

# Physical Education Secondary School Syllabus and Guidance

South Sudan



# Teacher Guide for teaching and learning in Secondary PE

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## Physical Education

Physical Education and Health contributes to the development of young people as:

- Good Citizens
- Successful life-long learners
- Creative and productive individuals
- Environmentally aware members of society

# Teacher Guide for teaching and learning in Secondary PE

## 1. Introduction

There is a new curriculum for schools and the syllabuses for all subjects from P1 to S4 have been revised. The new syllabuses for all subjects are based on an active approach to learning which focuses on understanding, skills and the application of knowledge in practical situations. It is therefore important that teachers involve children and young people in their own learning, providing practical learning activities

in which learners can develop skills and a deeper understanding of the subject.

Secondary PE may not always have been seen as a priority, but the new curriculum emphasises its importance. PE has always been essentially practical with a need to involve learners actively.

## 2. The Curriculum Framework

The new Curriculum Framework puts the subjects into a wider context within the new curriculum. This Framework sets the overall aims for education and has a clear set of values and principles that permeate the design of the curriculum. It also introduces a

set of student competencies that apply to, and are developed within, all subjects. All of this takes place within the context of the South Sudan heritage and culture. This is illustrated in diagram 1.

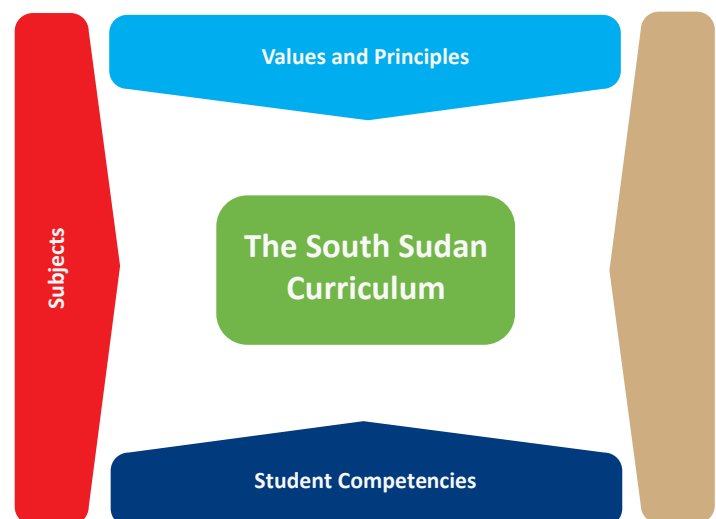
The syllabuses for Secondary PE have been written to take account of these four dimensions, and include the three Cross-Cutting Issues of:

- Life Skills
- Peace Education
- Environment and Sustainability

These Cross Cutting Issues are all built into the syllabuses, but teachers also need to be aware of these dimensions and take account of them in their planning.

This booklet will help with this process of planning for PE. It should help make learning in Secondary PE exciting,

engaging and enjoyable. It should help make teaching PE exciting, engaging and enjoyable too!



**Teaching and Learning in PE should be enjoyable!**

### 3. Rationale

Participation in physical activity lies at the heart of a healthy lifestyle. Physical Education enables learners to understand the basis of healthy living, thus promoting active and healthy lifestyles. The subject develops physical competence and confidence, providing learners with the ability to use these in a range of activities and take part in sports and games at school and in their communities. It promotes physical skilfulness and agility, physical development and a knowledge of the body in action. By considering how the body works, learners also develop the knowledge and skills required to make choices that have a positive effect of their health and related physical abilities. By participating in physical activities, learners are provided with the opportunity

to be creative, competitive and to face up to different challenges as individuals, in groups and as part of teams.

Students learn how to think in different ways to suit a variety of creative, competitive and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process, students discover their aptitudes, abilities and preferences, and make choices about how to get involved in lifelong physical activity and live life healthily.



**Participation in physical activity lies at the heart of a healthy lifestyle.**



**Learners develop the ability to think creatively and move with increasing style and effectiveness.**

## 4. Implications of the New Framework

### 4.1 Independence and Creativity

The new Framework presents teachers of Secondary PE with an opportunity to compose learning experiences for children and young people that enable them to develop the confidence necessary to make a positive contribution to society. Through a growing sense of independence stimulated by improvements and successes in physical activities, learners will be able to make increasingly valuable contributions in a variety of situations. During all physical activities, they should be guided and supported to develop their abilities to think quickly and creatively, developing a range of movements which demonstrate increasing effectiveness and style.

The new Framework outlines the need for and the benefits of learners exploring and expressing their own ideas. In PE, learners should be repeatedly provided with activities which enable them to think critically about their own and other people's work thus developing a respect for and an appreciation of this process. They should be supported and encouraged to experiment and explore ideas and movements in order to be able to make effective choices about which style, strategies and combinations of movement are required for increasingly specific purposes.

### 4.2 Promoting a lifelong enjoyment of PE

Secondary PE is a practical subject which relies on the ability of teachers to compose and deliver lessons which enable learners to practice physical skills and explore their own knowledge and understanding of the subject. There is of course the need for learners to be taught about the rules of games for example and specific facts relating to health and well-being, but it is recommended that these are delivered within the context of physical activity wherever possible.

Learners should be given the opportunity to learn new physical skills and improve existing skills in a safe and nurturing environment. They should be provided with demonstrations of 'excellence' where possible and should use their skills of critical and creative thinking to consider how to improve their own skills.

Teachers should plan for the progression and the development of skills, remembering that the complexity of a context for physical activity will influence the level of skills required for effective participation. Secondary Teachers of PE should build on the development of skills through the use of mini-games in P1-3 and a range of carefully organized games, competitions and individual improvement strategies that were developed throughout the Primary years. At secondary level, learners should be supported to focus on the practical development of skills and participation in sports in various contexts.

The dissemination of knowledge related to Secondary PE should be delivered in such a way that learners can see clear connections between their knowledge and understanding of Physical Education and their ability to perform in games, sports and other physical activities. This means that learners should be provided with a range of opportunities and experiences in order to explore the benefits of knowing and understanding

### 4.3 Active learning

In light of the requirement for Secondary PE to be delivered in as practical a manner as possible, teachers should embrace a range of styles of teaching and learning in order for learners to develop the range of skills necessary to become proficient in physical activity.

Teachers should consider for example, the most suitable group size for particular activities explored in Secondary PE lessons. They should consider how learners can be used as ‘Learning Leaders’ in order to promote the development of leadership and communication skills.

Lessons should be planned so that there is a balance of the learning of new skills and the practice of existing skills within a range of contexts. Individual lessons or a short series of lessons should require learners to think critically and creatively, cooperate and communicate with others as well as work individually, successfully. Teachers should plan lessons that use sequences of activities in most situations and include activities that explore health and well-being. Learners should be provided with regular opportunities to apply the skills that they are developing in order to recognise the relevance and purpose of their studies.

The range of activity is important in Secondary PE in order to maintain the interests of learners as well as

promote the subject as an essential opportunity to improve knowledge, understanding and skills related to health and well-being.

Teachers should consider Syllabus Units carefully in order to ensure that across a year, or a few years, learners participate in a range of activities including a variety of ball games, different kinds of athletics, team, paired and individual games and sports and more expressive forms of movement in dance and gymnastics.

### 4.4 Student competencies

Secondary PE provides many opportunities for learners to develop skills and attitudes that lead to a set of competences that can apply in all subjects and throughout life. The development of the four competences in PE enhance learning and enable young people to continue to learn, to adapt to change, and to cope with the challenges of life in the 21st Century.

