



ZIMBABWE

**MINISTRY OF PRIMARY AND SECONDARY EDUCATION**

# **PHYSICAL EDUCATION, SPORT AND MASS DISPLAYS SYLLABUS**

**FORM 1 - 4**

**2015-2022**

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## 1.0 PREAMBLE

### 1.1 Introduction

This Physical Education, Sport and Mass Displays Syllabus is designed for Secondary School learners (Forms 1 to 4). It ensures access to Physical Education, Sport and Mass Displays Curriculum regardless of gender, race, religion, handicap and learner's current level in Physical Education, Sport and Mass Displays participation. It also serves as a base on which learners build enterprising skills.

The syllabus promotes the development of the learner that is physically, socially, emotionally, morally, aesthetically and cognitively. It also prepares learners for graduation from amateur sport performance to professional or high performance as well as Physical Education, Sport and Mass Displays career identification.

### 1.2 Rationale

Physical Education, Sport and Mass Displays plays an important role in the development of the learner. Through Physical Education, Sport and Mass Displays, learners acquire the knowledge, skills, right attitudes and values towards the pursuit of lifelong physically active and healthy lifestyles. The syllabus further encourages the development of enterprising skills.

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The secondary school level Physical Education, Sport and Mass displays learning area provides a platform for the transmission of competencies acquired at primary level for application in amateur and professional sport. The Physical Education, Sport and Mass Displays syllabus provides a platform and valuable opportunities to develop character, social and self-management skills..

These Foreign Languages help learners to develop critical understanding and communication skills that are necessary for meaningful and active participation in society and the world at large. These are:

### 1.3 Summary of Content (Knowledge, Skills and Attitudes)

The Secondary School Physical Education, Sport and Mass Displays Syllabus will cover theory and practical activities by learners in Form 1 to 4.

### 1.4 ASSUMPTIONS

The syllabus assumes that learners:

- are interested and motivated to learn Physical Education, Sport and Mass Displays
- acquired basic skills in Physical Education, Sport and Mass Displays in primary school cycle.
- have basic Information and Communication Technologies (ICTs) knowledge for use in Physical Education, Sport and Mass Displays.
- engage in project work, co-operative work and self-assessment activities.

### 1.5 CROSS-CUTTING THEMES

The inclusion of the following cross-cutting issues seeks to foster competency development through the teaching and learning of Physical Education, Sport and Mass Displays..

- Life and Enterprise Skills
- Gender and Guidance and Counselling
- Children's Rights
- Disaster Risk Management and Environmental Issues
- Sexuality, HIV and AIDS
- Information and Communication Technology Tools
- Child Protection
- Heritage Studies and Collaboration

## PRESENTATION OF SYLLABUS

The Secondary School Physical Education, Sport and Mass Displays syllabus is in the form of one



document. It has topics which are further broken into sub topics. The content is designed for learners to venture into various sporting activities. The content is set progressively from Form 1 to 4.

### 3.0 Aims

The syllabus aims to help learners:

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <p>3.1 analyse and make informed conclusions on issues related to health, safety and well being</p> <p>3.2 effectively execute Physical Education, Sport and Mass Displays related skills</p> <p>3.3 exhibit a clear appreciation of diverse cultural values of Zimbabwean society</p> <p>3.4 foster a collective spirit based on Zimbabwean norms and values ( Unhu/Vumunhu/ Ubuntu)</p> <p>3.5 experience a sense of fun, enjoyment, entertainment, fair play, achievement and self-awareness.</p> <p>3.6 correlate Physical Education, Sport and Mass Displays skills to life, work and leisure activities</p> <p>3.7 develop and engage in enterprising activities related to Physical Education, Sport and Mass Displays</p> | <p>4.2 exhibit social skills related to the cultural values of the Zimbabwean society</p> <p>4.3 display awareness of aesthetics in motion</p> <p>4.4 demonstrate knowledge and understanding of the structures and functions of the human body related to movement</p> <p>4.5 improve health and skill related fitness as well as movement factors affecting performance</p> <p>4.6 demonstrate an understanding of health, nutrition and fitness in relation to Physical Education, Sport and Mass Displays.</p> <p>4.7 display knowledge and understanding of benefits of engaging in Physical Education, Sport and Mass Displays</p> <p>4.8 apply principles and rules of safety in all physical activities</p> <p>4.9 demonstrate an understanding of the links between physical activity and optimum health</p> <p>4.10 apply competences in a variety of skills in different forms of physical activities</p> |
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### 4.0 SYLLABUS OBJECTIVES

By the end of the Ordinary level school cycle, learners should be able to:

- 4.1 demonstrate team building skills, confidence and self esteem

## 5.0 METHODOLOGY AND TIME ALLOCATION

### 5.1 Methodology

The methods suggested below overlap and are mutually supportive but not exhaustive.

- Demonstration
- Practice
- Discovery/ guided display



- Problem solving
  - Games/puzzles
  - Quizzes, poems and rhymes
  - Telling and listening to stories
  - Song and dance
  - Role play, drama and animation
  - Simulation and questioning
  - Group/individual projects
  - Educational tours
  - Command style
  - Reciprocal
  - Task
- Combat Games
  - Educational Gymnastics
  - Sport Enterprise
  - Club Concept
  - Sport Industry
  - Adventure Activities
  - Mass Displays
  - History of Mass Display
  - Arena Choreography
  - Background and Performance Music
  - Background Art

**NB: Engagement of resource persons is encouraged where necessary**

## 5.2 Time allocation

Forms 1 to 4 learners to receive a minimum of eight 35 minute periods per week, of which ALL are double lessons.

## 6.0 Topics

The learning and teaching of the Foreign Languages will focus on the following macro skills and their sub skills:

- History of Physical Education and Sports
- Health, Safety and Environment
  - Substances and Anti-doping
  - Nutrition and Physical Activities
  - Sport Injuries and First Aid
- Human Body Systems and Performance
- Game Skills
  - Athletics
  - Aquatic Skills
  - Invasion Games
  - Net Games
  - Striking Games
  - Target Games

## 7.0 SCOPE AND SEQUENCE TOPIC

### 1: History of Physical Education and Sport

SUB-TOPIC	FORM 1	FORM 2	FORM 3	FORM 4
History of Physical Education	<ul style="list-style-type: none"> <li>Foundations of Physical Education</li> </ul>	<ul style="list-style-type: none"> <li>Evolution of Physical Education</li> </ul>	<ul style="list-style-type: none"> <li>Origins of modern Physical Education in Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>Comparative Study of The Development of Physical Education</li> </ul>
History of Sport	<ul style="list-style-type: none"> <li>Foundations of Sport</li> </ul>	<ul style="list-style-type: none"> <li>Evolution of Sport</li> </ul>	<ul style="list-style-type: none"> <li>Origins of modern Sport in Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>Comparative Study Of The Development of Sport</li> </ul>

### TOPIC 2: Health, Safety and Environment

SUB-TOPIC	FORM 1	FORM 2	FORM 3	FORM 4
Nutrition, Diet and Physical Activity	<ul style="list-style-type: none"> <li>Balanced diet and Physical Activity</li> </ul>	<ul style="list-style-type: none"> <li>Weight Control</li> <li>Diet and Physical Performance</li> </ul>	<ul style="list-style-type: none"> <li>Eating Habits: diet before, during and after activity</li> </ul>	<ul style="list-style-type: none"> <li>Physical Activity Guidelines</li> <li>Dietary problems</li> </ul>
Substances and Anti-doping	<ul style="list-style-type: none"> <li>Introduction to Substances</li> <li>Sources of Substances used in Sport</li> <li>Substance Abuse</li> </ul>	<ul style="list-style-type: none"> <li>Banned Substances in Sport</li> </ul>	<ul style="list-style-type: none"> <li>Causes of Substance Abuse</li> <li>Substance Abuse and Effects</li> </ul>	<ul style="list-style-type: none"> <li>Doping Control</li> <li>Strategies to prevent Substances Abuse</li> </ul>

SUB-TOPIC	FORM 1	FORM 2	FORM 3	FORM 4
Sport Injuries and First Aid	<ul style="list-style-type: none"> <li>• Causes of Injuries</li> <li>• Types of Injuries</li> <li>• First Aid</li> </ul>	<ul style="list-style-type: none"> <li>• Environmental Injuries and Exercise</li> <li>• Management of Minor Injuries</li> <li>• Injury Prevention</li> </ul>	<ul style="list-style-type: none"> <li>• Management of Severe Injuries</li> <li>• Record Keeping</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of Chronic Injuries</li> <li>• Assessment of Injuries</li> <li>• Record Keeping</li> </ul>

### TOPIC 3: Human Body Systems and Performance

SUB-TOPIC	FORM 1	FORM 2	FORM 3	FORM 4
Human Body Systems	<ul style="list-style-type: none"> <li>• Functions of Skeletal System</li> <li>• -Classification and Functions of Bones</li> <li>• Types of Muscle</li> <li>• Muscle Groups</li> <li>• -Major Parts of the Circulatory System</li> <li>• -Major Organs of the Respiratory System</li> </ul>	<ul style="list-style-type: none"> <li>• Types of joints</li> <li>• Muscle groups</li> <li>• Muscle action</li> <li>• Composition and function of blood</li> <li>• Functions of the Respiratory System</li> <li>• Breathing</li> </ul>	<ul style="list-style-type: none"> <li>• Moveable and immoveable joints</li> <li>• Muscle and Movement</li> <li>• Types of Muscles</li> <li>• Functions of the circulatory system</li> <li>• Cardiac cycle</li> <li>• gaseous exchange</li> </ul>	<ul style="list-style-type: none"> <li>• Types of movement of joints</li> <li>• 3 types of levers</li> <li>• Exercise and the Skeletal System</li> <li>• Tendons and Ligaments</li> <li>• Exercise and the Muscle System</li> <li>• Effect of exercise on the Circulatory System</li> <li>• Exercise ,and the Respiratory System</li> </ul>
Exercise and Fitness	<ul style="list-style-type: none"> <li>• Health- related Fitness</li> </ul>	<ul style="list-style-type: none"> <li>• Skill- related Fitness</li> </ul>	<ul style="list-style-type: none"> <li>• Methods of Training</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness Programs</li> </ul>



### Topic 4: Game Skills

SUB-TOPIC	FORM 1	FORM 2	FORM 3	FORM 4
Athletics : Track and Field	<ul style="list-style-type: none"> <li>History of Athletics</li> <li>Rules for Athletics</li> <li>Athletics Skills and Events</li> </ul>	<ul style="list-style-type: none"> <li>Technical Rules</li> <li>Athletics Skills and Events</li> </ul>	<ul style="list-style-type: none"> <li>Athletics Faults and Corrections</li> <li>Athletics Skills and Events</li> </ul>	<ul style="list-style-type: none"> <li>Competition Management and Assessment</li> <li>Technical Rules</li> <li>Coaching</li> </ul>
Aquatic Skills	<ul style="list-style-type: none"> <li>History of aquatics</li> <li>Strokes (Speed, Distance, Time, Accuracy)</li> <li>Life Saving Skills</li> <li>Hygienic Practices in and around pools</li> <li>Water polo</li> <li>Facilities and equipment</li> </ul>	<ul style="list-style-type: none"> <li>Strokes (Speed, Distance, Time, Accuracy)</li> <li>Life Saving Skills</li> <li>Water Polo</li> </ul>	<ul style="list-style-type: none"> <li>Strokes (Speed, Distance, Time, Accuracy)</li> <li>Life Saving Skills</li> <li>Water Polo</li> </ul>	<ul style="list-style-type: none"> <li>Strokes (Speed, Distance, Time, Accuracy)</li> <li>Life Saving Skills</li> <li>Water Polo</li> <li>Technical Rules</li> <li>Coaching</li> </ul>
Invasion Games	<ul style="list-style-type: none"> <li>History of The Game</li> <li>Characteristics of Invasion Games</li> <li>Safety in Invasion Games</li> <li>Game Skills</li> <li>Equipment</li> </ul>	<ul style="list-style-type: none"> <li>Field of Play</li> <li>Rules of The Games</li> <li>Game Skills</li> <li>Equipment</li> </ul>	<ul style="list-style-type: none"> <li>Rules of The Game</li> <li>Game Skills</li> <li>Techniques and Tactics of the Game</li> <li>Equipment</li> </ul>	<ul style="list-style-type: none"> <li>Game Skills, Tactics And Techniques of The Game</li> <li>Technical Rules</li> <li>Coaching</li> <li>Fair Play and Sportsmanship</li> <li>Equipment</li> </ul>
Net Games:	<ul style="list-style-type: none"> <li>History of The Game</li> <li>Characteristics of Net Games</li> </ul>	<ul style="list-style-type: none"> <li>Field of Play</li> <li>Rules of The Games</li> </ul>	<ul style="list-style-type: none"> <li>Rules of The Game</li> <li>Game Skills</li> </ul>	<ul style="list-style-type: none"> <li>Game Skills, Techniques and Tactics of the Game</li> </ul>

