

**TEACHING METHODS & PRACTICE  
OF PHYSICAL EDUCATION AND SPORTS  
IN PRIMARY SCHOOLS**

**TUTOR'S GUIDE**

**YEAR 1 and 2**

**OPTION:  
ECLPE, SME, SSE**

© 2020 Rwanda Education Board

All rights reserved

This book is property of the Government of Rwanda. Credit must be given  
to REB when the content is quoted.

## **FOREWORD**

Dear tutor,

Rwanda Education Board is honoured to present Physical Education and Sports Teaching Methods and Practice for ECLPE, SME and SSE tutor's guide in TTCs, which serves as a guide to competence-based teaching and learning to ensure consistency and coherence in the learning of the Physical Education and Sports subject. The Rwandan educational philosophy is to ensure that student teachers achieve full potential at every level of education, which will prepare them to be well integrated in society and exploit employment opportunities.

In line with efforts to improve the quality of education, the government of Rwanda emphasizes the importance of aligning teaching and learning materials with the syllabus to facilitate their learning process. Many factors influence what they learn, how well they learn and the competences they acquire. Those factors include the relevance of the specific content, the quality of tutors' pedagogical approaches, the assessment strategies and the instructional materials available. We paid special attention to the activities that facilitate the learning process in which student teachers can develop ideas and make new discoveries during practical activities carried out individually or with peers. With the help of the tutors, student teachers will gain appropriate technical skills used in Physical Education and Sports activities and be able to apply what they have learnt in real life situations, especially teaching practices. Hence, they will be able to develop certain values and attitudes allowing them to make a difference not only to their own life but also to the nation.

This is in contrast to traditional learning theories, which view learning mainly as a process of acquiring knowledge from the more knowledgeable who is mostly the tutor. In competence-based curriculum, learning is considered as a process of active building and developing of knowledge and understanding, skills and values and attitude by the student teachers where concepts are mainly introduced by an exercise/activity, game situation that helps the student teachers to construct knowledge, develop skills and acquire positive attitudes and values.

In addition, such active learning engages student teachers in doing things and thinking about the things they are doing, they are encouraged to bring their own real experiences and knowledge into the learning processes.

In view of this, your role is to:

- Plan your lessons and prepare appropriate teaching materials.
- Organize Physical Education, Sports exercises/activities for student teachers considering individual differences, and peers learning.
- Engage student teachers through active learning methods such as task and practice, discovery, field trip, group and individual work activities.
- Provide supervised opportunities for student teachers to develop different competences by giving tasks, which enhance critical thinking, problem solving, research, creativity and innovation, communication and cooperation.
- Support and facilitate the learning process by valuing student teachers' contributions in the class and during practice of Physical Education and Sports activities.
- Encourage individual, peer and group evaluation of the work done during practice and use appropriate competence based assessment approaches and methods.

To facilitate you in your teaching activities, the content of this teacher's guide is self-explanatory so that you can easily use it.

I wish to sincerely appreciate all people who contributed towards the development of this tutor's guide, particularly REB staff who organized the whole process from its inception. Special appreciation goes to the tutors who supported the exercise throughout. Any comment or contribution would be welcome to the improvement of this textbook for the next versions.

**Dr. NDAYAMBAJE Irénée**

**Director General of REB**

## **ACKNOWLEDGEMENT**

I wish to express my appreciation to all the people who played a major role in the development of this Physical Education and Sports Teaching Methods and Practice tutor's guide for ECLPE, SME and SSE. It would not have been successful without active participation of different education stakeholders.

I owe gratitude to different Universities and schools in Rwanda that allowed their staff to work with REB in the in-house textbooks production project. I wish to extend my sincere gratitude to lecturers, tutors and all other individuals whose efforts in one way or the other contributed to the success in the writing of this tutor's guide.

Finally, my word of gratitude goes to the Rwanda Education Board staff particularly those from the department of curriculum, Teaching and Learning Resources Department (CTLR-D) who were involved in the whole process of TTC textbook writing.

**Joan MURUNGI**

**Head of Department CTLR /REB**

## **ACRONYMS AND ABBREVIATIONS**

**CSE:** Comprehensive Sexual Education

**ECLPE:** Early Childhood and Lower Primary Education

**Fig:** Figure

**PES:** Physical Education and Sports

**R.C.A:** Reflect Connect and Apply

**SSE:** Social Studies Education

**SME:** Sciences and Mathematics Education

**TMP:** Teaching Methods and Practice

**TTC:** Teachers Training College.

**REB:** Rwanda Education Board

**CTLR:** Curriculum Teaching and Learning Resources

## TABLE OF CONTENTS

<b>FOREWORD.....</b>	<b>iii</b>
<b>ACKNOWLEDGEMENT.....</b>	<b>v</b>
<b>ACRONYMS AND ABBREVIATIONS .....</b>	<b>vi</b>
<b>PART I. GENERAL INTRODUCTION .....</b>	<b>1</b>
1.1. The structure of the guide .....	1
1.2. Methodological guidance .....	1
<b>UNIT 1: INTRODUCTION TO PHYSICAL EDUCATION AND SPOTS SYLLABUS FOR PRIMARY SCHOOLS .....</b>	<b>16</b>
1.1. Key unit competence: .....	16
1.2. Prerequisite (knowledge, skills, attitudes and values) .....	16
1.3. Guidance on the introductory activity .....	16
1.4. List of lessons.....	18
1.5. Guidance on different lessons outlined above .....	18
1.6. Additional Information .....	23
1.7. Answer to the end unit assessment .....	24
1.8. Additional activities .....	26
<b>UNIT 2: TEACHING AND LEARNING RESOURCES .....</b>	<b>28</b>
2.1. Key unit competence .....	28
2.2. Prerequisite .....	28
2.3. Guidance on the introductory activity .....	28
2.4. List of lessons/sub-heading .....	30
2.5. Guidance on different lessons .....	30
2.6 Additional Information .....	36
2.7. Answer to the end unit assessment. ....	37
2.8. Additional activities.....	38
<b>UNIT 3: GENERAL PRINCIPLES OF TEACHING PHYSICAL EDUCATION AND SPORTS.....</b>	<b>39</b>
3.1. Key unit competence .....	39
3.2. Prerequisite .....	39
3.3. Guidance on the introductory activity .....	39

3.4. List of lessons .....	40
3.5. Guidance on different lessons .....	41
3.6 Answers to the end unit assessment.....	46
3.7.Additional activities.....	46
<b>UNIT 4: LESSONS OF PERFORMING PHYSICAL EDUCATION AND SPORTS EXERCISES .....</b>	<b>48</b>
4.1 Key unit competence.....	48
4.2. Prerequisite. ....	48
4.3. Guidance on the introductory activity.....	48
4.4. List of lessons .....	49
4.5 Guidance on different lessons .....	50
4.6 Additional Information .....	53
4.7 Answers to end unit assessment.....	54
<b>UNIT 5: SPECIFIC SPORTS.....</b>	<b>59</b>
5.1. Key unit competence:.....	59
5.2. Prerequisites .....	59
5.3. Guidance on the introductory activity .....	59
5.4. List of lessons .....	60
5.5. Guidance on different lessons .....	61
5.6. Additional Information .....	67
5.7 Answers to the end unit assessment.....	68
<b>UNIT 6: OBSERVATION OF MODEL LESSON .....</b>	<b>70</b>
6.1. Key unit competence .....	70
6.2. Prerequisite .....	70
6.3. Guidance on the introductory activity .....	70
6.4. List of lessons/sub-heading (including assessment).....	70
6.5 Guidance on different lessons .....	71
<b>UNIT 7: MICRO-TEACHING.....</b>	<b>73</b>
7.1. Key unit competence: .....	73
7.2 Prerequisites .....	73
7.3 Introductory activity .....	73

7.4. List of lessons .....	74
7.5. Guidance to the lessons of Microteaching .....	74
7.6 End unit Assessment .....	78
<b>UNIT CLASSROOM TEACHING PRACTICE .....</b>	<b>79</b>
8.1 Key unit competence.....	79
8.2 Prerequisites .....	79
8.3 Guidance on the teaching practice activity .....	79
8.4 Additional information to the tutor .....	80
<b>REFERENCES.....</b>	<b>82</b>



# **PART I. GENERAL INTRODUCTION**

## **1.1. The structure of the guide**

The tutor's guide of Physical education and sport Teaching Methods and Practice (TMP) is composed of two parts.

The Part 1 concerns General Introduction that discusses methodological guidance on how best to teach and learn Physical education and sport teaching methods and practices, developing competences in teaching and learning, addressing cross-cutting issues in teaching and learning and guidance on assessment.

Part 2 is about Unit development. It provides information on key unit competence, required prerequisites for successful learning of the unit, guidance on the introductory activity, list of lessons, guidance on how to facilitate different lessons, additional information, end unit assessment and Additional activities which include: remedial activities, consolidation activities and extended activities. All application, end unit assessment and additional activities from the textbook have answers in this part.

## **1.2. Methodological guidance**

### **1.2.1. Developing competences**

To sustain achievements in its Education, Rwanda introduced the General Education Competence-Based Curriculum (CBC). This Competence Based Curriculum was launched in April 2015 and implemented since 2016. It has been designed to be responsive to the needs of learners, society and the labour market. With a holistic learner-centered approach, it demands major changes in teaching methodology and the use of a wider range of assessment techniques focusing more on formative or on-going continuous assessment. This has implications for teacher education and the necessary provision of support and guidance provided to Colleges to ensure effective implementation.

The teacher is the most important player in improving the quality of education and a key factor in determining the success of the pre-primary and primary learners. It is therefore necessary to equip student teachers with competences that will enable them to effectively implement the Competence-Based Curriculum in pre-primary and primary school.

## **How to develop competences**

Competences are acquired over time through the cumulative effect of a competence approach to learning. It should be noted that competences are rarely developed in isolation. They are interconnected and developed simultaneously.

Active involvement in learning is critical to the success of the competence-based curriculum. Student teachers need to be engaged in challenging, practical, contextualized and complex learning situations through which application of learning is constantly developed. Through active techniques students are required to think critically, carry out research, solve problems, be creative and innovative, communicate and co-operate.

These active techniques may include but not limited to the following: role play, group work, question and answers, field visits, project work, case study, brainstorming, discussions, research work, games and many others. Student teachers should be involved in balanced activities so that the competences are developed in the cognitive, psychomotor and affective domains.

The following example shows how the tutors can help student teachers to develop competences.

### **Example:**

- a) The tutor organizes students in groups and gives an exercise to help in the development of competences in a given game in Physical Education and Sport, for example discuss the types of overhand serves and apply ways of performing the overhand serves.
- b) The group selects a leader and a secretary to note down points as the discussion progresses.
- c) After the appointed time, the discussions stop and the secretaries from the different groups present their findings.
- d) The competences being developed are: Collaboration, Cooperation, Communication, Critical Thinking, Leadership and management, Research and Problem solving and lifelong learning.

In addition to specific subject competences, learners also develop generic competences which are transferable throughout a range of situations. Below are examples of how generic competences can be developed in Physical Education and Sport.

## **\* Critical Thinking**

These are activities that require students to think critically about subject content. Groups can be organized to work in different ways e.g. taking turns, listening, making decisions, allocating tasks or disagreeing constructively.

- Collect data locally through designing surveys, questionnaires, interview formats then analyse data, draw conclusions and present findings.
- Observe, Record, Interpret: e.g. Mark out areas in the school and get different groups to record insect, animal, bird life and then to try to explain why different habitats have different species experiment.
- Research and Discuss.
- Compare and Contrast Exercises.
- Debate (see communication).
- Identify a Problem and design a methodology to collect the information needed to solve the problem.
- Make teaching using locally available materials.
- Using reasoning games and tests.

## **\* Research and problem solving**

- Use the Internet or library.
- Create a school library.
- Collect data through observation and recording.
- Collect data through surveys, questionnaires and different kinds of interviews.
- Develop sampling rules for data collection.
- Create a teaching aid to explain a concept.

## **\* Creativity and Innovation**

- Design a Poster.
- Write and design a booklet.
- Make a model.

- Create an experiment to prove a point.
- Invent new ways of doing traditional things.
- Develop a graph to illustrate information.
- Create a flow chart to show the main stages in a process.
- Design a data collection survey/questionnaire.
- Identify a problem which requires data collection to solve.
- Conduct experiments with objectives, methodology, observations, results, conclusions.
- Make hypotheses and identify ways to test them.
- Identify local problems and devise ways to resolve them.
- Create a teaching aid to explain a concept.

#### **\* Communication Skills**

- Describe an event or situation.
- Present ideas - verbally, in writing, graphically, digitally.
- Set out pros and cons.
- Argue a case – verbally, in writing, graphically (compare and contrast), digitally.
- Observe, record, interpret.
- Write letters for different purposes.

#### **\* Cooperation, personal and interpersonal management and life skills**

- Pair work.
- Small group work.
- Large group work.
- Data collection from the community.
- Collect community photographs and interview residents to make a class/school history of the local community.

Note: The tutors' Guide should improve support in the organisation and management of groups.

### \* Lifelong Learning

- Take initiative to update knowledge and skills with minimum external support.
- Cope with the evolution of knowledge and technology advances for personal fulfilment.
- Seek out acquaintances more knowledgeable in areas that need personal improvement and development.
- Exploit all opportunities available to improve on knowledge and skills.

#### 1.2.2 Addressing cross cutting issues.

Among the changes in the Competence Based Curriculum is the integration of cross cutting issues as an integral part of the teaching learning process-as they relate to and must be considered within all subjects to be appropriately addressed. Some cross-cutting issues may seem specific to a particular unit but the tutor needs to address all of them whenever an opportunity arises. In addition, student-teachers should always be given an opportunity during the learning process to address these cross-cutting issues both within and out of the classroom.

