

**Form: 5**

**Duration: 80 mins**

**Topic:** Organizing and Running Sport Events

**Objective:** At the end of the lesson students should be able to:

1. Know the different processes needed to make successful events
2. Describe advantages & disadvantages of different competition formats
3. Identify the different competition types

**Content:** There are several factors that are key elements in any sports event in terms of organizing and running it. It is important to be aware of the processes that are involved and then to consider the content in line with them. The most important process is **the planning stage**.

**Processes:**

- Planning Process
- Event/Competition types
- Running the event

**Planning a-** Nature of the event

- type of event
- size
- location
- b-** Timings relating to event
  - time of the year (day of week / time of day)
  - start and finish time
- c-** The responsibilities & roles of those involved
- Organizing meetings prior to event
- Keeping records of meetings
- d-** Other consideration
  - Resources, staffing, costing, risk assessments

**Events/Competition Types**

- one – off/ one day league
- knockouts
- round – robin
- combination events

**Running the event**

- setting up
- during the event
- closing down

Step 1 – Teacher & pupils hold discussion of competition in order to get out what are the processes needed to organize and run events. Teacher clarify points if needed. Each process was identified and explain in great detail by teacher.

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Step 2 – Teacher & pupils discuss the different ways competition is held in their communities. Teacher explain each format name. Students were asked to identify advantage & disadvantages of each format.

**Evaluation:** Students are given five questions to complete

1. What types of events could be planned as sporting activity?
2. What are the main issues likely to be associated with the location of an event?
3. What are the main disadvantages of staging events in an outdoor setting?
4. Describe three different types of event that could only take place in an indoor venue and explain why.
5. What format of competition would you choose if you were organizing a one-day netball competition with six teams? Explain why you would use this format.

□ Students are expected to get 4 & 5 correct.

**Form: 4 Duration: 40 mins**

**Topic:** Track & Field: Field Events: Throwing Shot Put

**Objective:** At the end of the lesson students should be able to:

1. Distinguish between the different throws
2. Demonstrate the grip for the Shot
3. Know the throwing area for the Shot Put
4. Describe and demonstrate the basic techniques of throwing the Shot Put

**Content:**

Field events consist of throwing events and jumping events

Throwing events include: The Shot Put, The Javelin Throw and The Discus Throw. All throwing events take place from within a prescribed area and the implement must fall within a defined section for it to be legal.

**The Shot Put:** This is a solid steel ball that is pushed away from the body into the air, in an effort to get it to travel some distance before it lands on the ground.

Weight for Shots	Girls (yrs)	Boys (yrs)
2kg	9 – 12 yrs	9 – 11 yrs
3kg	13 – 15 yrs	12 – 13 yrs
4kg	15 yrs	14 – 15 yrs

**Holding the Shot**

Hold with pads of your fingers, but not resting flat against palm of hand. “Dirty fingers and clean palm”.

**Throwing Area for Shot Put**

Shot put takes place within 2.135M circle and must fall inside a 40<sup>o</sup> sector which starts from the centre of the circle. After executing the Shot, area must be leave from the back half of the circle.

**Executing the Shot:**

1. Stand in circle, grip shot properly, place shot under jaw
2. Keep foot leg of the throwing arm close to the step board
3. Keep feet apart, standing facing opposite direction of throw
4. Put weight on back foot, bend knee of back foot
5. Keep chin in line with knee and toes of back foot
6. Keep shot against neck & jaw, keep elbow o throwing hand pointing away from body
7. Rotate body forward, transfer weight from back foot to front foot
8. Turn head as you push shot upward & forward
9. Flick wrist on point of release
10. Follow through but stay within the circle

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Step 1 – Teacher reviews the track events and asked students to list the different throwing events. Teacher writes responses on the chalk board.

Step 2 – Teacher asks students to list the differences between the throws. Students and teacher discuss responses in order to distinguish the differences clearly.

