

**UNITED REPUBLIC OF TANZANIA**

**MINISTRY OF EDUCATION AND VOCATIONAL TRAINING**



**Field Support Programme for Diploma  
in Secondary Education**

**SELF STUDY MODULE  
PHYSICAL EDUCATION AND SPORT**

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**Ministry of Education and Vocational Training**

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## INTRODUCTION

Physical education (PE) is considered as an educational based subject that aims at total or wholesome development of the learner through use of movement and well selected activities. The overall goal of physical education is to influence and educate learners through physical means, which in turn results in outcomes that go beyond physical benefits.

Physical education leads to several educational changes in an individual such as physical (body), intellectual (mental), psychological education and sport is an interdisciplinary subject which cuts across other disciplines.

This module is a resource material to diploma in secondary education student teachers in the field. It is prepared as a guide to student teachers which can help them revise the content they have learnt in the college during their first year. However, it might be useful to anybody who is interested to understand physical education and sports activities. It covers all materials for physical education and sports for the particular group aiming at developing the following competences.

- Demonstrate social and moral standards of sport behaviour.
- Demonstrate neuromuscular skills and physical development.
- Demonstrate sports habits and performance skills.
- Demonstrate interest to participate in sport and leisure activities.
- Show knowledge on how to render First Aid and community well – being.

This module consists of a list of topics taught in your first year course at the college, competences that every student teacher is expected to develop after studying the module, activities to be accomplished by student teachers to develop the expected competences by linking the academic part and the practical part in teaching and in real life situation. Self evaluation questions are also given in each topic/subtopic aiming at assessing individual student teacher to ensure that she/he has acquired the intended knowledge and apply that knowledge in teaching and in real life situation.

Student teachers are advised to search for more information from other sources available for easy understanding of the content and application of the knowledge in their teaching. These sources include books, journals, television broadcasts, radio and internet surfing, which can help them to up date their knowledge. The acquired knowledge can make them feel comfortable and interested in teaching physical education and sports in schools.

### **HOW TO USE THE MODULE**

This module is designed purposely for achieving intended objectives of the PE and sport course and is also intended to help student teachers to develop intended competences. The organization of the module aims at providing brief explanations, competences, activities and evaluation. A student teacher is required to revise the content she/he has learnt at the college and do all activities outlined after each topic/subtopic and keep them in a portfolio as they will be marked by tutors/ mentors. Lastly a student teacher is supposed to write a final teaching practice report for grading and evaluation purposes.

# **TOPIC ONE: THEORY OF PHYSICAL EDUCATION AND SPORT**

## **1.1 Concept of Physical Education and Sport**

A review of growth and development of all nations shows that the goals and values of Physical Education have always been part and parcel of their development. During pre-historic period in Africa physical activities such as hunting, dancing, wrestling, fishing and boating were necessary for survival and as leisure activities.

Physical education is an important school subject. Its content aims at educating the whole person primarily through activity and movement experiences. This topic covers the concept of physical education and sport and inculcation of positive attitude towards physical activity and appreciation of the role of physical activity in enhancing quality of life.

### **Competences**

Ability to inculcate positive attitude towards physical activity and appreciation of the role of physical activity in enhancing quality of life.

### **Activities**

1. What is physical Education and Sport?
2. Describe the relationship between physical education and education in general.
3. Explain the benefits and values of Physical Education and sport in the society.
4. Participation in physical activities and sport is considered by some people as waste of time in our society, how can you inculcate the positive attitude among people towards it?

**Self evaluation**

You have covered this lesson through reading and discussion with your colleague(s) now ask yourself the following questions.

1. Have I conceptualise the importance of physical education and sport?
2. What challenges did I face? and how can I overcome them?.

**1.2 History of Physical Education and Sport**

This part covers the trend and historical development of Physical Education and sport in Tanzania based on pre-colonial, during colonial and post colonial eras.

**Competences:** The following competences are expected to be developed

1. Ability to describe the trend and development of Physical Education and Sport in Tanzania.
2. Ability to compare historical development of Physical Education and Sport between Tanzania and the rest of the World.

