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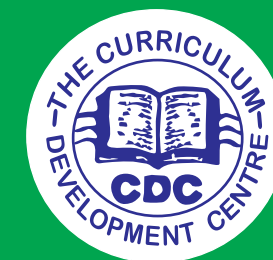
Republic of Zambia
Ministry of Education

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PHYSICAL EDUCATION AND SPORT SYLLABUS
SECONDARY EDUCATION ORDINARY LEVEL
FORM 1 – 4



DEVELOPED BY THE CURRICULUM DEVELOPMENT CENTRE
LUSAKA
2024



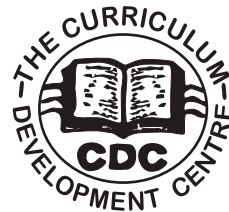
Republic of Zambia

MINISTRY OF EDUCATION

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2024

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VISION

Quality, life-long education for all which is accessible, inclusive and relevant to individual, national and global needs and value systems.

PREFACE

The Syllabus was produced as a result of the Curriculum review process carried out by the Ministry of Education under the auspices of the Curriculum Development Centre (CDC). In 2022, Curriculum evaluation was conducted and information from Schools, Parents Educational administrators, Colleges of Education, Universities, Traditional Leaders, Civic Leaders and various stakeholders in education was collected to help design a relevant Curriculum. The information gathered provided a basis for the Curriculum reform.

Further, the Curriculum reform was necessitated by the need to provide an education system that would not only incorporate latest social, economic, technological and political developments but also equip learners with vital knowledge, values and skills of 21st Century Competences that are necessary to contribute to the attainment of Vision 2030.

Therefore, the Syllabus has been reviewed in line with Competence Based principles which seek to link education to real life experiences that give learners skills to access, criticise, analyse and practically apply knowledge that help them gain life skills. Its general and specific competences are the expected standards to be attained by the learners through the acquisition of knowledge, skills and values which are very important for the holistic development of an individual and the nation as a whole.

Effective implementation of Competence Based Education requires that the following principles be observed: Clarity of focus, reflective designing, setting high expectations for all learners and appropriate opportunities.

It is my sincere hope that this Competence Based Syllabus will greatly improve the quality of education provided at Ordinary Secondary Level (Form 1-4) as defined and recommended in various policy documents and the Zambia Education Curriculum Framework of 2023.



Joel Kamoko (Mr.)
Permanent Secretary- Education Services
MINISTRY OF EDUCATION

ACKNOWLEDGEMENT

The Syllabus presented here is a result of broad-based consultation involving several stakeholders within and outside the education system.

Many individuals, institutions and organizations were consulted to gather their views on the existing syllabus and to accord them an opportunity to make suggestions for the new Syllabus. The Ministry of Education wishes to express heartfelt gratitude to all those who participated for their valuable contributions, which resulted in the development of this Syllabus.

The Curriculum Development Centre (CDC) worked closely with other sister departments and institutions to create this document. We sincerely thank the Directorate of Teacher Education and Specialized Services, the Directorate of Planning and Information, the Directorate of Human Resource and Administration, the Directorate of Open and Distance Education, the Examinations Council of Zambia, Public and Private Universities, Schools and other institutions too numerous to mention, for their steadfast support.

We pay special tribute to co-operating partners for rendering financial and technical support in the production of this syllabus



Charles Ndakala (Dr.)
Director – Curriculum Development
MINISTRY OF EDUCATION

INTRODUCTION

This Physical Education and Sport Syllabus focuses on fostering creativity, analytical thinking, problem-solving, interpersonal and intrapersonal skills, as well as investigations and aesthetics in learners. Physical Education and Sport offer individuals and groups engaging, developmental, and educational activities, leading to an appreciation of cultural heritage, and promoting social, mental, and emotional growth. It also encourages healthy habits, teamwork, determination, and critical thinking.

Furthermore, Physical Education and Sport studies enable learners to participate in sports both for leisure and competition, potentially as a means of livelihood. The purpose of this syllabus is to provide equal opportunities for all learners, including those with different abilities, to reach their highest potential and acquire lifelong skills

Structure of the Syllabus

This syllabus seeks to instill a sense of appreciation of Physical Education and Sport to ensure that learners adapt and cope with changing situations. It will also provide learners with broader concepts and principles in Physical Education and Sport which will allow them to expand their thinking capacity to tackle real-life situations effectively.

The topics, sub-topics and specific competencies are arranged in order for easy of reference. Some topics may be similar at all **Forms** but the levels of competences to be attained are not the same. Hence, when preparing lessons teachers should strive at building on what the learners already know.

Suggested Teaching Methodologies

The approach to teaching and learning is competence based. This is best achieved when learners are actively involved in the learning process. However, each learner has individual needs, pace of learning, experiences in life and abilities. To accommodate this, the teacher must determine the needs of the learners, and shape the learning activities accordingly.

Therefore, teaching strategies must be varied and flexible within well-structured sequence of lessons and should include among others:

- Demonstration
- Direct instruction
- Independent study
- Project work
- Enquiry/exploration
- Observation
- Excursions
- Field work

- Research
- Practical
- Portfolio
- Group work
- Pair work

The teacher should have reasons for choosing a particular teaching method and must employ strategies and techniques to make the lesson thought-provoking. The syllabus outlines the Competences, Learning activities and expected standards. Thus, the teacher must decide, in relation to the specific competences to be achieved, when it is best to let learners discover or explore information for themselves; when they need directed learning; reinforcement or when the learners can be allowed to find their own way through a topic.

In this way, competences can be attained in a spiral manner considering that in any lesson, different competences can be covered through a set of learners' activities prescribed. The objective is to ensure that learners are able to apply the knowledge gained in real life situations.

Time Allocation

The standard period allocation for Physical Education and Sports from Form 1-4 has been prescribed in the Zambia Education Curriculum Framework (ZECF) of 2023. The minimum learner-teacher contact time is 8 hours per week, translating into 12 periods.

Assessment Procedures

Assessment is an integral part of the teaching and learning process. It helps to determine whether teaching and learning has taken place and whether competences have been achieved or not. Assessment is meant to help the learner improve in various competences. It should, however, be recognized that learners are different and thus we will achieve the competences according to their abilities. This assessment will be both formative and summative. Formative assessment will be done as School Based Continuous Assessments (SBCA), while summative will be conducted in the final year or Form 4 of ordinary secondary education, using a formally set examination. A summative assessment will include:

Summative:

Theory Paper- 60%

Formative:

SBCA: - 40%

Learners will accumulate 4% of their total score at the close of each term, contributing to their overall cumulative score.