SUB-TOPIC	FORM 1	FORM 2	FORM 3	FORM 4
	<ul style="list-style-type: none"> <li>• Safety in Net Games</li> <li>• Game Skills</li> <li>• Equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Game Skills</li> <li>• Equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Techniques and Tactics of the Game</li> <li>• Equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Technical Rules</li> <li>• Coaching</li> <li>• Fair Play and Sportsmanship</li> <li>• Equipment</li> </ul>
Combat Games	<ul style="list-style-type: none"> <li>• History of Combat Games</li> <li>• Combat Skills</li> <li>• Rules and Regulations</li> <li>• Safety of Combat</li> </ul>	<ul style="list-style-type: none"> <li>• Combat Skills</li> <li>• Rules and Regulations</li> <li>• Routine Design</li> </ul>	<ul style="list-style-type: none"> <li>• Combat Skills</li> <li>• Rules and Regulations</li> <li>• Judging</li> <li>• Routine Designs</li> </ul>	<ul style="list-style-type: none"> <li>• Combat skills</li> <li>• Judging</li> <li>• Routine Design</li> </ul>
Target Games	<ul style="list-style-type: none"> <li>• History of Target Game Skill</li> <li>• Characteristics of Target Games</li> <li>• Target Game Skills</li> <li>• Safety Rules</li> </ul>	<ul style="list-style-type: none"> <li>• Target Game Skills on a Stationary Object</li> <li>• Safety and Technical Rules</li> </ul>	<ul style="list-style-type: none"> <li>• Target Game Skills on a Moving Object</li> <li>• Safety and Technical Rules</li> </ul>	<ul style="list-style-type: none"> <li>• Safety and Technical Rules</li> <li>• Skills, Tactics and Techniques</li> </ul>
Striking Games	<ul style="list-style-type: none"> <li>• History of the game</li> <li>• Characteristics of striking games</li> <li>• Safety in striking games</li> <li>• Game skills</li> <li>• Equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Field of play</li> <li>• Rules of the games</li> <li>• Game skills</li> <li>• Equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Game skills, Techniques and Tactics of the Game</li> <li>• Game</li> <li>• Officiating</li> <li>• Coaching</li> <li>• Fair play and sportsmanship</li> <li>• Equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Game skills, Techniques and Tactics of the Game</li> <li>• Officiating</li> <li>• Coaching</li> <li>• Fair play and sportsmanship</li> <li>• Equipment</li> </ul>
Educational Gymnastics	<ul style="list-style-type: none"> <li>• History of Educational Gymnastics</li> </ul>	<ul style="list-style-type: none"> <li>• body positions</li> <li>• conditioning</li> </ul>	<ul style="list-style-type: none"> <li>• Balances</li> <li>• Springs and Landings</li> </ul>	<ul style="list-style-type: none"> <li>• Rotational Apparatus</li> <li>• Vault Skills</li> </ul>

SUB-TOPIC	FORM 1	FORM 2	FORM 3	FORM 4
	<ul style="list-style-type: none"> <li>Apparatus and Equipment in the Gym</li> <li>Gymnastic Apparatus and Safety Rules</li> <li>Physical Conditioning</li> <li>Movement Patterns e.g. Landing, Balancing, Locomotion and Springs</li> </ul>	<ul style="list-style-type: none"> <li>gymnastics floor activities</li> <li>apparatus activities</li> </ul>	<ul style="list-style-type: none"> <li>Rotations</li> </ul>	<ul style="list-style-type: none"> <li>Mounts and dismounts on apparatus</li> <li>Balances on apparatus</li> </ul>

### TOPIC 5: Sport Enterprise

SUB-TOPIC	FORM 1	FORM 2	FORM 3	FORM 4
Clubs	<ul style="list-style-type: none"> <li>Types of Clubs</li> <li>Organization of sport and recreation in Zimbabwe</li> <li>Stages in the formation of a club</li> <li>Club Organogram</li> <li>Reasons for forming clubs</li> </ul>	<ul style="list-style-type: none"> <li>Governance</li> </ul>	<ul style="list-style-type: none"> <li>Funding models</li> <li>Marketing mix</li> <li>Marketing strategies</li> </ul>	<ul style="list-style-type: none"> <li>Case Study</li> <li>Patent Rights</li> </ul>

### Topic 6: Adventure Activities

SUB-TOPIC	FORM 1	FORM 2	FORM 3	FORM 4
Adventure games	<ul style="list-style-type: none"> <li>Camping</li> <li>Orienteering</li> </ul>	<ul style="list-style-type: none"> <li>Camping</li> <li>Orienteering</li> </ul>	<ul style="list-style-type: none"> <li>Camping</li> <li>Orienteering</li> </ul>	<ul style="list-style-type: none"> <li>Camping</li> <li>Orienteering</li> </ul>

### Topic 7: Mass Displays

SUB-TOPIC	FORM 1	FORM 2	FORM 3	FORM 4
History of Mass Displays	<ul style="list-style-type: none"> <li>• Foundations of Mass Display</li> </ul>	<ul style="list-style-type: none"> <li>• Origins of Mass Displays in Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>• Evolution of Mass Display</li> </ul>	<ul style="list-style-type: none"> <li>• Comparative Study of The Development Mass Displays</li> </ul>
Arena Choreography	<ul style="list-style-type: none"> <li>• Themes</li> <li>• Choreography for Themes</li> </ul>	<ul style="list-style-type: none"> <li>• Themes</li> <li>• Choreography for Themes</li> </ul>	<ul style="list-style-type: none"> <li>• Themes</li> <li>• Choreography for Themes</li> </ul>	<ul style="list-style-type: none"> <li>• Themes</li> <li>• Choreography for Themes</li> </ul>
Formations	<ul style="list-style-type: none"> <li>• Simple Formations</li> <li>• Advanced Formations</li> <li>• Linking the Formations</li> </ul>	<ul style="list-style-type: none"> <li>• Advanced Formations</li> <li>• Symbolic Formations</li> <li>• Linking The Formations</li> </ul>	<ul style="list-style-type: none"> <li>• Advanced Formations</li> <li>• Symbolic Formations</li> <li>• Linking the Formations</li> </ul>	<ul style="list-style-type: none"> <li>• Symbolic Formations</li> <li>• Linking Symbolic Formations to others</li> <li>• Linking, Advanced and Symbolic Formations</li> </ul>
Background and performance music	<ul style="list-style-type: none"> <li>• Stimuli and rhythm for entrance, performance and exit</li> </ul>	<ul style="list-style-type: none"> <li>• Stimuli and rhythm for entrance, performance and exit</li> </ul>	<ul style="list-style-type: none"> <li>• Stimuli and rhythm for entrance, performance and exit</li> </ul>	<ul style="list-style-type: none"> <li>• Stimuli and rhythm for entrance, performance and exit</li> </ul>

## 8.0 Competence Matrix

### Form 1

#### Topic 1. History of Physical Education and Sport

Sub Topic	Objective: Learners should be able to:	Content	Suggested Activities	Suggested resource materials
<ul style="list-style-type: none"> <li>History of Physical Education</li> </ul>	<ul style="list-style-type: none"> <li>narrate the History of Physical Education</li> </ul>	<ul style="list-style-type: none"> <li>Foundations of Physical Education</li> </ul>	<ul style="list-style-type: none"> <li>Discussing the History of Physical Education</li> <li>Carrying out investigations on ancient Physical Education activities among African people</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools/ Braille software/Jaw software</li> <li>Print media/ Talking books</li> <li>Resource Persons</li> </ul>
<ul style="list-style-type: none"> <li>History of Sport</li> </ul>	<ul style="list-style-type: none"> <li>narrate the History of Sport</li> </ul>	<ul style="list-style-type: none"> <li>Foundations of Sport</li> </ul>	<ul style="list-style-type: none"> <li>Discussing the History of Sport</li> <li>Identifying ancient sports played in Africa</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools/ Braille software/Jaw software</li> <li>Print media/ Talking books</li> <li>Resource Persons</li> </ul>

## Topic 2: Health, Safety and Environment

Sub Topic	Objective: Learners should be able to:	Content	Suggested Activities	Suggested resource materials
Nutrition, Diet and Physical Activity	<ul style="list-style-type: none"> <li>• identify the important food groups</li> <li>• outline the key components of diet</li> <li>• examine physical activity in relation to diet</li> <li>• distinguish between healthy and unhealthy foods</li> </ul>	<ul style="list-style-type: none"> <li>• Balanced Diet and Physical Activity</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying food groups</li> <li>• Conducting studies on:               <ul style="list-style-type: none"> <li>◆ Salt intake</li> <li>◆ Fruit and vegetable promotion</li> <li>◆ Food values</li> <li>◆ Marketing of food non-alcoholic beverages to children</li> <li>◆ Forming health eating promotion clubs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Literature</li> <li>• Charts</li> <li>• Pictures</li> <li>• Videos</li> <li>• Weighing scale</li> <li>• Heart rate monitors</li> <li>• Pedometers</li> <li>• ICT tools/ Braille software/Jaw software</li> </ul>
Substances and Anti-doping	<ul style="list-style-type: none"> <li>• identify substances used in sport</li> <li>• state the sources of substances</li> <li>• explain what substance abuse is</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to Substances</li> <li>• Sources of substances used in Sport</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing sources of substances</li> <li>• Researching on the substances abused in sport</li> </ul>	<ul style="list-style-type: none"> <li>• WADA website</li> <li>• ICT tools/ Braille software/Jaw software</li> </ul>
Injuries and First Aid	<ul style="list-style-type: none"> <li>• explain the causes of injuries</li> <li>• list the types of injuries</li> <li>• apply the concept of first aid in injury management</li> <li>• classify the contents of a first aid kit according to use</li> <li>• explain the use of each of the contents in the first aid kit</li> </ul>	<ul style="list-style-type: none"> <li>• Causes of Injuries</li> <li>• Types of Injuries</li> <li>• First Aid</li> </ul>	<ul style="list-style-type: none"> <li>• Viewing pictures, videos on injuries</li> <li>• Discussing the causes of injuries</li> <li>• Simulating injury management</li> <li>• Sorting First Aid Kit contents</li> <li>• Playing puzzle games</li> <li>• Embarking on Educational tours</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools/ Braille software/Jaw software</li> <li>• Newspapers</li> <li>• Magazines</li> <li>• First Aid Kit</li> <li>• Resource persons</li> </ul>

### Topic 3: Human Body Systems and Performance

Sub-Topic	Objectives. Learners should be able to;	Content	Suggested activities	Suggested Materials
Skeletal System	<ul style="list-style-type: none"> <li>• identify different bones on the skeleton</li> <li>• classify the bones on the skeletal system</li> <li>• analyse the skeletal system and its functions</li> </ul>	<ul style="list-style-type: none"> <li>• Functions of Skeletal System</li> <li>• Classification and Functions of Bones</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing and labeling the skeleton</li> <li>• Viewing the different bones on a skeleton model</li> <li>• Watching videos and pictures of the skeletal system</li> <li>• Completing a classification table of bones</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing materials</li> <li>• Skeleton model</li> <li>• Pictures</li> <li>• ICT tools/ Braille software/Jaw software</li> <li>• Resource person</li> </ul>
Muscular System	<ul style="list-style-type: none"> <li>• state the different types of muscles</li> <li>• describe the characteristics of different types of muscles</li> <li>• identify the major muscle groups</li> </ul>	<ul style="list-style-type: none"> <li>• Types of Muscle</li> <li>• Muscle Groups</li> </ul>	<ul style="list-style-type: none"> <li>• Engaging in quizzes on different types of muscles</li> <li>• Viewing pictures, videos of the different muscle types</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• ICT tools/ Braille software/Jaw software</li> <li>• Resource person</li> </ul>
Cardiovascular System	<ul style="list-style-type: none"> <li>• identify the major organs of the circulatory system</li> <li>• identify the major blood vessels</li> </ul>	<ul style="list-style-type: none"> <li>• Major Parts of the Circulatory System</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing and labelling the human heart</li> <li>• Viewing pictures of the human heart</li> <li>• Viewing models of the human heart models</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• ICT tools/ Braille software/Jaw software</li> <li>• Resource person</li> </ul>

Sub-Topic	Objectives. Learners should be able to;	Content	Suggested activities	Suggested Materials
Respiratory System	<ul style="list-style-type: none"> <li>• identify the main parts of the respiratory system</li> <li>• explain the functions of the respiratory system</li> </ul>	<ul style="list-style-type: none"> <li>• Major Organs of the Respiratory System</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing cardiovascular system</li> <li>• viewing models, pictures, videos</li> <li>• drawing and labelling the respiratory system</li> <li>• playing games</li> </ul>	<ul style="list-style-type: none"> <li>• drawing materials</li> <li>• models</li> <li>• Pictures</li> <li>• ICT tools/ Braille software/Jaw software</li> <li>• Resource person</li> </ul>
Exercise and Fitness: Health Related Fitness	<ul style="list-style-type: none"> <li>• describe the benefits of exercise</li> <li>• explain health related components of fitness</li> <li>• describe practices that improve the health related components of fitness</li> </ul>	<ul style="list-style-type: none"> <li>• Health Related Components of Fitness</li> </ul>	<ul style="list-style-type: none"> <li>• Testing Fitness               <ul style="list-style-type: none"> <li>- Strength</li> <li>- Flexibility</li> <li>- Endurance</li> <li>- Body composition</li> </ul> </li> <li>• Drawing of physical activity logs</li> </ul>	<ul style="list-style-type: none"> <li>• Stop watches</li> <li>• Sit and reach moves</li> <li>• Weighing scale</li> <li>• Resource person</li> </ul>



