MINISTRY OF EDUCATION

NATIONAL CENTRE FOR EDUCATIONAL RESOURCE DEVELOPMENT

NATIONAL SCHEME FOR SECONDARY SCHOOLS

GRADE 7

PHYSICAL EDUCATION AND SPORT







ACKNOWLEDGEMENTS

The Ministry of Education wishes to acknowledge the work done by the following persons who were involved in the production of the **Grade 7 Physical Education and Sport National Scheme.**

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NATIONAL SCHEME FOR SECONDARY SCHOOLS

Curriculum Area: Physical Education and Sport **GRADE 7**

					WEEK 1
TOPIC/ SUB-TOPIC	**GENERAL OBJECTIVE**	**CONTENT**	**ACTIVITY**	**RESOURCE**	**EVALUATION STRATEGY**
History and Development of Physical Education	**Students will:** **i.** Appreciate the importance of Physical Education & Sports.	In prehistoric times, physical activity played an important part in the survival of man. Early man had to learn how to hunt, fish, climb, swim throw a spear and make weapons.  Children were encouraged to develop their strength, courage, and stamina at an early age, as the quest for survival was directly related to these capabilities. The field of physical education has gone through many transformations over its existence.	Theory lesson. PowerPoint Presentation	Physical Education & Sports Textbook page 2	Oral questioning

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					WEEK 2
TOPIC/ SUB-TOPIC	**GENERAL OBJECTIVE**	**CONTENT**	**ACTIVITY**	**RESOURCE**	**EVALUATION STRATEGY**
Anatomy & Physiology. Types of Body Systems.	**Students will:** i. Identify the different types of body systems. ii. Know the structure and functions of the skeletal system. iii. Identifying the types of bones & joints	Skeletal System Digestive System Nervous System Respiratory System Circulatory System **What is the skeletal system?** The skeletal system works as a support structure for your body. It gives the body its shape, allows movement, makes blood cells, provides protection for organs, and stores minerals. The skeletal system is also called the musculoskeletal system. What is a joint? A joint is the part of the body where two or more bones meet to allow movement. There are four different types of bone in the human body: Long bone – has a long, thin shape. Short bone – has a squat, cubed shape. Flat bone – has a flattened, broad surface. Irregular bone – has a shape that does not conform to the above three types.	Theory lesson. PowerPoint Presentation Drawing of skeletal systems and Joints.	Physical Education & Sports Textbook page 62 Internet Researching Visual Aid of Skeletal System.	Oral questioning. Quiz

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WEEK 3

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
Fitness and Performance	**Students will:** i. Become familiar with the term fitness. ii. Become aware of the components of fitness.	Fitness has a variety of meanings and interpretations e.g., Fitness 'is the ability of the body to meet the demands of the environment', and another term is 'the ability of the body to carry out everyday activities without excessive fatigue and with enough energy left over for emergencies. **Components of Fitness:** i. Agility ii. Flexibility iii. Strength iv. Endurance v. Coordination vi. Reaction time vii. Power viii. Balance Agility is the ability to move or change direction quickly or with speed. E.g., Football, rugby, and hockey. Flexibility is the ability to move joints through their wide range of motion. E.g., Gymnasts and footballers.	Theory lesson. PowerPoint Presentation	Physical Education & Sports Textbook page 105	Oral questioning.

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					WEEK 4
TOPIC/ SUB-TOPIC	**GENERAL OBJECTIVE**	**CONTENT**	**ACTIVITY**	**RESOURCE**	**EVALUATION STRATEGY**
Health and Nutrition	**<u>Students will:</u>** i. Become familiar with the terms health and nutrition. ii. Become knowledgeable of mental, social, and physical health characteristics.	Health can be defined as a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity. Being healthy means that an individual has proper mental, social, and physical health. Nutrition refers to the food and drink that a person consumes and how the body uses it. **Mental Health**- the individual will display: i. Sensitivity to others ii. Emotional Control iii. Confidence in their actions. **Physical Health**- the individual will display: i. Clean and clear skin ii. Bright eyes iii. Clean breath iv. Are energetic. v. Free from illness and diseases.	Theory lesson. PowerPoint Presentation	Physical Education & Sports Textbook page 193	Oral questioning.

		Social Well-Being-the individual will display: i. Gets along well with others. ii. Assists others. iii. Contribute to the development of the group/school/institutions.			

