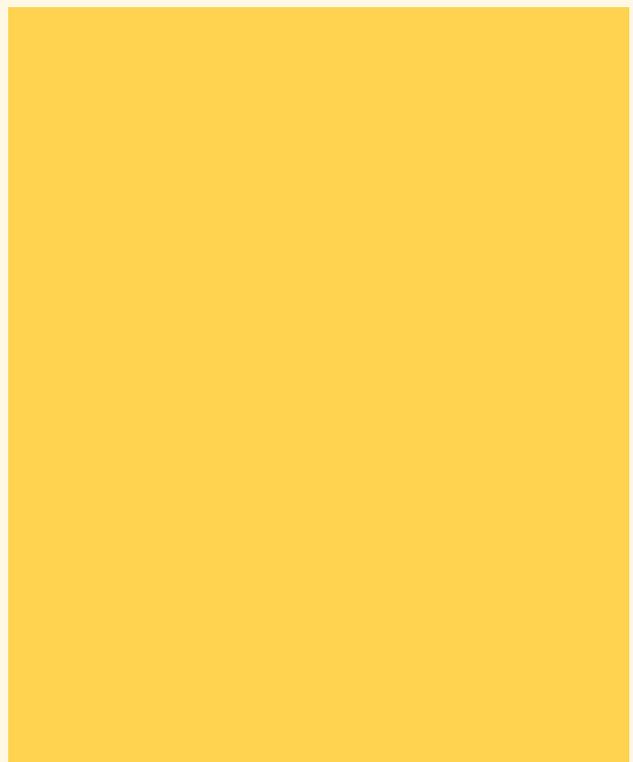


# Physical Education

## Teacher Guide

### Primary Grade 4



### Standards Based



Papua New Guinea  
Department of Education

**'FREE ISSUE  
NOT FOR SALE'**



# **Physical Education**

## **Teacher Guide**

# **Primary**

# **Grade 4**

# **Standards Based**



Papua New Guinea  
**Department of Education**

## **Issued free to schools by the Department of Education**

First Edition

Published in 2017 by the Department of Education, Papua New Guinea

© Copyright 2017, Department of Education, Papua New Guinea

All rights reserved. No part of this publication will be reproduced, stored in a retrieval system or transmitted by any form or by any means electronic, mechanical, photocopying, recording or otherwise, without the prior written permission of the publisher.

Graphic Design and layout by Rupuna Kepsy Pikita

ISBN: 978-9980-86-567-0

## **Acknowledgements**

The Primary Physical Education Teacher Guide for Grade 4 was developed by the Curriculum Development Division of the Department of Education. The development was coordinated by Physical Education Subject Coordinator Essa Godua with assistance from the Subject Curriculum Group (SCG) members and the curriculum panel.

Teachers College Lecturers, Primary and Secondary School Teachers and other stakeholders also contributed towards the development of this Teacher Guide.

The Subject Advisory Committee (SAC) and Basic Education Board of Studies (BEBOS) Committee members are also acknowledged for their recommendation and endorsement of this Teacher Guide.

# Content

Secretary's Message .....	iv
Introduction .....	1
Teaching and Learning .....	7
Planning and Programing .....	12
Content Background .....	20
Guided Lessons .....	24
Assessment and Reporting .....	54
Resources .....	66
Glossary .....	67
References .....	70
Appendices .....	71

# Secretary's Message

This Physical Education Teacher Guide for Grade 4 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 4 Physical Education Teacher Guide to be used in all primary schools throughout Papua New Guinea.



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

Secretary for Education

# Introduction

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

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

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

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

**Physical Education Strands and Units**

Strands	Units
1. Safety	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

Physicals 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 4 scope of learning and plan, 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
- 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, 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 equipments
- 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 these 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 four must master the first eight 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

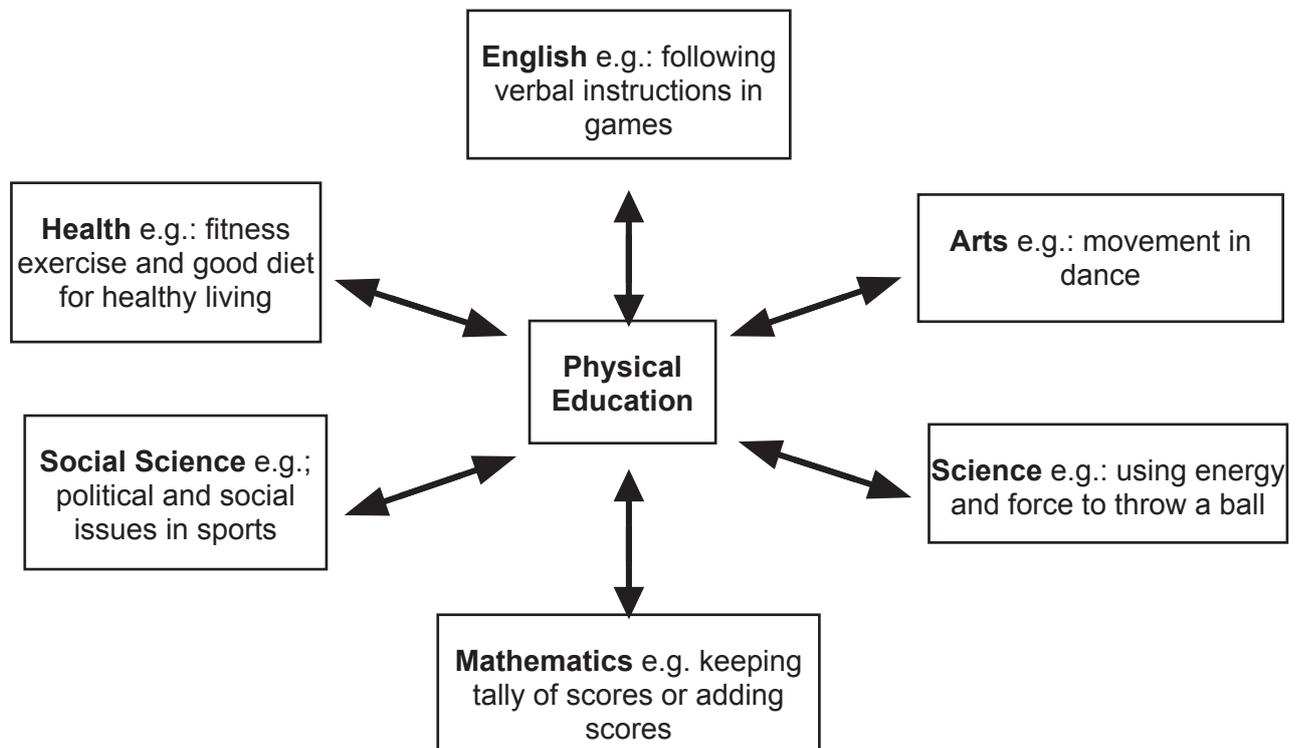
The physical education content links begin from elementary level and into Grades 3, 4 and 5. The linking concepts set the foundations of the learning content for the subject in the different levels of learning. This table presents the subject content links in primary.

### Physical education content linking concepts

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

### 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 'static balance'. To perform the static balance the following steps must be arranged in a sequence on the chalkboard. Ensure that the chalkboard notes are organized well from left to right so that the students can follow and keep their notes in an orderly manner. Do not erase the notes unnecessarily. Special consideration must be given to average and slow learners.

#### Sample of a chalkboard arrangement

**Strand:** Movement

**Unit:** Movement Skills

**Content standard:** 4.2.1

**Performance standard:** 4.2.1a

**Lesson Title:** Basic Movement Skill –Static Balance

**Movement steps of static balance**

1. Support leg still, foot flat on the ground

2. Non-Support leg bent, not touching the support leg

3. Head stable, eyes focused forward

4. Trunk stable and upright

5. No excessive arm movements

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

**Summary:** Static balance is the ability to maintain ones balance when not moving. People use static balance all the time and are applied in our daily lives.

