



Republic of Namibia

MINISTRY OF EDUCATION, ARTS AND CULTURE

JUNIOR SECONDARY PHASE

PHYSICAL EDUCATION SYLLABUS

GRADES 8 & 9

For implementation:

**Grade 8 in 2017
and
Grade 9 in 2018**

Ministry of Education, Arts and Culture
National Institute for Educational Development (NIED)
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Physical Education Syllabus Grades 8 & 9

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1. Introduction

The global increasing of non-communicable and life-style diseases such as cardiovascular diseases (like heart attacks and stroke), cancers, chronic respiratory diseases (chronic obstructed pulmonary disease and asthma) and diabetes, requires certain life-style adaptations. In this regard lifelong physical activity plays an important role in the prevention of such ailments, enhancing personal wellness, maintaining physical health, fitness and functional capacity. Lifelong physical activity is the fundamental outcome of physical education is therefore an important part of public health according the World Health Organisation (WHO).

Physical Education as a subject in the national Curriculum for Basic Education contributes to Health and Wellness Education. Physical Education focuses on developing psycho-motor skills, developing self-esteem through an appreciation and enjoyment of one's body; the relationship between mind and body; learning how to maintain fitness throughout life; developing social skills through co-operation, positive competition with others and motivation for continued lifelong physical activity. Learners' reflections on what they experience develop their understanding of themselves, the importance of lifelong physical activity and how it contributes to health and wellness.

Physical education is therefore one of the key learning areas in Basic Education. Physical education during the Junior Secondary phase extends the learners' knowledge and skills, strengthens their values and attitudes, and prepares them for continued studies and young adult life. During this phase the learners evaluate their ability to contribute to teamwork in games and movement activities, and their individual motivation and aptitude for, and effort in different game and movement activities. They explain what physical activities are optimal for health and wellness in different phases of life, and why.

The amount of time allocated to Physical Education throughout the year is one period of 40 minutes each, per week.

2. Rationale

Physical Education is an integral part of the general education process, and specifically physical and health literacy. Physical Education equips learners with skills, knowledge, and competencies to live healthy and physically active lives and maintain it for life. Consequently young people are enabled to contribute and function effectively in society. Physical Education promotes health and physical literacy through the following aims:

- develop attitudes and practices, and further knowledge and activities which promote physical and health-related fitness;
- promote cooperation, positive competition, spectatorship, sportsmanship and fair play through participation in different applied movement activities;
- develop and display the social skills and teamwork skills required to actively engage in cooperative physical activities;
- develop lifelong physical activity and health related fitness.
- promote healthy and active life styles.

3. Aims

The aims of Physical Education are to:

- promote the physical, social, emotional and intellectual development of the child in the context of human movement sciences;
- develop positive personal qualities and self-actualisation by means of physical activity in different contexts;
- help in the acquisition of an appropriate range of movement skills and health related fitness in a variety of contexts;
- promote understanding and knowledge of the various aspects of movement;
- develop an appreciation of movement and the use of the body as an instrument of expression and creativity;
- promote enjoyment of, and positive attitudes towards physical activity and its contribution to lifelong health-related fitness, thus preparing the child for the active and purposeful use of leisure time.

4. Inclusive education

Inclusive education is the right of every learner and promotes access to and participation in the full range of educational programmes and services offered by the education system in mainstream schools. It is based on the principle of supporting and celebrating the diversity found among all learners and removing all barriers to learning. The Physical Education teacher in the Junior Secondary phase should therefore accommodate learners with special educational needs by adapting this syllabus to the needs of the learner through differentiation of teaching methods and material as indicated in the *Curriculum Framework for Inclusive Education (2013)*. The adaptation for assessment of learners with special educational needs must be done as prescribed in the *Handbook for Centres (2014)* by the Directorate of National Examinations and Assessment (DNEA). The accommodations prescribed in this handbook are not only for external examinations, but apply to learners from Grade 1 to 12.

Learners who are so severely impaired that they cannot benefit from attending mainstream schools will be provided for according to their needs in learning support units, resource units or resource schools until such time that they can join a mainstream school structure, if possible.

