

REPUBLIQUE DU CAMEROUN
Paix – Travail – Patrie

MINISTRE DES SPORTS ET
DE L'EDUCATION PHYSIQUE

SECRETARIAT GENERAL

DIRECTION DU DEVELOPPEMENT
DE L'EDUCATION PHYSIQUE

SOUS DIRECTION DE L'ENSEIGNEMENT DE
L'EDUCATION PHYSIQUE



REPUBLIC OF CAMEROON
Peace – Work – Fatherland

MINISTRY OF SPORTS AND
PHYSICAL EDUCATION

SECRETARIAT GENERAL

DEPARTMENT OF PHYSICAL
EDUCATION DEVELOPMENT

SUB DEPARTMENT FOR TEACHING
OF PHYSICAL EDUCATION

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

2013 EDITION



**OFFICIAL PROGRAMMES FOR
PHYSICAL EDUCATION AND SPORT
IN SECONDARY SCHOOL CYCLE**

REPUBLIQUE DU CAMEROUN
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REPUBLIC OF CAMEROON
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MINISTRY OF SPORTS AND
PHYSICAL EDUCATION

SECRETARIAT GENERAL

DEPARTMENT OF PHYSICAL
EDUCATION DEVELOPMENT

SUB DEPARTMENT FOR TEACHING OF
PHYSICAL EDUCATION

**PHYSICAL EDUCATION AND SPORT PROGRAMME FOR
GENERAL AND TECHNICAL SECONDARY SCHOOL**

“6^{ème} and 5^{ème}, 1^{ère} and 2^{ème} années”, Form 1 and 2.

CURRICULUM: PHYSICAL EDUCATION AND SPORT

Number of Hours per year: **50 hours**

Number of hours per week: **2 hours**

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

Number of learning cycles: **6**

Learning cycles:

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

Duration per cycle: **6 hours**

Duration of the lesson: **1hour**

Learning Level: **2**

Coefficient: **2**

Subject Status: Compulsory

PREAMBLE

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

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

At this age, the child's needs are centered around:

- A positive image of himself;
- Handling;
- the desire to adapt to his physical environment;
- to desire to establish links with others.

GENERAL OBJECTIVES

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

SPECIFIC OBJECTIVES

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

EXPECTED SKILLS

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

FRAME OF REFERENCE OF SKILLS

TARGETTED AREA	FIELD OF STUDY	TEACHING ACTIVITIES	EXPECTED SKILLS	
<p>-Consciousness and body control</p> <p>-Adjustment and control of the body in movement and manipulation of objects</p>	<ul style="list-style-type: none"> - Physical Effort; - Mobility; - Locomotion. 	ATHLETIC ACTIVITIES		
		CP1 -Move quickly and perform actions by monitoring their implementation and link the different phases of displacement.		
		Sprint	<ul style="list-style-type: none"> -Fast running on a distance of 40 m; -Responding to the signal; -Develop an appropriate starting and finish postural attitude; - Determine the starting attitude. 	
	<ul style="list-style-type: none"> - Physical Effort; - Mobility; - Locomotion. 	CP1 -Pace oneself depending on the task to be conducted.		
		Speed Endurance race	<ul style="list-style-type: none"> -Run at regular speed and varied pace over a distance of 150 m; -Ability to manage the race; -Master the notions cadence and rhythm during physical exercise. 	
	<ul style="list-style-type: none"> - Physical Effort ; -Manipulation. 	CP1 - Propel an implement as far as possible.		
		Shot Put	<ul style="list-style-type: none"> -Propel and implement as far as possible ; -Manipulate and handle the implement; -Diversify two types of throw: back throw (front and side) or throw in rotation; -Coordinate the various phases of throw. 	
		CP1 - Stepping over an object by coordinating its actions to get the highest possible jump.		
	<ul style="list-style-type: none"> -Physical-force; -Mobility. 	High Jump	<ul style="list-style-type: none"> - Jump as high as possible; -Increase the tonus at the time of the impetus; Coordinate the run-up and impetus before the jump. 	
		<ul style="list-style-type: none"> - Physical Effort ; - Mobility ; - Locomotion ; -Expression. 	EXPRESSION ACTIVITIES	
CP1 - Apply concepts related to the mobility of the body in the performance and movements.				
Floor Gymnastic	<ul style="list-style-type: none"> -Move in different ways on manual support in time and space; -Align the different body segments to the vertical; -Build and implement a series of at least six ground elements (flight, turn and reverse). 			

