



Guidance for Physical Education

South Sudan





Teacher Guide for teaching and learning in 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 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.

PE may not always have been seen as a priority, but the new curriculum emphasises their importance. PE has always been essentially practical with a need to involve learners actively. They should not just be learning about PE, but be learning to participate in PE also.

The new syllabuses set out this approach in some detail, and help teachers plan and ensure progression. However, the syllabuses are only words on a page. This Teacher Guidance Booklet is designed to help teachers turn those words into exciting, practical learning experiences.

This approach is at the heart of the new Curriculum Framework.

The guidance will help turn syllabus pages like these:

Into practical learning experiences like these:



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 below.

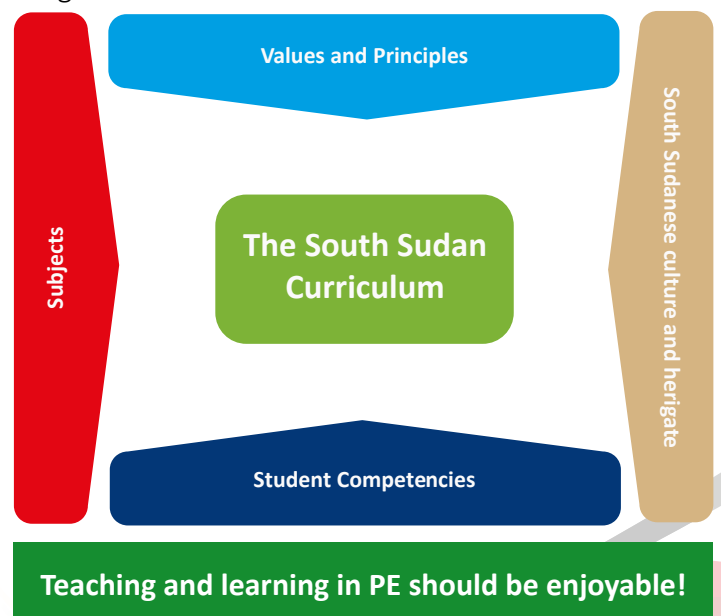
The syllabuses for PE have been written to take account of these four dimensions, and include the three Cross-Cutting Issues of:

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

Diagram 1



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 skillfulness 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.

4. Implications of the New Framework

4.1 Independence and Creativity

The new Framework presents teachers of 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.



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



4.2 Knowledge and Skills

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. Teachers should provide purposeful contexts for the development of skills through the use of mini-games in P1 -3 and then a range of carefully organized games, competitions and individual improvement strategies throughout the Primary years.

The dissemination of knowledge related to 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 what is required for particular situations.

4.3 Active learning

In light of the requirement for 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 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 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 wellbeing. 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

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.

Physical Education: Primary 3	Unit 1: Gymnastics – Basic Movements
<p>Contribution to the competencies:</p> <p><i>Critical and Creative thinking:</i> Performing basic movements and developing strategies to vary movements</p> <p><i>Communication:</i> Giving verbal instructions and sharing ideas with others to aid the development of basic movements</p> <p><i>Co-operation:</i> Working together to explore styles and types of basic movements</p>	

Physical Education: Primary 8	Unit 3: Handball and Other Games
<p>Contribution to the competencies:</p> <p><i>Critical and Creative thinking:</i> Applying skills and techniques for play and competitive games in a range of situations</p> <p><i>Communication:</i> Sharing ideas for strategy and tactics with others effectively and coherently</p> <p><i>Co-operation:</i> Negotiate, respecting the rights of others when organizing teams and competitive games</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 with other related activities in other parts of the world.

Taking pride in South Sudanese identity.



4.5 Links between 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 P1 for example, learners are encouraged to share and take turns in games and activities and it hoped that by engaging in these things together, learners will develop their ability to tolerate and respect difference and diversity. Learn how to recognize and resist peer pressure. By P8, as a result of a range of experiences, learners should be able to identify behaviours demonstrated in PE that can be applied in different situations to promote peace and reconciliation. Another examples is here from P7:

Physical Education: Primary 7	Unit 3: Volleyball and Other Games
Links to other subjects:	
<i>English:</i> Apply complex language elements when explaining tactics and strategies for a game to others	
<i>Social Studies:</i> Be aware of promoting gender equality when playing games together	
<i>Science:</i> Know about the circulatory system and how physical activity is related to this	
<i>Peace Education:</i> Be aware of the ways of promoting gender equality in a local situation	

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

Life Skills

Some aspects of Life Skills are already integrated into the PE curriculum and beyond, but other aspects are described separately in Syllabus units in the box: Links to other subjects. PE provides opportunities for learners to talk about different emotions, including those associated with winning and losing, the joys and of challenges of participating in team, paired and individual games and the feelings associated with building tensions and excitement during competitions.

In P1 Learners should be provided with opportunities to talk about what physical activities they like and dislike. They should gradually build on this so that by P4 they are able to describe strategies for improving their own physical abilities and those of others. By P7, learners should be provided with opportunities to describe personal development goals and ambitions including some discussions about body image and how this is linked to physical activity. Another example is provided here from P5:

Physical Education: Primary 5	Unit 1: Gymnastics – Refining Techniques
Links to other subjects:	
<i>Science:</i> Understand healthy lifestyles and the role of physical education in this	
<i>Social Studies:</i> Appreciate the qualities of a good leader and citizen when working in groups to develop gymnastic sequences	
<i>English:</i> Take part in discussions giving and justifying ideas creatively and confidently	
<i>Life Skills:</i> Discuss body changes and how this effects personal development	

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 for example, the importance of identifying things in our surroundings can be used to influence movements in simple dance sequences and in P3 and 4, pollution could be used to shape a gymnastic sequence about sources of pollution. Later in P7 and 8, 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 Subject Strands

The three strands in PE are:

- Movement and Gymnastics
- Sports and Games
- Health and Wellbeing

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 movement to be developed in the context of a range of sports, games, gymnastic and dance activities.

Across both strands of Movement and Gymnastics and Games and Sports, 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.

Health and Wellbeing

This should be incorporated into every PE lesson. During all elements of PE, teachers should plan for some of the lesson to be devoted to a discussion or a demonstration of some of the following issues: the importance of safety, information relating to health including, the links between physical activity and wellbeing including how the body works, the importance and significance of the need to adopt healthy lifestyles.

This integrated approach to teaching and learning in PE should lead to learners developing a positive, informed attitude towards physical activity.

Movement and Gymnastic activities.

