OFFICIAL PROGRAMMES FOR PHYSICAL EDUCATION AND SPORT IN SECONDARY SCHOOL CYCLES AND TEACHERS TRAINING COLLEGES

2013 EDITION

Source: www.minsep.cm
OFFICIAL PROGRAMMES FOR
PHYSICAL EDUCATION AND SPORT
IN SECONDARY SCHOOL CYCLE

Source: www.minsep.cm
PHYSICAL EDUCATION AND SPORT PROGRAMME FOR GENERAL AND TECHNICAL SECONDARY SCHOOL "6ème and 5ème, 1ère and 2ème années", Form 1 and 2.

CURRICULUM: PHYSICAL EDUCATION AND SPORT

Number of Hours per year: 50 hours

Number of hours per week: 2 hours

Class period on the timetable: 7:30 am-11:00am

Number of learning cycles: 6

Learning cycles:
- Sprint
- Speed Endurance race /Long-distance race
- Short put
- High jump
- Floor Gymnastic
- Team Sports

Duration per cycle: 6 hours

Duration of the lesson: 1 hour

Learning Level: 2

Coefficient: 2

Subject Status: Compulsory

Source: www.minsep.cm
PREAMBLE

Physical Education and Sport (PES) is a teaching subject aimed at the transformation of students potential and available resources to help them act and progress efficiently and effectively in society.

In Secondary school, mainly during the first cycle of observation, the adolescent aged 10 to 13 years improves and integrates movements and gestures acquired in primary school while adapting them to the new requirements of his organic and muscle strength. PES enables him to learn the mastery of his motor behavior.

At this age, the child's needs are centered around:
- A positive image of himself;
- Handling;
- the desire to adapt to his physical environment;
- to desire to establish links with others.

GENERAL OBJECTIVES

- Develop motor skills and their use in movements and handlings;
- Ensure the development of health and wellbeing habits enabling the adolescent to lonely ensure only his responsibilities in Physical and Sports Activities (PSA);
- Encourage the adolescent to seek an optimal state of physical fitness;
- Facilitate to the adolescent the development of acceptance and assertiveness.

SPECIFIC OBJECTIVES

- Monitor the placement and movement of his segments in the execution of actions related to PSA;
- Produce different types of organic and muscular efforts;
- Master different forms of manipulation related to the practice of PSA;
- Cooperate with peers taking into account the possible action to be perform by everyone;
- Make use of expression and communication abilities in PSA;
- Cooperate with partners and oppose in attack and defense.

EXPECTED SKILLS

The official program of Physical Education and Sport is learner-centered. The mastery of expected behaviors is valued. In this context, the teacher’s task is to guide the development of skills. These being the ability to act, they allow the learner to mobilize and implement in complex situations resources to effectively address problematic situations.
<table>
<thead>
<tr>
<th>TARGETTED AREA</th>
<th>FIELD OF STUDY</th>
<th>TEACHING ACTIVITIES</th>
<th>EXPECTED SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Physical Effort; - Mobility; - Locomotion.</td>
<td><strong>ATHLETIC ACTIVITIES</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Consciousness and body control - Adjustment and control of the body in movement and manipulation of objects</td>
<td><strong>CP1</strong>- Move quickly and perform actions by monitoring their implementation and link the different phases of displacement.</td>
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</tr>
<tr>
<td></td>
<td>- Physical Effort; - Mobility; - Locomotion.</td>
<td><strong>Sprint</strong></td>
<td>- Fast running on a distance of 40 m; - Responding to the signal; - Develop an appropriate starting and finish postural attitude; - Determine the starting attitude.</td>
</tr>
<tr>
<td></td>
<td>- Physical Effort; - Mobility; - Locomotion.</td>
<td><strong>CP1</strong>- Pace oneself depending on the task to be conducted.</td>
<td><strong>Speed Endurance race</strong></td>
</tr>
<tr>
<td></td>
<td>- Physical Effort; - Manipulation.</td>
<td><strong>CP1</strong>- Propose an implement as far as possible.</td>
<td><strong>Shot Put</strong></td>
</tr>
<tr>
<td></td>
<td>- Physical Effort; - Mobility.</td>
<td><strong>CP1</strong>- Stepping over an object by coordinating its actions to get the highest possible jump.</td>
<td><strong>High Jump</strong></td>
</tr>
<tr>
<td></td>
<td>- Physical Effort; - Mobility; - Locomotion; - Expression.</td>
<td><strong>EXPRESSION ACTIVITIES</strong></td>
<td><strong>Floor Gymnastic</strong></td>
</tr>
</tbody>
</table>

Source : www.minscp.cm
COOPERATION/OPPOSITION ACTIVITIES

**CP1- Reproduce various actions appropriate to the solution found by the group to focus the movement of players and that of the object.**

