HEALTH AND PHYSICAL EDUCATION

TEACHER'S GUIDE BOOK

GRADE 10

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FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA

MINISTRY OF EDUCATION

HEALTH AND PHYSICAL EDUCATION TEACHER'S GUIDE BOOK GRADE 10

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Foreword

Education and development are closely related endeavors. This is the main reason why it is said that education is the key instrument in Ethiopia's development and social transformation. The fast and globalized world we now live in requires new knowledge, skill and attitude on the part of each individual. It is with this objective in view that the curriculum, which is not only the Blueprint but also a reflection of a country's education system, must be responsive to changing conditions.

It has been almost three decades since Ethiopia launched and implemented new Education and Training Policy. Since the 1994 Education and Training Policy our country has recorded remarkable progress in terms of access, equity and relevance. Vigorous efforts also have been made, and continue to be made, to improve the quality of education.

To continue this progress, the Ministry of Education has developed a new General Education Curriculum Framework in 2021. The Framework covers all pre-primary, primary, Middle level and secondary level grades and subjects. It aims to reinforce the basic tenets and principles outlined in the Education and Training Policy, and provides guidance on the preparation of all subsequent curriculum materials including this Teacher Guide and the Student Textbook that come with it to be based on active-learning methods and a competency-based approach.

In the development of this new curriculum, recommendations of the education Road Map studies conducted in 2018 are used as milestones. The new curriculum materials balance the content with students' age, incorporate indigenous knowledge where necessary, use technology for learning and teaching, integrate vocational contents, incorporate the moral education as a subject and incorporate career and technical education as a subject in order to accommodate the diverse needs of learners.

Publication of a new framework, textbooks and teacher guides are by no means the sole solution to improving the quality of education in any country. Continued improvement calls for the efforts of all stakeholders. The teacher's role must become more flexible ranging from lecturer to motivator, guider and facilitator. To assist this, teachers have been given, and will continue to receive, training on the strategies suggested in the Framework and in this teacher guide.

Teachers are urged to read this Guide carefully and to support their students by putting into action the strategies and activities suggested in it.

For systemic reform and continuous improvement in the quality of curriculum materials, the Ministry of Education welcomes comments and suggestions which will enable us to undertake further review and refinement.

ADDIS ABABA, ETHIOPIA FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA

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Introduction

Health and physical education is part of the general education. As one of objective of the Federal Democratic Republic of Ethiopia, Ministry of Education is holistic development which demands the knowledge of physical exercise, physical activity and the science as it is fundamental. Hence, health and physical education in this grade and age level will enable students to be lifelong exercisers. The contents are diverse in order to acquaint students with various physical exercises and sports that students can use as a leisure time activity and keep their health through physical exercise. For these diverse contents this guide book assists you to select teaching methods, way of classroom organization and assessment strategies.

The objective of school physical education is to make all students participate in the physical activity and sports whether they are of formal or informal games and in different physical activities in school. This in turn enables them to internalize it and practice their favorite sport in their leisure time. Additionally, for those who want to continue their education in the field of sport and physical education or those who have an interest in the sport fields to be a sports person (athlete), school physical education paves the way to practice and know the different nature of sport.

The role of health and physical education teacher is guiding, consulting and teaching students in school environment that can raise students' social and physical skill development by providing maximum physical activity time within the class period and motivate students to be physically active and transform the skills learned at this stage to their entire life.

In the student's textbook some activities are given that needs to be practiced in after school time at home or in their village individually or in pair. That aim is to engage students in physical activities out-side of the school.

In this guide book there are suggested teaching learning strategies and assessment

mechanisms that should involve students in the teaching learning process. You need to prepare sample rubrics and task sheet from the beginning and let students develop their own task sheet to assess their peers.

Most of the activities are developed to make students to work in collaboration with their friends. Thus, all the time try to make a new group as much as possible so that they can socialize with all the students in the classroom. Moreover, try to include women in each group according to the class size and the number of women in the classroom.

There are suggested teaching methods and most of hem are active learning methods that will make students active participants in the teaching learning process. Thus, you are expected to organize students in the classroom and in the playing ground to take part in the teaching learning process and observe their group and pair activities.

While preparing teaching aids you should take care of it as it should consider all students. That is considering students that have vision problems, and also when using audio visual materials think of students that have hearing problem and other problems.

Remember that all your students are equal regardless of gender, achievement level and ability or disability. Thus treat them equally.

Purpose

The purpose of this guide book is to provide clues for the teachers to:

- make connections with specific objectives, learning activities and assessment strategies recommended in the syllabus;
- interpret and provide the grade 10 contents based on the scope of the learners;
- ascertain comprehensive concepts, knowledge, skill, and attitudes to be constructed in specific teaching and learning activities;
- choose teaching learning strategies, assessment strategies, instructional aids and material.

About this book

Teachers are heartened to use this guide book as the main reference. As it:

- suggests teaching and learning strategies to instruct and participate in lessons;
- guides how to organize classrooms both for the theory and practice sessions;
- directs to prepare additional learning activities that will motivate students to think critically and question;
- enables you to create interactive teaching and learning environment;
- encourage to read and research on the contents to deliver the lessons;
- helps to change the contents into teachable instructional material and,
- provides assessment strategies that help to know your students' achievement and progress.

Students with special needs

Dear teacher, you are familiar with inclusive education. That is, involving all your students' in the classroom in the teaching learning process. Remember the motto "sport for all" that all students have the right be physically active and participate in sporting events. Hence, to include all students in one classroom you need to assess your students on your first day class. If there are students with disability you should know their disability type. That will help you select and prepare your lesson to include them all together.

The teaching and learning activities must include students with special needs to participate to their full ability during the theory and practice sessions. Remember that the learning activities in health and physical education whether movement skills or games are important and foster needs of all students regardless of their abilities.

Therefore it is important for teachers to know the different types of special needs that can be identified in their classroom. Some are:

- Physical disabilities;
- Hearing disabilities;
- Sight-vision impairments;
- Intellectual disabilities;
- Speech impairment and,
- Behavioral and emotional impairments.

During the practical sessions you need to modify instructions, rules of the game, the playing environments, activities, equipment and facilities, to include them according to their disability type.

Methods of teaching and learning

- **Three minutes review:** This method is pause during or at the end of a lecture or discussion. This type of teaching method changes the lesson delivery in to a two way communication and enables you to assess students on the spot whether they are attentive or note. When you need to apply this teaching method ask students to work with partners to summarize the lecture or discussion. After three minutes, let a few students to share their group's summary with the class.
- **Think pair share:** This is a collaborative learning strategy where students work together to solve a problem or answer a question about an assigned reading. Discussing with a partner maximizes participation, focuses attention and engages students in comprehending the reading material. As the name indicates in the first stage the given task should be done individually then being in-pair students discuss together and produce something in common and at last share to the entire class.
- **Question and answering method:** This method is an effective way to hold attention and keep pertinent topics foremost in the students mind. It can be valuable in conjunction with other methods. Asking students to think up on questions and

encourage them to think more deeply and to explore major themes, applications and other higher order thinking skills.

- **Group discussion method:** It is an activity that engages the entire class, that is, by enlisting students in small groups to examine the assigned topics. To be effective, it's important that every person in the group has a role to play. The teacher should set time for the discussion and encourage students to be active participants in the discussion. Guide the discussion so that those extroverted students do not dominate the discussion.
- **Buzz group discussion:** This method is a method in which small groups of 2-3 participants discuss a specific question or issue in order to come up with many ideas in a short time. Since the small groups produce buzzing sound while discussing, this method is known as buzz group.
- **Goldfish bowl method:** It is a method where some may be 2-3 students sit in the middle of a large circle comprising the rest of the group. Students at the inner circle will continue discussing, problem solving, presenting, share opinions and asking questions with the group around the outside acting as observer.
- **Cooperative learning:** It is at the heart of problem-based learning. It is related to collaborative learning, which emphasizes the "natural learning" that occurs as a result of the interaction in the community in which students work together in unstructured groups and create their own learning situation. Cooperative learning is also a physical education teaching technique that brings students together to learn in small and heterogeneous groups. In these groups, students work interdependently without constant and direct supervision from the teacher.
- **Reciprocal teaching:** This style requires a pair of students to practice a task or exercise as a performer and observer. There will be a role shift as the task ends and feedback offered. When the performer practice the activity, the observer will watch and providing immediate feedback both during and after the performer finishes the activity.

- **Practice:** Here, a teacher demonstrates the task and sets up the opportunity for learners to practice and develop skills at their own pace. As students carry out the given task, the teacher will move around the class and give individual and group feedback when necessary.
- **Self-check:** This is similar to the 'reciprocal style', except students work on their own, a teacher provides students with the performance criteria/skill sheet/card which includes a clear reference for fault correction. This style allows students to practice and self-correct in their own time and evaluate their own learning. The teacher move around and guide students to set targets and goals.

- **Demonstration:** It is a way of teaching that helps students to observe how to do the exercise in a step-by-step process. This method can also be applied in the classroom to support the lecture or to discuss ideas with visual aids such as flip charts, posters, Power point, etc.
- **Field visit:** This is letting students to visit some area that have a direct relation with the task, activity or topic which provides opportunities for students to observe and gather information. This will enable students to incorporate outside experiences and compare what they study in the classroom with the real environment/ situation.
- **Guided discovery:** a technique where a teacher provides activities to discover a solution.
- **Problem-solving:** It is a method students learn by working on a problem. This enables students to learn new knowledge by facing the problems to be solved. The students are expected to observe, understand, analyze, interpret find solutions, and perform applications that lead to a holistic understanding of the concept.

* ***Remark the teacher can use other appropriate methods other than the above indicated teaching methods***

Assessment

As assessment is an integral part of the teaching learning process, students will be assessed by demonstrating their knowledge, skills and attitudes in health and physical education during both theory and practice lessons. This helps the teacher in identifying, gathering and interpreting information about students' learning. This will then provide general information about student's achievement and progress.

Assessment should be well planned and conducted in an on- going manner and it is recommended to conduct more type of assessments.

Assessment is important to:

- support student learning;
- monitor student learning;
- diagnose students learning needs and
- evaluate teaching and learning strategies

There are various assessment strategies to be used in the classroom. Some of them are listed with brief description. Those are suggested in this guide book.

- **Observation:** is the act of looking and listening students activity carefully so as to make an assessment about what they know, understand and can do. As it is a way of assessment all the information gathered during observation must be recorded and kept while observing on how the student/s work as a group or and individual to complete a task. Consider the following points to gather information:
  - ability to work alone or in a group;
  - understanding of the content of the learning task;
  - way of thinking;
  - leadership behavior and
  - interaction with each other.

- **Portfolio:** This is a compilation of academic work and other forms of educational evidence assembled for the purpose of assessing learning progress, academic achievement, learning outcomes attained or not, or other academic requirements for the course or, grade-level. This may include written tasks on paper, worksheets, etc. It helps the teacher to assess:
  - students level of knowledge and understanding of the learning that is taking place;
  - students thinking skills and their ability to present their own ideas and being creative;
  - how much time and effort the students used to do the assigned tasks;
  - the skills the students used to produce the work and,
  - if the work meets the result of the standard statement.
- **Test:** is an assessment strategy used to assess student performances of their learning in formative or summative assessments. Class teachers prepare these tests with careful considerations of:
  - the knowledge and skills to assess the students,
  - the language level to be used,
  - the construction of questions – clear and precise,
  - the content of the intended part of the curriculum content,
  - how much each question is worth and,
  - how to award marks to the questions.
- **Peer assessment:** is organized to work in pair. There should be a prepared recording sheet/ checklist on the task to be performed or assessed. During skill practice students will be assigned in pair and assess each other's work. To do this one performs the skill and the other observes and record partners' performance on agreed checklist or recording sheet. When the task ends they switch roles. The recoding of each other's performance is recorded and reported against an agreed

set of criteria.

The fact that teachers are the best assessors of the students while preparing checklist or recording card it must ensure that all assessment tasks are:

- clearly stated in language students can interpret;
- link to the content standards;
- balanced, comprehensive, reliable, fair and,
- engages the learner.

- **Performance assessment:** is an assessment in which students are asked to make, do, or create something. This includes performance task that is doing something, like a gymnastics sequence.
- **Rubric:** is a rating scale and list of criteria by which student knowledge, skills, and/or performance to be assessed.
- **Anecdotal records:** are systematically kept notes of specific observations of individual students' behaviors, skills and attitudes in the classroom and it relates to the outcomes in the program of studies.

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Unit one: Sport and society

Total period allotted 4

Introduction

Dear teacher, this topic is the continuation of grade nine sport and society. It includes four sub units that focus on the relation of sport and society. It provides general information on how sport is related to the social issues and it also gives a chance for students to explore social values.

Sport is liked for its socializing and interacting nature. The sport industry benefits the society. The establishment of gymnasiums and recreational centers not only reduce unemployment rate but also helps to keep the health of the society that will yield productive and healthy generation. Ethiopian athletes have participated in major games and have won huge amounts of money awards. Such foreign currency supports Ethiopia in a various ways. On the other hand, the society benefits sports in different ways. For instance, investors establish sport clubs, and support national teams. Therefore, sport and society are interconnected in one way or another.

As the unit is sport and society, in order to make this unit real it is basic to develop students' social skills and interaction within the class and school environment. Therefore, in addition to classroom discussion and games on socialization, it is important to design and let students play socializing games on open playing ground.

The total periods allotted for this unit are four. You can manage it according to the students' activity by engaging them individually and/ or in groups. You need to prepare a checklist and portfolio to record students' activity.

While forming groups, care should be taken that male and female students should be in mixed groups and students with special needs should be taken care of.

Unit learning outcome

Key words

Sport, Society, Media, Religion, Politics and Humanitarian activities

1.1 Sport and media

Learning competency

At the end of this lesson, students will be able to:

- discuss the role of media in sport and,
- relate the role of sport with social values of a society.

Overview

This content covers the types, role, and influence of media. While discussing this topic it is important to relate it with sport. Students need to recognize the use of media for the development of sport.

Media is a source of information and address the public through print or electronic medium. It plays a role by educating, informing and entertaining the society. World class sporting events like Olympic Games embrace the interest of the public because of media coverage which is worthwhile for the development of sports. Media plays an outstanding role for the development of sport in many ways such as provide pre-event discussion, live coverage in particular national and international events, and sport time talk shows that captures the public interest at large. However, in sporting events in which women, disability and local sports participate there is low coverage.

Teaching learning procedure

Introduce this unit and let students recap what they learned in grade nine through the start-up activity as brainstorming. That will enable them to remind what they have learned in grade nine and to bridge it with this grade sport and society topics.

Introduce the unit, lesson objectives and students' activity. To begin this unit let student be in groups to discuss and reflect on the start-up activity that will enable them to recall what they have learned in grade nine unit one sport and society. In order to make the class active, let students get engaged in classroom activities individually, in pair and/or in group according to the nature of the activity. Activity 1.1 will enable you to assess student's background knowledge on sport and media. When the discussion will be over let them reflect shortly.

To deliver the lesson, use interactive teaching learning approach. For example, make your presentation very precise and/or let students to summarize key points. With regard to classroom management you need to follow up students peer group discussion in order to reduce off task behaviors and to check all the group members are engaged well. Do not forget to give them homework so that they listen or watch electronic medias or read printed sport newspapers and bring back a written report on how media influence sport or vice versa.

Suggested teaching aids and materials

- Pictures/ photographs that shows old and new media materials, rooms, newsletters that have the sport column, magazines and documentary film.

Suggested teaching methods

- Individualized instruction, lecture, gaped-lecture, task teaching, cooperative learning, and interactive teaching.

Assessment

- Ask individual students to reflect what he/she works.
- Listen to students' presentation and give feedback.
- Observe students active participation in group activities and
- Follow up group discussions and give support if needed.

Answer for the activities and exercises

Activity 1.1

1. There are three types of media. These are print media, broadcasting media and internet.
2. All types of media report sport news.
3. The role of media for both society and sport is to educate, inform and entertain.

You can refer students' textbook regarding the activities and for supplementary reading refer to sport sociology books, and browse internet to grasp more on sport and media.

1.2. Sport and religion

Learning competency

At the end of this lesson, students will be able to:

- find the positive relationship between religion and sport,
- identify the role of sport with social values of a society.

Overview

Both sport and religion demands being disciplined. In any religion there are beliefs, values and practices that make individuals spiritually healthy. Sport needs proper mental and physical training, commitment and respecting the rules of the game. All these make an individual fit. The motto "Sport for all!" indicates that sport is not limited to certain group of people. Any individual regardless of race, gender, and disability can take part in sport. The same is true for religion too. So, sport and religion have shared values. United Nations, Scientific and Cultural Organization (UNESCO) international charter of physical education, physical activity and sports generalizes that sport is the fundamental right for all. UNESCO's Article 1 explicitly states the right to take part in physical education, physical activity and sport for all and its benefits at individual,

community and societal level.

Teaching learning procedure

Start this session by letting students discuss activity 1.2. Let students take time to think and then get in pair to discuss on the given activity and come up with their own reflection. They may come up with different perspectives. However, students' views may diverge at times and in such cases it is your role to listen and address basic points in a precise way. For instance, students may side their own religion which may offend others. While delivering the lesson be proactive not to focus on a single religion because students are from different religion and cultural background. What is more, education and school systems are secular.

Arrange students in a new group and give them assignment to gather information and reflect their views about the relationship between sport and religion.

Suggested teaching aids and materials

- Pictures, photographs that shows athletes wearing religious costume and/or celebrating sporting victory using religious symbol.

Suggested teaching method

- Lecture, individualized instruction, task teaching, cooperative learning, interactive teaching and project work presentation.

Assessment

- Asking oral questions.
- Observe their active participation in group activities.
- Listen students' presentation and give feedback.
- Read students' written report.

Answer for the activities and exercises

Activity 1.2

1. Religion is a system of beliefs, values, and practices concerning what a person holds sacred or considers being spiritually significant.
2. Both sport and religion demand discipline, commitment, devotion, have symbolic representations, follow rules and regulations.

You can refer students' textbook regarding the activities and for more information refer to sport sociology books, and browse internet to grasp more on sport and religion.

1.3 Sport and politics

Learning competency

At the end of this lesson, students will be able to:

- explain the effect of sport on politics and vies versa and,
- debate on the role of sport on politics.