Below are examples on how crosscutting issues can be addressed in PES:

Cross-cutting issues	Examples on how to integrate the cross-cutting issues
Inclusive education	<p>In teaching-learning process the teacher must identify the students with special education needs and plan adapted exercises accordingly. Involve all learners in all activities without bias.</p> <ul style="list-style-type: none"><li>• Modify the rules, the playing field or the equipment to include all learners.</li><li>• Focus on what learners can do, not on what they cannot do.</li></ul>

	<p>E.g.: Sitting Volleyball</p> <p>Allow learners with physical disability (<b>mobility difficulties</b>) to play together with learners without disability in Sitting Volleyball.</p> <p>All learners will play together in the same conditions according to Sitting Volleyball rules.</p>
Gender	<p>In teaching-learning process the teacher must provide exercises that engage both girls and boys and help them to exploit their full potentials: No activity is reserved only for girls or boys.</p> <p>Teachers should ensure equal participation of both girls and boys during physical activities and equal participation in open discussion.</p> <p><b>E,g: UBUTE</b></p> <p>It is a mixed game where boys and girls play together.</p> <p>Objective of the game: Develop the speed and resistance, teamwork, and cooperation.</p>
Peace and values education	<p>In teaching-learning process the teacher must encourage tolerance, patience, cooperation, teamwork spirit, mutual help, and respect of opinions of colleagues, obeisance of rules and creation of a more peaceful game situation.</p> <p><b>E.g: AGATI</b></p> <p>In this game learners should respect the opposing team or players and run in a peaceful manner without pushing them when turning behind them.</p>
Standardization culture	<p>In teaching-learning process the learners must use standardized materials in prevention of injuries and accidents. The teacher also must help learners to know choosing and use safe sports clothing for their health (e.g.: safe sports shoes), safe physical exercises (avoid bad body postures and forbidden body exercises, adapted physical activities).</p>

	<p>e.g.: There are standards for throwing materials: javelin for teens, javelin for males, for females ... There are standards for soccer balls, Basketball balls/ Volleyball balls, Handball balls...</p> <p>There are balls for kids, for teens, for women and for men. These standards should be considered when selecting teaching resources.</p>
Environment and sustainability	<p>In teaching-learning process environment and sustainability are addressed when:</p> <ul style="list-style-type: none"> <li>- The teacher explains to learners the importance of a safe and clean environment for safe physical and sport activities.</li> <li>- Learners avoid throwing away used materials before, during and after exercises.</li> <li>- There are rules set for cleaning the playgrounds before and after exercises.</li> <li>- Learners avoid spitting or blowing the nose in pitch, field, court... during exercises.</li> <li>- Learners should avoid devastating banana trees when they are producing balls for Football.</li> </ul>
Financial Education	<p>In teaching-learning process financial education may be addressed.</p> <p>E.g</p> <ul style="list-style-type: none"> <li>• Learners can produce themselves balls from banana leaves as sports equipment for Football because others are costly.</li> </ul>

Comprehensive sexuality education	<p>During the closing discussion, the learner has to put links between realised activities and his/her future or present life. Teachers make learners <b>think</b> about what they have learnt, <b>establish connection</b> between what they have gained and what they knew before and <b>apply</b> it in their daily life.</p> <p>From the <b>Infection Protection game</b>, the teacher should introduce the concept of sexually transmitted infections, sexual orientation, gender identity and ask learners to pay attention to the non-protected sexual intercourse.</p> <p><b>Organisation of protection infection game</b></p> <ul style="list-style-type: none"> <li>- Make groups of 5 or 6 children.</li> <li>- Ask a volunteer from each group to play the role of the virus.</li> <li>- Ask a volunteer from each group to play the role of the body.</li> <li>- Tell the remaining members of the groups to play the role of the immune system.</li> </ul> <p><b>Rules of the game</b></p> <ul style="list-style-type: none"> <li>- Children who play the role of the immune system stand around the circle holding one another's hand.</li> <li>- The body stands inside the circle.</li> <li>- The virus stands outside the circle.</li> <li>- The virus must try to touch the body, the immune system moves in order to prevent the virus from touching the body.</li> <li>- The game ends when the virus touches the body.</li> <li>- The game restart by choosing a new virus and a new body.</li> </ul>
Genocide studies	<p>Nature, causes, consequences and prevention</p> <p>E.g: Organise Genocide memorial tournaments at school and give the message related to the Genocide</p>

### **1.2.3. Attention to Special Educational Needs specific to each subject**

When we think about inclusive education, often we just think about getting children into school, i.e. making sure they are physically present in school. However, we also need to ensure that children are participating in lessons and school life and that they are achieving academically and socially as a result of coming to school. So we need to think about presence, participation and achievement.

Some people may think that it is difficult to address the needs of a diverse range of children. However, by working as a team within your school, with support from families and local communities, and by making small changes to your teaching methods, you will be able to meet the needs of all children □ including those with disabilities. The student-teachers should be prepared to address special educational needs by copying the best practices from their tutors. Hereafter are some guidance that tutors can apply while addressing special educational needs:

#### **Tutors need to:**

- Remember that student-teachers learn in different ways so they have to offer a variety of activities (e.g. role-play, music and singing, word games and quizzes, and outdoor activities).
- Always demonstrate the objective of the activity; show student-teachers what they expect them to do.
- Vary their pace of teaching to meet the needs of each student-teacher. Some student-teachers process information and learn more slowly than others.
- Use clear consistent language – explain the meaning (and demonstrate or show pictures) if you introduce new words or concepts.
- Make full use of facial expressions, gestures and body language.
- Pair a student-teacher who has a disability with a friend. Let them do things together and learn from each other. Make sure the friend is not overprotective and does not do everything for the student-teacher. Both student-teachers will benefit from this strategy.
- Have a multi-sensory approach to your activities.

Below are strategies related to each main category of disabilities and how to deal with every situation that may arise in the classroom. However, the list is not exhaustive because each student-teacher is unique with different needs that should be handled differently.

### **Strategies to help student-teachers with physical disabilities or mobility difficulties:**

- Adapt activities so that student-teachers who have difficulty moving, can participate.
- Provide adapted furniture to assist— e.g. the height of a table may need to be changed to make it easier for a student teacher to reach it or fit their legs.
- Encourage peer support – friends can help friends.

### **Strategies to help student-teachers with hearing disabilities or communication difficulties**

- Always get the Student-Teacher's attention before you begin to speak.
- Encourage the Student-Teacher to look at your face.
- Use gestures, body language and facial expressions.
- Use pictures and objects as much as possible.
- Keep background noise to a minimum.

### **Strategies to help student-teachers with visual disabilities**

- Help student-teachers to use their other senses to play and carry out activities that will promote their learning and development.
- Use simple, clear and consistent language.
- Use tactile objects to help explain a concept.
- Make sure the Student-Teacher has a group of friends who are helpful

### **Adaptation of assessment strategies**

Each unit in the tutors' guide provides additional activities to help Student-Teachers achieve the key unit competence. Results from assessment inform the tutors which student-teacher needs remedial, consolidation or extension activities. These activities are designed to cater for the needs

of all categories of student-teachers; slow, average and gifted Student-Teachers respectively.

#### **1.2.4. Guidance on assessment**

Assessment is an integral part of teaching and learning process. The main purpose of assessment is for improvement. Assessment for learning/ continuous/ formative assessment intends to improve student-teachers' learning and tutor's teaching whereas assessment of learning/summative assessment intends to improve the entire school's performance and education system in general.

##### **Continuous/ formative assessment**

It is an ongoing process that arises out of interaction during teaching and learning between. It includes lesson evaluation and end of sub-unit assessment. This formative assessment should play a big role in teaching and learning process. The tutor should encourage individual, peer and group evaluation of the work done in the classroom and uses appropriate competence-based assessment approaches and methods. The practical teaching skills will be assessed during regular activities such as micro-teaching, weekly teaching practices and school attachment.

##### **Summative assessment**

The assessment can serve as summative and formative depending to its purpose. The end unit assessment will be considered summative when it is done at the end of unit.

It will be formative assessment, when it is done in order to give information on the progress of students and from there decide what adjustments need to be done. The assessment done at the end of the term or end of year, is considered as summative assessment so that the tutor, Colleges and parents are informed of the achievement of educational objectives and think of improvement strategies where applicable. There is also end of level/ cycle assessment in form of national examinations. Assessment of practical teaching skills will be done as planned in comprehensive assessment guidelines.

#### **1.2.5. Students' learning styles and strategies to conduct teaching and learning process**

There are different teaching styles and techniques that should be catered for. The selection of teaching method should be done with the greatest care

and some of the factors to be considered that are: the uniqueness of subjects; the type of lessons; the particular learning objectives to be achieved; the allocated time to achieve the objective; available instructional materials; the physical/sitting arrangement of the classroom, individual students' needs, abilities and learning styles. There are different learning styles depending on learners. The tutor should use a wide range of techniques and tools to cater for different specificity of learners.

### **1.2.6. Teaching methods and techniques that promote active learning**

The different student learning styles mentioned above can be catered for, if the tutors use active learning whereby student-teachers are really engaged in the learning process.

#### **What is Active learning?**

Active learning is a pedagogical approach that engages students in doing things and thinking about the things they are doing. In active learning, learners are encouraged to bring their own experience and knowledge into the learning process.

#### **The role of the tutor in active learning:**

- The tutor engages Student-Teacher through active learning methods such as inquiry methods, group discussions, research, investigative activities and group or individual work activities.
- He/she encourages individual, peer and group evaluation of the work done in the classroom and uses appropriate competence-based assessment approaches and methods.
- He provides supervised opportunities for learners to develop different competences by giving tasks which enhance critical thinking, problem solving, research, creativity and innovation, communication and cooperation.
- Tutor supports and facilitates the learning process by valuing Student-Teachers' contributions in the class activities.

#### **The role of student-teachers in active learning**

student-teachers are key in the active learning process. They are not empty vessels to fill but people with ideas, capacity and skills to build on for effective learning. A student-teacher are engaged in active learning:

- Communicates and shares relevant information with other learners through presentations, discussions, group work and other learner-centred activities (role play, case studies, project work, research and investigation).
- Actively participates and takes responsibility for their own learning.
- Develops knowledge and skills in active ways.
- Carries out research/investigation by consulting print/online documents and resourceful people, and presents their findings.
- Ensures the effective contribution of each group member in assigned tasks through clear explanation and arguments, critical thinking, responsibility and confidence in public speaking.
- Draws conclusions based on the findings from the learning activities.

### **Main steps for a lesson in active learning approach**

All the principles and characteristics of the active learning process highlighted above are reflected in steps of a lesson as displayed below. Generally, the lesson is divided into three main parts whereby each one is divided into smaller steps to make sure that learners are involved in the learning process. Below are those main part and their small steps:

#### **1. Introduction**

Introduction is a part where the tutor makes connection between the current and previous lesson through appropriate technique. The tutor opens short discussion to encourage student-teachers to think about the previous learning experience and connect it with the current instructional objective. The tutor reviews the prior knowledge, skills and attitudes which have a link with the new concepts to create good foundation and logical sequencings. The strategies for a good open discussion are:

- Set appropriate arrangement for good discussions: e.g. semi-circle, circle, U-shape.
- Verification of learner's status, clothes, materials and equipment.
- Set ground rules which create a safe atmosphere for learners.
- Prepare learners for discussions.

- Ensure interactive and inclusive discussions.
- Acknowledge each learner's contribution.
- Ensure classroom management and control.

## **Introduction includes**

### **1. Opening discussion:**

Which prepare student-teachers for the learning experience. Discussions encourage them to think about the learning objectives of the lesson ask 1 or 2 questions to stimulate student-teachers curiosity and engagement.

### **2. warm-up:**

which is performed before a game/play. It helps the body prepare itself for exercise and reduces the chance of injury.

The warm-up should be a combination of rhythmic exercise which begins to raise the heart rate and raise muscle temperature, and static stretching through a full range of motion. Let student-teachers perform cool down systematically.

### **3. Development of the new lesson**

It is the main part of the lesson. It introduces new skills that will be developed during the lesson through small steps:

- Explain to the learners the new skills or techniques;
- Demonstrate or show how to execute the new technique step by step;
- Give instructions to the leaners;
- Make working groups student-teachers perform it individually;
- Let learners practice and provide them necessary support;
- Check if learners have a willing of helping each, socializing, and work as team and if they are controlling their emotions during the game.
- Ask learners to demonstrate what they have learnt.

#### **4. Conclusion**

The conclusion of a PES lesson comprises **a cool down activity** which is an easy exercise that allows the body to gradually transition to a resting or near-resting state. It is a slow and smoothing exercises which help the body to get its normal rhythm and student-teachers do light stretching. It includes also the **closing discussion** that enables learners to put links between realised activities and his/her future or present life RCA (Reflect - Connect - Apply). Teachers make learners think about what they have learnt, establish connection between what they have gained and what they knew before and apply it in their daily life. Then learners collect materials and bring them back to the tutor.

# INTRODUCTION TO PHYSICAL EDUCATION AND SPORTS SYLLABUS FOR PRIMARY SCHOOLS

UNIT

1

## 1.1 Key unit competence:

By the end of this unit, student teacher will be able to identify the components of Physical Education and Sports syllabus for primary schools.

## 1.2 Prerequisite (knowledge, skills, attitudes and values)

Student-teacher of Y2 ECLPE, Y2 SME and Y1 SSE will learn better the components of Physical Education and Sports syllabus if they have learned about general content of the syllabus in foundations of education in **unit 5 (competence-based curriculum)** and have performed Physical Education and Sports exercises (in previous years).

## 1.3 Guidance on the introductory activity

Before introducing the lesson, you must introduce the whole unit. Ask learners to attempt the introductory activity of unit1.

### Methodological steps

As facilitator the teacher helps the learners in these ways:

Request student-teachers to observe the images which are in the introductory activity of unit 1. Then request student-teachers in groups to discuss about the image a and b which are the introductory activity unit 1. After observation of the images, let student-teachers describe messages and figures which are in the image a; and describe activities of people who are in the image b in the introductory activity for unit 1. Guide student-teachers as they discover the relationships which is between the image a (syllabus) and the image b (teacher and learners who are doing sports) in the introductory activity for unit 1. Let some student-teachers present their findings to other students. Guide students while they are asking questions for clarification. From the answers given by student-teachers help them to predict what they are going to learn in this unit 1.