<table>
<thead>
<tr>
<th>Sports</th>
<th>WHILE ATTACKING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Football</td>
<td>- Score more goals / points than the opposing team;</td>
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<tr>
<td></td>
<td>- Keep the ball, pass the ball to an unmarked partner, stand to</td>
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<td></td>
<td>give a favorable playing solution to the partner with the ball, receive</td>
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<td>the ball at rest or in motion;</td>
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<td></td>
<td>- Choose a tactic to enable you shoot in a good position;</td>
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<td></td>
<td>- Progress towards the opponent's goal through the defense;</td>
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<tr>
<td></td>
<td>either by dribbling or passing and take a shot in movement.</td>
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<tr>
<td>Basketball</td>
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</tr>
<tr>
<td>Handball</td>
<td></td>
</tr>
<tr>
<td>Volleyball</td>
<td>- Stand, move, replace, know the positions and roles of different players;</td>
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<tr>
<td></td>
<td>- Become familiar with the concepts of: reception, tap, touch,</td>
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<td></td>
<td>pass, service, and rotation.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Sports</th>
<th>WHILE DEFENDING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Football</td>
<td>- Prevent scoring goals / points;</td>
</tr>
<tr>
<td></td>
<td>- Stand, move, replace, know the positions and roles of players;</td>
</tr>
<tr>
<td>Basketball</td>
<td>- Get the ball;</td>
</tr>
<tr>
<td>Handball</td>
<td>- Obstructing the progress of the opponent;</td>
</tr>
<tr>
<td>Volleyball</td>
<td>- Prevent the ball from falling;</td>
</tr>
<tr>
<td></td>
<td>- Stand, move, replace, know the positions and roles of players;</td>
</tr>
<tr>
<td></td>
<td>- Become familiar with the concepts of: receiving, blocking.</td>
</tr>
</tbody>
</table>

NB: the taxonomy of gymnastic elements by level shall guide pedagogical actions in floor gymnastic.

**CP1= COMPETENCE FOR LEVEL 1**

Source: www.minesep.cm
TEACHING CONTENTS OF THE THEORETICAL LESSON AT LEVEL I

I – RULES AND REGULATIONS

A-ATHLETIC ACTIVITIES
a) - sprint- speed endurance race
- knowledge of the athletic track;
- Knowledge of the different runs (sprint –obstacles-relay).
b) – shot put
- Different throw events (javelin, weight throw, discus and hammer);
- Dimensions of the various implements (specific weight ...
c) – high jump
- Horizontal and vertical high jumps;
- Different types of jump (jumps specific techniques);
- High jump: characteristics.

B- EXPRESSION ACTIVITIES
a) floor gymnastic;
- Installation of equipment;
- Dimensions of the practical surface;
- Gymnastic equipment.

C- INTER-COLLECTIVE CONFRONTATION ACTIVITIES
a) Installation of equipment
- playing area(field and courts);
- Dimensions;
- Surface area;
- The ball;
- Teams/composition of the teams;
- Equipment of the players.
II- GENERAL KNOWLEDGE

1- Definition of concepts
   - Physical education and sport;
   - Physical education;
   - Sport education

2- History of disciplines taught;

3- The different activities taught (individual sports and collective sports).
PHYSICAL EDUCATION AND SPORT PROGRAMME FOR GENERAL AND TECHNICAL SECONDARY SCHOOLS 4ème and 3ème and 4ème années FORM 3, 4 and 5

CURRICULUM: PHYSICAL EDUCATION AND SPORT

Number of hours per year: 50 hours
Number of hours per week: 2 hours
Class period on the timetable: 7:30 am-11:00am
Number of learning cycles: 6
Learning cycles:
- Sprint
- Speed Endurance race / Long-distance race
- Short put
- High jump
- Floor gymnastic
- Team Sports

Duration per cycle: 6 hours
Duration of the lesson: 1 hour
Learning Level: 2
Coefficient: 2
Subject Status: Compulsory
PREAMBLE

Physical Education and Sport (PES) is a subject with great educational wealth. It contributes in maintaining and improving the health and well being of students by helping them in developing their endurance, mobility and strength.

At Level 2 of the observation cycle, children are aged 14 to 16 years. They witness the appearance of secondary sexual characteristics and are in need of:
- The search for self-affirmation.

**General objectives:**
- Strengthen the achievements of the previous level;
- Encourage in the child self-acceptance and assertiveness;
- Allow the child to meet the challenges posed by the rapidly changing conditions of his natural biological growth;
- Prepare the child to choose his sport and physical activity according to their tastes, interests and possibilities available in their environment;
- Facilitating the acquisition of knowledge about the structures of his ego, his personal qualities and abilities, his possibilities and limits, the environment and its components, adapted behaviors in dealing others;
- Acquire knowledge and skills related to sport and physical activities;
- Assist in achieving autonomy and social integration.

**Specific objectives:**
- Execute as fast as possible combinations of motor actions while moving;
- Adapt breathing rate to natural abilities depending on the time, distance and pace changes;
- Achieve the best possible performance in time and space, taking into account abilities and by using the most appropriate skills;
- Participate in a collective experience in which everyone plays a special role;
- Sequencing mobility actions adapted to the environment conditions following well known execution forms.