Overview

Sport is highly related with social issues. Politics holds people's interest and sport too. There is political influence on sports. The best example is boycotted countries from Olympic Games. There is no universal definition of politics. There is no agreeable definition given to the term politics too. The definitions of politics vary from time to time and from place to place. It has been defined in many different ways. Some political scientists define politics as the process by which scarce resources are allocated within a social unit (be it a city, a state or a nation, or an organization) for the purpose of providing for human needs and desires. Politics is defined in such different ways: as the exercise of power, exercise of authority, the making of collective decisions, the allocation of scarce resources, the practice of deception and manipulation, and so on (Heywood). In terms of sport, politics can be stated as a means to influence diplomatic, social, and political relations. Sports diplomacy may transcend cultural differences and bring people together.

The world's biggest major sport event, Olympic Games, which comprises more than 30 sports, has an intention to promote sport competitions to be free of any discrimination when hosting Olympic events every four year to build friendship and solidarity between nations. However, in the history of Olympic Games there were political disruptions in different times. In different ways teams boycott from the game or show a sign of protests at the podium. The under listed are the major incidents.

No	Year	Incidents
1	1nine36 , Berlin	Nazi Olympics
2	1nine48, London	Germany and Japan banned
3	1nine56, Melbourne	Two protests
4	1nine68, Mexico city	Brutal shooting and civil rights protest
5	1nine72, Munich	Munich Massacre
6	1nine76, Montreal	African countries boycott Olympics
7	2016, Rio de Janeiro	Refuge Olympic team

Teaching learning procedure

Start this session through brainstorming question. As much as possible make your lesson interactive and involve students to be part of the teaching learning process. Deliver the lesson in a way that students can understand the concept of politics and sport. Use examples from life experience or very recent issues.

Give students assignment to bring case studies how sport affects politics and Vis Versa.

Suggested teaching aids and materials

- Pictures/ photographs that shows old and new media materials, rooms, documentary video/audio, and flip chart.

Suggested teaching method

- Lecture, individualized instruction, task teaching, cooperative learning and interactive teaching.

Assessment

- Ask oral questions.
- Listen students' presentation and give feedback.
- Ask individual students to reflect on what he/she works.
- Asking questions to check if each student attends the discussion or not.
- Ask students what lessons they can take from the activities.

Answer for the activities and exercises

Activity 1.3

1. The different views of politics: politics as the art of government, politics as public affairs, politics as the study of conflict resolution and politics as the study of power.

You can refer students' textbook regarding the activities and for supplementary reading refer sport sociology books, and browse internet to grasp more on sport and politics.

1.4 Famous sports person's participation in peace development and humanitarian activities.

Learning competency

At the end of this lesson, students will be able to:

- identify the role of famous sports persons'in peace development and,
- discuss the role of famous sports persons'in humanitarian activities.

Overview

The sport world is full of high profile athletes. However, there are some who outshine beyond their sport field. Many of them participate in humanitarian activities, country's peace development, investment, and participate in political activities. Some good examples are:

- George Weah, who was a professional footballer and later on has become a Liberian politician. He worked hard to bring an end to a long civil war and then became active in politics. Weah was elected to a Senate seat in 2014. He has served as president of Liberia since January 2018.
- Didier Drogba, former Ivorian professional footballer is another influential footballer who also has been involved in other affaires of his country. In 2011 Côte d'Ivoire underwent civil war following a disputed presidential election, and in its aftermath Drogba was appointed to an 11-member truth and reconciliation commission established to ease the country's divide. The commission submitted a final report in 2014. Drogba was involved in philanthropic causes, and in 2007 he established the Didier Drogba Foundation.
- Leonel Mesi ambassador of UNICEF, founded charitable organization, which invests in health-care services to improve children's lives. "Every child has the right to grow up healthy." Leonel Mesi.
- Christiano Ronaldo is Ambassador of Save the Children, UNICEF and World Vision. He donates blood regularly to save lives of many and donates huge amount of money for hospitals in Portugal.
- Great run Ethiopia, funded by Haile Gebresilassie, a yearly 10km road race donates money for charity organizations yearly. Moreover, Haile founded two schools for country side students in Assela and Bahir Dar.
- Many of Ethiopian athletes participate in humanitarian activities to list some Kenenisa Bekele, Tirunesh Dibaba, Adane Girma, Derartu Tulu, Meseret Defar, and many more. Many of these athletes individually and in team show their support to the needy during COVID 1nine pandemic.

Teaching learning procedure

Introduce session objectives and students activities. Start the lesson by activities that can brainstorm students and enable them to work in pair.

Let students engaged in classroom activities individually, in pair and/ or in group according to the nature of activity. There should be follow up of the group discussion and your assistance is important if needed.

Give students assignment to bring stories of their favorite athlete that tells about the super star athlete's role in the society.

Suggested teaching aids and materials

- Photographs of famous athletes' which shows their active involvement in humanitarian activities, documentary video, flip chart and posters.

Suggested teaching method

- Lecture, individualized instruction, task teaching, cooperative learning, and interactive teaching.

These are not the only teaching methods to use for this lesson. You can use other teaching methods that are suitable for your class.

Assessment

- Ask oral questions.
- Listen to students' presentation and give feedback.
- Ask individual students to reflect on what is presented.
- Asking questions to check if each student attends the discussion or not.
- Ask students what lessons they can learn from the activities.

1.5 Basic rules of Anti–Doping

Learning competency

At the end of this lesson, students will be able to:

- discuss the basic rules of anti-doping and,
- describe anti-doping rule violations.

Overview

Dear teacher, this session is aimed at introducing and creating awareness of students to the, World Anti-Doping Agency (WADA), code of the world's organization authorized on protecting athlete's fundamental right to participate in doping-free sport and promote health, fairness and equality for athletes worldwide. It explains how it functions to implement the code and ensure harmonized, coordinated and effective anti-doping programs at the international and national level with regard to the prevention of doping, including education, deterrence, and detection.

The code is the fundamental and universal document upon which the world anti-doping program in sport is based. The purpose of the code is to advance the anti-doping effort through the universal harmonization of core anti-doping elements. It is intended to be specific enough to achieve complete harmonization on issues where uniformity is required, yet general enough in other areas to permit flexibility on how agreed-upon anti-doping principles are implemented. The code has been drafted giving consideration to the principles of proportionality and human rights.

Dear teacher, explain to your students that the spirit of sport is expressed in how we

play true and doping is fundamentally contrary to the spirit of sport.

Teaching-learning procedure

Dear teacher, start the lesson by asking the students, what students know about the international organization "WADA" and the anti-doping code.

- Give highlights and explanations about what the organization's responsibility is and what the codes are.
- Organize the class in small groups and encourage and motivate them to discuss on the topic.
- Summarize the topic and give homework.

Suggested teaching aids and materials

- Whiteboard/marker, chalk /blackboard, and relevant pictures.

Suggested teaching methods

- Group discussion methods, cooperative method, and problem-solving method

Assessment

- Asking questions, teacher observation, and homework.

Answer for the activities and exercises

Activity 2.11

Doping is defined as the occurrence of one or more of the following anti-doping rule violations:

- **presence** of a prohibited substance in an athlete's sample;
- **use** or attempted to use of a prohibited substance or method;
- **refusing** to submit to sample collection after being notified;
- **failure** to file athlete whereabouts information & missed tests;
- **tampering** with any part of the doping control process;
- **possession** of a prohibited substance or method;
- **trafficking** a prohibited substance or method;
- **administering** or attempting to administer a prohibited substance or method to an athlete;
- **refusing** to submit to sample collection after being notified and,
- **Complicity** in an ADRV Prohibited Association with sanctioned Athlete Support Personnel.

Answer for the activities and exercises

Answer for review exercise on unit one

1. B
2. C
3. D
4. Sport plays role in countries image building, peace development and produce productive generation.
5. Sport and religion have strong relation that can be explained in terms of building social norms such as respecting others, being obedient to the rules and regulation, fairness,
6. Please refer lesson 1.5 of this guide book.

Unit Two

Health and Physical Fitness

Total period allotted 5

Introduction

Dear teacher, note that in grade 9, your students have learnt topics related to health and physical fitness and this is a continuation of it. In this unit, methods of physical fitness training, impacts of sedentary life, exercise to develop cardiovascular endurance, an exercise that develops flexibility and basic rules of anti-doping are all included. All these sub-topics deal with the capacity of the human heart, blood vessels, lungs and muscles to function at optimal efficiency.

Physical fitness is one of the core preconditions of health. Low physical fitness levels are the main problems of health worldwide. Health is the ability to access and apply resources from health dimensions: physical, emotional, social, intellectual, spiritual and occupational health to the experience of daily living. Thus, health is fundamental in assuring growth and development and sense of well-being for a certain society.

To deal with the physical dimension it will be appropriate to raise issues about physical fitness and health. The health benefits of physical fitness can come from regular participation in moderate exercises, such as brisk walking or jogging. Physical fitness is achieved when " the organic system of the body ishealthy and function efficiently to resist disease, to enable the fit person to engage in vigorous tasks and leisure activities, and handle situations of emergency."This unit focuses on physical fitness components: cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition. It is agreeable that the physical dimensions of health or physical fitness minimizes your level of susceptibility to disease. Bodyweight, strength, coordination, level of endurance, and power of recuperation can be controlled and developed through regular and appropriate physical activity.

The total period allotted is six (6) periods. Though the time is properly fixed for each sub-unit, you may have a chance for limited flexibility of period allotment upon the situation of your class. Based upon your deep observation and witness of yourrecord notes about the follow up of your students, and without adding any extra period you may use the fourteen periods allotted wisely.

Unit learning outcome

At the end of this unit, students will be able to:

- recognize fitness exercise which develops physical fitness and methods of fitness training;
- develop physical fitness by performing different fitness exercise;
- develop physical fitness by performing different fitness exercises and;
- show a positive attitude to engage in different lifetime physical fitness exercises

Key words

- Fitness, Aerobic, Anaerobic, Cardiovascular, Muscle Endurance, Muscle Strength, Flexibility, Body Composition, Physical Activity, Non-Communicable Disease.

2.1 Methods of physical fitness training

Overview

The unit in its major part discusses physical fitness and its classification, its components and what method of training are applied to develop the components of physical fitness.

Dear teacher, since physical activities are the core foundation of health and physical fitness, you have to give due emphasis to their practice.

Physical fitness allows one to avoid illness, perform routine activities and respond to emergencies. The health benefits of exercise can be achieved through regular moderate exercise. These physical activities are to be controlled by and dependent upon the mode of activity, frequency of training, the intensity of training, duration of the training, resistance training, and flexibility of training.

Learning competency

At the end of this lesson, students will be able to:

- identify the different types of physical fitness training;
- describe the major physical fitness training classification and,
- practice training methods based on principles.

Teaching-learning procedure

Dear teacher, begin your class with engaging activities that will motivate your students to focus on and learn during your class. One way of using engaging activity is “asking recalling questions”. Use the question on “start-up activity 2.1”. Listen to how they answer your questions and give feedback, suggestion and proceed to the delivery of the main content.

Before you proceed to your delivery, be ensure that everyone is paying attention and all distractions have been removed and then clarify the objectives of the particular session. Use learner centeredand participatory method; make sure that you are using renewed and up to date teaching materials. Constantly, check if students are "on task". If possible use multimedia technology.

At the end of delivery, ask your students if they remember some of the main points. Do not forget to give feedback. Give individual or group assignments.

Suggested teaching aids and teaching materials

- In the classroom: blackboard/whiteboard, chalk, picture, andif possible video.

Suggested teaching methods

- Lecture method, participatory method, andcooperative method.

Assessment

Start with recalling questions and ask rhetorical questions to emphasize a point. While the class is engaged in group work, walkround and observe their participation and deliver support to those who need. At the end of the session give them homework or project work individually or in the group as the class situation permits.

Answer to the activities and exercises

1. There are training methods in the form of exercise you select to improve your fitness. People who are interested in improving strength and power may use weight or plyometric training whereas someone wanting to improve their cardiovascular fitness may use continuous, fartlek or interval training.
2. The major training method one can mention are:
    - Continuous training;
    - Interval training;
    - Fartlek training;
    - Circuit training;
    - Resistance training;
    - Flexibility training and,
    - Plyometric exercise.

2.2 Impact of sedentary life

Overview

Physical inactivity typically includes sedentary behaviour such as sitting for too long. A sedentary lifestyle has an adverse effect on human metabolism, cardiac output, physical function and well-being. Technological advancement and increase in knowledge have

provided humans with so many facilities that reduce physical and muscular activities such as cars, airplanes, accelerators and a corresponding increase in the amount of time spent sitting down at the workplace, school, home and public places.

The word "Sedentary" is coined from the Latin word "Sedere" which means "to sit". Hence sedentary behavior is a term used to characterize those behaviors that are associated with low energy expenditure. This includes prolonged sitting at work, home, business centers, long screen time, car driving and leisure time. A sedentary lifestyle is a type of lifestyle which an individual or group adopt that do not permit regular physical activity. Sedentary lifestyle as a distinct class of behaviors is characterized by little or no physical movement and low energy expenditure of fewer than 1.5 METs (Metabolic Equivalent Task). MET is used to assess the energy expenditure during activities. The sedentary lifestyle and physical inactivity are the leading causes of the increased death rate globally.

Chronic health conditions and hypokinetic diseases are linked with physical inactivity, Non-hypokinetic Disease is a long duration illness that emanates from genetic, physiological, environmental, and behavioral characteristics put together. Hypokinetic diseases such as Cardiovascular Disease (CVD), type 2 diabetes, cancer, and chronic respiratory diseases have been recognized as the leading cause of morbidity and mortality worldwide.

At all stages of life, physical activity plays an essential role in the prevention of hypokinetic diseases.Physical activity has a strong relationship with major hypokinetic diseases. It is one of the essential global targets for improving the preventive, diagnostic, and treatment measures of non-communicable diseases.

Focus: Hypokinetic: Hypo-means "under" or "too little" and kinetic means "movement". Thus, hypokinetic means doing too little activity. A hypokinetic disease is one associated with lack of physical activity or too little regular exercise.

Learning competency

At the end of this lesson, students will be able to:

- differentiate the adverse effects of sedentary life;
- identify the non-communicable diseases that can cause illness as a result of sedentaryand,
- state the modified risk factors and their consequences.

Teaching-learning procedure

Dear teacher, make sure that teaching-learning barriers are avoided and a learning atmosphere is created.

- Start the lesson by asking motivating and diagnostic questions. Give a time for students to think and answer your questions.
- You may use activity 2.3" from the student textbook. Motivate them for more participation.
- When you deliver the main content support the session with pictures, if possible with video and other supportive materials.
- Do not forget to be more inclusive, especially involving female and disability groups. Arrange their sits convenient for group discussion.
- Conclude the lesson of the period with a summary and questions. Give group assignment.

Suggested teaching aidsand materials

- Use relevant pictures, if possible videos.
- Try to show students the active lifestyle and inactive lifestyle and its consequences.

Suggested teaching methods

- Lecture, cooperative learning, and interactive methods, like think, pair and share.

Assessment

- asking questions,
- giving individual or
- group assignments.

Answer for the activities and exercises

Activity 2.4

1. The word "Sedentary" is coined from the Latin word "Sedere" which means "to sit". Hence, sedentary behavior is a term used to characterize those behaviors that are associated with low energy expenditure. This includes prolonged sitting at work, home, business centers, long screen time, car driving and leisure time. A sedentary lifestyle is a type of lifestyle which an individual or group adopt not to permit regular physical activity.

2. The modifiable risk factors are:
    - tobacco use,
    - physical inactivity,
    - unhealthy diets,
    - harmful use of alcohol and,
    - smoking.

For further readings refer to books, journals and browse the internet concerning "sedentary lifestyle and non –communicable diseases".

2.3 Exercises to develop cardiovascular endurance

Overview

Cardiovascular fitness forms the foundation for the whole body. It increases the capacity to sustain a given level of energy production for a prolonged period. The development of cardiovascular endurance helps the body to work longer and at a great level of intensity. Working or playing at lower intensity but for a longer duration, indicates the ability to maintain aerobic (with oxygen) energy production. Running, jogging, swimming, cycling aerobic dancing, playing basketball, all develop aerobic fitness. The cardio respiratory system of these aerobically fit person take in, transport and use oxygen in the most efficient manner possible.

Any kind of exercise does not produce cardiovascular fitness. For achieving cardiovascular fitness you need to make sure you fulfill the major areas of exercise: mode of intensity, frequency of training, the intensity of the training, duration of the training, type of the training and time of the training.

Learning competency

At the end of this lesson, students will be able to:

- explain cardiovascular fitness;
- identify the appropriate exercises to develop cardiovascular fitness and,
- practice appropriate physical activities..

Teaching-learning procedure

Dear teacher, make sure that a learning environment is created by following these steps:

- Start the lesson by asking motivating and diagnostic questions.
- Motivate your students to actively participate and interact with each other.
- Use in-door theory and out-door classes to practice cardiovascular fitness exercises.
- Start practical classes with appropriate warming-ups and end up with cooling down exercises.
- Focus on the benefit of regular exercising such as walking, rope skipping, running,
- give them group assignments.

Suggested teaching aids and materials

- Lesson appropriate pictures, all students prepare sportswear and canvas shoes for practice, stopwatch and whistle.

Suggested teaching method

- Interactive/ participatory method, practice methods, and demonstration method.

Assessment

- Ask questions; give students time to think.
- Try to listen and help them in clearing the answers by giving them feedback.
- At outdoor practice, clarify and demonstrate how they could know their cardio-vascular fitness level by testing about 600mts jog or run depending on their level of fitness.
- Give them feedback or tell them how much time it took them the distance they run or jog.
- Give them group assignments on the lesson they learn.

Answer for the activities and exercises

Activity 2.5

1. A person who regularly exercises cardiovascular exercises takes in, transport and use oxygen in the most efficient manner possible.

2.4 Exercises to Develop Muscle Endurance

Overview

Dear teacher, the sub-unit explores the benefit of muscular endurance and the best training to enhance it. Muscle endurance is the ability of the muscle or group of muscles to continue contracting against resistance, such as body weight or extra weight over some time. It is the amount of force that a muscle can produce over an extended time

Developing muscular endurance is recommended as a combination of lower and upper body exercises, with strengthening exercises to target the whole body. Moderate resistance training, with short intervals in between for rest, creates short bursts of tension to build strength. Circuit or high-intensity interval training (HIIT) can be a suitable way to combine cardio and strength training into one workout.

Unless a person's fitness goals involve training for a particular endurance-based sport, training for muscular endurance alone may not be the most appropriate strategy. The best exercise programmers are mixed exercise that is strength and muscular endurance training.

Muscular endurance tests measure how many repetitions of a movement people can do before the muscle reach a state of fatigue and cannot continue the exercise. A performer can work with a partner to measure muscular endurance or record how many repetitions of a particular exercise they can perform before reaching the fatigue state.