**Activity**

Compare the development of Physical Education and Sport between Tanzania and the rest of the world.

**Self evaluation**

How the knowledge I have gained in this lesson can help me to improve the status of Physical Education and Sport in schools today?

### 1.3 International Involvement and Co-Operation in the Development of Physical Education and Sport

This lesson describes the roles of different International Organisations in Development of Physical Education and Sport.

**Competence:** After going through this sub-topic you can develop the following competence.

Ability to explain benefits obtained through involvement and cooperation with international organisations.

#### Activities

1. Explain the role of the following international organisations in the development of physical education and sports.
  - i) UNESCO
  - ii) Olympic Movement
  - iii) International Sports Organisations like I.A.A.F, F.I.F.A, F.I.B.A etc.

#### Self evaluation

1. What are important issues I have learnt in this lesson?
2. Can I identify the most interesting parts of this lesson?

### 1.4 Sports Psychology

Teaching physical education and sport in schools needs knowledge of psychology so that the teacher can deal effectively with different students with different behaviours. This lesson concerns with the role of sport psychology in teaching physical education and sport.

**Competence:** You are expected to develop the following competence.

Ability to apply the knowledge of psychology in physical education and sports.

### Activities

1. Explain the term sport psychology?
2. Explain how are the following factors influence behaviour in physical education and sports.
  - Motivation
  - Goal setting
  - Self confidence
  - Personality
  - Team cohesion
  - Leadership
  - Facilities and
  - Activity itself

### Self Evaluation

As a physical education teacher, how can I apply the knowledge of psychology to handle students with behavioural problems?

### 1.5 Sport Sociology

Since physical education and sports activities involves individuals who interacts with one another the knowledge of sociology is very vital.

This lesson describes the role of sociology in development and teaching of physical education and sport as well as the role of sports in development of society.

**Competence:** The following competence are expected to be developed.

Ability to apply the knowledge of sociology to run programmes related to Physical Education and Sports.

### Activities

1. With examples explain the role of sociology in the development of Physical Education and Sport.
2. Lead your students in explaining the importance of sports in the society.

**Self evaluation**

From the content I have learned how far can it be useful for me to conduct day to day sports activities in schools and out of school environment.

**TOPIC TWO:  
APPLIED SCIENCES**

**2.1 Human Anatomy and Physiology**

**Brief Explanation**

This lesson deals with the structure of the human body, functions of body systems that is, skeletal system, muscular system, nervous system, cardio respiratory system, digestive system, excretory system and endocrine system. It also focuses on the involvement of each body system in relation to physical exercises. Analysis of major muscle groups and the role they play in different physical exercises and sports activities is also emphasized.

**Competences**

You expected to develop the following Competences.

1. Ability to explain the effects of physical activities and exercises on the physiological state of the human body.
2. Ability to demonstrate involvement of body systems in relation to physical exercise.

**Activities**

1. Analyse the structure and functions of 8 body systems you have learnt in this topic.
2. Describe how body systems facilitate performance of physical exercises.
3. Perform different physical activities which can help you observe how skeletal muscles function.

**Self evaluation**

Can I be able to apply the knowledge I have learnt about functions of body systems in teaching physical exercises and sports?

**2.2 Biomechanics and Kinesiology**

Biomechanics and Kinesiology deals with the principles governing various patterns of movement. Physical activities and sport involve mechanical

movement of muscles, organs of the body and also the whole body. The aim of this sub topic is to guide the performance of physical activities exercises and sport basing on the laws of motion in order to minimize resistance and increase efficiency.

**Competence:** After doing various tasks of the topic you are expected to develop.

Ability to apply biomechanical principles in performing different movement patterns in physical activities and sports.

**Activities:**

1. Identify simple machines found in the muscular – skeletal structure.
2. Explain the roles of Biomechanics and kinesiology in PE and sport.
3. Describe and demonstrate the skills found in the following movement patterns.
  - (a) Locomotive skills
  - (b) Body projection skills
  - (c) Skills for providing impetus to objects
  - (d) Arm support and arm suspension skills
4. How can you minimize the resistance of water while swimming?