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					WEEK 5
TOPIC/ SUB-TOPIC	**GENERAL OBJECTIVE**	**CONTENT**	**ACTIVITY**	**RESOURCE**	**EVALUATION STRATEGY**
Trends and Social Issues. Sociology of sports	**Students will:** i. Appreciate the sociology of sports. ii. Become acquainted with the benefits of sports.	Socialization is the active learning and social development process that occurs as we interact with one another and become acquainted with the social world in which we live. Agents of socialization are people or groups that contribute to the socialization process, including the family, schools, community, religion, and media. **Benefits of sports include:** i. Socialization ii. Social Control iii. Emotional release iv. Health benefits v. Success vi. Change agents	Theory lesson PowerPoint presentation	Physical Education & Sports Textbook page 215	Oral questioning. Quiz

		vii. Collective conscience viii. Enjoyment ix. Personal meaning x. Plays a significant role in the culture of a society. **Social Control**- sport provides a means of control over people in a society where deviant behaviours are prevalent. **Emotional release**- It is a way to express emotions and release tensions.			

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					WEEK 6
TOPIC/ SUB-TOPIC	**GENERAL OBJECTIVE**	**CONTENT**	**ACTIVITY**	**RESOURCE**	**EVALUATION STRATEGY**
Sport: Introduction to athletics.	**Students will:** **i.** Become acquainted with the history of athletics. ii. Become familiar with track and field events.	Athletics is a group of sporting events that involves competitive running, jumping, throwing, and walking. The most common types of athletics competitions are track and field, road running, cross-country running, and race walking. Organized athletics are traced back to the Ancient Olympic Games from 776 BC. The rules and format of modern events in athletics were defined in Western Europe and North America in the 19th and early 20th centuries and were then spread to other parts of the world. Track and field competitions emerged in the late 19th century and were typically contested between athletes who were representing rival educational institutions, military organizations, and sports clubs. A variety of running events are held on the track which fall into three broad distance categories: sprints, middle-distance, and long-distance track events. Relay races feature teams comprising four runners each, who must pass a baton to their teammate after a specified distance to beg the first team to finish.	Theory Lesson PowerPoint presentation Group discussions	PE 1-2-3 Physical Education for Lower Secondary Schools levels page 313 Internet research	Oral questioning.

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					WEEK 7
TOPIC/ SUB-TOPIC	**GENERAL OBJECTIVE**	**CONTENT**	**ACTIVITY**	**RESOURCE**	**EVALUATION STRATEGY**
Sport-Practical Session: **Running Events:** **i.** Sprints **ii.** Middle Distance **iii.** Long Distance	**Students will:** i. Become familiar with the terms sprinting, Middle distance, and long distance. ii. Become aware of the distance in meters for sprinting, middle distance, and long distance.	Sprint, also called dash, in athletics (track and field), is a footrace over a short distance with an all-out or nearly all-out burst of speed. The chief distances for sprints are 100, 200, and 400 meters. Middle-distance races are track and field events of between 800 and 3,000 meters. Longer than sprints and shorter than long-distance races, these races are represented by the 800m, 1500m, and 3000m. Long-distance running, in athletics (track and field), footraces ranging from 3,000 meters through 10,000, 20,000, and 30,000 meters, and up to the marathon, which is 42,195 meters (26 miles 385 yards).	Theory Lesson Warm-up session stretching to loosen limbs. Grouping students. Racing events among students.	PE 1-2-3 Physical Education for Lower Secondary Schools levels page 314 PE attire along with track boots, bottled water, whistle, ribbons, and cones. Internet research.	Oral questioning. Demonstrating various skills useful in running events.

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					WEEK 8
TOPIC/ SUB-TOPIC	**GENERAL OBJECTIVE**	**CONTENT**	**ACTIVITY**	**RESOURCE**	**EVALUATION STRATEGY**
Sport Practical Session: **Running Events:** i. Sprints ii. Middle & Long Distance	**Students will:** i. Know the various skills in running events.	**Endurance**- Whether running 100 m sprints or 10 k races, you will need to establish a base level of endurance to compete effectively. This endurance is built through running runs of equivalent or larger lengths, focusing on distance rather than speed. **Pacing**- When running longer distances, ration your energy, so you don't spend it all in one portion of the race. This plays into endurance. **Sprinting**- Sprinting is Important to moving up the ranks in competitive races and finishing strong. You should practice sprinting both from a standstill to build strength and during a run to build a feel for the momentary strain of sprinting while already under duress.	Warm-up session stretching to loosen limbs. Grouping students. Racing events among students.	PE 1-2-3 Physical Education for Lower Secondary Schools levels page 315	Oral questioning. Demonstrating various skills useful in running events.