## Topic 4: Game skills

Sub-Topic	Objectives. Learners should be able to;	Content	Suggested activities	Suggested Materials
<b>Athletics events</b>	<ul style="list-style-type: none"> <li>trace the development or evolution of athletics.</li> <li>identify equipment used in athletics</li> <li>classify different athletic events</li> <li>execute different athletic skills</li> <li>demonstrate an understanding of safety precautions in athletics</li> </ul>	<ul style="list-style-type: none"> <li>History of Athletics</li> <li>Rules for Athletics</li> <li>Athletics Skills and Events</li> </ul>	<ul style="list-style-type: none"> <li>Drawing and labelling the athletics performing areas</li> <li>Viewing videos on Athletics events</li> <li>Applying rules and regulations governing athletics events</li> <li>Discussing safety rules in athletics</li> <li>Participating in athletics events</li> <li>Marking performing areas</li> </ul>	<ul style="list-style-type: none"> <li>Field events equipment</li> <li>Track events equipment</li> <li>ICT tools/ Braille software/Jaw software</li> <li>Resource Persons</li> </ul>
<b>Aquatic skills</b>	<ul style="list-style-type: none"> <li>outline the history of aquatics</li> <li>identify the types of aquatic facilities</li> <li>demonstrate how to save a water casualty</li> <li>perform various strokes with</li> </ul>	<ul style="list-style-type: none"> <li>History of aquatics</li> <li>Strokes (Speed, Distance, Time, Accuracy)</li> <li>Life Saving Skills</li> <li>Hygienic Practices in And Around Pools</li> <li>Water polo</li> </ul>	<ul style="list-style-type: none"> <li>Classifying aquatic events</li> <li>Stating the various indigenous Aquatic activities</li> <li>Completing charts with work on history of aquatics</li> </ul>	<ul style="list-style-type: none"> <li>Magazines</li> <li>Newspapers</li> <li>ICT tools/ Braille software/Jaw software</li> <li>Charts</li> <li>Task cards</li> <li>Ropes</li> <li>Sticks</li> <li>Broomsticks</li> </ul>

Sub-Topic	Objectives. Learners should be able to;	Content	Suggested activities	Suggested Materials
	<ul style="list-style-type: none"> <li>emphasis on correct stroke execution</li> <li>observe health related practices in water and around water bodies</li> </ul>	<ul style="list-style-type: none"> <li>Facilities and equipment</li> </ul>	<ul style="list-style-type: none"> <li>Dramatizing how to save a water casualty</li> <li>Collecting materials that can be used as life saving tools for water casualties</li> <li>Practising Back stroke and Side stroke</li> <li>Carrying out dry and water rescue</li> <li>Cleaning the pool</li> <li>Trimming the grass</li> <li>Discussing the importance of hygienic practices</li> <li>Practising strokes</li> </ul>	<ul style="list-style-type: none"> <li>Float-boards</li> <li>Coins</li> <li>Tyre tubes</li> <li>Pull bouys</li> <li>First Aid Kit</li> <li>Whistle</li> <li>Plastic water containers</li> <li>Hoops</li> <li>Brooms</li> <li>Detergent</li> <li>Scooping nets</li> <li>Brushes</li> <li>Hoovers</li> <li>Grass trimmers</li> <li>Latex Gloves</li> <li>Water Test Kit</li> </ul>
<b>Invasion games</b>	<ul style="list-style-type: none"> <li>narrate the history of the games</li> <li>identify Invasion games equipment</li> <li>classify invasion games</li> <li>observe safety in invasion games</li> <li>execute specific game skills</li> </ul>	<ul style="list-style-type: none"> <li>history of the game</li> <li>characteristics of the invasion games</li> <li>safety in invasion games</li> <li>game skills</li> <li>Equipment</li> </ul>	<ul style="list-style-type: none"> <li>Discussing the history of games</li> <li>Identifying equipment for Invasion games</li> <li>Listing characteristics of invasion games</li> <li>Discussing safety precautions of invasion games</li> </ul>	<ul style="list-style-type: none"> <li>balls</li> <li>cones</li> <li>whistles</li> </ul>

Sub-Topic	Objectives. Learners should be able to;	Content	Suggested activities	Suggested Materials
<b>Net Games:</b>	<ul style="list-style-type: none"> <li>• trace the history of Net games</li> <li>• describe how net games are played</li> <li>• identify precaution measures when playing net games</li> <li>• execute the serving skill</li> </ul>	<ul style="list-style-type: none"> <li>• History of the game</li> <li>• Characteristics of net games</li> <li>• Safety in net games</li> <li>• Game Skills</li> <li>• Equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Practising game skills</li> <li>• Identifying ancient African Invasion games</li> <li>• Researching on the history of net games</li> <li>• Describing the characteristics of net games</li> <li>• Identifying precaution measures when playing net games</li> <li>• Executing the serving skill in net games</li> </ul>	<ul style="list-style-type: none"> <li>• magazines</li> <li>• text books</li> <li>• balls</li> <li>• nets</li> <li>• marked fields</li> <li>• ICT tool</li> <li>• Resource persons</li> </ul>
<b>Combat Games:</b>	<ul style="list-style-type: none"> <li>• describe the history of various combat games</li> <li>• execute various game stances and punching skills</li> <li>• apply safety rules in various combat games</li> </ul>	<ul style="list-style-type: none"> <li>• History of Combat Games</li> <li>• Combat Skills</li> <li>• Rules and Regulations</li> <li>• Safety of Combat</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing background history of various combat games</li> <li>• Practising various stances and punching skills in combat games</li> <li>• Demonstrating sequential routines using various punching skills</li> </ul>	<ul style="list-style-type: none"> <li>• Punching bags</li> <li>• Mitts</li> <li>• Gloves</li> <li>• ICT tools/ Braille software/Jaw software</li> <li>• Head gear</li> <li>• Resource persons</li> </ul>

Sub-Topic	Objectives. Learners should be able to;	Content	Suggested activities	Suggested Materials
<b>Target Games:</b>	<ul style="list-style-type: none"> <li>• design training programs for combat games</li> <li>• relate history of various target game skills</li> <li>• list various target games</li> <li>• execute various target game skills</li> <li>• apply safety rules</li> <li>• identify various equipment used in target game skills</li> </ul>	<ul style="list-style-type: none"> <li>• History of Target Game Skill</li> <li>• Characteristics of Target Games</li> <li>• Target Game Skills</li> <li>• Safety Rules</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing history of various target games</li> <li>• Practising the target game skill of targeting of stationary objects</li> <li>• Writing down the list of target games</li> <li>• Listing the various equipment used in different target game skills</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools/ Braille software/Jaw software</li> <li>• Resource persons</li> <li>• Darts boards</li> <li>• Chess boards</li> </ul>
<b>Striking Games</b>	<ul style="list-style-type: none"> <li>• describe characteristics of the game through its history and rules.</li> <li>• identify striking games equipment</li> <li>• demonstrate striking games skills</li> <li>• formulate a booklet on the game from cuttings</li> </ul>	<ul style="list-style-type: none"> <li>• History of the game</li> <li>• Characteristics of Striking Games</li> <li>• Safety in Striking Games</li> <li>• Game Skills</li> <li>• Equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Researching on history of the game</li> <li>• Studying rules of the game.</li> <li>• Identifying playing equipment and their uses</li> <li>• Outlining safety procedures in equipment handling and use</li> <li>• Batting (stance, grip, swing, footwork, shoulder action)</li> </ul>	Striking games equipment such as: <ul style="list-style-type: none"> <li>• Bats</li> <li>• Tennis balls</li> <li>• balls</li> <li>• Cones</li> <li>• Skittles</li> <li>• Bases</li> <li>• Paper glue</li> <li>• Magazines</li> <li>• Rule books</li> <li>• T-stand</li> <li>• Strings</li> <li>• White wash(lime)</li> </ul>

Sub-Topic	Objectives. Learners should be able to;	Content	Suggested activities	Suggested Materials
<b>Educational Gymnastics</b>	<ul style="list-style-type: none"> <li>• outline history of educational gymnastics</li> <li>• demonstrate an improved level of skill in the safe use of gymnastics apparatus</li> <li>• exhibit understanding of a variety of movement patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• History of Educational Gymnastics</li> <li>• Apparatus and Equipment in the Gym</li> <li>• Gymnastic Apparatus and Safety Rules</li> <li>• Physical Conditioning Movement Patterns e.g. Landing, Balancing, Locomotion and Springs</li> </ul>	<ul style="list-style-type: none"> <li>• Fielding (catching-ground and flight balls, throwing under arm and over arm, movement-footwork, space awareness)</li> <li>• Drawing field of play and equipment</li> <li>• Produce a booklet on the game</li> <li>• Discussing history of educational gymnastics</li> <li>• Demonstrating safe gym apparatus use</li> <li>• Practising individual and group use of apparatus e.g. spring boards and still rings</li> <li>• Practising and demonstrating movement patterns</li> <li>• Engaging in conditioning activities e.g. circuit training</li> </ul>	<ul style="list-style-type: none"> <li>• Mitts</li> <li>• Gloves</li> <li>• ICT tools/ Braille software/Jaw software</li> <li>• Resource persons</li> <li>• Gymnastics swinging pipes</li> <li>• Still rings</li> <li>• Parallel bars</li> <li>• Uneven bars</li> <li>• Pommel horse</li> <li>• Vault boxes</li> <li>• Landing mats</li> <li>• Hula hoops</li> <li>• Spring boards</li> <li>• Balance beams</li> <li>• Video recorders and screens</li> <li>• Whistle</li> <li>• Skipping ropes</li> <li>• ICT</li> </ul>

### Topic 5: Sport Enterprise

Sub Topic	Objective: learners should be able to:	Content	Suggested activities	Suggested Resource Materials
<b>Club Concept</b>	<ul style="list-style-type: none"> <li>describe the club concept</li> <li>state the stages in club formation</li> <li>describe the roles of stakeholders in sport and recreation</li> <li>state various reasons for forming clubs</li> </ul>	<ul style="list-style-type: none"> <li>Types of Clubs</li> <li>Organization of sport and recreation in Zimbabwe</li> <li>Stages in the formation of a club</li> <li>Club Organogram</li> <li>Reasons for forming clubs</li> </ul>	<ul style="list-style-type: none"> <li>Identifying and describing different types of clubs</li> <li>Describing the roles in sport and recreation in Zimbabwe.</li> <li>Describing the various stages in the formation of a club.</li> <li>Describing stakeholder roles in a club.</li> <li>Dramatizing the different roles found in a club</li> </ul>	<ul style="list-style-type: none"> <li>Pictures</li> <li>Electrical gadgets</li> <li>ICT tools/ Braille software/Jaw software</li> <li>Books</li> <li>Educational tours/ Exhibitions</li> <li>Puzzles</li> <li>Flow charts</li> <li>Resource persons</li> </ul>

### Topic 6: Adventure Activities

SUB TOPICS	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Camping Orienteering	<ul style="list-style-type: none"> <li>• interpret information on a map</li> <li>• demonstrate different climbing techniques for steep ascends</li> </ul>	<ul style="list-style-type: none"> <li>• Camping</li> <li>• Orienteering</li> </ul>	<ul style="list-style-type: none"> <li>• Constructing camping equipment</li> <li>• Participating in:               <ul style="list-style-type: none"> <li>- Camping</li> <li>- Route Games</li> <li>- Compass inference</li> <li>- object games</li> <li>- Rock climbing</li> </ul> </li> <li>• Practising map reading techniques</li> <li>• Performing various Climbing techniques</li> <li>• Engaging in different Descending techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Puzzles</li> <li>• Flip charts</li> <li>• Maps</li> <li>• Books</li> <li>• Camping tents</li> <li>• Ropes</li> <li>• Directional compass</li> <li>• Note Pads</li> <li>• Appropriate Outdoor Attire</li> <li>• Poles</li> <li>• Ropes</li> <li>• Canoes</li> <li>• Boats</li> <li>• Life-saving equipment</li> <li>• Relevant attire</li> <li>• Rafters</li> <li>• ICT tools/ Braille software/Jaw software</li> </ul>

## Topic 7: Mass Displays

Sub Topic	Objective: learners should be able to:	Content	Suggested Activities	Suggested Resource Materials
History of Mass Displays	<ul style="list-style-type: none"> <li>trace the important developments in the foundations of Mass displays</li> <li>identify mass display components in the history of mass display</li> </ul>	Foundations of Mass Display	<ul style="list-style-type: none"> <li>Identifying countries where mass displays are done</li> <li>Identifying the purposes for which the displays are done</li> </ul>	<ul style="list-style-type: none"> <li>Pictures</li> <li>Videos</li> <li>ICT tools/ Braille software/Jaw software</li> </ul>
Themes for Choreography	<ul style="list-style-type: none"> <li>construct themes from events done at school and the community</li> <li>make story lines from the themes</li> <li>create routines from dance, play, games and sport</li> <li>participate in mass displays activities by providing ready troupes for school, community and national events</li> </ul>	<ul style="list-style-type: none"> <li>Themes</li> <li>Choreography for themes</li> </ul>	<ul style="list-style-type: none"> <li>Making themes out of games, school achievements and sport</li> <li>Choreographing plays, dances, games and sport to depict mass displays</li> </ul>	<ul style="list-style-type: none"> <li>Pictures</li> <li>Videos</li> <li>ICT tools/ Braille software/Jaw software</li> <li>Pencils</li> <li>Paints</li> <li>Musical instruments</li> <li>Recorded music</li> </ul>
Formations	<ul style="list-style-type: none"> <li>perform simple and complex formations</li> <li>link simple formation to complex formations</li> </ul>	<ul style="list-style-type: none"> <li>Simple formations</li> <li>Complex formation</li> <li>Linking the formations</li> </ul>	<ul style="list-style-type: none"> <li>Drawing simple and complex formations</li> <li>Showing routes taken in changing from one formation to the other</li> </ul>	<ul style="list-style-type: none"> <li>Pencil</li> <li>Graph paper</li> <li>Marked arena</li> </ul>