**Self evaluation**

1. Can I describe and demonstrate skills found in different movement patterns?
2. Can I perform different physical exercises and sport by considering the principles of biomechanics and kinesiology?

**TOPIC THREE:**  
**SPORTS MEDICINE**

This section deals with the knowledge of sports medicine, evaluation of common injuries that occur during physical education and sports, their treatment and rehabilitation, and preventive measures in physical education and sports.

**Competences:** - You are expected to develop the following competences

1. Ability to recognise and evaluate common injuries that occur in physical education and sports, their treatment and rehabilitation.
2. Ability to provide preventive measures in physical education and sporting activities.

**Activities:**

1. Explain the importance of First Aid in physical education and sports.
2. Identify common injuries in physical education and sports, their symptoms and treatment.
3. When you are teaching physical education class which involves different physical exercises and if it happens that one of your students falls down complaining of hind limb pains, how will you render First Aid to such a casualty?

**Self Evaluation**

1. Have realise my responsibilities in conducting safe physical education programmes?
2. What precautions should I consider to prevent injuries in physical education and sports?

**TOPIC FOUR:**  
**SPORTS ADMINISTRATION AND MANAGEMENT**

This section deals with the knowledge of administration and management of physical education and sport, the relationship between local, national and international levels of sports administration, the relationship between general administration and management and administration and management of physical education and sports in terms of leadership and group dynamics.

**Competences:** You are expected to develop the following competences.

1. Ability to apply theoretical knowledge on administration and management.
2. Ability to administer and manage physical education and sports activities.

**Activities**

1. From the content you have covered in this section explain the following:
  - a) Meaning and styles of administration
  - b) Types of leadership
  - c) Theoretical knowledge
  - d) Administrative processes
2. Identify sports administrative organs and describe their roles in promoting physical education and sports in Tanzania.
3. Explain the relationship between general administration and management and the administration and management of physical education and sports based on leadership and group dynamics.
4. Describe international sports associations, their membership and their roles in physical education and sport.
  - i) Regional sports Associations
  - ii) World Sport Associations/Federations
  - iii) Commonwealth Sports Association
  - iv) The international Olympic Committee (IOC).
5.
  - (i) Prepare a lesson to teach form IV students about skills of planning and organising competitive physical activities, and sports.
  - (ii) Prepare one month fixture for interclass competitions for 8 soccer teams.

**Self evaluation.**

How the knowledge I have gained from this content help me in the administration and management of physical education and sports in schools.

**TOPIC FIVE:  
BALL GAMES**

**Briefly Explanation**

This section deals with ball games such as soccer, basketball, netball, volleyball and handball. It covers the use of small sided games in teaching, rules and regulations, tactics, techniques and strategies in the teaching and learning ball games.

**Competences:** You are expected to develop the following competences

1. Ability to perform fundamental body movements and specific skills in each ball game.
2. Ability to play the game to maintain fitness.

**Activities**

1. Explain the development of three ball games of your choice.
2. Describe the basic skills of the ball games you have worked on in question (1) above.
3. Prepare a one month Basketball training programme for Form III students.
4. Describe are the basic aspects to be considered in the implementation of the prepared programme in (3) above.

**Self evaluation.**

1. To which extent did I manage to learn about ball games?
2. Can I suggest the best ways that I could use to learn more effectively?
3. How can I apply the skills I have learnt to teach secondary school students?

## **TOPIC SIX: SWIMMING**

### **Brief Explanation**

Swimming is the topic which covers brief history of swimming, development of swimming, precautionary measures to be taken before and during swimming. The topic also deals with Life saving, diving, treading and water games as well as skills applied in swimming and various kinds of strokes. The swimming strokes which are covered in this topic are:

- Inverted breast stroke
- Side stroke
- Butterfly/Dolphin

**Competences:** After going through this topic you are expected to develop the following competences.

1. Ability to observe safety precautions in and around the pool/water body.
2. Ability to demonstrate fundamental skills in swimming and life saving
3. Ability to plan and teach students to perform swimming.

