

GRADE 9 UNITS

STANDARDS FOR PHYSICAL EDUCATION AND SPORT GRADE 9

THE STRANDS

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

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 Education as it relates to components of fitness and performance of sport skills.
- Apply health knowledge by making informed decisions, and take appropriate actions relating to personal 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 choreograph and present traditional and contemporary dances.
- Execute advanced techniques for skills in all sporting disciplines.
- Know how to take account of own safety and that of others during physical activity.
- Discuss the impact of drugs/ doping on athletic performance.
- Discuss the effect of physical activity on the body systems.

GUIDANCE FOR THE TEACHER

ROLE MODEL

Teacher should:

- Demonstrate and encourage self-discipline (values and attitudes)
- Dress appropriately for all classes
- Always be prepared for classes
- Motivate his/her students at all times

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 physical 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 physical 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 atmosphere.



PHYSICAL EDUCATION AND SPORTS UNITS OF WORK GRADE 9 TERM 1 UNIT 1 – 8 WEEKS

UNIT TITLE: Advance- Healthy lifestyle, movement, netball and football.		
	Objectives:	
<p>STRAND : Games and Sport</p> <p>NETBALL</p>	<ul style="list-style-type: none"> • Demonstrate strategies to use 2 or 3 passes from centre pass to score a goal. To cooperate with others in game situations. • Demonstrate competence in skills learned and apply strategies during game conditions. • Exhibit the capacity to cope with new and varied skill difficulties • Effectively record scores and basic statistics in a game of netball. 	
<p>STRAND : Health, Safety and Wellbeing</p> <p>Attainment Target:</p> <p>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"> • Identify and follow particular rules and guidelines for participating safely in specific activities. • Demonstrate a physically active lifestyle, including activity within and outside of a physical education setting. • Show appreciation for physical activity by doing physical tasks during leisure time. • Develop an interest in maintaining muscular strength, cardiovascular fitness, flexibility and endurance. • Explain how participation in physical activities affects an individual's fitness level. 	
Suggested Teaching and Learning Activities	Key Skills	Assessment
Students will:		