Across all year groups and all subjects, the syllabus incorporates the opportunity to develop student competencies. These are listed at the bottom of each Syllabus Unit in a box entitled: Contributions to the Competences. Examples are shown below for PE.

<b>Physical Education – Secondary 2</b>	<b>Unit 1: The Moving Body</b>
<p><b>Contribution to the competencies:</b> Critical and creative thinking: Plan and carry out investigations to learn about anatomy and physiology.</p> <p><b>Communication:</b> Present findings effectively and coherently to explain to others what has been learnt about anatomy and physiology.</p>	

<b>Physical Education – Secondary 3</b>	<b>Unit 1: Practical Performance. Performance Analysis</b>
<p><b>Contribution to the competencies:</b> Critical and creative thinking: Evaluate and analyse performance for improvements.</p> <p><b>Communication:</b> Write fluently on a range of subjects in order to communicate effectively about progressive practices in physical activity</p>	

Critical thinking is essential in the development of skills in order to deploy tactics in game situations. Learners also need to develop the skills necessary to stay safe during physical activity by continuously critically evaluating how to move effectively whilst keeping the body safe from harm.

Creative thinking in PE will help learners to compose new sequences of movement in dance for example but also in game situations where new tactics are necessary to compete successfully. Learners should be provided with opportunities to share their ideas for games and sport, thinking creatively about how to communicate their ideas for strategy, patterns of movement and form.

Communication skills are developed in PE where learners are provided with opportunities to explain to each other their ideas for dance activities for example. Teachers should regularly plan PE activities that offer learners the chance to improve their communications skills, learning techniques from each other including the need and effectiveness of using the correct terminology for particular games and movements.

Culture and identity can be explored in PE through discussions about the history of certain games and dances and the role that physical activity plays in community and family life. Teachers should plan opportunities for learners to share descriptions and demonstrations of traditional games and dances in their communities. Learners should be encouraged to take pride in the South Sudanese identity and the diverse nature of South Sudan by comparing dances and other traditional games.



**Taking pride in South Sudanese identity.**

### 4.5 Links between Secondary PE and the cross cutting issues.

Peace Education, Environmental Awareness and Sustainability and Life Skills are considered so important that they are incorporated into all subjects in all years. It is important that learners should understand these issues through different subjects, and PE provides many opportunities for this to happen, especially Peace Education and Life Skills.

#### Peace Education

In PE there are many opportunities to explain and explore ways of living in a peaceful coexistence and to

illustrate the benefits of doing so. Across all years, some of the syllabus units incorporate Peace Education.

In S1 for example, learners are encouraged to be aware of the theory of Peace Conflict Resolution. It is hoped that by taking turns in PE and looking for ways to play fairly that learners will develop their ability to tolerate and respect difference and diversity. By S2 they should be able to recognise key areas of conflict and begin to take active steps to mitigate conflict. By S4, learners should make decisions that promote peace and know of the United Nations Charter on Conflict and Peace resolution and the African Union Charter on Conflict and Resolution.

<b>Physical Education – Secondary 1</b>	<b>Unit 4: Factors Affecting Participation and Performance: Sports Psychology</b>
<p><b>Links to other subjects:</b></p> <p><b>English:</b> Understand and read a range of texts of moderate length in relation to psychological concepts of sports participation.</p> <p><b>Peace Education and Human Rights:</b> Be aware of the theory of conflict resolution and its relationship to health and well-being</p>	

<b>Physical Education – Secondary 4</b>	<b>Unit 2: Practical Performance Coaching</b>
<p><b>Links to other subjects:</b></p> <p><b>Biology:</b> Consider psychological factors affecting physical activities and sports.</p> <p><b>English:</b> Communicate effortlessly and confidently in most situations showing command of language</p> <p><b>Cross-cutting issues. Peace Education:</b> Understand the basis of holistic peacemaking and conflict resolution in order to support coaching practices.</p>	

**Recognising that respect for human rights and gender equity underpins peaceful co-existence.**





## Life Skills

Life skills are developed across the Secondary PE syllabus in Secondary, building on what is set out in Primary PE. There are no direct links to Life Skills specified in the Secondary Syllabus, but teachers should continue to look for opportunities to do so.

In S1 Learners are provided with many opportunities to reflect on physical performances and to critically engage with strategies to enhance physical activities. They should gradually build on this so that by S4 they are able to analyse, modify and evaluate their own work, make suggestions to others and describe strategies for improving their own physical abilities.

## Environment and Sustainability

Elements of Environment and Sustainability can less obviously be linked into PE, but can provide an engaging context for learning in some cases. In P1 to S1 for example, the importance of identifying things in our surroundings can be used to influence movements in simple dance sequences and in S3 and 4, pollution could be used to shape a gymnastic sequence about sources of pollution. Later in S4, there can be some discussion during games about how land is used to create courts and pitches etc and how this should be done/built in order to protect the biodiversity of the local environment.

## 5. The Syllabus Overview and Subject Strands

Strand	S1	S2	S3	S4
The Moving Body	Applied anatomy and physiology	Cardio- respiratory system Anaerobic and aerobic exercise Short and long-term effects of exercise on the body. Warming up and cooling down.	Musco –skeletal system Cardio-respiratory system	Neuromuscular system Energy Systems
	Exercise Physiology and training	Measuring fitness Principles and types of Training Preventing and dealing with Injury Training Seasons	Diet and Nutrition Training Methods	
	Biomechanics and movement analysis.	Biomechanics Analysis of basic movements in sporting examples.		The role of technology in physical activity and sport and biomechanics Injury prevention and rehabilitation
Factors Affecting Participation and Performance	Sport and Society	Social groups and the factors affecting participation Commercialisation Ethical considerations	Sport History Globalisation of Sport	Sociological Theory and Equal Opportunities. The role of technology in physical activity and sport
	Sports psychology	Skill and ability Classifications of skill Definitions of types of goals Information processing Feedback Mental Preparation		Personality & Attitudes Arousal & Anxiety Motivation Group Dynamics
Practical Performance	Skill Acquisition and Well-being	Benefits of physical activity and sport (social, emotional, physical) consequences of a sedentary lifestyle Somatotypes Energy use, diet, nutrition and hydration	Characteristics of skill Practice for learning Principles and theories of learning and performance Use of guidance and feedback Memory Models	
	Performance Analysis And Coaching	Applying techniques, tactics and strategies. Using appropriate physical attributes. Psychological control. Rules, health and safety.	Applying techniques, tactics and strategies. Using appropriate physical attributes. Psychological control. Rules, health and safety.	
		Applying team strategies Applying compositional ideas Taking account of the strengths and weaknesses of team member(s) Showing awareness of, and responding to, the actions of other player(s)/performer(s) Communicating effectively with other player(s)/performer(s) Demonstrating their individual role in achieving the collective outcome	Applying team strategies Applying compositional ideas Taking account of the strengths and weaknesses of team member(s) Showing awareness of, and responding to, the actions of other player(s)/performer(s) Communicating effectively with other player(s)/performer(s) Demonstrating their individual role in achieving the collective outcome	Writing and delivering coaching plans. Applying strategies Taking account of the strengths and weaknesses of performers Showing awareness of, and responding to, the actions of other player(s)/performer(s) Communicating effectively with other player(s)/performer(s) Demonstrating an inclusive coaching role.

## 6. The Subject Strands

The three strands in Secondary PE are:

### The Moving Body

- Applied anatomy and physiology
- Exercise, Physiology and training
- Biomechanics and movement analysis.