### **Activities**

1. Identify the safety precautions to be taken before and during swimming.
2. Analyse fundamental skills in swimming?
3. Plan a swimming class to Form I students and identify the important factors you have considered in planning such a lesson?
4. Explain the benefits obtained from participating in swimming.
5. Explain how you would save a drowning victim.

**Self Evaluation**

1. Through my participation in swimming, which skill have I improved most?
2. With reasons explain the most effective swimming styles.
3. To what extent can I perform life saving skills in case of a drowning victim?
4. Do I enjoy swimming?

**TOPIC SEVEN:  
TRACK AND FIELD EVENTS**

**7.1 Short and Middle Distance Running**

This section covers the historical development of running short and middle distances. These include Sprint, relay and hurdling. The basic and specific skills involved in sprinting and hurdling and relay techniques are included in this section.

**Competence:** You are expected to develop the following competence.

Ability to demonstrate running skills in short and middle distances.

**Activities**

1. Describe specific skills in short and middle distance running.
2. Prepare a lesson to teach Form II students about safety measures in running events such as proper execution of running skills, care of facilities and equipment by using discussion method.

**Self Evaluation**

1. What important things did I learn in this sub topic?
2. (a) What challenges did I face while going through this lesson?  
(b) Can I suggest possible solutions to overcome the challenges?
3. Am I able to help secondary school students to practice sprinting, relay running and hurdling?

## 7.2 Long Distance Running

This sub topic covers the historical development of long distance running, the procedure and roles of warm up, types of training and the rules and regulations governing long distance running.

**Competence:** The following competence is expected to be developed.

Ability to demonstrate mastery of skills in long distance running.

### Activities

1. Briefly explain the historical development of long distance running.
2. Identify and discuss two types of training in long distance running.
3. Prepare a lesson to teach Form III students about procedures to be followed in long distance running and practice to demonstrate conditioning exercises in long distance running.

### Self evaluation

1. What interested me most in this lesson?
2. Am I able to use the knowledge I have gained in this lesson in my day to day activities?

## 7.3 Throws

This sub topic covers the throws of Javelin, discus, shot put and hammer. In each type of throw, the topic deals with:

- Rules of throw
- Techniques of throwing
- The grip and stance
- Delivery/Release

The sub topic also deals with the measures of throws in terms of weight and distance of each throw.

**Competence:** You are expected to develop the following competence

Ability to perform fundamental skills in throwing

### **Activities**

1. With reference to biomechanics principles describe the basic skills involved in each throw (Javelin, Discuss, shot put and hammer)
2. Take 15 – 20 minutes to practice either of the following throws
  - (i) Javelin
  - (ii) Discuss
  - (iii) Shot put
  - (iv) Hammer
3. In practicing the throws in (2) above which throw have you perfected most? Why?
4. What are the precautions did you take before and during throw?
5. Describe the delivery/release phase in shot put and Javelin throw.

### **Self evaluation**

1. To what extent can I state and describe the basic skills involved in throws?
2. How can I find biomechanics principles to be useful in throws?
3. After learning and practicing throws, am I able to participate in throws regularly? Why?
4. Do I regularly take precautions before and during throws?

### **7.4: Pole Vault**

This sub – topic covers the development of pole vault, basic and specific skills in pole vault.

**Competence:** You are expected to develop the following competence.

Ability to demonstrate skills of pole vault.

**Activities**

1. Discuss techniques of pole vault and its specific skills.
2. Demonstrate and practice different phases of pole vaulting.

**Self evaluation**

1. How did I feel to go through this content?
2. Am I able to apply this knowledge in real life situation? Why?

**7.5 Jumps**

This subtopic includes long jump, High jump and triple jump. In each jump the subtopic deals with approach, take off, flight, jumping style, sail styles and landing styles.

**Competences:** The following competences are to be realised.

1. Ability to demonstrate specific skills in each type of a jumps.
2. Ability to perform various jumps efficiently.
3. Ability to plan and teach students to perform jumps.

