

GRADE 7

PHYSICAL EDUCATION AND SPORT

UNITS OF WORK

STANDARDS FOR PHYSICAL EDUCATION AND SPORT GRADE 7

THE STRANDS

There are three key Strands within Physical Education and Sport. The first two of the three are subdivided into two sub-strands each.

STRANDS		
MOVEMENT EDUCATION	GAMES AND SPORT	HEALTH, SAFETY AND WELL-BEING
SUB-STRANDS		

Motor Control	Movement and Dance	Individual Techniques	Team Tactics	Health, Safety and Well-Being
<p>Student should be able to move their bodies with increasingly consistent control, refinement and more complex movements. They can use movement imaginatively; create and perform fluent sequences of movements; develop sequences of movements in response to stimuli such as music or stories</p>		<p>Students should develop and refine techniques used in a range of games and sports which includes the use of balls, racquets, bats and other equipment that will allow them to work individually and in groups in an increasing range of sports and games. They will develop and use their understanding of the principles of games to apply the rules effectively to develop and adapt their own strategies and tactics when taking part in games as team members or individuals.</p>		<p>Students should understand why physical activity is good for their health and wellbeing, and develop positive attitudes toward physical activity</p>

STRANDS	GAMES AND SPORT		HEALTH, SAFETY AND WELL-BEING	
SUB-STRANDS	Motor Control	Individual Techniques	Team Tactics	
ATTAINMENT TARGETS	Apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities to enhance their ability to participate successfully in these activities	Send and receive a variety of objects, adjusting speed and distance, while applying the correct techniques: Retain objects in a variety of situations while travelling in different directions, at varying speeds in relation to others and to equipment.	Apply strategies appropriately; demonstrating an understanding of the different components of a variety of physical activities in order to enhance their ability to participate successfully in a game situation	Demonstrate an understanding of the essential knowledge and practices for ensuring their personal safety, health and wellbeing.

SUBJECT	TERM 1	TERM 2	TERM 3
Physical Education	<p>Movement Education</p> <ul style="list-style-type: none"> • Increase the range of gymnastic skills with refinement and control • Develop complex sequences with repetitions and contrasts while working alone and with others <p>Games and Sports</p> <ul style="list-style-type: none"> • Extend and apply techniques for skills in games requiring passing, receiving, footwork, running, dribbling, shooting/finishing, serving and striking. • Show competence in sports skills and apply knowledge of rules in game situation. • Design and play small group games in order to develop sports skills for basic offensive and defensive play. <p>Health Safety and Wellbeing</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the importance of safety rules and guidelines to avoid putting self and others at risk especially when using equipment. • Promote physical activity and healthy lifestyle by engaging in activities that develop the components of physical fitness. • Recognise some of the issues associated with the use of drugs in sports 	<p>Movement Education</p> <ul style="list-style-type: none"> • Become competent in management of body and acquire useful physical skills. • Acquire good, controlled body management in a variety of ways. <p>Games and Sport</p> <ul style="list-style-type: none"> • Refine and increase techniques for skills in sprinting, running relays, jumping, throwing, foot work, shooting, • Demonstrate strategies/tactics in a variety of games and competitions. <p>Health Safety and Wellbeing</p> <ul style="list-style-type: none"> • Explain the concepts of doping and anti-doping in sports. • Identify types of doping and explain how they affect the lifestyle of athletes. • Know how to take account of own safety and that of others during physical activities. 	<p>Movement Education</p> <ul style="list-style-type: none"> • Create modern dances using steps from cultural dances for presentation. <p>Games and Sports</p> <ul style="list-style-type: none"> • Refine and increase techniques for skills in passing, receiving, serving, fielding, striking, pitching, base running, shooting, dribbling, floats, strokes and apply tactics/strategies in a range of games and competitions. • Observe basic rules/laws in competitive situations. <p>Health Safety and Wellbeing</p> <ul style="list-style-type: none"> • Understand the physical, mental and social effects that physical activity has on the body.

The Aim of Physical Education is:

To develop students' knowledge and understanding of Physical Education and Sport and appreciate that participation will enhance their physical fitness and well-being along with a variety of motor skills. Physical Education activities contribute to the goals of education, enhance self-direction, self-esteem and cooperative behaviour. The programmes engage students in the continuous process of planning, performing and evaluating as well as in the development of attitudes which are necessary for a healthy lifestyle. The effective teaching and learning of Physical Education concepts and skills will expose pupils to a wide variety of careers which will prepare them to be confident and productive individuals, successful life-long learners and proud citizens of Jamaica.

