

PHYSICAL EDUCATION AND SPORTS

TEACHER'S GUIDE

PRIMARY

2

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FOREWORD

Dear teacher,

Rwanda Basic Education Board is honored to present Primary Two Physical Education and Sports teacher's guide. It serves as a guide to competence based teaching and learning to ensure consistency in learning of Physical Education and Sports subject. The Rwandan educational philosophy is to ensure that learners achieve full potential at every level of education which will prepare to be well integrated in society and exploit employment opportunities.

In the line with efforts to improve the quality of education, the government of Rwanda (Ministry of education) emphasizes the importance of teaching and learning materials with the syllabus to facilitate their learning process.

It is in this context that we developed this Teacher's guide which provides guidance to Physical Education and Sports teachers on how to lead and help students to perform different techniques, sports and games as prescribed in syllabus. The teacher will then help students to connect what they have learnt with the real life situation and develop certain values and attitudes allowing them to make a difference not only to their own life but also to the nation.

The general objectives of Physical Education and Sports (PES) subject is the overall development of the child; physically, socially, emotionally as well as healthily. Hence, the teaching of Physical Education and Sports subject is a learner centered approach. In this guide, you will find many activities and demonstrations that facilitate the performance of different techniques, sports and games in which learners can develop skills, ideas, and make new discoveries during real activities carried out individually, with peers or in a team. Therefore, your role as a teacher is to plan the lesson ahead with needed materials and fully engage learners in all games and sports activities.

I wish to sincerely appreciate all people who contributed towards the adaptation and translation of this teacher's guide, particularly REB staff who organized the whole process of adaptation and translation of this textbook. Exceptional thanks goes to different Organizations, University of Rwanda and other individuals who carefully worked to successful completion of this book. Any comment or contribution would be welcome for the improvement of this textbook for next edition.


Dr. MBARUSHIMANA Nelson
Director General, REB



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I owe thanks to different Organizations and Universities in Rwanda that have allowed us to work with their professionals in the translation of this book.



Joan MURUNGI

Head of CTRLR Department

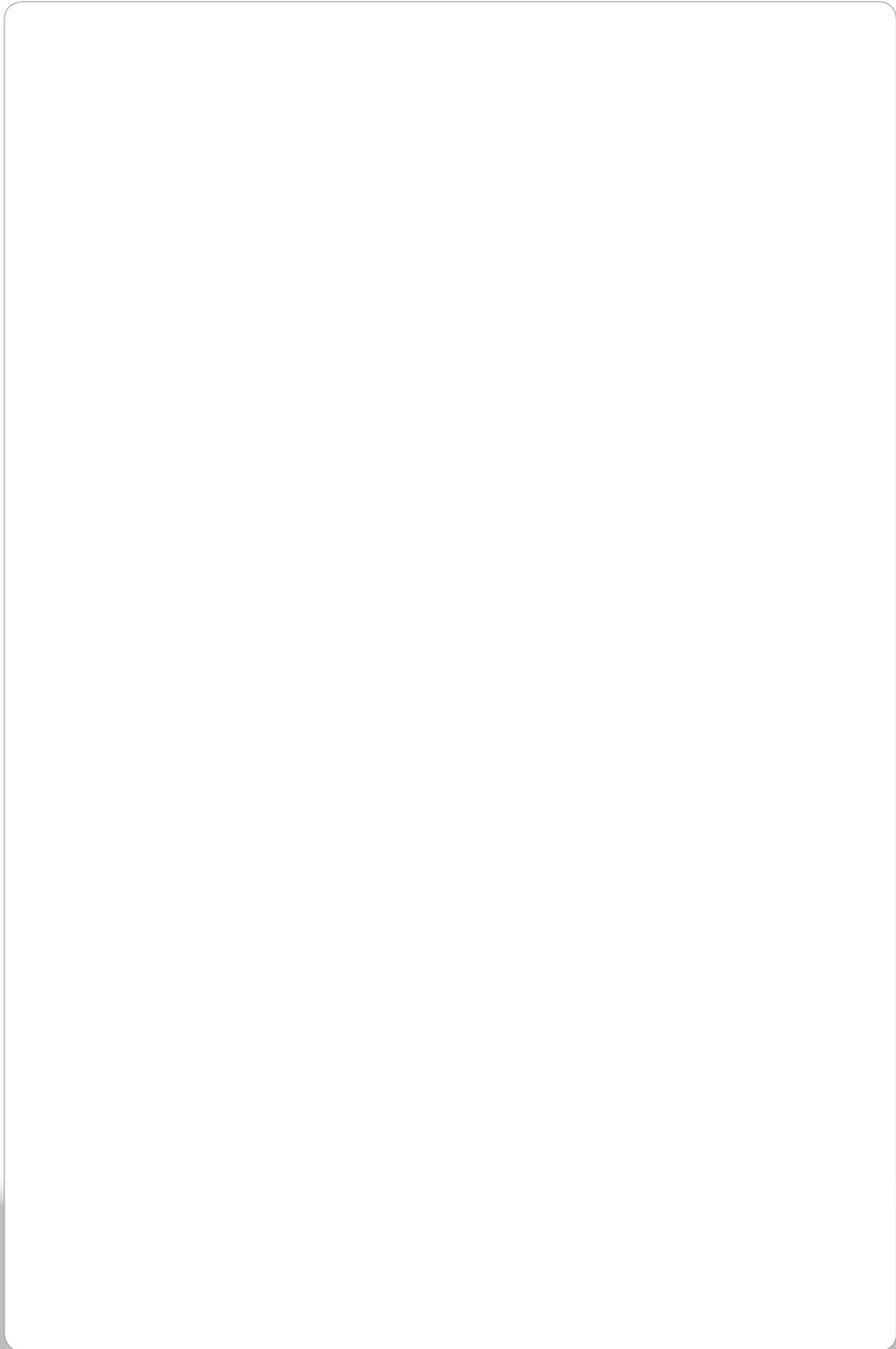
ABBREVIATION

CTLR-D	: Curriculum Teaching and Learning Resources Department.
Fig	: Figure
PES	: Physical Education and Sports
RCA	: Reflect Connect and Apply
REB	: Rwanda Basic Education Board
UR	: University of Rwanda

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Part I: General introduction

1.0. About the teacher's guide

This book is a teacher's guide for Physical Education and Sports for Primary Two. It is designed to help teachers in the implementation of competence based curriculum planned by Rwanda Education Board and started in 2015.

As the name says, it is a guide that teachers can refer to when preparing their lessons. Teachers may prefer to adopt provided activities/games/exercises and related guidance but they are also expected to be more creative and consider their specific classes' contexts and prepare accordingly.

1.1 The structure of the guide

This section presents the overall structure of this guide, the unit and lesson structure to help teachers to understand the different sections of this guide and what they will find in each section.

1.1.1 Overall structure

The whole guide has three main parts as follows:

This part provides general guidance on how to develop the generic competences, integrate cross cutting issues and cater for individual differences.

Part I: General introduction

This part provide general guidance on how to develop generic competencies, how to integrete cross-cutting issues and how to cater for learners with special needs education, active methods and techniques of teaching Physical Education and Sports and guidance on assessment.

Part II: Sample lesson plan

This part provides a sample lesson plan, developed and designed to help the teacher develop his/her own lesson plan.

Part III: Unit development

This is the core part of the guide. Each unit is developed following the structure as set in subtitle structure of a unit.

1.1.2 Structure of the unit

Each unit is made of the following sections:

a. Unit title: From the syllabus

b. Key unit competence: From the syllabus

c. Prerequisite (knowledge, skills, attitude and values)

This section indicates knowledge, skills and attitudes required for the success of the unit. The competence-based approach calls for links between units/topics within a subject and interconnections between different subjects. The teacher will find an indication of those prerequisites and guidance on how to establish connections.

d. Cross cutting issues to be addressed

This section suggests cross cutting issues that can be integrated depending on the unit content. It provides guidance on how to come up with the integration of the issue. Teachers are free to take another crosscutting issue considering the learning environment.

e. List of lessons

This section presents in a table suggestion on the list of lessons, lesson objectives copied or adapted from the syllabus and duration for each lesson. Each lesson /subheading is then developed.

f. End unit assessment

This part provides guidance on how to conduct the end of unit assessment in a practical way. It suggests activities/ games as well as guidance on criteria to be considered such as:

- Cognitive skills (e.g.: level of concentration, memory, capacity of anticipation, problem solving);
- Technical competences (e.g.: throwing skills, catching skills, dribbling skills, passing skills etc.);
- Strong emotional points such as self-confidence and safety;
- Social competences such as cooperation and unity;
- Attitudes and values: e.g.: optimism, confidence, respect and impartiality.

g. Additional exercises/games

- This section provides additional games/exercises for the teacher to have a wide range of activities/games related to the unit.
- Adapted and remedial exercises/games for learners with special needs education and for learners who need more time and exercises to achieve

- a certain level of performance.
- Extended activities: for quick learners.

1.1.3 Structure of each lesson

Each lesson/sub-heading is made of the following sections:

- a. **Lesson title:**.....
- b. **Prerequisite (knowledge, skills, attitude and values)**

The teacher will find an indication of those prerequisites and guidance on how to establish connections between units/topics within a subject and interconnections between different subjects.

- c. **Teaching resources**

This section suggests the teaching aids or other resources needed in line with the activities to achieve the learning objectives. Teachers are encouraged to replace the suggested teaching aids with the available ones in their respective schools and based on learning environment.

- d. **Introduction**

This section provides a clear instruction to the teacher on how to start the lesson.

- e. **Lesson development**

This section provides methodological aspects on how the main topic should be taught. It provides steps to follow and how a teacher conducts the lesson.

- f. **Assessment**

This section provides the opportunities of assessing learners by using R-C-A (Reflect, Connect and Apply). At this level, through the R-C-A discussions the teacher allows learners to do their self-evaluation and provide the feedback from the learnt lesson. It helps to reflect on the game/play/skill learnt, to connect what they have learnt to life experience, lesson content and to apply acquired skill to another situation.

1.2 Importance of Physical Education and Sports subject

Physical Education and Sport enables learner overall development:

- **Physically:** PES subject helps in biological growth (muscle development, widening of chest cavity, better pulmonary aeration, coordination and speed). It also helps to prevent and correct the morphological and physical defects.
- **Intellectually:** The learner acquires knowledge and ability of concentration: he/ she observes recalls, performs experiments, and uses

strategies, changes and make decisions.

- **Emotionally:** the learner is deeply involved: he/she discovers his/her own potentials; develops self-confidence, gets interest and happiness.
- **Socially:** the learner makes friends through playing and develops attitude and competences of communicating, cooperating and building positive relations with others.

Games and sports provide learners with an excellent environment of learning on how to develop and protect their health and welfare. Through the game, a learner discovers that he/she has to take care of him or her and others.

Physical Education and Sports is a powerful way of building personality because it promotes self-confidence and competition skills. It develops knowledge and self-monitoring, respect of the law, will, attention, courage, and communication with others. This subject enables early discovery and improvement of sports talents for young learners. When games are carefully planned according to learner's age, they enable learners to acquire practical skills such as respect, honesty, understanding, communication, problem solving, understanding rules of foundation and the way of obeying them.

Success in play and sports activities is a source of self-confidence which contributes to the improvement of performance in other subjects even for learners with low academic performance.

Games contribute to link psychological gaps which usually exist between learners and teachers: when teachers regularly play with their learners, the mood becomes much more pleasant and learners become more open.

Recreational activities provide learners with a real relaxation after hours of intensive concentration.

1.3 Principles of teaching Physical Education and Sports

✓ Holistic principle

Well-planned games and sports programs must contribute to learner's overall development: physically, mentally and socio-affective development.

✓ Principle of adaptation to the age and to the stage of learner development

Age of learners must be taken into consideration while making choice of recreational activities. Note that success in games creates a source of

motivation for children. Those who do not succeed can be frustrated and lose self-confidence. For more motivation, it is necessary to propose new tasks and new activities because if games are too easy, children will be less interested.

✓ **Principle of inclusion (integration of all children)**

Every learner must take advantage from his/her participation in games and sports programs without a difference of performance, sex, etc. All forms of discrimination must be avoided. A particular attention has to be paid to children with disabilities; either physical or mental: those children have a right to games and sports, be it in a special or ordinary school.

✓ **Principle of physical and emotional security**

Recreational activities have some risks. Teachers/educators have to implement strategies to protect children, for example by watching over their physical and emotional security.

