

THE UNITED REPUBLIC OF TANZANIA

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY



NETBALL PERFORMANCE SYLLABUS FOR ORDINARY SECONDARY EDUCATION

VOCATIONAL STREAM FORM I-IV

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ABBREVIATIONS AND ACRONYMS

AIDS	-	Acquired Immunodeficiency Syndrome
CBET	-	Competence Based Education and Training Approach.
CPR	-	Cardiopulmonary Resuscitation
HIV	-	Human Immunodeficiency Virus
ICT	-	Information and Communication Technology
OUS	-	Occupational Unit Standards
VET	-	Vocational Education and Training
VETA	-	Vocational Education and Training Authority

Definition of Key Terms

Assessment: The process of collecting evidence and making judgments on whether competency has been achieved, or whether specific skills and knowledge have been achieved that will lead to the attainment of competency..

Circumstantial knowledge: Detailed knowledge, which allows the decision-making in regard to different circumstances and cross cutting issues.

Competence: The ability to use knowledge, understanding, practical and thinking skills to perform effectively to the workplace standards required in employment.

Element: A sub-unit (step), which reflects learning sequence with the aim of achieving broad learning objectives of a unit.

Occupational Standards: Specific requirements of competences people are expected to demonstrate in a particular occupational area, including knowledge and relevant attitudes. They also act as performance tool of assessment of the prescribed outcomes.

Performance criteria: Indication the expected end results or outcome in form of evaluative statements.

Standard: A set of statements, which if proved true under working conditions, means that an individual is meeting an expected level and type of performance.

Underpinning Knowledge: This is essential knowledge needed in order to demonstrate competences that are associated in performing a given task.

Unit: A statement of broad learning objectives, which prescribe the requirements of a standard in form of practical skills, knowledge and appropriate attitudes.

Acknowledgement

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For and on behalf of:

Vocational Education and Training Authority



CPA. Antony M. Kasore

Director General

1.0 Introduction

Netball Performance is a core trade for Form I-IV students in the Ordinary Secondary Education Streams pathway. This trade equips students with knowledge, practical and social skills, and attitudes that are essential for success in a global society. The trade incorporates the mastery of Netball skills, rules, play, health and safety principles. It also embraces issues of moral and ethical behaviour that can instil important values, including fairness, integrity respect, teamwork, discipline, collaboration, responsibility, perseverance and honesty. Students' understanding and awareness of the sport are deepened both nationally and internationally and can facilitate self-employment, employment of others and be employed.

The Netball Performance Syllabus is designed to guide the teaching and learning of Netball at Vocational Ordinary Secondary Education Streams Form I-IV in the United Republic of Tanzania. The syllabus interprets the competences indicated in the 2025 Vocational Ordinary Secondary Education Curriculum. It provides information that will enable teachers to effectively plan teaching and learning process. Most importantly, the syllabus intends to strengthen the 21st Century Skills and hence develop skilled persons with a positive attitude who can contribute to the development of the nation.

Graduates of this occupation can find employment in the following sectors: They may work in both government and private sectors, including ministries, training institutions, research organizations, also exist in self-employment and in Non-Governmental Organizations (NGOs). They can work as teachers, sports leaders, coaches, referees, sport marketers and sport tourism agents

The Netball Performance Syllabus is designed to guide the teaching and learning of Netball Performance at the Ordinary Secondary Education Form I-IV Vocational Stream in the United Republic of Tanzania. The syllabus interprets the competences a student needs to develop while learning Netball Performance. It contains valuable information that will enable teachers to effectively plan their teaching process and help students to develop the intended competences.

2.0 Main Objectives of Education in Tanzania

The main objectives of education in Tanzania are to enable every Tanzanian to:

- (a) Develop and improve his or her personality so that he or she values himself or herself and develops self-confidence;
- (b) Respect the culture, traditions, norms and customs of Tanzania; cultural differences; dignity; human rights; attitudes and inclusive actions;
- (c) Advance knowledge and apply science and technology, creativity, critical thinking, innovation, cooperation, communication and positive attitudes for his or her own development and the sustainable development of the nation and the world at large;
- (d) Understand and protect national values, including dignity, patriotism, integrity, unity, transparency, honesty, accountability and the national language;
- (e) develop life and work-related skills to increase efficiency in everyday life;
- (f) Develop a habit of loving and valuing work to increase productivity and efficiency in production and service provision;
- (g) Identify and consider cross-cutting issues, including the health and well-being of the society, gender equality, as well as the management and sustainable conservation of the environment; and
- (h) Develop national and international cooperation, peace and justice per the

3.0 General Competencies for Ordinary Secondary Education Vocational Stream

The general competences for Ordinary Secondary Education, Form 1–IV, Vocational Education stream are to:

- (a) Apply the knowledge, skills and attitudes the student developed in the primary school stage to increase his/her understanding of technical skills;
- (b) Apply technical skills in designing, inventing and making various things to cope with life and solve challenges in society;
- (c) Appreciate citizenship and national virtues;
- (d) Use language skills;
- (e) Demonstrate self-confidence in learning in various fields, including science and technology, technical knowledge and technical skills;
- (f) Apply technical knowledge and skills in designing, discovering and making various things to solve challenges in society, including cross cutting issues;
- (g) Appreciate procedures and safety rules in using technical tools correctly; and
- (h) Apply the technical knowledge and skills acquired to develop oneself with vocational and technical education and join the workforce.

4.0 General Competences of the Occupation

Upon completion of this occupation, students are expected to have ability to:

- (a) Maintain health and safety in netball;
- (b) Master netball skills and rules;
- (c) Exhibit moral and ethical behaviour in Netball;
- (d) Master playing tactics in netball;
- (e) Master application of ICT for netball development;
- (f) Perform players roles in the respective playing zones;
- (g) Master psychological skills in netball;
- (h) Playing netball skilfully and;
- (i) Demonstrate mastery of organising and managing netball events.

5. Main and Specific Competences

The main and specific competences to be developed are presented in Table 1

Table 1: *Main and Specific Competences for Form I-IV*

Modules (Main Competence)	Units (Specific competences)
1.0 Maintain health and safety in netball	1.1 Maintain health in netball 1.2 Maintain safety in netball 1.3 Prevent and manage injuries in netball
2.0 Perform exercises for physical fitness	2.1 Perform exercises for healthy- related physical fitness 2.2 Perform exercises for performance-related physical fitness
3.0 Perform netball in accordance to rules	3.1 Perform fundamental skills in netball 3.2 Use netball rules
4.0 Perform netball tactics	4.1 Perform offensive skills in netball 4.2 Perform defensive skills in netball 4.3 Use psychological skills in netball
5.0 Perform players roles in their	5.1 Perform roles of players' in attacking positions 5.2 Perform roles of players in defensive position

Modules (Main Competence)	Units (Specific competences)
respective playing zones	5.3 Practice roles of players in midcourt position
6.0 Use of ICT for netball Development	6.1 Build competences on using ICT for enhancing performance in netball 6.2 Use ICT for enhancing performance in netball
7.0 Demonstrate mastery of playing netball	7.1 Perform individualized skills 7.2 Play netball matches
8.0 Demonstrate mastery in managing a game	8.1 Organise netball games 8.2 Umpiring netball matches
9.0 Demonstrate mastery in organizing netball events	9.1 Design the events 9.2 Plan netball events 9.3 Coordinate netball events

6.0 The Roles of Teachers, Students and Parents in Teaching and Learning

Good relationships between a teacher, student and parent, or guardian is fundamental to ensuring successful learning. This section outlines the roles of each participant in facilitating effective teaching and learning of Wood Processing.

6.1 The teacher

The teacher is expected to:

- (a) Help the student to learn and develop the intended competences in Technical Drawing
- (b) Use teaching and learning approaches that will allow students with different needs and abilities to:
 - i. Develops the competences needed in the 21st Century; and
 - ii. Actively participate in the teaching and learning process.
- (c) Use student centered instructional strategies that make the student a centre of learning which allow them to think, reflect and search for information from various sources;
- (c) Create a friendly teaching and learning environment;
- (d) Prepare and improvise teaching and learning resources;
- (e) Conduct formative assessment regularly by using tools and methods which assess theory and practice;
- (f) Treat all the students according to their learning needs and abilities;
- (g) Protect the student from the risky environment while he or she is at school;
- (h) Keep track of the student's daily progress;
- (i) Identify individual student's needs and provide the proper intervention;
- (j) Involve parents/guardians and the society at large in the student's learning process; and
- (k) Integrate cross-cutting issues and ICT in the teaching and learning process.

6.2 The student

The student is expected to:

- (a) Develop the intended competences by participating actively in various

- learning activities inside and outside the classroom; and
- (b) Participate in the search for knowledge from various sources, including textbooks, reference books and other publications in online libraries.

6.3 The parent/guardian

The Parents/Guardian is expected to:

- (a) Monitor the child's academic progress in school;
- (b) Where possible, provide a child with the needed academic support;
- (c) Provide a child with a safe and friendly home environment which is conducive for learning;
- (d) Keep track of a child's progress in behaviour;
- (e) Provide the child with any necessary materials required in the learning process; and
- (f) Instill in a child a sense of commitment and positive value towards education and work.

7.0 Teaching and Learning Methods

The teaching and learning methods are instrumental in developing student's competences. This Syllabus suggests teaching and learning methods for each activity which includes but not limited to demonstration, practical/hands-on activities, observations, role play, simulation, group works, peer teaching/learning, discussions, presentations, field visits, research, and project works. However, a teacher is advised to plan and use other appropriate methods based on the environment or context. All the teaching and learning methods should be integrated with the everyday lives of students. The focus is expected to be on practical application and developing cognitive, affective, and psychomotor skills through student-centred methods. Vocational teachers act as facilitators, incorporating both school base teaching and project work supervision.

8.0 Teaching and Learning Resources

The process of teaching and learning requires different resources. In that regard, both a teacher and students should work together to collect or improvise alternative resources available in the school and home environment when needed. Teachers and students are expected to constantly seek for information from various sources to effectively facilitate the teaching and learning process. The list of approved textbooks and reference books shall be provided by the TIE.

9.0 Assessment

Assessment is important in teaching and learning of Netball Performance. It is divided into formative and summative assessments. Formative assessment informs both the teacher and students on the progress of teaching and learning, and in making decisions on improving the teaching and learning process. Teachers are therefore, expected to apply a wide range of formative assessment methods which include but not limited to demonstration, discussions, presentations, oral questions, experiments, observations, practical assignments and projects. Summative assessment, on the other hand, will focus on determining student's achievement of learning. Teachers are expected to use a variety of summative assessments including Form Two National Assessment, terminal examination, annual examination, mock examination and project. The scores obtained from these assessments will be used as Continuous Assessment (CA). Therefore, the continuous assessments shall contribute 60% and the National Form IV

Examination shall be 40% as indicated in Table 2.

Table 2: *Contribution of Continuous Assessment and National Examination in the final score*

Assessment Category	Weight (%)	National Examination
Form Two National Assessment (FTNA)	6.0	40
Form Three Terminal Examination	5.0	
Form Three Annual Examination	5.0	
Form Four Mock Examination	7.0	
Project	7.0	
Form Two Practical	10.0	
Form Three Practical	10.0	
Form Four Practical	10.0	
Total	60	

10.0 Project Work

Project work is a carefully planned and clearly defined task or problem that a student undertakes, either alone or in a group, to enhance and apply the skills and knowledge gained in the classroom, workshop, kitchen, or laboratory. It is based on the principles of "Learning by Doing" and "Learning by Living." In this context, the implementation of Project Work in secondary schools' vocational streams is essential. Projects in the vocational stream should be conducted in the core subject (occupation). To ensure its success, the supervision and assessment of student project work must be consistent with the established guidelines provided by National Examinations Council of Tanzania (NECTA).

11.0 Number of Periods

The Electronics Syllabus for Ordinary Secondary Education Vocational Stream Form I-IV provides time estimates for teaching and learning each specific competence. The estimates consider the complexity of the specific competences and the learning activities. Eight (08) periods of 40 minutes each have been allocated per week, whereby two (02) periods will be used for theory and 6 for practical sessions which may require double periods (e.g., 80). Double periods will allow sufficient time for hands-on activities.

12.0 Teaching and Learning Contents

The contents of the Syllabus are organised into a matrix with seven (07) columns which are main competences, specific competences, learning activities, suggested teaching and learning methods, assessment criteria which is divided into (process assessment, products/service assessment and underpinning knowledge), suggested teaching and learning resources and number of periods as presented in Table 3 to 6.

Form One

Table 3: Detailed contents for Form One

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
1.0 Maintaining health and safety in netball	1.1 Maintaining health in netball	(a) Maintaining personal hygiene in netball	<p>Brainstorm: Guide students to explain the concepts of health and safety, personal health and personal hygiene</p> <p>Discussion Start with students' group discussion about why hygiene is essential in sports. Guide students to discuss the importance of personal hygiene in sports and their impacts on health, safety and performance. Let students describe common risks related to personal hygiene and their management</p>	<ul style="list-style-type: none"> • Demonstrate hygiene practices (e.g., washing hands, wearing clean uniforms). • Demonstrate hygiene routines (e.g., pre- and post-game cleaning habits). • Apply hygiene to prevent infections and minimize the spread of illness • Present the group discussion reports and research findings 	Personal hygiene maintained accordingly	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain: how to maintain personal hygiene Principles: The student should explain: - Practices for maintaining personal hygiene Theories: The student should explain:</p> <ul style="list-style-type: none"> • The concepts of health and safety, personal health and personal hygiene 	<p>The following tools, equipment, facilities and safety gears are to be available:</p> <ul style="list-style-type: none"> • Jumping rope • Treadmill or exercise bike • Exercise shoe • Resistance bands • Exercise ball • Medicine balls • Gloves • Weighing scale, • ergometer, • stadiometer, • sphygmomanometer, 	72

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>strategies</p> <p>Role Play Guide students to role-play actions like cleaning wounds, disinfecting shared equipment, and washing sweaty gear Demonstrate proper handwashing techniques or cleaning equipment.</p> <p>Peer Teaching Assign small groups of students to research different hygiene practices (e.g., handling sweat-soaked clothing, proper hydration bottle use). Have each group present their findings to the team.</p> <p>Checklists and Routines Guide students to develop a checklist of hygiene tasks before, during, and after games (e.g., nail</p>			<ul style="list-style-type: none"> • the importance of personal hygiene in sports and their impacts on health, safety and performance • common risks related to personal hygiene and their management strategies • hygiene practices (e.g., washing hands, wearing clean uniforms). • hygiene routines (e.g., pre- and post-game cleaning habits). • How maintain hygiene to prevent infections • How to minimize the 	<ul style="list-style-type: none"> • skinfold callipers, • first aid kit, • gym, playground or netball • court • swimming pool, • sport wears or sport gears, • netball balls, whistle, • agility stick, • stop watch • cones, discs marker • masking tape • Hygiene kits (soap, sanitizer, wipes, 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			trimming, hair tying, washing equipment). Encourage students to create personal hygiene routines and share them with peers. Using Technology Show videos of professional athletes discussing their hygiene routines. Guide students to use apps or online tools to track hygiene habits			spread of illness Circumstantial knowledge: Detailed knowledge about: Hygienic and Safe practices	towels). <ul style="list-style-type: none"> • First aid kits for wound care. • Clean sportswear and storage bags. • Posters showing hygiene routines (e.g., “How to clean your uniform”). • Handouts on the importance of hygiene in sports. • Educational videos or animations on personal 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
							hygiene. <ul style="list-style-type: none"> • Apps for habit tracking (e.g., reminders for cleaning gear). • Whiteboards for team checklists. • Hygiene scoring systems (e.g., tracking clean uniforms or sanitized equipment). 	
		(b) Maintaining proper feeding	Brainstorm: Guide students to explain the concept of nutrition, its importance, the main	<ul style="list-style-type: none"> • Demonstrate proper feeding techniques and hydration for athletes. • Plans and prepare 	Maintaining proper feeding in netball performed appropriately	Knowledge evidence: Detailed knowledge of: Method used: The student should	The following tools, equipment, facilities and safety gears are	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>types of food nutrients and their sources</p> <p>Discussions Host group discussions on the importance of proper nutrition in sports. Then discuss the importance of <i>Hydration</i>. Guide students to monitor their water intake during training and games. Use color-coded urine charts to educate about hydration levels. <i>Pre-Match (Day Before)</i>: Guide students to consume carbohydrate-rich meals (e.g., pasta with vegetables). Provide a checklist of foods to avoid, such as fried or greasy meals. <i>During Match</i>: Discuss the importance of hydration and light, quick-energy snacks</p>	<p>meal for various groups of needs</p> <ul style="list-style-type: none"> • present peer and group discussions findings 		<p>explain: How to maintain proper feeding for enhancing performance and overall health Principles: The student should explain: Technics for proper feeding to enhancing performance and overall health Theories: The student should Explain:</p> <ul style="list-style-type: none"> • the concept of nutrition and related sources of • the importance of nutrition to student's health and performance in netball • How to plan nutritional meals for different groups • Proper feeding and timing for 	<p>to be available:</p> <ul style="list-style-type: none"> • Jumping rope • Treadmill or exercise bike • Exercise shoe • Resistance bands • Exercise ball • Medicine balls • Gloves • Weighing scale, • ergometer, • stadiometer, • sphygmomanometer, • skinfold callipers, • first aid kit, • gym, playground or netball 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>like bananas and demonstrate how to use sports drinks effectively.</p> <p>Post-Match: Emphasize recovery meals with protein (e.g., grilled chicken and quinoa). Guide students to discuss hydration recovery with water or electrolyte drinks.</p> <p>Guest speaker Invite a nutritionist to explain the basics of balanced diets for athletes.</p> <p>Scenario-Based Learning Present scenarios to students like: "What should you eat the night before a game?" or "What is the best snack to have at halftime?" Then have students discuss or role-play decision-making around food choices.</p>			<p>athletes.</p> <p>Circumstantial knowledge: Detailed knowledge about: Safe practices in food preparation, eating and storage</p>	<ul style="list-style-type: none"> • court • swimming pool, • sport wears or sport gears, • netball balls, whistle, • agility stick, • stop watch • cones, discs marker • masking tape • Handouts on balanced diets, pre- and post-match meal ideas, and hydration tips. • Meal planning templates and food portion guides. • Nutritional apps for meal tracking and 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>Meal Planning Activities Teach students how to plan a day's meals for energy and recovery. Have students create a meal plan for training days, match days, and rest days. Organize a session where students prepare simple, healthy meals or snacks. Let them demonstrate how to create pre-game energy snacks (e.g., smoothies, granola bars).</p> <p>Peer Teaching Assign students to research topics like "Benefits of carbohydrates for athletes" or "Importance of hydration. Have them present findings to their classmates.</p> <p>Visual Learning Use posters, videos, or</p>				<p>calorie counting.</p> <ul style="list-style-type: none"> • Videos and tutorials on sports nutrition. • Cooking equipment for demonstrations. • Sample foods, water bottles, and snack recipes. • Whiteboards for brainstorming meal ideas. • Quizzes and games to reinforce learning. 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			infographics to explain key concepts to students like macronutrients, hydration, and meal timing. Show short videos to students on what professional athletes eat during training and matches.					
		(c) Participating in physical exercises regularly	<p>Brainstorm: Guide students to explain the concept physical exercises and the types appropriate for health promotion</p> <p>Discussions Facilitate students' group discussion on the importance of regular physical exercise and its benefits. Share real-life examples of athletes or individuals who improved their health through consistent exercise.</p> <p>Exercise Planning</p>	<ul style="list-style-type: none"> • Prepare physical exercise practicing programme for health promotion • Prepare individual physical exercise progress monitoring and feedback assessment programme • Maintain routine of participating in physical exercise regularly 	Regular participation in physical exercises is performed routinely	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain: How to maintain regular participation in physical exercises</p> <p>Principles: The student should explain: principles for performing physical exercises</p> <p>Theories: The student should explain: • the concept of physical exercise</p>	<ul style="list-style-type: none"> • The following tools, equipment, facilities and safety gears are to be available: • Exercise shoe • Jumping rope • Treadmill or exercise bike • Resistance bands • Exercise ball • Medicine balls • Gloves • Weighing 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>Workshops Guide students how to create a weekly workout schedule that aligns with their goals. Provide templates for short-term and long-term fitness planning.</p> <p>Demonstration Guide students to conduct practical sessions demonstrating proper techniques for different exercises and let students practice (e.g., squats, stretches, cardio routines). Emphasize the importance of warm-ups, cool-downs, and preventing injuries.</p> <p>Peer Motivation Programs Pair students in exercise buddy systems to encourage accountability. Organize group challenges, such as completing a step</p>			<ul style="list-style-type: none"> • Types of physical exercises for health promotion • the benefits of regular exercise (e.g., physical health, mental well-being, and improved performance). • How to Plan and schedule exercise routines (e.g., setting goals and creating a workout schedule). • How to adopt self-discipline and motivation strategies (e.g., overcoming barriers to consistency). • How to track progress and adapting routines (e.g., monitoring fitness levels and making adjustments). <p>Circumstantial knowledge:</p>	<ul style="list-style-type: none"> • scale, • ergometer, • stadiometer, • sphygmomanometer, • skinfold callipers, • first aid kit, • gym, playground or netball court • swimming pool, • sport wears or sport gears, • netball balls, whistle, • agility stick, • stop watch • cones, discs marker masking tape • Posters and flyers 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>count or achieving workout milestones. Use fitness games or apps that reward consistency (e.g., earning points for every workout completed). Create team-based competitions, such as the "most active team of the month."</p> <p>Reflection and Goal-Setting Ask students to reflect on their current fitness habits and identify areas for improvement. Guide them in setting SMART (Specific, Measurable, Achievable, Relevant, Time-bound) fitness goals.</p> <p>Using Technology Teach students to use fitness apps or wearables to track workouts and progress. Share online workout</p>			<p>Detailed knowledge about: Safety precautions and measures before, during and after exercises</p>	<p>highlighting exercise benefits.</p> <ul style="list-style-type: none"> • Goal-setting templates and workout schedules. • Fitness apps for tracking workouts (e.g., MyFitnessPal, Fitbit, or Google Fit). • Online instructional videos or virtual fitness classes. • Exercise equipment (e.g., resistance bands, mats, dumbbells). • Water bottles and towels for 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>videos and virtual classes for at-home training.</p> <p>Progress Monitoring and Feedback Ask students to conduct regular fitness assessments (e.g., endurance tests, flexibility checks) to track progress. Provide feedback and adjust routines based on individual needs and goals. their exercise routine.</p>				<p>hydration and comfort.</p> <ul style="list-style-type: none"> • Progress tracking charts. • Team leaderboards for group challenges 	
	1.2 Maintaining safety in netball	(a) Maintaining personal safety	<p>Brainstorm: Guide the students to explain the concept of personal safety and its importance in netball</p> <p>Discussions Facilitate students' discussions on personal safety, focusing on common risks in specific environments (e.g., at school, in sports, or in the community). Share</p>	<ul style="list-style-type: none"> • Apply safety measures (e.g., following rules, wearing appropriate gear, and using safety equipment). • Demonstrate self-defences and emergency response skills (e.g., first aid, de-escalation techniques). 	Personal safety maintained accordingly	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain: How to maintain safety practices in netball Principles: The student should explain: Principles for maintain personal safety and risks management</p>	<p>The following tools, equipment, facilities and safety gears are to be available: Exercise shoe</p> <ul style="list-style-type: none"> • Jumping rope • Treadmill or exercise bike • Resistance bands 	45

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>real-life case studies to illustrate the importance of personal safety.</p> <p>Role Play Present scenarios such as "What would you do if you're approached by a stranger?" or "How would you respond to an injury during a game?" Ask students to role-play appropriate responses to various safety-related challenges.</p> <p>Demonstrations Demonstrate how to use safety equipment, such as helmets, knee pads, or reflective clothing. Guide students to discuss about basic self-defence techniques or first aid skills, like CPR or bandaging wounds. Conduct an activity</p>	<ul style="list-style-type: none"> Practice situational awareness (e.g., being alert to surroundings and potential dangers). how to seek help in unsafe situations). 		<p>strategies</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> The concepts of personal safety Common risks and hazards related to safety of people and How to apply risk management strategies, self-defences and emergency response skills for maintaining safety <p>Circumstantial knowledge: - Detailed knowledge about: Safety precautions and measures before, during and after exercises</p>	<ul style="list-style-type: none"> Exercise ball Medicine balls Gloves Weighing scale, ergometer, stadiometer, sphygmomanometer, skinfold callipers, first aid kit, gym, playground or netball court swimming pool, sport wears or sport gears, netball balls, 	