		COOPERATION/OPPOSITION ACTIVITIES	
-Consciousness, adjustment, control of body movement and manipulation of objects and the use of communication possibilities	-Locomotion; -Cooperation/opposition; -Mobility; -Physical Effort.	CP1- Reproduce various actions appropriate to the solution found by the group to focus the movement of players and that of the object.	
		Football	WHILE ATTACKING
		Basketball	- Score more goals / points than the opposing team; -Keep the ball, pass the ball to an unmarked partner, stand to give a favorable playing solution to the partner with the ball, receive the ball at rest or in motion;
		Handball	-Choose a tactic to enable you shoot in a good position; -Progress towards the opponent's goal through the defense; either by dribbling or passing and take a shot in movement.
		Volleyball	- Stand, move, replace, know the positions and roles of different players; -Become familiar with the concepts of: reception, tap, touch pass, service, and rotation.
	-Locomotion ; -Cooperation /opposition ; -Motricity.	Football	WHILE DEFENDING
		Basketball	-Prevent scoring goals / points; - Stand, move, replace, know the positions and roles of players;
		Handball	-Get the ball; -Obstructing the progress of the opponent;
		Volleyball	- Prevent the ball from falling; - Stand, move, replace, know the positions and roles of players;
			-Become familiar with the concepts of: receiving, blocking.

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

CP1= COMPETENCE FOR LEVEL 1

TEACHING CONTENTS OF THE THEORETICAL LESSON AT LEVEL I

I – RULES AND REGULATIONS

A-ATHLETIC ACTIVITIES

a) - sprint- speed endurance race

- knowledge of the athletic track;
- Knowledge of the different runs (sprint –obstacles-relay).

b) – shot put

- Different throw events (javelin, weight throw, discus and hammer);
- Dimensions of the various implements (specific weight ...

c) – high jump

- Horizontal and vertical high jumps;
- Different types of jump (jumps specific techniques);
- High jump: characteristics.

B- EXPRESSION ACTIVITIES

a) floor gymnastic;

- Installation of equipment;
- Dimensions of the practical surface;
- Gymnastic equipment.

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C- INTER-COLLECTIVE CONFRONTATION ACTIVITIES

a) Instalation of equipment

- playing area(field and courts);
- Dimensions;
- Surface area;
- The ball;
- Teams/composition of the teams;
- Equipment of the players.

II- GENERAL KNOWLEDGE

- 1- Definition of concepts
 - Physical education and sport;
 - Physical education;
 - Sport education
- 2- History of disciplines taught;
- 3- The different activities taught (individual sports and collective sports).

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**PHYSICAL EDUCATION AND SPORT PROGRAMME
FOR GENERAL AND TECHNICAL SECONDARY SCHOOLS**

“ 4^{ème} and 3^{ème}, 3^{ème} and 4^{ème} années”, FORM 3, 4 and 5

CURRICULUM: PHYSICAL EDUCATION AND SPORT

Number of hours per year: **50 hours**

Number of hours per week: **2 hours**

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

Number of learning cycles: **6**

Learning cycles:

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

Duration per cycle: **6 hours**

Duration of the lesson: **1hour**

Learning Level: **2**

Coefficient: **2**

Subject Status: **Compulsory**

PREAMBLE

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

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

- The search for self-affirmation.

General objectives:

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

Specific objectives:

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

EXPECTED SKILLS:

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

FRAME OF REFERENCE OF SKILLS

TARGETED AREA	THEMES OF THE FIELD OF STUDY	TEACHING ACTIVITIES	EXPECTED SKILLS
-Awareness and body control - Adjustment and control of the body in movement and manipulation of objects	- Physical Effort; - Mobility; - Locomotion.	ATHLETIC ACTIVITIES	
		CP2 -Conduct as fast as possible combinations of actions of a shift over a given distance.	
	- Physical Effort; - Mobility; - Locomotion .	SPRINT	-Responding to signal during a quadrupedal departure; Run fast on a 50-m distance; -Develop postural attitude at the start, during the pace and at the finish line.
		CP2 - Adapt breathing rate to the level of natural biological endurance depending on time, distance, change of pace.	
	- Physical Effort; - Manipulation.	SPEED ENDURANCE RACE	-Run at a regular and varied pace over a distance of 300 to 600 m; -Know how to position in race pace according to ones capacity; Know how to initiate an acceleration at the end of the race.
		CP2 - Propel an implement as far as possible and in the most effective manner in accordance with rules and well known execution forms.	
	- Physical Effort; - Mobility.	SHOT PUT	-Propel an implement as far as possible; -Manipulate and handle the implement; -Diversify two types of throw: back throw (front and side) or throw in rotation; -Coordinate the various phases of throw.
		CP2 - Jump over a fixed object in different ways in accordance with the technique of each jump style chosen.	
	- Physical Effort; - Mobility; - Locomotion ; -Expression.	HIGH JUMP	-Jump as high as possible; -Master one of the two types of jumps (straddle jump or Fosbury flop); -Master the various phases of at least one kind jump.
		EXPRESSION ACTIVITIES	
CP2 - Link and coordinate movements of balance, rotation and amplitude.			
		FLOOR GYMNASTIC	-Integrate ones smooth transition (sequence track); -Build-in a sequence and make segment with three closing elements and three opening elements
COOPERATION/OPOSITION ACTIVITIES			

-Awareness, adjustment, body control while in movement and in the manipulation of objects and the use of communication abilities	-Locomotion ; -Cooperation/opposition; -Mobility; - Physical Effort.	CP2 - Participate in a collective experience in which each member has a specific role.	
			WHILE ATTACKING
		Football	-Keep the ball, pass the ball to an unmarked partner, stand to give a favorable playing solution to the partner with the ball; - Receive the ball at rest or in motion; -Choose a tactic to enable you shoot in a good position; -Progress towards the opponent's goal through the defense either by dribbling or passing and take a shot in movement; -Implement a strategy to move the ball forward.
		Basketball	
		Handball	
	Volley-ball		
		WHILE DEFENDING	
	-Locomotion ; -Cooperation/opposition ; -Mobility.	Football	- Understand the defense strategies (keep the ball) interfere opponent's game, prevented opponents from scoring, know the positions and roles of the players, win the ball; -Slow the progression of the opponent, impede the ball carrier; -Prevent scoring goals / points.
		Handball	
		Basketball	
Volleyball		-Master a defense strategy; -Ensure a rotation for receiving the ball.	

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

CP2= Competence for level II

• **TEACHING CONTENTS OF THEORETICAL LESSON AT LEVEL II**

I – RULES AND REGULATIONS

A-ATHLETIC ACTIVITIES

a) - Sprint-speed endurance race

- The athletics track;
 - The length;
 - Lines;
 - Characteristics;
 - Different sprint races;
 - The differences of the starting points for the various sprint races.

b) – Shot put

- Consolidation of level I notions;
- The throwing area (description-summary area circle-throwing sector).

c) – High jump

- Consolidation of the notions acquired in Level I;
- The drop zone, the runway;
- Validation of measurement.

B- EXPRESSION ACTIVITIES

Floor Gymnastic

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

C-INTER-COLLECTIVE CONFRONTATION ACTIVITIES

- a) Consolidation of notions acquired in level I;
- b) Principles of play to gain a point, a goal to win a match;
- c) Fields of play (zones and playing areas, nets, baskets, poles or cross bars)
- d) Change of players;
- e) Ball in and out of play.

II- GENERAL KNOWLEDGE

1-Reinforcement of level I;

2-Evolution of disciplines taught;

3-Definition of sport

4-Differences and similarities: sport and physical education;

5-Description of types of teaching activities: collective sports and individual sports (disciplines taught).

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PHYSICAL EDUCATION

**PHYSICAL EDUCATION AND SPORT PROGRAMME FOR
GENERAL AND TECHNICAL SECONDARY SCHOOLS**

“2^{nde}, 1^{ere}, T^{le},” lower sixth and upper sixth

CURRICULUM: PHYSICAL EDUCATION AND SPORT

Number of hours per year: **50 hours**

Number of hours per week: **2 hours**

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

Number of learning cycles: **6**

Learning cycles:

-Sprint

-Speed Endurance race/Long-distance race

-Short put

-High jump

-Floor Gymnastic

-Team Sports

Duration per cycle: **6 hours**

Duration of the lesson: **1hour**

Learning Level: **3**

Coefficient: **2**

Subject Status: Compulsory

PREAMBLE

Physical Education and Sport (PES) at all levels of education has as objective the success of all students and contributes with other teaching subjects in the instruction, training and education of everyone.

In fact, in all the disciplines taught, physical education has a unique importance as the body, motor skills and self-commitment are at the center of learning. It is complementary to other disciplines.

