PHYSICAL EDUCATION AND SPORTS CURRICULUM FOR TTCs

OPTIONS: ECLPE, LE, SME and SSE

YEAR 1, 2 & 3

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FOREWORD

Rwanda Education Board is honored to avail the Physical Education and Sports Syllabus for Teacher Training Colleges (TTCs). This document serves as official guide to teaching and learning of Physical Education and Sports in TTCs.

The Rwandan education philosophy is to ensure that young people at every level of education achieve their full potential in terms of relevant knowledge, skills and appropriate attitudes that prepare them to be well integrated in society and exploit employment opportunities.

The ambition to develop a knowledge-based society and the growth of regional and global competition in the labour market, has necessitated the shift from knowledge to competence based curriculum in TTCs. The TTC curriculum was revised to align it to the Competence-Based Curriculum for basic education to prepare teachers who are competent and confident to implement CBC in pre-primary and primary education. The rationale of the changes is to ensure that TTC leavers are qualified for job opportunities and further studies in Higher Education in different programs under education career advancement.

I wish to sincerely express my appreciation to the people who contributed towards the development of this syllabus, particularly, Consultants, REB staff, UR-CE Lecturers, TTC Tutors, Teachers from general education and experts from Local and international Organizations for their technical support. A word of gratitude goes to the Head Teachers and TTCs principals who availed their staff for various revision activities.

Special appreciation goes to the Development Partners such as UNICEF, USAID/Soma Umenye, Save the Children and Right To Play for their financial support.

Dr. MBARUSHIMANA Nelson

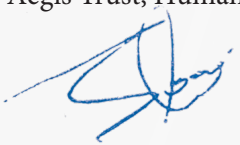
Director General

ACKNOWLEDGEMENT

I wish to sincerely express my special appreciation to the people who played a major role in development of Physical Education and Sports syllabus. It would not have been successful without the support from different education stakeholders. My thanks first go to the leadership of UR-CE who started the review of the TTC curriculum in 2015.

I wish also to thank Rwanda Education Board (REB) leadership who initiated and supervised the curriculum review process. I wish to extend my appreciation to Consultants, REB staff, Lecturers from UR-CE, TTC principals, TTC Directors of Studies deputy principals, tutors, teachers from secondary basic Education and whose efforts during the revision process were much valuable.

I owe gratitude to different education partners more especially UNICEF, USAID/Soma Umenye, which funded TTC curriculum revision, Flemish Association for Development Cooperation and Technical Assistance (VVOB), Right to Play, Help a Child, Save the Children, Aegis Trust, Humanity and Inclusion, Teach Rwanda, Educate And IEE for their technical support.



Joan Murungi,

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1. GENERAL INTRODUCTION

1.1 Rwanda Education Sector Objectives

The Education Sector objectives are the reference point for the inclusion of education issues into other Rwandan policy documents. These objectives are aligned with those recommended in the Eastern African Curriculum Framework proposals. The Government of Rwanda through law number 36/2018 of 29th June, 2018, determining the organization of education, revised the objectives of the sector. They are to:

1. Provide Rwandans with adequate skills at all levels of general, professional as well as technical and vocational education;
2. Offer quality courses and education at all levels;
3. Promote science, technology and research in order to equip many Rwandans with capacity to speed up national development;
4. Promote the culture of peace, tolerance, justice, respect for human rights, solidarity, democracy and that of avoiding any form of discrimination or favoritism;
5. Provide each Rwandan with an integrated education based on ethical values, science and social welfare and directed towards building a nation to ensure its sustainable development.
6. Install into Rwandans the love of a job well done, the value of hard work, punctuality and promotion of competence.
7. Train Rwandans to have freedom of thought, be innovative, have abilities to acquire and be analytical towards other people's opinions and to communicate his or her own ideas, to be patriotic and encourage him or her to be updated on the situation prevailing elsewhere;
8. Eliminate all grounds and obstacles that hinder the development of girls and women education as well as of any other groups that need special attention.

These objectives and associated strategies are the backbone for developments in education including the curriculum and assessment policy and the curriculum framework.

1.2 Level competences of pre-primary and primary teacher education in the Republic of Rwanda

As stated earlier, Pre-primary and Primary Teacher Education is under the responsibility of Rwanda Education Board. The following are the competences of Teacher Education. By the time a student teacher is exiting the college after three years he or she should:

- Be a qualified teacher who can compete not only locally but regionally and internationally;
- Have professional ethics and develop an inquiring mind for innovative education;
- Be prepared adequately for efficiency in education, administration, management, evaluation and measurement;
- Be competent, reliable, honest and responsible;
- Be equipped with potentials that enable him/her to explore the learners' abilities and interests;
- Be able to develop the child's ability in critical thinking, free expression and ideas.

1.3 Background to curriculum review

The Physical Education and Sports syllabus is developed for TTC student-teachers in all options. The motive of reviewing the syllabus was to ensure that the syllabus is responsive to the needs of the student-teacher and to shift from objective and knowledge-based learning to competence-based learning. Another reason was to align the draft TTC curriculum to the CBC in general education. Emphasis in the review was put more on skills and competences as well as the coherence within the existing content by drawing on the previous syllabus and benchmarking with syllabi elsewhere with best practices.

The Physical Education and Sports syllabus guides the interaction between the tutor and student -teachers in the learning processes and highlights the competences a student teacher should acquire during and at the end of each unit of learning. Student- teachers will have the opportunity to apply Physical Education and Sports in different contexts, and see its importance in daily life. Tutors help the student-teachers appreciate the relevance and benefits for studying Physical Education and Sports from pre-primary /primary to tertiary levels.

The learning of student teacher is influenced by many factors such as curriculum relevancy, necessary and sufficient pedagogical approach by tutors, assessment strategies and sufficient instructional materials. With review of the Physical Education and Sports syllabus, these factors have been aligned with the competence-based curriculum for general education. This will lead to having qualified and competent teachers who are ready to implement the competence based curriculum for pre/primary education and perform well in higher education or any fields that require some knowledge of mathematics.

This implies equipping student teachers with relevant knowledge, skills, attitude and values necessary to make them competitive on local, regional and global job market. This revised syllabus will allow future teachers to contribute to the development of equity and quality education at pre/primary levels and then it will enable student teachers to go for further studies.

1.4 Rationale of teaching and learning physical education and sports

Physical education and sports develops in young people an understanding of the positive impact and active life style will have on their lives. The developmentally appropriate Physical Education and Sports program also provides a unique learning environment where affective, psychomotor and cognitive skills can be developed. In addition, good health practices, sportsmanship, self-control, self-expression and opportunity for positive social interaction with peers are fostered. Physical education and sports also reinforces knowledge learned in/ across the curriculum and serves as a laboratory for application of content in science, social studies, communication skills and literacy.

Physical Education and sports in TTCs develops student teacher 's physical competence and confidence, and their ability to use and apply them to perform in a range of physical activities in teaching and learning process. Student teacher learns how to plan, perform and evaluate actions; how to be creative and face up to different challenges both as individuals and as team members in groups. Students learn how to think critically in different ways to suit a variety of creative, competitive and challenging activities.

Physical Education and Sports related topics/units are integrated in All Options subject to enhance student teachers' professional development and make them competitive on local and regional labour market. Student- teachers will have the opportunity to apply Physical Education and Sports in different contexts in social life and appreciate the relevance and benefits of studying Physical Education and Sports.

1.4.1 Physical education and sports and society

People of all ages can benefit from physical activity. They can improve their health by engaging in a moderate amount of physical activity on a regular basis. Regular participation in physical activity establishes lifelong habits that are key to maintaining a healthy lifestyle by avoiding cardiovascular disease, overweight or obese and poor diet. Greater health benefits can be achieved by increasing the amount of physical activity through changing the duration, frequency, or intensity of the effort. Physical education and sport events can be used as a social or global cohesion, conflict resolution or reconciliation and peace keeping. Physical Education and Sports engages student teacher to be dynamic and aligned to the future employment needs of the nation and the global economy and to have standards comparable with the highest internationally in terms of competences, knowledge and skills. This TTC Physical Education and Sports syllabus is intended to address gaps in the former Social studies syllabus which lacked adequate and appropriate knowledge, skills, attitude and values.

1.4.2 Physical education and sports and student teachers

The subject develops learner's physical competence and confidence, and their ability to use these to perform in a range of physical activities and take part in sports and games. It promotes physical skill, physical development and knowledge of the body in action. PES provides opportunities to develop desirable personal and social skills that enhance self-esteem, fair play, acceptance of success and failure, cooperation among others. Through physical activities learners discover their aptitudes, abilities and preferences, and make choices about how to engage in lifelong physical activity and to live a healthy life. Activity in physical education lessons may emphasize self-improvement, participation, and cooperation rather than winning and losing.

1.5 professional standards and competences

1.5.1 Competences

Competence is defined as the ability to perform a particular task successfully resulting from having gained an appropriate combination of knowledge, skills, attitudes and values. The present syllabus gives the opportunity to student teachers to develop different broad Physical Education and Sports competences as well as the generic competences.

Broad subject competences are highlighted and broken into key unit competences which are finally split out into learning objectives (knowledge, skills, attitudes and values) in every learning unit.

Taking into account the rationale behind the overall TTC curriculum review as well as the parameters and constraints of the local context, student-teachers will be equipped with professional standards and generic competences.

For student teachers, professional standards are acquired through generic competences and professional practices that are emphasized and reflected in the learning process. The Physical Education and Sports tutors will ensure that student-teachers are exposed to tasks that help them acquire these competences.

1.5.2 Teaching professional standards

These refer to the characteristics that all tutors globally should have. All tutors in Rwanda should have the six characteristics listed below:

- **The teacher has knowledge of CBC and how to implement it.**

The tutor has understanding of CBC and how it works. He/she has knowledge of basic and generic competences and is able to integrate the cross cutting issues within and across subject area.

- **The teacher as an educator**

The professional teacher enhances and stimulates cognitive, social-emotional, physical and moral development of the children. She/he therefore has a thorough understanding of the child's background, interests, motivations and problems and can adjust her/his actions and the learning environment to the different needs of the student teachers. A competent educator is a role model, showing desired behavior and values. She/he guides and coaches her/his student teachers to become social, self-confident, independent, responsible, open-minded and innovative people and act like a role model. In order to be educator, the student teacher must be supported in developing cooperation, inter personal and life skills.