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

**Homework:** Teacher can describe if any homework for the lesson

**Next lesson:** Practical lesson (application of static balance in a game like situation)

# 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 in learning. The students will be encouraged to reflect and analyze findings with emphasis on problem solving oriented learning activities. It is important to be aware that an effective physical education lesson is a process-based practice. This is where the teacher encourages the students to learn the skills correctly without concern for the product or the end result. It is necessary to identify and describe the best teaching strategies for the teacher to deliver the content in the classroom. 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"> <li>• consolidation of skills on real life situations</li> <li>• drills and skill checklists of real life situations</li> <li>• imitations of first aid/ emergency situations</li> <li>• circuit activities and skills demonstrations</li> </ul>
2. Questioning	<ul style="list-style-type: none"> <li>• recall information and seek explanations</li> <li>• draw conclusions and think creatively</li> <li>• question and answer situations</li> </ul>
3. Demonstration	<ul style="list-style-type: none"> <li>• demonstrate depth of skills and acceptable behavior</li> <li>• pinpoint examples of technique or approach and show progress</li> <li>• teacher demonstration and demonstration by individual students</li> <li>• group demonstration and expert demonstration</li> <li>• audio visual demonstration and construction of models</li> </ul>
4. Inquiry	<ul style="list-style-type: none"> <li>• set task/activity and allow students explore/ investigate</li> <li>• discover solutions and perform skills</li> <li>• projects and simulation activities in relation to movement activities</li> </ul>

5. Exploration	<ul style="list-style-type: none"> <li>• express thoughts, ideas and feelings through different media</li> <li>• produce creative/original imaginative stories, plays, games, dances</li> <li>• learn from own actions, experiences and observations and play</li> <li>• improvise creative movement.</li> </ul>
6. Group work	<p>In a group;</p> <ul style="list-style-type: none"> <li>• set goals, identify and share tasks</li> <li>• plan appropriate physical activities</li> <li>• cooperative learning and projects</li> <li>• identify problem situations, productions and performances.</li> </ul>
7. Peer learning	<ul style="list-style-type: none"> <li>• One student performs a skill whilst others observe, correct and reinforce</li> <li>• 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.</li> </ul>

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

### Teaching methods

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

#### 1. Guided discovery

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

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

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

## 2 Problem solving

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

### For example:

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

### Procedure:

1. Stand 50 cm away from 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

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

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

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

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

### 1. Choosing tasks

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

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

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

#### Task Sheet- Safety Equipment

**Content standard:** 4.1.1

**Performance Standard:** 4.1.1a

**Tasks:** List possible equipment for safety.

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

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

Name:-----

Class:-----

#### Checklist marking the task done

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

## 2. Creating own activities

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

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

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

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

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

## 3. Learning centers

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

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

# Planning and Programming

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

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

When planning an instructional program we begin with the yearly plan. The yearly plan is organized by terms in a school year. The key information that forms the content of the plan are provided in 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 four given in the Physical Education syllabus. The broad learning content concepts form the strands. From the strands the units are drawn and teachable concepts are drawn from the units. These are tabled for the teacher's convenience. Here is the scope of learning for grade four in the primary schools.

## Physical Education Content Overview

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

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

## Yearly overview

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

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

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

**Yearly and term overview sample plans for Grade 4  
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	4.1.1	4.1.1a	3
3	Movement	Movement Skills	4.2.1	4.2.1a	3
4	Physical Activity	Modified sports and games	4.3.1	4.3.1a	3
5	Safety	Behavior in games and sports	4.1.2	4.1.2a	3
6	Movement	Movement Skills	4.2.1	4.2.1a	3
7	Physical Activity	Fitness for health	4.3.2	4.3.2a	3
8	Safety	Safe and unsafe practices in various physical activities	4.1.1	4.1.1b	3
9	Movement	Movement Skills	4.2.1	4.2.1a	3
10	Revision				

**Term Two**

Weeks	Strand	Unit	Content Standard	Performance Standard	No of Lessons
1	Planning and preparation-Orientation				
2	Physical Activity	Leisure and Recreation	4.3.3	4.3.3a&b	3
3	Safety	Behavior in games and sports	4.1.2	4.1.2a	3
4	Movement	Movement Skills	4.2.1	4.2.1b	3
5	Physical Activity	Modified sports and games	4.3.1	4.3.1b	3
6	Safety	Safe and unsafe practices in various physical activities	4.1.1	4.1.1b	3
7	Movement	Movement Skills	4.2.1	4.2.1b	3
8	Physical Activity	Fitness for health	4.3.2	4.3.2b	3
9	Safety	Behavior in games and sports	4.1.2	4.1.2c	3
10	Revision				

## Term Three

Weeks	Strand	Unit	Content Standard	Performance Standard	No of Lessons
1	Planning and preparation-Orientation				
2	Movement	Movement Skills	4.2.1	4.2.1c	3
3	Physical Activity	Leisure and Recreation	4.3.3	4.3.3c&d	3
4	Safety	Safe and unsafe practices in various physical activities	4.1.1	4.1.1d	3
5	Movement	Movement Skills	4.2.1	4.2.1c	3
6	Physical Activity	Modified sports and games	4.3.1	4.3.1c	3
7	Safety	Behavior in games and sports	4.1.2	3.1.2d	3
8	Movement	Movement Skills	4.2.1	4.2.1c	3
9	Physical Activity	Fitness for health	4.3.2	4.3.2c	3
10	Revision				

## Term Four

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	4.1.1	4.1.1d	3
3	Movement	Movement Skills	4.2.1	4.2.1d	3
4	Physical Activity	Modified sports and games	4.3.1	4.3.1d&e	3
5	Safety	Behavior in games and sports	4.1.2	4.1.2e	3
6	Movement	Movement Skills	4.2.1	4.2.1d	3
7	Physical Activity	Fitness for health	4.3.2	4.3.2d	3
8	Safety	Safe and unsafe practices in various physical activities	4.1.1	4.1.1d	3
9	Movement	Movement skills	4.2.1	4.2.1d	3
10	End of term activities				

**Note:** This yearly overview sample is informing all grade 4 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 four. 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	4.1.1	4.1.1a	3
3	Movement	Movement Skills	4.2.1	4.2.1a	3
4	Physical Activity	Modified sports and games	4.3.1	4.3.1a	3
5	Safety	Behavior in games and sports	4.1.2	4.1.2a	3
6	Movement	Movement Skills	4.2.1	4.2.1a	3
7	Physical Activity	Fitness for health	4.3.2	4.3.2a	3
8	Safety	Safe and unsafe practices in various physical activities	4.1.1	4.1.1b	3
9	Movement	Movement Skills	4.2.1	4.2.1a	3
10	Revision and testing				

### 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 subject in grade four. 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	4.1.1	4.1.1a	L1.Safety strategies for movement activities L2. Safety for leisure activities L3.Safety strategies for recreation activities
English	Speaking, Listening, reading and writing	Listening comprehension Oral. Expression Reading Hand Writing	4.1.1	4.1.1a	L1. Animal sounds L2. Retell the story of fishing in the river L3. Fishing in the river L4. Letter 'F' in print with short sentences L5. Rhyme 'rain rain'
Mathematics	Number and Operation	Large numbers	4.1.1	4.1.1a	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	4.1.1	4.1.1a	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	4.1.1	4.1.1a	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	4.1.1	4.1.1a	L1. Different ways of drawing lines L2. Connecting lines to draw L3. Using lines in designing things
Health	Growth and development	My body	4.1.1	4.1.1a	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 7 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	A		
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	0x0	0	-	90
<b>Total Minutes</b>		<b>1650</b>	<b>46 lessons weekly</b>	<b>1650</b>	<b>90</b>	<b>90</b>

## 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 four

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	<b>Recess</b>		<b>Recess</b>		<b>Recess</b>
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	<b>Lunch</b>		<b>Lunch</b>		<b>Lunch</b>
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 background 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](http://www.sportnz.org.nz/.../guides/fundamental-movement-skills)

## Guided Lessons

Physical education lessons in Grade 4 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 4 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 four

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 four suggested lesson titles