A feature of PE in this strand is the need for learners to become increasingly in control of the way their body moves. They should be provided with a wide range of activities that allow them to explore and refine movements that become more fluent and consistent. Learners should develop skills that enable them to move in a range of styles allowing them to respond to ideas and stimuli, creatively and imaginatively. Throughout gymnastic and dance activities, learners should be given the time and opportunity to develop the skills of planning and designing sequences of movement.

Sports and Games

Teachers should plan for learners to develop key techniques for a range of activities that lead to tactics and strategy for competitive games and sports. A feature of learning here is the need for learners to experience the benefits of working as part of a team as well as the specific skills associated with playing in pairs or individually. Teachers should plan for time in lessons to discuss with learners the principles behind strategies and tactics and learners should become increasingly evaluative in the way that they reflect on the effectiveness of the way that they, and others, have participated in sports and games. This evaluation should also lead to learners becoming able to captain, referee, umpire, lead and organize games accordingly.

PE should enable learners to develop a positive attitude towards physical activity.



6. 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:

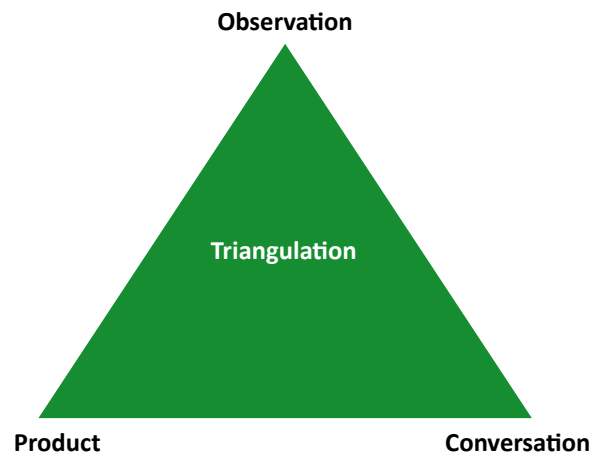
- **Observation** – watching students working (good for assessing skills)
- **Conversation** – asking questions and talking to students (good for assessing knowledge and understanding)
- **Product** – appraising the student's work. This could include their writing, science report, maths calculation, 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 for The in a table:

Physical Education: Primary 5	Unit 3: Football and other Games
Assessment Opportunity (from the Learn About section)	
<p>Teachers should observe how well learners are able to control and pass the ball in game situations, building on previous skills. (Observation)</p> <p>Teachers should talk with pupils about rules and safety measures that are important in football games. Teachers should ask learners to explain their views and give examples of effective practice.(Conversation)</p> <p>Teachers should ask learners to write a Rule Card for football that could be shared with younger learners to assist them develop their understanding of how to play football fairly and safely.(Product)</p>	
Learning Outcome	Assessment Criteria (what the teacher need to look for)
<ul style="list-style-type: none"> • Know about strategies for keeping players safe during games • Practise and refine motor skills for games of football 	<p><i>Students should demonstrate their ability to control the football accurately.</i></p> <p><i>Students should demonstrate their ability to work with others during game situations in a safe manner.</i></p> <p><i>Students should be able to demonstrate their ability to effectively refine specific techniques in football.</i></p>

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 4 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 provide learning for between 7 and 12 weeks.

Subject Overviews – PE Syllabus																							
Syllabus Unit						Syllabus Unit						Syllabus Unit						Syllabus Unit					
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:

Physical Education: Primary 3		Unit 1: Gymnastics – Basic Movements
Week 1	Introduction to gymnastics and initial explorations of travel. Moving from one place to another and exploring prior experiences of gymnastics.	
Week 2	Jumping. From one to two points, from two to three etc. Learn how to move with control, varying the height and level of movements.	
Week 3	Balances. Consider strength and body tensions in order to maintain a balance. Practice balancing on one, two, three and four points. Begin to combine balances with jumps.	
Week 4	Changing speed and direction. Consider how to change direction quickly, with control. Combine levels of movement with changes of speed and direction.	
Week 5	Developing sequences. Use topics in other subjects as a context for movements. Practice for fluency and variety and provide opportunities for feedback and improvement work.	
Week 6	Rhythm and style. Consider how rhythm is used in dance and how it could enhance gymnastic sequences. Watch examples of good gymnastic performances if possible to examine features of style and tempo.	
Week 7	Incorporating equipment. Consider how to use equipment to enhance movements. Enable pupils to assess the risks of using equipment.	
Week 8	Focus on agility and strength to improve fluency. Link to science here to explain how the body works and how it should be maintained.	
Week 9	Prepare and present and extended sequences. Enable learners to recap on all the movements that they have been shown or practiced themselves. Presentations could be watched by younger learners, particularly if a subject topic is used as a context such as kites or trees.	

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 PE lessons lasting either 35 or 40 minutes each according to the year. The table below is taken from the Curriculum Framework and describes this.

Primary School (Number of periods each week)			
	P1-3	P4	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
Total	35	40	40
Time per lesson	35	40	40

So in P1 – 3, each week there will be 3 lessons of PE, each lasting 35 minutes. Using the Unit Breakdown for Unit 1 from P3 above then for example, learning in Week One could consist of:

Lesson One: Exploring different methods of travelling from one place to another over a variety of distances.

Lesson Two: Selecting 3 or 4 method of travel and refining them in to include greater motor control and a variety of speeds.

Lesson Three: Combing the 3 or 4 selected from the previous lesson into a practiced sequence of movement.

Here is the Full P3 Unit 3. It provides the context for the Unit Breakdown above.