This syllabus promotes equality of opportunity for males and females, enabling both sexes to participate equally and fully. Physical Education teachers should know and understand how to treat learners equally and all materials should support gender equity. During presenting the Physical Education, teachers should be gender sensitive and balanced.

5. Links to other subjects and cross-curricular issues

The cross-curricular issues including Environmental Learning, HIV and AIDS, Population Education, Education for Human Rights and Democracy (EHRD) and Information and Communication Technology (ICT), have been introduced to the formal curriculum to be dealt with in each subject and across all phases because each of the issues deals with particular risks and challenges in our Namibian society.

All learners need to:

- understand the nature of these risks and challenges;
- know how they will impact on our society and on the quality of life of our people now and in the future;
- understand how these risks and challenges can be addressed on a national and global level;
- understand how each learner can play a part in addressing these risks and challenges in their own school and local community.

The main risks and challenges have been identified as:

- the challenges and risks we face if we do not care for and manage our natural resources;
- the challenges and risks caused by HIV and AIDS;
- the challenges and risks to health caused by pollution, poor sanitation and waste;
- the challenges and risks to democracy and social stability caused by inequity and governance that ignores rights and responsibilities;
- the challenges and risks we face from globalisation.

Physical Education contributes to the learner's self-image, awareness of the body, health and well-being. It also promotes values such as cooperation and friendly competition. Some learners might be (knowingly or unknowingly) HIV-positive, and it is essential both for safety reasons and in order to avoid stigmatisation that the class is made aware that nearly all forms of physical contact with HIV-infected persons are safe, and learn what is risky contact in the case of cuts and sores.

Cross-curricular issues	Grade 8	Grade 9
1. Environmental Learning	Creative dance Traditional dance	Creative dance Traditional dance
2. Technology	Physical Fitness Athletics	Physical Fitness Athletics
3. HIV and AIDS	Knowing my body Health related aspects Sport injuries	Health related aspects Sport injuries
4. Population Education	Nutrition Knowing my body Health	Nutrition Health
5. Education for Human Rights and Democracy (EHRD)	Participating in games Spectatorship Good sportsmanship	Participating in games Spectatorship Good sportsmanship
6. Safety	Personal safety Road safety Sport safety	Personal safety Road safety Sport safety

6. Approach to teaching and learning

The approach to teaching and learning is based on a paradigm of learner-centred education as described in Ministry policy documents, curriculum guides, and the conceptual framework. This approach ensures optimal quality of learning when the learner-centred education principles are put into practice.

The aim is to develop learning with understanding, and the skills and attitudes to contribute to the development of society. The starting point for teaching and learning is the fact that the learner brings to the school a wealth of knowledge and social experience gained continually from the family, the community, and through interaction with the environment. Learning in school must involve, build on, extend and challenge the learner's prior knowledge and experiences.

Learners learn best when they are actively involved in the learning process through a high degree of participation, contribution and production. At the same time, each learner is an individual with his/her own needs, pace of learning, experiences and abilities. The teacher must be able to sense the needs of the learners, the nature of the learning to be done, and how to shape learning experiences accordingly. Teaching strategies must therefore be varied but flexible within well-structured sequences of lessons.

In Physical Education, the teacher must decide, in relation to the learning objectives and competencies to be achieved, when it is best to instruct learners directly, when it is best to let learners discover or explore activities for themselves through problem-solving, when they need coaching; when they need reinforcement or enrichment activities, when there is a particular progression of skills or information that needs to be followed, or when the learners can be allowed to find their own way through set tasks.

It is recommended that time during the first period of each theme should be used for instruction on behavioural and safety rules such as changing clothes, obeying commands, care of apparatus, etc. before starting activities.

7. End of phase competencies

On entry to the Junior Secondary phase, all learners must be able to make study choices that will affect their future. They are expected to be able to make informed decisions on various personal and life issues. Learners are expected to have skills to cope with some challenges in life. Learners must display self-respect and have respect and tolerance towards other's religions and values. Through participating in movement activities learners must be able to contribute to develop positive attitudes and values.