## **Answers to introductory activity**

1. Student teachers observe the image.
2. In the image a, there is a cover of syllabus of competence-based curriculum used in Rwanda Education system.
3. People in the image 2 are in two categories: there is a teacher who is guiding learners in arms stretching.
4. This kind of activity is related to physical education and sports subject
5. In this unit we predict to learn:
  - Aerobic warm up exercises.
  - Gymnastic exercises alone and with others including jumping.
  - Exercises on prolonged inspiration, expiration, and relaxation of muscles in general.
  - Using basic gymnastic equipment for climbing: vaults and balance.
  - Exercises and games which develop intelligence, cooperation, social aspect and emotional control.
  - Different types of formations and hand-eye coordination.
  - Playing in teams adhering to the rules.
  - Exercises of rolling forward and backwards from different departure positions.
  - Exercises of jumping.
  - Exercises of running 70 to 100 meters at top speed.
  - Exercises of endurance race running.
  - Exercises of throwing.
  - Exercises of body coordination.
  - Exercises of basic football techniques for playing in team.
  - Exercises of basic football tactics for playing in team.
  - Exercises of passing, setting, blocking, and serving the ball using volleyball basic techniques.
  - Basic volleyball rules. Using basic volleyball equipment.
  - Receiving, holding, passing, dribbling, and shooting the ball in basketball.
  - Ten consecutive passes without the other team touching the ball.
  - Shooting the ball on target, develop body coordination.

## **1.4 List of lessons**

S/N	Lesson title	Learning objectives	Number of periods
1	Rationale of teaching Physical Education and Sports	Explain the importance of teaching physical education and sports in primary school	1
2	Physical education and sports activities	Identify physical education and sport activities  Perform physical education and sport activities	1
3	Syllabus	Identify the components of physical education and sports syllabus for primary school	1
4	End unit assessment		1

## **1.5 Guidance on different lessons outlined above**

### **Lesson 1: Rationale of teaching Physical Education and Sports.**

#### **a) Learning objectives**

Explain the importance of teaching Physical Education and Sports in primary schools.

#### **b) Teaching resources**

PES student-teachers book, various pictures of people who are doing sports, playgrounds, balls, whistle, watch.

#### **c) Learning activities 1.1**

#### **Methodological step**

The tutor guides student-teacher to go through the following steps:

Ask student-teachers to form groups of 4 members to do the **activity 1.1**. Pass around groups guiding and facilitating ask groups to present their findings to the whole class by requesting the group representative to write them on the chalkboard or flip chart. Enable the class to ask questions related to the presented findings. Initially, request the members of the

groups which have presented on to respond to the questions; if they are not able to clarify, ask other groups to contribute. Finally, make yourself consolidation of findings. The summary will be written on the chalkboard or flip chart and spoken loudly.

Ask student-teachers to note in their notebooks. So, those who have low visual impairment get handout in appropriate characters. As learners discuss, ask them to relate importance of physical education and sports to the society in order to integrate the cross-cutting issue (piece and value). Assess the lesson by letting students attempt application **activity 1.1**.in their books either in the course of this lesson or as homework. Make sure you mark the student's homework and give feedback on it.

**a) Answers to the activity 1.1**

1. Student teachers observe pictures in the image.
2. The benefits of running to the human being are:
  - Better brain performance.
  - Reduce high blood pressure and cardiovascular disease.
  - Increase life span.
3. **Lungs:** Running helps to reduce stress of your lungs, which are responsible for introducing oxygen into your bloodstream.

**Heart:** Running reduced risk of cardiovascular disease.

**Brain:** Running makes the brain to be more resistant to stress. It increases levels of neurotransmitters like serotonin and norepinephrine and causes the brain to generate new neurons.

**Muscles:** Running can strengthen and define your calves, hamstrings, quads, adductors especially if you perform it as speed work.

**Well being:** Since it improves aerobic fitness, running is a great way to help improve cardiovascular health. It burns calories and can build strength, among other things. Running can also improve the physical and mental health of one who is doing this activity.

**b) Answers for application activity 1.1**

1. Student teachers observe the image.
2. The exercise which is in the image will help students' legs and arms to:
  - Lengthening of arms and legs' muscles in order to increase muscle flexibility and joint range of motion.

- They help warm arms and legs up prior to activity thus decreasing the risk of injury as well as muscle soreness.
  - Strengthen your arms and legs muscles.
3. The exercises that can be used are:
- Rotation, flexion and extension of arms.
  - Adduction, abduction, flexion and rotation of legs.

## **Lesson 2: Physical Education and Sports activities**

### **a) Learning objectives**

Identification and performance of Physical Education and Sport activities

### **b) Teaching resources**

PES student book, playgrounds, balls, whistle, chronometer, watch, books.

### **c) Learning activities**

The learning activity is written in the student book as **Activity 1.2** as a facilitator you have to guide student-teachers through the following steps:

Indicate the location of **activity 1.2** which is in the student book to student-teachers. Deliver the teaching resources (balls) to learners. Provide student-teachers with the procedure of **activity 1.2** written on page in student's book. Lead learners to your school playground where they must perform exercises which are in the student book for **activity 1.2**. facilitate student-teachers during warm up and stretching, and then let student-teachers proceed with the performance of activities which are in the **activity 1.2**. During performance, remember to observe whether there is an integration in the lesson, the cross-cutting related to environment and sustainability by telling to student-teachers that they must not let wastes on the grounds. Move around groups guiding and facilitating them during activity. Intervene where necessary to give guidance and facilitation. Facilitate student-teachers while making cooling down exercises. Enable student-teachers to ask questions related to performed activities through Reflect Connect and Apply. Collect materials and return to the classroom.

### **Answers to the activity 1.2**

1. Student teachers observe the image.
2. The activities in the image are:
  - In picture (a) the learner performs running at school,
  - In picture (b) the learner performs throwing game,

- In picture (c) the learner performs football game in football playground,
  - In picture (d) the learners perform volleyball game.
3. The activities that are similar to activities in image are:  
Basketball, handball, netball, goalball, sitting volleyball, jumps, throws
  4. All activities are outdoor because they are played outside.

### **Lesson 3: Syllabus**

#### **a) Learning objectives**

To Identify and use the components of Physical Education and Sport syllabus for primary school.

#### **b) Teaching resources:**

Syllabus of Physical Education and Sports for Lower and Upper primary school, PES student book, pictures, watch, books.

#### **c) Learning activities**

#### **Methodological steps**

Tutor as a facilitator and a guide will help student-teachers to develop their competencies through this process:

Facilitate student-teachers while forming groups to do the **activity 1.3** which is in the student book. Request students to observe the image which is in the **activity 1.3**. Ask student-teachers to discuss about that image based on figures and messages. Guide student to find out the topic of the day. After finding the topic of the day, distribute syllabus of Physical Education and Sports for lower and upper level in primary school to different groups. Request student-teachers to go through the syllabus and identify its components. Ask student-teachers to identify content distribution from given syllabuses. Pass around groups guiding and facilitating them. Identify two groups to present their findings to the whole class by requesting the group representative to write them on the chalkboard or flipchart. Ask other groups to add any ideas on what other groups have presented if they have them. Enable the class to ask questions related to the presented findings. Initially, request the members of groups which have presented to respond to the questions; secondly, if they are not able to clarify, ask the same question to other groups; finally, if all groups are not able to respond, deliver the answer to the whole class by writing on the chalkboard or flipchart and speaking loudly so that those who have low hearing ability or visual impairment get

what you say. Write the lesson summary on the chalkboard or flipchart and ask student-teachers to note it in their notebooks.

Assess the lesson by letting student-teachers attempt application **activity 1.3** student-teachers can do this exercise either in the course of this lesson if there is still time or as homework. Make sure you mark the student-teachers' homework. Each student-teachers must do individually this application activity.

### **Answers to the activity 1.3**

1. The image represents the cover page of the curriculum of physical education and sport for TTC, options: ECLPE, LE, SME and SSE, year 1, 2 and 3 the curriculum was done at Kigali 2019.
  - In caver page we find a map of Rwanda, REB, and court of arm.
2. Component of physical education and sport syllabus are:
  - Introduction (rationale, competencies).
  - Pedagogical approach.
  - Assessment approach.
  - Resources.
  - Syllabus units(P1-P3) for lower level and P4-P6 for upper level.
  - There are different units to be learned in lower level and upper level.
  - References.
  - Appendix.
3. The content distribution of sport syllabus:
  - Aerobic warm up exercises.
  - Gymnastic exercises alone and with others including jumping.
  - Exercises on prolonged inspiration, expiration, and relaxation of muscles in general.
  - Using basic gymnastic equipment for climbing: vaults and balance.
  - Exercises and games which develop intelligence, cooperation, social aspect and emotional control.
  - Different types of formations and hand-eye coordination.
  - Playing in teams adhering to the rules.
  - Exercises of rolling forward and backwards from different departure positions.
  - Exercises of jumping.
  - Exercises of running 70 to 100 meters at top speed.

- Exercises of endurance race running.
- Exercises of throwing.
- Exercises of body coordination.
- Exercises of basic football techniques for playing in team.
- Exercises of basic football tactics for playing in team.
- Exercises of passing, setting, blocking, and serving the ball using volleyball basic techniques.
- Basic volleyball rules. Using basic volleyball equipment.
- Receiving, holding, passing, dribbling, and shooting the ball in basketball.
- Ten consecutive passes without the other team touching the ball.
- Shooting the ball on target, develop body coordination.

**Answers to the application activity 1.2:** See the answers of the learning activity 1.3

## 1.6. Additional Information

### 1.6.1 Physical Education in a learner-centered syllabus

When implementing the syllabus, the school should consider:

- **The importance of enjoying physical activity.**

The learner who associates fun and enjoyment with Physical Education and Sports lessons and who gains a sense of achievement will develop the positive attitudes so necessary for continued participation in Physical Education lessons and physical activity.

- **The importance of play in its many forms in the learning and developmental process.**

Through play the child learns to move effectively, to think, to interact socially with others and to express feelings.

- **Maximum participation by all learners in the physical education lesson.**

The desire by learners for active participation can be seen as the starting-point for the teacher when planning and implementing Physical Education and Sports lessons. Lessons which can be identified as successful in achieving the pre-determined objectives will inevitably be those where the learner were active throughout the entire lesson.

- **Providing opportunities for achievement for each learner.**

It is essential that the learner be presented with achievable tasks, regardless of the activity he/she is engaged in. The satisfaction of achievement is the factor that motivates many learners to continue to participate in physical activity.

- **Providing activities equally suitable for girls and boys.**

Activities which have traditionally been associated with either sex can be presented, sometimes with modifications, to a mixed class. Single-sex classes should be exposed to a range of activities from all six strands where possible, thus ensuring that a balanced programme is presented to them.

## 1.7 Answer to the end unit assessment

### 1. Definition and importance of a syllabus

- **Syllabus:** is an academic document that communicates information about a specific course and defines expectations and responsibilities of teacher and learner in the process of teaching and learning activities.

- **Importance of a syllabus:**

- Understanding the structure of the course.
  - Know expectations.
  - Know the assessment process (how will the students be graded).
  - providing guidance on teaching and assessment methodologies of any subject taught.
2. The components of Physical Education and Sports syllabus are:
    - **Introduction** (composed of the background to the syllabus review, the rationale behind teaching and learning PES).
    - **Pedagogical approaches** (highlights guidelines on active learning aimed at developing competences in learners).
    - **Assessment approaches** (demonstrate competence-based assessment guidelines, whereby a learner is given complex real-life situations and tries to overcome problems by applying what he/she learned. Assessment is based on taxonomy levels: remembering, understanding, applying, analysing, evaluating and creating).
    - **Resources** (indicate various infrastructure, equipment and human resources for successful implementation of physical education and sports activities).

- **Unit structure:** indicates the unit structure (topic area, key unit competence, learning objectives, content, learning activities) and highlights the link to other subjects, assessment criteria and materials to be used in teaching and learning a given unit
- **References** (indicates a list of all sources used throughout the development of the syllabus. physical education and sports).
- **Appendix** (documents which are joined to the syllabus).

3. The explanations are:

- a) **Sports:** it is an activity involving the use of physical exertion and skill in which an individual or team competes against another or others for entertainment.
- b) **Game:** an activity described by set of rules, especially for the purposes of entertainment, often competitive or having an explicit goal.
- c) **Play:** activities performed for the purpose of recreation or entertainment.
- d) **Syllabus:** is an academic document that communicates information about a specific course and defines expectations and responsibilities of teacher and learner in the process of teaching and learning activities
- e) **Unit structure:** indicates the unit structure (topic area, key unit competence, learning objectives, content, learning activities) and highlights the link to other subjects, assessment criteria and materials to be used in teaching and learning a given unit.
- f) **Rationale:** it is an explanation of controlling principles of opinion, belief, practice, **or phenomena**.

4. Physical Education and Sports activity or exercise can improve health of learners and reduce the risk of developing several diseases like diabetes, cancer and cardiovascular disease. It can have immediate and long-term health benefits. Most importantly, regular activity can improve quality of life of learners.

5. The outdoor and indoor activities are:

- **Outdoor activities**

- Running
- Biking
- Climbing mountains
- Football
- Rugby

- Fishing

- Archery

- **Indoor activities.**

- Basketball

- Volleyball

- Handball

- Table tennis

- Netball

- Boxing

6. In the image, the activity which is going to be performed by a young girl is an outdoor activity because she is on the athletics track by performing sprint racing.

## 1. 8. Additional activities

Remedial activity	Consolidation activity	Extended activity
<p>Why physical education and sports syllabus is needed at school?</p> <p><b>Answer to remedial activity</b></p> <p>Syllabus of PES is needed at school because:</p> <ul style="list-style-type: none"><li>- It conveys information about expectations from teaching and learning process.</li><li>- It informs the learners the objectives of learning physical education and sports.</li><li>- It is used to organize class activities based on learning activities.</li></ul>		<p>In physical education and sports, warm up and cool down are very important. Explain reasons why warm up and cool down are important.</p> <p><b>Answers to extended activity</b></p> <p><b>Warm up:</b> Warm-up is a moderate exercise which makes a child prepared to start intensive physical activities.</p> <p><b>Importance of warm up :</b></p> <p>The role of warm-up exercises is to prepare heart, lungs, muscles and joints for intensive work.</p>

<ul style="list-style-type: none"> <li>- It communicates to the students a clear idea of the course content, approaches of teaching and what they can expect to do and to learn in completing the course requirements</li> </ul>		<p>They help to concentrate on next activity and reduce risks of being injured. Warm muscles are better absorbers of collision than cold ones.</p> <p><b>Cool down:</b> It is a moderate exercise that takes place immediately after intense physical activity.</p> <p><b>Importance of cool down:</b></p> <ul style="list-style-type: none"> <li>Keeps metabolic activity elevated which gradually decreases heart rate and respiration.</li> <li>Maintain blood flow to supply oxygen maintaining blood pressure.</li> <li>Keeps capillaries dilated to flush muscles with oxygenated blood, which increases the removal of blood and muscle lactic acid and carbon dioxide.</li> </ul>
--	--	---

### 2.1 Key unit competence:

After completion of this unit, student- teacher will be able to differentiate and use available/possible learning and teaching resources required for the learning of Physical Education and Sports in primary schools.