Physical Education: Primary 3		Unit 1: Gymnastics – Basic Movements
Learn About		Key inquiry questions
<p>In this unit learners should learn how to perform basic movements on floor and how to use apparatus. They should explore movements on the floor such as jumping from two points to one or balancing on two points. Learners should take into account and practice the transference of weight and develop tensions and extensions in their movements.</p> <p>They should also be able to develop their movement skills by changing rhythm, speed and direction with help of apparatus. They should consider how these changes could be incorporated into movements between places or apparatus. Learners should develop sequences of movements that gradually increase in length. They should work well as an individual and contribute to pair sequences also. Learners should understand the importance of exercise for health devise routines of stretching to prepare them for their gymnastic work.</p>		<ul style="list-style-type: none"> • What is the importance of using apparatus to perform basic movements on floor? • Why do we need to develop our movement skills? • What aspects of travelling makes a valuable contribution to the variety and interest of a gymnastic sequence? • What strategies can we employ to ensure that our bodies are ready for gymnastic activity? • What is involved in the process of improving a performance?
LEARNING OUTCOMES		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Explain the use of apparatus in performing basic movements • Know about varieties in rhythm, speed and direction during movements • Know how to perform basic movements on the floor • Know how to improve performances 	<ul style="list-style-type: none"> • Explore how to combine basic movements on the floor • Use apparatus to develop movement skills • Explore how to change rhythm, speed and direction of movement • Carry out routines that develop the body's ability to move safely 	<ul style="list-style-type: none"> • Appreciate basic movements • Care for apparatus and respect its contribution to gymnastics • Enjoy moving with others and individually • Appreciate the importance of looking after your body
Contribution to the competencies:		
Critical and Creative thinking: Performing basic movements and develop strategies to vary movements		
Communication: Giving verbal instructions and sharing ideas with others to aid the development of basic movements		
Co-operation: Working together to explore styles and types of basic movements		
Links to other subjects:		
Science: Appreciate the importance of exercise for a healthy life		
Social Studies: Respecting gender equality when working in a group and the ways of resolving problems in their own situations		
English: Give a speech expressing opinions about gymnastic performances and be ready to answer questions about performances		
Life Skills: Discuss attributes of self, including talents		

Further examples of Unit Breakdowns are at the end of this section within the Teacher Guidance for PE.

Lesson Formats

It is recommended that each PE lesson includes a discussion about Health and Wellbeing 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 Wellbeing as described in the Syllabus Unit;
- Frequent references to the way particular movements contribute to healthy living as the lesson progresses;
- Health and Wellbeing 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 wellbeing 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 Primary 1 for example, Patterns of Movement (Unit2) could be split into 3 sections in order for them to provide a shorter introduction to each of the other units.

Primary 1		
Unit	Title	Links
1	Developing Control	Life Skills
2	Patterns of Movement	Life Skills
3	Simple Ball Games	Peace Education
4	Traditional Games	Peace Education

Alternatively, Unit 4 could be split into 3 sections so that Traditional games are the conclusion to each term's PE lessons, or, Unit 1 and 2 could be split 2 in order to provide some opportunities to focus on Movement with each term.

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.

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.

Primary 2		
Unit	Title	Links
1	Gymnastics – Movement Skills	Life Skills
2	Dance – Whole Body Movement	Life Skills
3	Mini Games	Peace Education
4	Games and Rules	Peace Education

Primary 3		
Unit	Title	Links
1	Gymnastic – Basic Movements	Life Skills
2	Dance – Using Imagination	Life Skills
3	Developing Techniques in Games	Life Skills
4	Applying Rules in Games	Peace Education

Primary 4		
Unit	Title	Links
1	Gymnastics – Basic Techniques	Life Skills
2	Dance, Structure and Formation	Life Skills
3	Techniques for Ball Games	Life Skills
4	Competing in Competitive Games	Peace Skills

Primary 5		
Unit	Title	Links
1	Gymnastics – Refining Techniques	Life Skills
2	Dance – Combining Movement	Life Skills
3	Football and Other Games	Peace Education
4	Netball and other Games	Life Skills

Primary 6		
Unit	Title	Links
1	Gymnastics – Range of Participation	Life Skills
2	Dance – Characters and Narrative	Life Skills
3	Offence and Defence in Games	Peace Education
4	Extending Skills for Games	Life Skills

Primary 7		
Unit	Title	Links
1	Gymnastics – Refine and Control	Life Skills
2	Dance – Contrast and Repeat	Life Skills
3	Volleyball and other Games	Peace Education
4	Developing Skills for Matches	Life Skills

Primary 8		
Unit	Title	Links
1	Gymnastics – Movement Sequences	Life Skills
2	Dance – Express and Communicate	Life Skills
3	Handball and Other Games	Life Skills
4	Contact Rules and Strategy in Games	Peace Education

Further Examples of Unit Breakdowns:

Physical Education: Primary 5 Unit 4: Netball	
Week 1	Learners should build on previous skills learnt for netball by improving control and accuracy of movements: catching, throwing, running, jumping. Learners should practice their skills of dodging and passing in pairs and in small groups. They should apply these skills in game situations.
Week 2	They should practice using equipment and facilities for netball and consider how movements need control in order to stay in court for example or shoot for a goal at the height required in a full game.
Week 3	They should explore and demonstrate their understanding of the fundamental rules of netball to ensure safe play.
Week 4	Learners should explore feet positions for effective play that give them balance and the ability to move freely in response passes. They should learn to position themselves well on court and develop skills that help them know how and when to pass the ball.
Week 5	Learners should develop strategies for keeping the ball from opponents as well as learning how to mark a player and space.
Week 6	Learners should watch other games either live or recorded in order to identify what makes a good team. They should practice short games focusing on effective team work.
Week 7	Learners should consider what aspects of netball could transfer to other games such as volleyball and basketball and explore how techniques and skills could be adapted to suit these games.

Physical Education: Primary 7 Unit 4: Dance – Contrast and Repeat	
Week 1	Learners should continue to explore dance movements that increasingly offer physical challenges. They should recap on previous dances, considering what elements of these could be improved.
Week 2	Learners should build on their existing skills of balance and coordination in order to produce their dance performances effectively. They should explore how to express more sophisticated feelings in a dance.
Week 3	Learners should use paired and group work to experiment with coordinated movements and practice balances that involve longer periods of balance at higher and lower levels.
Week 4	Learners should work with others and observe recordings of dance works if possible to explore movements that are in contrast to one another, developing their own abilities to move in sequence in this way.
Week 5	Learners should explore the role and effects of repeating particular dance movements within the context of thematic dances.
Week 6	Learners should practise developing dance patterns with these improved skills, taking it in turns to lead, observe and plan.
Week 7	Learners should consider the effects of dance on their bodies and recognise that regular physical activity leads to healthy body systems and their functions. They should develop a simple dance to share with younger learners that explains this.
Week 8	They should talk to dance professionals if possible and explore what strategies they employ to protect their bodies from harm during dance practices and performances. Learners should present their findings to other year groups.
Week 9	Learners should put all that they have learnt in this unit together to plan, practise and perform a dance of their choice that features 'contrast and repeat'.
Week 10	They should encourage each other during rehearsals with critical appreciation, building to improve performances with additional moves and more expressive features of movement.