NOTE: The practical components, covering four years, commences in the Second Term of Form 1 and progresses in succession through each term, concluding in the Second Term of Form 4. This structured approach encompasses 10 SBCA, however, the teacher can assess the learners in as many as possible so as to improve their competences

KEY COMPETENCES

Competences to be developed are as follows:

COMPETENCES	DESCRIPTORS
Analytical thinking	<p>Ability to observe, navigate, analyze, design, judge and depict objects either natural or artificial.</p> <p>Test hypothesis (ideas).</p> <p>Create mental images and address environmental issues.</p> <p>Ability to handle relevant media.</p>
Citizenship	<p>Practice environmental sustainability.</p> <p>Engage fully in civic activities through cross cutting issues.</p> <p>Treat others with kindness, empathy and fairness through sports etiquette.</p> <p>Accept responsibility for one's deeds through sportsmanship.</p> <p>Promote social justice.</p> <p>Show respect for human dignity.</p> <p>Demonstrate principles of patriotism and national identity.</p>
Collaboration	<p>Appreciate and acknowledge the views of group members while participating in activities.</p> <p>Participate fully in the group towards accomplishing a given task.</p> <p>Supplement one another's efforts while participating in activities.</p>
Creativity and Innovation	<p>Apply knowledge and skills in new and creative ways.</p> <p>Express one's idea in a logical manner.</p> <p>Show curiosity about the learning area.</p>
Critical thinking	<p>Solve problems with innovative solutions.</p> <p>Breakdown complex ideas and skills to improve the ability to understand.</p> <p>Evaluate the credibility of sources of information.</p>

Communication	<p>Use appropriate language (verbal and non-verbal) in different situations.</p> <p>Express oneself using different symbols and media.</p> <p>Express oneself (spoken and written) clearly and effectively.</p> <p>Give and ask for positive feedback.</p> <p>Appreciate constructive criticism.</p>
Digital literacy	<p>Use digital devices in activities.</p> <p>Evaluate emerging technologies.</p> <p>Apply emerging technologies.</p> <p>Communicate using different symbols and media.</p>
Problem solving	<p>Use knowledge gained in solving ones problems in real life situations using different strategies.</p> <p>Provide solutions to challenging situations within their environment.</p> <p>Use pictorial skills to demonstrate basic and complex activities.</p>
Entrepreneurship	<p>Generate ideas for simple products, services and projects.</p> <p>Implement effective presentation and communication of business ideas.</p>
Financial literacy	<p>Set and implement financial goals.</p> <p>Understand basic concepts of sources of income, saving, budgeting, profit and loss.</p> <p>State the benefits of investing.</p>
Environmental sustainability	<p>Learn environmental ethics.</p>
Emotional intelligence	<p>Demonstrate sports etiquette.</p> <p>Express self-awareness, self-management and build relationships with others.</p> <p>Negotiate and resolve differences in a win-win situation.</p>

FORM 1

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCE	LEARNING ACTIVITIES	EXPECTED STANDARD
1.1 HISTORY OF PHYSICAL EDUCATION AND SPORT	1.1.1 Physical Education and Sport.	1.1.1.1 Demonstrate understanding of the importance of Physical Education and Sport.	<ul style="list-style-type: none"> · Defining Physical Education and Sport. · Comparing and contrasting Physical Education from Sport. · Discussing the importance of Physical Education and Sports. (<i>Social, physical, mental, economic, emotional, moral aspects...</i>). · Debating on Physical Education and Sport. (<i>Physical Education is more important than sports...</i>). 	<ul style="list-style-type: none"> • Understanding of the importance of Physical Education and sport demonstrated accordingly.
	1.1.2 Career opportunities in Physical Education and Sport.	1.1.2.1 Choose career opportunities in Physical Education and sport.	<ul style="list-style-type: none"> · Identifying career opportunities in Physical Education and Sport. (<i>Teaching, Coaching, Refereeing, Sports Physiotherapy, Professional athletes...</i>). · Discussing various career opportunities in Physical Education and Sport. · Choosing career opportunities in Physical Education and sport. 	<ul style="list-style-type: none"> • Career opportunities in Physical Education in Sport chosen correctly.

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCE	LEARNING ACTIVITIES	EXPECTED STANDARD
	1.1.3 Historical background of Physical Education and Sport in Zambia.	1.1.3.1 Outline the historical background of Physical Education and Sport in Zambia.	<ul style="list-style-type: none"> Outlining the historical background of Physical Education and Sport in Zambia. (<i>Pre-independence, Independence, post-independence</i>). 	<ul style="list-style-type: none"> Historical background of Physical Education and Sports outlined in Zambia accordingly.
1.2 PHYSICAL EDUCATION AND HEALTH	1.2.1 First-aid	1.2.1.1 Perform first-aid and safety activities	<ul style="list-style-type: none"> Discussing first-aid and its aims. (<i>Prevent, Preserve, Promote, Reduce... First-aid kit scavenger hunt...</i>). Identifying the basic contents of a first-aid kit. (<i>Bandages, scissors, GV paint...</i>) (<i>Bandage relay race, Injury diagnosis response matching...</i>). Performing a variety of first-aid and safety activities (<i>CPR, RICE routine, DRABC...</i>). 	<ul style="list-style-type: none"> First-aid and safety activities performed accordingly
	1.2.2 Environmental Protection	1.2.2.1 Demonstrate understanding of environmental protection in Physical Education and Sport	<ul style="list-style-type: none"> Stating the importance of environmental protection in Physical Education and Sport. (<i>Avoiding injuries, reduce pollution, promote fair-play...</i>). Demonstrating environmental protection 	<ul style="list-style-type: none"> Understanding of Environmental protection in Physical Education and sport demonstrated correctly

