

Foreword

At the heart of the educational enterprise is the education programme or the syllabus offered. Therefore, when new educational goals are sought or old goals are felt to have been inadequately realised specification of a new or revised syllabus is crucial.

This document is the revised Physical Education Syllabus and the revisions have been based on the evaluation of the existing syllabus through feedback and comments obtained from teachers and educators teaching this subject. Physical Education as a subject realises one of the most important goals of our National Curriculum, which is to enhance the physical development of our children. It is hoped that this syllabus will serve as a guide to all P.E teachers and help them in achieving their specific objectives, that is to instil in our children, a better understanding of the importance of physical fitness to healthy growth, to help our children develop skills for the control of their bodies, to develop their confidence, determination and self-esteem as well as to develop their readiness for participation in competitive games and sports.

The successful completion of a document such as this requires the effort and hard work of a number of dedicated people. I take great pleasure in congratulating and thanking all those associated with the revision and formulation of this syllabus. Special mention is deserved by the Physical Education Panel Members and Physical Education Curriculum Developers, Mr Ishaq Ahmed and Mohamed Ashir, for their contribution and devotion.

All those involved in the teaching profession from teachers to policy makers need to be attuned to the tenor of the times. They need to be able to adjust to the changes brought about by shifting economic, social and political conditions. As these conditions changes curricula objectives also need to change.

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INTRODUCTION

Physical Education is a part of the total educational program that contributes primarily through movement experiences, to the total growth and development of all children. Physical education is defined as education through movement. It should be an instructional program that gives

attention to all learning domains - psychomotor, cognitive, and effective. Three outcomes of physical education is unique. The first outcome is the achievement of a personalised physical fitness level. Second is the development of competency in a variety of physical skills to assure that

students can function effectively in selected physical activities. The third outcome demands that students acquire requisite knowledge related to motor skill performance and fitness maintenance

AIMS AND OBJECTIVES

Modern thinking in the field of Physical Education is not limited to mere physical aspects but the trend are to use movement as a medium for

physical, social and emotional development. With these considerations this syllabus for Physical Education has been designed

around the following five major themes.

1. Gymnastics
2. Introductory Activities (taught up to grade 3)
3. Fitness Activities
4. Primary Games Programme
5. Aquatic Development Programme
6. Movement Awareness

To introduce basic physical movement patterns, to enable readiness for movement in games and sports for life time recreation.

- to develop strength, agility, flexibility, balance and co-ordination.
- to develop knowledge and understanding of good health practices.
- to develop locomotive skills such as running, jumping, skipping hopping etc.

To explore the capabilities of the body in both practical and expressive situations.

- to develop rhythmic movement with or without music.
- to develop movement as a means of creative self expression.
- to develop interest in skill related games.

To develop skills for the management of the body in specialised activities such as gymnastics, athletics and aquatics.

- to increase lung capacity and blood circulation. (cardiovascular fitness)
- to develop muscular strength power and endurance.
- to develop manipulative skills of catching throwing aiming, etc.

To develop initiative, determination and self esteem.

- to develop responsibility in group situations.
- to develop the concept of "self".
- to develop emotional control.

To develop the appropriate qualities needed for competitive and creative sports.

- to develop socially desirable competitive and co-operative behaviour
- to derive enjoyment from active participation.
- to develop the qualities of sportsmanship.

| TOPIC | OBJECTIVES | ACTIVITY |
|---------------------------|---|---|
| Locomotion | explore different weight-bearing activities through fun. | animal walks |
| Supporting and balancing | explore different stationary balances | balancing on different body parts, standing balances. walking balances. balancing and shape making. |
| Rotation around body axes | rotation around body axes transference of weight and flexibility | lead ups to forward and backward rolls. introducing rocking and rolling. |

| TOPIC | OBJECTIVES | ACTIVITY |
|---------------------------|---|--|
| Supporting and balancing | transfer weight from one body part to another using small and large bases for support. supporting, balancing and upper body strength. supporting, balancing and co-operation. | balancing on different body parts. balancing using hands as a support. balancing with a partner. |
| Rotation around body axes | develop spotting and sequence building explore rolling from different starting and finishing positions. | forward and backward roll forward and backward roll variation |
| Springing and landing | springing on the spot springing using hand and feet springing games | develop springing and landing technique. |

