

**PACIFIC SENIOR SECONDARY
CERTIFICATE EXAMINATION**

**SPORTS, FITNESS, AND HEALTH
PRESCRIPTION**

St. Andrew's High School, Tonga

FORM 6

SOUTH PACIFIC BOARD FOR EDUCATIONAL ASSESSMENT

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1. RATIONALE

St. Andrew's High School has a number of senior students with the potential to develop special physical and sporting skills. This curriculum is aimed at recognizing and utilizing these skills for recreational and vocational purposes.

This course has practical and theoretical lessons. It consists of three main content areas, which are further divided into units not only for ease of teaching and learning, but also to facilitate the assessment of student's skills.

2. AIMS

This Sports, fitness and health curriculum is intended to ensure that students will be able to:

- gain the knowledge, skills and positive attitudes to enjoy a healthy and active life in Tonga.
- take more responsibility for their own health and fitness.
- learn new sports and develop skills specific to particular sports.
- develop and apply knowledge and skills in relation to umpiring, coaching and assisting others to enjoy sport in the community.
- learn and apply knowledge in relation to First Aid, injury prevention and nutritional needs of sports people.
- improve their communication and co-operative skills.

2. OBJECTIVES

Students will be specifically expected to:

- develop a personal fitness and wellness programme.
- use local facilities e.g. Teufaiva gymnasium, for fitness and recreational purposes.
- participate in and understand the rules of a range of sports.
- select a sport that is best suited to the student's specific abilities and interests.
- be aware of the main aspects of being a good coach, especially how to use the key principles of training the body during a year's programme, setting goals, and how to improve communication skills.
- plan, conduct and review coaching sessions.
- participate in sports and assist others, by fulfilling voluntary duties associated with conducting sports activities.
- gain a Leadership Award for assisting others to learn and enjoy sport.
- develop an awareness of the human body and how it responds to exercise so that performances can be maximised.
- learn and apply the skills of preventing, treating and recovering from sporting injuries and of providing basic first aid to sports people.

- understand nutritional factors affecting physical performances and plan to meet the nutritional needs of active Tongan sports people.
- demonstrate respect towards youngsters with disabilities and to work towards helping them to develop a specific physical skill.

4. ENTRY REQUIREMENTS

This course will be optional for students who have successfully passed the Form 5 Tonga School Certificate Examination. Successful students will be awarded with a pass, but not with a specific grade. All students who complete the course will be given a Certificate. Being successful in specific units will also be awarded with Specific Certificates e.g. First Aid and Leadership.

5. COURSE CONTENT

The content of the course comprises three main areas, which are further broken down into units. An outline of the content, specific expectations of each area and the suggested practicals for each unit are described hereunder in more details.

5.1 SPORT

Learning in this area will focus on specific knowledge and skills, the understanding of rules, and practices of a range of sports which will enable students to:

- a. coach beginners in sport
- b. umpire lower levels of sport
- c. manage a team in a local sport competition
- d. assist with the administration of sport

Students will also study the human body and how it responds to exercise so they can understand how to produce maximum performances.

Students who successfully complete the above practical components will receive a St. Andrew's Leadership Award.

Sport is further divided into seven Units. Here is a description of each unit.

5.1.1 Participation in different Sports

- a. Students are expected to learn to play and enjoy at least four new sports from the following:
 - i. volleyball
 - ii. T ball
 - iii. Badminton
 - iv. Basketball

- v. Cricket
 - vi. Padder tennis
- b. Students credited with this unit will be able to:
- participate in sports modules which teach new sports, making an attempt to work with others
 - learn and apply the essential rules of four sports
 - demonstrate three physical skills (e.g. Serving, hitting, shooting a goal, catching, spiking) necessary to play two of the four chosen sports successfully
 - explain the essential rules of the same two chosen sports through the use of posters, an oral presentation, or physical demonstration
 - demonstrate the self management skills (e.g. Accepting umpire's decisions, play fairly, use safe practices like correct equipment and clothing) necessary for participating in sports sessions.
- c. This unit will be taught during Term 1 and the duration will be between 2 to 7 weeks.