Range and Content

Students will:

- Discuss the term Physical Fitness as it relates to promoting health and wellbeing.
- Increase the use of technology for research purposes and to improve/refine movement and sport skills.
- Apply strategies and tactics in competitive situations.
- Work collaboratively - participate in class activities and communicate with each other.
- Discuss the various career choices involved in Physical Education and Sport.
- Use a range of stimuli to create simple character and dance narratives through techniques
- Execute basic techniques for skills in all sporting disciplines.
- Know how to take account of their own safety and that of others during physical activity

About The Units:

In these Grade 7 Units of work students will learn to:-

Subject	Term 1	Term 2	Term 3
	<p>Unit 1 – 8 WEEKS</p> <p><u>Movement Education</u></p> <p>Demonstrate competence in a wide range of gymnastic skills.</p> <p><u>Games and Sports</u></p> <p>Search for information on the history and development of specified sports.</p> <p>Apply basic skills in football, netball, track and field and badminton.</p> <p><u>Health Safety and Wellbeing</u></p> <p>Know and practice safety procedures and routines in a variety of activities.</p> <p>Participate in activities or games that demonstrate sensitivity towards the environment.</p> <p>Unit 2 – 6 WEEKS</p> <p><u>Movement Education</u></p>	<p>Unit 1 – 6 WEEKS</p> <p><u>Movement Education</u></p> <p>Execute manipulative movement sequences while working alone and with others.</p> <p><u>Games and Sports</u></p> <p>Search for information on the history and development of specified sports.</p> <p>Apply basic skills in football, netball, track and field and badminton.</p> <p><u>Health Safety and Wellbeing</u></p> <p>Know and practice safety procedures and routines in a variety of activities.</p> <p>Unit 2 – 6 WEEKS</p> <p><u>Movement Education</u></p>	<p>Unit 1 – 5 WEEKS</p> <p><u>Movement Education</u></p> <p>Manipulate the body to create movement patterns with and without equipment and with or without partner.</p> <p><u>Games and Sports</u></p> <p>Search for information on the history and development of specified sports.</p> <p>Apply basic skills in football, netball, track and field and badminton.</p> <p><u>Health Safety and Wellbeing</u></p> <p>Know and practice safety procedures and routines in a variety of activities.</p> <p>Unit 2 – 7 WEEKS</p> <p><u>Movement Education</u></p>

	<p>Create and perform various movement sequences.</p> <p><u>Games and Sports</u></p> <p>Search for information on the history and development of specified sports.</p> <p>Apply basic skills in football, netball, track and field and badminton.</p> <p><u>Health Safety and Wellbeing</u></p> <p>Understand drug use and abuse</p> <p>Research on the local and international bodies governing the use of drugs by athletes.</p>	<p>Execute manipulative movement sequences while working alone and with others.</p> <p><u>Games and Sports</u></p> <p>Apply basic skills in track and field, and tennis.</p> <p><u>Health Safety and Wellbeing</u></p> <p>Understand the various terms associated with doping and anti-doping in sports.</p>	<p>Manipulate the body to create movement patterns with and without equipment and with or without partner.</p> <p><u>Games and Sports</u></p> <p>Apply basic skills in volleyball, softball, baseball, hockey and swimming.</p> <p><u>Health Safety and Wellbeing</u></p> <p>Understand the effects that physical activity has on the individual.</p>
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GUIDANCE FOR THE TEACHER

ROLE MODEL

Teacher should:

- Demonstrate and encourage self-discipline (values and attitudes)
- Dress appropriately for all classes

OBSERVE AND ADHERE TO HEALTH AND SAFETY RULES

- Ensure healthy practices before and after activities (e.g. warm up and cool down, taking shower)
- Not allow students to engage in vigorous physical activities immediately after meals.
- Ensure proper hydration of students (allow water breaks)
- Ensure a safe environment (remove and eliminate all safety hazards, avoid students facing the sun)
- Appropriate gear should be worn at all times for activities (e.g. helmet, shin guards, glove)
- Ensure that students avoid wearing jewellery, ear rings, wrist watches, long nails and loose hair kept intact)
- Ensure that students are ready/adequately prepared before engaging in activities.
- Ensure that **“all”** students are facilitated
- Ensure that equipment are stored and transported safely (e.g. javelin, hurdles)