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			<p>where students identify risks in a specific setting (e.g., a sports field or classroom). Ask students to suggest measures to mitigate the identified risks.</p> <p>Peer Teaching Assign students to research different aspects of personal safety (e.g., fire safety, road safety, or digital safety). Have them present their findings to the classmates environment.</p> <p>Situational Awareness Drills Guide students to practice situational awareness by observing their surroundings and reporting unusual behaviours or hazards. Conduct drills for emergencies (e.g., fire drills or evacuation</p>				<p>whistle,</p> <ul style="list-style-type: none"> • agility stick, • stop watch • cones, discs marker • masking tape • Safety posters and charts (e.g., first aid steps, emergency numbers). • Safety apps (e.g., emergency alert systems, location trackers). • Online tutorials or videos on personal safety and 	

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			practices). Technology Integration Guide students on how to use safety apps or devices, such as panic buttons, GPS trackers, or emergency contacts on smartphones. Ask them to use online simulations or virtual reality (VR) scenarios to practice safety skills. Feedback and Reflection Encourage students to reflect on their daily activities and identify moments where they practiced or neglected safety measures. They should provide constructive feedback on their performance during drills and role-plays.				<p>first aid.</p> <ul style="list-style-type: none"> • First aid kits, safety gear (helmets, gloves, reflective vests). • Props for role-playing scenarios. • Risk assessment templates and activity checklists. • Progress tracking charts for drills and activities. 	
		(b) Maintaining safety of the netball	Brainstorm: Guide the students to explain the concept of	<ul style="list-style-type: none"> • Select, inspect, clean appropriate equipment, jesses 	Safety of equipment maintained	Knowledge evidence: Detailed knowledge of:	The following tools, equipment,	

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		equipment	<p>safety of equipment and its importance in netball</p> <p>Discussion Facilitate students' discussion on the importance of maintaining netball equipment for safety and performance. Ask students to share experiences of unsafe equipment use and how it affected play.</p> <p>Demonstration Show students how to inspect equipment such as netballs, goalposts, and court surfaces for defects. Let students demonstrate proper cleaning methods for equipment to ensure longevity.</p> <p>Scenario-Based Learning Present scenarios, such as "A goalpost is wobbly before a game.</p>	<p>and injury protective wears</p> <ul style="list-style-type: none"> • use equipment, jesses and injury protective wears correctly • Clean, repair or improvise and keeping equipment, jesses and injury protective wears in a clean and secured places after use 	accordingly	<p>Method used: The student should explain: How to conduct safe practices for equipment, jesses and injury protective wears</p> <p>Principles: The student should explain: Principles for maintaining safety practices of equipment and jesses for injury prevention</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The concept of safety of equipment and their importance • Risks related to safety of equipment, jesses and their management strategies • How to inspect netball and other equipment for safety (e.g., checking for 	<p>facilities and safety gears are be available: -</p> <p>Exercise shoe</p> <ul style="list-style-type: none"> • Jumping rope • Treadmill or exercise bike • Resistance bands • Exercise ball • Medicine balls • Gloves • Weighing scale, • ergometer, • stadiometer, • sphygmomanometer, • skinfold callipers, • first aid kit, • gym, 	

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			<p>What should you do?" or "You notice the ball is losing air. How can you fix it?" Have students suggest solutions and demonstrate how to address the issues.</p> <p>Equipment</p> <p>Inspection Drill Organize regular drills where students inspect all equipment before use. Assign teams to create a checklist of items to examine, such as netball inflation levels, goalpost stability, or court condition.</p> <p>Peer Teaching Assign small groups to research specific equipment (e.g., the netball or the goalpost) and how to maintain it. Have them teach their peers through presentations or demonstrations.</p>			<p>damage or wear and tear).</p> <ul style="list-style-type: none"> • proper handling and storage of equipment (e.g., avoiding misuse and ensuring secure storage). • How to clean and maintain equipment (e.g., removing dirt, disinfecting, or repairing items). • hazards related to faulty or poorly maintained equipment (e.g., loose goalposts or deflated balls). • How to adopt preventive maintenance practices (e.g., regular inspections and timely repairs). • How to improvise equipment and jesses in the appropriate secured places after use <p>Circumstantial</p>	<p>playground or netball</p> <ul style="list-style-type: none"> • court • swimming pool, • sport wears or sport gears, • netball balls, whistle, • agility stick, • stop watch • cones, discs marker • masking tape 	

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			<p>Hands-On Maintenance Workshops: Teach students how to inflate and deflate netballs, secure goalposts, and clean equipment. Guide students to conduct a session on basic repair skills, such as patching a ball or tightening goalpost screws.</p> <p>Reflection and Feedback Have students reflect on their equipment maintenance practices during a game or training session. Provide feedback on their inspection, cleaning, and storage techniques.</p> <p>Technology Integration Guide students to use apps or tools to create maintenance schedules and track inspections.</p>			<p>knowledge Detailed knowledge about: Safety practices for equipment, jesses and injury protective wears</p>		

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			Then let them share online videos demonstrating advanced repair techniques for netball equipment.					
		(c) Maintaining safety of the netball facilities	<p>Brainstorm: Guide students to explain the concept of safety of netball facilities and their features</p> <p>Group Discussion: Guide students to inspect and clean the netball court and its surroundings</p> <p>Discussions Facilitate students' discussions on the importance of maintaining safe netball facilities for injury prevention and student performance. Discuss common risks and hazards in netball facilities and how they can be avoided.</p> <p>Facility Safety</p>	<ul style="list-style-type: none"> Explain the concept of safety of netball facilities and their features Discuss common risks and hazards in netball facilities related to safety of the netball court and its surrounding and their management strategies (e.g., uneven surfaces, slippery courts, damaged goalposts, or poor lighting). Conducting regular inspections of 	Safety of netball facilities maintained accordingly	<p>Knowledge evidence: Detailed knowledge of Method used: The student should explain: How to maintain safety practices of the netball court and its surrounding</p> <p>Principles: The student should explain: Principles for maintaining safety practices of the netball court and its surrounding</p> <p>Theories: The student should explain: • The concept of safety of the netball court and</p>	<p>The following tools, equipment, facilities and safety gears are to be available:</p> <ul style="list-style-type: none"> Jumping rope Treadmill or exercise bike Resistance bands Exercise ball Medicine balls Gloves Weighing scale, ergometer Exercise shoe stadiometer, 	

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			<p>Walkthroughs Conduct guided facility tours to help students identify potential hazards (e.g., cracks in the court, improper goalpost setup). Discuss how to address each hazard during the walkthrough.</p> <p>Practical Demonstrations Guide students to demonstrate cleaning of court surfaces, secure goalposts, and organize equipment to maintain safety. Show how to assess lighting, ventilation, and overall facility condition.</p> <p>Scenario-Based Role Play Present scenarios, such as "A student slips due to a wet spot on the court. What actions should be taken?" or "The lighting in the</p>	<p>facilities (e.g., assessing courts, changing rooms, and surrounding areas for safety).</p> <ul style="list-style-type: none"> • Applying proper cleaning and maintenance practices (e.g., ensuring clean courts, removing debris, and repairing surfaces). • Adhering to facility safety regulations (e.g., fire exits, evacuation procedures, and 		<p>its features</p> <ul style="list-style-type: none"> • The concept of safety of the netball court and its surrounding • How to maintain safety of the netball court and its surrounding and risks management strategies or how to avoid hazards • How to inspect, clean, make proper use and perform repair or maintenance of the netball court and its surrounding • How to adhere to facility safety regulations <p>Circumstantial</p>	<ul style="list-style-type: none"> • sphygmomanometer, • skinfold callipers, • first aid kit, • gym, playground or netball court • swimming pool, • sport wears or sport gears, • netball balls, whistle, • agility stick, • stop watch • cones, discs marker • masking tape • Safety checklists 	

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			<p>facility is dim. How can this be resolved? "Have students role-play effectively addressing these issues.</p> <p>Safety Drills Guide students to organize safety drills to simulate emergencies, such as fire evacuations or handling injuries on the court and on how to respond promptly and effectively.</p> <p>Risk Assessment Exercises Provide students with templates to conduct risk assessments of the netball facility. Encourage them to identify hazards, suggest mitigation strategies, and prioritize actions.</p> <p>Gamified Learning Create a competition among students where</p>	<p>safety signage).</p> <ul style="list-style-type: none"> • Reporting and addressing safety issues promptly (e.g., communicating hazards to facility managers or coaches). • 		<p>knowledge Detailed knowledge about: Safety practices in the netball court and its surrounding</p>	<p>and risk assessment templates.</p> <ul style="list-style-type: none"> • Posters highlighting facility maintenance guidelines. • Maintenance tracking apps or digital inspection logs. • Online tutorials or videos on facility safety and maintenance. • Cleaning supplies (e.g., mops, disinfectants) 	

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			<p>teams inspect a facility for hazards and score points for each issue identified and resolved. Use a safety scavenger hunt to make learning fun and engaging.</p> <p>Peer Teaching Assign students to research specific aspects of facility safety (e.g., proper court maintenance, lighting, or emergency exits). Have them present their findings to peers in creative ways, such as skits or visual presentations.</p> <p>Reflection and Feedback Encourage students to reflect on their facility safety practices and identify areas for improvement. Provide feedback on their performance during inspections, cleaning, or role-plays.</p>				<p>).</p> <ul style="list-style-type: none"> • Maintenance tools (e.g., repair kits, court marking tape). • Signage for safety instructions and emergency exits. • Progress tracking charts for facility inspections. • Visual aids for identifying hazards and solutions. 	

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	1.3 Preventing and managing injuries in netball	(a) Describing injury prevention and management strategies	<p>Brainstorm: Guide the students to explain the concept of injury and injury prevention in netball Guide the student to analyse injuries in netball and their causes</p> <p>Discussions Facilitate students' group discussions on common causes of sports injuries and their prevention. Discuss the importance of early intervention and proper recovery.</p> <p>Demonstrations Guide students to demonstrate proper warm-up and cool-down exercises to reduce injury risk. Show how to use protective gear, such as knee pads, braces, or ankle supports.</p>	<ul style="list-style-type: none"> Apply injury prevention techniques (e.g., proper warm-up and cool-down, stretching, and wearing appropriate gear). Recognizing signs and symptoms of common injuries (e.g., strains, sprains, or fractures) Administer basic first aid (e.g., applying the R.I.C.E. method: Rest, Ice, Compression, Elevation). Educate how to perform proper 	Injury prevention and management strategies practised accordingly	<p>Knowledge evidence of: Method used: The student should practice injury prevention and management in netball. Principles: The student should: Principles for maintaining injury prevention and management in netball Theories: The student should explain:</p> <ul style="list-style-type: none"> the concept of injury and their causes (e.g., poor warm-up, incorrect techniques, or unsafe environments) when to seek professional medical assistance (e.g., severe 	<p>The following tools, equipment, facilities and safety gears are to be available:</p> <ul style="list-style-type: none"> First aid Kit. Stretcher. Light blanket. Sterilizer. Towel Overall. Medical gloves. Safety boots. Injury prevention guidelines and posters. Handouts on basic first aid techniques and the R.I.C.E. method. Illustrated guides for warm-up and cool-down exercises. Injury 	123

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			<p>Role-Playing Provide scenarios such as "A student has twisted their ankle during a game. How would you manage the injury?" Allow students to role-play as responders using first aid techniques.</p> <p>Peer Teaching Assign students to research specific topics, such as the R.I.C.E. method, concussion management, or rehabilitation exercises. Have them teach their peers using presentations or demonstrations.</p> <p>Scenario Analysis and Problem-Solving Ask students to analyse real-life injury cases and discuss what could have been done to prevent or manage the injury effectively.</p>	rehabilitation and recovery processes (e.g., rest, physiotherapy, and gradual return to activity).		<p>injuries or persistent pain).</p> <ul style="list-style-type: none"> • How to recognize signs and symptoms of common injuries • How to administer basic first aid • how to perform proper rehabilitation and recovery processes <p>Circumstantial knowledge Detailed knowledge about: Safety precautions and measures before, during and after netball practices</p>	<p>prevention apps (e.g., stretching or exercise tutorials).</p> <ul style="list-style-type: none"> • Online videos demonstrating first aid techniques and injury management practices. • First aid kits, bandages, ice packs, and splints. • Sports equipment for practice, such as balls, braces, and protective gear. • Risk assessment templates for identifying potential injury causes. • Injury management checklists for 	

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			<p>Encourage students to suggest solutions and evaluate their effectiveness.</p> <p>Hands-On First Aid Training Guide students to apply basic first aid skills, such as wrapping bandages, applying ice packs, and elevating injured limbs. Practice these skills in small groups to ensure competency.</p> <p>Gamified Learning Create a quiz or game where students earn points for correctly identifying injury risks and recommending prevention strategies. Organize a "first aid relay," where teams compete to respond to simulated injuries quickly and accurately.</p> <p>Technology Integration Guide students to use</p>				first responders	

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			apps or online platforms to teach students about injury prevention exercises or first aid techniques. Share videos demonstrating proper rehabilitation and recovery techniques. Reflection and Feedback Encourage students to reflect on their own practices and identify areas for improvement in injury prevention. Provide feedback on their first aid performance during role-plays or drills.					
		(b) Rendering first aid	Brainstorm: Guide students to explain the concept of First Aid, the equipment found in a first aid Kit, and their uses. Practical Work:	<ul style="list-style-type: none"> Recognize emergency situations (e.g., identifying injuries or illnesses that require first aid). Administer basic first aid techniques 	Rendering first Aid performed successfully	Knowledge evidence: Detailed knowledge of: Method used: The student should explain: How to render first aid to different types of injuries in netball	The following tools, equipment, facilities and safety gears are to be available: The following tools, equipment, facilities and safety	

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			<p>Guide students to discuss safety precautions for first aid service providers, during the rendering of first aid and handling the casualties</p> <p>Guide students to approach, diagnose and mobilise the injured athlete before rendering first aid service</p> <p>Demonstrate the procedures for performing first aid to different injured athletes</p> <p>Activity: Practice rendering first aid to different types of injured athletes</p>	<p>(e.g., CPR, wound care, treating burns, and managing fractures).</p> <ul style="list-style-type: none"> Apply the principles of the DRSABCD approach (Danger, Response, Send for help, Airway, Breathing, Circulation, and Defibrillation). Use first aid equipment properly (e.g., bandages, splints, and defibrillators). Communicate effectively during emergencies (e.g., calming the injured person and relaying information to medical professionals). Document incidents 		<p>Principles: The student should explain : Techniques for administering first aid.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> How to recognize emergency situations How to administer basic first aid techniques How to apply the principles of the DRSABCD approach How to use first aid equipment properly How to communicate effectively during emergencies incidents accurately <p>Circumstantial knowledge Detailed knowledge about: Safety precautions to</p>	<p>gears are to be available:-</p> <ul style="list-style-type: none"> First aid Kit. Stretcher. Light blanket. Sterilizer. Towel Overall. Medical gloves. Safety boots First aid manuals and quick reference guides. Posters and flashcards detailing first aid procedures (e.g., CPR steps, wound care). First aid training apps (e.g., St. John Ambulance First Aid app). Online videos and tutorials demonstrating first aid 	

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				accurately (e.g., recording details of injuries and first aid provided).		be observed before, during and after rendering first aid services	techniques. <ul style="list-style-type: none"> • Fully stocked first aid kits, including bandages, splints, ice packs, and antiseptic wipes. • CPR mannequins and AED (Automated External Defibrillator) trainers. • Scenario cards for role-playing. • Charts or templates for documenting injuries and first aid provided 	
		(c) Performing Cardiopulmonary Resuscitation	Brainstorm: Guide students to explain the concept of Cardiopulmonary resuscitation (CPR)	<ul style="list-style-type: none"> • Diagnose cardiac arrest symptoms (e.g., no breathing, no pulse, and unresponsiveness). 	Cardiopulmonary Resuscitation (CPR) performed successfully	Knowledge evidence: Detailed knowledge of: Method used: The student should	The following tools, equipment, facilities and safety gears are to be available:	

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		n (CPR)	<p>Discussions Guide students to discuss the importance of CPR in saving lives and its impact during emergencies. Explain the DRSABCD action plan for responding to a person in cardiac arrest.</p> <p>Demonstrations by Experts Invite a certified CPR instructor or medical professional to demonstrate proper CPR techniques. Show how to use an AED safely and effectively.</p> <p>Hands-On Practice Provide each student with a CPR mannequin to practice chest compressions and rescue breaths. Teach the proper compression depth (5–6 cm) and rate (100–120 compressions per minute). Practice using</p>	<ul style="list-style-type: none"> Apply the DRSABCD protocol (Danger, Response, Send for help, Airway, Breathing, Circulation, Defibrillation). Perform effective chest compressions (e.g., correct depth, rate, and hand placement). Provide rescue breaths (e.g., ensuring airway openness and delivering breaths effectively). Use an Automated External Defibrillator (AED) (e.g., following instructions and ensuring safety). Coordinating CPR in a team environment (e.g., switching roles to maintain 		<p>practice performing of CPR</p> <p>Principles: The student should explain: The techniques to perform CPR</p> <p>Theories: The student should explain: -</p> <ul style="list-style-type: none"> the concept of Cardiopulmonary resuscitation (CPR) how to recognize cardiac arrest How to apply the DRSABCD protocol How to perform effective chest compressions How to provide rescue breaths How to use an Automated External Defibrillator (AED) How to coordinate CPR in a team 	<p>The following tools, equipment, facilities and safety gears are to be available:</p> <ul style="list-style-type: none"> First aid Kit. Stretcher. Light blanket. Sterilizer. Towel Overall. Medical gloves. Safety boots. mannequins or dummies CPR procedure handouts and posters (e.g., DRSABCD steps, AED usage). Quick reference cards for chest compressions and rescue breaths. CPR training apps (e.g., American Red Cross First Aid 	

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			<p>an AED trainer to follow prompts and deliver a simulated shock.</p> <p>Role-Playing Scenarios Simulate real-life emergencies where students perform CPR as first responders. Include variables such as working in teams or transitioning to AED use.</p> <p>Gamified Learning Create a timed CPR challenge where students aim to perform compressions and breaths correctly within a specific timeframe. Use quizzes or competitions to reinforce CPR knowledge and techniques.</p> <p>Peer Teaching Assign students to work in pairs, with one</p>	effectiveness).		<p>environment</p> <p>Circumstantial knowledge Detailed knowledge about: Safety precautions and measures, before, during and after performing CPR, equipment used and the casualties</p>	<p>app).</p> <ul style="list-style-type: none"> • Online tutorials or videos demonstrating correct CPR and AED usage. • CPR mannequins with compression feedback. • AED training devices with realistic prompts. • Protective face shields for practicing rescue breaths. • CPR feedback systems for immediate performance evaluation. • Timer tools or metronomes for practicing compression rates. 	

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			<p>performing CPR and the other observing and providing feedback. Rotate roles to ensure all students practice both giving and assessing CPR.</p> <p>Scenario Analysis Analyse real-life CPR case studies to discuss what went well and what could have been improved. Watch videos of professional CPR demonstrations to critique and learn best practices.</p> <p>Use of Technology Guide students to use apps or online simulations that provide step-by-step guidance for CPR and AED use. Use CPR mannequins with built-in feedback systems to measure depth, rate, and effectiveness.</p> <p>Reflection and Feedback Encourage</p>				•	

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			students to reflect on their performance and identify areas for improvement. Provide detailed feedback after practice sessions to help students refine their techniques.					
		(d) Analysing injury recovery and rehabilitation strategies	<p>Brainstorm: Guide the students to explain the concept of injury recovery and rehabilitation strategies</p> <p>Discussions Lead students' discussions on the stages of injury recovery and their characteristics. Explore factors that can accelerate or delay recovery, such as nutrition, rest, and adherence to therapy.</p> <p>Case Study Present case studies to students on injured athletes and their rehabilitation journeys.</p>	<ul style="list-style-type: none"> Recognize the phases of injury recovery (e.g., acute, subacute, and chronic phases). Demonstrate rehabilitation techniques (e.g., physical therapy, strength training, and mobility exercises). Recognize psychological aspects of recovery (e.g., motivation, dealing with frustration, and mental health support). Analyze factors 	Injury recovery and rehabilitation strategies analysed well	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain: How to analyse injury recovery and rehabilitation strategies</p> <p>Principles: The student should explain: Skills for performing exercises for recovery from injuries and rehabilitation</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> the concept of injury recovery and rehabilitation 	<ul style="list-style-type: none"> The following tools, equipment, facilities and safety gears are to be available: The following tools, equipment, facilities and safety gears are to be available: First aid Kit. Stretcher. Light blanket. Sterilizer. Towel Overall. Medical 	

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			<p>Analyze the recovery strategies used and discuss the outcomes.</p> <p>Practical Demonstrations Demonstrate specific rehabilitation exercises (e.g., range-of-motion exercises, strength training). Show how to use rehabilitation tools, such as resistance bands or balance boards.</p> <p>Role-playing Scenarios Assign students roles as physical therapists, patients, or caregivers in simulated injury recovery situations. Practice creating and implementing rehabilitation plans.</p> <p>Guest Lectures or Workshops Invite physiotherapists, sports scientists, or psychologists to</p>	<p>influencing recovery (e.g., severity of the injury, adherence to treatment, and access to resources).</p> <ul style="list-style-type: none"> Evaluate rehabilitation outcomes (e.g., functional improvements and return-to-sport readiness). Create injury management and recovery plans (e.g., tailored exercise programs and timelines) 		<p>strategies</p> <ul style="list-style-type: none"> the importance of recovery and rehabilitation exercises the phases of injury recovery rehabilitation technique psychological aspects of recovery Factors influencing recovery How to evaluate rehabilitation outcomes Creating injury management and recovery plans <p>Circumstantial knowledge Detailed knowledge about: Safety precautions and measures, before, during and after performing exercises for injury recovery and rehabilitation</p>	<p>gloves.</p> <ul style="list-style-type: none"> Safety boots . Court diagrams with labeled zones (e.g., center circle, shooting circle). Equipment checklists (e.g., ball specifications, bib color coding, required student attire). Handouts on the importance of proper attire and 	

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			<p>discuss rehabilitation techniques and mental health strategies. Allow students to ask questions and engage in hands-on activities.</p> <p>Technology Integration Use rehabilitation tracking apps to monitor progress and analyze recovery patterns. Watch videos demonstrating effective injury recovery techniques</p> <p>Group Projects Assign teams to design recovery plans for specific injuries (e.g., ACL tear, shoulder dislocation). Have teams present their plans, including exercises, timelines, and expected</p>				<p>safety equipment in netball.</p> <ul style="list-style-type: none"> • Interactive court layout apps for practice. • Online resources and videos demonstrating netball positions, court zones, and equipment use. • Virtual training tools that simulate the selection of appropriate attire and equipment. 	