✓ **Principle of interdisciplinary**

The PES course is certainly linked to other disciplines. As it was underlined in the previous point (Importance of teaching Physical Education and Sports), this course provides relaxation, increases self-confidence, builds up concentration, etc., like other necessary elements needed for school success in general. Moreover, teachers regularly resort to games to introduce a course, awake a dormant class or to strengthen knowledge acquired from other subjects (languages, sciences, mathematics...).

✓ **Principle of participation and fair-play**

All children, even those less performing, must participate in games and not watching. The bottom-line in educational program and sports is to participate, not to win.

1.4 Methodological guidance of teaching Physical Education and Sports

1.4.1 Developing Competence

Since 2015 Rwanda shifted from a knowledge based to a competency-based curriculum for pre-primary, primary and general secondary education. This called for changing the way of learning by shifting from teacher-centered to a learner-centered approach.

Teachers are not only responsible for knowledge transfer but also for raising learner's learning achievement and creating safe and supportive a learning

environment. It implies also that a learner has to demonstrate what he/she is able to do by using the knowledge, skills, values and attitude acquired in a new or different or given situation.

The competence-based curriculum uses an approach of teaching and learning based on separate skills rather than dwelling on only knowledge or the cognitive domain of learning.

It focuses on what learners can do rather than what they know. Learners develop basic competences through specific subject unit competences with specific learning objectives broken down into knowledge, skills and attitudes. These competences are developed through learning activities spread in learner-centered rather than the traditional moral approach. The student is evaluated against set standards to achieve before moving on.

In addition to specific subject competences, learners also develop generic competences which are transferable throughout a range of learning areas and situations in life.

1.4.2 Addressing cross cutting issues

Among the changes in the competence based curriculum is the addition of cross Cutting issues as a basic part of the teaching learning process-as they relate to and must be considered within all subjects to be appropriately addressed. The eight cross cutting issues identified in the national curriculum framework are: genocide studies, environment and sustainability, gender, Comprehensive Sexuality Education (CSE), Peace and Values Education, Financial Education, standardization Culture and Inclusive Education.

Some cross cutting issues may seem specific to particular learning areas or subjects but the teacher need to address all of them whenever an opportunity arises. In addition, learners should always be given an opportunity during the

learning process to address these cross cutting issues both within and out of the classroom so as to progressively develop related attitudes and values.

Below are examples on how crosscutting issues can be addressed in PES:

Crosscutting issues	Examples on how to integrate the cross-cutting issue
Inclusive education	Learners with special needs education should participate in exercises and games. A teacher should modify exercises/games to allow a learner with disabilities to participate actively.
Gender	All learners, boys or girls must feel free while performing exercises or playing a game. Girls should not be neglected, their contributions in sports activities must be considered.
Peace and value education	In teaching-learning process the teacher must encourage tolerance, patience, cooperation, teamwork spirit, joint help, and respect of opinions of colleagues, obeisance of rules and creation of a more peaceful game situation.
Standardization culture	In teaching-learning process the learners must use standardized materials in prevention of injuries and accidents. The teacher also must help learners to know how to choose and use safe sports clothing for their health (e.g.: safe sports shoes), safe physical exercises (avoid bad body postures and forbidden body exercises, adapted physical activities).
Environment and sustainability	The teacher explains to the learners the importance of a safe and clean environment for safe physical sports activities. Learners should avoid throwing away used materials before, during and after exercises.
Financial Education	It is better to use locally made sports materials with low cost. Learners are able to find themselves local grown solutions as regards to sports equipment and sports materials when there is a shortage.
Comprehensive sexuality education	A teacher provides physical activities and sets instructions that prevent sexual harassment, any kind of gender-based violence like sexual abuse and physical contacts oriented to the sexuality intention in Physical Education and Sports activities.

Genocide studies

While conducting Physical Education and Sports activities a teacher should take time to explain to learners how sports should be used to fight against Genocide ideology and how to prevent it. E.g.: Organizing Genocide memorial tournaments at school and giving the message related to the Genocide.

1.4.3 Attention to learners special needs education.

Learners or people with disabilities do not have equal chances in families. In Physical Education and Sports activities/exercises/games, sometimes those learners are not considered. They are considered as spectators instead of participating with others in sports activities. Currently we are convinced that games and sports are very beneficial to people with physical, mental, emotional and psychological disabilities.

What attitude to implement?

To promote the integration of learners with disabilities during recreational activities, the following tips may help teachers / educators in the training of these learners:

- Adopt an approach of sports and games which are based on skills, and focus on what learners are capable of doing. In this respect, you can introduce small changes in games and activities for learners with disabilities.
- Be relaxed and natural when you are with people with disabilities. Do not treat them as if they need your pity or your charity. Do not think they necessarily need help. Let them do and say things themselves.
- Avoid keeping learners living with disabilities out of the game: in a regular class, let them participate in other's games. However, avoid being too demanding about the level of their performance.

What can we modify?

Within the framework of integration of learners in games, according to the nature and the gravity of impairment, learners can, in some cases, participate in games designed for all learners. In other cases, the teacher or educator should think about changes he/she can make to meet the needs of learners he/she has in the group. The teacher should also think about adaptation of the game, the playground, equipment and duration of the game.

Below are some examples of adaptations to initiate:

Adjust roles and rules

- Make the game easier or harder by changing some rules.

- Let learners play different roles and in different positions.
- Allow players to play in different ways, for example, sitting instead of standing.
- Simplify expectations of the game.
- Simplify instructions.

Adjust the playground

- Change the size of the playground. Enlarge or reduce the playground.
- Change the distance: for example, put a target closer.
- Change the height of a target.
- Allow more or less space between players.
Let learners move from different spaces.

Adjust the materials

- Reduce the size or weight of materials.
- Choose balls of various textures, bright colours or balls which make noise once they are bounced
- Adjust the duration of the activity
- Reduce or prolong the time allotted to the activity.

Variation of players' roles and rules of the game:

- Change rules to simplify the game or complex game.
- Change players' roles and posts.
- Let learners play in different playing positions. E.g.: while standing, squatting, couching, lying down.
- Simplify hopes from results.
- Simplify game instructions.

Change sizes of the playground/court:

- Increase or decrease the size the playground.
- Vary distance limiting playing area. E.g.: put forward the object.
- Modify the size of the object.
- Put small or big space among players.
- Let learners walk around and around the playground.

Vary materials:

- Change the size or weight of materials.
- Select balls made in different materials and with various colours, or which may produce sound.

Modify duration of the activity:

- Reduce or prolong time allocated to the activity.

Aspects to consider when you want to vary an activity

- Does the change affect negatively the activity? This should not be the case.
- Does the variation correspond to the ability and duration of learner’s attention?
- Will the learners with disabilities be able to play with others?
- Is the activity proportional to the age of the learners?
- Does the activity respond to the needs of all learners?

Approaches to help learners with disabilities

The following table shows the approaches of helping learners with special needs education.

Disability	Possible strategies to adopt
Visual disabilities	<ul style="list-style-type: none"> • A learner work with another who may help him/her. • Use colours which are visible. • Reduce speed of the ball. • Simplify requirements for a game. • Use a sound for a successful action. E.g.: A partner of the learner with disability may clap hands when the ball enters into the basket.
Hearing disabilities or communication difficulties	<ul style="list-style-type: none"> • Clarify your gestures /signs. • Let a learner work with his/her partner. • Use simple gestures/signs.

physical disabilities or mobility difficulties	<ul style="list-style-type: none"> • Let the learner play with others. • Adjust the pace of the activity to the learner's ability. • Adjust activities so that a learner who uses a wheelchair, uses other mobility aids, have difficulty in moving can participate. • Reduce the size of the ground.
Mental disabilities	<ul style="list-style-type: none"> • A teacher gives/explains the meaning of signs/ gestures used in playing the game/exercise. • Give the time of observation and understanding before playing the game/exercise. • Modify/reduce the strength of the game.

Strategies to motivate girls to participate in Physical Education and Sports lesson

- Encourage girls to play and take responsibilities in a team.
- Give equal time and materials to both girls and boys.
- If needed give particular exercises to girls.
- Respect girls' views/opinions.
- Avoid using expressions which discourage girls to participate in sports activities or underestimate them.
- Appreciate girls who have well participated in sports.
- Sensitize parents to support girls while performing sports activities.

1.4.4 Guidance on assessment of Physical Education and Sports

When assessment should be done?

Assessment may be done before starting the new lesson for assessing basic knowledge of learners. It is called diagnostic assessment. This assessment enable teacher to detect learners with required knowledge and skills and those who have difficulties in learning process. Assessment should be done when the lesson is being delivered to assess the improvement of learners while performing different games and exercises. This is called formative assessment.

What to assess?

A teacher should assess how learners are developing their knowledge, skills, value and attitudes. In general when a teacher is assessing learners he/she

should assess their holistic development based on different values.

Various competences should be assessed:

- Cognitive skills (e.g.: level of concentration, memory, capacity of expectation, problem solving).
- Practical competences (e.g.: throwing skills, catching skills, dribbling skills, passing skills etc....).
- Strong feeling points such as self-confidence and feeling secure.
- Social competences such as cooperation and unity.
- Attitudes and values: e.g.: confidence,, respect and fairness.
- Particularly a teacher assesses how learners have achieved objectives through performing different exercises and games.

Other competences should be assessed based on the following questions:

- Are learners developing competences while performing games/ exercises?
- Are learners able to understand all content which has been discussed on?
- Are learners able to match what they have learnt with their daily life situation?

Observation and understanding of learners help a teacher to check out whether learners have understood very well what they have studied.

Assessment provides feedback to school and parents.

1.4.5 Planning and delivering Physical Education and Sports lesson

- **Lesson planning of PES**

Why is it important to plan PES lesson?

Planning PES very well helps to:

- Indicate good quality of content to be learnt: a teacher should think about the age of learners, structure and organization of the game based on learners' interest and steps of teaching Physical Education and Sports.
- Choose a good teaching method, planning on time, teaching resources and field based on planned activities.
- Take strategies of preventing all bad conducts which may result during deliverance of the lesson and examine how to simplify the lesson so that all learners may participate in it.
- Possess self-confidence because he/she knows what to do in order to

achieve set objectives.

Main steps of Physical Education and Sports lesson

Physical Education and Sports lesson consists of the following steps:

Introduction

a. Opening discussion

- In this section, a teacher checks up: health conditions of learners their smartness, materials and playground to use. At the end of this section learners must be and go to the ground where the lesson will be delivered.
- When a teacher is going to teach a game lesson, he/she introduce the lesson with opening discussions that focus on basic game, and enable learners start the lesson with interest and participate actively in the new lesson. A teacher introduces the title of the game before starting the next step.

b. Warm up

Warm up exercises are done before performing any other sports activities. Warm ups play a great role in activating different body parts such as circulatory system, respiratory system, muscular system and joints.

Warm up exercises should consist use of body parts which will involve more in performing different exercises in the lesson. When those exercises are better performed they help in reducing body injuries and accidents. Warm up exercises are followed by stretching exercises. In unit 2 there are proposed exercises to use during warm up and stretching.

Warm up consists of three components:

- **Circulatory activity:** This activity arises temperature, speeds heart beats and respiration movements. For example there is jogging, in-place skipping and walking while hopping.
- **Joints mobilization activity:** It is a motion that unlocks joints which will be strongly needed during physical activities.
- **Stretching exercise activity:** it enhances the circulation of blood towards muscles. It unlocks and warms up muscles.

Warm-up exercises must:

- **Lead every physical activity:** Always take time to warm yourselves up;
- **Be open-minded:** Start slowly and easily. Accelerate rapidity and intensity progressively;
- **Be determined:** on muscles and motions needed in the following activity. If the planned activity is relay race, concentrate on legs;

- **Be enjoyable:** Perform various warm-up exercises. Use mostly games instead of standard exercises. Make warm-up exercises a game or tell a story while doing exercises. You will see children reacting with much more liveliness.

Lesson development

It is the main part which consists of the lesson because it is the part in which learners perform exercises/games as planned in the lesson. This part takes more than half of the time reserved for the whole lesson. For the game lesson, a teacher explains rules of the game, demonstrate how to play the game and give time to learners for practice. In this part, stretching exercises are performed: slow walking exercises that relax the body and return the body into the normal state.

Assessment

Assessment in PES lesson is done when learners are performing exercises/ activities/games. At this level, through the **R-C-A** discussions the teacher allows learners to do their self-evaluation and provide the feedback from learnt lesson.

Reflect-Connect-Apply is a teaching and learning strategy that leads learners through a 3-step discussion about their experience:

Reflect on the game/play. The teacher asks questions about their experience and feelings during the game.

The teacher asks questions like: What was interesting? What was easy? What was challenging? What strategies have you used to win? How did you feel in case of success or failure?

Connect to life experiences and lesson content.