POOL RULES OBSERVATION

- Shower before entering pool
- No forceful submerging or pushing
- No spitting, urinating or defecating
- No eating and drinking in and around pool
- Use of sharp objects are prohibited
- No shout for help when/where not needed (false alarm)
- No swimming during heavy rain or thunder storms
- No students should be allowed in and around pool without supervision
- Wearing of sanitary napkin is prohibited in pool
- Recognize hazards of water (depth, currents, tides, weather conditions, pollution, hypothermia)

SUPERVISION

- Assess skill and health related fitness level (e.g., aptitude tests)
- Encourage and facilitate leadership among students
- Ensure effective communication at all times
- Display fair play and good sportsmanship
- Use ICT to make classes fun and interesting (videos, power point)
- Employ proper time management (e.g. meaningfully engage students, ensure students are on tasks, prepare play are before class)
- Students must be supervised at all times(e.g. close monitoring, position of teacher and students in class)
- Encourage participation and a non-threatening atmospher

Prior Learning

Check that students can:

- Demonstrate skills used in physical education activities.
- Differentiate between healthy and unhealthy lifestyle practices.
- Identify how physical activities impact on lifestyles.
- Recognise the components of physical fitness.
- Identify some causes of injuries
- Demonstrate basic skills used in netball.
- Display a range of movement in motion.
- Imitate characters in movement.
- Identify basic rules in specific sports.

PHYSICAL EDUCATION AND SPORT UNITS OF WORK GRADE 7 TERM 1 UNIT 1 – 8 WEEKS

UNIT TITLE: Development – Introduction to Healthy Lifestyle, Movement ,Netball	
Physical Education and Sport STRAND: Movement Education Attainment Targets:	Physical Education and Sport Objectives: <ul style="list-style-type: none"> • Consistently perform warm up and cool down routines when engaging in physical activities.

<ol style="list-style-type: none"> 1. Apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities to enhance their ability to participate successfully in these activities. 2. Perform movement skills in a variety of activities; demonstrating understanding of the basic requirements of dance skills and applying movement concepts appropriately, as they engage in a variety of activities. 	<ul style="list-style-type: none"> • Improvise and demonstrate movements in response to the expressive elements of music and sound. • Perform movement sequences using learned manipulative movement skills, demonstrating effective use of qualities of movement. • Develop and refine rhythmic skills • Move with free flows in a variety of ways while building sequences. • Make more complex movement sequences with and without apparatus. • Demonstrate proper technique to send and receive objects with accuracy, distance, and control in unpredictable settings.
<p>Attainment Target: Introduction to Games and Sports</p> <p>NETBALL</p> <ol style="list-style-type: none"> 1. Send and receive a variety of objects, adjusting speed and distance, while applying the correct technique: Retain objects in a variety of situation while travelling in different direction, at varying speed in relation to others and to equipment. 2. Apply strategies appropriately; demonstrating an understanding of the different components of a variety of physical activities in order to enhance their ability to participate successfully in a game situation. 	<ul style="list-style-type: none"> • Discuss briefly the history and development of netball in Jamaica. • Demonstrate appropriate warm-up and cool down activities • Demonstrate smooth and efficient change of direction while executing various sports skills and apply them to specific sports. • Demonstrate an understanding of rules with regards to safety in game situations. • Demonstrate positive personal and social behaviours that emphasise fair play. • Demonstrate competency in making different passes at varying distances. • Demonstrate the ability to work in groups harmoniously. • Demonstrate an understanding of the phases of movement (preparation, action, follow-through and recovery) and apply to the refinement of movement skills. • Analyse skill performance of self and others.