The benefit of muscle endurance includes:

- helping maintain good posture;
- improve the aerobic capacity of the muscle;
- improving the ability to carry out daily functional activities, such as lifting heavy items, and
- increasing athletic performance in endurance-based sports.

Dear teacher, the focal point is that "endurance" is the ability to exert submaximal force repeatedly over time and muscular endurance depends on muscular strength and to a much lesser extent on cardiovascular endurance.

Learning competency

At the end of this lesson, students will be able to:

- practice appropriate physical activities and,
- identify muscle endurance exercises.

Teaching-learning procedure

Dear teacher, start the class by helping your students remembers the previous lesson and motivate them for the current lesson by asking your questions, you may ask the question in their textbook "Activity 2.6".

- Students have to be motivated to reflect their ideas on the question.
- The objective of the lesson has to be clarified.
- Present the main part supported by pictures, especially at the outdoor practical class.
- Start with warming-ups and proceed with exercises with moderate intensity and high repetitions.
- Make sure all students' engagement and do your best to make sure the class is inclusive.
- At the end of your class, summaries the important points.
- Give homework, in practical classes use cooling down exercises.

Suggested teaching aids and materials

- Colorful pictures illustrate people walking, jogging, running and performing different types of endurance training and for outdoor practical class, prepare a whistle, stopwatch, jumping ropes.

Suggested teaching methods

- Lecture method, cooperative method andpractice method.

Assessment

- Ask different questions and observe if they are getting engaged or not.
- Ask to demonstrate age-appropriate endurance fitness test and give home works.

Answer for the activities and exercises

Activity 2.6

Muscle endurance is the ability of the muscle or group of muscles to continue contracting against resistance, such as body weight or extra weight over some time. It is the amount of force that a muscle can produce over an extended time.

2.4.1 Methods of developing muscle endurance using free weight (One's body weight)

Muscular endurance refers to the ability of your muscle or a group of muscles to repeatedly contract over a long period of time without fatiguing.Improving your muscular endurance can make every day activities easier. Muscles that lack muscular endurance tire easily and limit the amount of work those muscles whichdo and the pace at which you perform actions.

The benefits of muscle endurance include:

- helping maintain good posture and stability for longer periods;
- improving the aerobic capacity of muscles;
- improving the ability to carry out daily functional activities, such as lifting heavy itemsand,
- increasing athletic performance in endurance-based sports.

There are a variety of ways to measure muscular endurance. Here are some tests you can use to measure various muscle groups.Basic muscle-endurance exercises using one's body weight, such as push-ups, partial curl-ups, sit-ups, squats, lunges and weight training with free weights (dumbbells) or weight-training equipment.

2.4.2. The partial curl-ups

This a is simple and quick exercise for abdominal endurance and strength, which is important in back support and for core stability that can be performed with requiring minimal equipment, and large groups may work at once.

Dear teacher, please, explain the exercising procedures to students. Perform screening of health risks and obtain informed consent. Let students start lying on their back with the knees flexed and feet 12 inches from the buttocks. The feet cannot be held or rest against an object. The arms are extended and are rested on the thighs. The head is in a

neutral position. The subject curls up with a slow controlled movement, until the student's shoulders come off the mat two inchesandthen back down again. One complete curl-up is completed every four seconds (2,0 seconds up and 2,0 seconds down, with no hesitation), and are continued until exhaustion (e.g. students cannot maintain the rhythm). There is no pause in the up or down position; the curl-ups should be continuous with the abdominal muscles engaged throughout.

2.2.3. Pull-ups

The pull up (also called the chin-up test) is widely used as upper body muscle endurance and strength.

Dear teacher, explain the procedures to your students as follows: let students tuck their pelvis, tighten their abs (maintain tightness), let them mount to the bar, tightly grip the bar (with pinky knuckle over the top of the bar), pull arms down into their shoulder sockets, pull shoulders down with their latissimusdorsi muscle (opposite of shrugging), squeeze theirgluts, re-tighten abs if necessary, keep legs straight and head neutral Execution: Let them stay tight, lean back, pull with their elbows (not their hands), pull their elbows to their ribs, pull chin all the way over the bar (they should not lift chin), lower, lock out at the bottom.

2.2.4. Push-up

The push-up exercise may be one of the most recognizable calisthenics exercises today.

A pushup works on the triceps, chest, and shoulder muscles. Let students followtheseprocedures:

1. Let them start in a pushup position by lifting their body off the ground with the hands and toes, with the body in a straight line, horizontal to the floor.
2. Keep their hands flat on the floor shoulder-width apart and at roughly chest level.
3. Let them start with the arms straight, and then bend the arms while keeping the body straight and engaging the core and gluts, to lower the body until the chest is close to the ground.
4. Straighten their arms to return to the starting position.

2.5 Exercise to develop strength

Overview

Dear teacher, in the students' textbook muscular strength, types of exercises, and their importance and how to develop are described. Briefly recapitulated points of these major issues are summarized as follows.

Muscular strength is defined as the maximum amount of force that a muscle can exert against some forms of resistance in a single effort. It is the use of resistance to muscular concentration to build the strength and size of skeletal muscles.

Strength training is based on the principle that muscles of the body will work to overcome a resistance force when they are required to do so. When you do resistance training repeatedly and consistently, your muscle becomes stronger. The best way to develop muscle strength is for the muscle to contract to its maximum potential at any given time. Maximum voluntary contraction (MVC) in resistance training, MCV is measured by the term RM, where RM is the maximum number of repetitions that can be completed with a given resistance or weight. ***X*** is the number of times a certain weight can be lifted before the muscle fatigues.

Muscle needs time to repair and grow after a workout. Not giving a muscle enough time to recover means they will not get bigger and stronger. A good rule of thumb is to rest the muscle group for at least 48hrs.

There are several benefits that strength training can provide. Some of the most important muscle mass- strength training is that:

- help to maintain and fight the loss of muscle mass;
- improve muscle strength and tone;
- maintain flexibility and balance independently;
- weight management and increased muscle to fat ratio;
- greater stamina;
- improved mobility and balance;
- improve posture

Dear teacher**,** focu**s** on these core points regarding strength training and the activities on the student textbook.

Learning competency

At the end of this lesson, students will be able to:

- differentiate the influence of muscular strength on health;
- practice the principles of strength training and,
- apply the training methods.

2.5.1. Push-up and rotation.

Push-up with rotation is a functional exercise performed by pushing and pulling androtation motions that represent two of the pillars of fundamental human movement. While the pushing and pulling action allows aligning the movement towards the torso and then pushing away from it, the rotation motion provides for a more horizontally based movement, generating strength and transfer of the focus from the upper body to the lower body (and vice-versa).

Performing push-up with rotation promotes a complete muscular activation that de-

mands the body to find its balance and stabilization from head to toe. All the muscles need to be contracted as the body moves towards and away from the floor and rotates on itself at the end of each set. This exercise demands the coordination of different muscles and joints promoting the muscle strength and functional development of the body. This pushing motion is a basic reflex that will enable us to avoid dangers, and it also represents the final action in a throwing motion.

Dear teacher, after adequate warming up please, help your students follow the following procedures to gain the advantage of the push up with rotation.

- With arms stretched and the body partially, planking, parallel to the floor, bring the torso closer to the ground by bending the elbows.
- Elbow should be "facing" outwards in relation to the medial line.
- The trunk should be brought down as close to the ground as possible without contact or extreme shoulder discomfort.
- Shoulder blades should remain stable, and armpits and chest should also distribute strength.
- Push the palms firmly against the floor to push back upwards and straighten the arms (keeping shoulder blades steady).
- At the end of the motion perform torsion of the trunk, from the pelvis up, raising one arm towards the ceiling and finalizing the movement in a stable T position.
- Rotate back to the original plank with both hands on the floor, arms stitche.

2.5.2 Bench press.

A bench press is an exercise that can be used to strengthen the muscles of the upper body, including the pectorals, arms, and shoulders. Depending on your goals, there are different variations of bench presses that work slightly different muscles, too. For example, a narrower grip bench press will put extra emphasis on the triceps and forearms. Other benefits of adding bench presses to weight-training regimen include increasing upper body strength, improving muscular endurance, and even preparing upper body to do movements like push-ups. They also can be an effective strengthening exercise for sports like sprinting, hockey, and football.

Teaching-learning procedure

- Dear teachers, take your students to the weight room and start the session by review the previous lessons and briefing the objectives of the session.
- Proceed by explaining them all the weight room etiquette and safety precaution to strictly be followed.
- Give rules of the weight room, like "NEVER LIFT WITHOUT SPOTTER!" and "SPOTTERS SHOULD ALWAYS BE OBSERVING THE LIFTER", "DO NOT DROP WEIGHTS ON FLOOR"

- Show students were the dumbbells and barbells put.
- Start with warmup exercises blending them with stretching exercises for practices and for assessments.
- Divide the class into small groups to teach strength techniques: push-up, chin-up, sit-ups using students' body weight to develop different muscle groups.
- Demonstrate the press using the light weight barbells.
- After having students perform some pushups allow them to practice bench presses on the gym floor.
- A partner has to counts each completed strength training.
- Summaries give feedbacks, homework and do cooling down exercises to finish.
- Observe complete practices for documentation.

There may be a chance of modification of lesson plans to meet student needs and classroom safety.

Suggested teaching aids and materials

- Jumping ropes, several benches,anatomy sheet, weight lifting gloves,clipboardand, whistle and if possible carpet/mat.

Suggested teaching methods

- Question and answer, lecture, demonstration, cooperative, command method and practice methods.

Assessment

- question quiz
- teacher keen observation,
- peer and group observation, and
- homework

Answer for the activities and exercises

Activity 2.8

Every type of training develops the best specific muscle groups of our body organs. Some examples are as follows.

- Continuous training best develops cardiorespiratory track and fat reduction.
- Fartlek training is an aerobic exercise which is best for cardiovascular development.
- Interval training is best selected to develop extremity muscle groups for speed and power.
- Strength endurance develops the cardiovascular system.

- Flexibility training is selected for muscle, ligament, joint strength and speed development

2.6 Flexibility developing exercises

Overview

Dear teacher, this sub-unit, which is one of the components of physical fitness will be discussed. Some of the important core points are described as follows. The exercise performed to develop flexibility is a planned and deliberate act of specific stretching exercises that progressively increases the functional and unrestricted range of pain-free motion of a joint or set of joints over some time. Flexibility is not only the ability of a joint to move freely through a full range of motion but also the ability to contract and recover without injury. Flexibility differs from person to person and from joint to joint on the same person. Its training includes practices such as stretching exercises to lengthen the muscle. Improving flexibility can also help move more comfortably throughout the day. Flexibility training is stretching, lengthening and loosening muscles and connective tissues to improve flexibility. One has not to do hours of stretching to enjoy the benefits of flexibility training. A few minutes of flexibility training each day can provide benefits. For example, a lunge exercise strengthens the quadriceps on one leg but lengthens (stretches) the hip joint on the other, walking strengthens the lower body but also increases flexibility in the hip joint.

There are different types of stretching to improve flexibility. Each has a slightly different purpose. The major types of stretching are static stretching, dynamic stretching, a combination of static and dynamic stretching, ballistic stretching and proprioceptive neuromuscular facilitation (PNF).

Dear teacher, here are some important rules to follow when doing stretching:

- stretch in a slow relaxed manner;
- stretch until you feel a slight discomfort in the muscles;
- hold each stretch for at least 20 seconds;
- repeat each stretch one or more times;
- do not bounce;
- never stretch to the point of feeling pain;
- breath normally

Persons who include flexibility training as part of a balanced fitness program enjoy many benefits: reduces injury, lessen the risk of falls, prevents and correct muscle imbalances, enhances range of motion, improves athletic performance, combats the effect of sitting for a long period and reduces joint pain and strain.

Learning competency

At the end of this lesson, students will be able to:

- identify proper flexibility techniques;
- demonstrate stretching exercise properly and,
- apply the techniques of flexibility.

2.6.1. Basic techniques of stretching

Prior to beginning a stretch students warm up for 5 – 10 minutes. Warming up prepares the body for a stretch by gradually increasing the heart rate, blood flow and raising the temperature of your muscles, ligaments and tendons. This will help to prevent injury from stretching cold muscles.

Stretching correctly

- The stretch should be held for approximately 10 to 30 seconds, and only to the point where mild tension is felt in the muscle.
- Relax as the stretch is held.
- Mild tension in the muscle should subside as the position is held.
- If it does not subside, ease tension on the muscle to a comfortable degree of tension where the stretch can be held.
- Try to move a fraction of an inch further than the first stretch, creating a mild tension.of the muscles while holding the stretch for the same number of seconds as the first one.

2.6.2. Stretching exercise

Stretching is one of the basic components of a sound exercise program. Good flexibility is not only important for exercise, but also for daily activities such as bending down to put on socks or reaching overhead to grab a tool in your garage. Regular stretching should be incorporated into your daily exercise routine.

Dear teacher, students should be advised to do stretching exercises after their warm-up but before they begin their physical activity, primarily to loosen muscles. Then, right after physical activity, primarily to increase flexibility and improve their range of motion.

Teach your students to strictly follow these following points:

- Stretch in a slow relaxed manner;
- Stretch until they feel a slight discomfort in the muscle;
- Hold each stretch for at least 20 seconds;

- Repeat each stretch one or more times;
- Don't bounce;
- Never stretch to the point of feeling pain;
- Breathe normally.

Teaching learning procedure

Dear teacher, introduce the session briefly.

- Ask questions about their previous physical fitness class.
- Explain what flexibility is, its importance, how to perform and the safety precautions.
- Form small groups, start with warm-ups and do different stretching exercises for different parts of their muscle groups and joints like "Sit and reach, Sit-ups".
- Cool down and review the day's lesson.
- Give homework.

Suggested teaching aids and materials

- If possible mat or carpets, clipboard,measuring tap, stopwatch for indoor classes, whiteboard/blackboard, marker/ chalk and, and relevant pictures.

Suggested teaching methods

- Exercise mat, jumping rope, Question and answer,lecture,demonstration,cooperative, and practice methods.

Good hygiene for physical activity and sports

Good gym hygiene practices and personal cleanliness can help to prevent the spread of germs and reduce the risks infection. Following the simple guidelines described in this brochure can help protect everyone using the gym and playing grounds, Teacher, please, encourage students to strictly adhere to the hygiene procedures in the student text.

Assessment

- questioning,
- teacher observation,
- peer and group observation, and
- homework

Answer for the activities and exercises

Activity 2.10

Regular performance of flexibility (stretching) exercises helps maintain health by help-

ing to:

- preserve (or improve) range of motion (ROM) in various joints;
- reduce muscular stiffness in performance of activities of daily living, and
- prevent muscle soreness related to muscle tightness.

Answer for the activities and exercises

Answer for the review exercise forunit two.

1. Maintaining regular exercise every day can bring many benefits to everyone. It has multiplicative health, social and economic benefits. The problem of overweight and obesity can be solved by it. It is effective in improving the mental wellbeing, largely through improved mood and self-perceptions.

Individuals who exercise regularly are more likely to:

- Increase energy levels;
- decrease fatigue;
- Improve skin and hair health – look younger (nutrients are transported to the skin and hair through oxygen transportation during exercise);
- Decrease stress incurred during daily living;
- Improve mood; release tension;
- Improve mental fitness – ability to focus and concentrate;
- Improved job performance –perform activities with better ease; less fatigue; improved effectiveness;
- Effectively control the pain and joint swelling that accompanies arthritis;
- Maintain lean muscle, which is often lost with increasing age;
- Have higher levels of self-esteem and self-confidence, an improved self-image;
- Continue to perform activities of daily living as they grow older;
- Experience overall feelings of well-being and good health.

2. In principle, everybody needs a kind of regular flexibility, but there are people who are naturally over flexible. These types of people need strength exercises than flexible exercise for joint stability.
3. The answer given for question number one can serve this purpose.
4. There are two kinds of physical fitness.

1. Health-related physical fitness includes the following.

- Cardiovascular fitness,
- Muscle endurance fitness,
- Muscle strength fitness,

- Flexibility,
- Body composition.

2. Performance/(skill) related physical fitness:

1. Agility,
2. Speed,
3. Power,
4. Balance,
5. Coordination, and
6. Election time.

6. The human behavior that is associated with low energy expenditure is what we call *Sedentary.*

Unit Three: Athletics

Total period allotted 5

Introduction

Dear teacher, this unit is a continuation of the athletics lesson in grade nine. It covers the following major sub-topics: types of horizontal jump events with a special focus on both the types of horizontal jumps,long jump and triple jump.

The period allotted to this unit is nine. The unit focuses on jumping events which are fundamental skills to be delivered through theory and practice. For both these indoor and outdoor classes, make sure that a teaching-learning atmosphere is created.

Remember that good lesson planning and implementation can mitigate the insufficiency of the weekly hours of each physical education class. On the other hand, your lesson plan has to have room for flexibility to make changes on some of the elements of your lesson delivery based upon the class situation. Since assessment should be continuous, prepare ways to assess your students' progress and record it in your student progress notes.

When dealing with the unit, it is advisable to start with some brainstorming and recall questions to stimulate their mental activity and encourage them to participate. After asking questions to students, give them time to think about the answers.

Practical classes should confirm students' engagement and practices by reducing student's passive listening.

Unit learning outcome

At the end of this unit, students will be able to:

- show basic jumping techniques as a component of triple jump;
- apply basic phases of long jump techniques when jumping;
- apply basic phases of triple jump techniques when jumping;
- work with partners and team members to solve common problems during long and triple jump;
- appreciatethe arts in long and triple jumps and,
- show cooperation with other students.

Keywords

- Olympics, long jump, approach run, take-off , flight , landing , hang style, hop-step and jump

3.1. History of world athletics

Overview

World athletics(formerly the IAAF)

World athletics is the worldwide governing body for professional level athletics and track and field. Its purpose is to create and regulate professional level meets and to set the standard for administrating competitions, using equipment and documenting world records. Its role as a world leader in athletics, transforming an amateur passion into a professional industry, has made a huge impact on professional sport. The international Amateur Athletics Federation was founded on July 17th, 1912 in Stockholm, Sweden. The IAAF was founded because in the late 1800's athletics, along with many other sports, become very popular. In order to maintain consistent athletics standards a worldwide governing body needed to be formed for professional level athletics. Although it was still considered to be an amateur sport, both athletics and the IAAF continued to grow over the next half a century. Since its inception, the IAAF has grown a great deal, the number of people on the council increased to seven to twenty seven and the number of member federations increasedfrom 17 to 212. In the 1970's the IAAF introduced World Athletics Series which along with Olympic Games were the championship of professional level athletics, the IAAF began providing compensation for Athletics. In 2001, the International Amateur Athletics Federation changedto the International Association of Athletics Federation because of the changing world view of professional level athletics. In 2019, the IAAF changed their name to World Athletics.

