



ZIMBABWE

MINISTRY OF PRIMARY AND SECONDARY EDUCATION

CURRICULUM DEVELOPMENT AND TECHNICAL SERVICES

**PHYSICAL EDUCATION
SPORT AND
MASS DISPLAYS
SECONDARY SCHOOL LEVEL
FORMS 1-4
2015-2022**

TEACHER'S GUIDE

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CONTENTS	PAGE
Acknowledgements	2
Organisation of the guide	4
UNIT 1: Curriculum Framework for Zimbabwe Primary and Secondary Education.....	6
UNIT 2: Syllabus Interpretation	7
UNIT 3: Schemes of Work/Scheme-cum Plans	8
UNIT 4 :Lesson Plan	10
UNIT 5: Record Keeping.....	13
Part B	
Curriculum Delivery	14
UNIT 6: Scope of the guide	16
Scope and Sequence	17

SECTION A

1.0 ORGANISATION OF THE GUIDE

The Secondary School level (Forms 1 to 4) Physical Education Sport and Mass Displays teachers' guide is a document that has been prepared to assist you in understanding how to deliver the 2015-2022 curriculum with ease. This guide is divided into two parts. Part A of the guide focuses on the critical documents that you as the teacher must have in the course of curriculum delivery for Physical Education Sport and Mass Displays. Part B of the guide focuses on the curriculum content, objectives, methodology, instructional materials, class management and assessment.

A thorough study of this guide will assist you, the teacher, to have ideas on how to properly teach curriculum content on the 2015-2022 Secondary School (Form 1 to 4) Physical Education Sport and Mass Displays learning area. This guide makes it easy for you to interpret the syllabus and prepare learning experiences for the learners' in your custody at the school where you are teaching.

To enhance your understanding of Physical Education Sport and Mass Displays learning area, it is very important that you read through the given guidelines thoroughly.

1.1 Aims of the Teacher's Guide

The teacher's guide aims to assist you (the teacher) to:

- Interpret and translate the national syllabus into meaningful and functional school syllabi, schemes of work, lesson plans and records books
- be resourceful in delivery of your lesson
- appreciate the need to keep and maintain useful, comprehensive and up to date records
- demonstrate skills of assessment in PES and Mass Displays learning area
- cope with specific problem areas in PES and Mass Displays learning area
- design appropriate strategies for enhancing competences
- familiarise with cross-cutting themes and how they can be integrated in the teaching and learning process

2.0 PART A: CRITICAL DOCUMENTS

Introduction

The Primary and Secondary Education Curriculum 2015-2022 has been defined by a policy framework which outlines the stance taken by the Ministry of Primary and Secondary Education. The teacher, as the implementer on the ground, ought to familiarise with documents that the Ministry has availed in order to develop an understanding of the new dimension the curriculum has taken. It is of paramount importance for you to embrace the changes that come with it. In this chapter the guide shall discuss the critical documents that a teacher should have in order to develop an in-depth understanding of the curriculum content and underpinning philosophy.

Rationale

Physical Education, Sport and Mass Displays plays a leading role in the total development of the learner. It is the primary means through which learners acquire competencies such as knowledge, skills, right attitudes and values related to all learning areas in the curriculum for pursuit of a life-long physically active and healthy lifestyle.

Secondary School level Physical Education, Sport and Mass Displays learning area provides a platform for the transmission of competencies acquired at Junior level for application in amateur and professional sport.

Objectives

By the end of Part A of this guide, you as the teacher, should be able to

- identify critical documents in curriculum implementation
- describe the contents of each critical document
- interpret Secondary School 2015-2022 Physical Education and Sport syllabus

The Critical Documents

As a teacher, it is important for you to know the critical documents that you must have in order to deliver the curriculum effectively in respect of Secondary School 2015-2022 Physical Education Sport and Mass Display learning area. You must have the following:

- Curriculum Framework for Primary and Secondary Education (2015-2022)
- National Syllabus
- School syllabus
- Schemes of Work/Scheme Cum Plan
- Assessment Framework
- Lesson Plans
- Learner Profile Guide
- Progress Records (continuous assessment)
- Attendance Register

UNIT 1

Curriculum Framework for Zimbabwe Primary and Secondary Education 2015-2022

Introduction

The curriculum Framework for Primary and Secondary Education (2015-2022) was crafted to provide a medium to long term policy direction, to make improvements in the delivery of a home grown curriculum. It establishes a clear sequence of priorities that a teacher must study clearly to ensure that a return on investment made in education is optimised in terms of the results that matters the most, which are learner outcomes. This unit will give a brief outline of the Curriculum Framework and it is important that you read the full edition to appreciate the dictates of the new curriculum.