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCE	LEARNING ACTIVITIES	EXPECTED STANDARD
			through Physical Education and Sport. (<i>Planting trees, Reduce, Reuse and Recycle, calculating carbon foot prints...</i>)	
1.3 SPORTS FACILITIES AND EQUIPMENT	1.3.1 Sports Facility and Equipment in schools	1.3.1.1. Create sports facilities and equipment	<ul style="list-style-type: none"> Designing sports facilities and equipment in schools. (<i>Courts, pitches, marking of running tracks, making goal posts...</i>). (<i>Balls, skipping ropes, hurdles...</i>). Making sports facility and equipment in schools. (<i>Courts, pitches, running tracks, goal posts...</i>). (<i>Balls, skipping ropes, hurdles...</i>). 	Sports facilities and equipment created accordingly
	1.3.2 Management and Maintenance of sports facilities and equipment	1.3.2.1 Manage and maintain sports facilities and equipment.	<ul style="list-style-type: none"> Demonstrating skills of managing sports facilities and equipment (<i>Regular maintenance and inspection, efficient scheduling, inventory management, user training and safety protocols, emergency preparedness...</i>) Demonstrating skills of maintaining sports facilities and equipment. (<i>Disinfection of sports equipment, regular cleaning, repairing, storage...</i>)<i>regular cleaning, repairing, storage...</i>) 	Sports facilities and equipment managed and maintained accordingly

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCE	LEARNING ACTIVITIES	EXPECTED STANDARD
1.4 MOVEMENTS AND PERCEPTUAL MOTOR LEARNING.	1.4.1 Movement patterns and formations	1.4.1.1 Perform movement patterns and formations	<ul style="list-style-type: none"> Performing a series of movement patterns and formations. (<i>Semi-circle, V-formation, S-formation...</i>) 	<ul style="list-style-type: none"> Movement patterns and formations performed correctly
	1.4.2 Movement exploration	1.4.2.1 Perform combination of movement patterns.	<ul style="list-style-type: none"> Performing a combination of movement patterns. (<i>Flexion, abduction, adduction...</i>). Performing elements of training. (<i>Warm-up, main activity and cool down</i>). 	<ul style="list-style-type: none"> Combination of movement patterns performed correctly.
	1.4.3 Perceptual motor learning activities.	1.4.3.1 Perform perceptual motor learning activities.	<ul style="list-style-type: none"> Performing various perceptual motor learning activities. (<i>Locomotor, Non-locomotor, Balancing and Manipulative</i>). 	<ul style="list-style-type: none"> Perceptual motor learning activities performed correctly.
1.5 FITNESS ACTIVITIES	1.5.1 Health related components.	1.5.1.1 Perform health related activities.	<ul style="list-style-type: none"> Identifying health-related activities (<i>Endurance, body composition. Flexibility, muscular strength...</i>). Discussing the benefits of health-related activities. (<i>Physical Health, mental and emotional health,</i> 	<ul style="list-style-type: none"> Health related activities performed correctly.

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCE	LEARNING ACTIVITIES	EXPECTED STANDARD
			<p><i>health promotion and disease prevention...</i>)</p> <ul style="list-style-type: none"> Performing various health related activities. (<i>Endurance, body composition, flexibility, strength...</i>). (<i>Jogging, tag of war, stretching Routine...</i>). 	
	1.5.2 Isotonic Activities.	1.5.2.1 Perform isotonic activities.	<ul style="list-style-type: none"> Describing the characteristics of isotonic activities. (<i>Muscle contraction, joint movement, constant tension, dynamic movement</i>) Explaining the benefits of isotonic activities. (<i>Reduce stress, better body posture, increased muscle strength...</i>). Performing various isotonic exercises. (<i>Walking, climbing stairs, Push-up...</i>). 	<ul style="list-style-type: none"> Isotonic activities performed correctly.

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCE	LEARNING ACTIVITIES	EXPECTED STANDARD
	1.5.3 Isometric Activities.	1.5.3.1 Perform isometric activities.	<ul style="list-style-type: none"> Describing the characteristics of isometric activities. <i>(Muscle contraction, no joint movement, constant tension, static movement)</i> Explaining the benefits of isometric activities. <i>(Injury rehabilitation, muscle endurance...).</i> Performing various isometric activities. <i>(Pushing the wall, crouch position, scrum...).</i> 	<ul style="list-style-type: none"> Isometric activities performed correctly.
1.6 GYMNASTICS	1.6.1 Gymnastic and Safety Rules.	1.6.1.1 Perform tumbling and stunts activities.	<ul style="list-style-type: none"> Discussing the importance of gymnastics. <i>(Flexibility, endurance, agility...)</i> Applying safety rules of gymnastic activities. <i>(Spotting, tuck-in your chin, for all rolls, inspecting equipment, follow instructions...).</i> Performing tumbling and stunts activities. <i>(Traveling, static and rotational).</i> 	<ul style="list-style-type: none"> Tumbling and stunts activities performed properly.

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCE	LEARNING ACTIVITIES	EXPECTED STANDARD
1.7 RECREATIONAL GAMES AND ACTIVITIES	1.7.1 Aerobics.	1.7.1.1 Perform step and rhythmic patterns of aerobics.	<ul style="list-style-type: none"> Demonstrating step and rhythmic patterns of aerobics. <i>(Rhythmic patterns and steps, legs and arms stretch, sidekicks, neck, roll...).</i> 	<ul style="list-style-type: none"> Step and rhythmic patterns of aerobics performed accurately.
	1.7.2 Traditional games.	1.7.2.1 Perform traditional games.	<ul style="list-style-type: none"> Performing traditional games. <i>(Jumping games, Rhythmic, Manipulative, breaking-through...).</i> 	<ul style="list-style-type: none"> Traditional games performed correctly.
1.8 SWIMMING	1.8.1 Water safety	1.8.1.1 Apply water safety practices.	<ul style="list-style-type: none"> Creating simulated water safety scenario. <i>(Mock pool emergency ...).</i> Researching and presenting about different water safety topics. <i>(Rip currents, pool safety, water-borne illnesses...).</i> Demonstrating water safety practices. <i>(Use of life jacket, walking safely, hygiene, depth of the pool, Life-saving practices: breathing, ...).</i> 	<ul style="list-style-type: none"> Water safety practices applied correctly.
	1.8.2 Pool.	1.8.2.1 Practice pool hygiene.	<ul style="list-style-type: none"> Practicing pool hygiene. 	<ul style="list-style-type: none"> Pool hygiene practiced effectively.

