsafe practices in various physical activities

Content standard: 3.1.1 Demonstrate safe and unsafe practices for safety to avoid risks in physical activities.

Performance standard: 3. 1 .2. (c) Describe basic safety rules to avoid taking risks in physical activities

Lesson title: Unsafe practices in village games and sports

Lesson objective: The children can be able to identify and demonstrate unsafe practices at home and school

Key concepts:

- Unsafe practices for self-such as bullying, pushing and bumping others
- Place harmful liquids and objects in proper strong places
- Use sharp objects with care
- Harming other people
- Dressing not appropriate to the occasion

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Store harmful liquids such as bleach, petrol, oil and objects such as sharp knives and irons in improper places • Use of harmful objects • Playing near a busy road • Playing near fire • Not dressed in a proper attire 	<ul style="list-style-type: none"> • List harmful liquids and objects and state proper places to store them • Use sharp objects such as knife and iron with care • Demonstrate unsafe practices 	<ul style="list-style-type: none"> • Be responsible • Self-control • Be respectful and helpful • Cooperative with friends and others

Resources

Chalk board, student's exercise books, pencils rulers, knives, sharp objects, etc.

References

Physical Education, SBC Primary Grade 3,4,5 Syllabus, DOE, (2017) Waigani, NCD

Teachers notes

This lesson emphasizes on types of unsafe practices the students must know and avoid when taking part in games either it be at home or at school. Effective student participation is needed throughout this lesson

Lesson procedures

Introduction

Teacher recaps previous lesson on safe practices orally with the students by stating that proper storing of harmful objects and liquids prevent possible injuries. Teacher orally asks students to assess their own communities, the school environment and the classroom to identify unsafe objects and practices.

Teacher asks lead up questions such as, when you notice harmful substances and objects in wrong places what do you do on the spot? (Put them in proper places). Teacher accepts students answers and state the lesson objective.

Students' safety is paramount and must be monitored.

Body

Teachers Activity	Students Activity
<ul style="list-style-type: none"> • Puts students in groups of three • Demonstrates an example of an unsafe practice such as playing near the road on the board • Asks students in each group to give an example • Teacher guides group discussions and encourage students to be careful when using harmful objects such as knives or electrical equipment 	<ul style="list-style-type: none"> • Students get into groups and pay careful attention to the teacher • Students share experiences about unsafe practices and orally discuss some unsafe practices in their groups • Students present their findings orally to the whole class • Students copy key concepts on the board into their books

Conclusion

Teacher revises the importance of being aware of the unsafe practices or behavior and asks few questions based on the lesson topic.

Is leaving heavy equipment and medicine on tables or near places of work a good or bad habit?

Why is it important to keep such objects and equipment in proper places?

Sample Lesson No: 2

Strand: Safety

Unit: Safe and unsafe practices in various physical activities

Content standard: 3.1.1 Demonstrate safe and unsafe practices for safety to avoid taking risks in physical activities

Performance standard: 3.1.1(a) Identify safe practices in physical activities at home and school

Lesson title: Safe practices at home and school

Lesson objective: The students can be able to identify and demonstrate the safe play practices at home and school

Key concepts

- Various safety practices at home and school-
- Safe practices in movement activities such as running, walking, skipping
- Safe practices on the field while playing

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Keep the environment safe for play • Appropriate behavior is required in all games at home and school games and sports • Use common sense in all situations • Follow instructions carefully at all times 	<ul style="list-style-type: none"> • Create safety rules in their own settings • List safe practices needed in movement activities • Apply safety rules in all games either it be at school or at home 	<ul style="list-style-type: none"> • Eager to learn • Appreciate rules as a guide to them • Value themselves as important • Respect one another

Resources

Chalk board, chalk, pencils, biros

References

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

Teachers notes

This lesson is basically emphasizing on the safe practices the students need to know when taking part in any sort of games in their own communities or at the school. Ensure that the students must participate as this is very important in their learning

Lesson Procedures

Introduction

Teacher motivate the students with a game 'Simon says' in the classroom.

Teacher and students orally assess the classroom situation regarding 'safety' to play the game 'Simon says' such as running, skipping, etc.

Teacher introduces the lesson topic and lesson procedures

Students' safety is paramount and must be monitored.

Body

Teachers Activity	Students Activity
<ul style="list-style-type: none"> • Teacher puts students in groups • Emphasizes on effective participation from the students • Presents and explains the definition of safe practices on the board to the students • Asks students to give 5 examples of a safe practice either at home or school • Asks students to create safety rules in their groups • Confirms and displays rules on the board 	<ul style="list-style-type: none"> • Students get into groups of 5 and pay attention to teachers instructions • Students discuss in groups and write down safety rules in the classroom, school grounds and community playing fields • Students present their group work to the class • Students copy notes given by the teacher into their books

Conclusion

Teacher recaps the lesson by telling the students the importance of safe practices in the classroom, the school vicinity and their own communities in relation to their group presentation.

Guided lesson sample No: 3

Strand: Safety**Unit:** Behaviour in games and sports**Content standard:** 3.1.2 Demonstrate good behavior that promote fair play in games and sports**Performance standard:** 3.1.2 (b) Identify and describe good behavior practiced in various physical activities such as respect, cooperation and follow rules.**Lesson title:** Acceptable and unacceptable behaviour in field sports**Lesson objective:** The students' can be able to display acceptable behaviour in field sports and avoid unacceptable behaviour**Key concepts**

- Follow rules for a specific game or sport
- Respect the rights of others when playing games concepts
- Obey instructions from the team leader
- Good behaviour is promoted in all games and sports

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Rules are set to prevent accidents and safe paly • Appropriate behaviour is needed by both players and spectators • Apply common sense when moving in games 	<ul style="list-style-type: none"> • Follow rules • Express their rights in playing • Decision making • Problem solving 	<ul style="list-style-type: none"> • Be respectful • Be helpful • Self-control when playing games

Resources

Chalk board, charts, markers such as cones and sticks

References

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

Teachers notes

This lesson is emphasis positive attitudes that students should develop and apply both in school games and sports as well as village games. Positive behaviour during games will avoid accidents in all physical activities.

Lesson Procedures

Introduction

Teacher asks students general lead up questions on what they should do to promote safety in any physical activities.

Teacher focuses student attention on the importance of positive behavior and outlines their expectations in physical activities.

Students' safety is paramount and must be monitored.

Body

Teachers Activity	Students Activity
<ul style="list-style-type: none"> • Asks students to move into their teams for a game of relay • Checks for special needs students and assist if need be • Observes students and emphasis safety rules and acceptable behavior • Encourages positive behavior during the physical activity • Does on the spot corrections if need be 	<ul style="list-style-type: none"> • Students play a game of relay • Team captains checklist students whilst playing • Students list acceptable and unacceptable behavior observed during the game

Conclusion

Warm down and teacher sums up the lesson by asking related questions such as, name an acceptable behavior required in a running race?

What will happen if players do not display acceptable behaviors?

Guided lesson sample No: 4

Strand: Movement**Unit:** Movement Skills**Content standard:** 3.2.1 Demonstrate loco motor and non-loco motor skills with simple sequences and concepts individually or with a friend in general space**Performance standard:** 3.2.1 (a) Perform a variety of non-loco motor movements such as bending, stretching, turn, twist and stepping forward and backwards**Lesson title:** Turning and stepping movement skills**Lesson objective:** The students can perform non- loco motor movement skills, turning and twisting movements in physical fitness exercises and games**Key concepts:**

- People move their body everyday such as playing, walking, jumping, running, hopping. Some of these movements are loco-motor whilst some are non-loco-motor movements

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Twist and turn means changes of direction • Bending keeps arms straight • Stepping move and set down the foot of the layer • Stretching keep the body and muscles comfortable and flexible 	<p>Apply a variety of movements in-turning such as;</p> <ul style="list-style-type: none"> • Stepping • Twisting • Bending <p>Use skills such as;</p> <ul style="list-style-type: none"> • Problem solving • Decision making • Team work 	<ul style="list-style-type: none"> • Value and appreciate body movements • Respect one another

Resources

Stones, drawn box on the ground

Teachers notes

This lesson emphasizes on non-loco motor skills. The teacher should familiarize himself or herself with the various non-locomotor movements prior to the actual lesson. There a range of non-loco- movements which the teacher must know and practiced in preparation for this lesson. Refer also to the basic movement skills to for the steps to teach locomotor and non locomotor skills.