### 2.2 Prerequisite

Student teachers of Y2 ECLPE, Y2 SME and Y1 SSE will learn better the teaching and learning resource, if they have learned some teaching and learning resource in previous year, they learnt how to use that materials at the time where they were playing different games and sports.

### 2.3. Guidance on the introductory activity

Before starting the first lesson of this unit titled Physical Education and Sports materials, ask student teachers to attempt an introductory activity for **Unit 2**. This activity intends to:

- Relate the unit with student teachers' daily life to attract their attention.
- Assess student teachers understanding of the concepts related to teaching and learning resources in Physical Education and Sports.

#### a) Methodological steps

As a facilitator, request student teachers to observe carefully the figures of **introductory activity 2** in the student book. Facilitate student teachers to form groups or pairs, answer the questions related to the figures. Request students to identify resources which are in the introductory activity 2. After identification of those resources, facilitate student teachers to generate other resources to be used in Physical Education and Sports, and request them to give where, when and why those resources are relevant. Each group records the answers. Groups present their findings on the chalkboard or flipchart. Guide other groups members to ask questions if they have something to add on what is written on the chalkboard or flipchart. While asking questions for clarification, help student teachers to focus on the answers related to lesson 1(Physical Education and Sports materials).

## **Answers to the introductory activity**

1. Observation of all pictures in the image.
2. Resources in the image are:
  - Picture (a) show a football ball.
  - Picture (b) shows a track for athletics activities.
  - Picture (c) shows a mat used in gymnastics activities.
  - Picture (d) shows books used in teaching and learning physical education.
  - Picture (e) shows a projector which should be used in teaching physical education by using videos.
3. Other resources used in physical education and sports are:
  - Cones
  - Starting block
  - chronometer
  - Baton
  - Playgrounds
  - Shot put
  - Chasubles
  - Whistles
  - Javelin
  - Watch
  - Discus
4. These resources are relevant as follows:
  - Resources used in physical education and sports are relevant because are necessary in teaching and learning PES at school.
  - Those resources are used while conducting physical education and sports lesson in classroom or outside the classroom.
  - Resources are relevant because it facilitates learning and teaching process. And help learners to acquire knowledge, skills and attitudes while performing sports activities.
5. In the following unit, we are going to learn about resources (materials and infrastructure used in physical education and sports activities)

## **2.4. List of lessons/sub-heading**

	<b>Lesson title</b>	<b>Learning objectives</b>	<b>Number of periods</b>
1	Physical education and sports teaching materials	- To distinguish the available learning and teaching resources required for the learning of Physical Education and Sport materials. - To fabricate and use the available learning and teaching resources required for the learning of Physical Education and Sport materials.	1
2	Outdoor and indoor infrastructure	- To Identify outdoor and indoor infrastructure.	1
3	Technological instructional tools	- To Use technological instruction tools.	1
4	End unit assessment		1

## **2.5 Guidance on different lessons**

### **Lesson 1: Physical Education and Sports teaching materials**

#### **a) Learning objectives**

By the end of the lesson the learners will be able to distinguish and fabricate available learning and teaching resources required for the learning of Physical Education and Sport material.

#### **b) Teaching resources**

- Physical Education and Sports student book,
- Teaching Resource Centre materials,
- Local resources available to be used while making sports materials,
- Cones,
- Starting block,
- Baton,

- Playgrounds,
- Shot put,
- Whistles,
- Javelin,
- watch,
- chasubles,
- chronometer,
- Discus.

### c) Learning activities

#### Methodological steps

To facilitate and guide student teachers in order to do **the activity 2.1**, a tutor helps students to develop their competencies through in this process:

Tutor facilitates student teachers to form groups to do **the activity 2.1** which is in the student book. After forming groups, the tutor distributes sports materials brought in the classroom to the groups. Request student teachers to observe images of resources which are in **the activity 2.1** request student teachers to describe images in the activity 2.1 ask student teachers to observe image a and reply whether is big or small. In the groups, student teachers brainstorm other balls used in sports activities. Request student teachers to match materials which are in **the activity 2.1** with their respecting sports activity. Pass around groups guiding and facilitating them to match brought materials and those which are in the images in **the activity 2.1**. Appoint 2 groups to present their findings to the whole class by requesting the group representative to write them on the chalkboard or flipchart. Ask other groups to add any ideas on what other groups have presented if they have them. Enable the class to ask questions related to the presented findings. Initially, request the members of groups which have presented to respond to the questions; secondly, if they are not able to clarify, ask the same question to other groups; finally, if all groups are not able to respond, deliver the answer to the whole class by writing on the chalkboard or flipchart and speaking loudly so that those who have low hearing ability or visual impairment get what you say. Write the lesson summary on the chalkboard or flipchart and ask learners to note it in their notebooks. Assess the lesson by letting students attempt application **activity 2.1** student teachers can do this exercise either in the course of this lesson if there is still time or as homework. Make sure you mark the student teachers' homework. Each student teacher must do individually this application activity.

## **Answers to activity: 2.1**

1. Observation of the image picture by picture
2. The pictures in image are:
  - Picture (a) shows the ball of volleyball used in playing volleyball.
  - Picture e (b) shows starting block used in athletics used in sprinting race.
  - Picture Image (c) shows stopwatch to record time of performance used athletics.
  - Picture (d) shows shot put used in throwing of shot put.
  - Picture (e) shows discuss used in throwing discuss.
  - Picture (f) shows hummer used in hammer throws.
  - Picture (g) shows rope used for skipping (warm up exercises) or jumping in high jump.
  - Picture (h) shows Javelin used in throwing javelin.
  - Picture (i) shows whistle used to give instructions or signs to respect during performance of physical education and sports activities.
  - Picture (j) shows cones which are used during warm up, stretching, cooling down and sports exercises.
3. The picture shows the ball which is big.
4. There are other balls which should be used in sports like: Balls for basketball game, handball game, netball game, football game and rugby
5. Appropriate material according to the specific game/ sport
  - Volleyball → a
  - Throwing javelin → h
  - Throwing shot put → d
  - Throwing discuss → e
  - Doing warm up exercises → g and j
  - Refereeing → i
  - Racing → b
  - Time telling → c
  - Throwing hammer → f

## **Answers for application activity 2.1**

Student teachers will make Physical Education and Sports resources by using available environmental resources like:

- Wood for making javelin used in throwing
- Rope and sticks for making posts and bar used for high jump
- Banana leaves, clothes and banana fibres for making balls made of banana leaves used in playing football, volleyball, handball or basketball.

## **Lesson 2: Outdoor and indoor infrastructure**

### **a) Learning objectives**

By the end of the student-teacher will be able to identify outdoor and indoor infrastructure

### **b) Teaching resources**

Playgrounds of different games, gymnasium and stadium (where there is), nets for volleyball, posts for football and handball, baskets for basketball, images of sports infrastructure.

### **c) Learning activities**

In order to facilitate the process of teaching and learning, a facilitator and guide a PES tutor should facilitate student teachers while forming groups to do the activity 2.2, which is in the student book. Ask student teachers to observe the images which are in activity 2.2 ask student teachers to describe images in the activity 2.2 lead student teachers to your school playground, gymnasium and stadium (if available) where they must observe different sports infrastructures. Pass around groups guiding and facilitating them while observation. Request student teachers to record findings. Guide student teachers to return the groups in the class. Let 2 groups to present their findings to the whole class by requesting the group representative to write them on the chalkboard or flipchart. Guide other groups to add any ideas on what other groups have presented if they have them. Enable the class to ask questions related to the presented findings. Write the lesson summary on the chalkboard or flipchart and ask student teachers to note it in their notebooks. Assess the lesson by letting student teachers attempt application activity 2.2 student teachers can do this exercise either in the course of this lesson if there is still time or as homework. Make sure you mark the student teachers' homework. Each student teacher must do individually this application activity.

### **Answers to the activity 2.2**

1. Observation of image picture by picture
2. The infrastructures shown in image are:

- Picture (a) represents infrastructure for indoor volleyball
  - Picture (b) represents infrastructure for indoor football
3. Yes, there are. we can say indoor basketball, outdoor, handball, basketball, indoor sitting volleyball, indoor netball, boxing, karate etc
  4. In picture (a) is an infrastructure used for playing volleyball, in picture (b) is an infrastructure used for playing football
  5. Types of indoor and outdoor sport infrastructure

### **Indoor sport infrastructures:**

- Basketball,
- Volleyball,
- min-football
- Gymnasium

### **Outdoor infrastructures:**

- A playground for small games
- A football playground
- A handball playground
- A pit for long jump
- A jumping pit (for high jump)
- A track for races (sprints, hurdles, endurance, relay)
- An area for throwing events (ball, discus, javelin, and shot putting)

### **Answer for application activity 2.2**

Student teachers will draw: Football court, Athletics track, Volleyball court, Basketball court, Javelin throw area, Triple jump area by using drawing tools and student's book. Those drawing should have measurements and their areas.

### **Lesson 3: Technological instructional tools**

#### **a) Learning objectives**

By the end of the lesson student-teacher will be able to use technological instruction tools.

#### **b) Teaching resources**

Physical Education and Sport student textbook, internet, images of technological tools used in sports, electronic tools (TV set, chronometer, watch, electronic starting block) where is necessary.

### c) Learning activities

#### Methodological steps

The learning activity is written in the student book as **Activity 2.3**, as a facilitator you have to guide student teachers in through the following steps:

Tutor form groups to do the **activity 2.3 which** is in the student book. Bring sports technological tools to be used in classroom (if available), if not available bring images of them. Tutor asks student teachers to look at the images which are **activity 2.3** in the student teachers' book Pass around groups guiding and facilitating them. Facilitate student teachers while identifying the images a and b which are in the activity 2.3 ask student teachers to discuss question 2 and 3 and record their findings. Request groups to present their findings to the whole class by requesting the group representative to write them on the chalkboard or flipchart. Ask other groups to add any ideas on what other groups have presented if they have them. Enable the class to ask questions related to the presented findings. Initially, request the members of groups which have presented to respond to the questions; secondly, if they are not able to clarify, ask the same question to other groups; finally, if all groups are not able to respond, deliver the answer to the whole class by writing on the chalkboard or flipchart and speaking loudly so that those who have low hearing ability or visual impairment get what you say. Show sports technological tools related to the image in student book for activity 2.3. Write the lesson summary on the chalkboard or flipchart and ask student teachers to note it in their notebooks. Assess the lesson by letting student teachers attempt application **activity 2.3**. Student teachers can do this exercise either in the course of this lesson if there is still time or as homework. Make sure you mark the student teachers' homework. Each student teacher must do individually this application activity.

#### Answers to the activity 2.3

1. Observation of image
2. The uses of technological tools in PES
  - Picture (a) shows the electronic starting block.
  - Picture (b) shows a stopwatch.
3. The how, where and when to use the electronic material in sport (chronometer/ stopwatch):

- The starting block is used by athlete at the starting time during competition or training in athletics activities.
  - The stopwatch is used by the officials or coach to see the time used by athletes in athletics activities especially in racing.
4. Yes, in teaching/learning process of PES, technological tools are necessary to the learners like ICT tools, projector, computer, TV sets, electronic starting block, chronometer and watches.
- TV sets, projectors, computers are used in teaching sports techniques and tactics by watching videos describing how a technique or tactic should be learned or applied.
  - Chronometers and watches are used to record time used while performing sports activity such as: running 100m, 200m, 400m, 800m, 1500m, 5000m etc.
  - Electronic starting block is used for starting speed races.

E.g.: running 100m, 200m, 400m...

### **Answers for application activity 2.3**

1. Observation of the image
2. The how to use the technological tools in PES
  - The image shows a smart telephone. These electronic tools may help a PES teacher or learner to have access to the internet for browsing videos, books, games and exercises related to PES.
  - Chronometer is used in sports to record time used by learners/athletes while performing PES activities.

## **2.6 Additional Information**

Importance of maintenance and management of sport facilities (outdoor and indoor facilities):

Outdoor sport facilities and indoor facilities like: Football and athletic fields, tennis, basketball and volleyball courts etc. are an important part of the community which public and private managers pay particular attention to. Where outdoor sport facilities exist, young and old alike who want to have a healthy life and enjoy friendly competition have the possibility to keep fit. It's important to stress that sport facility is not linked only to the performance and the spirit of teaching and learning or high-level competition. In modern society sports hold more and more a social value. Therefore, the planning of sport facility must be based on the concept of the

system as a whole and looking at sports as a form of exercise and service to the community. This involves social the study of social organisation of minor spaces and alienated areas where poor housing quality, unemployment, low income and ethnic minorities are concentrated. These such of situations need particular attention and a sport facility planning with low costs both in production and management, with the possibility to be used for many other purposes as well and also accessible to all. Therefore, it's better to adopt solutions which assure the highest level of versatility and output in sports training, especially for a target group which does not practice high level sport activities. Guide student teachers to predict what they are going to learn in unit 3.

## **2.7. Answer to the end unit assessment.**

1. Classification of technological and non-technological sport materials
  - Non-technological tools: **a, b, c. a and e**
2. Usage of technological material in PES
  - **Projector:** it facilitates to show learners some techniques and tactics, show learners demonstration of some rules etc.
  - **Stopwatch:** is used in athletics to record the time used by athlete in competition or in lesson while learners are learning athletics.
  - **Computer:** Computers are being used actively in teaching physical education to improve the learning process. Tutor can use audios and videos aids through computer to prepare lesson plans. They can use Microsoft Power Point to prepare electronic presentations about their lesson.
  - **Electronic Starting blocks** are used in the sport of track and field by sprint athletes to hold their feet at the start of a race, so they do not slip as they push out at the sound of the gun.
3. In case there is not enough sports materials at school there are some suggestions for a physical education and sports teacher like:
  - Recommend the school to buy needed materials.
  - Fabricate needed materials by using low cost materials.
  - Using improvisational teaching aids materials while teaching and learning process.
4. A Physical Education and Sports tutor must have initiative and creativity so as to provide required sports materials by observing the environment and search how to use available local resources in order to make needed sports materials.