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					WEEK 9
TOPIC/ SUB-TOPIC	**GENERAL OBJECTIVE**	**CONTENT**	**ACTIVITY**	**RESOURCE**	**EVALUATION STRATEGY**
Sport- Practical Session: **Running Events:** i. Sprints ii. Middle Distance iii. Long Distance Running Events Skills	**Students will:** i. Demonstrate the various skills useful in running events.	Running Events demonstration on: i. Endurance ii. Pacing iii. Sprinting	Warm-up session stretching to loosen limbs. Grouping students. Racing events among students.	PE attire along with track boots, bottled water, whistle, ribbons, and cones.	Oral questioning. Demonstrating various skills useful in running events.

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					WEEK 10
TOPIC/ SUB-TOPIC	**GENERAL OBJECTIVE**	**CONTENT**	**ACTIVITY**	**RESOURCE**	**EVALUATION STRATEGY**
Sport-Practical Session: **Running Events:** Skills	**<u>Students will:</u>** i. Demonstrate the various skills useful in running events.	Running Events demonstration on: i. Endurance ii. Pacing iii. Sprinting	Warm-up session stretching to loosen limbs. Grouping students. Racing events among students.	PE attire along with track boots, bottled water, whistle, ribbons, and cones.	Oral questioning. Demonstrating various skills useful in running events.

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					WEEK 11
TOPIC/ SUB-TOPIC	**GENERAL OBJECTIVE**	**CONTENT**	**ACTIVITY**	**RESOURCE**	**EVALUATION STRATEGY**
Sport- Practical Session: Introduction of hurdles.	**<u>Students will:</u>** i. Become aware of the track and field event hurdles. ii. Become acquainted with the hurdles for the practical session.	Hurdles or hurdling is a track and field sport that involves running and jumping over obstacles at speed. Hurdling is part of athletics at the Olympic Games.  The sprint distance between hurdles varies for both boys and females, as does the height of the hurdles. The space is for males under the age of 13, 7.5 meters, and under the age of 17, 8.5 meters, with hurdle heights of 76.2cm and 91.2cm, respectively, and females under the age of 13, 7.0 meters, and the age of 17, 8.0 meters, with hurdle heights of 68.6 cm and 76.2 cm, respectively.	i. Theory Lesson. ii. PowerPoint presentation iii. Warm-up session stretching to loosen limbs. iv. Grouping students. v. Making hurdles. vi. Racing events among students.	Video clippings Internet Research PE attire along with track boots, bottled water, whistle, ribbons, and cones.	Oral questioning. Demonstrating various skills useful in hurdle.

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WEEK 12

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
Sport- Practical Session: Introduction of hurdles.	**Students will:** **i.** Use the appropriate technique while participating in the track and field event hurdle.	 i.) Run at a controlled speed at the hurdle. ii.) As you approach the hurdle, drive your rear leg up and forward. iii.) At the same time, raise your front knee and end your parallel to the floor. iv.) You pass over the hurdle and thrust your front leg over the barrier. v.) At the same time, pull your rear leg up at the knee and turn the foot outward.	i. Theory Lesson. ii. PowerPoint presentation iii. Warm-up session stretching to loosen limbs. iv. Grouping students. v. Racing events among students.	Video clippings. Internet Researching. PE attire along with track boots, bottled water, whistle, ribbons, and cones.	Oral questioning. Demonstrating various skills useful in hurdle.

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					WEEK 13
TOPIC/ SUB-TOPIC	**GENERAL OBJECTIVE**	**CONTENT**	**ACTIVITY**	**RESOURCE**	**EVALUATION STRATEGY**
Sport-Practical Session: Hurdles skills	**Students will:** i. Demonstrate the various skills useful in Hurdles.	Coordination, timing, quickness, bounce, strength, focus, concentration, and pro-active aggression in 'sprinting'.	i. Warm-up session stretching to loosen limbs. ii. Grouping students. iii. Demonstrating various skills useful in hurdles. iv. Competition among students.	PE attire along with track boots, bottled water, whistle, ribbons, and cones.	Oral questioning. Demonstrating various skills useful in hurdles.

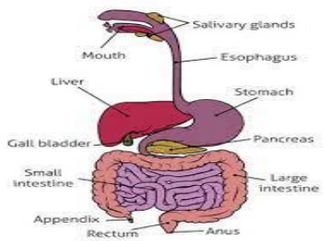
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					WEEK 14
TOPIC/ SUB-TOPIC	**GENERAL OBJECTIVE**	**CONTENT**	**ACTIVITY**	**RESOURCE**	**EVALUATION STRATEGY**
History and Development of Physical Education The Nature of Physical Education & Sport.	**Students will:** i. Appreciate the theoretical and practical aspects of Physical Education ii. Become aware of the Importance of Physical Education & Sports.	What Is Physical Education? Physical Education can be defined as an educational process involving physical activity to acquire information (knowledge) and practical experiences such as skills, attitudes, and values which will help you to evaluate choices and make sound decisions in an attempt for perfection of your body. What is sport? Sport means all forms of physical activity which, through casual or organized participation, aim at expressing or improving physical fitness and mental well-being, forming social relationships, or obtaining results in competition at all levels. Physical education provides cognitive content and instruction designed to develop motor skills, knowledge, and behaviours for physical activity and physical fitness.	Theory lesson PowerPoint Presentation	Physical Education & Sports Textbook page 2-3	Oral questioning.