Lesson Procedures

Introduction

Students move to the playing field or outside of the classroom.

Do warm up activities as directed by the teacher such as run on the spot, hip twist and turns.

Teacher outlines the lesson steps in have students in groups of 6 players.

Students' safety is paramount and must be monitored.

Body

Teachers Activity	Students Activity						
<ul style="list-style-type: none"> • Demonstrates the game to the students and outline the game rules • Divides them into groups of 6 players and move them to their respective places • Supervises the student and encourage student participation • Does on the spot corrections and emphasis on safety during game play 	<ul style="list-style-type: none"> • Listen attentively to instructions and demonstration of the game • Play the game of 'Steeping and turning' • First player starts by throwing the stone into the first box, then to the second box until she or he finishes all the boxes <table border="1" data-bbox="1054 880 1161 1025"> <tbody> <tr> <td>3</td> <td>4</td> </tr> <tr> <td>2</td> <td>5</td> </tr> <tr> <td>1</td> <td>6</td> </tr> </tbody> </table>	3	4	2	5	1	6
3	4						
2	5						
1	6						

Conclusion

Allow the students to cool off and move them back into the classroom.

Guided lesson sample No: 5

Strand: Movement**Unit:** Movement skills**Content standard:** 3.2.1 Demonstrate loco motor and non-loco motor skills with simple sequences and concepts individually or with a friend in general space**Performance standard:** 3.2.1 (a) Perform locomotor movements using different movement skills using two or more parts: crawl, walk, jump, hop, gallop, skip, slide, leap, jog, run**Lesson title:** Let us move in two body parts in sequence**Lesson objective:** The children can be able to demonstrate and perform three loco motor movements**Key concepts:**

- Whole body movements involves space, force, time, energy and flow
- Loco motor is moving from place to place such as running, jumping, and dodging,
- Body health and fitness improves through movement skills

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Moving from place to place includes; - Walking (on all four legs like a dog) • Hopping - Balancing on two body parts like a dog • Jumping with two legs together like a frog 	<ul style="list-style-type: none"> • Balancing on different body parts • Perform a variety of movement skills with control and coordination such as control-walking with care • - hopping, jumping and land with balance • Form a pattern by joining walking, balancing and jumping 	<ul style="list-style-type: none"> • Appreciate own and others' performances • Respect each other's talents • Value participation in movement activities

Resources

Chalk board, student's exercise books, markers such as cones and sticks

References

Physical Education, SBC Primary Grade 3,4,5 Syllabus, DOE, Waigani, NCD

Teachers notes

This is a skills oriented lesson. The variety of animals the students select to demonstrate the different movements may differ according to the environment that they are in. Students will perform these movements outdoors. Hence all resources required for the lesson must be available before the lesson.

Lesson Procedures

Introduction

Teacher does a role play such as a dog to imitate its body movements

Students define what movement is

Teacher introduces the word loco-motor and demonstrates a loco motor skill and takes them out to the field. Students' safety is paramount and must be monitored.

Body

Teachers Activity	Students Activity
<ul style="list-style-type: none"> • Asks students to stand in a circle • Teacher elaborates the features of the whole body movement, space, force, time, energy and flow • Teacher asks students to choose a local animal whereby they could imitate its movement • Teacher encourages all students to participate in the activity 	<ul style="list-style-type: none"> • Students stand in a circle and listen carefully to the teacher • Students follow directions • Students do the activity in pairs imitating the chosen animal in the given time

Conclusion

Recaps on loco-motor movement skills and some examples of loco motor movement skills such as walking, hopping, jumping, crawling and landing.

Moves the students back into the classroom.

Sample Lesson No: 6

Strand: Movement**Unit:** Movement Skills**Content standard:** 3.2.1 Demonstrate loco motor and non-loco motor skills with simple sequences and concepts individually or with a friend in general space**Performance standard:** 3.2.1 (b) Move objects around in a given space in different directions and at different speeds.**Lesson title:** Shuttle Race**Lesson objective:** The children can demonstrate running and jumping skills in a game of 'shuttle race'**Key concepts:**

- 'Shuttle race' is a relay race played on a drawn line on the ground and involves running and jumping skills

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Shuttle race is a relay race • Running and jumping are some skills that keep the body healthy and fit 	<ul style="list-style-type: none"> • Demonstrating running and jumping skills performed in a sequence 	<ul style="list-style-type: none"> • Confidence in themselves • Appreciate that playing keeps their bodies fit • Cooperate with each other

Resources

Baton, sticks, board, tins markers,(cones)first aid kit, exercise books, pencils, biros, rulers

Physical Education, Primary Grade 3,4,5 Syllabus, SBC, DOE, Waigani, NCD

Teachers notes

This lesson is a movement skills lesson, Students will practice the skills outside of the classroom or in a playing field. Ensure all sporting equipment is provided prior to the actual lesson.

Lesson Procedures

Introduction

Warm up activity with the 'PRRR' and 'PUKUTU' game to the class and ask everyone to imagine two birds with the above names. When the teacher calls out 'Prrrr' all the students need to stand on their toes and move their elbows sideways, as if they were birds rubbing its wings. If you call out 'Pukutu,' everyone has to stay still and do not move a feather

Students' safety is paramount and must be monitored.

Body

Teachers Activity	Students Activity
<ul style="list-style-type: none"> Shows the empty tins and sticks to students and asks related questions such as what is a shuttle race? It is a relay game which is run back and forth over a straight course Equipment- Have three markers for each team with one stick per team The markers indicate starting line, make different marker lines on the ground such as: 1st line- 10m 2nd line- 20m 3rd line- 30m 	<ul style="list-style-type: none"> Listen attentively to instruction and demonstration of the game In teams of six, each team must have 3 markers and players line up one behind another, behind the starting line or base Play the game with 3 sticks and 9 tins in their groups. Player 1 takes the marker runs to the first line and puts down the marker and runs to the base. Player 2 repeats the process in reverse by bringing the marker to the base and so on, the winning team is the first to get all players to the base.

Conclusion

Teacher recaps the lesson by asking related questions and allows the students to cool off and sends them back into the classroom

Guided lesson sample No: 7

Strand: Physical activity **Unit:** Fitness for health

Content standard: 3.2.3 Describe the effects on the body before and after participating in various physical activities for healthy well being

Performance standard: 3. 2.3 (e) Describe immediate changes in the body temperature like perspiration, heart rate, breathing rate and how they feel before during and after rigorous physical activities

Lesson title: Heart beat rates from in active to active activities

Lesson objective: The students can be able to describe how the heart beat rates increases in different physical activities

Key concepts:

- Heart beat rates in in-active physical activities
- Heart beat rates differ in different physical activities

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Heart beat rates vary in different physical activities • Increase heart beat shows personal fitness level improving • Quick recovery heart beat indicate good health condition 	<ul style="list-style-type: none"> • Improve heart beat rate through intense training • 3x30 minutes maintains good fitness for living • Run faster and slowly in 50m improve heart function • Measure ad count heat beats and rates in one minute 	<ul style="list-style-type: none"> • Care for the heart and body • Appreciate how body works • Value importance of the function of the heart

Resources

Physical Education, Primary Grade 3,4,5 Syllabus, SBC, DOE, Waigani, NCD

Teachers notes

Prepare markers for students activities

Have students in pairs or groups before going out to the field

Lesson Procedures

Introduction

Teacher focuses students attention to a picture of the heart on a chart.