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				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>outcomes.scenari o Analysis and Reflection Analyze hypothetical recovery scenarios, discussing possible strategies and predicting outcomes. Encourage students to reflect on personal experiences with injuries and recovery. Gamified Learning Create quizzes or challenges where students identify the best recovery strategies for different injuries. Use games to</p>				<ul style="list-style-type: none"> • Netballs , bibs, cones, and whistles for practice. • Visual aids showing different types of footwear, jerseys, and other protective gear. • Printed versions of netball rules and guidelines for equipment and attire. • Court layout templates and design 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>simulate rehabilitation progress, incorporating challenges like setbacks or milestones</p> <p>Reflection and Feedback After practical activities or group projects, encourage students to reflect on their work and identify areas for improvement. Provide constructive feedback on their analysis and decision-making.</p>				<p>software for planning and mapping netball courts.</p> <ul style="list-style-type: none"> • Games and quizzes to test knowledge of netball court areas, equipment, and attire. • 	
2.0 Performing exercises for physical fitness	2.1 Performing exercises for healthy-related physical fitness	(a) Performing exercises for improving	Brainstorm: Guide students to explain the concept of physical fitness,	<ul style="list-style-type: none"> • Measure body composition and identify suitable body 	Exercises for improving body composition performed	Knowledge evidence: Detailed Knowledge of: Method used:	The following tools, equipment, facilities and	120

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
		body composition	<p>health-related physical fitness and body composition</p> <p>Practical Work: Guide students to measure their body composition Guide students to perform suitable exercises to improve body composition.</p> <p>Activity: Organize the students into manageable groups to discuss the importance of exercises for body composition and the suitable body composition for netball students</p>	<p>composition for netball students</p> <ul style="list-style-type: none"> • Perform suitable exercises to improve body composition 	accordingly	<p>The student should explain: How to perform exercises for improving body composition</p> <p>Principles: The student should perform exercises for improving body composition.</p> <p>Theories: The student should: <ul style="list-style-type: none"> • Explain the concepts of physical fitness, health-related physical fitness and body composition • How to measure body composition of netball students • The importance of exercises for body composition • How to perform exercises to improve body composition </p> <p>Circumstantial knowledge Detailed knowledge</p>	<p>safety gears are to be available: The following tools, equipment, facilities and safety gears are to be available:: -</p> <p>Exercise shoe</p> <ul style="list-style-type: none"> • Jumping rope • Treadmill or exercise bike • Resistance bands • Exercise ball • Medicine balls • Gloves • Weighing scale, • ergometer, • stadiometer, • sphygmomanometer, • skinfold 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						about: Safety precautions and measures, before, during and after performing exercises to improve body composition	<ul style="list-style-type: none"> • callipers, • first aid kit, • gym, • playground or netball court • court • swimming pool, • sport wears or sport gears, • netball balls, whistle, • agility stick, • stop watch • cones, discs marker • masking tape 	
		(b) Performing exercises for improving flexibility	Brainstorm: Guide students to explain the concept of flexibility Practical Work: Guide students to	<ul style="list-style-type: none"> • Measure flexibility of netball students • Perform suitable exercises to improve flexibility 	Exercises for improving flexibility performed accordingly	Knowledge evidence of: Method used: The student should explain: how to	The following tools, equipment, facilities and safety gears are	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Numbe r of Period s per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			measure their flexibility Guide students to perform suitable exercises to improve flexibility. Activity: Organize the students into manageable groups to discuss the importance of flexibility for netball students			perform exercises for improving flexibility Principles: The student should explain: Principles of performing exercises for improving flexibility Theories: The student should: <ul style="list-style-type: none"> • Explain the concept of flexibility • How to measure flexibility and identify of netball students • The importance of exercises for flexibility • How to perform exercises to improve flexibility Circumstantial knowledge Detailed knowledge about: Safety precautions and measures, before, during and after	to be available: The following tools, equipment, facilities and safety gears are to be available:: - Exercise shoe <ul style="list-style-type: none"> • Jumping rope • Treadmill or exercise bike • Resistance bands • Exercise ball • Medicine balls • Gloves • Weighing scale, • ergometer, • stadiometer, • sphygmomanometer, • skinfold callipers, 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						performing exercises to improve flexibility	<ul style="list-style-type: none"> • first aid kit, • gym, playground or netball court • swimming pool, • sport wears or sport gears, • netball balls, whistle, • agility stick, • stop watch • cones, discs marker • masking tape 	
		(c) Performing exercises for improving muscular endurance	Brainstorm: Guide students to explain the concept of muscular endurance Practical Work: Guide students to measure their muscular	<ul style="list-style-type: none"> • Measure muscular endurance of netball students • Perform suitable exercises to improve muscular endurance 	Exercises for improving muscular endurance performed appropriately	Knowledge evidence: Detailed Knowledge of: Method used: The student should explain: How to perform	The following tools, equipment, facilities and safety gears are to be available:	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Numbe r of Period s per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>endurance Guide students to perform suitable exercises to improve muscular endurance. Activity: Organize the students into manageable groups to discuss the importance of muscular endurance for netball students</p>			<p>exercises for muscular endurance Principles: The student should explain: Principles of performing exercises for improving muscular endurance Theories: The student should explain:</p> <ul style="list-style-type: none"> • the concept of muscular endurance • How to measure muscular endurance of netball students • The importance of exercises for muscular endurance • How to perform exercises to improve muscular endurance <p>Circumstantial knowledge Detailed knowledge about: Safety precautions and measures, before, during and after</p>	<p>The following tools, equipment, facilities and safety gears are to be available: Exercise shoe</p> <ul style="list-style-type: none"> • Jumping rope • Treadmill or exercise bike • Resistance bands • Exercise ball • Medicine balls • Gloves • Weighing scale, • ergometer, • stadiometer, • sphygmomanometer, • skinfold callipers, 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						performing exercises to improve muscular endurance	<ul style="list-style-type: none"> • first aid kit, • gym, playground or netball court • swimming pool, • sport wears or sport gears, • netball balls, whistle, • agility stick, • stop watch • cones, discs marker • masking tape 	
		(d) Performing exercises for improving muscular strength	<p>Brainstorm: Guide students to explain the concept of muscular strength</p> <p>Practical Work: Guide students to</p>	<ul style="list-style-type: none"> • Measure muscular strength and identify suitable muscular strength for netball students • Perform suitable exercises to improve 	Exercises for improving muscular strength performed accordingly	<p>Knowledge evidence: Detailed Knowledge of: Method used: The student should explain: How to perform</p>	The following tools, equipment, facilities and safety gears are to be available:	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			measure their muscular strength Guide students to perform suitable exercises to improve muscular strength Activity: Organize the students into manageable groups to discuss the importance of muscular strength for netball students	muscular strength		exercises for improving muscular strength Principles: The student should explain: Principles of performing exercises for improving muscular strength Theories: The student should explain: <ul style="list-style-type: none"> • the concept of muscular strength • Measure muscular strength of netball students • The importance of exercises for muscular strength • How to perform suitable exercises to improve muscular strength Circumstantial knowledge Detailed knowledge about: Safety precautions and	The following tools, equipment, facilities and safety gears are to be available: - Exercise shoe <ul style="list-style-type: none"> • Jumping rope • Treadmill or exercise bike • Resistance bands • Exercise ball • Medicine balls • Gloves • Weighing scale, • ergometer, • stadiometer, • sphygmomanometer, • skinfold callipers, 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						measures, before, during and after performing exercises to improve muscular strength	<ul style="list-style-type: none"> • first aid kit, • gym, playground or netball court • swimming pool, • sport wears or sport gears, • netball balls, whistle, • agility stick, • stop watch • cones, discs marker • masking tape 	
		(e) Performing exercises for improving cardiovascular endurance	Brainstorm: Guide students to explain the concept of cardiovascular endurance Practical Work:	<ul style="list-style-type: none"> • Measure cardiovascular endurance and identify suitable cardiovascular endurance for netball students 	Exercises for improving cardiovascular endurance performed accordingly	Knowledge evidence: Detailed Knowledge of: Method used: The student should explain: How to perform	The following tools, equipment, facilities and safety gears are to be available:	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Numbe r of Period s per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>Guide students to measure their cardiovascular endurance</p> <p>Guide students to perform suitable exercises to improve cardiovascular endurance</p> <p>Activity: Organize the students into manageable groups to discuss the importance of cardiovascular endurance for netball students</p>	<ul style="list-style-type: none"> Perform suitable exercises to improve cardiovascular endurance 		<p>exercises for improving cardiovascular endurance</p> <p>Principles: The student should explain: Principles of performing exercises for improving cardiovascular endurance</p> <p>Theories: The student should: Explain:</p> <ul style="list-style-type: none"> the concept of cardiovascular endurance How to measure cardiovascular endurance of netball students the importance of exercises for cardiovascular endurance how to perform suitable exercises to improve cardiovascular 	<p>The following tools, equipment, facilities and safety gears are to be available:: -</p> <p>Exercise shoe</p> <ul style="list-style-type: none"> Jumping rope Treadmill or exercise bike Resistance bands Exercise ball Medicine balls Gloves Weighing scale, ergometer, stadiometer, sphygmomanometer, skinfold callipers, 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						endurance Circumstantial knowledge Detailed knowledge about: Safety precautions and measures, before, during and after performing exercises to improve cardiovascular endurance	<ul style="list-style-type: none"> • first aid kit, • gym, playground or netball • court • swimming pool, • sport wears or sport gears, • netball balls, whistle, • agility stick, • stop watch • cones, discs marker • masking tape 	
	2.2 Performing exercises for performance-related physical fitness	(a) Performing exercises for improving balance	Brainstorm: Guide students to explain the concept of performance-related physical fitness and balance Practical Work:	<ul style="list-style-type: none"> • Measure balance of netball students • Perform suitable exercises to improve balance 	Exercises for improving balance performed appropriately	Knowledge evidence: Detailed Knowledge of: Method used: The student should explain: How to perform	The following tools, equipment, facilities and safety gears are to be available:	144

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>Guide students to measure their balance Guide students to perform suitable exercises to improve balance</p> <p>Activity: Organize the students into manageable groups to discuss the importance of exercises for balance and the suitable balance for netball students</p>			<p>exercises for improving balance Principles: The student should explain: Principles of performing exercises for improving balance. Theories: The student should explain:</p> <ul style="list-style-type: none"> • The concepts of performance-related physical fitness and balance • How to measure balance and • The importance of exercises for balance • How to perform appropriate exercises to improve balance <p>Circumstantial knowledge Detailed knowledge about: Safety precautions and measures, before,</p>	<p>The following tools, equipment, facilities and safety gears are to be available:: -</p> <p>Exercise shoe</p> <ul style="list-style-type: none"> • Jumping rope • Treadmill or exercise bike • Resistance bands • Exercise ball • Medicine balls • Gloves • Weighing scale, • ergometer, • stadiometer, • sphygmomanometer, • skinfold callipers, 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						during and after performing exercises to improve balance	<ul style="list-style-type: none"> • first aid kit, • gym, playground or netball court • swimming pool, • sport wears or sport gears, • netball balls, whistle, • agility stick, • stop watch • cones, discs marker • masking tape 	
		(b) Performing exercises for improving agility	<p>Brainstorm: Guide students to explain the concept of agility</p> <p>Practical Work: Guide students to</p>	<ul style="list-style-type: none"> • Measure agility of netball students • Perform suitable exercises to improve agility 	Exercise for improving agility performed accordingly	<p>Knowledge evidence: Detailed Knowledge of: Method used: The student should explain: How to perform</p>	The following tools, equipment, facilities and safety gears are to be available:	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>measure their agility Guide students to perform suitable exercises to improve agility.</p> <p>Activity: Organize the students into manageable groups to discuss the importance of agility for netball students</p>			<p>exercises for improving agility Principles: The student should explain: Principles of performing exercises to improve agility Theories: The student should explain:</p> <ul style="list-style-type: none"> • The concept of agility • How to measure agility students • The importance of exercises for agility • How to perform appropriate exercises to improve agility <p>Circumstantial knowledge Detailed knowledge about: Safety precautions and measures, before, during and after performing exercises to improve agility</p>	<p>The following tools, equipment, facilities and safety gears are to be available:: -</p> <p>Exercise shoe</p> <ul style="list-style-type: none"> • Jumping rope • Treadmill or exercise bike • Resistance bands • Exercise ball • Medicine balls • Gloves • Weighing scale, • ergometer, • stadiometer, • sphygmomanometer, • skinfold callipers, 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
							<ul style="list-style-type: none"> • first aid kit, • gym, playground or netball • court • swimming pool, • sport wears or sport gears, • netball balls, whistle, • agility stick, • stop watch • cones, discs marker • masking tape 	
		(c) Performing exercises for improving coordination	Brainstorm: Guide students to explain the concept of coordination Practical Work: Guide students to measure their	<ul style="list-style-type: none"> • Measure coordination of netball students • Perform appropriate exercises to improve coordination 	Exercises for improving coordination performed appropriately	Knowledge evidence: Detailed Knowledge of: Method used: The student should explain: How to perform	The following tools, equipment, facilities and safety gears are to be available:	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>coordination level Guide students to perform suitable exercises to improve coordination</p> <p>Activity: Organize the students into manageable groups to discuss the importance of coordination for netball students</p>			<p>exercises for coordination Principles: The student should explain: Principles of performing exercises for improving coordination Theories: The student should explain:</p> <ul style="list-style-type: none"> • the concept of coordination • How to measure coordination and identify suitable coordination for netball students • The importance of exercises for coordination • How to perform suitable exercises to improve muscular endurance <p>Circumstantial knowledge Detailed knowledge about: Safety precautions and</p>	<p>The following tools, equipment, facilities and safety gears are to be available:: -</p> <p>Exercise shoe</p> <ul style="list-style-type: none"> • Jumping rope • Treadmill or exercise bike • Resistance bands • Exercise ball • Medicine balls • Gloves • Weighing scale, • ergometer, • stadiometer, • sphygmomanometer, • skinfold callipers, 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						measures, before, during and after performing exercises for improving coordination	<ul style="list-style-type: none"> • first aid kit, • gym, playground or netball court • swimming pool, • sport wears or sport gears, • netball balls, whistle, • agility stick, • stop watch • cones, discs marker • masking tape 	
		(d) Performing exercises for improving speed	Brainstorm: Guide students to explain the concept of speed Practical Work: Guide students to measure their muscular	<ul style="list-style-type: none"> • Measure speed of netball students • Perform suitable exercises to improve speed 	Exercises for improving speed performed accordingly	Knowledge evidence: Detailed Knowledge of: Method used: The student should explain: Principles of	The following tools, equipment, facilities and safety gears are to be available:	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>strength</p> <p>Guide students to perform suitable exercises to improve speed</p> <p>Activity: Organize the students into manageable groups to discuss the importance of speed for netball students</p>			<p>performing exercises for improving speed</p> <p>Principles: The student should explain: Principles of performing exercises for improving speed</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • the concept of speed. • How to measure speed of netball students • Discuss the importance of exercises for speed • Perform appropriate exercises to improve speed <p>Circumstantial knowledge Detailed knowledge about: Safety precautions and measures, before, during and after performing exercises to improve speed</p>	<p>The following tools, equipment, facilities and safety gears are to be available:: -</p> <p>Exercise shoe</p> <ul style="list-style-type: none"> • Jumping rope • Treadmill or exercise bike • Resistance bands • Exercise ball • Medicine balls • Gloves • Weighing scale, • ergometer, • stadiometer, • sphygmomanometer, • skinfold callipers, 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
							<ul style="list-style-type: none"> • first aid kit, • gym, playground or netball • court • swimming pool, • sport wears or sport gears, • netball balls, whistle, • agility stick, • stop watch • cones, discs marker • masking tape 	
		(e) Performing exercises for improving power	Brainstorm: Guide students to explain the concept of power Practical Work: Guide students to measure their power	<ul style="list-style-type: none"> • Measure power of netball students • Perform suitable exercises to improve power 	Exercises for improving power performed appropriately	Knowledge evidence: Detailed Knowledge of: Method used: The student should explain: How to perform	The following tools, equipment, facilities and safety gears are to be available:	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>endurance</p> <p>Guide students to perform suitable exercises to improve power</p> <p>Activity: Organize the students into manageable groups to discuss the importance of power for netball students</p>			<p>exercises for improving cardiovascular endurance</p> <p>Principles: The student should explain: Principles of performing exercises for improving power</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • the concept of power • how to measure power • The importance of exercises for power • How to perform exercises to improve power <p>Circumstantial knowledge Detailed knowledge about: Safety precautions and measures, before, during and after performing exercises for improving power</p>	<p>The following tools, equipment, facilities and safety gears are to be available:: -</p> <p>Exercise shoe</p> <ul style="list-style-type: none"> • Jumping rope • Treadmill or exercise bike • Resistance bands • Exercise ball • Medicine balls • Gloves • Weighing scale, • ergometer, • stadiometer, • sphygmomanometer, • skinfold callipers, 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
							<ul style="list-style-type: none"> • first aid kit, • gym, playground or netball court • swimming pool, • sport wears or sport gears, • netball balls, whistle, • agility stick, • stop watch • cones, discs marker • masking tape 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
		(f) Performing exercises for improving reaction time	<p>Brainstorm: Guide students to explain the concept of reaction time</p> <p>Practical Work: Guide students to measure their reaction time Guide students to perform suitable exercises to improve reaction time</p> <p>Activity: Organize the students into manageable groups to discuss the importance of reaction time for netball students</p>	<ul style="list-style-type: none"> • Measure reaction time of netball students • Perform suitable exercises to improve reaction time 	Exercises for improving reaction time performed accordingly	<p>Knowledge evidence: Detailed Knowledge of: Method used: The student should explain: How to perform exercises for improving reaction time Principles: The student should explain: Principles of performing exercises for improving reaction time Theories: The student should explain: The concept of reaction time</p> <ul style="list-style-type: none"> • How to measure reaction time • The importance of exercises for reaction time • How to perform appropriate exercises to improve 	<p>The following tools, equipment, facilities and safety gears are to be available: The following tools, equipment, facilities and safety gears are to be available:: - Exercise shoe</p> <ul style="list-style-type: none"> • Jumping rope • Treadmill or exercise bike • Resistance bands • Exercise ball • Medicine balls • Gloves • Weighing scale, • ergometer, • stadiometer, 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						reaction time Circumstantial knowledge Detailed knowledge about: Safety precautions and measures, before, during and after performing exercises for improving reaction time	<ul style="list-style-type: none"> • sphygmomanometer, • skinfold callipers, • first aid kit, • gym, playground or netball court • swimming pool, • sport wears or sport gears, • netball balls, whistle, • agility stick, • stop watch • cones, discs marker • masking tape 	
3.0 Performing netball in	3.1 Performing fundamental skills	(a) Practising throwing	Brainstorm: Guide students to	Perform fundamental skills in netball (hold,	Fundamental skills of (holding,	Knowledge evidence: Detailed knowledge	The following	84

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
accordance to rules	in netball	and receiving the ball	<p>explain the concept of netball skills, throwing and receiving the ball</p> <p>Practical Work: Guide the students to practice holding, throwing and receiving the ball in netball</p> <p>Guide students to practice passing skills in netball</p> <p>Activity: Guide the students to discuss different types of passes in netball and factors influencing the choice of a pass during a game session</p>	<p>throw and receive the ball)</p> <p>Perform different types of passes</p>	<p>throwing, receiving the ball and passing) practised properly</p>	<p>of: Method used: The student should explain: How to perform holding, throwing, receiving, and passing skills in netball</p> <p>Principles: The student should explain: Fundamental skills of holding, throwing, receiving, and passing in netball</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • concept of netball skills, • concepts of throwing and receiving the ball • Types of passes in netball <p>Circumstantial knowledge: Detailed knowledge about:</p>	<p>tools, equipment, facilities and safety gears are to be available: The following tools, equipment, facilities and safety gears are to be available:: -</p> <p>Exercise shoe</p> <ul style="list-style-type: none"> • Jumping rope • Treadmill or exercise bike • Resistance bands • Exercise ball • Medicine balls • Gloves • Weighing scale, • ergometer, • stadiometer, • sphygmoman 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						<ul style="list-style-type: none"> • Safety precautions and measures, before, during and after practices 	<ul style="list-style-type: none"> • ometor, • skinfold callipers, • first aid kit, • gym, playground or netball court • swimming pool, • sport wears or sport gears, • netball balls, whistle, • agility stick, • stop watch • cones, discs marker • masking tape 	
		(b) Practising footwork	Brainstorm: Guide students to explain the concept of	<ul style="list-style-type: none"> • Practice footwork skills in netball • Practice different 	Footwork skills in netball performed appropriately	Knowledge evidence: Detailed knowledge of:	The following tools, equipment, facilities and safety	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			footwork skills and identify different types of footwork in netball Practical Work: Guide the students to practice different types of footwork in netball • Activity: Assign each student to practice different exercises for improving footwork: Landing, pivoting and stepping	exercises for improving footwork in netball		Method used: The student should explain: - How to perform footwork skills in netball Principles: The student should explain: Techniques for performing Footwork skills in a netball Theories: The student should explain: <ul style="list-style-type: none"> • The concept of footwork skills in netball • how to perform different types of footwork: landing, pivoting and stepping skills in netball • how to apply different footwork rules in netball • how to practice different exercises 	gears are to be available: The following tools, equipment, facilities and safety gears are to be available:: <ul style="list-style-type: none"> • Netball court • Goal post • Balls • Student's attire (Jesy, bibs, knee and ankle guard) • Training markers (mask tapes, cones and discs) • Stopwatches/timers • Note books and pens 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						for improving footwork skills in netball Circumstantial knowledge: Detailed knowledge about: Safety precautions while performing footwork skills in netball.		
		(c) Practising shooting.	Brainstorm: Guide students to explain shooting in netball, identify types of shots and practice Practical Work: Guide the students to perform different types of shots in netball Activity: Assign each student to practice shooting from different direction Organize students in manageable groups to perform different	<ul style="list-style-type: none"> • apply the correct techniques of shooting in netball • Practice different exercises for improving shooting in netball 	Shooting skill in netball performed accordingly.	Knowledge evidence: Detailed knowledge of: Method used: The student should explain: How to perform shooting skills in netball Principles: The student should explain: Techniques of shooting skills in a netball game Theories: The student should	The following tools, equipment, facilities and safety gears are to be available: The following tools, equipment, facilities and safety gears are to be available:: <ul style="list-style-type: none"> • Netball court • Goal post • Balls • Student's attire (Jesy, bibs, knee and ankle 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			exercises for improving shooting in netball			explain: <ul style="list-style-type: none"> • Concept of shooting skills in netball • how to perform different types of shots in netball • how to perform different techniques of shooting from different directions/angles in netball • how to perform various practice drills for improving shooting in netball Circumstantial knowledge: Detailed knowledge about: Safety precautions while performing footwork skills in netball.	guard) <ul style="list-style-type: none"> • Training markers (mask tapes, cones and discs) • Stopwatches/timers • Note books and pens 	
	3.2 Using netball rules	(a) Describing area of play, equipment	Demonstrations of Equipment Use Demonstrate the proper way to handle and use netball	Demonstrate proper way to handle and use the netball court, equipment, and attires	The netball court, equipment and attires in netball described accordingly	Knowledge evidence: Detailed knowledge of: Method used: The student should	<ul style="list-style-type: none"> • The following tools, equipment, facilities and safety gears are 	108

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		and attires in netball	equipment, such as the ball (how to pass, shoot, and dribble). Show how to wear the netball bib correctly and explain its significance for student identification. Discuss and demonstrate how to use whistles for signaling during the game. Role-Playing and Simulation Have students role-play as different positions (e.g., goal shooter, center) while using the court and equipment in practice scenarios. Simulate actual match situations where students must identify the position of students, the court zones, and use the equipment properly. Demonstration Show the difference	during play		describe netball court, equipment and attires used in netball Principles: The student should explain: The netball court layout, the necessary equipment, and appropriate attire required to perform optimally and safely during play. Theories: The student should explain: <ul style="list-style-type: none"> the dimensions and layout of a netball court (e.g., size, markings, and zones). the different positions and their roles on the court (e.g., center, goal keeper, goal shooter, etc.). the equipment used in netball (e.g., netball, bibs, 	to be available: <ul style="list-style-type: none"> The following tools, equipment, facilities and safety gears are to be available:: <ul style="list-style-type: none"> Netball court Goal post Balls Student's attire (Jesy, bibs, knee and ankle guard) Training markers (mask tapes, cones and discs) Stopwatches/timers Note books and pens Score board 	

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			<p>between suitable and unsuitable attire for netball (e.g., appropriate footwear, breathable clothing). Discuss why certain clothing and equipment are necessary to prevent injury and optimize performance (e.g., ankle supports, non-slip shoes).</p> <p>Group Project: Court Layout and Design Have students work in small groups to design an ideal netball court layout and label key areas, zones, and markings. Discuss the benefits of a well-designed court for optimal gameplay.</p> <p>Guided Research and Presentations Assign students to research the history and evolution of netball equipment (e.g.,</p>			<p>whistles, and cones).</p> <ul style="list-style-type: none"> • Explaining the appropriate attire for netball students (e.g., appropriate shoes, jerseys, and protective gear). • the importance of safety and comfort in netball attire and equipment (e.g., injury prevention, mobility, and performance enhancement). <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • Safety precautions and measures before, during and after performing exercises 		

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			<p>changes in ball materials, bib designs, or court sizes). Have them present their findings on how equipment and attire have evolved to suit the needs of modern students.</p> <p>Simulated Match Play Organize a practice match where students must apply knowledge of court areas, equipment, and attire during actual gameplay. Ensure students wear the correct attire and use the equipment according to netball standards.</p> <p>Technology Integration Use virtual or augmented reality (VR/AR) apps to explore a 3D model of a netball court and simulate gameplay from different</p>					

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			positions. Use apps or websites that allow students to visualize and explore various netball equipment and attire, helping them to make informed decisions. Reflection and Feedback After completing activities like court layout or simulated match play, ask students to reflect on how well they understood the areas of play, equipment use, and attire. Provide constructive feedback on their understanding of the court setup and their ability to identify and utilize equipment and attire appropriately.					
		(b) Analysing ball playing	Interactive Rule Explanations and Discussions Introduce the fundamental ball-playing rules of netball	Interpret the ball playing rule, duration and timing during play (e.g., when to pass, the 3-second rule, and shot	Game-playing rule, duration and timing observed accordingly.	Knowledge evidence: Detailed knowledge of: Method used: The student should	The following tools, equipment, facilities and safety gears are to be available:	

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		rule, duration and timing	through explanations and discussions (e.g., what constitutes footwork, when the ball can be held, and the rules for passing and shooting). Use examples of common mistakes (e.g., travelling, holding the ball too long) to illustrate the rules. Demonstration and Role-Play of Ball Playing Rules Demonstrate correct passing techniques (e.g., chest pass, bounce pass) and footwork through hands-on practice. Role-play common game situations where students must make quick decisions based on timing (e.g., passing the ball within 3 seconds, getting the ball into the shooting circle within a limited	timing).		explain: The ball playing rule, duration and timing in netball Principles: The student should explain The ball playing rule, match duration and timing Theories: The student should explain: <ul style="list-style-type: none"> The basic ball-playing rules in netball (e.g., footwork, holding the ball, passing, and shooting). How the game is structured (e.g., quarters, match duration, and break times, match length and extra time) The importance of managing time during the game (e.g., clock management, game 	The following tools, equipment, facilities and safety gears are to be available:: <ul style="list-style-type: none"> Netball court Goal post Balls Student's attire (Jesy, bibs, knee and ankle guard) discs) Note books and pens Score board Rulebooks and simplified charts of key rules (e.g., 3-second rule, footwork rules, ball-handling violations). Game timer and quarter breakdown schedules for timing exercises. 	