Sub Topic	Objective: learners should be able to:	Content	Suggested Activities	Suggested Resource Materials
Background and performance music	<ul style="list-style-type: none"> <li>• respond to different kinds of musical stimuli in performing displays</li> <li>• use recorded , instrumental music and song in performing mass displays</li> <li>• play music for displays</li> </ul>	<ul style="list-style-type: none"> <li>• Stimuli and rhythm for entrance, performance and exit</li> <li>• recorded music, instrumental, song</li> </ul>	<ul style="list-style-type: none"> <li>• Playing different kinds of music</li> <li>• Performing using different kinds of music</li> </ul>	<ul style="list-style-type: none"> <li>• Recorded music</li> <li>• Marimba instruments</li> <li>• Percussion instruments</li> <li>• Electric band</li> </ul>
Background Art	<ul style="list-style-type: none"> <li>• design banners</li> <li>• decorate the arena</li> <li>• mounting the background art</li> </ul>	<ul style="list-style-type: none"> <li>• Words on banners depicting themes</li> <li>• Decorations</li> </ul>	<ul style="list-style-type: none"> <li>• Writing words on a given theme</li> <li>• Mounting the art</li> </ul>	<ul style="list-style-type: none"> <li>• Brushes</li> <li>• Paint</li> <li>• Rulers</li> <li>• Canvas</li> <li>• Pencil</li> <li>• Graph paper</li> </ul>

## Competence Matrix Form 2

### Topic 1: History of Physical Education

Sub Topic	Objectives: Learners should be able to:	Content	Suggested activities	Suggested Resource Materials
History of Physical Education	<ul style="list-style-type: none"> <li>trace the evolution of Physical Education</li> <li>identify origins of Physical Education</li> </ul>	<ul style="list-style-type: none"> <li>Evolution of Physical Education</li> </ul>	<ul style="list-style-type: none"> <li>Discussing the evolution of Sport</li> <li>Locating countries on the world map and identify their sporting strengths</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools/ Braille software/Jaw software</li> <li>World map</li> <li>Print media/ Talking books</li> </ul>
History of Sport	<ul style="list-style-type: none"> <li>trace the evolution of Sport</li> <li>identify origins of Sport</li> </ul>	<ul style="list-style-type: none"> <li>Evolution of Sport</li> </ul>	<ul style="list-style-type: none"> <li>Discussing the evolution of Sport</li> <li>Locating countries on the world map and identify their sporting strengths</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools/ Braille software/Jaw software</li> <li>World map</li> <li>Print media/ Talking books</li> </ul>

## Topic 2: Health, Safety and Environment

Sub Topic	Objective: Learners should be able to:	Content	Suggested Activities	Suggested resource materials
Nutrition, Diet and Physical Activity Weight control and physical performance	<ul style="list-style-type: none"> <li>explain the importance of weight control</li> <li>describe the use of exercise in weight control</li> <li>explain the importance of linking food consumed and level of physical activity</li> </ul>	<ul style="list-style-type: none"> <li>Weight control</li> <li>Diet and physical performance</li> </ul>	<ul style="list-style-type: none"> <li>Measuring and monitoring weight periodically</li> <li>Creating physical activity logs</li> </ul>	<ul style="list-style-type: none"> <li>Charts</li> <li>Pictures</li> <li>Videos</li> <li>Scale</li> <li>Tracking software</li> <li>ICT tools/ Braille software/Jaw software</li> </ul>
Substances and anti-doping	<ul style="list-style-type: none"> <li>identify banned and unbanned substances used in sport</li> <li>explain why some substances are banned in sport</li> </ul>	<ul style="list-style-type: none"> <li>Banned Substances in Sport</li> </ul>	<ul style="list-style-type: none"> <li>Participating in quiz sessions on substance abuse</li> <li>Discussing banned and unbanned substances</li> <li>Completing given tasks on work cards</li> </ul>	<ul style="list-style-type: none"> <li>WADA website</li> <li>ICT tools/ Braille software/Jaw software</li> <li>Task cards</li> <li>Newspaper articles</li> </ul>
Injuries and First Aid	<ul style="list-style-type: none"> <li>identify environmental factors that can cause injuries</li> <li>explain how injuries can be prevented</li> <li>identify minor injuries</li> <li>explain the benefits of warm up in preventing injuries</li> <li>demonstrate the management of minor injuries</li> </ul>	<ul style="list-style-type: none"> <li>Environmental Injuries and Exercise Management of Minor Injuries</li> <li>Injury Prevention</li> </ul>	<ul style="list-style-type: none"> <li>Discussing environmental factors that cause injuries in sport</li> <li>Discussing how to prevent injuries</li> <li>Viewing videos or pictures of minor injuries</li> <li>Describing minor injuries</li> <li>Explaining reasons for having a warm up session prior to an activity</li> <li>Practising minor injury management</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools/ Braille software/Jaw software</li> <li>Newspapers</li> <li>Magazines</li> <li>First Aid Kit</li> </ul>

### Topic 3: Human Body Systems and Performance

Sub Topic	Objective: learners should be able to:	Content	Suggested activities	Suggested resource materials
Skeletal system	<ul style="list-style-type: none"> <li>state the different types of joints</li> <li>describe types of joints</li> <li>name and give examples of different types of synovial joints</li> </ul>	<ul style="list-style-type: none"> <li>Types of joints</li> </ul>	<ul style="list-style-type: none"> <li>Drawing and labelling the synovial joint</li> <li>Completing work cards on types of joints</li> <li>Playing puzzle games</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools/ Braille software/Jaw software</li> <li>Task cards</li> <li>Related literature</li> <li>Models</li> </ul>
Muscular system	<ul style="list-style-type: none"> <li>identifying the location of different muscle groups</li> <li>name the different muscle groups</li> <li>distinguish between agonist and antagonist muscles</li> </ul>	<ul style="list-style-type: none"> <li>Muscle groups</li> <li>Muscle action</li> </ul>	<ul style="list-style-type: none"> <li>Viewing videos and pictures</li> <li>Performing group tasks on muscle groups</li> <li>Playing puzzle games</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools/ Braille software/Jaw software</li> <li>Task cards</li> <li>Related literature</li> <li>Models</li> </ul>
Cardiovascular system	<ul style="list-style-type: none"> <li>list the components of blood</li> <li>state the different blood vessels involved in blood circulation</li> </ul>	<ul style="list-style-type: none"> <li>Composition and function of blood</li> </ul>	<ul style="list-style-type: none"> <li>Discussing the composition and functions of blood</li> <li>Viewing videos on Cardiovascular</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools/ Braille software/Jaw software</li> <li>Task cards</li> <li>Related literature</li> <li>Models</li> </ul>

Sub Topic	Objective: learners should be able to:	Content	Suggested activities	Suggested resource materials
Respiratory system	<ul style="list-style-type: none"> <li>state the functions of the respiratory systems</li> <li>explain the breathing process</li> <li>differentiate between inhalation and exhalation</li> </ul>	<ul style="list-style-type: none"> <li>Functions of the Respiratory System</li> <li>Breathing</li> </ul>	<ul style="list-style-type: none"> <li>Taking turns to breathe in and out</li> <li>Observing the changes that take place when breathing in and out (in pairs)</li> <li>Drawing Respiratory System</li> <li>Watching videos on Respiratory System</li> </ul>	<ul style="list-style-type: none"> <li>Improvised models</li> <li>Related literature</li> <li>Models</li> <li>ICT tools/ Braille software/Jaw software</li> <li>Videos</li> </ul>
Exercise and Fitness: Skill Related Fitness	<ul style="list-style-type: none"> <li>identifying the skill related components of fitness</li> <li>define components of fitness</li> <li>describe activities that improve skill related of fitness</li> </ul>	<ul style="list-style-type: none"> <li>Speed</li> <li>Power</li> <li>Agility</li> <li>Reaction Time</li> <li>Balance</li> </ul>	Carrying out: <ul style="list-style-type: none"> <li>fitness tests</li> <li>speed drills</li> <li>power exercises</li> <li>agility exercises</li> <li>speed tests</li> <li>power tests</li> <li>agility tests</li> </ul>	<ul style="list-style-type: none"> <li>Stop Watches</li> <li>Cones</li> <li>Videos</li> <li>Animation</li> <li>CDs</li> <li>Models</li> <li>ICT tools/ Braille software/Jaw software</li> </ul>

### Topic 4: Game Skills

Sub Topic	Objective: learners should be able to:	content	Suggested activities	Suggested resource materials
<b>Athletics</b>	<ul style="list-style-type: none"> <li>• classify track events</li> <li>• execute correct arm and leg action</li> <li>• perform the correct running sequence</li> <li>• execute the correct attack, clearance and landing in hurdles running</li> <li>• execute the different throws for distance</li> <li>• engage in horizontal and vertical jumps</li> </ul>	<ul style="list-style-type: none"> <li>• Technical Rules</li> <li>• Athletics Skills and Events</li> </ul>	Executing: <ul style="list-style-type: none"> <li>• coopers test</li> <li>• shuttle runs</li> <li>• shuttle relays</li> <li>• Executing different jumps and throws for distance</li> </ul>	<ul style="list-style-type: none"> <li>• Crossbar</li> <li>• Track and field equipment</li> <li>• Related literature</li> <li>• ICT tools/ Braille software/Jaw software</li> </ul>

Sub Topic	Objective: learners should be able to:	content	Suggested activities	Suggested resource materials
<b>Aquatic skills</b>	<ul style="list-style-type: none"> <li>• Demonstrate various strokes</li> <li>• identify the types of aquatic facilities</li> <li>• demonstrate how to save a water casualty</li> <li>• observe health related practices in water and around water bodies</li> <li>• practice water polo activities</li> </ul>	<ul style="list-style-type: none"> <li>• Strokes (Speed, Distance, Time, Accuracy)</li> <li>• Life Saving Skills</li> <li>• Hygienic Practices in And Around Pools</li> <li>• Water polo</li> </ul>	<ul style="list-style-type: none"> <li>• Practising various indigenous Aquatic activities</li> <li>• Dramatizing how to save a water casualty</li> <li>• Practising drills for speed, distance and time in various strokes</li> <li>• Carrying out dry and water rescue</li> <li>• Cleaning the pool</li> <li>• Trimming the grass</li> <li>• Discussing the importance of hygienic practices</li> <li>• Practising water polo activities</li> </ul>	<ul style="list-style-type: none"> <li>• Magazines</li> <li>• Newspapers</li> <li>• ICT tools/ Braille software/Jaw software</li> <li>• Charts</li> <li>• Task cards</li> <li>• Ropes</li> <li>• Sticks</li> <li>• Broomsticks</li> <li>• Float-boards</li> <li>• Coins</li> <li>• Tyre tubes</li> <li>• Pull bouys</li> <li>• First Aid Kit</li> <li>• Whistle</li> <li>• Plastic water containers</li> <li>• Hoops</li> <li>• Brooms</li> <li>• Detergent</li> <li>• Scooping nets</li> <li>• Brushes</li> <li>• Hoovers</li> <li>• Grass trimmers</li> <li>• Latex Gloves</li> <li>• Water Test Kit</li> </ul>
Net Games	<ul style="list-style-type: none"> <li>• draw the field of play</li> <li>• apply laws of the game</li> <li>• execute game skills</li> </ul>	<ul style="list-style-type: none"> <li>• Field of play</li> <li>• Rules of the games</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying fields of play</li> </ul>	<ul style="list-style-type: none"> <li>• playing courts</li> <li>• laws of the game handbook</li> </ul>

Sub Topic	Objective: learners should be able to:	content	Suggested activities	Suggested resource materials
		<ul style="list-style-type: none"> <li>• Game skills</li> <li>• Equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing the field of play</li> <li>• Applying the laws of the game</li> <li>• Executing net game skills</li> </ul>	<ul style="list-style-type: none"> <li>• bats</li> <li>• balls</li> <li>• racquets</li> <li>• table tennis court</li> <li>• ICT tools/ Braille software/Jaw software</li> </ul>
Invasion games:	<ul style="list-style-type: none"> <li>• identifying playing areas for invasion games</li> <li>• follow the rules of the game</li> <li>• demonstrate learnt game skills</li> </ul>	<ul style="list-style-type: none"> <li>• Field of Play</li> <li>• Rules and Laws of the Game</li> <li>• Game Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing and labelling the field of play</li> <li>• Executing game skills</li> </ul>	<ul style="list-style-type: none"> <li>• balls</li> <li>• cones</li> <li>• whistle</li> <li>• tape measure</li> <li>• string</li> </ul>
Combat games:	<ul style="list-style-type: none"> <li>• demonstrate punching and kicking combat game skill using routines</li> <li>• apply safety and technical rules of various combat games</li> <li>• state equipment used in various combat game skills</li> </ul>	<ul style="list-style-type: none"> <li>• Combat skills</li> <li>• Rules and regulations</li> <li>• Routine design</li> </ul>	<ul style="list-style-type: none"> <li>• Practising punching and kicking skills of combat using various routines</li> <li>• Combining various routines to produce a demonstration</li> <li>• Discussing the safety and technical rules of combat games</li> <li>• Creating routines using punches and kicks</li> </ul>	<ul style="list-style-type: none"> <li>• Punching bags</li> <li>• Mitts</li> <li>• Gloves</li> <li>• ICT tools/ Braille software/Jaw software</li> <li>• Head gear</li> <li>• Resource persons</li> </ul>
Target games:	<ul style="list-style-type: none"> <li>• execute target game skills of a stationary object</li> </ul>	<ul style="list-style-type: none"> <li>• Target game skills on a stationary object</li> </ul>	<ul style="list-style-type: none"> <li>• Practising target game skills on a stationary object</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools/ Braille software/Jaw software</li> </ul>