3.2 History of African athletics

African athletes have made a huge contribution to the sport, with continent's illustrious history stretching back to even the foundation of IAAF(International Amateur Athletics Federation).However, African athletes'has shown greater prominence from 1950s on wards as many countries gained their independence and were determined to play a bigger role on the sporting stage.

3.3 History of Ethiopian athletics

A pivotal point was the famous bare footed marathon victory Ethiopian AbebeBikila at the 1960 Olympic Games in Rome, striding through the night sky to equal the world best time. Bikila, this time wearing shoes, retained his title in Tokyo four years later with another world record.

Learning competency

At the end of this lesson, students will be able to:

- discuss the major historical progress of athletics;
- point out the key athletic events through the century, and
- explain world official athletics competitions

Start-up activity

Dear teacher, please, ask your students to critically think and reflect their predictions on what would have happened if the governing organizations for all sports would have not been set?

Teaching learning procedure

Dear teacher, start your class helping your students remember the important points taught in previous class by asking recalling questions and proceed explaining how athletics developed through all the centuries. Discuss about the modern athletics and the major events, world class athletes, African athletes popular athletes and Ethiopian prominent athletes.

Suggested teaching aids and materials

- Blackboards, chalk, flip board, athletes pictures and athletics competition arenas.

Suggested teaching methods

- Lecture, task teaching, cooperative learning, and interactive teaching and discussion.

Assessment

- Ask students to reflect the result of their discussion;
- Make students to reflect what they have discussed in a group and,
- Individual and group assignments.

3.4. Horizontal jumps

Learning competency

At the end of this lesson, students will be able to:

- distinguish the phases of long jump;
- practice basic long jumping technique;
- identify techniques of triple jump;
- practice basic triple jumping skills.

Dear teacher, success in teaching skills demands a high rate of repetition, and a high rate of repetition, in turn, demands time, which is precious and inadequate in schools

for physical education. Therefore, it will be advisable to devote your time for serious planning and pre-class preparations. Preplanning and a sound pre-class preparation will save your time during the actual class time.

Basic Horizontal jumping techniques

The long jump and triple jump are athletic events known as the "horizontal jumps", whose goal is after a preparatory approach run to cover the furthest horizontal distance by means of a single jump (long jump) or a sequence of three jumps (triple jump). To facilitate the study of these events, it has been proposed to split the total distance jumped into partial distances, and then to identify the determining factors for each. For the long jump,

D1 Take-off distance: the horizontal distance between the anterior edge of the take-off board and the vertical projection of the centre of gravity (CG) at the instant of take-off.

D2 Flight distance: the horizontal distance covered by the CG while the athlete is freein theair.

D3 Landing distance: the horizontal distance between the vertical projection of the centre of gravity at the instant wherethe heels touch the sand and the mark from where the jump will be measured.

For the triple jump, each partial distance is repeated three times. The distance D2 represents the greater distance from the total distance of a jump and thus has the highest relationship with the final result.We can say that D2, and theperformance in the horizontal jumping events, is determined by the same four factors affecting the movement of all projectiles: take-off height, angle and velocity, and air resistance. It seems take-off velocity is the most important factor affecting D2. Here we can understand that approach velocity is highly related to performance in horizontal jumping events.

Both the long jump and triple jump have four phases to perform the jump horizontally or to gain horizontal distance.

The phases of long jump

- ***therun-up***: create maximum speed before the take-off. Athletes should practice so thattheybecome consistent with their stride.
- ***thetake-off***: driving left arm and right leg upward (depending on athlete's power leg)andcreating lift.
- ***theflight***: the hang is when theathletes create a 'C' shape in the air. The Run in the airhas athletes rotate their arms in the air and,
- ***thelanding:*** the object is to land as far in the sand as possible with your heels and move your body even or past the mark.

Triple Jump: four phases:

- ***the Run-Up***: the same as long jump;
- ***the Hop***: Limited vertical jump;
- ***the Step***: right leg pushes off the ground and,
- ***the Jump***: long jump takes off.

3.4.1 The long/broad jump

Overview

Introducing them with a long jump, formerly called broad jumping, is the least complicated of the field events. **Speed** is the most essential ingredient for a successful jump. Jumpers make their approach down the runway at nearly top speed, plant a foot on the take-off board, and leap into the air. A legal jump requires that no part of the forward foot extend beyond the board. The most popular long-jumping style is called"the hung" and "hitch-kick" in which the runner seemingly walks in the air.

As mentioned earlier, the four phases are distinguished in a clear and detailed manner and, all the exercises done should aim to improve these phases. Two things that matter the most in this sport are **speed** and **lift** at the take-off point. Flight techniques and landing are equally important. An athlete needs to attain a good speed within a given specific distance boundary.

Teaching learning procedure

Dear teacher, before proceedingto the long jump it will be better if you ask them what they do know about the long jump. It is after knowing their acquaintance level with eventsthatyour explanation will be easier. During the preliminary practical session, you should not introduce our students with the take-off board directly. The following points should be kept in mind during the initial stages of teaching.

- Students should keep their heads upright throughout the jumping session.
- Initially, you should teach students to make short approach runs and should mark the places where the running actually starts.

It is also advised that students not take a long run initially. Let them take short approach, run, take off, and land naturally at whatever position they are comfortable with their speed. If they take off through a long run without practice, then fatigue can occur quickly and this will affect further practice.

- Observe and make sure that they run fast during their practice session.
- They should make a flat back land off with their legs being stretched straight.
- Their take-off leg should be extended as much as possible to cover a good dis-

tance.

- Let them not keep their arms tight. Instead, let themkeep them free and swing them with body movement to get maximum momentum.
- Some points should be noted about take-off foot. Only sailing is done with proper tactics.
- Make sure that the heel of their feet will land first.
- As the take-off proceeds, there will be a rolling action of the ball of the foot.
- Let them make the use of the toes of their take-off foot and raise it up against air as high as possible.

Activity: 3.3.1

Before using the part-whole method, we advise a teacher to use the "whole" method so that students should see the whole technique to have a mental picture!

- Standing long jump - students line up across the pit (three maximum) and starting from two feet jump as far as they can. Each student should complete this activity three times (ensure to rake after each athlete has completed an attempt).
- Take-off leg and short approach jump – students determine which foot they take off from by letting you know the opposite foot from which they kick.
- This is the strongest leg and thus the take-off leg. Then have each student complete a short approach jump and take-off to ensure that they are comfortable with this foot.
- Take-off drills (on track) - Over 20 metres, line students across the track in groups offour.Get each group to jog down the track trying to jump (offone leg) punching the knee drive to horizontal and thencontinuingto run. Students should aim to get four to five take- offs in the 20 metres. Repeat three times.
- 4-6 stride long jump - Two students walk back 10 normal walking strides (4-stride jump). Students then line up in two lines (depending on the size of the pit) behind the run-up creators and in pairs run, from their take-off leg, 4 strides and take-off, landing as if completing a normal jump. Repeatthree times.
- 10 stride long jump - Two athletes walk back 22 normal walking strides (10-stride jump).Students then line up in two lines (depending on the size of the pit) behind the run-up creators and in pairs run, from their take-off leg, 10 strides and take-off, landing as if completing a normal jump.

Cool down - jog & stretch down.

Suggested teaching aids and materials

- Relevant pictures, well-dug pitches filled with fine sand, rakes, broom, andmeasuring tape and whistle.

Teaching methods

- Interactive/ participatory, question and answer, demonstration, practice and co-operation.

Assessment

- Asking questions,
- Keen observation and follow-ups
- Skill tests and record results for follow-ups methods,

3.4.2 The triple jump

Overview

Triple jump is commonly known as an event in which the athlete performs a hop-step-jump sequence. The very important point in teaching triple jump is when students understand the rhythm of the event.

Dear teacher, this sub-unitisa continuation of the lessons of physical education given-in grade nine. A triple jump is an event with high rhythmic movement with speedy take-offs, but interesting and enjoyable. It requires frequent practice and repetitions. Moreover, students need to understand the feelings of the flow movement and observe the rhythm.

The progress of the practical class should be monitored carefully so that no minute will waste. This will allow students to have a chance to exercise more. Resources should be prepared and organized before the start of the class that too can reduce the time that may waste.

Dear teacher, students shouldclearly understand how the event flows from one segment to the next. Then, to understand the rhythm flow they have to have a chance to see and observe the whole and complete performance of the event. This necessitates beginning instruction with whole-part-whole teaching philosophy. The students shoulddevelop the kinesthetic awareness (mental picture) of the whole movement before instruction progresses to the individual parts. Without knowledge of the whole, the individual parts are meaningless.

Soon after you demonstrate the whole movement, students may start with the part – whole-part method. This can help them adapt the timing, the rhythm, not the technique. Here are some activities that may help students.

Phases of triple jump

- **approach phase** (least important in the beginning but very important once the athlete learns to jump properly)
- **hop phase** (most problems start here)
- **step phase**
- ***jump phase***

Teaching triple jump phases

It should be noted that when performing the hop, maintaining forward momentum is of utmost importance.

1. Standing hops

- The thighof the hop leg should come to level position when the hop leg comes off of the ground.
- Landing should be flat footed or slightly healed toe. Ideally the landing should be flatfooted but sometimes you need to tell the jumper to land heel toe to keep them from landing on their toe. Once the heel toe landing is taught, then it is easier to teach the athlete to land flat footed.

2. Consecutive short hops from a stand

To do short hops, start at about 4' and when the jumper masters this distance gradually lengthens the length of the hop. A common fault here is thata beginning jumper will tend to jump stiff legged. The thigh of the hop leg should be brought as close to horizontal as possible when the jumper is in the air.

3. Consecutive hops from a short approach lengthening as in number2 above.

4. Cone hops

Place between 5 and 10 cones (or some type of marker) 5 mts apart and perform the consecutive hop drill landing next to a cone on each landing.

- It is sometimes a good idea to keep the first three cones at 5mts and then gradually lengthen the distance between the ensuing cones. The reason for this is that the jumper gains momentum on each successive hop and will have a difficult time keeping his hops at 5 mts.
- As the jumper gains mastery the cone interval may be increased

STEP

This phase of the triple jump is the most difficult to do correctly. This phase is also dependent on the hop. If the hop is not done correctly this phase will not be done well. For the beginning jumper, the emphasis here should be on getting into the air not driv-

ing forward.

All landings should be flat-footed or slightly heel–toe.

1. Standing steps
   - ♦ Jump from one foot to the other (a distance of 4 to 5 feet).
   - ♦ Do the above emphasizing leading with the knee.
   - ♦ All of the above with a foot-knee landing. (This put emphasis on proper form in the air and proper landing position).
   - ♦ Hop to other foot and balance upon landing.
2. Do all of the above with a 4 step approach.
3. Step and stop, step and stop, step and stop. The jumper does consecutive steps and balances upon landing before proceeding to the next step.
4. 3 to 4 consecutive steps:
   - ♦ watch for leg swing and foot lead instead of knee drive.
   - ♦ remember these are jumps and the emphasis should be on jumping

Putting the hop and step together

The hop step transition is quite easy to learn when taught correctly. The main limiting factor here is the strength of the athlete. This is a powerful athletic action.

1. **Hop-long jump**: Thisis the singularly best drill that I know of for teaching the Hop Step transition.
   - ♦ Steps approach.
   - ♦ Perform a short hop.
   - ♦ Upon landing, long jump off of the foot that you landed on.
   - ♦ Gradually increase the length of the hop as the skill is mastered and
   - ♦ Gradually increase the length of approach.

This drill teaches an active landing and teaches the athlete to jump off of the hop foot into the step.

2. **Hop-Step into the pit** (crash pad)
   - ♦ This should only be taught after the "hop-long jump" has been mastered.
   - ♦ Perform a short hop.
   - ♦ Upon landing, jump into the step.
   - ♦ Hold step position into landing (foot knee landing).
   - ♦ Gradually increase the length of the hop and
   - ♦ Gradually increase the length of the approach.

Jump phase I

Don't work very much on this phase except to have triple jumpers do long jump drills.

Putting the whole jump together

Rhythm Jumps

- Put three cones 7mts apart with a landing area 5 - 10 feet beyond the last cone. (if 7mts is too long a distance, shorten it to suit the jumper).
- The jumper takes off from the first cone.
- Lands next to the second.
- Steps to the third.
- Jumps into the landing area.
- This drill can be done from a stand or an approach (it should be done from stand first).
- Gradually increase the distance between the cones and the length of the approach as the drill is mastered.

Suggested teaching aids and materials

- Relevant pictureswell dug pitches filled with fine sand, rakes, broom, measuring tape and, whistle.

Teaching methods

- Interactive/ participatory, question and answer, demonstration, practice and co-operation

Assessment

- asking questions,
- keen observation and follow-ups and,
- skill tests and record results for follow-ups methods

Answers for review questions

Answer for the review exercise on unit three

1. **C**
2. **D**
3. **B**
4. **B**
5. **B**
6. **B**
7. **A**
8. **B**

Unit Four: Football

Total period allotted 6

Introduction

Dear teacher, as you know football is a very friendly sport in school and village. School physical education provides opportunity to all. There are many skills in football. In this grade level some skills of football will be learned both in the classroom and open playing ground. This unit comprises three sub topics specifically *strategies in football, skills of football and mini football game.* These topics will be discussed in detail.

You need to prepare rubric, observation checklist and portfolio to record students' current level and progress in both theoretical and practical sessions. Assessment should be continuous that will help you to know where you and your students are or make a change of teaching method. If need arises give tutorial or additional time for some activities especially in the skill part of this unit.

A total of six periods are allotted for this unit to the theoretical and practical lesson. More time is needed for the practical lesson that will enable students to practice different football skills in a varying situation.

While forming groups, care should be taken that male and female should be in mixed groups and students with special needs should be taken care of.

Unit learning outcome

At the end of this unit, students will be able to:

- develop positive personal and social behaviors and interpersonal relationships;
- know some basic rules of football while playing small sided games;
- develop skills of football through movement and,
- understand the skills of football while playing the game.

Key words

- Strategy, formation, defense, offence, tackle, control and goalkeeping.

4.1. Strategy in football

Overview

Strategy is a method implemented by the team to own the advantage of the game as much as possible. There are many different types of strategies used in football to beat the opponent. In this grade the general offensive and defensive strategies are intro-

duced, and the importance of teamwork in applying strategies is discussed. Every time you engage students in cooperative teaching method in the classroom it is important to regroup so that their interaction increases and limit discussion time based on the difficulty of the task in order to reduce off task behavior and manage the time class time properly.

Learning competency

At the end of this lesson, students will be able to:

- differentiate formation and strategies of football;
- describe how offensive and defensive strategies are developed;
- identify the objective of offensive and defensive strategy in football and,
- apply teamwork in practical activities.

4.1.1. Formation

Terms like formation and strategy are common in football. Formation is grouping players in their respective position on the playing field. Commonly the numbers in the formation doesn't include the goalkeeper. The very current types of team formations are:

4-4-2;

4-3-3;

4-5-1 and

5-3-2.

While selecting team formation one should consider the skill and ability of a team, such as speed and endurance plus the ability of the opponent team.

4.1.2 Defensive strategy

There are several types of strategies such as long ball, counter attack, wing play, offside trap, possession, defending as a unit, holding the line, man-to-man marking, etc. Generally, defensive strategy is that all players communicate and cooperate to defend the team together until the team possesses the ball back. One of the defensive strategies is marking. That is, some players stay between the ball and the goal and the rest of the players cover the opponent's offensive players that will protect not to create space for short goal shot.

4.1.3. Offensive strategy

A simple concept of offensive strategy is not to stand still that is passing the ball and moving to the free space. A team can play pressing counter attack. Or a team can play possession football that is holding the ball within the team as much as possible. That is passing and moving to create space that will disadvantage the opponent's defense.

Teaching learning procedure

As it is a new unit it is better to begin the lesson using start-up activities. This enhances students to remember what they learned in grade nine. There are three questions in the start-up activity. If possible, please prepare a recorded football game which is not longer than five minutes and let students watch and reflect on the start-up activity. If it is not possible to get recorded video it will be good to ask individual students what basic rules and football skills do they remember and if they have football playing experience in project or for amusement or recreation. That in turn enables them reflect their experience to the class. Optionally you can make it as home taking assignment to do this, introduce the unit briefly and give homework to watch a recorded football game or local football game. Ask individual students to reflect for the class.

While students reflect on their work, it is better to write some key points on the blackboard and give feedback or correction if needed.

Get prepared ahead of time on the activities because some of them can be discussed and reflected in the classroom. Others might need to be done out of the classroom as a homework, pre-reading, or project work either individually or in group. Knowing the activities ahead of time will enable you to manage students and time properly.

Prepare a short recorded football game or let student to watch football game. Familiarize yourself with technological devices to be used in the classroom before the lesson. These include DVD player, plasma television, or etc.

Ways of lesson delivery

- In order to deliver the lesson and engage students in classroom activities you need to arrange students in groups to make group discussion. The members of the group could depend on the class size. But each group should have equal number of members as much as possible.
- Start the day's lesson by introducing the lesson objectives and instructing how classroom activities are to be done.
- Let students do the activities according to the instruction.
- Let students discuss and write how teamwork is established.
- Let students be in group and discus defensive and offensive strategies.
- Follow up the group or pair discussions and record each group's/pairs activity on your portfolio.
- Up on the end of each activity ask students to reflect on what they have done and record key points that need clarification or correction.
- Present the activities briefly. And then proceed to the next activity if any.
- Wrap up your lesson by summarizing key points.
- Assess the overall teaching learning process at the end of every lesson.

Suggested teaching aids and materials

- Recorded football game;
- Pictures that shows different team formations, and
- Tactical board.

Note: you can make a simple tactical board from your nearby objects. For example you can use hard paper and draw a football court on it and use similar colour corks as a player.

Suggested teaching methods

- Individualized instruction, task teaching, cooperative learning, and interactive teaching.

Assessment

- Ask students to reflect the result of their discussion.
- Ask students to read what they have listed in a group.
- Create a rubric and have students assess members of their group.
- Portfolio, anecdotal records, and homework.

Answer for the activities and exercises

Activity 4.1

You are not expected to give exact answer for this activity. However, you can give general reflection on the following.

1. How the wining team implements strategies and formations to win that specific game.
2. The value of individual player for the betterment of the team performance and his/her effort for the team success.

Activity 4.2

Think- pair-share, for this activity students need some moment to think individually and then in pair and finally share their points to the class.