### Factors Affecting Participation and Performance

- Sport and Society
- Sports psychology
- Skill Acquisition
- Well-being

### Practical Performance

- Performance
- Performance Analysis
- And Coaching

They are described separately in the subject overviews but do not need to be taught separately. In the syllabus units, in most cases, they are combined in order for the skills of the Moving Body to be developed in the context of a range of sports, games, gymnastic and dance activities whilst considering factors that affect Participation and Practical Performance.

Across all strands, teachers should plan for opportunities for learners to discuss with each other the quality of their own performances and those of others. These discussions should build in complexity through the years and should focus in more and more detail on considerations of physical technique, tactics and strategy.

### The Moving Body

An integrated approach to teaching and learning in PE should lead to learners developing a positive, informed attitude towards physical activity. Learners should develop knowledge and understanding of energy systems prior to exercise, during exercise of differing intensities and during recovery.

### Factors Affecting participation and performance

Learners should develop knowledge and understanding of the changes within the body systems prior to exercise, during exercise of differing intensities and during recovery. They should be able to interpret data

and graphs relating to changes within the musculo-skeletal, cardio-respiratory and neuro-muscular systems and the use of energy systems during different types of physical activity and sport, and the recovery process.

Secondary school students should understand the relationship between the cardiovascular and respiratory systems and how changes within these systems prior to exercise, during exercise of differing intensities and during recovery allow the body to meet the demands of exercise. They should also understand how taking part in physical activity and sport, as part of a healthy lifestyle, can have a positive effect on these systems.

Learners should investigate the relationship between the nervous and muscular systems and how changes within these systems prior to exercise, during exercise of differing intensities and during recovery allow the body to meet the demands of exercise. Learners should understand the relationship between the muscular and skeletal systems to meet the demands of exercise and they should be able to apply their knowledge and understanding to specific sporting actions and movement in a range of physical activities.

### Practical Performance

Learners should develop knowledge and understanding of the interaction between, and the evolution of, sport and society. They should be able to understand, interpret and analyse data and graphs relating to participation in physical activity and sport.

Learners should develop an understanding of popular and rational recreation leading to the emergence of modern sport through to the globalisation of sport in the 21st century. Learners should develop knowledge and understanding of the principles required to optimise learning of new, and the development of existing, skills in a range of physical activities. Learners should be able to understand and interpret graphical representations associated with skill acquisition theories.

Learners should develop knowledge and understanding of motion and forces, and their relevance to performance in physical activity and sport. They should have a knowledge and use of biomechanical definitions, equations, formulae and units of measurement and demonstrate the ability to plot, label and interpret biomechanical graphs and diagrams.

## 7. Careers in PE

Physical Education will lead to a wide range of employment in jobs from professional sport to coaching, training and gymnasium management colleges or to Sports Degrees in Universities.

If you choose to study PE...you can:

- Increase your physical, mental and emotional well-being
- Pursue rewarding and exciting careers which may include international travel
- Develop your leadership and social skills through teamwork
- Promote peaceful co-existence through sports competitions
- Be part of globally united and unifying activities that promote harmony
- Gain confidence through your physical fitness and technical skills
- Pursue opportunities to represent South Sudan at international events

### **What careers could you go into after studying PE and Sports?**

- Professional sports player
- Professional sports coach
- PE teacher
- Sport Scientist
- Physiotherapist
- Professional referee or umpire
- Fitness and personal trainer
- Sports health specialist
- Sports data analyst
- Nutrition and diet specialist
- Sport commentator
- Sports Administrator
- Team doctor
- Sportswriter or journalist
- Sports photographer or film camera operator
- First Aider
- Sports agent
- Sports promoter
- Sports Marketer



## 8. Resources for PE

Resources to support PE lessons will vary according to what is available and which units are being studied. The list below gives an indication of the kinds of resources that are useful to acquire and develop but should not be taken either as an exhaustive list or as a limiting factor.

### Teaching Aids:

- Using learners to identify body parts and their function – Both internal and external body parts.
- Balloons to demonstrate the functioning of the respiratory system.
- Skeletal models.
- Drawings and charts showing the different body systems including skeletal, respiratory, circulatory and muscular system.
- Use of ICT with videos showing the functioning of the body systems (the blood circulatory system, the lungs, the muscles, the skeleton).
- Textbooks and journals to describe recent developments in sports and physical activities.
- Mobilize food types and categorize according to dietary needs.
- Pictures with different features ( physical fit & physically unfit) to compare and contrast health and fitness in relation to physical activities and sports.
- Visit gymnastics centre

### Tools and equipment:

- Skipping ropes for individual and team sports.
- Logs of approximately one meter that learners can roll for muscle strengthening, joint development & flexibility.
- Baton / walking stick to stretch muscles.
- Animal skin or gym mats for practicing rolling to avoid injuries.
- Improvised gymnastics equipment such as rollers, fences, tree stumps and barrels.
- Pulling rope for muscle strengthening and fitness.
- Weighing lifting for muscle strengthening and fitness development.
- Bicycles.
- Roller shoes.
- Booklet for rules and regulations.
- Drum
- Rackets
- Nets
- Goal posts
- Skipping ropes
- Sweeping pool
- Pole vault
- Climbers
- Sliders
- Skittles
- High and long jump materials
- Discus
- Shot putt
- Javelin
- Sports shoes and sports uniforms.
- Defined field of play
- Whistles
- Flags
- Cards
- Table tennis

## 9. Progression and Assessment

Progression within PE ensures that learning is appropriately sequenced and involves learner engagement. Learners should be supported to understand how much and how well they have learned and should be involved in planning next steps. It is about building on prior learning as children develop skills and deepen their understanding as they apply these skills in practical contexts.

Assessment has to be used flexibly to meet the needs of all learners, regardless of where the learning takes place. This is important in recognising achievement across PE, physical activity and sport.

### How do we find the opportunity to make formative assessments?

School-based formative assessment is a part of the normal teaching and learning process, and so the assessment opportunities will also occur during this normal process. It is not something that needs to be added on after learning; it is an integral part of it.

These opportunities occur in three forms. These are usually called:

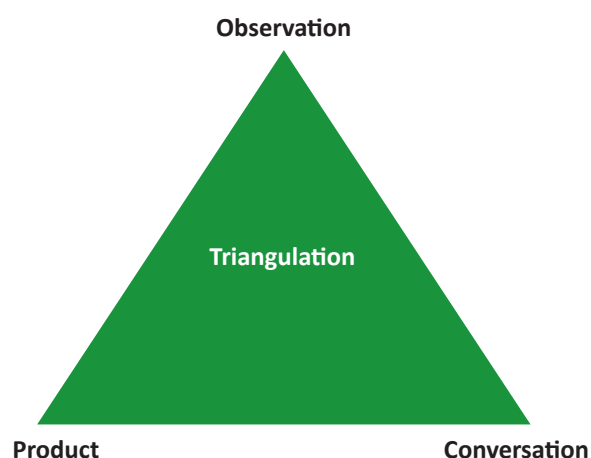
- **Observation** – watching students working (good for assessing skills)
- **Conversation** – asking questions and talking to students (good for assessing knowledge and understanding)
- **Product** – appraising the student's work. This could include their writing, science report, maths calculation, presentation, map, diagram, model, drawing, painting etc. (good for more considered analysis of knowledge and understanding, but less useful for most skills)

In this context, a “product” is seen as something physical and permanent that the teacher can keep and look at, not something that the student says.

When all three are used, the information can be checked against the other two forms of assessment opportunity. This is often referred to as “triangulation”.

**“Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning.”**

**Assessing Student Learning: Huba and Freed  
2000**



*Triangulation of assessment opportunities*

To find these opportunities, look at the ‘Learn About’ sections of the syllabus units. These describe the learning that is expected and in doing so they set out a range of opportunities for the three forms of opportunity.