**EXPECTED SKILLS:**

The official program of Physical Education and Sport is learner-centered. The mastery of expected behaviors is valued. In this context, the teacher’s task is to guide the development of skills. These being the ability to act, they allow the learner to mobilize and implement in complex situations resources to effectively address situations of problems.
# FRAME OF REFERENCE OF SKILLS

<table>
<thead>
<tr>
<th>TARGETED AREA</th>
<th>THEMES OF THE FIELD OF STUDY</th>
<th>TEACHING ACTIVITIES</th>
<th>EXPECTED SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Awareness and body control</td>
<td>- Physical Effort; - Mobility; - Locomotion.</td>
<td><strong>ATHLETIC ACTIVITIES</strong></td>
<td><strong>CP2</strong> - Conduct as fast as possible combinations of actions of a shift over a given distance.</td>
</tr>
<tr>
<td>- Adjustment and control of the body in movement and manipulation of objects</td>
<td><strong>SPRINT</strong></td>
<td>- Responding to signal during a quadrupedal departure; - Run fast on a 50-m distance; - Develop postural attitude at the start, during the pace and at the finish line.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Physical Effort; - Mobility; - Locomotion.</td>
<td><strong>SPEED ENDURANCE RACE</strong></td>
<td>- Adapt breathing rate to the level of natural biological endurance depending on time, distance, change of pace.</td>
</tr>
<tr>
<td></td>
<td>- Physical Effort; - Manipulation.</td>
<td><strong>CP2</strong> - Propose to the best possible combinations of actions of a shift over a given distance.</td>
<td>- Run at a regular and varied pace over a distance of 300 to 600 m; - Know how to position in race pace according to ones capacity; Know how to initiate an acceleration at the end of the race.</td>
</tr>
<tr>
<td></td>
<td>- Physical Effort; - Mobility.</td>
<td><strong>SHOT PUT</strong></td>
<td>- Propose an implement as far as possible; - Manipulate and handle the implement; - Diversify two types of throw: back throw (front and side) or throw in rotation; - Coordinate the various phases of throw.</td>
</tr>
<tr>
<td></td>
<td>- Physical Effort; - Mobility; - Locomotion; - Expression.</td>
<td><strong>HIGH JUMP</strong></td>
<td>- Jump as high as possible; - Master one of the two types of jumps (straddle jump or Fosbury flop); - Master the various phases of at least one kind jump.</td>
</tr>
<tr>
<td></td>
<td>- Physical Effort; - Mobility; - Locomotion; - Expression.</td>
<td><strong>FLOOR GYMNASSTIC</strong></td>
<td>- Integrate ones smooth transition (sequence track); - Build-in a sequence and make segment with three closing elements and three opening elements</td>
</tr>
</tbody>
</table>

**Source:** www.minsep.cm
-Awareness, adjustment, body control while in movement and in the manipulation of objects and the use of communication abilities

<table>
<thead>
<tr>
<th>CP2</th>
<th>Participate in a collective experience in which each member has a specific role.</th>
</tr>
</thead>
</table>

### WHILE ATTACKING

<table>
<thead>
<tr>
<th></th>
<th>Football</th>
<th>Basketball</th>
<th>Handball</th>
<th>Volley-ball</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Keep the ball, pass the ball to an unmarked partner, stand to give a favorable playing solution to the partner with the ball;</td>
<td>- Receive the ball at rest or in motion;</td>
<td>- Choose a tactic to enable you shoot in a good position; - Progress towards the opponent's goal through the defense either by dribbling or passing and take a shot in movement; - Implement a strategy to move the ball forward.</td>
<td>- Stand, move, replace, know the positions and roles of different players; - Become familiar with attack tactics reception; - Master service techniques (floating serve, tennis serve or overhand serve); - Ensure three touches of the ball.</td>
</tr>
</tbody>
</table>

### WHILE DEFENDING

<table>
<thead>
<tr>
<th></th>
<th>Football</th>
<th>Handball</th>
<th>Basketball</th>
<th>Volleyball</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Understand the defense strategies (keep the ball) interfere opponent's game, prevented opponents from scoring, know the positions and roles of the players, win the ball;</td>
<td>- Slow the progression of the opponent, impede the ball carrier;</td>
<td>- Prevent scoring goals / points.</td>
<td>- Master a defense strategy; - Ensure a rotation for receiving the ball.</td>
</tr>
</tbody>
</table>

**NB:** The taxonomy of gymnastic elements by level shall guide pedagogical action in floor gymnastics.

**CP2** = Competence for level II
TEACHING CONTENTS OF THEORETICAL LESSON AT LEVEL II

I – RULES AND REGULATIONS

A-ATHLETIC ACTIVITIES
a) - Sprint-speed endurance race
- The athletics track;
  • The length;
  • Lines;
  • Characteristics;
  • Different sprint races;
  • The differences of the starting points for the various sprint races.
b) – Shot put
- Consolidation of level I notions;
- The throwing area (description-summary area circle-throwing sector).
c) – High jump
- Consolidation of the notions acquired in Level I;
- The drop zone, the runway;
- Validation of measurement.