5. Using available resource around students-teachers, they will make different the following materials to be used in Physical Education and Sports like during:

- Playing football → Student teachers will make balls made in banana fibre and leaves, clothes.
- Throwing shot put → Student teachers will use clothes, sand, soil or other like substance

## 2.8. Additional activities

Remedial activity	Extended activity
<p>Justify the importance of making resources to be used in teaching Physical Education and sports by using local available resources.</p> <p><b>Answer</b></p> <p>Making PES resources by using local available materials helps a teacher to:</p> <ul style="list-style-type: none"><li>- Increase resources to be used while teaching and learning a lesson in PES.</li><li>- The school to save money to be used in purchasing sports materials.</li></ul> <p>Facilitate practical session where learners will have enough resources.</p>	<p>Explain why the lack of sports materials at school may cause serious problems:</p> <p><b>Answer</b></p> <p>Lack of sports facilities creates a serious problem because learners will always:</p> <ul style="list-style-type: none"><li>- Underperform if they don't get a chance to play at school.</li><li>- Poor demonstration of the right skill</li><li>- PES Lesson will be theory-based learning instead of practice-based learning.</li><li>- Play truant if they don't enjoy schooling.</li><li>- Abuse drugs if they get bored.</li><li>- Fall pregnant at an early stage.</li><li>- Drop out of school.</li></ul>

### 3.1 Key unit competence

After completion of this unit, students-teacher will be able to describe general principles of teaching Physical Education and Sports.

### 3.2. Prerequisite

The student teacher of Y2 ECLPE, Y2 SME and Y1 SSE should know some different general principles used in teaching and learning process.

### 3.3. Guidance on the introductory activity

#### Methodological steps

Tutor guide, the student teachers into the introductory activity as it is meant to test the student teachers' prior knowledge about what they studied in the past. This will in discovering the strength and the weakness of the learners to be able to prepare for them different activities in the new unit. The introductory activity may not be finished during the lesson period but can be done gradually through the whole unit. Tutor will facilitate learners by:

Dividing student teachers into groups and provide to them textbooks. Asking them to observe the image which is in the **introductory activity 3**. Request students write down what they have noticed from the image in **the introductory activity 3**. Tutor facilitate and guide student teachers while answering questions asked in **the introductory activity 3**. Pass around the groups for providing needed a help. Request groups to present their findings. Let other group members to ask or add comments.

Write summary on the chalkboard. Guide student teachers to predict what they are going to learn in **unit3**.

#### Answers to introductory activity 3

1. Observation of the image.
2. About learners on the line:

- One of learners who are on extended line is with physical disabilities (the boy who has crutches).
  - On the line there is mixture of boys and girls who are ready to do sports exercises.
- No, because one learner who has physical disability may not be able to perform sport exercise at the same level of others. Even girls who are doing exercises with boys may also present some limitation which may hinder them to perform at the same level with boys. So, the teacher must facilitate them based on individual ability.
  - In order to help learners individually, the teacher may:
    - Modify sport exercise.
    - Request those who have difficulties to do many repetitions.
    - Give immediate feedback to learners in order to correct their mistakes.
    - Use peer learning during practice.
  - In this unit, we are going to learn principles of teaching Physical Education and Sports.

### **3.4. List of lessons**

S/n	Lesson title	Learning objectives	Number of periods
1	Selection criteria of an activity in Physical Education and Sports	Student teachers will be able to distinguish the condition of selecting an activity in Physical Education and Sport.	1
2	Conducting physical education and sports activity	Student teachers will be able to describe how to conduct physical education and sports activity.	1
3	Principles of teaching Physical Education and Sport	Student teachers will be able to Apply general principles of teaching Physical Education and Sport.	1
4	End unit assessment		1

### **3.5 Guidance on different lessons**

#### **Lesson 1: Selection criteria of an activity in Physical Education and Sports**

##### **a) Learning objectives**

By the end of the lesson Learners will be able to distinguish the criteria of selecting an activity in physical education and sport.

##### **b) Teaching resources:**

- Cones,
- Starting block,
- Baton,
- Discus,
- Playgrounds,
- Chronometer,
- Whistles,
- Students book,
- Javelin,
- Watch,
- Chasubles,
- Shot put and Physical Education and Sports student.

##### **c) Learning activities**

#### **Methodological steps**

As a facilitator in Physical Education and Sports, the tutor may guide and facilitate student teachers in this way:

Tutor distribute student's books to the student teachers who in group of four student teachers. Ask students to observe carefully the image **a** and **b** in **activity 3.1** in the student teachers book. In group or in pairs, answer the questions related to the image. Facilitate student teachers **to answer question 3**. After description of image **a** and **b**, tutor ask student teachers to determine whether picture b shows a technique or tactic and explain why then contrast technique from tactic. Each group records the answers. Request groups to write their answers on the chalkboard or flipchart. Ask other groups members if they have something to add on what is written on the chalkboard or flipchart.

Write the lesson summary on the chalkboard or flipchart and ask student teachers to note it in their notebooks. Assess the lesson by letting student teachers attempt application **activity 3.1**. student teachers can do this exercise either in the course of this lesson if there is still time or as homework. Make sure you mark the student teachers' homework. Each student teacher must do individually this application activity.

### **Answers to the activity 3.1**

1. Observation of the image.
2. About pictures a and b:
  - In picture (a) we have children of pre-primary school.
  - In picture (b) we have young people engaged in sport
3. Criteria of choosing PES activity:
  - For the picture (a) we choose activity according to the age.
  - For the picture (b) we choose activity according to: the age, technique or tactics to be learned and materials available.
4. The image **b** shows a tactic of lifting because “a tactic” is manoeuvres or strategies to use in order to perform/win sports activity while “a technique” is a basic skill required to play any kind of game or sports.

### **Answer to application activity 3.1**

1. Observation of image picture by picture.
2. No, in image (a) we have a child, in image (b) we have a young man.
3. They perform throwing of shot put in image a and b.
4. Yes, you can use the same exercise based on size and weight of implement used by a child or a young man during throwing process. But you can modify exercise or simplify the ways learning is being taken based on the ability of each one.
5. A child in image (a) has put a shot put on his neck because the shot put was light, it is easy to throw it by using arm. Young men in image (b) puts shot put on his neck because it is heavy and is not easy to throw it, but pushing from near the neck.

## **Lesson 2: Conducting Physical Education and Sports activity**

### **a) Learning objectives**

By the end of the lesson student-teacher will be able to describe how conduct Physical Education and Sports activity.

**b) Teaching resources**

- Cones,
- Starting block,
- Baton,
- Discus,
- Playgrounds,
- chronometer,
- Whistles,
- Students book,
- Javelin,
- watch,
- chasubles,
- Shot put and Physical Education and Sports student books.

**c) Learning activities**

**Methodological steps**

Tutor facilitates student teachers to do this activity 3.2 in this way:

Tutor asks student teachers to observe carefully the image **a** and **b** in **activity 3.2**. Request student teachers to identify and analyze the disposition of learners in the image **a** and **b** which are in **the activity 3.2**. Ask other groups members if they have something to add on what is written on the chalkboard or flipchart. Write the lesson summary on the chalkboard or flipchart and ask learners to note it in their notebooks Assess the lesson by letting students attempt **application activity 3.2**. student teachers can do this exercise either in the course of this lesson if there is still time or as homework. Make sure you mark the student teachers' homework. Each student teacher must do individually this self- assessment

**Answer to activity 3.2**

1. Observation of the image.
2. Disposition of learners during learning activity
  - In the image (a) the learners are disposed in column.
  - In image (b) the learners are disposed in circle.
3. Other teaching positions are: Half circle, mixed-up, freely by fifth, double lines, diamond formation, square formation, rectangle formation.

4. The importance of making corrections during conducting a PES lesson:
  - Improve the level of learner.
  - Defects or mistakes are corrected.
  - Improvement of techniques and tactics.

### **Answer to application activities 3.2**

1. a) Mixed-up.
  - b) Importance of choosing mixed-up disposition:
    - Avail enough place for each learner for free movement,
    - Facilitate Team circulation,
    - Maintain discipline of learners,
    - Help a teacher to think how to set exercise.
- N.B: A student teacher may choose disposition according to his/her choice and give it importance.
2. For drawing teaching formation, student teachers may draw any four formations of his/her choice by using drawing tools.
3. Objectives of those corrections is to improve the level of pupils. Mistakes are corrected first by general remarks, then individually.

## **Lesson 3: Principles of teaching Physical Education and Sport**

### **a) Learning objectives**

By the end of the lesson Learners will be able to apply general principles of teaching physical education and sports

### **b) Teaching resources**

- Physical Education and Sports student book
- Teaching Resource Centre materials,
- Local resources available to be used while playing sports materials:
  - Cones
  - Starting block
  - Baton
  - Discus
  - Playgrounds
  - Chronometer

- Whistles
- Students book,
- Javelin
- Watch
- Chasubles

### c) Learning activities

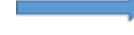
#### Methodological steps

As a facilitator, request student teachers to go into the groups of four students. Request student teachers to observe the image **a** and **b** in **activity 3.3** in the student teachers book. In group or in pairs, discuss principles of teaching Physical Education and Sports. After discussion ask student teachers to the principle which is related to the images **a, b, c, and d**. Ask each group records the answers. Appoint any 2 groups to present their answers on the chalkboard or flipchart. Ask other groups members if they have something to add on what is present on the chalkboard or flipchart. Write the lesson summary on the chalkboard or flipchart and ask student teachers to note it in their notebooks Assess the lesson by letting student teachers attempt **application activity 3.3**. Student teachers can do this exercise either in the course of this lesson if there is still time or as homework. Make sure you mark the student teachers' homework. Each student teacher must do individually this self- assessment

#### Answer to activity 3.3

1. Observation of the image, picture by picture.
2. The principles of teaching Physical Education and Sports which are displayed by each picture in the image:
  - In image (a) we have people/learners who are playing setting volleyball
  - In the image (b) an athlete is lifting his opponent who looks like one who is tired, for respecting fair play.
  - In the image(c) learners are jumping based on direction indicated by the teacher.
  - In image (d) we have a child who is in a wheelchair who have a ball of basketball. **a** and **d** are related to the Principle of inclusion (integration of all children).

### **Answer to application activities 3.3**

1.  d
2.  c
3.  b
4.  a

### **3.6 Answers to the end unit assessment**

To conduct the process of teaching and learning process successfully in teaching the following techniques:

- Games (volleyball and handball),
- Techniques (passing and shooting).

The teacher may do the following:

- Choose disposition of learners during teaching and learning process,
- State type of passing to be used, demonstrate the type of pass chosen,
- Give different commendments to the learners,
- Correct mistakes made by learners and request them to make repetitions.

### **3.7 Additional activities**

<b>Remedial activity</b>	<b>Extended activity</b>
<p>List and explain the main principles of teaching Physical Education and Sports when you are teaching a class in which there are learners with disabilities.</p> <p><b>Answers</b></p> <ul style="list-style-type: none"><li>• <b>Holistic principle:</b> Well-planned game and sport programmes must contribute to child global development: physical, mental and socio-affective development.</li><li>• <b>Principle of inclusion (integration of all children):</b> Every child must take advantages from their participation in games</li></ul>	<p>In case a tutor does not take care of principles of teaching Physical Education and Sports during lesson deliverance, suggest some consequences may result.</p> <p><b>Answers</b></p> <ul style="list-style-type: none"><li>- Individual differences will not be considered. This may cause some learners to fail to do exercises proposed by the teacher because those exercises require them to use for example parts of the body which they do not possess.</li></ul>

<p>and sport programmes without distinction of performance, sex, etc. All forms of discrimination must be avoided. A particular attention has to be paid to children living with handicap; either physical or mental: those children have right to games and sport, be it in a special or ordinary school.</p> <ul style="list-style-type: none"> <li>• <b>Principle of physical and emotional security:</b> Recreational and sports activities have some risks. Teachers/educators have to adopt strategies to protect children, for instance by watching over their physical and emotional security.</li> <li>• <b>Principle of participation and fair play:</b> All children, even those less performing, must participate in games and not watching. The bottom-line in educational programme and sport is to participate, not to win.</li> </ul>	<ul style="list-style-type: none"> <li>- Some learners will not be involved in sports activities.</li> <li>- Lack of motivation for some learners.</li> <li>- Poor performance.</li> <li>- Drop out of the school.</li> </ul>
---	---

## **LESSONS OF PERFORMING PHYSICAL EDUCATION AND SPORTS EXERCISES**

### **4.1 Key unit competence**

After completion of this unit, student-teachers will be able to prepare a lesson related to performing Physical Education and Sports.

### **4.2. Prerequisite**

Student teachers of Y2 ECLPE, Y2 SME and Y1 SSE will learn better lessons of performing Physical Education and Sports exercises if they have understanding on basics foundation of Physical Education and Sports.

### **4.3. Guidance on the introductory activity**

#### **Methodological steps:**

Tutor guide the student-teachers into the introductory activity as it is meant to test the learners' prior knowledge about what they studied in the past. This will in discovering the strength and the weakness of the student-teachers to be able to prepare for them different activities in the new unit. The introductory activity may not be finished during the lesson period but can be done gradually through the whole unit. Tutor will facilitate student-teachers by:

- Putting student-teachers in groups and provide to them textbooks.
- Asking student-teachers in their groups to observe the image from a to d from the **introductory activity for unit 4**.
- Ask the groups to describe each image based on activity learners are done.
- Ask any 2 groups to present their answers to other group. Ask other groups members if they have something to add on what is presented
- After presenting the findings, ask student-teachers to predict what they are going to learn in this unit.

#### **Answer to introductory activity 4**

1. Observation of the image picture by picture.
2. The description of activity in each picture of the image:

- In picture (a) we have a tutor of Physical Education and Sport, that tutor has a class of student-teachers. In that student-teachers they are one student-teacher who has physical disability.
  - In picture (b) we have the student-teachers who are in Physical Education and Sport lesson. They play a game on circle. One student-teacher passes around the circle while other still stand on circle.
  - In picture (c) we have the student-teachers and one of them has physical disability.
  - In picture (d) we have the student-teachers who have special educational need. Two student-teachers have physical impairment and one student-teacher has visual impairment).
3. We predict to learn strategies of the performing of game and exercises in Physical Education and Sports based on learners' ability.