Objectives

By the end of Unit 1 which is on curriculum framework of this guide, you as the teacher, should be able to:

- Motivate learners to cherish their Zimbabwean identity and value their heritage, history and cultural traditions and preparing them for participatory citizenship
- Prepare learners for life and work in an indigenized economy and increasingly globalized and competitive environment
- Ensure learners demonstrate desirable literacy and numeracy skills including practical competences necessary for life
- Prepare and orient learners for participation in voluntary service and leadership

Key Elements

The Curriculum Framework for Primary and Secondary Education (2015-2022) contains the following key elements which you need to constantly refer to:

- Preamble
- Background
- Goals of the curriculum
- Learning areas
- Teaching and Learning methods
- Assessment and Learning
- Strategies for effective curriculum implementation
- Principles and values guiding the curriculum
- The Future

UNIT 2

SYLLABUS INTERPRETATION

Introduction

Syllabus interpretation facilitates breaking down of content into teachable units. Correct syllabus interpretation is pivotal to the delivery of effective lessons, through careful planning by the teacher. Syllabus interpretation focuses on the following:

- The national philosophy/vision as spelt out in the preamble (as derived from the Framework)
- The syllabus aims and objectives – What does the syllabus intend to achieve within the learners?
- The content – Knowledge, skills and attitudes i.e. competences. The content constitutes the heart of the syllabus.

Careful syllabus interpretation is critical for the development of a good school, syllabus, scheme of work and lesson plan and you should also note that you are mandated to teach from the syllabus, where the national examinations are set from.

Objectives

By the end of Part A of this guide, you the teacher, should be able to:

- demonstrate an understanding of the National Physical Education Sport and Mass Displays Syllabus, through correct interpretation and usage.
- interpret the National Physical Education Sport and Mass Displays Syllabus and develop the school syllabus from it.

Types of Syllabi

2.1 National Syllabus

It is a policy document that outlines and specifies the learning area philosophy, aims and objectives, Learning/teaching concepts and content, suggested methodology and assessment criteria at every Secondary level. As a teacher, you should always have it and use it to guide you in your day to day teaching and learning activities.

Components of the Syllabus

As a teacher, it is important for you to understand the components of the syllabus as listed below:

- Preamble
- Aims
- Objectives
- Methodology
- Scope and sequence
- Competence matrix
- Assessment scheme

School Syllabus

This must be drawn from the National Syllabus by reorganising content taking into account local factors that may affect your teaching.

UNIT 3

Schemes of Work/ Scheme-Cum Plans

This is a document that you as a teacher should draw from the national and school syllabus. You should outline the objectives, activities, content and methodologies (see scheme of work/scheme-cum plan template below). You should draw your scheme of work/scheme cum plans two weeks ahead of lesson delivery date. (use of ICT in drawing the documents is encouraged)

Form 1

Physical Education Scheme

Aims

- ▶ Develop organic health and fitness for all learners in the school.
- ▶ Provide children with a sense of achievement and enjoyment.
- ▶ Develop individual skills and competences.
- ▶ Develop a variety of character traits such as will power, determination, self discipline and a spirit of co-operation.
- ▶ Foster a body of knowledge specifically relating to sports.

WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES: By the end of the week pupils should be able to:	COMPETENCIES/ SKILLS	SOM/MEDIA	FACILITY /EQUIPMENT	METHODS/ ACTIVITIES	EVALUATION
21/10/16	TARGETING <ul style="list-style-type: none"> ● Stationary and mobile targets ● Target up to 50m distance 	-aim with an object at a target -aim with accuracy at a distance of 35m	Coordination Throwing Catching Aiming Bouncing Collaboration Decision making	Physical Education, Sport and Mass Displays Junior (grade 3-7) National Syllabus page 40 Target and Combat coaching manual page 60 Physical Education and Sport Assessment Manual page 45 and 70 www.archery.com www.world-dartsfederation.com	Gymnasium Hall Various balls Whistle Skittles Cones Hula Hoops Tyres Bean bags Tins Ropes Video simulations Stance pictures	METHODS Demonstration, Command, Practice, Guided Discovery, Group Work, Pair work, Tasking ACTIVITIES Aiming at stationary targets and average mobile targets using objects of different sizes and shapes from within 35m distance using different throwing methods after a short run Bouncing balls of different sizes to hit an average mobile target from within 35m distance after a short run up Aiming with balls of different sizes into average mobile rings from within 35m distance after a short run up (using different aiming methods) Aiming games Over head and over arm throwing Bouncing games Aiming targets over a barrier Aiming targets using the overhead and backward throws	