	<ul style="list-style-type: none"> • Demonstrate basic skills in netball / (e.g., passing, receiving, shooting, footwork). • Demonstrate smooth and efficient change of direction while executing netball. • Demonstrate competency in making netball / passes over varying distances. • Execute netball / Football skills and observe rules while participating in a variety of minor games. • Apply strategies using netball / Football skills in competitive situations. • Demonstrate an understanding of basic laws/rules in game situations
<p>STRAND : Health, Safety and Wellbeing</p> <p>Attainment Target:</p> <p>1. Demonstrate an understanding of the essential knowledge and practices for ensuring their personal safety, health and well-being.</p>	<ul style="list-style-type: none"> • Promote awareness and responsible actions with respect to health and safety issues in sports and games. • Demonstrate an understanding of rules with regard to safety of self and others and practise safety procedures in PE lessons. • Discuss the relationship between nutritional choices and participation in physical activity. • Display collaboration skills when organizing themselves into small harmonious working groups. • Participate regularly in a variety of physical activities.
<p>ICT Attainment Targets</p> <ul style="list-style-type: none"> ▪ DESIGNING AND PRODUCING- Use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations. ▪ RESEARCH, CRITICAL THINKING, PROBLEM SOLVING AND DECISION MAKING – Use appropriate digital tools and resources to plan and 	

<p>conduct research, aid critical thinking, manage projects, solve problems and make informed decisions.</p> <ul style="list-style-type: none"> ▪ DIGITAL CITIZENSHIP-Recognize the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour. 	
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Suggested Teaching and Learning Activities Students will:	Key Skills	Assessment
<p><i>Movement Education</i></p> <p>Perform movement combinations during warm-up to improve their range of motion (e.g., flexibility) and strength over time. (e.g., increase in frequency, intensity, and duration)</p> <p>Create and execute movement sequences in response to stimuli (e.g., changing rhythm patterns, instrumentation)</p> <p>Describe the relationship between movements performed and the stimuli or feelings that inspired them</p> <p>Explore routine movements (e.g., walking, running, skipping)</p> <p>Practice and refine particular elements of movement (e.g., maintain formation, speed and direction)</p> <p>Constructively critique their use of elements of movement and that of their peers.</p>	<p>Flexibility Demonstrate movement combinations</p> <p>Create and execute movements</p> <p>Making associations</p> <p>Demonstrate movements</p> <p>Speed, reaction, formation, balance, flexibility, agility</p> <p>Self/ peer assessment</p>	<p>Demonstrate improvement in range of motion and strength.</p> <p>Accurately display movement sequences</p> <p>Demonstrate routine movements</p> <p>Display refined movement sequences.</p> <p>Critically examine movements to show evidence of refinement</p>

Suggested Teaching and Learning Activities Students will:	Key Skills	Assessment
<p>Conduct research using a wide variety of online and offline sources and Identify a range of basic movement skills that can be used in a variety of activities (e.g., striking skills used in softball/baseball, hockey, tennis; serving used in badminton, tennis, volleyball)</p>	<p>Identify appropriate movements Analyse Conduct electronic search for kinds of information</p>	<p>Correctly identify movement skills</p>
<p>Games and Sports - Netball,</p> <p>Search online or offline media for information and discuss the history and development of netball and football (local and international governing bodies, domestic competitions).</p> <p>Research online or offline media and present information on two (2) favourite netball athletes. Students can use suitable application software to present information.</p> <p>NETBALL Perform warm up and cool down exercises for netball (e.g., short sprints, jogging and stretching) Execute the various passes from a stationary position and while moving. (e.g., bounce pass, chest pass, shoulder pass, overhead pass) - In pairs/ small groups</p> <p>Perform netball skills in different activities: special emphasis on footwork skills- simultaneous landing and one-two-landing) e.g. Step-jump-land Run to target –jump-land.</p>	<p>Search for information Report</p> <p>Research and present information Conduct electronic search for kinds of information Create and format multimedia presentation or document</p> <p>Sprint, jog, stretch</p> <p>Catch, Pass, Land, Pivot, Run, jump</p> <p>Time, run, jump, land, catch, pivot, change directions</p>	<p>Ability make passes using the correct technique.</p> <p>Correct execution of footwork.</p>

Suggested Teaching and Learning Activities Students will:	Key Skills	Assessment
<p>run-jump-land- pivot, run- jump-catch- land-pivot run changing directions- jump- land- pivot run changing directions- jump-catch- land- pivot</p> <p>Imitate the correct technique for shooting From a stationary position take shots from various points within the goal circle. Run to marker within the goal circle, receive ball and shoot.</p> <p>Perform attacking and defending skills Marking (man to man) Dodging (e.g. sprint, single feint, double feint, etc.) Identify infringements relating to ball-handling and footwork and award penalties for offenses committed; e.g. tossing, stepping, etc.</p> <p>Combine the skills of catching, passing, jumping, and landing, pivoting, dodging and marking in competitive games while observe game.</p> <p>Demonstrate efficiency in the use of skills as a strategic measure in competitive situations.</p> <p>Create game scenarios to assess self while emphasising fair play.</p>	<p>Shoot, run, land, catch</p> <p>Mark, dodge</p> <p>Identify infringements</p> <p>Attack, Defend, Pass, Receive, Shoot Team Play Observing Rules</p>	<p>Execute shots using the correct technique</p> <p>Observation of rules during game</p> <p>Rule application</p> <p>Correctly identify infringements</p> <p>Accurately apply combined netball skills in game situations while observing rules. Demonstrate fair play in game-situations</p> <p>Correctly demonstrate skills in game situation</p>