Each stage of schooling contributes to the will for a comprehensive, balanced and consistent training of students.

In high school or college at this level of learning, students are aged 16 to 20 years for the majority, and are moving from the stage of preadolescence to adolescence and are experiencing body, psychological and emotional transformations.

Physical and sports education while continuing the development of psychomotor skills, must meet the needs of learners in quest of a greater autonomy of action and transformation of their opportunities.

GENERAL OBJECTIVES:

Physical education and sport was designed to:

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

SPECIFIC OBJECTIVES:

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

EXPECTED SKILLS:

The development of teaching cycles requires that each pedagogic animator of each educational institution makes a programming based on categories of actions corresponding to the following fields of activity:

- **Awareness and body control** for motor actions involving the individual in relation to himself;
- **Awareness, adjustment and body control in movement and manipulation of objects** for those actions that put the person in relation to his physical environment;
- **Awareness, adjustment and control of the body in movement and manipulation of objects and use of communication abilities** for actions involving the individual in relation to the social environment.

The bodily actions induce topics of study to be acquired by learners namely: locomotion, mobility, manipulation, physical effort, cooperation, opposition, cooperation / opposition, expression.

FRAME OF REFERENCE OF SKILLS

TARGETED AREA	THEMES OF THE FIELD OF STUDY	ACTIVITES D'ENSEIGNEMENT	EXPECTED SKILLS
<p>-Awareness and body control</p> <p>- Adjustment and control of the body in movement and manipulation of objects</p>	<p>- Physical Effort;</p> <p>- Mobility;</p> <p>- Locomotion.</p>	ATHLETIC ACTIVITIES	
		CP3- Conduct a transition of the different phases of movement with the execution of attitudes varying the number of supports and strides length over a given distance.	
	<p>- Physical Effort;</p> <p>- Mobility;</p> <p>- Locomotion.</p>	SPRINT	<p>-From a velocity starting, realize the best performance over 30-50 m;</p> <p>-Make a transition of the different stages of the velocity and amplitude race over 80 or 100 m;</p> <p>-Improve the speed of its movement over a distance of 80 to 100 m;</p> <p>-Coordinate the various phases of the race to make the best performance.</p>
		CP3- Spread efforts in endurance while effectively using the pace appropriate to ones abilities for race a given long distance.	
	<p>- Physical Effort;</p> <p>- Mobility;</p> <p>- Locomotion.</p>	SPEED ENDURANCE RACE	<p>-Running a non-stop endurance race over a distance of 600 m and 1000 m;</p> <p>-Manage efforts while adopting attitude of optimum stroke related to the environment;</p> <p>-Conduct a race on a given time mastering different pace around individual VMA.</p>
		CP3- Direct an object with the greatest possible precision to a target located at varying distances according to the forms of execution adapted to individual capacity.	
	<p>- Physical Effort;</p> <p>- Manipulation.</p>	SHOT PUT	<p>-Throw an implement with changes of pace and direction;</p> <p>-Achieve the best possible performance by building a throw path to start using all the segments on his backswing.</p>
		CP3- Jump correctly over a fixed object in a form of execution appropriate to individual capabilities	
<p>-Physical Effort;</p> <p>-Mobility.</p>	HIGH JUMP	<p>-After a run-up achieve the best possible performance using a crossing suitable to the type of jump used;</p> <p>-Coordinate the run-up and crossing for an optimal jump;</p> <p>-Mastering a-jumping technique;</p> <p>-Conduct a performance using a type of jump.</p>	
	EXPRESSION ACTIVITIES		
<p>-Mobility;</p> <p>-Physical Effort;</p> <p>-Expression.</p>	CP3- Present a composition of a sequence and transition of several movements using rhythm, connection and accuracy.		
	FLOOR GYMNASTIC	<p>-In compliance with safety rules, make a simple and mastered sequence including "opening and closing" actions;</p> <p>-Develop and present a sequence by combining body expression and manipulation of an object in a given space;</p> <p>-Coordinate movements done on manual support in time and space.</p>	