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCE	LEARNING ACTIVITIES	EXPECTED STANDARD
			<p><i>(Avoid spitting, taking a shower before getting into the pool, avoid urinating /or defaecation...).</i></p> <ul style="list-style-type: none"> Debating on pool hygiene practices. <p><i>(Pool cleaning and maintenance...).</i></p>	
1.9 SPORTS SKILLS DEVELOP MENT.	1.9.1 Athletics.	1.9.1.1 Perform skills in track events.	<ul style="list-style-type: none"> Performing skills in track events. <i>(Sprints, middle-distance, relays...).</i> 	<ul style="list-style-type: none"> Skills in track events performed properly.
	1.9.2 Ball games.	1.9.2.1 Perform skills in Football and Netball games.	<ul style="list-style-type: none"> Performing basic skills in Football and Netball games. <i>(Dribbling, shooting, catching, passing, marking...).</i> 	<ul style="list-style-type: none"> Skills in Football and Netball games Performed correctly.
	1.9.3 Board games.	1.9.3.1 Perform skills in Chess and Draught.	<ul style="list-style-type: none"> Performing basic skills in Chess and Draught. <i>(Castling, impassant, basic algebraic notation...).</i> 	<ul style="list-style-type: none"> Skills in Chess and Draught Performed correctly.
	1.9.4 Racquet games.	1.9.4.1 Perform skills in Badminton.	<ul style="list-style-type: none"> Performing basic skills in Badminton. <i>(Grip of the racquet, strokes, footwork...)</i> 	<ul style="list-style-type: none"> Skills in Badminton performed correctly.
1.10 ANATOMY AND PHYSIOLOGY	1.10.1 Human skeletal system	1.10.1.1 Analyse the human skeletal system	<ul style="list-style-type: none"> Identifying the framework of the human skeletal system and its functions. <i>(Axial and appendicular skeleton).</i> 	<ul style="list-style-type: none"> Human skeletal system analysed correctly

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCE	LEARNING ACTIVITIES	EXPECTED STANDARD
			<ul style="list-style-type: none"> Identifying the types of joints. <i>(Freely moveable, slightly Moveable, immoveable).</i> Examining the types of joints. 	
1.11 SPORTS BIOMECHANICS	1.11.1 Forces	1.11.1.1 Illustrate forces in sporting activities	<ul style="list-style-type: none"> Demonstrating forces in sporting activities. <i>(Friction, gravity, weight...).</i> Calculating simple forces in relation to sporting activities <i>(F=ma /or mg).</i> 	<ul style="list-style-type: none"> Forces in sporting activities illustrated correctly
	1.11.2. Speed	1.11.2.1 Illustrate Speed in sporting activities	<ul style="list-style-type: none"> Demonstrating Speed in sporting activities. <i>(Moving objects...).</i> Calculating speed in relation to sporting activities. <i>(S= $\frac{d}{t}$).</i> 	<ul style="list-style-type: none"> Speed in sporting activities illustrated correctly
1.12. ENTREPRENEURSHIP	1.12.1 Sports Entrepreneurship	1.12.1.1 Analyse entrepreneurship roles in sports	<ul style="list-style-type: none"> Discussing sports entrepreneurship. Analysing the roles of entrepreneurship in the sports industry. <i>(Financial literacy, business portfolio...).</i> 	<ul style="list-style-type: none"> Entrepreneurship roles in sports analysed correctly

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCE	LEARNING ACTIVITIES	EXPECTED STANDARD
	1.12.2 Sports Industry.	1.12.2.1 Exhibit knowledge of sectors in sports industry.	<ul style="list-style-type: none"> Discussing various sectors within the sports industry. (<i>Professional sports teams, sports media, sports equipment, sports Nutrition...</i>). 	<ul style="list-style-type: none"> Knowledge of sectors in sports industry exhibited.

FORM 2

TOPIC	SUB - TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
2.1 HISTORY OF PHYSICAL EDUCATION AND SPORT.	2.1.1 History of Physical Education in ancient Greece.	2.1.1.1 Exhibit knowledge of the history of Physical Education in ancient Greece.	<ul style="list-style-type: none"> Discussing the history of Physical Education in ancient Greece. 	<ul style="list-style-type: none"> Knowledge of the history of Physical Education in ancient Greece exhibited accordingly.
	2.1.2 Beliefs and origin of Olympic Games.	2.1.2.1 Demonstrate understanding of the beliefs and the origin of Olympic Games.	<ul style="list-style-type: none"> Discussing the beliefs and the origin of Olympic Games. <i>(Meaning of Olympic symbols, types of Olympic games...).</i> 	<ul style="list-style-type: none"> Understanding of the beliefs and the origin of Olympic Games demonstrated accordingly.
2.2 PHYSICAL EDUCATION AND HEALTH.	2.2.1 First-aid.	2.2.1.1 Exhibit knowledge on the types of sports injuries	<ul style="list-style-type: none"> Discussing the types of sports injuries. <i>(Chronic and acute).</i> 	<ul style="list-style-type: none"> Knowledge on the types of sports injuries exhibited accordingly
		2.2.1.2 Exhibit knowledge on causes and prevention of sports injuries	<ul style="list-style-type: none"> Outlining the causes of injuries <i>(Over stretching, not warming, poor training practices...).</i> Stating Prevention measures in sport <i>(Warming up, adequate training, following the rules, execute technique correctly...).</i> 	<ul style="list-style-type: none"> Knowledge on causes and prevention of sports injuries exhibited accordingly

TOPIC	SUB - TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	2.2.2 Reproductive Health	2.2.2.1 Demonstrate knowledge of reproductive health	<ul style="list-style-type: none"> Discussing basic elements of reproductive health. (<i>Puberty, menstrual cycle...</i>) 	<ul style="list-style-type: none"> Knowledge of reproductive health demonstrated correctly
		2.2.2.2 Explore ways in which HIV and AIDS can be transmitted during sports and games.	<ul style="list-style-type: none"> Illustrating ways in which HIV and AIDS can be transmitted during sports and games. (<i>Open wounds and blood contact, shared needles...</i>). Practising ways in which games and sports can be used as a tool to prevent the transmission of HIV and AIDS. 	<ul style="list-style-type: none"> Ways in which HIV and AIDS can be transmitted during sports and games explored correctly.
2.3. FITNESS ACTIVITIES.	Skill related components.	2.3.1.1 Perform skill related activities.	<ul style="list-style-type: none"> Identifying skill-related activities (<i>Speed, Agility, reaction time...</i>). Discussing the benefits of skill-related activities. Performing various skill-related activities. (<i>Cone drills, push-ups, shuttle runs...</i>). 	<ul style="list-style-type: none"> Skill-related activities performed properly.