5.1.2 Selecting a sport

- a. This is a practical study that also involves an interactive computer package, which will enable students to make informed decisions about the sports that interest them and suit their natural attributes.

Sports can play a large part in a student's physical and mental development. It can lead to multiple benefits as their physical health and build, leadership skills, social skills, and self-esteem can all be enhanced.

To foster a healthy society and to make it fun we have to start an enjoyable sports habit.

- b. Students credited with this unit will be able to:
- i. complete a series of 10n tasks used in 'Sports choice' Hillary Commission that measure physical skill attributes.
 - ii. Record individual results in sports and deduce from the results the kind of sports that he / she enjoys most and are best suited to.
 - iii. Use the Internet to download the programme www.hillarysport.org.nz so that students can enter their own results, and experiment with sports options and information.
- c. This is a term 1 course and the duration will be one week

5.1.3 Training and coaching methods

- a. This unit will enable students to become aware of the main principles involved in training to improve sports performances. It will also assist them in developing a yearly scientific training programmes in which goal setting, communication and inter-personal skills used by coaches will be identified and improved.
- b. Students credited with this unit will be able to:
 - i. plan a year's training programme for a selected sport including the long term development of fitness, strength, endurance, flexibility, skills, and top performance. The year will be divided into three periods namely, general, specific, and competitive.
 - ii. Identify the key characteristics of a 'good' coach.
 - iii. Identify the major communication skills used by coaches.
 - iv. Devise and implement activities to improve a communication skill they are weak in e.g. Setting realistic goals with players, using simple language of instructions, gaining attention, using voice for effect, valuing player, listening to players, and giving immediate feedback.
- c. This unit will be taught in Term 1 and the duration will be 2 weeks.

5.1.4 Coaching

- a. The primary focus of this unit is to enable students to experience the roles and responsibilities of the sports coach as they seek to recognize and improve performances of youngsters who play sports.
- b. Students credited with this unit will be able to:
 - i. list the roles and characteristics of a successful coach.
 - ii. Identify the elements of a coaching session e.g. Warm-up, coaching skills, skill practice, using skills in a game, warm-down, and feedback.
 - iii. Plan a coaching series of three lessons for a selected sport to be taken with primary school students.
 - iv. Conduct coaching lessons with a group of primary school children teaching appropriate sporting skills in a safe environment.
 - v. Evaluate their performance as a coach.
- c. This course will be taught during Term 2 and it will take 3 weeks.

5.1.5 Assist others to participate in sports

- a. This unit assists students to experience the responsibilities and skills needed to help others to participate in sports through fulfilling voluntary duties such as umpiring, officiating, or administering clubs.
- b. Students credited with this unit will be able to:

- i. assume and fulfil at least two roles with important responsibilities for helping others to participate in sport. These include:
 - captain
 - coach
 - umpire
 - publicity officer
 - secretary
 - first aid officer
 - scorer
 - team manager
 - equipment officer
 - caterer
 - fundraiser
 - team selector
 - disputes referee
 - time keeper
 - ii. divide students into equal teams to have an inter team competition playing a known sport.
 - iii. select a helping role (from the above list) so they can plan, manage and run their own sports competition. In this way the students will fill all the above roles as well as being the players during matches between teams.
 - iv. play in different positions during different sports competitions.
 - v. assess their own personal skills and performance.
 - vi. apply ideas and resource sheets in “Sports Education in Physical Education”, Hillary Commission, N.Z.
- c. This unit will be taught in Term 2 for 3 weeks.