Asks related questions based on the chart. What can you see on the chart?

Where is it located on the body? What does the heart do?

Teacher confirms and emphasizes on students responses.

Students' safety is paramount and must be monitored.

Body

Teachers Activity	Students Activity
<ul style="list-style-type: none"> Organizes students in pairs then further classify them in to partner 'A' and partner 'B' Demonstrates with a volunteer on how to feel and count the pressing the pointer and tall man finger on the inside wrist. Instructs student 'A' to walk around the field while student 'B' waits and measure the pulse rate and vice versa Asks student 'A' to run at a normal speed around the field while student 'B' awaits for counting the pulse same as above Asks student 'A' to sprint around the field. Apply the same procedure as above 	<ul style="list-style-type: none"> Students get into pairs and identify themselves as A and B Students observe and imitate teachers demonstration with their student partners Students feel and count pulse beats in one minute Student A walks around the field and returns to the starting point student B then counts pulse beats in one minute and vice versa in all activities

Conclusion

Teacher asks 4 participants in class to describe heartbeat rates related to different activities done at different speeds such as normal walking speed, running and sprinting.

Teacher re-emphasizes on students descriptions and summarizes the lesson.

Guided lesson sample No: 8

Strand: Physical Activity**Unit:** Modified sports and games**Content standard:** 3.3.1 Demonstrate safe and unsafe practices for safety to avoid taking risks in physical activities.**Performance standard:** 3.1.3 (c) Describe basic safety rules to avoid taking risks in physical activities.**Lesson title:** Modified ball games played in the community**Lesson objective:** The students can correctly throw and catch the ball in a modified game of 'captain ball'**Key concepts**

- Skills practiced in a lead up game
- Throw and catch the ball correctly
- Obey and follow rules for safety purposes

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Grip the ball with three middle fingers at the back of the ball with thumbs and fingers in front • Keep eyes focus on the target • Watch the ball into the palms of the hand • Grab the ball as soon as it touches the palm of the hand 	<ul style="list-style-type: none"> • Throwing the ball • Catching the ball • Handling and gripping the ball with accuracy 	<ul style="list-style-type: none"> • Confident in throwing and catching the ball • Value the importance of modified sports • Respect one and others talents

Resources

4 modified balls such as a volleyball, whistle, 4 cones or markers

References

Physical Education, SBC Primary Grade 3,4,5 Syllabus, DOE, (2017) Waigani, NCD,

Teacher's notes

In this lesson students will demonstrate the skills of throwing and catching with coordination, handling and gripping the ball with accuracy. The teacher must demonstrate to the students how to do chest pass, how to catch the ball, and how to grip the ball. Do a warm up activity in a circle as a demonstration prior to skill practice in groups. Teacher must emphasis on the correct use of throwing and catching and gripping the ball.

Lesson Procedures

Introduction

Teacher outlines the lesson and takes the students outside for warm up activity.

Students march on the spot and then march forward and backwards at different speeds.

Students' safety is paramount and must be monitored.

Body

Teachers Activity	Students Activity
<ul style="list-style-type: none"> • Demonstrates skills of chest pass and gripping and holding the ball with students standing in a semi-circle • Teacher passes the ball to every child and in the class and they take turns passing and catching the ball correctly • Have the students in 4 teams of 8-10 students to play practice the skills in captain ball game 	<ul style="list-style-type: none"> • Students stand in a semi-circle with team captains standing 1m away from the team • Students play game of 'captain ball' following the teachers signals using the whistle and declares the winner

Conclusion

Students cool off after the game and move back into the classroom while some students store away equipment used in the game.

Lesson Procedures

Introduction

Teacher introduces the lesson with a lead up activity.

Students unpack the box with names of different individual recreation and leisure activities and read aloud to the class.

Teacher defines lesson topic to students and outlines the activities and lesson procedures to them

Students' safety is paramount and must be monitored.

Teachers Activity					Students Activity
<ul style="list-style-type: none"> Draws the table on the board 					<ul style="list-style-type: none"> Get into pairs Discuss about which activities they do with a friend and which ones they do alone Place activities in the table under outdoor, Indoor, with others and alone Copy the table into their books
Leisure/recreational activity	Indoor	Outdoor	Group/pair	Individual	
<ul style="list-style-type: none"> Fills the table as students give their feed back Confirms answer and asks students to copy table into their books Moves around to ensure students are doing what is expected of them 					

Body Conclusion

Teacher sums up the lesson by asking related questions such as, Name one individual leisure activity- (reading a book).

Teacher then emphasizes the importance of leisure and recreational activities as very important for their mental and physical health.

Guided lesson sample No: 9

Strand: Physical activity**Unit:** Leisure and recreation**Content standard:** 3.3.3 Discuss and understand the variety of leisure and recreation activities using appropriate local facilities at home and in school**Performance standard:** 3.3.3 (a) Identify and sort leisure and recreational activities into individual or group activities**Lesson title:** Individual leisure and recreational activities**Lesson objective:** The students can be able to identify and demonstrate individual leisure and recreational activities at home and at school**Key concepts**

- There are different types of leisure and recreational activities that could be done at home and at school such as reading books, knitting, cooking, weaving, watching television, drawing, dancing, etc.
- Each leisure activity has its advantages and disadvantages which can enhance the mind and body's health or degrade it.

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Types of individual leisure and recreational activities which can be done at home in the school • Good and bad effects of certain leisure and recreational activities done at home and at school 	<ul style="list-style-type: none"> • Reading books • Painting • Drawing • Designing • Weaving • Planting flowers • Games and sports • Watching Television • Picnics 	<ul style="list-style-type: none"> • Respecting the choices of others to have different leisure and recreational activities • Appreciate the benefits of good leisure and recreational activities that enhances the mind and also the body's health

Resources

Chalk board, paints, papers, flowers seeds, or any other equipment that can be used for leisure and recreational activities

References

Physical Education, SBC Primary Grade 3,4,5 Syllabus, DOE, (2017) Waigani, NCD,

Grade 5, Students Activity Book, Physical education, pages 87-88

Teachers notes

This lesson emphasizes on individual leisure and recreational activities that can be done at home and at school which are beneficial to holistic development. The resources or equipment for the activities can be substituted to cater for all students depending on availability of resources and setting. Ensure necessary equipment is provided prior to the actual lesson.

Guided lesson sample No: 10

Strand: Physical activity**Unit:** Modified sports and games**Content standard:** 3.3.1 Describe and understand what modified sports are and common game skills of the selected sports and practice a range of lead up, minor games and basic water sports.**Performance standard:** 3.3.1(d) Identify minor games for leg-eye coordination ball skills such as kicking, dribbling, shooting targets and practice them in game play situations e.g.: dribbling relay 3 side, etc.**Lesson title:** Let's play the game 'through the gates'**Lesson objective:** The students can practice the skills of kicking and dribbling in a minor game**Key concepts**

- The inside part of the foot is used for kicking and passing the ball.
- Leg-eye coordination is a technique used to kicking, dribbling and shooting at a target

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • The foot is used for kicking and dribbling the ball • The inside foot is used for kicking and passing the ball • The leg – eye coordination is used in handling the ball 	<ul style="list-style-type: none"> • Kicking and dribbling with leg-eye coordination 	<ul style="list-style-type: none"> • Appreciate team work • Confident in kicking and dribbling • Respect for one another's talents • Promote good player behavior

Resources

5 size 3 soccer balls, 10 cones, whistle

References

Physical Education, SBC Primary Grade 3,4,5 Syllabus, DOE, Waigani, NCD

Teachers notes

In this lesson the skill of dribbling and kicking with leg-eye coordination will be practiced in a game of soccer. Make sure correct size balls and cones are made available prior to the lesson, Make sure you familiarize yourself with the games before the lesson.