B- EXPRESSION ACTIVITIES
Floor Gymnastic
- Consolidation of notions acquired in level I;
- Technical officials;
- The notation in gymnastic;
- The organization of competition in floor gymnastic;
- Faults and penalties

C-INTER-COLLECTIVE CONFRONTATION ACTIVITIES
a) Consolidation of notions acquired in level I;
b) Principles of play to gain a point, a goal to win a match;
c) Fields of play (zones and playing areas, nets, baskets, poles or cross bars)
d) Change of players;
e) Ball in and out of play.
II- GENERAL KNOWLEDGE
1-Reinforcement of level I;
2-Evolution of disciplines taught;
3-Definition of sport
4-Differences and similarities: sport and physical education;
5-Description of types of teaching activities: collective sports and individual sports (disciplines taught).
PHYSICAL EDUCATION AND SPORT PROGRAMME FOR GENERAL AND TECHNICAL SECONDARY SCHOOLS "2nd, 1st, 7th, 8th" lower sixth and upper sixth

CURRICULUM: PHYSICAL EDUCATION AND SPORT

Number of hours per year: 50 hours
Number of hours per week: 2 hours
Class period on the timetable: 7:30 am-11:00 am
Number of learning cycles: 6
Learning cycles:  
- Sprint  
- Speed Endurance race/Long-distance race  
- Short put  
- High jump  
- Floor Gymnastic  
- Team Sports
Duration per cycle: 6 hours
Duration of the lesson: 1 hour
Learning Level: 3
Coefficient: 2
Subject Status: Compulsory

Source: www.minsep.cm
PREAMBLE
Physical Education and Sport (PES) at all levels of education has as objective the success of all students and contributes with other teaching subjects in the instruction, training and education of everyone.
In fact, in all the disciplines taught, physical education has a unique importance as the body, motor skills and self-commitment are at the center of learning. It is complementary to other disciplines.
Each stage of schooling contributes to the will for a comprehensive, balanced and consistent training of students.
In high school or college at this level of learning, students are aged 16 to 20 years for the majority, and are moving from the stage of preadolescence to adolescence and are experiencing body, psychological and emotional transformations.
Physical and sports education while continuing the development of psychomotor skills, must meet the needs of learners in quest of a greater autonomy of action and transformation of their opportunities.

GENERAL OBJECTIVES:
Physical education and sport was designed to:
- Develop students' autonomy in the practice of sport and physical activity and optimize acquisitions related to this practice;
- Control the body in movement and in the manipulation of objects and exploitation of communication and / or expression abilities;
- Develop and mobilize individual skills to enrich students' motor skills;
- Awareness of the need to preserve the health capital;
- Promote learning of social codes through cognitive, affective and psychomotor development.

SPECIFIC OBJECTIVES:
- Analyze factors that influence the success of a team engaged in a cooperative and opposition activity;
- Direct an object with the best possible accuracy towards targets at different distances according to the embodiments adapted to his abilities.

EXPECTED SKILLS:
The development of teaching cycles requires that each pedagogic animator of each educational institution makes a programming based on categories of actions corresponding to the following fields of activity:
- **Awareness and body control** for motor actions involving the individual in relation to himself;
- **Awareness, adjustment and body control in movement and manipulation of objects** for those actions that put the person in relation to his physical environment;
- **Awareness, adjustment and control of the body in movement and manipulation of objects and use of communication abilities** for actions involving the individual in relation to the social environment.
The bodily actions induce topics of study to be acquired by learners namely: locomotion, mobility, manipulation, physical effort, cooperation, opposition, cooperation / opposition, expression.
<table>
<thead>
<tr>
<th>TARGETED AREA</th>
<th>THEMES OF THE FIELD OF STUDY</th>
<th>ACTIVITES D’ENSEIGNEMENT</th>
<th>EXPECTED SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>ATHLETIC ACTIVITIES</strong></td>
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<tr>
<td></td>
<td></td>
<td><strong>CP3- Conduct a transition of the different phases of movement with the execution of attitudes varying the number of supports and strides length over a given distance.</strong></td>
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<td></td>
<td><strong>SPRINT</strong></td>
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<td>- From a velocity starting, realize the best performance over 30-50 m;</td>
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<td>- Make a transition of the different stages of the velocity and amplitude race over 80 or 100 m;</td>
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<td>- Improve the speed of its movement over a distance of 80 to 100 m;</td>
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<td></td>
<td>- Coordinate the various phases of the race to make the best performance.</td>
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<td></td>
<td><strong>SPEED ENDURANCE RACE</strong></td>
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<td>- Running a non-stop endurance race over a distance of 600 m and 1000 m;</td>
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<td>- Manage efforts while adopting attitude of optimum stroke related to the environment;</td>
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<td>- Conduct a race on a given time mastering different pace around individual VMA.</td>
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<td><strong>SHOT PUT</strong></td>
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<td></td>
<td></td>
<td>- Throw an implement with changes of pace and direction;</td>
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<td></td>
<td>- Achieve the best possible performance by building a throw path to start using all the segments on his backswing.</td>
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<td><strong>HIGH JUMP</strong></td>
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<td>- After a run-up achieve the best possible performance using a crossing suitable to the type of jump used;</td>
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<td>- Coordinate the run-up and crossing for an optimal jump;</td>
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<td></td>
<td>- Mastering a-jumping technique;</td>
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<td>- Conduct a performance using a type of jump.</td>
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<td><strong>EXPRESSION ACTIVITIES</strong></td>
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<td><strong>CP3- Present a composition of a sequence and transition of several movements using rhythm, connection and accuracy.</strong></td>
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<td><strong>FLOOR GYMNASCTIC</strong></td>
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<td>- In compliance with safety rules, make a simple and mastered sequence including &quot;opening and closing&quot; actions;</td>
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<td>- Develop and present a sequence by combining body expression and manipulation of an object in a given space;</td>
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<td></td>
<td>- Coordinate movements done on manual support in time and space.</td>
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</tbody>
</table>

