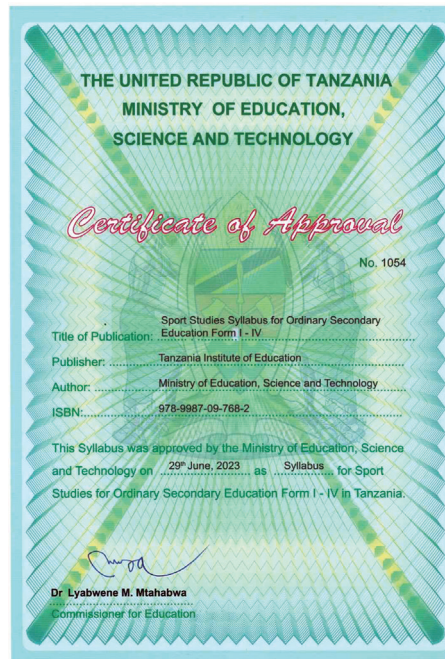


**THE UNITED REPUBLIC OF TANZANIA  
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY**



**SPORT STUDIES SYLLABUS FOR ORDINARY SECONDARY EDUCATION  
FORM I – IV  
2023**

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## **Abbreviations and Acronyms**

ICT Information and Communication Technology

TIE Tanzania Institute of Education

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Finally, TIE thanks the Ministry of Education, Science and Technology in a special way for facilitating the preparation and distribution of this syllabus.



Dr Aneth A. Komba

Director General

**Tanzania Institute of Education**

## **1.0 Introduction**

Sport Studies is a compulsory subject for Form I-IV students in Sports stream of the General Education. It is also an elective subject to students in other streams. The Sports stream is one among the eleven streams in the Ordinary Secondary - General Education pathway that aims to develop sport skills to students. This subject equip students with knowledge, practical and social skills, and attitudes that are essential for success in a global society. Sport Studies incorporates the mastery of sports science, skills, rules, play, health and safety principles. It also embraces issues of moral and ethical behaviour that can instill important values, including respect, teamwork, discipline, collaboration, responsibility, perseverance and honesty. Students' understanding and awareness of sports are deepened both nationally and internationally, and can facilitate self-employment, employment of others and be employed.

The Sport Studies Syllabus is designed to guide the teaching and learning of Sport Studies at Ordinary Secondary Education, Form I-IV in the United Republic of Tanzania. The syllabus interprets the competences indicated in the 2023 Ordinary Secondary Education Curriculum. It provides information that will enable teachers to effectively plan teaching and learning process. Most importantly, the syllabus intends to strengthen the 21<sup>st</sup> Century Skills and hence develop skilled persons with a positive attitude who can contribute to the development of the nation.

## **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 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 Objectives of Ordinary Secondary Education**

The objectives of Ordinary Secondary Education-General Education are to:

- (a) Strengthen, broaden and develop a deeper understanding of the knowledge, skills and attitudes developed at the Primary Education level;
- (b) Safeguard customs and traditions, national unity, national values, democracy, respect for human and civil rights, duties and responsibilities associated with such rights;
- (c) Develop self-confidence and the ability to learn in various fields, including science and technology as well as theoretical and technical knowledge;
- (d) Improve communication using Tanzanian Sign Language (TSL), tactile communication, Kiswahili and English. The student should be encouraged to develop competence in at least one other foreign language, depending on the school situation;
- (e) Strengthen accountability for cross-cutting social issues, including health, security, gender equality and sustainable environmental conservation;
- (f) Develop competence and various skills which will enable the student to employ himself or herself, to be employed and to manage his or her life by exploiting his or her environment well; and
- (g) Develop readiness to continue to upper secondary and tertiary education.

### **4.0 General Competences for Ordinary Level Secondary Education– General Education**

The general competences for Ordinary Secondary Education are to:

- (a) Use the knowledge and skills acquired in the Primary Education to strengthen and broaden academic understanding;



- (b) Value citizenship and national customs;
- (c) Demonstrate confidence in learning various professions including Science and Technology, theoretical and technical knowledge;
- (d) Use language skills including Tanzania Sign Language (TSL), Kiswahili language, English and at least one other foreign language to communicate;
- (e) Use knowledge of cross-cutting issues to manage the environment around them; and
- (f) Use knowledge and skills to enable a student to employ oneself, be employed and manage life and environment.