-Awareness, adjustment, body control while in movement and in the manipulation of objects and the use of communication abilities	-Locomotion; -Cooperation/opposition; -Mobility; -Physical Effort.	COOPERATION/OPPOSITION ACTIVITIES	
		CP3--Analyze the factors that influence team success in opposition and cooperation activities.	
			WHILE ATTACKING
		FOOTBALL	While playing try to win the game by implementing appropriate choices of pass actions, dribbling, keeping the ball to reach the scoring position and shoot in a favorable position facing the defense that is trying to interfere the opponents progression; - Integrate oneself in a simple game project consisting in ensuring the progression of the ball; - Performing in individual play position within the team tactical plan depending on various game situations (attack or defense).
		BASKETBALL	
	HANDBALL		
	Volleyball	- Integrate oneself in a simple game project consisting in ensuring the progression of the ball; - Performing in individual play position within the team tactical plan depending on various game situations (attack or defense).	
	-Locomotion; -Cooperation/opposition; -Mobility; -Physical Effort.		WHILE DEFENDING
		Football	-In a team game, tried to gain the ball by appropriate choices of marking and interception to prevent the progression of the opposing team; - Performing in individual play position within the team tactically based game situations (attack or defense).
		Basketball	
Handball			
Volleyball		- Performing in individual play position within the team tactically based game situations (attack or defense) ; - While playing, try to gain the ball by implementing appropriate tactics to block and counter strikes of the opposing team.	

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

TEACHING CONTENTS OF THEORETICAL LESSON AT LEVEL III

I – RULES AND REGULATIONS

A-ATHLETIC ACTIVITIES

a) - Sprint- speed endurance race

- Consolidation of the notions acquired in Level II;
- Technical officials;
- Measuring devices (timers, anemometer ... etc.);
- Features;
- Organization of a competition of speed races.

b) – Shot put

- Consolidation of notions acquired in Level II;
- Technical officials;
- The organization of competitions (ranking qualifying sessions –technical sheet).

c) – High jump

- Consolidation of notions acquired in Level II;
- Technical officials;
- The result sheets;
- The organization of the jumping events.

B- EXPRESSION ACTIVITIES

Floor Gymnastic:

- Consolidation of notions acquired in level II;
- Technical officials;
- The notation in gymnastic;
- The organization of competition in floor gymnastic;
- Faults and penalties

C-INTER-COLLECTIVE CONFRONTATION ACTIVITIES

The game:

- Consolidation of notions acquired in level II;
- Faults or penalty during the game;
- The technical officials;
- The handling of match form;
- The organization of matches in collective sports.

II- GENERAL KNOWLEDGE

- 1- Consolidation of notion acquired in level II;
- 2- Evolution and modernization of teaching: activities, collective and individual sports(activities taught);
- 3- Knowledge and understanding of scoring sports and time sports/individual sports and collective sports);
- 4- Relation between physical education and sport.

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**PHYSICAL EDUCATION AND SPORT
OFFICIAL PROGRAMME FOR
TEACHERS' TRAINING COLLEGES**

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A- GENERAL CONSIDERATION

Teacher training includes understanding the concepts of basic learning. This basic education imparted by teachers to students aims at training and educating the child through a development at the cognitive, affective and psychomotor level.

Therefore, the appropriate use of educational tools for teaching physical education and sport is essential in their training to help achieve the objectives assigned to them. It aims to help them acquire the necessary skills to better carry out their teaching duties.

B- GENERAL OBJECTIVES

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

C- PRESENTATION

The training program for teachers in ENIEG (teacher's training college for general education) consist essentially on six (06) interactive chapters, namely:

- Fun learning didactics;
- The didactics of the PES;
- The teaching of sports;
- Psycho-pedagogy
- Physiology (General)
- The Sports activities and knowledge of first aid.

This program allows the student teacher to understand and apply the specific didactics of teaching of physical education in all learning situations at school and at all levels of learning.

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SUB DIRECTION FOR TEACHING OF
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PHYSICAL EDUCATION AND SPORT PROGRAMME FOR GRADE III TEACHERS' TRAINING COLLEGES

‘ENIEG – BEPC’

- ❖ Curriculum: **PHYSICAL EDUCATION AND SPORT**
- ❖ Number of hours per year: **50 hours**
- ❖ Number of hours per week: **2 hours (1 hour for theory – 1 hour for practice)**
- ❖ Class period for practice: **7:30 am-10:30am**
- ❖ Coefficient : **02**
- ❖ Status of the subject : **Compulsory**

PHYSICAL EDUCATION AND SPORT PROGRAMME FOR GRADE III TEACHERS TRAINING COLLEGES ‘ENIEG –B-E-P-C’