#### **4.4 List of lessons**

S/n	Lesson title	Learning objectives	Number of periods
1	Recall concepts and content related to performing Physical Education and Sports exercises	Student teachers will be able to discuss the content related to performing Physical Education and Sport.	1
2	Personal qualities of a Physical Education and Sports teacher	Student teachers will be able to Identify the personal qualities of physical education teacher.	1
3	Preparation of a Physical Education and Sports lesson	Student-teachers will be able to make a lesson preparation of Physical Education and Sport.	1
4	End unit assessment		1

## **4.5 Guidance on different lessons**

### **Lesson1: Recall concepts and content related to performing Physical Education and Sports exercises**

#### **a) Learning objectives**

By the end of the lesson student-teachers will be able to discuss the content related to performing Physical Education and Sports.

#### **b) Teaching resources**

Physical Education and Sports student-teachers book, playground, whistle, balls, watch.

#### **c) Learning activities**

#### **Methodological steps**

As a facilitator, guide students to form groups. Request student teachers to observe carefully the image from a to f in activity 4.1 in the student teachers book. Within the groups, ask them to describe images a, b, c, d. let student teachers record the answers from discussions. Appoint any 2 groups to present their answers on the chalkboard or flip chart. Ask other groups members if they have something to add on what is present on the chalkboard or flipchart. Help student teachers to predict what they are going to learn in **unit 4**.

#### **Answer to activity 4.1**

1. Observation of the image, picture by picture.
2. Matching a picture to appropriate exercise:
  - a) Warm up is appropriate to image  f
  - b) Cool down is appropriate to image  a, c
  - c) Stretching is appropriate to image  b, d, e

### **Lesson 2: Personal qualities of a Physical Education and Sports teacher**

#### **a) Learning objectives**

By the end of lesson student teachers will be able to identify the personal qualities of physical education teacher.

#### **b) Teaching resources**

- Cones
- Starting block

- Baton
- Discus
- Playgrounds
- chronometer
- Whistles
- Students book,
- Javelin
- watch
- chasubles
- Shot put

### c) Learning activities

#### Methodological steps

The tutor helps the student teachers for developing competences related to the above lesson and do the following:

Facilitate the learners to form groups. Provide student teachers' book to each group and ask them to observe the images which are in the **activity 4.2** and do the activity required. Facilitate student teachers by moving around groups in order give any help to groups. Let student teachers present their findings from discussions. Ask some questions to the student teachers to check whether they agree with the findings from their colleagues. Harmonize and conclude the lesson. Tutor remind students to do an **application activity 4.2** which is in the student teachers book.

#### Answer to activity 4.2

1. Observation of the image.
2. Description of the image according to the activity is being performed:
  - In picture (a) they are people who are performing stretching,
  - In picture (b) they are two persons, young girl who is learning volleyball and the teacher who is facilitating the girl to learn volleyball.
3. In the picture (a), a person who is in the center is a tutor or coach who teach PES. On that picture he is facilitating the learner how to make stretching.
4. The person who does not have a ball in picture (b) is teaching a student teacher volleyball.

## **Guidelines to Application activity 4.2**

As the class has three learners with physical disability (only one arm) a teacher should conduct physical exercise whereas all learners will participate actively in that lesson in this way:

- A teacher may form three groups, in each group a learner with disability is included.
- A teacher gives balls of volleyball to the groups.
- A teacher gives instructions about passing in volleyball by using one arm.
- A teacher clarifies the instructions by reminding learners to use one arm while passing.
- All learners must participate in lesson.
- A teacher moves around different groups for helping where is necessary.

## **Lesson 3: Preparation of a Physical Education and Sports lesson**

### **a) Learning objectives**

By the end of lesson learners will be able to make a lesson preparation of Physical Education and Sports.

### **b) Teaching resources**

Physical Education and Sports student teachers book, pens, papers, notebooks.

### **c) Learning activities**

#### **Methodological steps**

As a facilitator, request learners to:

- Form groups.
- In groups students discuss on **the activity 4.3**.
- Let group record the answers from discussions.
- Appoint any 2 groups to present their answers on the chalkboard or flipchart.
- Tutor ask other groups members if they have something to add on what is present on the chalkboard or flipchart.
- Tutor write the lesson summary on the chalkboard or flipchart and ask learners to note it in their notebooks.

- Assess the lesson by letting students attempt application activity 4.3 student teachers can do this exercise either in the course of this lesson if there is still time or as homework. Make sure you mark the student teachers' homework. Each student teacher must do individually this self-assessment.

### **Answer to activity 4.3**

1. The competence to be developed is playing in team.
2. This competence will be developed in the stage of lesson development. Through playing in team during the game, the learners will learn how to have fair play, cooperation, communication. Those will help learners to improve the way they are interacting with others and respecting rules and regulations while playing in team.

### **Guideline for Activity 4.3 on number 2**

Mary will use the following strategies in order to detect and solve the problems presented by learners with difficulties in this way:

- She will use diagnostic assessment where this assessment will help Mary to identify individual strengths, areas for improvement and will inform her how to proceed for the next step.
- After this Mary may change/vary teaching methods she is using while teaching.
- Increasing the use of teaching aids.

## **4.6 Additional Information**

### **4.6.1 Setting instructional objective for the lesson of physical education and sports**

An instructional objective should have at least 5 components. The following steps can guide the student teacher to construct an instructional objective:

- a) Reflect on the condition under which learners will accomplish the assessment task (teaching aids, techniques, outdoor activities).
- b) Determine who you are talking about (learners).
- c) Identify at least one measurable behaviour (knowledge, skills, attitude or value) you are looking for- evidence of learners 'activity. Use a verb which denotes the end of learning activities. ( e.g: perform, play etc).
- d) Include the content of activity. You can draw this from the subject syllabus itself.

- e) Set standards of performance. Write the criteria for minimum acceptable performance. ( e.g: time, number of correct answers, presence of expected/shared values).

#### **4.6.2 Identify the types and number of learners with SEN**

The PES tutor may identify learners with SEN. The group may include:

- Learners with functional difficulties (disabilities): includes physical and motor challenges, intellectual challenges, visual difficulties, hearing difficulties etc.
- Learners with exceptional learning abilities: include specific and general learning difficulties, gifted and talented learners.
- Learners with social, emotional and behavioural difficulties.
- Learners with health challenges.

#### **4.7 Answers to end unit assessment**

1. Steps to be respected while preparing PES lesson are:

Step 1. Introduction

Step 2. Lesson development

Step 3. Conclusion

#### **Step 1: In the Introduction**

The introduction must comprise all of the following:

- **Opening discussions**

Opening discussion (readiness), is the period in which a teacher may conduct the following activities:

- Checking of learners's status, clothes, materials and playground.
- Observe whether learners are on the playground, ready to begin the activity.
- The tutor asks introductory questions which arouse motivation and curiosity of children and prepare them to learn.

- **Warm-up exercise (preparedness) including general and specific warm up.**

Warm-up is a moderate exercise which makes a child prepared to start intensive physical activities.

The role of warm-up exercises is to prepare heart, lungs, muscles and joints for intensive work. They help to concentrate on next activity and reduce risks of being injured the role of specific warm up is to warm body's parts which will be more used during learning new skill or using balls implement to review / be familiar with it. At the end of this period, learners stretch their muscles properly before engaging in physical and sports activities. Warm muscles are better absorbers of collision than cold ones.

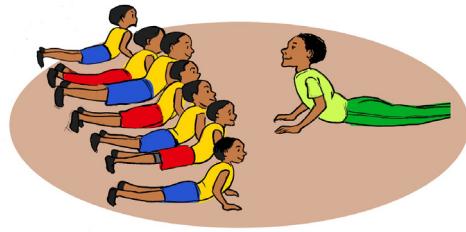
### **Step 2: The Body of the lesson (lesson development)**

It is the main part of the session. It is the period of enforcing the exercises or activities themselves, in order to achieve objectives of the lesson. This should be done by using various teaching methods that help learners to apply new skill/technique/tactic of learned sports activities. It covers more than half of the time reserved for the whole session.

### **Step 3: The Conclusion**

This is the part in which relaxing exercises are being done. At this stage, cooling down activities are proposed: slow and soothing exercises which help the body get its normal rhythm. This stage also consists of collecting materials and final discussion where the tutor ask questions which enables learners to reflect what learners have been learned, to connect to experience learned with previous ones and to apply new skill in a real life situation.

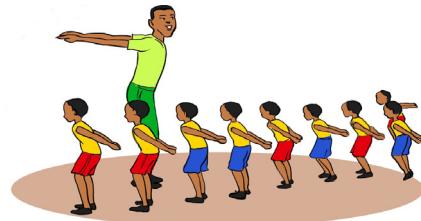
2. Procedures of teaching passing
  - The first thing a teacher must know the number of learners.
  - He/she must prepare the materials used in teaching passing in handball (balls).
  - He/she must form the group according to the number of balls for example two learners can have one ball.
  - After forming the group, a teacher give instruction of passing to learners then the learners perform passing in group.
  - A teacher moves around in the group in order to facilitate slow learners.
  - A teacher after passing in group, he must put the learners in game in order to observe if the objective is achieved.
3. The teacher will know that the objective of the lesson has been achieved after the assessment of the learner and observe the feedback from performance of the learners.
4. Student will choose topic from syllabus and prepare the lesson by using a sample of lesson plan which is in the unit 4.

Remedial activity	Extended activity
<p>Give and identify basics physical education and sports exercises.</p> <p><b>Answers</b></p> <ul style="list-style-type: none"> <li>• <b>Functional activation exercises:</b> Exercises which are performed to activate the whole body by increasing body's temperature, blood circulation, breathing etc. those exercises are for example: running, jumping, dancing etc.</li> <li>• <b>Flexibility exercises:</b> those are exercises which should be performed in order to stretch different body's parts. E.g: neck stretch, arms stretch, legs stretch, back stretch etc.</li> <li>• <b>Muscular development exercises:</b> Are exercises performed in order to strengthen muscles and body's parts in general. E.g: push-ups, sit ups, chin ups, lifting etc.</li> <li>• <b>Endurance exercises:</b> exercises performed to increase endurance ability. Those are exercises which increase respiratory ability (use of O<sub>2</sub>). E.g: long distance running (5000m, 10000m, half marathon and marathon).</li> <li>• <b>Balance exercises:</b> those are exercises performed to increase equilibrium or stability of human body. E.g: hands stand, head stand, stalk stand, etc.</li> <li>• <b>Relaxation exercises:</b> those are exercises performed with the purpose of cooling down the body. E.g: jogging, fun play, light exercises etc.</li> </ul>	<p>Identify the steps to pass in while stretching the following body parts: Stretching abdominal muscles while lying, stretch your upper back while standing, stretch your chest upright, while standing up, Triceps stretch, Stretch the back of the shoulders, Stretch the whole body.</p> <p><b>Answers</b></p> <p>a) <b>Stretching abdominal muscles while lying</b></p> <ul style="list-style-type: none"> <li>- Lie flat on your stomach and place your hands, palms down, under your shoulders.</li> <li>- Keep hips pressed to the floor.</li> <li>- Gently ease your upper body off the floor.</li> <li>- Keep shoulders and neck relaxed.</li> </ul>  <p>b) <b>Stretch your upper back, while standing up</b></p> <ul style="list-style-type: none"> <li>- Stand up legs slightly apart.</li> <li>- Raise arms straight forwards.</li> <li>- Straighten your arms, palms up, and keep them off the body.</li> <li>- Shrink the stomach while keeping your hips forward.</li> </ul>



**c) Stretch your chest upright, while standing up**

- Stand up, legs fairly apart, knees slightly bent.
- Lift arms behind, palms against the body.
- Stretch your arms gently and slowly raise them while you are gently rocking the chest forward



**d) Triceps stretch**

- Stand up legs a bit wide apart.
- Raise one arm. Lower the hand towards the backbone.
- Use your other hand to softly push the elbow toward the ground.



**e) Stretch the back of the shoulders.**

- Stand up, one side against the wall, one-foot forward.

- Put your hand nearest the wall behind you.
- Turn the upper body slowly, moving it from the wall.
- The palm should touch the wall at shoulder height and should be spread out against the wall.

**f) Stretch the whole body**

- Stand up legs slightly apart.
- Breathe in and lift your hands upwards as high as possible.
- Lower slowly your hands behind the head, then down on your back.



### 5.1. Key unit competence:

By the end of this unit, students-teacher will be able to perform a practical of specific sport: Gymnastics, Athletics, Football, Volleyball, Basketball and Handball.

### 5.2. Prerequisites

For better understanding of this unit, student-teacher of Y2 ECLPE, Y2 SME and Y1 SSE should have been learned content of Physical Education and Sports activities, resources used in Physical Education and Sports, principles of teaching Physical Education and Sports and how to prepare a lesson related to sports.

### 5.3. Guidance on the introductory activity

#### Methodological steps

Introduce the unit1by using pictures of introductory activity and ask the student teachers to do the following:

##### a) Teacher's activity

Invite the learners to observe the pictures of introductory activity.

- Give time to think about the given questions.
- Allow them to express their ideas.
- Consider their ideas and then inform what they will learn in this unit.

##### b) Learner's activity

In their groups, the student teachers observe the images, state physical activities which are being performed in the image a, b, c, d, e and f which are in introductory activity in student book **unit 5**.

#### Answers to introductory activity 5

1. Observation of the image.
2. Identification of activity performed through displayed pictures from **a** to **f**.

- In the picture (a), learners are performing throwing exercises
  - In the picture (b), learners with physical disability (one leg) are playing football.
  - In the picture (c), learners are running on the track in lanes.
  - In the picture (d), learners are doing different techniques used in playing football.
  - In the picture (e), learners are performing high jump exercises.
  - In the picture (f), a learner is playing volleyball.
3. Yes, there are other physical activities to perform like: jumping for long and triple jump. Playing handball, basketball. Throwing javelin, shot puts, discuss and hammer.
4. In this unit, we predict to learn about techniques and tactics in PES.