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					WEEK 15
TOPIC/ SUB-TOPIC	**GENERAL OBJECTIVE**	**CONTENT**	**ACTIVITY**	**RESOURCE**	**EVALUATION STRATEGY**
Anatomy & Physiology. Types of Body Systems. i. Digestive Systems ii. Respiratory System	**<u>Students will:</u>** i. Become familiar with the structure and functions of the Digestive and Respiratory systems.	The digestive system includes the mouth, pharynx (throat), oesophagus, stomach, small intestine, large intestine, rectum, and anus.  The respiratory system takes up oxygen from the air we breathe and expels the unwanted carbon dioxide. The main organ of the respiratory system is the lungs.	i. Theory lesson. ii. PowerPoint Presentation iii. Drawing of Digestive and Respiratory Systems. iv. Group presentation.	Physical Education & Sports Textbook page 78 & 92 Internet Researching. Visual Aid of the Digestive and Respiratory Systems.	Oral questioning.

		nasal cavity nostril pharynx mouth larynx trachea left bronchus right bronchus bronchi right lung left lung diaphragm			

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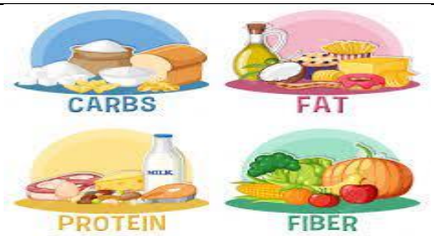
WEEK 16

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
Fitness and Performance	**Students will:** i. Become familiar with assessing fitness and the goals of fitness testing. ii. Become aware of the principles of training and conditioning.	Fitness testing is a series of measurements done to determine an individual's health status and physical fitness. **Goals of fitness testing:** i. To determine current health conditions, risks, or limitations. ii. To learn about past injuries or surgeries iii. To assess current fitness level. iv. To identify fitness goals, interests, and motivation for exercising. Training is a planned systematic process that aims to improve the athlete's fitness for a selected activity. The three parts of an exercise session. An exercise session consists of a warm-up, a main activity, and a cool-down. Warm-up – (preparation) for the main activity is crucial; it is essentially the link between rest and the main activity. There are usually three phases in a warm-up.	i. Theory lesson. ii. PowerPoint Presentation	Physical Education & Sports Textbook page 115 & 125	Oral questioning.

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					WEEK 17
TOPIC/ SUB-TOPIC	**GENERAL OBJECTIVE**	**CONTENT**	**ACTIVITY**	**RESOURCE**	**EVALUATION STRATEGY**
Health and Nutrition	**<u>Students will:</u>** i. Become familiar with the main food groups. ii. Become knowledgeable about the main food groups, Carbohydrates, Proteins, Vitamins, Fats, Minerals, Fibre, and Water.	The bulk of nutrients obtained from food comes from the macronutrients of carbohydrates, proteins, and fats. Vitamins and minerals can be considered micronutrients as only small quantities are needed. **Main Food Groups:** i. Carbohydrates ii. Proteins iii. Vitamins iv. Fats v. Minerals vi. Fibre vii. Water Carbohydrates- is the main nutrient that fuels exercise. It is the most important source of energy for athletes.	i. Theory lesson. ii. PowerPoint Presentation iii. Students' presentation on food groups.	Physical Education & Sports Textbook page 196 Visual Aid Samples of various food groups.	Oral questioning Quiz

		CARBS FAT PROTEIN FIBER			

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WEEK 18

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
Trends and Social Issues. Media and sports	**Students will:** i. Become familiar with the types of media. ii. Become knowledgeable on how the various types of media promote sports	Sports uses all the different forms of media to bring itself to the widest audience. The different forms of the media include: i. Newspapers ii. Television iii. Radio iv. Press (Magazines/Specialist publications) v. Internet **Newspapers**- Major sporting events are featured on the front page of newspapers. All newspapers have a designated section reserved for sports. **Internet**- The internet has opened a whole new world of communication. Apart from being able to stream live feeds of sporting events, various sites such as Facebook, Twitter, and Instagram have enhanced comments and remarks on major sporting events amongst their users.	i. Theory lesson ii. PowerPoint presentation	Physical Education & Sports Textbook page 218	Oral questioning.