All learners, despite their intellectual or academic level are able to accomplish basic living skills. A few learners will just be able to manage the minimum number of competencies and must receive Learning Support through adapted teaching approaches, adapted materials, and assistance from peers. A small number of learners have special educational needs to a degree which requires greater individual attention, resources or assessment. Others will have impairments which do not necessarily limited cognitive and affective learning and development, e.g. the visually impaired, hearing impaired and physically challenged.

On completing the Junior Secondary Phase (Grades 8-9) of education in Physical Education, learners are expected to be able to:

- demonstrate an understanding of, and participate in activities that promote recreation and physical development;
- demonstrate an understanding of attitudes and practices, and further knowledge and activities which promote physical and health-related fitness;
- demonstrate an understanding of cooperation, positive competition, spectatorship, sportsmanship and fair play through participation in different applied movement activities;
- demonstrate an understanding of social skills and teamwork skills required to actively engage in cooperative physical activities;
- demonstrate an understanding of lifelong physical activity and health-related fitness.

8. Summary of learning content

Themes and Topics	GRADE 8	Grade 9
Physical and Health-related Fitness	Cardio respiratory endurance Muscular strength and endurance Flexibility activities Body composition Posture Skill related fitness	Cardio respiratory endurance Muscular strength and endurance Flexibility activities Posture Health related fitness Skill related fitness
Applied movement skills	Different Games (Batting games, Net games, Goal games and Traditional games) Dance	Different Games (Batting games, Net games, Goal games and Traditional games) Dance
Theoretical aspects	Anatomical and physiological basis of human movement Psycho-motor skills Nutrition Recreational activities Safety	Anatomical and physiological basis of human movement Sports nutrition Recreation Safety

9. Learning content for Grade 8

9.1 Introduction to learning content

1. The learning content outlined below is designed to provide guidance to teachers as to what will be assessed in the overall evaluation of learners. It is not meant to limit, in any way, the teaching programme of any particular school.
2. **Themes and topics** refer to those components of the subject which learners are required to study/master. The **general objectives** are derived from the topics and are the general knowledge, understanding and demonstration of skills on which learners will be assessed.

The **specific objectives** are the detailed and specified content of the syllabus, which learners need to master to achieve the general objectives, and on which they will be assessed. For skills-based subjects, specific objectives indicate what learners should be able to do at the end of the year.

9.2 Learning content

9.2.1 Learning content for Grade 8

THEMES AND TOPICS	GENERAL OBJECTIVES (Objectives) <i>Learners will:</i>	SPECIFIC OBJECTIVES (Basic Competencies) <i>Grade 8 Learners should be able to:</i>
1. Physical and Health-Related Fitness		
Cardio respiratory endurance	• understand cardio respiratory endurance exercises • know the elements of cardio respiratory endurance related to health and physical fitness • understand health related exercises	• perform cardio respiratory endurance exercises • identify the elements of cardio respiratory endurance related to health and physical fitness • perform health related exercises
Muscular strength and endurance	• understand muscle strength and endurance exercises • understand the role of muscle strength and endurance exercises for health	• perform different exercises related to muscle strength and endurance • explain the role of muscle strength and endurance exercises for health
Flexibility	• understand the role of flexibility in physical fitness and health	• apply flexibility exercises for physical fitness and health
Body composition	• understand body composition for health	• calculate body composition
Posture	• acquire knowledge of a good posture	• apply knowledge of a good posture