Suggested Teaching and Learning Activities Students will:	Key Skills	Assessment
<p>Health, Safety and Wellbeing</p> <p>Watch an online or offline video about responsible health and safety measures in relation to sport and games and then engage in class discussion or have class discussion about responsible health and safety measures in relation to sport and games.</p> <p>In small groups create a list of safety guidelines in different sporting activities (use videos, posters, etc.)</p> <p>Conduct a self- assessment of the extent to which they practice nutritional choices that contribute to overall health, responding to questions such as:</p> <ol style="list-style-type: none"> Do I drink enough water to support my physical activity? Am I eating the right foods to provide adequate energy for physical activity? Am I eating at the right times of the day in relation to physical activity? <p>Inspect playing areas for hazards to self, others and environment. Use appropriate recording device to capture these hazards and play back for class discussion.</p>	<p>Discuss, analyse</p> <p>Create videos, posters, brochures, charts, etc. Create and format documents or multimedia presentation Do video recording</p> <p>Analyse, compare</p> <p>Observe, inspect playing area Create and format multimedia presentation or document</p>	<p>Identify responsible health and safety measures through active participation in discussions.</p> <p>Correctly List safety guidelines specific to different sports.(netball, football, badminton and track and fiel</p> <p>Perform self-assessment</p> <p>Ability inspect playing areas to identify hazards etc.</p>

Suggested Teaching and Learning Activities Students will:	Key Skills	Assessment
Practice proper warm up and cool down procedures to minimise injury.	Walk, jog, stretch, breathe, jump, hop, run	Correctly complete appropriate warm up and cool down activities.
In groups check each other's pulse/ breathing rate before and after physical activity and record findings.	Count, identify pulse beats	Accurately compare pulse/breathing rates before /after physical activities.
Remove and return equipment to storage safely.	Remove and return equipment	Safely remove and return equipment consistently.

Learning Outcomes	
<p>Students will be able to:</p> <ul style="list-style-type: none"> ✓ Use stimuli to develop different types of movement sequences ✓ Transfer movement skills to a variety of other activities ✓ Demonstrate knowledge of the development of netball and football. ✓ Receive and make a pass to stationary and moving targets. ✓ Apply footwork rule in fun and competitive situations. ✓ Execute, passing, receiving, landing and shooting techniques ✓ Perform warm up and cool down activities ✓ Display understanding of safety guidelines and procedures in executing physical activities. ✓ Establish the relationship between nutrition choices and participation in physical exercise. 	
Points to Note	Extended Learning
<p>Safety must be observed at all times.</p> <p>Appropriate PE kit must be worn at all times</p> <p>Teacher should ensure that students practice online safety.</p>	<p>Participate in co-curricular and community based activities to further develop and refine skills.</p>
Resources	Key vocabulary

Mats, CD's/CD player, computer, DVD, hoops, benches, boxes, stepping blocks, netball, bibs, markers/cones, books related to sports, balls, netball court, first aid kit, internet , image capturing device	footwork rule, change of direction, pass, catch, land, pivot, stationary, target, nutrition, physical activity, exercise, , marking, dodging, safety, safety guidelines, shooting, balance, flow, speed, transition, force.
Links to other subjects	
Mathematics: Shapes Music: Listening and responding and exploring sound HFLE : Myself, feelings, safety and protection Social Studies: Acceptable social behaviour Drama: space-spatial awareness Science: Nutrition	

Prior Learning

Check that students can:

- Demonstrate movement skills and basic movement sequences
- Demonstrate basic sprinting technique
- Show correct baton change
- Determine the effects of substance abuse
- Identify facts and myths related to the use and abuse of drugs in sports.