Source : www.minsesp.cm
<table>
<thead>
<tr>
<th>COOPERATION/Opposition Activities</th>
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</thead>
<tbody>
<tr>
<td>CP3-- Analyze the factors that influence team success in opposition and cooperation activities.</td>
<td></td>
</tr>
<tr>
<td><strong>While Attacking</strong></td>
<td><strong>While Defending</strong></td>
</tr>
<tr>
<td><strong>Football</strong></td>
<td><strong>Football</strong></td>
</tr>
<tr>
<td><strong>Basketball</strong></td>
<td>- In a team game, tried to gain the ball by appropriate choices of marking and interception to prevent the progression of the opposing team;</td>
</tr>
<tr>
<td><strong>Handball</strong></td>
<td>- Performing in individual play position within the team tactically based game situations (attack or defense).</td>
</tr>
<tr>
<td><strong>Volleyball</strong></td>
<td>- Performing in individual play position within the team tactically based game situations (attack or defense).</td>
</tr>
</tbody>
</table>

- Locomotion;
- Cooperation/opposition;
- Mobility;
- Physical Effort.

Awareness, adjustment, body control while in movement and in the manipulation of objects and the use of communication abilities.

**NB:** The taxonomy of gymnastic elements by level shall guide pedagogical action in floor gymnastics.

Source: www.minsep.cm
TEACHING CONTENTS OF THEORETICAL LESSON AT LEVEL III

I – RULES AND REGULATIONS

A - ATHLETIC ACTIVITIES
a) - Sprint- speed endurance race
- Consolidation of the notions acquired in Level II;
- Technical officials;
- Measuring devices (timers, anemometer ... etc.);
- Features;
- Organization of a competition of speed races.
b) – Shot put
- Consolidation of notions acquired in Level II;
- Technical officials;
- The organization of competitions (ranking qualifying sessions –technical sheet).
c) – High jump
- Consolidation of notions acquired in Level II;
- Technical officials;
- The result sheets;
- The organization of the jumping events.

B- EXPRESSION ACTIVITIES
Floor Gymnastic:
- Consolidation of notions acquired in level II;
- Technical officials;
- The notation in gymnastic;
- The organization of competition in floor gymnastic;
- Faults and penalties

C- INTER-COLLECTIVE CONFRONTATION ACTIVITIES
The game:
- Consolidation of notions acquired in level II;
- Faults or penalty during the game;
- The technical officials;
- The handling of match form;
- The organization of matches in collective sports.
II- GENERAL KNOWLEDGE

1- Consolidation of notion acquired in level II;
2- Evolution and modernization of teaching: activities, collective and individual sports (activities taught);
3- Knowledge and understanding of scoring sports and time sports/individual sports and collective sports);
4- Relation between physical education and sport.
PHYSICAL EDUCATION AND SPORT
OFFICIAL PROGRAMME FOR
TEACHERS' TRAINING COLLEGES
A- GENERAL CONSIDERATION

Teacher training includes understanding the concepts of basic learning. This basic education imparted by teachers to students aims at training and educating the child through a development at the cognitive, affective and psychomotor level. Therefore, the appropriate use of educational tools for teaching physical education and sport is essential in their training to help achieve the objectives assigned to them. It aims to help them acquire the necessary skills to better carry out their teaching duties.

B- GENERAL OBJECTIVES

- Continue the general objectives of education as a complement to other school subjects;
- Prepare the trainee teacher to educative games and sports;
- Give the trainee teacher a set of theoretical and practical knowledge that will help him in his professional life;
- Provide an efficient training of the teacher to better meet the needs of children and parents through useful options.

C- PRESENTATION

The training program for teachers in ENIEG (teacher’s training college for general education) consist essentially on six (06) interactive chapters, namely:
- Fun learning didactics;
- The didactics of the PES;
- The teaching of sports;
- Psycho-pedagogy
- Physiology (General)
- The Sports activities and knowledge of first aid.

This program allows the student teacher to understand and apply the specific didactics of teaching of physical education in all learning situations at school and at all levels of learning.
PHYSICAL EDUCATION AND SPORT PROGRAMME FOR
GRADE III TEACHERS’ TRAINING COLLEGES

"ENIEG – BEPC"