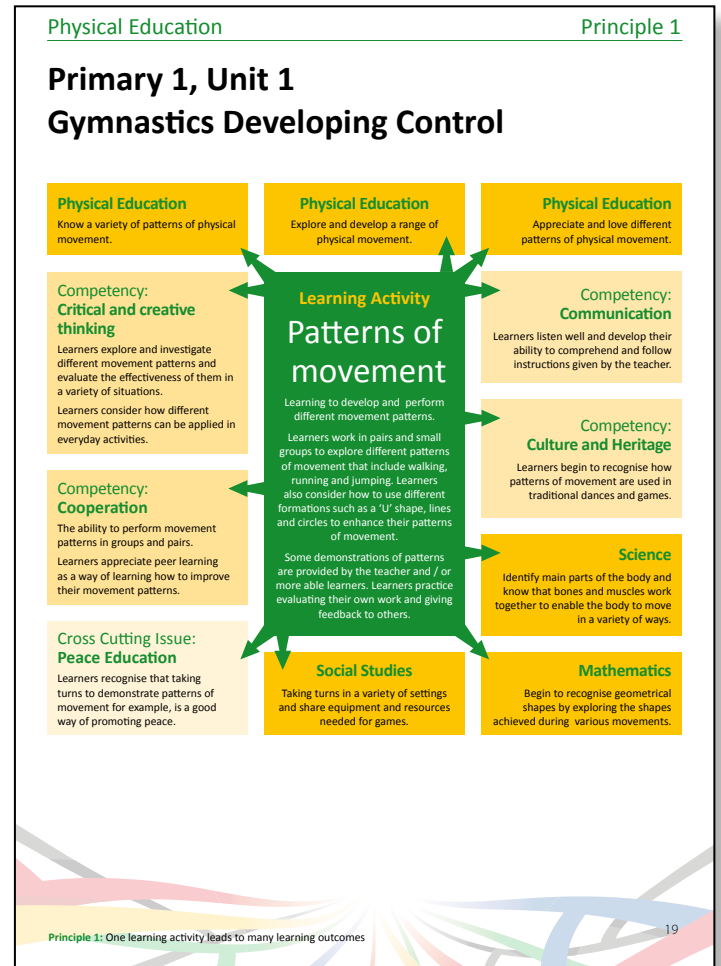
Teacher Guide for Physical Education - Planning Principles

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 subject that they are designed for. So an activity designed to help learners achieve one key PE learning outcome, 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 develop patterns of movement. But because the activity is 'rich' in context and uses a sufficient variety of experiences, the activity can lead to valuable learning in Science and Mathematics. The activity also makes a valuable contribution to the development of the competencies of communication and creative thinking.



Teacher Guide for Physical Education - Planning Principles

Principle Two

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, learning about communication and expression in movement is developed through a range of activities which vary from the way learners work (Working in Unison?) to the context for exploration (Going on a hunt).



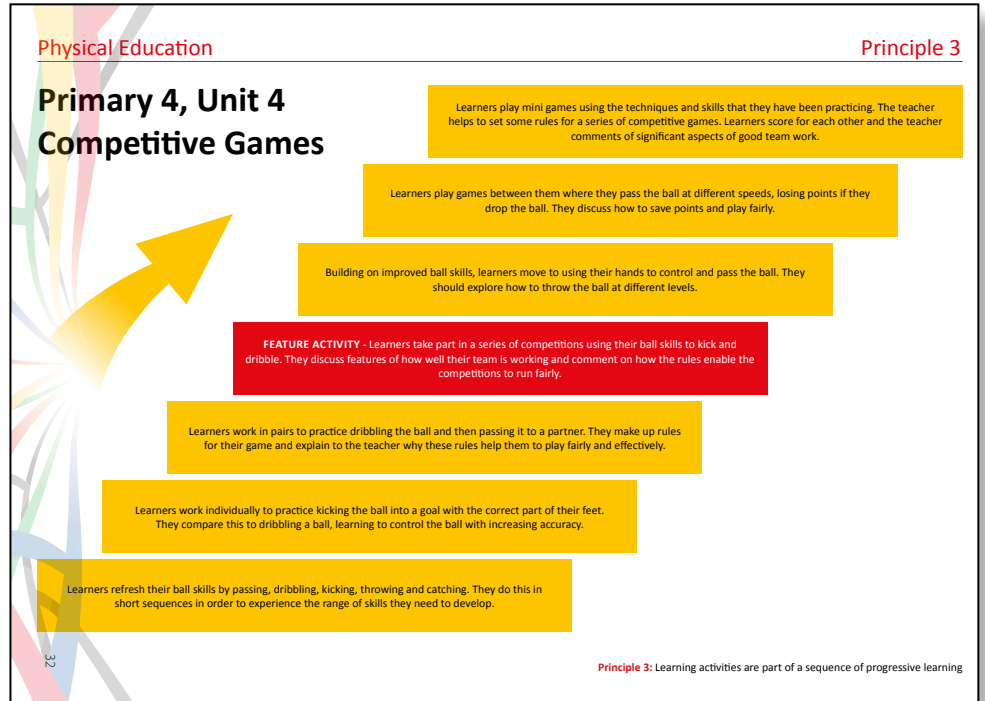
Teacher Guide for Physical Education - Planning Principles

Principle Three

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.