UNIT 4**LESSON PLAN**

It is a teacher's detailed description of the course of instruction, a learning trajectory for a lesson. It is developed by the teacher to guide class learning

It is the teacher's road map of what learners need to learn and how it will be done effectively during class time. This is to be used in the event of you having drawn a scheme of work rather than a scheme cum plan. (for the components of the lesson plan see the detailed lesson plan template below)

DETAILED LESSON PLAN

Date:	19 November 2016
Form	1 (one)
Time:	11.30 -12.30
Subject:	Physical Education Sport and Mass Displays
Topic:	Game skills:
Sub-Topic:	Targeting games
Content:	Stationary and mobile targets.
S.O.M:	- P E, Sport and Mass Displays Secondary school National Syllabus page 40 -Target & Combat coaching manual page 60 - Physical Education and Sport Assessment Manual page 45 & 75
Equipment:	Balls, Whistle, Skittles, Cones, Hula Hoops, Tyres, Bean ,Tins, Ropes, bags
Number of students:	20
Assumed Knowledge :	Learners can throw an object to a target

Lesson Objectives

By the end of the lesson, learners should be able to throw an object:

- targeting a stationary object within 35 metres distance
- targeting a mobile object within 35metres at varied distances
- over a barrier, aiming at a target

STAGE	CONTENT	ORGANISATION	COACHING POINTS
Introduction 1min	Teacher introduces the lesson -Learners identify target games they play	Horse shoe	
Warm up 10 mins	General Slight jogging Dynamic stretches -ball rolling -throw up and down -butt kicks -carioka Specific -throwing at various targets	Safety check of the field -practice in single file - take turns to throw at various targets	Running action -knees up high -land with balls of feet -correct grip -target chest -throwing towards a target
Skill development 20 mins	Throwing an object to a target stationery -throwing an object targeting a moving object -throwing an object to a target over a barrier	demonstration of each technique -throwing from stationery -3trials for each learner from various positions -throwing within targets	-correct grip -target object -even steps in movement -eyes on target -follow through -shoulder width apart -release at highest level -aim target set -follow through
Application 20 mins	-Target points game	-Game of play – four teams/groups -throwing to a target to score points	- correct grip -target object -even steps in movement -shoulder width apart -release at highest level -eyes on target -aim target set -follow through
Cool Down 8 mins	- Jogging up and down in a designated area -static stretches	-stretch all the body parts systematically	-stretch parts of body not more than 20s
Conclusion 1 min	- Lessons learnt	-feedback by learners	

LESSON EVALUATION:

Strength:

.....

.....

.....

Weaknesses:

.....

.....

.....

Way-forward:

.....

.....

.....

UNIT 5

RECORD KEEPING

This is a systematic procedure by which the records of an organisation are created, captured, maintained and disposed of.

Learner Profiles

Profile assessment is a quality assessment tool designed for a variety of learners to determine their strengths and identify areas of improvement. As a teacher, you should carry out profiling to track learner behaviour, knowledge, attitudes, aptitudes, skills, values and performances on an on-going basis. This assessment informs teaching and learning process and contributes to learner profile.

Progress Record

You should have a progress record to capture learner performances.

Attendance Register

This is a critical document you should have as a teacher to track and record your learner's class or lesson attendance.

Conclusion

The teacher's guide is meant to equip the teacher with knowledge on critical documents, syllabus interpretation and curriculum delivery, particularly in Physical Education Sport and Mass Displays. It will fuel the implementation of the new curriculum for 2015-2022.

The inclusion of the different cross cutting themes seeks to foster competency development through the teaching and learning of Physical Education Sport and Mass Displays, as some of these themes may be examined in the National examinations.

Finally, you are reminded that you lie between the correct implementation and impartation of what the curriculum framework seeks to achieve for the Zimbabwean nationality.

3.0 PART B

CURRICULUM DELIVERY

Introduction

The Physical Education, Sport and Mass Displays Syllabus is designed for Secondary School Learners (Forms 1 to 4). It is designed to ensure access to a Physical Education, Sport and Mass Displays Curriculum regardless of gender, race, religion, handicap and learner's current level of participation. It also serves as a base on which to build the learner's enterprising skills.