Here is an example of how we could set out the Assessment Opportunities and the Assessment Criteria in a table:

Physical Education: Secondary 2		Unit 5: Practical Performance: Individual Sports	
<b>Assessment Opportunity (from the Learn About section)</b>			
Teachers should observe how well learners are able to control their body in individual sports. Teachers should observe how well skills are applied to individual sports. (Observation) Teachers should talk with pupils about rules and safety measures that are important in individual games. Teachers should ask learners to explain their views and give examples of effective practice as well as what makes a good player. (Conversation) Teachers should ask learners to write a Rule Card for individual sports that could be shared with younger learners to assist them develop their understanding of how to play football fairly and safely.(Product)			
Learning Outcome		Assessment Criteria (what the teacher need to look for)	
Know the rules, health and safety of each individual activity. Plan technique, tactics and strategies before and during play		<i>Students should demonstrate their ability to control their body well during the individual sport.</i> <i>Students should demonstrate their ability to master techniques and tactics for the individual sport.</i> <i>Students should be able to explain strategies to play individual sports well.</i>	

**How to use Syllabus Units**

The Syllabus Units, drawn from the Syllabus and Subject Overviews, provide a more detailed description of learning.

In PE there are between 4 and 6 Syllabus Units for each year which should then be divided into a series of lessons and activities as illustrated in this diagram. Over a school year of 36 weeks, each unit should therefore provide learning for between 7 and 12 weeks.

Subject Overviews – The Arts Syllabus																							
Syllabus Unit						Syllabus Unit						Syllabus Unit						Syllabus Unit					
L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A

*Each Syllabus Unit should be split into a series of lessons (L).*

*Each lesson should then be divided into a range of learning activities. (A).*

The teacher will need to plan an outline of learning for each Syllabus Unit over a series of weeks in order to ensure all the learning necessary is covered.

Here is an example of a Unit Breakdown:

Secondary 2 Physical Education		Unit 2. The moving Body: Physical Training
Week 1	Conduct a short warm-up activity and then ask learners to tell you why a warm-up activity is important. Ask for demonstrations from learners who can show alternative warm-ups, explaining what parts of the body are benefiting from it. Create a revised warm-up sequence that uses ideas from learners.	
Week 2	Ask learners to think about their favourite individual sport – something that will be developed through Unit 5. Put learners into groups according to their favourite sport. Ask learners in their groups to demonstrate different physical features of the sport.	
Week 3	Building on the last lesson, ask groups of learners to share physical features of their favourite sport with other groups. During this demonstrations, each physical feature should be copied/practiced by the other groups.	
Week 4	Repeat the activities from week 2 and 3 but this time for team sports (Unit 6). In these lessons, adaptations should be made so that learners are comparing team sports to individual sports.	
Week 5	Repeat lessons from week 3 but for team sports. Focus on the different types of physical activity that are required for team sports.	
Week 6	Select one team sport such as football and work in groups to design a sequence of activities that could form a training programme for that sport. Attention should be paid to what tactics are needed in the team sport and how strength and agility can be developed through training programmes.	
Week 7	Ask learners to choose a sport and then work with others in groups who have chosen the same sport. Ask learners to develop a 6 week training programme for their particular sport.	
Week 8	Ask learners to share their training programme with other groups, taking and giving feedback and then adapting training programmes accordingly.	
Week 9	Review the work that has taken place during this unit and consider what skills, knowledge and understanding is required to develop a training programme	

In order to prepare this summary of learning, the teacher needs to consider all aspects of the Syllabus Unit: The 'story' of the unit in the Learn About Section, The Learning Outcomes, Links to other subjects, Contributions to Student Competences.

The Key Inquiry questions provide a useful starting point for shaping learning and teachers should plan for these questions to be explored and answered during the course of the unit.

During a school week, there are between 3 and 4 lessons in PE lasting either 40 or 45 minutes each according to the year. The table to the right is taken from the Curriculum Framework and describes this.

Secondary School (Number of periods each week)			
	S1-2	S3-4	P5-8
National Language	5	5	3
English	7	7	5
Maths	6	6	5
Science	4	5	5
Social Studies	4	5	5
The Arts	3	4	4
RE	3	4	3
PE	3	4	3
Arabic			5
School Programmes			2
<b>Total</b>	<b>35</b>	<b>40</b>	<b>40</b>
<b>Time per lesson</b>	<b>35</b>	<b>40</b>	<b>40</b>



Here is the Full Secondary 2 Unit 2. It provides the context for the Unit Breakdown above. Further examples of Unit Breakdowns are at the end of this section within the Teacher Guidance for Secondary PE.

Secondary 2 Physical Education:		Unit 2 The Moving Body: Physical Training
Learn about		Key inquiry questions
<p>In this unit learners will build on their experience of fitness, to design and lead a personal exercise plan for a team sports. They should further explore definitions and relationships between health and fitness and the components of fitness. Learners should experience measuring different types of fitness and explain how to improve each of these using training principles.</p> <p>Using different principles and types of training, learners will apply their exercise program to a team sport, showing consideration of training seasons. They will consider the prevention and /or management of injury in their personal exercise plan.</p> <p>Learners could explore these topics both theoretically and apply them practically, analysing their own and other’s performances. This unit should be delivered in conjunction with UNIT 5 &amp; 6- Practical Sports.</p>		<p>Explain muscle endurance and apply to a sport.</p> <p>Give examples of where reaction time is particularly important in physical activity and sport.</p> <p>What are the physical benefits of a cool down.</p> <p>Explain the training principle of progression.</p>
LEARNING OUTCOMES		
Knowledge and understanding	Skills	Attitudes
<p>Understand the principles of training seasons.</p> <p>Explain the principles of training (specificity, overload, progression and reversibility).</p> <p>Understand how to prevent injury, identifying potential hazards and how to minimize risk.</p>	<p>Apply knowledge of training principles to a personal exercise plan.</p> <p>Perform a range fitness measurements</p> <p>Plan and perform suitable training methods to improve performance.</p> <p>Be able to collect data relating to short- or long-term effects of exercise on the body.</p>	<p>Appreciate the need for continuous improvement</p> <p>Communicate with confidence</p> <p>Teamwork and cooperation</p>
<p><b>Contribution to the competencies:</b></p> <p>Contribution to the competencies:</p> <p>Critical and creative thinking: Apply what they find out about fitness to create training programmes for team sports. Think critically and evaluatively about the effectiveness of programmes.</p> <p>Communication: Communicate ideas about training and fitness effectively.</p>		
<p><b>Links to other subjects:</b></p> <p>English: Take a leading role in discussions about fitness and training and answer questions about injury prevention.</p> <p>ICT: Communicate using computers and networks to explain and learn about training programmes.</p> <p>Music: to coordinate movement patterns</p>		



### Lesson Formats

It is recommended that each PE lesson includes a discussion about Health and Well-being including nutrition as this is such an important aspect of the way PE contributes to the aims of the curriculum. This could be done in a number of ways:

- Questions and answers at the beginning and/or end of the lesson about a particular aspect of Health and Well-being as described in the Syllabus Unit;
- Frequent references to the way particular movements contribute to healthy living as the lesson progresses;
- Health and Well-being are used as the focus for the lesson.

Each lesson should include periods before and after physical activity designed to 'warm up' and 'cool down'. This muscle stretching and aerobic activity allows the learner to focus on particular aspects of movement as well as prepare and relax the body safely.