- Curriculum: PHYSICAL EDUCATION AND SPORT

- Number of hours per year: **50 hours**
- Number of hours per week: **2 hours (1 hour for theory – 1 hour for practice)**
- Class period for practice: **7:30 am - 10:30 am**
- Coefficient: **02**
- Status of the subject: **Compulsory**
<table>
<thead>
<tr>
<th>No.</th>
<th>Topics</th>
<th>Subject</th>
<th>Modules</th>
<th>Expected Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Didactics of fun learning and Didactics of physical education and sport</td>
<td>Sociology of Sport</td>
<td>- Definition of game</td>
<td>- Know the purpose of the game</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- The various aspects of the game</td>
<td>- Identify the maximum games (traditional or modern)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Theoretically Directory of Games</td>
<td>- Know educational games</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Practice of games</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(3-6 years)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Sports Medicine</td>
<td>Physiology</td>
<td>- Anatomy (fundamentals of human body)</td>
<td>Knowing how the body works during exercise</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Physiology of efforts (fundamental)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Didactics of fun learning and Didactics of physical education and sport</td>
<td>Psychopedagogy</td>
<td>Psycho motricity (Types of relationship between body motor actions)</td>
<td>Knowing the exercises that allow you to discover:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- The different parts of the body;</td>
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<td></td>
<td></td>
<td>- Its physical environment;</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Its social environment.</td>
</tr>
<tr>
<td>4</td>
<td>Didactics of fun learning and Didactics of physical education and sport</td>
<td>Practical pedagogy</td>
<td>- Practical Preparation of the sport and physical education lesson (work table)</td>
<td>- Prepare a work table</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Practical pedagogy public nursery schools</td>
<td>- Choose appropriate training and games</td>
</tr>
<tr>
<td>5</td>
<td>Didactics of fun learning and Didactics of physical education and sport</td>
<td>Sociology of sport</td>
<td>- History of sport and physical education</td>
<td>Master the concepts of Physical education, physical education and sport, sports</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Definition of concepts: Physical education, physical education and sport</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Didactics of fun learning and Didactics of physical education and sport</td>
<td>Practical pedagogy</td>
<td>Practical pedagogy in public nursery schools</td>
<td>Conduct of lessons learned</td>
</tr>
</tbody>
</table>

Source: www.minesp.cm
<table>
<thead>
<tr>
<th>No.</th>
<th>Topics</th>
<th>Subject</th>
<th>Modules</th>
<th>Expected Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Didactics of fun learning and Didactics of physical education and sport</td>
<td>Sociology of Sport</td>
<td>List of Games (6-8-9 years)</td>
<td>Understanding educational interest through various games</td>
</tr>
<tr>
<td>2</td>
<td>Didactics of fun learning and Didactics of physical education and sport</td>
<td>Psycho-pedagogy</td>
<td>-APS-Learning -Conditioning PAVLOV - Skinner</td>
<td>Generate a desired behavior through a signal or an instruction etc…</td>
</tr>
<tr>
<td>3</td>
<td>Sport medicine didactics of fun learning and didactics of APS</td>
<td>-Physiology</td>
<td>Trauma Initiation to first aid Practical pedagogy in a public primary school (PPS)</td>
<td>-Know and avoid risks of accidents -Choose the appropriate trainings and games</td>
</tr>
<tr>
<td>4</td>
<td>Didactics of fun learning and Didactics of physical education and sport</td>
<td>Practical pedagogy</td>
<td>Practical pedagogy in a public primary school</td>
<td>Present and smoothly conduct a safe sport and physical education lesson in a primary school</td>
</tr>
<tr>
<td>5</td>
<td>Didactics of fun learning and Didactics of physical education and sport</td>
<td>-Psycho-pedagogy</td>
<td>Taxonomy of objectives and/or skills -Evaluation in physical education and sport -Practical pedagogy in a public primary school</td>
<td>Organize the objectives and/or skills of a session, a sequence, a cycle</td>
</tr>
<tr>
<td>6</td>
<td>Didactics of fun learning and Didactics of physical education and sport</td>
<td>Practical pedagogy</td>
<td>-Programming PES lessons to athletic disciplines - Evaluation in PES - Practical pedagogy in a public primary school</td>
<td>Apply exercises allowing to conduct initiation through sports activities</td>
</tr>
</tbody>
</table>

Source : www.minep.cm
<table>
<thead>
<tr>
<th>N°</th>
<th>TOPICS</th>
<th>SUBJECTS</th>
<th>MODULES</th>
<th>EXPECTED SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Didactics of fun learning and Didactics of physical education and sport</td>
<td>-Sociology of Sport&lt;br&gt;-Practical pedagogy</td>
<td>-List of games (9-11 years)&lt;br&gt;-Theoretical presentation of PES sheet</td>
<td>Apply the use of games in the teaching situation</td>
</tr>
<tr>
<td>2</td>
<td>Didactics of fun learning and Didactics of physical education and sport</td>
<td>-Practical pedagogy&lt;br&gt;-Physiology</td>
<td>-Initiation to the dosage in sport and physical activities (Work rest)&lt;br&gt;-Traumatology&lt;br&gt;-Initiation to first aid cares</td>
<td>-Adapt effort to the physiological comfort of children&lt;br&gt;-Prevent accidents and ensure first aid gestures shall they occur</td>
</tr>
<tr>
<td>3</td>
<td>Didactics of fun learning and Didactics of physical education and sport</td>
<td>Practical pedagogy</td>
<td>Programming PES lessons:&lt;br&gt;- Team Sports;&lt;br&gt;- Gymnastics and body expression activities;&lt;br&gt;- Practical pedagogy in public primary school.</td>
<td>Apply teaching progressions to learning situations</td>
</tr>
<tr>
<td>4</td>
<td>Didactics of fun learning and Didactics of physical education and sport</td>
<td>Practical pedagogy</td>
<td>-Programming of sport activities in school&lt;br&gt;-Practical Pedagogy</td>
<td>Organize and manage sporting competitions and official exams</td>
</tr>
<tr>
<td>5</td>
<td>Didactics of fun learning and Didactics of physical education and sport</td>
<td>Practical pedagogy</td>
<td>-Sports activities in school&lt;br&gt;-Organization of sport exams</td>
<td>Organize and manage sporting competitions and official exams</td>
</tr>
<tr>
<td>6</td>
<td>Didactics of fun learning and Didactics of physical education and sport</td>
<td>Practical pedagogy</td>
<td>End of training&lt;br&gt;Public nursery school&lt;br&gt;Public primary school</td>
<td>Organize and manage intra-school competitions and official exams</td>
</tr>
</tbody>
</table>
PHYSICAL EDUCATION AND SPORT PROGRAMME FOR
GRADE II TEACHERS' TRAINING COLLEGE
AND "ENIEG – PROBATOIRE GENERAL"