Step 3 – Teacher do mini lecture on the Shot Put paying attention to the throwing area, grip and weights used in the event

Step 4 – Teacher and students view the IAAF instruction to Athletics DVD. Based on the technique for throwing the Shot Put

**Closure:** Teacher questions students orally about the techniques, grip, weight and throwing area for Shot Put.

**Evaluation:** Students would be asked to describe technique use for the shot and demonstrate the grip.

**Form: 5**

**Duration: 80 mins**

**Topic:** Written Exercise

**Objective:** Students should be able to:

➤ Answer at least 50% of the items correctly

1. Explain why swimming is a closed skill. (2mks)
2. List three qualities you would expect to see in a skilled performance. (3mks)
3. Draw a simple diagram to show how you process information when playing your sport. (4mks)
4. What is (a) Output? (b) Feedback? Give two examples of each from your sport. (4mks)
5. a. List the four types of practice. (2mks)  
b. Name and describe the three types of guidance. (6mks)
6. a. What is feedback? Give two examples. (3mks)  
b. Name four types of feedback. (2mks)
7. Imagine you are learning a new and difficult skill.  
Give three reasons why feedback will help you. (3mks)
8. When learning by copying someone else, what four factors are important? (2mks)
9. How has technology helped top athletes maximize their performance? (2mks)
10. Explain why it is better to break some skills down into parts to learn them. (4mks)

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**Form: 3 Duration: 80 mins**

**Topic:** Fitness

**Session:** Discussion/Practical

**Objective:** At the end of the lesson students should be able to:

1. List/State different components of fitness
2. Differentiate the different types of fitness
3. Define fitness
4. Appreciate test done to assess their fitness level

**Content:**

Fitness is the ability of a person to do all his daily activities and have energy for emergencies without becoming fatigued easily.

Types of fitness: 1. Health related

Components: endurance, strength, flexibility, body composition, cardio-vascular fitness.

2. Skill related

Components: agility, balance, reaction time, coordination, speed, power

Test: height, weight, push-ups, sit ups, squat, skipping, sit & reach, agility run, standing board jump, 12 mins run, 100M sprint.

**Introduction:** Teacher questions students about their daily activities and how they feel after performing them.

**Step 1.** Teacher declares topic and objectives. Teacher writes topic on the board and brain storm students to coin a definition for the topic. Teacher writes responses on the chalkboard. Teacher give several scenarios to help bring out an acceptable definition. Teacher writes definition on the chalk board and ask students to read it together then copy to note books.

**Step 2.** Teacher introduce the two types of fitness to the class by the use of examples and writes them on the chalk board. Teacher and students define each by the use of key words health and skill. Students state the difference between both. Teacher writes definition for both on chalk board students are asked to read then copy to note book.

**Step 3.** By the use of clips showing examples of the different component of the different types of fitness, students with the help of teacher name the different components and classify them into the different types. These are listed on the chalk board for students to copy. Teacher question students to name ways by which these components can be tested.

**Step 4.** Teacher along with students perform 3 of the tests and keep record. Teacher explains and demonstrates test to students.

**Evaluation:** Teacher recap lesson through oral questions highlighting the types and components of fitness. Students are given exercise program to do at home 4 times before next class.

**Form: 4**

**Duration: 80 mins**

**Topic:** Introduction to CXC PE & Sports Syllabus

**Session:** Discussion

**Objective:** At the end of the lesson students should be able to:

1. Have an idea/understanding of the organization of the syllabus.
2. Understand the format of the examination
3. Know the mark and weighting allocation for profile dimension.
4. Identify career choices/profession associated with the subject
5. Determine if they can be successful by applying themselves.
6. Appreciate the layout of syllabus

**Content:**

Compulsory core: - History & Development of PE & Sport

- Anatomy & Physiology
- Fitness & Performance - Health & Nutrition
- Trends & Social Issues

Sports: Three options A, B & C expected to do three (3) for SBA not more than two from anyone option.