**Activities**

1. Describe three types of jumps
2. By using demonstration method, teach your Form I students to perform basic skills in triple jump.
3. Identify the common skills necessary for each jump?
4. Take 20 – 30 minutes to practice either of the three jumps?
5. Describe the benefits of participating in jumps?
6. Explain the precautions to be taken before and during jumps?

**Self evaluation**

1. Among the three types of jumps, which jump can I perfect most? / What initiatives have I to take in order to perfect other types of jumps?
2. Can I state and describe the basic skills involved in jumping?
3. Have I been successful to teach the students to practice jumping? Why?

**TOPIC EIGHT:  
COACHING AND OFFICIATING**

Coaching and officiating deals with theories of coaching and officiating of various sports and physical activities. It also deals with the training requirements of different physical activities and sports and the preparation of training programs.

**Competences:** You are expected to develop the following competences.

1. Ability to demonstrate coaching and officiating skills.
2. Ability to prepare PE and sport training programs.

**Activities:**

1. Differentiate coaching from officiating.
2. Describe the necessary considerations in preparing a training program?
3. Prepare and conduct one month soccer training program for Form I class.
4. Identify the principal factors governing officiating in any sport?
5. Prepare and officiate an interclass basketball game.

**Self evaluation**

1. What difficulties did I encounter during;
  - (a) planning and conducting a one month soccer training program?
  - (b) planning and officiating an interclass basketball game?
2. In what ways can I overcome the difficulties I have encountered in (1) above?

## **TOPIC NINE: GYMNASTICS**

Gymnastics is the topic which involves the following physical activities

- Balances
  - 'V' balance
  - Head stand
  - Crab balance
  - Angle headstand
- Vaults
  - Fence vault
  - Side vault
- Spring/tumbles
  - hand spring
  - head spring
  - fly spring
  - cat spring
- Sequence
- Movement variations

**Competences:** After doing various activities of this sub-topic you are expected to develop the following competences.

1. Ability to perform body movement skills to maintain fitness.
2. Ability to derive enjoyment by performing gymnastics skills.
3. Ability to apply the learnt skills in other physical activities.

**Activities:**

1. State and discuss rules, regulations and safety measures governing gymnastics.
2. Describe the teaching points of the following gymnastic activities.
  - (i) Head spring
  - (ii) 'V' Balance
  - (iii) Crab balance
  - (iv) Vaults
3. Identify different gymnastic activities which help in maintaining physical fitness especially endurance and flexibility.
4. Prepare a lesson Plan and teach Form I students to practice cartwheel and fly spring?

**Self evaluation**

1. What are the gymnastic activities I always like to perform? Why?
2. What precautions am I supposed to take before conducting a gymnastic class?

## **TOPIC TEN: ADAPTED PHYSICAL EDUCATION**

### **Briefly Explanation**

Adapted physical education topic entails the classification of the limiting conditions such as physical, mental and emotional disabilities. The topic also explains about the most aspects and techniques of individualising and personalising sport activities by;

- Modifying the content
- Stating defectives
- Giving appropriate activity options.
- Attempting to match teaching methods with learning styles.
- Organising the learning environment
- Evaluating the choices

**Competence:** You are expected develop the following competence.

Ability to adapt physical education and sport and physical activities to the students with disabilities so that each student performs to his/her limits.

### **Activities**

1. Analyse different types of disabilities you know: mention specific disabilities common in schools.
2. For each specific disability condition you have identified in (1) above, identify different physical activities/ sports and how you will adapt it to suit a given disability.
3. Explain how you can adapt a soccer field to visually impaired students?
4. Success in teaching learners with disabilities will always depend wholly on the teacher's positive acknowledgement of each learner and a sincere willingness to include them into the regular physical education lesson or program. Discuss the statement above with clear examples.

**Self evaluation**

1. In adapting PE in my class what are the common disabilities I have managed to identify?
2. There are several specific conditions of disabilities among students; to what extent I have accommodated students with disabilities in a regular class?

## TOPIC ELEVEN:

### OUTDOOR ACTIVITIES, CAMPING AND ORIENTEERING

Outdoor activities, camping and orienteering covers the following activities.