### 5.0 Main and Specific Competences

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

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

Main competences	Specific competences
1.0 Demonstrate mastery of the concepts, safety and ethical conduct in sports	1.1 Demonstrate an understanding of the importance of sports 1.2 Demonstrate an understanding of ethical conduct in sports
2.0 Demonstrate mastery of the role of physical and mental fitness in sports	2.1 Demonstrate an understanding of the principles of building physical and mental fitness in sports
3.0 Play various sports	3.1 Perform physical exercises 3.2 Develop skills and techniques in sports
4.0. Demonstrate mastery of the fundamentals of health and safety in sports	4.1 Demonstrate an understanding of risky behaviour in sports 4.2 Demonstrate an understanding of the relationship between nutrition and health in sports

## **6.0 Roles of Teacher, Student and Parent in Teaching and Learning**

A good relationship between a teacher, a student and a parent or a guardian is fundamental in ensuring successful learning. This section outlines the roles of each participant in teaching effective teaching and learning of Sport Studies.

### **6.1 The teacher**

The teacher is expected to:

- (a) Help the student to learn and acquire the intended competences in Sport Studies;
- (b) Use teaching and learning approaches that will allow student with different needs and abilities to:
  - (i) develop the competences needed in the 21<sup>st</sup> century; and
  - (ii) actively participate in the teaching and learning process;
- (c) Use student centred 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 equally irrespective of their differences;
- (h) Protect the student while at school;
- (i) Keep track of the student's daily progress;
- (j) Identify individual student's needs and provide the right 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**

The parent/guardian is expected to:

- (a) Monitor a child's academic progress in school;
- (b) Where possible, provide a child with the needed academic support;
- (c) Provide the child with a safe and friendly home environment which is conducive for learning;
- (d) Keep track of child's progress in behaviour;
- (e) Provide the child with any necessary materials required in the learning process; and
- (f) Instil in the 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 discussions, presentations, field visits, practical work, research, scientific experiments, 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.

## **8.0 Teaching and Learning Resources**

The process of teaching and learning require different resource. In that regard, both the teacher and student should work together to collect or improvise alternative resources available in the school and home environment when needed. The teacher and student are expected to constantly seek for information from various sources in order to effectively facilitate 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 Sport Studies subject. 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 discussions, presentations, oral questions, experiments, observations, practical 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 mid-term tests, terminal, mock examinations and projects. The scores obtained from these assessments will be used as Continuous Assessment (CA). Therefore, the continuous assessments shall contribute 30% and the National Form IV Examination shall be 70% of the student's final achievement, as indicated in Table 2.

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

<b>Assessment</b>	<b>Weight (%)</b>
Standard VI National Assessment	7.5
Form II National Assessment	7.5
Form III Annual Examination	5
Form III Project	5
Form IV Mock Examination	5
Form IV National Examination	70
<b>Total</b>	<b>100</b>

### **10.0 Number of periods**

The Sport Studies Syllabus for Ordinary Secondary Education provides estimates of the time that will be spent in teaching and learning, in consideration of the complexity of the specific competences and the learning activities. Two periods of 40 minutes each, have been allocated for this subject per week.

### **11.0 Teaching and Learning Contents**

The contents of this syllabus are presented in matrix form which has seven columns which include main competences, specific competences, learning activities, assessment criteria, suggested methods, suggested resources and number of periods as presented in Table 3 – 6.