- **The teacher as Physical Education and Sports subject expert**

The professional Physical Education and Sports teacher stimulates the student's critical thinking, problem solving and creativity. She/he uses teaching/learning Physical Education and Sports methods and techniques that are appropriate to Physical Education and Sports in primary education; she/he applies Physical Education and Sports content, plan lessons integrating play-based strategies in teaching/learning. The teacher in primary education has a thorough Physical Education and Sports knowledge that enables him/her to develop the teaching/learning materials, lesson planning, to deliver the lesson and connect with her/his daily life activities in primary education using correctly the language of instruction. The teacher as Physical Education and Sports expert in upper primary education stimulates English in the teaching/learning of Physical Education and Sports by considering the transition from Kinyarwanda to English as medium of Instruction in upper primary.

The teacher as Physical Education and Sports expert knows and uses appropriate Physical Education and Sports methods/techniques to assess student teachers and give constructive feedback to the whole class.

The teacher as Physical Education and Sports expert is able to link the content of Physical Education and Sports with other subjects and connect it with real life situation. This enables student teacher to acquiring critical and problem solving skills as well as the mathematical concepts and skills enabling him/her to pursue/ follow tertiary education.

- **The teacher as a communicator**

The professional teacher displays a good example in his/her way of expressing him/herself, stimulates and enhances positive and clear communication between him/herself and the student teachers, between the student teachers, and with the school community and the wider society. A good communicator is open-minded and respects diversity within and around the school. This requires student-teacher to communicate in official languages.

- **The teacher as a guide and an organizer**

The professional teacher facilitates the holistic development of all students, taking into account the differences between them. S/he ensures that the learning environment (class, playground, etc.) is well maintained and conducive for children's learning outcomes. This requires a student teacher to be equipped with management skills.

- **The teacher as an innovator, researcher and reflective practitioner**

The professional teacher looks at ways to improve his/her teaching, and the wellbeing and results of his/her students. S/he is a reflective practitioner and knows how to perform small-scale reflective action.

The acquisition of such skills will require student- teacher to update knowledge and skills with minimum external support and to cope with evolution of knowledge advances for personal fulfillment in areas that need improvement and development, thus becoming a lifelong.

1.5.3 Broad physical education and sports competences

By the end of learning process, the student teacher will be able to:

- Develop the physical, social, emotional and intellectual aspects;
- Demonstrate personal competences in the games and sports skills and apply them in teaching and learning process;
- Develop methodological approaches of facilitating and assessing the progress of learners in physical education;
- Identify different injury/accidents that can happen during practical PE lesson and provide first aid accordingly.

1.5.4 Physical education and sports and developing competences

The national policy documents based on national aspirations identify some 'basic competences' alongside the 'generic competences" that will develop higher order thinking skills and help student teacher to learn subject content and promote application of acquired knowledge and skills.

Through observations, demonstration, using physical exercises, applying and interpreting official rules and regulations related to the game, and their application during the learning process, the student teacher will not only develop deductive and inductive skills but also facilitate the student teacher to acquire cooperation and communication, critical thinking and problem solving skills. This will be realized when student-teachers make assessment leading to inferences and conclusions at the end of learning unit. This will be achieved through student teachers' group work, various physical exercises and cooperative learning which in turn will promote interpersonal relations and teamwork.

The acquired knowledge in learning Physical Education and Sports should develop a responsible citizen who adapts to social and personal attitudes and develops confidence during practical exercises.

2. PEDAGOGICAL APPROACH

The change to a competence-based curriculum is about transforming learning, ensuring that learning is deep, enjoyable and habit-forming.

2.1. Role of the student teacher

In the competence-based syllabus, the student teacher is the principal actor of his/her education. He/she is not an empty bottle to fill. Taking into account the initial capacities and abilities of the student teacher, the syllabus suggests under each unit, some activities of the student teacher and they all reflect active participation of the student teacher in the learning process.

The teaching and learning processes will be tailored towards creating a student teacher friendly environment basing on the capabilities, needs, experience and interests.

The following are some of the roles or the expectations from the student teachers:

- Student teachers construct the knowledge either individually or in groups in an active way. From practical exercises, student teachers move in their understanding through playing different games. Therefore, the opportunities should be given to student teachers to demonstrate different techniques.
- Student teachers are encouraged to use sports equipment and appropriate materials. Frequent use of appropriate materials can enhance student teachers' understanding and mastering practices.
- Student teacher develops competences at a time through physical exercises in form of units with specific learning objectives (knowledge, skills, attitude and values).
- Student teachers will be encouraged to be innovative and make teaching and learning materials using available and local resources.
- A student teacher is cooperative: She/he works in heterogeneous groups to develop attitudes and values.
- Student teachers are responsible for their own participation and ensure the effectiveness of their work.

2.2. Role of the tutor

In the competence-based syllabus, the tutor is a facilitator, organizer, advisor, a conflict solver, ...

The specific duties of the tutor in a competence-based approach are the following tutor is:

- A facilitator, his/her role is to provide opportunities for student teachers to meet problems that interest and challenge them and that, with appropriate effort, they can solve. This requires an elaborated preparation to plan the activities, the place they will be carried, the required assistance;
- An organizer: his/her role is to organize the student- teachers in the classroom or outside and engage them through participatory and interactive methods through the learning processes as individuals, in pairs or in groups. To ensure that the learning is personalized, active and participative, co-operative the teacher/tutor must identify the needs of the student teachers, the nature of the learning to be done, and the means to shape learning experiences accordingly;
- An advisor: he/she provides counseling and guidance for student-teachers in need. He/she comforts and encourages student teachers by valuing their contributions in the class activities;
- A conflict-solver: most of the activities are performed in groups. The members of a group may have problems such as attribution of tasks; they should find useful and constructive the intervention of the teacher as a unifying element.
- Asked for help only when the whole group agrees to ask a question
- An ethical and preaches by examples by being impartial, by being a role-model, by caring for individual needs, especially for slow student teachers and those with physical impairments, through a special assistance by providing remedial activities or reinforcement activities. One should notice that this list is not exhaustive.

2.3. Special needs education and inclusive approach

All Rwandans have the right to access education regardless of their different needs. The underpinnings of this provision would naturally hold that all citizens benefit from the same menu of educational programs. The possibility of this assumption is the focus of special needs education. The critical issue is that we have student teachers who are totally different in their ways of living and learning as opposed to the majority. The difference can either be emotional, physical, sensory and intellectual learning challenged.

These student teachers equally have the right to benefit from the free and compulsory basic education in the nearby ordinary/mainstream colleges. Therefore, the college's role is to enroll them and also set strategies to provide relevant education to them. The tutor therefore is requested to consider each student teacher's needs during teaching and learning process. Assessment strategies and conditions should also be standardized to the needs of these student teachers. Detailed guidance for each category of student teachers with special education needs is provided for in the guidance for teachers. The Physical Education and Sports tutor is advised to work closely with the tutor of special need education to provide appropriate support to any identified student -teacher's needs.

3. ASSESSMENT APPROACH

Assessment is the process of evaluating the teaching and learning processes through collecting and interpreting evidence of individual student teacher's progress in learning and to make a judgment about a student teacher's achievements measured against defined standards. Assessment is an integral part of the teaching learning process. In the new competence-based curriculum assessment must also be competence-based; whereby a student teacher is given a complex situation related to his/her everyday life and asked to try to overcome the situation by applying what he/she learned.

3.1. Types of assessments

The assessment should reflect the three domains of learning, namely cognitive, social affective and psychomotor:

- **Knowledge and understanding:** Does the student-teacher demonstrate an understanding of the Physical Education and Sports concept? Has the student-teacher mastered the Physical Education and Sports concepts?
- **Indicators**: correctness of answers, coherence of ideas, logical reasoning, use correctly mathematical symbols and concepts, etc.
- **Practical skills**: How does the student-teacher perform on aptitude and practical tests?
- **Indicators:** accuracy, using appropriate methods, quality product, speed and efficiency, coherence.
- Attitude and values: How does the student-teacher respond to a task or a situation? What is the student-teacher's behavior? How the student-teacher persists on solving a given problem?

3.1.1. Formative assessment

Formative assessment helps to check the efficiency of the process of learning. It is done within the teaching/learning process.

Continuous assessment involves formal and informal methods used by schools to check whether learning is taking place. When a tutor is planning his/her lesson, he/she should establish criteria for performance and behavior changes at the beginning of a lesson. Then, at the end of every unit, the tutor should ensure that all the student teachers have mastered the stated key unit competences basing on the criteria stated, before going to the next unit. The tutor will assess how well each student teacher masters both the subject and the generic competences described in the syllabus as well as the professional practices. From this, the tutor will gain a picture of the all-round progress of the student teacher. The tutor will use one or a combination of the following techniques: observation, pen and paper, and oral questioning.

3.1.2. Summative assessments

When assessment is used to record a judgment of a competence development or performance of the student teacher, it serves a summative purpose. Summative assessment gives a picture of a student teacher's competence or progress at any specific moment. The main purpose of summative assessment is to evaluate whether competences have been achieved and to use the results for ranking or grading of student teachers, for deciding on progression, for selection into the next level of education and for certification. This assessment should have an integrative aspect whereby a student must be able to show mastery of all competences. It can be internal College based assessment. College based summative assessment should take place once at the end of each term and once at the end of the year.

3.2. Record keeping

This is gathering facts and evidence from assessment instruments and using them to judge the student's performance by assigning an indicator against the set criteria or standard. Whatever assessment procedures used generate data in the form of scores which will be carefully be recorded and stored in a portfolio. The latter is used in deciding remedial actions, alternative instructional strategy and as well as feed back to the student teacher. The records also are important to parents to check the learning progress and to advice accordingly. Finally, the records are very essential to the final assessment of professional practice of the student teacher at the end of the college.

This portfolio is a folder (or binder or even a digital collection) containing the student teacher's work as well as the student teacher's evaluation of the strengths and weaknesses of the work. Portfolios reflect not only work produced (such as papers and assignments), but also it is a record of the activities undertaken over time as part of student learning. Besides, it will serve as a verification tool for each student teacher that he/she attended the whole learning before he/she undergoes the summative assessment for the subject.

3.3. Item writing in summative assessment

Before developing a question paper, a plan or specification of what is to be tested or examined must be elaborated to show the units or topics to be tested on, the number of questions in each level of revised Bloom's taxonomy and the marks allocation for each question. In a competence-based curriculum, questions from higher levels of Bloom's taxonomy should be given more weight than those from knowledge and comprehension level.