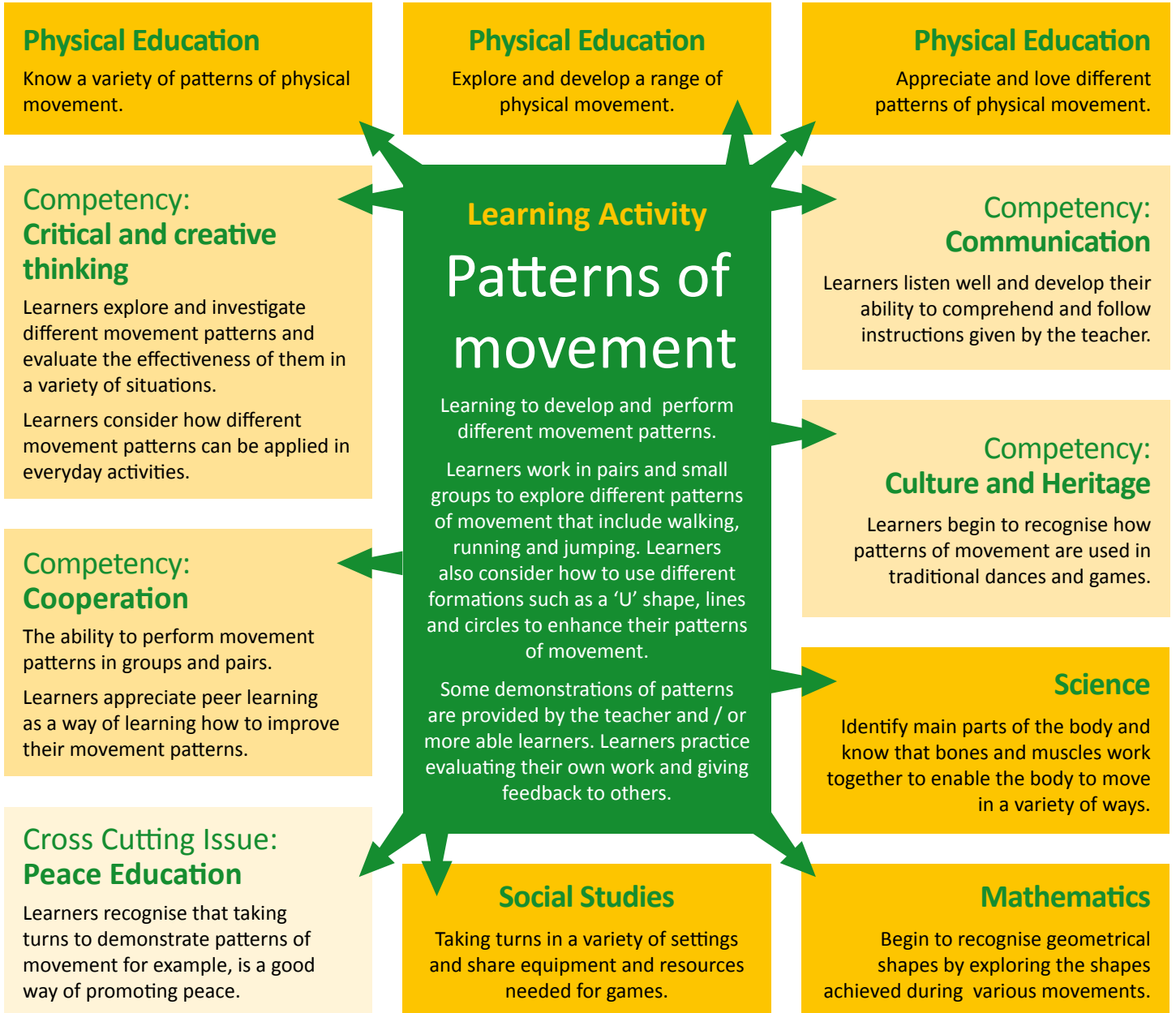
The Unit Breakdowns explored previously in this Guide, provide a description of progress through a unit to some extent, but steps in learning are usually smaller and more particular than a large step forward at the end of each lesson. Formative assessment strategies (discussed in more detail in the related 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.



This example for P4 illustrates how a feature activity in the competitive games unit can encourage progress in learning to that point. It can also inspire further learning that builds on this feature activity.