Option A – Track & field / Athletics

- Dance

Option B – Table Tennis

Option C – Basketball

- Cricket
- Football
- Netball
- Volleyball

NB. For external practical (paper 2) the sport best prepared for will be perform.

Format for examination

Three papers (1, 2 & 3)

**Paper 1** Theory (90 mks)

2 ½ hrs. Compulsory based on the core.

Two Sections

Section A – Forty five (45) compulsory multiple choice worth 45 mks.

Section B – 5 compulsory structure essay questions 9 mks each, section worth 45 mks.

**Paper 2** Practical (45 mks)

(45 minutes) Assessment of practical skills based on ONE of the option selected by candidate from option A, B or C (basic & advance skills performance, oral questions (rule of the game, tactics, application) done by external examiner.

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### **Paper 3** School Based Assessment (165 mks)

A. Class project (30 mks) Relevant data collected, students' reflections on the project activities compiled and submitted in portfolio in form 5 end of March.

#### B. Practical Skills (135 mks)

Performance of practical skills related to three sports from at least two different options and assessed by the class teacher. The performance of each sport worth 45 mks.

#### Weighting + marks

Paper 1 = 90		30%
Paper 2 = 45		15%
Paper 3 = 30 (theory)		10%
	<u>135 (practical)</u>	<u>45%</u>
	<u>300</u>	<u>100%</u>
Theory	Raw Score 120	40%
Practical	180	60%



## Lesson Plans compiled by EO Physical Education, CDU; Ministry of Education 2018

**Form: 4 Duration: 80 mins**

**Topic:** Introduction to Netball Skills

**Session:** Practical (peer teaching/direct instruction)

**Objective:** At the end of the lesson students should be able to:

1. Identify the different passes in netball.
2. Describe the basic netball skills of passing and receiving.
3. Demonstrate the basic netball skills of passing and receiving.

**Equipment:** Balls, cones/markers, whistle, netball court, Cd's/Video clips

**Previous Knowledge:** Students know about the game of netball and have seen the game played before.

**Personal Teaching Goals:**

1. Get students actively involved in the class by giving task cards and allowing them to give feedback to classmates on skills learned
2. Use whistle to stop all activity
3. Try to give all students individual feedback at some stage throughout the class.

Introduction: Teacher briefly recap the theory lesson on passing & receiving. Teacher declares objectives.

**Lesson**

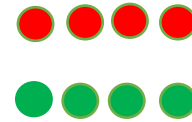
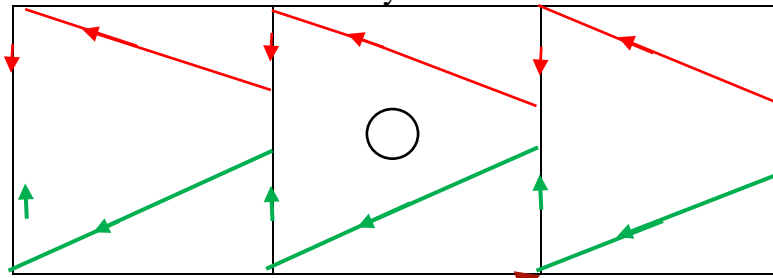
**Activity 1** warm up time: 10 mins

**Content:** - 2 laps jogging around court

- Christmas tree activity – jog on diagonal side step on straight. 2 lines starting at one end of court either side of goal post. 1<sup>st</sup> two people go, once reach outside of court next pair go.
- Stretches: as a group especially hamstring, quadriceps, calves ankle, shoulders

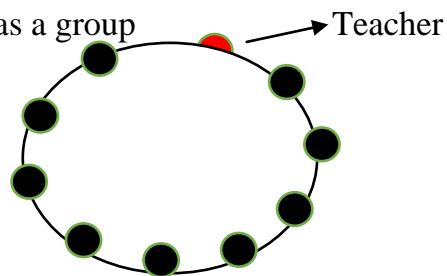
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### Organization: Christmas tree activity



Next person can go once they reach here

Stretches in a big circle as a group



### Safety Consideration

- Make sure students are spaced out when jogging around court, if overtaking go around on the outside.
- Everyone must jog/run the same way around court.