1. Most of the time team formation is selected based on the weakness or strength of opponent team and the quality of individual players in the team.
2. Simply reply that numbers (4-4-2) indicates the line-up of a team that is 4 defensive, 4 midfield and 2 attacking players.

Activity 4.3

1. There are several types of strategies in football. The commonly known ones are:
   - offensive strategy and
   - defensive strategy

Exercise 4.1

1. Formation is a way how players of a team are arranged (grouped) according to their position along the pitch.
2. Offensive strategy focus on attacking or striving to score while defensive strategy is distracting the ball not to conceive ball.

Offensive strategy keeps the ball within the team while defensive strategy chases the ball.

You can refer students textbook for the activities and for further reading refer football coaching manuals, football related books and related books.

4.2. Skills of football

Overview

Dear teacher, this section has several sub sections that have to be discussed in the classroom and practice each football skills on an open playing ground.

As skills are more through practice, time should be given to familiarize them. The skills under this section are tackling, controlling and goalkeeping that are a bit complex and need attention while practicing. There are points that you need to focus specially in the practical classes. Like safety, proper warming up and cooling down, varying practice and drills.

Learning competency

At the end of this lesson, students will be able to:

- practice the basic rules of football while playing small-sided games;
- perform different tackling, ball controlling and goal keeping skills;
- apply critical thinking and problem-solving skills to create competitive and cooperative modified games that involve everyone;
- demonstrate respectful communication skills appropriate to cooperative participation in activities,
- take responsibility for various roles while participating in games; and, accept ideas from others.

4.2.1. Tackling

The concept of tackle is to receive the ball from opponent attacking player legally. Tackling is time oriented! It requires proper timing and good skill not to commit foul and hold the ball successfully. There are different types of tackling for example block, pock, slide, etc. In this grade, block (front) and slide tackle will be presented to stu-

dents.

4.2.1.1. Block tackle (Front block tackle)

Block tackle is a type of tackle where two players from the offensive and defensive position meet in front and then block the ball. It is using force to stop attacking player's ball coming directly towards the goal area so that there will be a powerful movement from the defensive player to meet and possess the ball if possible. The end result of block tackle is to lock up the ball with the opponent and win it. This needs the defensive player to go according to law, in balance and with determination.

To ensure a perfect block, tackle player must be in a good body position that is:

- drop of the hip and bend knee (preferred leg),
- leg behind the ball ,
- the leading shoulder had to move powerfully forward as the foot strikes the ball, and
- the contact foot must keep pressure on the ball.

Please, read to answer activity part of this session for the practical activity of 4.5 on how to perform the drill.

Teaching learning procedure

Start this lesson by introducing lesson objective and activity 4.4. This activity is done in pair

(Buzz group discussion). This activity is brainstorming activity to relate the concept and types of skill learned in grade nine and make them ready for the next skill of foot-ball which are a bit advanced one.

It is well understood that each skills listed in the student's text needs to be discussed in the classroom and then practically on the playing field. The under listed teaching procedures are attempted to address both. Therefore, you need to select that fits best for your lesson type.

Ways of lesson delivery

- Let students be in pairs to discuss and write their point on a piece of paper. After the discussion they should change their papers with other pairs and see if there is similarity or difference on the reflections.
- Students might list many skills and you need to write the skills listed by them and categorize as fundamental and advanced skills and ways of improving their football skills. Then give feedback on the students work for the two questions. While giving feedback you need to relate with their grade nine football lesson because some of the skills are learned there.

- Explain in detail the purpose, type of tackling and when and how to use it. During your presentation ask oral questions in between to get attention and motivate students to participate.
- If possible it would be good to show a video or film about tackling skills and drills. If you are using it at some point stop the film and give explanation regarding the movement like body position of the tackler, etc.
- Stabilize the lesson by noting important points.
- Assess the lesson objectives through different mechanisms as stated on the assessment part of this lesson.
- When you are in the practical class you should have to develop rules that will work for the practical session only such as wearing proper sport wear, avoid wearing jewelries and ornaments, arrive on time to the playing field, respect others. All students should practice each activities as much as possible, etc.

Introduction

At the beginning of the practical lesson you should describe the objective of the lesson and the practical activities.

- Organize students in the playing field to perform warm up, lead up exercise and main exercise or drill.
- Instruct students to be in groups in a semi-circle or line. Line formation is not recommended if the class size is too large. There should be space between each student to avoid colliding with each other and minimize the risk of falling.
- Instruct to perform warm up activities as it is the introductory session of the main activities. To begin the practical activity performing warm up is mandatory. Thus, warm up must follow the following steps *walking, jogging and running and then stretching*. Include modified folk dances in the warming up and cooling down exercises.
- Make sure that the warm up session includes both general and specific warm up and can be performed in group or all together depending on the class size and the playing field.

Demonstration

- The whole activity must be demonstrated in its correct way. While demonstrating block tackling you have to be in a position that all students can see it clearly.
- Before letting students to practice block tackling give some game like activity to practice inside foot passing and controlling the ball properly.
- Let students practice block tackling in pair and observe them while practicing it.

Practices

Arrange students in a group of four members and let them practice the following two drills in pair. When one performs the drill the other will record on the rubric and change role after certain repetition.

Practice 1: Block tackling drill 1 to 1

- Let students be in pair and stand face-to-face in two or three meter distance.
- Place the ball at the center at a stationary position.
- Tell them to move forward towards the ball as they hear the sound of the whistle.
- Let them to step forward slowly to contact the ball with the inside of the foot equally.

Practice 2: Block tackling drill 1 to 1

- Let students to be in pair and stand face-to-face in arm length distance.
- Place hands on each other's shoulders and keep arms straight.
- Let their feet come into simultaneous contact to the ball and squeeze gently to win the ball.

Practice 3: Mini game

- Prepare a 3mx 3m playing field for each group.
- Arrange a mini game to play 2 to 2 to practice block talking in game situation.
- Increase the size of the playing court to 5mx 5m and the number of students to 3 to 3 and,….
    - Give more time for students who have difficulty of practicing front block tackle.
    - According to the difficulty level and students ability you can use different practicing method such as whole method, whole part whole, fixed practice, etc. For example, the recommended progressive teaching method for block tackle is: demonstrate block tackling and its end result→proper approach and stance→contacting the ball→bod position→timing→locking up and body contact→winning the ball→ moving away→putting it all together.

Conclusion

Conclude the lesson by giving feedback and correction based or your observation.

- Bring the entire group together at one place in the playing ground.
- Let students perform cooling down exercises.
- Reward a group that performs better by giving hand, bonus mark, etc

Assessments

Assess students' block tackling skill/performance by recording on your observation checklist and use other assessment mechanisms listed on the assessment part of this lesson.

Suggested teaching aids and materials

- Pictures/ photographs, recorded video/ film, ball, whistle, cons, bibs and stop watch

Suggested teaching methods

- Lecture, individualized instruction, task teaching, cooperative learning, and interactive teaching, whole method, whole part whole method, part method, progressive, practice methods, task, reciprocal, and etc.

Assessment

- Asking oral questions.
- Ask students to reflect the result of their discussion.
- Ask students to read what they have listed in a group.
- Prepare observation check list to record strong and weak point during the practical sessions and record students' performance and provide feedback.
- Create rubric and let pupils assess members of their groups.
- Ask students to demonstrate the activities individually and in groups.
- Use portfolio and anecdotal records.

Answer for the activities and exercises

Activity 4.4

1. Passing, receiving, heading, dribbling, and controlling are fundamental skills. Whereas chest control, thigh control tackling and some goal keeping skills are advanced skills.

2. Football skills can be improved by practicing frequently.

Activity 4.5

This is practical activity that students need to perform on the playing field.

4.2.1.2. Slide tackle

Slide tackle should be in action if there is no other option to dispossess the ball. This type of tackling is risky. If the player misses the ball he/she will be out of the game until s/he got up from the ground though, mostly it is a useful way of stopping an attacking ball that has broken through. Slide tackling demands a lot of practice with caution.

In order to perform slide tackling follow these steps.

- Bend the leg that is nearest to the attacking player with the ball.
- Slide with the leg that is further from your opponent extended.
- Land on the hip of the extended leg.
- Keep your cleats down.
- Make contact with the ball.
- Swing your extended leg outward.

Teaching learning procedure

Slide tackle is another type of tackling. The theoretical part of this lesson can be given with block tackle. As slid tackle is more risky there should be maximum care during demonstration and practice.

Make sure that the playing field must be safe for students. You and students need to watch out if there are foreign body on the ground; like nail, broken glass or bottle, and so on which might harm students. They must be cleaned in advance as much as possible.

Ways of lesson delivery

Introduction

In the introduction part, in your practical class make sure that all students respect the rules set out for the practical session.

- Describe the objective of the lesson and how the practical activities are to be performed shortly.
- Organize students and teaching materials in the playing field.
- Make sure that there is enough space between each student.
- Make students ready to perform warm up and do main activity or preform drill.
- Make sure that groups are organized in a raw, semi-circle, or line.
- Let them perform warm up activity that includes w*alking, jogging and running and then stretching* should be in their respective order.
- Remind students to perform both general and specific warm up activities.

Demonstration: demonstrate slide tackling.

- Invite some students to show slide tackling in pair and observe them while practicing it.

Practice: start-up exercise

- Instruct students to be in pair and practice block tackle.

Practice 1: basic slide tackle body position without ball

- Organize students to be in a row or in group that have 4 members.

- Inform them to practice the following two drills in pair facing each other and also give this task when one performs the drill the others will record on the rubric and change role after certain repetition.
- Order students to create enough space between each raw and between students.
- Instruct students to slide and seat on the ground, one leg flex inside near to the buttock, and one leg extended as fast as possible.
- Arm in bent position holding you balanced.
- The extended foot pointed to the side.

Practice 2: slow slide to a stationary ball

Let students to be in their row formation and move 5 strides forward or backward to create moving space.

- Put the ball at a stationary position in front of the students at 3m or 4 m distance.
- Let students to stand behind the stationery ball.
- Instruct or give signal for action so that students move forward and slide down on the ground, one leg flex inside and one leg extended and arm in bent position.
- The extended foot pointed to the side so that laces touch/hit the ball.

Practice 3: slide tackle practice in pair

- Prepare a 4mx 4m playing area.
- Let students be in pair and take role as a dribbler and tackler.
- One will roll the ball (dribbler) with low speed and the other chase and perform slide tackle.
- Let them switch roles after three or four repetitions and practice with the left and right leg.

Practice 4: slide tackle in mini game

- Prepare a10m x 10m playing area with mini goals.
- Let students form a team of three members and practice slide tackle in game situations.
- Progressively increase the size of the playing area and the number of team members into 4 to 4, 6 to 6, …
- Give more time for students who have difficulty in practicing front slide tackle.
- According to the difficulty type and students' ability you can use different practicing method for example whole method, whole part whole, fixed practice, etc.

Conclusion

Conclude the lesson by giving feedback and correction based or your observation.

- Bring the entire group at one place on the playing ground.
- Let students to perform cooling down exercises and
- Reward a group that performs better.

Assessments

Assess students' slide tackle skill performance by recording on your observation check-list and use other assessment mechanisms listed on the assessment part of this lesson.

Note slide tackle must be practiced in a soft or grass field, if not it is better not to practice it. The size of the playing area and the number of groups depends on the size of the playing court in your school and number of students in the classroom.

Suggested teaching aids and materials

- Pictures/ photographs , recorded video/ film, ball, whistle, cons, bibs and stop watch

Suggested teaching methods

- Lecture, individualized instruction, task teaching, cooperative learning, and interactive teaching, whole method, whole part whole method, part method, progressive, task, practice methods, reciprocal, and etc.

Assessment

- Asking oral questions.
- Ask students to reflect the result of their discussion.
- Ask students to read what they have listed in a group.
- Prepare observation check list to record strong and weak point during the practical sessions and record students' performance and provide feedback.
- Create rubric and let pupils assess members of their groups.
- Ask students to demonstrate the activities individually and in groups.
- Use portfolio and anecdotal records.

Answer for the activities and exercises

Activity 4.6

This is practical activity that students need to perform on the playing field. Let them reflect their feeling about slide talking and give feedback if necessary.

Exercise 4.2

1. Slide tackling
2. The purpose of tackling is to stop the ball not to be scored legally.
3. Keep your bodies crouched with a low center of gravity.

   Use your insteps (inside of the foot) and keep your knees over the ball.

   Put your weight into the tackle.

   Shoulder forward.

   Strike the ball thoroughly.

4.2.2. Controlling

Ball controlling skill in football is fundamental. Some of ball controlling skills were taught in grade nine. The concept of ball controlling is managing the ball for the next step or action. So you are going to teach aerial ball controlling skills. From the various types of aerial ball controlling skills, controlling the ball with thigh and head will be discussed.

Note: Exercise 4.3 will be used as an assessment for controlling this. It can be given as class work or homework at the end of the theoretical session.

4.2.2.1 Thigh control

Thigh control is a skill required to control the ball that comes above the knee. The following points are important body positions to perform correct thigh ball control:

- hips should be square to the ball;
- elbows should be away from the body;
- the preferred thigh should be behind the direction of the ball and perpendicular to the balanced leg and
- thigh should drop down as soon as the ball touches the thigh.

The common mistake in thigh controlling is poor body position, applying force on the coming ball and not to drop down the thigh as the ball contacts the thigh.

Teaching learning procedure

This is a new section of the sub unit skills of football. Begin your class by reminding grade nine football ball controlling concept and let students to take part in activity 4.7 which is a reminder of their grade nine football ball controlling skills. Let them apply think-pair-share type of active learning method. Thus, you need to limit the time for individual and pair discussion. The reflection of this activity will help you to assess students' background knowledge and ball controlling skill. Hence, based on the reflections you will be able to prepare the practical session.

- Follow up pair discussions and when it is over give chance to students to reflect on the points that they discussed.
- When students' list ball controlling skills, you need to write it on the black board and differentiate as easy and difficult skills to practice.
- Give feedback on the students' reflection for the two questions. Regarding the second question, you cannot say right or wrong because it depends on the individual students ball controlling skill experience. Therefore, you can prepare individual instruction in your practical session to improve it.
- Give a detailed explanation about thigh control. During your presentation ask oral questions in the middle of your explanation to get attention and motivate students to participate.
- If possible it would be good to show a video or film on a step by step thigh controlling. If you apply this, at some point pause the film and give explanation regarding the movement like body position, etc.
- Stabilize the lesson by noting important points.
- Assess the lesson objective through different mechanisms as stated on the evaluation part of this lesson.
- Concerning the practical session, you need to prepare the playing field and teaching material ahead.

Ways of lesson delivery

Introduction

In your practical class make sure that all students respect the rules set out for the practical session.

- Describe the objective of the ball controlling skills and how the practical activity to be performed shortly.
- Organize students in groups.
- Make sure that there is enough space between each student.
- Make students ready to perform warm up and do main activity or perform drill.
- Instruct the groups to make a circle or line.
- Let them perform warming up in their circle. Narrow the circle by walking in and wide the circle by walking back, jogging and running in the circle.
- Let every member of the group take responsibility to lead body stretching part from neck to ankle. In this case the group members should not exceed 5 or 6. If the group members are more than 6 give chance for interested student/ students.
- Remind students to perform both general and specific warm up activities.

Demonstration

- Demonstrate the correct thigh controlling skill. To recap the demonstrations invite two or three students to demonstrate it correctly.

Practice1: lead up exercise.

- Let students in their circle practice thigh controlling lead up activity. That is each student tosses the ball on his/her thigh and passes the ball to the next student in the circle. If there are adequate balls let them practice this activity in pair.

Practice 2: thigh juggling.

- Let each students be in the circle and perform minimum of 2 thigh juggling.
- Repeat this activity several times by increasing the number of juggling to make familiar with ball on the thigh, keep body balance and ball and thigh coordination.
- When one performs juggling the others observe and record to give feed backs.

Practice 3: individual practice.

- Instruct students to practice this exercise as one student will stand at the center and throw the ball to each student in the circle respectively to control the ball with thigh and pass to the thrower. According to the amount of ball and class size this activity can be practiced in pair or individually within the circle.
- As option students being in a circle can practice thigh control as follows: a student bounce the ball high up above the knee. When it comes down control with your thigh and passes to another student in the circle.
- Let them practice this activity with left and right thighs.

Practice 4: mini game

- Prepare 5m x5m playing area.
- Let students form a team that have three members.
- Let them start the playing by thigh control every time when the ball is out and starts playing.
- Give more time for students who have difficulty in practicing thigh control.
- According to the difficulty type and students ability you can use different practicing method for example whole method, whole part whole, fixed practice, etc.

Conclusions

- Let students perform cool down exercises.
- Conclude the lesson by giving feedback and correction based or your observation.

Assessment

Assess students' ball controlling skill performance by recording on your observation checklist and use other assessment mechanisms listed on the assessment part of this lesson.

Note: Give activity 4.8 as a practical group assignment.

Suggested teaching aids and materials

- Pictures/ photographs, recorded video/ film, ball, whistle, cons, bibs and stop watch

Suggested teaching methods

- Lecture, individualized instruction, task teaching, cooperative learning, and interactive teaching, whole method, whole part whole method, part method, progressive, task, practice methods, reciprocal, and etc.

Assessment

- Asking oral questions.
- Ask students to reflect the result of their discussion.
- Ask students to read what they have listed in a group.
- Prepare observation check list to record strong and weak point during the practical sessions and record students' performance and provide feedback.
- Create rubric and let pupils assess members of their groups.
- Ask students to demonstrate the activities individually and in groups.
- Use portfolio and anecdotal records.

Answer for the activities and exercises

Activity 4.8

This is a practical activity that students do outside of the practical session at home or in school. Students may come with different observation on thigh juggling and thigh controlling skill. Thus, you need to provide general feedback based on the correct body position of thigh control and how to improve their body balance during juggling and ball and leg coordination.

4.2.2.2 Head control

Head control is a skill required to trap air balls and to be managed for the next action. The following points are important body positions to correctly perform head control:

- keep eyes on the direction of the ball;
- relax and move towards to trap the ball timely;
- leg open shoulder width apart and knee should be bent;

- head up preferably better to touch forehead or hairline surface and eyes remain open;
- Withdraw head backwards and lower down the ball for the desired direction or action.

The common mistakes of head control are closed eyes, head down or hands up while the ball comes down the air which affects the body position to control the ball properly. Therefore, you need to focus on the movement of students to avoid such activities and let them practice head control correctly.