Sub Topic	Objective: learners should be able to:	content	Suggested activities	Suggested resource materials
	<ul style="list-style-type: none"> <li>• apply safety and technical rules</li> </ul>	<ul style="list-style-type: none"> <li>• Safety and technical rules</li> </ul>	<p>place at different distances and height</p> <ul style="list-style-type: none"> <li>• Discussing safety and technical rules</li> <li>• Designing and constructing chosen equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Resource persons</li> <li>• Darts boards</li> <li>• Chess boards</li> </ul>
<b>Striking Games:</b>	<ul style="list-style-type: none"> <li>• mark field of play correctly</li> <li>• demonstrate correct ball grip in pitching and fielding</li> <li>• demonstrate the pitching/bowling movement sequence</li> <li>• state the dangers of poor ball handling and wrong release</li> <li>• enhance enterprising skills through equipment construction</li> </ul>	<ul style="list-style-type: none"> <li>• Field of play</li> <li>• Rules of the games</li> <li>• Game skills</li> <li>• equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Practising pitching/bowling through target throws(,ball grip, Stance, arm movement, leg movement, ball Release point, Body movement, Space awareness)</li> <li>• Practising Ball throwing using various</li> <li>• Pitching/bowling from varied distances</li> <li>• Practising catching from standing kneeling to squatting positions(Stance, Arm position, Positioning, Footwork, Signals, Space awareness)</li> </ul>	Bats Tennis balls balls Cones Skittles Bases Paper glue Magazines Rule books T-stand Strings White wash(lime)

Sub Topic	Objective: learners should be able to:	content	Suggested activities	Suggested resource materials
Educational gymnastics	<ul style="list-style-type: none"> <li>• demonstrate a variety of gymnastic body positions</li> <li>• exhibit floor exercises with improved level of skill</li> </ul>	<ul style="list-style-type: none"> <li>• body positions</li> <li>• conditioning</li> <li>• gymnastics floor activities</li> <li>• apparatus activities</li> </ul>	<ul style="list-style-type: none"> <li>• Practising pitcher/bowler catcher coordination</li> <li>• Practising movement on bases</li> <li>• Carrying out project on Equipment construction</li> <li>• Practising on body positions as in prone , supine, tucks and hip</li> <li>• Practising circuit training</li> <li>• Practising on floor exercises as in forward rolls, backward rolls and springs</li> <li>• Using apparatus in rotations, jumps and body splits</li> <li>• Performing movement sequences</li> <li>• Discussing safety rules</li> </ul>	<ul style="list-style-type: none"> <li>• swinging ropes</li> <li>• Still rings</li> <li>• Uneven bars</li> <li>• Pommel horse</li> <li>• Vault tables</li> <li>• Hula hoops</li> <li>• Video recorders</li> <li>• projectors</li> <li>• Skipping ropes</li> <li>• Horizontal bars</li> <li>• ICT tools/ Braille software/Jaw software</li> </ul>

### Topic 5: Sport Enterprise

Sub topic	Objective: learners should be able to:	Content	Suggested activities	Suggested resource materials
Clubs	<ul style="list-style-type: none"> <li>- draw a constitution of a club</li> <li>- describe the roles of office bearers in a club</li> <li>- draw a simple club strategic plan</li> </ul>	<ul style="list-style-type: none"> <li>- club constitutions</li> <li>- roles of office bearers</li> <li>- strategic plans</li> </ul>	<ul style="list-style-type: none"> <li>- Stating how to draw constitutions</li> <li>- Stating how to develop a strategic plan</li> <li>- Educational tours to Clubs</li> </ul>	<ul style="list-style-type: none"> <li>- Flow chart</li> <li>- Samples of constitutions</li> <li>- ICT</li> <li>- Electrical gadgets</li> <li>- Games and puzzles</li> <li>- Related literature</li> </ul>

### Topic 6: Adventure Activities

Sub topic	Objective: learners should be able to:	Content	Suggested activities	Suggested resource materials
Camping Orienteering	<ul style="list-style-type: none"> <li>• demonstrate different climbing techniques for steep ascends</li> <li>• demonstrate different abseiling techniques</li> <li>• demonstrate team building, leadership, collaboration, innovation and critical thinking skills through participation in adventure activities</li> </ul>	<ul style="list-style-type: none"> <li>• Camping</li> <li>• Orienteering</li> </ul>	<ul style="list-style-type: none"> <li>• Constructing camping equipment</li> <li>• Participating in: <ul style="list-style-type: none"> <li>- Rock climbing</li> <li>- Abseiling</li> <li>- Canoeing</li> <li>- Boating</li> <li>- Rafting</li> </ul> </li> <li>• Performing various Climbing techniques</li> <li>• Engaging in Descending techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Puzzles</li> <li>• Flip charts</li> <li>• Maps / Books / Note Pads</li> <li>• Camping tents</li> <li>• Ropes</li> <li>• Directional compass</li> <li>• Appropriate Outdoor Attire</li> <li>• Poles</li> <li>• Ropes</li> <li>• Canoes and Boats</li> <li>• Life- saving equipment</li> <li>• Relevant attire</li> <li>• Rafters</li> <li>• ICT tools/ Braille software/Jaw software</li> </ul>

## Topic 7: Mass Displays

Sub topic	Objective: learners should be able to:	Content	Suggested activities	Suggested resource materials
History of Mass Displays	<ul style="list-style-type: none"> <li>trace the origins of Mass displays in Zimbabwe</li> <li>identify components of mass displays performed in Zimbabwe today</li> </ul>	<ul style="list-style-type: none"> <li>Origins of modern mass display in Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>Identifying sources of mass displays</li> <li>Classifying the sources of mass displays components</li> </ul>	<ul style="list-style-type: none"> <li>Pictures</li> <li>Videos</li> <li>Literature</li> <li>ICT tools/ Braille software/Jaw software</li> </ul>
Choreography	<ul style="list-style-type: none"> <li>identify themes from school, sport and national events</li> <li>make story lines from the themes</li> <li>design choreography for the themes</li> <li>participate in mass displays activities by providing ready troupes for school, community and national events</li> </ul>	<ul style="list-style-type: none"> <li>Themes for Choreography</li> </ul>	<ul style="list-style-type: none"> <li>Identifying themes for Choreography</li> <li>Developing choreography from the themes</li> <li>Designing a display from the themes and the choreography</li> </ul>	<ul style="list-style-type: none"> <li>Pictures of games</li> <li>Pictures</li> <li>Literature</li> <li>Balls</li> <li>Ropes</li> <li>Hoops</li> <li>ICT tools/ Braille software/Jaw software</li> </ul>
Formations	<ul style="list-style-type: none"> <li>draw complex formations on graphs</li> <li>perform the formations</li> <li>link formations in mass displays performance</li> </ul>	<ul style="list-style-type: none"> <li>Complex formations</li> <li>Symbolic formations</li> <li>Linking the formations</li> </ul>	<ul style="list-style-type: none"> <li>Drawing the formations to scale</li> <li>Practising various formations</li> <li>Connecting formations in mass displays performance</li> </ul>	<ul style="list-style-type: none"> <li>Pencil</li> <li>Graph paper</li> <li>Marked arena</li> <li>Sketches of formations done previously</li> <li>ICT tools/ Braille software/Jaw software</li> </ul>

Sub topic	Objective: learners should be able to:	Content	Suggested activities	Suggested resource materials
Background and Performance Music	<ul style="list-style-type: none"> <li>• create stimuli/music for themes of a display</li> <li>• respond rhythmically to song and instrumental music in a display</li> <li>• play/sing music or produce stimuli for displays</li> </ul>	<ul style="list-style-type: none"> <li>• Stimuli and rhythm for entrance, performance and exit</li> <li>• Recorded music, Instrumental, Songs</li> </ul>	<ul style="list-style-type: none"> <li>• Playing different kinds of music</li> <li>• Performing to different kinds of music</li> <li>• Creating and banking display music</li> </ul>	<ul style="list-style-type: none"> <li>• Recorded music</li> <li>• Marimba instruments</li> <li>• Percussion instruments</li> <li>• Electric band</li> <li>• ICT tools/ Braille software/Jaw software</li> </ul>
Background Art	<ul style="list-style-type: none"> <li>• design word bibs</li> <li>• paint pictures on bibs that depict themes</li> <li>• decorate the arena</li> <li>• mount background art on various stands</li> </ul>	<ul style="list-style-type: none"> <li>• Words and pictures on bibs depicting themes</li> </ul>	<ul style="list-style-type: none"> <li>• Designing word bibs given theme</li> <li>• Painting background picture on bibs</li> <li>• Mounting art on various stands</li> </ul>	<ul style="list-style-type: none"> <li>• Brushes</li> <li>• Paint</li> <li>• Rulers</li> <li>• Canvas</li> <li>• Pencil</li> <li>• Graph paper</li> <li>• ICT tools/ Braille software/Jaw software</li> </ul>

## Competency Matrix Form 3

### Topic 1: History of Physical Education and Sport

Sub Topic	Objectives: Learners should be able to:	Content	Suggested Activities	Suggested Resource materials
History of Physical Education	<ul style="list-style-type: none"> <li>explain the origins of Physical Education and Sport in Zimbabwe</li> <li>compare and contrast physical activities in the past and present in Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>Origins of modern Physical Education in Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>Discussing the origins of Modern Physical Activity in Zimbabwe</li> <li>Comparing and contrasting Physical education activities in the past and present</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools/ Braille software/Jaw software</li> <li>World map</li> <li>Print media/ Talking books</li> <li>Related literature</li> <li>Resource persons</li> </ul>

### Topic 2: Health, Safety and Environment

Sub Topic	Objective: learners should be able to:	Content	Suggested activities	Suggested resource materials
Nutrition, Diet and Physical Activities	<ul style="list-style-type: none"> <li>explain the importance of meal frequency</li> <li>describe diet for long duration, endurance activities</li> </ul>	<ul style="list-style-type: none"> <li>Eating habits: diet before, during and after activity</li> <li>Causes Of Substance Abuse</li> </ul>	<ul style="list-style-type: none"> <li>Drawing up individual dietary records</li> <li>Analyzing dietary records</li> </ul>	<ul style="list-style-type: none"> <li>Dietary records</li> <li>Sample diets of people for different physical activities</li> <li>WHO website</li> </ul>

Sub Topic	Objective: learners should be able to:	Content	Suggested activities	Suggested resource materials
	<ul style="list-style-type: none"> <li>• describe the diet for short duration activities</li> <li>• explain the importance of taking fluids</li> </ul>	<ul style="list-style-type: none"> <li>• Substance Abuse and Effects</li> <li>• Management of Severe Injuries</li> <li>• Record Keeping</li> </ul>		<ul style="list-style-type: none"> <li>• ICT tools/ Braille software/Jaw software</li> <li>• Resource persons</li> </ul>
Substances and anti-doping	<ul style="list-style-type: none"> <li>• identify banned and unbanned substances used in sport</li> <li>• explain why some substances are banned in sport</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Participating in quiz sessions on substance abuse</li> <li>• Discussing banned and unbanned substances</li> <li>• Completing given tasks on work cards</li> </ul>	<ul style="list-style-type: none"> <li>• WADA website</li> <li>• ICT tools/ Braille software/Jaw software</li> <li>• Task cards</li> <li>• Newspaper articles</li> </ul>
Injuries and First Aid	<ul style="list-style-type: none"> <li>• identify environmental factors that can cause injuries</li> <li>• explain how injuries can be prevented</li> <li>• identify minor injuries</li> <li>• explain the benefits of warm up in preventing injuries</li> <li>• demonstrate the management of minor injuries</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing environmental factors that cause injuries in sport</li> <li>• Discussing how to prevent injuries</li> <li>• Viewing videos or pictures of minor injuries</li> <li>• Describing minor injuries</li> <li>• Explaining reasons for having a warm up session prior to an activity</li> <li>• Practising minor injury management</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools/ Braille software/Jaw software</li> <li>• Newspapers</li> <li>• Magazines</li> <li>• First Aid Kit</li> </ul>

### Topic 3: Human Body System and Performance

Sub Topic	Objective: learners should be able to:	Content	Suggested activities	Suggested resource materials
Skeletal System	<ul style="list-style-type: none"> <li>state the types of joints on the human skeleton</li> <li>give the difference between moveable and immoveable joints</li> </ul>	<ul style="list-style-type: none"> <li>Moveable and immoveable joints</li> </ul>	<ul style="list-style-type: none"> <li>Identifying various bones on the Skeletal System</li> <li>Drawing and labeling of types of joints</li> <li>Viewing pictures, videos on Skeletal System</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools/ Braille software/Jaw software</li> <li>Task cards</li> <li>Related literature</li> <li>Models</li> </ul>
Muscular System	<ul style="list-style-type: none"> <li>explain muscle contractions</li> <li>differentiate between isotonic and isometric contractions (muscle fibres)</li> <li>identify the differences among the 3 types of muscles</li> </ul>	<ul style="list-style-type: none"> <li>Muscle and Movement</li> <li>Types of Muscles</li> </ul>	<ul style="list-style-type: none"> <li>Drawing the three types of Muscles</li> <li>Viewing pictures, videos on Muscular System</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools/ Braille software/Jaw software</li> <li>Task cards</li> <li>Related literature</li> <li>Models</li> </ul>
Cardiovascular System	<ul style="list-style-type: none"> <li>describe the process of gaseous exchange</li> <li>relate the significance of exercise to the respiratory system</li> </ul>	<ul style="list-style-type: none"> <li>Functions of the circulatory system</li> <li>Cardiac cycle</li> </ul>	<ul style="list-style-type: none"> <li>Drawing the Cardiovascular System</li> <li>Identifying exercises related to improving Cardiac Muscle functions</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools/ Braille software/Jaw software</li> <li>Task cards</li> <li>Related literature</li> <li>Models</li> </ul>