Before developing a question paper, the item writer must ensure that the test or examination questions are tailored towards competence based assessment by doing the following:

- Identify topic areas to be tested on from the subject syllabus.
- Outline subject-matter content to be considered as the basis for the test.
- Identify learning outcomes to be measured by the test.
- Prepare a table of specifications.
- Ensure that the verbs used in the formulation of questions do not require memorization or recall answers only but also testing broad, subject and generic competences as stated in the syllabus.

4. RESOURCES

4.1. Materials needed for implementation

For Gymnastics lesson, mats are basics, requirements, and an adequate supply of these and necessary to ensure maximum participation.

- A mat should be available for every two to four learners where possible.

The list below may be helpful for gymnastics lesson:

- Selection of music,
- Tape recorder;
- Hoops, plastic cones, multi markers or space markers;
- Gymnastics mats;
- Portable fixed climbing frame with attachment;
- Balanced benches;
- Bar box or movement table.

The following is suggested for outdoor or indoor individual/collective activities:

- Balls;
- Playground, nets, movable goals, posts;
- Whistle;
- Stopwatch;
- Watch;
- Cones;
- Chasubles;
- Rope, trees, baton;
- Decameter;

- Starting block;
- Shot put, discus, javelin;
- Goal ball, netball, nets, goal posts, volleyball antenna.

– The school may provide a variety of equipment for use by class groups

E.g. wall-climbing courses, rope walls, etc.

– Within the school it may be possible to construct adventure trails using benches, mats, climbing-frames, etc
– Teachers should encourage learners to fabricate their own traditional materials like karere (ball made locally), akamari, umugozi, agatambaro, etc…

Note that in schools with limited facilities where schools have specific problems related to a lack of indoor and outdoor space, consideration might be given to:

- Use of the classrooms, corridors and school grounds for orienteering exercise;
- The revision of markings on the playground for athletic activities and small-sided games;
- The use of local facilities, e.g. community centres, parish halls, youth clubs, etc…;
- Co-operation with other primary or secondary level schools in sharing facilities;
- Allocating more time to Physical Education activities in good weather;
- Visiting an outdoor education centre providing facilities for many worthwhile activities.

4.2. Human resource

The effective implementation of this curriculum needs a joint collaboration of educators at all levels. Given the material requirements, tutors are expected to accomplish their noble role as stated above. The staff in charge of education at District and sector level should ensure overall support to TTCs for a successful implementation. On the other hand, TTC principles and TTC deputy principals are required to make a close follow-up and assess the teaching and learning of this subject due to their profiles in the schools. These combined efforts will ensure bright future careers and lives for student teachers as well as the contemporary development of the country.

In a special way, the tutor of physical education and sports at TTC level should have a firm understanding of physical education and sports concepts and pedagogical content of teaching physical education and sports at primary and secondary levels. He/she should be qualified in physical education and sports and have a firm ethical conduct. The tutor should possess the qualities of a good facilitator, organizer, problem solver, listener and adviser. He/she is required to have basic skills and competence of guidance and counseling because students may come to him or her for advice.

5. SYLLABUS UNITS

5.1 Physical Education and Sports syllabus units for year one

5.1.1 Key Competences at the end of year one

At the end of year two, the student teacher will be able to:

- Use different concept related to Physical Education and Sports;
- Perform basic physical education exercises;
- Perform basic gymnastics exercises;
- Perform running exercises in athletics;
- Perform basic techniques of playing football;
- Perform basic techniques of playing volleyball;
- Perform basic techniques of playing basketball;
- Perform basic techniques of playing handball;
- Perform basic techniques of playing netball;
- Perform basic techniques of playing goal ball;
- Perform basic techniques of playing sitting volleyball.

5.1.2 Syllabus units for year one

<table>
<tr><td colspan="2">Subject: PES</td><td colspan="2">Year : 1</td><td>Option : SSE, ECLPE, LE and SME</td></tr>
<tr><td colspan="2">TOPIC AREA: Understanding Physical Education and Sports activities</td><td colspan="3"></td></tr>
<tr><td colspan="3">Unit one : Key concepts related to Physical Education and Sports</td><td colspan="2">No. of periods: 3</td></tr>
<tr><td colspan="5">Key Unit competence: Use different concept related to Physical Education and Sports.</td></tr>
<tr><td colspan="3">Learning objectives</td><td rowspan="2">Content</td><td rowspan="2">Learning Activities</td></tr>
<tr><td>Knowledge and understanding</td><td>Skills</td><td>Attitudes and values</td></tr>
<tr><td>– List different concept related to PES.
– Define different concepts related to PES.
– Compare different concepts related to PES.</td><td>Differentiate different concepts related to PES.</td><td>– Self-confidence
– Perception
– Sharing ideas
– Enjoy using different concepts related to PES.</td><td>Key concepts related to PES

(Physical education, Physical exercises, Physical fitness, Physical activity, Sports, Games, Play, Warm-up, Cool down, Stretching)</td><td>– In groups Brainstorming on different concepts related to PES
– Group discussion on the concepts related to PES.
– Exercise of matching the concepts on flashcard with their meaning in their respective groups.
– Presentation</td></tr>
<tr><td>Assessment criteria:</td><td colspan="4">Student teachers are able to use different concepts related to PES</td></tr>
<tr><td>Link to other Subjects</td><td colspan="4">Music, integrated science and English.</td></tr>
<tr><td>Resources</td><td colspan="4">Flashcards, manila papers, markers.</td></tr>
</table>

<table>
<tr><td colspan="2">Subject: PES</td><td colspan="2">Year : 1</td><td>Option : SSE, ECLPE, LE and SME</td></tr>
<tr><td colspan="3">Topic area: Understanding Physical Education and Sports activities</td><td colspan="2"></td></tr>
<tr><td colspan="4">Unit 2: Basic Physical Education Exercises</td><td>No. of periods: 4</td></tr>
<tr><td colspan="5">Key Unit competence: Perform basic physical education exercises.</td></tr>
<tr><td colspan="3">Learning objectives</td><td rowspan="2">Content</td><td rowspan="2">Learning Activities</td></tr>
<tr><td>Knowledge and understanding</td><td>Skills</td><td>Attitudes and values</td></tr>
<tr><td>– Identify basic physical education exercises
– Explain different basic physical education exercises.</td><td>– Demonstrate basic physical education. exercises.
– Execute basic physical education exercises.</td><td>– Self confidence
– Sharing ideas
– Dignity and integrity.</td><td>Physical education exercises
(Functional activation exercises, Flexibility exercises, Muscular development exercises, Endurance exercises, Balance exercises, Relaxation exercises, Speed exercises)</td><td>– Brainstorm different basic physical education exercises in groups.
– Perform different outdoor activities and games that help student teachers to experience basic physical education.</td></tr>
<tr><td>Assessment criteria:</td><td colspan="4">Student teachers are able to perform basic physical education exercises.</td></tr>
<tr><td>Link to other Subjects</td><td colspan="4">Music, mathematics and integrated science.</td></tr>
<tr><td>Resources</td><td colspan="4">Playground, whistle, stop watch, ropes, cones.</td></tr>
</table>

Subject: PES		**Year : 1**		**Option : SSE, ECLPE, LE and SME**
Topic area: Sports		**Sub Topic: Individual sports**		
Unit 3: Gymnastics			**No. of periods: 3**	
Key Unit competence: Perform basic gymnastics exercises				
Learning objectives			**Content**	**Learning Activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
– Distinguish between ground gymnastic and apparatus gymnastic exercises. – Explain the role of gymnastics exercises in everyday life	– Perform various gymnastics exercises. – Control body parts when doing gymnastics exercises. – React to different signals and orders.	– Self-confidence – Self-control – Patience – Courage – Competitive spirit	– Ground gymnastics exercises. – (Push-ups, Sit ups, rolling forward and backward from different direction, Handstands, Handstand and forward roll, Headstands, Cartwheel, Hand spring, Head Spring, Round off) – Apparatus gymnastics exercises. – (Plinth exercises, Parallel and high bar exercises)	– Perform ground gymnastics exercises on the playground. – Perform different apparatus gymnastics exercises
Assessment criteria:	Student teachers are able to perform basic gymnastics exercises on ground and with apparatus			
Link to other Subjects	Music, integrated science, special need education, mathematics and English.			
Resources	Playground, parallel and fixed bars, plinths, whistle, gymnasium, mats, mattress.			

<table>
<tr><td colspan="2">Subject: PES</td><td colspan="2">Year : 1</td><td>Option : SSE, ECLPE, LE and SME</td></tr>
<tr><td colspan="2">TOPIC AREA: Sports</td><td colspan="3">Sub Topic: Individual sports</td></tr>
<tr><td colspan="3">Unit 4: Athletics</td><td colspan="2">No. of periods: 4</td></tr>
<tr><td colspan="5">Key Unit competence: Perform running exercises in athletics</td></tr>
<tr><td colspan="3">Learning objectives</td><td rowspan="2">Content</td><td rowspan="2">Learning Activities</td></tr>
<tr><td>Knowledge and understanding</td><td>Skills</td><td>Attitudes and values</td></tr>
<tr><td>– State different types of running exercises in athletics
– Differentiate sprint and endurance exercises</td><td>Perform different running exercises.</td><td>– Self-confidence
– Self-control
– Patience
– Courage
– Competitive spirit
– Determination
– Endurance and resistance
– Coordination</td><td>Running races:
– Sprint races
100m, 200m, 400m and relays according to the athletics rules.
– Sprint hurdles
– Resistance races
800m, 1500m and 3000m
– Endurance races
5000m, 10000m, cross country, half marathon and full marathon.</td><td>– Perform sprint races on the athletics track.
– Run and transmit baton in relay exercises (4x100m and 4x400m).
– Perform sprint hurdles exercises on the athletics track
– Perform resistance races on the athletics track
– Perform endurance races on the road or hills.</td></tr>
<tr><td colspan="2">Assessment criteria:</td><td colspan="3">Student teachers are able to perform different running of sprint, resistance and endurance races in athletics.</td></tr>
<tr><td colspan="2">Link to other Subjects</td><td colspan="3">Integrated science, mathematics, SST, special need education and English.</td></tr>
<tr><td colspan="2">Resources</td><td colspan="3">Playground, stopwatch, whistle, baton, decameter, starting block.</td></tr>
</table>

Subject: PES		**Year : 1**		**Option : SSE, ECLPE, LE and SME**
TOPIC AREA: Sports		**Sub Topic:** Collective and Inclusive sports		
Unit 5: Football			**No. of periods: 4**	
Key Unit competence: Perform basic techniques of playing football				
Learning objectives			**Content**	**Learning Activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
– State different basic techniques of football. – Distinguish different basic techniques of playing football.	– Control the ball with different parts of the body. – Dribble the ball with different parts of the body. – Pass and receive the ball – Shooting – Goalkeeping	– Self-confidence – Self-control – Follow instructions – Courage – Competitive spirit – Determination – Coordination	**Basic techniques of playing football:** – Controlling the ball with different parts of the body. – Running with the ball – Passing the ball – Shooting – Goalkeeping – Without the ball: Set position, run, sudden stop, turnaround, jump, footwork. **With the ball:** deflect the ball, pounce/rush, punch, set up, throw, and kick	– Perform exercises of controlling the ball with foot, thigh, chest, and head individually. – Individually perform exercises of dribbling the ball with different parts of the foot. – Individually/ in groups perform exercises of passing the ball: direct pass, push pass, long pass, backward pass, wall pass. – Execute exercises of shooting: instep drive shots swerve shots, chip shots, toe pint, volley shots, knuckleball. – Perform exercises of goalkeeping
Assessment criteria:	Student teachers are able to control, dribble, pass, receive and shoot the ball and perform goalkeeping			
Link to other Subjects	English, integrated science, SST, Special need education.			
Resources	Balls, playground, whistle, stopwatch, cones, chasubles.			

