

**THE UNITED REPUBLIC OF TANZANIA**  
**MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY**



**FOOTBALL PERFORMANCE SYLLABUS FOR ORDINARY SECONDARY  
EDUCATION VOCATIONAL STREAM FORM I-IV**

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## **Abbreviations and Acronyms**

<b>CBET</b>	- Competence Based Education and Training Approach.
<b>CPR</b>	- Performing cardiopulmonary resuscitation (CPR)
<b>FIFA</b>	- Fédération Internationale de Football Association
<b>ICT</b>	- Information and Communication Technology
<b>OUS</b>	- Occupational Unit Standards
<b>VET</b>	- Vocational Education and Training
<b>VETA</b>	- 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 of 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.

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For and on behalf of:

**Vocational Education and Training Authority**



CPA. Antony M. Kasore

**Director General**

## **1.0. Introduction**

Football Performance occupation refers to the comprehensive set of roles, responsibilities, and activities involved in optimizing an individual's or team's performance in football. It encompasses both the physical and mental aspects of preparation, execution, and recovery. The activities include technical training, tactical understanding, physical conditioning, and psychological development. Players and coaches engage in this occupation to achieve peak performance. It requires players to balance discipline, commitment, and adaptability while meeting the rigorous expectations of training, strategy, and teamwork.

The study of football performance as an occupation is essential because it offers a comprehensive understanding of how players, coaches, and support staff operate within a high-performance environment. Football performance demands physical prowess, mental resilience, and strategic thinking. By studying football performance, students and teachers can identify factors influencing success, such as training methodologies, team dynamics, decision-making processes, and strategies. These insights contribute to optimizing player performance and enhancing player longevity. Moreover, the occupation of football transcends the field, encompassing aspects like leadership, teamwork, and communication, which are vital for fostering a cohesive and effective team culture.

Tanzania can reap significant benefits by offering football performance occupation in its ordinary secondary education vocational stream form I-IV, contributing to the nation's football development and youth empowerment. By incorporating football performance occupation into the ordinary secondary education vocational stream, the country can systematically develop skilled players, coaches, and football managers. Additionally, it can create a pipeline of professionals who understand modern football tactics, fitness, and management, ensuring sustainable football development. Furthermore, the occupation creates employment opportunities for youth and fostering economic growth through the football industry.

The occupation entails many employment opportunities; hence a student who has completed this occupation can work in the following areas;

### **(a) Sports organizations**

#### *Professional Football Clubs*

- Premier League clubs
- Lower division or semi-professional clubs.

#### *Sports Academies and Training Centers*

- Youth football academies (affiliated with clubs or independent).

#### *National and Regional Football Associations*

- Federations governing football at the national or local levels.
- Talent identification and player development programmes.

#### *Sports Development Agencies*

- Organizations focused on grassroots and community football programmes.

### **(b) Education and Training Institutions**

#### *Schools and Colleges*

- Institutions offering sports coaching or vocational training in football.
- Universities and Higher Education Institutions*
- Sports science departments or football coaching programmes.
- Intercollegiate athletics departments.
- (c) Sports Health and Performance**
- Rehabilitation and Sports Medicine Clinics*
- Institutions offering specialized football injury management and rehabilitation.
- Sports Science and Research Facilities*
- Performance analysis and player monitoring centers.
- (d) Community and Recreational Services**
- Community Football Programmes*
- Public or private organizations promoting participation in football.
- Youth or adult recreational leagues.
- Non-Profit Organizations dealing with football.*
- (e) Media and Event Management**
- Sports Media and Marketing Firms*
- Institutions focusing on football broadcasting, journalism, or digital media.
- Event Management Companies*
- Organizations managing football tournaments or leagues.

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

## **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 Constitution of the United Republic of Tanzania and international conventions.

### **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 football;
- (b) Perform exercises for physical fitness;
- (c) Perform football in accordance to rules;
- (d) Perform football strategies;
- (e) Perform systems of playing football;
- (f) Demonstrate mastery of playing football.

### **5.0. 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 Maintaining health and safety in football	1.1 Maintaining health and safety in football 1.2 Rendering first aid
2.0 Performing exercises for physical fitness	2.1 Performing exercises for health-related physical fitness 2.2 Performing exercises for performance related physical fitness
3.0 Performing football in accordance to rules	3.1 Performing football skills and techniques 3.2 Applying football rules 3.3 Observing ethics and moral values in football
4.0 Performing football strategies	4.1 Performing offensive principles in football (width, support, improvisation, penetration, mobility and transition) 4.2 Performing defensive principles in football (pressure on opponent, depth, communication, concentration, balance and support) 4.3 Use psychological skills in football (competitive spirit, resilience, goal-setting, tolerance, imagery, aggressiveness, courage and motivation)
5.0 Performing systems of playing football	5.1 Performing players' positions (goalkeeping, defence, midfield and attack) 5.2 Performing roles and responsibilities of players' position 5.3 Analysing formations of play in football 5.4 Using ICT for football performance
6.0 Demonstrating mastery of playing football	6.1 Demonstrating mastery of position-specific skills in football 6.2 Playing intramural and inter-mural football matches

## 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 Football Performance.

### 6.1. The teacher

The teacher is expected to:

- (a) Help the student to learn and develop the intended competences in playing football.
- (b) Use teaching and learning approaches that will allow students with different needs and abilities to:
  - (i) Develops the competences needed in the 21<sup>st</sup> 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;
- (d) Create a friendly teaching and learning environment;
- (e) Prepare and improvise teaching and learning resources;
- (f) Conduct formative assessment regularly by using tools and methods which assess theory and practice;

- (g) Treat all the students according to their learning needs and abilities;
- (h) Protect the student from the risky environment while he or she is at school;
- (i) Keep track of the student's daily progress;
- (j) Identify individual student's needs and provide the proper intervention;
- (k) Involve parents/guardians and the society at large in the student's learning process; and
- (l) 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 learner-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 Football 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	<b>40</b>
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	
<b>Total</b>	<b>60</b>	

## 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 Football Performance 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 football.	1.1 Maintaining health and safety in football.	(a) Demonstrating personal hygiene in football.	<p><b>Brainstorm:</b> Guide the students to list common personal hygiene aspects, and discuss the importance of maintaining personal hygiene in football.</p> <p><b>Practical Work:</b> Guide students to correctly demonstrate personal hygiene aspects (such as skin and body hygiene, foot care, hand and nail hygiene, hydration hygiene, and hair and facial hygiene) in training and playing matches.</p>	<ul style="list-style-type: none"> <li>• Identify different aspects of personal hygiene.</li> <li>• Maintain personal hygiene.</li> <li>• Wash football attires.</li> <li>• Wear appropriate football attire.</li> <li>• Hydrate the body by drinking enough water.</li> </ul>	Personal hygiene in football is demonstrated accordingly.	<p><b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to:</p> <ul style="list-style-type: none"> <li>• Adhere to different ways of maintaining personal hygiene</li> <li>• Ensure personal hygiene</li> </ul> <p><b>Principles:</b> The student should explain the principles of:</p> <ul style="list-style-type: none"> <li>• Nutrition and hydration.</li> <li>• Observing personal hygiene in playing football.</li> </ul> <p><b>Theories:</b> The student should explain: -</p> <ul style="list-style-type: none"> <li>• Personal hygiene aspects.</li> <li>• Different ways of maintaining personal hygiene.</li> </ul>	The following tools, supplies, equipment and facilities are available: - <ul style="list-style-type: none"> <li>• Supply of water</li> <li>• Washrooms</li> <li>• Hair dressing equipment</li> <li>• Pedicure accessories</li> </ul>	333

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><b>Activity:</b> Organize students into manageable groups to identify the personal hygiene practices and write down their implications in football.</p>			<ul style="list-style-type: none"> <li>Importance of maintaining personal hygiene in football.</li> </ul> <p><b>Circumstantial knowledge</b> Detailed knowledge about:</p> <ul style="list-style-type: none"> <li>Observing personal hygiene in different circumstances.</li> </ul>		
		(b) Demonstrating safety in football.	<p><b>Brainstorm:</b> Guide students to list common football safety rules and discuss their importance in preventing injuries and ensuring a safe playing environment.</p> <p><b>Practical Work:</b> Guide students to correctly implement football safety rules such as the use of personal preventive</p>	<ul style="list-style-type: none"> <li>Maintain football safety</li> <li>Identify causes of health and safety hazards in a football and its surroundings.</li> <li>Maintain a safe playing environment</li> <li>Maintain personal safety</li> <li>Clean football attires.</li> <li>Wear appropriate football attire.</li> <li>Perform proper warm-up and</li> </ul>	Safety in football is demonstrated accordingly.	<p><b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to:</p> <ul style="list-style-type: none"> <li>Maintain safety in football.</li> <li>Clean football attire safely</li> <li>Maintain safety while playing football.</li> </ul> <p><b>Principles:</b> The student should explain the principles of:</p> <ul style="list-style-type: none"> <li>Safety adherence</li> <li>Warm-up and cool down.</li> </ul>	The following tools, equipment and safety gears are 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		
			equipment (PPE) and the proper use of football attire.  <b>Activity:</b> Guide students into manageable groups and organize football attires as well as identify the effects of failing to adhere to safety precautions in football.	cool down. <ul style="list-style-type: none"> <li>• Avoid practicing when tired or injured.</li> <li>• Ensure the presence of another person while doing exercise.</li> <li>• Adopt the right posture and technique.</li> <li>• Hydrate the body by drinking enough water.</li> <li>• Obey the governing rules and regulations of football.</li> <li>• Seek medical assistance if injured.</li> </ul>		<ul style="list-style-type: none"> <li>• Injury prevention and management.</li> <li>• Nutrition and hydration.</li> </ul> <b>Theories:</b> The student should explain: - <ul style="list-style-type: none"> <li>• Common football injuries and their causes</li> <li>• Health and safety rules and regulations in football.</li> <li>• Importance of using appropriate football attires.</li> </ul> <b>Circumstantial knowledge</b> Detailed knowledge about: <ul style="list-style-type: none"> <li>• Observing safety in different circumstances.</li> <li>• Safe playing practices</li> <li>• Safety rules and regulations</li> </ul>		
		(c) Ascertaining safety in football equipment.	<b>Brainstorm:</b> Guide students to define safety	<ul style="list-style-type: none"> <li>• Select relevant football equipment.</li> </ul>	The safety of football equipment	<b>Detailed knowledge of:</b> <b>Method used:</b> The	The following equipment and facilities are to be	

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>in football equipment and identify common risks in using football equipment.</p> <p><b>Practical Work:</b> Guide students to properly use Personal Protective Equipment (PPE), such as safety gloves, shin guards and stockings.</p> <p><b>Activity:</b> Organize students into pairs and guide them to use safety football equipment and evaluate each other's adherence to safety practices in football.</p>	<ul style="list-style-type: none"> <li>Identify causes of injuries resulting from using football equipment.</li> <li>Take precautions against injuries caused by football equipment.</li> <li>Use appropriate football attire.</li> <li>Assess the safety of equipment before starting the activity.</li> <li>Maintenance of football equipment.</li> </ul>	ascertained as per safety rules and regulations.	<p>student should explain how to:</p> <ul style="list-style-type: none"> <li>Maintain safety while using football equipment</li> <li>Injury prevention and management.</li> </ul> <p><b>Principles:</b> The student should explain the principles of:</p> <ul style="list-style-type: none"> <li>Personal safety</li> <li>Using safety gear (PPE)</li> <li>Explain health and safety rules and regulations in football.</li> <li>Identify safety equipment</li> <li>Adhere to wear and tear</li> </ul> <p><b>Theories:</b> The student should explain: -</p> <ul style="list-style-type: none"> <li>Safe equipment in football</li> <li>Health and safety rules and regulations.</li> </ul> <p><b>Circumstantial knowledge</b> Detailed knowledge about:</p>	<p>available: -</p> <ul style="list-style-type: none"> <li>Equipment manuals</li> <li>Disc markers</li> <li>Cones</li> <li>Medicine balls</li> <li>First aid kit</li> <li>Stretcher</li> <li>Wearable devices</li> <li>Safety football gear (PPE)</li> <li>Containers to store football</li> <li>Straps</li> <li>Cleaning and sanitizing equipment</li> <li>Leather conditioners</li> <li>Water proof sprays</li> <li>Carts or trolleys</li> <li>Storage cases and bags</li> <li>Barcoding and labelling tools</li> </ul>	

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"> <li>• Health and safety rules and regulations</li> <li>• Safe handling of equipment</li> <li>• Equipment and round-up.</li> <li>• Safe football equipment uses.</li> </ul>		
		(d) Ascertaining safety in football facilities.	<p><b>Brainstorm:</b> Guide students to define safety in football facilities and identify common risks in using football facilities.</p> <p><b>Practical Work:</b> Guide students to properly use football facilities.</p> <p><b>Activity:</b> Organize students into pairs and guide them to use safety football facilities and</p>	<ul style="list-style-type: none"> <li>• Select relevant football facilities.</li> <li>• Identify causes of injuries resulting from using football facilities.</li> <li>• Take precautions against injuries caused by football facilities.</li> <li>• Use appropriate football facilities.</li> <li>• Assess the safety of facilities before starting the activity.</li> <li>• Maintenance of football</li> </ul>	The safety of football facilities ascertained as per safety rules and regulations.	<p><b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to:</p> <ul style="list-style-type: none"> <li>• Maintain safety while using football facilities</li> <li>• Injury prevention and management.</li> </ul> <p><b>Principles:</b> The student should explain the principles of:</p> <ul style="list-style-type: none"> <li>• Personal safety</li> <li>• Using safety gear</li> <li>• Personal Preventive Equipment (PPE)</li> <li>• Adhering to maintenance and rehabilitation</li> </ul> <p><b>Theories:</b> The student should explain: -</p> <ul style="list-style-type: none"> <li>• Safe facilities in</li> </ul>	The following equipment and facilities are to be available: -	<ul style="list-style-type: none"> <li>• Football pitches or field</li> <li>• Gymnasium</li> <li>• Swimming pool</li> <li>• Sand pit</li> <li>• Storage facilities</li> <li>• Infirmary</li> <li>• Mowers</li> <li>• Top dresser</li> <li>• Seeders</li> <li>• Line marking machine</li> <li>• Pumps</li> <li>• Trolleys or carts</li> <li>• Litter pickers and trash bags</li> </ul>

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		
			evaluate each other's adherence to safety practices in football.	facilities.		football <ul style="list-style-type: none"> <li>• Health and safety rules and regulations in football.</li> <li>• Safety facilities</li> <li>• Health and safety rules and regulations.</li> </ul> <b>Circumstantial knowledge</b> Detailed knowledge about: <ul style="list-style-type: none"> <li>• Health and safety rules and regulations</li> <li>• Safe handling of facilities</li> <li>• Facilities and round-up.</li> <li>• Safe football facilities use.</li> </ul>		
	1.2 Rendering first aid	(a) Describing First aid equipment and kit	<b>Brainstorm:</b> Guide the students to define the First aid Kit and equipment used in football.  <b>Practical Work:</b>	<ul style="list-style-type: none"> <li>• Conduct first aid to the injured person.</li> <li>• Interpret First aid kit rules and regulations</li> <li>• Respond correctly and safely when faced with injuries.</li> </ul>	First aid equipment and kit are described according to football rules and regulations.	<b>Detailed knowledge of: Method used:</b> The student should explain how to: <ul style="list-style-type: none"> <li>• Identify potential hazards.</li> <li>• Handle hazards materials</li> <li>• Use safety gears</li> <li>• Handle an injured person</li> </ul>	The following equipment and facilities are to be available: - <ul style="list-style-type: none"> <li>• Stretcher</li> <li>• Pocket mask or Face shield</li> <li>• Gloves</li> <li>• First Aid Kit</li> <li>• Infirmary</li> </ul>	252

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 on using the common first aid equipment and kit.</p> <p><b>Activity:</b> Organize students into small groups, and provide each group with a list of first aid items (e.g., adhesive bandages, antiseptic wipes, gauze, tweezers, gloves) and some blank spaces for their ideas. Each group discusses and selects items they think are essential in different football settings.</p>	<ul style="list-style-type: none"> <li>• Take the necessary steps to save the injured person</li> <li>• Identify and apply all emergency equipment and supplies</li> <li>• Ensure availability of first aid kit</li> <li>• Refer the injured person for further examinations</li> <li>• Keep records of injuries</li> <li>• Make periodic inspections of equipment and facilities</li> <li>• Handle football equipment appropriately</li> <li>• Handle football facilities accordingly</li> <li>• Follow an acceptable football lifestyle</li> <li>• Use safety</li> </ul>		<ul style="list-style-type: none"> <li>• Protect on unconscious injured player</li> <li>• Carry out first aid</li> <li>• React correctly and safely when faced with an emergency</li> </ul> <p><b>Principles:</b> The student should explain the principles of:</p> <ul style="list-style-type: none"> <li>• Cardio pulmonary resuscitation</li> <li>• Emergency life support</li> <li>• Using appropriate equipment and facilities.</li> <li>• Rendering first aid.</li> </ul> <p><b>Theories:</b> The student should explain: -</p> <ul style="list-style-type: none"> <li>• Emergency life support</li> <li>• Handling injuries</li> <li>• Treatment for the unconscious injured player</li> <li>• Importance of using safety gears</li> <li>• Advantages of injury prevention</li> <li>• Adhering to equipment use a</li> </ul>		

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		
				gears <ul style="list-style-type: none"> <li>• Clean equipment and facilities.</li> <li>• Ensure personal safety and the safety of others.</li> <li>• Assess and evaluate the situation to determine the nature and severity of the injury or illness.</li> </ul>		guide or manual.  <b>Circumstantial knowledge</b> Detailed knowledge about: <ul style="list-style-type: none"> <li>• Safety precautions while handling injuries</li> <li>• Safe handling of equipment and facilities</li> <li>• Respiratory and circulatory systems</li> <li>• Basic functions of the human body</li> <li>• Safe rendering of first aid</li> </ul>		
		(b) Diagnosing injuries in football.	<b>Brainstorm:</b> Guide students to define physical hazards and common examples, such as slippery floors, falling objects, and extreme temperatures. <b>Discussion</b> Guide students to discuss how	<ul style="list-style-type: none"> <li>• Conduct first aid to the injured person.</li> <li>• Interpret First aid kit rules and regulations</li> <li>• Respond correctly and safely when faced with injuries.</li> <li>• Take the necessary steps to save the</li> </ul>	Injuries in football are diagnosed following football rules and regulations.	<b>Detailed knowledge of: Method used:</b> The student should explain how to: <ul style="list-style-type: none"> <li>• Identify potential hazards.</li> <li>• Handle hazards materials</li> <li>• Use safety gears</li> <li>• Handle an injured person</li> <li>• Protect on unconscious injured player</li> </ul>	The following equipment and facilities are to be available: - <ul style="list-style-type: none"> <li>• First aid kit</li> <li>• Stretcher</li> <li>• Pocket mask or Face shield</li> <li>• Gloves</li> <li>• Infirmary</li> </ul>	

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>physical hazards occur and their potential impact on safety</p> <p><b>Practical Work:</b> Guide students in handling physical hazards effectively</p> <p><b>Activity:</b> Organize students into manageable groups to survey different areas of the field of play or school premises. Task them with identifying physical hazards and proposing corrective actions.</p>	<p>injured person</p> <ul style="list-style-type: none"> <li>• Identify and apply all emergency equipment and supplies</li> <li>• Ensure availability of first aid kit</li> <li>• Refer the injured person for further examinations</li> <li>• Keep records of injuries</li> <li>• Make periodic inspections of equipment and facilities</li> <li>• Handle football equipment appropriately</li> <li>• Handle football facilities accordingly</li> <li>• Follow an acceptable football lifestyle</li> <li>• Use safety gears</li> <li>• Clean equipment and</li> </ul>		<ul style="list-style-type: none"> <li>• Carry out first aid</li> <li>• React correctly and safely when faced with an emergency</li> </ul> <p><b>Principles:</b> The student should explain the principles of:</p> <ul style="list-style-type: none"> <li>• Cardio pulmonary resuscitation</li> <li>• Emergency life support</li> <li>• Using appropriate equipment and facilities.</li> <li>• Rendering first aid.</li> </ul> <p><b>Theories:</b> The student should explain: -</p> <ul style="list-style-type: none"> <li>• Emergency life support</li> <li>• Handling injuries</li> <li>• Treatment for the unconscious injured player</li> <li>• Importance of using safety gears</li> <li>• Advantages of injury prevention</li> <li>• Adhering to equipment use a guide or manual.</li> </ul>		

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				Process Assessment	Services Assessment	Knowledge Assessment		
				facilities. <ul style="list-style-type: none"> <li>• Ensure personal safety and the safety of others.</li> <li>• Assess and evaluate the situation to determine the nature and severity of the injury or illness.</li> </ul>		<b>Circumstantial knowledge</b> Detailed knowledge about: <ul style="list-style-type: none"> <li>• Safety precautions while handling injuries</li> <li>• Safe handling of equipment and facilities</li> <li>• Respiratory and circulatory systems</li> <li>• Basic functions of the human body</li> <li>• Safe rendering of first aid</li> </ul>		
		(c) Performing cardiopulmonary resuscitation (CPR).	<b>Brainstorm:</b> Guide students to define cardiopulmonary resuscitation (CPR) and its purpose in emergencies, such as when a person has stopped breathing. Explain the importance of acting quickly and correctly to save lives.	<ul style="list-style-type: none"> <li>• Carry out first aid to person involved in injuries</li> <li>• Interpret workshop rules and regulations</li> <li>• React correctly and safely when faced with an emergency</li> <li>• Identify and apply all emergency equipment and supplies</li> </ul>	Cardiopulmonary resuscitation (CPR) performed as per required procedures	<b>Detailed knowledge of: Method used:</b> The student should explain how to: <ul style="list-style-type: none"> <li>• Handle football equipment appropriately</li> <li>• Handle football facilities accordingly</li> <li>• Follow an acceptable football lifestyle</li> <li>• Use safety gears</li> <li>• Clean equipment and facilities.</li> <li>• Handle an injured</li> </ul>	The following equipment and facilities are to be available: - <ul style="list-style-type: none"> <li>• Stretcher</li> <li>• Pocket mask or Face shield</li> <li>• Gloves</li> <li>• Rubber gloves</li> <li>• First Aid Kit</li> <li>• Infirmary</li> </ul>	

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				Process Assessment	Services Assessment	Knowledge Assessment		
			<p><b>Practical Work:</b> Guide students to properly perform cardiopulmonary resuscitation (CPR).</p> <p><b>Activity:</b> Organize students into pairs to practice cardiopulmonary resuscitation (CPR) on mannequins or dummies. Ensure they follow the correct steps for assessing the victim and performing resuscitation.</p> <p><b>Discussion:</b> Facilitate a discussion on when cardiopulmonary resuscitation</p>	<ul style="list-style-type: none"> <li>• Carry out cardiopulmonary resuscitation (CPR).</li> <li>• Take the necessary steps to save the victim</li> <li>• Ensure availability of first aid kit</li> <li>• Refer the injured person for further examinations</li> <li>• Keep records of injuries</li> <li>• Make periodic inspections of the workshop area and equipment</li> <li>• Handle football equipment appropriately</li> <li>• Handle football facilities accordingly</li> <li>• Follow an acceptable football lifestyle</li> <li>• Use safety</li> </ul>		<p>person</p> <ul style="list-style-type: none"> <li>• Protect unconscious victim</li> <li>• Carry out first aid</li> <li>• React correctly and safely when faced with an emergency.</li> </ul> <p><b>Principles:</b> The student should explain the principles of:</p> <ul style="list-style-type: none"> <li>• Handle football equipment appropriately</li> <li>• Handle football facilities accordingly</li> <li>• Cardio pulmonary resuscitation</li> <li>• Emergency life support</li> </ul> <p><b>Theories:</b> The student should explain: -</p> <ul style="list-style-type: none"> <li>• Emergency life support</li> <li>• Handling injuries</li> <li>• Treatment for an unconscious injured player</li> <li>• Importance of using safety gears</li> <li>• Advantages of injury prevention</li> </ul>		