Lesson Procedures

Introduction

Do a warm up activity such as heel digs- aim for heel digs for 60 seconds, aim for 30 knee lifts in 30 seconds and knee bends 10 repetitions.

Student safety is paramount and must be monitored.

Body

Teachers Activity	Students Activity
<ul style="list-style-type: none"> • Teacher demonstrates kicking with the inside of the foot through the gates marked with cones • Places a marker(cone) in between each player • Emphasizes correct kicking and dribbling skills • Awards points to winning team • Encourages active participation from each student 	<ul style="list-style-type: none"> • Students stand in their teams on both sides facing each other • Each student kicks the ball through the gate to their partner • Students get one point every time they pass through the 'gates' • Students do activity 2 in groups of 5. Each player take turns to dribble around the cone or any marker then return. The first team to complete three times 'through the gates' wins • Continue the activity until each child has a turn

Conclusion

Get the students to students to cool off and quickly asks few questions to recap the lesson.

What skill was used in game 1? Kicking.

What part of the foot is used for kicking? Inside.

What skill was used in game 2? Dribbling

Guided lesson sample No: 11

Strand: Physical Activity**Unit:** Modified games and sports

Content standard: 3.3.1 Described and understand what modified sports are and common game skills of the selected sports and practice them in a range of lead-up game, minor games and basic water sports.

Performance Standard: 3.3.1 (d) Identify minor games for leg-eye coordination ball skills such as kicking, dribbling, shooting targets and practice them in game play situations e.g.: dribbling relay 3 side, etc.

Lesson title: Tabloid Sports**Lesson objective:**

Students can correctly demonstrate use of kicking, leaping, hopping and dodging in a tabloid sport using four different activities.

Key concepts:

- Kicking for accuracy
- Leaping for balance and strengthening leg muscles
- Dodging for flexibility and balance
- Hopping for strength of leg muscles / balance
- Team work and co-operation
- Good achievement equal time use wisely
- Value of obedience to rules

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Watch the ball and kick accurately • Leap high and over the bar • Dodge quickly and smoothly in and out of sticks • Keep two legs together and hop as one leg • Understand the value of team work and co-operation 	<ul style="list-style-type: none"> • Use accurate kicking in soccer, Australian rule and rugby • Use leaping in high jump • Use dodging in rugby, soccer, basketball, netball • Effective use of skills lead to success / satisfaction 	<ul style="list-style-type: none"> • Accurate kicking lead to enjoying the game and feel good • Respect and value the effort of others in the team • Self-control over inner joy / happiness leads to peace & harmony in sports fields / at home

Resources

- Physical Education Primary Grade 3,4,5 Syllabus, 2017

Teachers notes:

- All activities start and finished when time-up is signal by a whistle
- All teams rotate in an orderly manner in a clockwise direction after all activity score sheets are passed on to the overall scorer
- Teams “start rotating” when signal to move is indicated by the whistle
- Overall coordinator to ensure that tabloid sports run smoothly
- When all teams in a ready to play position “start” signal be indicated by the whistle
- Ensure that all the tabloid sports equipment /materials are set-up before the start of the lesson
- Encourage good team behavior and good player behavior

Introduction: Students do warm up activities - star jumps and running on the spot.

Body

Teacher’s activities	Students activities
<ul style="list-style-type: none"> • Class in their teams seated in a “C” shape formation • Briefly explains what they would do in the lesson • Reminds the selected student for their roles / responsibilities • Encourages students to respect and treat other children with care • Do short and clear demonstrations on how to play each activity • Play area check and all dangers objects removed • All activities set-up, playing areas marked before starts of the lesson by the selected children under teacher supervision 	<ul style="list-style-type: none"> • Play and use each skill correctly in different activities • Team leader to control members of the teams – speak in a firm but friendly manner • Respect the opposite sex • Help your team to do and play well • Obey and follow activity play procedures • Enjoy play and control your emotions • Overall controller ensure that whole tabloid sports operate smoothly • Children in three – A, B and C on command “A” who will try and touch B and C who may run around within 4m X 4m marked area to avoid being touched by

Conclusion *Reflection – (Replay student Activities)*

(5 Minutes)

- Selected four students to demonstrate one skill each
- Repeat the activities in the next lesson
- Identify and list things that prevent playing a good tabloid sport

Lesson Evaluation: *Teachers Comment on a taught lesson*

- | | | | | |
|---|-----|----|--------------|----------------|
| • Selected children know their roles / responsibilities? | Yes | No | | |
| • Tabloid sports was well thought out, plan and organized | Yes | No | | |
| • All activities were set out before start of the lesson | Yes | No | | |
| • Children enjoy playing tabloid sports | Yes | No | | |
| • Change skill for | | | | |
| • Activity 1 | Yes | No | | |
| • Activity 2 | Yes | No | | |
| • Activity 3 | Yes | No | | |
| • Activity 4 | Yes | No | | |
| • Whole tabloid sport considered | | | Satisfactory | Unsatisfactory |

Tabloid Sports

Definition

Simple educational physical activities that allow use of loco-motor and non-loco-motor skills by the children at the age of 3- 6 and 7- 10 years with the aim of helping a child to achieve full physical growth and development as well as other aspects such as social, mental , emotional and spiritual

Arrangement

Tabloid sports activities are simple physical activities that require use of local available resources and they are arrange in a circular formation that allows rotation of teams that provide an opportunity for each child use loco-motor skills - or the teams to play all the activities.

Sample Activities – subject to change to challenge the improvement need of each child.

Activity No. 1 Accurate **kicking** the soccer ball with leg / right under the cross ball
50 cm above

the ground from a 25m mark

Activity No. 2 **Dodging** in / out of five sticks 1m apart and return

Activity No.3 **Hopping** with two legs together over the five sticks, 1m apart and return

Activity No. 4 **Leaping** over 1m rubber tube stripe tie 30 cm above the ground
between two

sticks, 1m apart and return

Material Required

Activity No.1 1 soccer ball

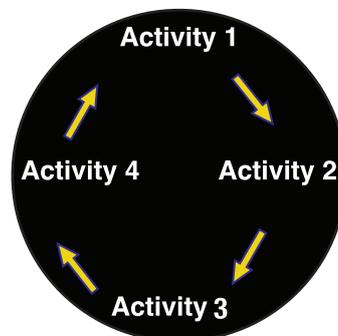
2, 1m sticks

1, 1m rubber tube strip

5 blank activity score sheets

Activity No.2 5, 1m sticks

5 blank Activity score sheets



Activity No.3	5, 1m sticks 5 activity score sheets
Activity No. 4	10, 1m sticks 10, 1m rubber tube strips 5 blank activity score sheets
1, Overall Controller	1 whistle – to signal starts and stop
1, Overall timekeeper	1 stop watch – work together with the overall controller
1, Overall Scorer	1, Overall scoreboard 25 blank activity score sheets
5 Activity Controllers or / scorers	Awards discipline point for good behavior
	Complete activity score sheet and pass it on to the overall scorer
	5 blank score sheet
	5 erasers

Considerations

- Activity scorer award 1 discipline points to a team that demonstrate good team work and finishes on stop signal
- Selected child to act as a overall coordinator to control all the activities, get them ready and give a start and stop signal on given time
- Children with disabilities consider them as normal to be involved as officials particularly for the duties that they can perform such as counting and keeping scores
- Tabloid sports offers excellent opportunity for children to practice leadership skills and develop basic team skills and develop good player behaviors
- See teacher note section for more detail and helpful information
- Class teacher to monitor the overall tabloid sports ensuring that;
 - all selected and appointed children are doing what they are ask to do to ensure that whole tabloid sports is smoothly in progress
 - Each team demonstrate good sportsmanship behaviors and good player behaviors
 - Motor-skills are used correctly
 - All require materials are ready to be pick up by each team and set up before the lesson
 - Clean the play area and removed all the possible object that could danger health of a child
 - Every child dressed in proper attire - shoes / cloth
 - Activities start and stop together when time up signal by the whistle
 - Student learning is taking place – children feel confident in using five motor skills
 - Repeating of activities with true understanding that more practice make perfect
 - Encourage every child to respect and care for others safety both male female
 - Use Bloom's Taxonomy to develop assessment tasks
 - Monitor and use lesson time wisely

Activity Descriptions:

All teams **start** together and **stop** together after **three minute** play

Activity 1: Accurate **kicking** of the medium size soccer ball with either left or right leg under the cross bar 50cm high.