Lsn#	Strand	Unit	Content Standards and Performance Standards	Lesson Titles
T1 1 2 3	Safety	Safe and unsafe practices in various physical activities	4.1.1/4.1.1a	L1. Safety strategies for movement activities
				L2. Safety strategies for leisure activities
				L3. Safety strategies for recreation activities
4 5 6	Movement	Movement Skills	4.2.1/4.2.1a	L1.Create 2 movement sequences
				L2.Create 3 movement sequences
				L3.Create 4 movement sequences
7 8 9	Physical Activity	Modified sports and games	4.3.1/4.3.1a	L1. Kapul soccer skill drill
				L2. Kapul soccer skill activity
				L3. Kapul soccer skill game
10 11 12	Safety	Behavior in games and sports	4.1.2/4.1.2a	L1. What is acceptable and unacceptable player behaviour?
				L2. Acceptable and unacceptable behaviour in field sports
				L3.Acceptable and unacceptable behaviour in goal sports
13 14 15	Movement	Movement Skills	4.2.1/4.2.1a	L1.Combine balances and travel
				L2.Combine travel and turns
				L3.Combine turns and rolls

16 17 18	Physical Activity	Fitness for health	4.3.2/4.3.2a	L1.Fitness exercises for health L2.Aerobics L3.Dance steps and stretches
19 20 21	Safety	Safe and unsafe practices in various physical activities	4.1.1/4.1.1b	L1. First aid procedures for injury prevention in games L2. First aid procedures in field sports L3. First aid procedures in water sports
22 23 24	Movement	Movement Skills	4.2.1/4.2.1a	L1.Combine movement sequences in ball games L2. Combine movement sequences in field events L3. Combine movement sequences in water sports
<b>T2</b> 25 26 27	Physical Activity	Leisure and Recreation	4.3.3/4.3.3a&b	L1.Leisure activities L2.Recreation activities L3.Rural and urban leisure and recreational activities
28 29 30	Safety	Behavior in games and sports	4.1.2/4.1.2a	L1. Benefits of acceptable behaviour in fitness activities L2. Benefits of acceptable behaviour in field and goal sports L3. Benefits of acceptable behaviour in water sports
31 32 33	Movement	Movement Skills	4.2.1/4.2.1b	L1.Create movement patterns using skipping rope games L2.Create movement patterns using hopscotch L3.Create movement patterns using other equipment
34 35 36	Physical Activity	Modified sports and games	4.3.1/4.3.1b	L1. Mini basketball skills L2. Neta ball skills L3. Pukpuk rugby skills
37 38 39	Safety	Safe and unsafe practices in various physical activities	4.1.1/4.1.1b	L1. Benefits of acceptable behaviour in court and net sports L2. Benefits of acceptable behaviour in track events sports L3. Benefits of acceptable behaviour in ball and bat sports
40 41 42	Movement	Movement Skills	4.2.1/4.2.1b	L1.Practise movement patterns in ball games L2.Practise movement patterns in field events games L3.Practise movement patterns in water sports
43 44 45	Physical Activity	Fitness for health	4.3.2/4.3.2b	L1.Benefits of balanced activities L2.Benefits of staying fit L3.Heart and lungs fitness activities

46 47 48	Safety	Behavior in games and sports	4.1.2/4.1.2c	L1.Consequences of unacceptable behaviour in fitness activities L2.Consequences of un acceptable behaviour in field and goal sports L3.Consequences of unacceptable behaviour in court and net sports
<b>T3</b> 49 50 51	Movement	Movement Skills	4.2.1/4.2.1c	L1.Demonstrate movement with a partner (1) L2. Demonstrate movement with a partner (1) L3. Demonstrate movement with a partner (1)
52 53 54	Physical Activity	Leisure and Recreation	4.3.3/4.3.3c&d	L1. Action plan for recreational games 2. Action plan for leisure activities L3.Benefits of recreational and leisure activities
55 56 57	Safety	Safe and unsafe practices in various physical activities	4.1.1/4.1.1d	L1.Emergency situations in goal and field sports L2.Emergency situations in ball and bat sports L3.Procedures for obtaining emergency assistances in emergencies
58 59 60	Movement	Movement Skills	4.2.1/4.2.1c	L1.Demonstarete movement with a group (1) L2. Demonstrate movement with a group (2) L3. Demonstrate movement with a group (3)
61 62 63	Physical Activity	Modified sports and games	4.3.1/4.3.1c	L1.Net ball skill practise L2. Volley ball skill practise L3. Scoring skills
64 65 66	Safety	Behavior in games and sports	4.1.2/3.1.2d	L1.Acceptable behaviour in leisure and recreational activities L2.Unacceptable behaviour in leisure and recreational activities L3. Spectator and player acceptable and unacceptable behaviour
67 68 69	Movement	Movement Skills	4.2.1/4.2.1c	L1.Demonstrate movement in pairs or group in a game (1) L2. Demonstrate movement in pairs or group in a game (2) L3. Demonstrate movement in pairs or group in a game (3)
70 71 72	Physical Activity	Fitness for health	4.3.2/4.3.2c	L1. Heart and breathing exercises L2.Activities for breathing L3.Activities for heart and breathing capacity

T4 73 74 75	Safety	Safe and unsafe practices in various physical activities	4.1.1/4.1.1d	L1.Types of emergency assistance in emergency situations
				L2.Emergency assistance for ground sports
				L3.Emergency assistance for water games and sports
76 77 78	Movement	Movement Skills	4.2.1/4.2.1d	L1.Demonstrate controlled coordinated movement to receive or stop moving objects (1)
				L2. Demonstrate controlled coordinated movement to receive or stop moving objects (2)
				L3. Demonstrate controlled coordinated movement to receive or stop moving objects (3)
79 80 81	Physical Activity	Modified sports and games	4.3.1/4.3.1d&e	L1. Attack play skills
				L2. Defensive play skills
				L3. Attack and defence skill activities
82 83 84	Safety	Behavior in games and sports	4.1.2/4.1.2e	L1. Role of spectators
				L2. Role of team captains
				L3. Winning and losing behaviour
85 86 87	Movement	Movement Skills	4.2.1/4.2.1d	L1. Safety in movement
				L2. Movement sequence in games
				L3.Movement concepts in games
88 89 90	Physical Activity	Fitness for health	4.3.2/4.3.2d	L1. Winners behaviour
				L2. Losers behaviour
				L3. Friendly games
91 92 93	Safety	Safe and unsafe practices in various physical activities	4.1.1/4.1.1d	L1.Procedures for obtaining emergency assistance
				L2.Procedures for calling an ambulance for assistance
				L3.Procedures for calling police for assistance
94 95 96	Movement	Movement skills	4.2.1/4.2.1d	L1. Care in movement
				L2. Movement skills in games
				L3. Movement skills in sports

**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*

**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
write the knowledge students will acquire from this lesson	write skills student 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.*

.....  
 .....  
 .....

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

Teacher's Activity	Student's Activity
write the things teacher will do in this lesson	write the things students will do in this lesson

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

## Guided lesson samples

### Guided lesson sample No: 1

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

**Content standard:** 4.1.1 Identify and develop basic safety strategies for participating in movement, leisure, recreation, sport and fitness activities.

**Performance standard:** 4.1.1(d) Discuss and demonstrate procedures for obtaining emergency assistance and information such as call school office, ambulance, police, call 000 or find adult.

**Lesson title:** Procedures of obtaining emergency assistance and information

**Lesson objective:** Students can identify the importance of obtaining emergency assistance and information

#### Key concepts

- Self-knowledge and understanding of first aid and why it is offered to people
- Importance of obtaining emergency assistance and information
- Procedures of obtaining emergency assistance and information
- Organization that associate with emergency responses and assistance

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> <li>• Organizations that provide first aid and emergency assistance</li> <li>• Such as Ambulance, Saint John's Ambulances, Police emergency, 000</li> <li>• Water rats, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss and demonstrate</li> <li>• Call emergency numbers</li> <li>• Effective communication skills</li> <li>• Respond promptly and at ease</li> </ul>	<ul style="list-style-type: none"> <li>• Listen attentively</li> <li>• Value emergency organizations</li> <li>• Appreciate services offered</li> <li>• Value good health and safe living</li> </ul>

#### Resources:

Telephone directory, chalkboard, school office, mobile phones

#### References:

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

#### Teachers notes

This lesson emphasizes on emergency assistance that can be offered by other students, school or by different organizations or individuals associated with the emergency assistance. Effective student's participation is required in this lesson. Ensure all necessary information are provided prior to the lesson

## LESSON PROCEDURES

### Introduction

Teacher asks thought provoking lead up questions such as what do you do when you see someone in danger? Call for help. Name some people and places that can help? Teacher states the lesson objective and procedures.