1ST YEAR OF TRAINING				
N°	TOPICS	SUBJECT	MODULES	EXPECTED SKILLS
1	Didactics of fun learning and Didactics of physical education and sport	Sociology of Sport	-definition of game -The various aspects of the game Theoretically Directory of Games -Practice of games (3-6 years)	-Know the purpose of the game -Identify the maximum games (traditional or modern) -Know educational games
2	Sports Medicine	Physiology	-Anatomy (fundamentals of human body) -Physiology of efforts (fundamental)	Knowing how the body works during exercise
3	Didactics of fun learning and Didactics of physical education and sport	Psychopedagogy	Psycho motricity (Types of relationship between body motor actions)	Knowing the exercises that allow you to discover: - The different parts of the body; - Its physical environment; - its social environment.
4	Didactics of fun learning and Didactics of physical education and sport	Practical pedagogy	-Practical Preparation of the sport and physical education lesson (work table) -Practical pedagogy public nursery schools	-Prepare a work table -Choose appropriate training and games
5	Didactics of fun learning and Didactics of physical education and sport	Sociology of sport	-History of sport and physical education -Definition of concepts: Physical education, physical education and sport, sports	Master the concepts of Physical education, physical education and sport, sports
6	Didactics of fun learning and Didactics of physical education and sport	Practical pedagogy	Practical pedagogy in public nursery schools	Conduct of lessons learned

2nd YEAR OF TRAINING				
N°	TOPICS	SUBJECT	MODULES	EXPECTED SKILLS
1	Didactics of fun learning and Didactics of physical education and sport	Sociology of Sport	List of Games (6-8-9 years)	Understanding educational interest through various games
2	Didactics of fun learning and Didactics of physical education and sport	Psycho-pedagogy	-APS-Learning -Conditioning PAVLOV- - Skinner	Generate a desired behavior through a signal or an instruction etc...
3	Sport medicine didactics of fun learning and didactics of APS	-Physiology -Practical pedagogy	Trauma Initiation to first aid Practical pedagogy in a public primary school (PPS)	-Know and avoid risks of accidents -Choose the appropriate trainings and games
4	Didactics of fun learning and Didactics of physical education and sport	Practical pedagogy	Practical pedagogy in a public primary school	Present and smoothly conduct a safe sport and physical education lesson in a primary school
5	Didactics of fun learning and Didactics of physical education and sport	-Psycho-pedagogy -Practical pedagogy	Taxonomy of objectives and/or skills -Evaluation in physical education and sport -Practical pedagogy in a public primary school	Organize the objectives and / or skills of a session, a sequence, a cycle
6	Didactics of fun learning and Didactics of physical education and sport	Practical pedagogy	-Programming PES lessons to athletic disciplines - Evaluation in PES - Practical pedagogy in a public primary school	Apply exercises allowing to conduct initiation through sports activities

3RD YEAR OF TRAINING

N°	TOPICS	SUBJECTS	MODULES	EXPECTED SKILLS
1	Didactics of fun learning and Didactics of physical education and sport	-Sociology of Sport -Practical pedagogy	-List of games (9-11 years) -Theoretical presentation of PES sheet	Apply the use of games in the teaching situation
2	Didactics of fun learning and Didactics of physical education and sport	-Practical pedagogy -Physiology	-Initiation to the dosage in sport and physical activities (Work rest) -Traumatology -Initiation to first aid cares	-Adapt effort to the physiological comfort of children -Prevent accidents and ensure first aid gestures shall they occur
3	Didactics of fun learning and Didactics of physical education and sport	Practical pedagogy	Programming PES lessons: - Team Sports; - Gymnastics and body expression activities; - Practical pedagogy in public primary school.	Apply teaching progressions to learning situations
4	Didactics of fun learning and Didactics of physical education and sport	Practical pedagogy	-Programming of sport activities in school -Practical Pedagogy	Organize and manage sporting competitions and official exams
5	Didactics of fun learning and Didactics of physical education and sport	Practical pedagogy	-Sports activities in school -Organization of sport exams	Organize and manage sporting competitions and official exams
6	Didactics of fun learning and Didactics of physical education and sport	Practical pedagogy	End of training Public nursery school- Public primary school	Organize and manage intra-school competitions and official exams