The teacher asks questions like: How does this game connect to what you already know, believe or feel? Does it reinforce or expand your view? The tutor also asks questions that connect the game to lesson content.

Apply acquired experience to another situation.

The teacher asks questions like, “How could you use what you have learned from this experience? How could you use your new learning to benefit yourself, others, your community?” Learning is transferred and applied.

Storing/Keeping materials

Learners in charge of keeping materials collect them and then give them to the teacher.

1.4.6 Advice related to teaching Physical Education and Sports

Before starting the lesson, the teacher should;

- Arrive in advance where the lesson will be conducted from.
- Prepare all materials needed to be used in the lesson, and prepare the court based on needed materials in game/exercises.
- Choose personality based on the game: scatter line, many lines, on the circle, on half circle.
- Give care to the learners while teaching; do all possible to teach the lesson in a conducive mood.

When a lesson starts:

- Start on time, even though all learners are not present.
- Encourage learners to work with courage.

When the lesson is being delivered:

➤ **Lead the team**

- Use materials which helps learners to alert/tell them to know time for starting, stopping, keep going on. E.g.: whistle, rising up the hand etc...
- It is not necessary that all learners play at the same time in one game. Learners may play different games. In that time learners are trained to collect materials after each game.

➤ **Giving clear instructions:**

- Give instructions with loud voice to be heard by all learners.
- Instructions must be brief/concise, clear and rhythmic.
- Demonstrate examples to learners. When a teacher is not able to demonstrate may use a gifted learner.
- Repeat instructions or demonstrate repeatedly the exercise/game in order to be understood.

➤ **Helping learners to develop their ability**

- Have confidence of learners' ability: Promote and appreciate what learners are performing better in group and individually.
- Give time to learners to learn new things by starting from simple to complex.
- Give time learners to observe their teammates who are more skilled than them and imitate them.
- Help learners to have self-confidence: give them time to learn new skills and rules of the game.

➤ **Corrections**

Objectives of those corrections are to improve the level of learners. Mistakes are corrected first by general remarks, then individually. During individual corrections, it is important to avoid leaving learners in tiring or inactive positions. If after corrections, learners are still not able to perform the given exercise correctly, there should be a stop and correct or look for educative exercises before starting another one.

At the end of the lesson:

Give learners enough time to express themselves by explaining what they have performed or learnt.

1.4.7 Teaching materials and infrastructure

➤ **Field/playgrounds**

Inefficiency of teaching materials is the most challenge which impedes the implementation of Physical Education and Sports curriculum.

Physical Education and Sports lesson should be delivered on simple court/playground which should be created by the school, and then those grounds may be used in teaching and training of learners various games. Sometimes a rectangular playground should be used in performing games in teams, sprinting, and long distance running on the track and jumping.

For schools without enough grounds, learners may play games which do not require a big court. For schools with financial capacity may construct one ground in which different sports should be performed at the same time.

This court should have the following features:

- Football court;
- Handball court;
- volleyball courts;
- Area for long jump;
- Area for high jump,;
- Athletic track(for speed race, long distance race and relay race) ;
- Area for throwing events (Discuss, Javelin and Shot put).

Currently, one court can serve a lot of modern sports: athletics and traditional games/sports. Two schools may share the ground. While one is playing volleyball the other school should perform athletics.

➤ Teaching resources

Examples of teaching resources

- **Balls made of banana fibers** (15cm of diameter): used in football game, volleyball game, gymnastics and athletics;
- **Ropes for jumping** (3m of length): used for showing lines, in gymnastics, to separate 2 teams, for high jump, long jump;
- **Sticks (1m of length and 3cm of width)**: sticks are used in gymnastics, posts for high jump;
- **Wood made javelin** (2,20m of length and 3cm of width): used in throwing, posts to support ropes used as net in volleyball game or as obstacles;
- Small stones (*intosho*), other stones weight 2kg;
- “*Urugarika*” stones that have circular shape or oval shape (with 20 cm of diameter): used for throwing shot-put;
- Elastic bands (at least 40cm length) used in high jump;
- Drum;
- Balls used in ball games;

Management of sports materials

Sources of sports materials and equipment

Materials listed above are made from different sources: some materials are made by learners themselves, others are bought by the school, others are gifts from donors.

Advice for better management of sports materials:

➤ *Before the lesson:*

- Collect all needed materials;
- Check up all materials;
- Make a list of only needed materials;
- Check whether balls are pumped. Not pumped balls are usually damaged.

➤ *During the lesson:*

- Always locate materials for better management;
- Demonstrate to learners how to use materials properly;
- Focus on how a new learner is using materials in the game;
- Encourage learners to use materials properly. Appoint learners responsible to carry and collect materials;
- Train them to collect materials after the lesson;
- Count materials to ensure that nothing is lost.

➤ *After the lesson:*

- Store and arrange materials well;
- Store materials where there is security;
- Repair materials in case they have been damaged.

What can you do in case you don't find needed Sports materials?

When teaching resources in Physical Education and Sports are not found, you can do the following:

- Find out other materials to use or if possible make them yourself;
- Select the game which do not need materials missed but do not change the objectives;
- Be innovative and creative.

III. Sample lesson plan

Term	Date	Subject	Class	Unit	Lesson	Period	Number of learners
1	15/03/2017	PES	P1	1	1	40 minutes	46
Number of learners with special needs				One learner who has one arm only.			
Unit		Movement and Coordination					
Lesson		Warm-up exercises and games					
Key Unit competence		A learner will be able to perform different warm-up and stretching exercises following the given instructions.					
Plan for the class(Class (location: in / outside)		The lesson is delivered on the playground					
Teaching resources		Playground, whistle, pictures of different exercises					
References		Right to play,2008,health game, Rwanda education Board, Integanyanyigisho y'igorangingo, ikicro cya mbere cy'amashui abanza, Kigali 2015					
Timing for each step		Summary description of the lesson					cross cutting issues to be addressed
		Learners perform warm-up and stretching exercise while respecting rules and instructions.					

Introduction	Teachers' activities	Learner's activities	Inclusive education:
<p>Opening discussion</p>	<ul style="list-style-type: none"> - Teacher prepares exercises that include both boys and girls. - Teacher prepares exercises that help a learner with one arm to do the exercise without being uncomfortable. - Teacher shows learners the <div data-bbox="549 735 764 1011" data-label="Image"> </div> <ul style="list-style-type: none"> - following picture: - Teacher asks learners what they see on the picture. - Teacher tells learners that they are going to do warm-up exercises. 	<ul style="list-style-type: none"> - Learners observe the picture - Learners tell what they are seeing in the picture. <p>On this picture, we are seeing body parts</p> <ul style="list-style-type: none"> - Learners count the body parts: Head, main parts <div data-bbox="793 623 1090 756" data-label="Image"> </div> <p>Learners demonstrate the importance of doing exercises</p>	<p>To motivate the learner with one arm to lead others when doing exercises of warm up.</p> <p>Communication: Learners will develop communication when they are observing the image and answering questions asked.</p>

<p>Lesson development(30 minutes)</p>	<ul style="list-style-type: none"> - Teacher gives instructions to learners and they must follow them, he also help the learner who has one arm, this helps him to feel comfortable - Teacher demonstrates the learners how to do warm-up exercises. - Teacher motivates the one with one arm to use it. - Teacher tells learners that when they finish to do warm-ups they must do stretching exercises to return the body to the normal state - Teacher demonstrate how to do stretching exercises 	<p>Perform warm-up exercises:</p> <ul style="list-style-type: none"> - Learners run around the playground  <ul style="list-style-type: none"> - Learners perform stretching and cool down exercises  <ul style="list-style-type: none"> - Learners perform exercises of breathing in and out. 	<p>Peace and value: To perform exercises very well without collision.</p> <p>Inclusive education: To motivate the learner with one arm to lead others when doing exercises of stretching.</p> <p>Cooperation: Learners work together in the given activities.</p>
<p>Closing discussion (5 minutes)</p>	<ul style="list-style-type: none"> - Teacher asks learners how they feel after performing warm-up and stretching exercises - Teacher asks learners the importance of doing warm-up and stretching exercises in their daily life - Teacher asks learners the behavior that can help them to warm-up and stretch their body in their daily life 	<ul style="list-style-type: none"> - Learners respond how they feel after performing warm-up and stretching exercises, like feeling happy, feeling relaxed, feeling good. - Learners take decision of doing warm-up and stretching exercises in their daily life. 	<p>Communication: Giving ideas about the importance of exercises in daily life.</p>
<p>Assessment</p>	<p>Teacher observes the ability of learners to perform warm-up and stretching exercises.</p>		

UNIT 1

MOTOR CONTROL EXERCISES

1.1 Key unit competence:

To perform moderate warm up exercises, stretch different parts of the body, practice body balance exercise and physical exercises with courage and self-confidence.

1.2 List of lessons

	Lesson title	Learning objectives	Number of periods
1	Warm-up, stretching and cool down exercises	Perform warm up, stretching and cool down exercises using different parts of the body and demonstrate self-confidence by following instructor's instructions.	1
2	Balance Exercises	Perform balance exercises/ games by following instructions given by the teacher.	1
3	End unit assessment	Evaluate learners' performance of warm up, stretching and balance exercises.	1

Lesson 1: Warm-up, stretching and cool down exercises

- a. **Learning objectives:** Perform warm up, stretching and cool down exercises using different parts of the body by following instructions and rules.
- b. **Teaching resources:** Field/playground, whistle.
- c. **Introduction (Opening discussion, warm up and stretching exercises)**
 - Teacher control learners' readiness by checking learners' health and whether they are wearing sports clothes. Then teacher invites learners to go on the field/playground. He/she asks learners to discuss the importance of doing warm up, stretching and cool down exercises.
 - The teacher support/clarify where is necessary.



Figure 1.1: teacher gives instructions to the learners

d. Lesson development

Warm up exercises

- Teacher demonstrates/shows how to perform warm up exercises.
- Learners practice warm up exercises according to the instructions given by the teacher.



Figure 1.2: Learners perform warm up exercises

- Run around the playground while changing speed according to the instruction.
- Exercises of running around the circles without leaving the place.
- Exercises of jumping with arms stretched without leaving the place.

Stretching exercises

- Teacher demonstrates how to perform thoroughly various stretching exercises and let learners perform those exercises individually or in groups.
- Teacher supervises how learners are performing given exercises and provides support where is necessary/needed.

Example of stretching exercises

- Exercises of stretching arms

Learners perform exercises of stretching the arms by raising them up and then bring them in front of and backwards. Teacher observes and evaluates how learners are performing exercise and assist them where it is necessary.



Figure 1.3: Learners perform stretching exercises

- **Exercises of stretching the back**

Hold on the waist and stretch the back on the left, right, back and forward, bend and touch the head on the knees and keep your legs still stretched. Teacher observes and evaluates how learners are performing exercise and assist them where it is necessary.

- **Exercises of stretching the neck**

Teacher demonstrates to the learners how to stretch the neck bringing it back and forward, left and right and then do all by changing direction. Teacher observes and evaluates how learners are performing exercise and assist them where it is necessary.



Figure 1.4: *Learners perform neck stretch exercises*

- **Exercises of stretching the legs**

Learners perform of stretching legs like jumping while legs are straight and joined together, bring legs forward or backward. Teacher observes and evaluates how learners are performing exercise and assist them where it is necessary.

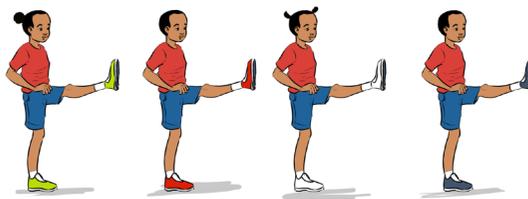


Figure 1.5: *Learners perform leg stretch exercises*

- **Stretching abdominal muscles while lying**

Learners lie flat on their stomach and place their hands (palms) down under their shoulders. Request them to keep their hips pressed to the ground and let them gently raise their upper body off the ground. Remind them to keep their shoulder and neck relaxed. Teacher observes and evaluates how learners are performing exercise and assist them where it is necessary.