The syllabus promotes the development of psychomotor skills and techniques as well as ensuring that learners develop physically, mentally, socially, emotionally and morally. Furthermore, learners gain aesthetic awareness. This Syllabus serves as a firm foundation for mastery of learning experiences and acts as a pathway for entry into Secondary Education (Forms 5 and 6) Physical Education, Sport and Mass Displays Studies.

Please Note: Safety is a pre-requisite for all Physical Education, Sport and Mass Displays activities.

3.1 Content

Nutrition, Diet and Physical Activity

- Balanced Diet and Physical Activity

3.2 Objectives

- identify the important food groups
- outline the key components of diet
- examine physical activity in relation to diet
- distinguish between healthy and unhealthy foods

3.2 Methodology

(learner - centeredness)

- Project based learning
- Educational tours
- E-learning
- Collections
- Demonstrations
- Resource person(s)

Activities (learner - centeredness)

- Identifying food groups

Conducting studies on:

- Salt intake
- Fruit and vegetable promotion
- Food values
- Marketing of food no

- alcoholic beverages to children
- Forming health eating promotion clubs

3.4 Teaching Learning Materials

- Teaching-learning aids
- Literature
- Charts
- Pictures
- Videos
- Weighing scale
- Heart rate monitors
- Pedometers
- ICT tools/ Braille software/Jaw software
- Mats
- Tyres
- Hula hoops
- Skittles and cones
- Age appropriate and safe equipment
- Slides
- Swings
- Monkey bars
- Pictures
- Books with songs and stories
- Charts on health issues
- Puppets
- Food samples
- Household tools
- See saws
- Spring boards

3.5 Assessment and Evaluation

Learners will be assessed on their ability to:

- identify hazardous objects in and around the environment
- List safety rules at school and home
- perform a two minute fitness endurance test
- identify the important food groups
- outline the key components of diet
- examine physical activity in relation to diet
- distinguish between healthy and unhealthy foods

3.6 Class Management

As the teacher you should ensure that you are in full control of what transpires in the classroom by taking note of the following:

- good class room organisation
- effective communication
- conducive environment
- fair allocation of tasks and resources
- good time management
- meeting individual need

UNIT 6

SCOPE OF THE GUIDE

List of topics to be covered

TOPICS

1. **History of Physical Education and Sports**
2. **Health, Safety and Environment:** Substances and Anti-doping Nutrition and Physical
Activities: Sport Injuries and First Aid
3. **Human Body Systems and Performance**
4. **Game Skills:**
 - Athletics
 - Aquatic Skills
 - Invasion Games
 - Net Games
 - Striking Games
 - Target Games
5. **Adventure games**
6. **Mass Displays:** History of Mass Displays
 - Arena Choreography
 - Background and Performing music

5.0 SCOPE AND SEQUENCE

TOPIC 1: History of Physical Education and Sport

SUB-TOPIC	FORM 1	FORM 2	FORM 3	FORM 4
History of Physical Education	<ul style="list-style-type: none"> Foundations of Physical Education 	<ul style="list-style-type: none"> Evolution of Physical Education 	<ul style="list-style-type: none"> Origins of modern Physical Education in Zimbabwe 	<ul style="list-style-type: none"> Comparative Study of The Development of Physical Education
History of Sport	<ul style="list-style-type: none"> Foundations of Sport 	<ul style="list-style-type: none"> Evolution of Sport 	<ul style="list-style-type: none"> Origins of modern Sport in Zimbabwe 	<ul style="list-style-type: none"> Comparative Study Of The Development of Sport

TOPIC 2: Health, Safety and Environment

SUB-TOPIC	FORM 1	FORM 2	FORM 3	FORM 4
Nutrition, Diet and Physical Activity	<ul style="list-style-type: none"> Balanced diet and Physical Activity 	<ul style="list-style-type: none"> Weight Control Diet and Physical Performance 	<ul style="list-style-type: none"> Eating Habits: diet before, during and after activity 	<ul style="list-style-type: none"> Physical Activity Guidelines Dietary problems
Substances and Anti-doping	<ul style="list-style-type: none"> Introduction to Substances Sources of Substances used in Sport Substance Abuse 	<ul style="list-style-type: none"> Banned Substances in Sport 	<ul style="list-style-type: none"> Causes of Substance Abuse Substance Abuse and 	<ul style="list-style-type: none"> Doping Control Strategies to prevent Substances Abuse

