MESSAGE FROM THE MINISTER OF EDUCATION

I wish to extend my thanks and appreciation to ECSEL, UNESCO and all our partners for their immense contribution to this important task of revising and strengthening of the National Curriculum. Special thanks to USAID through LTTP for their funding and technical support in the harmonization or realignment of the curriculum. We extend sincere thanks and appreciation to the Bureau of Curriculum Development and Textbook Research, the National Curriculum Taskforce, and the subject specialists from various institutions for the level of professionalism that went into this exercise.

The revision and strengthening of our National Curriculum comes at a time when our nation is faced with the Herculean task or challenge of education transformation, national reconstruction, recovery and renewal in the aftermath of a devastating civil war. Hence, critical to this national challenge is the rebuilding of the education sector as Liberians can not achieve the desired socio-economic progress in the absence of a strong, vibrant and productive education and training system.

The revised national curriculum has two features which include the regular core subject areas of Mathematics, Science, Language Arts and Social Studies and emphasis is being given to the global challenge of HIV/AIDS, Peace, Citizenship, Human Rights and Environmental education. Secondly, the new curriculum is developed in line with international standards especially those practiced and enshrined in the curriculum of our sisterly Republic of Nigeria and Ghana who are also members of the West African Examinations Council (WAEC).

We wish to urge all our education partners including students, teachers, principals, proprietors of schools and members of school boards to use this curriculum in our schools to enhance quality and relevant instruction and to enable our students to be adequately prepared to take the West African Senior Secondary Certificate Examinations (WASSCE) come 2013 as envisaged by us in the education sector.

May I conclude by once again saying big thank-you to all those who contributed to make this project a success.

Hon. E. Othello Gongar
MINISTER
UNIT ONE
1. The human body organs
   a. Skeletal system
   b. Circulatory system

2. Games
   a). Volley ball

UNIT TWO
1. The human body
   a. Respiratory organs
   b. Muscular organs

2. Games
   a. Basketball

UNIT THREE
1. First Aid and Nutrition
   a. Principles of First Aid
   b. Safety rules for P.E

2. Nutrition
   a. Food groups and associates
   b. Functions of the various food groups

UNIT FOUR
1. Track and Field
   2.
   a. Track events

UNIT FIVE
1. Gymnastics
   a. History and rules

   b. Field events

b. Skills and techniques

2. Rhythm and Dance
   Skill and techniques of modern and local dances.

UNIT SIX
1. Physical fitness components
   a. Balanced diet
   b. Flexibility
   c. Agility
   d. Endurance
GENERAL OBJECTIVES:
At the end of the entire course, students will be able to:
(1). Analyze how the body organs and systems work in a healthy manner.
(2). Practice the skills and techniques of games.
(3). Identify the principles of First Aid.
(4). Organize precautionary measures on safety rules.
(5). Explain how to treat minor wounds.
(6). Summarize the history of track and field.
(7). Demonstrate track and field events on a competitive level.
(8). Classify the rules of the various activities and develop likeness and body physique.
(9). Describe the importance of exercises and their effects on human body.

INTENDED LEARNING OUTCOME (ILO)
1. Describe the importance of exercises and their effects on the human body.
2. Classify the rules of the various activities, develop likeness and body physique.
1ST SEMESTER
GRADE – 7
UNIT – 1

TOPIC: THE HUMAN BODY

SPECIFIC OBJECTIVES: At the end of this unit, learners will be able to:
1. Analyze how the body organs and systems work.
2. Practice the skills and techniques of the games for healthy result.

<table>
<thead>
<tr>
<th>OUTCOME</th>
<th>CONTENTS</th>
<th>ACTIVITIES</th>
<th>MATERIALS</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will develop concepts on the functions of the body.</td>
<td>1A. The history of P.E 1B. The human body organs a. Skeletal system b. Circulatory system</td>
<td>Summarizing the Skeletal and Circulatory systems</td>
<td>Chart, chalk, pointer, blackboard, duster.</td>
<td>Explain the functions of both systems.</td>
</tr>
<tr>
<td>2. Students demonstrate with their hands in the game situation.</td>
<td>2. Games Volley ball (skills, history and rules)</td>
<td>Demonstration of techniques and skills.</td>
<td>Volley ball, nets, whistles, stop watch, score board, chalk, and duster.</td>
<td>Practical test.</td>
</tr>
</tbody>
</table>

UNIT – 2

TOPIC: The Human Body

SPECIFIC OBJECTIVES: At the end of this unit, students will be able to:
1. Analyze the organs and systems of the body.
2. Demonstrate the skills and techniques of games.