<table>
<tr><td colspan="2">Subject: PES</td><td colspan="2">Year : 1</td><td>Option : SSE, ECLPE, LE and SME</td></tr>
<tr><td colspan="2">TOPIC AREA: Sports</td><td colspan="3">Sub Topic: Collective and inclusive sports</td></tr>
<tr><td colspan="3">Unit 6: Volleyball.</td><td colspan="2">No. of periods: 3</td></tr>
<tr><td colspan="5">Key Unit competence: Perform basic techniques of playing volleyball.</td></tr>
<tr><td colspan="3">Learning objectives</td><td rowspan="2">Content</td><td rowspan="2">Learning Activities</td></tr>
<tr><td>Knowledge and understanding</td><td>Skills</td><td>Attitudes and values</td></tr>
<tr><td>– State different basic techniques of volleyball.
– Distinguish different basic techniques of playing volleyball</td><td>– Serve the ball
– Pass the ball
– Set the ball
– Execute an attack
– Block the ball
– Dig the ball</td><td>– Self-confidence
– Self-control
– Follow instructions
– Courage
– Competitive spirit
– Determination
– Coordination</td><td>Basic techniques applied in volleyball:
(Serving, Passing, Setting, attacking(spike), Blocking, Digging</td><td>– Individually perform exercises of serving: (Underhand serve; jump serve; floater serve, Perform of passing, overhead pass, underarm pass (bump).
– Individually execute different exercises of setting;
Hand (or overhand) setting, bump (or underhand) setting. Perform different types of attack: back row attack hit, open hand tip, standing spike, off speed spike.
– Individually/in groups execute different exercises of blocking by using 0ne on one block, swing, triple block
– Individually/ in groups execute different types of digging: traditional volleyball dig, dive or rolling, overhand dig.</td></tr>
<tr><td>Assessment criteria:</td><td colspan="4">Student teachers are able to perform techniques of serving, passing, setting, attacking (spike), blocking and digging in volleyball.</td></tr>
<tr><td>Link to other Subjects</td><td colspan="4">English, integrated science, SST, Special need education</td></tr>
<tr><td>Resources</td><td colspan="4">Balls, playground, whistle, stopwatch, cones, chasubles, rope, trees.</td></tr>
</table>

Subject: PES		**Year : 1**		**Option : SSE, ECLPE, LE and SME**
TOPIC AREA: Sports		**Sub Topic:** Collective and inclusive sports		
Unit 7: Basketball			**No. of periods: 3**	
Key Unit competence: Perform basic basketball techniques.				
Learning objectives			**Content**	**Learning Activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
– Identify different basic basketball techniques. – Explain different types of pass, dribble, shoot.	Perform different types of pass, dribble and shots. Execute different layup exercises.	– Self-confidence – Self-control – Follow instructions – Courage – Competitive spirit – Determination – Coordination	Basic basketball techniques. **(Pass and receive, Dribbling, Shooting, Lay up)**	– Individually/ in groups perform exercises of passing: (Chest pass, Bounce pass, Overhead pass.) – Individually perform exercises of dribbling: (Pull back dribble, front crossover, behind dribble, between the legs crossover dribble, behind the back crossover, spin dribble, inside outside dribble, crab dribble, – Individually execute different exercises of shooting: set shot and jump shot. – Individually perform different footwork and handwork exercises of layup: left and right lay ups
Assessment criteria:	Student teachers are able to perform techniques of passing and receiving, shooting, dribbling and lay up in basketball.			
Link to other Subjects	English, integrated science, SST, Special need education			
Resources	Balls, playground, whistle, stopwatch, cones, chasubles, rim, posts.			

<table>
<tr><td colspan="2">Subject: PES</td><td colspan="2">Year : 1</td><td>Option : SSE, ECLPE, LE and SME</td></tr>
<tr><td colspan="2">TOPIC AREA: Sports</td><td colspan="3">Sub Topic: Collective and inclusive sports</td></tr>
<tr><td colspan="3">Unit 8: Handball</td><td colspan="2">No. of periods:3</td></tr>
<tr><td colspan="5">Key Unit competence: Perform basic handball techniques.</td></tr>
<tr><td colspan="3">Learning objectives</td><td rowspan="2">Content</td><td rowspan="2">Learning Activities</td></tr>
<tr><td>Knowledge and understanding</td><td>Skills</td><td>Attitudes and values</td></tr>
<tr><td>– Identify different basic handball techniques.
– Explain different basic techniques of handball.</td><td>Perform different types of pass and shots.
Execute different goalkeeping and dribble exercises.</td><td>– Self-confidence
– Self-control
– Follow instructions
– Courage
– Competitive spirit
– Determination
– Coordination</td><td>Basic techniques of playing handball:
– Passing the ball
chest pass, bounce pass and jump pass and catching the ball
– Dribbling
around /over obstacles, around the body, while jumping up and down, while sitting, through rods in slalom.
– Shooting /throwing
standing shot, running shot jump shot and diving shot.
– Goalkeeping
footwork, save the shot from different distance and angles (6m, 7m and 9m), save the high shot, middle and low shots.</td><td>– Perform exercises of passing in groups
– Perform exercises of dribbling individually
– different exercises of shooting on the goal
– Perform goalkeeping exercises</td></tr>
<tr><td>Assessment criteria:</td><td colspan="4">Student teachers are able to perform techniques of passing, dribbling, shooting/throwing and goalkeeping in handball.</td></tr>
<tr><td>Link to other Subjects</td><td colspan="4">English, integrated science, SST, Special need education.</td></tr>
<tr><td>Resources</td><td colspan="4">Balls, playground, whistle, stopwatch, cones, chasubles.</td></tr>
</table>

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<tr><td colspan="2">Subject: PES</td><td colspan="2">Year : 1</td><td>Option : SSE, ECLPE, LE and SME</td></tr>
<tr><td colspan="2">TOPIC AREA: Sports</td><td colspan="3">Sub Topic: Collective and inclusive sports</td></tr>
<tr><td colspan="3">Unit 9: Netball</td><td colspan="2">No. of periods: 3</td></tr>
<tr><td colspan="5">Key Unit competence: Perform basic netball techniques</td></tr>
<tr><td colspan="3">Learning objectives</td><td rowspan="2">Content</td><td rowspan="2">Learning Activities</td></tr>
<tr><td>Knowledge and understanding</td><td>Skills</td><td>Attitudes and values</td></tr>
<tr><td>– Identify different basic netball techniques.
– Explain different basic techniques of netball.</td><td>– Pass and receive the ball
– Land and shoot</td><td>– Self-confidence
– Self-control
– Follow instructions
– Courage
– Competitive spirit
– Determination
– Coordination</td><td>Basic techniques of netball:
– Pass and receive the ball
– Landing
– Shooting</td><td>- Individual perform passing exercises of Shoulder pass, chest pass, bounce pass and lob pass

- Individually perform exercises of one foot and two-feet land.

- Individually perform exercises of shooting: jump taps and pair feed</td></tr>
<tr><td>Assessment criteria:</td><td colspan="4">Student teachers are able to perform basic netball techniques of passing, shooting and landing</td></tr>
<tr><td>Link to other Subjects</td><td colspan="4">English, integrated science, SST, Special need education.</td></tr>
<tr><td>Resources</td><td colspan="4">Balls, playground, whistle, stopwatch, cones, chasubles, rim</td></tr>
</table>

<table>
<tr><td colspan="2">Subject:PES</td><td colspan="2">Year : 1</td><td>Option : SSE, ECLPE, LE and SME</td></tr>
<tr><td colspan="2">TOPIC AREA: Sports</td><td colspan="3">Sub Topic: Collective and inclusive sports</td></tr>
<tr><td colspan="3">Unit 10: Goal ball</td><td colspan="2">No. of periods: 3</td></tr>
<tr><td colspan="5">Key Unit competence: Perform different basic techniques of playing goal ball.</td></tr>
<tr><td colspan="3">Learning objectives</td><td rowspan="2">Content</td><td rowspan="2">Learning Activities</td></tr>
<tr><td>Knowledge and understanding</td><td>Skills</td><td>Attitudes and values</td></tr>
<tr><td>– Identify different types of goal ball techniques
– Describe how goal ball can be played in a safe, varied, effective, and enjoyable way.</td><td>– Apply goal ball techniques to improve performance.
– Create and combine defensive and offensive techniques.</td><td>– Self-confidence
– Self-control
– Follow instructions
– Courage
– Competitive spirit
– Determination
– Coordination</td><td>Basic techniques of playing goal ball:
– Defensive techniques
Positions, blocks, lay-outs, ball repossessions, movements and defending penalties.
– Offensive techniques
The ball throws into the goal, passes and possessions, movements across the court and penalty throws.</td><td>– Perform exercises of defensive techniques through the game
– Perform the exercises of offensive techniques through the game</td></tr>
<tr><td>Assessment criteria:</td><td colspan="4">Student teachers are able to perform defensive and offensive basic techniques in goal ball.</td></tr>
<tr><td>Link to other Subjects</td><td colspan="4">English, integrated science, SST, Special need education.</td></tr>
<tr><td>Resources</td><td colspan="4">Balls, playground, whistle, stopwatch, cones, chasubles.</td></tr>
</table>