| TOPIC | OBJECTIVES | ACTIVITY |
|---------------------------|---|---|
| Supporting and balancing | to perform a variety of balances using one leg to perform a variety of balancing stunts in co-operation with/without a partner. | one leg balances balance stunts (back bends, squat balance, head stand) inverted balances (tripod stand, frog stand) |
| Rotation around body axes | learn the meaning of rotation and axis. to perform different rolling. to perform forward / backward roll. to perform different rolling stunts. | body axes rolling forward / backward roll cartwheel |
| Springing and landing | to familiarise the springing action. to make different shapes while jumping from the spring board. to create different sequences while jumping from the spring board. to control and balance the body while travelling on the balance bench. | springing and landing from apparatus spring board (take-off, spotting) spring board (stunts and shapes, sequence building) balance bench (walks, travels, stunts, dismounts) |

| TOPIC | OBJECTIVES | ACTIVITY |
|---------------------------|---|---|
| Supporting and balancing | to perform different balancing challenges using equipment. to perform balancing stunts in co-operation with a partner. | balance exploration with equipment and apparatus (balance benches, chairs, hoops, mats) partner balances |
| Rotation around body axes | to develop spotting technique. to perform forward / backward roll along, and off apparatus. sequence building using rolls and balances. | forward roll (progression, using apparatus) backward roll (progression) |
| Springing and landing | perform the spring board running approach. | spring board (high springs, running approach) bench (bench walk, bench walk task with small equipment) |

GYMNASTICS

GRADE FIVE

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| TOPIC | OBJECTIVES | ACTIVITY |
|---------------------------|---|--|
| Supporting and balancing | perform balancing stunts in co-operation with a partner. | balance exploration in co-operation with a partner pyramid building in twos, threes, and fours |
| Rotation around body axes | to perform roll and balance combinations. to perform different types of dive roll. | roll and balance combination (dive roll, low dive roll over a ball, dive roll over objects) |
| Springing and landing | to perform inverted springs perform the bench walks in the correct posture. perform stunts while travelling on the bench. | head spring, hand spring, springing stunts perform the bench walks in the correct posture. perform stunts while travelling on the bench. |

GYMNASTICS

GRADE SIX / SEVEN

| TOPIC | OBJECTIVES | ACTIVITY |
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| Supporting and balancing | perform different inverted balances. perform sequence building activities on the balance beam | inverted balances tucked frog stands, wall headstands, curl up headstand, kick head stand) balance beam (jumps, routine building) |
| Rotation around body axes | develop the basic physical qualities, agility, flexibility and mobility and achieve proficiency in skilful body movements. | hand stand variations partner and group rolls roll combinations |
| Springing and landing | to perform inverted springs to develop basic horizontal bar grips and hangs perform the basic exercise of parallel bar | head spring, hand spring, springing stunts horizontal bar-grip horizontal bar-hang and swings introduction to parallel bar |

FIRST AID

GRADE SIX

| TOPIC | OBJECTIVES | ACTIVITY |
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| What is First Aid | know the importance of first aid | childrens' own experience |
| Bleeding | know the different pressure points and what measures to take if a person is bleeding. | direct pressure, elevation, pressure point technique, tourniquet internal bleeding, nose bleeding |
| Breathing problems | know the causes of breathing problems and the measures to be taken. | hyperventilation |
| Common injuries | know the measures taken when there is and injury | burns, bruises, blisters, eye injuries, head injuries, splinters |

FIRST AID

GRADE SEVEN

| TOPIC | OBJECTIVES | ACTIVITY |
|----------------------|--|--------------------------|
| Muscles injuries and | know the causes of muscle cramps and the | muscle strains and tears |

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| cramps | measures taken to cure it. | muscle cramps |
| Unconsciousness | know the causes and measures taken in case of unconsciousness | fainting heart attack stroke |

INTRODUCTORY ACTIVITIES

TOPIC

| | | |
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| | to get children to move quickly. | movement signals |
| | to quickly organise and position the class for any activity. | starting positions / group signals |