5.1.6 Sport leadership

- a. This unit aims at enabling students with an interest in sport, fitness and leisure to develop skills which will equip them to take on the varied roles available in sport and to develop leadership skills. Important life skills that can be applied elsewhere can also be learned through sport.
- b. Students credited with this unit will be able to:
 - i. complete a minimum of 15 hours in:
 - learning a new sport
 - leading a peer group practice
 - assisting others in a sport (as an official / umpire etc.)
 - planning a coaching session
 - coaching youngsters
 - ii. review activities that have been covered in units 5.1.1 to 5.1.5.
- c. Students who have successfully mastered the above tasks will be eligible for the Leadership Award at the completion of their study.
- d. This unit will be taught in Term 2 for one week.

5.1.7 The human body and how it responds to exercise

- a. This unit focuses on developing an understanding of the basic functions of human anatomy, the physiological and energy systems, and how they respond to physical activity. This is essential for the improvement of student's personal fitness, and sports skills. This unit will also involve the application of appropriate principles to and analysis of human movement.
- b. Students credited with this unit will be able to:
 - i. identify the main human bones, skeletal muscles, joints ligaments and tendons.
 - ii. understand and describe the major movements and functions of the main parts of the human body (e.g. Bones, joints, ligaments, tendons, muscles).
 - iii. outline and analyze the actions of body parts involved in a basic movement (e.g. Skipping, sprinting, hitting a ball, jumping, shot put etc.)
 - iv. know and demonstrate the basic biomechanics force, velocity, acceleration, momentum, and centre of gravity.
 - v. study and know the graphs of the three energy systems and their time shifts, and be able to analyze the energy systems involved in a particular sport.
 - vi. plan physical activities to improve personal aerobic / anaerobic energy levels.
- c. This unit will be taught in Term 2 in 3 weeks.

5.2 FITNESS

Learning in this area focuses on the use of planned exercise to promote healthy functioning of the human body. A personal fitness programme will be developed and followed through during the period of study. Students will have instruction in the safe use of gym equipment at the Teufaiva gymnasium. They will also participate in group fitness and recreational activities at the gymnasium.

Fitness is divided into two units, which are described here.

5.2.1 Personal fitness programme

- a. This unit aims at enabling students to experience varied and enjoyable fitness activities so they are able to plan exercise and follow a regular fitness programme. Fitness testing at the beginning and completion of the programme will be a measure of success.
- b. Students who are credited with this unit will be able to:

- i. know and apply different methods of exercising and relaxation.
 - ii. plan a personal fitness programme for at least three sessions per week, for three different activities.
 - iii. administer personal fitness programme and to keep a record of personal activities, injuries, progress etc.
 - iv. evaluate personal fitness programme.
 - v. participate in a variety of simple fitness activities like walking, jogging, cycling, aerobic classes, circuit activities, swimming, skipping etc.)
 - vi. perform a fitness test at specified times of the year (e.g. Before and after their fitness programme).
- c. This unit will occur throughout the year during student's course of study.

5.2.2 Using Teufaiva Gymnasium

- a. This unit will assist students to experience and enjoy the facilities and activities provided by their local community gymnasium. Students will also be instructed in the safe use of equipment and participate in group fitness and recreational activities.
- b. Students who are credited with this unit will be able to:
 - i. attend and be instructed by the Gymnasium's staff in the safe use of the available equipment and the best way to lift weights (e.g. Squats, bench press, dumb bells etc.)
 - ii. participate in a general group's weight lifting circuit programme.
 - iii. attempt some of the basic weight lifting moves, recording strength.
 - iv. participated in group recreational activities (e.g. Evening aerobics / step classes, pump classes, walking, etc.).
 - v. assess the quality of the programmes and activities offered by the Teufaiva Gymnasium.
- c. This unit will be taught in Term 1 for 2 weeks.

5.3 HEALTH

The focus of this study is to develop the understandings and practices of health and safety at home and on the sports fields. Students will learn how to give First Aid. Specifically, they will learn to apply the skills required to prevent, treat, and recover from sporting injuries.

The nutritional needs of active Tongan sports people will be studied and healthy meals will be planned, prepared, and consumed.

Students will also study the physical needs of people with disabilities and how to enhance their wellbeing.

This topic is divided into four units, which are detailed here.