### Questions/Cues:

- Overtake on outside
- Run clockwise around court
- Tell students it is important to stretch the specific muscle group as they will be frequently used in netball.

### Activity 2: Passing/Catching Drills

Time: 10 – 20 minutes

#### Content:

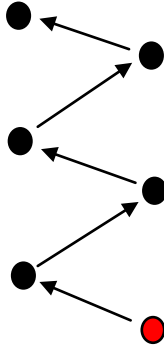
- Task cards with teaching points of the chest pass, 1 hand pass, bounce pass, lob and catch
- Class split into 2 groups of 4 – 5 students, 1 student from each group is designated as leader to use the task card and give feedback to fellow students.
- Leader changes each time activity changes.
- Teacher demonstrates each activity and gives teaching points before class splits up.
- Students practice activities in a zig – zag pattern

Whistle = activity change over

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**Organization:** 2 groups of 4 – 5 students throwing in zig-zag pattern.

Once ball reaches end, go back the other way until the whistle is blown to stop.



Leader with task cards giving feedbacks and encouragement.

### Safety Consideration

- Use names when throwing the ball to someone so that they are ready to catch the ball.
- When whistle blows ball must go between feet and all activity stops.
- Space group so that there is no interference.

**Questions/ Cues:** See task card attached for teaching points of each activity.

- Remind leaders to keep giving feedback
- Use call out names when throwing the ball to them.

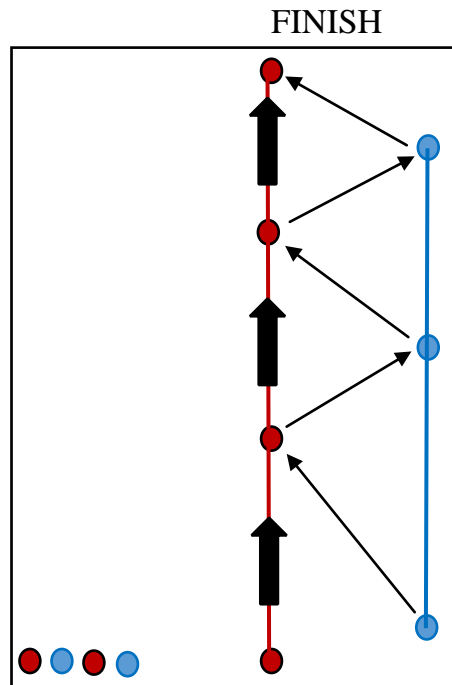
### Activity 3: Partner Passes

Time: 20 mins

- 1 ball between each pair
- Person with the ball cannot step
- Person without the ball must run forward to receive the pass
- Continue up and back of netball court
- Try each of the passes previously learnt. 1- Chest pass, 2- 1 handed pass, 3- lob, 4- bounce pass.
- Pairs will have to take turns.

**Organization:** - 1 ball each pair

- Run up and down netball court



Each pair does the same thing

**Safety Consideration:**

- Each pair should be spaced out enough to avoid collision. Each pair take turns
- No extra equipment should be lying around for students to trip on
- When whistle blows students stop and ball goes on the ground