## Form I

**Table 3:** *Detailed Contents for Form I*

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
1.0. Demonstrate mastery of the concepts, safety and ethical conduct in sports	1.1 Demonstrate an understanding of the importance of sports	(a) Explain the concepts of sports, games, play, physical activity and exercise, their importance to health and well-being, and their relationship with other disciplines	<p><b>Scenario:</b> Organise students in groups and provide a scenario that shows various activities involved in sports, games, play, physical activity and exercise</p> <p><b>Jigsaw:</b> Guide students through jigsaw, to explore the importance of sports and physical exercise to health and well-being</p> <p><b>Gallery walk:</b> Guide students through gallery walk to explain the relationship between sports, games, play, physical and exercise with other disciplines</p>	Concepts of sports, games, play, physical activity and exercise, their importance to health and well-being, and their relationship with other disciplines are clearly explained	Sport documentary videos	20

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(b) Describe the categories of sports	<b>Jigsaw:</b> Guide students through jigsaw, to explore features of various categories of sports	The categories of sports are clearly described	Sport documentary videos	
		(c) Describe the basic tenets of safety in sports ( <i>meaning, importance and practice</i> )	<p><b>Brainstorming:</b> Guide students in manageable groups to brainstorm on the basic tenets of safety in sports. Relate their responses to the meaning and importance of sports</p> <p><b>Demonstration:</b> Show students how to attend an injured athlete by following the required procedures in relation to types of injuries in sports</p> <p><b>Guided practice:</b> Guide students to practice attending an injured athlete by following the required procedures in relation to the types of injuries in sports</p>	Basic tenets of safety in sports ( <i>meaning, importance and practice</i> ) are clearly described	Video clips safety content	

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
2.0 Demonstrate mastery of the role of physical and mental fitness in sports	2.1 Demonstrate an understanding of the principles of building physical and mental fitness in sports	Describe the basic tenets of physical and mental fitness in sports ( <i>meaning, importance, attributes and components</i> )	<b>Group discussion:</b> Students to discuss activities which improve fitness in relation to basic tenets of physical and mental fitness in sports	Basic tenets of physical and mental fitness in sports are clearly described	Pictures and videos with the physical and mental fitness content	10
3.0 Play various sports	3.1 Perform physical exercises	(a) Describe warm-up and cool-down exercises	<b>Jigsaw:</b> Guide students through jigsaw, to explore forms of warm up and cool down exercises <b>Snow-balling:</b> Use snow-balling to summarize the procedures of warm up and cool down exercise	Warm-up and cool-down exercises are clearly described	Video clips, charts, hurdles cones and agility sticks	20
		(b) Carry out warm up and cool down exercises	<b>Guided practice:</b> In manageable groups, guide students to practice warm up and cool down exercises	Warm up and cool down exercises are correctly carried out		



Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
	3.2 Develop skills and techniques in sports	(a) Describe different skills, techniques, safety measures and rules in selected sports ( <i>football and track events</i> ).	<p><b>Think-Ink-Pair-Share:</b> Guide students to answer questions about skills, techniques and safety measures of the selected sports</p> <p><b>Use a guest speaker:</b> Invite a resourceful person nearby the school and share experience with students on rules in selected sports</p>	Different skills, techniques and rules in selected sports ( <i>football and track events</i> ) are correctly described	Sport gears, disc markers, starting blocks, hurdles, agility sticks and drill videos	20
		(b) Play selected sports by observing skills, techniques, rules and safety principles ( <i>football and track events</i> )	<b>Small sided games:</b> In manageable groups guide students through small sided games to play selected sports	Selected sports ( <i>football and track events</i> ) are played accordingly		

## Form II

**Table 4:** *Detailed Contents for Form II*

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
1.0 Play various sports	1.1. Develop skills and techniques in sports	(a) Describe different skills, techniques, safety measures and rules in selected sports ( <i>netball and field events; optional swimming or gymnastics</i> )	<p><b>Jigsaw:</b> Guide students through jigsaw, to explore skills, techniques and rules of the selected sports</p> <p><b>Use a guest speaker:</b> Invite a resourceful person to share experience with students on rules in selected sports</p>	Different skills, techniques and rules in selected sports ( <i>netball and field events; optional swimming or gymnastics</i> ) are well described	Drill video clips, photographs, cones, balls, swimming gears, rackets, disc markers, starting blocks, hurdles, and agility stick	70