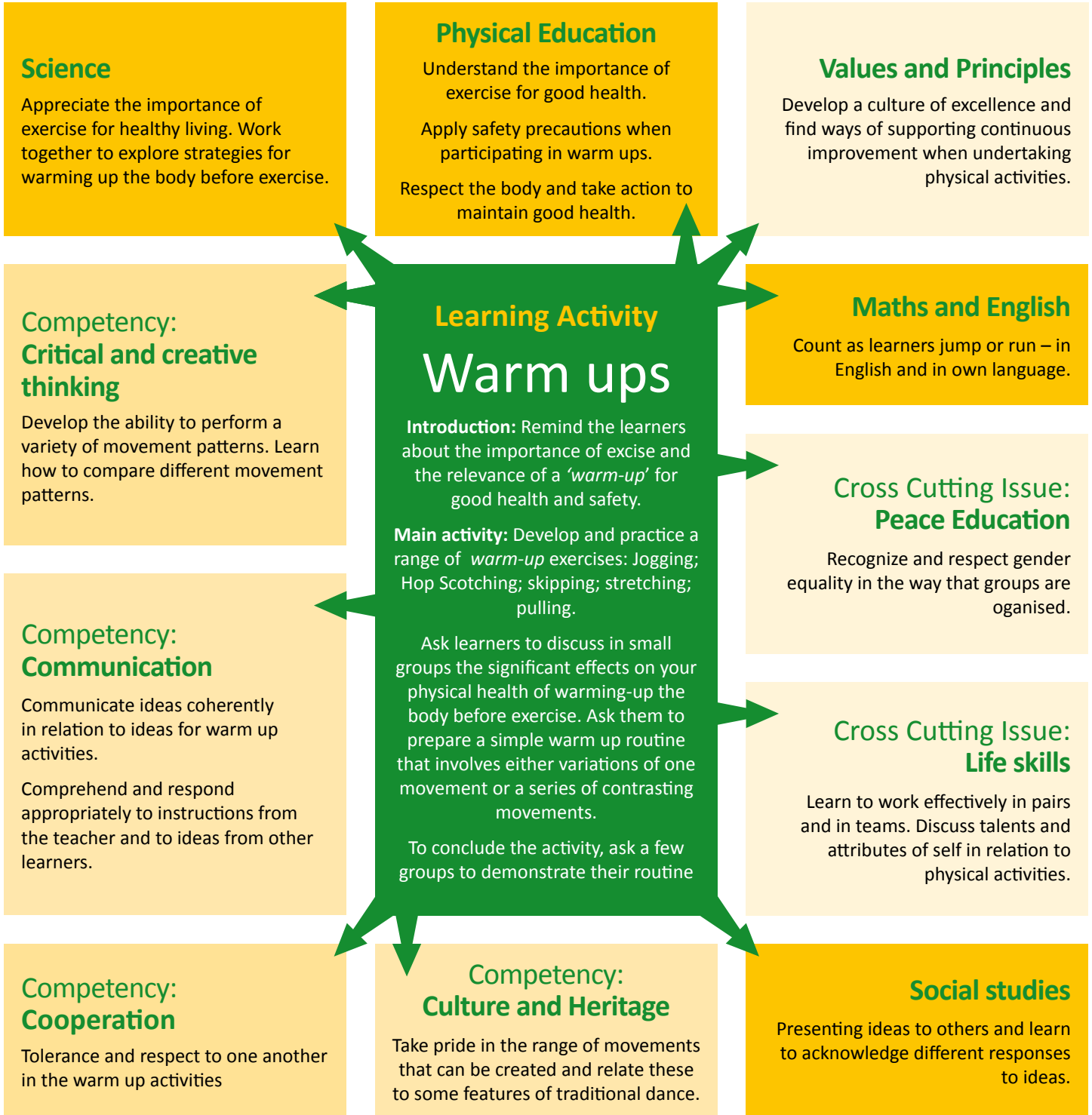
Primary 1, Unit 1

Gymnastics Developing Control



Primary 3, Unit 3

Developing Techniques in Games



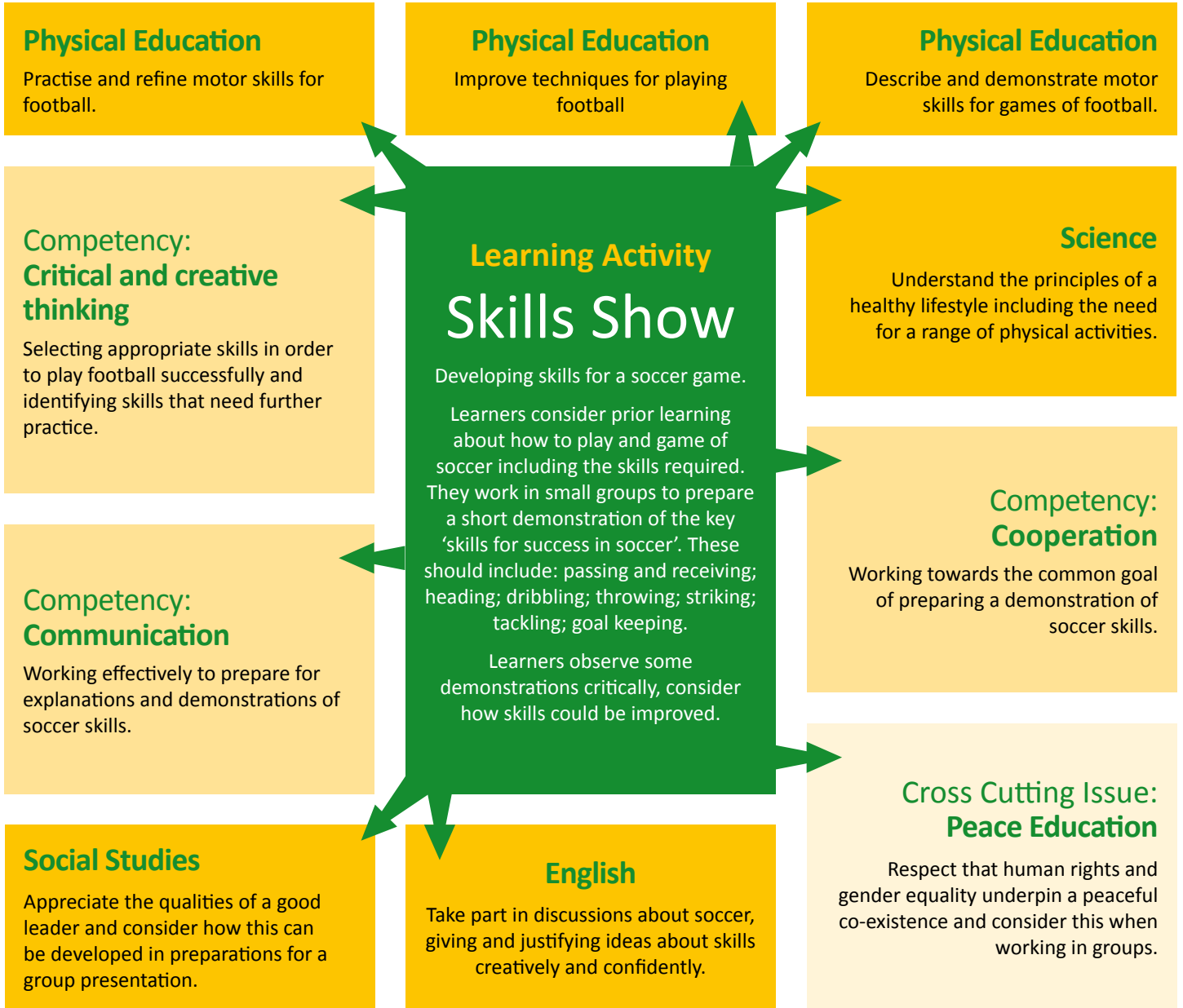
Primary 4, Unit 2

Dance Structure and Formation



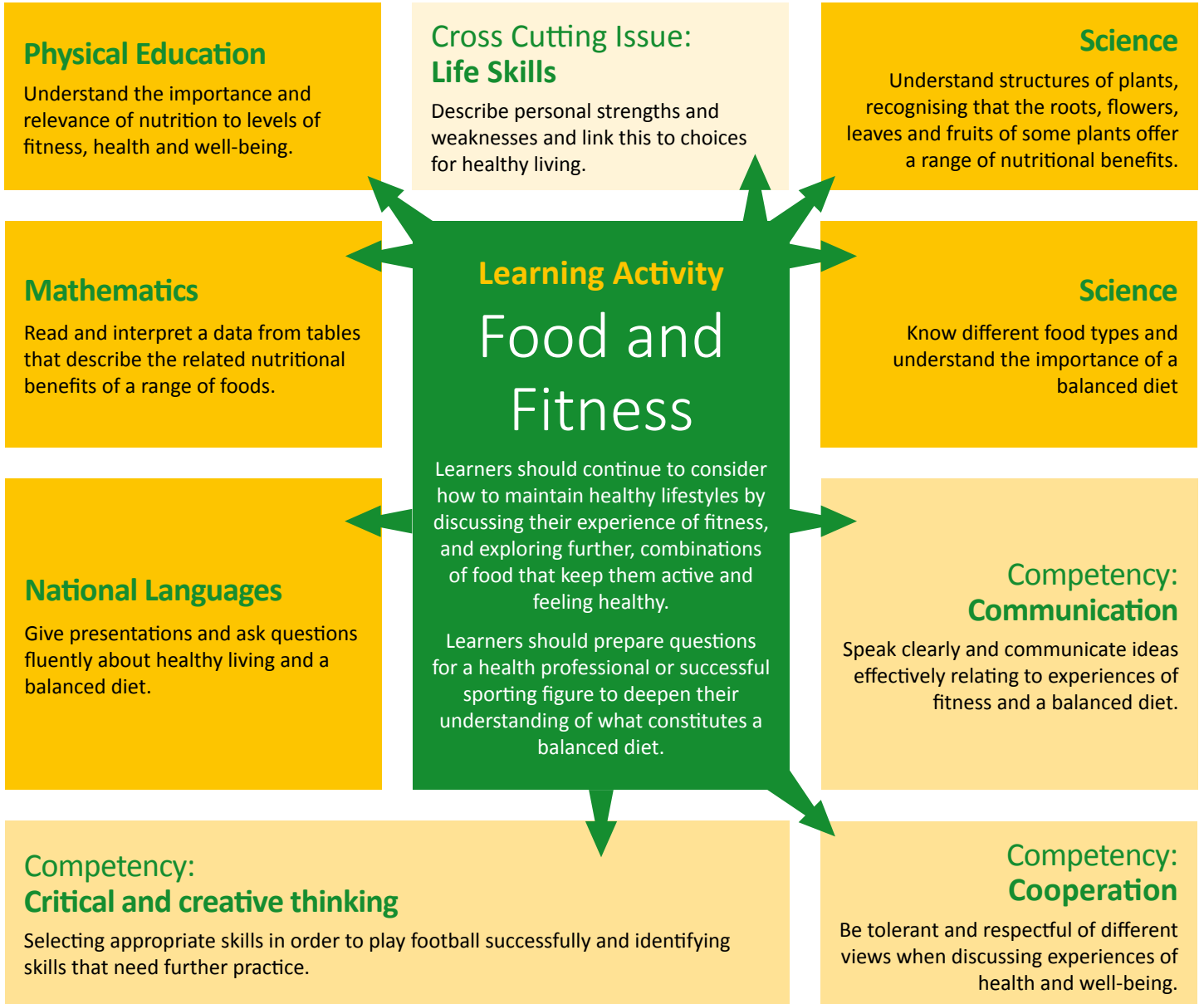
Primary 5, Unit 3

Football and other games



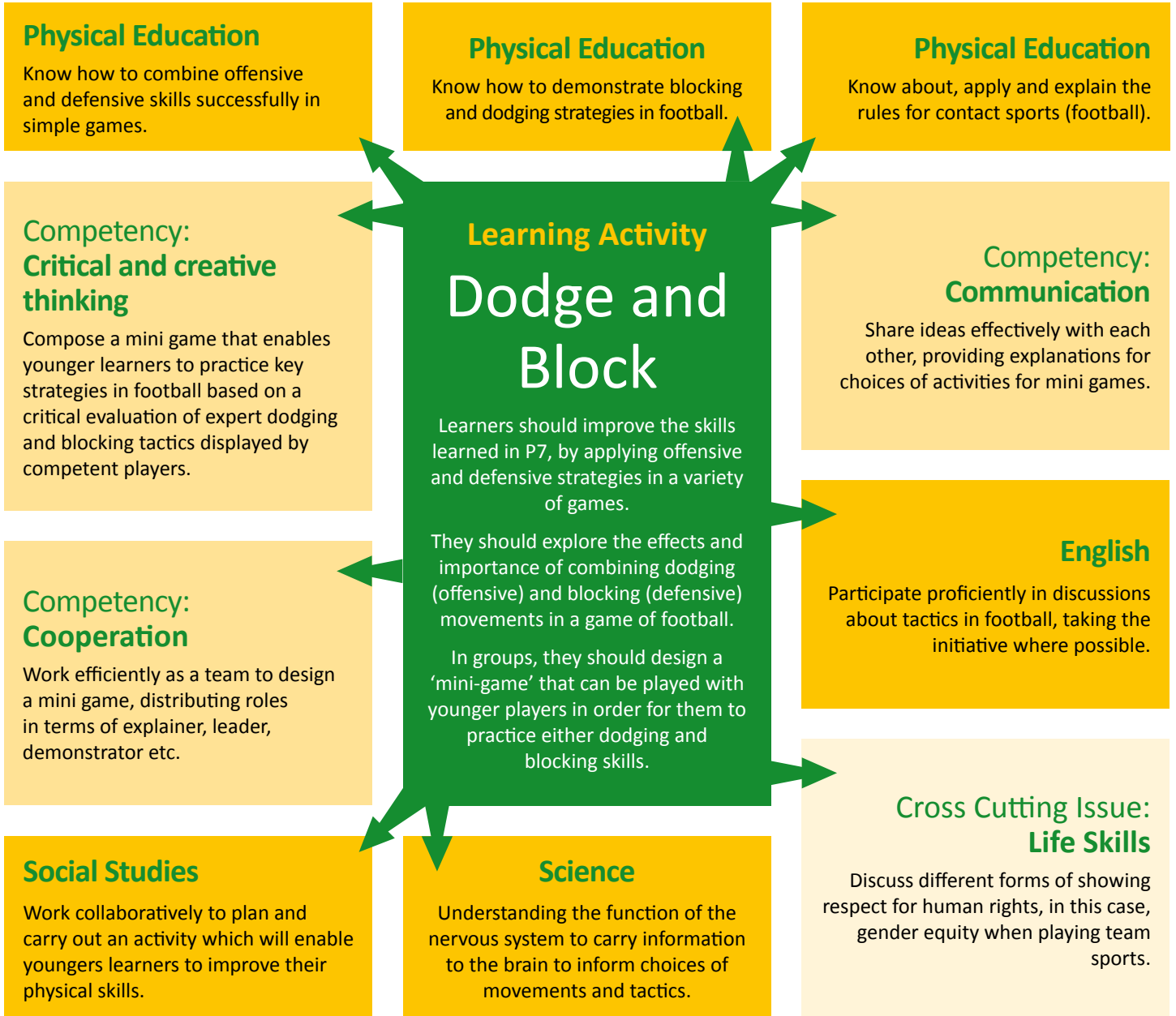
Primary 6, Unit 4

Extending Skills for Games



Primary 8, Unit 4

Contact Rules and Strategy in Games



Primary 1, Unit 4

Traditional Games



Primary 2, Unit 1

Gymnastics – Movements and Skills



Primary 4, Unit 3

Techniques for Ball Games



Primary 6, Unit 1

Gymnastics - Range of Participation



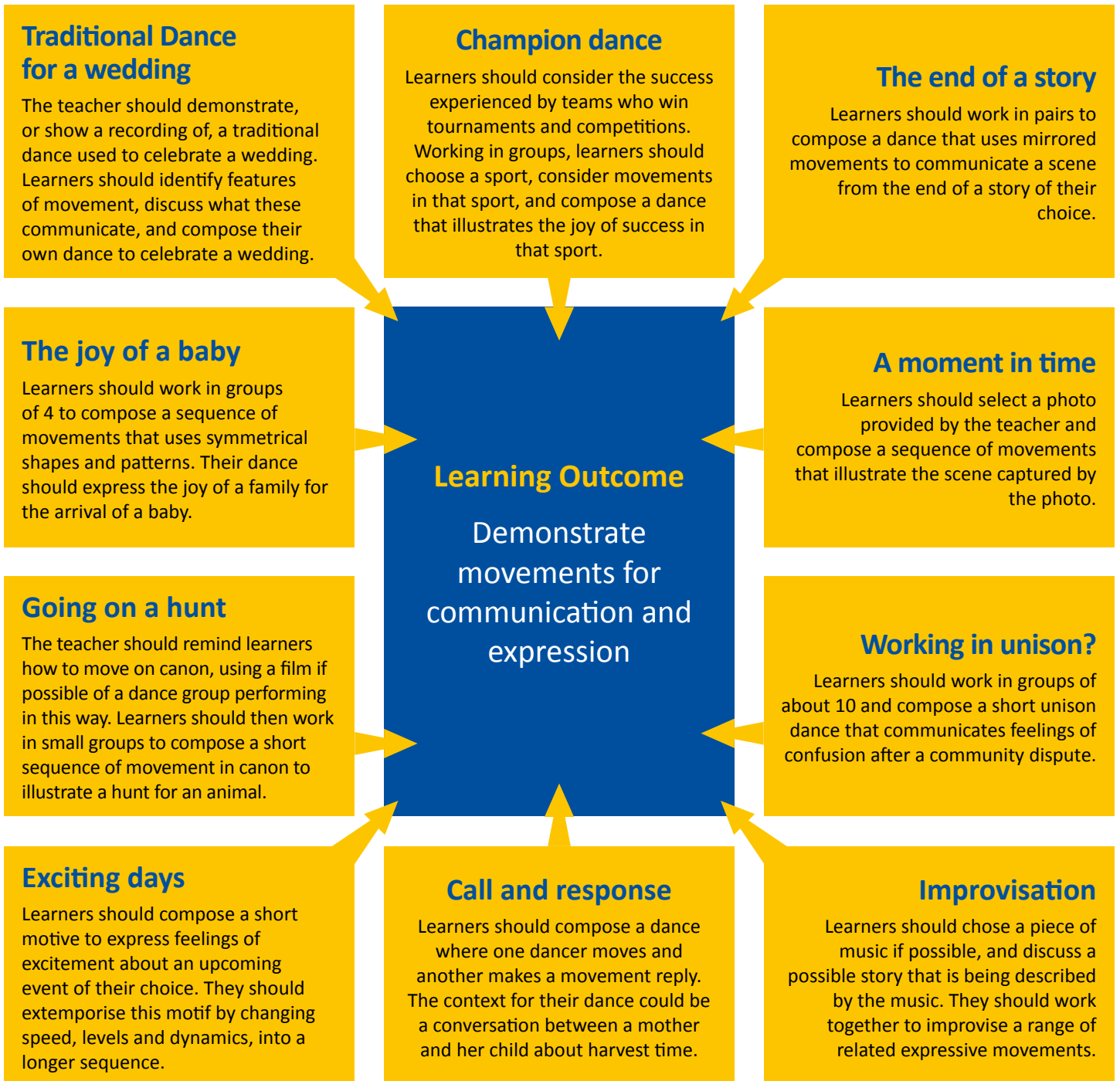
Primary 7, Unit 3

Volleyball and other Games



Primary 8, Unit 2

Dance – Express and Communicate



Primary 1, Unit 4

Traditional Games

Learners work as a whole class, led by their teacher to compose a sequence of actions that use a range of movements. They perform this in a celebration gathering at their school.

Learners choose a song that could be accompanied by the movements they have chosen at different levels. The refine their movements by watching each other and describing what they like.

Learners choose a range of actions that they have enjoyed displaying and practice them at different levels.

FEATURE ACTIVITY - The teacher chooses a traditional action song and demonstrates this, asking for two new additional movements. Learners repeat and copy the song using stronger and bigger movements followed by smaller and slower movements.

Learners choose another traditional song and explore in small groups some of their own ideas for repeated movements to illustrate the song. They show each other and choose a few to practice and perform as a whole class. Learners talk about what kind of movements they are making.