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					WEEK 19
TOPIC/ SUB-TOPIC	**GENERAL OBJECTIVE**	**CONTENT**	**ACTIVITY**	**RESOURCE**	**EVALUATION STRATEGY**
Sport-Practical Session: Introduction to shot Put.	**<u>Students will:</u>** **i.** Become familiar with the track and field event shot put. **ii.** Become aware of the rules of the shot put.	The shot put is a track and field competition that involves "putting" (throwing) a large, round ball as far as you can.  **Shot put rules:** i. The shot must be placed close to the neck and resting on the shoulder while keeping it in that position the entire time until it is released. No padding or extra equipment is necessary. ii. The shot must be released above the height of the shoulder with one hand. iii. The shot must be released above the height of the shoulder with one hand. iv. The shot must be released above the height of the shoulder with one hand.	i. Warm-up session stretching to loosen limbs. ii. Demonstration from the instructor. iii. Grouping students.	PE 1-2-3 Physical Education for Lower Secondary Schools Levels page 320 PE attire. Shotput Measuring tape.	Oral questioning. Demonstrate how the sport is played.

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					WEEK 20
TOPIC/ SUB-TOPIC	**GENERAL OBJECTIVE**	**CONTENT**	**ACTIVITY**	**RESOURCE**	**EVALUATION STRATEGY**
Sport-Practical Session: Track and field event Shot Put	**Students will:** i. Become aware when a foul occurs. ii. Become familiar with the competition.	When a foul occurs: i. A player does not pause within the circle before throwing a motion. ii. A player allows the shot to drop below the shoulder. iii. The shot lands outside the boundaries of the sector or touches the sector line. iv. A player leaves the circle before the shot has landed or the competitor fails to leave the circle from the back. v. The player touches the top/end of the stop board, the top of the iron ring, or steps or touches on/outside of the line of the circle. The competition Three preliminary rounds take place, and based on those, the qualification of moving on to the finals is then determined. If the finals are reached, three more rounds take place and the longest distance recorded wins, regardless of whether or not it took place in the preliminary or final rounds.	i. Class discussion ii. Warm-up session stretching to loosen limbs. iii. Demonstration from the instructor. iv. Grouping students.	PE 1-2-3 Physical Education for Lower Secondary Schools Levels page 321 & 322 PE attire Shotput measuring tape	Oral questioning. Demonstrate how the sport is played.

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					WEEK 21
TOPIC/ SUB-TOPIC	**GENERAL OBJECTIVE**	**CONTENT**	**ACTIVITY**	**RESOURCE**	**EVALUATION STRATEGY**
Sport-Practical Session: Track and field event shot put.	**<u>Students will:</u>** i. Appreciate the skills in the shot put	Skills in the shot put: i. Grip ii. Holding the shot iii. Stance iv. Seated position **Grip**- The first step of the shot-put glide technique is to pick up the shot. Place the shot on the base of your fingers, not in the palm, and spread your fingers slightly. **Holding the shot-** Push the shot firmly against your neck, under the chin. Your thumb should be below the shot with your elbow pointed outwards, away from your body. Your throwing arm should be at about a 45-degree angle to the ground. Stance- Stand at the back of the circle, facing away from the target. A right-handed thrower should place the right foot near the back edge of the circle, with the left leg extended forward. **Seated Position-** keeping most of your weight on the right foot, bend your knees as if you were moving back into a seated position while drawing your left leg back so the toes of your left foot line up with the heel of your right.	i. Class discussion ii. Warm-up session stretching to loosen limbs. iii. Demonstration from the instructor. iv. Grouping students.	PE 1-2-3 Physical Education for Lower Secondary Schools Levels page 322 PE attire. Shot put Measuring tape.	Oral questioning. Demonstrate how the sport is played.

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					WEEK 22
TOPIC/ SUB-TOPIC	**GENERAL OBJECTIVE**	**CONTENT**	**ACTIVITY**	**RESOURCE**	**EVALUATION STRATEGY**
Sport-Practical Session Track and field event javelin.	**<u>Students will:</u>** i. Become familiar with the track and field event Javelin. i. Become aware of the rules of the Javelin.	A javelin is a light spear designed primarily to be thrown, historically as a ranged weapon, but today predominantly for sport. The javelin is always thrown by hand.  **Rules:** Holding the javelin must be done at the grip part and should always be maintained above shoulder level.	i. Class discussion ii. Warm-up session stretching to loosen limbs. iii. Demonstration from the instructor. iv. Grouping students.	PE 1-2-3 Physical Education for Lower Secondary Schools Levels page 323 PE attire. Javelin Measuring tape.	Oral questioning. Demonstrate how the sport is played.

		i. For a valid throw, the javelin must lie before the specified zone and its tip should hit the ground. ii. Three throws are allowed per athlete. The athlete should not leave the ground until the javelin lands on the ground.			