INTRODUCTORY ACTIVITIES

GRADE THREE

| TOPIC | OBJECTIVES | ACTIVITY |
|-------------------------|--|----------------------|
| Introductory Activities | to improve listening skills and alertness. | organisation signals |
| | to arrange children in various formations. | formation signals |

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| | to improve aerobic endurance and body awareness. | movement signals |
| | to motivate children to listen to different directions. | starting positions |

FITNESS ACTIVITIES

GRADE ONE / TWO

| TOPIC | OBJECTIVES | ACTIVITY |
|--------------------|--|-----------------------|
| Fitness Activities | to provide a transition between lesson segments and efficient mobilisation of the class for the next activity. | organisational breaks |

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| to provide a change of pace. to get children to move quickly again after a period of inactivity. | tempo change breaks |
| to generate an atmosphere of fun and challenge and to enhance listening skills. | partner breaks / stunt breaks |
| to prepare the body for various aerobic activities. to strengthen and stretch the major muscles. to improve the lateral mobility. to enhance the sense of rhythm. to prevent lower back pain and misalignment of the lower back area. | workouts |

FITNESS ACTIVITIES

GRADE THREE

| TOPIC | OBJECTIVES | ACTIVITY |
|--------------------|---|-------------------------|
| Fitness Activities | to introduce major muscles and bones and their functions. | major muscles and bones |
| | to enhance cardio-vascular endurance. | aerobic exercises |

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| | to strengthen leg, arm and abdominal muscles. to improve the flexibility of the lateral and forward trunk. to improve agility. | workouts |
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FITNESS ACTIVITIES

GRADE FOUR

| TOPIC | OBJECTIVES | ACTIVITY |
|--------------------|--------------------------|--|
| Fitness Activities | measuring the heart rate | to measure the heart rate and to know the importance of cardio-vascular endurance. |
| | aerobic exercises | to enhance cardio-vascular endurance. to provide body suppleness |

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| | workouts | to strengthen leg, arm and abdominal muscles. to improve the flexibility of the lateral and forward trunk. to improve agility. |
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FITNESS ACTIVITIES

GRADE FIVE

| TOPIC | OBJECTIVE | ACTIVITY |
|--------------------|--------------------------|--|
| Fitness Activities | measuring the heart rate | to introduce the techniques of monitoring the heart rate. |
| | bench step test | to monitor their own cardio-vascular endurance. |
| | aerobic exercise | to enhance cardio-vascular endurance. to provide body suppleness. |

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| | workout | to strengthen leg, arm, shoulder and abdominal muscles. to improve forward and trunk mobility. |
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PRIMARY GAMES PROGRAMME

As a general guideline, children in the primary grades should be exposed to a wide variety of low organization and creative games. Emphasis should be given to individual and small group activities. co-operative play rather than competitive should be emphasised.

The basic games skills that should be acquired during the primary grades are listed below. Children should learn the correct form of executing each of these skill in a progressive and enjoyable way. Refinement in terms of speed, accuracy, and form should continue

through the intermediate grades. Apart from these basic skills, the basic skills of individual and team sports like track and field, soccer, basket- ball, volley ball etc. should be started in grade three.

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| Running | <ul style="list-style-type: none"> - executing proper running technique. - starting, stopping and dodging. - changing direction and speed. - moving into open space and avoiding others. |
| Controlling | - rolling ball with one or both hands. |

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| ball with hands | <ul style="list-style-type: none"> - bouncing a ball with right and left hand. - throwing a ball with two-hand, one-hand under-hand, and one-hand over-hand throws. - catching ball with two-hand underhand and two-hand over hand catches. |
| Controlling ball with feet | <ul style="list-style-type: none"> - kicking a stationary or moving ball. - dribbling with both feet and in various directions. - trapping ball with feet or shins. |
| Projecting ball with hand or implement | <ul style="list-style-type: none"> - striking a ball with one or both hands. - striking a ball with stick or bat. |

INDIVIDUAL AND TEAM SPORTS**GRADE THREE**

| TOPIC | OBJECTIVE | ACTIVITY |
|----------------------------|--|-----------------|
| Individual and team sports | dribbling, passing and receiving lead ups to basket ball | basket ball |
| | dribbling, trapping and kicks | soccer |
| | running, striding, sprinting, start, flop-style high jumps | track and field |
| | Simple skills with bat and ball (bouncing on the racket, keeping ball bouncing on the | tennis |