REPUBLIQUE DU CAMEROUN
Paix – Travail – Patrie

MINISTERE DES SPORTS ET
DE L'EDUCATION PHYSIQUE

SECRETARIAT GENERAL

DIRECTION DU DEVELOPPEMENT
DE L'EDUCATION PHYSIQUE

SOUS DIRECTION DE
L'ENSEIGNEMENT DE L'EDUCATION
PHYSIQUE



REPUBLIC OF CAMEROON
Peace – Work – Fatherland

MINISTRY OF SPORTS AND
PHYSICAL EDUCATION

SECRETARIAT GENERAL

DEPARTMENT OF PHYSICAL EDUCATION
DEVELOPMENT

SUB DIRECTION FOR TEACHING
PHYSICAL EDUCATION

**PHYSICAL EDUCATION AND SPORT PROGRAMME FOR
GRADE II TEACHERS' TRAINING COLLEGE
AND "ENIEG – PROBATOIRE GENERAL"**

Curriculum: **PHYSICAL EDUCATION AND SPORT**

- ❖ Number of hours per year: **50 hours**
- ❖ Number of hours per week: **2 hours (1 hour for theory – 1 hour for practice)**
- ❖ Class period for practice: **7:30 am-10:30am**
- ❖ Coefficient : **02**
- ❖ Status of the subject : **Compulsory**

PHYSICAL EDUCATION AND SPORT PROGRAMME FOR GRADE II TEACHERS TRAINING COLLEGE

1st YEAR OF TRAINING				
N°	TARGET AREAS	SUBJECTS	MODULES	EXPECTED SKILLS
1	Didactics of fun learning and Didactics of physical education and sport	-Sociology of Sport -Psycho-pedagogy	-Definition of game -The various aspects of the game Theoretically list of Games -Practice of games (3-6 years) -Psychomotricity (Types of relationships)	-Know the purpose of the game -Identify the maximum number of games (traditional or modern) -Know educational games ; - Know the various exercises that allow you to discover: - The different parts of the body; - Its physical environment; - its social environment
2	Sport medicine	Physiology	-Anatomy (fundamentals of human body) -Physiology of efforts (fundamental)	-Know how the body works during physical exercise
3	Didactics of fun learning and Didactics of physical education and sport	-Sociology of Sport -Pédapratique	-History of sport and physical education -Definition of concepts: Physical education, physical education and sport, sports -Preparing physical education lesson (Work sheet /lesson plan) -Managing a physical education lesson	-Master the concepts of Physical education, physical education and sport, sports -Preparing a work sheet or lesson plan -Choose the most appropriate games and activities
4	Didactics of fun learning and Didactics of physical education and sport	-Psycho-pedagogy -Practical pedagogy	-Taxonomy of objectives and / skills -Evaluation in Physical education and sport -Programming physical education and sport -Athletic activities Concept of balance repartition of	-Organize objectives and or skills of a lesson, sequence, cycle -Adapt effort to the physiological comfort of children -Present and conduct a physical education lesson

			APS (work-rest) Practical pedagogy in Public nursery school	
5	Didactics of fun learning and Didactics of physical education and sport	Practical pedagogy	-Programming a physical education lesson -Athletism -Practical pedagogy in a public nursery school	-Assimilate various exercises helping in initiation through sporting activities -Prepare and deliver a physical education class
6	Didactics of fun learning and Didactics of physical education and sport	Practical pedagogy	-Practical pedagogy in a public primary school	-Supervise intra-school competitions and conduct official exams

PHYSICAL EDUCATION AND SPORT PROGRAMME FOR GRADE II TEACHERS TRAINING COLLEGE

2nd YEAR OF TRAINING				
N°	TARGET AREAS	SUBJECTS	MODULES	EXPECTED SKILLS
1	Didactics of fun learning and Didactics of physical education and sport	Sociologie du sport Psycho-pedagogy	-Definition of games (6-7-8 years) -List of games (9-11 years) -Theoretical presentation of physical education of lesson plan -Learning of physical education activities -Conditioning -PAVLOV -SKINNER	-Understanding the educative interest through various games -Induce a the expected behavior through passing an instruction or giving a signal ...
2	Medecine of sport Didactics of fun learning and Didactics of physical education and sport	Physiology Practical pedagogy	-Traumatology -Initiation to first aid - Practical pedagogy in a public nursery school	-Master and prevent risks of accidents -Choose the most appropriate games and training