<p>NETBALL View video clips that highlight netball skills and have class discussions. Complete a 3-station circuit (timed activity), executing passing and footwork, dodging and marking and shooting.</p> <p>Station 1 Movement Skills</p> <ul style="list-style-type: none"> - Landing on both feet simultaneously - One-two landing - Land, pivot, balance - Minor games <p>Ball Handling Skills</p> <ul style="list-style-type: none"> - Passing (all types) - Catching – all types - Repossessing a ball in play - Minor games <p>Example: Outline rectangular area A,B,C,D(shorter sides being A to B and C to D, longer sides being B to C and D to A), complete chest and bounce for short side, shoulder and overhead passes in an anticlockwise direction. Start from a stationary position, after completion, do passes on the move.</p> <p>Station 2 Attacking Skills</p> <ul style="list-style-type: none"> - Dodge <ul style="list-style-type: none"> . > Single feint ➤ Double feint - Front cut - Roll 	<p>Land, pivot, balance</p> <p>Pass, catch</p> <p>Pass Catch Dodge</p> <p>Mark Defend intercept pass rebound</p>	<p>Correctly execute skill(s) at each station.</p> <p>Display capacity to cope with new and varied skill difficulties</p>
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<ul style="list-style-type: none"> - Sprinting - Sprint , stop, change direction <p>Defending Skills</p> <ul style="list-style-type: none"> - Marking <ul style="list-style-type: none"> ➤ One on one defending ➤ Double defence (applying pressure in defending) ➤ Zone defence (intercepting a pass) ➤ Intercepting a shot at goal ➤ Rebounding and use of the rebound <p>Example: Two feeders at opposite ends with one dodger, one defender in the middle. Feeder 1 attempts to make a pass to dodger while defender tries to intercept, whoever wins the ball passes to feeder 2. Alternate positions.</p> <p>Station 3 Shooting</p> <ul style="list-style-type: none"> ➤ Shooting with one hand ➤ Shooting with one hand while stepping forward, backward and side to side ➤ Shooting with both hands - Shooting on the run - Practice drills to develop skills <p>Example 1: one shooter (dodger) /one defender in the goal circle, two feeders on outside of goal-circle (within goal third). Feeder 1 passes to shooter/dodger, the defender tries to intercept pass, the shooter attempts a shot at goal if the pass is received, if shooter is unable to get free of defender then pass goes to feeder 2 and feeders alternate passes until shooter is free. (the defender may also defend the shot on goal)</p>	<p>Shoot Dodge Mark Defend Intercept pass Passes</p> <p>Pass, catch, shoot</p> <p>Pass, catch, shoot, marking, dodge</p>	<p>Effectively execute at least three legal centre passes to score goals</p>
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<p>Example 2 : two defenders with one shooter and one feeder /two feeders, with similar concept used in example 1</p> <p>Example 3: two shooters with one defender and one feeder (similar concept as in examples 1 & 2)</p> <p>Make two or three legal passes from the centre circle to the goal circle to score a goal, using different options available to them. (with and without defence)</p> <p>Incorporate skills in a minor game situation played on half court with progression to full court based on effective execution of skills learned.</p> <p>Attend/watch video of Netball match and write a report to include an explanation of umpires' calls for infringements, penalties awarded and methods of scoring in a game.</p> <p>Play the role of an umpire / scorer/ timekeeper for a class match competition.</p> <p>View video clips that highlight skills and have class discussions.</p> <p>Assume the roles of coaches and/or game officials and design team strategies and /or officiate games</p> <p>Evaluate the performance of players who are better physically prepared through competitive games.</p>	<p>interpret, analyse, evaluate</p> <p>Officiate , Observe Record , Report</p> <p>Shoot, Pass Dribble, Control , Movement Turn, Coordin</p> <p>Observe / analyse / evaluate performance</p>	<p>Adequately incorporate skills in minor games</p> <p>Adequately explain the roles of umpires and score keeper.</p> <p>Display accurate decision-making strategies</p> <p>Correctly interpret, analyse and evaluate games.</p> <p>Create effective team strategies</p> <p>Prove knowledge of rules while officiating</p> <p>Compare performance of players</p>
<p>Health, Safety and Well-being</p> <p>Inspect playing areas for hazards to self, others and environment.</p> <p>Practice proper warm up and cool down procedures to minimise injury.</p>	<p>Observe, inspect playing area</p>	<p>Adequately inspect playing areas</p> <p>Correctly complete appropriate warm up and cool down activities</p>

Safely remove and return equipment to storage.		
Learning Outcomes Students will be able to: <ul style="list-style-type: none"> ✓ Have knowledge of the functions of the governing bodies and the structure of Netball/Football competitions in Jamaica. ✓ Demonstrate the capacity to cope with new and varied difficulties in a game situation. ✓ Identify infringements and penalties to be awarded.(with emphasis on penalty pass, penalty pass or shot) ✓ Know when to apply specific skills, strategies and tactics in game situations. ✓ Demonstrate awareness and appreciation for the role of officials ✓ Be able to plan team strategies and write team evaluation. ✓ Evaluate the difference in the performance of a physically fit or an unfit person. ✓ Demonstrate willingness to participate in a wide range of physical activities 		

Points to Note	Extended Learning
Safety rules must be observed at all times. Emphasise proper execution of skills and tactical approach in game situations.	Participate in co-curricular and community based activities to reinforce skills. Watch and analyse high profile games

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PHYSICAL EDUCATION AND SPORTS UNITS OF WORK GRADE 9 TERM 1 UNIT 2 – 6 WEEKS

UNIT TITLE: Advance- track & field	
	Objectives:

<p>STRAND : Games and Sport</p> <p>TRACK AND FIELD</p>	<ul style="list-style-type: none"> • Explain the roles and functions of the governing bodies in track and field. • Develop logical arguments on the structure of track and field / badminton competitions in Jamaica. • Perform appropriate warm up and cool down activities • Show competence while demonstrating the techniques of hurdling. • Revise the Visual and Non-visual baton change Explain the importance of various techniques relevant to hurdling. • Utilize appropriate tactics and strategies in competitive situations. 	
<p>STRAND :Health, safety and Well-being</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"> • Identify and follow particular rules and guidelines for participating safely in specific activities. • Demonstrate a physically active lifestyle, including activities within and outside of a physical education setting. • Identify the roles and responsibilities of the anti-doping agencies 	
<p>Suggested Teaching and Learning Activities</p>	<p>Key Skills</p>	<p>Assessment</p>
<p>Games and Sports</p> <p>TRACK AND FIELD</p> <p>Show consistency in rhythmic running over three to five hurdles</p>	<p>Run, jump, coordinate, hurdle</p> <p>run, balance, coordination</p>	<p>Execute proper biomechanics while hurdling</p>

<p>Snappy Hurdle Sprint</p> <p>In groups of three, start from a stationary position,</p> <ul style="list-style-type: none"> ➤ Run to first hurdle and clear. ➤ Quick abduction of trail leg as well as clawing action while ensuring forward lean off the hurdle with hips and shoulders square. ➤ Maintain aggressive approach, efficient hurdle clearance, proper lead leg and rhythmic running. (3 steps to the second hurdle). 	<p>Hurdle</p> <p>Analyse, interpret,</p>	<p>Improve reaction time and maintain efficiency in technique.</p>
<p>Health, Safety and Well-being</p> <p>Inspect playing areas for hazards to self, others and environment.</p> <p>Practice proper warm up and cool down activities to minimise injury.</p> <p>Safely remove and return equipment to storage.</p> <p>Participate in a panel discussion on the types of activities that will foster and enhance fitness (health-related and skill-related).</p> <p>Participate in a panel discussion on fitness training (activities specific to enhancing each component of fitness).</p>	<p>Observe, inspect playing area</p> <p>Walk, jog, stretch, jump, hop, run, analyse</p> <p>Retrieve</p> <p>Formulate questions, discuss, debate</p> <p>Search for information, write essay</p>	<p>Adequately inspect playing areas</p> <p>Correctly complete appropriate warm up and cool down activities.</p> <p>Properly remove and return equipment</p> <p>Participate willingly in discussion</p>

Visit the Jamaica Anti-doping Agency (JADCO) and interview doping personnel. Use audio recording device to record interview for class discussion.		Essay includes relevant and accurate information.
<p>Learning Outcomes</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ✓ Appreciate the roles played by the anti-doping agencies ✓ Differentiate between the roles and responsibilities of the local and international anti-doping agencies ✓ Comprehend the relationship between body mechanics and improved performance in hurdling technique. ✓ Demonstrate positive personal and social behaviour that reflect good team spirit and fair play. ✓ Show mastery in the various techniques relevant to the discipline completed. 		
<p>Points to Note</p>	<p>Extended Learning</p>	
<p>Safety rule must be observed at all times.</p> <p>The main responsibility of the anti-doping agencies is to control the use of banned substances in sports and to ensure that athletes gain no unfair advantage.</p> <p>Rules were designed to maintain order and integrity not just in sports but in everyday life Maintain efficient approach throughout the flight of hurdles.</p>	<p>Attend and participate in co-curricular activity at school and in the wider community.</p> <p>Communicate with top sporting personnel and conduct interviews where necessary.</p> <p>Keep abreast of sporting issues in the written and printed media.</p> <p>Continue to develop good character traits relevant for proper societal adaptation.</p>	

Prior Learning
 Check that students can:
 Demonstrate gymnastic movements
 Identify movement concepts