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			<p>time).</p> <p>Video Analysis of Netball Matches Show clips of professional netball matches and pause at key moments to discuss the application of rules (e.g., identifying when students violate the 3-second rule or when a pass is successfully executed). Have students analyze how time and timing influence the flow of the game.</p> <p>Simulated Game Scenarios with Focus on Timing Set up mock match situations where students must apply rules under timed conditions (e.g., completing a pass within 3 seconds or shooting within a specific time frame). Have students perform</p>			<p>flow, and transitions between phases).</p> <ul style="list-style-type: none"> • The rules related to ball possession (e.g., turnover, how possession is gained, and penalties). • How timing rules applied during play (e.g., when to pass, the 3-second rule, and shot timing). <p>Circumstantial knowledge: Detailed knowledge about: Safety precautions and measures before, during and after performing netball game</p>	<ul style="list-style-type: none"> • Diagrams explaining how and when ball possession changes during penalties or turnovers. • Stopwatch apps for timing drills and practice. • Video clips of professional netball games for rule analysis and timing discussions. • Online quizzes to test students on rules and timing concepts. • Netballs, cones, and bibs for practice sessions and drills. • Timers or countdown clocks to track duration and manage game 	

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			<p>quick transitions (e.g., turning defense into attack) while adhering to timing rules.</p> <p>Group Discussions on Duration and Timing Strategies Discuss the overall structure of a netball game, including the four quarters, halftime, and break duration. Engage students in discussions about how teams manage time during the game (e.g., when to speed up or slow down the play).</p> <p>Timed Drills and Activities Conduct drills where students must complete specific tasks (e.g., pass, move, and shoot) within a limited time frame. Use a countdown timer to simulate the pressure of match conditions and ensure students can perform</p>				<p>timing.</p> <ul style="list-style-type: none"> • Court markers for simulating gameplay situations. • Timed drill worksheets and checklists to track timing and rule application during practice. • Video playback tools for analyzing gameplay footage. • Feedback sheets for students to reflect on their application of rules and timing during practice. 	

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			<p>under time constraints.</p> <p>Simulating Penalty Situations and Turnovers Create drills where students must quickly recover the ball after a turnover or penalty situation (e.g., a footwork violation or offside). Focus on how to restart play under specific circumstances, such as from a free pass or when possession changes.</p> <p>Game Time and Score Management Activities Discuss the role of time management in games, such as how teams use their timeouts or slow down play to protect a lead. Have students manage a simulated match scenario where they are responsible for clock management</p>					

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			<p>(e.g., ensuring the team is not rushing passes or shots).</p> <p>Peer Feedback and Reflection After each simulated game or drill, ask students to reflect on their ability to follow the ball-playing rules and manage time during the game. Provide peer feedback on how well timing was applied during the game or specific drills.</p> <p>Role of the Umpire and Game Officials Explain the umpire's role in enforcing rules related to ball handling, timing, and penalties. Role-play umpire and student interactions during critical moments of a match (e.g., during a footwork violation, when the ball is held too long, or during a</p>					

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			turnover).					
		(c) Analysing rules of violation, fouls and penalties in netball	<p>Brainstorm: Guide students to identify violations, fouls and penalties in netball. Briefly introduce the key rules regarding fouls and violations (e.g., footwork, obstruction, and contact). Explain the types of penalties (e.g., free pass, penalty pass, and turnover).</p> <p>Role-Playing Violations Set up scenarios where students perform different fouls or violations (e.g., a student obstructing another or committing a footwork violation). Discuss the consequences and how the game should proceed after each violation.</p>	<ul style="list-style-type: none"> Evaluate the penalties assigned for specific fouls and violations. Apply the knowledge of rules during gameplay scenarios. 	Rules of violation, fouls and penalties in netball analysed accordingly	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain: Rules of violation, fouls and penalties applied in netball Principles: The student should explain: The rule of violation, fouls and penalties in netball Theories: The student should explain:</p> <ul style="list-style-type: none"> different types of violations and fouls in netball common violations in netball (e.g., footwork, contact, obstruction, and offside). The consequences of violations (e.g., turnovers, free passes, and 	<p>The following tools, equipment, facilities and safety gears are to be available: The following tools, equipment, facilities and safety gears are to be available::</p> <ul style="list-style-type: none"> Netball court Goal post Balls Student's attire (Jesy, bibs, knee and ankle guard) Training markers (mask tapes, cones and discs) Stopwatches/timers Note books and pens Score board Rulebooks outlining different types 	

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			<p>Simulate a Game with Foul Management Have students play a simulated match while focusing on preventing fouls and managing penalties. The coach should stop the game whenever a foul is committed and explain the infraction, its penalty, and how it can be avoided.</p> <p>Reflection and Feedback After the session, ask students to reflect on how well they adhered to the rules and managed fouls. Provide constructive feedback on their performance, especially in preventing common violations.</p>			<p>penalties).</p> <ul style="list-style-type: none"> • The difference between a foul and a violation in terms of severity and consequences. • Situations where fouls or violations occur (e.g., contact fouls during defense, obstruction when guarding a student). • how fouls and violations impact the flow of the game (e.g., momentum shifts, scorekeeping, and strategic implications). • How to apply knowledge of rules to manage in-game situations (e.g., knowing how to handle fouls or violations, making the right decisions on the court) 	<p>of fouls, violations, and penalties.</p> <ul style="list-style-type: none"> • Diagrams of common foul scenarios (e.g., footwork, contact, and obstruction). • Penalty guidelines with examples and consequences. • Video clips of netball matches highlighting fouls and violations. • Interactive quizzes and games to reinforce understanding of fouls, violations, and penalties. • Apps for tracking penalties and fouls during 	

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						<p>Circumstantial knowledge: Detailed knowledge about: Safety precautions and measures before, during and after performing netball rules</p>	<p>practice games.</p> <ul style="list-style-type: none"> • Netballs, cones, and markers for creating realistic game scenarios. • Referee cards (yellow, red) for simulation. • Whistles to practice calling fouls and violations. • Role-playing cards with various foul scenarios. • Digital video analysis tools for slow-motion review of fouls and violations. • Feedback forms for self-assessment and peer evaluation. 	
		(d) Analysing	Brainstorm: Guide students to	• Demonstrate role	Rule of officials	Knowledge evidence: Detailed knowledge	The following tools, equipment,	

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		rules of officials and the umpire's authority	brainstorm on rule of officials and umpires' authority in netball Interactive lecture Provide a lecture on the roles of netball officials: umpires, timekeepers, and scorers. Use visual aids (e.g., diagrams of court positioning) to illustrate where officials are positioned and their areas of responsibility. Explain how the umpire ensures fair play by applying the rules. Video Analysis of Umpires in Action Show video clips of netball matches with a focus on umpires making decisions (e.g., fouls, penalties, or student misconduct). Pause the video to discuss the umpire's decision and its impact on the	and responsibilities of officials in netball (e.g., referees, umpires, scorers, and timekeepers). Recognize the authority of the umpire in enforcing the rules during a match. Teach communication between students, officials, and coaches (e.g., respecting umpire decisions, questioning decisions). Analyse the umpire's role in decisions and	and umpire's authority observed accordingly	of: Method used: The student should explain: Types and roles of officials and the umpire's authority in netball Principles: The student should explain: The rules governing officials and the umpire's authority in netball Theories: The student should explain: <ul style="list-style-type: none"> The concepts of umpire and officials in netball, and their types (umpires, timekeepers, scorers, etc.). Role and responsibilities of officials in netball (e.g., referees, umpires, scorers, and timekeepers) The authority of the 	facilities and safety gears are to be available: The following tools, equipment, facilities and safety gears are to be available:: <ul style="list-style-type: none"> Netball court Goal post Balls Student's attire (Jesy, bibs, knee and ankle guard) Note books and pens Score board Official netball rulebooks and guides to umpire responsibilities Diagrams showing the positioning and roles of officials. Case studies 	

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			<p>game. Encourage students to identify specific rules the umpire applied in each scenario.</p> <p>Role-Playing Umpire Decision-Making Divide students into groups where some act as umpires, students, and coaches. Create game scenarios that require umpires to make decisions (e.g., calling an offside, obstruction, or penalty). After each scenario, discuss the decision made and whether it followed the rules.</p> <p>Case Studies on Umpire Authority Provide students with written case studies of controversial umpire decisions during high-stakes matches. Have students analyze the scenario and discuss</p>	<p>impact on the flow of the game (e.g., enforcing rules, managing game flow, and student discipline).</p>		<p>umpire in enforcing the rules during a match.</p> <ul style="list-style-type: none"> • how the umpire's decisions impact the flow of the game (e.g., penalties, free passes, and game management). • the umpire's role in student discipline (e.g., warning students, issuing yellow/red cards, and managing game conduct). • the communication between students, officials, and coaches (e.g., respecting umpire decisions, questioning decisions). • The application of knowledge of umpire's authority to in-game scenarios (e.g., understanding when 	<p>on umpiring scenarios.</p> <ul style="list-style-type: none"> • Video analysis software for reviewing umpire decisions. • Interactive quizzes and rule simulations. • Online platforms for reviewing netball rules and guidelines. • Red and yellow cards for discipline simulation. • Cones and markers for court setup. • Stopwatches and scorecards for timekeepers and scorers. • Role-playing scenario cards. 	

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			<p>whether the umpire followed the rules. Encourage students to suggest alternative actions if the umpire's decision was questionable.</p> <p>Simulated Game with Official Oversight Organize a simulated netball game where students act as officials (umpires, timekeepers, and scorers). Focus on how umpires manage the game, enforce rules, and maintain authority under pressure. Provide feedback to students acting as umpires on their performance and decision-making.</p> <p>Group Discussions on Respecting Umpires Facilitate discussions on the importance of respecting umpires</p>			<p>a decision is final and when to approach the umpire respectfully).</p> <p>Circumstantial knowledge: Detailed knowledge about: Safety precautions and measures before, during and after performing netball rules</p>	<ul style="list-style-type: none"> • Reflection and feedback forms. • Peer assessment sheets for evaluating umpire performance 	

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			<p>and their decisions. Discuss the consequences of dissent or disrespect towards officials. Highlight strategies for maintaining a positive relationship between students and officials (e.g., effective communication, sportsmanship).</p> <p>Quiz on Rules of Officials and Umpire Authority Design a quiz or interactive game to test students' knowledge of the rules governing officials and the umpire's authority. Include questions on specific rules, penalties, and the umpire's responsibilities during a match. Provide immediate feedback to reinforce learning.</p> <p>Practical Workshop</p>					

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			<p>Enforcing Umpire Authority Conduct a workshop where students practice enforcing umpire authority in challenging situations (e.g., issuing penalties, managing student protests). Simulate high-pressure scenarios where the umpire must maintain composure and make decisive calls. Provide coaching on how to assert authority while ensuring fairness.</p> <p>Reflective Journaling on Umpiring Experiences After practical sessions, ask students to write a journal entry reflecting on their experience as an umpire. Prompt them to discuss challenges they faced, how they maintained authority, and what</p>					

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			<p>they learned about enforcing rules.</p> <p>Guest Speaker Session with an Experienced Umpire</p> <p>Invite an experienced umpire or official to speak to students about their role, challenges, and strategies for managing games.</p> <p>Allow students to ask questions about real-life experiences and how they enforce authority effectively.</p>					

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Form Two

Table 4: Detailed Contents for Form Two

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
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1.0 Performing netball tactics	1.1 Performing offensive skills in netball	(a) Practising positioning and movement on allowed thirds on the netball court.	<p>Brainstorm: Guide students to brainstorm on the concept of offensive skills in netball, the concept of positions in netball, players' roles on the court and moving in allowed thirds on the netball court</p> <p>• Demonstration Use visual aids (e.g., diagrams or court markings) to explain optimal positioning during attacking phases.</p> <p>• Positional Play Drills: Simulate match situations</p>	<ul style="list-style-type: none"> • Position in the respective attacking position • Position in different attacking positions to simulate match situations between attackers and defenders for observing spacing, angles and timing. • 	Positioning on the netball court performed appropriately	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain: How to position and move in allowed thirds on netball court Principles: The student should explain the principle of positioning and moving in allowed thirds Theories: The student should explain:</p> <ul style="list-style-type: none"> • the concepts of offensive skills and positioning on netball court • How to position in the respective 	<p>The following tools, equipment, facilities and safety gears are to be available:</p> <ul style="list-style-type: none"> • Netball court • Goal post • Balls • Player's attire (Jesy, bibs, knee and ankle guard) • Training markers (mask tapes, cones and discs) • Stopwatches/timers • Note books and pens 	171

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			<p>with attackers and defenders to teach spacing, angles, and timing.</p> <ul style="list-style-type: none"> • Progressive Build-Up Drills: Start with unopposed drills and gradually introduce defenders to build confidence and skills. • Role-Specific Simulations: Practice positioning during different stages of attack (e.g., center pass, transition, shooting circle entry). • Feedback and Peer Review: Use video playback or peer feedback for students to evaluate their positioning. 			<p>playing area in the court while observing spacing, angles and timing in a game situation</p> <p>Circumstantial knowledge: Detailed knowledge about: safety precautions and measures before, during and after performing offensive skills in netball</p>	<ul style="list-style-type: none"> • Score board • Court diagrams or apps for tactical visualization. • Cones and grid markers to simulate areas/zones. • Video analysis tools (e.g., Hudl). 	

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			<ul style="list-style-type: none"> • Scenario-Based Games: Include attacking scenarios to practice positioning in a dynamic environment 					
		(b) Practising passing in netball	<p>Brainstorm: Guide students to brainstorm on the concept of passing in netball and identify various types of passes</p> <p>Target Practice Drills Set up cones or hoops as targets at different distances. Players practice chest passes, shoulder passes, and bounce passes to hit the targets accurately. Emphasize proper hand placement, follow-through, and weight transfer for precision</p> <p>Partner Passing</p>	Perform various types of passes in netball	Passing in netball practiced accordingly.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain: How to perform passes in netball. Principles: The student should explain: The passing techniques in netball Theories: The student should explain:</p> <ul style="list-style-type: none"> • The concept of passing in netball • Various types of passes • How to execute techniques of various types of passes in netball 	<p>The following tools, equipment, facilities and safety gears are to be available::</p> <ul style="list-style-type: none"> • Netball court • Goal post • Balls • Player's attire (Jesy, bibs, knee and ankle guard) • Training markers (mask tapes, cones and discs) • Stopwatches/timers • Note books and pens 	

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			<p>Challenges Players pair up and practice passes with increasing difficulty (e.g., moving farther apart, adding defenders, or passing on the move) Encourage quick decision-making and communication between partners.</p> <p>Pass-and-Move Exercises Organize a drill where players must pass the ball and immediately move into a new position to receive the next pass. Focus on timing, spatial awareness, and reading teammates' movements.</p>			<p>Circumstantial knowledge: Detailed knowledge about: safety precautions and measures before, during and after performing offensive skills in netball</p>	<ul style="list-style-type: none"> Score board 	
		(c) Practising shooting in netball .	<p>Brainstorm: Guide students to brainstorm on the concept of shooting</p>	Perform various types of shots in netball	Shooting in netball practiced accordingly.	<p>Knowledge evidence: Detailed knowledge of: Method used:</p>	The following tools, equipment, facilities and	

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			<p>in netball and identify various types of shots</p> <p>Shooting Technique Drills: Teach shooting fundamentals, such as balance, follow-through, and trajectory, through repetitive practice.</p> <p>Positioning Drills: Focus on positioning in the goal circle to receive passes and evade defenders.</p> <p>1-on-1 Pressure Training: Simulate defensive pressure with a defender marking the Goal Shooter.</p> <p>Repetitive Shooting Practice: Guide students to practise shooting from different angles and distances in the circle. Guide them to monitor progress</p>			<p>The student should explain: How to perform shooting in netball</p> <p>Principles: The student should explain: Techniques of shooting in netball</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The concept of shooting in netball • How to perform various types of shots while observing balance, follow-through, and trajectory through repetitive practice • How to perform progress monitoring using shooting tracking apps <p>Circumstantial knowledge: Detailed knowledge about: safety precautions and measures before, during and after</p>	<p>safety gears are to be available::</p> <ul style="list-style-type: none"> • Netball court • Goal post • Balls • Player’s attire (Jesy, bibs, knee and ankle guard) • Training markers (mask tapes, cones and discs) • Stopwatches/timers • Note books and pens • Score board • Adjustable netball goalposts for varied heights. • Weighted balls for strength training. • Shooting tracking 	

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				Process Assessment	Services Assessment	Knowledge Assessment		
			and provide feedback through shooting tracking apps Body Awareness: Focus on maintaining balance while pivoting and shielding defenders. Game-Like Drills: Include match scenarios where the Goal Shooter must create space and shoot under pressure.			performing offensive skills in netball	apps for accuracy monitoring	
		(d) Practising dodging in netball	Brainstorm: Guide students to brainstorm on the concept of dodging in netball and identify various types of dodging in netball Practical Work: Guide the students to perform various types of dodging in netball Activity:	Perform various types of dodging in netball	Dodging in netball practiced accordingly.	Knowledge evidence: Detailed knowledge of: Method used: The student should explain: How to perform dodging in netball Principles: The student should explain: The techniques for performing dodging in netball	The following tools, equipment, facilities and safety gears are to be available:: <ul style="list-style-type: none"> • Netball court • Goal post • Balls • Player's attire (Jesy, bibs, knee and ankle 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			Ask students to discuss the procedures of executing each type of dodge in netball Task them to discuss the roles of dodging in netball			<p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The concept of dodging in netball • Various types of dodging • How to perform various types of dodging in netball <p>Circumstantial knowledge: Detailed knowledge about: safety precautions and measures before, during and after performing offensive skills in netball</p>	<p>guard)</p> <ul style="list-style-type: none"> • Training markers (mask tapes, cones and discs) • Stopwatches/timers • Note books and pens • Score board 	
		(e) Practising goal attacking formations in netball	<ul style="list-style-type: none"> • Brainstorm: Guide students to brainstorm on the concept of attacking formations and identify forms of attacking formations Feeding and Shooting 	<ul style="list-style-type: none"> • Practice goal attacking skill • Demonstrate different types of goal attacking 	Goal attacking f in netball demonstrated accordingly	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain: The concept of goal attacking in netball Principles: The student should explain: The strategies of goal attacking in netball</p>	<p>The following tools, equipment, facilities and safety gears are to be available::</p> <ul style="list-style-type: none"> • Netball court • Goal post • Balls • Player's attire (Jesy, bibs, knee 	

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			<p>Drills: Emphasize feeding accuracy to the Goal Shooter and shooting consistency.</p> <ul style="list-style-type: none"> • Dodging and Movement Patterns: Use drills that teach effective dodging and creating angles to enter the circle. • Game Simulation: Introduce defenders to practice decision-making on when to shoot, pass, or feed. • Circle-Edge Play: Practice positioning at the edge of the shooting circle to 			<p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The concept of goal attacking in netball • How to perform goal attacking in netball <p>Circumstantial knowledge: Detailed knowledge about: safety precautions and measures before, during and after performing offensive skills in netball</p>	<p>and ankle guard)</p> <ul style="list-style-type: none"> • Training markers (mask tapes, cones and discs) • Stopwatches/timers • Note books and pens • Score board • Feeding nets for accuracy drills. • Agility ladders to enhance footwork. • Coaching apps with pre-designed GA-specific drills 	

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				Process Assessment	Services Assessment	Knowledge Assessment		
			maximize feeding opportunities. <ul style="list-style-type: none"> • Dynamic Passing: Focus on quick give-and-go passing to outmaneuver defenders. Role Rotation: Switch roles with the Goal Shooter to understand complementary movement					
		(f) Practicing wing attacking	Timing and Spatial Awareness Drills: Teach how to time runs and position effectively to create passing options. Feeding into the Circle: Use exercises focused on feeding accuracy and	<ul style="list-style-type: none"> • Practice wing attacking skill • Demonstrate different types of wing attacking 	Wing attacking in netball demonstrated accordingly	Knowledge evidence: Detailed knowledge of: Method used: The student should explain: The concept of wing attacking in netball Principles: The student should explain: The strategies of wing attacking in netball Theories:	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> • Netball court • Goal post • Balls • Player's attire (Jesy, bibs, knee and ankle 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>vision for passing.</p> <p>Transition Drills: Practice moving quickly from attack to defense.</p> <p>Quick Passing: Work on rapid decision-making and accuracy in delivering the ball to shooters.</p> <p>Evading Defenders: Practice dodging techniques to break free from markers.</p> <p>Positional Play: Focus on maintaining width and avoiding overcrowding near the circle</p>			<p>The student should explain:</p> <ul style="list-style-type: none"> • The concept of wing attacking in netball • How to perform wing attacking in netball <p>Circumstantial knowledge: Detailed knowledge about: safety precautions and measures before, during and after performing offensive skills in netball</p>	<p>guard)</p> <ul style="list-style-type: none"> • Training markers (mask tapes, cones and discs) • Stopwatches/timers • Note books and pens • Score board • Feeding nets for accuracy drills. • Agility ladders to enhance footwork. • Coaching apps with pre-designed GA-specific drills 	
		(g) Performing Centre position as an attacker	<ul style="list-style-type: none"> • Speed and Agility Drills: Emphasize quick 	<ul style="list-style-type: none"> • Practice centre attacking skill 	Practicing centre as attacking in netball demonstrated accordingly	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain:</p>	The following tools, equipment, facilities and safety gears are to be available::	

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			<p>directional changes and endurance</p> <ul style="list-style-type: none"> • Vision Training: Teach players how to scan the court and make quick decisions. • Passing Accuracy Drills: Focus on delivering clean passes under pressure. • Dynamic Passing Games: Engage in fast-paced drills to enhance decision- 			<p>The concept of centre attacking in netball</p> <p>Principles: The student should explain: The strategies center attacking in netball</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The concept of centre attacking in netball • How to perform centre attacking in netball <p>Circumstantial knowledge: Detailed knowledge about: safety precautions and measures before, during and after performing offensive skills in netball</p>	<ul style="list-style-type: none"> • Netball court • Goal post • Balls • Player's attire (Jesy, bibs, knee and ankle guard) • Training markers (mask tapes, cones and discs) • Stopwatches/timers • Note books and pens • Score board • Feeding nets for accuracy drills. • Agility ladders to enhance footwork. • Coaching apps with pre-designed GA-specific 	