PHYSICAL EDUCATION AND SPORT UNITS OF WORK GRADE 7 TERM 1 UNIT 2 – 6 WEEKS

UNIT TITLE: Development – Introduction to healthy lifestyle, track and field	
STRAND: Games and Sports Attainment Targets: 1. Send and receive a variety of objects, adjusting speed and distance, while applying the correct technique: Retain objects in a variety of	<ul style="list-style-type: none"> • Discuss briefly the history and development track and field in Jamaica. • Give information about favourite athlete • Demonstrate positive personal and social behaviours that emphasize fair play.

<p>situation while travelling in different direction, at varying speed in relation to others and to equipment.</p> <p>2. Apply strategies appropriately; demonstrating an understanding of the different components of a variety of physical activities in order to enhance their ability to participate successfully in a game situation.</p>	<ul style="list-style-type: none"> • Incorporate knowledge of problem solving, conflict resolution responsibility and safety during physical activity.
Track and Field	<ul style="list-style-type: none"> • Demonstrate basic track and field skills (e.g., running, passing a baton, receiving a baton, starts, jumping, throwing and putting). • Demonstrate an understanding of rules in track and field. • Show willingness to participate in track and field activities.

Suggested Teaching and Learning Activities	Key Skills	Assessment
<p>Games and Sports- an Track and Field</p> <p>Search online and offline media for information and discuss the history and development of Badminton and Track and Field including the local associations (Jamaica Badminton Association (J.B.A), Jamaica Administrative Athletic Association (J.A.A.A) and domestic competitions).</p> <p>Search online or offline media for and present information on two (2) track and field athletes. Students can use suitable application software to present information.</p>	<p>Search for information Conduct electronic search for kinds of information</p> <p>Search for information Make presentation</p>	

Suggested Teaching and Learning Activities	Key Skills	Assessment
<p>TRACK AND FIELD</p> <p>Running</p> <p>Observe and describe the biomechanics of running Identify and practice exercises that can be used to develop good running form.</p> <ul style="list-style-type: none"> -Play minor games that involve running. -Prance progressing to knee lifts -Knee lifts from walk to a jog -Walking in lounging motion -Arm action on the spot then progressively increase speed -Running on a curve <p>Sprints</p> <p>Practice basic sprint drills to develop correct running technique (e.g., high knees, bounds, etc.) with emphasis on coordination.</p> <p>Practice activities to develop sprinting</p> <ul style="list-style-type: none"> - Play games that require quick starts - “Falling start” sprint stand with feet together, lean forward falling into a run. Accelerate 90% effort over 40 metres. Gradually slow down without leaning backwards. - Repeat “above” wit faster accelerations - High knees: walking , skipping then running 	<p>Create and format multimedia presentation or document</p> <p>Identify exercises, Describe, run</p> <p>Sprint, coordinate movements</p> <p>Run, sprint</p>	<p>Identify and demonstrate appropriate exercises and describe the biomechanics of running.</p> <p>Perform coordinated movements</p> <p>Ability to Sprint responding to instructions over specified distances</p>

Suggested Teaching and Learning Activities	Key Skills	Assessment
<p>-around a curve</p> <p>Demonstrate baton change in relay races while working together in small groups. (visual and non- visual)</p> <p>Apply basic sprinting techniques in competitive s</p>	<p>Listen, observe, feel/grip, analyse, in</p>	<p>Execute sprinting technique in competitive situations</p>
<p>Health, Safety and Wellbeing</p> <ul style="list-style-type: none"> Create jingles on the effects of the use and abuse of drugs in sports. <i>This activity can be recorded using image capturing devices and posted on class/school page</i> In small groups, discuss the facts and myths surrounding the use and misuse of drugs in sports Discuss the local and international bodies that govern the use of drugs by athletes. 	<p>Create jingles <i>Make video recording</i> <i>Post information safely online</i></p> <p>Analyse, discuss, search for information, question</p> <p>Question, listen, analyse, articulate</p>	<p>Debate facts and myths surrounding the use and misuse of drugs in sports.</p> <p>Provide adequate information through discussion.</p>

Learning Outcomes
<p>Students will be able to:</p> <ul style="list-style-type: none"> ✓ Demonstrate ways to improve and refine skills into complex movement sequences ✓ Work cooperatively in creating and performing movement sequences.