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				Process Assessment	Services Assessment	Knowledge Assessment		
			(CPR) should be performed and when to seek professional medical assistance. Share case studies or real-life experiences to highlight the importance of this skill.	<ul style="list-style-type: none"> <li>gears</li> <li>Clean equipment and facilities.</li> <li>Ensure personal safety and the safety of others.</li> <li>Assess and evaluate the situation to determine the nature and severity of the injury or illness.</li> </ul>		<ul style="list-style-type: none"> <li>Adhering to equipment use a guide or manual.</li> </ul> <p><b>Circumstantial knowledge</b> Detailed knowledge about:</p> <ul style="list-style-type: none"> <li>Safety precautions while handling injuries and incidents</li> <li>Respiratory and circulatory systems</li> <li>Basic functions of the human body</li> </ul>		
2.0 Performing exercises for physical fitness.	2.1 Performing exercises for health-related physical fitness.	(a) Performing exercises for improving body composition.	<p><b>Brainstorm:</b> Guide students to list various exercises for improving body composition which aim at increasing lean muscle mass and reducing body fat.</p> <p><b>Practical Work:</b> Guide students to properly perform</p>	<ul style="list-style-type: none"> <li>Engage in a variety of activities in daily life.</li> <li>Participate in physical activities without undue fatigue.</li> <li>Participate in leisure and recreation activities.</li> <li>Develop adequate levels of bodily strength,</li> </ul>	Exercises for improving body composition performed as per required procedures.	<p><b>Detailed Knowledge of:</b> <b>Method used:</b> The student should explain;</p> <ul style="list-style-type: none"> <li>Different types of exercises for improving body composition.</li> <li>Apply appropriate techniques for exercises to improve body composition.</li> <li>Use appropriate equipment and facilities in</li> </ul>	The following equipment and facilities are to be available: -	266
						<ul style="list-style-type: none"> <li>Treadmills</li> <li>Stationary bikes</li> <li>Elliptical machines</li> <li>Rowing machines</li> <li>Jump ropes</li> <li>First aid kit</li> <li>Dumbbells (various weights)</li> <li>Barbells and weight plates</li> </ul>		

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 for improving body composition.</p> <p><b>Activity:</b> Organize students into manageable groups and demonstrate key exercises (e.g., squats, lunges, push-ups, planks). Provide hands-on feedback as they practise the movements, focusing on proper form and safety. Incorporate tools like resistance bands, dumbbells, or bodyweight exercises to suit different fitness levels.</p>	<p>endurance, flexibility, speed and power.</p> <ul style="list-style-type: none"> <li>• Develop a positive attitude toward maintaining an active lifestyle.</li> <li>• Advocate for healthy practices in the community.</li> </ul>		<p>performing exercises for improving body composition.</p> <p><b>Principles:</b> The student should explain the training principles (e.g. progression, overload, specificity, individuality, and regularity) to ensure effective, safe, and personalized fitness development.</p> <p><b>Theories:</b> The student should:</p> <ul style="list-style-type: none"> <li>• Describe exercises for improving body composition</li> <li>• Explain the benefits of performing exercises for improving body composition.</li> <li>• Identify proper techniques for exercises for improving body composition.</li> </ul> <p><b>Circumstantial</b></p>	<ul style="list-style-type: none"> <li>• Kettlebells</li> <li>• Resistance bands</li> <li>• Medicine balls</li> <li>• Heart rate monitors</li> <li>• Fitness trackers</li> <li>• Player tracking vests</li> <li>• Blood pressure monitors</li> <li>• Body composition scales</li> <li>• Stadiometer</li> <li>• Mats</li> <li>• Aerobics steps</li> </ul>	

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>knowledge</b> Detailed knowledge about: <ul style="list-style-type: none"> <li>• Safety precautions while performing exercises for improving body composition.</li> <li>• Procedures for performing exercises for improving body composition.</li> </ul>		
		(b) Performing exercises for improving flexibility.	<b>Brainstorm:</b> Guide students to list various exercises for improving body flexibility.  <b>Practical Work:</b> Guide students to properly perform exercises for improving flexibility.  <b>Activity:</b> Organize students into	<ul style="list-style-type: none"> <li>• Engage in a variety of activities in daily life.</li> <li>• Participate in physical activities without undue fatigue.</li> <li>• Develop adequate levels of bodily strength, endurance, flexibility, speed and power.</li> <li>• Develop a positive attitude toward</li> </ul>	Exercises for improving flexibility are performed as per required procedures.	<b>Detailed Knowledge of:</b> <b>Method used:</b> The student should explain; <ul style="list-style-type: none"> <li>• Different types of exercises for improving flexibility.</li> <li>• Apply appropriate techniques for exercises to improve flexibility.</li> <li>• Use appropriate equipment and facilities in performing exercises to improve</li> </ul>	The following equipment and facilities are to be available: - <ul style="list-style-type: none"> <li>• Treadmills</li> <li>• Stationary bikes</li> <li>• Elliptical machines</li> <li>• Rowing machines</li> <li>• Jump ropes</li> <li>• First aid kit</li> <li>• Dumbbells (various weights)</li> <li>• Barbells and weight plates</li> <li>• Kettlebells</li> <li>• Resistance bands</li> <li>• Medicine balls</li> </ul>	

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				Process Assessment	Services Assessment	Knowledge Assessment		
			manageable groups and demonstrate key exercises (e.g., hamstring stretch, quadriceps stretch, butterfly stretch, shoulder stretch, leg swings, arm circles walking lunges, torso twists). Provide hands-on feedback as they practise the movements, focusing on proper form and safety.	maintaining an active lifestyle. <ul style="list-style-type: none"> <li>Advocate for healthy practices in the community.</li> </ul>		flexibility. <b>Principles:</b> The student should explain the training principles (e.g. progression, overload, specificity, individuality, and regularity) to ensure effective, safe, and personalized fitness development. <b>Theories:</b> The student should: <ul style="list-style-type: none"> <li>Explain the benefits of performing exercises for improving flexibility.</li> <li>Identify proper techniques for exercises to improve flexibility.</li> </ul> <b>Circumstantial knowledge</b> <b>Detailed knowledge about:</b> <ul style="list-style-type: none"> <li>Safety precautions while performing exercises for improving</li> </ul>	<ul style="list-style-type: none"> <li>Heart rate monitors</li> <li>Fitness trackers</li> <li>Player tracking vests</li> <li>Blood pressure monitors</li> <li>Body composition scales</li> <li>Stadiometer</li> <li>Mats</li> <li>Aerobics steps</li> </ul>	

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		
						flexibility. • Procedures for performing exercises for improving flexibility.		
		(c) Performing exercises for improving muscular endurance.	<p><b>Brainstorm:</b> Guide students to list various exercises for improving muscular endurance.</p> <p><b>Practical Work:</b> Guide students to perform exercises for improving muscular endurance appropriately.</p> <p><b>Activity:</b> Organize students into manageable groups and demonstrate key exercises (e.g., push-ups,</p>	<ul style="list-style-type: none"> <li>Engage in a variety of activities in daily life.</li> <li>Participate in physical activities without undue fatigue.</li> <li>Develop adequate levels of bodily strength, endurance, flexibility, speed and power.</li> <li>Develop a positive attitude toward maintaining an active lifestyle.</li> <li>Advocate for healthy practices in the community.</li> </ul>	Exercises for improving muscular endurance are performed as per required procedures.	<p><b>Detailed Knowledge of:</b> <b>Method used:</b> The student should explain;</p> <ul style="list-style-type: none"> <li>Different types of exercises for improving muscular endurance.</li> <li>Apply appropriate techniques for exercises to improve muscular endurance.</li> <li>Use appropriate equipment and facilities in performing exercises for improving muscular endurance.</li> </ul> <p><b>Principles:</b> The student should explain the training principles</p>	The following equipment and facilities are to be available: - <ul style="list-style-type: none"> <li>Treadmills</li> <li>Stationary bikes</li> <li>Elliptical machines</li> <li>Rowing machines</li> <li>Jump ropes</li> <li>First aid kit</li> <li>Dumbbells (various weights)</li> <li>Barbells and weight plates</li> <li>Kettlebells</li> <li>Resistance bands</li> <li>Medicine balls</li> <li>Heart rate monitors</li> <li>Fitness trackers</li> <li>Player tracking vests</li> <li>Blood pressure monitors</li> </ul>	

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		
			plank, squats, lunges, burpees, cycling). Provide hands-on feedback as they practise the movements, focusing on proper form and safety.			<p>(eg. progression, overload, specificity, individuality, and regularity) to ensure effective, safe, and personalized fitness development.</p> <p><b>Theories:</b> The student should:</p> <ul style="list-style-type: none"> <li>• Explain the benefits of improving muscular endurance.</li> <li>• Identify proper techniques for exercises for improving muscular endurance.</li> </ul> <p><b>Circumstantial knowledge</b> Detailed knowledge about:</p> <ul style="list-style-type: none"> <li>• Safety precautions while performing exercises for improving muscular endurance.</li> <li>• Procedures for performing exercises for improving muscular</li> </ul>	<ul style="list-style-type: none"> <li>• Body composition scales</li> <li>• Stadiometer</li> <li>• Mats</li> <li>• Aerobics steps</li> </ul>	

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.		
		(d) Performing exercises for improving muscular strength.	<p><b>Brainstorm:</b> Guide students to list various exercises for improving muscular strength.</p> <p><b>Practical Work:</b> Guide students to appropriately perform exercises for improving muscular strength.</p> <p><b>Activity:</b> Organize students into manageable groups and demonstrate key exercises (e.g., bench press, pull-ups/chin-ups, push-ups, overhead press, dumbbell rows, squats, deadlifts,</p>	<ul style="list-style-type: none"> <li>Engage in a variety of activities in daily life.</li> <li>Participate in physical activities without undue fatigue.</li> <li>Develop adequate levels of bodily strength, endurance, flexibility, speed and power.</li> <li>Develop a positive attitude toward maintaining an active lifestyle.</li> <li>Advocate for healthy practices in the community.</li> </ul>	Exercises for improving muscular strength are performed as per required procedures.	<p><b>Detailed Knowledge of:</b> <b>Method used:</b> The student should explain;</p> <ul style="list-style-type: none"> <li>Different types of exercises for improving muscular strength.</li> <li>Apply appropriate techniques for exercises to improve muscular strength.</li> <li>Use appropriate equipment and facilities in performing exercises for improving muscular strength.</li> </ul> <p><b>Principles:</b> The student should explain the training principles (eg. progression, overload, specificity, individuality, and regularity) to ensure effective, safe, and personalized fitness development.</p>	<p>The following equipment and facilities are to be available: -</p> <ul style="list-style-type: none"> <li>Treadmills</li> <li>Stationary bikes</li> <li>Elliptical machines</li> <li>Rowing machines</li> <li>Jump ropes</li> <li>First aid kit</li> <li>Dumbbells (various weights)</li> <li>Barbells and weight plates</li> <li>Kettlebells</li> <li>Resistance bands</li> <li>Medicine balls</li> <li>Heart rate monitors</li> <li>Fitness trackers</li> <li>Player tracking vests</li> <li>Blood pressure monitors</li> <li>Body composition scales</li> <li>Stadiometer</li> <li>Mats</li> </ul>	

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				Process Assessment	Services Assessment	Knowledge Assessment		
			lunges, leg press, calf raises, core strength). Provide hands-on feedback as they practise the movements, focusing on proper form and safety.			<p><b>Theories:</b> The student should:</p> <ul style="list-style-type: none"> <li>• Explain the benefits of performing exercises for improving muscular strength.</li> <li>• Identify proper techniques for exercises for improving muscular strength.</li> </ul> <p><b>Circumstantial knowledge</b> Detailed knowledge about:</p> <ul style="list-style-type: none"> <li>• Safety precautions while performing exercises for improving muscular strength.</li> <li>• Procedures for performing exercises for improving muscular strength.</li> </ul>	<ul style="list-style-type: none"> <li>• Aerobics steps</li> </ul>	
		(e) Performing exercises for improving cardiovascular endurance.	<p><b>Brainstorm:</b> Guide students to list various exercises for improving</p>	<ul style="list-style-type: none"> <li>• Engage in a variety of activities in daily life.</li> <li>• Participate in</li> </ul>	Exercises for improving cardiovascular endurance are performed as per	<p><b>Detailed Knowledge of:</b> <b>Method used:</b> The student should explain;</p>	The following equipment and facilities are to be available: -	<ul style="list-style-type: none"> <li>• Treadmills</li> </ul>

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			<p>cardiovascular endurance.</p> <p><b>Practical Work:</b> Guide students to appropriately perform exercises for improving cardiovascular endurance.</p> <p><b>Activity:</b> Organize students into manageable groups and demonstrate key exercises (e.g., running or jogging, cycling, rowing, jump rope, high-intensity interval training (HIIT), brisk walking, elliptical training, and group fitness classes such as spin, or aerobics).</p>	<p>physical activities without undue fatigue.</p> <ul style="list-style-type: none"> <li>• Participate in leisure and recreation activities.</li> <li>• Develop adequate levels of bodily strength, endurance, flexibility, speed and power.</li> <li>• Develop a positive attitude toward maintaining an active lifestyle.</li> <li>• Advocate for healthy practices in the community.</li> </ul>	<p>required procedures.</p>	<ul style="list-style-type: none"> <li>• Different types of exercises for improving cardiovascular endurance.</li> <li>• Apply appropriate techniques for exercises to improve cardiovascular endurance.</li> <li>• Use appropriate equipment and facilities in performing exercises for improving cardiovascular endurance.</li> </ul> <p><b>Principles:</b> The student should explain the training principles (eg. progression, overload, specificity, individuality, and regularity) to ensure effective, safe, and personalized fitness development.</p>	<ul style="list-style-type: none"> <li>• Stationary bikes</li> <li>• Elliptical machines</li> <li>• Rowing machines</li> <li>• Jump ropes</li> <li>• First aid kit</li> <li>• Dumbbells (various weights)</li> <li>• Barbells and weight plates</li> <li>• Kettlebells</li> <li>• Resistance bands</li> <li>• Medicine balls</li> <li>• Heart rate monitors</li> <li>• Fitness trackers</li> <li>• Player tracking vests</li> <li>• Blood pressure monitors</li> <li>• Body composition scales</li> <li>• Stadiometer</li> <li>• Mats</li> <li>• Aerobics steps</li> </ul>	

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				Process Assessment	Services Assessment	Knowledge Assessment		
			Provide hands-on feedback as they practise the movements, focusing on proper form and safety.			<p><b>Theories:</b> The student should:</p> <ul style="list-style-type: none"> <li>• Explain the benefits of performing exercises for improving cardiovascular endurance.</li> <li>• Identify proper techniques for exercises for improving cardiovascular endurance.</li> </ul> <p><b>Circumstantial knowledge</b> Detailed knowledge about:</p> <ul style="list-style-type: none"> <li>• Safety precautions while performing exercises for improving cardiovascular endurance.</li> <li>• Procedures for performing exercises for improving cardiovascular endurance.</li> </ul>		
	2.2 Performing exercises	(a) Performing exercises for	<b>Brainstorm:</b> Guide students	• Engage in a variety of	Exercises for improving		The following equipment and	320

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	for performance-related physical fitness.	improving balance.	to define balance-focused exercises and identify examples, such as single-leg stands, stability ball activities, yoga poses, tai chi movements, and dynamic balance drills like heel-to-toe walking. <b>Discussion:</b> Guide students to discuss the role of balance training in overall fitness and injury prevention. Highlight how maintaining balance-focused exercises can enhance daily functional movement and player performance.  <b>Practical</b>	activities in daily life. <ul style="list-style-type: none"> <li>• Participate in physical activities without undue fatigue.</li> <li>• Participate in leisure and recreation activities.</li> <li>• Develop adequate levels of bodily strength, endurance, flexibility, speed and power.</li> <li>• Develop a positive attitude toward maintaining an active lifestyle.</li> <li>• Advocate for healthy practices in the community.</li> </ul>	balance performed as per required procedures.	<p><b>Detailed Knowledge of:</b>  <b>Method used:</b>  The student should explain;</p> <ul style="list-style-type: none"> <li>• Different types of exercises for improving balance.</li> <li>• Apply appropriate techniques for exercises to improve balance.</li> <li>• Use appropriate equipment and facilities in performing exercises for improving balance.</li> </ul> <p><b>Principles:</b> The student should explain the training principles (e.g. progression, overload, specificity, individuality, and regularity) to ensure effective, safe, and personalized fitness development.</p>	facilities are to be available: - <ul style="list-style-type: none"> <li>• Treadmills</li> <li>• Stationary bikes</li> <li>• Elliptical machines</li> <li>• Rowing machines</li> <li>• Jump ropes</li> <li>• First aid kit</li> <li>• Dumbbells (various weights)</li> <li>• Barbells and weight plates</li> <li>• Kettlebells</li> <li>• Resistance bands</li> <li>• Medicine balls</li> <li>• Heart rate monitors</li> <li>• GPS football trackers.</li> <li>• Blood pressure monitors</li> <li>• Body composition scales</li> <li>• Stadiometer</li> <li>• Mats</li> <li>• Aerobics steps</li> </ul>	

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			<p><b>Work:</b> Guide students to appropriately perform exercises for improving balance.</p> <p><b>Activity:</b> Organize students into manageable groups and demonstrate key balance exercises (e.g., single-leg stands, heel-to-toe walking, stability ball exercises, tai chi movements). Provide hands-on feedback as they practise the exercises, focusing on proper posture, alignment, and controlled movements. Encourage students to</p>			<p><b>Theories:</b> The student should:</p> <ul style="list-style-type: none"> <li>• Explain the benefits of performing exercises for improving balance.</li> <li>• Identify proper techniques for exercises for improving balance.</li> </ul> <p><b>Circumstantial knowledge</b> Detailed knowledge about:</p> <ul style="list-style-type: none"> <li>• Safety precautions while performing exercises for improving balance.</li> <li>• Procedures for performing exercises for improving balance.</li> </ul>		

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			progress gradually by adding challenges such as closing their eyes, using a wobble board, or incorporating light weights. Emphasize the importance of safety, including ensuring a clear space and using support when needed.					
		(b) Performing exercises for improving agility.	<b>Brainstorm:</b> Guide students to define agility-focused exercises and identify examples, such as ladder drills, cone drills, shuttle runs, zigzag sprints, and plyometric movements like box jumps or lateral bounds. Explain the role of agility	<ul style="list-style-type: none"> <li>• Engage in a variety of activities in daily life.</li> <li>• Participate in physical activities without undue fatigue.</li> <li>• Participate in leisure and recreation activities.</li> <li>• Develop adequate levels of bodily strength,</li> </ul>	Exercises for improving agility performed as per required procedures	<b>Detailed Knowledge of:</b> <b>Method used:</b> The student should explain; <ul style="list-style-type: none"> <li>• Different types of exercises for improving agility.</li> <li>• Apply appropriate techniques for exercises to improve agility.</li> <li>• Use appropriate equipment and facilities in performing exercises to</li> </ul>	The following equipment and facilities are to be available: - <ul style="list-style-type: none"> <li>• Treadmills</li> <li>• Stationary bikes</li> <li>• Elliptical machines</li> <li>• Rowing machines</li> <li>• Jump ropes</li> <li>• First aid kit</li> <li>• Dumbbells (various weights)</li> <li>• Barbells and weight plates</li> <li>• Kettlebells</li> </ul>	

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			<p>training in overall fitness, emphasizing its importance in enhancing coordination, reaction time, and the ability to change direction quickly and efficiently.</p> <p><b>Practical Work:</b> Guide students to appropriately perform exercises for improving agility.</p> <p><b>Activity:</b> Organize students into small, manageable groups and introduce key agility exercises (e.g., ladder drills, cone drills, shuttle runs, and quick</p>	<p>endurance, flexibility, speed and power.</p> <ul style="list-style-type: none"> <li>• Develop a positive attitude toward maintaining an active lifestyle.</li> <li>• Advocate for healthy practices in the community.</li> </ul>		<p>improve agility.</p> <p><b>Principles:</b> The student should explain the training principles (e.g. progression, overload, specificity, individuality, and regularity) to ensure effective, safe, and personalized fitness development.</p> <p><b>Theories:</b> The student should:</p> <ul style="list-style-type: none"> <li>• Explain the benefits of performing exercises for improving agility.</li> <li>• Identify proper techniques for exercises for improving agility.</li> </ul> <p><b>Circumstantial knowledge</b> Detailed knowledge about:</p> <ul style="list-style-type: none"> <li>• Safety precautions while performing exercises for improving agility.</li> </ul>	<ul style="list-style-type: none"> <li>• Resistance bands</li> <li>• Medicine balls</li> <li>• Heart rate monitors</li> <li>• Fitness trackers</li> <li>• Player tracking vests</li> <li>• GPS football trackers.</li> <li>• Blood pressure monitors</li> <li>• Body composition scales</li> <li>• Stadiometer</li> <li>• Mats</li> <li>• Aerobics steps</li> </ul>	

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			<p>feet drills). Demonstrate each exercise, emphasizing proper footwork, body positioning, and explosive movement. Provide hands-on feedback as students practise, focusing on maintaining quick, controlled movements while ensuring proper posture and balance. Encourage students to progress by gradually increasing the speed and complexity of the drills, such as adding directional changes or combining drills into a circuit.</p>			<ul style="list-style-type: none"> <li>Procedures for performing exercises for improving agility.</li> </ul>		

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		(c) Performing exercises for improving coordination.	<p><b>Brainstorm:</b> Guide students to define the concept of coordination-focused exercises and identify examples, such as balancing on one foot, ball tosses with a partner, agility ladder drills, juggling, mirror drills, and exercises combining upper and lower body movements like marching with arm swings or dribbling a basketball.</p> <p><b>Discussion:</b> Guide students to discuss the role of coordination training in overall fitness, highlighting its significance in</p>	<ul style="list-style-type: none"> <li>Engage in a variety of activities in daily life.</li> <li>Participate in physical activities without undue fatigue.</li> <li>Participate in leisure and recreation activities.</li> <li>Develop adequate levels of bodily strength, endurance, flexibility, speed and power.</li> <li>Develop a positive attitude toward maintaining an active lifestyle.</li> <li>Advocate for healthy practices in the community.</li> </ul>	Exercises for improving coordination performed as per required procedures.	<p><b>Detailed Knowledge of:</b> <b>Method used:</b> The student should explain;</p> <ul style="list-style-type: none"> <li>Different types of exercises for improving coordination.</li> <li>Apply appropriate techniques for exercises to improve coordination.</li> <li>Use appropriate equipment and facilities in performing exercises to improve coordination.</li> </ul> <p><b>Principles:</b> The student should explain the training principles (e.g. progression, overload, specificity, individuality, and regularity) to ensure effective, safe, and personalized fitness development.</p>	<p>The following equipment and facilities are to be available: -</p> <ul style="list-style-type: none"> <li>Treadmills</li> <li>Stationary bikes</li> <li>Elliptical machines</li> <li>Rowing machines</li> <li>Jump ropes</li> <li>First aid kit</li> <li>Barbells and weight plates</li> <li>Kettlebells</li> <li>Resistance bands</li> <li>Medicine balls</li> <li>Heart rate monitors</li> <li>Fitness trackers</li> <li>Player tracking vests</li> <li>GPS football trackers.</li> <li>Blood pressure monitors</li> <li>Body composition scales</li> <li>Stadiometer</li> <li>Mats</li> <li>Aerobics steps</li> </ul>	

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			<p>improving motor control, spatial awareness, and the ability to synchronize movements effectively.</p> <p><b>Practical Work:</b> Guide students to appropriately perform exercises for improving coordination.</p> <p><b>Activity:</b> Organize students into manageable groups and demonstrate key coordination exercises (e.g., dribbling a ball while walking, tossing and catching with a partner, ladder drills, or rhythmic clapping)</p>			<p><b>Theories:</b> The student should:</p> <ul style="list-style-type: none"> <li>• Explain the benefits of performing exercises for improving coordination.</li> <li>• Identify proper techniques for exercises to improve coordination.</li> </ul> <p><b>Circumstantial knowledge</b> Detailed knowledge about:</p> <ul style="list-style-type: none"> <li>• Safety precautions while performing exercises for improving coordination.</li> <li>• Procedures for performing exercises for improving coordination.</li> </ul>	<ul style="list-style-type: none"> <li>• Agility ladder</li> <li>• Balance boards or stability balls</li> <li>• Reaction balls</li> <li>• Hula hoops</li> <li>• Juggling balls</li> </ul>	

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			patterns). Guide students through the exercises step-by-step, emphasizing timing, and precision in their movements. Offer constructive feedback as they practise, focusing on synchronizing movements, maintaining control, and reacting effectively to dynamic changes.					
		(d) Performing exercises for improving power.	<b>Brainstorm:</b> Guide students to define power-focused exercises and identify examples, such as plyometric push-ups, medicine ball	<ul style="list-style-type: none"> <li>Engage in a variety of activities in daily life.</li> <li>Participate in physical activities without undue fatigue.</li> <li>Develop</li> </ul>	Exercises for improving power performed as per required procedures.	<b>Detailed Knowledge of:</b> <b>Method used:</b> The student should explain; <ul style="list-style-type: none"> <li>Different types of exercises for improving power.</li> <li>Apply appropriate techniques for</li> </ul>	The following equipment and facilities are to be available: - <ul style="list-style-type: none"> <li>Treadmills</li> <li>Stationary bikes</li> <li>Elliptical machines</li> <li>Rowing machines</li> </ul>	