PHYSICAL EDUCATION AND SPORT UNITS OF WORK GRADE 9 TERM 2 UNIT 1 – 6 WEEKS

UNIT TITLE: Advanced- Healthy lifestyle, movement, track & field	
<p>STRAND: Movement Education</p> <p>Attainment Target:</p> <ol style="list-style-type: none"> 1. Apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physi 	<p>Objectives:</p> <ul style="list-style-type: none"> • Design and perform gymnastic sequences that combine travelling, rolling, balancing and weight transfer into smooth flowing sequences. • Develop good body tension and posture through gymnastic positions and movements. • Execute a wide variety of stunts and tumbling skills
<p>STRAND : Games and Sport</p> <p>Attainment Target:</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"> • Design and perform appropriate warm up and cool down activities • Refine and apply the skills learnt • Consistently collaborate to improve technical and tactical efficiency • Utilize appropriate tactics and strategies to gain optimal advantage over opponents in competitive situations. • Work harmoniously in groups, demonstrate mastery of learnt skills and apply strategies during game situations. • Develop good coordination in executing the different throws. (shot putt, discus, javelin)

Suggested Teaching and Learning Activities Students will:	Key Skills	Assessment
TRACK AND FIELD		
STRAND: Health, Safety and Well-being Attainment Target 1. Demonstrate an understanding of the essential knowledge and practices for ensuring their personal safety, health and well-being.		<ul style="list-style-type: none"> • Perform conditioning exercises for muscular strength, cardiovascular fitness, flexibility and endurance. • Determine their physical fitness level based on the results of fitness tests taken.

<p>Games and Sports</p> <p>In small groups actively engage in discussion relevant to tactical and technical aspects of the skills and group leaders migrate to other groups to share knowledge gained. (cooperative learning)</p> <p>TRACK AND FIELD</p> <p>In groups of four display increase efficiency in angle and speed of release for the shot, disc and javelin.</p> <ul style="list-style-type: none"> - From power position throw the discus and putt the shot concentrating on height, follow through and recovery. - From half turn putt the shot, throw the disc focussing on height, angle, follow through and recovery. - from full rotation, glide, putt the shot, throw the discus focusing on height, angle, speed of release, follow through and recovery - from the power position throw the javelin concentrating on grip, height, follow through and recovery. - Using 3 step approach throw the javelin focusing on height, angle, speed of release, follow through and recovery. - Using the 5 step approach throw the javelin focusing on crossover step, height, angle, speed of release, follow through and recovery - Utilizing the 7 step approach throw the javelin focusing on transition steps, crossover steps, withdrawal phase, height, angle of release, follow through and recovery <p>Practise coordination, balance and control movements of body while putting the shot, throwing the discus and the javelin.</p>	<p>Throw Putt communication</p>	<p>Adequately discuss tactical and technical aspects of skill</p> <p>Proper execution of throwing technique</p> <p>Correctly demonstrate skills.</p>
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Points to Note	Extended Learning
Proper footwear must be worn. Encourage responsibilities and good sportsmanship among players. Safety measures must be observed at all times Emphasise position of the power leg (extended behind the body), hip (squared) just before release	Trials for selection on school/community/club teams Show willingness to play and assist students of different abilities. Attend competitive games. Participate in extracurricular activities at school and wider community.

PHYSICAL EDUCATION AND SPORTS UNITS OF WORK GRADE 9 TERM 2 UNIT 2 – 6 WEEKS



UNIT TITLE: lawn tennis.

	Objectives:	
<p>STRAND: Games and Sports</p> <p>Attainment Target :</p> <p>1. 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> <p>LAWN TENNIS</p>	<ul style="list-style-type: none"> • Explain the roles and functions of the governing body of lawn tennis. • Review and further develop the correct technique in executing the backhand and volley strokes. • Practice the correct technique used in executing the inside out forehand, drop shot and backhand cross court passing shot. • Practice proper techniques while participating in group activities. • Demonstrate the ability to play the drop shot and the lob. 	
Suggested Teaching and Learning Activities	Key Skills	Assessment
<p>Games and Sports</p> <p>Research online or offline sources and present findings on roles and functions of the governing bodies in, tennis and the structure of competitions held at the local level.</p> <p>Use suitable application/presentation software to present findings</p> <p>Debate on the impact of tennis on the community and society. (Individual / Group presentations, discussion forum)</p> <p>LAWN TENNIS</p>	<p>Attack the ball</p> <p>Pick-up and balance</p>	<p>Oral/written reports give clear evidence of concepts studied in research</p>