<ul style="list-style-type: none"> ✓ Inform and educate others about misuse of substances. ✓ Demonstrate basic skills used in badminton. ✓ Perform correct running form, starts and baton change. ✓ Identify the ways in which drugs can be abused/misused. ✓ Distinguish between facts and myths surrounding the use and misuse of drugs in sports. ✓ State the local and international bodies that govern the use of drugs by athletes. 	
Points to Note	Extended Learning
<p>Safety must be observed at all times.</p> <p>Emphasis should be placed on students being relaxed while running.</p> <p>Teacher should ensure that students practice online safety.</p>	<p>Encourage others to avoid substance abuse.</p> <p>Participate in co-curricular and community based activities regularly.</p>
Resources	Key vocabulary
<p>Mats, benches, boxes, hoops, CD player, CD's, musical instruments, computer,, baton, running track,internet, DVD, image capturing devices</p>	<p>Stimuli, sequence, transition, speed, flow, substance abuse, drugs, down-sweep, upsweep, facts, myths, baton, starts, baton change, accelerate , decelerate</p>

Prior Learning

Check that students can:

- Move, make shapes and create patterns
- Demonstrate running form
- Pass and receive a ball and the baton in relay races
- Use different movement skills to perform warm up
- Demonstrate basic move
- Distinguish between warm up and cool down activities.

PHYSICAL EDUCATION AND SPORT UNITS OF WORK GRADE 7 TERM 2 UNIT 1 – 6 WEEKS

UNIT TITLE: Development – , track and field	
STRAND: Games and Sport Attainment Targets : <ol style="list-style-type: none">1. Send and receive a variety of objects, adjusting speed and distance, while applying the correct technique: Retain objects in a variety of situation while travelling in different direction, at varying speed in relation to others and to equipment.2. Apply strategies appropriately; demonstrating an understanding of the different components of a variety of physical activities in order to enhance their ability to participate successfully in a game situation.	<ul style="list-style-type: none">• Demonstrate positive personal and social behaviours that emphasize fair play• Demonstrate the ability to work in groups harmoniously.• Demonstrate an understanding of rules with regards to safety and apply these in games situations.

Track and Field	<ul style="list-style-type: none"> • Demonstrate an understanding of rules in track and field. • Demonstrate refined running skills and technique in track and field. • Demonstrate basic skills of jumping and throwing in track and field • Refine the crouch and standing starts • Show willingness to master the techniques for running, sprinting, passing and receiving the baton in track and field. 	
Suggested Teaching and Learning Activities Students will:	Key Skills	Assessment
Games and Sport TRACK AND FIELD Participate in exercises over set distances in specific time period to further develop good running and sprinting form. Practice and refine basic sprint drills (e.g., high knees, bounds, etc.) Refine the techniques and respond appropriately to the commands of the crouch and standing starts. Practice: - crouch start without blocks and run in lanes - crouch start running around a curve - standing start running in lanes - standing start running around a curve Demonstrate the phases of long/high jump (e.g., approach/run-up, take-off f S Improve on accelerating and decelerating safely while sprinting in competitive situations.	Run, sprint Refine sprint drills Refine techniques, respond to commands	Correctly execute running form Accurately perform skills Correctly Correctly execute the down-sweep and upsweep baton change (visual and non - visual) in competitive situations technique in competitive situations Competently apply skills in competitive situations while observing rules.

<p>Refine the technique of the down-sweep and upsweep methods of baton change</p> <p>Demonstrate baton change in relay races. (Visual and non- visual).</p> <ul style="list-style-type: none"> - running in lanes and in a marked change zone - Changing the runners on the straight and on the curve. <p>Apply sprinting techniques in competitive situations with and without.</p>	<p>Accelerate, decelerate</p> <p>Pass baton, receive baton</p> <p>Sprint</p>	<p>Apply rules appropriately. Participate willingly in competitions.</p> <p>Effectively combine skills in competitive situations.</p>

Points to Note	Extended Learning
Teacher should ensure that students practice online safety.	Participate in and outside of school activities.