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				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>making.</p> <ul style="list-style-type: none"> • Spatial Awareness Drills: Practice creating and exploiting space. • Simulation Drills: Rehearse attacking roles in game scenarios. 				drills	
		(h) Playing using various attacking formations in netball	<p>Active Demonstration and Explanation Show students different attacking formations. Break down the movements and roles of each position during gameplay. Use a full court to visually explain how each formation functions in</p>	Play using various attacking formations in netball	Playing using various attacking formations in netball mastered well	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain: How various attacking skills are applied in netball Principles: The student should explain: Application of various types of attacking formation in netball Theories:</p>	<p>The following tools, equipment, facilities and safety gears are to be available:</p> <ul style="list-style-type: none"> • Netball court • Goal post • Balls • Player's attire (Jesy, bibs, knee and ankle guard) • Training 	

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			<p>creating space, maintaining possession, and advancing the ball toward the shooting circle.</p> <p>Peer Coaching Pair up players to practice specific movements within formations (e.g., wing attack and center players practicing give-and-go movements). Let peers observe and provide constructive feedback to refine skills and positioning.</p> <p>Progressive Drills Start with simple passing drills to build accuracy and awareness, and gradually introduce formation-based drills that replicate real-game situations. Players</p>			<p>The student should explain:</p> <ul style="list-style-type: none"> • The concept of attacking formation in netball • Different types of attacking formations in netball • How to perform different types of attacking formation in netball <p>Circumstantial knowledge: Detailed knowledge about: safety precautions and measures before, during and after performing attacking formation skills in netball</p>	<p>markers (mask tapes, cones and discs)</p> <ul style="list-style-type: none"> • Stopwatches/timers • Note books and pens • Score board • Feeding nets for accuracy drills. • Agility ladders to enhance footwork. • Coaching apps with pre-designed GA-specific drills 	

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			<p>practice short passes, long passes, and bounce passes within designated zones. Set up mini-games focusing on attacking strategies using specific formations.</p> <p>Game-Like Scenarios Create scenarios where teams must use different formations to overcome defensive setups (e.g., zone defense vs. man-to-man). Rotate the formations mid-game and challenge players to adapt and communicate effectively.</p> <p>Video Analysis Show videos of professional teams using various attacking formations.</p>					

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			<p>Pause and discuss key movements, spacing, and player decisions. Ask players to identify the formation and analyze its effectiveness.</p> <p>Tactical Discussions and Role-Play Engage students in small group discussions to analyze the strengths and weaknesses of each formation. Use a whiteboard or floor markings to map out potential moves, then role-play on the court.</p> <p>Use of Modified Games Play small-sided games (e.g., 5v5) that emphasize specific attacking strategies. Focus on creating and exploiting space, effective</p>					

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			transitions, and quick decision-making.					
	1.2 Performing defensive skills in netball	(a) Practising marking skills in netball	<p>Brainstorm: Guide students to brainstorm on the concept of defensive skills and marking skills in netball in netball and identify common types of marking in netball</p> <p>Practical Work: Guide the students to practice marking skills in netball</p> <p>Activity: Ask students to discuss the procedures of executing each type of marking in netball Task them to differentiate between one-on-one, space, and zonal marking</p> <p>Shadow Marking Drills</p>	<ul style="list-style-type: none"> Practice various types of marking in netball Perform marking in netball 	Marking skills in netball practiced accordingly.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain:</p> <ul style="list-style-type: none"> The concept of defensive skill in netball How to perform marking in netball <p>Principles: The student should explain: The techniques of performing marking in netball</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> The concept of defensive in netball Different types of marking skills in netball Techniques for performing different types of marking in netball 	<p>The following tools, equipment, facilities and safety gears are to be available:</p> <ul style="list-style-type: none"> Netball court Goal post Balls Player's attire (Jesy, bibs, knee and ankle guard) Training markers (mask tapes, cones and discs) Stopwatch/s/timers Note books and pens Score board 	171

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>Pair players, with one acting as an attacker and the other as a defender. The defender practices staying close and mirroring the attacker's movements without fouling. Highlight body positioning, staying on the balls of the feet, and maintaining a clear view of both the attacker and the ball.</p> <p>Intercepting Practice Set up a drill where the defender must anticipate passes and intercept them, focusing on timing and positioning. Teach defenders to watch the passer's eyes and body language to predict the direction of the pass.</p>			<p>Circumstantial knowledge: Detailed knowledge about: safety precautions and measures before, during and after performing defensive skills in netball</p>		

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				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>Zonal Marking Games Divide the court into zones and assign defenders to specific areas. They practice marking any attacker who enters their zone. Emphasize communication, maintaining a low defensive stance, and tracking multiple attackers effectively</p>					
		(b) Practising interception in netball	<p>Brainstorm: Guide students to brainstorm on the concept of interception in netball Practical Work: Guide the students to practice interception Activity: Task students to discuss the steps of performing interception in</p>	Perform interception in netball	Interception in netball performed accordingly	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain: How to perform interception in netball Principles: The student should explain: The techniques for performing interception in netball Theories: The student should explain:</p>	<p>The following tools, equipment, facilities and safety gears are to be available::</p> <ul style="list-style-type: none"> • Netball court • Goal post • Balls • Player's attire (Jesy, bibs, knee and ankle guard) 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			netball			<ul style="list-style-type: none"> The concept of interception in netball How to perform interception in netball. <p>Circumstantial knowledge: Detailed knowledge about: safety precautions and measures before, during and after performing interception skills in netball</p>	<ul style="list-style-type: none"> Training markers (mask tapes, cones and discs) Stopwatch/s/timers Note books and pens Score board 	
		(c) Practicing goal keeping	<p>Intercepting Drills: Teach techniques for anticipating passes and intercepting effectively.</p> <p>Rebounding Practice: Focus on footwork and timing to contest rebounds.</p> <p>1-on-1 Pressure: Practice marking the Goal Shooter in dynamic scenarios.</p> <p>Timing and</p>	<ul style="list-style-type: none"> Practice goal keeping skill 	Goal keeping in netball demonstrated accordingly	<p>Knowledge evidence: Detailed knowledge of:</p> <p>Method used: The student should explain: The concept of goal keeping in netball</p> <p>Principles: The student should explain: The strategies of wing attacking in netball</p> <p>Theories: The student should explain:</p>	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> Defensive cones for marking drills. Agility poles for evasion training. Defensive playbooks 	

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				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>Anticipation: Work on reading attackers' movements and timing jumps.</p> <p>Shadow Marking: Practice shadowing shooters to reduce scoring opportunities.</p> <p>Recovery Drills: Focus on transitioning quickly from defense to attack after turnovers</p>			<ul style="list-style-type: none"> The concept of goal keeping in netball How to perform goal keeping in netball <p>Circumstantial knowledge: Detailed knowledge about: safety precautions and measures before, during and after performing offensive skills in netball</p>	for tactical understanding	
		(d) Practicing goal defender	<p>Defensive Footwork Drills: Focus on lateral movement and body positioning to deny space.</p> <p>Intercept and Recovery: Teach players how to regain defensive position after an intercept attempt.</p> <p>Pressure Drills: Simulate real-game pressure with attackers.</p>	<ul style="list-style-type: none"> Practice goal defending skill 	Goal defending in netball demonstrated accordingly	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain: The concept of goal defender in netball</p> <p>Principles: The student should explain: The strategies of goal defender in netball</p> <p>Theories: The student should explain:</p>	<p>The following tools, equipment, facilities and safety gears are to be available</p> <ul style="list-style-type: none"> Defensive cones for marking drills. Agility poles for evasion 	

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			<p>Close Marking Practice: Work on marking attackers without committing fouls.</p> <p>Reaction Training: Use unpredictable passes to train quick responses.</p> <p>Game Analysis: Review footage to identify positioning strengths and weaknesses</p>			<ul style="list-style-type: none"> The concept of goal defender in netball How to perform goal defender in netball <p>Circumstantial knowledge: Detailed knowledge about: safety precautions and measures before, during and after performing offensive skills in netball</p>	<p>training</p> <ul style="list-style-type: none"> Defensive playbooks for tactical understanding. 	
		(e) Practicing roles of wing defender	<ul style="list-style-type: none"> Blocking Passing Lanes: Teach players how to position themselves to cut off passing options. Marking Drills: Focus on man-to-man marking of the Wing Attacker. Transition Training: Practice switching from defense to 	<ul style="list-style-type: none"> Practice goal defender skill 	Wing defending in netball demonstrated accordingly	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain: The concept of wing defending in netball Principles: The student should explain: The strategies of wing defending in netball Theories: The student should explain:</p> <ul style="list-style-type: none"> The concept of 	<p>The following tools, equipment, facilities and safety gears are to be available</p> <ul style="list-style-type: none"> Intercept training nets. Video resources on defensive strategies. 	

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			<p>counterattack.</p> <ul style="list-style-type: none"> • Tracking Movement: Practice shadowing attackers and staying goal-side. • Defensive Communication : Focus on coordinating with the Centre and GD. • Interception Practice: Work on reading the attackers' passes. 			<p>wing defending in netball</p> <ul style="list-style-type: none"> • How to perform wing defending in netball <p>Circumstantial knowledge: Detailed knowledge about: safety precautions and measures before, during and after performing offensive skills in netball</p>	<ul style="list-style-type: none"> • Resistance bands for building strength. 	
		(f) Practicing roles of centre as a defender	<p>Marking Drills: Teach techniques for pressuring the opponent without committing fouls. Interception Practice: Focus on reading play and cutting off passes. Fitness Training: Build endurance for continuous defensive pressure.</p>	<ul style="list-style-type: none"> • Practice centre roles as defender 	Practice centre as a defender in netball demonstrated accordingly	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain: The concept of centre as a defender in netball Principles: The student should explain: The strategies of centre as a defender in</p>	<p>The following tools, equipment, facilities and safety gears are to be available</p> <ul style="list-style-type: none"> • Reaction balls for reflex training. • Court 	

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			<p>Recovery Drills: Practice recovering position after turnovers.</p> <p>Small-Sided Games: Engage in drills focused on defensive transitions.</p> <p>Video Review: Analyze performance to improve.</p>			<p>netball</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The concept of centre as a defender in netball • How to perform wing attacking in netball <p>Circumstantial knowledge: Detailed knowledge about: safety precautions and measures before, during and after performing offensive skills in netball</p>	<p>cones for positioning drills.</p> <ul style="list-style-type: none"> • Defensive playbooks. 	
		(g) Practising blocking skills in netball	<p>Brainstorm: Guide students to define blocking in netball</p> <p>Practical Work: Guide the students to practice blocking in netball</p> <p>Activity: Organize students into manageable groups to discuss</p>	Perform blocking in netball	Blocking skills in netball practised appropriately.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain: how to perform blocking in netball</p> <p>Principles: The student should explain: The techniques for performing blocking in</p>	<p>The following tools, equipment, facilities and safety gears are to be available::</p> <ul style="list-style-type: none"> • Netball court • Goal post • Balls • Player's attire (Jesy, 	

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			<p>steps for performing blocking</p> <p>Guide students to discuss the importance of blocking an opponent without committing foul</p>			<p>netball</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Concept of blocking in netball • How to perform blocking in netball <p>Circumstantial knowledge: Detailed knowledge about: Safety precautions and measures before, during and after performing interception skills in netball</p>	<p>bibs, knee and ankle guard)</p> <ul style="list-style-type: none"> • Training markers (mask tapes, cones and discs) • Stopwatches/timers • Note books and pens • Score board 	
		(h) Playing using restricting movements in defensive tactics in netball	<p>Brainstorm: Guide the students to brainstorm the concept of restricting movement in netball</p> <p>Practical Work: Guide the students to perform restricting movements in</p>	<ul style="list-style-type: none"> • Practice various drills to improve restricting movements in defensive tactics in netball • Perform restricting movement in netball 	Restricting movements in defensive tactics in netball performed accordingly.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain: How to apply restricting movements in defensive tactics in netball</p> <p>Principles: The student should</p>	<p>The following tools, equipment, facilities and safety gears are to be available::</p> <ul style="list-style-type: none"> • Netball court • Goal post • Balls • Player's attire (Jesy, 	

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			<p>netball</p> <p>Activity: Organize students into manageable groups to explain how a defender maintains close marking without committing obstruction or contact fouls in netball</p> <p>Discuss key skills needed to anticipate an opponent's movement and effectively cut off their passing options</p>			<p>explain: Application strategies of restricting movements in defensive tactics in netball</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The concept of restricting movements in netball • How to perform restricting movements in netball <p>Circumstantial knowledge: Detailed knowledge about: safety precautions and measures before, during and after performing defensive skills in netball</p>	<p>bibs, knee and ankle guard)</p> <ul style="list-style-type: none"> • Training markers (mask tapes, cones and discs) • Stopwatches/timers • Note books and pens • Score board 	
	1.3 Using psychological skills in netball	(a) Practising Resilience	<p>Brainstorm: Guide students to brainstorm on the concepts of psychological skills and resilience and their</p>	<ul style="list-style-type: none"> • Demonstrate mental strength practices allowing a player to handle and recover from challenges 	Resilience skills applied accordingly	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain: How to demonstrate</p>	<p>The following tools, equipment, facilities and safety gears are to be available::</p> <ul style="list-style-type: none"> • Netball 	135

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>components</p> <p>Practical work: Guide the students to perform different drills for enhancing resilience among players in netball</p> <p>Activity: Ask students to discuss the importance of resilience in sports</p>	<p>and adapt to changing conditions</p> <ul style="list-style-type: none"> • Demonstrate emotional strength allowing a player to handle and recover from challenges and adapt to changing conditions • Demonstrate physical preparation to allow a player to persist in the face of obstacles 		<p>resilience in netball</p> <p>Principles: The student should explain: The skills for demonstrating resilience in netball</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The concepts of psychological skills and its components • The concepts of reliance and its components • importance of reliance in netball • How to perform emotional strength rehearsal • How to perform mental strength rehearsal • How to perform physical preparation <p>Circumstantial knowledge: Detailed knowledge about:</p>	<p>court</p> <ul style="list-style-type: none"> • Goal post • Balls • Player's attire (Jesy, bibs, knee and ankle guard) • Training markers (mask tapes, cones and discs) • Stopwatches/timers • Note books and pens • Score board 	

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				Process Assessment	Services Assessment	Knowledge Assessment		
						safety precautions and measures before, during and after practises for improving resilience in netball		
		(b) Practising goal setting	<p>Brainstorm: Guide students to brainstorm on the concepts of goal-setting and its key features</p> <p>Practical Work: Guide the students to plan and set clear, measurable and time-bound goals.</p> <p>Activity: Divide students into manageable groups to discuss the importance of goal setting in netball Ask each student to practice setting operational goals that consist of SMART</p>	Set clear, measurable and time bound goals- (SMART)	Goals setting performed accordingly	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain: How to set goal in netball Principles: The student should explain: The steps of goal setting and its key features Theories: The student should explain:</p> <ul style="list-style-type: none"> • The concepts of goal setting and its key features- (SMART) • importance of goal setting in netball • How to set goals which are clear, measurable and 	<p>The following tools, equipment, facilities and safety gears are to be available::</p> <ul style="list-style-type: none"> • Netball court • Goal post • Balls • Player’s attire (Jesy, bibs, knee and ankle guard) • Training markers (mask tapes, cones and discs) • Stopwatch/s/timers • Note books and pens • Score board 	

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				Process Assessment	Services Assessment	Knowledge Assessment		
						time-bound goals (SMART) Circumstantial knowledge: Detailed knowledge about: safety precautions and measures before, during and after practising a skill in netball		
		(c) Practising sportsmanship	Brainstorm: Guide students to brainstorm on the concepts of sportsmanship Practical Work: Guide the students to demonstrate different actions that exhibit sportsmanship features among players in netball Activity: Ask students to discuss the importance of sportsmanship and describe the sportsmanship attributes such as	Demonstrate sportsmanship characteristics such as respect, fairness, integrity, honest and responsibility features to foster a positive team environment and encourage fair play	Sportsmanship skills demonstrated well	Knowledge evidence: Detailed knowledge of: Method used: The student should explain: How to demonstrate sportsmanship skill in netball Principles: The student should explain: the features of sportsmanship in a netball game Theories: The student should explain: <ul style="list-style-type: none"> The concepts of sportsmanship and its features importance of 	The following tools, equipment, facilities and safety gears are to be available:: <ul style="list-style-type: none"> Netball court Goal post Balls Player's attire (Jesy, bibs, knee and ankle guard) Training markers (mask tapes, cones and discs) Stopwatch 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			respect, farness, honest integrity and responsibility			sportsmanship in netball <ul style="list-style-type: none"> • How sportsmanship demonstrated in netball Circumstantial knowledge: Detailed knowledge about: safety precautions and measures before, during and after performing drills for enhancing sportsmanship skills in netball	s/timers <ul style="list-style-type: none"> • Note books and pens • Score board 	
		(d) Practising imagery	Brainstorm: Guide students to brainstorm on the concept of imagery Practical work: Guide the students to perform different drills for enhancing imagery among players in netball Activity: Ask students to discuss the importance of	Practice mental visualization drills (rehearsing and preparing) to enhance performance and coordination with teammates in netball	Imagery demonstrated well	Knowledge evidence: Detailed knowledge of: Method used: The student should explain: How to apply imagery skills in netball Principles: The student should explain: Roles of imagery practice in netball Theories: The student should	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> • Netball court • Goal post • Balls • Player's attire (Jesy, bibs, knee and ankle guard) 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			imagery in netball			explain: <ul style="list-style-type: none"> • The concept of imagery • importance of imagery in netball • how imagery is applied in netball Circumstantial knowledge: Detailed knowledge about: safety precautions and measures before, during and after performing drills for improving imagery in netball	<ul style="list-style-type: none"> • Training markers (mask tapes, cones and discs) • Stopwatches/timers • Note books and pens • Score board 	
		(e) Using motivation	Brainstorm Guide students to brainstorm on the concept of motivation and its types Practical work Guide the students to demonstrate uses of motivation in netball events Discussion Ask students to discuss roles and importance of	Demonstrate roles of motivation in netball	Use of motivation demonstrated well	Knowledge evidence: Detailed knowledge of: Method used: The student should explain: How to use motivation to enhance performance and outcomes in netball Principles: The student should explain: The roles of motivation in netball	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> • Netball court • Goal post • Balls • Player's attire (Jesy, bibs, knee and ankle guard) • Training markers 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			motivation in netball			performance Theories: The student should explain: <ul style="list-style-type: none"> • The concept of motivation and its types • Roles of motivation in netball • Importance of motivation in netball • How motivational used in netball performance Circumstantial knowledge: Detailed knowledge about: safety precautions and measures before, during and after performing drills influenced by motivation	(mask tapes, cones and discs) <ul style="list-style-type: none"> • Stopwatches/timers • Note books and pens • Score board 	
		(f) Using instrumental aggression	Brainstorm: Guide students to brainstorm on the concept of instrumental aggression	Demonstrate instrumental aggressiveness when playing netball game	Use of instrumental aggression when playing netball demonstrated clearly	Knowledge evidence: Detailed knowledge of: Method used: The student should explain:	The following tools, equipment, facilities and safety gears are to be available::	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>Practical work: Guide the students to use instrumental aggression when playing netball game</p> <p>Activity: Ask students to discuss roles and importance of instrumental aggression in netball game</p>			<p>How to use instrumental aggression when playing netball game</p> <p>Principles: The student should explain: The roles of instrument aggression in netball</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The concept of instrumental aggression • Roles and importance of instrumental aggression in netball • How instrumental aggression is demonstrated in sports <p>Circumstantial knowledge: Detailed knowledge about: safety precautions and measures before, during and after playing drills in</p>	<ul style="list-style-type: none"> • Netball court • Goal post • Balls • Player's attire (Jesy, bibs, knee and ankle guard) • Training markers (mask tapes, cones and discs) • Stopwatch/s/timers • Note books and pens • Score board 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
						netball game		

FORM THREE

Table 5: Detailed Contents for Form Three

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources
				Process Assessment	Services Assessment	Knowledge Assessment	
1. Performing students roles in their respective playing zone	1.1 Performing roles of students in attacking positions	(a) Positioning according to attacking positions	<p>Demonstration Guide students to position on the court based on players roles and responsibilities of attacking positions. Guide students demonstrate correct positioning using visual aids like court diagrams and role map ping.</p> <p>Video Analysis and Breakdown Guide students to analyse videos of professional or training netball matches to observe attacking positions through real-game situation.</p> <p>Practical work</p>	<ul style="list-style-type: none"> • Position in the respective playing zone • Demonstrate roles of players in the respective attacking position 	positioning according to attacking position on netball court mastered well	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain: How to perform positioning in the attacking zones/ thirds / positions Principles: The student should explain: Positioning practise in accordance to players roles in the attacking positions Theories: The student should explain:</p> <ul style="list-style-type: none"> • Concept of positioning and attacking position • How to align positioning with roles of players in the attacking 	<p>The following tools, equipment, facilities and safety gears are to be available:</p> <ul style="list-style-type: none"> • Netball court • Goal post • Balls • Student’s attire (Jesy, bibs, knee and ankle guard) • Training markers (mask tapes, cones and discs) • Stopwatches/timers • Note books and pens • Score board

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources
				Process Assessment	Services Assessment	Knowledge Assessment	
			Organize small-sided games for players to attacking play to demonstrate positioning in a dynamic, game-like environment. Feedback and Reflection Sessions Use observation, peer feedback, and instructor evaluations to refine attacking positioning.			zones Circumstantial knowledge: Detailed knowledge about: Safety precautions and measures on equipment used during attacking in netball.	
		(b) Practicing roles of goal shooter	Demonstration Guide students to demonstrate position themselves effectively within the goal circle to enhance spatial awareness and positioning skills Video Analysis and Feedback	Perform shooting roles in netball	Roles of goal shooter performed appropriately	Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to perform goal shooting Principles: The student should explain the	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> • Netball court • Goal post • Balls • Student's attire (Jesy, bibs, knee and ankle guard) • Training markers

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources
				Process Assessment	Services Assessment	Knowledge Assessment	
			<p>Guide students to analyze professional games or training footage to study the role of the Goal Shooter to reinforce high performance</p> <p>Small-Sided Games and Scenarios Set up small-sided games to simulate game situations for students to practice focusing on developing decision-making and teamwork skills in dynamic, game-like contexts.</p> <p>Peer and Instructor Feedback with Reflection Use observation and feedback to help students refine their skills</p>			<p>principles of goal shooter</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The roles of a goal shooter • Various drills to improve goal shooting <p>Circumstantial knowledge: Detailed knowledge about: Safety precautions and measures on equipment used by a goal shooter in netball.</p>	<p>(mask tapes, cones and discs)</p> <ul style="list-style-type: none"> • Stopwatches/timers • Note books and pens • Score board

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources
				Process Assessment	Services Assessment	Knowledge Assessment	
		(c) Practicing role of goal attacker	<p>Practice Students to develop movement skills to create space, receive passes, and position effectively in the goal circle. Shooting and Feeding combinations focus on shooting accuracy and feeding skills in the goal circle.</p> <p>Game Scenarios and Decision-Making Activities Simulate game scenarios where students must decide when to pass, feed, or shoot.</p> <p>Video Analysis and Breakdown Student with teacher Use video footage to analyze the</p>	<ul style="list-style-type: none"> perform roles of goal attacker in both scoring and supporting attacking students while executing excellent movement, passing, shooting, and decision-making skills of goal attacking in netball 	Roles of goal attacker performed appropriately	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to perform goal attacking Principles: The student should explain role of goal attacker in both scoring and supporting attacking plays. Executing excellent movement, passing, shooting, and decision-making skills of goal attacking in netball Theories: The student should explain:</p> <ul style="list-style-type: none"> The roles of a goal attacker Various drills 	<p>The following tools, equipment, facilities and safety gears are to be available::</p> <ul style="list-style-type: none"> Netball court Goal post Balls Student's attire (Jesy, bibs, knee and ankle guard) Training markers (mask tapes, cones and discs) Stopwatches/timers Note books and pens Score board