<p>Forehand Cross Court: Groups of three Ball will be served from the net to the forehand of the player who will position him/herself and play the ball using the cross court forehand shot over the net and into the opponent's court. After six (6) repetitions the player and server will be rotated.</p> <p>Inside-out Forehand: Groups of three Ball will be served from the net to the player in the opposite court who will move to the appropriate position and hit the ball inside-out over the net and into the opposite court. After six (6) repetitions player and server will be rotated.</p> <p>DROP SHOT: Groups of three From the net the server tosses the ball into the opposite court just beyond the mid-point and the player will execute the drop shot over the net and into the opposite court. After six (6) repetitions player and server will be rotated.</p> <p>BACKHAND CROSSCOURT: Groups of three's Ball will be served from the net to the backhand of the player who will position him/herself and play the ball using the cross court shot over the net and into the opponent's court. After six (6) repetitions the player and server will be rotated. After six (6) repetitions player and server will be rotated.</p> <p>LOB LINE: Groups of five Starting close to the net, one player will bounce the ball to a partner who will use the lob shot to play the ball to a deep position on the court. The ball must be played to the left, right and centre of the court. Player must use the backhand to play the shot as well as the forehand. After six (6) repetitions player and server will be rotated.</p>	<p>Body-alignment</p> <p>Long and short barrier</p> <p>Chase</p> <p>Retrieve</p> <p>Apply the laws</p> <p>Grip Forehand stroke Crosscourt forehand</p>	<p>Competently perform the cut shot</p> <p>Correctly demonstrate the pull shot</p> <p>Correctly demonstrate bowling action</p>
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<p>DOUBLES TENNIS: Two teams will compete using the shots learnt, observing the rules of the game. Teams will be rotated after one team scores four points.</p>	<p>Grip Inside-out forehand</p> <p>Grip Drop shot</p> <p>Backhand stroke.</p> <p>Use a combination of the forehand and backhand strokes</p>	<p>Demonstrate appropriate fielding technique</p> <p>Correctly apply appropriate skill in game situation</p> <p>Demonstrate knowledge of laws of the game</p> <p>Execute the cross court forehand stroke</p>
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	Rule application	
		Execute the inside-out forehand stroke
		Execute the drop shot
		Correctly demonstrate the backhand stroke
		Correctly demonstrate the lob

		Correctly execute the appropriate stroke in competitive situation while observing rules.

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PHYSICAL EDUCATION AND SPORTS UNITS OF WORK GRADE 9 TERM3 UNIT 1 – 5 WEEKS

UNIT TITLE: Advanced Healthy lifestyle, volleyball	
<p>STRAND: Games and Sports</p> <p>Attainment Targets :</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. <p>VOLLEYBALL</p>	<ul style="list-style-type: none"> • Explain the roles and functions of the governing bodies in volleyball. • Demonstrate the ability to debate constructively on the structure of volleyball and hockey competitions in Jamaica. • Perform appropriate warm up and cool down activities. • Assess skills with self and in peers while getting feedback from teacher. <ul style="list-style-type: none"> • Refine technique of overhead (volley), forearm passing, serving, serve reception, overhead set, blocking and spiking • Utilize offensive and defensive strategies in a game.

Suggested Teaching and Learning Activities	Key Skills	Assessment
<p>Games and Sports</p> <p>Research online and offline media and present findings on roles and functions of the governing bodies in volleyball, and the structure of competitions held at the local level.</p> <p>VOLLEYBALL</p> <p>Demonstrate blocking technique from a stationary position, then moving along the net.</p> <ul style="list-style-type: none"> - Step to the left or right then jump to block - Play the game ‘Mirror’ - follow the movement of your partner - Side steps and block a ball tossed at the three positions at the net <p>Practice the spike using the 3-step approach</p> <ul style="list-style-type: none"> - Approach and hit the back of non-hitting hand - Approach and catch a tossed ball at the peak of the jump. <p>Approach and spike a ball across the net Target hitting – hit a tossed/overhead set ball to a target on the court</p> <p>Organize an attack with 3-hit combination against blockers, e.g. from tosses or initiated from serve reception, hit the ball with the palm in front of the hitting shoulder at the peak of the jump.</p> <p>Properly position players for serve reception</p>	<p>Search for information Analyse findings</p> <p>Block Jump Footwork</p> <p>Spike Arm swing, take-off</p> <p>Jump Spike</p> <p>Overhead set, Forearm pass, serve, spike, bloc</p>	<p>Demonstrate appropriate blocking skills</p> <p>Correctly demonstrate spike approach</p> <p>Correctly execute the spike and block of the ball</p> <p>Appropriate use of overhand and underhand passing skills</p> <p>Demonstrate competence in the skills learnt defending strategies in games.</p>