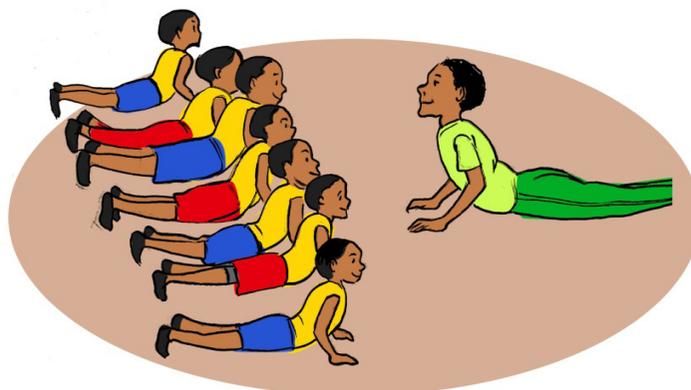


Figure 1.6: Learners perform exercises of stretching abdominal muscles

- **Stretching the whole body**

- Tell learners to stand up with legs slightly apart.
- Request them to breathe in and lift their hands upwards as high as possible.
- Ask them to lower their hands slowly towards the head, then down on their back.
- Teacher observes and evaluates how learners are performing exercise and assist them where it is necessary.



Figure 1.7: Learners perform exercises of stretching the whole body

Cool down exercises

- **Cooling down the whole body**

Let learners cool down their different parts of the body (Arms, the back, the neck and legs) as seen on the image below. Teacher observes and evaluates how learners are performing exercise and assist them where it is necessary.

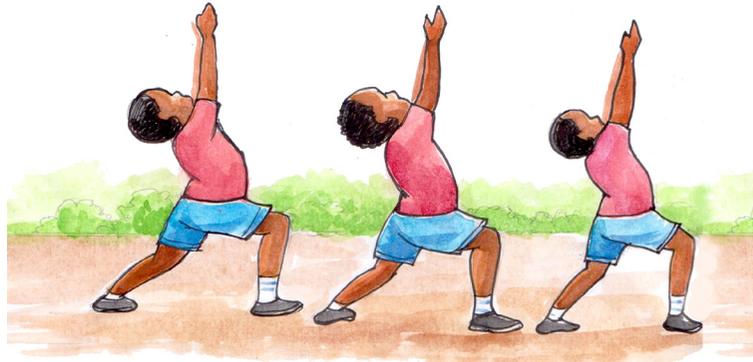


Figure 1.8: *Learners perform exercises of cooling down the whole body*

- **Exercises of breathing in and out:** Learners practice the exercise by alternating breathing in the air and then breathe out. Teacher observes and evaluates how learners are performing exercise and assist them where it is necessary.



Figure 1.9: *Learners perform exercises of breathing in and out*

e. Assessment

Closing discussion

Reflect

- Teacher asks learners to identify different warm up, stretching and cool down exercises.

Connect

- Teacher asks learners to name the parts of the body.
- Teacher asks learners how they felt while they were performing warm up exercises and stretching different parts of the body.

Apply

- Teacher asks learners the importance of practicing warm up, stretching and cool down exercises in their life.

Lesson 2: Balance exercises/games

- a. Learning objectives:** Perform balance exercises/games by following instructions given by the teacher.
- b. Teaching resources:** Field/court/playground, whistle, stick (tree), images, teaching resources which learners can balance on the head like cup, bag, jerry can and basket.
- c. Introduction (Opening discussion, warm up and stretching exercises)**

Teacher control learners' readiness by checking their health and whether they are wearing sports clothes. Then the teacher invites learners to go on the field/playground. He/she asks learners to discuss the importance of practicing balance exercises.

- The teacher support/clarify where necessary.
- Teacher invites the learners to practice warm up and stretching exercises.

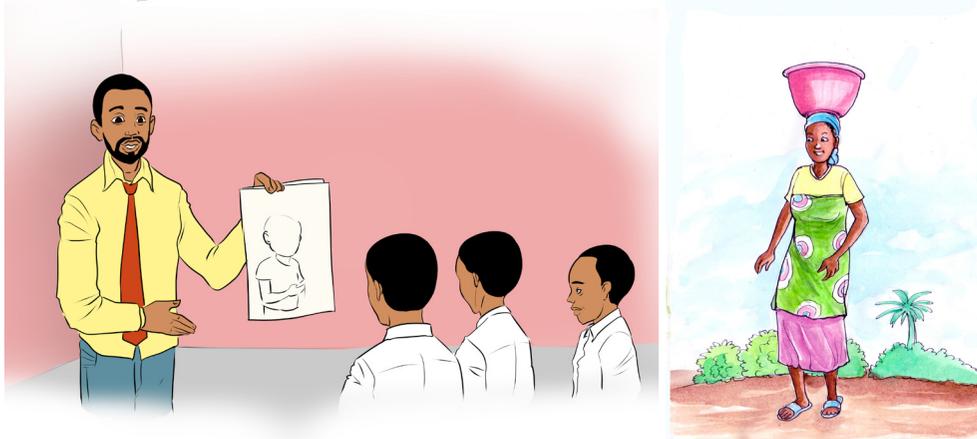


Figure 1.10-11: *The image of the learner who is balancing a jerry can on the head and the image of woman who is balancing a bucket full of water on the head.*

d. Lesson development

Teacher demonstrates how to perform the following balance exercises:

- Exercise of standing on one leg

Learners stand and lift up one leg and bend it. If necessary holds the leg with arms while another leg is well stretched. Request learners to change their legs based on the instructions of the teacher. Teacher observes and evaluates how learners are performing exercise and assist them where it is necessary.



Figure 1.12: *Learners perform exercise of standing on one leg*

- Exercises of jumping on one leg

Learners practice exercises of jumping on one leg and walk a distance between 30 and 40 meters. Teacher observes and evaluates how learners are performing exercise and assist them where it is necessary.

- **Exercises of carrying object on the head without touching it**

Learners practice different exercises of balancing things on their heads. They also perform exercises of walking while balancing different things on their heads. Teacher observes and evaluates how learners are performing exercise and assist them where it is necessary.

- **Exercises of walking on a log, on a narrow street (small road) or in a line**

Practice the exercises of crossing the bridge that consists of one tree or two. They should also walk quickly on a line that has been drawn on the ground leaving the foot on the line. Teacher observes and evaluates how learners are performing exercise and assist them where it is necessary.



Figure 1.13: *Learners perform exercise of walking on a log*

Each learner walks on the piece of wood or a log which is laid on the ground. Two learners push each other using palms while standing on one leg or in bending position. Teacher observes and evaluates how learners are performing exercise and assist them where it is necessary.

f. Assessment

Closing discussion

Reflect

- Teacher asks learners to identify different balance exercises and explain how to perform them.

Connect

- Teacher asks learners how they feel after performing balance Exercises.

Apply

- Teacher asks learners to identify the importance of doing balance exercises in their daily life.

1.3 End unit assessment

Teacher evaluates general knowledge and performance of learners by observing how learners are performing various warm up, stretching, cool down and balance exercises.

UNIT 2

MOVEMENT AND COORDINATION

2.1 Key unit competence:

Act accordingly in changing rhythm and direction in a straight line.

2.2 List of lessons

	Lesson title	Learning objectives	Number of periods
1	Exercises and games that develop movement and coordination	To identify and perform exercises and games that develops coordination and movement by following instructions.	1
2	Exercises and games that develop senses	To practice the exercises and games that develops senses.	1
3	Games of discovering things by smelling or touching while blindfolded	To practice the exercises of discovering things by smelling or touching while blindfolded	1
4	Play games by following instructions	To perform exercise that teach unity and cooperation	1
5	Physical exercises that promote living in peace with others	To practice the exercises that promote living in peace with others	1
6	Physical exercises that develop emotions	To play games that develop emotions	1
7	Und unit assessment	Observe learners' performance while practicing exercises/games that develop movement and coordination, discover things by smelling or touching while blindfolded, teaches unity and cooperation, aims at living in peace with others and develops emotions.	1

Lesson 1: Exercises and games that develop movement and coordination

- a. **Learning objectives:** To identify and perform exercises and games that develops coordination and movement by following instructions.
- b. **Teaching materials:** Field/playground, whistle, pieces of wood.
- c. **Introduction (Opening discussion, warm up and stretching exercises)** Teacher control learners' readiness by checking their health and whether they are wearing sports clothes. The teacher brings learners to the playground. He/she explains to the learners the instructions of doing warm up, stretching exercises and request learners to put in practice those instructions (use warm up and stretching exercises which are in the lesson 1 unit1, but you may also use other similar exercises).
 - Teacher invites the learners to practice warm up and stretching exercises.
- d. **Lesson development:**
 - Teacher explains to the learners the importance of performing exercises of walking on straight lines. He explains about instructions and rules to follow during performing exercises/games.
 - Teacher demonstrates how to do exercises that develop movement and coordination.

Learners practice exercises of shooting/targeting on the object that is moving or not moving (static).

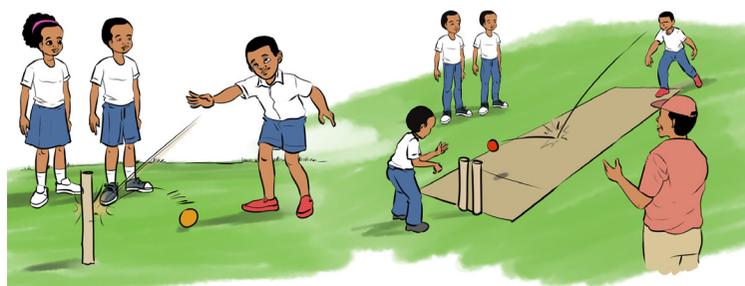


Figure 2.1: Learners practice exercises of shooting/targeting on the object

Instructions of the game

Learners are alternating to shoot on moving or static thing. When one learner is moving for the ball that is using to shoot the object another learner move to the other side in order to bring back the ball when the ball misses to touch the object. Teacher observes and evaluates how learners are performing exercise

and assist them where it is necessary.

- A teacher requests learners to perform alternating their arms and legs to coordinate a good rhythm (Left, Right).
- Learners performs exercises of making parallel straight lines
- The teacher observe whether learners are respecting and putting in practice rules and instructions.
- Teacher observes and evaluates how learners are performing exercise and assist them where it is necessary.

Cool down exercises

- Exercise of clapping their hands and count the times they clap their hands.
- Play “Mabigibigi” game

Mabigibigi

Learners make parallel lines. Teacher demonstrates to them how they are going to move alternating their arms (Left, Right). Meaning that, left leg goes with right hand while the right leg goes with the left hand. Repeat this many times. The teacher observes and evaluates how learners are performing exercise and assist them where it is necessary.

e. Assessment

Closing discussion

Reflect

- Teacher asks learners to identify the exercises of movement and rhythm and ask questions about it.

Connect

- Teacher asks the learners how they feel after practicing movement and coordination exercises.

Apply

- Teacher asks learners the importance of doing movement and coordination exercises in their daily life.

Lesson 2: Exercises and games that develop senses

- a. **Learning objectives:** To practice the exercises and games that develops senses.
- b. **Teaching resources:** Field/playground, whistle, balls and piece of cloth.
- c. **Introduction (Opening discussion, warm up and stretching exercises)**

Teacher controls learners' readiness by checking their health and whether they are wearing sports clothes. The teacher takes learners to the playground. He/she explains to the learners the instructions of doing warm up, stretching exercises and request learners to put in practice those instructions (use warm up and stretching exercises which are in the lesson 1 unit1, but you may also use other similar exercises).

- Teacher invites the learners to practice warm up and stretching exercises.

d. Lesson development/ body lesson

- Teacher explains to the learners the rules and instructions of exercise/ games.
- Teacher leads and facilitates learners while they are performing the exercises that develop senses.

Example: Close the eyes and discover things by using the following sense: Touching, smelling, and other senses. It helps learners to use their senses correctly and discovering things using senses while blindfolded. Teacher observes and evaluates how learners are performing exercise and assist them where it is necessary

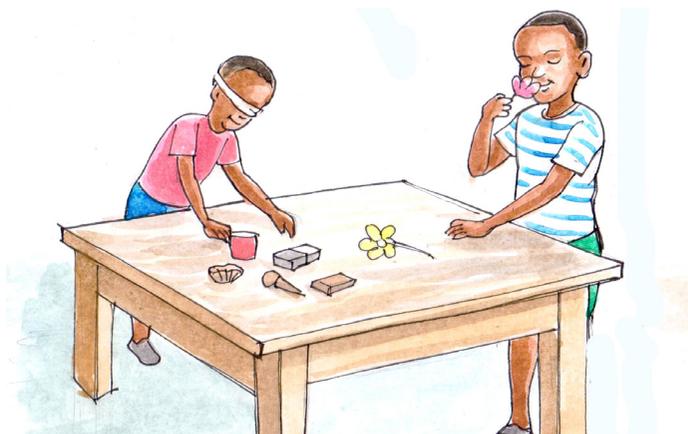


Figure 2.2: Learners practice exercises of discovering things by using their senses

Cool down exercises

Use cool down exercises which are in lesson 1 unit 1.

e. Assessment

Closing discussion

Reflect

- Teacher asks learners to name different exercises and games that develop senses.