Each lesson should involve a degree of the following elements of development in order to enhance progression and promote the value of student competences:

- Acquire and Develop – considering new skills and practicing/developing existing skills;
- Select and Apply – exploring key/relevant skills within more complex familiar contexts or new contexts;
- Evaluate and Improve – consider and reflect upon performances and refine/improve performance;
- Know and Understand – reflect upon learning, question, explain and justify in order to acquire deep learning;

As described in the table at the top of this section, each lesson should incorporate a variety of activities. These will vary according to the content and focus of the lesson but should include:

- A variety of warm up/cool down exercises;
- Health and Well-being explorations;
- A mix of individual, paired, group and team as appropriate.

### Syllabus Units across a year.

It is recommended that some of the Syllabus Units are split and spread across a year in order to provide a balanced experience of PE.

In Secondary 1 for example, Unit 2: The Moving Body: Physical Training could be split into 3 sections in order for them to provide a shorter introduction to each of the other units.

Another example is that Secondary 1, Unit 6: Practical Performance: Team Sports, could be split into 3 sections so that team Sports are the conclusion to each term's PE lessons. Alternatively, a Team Sport could be used as an assessment opportunity at the start of each term where teachers observe learners 'in action' to assess their physical competence, their understanding of the game being played and their skills relating to team work in general.

It is up to the teacher to decide how the Syllabus should be organised. They should take account of school facilities, numbers of learners in year groups and other significant contributing factors to the school year including national and community events. Preparation for inter-state events for example can form a substantial part of PE lessons and participation in local community celebrations can also contribute to useful motivations to improve performances in PE.

The tables below list the Units in each year group. Links to cross cutting Issues are included as these form a feature of learning in all subjects.

Secondary 1		
Unit	Title	Links
1	The Moving Body: Anatomy and Physiology	Biology, Music and Statistics
2	The Moving Body: Physical Training	Statistics and English
3	Factors Affecting Participation and Performance: Healthy, fitness and well-being.	Environmental Sustainability, Biology and ICT
4	Factors Affecting Participation and Performance: Sports Psychology	English and Peace Education
5	Practical Performance: Individual Sports	Statistics, ICT, Music and Peace Education.
6	Practical Performance: Team Sports	English and Citizenship

Secondary 3		
Unit	Title	Links
1	The Moving Body: Applied Anatomy and Physiology.	Science and English.
2	The Moving Body: Exercise Physiology.	English and Science
3	Factors Affecting Participation and Performance: Sport and Society.	Social Studies and English.
4	Factors Affecting Participation and Performance: Skill Acquisition.	English and ICT.
5	Practical Performance: Performance.	Citizenship and Biology
6	Practical Performance: performance Analysis.	Biology and English.

Secondary 2		
Unit	Title	Links
1	The Moving Body: Anatomy and Physiology	Biology, English and ICT.
2	The Moving Body: Physical Training	English, ICT and Music.
3	The Moving Body: Movement Analysis	Biology, Statistics and Physics.
4	Factors affecting Performance: Social-Cultural Influences.	History and English.
5	Practical Performance: Individual Sports.	English and ICT
6	Practical Performance: Team Sports.	English, ICT and Peace Education.

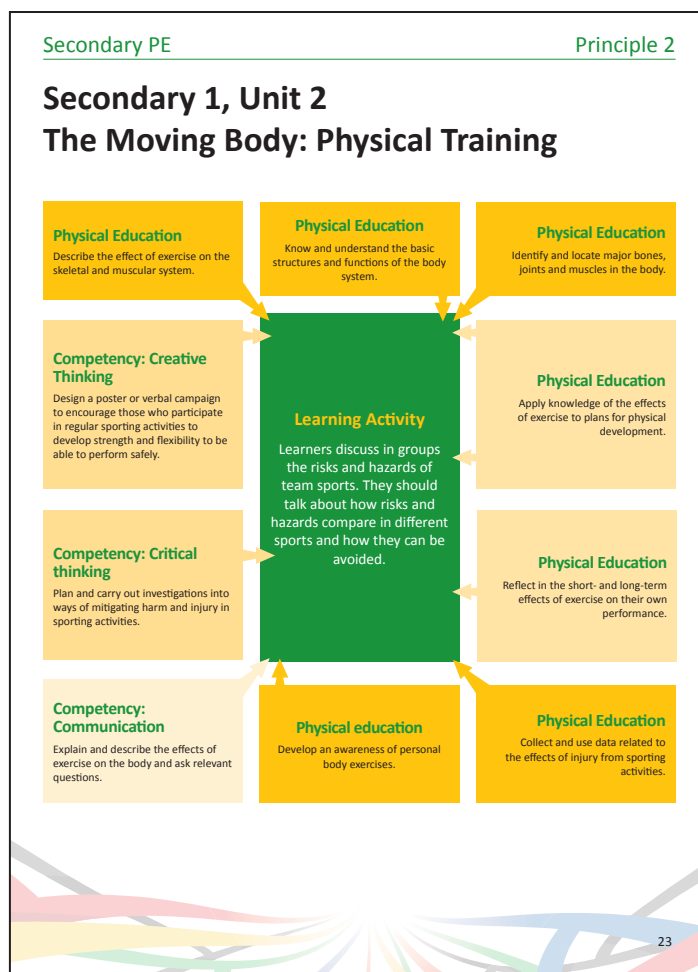
Secondary 4		
Unit	Title	Links
1	The Moving Body: Applied Anatomy and Physiology.	Biology and English.
2	The Moving Body: Bio-mechanics and Movement Analysis.	Biology and English.
3	Factors Affecting Participation and Performance: Sport and Society.	Citizenship and ICT.
4	Factors Affecting Participation and Performance: Sports Psychology.	Biology and English.
5	Practical Performance: Performance.	English and Mathematics.
6	Practical Performance: Coaching.	Biology, English and Peace Education.

# Teacher Guide for Secondary Physical Education - Planning Principles

## Principle One

One learning activity leads to many learning outcomes. The examples in this section for Principle 1 illustrate the fact that one learning activity can be designed in such a way that it can lead to many learning outcomes within and beyond the lesson that they are designed for. So an activity designed to help learners achieve one aspect of PE learning, will also provide opportunities for learners to make progress towards many other learning outcomes in PE as well as other related subjects according to the context of the activity.

In the example here, we can see an activity in PE designed to stimulate learners being able to understand how to prevent injury in training. But because the activity is 'rich' in context and uses a sufficient variety of experiences, the activity can lead to valuable learning in other areas of PE. The activity also makes a valuable contribution to the development of the competencies of communication and creative thinking.