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| | ground using the racket, moving forward and sideways) (Grip) Handling of racket long service (Grip) Handling of racket fore hand service Handling of bat – grip/stance Striking – forward drive Fielding – groundball | badminton table tennis cricket |
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INDIVIDUAL AND TEAM SPORTS

GRADE FOUR

| TOPIC | OBJECTIVE | ACTIVITY |
|----------------------------|---|-----------------|
| Individual and team sports | ready position, the overhead pass (the set), court positions, underhand serve | volley ball |
| | dribbling on the run, passing and receiving lead ups to basket ball | basket ball |
| | tackling, punt kicking, goal keeping, four a side soccer | soccer |
| | sprinting, sprint start-finish, shuttle relays long jump | track and field |

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| | swinging exercises Service (short / long) Receiving (backhand / forehand) Court movement (stress on position) Handling of bat – grip/stance Striking – forward drive Fielding – groundball | tennis badminton cricket |
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INDIVIDUAL AND TEAM SPORTS

GRADE FIVE

| TOPIC | OBJECTIVE | ACTIVITY |
|----------------------------|--|-----------------|
| Individual and team sports | setting, the bump, underhand serve | volley ball |
| | overhead pass, lay up, bodywork, foot work, fundamentals | basket ball |
| | control dribbling, heading, six a side soccer, tackling | soccer |
| | sprinting, sprint starts, shuttle relays, triple jumps, shot put | track and field |
| | Service – forehand / backhand Receiving – forehand / backhand | tennis |

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| | Court movement (stress on position) | |
| | Court movement – foot work | badminton |
| | Low service – accuracy | |
| | Smashing – accuracy / point of contact | |
| | Striking - forward defensive stroke | cricket |
| | Fielding – ground ball / wicket keeping | |
| | Bowling – grip of ball / release of ball | |

INDIVIDUAL AND TEAM SPORTS**GRADE SIX**

| TOPIC | OBJECTIVE | ACTIVITY |
|----------------------------|--|---|
| Individual and team sports | perform different skill in passing and receiving show skills and agility when playing | soccer (techniques) |
| | transference of weight, hand eye co-ordination | netball (throwing and catching on the move, shoulder pass, grounding foot) |
| | changing of direction, determination of receiving height. | basketball (footwork, receiving and chest pass, bounce pass, baseball pass) |
| | | tennis |
| | | badminton |

INDIVIDUAL AND TEAM SPORTS

GRADE SEVEN

| TOPIC | OBJECTIVE | ACTIVITY |
|----------------------------|---|---|
| Individual and team sports | perform dribbling in competitive style. show skill in heading. miniature football | soccer (techniques, tactics) |
| | show skill in defending, intercepting and target shooting | netball (pivoting, throw up, leading and dodging, defending and intercepting) |
| | show skills in target shooting and the angle of approach | basketball (dribbling, lay up shots, set shot) |
| | | tennis |
| | | badminton |

ATHLETICS**GRADE SIX**

| TOPIC | OBJECTIVE | ACTIVITY |
|----------------|--|--|
| Running drills | to develop running techniques. to strengthen and improve the extension of the knee muscles. to improve co-ordination and hand movement. stress on concentration, relaxation of the body and reaction for command. stress on concentration, reaction, acceleration and technique stress on endurance, concentration, technique and tactics stress on technique with speed, team co-ordination and concentration | running technique high knee lift running A. B. C starts standing start crouch start(medium) sprint crouch start, relax and moderate speed relay baton exchange visual non-visual |
| Long jump | concentrate on take off, stress on explosive power and techniques | hang style determine take off foot approach |

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| | | take off flight |
| High jump | angular approach and take off. co-ordinate movement to change horizontal speed to vertical force. | scissor kick approach angle approach angle take off |

ATHLETICS**GRADE SEVEN**

| TOPIC | OBJECTIVE | ACTIVITY |
|----------------|--|---|
| Running drills | to develop running techniques. to strengthen and improve the extension of the knee muscles. to improve frequency. to strengthen the back part of the thigh muscles (hemstring). to improve acceleration. stress on concentration, relax and reaction for command. stress on finish technique and acceleration. interval training technique and aerobic endurance. | running techniques high knee lift (jog, run) running A.B.C striding technique starts standing start crouch start sprint middle distance, long distance running (up to 5000 m) |
| Long jump | concentrate on take off, stress on explosive power and techniques. To impart 1 1/2 hitch kick part by part | hang style hitch kick take off flight |