Connect

- Teacher asks learners how they feel after practicing exercises and games that develop senses.

Apply

- Teacher asks learners the importance of doing exercises that develop senses in their daily life.

Lesson 3: Games of discovering things by smelling or touching while blindfolded

a. Learning objectives: To practice the exercises of discovering things by smelling or touching while blindfolded

b. Teaching resources: Field/playground, whistle, balls and piece of cloth.

c. Introduction (Opening discussion, warm up and stretching exercises)

- Teacher controls learners' readiness by checking their health and whether they are wearing sports clothes. The teacher takes learners to the playground. He/she explains to the learners the instructions of doing warm up, stretching exercises and request learners to put in practice those instructions (use warm up and stretching exercises which are in the lesson 1 unit1, but you may also use other similar exercises).
- Teacher invites the learners to practice warm up and stretching exercises.

d. Lesson development

Learners play exercises with their eyes blindfolded. These games help them to increase their sense abilities by using ears.

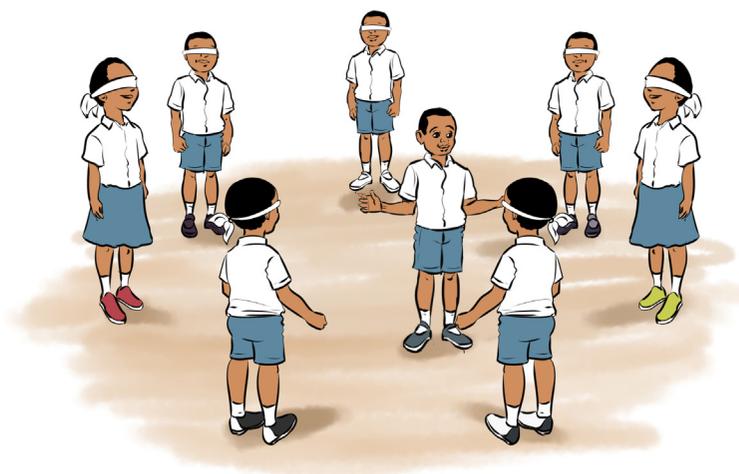


Figure 2.3: Learners play exercises with their eyes blindfolded

- Blindfolded learners play games of putting things on the tongue for tasting them. Teacher observes and evaluates how learners are performing exercise and assist them where it is necessary.
- Blindfolded learners play the game of hearing and discovering a person by his/her voice. Teacher observes and evaluates how learners are performing exercise and assist them where it is necessary.

Example: Hide and seek game (YAKOBO)

Learners call a learner who is hiding, if they call him three times and get a response from him/her, immediately they go to search and find him. Teacher observes and evaluates how learners are performing exercise and assist them where it is necessary.

Cool down exercises

Use cool down exercises which are in lesson 1 unit 1.

e. Assessment

Closing discussion

Reflect

- Teacher asks learners to identify various things which could be identified by smelling or touching them without observation.

Connect

- The teacher asks learners how they feel after performing different exercises related to this lesson.

Apply

- Teacher asks learners the importance of doing exercises that develop senses in their daily life.

Lesson 4: Play games by following instructions

- Learning objectives:** To perform exercises that teach unity and cooperation
- Teaching resources:** field/playground, whistle and other various materials.
- Introduction (Opening discussion, warm up and stretching exercises)**

- Teacher controls learners' readiness by checking their health and whether they are wearing sports clothes. The teacher takes learners to the playground. He/she explains to the learners the instructions of doing warm up, stretching exercises and request learners to put in practice those instructions (use warm up and stretching exercises which are in the lesson 1 unit 1, but you may also use other similar exercises).
- Teacher invites the learners to practice warm up and stretching exercises.

d. Lesson development

Teacher explains to the learners the rules that teach them to live in peace with others (sportsmanlike conduct). The teacher leads learners while performing exercises of following and respecting instructions.

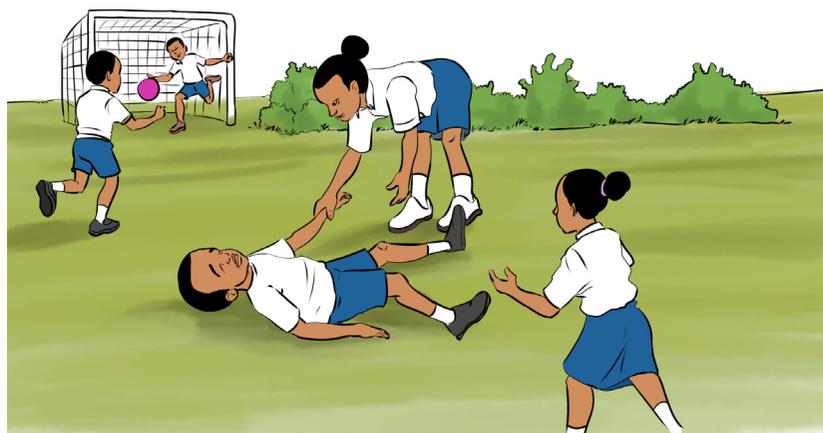


Figure 2.4: Learners play exercises that teach them to live well with others.

First aid and cooperation exercises

With the assistance of the teacher, learners perform the following exercises on the football court:

Game: In this game one learner tries to call other learners to come and support another learner who seems to have a problem. Teacher should give enough instructions to follow while playing this game. Teacher observes and evaluates how learners are performing exercise and assist them where it is necessary.



Figure 2.5: Learners play first aid and cooperation exercises.

Cool down exercises

Use cool down exercises which are in lesson 1 unit 1.

e. Assessment

Closing discussion

Reflect

- Teacher asks learners how they feel after performing exercises that develop knowledge;

Connect

- Teacher asks learners how to help someone who gets problems while playing (first aid);
- Teacher asks learner how they feel after doing first aid exercises;

Apply

- Teacher asks learners the importance of doing unity and first aid exercises in their daily life.

Lesson 5: Physical exercises that promote living well with others

a. Learning objectives: To practice the exercises that aims living in peace with others.

b. Teaching resources: Field/playground, whistle, balls and sticks.

c. Introduction (Opening discussion, warm up and stretching exercises)

- Teacher controls learners' readiness by checking their health and whether they are wearing sports clothes. The teacher takes learners to the playground. He/she explains to the learners the instructions of doing warm up, stretching exercises and request learners to put in practice those instructions (use warm up and stretching exercises which are in the lesson 1 unit1, but you may also use other similar exercises).
- Teacher invites the learners to practice warm up and stretching exercises.

d. Lesson development

- Teacher explains to the learners instructions that govern the exercises of living in peace with others;
- Teacher demonstrate how to do exercises that aim at promoting peace with other;
- Learners practice competitive exercises with the intention of avoiding any conflicts.

Example: Relay games

The game is played by learners by making two parallel lines with the distance between 15 and 20 meters, the stick must be one and be given to the learner who is at the back of one of two lines. The teacher blows the whistle then the learner who is at the back of the line without the stick run immediately, and then the runner with the stick runs after this one. The learners continue to run by alternating with runners and holders of the stick. When the runner without the stick is touched at his/her back with the stick the team with the stick wins the game and the teams alternate their roles. Those who are running pass behind the lines, if there is anyone who passes in front of the line; his/her team loses the game. Teacher observes and evaluates how learners are performing exercise and assist them where it is necessary.

Cool down exercise

Use cool down exercises which are in lesson 1 unit 1.

e. Assessment

Closing discussion

Reflect

- Teacher ask learners to identify exercises that promote living in peace with other;

Connect

- Teacher ask learners how they feel after doing exercises that promote living peace with others;

Apply

- Teacher asks learners the importance of doing exercises that aim at living in peace with others in their daily life.

Lesson 6: Physical exercises that develop emotions

a. Learning objectives: To play games that develops emotions.

b. Teaching resources: Field/playground, whistle, balls.

c. Introduction (Opening discussion, warm up and stretching exercises)

- Teacher controls learners' readiness by checking their health and whether they are wearing sports clothes. The teacher brings learners to the playground. He/she explains to the learners the instructions of doing warm up, stretching exercises and request learners to put in practice those instructions (use warm up and stretching exercises which are in the lesson 1 unit1, but you may also use other similar exercises).
- Teacher invites the learners to practice warm up and stretching exercises.

d. Lesson development

Teacher explains how to perform exercises that develop emotions;

Learners practice exercises of competition aiming at accepting results of the match/game where the loser has to accept the loss and have courage of winning the next time. Teacher observes and evaluates how learners are performing exercise and assist them where necessary.

Example: Football



Figure 2.6: Learners enjoy their winning

Learners make two teams with equal number of players; each team must have a goalkeeper, defenders, Centre mid-fielders and the attackers. One team starts the game by kicking the ball from the center of the field. Teacher request learners to play well in order to prevent injuries. Teacher observes and evaluates how learners are performing exercise and assist them where necessary.

Cool down exercises

Use cool down exercises which are in lesson 1 unit 1.

e. Assessment

Closing discussion

Reflect

- Teacher asks learners to explain how they can accept the result of the competition, when they win or lose.

Connect

- Teacher asks learners how they feel after doing exercises that develop emotions.

Apply

- Teacher asks learners the importance of doing exercises of developing emotions in their daily life.

2.3 End unit assessment

Teacher evaluates the ability of learners by performing exercises and games that develop; movement and coordination, senses, discovering things by smelling or touching while blindfolded, playing games by following instructions, promote living in peace with others, emotions. This evaluation should also consider observing and evaluating various attitudes and values the learner may possess in order to perform set exercises well.

UNIT 3

ATHLETICS EXERCISES/GAMES

3.1 Key unit competence:

Perform various exercise/games of running, jumping and throwing.

3.2 List of lessons

	Lesson title	Learning objectives	Number of periods
1	Exercises of running the distance between 30 and 40 metres.	To run the distance between 30m and 40m with the maximum speed on the given mark.	1
2	Long jump exercises	To perform long jump exercises with various distance.	1
3	High jump exercises	To perform jumping exercises at different level.	1
4	Exercises of throwing and catching the ball while moving	To handle the ball properly using hands, throwing and catching the ball while moving.	1
5	End unit assessment	To observe the learners' ability by running in the same place, running following marks on the distance between 30 m and 40m, jumping at any given height and length, handling, throwing and catching the ball in static or movement status.	1

Lesson 1: Exercises of running the distance between 30 and 40 metres.

a. Learning objectives: To run the distance between 30m and 40m with the maximum speed on the given mark.

b. Teaching resources: Field/playground, whistle, yardstick

c. Introduction (Opening discussion, warm up and stretching exercises)

- Teacher controls learners' readiness by checking their health and whether they are wearing sports clothes. The teacher takes learners to the playground. He/she explains to the learners instructions of doing warm up, stretching exercises and request learners to put in practice given instructions (use warm up and stretching exercises which are in the lesson 1 unit1, but you may also use other similar exercises to those ones).
- Teacher invites the learners to practice warm up and stretching exercises.

d. Lesson development

- Teacher tells to the learners instructions to follow;
- The teacher demonstrates how to perform the exercise.



Figure 3.1: Teacher gives instructions to the learners.

- Learners practice running exercise on the same place;
- Learners practice running exercise on the distance between 30 m and 40 following given mark;
- Learners practice sprinting exercise on the distance between 30 m and 40 m.



Figure 3.2: *Learners practice sprinting exercise*

- Teacher observes and evaluates how learners are performing exercise and assist them where necessary.

Cool down exercises

Use cool down exercises which are in lesson 1 unit 1.

e. Assessment

Closing discussion

Reflect

- Teacher request learners to mention the length they have run and ask them questions related to running exercises they have performed.

Connect

- Teacher asks learners how they feel after practicing running exercises between 30 m and 40 m.

Apply

- Teacher asks learners the importance of practicing running exercises in their daily life.

Lesson 2: Long jump exercises

- a. Learning objectives:** To perform long jump exercises with various distance.
- b. Teaching resources:** Field/playground, piece of wood (sticks) and rope.
- c. Introduction (Opening discussion, warm up and stretching exercises)**
- Teacher checks learners' readiness by checking their health and whether they are wearing sports clothes. The teacher takes learners to the playground. The teacher explains to the learners the instructions of doing warm up, stretching exercises and request learners to put in practice given instructions (use warm up and stretching exercises which are in the lesson 1 unit1, but you may also use other similar exercises)
 - Teacher invites the learners to practice warm up and stretching exercises.
- d. Lesson development/body lesson**
- The teacher gives instructions of long jump to learners and how to respect them.
 - The teacher demonstrates how to perform the exercise.
 - Learners practice long jump exercise.