THEMES AND TOPICS	GENERAL OBJECTIVES (Objectives) <i>Learners will:</i>	SPECIFIC OBJECTIVES (Basic Competencies) <i>Grade 8 Learners should be able to:</i>
Skill related components of fitness (Balance, reaction time, coordination, agility speed power)	• know the role of skill related components of fitness • understand the skill related components of fitness	• identify the role of skill related components of fitness • perform skill related components of fitness in different settings of sports
2. Applied movement skills		
Different Games (Batting games, Net games, Goal games and Traditional games)	• understand participation in different games • know safe participation in different games	• participate in different games • demonstrate safe participation in different games
Dance	• understand different dances related to social interaction	• perform different dances related to social interaction
3. Theoretical aspects		
Anatomical and physiological basis of human movement	• understand the anatomical structures in human movement • understand the physiological basis of human movement	• indicate the anatomical structures in human movement • demonstrate knowledge of the physiological basis of human movement
Psycho-motor skills	• understand the meaning of psycho-motor skills • understand the role of psycho-motor skills related to health and well-being	• demonstrate knowledge of psycho-motor skills • demonstrate knowledge of the role of sycho-motor skills related to health and well-being
Nutrition	• acquire knowledge of the food and nutrition guidelines of Namibia	• demonstrate knowledge of the food and nutrition guidelines of Namibia
Recreational activities	• understand the contribution of recreational activities to fitness and health	• demonstrate knowledge of recreational activities contributing to fitness and health
Safety	• understand the effect of harmful practices	• demonstrate knowledge of the effect of harmful practices

10. Learning content for Grade 9

10.1 Introduction to learning content

1. The learning content outlined below is designed to provide guidance to teachers as to what will be assessed in the overall evaluation of learners. It is not meant to limit, in any way, the teaching programme of any particular school.
2. **Themes and topics** refer to those components of the subject which learners are required to study/master. The **general objectives** are derived from the topics and are the general knowledge, understanding and demonstration of skills on which learners will be assessed.

The **specific objectives** are the detailed and specified content of the syllabus, which learners need to master to achieve the general objectives, and on which they will be assessed. For skills-based subjects, specific objectives indicate what learners should be able to do at the end of the year.

10.2 Learning content

10.2.1 Learning content for Grade 9

THEMES AND TOPICS	GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Grade 9 Learners should be able to:</i>
1. Physical and Health-related Fitness		
Cardio respiratory endurance	- understand cardio respiratory endurance - understand health related fitness programs - know the principle of training (frequency intensity time type - FITT)	- perform and determine cardio respiratory endurance - perform and compile health related fitness programs - apply the FITT principle in a training program
Muscular strength and endurance	- understand muscle strength and endurance exercises for skill development - know different strength and endurance exercises for health	- demonstrate different exercises for muscle strength and endurance related to skills - demonstrate different strength and endurance exercises for health
Flexibility	understand different flexibility exercises for physical fitness and health	demonstrate different flexibility exercises for physical fitness and health
Health related fitness	know the concepts of health related fitness	- demonstrate knowledge of different health related fitness concepts - evaluate peer health related fitness
Skill related fitness (Balance, reaction time, coordination, agility speed power)	- understand the application of skill related fitness in different physical activities - understand the contribution of skill related fitness to health	- demonstrate different skills related to different physical activities - like sports - demonstrate knowledge of skill related fitness for health

THEMES AND TOPICS	GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Grade 9 Learners should be able to:</i>
2. Applied movement skills		
Different games (Batting games, Net games, Goal games and Traditional games)	- experience participation in different games - understand the safety participation in different games	- participate in different games - demonstrate safe participation in different games
Dance	understand the importance of dance to promote lifelong physical activity for health and well-being	- apply knowledge through participating in dancing to promote lifelong physical activity for health and well-being - demonstrate promotion of lifelong physical activity for health and well-being through dance
3. Theoretical aspects		
Anatomical and physiological basis of human movement	- understand the application of anatomical structures in human movement - Know the physiological integration in human movement	- apply knowledge of the anatomical structures in human movement - demonstrate knowledge of the physiological integration in human movement
Sports nutrition	acquire knowledge of basic sports nutrition	demonstrate knowledge of basic sports nutrition
Recreation	understand the components of a recreational program for health	compile a recreational program for health
Safety	- understand soft tissue injuries in physical activity and sport - understand the principles of treatment for soft tissue injuries	- demonstrate knowledge of soft tissue injuries in physical activity and sport - demonstrate knowledge of the principles for treatment soft tissue injuries

10. Assessment

A learner-centred curriculum and learner-centred teaching encompass a broad range of knowledge and skills which are relevant to the knowledge-based society. The specific objectives in the syllabus state what understanding and skills a learner must demonstrate as a result of this teaching-learning process, and which objectives will be assessed. However, it is intended that the curriculum should focus on learning, not on assessment and examination. Assessment and examination are only to support learning. For more information on differentiated assessment, please refer to the Promotion Policy and promotion circulars. Assessment and evaluation will be based on both the content standards and the performance standards.