5.3.1 Prevention, treatment, and recovery from sports injuries

- a. The objective of this unit is to enable students to act responsibly so they can follow practices that enable them to prevent personal injuries. When injuries do occur, students will be able to treat them promptly and correctly, which will promote fast recovery.
- b. Students credited with this unit will be able to:
 - i. use posters to identify key elements of training and competition that could lead to injuries.
 - ii. Demonstrate how to use the RICE method to treat minor soft tissue injuries effectively.
 - iii. Know, develop, and use alternative forms of exercise for two to three weeks following an injury.
 - iv. Identify steps in the rehabilitation of injury.
 - v. Know and apply emergency procedures.
 - vi. Know helping agencies.
- c. This unit is to be taught in Term 3 for 2 weeks.

5.3.2 First Aid

- a. The purpose of this unit is to enable students to acquire the knowledge and practical skills essential to provide basic First Aid or assistance to people injured during sporting activities.
- b. Students credited with this unit will be able to:
 - i. work with the Tongan Red Cross Society to cover the main elements of their Basic First Aid course.
 - ii. Give First aid or assistance to people injured during sports or physical activities (i.e. Treatments – to bones, muscles, tendons and ligaments.
 - for common injuries e.g. Nose bleeds, cuts, bangs, stings, blisters.
 - for heart complaints CPR).
 - iii. compile a basic First Aid kit to be used at all St. Andrews sporting and P. E. activities.
- c. This unit will be taught in Term 3 for 2 weeks.

5.3.3 Nutrition

- a. This unit in Nutrition will help students to understand the nutritional factors that affect performance in physical activity, and to apply this knowledge of nutrition to plan daily meals to meet the needs of active Tongan sports people.
- b. Students credited with this unit will be able to:
 - i. use posters to identify the 7 nutrients needed by sports people.
 - ii. Outline the requirements for a good nutritional balance in relation to energy requirements.
 - iii. Assess the adequacy of their own local diet and make recommendations for improvements.
 - iv. Plan meals for sports people in training for one week, and for 24 hours before competition.
- c. This unit will be covered for 3 weeks in Term 3.

5.3.4 Helping disabled children to develop physical skills

- a. This unit is concern with recognizing that disabled children enjoy and can learn new physical activities. Students will also learn how best to participate in assisting a disabled child to develop specific physical skills. Students will be given the opportunity to work with an individual child from the OTA unit and assist in setting realistic and positive goals.
- b. Students credited with this unit will be able to:
 - i. outline the main stages of human development.
 - ii. identify the common disabilities experienced by Tongan children.
 - iii. Plan and implement a simple teaching programme for the development of a particular physical skill.
 - iv. Evaluate the success of the teaching programme and recommend ways to improve it.
- c. This unit is expected to be taught in Term 3 for 3 weeks.

6. ASSESSMENT GUIDELINES

6.1 Major considerations in planning assessment.

- . Students will be assessed in relation to each of the course objectives.
- . Different objectives will require different methods.
- . It is not necessary to assess all work, nor all objectives in any one task.
- . Assessment will include practical performance.
- . Assessment will be planned as an integral part of each unit and time must be allocated for this.

- . Provision must be made for revision work following assessment.

6.2 Method of assessment

Methods include:

- examinations such as recall (written and oral), interpretation and practical tests.
- Assignments such as problem-solving activities and practical activities.
- Skills assessment and ongoing observation.
- Objective checks such as checklists, folder checks.

Teachers have the freedom to decide on the relative weightings they allocate in relation to the school's policy.

7. TIME ALLOCATION

As a general guideline, 4 hours minimum per week will be allotted to the teaching of and practical work in this course. Practical and theory in each of the units will be in the range of 60%-40% either way.

Practical work is intended to include all practical administration, skill development, and other physical activities.

8. CONCLUSION

It is hoped that this Sports, Fitness, and health curriculum will not only further developed students' background knowledge and understanding of the practice and theory of physical education but it will also establish a lifelong interest in participation and administration of physical activities, and maintaining personal health