Figure 3.3: *Learners practice long jump exercise*

- With the assistance of the teacher, learners measure the distance they have jumped.



Figure 3.4: *Learners measure the distance they have jumped*

- Teacher observes and evaluates how learners are performing the exercise and assist them where necessary.

Cool down exercises

Use cool down exercises which are in lesson 1 unit 1.

e. Assessment

Closing discussion

Connect

- Teacher asks learners what to pay attention to when practicing long jump exercises;

Reflect

- Teacher asks learners to express their feelings after performing long jump exercise;

Apply

- Teacher asks learners to state the importance of practicing long jump exercises in their daily life.

Lesson 3: High jump exercises

- a. Learning objectives:** To perform jumping exercises at different level of height.
- b. Teaching resources:** Field/playground, whistle, ropes and piece of wood (Sticks).
- c. Introduction (Opening discussion, warm up and stretching exercises)**
- Teacher checks learners' readiness by checking their health and whether they are wearing sports clothes. The teacher takes learners to the playground. The teacher explains to the learners the instructions of doing warm up, stretching exercises and request learners to put in practice given instructions (use warm up and stretching exercises which are in the lesson 1 unit1, but you may also use other similar exercises
 - Teacher invites the learners to practice warm up and stretching exercises.
- d. Lesson development/body lesson**
- The teacher tells learners instructions of high jump and how to respect them.
 - The teacher demonstrates how to perform the exercise.
 - Learners perform exercises of jumping short distance by following teacher's instructions.



Figure 3.5: Learners perform high jump on the ground

- Learners jump on an increased/adjusted distance.



Figure 3.6: Learners perform high jump on the jumping mattress

- Learners perform high jump exercises based on their ability.
- Teacher observes and evaluates how learners are performing exercise and assist them where necessary.

Cool down exercises

Use cool down exercises which are in lesson 1 unit 1.

e. Assessment

Closing discussion

Reflect

- Teacher asks learners to tell what to pay attention when performing different jumping exercises.

Connect

- Teacher asks learners to express their feelings after performing jumping exercises.

Apply

- Teachers ask learners to state the important of jumping exercises in their daily life.

Lesson 4: Exercises of throwing and catching the ball

a. Learning objectives: To handle the ball properly using hands, throwing and catching the ball while moving.

b. Teaching materials: Field/playground, whistle, standard (purchased or improvised) balls and tennis balls.

c. Introduction (Opening discussion, warm up and stretching exercises)

- Teacher control learners' readiness by checking their health and whether they are wearing sports clothes. The teacher takes learners to the playground. The teacher explains to the learners the instructions of doing warm up, stretching exercises and request learners to put in practice given instructions (use warm up and stretching exercises which are in the lesson 1 unit1, but you may also use other similar exercises).
- Teacher invites the learners to practice in warm up and stretching exercises.

d. Lesson development

- The teacher tells learners instructions on throwing and catching the ball/ tennis balls and how to respect them.
- Teacher demonstrate how to hold the ball before throwing it;
- Teacher demonstrate how to practice exercises of throwing the balls/ tennis balls;
- Learners throw the balls/tennis balls in the air by using their arms;
- Learners catch the ball/tennis balls while moving from one place to another;



Figure 3.7: Learners perform throwing the ball

- Learners continue to perform exercises of throwing and catching the ball/ tennis balls by making movement.



Figure 3.8: Learners perform throwing the ball in pairs

- Teacher observes and evaluates how learners are performing throwing exercises and assist them where necessary.

Cool down exercises

Use cool down exercises which are in lesson 1 unit 1.

e. Assessment

Closing discussion

Reflect

- Teacher asks learners to enumerate different exercises of throwing and catching the ball.

Connect

- Learners tell their feelings to the teacher after performing exercises of throwing and catching the ball.

Apply

- Teacher asks learners to state the importance of practicing exercises of throwing and catching the ball in their daily life.

3.3 End unit assessment

Teacher evaluates the learners' abilities in performing exercises of running, jumping and throwing and catching the ball. This should be done through observation of what learners are performing.



UNIT 4

FOOTBALL

4.1 Key unit competence:

Perform physical exercises that develop technical skills in football game, playing in teams by respecting simple rules.

4.2 List of lessons

	Lesson title	Learning objectives	Number of periods
1	Exercises of dribbling the ball.	To perform different types of dribbling the ball.	1
2	Exercises of throwing the ball by using arms.	To throw the ball using arms.	1
3	Short and long pass exercises.	To pass short and long passes.	1
4	Exercises of taking positions on the playground/court.	To take different positions according to the given instructions.	1
5	Exercises of playing in teams by scoring in the goals.	To play in teams of seven learners with the intention of scoring the goals.	1
6	End unit assessment	Evaluate learners' abilities and observe how learners are performing: dribbling the ball, throwing the ball using arms, Short and long pass exercises, playing in teams aiming at scoring in the goals, taking positions in the playground.	1

Lesson 1: Exercises of dribbling the ball

- a. **Learning objectives:** To perform different types of dribbling the ball.
- b. **Teaching resources:** Playground/field/court, balls (purchased or improvised), whistle, blackboard and goalposts.
- c. **Introduction (Opening discussion, warm up and stretching exercises)**
 - Teacher checks whether learners are ready for a PES lesson. The teacher takes learners to the playground. The teacher explains to the learners the instructions of doing warm up, stretching exercises and request learners to put in practice those instructions (use warm up and stretching exercises which are in the lesson 1 unit1, but you may also use other similar exercises).
 - Teacher invites learners to practice warm up and stretching exercises.

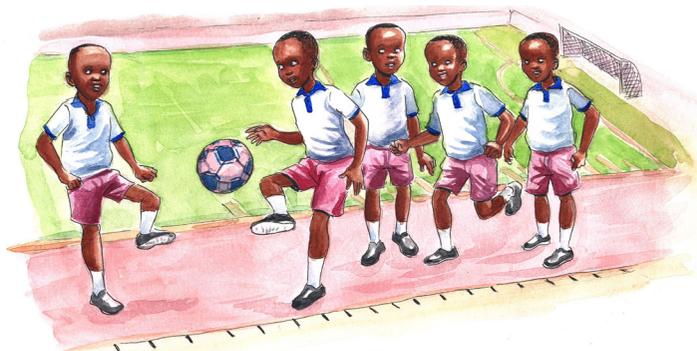


Figure 4.1: *Learners are performing warm up before starting exercises*

d. Lesson development

- Teacher explains learners the instructions governing exercises of dribbling the ball with the intention of shooting into the goal by using feet;
- Teacher demonstrates learners how to dribble the ball using foot with the aim of shooting into the goals;
- Each learner dribbles the ball based on the demonstration of the teacher;
- Learners dribble the ball towards to the goals with the intention of shooting into the goals.
- Teacher observes and evaluates how learners are performing dribbling exercises and assist them where necessary

Cool down exercises

Use cool down exercises which are in lesson 1 unit 1.

e. Assessment

Closing discussion

Reflect

- Teacher asks learners to tell how to dribble the ball and ask questions related to the techniques of dribbling and shooting the ball into the goal;

Connect

- Teacher asks learners how they feel after performing exercises of dribbling ball;

Apply

- Teacher asks learners the importance of performing exercises of dribbling the ball in general.

Lesson 2: Exercises of throwing the ball by using arms

a. Learning objectives: To throw the ball by using arms.

b. Teaching resources: Field/court/playground, balls (purchased or improvised), whistle, blackboard, goalposts.

c. Introduction (Opening discussion, warm up and stretching exercises)

- Teacher checks whether learners are ready for a PES lesson. The teacher takes learners to the playground. He/she explains to the learners the instructions of doing warm up, stretching exercises and request learners to put in practice those instructions (use warm up and stretching exercises which are in the lesson 1 unit1, but you may also use other similar exercises).
- Teacher invites learners to practice warm up and stretching exercises.

d. Lesson development:

Teacher gives instructions to respect while throwing the ball using both arms.

Examples: The player throws the ball in the court using both arms without making any movement.



Figure 4.2: *Teacher demonstrating how to throw the ball by using both arms*

- Teacher demonstrates how to use both hands to throw the ball;
- Each learner throws the ball by using both arms respecting the demonstration performed by the teacher;
- Learners alternate to throw the ball and count times which they threw the ball.
- Teacher observes and evaluates how learners are performing throwing exercises and assist them where necessary.



Figure 4.3: *Learners are performing throwing exercises by using both arms*

Cool down exercises

Use cool down exercises which are in lesson 1 unit 1.

e. Assessment

Closing discussion

Reflect

- Teacher asks learners to identify various techniques of throwing the ball.

Connect

- Teacher asks learners how they feel after practicing exercises throwing the ball.

Apply

- The teacher asks learners the importance of performing throwing exercises in general.

Lesson 3: Short and long pass exercises

a. Learning objectives: To pass short and long passes.

b. Teaching resources: Field/court/playground, balls (purchased or improvised), whistle, blackboard, goalposts.

c. Introduction (Opening discussion, warm up and stretching exercises)

- Teacher checks whether learners are ready for a PES lesson. The teacher takes learners to the playground. The teachers explains to the learners the instructions of doing warm up, stretching exercises and request learners to put in practice those instructions (use warm up and stretching exercises which are in the lesson 1 unit1, but you may also use other similar exercises).
- Teacher invites learners to practice warm up and stretching exercises.

Example of warm up exercises:

- Put the ball on the ground,
- Observe where you are going to shoot the ball (into the goal);
- Move a short backwards distance;
- Shoot towards the goal with strength.

d. Lesson development:

- Teacher gives instructions to follow while performing short and long passes;
- Teacher demonstrates how to perform good passes;



Figure 4.4: Learners learn how to kick the ball

- Learners perform passing exercises while making movements or standing at the same place;



Figure 4.5: Learners learn how to pass the ball

- Teacher observes and evaluates how learners are performing passing exercises and assist them where necessary.

Cool down exercises

Use cool down exercises which are in lesson 1 unit 1.

e. Assessment

Closing discussion

Reflect

- Teacher asks learners to identify different techniques of passing the ball.

Connect

- Teacher asks learners how they feel after performing passing exercises.

Apply

- Teacher asks learners the importance of passing the ball exercises

Lesson 4: Exercises of taking positions on the playground/ court

a. Learning objectives: To take different positions according to the given instructions.

b. Teaching resources: Field/playground, balls, whistle and goalposts.

c. Introduction (Opening discussion, warm up and stretching exercises)

- Teacher checks whether learners are ready for a PES lesson. The teacher takes learners to the playground. The teacher explains to the learners the instructions of doing warm up, stretching exercises and request learners to put in practice those instructions (use warm up and stretching exercises which are in the lesson 1 unit1, but you may also use other similar exercises).
- Teacher invites learners to practice warm up and stretching exercises.

d. Lesson development:

- Teacher shows learners different playing positions/posts on the court/ playground and give instructions that help learners to know how to take the right position in the playground;
- Teacher explains to learners the exact number of players on the football court, the teacher also explains the role of each post/position that is goalkeeper, defenders, midfielders ,and attackers;
- Learners in the given posts/position play the game by avoiding interchanging their posts/positions while playing.

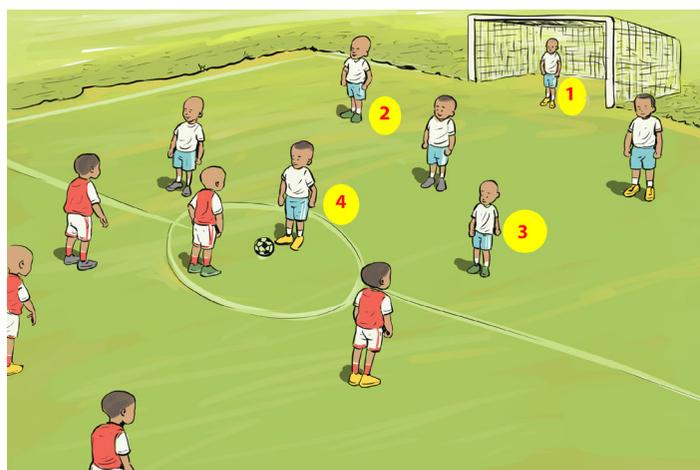


Figure 4.6: Learners learn how to take positions into the court

1. The goalkeeper - 2. Defenders - 3. Midfielders - 4. Strikers/attackers

- Teacher observes and evaluates how learners are playing the game and assist them where necessary.

Cool down exercises

Use cool down exercises which are in lesson 1 unit 1.

e. Assessment

Closing discussion

Reflect

- Teacher asks learner to tell their positions and ask them different questions related to those positions they covered.