10.1 Continuous assessment

In order to capture the full range and levels of competence, a variety of formal and informal continuous assessment situations is needed to give a complete picture of the learner's progress and achievements in all subjects. Continuous assessment must be clear, simple and manageable, and explicitly anchored in learner-centred principles and practice. Teachers must provide a reliable and valid assessment of the learner's performance in the specific objectives. The information gathered about the learners' progress and achievements should be used to give feedback to the learners about their strong and weak points, i.e. where they are doing well, and why, and where, how and why they need to improve. The parents should be informed regularly about the progress of their children in all subjects, be encouraged to acknowledge achievements, and given suggestions as to how they can support the child's learning activities.

The learner's progress and achievements in this subject must be reported to parents in the school report.

10.3 Informal and formal methods

The teacher must assess how well each learner is mastering the specific objectives described in the syllabus and from this gain a picture of the all-round progress of the learner. To a large extent, this can be done in an informal way and in their participation in general, through structured observation of each learner's progress in learning and practice situations while they are investigating things, interpreting phenomena and data, applying knowledge, communicating and making value judgements.

When it is necessary to structure assessment more formally, the teacher should as far as possible use situations similar to ordinary learning and practice situations to assess the competency of the learner. Formal written and oral tests can be used to assess only a limited range of specific objectives and therefore should not take up a great deal of time. Short tests should be limited to part of a lesson and only in exceptional cases use up a whole lesson.

10.4 Evaluation

Information from informal and formal continuous assessment is to be used by the teacher to ascertain where it is necessary to adapt methods and material to the individual progress and needs of each learner. At the end of each main unit of teaching and at the end of each term, the teacher, together with the learners, should evaluate the learning-teaching process in terms of tasks completed, participation, what the learners have learnt, and what can be done to improve the working atmosphere in and achievements of the class.

10.6 Grade descriptors

The learner's summative achievement in the specific objectives will be shown in letter grades A to E, where A is the highest and E the lowest grade for learners achieving minimum competency level. In cases where a learner has not reached the minimum level of competency a U will be awarded. When letter grades are awarded, it is essential that they reflect the learner's actual level of achievement in relation to the specific objectives. The relation between the letter grades and specific objectives is shown in the table below. As far as possible a letter grade should be used as the mark instead of a percentage.

Grade	% Range	Grade descriptors
A	80%+	Achieved objectives exceptionally well. The learner is outstanding in all areas of competency.
B	70-79%	Achieved objectives very well. The learner's achievement lies substantially above average requirements and the learner is highly proficient in most areas of competency.
C	60-69%	Achieved objectives well. The learner has mastered the specific objectives and can apply them in unknown situations and contexts.
D	50-59%	Achieved objectives satisfactorily. The learner's achievement corresponds to average requirements. The learner may be in need of learning support in some areas.
E	40-49%	Achieved the minimum number of objectives to be considered competent. The learner may not have achieved all the specific objectives, but the learner's achievement is sufficient to exceed the minimum competency level. The learner is in need of learning support in most areas.
U	0-39%	Ungraded. The learner has not been able to reach a minimum level of competency in the objectives, even with extensive help from the teacher. The learner is seriously in need of learning support.

10.7 Conducting and recording assessment

Continuous assessment should be planned and programmed at the beginning of the year, and kept as simple as possible. Marks given for class activities, practical activities, project work and assignments may be recorded for continuous assessment.

10.8 Assessment objectives

The assessment objectives for Physical Education are:

- **Information to the learner**

The information gathered about the learners' progress and achievements should be used to give feedback to the learners about their strong and weak points, where they are doing well, and why, and where they need to improve more, how, and why.