TOPIC	SUB - TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
2.4. GYMNASTICS.	2.4.1 Complex gymnastics.	2.4.1.1 Perform stunts on Apparatus.	<ul style="list-style-type: none"> Performing stunts on apparatus. <i>(Vaults...)</i> 	<ul style="list-style-type: none"> Stunts on apparatus performed correctly.
2.5 RECREATIONAL GAMES AND ACTIVITIES.	2.5.1 Traditional games	2.5.1.1 Perform traditional games	<ul style="list-style-type: none"> Performing traditional games. <i>(Chasing, running, jumping and tapping, knowledge testing, target game, secretive...)</i> 	<ul style="list-style-type: none"> Traditional games performed accordingly
2.6 ORGANISATION AND MANAGEMENT OF GAMES AND SPORTS EVENTS.	2.6.1 The Sports Structure in Zambia	2.6.1.1 Design a model of the sports structure in Zambia	<ul style="list-style-type: none"> Describing the sports structure in Zambia. <i>(Ministry of Youth Sports and Arts, NSCZ, NOCZ...).</i> Describe the sports structure in Zambia. 	<ul style="list-style-type: none"> Model of the sports structure in Zambia designed accordingly
	2.6.2 Sports associations in Zambia	2.6.2.1 Demonstrate understanding of Sports associations in Zambia	<ul style="list-style-type: none"> Discussing the Sports associations in Zambia <i>(FAZ, ZAVA, ZTTA...)</i> Researching on key sports associations in Zambia. Making presentations on sports associations in Zambia. 	<ul style="list-style-type: none"> Understanding of sports associations in Zambia demonstrate correctly

TOPIC	SUB - TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	2.6.3 International Sports bodies	2.6.3.1 Demonstrate knowledge of International Sports Bodies	<ul style="list-style-type: none"> • Discussing international sports bodies (<i>FIFA, FINA, IOC, FIBA...</i>). • Comparing and contrasting different international sports bodies in the world. 	<ul style="list-style-type: none"> • Knowledge international sports bodies demonstrated accordingly

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
2.7 SWIMMING	2.7.1 Strokes	2.7.1.1 Perform different swimming strokes.	<ul style="list-style-type: none"> Identifying different swimming strokes. (<i>Back stroke, free style...</i>). Demonstrating various swimming drills. (<i>Floating, kicking drills, arm circles, streamlining...</i>). Performing different swimming strokes. 	<ul style="list-style-type: none"> Different swimming strokes performed accordingly.
	2.7.2 Basic competitive swimming and diving.	2.7.2.1 Apply competitive swimming and diving skills.	<ul style="list-style-type: none"> Demonstrating competitive swimming and diving skills. (<i>Reverse, forward...</i>). 	<ul style="list-style-type: none"> Competitive swimming and diving skills applied correctly.
	2.7.3 Survival skills in swimming.	2.7.3.1 Apply survival skills in swimming	<ul style="list-style-type: none"> Performing survival skills in swimming. (<i>Advanced rescue operations, rules...</i>). 	<ul style="list-style-type: none"> Survival skills in swimming applied correctly.

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
2.8 SPORTS SKILLS DEVELOPMENT.	2.8.1 Athletics	2.8.1.1 Perform field events.	<ul style="list-style-type: none"> Performing field events (<i>Jumps...</i>). 	<ul style="list-style-type: none"> Field events performed accordingly.
	2.8.2 Ball games	2.8.2.1 Use skills in Volleyball and Handball.	<ul style="list-style-type: none"> Performing skills in Volleyball (<i>Spiking, tossing, serving, blocking...</i>) Performing skills in Handball (<i>passing, shooting, dribbling...</i>) 	<ul style="list-style-type: none"> Skills in Volleyball and Handball used properly.
	2.8.3 Board games	2.8.3.1 Utilise skills in Ludo and Snakes and Ladders.	<ul style="list-style-type: none"> Performing skills in Ludo and Snakes and Ladder. 	<ul style="list-style-type: none"> Skills in Ludo and Snakes and Ladders utilised properly.
	2.8.4 Racquet games.	2.8.4.1 Use skills in Table and Lawn Tennis.	<ul style="list-style-type: none"> Performing skills in Table and Lawn Tennis. 	<ul style="list-style-type: none"> Skills in Table and Lawn Tennis used properly.
2.9 ANATOMY AND PHYSIOLOGY.	2.9.1 Human muscular system.	2.9.1.1 Demonstrate Knowledge of muscular system	<ul style="list-style-type: none"> Identifying the muscular system (<i>Skeletal, smooth, cardiac muscles...</i>) Discussing the functions the muscular system (<i>movement of bones, stability...</i>) 	<ul style="list-style-type: none"> Knowledge of muscular system demonstrated correctly.
2.10 SPORTS BIOMECHANICS	2.10.1 Lever System	2.10.1.1 Apply the lever system in physical activities and sports.	<ul style="list-style-type: none"> Applying the lever system in physical activities and sports. (<i>1st, 2nd and 3rd classes</i>) 1st class- Elbow Joint: Bicep (<i>effort</i>) – Elbow (<i>Fulcrum</i>) – Forearm (<i>Load</i>). 	<ul style="list-style-type: none"> Lever system in physical activities and sports applied appropriately.

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<ul style="list-style-type: none"> Analyse the principle of moments Calculating the principle of moments ($F_1d_1=F_2d_2$) 	
2.11 ENTREPRENEURSHIP IN SPORTS.	2.11.1 Sport Marketing.	2.11.1.1 Apply marketing skills.	<ul style="list-style-type: none"> Applying sports marketing skills. (<i>Business planning, marketing, finance, operations management...</i>) 	<ul style="list-style-type: none"> Sports marketing skills applied properly.
	2.11.2 Sport Branding	2.11.2.1 Align specific features of branding in the sports industry.	<ul style="list-style-type: none"> Aligning specific features of branding in the sports industry. (<i>Brand identity, Consistence...</i>). 	<ul style="list-style-type: none"> Specific features of branding in the sports industry aligned correctly.