Sub Topic	Objective: learners should be able to:	Content	Suggested activities	Suggested resource materials
Respiratory System	<ul style="list-style-type: none"> <li>explain the significance of exercise to the respiratory system</li> </ul>	<ul style="list-style-type: none"> <li>gaseous exchange</li> </ul>	<ul style="list-style-type: none"> <li>Explaining the Cardiac Cycle</li> <li>Debating on the significance of exercise to the Respiratory System</li> <li>Explaining the Gaseous exchange process</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools/ Braille software/Jaw software</li> <li>Improvised models</li> <li>Related literature</li> <li>Models</li> <li>Videos</li> </ul>
Exercise and Fitness: Methods of Training	<ul style="list-style-type: none"> <li>describe types of training</li> <li>explain the different types of training</li> <li>related types of training to specific sporting disciplines</li> </ul>	<ul style="list-style-type: none"> <li>circuit training</li> <li>continual training</li> <li>plyometrics</li> </ul>	<ul style="list-style-type: none"> <li>Participating in identified types of training</li> <li>Matching types of training to sporting disciplines</li> </ul>	<ul style="list-style-type: none"> <li>sample training programs</li> <li>chart with circuits</li> <li>ICT tools/ Braille software/Jaw software</li> </ul>

### Topic 4: Game Skills

Sub topic	Objective: learners should be able to:	Content	Suggested activities	Suggested resource materials
<ul style="list-style-type: none"> <li>• Track and Field events</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate smooth running in curves</li> <li>• demonstrate correct hurdling techniques</li> <li>• demonstrate appropriate running mechanics in sprints, middle and long events</li> <li>• clear heights in high jump</li> <li>• jump for distance in horizontal jumps</li> <li>• execute accurate throws for distance</li> </ul>	<ul style="list-style-type: none"> <li>• Athletics faults and corrections</li> <li>• Athletics skills and events</li> <li>• Jumps</li> <li>• Throws</li> </ul>	<ul style="list-style-type: none"> <li>• Practising various sprinting techniques</li> <li>• Marking the performing areas for track and field</li> <li>• Identifying common faults and corrections in track events</li> <li>• Demonstrating correct techniques in baton exchange</li> <li>• Demonstrating the glide and rotational throw</li> <li>• Practising the approach run ,take off and landing</li> <li>• Officiating in different competitions</li> </ul>	<ul style="list-style-type: none"> <li>• Track and field equipment</li> <li>• Related literature</li> <li>• ICT tools/ Braille software/Jaw software</li> <li>• Improvised throwing equipment</li> </ul>

Sub topic	Objective: learners should be able to:	Content	Suggested activities	Suggested resource materials
Aquatic skills	<ul style="list-style-type: none"> <li>• execute various strokes</li> <li>• practice life saving skills</li> <li>• practice water polo skills</li> </ul>	<ul style="list-style-type: none"> <li>• Strokes (Speed, Distance, Time, Accuracy)</li> <li>• Life Saving Skills</li> <li>• Water Polo</li> </ul>	<ul style="list-style-type: none"> <li>• Practising various strokes</li> <li>• Demonstrating life saving techniques</li> <li>• Practising drills for speed, distance and time in various strokes</li> <li>• Discussing the importance of hygienic practices</li> <li>• Practising water polo activities</li> </ul>	<ul style="list-style-type: none"> <li>• Magazines</li> <li>• Newspapers</li> <li>• ICT tools/ Braille software/Jaw software</li> <li>• Charts</li> <li>• Task cards</li> <li>• Ropes and Sticks</li> <li>• Broomsticks</li> <li>• Float-boards</li> <li>• Tyre tubes</li> <li>• Pull bouys</li> <li>• First Aid Kit</li> <li>• Whistle</li> <li>• Plastic water containers</li> <li>• Hoops</li> <li>• Scooping nets</li> </ul>
<b>Invasion Games</b>	<ul style="list-style-type: none"> <li>• demonstrate knowledge of rules and laws of invasion games</li> <li>• execute learnt skills confidently</li> <li>• demonstrate tactics and techniques learnt in invasion games</li> </ul>	<ul style="list-style-type: none"> <li>• Rules and laws of the game</li> <li>• Game skills</li> <li>• Tactics and techniques of the game</li> </ul>	<ul style="list-style-type: none"> <li>• Applying the rules and laws of the game</li> <li>• Demonstrating skills, tactics and strategies of the game</li> <li>• Officiating/refereeing various Invasion games</li> <li>• Carrying out a project on equipment making</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools/ Braille software/Jaw software</li> <li>• Balls</li> <li>• Cones</li> <li>• whistle</li> </ul>

Sub topic	Objective: learners should be able to:	Content	Suggested activities	Suggested resource materials
<b>Net Games:</b>	<ul style="list-style-type: none"> <li>• apply the laws of the game</li> <li>• execute net game skills</li> <li>• apply game tactics and techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Rules of the game</li> <li>• Game skills, tactics and techniques</li> <li>• Equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing laws of the game</li> <li>• Applying laws of the game</li> <li>• Executing game skills</li> <li>• Applying game tactics and techniques</li> <li>• Officiating/refereeing various Net games</li> <li>• Carrying out a project on equipment making</li> </ul>	<ul style="list-style-type: none"> <li>• playing courts</li> <li>• laws of the game handbook</li> <li>• bats</li> <li>• balls</li> <li>• racquets</li> <li>• table tennis court</li> <li>• whistles</li> <li>• ICT tools/ Braille software/Jaw software</li> </ul>
<b>Striking games</b>	<ul style="list-style-type: none"> <li>• exhibit advanced game tactics in striking games</li> <li>• umpire games</li> <li>• carry out a coaching plan and implement it</li> <li>• demonstrate principles of fair play and sportsmanship through conduct at games</li> <li>• design equipment and apparels to be used for the sport.</li> </ul>	<ul style="list-style-type: none"> <li>• Game skills, tactics and techniques</li> <li>• Officiating</li> <li>• Coaching</li> <li>• Fair play and sportsmanship</li> <li>• Equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Batting for power and distance( bunt, hitting for home run)</li> <li>• Pitching (Fast Pitch, Slow Pitch, Curves, Drop balls)</li> <li>• Fielding (in fielding ,out fielding)</li> <li>• Bowling (Fast Pace Bowler, Leg Spinner, off spinner)</li> <li>• Designing and applying Game formations</li> <li>• Designing coaching out plans and carrying out</li> </ul>	<ul style="list-style-type: none"> <li>• Bats</li> <li>• Tennis balls</li> <li>• Balls</li> <li>• Cones</li> <li>• Skittles</li> <li>• Bases</li> <li>• Helmets</li> <li>• Catchers gear</li> <li>• Box</li> <li>• Mitts (gloves)</li> <li>• Paper glue</li> <li>• Magazines</li> <li>• Rule books</li> <li>• T-stand</li> <li>• Strings</li> <li>• White wash(lime)</li> </ul>

Sub topic	Objective: learners should be able to:	Content	Suggested activities	Suggested resource materials
			<ul style="list-style-type: none"> <li>mini coaching sessions</li> <li>Carrying out umpiring</li> <li>Engaging in event planning and management of Striking Games</li> <li>Drawing designs of sport apparel that can be marketed.</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools/ Braille software/Jaw software</li> </ul>
Combat Games: <ul style="list-style-type: none"> <li>◆ Wrestling</li> <li>◆ Boxing</li> <li>◆ Judo</li> </ul> Martial Arts	<ul style="list-style-type: none"> <li>demonstrate punching kicking ,blocking and attacking skills</li> <li>implement rules and regulations during practise sessions</li> <li>judge various combat games</li> <li>create sequential routine using various combat skills</li> </ul>	<ul style="list-style-type: none"> <li>Combat skills</li> <li>Judging</li> <li>Routine design</li> </ul>	<ul style="list-style-type: none"> <li>Practising punching , kicking ,blocking and attacking skills in various situations</li> <li>Demonstrating more complex routines using various combat skills</li> <li>Practising with various equipment during routines</li> <li>Designing routines showing various skills</li> <li>designing training programs</li> <li>Demonstrating body positions aesthetically</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools/ Braille software/Jaw software</li> <li>Resource persons</li> <li>Darts boards</li> <li>Chess boards</li> </ul>
Educational gymnastics	<ul style="list-style-type: none"> <li>demonstrate a variety of gymnastic movements</li> </ul>	<ul style="list-style-type: none"> <li>Balances</li> <li>Springs and Landings</li> <li>Rotations</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrating body positions aesthetically</li> </ul>	<ul style="list-style-type: none"> <li>swinging ropes</li> <li>Still rings</li> <li>Uneven bars</li> <li>Pommel horse</li> </ul>

Sub topic	Objective: learners should be able to:	Content	Suggested activities	Suggested resource materials
	<ul style="list-style-type: none"> <li>perform various gymnastic balances</li> <li>perform rotational movements in gymnastic routines</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Performing various balances</li> <li>Practising floor routines</li> <li>Performing movement sequences</li> <li>Discussing safety rules</li> </ul>	<ul style="list-style-type: none"> <li>Vault tables</li> <li>Hula hoops</li> <li>Video recorders projectors</li> <li>Skipping ropes</li> <li>Horizontal bars</li> <li>ICT tools/ Braille software/Jaw software</li> </ul>

### Topic 5: Sport Enterprise

Sub topic	Objective: learners should be able to:	Content	Suggested activities	Suggested resource materials
Marketing in Sport	<ul style="list-style-type: none"> <li>develop a basic funding model for sport clubs</li> <li>describe the sport marketing mix</li> <li>identify the various marketing strategies</li> </ul>	<ul style="list-style-type: none"> <li>Funding models</li> <li>Marketing mix</li> <li>Marketing strategies</li> </ul>	<ul style="list-style-type: none"> <li>Stating the basic funding models for sport clubs</li> <li>Describing the various funding models</li> <li>Identifying the sport marketing mix</li> <li>Describing the sport marketing mix</li> <li>Stating the various marketing strategies</li> <li>Describing the various sport marketing strategies</li> <li>Touring various sporting arenas and enterprises.</li> </ul>	<ul style="list-style-type: none"> <li>Magazines</li> <li>Newspapers</li> <li>ICT tools/ Braille software/Jaw software</li> <li>Electrical gadgets</li> <li>Books</li> <li>Role play</li> <li>Videos</li> </ul>

### Topic 6: Adventure Games

SUB TOPICS	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Camping  Orienteering	<ul style="list-style-type: none"> <li>• demonstrate different climbing techniques</li> <li>• demonstrate different abseiling techniques</li> <li>• demonstrate team building, leadership, collaboration, innovation and critical thinking skills through participation in adventure activities</li> </ul>	<ul style="list-style-type: none"> <li>• Camping</li> <li>• Orienteering</li> </ul>	<ul style="list-style-type: none"> <li>• Practising rock climbing</li> <li>• Engaging in Descending techniques</li> <li>• Practising abseiling techniques</li> <li>• Engaging in team building , leadership, collaboration, innovation and critical thinking activities</li> </ul>	<ul style="list-style-type: none"> <li>• Puzzles</li> <li>• Flip charts</li> <li>• Maps and Books</li> <li>• Camping tents</li> <li>• Directional compass</li> <li>• Note Pads</li> <li>• Appropriate Outdoor Attire</li> <li>• Poles and Ropes</li> <li>• Canoes and Boats</li> <li>• Life - saving equipment</li> <li>• Relevant attire</li> <li>• Rafter's</li> <li>• ICT tools/ Braille software/Jaw software</li> </ul>

## Topic 7: Mass Displays

Sub Topic	Objective: learners should be able to:	Content	Suggested Learning Activities	Suggested Resource Materials
History of Mass Displays	<ul style="list-style-type: none"> <li>trace the evolution of mass displays in Zimbabwe</li> <li>assess the growth or decline of Mass Displays since inception in Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>Evolution of Mass Displays in Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>Discussing the evolution of Mass Displays</li> <li>Identifying peaks and troughs in the evolution of Mass Displays</li> </ul>	<ul style="list-style-type: none"> <li>Literature on mass displays in Zimbabwe</li> <li>Resource persons</li> <li>ICT tools/ Braille software/Jaw software</li> </ul>
Arena Choreography	<ul style="list-style-type: none"> <li>identify themes on community and national issues</li> <li>design choreography for the identified themes</li> <li>participate in Mass Displays activities for school, community and national events</li> </ul>	<ul style="list-style-type: none"> <li>Themes in Mass Displays</li> <li>Choreography for the themes</li> </ul>	<ul style="list-style-type: none"> <li>Producing themes from topical issues of the community</li> <li>Producing themes on national issues</li> <li>Performing choreography on the themes</li> </ul>	<ul style="list-style-type: none"> <li>Topical issues in the community</li> <li>National policies and ideas</li> <li>Themes on national days</li> <li>ICT tools/ Braille software/Jaw software</li> </ul>
Formations	<ul style="list-style-type: none"> <li>design Mass Displays formations</li> <li>design symbolic formations</li> <li>demonstrate formations in a Mass Display</li> </ul>	<ul style="list-style-type: none"> <li>Advanced Formations</li> <li>Symbolic Formations</li> <li>Linking the Formations</li> </ul>	<ul style="list-style-type: none"> <li>Designing formations</li> <li>Practising Mass Displays sequences using designed formations</li> </ul>	<ul style="list-style-type: none"> <li>Graph paper</li> <li>Pencils</li> <li>Marked arena</li> <li>ICT tools/ Braille software/Jaw software</li> </ul>