Curriculum: PHYSICAL EDUCATION AND SPORT

- Number of hours per year: **50 hours**
- Number of hours per week: 2 hours (1 hour for theory - 1 hour for practice)
- Class period for practice: 7:30 am - 10:30 am
- Coefficient: **02**
- Status of the subject: Compulsory
# PHYSICAL EDUCATION AND SPORT PROGRAMME FOR GRADE II TEACHERS TRAINING COLLEGE

## 1st YEAR OF TRAINING

<table>
<thead>
<tr>
<th>№</th>
<th>TARGET AREAS</th>
<th>SUBJECTS</th>
<th>MODULES</th>
<th>EXPECTED SKILLS</th>
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</thead>
</table>
| 1 | Didactics of fun learning and Didactics of physical education and sport | -Sociology of Sport  
-Psycho-pedagogy | -Definition of game  
The various aspects of the game  
Theoretically list of Games  
Practice of games (3-6 years)  
Psychomotricity (Types of relationships) | -Know the purpose of the game  
-Identify the maximum number of games (traditional or modern)  
-Know educational games  
-Know the various exercises that allow you to discover:  
-The different parts of the body;  
-Its physical environment;  
-its social environment |
| 2 | Sport medicine | Physiology | -Anatomy (fundamentals of human body)  
-Physiology of efforts (fundamental) | -Know how the body works during physical exercise |
| 3 | Didactics of fun learning and Didactics of physical education and sport | -Sociology of Sport  
Pédapratique | -History of sport and physical education  
-Definition of concepts: Physical education, physical education and sport, sports  
-Preparing physical education lesson (Work sheet /lesson plan)  
-Managing a physical education lesson | -Master the concepts of Physical education, physical education and sport, sports  
-Preparing a work sheet or lesson plan  
-Choose the most appropriate games and activities |
| 4 | Didactics of fun learning and Didactics of physical education and sport | -Psycho-pedagogy  
-Practical pedagogy | -Taxonomy of objectives and / skills  
-Evaluation in Physical education and sport  
-Programming physical education and sport  
-Athletic activities  
Concept of balance repartition of | -Organize objectives and or skills of a lesson, sequence, cycle  
-Adapt effort to the physiological comfort of children  
-Present and conduct a physical education lesson |
<table>
<thead>
<tr>
<th></th>
<th>Didactics of fun learning and Didactics of physical education and sport</th>
<th>Practical pedagogy</th>
<th>APS (work-rest) Practical pedagogy in Public nursery school</th>
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<tbody>
<tr>
<td>5</td>
<td>Didactics of fun learning and Didactics of physical education and sport</td>
<td>Practical pedagogy</td>
<td>Programming a physical education lesson</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>-Athletism</td>
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<td>Practical pedagogy in a public nursery school</td>
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<td></td>
<td>Assimilate various exercises helping in initiation through sporting activities</td>
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<td>Prepare and deliver a physical education class</td>
</tr>
<tr>
<td>6</td>
<td>Didactics of fun learning and Didactics of physical education and sport</td>
<td>Practical pedagogy</td>
<td>Practical pedagogy in a public primary school</td>
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<td>Supervise intra-school competitions and conduct official exams</td>
</tr>
<tr>
<td>No</td>
<td>Target Areas</td>
<td>Subjects</td>
<td>Modules</td>
</tr>
<tr>
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<td>---------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1</td>
<td>Didactics of fun learning and Didactics of physical education and sport</td>
<td>Sociologie du sport</td>
<td>- Definition of games (6-7-8 years)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Psycho-pedagogy</td>
<td>- List of games (9-11 years)</td>
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<td>- Theoretical presentation of physical education of lesson plan</td>
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<td></td>
<td>- Learning of physical education activities</td>
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<td></td>
<td>- Conditioning</td>
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<td>- PAVLOV</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>- Skinner</td>
</tr>
<tr>
<td>2</td>
<td>Medecine of sport</td>
<td>Physiology</td>
<td>- Traumatology</td>
</tr>
<tr>
<td></td>
<td>Didactics of fun learning and Didactics of physical education and sport</td>
<td>Practical pedagogy</td>
<td>- Initiation to first aid</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Practical pedagogy in a public nursery school</td>
</tr>
</tbody>
</table>
|   | Didactics of fun learning and Didactics of physical education and sport | Practical pedagogy | -Programming a physical education lesson  
-Team sports  
-Gymnastics and body expression activities  
-Programming sporting activities  
-Practical pedagogy in a public primary school | Apply pedagogic progression to specific learning situations |
|---|---|---|---|
| 3 | Didactics of fun learning and Didactics of physical education and sport | Practical pedagogy | -Programming a physical education lesson  
-Athletics activities  
-Practical pedagogy in public primary school | -Assimilate exercises that enable initiation through sport activities  
-Conduct in a safe manner a physical education lesson at the primary school level |
| 4 | Didactics of fun learning and Didactics of physical education and sport | Practical pedagogy | -Conduct of sporting activities in a school  
-Organisation of exams  
-Practical pedagogy in public primary school | -Organize and manage sporting competitions and official exams |
| 5 | Didactics of fun learning and Didactics of physical education and sport | Practical pedagogy | -End of year Practical pedagogy | -Coordinate and supervise physical education competitions and official exams |
| 6 | Didactics of fun learning and Didactics of physical education and sport | Practical pedagogy | -End of year Practical pedagogy | |
PHYSICAL EDUCATION AND SPORT PROGRAMME FOR GRADE I TEACHERS’ TRAINING COLLEGES (A-LEVELS) ENTEG – BACCALAUREAT D’ENSEIGNEMENT GENERAL