FORM 3

TOPIC	SUB - TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
3.1 PHYSICAL EDUCATION AND HEALTH.	3.1.1 Drug and Substance abuse in sports	3.1.1.1 Develop awareness of the effects of drug abuse	<ul style="list-style-type: none"> Identifying the types of performance enhancing drugs. (<i>Stimulant, depressants...</i>). Discussing the effects of performance enhancing drugs. Role-playing /or debating on the harmfulness of doping. 	Awareness of the effects of drug abuse developed accordingly.
3.2 FITNESS ACTIVITIES	3.2.1 Methods of training.	3.2.1.1 Use methods of training.	<ul style="list-style-type: none"> Identifying different methods of training. (<i>Circuit, Continuous, Fartlek, Interval, Plyometric...</i>). Discussing different methods of training. (<i>Features, benefits...</i>). Performing different methods of training. 	<ul style="list-style-type: none"> Methods of training used correctly.
3.3 GYMNASTICS	3.3.1 Complex Gymnastics.	3.3.1.1 Demonstrate complex floor agilities and stunts on apparatus.	<ul style="list-style-type: none"> Performing complex floor agilities and stunts on apparatus. (<i>Hand walk, Hand stand, High-dive, forward roll...</i>). 	<ul style="list-style-type: none"> Complex floor agilities and stunts on apparatus demonstrated correctly.

TOPIC	SUB - TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
3.4 COMBATIVE ACTIVITIES	3.4.1 Free combative activities	3.4.1.1 Perform free combative activities.	<ul style="list-style-type: none"> Identifying free combative activities (<i>Karate, judo, wrestling...</i>). Performing free combative activities. 	<ul style="list-style-type: none"> Free combative activities performed accordingly.
3.5 ORGANISATION AND MANAGEMENT OF GAMES AND SPORTS EVENTS.	3.5.1 Organising Events	3.5.1.1 Organize games and sports events.	<ul style="list-style-type: none"> Organising games and sports events. (<i>Formation of different committees...</i>). 	<ul style="list-style-type: none"> Games and sports events organized accordingly.
	3.5.2 Resource mobilisation	3.5.2.1 Mobilise resources for games and sports competitions.	<ul style="list-style-type: none"> Identifying different fundraising ventures Discussing types of resources (<i>Human, material...</i>). Engaging in fundraising activities (<i>sports exhibitions, collecting funds from spectators...</i>) Mobilising resources for games and sports competitions. (<i>Human, material...</i>). 	<ul style="list-style-type: none"> Resources for games and sports competitions mobilised accordingly.
	3.5.3 Partnership and Sponsorship.	3.5.3.1 Engage stakeholders in resource mobilisation	<ul style="list-style-type: none"> Identifying possible sponsors for sports events. 	<ul style="list-style-type: none"> Stakeholders in resource mobilisation engaged accordingly

TOPIC	SUB - TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<ul style="list-style-type: none"> Engaging stakeholders in sponsoring sports events. 	
	3.5.4 Volunteering in sports	3.5.4.1 Participate in voluntary sports activities.	<ul style="list-style-type: none"> Identifying voluntary sports activities in school and community Participating in school and community sports activities voluntarily 	<ul style="list-style-type: none"> Voluntary sports activities participated in accordingly
3.6 SPORTS NUTRITION	3.6.1 Nutrition and sports	3.6.1.1 Analyse types of nutrients and their functions.	<ul style="list-style-type: none"> Identifying types of nutrients and their functions (<i>Macro, micro</i>). Analysing nutrients required by athletes. . 	<ul style="list-style-type: none"> Types of nutrients and their functions analysed correctly
	3.6.2 Diet in sports.	3.6.2.1 Plan a diet for a sports person.	<ul style="list-style-type: none"> Planning a diet for a sports person. Practising good eating habits by observing balanced diet. 	<ul style="list-style-type: none"> Diet for a sports person planned accordingly
3.7 SPORTS SKILLS DEVELOPMENT	3.7.1 Athletics	3.7.1.1 Utilise skills in field events.	<ul style="list-style-type: none"> Performing field events. (<i>Throws...</i>). 	<ul style="list-style-type: none"> Skills in field events utilised appropriately.
	3.7.2 Ball games	3.7.2.1 Practise skills in Basketball and baseball.	<ul style="list-style-type: none"> Practising basic skills in Basketball and baseball. 	<ul style="list-style-type: none"> Skills in Basketball and baseball practiced appropriately.
	3.7.3 Board games	3.7.3.1 Use skills in Scrabble and Monopoly.	<ul style="list-style-type: none"> Describing the game of scrabble and monopoly Performing basic skills in Scrabble and Monopoly. 	<ul style="list-style-type: none"> Skills in Scrabble and Monopoly used properly.

TOPIC	SUB - TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	3.7.4 Racquet games	3.7.4.1 Demonstrate skills in Squash.	<ul style="list-style-type: none"> Explaining the game of squash Performing basic skills in Squash. 	<ul style="list-style-type: none"> Skills in Squash demonstrated accordingly.
	3.7.5 Sports participation	3.7.5.1 Research on the factors affecting sports participation.	<ul style="list-style-type: none"> Researching on the factors affecting sports participation. <i>(Gender, age, culture...)</i> Comparing female participation in sports to that of males. <i>(Similarities, differences).</i> 	<ul style="list-style-type: none"> Factors affecting sports participation researched appropriately.
		3.7.5.2 Develop a solid foundation in motivation and goal setting.	<ul style="list-style-type: none"> Developing a solid foundation of motivation in sporting activities <i>(Intrinsic-(self) and extrinsic-awards, outdoor activities, public acknowledgement...).</i> Setting goals in sports that are SMART (specific, measurable, attainable, realistic, time-bound) 	<ul style="list-style-type: none"> Solid foundation in motivation and goal setting developed correctly.