Sub Topic	Objective: learners should be able to:	Content	Suggested Learning Activities	Suggested Resource Materials
Background and Performance Music	<ul style="list-style-type: none"> <li>• respond to stimuli/music from start of display to exit</li> <li>• play instrumental music for Mass Displays</li> <li>• sing while conducting Mass Displays</li> </ul>	<ul style="list-style-type: none"> <li>• Stimuli and rhythm for entrance, performance and exit</li> </ul>	<ul style="list-style-type: none"> <li>• Playing various instruments</li> <li>• Composing songs depicting themes</li> <li>• Identifying music that speaks to identified themes</li> </ul>	<ul style="list-style-type: none"> <li>• Songs</li> <li>• Drums</li> <li>• Musical instruments</li> <li>• ICT tools/ Braille software/Jaw software</li> </ul>
Background Art	<ul style="list-style-type: none"> <li>• design word art and pictures showing themes for Mass Displays</li> </ul>	<ul style="list-style-type: none"> <li>• Words and pictures mounted on sets of boards depicting themes</li> </ul>	<ul style="list-style-type: none"> <li>• Designing background art boards</li> <li>• Designing background art books</li> <li>• Decorating the arena using designed boards</li> </ul>	<ul style="list-style-type: none"> <li>• Paint</li> <li>• Brushes</li> <li>• Boards</li> <li>• Grand stand</li> <li>• ICT tools/ Braille software/Jaw software</li> </ul>

## Competence Matrix Form 4

### Topic 1 : History of Physical Education

Sub topic	Objective: learners should be able to:	Content	Suggested activities	Suggested Resource Materials
History of Physical Education	<ul style="list-style-type: none"> <li>compare and contrast the development of Physical Education in Zimbabwe and selected countries</li> </ul>	<ul style="list-style-type: none"> <li>Comparative study on the development of Physical Education</li> </ul>	<ul style="list-style-type: none"> <li>Discussing the development of Physical Education in Zimbabwe and selected countries</li> <li>Comparing the development of Physical Education in Zimbabwe and selected countries</li> </ul>	<ul style="list-style-type: none"> <li>World map</li> <li>ICT tools/ Braille software/Jaw software</li> <li>Task cards</li> <li>Resource Persons</li> </ul>
History of Sport	<ul style="list-style-type: none"> <li>compare and contrast the development of Sport in Zimbabwe and selected countries</li> </ul>	<ul style="list-style-type: none"> <li>Comparative study on the development of Sport</li> </ul>	<ul style="list-style-type: none"> <li>Discussing the development of Sport in Zimbabwe and selected countries</li> <li>Comparing the development of Sport in Zimbabwe and selected countries</li> </ul>	<ul style="list-style-type: none"> <li>World map</li> <li>ICT tools/ Braille software/Jaw software</li> <li>Task cards</li> <li>Resource Persons</li> </ul>

## Topic 2: Health, Safety and Environment

Sub Topic	Objective: Learners should be able to:	Content	Suggested activities	Suggested resource materials
Nutrition, Diet and Physical Activities	<ul style="list-style-type: none"> <li>describe the WHO recommended levels for physical activity for specific age groups</li> <li>describe eating disorders</li> <li>identify diseases of lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>Physical activity guidelines</li> <li>Dietary problems</li> </ul>	<ul style="list-style-type: none"> <li>Viewing charts</li> <li>Viewing pictures, videos on eating disorders</li> <li>Preparing picture slides and power points on Diet and Diet problems (Project)</li> </ul>	<ul style="list-style-type: none"> <li>WHO website</li> <li>Pictures</li> <li>Videos</li> <li>ICT tools/ Braille software/Jaw software</li> </ul>
Substances and Anti-Doping	<ul style="list-style-type: none"> <li>explain the concept of doping control</li> <li>describe the role of IOC in the anti-doping</li> </ul>	<ul style="list-style-type: none"> <li>Doping Control</li> <li>Strategies To Prevent Substances Abuse</li> </ul>	<ul style="list-style-type: none"> <li>Discussing strategies to prevent substance abuse</li> <li>Participating in awareness campaigns on Anti-Doping project</li> </ul>	<ul style="list-style-type: none"> <li>WADA website</li> <li>ICT tools/ Braille software/Jaw software</li> <li>Task cards</li> <li>Newspaper articles</li> </ul>
Injuries and First Aid	<ul style="list-style-type: none"> <li>identify chronic injuries</li> <li>demonstrating management of chronic injuries</li> <li>record procedures in managing chronic injuries</li> </ul>	<ul style="list-style-type: none"> <li>Identification of Chronic Injuries</li> <li>Assessment of Injuries</li> <li>Record Keeping</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrating how to manage chronic injuries</li> <li>Identifying procedures in managing chronic injuries</li> </ul>	<ul style="list-style-type: none"> <li>Watching videos of injuries assessment</li> <li>First aid</li> <li>Pictures</li> <li>Newspapers</li> <li>Magazines</li> <li>ICT tools/ Braille software/Jaw software</li> </ul>

### Topic 3: Human Body Systems and Performance

Sub Topic	Objective: learners should be able to:	Content	Suggested activities	Suggested resource materials
Skeletal System	<ul style="list-style-type: none"> <li>state the different types of movement of joints</li> <li>name types of levers</li> <li>relate exercise to the skeletal system</li> </ul>	<ul style="list-style-type: none"> <li>Types of movement of joints</li> <li>3 types of levers</li> <li>Exercise and the Skeletal System</li> </ul>	<ul style="list-style-type: none"> <li>Discussing types of movement of joints</li> <li>Demonstrating types of movement on joints</li> <li>Identifying 3 types of levers on the human skeleton</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools/ Braille software/Jaw software</li> <li>Task cards</li> <li>Related literature</li> <li>Models</li> </ul>
Muscular System	<ul style="list-style-type: none"> <li>identify tendons and ligaments</li> <li>state types of muscle fibre</li> </ul>	<ul style="list-style-type: none"> <li>Tendons and Ligaments</li> <li>Exercise and the Muscle System</li> </ul>	<ul style="list-style-type: none"> <li>Drawing and labeling Tendons and Ligaments</li> <li>Describing types of muscles</li> <li>Differentiating Tendons from Ligaments</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools/ Braille software/Jaw software</li> <li>Task cards</li> <li>Related literature</li> <li>Models</li> </ul>
Cardiovascular System	<ul style="list-style-type: none"> <li>explain the effects of exercise on the Cardiovascular System</li> </ul>	<ul style="list-style-type: none"> <li>Effect of exercise on the Circulatory System</li> </ul>	<ul style="list-style-type: none"> <li>Projects on the different body systems</li> <li>Describing impact of Cardiovascular malfunction on exercise</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools/ Braille software/Jaw software</li> <li>Task cards</li> <li>Related literature</li> </ul>

Respiratory System	<ul style="list-style-type: none"> <li>• identify exercises that improve Respiratory System</li> </ul>	<ul style="list-style-type: none"> <li>• Exercise ,and the Respiratory System</li> </ul>	<ul style="list-style-type: none"> <li>• Designing Respiratory System models</li> <li>• Describing the relationship between exercise activity and lung capacity</li> </ul>	<ul style="list-style-type: none"> <li>• Models</li> <li>• Improvised models</li> <li>• Related literature</li> <li>• Models</li> <li>• ICT tools/ Braille software/Jaw software</li> <li>• Videos</li> </ul>
Exercise and Fitness: Fitness Programs	<ul style="list-style-type: none"> <li>• identify aerobic and anaerobic activities</li> <li>• design training programs for identified sporting activities</li> </ul>	<ul style="list-style-type: none"> <li>• Aerobic activities</li> <li>• Anaerobic activities</li> <li>• Interval activities</li> </ul>	<ul style="list-style-type: none"> <li>• Analysing training programs</li> <li>• Designing training programs to enhance specific activities</li> <li>• Designing training programs for general fitness</li> </ul>	<ul style="list-style-type: none"> <li>• Stop Watches</li> <li>• Cones</li> <li>• Videos</li> <li>• Animation</li> <li>• CDs</li> <li>• Models</li> <li>• ICT tools/ Braille software/Jaw software</li> </ul>

### Topic 4: Game Skills

Sub Topic	Objective: Learners should be able to:	Content	Suggested activities	Suggested resource materials
<b>Athletics</b> -Track Events	<ul style="list-style-type: none"> <li>• execute correct arm and leg action</li> <li>• demonstrate the correct running , jumping and throwing mechanics</li> <li>• execute the correct attack, clearance and landing in hurdles</li> <li>• manage different competitions</li> <li>• officiate applying correct rule in track and field</li> <li>• engage in peer coaching</li> </ul>	<ul style="list-style-type: none"> <li>• Competition management and assessment</li> <li>• Technical Rules</li> <li>• Coaching</li> </ul>	<ul style="list-style-type: none"> <li>• Engaging in officiating courses</li> <li>• Perfecting various techniques in running, jumping and throwing</li> <li>• Managing various athletics competitions</li> <li>• Marking the performing areas for track and field events</li> <li>• Applying the rules of track and field events in officiating</li> </ul>	<ul style="list-style-type: none"> <li>• Javelin</li> <li>• Discus</li> <li>• Improvised throwing equipment</li> <li>• ICT tools/ Braille software/Jaw software</li> </ul>

Sub Topic	Objective: Learners should be able to:	Content	Suggested activities	Suggested resource materials
Aquatic skills	<ul style="list-style-type: none"> <li>execute various strokes</li> <li>demonstrate life saving skills</li> <li>practice water polo skills</li> <li>apply technical rules in Aquatics</li> </ul>	<ul style="list-style-type: none"> <li>Strokes (Speed, Distance, Time, Accuracy)</li> <li>Life Saving Skills</li> <li>Water Polo</li> <li>Technical Rules</li> <li>Coaching</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrating life saving skills</li> <li>Practising drills for speed, distance and time in various strokes</li> <li>Practising water polo activities</li> <li>Discussing technical rules in Aquatics</li> <li>Practising peer coaching</li> </ul>	<ul style="list-style-type: none"> <li>Magazines</li> <li>Newspapers</li> <li>ICT tools/ Braille/Jaw software</li> <li>Charts</li> <li>Task cards</li> <li>Ropes and Sticks</li> <li>Broomsticks</li> <li>Float-boards</li> <li>Tyre tubes</li> <li>Pull bouys</li> <li>First Aid Kit</li> <li>Plastic water containers</li> <li>Hoops</li> <li>Scooping nets</li> </ul>
<b>Invasion Games</b>	<ul style="list-style-type: none"> <li>apply learnt skills, techniques and tactics in Invasion Games</li> <li>officiate and coach selected Invasion Games</li> <li>demonstrate fair play and sportsmanship when playing the game</li> </ul>	<ul style="list-style-type: none"> <li>Skills, Tactics and techniques</li> <li>Officiating</li> <li>Coaching</li> <li>Fair play and sportsmanship</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrating skills, tactics and strategies of playing Invasion Game (s)</li> <li>Applying the rules and laws of the game</li> <li>Discussing fair play and sportsmanship</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools/ Braille software/Jaw software</li> <li>Balls</li> <li>Cones</li> <li>whistle</li> </ul>
<b>Net games</b>	<ul style="list-style-type: none"> <li>exhibit game skills and tactics in a net game situation</li> <li>apply game rules to a net game of their choice</li> </ul>	<ul style="list-style-type: none"> <li>Game Skills, Tactics and Techniques of The Game</li> </ul>	<ul style="list-style-type: none"> <li>exhibiting net game skills and tactics</li> <li>applying laws of the game</li> <li>exhibiting coaching skills</li> </ul>	<ul style="list-style-type: none"> <li>Fields of playing</li> <li>Balls</li> <li>Whistles</li> </ul>

Sub Topic	Objective: Learners should be able to:	Content	Suggested activities	Suggested resource materials
	<ul style="list-style-type: none"> <li>exhibit coaching skills in a net game of their choice</li> <li>display fair play and sportsmanship behaviour in a game situation</li> </ul>	<ul style="list-style-type: none"> <li>Technical Rules</li> <li>Coaching</li> <li>Fair Play and Sportsmanship</li> <li>Equipment</li> </ul>	<ul style="list-style-type: none"> <li>displaying fair play and sportsmanship</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools/ Braille software/Jaw software</li> <li>Specific game equipment</li> <li>Cones</li> <li>Resource person</li> </ul>
Combat Games:	<ul style="list-style-type: none"> <li>demonstrate punching kicking ,blocking and attacking skills</li> <li>apply safety and technical rules during practise sessions</li> <li>judge various combat games</li> <li>create sequential routine using various combat skills</li> </ul>	<ul style="list-style-type: none"> <li>Combat skills</li> <li>Judging</li> <li>Routine design</li> </ul>	<ul style="list-style-type: none"> <li>Practising punching , kicking ,blocking and attacking skills in various situations</li> <li>Demonstrating more complex routines using various combat skills</li> <li>Practising with various equipment during routines</li> <li>Designing routines showing various skills</li> <li>designing training programs</li> </ul>	<ul style="list-style-type: none"> <li>Punching bags</li> <li>Mitts</li> <li>Gloves</li> <li>ICT tools/ Braille software/Jaw software</li> <li>Head gear</li> <li>Resource persons</li> <li>Sport specific equipment</li> </ul>
Target Games	<ul style="list-style-type: none"> <li>execute target game skills on stationary and moving objects</li> <li>apply safety and technical rules during a competitive situation</li> <li>construct target games equipment</li> </ul>	<ul style="list-style-type: none"> <li>Safety and technical rules</li> <li>Skills, Tactics and Techniques</li> </ul>	<ul style="list-style-type: none"> <li>Practising targeting moving and stationary objects at different distances, speeds and height</li> <li>Identifying and playing ancient African Target Games</li> <li>Playing puzzle games on safety rules</li> <li>Discussing technical rules</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools/ Braille software/Jaw software</li> <li>Resource persons</li> <li>Darts boards</li> <li>Chess boards</li> </ul>