Connect

- Teacher asks learners how they feel after playing the game by respecting their posts/positions.

Apply

- Teacher asks learners to state the importance of respecting their assigned posts/positions.

Lesson 5: Exercises of playing in teams by scoring in the goals

a. Learning objective: To play in teams of seven learners with the intention of scoring the goals.

b. Teaching resources: Field/court/playground, balls, whistle, blackboard and goalposts.

c. Introduction (Opening discussion, warm up and stretching exercises)

- Teacher checks whether learners are ready for a PES lesson. The teacher takes learners to the playground. The teacher explains to the learners the instructions of doing warm up, stretching exercises and request learners to put in practice those instructions (use warm up and stretching exercises which are in the lesson 1 unit1, but you may also use other similar exercises).
- Teacher invites learners to practice warm up and stretching exercises.

d. Lesson development:

- The teacher helps learners to make teams of 7players.
- Learners are taught how to know their teammates quickly;

- The teacher shows the playing direction to learners;
- Learners play by respecting basic rules of the football game, like: playing without pulling others, no tackling, no use of hands / fingers while scoring into the goals;



Figure 4.7: Learners play football game

- Teacher observes and evaluates how learners are playing the game and assist them where necessary

e. Assessment

Closing discussion

Reflect

- Teacher asks learners to identify techniques of playing football they have used while playing the game in a team that consists of 7 players.

Connect

- Teacher asks learners how they feel after practicing exercise of playing in team of 7 players.

Apply

- Teacher asks learners the importance of playing in a team in their daily life.

4.3 End unit assessment

Teacher evaluates learners' ability by observing how learners are performing various techniques of playing football game (dribbling, passing, throwing and shooting), taking the right position on the football court by respecting basics rules of playing football games.



UNIT 5

EXERCISES OF PLAYING BALL BY USING HANDS

5.1 Key unit competence:

Follow basic rules of playing ball games played with hands while playing in teams and accept results from the game.

5.2 List of lessons

	Lesson title	Learning objectives	Number of periods
1	Exercises of shooting the ball in the goals using hands	To be able to shoot in the goals by using hands	1
2	Exercises of dribbling and shooting the ball in the goals by using hands (handball)	To be able to dribble and shoot the ball in the goals using hands.	1
3	Exercises of passing the ball while moving	To be able to pass the ball while moving	1
4	Playing the game using hands with the purpose of scoring goals	To play handball game by following basic rules and accept results from the game.	1
5	Exercises of throwing the ball over the net (volleyball)	To be able to throw the ball over the net	1
6	Play the game of throwing the ball over the net with hands with the purpose of scoring a point. (Volleyball)	To play volleyball game by following basic rules and accepts results from the game.	1
7	Exercises of shooting the ball in the basket	To be able to compete in shooting the ball in the basket by using one or both arms.	1

8	Exercises of dribbling and shooting the ball in the basket.	To be able to dribble and shoot the ball in the basket.	1
9	Exercises of passing and shooting into the basket	To be able to pass and shoot the ball into the basket.	1
10	Play the game of passing, dribbling and shooting the ball in the basket.	To play basketball game by following basic rules and accepts results from the game.	1
11	End unit assessment	Teacher evaluates the ability of learners of playing handball (scoring goals), volleyball (scoring points) and basketball (scoring points) by following basic rules.	2

Lesson 1: Exercises of shooting the ball in the goals using hands

a. Learning objectives: To be able to shoot in the goals by using hands

b. Teaching resources: Field/playground, balls, ropes, blackboard, whistle and goalposts.

c. Introduction (Opening discussion, warm up and stretching exercises)

- Teacher checks whether learners are ready for a PES lesson. The teacher takes learners to the playground. The teacher explains to the learners the instructions of doing warm up, stretching exercises and requests them to put in practice those instructions (use warm up and stretching exercises which are in the lesson 1 unit1, but you may also use other similar exercises).
- Teacher invites learners to practice warm up and stretching exercises.

d. Lesson development:

- Teacher explains the rules and instructions to follow while shooting the ball in the goal in handball game like separating legs and jumping up while shooting the ball in the goal.
- Teacher demonstrates how to handle the ball and shoot in the goal.
- Teacher asks learners to practice exercise of shooting in the goals one by one.

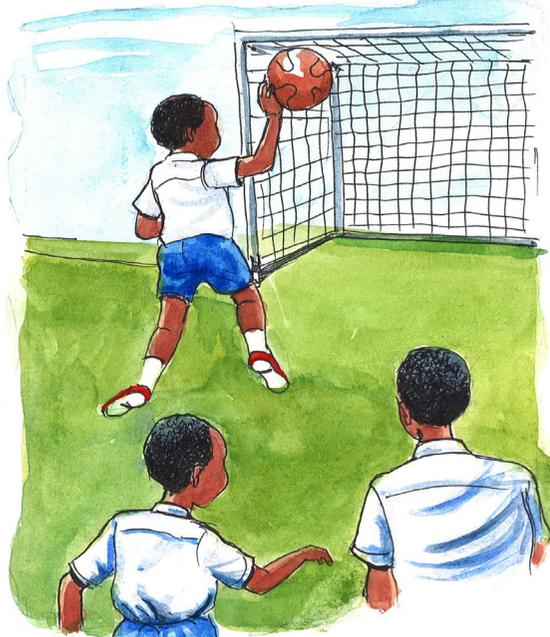


Figure 5.1: *Learners practice exercise of shooting in the goal*

- Teacher observes and evaluates how learners are performing an exercise and assist them where necessary.

e. Assessment

Closing discussion

Reflect

- Teacher asks learners to follow instructions while shooting in the goal.

Connect

- Teacher asks learners how they feel after practicing exercises of shooting in the goal.

Apply

- Teacher asks learners the importance of practicing shooting in their daily life.

Lesson 2: Exercises of dribbling and shooting the ball into the goals by using hands

- a. Learning objectives:** To be able to dribble and shoot the ball into the goals using hands.

b. Teaching resources: Field/court, ball, whistle, goalposts and net

c. Introduction (Opening discussion, warm up and stretching exercises)

- Teacher checks whether learners are ready for a PES lesson. The teacher takes learners to the playground. The teacher explains to the learners the instructions of doing warm up, stretching exercises and request learners to put in practice those instructions (use warm up and stretching exercises which are in the lesson 1 unit1, but you may also use other similar exercises).
- Teacher invites learners to practice warm up and stretching exercises.

d. Lesson development:

- Teacher explains rules and regulations of dribbling the ball for shooting using hands. example it is not allowed to :
 - Dribble after catching the ball in the hands,
 - Dribble the ball with two hands;
 - Make more than 3 steps while holding the ball in the hands;

When they pass the ball to the learner, he/she dribbles while running or standing in one position by using one arm.

- The teacher requests learner to dribble the ball towards the goal and shoot the ball in the goals.

Teacher observes and evaluates how learners are dribbling and shooting into the goal and assists them where necessary.

e. Assessment

Closing discussion

Reflect

- Teacher asks learners to explain rules to follow while dribbling the ball.

Connect

- Teacher asks learners how they feel after practicing in different exercises of dribbling and then shoot the ball in the goals.

Apply

- Teacher asks learners to tell the importance of dribbling the handball game.

Lesson 3: Exercises of passing the ball while moving

- a. **Learning objectives:** To be able to pass the ball while moving.
- b. **Teaching resources:** Field/court, ball, whistle, ropes and goalposts.
- c. **Introduction (Opening discussion, warm up and stretching exercises)**
 - Teacher checks whether learners are ready for a PES lesson. The teacher takes learners to the playground. The teacher explains to the learners the instructions of doing warm up, stretching exercises and request learners to put in practice those instructions (use warm up and stretching exercises which are in the lesson 1 unit1, but you may also use other similar exercises).
 - Teacher invites learners to practice warm up and stretching exercises.
- d. **Lesson development:**
 - Teacher explains the learners the rules of passing the ball while moving.
 - Teacher explains to the learners how to take positions on the court in order to receive the ball from their partners/teammates while making movement.
 - Teacher demonstrates to the learners how to pass the ball while making movements. The teacher chooses one learner and passes to him/her the ball, then this one pass the ball back to the teacher.



Figure 5.2: Learners practice exercise of passing the ball

Teacher observes and evaluates how learners are execution passes while moving and assist them where necessary.

e. Assessment

Closing discussion

Reflect

- Teacher asks learners what to consider when passing the ball while moving.

Connect

- Teacher asks learners how they feel after practicing exercise passing the ball while moving.

Apply

- Teacher asks learners the importance of doing exercises of passing the ball during playing handball game.

Lesson 4: Playing the game using hands with the purpose of scoring goals

a. Learning objectives: To play handball games by following basic rules and accept results from the game.

b. Teaching resources: Field/court, ball, whistle, ropes, blackboard and goalposts.

c. Introduction (Opening discussion, warm up and stretching exercises)

- Teacher checks whether learners are ready for a PES lesson. The teacher takes learners to the playground. The teacher explains to the learners the instructions of doing warm up, stretching exercises and request them to put in practice those instructions (use warm up and stretching exercises which are in the lesson 1 unit1, but you may also use other similar exercises).
- Teacher invites learners to practice warm up and stretching exercises.

d. Lesson development:

- Teacher informs the learners that they are going to play handball game by competing.
- Teacher helps learners to make teams and requests them to follow instructions of the game.

- Learners play the game with the purpose of competing among the teams and accept results from the game.

Teacher observes and evaluates how learners are playing handball game and assist them where necessary.



Figure 5.3: *Learners enjoying their winning*

e. Assessment

Closing discussion

Reflect

- Teacher asks learners to identify different techniques they used while playing handball game.

Connect

- Teacher asks learner to talk about the game and how they feel after losing or winning the game.

Apply

- Teacher asks the importance of doing those exercises in their daily life.

Lesson 5: Exercises of throwing the ball over the net

a. Learning objectives: To be able to serve the ball over the net

b. Teaching resources: Field, balls, ropes, blackboard, posts, net and whistle.

c. Introduction (Opening discussion, warm up and stretching exercises)

- Teacher checks whether learners are ready for a PES lesson. The teacher takes learners to the playground. The teacher explains to the learners the instructions of doing warm up, stretching exercises and request learners to put in practice those instructions (use warm up and stretching exercises which are in the lesson 1 unit1, but you may also use other similar exercises).
- Teacher invites learners to practice warm up and stretching exercises on the volleyball court.

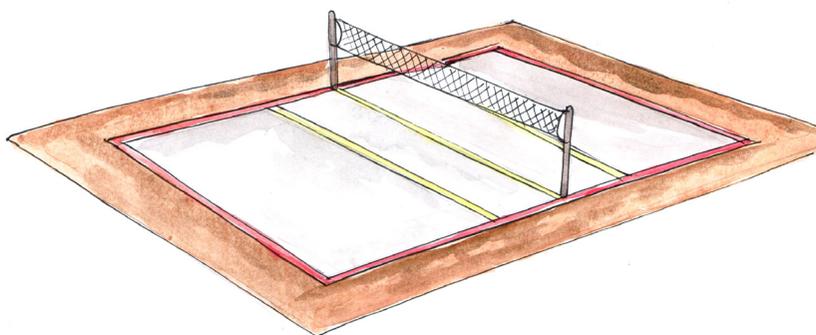


Figure 5.4: *Volleyball court*

d. Lesson development:

- Teacher explains the rules and instructions of serving the ball over the net.
Example: it is not allowed to serve the ball two or more times consecutively, when the ball lands/touches on your court it is a point for your opponent, also if you serve the ball and lands out of court/field it is a point for the opponent.
- Teacher demonstrates how to serve the ball over the net.



Figure 5.5: *Learners playing volleyball game*

Teacher observes and evaluates how learners are performing exercise and assist them where necessary.

e. Assessment

Closing discussion

Reflect

- Teacher asks learners explain rules and instructions to follow when performing serving the ball over the net.

Connect

- Teacher asks learners how they feel after performing exercise of serving the ball over the net.

Apply

- Teacher asks learners the importance of doing exercise of serving the ball over the net in their daily life.

Lesson 6: Play the game of serving the ball over the net with the purpose of scoring a point

a. Learning objectives: To play volleyball game by following basic rules and accepts results from the game.

b. Teaching resources: Field/court, balls, ropes, blackboard, nets and whistle.

c. Introduction (Opening discussion, warm up and stretching exercises)

- Teacher checks whether learners are ready for a PES lesson. The teacher takes learners to the playground. The teacher explains to the learners the instructions of doing warm up, stretching exercises and request learners to put in practice those instructions (use warm up and stretching exercises which are in the lesson 1 unit1, but you may also use other similar exercises).
- Teacher invites learners to practice warm up and stretching exercises.

d. Lesson development:

- Teacher explains rules to follow when playing the game of serving the ball over the net (volleyball) when playing competition.