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources
				Process Assessment	Services Assessment	Knowledge Assessment	
			movements, positioning, and decision-making of professional Goal Attacks. Feedback, Peer Observation, and Reflection Provide students with feedback through peer observation and instructor evaluations on movement, feeding accuracy, and decision-making			to improve goal attacking Circumstantial knowledge: Detailed knowledge about: Safety precautions and measures on equipment used by a goal attacking in netball.	
		(d) Practicing roles of wing attacker	1. Passing and Feeding Accuracy Drills Develop precise passing and feeding skills, especially into the goal circle. 2. Movement and Leading into Space Teach students how to create space and	Perform role of wing attacker in the midcourt to the attacking circle, delivering accurate feeds to shooters, and maintaining court balance	Roles of wing attacker performed appropriately	Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to perform wing attacking Principles: The student should explain the role of	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> • Netball court • Goal post • Balls • Student's attire (Jesy, bibs, knee and ankle guard) • Training markers (mask tapes, cones)

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources
				Process Assessment	Services Assessment	Knowledge Assessment	
			<p>provide passing options for teammates.</p> <p>3. Role-Specific Small-Sided Games Create small-sided games focusing on the WA's role in attacking play.</p> <p>4. Video Analysis and Observation Use video footage to analyze professional Wing Attacks and their gameplay.</p> <p>5. Feedback and Peer Observation Use structured feedback to help students refine their skills.</p>	while developing precise passing, agility, spatial awareness, and communication skills.		<p>wing attacker in the midcourt to the attacking circle, delivering accurate feeds to shooters, and maintaining court balance while developing precise passing, agility, spatial awareness, and communication skills.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> The roles of a wing attacker Various drills to improve wing attacking <p>Circumstantial knowledge: Detailed knowledge about:</p>	<p>and discs)</p> <ul style="list-style-type: none"> Stopwatches/timers Note books and pens Score board

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources
				Process Assessment	Services Assessment	Knowledge Assessment	
						Safety precautions and measures on equipment used by a wing attacker in netball.	
	2.1 Performing roles of students in defensive position	(a) Positioning according to defensive positions	<p>Defensive Positioning Drills Practice marking and positioning to effectively limit the attacking student's space.</p> <p>Interception and Timing Drills Focus on timing and positioning for intercepting passes by rotating roles and provide feedback on positioning, timing, and movement.</p> <p>Video Analysis and Strategy Discussions Study defensive positioning and strategies used by professional</p>	<ul style="list-style-type: none"> Position in the defensive positions in netball as Goalkeeper (GK), Goal Defence (GD), and Wing Defence (WD). Pay roles of marking, intercepting, and blocking focusing on spatial awareness, effective positioning, communication and the ability to adapt to attacking movements 	Positioning in defensive positions performed accordingly	<p>Knowledge evidence:</p> <p>Detailed knowledge of:</p> <p>Method used: The student should explain how to position in the defensive zones/ third</p> <p>Principles: The student should explain the principles of:</p> <ul style="list-style-type: none"> Roles of students in their respective defensive zone Positioning in the defensive zones/ thirds <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> Concept of defensive 	<p>The following tools, equipment, facilities and safety gears are to be available::</p> <ul style="list-style-type: none"> Netball court Goal post Balls Student's attire (Jesy, bibs, knee and ankle guard) Training markers (mask tapes, cones and discs) Stopwatches/timers Note books and pens Score board

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources
				Process Assessment	Services Assessment	Knowledge Assessment	
			<p>students.</p> <p>Small-Sided Games with Defensive Focus Create small-sided games for students to practice defensive positioning in dynamic scenarios</p> <p>Peer Observation and Feedback Use structured feedback to help students refine their defensive positioning.</p>			<p>position</p> <ul style="list-style-type: none"> • The roles of students in the defending zones/ thirds • Qualities of a good netball defender • Various drills involved in improving positioning in the defensive position. <p>Circumstantial knowledge: Detailed knowledge about: Safety precautions and measures on equipment used defending in netball.</p>	
		(b) Practicing roles of goal keeper	<p>Marking and Defensive Positioning Drills Teach students how to effectively mark the Goal Shooter and limit their opportunities to</p>	<ul style="list-style-type: none"> • Practice roles of the goal keeper as a responsible for protecting the goal, intercepting passes, blocking 	Roles of a goal keeper performed appropriately	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to perform goal keeping</p>	<p>The following tools, equipment, facilities and safety gears are to be available::</p> <ul style="list-style-type: none"> • Netball court • Goal post • Balls • Student's attire

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources
				Process Assessment	Services Assessment	Knowledge Assessment	
			<p>score.</p> <p>Rebounding and Recovery Drills Ask students to focus on improving rebounding skills and recovering quickly after defending or a missed shot.</p> <p>Interception and Timing Drills Teach students how to anticipate and intercept passes effectively.</p> <p>Video Analysis and Tactical Discussions Guide students to use video footage to analyse the positioning and decision-making of professional Goal Keepers.</p> <p>Small-Sided Games with Defensive Focus Provide</p>	shots, and marking the Goal Shooter (GS). While developing the skills and tactics such as body positioning, spatial awareness, timing, and teamwork		<p>Principles: The student should explain roles of the goal keeper as a responsible for protecting the goal, intercepting passes, blocking shots, and marking the Goal Shooter (GS). While developing the skills and tactics such as body positioning, spatial awareness, timing, and teamwork</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The roles of a goal keeper in netball • Various drills to improve goal keeping in netball <p>Circumstantial knowledge: Detailed knowledge about: Safety precautions and measures on</p>	<p>(Jesy, bibs, knee and ankle guard)</p> <ul style="list-style-type: none"> • Training markers (mask tapes, cones and discs) • Stopwatches/timers • Note books and pens • Score board

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources
				Process Assessment	Services Assessment	Knowledge Assessment	
			opportunities to practice GK skills in game-like scenarios.			equipment used by a goal keeper in netball.	
		(c) Practicing role of goal defender	<p>Marking and Defensive Positioning Drills Teach students how to maintain close marking of the Goal Attack and disrupt their play.</p> <p>Interception and Anticipation Drills Students should focus on improving the GD's ability to anticipate and intercept passes.</p> <p>Communication and Teamwork Exercises Teach the GD how to work effectively with the GK and other defenders through clear</p>	<ul style="list-style-type: none"> Perform roles of goal Defender (GD) such as intercepting passes, marking the goal attacker, supporting the Goal Keeper (GK) and communicating with teammates in defending the goal circle. 	Roles of a goal keeper performed appropriately	<p>Knowledge evidence:</p> <p>Detailed knowledge of:</p> <p>Method used: The student should explain how to perform goal defending</p> <p>Principles: The student should explain the principles of goal defending in netball</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> The roles of a goal defender in netball Various drills to improve goal defending in netball <p>Circumstantial knowledge:</p>	<p>The following tools, equipment, facilities and safety gears are to be available::</p> <ul style="list-style-type: none"> Netball court Goal post Balls Student's attire (Jesy, bibs, knee and ankle guard) Training markers (mask tapes, cones and discs) Stopwatches/timers Note books and pens Score board

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources
				Process Assessment	Services Assessment	Knowledge Assessment	
			<p>communication and positioning.</p> <p>4. Video Analysis and Tactical Discussions Use video footage to analyze the role of the GD in professional matches.</p> <p>5. Small-Sided Games with Defensive Emphasis Ask students to practice the GD role in dynamic, game-like situations</p>			Detailed knowledge about: Safety precautions and measures on equipment used by a goal defender in netball.	
		(d) Practicing roles of wing defender	<p>Marking and Positioning Drills Teach students to effectively mark their student while positioning themselves to block passing lanes.</p>	<ul style="list-style-type: none"> • Perform wing defence in netball • Perform various drills to improve wing defending in netball • Practice the 	Roles of a goal keeper performed appropriately	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to perform wing defending in netball Principles: The</p>	<p>The following tools, equipment, facilities and safety gears are to be available::</p> <ul style="list-style-type: none"> • Netball court • Goal post • Balls • Student's attire (Jesy, bibs, knee

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources
				Process Assessment	Services Assessment	Knowledge Assessment	
			<p>Intercepting and Deflecting Drills Guide studentts to foccus on intercepting or deflecting passes aimed at the WA or feeding into the attacking circle.</p> <p>Transitioning from Defense to Attack Train the WD to quickly transition from defensive to offensive play, including feeding the ball to attackers.</p> <p>Communication and Teamwork Exercises Foster clear communication between the WD and other defenders (Goalkeeper, Goal Defender) as well as the mid-court</p>	role of wing defender		<p>student should explain the principles of wing defending in netball</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The roles of a wing defender in netball • Various drills to improve wing defence in netball <p>Circumstantial knowledge: Detailed knowledge about: Safety precautions and measures on equipment used by a wing defender in netball.</p>	<p>and ankle guard)</p> <ul style="list-style-type: none"> • Training markers (mask tapes, cones and discs) • Stopwatches/timers • Note books and pens • Score board

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources
				Process Assessment	Services Assessment	Knowledge Assessment	
			students. Small-Sided Games with Defensive Focus Provide opportunities to students to practice the WD role in realistic game scenarios to reinforce skills and decision-making.				
	2.2 Practicing roles of students in midcourt position	(a) Positioning according to midcourt positions	Positioning for Attacking and Defensive Transitions Teach students to quickly switch between attacking and defending positions based on the flow of the game (Midcourt students in netball are the Centre (C), Wing Attack (WA), and Wing Defence (WD))	Position themselves according to their role as midcourt students and adapt their positioning dynamically as the game unfolds.	Positioning in the midcourt playing zones performed accordingly	Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to position in the midcourt Principles: The student should explain the how to position themselves according to their role as midcourt	The following tools, equipment, facilities and safety gears are to be available:: <ul style="list-style-type: none"> • Netball court • Goal post • Balls • Student’s attire (Jesy, bibs, knee and ankle guard) • Training markers (mask tapes, cones and discs) • Stopwatches/timers • Note books and pens • Score board

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources
				Process Assessment	Services Assessment	Knowledge Assessment	
			<p>responsible for both offensive and defensive play) Positioning with Ball and Without Ball Focus on proper positioning when in possession of the ball and when without the ball. Communication and Collaboration Exercise Teach students the importance of verbal and non-verbal communication in maintaining proper midcourt positioning and executing team strategies. Visual and Spatial Awareness Drills Ask students to develop spatial</p>			<p>students and how to adapt their positioning dynamically as the game unfolds. Theories: The student should explain:</p> <ul style="list-style-type: none"> • Concept of positioning in the midcourt position • The roles of students in the midcourt • Qualities of a good student in the midcourt • Various drills involved in improving positioning in the midcourt position. <p>Circumstantial knowledge: Detailed knowledge about: Safety precautions and measures</p>	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources
				Process Assessment	Services Assessment	Knowledge Assessment	
			awareness and positioning by using visual cues and markers on the court. Small-Sided Games and Scenario-Based Practices Ask students to practice positioning in a competitive, game-like environment to reinforce tactical understanding and teamwork.				
		(b) Practicing roles of centre as an attacker	Attacking Movement and Positioning Drills Focus on teaching students that when in the Centre should create space and move dynamically to receive passes in the attacking third.	Practice the Centre's role as an attacker, enhance the ability to link play, transition effectively, and contribute to scoring opportunities by passing, spatial awareness, and decision-making	Roles of centre as an attack performed appropriately	Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to perform attacking as a centre in netball Principles: The student should explain the principles of attacking as a centre	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> • Netball court • Goal post • Balls • Student's attire (Jesy, bibs, knee and ankle guard) • Training markers (mask tapes, cones and discs)

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources
				Process Assessment	Services Assessment	Knowledge Assessment	
			<p>Passing and Feeding the Circle Teach how the Centre should feed the ball effectively into the attacking circle, supporting the shooters, and linking play.</p> <p>Timing and Decision-Making in Attack Develop the Centre's decision-making ability, teaching them when to pass, when to drive forward, and when to reset the attack.</p> <p>Creating Attacking Options and Movement Patterns the Centre student should work with other attacking students</p>	skills		<p>in netball</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • The roles of centre as an attacker in netball • Various drills to improve centre attacking in netball <p>Circumstantial knowledge: Detailed knowledge about: Safety precautions and measures</p>	<ul style="list-style-type: none"> • Stopwatches/timers • Note books and pens • Score board

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources
				Process Assessment	Services Assessment	Knowledge Assessment	
			(Goal Attack, Goal Shooter, and Wing Attack) to create dynamic attacking patterns. Fast Break and Transition from Defence to Attack Practice the Centre's ability to transition quickly from defense to attack, taking advantage of turnovers and fast breaks.				
		(c) Practicing role of centre as a defender	Shadowing and Marking Drills Teach the Centre to effectively shadow and mark their direct opponent, focusing on denying space and preventing easy ball movement. Intercepting and Deflecting Drills	<ul style="list-style-type: none"> • Perform centre defending in netball • Perform various drills to improve the techniques in centre defending in netball • Practice the role of centre 	Roles of centre as a defender performed appropriately	Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to perform defending as a centre in netball Principles: The student should explain the roce of center as a defender	The following tools, equipment, facilities and safety gears are to be available:: <ul style="list-style-type: none"> • Netball court • Goal post • Balls • Student's attire (Jesy, bibs, knee and ankle guard) • Training markers (mask tapes, cones and discs)

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources
				Process Assessment	Services Assessment	Knowledge Assessment	
			<p>Focus on developing the Centre's skills in intercepting passes and deflecting the ball to disrupt the opposition's offensive play.</p> <p>Fast Transition from Attack to Defense Teach the Centre how to transition quickly between attacking and defensive roles, especially after a turnover or a missed shot.</p> <p>Defensive Support and Teamwork Foster teamwork by teaching the Centre to communicate and work with teammates, especially the Wing Defence (WD) and Goal</p>	as a defender		<p>who enhance the ability to perform effectively as a defender in the Centre position, contributing to the team's defensive efforts and ensuring strong transitions between defense and attack.</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> The roles of centre as an defender in netball Various drills to improve centre defending in netball <p>Circumstantial knowledge:</p>	<ul style="list-style-type: none"> Stopwatches/timers Note books and pens Score board

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources
				Process Assessment	Services Assessment	Knowledge Assessment	
			Defence (GD), to create a cohesive defensive structure. Game Scenario Practice and Tactical Awareness Teach the Centre to read the game, anticipate the opposition's movements, and adapt their positioning to suit the situation.			Detailed knowledge about: Safety precautions and measures	
3.0 Using ICT for netball Development	3.1 Building competences on using ICT for enhancing performance in netball	(a) Demonstrating skills of operating ICT tools and communication devices relevant for use in netball	Brainstorm: Guide students to brainstorm on the concept of ICT, ICT tools and communication devices Hands-On Training with ICT Tools Provide students with direct, hands-on experience using ICT tools to learn their	Operate the ICT tools and communication devices	Competence of operating ICT tools and communication devices in netball mastered well	Knowledge evidence: Detailed knowledge of: Method used: The student should describe : the skills of operating ICT tools and communication devices Principles: The student should explain: - How the ICT tools and communication	The following tools, equipment, facilities and safety gears are to be available: - <ul style="list-style-type: none"> · Netball court · First aid kit · netballs · Disc markers · Training cones · Training bibs · Whiteboard or tactical board · Digital video analysis tools · Agility ladders and

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources
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			<p>functionalities in real-time.</p> <p>Using ICT for Video Analysis and Feedback Teach students how to use video analysis software to review game footage and provide performance feedback.</p> <p>Team Communication with Walkie-Talkies or Radios Provide students with practical experience in using communication devices (e.g., walkie-talkies, headsets) to facilitate communication during games and practice.</p> <p>Data Collection and</p>			<p>devices operate</p> <p>Theories: The student should explain:</p> <ul style="list-style-type: none"> • Concepts of ICT and ICT tools and communication devices • Importance features of ICT tools and communication devices used in netball • Different kinds of ICT tools and communication devices • How to operate ICT tools and communication devices pertinent for use in netball • Advantages and disadvantages of ICT tools and communication devices 	<ul style="list-style-type: none"> • hurdles • Mannequins or dummies • Mini goals • Speed parachutes or resistance bands • Heart rate monitors/GPS trackers • Whistles and timers • Communication devices

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			<p>Performance Tracking Teach students how to use digital tools to track student statistics (e.g., goals scored, assists, turnovers) and assess team performance.</p> <p>Digital Collaboration and Online Coaching Platforms Encourage students to use digital collaboration tools to share information, review performance, and communicate with teammates and coaches outside of practice sessions</p>			<p>Circumstantial knowledge: Detailed knowledge about: safety precautions and measures before, during and after operating ICT tools and communication devices used in netball game</p>	
		(b) Analysing the ICT applications and programmes	<p>Brainstorm: Guide students to brainstorm on the</p>	use the ICT applications and programmes	Competence of using ICT applications and	<p>Knowledge evidence: Detailed</p>	This Unit can be achieved at a training institution.

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources
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		relevant for use in netball	concept of ICT, ICT applications and programmes Practical work: use the identified ICT applications and programmes Galaxy walk Organise students in manageable groups to describe different kinds of ICT applications and programmes and how they work, their advantages and disadvantages and the importance of ICT applications and programmes in netball	devices	programmes in netball mastered well	<p>knowledge of: Method used: The student should describe: the how to run ICT applications and programmes Principles: The student should explain: - How the ICT applications and programmes run Theories: The student should explain:</p> <ul style="list-style-type: none"> • Concepts of ICT and ICT applications and programmes • Importance features of ICT applications and programmes in netball • Different kinds of ICT applications and programmes • How to operate 	<p>The following equipment and facilities should be available: -</p> <ul style="list-style-type: none"> • Netball court • First aid kit • netballs • Disc markers • Training cones • Training bibs • Whiteboard or tactical board • Digital video analysis tools • Agility ladders and hurdles • Mannequins or dummies • Mini goals • Speed parachutes or resistance bands • Heart rate monitors/GPS trackers • Whistles and timers <ul style="list-style-type: none"> • Video Analysis Software: Hudl, Dartfish, Nacsport (analyze student movements and strategies).

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources
				Process Assessment	Services Assessment	Knowledge Assessment	
						<p>ICT applications and programmes pertinent for use in netball</p> <ul style="list-style-type: none"> Advantages and disadvantages of ICT applications and programmes <p>Circumstantial knowledge: Detailed knowledge about: safety precautions and measures before, during and after operating ICT applications and programmes used in netball game</p>	<ul style="list-style-type: none"> Fitness Tracking Tools: GPS trackers, heart rate monitors, wearable tech like Catapult or Fitbit. Data Analysis Apps: Excel, Tableau (to create performance dashboards or analyze student statistics). Coaching Platforms: TeamSnap, Sportplan (for planning drills and strategies). Communication Tools: WhatsApp, Slack (for team coordination and sharing match plans). Simulation Tools: Virtual reality training apps (to simulate game situations).

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources
				Process Assessment	Services Assessment	Knowledge Assessment	
		(c) Practicing how to use ICT tools, communication devices, applications and programmes in netball	<p>Brainstorm Guide students to brainstorm about the uses of ICT tools, communication devices, applications and programmes in netball</p> <p>Activity: Guide students to use various ICT tools and communication devices to promote and market netball product and services</p> <p>Practical Work: Guide students to use ICT tools, communication devices, applications and programmes for planning, communicating</p>	Use ICT tools, communication devices, applications and programmes in various way for netball development	ICT tools, communication devices, applications and programmes in netball applied effectively	<p>Knowledge evidence: Detailed knowledge of: The method used: The student should explain how to use ICT tools, communication devices, applications and programmes</p> <p>Principles: The student should explain: Uses of ICT tools, communication devices, applications and programmes in netball</p> <p>Theories: The student should:</p> <ul style="list-style-type: none"> Analyse uses of ICT tools, communication devices, applications and 	<p>This element can be achieved at a training institution.</p> <p>The following tools, equipment, facilities and safety gears are to be available:</p> <ul style="list-style-type: none"> Netball court First aid kit Netballs Disc markers Training cones Training bibs Whiteboard or tactical board Digital video analysis tools Agility ladders and hurdles Mannequins or dummies Mini goals Passing arcs Speed parachutes or resistance bands Heart rate monitors/GPS trackers Whistles and timers

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources
				Process Assessment	Services Assessment	Knowledge Assessment	
			and improvising netball materials and training			programmes such as planning, communicating and improvising netball materials and training Circumstantial knowledge: Detailed knowledge about: <ul style="list-style-type: none"> safety precautions and measures before, during and after using ICT tools, communication devices, applications and programmes in netball. 	<ul style="list-style-type: none"> Communication devices
	3.2 Using ICT for enhancing performance in netball	(a) Using ICT for analysis of individual performance in netball	Brainstorm Guide students to identify parameters of individual	<ul style="list-style-type: none"> record videos. Analyse video or data Interpret data to 	The individual student's performance analysed accordingly.	Knowledge evidence: Detailed knowledge of: Method used: The	The following tools, equipment, facilities and safety gears are to be available: <ul style="list-style-type: none"> Netball court

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				Process Assessment	Services Assessment	Knowledge Assessment	
			<p>performance to be recorded for analysis focusing on key metrics such as pass and shot accuracy, number of scores, and positioning.</p> <p>Activity: Guide students to use video or computer software to record their skill performance or data for analysis, Let them identify patterns, compare their skill performance with benchmarks, and write a report highlighting their strengths and areas for improvement.</p> <p>Ask students to develop plans of tracking personal</p>	<p>evaluate individual performance and determine patterns, strengths, and areas of improvement</p> <ul style="list-style-type: none"> • Prepare personalized training plans for improvement. • Apply insights from ICT analysis to adjust individual skill performance in netball gameplay strategies. • Compare personal performance data with benchmarks or professional examples. • Track personal progress over time through 		<p>student should explain how to use ICT tools (e.g., digital video analysis tools, Heart rate monitors/GPS trackers, communication devices) to analyse a student's performance.</p> <p>Principles: The student should explain:</p> <ul style="list-style-type: none"> • The uses of ICT in analysing individual performance in netball <p>Theories: The student should:</p> <ul style="list-style-type: none"> • identify parameters or data of individual performance to be recorded for analysis. • Application of ICT in 	<ul style="list-style-type: none"> • First aid kit • Netball • Disc markers • Training cones • Training bibs • Whiteboard or tactical board • Digital video analysis tools • Agility ladders and hurdles • Mannequins or dummies • Mini goals • Passing arcs • Speed parachutes or resistance bands • Heart rate monitors/GPS trackers • Whistles and timers • Communication devices

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				Process Assessment	Services Assessment	Knowledge Assessment	
			<p>progress over time through recorded metrics and video analysis</p> <p>Practical Work: Guide students to use performance analysis software or apps to evaluate individual netball metrics (e.g., passing accuracy, shot success, stamina) and Prepare improvement plans based on the data.</p> <p>Think-Ink-Pair-Share: Lead students to reflect and write about how ICT tools can be used to analyse individual performance, then discuss</p>	recorded metrics and video analysis		<p>analysing student's performance in netball.</p> <p>Circumstantial knowledge: Detail knowledge about safety precautions and measures before, during and after using ICT for individual performance analysis in netball</p>	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources
				Process Assessment	Services Assessment	Knowledge Assessment	
			insights with a partner and share strategies for improvement with the class.				
		(b) Using ICT for analysing team performance	<p>Brainstorm Guide students to brainstorm about the concepts of team performance, netball products and services</p> <p>Activity: Guide students to use video analysis software to evaluate team performance, focusing on coordination, passing patterns, and defensive organization, and present a report and improvement strategies.</p> <p>Practical Work: Guide students to use performance</p>	<ul style="list-style-type: none"> • Use ICT tools to analyse how different tactical decisions impact team performance. • Compare team performance in different scenarios (e.g., attacking vs. defending, different formations). • ICT platforms to share analysis and feedback. • Reflect on team performance. And share strategies for improvement 	Team performance analysed accordingly.	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to use ICT tools (e.g., digital video analysis tools, Heart rate monitors/GPS trackers, communication devices) to analyse team performance.</p> <p>Principles: The student should explain:.</p> <ul style="list-style-type: none"> • The uses of ICT in analysing team performance. <p>Theories: The student should:</p> <ul style="list-style-type: none"> • Describe the concepts of 	<p>The following tools, equipment, facilities and safety gears are to be available:</p> <ul style="list-style-type: none"> • Netball court • First aid kit • Netball • Disc markers • Training cones • Training bibs • Whiteboard or tactical board • Digital video analysis tools • Agility ladders and hurdles • Mannequins or dummies • Mini goals • Passing arcs • Speed parachutes or resistance bands • Heart rate monitors/GPS trackers • Whistles and

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources
				Process Assessment	Services Assessment	Knowledge Assessment	
			<p>analysis software or apps to evaluate team metrics (e.g., possession, passing networks, defensive organization) and suggest strategies for improvement based on the data.</p> <p>Discussion : Guide students into manageable groups to reflect and write about how ICT tools can be used to analyse team performance in netball, then discuss their insights and share strategies for team improvement in the class</p>			<p>analysis of team performance in netball</p> <ul style="list-style-type: none"> • Explain how to use ICT tools to analyse different tactical decisions and their impact on team performance • Compare team performance in different scenarios (e.g., attacking vs. defending, different formations). • Use ICT platforms to share analysis data and feedback. • Reflect on team performance. and share strategies for improvement 	<p>timers</p> <ul style="list-style-type: none"> • Communication devices

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources
				Process Assessment	Services Assessment	Knowledge Assessment	
						<p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • safety precautions and measures before, during and after using ICT for team performance analysis in netball 	
		(c) Applying ICT for promotion and marketing of netball products and services	<p>Brainstorm Guide student to brainstorm about the concepts promotion, marketing, and netball products and services</p> <p>Activity: Guide students to use various ICT tools and communication devices to promote and market netball</p>	<p>plan a netball event or materials for promotion and marketing through ICT</p> <p>use various ICT tools and communication devices to promote and market netball product and services</p>	<p>ICT for promotion and marketing of netball applied effectively</p>	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to use ICT tools and communication devices and channels to promote and market netball products (eg. Students, equipment, attire-jesses shoes; facilities, experts</p>	<p>The following tools, equipment, facilities and safety gears are to be available:</p> <ul style="list-style-type: none"> • Netball court • First aid kit • Netball • Disc markers • Training cones • Training bibs • Whiteboard or tactical board • Digital video analysis tools • Agility ladders and hurdles

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources
				Process Assessment	Services Assessment	Knowledge Assessment	
			<p>product and services</p> <p>Practical Work: Guide students to plan a netball event or materials for promotion and marketing through ICT</p>			<p>such as coaches, umpires, instructors and Netball events such as matches training courses, workshops, etc)</p> <p>Principles: The student should explain: Application of ICT tools and communication devices for promotion and marketing of netball products and services</p> <p>Theories: The student should:</p> <ul style="list-style-type: none"> Describe the concepts of promotion, marketing and netball products and services plan a netball event or materials for promotion and marketing 	<ul style="list-style-type: none"> Mannequins or dummies Mini goals Passing arcs Speed parachutes or resistance bands Heart rate monitors/GPS trackers Whistles and timers Communication devices

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources
				Process Assessment	Services Assessment	Knowledge Assessment	
						<p>through ICT</p> <ul style="list-style-type: none"> • use various ICT tools and communication devices to promote and market netball product and services <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • safety precautions and measures before, during and after using ICT for promotion and marketing in netball. 	