Teachers Activity	Students Activity
<ul style="list-style-type: none"> <li>• Puts students in groups and they brain storm and identify different places that can provide first aid in emergency situations in a game or sporting activity</li> <li>• Writes the main concepts and examples on the board</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss and list emergency situations and organizations or people that provide the type of assistance</li> <li>• Students report their findings to the whole class</li> <li>• Copy black board summary into their books</li> </ul>

### Conclusion

Teacher summaries the lesson by asking few revision question;

- Name an organization that provides first aid service? Saint John's Ambulance.
- Give one reason why these organizations provide first aid services? Save lives

## Sample lesson No: 2

**Strand:** Safety  
physical activities

**Unit:** Safe and unsafe practices in various

**Content standard:** 4.1.1 Identify and develop basic safety strategies for participating in movement, leisure, recreation, sport and fitness activities.

**Performance standard:** 4.1.1(b) Identify basic First Aid procedures for injury prevention in various physical activities.

**Lesson title:** Basic first aid procedures

**Lesson objective:** The students can identify and apply basic first aid treatment procedures to a new cut or sprain able game or sport injury

**Key concepts**

- First aid is help given on the first instant when there is an injury
- Basic first aid procedures at home and in the school during games and sports such as when there is a cut on the body or spraining muscles and broken bones should be applied to the injured person as soon as there is an injury during any physical activity before calling for help

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> <li>• Basic first aid procedures for new cuts, sprains, flu and head aches</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate applying first aid in simple injuries</li> <li>• Apply correct procedures in treating new cuts, sprain ankles, flu, head ache and unconsciousness</li> </ul>	<ul style="list-style-type: none"> <li>• Love and care for others</li> <li>• Confident in applying first aid</li> </ul>

**Resources**

Chalk board, charts, markers, exercise books, first aid kit, bandages, whistle, and telephone directory

**References**

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

**Teachers notes**

Emphasize the importance of first aid and correct procedures in various injuries such as whenever there is a cut, sprain of ankles and head ache.

Encourage students participation and contributions in the lesson to be more confident in applying the first aid procedures during injuries.

## Lesson procedures

### Introduction

Ask lead up questions such as what do you do when someone is in danger or has an injury during a game? (Help the injured person or call for help). What do you call help that is given on the spot when there is an injury? (First aid). State the lessons objective and outline the lesson steps.

### Body:

Teachers Activity	Students Activity
<ul style="list-style-type: none"> <li>• Gets students into groups of six students to discuss various procedures involve in various injuries</li> <li>• Encourages students participation and ensure every student participate in the group discussion</li> <li>• Demonstrates applying first aid using the available resource or a first aid kit if there is one available</li> <li>• Have the summary written on the board</li> </ul>	<ul style="list-style-type: none"> <li>• Students move to their groups and define what first aid is and discuss how to apply first aid to cuts and sprains</li> <li>• Demonstrate in groups the procedures involved</li> <li>• Group presentation on various procedures used in different injuries to the whole class</li> <li>• Copy main concepts on the board into their exercise books</li> </ul>

### Conclusion:

Teacher revises the lesson with few related questions and asks a group to demonstrate basic first aid procedures in treating new cut on the skin to the whole class

## Sample lesson No: 3

**Strand:** Movement**Unit:** Movement Skills**Content standard:** 4.2.1 Perform a range of movement sequences and patterns using locomotor and manipulative skills**Performance standard:** 4.2.1(d) Perform controlled, coordinated movements to receive or stop moving objects.**Lesson title:** Demonstrate Controlled Coordinated Movements to receive or stop moving objects.**Lesson objectives:** Students can perform controlled, coordinated movement to receive or stop moving objects.**Key concepts:**

- Controlled movements
- Coordinated movements
- Estimating speed of moving object

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> <li>• Controlled movements</li> <li>• Coordinated movements</li> <li>• Estimate speed</li> </ul>	<ul style="list-style-type: none"> <li>• Receiving the ball</li> <li>• Stopping the ball</li> <li>• Estimating the speed of moving ball</li> </ul>	<ul style="list-style-type: none"> <li>• Respect speed concept</li> <li>• Value body coordination</li> <li>• Appreciate body movement capabilities</li> </ul>

**Resources:** 3 tennis balls, 3 netballs, 3 rugby balls.**Reference:** Physical Education Primary Grade 3,4,5 Syllabus David Smyth, 1999, Live it up 1, Australia, Jacaranda, Pg 191 & 20717

**Teachers notes:**

**Force reception**

When a ball is travelling at speed towards the catcher or when a player is trying to crash through opponents, the force (momentum) of the ball or player must be absorbed or received over a distance to slow it and stop it. Correct catching technique requires the momentum of the ball to be absorbed over a distance or over a short period of time. An example of force reception in sport is when the high jumper lands on the high density foam mat after jumping bar.

**Lesson procedures****Introduction:**

Teacher introduces lesson by dividing class into three groups;

- Group 1 – Throw and catch tennis ball 35m apart
- Group 2- Pass and catch netball 5m apart
- Group 3 – Pass and catch rugby ball 10m apart

Teacher signals by blow of whistle after 3 minutes concluding end of introduction session.

**Body:**

Teacher's activity	Students activity
<ul style="list-style-type: none"> <li>• Demonstrates- tennis ball low catch (c), mid catch (b) &amp; high catch (a) coordinating with the body and hands.</li> <li>• Does same with netball and rugby ball catches – following the movement base of support in teacher's note.</li> <li>• Allows group practice for 5 minutes each and blows whistle signaling game change for groups.</li> <li>• Distributes assessment check list for student self-assessment on each ball-catching skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Observe and practice each movement and coordination skills demonstrated by the teacher. -each group practice using each ball</li> <li>• Continue until all groups take turn in catching different balls.</li> <li>• Replay same skills again for 5 minutes with each ball stopping at every interval to fill the assessment sheet</li> </ul>

**Conclusion:**

Teacher chooses 6 students to display skills practiced using three different balls. Teacher emphasizes on lesson concepts then collects assessment sheets for students' portfolio.

**Assessment task:** Body movement control and coordination

<b>Assessment Title:</b> Manipulative Skills in Catching.									
<b>Assessor:</b> Self									
<b>Assessment description:</b> Students will demonstrate body movement control and coordination using manipulative skills by catching different balls in various heights									
<b>Assessment criteria:</b>									
Trials	Catching tennis ball			Catching net ball			Catching rugby ball		
	low	mid	high	low	mid	high	low	mid	high
1 <sup>ST</sup>									
2 <sup>ND</sup>									
3 <sup>RD</sup>									
1 <sup>ST</sup>									
2 <sup>ND</sup>									
3 <sup>RD</sup>									
1 <sup>ST</sup>									
2 <sup>ND</sup>									

**Mark**

- A - Very good  
 B - Good  
 C - Need improvement

## Sample lesson No: 4

**Strand:** Movement**Unit:** Movement skills**Content Standard:** 4.2.1 Perform a range of movement sequences and patterns using locomotor and manipulative skills**Performance Standard:** 4.2.1 (c) Demonstrate speed, balance and spatial awareness when moving with a partner.**Lesson title:** Creating movement patterns**Lesson objectives:** By the end of the lesson each student can be able to create the movement patterns using music and demonstrating the two step movement**Key concepts:**

- There are four directions which are north, south, east and west
- Two steps to the right, left, backwards and knee movements, clap, jump and turn right
- Clap, jump and turn to the right by following the music

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> <li>• Create movement patterns using the music</li> <li>• Demonstrate two steps to the right, left, backwards and knee movements, clap, jump and turn right</li> </ul>	<ul style="list-style-type: none"> <li>• Creating movement patterns using the music</li> <li>• Demonstrating the movement patterns through performing with the music</li> </ul>	<ul style="list-style-type: none"> <li>• Create appropriate movement to feel good and confident</li> <li>• Demonstrate the appropriate movement patterns to the right</li> </ul>

**Resources:** audio player, space,**Reference:** Physical Education SBC Grade 3,4,5 Syllabus (2017)**Teachers Notes**

This lesson links with Arts in dance. The focus on movement sequences and for the students to have fun also through demonstrating movement patterns and sequences. You may add on various movement patterns so that the students master and apply in game like situations.