Example: when touching the net, landing on opponent court/side, when you fail to serve the ball over the net, when the ball lands on your face your opponent gets a point.

- Teacher asks the learners to play volleyball game competition by serving the ball over the net.



Figure 5.6: *Learners enjoy their winning*

Teacher observes and evaluates how learners are playing the game and assist them where necessary.

e. Assessment

Closing discussion

Reflect

- Teacher asks learners to identify different techniques to use while serving the ball over the net.

Connect

- Teacher asks learners a kind of the game they were practicing and how they feel after winning or losing the game.

Apply

- Teacher asks learners the importance of performing serving exercises in their daily life.

Lesson 7: Exercises of shooting the ball into the basket

- Learning objectives:** To be able to compete in shooting the ball in the basket by using one or both arms.
- Teaching resources:** Field/playground, balls, ropes, blackboard, whistle, ring, net and goalposts.
- Introduction (Opening discussion, warm up and stretching exercises)**

- Teacher checks whether learners are ready to start PES lesson. The teacher takes learners to the playground. The teacher explains to the learners the instructions of doing warm up, stretching exercises and request learners to put in practice those instructions (use warm up and stretching exercises which are in the lesson 1 unit1, but you may also use other similar exercises).

Teacher explains the instruction of shooting the ball in the basket to the learners.

Teacher invites learners to practice warm up and stretching exercises. Teacher explains instructions of shooting the ball in the basket.

d. Lesson development:

- Teacher explains rules and regulations to follow while shooting the ball in the basket using one arm or both.

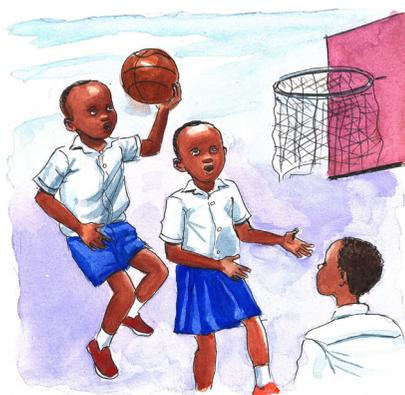


Figure 5.7: Learners apply how to shoot the ball into the basket

Example: Energy comes from legs, targeting of the ball comes from the arms; the ball is shot and pass through the basket.

- Teacher demonstrates how to perform exercise of shooting the ball into the basket.



Figure 5.8: Teacher demonstrating how to shoot the ball into the basket

- Learners compete by throwing and shooting the ball into the basket by using one or both arms.



Figure 5.9: *Teacher observing how learners are performing shooting the ball into the basket*

Teacher observes and evaluates how learners are shooting the ball into the basket and assist them where necessary.

e. Assessment

Closing discussion

Reflect

- Teacher asks learners how to perform exercises of shooting the ball into the basket properly.

Connect

- Teacher asks learners how they feel after shooting the ball into the basket.

Apply

- Teacher asks learners the importance of practicing exercise of shooting the ball into the basket.

Lesson 8: Exercises of dribbling and shooting the ball in the basket

- Learning objectives:** To be able to dribble and shoot the ball into the basket.
- Teaching resources:** Field/court, ball, whistle, goalposts with ring and net.
- Introduction (Opening discussion, warm up and stretching exercises)**

- Teacher checks whether learners are ready for a PES lesson. The teacher takes learners to the playground. The teacher explains to the learners the instructions of doing warm up, stretching exercises and request learners to put in practice those instructions (use warm up and stretching exercises which are in the lesson 1 unit1, but you may also use other similar exercises).
- Teacher invites learners to practice warm up and stretching exercises.

d. Lesson development:

- Teacher explains the rules and regulations to follow when dribbling before shooting the ball into basketball.

Example: it is not allowed to dribble the ball again after catching it with hands, it is not allowed to dribble the ball using both arms, you can dribble the ball and make movements or dribble the ball when you are at the same place.

Individually, learners perform dribbling and then shoot the ball into the basket.

Teacher observes and evaluates how learners are dribbling the ball and assist them where necessary.

e. Assessment

Closing discussion

Reflect

- Teacher asks learners how to dribble the ball in basketball.

Connect

- Teacher asks learners how they feel after dribbling and shooting the ball into basketball.

Apply

- Teacher asks learners the importance of dribbling the ball while playing basketball game.

Lesson 9: Exercises of passing and shooting into the basket

a. Learning objectives: To be able to pass and shoot the ball into the basket.

b. Teaching resources: Field/court, ball, whistle, basket, goalposts with ring and net, ropes and blackboard.

c. Introduction (Opening discussion, warm up and stretching exercises)

Teacher checks whether learners are ready for a PES lesson. The teacher takes learners to the playground. The teacher explains to the learners the instructions of doing warm up, stretching exercises and request learners to put in practice those instructions (use warm up and stretching exercises which are in the lesson 1 unit1, but you may also use other similar exercises).

Teacher invites learners to practice warm up and stretching exercises.

Teacher explains instructions to the learners of shooting the ball into the basket by using one or both arms.

d. Lesson development:

- Teacher explains rules of passing and shooting in basketball.

Example: A team must have only 5 players each, players are allowed to use only arms and other parts above the knees while passing and shooting the ball into the basket.

- Teacher demonstrates how to pass and shoot the ball in the basket.

Image:

- Teacher asks learners in pair to practice passing and shooting exercises into basket.

Image:

Teacher observes and evaluates how learners are performing passing and shooting the ball in basket and assists them where necessary.

e. Assessment

Closing discussion

Reflect

- Teacher asks learners rules to follow when passing and shooting into basketball.

Connect

- Teacher asks learners how they feel after passing and shooting into basketball.

Apply

- Teacher asks learners the importance of performing passing and shooting exercises in their daily life.

Lesson 10: Play the game of passing, dribbling and shooting the ball into the basket

a. Learning objectives: To play basketball game by following basic rules and accepts results from the game.

b. Teaching resources: Field/court, ball, whistle, goalposts with ring and net and blackboard.

c. Introduction (Opening discussion, warm up and stretching exercises)

- Teacher checks whether learners are ready for a PES lesson. The teacher takes learners to the playground. The teacher explains to the learners the instructions of doing warm up, stretching exercises and request learners to put in practice those instructions (use warm up and stretching exercises which are in the lesson 1 unit1, but you may also use other similar exercises).
- Teacher invites learners to practice warm up and stretching exercises.

The teacher explains rules and instructions to follow while playing the basketball game and accept results from the game.

d. Lesson development:

- Teacher explains rules and instructions to follow when practicing exercises of accepting results from the game.

Example: avoid hurting the opponent when you lose the game and show fair play and patience after the game. Don't get mad when you lose the game.

- Teacher asks learners to compete by playing basketball game.

Teacher observes and evaluates how learners are playing basketball game and assist them where necessary.



Figure 5.10: Learners enjoy their winning

e. Assessment

Closing discussion

Reflect

- Teacher asks learners how they accept results when they win or lose the game.

Connect

- Teacher asks learners how they feel after winning or losing the game.

Apply

- Teacher asks learners the purposes of accepting results from the game.

5.3. End Unit assessment

Teacher evaluates the ability of learners in performing exercises of playing in teams: shooting in goals (handball), shooting into the basket (basketball) and serving the ball over the net (volleyball). He also evaluates how learners follow basic rules of each game and how they accept results from the game.

UNIT 6

HEALTH AND WELL BEING

6.1 Key unit competence:

Play games/exercises that facilitate learners to know the importance of cleanliness/hygiene to human life.

6.2 List of lessons

	Lesson title	Learning objectives	Number of periods
1	Games/exercises that teach hygiene	To be able to play games/exercises that teaches the importance of hygiene.	1
2	Exercises/games that teach prevention of diseases caused by poor hygiene	To be able to play those games/exercises that teaches prevention of diseases caused by poor hygiene.	1
3	End unit assessment	To evaluate the ability of learners in performing games/exercises that teaches hygiene and prevention of diseases caused by poor hygiene.	1

Lesson 1: Games/exercises that teach hygiene

- a. **Learning objectives:** To be able to play games/exercises that teaches the importance of hygiene.
- b. **Teaching resources:** Field/playground, whistle, balls, videos and hygiene teaching resources (basin, soap, clean water jerry can ...).
- c. **Introduction (Opening discussion, warm up and stretching exercises)**

- Teacher checks whether learners are ready for a PES lesson. The teacher takes learners to the playground. The teacher explains to the learners the instructions of doing warm up, stretching exercises and request learners to put in practice those instructions (use warm up and stretching exercises which are in the lesson 1 unit1, but you may also use other similar exercises).
- Teacher invites learners to practice warm up and stretching exercises.

d. Lesson development:

- Teacher demonstrates video/photo with hygiene activities and makes discussion on it.



Figure 6.1: *Learners washing their clothes*

- By using basins, soap and clean water, teacher requests learners to perform the exercise of cleaning their clothes by washing them. They do this exercise by preparing clean water, soap, light clothes, basin and ropes for drying clothes. Learners wash the clothes with the help of teacher once they are clean they dry them
- Teacher reminds learners to wash their hands, feet and the whole body to avoid getting diseases from poor hygiene.

Teacher observes and evaluates how learners are playing the game and assist them where necessary.

e. Assessment

Closing discussion:

Reflect

- Teacher asks learners to explain how they can wash their cloths.

Connect

- Teacher asks learners how they feel after doing the exercise/game teaching hygiene.

Apply

- Teacher asks learners to tell the importance of hygiene in their daily life.

Lesson 2: Exercises/games that teach prevention of diseases caused by poor/bad hygiene

a. Learning objectives: To be able to play games/exercises that teach prevention of diseases caused by poor hygiene.

b. Teaching resources: videos/pictures (demonstrating diseases from poor hygiene and their spreading), field/playground.

c. Introduction (Opening discussion, warm up and stretching exercises)

- Teacher checks whether learners are ready for a PES lesson. The teacher takes learners to the playground. The teacher explains to the learners the instructions of doing warm up, stretching exercises and request learners to put in practice those instructions (use warm up and stretching exercises which are in the lesson 1 unit1, but you may also use other similar exercises).
- Teacher invites learners to practice warm up and stretching exercises.

d. Lesson development:

A. Diseases caused by poor hygiene and how they spread

- Teacher asks learners to observe the videos/pictures demonstrating people who are suffering from diseases caused by poor hygiene **E.g.:** diarrhea, Black Death, Vomiting, Round worm and threadworm, influenza etc.).
- Learners in pairs/groups discuss about what they are observing.
- Teacher asks learners how to prevent those diseases caused by poor hygiene.
- Learners provides possible answers including how to use clean water when bathing, cleaning food, cleaning kitchen materials, washing clothes and cleaning house.



Figure 6.2: Images showing how to keep good hygiene

- Teacher explains to the learners some diseases from poor hygiene like vomiting, Black Death, and diarrhea.

Learners play the game in pairs/group where one learner acts as a patient another acts as a doctor. A patient is supposed to answer questions related to diseases caused by poor hygiene (their causes and how to prevent them) asked. A doctor chooses questions to ask a patient.

Teacher observes and evaluates how learners are playing the game and assist them where necessary.

B. Prevention of diseases from poor hygiene

- With the example of Malaria disease, teacher explains how to prevent it by cutting down bushes around home, avoid stagnant water near houses, sleep under treated mosquito net, and go to the hospital whenever you have Malaria signs.
- Teacher indicates the signs of malaria like headache, fever, sweating, and vomiting.
- In pairs learners play the game related to Malaria. One learner acts as a patient by telling the signs he has like headache, fever, sweating, vomiting. Another learner acts as a doctor while he/she plays as if she/he is examining that patient after she tells him/her that he has malaria.
- Teacher observes and evaluates how learners performing exercises of preventing Malaria.

e. Assessment

Closing discussion

Reflect

- Teacher asks learners to list any five diseases caused by poor hygiene.
- Teacher asks learners to identify signs of Malaria and how to prevent it.

Connect

- Teacher asks learners how they feel after performing games/exercises teach them to prevent diseases caused by poor hygiene.
- Teacher asks learners how they feel after performing game of preventing Malaria.

Apply

- Teacher asks learners how they will prevent diseases caused by poor hygiene like vomiting, Black Death, and diarrhea.
- Teacher asks learners how they will prevent Malaria in their daily life.

6.3 End unit assessment

Teacher evaluates the ability of learners in performing exercises/games that teach them the importance of hygiene, different diseases caused by poor hygiene and how to prevent those diseases in their daily life.

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