<table>
<tr><td colspan="2">Subject: PES</td><td colspan="2">Year : 1</td><td>Option : SSE, ECLPE, LE and SME</td></tr>
<tr><td colspan="2">TOPIC AREA: Sports</td><td colspan="3">Sub Topic: Collective and inclusive sports</td></tr>
<tr><td colspan="3">Unit 11: Sitting volleyball</td><td colspan="2">No. of periods: 3</td></tr>
<tr><td colspan="5">Key Unit competence: Perform basic techniques of playing sitting volleyball</td></tr>
<tr><td colspan="3">Learning objectives</td><td rowspan="2">Content</td><td rowspan="2">Learning Activities</td></tr>
<tr><td>Knowledge and understanding</td><td>Skills</td><td>Attitudes and values</td></tr>
<tr><td>– State different basic techniques of sitting volleyball.
– Distinguish different basic techniques of playing sitting volleyball.</td><td>– Serve the ball
– Pass the ball
– Set the ball
– Smash
– Block the ball</td><td>– Self-confidence
– Self-control
– Follow instructions
– Courage
– Fair play
– Competitive spirit
– Determination
– Coordination</td><td>Basic sitting volleyball techniques:
– Serving
– Passing
– Setting
– Smashing (spike or hit)
– Blocking</td><td>– Individually perform serving exercises: underhand serve, overhead serve
– Individually perform exercises of passing: overhead pass, underarm pass (bump).
– Through the game execute exercises of setting: hand (or overhand) setting and bump (or underhand) setting.
– Perform different types of attack: back row attack hit, open hand tip through the game.
– Execute different exercises of blocking: 0ne on one block, swing and triple block individually and in the group.</td></tr>
<tr><td>Assessment criteria:</td><td colspan="4">Student teachers are able to perform basic sitting volleyball techniques of serving, passing, setting, smashing and blocking.</td></tr>
<tr><td>Link to other Subjects</td><td colspan="4">English, integrated science, SST, Special need education</td></tr>
<tr><td>Resources</td><td colspan="4">Balls, playground, whistle, stopwatch, cones, chasubles, rope, trees.</td></tr>
</table>

5.2 Physical Education and Sports syllabus units for year Two

5.2.1 Key competences at the end of year Two

At the end of year two, the student teacher will be able to:

- Perform jumping exercises in athletics;
- Perform Various individual skills and team tactics needed to play effective football;
- Perform basic volleyball tactics;
- Perform basic basketball tactics;
- Perform basic handball tactics;
- Perform basic netball tactics;
- Perform different goal ball tactics;
- Perform sitting volleyball tactics in game situations.

5.2.2 Syllabus units for year Two

Subject: PES	**Year : 2**	**Option : SSE, ECLPE, LE and SME**
TOPIC AREA: Sports	**Sub Topic: Individual sports**	
Unit 1: Athletics	**No. of periods: 5**	
Key Unit competence: Perform jumping exercises in athletics.		

Learning objectives			**Content**	**Learning Activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
– State different types of jumping in athletics – Differentiate types of jumping	– Execute long jump – Execute triple jump – Execute high jump	– Self-confidence – Self-control – Courage – Competitive spirit – Determination – Coordination – Flexibility	**Athletic jumping exercises:** (Long jump exercises, Triple jump exercises, High jump exercises)	– Individual perform exercises of long jump. (approach, take off, flight, landing – Individually perform exercises of triple jump: (Approach, Take off, Three phases (hop, step and jump), Landing) – Individually perform exercises of high jump (,Approach, Take off, Bar rotation and Landing)

Assessment criteria:	Student teachers are able to perform long jump, triple and high jump in athletics.
Link to other Subjects	Integrated science, mathematics, SST, special need education and English.
Resources	Playground, stopwatch, whistle, baton, decameter, starting block, track and field area.

<table>
<tr><td colspan="2">Subject: PES</td><td colspan="2">Year : 2</td><td>Option : SSE, ECLPE, LE and SME</td></tr>
<tr><td colspan="2">TOPIC AREA: Sports</td><td colspan="3">Sub Topic: Collective and inclusive sports</td></tr>
<tr><td colspan="3">Unit 2: Football</td><td colspan="2">No. of periods: 5</td></tr>
<tr><td colspan="5">Key Unit competence: Perform Various individual skills and team tactics needed to play effective football</td></tr>
<tr><td colspan="3">Learning objectives</td><td rowspan="2">Content</td><td rowspan="2">Learning Activities</td></tr>
<tr><td>Knowledge and understanding</td><td>Skills</td><td>Attitudes and values</td></tr>
<tr><td>– State different exercises of offensive and defensive tactics
– Identify different playing positions in football.</td><td>– Demonstrate tactics in football playing situations game.
– Take positions on the field of play.
– Perform the exercises of offensive and defensive tactics
– Play a short football match to apply different techniques and techniques.</td><td>– Team work.
– Self-confidence
– Self-control
– Courage
– Fair play
– Competitive spirit
– Determination
– Coordination</td><td>– Football playing positions General offensive and defensive tactics
(Pass and move, Give and go (combination of passing), Switching the attack, the through ball (slide rule pass), The long through ball, the hole (using the space between the opponent, defensive line and midfielder), Triangular movement, swapping of the wing men, Strong side over loads, Using a target (quick sticker)
Offensive tactics in set pieces:
(Free-kicks, Throw-ins, Goal kicks, Corners)
General defensive tactics
(Free- kicks from short range, Corner kicks and other crosses, Penalty kicks)
Defending at set pieces
forward versus collapsing defenses.
Defending with the ball.
Safe play in short football match to apply the mastered tactics</td><td>– Take different playing positions on football field
– Perform the exercises of offensive tactics on football field
– Execute different offensive tactics in set pieces on the ground.
– Perform exercises of defensive tactics with depth consideration on the ground.
– Apply different defensive tactics at set pieces on the ground and in the game situation.
– Play a game for short time to apply the learnt techniques and tactics.</td></tr>
<tr><td>Assessment criteria:</td><td colspan="4">Student teachers are able to perform various individual skills and team tactics needed to play effective football.</td></tr>
<tr><td>Link to other Subjects</td><td colspan="4">English, integrated science, SST, Special need education</td></tr>
<tr><td>Resources</td><td colspan="4">Balls, playground, whistle, stopwatch, cones, chasubles.</td></tr>
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<tr><td colspan="2">Subject: PES</td><td colspan="2">Year : 2</td><td>Option : SSE, ECLPE, LE and SME</td></tr>
<tr><td colspan="2">TOPIC AREA: Sports</td><td colspan="3">Sub Topic: Collective and inclusive sports</td></tr>
<tr><td colspan="3">Unit 3: Volleyball</td><td colspan="2">No. of periods: 5</td></tr>
<tr><td colspan="5">Key Unit competence: Perform basic volleyball tactics</td></tr>
<tr><td colspan="3">Learning objectives</td><td rowspan="2">Content</td><td rowspan="2">Learning Activities</td></tr>
<tr><td>Knowledge and understanding</td><td>Skills</td><td>Attitudes and values</td></tr>
<tr><td>– State different basic volleyball tactics
– Distinguish different basic tactics while playing volleyball</td><td>– Serve the ball with tactics
– Pass the ball with tactics
– Set the ball with tactics
– spike with tactics
– Block the ball with tactics
– Dig with tactics</td><td>– Self-confidence
– Self-control
– Follow instructions
– Courage
– Competitive spirit
– Determination
– Coordination</td><td>Offensive and defensive tactics in volleyball
Offensive tactics:
(Attacking position of players, Tactics of serving the ball, Tactics of setting, Tactics of spiking)
Defensive tactics:
(Defensive positioning of players, Tactics of receiving the ball, Tactics of digging, Tactics of blocking)</td><td>– In teams(groups)perform exercises of positioning in attack
– Individual/ in groups perform different tactics of serving the ball
– Execute different tactics of setting in the game.
– Perform tactics of spiking individually.
– Perform exercises of positioning in defense on the court.
– Perform different tactics of receiving the ball individually and in groups.
– Perform different tactics of digging individually.
– Execute different tactics of blocking: 0ne on one block, swing and triple block</td></tr>
<tr><td>Assessment criteria:</td><td colspan="4">Student teachers are able to perform tactics of serving, passing, setting, spiking, blocking and digging in volleyball.</td></tr>
<tr><td>Link to other Subjects</td><td colspan="4">English, integrated science, SST, Special need education</td></tr>
<tr><td>Resources</td><td colspan="4">Balls, playground, whistle, stopwatch, cones, chasubles, rope, trees.</td></tr>
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<table>
<tr><td colspan="2">Subject: PES</td><td colspan="2">Year : 2</td><td>Option : SSE, ECLPE, LE and SME</td></tr>
<tr><td colspan="2">TOPIC AREA: Sports</td><td colspan="3">Sub Topic: Collective and inclusive sports</td></tr>
<tr><td colspan="3">Unit 4: Basketball</td><td colspan="2">No. of periods: 4</td></tr>
<tr><td colspan="5">Key Unit competence: Perform basic basketball tactics.</td></tr>
<tr><td colspan="3">Learning objectives</td><td rowspan="2">Content</td><td rowspan="2">Learning Activities</td></tr>
<tr><td>Knowledge and understanding</td><td>Skills</td><td>Attitudes and values</td></tr>
<tr><td>– Identify different basic basketball tactics
– Explain different offensive and defensive tactics in basketball</td><td>Develop offensive tactics in basketball