#### **5.4. List of lessons**

S/N	Lesson title	Learning objectives	Number of periods
1	Techniques of Gymnastics	To make a preparation of a practical lesson of gymnastic.	1
2	Techniques of athletics	To Make a preparation of a practical lesson of athletics.	1
3	Techniques and tactics of football	To Make a preparation of a practical lesson of football.	1
4.	Techniques and tactics in Basketball	To Make a preparation of a practical lesson of basketball.	1
5	Techniques and tactics in Volleyball and Handball	To Make a preparation of a practical lesson of volleyball and handball.	1
4	End unit assessment		1

## **5.5. Guidance on different lessons**

### **Lesson 1: Techniques of Gymnastics**

#### **a) Learning objectives**

By the end of the lesson student teachers will be able to make a preparation of a practical lesson of gymnastic.

#### **b) Teaching resources**

PES student book, pens, ruler, compass, papers, preparation notebook, gymnastics materials.

#### **c) Learning activities**

#### **Methodological steps**

As a facilitator, request learners to:

- Carefully observe the figures which are in the activity 5.1.
- In group or in pairs, answer the questions related to the figures.
- Each group records the answers.
- Appoint any 2 groups to write their answers on the chalkboard or flipchart.
- Ask some questions to check whether they agree with the findings from their colleagues.
- Harmonize the lesson by using student findings and conclude the lesson by asking some questions related to the lesson.
- indicate where learners should find application activity 5.1 in student book to be done as self-assessment.

#### **Answers to activity 5.1**

1. Observation of the image.
2. Athletics techniques displayed through pictures.
  - In the picture (a), learners are performing forward roll in gymnastics.
  - In the picture image (b), learners are performing squats.
  - In the picture (c), learners are performing back roll in gymnastics.
3. Yes, other similar activities are:
  - Push-ups
  - Sit ups
  - Headstands

- Handspring
  - Handstand and forward roll
  - Cartwheel
  - Handstands
  - Round off
  - Head Spring
  - Rolling forward and backward from different direction.
4. All those activities could be performed on the ground by using gymnastics materials like gymnastics mats, local materials (ibarizo).

The tutor may use PES Y1, Y2 and Y3 for TTCs as a reference for addition information about teaching and learning process of Gymnastics.

### **Answers to application activity 5.1**

1. Observation of image.
2. Pictures are matching to activities as follow:
  - i) Mat used in gymnastics → a
  - ii) Back roll exercise → d
  - iii) Cartwheel exercise → b
  - iv) Gymnastics bar. → a

## **Lesson 2: Techniques of athletics**

### **a) Learning objectives**

Student teachers will be able to make a preparation of a practical lesson of athletics.

### **b) Teaching resources**

PES student book, pens, ruler, compass, papers, preparation notebook, athletics materials (shot put, javelin, discuss, baton....)

### **c) Learning activities**

### **Methodological steps**

As a facilitator, a tutor request learner to go into their respecting groups. Carefully observe the figures which are in the **activity 5.2**. In group or in pairs, answer the questions related to the figures. Tutor ask student teachers to describe activities which are in the images which are in the **activity 5.2** in the student book. Request each group to record the answers. Appoint any 2 groups to write their answers on the chalkboard or flipchart.

Ask some questions to check whether they agree with the findings from their colleagues. Harmonize the lesson by using student teachers findings and conclude the lesson by asking some questions related to the lesson.

Indicate where students should find **application activity 5.2** in student book to be done as self-assessment.

### **Answers to activity 5.2**

1. Observation of image, picture by picture.
2. The collection of sporting events shown in image involves competitive running, jumping and throwing:
  - In the picture (a), a learner is running by jumping hurdles.
  - In the picture (b), learners are attempting to jump in high jump.
  - In the picture (c), a learner is going to throw a javelin.
  - In the picture (d), learners are performing discuss throw
3. Yes, there are other similar activities like those mentioned above like: throwing shot put, throwing hammer. Jumping triple jump, jumping long jump, running 100m, 200m, 400m and relays, 800m, 1500m, 3000m, 5000m, 10000m, half marathon and marathon.
4. These activities could be performed in the following areas:
  - Racing activities like speed races, resistance races and some endurance races are performed on the athletics track.
  - Endurance races like half marathon, marathon and cross country are performed on road or in mountains.
  - Throwing events are performed on throwing area on the field.
  - Jumping events are performed on jumping area on the field.

### **Answers to application activities 5.2**

1. Observation of image picture by picture.
2. The activities displayed are the followings:
  - Long jump → d
  - Sprinting → b
  - High jump → a
  - Hurdles → c

### **3. Sample lesson plan**

Student teachers prepare a lesson plan based on one of technique or tactic of long jump, sprinting, high jump and hurdles.

The tutor may use PES Y1, Y2 and Y3 for TTCs as a reference for addition information about teaching and learning process of Athletics.

### **Lesson 3: Techniques and tactics of football**

#### **d) Learning objectives**

By the end of lesson student teachers will be able to make a preparation of a practical lesson of football.

#### **e) Teaching resources**

PES student book, pens, ruler, compass, papers, preparation notebook, football materials (balls, chasubles, cones, movable goals

#### **f) Learning activities**

#### **Methodological steps**

As a facilitator, a tutor helps student teachers in this process:

Facilitate Student teachers to form groups/pairs. Ask them to observe carefully the figures which are in the **activity 5.3**. In group or in pairs, answer the questions related to the figures. Each group records the answers. Appoint any 2 groups to write their answers on the chalkboard or flipchart. Ask some questions to check whether they agree with the findings from their colleagues. Harmonize the lesson by using student findings and conclude the lesson by asking some questions related to the lesson. indicate where learners should find **application activity 5.3** in student book to be done as self-assessment.

#### **Answers to the activity 5.3**

1. Observation of image.
2. The activities performed from pictures a to d are:
  - In the picture (a), a learner is kicking the ball in football.
  - In the picture (b), a learner is shooting in the goals.
  - In the picture (c), two learners are playing football game.
  - In the picture (d), a referee is cautioning a player who has committed a foul.
3. Yes, there are other similar activities like passing the ball, reception of the ball, goalkeeping, kicking the ball bay using head etc.
4. Those activities are performed on the football playground.

## **Answers to the application activity 5.3**

1. Observation of the image, picture by picture.
2. In the group of four students, they will prepare a lesson related to: passing in football, heading in football and counterattack in football.

The tutor may use PES Y1, Y2 and Y3 for TTCs as a reference for addition information about teaching and learning process of Football.

## **Lesson 4: Techniques and tactics of Basketball**

### **a) Learning objectives**

By the end of lesson student teachers will be able to make a preparation of a practical lesson of basketball.

### **b) Teaching resources**

PES student book, pens, ruler, compass, papers, preparation notebook, basketball materials (balls, chasubles, chronometer...).

### **c) Learning activities**

### **Methodological steps**

As a facilitator helps student teachers to observe carefully the figures which are in the **activity 5.4**. In group or in pairs, answer the questions related to the figures. Ask each group records the answers. Appoint any 2 groups to write their answers on the chalkboard or flipchart. Ask some questions to check whether they agree with the findings from their colleagues. Harmonize the lesson by using student findings and conclude the lesson by asking some questions related to the lesson. Indicate where student teachers should find **application activity 5.4** in student book to be done as self-assessment.

### **Answers to the activity 5.4**

1. Observation of the image.
2. The activities performed from pictures a to d are:
  - In the picture (a), two learners are dribbling the ball of basketball
  - In the picture image (b), a learner is shooting into the basket.
  - In the picture (c), a learner who has physical disability (he is in the wheelchair) has the ball of the basketball
  - In the picture (d), two learners are playing basketball.
3. Yes, there are other similar activities like: shooting, rebounding, passing, blocking, defending, attacking etc.
4. Those activities are performed in the football playground.

## **Answers to the application activity 5.4**

1. The technique which is matching with the picture:
  - a) Passing  c
  - b) Dribbling  a
  - c) Shooting  b
2. In the group of four students, they will prepare a lesson related to: passing in football, heading in football and counterattack in football based on a sample of a lesson plan which is in student book in **unit 4**.

The tutor may use PES Y1, Y2 and Y3 for TTCs as a reference for addition information about teaching and learning process of Basketball.

## **Lesson 5: Techniques and tactics of volleyball and handball**

### **a) Learning objectives**

By the end of lesson learners will be able to make a preparation of a practical lesson of volleyball and handball.

### **b) Teaching resources**

PES student book, pens, ruler, compass, papers, preparation notebook, volleyball materials (balls, chasubles, chronometer, cones....) and handball materials (balls, chasubles, chronometer, movable goals, cones....).

### **c) Learning activities**

### **Methodological steps**

As a facilitator, a tutor of Physical Education and Sports may facilitate and guide student teachers in this way:

Tutor guides student teachers when they are forming groups/pairing. Ask students to observe carefully the figures which are in the **activity 5.5**. In group or in pairs, answer the questions related to the figures. Each group records the answers. Appoint any 2 groups to write their answers on the chalkboard or flipchart. Ask some questions to check whether they agree with the findings from their colleagues. Harmonize the lesson by using student findings and conclude the lesson by asking some questions related to the lesson. Indicate where student teachers should find **application activity 5.5** in student book to be done as self-assessment.

## **Answers to activity 5.5.1**

1.
  - i) Defence → b
  - ii) Shooting → a
  - iii) Passing → c
  - iv) Goalkeeping → d
2. In the group of four student teachers, they will prepare a lesson related to: shooting in handball, zone defence 6:0 in handball, passing in handball, and goalkeeping inn handball.

## **Answers to activity 5.5.2**

- i) Receiving the ball → b
  - ii) Jump service → d
  - iii) Passing → a
  - iv) Underarm pass → c
2. In pair, student teachers will describe steps to follow while: making overhead pass, reception, underarm service and jump service.
  3. In the group of four student teachers, they will prepare a lesson related to: overhead pass, reception underarm service and jump service based on a sample of a lesson plan which is in student book in **unit 4**.

The tutor may use PES Y1, Y2 and Y3 for TTCs as a reference for addition information about teaching and learning process of Volleyball and Handball.

## **5.6 Additional Information**

### **Organizing competitions**

A competition will pit three teams of the same value from three clubs. The three clubs are made of many teams.

### **Teams' formation**

Whatever the number of learners in a class, the learners will be put in three columns called “club”:

- Clubs shall be divided in teams. The number of players from each team varies according to the number of learners.
- Each of the 3 clubs comprises big, medium sized, small girls and boys,
- The simple solution is to put them on queue starting from the shortest to the tallest.

In case there are three teams per club, teams made of big children shall meet and compete among themselves, the same for the medium sized and the small ones. A captain shall be chosen from each team.

### **Competition progress**

One competition comprises 3 matches per discipline.

- The first match will be between the blues and the yellows. The reds shall play the role of officials.
- The second match shall be between the Reds and the Blues. The Yellows shall play the role of officials.
- The third match shall pit the Reds against the Yellows.
- The Blues shall play the role of officials.

Three teams meeting in one discipline make a “workshop”. The proposed organization for each discipline should allow workshops to start at the same time and finish at the same time. Other forms of organization can be made as long as they respect that principle. If the session last 45 minutes each team will practice only one discipline. On the contrary if the sessions last 2 hours, each team will be able to practice 3 disciplines. It means that, due to team’s permutations each ones of them will be able to practice 3 different disciplines from one workshop to another.

### **5.7 Answers to the end unit assessment**

1. **a) Offensive techniques:** Those are basics skills required to the player in order to defend during the game.
- b) Individual tactics:** Those are personal manoeuvres used by a player in order to win the game.
- c) Apparatus gymnastics:** Kind of gymnastics exercises performed by using apparatus (plinth.....).
- d) Field and track events:** Those athletics events done by using track (racing), throwing area (throws), jumping area(jumps).
2.
  - A whistle used to get attention for learners, giving instructions and officiating the games.
  - Cone are used to limit area to be used in teaching and learning, to perform warm up by passing through them while running etc.
  - Is a javelin is used in throwing javelin.
  - Hammer is used in throwing hammer.
  - Rope is used in warm up though jumping on it.

- c and d are materials used in throwing.
  - b and e are used in warm up.
  - a is used to give instructions to the learners
3. i) Techniques used in handball: passing, shooting, dribbling, goalkeeping  
ii) Techniques used in football: passing, ball control, shooting, specials techniques.  
iii) Techniques used in basketball: dribbling, shooting, passing and rebounding.  
iv) Techniques used in volleyball: passing, service, spiking, digging, blocking, reception.

## OBSERVATION OF MODEL LESSON

UNIT

6

### 6.1. Key unit competence

Evaluate adequacy teaching and learning strategies used during model lessons as student get familiar with teaching and learning environment.

### 6.2. Prerequisite

Student-teacher of Y2 ECLPE, Y2 SME and Y1 SSE will learn better observation of model lesson if they have learned about performance of Physical Education and Sports exercises in different discipline and game and their preparation.

### 6.3. Guidance on the introductory activity

Tutor guide the student teachers into the introductory activity as it is meant to test the student teachers' prior knowledge about what they studied in the past. This will in discovering the strength and the weakness of the student teachers to be able to prepare for them different activities in the new unit. The introductory activity may not be finished during the lesson period but can be done gradually through the whole unit.

### 6.4. List of lessons/sub-heading (including assessment)

	Lesson title	Learning objectives	Number of periods
1	Component of observation sheet	<ul style="list-style-type: none"><li>• Student teachers will be able to identify the component of observation sheet.</li></ul>	1
2	Ways of creating constructive feedback	<ul style="list-style-type: none"><li>• Student teachers will be able to Explain the way of creating constructive feedback.</li></ul>	1
3	Fulfill the observation sheet during lesson delivery	<ul style="list-style-type: none"><li>• Student teachers will be able to fulfill the observation sheet during lesson delivery.</li></ul>	1

4	End unit assessment	1
---	---------------------	---

## 6.5 Guidance on different lessons

### Lesson 1: Component of observation sheet

#### a) Learning objectives

By the end of the lesson student teachers will be able to identify the component of observation sheet

#### b) Teaching resources: Physical Education and Sports student textbook, internet, watch.

#### c) Learning activities

### Methodological steps

#### 1. As a facilitator, a tutor:

- Put student teachers in groups and provide observation sheet to them. Student teachers in their groups observe and discuss component of observation sheet.
- Two groups present their answers to the class.
- Other groups members if they have something to add can do on what is presented.
- As facilitator help the student teachers to make a decision on the questions.

#### 2. The tutor creates a positive and conducive learning environment.

- A tutor make Interaction and collaborative learning in all activities are encouraged.
- Stimulating resources are displayed, managed and maintained effectively in teaching.
- He /she must create homogenous group.
- Tutor must respect time means that he /she must start on time and end on time.