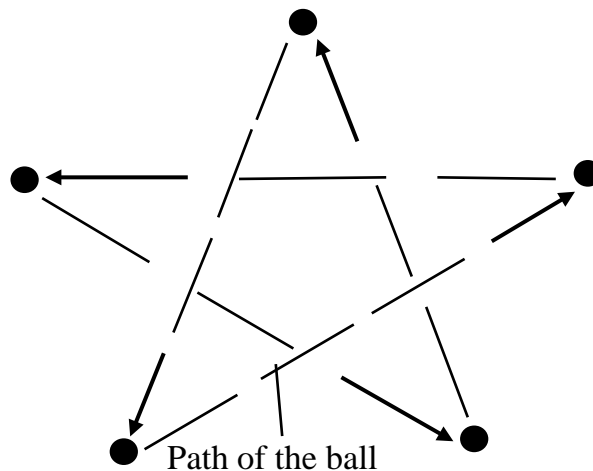
**Questions/Cues:**

- Stop when have the ball
- Don't throw the ball until partner is in front of you
- Teaching point for each type of pass when they are performing it

**Activity 4: Star Pass**

Time: 10 mins

- 5 point pass                      Group of 5
  - Start with 1 ball, throw in different direction of a star
  - Add in 2<sup>nd</sup> ball to make more complex
  - One person within star is responsible for adding extra ball in.
  - Students call out names of those they are throwing to
- Organization:**  
Throw ball in direction of star.

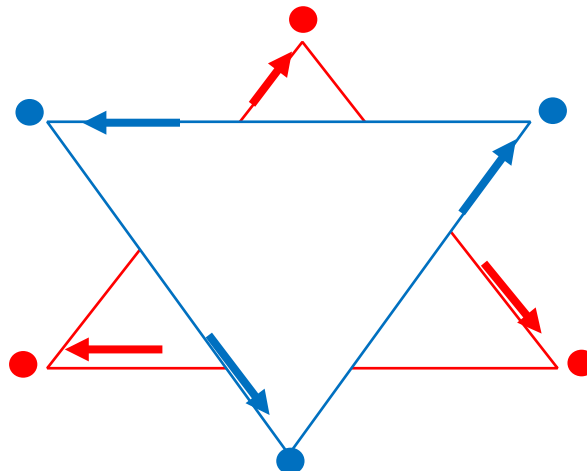


**Safety Consideration:**

- Use names so that people know when a ball is coming towards them
  - Passing in one direction
  - Make sure unused balls are still and behind the feet of the person feeding the balls in
- Questions/Cues:**
- Start with 1 ball, throw in direction of star
  - Be aware of balls coming at you Constantly when maximum number of balls are involved
  - Students to call out names
  - Add balls when comfortable and settle with the present number of balls
  - Balls added 1 at a time OR
  - 6 point pass if not everyone can participate in group of 5

Same as 5 point except make 2 separate groups of 3 only the people within each group of 3 throw to each other and balls in as in 5-point pass

2 separate groups of 3 in a star



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### Activity 5: ½ Court netball

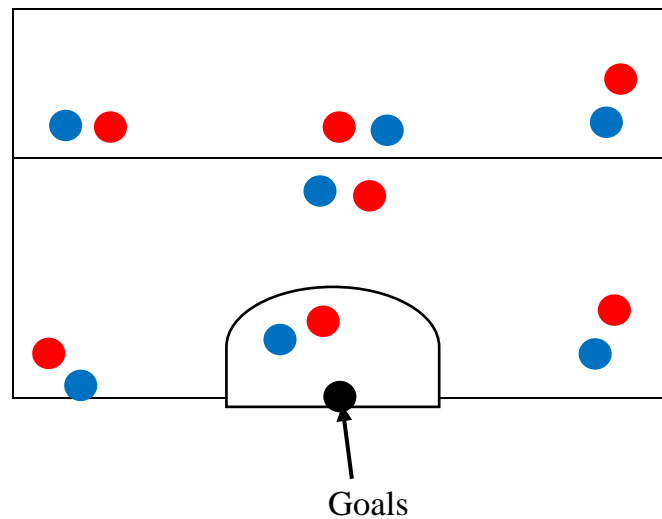
Time: 10 mins

- 2 even teams (bibs)
- Use ½ court
- No stepping with the ball
- If ball is dropped there is an automatic turn over
- Each time there is a turn over the ball must go over the centre line of the netball court
- Score a goal when it goes through hoop
- Only one person from each team allowed in the goal circle at a time.