<table>
<thead>
<tr>
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<th>MATERIALS</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will develop concepts on the functions of the body.</td>
<td>a). Respiratory organs b). Muscular organs</td>
<td>Description of the functions of both systems.</td>
<td>Chart showing body organs, chalk, pointer, blackboard and duster.</td>
<td>Quiz/test.(theory )</td>
</tr>
<tr>
<td>Students will appreciate the importance of</td>
<td>Games Basketball</td>
<td>Demonstration of skill drills of sports.</td>
<td>Basketball, Basketball nets and rims.</td>
<td>Practical test.</td>
</tr>
</tbody>
</table>
### UNIT – 3

**TOPIC:** FIRST AID/NUTRITION  
**SPECIFIC OBJECTIVES:** At the end of the class; students will be able to:  
1. Explain the principles of First Aid  
2. List safety rules.  
3. Explain how to treat minor wounds.  
4. Classification of food groups

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>The students recognize their importance and avoid carelessness.</td>
<td>a. Principles of First Aid.</td>
<td>Analyzing principles and safety rules on first aid.</td>
<td>Leaflets Chalk</td>
<td>Home work/Assignment</td>
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<tr>
<td></td>
<td>b. Safety rules for P.E.</td>
<td></td>
<td>Black board Duster</td>
<td></td>
</tr>
<tr>
<td>Students accept that food is necessary for their growth and development.</td>
<td>Nutrition</td>
<td>Treat wounds Classification of food groups.</td>
<td>Leaflets Chalk</td>
<td>Pop quiz.</td>
</tr>
<tr>
<td></td>
<td>a. food groups and associates</td>
<td></td>
<td>Black board Duster</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. functions of the various food groups.</td>
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</table>

### SECOND SEMESTER

**UNIT – 4

**TOPIC:** TRACK AND FIELD  
**SPECIFIC OBJECTIVES:** At the end of this unit, learners will be able to:  
1. Analyze the history and rules of Track and Field games.  
2. Explain track and field events..
<table>
<thead>
<tr>
<th>OUTCOMES</th>
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<th>ACTIVITIES</th>
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<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners explain and develop interest in subject matter.</td>
<td>Track and Field a). History and rules b). Track events Sprinting (Skill and techniques). 2. Field events a). History and rules b). High Jump.</td>
<td>Explanation of the history and rules on Track and Field events Demonstration of field activities.</td>
<td>Poles thin long sticks straw rope.</td>
<td>Running and jumping high from one point to another.</td>
</tr>
</tbody>
</table>

**UNIT – 5**

**TOPIC: GYMNASSTICS**

**SPECIFIC OBJECTIVES:** At the closure of this unit, students will be able to:
1. Summarize the rules of the various activities.
2. Develop body physique

<table>
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<th>MATERIALS</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Student(s) would be desirous of being a weight-lifter after having learn the skills.</td>
<td>a). History and rules b). Skills and techniques of; 1. Weight-lifting 2. Forward rolls</td>
<td>Description of the kind of activities. Demonstration of various dances.</td>
<td>The teacher’s note book Chalk Black board Sand bags Mat Tape recorder Cassettes Sasa</td>
<td>Explain the rules of the various sports. Demonstration of dances.</td>
</tr>
</tbody>
</table>
### UNIT – 6

**TOPIC:** PHYSICAL FITTNESS COMPONENTS  
**SPECIFIC OBJECTIVES:** At the end of the unit, students will be able to:
1. Explain the importance of exercises and their effects on the human body.
2. Demonstrate balance

<table>
<thead>
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<th>MATERIALS</th>
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</tr>
</thead>
</table>
| The students will appreciate their body structure through various activities. Students will develop the mechanism in maintaining balance. | Balance: Balance on toes  
Flexibility: Hands to toes touch  
Agility: Obstacles running race  
Strength: Push ups  
Endurance: Running in place  
Power: Distance throw  
Speed: Sprinting, 50yrds dash.  
Co-ordination: Jumping Jack, Side skip } group. | Explanation of activities  
Explanation on the various activities. | 1. Football  
2. Stop watch  
3. Roll book  
4. Whistle  
5. Javelin  
6. Cups | Explain the importance of exercise on the body. |
UNIT: 1
1. The human body
   a. Position of bones
   b. Organs of the circulatory system
   c. Organs of the respiratory systems.