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			slams, Olympic lifts (like cleans, snatches, and jerks), kettlebell swings, and explosive lower-body movements like squat jumps or broad jumps. Explain the role of power training in overall fitness, emphasizing its importance in developing the ability to generate force quickly, improving performance in football requiring bursts of speed, strength, or explosive movements, and enhancing functional abilities like jumping, throwing, or	adequate levels of bodily strength, endurance, flexibility, speed and power. <ul style="list-style-type: none"> <li>• Develop a positive attitude toward maintaining an active lifestyle.</li> <li>• Advocate for healthy practices in the community.</li> </ul>		<p>exercises to improve power.</p> <ul style="list-style-type: none"> <li>• Use appropriate equipment and facilities in performing exercises to improve power.</li> </ul> <p><b>Principles:</b> The student should explain the training principles (e.g. progression, overload, specificity, individuality, and regularity) to ensure effective, safe, and personalized fitness development.</p> <p><b>Theories:</b> The student should:</p> <ul style="list-style-type: none"> <li>• Explain the benefits of performing exercises for improving power.</li> <li>• Identify proper techniques for exercises for improving power.</li> </ul>	<ul style="list-style-type: none"> <li>• Jump ropes</li> <li>• First aid kit</li> <li>• Dumbbells (various weights)</li> <li>• Barbells and weight plates</li> <li>• Kettlebells</li> <li>• Resistance bands</li> <li>• Medicine balls</li> <li>• Heart rate monitors</li> <li>• Fitness trackers</li> <li>• Player tracking vests</li> <li>• GPS football trackers.</li> <li>• Blood pressure monitors</li> <li>• Body composition scales</li> <li>• Stadiometer</li> <li>• Mats</li> <li>• Aerobics steps.</li> </ul>	

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			<p>lifting.</p> <p><b>Practical Work:</b> Guide students to appropriately perform exercises for improving power.</p> <p><b>Activity:</b> Organize students into small groups and demonstrate power-building exercises designed to enhance explosive strength and agility (e.g., plyometric jump squats, medicine ball throws, box jumps, or resisted sprints). Guide students step-by-step through each activity, focusing on</p>			<p><b>Circumstantial knowledge</b> Detailed knowledge about:</p> <ul style="list-style-type: none"> <li>• Safety precautions while performing exercises for improving power.</li> <li>• Procedures for performing exercises for improving power.</li> </ul>		

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			proper technique, controlled landing mechanics, and maximum effort during explosive phases. Encourage them to apply force rapidly and efficiently, emphasizing the importance of engaging core and lower-body muscles for stability and power generation. Provide constructive feedback to refine their movements and ensure safety.					
		(e) Performing exercises for improving speed.	<b>Brainstorm:</b> Guide students to define speed-focused exercises and identify examples, such	<ul style="list-style-type: none"> <li>Engage in a variety of activities in daily life.</li> <li>Participate in physical activities</li> </ul>	Exercises for improving speed performed as per required procedures.	<b>Detailed Knowledge of:</b> <b>Method used:</b> The student should explain; <ul style="list-style-type: none"> <li>Different types of exercises for</li> </ul>	The following equipment and facilities are to be available: - <ul style="list-style-type: none"> <li>Treadmills</li> <li>Stationary bikes</li> <li>Jump ropes</li> </ul>	

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			<p>as sprint drills, resisted sprints.</p> <p><b>Discussion:</b> Guide students to discuss the role of speed training in overall fitness, emphasizing its importance in enhancing quickness, reaction time, and the ability to move efficiently over short distances. Highlight how improving speed benefits performance in football.</p> <p><b>Practical Work:</b> Guide students to appropriately perform exercises for improving speed.</p> <p><b>Activity:</b></p>	<p>without undue fatigue.</p> <ul style="list-style-type: none"> <li>• Develop adequate levels of bodily strength, endurance, flexibility, speed and power.</li> <li>• Develop a positive attitude toward maintaining an active lifestyle</li> <li>• Advocate for healthy practices in the community.</li> </ul>		<p>improving speed.</p> <ul style="list-style-type: none"> <li>• Apply appropriate techniques for exercises to improve speed.</li> <li>• Use appropriate equipment and facilities in performing exercises to improve speed.</li> </ul> <p><b>Principles:</b> The student should explain the training principles (e.g. progression, overload, specificity, individuality, and regularity) to ensure effective, safe, and personalized fitness development.</p> <p><b>Theories:</b> The student should:</p> <ul style="list-style-type: none"> <li>• Explain the benefits of performing exercises for improving speed.</li> <li>• Identify proper techniques for exercises for</li> </ul>	<ul style="list-style-type: none"> <li>• First aid kit</li> <li>• Resistance bands</li> <li>• Heart rate monitors</li> <li>• Fitness trackers</li> <li>• Player tracking vests</li> <li>• GPS football trackers.</li> <li>• Blood pressure monitors</li> <li>• Body composition scales</li> <li>• Stadiometer</li> <li>• Mats</li> <li>• Aerobics steps.</li> <li>• Reaction balls</li> <li>• Agility ladder</li> <li>• Light reaction trainers</li> <li>• Stopwatch/timers</li> <li>• Punching bags</li> <li>• Tennis balls</li> <li>• Sprint parachutes or resistance bands</li> <li>• Pitch or fields</li> <li>• Obstacle courses</li> <li>• Track and field areas</li> </ul>	

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			Organize students into small groups and introduce key speed-enhancing drills that emphasize quick reactions and acceleration. Demonstrate activities such as sprint starts, shuttle runs, cone drills, and reactive sprinting, where students respond to visual or auditory cues to change direction or speed. Guide participants through each drill step-by-step, focusing on proper body mechanics, explosive power, and maintaining form during acceleration. Provide constructive			improving speed.  <b>Circumstantial knowledge</b> Detailed knowledge about: <ul style="list-style-type: none"> <li>• Safety precautions while performing exercises for improving speed.</li> <li>• Procedures for performing exercises for improving speed.</li> </ul>		

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			feedback to help students refine their technique, emphasizing the importance of quick foot turnover, efficient energy use, and sharp directional changes.					
		(f) Performing exercises for improving reaction time.	<p><b>Brainstorm:</b> Guide students to define reaction time. Explain the role of reaction time in overall fitness, emphasizing its importance in activities requiring split-second decisions or movements, such as dodging an opponent in football. Highlight how improving reaction time contributes to better</p>	<ul style="list-style-type: none"> <li>Engage in a variety of activities in daily life.</li> <li>Participate in physical activities without undue fatigue.</li> <li>Develop adequate levels of bodily strength, endurance, flexibility, speed and power.</li> <li>Develop a positive attitude toward maintaining an</li> </ul>	Exercises for improving reaction time performed as per required procedures.	<p><b>Detailed Knowledge of:</b> <b>Method used:</b> The student should explain;</p> <ul style="list-style-type: none"> <li>Different types of exercises for improving reaction time.</li> <li>Apply appropriate techniques for exercises to improve reaction time.</li> <li>Use appropriate equipment and facilities in performing exercises to improve reaction time.</li> </ul>	<p>The following equipment and facilities are to be available: -</p> <ul style="list-style-type: none"> <li>First aid kit</li> <li>Reaction balls</li> <li>Agility ladder</li> <li>Light reaction trainers</li> <li>Stopwatch/timers</li> <li>Punching bags</li> <li>Tennis balls</li> <li>Sprint parachutes or resistance bands</li> <li>Pitch or fields</li> <li>Obstacle courses</li> <li>Track and field areas</li> </ul>	

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			<p>coordination, faster decision-making, and enhanced performance in football.</p> <p><b>Practical Work:</b> Guide students to appropriately perform exercises for improving reaction time.</p> <p><b>Activity:</b> Organize students into pairs or small groups and introduce reaction-based drills designed to enhance quick decision-making and response time. Set up activities such as partner ball drops, where one partner holds a ball at</p>	<p>active lifestyle</p> <ul style="list-style-type: none"> <li>Advocate for healthy practices in the community.</li> </ul>		<p><b>Principles:</b> The student should explain the training principles (e.g. progression, overload, specificity, individuality, and regularity) to ensure effective, safe, and personalized fitness development.</p> <p><b>Theories:</b> The student should:</p> <ul style="list-style-type: none"> <li>Explain the benefits of performing exercises for improving reaction time.</li> <li>Identify proper techniques for exercises to improve reaction time.</li> </ul> <p><b>Circumstantial knowledge</b> Detailed knowledge about:</p> <ul style="list-style-type: none"> <li>Safety precautions while performing exercises for improving reaction</li> </ul>		

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			<p>shoulder height and drops it without warning while the other attempts to catch it before it hits the ground, or reaction cone drills, where students start in a ready position and sprint to a designated cone based on an instructor's unpredictable visual or auditory cue. Demonstrate each drill, emphasizing readiness, focus, and explosive movements. Guide participants to maintain proper posture and balance while reacting, and provide feedback on their anticipation</p>			<p>time.</p> <ul style="list-style-type: none"> <li>• Procedures for performing exercises for improving reaction time.</li> </ul>		

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			and speed of response.					
3.0 Performing football skills in accordance to rules.	3.1 Performing football skills and techniques.	(a) Practising ball control.	<p><b>Brainstorm:</b> Guide students to define ball control in football, emphasizing its importance in maintaining possession, executing precise passes, and setting up successful plays.</p> <p><b>Discussion:</b> Guide students to discuss how mastering ball control improves a player's ability to manipulate under pressure, keep the ball away from defenders, and make effective decisions during gameplay. Highlight specific techniques such as dribbling,</p>	<ul style="list-style-type: none"> <li>• Dribble, trap and shielding techniques.</li> <li>• Synchronize footwork, body movements, and ball handling.</li> <li>• Change directions while maintaining ball control.</li> <li>• Stability and posture during dynamic movements.</li> <li>• Position and move concerning teammates, opponents, and the field.</li> <li>• Make quick and effective choices under pressure.</li> <li>• Maintain attention on the ball and gameplay</li> </ul>	Ball control is practised accordingly.	<p><b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to practise ball control.</p> <p><b>Principles:</b> The student should explain the procedures of performing ball control.</p> <p><b>Theories:</b> The student should explain:</p> <ul style="list-style-type: none"> <li>• Appropriate techniques for executing ball control.</li> <li>• Importance of ball control in football.</li> <li>• Drills emphasizing techniques for ball control.</li> <li>• Situations where ball control is a strategic advantage during gameplay.</li> </ul>	<p>The following equipment and facilities are to be available: -</p> <ul style="list-style-type: none"> <li>• Football</li> <li>• Hurdles</li> <li>• Football kit (gloves, shin guard, jersey, socks, shoes)</li> <li>• Training cones</li> <li>• Discs markers</li> <li>• Goalposts and nets</li> <li>• Training bibs</li> <li>• Agility ladder</li> <li>• Resistance bands</li> <li>• Weighted balls</li> <li>• Rebounders</li> <li>• Whistles and stopwatches</li> <li>• Football field or pitch</li> <li>• First aid kit</li> </ul>	365

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			trapping, and shielding, and how consistent practise of these skills enhances coordination, spatial awareness, and overall performance on the field.  <b>Practical Work:</b> Guide students to appropriately practise ball control.  <b>Activity:</b> Organize students into pairs or small groups and introduce ball control drills designed to enhance precision, agility, and composure under pressure. Set up activities	despite distractions. • Adjust techniques based on game situations and opponent strategies.		<b>Circumstantial knowledge:</b> Detailed knowledge about: • Procedures for performing ball control.		

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			such as dribble-and-pass relays, where students navigate a series of cones while dribbling before passing the ball to a partner, or close-control challenges, where students keep the ball within a marked area while teammates try to gently dispossess them. Demonstrate each drill, emphasizing techniques such as keeping the ball close, using both feet and maintaining awareness of surroundings.					
		(b) Practising running with the ball.	<b>Brainstorm:</b> Guide students to define running with ball control, emphasizing its	<ul style="list-style-type: none"> <li>• Synchronize footwork, body movements, and ball handling.</li> <li>• Change</li> </ul>	Running with the ball practised accordingly.	<b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to practise running with the ball.	The following equipment and facilities are to be available: - <ul style="list-style-type: none"> <li>• Football</li> <li>• Hurdles</li> </ul>	

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			<p>importance in football for maintaining possession, creating scoring opportunities, and manipulating opponents. Highlight how improving ball control while running enhances spatial awareness, decision-making under pressure, and overall gameplay efficiency.</p> <p><b>Practical Work:</b> Guide students to appropriately practise running with the ball.</p> <p><b>Activity:</b> Organize students into pairs or small groups and</p>	<p>directions while maintaining ball control.</p> <ul style="list-style-type: none"> <li>• Stability and posture during dynamic movements.</li> <li>• Position and move concerning teammates, opponents, and the field.</li> <li>• Make quick and effective choices under pressure.</li> <li>• Maintain attention on the ball and gameplay despite distractions.</li> <li>• Adjust techniques based on game situations and opponent strategies.</li> </ul>		<p><b>Principles:</b> The student should explain the procedures of performing running with the ball.</p> <p><b>Theories:</b> The student should explain:</p> <ul style="list-style-type: none"> <li>• Appropriate techniques for executing running with the ball.</li> <li>• Importance of running with the ball in football.</li> <li>• Drills emphasizing techniques for running with the ball.</li> <li>• Situations where running with the ball is a strategic advantage during gameplay.</li> </ul> <p><b>Circumstantial knowledge:</b> Detailed knowledge about:</p> <ul style="list-style-type: none"> <li>• Procedures for performing running</li> </ul>	<ul style="list-style-type: none"> <li>• Football kit (gloves, shin guard, jersey, socks, shoes)</li> <li>• Training cones</li> <li>• Discs markers</li> <li>• Goalposts and nets</li> <li>• Training bibs</li> <li>• Agility ladder</li> <li>• Resistance bands</li> <li>• Weighted balls</li> <li>• Rebounders</li> <li>• Whistles and stopwatches</li> <li>• Football field or pitch</li> <li>• First aid kit</li> </ul>	

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			introduce running-with-the-ball drills to develop speed, control, and spatial awareness. Set up a series of marked lanes or zones where students take turns sprinting with the ball, aiming to maintain close control while increasing their pace. Include challenges such as weaving through cones or markers placed at varying distances to simulate defenders, encouraging the use of both feet and subtle changes in direction. Demonstrate proper			with the ball.		

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			technique, highlighting the importance of soft touches, using the instep for control, and keeping their head up to anticipate obstacles.					
		(c) Practising dribbling.	<p><b>Brainstorm:</b> Guide students to define dribbling in football, emphasizing its significance as a fundamental skill for navigating through defenders, maintaining possession, and creating attacking opportunities. Highlight how improving dribbling skills fosters better spatial</p>	<ul style="list-style-type: none"> <li>• Synchronize footwork, body movements, and ball handling.</li> <li>• Change directions while maintaining ball control.</li> <li>• Stability and posture during dynamic movements.</li> <li>• Position and move concerning teammates, opponents, and the field.</li> </ul>	Dribbling practised accordingly.	<p><b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to practise dribbling.</p> <p><b>Principles:</b> The student should explain the procedures of performing dribbling.</p> <p><b>Theories:</b> The student should explain:</p> <ul style="list-style-type: none"> <li>• Appropriate techniques for executing dribbling.</li> <li>• Importance of dribbling in football.</li> </ul>	<p>The following equipment and facilities are to be available: -</p> <ul style="list-style-type: none"> <li>• Football</li> <li>• Hurdles</li> <li>• Football kit (gloves, shin guard, jersey, socks, shoes)</li> <li>• Training cones</li> <li>• Discs markers</li> <li>• Goalposts and nets</li> <li>• Training bibs</li> <li>• Agility ladder</li> <li>• Resistance bands</li> <li>• Weighted balls</li> <li>• Rebounders</li> <li>• Whistles and stopwatches</li> <li>• Football field or</li> </ul>	

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			<p>awareness, enables players to exploit gaps in the opposition's defence, and enhances their ability to make quick, strategic decisions during gameplay.</p> <p><b>Practical Work:</b> Guide students to appropriately practise dribbling.</p> <p><b>Activity:</b> Organize students into pairs or small groups and set up a series of small grids or zones where they will practise dribbling drills. Begin with a warm-up activity where</p>	<ul style="list-style-type: none"> <li>• Make quick and effective choices under pressure.</li> <li>• Maintain attention on the ball and gameplay despite distractions.</li> <li>• Adjust techniques based on game situations and opponent strategies.</li> </ul>		<ul style="list-style-type: none"> <li>• Drills emphasizing techniques for dribbling.</li> <li>• Situations where dribbling is a strategic advantage during gameplay.</li> </ul> <p><b>Circumstantial knowledge:</b> Detailed knowledge about:</p> <ul style="list-style-type: none"> <li>• Procedures for performing dribbling.</li> </ul>	<p>pitch</p> <ul style="list-style-type: none"> <li>• First aid kit</li> </ul>	

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			<p>students dribble freely within their zones, focusing on using both feet and keeping the ball close. Introduce challenges such as timed dribbling laps around cones, sudden changes in direction, or performing specific moves like step-overs or drag-backs. Progress to a "keep-away" game where one student tries to maintain possession within their grid while their partner applies light pressure, emphasizing shielding, quick touches, and scanning the field. Conclude</p>					

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			with a demonstration to reinforce proper technique, focusing on balance, posture, and the importance of keeping their head up while dribbling.					
		(d) Practising passing and receiving.	<p><b>Brainstorm:</b> Guide students to define passing and receiving in football, emphasizing their importance for team cohesion, advancing the ball, and creating opportunities.</p> <p><b>Practical Work:</b> Guide students to appropriately practise passing and receiving.</p> <p><b>Activity:</b></p>	<ul style="list-style-type: none"> <li>• Develop awareness of passing lanes</li> <li>• Synchronize footwork, body movements, and ball handling.</li> <li>• Change directions while maintaining ball control.</li> <li>• Stability and posture during dynamic movements.</li> <li>• Position and move concerning</li> </ul>	Passing and receiving practised accordingly.	<p><b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to practise passing and receiving.</p> <p><b>Principles:</b> The student should explain the procedures of performing passing and receiving.</p> <p><b>Theories:</b> The student should explain:</p> <ul style="list-style-type: none"> <li>• Appropriate techniques for executing passing and receiving.</li> <li>• Importance of passing and</li> </ul>	<p>The following equipment and facilities are to be available: -</p> <ul style="list-style-type: none"> <li>• Football</li> <li>• Hurdles</li> <li>• Football kit (gloves, shin guard, jersey, socks, shoes)</li> <li>• Training cones</li> <li>• Discs markers</li> <li>• Goalposts and nets</li> <li>• Training bibs</li> <li>• Agility ladder</li> <li>• Resistance bands</li> <li>• Weighted balls</li> <li>• Rebounders</li> <li>• Whistles and stopwatches</li> <li>• Football field or</li> </ul>	

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			Organize students into pairs or small groups within grids for passing and receiving drills. Start with warm-up passes, focusing on accuracy and cushioning with the inside of the foot. Add challenges like one-touch passing, longer distances, or aiming for target cones. Progress to a "keep-the-ball-moving" game where small groups maintain possession under light defensive pressure.	teammates, opponents, and the field. <ul style="list-style-type: none"> <li>• Make quick and effective choices under pressure.</li> <li>• Maintain attention on the ball and gameplay despite distractions.</li> <li>• Adjust techniques based on game situations and opponent strategies.</li> </ul>		receiving. <ul style="list-style-type: none"> <li>• Drills emphasizing techniques of passing and receiving.</li> <li>• Situations where passing and receiving is a strategic advantage during gameplay.</li> </ul> <p><b>Circumstantial knowledge:</b> Detailed knowledge about:</p> <ul style="list-style-type: none"> <li>• Procedures for performing passing and receiving.</li> </ul>	pitch <ul style="list-style-type: none"> <li>• First aid kit</li> </ul>	
		(e) Practising shooting	<b>Brainstorm:</b> Guide students to define shooting in football, and emphasize the	<ul style="list-style-type: none"> <li>• Proper foot placement and striking technique for accurate and</li> </ul>	Shooting practised accordingly.	<b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to practise shooting.	The following equipment and facilities are to be available: - <ul style="list-style-type: none"> <li>• Football</li> <li>• Hurdles</li> </ul>	

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			<p>importance of accuracy, power, and timing. Highlight proper techniques, such as striking with the right part of the foot and maintaining balance.</p> <p><b>Practical Work:</b> Guide students to appropriately practise shooting.</p> <p><b>Activity:</b> Organize students in small groups within shooting zones. Start with a warm-up on proper shooting technique, focusing on accuracy and striking with the laces. Introduce target challenges like hitting</p>	<p>powerful shots.</p> <ul style="list-style-type: none"> <li>• Develop the ability to aim for specific targets or corners of the goal.</li> <li>• Recognize optimal shooting opportunities during gameplay.</li> <li>• Adapt shooting techniques based on game situations and defensive setups.</li> <li>• Build confidence in shooting during competitive situations.</li> <li>• Cultivate focus and composure when aiming under pressure.</li> </ul>		<p><b>Principles:</b> The student should explain the procedures of performing shooting.</p> <p><b>Theories:</b> The student should explain:</p> <ul style="list-style-type: none"> <li>• Appropriate techniques for executing shooting.</li> <li>• Importance of shooting in football.</li> <li>• Drills emphasizing techniques of shooting.</li> <li>• Situations where shooting is a strategic advantage during gameplay.</li> </ul> <p><b>Circumstantial knowledge:</b> Detailed knowledge about:</p> <ul style="list-style-type: none"> <li>• Procedures for performing shooting.</li> </ul>	<ul style="list-style-type: none"> <li>• Football kit (gloves, shin guard, jersey, socks, shoes)</li> <li>• Training cones</li> <li>• Discs markers</li> <li>• Goalposts and nets</li> <li>• Training bibs</li> <li>• Agility ladder</li> <li>• Resistance bands</li> <li>• Weighted balls</li> <li>• Rebounders</li> <li>• Whistles and stopwatches</li> <li>• Football field or pitch</li> <li>• First aid kit</li> </ul>	

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			cones, then progress to dynamic drills involving passes and light defensive pressure. Conclude with a small-sided game emphasizing shooting opportunities and a quick demo on shot selection and technique.					
		(f) Practising heading	<p><b>Brainstorm:</b> Guide students to define heading in football, emphasizing its role in scoring goals, defending, and redirecting the ball. Highlight the importance of timing, positioning, and neck strength for</p>	<ul style="list-style-type: none"> <li>• Position for effective heading.</li> <li>• Strike the ball with the forehead for maximum control.</li> <li>• Direct the ball accurately in the air.</li> <li>• Perform well-timed aerial challenges.</li> <li>• Develop</li> </ul>	Heading practised accordingly.	<p><b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to practise heading.</p> <p><b>Principles:</b> The student should explain the procedures of performing heading.</p> <p><b>Theories:</b> The student should explain:</p>	<p>The following equipment and facilities are to be available: -</p> <ul style="list-style-type: none"> <li>• Football</li> <li>• Hurdles</li> <li>• Football kit (gloves, shin guard, jersey, socks, shoes)</li> <li>• Training cones</li> <li>• Discs markers</li> <li>• Goalposts and nets</li> <li>• Training bibs</li> </ul>	

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			<p>effective execution. List proper techniques, such as using the forehead to make contact, keeping eyes open, and maintaining a firm yet relaxed body posture.</p> <p><b>Practical Work:</b> Guide students to appropriately practice heading.</p> <p><b>Activity:</b> Organize students into small groups with a football in a heading zone. Begin with a warm-up on proper heading technique, focusing on positioning, timing, and forehead</p>	<p>confidence and decision-making in aerial duels.</p> <ul style="list-style-type: none"> <li>• Improve heading for clearances, interceptions, or scoring opportunities</li> <li>• Apply heading skills in small-sided games and football matches.</li> </ul>		<ul style="list-style-type: none"> <li>• Appropriate techniques for executing heading.</li> <li>• Importance of heading in football.</li> <li>• Drills emphasizing techniques of heading.</li> <li>• Situations where heading is a strategic advantage during gameplay.</li> </ul> <p><b>Circumstantial knowledge:</b> Detailed knowledge about:</p> <ul style="list-style-type: none"> <li>• Procedures for performing heading.</li> </ul>	<ul style="list-style-type: none"> <li>• Agility ladder</li> <li>• Resistance bands</li> <li>• Weighted balls</li> <li>• Rebounders</li> <li>• Whistles and stopwatches</li> <li>• Football field or pitch</li> <li>• First aid kit</li> </ul>	

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			contact. Practise controlled headers from tossed balls, progress to target challenges, and add dynamic drills with running starts and light defensive pressure. Conclude with a small-sided game emphasizing aerial duels and heading opportunities.					
		(g) Practising throwing	<p><b>Brainstorm:</b> Guide students to list the importance of throwing in football, particularly for restarting play and creating attacking opportunities. Emphasize proper</p>	<ul style="list-style-type: none"> <li>• Proper grip, foot placement, and body posture for accurate and powerful throw-ins.</li> <li>• Throw the ball to specific targets or teammates under various conditions.</li> </ul>	Throwing practised accordingly.	<p><b>Detailed knowledge of:</b>  <b>Method used:</b> The student should explain how to practise throwing.  <b>Principles:</b>  The student should explain the procedures of performing throwing.</p>	<p>The following equipment and facilities are to be available: -</p> <ul style="list-style-type: none"> <li>• Football</li> <li>• Hurdles</li> <li>• Football kit (gloves, shin guard, jersey, socks, shoes)</li> <li>• Training cones</li> <li>• Discs markers</li> <li>• Goalposts and</li> </ul>	