TOPIC	SUB - TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
3.8 ANATOMY AND PHYSIOLOGY.	3.8.1 Human respiratory system.	3.8.1.1 Demonstrate knowledge of the respiratory system	<ul style="list-style-type: none"> • Discussing the functions of the respiratory system in relation to sporting activities • Drawing and labelling the structure of the respiratory system. • Designing sports programs that align with respiratory demands of specific activities <i>(Aerobic and anaerobic).</i> 	<ul style="list-style-type: none"> • Knowledge of the respiratory system demonstrated correctly.
3.9 SPORTS BIOMECHANICS	3.9.1 Energy and movement	3.9.1.1 Demonstrate understanding of the body energy sources during exercise.	<ul style="list-style-type: none"> • Describing the body energy sources during exercise. <i>(Aerobic respiration and anaerobic).</i> 	<ul style="list-style-type: none"> • Understanding of the body energy sources during exercise demonstrated fully.
3.10 ORIENTEERING	3.10.1 Sports orienteering	3.10.1.1 Locate places	<ul style="list-style-type: none"> • Practising using maps and coordinates (four and six grid reference systems) to locate specific places • Identifying and locate major landmarks around the world <i>(Deserts, costal, mountains, forests...)</i> • Researching on the challenges of locating places due to climate change <i>(Rising temperatures. Changing</i> 	<ul style="list-style-type: none"> • Places located accordingly

TOPIC	SUB - TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<i>weather patterns, increased risks of natural disasters...)</i>	
3.11 ENTREPRENEURSHIP IN SPORTS	3.11.1 Sport Technology and innovation	3.11.1.1 Use technology and innovative approaches in sports.	<ul style="list-style-type: none"> • Identifying devices used in sports technology and innovation (<i>Wearable devices, data analytics, virtual reality...</i>). • Developing innovative solutions to challenges in sports technology (<i>Making devices, facilities and equipment-technology...</i>) • Utilising sports technology devices to access information. • Creating sports tech-shops (<i>Sale of sports gadgets</i>) 	<ul style="list-style-type: none"> • Technology and innovative approaches used in sports correctly.

FORM 4

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
4.1 FACILITIES AND EQUIPMENT	4.1.1 Sports facilities and equipment.	4.1.1.1 Design indoor and outdoor sports facilities and equipment.	<ul style="list-style-type: none"> Identifying indoor and outdoor sports facilities and equipment (Swimming pools, sports halls...). (Pitches, route planning in cross-Country...). Discussing indoor and outdoor sports facilities and equipment. Designing indoor and outdoor sports facilities and equipment 	<ul style="list-style-type: none"> Indoor and outdoor sports facilities and equipment designed correctly.
		4.1.1.2 Use public and private sports centres for practise.	<ul style="list-style-type: none"> Comparing and contrasting public and private sports centres of excellence. Practicing sporting activities at sports centres of excellence of their choice: 	Public and private sports centres used for practise accordingly.
4.2 FITNESS ACTIVITIES	4.2.1 Principles of Training.	4.2.1.1 Use the principles of training in physical activities.	<ul style="list-style-type: none"> Demonstrating the principles of training. (Specificity, Progression, 	<ul style="list-style-type: none"> Principles of training in physical activities used properly.

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<i>Overload, Reversibility, Tedium...)</i>	
	4.2.2 Sports Body Types	4.2.2.1 Demonstrate knowledge on the characteristics of different body types.	<ul style="list-style-type: none"> Categorising body types relating to athletic performance and sports participation. (<i>Endomorph, Ectomorph, Mesomorph</i>) 	<ul style="list-style-type: none"> Knowledge on the characteristics of different body types demonstrated accordingly.
4.3 ORGANISATION AND MANAGEMENT OF GAMES AND SPORTS EVENTS.	4.3.1 Tournaments.	4.3.1.1 Organise tournaments.	<ul style="list-style-type: none"> Identifying types of tournaments (<i>Knock-out, league, combination and challenge tournaments</i>). Organising various tournaments. 	<ul style="list-style-type: none"> Tournaments organised correctly.
	4.3.2 Officiating	4.3.2.1 Apply sporting rules and laws in officiating games	<ul style="list-style-type: none"> Discussing sporting rules and laws in sports officiating. (<i>Ball games, board games, racquet games athletics, aquatics...)</i>. Applying various rules and laws in games and sport. 	<ul style="list-style-type: none"> Sporting rules and laws in officiating games applied

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
4.4 SPORTS SKILLS DEVELOPMENT.	4.4.1 Athletics	4.4.1.1 Utilise sporting skills in track events	<ul style="list-style-type: none"> Performing sporting skills in track events. <i>(Long distance and hurdles...)</i> 	<ul style="list-style-type: none"> Sporting skills in track events utilised properly.
	4.4.2 Ball games	4.4.2.1 Perform sporting skills in Rugby.	<ul style="list-style-type: none"> Performing basic skills in Rugby. 	<ul style="list-style-type: none"> Sporting skills in Rugby performed properly.
	4.4.3 Billiard games	4.4.3.1 Perform sporting skills in snooker and Pool.	<ul style="list-style-type: none"> Performing basic skills in snooker and Pool. 	<ul style="list-style-type: none"> Sporting skills in snooker and Pool performed correctly.
	4.4.4 Target games	4.4.4.1 Perform sporting skills in darts.	<ul style="list-style-type: none"> Performing basic skills in darts. <i>(Set-up, pull-back, release and follow-through).</i> 	<ul style="list-style-type: none"> Sporting skills in darts performed properly.
	4.4.5 Sports hooliganism	4.4.5.1 Demonstrate knowledge on sports hooliganism	<ul style="list-style-type: none"> Discussing factors of hooliganism in sports. <i>(Lower working-athletes, a large crowd, alcohol, rivalries between teams, and the intensity of the match and between the players...).</i> Organising sensitization programs on the dangers of hooliganism in sports. 	<ul style="list-style-type: none"> Knowledge on sports hooliganism demonstrated accordingly.
	4.4.6 Modified Sports	4.4.6.1 Apply sporting rules of modified games and sporting activities.	<ul style="list-style-type: none"> Applying the rules of modified games and sporting activities. 	<ul style="list-style-type: none"> Sporting rules of modified games and sporting activities applied correctly.