3	Didactics of fun learning and Didactics of physical education and sport	Practical pedagogy	<ul style="list-style-type: none"> -Programming a physical education lesson -Team sports -Gymnastics and body expression activities -Programming sporting activities -Practical pedagogy in a public primary school 	Apply pedagogic progression to specific learning situations
4	Didactics of fun learning and Didactics of physical education and sport	Practical pedagogy	<ul style="list-style-type: none"> -Programming a physical education lesson -Athletics activities -Practical pedagogy in public primary school 	<ul style="list-style-type: none"> -Assimilate exercises that enable initiation through sport activities -Conduct in a safe manner a physical education lesson at the primary school level
5	Didactics of fun learning and Didactics of physical education and sport	Practical pedagogy	<ul style="list-style-type: none"> -Conduct of sporting activities in a school -Organisation of exams - Practical pedagogy in public primary school 	-Organize and manage sporting competitions and official exams
6	Didactics of fun learning and Didactics of physical education and sport	Practical pedagogy	-End of year Practical pedagogy	-Coordinate and supervise physical education competitions and official exams

REPUBLIQUE DU CAMEROUN
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MINISTRE DES SPORTS ET
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REPUBLIC OF CAMEROON
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MINISTRY OF SPORTS AND
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SECRETARIAT GENERAL

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DEVELOPMENT

SUB DIRECTION FOR TEACHING OF
PHYSICAL EDUCATION

**PHYSICAL EDUCATION AND SPORT PROGRAMME FOR
GRADE I TEACHERS' TRAINING COLLEGES (A-LEVELS)
ENIEG – BACCALAUREAT D'ENSEIGNEMENT GENERAL**

Curriculum: PHYSICAL EDUCATION AND SPORT

- ❖ Number of hours per year: **50 hours**
- ❖ Number of hours per week: **2 hours (1 hour for theory – 1 hour for practice)**
- ❖ Class period for practice: **7:30 am-11:30am**
- ❖ Coefficient : **02**
- ❖ Status of the subject : **Compulsory**

PHYSICAL EDUCATION AND SPORT PROGRAMME FOR GRADE I TEACHERS TRAINING COLLEGES (A-LEVEL)
ENIEG – BACC

ONE YEAR TRAINING				
N°	TOPICS	SUBJECTS	MODULES	EXPECTED SKILLS
1	Didactics of fun learning and Didactics of physical education and sport Medecine of sports	Sociology of Sport Psycho-pedagogy Physiology	-definition of game -The various aspects of the game Theoretically list of Games -Practice of games (3-6 years) Psychomotricity (Types of relationships) -Anatomy (fundamentals of human body) -Physiology of efforts (fundamental) -Traumatology -Initiation to first aid gestures Practical pedagogy in a public nursery school	-Know the purpose of the game -Identify the maximum number of games (traditional or modern) -Know educational games - Know the various exercises that allow you to discover: - The different parts of the body - Its physical environment; - its social environment -Accident prevention and first aid gestures
2	Didactics of fun learning and Didactics of physical education and sport	Sociology of sports Practical pedagogy	History of sport and physical education -Definition of concepts: Physical education, physical education and sport, sports Preparing physical education lesson (Work sheet /lesson plan) Managing a physical education lesson -Master the teaching of physical education lesson -Concept of balance repartition of APS (work-rest) Taxonomy of objectives and/or skills Evaluation in physical education	-Master the concepts of Physical education, physical education and sport, sports -Preparing a work sheet or lesson plan -Choosing the most appropriate training activities or games

3	Didactics of fun learning and Didactics of physical education and sport	- Sociology of sport -Psycho-pedagogy -Practical pedagogy	List of games (8-8-9 years) List of games (9-11 years) Planning a physical education lesson Athletics Theoretical presentation of a physical education lesson plan or worksheet Learning of physical education activities Conditioning PAVLOV SKINNER	- Assimilate exercises to enable initiation through sport activities -Conduct in a safe manner a physical education lesson at primary school level Induce the expected behavior through passing of instructions or giving a signal etc
4	Medecine of sport	Physiology	-Traumatology -Initiation to first aid gestures Practical pedagogy in a public nursery school	Mastery of accident risks and implementation of accidents prevention
5	Didactics of fun learning and Didactics of physical education and sport	Practical pedagogy	Programming a physical education lesson Team sports Gymnastic expression activities Conducting Sport activities in school Practical pedagogy in public primary school	Adapt pedagogic progression to specific learning situations Organize and manage sporting competitions and official exams
6	Didactics of fun learning and Didactics of physical education and sport	Practical pedagogy	Organisation of practical pedagogy exams	End of year Practical pedagogy consisting in presenting and conducting a physical education lesson