- Climbing
- Camping
- Water activities
- Orienteering
- Hiking

**Competences:** The following competences are expected to be realised.

1. Ability to develop the skills in organization, outdoor living and safety, survival, navigation and rationing.
2. Ability to plan, teach and organise out door activities to your students.

#### Activities

1. Plan a mountain climbing excursion for a group of ten students, detailing aspects of planning, organization, administration and management.
2. Identify and compile a directory of outdoor recreation facilities available within the local community.
3. Identify the procedures of establishing a campsite in the school ground.
4. Find out recent leisure trends with an emphasis on participation in out door recreation.
5. Explain the advantages accrued from outdoor activities, recreation and orienteering.

**Self evaluation**

1. To what extent have I been successful in planning and organizing an outdoor and recreation activity?
2. Which are the outdoor recreation facilities I have identified are likely to accommodate the students, staff and the surrounding community?

## **TOPIC TWELVE: TEACHING AND LEARNING METHODS**

This section covers the characteristics of teaching methods, advantages and limitations of teaching methods and categories of teaching approaches.

**Competences:** After going through this topic you will develop the following competence.

Ability to use teaching methods which are used in teaching physical education and sports.

### **Activities**

1. Identify different teaching methods you have learnt in this lesson and describe their characteristics.
2. Analyse the teaching methods relevant to teaching physical education and sports in schools?
3. Identify factors to be considered when selecting appropriate method for teaching physical education and sport.
4. Prepare a lesson plan for form I students; show how you can use demonstration method to conduct physical fitness exercises.

### **Self evaluation**

1. How did I feel when I was learning about different teaching methods suitable for physical education and sport?
2. Do I need to learn more about teaching methods? Why?

**TOPIC THIRTEEN:  
ANALYSIS OF CURRICULUM MATERIALS**

This topic covers the concept of curriculum materials, features of physical education and sport curriculum materials and use of physical education and sports logbook.

**Competence**

Ability to analyse the quality of curriculum materials.

**Activities**

1. Identify different physical education and sport curriculum materials and discuss their characteristics.
2. Explain the main features of physical education and sports syllabus, basing on presentation, knowledge and skill criteria.
3. Describe the features of the physical education and sport facilities and equipment basing on;
  - Quality of the facility or equipment
  - Ratios of the available facilities and equipment to the number of learners.
4. Describe the features and qualities of physical education lesson logbook.
5. Prepare a model of logbook and fill in the topics that you have already taught so far.

**Self evaluation**

1. What important things have I learnt in this content?
2. Can I apply this knowledge in my day to day teaching?

**TOPIC FOURTEEN:  
PREPARATION FOR TEACHING**

This topic explains the importance of getting prepared before teaching, the preparation of scheme of work and preparation of lesson.

**Competence:** You are expected to develop the following competence

Ability to prepare and use the scheme of work and lesson plan.

**Activities**

1. a) Explain the advantages of better preparation before teaching.
- b) Identify the problems of teaching without enough preparation.
2. Explain the meaning and role of a scheme of work
3. Construct a sample of scheme of work by using topics from O-level physical education and sports syllabus for 8 weeks.

**Self evaluation**

1. What important things have I learnt in this lesson?
2. Can I explain the importance of what I have learnt in this lesson?

**TOPIC FIFTEEN:**  
**ASSESSMENT AND EVALUATION OF PHYSICAL EDUCATION AND**  
**SPORTS**

This topic covers the concepts of assessment and evaluation in physical education and sport, different types and tools of assessment and evaluation their construction and administration record keeping and use of the results.

**Competences:** You are expected to develop the following competences.

1. Ability to construct and administer tools of assessment and evaluation in physical education and sport.
2. Ability to record, keep records and use of the assessment and evaluation results.

**Activities**

1. Describe the concepts of assessment and evaluation.
2. Identify and discuss tools of assessment and evaluation.
3. (a) Construct and administer written and oral tests and observations during practical sessions.  
(b) Explain the procedures you will use in recording, analysing and interpreting test results.

**Self evaluation**

3. How has the knowledge I have learnt in this content useful to me as a physical education and sport teacher.
4. What else do I need to know about this lesson so that I can teach effectively?