## Lesson procedures

### Introduction:

Teacher introduces the game 'Simon Says'. Poses a question referring the types of activities students can do to perform various physical activities. The teacher introduces the lesson topic and activity for the lesson.

### Body:

Teacher activity	Student activity
<ul style="list-style-type: none"> <li>• Takes the students outside for the practical part of the lesson</li> <li>• Explains on how they will move</li> <li>• Plays the music and demonstrate the movement</li> <li>• Demonstrates the movement steps following the music</li> </ul>	<ul style="list-style-type: none"> <li>• Move out with the teacher to an open space</li> <li>• Listen carefully to the explanation</li> <li>• Watch as the teacher demonstrate the movement</li> <li>• Demonstrate and perform the two steps movement by following music</li> <li>• Practice the skills</li> </ul>

### Conclusion:

Tell students to stop demonstrating and performing the two step movement. Ask open ended questions;

- What is the name of the movement that we have done?
- Which direction is we turn first?

Teacher summaries the lesson and asks students to prepare themselves for the next lesson.

## Sample Lesson No: 5

**Strand:** Movement**Unit:** Movement skills**Content standard:** 4.2.1 Perform a range of movement sequences and patterns using non- locomotor and locomotor skills**Performance standard:** 4.2.1 (d) Perform controlled, coordinated movements to receive or stop moving ball**Lesson title:** Throwing and catching a ball**Lesson objective:** Students can practice throwing and catching the ball from different heights**Key concepts:**

- Throwing allow ball to move from one player to another in play or game
- Accurate throwing help team performance
- Catching support team performance

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> <li>• Grip the ball with three middle fingers in front and thumb and little finger at the ball</li> <li>• Keep eyes fixed on the target</li> <li>• Catch the high ball with fingers pointing to the sky</li> <li>• Catch the low ball with fingers pointing to the ground</li> <li>• Keep eyes on the ball into the palms of the hands</li> <li>• Throwing increase and support team work in competitive sport</li> </ul>	<ul style="list-style-type: none"> <li>• Catching the ball at different heights</li> <li>• Eye and hand coordination</li> <li>• Throwing the ball at different heights</li> <li>• Jumping and catching the ball</li> <li>• Landing with both or left feet or foot to catch the ball</li> </ul>	<ul style="list-style-type: none"> <li>• Feel confident in using throwing</li> <li>• Feel confident in using catching</li> <li>• Feel good and confident throwing/catching</li> </ul>

**Resources:** stop watch, balls, outdoor grass area, cones**Teachers note**

The students will be able to play the game outside the classroom with the available equipment. Safety and student participation should be strongly emphasized in this lesson. Emphasize good use of throwing/catching increase or strengthens team sport. Accurate throwing and catching improve personal performance.

## Lesson Procedures

### Introduction:

Teacher asks students to do warm up activities such as run on the spot for one minute, pushups, 4 star jumps, 4 side stretch – left and right.

Marks 4m x 4m distance for activities. Introduce the importance of throwing and catching

### Body:

Teacher's Activity	Student's Activity
<ul style="list-style-type: none"> <li>• Asks student to stand in a semi-circle</li> <li>• Check the children for any special cases</li> <li>• Explains and demonstrate throwing and catching skills</li> <li>• Emphasizes left leg leading with elbow of the right hand leading to throw the ball. Catch the high ball with finger pointing to the sky and eyes fixed on the coming ball</li> <li>• Emphasizes safety and good behavior in games and sports</li> </ul>	<ul style="list-style-type: none"> <li>• Stand in a semi-circle and listen and watch carefully as the teacher explain and demonstrate</li> <li>• In group form a pattern of letter C to practice the skill of throwing and catching</li> <li>• The captain throws the ball anti-clockwise</li> <li>• The last person or child gets the ball and pass the ball from the front in the same pattern</li> <li>• The game is practice in this same pattern until everyone had a turn</li> <li>• The children will practice these two skills for 30 minutes</li> </ul>

### Conclusion:

Teacher selects a child to demonstrate the skill of throwing and catching and then emphasizes the following;

- left leg landing with elbow of the right hand leading to throw the ball,
- catching the high ball with finger pointing to the sky and
- eyes fixed on the coming ball

## Sample lesson No:6

**Strand:** Safety sports

**Unit:** Good behavior in games and sports

**Content standard:** 4.1.2 Identify and describe good behaviours in various physical activities

**Performance standard:** 4.1.2 (b) Describe the benefits of acceptable behaviours in water sports, fitness activities and games

**Lesson title:** Benefits of acceptable behaviours in field and goal sports

**Lesson objective:** The students be aware of the benefits of performing the acceptable behaviours in goal and field sports

**Key concepts**

- There are benefits of acceptable behaviours practiced
- Benefits involve social, physical, physical and health benefits
- Players have to consider these benefits before playing any games

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> <li>• Brings people together</li> <li>• Meets new friends</li> <li>• Being physically fit and healthy by following directions and rules</li> <li>• Controlling emotions will benefit the child's life time in other areas</li> <li>• Improves mental capacity to perform better in academic subjects</li> </ul>	<ul style="list-style-type: none"> <li>• Respect others and others will respect you</li> <li>• Take part in all the games and follow rules</li> <li>• Accept defeat and win</li> <li>• Follow all skills and accept decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Accept all benefits</li> <li>• Enjoy the privilege of goal and field games and sports</li> <li>• Respect others race, religion and culture when playing</li> </ul>

**Resources:** Markers, charts, notes, posters

**Reference:** PNG Department of Education. (2017), Physical Education Primary Grade 3,4,5 SBC Syllabus

**Teacher's Note**

This lesson has to be taught based on the benefits gained by practicing acceptable behaviors in during goal and field sports. Cooperation and attention is closely manageable.

## Lesson procedures

### Introduction:

The teacher asks students why players practice good behavior.

Students in pairs discuss the question and share their discussions on good behaviors in sports and games.

### Body:

Teacher's activity	Students activity
<ul style="list-style-type: none"> <li>• Asks students to form four groups</li> <li>• Issue teaching and learning materials</li> <li>• Explains activity to students to work on different aspects of the benefits of good behavior.</li> <li>• Supervises and guide students</li> <li>• Allows students to present their findings</li> </ul>	<ul style="list-style-type: none"> <li>• In groups do the following;</li> <li>Group 1 – Discuss and list social benefits</li> <li>Group 2 – Discuss and list physical benefits</li> <li>Group 3 – Discuss and list emotional benefits</li> <li>Group 4 – Discuss and list health benefits</li> <li>• Present their findings to the class in groups</li> </ul>

### Conclusion:

Teacher summarizes all the benefits that are associated with good and acceptable behaviours.

Students pay attention by taking notes of the benefits of good behaviors practiced in games and sports.

## Sample lesson No: 7

**Strand:** Physical Activity**Unit:** Leisure and recreation**Content Standard:** 4.3.3 Recognize and identify indoor and outdoor recreational activities in urban and rural settings.**Performance Standard:** 4.3.3 (b) Organize and participate in different leisure activities such as making and sailing a toy canoe, flying a kite**Lesson title:** Leisure activities**Lesson objective:** The students can organize and participate in different leisure activities such as making and sailing a toy canoe, flying a kite**Key concepts**

- Different leisure activities include making and flying kites, parachutes, sailing a toy canoe, paper planes, dancing, fishing, hunting, gardening, going to the park

Knowledge	Skills	Attitudes/Values
<ul style="list-style-type: none"> <li>• Leisure activities include many things to do in order to pass time or relax</li> </ul>	<ul style="list-style-type: none"> <li>• Organize and participate in different leisure activities</li> <li>• Making/ designing things that are easy to make and play with</li> </ul>	<ul style="list-style-type: none"> <li>• Care for things used in producing equipment for leisure activities</li> <li>• Respecting the environment where such leisure activities take place so that the next generation can continue using them for leisure purposes</li> </ul>

**Resources:** papers, wood, plastic bags, garden tools, hunting tools, whistle**References:** M. Joanne.M. Landy & Kieth.R, Burrige, Motor Skills and Movement Stations**Teachers notes**

There are only few leisure activities are given as examples, however, a lot more could be added. You must be well prepared and plan in advance so that the students can be ready with the required materials that you can provide. Be selective of the leisure activity in consideration of what you can provide. Be selective of the leisure activity in consideration of your context and available resources. This lesson can be linked to Arts.