Teaching learning procedure

Begin this lesson with activity 4.nine that will enable students to think about heading that is taught in grade nine football ball controlling skills. You can use this activity for the theoretical and practical lessons as an introductory activity. In your theoretical session you should let them be in pair, limit the time of discussion and reflection. The reflection of this activity will help you to assess students' background knowledge on heading and ball controlling with head. Hence, based on the reflections you will be able to prepare the practical session. But, if you want to use it in the practical session you can simply ask orally and let them answer for it and demonstrate the skill.

- Follow up pair discussions and when it ends give chance to students to reflect on the points that they discussed.
- When students reflect on the points to be considered during head control, listen and give chance for the class either to agree or not. Then ask them to reason out why they agree or disagree.
- Give a detailed explanation about head control. During your presentation ask oral questions in between to get attention and motivate students to participate. If possible it would be good to let students watch a video or film that shows the correct and in correct football head controlling skills. If you apply this, at some point pause the film and give explanation regarding the movement like head up and closed eyes, etc.
- Stabilize the lesson by noting important points.
- Assess the lesson objective through different mechanisms as stated on the evaluation part of this lesson.
- Give exercise 4.3 as class work.

Concerning the practical session, you need to prepare the playing field and teaching material ahead.

Ways of lesson delivery

Introduction

In your practical class make sure that all students respect the rules set out for the practical session.

- Describe the objective of the football head controlling skills and how the practical activities are to be performed briefly.
- Organize students in groups.
- Make sure that there is enough space between each student.
- Make students ready to perform warm up and do main activity or preform drill.
- Instruct the groups to make a circle or semi-circle.
- Let them perform warm up in their circle. Narrow the circle by walking in and wide the circle by walking back, jogging and running in the circle. If they are in a semi-circle put a cone or a mark to limit their space for the warming up activities.
- Give strong command to properly perform all neck movements; that is, ***cervical flexion*** bending the neck forward, backward and left and right side, ***cervical side-rotation*** turning head to the right and left, ***full cervical rotation*** both direction(from left to right and from right to left in equal amount).
- Let every member of the group take responsibility to lead body stretching part from neck to ankle. In this case the group members should not exceed 5 or 6. If the group members are more than 6 give chance for interested student/ students.
- Remind students to perform both general and specific warm up activities.

Demonstration

- Demonstrate the correct head controlling skill. To recap the demonstrations, invite students to demonstrate it correctly for each group.

Practice1: lead up exercise.

- Organize students to be in circle or in a row facing each other.
- Let students in their circle or raw to practice head controlling lead up activity.
- Give signal that each student put the ball on his/her forehead for seconds and pass to the next student in the circle. If there are adequate balls let them practice this activity in pair.

Practice 2: Head juggling.

- Let them stay in their circle or row facing each other.
- Let each student be in the circle juggle the ball with head.
- Repeat this activity several times by increasing the number of juggling to improve eye and ball coordination and also develop confidence.

Practice 3: Individual practice.

- Give command to practice head controlling. One student will stand at the center and throw the ball to each student in the circle respectively to control the ball with head and pass to the thrower as he/she preferred that is chest pass, passing with the foot,... According to the amount of ball and class size this activity can be practiced in pair or individually being in the circle.
- As an option students in a circle can practice head control as follows: a student throw the ball up in the air and control with head when it comes down and pass to another student in the circle.

Practice 4: mini game.

- Prepare 5m x5m playing area.
- Let students form a team that have two members.
- Let them start the playing 2 to 2 game. The game must focus on head control and every time the ball is out and the game stars in head control.
- Progressively increase the size of the playing field and team members 3 to 3, 4 to 4,…
- Give more time for students who have difficulty in performing head control.
- According to the difficulty type and students ability you can use different practicing methods for example whole method, whole part whole, fixed practice, etc.

Conclusions

Conclude the lesson by giving feedback and correction based or your observation.

- Bring the entire group all together in one place;
- Let students to perform cooling down exercises and
- Reward a group that performs better.

Assessment

- Assess students' ball controlling skill performance by recording on your observation checklist and use other assessment mechanisms listed on the assessment part of this lesson.

Note: Give a practical group assignment to do in pair activity 4.10

Suggested teaching aids and materials

- Pictures/ photographs, recorded video/ film, ball, whistle, cons, bibs and stop watch.

Suggested teaching methods

- Lecture, individualized instruction, task teaching, cooperative learning, interactive teaching, whole method, whole part whole method, part method, progressive, task, practice methods, reciprocal, and etc.

Assessment

- Asking oral questions.
- Ask students to reflect the result of their discussion.
- Ask students to read what they have listed in a group.
- Assess students' head controlling skill performance by recording on your observation checklist,
- Prepare observation check list to record strong and weak point during the practical sessions and record students' performance and provide feedback.
- Create rubric and let pupils assess members of their groups.
- Ask students to demonstrate the activities individually and in groups.
- Use portfolio and anecdotal records.

Answer for the activities and exercises

Activity 4.nine

1. Points to be considered while performing head control are the proper body position as stated on the student's text and this section and timing.

Exercise 4.3

1. False
2. True
3. Head, chest, thigh, and foot
4. Front heading and side heading

4.2.3. Goalkeeping

Dear teacher, this is the last lesson of the unit. As football is a team game, there are roles and responsibilities in the field of play. In this lesson you are going to cover some advanced goal keeping skills. Goalkeeping is an exclusive skill required for the goalkeepers only. It demands hard working to develop flexibility, reaction-time, strength, communication and overall fitness. Teach the following sub-sections both in classroom and playing ground.

Some goalkeeping skills were discussed in grade nine. Thus, start this lesson by letting students to perform activity 4.11 in group. Inform students to select group representative who reflect points at the end of their discussion.

Note: Exercise 4.4 can be used as an assessment for goalkeeping knowledge. Thus, it can be given as class work or homework at the end of the theoretical session.

4.2.3.1 Diving (ground diving)

Goalkeepers need to be more flexible and strong. Most of the goalkeeper's activities demand skilled perfection. Ground diving is one of the hardest skills for goalkeepers. It needs good footwork, body balance, agility, and body coordination. This skill is important to catch a bit away from the position and fast moving balls on the pitch.

In order to teach this skill practically it is better to start from a static position which basic and slowly proceed to actual ground diving skill.

Please refer to the basic and actual diving positions on the student's text and let students internalize it before practicing it.

Teaching learning procedure

Start this lesson by introduction lesson objective and activity 4.11 as stated above on goalkeeping lesson. That will enable students to work collaboratively for the success of the group and practice responsibility and leadership.

The under listed teaching procedures are tried to address both types of classrooms that is in-side and out-side.

Ways of lesson delivery

- Let students to be in group to discuss and reflect on the activity.
- Follow up pair discussions and when it is over give chance to students to reflect on the points that they discussed.
- Give feedback on the three questions generally. While giving feedback you need to remind their grade nine football lesson because some of the goalkeeping skills were learned there.
- Explain the role of the goalkeepers and required skills. It sounds good if you make your presentation interactive or a two way communication.
- If possible it would be good to show a video or film on ground dive goalkeeping skill. If you are using it at some point pause the film and give explanation regarding the basic positions and ground diving actions.
- Stabilize the lesson by noting important points.
- Assess the lesson objective through different mechanisms as stated on the evaluation part of this lesson.

Concerning the practical session, you need to prepare the playing field and teaching material ahead.

Ways of lesson delivery

Introduction

In your practical class make sure that all students respect the rules set out for the practical session.

- Describe the objective of ground dive goalkeeping skill and how the practical activity is to be performed briefly.
- Organize students in a row facing each other.
- Make sure that there is enough space between each student.
- Make students ready to perform warm up and do main activity or perform drill.
- Let them perform warm up in their row. Students should practice walking forward and backward, jogging in their stationery position and shuttle run along the row or zig-zag run individually in their respective row.
- Let every member of the group take responsibility to lead body stretching part from neck to ankle. In this case the group members should not exceed 5 or 6. If the group members are more than 6, give chance for interested student/ students.
- Remind students to perform both general and specific warm up activities.

Demonstration

- Demonstrate the correct ground dive goalkeeping skill.
- To recap the phases better, to break the skill in to different parts and demonstrate as follows:
- basic ground diving body positions that is basic position and eyes on the direction of the ball push off the ground to transfer weight to the direction of the ball arms stretched out towards the ball and land with hip and shoulder.
- Give chance for students if there is any one that can demonstrate the skill for the class.

Practice 1: start-up exercise.

- Minor game green, yellow, and red.

Green- for jogging

Yellow - be in basic ground dive goal keeping position

Red- roll on the ground with shoulder

- Instruct students to listen the code green, yellow and red. Then perform accordingly. Focus on yellow and red code so that students can easily practice basic stance and rolling with hip and shoulder that are fundamentals for ground diving.

Practice 2: movement without ball.

- Let students to be in pair and give task. Student A directs the activity and student B will perform the activity then switch role after four receptions.
- Direct students to put or mark on the ground next to their left leg.
- When A call out ''go'' B will touch the mark with left hand and dive to the right side. Repeat this activity in left direction.
- Inform them to practice it two times in each direction and switch role.

Practice 3: dive goalkeeping.

- Let students to be in pair and give task. Student A directs the activity and student B will perform the activity then switch role after six receptions.
- Student A will roll the ball on the ground to student B. Student B will dive and try to catch or push out the ball.
- Let them practice this activity with left and right directions.

Practice 4: mini game.

- Prepare 10m x10m playing area with mini goal.
- Let students form a team that have four members; one must be goalkeeper.
- When the attacking team approaches to the goal area he/she should pass the ball to the goalkeeper so that he/she can practice ground dive goalkeeping skill.
- Give more time for students who have difficulty in practicing thigh control.
- According to the difficulty type and students ability you can use different practicing method for example whole method, whole part whole, fixed practice, etc.

Conclusions

Conclude the lesson by giving feedback and correction based or your observation.

- Bring the entire group together on one place.
- Let students to perform cooling down exercises and
- Reward a group that performs better.

Assessment

- Assess students' goalkeeping skill performance by recording on your observation checklist and use other assessment mechanisms listed on the assessment part of this lesson.

Suggested teaching aids and materials

- Pictures/ photographs, recorded video/ film, ball, whistle, cons, bibs and stop watch.

Suggested teaching methods

- Lecture, individualized instruction, task teaching, cooperative learning, interactive teaching, whole method, whole part whole method, part method, progressive, task, reciprocal, and etc.

Assessment

- Asking oral questions.
- Ask students to reflect the result of their discussion.
- Ask students to read what they have listed in a group.
- Assess students' ground dive goalkeeping skill performance by recording on your observation checklist.
- Prepare observation check list to record strong and weak point during the practical sessions and record students' performance and provide feedback.
- Create rubric and let pupils assess members of their groups.
- Ask students to demonstrate the activities individually and in groups.
- Use portfolio and anecdotal records.

Answer for the activities and exercises

Activity 4.5 and 4.6

These activities are practical exercises that students need to practice individually and in pair. Please let them practice it and observe them while practicing and give feedback or correction if needed.

Activity 4.11 please refer student's textbook.

Activity 4.12 is a practical activity that students need to practice in the playing field so that; you can give feedback based on your observation.

Exercise 4.2

1. C
2. The purpose of tackling is to stop deflect and possess the ball.
3. Please refer student's textbook**.**

4.2.3.2 Punching

Another skill that students required to practice is punching. This type of skill is required when the ball is strongly shoot and that can't be collected easily and in a crowded game situation that a goalkeeper doesn't have enough space to collect the ball correctly using any of the goal keeping skills. To make a perfect punch it demands proper hand position and power.

Teaching learning procedure

Concerning the practical session, you need to prepare the playing field and teaching material ahead.

Ways of lesson delivery

Introduction

In your practical class make sure that all students respect the rules set out for the practical session.

- Describe the objective of punching skill and how the practical activity is performed shortly.
- Organize students in a row facing each other.
- Make sure that there is enough space between each student.
- Make students ready to perform warm up and do main activity or perform drill.
- Let them perform warm up in their row.
- Let every member of the group take responsibility to lead body stretching part from neck to ankle. In this case the group members should not exceed 5 or 6. If the group members are more than 6 give chance for interested student/ students.
- Remind students to perform both general and specific warming up activities.

Demonstration

Demonstrate the correct punching skill while goalkeeping.

Practice 1 punching.

Direct students to form a group and be in a circle so that; one student will stand in the circle and one of the student from the circle will throw the ball a bit higher and student in a circle punch the ball any direction so that the student get how the punched ball will come to the center and practice punching. The students' practice of punching will encircle outer to give chance for others.

Optionally students can practice it in pair: instruct to be in pair and stand facing each other in 2m distance. When one throw the ball above the height of the partner and the other will try to punch out the ball.

Practice 2 mini game

- Let students form teams that have three members each and prepare 8m x8m playing area with mini goal.
- Instruct students to discus and one must be goalkeeper to start the game and after three minutes of play each student will change role and practice punching in game situation.
- Instruct them well, when the attacking team approaches to the goal area he/she should stop the ball and make softly kick the ball to the goalkeeper so that he/she can practice punching skill in game situation.
- Observe them carefully and provide feedback when necessary.
- Give more time for students who have difficulty in practicing thigh control.
    - According to the difficulty type and students ability you can use different practicing method for example whole method, whole part whole, fixed practice, etc.

Conclusions

Conclude the lesson by giving feedback and correction based or your observation.

- Let students to perform cooling down exercises

Assessments

Give activity 4.13 as a practical assignment to practice it at home.

Suggested teaching aids and materials

- Pictures/ photographs, recorded video/ film, ball, whistle, cons, bibs and stop watch.

Suggested teaching methods

- Individualized instruction, task teaching, cooperative learning, interactive teaching, whole method, whole part whole method, part method, progressive, task, practice methods, reciprocal, and etc.

Assessment

- Asking oral questions.
- Ask students to reflect the result of their discussion.
- Ask students to read what they have listed in a group.
- Assess students' punching skill performance by recording on your observation checklist.
- Prepare observation check list to record strong and weak point during the practi-

cal sessions and record students' performance and provide feedback.

- Create rubric and let pupils assess members of their groups.
- Ask students to demonstrate the activities individually and in groups.
- Use portfolio and anecdotal records.

4.2.3.3 Kicking (Goal kick)

Goalkeepers need to have versatile football skills. They have to manage the ball either with their hand or foot according to the rule of the game. Thus, kicking skill is also mandatory for a goalkeeper. Kicking is vital to deliver the ball for a team mate, …

Teaching learning procedure

Concerning the practical session, you need to prepare the playing field and teaching material ahead.

Ways of lesson delivery

Introduction

In your practical class make sure that all students respect the rules set out for the practical session.

- Describe the objective of kicking skill and how the practical activity to be performed shortly.
- Organize students in a row.
- Make sure that there is enough space between each student.
- Make students ready to perform warming up and main activity or drill.
- Let them perform warm up in their row.
- Let one student from the group to take responsibility to lead the stretching exercise.
- Remind students to perform both general and specific warming up activities.

Demonstration

- Invite if there are students who can demonstrate the correct kicking skill. If not demonstrate it.

Practice 1 goal kick practice

If your school football playing filed have a goal area. Let students stand there and practice kicking.

Direct students to be in a row at the goal line so that; each student in that row kick the ball and leave the place for others.

Note: Let them practice activity 4.15

Practice 2 mini game

- Let students form group and prepare playing area that measures 10m x10m
- Let students form a team that have five members one must be goalkeeper.
- Apply the rule of game ball out and goal keepers practice kicking.
- Give more time for students who have difficulty in practicing thigh control.
- According to the difficulty type and students ability you can use different practicing method for example whole method, whole part whole, fixed practice, etc.

Note: Let them practice activity 4.16

Conclusions

Conclude the lesson by giving feedback and correction based or your observation.

- Let students to perform cooling down exercises

Assessments

- Ask students the questions on activity 4.14 orally and give feedback.

Suggested teaching aids and materials

- Pictures/ photographs, recorded video/ film, ball, whistle, cons, bibs and stop watch

Suggested teaching methods

- Individualized instruction, task teaching, cooperative learning, interactive teaching, whole method, whole part whole method, part method, progressive, task, reciprocal.

Assessment

- Asking oral questions.
- Ask students to reflect the result of their discussion.
- Ask students to read what they have listed in a group.
- Prepare observation check list to record strong and weak point during the practical sessions and record students' performance and provide feedback.
- Create rubric and let pupils assess members of their groups.
- Ask students to demonstrate the activities individually and in groups.
- Use portfolio and anecdotal records.

Answer for the activities and exercises

Answer for review exercise on unit four

1. True
2. False
3. True
4. C
5. A
6. D

Please refer to student's text for question number 7 and 8.

Unit Five: Volleyball

Total period allotted 5

Introduction

Dear teacher here is another team game, volleyball which is categorized under net game. Students can play volleyball as a leisure time activity in school compound or around their village. This unit will equip them with a good knowledge of basic rules and some advanced skills of volleyball that can be practiced individually and/or in group. The unit has three main contents that can be discussed in the classroom and practiced in the playing ground. There are list of teaching methods and instructional materials that you can use during the teaching learning process. However, it doesn't mean that these are the only ways to deliver that lesson. You can use other alternatives that suit your students. There are subsections in this unit that needs to be delivered precisely. Thus, the description on how to deliver the activity is stated in each subsection but the overall teaching strategy and procedure is summarized as one part of this unit. Classroom and student organizations are also suggested simply to give you a clue you are not obliged to stick on it. According to the class size and ability level of students you can customize it. There are some activities that students need to assess their peers. Thus you need to prepare task sheet and rubrics a head of time and introduce to students as early as possible to minimize ambiguity and chaos in the classroom. This unit occupies a total of five periods for the theory and practical sessions.

While forming groups, care should be taken that male and female should be the same groups and students with special needs are also included as much as possible.

Unit learning outcome

At the end of this unit, students will be able to:

- understand basic rules of volleyball;
- know advanced skills of volleyball;
- practice advanced volleyball skills;
- appreciate skills of volleyball through movement and,
- develop positive personal and social behaviors and interpersonal relationships.

Key words

- Volleyball, Interruption, Delay, Interval, Time-out, Substitution, Libero, Fair-Play, and Blocking skill.

5.1. Basic rules of volleyball

Overview

Dear teacher, use the start-up activity to continue the introduction this unit. In grade nine volleyball unit brief history and basic rules are discussed. Hence, this activity will enable students to recap what they learned there and actively engaged in the teaching learning process. You can find the detailed note for the activity on grade nine students textbook.

Let students form a group and select their representative and secretary. The group representative chairs the discussion and the secretary record the discussion points and reflect when the discussion ends up.