- **Develop understanding of the process of physical and health education for well-being and physical literacy.**

- **Evaluating the teaching/learning process**

Information from informal and formal continuous assessment is to be used by the teacher to know where it is necessary to adapt methods and materials to the individual progress and needs of each learner. At the end of each main unit of teaching, and at the end of each term,

the teacher together with the learners should evaluate the process in terms of tasks completed, participation, what the learners have learnt, and what can be done to continually improve the working atmosphere and achievements of the class.

10.8.1 Knowledge with understanding

Learners should be able to demonstrate knowledge and understanding in relation to:

- **Physical and Health-related Fitness**
- **Applied movement skills**
- **Theoretical aspects**

10.9 Continuous assessment: detailed guidelines

One continuous assessment activity per term should be selected, graded and recorded. No tests will be written for continuous assessment marks. These continuous assessments must be carefully planned and marked according to a marking scheme or marking criteria. The criteria used to assess activities other than tests should be given to the learner before the assessment activity. Evidence of the work produced by good, average and low-achieving learners, as well as the written assignment and marking scheme, has to be kept at school until the end of the next year. Teachers can choose to grade and/or record more than the required continuous assessments if it is necessary for formative purposes. An end-of-year summative grade will be based only on the assessment tasks described in the syllabus.

Types of continuous assessment task

In Physical Education in the Junior Secondary phase the continuous assessment tasks are as follows:

- Written task;
- Performing task;
- Project.

Each task will count 20 marks. ***All three tasks need to be assessed during the year.***

Suggestions for a written task, performing task and project are:

Written task	Performing Task	Project
• class activities • assignments • short/topic test	• participation in skill related fitness development • participation in different games • kicking/dribbling/volleying/batting	• design implements • conduct research • make models • drawing a sport code field • drawing exercise circuit • drawing human body structure • collecting relevant materials

10.10 Assessment rubric/criteria

The following criteria should be used in assessing Physical Education:

Task	Criteria	Description	Mark	Total
Written Task	Knowledge/Theory	Knowledge is a familiarity, an awareness, a comprehension of the facts, information, description and skills acquired through experience and learning of the selected topics from the syllabus.	10	20
	Completeness	All the requirements of the tasks are met	5	
	Presentation	General organisation of the tasks	5	
Performing task	Preparation	General preparedness of learners	5	20
	Participation	Take part effectively and freely in given activities	5	
	Originality/Execution	Generate innovative ideas and the presentation thereof	10	
Project	Applied knowledge	Application of information	5	20
	Neatness	Neatness of project	5	
	Completeness	All the requirements of the tasks are met	5	
	Research	Indication of resources used	5	

10.5 Summary of continuous assessment tasks

Annexe 1: Assessment record sheet for Grades 8: Physical Education

Teacher:.....															Year.....			
School:															Grade:			
Name of Learner	Terms	Written Task				Performing Task			Total	Project				Total	Grand Total	Total Term Mark (60/60x100)	Year Mark (Term 1+2+3=300/3)	Symbol
		Knowledge	Completeness	Presentation	Total	Preparation	Participation	Originality/Execution		Applied knowledge	Neatness	Completeness	Research					
		10	5	5	20	5	5	10	20	5	5	5	5	20	60	100	100	A-U
	1																	
	2																	
	3																	
	1																	
	2																	
	3																	
	1																	
	2																	
	3																	

Annexe 2: Assessment record sheet for Grades 9: Physical Education

Teacher:.....															Year.....			
School:.....															Grade:			
Name of Learner	Terms	Written Task				Performing Task			Total	Project				Total	Grand Total	Total Term Mark (60/60x100)	Year Mark (Term 1+2+3=300/3)	Symbol
		Knowledge	Completeness	Presentation	Total	Preparation	Participation	Originality/Execution		Applied knowledge	Neatness	Completeness	Research					
		10	5	5	20	5	5	10	20	5	5	5	5	20	60	100	100	A-U
	1																	
	2																	
	3																	
	1																	
	2																	
	3																	
	1																	
	2																	
	3																	
	1																	
	2																	
	3																	