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					WEEK 23
TOPIC/ SUB-TOPIC	**GENERAL OBJECTIVE**	**CONTENT**	**ACTIVITY**	**RESOURCE**	**EVALUATION STRATEGY**
Sport- Practical Session Track and field event Javelin.	**<u>Students will:</u>** i. Become aware when a foul occurs. ii. Become familiar with the Javelin technique.	The throw will be considered a foul in the following cases: i. Improper throw of the javelin in the attempt. ii. Demarking the line with any body part. iii. A player going out of the marking line while throwing. iv. The tip of the javelin lies outside the edges of the landing sector. Competitors start a selected distance from the throwing arc and face the throwing sector. Many have a certain number of steps from the throwing sector to their starting point to get as much momentum as possible without stepping over the throwing arc. They can generate momentum forward by running. Once at the point to release the javelin, the competitor performs a throwing motion over the shoulder out into the sector.	i. Class discussion ii. Warm-up session stretching to loosen limbs. iii. Demonstration from the instructor. iv. Grouping students.	PE 1-2-3 Physical Education for Lower Secondary Schools Levels page 324 PE attire Javelin Measuring tape.	Oral questioning. Demonstrate how the sport is played.

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					WEEK 24
TOPIC/ SUB-TOPIC	**GENERAL OBJECTIVE**	**CONTENT**	**ACTIVITY**	**RESOURCE**	**EVALUATION STRATEGY**
Sport-Practical Session Introduction to discuss.	**Students will:** i. Become familiar with the track and field event discus. ii. Become aware of the rules of the discus.	Discus is a heavy disk (as of wood or plastic) that is thicker in the centre than at the perimeter and that is hurled for distance as a track-and-field event.  **Rules:** i. The discus can be made of any material such as wood, but it must have a circular edge with a metallic rim. ii. An athlete cannot touch the ground beyond the circle. iii. The discus can only be thrown by an athlete when he or she stands inside a circle that has a diameter of 2.5m.	i. Warm-up session stretching to loosen limbs. ii. Demonstration from the instructor. iii. Grouping students.	PE 1-2-3 Physical Education for Lower Secondary Schools Levels page 325 PE attire Javelin Measuring tape.	Oral questioning Demonstrate how the sport is played.

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					WEEK 25
TOPIC/ SUB-TOPIC	**GENERAL OBJECTIVE**	**CONTENT**	**ACTIVITY**	**RESOURCE**	**EVALUATION STRATEGY**
Sport- Practical Session Track and field event: The Discus.	**Students will:** i. Become aware when a foul occurs.	A throw will be called a foul in the following circumstances: i. If the athlete leaves the circle before the landing of the disc on the ground, then it will be considered a foul throw. ii. There is a boundary of the landing of the disc. If the disc lands outside that zone, then that throw is considered invalid. iii. The discus can only be thrown by an athlete when he or she stands inside a circle that has a diameter of 2.5m.	i. Warm-up session stretching to loosen limbs. ii. Demonstration from the instructor. iii. Grouping students.	PE 1-2-3 Physical Education for Lower Secondary Schools Levels page 326 PE attire. Discus Measuring tape.	Oral questioning. Demonstrate how the sport is played.

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					WEEK 26
TOPIC/ SUB-TOPIC	**GENERAL OBJECTIVE**	**CONTENT**	**ACTIVITY**	**RESOURCE**	**EVALUATION STRATEGY**
Sport- Practical Session Track and field event discus.	**<u>Students will:</u>** i. Appreciate the techniques in the track and field discus event.	The throwing technique involves: i. Grip ii. Rotation iii. Release. **Grip-** The technique for throwing discuses is very different from any other athletic throw. To grip the discus, throwers need to spread their fingers out and around the discus with each finger's first knuckle over the edges to hold it. The index finger should be in line with the thrower's wrist, while the thumb is excluded from the grip and is used for balance. Rotation - The lead-up to the rotation involves one or two swings of the arms back and forth without foot movement.	i. Class discussion ii. Warm-up session stretching to loosen limbs. iii. Demonstration from the instructor. iv. Grouping students.	PE 1-2-3 Physical Education for Lower Secondary Schools Levels page 326 PE attire Discuss Measuring tape	Oral questioning. Demonstrate how the sport is played.

		This motion helps establish a rhythm for your footwork. Bring your throwing arm back behind your right shoulder as far as possible, with the non-throwing hand in the opposite direction. This motion can be compared to a backswing in golf. Weight should be placed on the right foot with the left foot ready to pivot.			