2. Games
   a. Hand ball

UNIT: 2
1. First Aid
   a. How to treat simple wounds
   b. Causes and treatment of strains
   c. How muscles are strained

2. Obesity
   a. Balanced diet
   b. Weight control
   c. Types of fractures
   d. Basketball

UNIT: 3
1. Track and Field events
   a. Track events -
      History and Rules of Hurdles

UNIT: 4
1. The human body
   a. Muscular system
   b. Nutrition – minerals and vitamins

2. Games
   a. Table tennis – techniques and rules
   b. Soccer – techniques and rules

UNIT: 5
1. Gymnastics –
   a. History, rules, skills and techniques of handstand
   b. Forward and backward rolls.

2. Rhythm and Dance
   a. Modern and Local dance

UNIT: 6
1. Physical Fitness
GENERAL OBJECTIVES:
At the end of the entire course, pupils will;
1. Locate the positions of the various bones in the body as it relates to health.
2. Draw and list the organs of the respiratory and circulatory systems.
3. Demonstrate the process in playing handball.
4. Explain what First Aid is and give an example of First Aid treatment.
5. Explain what is balanced diet; plan a balanced diet and how to control the body.
6. Identify and discuss the history, rules and techniques of track and field.
7. Explain the functions of the Muscular system.
8. Explain why the body needs food.
9. Differentiate between nutrient and nutrition.
10. Analyze the history, technique, skills and rules of table tennis, soccer and gymnastics.
11. Demonstrate rhythm and dance.
12. Explain the eight components of physical education.
13. Develop motor skills.

INTENDED LEARNING OUTCOMES:
1. Explain the eight components of Physical Education.
2. Develop Motor Skills.
1ST SEMESTER
GRADE – 8

UNIT: I
TOPICS: 1. THE HUMAN BODY
2. GAMES

SPECIFIC OBJECTIVES: At the end of the unit, students will be able to:
1. Locate the position of the various parts of the body.
2. Draw and list the organs of respiratory and circulatory systems.
3. Demonstrate the process of playing handball.

<table>
<thead>
<tr>
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</tr>
</thead>
</table>
| 1. Students will appreciate the functions of body organs and tissues when performing sporting activities. | The history of Physical Education  
1. The Human Body:  
a. Position of the bones  
b. Organs of the circulatory system  
c. Organs of the respiratory system  
2. Games:  
a. Handball – activities; skills, history and rules. | 1. Discussion on the various sports and body parts.  
2. Demonstration of the skill of handball | 1. Respiratory chart  
2. Circulatory chart.  
3. Handball | 1. Draw charts of various systems and label parts.  
2. Practical test for Handball. |

UNIT: II
TOPICS: 1. FIRST AID
2. OBESITY

SPECIFIC OBJECTIVES: At the end of this unit, learners will be able to:
1. Explain what First Aid is.
2. Explain First Aid treatments.
<table>
<thead>
<tr>
<th>OUTCOMES</th>
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<th>EVALUATION</th>
</tr>
</thead>
</table>
| 1. Students will applied first aid to their daily lives.  
2. Summarize safety rules of first aid. | 1. Definition of First Aid:  
2. First Aid and safety rules:  
a. How to treat simple wounds.  
b. Causes and treatment of strains.  
c. How muscles are strained.  
3. Obesity:  
a. Balanced diet  
b. Weight control  
c. Types of Fractures  
2. Discussion on various wounds and obesity. | 1. Rubbing alcohol, Plaster, Bandage, Scissors,  
2. Teacher-prepared chart of the four food groups.  
3. Stored food stuff from previous lesson. | 1. Differentiate between wound and obesity. |

UNIT: III  
TOPIC: TRACK AND FIELD EVENTS  
SPECIFIC OBJECTIVES: At the end of this unit, students will be able to:  
1. Explain the history, rules, techniques and skills of track and field events  
2. Demonstrate field events..

<table>
<thead>
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</tr>
</thead>
</table>
| 1. Students will promote psycho-motor skills  
2. Students will develop | 1. Define Track and Field:  
2. History and rules of Track events | 1. Discussion on the history of Physical Education.  
2. Explaining the history of Physical Education | Spikes – track shoes, whistle, stopwatch  
Batons for relay race | Explain the history of Physical Education (theory test) |
### OUTCOMES
- Students will appreciate the functions of body organs during performance.
- Explain the value of food as it relates to the body.
- Develop motor skills and body co-ordination.

### CONTENTS
- The human body:
  - Muscular system
  - Nutrition; minerals and vitamins
  - Games
  - Table tennis – techniques and rules
  - Soccer (male and female) – techniques and rules

### ACTIVITIES
- Explanation of the body system.
- Discussion of the importance of food.
- Demonstration of sport skills.