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
			<i>(Skill drills, small sided games, target based games, peer coaching...).</i>	
4.5 ANATOMY AND PHYSIOLOGY	4.5.1 Human Circulatory System.	4.5.1.1 Perform aerobic activities.	<ul style="list-style-type: none"> • Drawing and labelling the structure of the Circulatory system. • Discussing the functions of the circulatory system in relation to sporting activities. • Performing aerobic activities. <i>(Shuttle runs, jogging, swimming...).</i> 	<ul style="list-style-type: none"> • Aerobic activities performed appropriately
4.6 SPORTS BIOMECHANICS	4.6.1 Newton's laws of motion.	4.6.1.1 Apply Newton's laws of motion in sporting activities.	<ul style="list-style-type: none"> • Demonstrating Newton's laws of motion. <i>(1st, 2nd and 3rd laws of motion).</i> • Applying Newton's laws of motion to solve problems involving forces, acceleration and friction in relation to sports. 	<ul style="list-style-type: none"> • Newton's laws of motion in sporting activities applied precisely.
4.7 ORIENTEERING	4.7.1 Environment terrains	4.7.1.1 Adapt to different environmental terrains	<ul style="list-style-type: none"> • Manipulating various environmental terrains. <i>(Mountainous, rocky, forests, sandy, swampy, weather/climate..).</i> 	Different environmental terrains adapted accordingly

TOPIC	SUB -TOPIC	SPECIFIC COMPETENCES	LEARNING ACTIVITIES	EXPECTED STANDARD
	4.7.2 Safety	4.7.2.1 Practise safety.	<ul style="list-style-type: none"> Practising safety procedures in orienteering. (<i>Pre, during and post orienteering events</i>). 	<ul style="list-style-type: none"> Safety practiced correctly.
	4.7.3 Orienteering expedition.	4.7.3.1 Apply skills in orienteering.	<ul style="list-style-type: none"> Applying skills in orienteering. (<i>Map reading, compass reading, route navigation...</i>). 	<ul style="list-style-type: none"> Skills in orienteering applied correctly.
4.8 ENTREPRENEURSHIP IN SPORTS	4.8.1 Legal and ethical issues in sports entrepreneurship.	4.8.1.1 Interpret sport legal frameworks in sports entrepreneurship.	<ul style="list-style-type: none"> Interpreting sports related legal frameworks. (<i>Sports contracts, intellectual property, and liability...</i>). Discussing ethical issues in sports entrepreneurship. (<i>Fair play, doping, and athlete welfare, breach of contract...</i>). 	<ul style="list-style-type: none"> Sports legal frameworks in sports entrepreneurship interpreted correctly.

PHYSICAL EDUCATION AND SPORTS SCOPE & SEQUENCE

TOPICS	FORM 1	FORM 2	FORM 3	FORM 4
History of Physical Education and Sport.	<ul style="list-style-type: none"> • Background of Physical Education and Sport. • Importance of Physical Education and Sports • Career opportunities created by Physical Education in Sports. • Historical background of Physical Education and Sport in Zambia. 	<ul style="list-style-type: none"> • History of Physical Education in ancient Greece. • Beliefs and origin of Olympic Games. 		
Physical Education and Health	<ul style="list-style-type: none"> • First-aid. • Environmental Protection 	<ul style="list-style-type: none"> • First-aid • Activities with health messages of HIV and AIDS in sports • Reproductive Health 	<ul style="list-style-type: none"> • Drugs and substance abuse in sports 	
Sports Facilities and Equipment	<ul style="list-style-type: none"> • Sports Facility and Equipment in schools • Management and Maintenance 			<ul style="list-style-type: none"> • Sports Facility and Equipment.
Movements and Perceptual motor learning	<ul style="list-style-type: none"> • Movement patterns and formations • Movement exploration • Perceptual motor learning activities. 			
Fitness activities	<ul style="list-style-type: none"> • Health related components • Isotonic Activities • Isometric Activities 	<ul style="list-style-type: none"> • Skill related components 	<ul style="list-style-type: none"> • Methods of training 	<ul style="list-style-type: none"> • Principles of Training • Sports body types

Gymnastics	<ul style="list-style-type: none"> Types of gymnastics and Safety Rules 	<ul style="list-style-type: none"> Complex gymnastics 	<ul style="list-style-type: none"> Complex gymnastics 	
Recreational games and activities	<ul style="list-style-type: none"> Aerobics. Traditional games 	<ul style="list-style-type: none"> Traditional games 		
Organisation and Management of Games and Sports Events.		<ul style="list-style-type: none"> Sports Structures in Zambia. Sports Associations in Zambia. International Sports Bodies. 	<ul style="list-style-type: none"> Organising Events Resource Mobilization Partnership and Sponsorship Volunteering in Sport 	<ul style="list-style-type: none"> Tournaments Officiating.
Nutrition			<ul style="list-style-type: none"> Nutrients and their functions. Planning a diet for a sports person. 	
Combative activities			<ul style="list-style-type: none"> Free combative activities 	
Swimming	<ul style="list-style-type: none"> Water Safety Pool hygiene 	<ul style="list-style-type: none"> Strokes Basic competitive swimming and diving Survival skills in swimming 		
Sports Skills Development	<ul style="list-style-type: none"> Athletics Ball games Board games Racquet games 	<ul style="list-style-type: none"> Athletics Ball games Board games Racquet games 	<ul style="list-style-type: none"> Athletics Ball games Board games Racquet games 	<ul style="list-style-type: none"> Athletics Ball games Billiard games Target games Sports Hooliganism

				<ul style="list-style-type: none"> • Modified sports
Anatomy and Physiology.	<ul style="list-style-type: none"> • Human skeletal system 	<ul style="list-style-type: none"> • Human muscular system. 	<ul style="list-style-type: none"> • Human respiratory system. 	<ul style="list-style-type: none"> • Human Circulatory System.
Sports Biomechanics	<ul style="list-style-type: none"> • Forces • Speed 	<ul style="list-style-type: none"> • Lever System 	<ul style="list-style-type: none"> • Energy and movements 	<ul style="list-style-type: none"> • Newton's law of motion.
Entrepreneurship in sports	<ul style="list-style-type: none"> • Sports Entrepreneurship • Sports industry 	<ul style="list-style-type: none"> • Sport marketing • Sport branding 	<ul style="list-style-type: none"> • Sport Technology and Innovation 	<ul style="list-style-type: none"> • Legal and Ethical issues in Sport Entrepreneurship.
Orienteering			<ul style="list-style-type: none"> • Sports orienteering 	<ul style="list-style-type: none"> • Environmental awareness • Safety • Orienteering expedition.