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			<p>technique, including gripping the ball with both hands and positioning behind the head, etc. Highlight how timing, distance, and communication with teammates are essential for effective throws.</p> <p><b>Practical Work:</b> Guide students to appropriately practise throwing in football.</p> <p><b>Activity:</b> Organize students into small groups in a throwing zone, starting with a warm-up on throw-in technique (grip, foot placement, posture).</p>	<ul style="list-style-type: none"> <li>• Develop the skill to execute long and powerful throw-ins to initiate effective attacks.</li> <li>• Enhance the ability to make quick decisions on when and where to throw the ball based on game situations.</li> <li>• Improve hand-eye coordination and overall body control while performing throw-ins during dynamic play.</li> <li>• Refine the timing of throw-ins, especially under pressure from defenders, to ensure</li> </ul>		<p><b>Theories:</b> The student should explain:</p> <ul style="list-style-type: none"> <li>• Appropriate techniques for executing throwing.</li> <li>• Importance of throwing in football.</li> <li>• Drills emphasizing techniques of throwing.</li> <li>• Situations where throwing is a strategic advantage during gameplay.</li> </ul> <p><b>Circumstantial knowledge:</b> Detailed knowledge about:</p> <ul style="list-style-type: none"> <li>• Procedures for performing throwing.</li> </ul>	<p>nets</p> <ul style="list-style-type: none"> <li>• Training bibs</li> <li>• Agility ladder</li> <li>• Resistance bands</li> <li>• Weighted balls</li> <li>• Rebounders</li> <li>• Whistles and stopwatches</li> <li>• Football field or pitch</li> <li>• First aid kit</li> </ul>	

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			Practise controlled throw-ins, progress to target challenges, and add dynamic drills with movement and light defensive pressure. Conclude with a small-sided game emphasizing precision and timing for effective throw-ins.	<p>effective ball delivery.</p> <ul style="list-style-type: none"> <li>Apply throw-ins effectively within the context of a game, including positioning and tactical use in small-sided matches.</li> </ul>				
		(h) Practising tackling	<p><b>Brainstorm:</b> Guide students to list the importance of tackling in football, particularly for regaining possession and preventing attacking opportunities from the opposition.</p>	<ul style="list-style-type: none"> <li>Demonstrate correct tackling stance, approach, and timing.</li> <li>Maintain body control while executing tackles.</li> <li>Recognize when and how to tackle various game situations.</li> </ul>	Tackling practised accordingly.	<p><b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to practise tackling. <b>Principles:</b> The student should explain the procedures of performing tackling. <b>Theories:</b> The student should</p>	<p>The following equipment and facilities are to be available: -</p> <ul style="list-style-type: none"> <li>Football</li> <li>Hurdles</li> <li>Football kit (gloves, shin guard, jersey, socks, shoes)</li> <li>Training cones</li> <li>Discs markers</li> <li>Goalposts and nets</li> </ul>	

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			<p>Focus on proper technique, such as body positioning, approaching from the side, and using the inside of the foot.</p> <p><b>Practical Work:</b> Guide students to appropriately practise tackling in football.</p> <p><b>Activity:</b> Organize students into small groups, starting with a warm-up on proper tackling technique (stance, approach, timing). Practice one-on-one drills focusing on body position and balance, then add light</p>	<ul style="list-style-type: none"> <li>• Improve the ability to react quickly and effectively in defensive situations.</li> <li>• Apply tackling techniques in small-sided games to defend effectively against attacking players.</li> <li>• Enhance coordination between timing, positioning, and movement during tackles.</li> <li>• Execute tackles while minimizing the risk of injury to oneself and others.</li> </ul>		<p>explain:</p> <ul style="list-style-type: none"> <li>• Appropriate techniques for executing tackling.</li> <li>• Importance of tackling in football.</li> <li>• Drills emphasizing techniques of tackling.</li> <li>• Situations where tackling is a strategic advantage during gameplay.</li> </ul> <p><b>Circumstantial knowledge:</b> Detailed knowledge about:</p> <ul style="list-style-type: none"> <li>• Procedures for performing tackling.</li> </ul>	<ul style="list-style-type: none"> <li>• Training bibs</li> <li>• Agility ladder</li> <li>• Resistance bands</li> <li>• Weighted balls</li> <li>• Rebounders</li> <li>• Whistles and stopwatches</li> <li>• Football field or pitch</li> <li>• First aid kit</li> </ul>	

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			offensive pressure with dribbling or passes. Conclude with small-sided games and football matches emphasizing effective and safe tackling.					
		(i) Practising goalkeeping	<p><b>Brainstorm:</b> Guide students to list the importance of goalkeeping in football, focusing on shot-stopping, organizing defence, and initiating attacks. Emphasize proper technique, including goal positioning, balance, and using hands and feet effectively. Highlight the need for reading</p>	<ul style="list-style-type: none"> <li>• Apply correct stance, positioning, and diving techniques.</li> <li>• Stop shots from various angles and distances.</li> <li>• Catch, handle, and control the ball under different conditions.</li> <li>• Improve verbal and non-verbal communication with teammates to organize</li> </ul>	Goalkeeping practised accordingly.	<p><b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to practise goalkeeping.</p> <p><b>Principles:</b> The student should explain the procedures of performing goalkeeping.</p> <p><b>Theories:</b> The student should explain:</p> <ul style="list-style-type: none"> <li>• Appropriate techniques for executing goalkeeping.</li> <li>• Importance of goalkeeping in</li> </ul>	<p>The following equipment and facilities are to be available: -</p> <ul style="list-style-type: none"> <li>• Football</li> <li>• Hurdles</li> <li>• Football kit (gloves, shin guard, jersey, socks, shoes)</li> <li>• Training cones</li> <li>• Discs markers</li> <li>• Goalposts and nets</li> <li>• Training bibs</li> <li>• Agility ladder</li> <li>• Resistance bands</li> <li>• Weighted balls</li> <li>• Rebounders</li> <li>• Whistles and stopwatches</li> <li>• Football field or</li> </ul>	

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			<p>the game, anticipating shots, and reacting quickly.</p> <p><b>Practical Work:</b> Guide students to appropriately practise goalkeeping in football.</p> <p><b>Activity:</b> Organize students into small groups, starting with a warm-up on goalkeeping techniques (stance, positioning, and diving). Practise shot-stopping, catching, and handling with one-on-one drills. Introduce light offensive pressure with controlled shots,</p>	<p>defensive plays.</p> <ul style="list-style-type: none"> <li>• Distribute the ball to teammates through throws or kicks.</li> <li>• Develop physical control, balance, and body positioning during diving, jumping, and movements in goal.</li> <li>• Practise safe techniques to minimize injury while diving, jumping, and intercepting balls.</li> <li>• Build resilience to handle pressure situations, recover from mistakes, and</li> </ul>		<p>football.</p> <ul style="list-style-type: none"> <li>• Drills emphasizing techniques of goalkeeping.</li> <li>• Situations where goalkeeping is a strategic advantage during gameplay.</li> </ul> <p><b>Circumstantial knowledge:</b> Detailed knowledge about:</p> <ul style="list-style-type: none"> <li>• Procedures for performing goalkeeping.</li> </ul>	<p>pitch</p> <ul style="list-style-type: none"> <li>• First aid kit</li> </ul>	

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			focusing on quick reflexes. Conclude with small-sided games where goalkeepers practise shot-stopping, distribution, and communication with defenders.	stay focused during matches.				
	3.2 Applying football rules	(a) Describing the rules of the game.	<p><b>Brainstorm:</b> Guide students to list the rules of the game and discuss its applications in football.</p> <p><b>Practical Work:</b> Demonstrate how rules apply during gameplay, encouraging participation in small-sided games and football matches.</p>	<ul style="list-style-type: none"> <li>• Explain the rules of the game.</li> <li>• Demonstrate the correct application of rules during a match or game scenario.</li> <li>• Evaluate and interpret situations in a game to determine whether a rule has been violated or followed.</li> <li>• Work with others to ensure everyone understands and</li> </ul>	The rules of the game are described accordingly.	<p><b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain the importance of adhering to the rules of the game.</p> <p><b>Principles:</b> The student should explain the application of the rules of the game during practise and matches.</p> <p><b>Theories:</b> The student should explain:</p> <ul style="list-style-type: none"> <li>• Rules of the game</li> <li>• Importance of adhering to the rules</li> </ul>	<p>The following equipment and facilities are to be available: -</p> <ul style="list-style-type: none"> <li>• Football</li> <li>• Hurdles</li> <li>• Football kit (gloves, shin guard, jersey, socks, shoes)</li> <li>• Referee kit</li> <li>• Training cones</li> <li>• Discs markers</li> <li>• Goalposts and nets</li> <li>• Training bibs</li> <li>• Whistles and stopwatches</li> <li>• Football field or pitch</li> <li>• First aid kit</li> </ul>	135

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				Process Assessment	Services Assessment	Knowledge Assessment		
			<p><b>Activity:</b> Organize students into small teams to design and present a visual representation of the basic rules of football. Each team will focus on a different rule, such as offside, fouls, scoring, or the goalkeeper's role. They will demonstrate the rule in action. After each demonstration, students will explain the rule to the class.</p> <p><b>Discussion:</b> Facilitate a discussion on reviewing and reinforcing the importance of each rule in football.</p>	<p>adheres to the rules during practice or games.</p> <ul style="list-style-type: none"> <li>• Make quick, informed decisions based on the understanding of rules during a match.</li> <li>• Promote sportsmanship and fair play by adhering to the established rules of the game.</li> </ul>		<p>of the game.</p> <p><b>Circumstantial knowledge:</b> Detailed knowledge about:</p> <ul style="list-style-type: none"> <li>• Rules application in various settings</li> <li>• Gaining the ability to make accurate and fair decisions in different settings.</li> </ul>	<ul style="list-style-type: none"> <li>• Cards (Yellow, red)</li> <li>• Notebook or card holder</li> <li>• Flags</li> <li>• Electronic communication devices</li> <li>• Goal-line technology device</li> <li>• Video assistant referee (VAR)</li> <li>• Vanning foam (Spray)</li> <li>• Toss coin</li> <li>• Substitution board</li> </ul>	
		(b) Practising officiating	<b>Brainstorm:</b>	<ul style="list-style-type: none"> <li>• Make quick,</li> </ul>	Officiating		The following	

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		football game.	<p>Guide students to list the roles of officials in football including referees, assistant referees etc.</p> <p><b>Practical Work:</b> Demonstrate how to apply the rules of officiating by accurately calling for stance fouls, offsides, and free kicks during practise games. Encourage students to practise managing the game by using the whistle and hand signals effectively. Provide feedback on positioning and decision-making</p>	<p>accurate decisions under pressure, ensuring fairness in the game.</p> <ul style="list-style-type: none"> <li>• Improve verbal and non-verbal communication, such as using whistles, gestures, and signals to convey decisions.</li> <li>• Manage the flow of the game.</li> <li>• Maintain discipline and ensure fair play.</li> <li>• Build the ability to read and anticipate the game, positioning oneself to make the best possible calls.</li> <li>• Develop strategies for managing player disputes, protests, and</li> </ul>	<p>football game practised accordingly.</p>	<p><b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain the officiating football game.</p> <p><b>Principles:</b> The student should explain officiating procedures.</p> <p><b>Theories:</b> The student should explain:</p> <ul style="list-style-type: none"> <li>• Officiating procedures</li> <li>• Different practical Officiating drills</li> <li>• Necessity of following rules of the game during play.</li> </ul> <p><b>Circumstantial knowledge:</b> Detailed knowledge about:</p> <ul style="list-style-type: none"> <li>• Rules application in various settings</li> <li>• Gaining the ability to make accurate</li> </ul>	<p>equipment and facilities are to be available: -</p> <ul style="list-style-type: none"> <li>• Football</li> <li>• Hurdles</li> <li>• Football kit (gloves, shin guard, jersey, socks, shoes)</li> <li>• Referee kit</li> <li>• Training cones</li> <li>• Discs markers</li> <li>• Goalposts and nets</li> <li>• Training bibs</li> <li>• Whistles and stopwatches</li> <li>• Football field or pitch</li> <li>• First aid kit</li> <li>• Cards (Yellow, red)</li> <li>• Notebook or card holder</li> <li>• Flags</li> <li>• Electronic communication devices</li> <li>• Goal-line technology device</li> <li>• Video assistant</li> </ul>	

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>to improve their confidence and accuracy as officials.</p> <p><b>Activity:</b> Organize students into small teams to practise officiating a football game, with each team assigned to focus on different aspects such as fouls, offside, or free kicks. Each team will take turns acting as referees, making calls during a simulated game. After each decision, students will explain their ruling to the class, discussing the reasoning behind it.</p>	<p>maintaining authority without escalating tensions.</p> <ul style="list-style-type: none"> <li>• Manage game time, including stoppage time and injury assessments.</li> </ul>		<p>and fair decisions in different settings</p>	<p>referee (VAR)</p> <ul style="list-style-type: none"> <li>• Vanning foam (Spray)</li> <li>• Toss coin</li> <li>• Substitution board</li> </ul>	
		(c) Playing football	<b>Brainstorm:</b>	<ul style="list-style-type: none"> <li>• Apply football</li> </ul>	Playing football		The following	

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				Process Assessment	Services Assessment	Knowledge Assessment		
		according to the rules of the game.	<p>Guide students to list the importance of adhering to the rules of the game when playing football.</p> <p><b>Practical Work:</b> Demonstrate following the rules of the game in small-sided games and football matches.</p> <p><b>Activity:</b> Organize students into teams to play a football match, with each team taking turns as players and referees. Referees will enforce the rules of the game, explaining their decisions to the group after each</p>	<p>rules correctly during gameplay and officiating scenarios.</p> <ul style="list-style-type: none"> <li>• Work effectively as part of a team to coordinate strategies and comply with game rules.</li> <li>• Communicate decisions clearly and justify calls as referees during simulated games.</li> <li>• Analyze game situations to make accurate and fair decisions as referees or players.</li> <li>• Exhibit fairness, respect for others, and adherence to the spirit of the game.</li> </ul>	according to the rules of the game performed accordingly.	<p><b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain the importance of adhering to the rules of the game when playing football.</p> <p><b>Principles:</b> The student should explain the application of the rules of the game during practise and matches.</p> <p><b>Theories:</b> The student should explain:</p> <ul style="list-style-type: none"> <li>• Rules of the game</li> <li>• Necessity of following rules of the game during play.</li> </ul> <p><b>Circumstantial knowledge:</b> Detailed knowledge about:</p> <ul style="list-style-type: none"> <li>• Rules application in various settings</li> <li>• Gaining the ability</li> </ul>	<p>equipment and facilities are to be available: -</p> <ul style="list-style-type: none"> <li>• Football</li> <li>• Hurdles</li> <li>• Football kit (gloves, shin guard, jersey, socks, shoes)</li> <li>• Referee kit</li> <li>• Training cones</li> <li>• Discs markers</li> <li>• Goalposts and nets</li> <li>• Training bibs</li> <li>• Whistles and stopwatches</li> <li>• Football field or pitch</li> <li>• First aid kit</li> <li>• Cards (Yellow, red)</li> <li>• Notebook or card holder</li> <li>• Flags</li> <li>• Electronic communication devices</li> <li>• Goal-line technology device</li> <li>• Video assistant</li> </ul>	

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		
			ruling.	<ul style="list-style-type: none"> <li>• Develop and execute game strategies while adhering to the rules.</li> <li>• Make quick and informed decisions during dynamic gameplay situations.</li> </ul>		to make accurate and fair decisions in different settings	referee (VAR) <ul style="list-style-type: none"> <li>• Vanning foam (Spray)</li> <li>• Toss coin</li> <li>• Substitution board</li> </ul>	
	3.3 Observing ethics and moral values in football.	(a) Describing ethics and moral values in football.	<p><b>Brainstorm:</b> Guide students to define ethics and moral values and explain their applications in football.</p> <p><b>Practical Work:</b> Demonstrate how ethics and moral values apply during gameplay, encouraging participation in small-sided games and football matches.</p>	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the concepts of ethics and moral values in the context of football.</li> <li>• Explain the importance of fair play and sportsmanship in football.</li> <li>• Identify ethical dilemmas that may arise during a football game and propose appropriate resolutions.</li> <li>• Recognize and respect the</li> </ul>	Ethics and moral values in football are described accordingly.	<p><b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain different ways of observing ethics and moral values in football.</p> <p><b>Principles:</b> The student should explain critical analysis of ethical and moral dilemmas in football through scenario-based exploration.</p> <p><b>Theories:</b> The student should explain:</p>	The following equipment and facilities are to be available: - <ul style="list-style-type: none"> <li>• Symbol of fair play (flag)</li> <li>• Video analysis tools</li> <li>• Football field</li> <li>• Electronic communication devices</li> <li>• Cards (Yellow, red)</li> <li>• Interactive devices (computers or mobiles for scenarios)</li> </ul>	131

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><b>Activity:</b> Organize students into small teams to design and present a visual representation of the ethics and moral values. Each team demonstrate ethics and moral values in action. After each demonstration, students will explain ethics and moral values to the class.</p> <p><b>Discussion:</b> Facilitate a discussion on reinforcing the importance of ethics and moral values in football.</p>	<p>roles of referees, coaches, and players in upholding the integrity of the game.</p> <ul style="list-style-type: none"> <li>• Apply principles of teamwork and mutual respect during football activities.</li> <li>• Critically analyze scenarios involving ethical and moral decision-making in football.</li> <li>• Reflect on personal behaviour and its impact on the team's ethical and moral environment.</li> </ul>		<ul style="list-style-type: none"> <li>• Ethics and moral values in football.</li> <li>• Importance of adhering to ethics and moral values in football.</li> </ul> <p><b>Circumstantial knowledge:</b> Detailed knowledge about:</p> <ul style="list-style-type: none"> <li>• Adherence to ethics and moral values in various settings.</li> <li>• Display good citizenship.</li> <li>• Appropriate interpretation of the rules.</li> </ul>	watching).	
		(b) Analysing unethical issues in football.	<p><b>Brainstorm:</b> Guide students to list unethical</p>	<ul style="list-style-type: none"> <li>• Recognize examples of unethical behaviour in</li> </ul>	Unethical issues in football are analysed accordingly.	<p><b>Detailed knowledge of:</b> <b>Method used:</b> The</p>	The following equipment and facilities are to be	

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>issues in football.</p> <p><b>Practical Work:</b> Analyse real-life football scenarios by identifying unethical issues. Encourage students to discuss their impact on fair play and suggest appropriate measures to address them.</p> <p><b>Activity:</b> Organize students into small teams to analyze case studies of unethical behaviour in football. Each team will present their findings, explain why the behaviour is</p>	<p>football.</p> <ul style="list-style-type: none"> <li>• Explain the principles of fair play and sportsmanship in football.</li> <li>• Evaluate the motives and consequences of unethical actions in football scenarios.</li> <li>• Develop reasoning skills to differentiate between ethical and unethical behaviour on the field.</li> <li>• Propose strategies for preventing unethical behaviours in football.</li> </ul>		<p>student should analyse unethical issues in football.</p> <p><b>Principles:</b> The student should explain different scenarios which display unethical issues in football.</p> <p><b>Theories:</b> The student should explain:</p> <ul style="list-style-type: none"> <li>• Unethical issues in football.</li> <li>• Major causes of unethical issues in football.</li> <li>• Consequences of unethical and immoral values in football.</li> </ul> <p><b>Circumstantial knowledge:</b> Detailed knowledge about:</p> <ul style="list-style-type: none"> <li>• Application of ethics and moral values in different settings.</li> </ul>	<p>available: -</p> <ul style="list-style-type: none"> <li>• Symbol of fair play (flag)</li> <li>• Video analysis tools</li> <li>• Football field</li> <li>• Electronic communication devices</li> <li>• Cards (Yellow, red)</li> <li>• Interactive devices (computers or mobiles for scenarios watching).</li> </ul>	

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		
			unethical, and suggest preventive measures.			<ul style="list-style-type: none"> <li>• Display good citizenship.</li> <li>• Appropriate interpretation of the rules.</li> </ul>		
		(c) Playing football by observing ethics and moral values	<p><b>Brainstorm:</b> Guide students to list the importance of observing ethics and moral values when playing football.</p> <p><b>Practical Work:</b> Demonstrate following ethics and moral values during and off play.</p> <p><b>Activity:</b> Organize students into teams to play a football match, with a focus on fair play and respect. After the match, have players reflect on ethical</p>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of the rules of football and adhere to them during gameplay.</li> <li>• Exhibit respect for teammates, opponents, referees, and spectators.</li> <li>• Make ethical decisions during gameplay, such as admitting fouls or disputes.</li> <li>• Display positive behaviour, including congratulating opponents and accepting defeat gracefully.</li> </ul>	Playing football by observing ethics and moral values performed accordingly.	<p><b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain the importance of observing ethics and moral values when playing football.</p> <p><b>Principles:</b> The student should explain the implication of ethics and moral values during practise and matches.</p> <p><b>Theories:</b> The student should explain:</p> <ul style="list-style-type: none"> <li>• Ethics and moral values in football.</li> <li>• The necessity of observing ethics and moral values during play.</li> </ul>	<p>The following equipment and facilities are to be available: -</p> <ul style="list-style-type: none"> <li>• Symbol of fair play (flag)</li> <li>• Video analysis tools</li> <li>• Football field</li> <li>• Electronic communication devices</li> <li>• Cards (Yellow, red)</li> <li>• Interactive devices (computers or mobiles for scenarios watching).</li> </ul>	

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				Process Assessment	Services Assessment	Knowledge Assessment		
			dilemmas (e.g., fouls or disputes) and discuss how they handled them, emphasizing integrity and sportsmanship.	<ul style="list-style-type: none"> <li>Resolve disagreements on the field respectfully and constructively.</li> <li>Work effectively with teammates while promoting inclusivity and mutual support.</li> </ul>		<p><b>Circumstantial knowledge:</b> Detailed knowledge about:</p> <ul style="list-style-type: none"> <li>Application of ethics and moral values in different settings.</li> <li>Display good citizenship.</li> <li>Appropriate interpretation of the rules.</li> </ul>		

## 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
				Process Assessment	Services Assessment	Knowledge Assessment		
1.0 Performing football strategies.	1.1 Performing offensive principles in football	(a) Practising width	<p><b>Brainstorm:</b> Guide students to define width as an offensive principle and discuss its applications such as stretching the defence, creating space, crossing opportunities, switching play, and overloading zones.</p> <p><b>Practical Work:</b> Guide the students to practise width showing wide positioning, full-back</p>	<ul style="list-style-type: none"> <li>• Position in offensive play</li> <li>• Move in offensive play to create width in the zones.</li> <li>• Switch play.</li> <li>• Create space</li> </ul>	Width is practised effectively during offensive play.	<p><b>Detailed knowledge of: The method used:</b> The student should explain how to spread out and maintain wide options, crossing accurately, and wide positioning during build-up and attack phases.</p> <p><b>Principles:</b> The student should explain key offensive principle to enhance spatial awareness and attacking strategies in football.</p>	<p>The following equipment and facilities are to be available: -</p> <ul style="list-style-type: none"> <li>• Football field/pitch</li> <li>• Disc markers</li> <li>• Training cones</li> <li>• Training bibs</li> <li>• Whiteboard or tactical board</li> <li>• Digital video analysis tools</li> <li>• Agility ladders and hurdles</li> <li>• Mini goals</li> <li>• Passing arcs</li> <li>• Speed parachutes or resistance bands</li> <li>• Whistles and timers</li> </ul>	108

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>overlapping, quick switch of play offensive play</p> <p><b>Activity:</b> Organize students into manageable groups to practise spreading out and maintaining wide options, off-the-ball movement and switching play.</p> <p><b>Discussion:</b> Facilitate a discussion on the importance of width as an offensive principle in football.</p>			<p><b>Theories:</b> The student should explain:</p> <ul style="list-style-type: none"> <li>• Type of movement used in creating width during offensive play</li> <li>• Positioning of players when creating width in offensive play</li> <li>• Usefulness of width in offensive play.</li> </ul> <p><b>Circumstantial knowledge:</b> Detailed knowledge about:</p> <ul style="list-style-type: none"> <li>• Transition from defence to offense.</li> <li>• Offensive strategies in football</li> </ul>	<ul style="list-style-type: none"> <li>• Communication devices</li> </ul>	