Form Four

Table 6: Detailed Contents for Form Four

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
1.0 Demonstrating mastery of playing netball	1.1 Performing individualized skills	(a) Performing position-specific skills exercises	<p>Skill Analysis: Guide students to conduct a needs assessment to determine the skills required for each position (e.g., goalkeeper, attacker, defender in netball) Break down each skill into its fundamental components (e.g., footwork, reaction time).</p> <p>Demonstration and Modeling: Guide students to demonstrate position-specific skills by using visual demonstrations by a coach or skilled student and or video analysis of professional athletes</p>	<p>Conduct needs assessment to determine the skills required for each position</p> <p>demonstrate position-specific skills by using visual demonstrations by a coach or skilled student and or video analysis of professional athletes excelling in the positions</p> <p>Practice position-specific skills</p>	Position-specific exercises performed effectively	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to perform Perform position-specific skills exercises Principles: The student should explain: Principles of performing position-specific skills exercises Theories: The student should:</p> <ul style="list-style-type: none"> • Describe the concepts of position-specific skills exercises • Types of exercises performed to improve 	<p>The following tools, equipment, facilities and safety gears are to be available:</p> <ul style="list-style-type: none"> • Netball court • Goal post • Balls • Student’s attire (Jesy, bibs, knee and ankle guard) • Training markers (mask tapes, cones and discs) • Stopwatches/time rs • Note books and 	195

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>excelling in that position.</p> <p>Practical work Guide students to practice starting with basic drills and gradually increase complexity as the student gains proficiency, for example: begin with passing accuracy drills, then advance to passing under defensive pressure. Practice position-specific skills exercises by simulating game scenarios to replicate real-time decision-making and execution. Use small-sided games to emphasize position-specific responsibilities.</p> <p>Activity Ask students to use video replay to help</p>	<p>exercises by starting with basic drills and gradually increase complexity as proficiency is gained, using simulation game and small sided games</p>		<p>position-specific skills</p> <ul style="list-style-type: none"> • Importance of Performing position-specific skills exercises • How to perform position-specific skills exercises <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • safety precautions and measures before, during and after performing position-specific skills exercises in netball. 	<p>pens</p> <ul style="list-style-type: none"> • Score board • Treadmill • Stationary Bike (Exercise Bike) • Elliptical Trainer • Rowing Machine • Stepper/Stair Climber • Spin Bike • Jump Rope • Swimming Pool. • Ski Ergometer <p>Free Weights</p>	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			the students visualize and correct errors and constructive feedback during practice.					
		(b) Planning an individualized training programme	<p>Needs assessment Guide students to evaluate their strengths, weaknesses, goals, and physical/mental condition. Perform fitness and skill tests to establish a baseline. Practical work Guide students to set Specific, Measurable, Achievable, Relevant, and Time-Bound (SMART) Goals: Define both short-term and long-term objectives tailored to the athlete. Collaboration with</p>	<p>Conduct needs assessment for planning individualized training programmes</p> <p>Plan an individualized training programme with short and long term SMART goals</p> <p>prepare tools for assessing progress and provide baseline for adjustment.</p>	Personalized training programme planned accordingly	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain how to plan an individualized training programme to</p> <p>Principles: The student should explain: principles of planning individualized training programmes</p> <p>Theories: The student should explain how to :</p> <ul style="list-style-type: none"> • Conduct needs assessment for planning 	<p>The following tools, equipment, facilities and safety gears are to be available:-</p> <ul style="list-style-type: none"> • Netball court • Goal post • Balls • Student's attire (Jesy, bibs, knee and ankle guard) • Training markers (mask tapes, cones and discs) • Stopwatches/time 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>Experts such as fitness trainers, physiotherapists, and nutritionists to create a holistic plan. Set training schedule by divide the program into phases (e.g., preparatory, competition, recovery). Include varied training methods (e.g., strength, endurance, flexibility, and skill-focused sessions). Adapt exercises to age, position and skill level. Include elements like rehabilitation in case needs for recovering from injury arises. Incorporate evaluation room and feedback loops to reflect on and provide strategies</p>			<p>individualized training programmes</p> <ul style="list-style-type: none"> Plan an individualized training programme with short and long-term SMART goals prepare tools for assessing progress and provide a baseline for adjustment <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> safety precautions and measures before, during and after practising skills in netball. 	<p>rs</p> <ul style="list-style-type: none"> Note books and pens Score board Treadmill Stationary Bike (Exercise Bike) Elliptical Trainer Rowing Machine Stepper/Stair Climber Spin Bike Jump Rope Swimming Pool. Ski Ergometer Free Weights 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			for improvement. Ask students to prepare tools for assessing progress regularly and adjust the plan based on the development.					
		(c) Practicing individualized training programme systematically	<p>Scheduling and Consistency Guide students to create a structured routine with dedicated time slots for training. Ensure regularity to build discipline and habit.</p> <p>Practice Guide students to practice as per individualized training programme systematically starting with foundational exercises, then increasing intensity, complexity, and volume over time. Incorporate diverse</p>	Practice individualized training programme systematically through practical application, feedback, and continuous learning.	Individualized training programmes systematically practiced	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain: - How to perform individualized skills effectively based on personalized programs for consistent improvement. Principles: The student should explain: principles of performing individualized skills effectively</p>	<p>The following tools, equipment, facilities and safety gears are to be available:-</p> <ul style="list-style-type: none"> • Netball court • Goal post • Balls • Student's attire (Jesy, bibs, knee and ankle guard) • Training markers (mask tapes, cones and discs) • Stopwatches/time 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>exercises to prevent monotony while aligning them with the specific goals. While practicing consider recovery and nutrition by including rest days, active recovery, and proper nutrition to optimize performance. Use tools like foam rolling, stretching, or ice baths as part of recovery.</p> <p>Mental Preparation: Progress monitoring and feedback Ask students to maintain a training log to track completed sessions, progress, and provide feedback. Reassess goals periodically and performance metrics and provide regular</p>			<p>based on personalized programs</p> <p>Theories: The student should explain: - How to perform individualized skills effectively based on personalized programs for consistent improvement.</p> <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • safety precautions and measures before, during and after practising individualized training exercises skills in netball. 	<p>rs</p> <ul style="list-style-type: none"> • Note books and pens • Score board • Treadmill • Stationary Bike (Exercise Bike) • Elliptical Trainer • Rowing Machine • Stepper/Stair Climber • Spin Bike • Jump Rope • Swimming Pool. • Ski Ergometer <p>Free Weights</p>	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			feedback, celebrate improvements and address challenges. Prepare an adaptive program based on performance, fatigue levels, or unexpected injuries including mental training techniques such as visualization, goal setting, and stress management to enhance focus and resilience.					
		(a) Playing intramural netball matches	Practices Guide students to organize practice matches within the school (intramural) Facilitate team-building exercises to foster collaboration and	practice teamwork, apply skills, and experience game dynamics in a structured netball	Intramural matches played as per netball rules and regulations	Knowledge evidence: Detailed knowledge of: Method used: The student should explain: - How to intramural matches are organized and played. Principles: The student should	The following tools, equipment and safety gears are to be available • Netball equipment (balls, bibs, goalpost)	195

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>communication among students.</p> <p>Skill Development Warm-Up Sessions Encourage students to begin each session with targeted warm-ups and skill drills to prepare students for the match.</p> <p>Rotational Role Assignments Rotate students through different positions during matches to expose them to various roles.</p> <p>Peer Coaching and Team Strategy Planning Engage students in team discussions and strategy planning before matches.</p> <p>Match Observation and Analysis Ask students to incorporate</p>	match.		<p>explain: principles of playing in intramural matches to gain practical experience, improve their skills, and develop teamwork and strategic thinking through intramural netball matches</p> <p>Theories: The student should: -</p> <ul style="list-style-type: none"> • Explain how to apply playing skills in competitive settings, • Demonstrate sportsmanship, and 	<p>s)</p> <ul style="list-style-type: none"> • Match rules and scoring charts. • Video recording devices for match analysis. • Peer feedback templates Netballs, bibs, cones, and whistles for match play and skill drills. • Simplified netball rulebook and position charts to help students understand the game structure and their roles. • Templates for peer or instructor match 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>observation and feedback into the matches to encourage reflection and improvement among students.</p> <p>Modified Game Formats Guide students to use variations of netball games to focus on specific skills or game elements.</p> <p>Question and answers Ask students to provide feedback on each other's performance after games. Record matches and review them with students to identify strengths and areas for improvement</p>			<p>collaborative skills in. intra-mural matches</p> <ul style="list-style-type: none"> • Circumstantial knowledge Detailed knowledge about: safety precautions and measures before, during and after playing a match in netball. 	<p>observations, focusing on skills, teamwork, and adherence to rules.</p> <ul style="list-style-type: none"> • Diagrams or whiteboards for strategy planning and team discussions. • Videos demonstrating effective team play and tactics. • Post-match feedback forms or journals for students to document their strengths, weaknesses, and improvements. 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
		(b) Playing inter-mural netball matches	<p>Practice Organize students to play matches between schools or clubs Facilitate team-building exercises to foster collaboration and communication among students.</p> <p>Pre-Match Tactical Preparation Teach students to analyze opponents and plan game strategies.</p> <p>Focused Position-Specific Training Guide students to conduct training sessions tailored to specific positions on the court.</p> <p>Simulated Match Practice with</p>	<p>apply playing skills in competitive settings,</p> <p>Demonstrate sportsmanship, and collaborative skills in inter-mural matches</p>	<p>inter-mural netball matches played as per netball rules and regulations</p>	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain: - How to apply different skills and rules to play in a competitive event such as intermural netball matches. Principles: The student should explain: Preparatory and playing skills, competitive spirit, mindset, and experience used to enhance performance and to excel in inter-mural netball matches while</p>	<p>The following tools, equipment, facilities and safety gears are to be available:-</p> <ul style="list-style-type: none"> • Netball equipment (balls, bibs, goalposts). • Match rules and scoring charts. • Video recording devices for match analysis. • Peer feedback templates. • Netballs, bibs, cones, whistles, and scoreboards for match preparation and play. • Court diagrams or whiteboards for planning game strategies. • Playbooks or 	

Module Title (Main Competence)	Unit Title (Specific Competences)	Elements (Learning Activities)	Suggested Teaching and Learning Methods	Assessment Criteria			Training Requirements/ Suggested Resources	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>External Feedback Organize practice matches with external referees or coaches to simulate competition conditions.</p> <p>Sportsmanship and Team Bonding Activities Ask students to incorporate activities that promote fair play, respect for opponents, and team cohesion.</p> <p>Post-Match Reflection and Analysis Guide students to use structured reflection sessions after matches to analyze performance and set improvement goals.</p> <p>Activity Question and answers Ask students to</p>			<p>fostering growth in teamwork, sportsmanship, and competitive performance</p> <p>Theories: The student should explain: -</p> <p>Circumstantial knowledge: Detailed knowledge about:</p> <ul style="list-style-type: none"> • safety precautions and measures before, during and after playing intermural matches in netball 	<p>tactical guides for different netball formations and setups.</p> <ul style="list-style-type: none"> • Templates for recording individual and team performance during matches. • Match recordings for analysis. • Tutorials on advanced tactics and strategies for competitive play. • Activity guides for team bonding and sportsmanship exercises. • Articles or videos highlighting examples of good sportsmanship. 	

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			provide feedback on each other's performance after games. Record matches and review them with students to identify strengths and areas for improvement					
2.0 Demonstrating mastery in managing a game	2.1 Organising netball games	(a) Performing training preparation on physical fitness and psychological skills to enhance performance in a game	Practice Guide students to conduct fitness assessments or fitness tests (e.g., agility, endurance, and flexibility). Practice circuit training: Guide students to create a fitness program focusing on netball-specific skills (jumping, passing, speed). Practice visualization techniques: Teach students how to mentally rehearse their performance.	Perform preparation of physical fitness skills to enhance performance in a game Perform preparation of psychological skills to enhance performance in a game	preparation on physical fitness and psychological skills to enhance performance in a game performed comprehensively	Knowledge evidence: Detailed knowledge of: Method used: The student should explain: How to train physical fitness and psychological skills to enhance performance in a game Principles: The student should explain: training principles on physical fitness and psychological skills Theories: The student should	The following tools, equipment, facilities and safety gears are to be available:- <ul style="list-style-type: none"> • Fitness equipment (cones, skipping ropes, weights). • Sample of fitness plans. • Videos on psychological skills such as goal-setting and stress management. • Illustrated diagrams of a netball court and 	195

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			<p>Practice Motivational Discussions: Use case studies of successful athletes to inspire students.</p>			<p>explain: -</p> <ul style="list-style-type: none"> • How to perform preparation of physical fitness • How to perform preparation of psychological skills <p>Circumstantial knowledge: Detailed knowledge about: safety precautions and measures before, during and after Performing preparation of physical fitness skills to enhance performance in netball game Perform preparation of psychological skills to enhance performance in netball</p>	<p>student positions.</p> <ul style="list-style-type: none"> • Official netball rule books • Videos of professional netball games Diagrams of the netball court, student positions, and zones. • Handouts summarizing netball rules and objectives. • Professional netball match recordings (e.g., International or Super Netball League games). • Tutorials explaining game rules and strategies. • Netballs, bibs, and court markings for hands-on practice. • Whistles and scorecards for simulated game 	

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							scenarios. <ul style="list-style-type: none"> • Concept mapping software (e.g., Miro, MindMeister). • Flip charts or whiteboards for group brainstorming activities. • Observation sheets for students to note characteristics during games or video analysis. • Reflection journals for students to document their understanding 	

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		(b) Describing characteristics of a game of netball	<p>Brainstorming: guide students to brainstorm on the unique features of netball (positions, scoring, and court layout).</p> <p>Role-Playing: Assign students different playing positions to help them understand positional responsibilities.</p> <p>Interactive Lecture with Visual Aids Provide a structured lecture supported by visual aids to explain the key characteristics of netball.</p> <p>Guided Group Discussions Engage students in group discussions to</p>	Position on the court and play to experience position-specific responsibilities through visual aids, practical experiential and continuous learning	characteristics of netball game described comprehensively objectives, team roles, rules or game flow (e.g., passing techniques, scoring, teamwork).	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain: characteristics of a game of netball Principles: The student should explain: characteristics of a game of netball Theories: The student should explain: -</p> <ul style="list-style-type: none"> • How to position on the court • play to experience position-specific responsibilities through visual aids, practical experiential and continuous learning <p>Circumstantial knowledge:</p>	<p>The following tools, equipment, facilities and safety gears are to be available:-</p> <ul style="list-style-type: none"> • Illustrated diagrams of a netball court and student positions. • Official netball rule books • Videos of professional netball games Diagrams of the netball court, student positions, and zones. • Handouts summarizing netball rules and objectives. 	

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			<p>identify and describe the game's characteristics such as game objectives, team roles, rules or game flow(e.g., passing techniques, scoring, teamwork)..</p> <p>Video Demonstration and Analysis Use video recordings of netball matches to illustrate game characteristics</p> <p>Hands-On Practice Organize a mini netball game where students can experience the game firsthand.</p> <p>Concept Mapping Use concept maps to help students organize and describe the key characteristics of netball game</p>			<p>Detailed knowledge about: safety precautions and measures before, during and after Performing position s-specific exercises in netball game</p>	<ul style="list-style-type: none"> • Professional netball match recordings (e.g., International or Super Netball League games). • Tutorials explaining game rules and strategies. • Netballs, bibs, and court markings for hands-on practice. • Whistles and scorecards for simulated game scenarios. • Concept mapping software (e.g., 	

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							Miro, MindMeister). <ul style="list-style-type: none"> • Flip charts or whiteboards for group brainstorming activities. • Observation sheets for students to note characteristics during games or video analysis. • Reflection journals for students to document their understanding. 	
		(c) Describing the game regulations	Rule Demonstration Through Role-Play Guide students to use role-play	Demonstrate the netball regulation, such as court boundaries,	netball regulation, such as court boundaries, passing	Knowledge evidence: Detailed knowledge of: Method used: The	The following tools, equipment, facilities	

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			<p>scenarios to demonstrate key regulations.</p> <p>Group Discussions and Rule Summarization Divide students into groups to research and summarize specific netball regulation, such as court boundaries, passing restrictions, or scoring..</p> <p>Interactive Quizzes and Games Use quizzes and interactive games to reinforce understanding of regulations.</p> <p>Video Analysis Use video footage of netball matches to identify and discuss how regulations are enforced.</p> <p>Practical Application in Simulated Games</p>	<p>passing restrictions, or scoring in a game situation scenario.</p>	<p>restrictions, or scoring described comprehensively</p> <p>describing the regulations of netball by providing clear explanations, active participation, and opportunities to apply the rules in context.</p>	<p>student should explain: the regulation of a game of netball</p> <p>Principles: The student should explain: regulations of netball game by providing clear explanations, active participation, and opportunities to apply the rules in context.</p> <p>of a game of netball</p> <p>Theories: The student should explain: - the netball regulation, such as court boundaries, passing restrictions, or scoring in a game situation scenario</p> <p>Circumstantial knowledge: Detailed knowledge about: safety precautions and measures</p>	<p>and safety gears are to be available::-</p> <ul style="list-style-type: none"> • Provide students with copies of the official netball rulebook or simplified summaries. • Use videos that demonstrate common rule violations and proper umpiring techniques. • Visual aids showing court zones, student positions, and restricted areas to clarify 	

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			Organize practice games where students focus on enforcing and following regulations.			before, during and after playing by using netball game	boundaries and regulations. <ul style="list-style-type: none"> • Digital platforms like Kahoot or Quizizz for quizzes. • Whiteboards or flip charts for group activities and presentations. • Checklists for observing rule enforcement during practice games. • Reflection journals for students to document their understanding 	

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							and experiences.	
		(d) Practicing roles of officials of a netball game	<p>Role-Play and Simulation Allow students to take on the roles of officials in simulated netball games.</p> <p>Guided Observation of Matches Organize opportunities for students to observe live or recorded netball matches with a focus on the officials' actions to help students develop a deeper understanding of the game's rules and how to apply them in real scenarios</p> <p>Umpiring Drills</p>	perform the roles of officials in a netball game to develop the skills, confidence, and knowledge (umpires, timekeepers, and scorers) in netball	roles of officials in a netball game effectively	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain: How to perform the roles of officials in a netball game to develop the skills, confidence and knowledge</p> <p>Principles: The student should explain: roles of officials in a netball game to develop the skills, confidence and knowledge</p> <p>Theories: The student should explain: - perform the roles of officials in a netball game to develop the</p>	<p>The following tools, equipment, facilities and safety gears are to be available:-</p> <ul style="list-style-type: none"> • Official umpiring guides. • Whistles, scorecards, and timekeeping equipment. • Videos demonstrating officiating techniques • Copies of the International Netball 	

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			<p>Guide students to conduct focused drills to practice specific officiating tasks.</p> <p>Case Studies and Problem-Solving Activities Present real or hypothetical scenarios for students to analyze and make officiating decisions for example conduct a short game where umpires enforce rules, timekeepers manage the clock, and scorers record points and penalties.</p> <p>Feedback and Reflection Ask students to use peer and instructor feedback to improve officiating practices.</p>			<p>skills, confidence, and knowledge (umpires, timekeepers, and scorers) in netball o</p> <p>Circumstantial knowledge: Detailed knowledge about: safety precautions and measures before, during and after officiating a netball game</p>	<p>Federation (INF) rule book or simplified summaries for quick reference.</p> <ul style="list-style-type: none"> • Essential tools for practical umpiring, timekeeping, and game management practice. • Templates for recording scores, student positions, and penalties. • Videos showing professional officiating in action, with explanations of key calls and decisions. • Checklists for 	

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							<p>evaluating officiating roles during practice matches.</p> <p>Reflection journals for students to document their experiences and progress.</p>	
	2.2 Organise netball games	(a) Describing roles of umpires in netball	<p>Interactive Lecture with Visual Aids Deliver a lecture outlining the roles and responsibilities of umpires in netball, supported by visual aids.</p> <p>Role-Playing Activity Engage students in role-playing exercises to simulate umpiring duties.</p> <p>Video Analysis Guide students to analyze recorded</p>	Interpret the roles of umpires in netball	roles of umpires in netball describe and understood well	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain: roles of umpires in netball Principles: The student should explain: the roles of umpires Theories: The student should explain: - the roles of umpires Circumstantial</p>	<p>The following tools, equipment, facilities and safety gears are to be available:-</p> <ul style="list-style-type: none"> • Official International Netball Federation (INF) rulebook. • Simplified umpiring guides or handouts. 	

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			<p>netball matches to observe and discuss umpiring roles in action.</p> <p>Group Research and Presentations Assign students to research and present on specific umpiring roles and responsibilities.</p> <p>Practical Demonstration and Peer Feedback Conduct practical demonstrations where students practice umpiring with peer feedback</p>			<p>knowledge: Detailed knowledge about: safety precautions and measures before, during and after umpiring in netball game</p>	<ul style="list-style-type: none"> • Recorded matches showing umpires in action. • Tutorials or demonstrations of umpiring techniques. • Umpiring kits (e.g., whistles, scorecards). • Pre-designed game scenarios for practice. • Visual aids summarizing umpire roles and responsibilities. • Diagrams showing umpire positioning on the court. • Digital quizzes on umpiring rules and signals (e.g., Kahoot, Quizizz). • Online umpiring simulation games or apps. 	