### Lesson 2: Ways of creating constructive feedback

#### a) Learning objectives

By the end of lesson learners will be able to explain the way of creating constructive feedback.

**b) Teaching resources:** Physical Education and Sport student textbook, internet, watch.

**c) Learning activities**

### **Methodological steps**

As a facilitator, request student teachers to:

In group/ pairs, student teachers discuss how to create constructive feedback:

- Each group records the answers.
- Appoint any 2 groups to write their answers on the chalkboard or flip chart.
- Ask other groups members if they have something to add on what is written on the chalkboard or flipchart.
- Write the lesson summary on the chalkboard or flipchart and ask learners to note it in their notebooks.

### **Lesson 3: Fulfill the observation sheet during lesson delivery**

**a) Learning objectives**

By the end of lesson student teachers will be able to fulfill the observation sheet during lesson delivery.

**b) Teaching resources:** Physical Education and Sports student textbook, internet, watch.

**c) Learning activities**

### **Methodological steps**

As a facilitator, request student teachers to:

- Discuss in group / pairs, how constructive feedback should be produced,
- Records the answers,
- Write their answers on the chalkboard or flipchart,
- Consolidate what is written on the chalkboard or flipchart,
- Write the lesson summary on the chalkboard or flipchart and ask learners to note it in their notebooks.

### 7.1. Key unit competence:

Facilitate Physical Education and Sport lessons to peers in a simulated context.

### 7.2. Prerequisites

Student-teachers to remember that micro-teaching is a session that will help them to put into practice what they have learned in Foundations of Education and Teaching Methods and Practice. Therefore, you have to check if all learners have the same understanding on the following points:

- Lesson planning.
- Use of teaching and learning resources in the lesson.
- Lesson observation and feedback.
- Teacher's documents and their importance.
- Techniques, strategies and methods used in teaching Physical Education and Sports in primary school.
- The classroom management.

### 7.3 Introductory activity

- Before student teachers engage in micro-teaching, ask them to form small group and reflect on steps for conducting a micro-teaching session and the requirements of each step in terms of pedagogical documents and what to observe at every step.
- Invite one group to present to whole class.
- Use different questions to facilitate student teachers to give their points of view and ensure that you arouse their curiosity on the process of microteaching at TTC and how they can consider the same process where a group of in-service teachers of the same school observe the lesson of their colleague and give him/her feedback for more improvement.

## **7.4. List of lessons**

#	Lesson title	Learning objectives	Number of periods	
			SSE	ECLPE and SME
1	Micro-teaching and its steps	Describe the role of microteaching and its steps.		
2	Micro-teaching	Extend microteaching for teacher trainees to the lesson study for in-service teachers.		
3	End unit assessment			

## **7.5. Guidance to the lessons of Microteaching**

### **Lesson 1: Meaning of microteaching and steps**

#### **a) Learning objective**

Describe the role of microteaching and its steps.

#### **b) Teaching and learning resources**

Lesson observation sheet, textbook, notebook and pen, chart with steps of micro-teaching.

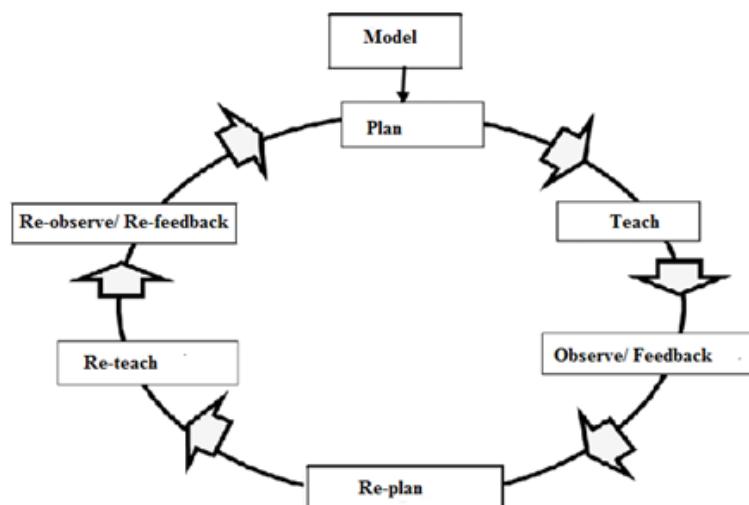
#### **c) Learning activities**

- Harmonize the work done by student-teachers during introductory activity guiding them to describe the microteaching, its importance and its steps.
- Ask questions that allow students-teachers to recall the process of giving constructive feedback learned. Focus on “to whom, when and why to give feedback, process of giving feedback; receiving feedback, readiness to accept and to improve” and invite them to apply this knowledge during microteaching.
- After learning activities, ensure that the student teachers have the same understanding of meaning of microteaching and its steps. At the beginning, make a conversation with student teachers by giving them the meaning and the rationale of micro teaching as well as on how it will be evaluated. Below are the meaning of micro-teaching and some point which will be in conversation between tutor and student-teachers.

## What is micro-teaching?

Micro-teaching is a shorter version of the process that you go through to prepare and teach a lesson. The micro-teaching session will bring together a small group of peer teachers to observe each other teaching short lessons and to provide and gain feedback on teaching. Learners are peer student teachers. The micro-teaching session allows student-teacher to focus on teaching and assessment strategies in a non-threatening environment and receive supportive feedback on their teaching from their peers and tutors.

## Micro-teaching steps



Source: Reddy KR, 2019; adapted by the content provider

### Step 1: Preparation of Micro-Teaching Lesson

#### What to do to prepare for micro-teaching?

Due to the time constraints of time reserved to micro teaching, the tutor will ask the student teachers to prepare in advance for the upcoming micro-teaching session. The student teacher will prepare a content which will be delivered in 15-minute lesson that will include questions from the “students,” their peer observers. The tutor will ensure that everyone has equal time to participate and receive feedback. The tutors remember student teacher to prepare all materials that they will need and that point of preparedness will be included in appreciation of the lesson.

The tutors should prepare ICT tools which will help in recording session during delivering and displaying the session during feedback session. Make sure that all ICT tools are working efficiently.

### **Step 2: Teach in micro-teaching model of gives the following setting**

Under this step the student teacher teaches a micro-lesson to a micro-class (peers). This lesson is observed by the tutor and the peer group with the help of the appropriate observation schedule. The lesson can be recorded using an audiotape or video tape.

### **Step 3: Feedback**

Immediate feedback is given by the tutors and the peer group observer.

### **Step 4: Re-planning:**

On the basis of the feedback the student teacher may re-plans the lesson.

### **Step 5: Re-teaching**

The session where the student teacher re-teaches his/her micro-lesson on the basis of his/her re-planned lesson.

### **Step 6: Re-feedback:**

The student teacher is provided re-feedback on the re-taught micro-lesson.

To sum up, during microteaching process, the “teach-re-teach” cycle may be repeated several times until the desired level of skill or adequate mastery is achieved. Such repeated cycles of teaching, feedback and re-teaching help the student teacher to improve his teaching skills one at a time.

Micro-teaching cycle (the cycle continues up to the extend when a trainee will be able to master a specific skill)

### **Application activity 7.1**

The Tutor asks student teachers to watch a video whereby the teacher has asked to repeat a lesson after feedback. Student teachers indicate the steps of that micro teaching and when each step has started.

### **Lesson 2: Practicing micro teaching**

#### **a) Learning objective**

Deliver lesson in microteaching setting

## **b) Teaching and learning resources**

Lesson observation sheet, Tape video recorder, Camera, Video. Projector, computer

## **c) Learning activities**

- During the preparation phase Tutor asks student teachers to choose one topic to teach that they feel most comfortable with. Tutor tells them to assume that they will be teaching the class with the following characteristics:

- Number of students/pupils to teach (to be precise)
- Type of pupils: pre-primary or primary and special needs cases
- Class and prior knowledge (to be precise)
- Time duration for micro-teaching lesson

Tutor asks student teachers to keep the lesson focused on a clear learning objective and use relevant but not expensive teaching materials. During preparation steps, the tutors will be around to support student teachers as needed. This preparatory step ends by lesson plans ready to be submitted to the tutor for correction and more guidance.

- During the delivering of the lesson

The tutor reminders to student-teachers that the focus of the micro-teaching session is on learner's engagement. The strategies used to encourage learners discourse. How student teacher engages learners in conversations in classroom. The focus can change according to the objectives of the micro-teaching, but it would be better to focus on no more than three items in one session. Remember the student teachers who are acting as learners to behave as learners depending on the level chosen.

Tutor reminds student teachers who act as observers to fill observation sheet and to be focused on what have been agreed before. The way the student teacher fill that observation sheet will be part of the record of their performance in that lesson.

Tutor takes video of whole lesson and doesn't accept any interruption during the lesson. When time allocated to the lesson is finished the tutor gives a signal to stop the lesson.

#### **d) Feedback**

Immediate feedback is given by the student teacher and the peer group. This feedback will use the strategies of constructive feedback. It would be better to conduct quick feedback before to proceed to feedback using video taken.

If the time allows, the feedback session is happening directly after micro teaching. If the tutor doesn't have time, in accordance with student teachers they can plan next time to make that session. The tutor takes the observation sheets of all student teachers to evaluate their skills on how to appreciate a lesson.

#### **e) Re-planning, Re-Teaching and Re-feedback**

These three sessions depend on the feedback the student teacher has received. The conclusion of feedback is to say if student teacher passed or will re-plan the lesson for next sessions.

### **7.6 End unit Assessment**

Tutor asks student teachers to take syllabus and each one selects lesson to prepare and to present in small group. Each student teacher will then submit report with observation sheet filled of lesson watched.

### 8.1 Key unit competence

Facilitate Physical Education and Sports lessons in demonstration schools

### 8.2 Prerequisites

Student-teachers are going to work successively in this unit if they make a short revision on general concepts learnt in Foundations of Education:

- General techniques and strategies of teaching
- Lesson planning
- Use of teaching and learning resources in the lesson
- Classroom management
- Mastery of pre-primary/primary content

### 8.3 Guidance on the teaching practice activity

#### Preparation step

- At least a week before the lesson delivery, the tutor works with teachers in demonstration schools to have a list of lessons to be taught by student teachers in different subjects and grade.
- The tutor assign student teachers for lesson preparation and ensure that a student teacher has chance to teach different subjects in different grades to gain skills in different pedagogical contexts.
- Tutors of different subjects should be available to support student teachers during lesson planning.
- After lesson preparation, lesson plans are reviewed and marked by the tutor responsible of Teaching practice.
- Student teachers are given opportunity to discuss the responsibilities of a Physical Education and Sports teacher in the classroom
- Student teachers are provided with instructions and guidance to follow at the demonstration school: lesson observation and feedback, prepare their Physical Education and Sports lesson effectively, organize appropriate teaching aids and appropriate class management strategies.

- The tutor ensures that teachers in demonstration school are familiar with the lesson observation sheet, have enough skills in giving constructive feedback.
- The tutor organize how different tutors will supervise student teachers

### **During delivery of lessons**

- The tutor ensures that the class/subject teacher in demonstration school observe the whole lesson without any interruption and fill in the observation sheet progressively.
- The student teachers who don't have a lesson to deliver observes the lesson of their fellow student teachers and fill in observation sheet.
- All tutors who have been assigned to accompany to the demonstration school ensure that teaching practice is effectively done for all student teachers.

### **After delivery**

- After the teaching practice, each student teacher meets with the class teacher and where possible together with the Tutor to discuss feedback to improve the next teaching practices.
- Back at school/TTC, the tutor meets all student teachers for debriefing session on teaching practice and take some strategies for improvement for next sessions.
- For recording purposes, student teachers and supervisor tutors submit filled observation sheets to the tutor in charge of teaching practice.
- The Tutor marks the observation sheets for student teachers who played as observers of their fellow students and consider marks of lesson plans and delivery for student teachers who played role of teachers 2.

## **8.4 Additional information to the tutor**

### **Purpose of teaching practice**

- It provides the opportunity to develop positive approach and attitudes to the school and school community which facilitate to grow in profession awareness and development of the student teacher.
- It provides the opportunities to establish relationship with learners, teachers and other stakeholder involved in education.
- It provides opportunity to discover and develop one's ability as a teacher,
- It gives the opportunity to interact and understand learners and attempt to cater for their individual need;

- It provides the opportunities to have classroom experiences and apply the theoretical skills learnt in college;
- It gives the opportunity to develop qualities crucial to teaching such as humility, interpersonal skills, openness and patience.

## **REFERENCES**

1. Dave Carnell, John Ireland, Claire Jones, Ken Mackreth, Sarah van Wely (2002), Advanced PE for OCR, Oxford U.K
2. ELIAS,A.HILGERS,W.JETTER,M.RASHDORFF.J.WINTERMEIIER, D.WOLFARTH Education Physique et Sportive pour les Ecoles Primaire et les CERAI, F, Kigali.
3. FIFA. (2018). Coaching manual.
4. Goldberger, M. And Howarth, K. (1990). The National Curriculum in Physical Education and the Spectrum of Teaching Styles. British Journal of Physical Education.
5. Ken Jones and Pat Welton (1979) Soccer Skills and Tactics, Crown Publishers.
6. MIJESCAFOP, UNICEF, and MINEDUC (1998). Guide pour Animateur Pédagogique en Education Physique et Sportive à l'Ecole Primaire.
7. NDC (2016) Teacher's Physical Education and Sports reference book in Primary school.
8. Physical education and sports, primary one/teacher's guide, Kigali/January/2019.
9. Physical education and sports, Primary six/teacher's guide, Kigali/January/2019.
10. Physical education and sports, primary three/teacher's guide, Kigali/January/2019.
11. Physical education and sports, senior three /teacher's guide, Kigali/January/2019.
12. REB (2018) Training module for TTC tutors, student-teacher leavers and teachers from demonstration schools on the competence based curriculum.
13. Shafak Malek/Micro-teaching 11952776.
14. Sreejithukurup/Micro-teaching 39468943.
15. Vandanathakur/Assessment strategies.
16. Ministry of Education. (1998). Physical and Sports Training Programme in Ordinary Level. National Curriculum Development Centre.
17. Peter J L Thomson (2009) The official IAAF Guide to Coaching Athletics.
18. REB (2019). The Teacher Training Colleges (TTCS) COMPETENCE BASED CURRICULUM ORIENTATION MANUAL, Kigali.