		Demonstrate ability to manage risk
<p>Health, Safety and Well-being</p> <p>Lead warm up and cool down activities.</p> <p>In groups, create a brochure /portfolio on lifestyle illness (types, causes, effects, how physical activities can prevent or minimise their occurrences). Use Word processing software to create brochure</p> <p>Design a workout programme (in groups) aimed at preventing/minimising the occurrence of lifestyle illnesses.</p>	<p>Create and format document Instruct, demonstrate, guide, observe</p> <p>Search for information, think, create, organize, cooperate</p> <p>Search for information</p>	<p>Accurately lead warm up and cool down activities.</p> <p>Brochure/portfolio created display accurate information on lifestyle illnesses</p> <p>Workout programme designed contains appropriate activities.</p>
<p>Learning Outcomes Students will be able to:</p> <ul style="list-style-type: none"> ✓ Play a volleyball game utilizing skills learned while applying rules. ✓ Demonstrate offensive strategies of forearm passing, setting, serving, spiking and the defensive skill of blocking while playing a game. ✓ Recognize factors that contribute to lifestyle illnesses and the effects these illnesses have on the individual. ✓ Explain the role that physical activities play in preventing or minimising the occurrence of lifestyle diseases. 		
<p>Points to Note</p> <ul style="list-style-type: none"> • When blocking, elbows must be straight • Point of contact on the ball when spiking • Unhealthy lifestyles practices can lead to lifestyle illnesses. • Regular participation in physical activities helps to prevent/minimise lifestyle illnesses. • Students should be allowed to officiate games so the can assess how well they know the rules. • Understand the significance of body positions and how they affect dance performances. 	<p>Extended Learning</p> <p>Watch and analyze high profile games ,</p> <p>Browse the internet to find player and country history</p> <p>Practice alone and competitively.</p> <p>Attend competitive games</p> <p>Participate in extracurricular activity at school and in the wider community</p>	

- Teacher should ensure that students practice online safety

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PHYSICAL EDUCATION AND SPORTS UNITS OF WORK GRADE 9 TERM 3 UNIT 2 – 7 WEEKS

UNIT TITLE: Advanced- Healthy lifestyle, movement, swimming and Baseball/Softball.	
<p>STRAND :Movement Education</p> <p>Attainment Targets:</p> <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. 	<p>Objectives:</p> <ul style="list-style-type: none"> • Express feelings, mood and ideas to music to create complex characters and narratives for choreography • In groups perform traditional dances and dances from other lands.
<p>STRAND : Games and Sports</p> <p>Attainment Targets:</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 	<ul style="list-style-type: none"> • Explain the roles and functions of the governing bodies in swimming . • Demonstrate the ability to debate constructively on the structure of swimming competitions in Jamaica. • Perform appropriate warm up and cool down activities • Explain the social impact of swimming on community/society. • Refine swimming, skills learnt and apply strategies in competitive situations. • Analyse skill performance of self and others.

<p>to enhance their ability to participate successfully in a game situation.</p> <p>SWIMMING</p>	<ul style="list-style-type: none"> • Develop the butterfly stroke .
<p>STRAND : Health, Safety and Wellbeing</p> <p>Attainment Target:</p> <p>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"> • Identify and follow particular rules and guidelines for participating safely in specific activities. • Demonstrate physically active lifestyle at all times. • Identify the types and causes of sports related injuries and general preventative measures. • Administer basic first aid procedure when applicable.