On signal "start" 1st child in the team tries to kick the ball under cross bar (left / right) to score 1 point for the team. He then follows the ball and takes the place of a stopper and stopper moves to the back of the team. This process continues till 3minutes and stop signal given.

Within 3 minutes play each child can have many turns as possible

At the stop signal teams stop playing and get into straight line ready for a signal to move on to the next activity.

Activity recorder: Record the scores and discipline point and passed on the activity score sheet to the overall scorer

Activity 2: Dodging in / out of the five sticks**1m** apart

On signal "start" 1st child in the team tries to run in and out of the sticks 1m apart and on return the same way touching the palm of the next child to start. Completing a turn correctly score 1 point for a team. This process continues till 3 minutes and stop signal is given.

Within 3 minutes play each child can have many turns as possible

At the stop signal teams stop playing get into straight line ready to give a signal to move on to the next activity.

Activity recorder: Record the scores and discipline point and passed on the activity score sheet to the overall scorer

Activity 3: Hopping with two leg together over five sticks, 1m apart.

On signal "start" 1st child in the team tries to hope with two legs over five sticks, 1m apart and return the same way touching the palm of the next child to start. Completing a turn correctly score 1 point for a team. This process continues till 3 minutes and stop signal is given.

Within 3 minutes play each child can have many turns as possible

At the stop signal teams stop playing get into straight line ready to give a signal to move on to the next activity.

Activity recorder: Record the scores and discipline point and passed on the activity score sheet to the overall scorer

Activity 4: Leaping over 30cm high rubber tube stripe tie between two sticks 1m apart.

On signal “start” 1st child in the team tries to leap over five rubber tube cross bars between two sticks, 1m apart and return the same way touching the palm of the next child to start. Completing a turn correctly score 1 point for a team. This process continues till 3 minutes is up and stop signal is given.

Within 3 minutes play each child can have many turns as possible

At the stop signal teams stop playing get into straight line ready to give a signal to move on to the next activity.

Activity recorder: Record the scores and discipline point and passed on the activity score sheet to

the overall scorer

Sample: Overall score board

Team	Activity no. 1	Activity no. 2	Activity no. 3	Activity no. 4	Total	Placing
A						
B						
C						
D						



Sample: Activity score sheet

Team: _____ Activity no. _____ Date: ____/____/____

Score: _____

Discipline Points: _____

Activity scorer: _____

Name

NOTE:

Activity scorer please pass on the score sheet to the overall scorer before teams moved on to the next activity in an anticlockwise direction

Suggested Grade 3 Knowledge, Skills, Attitudes, Values (KSAV)

The section guides the teacher to plan and program their lessons. It provides the teachers the key concepts, knowledge, skills, attitudes and values to develop relevant teaching and learning activities. The KSAV are all linked to the content standard, performance standard, lesson objective and assessment tasks of each units in a strand.

Sample KSAV - Sample Template for Physical Education Subject

Strand :

Unit :.....

Content Standard:.....

Performance Standard:.....

Knowledge	Skills	Attitudes and Values

Sample KSAV - 1**Strand:** Movement**Unit:** Movement skills

Content standard: 3.2.1 Demonstrate locomotor and non locomotor skills with simple sequences and concepts individually or with a friend in general space

Performance standard: 3.2.1 (d) Explore a variety of ways of moving in water

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> Explore movement skills in water The space in water The depth of water 	<ul style="list-style-type: none"> Diving Swimming Holding breath Standing in water Running in water 	<ul style="list-style-type: none"> Feel confident in moving in water Value the benefits of water activities Enjoy swimming with friends

Sample KSAV - 2

Strand: Safety activities

Unit: Safe and unsafe practises in various physical

Content Standard: 3.1.1 Demonstrate good behaviours that promote fair play in games and sports

Performance Standard: 3.1.1 (b) Identify unsafe practises in physical activities at home and at school

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> Recognise the warning signs of unsafe practises Behaviours that promote unsafe practises such as fighting, swearing, bullying in games and sports Keep the environment safe for play 	<ul style="list-style-type: none"> Use and handle equipment correctly Store equipment in correct places Create safety rules in their own settings Use signs to indicate safe or unsafe situations 	<ul style="list-style-type: none"> Use self-control Be responsible Be helpful, respectful, cheerful and cooperative

Sample KSAV - 3

Unit: Behaviour in games and sports

Content Standard: 3.1.2 Demonstrate good behaviours that promote fair play in games and sports

Performance Standard: 3.1.2 (a) Identify common characters of fair play and how to use and promote them

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> Behaviours that promote safety Set rules Common characters of fair play such as follow rules, avoid rude behaviour, etc., 	<ul style="list-style-type: none"> Practise good behaviour in physical activities Make recommendations to promote safety Analyse actions that promote safety 	<ul style="list-style-type: none"> Demonstrate positive behaviour such as fair play Use self-control Be helpful, respectful, cheerful and cooperative Respect each other

Sample KSAV - 4

Unit: Behaviour in games and sports

Content Standard: 3.1.2 Demonstrate good behaviours that promote fair play in games and sports

Performance standard: 3.1.1 (c) Discuss the benefits of safe behavioural conducts during various physical activities such as ground and water sports

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Safe behaviour conducts in various physical activities such as: set rules to prevent injuries such as: • Keep environment safe for play, • Wear suitable clothing • Handle and use equipment correctly and with care, • Use correct equipment for different games and sports • Follow instructions carefully • Use common sense in all situations 	<ul style="list-style-type: none"> • Create safety rules in own settings • Maintain positive behavioural conducts in all types of physical activities 	<ul style="list-style-type: none"> • Appreciate own and each other's talents • Promote safe and fair play • Demonstrate acceptable and positive behaviour • Enjoy taking part in physical activities and games

Sample KSAV - 5

Unit: Behaviour in games and sports

Content Standard: 3.1.2 Demonstrate good behaviour that promotes fair play in games and sports

Performance Standard: 3.2.1 (b) Identify and describe good behaviours practised in various physical activities such as respect, cooperation and follow rules

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Identify good behaviour • Describe good behaviour • Practice good behaviours in physical activities 	<ul style="list-style-type: none"> • Follow rules • Implement rules in physical activities 	<ul style="list-style-type: none"> • Respect other players • Cooperate • Promote fair play in all physical activities

Sample KSAV - 6

Strand: Movement**Unit:** Movement Skills**Content Standard:** 3.2.1 Demonstrate loco motor and non-loco motor skills with simple sequences and concepts individually or with a friend in general space**Performance Standard:** 3.2.1 (c) Explore movements that require hand, eye and body coordination such as throwing or kicking at a target

Knowledge	Skills	Attitudes/Values
<p>Whole body movement</p> <ul style="list-style-type: none"> • Movement involves space, force, time, energy and flow • Moving from place to place(loco motor), moving on the spot(non-loco motor) • Body shape in stillness or motion • Manipulative movement skills include: • Catching, kicking, throwing, lifting, dribbling, tossing, bouncing, spinning, reaching, trapping, tackling, passing, juggling, volleying, shooting 	<ul style="list-style-type: none"> • Perform throwing, catching and target shooting skills • Balancing on different body parts 	<ul style="list-style-type: none"> • Appreciation of own and others performances • Value the importance of movements skills in relation to fitness

Sample KSAV - 7

Unit: Movement skills**Content Standard:** 3.2.1 Demonstrate loco motor and non-loco motor skills with simple sequences and concepts individually or with a friend in general space**Performance Standard:** 3.2.1 (d) Explore a variety of ways of moving in water