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				Process Assessment	Services Assessment	Knowledge Assessment		
						<ul style="list-style-type: none"> <li>• A quick switch of play</li> <li>• Full-back overlapping</li> </ul>		
		(b) Practising support	<p><b>Brainstorm:</b> Guide students to define support play and its role in offensive play such as creating passing options, maintaining triangles, and application such as in positive and negative transition, when having numerical advantage or disadvantage.</p> <p><b>Practical Work:</b> Guide the students to practise support play as an offensive</p>	<ul style="list-style-type: none"> <li>• Select equipment for practising support play in an offensive</li> <li>• Position players for support play practise.</li> <li>• Conduct drills for support play</li> <li>• Follow offensive principle in football.</li> </ul>	Support play is successfully practised as an offensive principle in football.	<p><b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to:</p> <ul style="list-style-type: none"> <li>• Perform support play as an offensive strategy</li> <li>• Verbal and non-verbal communication to signal the availability of support.</li> </ul> <p><b>Principles:</b> The student should explain the support play offensive principle</p> <p><b>Theories:</b></p>	<p>The following equipment and facilities are to be available: -</p> <ul style="list-style-type: none"> <li>• Football field/pitch</li> <li>• Disc markers</li> <li>• Training cones</li> <li>• Training bibs</li> <li>• Whiteboard or tactical board</li> <li>• Digital video analysis tools</li> <li>• Agility ladders and hurdles</li> <li>• Mini goals</li> <li>• Passing arcs</li> <li>• Speed parachutes or resistance bands</li> <li>• Whistles and timers</li> <li>• Communication devices</li> </ul>	

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				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>strategy such as creating passing options, maintaining triangle positions and off-the-ball movement of players</p> <p><b>Activity:</b> Divide students into manageable groups, and practise off-the-ball movement, moving into space to create passing options,</p>			<p>The student should explain:</p> <ul style="list-style-type: none"> <li>• Positional actions of the players without the ball concerning support play</li> <li>• Reading the play and adjusting the position for supportive play</li> <li>• Benefits of support play in an offence</li> <li>• Support play football strategy</li> <li>• Support play and its application in offensive strategy</li> <li>• Equipment used in support play drills</li> <li>• The usefulness of</li> </ul>		

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>support play in offensive strategy.</p> <p><b>Circumstantial knowledge:</b> Detailed knowledge about:</p> <ul style="list-style-type: none"> <li>• Offensive principles in football</li> <li>• Drills in practicing support play.</li> <li>• Signals to initiate support.</li> </ul>		
		(c) Practising improvisation	<p><b>Brainstorm:</b> Guide students to define improvisation offensive strategies such as unpredictable movements, creative passing, spontaneous positioning, creative</p>	<ul style="list-style-type: none"> <li>• Observe spontaneous positioning</li> <li>• Monitor Unpredictable movements</li> <li>• Make dynamic decision</li> <li>• Store tools, equipment and components.</li> </ul>		<p><b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to:</p> <ul style="list-style-type: none"> <li>• Perform improvisation as an offensive principle</li> <li>• Develop improvisation</li> </ul>	<p>The following equipment and facilities are to be available: -</p> <ul style="list-style-type: none"> <li>• Football field/pitch</li> <li>• First aid kit</li> <li>• Football</li> <li>• Disc markers</li> <li>• Training cones</li> <li>• Training bibs</li> <li>• Whiteboard or tactical board</li> <li>• Digital video</li> </ul>	

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>passing, and dynamic decision-making.</p> <p><b>Practical Work:</b> Guide the students to practise drills used in improvisation such as creative passing and combination play.</p> <p><b>Activity:</b> Organize students into manageable groups and assign tasks such as creating creative drills, practise technical skills of dribbling passing and ball control, encouraging students to</p>			<p><b>Principles:</b> The student should explain the offensive principle in football focusing on improvisation.</p> <p><b>Theories:</b> The student should explain:</p> <ul style="list-style-type: none"> <li>• Improvisation as an offensive principle</li> <li>• Importance of improvisation in offensive strategy in football.</li> </ul> <p><b>Circumstantial knowledge:</b> Detailed knowledge about:</p> <ul style="list-style-type: none"> <li>• Creative Drills.</li> <li>• Making quick</li> </ul>	<ul style="list-style-type: none"> <li>• analysis tools</li> <li>• Agility ladders and hurdles</li> <li>• Mannequins or dummies</li> <li>• Mini goals</li> <li>• Passing arcs</li> <li>• Speed parachutes or resistance bands</li> <li>• Heart rate monitors/GPS trackers</li> <li>• Whistles and timers</li> <li>• Communication devices</li> </ul>	

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		
			simulate real game scenarios to improve decision-making and adaptability,			decision <ul style="list-style-type: none"> <li>• Executing unpredictable moves</li> <li>• Executing combination moves</li> </ul>		
		(d) Practising penetration	<p><b>Brainstorm:</b> Guide students to define penetration and list its applications in offensive play.</p> <p><b>Practical Work:</b> Guide the students to practise penetration in offensive play.</p> <p><b>Activity:</b> Organize students into manageable groups and practise dribbling, passing,</p>	<ul style="list-style-type: none"> <li>• Comprehend the concept of penetration in offensive play.</li> <li>• Recognize the different types of penetration (e.g., dribbling, passing, running behind defences).</li> <li>• Develop dribbling skills for penetrating defensive lines.</li> <li>• Improve passing accuracy and timing for effective penetration.</li> <li>• Develop positioning and movement to support penetrative plays (e.g., creating width and depth).</li> <li>• Improve decision-making under pressure to choose the right</li> </ul>	Penetration practised successfully in offensive play	<p><b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain;</p> <ul style="list-style-type: none"> <li>• Dribbling</li> <li>• Passing</li> <li>• Shooting</li> <li>• Off-the-ball movement</li> </ul> <p><b>Principles:</b> The student should explain the principle of penetration in football.</p> <p><b>Theories:</b> The student should explain:</p> <ul style="list-style-type: none"> <li>• The components of</li> </ul>	The following equipment and facilities are to be available: - <ul style="list-style-type: none"> <li>• Football field/pitch</li> <li>• First aid kit</li> <li>• Football</li> <li>• Disc markers</li> <li>• Training cones</li> <li>• Training bibs</li> <li>• Whiteboard or tactical board</li> <li>• Digital video analysis tools</li> <li>• Agility ladders and hurdles</li> <li>• Mannequins or dummies</li> <li>• Mini goals</li> <li>• Passing arcs</li> <li>• Speed parachutes or</li> </ul>	

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		
			shooting and off-the-ball movement.	moment for penetration. <ul style="list-style-type: none"> <li>Enhance vision and anticipation to recognize opportunities for quick penetration.</li> <li>Develop the ability to recognize when penetration is not possible and when to retain possession or switch play.</li> </ul>		penetration <ul style="list-style-type: none"> <li>Example of penetration in football.</li> <li>Importance of penetration.</li> </ul> <b>Circumstantial knowledge:</b> Detailed knowledge about: <ul style="list-style-type: none"> <li>Breaking through the opposing team's defensive line</li> <li>Creating scoring opportunity</li> </ul>	resistance bands <ul style="list-style-type: none"> <li>Heart rate monitors/GPS trackers</li> <li>Whistles and timers</li> <li>Communication devices</li> </ul>	
		(e) Practising mobility	<b>Brainstorm:</b> Guide students to define the movements and positions of players that constitute mobility in offensive play. Explain the purpose of	<ul style="list-style-type: none"> <li>Observe players movement</li> <li>Off-the-ball runs</li> <li>Make quick transition,</li> <li>Create passing lanes,</li> <li>Follow offensive principles in football.</li> </ul>	Mobility is successfully practised as an offensive principle in football.	<b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to: <ul style="list-style-type: none"> <li>Practise mobility as an offensive principle</li> </ul>	The following equipment and facilities are to be available: - <ul style="list-style-type: none"> <li>Football field/pitch</li> <li>First aid kit</li> <li>Football</li> <li>Disc markers</li> <li>Training cones</li> <li>Training bibs</li> </ul>	

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>mobility in offensive play.</p> <p><b>Practical Work:</b> Guide the students to practise mobility as an offensive principle such as off-the-ball runs, creating passing lanes, and quick transitions.</p> <p><b>Activity:</b> Organize students into manageable groups and guide them to practise fluidity and rotation, stretching the defence, and players' movement. Encourage students to</p>			<p><b>Principles:</b> The student should explain the offensive principle of mobility.</p> <p><b>Theories:</b> The student should explain:</p> <ul style="list-style-type: none"> <li>• Aspects of mobility in an offensive context.</li> <li>• Importance of mobility in offensive principle.</li> </ul> <p><b>Circumstantial knowledge:</b> Detailed knowledge about:</p> <ul style="list-style-type: none"> <li>• Movement and positioning of players to create space, maintain attacking</li> </ul>	<ul style="list-style-type: none"> <li>• Whiteboard or tactical board</li> <li>• Digital video analysis tools</li> <li>• Agility ladders and hurdles</li> <li>• Mannequins or dummies</li> <li>• Mini goals</li> <li>• Passing arcs</li> <li>• Speed parachutes or resistance bands</li> <li>• Heart rate monitors/GPS trackers</li> <li>• Whistles and timers</li> <li>• Communication devices</li> </ul>	

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				Process Assessment	Services Assessment	Knowledge Assessment		
			focus on fluid and dynamic movements that are difficult for defenders to track and intercept.			pressure and break down the opposition's defensive structure.		
		(f) Practising transition	<p><b>Brainstorm:</b> Guide students to define transition as an offensive principle and its application in maximizing scoring opportunities such as quick ball recovery, exploiting space, movement off the ball</p> <p><b>Practical Work:</b> Guide the students to practise transition focusing on</p>	<ul style="list-style-type: none"> <li>• Quick ball recovery through pressing interception or winning back possession after a turnover</li> <li>• Exploit space in the opponent's defensive set-up</li> <li>• Movement off the ball to create options for a sift attack</li> <li>• Direct play with long passes targeting fast players in attacking</li> <li>• Overloading areas such as wings or central spaces to increase chances of breaking down opponents' defence during transition.</li> </ul>	Offensive Transition practised effectively in a game situation.	<p><b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to:</p> <ul style="list-style-type: none"> <li>• Perform quick ball recovery</li> <li>• Exploit space</li> <li>• Perform movement off the ball</li> <li>• Overload areas such as wings and central spaces to increase chances of breaking down the opponents</li> </ul>	<p>The following equipment and facilities are to be available: -</p> <ul style="list-style-type: none"> <li>• Football field/pitch</li> <li>• First aid kit</li> <li>• Football</li> <li>• Disc markers</li> <li>• Training cones</li> <li>• Training bibs</li> <li>• Whiteboard or tactical board</li> <li>• Digital video analysis tools</li> <li>• Agility ladders and hurdles</li> <li>• Mannequins or dummies</li> <li>• Mini goals</li> <li>• Passing arcs</li> <li>• Speed parachutes or resistance</li> </ul>	

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				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>aspects such as quick ball recovery, exploiting space, movement off the ball and direct play</p> <p><b>Activity:</b> Organize students into manageable groups to practise drills on the speed of attack, exploiting space, overloading areas, direct play and quick ball recovery.</p>			<p><b>Principles:</b> The student should explain the transition principle in football.</p> <p><b>Theories:</b> The student should explain:</p> <ul style="list-style-type: none"> <li>• Types of transition in football</li> <li>• Drills to perform transition football</li> <li>• Importance of transition in football</li> </ul> <p><b>Circumstantial knowledge:</b> Detailed knowledge about:</p> <ul style="list-style-type: none"> <li>• The phase of the game where the team shift from defence to offence</li> <li>• Exploiting</li> </ul>	<p>bands</p> <ul style="list-style-type: none"> <li>• Heart rate monitors/GPS trackers</li> <li>• Whistles and timers</li> <li>• Communication devices</li> </ul>	

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				Process Assessment	Services Assessment	Knowledge Assessment		
						<p>the moment the opposing team is unorganized and vulnerable</p> <ul style="list-style-type: none"> <li>Overloading space in the wings or central area</li> </ul>		
	1.2 Performing defensive principles in football.	(a) Practising pressing	<p><b>Brainstorm:</b> Guide students to define pressing and its practise such as supporting players, cover and balance, anticipating and reading the game.</p> <p><b>Practical Work:</b> Guide the students to practise pressing.</p> <p><b>Activity:</b> Organize</p>	<ul style="list-style-type: none"> <li>Support play</li> <li>Anticipate and read the game</li> <li>Establish communication</li> <li>Implement compact team shaping</li> <li>Press on the ball carrier</li> </ul>	Pressing practised properly as a defensive principle	<p><b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to:</p> <ul style="list-style-type: none"> <li>Exert immediate pressure on the ball carrier</li> <li>Support players during pressing</li> <li>Provide cover and balance during pressing</li> <li>Perform high and mid-</li> </ul>	<p>The following equipment and facilities are to be available: -</p> <ul style="list-style-type: none"> <li>Football field/pitch</li> <li>First aid kit</li> <li>Football</li> <li>Disc markers</li> <li>Training cones</li> <li>Training bibs</li> <li>Whiteboard or tactical board</li> <li>Digital video analysis tools</li> <li>Agility ladders and hurdles</li> <li>Mannequins or dummies</li> <li>Mini goals</li> <li>Passing arcs</li> </ul>	99

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		
			students into manageable groups to perform drills for pressing such as support play, immediate pressing on the ball carrier communication and timing.			<p>press</p> <p><b>Principles:</b> The student should explain the principle of:</p> <ul style="list-style-type: none"> <li>Pressing a defensive strategy.</li> </ul> <p><b>Theories:</b> The student should explain:</p> <ul style="list-style-type: none"> <li>Different aspects of pressing</li> <li>Importance of pressing</li> <li>The goal of pressing</li> </ul> <p><b>Circumstantial knowledge:</b> Detailed knowledge about:</p> <ul style="list-style-type: none"> <li>Game situations where pressing is appropriate</li> <li>The right timing for</li> </ul>	<ul style="list-style-type: none"> <li>Speed parachutes or resistance bands</li> <li>Heart rate monitors/GPS trackers</li> <li>Whistles and timers</li> <li>Communication devices</li> </ul>	

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		
						pressing <ul style="list-style-type: none"> <li>Zones requiring high or mid.</li> </ul>		
		(b) Practising depth	<p><b>Brainstorm:</b> Guide students to define depth as a defensive principle and its application in game situations.</p> <p><b>Practical Work:</b> Guide the students to perform recovering runs, goal keeping position, covering and support .</p> <p><b>Activity:</b> Organize students into manageable groups and perform zonal</p>	<ul style="list-style-type: none"> <li>Cover and support</li> <li>Practise zonal covering</li> <li>Practise man-toman covering</li> <li>Practise goalkeeping position.</li> <li>Identify equipment required for practising depth</li> <li>Identify field position to practise depth.</li> </ul>	Depth is maintained properly as a defensive strategy.	<p><b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to:</p> <ul style="list-style-type: none"> <li>Practise covering and support</li> <li>Practise recovering runs</li> <li>Practise goalkeeping position</li> <li>Practise zonal covering</li> <li>Practise man-to-man covering</li> <li>Practise defensive lines</li> </ul> <p><b>Principles:</b> The student should explain</p>	The following equipment and facilities are to be available: - <ul style="list-style-type: none"> <li>Football field/pitch</li> <li>First aid kit</li> <li>Football</li> <li>Disc markers</li> <li>Training cones</li> <li>Training bibs</li> <li>Whiteboard or tactical board</li> <li>Digital video analysis tools</li> <li>Agility ladders and hurdles</li> <li>Mannequins or dummies</li> <li>Mini goals</li> <li>Passing arcs</li> <li>Speed parachutes or resistance bands</li> <li>Heart rate monitors/GPS</li> </ul>	

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				Process Assessment	Services Assessment	Knowledge Assessment		
			covering, man-to-man covering and creating defensive lines.			<p>the depth defensive principle.</p> <p><b>Theories:</b> The student should explain:</p> <ul style="list-style-type: none"> <li>• Different aspects of depth as a defensive principle</li> <li>• Application of depth in football</li> </ul> <p><b>Circumstantial knowledge:</b> Detailed knowledge about:</p> <ul style="list-style-type: none"> <li>• Game scenarios requiring depth</li> <li>• Compact defensive structure with solid depth.</li> <li>• Players position in well-</li> </ul>	<p>trackers</p> <ul style="list-style-type: none"> <li>• Whistles and timers</li> <li>• Communication devices</li> </ul>	

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		
						organized depth		
		(c) Practising communication	<p><b>Brainstorm:</b> Guide students to define communication as a defensive principle and its application in game situation</p> <p><b>Practical Work:</b> Guide the students to practise communication focusing on verbal, and non-verbal communication, anticipation and recognition.</p> <p><b>Activity:</b> Organize students into manageable groups and make them practise</p>	<ul style="list-style-type: none"> <li>• Practise verbal communication</li> <li>• Practise non-verbal communication</li> <li>• Anticipate and recognize of potential threats</li> <li>• Recognize position and movement cues</li> <li>• Practise communication as a defensive strategy.</li> </ul>	Communication is used effectively as a defensive strategy.	<p><b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to:</p> <ul style="list-style-type: none"> <li>• Call for the ball</li> <li>• Organize defensive shape</li> <li>• Communicate using body language</li> <li>• Communicate using eye contact</li> <li>• Recognizing and responding to positioning</li> <li>• Closing down space</li> <li>• Reading the game</li> <li>• Reacting to changes in attack</li> </ul>	<p>The following equipment and facilities are to be available: -</p> <ul style="list-style-type: none"> <li>• Football field/pitch</li> <li>• First aid kit</li> <li>• Football</li> <li>• Disc markers</li> <li>• Training cones</li> <li>• Training bibs</li> <li>• Whiteboard or tactical board</li> <li>• Digital video analysis tools</li> <li>• Agility ladders and hurdles</li> <li>• Mannequins or dummies</li> <li>• Mini goals</li> <li>• Passing arcs</li> <li>• Speed parachutes or resistance bands</li> <li>• Heart rate monitors/GPS trackers</li> <li>• Whistles and</li> </ul>	

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				Process Assessment	Services Assessment	Knowledge Assessment		
			position and movement cues.			<p><b>Principles:</b> The student should explain the principle of:</p> <ul style="list-style-type: none"> <li>• Effective communication as a defensive strategy.</li> </ul> <p><b>Theories:</b> The student should explain:</p> <ul style="list-style-type: none"> <li>• Different aspects of communication as offensive strategy</li> <li>• Effective communication</li> <li>• Importance of communication in defensive play</li> </ul>	<ul style="list-style-type: none"> <li>• timers</li> <li>• Communication devices</li> </ul>	

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				Process Assessment	Services Assessment	Knowledge Assessment		
						<b>Circumstantial knowledge:</b> Detailed knowledge about: <ul style="list-style-type: none"> <li>• Verbal and non-verbal communication</li> <li>• Positioning and movement cues</li> </ul>		
		(d) Practising concentration	<b>Brainstorm:</b> Guide students to explain concentration and its application as a defensive principle in football  <b>Practical Work:</b> Guide the students to perform compactness, marking and tracking quick recovery, and dealing with set	<ul style="list-style-type: none"> <li>• Identify equipment for practising concentration</li> <li>• Maintain compactness</li> <li>• Anticipate opponents' next move</li> <li>• Develop positional discipline</li> <li>• Practise communication</li> </ul>	Concentration is maintained appropriately as a defensive principle.	<b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to: <ul style="list-style-type: none"> <li>• Maintain compactness</li> <li>• Recover quickly.</li> <li>• Deal with set pieces</li> <li>• Mark and Track players and marks.</li> </ul> <b>Principles:</b> The student should explain	The following equipment and facilities are to be available: - <ul style="list-style-type: none"> <li>• Football field/pitch</li> <li>• First aid kit</li> <li>• Football</li> <li>• Disc markers</li> <li>• Training cones</li> <li>• Training bibs</li> <li>• Whiteboard or tactical board</li> <li>• Digital video analysis tools</li> <li>• Agility ladders and hurdles</li> <li>• Mannequins or dummies</li> </ul>	

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				Process Assessment	Services Assessment	Knowledge Assessment		
			pieces hard.  <b>Activity:</b> Organize students into manageable groups to practise anticipation and awareness, positional discipline, and communication.			<p>the principles of:</p> <ul style="list-style-type: none"> <li>Concentration in defence</li> </ul> <p><b>Theories:</b> The student should explain:</p> <ul style="list-style-type: none"> <li>Different aspects of concentration.</li> <li>Equipment for practising concentration.</li> <li>Importance of concentration in defence</li> <li></li> </ul> <p><b>Circumstantial knowledge:</b> Detailed knowledge about:</p> <ul style="list-style-type: none"> <li>Maintaining focus, compactness and organization for defensive play.</li> </ul>	<ul style="list-style-type: none"> <li>Mini goals</li> <li>Passing arcs</li> <li>Speed parachutes or resistance bands</li> <li>Heart rate monitors/GPS trackers</li> <li>Whistles and timers</li> <li>Communication devices</li> </ul>	

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				Process Assessment	Services Assessment	Knowledge Assessment		
		(e) Practising balance	<p><b>Brainstorm:</b> Guide students to list different aspects of balance as a defensive principle in football hard</p> <p><b>Practical Work:</b> Guide the students to perform cover and support, transitioning, and communication.</p> <p><b>Activity:</b> Organize students into manageable groups and have them practise positional awareness defensive shape and anticipation of attack.</p>	<ul style="list-style-type: none"> <li>• Demonstrate positional awareness</li> <li>• Maintain defensive shape.</li> <li>• Anticipate the attack</li> <li>• Execute transition from defence to attack</li> </ul>	Balance is maintained appropriately as a defensive principle.	<p><b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to:</p> <ul style="list-style-type: none"> <li>• Cover and support</li> <li>• Anticipate the attack</li> <li>• Communicate effectively</li> </ul> <p><b>Principles:</b> The student should explain the balance as a defensive principle.</p> <p><b>Theories:</b> The student should explain:</p> <ul style="list-style-type: none"> <li>• Different aspects of balance</li> <li>• Equipment for practising balance</li> <li>• Importance of maintaining</li> </ul>	<p>The following equipment and facilities are to be available: -</p> <ul style="list-style-type: none"> <li>• Football field/pitch</li> <li>• First aid kit</li> <li>• Football</li> <li>• Disc markers</li> <li>• Training cones</li> <li>• Training bibs</li> <li>• Whiteboard or tactical board</li> <li>• Digital video analysis tools</li> <li>• Agility ladders and hurdles</li> <li>• Mannequins or dummies</li> <li>• Mini goals</li> <li>• Passing arcs</li> <li>• Speed parachutes or resistance bands</li> <li>• Heart rate monitors/GPS trackers</li> <li>• Whistles and timers</li> <li>• Communication</li> </ul>	

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		
						balance in football . <b>Circumstantial knowledge:</b> Detailed knowledge about: <ul style="list-style-type: none"> <li>• Maintaining defensive shape</li> <li>• Positional awareness</li> </ul>	n devices	
		(f) Practising support	<b>Brainstorm:</b> Guide students to define support as a defensive principle.  <b>Practical Work:</b> Guide the students to practise positioning, cover, and communication.  <b>Activity:</b> Organize students into manageable	<ul style="list-style-type: none"> <li>• Position correctly to provide support.</li> <li>• Provide cover to support a defender engaged with an opponent</li> <li>• Communicate effectively</li> </ul>	Support was provided effectively.	<b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to: <ul style="list-style-type: none"> <li>• Provide cover</li> <li>• Position to provide support.</li> <li>• Anticipate the ball direction and provide support appropriately</li> </ul>	The following equipment and facilities are to be available: - <ul style="list-style-type: none"> <li>• Football field/pitch</li> <li>• First aid kit</li> <li>• Football</li> <li>• Disc markers</li> <li>• Training cones</li> <li>• Training bibs</li> <li>• Whiteboard or tactical board</li> <li>• Digital video analysis tools</li> <li>• Agility ladders and hurdles</li> <li>• Mannequins or dummies</li> </ul>	

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				Process Assessment	Services Assessment	Knowledge Assessment		
			groups and practise compactness, and anticipation to provide support in a defensive play.			<p><b>Principle</b> The student should explain the support as a defensive principle.</p> <p><b>Theories:</b> The student should explain:</p> <ul style="list-style-type: none"> <li>• Different aspects of support as a defensive principle</li> <li>• Various equipment for practising support.</li> <li>• Importance of support in defence</li> </ul> <p><b>Circumstantial knowledge:</b> Detailed knowledge about:</p> <ul style="list-style-type: none"> <li>• Maintaining defensive structure</li> <li>• Compactness</li> </ul>	<ul style="list-style-type: none"> <li>• Mini goals</li> <li>• Passing arcs</li> <li>• Speed parachutes or resistance bands</li> <li>• Heart rate monitors/GPS trackers</li> <li>• Whistles and timers</li> <li>• Communication devices</li> </ul>	