Perform defensive tactics in basketball</td><td>– Self-confidence
– Self-control
– Follow instructions
– Courage
– Competitive spirit
– Determination
– Coordination</td><td>Offensive and defensive tactics in basketball:
– Offensive tactics
(Center player, power forward, small forward, shooting guard, point guard), counter attack, motion offense, spread, offense and set offense)
– Defensive tactics
(man to man defense, Defending the opponent with the ball, Defending the opponent without the ball, zone defense) half court and full court pressing in the game situation)</td><td>– Perform exercises of offending and defensive on the court individually and by teams.
– Perform tactic exercises of blocking in groups/teams</td></tr>
<tr><td>Assessment criteria:</td><td colspan="4">Student teachers are able to perform offensive and defensive tactics of basketball</td></tr>
<tr><td>Link to other Subjects</td><td colspan="4">English, integrated science, SST, Special need education</td></tr>
<tr><td>Resources</td><td colspan="4">Balls, playground, whistle, stopwatch, cones, chasubles, rim, posts.</td></tr>
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<tr><td colspan="2">Subject: PES</td><td colspan="2">Year : 2</td><td>Option : SSE, ECLPE, LE and SME</td></tr>
<tr><td colspan="2">TOPIC AREA: Sports</td><td colspan="3">Sub Topic: Collective and inclusive sports</td></tr>
<tr><td colspan="3">Unit 5: Handball</td><td colspan="2">No. of periods: 4</td></tr>
<tr><td colspan="5">Key Unit competence: Perform different tactics needed to play handball.</td></tr>
<tr><td colspan="3">Learning objectives</td><td rowspan="2">Content</td><td rowspan="2">Learning Activities</td></tr>
<tr><td>Knowledge and understanding</td><td>Skills</td><td>Attitudes and values</td></tr>
<tr><td>– Tell different handball playing positions in field of play.
– Distinguish between three attack waves in handball.</td><td>– Demonstrate different types of three attack waves in handball.
– Recognize when and how to use different defensive and offensive strategies.
– Combine offensive and defensive tactics in game situation.
– Play a short handball game to apply different techniques and techniques learnt</td><td></td><td>Handball playing positions
– Offensive positions
(Left and right winger men, Left and right backcourt, Pivot, Center backcourt, Goalkeeper.
– Defending positions
(Far left and far right, half left and right, Back center right and back center left, Front center, Goalkeeper)</td><td>Take different handball playing positions in the field of play:
– Defending positions
– Offensive positions
Perform exercises
– Perform exercises on three attack waves:
(First wave, Second wave, Third wave)
– Perform exercises on two types defensive strategies:
• Flat defense:6-0, 5-1
• Offensive defense: 4-2, 3-3
Play a short handball game to apply the learnt techniques and tactics.</td></tr>
<tr><td colspan="2">Assessment criteria:</td><td colspan="3">Student teachers are able to perform various tactics of handball in game situations</td></tr>
<tr><td colspan="2">Link to other Subjects</td><td colspan="3">English, integrated science, SST, Special need education</td></tr>
<tr><td colspan="2">Resources</td><td colspan="3">Balls, playground, whistle, stopwatch, cones, chasubles.</td></tr>
</table>

Subject: PES	**Year : 2**	**Option : SSE, ECLPE, LE and SME**
TOPIC AREA: Sports	**Sub Topic:** Collective and inclusive sports	
Unit 6: Netball	**No. of periods: 4**	
Key Unit competence: Perform basic netball tactics		

Learning objectives			**Content**	**Learning Activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
– Identify different netball tactics – Explain the importance of netball tactics in games	Develop offensive and defensive netball tactics	– Self-confidence – Self-control – Follow instructions – Courage – Competitive spirit – Determination – Coordination	**Netball tactics:** (Playing positions, Defense, Goal keeper, Goal defense, Mid court, Wing defense, Centre, Wing attack, Shooter Goal attack, Goal shooter, Dodge, Fake, Pressing, One-on –one defense)	– Perform tactical exercises of defensive player, goal keeper, goal defense, mid court play, wing defense, center play, shooting play, goal attacking play, goal shooting play, dodging, faking, pressing an opponent, one on one defense through the game situation.

Assessment criteria:	Student teachers are able to perform netball tactics in attack and defense
Link to other Subjects	English, integrated science, SST, Special need education.
Resources	Balls, playground, whistle, stopwatch, cones, chasubles, rim

Subject: PES	**Year : 2**	**Option : SSE, ECLPE, LE and SME**
TOPIC AREA: Sports	**Sub Topic:** Collective and inclusive sports	
Unit 7: Goal ball	**No. of periods: 4**	
Key Unit competence: Perform different goalball tactics		

Learning objectives			**Content**	**Learning Activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
– Identify different goal ball tactics – Describe how goal ball can be played tactically in a safe, varied, effective, and enjoyable way.	– Apply goal ball tactics in handling and throwing the ball – Develop tactics in goal ball defense	– Self-confidence – Self-control – Follow instructions – Courage – Competitive spirit – Determination – Coordination	**Offensive tactics:** (Individual actions, Team actions) **Defensive tactics:** (Individual actions, Team actions) **Goal ball game**	– Perform tactical exercises of handling and throwing the ball in different positions: – Individually throw the ball hard and fast, soft and slow – Perform tactical exercises of blocking and catching the ball in lying, knees, crouching and diving position

Assessment criteria:	Student teachers are able to perform offensive and defensive tactics in goal ball.
Link to other Subjects	English, integrated science, SST, Special need education.
Resources	Rooms, playground, whistle, stopwatch, cones, chasubles, blindfolds, goalpost, bell ball
Resources	Balls, playground, whistle, stopwatch, cones, chasubles, rope, trees.

Subject: PES		**Year : 2**		**Option : SSE**
TOPIC AREA: Sports		**Sub Topic:** Collective and inclusive sports		
Unit 8: Sitting volleyball.			**No. of periods: 5**	
Key Unit competence: Perform sitting volleyball tactics in game situations				
Learning objectives			**Content**	**Learning Activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
– State different basic sitting volleyball tactics – Distinguish different basic tactics while playing sitting volleyball	– Serve the ball with tactics – Pass the ball with tactics – Set the ball with tactics – spike the ball with tactics – Block the ball with tactics – Dig with tactics	– Self-confidence – Self-control – Follow instructions – Courage – Competitive spirit – Determination – Coordination	**Offensive and defensive tactics in sitting volleyball** – **Offensive tactics:** (Attacking position of players, Tactics of serving the ball, Tactics of setting, Tactics of spiking) – **Defensive tactics:** (Defensive positioning of players, Tactics of receiving the ball, Tactics of digging, Tactics of blocking)	– Perform exercises of positioning in attack: Offensive alignment with no blocker, with one blocker, with two or three blockers – Execute different tactics of blocking: 0ne on one block, swing and triple block
Assessment criteria:	Student teachers are able to perform tactics of serving, passing, setting, spiking, blocking and digging the ball in sitting volleyball game situations			
Link to other Subjects	English, integrated science, SST, Special need education			
Resources	Balls, playground, whistle, stopwatch, cones, chasubles, rope, trees.			

5.3 Physical Education and Sports syllabus units for year Three

5.3.1 Key competences at the end of year Three

At the end of year three, the student teacher will be able to:

- Perform throwing exercises in athletics;
- Perform Football techniques and tactics in the game situation adhering to rules;
- Perform Volleyball techniques and tactics in the game situation adhering to the rules;
- Perform Basketball techniques and tactics in the game situation adhering to the rules;
- Perform Handball techniques and tactics in the game situation adhering to rules;
- Perform Netball techniques and tactics in the game situation adhering to rules;
- Perform Goalball techniques and tactics in the game situation adhering to rules;
- Perform Sitting volleyball techniques and tactics in the game situation adhering to rules;
- Apply/Perform the practice of first aid

5.3.2 Syllabus units for year Three

<table>
<tr><td colspan="2">Subject: PES</td><td colspan="2">Year : 3</td><td>Option : SSE, ECLPE, LE and SME</td></tr>
<tr><td colspan="2">TOPIC AREA: Sports</td><td colspan="3">Sub Topic: Individual sports</td></tr>
<tr><td colspan="3">Unit one: Athletics</td><td colspan="2">No. of periods: 4</td></tr>
<tr><td colspan="5">Key Unit competence: Perform throwing exercises in athletics.</td></tr>
<tr><td colspan="3">Learning objectives</td><td rowspan="2">Content</td><td rowspan="2">Learning Activities</td></tr>
<tr><td>Knowledge and understanding</td><td>Skills</td><td>Attitudes and values</td></tr>
<tr><td>- State different types of throwing exercises in athletics

- Explain different techniques of throwing</td><td>Perform different throwing exercises.</td><td>– Self-confidence
– Self-control
– Courage
– Competitive spirit
– Determination
– Coordination
– Flexibility
– Agility</td><td>Throwing exercises:

(Javelin throw, Discus throw, Short put throw, Hammer throw, Athletic competition)</td><td>– Individually perform exercises by using different engines used in throwing.
– Individually perform different athletic techniques in a competition</td></tr>
<tr><td>Assessment criteria:</td><td colspan="4">Student teachers are able to perform javelin, discus, short put and hammer throw exercises in athletics</td></tr>
<tr><td>Link to other Subjects</td><td colspan="4">Integrated science, mathematics, SST, special need education and English.</td></tr>
<tr><td>Resources</td><td colspan="4">Playground, stopwatch, whistle, baton, decameter, javelin, discus, short put and hammer</td></tr>
</table>

<table>
<tr><td colspan="2">Subject: PES</td><td colspan="2">Year : 3</td><td>Option : SSE, ECLPE, LE and SME</td></tr>
<tr><td colspan="2">TOPIC AREA: Sports</td><td colspan="3">Sub Topic: Collective and Inclusive sports</td></tr>
<tr><td colspan="3">Unit 2: Football</td><td colspan="2">No. of periods: 5</td></tr>
<tr><td colspan="5">Key Unit competence: Perform football techniques and tactics in the game situation adhering to rules</td></tr>
<tr><td colspan="3">Learning objectives</td><td rowspan="2">Content</td><td rowspan="2">Learning Activities</td></tr>
<tr><td>Knowledge and understanding</td><td>Skills</td><td>Attitudes and values</td></tr>
<tr><td>– Explain elements of football rules
– Distinguish football techniques and tactics
– Recognize the application of rules in the game</td><td>– Apply techniques and tactics to improve his performance in football
– Create individual tactic and technical gestures during football game situation
– Interpret football rules</td><td>– Self-confidence
– Self-control
– Follow instructions
– Courage
– Competitive spirit
– Determination
– Coordination
– Team work
– Respect of rules
– Fair play</td><td>Offensive and defensive football techniques and tactics in the game situation.
Elements of football rules
(Field of play, Ball, Number of players, Duration of the game, Football equipment, Referees, Fouls and sanctions).
Play a short football match.</td><td>– Individual/ groups perform the exercises of controlling,
(Passing, Shooting, and Goal keeping with techniques and tactics in the game situation)
– In groups discuss different elements of football rules and apply them in the game situation:
Play a short football match on the playground.</td></tr>
<tr><td>Assessment criteria:</td><td colspan="4">Student teachers are able to perform offensive and defensive football techniques and tactics in the game situation adhering to rules</td></tr>
<tr><td>Link to other Subjects</td><td colspan="4">English, integrated science, SST, Special need education.</td></tr>
<tr><td>Resources</td><td colspan="4">Balls, playground, whistle, stopwatch, cones, chasubles.</td></tr>
</table>