Annexe 3: Glossary of terms

Anatomy	Anatomy is the study of body parts visible to the naked eye, such as the heart or bones
Applied movement skills	Application of fundamental movement skills and relates to movement patterns that involve various body parts and provide the basis of physical literacy.
Batting Games	It is a game where a bat and a ball is used in a game. One could also refer to it as batting, fielding, and run scoring games like softball, baseball, and cricket.
Body composition	Body composition is used to describe the percentages of fat, bone, water and muscle in human bodies. Because muscular tissue takes up less space in our body than fat tissue, our body composition, as well as our weight, determines leanness.
Buoyancy aids	A sleeveless jacket lined with buoyant material, worn for water sports
Cardio respiratory endurance	Cardiorespiratory endurance is a health-related component of physical fitness that relates to the ability of the circulatory and respiratory systems to supply fuel during sustained physical activity and to eliminate fatigue products after supplying fuel.
Creative dance	A form of dance that provide the potential for personal expression
Circuit training	A form of body conditioning or resistance training using high intensity aerobics
Crouch	The definition of a crouch is a position where your knees are bent and your upper body is down lower to the ground.
Dance	Move rhythmically to music, typically following a set sequence of steps.
Flexibility activities	Flexibility is defined as the range of motion of your joints or the ability of your joints to move freely. It also refers to the mobility of your muscles, which allows for more movement around the joints.
Folk dance	A traditional dance. A popular dance, considered as part of the tradition or custom of a particular people
Fundamental movement skills	Fundamental movement skills are basic movements such as throwing, kicking, running, jumping, hopping and catching integrated throughout a variety of physical activity settings.
Goal Games	Games in which an area or object into which a ball or puck must be hit, kicked, etc., to score points in various games (such as soccer and hockey) : the act of hitting, kicking, etc., a ball or puck into a goal or the score that results from doing this. Target games such as golf, archery and bocce involve sending objects toward a target.
Health related fitness	The definition of health-related fitness involves exercise activities that you do in order to try to improve your physical health and stay healthy, particularly in the categories of cardiovascular endurance, muscular strength, flexibility, muscular endurance and body composition.
Human Movement	Human movement is the scientific study of how the human body works, with a particular focus on improving the workings of the human body for sport, fitness and wellbeing. It covers the physiological, biomechanical and psychological systems of the body.
Muscular strength and	Muscular endurance refers to the ability to perform a specific muscular

endurance	action for a prolonged period of time. For example, your ability to run a marathon or to pump out 100 squats with no added weight is due to muscular endurance. Muscular strength is a muscle's capacity to exert force against resistance.
Net Games	Games are activities in which players send an object towards a court or target area that an opponent is defending. The aim is to cause the object to land in the target area while making it difficult for the opponent to return the object. By playing these games, participants will learn the key skills and tactics in games such as Volleyball, Tennis, Badminton, Squash, Racquet Ball, Volleyball,.
Physiological	Physiology is the study of the function of body parts and the body as a whole.
Pick -up glide	Relaxed and quick turnover movement that follows acceleration with practical no effort expended
Psychomotor skills	Psychomotor learning is the relationship between cognitive functions and physical movement. Psychomotor learning is demonstrated by physical skills such as movement, coordination, manipulation, dexterity, grace, strength, speed; actions which demonstrate the fine motor skills such as use of precision instruments or tools.
Recreational activities	Recreation is an activity of leisure, leisure being discretionary time. Recreational activities are often done for enjoyment, amusement, or pleasure and are considered to
Social dance	Any form of dancing that requires a partner/partners, has a set rules
Skill related fitness	Skill related fitness is the ability to do well in everyday life activities and sports. For example good balance
Sports nutrition	Sports Nutrition is the study and practice of nutrition and diet as it relates to athletic performance. It is concerned with the type and quantity of fluid and food taken by an athlete, and deals with nutrients such as vitamins, minerals, supplements and organic substances such as carbohydrates, proteins and fats.
Social dance	Any form of dancing that requires a partner/partners, has a set rules



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