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					WEEK 27
TOPIC/ SUB-TOPIC	**GENERAL OBJECTIVE**	**CONTENT**	**ACTIVITY**	**RESOURCE**	**EVALUATION STRATEGY**
History and Development of Physical Education	**Students will:** i. Become familiar with the comparison between PE and Sports. ii. Become aware of the benefits of Physical Education and Sports.	Physical Education is the planned learning that takes place in school curriculum timetabled time. This will involve all students. School Sports do not take place within the set curriculum, instead take place outside of school learning hours. It still involves structured learning. **Benefits:** i. Reduce health risks. ii. Strengthen bones and muscles. iii. Weight management. iv. Decreasing stress, Anxiety, and depression.	i. Theory lesson. ii. PowerPoint Presentation iii. Classroom discussion session.	Physical Education & Sports Textbook page 6 Internet Researching.	Oral questioning.

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					WEEK 28
TOPIC/ SUB-TOPIC	**GENERAL OBJECTIVE**	**CONTENT**	**ACTIVITY**	**RESOURCE**	**EVALUATION STRATEGY**
Anatomy & Physiology Types of Body Systems. i. Circulatory Systems ii. Nervous System	**Students will:** i. Become aware of the structure and functions of the Circulatory and Nervous systems.	The Nervous system is the network of nerve cells and fibres that transmits nerve impulses between parts of the body.  The circulatory system delivers oxygen and nutrients to cells and takes away waste. The heart pumps oxygenated and deoxygenated blood on different sides. The types of blood vessels include arteries, capillaries, and veins.	i. Theory lesson. ii. PowerPoint Presentation iii. Drawing of the Circulatory and Nervous Systems. iv. Group Presentation	Physical Education & Sports Textbook page 81 & 87 Internet Researching Visual Aid of the Circulatory Systems and Nervous Systems.	Oral questioning.

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WEEK 29

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
Fitness and Performance Body's Response to Exercise.	**<u>Students will:</u>** i. Become aware of the body's response to exercise in the cardiovascular, respiratory, and digestive systems.	The cardiovascular system responds during exercise as efficiently as possible, in the following ways: i. Heart rate ii. Stroke volume iii. Cardiac output iv. Blood flow v. Transport **Heart rate**: increases rapidly with the onset of activity. If the exercise intensity remains constant, the heart rate will level off. This increases the total amount of blood that is circulated in the body every minute to meet the increased demand for oxygen and nutrients. **Cardiac Output**: this is the amount of blood pumped by the heart in one minute. It is a product of stroke volume and heart rate. The respiratory system and exercise, of the lungs will make the necessary changes in an attempt to accommodate this new demand. It does so by working harder to provide oxygen and remove carbon dioxide.	i. Theory lesson. ii. PowerPoint Presentation	Physical Education & Sports Textbook page 137	Oral questioning.

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					WEEK 30
TOPIC/ SUB-TOPIC	**GENERAL OBJECTIVE**	**CONTENT**	**ACTIVITY**	**RESOURCE**	**EVALUATION STRATEGY**
Health and Nutrition Balanced Diet	**<u>Students will:</u>** i. Become familiar with the terms diet and balanced diet. ii. Become knowledgeable about the importance of a balanced diet.	A diet can be defined as all the food and drink that we consume. A balanced diet refers to the intake of the appropriate types and adequate amounts of food and drinks from all the food groups.  **Importance of a Balanced Diet:** i. Maintains a healthy body. ii. Prevents infections and diseases. iii. Weight control iv. A healthy state of mind	i. Theory lesson. ii. PowerPoint Presentation iii. Group presentation	Physical Education & Sports Textbook page 207 Visual Aid Various Food Sample	Oral questioning.

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					WEEK 31
TOPIC/ SUB-TOPIC	**GENERAL OBJECTIVE**	**CONTENT**	**ACTIVITY**	**RESOURCE**	**EVALUATION STRATEGY**
Trends and Social Issues. Gender and sports	**<u>Students will</u>**: i. Become aware of the terms gender, gender equality, and gender inequality. ii. Become familiar with the reasons that prevent women from participating in sports.	Gender is a social construct that defines roles, behaviours, activities, and attributes that society believes are appropriate for men and women. Gender equality is used to describe the practice of distributing equally the allocated resources and opportunities for men and women. Gender Inequality is the disproportionate allocation of resources and opportunities in favour of one of the sexes. i. Poverty ii. Heavy domestic demand iii. Safety concerns iv. Concerns about transport v. Lack of facilities vi. Lack of development programs vii. Religious and cultural reasons viii. Male-dominated sporting structure	i. Theory lesson ii. PowerPoint presentation iii. Group discussion	Physical Education & Sports Textbook page 231 & 233	Oral questioning.