# Teacher Guide for Secondary Physical Education - Planning Principles

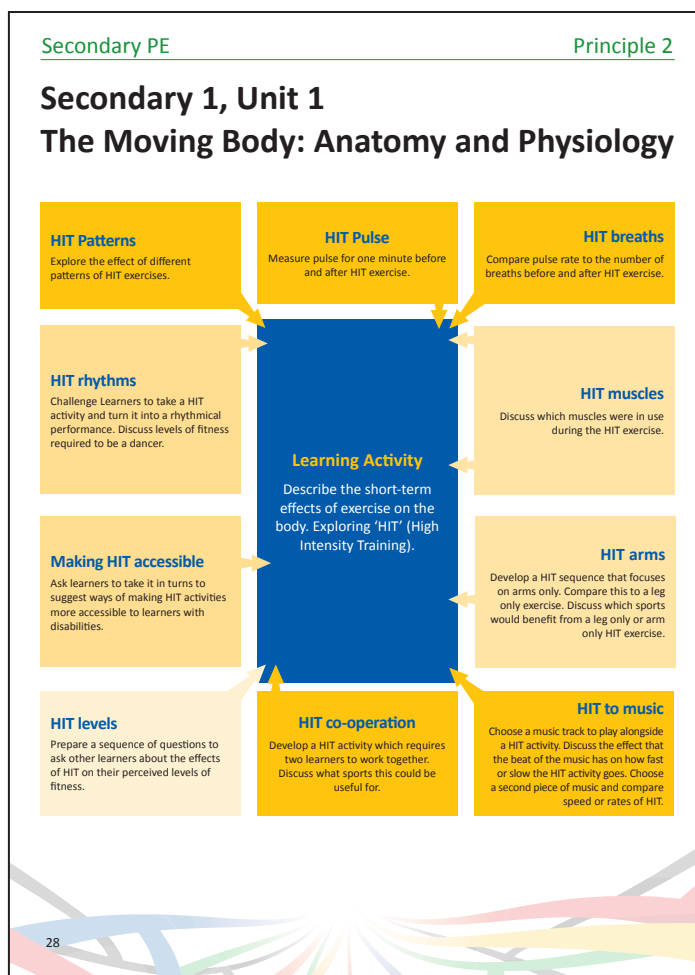
## Principle Two

Learning outcomes need more than one learning activity

Learning outcomes need more than one learning activity Principle Two reminds us that it is not usually sufficient for learners to explore learning around a single learning outcome only once. In order for learners to develop a deep understanding of a particular aspect of learning and therefore be able to apply this learning in a range of situations, they need a variety of activities and experiences to ensure that this deep learning takes places.

Principle two requires that teachers think creatively about how a particular learning outcome can be explored. Many examples and ideas are provided in the Syllabus units themselves, but there are opportunities for further activities to be developed, particularly if these can be linked to other areas of learning in the curriculum.

In this example, learners will learn about the short-term effects of exercise on the body through a range of activities. They will discuss 'HIT' training and explore this from a number of contrasting perspectives.



# Teacher Guide for Secondary Physical Education - Planning Principles

## Principle Three

Learning activities are part of a sequence of progressive learning

Learning outcomes need more than one learning activity. It is important to remember that learning is never in isolation. It continually builds on prior knowledge and makes moves towards higher levels of thinking, deeper understandings and richer banks of knowledge. Attitudes are developed as these sequences make progress and so we have learners reaching towards the intended aims of the curriculum.

The Unit Breakdowns explored previously in this Guide, provide a description of progress through a unit to some extent, but steps in learning are usually smaller and more particular than a large step forward at the end of each lesson. Formative assessment strategies (discussed in more detail in the related Assessment Guide) should ensure that learning is checked and supported at frequent intervals throughout a lesson as well as throughout a unit to ensure that misconceptions and uncertainties are corrected at timely intervals.

Principle 3

Secondary PE

### Secondary 1, Unit 6 Practical Performance: Team Sports

Learners should watch a game of basketball either live or in a video recording. They should discuss the skills that are used, the teamwork that is developed and the factors that seem to increase success.

Learners should select two or three skills that were identified in the previous session and practice these in groups. They should critically evaluate the progress they make during practice. Learners should talk about how these skills contribute to competitive advantage.

Learners should play short games of basketball focusing on the skills that were practiced in the previous session. After each game they should discuss the strengths and weaknesses of each team in relation to these specific skills.

Learners should talk about other skills that were evaluated during lesson 1 and practice these also. They should play longer games together and evaluate how skills are developing towards effective performances.

**FEATURE ACTIVITY** - Learners should organize a mini tournament between 2-year groups in their own school. They should watch games carefully when they are not playing, continuing to evaluate performances.

Learners should reflect on the tournament and discuss what teams played well and why they think that was the case. Each team should talk about what they feel their strengths and weaknesses were and how they would like to improve.

Learners should think about how they could continue to improve their fitness levels in preparation for further tournaments. They should devise a training programme that develops skills and builds confidence in the ability to compete.

Principle 3: Learning activities are part of a sequence of progressive learning

This example from S3 illustrates how a feature activity in the Skill Acquisition unit can encourage progress in learning to that point. It can also inspire further learning that builds on this feature activity.