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| | | landing |
| High jump | angular approach and take off. co-ordinate movement to change horizontal speed to vertical force. | scissor kick approach angle approach angle take off |

MOVEMENT AWARENESS**GRADE ONE**

| TOPIC | OBJECTIVE | ACTIVITY |
|--------------------|--|---|
| Movement Awareness | to introduce space awareness using various movement. | exploring personal and general space |
| | to introduce directions when doing various movements. | exploring directions pathways and patterns |
| | to move in personal and general space at different levels. | exploring levels |
| | to travel using different locomotor movements. | exploring walking movements |
| | to explore the rhythm in skipping and galloping | exploring skipping, galloping and side stepping |
| | to create body awareness. | exploring non-locomotor actions |
| | to explore various locomotor and non-locomotor actions | creative movements |

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MOVEMENT AWARENESS**GRADE TWO**

| TOPIC | OBJECTIVE | ACTIVITY |
|--------------------|--|--|
| Movement Awareness | to explore ranges in personal and general space. | exploring ranges |
| | to explore space and improve body awareness. | exploring body shapes |
| | to explore different body actions as they imitate play objects, machines and people. | creative movements |
| | to explore ways of travelling on apparatus. | travelling on apparatus |
| | space awareness and locomotion. | skipping, side-stepping, galloping, sliding, creeping and crawling |
| | sequence making and space awareness | making movement sequences |
| | body awareness and bases of support | body shapes and bases |
| | body awareness and transference of weight | rocking and rolling actions |

MOVEMENT AWARENESS**GRADE THREE**

| TOPIC | OBJECTIVE | ACTIVITY |
|--------------------|---|---|
| Movement Awareness | space awareness | rocking and rolling actions |
| | to explore ways of travelling on apparatus | contrasting movements |
| | space awareness flight and landing | springing and landing |
| | body and space awareness | body shapes on apparatus |
| | body and space awareness and weight bearing | body shapes sequences, dynamic balances |
| | to explore different ways of creating effort actions | exploring time and forces |
| | encouraging children to work with a variety of different partners | exploring partner and group relationships |

AQUATIC ACTIVITIES**GRADE ONE**

| TOPIC | OBJECTIVE | ACTIVITY |
|---|--|---|
| Aquatic activities | gliding, leg action, arm action(dog paddle), breathing, | free style |
| Aquatic skill development(should be taught throughout the primary grades) | entering water, leaving water, movement through water, breathing activities, submerging, opening eye under water, water rescue skill | water familiarisation |
| | floating on different positions, using limbs to maintain an under water position, water safety activities using floatation aids | buoyancy |
| | gliding, propulsion using legs and arms, breathing activities | mobility |
| | submerging and resurfacing, holding the edge/person, treading water, sculling | introduction to deep water |
| Safety survival | waves, current, inshore holes, piers or break waters, dangerous sea creatures | awareness of dangers which exist in the aquatic environment |

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| | signalling for help, floating, sculling, treading water | survival techniques |
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AQUATIC ACTIVITIES

GRADE TWO

| TOPIC | OBJECTIVE | ACTIVITY |
|--------------------|--|-----------------|
| Aquatic activities | floating on the back, gliding on the back, leg action, breathing, arm action (entry) | back stroke |

AQUATIC ACTIVITIES

GRADE THREE

| TOPIC | OBJECTIVE | ACTIVITY |
|----------------------|---|------------------|
| Aquatic activities | leg kick, arm action, body movement, breathing | butterfly stroke |
| Competitive swimming | grab starts, underwater glide, back-crawl start | starts |
| | back-crawl spine turn | turns |
| | judging the distance, touching the wall | finishes |