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Moving from place(loco-motor) includes: walking, running, sliding, galloping, hopping, skipping, leaping, swimming, dodging, chasing, tagging, tumbling, diving, rolling, landing, creeping, crawling 	<ul style="list-style-type: none"> • Perform water movement skills • Create own swimming and diving patterns such as back stroke and butterfly patterns 	<ul style="list-style-type: none"> • Confident in moving in water • Be helpful, respectful, cheerful and cooperative • Respect each other • Appreciation of own and others performance

Sample KSAV - 8

Strand: Physical activity

Unit: Modified sports and games

Content Standard: 3.3.1 Describe and understand what modified sports are and common games skills of the selected sports and practise in a range of lead up, minor games and basic water sports

Performance Standard: 3.3.1 (a) Identify traditional games and introduced games such as egg and the spoon, 3 legged races, fill the buckets and play in class team

Knowledge	Skills	Attitudes/values
<ul style="list-style-type: none"> Identify basic components of three legged race Tie both players inside legs with piece of cloth Arms around each other's shoulders and hold each other tight whilst running Both runners run at same pace and speed to avoid dragging and falling off the ground The pair that reach the finishing line first wins the race 	<ul style="list-style-type: none"> Perform different movement skills in minor games correctly Steady movements 	<ul style="list-style-type: none"> Appreciation of own and others performances Be cheerful and enjoy their game

Sample KSAV - 9

Unit: Modified sports and games

Content Standard: 3.3.1 Describe and understand what modified sports are and common games skills of the selected sports and practise in a range of lead up, minor games and basic water sports

Performance standard: 3.3.1 (b) Identify and describe modified ball sports played in the community and discuss the types of equipment and facilities (courts, fields, toilets and wash rooms for players, spectators, etc. e.g. Netabol-size 3 balls, Volibol size 3

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> Identify basic components of netabol Number of players and rules of the game Equipment needed for the game, such as size 3 balls and net Modified sports and equipment 	<ul style="list-style-type: none"> Perform skills of throwing, passing, shooting at the target, balancing, running, defending. Blocking Application of ball handling skills using appropriate equipment 	<ul style="list-style-type: none"> Appreciation of own and others performances Cooperate with others to gain new skills Be helpful, respectful, cheerful and cooperative Respect each other

Sample KSAV - 10

Unit: Fitness for health

Content Standard: 3.3.2 Describe the effects on the body before and after participating in various physical activities for healthy well being

Performance standard: 3.3.2 (a) List and define the components of physical fitness

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> • Various physical fitness activities • Components of physical fitness 	Perform skills of running, swimming, jumping, skipping, jogging,	<ul style="list-style-type: none"> • Value physical fitness for healthy well being • Actively participate in various physical fitness activities

Sample KSAV - 11

Unit: Leisure and recreation

Content Standard: 3.3.3 Discuss and understand the variety of leisure and recreational activities using appropriate local facilities at home and in school

Performance standard: 3.3.3. (b) Discuss leisure and recreation activities in which family members and friends participate in

Knowledge	Skills	Attitudes/Values
Local leisure activities that family and friends participate in such as: <ul style="list-style-type: none"> • Gardening, fishing, hunting, sailing, hand or stone games, morning or evening walks, mountain climbing, picnics, swimming, dancing, watching sports such as soccer or rugby league, string games, hopscotch 	<ul style="list-style-type: none"> • Performing the different skills for a variety of leisure activities • Expressing views on different leisure activities • Describe leisure activities available in their community 	<ul style="list-style-type: none"> • Appreciate the value of participating in leisure and recreational activities

Sample KSAV - 12

Unit: Leisure and recreation

Content Standard: 3.3.3 Discuss and understand the variety of leisure and recreational activities using appropriate local facilities at home and in school

Performance Standard: 3.3.3(c) Describe various leisure activities that require facilities from local area such as playground equipment

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> Leisure activities that require facilities from local area such as: Rugby league, soccer, basketball, volley ball, watching TV, Fitness exercises 	<ul style="list-style-type: none"> Identify suitable leisure activities that require facilities Expressing views on different leisure activities that require facilities 	<ul style="list-style-type: none"> Actively participate in leisure and recreational activities

Sample KSAV - 13

Unit: Leisure and recreation

Content Standard: 3.3.3 Discuss and understand the variety of leisure and recreational activities using appropriate local facilities at home and in school

Performance Standard: 3.3.3 (d) Discuss the rules and correct usage of facilities and playground equipment

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> Correct usage of facilities and play ground equipment 	<ul style="list-style-type: none"> Store equipment in correct places Keep facilities clean 	<ul style="list-style-type: none"> Appreciate the benefits of participating in leisure and recreational activities

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 draw 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 3 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 done during physical education lessons.

Types of assessment strategies and methods

Teachers are encouraged to use two or more types of assessment when assessing students learning. Standards Based Curriculum specifically 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 students 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 helps the teachers 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 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 recording 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 identifying and planning assessment tasks. Assessment tasks must be planned before delivery. In the process of writing and planning 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 three 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 3 Assessment Tasks Overview

This is an assessment task overview planned for teachers in grade 3 for the year. These suggested assessment tasks are given as examples you can use. They can also be used as guide to write up your own assessment tasks.

Grade 3 Suggested Assessment Tasks

Term One				
Weeks	Strand	Unit	Content standard	Assessment task
2	Safety	Safe and unsafe practices in physical activities	3.1.1 Demonstrate safe and unsafe practices for safety to avoid taking risks in physical activity	1. Identify a safety practice players use when playing a game of corner-sprite, Charlie Chaplain etc.
3	Movement	Movement Skills	3.2.1 Demonstrate loco- motor and non-loco motor skills with simple sequences and concepts individually or with a friend in general space	1. With a partner perform a favorite loco-motor skill using movement concepts in 2 different ways
4	Physical Activity	Modified sports and games	3.3.1 Describe and demonstrate what modified sports are and common games of the selected sports and practice in a range of lead up, minor games and basic water sports and	1. Select a field and goal sport and give its profile: <ul style="list-style-type: none"> - Name of sport:----- - Number of Players:--- - Minutes in a game:---
5	Safety	Behavior in games and sports	3.1.2 Demonstrate good behavior that promote fair play in games and sport	1. Identify one good behavior players must display during games.
6	Movement	Movement Skills	3.2.1 Demonstrate loco- motor and non-loco motor skills with simple sequences and concepts individually or with a friend in general space	2. Select and perform a loco motor and non-locomotors skill in a sequence. Eg run, stop, roll stop run stop roll stop run.
7	Physical Activity	Fitness for health	3.3.2 Describe the effects on the body before and after participating in physical activities for healthy wellbeing	2. In pairs or groups perform 8-10 skip rope jumps and discuss the effect on their body.
8	Safety	Safe and unsafe practices in physical activities	3.1.1 Demonstrate safe and unsafe practices for safety to avoid taking risks in physical activity	2. Make up a role play about an unsafe practice and present to class.
9	Movement	Movement Skills	3.2.1 Demonstrate loco- motor and non-loco motor skills with simple sequences and concepts individually or with a friend in general space	3. Identify skip, hop and jump picture movements in a set of picture cards and demonstrate one of them.