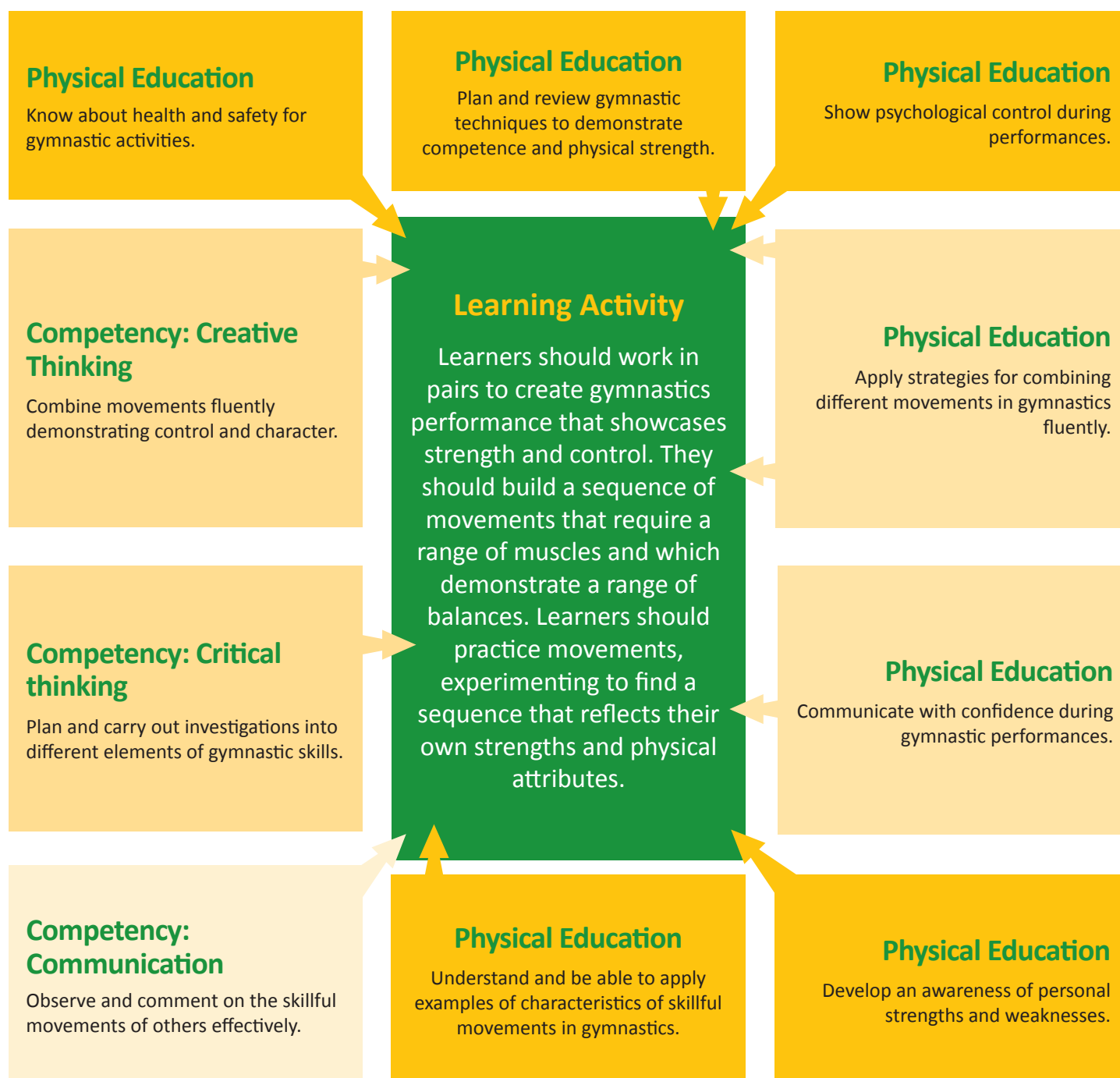
# Secondary 1, Unit 2

## The Moving Body: Physical Training



# Secondary 1, Unit 5

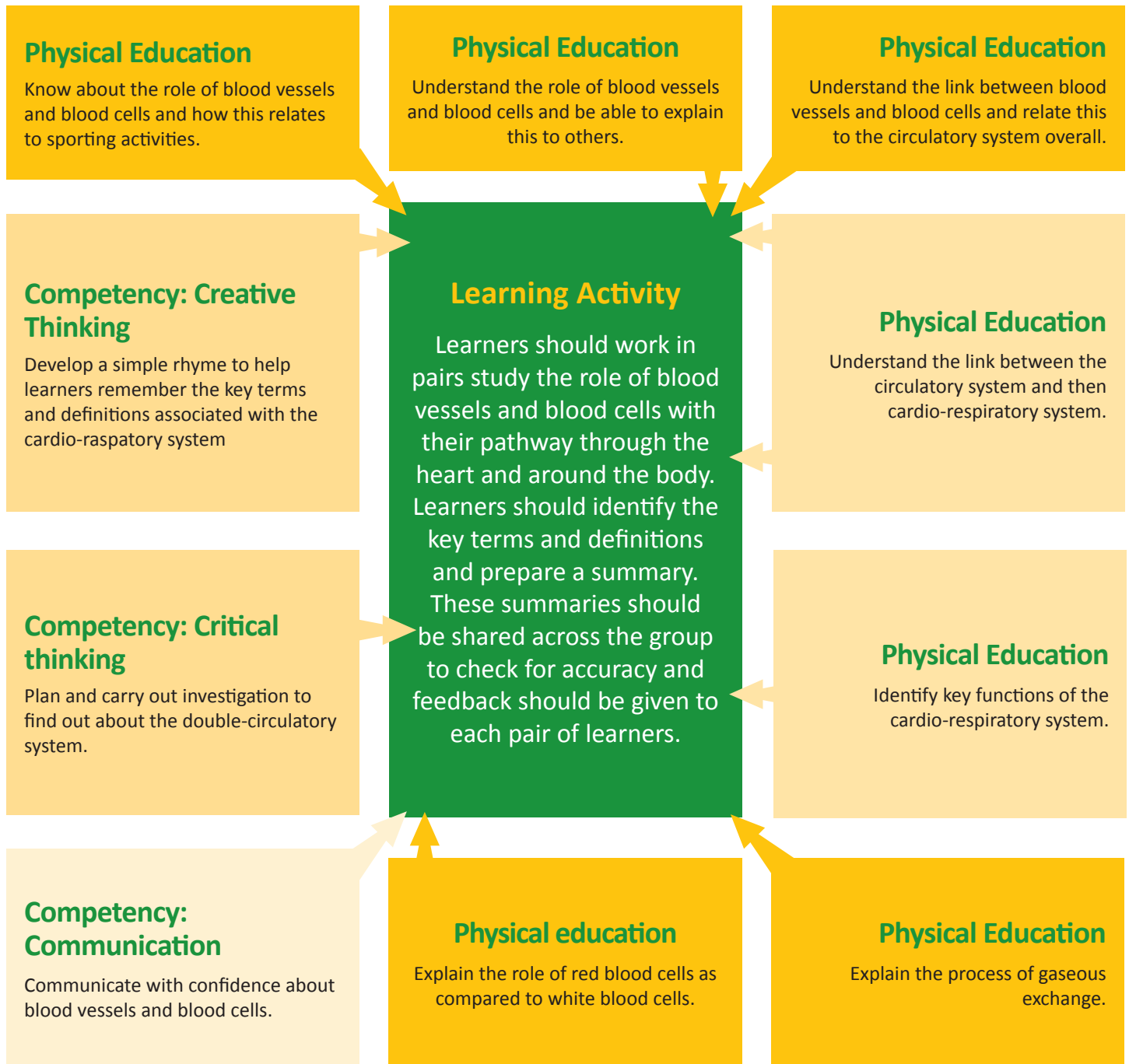
## Physical Performance: Individual Sports