AQUATIC ACTIVITIES

GRADE FOUR / FIVE

| TOPIC | OBJECTIVE | ACTIVITY |
|----------------------|---|---|
| Aquatic activities | perfecting free style till they can do competitive swimming perfecting back strole till they can do competitive swimming | free style back stroke |
| Competitive swimming | front-crawl tumble turns revising the “competitive swimming” activities of grade 3 | turns |
| Diving | jumping in, pushing off the wall sitting dive, kneeling dive, single knee and foot entry, squat entry, lunge entry | preliminary practices lead up skills |

AQUATIC ACTIVITIES

GRADE SIX

| TOPIC | OBJECTIVE | ACTIVITY |
|----------------------|---|-----------------|
| Aquatic activities | leg action, arm action, combined arm and leg action, co-ordination, breathing | breast stroke |
| Competitive swimming | medley turns, individual medley start, team work | medley relay |

| TOPIC | OBJECTIVE | ACTIVITY |
|----------------------|---|--------------------|
| Aquatic activities | perfecting breast stroke till they can do competitive swimming in breast stroke | breast stroke |
| Competitive swimming | breast stroke turns | turns |
| Diving | take off, flight, entry | competitive diving |

EVALUATION

The purpose of evaluation is to determine whether progress is being made towards learning objectives established for students. Evaluation should reviews all phases of education including student progress, teacher performance and programme effectiveness. Student evaluation can be formal or informal and can focus on individual or group progress. Teacher evaluation can be used to improve the instructional process or to secure data for measuring teacher effectiveness. Programme evaluation is used to examine the total programme or selected area.

Two types of evaluation pertain to students: process evaluation and product evaluation. Process evaluation relates to the performance of general movement patterns with emphasis on correct techniques. Product evaluation focuses on performance outcomes in terms of measurable increments of what learners accomplish. For example, if product evaluation is applied to fundamental ball skills, the concern is with how far the ball is thrown or how many times it is caught without a miss. On the other hand process evaluation focuses on the

quality of throwing pattern and teaching the student proper form.

Physical Education has a unique role in the school curriculum. Nowhere else can a student receive skill instruction and physical activity. Academics can teach character, knowledge and social skills, but only physical education can accomplish these unique outcomes. Physical education doesn't have to be like academics; in fact it is important because it is different. How does physical education differ?

Physical education doesn't have an absolute and exact product. Knowledge is based on the building block theory, that new learning is based on previously acquired facts. For example, math facts are necessary to perform higher math manipulations. Physical education differs; a basic set of skills are learned and refined throughout the school years. For example, the basic skill of throwing is taught in primary school and continues to be repeated and refined year after year thereafter. After the basic skills are learned, little new is taught about throwing but emphasis is placed on repetition and refinement.

Perfection doesn't occur in physical education. This contrast with most academic area that demand accuracy and correctness. New knowledge is based on previously learned information, which is based on a commonly accepted body of information. This contrast with physical education, where correct performance is impossible to predict and errors are expected. Even the best of the athletes miss the half to the baskets they shoot. Often physical educators teach as though perfection were a realistic and reasonable goal. Students may begin to believe that the product or outcome (such as making a basket) is more important than the process of performing the skill correctly. Teachers encourage such thinking by reinforcing skill attempts that are correct while failing to comment on the key points of the skill.

The process may be the product of physical education. The *product* in physical education may be the *process* of participation. teachers help student if they teach them to perform skills correctly and participate in regular activity. This is the product of physical education; graduating students who feel competent and willing g to perform skills that assure a lifetime activity.

Learning students a legacy of knowing how to live an active lifestyle is more important than their knowing that they could make 10 to 15 free throws or hit 20 successful tennis serves.

In addition, students benefit from being taught to value effort more highly than victory. There is something lost for many participants when winning dictates success. Student should be taught that the process of doing one's best is the important issue in activity. It is possible to participate in activity without worrying about winning and losing if teachers will reinforce such behaviour.

Process Evaluation

Some motor learning specialist hold that the first concern in the psychomotor domain should be process evaluation: Can the child perform the general motor pattern using the correct technique? Later, concern can be directed toward the product of the pattern. Two means process evaluation seems to dominate. In the first, stages of motor skill developmental identified. The lowest stage is where the child learns the basic motor pattern. The final stage is

the mature pattern that occurs when the child has accomplished the skill technique to a degree of appropriate usefulness for that age level. In between these stages are intermediate steps linking the initial to the mature pattern.