<table>
<tr><td colspan="2">Subject: PES</td><td colspan="2">Year : 3</td><td>Option : SSE, ECLPE, LE and SME</td></tr>
<tr><td colspan="2">TOPIC AREA: Sports</td><td colspan="3">Sub Topic: Collective and inclusive sports</td></tr>
<tr><td colspan="3">Unit 3: Volleyball.</td><td colspan="2">No. of periods: 4</td></tr>
<tr><td colspan="5">Key Unit competence: Perform volleyball techniques and tactics in the game situation adhering to the rules</td></tr>
<tr><td colspan="3">Learning objectives</td><td rowspan="2">Content</td><td rowspan="2">Learning Activities</td></tr>
<tr><td>Knowledge and understanding</td><td>Skills</td><td>Attitudes and values</td></tr>
<tr><td>– Explain elements of volleyball rules
– Distinguish volleyball techniques and tactics
– Recognize the application of rules in the game</td><td>– Apply techniques and tactics to improve his performance in volley ball
– Create individual tactic and technical gestures in volleyball game situation
– Interpret volleyball rules</td><td>– Self-confidence
– Self-control
– Follow instructions
– Courage
– Competitive spirit
– Determination
– Coordination</td><td>Offensive and defensive volleyball techniques and tactics in the game situation. (Serving, Passing, Setting, Spiking, Blocking and digging in the game situation)

Elements of volleyball rules (Field of play, Ball, Number of players, Volleyball equipment, Referees, Fouls and sanctions, Play a short volleyball game).

Volleyball game</td><td>In groups discuss different elements of volleyball rules and apply them in the game situation by using different football techniques.</td></tr>
<tr><td>Assessment criteria:</td><td colspan="4">Student teachers are able to perform offensive and defensive volleyball techniques and tactics in the game situation adhering to rules</td></tr>
<tr><td>Link to other Subjects</td><td colspan="4">English, integrated science, SST, Special need education</td></tr>
<tr><td>Resources</td><td colspan="4">Balls, playground, whistle, stopwatch, cones, chasubles.</td></tr>
</table>

<table>
<tr><td colspan="2">Subject: PES</td><td colspan="2">Year : 3</td><td>Option : SSE, ECLPE, LE and SME</td></tr>
<tr><td colspan="2">TOPIC AREA: Sports</td><td colspan="3">Sub Topic: Collective and inclusive sports</td></tr>
<tr><td colspan="3">Unit 4: Basketball</td><td colspan="2">No. of periods: 4</td></tr>
<tr><td colspan="5">Key Unit competence: Perform basketball techniques and tactics in the game situation adhering to the rules</td></tr>
<tr><td colspan="3">Learning objectives</td><td rowspan="2">Content</td><td rowspan="2">Learning Activities</td></tr>
<tr><td>Knowledge and understanding</td><td>Skills</td><td>Attitudes and values</td></tr>
<tr><td>– Distinguish Basketball techniques and tactics
– Recognize the application of rules in the game</td><td>– Apply techniques and tactics to improve his performance in Basketball
– Create individual tactic and technical gestures in Basketball game situation
– Interpret Basketball rules</td><td>– Self-confidence
– Self-control
– Courage
– Competitive spirit
– Determination
– Coordination
– Team work
– Respect of rules
– Fair play</td><td>Offensive and defensive basketball techniques and tactics in the game situation (Passing, Receiving, Dribbling, Shooting and blocking in the game situation)

Elements of basketball rules and Basketball game

Basketball game</td><td>– Individually/ teams perform exercises
– In groups discuss different elements of basketball rules and apply them in the game situation:
(Field of play, Ball, Number of players, Duration of the game, Basketball equipment, Refereeing, Fouls and sanction, Playing a short game)</td></tr>
<tr><td>Assessment criteria:</td><td colspan="4">Student teachers are able to perform offensive and defensive basketball techniques and tactics in the game situation adhering to rules</td></tr>
<tr><td>Link to other Subjects</td><td colspan="4">English, integrated science, SST, Special need education</td></tr>
<tr><td>Resources</td><td colspan="4">Balls, playground, whistle, stopwatch, cones, chasubles, rim, posts.</td></tr>
</table>

Subject: PES		**Year : 3**		**Option : SSE, ECLPE, LE and SME**
TOPIC AREA: Sports		**Sub Topic:** Collective and inclusive sports		
Unit 5: Handball			**No. of periods: 4**	
Key Unit competence: Perform Handball techniques and tactics in the game situation adhering to rules				
Learning objectives			**Content**	**Learning Activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
– Identify different basic handball techniques. – Explain different basic techniques of handball.	– Apply techniques and tactics to improve his performance in Handball – Create individual tactic and technical gestures Handball game situation – Interpret Handball rules	– Self-confidence – Self-control – Courage – Competitive spirit – Determination – Coordination – Team work – Respect of rules – Fair play	– Offensive and defensive Handball techniques and tactics in the game situation – Elements of Handball rules – Handball game	– Individually perform exercises of; (Passing, Receiving, Dribbling, Shooting and blocking in the game situation – In groups discuss different elements of handball rules and apply them in the game situation: (Field of play, Ball, Number of players, Duration of the game, handball equipment, Refereeing, Fouls and sanction, Playing a short game)
Assessment criteria:	Perform Handball techniques and tactics in the game situation adhering to rules			
Link to other Subjects	English, integrated science, SST, Special need education.			
Resources	Balls, playground, whistle, stopwatch, cones, chasubles.			

<table>
<tr><td colspan="2">Subject: PES</td><td colspan="2">Year : 3</td><td>Option : SSE, ECLPE, LE and SME</td></tr>
<tr><td colspan="2">TOPIC AREA: Sports</td><td colspan="3">Sub Topic: Collective and inclusive sports</td></tr>
<tr><td colspan="3">Unit 6: Netball</td><td colspan="2">No. of periods: 4</td></tr>
<tr><td colspan="5">Key Unit competence: Perform netball techniques and tactics in the game situation adhering to the rules</td></tr>
<tr><td colspan="3">Learning objectives</td><td rowspan="2">Content</td><td rowspan="2">Learning Activities</td></tr>
<tr><td>Knowledge and understanding</td><td>Skills</td><td>Attitudes and values</td></tr>
<tr><td>– Explain elements of netball rules
– Distinguish netball techniques and tactics
– Recognize the application of rules in the game</td><td>– Apply techniques and tactics to improve his performance in netball
– Create individual tactic and technical gestures in netball game situation
– Interpret netball rules</td><td>– Self-confidence
– Self-control
– Courage
– Competitive spirit
– Determination
– Coordination
– Team work
– Respect of rules Fair play</td><td>Offensive and defensive netball techniques and tactics in the game situation

Elements of netball rules

Netball game</td><td>– Individually/groups perform exercises of

(Passing, Receiving, Landing and shooting in the game situations)
– In groups discuss different elements of netball rules and apply them in the game situations:

(Field of play, Ball, Number of players, Duration of the game, Netball equipment, Referees, Fouls and sanction, Play a short netball game)</td></tr>
<tr><td colspan="2">Assessment criteria:</td><td colspan="3">Student teachers are able to perform techniques and tactics in the game situation adhering to rules</td></tr>
<tr><td colspan="2">Link to other Subjects</td><td colspan="3">English, integrated science, SST, Special need education.</td></tr>
<tr><td colspan="2">Resources</td><td colspan="3">Balls, playground, whistle, stopwatch, cones, chasubles, rim</td></tr>
</table>

Subject: PES	Year : 3	Option : SSE, ECLPE, LE and SME
TOPIC AREA: Sports	**Sub Topic:** Collective and inclusive sports	
Unit 7: Goal ball		**No. of periods: 4**
Key Unit competence: Perform goalball techniques and tactics in the game situation adhering to the rules		

Learning objectives			Content	Learning Activities
Knowledge and understanding	**Skills**	**Attitudes and values**		
– Identify goalball techniques and tactics – Describe how goal ball can be played in a safe, varied, effective, and enjoyable way. – Explain elements of goalball rules – Recognize the application of rules in the game	– Apply techniques and tactics to improve performance in goalball – Create individual tactic and technical gestures in goalball game situation – Interpret goalball rules	– Self-confidence – Self-control – Courage – Competitive spirit – Determination – Coordination – Team work – Respect of rules – Fair play	Offensive and defensive goalball techniques and tactics in the game situation Elements of goalball rules Goalball game	– Individually perform exercises of (Throwing, Rolling, Block and catching the ball in the game situations) – In groups discuss different elements of goalball rules and apply them in the game situations: (Field of play, Ball, Number of players, Duration of the game, Goalball equipment, Referees, Fouls and sanction, Play a short goal ball game)

Assessment criteria:	Student teachers are able to perform goal ball techniques and tactics in the game situation adhering to rules
Link to other Subjects	English, integrated science, SST, Special need education.
Resources	Balls, playground, whistle, stopwatch, cones, chasubles.

Subject: PES	**Year : 3**	**Option : SSE, ECLPE, LE and SME**
TOPIC AREA: Sports	**Sub Topic:** Collective and inclusive sports	
Unit 8: Sitting volleyball	**No. of periods: 4**	
Key Unit competence: Perform sitting volleyball techniques and tactics in the game situation adhering to the rules		

Learning objectives			**Content**	**Learning Activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
– Explain elements of sitting volleyball rules – Distinguish sitting volleyball techniques and tactics – Recognize the application of rules in the game	– Apply techniques and tactics to improve performance in sitting volley ball – Create individual tactic and technical gestures in sitting volleyball game situation – Interpret sitting volleyball rules	– Self-confidence – Self-control – Courage – Competitive spirit – Determination – Coordination – Fair play – Team work	– Offensive and defensive sitting volleyball techniques and tactics in the game situation – Elements of sitting volleyball rules – Sitting volleyball game	– Individual/groups perform exercises of: (Serving, Passing, Setting, Spiking, Blocking and digging in the game situation – In groups discuss different elements of sitting volleyball rules and apply them in the game situation: (Field of play, Ball, Number of players, Sitting volley ball equipment, Refereeing, Fouls and sanctions, Play a short game)

Assessment criteria:	Student teachers are able to perform offensive and defensive sitting volleyball techniques and tactics in the game situation adhering to rules
Link to other Subjects	English, integrated science, SST, Special need education
Resources	Balls, playground, whistle, stopwatch, cones, chasubles.