Suggested Teaching and Learning Activities	Key Skills	Assessment
<p>Games and Sports</p> <p>Research online/offline media and present findings on roles and functions of the governing bodies in aquatics baseball/softball and the structure of competitions held at the local level. Students can use suitable application/presentation software to present findings.</p> <p>Debate on the impact of aquatics, softball/baseball on the community and society. (Individual / Group presentations, discussion forum)</p> <p>SWIMMING</p> <p>Refine skills learnt in previous grades</p>	<p>Use search engine safely to perform single topic searches</p> <p>Search for information</p> <p>Analyse findings</p> <p>Debate relevant issues</p> <p>Freestyle</p> <p>Flutter-kick</p>	<p>Oral/written reports give clear evidence of concepts studied in research</p> <p>Accurately present researched information</p>

<p>Stroke development practice :</p> <p>Freestyle</p> <ul style="list-style-type: none"> - Flutter kick with and without kickboard - Freestyle arms and legs coordination - Practice breathing activities inside of pool <p>Breaststroke</p> <ul style="list-style-type: none"> - frog kick / breaststroke kick - arms and legs coordination - stroke coordination with breathing (full breast stroke) <p>Backstroke</p> <ul style="list-style-type: none"> - Glide backwards in a streamlined position - Flutter kick - Backstroke arms and legs coordination <p>Introduce Butterfly</p> <ul style="list-style-type: none"> - Practice arm action (like a butterfly) - Practice leg action (double leg kick) - Practice arm and leg coordination - Practice butterfly stroke 15 – 20m <p>Practice treading (80-100% competency level)</p> <p>Participate in water games</p> <p>(mini water polo, water-volleyball , relays etc)</p>	<p>Breathe</p> <p>Frog-kick Breaststroke Breathe</p> <p>Backstroke Streamline</p> <p>Coordination Butterfly arm action Coordinated double leg kick</p> <p>Tread deep water</p> <p>Freestyle Breast stroke, Backstroke , butterfly</p>	<p>Correct execution of strokes</p> <p>Correct interpretation, analysis and evaluation of the event.</p> <p>Ability to tread competently</p> <p>Demonstrate competency in stroke coordination</p>
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Attend/watch video of aquatic event(s) and write a report to include an explanation of the official's calls for infringements and penalties awarded.	Observe, Analyse Interpret , Evaluate	Oral/written report on rule application and skill performance Correct execution of skill(s)
<p>Learning Outcomes Students will be able to:</p> <ul style="list-style-type: none"> ✓ Demonstrate knowledge of the roles and the functions of the governing bodies of swimming. ✓ Execute correct procedure relating to hygienic and safety practices in swimming. ✓ Demonstrate mastery in the front crawl/freestyle, breast and back strokes. ✓ Demonstrate the butterfly stroke. ✓ Give examples of preventative care measures related to sport injuries. ✓ Show willingness to perform simple first aid tasks. ✓ Identify the basic items found in a first aid kit 		
<p>Points to Note</p> <p>Safety rules must be observed at all times. Emphasis on proper execution of all skills. Special emphasis must be placed on the steps in order to identify the dance. Appropriate warm – up and cool-down exercises must be practiced before and after activities. Teacher should ensure that students practice online safety</p>	<p>Extended Learning</p> <p>Participate in co-curricular and community based activities to further develop skills.</p>	
<p>Resources</p> <p>Pool , whistle , pole , lifesaving rings , kickboard, first aid kit.</p>	<p>Key vocabulary</p> <p>Kickboard, floatation, device, lifesaving , breaststroke, backstroke , freestyle, front crawl, procedures, grab-start, flutter-kick , butterfly, Sports injury, cause, treatment, prevention, aim, procedure</p>	

Links to other subjects

HFLE: Myself, Safety and protection

SCIENCE: Environmental awareness and care

Mathematics: Exploring symmetry in gymnastics builds on the previous work done on symmetry. measurements

Music: Listening and responding

THE END