

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



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

2023

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Abbreviations and Acronyms

ICT	Information and Communications Technology
TIE	Tanzania Institute of Education

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1.0 Introduction

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

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

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-Vocational Education are to:

- (a) Strengthen, broaden and develop a deeper understanding of the knowledge, skills and attitudes developed at the Primary Education level;
- (b) Develop technical and entrepreneurial skills for self-employment, employment and managing life through proper use of their environment;
- (c) Safeguard customs and traditions, national unity, national values, democracy, respect for human and civil rights, duties and responsibilities associated with such rights;
- (d) Strengthen communication using language skills;
- (e) Develop self-confidence and the ability to learn in various fields, including science and technology as well as theoretical and technical knowledge;
- (f) Strengthen accountability for cross-cutting social issues, including health, security, gender equality and sustainable environmental conservation; and
- (g) Develop readiness to continue with further vocational education.

4.0 General Competences for Ordinary Secondary Education

The general competences for Ordinary Education-Vocational Education are to:

- (a) Use the knowledge and skills acquired in the Primary Education to strengthen and expand vocational understanding;
- (b) Use the vocational skills in designing, inventing and creating things to manage their lives and solve challenges in society;
- (c) Appreciate citizenship and national values;

- (d) Use language skills;
- (e) Demonstrate self-confidence in learning various fields, including Science and technology, theoretical and technical knowledge;
- (f) Adhere to safety rules and regulations in the use of vocational tools correctly; and
- (g) Use the knowledge and skills acquired for further vocational education and the life of work.

5.0 Main and Specific Competences

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

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

Main competence	Specific competences
1.0 Master playing football	1.1 Master football skills and rules 1.2 Master systems of play in football 1.3 Maintain health and safety in football 1.4 Exhibit moral and ethical behaviour in football

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

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

6.1 The teacher

The teacher is expected to:

- (a) Help the student to learn and acquire the intended competences in Football;
- (b) Use teaching and learning approaches that will allow students of different needs and abilities to:
 - (i) develop the competences needed in the 21st 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 competencies 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 the child's academic progress in school;
- (b) Where possible, provide 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 the 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 Resources

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

8.0 Assessment

Assessment is important in teaching and learning of Football trade. 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*

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

9.0 Number of Periods

The Football Syllabus for Vocational Ordinary Secondary Education Form I-IV 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. 29 periods of 40 minutes each, have been allocated for this trade per week.

10.0 Teaching and Learning Contents

The contents of this syllabus are presented in matrix form with six columns which include main competence, specific competence, learning activities, assessment criteria, 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	Assessment criteria	Suggested resources	Number of periods
1.0 Master playing football	1.1 Master football skills and rules	(a) Perform physical fitness and health specific exercises (<i>agility, coordination, balance, flexibility, power, reaction time, speed, body composition, cardiovascular strength, cardio-respiratory endurance and muscular strength and endurance</i>)	Physical fitness and health exercises are appropriately performed	Weighing scale, ergometer, stadiometer, sphygmomanometer, skinfold callipers, first aid kit, diet manual, sport wears, football balls, whistle, stop watch, cones, corner and referee's flags, and playground/pitch	875
		(b) Demonstrate mastery of football-specific skill exercises	Football-specific skill exercises are well mastered		

Main competence	Specific competence	Learning activities	Assessment criteria	Suggested resources	Number of periods
		(c) Demonstrate mastery of football techniques (<i>passing and receiving, running with the ball, dribbling, ball control, shooting, heading and goal keeping</i>)	Football techniques are well mastered		
		(d) Play football by observing rules and regulation governing the game	Football rules and regulations are correctly observed		
	1.2 Maintain health and safety in football.	Demonstrate mastery of health and safety principles and regulations	Health and safety principles and regulations are well observed		70
	1.3 Exhibit moral and ethical behaviour in football	Play Football by observing professional ethics and moral values	Professional ethics and moral values are well observed		70

Form II

Table 4: *Detailed Contents for Form II*

Main competence	Specific competence	Learning activities	Assessment criteria	Suggested resources	Number of periods
1.0 Master playing football	1.1 Master football skills and rules	(a) Demonstrate mastery of football-specific strategy exercises	Football-specific strategies exercises are well mastered	Weighing scale, Ergometer, stadiometer, sphygmomanometer, skinfold callipers, first aid kit, and sport wears, football balls, whistle, stop watch, cones, corner and referee's flags, playground/pitch and drill videos	1015

Main competence	Specific competence	Learning activities	Assessment criteria	Suggested resources	Number of periods
		(b) Demonstrate mastery of offensive principles in football (<i>width, support, improvisation, penetration, mobility and transition</i>)	Offensive principles are well mastered		
		(c) Demonstrate mastery of defensive principles in football (<i>pressure on opponent, depth, communication, concentration, balance and support</i>)	Defensive principles are well mastered		
		(d) Demonstrate mastery of psychological skills (<i>competitive spirit, resilience, goal-setting, tolerance, imagery, aggressiveness, courage, motivation</i>)	Psychological skills are well mastered		
		(e) Play football by integrating offensive and defensive techniques	Offensive and defensive techniques are accurately integrated		

Form III

Table 5: Detailed Contents for Form III

Main competence	Specific competence	Learning activities	Assessment criteria	Suggested resources	Number of periods
1.0 Master playing football	1.1 Master systems of play in football	(a) Analyse positions of play in football and their responsibilities (<i>goal keeping, defence, midfield and attack</i>)	Positions of play in football and their responsibilities are correctly analysed	Weighing scale, Ergometer, stadiometer, sphygmomanometer, skinfold callipers, first aid kit, and diet manual, sport wears, football balls, whistle, stop watch, cones, corner and referee's flags, playground/pitch and drill videos	1015

Main competence	Specific competence	Learning activities	Assessment criteria	Suggested resources	Number of periods
		(b) Analyse formations of play in football and their strengths and weaknesses (4:4:2, 3:5:2, 4:3:3, 4:5:1, etc)	Formations of play in football and their strength and weakness are correctly analysed		
		(c) Play football by considering positions and formations of play	Positions and formations of play in football are appropriately considered during play		
		(d) Use ICT for football skills development	ICT for football skill development is appropriately used		

Form IV

Table 6: Detailed Contents for Form IV

Main competence	Specific competence	Learning activities	Assessment criteria	Suggested resources	Number of periods
1.0 Master playing football	1.1 Master football skills and rules	(a) Demonstrate mastery of position- specific skills in football	Position-specific skills in football are well mastered	Weighing scale, Ergometer, stadiometer, sphygmomanometer, skinfold callipers, first aid kit, diet manual, Sport wears, football balls, whistle, stop watch, cones, corner and referee’s flags, playground/pitch drill and videos	1015
		(b) Play intramural and inter-mural football matches	Intramural and inter-mural football matches are well played		
		(c) Participate regularly in football individualized skills development programs	Individualized football skill development programs are regularly participated		

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