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		(b) Practicing the umpiring roles	<p>Simulated Match Officiating Conduct simulated netball matches where studentstake on umpiring roles.</p> <p>Practice Teach students the proper use of whistles talking and hand signals for officiating.</p> <p>Peer Assessment and Feedback Facilitate students' peer observation and feedback among students during umpiring practice</p> <p>Video Replay and Analysis Use video recordings of students' umpiring performances for analysis and feedback</p> <p>Scenario-Based Role-Playing Ask students to use</p>	Practise Umpires' roles in netball through practical application, feedback, and continuous learning.	Umpires' roles in netball mastering as per netball umpiring rule	<p>Knowledge evidence:</p> <p>Detailed knowledge of:</p> <p>Method used: The student should explain: how to practice umpiring in netball</p> <p>Principles: The student should explain: umpiring skills in netball</p> <p>Theories: The student should explain: how to perform umpires' roles in netball focusing on hands-on and experiential activities to build confidence, decision-making, and technical skills (e.g., proper positioning, whistle use, talking foul identification</p> <p>Circumstantial</p>	<p>The following tools, equipment, facilities and safety gears are to be available:-</p> <ul style="list-style-type: none"> • The official International Netball Federation (INF) rulebook for reference. • Posters or infographics illustrating umpiring hand signals and whistle usage. • Court diagrams showing umpire positioning. • Tutorials demonstrating proper umpiring techniques. • Recorded matches for observational 	

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			pre-designed scenarios to practice specific umpiring tasks.			knowledge: Detailed knowledge about: safety precautions and measures before, during and after umpiring in netball game	learning and analysis. <ul style="list-style-type: none"> • Umpiring equipment (e.g., whistles, stopwatches, scorecards). • Pre-designed scenario cards for role-playing exercises. • Checklists or rubrics for peer and instructor evaluations. • Reflection journals for students to document their umpiring experiences and improvements. 	
2.0 Demonstrating mastery in organizing netball events	3.1 Designing the events	(a) Developing an idea on the type of event to be conducted	<ul style="list-style-type: none"> • TIPS Guide students to think individually, write down their ideas, discuss the ideas in pairs, and then share in the 	generate, organize, and evaluate netball event	idea on the type of event to be conducted generate, organize, and evaluate	Knowledge evidence: Detailed knowledge of: Method used: The student should explain: how to	The following tools, equipment, facilities and safety gears are to	108

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			<p>class to collaboratively generate ideas for events.</p> <ul style="list-style-type: none"> • Case Studies Analyze examples of successful netball events to inspire students and the selection of the event to be conducted • Brainstorming Sessions Use brainstorming to encourage students' creative thinking and idea generation. • Needs Analysis Activity Teach students to identify the needs of the target audience and align them with event goals. • Role-playing and Scenario Simulation 		effectively	<p>develop idea on the type of event to be conducted</p> <p>Principles: The student should explain: how to generate ideas of the event to be conducted in netball</p> <p>Theories: The student should explain: how to generate the idea of the event to be conducted in netball</p> <p>Circumstantial knowledge: Detailed knowledge about: safety precautions and measures before, during and after practice in netball game</p>	<p>be available::-</p> <ul style="list-style-type: none"> • Event brainstorming worksheets. • Needs analysis survey templates. • Mind mapping tools like Mind Meister or Canva. • Examples of diverse events, such as school tournaments, community outreach programs, or charity events. • Reports or videos showcasing the planning and execution of successful events. • Collaborative tools like Google Docs, Jamboard, or Miro for group brainstorming and planning. • Handouts on event 	

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			<ul style="list-style-type: none"> Ask students to simulate the process of pitching event ideas to a team or sponsor. Use visual tools to organize and refine event ideas 				<p>types, goals, and target audience considerations.</p> <ul style="list-style-type: none"> Step-by-step guides for idea development and planning. Role-play scripts and scenarios for event pitching exercises. Pre-designed templates for mapping and organizing event ideas. Guidelines on defining SMART objectives. Videos of sports event highlights. 	
		(b) Defining the objective of the event and the audience	<p>Group Discussions: Guide students to set event objectives and identify the target audience such as teams, experts and technical officials</p> <p>Case Studies</p>	align event objectives with the needs and characteristics of the	Define the objective of the event and identification of the audience conducted effectively	<p>Knowledge evidence:</p> <p>Detailed knowledge of:</p> <p>Method used: The student should explain: how to set</p>	The following tools, equipment, facilities and safety gears are to be available:-	

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			<p>Guide students to analyze examples of guidelines with well-defined SMART objectives to set a baseline for defining the objectives of the event to be conducted</p> <p>Analyze successful events to understand how their objectives and audiences were defined.</p> <p>Guided Questioning Use a structured framework of guiding questions to help students define event objectives and audience.</p> <p>Target Audience Persona Creation Teach students to create audience personas to better understand their target demographic.</p> <p>Vision Board or</p>	target audience		<p>and align event objectives with the needs and characteristics of the target audience</p> <p>Principles: The student should explain: features of clear and SMART objectives for an event to be conducted in netball</p> <p>Theories: The student should explain: how to set event objectives</p> <p>How to align objectives with the needs and characteristics of the target audience in netball</p> <p>Circumstantial Knowledge evidence:</p> <p>Detailed knowledge of:</p>	<ul style="list-style-type: none"> • Event planning templates. • Guidelines on defining SMART objectives. • Videos of sports event highlights • Event objective definition worksheets with guiding questions. • Audience persona templates for defining target demographics. • Detailed descriptions of events with clearly defined objectives and audiences. • Videos or reports on event planning processes. • Mind mapping tools (e.g., 	

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			<p>Objective Mapping Guide students to use visual tools to define event objectives and audience characteristics.</p> <p>Collaborative Brainstorming and Refinement Facilitate group brainstorming sessions among students to define objectives and audiences.</p>			<p>knowledge: Detailed knowledge about: safety precautions and measures before, during and after practice in netball game</p>	<p>MindMeister, Lucidchart) for visualising objectives and audience traits.</p> <ul style="list-style-type: none"> • Canva or Google Slides for creating vision boards. • Access to survey tools (e.g., Google Forms) for gathering audience data. • Online demographic data resources to study target audience characteristics. • Pre-designed scenarios where students define objectives and audiences for events like netball tournaments, of campaigns 	

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		(c) Describing the structure of the event	<p>Lecture and Concept Mapping Provide an overview of the structure of a netball event using visual aids.</p> <p>Planning Role Play Assign students specific roles within a mock netball event to understand its structure.</p> <p>Analyzing Real-Life Netball Event Structures Use case studies of real netball events to help students understand their structure.</p> <p>Timeline Creation Activity Guide students to create timelines that outline the structure of a netball event.</p> <p>Group Brainstorming on Event Flow Facilitate students'</p>	Create timelines that outline the structure of a netball event.	Netball event structures and how to plan it described effectively	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain: the structure of an event in netball</p> <p>Principle The student should explain the structures of netball events.</p> <p>Theories: The student should explain: how to create timelines that outline the structure of an event in netball</p> <p>Circumstantial knowledge: Detailed knowledge about: safety precautions and measures before, during and after practice in</p>	<p>The following tools, equipment, facilities and safety gears are to be available:-</p> <ul style="list-style-type: none"> • Event structure templates for planning. • Netball tournament scheduling templates. • Reports or videos of real netball events. • Examples from national or international tournaments. • Canva or Lucidchart for creating flowcharts and diagrams. • Google Sheets for scheduling 	

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			<p>discussions to design an event flow for a netball tournament.</p> <p>Visual Diagram Creation: Use diagrams to visualize the structure of a netball event. Research and Presentation Have students research netball event structures and present their findings.</p> <p>Comparative Analysis Activity Compare the structure of netball events with other sports events.</p> <p>Quiz and Scenario-Based Questions Use quizzes and scenarios for students to reinforce their understanding of event structure.</p> <p>Field Visit to a</p>			netball game	<p>fixtures.</p> <ul style="list-style-type: none"> • Videos of netball events showcasing their structure. • Photos or diagrams of venue layouts and equipment setup. • Step-by-step guides on planning netball event structures. • Lists of roles and responsibilities in netball tournaments. • Example scenarios for students to plan and describe event structures. 	

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			Netball Event Arrange a visit to a live or recorded netball event to gain an understanding of the organisation, roles, timelines, and logistics involved					
	3.2 Planning netball events	(a) Planning the required resources	Practices Guide students to create a checklist of all required resources and their sources (e.g., staff, equipment, permits, refreshments) Teach students to identify and categorize the resources needed for different types of events. Teach students how to allocate resources within a budget. Teach students to	plan resource for netball events	planning resource for netball events mastered effectively.	Knowledge evidence: Detailed knowledge of: Method used: The student should explain: how to plan an event in netball Principle The student should explain planning the required resources in netball event and their sources (e.g., staff, equipment, permits, refreshments) Theories: The student should explain: how to plan	The following tools, equipment, facilities and safety gears are to be available:- <ul style="list-style-type: none"> • Resource planning templates (e.g., budget sheets, procurement checklists). • Event-specific resource checklists. • Examples of resource planning 	144

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			<p>prioritize resources based on importance and event objectives. Guide students to analyze real-life examples of successful or failed resource planning. Use visual tools to map out required resources for an event.</p> <p>Mock Resource Planning Projects Assign students to plan resources for a simulated event.</p> <p>Guest Speaker or Expert Session Invite event managers or procurement specialists to share insights on resource planning to students.</p> <p>Problem-Solving Scenarios Present students with challenges in resource planning</p>			<p>the required resources in netball</p> <p>Circumstantial knowledge: Detailed knowledge about: safety precautions and measures before, during and after practice in netball game</p>	<p>successes and failures in different event types.</p> <ul style="list-style-type: none"> Articles or videos showcasing resource planning strategies. Budgeting software (e.g., Excel, Google Sheets). Project management tools (e.g., Trello, Asana). Resource tracking apps (e.g., Smartsheet). Hypothetical event briefs with varying levels of complexity and resource requirements. Professionals in event management or procurement to share real-world 	

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			and ask them to develop solutions. Guide students in creating a standardized checklist for resource planning. Technology Integration Introduce students to use of digital tools and software for resource planning and management				experiences. Vendor catalogs or pricing guides for common event resources (e.g., equipment, catering)	
		(b) Planning team and participant management	Team Simulations Assign team management roles to students and practice delegation. Collaborative Group Projects Assign students to plan and manage teams and participants for a mock event. Role-Playing Ask students to simulate team and participant	plan, execute and evaluate teams and participants management	planning, execution, and evaluation of teams and participants management performed effectively	Knowledge evidence: Detailed knowledge of: Method used: The student should explain: how to plan team and participant management in netball Principle The student should explain how to plan, execute, and	The following tools, equipment, facilities and safety gears are to be available:- <ul style="list-style-type: none"> Team management templates (e.g., roles and responsibilities charts). Scheduling tools 	

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			<p>management scenarios to develop practical skills. Guide students to conduct workshops focusing on leadership and team management principles. Teach students how to create detailed schedules and allocate resources for teams and participants.</p> <p>Case Study Analysis Ask students to analyze real-life examples of successful and unsuccessful team and participant management</p> <p>Communication Skills Training Guide students to conduct activities that emphasize effective communication with</p>			<p>evaluate team and participant management in netball event and their sources (e.g., staff, equipment, permits, refreshments)</p> <p>Theories: The student should explain: how to plan teams and participant management in netball</p> <p>Circumstantial knowledge: Detailed knowledge about: safety precautions and measures before, during and after practice in netball game</p>	<p>(e.g., Google Calendar, Trello, Asana).</p> <ul style="list-style-type: none"> • Conflict resolution frameworks and guides. • Examples of team and participant management in successful events. • Articles or videos highlighting challenges and lessons learned. • Communication platforms (e.g., Slack, Microsoft Teams). • Feedback collection tools (e.g., Google Forms, Typeform). • Prewritten conflict or management scenarios for role-play. • Participant and 	

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			<p>teams and participants.</p> <p>Conflict Resolution Scenarios Teach students how to address and resolve conflicts within teams or with participants.</p> <p>Participant Engagement Strategies Teach students how to create a positive experience for participants.</p> <p>Monitoring and Evaluation Training Teach students how to monitor team and participant performance during an event.</p> <p>Team-Building Activities Encourage students to organize team-building exercises to help students</p>				<p>team member profiles for simulation activities.</p> <ul style="list-style-type: none"> • Leadership development books or articles (e.g., The 5 Levels of Leadership by John Maxwell). • Videos or podcasts on effective team management. • Monitoring checklists and performance metrics templates. • Feedback forms for participants and team members. 	

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			understand group dynamics and collaboration					
		(c) Planning promotion and marketing strategies	<p>Case Study Analysis Analyze successful and unsuccessful marketing campaigns for similar events.</p> <p>Project-Based Learning Assign students to create a complete marketing plan for a mock or real event.</p> <p>Digital Marketing Workshops Introduce students to digital marketing tools and techniques, such as social media, email campaigns, and SEO.</p> <p>Audience Profiling Exercise</p>	develop both the creative and strategic aspects of event promotion and marketing of an event	promotion and marketing strategies planned effectively	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain: how to plan and execute promotion and marketing strategies in netball</p> <p>Principle The student should explain skills for effective promotion and marketing of an event</p> <p>Theories: The student should explain: how to plan and develop both the creative and strategic aspects of</p>	<p>The following tools, equipment, facilities and safety gears are to be available:-</p> <ul style="list-style-type: none"> • Marketing plan templates. • Budgeting tools (e.g., Excel or Google Sheets). • Canva or Adobe Spark for graphic design. • Social media platforms 	

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			<p>Teach students how to define and target the event's audience.</p> <p>Budgeting and Resource Allocation Teach students to create a marketing budget and allocate resources effectively.</p> <p>Creative Campaign Development Challenge students to develop a creative theme and slogan for the event's promotion</p> <p>Role-Playing Ask students to Simulate real-world marketing scenarios to build problem-solving skills. Guide students to plan and execute a mock promotion campaign (e.g.,</p>			<p>event promotion and marketing of an event in netball</p> <p>Circumstantial knowledge: Detailed knowledge about: safety precautions and measures before, during and after practice in netball game</p>	<p>(e.g., Instagram, Facebook, LinkedIn).</p> <ul style="list-style-type: none"> • Email marketing tools (e.g., Mailchimp) • Project management tools (e.g., Trello, Asana) • Real-life examples of event marketing campaigns. • Videos or articles on successful promotional strategies. • Data sets for 	

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			<p>social media posts, posters).</p> <p>Marketing Analysis Introduce students to tracking and evaluating the success of promotional efforts.</p> <p>Collaboration with Local Businesses: Engage students in creating partnership proposals for local businesses or sponsors to co-promote the event.</p> <p>Mock Media Campaign Guide students to conduct a simulated media</p>				<p>practice in calculating ROI or engagement rates.</p> <ul style="list-style-type: none"> • Google Analytics or similar tools for monitoring campaign performance. • Scripts or scenarios for mock marketing challenge 	

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			campaign where students create promotional content for various channels.					
		(d) Planning safety, compliance and risk management strategies	<p>Group Discussions organise students in manageable groups to use real-life scenarios to discuss risk management strategies</p> <p>Scenario-Based Learning Present students with real-life or hypothetical scenarios where safety, compliance, or risk management is a challenge.</p> <p>Risk Assessment Exercises Guide students to identify potential risks and create a risk management plan.</p> <p>Compliance</p>	combining theoretical knowledge with hands-on activities, these strategies ensure students develop the skills to plan and manage safety, compliance, and risk effectively	safety, compliance, and risk management skills planned effectively	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain: how to execute skills for planning and maintaining safety, compliance and risk management in netball events</p> <p>Principle The student should explain skills for effective planning and maintaining of safety, compliance and risk management in netball events</p> <p>Theories: The student should</p>	<p>The following tools, equipment, facilities and safety gears are to be available:-</p> <ul style="list-style-type: none"> • Risk assessment templates. • Compliance checklists tailored to local regulations. • Emergency action plan (EAP) templates. • Examples of successful and failed event safety and compliance efforts. • Ne 	

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			<p>Checklist Creation Guide students in creating a compliance checklist based on legal and regulatory requirements.</p> <p>Guest Speaker Invite professionals (e.g., safety officers, legal experts, or event managers) to discuss with students about safety, compliance, and risk management.</p> <p>Role-Playing and Simulations Guide students to conduct role-playing activities where students respond to safety or compliance scenarios.</p> <p>Emergency Action Plan Development Guide students to draft an emergency action plan (EAP) for an event.</p>			<p>explain: how to combining theoretical knowledge with hands-on activities, and strategies develop skills for planning and manage safety, compliance, and risk effectively</p> <p>Circumstantial knowledge: Detailed knowledge about: safety precautions and measures before, during and after practice in netball game</p>	<p>ws articles or videos about real-life incidents at events.</p> <ul style="list-style-type: none"> • Mock event plans, floor layouts, and safety equipment. • Role-playing scenarios with defined challenges. • Professionals in event management, legal compliance, or safety audits. • iAuditor for safety audits. • Trello or Asana for risk tracking. • Event management software like Eventbrite. • Local health and safety laws. • Fire safety codes and crowd management 	

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			<p>Site Visits and Safety Audits Organize students to visit event venues to conduct safety audits. Case Study Analysis Guide students to analyze incidents or accidents at events to learn from past mistakes.</p> <p>Collaborative Risk Mapping Engage students in creating a risk map for an event.</p> <p>Technology Integration Introduce students to tools and software for safety, compliance, and risk management.</p>				guidelines.	
	3.3 coordinating Netball events	(a) Performing Pre-event preparation	<p>Brainstorming and Collaboration Conduct collaborative brainstorming sessions to generate</p>	combining practical exercises, collaboration and	Pre-event preparation performed effectively	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should</p>	The following tools, equipment, facilities and safety gears are to	144

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			<p>ideas for an event's theme, objectives, and logistics.</p> <p>Simulation Exercises Guide students to perform mock events to practice pre-event roles. Guide students through the entire pre-event preparation process in a series of structured workshops such as to analyze real or hypothetical case studies of pre-event preparations to identify best practices and common pitfalls.</p> <p>Role-Playing and Simulation Ask students to organize mock event planning sessions where students take on specific roles</p>	reflection, strategies to ensure that students are well-prepared to handle the complexities of pre-event preparation		<p>explain: how to execute skills for planning event in netball</p> <p>Principle The student should explain skills and knowledge to successfully plan and organize an event</p> <p>Theories: The student should explain: how to combining practical exercises, collaboration and reflection, strategies to ensure good preparation and handling of complexities of pre-event preparation</p> <p>Circumstantial knowledge: Detailed knowledge about:</p>	<p>be available:-</p> <ul style="list-style-type: none"> • Templates for event planning checklists, budgets, and timelines. • Event management tools like Trello, Asana, or Google Sheets. • Role-playing props (e.g., mock budgets, participant lists, venue layouts). • Videos and case studies of successful event planning. • Feedback forms and rubrics for 	

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			<p>(e.g., event manager, logistics coordinator, finance manager). Teach students how to create detailed checklists for pre-event preparation.</p> <p>Practice Provide students with hands-on experience in creating and managing an event budget. Engage students in identifying and sourcing the resources needed for an event. Use checklists to ensure all materials and personnel are ready before the event. Teach students how to create a detailed event timeline and schedule. Teach students how to develop a communication plan</p>			safety precautions and measures before, during and after practice in netball game	evaluation.	

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			for stakeholders, participants, and team members. Introduce students to risk assessment techniques for pre-event preparation. Observation Allow students to observe and learn from experienced event planners. After each pre-event preparation activity, students should provide constructive feedback and encourage self-evaluation.					
		(b) Practicing supervision of activities, participants, finance and materials used in the event	Simulation Exercises Guide students to conduct mock events where they take supervision roles (e.g., activity coordinator, finance manager, or materials supervisor) ensure all materials	Practice supervision of activities, participants, finance, and materials used in an event.	hands-on practice and real-world application to develop their supervision skills performed comprehensively	Knowledge evidence: Detailed knowledge of: Method used: The student should explain: How to supervise activities, participants, finance, and materials used in an event	The following tools, equipment, facilities and safety gears are to be available:- <ul style="list-style-type: none">• Templates for supervision checklists,	

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			<p>are available in the event and are appropriately used and personnel are supervising activities, participants, finances, and materials</p> <p>Role-Playing Assign the students specific roles (e.g., participants, volunteers, supervisors) in a staged event to simulate real-life interactions and problem-solving in the event. Assign small groups of students to supervise different aspects of a larger simulated event (e.g., one group manages materials, another supervises participants).</p> <p>Case Study</p>			<p>Principle The student should explain supervision skills of activities, participants, finance, and materials used in an event</p> <p>Theories: The student should explain: how to combining practical exercises, collaboration and reflection, strategies to ensure good preparation and handling of complexities of pre-event preparation</p> <p>Circumstantial knowledge: Detailed knowledge about: safety precautions and measures before, during and</p>	<p>budget tracking, and inventory logs.</p> <ul style="list-style-type: none"> • Simulation props (e.g., mock budgets, materials inventory, participant lists). • Event planning software (e.g., Trello, Google Sheets, Eventbrite). • Videos or case studies of successful event supervision. • Feedback forms to evaluate supervision performance. 	

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			<p>Analysis Provide students with real or hypothetical case studies of event supervision.</p> <p>Financial Management Practice Provide students with a mock event budget to manage during a simulation.</p> <p>Observation and Feedback Have students observe a real event or an experienced supervisor in action, then produce a report about the event</p> <p>Reflection Ask students to conduct reflective discussions after each practice session to evaluate the effectiveness of students' supervision skills</p> <p>Use of Technology</p>			after practice in netball game		

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			Introduce Students to digital tools for event supervision (e.g., spreadsheets for finance tracking, apps for participant registration, or project management software)					
		(c) Conducting post-event debriefing and or evaluation	<p>Group discussion: Organize a structured group discussion with students on post-event debriefing to reflect on successes and areas of improvement focus on key areas such as what went well, challenges faced, and lessons learned (the SWOT- Strengths, Weaknesses, Opportunities, and Threats) analysis of the event.</p> <p>Role-Play Assign students</p>	Conduct post-event debriefing and evaluation	conducting post-event debriefing and evaluation performed comprehensively	<p>Knowledge evidence: Detailed knowledge of: Method used: The student should explain: how to conduct post-event debriefing and evaluation</p> <p>Principle The student should explain skills for conducting post-event debriefing and evaluation</p> <p>Theories: The student should explain: how to conduct post-event</p>	<p>The following tools, equipment, facilities and safety gears are to be available:-</p> <ul style="list-style-type: none"> • Flipcharts, markers, and sticky notes for group activities. • Digital tools like Google Forms or Microsoft Excel for 	

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			<p>different stakeholder roles (e.g., event manager, participant, audience member) and ask them to evaluate the event from those perspectives.</p> <p>Feedback Surveys Guide students to create a survey or feedback form with structured questions about the event.</p> <p>Reflective Journaling Ask students to individually reflect and write about their experiences, challenges, and achievements during the event.</p> <p>Event Data Analysis Guide students to use event-related data (e.g., attendance numbers, budget performance, social</p>			<p>debriefing and evaluation</p> <p>Circumstantial knowledge: Detailed knowledge about: safety precautions and measures before, during and after practice in netball game</p>	<p>feedback collection and analysis.</p> <ul style="list-style-type: none"> • Templates for SWOT analysis, action plans, and evaluation forms. • Videos or case studies on successful event evaluations. • Reflective journaling prompts 	

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			<p>media engagement) to evaluate outcomes.</p> <p>Comparative Evaluation Ask students to compare the event outcomes to the initial objectives and expected results.</p> <p>Visual Feedback Wall Guide students to create a "feedback wall" where students can post sticky notes with their thoughts, organized into categories (e.g., successes, challenges, suggestions)</p> <p>Future Action Planning Guide students to develop an improvement plan based on the evaluation.</p>					

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