To employ this type of process evaluation the teacher need to have accurate knowledge of different learning stages so the child's pattern of development can be observed and categorised.

The second means of process evaluation involves a checklist format. Criteria governing proper technique for the movement pattern are listed, and the child's performance is checked against these points. Limiting coverage to two or three of the critical points of technique is usually best. Rating for each point can be on a 3 point scale: no conformance. These could be numbered 0,1, and 2, respectively, providing a point scale for comparisons. The record sheet can be organised so that the achievement levels are listed and the teacher circles the appropriate number.

Product Evaluation

Product evaluation is concern with how far, how accurate, how many, how much, and how fast. It does not deal with the technique used to perform the skill but measures the performance outcome.

Checklists

Checklist have long been used as a system for reporting progress to student and parents. A class list with skills listed across the top of the sheet is a common method used for recording class progress. It can alert the teacher to students who are in need of special help. If grading is based on the number of activities students master, the checklist can deliver this information. Checklist are usually most effective when skills are listed in the sequence in which they should be learned. In this way, the teacher can gear the teaching process to diagnosed needs. o avoid disrupting the learning process, teachers can record student progress informally while students are practising.

Grading System

There are different ways to grade, and many issues have to be examined before developing a grading approach. The following points should be considered when determining how grades will be assigned.

Improvement or performance? Grade can be assigned on how student perform in class or whether they improve. Because some students are not gifted athletically, should you give them the opportunity to earn a high grade by showing improvement? If you feel physical education should grade in a manner similar to academics, will you assign high grade to students who demonstrate the highest level of physical skills?

Negative or Positive? Grades can reward students for what they accomplish. For example, a grade may be earned by accumulating a number of points based on accomplishment of various skills and activities. In addition, additional points

could be earned by doing well on knowledge tests and citizenship. The opposing point of view is to take away points when students don't perform well. This approach can be negative, and students may lose their desire to participate in such an experience. The most common negative approach is to subtract points when student do not behave in an acceptable manner. This may cause teachers to focus more on the negative aspects of student performance than on the positive constructs.

Teach for test result or learning? When teachers decide to grade students, it is important that they consider how the grading will affect their teaching. Some teachers may feel they have failed if student do not receive high marks. On the other hand, some teachers may feel that a certain number of students should fail. If fitness testing is a part of the grading package, some teacher may spend an excessive amount of time having

students train for the test items rather than learning about fitness and discovering the many pathways to fitness. Instruction should be designed to enhance student learning.

Process or product? This issue was discussed earlier. Is the grade based on how well students learn skill patterns (e.g., throwing, kicking, or striking) or on the outcome (e.g. how many strikes are thrown or hits made)? The choice made will determine whether the teacher values correct skill technique or the outcome of the skill performance.

Broad or narrow perspective? Should the grade be based on a single factor, such as physical skill performance? Should it be based on effort? Should it be based on attitude? Choosing one or two areas would be grading from a narrow perspective. A broad-based approach would be to include all teaching areas and integrate them into a single grade.

SUPPLIES FOR PHYSICAL EDUCATION

BALLS

Beach balls. 12 to 16 inch (2 to 6)

Playground balls. rubber, mostly 8½ inch (1 for each child)
Small balls. sponge or tennis, in assorted colours (50)
Sport balls (for primary) in a variety of sponge or plastic forms, such as footballs, soccer balls, volley balls, and basket balls (8 of each type)
Sport balls (junior-sized). football, basketball, soccer ball, volley ball (8 of each)
Basketball nets (6 in reserve)
Batting tees for softball (4 to 6)
Beanbags, in assorted colours (2 for each child)
Cones, rubber, for boundary markers (24)
Hoops, 36 or 42 inch (for each child)
Individual mats, (1 for each child)
Jump ropes, individual in variety of lengths (1 for each child)
Measuring tape, 50 feet or longer (1)
Stopwatches, one fifth or one tenth second (3)
Track and field equipment - batons (8), jump boards, hurdles, crossbars or ropes, starter jump standards
Volleyball nets (2)
Whistles (8)
Table tennis equipment
Volley ball standards
Jumping boxes
Balance- Beam Benches
Balance Beams
Swimming equipment, goggles, arm band, kick board, mask, snorkel, fins.