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				Process Assessment	Services Assessment	Knowledge Assessment		
						to provide in defensive actions.		
	1.3 Using psychological skills in football	(a) Demonstrating competitive spirit	<p><b>Brainstorm:</b> Guide students to define competitive spirit as psychological skills and its application as a football strategy.</p> <p><b>Practical Work:</b> Guide the students to develop competitive spirit by practicing skills of developing focus, self-regulation, fair play and adaptability.</p> <p><b>Activity:</b> Organize students into</p>	<ul style="list-style-type: none"> <li>• Demonstrate team spirit</li> <li>• Adapt to changing environment</li> </ul>	A competitive spirit is indicated during football play.	<p><b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to:</p> <ul style="list-style-type: none"> <li>• Develop positive attitude</li> <li>• Play fair</li> <li>• Respect opponents</li> <li>• Stay focused</li> </ul> <p><b>Principles:</b> The student should explain the principle of using competitive spirit in football.</p> <p><b>Theories:</b> The student should explain:</p> <ul style="list-style-type: none"> <li>• Aspects of competitive spirit</li> </ul>	The following equipment and facilities are to be available: -	108

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				Process Assessment	Services Assessment	Knowledge Assessment		
			manageable groups and practise skills to develop a competitive spirit focusing on respecting opponents, and developing a positive attitude.			<ul style="list-style-type: none"> <li>Importance of competitive spirit in football</li> <li>Strategies for fostering a competitive spirit</li> </ul> <p><b>Circumstantial knowledge:</b> Detailed knowledge about:</p> <ul style="list-style-type: none"> <li>Development of competitive spirit in different settings.</li> </ul>		
		(b) Demonstrating resilience	<p><b>Brainstorm:</b> Guide students to explain the use of resilience to help players maintain mental toughness and overcome challenges</p> <p><b>Practical Work:</b></p>	<ul style="list-style-type: none"> <li>Demonstrate resilience in football.</li> <li>Apply resilience to maintain mental toughness and overcome challenges while playing football.</li> </ul>	Resilience is maintained and continues to perform under pressure	<p><b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to:</p> <ul style="list-style-type: none"> <li>Manage stress</li> <li>Recover after mistakes</li> <li>Control emotion</li> </ul>	The following equipment and facilities are to be available: - <ul style="list-style-type: none"> <li>Quiet room or place</li> <li>Mats</li> <li>Audio tools</li> <li>Biofeedback devices</li> </ul>	

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				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>Guide the students to demonstrate resilience by practicing stress management, emotional control, mental toughness, and perseverance.</p> <p><b>Activity:</b> Organize students into manageable groups and practice psychological skills to demonstrate self-belief, adaptability, and positive attitude.</p>			<p><b>Principles:</b> The student should explain the principle of using resilience in football</p> <p><b>Theories:</b> The student should explain:</p> <ul style="list-style-type: none"> <li>• Aspects of resilience</li> <li>• Importance of resilience in football</li> <li>• Strategies for Fostering Resilience</li> </ul> <p><b>Circumstantial knowledge:</b> Detailed knowledge about:</p> <ul style="list-style-type: none"> <li>• Development of resilience in different settings</li> </ul>		
		(c) Setting goals	<b>Brainstorm:</b> Guide students to define goal setting in	Set goals based on SMART (Specific, measurable, achievable, relevant	Goals set based on the SMART framework	<b>Detailed knowledge of:</b> <b>Method used:</b> The student	The following equipment and facilities 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>football.</p> <p><b>Practical Work:</b> Guide the students to set specific, measurable, achievable, relevant and time-bound goals.</p> <p><b>Activity:</b> Organize students into manageable groups to set performance, outcome and process goals.</p>	and time-bound) framework		<p>should explain how to:</p> <ul style="list-style-type: none"> <li>• Set SMART goals</li> </ul> <p><b>Principles:</b> The student should explain the principle of goal-setting</p> <p><b>Theories:</b> The student should explain:</p> <ul style="list-style-type: none"> <li>• Goal setting</li> <li>• Importance of setting goals in football</li> <li>• Strategies for fostering goal setting in football</li> </ul> <p><b>Circumstantial knowledge:</b> Detailed knowledge about:</p> <ul style="list-style-type: none"> <li>• Setting process goals</li> <li>• Setting Performance</li> </ul>	<ul style="list-style-type: none"> <li>• Quiet room or place</li> <li>• Mats</li> <li>• Audio tools</li> <li>• Biofeedback devices</li> </ul>	

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		
						goals • Setting outcome goals		
		(d) Demonstrating tolerance	<p><b>Brainstorm:</b> Guide diverse students to define tolerance in football.</p> <p><b>Practical Work:</b> Guide the students to accept diverse playing styles, deal with disagreement, respect the referee.</p> <p><b>Activity:</b> Organize students into manageable groups to develop patience and perseverance.</p>	<ul style="list-style-type: none"> <li>• Demonstrate inclusive attitude</li> <li>• Demonstrate empathy</li> <li>• Demonstrate cultural sensitivity</li> <li>• Demonstrate tolerance</li> </ul>	Tolerance demonstrated during training and matches	<p><b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to:</p> <ul style="list-style-type: none"> <li>• Demonstrate tolerance in football</li> <li>• Respect the referees</li> </ul> <p><b>Principles:</b> The student should explain the principle of tolerance.</p> <p><b>Theories:</b> The student should explain:</p> <ul style="list-style-type: none"> <li>• Various aspects of tolerance</li> <li>• Importance of tolerance in football</li> <li>• Strategies for fostering</li> </ul>	The following equipment and facilities 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		
						tolerance in football  <b>Circumstantial knowledge:</b> Detailed knowledge about: <ul style="list-style-type: none"> <li>• Inclusive attitude</li> <li>• Cultural sensitivity</li> <li>• Empathy.</li> </ul>		
		(e) Practicing imagery	<b>Brainstorm:</b> Guide students to define imagery in football. . <b>Practical Work:</b> Guide the students to practice imagery by visualizing game scenarios.  Practicing mental imagery, Practicing kinaesthetic	<ul style="list-style-type: none"> <li>• Visualize game scenarios</li> <li>• Demonstrate positive mental imagery</li> <li>• Demonstrate tactical imagery</li> </ul>	Imagery used appropriately	<b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to: <ul style="list-style-type: none"> <li>• Practice imagery in football</li> <li>• Visualize game scenario</li> </ul> <b>Principles:</b> The student should explain the principle of imagery.	The following equipment and facilities are to be available: - <ul style="list-style-type: none"> <li>• Various aspects of tolerance</li> <li>• Quiet room or place</li> <li>• Mats</li> <li>• Audio tools</li> <li>• Biofeedback devices</li> </ul>	

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 and pre-game performance imagery  <b>Activity:</b> Organize students into manageable groups and practice emotional imagery, concentration reinforcement, and tactical imagery			<b>Theories:</b> The student should explain: <ul style="list-style-type: none"> <li>• Various game scenarios appropriate for practicing imagery</li> <li>• Importance of imagery in improving performance in football.</li> <li>• Strategies for fostering imagery in football</li> </ul> <b>Circumstantial knowledge:</b> Detailed knowledge about: <ul style="list-style-type: none"> <li>• Kinaesthetic imagery</li> <li>• Pre-performance imagery.</li> </ul>		
		(f) Demonstrating aggressiveness	<b>Brainstorm:</b> Guide students to explain positive and	<ul style="list-style-type: none"> <li>• Demonstrate mental toughness</li> <li>• Display competitiveness</li> </ul>	Aggressiveness displayed	<b>Detailed knowledge of:</b> <b>Method used:</b> The student	The following equipment and facilities 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>controlled aggression in football.</p> <p><b>Practical Work:</b> Guide the students to practice competitiveness, assertiveness, controlled aggression, and mental toughness.</p> <p><b>Activity:</b> Organize students into manageable groups and practice-controlled aggression and psychological aggression</p>	<ul style="list-style-type: none"> <li>• Display assertiveness</li> <li>• Display psychological control</li> </ul>		<p>should explain how to:</p> <ul style="list-style-type: none"> <li>• Display aggressiveness in football</li> <li>• Display controlled aggression</li> <li>• Display instrumental aggression</li> </ul> <p><b>Principles:</b> The student should explain the principle of aggression.</p> <p><b>Theories:</b> The student should explain:</p> <ul style="list-style-type: none"> <li>• The difference between positive controlled aggression and destructive and negative aggression</li> <li>• Importance</li> </ul>	<ul style="list-style-type: none"> <li>• Quiet room or place</li> <li>• Mats</li> <li>• Audio tools</li> <li>• Biofeedback devices</li> </ul>	

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>of aggressiveness in improving performance in football.</p> <ul style="list-style-type: none"> <li>Strategies for fostering aggression in football</li> </ul> <p><b>Circumstantial knowledge:</b> Detailed knowledge about:</p> <ul style="list-style-type: none"> <li>Instrumental aggression</li> <li>Focus and confidence</li> <li>Controlled aggression</li> <li>Psychological control.</li> </ul>		
		(g) Demonstrating courage	<b>Brainstorm:</b> Guide students to define courage in football focusing on resilience and mental	<ul style="list-style-type: none"> <li>Demonstrate resilience and mental toughness</li> <li>Overcome fear</li> <li>Stand-up for values</li> <li>Demonstrate persistence and commitment</li> </ul>	The courage displayed in various situations.	<p><b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to:</p> <ul style="list-style-type: none"> <li>Display courage in</li> </ul>	<p>The following equipment and facilities are to be available: -</p> <ul style="list-style-type: none"> <li>Quiet room or place</li> <li>Mats</li> <li>Audio tools</li> </ul>	

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>toughness, overcoming fear and taking risks.</p> <p><b>Practical Work:</b> Guide the students to practice persistence and commitment, resilience and mental toughness and overcoming fear.</p> <p><b>Activity:</b> Organize students into manageable groups and practice adhering to ethics and standing up for values.</p>			<p>football</p> <ul style="list-style-type: none"> <li>• Overcome fear</li> <li>• Take risks</li> <li>• Persist and stay committed</li> </ul> <p><b>Principles:</b> The student should explain the principle of courage.</p> <p><b>Theories:</b> The student should explain:</p> <ul style="list-style-type: none"> <li>• The courage to display mental strength and resilience during various challenges,</li> <li>• Importance of courage in football.</li> <li>• Strategies for helping players perform under pressure and</li> </ul>	<ul style="list-style-type: none"> <li>• Biofeedback devices</li> </ul>	

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>make decisive action under difficult situations.</p> <p><b>Circumstantial knowledge:</b> Detailed knowledge about:</p> <ul style="list-style-type: none"> <li>• Standing up for values</li> </ul>		
		(h) Demonstrating motivation	<p><b>Brainstorm:</b> Guide students to define motivation in football focusing on intrinsic and extrinsic motivation.</p> <p><b>Practical Work:</b> Guide the students to practice Goal setting, self-talk,</p> <p><b>Activity:</b> Organize students into</p>	<ul style="list-style-type: none"> <li>• Set goals</li> <li>• Practice self-talk</li> <li>• Practice mental resilience</li> </ul>	Motivation demonstrated	<p><b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to:</p> <ul style="list-style-type: none"> <li>• Maintain positive attitude</li> <li>• Exhibit determination and perseverance</li> <li>• Set goals</li> <li>• Practice self-talk</li> <li>• Apply mental strategies</li> </ul>	<p>The following equipment and facilities are to be available: -</p> <ul style="list-style-type: none"> <li>• Quiet room or place</li> <li>• Mats</li> <li>• Audio tools</li> <li>• Biofeedback devices</li> </ul>	

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		
			manageable groups and practice visualization, focus and concentration			<p><b>Principles:</b> The student should explain the principle of motivation.</p> <p><b>Theories:</b> The student should explain:</p> <ul style="list-style-type: none"> <li>• Intrinsic and extrinsic motivation,</li> <li>• Importance of motivation in football.</li> <li>• Strategies for enhancing motivation</li> </ul> <p><b>Circumstantial knowledge:</b> Detailed knowledge about:</p> <ul style="list-style-type: none"> <li>• Mental resilience</li> <li>• Focus and concentration</li> <li>• Visualization</li> <li>• Goal setting</li> </ul>		

### 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	Number of Periods per Unit
				Process Assessment	Services Assessment	Knowledge Assessment		
1.0 Performing systems of playing football.	1.1 Performing players' positions.	(a) Performing goal keeping position.	<p><b>Brainstorm:</b> Guide students to identify the roles of the goalkeeper in football., outline the main aspects of goalkeeping in football including shot-stopping, positioning, communication, distribution, and decision-making.</p> <p><b>Practical Work:</b> Guide students to appropriately perform goalkeeping position.</p> <p><b>Activity:</b> Divide students into pairs for a</p>	<ul style="list-style-type: none"> <li>• Demonstrate proper goalkeeping stance, positioning, and body alignment.</li> <li>• Execute basic goalkeeping techniques, including catching, diving, and shot-stopping.</li> <li>• Develop quick reflexes and decision-making skills in responding to shots.</li> <li>• Communicate effectively with defenders to organize the defence.</li> </ul>	Goalkeeping position performed accordingly.	<p><b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to perform the goalkeeping position.</p> <p><b>Principles:</b> The student should explain the procedures for the goalkeeping position.</p> <p><b>Theories:</b> The student should:</p> <ul style="list-style-type: none"> <li>• Describe goal keeping position.</li> <li>• Explain the proper techniques and skills required for goalkeeping position.</li> <li>• Explain specific</li> </ul>	<p>The following equipment and facilities are to be available: -</p> <ul style="list-style-type: none"> <li>• Football field/pitch</li> <li>• First aid kit</li> <li>• Football</li> <li>• Disc markers</li> <li>• Training cones</li> <li>• Training bibs</li> <li>• Whiteboard or tactical board</li> <li>• Digital video analysis tools</li> <li>• Agility ladders and hurdles</li> <li>• Mannequins or dummies</li> <li>• Mini goals</li> <li>• Passing arcs</li> <li>• Speed parachutes or resistance bands</li> <li>• Heart rate</li> </ul>	90

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		
			warm-up focusing on goalkeeping stance and footwork. Practise low, mid, and high saves with controlled partner shots, emphasizing proper positioning and quick reactions.	<ul style="list-style-type: none"> <li>Apply distribution techniques such as throwing, rolling, and punting the ball accurately.</li> <li>Enhance agility, coordination, and reaction time for dynamic goalkeeping movements.</li> <li>Analyze and adapt techniques based on situational demands during gameplay.</li> </ul>		tactics and strategies in a goalkeeping position. <ul style="list-style-type: none"> <li>Prescribe drills and exercises for enhancing proficiency in goalkeeping position.</li> </ul> <p><b>Circumstantial knowledge:</b> Detailed knowledge about:</p> <ul style="list-style-type: none"> <li>Analysing different game situations, opponent strategies, and team dynamics.</li> </ul>	monitors/GPS trackers <ul style="list-style-type: none"> <li>Whistles and timers</li> <li>Communication devices</li> </ul>	
		(b) Performing defence position	<p><b>Brainstorm:</b> Guide students to identify the roles of the defence position in football, and outline the main aspects of the defensive position in football</p>	<ul style="list-style-type: none"> <li>Identify key defensive principles such as positioning, marking, and anticipation.</li> <li>Demonstrate the correct defensive stance,</li> </ul>	The defence position performed accordingly.	<p><b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to perform the defence position.</p> <p><b>Principles:</b> The student should</p>	The following equipment and facilities are to be available: - <ul style="list-style-type: none"> <li>Football field/pitch</li> <li>First aid kit</li> <li>Football</li> <li>Disc markers</li> <li>Training cones</li> </ul>	

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>including marking, intercepting passes, blocking shots, maintaining defensive shape, and preventing attacking players from advancing.</p> <p><b>Practical Work:</b> Guide students to appropriately perform the defence position.</p> <p><b>Activity:</b> Divide students into pairs to practise defensive stance and positioning. One partner dribbles the ball while the other maintains proper defensive form, focusing on lateral movements and spacing to block or intercept effectively.</p>	<p>including body posture and balance, to effectively guard against opponents.</p> <ul style="list-style-type: none"> <li>• Execute lateral and backward movements to maintain positioning and respond quickly to offensive plays.</li> <li>• Apply appropriate spacing to limit an attacker's options while avoiding unnecessary fouls.</li> <li>• Develop the ability to mark an opponent and track their movements during gameplay.</li> <li>• Learn to anticipate passes and</li> </ul>		<p>explain the procedures for the defence position.</p> <p><b>Theories:</b> The student should:</p> <ul style="list-style-type: none"> <li>• Describe the defence position.</li> <li>• Explain the proper techniques and skills required for a defence position.</li> <li>• Explain specific tactics and strategies in the defence position.</li> <li>• Prescribe drills and exercises for enhancing proficiency in defence position.</li> </ul> <p><b>Circumstantial knowledge:</b> Detailed knowledge about: Analysing different game situations, opponent strategies, and team dynamics.</p>	<ul style="list-style-type: none"> <li>• Training bibs</li> <li>• Whiteboard or tactical board</li> <li>• Digital video analysis tools</li> <li>• Agility ladders and hurdles</li> <li>• Mannequins or dummies</li> <li>• Mini goals</li> <li>• Passing arcs</li> <li>• Speed parachutes or resistance bands</li> <li>• Heart rate monitors/GPS trackers</li> <li>• Whistles and timers</li> <li>• Communication devices</li> </ul>	

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>intercept the ball without committing fouls.</p> <ul style="list-style-type: none"> <li>• Perform basic tackling techniques such as block tackles or poke tackles safely and effectively.</li> <li>• Collaborate with teammates to organize defensive strategies and adjust positioning dynamically.</li> </ul>				
		(c) Performing midfield position	<p><b>Brainstorm:</b> Guide students to identify the roles of the midfield position in football, and outline the main aspects of midfield positioning in football including controlling the tempo, linking</p>	<ul style="list-style-type: none"> <li>• Recognize the importance of spatial awareness in maintaining midfield control.</li> <li>• Execute accurate short and long passes to maintain possession.</li> <li>• Demonstrate</li> </ul>	Midfield position performed accordingly.	<p><b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to perform the midfield position.</p> <p><b>Principles:</b> The student should explain the procedures for the midfield position.</p>	<p>The following equipment and facilities are to be available: -</p> <ul style="list-style-type: none"> <li>• Football field/pitch</li> <li>• First aid kit</li> <li>• Football</li> <li>• Disc markers</li> <li>• Training cones</li> <li>• Training bibs</li> <li>• Whiteboard or tactical board</li> </ul>	

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>defence and attack, maintaining spatial awareness, and supporting both offensive and defensive roles.</p> <p><b>Practical Work:</b> Guide students to appropriately perform midfield position.</p> <p><b>Activity:</b> Divide students into pairs to practise passing and positioning. One partner maintains control of the ball while the other moves into open space to receive a pass, focusing on maintaining proper midfield spacing and vision.</p>	<p>proper ball control and first-touch skills under pressure.</p> <ul style="list-style-type: none"> <li>• Anticipate and intercept opponent movements to regain possession.</li> <li>• Position effectively to support teammates in offensive and defensive plays.</li> <li>• Perform quick direction changes and lateral movements for effective coverage.</li> <li>• Collaborate with teammates through verbal and non-verbal cues.</li> <li>• Contribute to team strategies by</li> </ul>		<p><b>Theories:</b> The student should:</p> <ul style="list-style-type: none"> <li>• Describe midfield position.</li> <li>• Explain the primary functions of a midfielder, including transitioning between defence and attack.</li> <li>• Explain the proper techniques and skills required for the midfield position.</li> <li>• Explain specific tactics and strategies in midfield position.</li> <li>• Prescribe drills and exercises for enhancing proficiency in the midfield position.</li> </ul>	<ul style="list-style-type: none"> <li>• Digital video analysis tools</li> <li>• Agility ladders and hurdles</li> <li>• Mannequins or dummies</li> <li>• Mini goals</li> <li>• Passing arcs</li> <li>• Speed parachutes or resistance bands</li> <li>• Heart rate monitors/GPS trackers</li> <li>• Whistles and timers</li> <li>• Communication devices</li> </ul>	

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>understanding formation and positioning dynamics.</p> <ul style="list-style-type: none"> <li>Choose the most appropriate action under various game scenarios (e.g., pass, dribble, or shoot).</li> <li>Adapt quickly to changing situations during play.</li> </ul>		<p><b>Circumstantial knowledge:</b> Detailed knowledge about:</p> <ul style="list-style-type: none"> <li>Analysing different game situations, opponent strategies, and team dynamics.</li> </ul>		
		(d) Performing attack position	<p><b>Brainstorm:</b> Guide students to identify the roles of the attack position in football, and outline the main aspects of attack position in football including positioning, timing, movement off the ball, spatial awareness, and effective communication to</p>	<ul style="list-style-type: none"> <li>Analyze and apply offensive positioning tactics to create scoring opportunities.</li> <li>Demonstrate verbal and non-verbal communication to coordinate with teammates during attacks.</li> <li>Recognize and utilize open spaces</li> </ul>	Attack position performed accordingly.	<p><b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to perform the attack position.</p> <p><b>Principles:</b> The student should explain the procedures for the attack position.</p> <p><b>Theories:</b> The student should:</p>	<p>The following equipment and facilities are to be available: -</p> <ul style="list-style-type: none"> <li>Football field/pitch</li> <li>First aid kit</li> <li>Football</li> <li>Disc markers</li> <li>Training cones</li> <li>Training bibs</li> <li>Whiteboard or tactical board</li> <li>Digital video analysis tools</li> <li>Agility ladders</li> </ul>	

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>create scoring opportunities.</p> <p><b>Practical Work:</b> Guide students to appropriately perform the attack position.</p> <p><b>Activity:</b> Divide students into pairs for an attacking drill. One partner dribble toward the goal while the other makes a diagonal run into space, preparing to receive a through pass and take a shot on goal.</p>	<p>effectively to maintain advantageous positioning.</p> <ul style="list-style-type: none"> <li>• Perform accurate passes and receive the ball efficiently to maintain possession and build an attack.</li> <li>• Synchronize runs and movements to exploit defensive weaknesses and support teammates.</li> <li>• Evaluate game situations quickly to make effective choices, such as when to shoot, pass, or dribble.</li> <li>• Improve precision and power when taking shots on goal.</li> <li>• Maintain</li> </ul>		<ul style="list-style-type: none"> <li>• Describe the attack position.</li> <li>• Explain the primary functions of attackers, including transitioning between attack and defence.</li> <li>• Explain the proper techniques and skills required for the attack position.</li> <li>• Explain specific tactics and strategies in attack position.</li> <li>• Prescribe drills and exercises for enhancing proficiency in attack position.</li> </ul> <p><b>Circumstantial knowledge:</b> Detailed knowledge about:</p> <ul style="list-style-type: none"> <li>• Analysing different game</li> </ul>	<p>and hurdles</p> <ul style="list-style-type: none"> <li>• Mannequins or dummies</li> <li>• Mini goals</li> <li>• Passing arcs</li> <li>• Speed parachutes or resistance bands</li> <li>• Heart rate monitors/GPS trackers</li> <li>• Whistles and timers</li> <li>• Communication devices</li> </ul>	

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>composure and effectiveness when attacking under defensive pressure.</p> <ul style="list-style-type: none"> <li>Develop coordinated efforts with teammates to maximize offensive effectiveness.</li> </ul>		<p>situations, opponent strategies, and team dynamics.</p>		
	1.2 Performing roles and responsibilities of players' position.	(a) Practising roles and responsibilities of players in goal keeping.	<p><b>Brainstorming:</b> Guide students to identify roles and responsibilities of players in goal keeping. Highlight how each player must respect team strategy and responsibilities, ensuring effective collaboration for both offensive and defensive plays.</p> <p><b>Demonstration</b> Demonstrate the importance of positioning and</p>	<ul style="list-style-type: none"> <li>Demonstrate proper positioning to cover the goal effectively in various game scenarios.</li> <li>Develop the ability to anticipate, react, and save shots from different angles and distances.</li> <li>Coordinate with defenders by giving clear and concise instructions during play.</li> </ul>	Roles and responsibilities of players in goalkeeping performed accordingly.	<p><b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to practise the roles and responsibilities of players in goal keeping position.</p> <p><b>Principles:</b></p> <ul style="list-style-type: none"> <li>Roles and responsibilities of players in goalkeeping.</li> </ul> <p><b>Theories:</b> The student should:</p> <ul style="list-style-type: none"> <li>Describe the roles and</li> </ul>	<p>The following equipment and facilities are to be available: -</p> <ul style="list-style-type: none"> <li>Football field/pitch</li> <li>First aid kit</li> <li>Football</li> <li>Disc markers</li> <li>Training cones</li> <li>Training bibs</li> <li>Whiteboard or tactical board</li> <li>Digital video analysis tools</li> <li>Agility ladders and hurdles</li> <li>Mannequins or dummies</li> </ul>	90