## Lesson procedures

### Introduction

Students do a warm up activity 'Follow the leader'. Find a partner; stand together in a home space on behind the other. Take turns being the leader and the follower, changing on the whistle signal. Think of lots of different ways that you can move. How many body parts can you use to move.

Teacher explains the key concepts of the lessons to the students and what is expected to do and emphasizes safety and good behavior.

Teachers Activity	Students Activity
<ul style="list-style-type: none"> <li>• Explains to the students the leisure activities in which they will be doing in groups.</li> <li>- Making papers planes</li> <li>- Kite flying</li> <li>- Sailing toy canoe</li> <li>• Takes students out and supervise all the groups as they perform the activities assigned for their groups</li> </ul>	<ul style="list-style-type: none"> <li>• Follow teacher's instructions and directions</li> <li>• Discuss and describe the reasons of taking part in the different leisure activities</li> <li>• Take care and encourage group participations</li> <li>• Present their activities</li> </ul>

### Conclusion

Teacher selects a group to present their reasons on why they have chosen to take part in the leisure activity.

## Guided lesson sample No: 8

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

**Content standard: 4.3.1** Demonstrate a range of modified sports skills in a range of court and net, swimming, athletics, minor ball games and use rules to play a game.

**Performance Standard: 4.3.1 (c)** Identify three types of court or net sports and practice the modified skills of games using rules of play, scoring and lines person.

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

**Resources**

- Physical Education Primary Syllabus, 2017

### Teachers notes

- The grade 4 Tabloid sports activities for each group can vary depending on the type of movement skills the teachers wish to teach. Ensure that the rules can be modified and distances of marks can be increased according to the level and age of students.
- 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.
- Refer to the tabloid sports information provided at the end of this lesson.

### 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"> <li>• Divides the class in their teams seated in a “C” shape formation</li> <li>• Briefly explains what they would do in the lesson</li> <li>• Reminds the selected student for their roles / responsibilities</li> <li>• Encourages students to respect and treat other children with care</li> <li>• Does short and clear demonstrations on how to play each activity</li> <li>• Play area check and all dangers objects removed</li> <li>• All activities set-up, playing areas marked before starts of the lesson by the selected children under teacher supervision</li> </ul>	<ul style="list-style-type: none"> <li>• Play and use each skill correctly in different activities</li> <li>• Team leader to control members of the teams – speak in a firm but friendly manner</li> <li>• Respect the opposite sex</li> <li>• Help your team to do and play well</li> <li>• Obey and follow activity play procedures</li> <li>• Enjoy play and control your emotions</li> <li>• Overall controller ensure that whole tabloid sports operate smoothly</li> <li>• 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</li> </ul>

### Conclusion Reflection – (Replay student Activities)

- 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 Unsatisfactory | Satisfactory |    |

## 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- 12 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 arranged 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** – are 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 co-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” 1<sup>st</sup> 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” 1<sup>st</sup> 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” 1<sup>st</sup> 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” 1<sup>st</sup> 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
A					
B					
C					
D					

Sample: Activity score sheet

Team: \_\_\_\_\_ Activity no. \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

**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*

Score:

Discipline Points:

Activity scorer: \_\_\_\_\_

Name

**Suggested Grade 4 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**

Strand : .....

Unit :.....

Content Standard:.....

Performance Standard:.....

Knowledge	Skills	Attitudes and Values

**Sample KSAV 1****Strand:** Safety**Unit:** Safe and unsafe practices in various physical activities

**Content Standard: 4.1.1** Identify and develop basic safety strategies for participating in movement, leisure, recreation, sport and fitness activities

**Performance Standard: 4.1.1(d)** Discuss and demonstrate procedures for obtaining emergency assistance and information such as call school office, ambulance, police, call 000 or find an adult.

Knowledge	Skills	Attitudes and Values
<ul style="list-style-type: none"> <li>Organizations that provide first aid and emergency assistance</li> </ul> Such as Ambulance, Saint John's Ambulances, Police emergency, 000 etc.	<ul style="list-style-type: none"> <li>Discuss and demonstrate safety practices</li> <li>Call emergency numbers</li> <li>Effective communication skills</li> <li>Respond promptly and be at ease</li> <li>Call emergency numbers</li> </ul>	<ul style="list-style-type: none"> <li>Listen attentively</li> <li>Value emergency organizations</li> <li>Appreciate services offered</li> <li>Value good health and safe living</li> </ul>

## Sample KSAV 2

**Strand:** Safety**Unit:** Safe and Unsafe practices in various physical activities**Content Standard: 4.1.1** Identify and develop basic safety strategies for participating in movement, leisure, recreation, sport and fitness activities.**Performance Standard: 4.1.1(a)** Demonstrate safety rules and guidelines in sport and fitness activities

Knowledge	Skills	Attitudes and Values
<ul style="list-style-type: none"> <li>Safety rules and guidelines</li> <li>Sport and fitness activities</li> <li>Types of movement and fitness activities</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate safety rules in fitness activities and sport</li> <li>Apply safety rules</li> <li>Fitness exercise ,runs, body twist, jumps</li> <li>Describe safety guideline for fitness activities</li> </ul>	<ul style="list-style-type: none"> <li>Team spirit enjoy activities with partners</li> <li>Co-operate in group activities</li> <li>Appreciate and value self / others contributions</li> </ul>

## Sample KSAV 3

**Strand:** Movement**Unit:** Movement skills**Content Standard: 4.2.1** Perform a range of movement sequences and patterns using locomotor and manipulative skills**Performance Standard: 4.2.1 (a)** Create movement sequences by combining balances, travelling, turn and rolls.

Knowledge	Skills	Attitudes and Values
<ul style="list-style-type: none"> <li>Movement sequences</li> <li>Combining balances</li> <li>Travelling turns and rolls</li> </ul>	<ul style="list-style-type: none"> <li>Perform movement sequences</li> <li>Demonstrate movement combinations</li> <li>Perform turns and rolls while traveling with object/partner</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate what the body can do</li> <li>Praise and encourage friends efforts</li> </ul>

## Sample KSAV 4

**Strand:** Movement**Unit:** Movement skills**Content Standard: 4.2.1** Perform a range of movement sequences and patterns using locomotor and manipulative skill**Performance Standard: 4.2.1(b)** Create and demonstrate movement patterns using skipping rope games and hopscotch.

Knowledge	Skills	Attitudes and Values
<ul style="list-style-type: none"> <li>Movement patterns sideways and steady</li> <li>Movement games</li> <li>Movement concepts left ,right ,low, high, slow, fast</li> </ul>	<ul style="list-style-type: none"> <li>Perform movement patterns. Jump and twist with both legs and lifting the legs</li> <li>Demonstrate locomotor and nonlocomotor skills such as; -swinging, spinning and jumping</li> <li>Running on the sport</li> </ul>	<ul style="list-style-type: none"> <li>practiced with commitment and enjoy the patterns</li> <li>encourage activities with fun</li> <li>stay focused and alert with movements</li> <li>participate with everyone</li> </ul>

## Sample KSAV 5

**Strand:** Physical activity**Unit:** Modified sports**Content Standard:** 4.3.1 Demonstrate a range of modified sports skills in arrange of court and net, swimming, athletics minor ball games and use the rules to play a game.**Performance Standard:** 4.3.1(e) Discuss thoughts and views about how players feel when they lose or win a game, various situations.