### MATERIALS
- Muscular system chart.
- Food group chart.
- Table tennis nets, bat, table, ball and football.

### EVALUATION
- Distinguish the following: (theory)
  - Muscular System
  - Nutrients
  - Nutrition
  - Balance Diet
- Explain why the body needs food.
- Practical tennis test.
UNIT: V

TOPICS: 1. GYMNASTICS  2. RHYTHM AND DANCE

SPECIFIC OBJECTIVES: At the end of this instructional unit, students will be able to:
1. Explain the history and rules of gymnastics.
2. Demonstrate rhythm and dance (local and modern dance).

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Students appreciate motor skills and good body posture as well as co-ordination during games 2. Students will demonstrate the various dances.</td>
<td>1. Gymnastics: a. History and rules b. skills and techniques of handstand (with or without a partner) c. Forward and backward rolls d. Handstand 2. Rhythm and Dance – Teaching of: a. Modern dance b. Local dance</td>
<td>1. Discussion on the history and various physical education activities 2. Demonstration of modern and local dances.</td>
<td>- Mats - Trampoline - Horizontal cross bar - Musical instruments such as sasa, drum, guitar, tape recorder, etc.</td>
<td>1. Explain the importance on the history of Physical Education. 2. Practical test on gymnastics</td>
</tr>
</tbody>
</table>

UNIT: VI

TOPIC: PHYSICAL FITNESS

SPECIFIC OBJECTIVES: At the end of this topic, students will be able to:
1. Analyze the eight (8) components of Physical Education.
2. Develop and refine motor skills through exercises.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Students will develop motor skills and improve</td>
<td>1. Definition of: a. Physical Education</td>
<td>1. Analyzing Physical fitness.</td>
<td>- Chalk, blackboard, eraser (duster), table</td>
<td>- Practical and theory tests on physical fitness</td>
</tr>
<tr>
<td>OUTCOMES</td>
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<td>EVALUATION</td>
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<td>on these activities.</td>
<td>b. Balance: on a rope</td>
<td>2. Demonstration of activities.</td>
<td>clock or hand watch.</td>
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</tr>
<tr>
<td>2. Explain the value of exercise and change in body growth.</td>
<td>c. Flexibility: e.g. hurdle exercise.</td>
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<td>d. Agility: e.g. leap frog.</td>
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<td>e. Strength: e.g. rope climbing.</td>
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<td>g. Power: throwing of objects for a long distance.</td>
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<td>h. Speed: 100m for 15 Secs.</td>
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<td>i. Coordination: e.g. side skips.</td>
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</tbody>
</table>
UNIT: 1
1. Introduction to Physical Education
   a. History

2. The Human Body

UNIT: 2
1. Physical Fitness
   a. Benefits of fitness
   b. Compounds of Physical Fitness
   c. Methods of improving Physical Fitness

UNIT: 3
1. First Aid
   a. Definition, history and importance
   b. Types of First Aid

UNIT: 4
1. Games
   a. History, skills, rules and techniques of:
      i. Soccer
      ii. Volleyball
      iii. Handball

UNIT: 5
1. Track and Field
   a. Track events
   b. Field events

UNIT: 6
1. Table tennis
2. Badminton
3. Gymnastics
GENERAL OBJECTIVES:
At the end of the entire course, students will be able to:
1. Explain the origin and importance of Physical Education.
2. Describe the formation of the human body and its functions in relation to Physical Education activities.
3. Develop a well-balanced physical fitness program that will improve cardio-respiratory endurance, strength and flexibility.
4. Explain the knowledge of First Aid.
5. Describe the role of First Aid.
6. Demonstrate the skills of soccer, volleyball, basketball and handball, track and field, etc.
7. Develop the skills, techniques, rules and history of table tennis, badminton and gymnastics.

INTENDED LEARNING OUTCOMES:
1. Explain the origin of Physical Education and its importance.
2. Develop a well-balanced Physical Education program that will improve cardio-respiratory endurance, strength and flexibility.
PHYSICAL EDUCATION CURRICULUM
GRADE – 9
1ST SEMESTER

UNIT: I
TOPICS: 1. INTRODUCTION/HISTORY OF PHYSICAL EDUCATION
2. THE HUMAN BODY

SPECIFIC OBJECTIVES: At the close of this section, learner will be able to:
1. Explain the origin of Physical Education and its importance.
2. Describe the formation of their body and how its functions in relation to physical activities as it relate to health.