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					WEEK 32
TOPIC/ SUB-TOPIC	**GENERAL OBJECTIVE**	**CONTENT**	**ACTIVITY**	**RESOURCE**	**EVALUATION STRATEGY**
Sport- Practical Session: Introduction to Long Jump	**<u>Students will:</u>** i. Become familiar with the track and field event long jump. ii. Become acquainted with the rules of partaking in the long jump event.	The long jump is a track and field event in which athletes combine speed, strength, and agility in an attempt to leap as far as possible from a takeoff point. **Rules:** i. If the competitor starts the leap with any part of the foot past the foul line, the jump is declared a foul, and no distance is recorded. ii. Each competitor has a set number of attempts. That would normally be three trials. iii. The competitor with the longest valid jump (from either the trial or final rounds) is declared the winner at the end of the competition.	i. Warm-up session stretching to loosen limbs. ii. Grouping students. iii. Students compete against each other.	PE 1-2-3 Physical Education for Lower Secondary Schools Levels page 323 PE attire along with track boots, bottled water, whistle, ribbons, and cones.	Oral questioning. Demonstrating various techniques in the long jump.

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WEEK 33

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
Sport- Practical Session Track and field event Long Jump technique.	**Students will:** i. Become familiar with long jump techniques.	There are five main components of the long jump: the approach run, the last two strides, takeoff, action in the air, and landing. Speed in the run-up, or approach, and a high leap off the board are the fundamentals of success. Because speed is such an important factor of the approach, it is not surprising that many long jumpers also compete successfully in sprints. The approach - The objective of the approach is to gradually accelerate to a maximum controlled speed at takeoff. The most important factor for the distance travelled by an object is its velocity at takeoff – both the speed and angle. The last two strides- The objective of the last two steps is to prepare the body for takeoff while conserving as much speed as possible. The penultimate step is longer than the previous ones and then the final one before takeoff. The competitor begins to lower his or her centre of gravity to prepare the body for the vertical impulse.	i. Warm-up session stretching to loosen limbs. ii. Grouping students. iii. Students compete against each other.	PE 1-2-3 Physical Education for Lower Secondary Schools Levels page 324 PE attire along with track boots, bottled water, whistle, ribbons, and cones.	Oral questioning. Demonstrate the technique of the long jump.

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WEEK 34

TOPIC/ SUB-TOPIC	GENERAL OBJECTIVE	CONTENT	ACTIVITY	RESOURCE	EVALUATION STRATEGY
Sport- Practical Session Introduction to triple jump.	**<u>Students will</u>**: i. Become familiar with the triple jump. ii. Become acquainted with the rules of the triple jump.	The triple jump, sometimes referred to as the hop, step, and jump or the hop, skip and jump, is a track and field event, like the long jump. The competitor runs down the track and performs a hop, a bound, and then a jump into the sand pit. **Rules:** i. The triple jump consists of an approach run, hop, step, and jump. If the athlete misses any of them then it is considered a foul. ii. The athlete can jump from the take-off board or behind it but cannot jump beyond it. iii. A foul jump is also accounted as an attempt. The jump of an athlete is a foul if he/she touches the ground beyond the take-off board.	i. Warm-up session stretching to loosen limbs. ii. Grouping students. iii. Students compete against each other.	PE attire along with track boots, bottled water, whistle, ribbons, and cones.	Oral questioning. Demonstrate the track and field event triple jump.

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					WEEK 35
TOPIC/ SUB-TOPIC	**GENERAL OBJECTIVE**	**CONTENT**	**ACTIVITY**	**RESOURCE**	**EVALUATION STRATEGY**
Sport-Practical Session Introduction to the high jump.	**Students will:** i. Become familiar with the High jump. ii. Become acquainted with the rules of the high jump.	The high jump is a track and field event in which competitors must jump unaided over a horizontal bar placed at measured heights without dislodging it. In its modern, most practised format, a bar is placed between two standards with a crash mat for landing. **Rules:** i. Jumpers must take off from one foot. A jump is considered a failure if the jumper dislodges the bar or touches the ground or any object behind the bar before clearance. Competitors may begin jumping at any height announced by the chief judge or may pass at their discretion. Most competitions state that three consecutive missed jumps, at any height or combination of heights, will eliminate the jumper from contention. The victory goes to the jumper who clears the greatest height during the final.	i. Warm-up session stretching to loosen limbs. ii. Grouping students. iii. Students compete against each other.	PE 1-2-3 Physical Education for Lower Secondary Schools Levels page 327 PE attire along with track boots, whistles, ribbons, and cones.	Oral questioning. Demonstrate the track and field event high jump.