Knowledge	Skills	Attitudes and Values
<ul style="list-style-type: none"> <li>Modified sports -net and court , swing and athletics</li> <li>Players feeling when loosing or wining</li> <li>Modified game rules</li> <li>Minor ball games</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate skills spring, running heats, dribbling, shooting, high jumped</li> <li>Identify game play rules and game pattern</li> <li>Organize game drill activities for skills development.</li> </ul>	<ul style="list-style-type: none"> <li>Cooperate as team and enjoy the game</li> <li>Appreciate their talent and believe in themselves</li> <li>Control feeling- accept lose or win</li> <li>Cheer up your friends</li> </ul>

## Sample KSAV 6

**Strand:** Physical activity**Unit:** Fitness for health**Content Standard:** : 4.3.2 Identify and participate in daily physical activities that contribute to heart and lung fitness such as balance and coordinated activities**Performance Standard:** 4.3.2 (b) Discuss and express the understanding of benefits of fitness in physical activity

Knowledge	Skills	Attitudes and Values
<ul style="list-style-type: none"> <li>Benefits of fitness</li> <li>Types of physical activities for fitness</li> <li>Fitness activities for all ages</li> </ul>	<ul style="list-style-type: none"> <li>Identify fitness activities for old and young people</li> <li>Identify and sort fitness activities for young and old people</li> <li>Take part in body fitness activities</li> </ul>	<ul style="list-style-type: none"> <li>Cooperate with others participate in fitness activities</li> <li>Encourage older population to participate</li> <li>Enjoy and have fun in the different fitness activities</li> </ul>

## Sample KSAV 7

**Strand:** Physical activity**Unit:** Fitness for health**Content Standard:** : 4.3.2 Identify and participate in daily physical activities that contribute to heart and lung fitness such as balance and coordinated activities**Performance Standard:** 4.3.2 (a) Identify and list activities that people do to improve heart and breathing capacity and flexibility.

Knowledge	Skills	Attitudes and Values
<ul style="list-style-type: none"> <li>Types of activities to improve heart and lung muscles</li> <li>Importance of flexibility</li> <li>Physical activities that promote healthy heart and breathing</li> </ul>	<ul style="list-style-type: none"> <li>Select fitness activities that promote heart and lung strengthening</li> <li>Describe and list problems of the unfit lungs and heart</li> <li>Participate healthy heart and lung</li> <li>Awareness activities</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate your healthy breathing</li> <li>Looking after healthy heart</li> <li>Encourage breathing in and out using arms movement</li> <li>Cooperate with others in physical activities</li> <li>Encourage other friends on living healthy and happy</li> </ul>

## Sample KSAV 8

**Strand:** Physical activity**Unit:** Leisure and recreational**Content Standard:** 4.3.3 Recognize and identify indoor and outdoor recreational activities in urban or rural setting**Performance Standard:** 4.3.3 (c) Plan and design simple personal weekly action plan for recreational games and sport

Knowledge	Skills	Attitudes and Values
<ul style="list-style-type: none"> <li>Local leisure activities such as tin game</li> <li>Local recreational activities</li> </ul>	<ul style="list-style-type: none"> <li>Plan personal leisure activities for self and other</li> <li>Design a recreational activity</li> <li>Sort leisure and recreational activities for the family, self and others.</li> </ul>	<ul style="list-style-type: none"> <li>Have fun and enjoy recreational activities</li> <li>Be Interested be happy to participate with others in leisure activities</li> </ul>

# Assessment and Reporting

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

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

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

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

## Benchmarks

The standards based curriculum introduces a form of assessment called benchmarks. Benchmarks set the basis of the expectations in achieving standards at the exit points, elementary and primary. It draws from the existing curriculum content standards knowledge, skills, values and attitudes a learner must achieve at the end of a level of schooling. Physical Education subject has benchmarks for each grade level as well as level of schooling. For example, the bench mark is the overall standard the grade four students must achieve besides the content standards for the strand. It qualifies students to progress to the next grade.

## Assessment in Physical Education

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

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

## Types of assessment strategies

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

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

### **Assessment for Learning**

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

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

### **Assessment as and in Learning**

*Assessment as and in learning* is crucial and must occur within or whilst the lesson is in progress.

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

### **Assessment of Learning**

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

### **Assessment strategies**

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

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

#### **1. Observation**

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

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

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

## 2. Portfolios- Studying Work Samples

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

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

## 3. Test

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

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

## 4. Self and Peer Assessment

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

## Assessment Tasks

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

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

## Assessment Plan

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

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

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

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

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

According to the suggested grade 4 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 Four Suggested Assessment Tasks Overview

This is an assessment task overview planned for teachers in grade 4 for the year. These suggested assessment tasks are given as examples you can use. The tasks can be used as guide for the teacher to develop relevant assessment tasks.

#### Suggested Assessment Tasks

Term One				
Weeks	Strand	Unit	Content standard	Assessment task
2	Safety	Safe and unsafe practices in physical activities	4.1.1 Identify and develop basic safety strategies for participating in movement, leisure, recreation, sport and fitness activities	1. State 3 important reasons why it is important to follow safety rules and guidelines.
3	Movement	Movement Skills	4.2.1 Perform a range of movement sequences and patterns using locomotor and manipulative skills	1. Perform loco motor skills- run, jump and throw in a sequence.
4	Physical Activity	Modified sports and games	4.3.1 Demonstrate a range of modified sports skills in a range of court and net, swimming, athletics minor ball games and rules to play a game	1. Name 2 ball and net/court sports and list the equipment used in each sport.
5	Safety	Behavior in games and sports	4.1.2 Identify and describe good behaviors in various physical activities	2. Write down to 2 benefits gained when practicing acceptable behaviors in games,etc.
6	Movement	Movement Skills	4.2.1 Perform a range of movement sequences and patterns using locomotor and manipulative skills	2. Describe the steps to performing an overarm throw.
7	Physical Activity	Fitness for health	4.3.2 Identify and participate in daily physical activities that contribute to heart and lung fitness	2. Select a picture form media about fitness programs and present a talk about it.
8	Safety	Safe and unsafe practices in physical activities	4.1.1 Identify and develop basic safety strategies for participating in movement, leisure, recreation, sport and fitness activities	3. Identify 2 safety rules for playing water sports.
9	Movement	Movement Skills	4.2.1 Perform a range of movement sequences and patterns using locomotor and manipulative skills	3. With a partner demonstrate a sequence of movement with an object e.g.: Skipping rope jumps etc.

<b>Term Two</b>				
10	Physical Activity	Leisure and Recreation	4.3.3 Recognise and identify indoor and outdoor recreational activities in urban or rural settings.	3. Name 2 leisure activities done locally and give 1 reason why they are good for your health.
11	Safety	Behavior in games and sports	4.1.2 Identify and describe good behaviors in various physical activities	4. Describe 2 consequences you or others may encounter when engaged in play leisure and recreational activities.
12	Movement	Movement Skills	4.2.1 Perform a range of movement sequences and patterns using locomotor and manipulative skills	4. Demonstrate with a partner a movement combination in sequence; eg: run stop a moving ball, pick up and throw for accuracy.
13	Physical Activity	Modified sports and games	4.3.1 Demonstrate a range of modified sports skills in a range of court and net, swimming, athletics minor ball games and rules to play a game	4. Describe the basic process for performing a kick as in Kapul soccer and a catch as in Netabol.
14	Safety	Safe and unsafe practices in physical activities	4.1.1 Identify and develop basic safety strategies for participating in movement, leisure, recreation, sport and fitness activities	5 .Research the first aid procedure CPR and report the findings.
15	Movement	Movement Skills	4.2.1 Perform a range of movement sequences and patterns using locomotor and manipulative skills	5. Create a movement pattern to use two pathways
16	Physical Activity	Fitness for health	4.3.2 Identify and participate in daily physical activities that contribute to heart and lung fitness	5. Identify a fitness activity that build up endurances from 3 pictures about various fitness activities.
17	Safety	Behavior in games and sports	4.1.2 Identify and describe good behaviors in various physical activities	6. Identify 2 good behaviors to use in community cleaner-thon activity.
<b>Term Three</b>				
18	Movement	Movement Skills	4.2.1 Perform a range of movement sequences and patterns using locomotor and manipulative skills	6. Perform a combination of run, hop, stop, turn right, and repeat the same combination in the opposite direction.
19	Physical Activity	Leisure and Recreation	4.3.3 Recognise and identify indoor and outdoor recreational activities in urban or rural settings. 4.3.3	6. Choose a local recreational activity and draw a sequence of picture to show the process of how it occurs.
20	Safety	Safe and unsafe practices in physical activities	4.1.1 Identify and develop basic safety strategies for participating in movement, leisure, recreation, sport and fitness activities	7. Make up role play about a safety practice used in preparing for a fitness program
21	Movement	Movement Skills	4.2.1 Perform a range of movement sequences and patterns using locomotor and manipulative skills	7 .Demonstrate arm movements of breast, freestyle(craw) backstroke.