SUB-TOPIC	FORM 1	FORM 2	FORM 3	FORM 4
Sport Injuries and First Aid	<ul style="list-style-type: none"> • Causes of Injuries • Types of Injuries • First Aid 	<ul style="list-style-type: none"> • Environmental Injuries and Exercise • Management of Minor Injuries • Injury Prevention 	Effects <ul style="list-style-type: none"> • Management of Severe Injuries • Record Keeping 	<ul style="list-style-type: none"> • Identification of Chronic Injuries • Assessment of Injuries • Record Keeping

TOPIC 3: Body Systems and Performance

SUB-TOPIC	FORM 1	FORM 2	FORM 3	FORM 4
Human Body Systems	<ul style="list-style-type: none"> • Functions of Skeletal System • -Classification and Functions of Bones • Types of Muscle • Muscle Groups • -Major Parts of the Circulatory System • -Major Organs of the Respiratory System 	<ul style="list-style-type: none"> • Types of joints • Muscle groups • Muscle action • Composition and function of blood • Functions of the Respiratory System • Breathing 	<ul style="list-style-type: none"> • Moveable and immovable joints • Muscle and Movement • Types of Muscles • Functions of the circulatory system • Cardiac cycle • gaseous exchange 	<ul style="list-style-type: none"> • Types of movement of joints • 3 types of levers • Exercise and the Skeletal System • Tendons and Ligaments • Exercise and the Muscle System • Effect of exercise on the Circulatory System • Exercise ,and the Respiratory System
Exercise and Fitness	<ul style="list-style-type: none"> • Health- related Fitness 	<ul style="list-style-type: none"> • Skill- related Fitness 	<ul style="list-style-type: none"> • Methods of Training 	<ul style="list-style-type: none"> • Fitness Programs

TOPIC 4: Game Skills

SUB-TOPIC	FORM 1	FORM 2	FORM 3	FORM 4
Athletics : Track and Field	<ul style="list-style-type: none"> History of Athletics Rules for Athletics Athletics Skills and Events 	<ul style="list-style-type: none"> Technical Rules Athletics Skills and Events 	<ul style="list-style-type: none"> Athletics Faults and Corrections Athletics Skills and Events 	<ul style="list-style-type: none"> Competition Management and Assessment Technical Rules Coaching
Aquatic Skills	<ul style="list-style-type: none"> History of aquatics Strokes (Speed, Distance, Time, Accuracy) Life Saving Skills Hygienic Practices in and around pools Water polo Facilities and equipment 	<ul style="list-style-type: none"> Strokes (Speed, Distance, Time, Accuracy) Life Saving Skills Water Polo 	<ul style="list-style-type: none"> Strokes (Speed, Distance, Time, Accuracy) Life Saving Skills Water Polo 	<ul style="list-style-type: none"> Strokes (Speed, Distance, Time, Accuracy) Life Saving Skills Water Polo Technical Rules Coaching
Invasion games	<ul style="list-style-type: none"> History of The Game Characteristics of Invasion Games Safety in Invasion Games Game Skills Equipment 	<ul style="list-style-type: none"> Field of Play Rules of The Games Game Skills Equipment 	<ul style="list-style-type: none"> Rules of The Game Game Skills Techniques and Tactics of the Game Equipment 	<ul style="list-style-type: none"> Game Skills, Tactics And Techniques of The Game Technical Rules Coaching Fair Play and Sportsmanship Equipment
Net games:	<ul style="list-style-type: none"> History of The Game Characteristics of Net Games 	<ul style="list-style-type: none"> Field of Play Rules of The Games 	<ul style="list-style-type: none"> Rules of The Game Game Skills 	<ul style="list-style-type: none"> Game Skills, Techniques and Tactics of the Game