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 by showing how players must stay aware of their roles during defence and attack.</p> <p><b>Practical Work:</b> Guide students to practise the roles and responsibilities of players in goal keeping.</p> <p><b>Activity:</b> Divide students into small teams for a defensive drill: one team defends a set zone while the other team practises coordinated attacks, emphasizing marking, covering, and passing responsibilities.</p>	<ul style="list-style-type: none"> <li>• Distribute the ball through throws, kicks, or rolls to initiate counterattacks.</li> <li>• Master techniques for dealing with high balls, including crosses and corners.</li> <li>• Perform safe and effective dives to reach challenging shots.</li> <li>• Maintain composure and recover quickly from mistakes during the game.</li> </ul>		<p>responsibilities of players in goal keeping.</p> <ul style="list-style-type: none"> <li>• Explain specific tactics and strategies in a goalkeeping position.</li> </ul> <p><b>Circumstantial knowledge:</b> Detailed knowledge about:</p> <ul style="list-style-type: none"> <li>• Roles and responsibilities in different situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Mini goals</li> <li>• Passing arcs</li> <li>• Speed parachutes or resistance bands</li> <li>• Heart rate monitors/GPS trackers</li> <li>• Whistles and timers</li> <li>• Communication devices</li> </ul>	

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) Practising the roles and responsibilities of players in defence.	<p><b>Brainstorming:</b> Guide students to identify the roles and responsibilities of players in defence. Highlight how each player must respect team strategy and responsibilities, ensuring effective collaboration for defenders.</p> <p><b>Demonstration</b> Demonstrate the importance of positioning and communication by showing how players must stay aware of their roles during defence.</p> <p><b>Practical Work:</b> Guide students to practise the roles and responsibilities of</p>	<ul style="list-style-type: none"> <li>Enhance verbal and non-verbal communication to coordinate effectively with teammates.</li> <li>Improve the ability to read the game, anticipate opponents' moves, and make quick defensive decisions.</li> <li>Position to block passing lanes, maintain defensive shape, and reduce goal-scoring opportunities.</li> <li>Master techniques for man-to-man and zonal marking to contain opponents effectively.</li> </ul>	Roles and responsibilities of players in defence positions performed accordingly.	<p><b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to practise the roles and responsibilities of players in defence positions.</p> <p><b>Principles:</b></p> <ul style="list-style-type: none"> <li>Roles and responsibilities of players in defence.</li> </ul> <p><b>Theories:</b> The student should:</p> <ul style="list-style-type: none"> <li>Describe the roles and responsibilities of players in defence.</li> <li>Explain specific tactics and strategies in the defence position.</li> </ul> <p><b>Circumstantial knowledge:</b> Detailed knowledge about:</p>	<p>The following equipment and facilities are to be available: -</p> <ul style="list-style-type: none"> <li>Football field/pitch</li> <li>First aid kit</li> <li>Football</li> <li>Disc markers</li> <li>Training cones</li> <li>Training bibs</li> <li>Whiteboard or tactical board</li> <li>Digital video analysis tools</li> <li>Agility ladders and hurdles</li> <li>Mannequins or dummies</li> <li>Mini goals</li> <li>Passing arcs</li> <li>Speed parachutes or resistance bands</li> <li>Heart rate monitors/GPS trackers</li> <li>Whistles and timers</li> <li>Communication</li> </ul>	

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			<p>players in defence position.</p> <p><b>Activity:</b> Organize a 5v5 drill where defenders focus on maintaining shape, communicating, and marking attackers, while attackers attempt to exploit gaps through passing and movement.</p>	<ul style="list-style-type: none"> <li>• Develop safe and effective methods of intercepting the ball without committing fouls.</li> <li>• Foster cooperative play and mutual support within the defensive line.</li> <li>• Adapt defensive strategies to counter different attacking styles and scenarios.</li> </ul>		<ul style="list-style-type: none"> <li>• Roles and responsibilities in different situations.</li> </ul>	devices	
		(c) Practising the roles and responsibilities of players in midfield.	<p><b>Brainstorming:</b> Guide students to identify the roles and responsibilities of players in midfield. Highlight how each player must respect team strategy and responsibilities,</p>	<ul style="list-style-type: none"> <li>• Understand and maintain proper positioning to control the central areas of the field.</li> <li>• Make quick and effective choices in transitioning between defence and</li> </ul>	Roles and responsibilities of players in midfield position performed accordingly.	<p><b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to practise the roles and responsibilities of players in midfield position.</p> <p><b>Principles:</b></p> <ul style="list-style-type: none"> <li>• Roles and</li> </ul>	<p>The following equipment and facilities are to be available: -</p> <ul style="list-style-type: none"> <li>• Football field/pitch</li> <li>• First aid kit</li> <li>• Football</li> <li>• Disc markers</li> <li>• Training cones</li> <li>• Training bibs</li> </ul>	

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				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>ensuring effective collaboration for midfielders.</p> <p><b>Demonstration</b> Demonstrate the importance of positioning and communication by showing how players must stay aware of their midfield roles.</p> <p><b>Practical Work:</b> Guide students to practise the roles and responsibilities of players in midfield position.</p> <p><b>Activity:</b> Organize a 7v7 drill where midfielders focus on maintaining positional discipline, transitioning between defence and attack, and</p>	<p>attack.</p> <ul style="list-style-type: none"> <li>• Develop skills in passing, through balls, and switching play to maintain possession and create opportunities.</li> <li>• Provide options for attackers by making runs, creating space, and supporting forward plays.</li> <li>• Improve verbal and non-verbal communication to coordinate with teammates effectively.</li> <li>• Enhance the ability to spot and exploit spaces, deliver accurate passes, and contribute to the team's offensive flow.</li> </ul>		<p>responsibilities of players in midfield.</p> <p><b>Theories:</b> The student should:</p> <ul style="list-style-type: none"> <li>• Describe the roles and responsibilities of players in midfield.</li> <li>• Explain specific tactics and strategies in midfield position.</li> </ul> <p><b>Circumstantial knowledge:</b> Detailed knowledge about:</p> <ul style="list-style-type: none"> <li>• Roles and responsibilities in different situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Whiteboard or tactical board</li> <li>• Digital video analysis tools</li> <li>• Agility ladders and hurdles</li> <li>• Mannequins or dummies</li> <li>• Mini goals</li> <li>• Passing arcs</li> <li>• Speed parachutes or resistance bands</li> <li>• Heart rate monitors/GPS trackers</li> <li>• Whistles and timers</li> <li>• Communication devices</li> </ul>	

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				Process Assessment	Services Assessment	Knowledge Assessment		
			creating passing options while under pressure.					
		(d) Practising the roles and responsibilities of players in attack.	<p><b>Brainstorming:</b> Guide students to identify the roles and responsibilities of players in attack. Highlight how each player must respect team strategy and responsibilities, ensuring effective collaboration for attackers.</p> <p><b>Demonstration</b> Demonstrate the importance of positioning and communication by showing how players must stay aware of their roles in attack position.</p> <p><b>Practical Work:</b> Guide students to practise the roles</p>	<ul style="list-style-type: none"> <li>Ability to maintain correct positioning relative to teammates and the opposition during offensive play.</li> <li>Use verbal and non-verbal communication to coordinate movements and pass decisions with teammates.</li> <li>Make quick and effective decisions in high-pressure attacking situations.</li> <li>Recognize the need to stretch the defence by using the full width of the field and</li> </ul>	Roles and responsibilities of players in attack position performed accordingly.	<p><b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to practise the roles and responsibilities of players in attack position.</p> <p><b>Principles:</b></p> <ul style="list-style-type: none"> <li>Roles and responsibilities of players in attack.</li> </ul> <p><b>Theories:</b> The student should:</p> <ul style="list-style-type: none"> <li>Describe the roles and responsibilities of players in attack.</li> <li>Explain specific tactics and strategies in attack position.</li> </ul>	<p>The following equipment and facilities are to be available: -</p> <ul style="list-style-type: none"> <li>Football field/pitch</li> <li>First aid kit</li> <li>Football</li> <li>Disc markers</li> <li>Training cones</li> <li>Training bibs</li> <li>Whiteboard or tactical board</li> <li>Digital video analysis tools</li> <li>Agility ladders and hurdles</li> <li>Mannequins or dummies</li> <li>Mini goals</li> <li>Passing arcs</li> <li>Speed parachutes or resistance bands</li> <li>Heart rate monitors/GPS trackers</li> <li>Whistles and timers</li> </ul>	

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				Process Assessment	Services Assessment	Knowledge Assessment		
			and responsibilities of players in attack position.  <b>Activity:</b> Organize a 5v5 drill where attackers focus on positional rotation, creating space, and finishing, while defenders apply high pressure to simulate game scenarios.	making deep runs. <ul style="list-style-type: none"> <li>Exploit space created through off-the-ball movement and by drawing defenders away from key areas.</li> <li>Master combination play, such as wall passes and give-and-go, to break down defensive lines.</li> </ul>		<b>Circumstantial knowledge:</b> Detailed knowledge about: <ul style="list-style-type: none"> <li>Roles and responsibilities in different situations.</li> </ul>	<ul style="list-style-type: none"> <li>Communication devices</li> </ul>	
	1.3 Analysing formations of play in football	(a) Practising 4:4:2 formation	<b>Demonstration:</b> Show how to practise 4:4:2 formation in a game setting.  <b>Activity:</b> Guide students to identify the formation structure of 4:4:2 which includes 4 defenders, 4 midfielders and 2 attackers.	<ul style="list-style-type: none"> <li>Develop a clear understanding of the specific roles and responsibilities of players in the 4:4:2 formation (defenders, midfielders, attacks).</li> <li>Maintain optimal positioning and spacing both in defence and</li> </ul>	4:4:2 formation practised accordingly.	<b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to practise 4:4:2 formation.  <b>Principles:</b> The student should analyze 4:4:2 formation in football.  <b>Theories:</b> The student should:	The following equipment and facilities are to be available: - <ul style="list-style-type: none"> <li>Football field/pitch</li> <li>First aid kit</li> <li>Football</li> <li>Disc markers</li> <li>Training cones</li> <li>Training bibs</li> <li>Whiteboard or tactical board</li> <li>Digital video</li> </ul>	108

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				Process Assessment	Services Assessment	Knowledge Assessment		
			<p><b>Practical Work:</b> Have students practise 4:4:2 in small-sided games and football matches.</p> <p><b>Think-Ink-Pair-Share:</b> Guide students through a think-ink-pair-share to discuss the importance of practising the 4:4:2 formation in football and share strategies they believe are most effective for mastering positioning and teamwork.</p>	<p>attack.</p> <ul style="list-style-type: none"> <li>• Improve communication and cooperation between players, especially between defenders and midfielders.</li> <li>• Maintain a strong defensive shape and transition effectively from defence to attack.</li> <li>• Develop the skill to pass the ball effectively within the formation, ensuring quick distribution to key areas of the field.</li> <li>• Adjust and respond to opposing team formations and tactics.</li> <li>• Improve</li> </ul>		<ul style="list-style-type: none"> <li>• Describe the formation structure of 4:4:2.</li> <li>• Effects of 4:4:2 formation on individual player roles and responsibilities.</li> <li>• Effects of 4:4:2 formation on team dynamics of offensive and defensive.</li> <li>• Strengths and weaknesses of 4:4:2 formation.</li> </ul> <p><b>Circumstantial knowledge:</b> Detailed knowledge about:</p> <ul style="list-style-type: none"> <li>• Adaptation of the formation based on opposition analysis and game plan.</li> <li>• Formulate strategies for exploiting the strengths of the formation while</li> </ul>	<p>analysis tools</p> <ul style="list-style-type: none"> <li>• Agility ladders and hurdles</li> <li>• Mannequins or dummies</li> <li>• Mini goals</li> <li>• Passing arcs</li> <li>• Heart rate monitors/GPS trackers</li> <li>• Whistles and timers</li> <li>• Communication devices</li> </ul>	

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				situational awareness to make quick decisions based on the current state of the game.		mitigating its weaknesses.		
		(b) Practising 3:5:2 formation	<p><b>Demonstration:</b> Show how to practise 3:5:2 formation in a game setting.</p> <p><b>Activity:</b> Guide students to identify the formation structure of 3:5:2 which includes 3 defenders, 5 midfielders and 2 attackers.</p> <p><b>Practical Work:</b> Have students practise 3:5:2 in small-sided games and football matches.</p> <p><b>Think-Ink-Pair-</b></p>	<ul style="list-style-type: none"> <li>Recognize the roles and responsibilities of each position in the 3:5:2 formation.</li> <li>Analyze the advantages and disadvantages of the 3:5:2 formation.</li> <li>Develop spatial awareness and coordination in the midfield five.</li> <li>Exploit spaces as forwards in a two-striker system.</li> <li>Develop overlapping runs and crosses from</li> </ul>	3:5:2 formation practised accordingly.	<p><b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to practise 3:5:2 formation.</p> <p><b>Principles:</b> The student should analyze 3:5:2 formation in football.</p> <p><b>Theories:</b> The student should:</p> <ul style="list-style-type: none"> <li>Describe the formation structure of 3:5:2.</li> <li>Effects of 3:5:2 formation on individual player roles and responsibilities.</li> </ul>	<p>The following equipment and facilities are to be available: -</p> <ul style="list-style-type: none"> <li>Football field/pitch</li> <li>First aid kit</li> <li>Football</li> <li>Disc markers</li> <li>Training cones</li> <li>Training bibs</li> <li>Whiteboard or tactical board</li> <li>Digital video analysis tools</li> <li>Agility ladders and hurdles</li> <li>Mannequins or dummies</li> <li>Mini goals</li> <li>Passing arcs</li> <li>Speed parachutes or resistance bands</li> </ul>	

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			<p><b>Share:</b> Guide students through a think-ink-pair-share to discuss the importance of practising the 3:5:2 formation in football and share strategies they believe are most effective for mastering positioning and teamwork.</p>	<p>wingbacks.</p> <ul style="list-style-type: none"> <li>• Improve forward passing, through balls, and goal-scoring opportunities.</li> <li>• Adapt to dynamic game scenarios, adjusting the 3:5:2 as needed.</li> <li>• Recognize when to press or drop back based on the game state.</li> </ul>		<ul style="list-style-type: none"> <li>• Effects of 3:5:2 formation on team dynamics of offensive and defensive.</li> <li>• Strengths and weaknesses of 3:5:2 formation.</li> </ul> <p><b>Circumstantial knowledge:</b> Detailed knowledge about:</p> <ul style="list-style-type: none"> <li>• Adaptation of the formation based on opposition analysis and game plan.</li> <li>• Formulate strategies for exploiting the strengths of the formation while mitigating its weaknesses.</li> </ul>	<ul style="list-style-type: none"> <li>• Heart rate monitors/GPS trackers</li> <li>• Whistles and timers</li> <li>• Communication devices</li> </ul>	
		(c) Practising 4:3:3 formation	<p><b>Demonstration:</b> Demonstrate how to use the 4:3:3 formation in a game.</p> <p><b>Activity:</b></p>	<ul style="list-style-type: none"> <li>• Comprehend the roles and responsibilities of each position in the 4:3:3 formation.</li> <li>• Identify the</li> </ul>	4:3:3 formation practised accordingly.	<p><b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to practise 4:3:3 formation.</p>	<p>The following equipment and facilities are to be available: -</p> <ul style="list-style-type: none"> <li>• Football field/pitch</li> </ul>	

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			<p>Guide students to identify the formation structure of 4:3:3 which includes 4 defenders, 3 midfielders and 3 attackers.</p> <p><b>Practical Work:</b> Have students practise 4:3:3 in small-sided games and football matches.</p> <p><b>Think-Ink-Pair-Share:</b> Lead students through a think-ink-pair-share exercise to talk about the importance of using the 4:3:3 formation in football and to share the techniques they think will help them become better at</p>	<p>strengths and weaknesses of the 4:3:3 system.</p> <ul style="list-style-type: none"> <li>• Master positioning and coordination as part of a four-player defensive line.</li> <li>• Enhance zonal marking and pressing as a defensive unit.</li> <li>• Improve forward passing, link-up play, and creativity in the final third.</li> <li>• Practise goal-scoring techniques and finishing as a front three.</li> <li>• Train fullbacks and wingers to overlap and deliver effective crosses.</li> <li>• Develop winger</li> </ul>		<p><b>Principles:</b> The student should analyze 4:3:3 formation in football.</p> <p><b>Theories:</b> The student should:</p> <ul style="list-style-type: none"> <li>• Describe the formation structure of 4:3:3.</li> <li>• Effects of 4:3:3 formation on individual player roles and responsibilities.</li> <li>• Effects of 4:3:3 formation on team dynamics of offensive and defensive.</li> <li>• Strengths and weaknesses of 4:3:3 formation.</li> </ul> <p><b>Circumstantial knowledge:</b> Detailed knowledge about:</p> <ul style="list-style-type: none"> <li>• Formation modification</li> </ul>	<ul style="list-style-type: none"> <li>• First aid kit</li> <li>• Football</li> <li>• Disc markers</li> <li>• Training cones</li> <li>• Training bibs</li> <li>• Whiteboard or tactical board</li> <li>• Digital video analysis tools</li> <li>• Agility ladders and hurdles</li> <li>• Mannequins or dummies</li> <li>• Mini goals</li> <li>• Passing arcs</li> <li>• Speed parachutes or resistance bands</li> <li>• Heart rate monitors/GPS trackers</li> <li>• Whistles and timers</li> <li>• Communication devices</li> </ul>	

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				Process Assessment	Services Assessment	Knowledge Assessment		
			positioning and working as a team.	techniques for cutting inside or staying wide based on game scenarios.		following the game plan and opposition analysis. <ul style="list-style-type: none"> <li>Creating plans to minimize the shortcomings of the formation while maximizing its strengths.</li> </ul>		
		(d) Practising 4:5:1 formation	<p><b>Demonstration:</b> Demonstrate how to use the 4:5:1 formation in a game.</p> <p><b>Activity:</b> Guide students in recognizing the 4:5:1 formation, which consists of one attacker, five midfielders, and four defenders.</p> <p><b>Practical Work:</b> In football games and small-sided games, have students practise 4:5:1.</p>	<ul style="list-style-type: none"> <li>Create defensive stability while maintaining attacking potential.</li> <li>Master the defensive duties as part of a four-player backline, including fullbacks and center-backs.</li> <li>Enhance the ability to organize a compact defence and press effectively in a 4:5:1 system.</li> </ul>	4:5:1 formation practised accordingly.	<p><b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to practise 4:5:1 formation.</p> <p><b>Principles:</b> The student should analyze 4:5:1 formation in football.</p> <p><b>Theories:</b> The student should:</p> <ul style="list-style-type: none"> <li>Describe the formation structure of 4:5:1.</li> <li>Effects of 4:5:1 formation on individual player</li> </ul>	<p>The following equipment and facilities are to be available: -</p> <ul style="list-style-type: none"> <li>Football field/pitch</li> <li>First aid kit</li> <li>Football</li> <li>Disc markers</li> <li>Training cones</li> <li>Training bibs</li> <li>Whiteboard or tactical board</li> <li>Digital video analysis tools</li> <li>Agility ladders and hurdles</li> <li>Mannequins or dummies</li> <li>Mini goals</li> <li>Passing arcs</li> </ul>	

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				Process Assessment	Services Assessment	Knowledge Assessment		
			<p><b>Think-Ink-Pair-Share:</b> Lead students through a think-ink-pair-share exercise to talk about the importance of using the 4:5:1 formation in football and to share the techniques they think will help them become better at positioning and working as a team.</p>	<ul style="list-style-type: none"> <li>• Develop effective counter-pressing techniques after losing possession.</li> <li>• Work on creating goal-scoring opportunities with a single forward and supporting midfielders.</li> <li>• Develop quick and effective counter-attacks using the midfield five to transition the ball forward.</li> <li>• Practise receiving the ball with the lone striker and linking up with midfield runners.</li> <li>• Focus on controlling the game from</li> </ul>		<p>roles and responsibilities.</p> <ul style="list-style-type: none"> <li>• Effects of 4:5:1 formation on team dynamics of offensive and defensive.</li> <li>• Strengths and weaknesses of 4:5:1 formation.</li> </ul> <p><b>Circumstantial knowledge:</b> Detailed knowledge about:</p> <ul style="list-style-type: none"> <li>• Formation modification following the game plan and opposition analysis.</li> <li>• Creating plans to minimize the shortcomings of the formation while maximizing its strengths.</li> </ul>	<ul style="list-style-type: none"> <li>• Speed parachutes or resistance bands</li> <li>• Heart rate monitors/GPS trackers</li> <li>• Whistles and timers</li> <li>• Communication devices</li> </ul>	

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				Process Assessment	Services Assessment	Knowledge Assessment		
				midfield, with a mix of defensive stability and creative passing. <ul style="list-style-type: none"> <li>Practise structured defensive and attacking set-piece strategies within the 4:5:1 framework.</li> </ul>				
	1.4 Using ICT for football performance.	(a) Using ICT for enhancing development of football skills.	<p><b>Demonstration:</b> Demonstrate the use of ICT to improve football skills.</p> <p><b>Activity:</b> Guide students to use video analysis software or mobile apps to record and review their football performance during practise or matches, focusing on specific skills (e.g., passing, shooting,</p>	<ul style="list-style-type: none"> <li>Develop proficiency in using video analysis software to review and improve football techniques.</li> <li>Analyze recorded football performances to identify strengths and areas for improvement.</li> <li>Compare personal</li> </ul>	ICT for enhancing the development of football skills is used accordingly.	<p><b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to use ICT tools (e.g., digital video analysis tools, Heart rate monitors/GPS trackers, communication devices) to improve football skills.</p> <p><b>Principles:</b> The student should explain:</p> <ul style="list-style-type: none"> <li>The role of ICT in football.</li> </ul>	The following equipment and facilities are to be available: - <ul style="list-style-type: none"> <li>Football field/pitch</li> <li>First aid kit</li> <li>Football</li> <li>Disc markers</li> <li>Training cones</li> <li>Training bibs</li> <li>Whiteboard or tactical board</li> <li>Digital video analysis tools</li> <li>Agility ladders and hurdles</li> <li>Mannequins or</li> </ul>	72

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				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>positioning). Let them identify areas for improvement, compare their techniques with professional examples available online, and create a presentation or report showcasing their progress and proposed adjustments.</p> <p><b>Practical Work:</b> Guide students to use motion analysis apps or wearable devices to track their performance metrics (e.g., speed, distance, accuracy) during football drills and games. Let them analyze the data to identify strengths and weaknesses, then</p>	<p>performance data with benchmarks or professional examples.</p> <ul style="list-style-type: none"> <li>• Use ICT tools to set measurable goals for skill development.</li> <li>• Share findings and progress with teammates and coaches using ICT platforms.</li> <li>• Engage in collaborative analysis of team performance for collective improvement.</li> <li>• Use ICT tools for self-evaluation and reflective practise.</li> <li>• Track personal progress over time through recorded</li> </ul>		<ul style="list-style-type: none"> <li>• Application of ICT in improving football skills.</li> </ul> <p><b>Theories:</b> The student should:</p> <ul style="list-style-type: none"> <li>• Describe ICT tools used in football.</li> <li>• Explain the uses of ICT in enhancing the development of football skills.</li> </ul> <p><b>Circumstantial knowledge:</b> Detailed knowledge about:</p> <ul style="list-style-type: none"> <li>• Application of ICT in football and outside football.</li> <li>• Impact ICT in football performance.</li> </ul>	<p>dummies</p> <ul style="list-style-type: none"> <li>• Mini goals</li> <li>• Passing arcs</li> <li>• Speed parachutes or resistance bands</li> <li>• Heart rate monitors/GPS trackers</li> <li>• Whistles and timers</li> <li>• Communication devices</li> </ul>	

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>propose specific actions to improve their skills.</p> <p><b>Think-Ink-Pair-Share:</b> Lead students to individually reflect and write about how ICT tools, like video analysis or performance-tracking apps, can improve specific football skills. Let them pair up to discuss their ideas and share insights with the class, fostering collaborative learning and deeper understanding.</p>	<p>metrics and video analysis.</p> <ul style="list-style-type: none"> <li>Adapt strategies based on performance analytics provided by ICT tools.</li> </ul>				
		(b) Analysing player's individual performance.	<p><b>Demonstration:</b> Demonstrate the use of ICT to analyze player's performance in</p>	<ul style="list-style-type: none"> <li>Interpret data to evaluate individual performance metrics, such as</li> </ul>	The player's performance analysed accordingly.	<p><b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to use</p>	<p>The following equipment and facilities are to be available: -</p> <ul style="list-style-type: none"> <li>Football</li> </ul>	