International Volleyball Federation set out game rules and revises when necessary. The amended game rules distribute to all member federations and major event organizers like International Olympic Committee (IOC), African Volleyball Federation and so on. Consequently, all event organizers should manage the game accordingly. This is because game rules govern everyone equally, fairly, reduce the risk of injury, and keep the spirit of sport. The following are some basic rules of volleyball which will be discussed that students should know and apply while playing volleyball. These rules are presented according to the level of students. You can go all within a single period. Very brief explanation for each should be given to refresh your content and pedagogical knowledge.

While engaging students in pair or group discussion is good limit the discussion time that will help you and students to manage the class time properly.

Learning competency

At the end of this lesson, students will be able to:

- explain rules of volleyball, and
- customize some rules of volleyball for modified volleyball game.

5.1.1. Interruption

To open a discussion about rules in general, start the lesson by activity 5.1. Let students do this activity. Tell students to work first independently and then in pair. Give some time to think, discuss and reflect. Remind them to write their response on a piece of paper to condense and reflect when the discussion ends up.

When the whistle of the official announces the completion of one complete rally the game is interrupted and the next service will be delivered. In volleyball this time gap is called *interruption*. The only regular game interruptions are time-outs and substitutions. But if there is an injured player the game may be interrupted in a special case.

5.1.1.1. Time out

Clarify this lesson precisely so that students can grasp key points. Volleyball game allows time-out request so that teams take breath and get time for basic information sharing or technical advices. There is officially approved signal to request time-out in volley ball that is ''T'' shape the captain or coach provides the request using hands to show the signal.

5.1.1.2. Substitution

Dear teacher, please, try to prepare video that shows substitution in football and volleyball so that you can gap your presentation and let students watch the video and do activity 5.2. If you cannot do it, give this activity as homework to watch any football and volleyball game in school or in their village and reflect on the questions.

In volleyball game a maximum of six substitutions per set is allowed but the substituted player must be in the exact position that endorses the rotation rule in volleyball except the libero player.

5.1.2. Delays

Instruct students to do activity 5.3 individually and read to the class. Players sometimes deliberately delay the game to take advantage over the team. Hence, for the benefit of all, rules of the game clearly states unlawful delay leads to sanctions.

5.1.3. Intervals

In volleyball game the time gap between each set is known as interval.

5.1.4. Libero player

Before you give explanation about libero player ask students whether they know about it or not. After listening their response proceed to your presentation.

Libero is a special player in volleyball. Unlike other players libero player is not obliged to substitute exact player in the line-up position. That is the rule of rotation doesn't enforce the libero player to come in any time and there is no limited time to come in and off the court. Libero player wear different color uniform so that officials can easily identify him or her. The role of a libero player is to defend balls at the back and not allowed to block or deliver service.

5.1.5. Fair-play

Sporting games require togetherness, respecting each other, and collaboration. Game situations may up set you or may move you become emotional but you have to approach your team members and officials respectfully. The principle of fair play is also essential in once life other than the field of play. Fair play is not only being respectfulness but also need a sense of empathy.

Teaching learning procedure

- Start the day's lesson by introducing the lesson objectives, and instructing how classroom activities are to be done.
- As this is a new unit, begin the lesson by start-up activity. That enhance students to recall what they learned in grade nine.
- While students reflect on their work, it is better to write some key points on the blackboard and give feedback or correction if needed.
- Go through the activities before you enter the classroom that enables you to manage the class effectively.
- Let students do the activities according to the instruction and take part in the lesson, some of the activities can be discussed and reflected in the classroom and others to be done as a homework, or project work.
    - Follow up the group or pair discussions and record each group's/pair's activity on your portfolio.
    - Up on the end of each activity ask students to reflect on their points and record key points that needs clarification or correction.
    - Briefly present on the activities. And then proceed to the next activity if any.
    - Wrap up your lesson by summarizing key points.
    - Assess the overall teaching learning process at the end of every lesson. Give activity 5.4 and exercise 5.1 as a homework.

Suggested teaching aids and materials

- Football and volleyball video

Suggested teaching methods

- Individualized instruction, task teaching, cooperative learning, and interactive teaching.

Assessment

- Ask students to reflect the result of their discussion.
- Ask students to read what they have listed in a group.
- Create a rubric and have pupils assess members of their group.
- Portfolio
- Anecdotal records and
- Homework

Answer for the activities and exercises

Activity 5.1

To answer this activity please refers the lesson interruption.

Activity 5.2

1. A maximum of six players per set.
2.

Volleyball	Football
Maximum substitution 6 per set.	Maximum 3 substitutions in full time.
Substituted players have a chance to play again in another set.	Once a player is substituted no chance to go in to the court again and play in that specific game.

Activity 5.3

1. Sanction

Activity 5.4

1. Some rules of fair-play include a sense of empathy, respectfulness and respect,…
2. No exact answer for this question but listen to students experience try to relate with the actual life.

Exercise 5.1

1. In this grade under lesson rules of volleyball the following rules are explained
   - ♦ Interruption
   - ♦ Time out
   - ♦ Substitution
   - ♦ Delay
   - ♦ Libero and
   - ♦ Fair play
2. B
3. A
4. Maximum 2

You can refer grade nineth and 10th student's textbooks for the activities and for further reading refer to volleyball coaching manuals, official volleyball rule 2021, and related books.

]5.2. Blocking skills of volleyball

Overview

Dear teacher, under this lesson one of the skills of volleyball, blocking, will be discussed. You need to spent time in the classroom so that students will have a better understanding about the basics of blocking and types of blocking. Blocking is a defensive action in volleyball. Its purpose is to block the ball with hands or arm from a successful attack. For this reason all players should practice and perform when they are at the front row to prevent the ball over the net. The skill of blocking is advanced. So, students should spare more time on the field to practice it well. The technical skills required for all types of blocking are the same. The only difference is the involvement of players to take over blocking. There are listed practices for each type of blocking but you can add more drills and some plyometric exercise to increase the jumping ability which is fundamental for blocking based on your students ability.

Note: Blocking is a fundamental skill but it depends on the energy needed and complexity we can categorize some techniques as advanced skill like cross court.

Learning competency

At the end of this lesson, students will be able to:

- customize rules for modified volleyball game,
- apply modified rules while playing modified volleyball games;
- describe the types of blocking skills in volleyball;
- perform advanced volleyball blocking skills;
- apply critical thinking and problem-solving skills to create competitive and cooperative modified games that involve everyone;
- demonstrate respectful communication skills;
- apply cooperative participation in activities;
- demonstrate responsibility for various roles while participating in games and,
- accept ideas from others

5.2.1. Single block

Single block is a one-to-one action that one player is responsible to take over the attacker's hit. This action requires good body position, timing and skill. The limitation of single block is area coverage on the court, so a hitter has large area to attack.

5.2.2. Double block

Double block is two against one; the team will have defensive advantage by covering more area against one hitter.

5.2.3. Triple block

Triple block is three against one; three players cover larger space so that the hitter has less available space on the court to attack. This is the most effective type of block that three of the players involved in a defensive action on one hitter.

5.2.4. Blocking line

Blocking line is more of technical that a team uses as a defensive strategy and it is done by involving a single blocker. During blocking line blocker stands in the angle and pretends the hitter that the line is open to attack.

5.2.5. Swing block

Swing block is advantageous because it adds a little bit height on your jump while arms swing is jump up.

Teaching learning procedure

In your practical session to teach volleyball blocking skills you can employ various practicing methods so that students acquaint the skills easily. Based on your students ability and limitation it is good to select practicing method that can best suit to them. The teaching procedure for introduction, conclusion and assessment are the same for all types of blocking but for the application of practices there are different types of exercise and drills to teach each type of blocking skill.

Ways of lesson delivery

Introduction

In your practical class make sure that all students respect the rules set out for the practical session.

- Describe the objective of the lesson and how the practical activity is to be performed briefly.
- Organize students and teaching materials in the playing field.
- Make sure that there is enough space between each student.
- Make students ready to perform warm up and do main activity or perform drill.
- Make sure that groups are organized in a raw, semi-circle, circle or line.
- Let them perform warm up activities that include w*alking, jogging and running and then stretching* in their respective order. Stretching focus on calves, hamstrings, quadriceps, shoulder and arms.
- Remind students to perform both general and specific warming up activities.

Demonstration

- Demonstrate the correct blocking skill. Before you start demonstration, organize students on the court in a way that all students can clearly see the demonstration. The better position to show blocking skills is directing students in their row to kneel down, sit or stand on the front row of the volleyball court and you will be in the other side of the court so that all students can have a clear view.
- Start the demonstration from the basic stance position closer to the net, arms stretched out, and fingers spread apart. Then take forward step and jump to block. These are movements without ball.
- Let students to stand at the line of the court to observe the whole blocking skill with hitter.
- Invite one student to set a ball to you or the demonstrator and then block.
- Ask students whether they need more demonstrations or not before they go to practice it.

Practice: start-up exercise.

Let students practice the next exercise at home as a startup exercise for single blocking

1. Focus on some point a bit above your height on the wall and try to jump and touch it.
2. Be in a basic stance position, jump up and touch your target with out swinging arms.

Single block

The school may have one playing ground. In such case it is time consuming to engage all students in a single court. Thus better to prepare a rope to use it as a boundary for two teams and serve as a net this can work for schools that have no volleyball playing court.

Lower net blocking practice

- Arrange the height of the net according to the average height of students or a rope that can serve as a net.
- Instruct students to be in their row facing each other towards the net.
- Instruct them to be in a basic stance position that is knee bent and elbows are out in front and finger spread apart close to the net.
- Give signal to jump and clap hands over the net.

Practice 1: Side to side blocking

Single blocking

- Organize students to be in a row and each row shall consist a maximum of 4 students.
- Direct two rows to be in different direction of the net facing each other behaving as a blocker and attacker.
- Let the attackers' team members hold the ball in their hand up if possible over the net and the blockers team members turn by turn move from side to side, jump up and block the ball.

Practice 2: Single blocking

- Let students to be in their row formation like the previous exercise. One team sets the ball and the other team blocks the ball.
- The attacker's team makes two volley pass and spike the ball so that the defending team practice single block turn by turn.

Practice 3: mini game

- Let students to form small groups and prepare three playing court that measures 3m X 3m.
- Instruct students to use rope as a net for each court.
- Let them practice 1 to 1 blocking.
- Let them apply modified volleyball rules for this game.
- Let them to share roles and give feedback at the end.

Note that you can progressively increase the size of the court to 4m x4m and the team to 2 to 2. In this case the back row will be back to its original dimension.

Conclusions

- Bring all of them together to conclude the lesson by giving feedback and correction based on your observation. Reward groups that perform better by giving hand shake.
- Let them to do cool-down and stretching.

Assessments

- Assess students' single blocking skill performance by recording on your observation checklist, rubric, anecdotal and portfolio.

Activity 5.5: Give this practical exercise so that students practice it at home. This activity will help students' skill of vertical jump skill and increase their explosive power and improves hand and arm position during blocking.

Dear teacher, there are several strategies to be used in physical education practical classes. You can select or modify to deliver the lesson in more attractive and interactive way. All the above mentioned procedures will be applied to the next exercises.

Double blocking

Practice 1: Start-up activity

- Organize students in two groups and in line and stand at opposite side of the playing court.
- Let them jump up and try to touch hands of the other team without touching the net and go back to the end of the line and in the next round one student toss ball up and all others perform single block and go back to the end of the line.

Practice 2: Double block practice

Before letting students practice double block it's better to perform single block as a revision.

- Direct students to form a group that have three members. One student tosses the ball over the net and the two will jump up and deflect or block the coming ball over the net.

Please give activity 5.7 and 5.8 to practice it at home or in school.

Triple block

Before letting students practice triple block it's better to perform double block as a revision.

- Let them jump up and try to touch hands of the other team without touching the net and go back to the end of the line and in the next round one student toss ball up and all others perform single block and go back to the end of the line.
- Inculcate students to form a new group that have six members and practice triple block in mini game situation.

Practical exercise

- Let students practice single, double and triple block. By forming two teams each having 4 team members. Facing each other across the net, that is in a position of hitter and blocker.

Blocking line

This type of blocking is more of technical so let students practice in a mini game play. Let them form groups and play a mini game.

Instruct the blockers to adjust arm and hand above the net following the hitter direction that likes to hit the ball down to the line and so that the blockers deflect the ball into the court.

Swing block

Practice 1: Movement with-out ball

This type of blocking is more of technical so let students' first practice individually. To do this leg should be open, step to the direction to move close leg, cross, hop footwork over the net and then swinging arms, jump up over the net and block.

Practice 2: Pair practices

Repeat the above activity to practice it with ball. One student will toss the ball and the other perform swing block.

Practice 3: Mini game

- Instruct students to form new group and play 2 to 2 mini game to practice swing block. Progressively increase the number of students in the team 3 to 3, 4 to 4,… progressively and practice all skills of volleyball.

5.2.6. Mini volleyball game

This is a practical activity that students are expected to practice at school or around their living area.

Instruct students to:

1. Prepare 4m x 4m playing area, ball and two teams having two members each (2 to 2) practice volleyball play.
2. Prepare 6m x 6m playing area, ball and two teams having three members each (3 to 3) practice volleyball play.

Suggested teaching aids and materials

- Pictures/ photographs, recorded video/ film, ball, whistle, cons, bibs, stop watch and net.

Suggested teaching methods

- Individualized instruction, task teaching, cooperative learning, interactive teaching, practicing methods, whole method, whole part whole method, part method, progressive, task, reciprocal, and etc.

Assessment

- Asking oral questions.
- Ask students to reflect the result of their discussion.
- Ask students to read what they have listed in a group.
- Prepare observation check list to record strong and weak point during the practical sessions and record students' performance and provide feedback.

- Create rubric and let pupils assess members of their groups.
- Ask students to demonstrate the activities individually and in groups.
- Use portfolio and anecdotal records.

Answer for the activities and exercises

Exercise 5.2

1. B
2. C
3. Please refer to student's textbook

Answer for the review exercise on unit five

1. True, (we can modified the height, players number, field dimension, time, teaching materials, moreover, the safety concern and rule),
2. True, (block is the first opportunity for a team on defense to keep the team on offense from hitting in to their court) .
3. D
4. B
5. C
6. Please refer student's textbook.

Unit Six: Basketball

Total period allotted 5

Introduction

Dear teacher, this portion covers one of the team games, basketball. It encompasses rules, skills and main basketball game. Rules of basketball were introduced in the grade nine. In this grade some basic rules will be discussed that will help students to apply while they play mini basketball game as leisure time activity. Regarding the skills of basketball one advanced skill that is extended arm lay-up shoot will be discussed. Finally, there is a mini basketball game that all students assumed to practice all the skills of basketball. Starting from grade five students were taught different basketball skills. In this grade some advanced skill that are related with what they learned in grade nine were presented. Thus, more time will be given to practice in mini game situation that will help to assimilate with rules of the game. There are suggested teaching methods, instructional materials and assessment mechanism that can ease your lesson planning. The total period allowed for this unit is five periods for the theoretical and practical sessions.

While forming groups, care should be taken that male and female should be mixed in grouping and students with special needs to be taken care of.

Unit learning outcome

At the end of this unit, students will be able to:

- understand the basic rules of basketball;
- adopt basketball rules for mini basketball games;
- appreciate advanced skills of basketball games;
- develop skills of basketball through movement and,
- demonstrate positive personal and social behaviors and interpersonal relationship.

Key words

- Basketball, Team, Players, Captain, Head coach, and Reverse lay-up shoot

6.1. Basic rules of basketball

Overview

Dear teacher, the start-up activity on the student text will help them brainstorm on the history of basketball and some rules of basketball. Accordingly, you can simply introduce the unit. That will let students to know what they are going to learn throughout

the unit. You can find the detailed note for the activity on grade nine students textbook.

Instruct students to be in pair and discuss on activity 6.1. Let them reflect on what they have discussion. Pair discussion enhances students to acquire communication skill and enables to think in depth.

Internationally rules of basketball are set out by the International Basketball Federation. To be fair all members of federations and major event organizers are governed by this rule when they host championships. You can use gaped lecture to teach the following lessons by asking oral questions and giving short lecture and engage student in activities according to the instruction. Organizing students in pair or group discussion is good to limit the discussion time that will help you and students to manage the class time properly.

Learning competency

At the end of this lesson, students will be able to:

- identify basic rules of basketball, and
- explain the benefit of rules in basketball game.

6.1.1. Teams

Basketball is a team game that is played between two teams. During playing time, even though only five of the players play in the playing court a team shall consist of a maximum of twelve players including team captain. The delegates such as head coach and assistance coach are also considered as member of the team but shouldn't exceed eight.

6.1.2 Team uniform /jersey/

Team uniform is an identity in the playing field. Teams have color selection right for home and away game with their logo. Usually the home team wears brighter color and away team wears darker color. Hand and wristbands are also allowed in basketball. That is made of soft non-abrasive material and solid-color similar with the uniform or jersey color.

The number rules on the uniform vary according to the league. But 0 to ninenine is acceptable internationally.

In team game the role of individual player is important for the success of the team. Players are assigned in the playing court according to their position. The positions are namely point guard, shooting guard, small forward, power forward and center.

6.1.4 Captain

Let students do activity 6.2 individually first and then in pair. This activity will allow student to think about leadership in their group work activities.

Captain is the title given for individual player that have a good leadership and communication skills and represent the team during playing time.

6.1.5 Head coach

Head coach train players in the field and guide during playing time his/her assistances. Head coach is responsible in selecting players to go in the playing court and playing strategies.

6.1.6 Playing regulation

Playing regulations are core for players. Students at this grade might participate in school tournaments or enjoy watching basketball. Thus knowing playing rules helps them to play games with knowledge and make facts based decisions. Some of the playing regulations will be discussed next. These rules can be implemented in practical sessions and can be amended according to the game type during mini game practices.

6.1.6.1 Beginning and end of quarter of the game

Unlike other ball games basketball begins by tossing the ball and represented players form each team jump up to make the first touch of the ball push to teammates. The game clock signal sound announces the end of the game or quarter of the game.

6.1.6.2 How the ball is played

Basketball is played using hand only. The ball is played by passing or dribbling. Once a player puts two hands on the ball it is no longer permitted to dribble it. There is a detailed description on how the ball is played in basketball on the official basketball rule. You can refer it.

6.1.7 Goal

In basketball the goal is the basket. To make a goal a player has to shoot a ball in to the basket which should enter in to the basket. That is how a player scores a point.

6.1.8 Throw-in

Throw-in is to restart the game after the ball passes the field of play at the side-line. If a throw-in touches the floor or any object on or outside of the boundary line or touches

anything above the playing surface is a violation. During throw-in the ball must be thrown directly inbounds. To make a throw-in and put the ball into play players have five seconds. The ball must pass the plane of the baseline or side-line and no player is allowed to interfere the in-bounding player during throw-in.