Term Two				
10	Physical Activity	Leisure and recreation	3.3.3 Discuss and understand the leisure and recreational activities using appropriate local facilities at home and at school	3 Make a poster of leisure activities at home and tell the class about it.
11	Safety	Behavior in games and sports	3.1.2 Demonstrate good behavior that promote fair play in games and sports	2. Draw a picture of one good and safe behavior spectators must show when watching games.
12	Movement	Movement Skills	3.2.1 Demonstrate loco- motor and non-loco motor skills with simple sequences and concepts individually or with a friend in general space	4. Perform on the spot running at different speed in a self-space.
13	Physical Activity	Modified sports and games	3.3.1 Describe and demonstrate what modified sports are and common games of the selected sports and practice in a range of lead up, minor games and basic water sports	4. Name ball and court modified sports and prepare a poster for each of them in groups.
14	Safety	Safe and unsafe practices in physical activities	3.1.1 Demonstrate safe and unsafe practices for safety to and avoid taking risks in physical activity	3. In groups make up a role play on how to help a person trapped in a broken branch.
15	Movement	Movement Skills	3.2.1 Demonstrate loco- motor and non-loco motor skills with simple sequences and concepts individually or with a friend in general space	5. In groups perform a loco motor skill in 3 different ways.
16	Physical Activity	Fitness for health.	3.3.2 Describe the effects on the body before and after participating in physical activities for healthy wellbeing	4. Discuss and plan to perform a fitness activity an individual can do: e.g. road running for 30 minutes
17	Safety	Behavior in games and sports	3.1.2 Demonstrate good behavior that promote fair play in games and sports	3. Sort pictures of various sports conducts that promote fair play and good behavior

Term Three				
18	Movement	Movement Skills	3.2.1 Demonstrate loco- motor and non-loco motor skills with simple sequences and concepts individually or with a friend in general space	Make up own sequence of 2 loco-motor and 2 non-locomotor skills and perform in a self-space.
19	Physical Activity	Leisure and Recreation	3.3.3 Discuss and understand the leisure and recreational activities using appropriate local facilities at home and at school	Name 3 recreational activities they participate in in the community and one benefit.
20	Safety	Safe and unsafe practices in various physical activities	3.1.1 Demonstrate safe and unsafe practices for safety to and avoid taking risks in physical activity	Match or circle an unsafe practice Spectators participate in during community games.
21	Movement	Movement Skills	3.2.1 Demonstrate loco- motor and non-loco motor skills with simple sequences and concepts individually or with a friend in general space	Identify 2 non-loco motor skills and 1 loco motor skill and perform them in a sequence. in general space

22	Physical Activity	Modified sports and games	3.3.1. Describe and demonstrate what modified sports are and common games of the selected sports and practice in a range of lead up, minor games and basic water sports and	Select a ball and court sport and make up its profile. <ul style="list-style-type: none"> Name of sport:----- Name of equipment:----- Number of Players:---- Shape of court----- Minutes in a game:-----
23	Safety	Behavior in games and sports	3.1.2 Demonstrate good behavior that promote fair play in games and sports	Identify 3 good behaviors that referees use in controlling the players.
24	Movement	Movement Skills	3.2.1 Demonstrate loco- motor and non-loco motor skills with simple sequences and concepts individually or with a friend in general space	Match pictures of body parts to loco-motor and non-loco motor skills they perform Leg run -Waist- bend
25	Physical Activity	Fitness for health	3.3.2 Describe the effects on the body before and after participating in physical activities for healthy wellbeing	Identify 2 fitness activities that can be done in the community without cost.

Term Four

26	Safety	Safe and unsafe practices in various physical activities	3.1.1 Demonstrate safe and unsafe practices for safety to and avoid taking risks in physical activity	Identify from a given set of pictures safe clothing for participating in sports.
27	Movement	Movement Skills	3.2.1. Demonstrate loco- motor and non-loco motor skills with simple sequences and concepts individually or with a friend in general space	Perform a loco-motor skill using 3 different concepts of speed (fast medium & low)
28	Physical Activity	Leisure and Recreation	3.3.3 Discuss and understand the leisure and recreational activities using appropriate local facilities at home and at school	In a group identify a community recreational activity and plan
29	Safety	Behavior in games and sports	3.1.2 Demonstrate good behavior that promote fair play in games and sports	Describe your best sport behavior that you will promote in your favorite modified sport.
30	Movement	Movement Skills	3.2.1 Demonstrate loco- motor and non-loco motor skills with simple sequences and concepts individually or with a friend in general space	Perform a loco-motor skill using different 2 concepts in height (low and medium)
31	Physical Activity	Modified sports and games	3.3.1 Describe and demonstrate what modified sports are and common games of the selected sports and practice in a range of lead up, minor games and basic water sports and	Name and draw different equipment used to play in ball and court sports.
32	Safety	Safe and unsafe practices in various physical activities	3.1.1 Demonstrate safe and unsafe practices for safety to and avoid taking risks in physical activity	Describe a safe working area to perform a physical activity. eg:
9-33	Physical Activity	Fitness for health	3.3.2 Describe the effects on the body before and after participating in physical activities for healthy wellbeing	Name a fitness exercise for big muscles and describe how to perform it. E.g: aerobics-strengthening leg and hand muscles.

Sample Assessment Tasks Plan

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
3.1.1 Demonstrate safe and unsafe practices for safety to and avoid taking risks in physical activity	3.1.1c Describe basic safety rules to avoid taking risks in physical activities.	1. Identify a safety practice players use when playing a game of corner-sprite, Charlie Chaplain etc.	1. Describe 1 sport safety practice used to play the lead up games. 2. Cooperation of student in the team. 3. Observe good safe play.	Observation	Checklist with comments on individual student.

Sample Assessment - Task 2

Strand: Movements **Unit:** Movement Skills

Content Standard	Performance Standard/s	Assessment Task	Assessment Criteria	Assessment Method	Recording & Reporting Method
3.2.1 Demonstrate safe and unsafe practices for safety to and avoid taking risks in physical activity	3.2.1c Explore movements that require hand eye- And body coordination such as throwing or kicking at a target.	Kick straight to a target within 4 meters apart from a given mark.	1. Stand in correct position before the kick 2. Use the inside part of the feet. 3. The accuracy of the kick	Observation	Checklist with comments on individual student.

Sample scale for the assessment criteria used

Use the inside part of the feet	Stand in correct position before the kick	The accuracy of the kick
3. Can kick the ball straight using the inside of the feet with confidence	3. Can stand in correct position before the kick	3. Can kick the ball With accuracy
2. Able to kick the ball straight using the inside of the feet but with hesitation	2. Able to stand in correct position but very slow to kick	2. Can kick the ball but not with confidence
1. Needs a lot of practice using the inside feet to kick the ball	1. Needs a lot of practice to stand in the correct position before the kick	1. Needs a lot of practice to kick accurately

Sample recording strategy for the assessment task identified from the sample assessment task 2

Name	Use the inside part of the feet	Stand in correct position before the kick	The accuracy of the kick
Jayson	3	3	1
Aiva	2	3	2
Paul	1	3	3

Sample Assessment - Task 3

Strand: Physical Activity

Unit: Modified Sports and Games

Content Standard	Performance Standard/s	Assessment Task	Assessment Criteria	Assessment Method	Recording & Reporting Method
3.3.1 Describe and demonstrate what modified sports are and common games of the selected sports and practice in a range of lead up, minor games and basic water sports and	3.3.1b Identify and describe modified ball sports played in the community and discuss the types of equipment and facilities	Do a survey in the community and list the sporting facilities found or built in your community.	<ol style="list-style-type: none"> Name one of the facilities Write two sentences describing the facility Drawing or photograph of facility Neatness 	Dairy /Journal	Checklist with comments on individual student.

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 commended 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 three.

Recording

Teachers can record the evidence of students' demonstrations of achieving the content standard statements, 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
- 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 behaviors. 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 own 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 recording tools are shown below as samples for teachers to use apart from those currently used in the classroom. 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: 3.1.1					
Mimila <ul style="list-style-type: none"> • <u>29/05/17</u> AT 1 Performed Criteria1 &2 satisfactorily					
Sila <ul style="list-style-type: none"> • <u>29/05/17</u> AT 1 Performed Criteria1 satisfactorily but Criteria1 was incomplete					
Lilo <ul style="list-style-type: none"> • <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 3.3.1 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	C1. Netabol court drawn marked into 3 sections of play	C2. Correctly plot the player positions in a team in the position of play on court	C3. 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 CS: 5.2.1		Marking Code Keys : C :Competent PC: Partly Competent NC: Not Competent	
Class List (Total number of students on roll)	Assessment. 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

Physical Education lessons require resources both for the student and the teacher. It is a skills oriented subject therefore requires resources and specific equipment. Using the right types of teaching materials and equipment, learning content should be planned and delivered effectively.