# Secondary 2, Unit 1

## Anatomy and Physiology



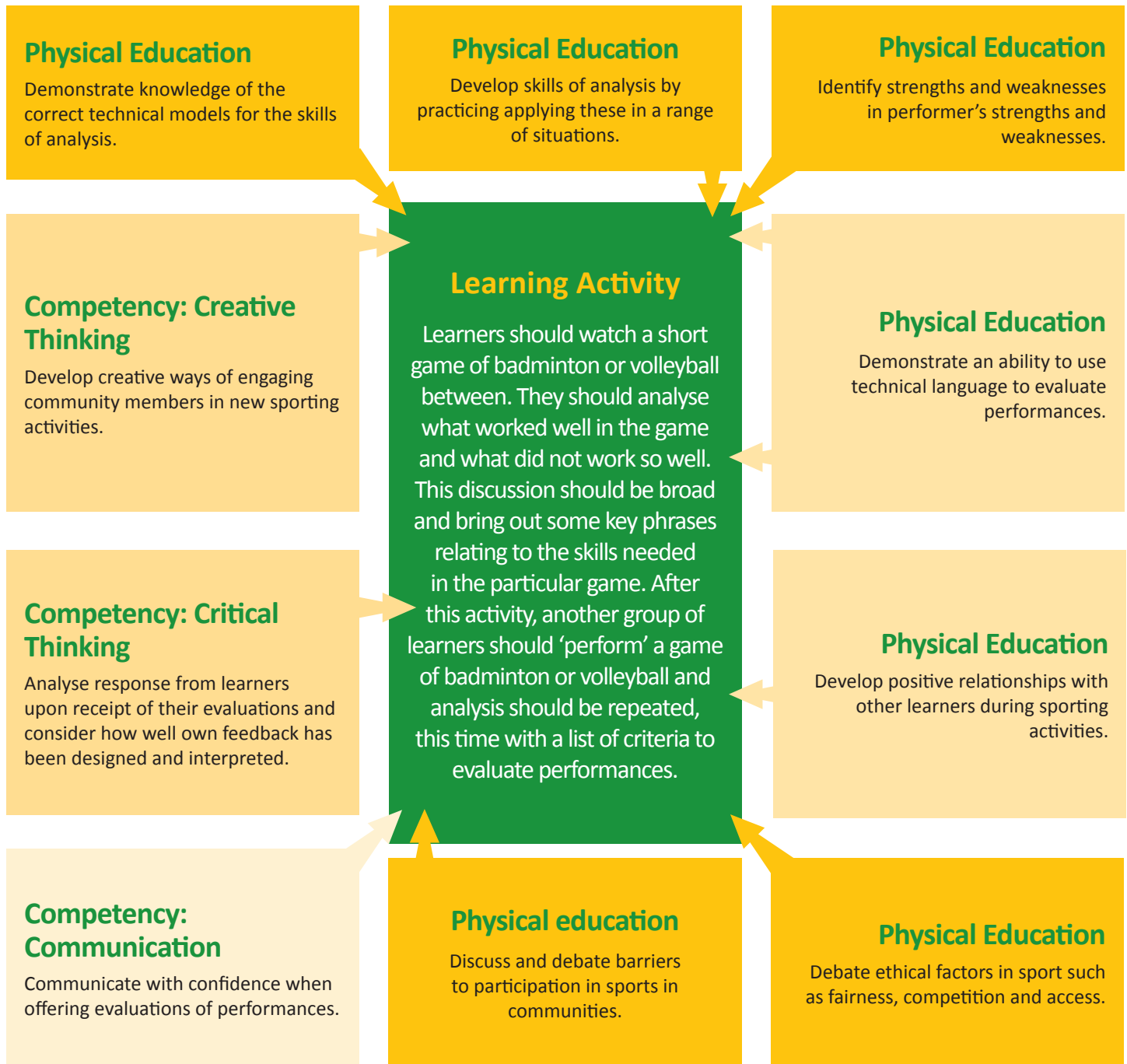
# Secondary 2, Unit 4

## Factors affecting Performance: Social-Cultural



# Secondary 3, Unit 6

## Practical Performance: Performance Analysis.



# Secondary 1, Unit 1

## The Moving Body: Anatomy and Physiology



# Secondary 1, Unit 3

## Factors Affecting Participation and Performance: Health, fitness and well-being



# Secondary 2, Unit 5

## Practical Performance: Individual Sports



# Secondary 3, Unit 2

## The Moving Body: Exercise Physiology



# Secondary 4, Unit 5

## Practical Performance: Performance





# Secondary 1, Unit 6

## Practical Performance: Team Sports

Learners should watch a game of basketball either live or in a video recording. They should discuss the skills that are used, the teamwork that is developed and the factors that seem to increase success.

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Learners should think about how they could continue to improve their fitness levels in preparation for further tournaments. They should devise a training programme that develops skills and builds confidence in the ability to compete.

# Secondary 3, Unit 1

## The Moving Body: Applied Anatomy and Physiology

Learners should talk about what they know about the skeletal and muscular systems of the body. They should explain why they think knowing about this is important to Physical Education. Learners should work in pairs to identify three things that they do not know and understand to ask other people or their teacher.

Learners should take part in a short sequence of physical activities. After this, they should break down each activity and describe what muscles and aspects of the skeletal system are interacting. They should notice which muscle group has been used the most during this sequence of activity.

Learners should take part in two contrasting physical activities such as a volleyball game and a running race. Learners should discuss which muscles and skeletal elements have been used and what training is required to develop strength and agility for each activity.

**FEATURE ACTIVITY** - Learners should create a model using available resources to demonstrate their knowledge of the skeletal and muscular system. They should prepare key vocabulary and phrases to explain to others how the system works. They should be prepared to answer questions after their presentations.

Learners should discuss how changes in psychological states can influence performance in physical activities and sports. They should discuss how and why these changes can occur.

Learners should select a sport of their choice and work in a group with other learners who have chosen this sport. They should create a sequence of explanations to help other understand the way in which the muscular and skeletal system is working in this sport.

Learners should reflect on what they have learnt and how they have learnt about the skeletal and muscular system. They should discuss how this learning sequence could apply to other aspects of their Physical Education and development.

# Secondary 4, Unit 4

## Factors Affecting Participation and Performance: Sports Psychology

Learners should discuss what they know about sports psychology. They should identify key terms and phrases and build a definition together.

Learners should explore links between attitudes to sport and actual performances. They should discuss this in pairs and then in a group of 4 before sharing with the whole class. They should share experiences of how their own attitudes have affected how well they perform.

Learner should discuss what they think the definition of personality is. They should think about what different personalities they have come into contact with and relate this to their experiences of playing team and individual competitive sports.

**FEATURE ACTIVITY** - Learners should play short game of a group, competitive sport. They should discuss how they feel if they win or lose. They should repeat the game with a focus on developing a positive attitude. They should build this positivity through various encouraging pieces of feedback to other learners.

Learners should think about how to manage stress to optimize performance. They should describe situations when they have felt stress during performances and what they have done to mitigate the effects of this. If possible, learners should interview a local sport champion to explore this issue from the perspective of a professional.

Learners should think about the principle of setting goals to motivate progress towards better performance. Learners should consider how to create realistic goals and the way in which these should be achievable yet ambitious. Learners should set a goal for a sport that would like to improve their performance within.

Learners should review their progress towards the goals that they set in the previous lesson. They should consider how achievable the goal was and what impact making progress towards it has had on their performance.

# Primary PE Subject Overview

	P1	P2	P3	P4
Movement and Gymnastics	Motor Control Begin to develop control and co-ordination of physical movement. Move with confidence, using space and being aware of others.	Apply movement skills in play. Participate in South Sudanese traditional games.	Perform basic movements on floor and apparatus. Change rhythm speed and direction of movement.	Develop basic techniques in gymnastic activities
	Movement Create and perform simple movement patterns	Perform basic movements involving the whole body & manipulative skills. Devise and repeat compositions and sequences of movements.	Use movements imaginatively, using apparatus where available.	Perform wide range of movement patterns singly or in combination. Create and perform short linked sequences that show a clear structure
Sports and Games	Techniques Begin to develop good control over a ball in throwing and catching, and application of motor skills in traditional games.	Use motor skills appropriately to play simple mini games.	Develop basic techniques in sprinting, running, relays, catching throwing, jumping and dodging.	Apply basic techniques in games requiring kicking, dodging, catching, throwing, jumping and passing.
	Teamwork Take turns and show cooperation in playing simple games.	Participate in group games played according to simple rules. Learn to accept defeat and appreciate effort.	Understand and apply the rules in group games and other physical activities. Develop skills in traditional games & dances.	Apply their skills to participate in basic competitive games such as football, volleyball and athletics.
Health and Wellbeing	Move and play with regard to safety and with awareness of others	Understand the importance of personal hygiene for health. Know the rules for using equipment safely.	Understand importance of exercise for their health.	Understand the importance of disease prevention and its links to hygiene and exercise.

# Primary PE Subject Overview

		P5	P6	P7	P8
Movement and Gymnastics	Motor Control	Refine their techniques in a range of gymnastic activities.	Refine and increase their range of participation in gymnastics and other forms of physical activities. Create simple characters and narrative through movement and dance in response to a range of stimuli	Participate in a range of gymnastic activities with increasing refinement and control Develop complex sequences with repetitions and contrasts while working alone and with others.	Be able to refine and increase their range of gymnastic actions that involve how to execute and improve a sequence of movements Demonstrate through a variety of activities, the elements of movement for expression and communication through movement and dance.
	Movement	Design and perform movement and dance sequences that combine a range of movements			
Sports and Games	Techniques	Perform variety of motor skills involving a range of games and sports ( <i>eg football, netball, volleyball &amp; athletics</i> )	Extend and apply the techniques for running, jumping, kicking, catching, throwing, dodging etc. in a games situation	Show competence in the various skills of the games in which they participate, controlling and apply knowledge of rules in game situations Design and play small group games in order to develop skills for basic offensive and defensive play during matches.	Demonstrate competence in the performance of various skills, tactics and strategies in competitive play and undertake a variety of rules which are associated with games. Demonstrate the simple game strategies by using combinations of attacking and defending skills with special emphasis on contact rules.
	Teamwork	Participate as part of a team in group competitions to refine their performance in the various games.	Demonstrate increased defensive and offensive playing strategies in a range of games and competitions	Promote fair play, accept defeat and appreciate success.	Promote fair play, accept defeat and appreciate success.
Health and Wellbeing		Understand how to take account of their own and others safety in physical activities.	Understand the importance of nutrition.	Relate physical performance to healthy body systems and their functions	Recognise some of the issues associated with the misuse of drugs in sport. Understand the effect that physical activity has on specific systems of the body.