Subject: PES		**Year : 3**		**Option : SSE, ECLPE, LE and SME**
TOPIC AREA: First aid				
Unit 9: Basic first aid			**No. of periods: 3**	
Key Unit competence: Apply/Perform the practice of first aid				
Learning objectives			**Content**	**Learning Activities**
Knowledge and understanding	**Skills**	**Attitudes and values**		
– Define key terms used in first aid – Explain the importance of first aid – Identify different accident/ injury that can happen in working place – Recognize the use of first aid kit and the prevention of different accidents – Describe the principals of first aid	– Apply the appropriate emergency care for different accidents/ injuries that can happen in working place – Classify accidents/ injuries based on them Signs. – Use first aid kit – Prevent against different accidents/juries	– Self-confidence – Self-control – Courage – Competitive spirit – Determination – Coordination – Fair play – Team work	**Key terms used in first aid** (First Aid, Fracture, Articulation, Accident, Injury, Emergency) **Classify injuries and accidents** Fractures (definition, types, signs, emergency care and Other particular fractures: ribs fracture, skull fracture and spinal cord fracture.), Lesions of articulations: Sprain (definition, signs and emergency care.), Dislocations (definition, signs and emergency care) – Principles of first aid – Practice of first aid	In groups discuss the key terms used in first aid. In groups discuss skeletal and articulation attacks. Brainstorm the principles of first aid (Aim of first aid, Responsibility of first aider, Protecting yourself as first aider) **In groups practice first aid:** (Assess the situation, Make the area safe, Give the emergency aid, Get help from others)
Assessment criteria:	Student teachers are able to apply/ perform the practice of first a			
Link to other Subjects	English, integrated science, SST, Special need education			
Resources	Classroom, playground, first aid kit, stopwatch, cones, chasubles.			

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7.ANNEXES

7.1 TTC Subjects and time allocation

No	Subject	Number of Periods								Number of Syllabi
		ECLPE		SSE		SME		LE		
		Y1	Y2&3	Y1	Y2&3	Y1	Y2&3	Y1	Y2&3	
1	Foundations of Education	6	6	6	5	6	5	6	5	1
2	English	5	5	5	4	5	4	7	7	3
3	Kinyarwanda	5	5	2	2	2	2	5	6	3
4	Mathematics	3	3	3	3	6	6	2	2	3
5	Integrated Science	4	4	1	1	11	0	1	1	3
6	Physics	0	0	0	0	0	5	0	0	1
7	Biology	0	0	0	0	0	5	0	0	1
8	Chemistry	0	0	0	0	0	5	0	0	1
9	Social Studies	4	4	11	0	2	2	2	2	3
10	History	0	0	0	5	0	0	0	0	1
11	Geography	0	0	0	5	0	0	0	0	1
12	Economics	0	0	0	5	0	0	0	0	1
13	Creative Performance (Music and Fine Arts)	4	4	4	4	2	2	4	4	2
14	Physical Education and Sports	1	1	2	1	1	1	1	1	1
15	Entrepreneurship	2	2	2	2	2	2	2	2	1
16	ICT	2	2	2	2	2	2	2	2	1
17	TMP	7	7	4	4	6	4	4	4	11
18	SNE	2	2	2	2	2	2	2	2	1
19	Religious Education	1	1	4	3	1	1	1	1	2
20	French	4	4	2	2	2	2	7	7	3
21	Kiswahili	1	1	1	1	1	1	5	5	2
22	Co-Curricular	1	1	1	1	1	1	1	1	0
23	Individual Study	8	8	8	8	8	8	8	8	0
24	School Attachment	Year 3 (First term)								
	TOTAL	60	60	60	60	60	60	60	60	46

7.2 Weekly time allocation for the specific option (s)

Table 1: Early Childhood and Lower Primary Education (Eclp)

SN	SUBJECTS	PERIODS PER WEEK		
		YEAR 1	YEAR 2	YEAR 3
1	Foundations of Education*	6	6	6
2	English*	5	5	5
3	Kinyarwanda*	5	5	5
4	Mathematics*	3	3	3
5	Integrated Science*	4	4	4
6	Social Studies*	4	4	4
7	Creative Performance(Music and Fine Arts)*	4	4	4
8	Physical Education and Sports	1	1	1
9	Entrepreneurship*	2	2	2
10	ICT	2	2	2
11	TMP*	7	7	7
12	SNE	2	2	2
13	RE	1	1	1
14	French	4	4	4
15	Kiswahili	1	1	1
16	Co-Curricular	1	1	1
17	Individual Study	8	8	8
	School Attachment			1st term
	TOTAL	**60**	**60**	**60**

At the end of year three, students in this option will take national exams in nine subjects: Common subjects (Foundations of Education, Teaching Methods and Practice, English, Kinyarwanda and Entrepreneurship), Mathematics, Integrated sciences, Social Studies and Creative Performance.

Table 2: Social Studies Education (SSE)

SN	SUBJECT	PERIODS PER WEEK		
		YEAR 1	YEAR 2	YEAR 3
1	Foundations of Education*	6	5	5
2	Social studies	11	0	0
3	Geography*		5	5
4	History *		5	5
5	Economics*		5	5
6	Religious education*	4	3	3
7	Creative Performance*	4	4	4
8	Physical Education and Sports	1	1	1
9	English*	5	4	4
10	Kinyarwanda*	2	2	2
11	General Sciences	1	1	1
12	Mathematics	3	3	3
13	French	2	2	2
14	Entrepreneurship*	2	2	2
15	ICT	2	2	2
16	Teaching Methods and Practice (TMP)*	4	4	4
17	Special Needs and Inclusive Education (SN&IE)	2	2	2
18	Kiswahili	1	1	1
19	Co-curricular activities:	1	1	1
20	Individual Study	8	8	8
21	School Attachment			1stTerm
	TOTAL	**60**	**60**	**60**

At the end of year three, students in this option will take national exams in ten subjects: Common subjects (Foundations of Education, Teaching Methods and Practice, English, Kinyarwanda and Entrepreneurship), Geography, History, Economics, Religious education and Creative Performance.

Table 3: Languages Education (LE)

SN	SUBJECTS	PERIODS PER WEEK		
		YEAR 1	YEAR 2	YEAR 3
1	Foundations of Education *	6	5	5
2	French*	7	7	7
3	English*	7	7	7
4	Kinyarwanda*	5	6	6
5	Creative performance* (Music & Fine Arts)	4	4	4
6	Physical Education and Sports	1	1	1
7	General Sciences	1	1	1
8	Mathematics	2	2	2
9	Kiswahili*	5	5	5
10	Entrepreneurship*	2	2	2
11	ICT	2	2	2
12	Teaching Methods and Practice (TMP)*	4	4	4
13	Special Needs Education (SNE)	2	2	2
14	Religious education	1	1	1
15	Social Studies	2	2	2
16	Co-Curricular activities (clubs, sports, public lectures)	1	1	1
17	Individual study (Research, library, Teaching Resource Center, etc)	8	8	8
	School Attachment			1stTerm
	TOTAL	**60**	**60**	**60**

At the end of year three, students in this option will take national exams in seven subjects: common subjects (Foundations of Education, Teaching Methods and Practice, English, Kinyarwanda and Entrepreneurship), French and Kiswahili.

Table 4: Science and Mathematics Education (SME)

SN	SUBJECT	PERIODS PER WEEK		
		Y1	Y2	Y3
1	Foundations of Education *	6	5	5
2	Mathematics*	6	6	6
3	Integrated Sciences	11	0	0
4	Chemistry*	0	5	5
5	Biology*	0	5	5
6	Physics*	0	5	5
7	English*	5	4	4
8	Kinyarwanda*	2	2	2
9	Creative Performance (Music & Fine arts)	2	2	2
10	Physical Education and Sports	1	1	1
11	French	2	2	2
12	Entrepreneurship*	2	2	2
13	ICT	2	2	2
14	Teaching Methods and Practice (TMP)*	6	4	4
15	Special Needs Education (SNE)	2	2	2
16	Religious education	1	1	1
17	Kiswahili	1	1	1
18	Social studies	2	2	2
19	Co- Curricular	1	1	1
	Individual Study	8	8	8
	School Attachment			1stTerm
	TOTAL	**60**	**60**	**60**

At the end of year three, students in this option will take national exams in nine subjects: Common subjects (Foundations of Education, Teaching Methods and Practice, English, Kinyarwanda and Entrepreneurship), Mathematics, Physics, Chemistry and Biology.

Table 5: TMP Time Allocation (THEORIES)

Option	TMP Subjects	Number of period Year 1	Number of period Year 2, term 1
Language Education	1. English	2	
	2. Kinyarwanda	2	
	3. French	-	1
Social Studies education	1. Social studies	1	
	2. Religious Education	1	
	3. Music, Arts & Crafts	-	1
	3. Physical Education and Sports	1	
Science & Mathematics	1.Mathematics	2	
	2.SET	2 (Science component)	
		2 (ICT component including Xo laptop)	
ECLPE	1.Physical Education and Sports	1	
	2. English		
	3. Kinyarwanda	1	
	4. Mathematics	1	
	5.SET	1	
	6. Social studies and Religious Education	-	1
	7.Music, Fine Art &Craft	-	1
	8.Pre-primary	3	

7.3 Overview for Physical Education and Sports for SSE, ECLPE, LE and SME(TTCs)

TOPIC AREA	SUB-TOPIC AREA	GENERAL COMPETENCES		
		YEAR 1	YEAR 2	YEAR 3
1. **Understanding Physical Education and Sports activities**	– Concepts related to PES	– Use different concept related to PES.		
	– Basic physical education exercises.	– Perform basic physical education exercises.		
2. **Sports**	– Individual sports –	– Perform basic gymnastics exercises. – Perform running races exercise in athletics.	– Perform jumping exercises in athletics.	– Perform throwing exercises in athletics.
	– Collective and Inclusive sports.	– Perform basic techniques used in playing football, volleyball, basketball, handball and netball. – Perform different basics techniques used in playing sitting volleyball and goal ball	– Perform basic tactics used in playing Football, volleyball, basketball, handball and netball. – Perform different tactics used in playing sitting volleyball and goal ball.	– Perform basic technical-tactics used in playing football, volleyball, basketball, handball and netball in game situation adhering to the rules. – Organize different sports events. – Perform different technical-tactics used in playing sitting volleyball and goal ball adhering to rules. – Organize different competitions in inclusive sports.
3. **Basic First aid**	– Principles and practices of first aid.	–		– Provide first aid to the victims.