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>football.</p> <p><b>Activity:</b> Guide students to use video analysis software to record and break down their football performance, focusing on key metrics like accuracy, speed, and positioning. Let them identify patterns, compare their statistics with benchmarks, and create a detailed report highlighting their strengths and areas for improvement.</p> <p><b>Practical Work:</b> Guide students to use performance analysis software or apps to evaluate individual football</p>	<p>speed, accuracy, stamina, and positioning.</p> <ul style="list-style-type: none"> <li>Identify patterns, strengths, and weaknesses from recorded videos or data.</li> <li>Use analysis to develop personalized training plans for improvement.</li> <li>Apply insights from ICT analysis to adjust gameplay strategies.</li> <li>Use technology to simulate and prepare for different match scenarios.</li> <li>Collaborate with others using ICT platforms to share insights</li> </ul>		<p>ICT tools (e.g., digital video analysis tools, Heart rate monitors/GPS trackers, communication devices) to analyse a player's performance.</p> <p><b>Principles:</b> The student should explain:</p> <ul style="list-style-type: none"> <li>The role of ICT in football.</li> <li>The uses of ICT in improving football performance.</li> </ul> <p><b>Theories:</b> The student should:</p> <ul style="list-style-type: none"> <li>Describe ICT tools used in football.</li> <li>Uses of ICT in improving football performance.</li> <li>Application of ICT in analysing player's performance in</li> </ul>	<p>field/pitch</p> <ul style="list-style-type: none"> <li>First aid kit</li> <li>Football</li> <li>Disc markers</li> <li>Training cones</li> <li>Training bibs</li> <li>Whiteboard or tactical board</li> <li>Digital video analysis tools</li> <li>Agility ladders and hurdles</li> <li>Mannequins or dummies</li> <li>Mini goals</li> <li>Passing arcs</li> <li>Speed parachutes or resistance bands</li> <li>Heart rate monitors/GPS trackers</li> <li>Whistles and timers</li> <li>Communication devices</li> </ul>	

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>metrics (e.g., passing accuracy, shot success, stamina) and create improvement plans based on the data.</p> <p><b>Think-Ink-Pair-Share:</b> Lead students to reflect and write about how ICT tools can be used to analyse individual football performance, then discuss insights with a partner and share strategies for improvement with the class.</p>	<p>and feedback.</p> <ul style="list-style-type: none"> <li>Assess personal performance objectively using ICT data.</li> <li>Explore new ICT tools or techniques for performance analysis.</li> </ul>		<p>football.</p> <p><b>Circumstantial knowledge:</b> Detailed knowledge about:</p> <ul style="list-style-type: none"> <li>Application of ICT in football and outside football.</li> <li>Impact ICT in football performance.</li> </ul>		
		(c) Analysing team performance.	<p><b>Demonstration:</b> Demonstrate the use of ICT to analyze team performance in football.</p> <p><b>Activity:</b> Guide students to</p>	<ul style="list-style-type: none"> <li>Develop the ability to analyze team strengths and weaknesses through performance data (e.g., possession,</li> </ul>	Team performance analysed accordingly.	<p><b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to use ICT tools (e.g., digital video analysis tools, Heart rate monitors/GPS</p>	<p>The following equipment and facilities are to be available: -</p> <ul style="list-style-type: none"> <li>Football field/pitch</li> <li>First aid kit</li> <li>Football</li> <li>Disc markers</li> </ul>	

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>use video analysis software to evaluate team performance, focusing on coordination, passing patterns, and defensive organization, and present a collaborative report with improvement strategies.</p> <p><b>Practical Work:</b> Guide students to use performance analysis software or apps to evaluate team metrics (e.g., possession, passing networks, defensive organization) and create collective strategies for improvement based on the data.</p> <p><b>Think-Ink-Pair-</b></p>	<p>passing accuracy, defensive coverage).</p> <ul style="list-style-type: none"> <li>• Use ICT tools to analyze how different tactical decisions impact team performance.</li> <li>• Compare team performance in different scenarios (e.g., attacking vs. defending, different formations).</li> <li>• Collaborate with teammates and coaches using ICT platforms to share analysis and feedback.</li> <li>• Reflect on team performance data to foster ongoing improvement and team</li> </ul>		<p>trackers, communication devices) to analyse team performance.</p> <p><b>Principles:</b> The student should explain:</p> <ul style="list-style-type: none"> <li>• The role of ICT in football.</li> <li>• The uses of ICT in improving football performance.</li> </ul> <p><b>Theories:</b> The student should:</p> <ul style="list-style-type: none"> <li>• Describe ICT tools used in football.</li> <li>• Uses of ICT in improving football performance.</li> <li>• Application of ICT in analysing team performance in football.</li> </ul> <p><b>Circumstantial knowledge:</b> Detailed knowledge</p>	<ul style="list-style-type: none"> <li>• Training cones</li> <li>• Training bibs</li> <li>• Whiteboard or tactical board</li> <li>• Digital video analysis tools</li> <li>• Agility ladders and hurdles</li> <li>• Mannequins or dummies</li> <li>• Mini goals</li> <li>• Passing arcs</li> <li>• Speed parachutes or resistance bands</li> <li>• Heart rate monitors/GPS trackers</li> <li>• Whistles and timers</li> <li>• Communication devices</li> </ul>	

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><b>Share:</b> Lead students to reflect and write about how ICT tools can analyse team performance in football, then discuss their insights with a partner and share strategies for team improvement with the class.</p>	<p>development.</p> <ul style="list-style-type: none"> <li>• Formulate strategies based on objective data rather than subjective opinion.</li> </ul>		<p>about:</p> <ul style="list-style-type: none"> <li>• Application of ICT in football and outside football.</li> <li>• Impact ICT in football performance.</li> </ul>		

## 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 football.	1.1 Demonstrating mastery of position-specific skills in football.	(a) Performing position-specific skills exercises.	<p><b>Brainstorm:</b> Guide students to explain position-specific exercises focusing on movement and positioning, tactical awareness, position roles and responsibility, and technical skill development.</p> <p><b>Practical Work:</b> Guide the students to practise positional roles and responsibilities, technical and tactical skills, Movement and positioning</p> <p><b>Activity:</b></p>	<ul style="list-style-type: none"> <li>• Recognize the specific roles and responsibilities associated with each football position.</li> <li>• Develop technical skills tailored to the demands of individual positions (e.g., passing, shooting, defending, goalkeeping).</li> <li>• Demonstrate the endurance, speed, and agility required for optimal performance in specific positions.</li> <li>• Communicate and coordinate with teammates to execute</li> </ul>	Position-specific skills exercises are performed accordingly.	<p><b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to perform position-specific skills exercises.</p> <p><b>Principles:</b> The student should explain:</p> <ul style="list-style-type: none"> <li>• Mastery of position-specific skills in football.</li> </ul> <p><b>Theories:</b> The student should explain:</p> <ul style="list-style-type: none"> <li>• Technical and tactical requirements for various football positions.</li> <li>• Drills that enhance the proficiency of skills specific to</li> </ul>	<p>The following equipment and facilities are to be available: -</p> <ul style="list-style-type: none"> <li>• Football field/pitch</li> <li>• First aid kit</li> <li>• Football</li> <li>• Disc markers</li> <li>• Training cones</li> <li>• Training bibs</li> <li>• Whiteboard or tactical board</li> <li>• Digital video analysis tools</li> <li>• Agility ladders and hurdles</li> <li>• Mannequins or dummies</li> <li>• Mini goals</li> <li>• Passing arcs</li> <li>• Speed parachutes or resistance bands</li> <li>• Heart rate monitors/GPS trackers</li> </ul>	356

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 set up position-specific drills and let them practise passing, shooting, or defending, tailored to their role on the field, such as strikers focusing on finishing or defenders on blocking shots.</p> <p><b>Discussion:</b> Facilitate a discussion on analyzing how the position-specific skills practising directly impact the ability of players to execute key responsibilities during a match, and how they influence team strategy.</p>	<p>cohesive strategies based on positional roles.</p> <ul style="list-style-type: none"> <li>Assess personal strengths and areas for improvement in position-specific skills and implement feedback to enhance performance.</li> </ul>		<p>assigned positions (e.g., goalkeeper dives, winger crosses).</p> <ul style="list-style-type: none"> <li>Ways to adapt individual skills to fit into team strategies and dynamics.</li> <li>Strengths and weaknesses of specializing in position-specific skills in football.</li> </ul> <p><b>Circumstantial knowledge:</b> Detailed knowledge about:</p> <ul style="list-style-type: none"> <li>Application of position-specific football skills in various scenarios.</li> </ul>	<ul style="list-style-type: none"> <li>Whistles and timers</li> <li>Communication devices</li> </ul>	
		(b) Practising individualized	<b>Brainstorm:</b> Guide students to	<ul style="list-style-type: none"> <li>Achieve greater accuracy and</li> </ul>	Individualized football skills	<b>Detailed</b>	The following equipment 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
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		football skills regularly.	<p>explain the importance of regular practise in developing individualized football skills, focusing on technical precision, consistency, adaptability, and personal performance improvement.</p> <p><b>Practical Work:</b> Guide the students to practise individualized technical skills, ball control, and decision-making under varying game-like scenarios to enhance personal performance and adaptability.</p> <p><b>Activity:</b></p>	<p>control in executing fundamental football skills.</p> <ul style="list-style-type: none"> <li>• Perform individualized football skills reliably under varying conditions and pressure.</li> <li>• Adjust technical skills and decision-making to suit diverse game scenarios effectively.</li> <li>• Identify and strengthen personal skill areas to achieve continuous improvement.</li> <li>• Build a habit of regular practise to maintain and refine football skills.</li> </ul>	are regularly practised accordingly.	<p><b>knowledge of:</b> <b>Method used:</b> The student should explain how to practise individualized football skills regularly.</p> <p><b>Principles:</b> The student should explain:</p> <ul style="list-style-type: none"> <li>• Mastery of performing individualized football skills regularly.</li> </ul> <p><b>Theories:</b> The student should explain:</p> <ul style="list-style-type: none"> <li>• Technical and tactical requirements for performing individualized football skills regularly.</li> <li>• Drills that enhance the proficiency of</li> </ul>	<p>facilities are to be available: -</p> <ul style="list-style-type: none"> <li>• Football field/pitch</li> <li>• First aid kit</li> <li>• Football</li> <li>• Disc markers</li> <li>• Training cones</li> <li>• Training bibs</li> <li>• Whiteboard or tactical board</li> <li>• Digital video analysis tools</li> <li>• Agility ladders and hurdles</li> <li>• Mannequins or dummies</li> <li>• Mini goals</li> <li>• Passing arcs</li> <li>• Speed parachutes or resistance bands</li> <li>• Heart rate monitors/GPS trackers</li> <li>• Whistles and timers</li> <li>• Communication devices</li> </ul>	

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>Lead students to design and execute individualized drills targeting personal skill improvement, such as dribbling through cones for midfielders or precision passing for forwards, based on their specific development needs.</p> <p><b>Discussion:</b> Facilitate a discussion on how regular practise of individualized football skills enhances technical precision, adaptability, and personal performance.</p>			<p>skills.</p> <ul style="list-style-type: none"> <li>Ways to adapt individual skills to fit into team strategies and dynamics.</li> </ul> <p><b>Circumstantial knowledge:</b> Detailed knowledge about:</p> <ul style="list-style-type: none"> <li>Application of position-specific football skills in various scenarios including individual drills and regular practise routines.</li> </ul>		
		(c) Practising football skills in	<b>Brainstorm:</b> Guide students to	<ul style="list-style-type: none"> <li>Collaborate effectively with</li> </ul>	Football skills in small groups	<b>Detailed</b>	The following equipment and	

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				Process Assessment	Services Assessment	Knowledge Assessment		
		small groups.	<p>discuss how practising football skills in small groups enhances teamwork, communication, situational awareness, and the ability to execute strategies effectively in dynamic game scenarios.</p> <p><b>Practical Work:</b> Guide students to practise coordinated passing, movement, and teamwork in small-sided games to improve group dynamics and tactical execution.</p> <p><b>Activity:</b> Guide students to create and</p>	<p>teammates to execute drills and strategies, fostering group cohesion.</p> <ul style="list-style-type: none"> <li>• Practise and perfect fundamental football techniques in a group setting, applying them in dynamic environments.</li> <li>• Adjust individual skills and strategies based on group dynamics and changing game situations.</li> <li>• Work together to overcome challenges and devise solutions during drills and game scenarios.</li> <li>• Take turns leading drills or providing guidance, while also learning</li> </ul>	are practised accordingly.	<p><b>knowledge of:</b> <b>Method used:</b> The student should explain how to practise football skills in small groups.</p> <p><b>Principles:</b> The student should explain:</p> <ul style="list-style-type: none"> <li>• Mastery of performing football skills in small groups.</li> </ul> <p><b>Theories:</b> The student should explain:</p> <ul style="list-style-type: none"> <li>• Technical and tactical requirements for performing d football skills in small groups.</li> <li>• Drills that enhance the proficiency of skills.</li> <li>• Strengths and</li> </ul>	<p>facilities are to be available: -</p> <ul style="list-style-type: none"> <li>• Football field/pitch</li> <li>• First aid kit</li> <li>• Football</li> <li>• Disc markers</li> <li>• Training cones</li> <li>• Training bibs</li> <li>• Whiteboard or tactical board</li> <li>• Digital video analysis tools</li> <li>• Agility ladders and hurdles</li> <li>• Mannequins or dummies</li> <li>• Mini goals</li> <li>• Passing arcs</li> <li>• Speed parachutes or resistance bands</li> <li>• Heart rate monitors/GPS trackers</li> <li>• Whistles and timers</li> <li>• Communication devices</li> </ul>	

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>perform small-group drills, such as 3v3 possession games or coordinated passing triangles, to enhance teamwork and position-specific skills in dynamic scenarios.</p> <p><b>Discussion:</b> Facilitate a discussion on how practising football skills in small groups fosters teamwork, communication, and collective decision-making, and how these elements enhance overall team performance.</p>	<p>how to follow and support others.</p> <ul style="list-style-type: none"> <li>• Reflect on individual and team performance, offering constructive feedback and setting goals for improvement.</li> </ul>		<p>weaknesses of specializing in position-specific skills in football.</p> <p><b>Circumstantial knowledge:</b> Detailed knowledge about:</p> <ul style="list-style-type: none"> <li>• Application of position-specific football skills in various scenarios including individual drills, regular practise routines and small-group settings.</li> </ul>		
	1.2 Playing intramural and inter-mural football matches	(a) Playing intramural football matches.	<p><b>Brainstorming:</b> Guide students to identify strategies for effective teamwork, positioning, and</p>	<ul style="list-style-type: none"> <li>• Work effectively as part of a team to achieve shared goals during matches.</li> <li>• Foster</li> </ul>	Intramural football matches are played according to the rules of the	<p><b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to organize intramural</p>	<p>The following equipment and facilities are to be available: -</p> <ul style="list-style-type: none"> <li>• Football</li> </ul>	365

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>adherence to rules during intramural football matches to ensure fair play and competitive collaboration.</p> <p><b>Demonstration:</b> Demonstrate effective team strategies and positioning during an intramural football match scenario.</p> <p><b>Activity:</b> Organize intramural football matches where students take on different roles (players, referees, and analysts), fostering teamwork, strategy, and rule comprehension. After the game, students</p>	<p>communication and coordination among teammates on and off the field.</p> <ul style="list-style-type: none"> <li>• Demonstrate proficiency in football techniques, including passing, shooting, dribbling, and defending.</li> <li>• Apply game strategies and adapt to changing scenarios during matches.</li> <li>• Recognize and respond to team dynamics, such as offensive and defensive transitions.</li> <li>• Exhibit respect for teammates, opponents, and officials during gameplay.</li> <li>• Follow the rules</li> </ul>	<p>game.</p>	<p>football matches.</p> <p><b>Principles:</b> The student should explain:</p> <ul style="list-style-type: none"> <li>• Rules and regulations of football matches.</li> <li>• Sportsmanship.</li> <li>• Playing intramural football matches.</li> </ul> <p><b>Theories:</b> The student should:</p> <ul style="list-style-type: none"> <li>• Rules and regulations of football intramural matches.</li> <li>• Technical and tactical skills in match scenarios.</li> <li>• Planning and coordination of football intramural matches,</li> </ul>	<p>field/pitch</p> <ul style="list-style-type: none"> <li>• First aid kit</li> <li>• Football</li> <li>• Disc markers</li> <li>• Training cones</li> <li>• Training bibs</li> <li>• Whiteboard or tactical board</li> <li>• Digital video analysis tools</li> <li>• Agility ladders and hurdles</li> <li>• Mannequins or dummies</li> <li>• Mini goals</li> <li>• Passing arcs</li> <li>• Speed parachutes or resistance bands</li> <li>• Heart rate monitors/GPS trackers</li> <li>• Whistles and timers</li> <li>• Communication devices</li> <li>• Scoreboard</li> </ul>	

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>collaboratively review performance and propose improvements for future matches.</p> <p><b>Practical Work:</b> Guide students to participate in intramural football matches, focusing on applying specific skills like passing, positioning, and teamwork during gameplay. Let them evaluate their performance through peer feedback and self-assessment to identify areas for improvement.</p> <p><b>Think-Ink-Pair-Share:</b> Lead students to reflect and write about their roles</p>	<p>and demonstrate ethical behaviour in all match situations.</p> <ul style="list-style-type: none"> <li>• Make quick and effective decisions under pressure during gameplay.</li> <li>• Learn to evaluate risks and opportunities to maximize team success.</li> <li>• Set actionable goals for skill enhancement and game contribution.</li> <li>• Manage time effectively during matches, including rotations and substitutions.</li> <li>• Practise leading a team by motivating and organizing teammates.</li> </ul>		<p>including scheduling, logistics, and team selection.</p> <p><b>Circumstantial knowledge:</b> Detailed knowledge about:</p> <ul style="list-style-type: none"> <li>• Event planning and scheduling for football matches.</li> <li>• Safety protocols and risk management during football matches.</li> <li>• Systems of playing intramural matches.</li> <li>• Familiarity with the structure and organization of football competitions.</li> <li>• Knowledge of team formation and player</li> </ul>		

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		
			and contributions during intramural football matches. Let them pair up to discuss their experiences, share insights, and propose strategies for improving team performance in future games.			<p>roles within the same community or institution.</p> <ul style="list-style-type: none"> <li>Assessment of football intramural events.</li> </ul>		
		(b) Playing inter-mural football matches.	<p><b>Brainstorming:</b> Guide students to identify strategies for effective teamwork, positioning, and adherence to rules during inter-mural football matches to ensure fair play and competitive collaboration.</p> <p><b>Demonstration</b> Demonstrate effective team strategies and positioning during an inter-</p>	<ul style="list-style-type: none"> <li>Build cohesion within a team to perform effectively in competitive environments.</li> <li>Foster strong communication and synchronization among players during high-stakes matches.</li> <li>Execute advanced football techniques, such as precision passing, strategic dribbling, and</li> </ul>	Inter-mural football matches are played according to the rules of the game.	<p><b>Detailed knowledge of:</b> <b>Method used:</b> The student should explain how to organize intermural football matches.</p> <p><b>Principles:</b> The student should explain:</p> <ul style="list-style-type: none"> <li>Rules and regulations of football matches.</li> <li>Sportsmanship.</li> <li>Playing inter-mural football matches.</li> </ul>	<p>The following equipment and facilities are to be available: -</p> <ul style="list-style-type: none"> <li>Football field/pitch</li> <li>First aid kit</li> <li>Football</li> <li>Disc markers</li> <li>Training cones</li> <li>Training bibs</li> <li>Whiteboard or tactical board</li> <li>Digital video analysis tools</li> <li>Agility ladders and hurdles</li> <li>Mannequins or dummies</li> </ul>	

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				Process Assessment	Services Assessment	Knowledge Assessment		
			<p>mural football match scenario.</p> <p><b>Activity:</b> Organize inter-mural football matches where students take on different roles (players, referees, and analysts), fostering teamwork, strategy, and rule comprehension. After the game, students collaboratively review performance and propose improvements for future matches.</p> <p><b>Practical Work:</b> Guide students to participate in inter-mural football matches, focusing on applying specific skills like</p>	<p>accurate shooting, under pressure.</p> <ul style="list-style-type: none"> <li>• Enhance defensive and offensive skills through real-time match experiences.</li> <li>• Apply complex game strategies tailored to opponents' strengths and weaknesses.</li> <li>• Demonstrate respect for players, coaches, referees, and spectators in a competitive setting.</li> <li>• Develop focus and composure during high-pressure situations and critical moments.</li> <li>• Improve stamina, agility, and speed for sustained performance in</li> </ul>		<p><b>Theories:</b> The student should:</p> <ul style="list-style-type: none"> <li>• Rules and regulations of football inter-mural matches.</li> <li>• Technical and tactical skills in match scenarios.</li> <li>• Planning and coordination of football inter-mural matches, including scheduling, logistics, and team selection.</li> </ul> <p><b>Circumstantial knowledge:</b> Detailed knowledge about:</p> <ul style="list-style-type: none"> <li>• Event planning and scheduling for football matches.</li> <li>• Safety protocols and risk management</li> </ul>	<ul style="list-style-type: none"> <li>• Mini goals</li> <li>• Passing arcs</li> <li>• Speed parachutes or resistance bands</li> <li>• Heart rate monitors/GPS trackers</li> <li>• Whistles and timers</li> <li>• Communication devices</li> <li>• Scoreboard</li> </ul>	

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			<p>passing, positioning, and teamwork during gameplay. Let them evaluate their performance through peer feedback and self-assessment to identify areas for improvement.</p> <p><b>Think-Ink-Pair-Share:</b> Lead students to reflect and write about their roles and contributions during inter-mural football matches. Let them pair up to discuss their experiences, share insights, and propose strategies for improving team performance in future games.</p>	<p>competitive matches.</p> <ul style="list-style-type: none"> <li>Evaluate personal and team performance post-match to identify areas for growth.</li> </ul>		<p>during football matches.</p> <ul style="list-style-type: none"> <li>Systems of playing inter-mural matches.</li> <li>Familiarity with the structure and organization of football competitions.</li> <li>Knowledge of team formation and player roles within the same community or institution.</li> <li>Assessment of football inter-mural events.</li> </ul>		
		(c) Organizing football	<b>Brainstorming:</b> Guide students to	<ul style="list-style-type: none"> <li>Develop skills in scheduling and</li> </ul>	Football matches are	<b>Detailed</b>	The following equipment 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		
		matches.	<p>identify strategies for effectively managing match schedules, coordinating team logistics, and ensuring fair play and safety during football tournaments.</p> <p><b>Demonstration</b> Demonstrate effective match organization by coordinating teams, schedules, and resources for a successful football event.</p> <p><b>Activity:</b> Organize students to participate in a mini-tournament, assigning roles such as coaches, players, and timekeepers, while focusing on</p>	<p>organizing match logistics, including venue booking, timing, and equipment setup.</p> <ul style="list-style-type: none"> <li>• Coordinate team selection, referee assignment, and match-day preparations.</li> <li>• Practice leadership by managing teams and delegating tasks effectively.</li> <li>• Enhance collaboration with coaches, referees, and teammates to ensure smooth event execution.</li> <li>• Adapt to unforeseen challenges (e.g., weather, player injuries) and make quick, effective decisions.</li> <li>• Manage conflict</li> </ul>	organized accordingly.	<p><b>knowledge of:</b> <b>Method used:</b> The student should explain how to organize football matches.</p> <p><b>Principles:</b> The student should explain:</p> <ul style="list-style-type: none"> <li>• Rules and regulations of football matches.</li> <li>• Sportsmanship.</li> <li>• Playing football matches.</li> </ul> <p><b>Theories:</b> The student should:</p> <ul style="list-style-type: none"> <li>• Rules and regulations of football matches.</li> <li>• Technical and tactical skills in match scenarios.</li> <li>• Planning and coordination of football</li> </ul>	<p>facilities are to be available: -</p> <ul style="list-style-type: none"> <li>• Football field/pitch</li> <li>• First aid kit</li> <li>• Football</li> <li>• Disc markers</li> <li>• Training cones</li> <li>• Training bibs</li> <li>• Whiteboard or tactical board</li> <li>• Digital video analysis tools</li> <li>• Agility ladders and hurdles</li> <li>• Mannequins or dummies</li> <li>• Mini goals</li> <li>• Passing arcs</li> <li>• Speed parachutes or resistance bands</li> <li>• Heart rate monitors/GPS trackers</li> <li>• Whistles and timers</li> <li>• Communication devices</li> <li>• Scoreboard</li> </ul>	

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			<p>strategy and teamwork. After each match, let students analyze their performance, discuss challenges, and develop action plans for improvement in future games.</p> <p><b>Practical Work:</b> Guide students to organize and manage intra-school football matches, focusing on tasks like scheduling, team selection, and match coordination, while evaluating their organizational skills through peer feedback and self-reflection.</p>	<p>resolution and ensure fair play during matches.</p> <ul style="list-style-type: none"> <li>Practice time management by sticking to schedules, ensuring matches start on time, and managing breaks.</li> <li>Track match results, record statistics, and report outcomes.</li> <li>Ensure player safety by implementing injury protocols and first-aid readiness.</li> <li>Reflect on areas for improvement to optimize future match organization.</li> </ul>		<p>matches, including scheduling, logistics, and team selection.</p> <p><b>Circumstantial knowledge:</b> Detailed knowledge about:</p> <ul style="list-style-type: none"> <li>Event planning and scheduling for football matches.</li> <li>Safety protocols and risk management during football matches.</li> <li>Systems of playing inter-mural matches.</li> <li>Familiarity with the structure and organization of football competitions.</li> <li>Knowledge of team formation and player</li> </ul>		

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						roles within the same community or institution. <ul style="list-style-type: none"> <li>• Assessment of football events.</li> </ul>		

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