Curriculum: PHYSICAL EDUCATION AND SPORT

- Number of hours per year: 50 hours
- Number of hours per week: 2 hours (1 hour for theory – 1 hour for practice)
- Class period for practice: 7:30 am-11:30 am
- Coefficient: 02
- Status of the subject: Compulsory
# Physical Education and Sport Programme for Grade I Teachers Training Colleges (A-Level)

## ENIEG – BACC

### One Year Training

<table>
<thead>
<tr>
<th>N°</th>
<th>Topics</th>
<th>Subjects</th>
<th>Modules</th>
<th>Expected Skills</th>
</tr>
</thead>
</table>
| 1  | Didactics of fun learning and Didactics of physical education and sport | Sociology of Sport, Psycho-pedagogy, Physiology | - Definition of game  
- The various aspects of the game  
- Theoretically list of Games  
- Practice of games (3-6 years)  
- Psychomotricity (Types of relationships)  
- Anatomy (fundamentals of human body)  
- Physiology of efforts (fundamental)  
- Traumatology  
- Initiation to first aid gestures  
- Practical pedagogy in a public nursery school | - Know the purpose of the game  
- Identify the maximum number of games (traditional or modern)  
- Know educational games  
- Know the various exercises that allow you to discover:  
  - The different parts of the body  
  - Its physical environment;  
  - Its social environment  
- Accident prevention and first aid gestures |
| 2  | Didactics of fun learning and Didactics of physical education and sport | Sociology of sports, Practical pedagogy | History of sport and physical education  
- Definition of concepts: Physical education, physical education and sport, sports  
- Preparing physical education lesson (Work sheet /lesson plan)  
- Managing a physical education lesson  
- Master the teaching of physical education lesson  
- Concept of balance repartition of APS (work-rest)  
- Taxonomy of objectives and/or skills  
- Evaluation in physical education | - Master the concepts of Physical education, physical education and sport, sports  
- Preparing a work sheet or lesson plan  
- Choosing the most appropriate training activities or games |
<table>
<thead>
<tr>
<th>ID</th>
<th>Didactics of fun learning and Didactics of physical education and sport</th>
<th>Sociology of sport</th>
<th>Physical education and sport</th>
<th>Practical pedagogy</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>- Didactics of fun learning and Didactics of physical education and sport</td>
<td>- Sociology of sport</td>
<td>List of games (8-9 years)</td>
<td>- Assimilate exercises to enable initiation through sport activities</td>
</tr>
<tr>
<td></td>
<td>- Psycho-pedagogy</td>
<td>List of games (9-11 years)</td>
<td>Planning a physical education lesson</td>
<td>- Conduct in a safe manner a physical education lesson at primary school level</td>
</tr>
<tr>
<td></td>
<td>- Practical pedagogy</td>
<td>Athletics</td>
<td>Theoretical presentation of a physical education lesson plan or worksheet</td>
<td>Induce the expected behavior through passing of instructions or giving a signal etc</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learning of physical education activities</td>
<td>Conditioning PAVLOV SKINNER</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Medecine of sport</td>
<td>Physiology</td>
<td>- Traumatology</td>
<td>Mastery of accident risks and implementation of accidents prevention</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Initiation to first aid gestures</td>
<td>Practical pedagogy in a public nursery school</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Didactics of fun learning and Didactics of physical education and sport</td>
<td>Practical pedagogy</td>
<td>Programming a physical education lesson</td>
<td>Adapt pedagogic progression to specific learning situations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Team sports</td>
<td>Gymnastic expression activities</td>
<td>Organize and manage sporting competitions and official exams</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Conducting Sport activities in school</td>
<td>Practical pedagogy in public primary school</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Didactics of fun learning and Didactics of physical education and sport</td>
<td>Practical pedagogy</td>
<td>Organisation of practical pedagogy exams</td>
<td>End of year Practical pedagogy consisting in presenting and conducting a physical education lesson</td>
</tr>
</tbody>
</table>