PHYSICAL EDUCATION AND Sport UNITS OF WORK GRADE 7 TERM 2 UNIT 2 – 6 WEEKS

UNIT TITLE: Development – Introduction to lawn tennis		
LAWN TENNIS	<ul style="list-style-type: none"> • Discuss briefly the history and development of lawn tennis. • Demonstrate basic skills in lawn tennis (e.g., grip, basic service, ground strokes). • Demonstrate competency in making different strokes • Demonstrate lawn tennis skills and be able to break them down into phases (preparation, action, follow-through and recovery). 	
Suggested Teaching and Learning Activities Students will:	Key Skills	Assessment
GAMES AND SPORT Lawn Tennis Search online or offline media for and present information on your favourite cricket and lawn tennis athletes. Students can use suitable application software to present information. LAWN TENNIS Demonstrate the eastern grip – Forehand & Backhand Demonstrate basic serves (flat & slice) – backhand & forehand (with and without ball)	Grip Listen, observe, analyse, interpret Demonstrate serves,	

<p>Demonstrate “service return” - forehand and backhand stationary and with movement</p> <p>Demonstrate “ground strokes” (backhand & forehand) stationary and with movement (with and without ball)</p> <p>Demonstrate “volleys” (backhand & forehand) stationary and with movement (with and without ball)</p> <p>Demonstrate basic “overhead smash” (backhand & forehand) stationary and with movement (with and without ball)</p> <p>Demonstrate “lobs” (backhand & forehand) stationary and with movement (with and without ball).</p> <p>Apply basic tennis techniques learned in a game of tennis</p>	<p>service return</p> <p>ground strokes</p> <p>volley</p> <p>overhead smash</p> <p>lob</p> <p>Grip, serves, service return, ground strokes, volleys, overhead smash, lobs</p>	<p>Accurately demonstrate correct grip</p> <p>Consistently serve ball according to instructions.</p> <p>Accurately demonstrate strokes</p> <p>Perform appropriate techniques in game situations</p>
<p>Learning Outcomes</p>		
<p>Students will be able to:</p> <ul style="list-style-type: none"> ✓ Work cooperatively in pairs ✓ Create a tumblin ✓ Perform basic grip, serve and ground strokes 		

Points to Note	Extended Learning

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PHYSICAL EDUCATION AND SPORT UNITS OF WORK GRADE 7 TERM 3 UNIT 2 – 7 WEEKS

UNIT TITLE: Development – Introduction to , swimming	
Physical Education and Sport STRAND : Movement Education Attainment Targets: activities.	Physical Education and Sport Objectives:
SWIMMING	<ul style="list-style-type: none"> • Appreciate the importance of hygiene when using the pool • Observe rules of pool and hazards of water e.g. correct way to: • Enter the water / Climb out of water / Perform breathing exercises and floating techniques / forward and backward glides / front crawl

<p>GLIDING Practice streamline position in and outside of the pool.</p> <p>Practice forward glide along the surface in correct position.</p> <p>STROKE</p> <p>Practice flutter kicks with and without kickboard.</p> <p>Practice the motion of the “front crawl/freestyle” outside and inside the pool.</p> <p>Practice the “front crawl/freestyle” over 5-10m</p> <p>Practice treading : Arm action – sculling Leg action- frog kicks</p>	<p>Imitate glide position</p> <p>Glide</p> <p>Flutter kick</p> <p>Imitation of movements</p> <p>Front Crawl</p> <p>Treading</p>	<p>Correctly demonstrate glide position.</p> <p>Correctly demonstrate glide.</p> <p>Correctly demonstrate the movements of front crawl.</p> <p>Correctly demonstrate the front crawl. Correctly tread over given period of time</p>
<p>Learning Outcomes Students will be able to:</p> <ul style="list-style-type: none"> ✓ Work cooperatively in pairs/groups ✓ Inform and educate others of the benefits derived from participating in physical activities. ✓ Evaluate performance over a specific time period. ✓ Perform floats, glides and the front crawl 		

Resources Swimming area, floatation devices,, video, first aid kit computer , internet , video recording device	Front crawl, float, glide, stroke, rules, obey, hazards, streamline, treading, flutter kick, kickboard .

Health, Safety and Well-being Lead warm up and cool down activities. Discuss sports-related injuries and basic first aid treatment procedure (types of injuries, causes of injuries, general prevention of injuries, aims of first aid, and the R.I.C.E. treatment procedure). In groups prepare a first aid kit. In groups, create scenarios of sports-related injuries and perform basic first aid treatment. Capture this activity using image capturing device for class feedback.	Instruct, demonstrate, guide, observe Think, analyse, communicate, listen, record information create, organize, cooperate	Accurately lead warm up and cool down activities. Participate actively in discussion and record information Present adequately equipped first aid kit Participate actively in physical activity
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END OF GRADE 7