22	Physical Activity	Modified sports and games	4.3.1 Demonstrate a range of modified sports skills in a range of court and net, swimming, athletics minor ball games and rules to play a game	7. Name the 5 common strokes of the swimming sport.
23	Safety	Behavior in games and sports	4.1.2 Identify and describe good behaviors in various physical activities	8. Make up a play about a good behavior that sports men and women must practice when following a planned fitness program
24	Movement	Movement Skills	4.2.1 Perform a range of movement sequences and patterns using loco motor and manipulative skills	8. Perform run, jump, pivot and throw or run, leap and land on two feet.
25	Physical Activity	Fitness for health	4.3.2 Identify and participate in daily physical activities that contribute to heart and lung fitness	8. Describe the community physical activities that promote heart and lung fitness.
<b>Term Four</b>				
26	Safety	Safe and unsafe practices in physical activities	4.1.1 Identify and develop basic safety strategies for participating in movement, leisure, recreation, sport and fitness activities	9. Display a water sport poster/picture and write a safety rule for the poster.
27	Movement	Movement Skills	4.2.1 Perform a range of movement sequences and patterns using locomotor and manipulative skills	9. Perform a movement combination sequence e. g run, hop, step and jump
28	Physical Activity	Leisure and recreations	4.3.3 Recognize and identify indoor and outdoor recreational activities in urban or rural settings.	9. Describe a group recreational activity plan.
29	Safety	Behavior in games and sports	4.1.2 Identify and describe good behaviors in various physical activities	10. Identify and write 2 good behaviors of a sporting official, e.g referee, scorer, timekeeper.
30	Movement	Movement Skills	4.2.1 Perform a range of movement sequences and patterns using loco motor and manipulative skills	10. Select and perform movements balancing on body parts in a self space.
31	Physical Activity	Modified sports and games	4.3.1 Demonstrate a range of modified sports skills in a range of court and net, swimming, athletics minor ball games and rules to play a game	10. Identify the 2 good sportsmanship conducts from a winning and losing team.
32	Safety	Safe and unsafe practices in physical activities	4.1.1 Identify and develop basic safety strategies for participating in movement, leisure, recreation, sport and fitness activities	11. List organizations that promote safety regulations for various uses of sporting and other facilities in the communities.

## 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 Plan for 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
4.1.1 Identify and develop basic safety strategies for participating in movement, leisure, recreation, sport and fitness activities	4.1.1c Discuss and demonstrate water safety and survival skills	1. Describe 2 water safety and 2 survival skills	1. Name 2 safety skills used in water sports  2.Name 2 water survival skills	Work samples	Checklist with comments on individual student.

### Sample Assessment Plan for Task 2

**Strand:** Movements      **Unit:** Movement Skills

Content Standard	Performance Standard/s	Assessment Task	Assessment Criteria	Assessment Method	Recording & Reporting Method
4.2.1 Perform a range of movement sequences and patterns using locomotor and manipulative skills	4.2.1d Perform controlled, coordinated movements to receive or stop moving objects	Kick and stop the ball within 4 meters apart with a partner.	1. Stand in correct position before the kick and stopping the ball  2. Use the inside part of the feet to stop the ball.  3. Correct movement to stop the moving ball	Observation	Checklist with comments on individual student.

### Sample Assessment Plan for Task 3

**Strand:** Physical Activity      **Unit:** Modified Sports and Games

Content Standard	Performance Standard/s	Assessment Task	Assessment Criteria	Assessment Method	Recording & Reporting Method
4.3.1 Demonstrate a range of modified sports skills in a range of court and net, swimming, athletics, minor ball games and use the rules to play a game	4.3.1a Discuss and select 3 court and net sports and practice the skills through skill drill and various minor games	Throw straight to a partner within a 3 meter distance	<ol style="list-style-type: none"> <li>1. Stand in correct position before throwing the ball</li> <li>2. The movement of arm in a straight throw</li> <li>3. Direction of the throw</li> </ol>	Observation	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 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 four.

## Recording

Teachers can record the evidence of students' demonstrations of achieving the content standards, using assessment instruments that are manageable. Here are some recommended recording methods;

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

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

## Reporting

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

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

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

## Recording and Reporting Strategies

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

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

## Samples of recording and reporting templates

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

### 1. Anecdotal Notes – Class Grid

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

Class: Anecdotal Notes- Group No: 

	June	July	August	September	October
<b>Content Standard: 4.1.1</b>					
<b>Mimila</b> <ul style="list-style-type: none"> <li>• <u>29/05/17</u> AT 1</li> </ul> Performed Criteria1 &2 satisfactorily					
<b>Sila</b> <ul style="list-style-type: none"> <li>• <u>29/05/17</u> AT 1</li> </ul> Performed Criteria1 satisfactorily but Criteria1 was incomplete					
<b>Lilo</b> <ul style="list-style-type: none"> <li>• <u>29/05/17</u> AT 1</li> </ul> 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.

<b>Assessment Task 4.3.1</b> Draw a diagram and Identify the position of players in a ball and court sports e.g: Netabol:-- goal keeper, wing attack, center etc.		<b>Marking Code Keys:</b> <b>A: Achieved</b> <b>PA: Partly achieved</b> <b>NA: Not achieved</b>	
<b>Group Names</b>	<b>Criteria1. Netabol court drawn marked into 3 sections of play</b>	<b>Criteria 2. Correctly plot the player positions in a team in the position of play on court</b>	<b>Criteria 3. Correctly name all the positions and number of players in a team</b>
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

<b>Strand : Movement</b> Content Standard: 4.2.1		<b>Marking Code Keys :</b> C: Competent    PC: Partly Competent    NC: Not Competent	
<b>Class List (Total number of students on roll)</b>	<b>Assessment.Task1- Demonstrate locomotors &amp; non-locomotor skills</b>	<b>Assessment.Task2: Perform movement concepts</b>	<b>Assessment.Task3: Perform manipulative skills using movement concepts.</b>
1. Pidi			
2. Kaytee			
3. Annie			
4. Eema			
5. Bibi			

## 4. A General Checklist for Locomotor Skills

<b>Class:</b>	<b>Grade:</b>	<b>Date:</b> 9/06/17	<b>Week:</b> 2, 4, 6	<b>Year:</b> -----					
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
survival skills	Skills and knowledge applied in terms of danger
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

## References

Get Skilled: Active AK-6 Resource to support the teaching of fundamental movement skills. NSW Department of Education and Training, 2000

National Department of Education 2003, *Lower Primary Teacher's Guide*, NDOE, Waigani. Papua New Guinea

National Department of Education 2003, *Movement and Games Activity Book, Teachers Resource Book, Elementary* NDOE, Waigani, Papua New Guinea

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

Pangrazi.P.R, 2001. *Dynamic Physical Education For Elementary School Children*, 13<sup>th</sup> Edition, Pearson Education. United States Of America

Board of Studies, New South Wales,.1991.*Personal Development, Health and Physical Education Year 7 –10*. Support Document.

Physical Education Curriculum, Madison Public Schools, 10 Campus Drive, Madison, CT 06443 [www.madison.k12.ct.us](http://www.madison.k12.ct.us)

Smyth. D., Gervasoni. R., Judge. W., McCallum. C., Pritchard. R., Wright. P. *Live it up 1*, John Wiley & Sons Australia Ltd (1999)

# Appendices

## Appendix 1

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

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

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

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 of acknowledges the original authors of this article retrieved on line from [www.madison.k12.ct.us](http://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 21<sup>st</sup> 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](http://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. and improvisation of materials etc.

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

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

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

**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