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(b) Play selected sports by observing skills, techniques, rules and safety principles ( <i>netball and field events; optional swimming or gymnastics</i> )	<b>Guided practice:</b> In manageable groups guide students to play selected sports	Selected sports ( <i>netball and field events; optional swimming or gymnastics</i> ) are well played	Balls, whistle, cones, jerseys, and chats	

## Form III

**Table 5: Detailed Contents for Form III**

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
1.0. Demonstrate mastery of the concepts, safety and ethical conduct in sports	1.1 Demonstrate an understanding of ethical conduct in sports	Describe the basic norms and values in sports in the Tanzanian context	<b>Scenario:</b> Organize students in manageable groups and provide a scenario that shows the basic norms and values in sports in the Tanzanian context	Basic norms and values in sports in Tanzanian context are clearly described	Safety pictures and charts, sports documentary videos	8
2.0. Play various sports	2.1. Develop skills and techniques in sports	(a) Describe different skills, techniques, safety measures and rules in selected sports ( <i>basketball and table tennis; optional tennis or badminton</i> )	<b>Brainstorming:</b> Guide students to brainstorm on the skills, techniques and rules of the selected sports  <b>Use a guest speaker:</b> Invite a resourceful person nearby the school and share experience with students on rules in selected sports	Different skills, techniques and rules in selected sports ( <i>basketball and table tennis; optional tennis or badminton</i> ) are clearly described	Drill videos, balls, cones, whistles, disc markers, agility sticks and nets	52

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(b) Play selected sports by observing skills, techniques, rules and safety principles ( <i>basketball and table tennis; optional tennis or badminton</i> )	<b>Small sided games:</b> In manageable groups guide students to play selected sports	Selected sports ( <i>basketball and table tennis; optional tennis or badminton</i> ) are appropriately played		
3.0 Demonstrate mastery of the fundamentals of health and safety in sports	3.1 Demonstrate an understanding of risky behaviour in sports	Describe common risk behaviours and their effects and mitigation in sports ( <i>example; doping and substance abuse</i> )	<b>Debate:</b> Guide students to explore common risk behaviours, effects and mitigation strategies in sports through debate <b>Self-reflection:</b> Guide students to provide answers on the given questions about common risk behaviours, their effects and mitigation based on their self- reflection	Common risk behaviours, effects and mitigation strategies in sports ( <i>doping, substance abuse</i> ) are clearly described	Sports documentary videos, or pictures with the contents of risk behaviours.	10

## Form IV

**Table 6: Detailed Contents for Form IV**

Main competence	Specific activities	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
1.0 Play various sports	1.1 Develop skills and techniques in sports	(a) Describe different skills, techniques, safety measures and rules in selected sports ( <i>volleyball and handball; optional cricket or hockey</i> )	<p><b>Jigsaw:</b> Guide students through jigsaw, to explore different skills, techniques and rules of selected sports</p> <p><b>Skill lab:</b> Organize students in manageable groups to discuss rules in selected sports</p>	Different skills, techniques and rules in selected sports ( <i>volleyball and handball; optional cricket or hockey</i> ) are clearly described	Balls, nets, cones, disc markers, and videos clips with contents of sports skills and techniques	52
		(b) Play selected sports by observing skills, techniques, rules and safety principles ( <i>volleyball and handball; optional cricket or hockey</i> )	<p><b>Direct instruction:</b> Guide students in manageable groups to play selected sports through direct instruction</p>			

Main competence	Specific activities	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
2.0 Demonstrate mastery of the fundamentals of health and safety in sports	1.1 Demonstrate an understanding of the relationship between nutrition and health in sports	Relate nutrition, body composition and performance in different sports	<p><b>Case study:</b> Guide students to relate nutrition, body composition and performance in different sports through case study</p> <p><b>Snow-balling:</b> Summarise the relationship between nutrition, body composition and performance in different sports through snow-balling</p>	Nutrition, body composition and performance in different sports are correctly related	Nutrition check list and video clips on nutrition, body composition and performance	18

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