<table>
<thead>
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</thead>
</table>
UNIT: II
TOPIC: PHYSICAL FITNESS

SPECIFIC OBJECTIVES: At the end of this unit, the learners should be able to:
1. Develop a well-balanced physical fitness program that will improve cardio-respiratory endurance, strength and flexibility.
2. Demonstrate Physical fitness components.

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Pupils will appreciate their physique through Physical Education activities.</td>
<td>1. Physical Fitness</td>
<td>1. Discussion on Physical Fitness.</td>
<td>- Stopwatch</td>
<td>- Explain different type of Physical Education components.</td>
</tr>
<tr>
<td></td>
<td>a. Benefits of fitness – physical, psychological, social, intellectual</td>
<td>2. Learners will also discuss the components of Physical Fitness with the aid of their teacher.</td>
<td>- Whistle</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Component of Physical Fitness:</td>
<td>3. Learners will also discuss and practice series of methods of improving Physical Fitness.</td>
<td>- Blackboard</td>
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<td></td>
<td>- muscular strength</td>
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<td>- Chalk</td>
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<td></td>
<td>- muscular endurance</td>
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<td>- Duster, etc.</td>
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<td>- cardio vascular fitness</td>
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<td></td>
<td>- flexibility</td>
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<td>- body composition</td>
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<td>c. Methods of improving Physical Fitness:</td>
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<tr>
<td></td>
<td>i. principles of exercise</td>
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<td>ii. over load</td>
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<td>iii. progression</td>
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<td>iv. specificity</td>
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</tbody>
</table>

UNIT: III
TOPIC: FIRST AID
**SPECIFIC OBJECTIVES:** At the end of this instructional unit, learners will be able to:

1. Explain the role of First Aid.
2. Describe the application of First Aid
3. Demonstrate coordination.

<table>
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</thead>
</table>
**2ND SEMESTER**

**UNIT:** IV  
**TOPIC:** GAMES  
**SPECIFIC OBJECTIVES:** Upon completion of the appropriate activities, participants will be able to:

1. Develop skills of soccer, volleyball, basketball and handball.  
2. Demonstrate the techniques, rules, skills and history of the various games.

<table>
<thead>
<tr>
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</tr>
</thead>
</table>
| 1. Participants will appreciate motor skills and coordination of the body through sporting activities.  
2. Participants will explain rules of the game and exhibit good sportsmanship. | 1. Games:  
a. History of games – skills, rules and techniques of female and male soccer.  
b. History, skills, techniques and rules of female and male volleyball.  
c. History, rules, skills and techniques of female and male handball. | 1. Differentiating games.  
2. Learners take turn demonstrate how to play these games. | - Football  
- Whistle  
- Volleyball  
- Volleyball net  
- Handball  
- Handball goal post  
- Basketball  
- Basketball nets  
- Rims | 1. Importance of various type of games  
2. He selects those that follow the rules and coordinates well and allow them to help their friends who are slow to catch up. |
**UNIT: V**  
**TOPIC: TRACK AND FIELD**

**SPECIFIC OBJECTIVES:** Upon completion of the appropriate activities, participants will be able to:

1. Master the skills and techniques in track and field events.

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>CONTENTS</th>
<th>ACTIVITIES</th>
<th>MATERIALS</th>
<th>EVALUATION</th>
</tr>
</thead>
</table>
| 1. Create awareness, competition and develop motor skills. | 1.. Track Events (50-yards dash)  
2.. Field Events (javelin) High jump | 1. Demonstration of track and field events. | - Spike  
- Long stick (javeline)  
- Poles for high jump  
- 4ft Wooden cross bar | 1. Explain field events. |

2. He selects the best from among them and makes them to help those who are slow to follow up.
UNIT: 6  
TOPIC: TABLE TENNIS AND GYMNASICS  

SPECIFIC OBJECTIVES: Upon completion of these activities, learners will be able to:  
1. Master the skills, history, rules and techniques of table tennis, badminton and gymnastics.

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>CONTENTS</th>
<th>ACTIVITIES</th>
<th>MATERIALS</th>
<th>EVALUATION</th>
</tr>
</thead>
</table>
| 1. Create awareness, competition and develop motor skills. | 1. Table tennis  
2. Badminton (History, rules, skills and techniques).  
3. Gymnastics (Rhythm and Dance) | 1. Demonstrating different kinds of activities. | - Table tennis  
- Table tennis bat  
- Table tennis net  
- Big table  
- Badminton net  
- Racket  
- Musical instruments  
- Mat  
- Sasa, etc. | 1. Participating in game activities.                                       |
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