### Organization:

1/2 court, 2 even team

Ball must pass over this line after each turn over



### Safety Considerations:

- Use names
- Have subs so that not many people are on court at once.

### Questions/Cues:

- No stepping with the ball
- Ball must pass over the half court line after each turn over
- Move into space
- Defend person with the ball
- No contact
- 1 person from each team in goal circle

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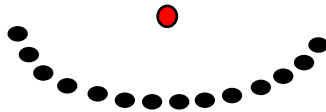
**Closure** Time: 5 mins

Pack up all equipment

- Designate students for different things
- Go over teaching points of the different throws and catch

### Organization:

- Students gather in a semi-circle around teacher Teacher



### Safety Consideration:

- People who aren't packing up equipment should sit down in semi-circle to wait for teacher **Questions/Cues:**

- Choose 2 – 3 people to put equipment away
- Go over the teaching points from task cards

5 mins cool down: Stretch muscles to get rid of lactic acid

## TASK CARDS

Teaching points Netball Passes and Catches

### 1. Chest Pass

- Hold ball with 2 hands at chest height
- Spread fingers around the ball with thumbs behind almost touching
- Keep elbows close to side
- Flick ball forward with fingers tips

### 2. Lob Throw

- Hold ball over and behind head
- Move ball slowly forward moving arm to their full extension
- Move in a high arc, and at a reasonable speed

### 3. One Handed Shoulder Pass

- Hold ball at shoulder height
- Fingers well spread
- Hips and Shoulders rotation as ball is thrown
- Step onto the opposite foot
- Front foot should step to the direction of the pass
- Follow through with throwing arm
- Pass should be directed to the throwing arm of the catcher

**4. Bounce**

- Position ball at either chest height (for 2 handed) or hip height (for one handed pass)
- Direct the ball to the ground at a distance which allows a good catching position to be taken
- Bend the knee and step forward as the ball is released

**5. Catching**

- Watch the ball all the way into the hands
- Reach out to meet the ball, fingers spread and thumbs behind the ball
- Give with the hands slightly and pull ball firmly towards their body

**Evaluation:** The lesson was very well done. The idea of the task cards makes students more involved



**Form: 2**

**Topic:** The Skeletal System

**Session:** Guided Discovery

**Procedures/Activities**

**Step 1.** Teacher introduces the lesson by asking students if anyone has ever broken a bone. Teacher allows students to share experiences. Teacher then have students share why they feel bones are important. Teacher and students visit website as a class (Bone Basics) which gives important facts about bones) and discuss bones. Have class complete first two sections of a KWL Chart on the board: what they know and what they want to know about bones.

**Step 2.** Teacher tells students they are going to explore the internet to learn the bones on our skeleton system and facts about keeping them healthy. Teacher asked students to name the bones they already know and locate them on their bodies. Teacher allow students to start their internet exploration. Students are asked to complete the bone sheet as they explore the internet. (Pathfinders for kids: The skeletal System – the Bone zone) a website with a wealth of info on the Skeletal System.

**Step 3.** Website (Bone Biology for kids). This skill has many facts about bones.

**Step 4.** Website (The Big Story on Bones)

**Step 5.** Teachers ask students to complete worksheet from the following website by navigating the websites listed within and finding the answer (Bones Worksheet). This site has a worksheet about bones with links to websites in it.

**Step 6.** After students have finished navigating the different sites, teacher have them share their facts about bones. Teacher then complete the final section of the KWL Chart about the bones together as a class with students.

**Conclusion:** Teacher ask students to complete a sketch of a skeletal system and label it. Students are then allowed to play the skeleton game on the website below (Skeleton Shakedown). This site lets students put the skeleton together.

**Evaluation:** Teacher check students' sheet for accuracy.

**Evaluation:** The lesson was not done using the internet, there was no internet access, therefore students were unable to do online activities. This lesson would be done in the future.