SUB-TOPIC	FORM 1	FORM 2	FORM 3	FORM 4
	<ul style="list-style-type: none"> • Safety in Net Games • Game Skills • Equipment 	<ul style="list-style-type: none"> • Game Skills • Equipment 	<ul style="list-style-type: none"> • Techniques and Tactics of the Game • Equipment 	<ul style="list-style-type: none"> • Technical Rules • Coaching • Fair Play and Sportsmanship • Equipment
Combat Games	<ul style="list-style-type: none"> • History of Combat Games • Combat Skills • Rules and Regulations • Safety of Combat 	<ul style="list-style-type: none"> • Combat Skills • Rules and Regulations • Routine Design 	<ul style="list-style-type: none"> • Combat Skills • Rules and Regulations • Judging • Routine Designs 	<ul style="list-style-type: none"> • Combat skills • Judging • Routine Design
Target Games	<ul style="list-style-type: none"> • History of Target Game Skill • Characteristics of Target Games • Target Game Skills • Safety Rules 	<ul style="list-style-type: none"> • Target Game Skills on a Stationary Object • Safety and Technical Rules 	<ul style="list-style-type: none"> • Target Game Skills on a Moving Object • Safety and Technical Rules 	<ul style="list-style-type: none"> • Safety and Technical Rules • Skills, Tactics and Techniques
Striking Games	<ul style="list-style-type: none"> • History of the game • Characteristics of striking games • Safety in striking games • Game skills • Equipment 	<ul style="list-style-type: none"> • Field of play • Rules of the games • Game skills • Equipment 	<ul style="list-style-type: none"> • Game skills, Techniques and Tactics of the Game • Officiating • Coaching • Fair play and sportsmanship • Equipment 	<ul style="list-style-type: none"> • Game skills, Techniques and Tactics of the Game • Officiating • Coaching • Fair play and sportsmanship • Equipment
Educational Gymnastics	<ul style="list-style-type: none"> • History of Educational Gymnastics 	<ul style="list-style-type: none"> • body positions • conditioning 	<ul style="list-style-type: none"> • Balances • Springs and 	<ul style="list-style-type: none"> • Rotational Apparatus • Vault Skills

SUB-TOPIC	FORM 1	FORM 2	FORM 3	FORM 4
	<ul style="list-style-type: none"> • Apparatus and Equipment in the Gym • Gymnastic Apparatus and Safety Rules • Physical Conditioning • Movement Patterns e.g. Landing, Balancing, Locomotion and Springs 	<ul style="list-style-type: none"> • gymnastics floor activities • apparatus activities 	Landings <ul style="list-style-type: none"> • Rotations 	<ul style="list-style-type: none"> • Mounts and dismounts on apparatus • Balances on apparatus

TOPIC 5: Sport Enterprise

SUB-TOPIC	FORM 1	FORM 2	FORM 3	FORM 4
Clubs	<ul style="list-style-type: none"> • Types of Clubs • Organization of sport and recreation in Zimbabwe • Stages in the formation of a club • Club Organogram • Reasons for forming clubs 	<ul style="list-style-type: none"> • Governance 	<ul style="list-style-type: none"> • Funding models • Marketing mix • Marketing strategies 	<ul style="list-style-type: none"> • Case Study • Patent Rights

Topic 6: Adventure Activities

SUB-TOPIC	FORM 1	FORM 2	FORM 3	FORM 4
Adventure games	<ul style="list-style-type: none"> • Camping • Orienteering 	<ul style="list-style-type: none"> • Camping • Orienteering 	<ul style="list-style-type: none"> • Camping • Orienteering 	<ul style="list-style-type: none"> • Camping • Orienteering

Topic 7: Mass Displays

SUB-TOPIC	FORM 1	FORM 2	FORM 3	FORM 4
History of Mass Displays	<ul style="list-style-type: none"> • Foundations of Mass Display 	<ul style="list-style-type: none"> • Origins of Mass Displays in Zimbabwe 	<ul style="list-style-type: none"> • Evolution of Mass Display 	<ul style="list-style-type: none"> • Comparative Study of The Development Mass Displays
Arena Choreography	<ul style="list-style-type: none"> • Themes • Choreography for Themes 	<ul style="list-style-type: none"> • Themes • Choreography for Themes 	<ul style="list-style-type: none"> • Themes • Choreography for Themes 	<ul style="list-style-type: none"> • Themes • Choreography for Themes
Formations	<ul style="list-style-type: none"> • Simple Formations • Advanced Formations • Linking the Formations 	<ul style="list-style-type: none"> • Advanced Formations • Symbolic Formations • Linking The Formations 	<ul style="list-style-type: none"> • Advanced Formations • Symbolic Formations • Linking the Formations 	<ul style="list-style-type: none"> • Symbolic Formations • Linking Symbolic Formations to others • Linking, Advanced and Symbolic Formations
Background and performance music	<ul style="list-style-type: none"> • Stimuli and rhythm for entrance, performance and exit 	<ul style="list-style-type: none"> • Stimuli and rhythm for entrance, performance and exit 	<ul style="list-style-type: none"> • Stimuli and rhythm for entrance, performance and exit 	<ul style="list-style-type: none"> • Stimuli and rhythm for entrance, performance and exit