Learners choose one familiar traditional song and the teacher demonstrates a short sequence of repeated movements that illustrate the meaning of the song. Learners copy and repeat these actions while they sing the song.

Learners talk about traditional songs in their community. They share these songs with each other and enjoy singing together, moving freely in response to the song.

Primary 6, Unit 4

Extending Skills for Games

Learners should apply improved throwing, hitting and running skills in a game of cricket and explore effective techniques for fieldwork in teams.

In small teams, learners should practice their throwing skills in order to return balls to the bowler as quickly as possible. They should practice under and over arm throws, helping each other to identify which kind of throw is useful in different situations.

Learners should build on their hitting skills so that they are able to run as quickly as possible to the opposite cricket stumps once they have hit the ball. They should practice their footwork in order to be able to do this effectively.

FEATURE ACTIVITY (HIT AND RUN RALLY) - Learners should work in two teams to play a mini game of cricket where the focus is on hitting the ball in different directions. Learners should swap batting every time they achieve 20 runs in order to keep many people involved in the game.

Learners should practice hitting the ball so that it is sent in a variety of directions. They should consider the angle that the bat hits the ball and the angle of their body as the ball comes into contact with the bat.

Learners should practice hitting a cricket ball with a cricket bat and should evaluate what body positions and movements are necessary for a strong return, applying this knowledge in a mini game with a partner.

Learners should refresh their skills for hitting a range of balls with a range of bats where possible, and should talk about what skills need improving.

Primary 4, Unit 4

Competitive Games

Learners play mini games using the techniques and skills that they have been practicing. The teacher helps to set some rules for a series of competitive games. Learners score for each other and the teacher comments of significant aspects of good team work.

Learners play games between them where they pass the ball at different speeds, losing points if they drop the ball. They discuss how to save points and play fairly.

Building on improved ball skills, learners move to using their hands to control and pass the ball. They should explore how to throw the ball at different levels.

FEATURE ACTIVITY – Learners take part in a series of competitions using their ball skills to kick and dribble. They discuss features of how well their team is working and comment on how the rules enable the competitions to run fairly.

Learners work in pairs to practice dribbling the ball and then passing it to a partner. They make up rules for their game and explain to the teacher why these rules help them to play fairly and effectively.

Learners work individually to practice kicking the ball into a goal with the correct part of their feet. They compare this to dribbling a ball, learning to control the ball with increasing accuracy.

Learners refresh their ball skills by passing, dribbling, kicking, throwing and catching. They do this in short sequences in order to experience the range of skills they need to develop.