Sub Topic	Objective: Learners should be able to:	Content	Suggested activities	Suggested resource materials
<b>Striking Games</b>	<ul style="list-style-type: none"> <li>exhibit advanced game tactics in striking games</li> <li>design a coaching plan demonstrate principles of fairplay and sportsmanship through conduct at games</li> <li>design equipment and apparels to be used for the sport.</li> </ul>	<ul style="list-style-type: none"> <li>Game skills, tactics and techniques of the game</li> <li>Officiating</li> <li>Coaching</li> <li>Fair play and sportsmanship</li> <li>Equipment</li> </ul>	<ul style="list-style-type: none"> <li>Constructing target game equipment</li> <li>Practising batting for power and distance( bunt, hitting for home run)</li> <li>Practising Pitching/bowling (Fast Pace Bowler, Leg Spinner, off spinner, Fast Pitch, Slow Pitch, Curves, Drop balls)</li> <li>Practising Fielding (in fielding ,out fielding)</li> <li>Designing Game formations</li> <li>Designing coaching plans and carrying out mini coaching sessions</li> <li>Carrying out umpiring</li> <li>Carrying out event planning and management</li> <li>Drawing designs of sport apparel that can be marketed</li> </ul>	<ul style="list-style-type: none"> <li>Bats</li> <li>Tennis balls</li> <li>Balls</li> <li>Cones</li> <li>Skittles</li> <li>Bases</li> <li>Helmets</li> <li>Catchers gear</li> <li>Box</li> <li>Mitts (gloves)</li> <li>Paper glue</li> <li>Magazines</li> <li>Rule books</li> <li>T-stand</li> <li>Strings</li> <li>White wash(lime)</li> <li>ICT tools/ Braille software/Jaw software</li> </ul>
<b>Educational Gymnastics</b>	<ul style="list-style-type: none"> <li>demonstrate a variety of gymnastic activity on apparatus</li> <li>exhibit floor exercises with improved level of skill</li> <li>design a gymnastics performance routine</li> </ul>	<ul style="list-style-type: none"> <li>Rotational Apparatus</li> <li>Vault Skills</li> <li>Mounts and Dismounts on Apparatus</li> </ul>	<ul style="list-style-type: none"> <li>Practising on body positions using apparatus</li> <li>Practising circuit training</li> <li>Practising vaulting and floor exercises</li> <li>Demonstrating mounts and dismounts</li> </ul>	<ul style="list-style-type: none"> <li>swinging ropes</li> <li>Still rings</li> <li>Uneven bars</li> <li>Pommel horse</li> <li>Vault tables</li> <li>Hula hoops</li> </ul>

Sub Topic	Objective: Learners should be able to:	Content	Suggested activities	Suggested resource materials
		<ul style="list-style-type: none"> <li>Balances on Apparatus</li> </ul>	<ul style="list-style-type: none"> <li>Discussing safety rules</li> <li>Balancing on various apparatus</li> </ul>	<ul style="list-style-type: none"> <li>Video recorders</li> <li>projectors</li> <li>Skipping ropes</li> <li>Horizontal bars</li> <li>ICT tools/ Braille software/Jaw software</li> </ul>

### Topic 5: Sport Enterprise

Sub Topic	Objective: Learners should be able to:	Content	Suggested activities	Suggested resource materials
Case Study/ Projects	<ul style="list-style-type: none"> <li>Describe club formation processes</li> <li>draw club constitutions</li> <li>Identify processes involved in patenting products</li> </ul>	<ul style="list-style-type: none"> <li>Case Study</li> <li>Patent Rights</li> </ul>	<ul style="list-style-type: none"> <li>Describing formation of clubs</li> <li>Drafting of club constitutions</li> <li>Legal registration of formed clubs</li> <li>Describing processes of patent rights</li> </ul>	<ul style="list-style-type: none"> <li>Samples of constitutions</li> <li>Flow charts</li> <li>ICT tools/ Braille software/Jaw software</li> <li>Related literature</li> </ul>

### Topic 6: Adventure Games

SUB TOPICS	OBJECTIVES Learners should be able to:	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCE MATERIALS
Camping  Orienteering	<ul style="list-style-type: none"> <li>• demonstrate different climbing techniques</li> <li>• demonstrate different abseiling techniques</li> <li>• practise water based activities</li> </ul>	<ul style="list-style-type: none"> <li>• Camping</li> <li>• Orienteering</li> </ul>	<ul style="list-style-type: none"> <li>• Practising rock climbing</li> <li>• Descending techniques</li> <li>• Practising abseiling techniques</li> <li>• Practising raft building</li> <li>• Practising canoeing</li> </ul>	<ul style="list-style-type: none"> <li>• Puzzles</li> <li>• Flip charts</li> <li>• Maps and Books</li> <li>• Camping tents</li> <li>• Ropes and Poles</li> <li>• Directional compass</li> <li>• Appropriate Outdoor Attire</li> <li>• Canoes and Boats</li> <li>• Life saving equipment</li> <li>• Relevant attire</li> <li>• Rafters</li> <li>• ICT tools/ Braille software/Jaw software</li> </ul>

## Topic 7: Mass Displays

Sub Topic	Objective: learners should be able to:	Content	Suggested Learning Activities	Suggested Resource Materials
History of Mass Displays	<ul style="list-style-type: none"> <li>trace mass the development of mass displays in Africa</li> <li>identify countries that do mass displays in Africa</li> <li>compare the development of Mass displays in Zimbabwe and other African Countries</li> </ul>	<ul style="list-style-type: none"> <li>Comparative study of the development of Mass Displays in Africa</li> </ul>	<ul style="list-style-type: none"> <li>Narrating development of Mass Displays in Zimbabwe</li> <li>Identifying countries that do Mass Displays in Africa</li> <li>Comparing the development of Mass Displays in identified countries.</li> </ul>	<ul style="list-style-type: none"> <li>Literature on mass displays in Zimbabwe</li> <li>Resource persons</li> <li>ICT tools/ Braille software/Jaw software</li> </ul>
Arena Choreography	<ul style="list-style-type: none"> <li>identify themes for national policies and national days</li> <li>choreograph Mass Display performances on identified themes</li> <li>participate in Mass Display activities by for school, community and national events</li> </ul>	<ul style="list-style-type: none"> <li>Themes for Mass Displays</li> <li>Choreography for the themes</li> </ul>	<ul style="list-style-type: none"> <li>Identifying themes for the displays</li> <li>Designing choreography for the displays</li> </ul>	<ul style="list-style-type: none"> <li>Topical issues in the community</li> <li>National policies and ideas</li> <li>Themes on national days</li> <li>ICT tools/ Braille software/Jaw software</li> </ul>
Formations	<ul style="list-style-type: none"> <li>design symbolic formations</li> </ul>	<ul style="list-style-type: none"> <li>Symbolic formations</li> </ul>	<ul style="list-style-type: none"> <li>Drawing complex formations to scale</li> </ul>	<ul style="list-style-type: none"> <li>Graph paper</li> <li>Pencils</li> <li>Marked arena</li> </ul>

Sub Topic	Objective: learners should be able to:	Content	Suggested Learning Activities	Suggested Resource Materials
	<ul style="list-style-type: none"> <li>link complex formations to symbolic formations</li> <li>perform the linked formations</li> </ul>	<ul style="list-style-type: none"> <li>Linking complex formations to symbolic formations</li> </ul>	<ul style="list-style-type: none"> <li>Drawing symbolic formations to scale</li> <li>Linking complex formations to symbolic formations</li> <li>Perform the process of linking the formations</li> </ul>	<ul style="list-style-type: none"> <li>Pictures and videos of complex and symbolic formations</li> <li>ICT tools/ Braille software/Jaw software</li> </ul>
Background and Performance Music	<ul style="list-style-type: none"> <li>prepare stimuli and rhythm for Mass Display performances</li> <li>play instrumental music for Mass Displays</li> <li>compose meaningful songs for themes to conduct Mass Displays</li> </ul>	<ul style="list-style-type: none"> <li>Stimuli and rhythm for entrance, performance and exit</li> </ul>	<ul style="list-style-type: none"> <li>Playing musical instruments</li> <li>Composing songs on identified themes</li> </ul>	<ul style="list-style-type: none"> <li>Songs</li> <li>Drums</li> <li>Musical instruments</li> <li>ICT tools/ Braille software/Jaw software</li> </ul>
Background Art	<ul style="list-style-type: none"> <li>Design word art and pictures that depict identified themes</li> </ul>	<ul style="list-style-type: none"> <li>Words and Pictures Mounted on Background Books On Grand Stands Depicting Themes</li> </ul>	<ul style="list-style-type: none"> <li>Training people to mount the background in an arena</li> <li>Developing word art and pictures for performances</li> <li>Sequencing artworks with Mass Display activities</li> </ul>	<ul style="list-style-type: none"> <li>Paint</li> <li>Brushes</li> <li>Boards</li> <li>Grand stand</li> <li>ICT tools/ Braille software/Jaw software</li> </ul>

## 9.0 ASSESSMENT

Learners will be assessed in their ability to:

- 9.1.1 analyse the value of Physical Education, Sport and Mass Displays through evaluating the past, present and determine the future
- 9.1.2 apply knowledge of nutrition and substance abuse to Physical Education, Sport and Mass Display
- 9.1.3 apply First Aid skills in managing injuries
- 9.1.4 analyse principle of equipment design and maintenance
- 9.1.5 identify career opportunities in sport by creating and managing clubs, facilities and equipment
- 9.1.6 demonstrate enterprising skills through club formation, facilities, equipment and apparel design
- 9.1.7 describes the effect of exercise on the function of body systems
- 9.1.8 perform various games related skills with proficiency
- 9.1.9 apply the technical rules acquired through studying Sport
- 9.1.10 display knowledge of choreography in relation to mass display activities
- 9.1.11 explore the environment through physical activities obtaining survival skills

## 9.2 Scheme of Assessment

By the end of the four year course learners should be able to:

The assessment will be continuous and based on achieving the learning outcomes for each topic and form level. Learner profiling must inform where the learner has made progress and areas for future development in relation to the objectives.

The Learner Profile Record must state the learner's entry abilities and potential at every level in addition to concepts, skills and knowledge the learner has acquired or developed.

Secondary School cycle Physical Education, Sport and Mass Displays assessment will be based on 75% continuous assessment and 25% summative assessment.

The syllabus' scheme of assessment is grounded in the principle of equalisation of opportunities hence does not condone direct or indirect discrimination of learners.

Arrangements, accommodations and modifications must be visible in both continuous and summative assessments to enable learners with special needs to access assessments and receive accurate performance measurement of their abilities. Access arrangements must neither give these learners an undue advantage over others nor compromise the standards being assessed.

Learners who are unable to access the assessments of any component or part of component due to disability (transitory or permanent) may be eligible to receive an award based on the assessment they would have taken.

NB For further details on arrangements, accommodations and modifications refer to the assessment procedure booklet.

a) Continuous Assessment

Continuous assessment for Forms 1 to 4 School cycle will consist of practical topic tasks, written tests and re-search project:

i) Practical Topic Tasks

These are activities that teachers use in their day to day teaching. These may include individual, pair and group tasks.

ii) Written Tests

These are tests set by the teacher to assess the Forms 1 to 4 learners on concepts covered during a given period of up to a month. The tests should consists of multiple choice, closed and open questions as well as structured questions

iii) Research projects

These are guided projects, which will be carried out by learners during the course of the study

### Summary of Continuous Assessment Tasks

In Terms 1 to 12, candidates are expected to have done at least the following recorded tasks per term: • 2 Practical topic tasks

- 2 Written tests
- 1 Research project for Forms 1 to 4
- 1 End of term practical assessment
- 1 End of term written assessment

Form of Assessment	Weighting
Continuous	75
Summative	25
<b>Total</b>	<b>100</b>

### Continuous Assessment

Level	Assessment Tasks	Weighting
Form 1	One practical test per month One end of term practical test Two theory tests per term One end of term theory test One project per year	20
Form 2	One practical test per month One end of term practical test Two theory tests per term One end of term theory test One project per year	20
Form 3	One practical test per month One end of term practical test Two theory tests per term One end of term theory test One project per year	25
Form 4	One project Two practical test	10
<b>Total</b>		<b>75%</b>

NB: Each assignment, test and project is marked out of 100 %. Soft skills are assessed as learners do the continuous assessment tasks.

## Summative assessment

Paper	Paper type	Duration	Mark	Weight
1	Multiple choice	1 hour	40 marks	5%
2	Structured	2 hours	100 marks	5%
3	Practical demonstrations	10 minutes	100 marks	15%
Total				<b>25%</b>

## Paper descriptions

Paper 1: there will be 40 multiple choice questions which will be compulsory.

Paper 2: the paper will constitute two sections A and B. Section A is compulsory and section B the candidate chooses 3 questions out of 5. Section A candidates will answer on the question paper and on section B, additional answer scripts will be provided.

Paper 3: candidates will demonstrate required skills under examination conditions.

## 9.3. Specification Grid

Skills	Paper 1	Paper 2	Paper 3
Knowledge	40%	30%	
Comprehension	20%	30%	
Application and Analysis	20%	20%	
Synthesis and Evaluation	20%	20%	
Practical			100%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>