Teachers are encouraged to use improvised teaching and learning materials. Students can be able to access them inexpensively in the surrounding community.

Classroom specific resources

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 lessons a selected list of materials are given below for students and teachers to gather and store in the classroom prior to actual participation in all lessons.

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	manufactured
3	Cones	Cones	Improvised	manufactured
4	Witches hat	Witches hat	Improvised	manufactured
5	Whistle	Whistle	Improvised	manufactured
6	Goal posts		Improvised	manufactured
7	Nets and rings		Improvised	manufactured
8	Playing field	Playing field	Community oval	
9	Sports man and women	Sports man 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, dencorub		manufactured
15	Safety mats/crash mats		Improvised	Manufactured

Glossary

Explanations of terms used in this Teacher Guide are provided for subject specific and general terms.

Word	Definitions
agility	The ability of the body to move and to change direction easily, quickly and efficiently, for example to dodge or weave
athletics	Activities such as sports –track and field events , sprints, heats, relay, track races and exercises that require physical skill and strength
aquatic sports	Sports played or performed in or on water such as water skiing, diving, snorkeling
back stroke	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
badminton	A game where players use small rackets to hit a ball like objects with feathers (a shuttle) over a net – singles or doubles are played
balance	The ability of the body to move itself in a steady position while moving or when standing still. For example, controlling the body after chasing the ball
ball and ring sports	Team sports played using ball and rings such as basketball and net ball
bat and ball sports	Team sports played using ball and bat such as tee ball
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.
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
cardio –respiratory endurance	Refers to the efficiency of the heart and lungs in taking up and delivering adequate amounts of oxygen to the muscles. It is particularly important in a sustained activity, such as jogging that involves large muscle groups.
circuit activities	Physical fitness activities where a variety of exercises are performed at different stations such as push-ups, sit ups, shuttle runs and frog runs.
code of conduct	An approved and accepted set of principles as guidelines for games and sports. These guidelines help promote fair play.
coordination	The ability to perform movement skills smoothly and according to plan
cricket	A sport played with two teams of eleven players. Each team gets two innings to score as many runs as possible. The bowling side tries to get batters out (take 10 wickets) as quickly as possible.
defensive play	A playing strategy concentrating more on preventing an opponent from gaining an advantage than on scoring
endurance	Ability to bear prolonged hardship -the ability or power to bear prolonged exertion, pain, or hardship
fair play	Describe attitudes and behaviours established to allow every person an equal opportunity to participate in a game, follow the rules of the game, respect each other, play safely and accept umpire's decision.
field and goal sports	Team sports played using field and goal between two teams such as soccer, rugby, aussie rule, football
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
fitness	The ability to take part in physical activity without getting too tired.

flexibility	The ability to move the joints through their full range of motion.
free style	A stroke in swimming where a swimmer lies on top of the water on the stomach. The arms are around in a circular motion while the legs kick up and down in a flutter kick.
fundamental movement	Building blocks of movements that other movements for specific purposes are built or developed from
game	Activity that is not played like sport. The element of fun is obvious and the rules are less emphasized
game skills	Skills performed in playing games with objects, equipment or partners eg, catch, kick, volley, shooting
gameplay	A way of setting up how to play a game against the opposing team
general space	Open space where students move shared with others
gymnastics	The name given to a range of activities in which the body is moved from one position to another in a variety of ways. It develops skills to support, transfer and manage body weight. Gymnastics is done both with and without equipment
hand-eye coordination	Skill of using the hand and eye at the same time through movement in games and sports
heart/lung endurance	This is the capacity of the lungs to breathe greater amounts of air and the heart to circulate as greater amount of blood through the system. The more effective the heart and lungs are, the fitter the person is
high intensity exercise	An activity that requires lots energy and force
leap	Jump forcefully to make a jump with a long or high arc - leaped over the stream with ease
leg-eye coordination	Skill of using the leg and eye at the same time through movement in games and sports
leisure	Time that is free from work or duty
lifestyle	The way of life chosen by a person or a group. Components of lifestyle include: rest and sleep, work, exercise, relaxation, food, recreation
locomotor movement	Movement skills that require moving from one place to another
low intensity exercise	An activity that does not require much energy
manipulative	Coordinated and controlled body movements and can be performed with objects, equipment and partners.
modified sports	Simplified versions of standard sports designed for children. They have simplified skills, rules, equipment, facilities, behaviours and codes.
movement concepts	How movements are performed, they are speed, effort, level and relationships to an object or partner
movement sequence	Locomotor or non locomotor movements performed in a sequence smoothly
muscular endurance	The ability of muscles to keep working for an extended period of time
muscular strength	The power of the muscles
netball	A game based on passing, catching and shooting a ball using the hands where body contact is not permitted
non locomotor movement	Movement skills that are performed by the whole body in a marked space such as bend and twist, rise and sit
offensive play	in possession- relating to the team that has possession of the ball or puck in a game
over-arm throw	Game skill performed by the movement of the left or right arm swung over the head
physical exercise	A series of activities done by people to maintain fitness and personal health
pitch 1	Throw ball to batter: in baseball,
pivot	turning movement: a turning movement on a pivot or while standing in place

play	Activity that usually has no rules. It is for fun and pleasure
play field	Area for organized team games: n area of level ground used for organized sporting activities
practice	To rehearse or perform particular skills
prevention	action that stops something from happening - an action or actions taken to stop somebody from doing something or to stop something from happening
racket and net sports	Team sports played using racket and net such as badminton, table and long tennis,
recreation	A pass time, game, exercise, etc. for relaxation and enjoyment
safety	freedom from danger protection from, or not being exposed to, the risk of harm or injury
safety skills	Skills that one must be aware of to avoid injuries during physical activities
self-space	Space enough for an individual marked and not shared
skills- based activities	Games or activities developed specifically to reinforce skills
soccer	A game based on passing, controlling and shooting a ball with the feet, legs, chest and head
softball	A game based on throwing, catching and hitting a small ball and running between bases on a specially marked area called a diamond
spike	A hard smash of a volleyball, hit close to the net and straight down into the opponent's court
sport	An activity that is institutionalized, structured and very competitive. It involves vigorous physical exertion and complex physical skills
standard games	Games performed or played with standard rules accepted worldwide
static	Not moving or changing, fixed in a position
static balance	Able to maintain a stationary position throughout the movement
strength	Muscular power
strike	knock something away to remove something with a blow
submerging	Skills of swimming that requires a person to go under the water
swimming	Movement of body parts in water to provide floatation and movement
tabloid sports	Simple educational physical activities that allow use of loco-motor and non-loco-motor skills by the children at the age of 3- 6 and 7- 10 years with the aim of helping a child to achieve full physical growth and development.
tackling	Attempt to take the ball away from the opposition
techniques	Specific details or actions performed within a skill
track events	Track- events, games, races, training, sports events, exercises, sports competitions
traditional games	Games developed and played within the local community or society and passed on from generation to generation
volley ball	A game based on hitting a medium sized light ball with fingers, hand, waist and forearms
warm down	A series of activities usually including a general body activity such breathing in and out or stretches to prepare the body to cool down after an active physical activity. It is the opposite of warm up.
warm up	A series of activities usually including a general body activity such as a jog, followed by stretching and skills rehearsal to prepare the body for the game or activity to follow

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Appendices

Appendix 1

The Department Of Education, Papua New Guinea 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).

They divided the cognitive domain 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 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.

Knowledge	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. materials improvisation etc.

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

Body: (30 - 40mins) 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