6.1.nine Time-out

A team shall request timeouts for reason that can benefit the team. The number of time-outs to be granted for a team stated on the student textbook you can refer for the very detailed knowledge you can also refer the official basketball rule book.

6.1.10 Substitution

Due to high intensity nature of basketball game there is no restricted number of substitution and it can be made at any time.

Teaching learning procedure

- Start the day's lesson by introducing the lesson objectives, and instructing how classroom activities are to be done.
- As this is a new unit begins the lesson by start-up activity. That enhance students to recall what they learned in grade nine.
- While students reflect on their work, it is better to write some key points on the blackboard and give feedback or correction if needed.
- Go through the activities before you enter the classroom that enables you to manage the class effectively.
- Let students do the activities according to the instruction and take part in the lesson.
    - Follow up the group or pair discussions and record each group's/pair's activity on your portfolio.
    - At the end of each activity ask students to reflect on their points and record key points that needs clarification or correction.
    - Shortly present on the activities. And then proceed to the next activity if any.
    - End up your lesson by summarizing key points.
    - Assess the overall teaching learning process at the end of every lesson. Give activity exercise 6.1 as a homework.

Suggested teaching aids and materials

- Video, pictures or photographs.

Suggested teaching methods

- Lecture, individualized instruction, task teaching, cooperative learning, and interactive teaching.

Assessment

- Ask students to reflect the result of their discussion.
- Ask students to read what they have listed in a group.
- Create a rubric and have pupils assess members of their group.
- Portfolio
- Anecdotal records and
- Homework

Answer for the activities and exercises

Exercise 6.1

1. B
2. A
3. Football begins by tossing coin so that a team can select the ball first and select -which side of the court to start from and at the center of the pitch players touch the ball and start the game. Volleyball is a team chosen to serve by coin toss and in basketball at the center of the court the ball thrown up high by the referee and one player from each team competing to gain possession.

You can refer grade nineth and 10thstudent's textbook for the activities and for further reading refer basketball coaching manuals, official basketball rule 2021, and related books.

6.2 Skills of basketball

Overview

Dear teacher, under this lesson one of the skills of basketball will be discussed. As stated in earlier in this lesson most of the skills were learned in the grades you went through. So now you are going to revise under arm lay-up shoot and go to extended arm lay-up. Lay–up shoots are easier to score points in basketball. Use different practicing methods that will motivate and help students to acquaint the lay-up skill well.

Learning competency

At the end of this lesson, students will be able to:

- apply the basic rules of basketball while playing small sided games;
- perform advanced basketball shooting skills;
- apply cooperative participation in activities;
- apply critical thinking and problem-solving skills in a modified games that involve everyone;
- demonstrate respectful communication skills;
- apply cooperative participation in activities and,
- show responsibility for various roles while participating in small sided games.

6.3 Extended lay-up shoot

Extended lay-up is one that is practiced to score points. This layup shoot is performed-when all the steps of extended arm lay-up are similar with under arm lay-up. The only difference is the ball releasing. Here, you release the ball after extending your arm fully.

6.4 Mini basketball games

Mini basketball games are here to improve students' basketball playing skill, apply rules in mini game situation and practice different roles in a team.

Teaching learning procedure

Dear teacher, this is just to introduce the shooting skills of basketball. You should not expect perfection; just let them imitate and practice it.

In order to teach extended arm lay-up shoot skill in your practical session it is better to implement different practicing methods. Based on the students' limitation, select and let them practice it several times in a varying situation. Teaching procedures such as introduction, conclusion and assessment described below are the same for all types of blocking. But when it comes to the application of practices there are different types of exercise and drills to teach each type of blocking skill.

Ways of lesson delivery

Introduction

In your practical class make sure that all students respect the rules set out for the practical session.

- Describe the objective of the lesson and how the practical activity is to be performed precisely.
- Organize students and teaching materials in the playing field.
- Make sure that there is enough space between each student.
- Make students ready to perform warm up and do main activity or perform drill.
- Make sure that groups are organized in a raw, semi-circle, circle or line.
- Let them perform warm up activities that include w*alking, jogging and running and then stretching* which should be done in their respective order. Stretching shouldfocus on calves, hamstrings, quadriceps, shoulder and arms.
- Remind students to perform both general and specific warming up activities.

Demonstration

- The better position for students to observe extended arm skill demonstration is staying on the side-line. Therefore, direct students stand or seat on the side-line of the court so that all students can have a clear view.
- Demonstrate the correct extended arm lay-up shoot skill. The whole demonstration must involve the following steps: catching the ball → step forward with preferred leg→jump up →drive forward and bring the ball with full arm extension of the preferred hand simultaneously and lay it on the basket.
- Let students pretend as they have a ball on their hand and practice extended arm lay-up shoot steps by moving forward from their side-line position to the in-side of the court.
- Invite if there are students that can demonstrate the correct skill and this will help students to recap the steps and patterns.

Practice: Start-up exercise under arm lay-up shoot.

- Let students be in two lines on the half court line and practice under arm lay-up shoot with right hand first and then with left hand.
- When one line performs the other line observe and record which students perform the correct under arm lay-up shot on their task sheet.

Practice 1

- Let students be in pairs and practice up and down ward basketball pass by standing back to back opening their legs as wide as possible, hold a ball with hands and pass to a partner between legs and while receiving the partner shall pass the ball over the head to back the ball.

- Let them practice the next activity step by step.
- **Step 1:** Catch the ball landing with your left foot
  Step 2: Step forward with your right foot
  Step 3: Jump off with your left foot
  Step 4: Drive forward with your right knee
  Step 5: Simultaneously, bring the ball up with your right hand
  Step 6: Lay it up softly

Practice 3: Mini game.

- Let student use the half courts for two team and practice playing basketball first 2to 2 and then 3 to 3.
- Progressively let them practice playing in full court. This time, instruct them that a team need to have a coach, official, captain and apply the rules of the game.

Conclusions

- Bring all of them together to conclude the lesson by giving feedback and correction based on your observation. Reward group that performs better by giving hand shake.
- Let them do cool-down and stretching.

Assessments

Assess students' extended arm lay-up shoot skill performance by recording on your observation checklist, rubric, anecdotal and portfolio.

Give activity 6.6 as practical exercise so that students practice it in afterschool hour or during lunch break time. This activity will help develop students' critical thinking skill, develop social interaction, and practice leadership skill.

Suggested teaching aids and materials

- Pictures/ photographs, recorded video/ film, ball, whistle, cons, bibs, stop watch and net

Suggested teaching methods

- Individualized instruction, task teaching, cooperative learning, interactive teaching, whole method, whole part whole method, part method, progressive, task, reciprocal, and etc.

- Asking oral questions.
- Ask students to reflect the result of their discussion.
- Ask students to read what they have listed in a group.
- Prepare observation check list to record strong and weak point during the practical sessions and record students' performance and provide feedback.
- Create rubric and let pupils assess members of their groups.
- Ask students to demonstrate the activities individually and in groups.
- Use portfolio and anecdotal records.

Answer for the activities and exercises

Exercise 6.1

1. False, basketball game is played between two opponent teams each team should have the same contrasting color uniform.
2. True, The captain shall act as player coach if there is no head coach or if the head coach is unable to continue and if there is no first assistant coach
3. Football game stated by tossing a coin and a team selects the ball stats at the center of the court, volleyball the team that chooses ball stats the game by delivering service and referee toss the ball and players form the two team jump over to get the ball.
4. In volleyball maximum time out is 2 per set but in basketball in the first half a team granted 2 and 3 time out during the second half.

Answer for the review exercise on unit six.

1. A
2. C
3. B
4. B
5. C
6. Please refer student's textbook

Unit Seven: Handball

Total period allotted 5

Introduction

Dear teacher, this unit is a continuation of the handball lesson of grade nine. Brief history, basic rules and skills are focused on in the grade nine handball lessons.It discusses issues like basic rules of handballon goalkeeper, goalkeeping, and advanced handball skills as well as strategies of the game play.

In this unit, the essential features of a handball for goalkeeper are discussed. In almost all games goalkeepers play the most crucial role in the team they play. But, when it comes to handball it differs. In handball the goalkeeper is the only one who directly affects the outcome of each opponents attempt to finish the attack. In this unit, all important roles of a goalkeeper will be explained.

As handball is a dynamic sport with complex possibilities, teaching handball tactical system is very important for the good performance. An advanced handball tactical play skill also will be introduced as well.

Unit learning outcome

At the end of this unit, students will be able to:

- Understand the benefit of rules of handball in a game;
- Identify the basic rules of handball;
- Perform three advanced handball goal keeping skills;
- Apply the basic rules of handball while playing small sided games;
- apply critical thinking and problem-solving skills to create competitive and cooperative modified games that involve everyone;
- identify and demonstrate respectful communication skills appropriate to cooperative participation in activities and,
- demonstrate responsibility for various roles while participating in games; and, accept ideas from others.

Keywords

- Handball rules, goalkeeper, scoring, throw in, defense, and attack

7.1. General rules of handball

Learning competency

At the end of this lesson, students will be able to:

- identify the basic rules of handball;
- use hands, legs and torso for goal saves;
- catch, deflected and knock down shots and,
- respect the rules of handball.

Overview

The sub-unit discusses about the rules of the team handball by specifying its scope on the rules concerning goalkeeper, scoring and throw- in.

Goalkeepers are the most important players of the team. As compared to all other players in the field, a goalkeeper is the only one who directly affects the outcome of each opponents attempt to finish the attack. In this unit, all important roles of a goalkeeper will be explained. The rules are also discussed.

To identify the winner, goals should be scored more than that of an opponent without breaking the rule, and should be confirmed by the referee. Rules about goal scoring will also be stated in this sub-unit. Moreover, who awarded a throw-in (i.e the referee) and when it is awarded (when a rule broken) will also be discussed.

Start-up activity

Do you remember some of the handball rules that you learnt in last year physical education class? If so:

1. What is the length and width of a handball goal post?
2. How about the goal area size?

7.1.1 The goalkeeper

In sports, rules are in place **for safety of the players, integrity of the game** and to create as fair competition as possible. To the safety of a goalkeeper and to make the game fair, the following specific rulesarepracticed in team handball.

- A goal keeper can touch the ball with any part of the body while in the act of defending inside the goal area.

- A goal keeper may exit the goal area without possession of the ball; but then the goalkeeper becomes subject to the rules that apply to players in the playing area. When thegoaliewants to re-enter the goal area they may not be in possession of the ball. When goalies come out of the goal area they may never go past half court.
- A goal keeper my move around in the goal area without any restrictions, except for a 5-second count to release the ball.
- A goal throw is taken by the goalkeeper from the goal area out over the 6-meter line. Once the ball is put back into play, he or she may not receive the ball again until the defense has gained possession.
- The captain will notify the officials when their team pulls the goalie or puts the goalie back into the game.
- Goalies substitutions must be notified to the official and done in a timely manner.

7.1.2 Scoring

Dear teacher, scoring is the ultimate aim of any team. Explain to your students that this should be done without breaking the rule.

In handball game, scoring occurs when players throw a ball in to the opposite team goal.

In handball, a goal is scored when the whole of the ball passes between the goalposts and travels fully over the goal line. However, a goal is not awarded until the referee has signalled this and they are confident that no rules have been broken.

At the end of the match, the team with the most goals will be awarded the winners. However, in the event that both teams have the same score, a draw is recorded.

7.1.3 Throw-in

A throw-in is awarded to an opponent when one team loses the ball out-of-bounds on a side-line. The defense must be three feet away when the ball is thrown in. The player must have one foot touching the court during the throw-in.

Teaching learning procedure

Dear teacher, since, the lesson about rule was given in 9th grade too; it will be helpful asking students what they remember and what they know about team handball rules.

- If possible, this session should be supported by video, because they can see what and when a referee announces if that rule is broken.
- It would be supportive if students learn the signs and gestures shown by referee when a foul is committed by a layer.
- Divide the class in to small groups and let them discuss on the three rules of team handball.
- Motivate them to reflect after theyfinish the discussion.
- Summarized the main points and you may give group homework.

Suggested teaching aids and materials

- If possible: video, pictures, chart flip, and marker.

Suggested teaching methods

- Question and answer, cooperative teaching method (forming small groups) and, lecture.

Assessment

- Students would reflect after discussion.
- Students may reflect after video show.
- Homework

Answer for the activities and exercises

Activity: 7.1

The goals are 2m high and 3m wide.

7.2. Goalkeeping

Overview

Dear teacher, in this sub-unit the features of a goalkeeper will be explained. The physical requirement will be explored. As goalkeeper, one of the characteristics of goalkeeper is the influential role he plays on a contest.

A goalkeeper is the first to attack and the last person to defend his team. His/her action is not limited to defending the goal. The goalkeeper also takes part in a game, when he

sparks the fast attacks, cooperates with defense and prevents the opposing team's fast attacks.

Dear teacher, remind the students to remember the following rules for the goalkeeper during the defensive phase of the game:

- maintain good posture with upraised hands
- stand in front of the goal line
- position between the goal and the shooting attacker
- time the action correctly

Learning competency

At the end of this lesson, students will be able to:

- practice goalkeeping techniques and,
- apply mental and physical qualities that handball game requires.

7.2.1 Defending with Legs and Hands

General and special physical conditionings are the basis of which technical skill can be taught. Any technical element can be taught by means of various exercises.

Practical activity 7.7.a

Defending with legs and hands

1. One foot skipping, swinging another leg in different directions (and vice versa).
2. Sideward and backward leg swings at the wall-bars.
3. Two feet skipping, jump-up, legs astride.
4. From supported squatting position legs kick sideways.
5. Slow run, fast bending to left and right legs (on signal).
6. Supine position and trunk twisting.
7. Slow two feet jumps, on signal, assuming half splits.
8. One foot skipping, turning left and right. On signal assuming half splits to the right or left.
9. From sitting position, on signal changing to kneeling and then to half splits right or left.
10. From sitting position, on signal changing to standing position, then three jump ups with legs astride sideways.

11. In the goal, touching the upper goal corner (right), and left leg half splits towards the left goalpost.

12. From lying position on the goal line, changing quickly to standing position, touching the upper left goal corner, then the right and back to the initial position.

13. From initial position, on signal, the goalkeeper takes a step to the left or right, swinging one hand upwards

Dear teacher, you are advised to implement some of the activities above according to the level and situation of your students.

7.2.2 Passing to initiate fast attack

A successful start of the fast attack depends on the goalkeeper's fast throw. The correct decision of the goalkeeper and a precise pass of the ball are vital elements for a successful fast attack.

Practical activity 7.8.a

Pass the ball into particular areas of the court.

The goalkeeper performs

- Passes beyond the court center line trying to hit the marked circles.
- As in 1, but this time he/she passes the ball to the players who are arranged beyond the center line.
- The goalkeeper stands at the goalpost where there is a ball on the ground, on signal he/she runs to the opposite goalpost, runs back, picks up the ball and passes it to the approaching wing player.
- The coach who is in front of the goal area executes a shot into the goal. The goalkeeper, after defending, runs to the ball which is on the ground at the goal area line, picks it up and passes to the approaching player.
- The goalkeeper precisely passes the ball just beyond the centre line.
- Two wing players and a defender (who tries to intercept the passed ball). The goalkeeper, depending on the situation, passes the ball either to the left or to the right.

7.2.3. Speed of reaction

Practical activity 7.9 a

1. Reflex is mainly conditioned by genetic material, but it is possible to improve it by training and performing proper exercises. The goalkeeper faces the wall,

about 2m in front of it. The coach stands behind him/her and throws the ball in such a way that it rebounds at different levels. The goalkeeper tries to stop it with legs or hands.

2. As in 1, but the goalkeeper stands with his/her back to the wall, as soon as a throw has been executed, the goalkeeper turns round (to face the wall) and tries to stop the ball.

3. The goalkeeper stands in his/her goal with his/her back to the court. The coach , on signal, throws the ball towards the goal. The goalkeeper, on hearing the signal, immediately turns round and tries to stop the ball.

4. The goalkeeper's position is the same as in 3. Three players stand in different positions in front of the goal area. Each of them has a ball. On signal the goalkeeper turns round, and one of the players (the coach says who) executes a shot towards the goal.

5. The goalkeeper bounces the ball hard at the wall (at the distance of 6m from the wall). After performing a 360° turn he/she tries to catch or hit it.

6. The goalkeeper stands with his/her back to the wall. The coach bounces the ball higher or lower. After each throw the goalkeeper turns round and tries to stop the ball with his/her hands or legs.

7. The goalkeeper stands 5 - 6m behind 2 or 3 players who are standing close to each other. The coach stands on the other side of the players and throws the balls around to players. The goalkeeper tries to catch or hit the balls. The goalkeeper cannot see the coach, so he/she does not know from which side the throw will be executed.

8. Four goalkeepers stand in a square-like shape. The distances between them are 2-3 m. Each of them holds a ball at the hip level. On signal they simultaneously drop the balls and change their positions, e.g. to the right, trying to catch the ball dropped by a fellow. The same exercises can be performed in another way with the goalkeepers, after dropping the balls, perform splits and attempt to put the fellow's ball down.

7.3. Advanced skills of handball

Overview

Dear teacher, this sub- unit discusses the advanced skill of the handball, both offensive and defensive (the tactical system). Knowing handball tactical systems is very important for good performance which will be discussed in this sub-unit.

But, dear teacher, before you start to teach the advanced skills (tactical system), technical abilities or the fundamental skills,your students should be at higher level, you need to present briefly how to build a defense and fast counter attack. A good defense is a good offence. To this end, playing offensively too is an issue that this sub-unit deals with.

Learning competency

At the end of this lesson, students will be able to:

- practice defensive tactics to deter opposing team's offence;
- perform the attack techniques over an opponent's team;
- apply the basic rules of handball while playing small sided games;
- perform advanced handball skills and,
- demonstrate respectful communication skills.

7.3.1 Defence

A handballgameis one of the most viewed one due to its fast pace, adrenaline, and of course, its strategies. The offense and defense are the two parts of this game and the teams are made up of six field players and one keeper.

In defense, there are different approaches differing from the 6 – 0 defense strategy, which we willbe describedin this sub-session. The teams must build their strategies depending on the strength of their players or the situation in the game. The best offense is having a good defense. If the team protects their court well, they can steal or intercept the ball easily and attempt a counter-attack. Thus, the different types of defense in handball are:

- 5 – 1 defense
- 4 – 2 defense
- 3 – 3 defense
- 3 – 2 – 1 defense
- 6 – 0 defense

A. 5 – 1 defense strategy

The first player, the one who is most forward, can move in any direction. He starts to vary his position depending on the rivals' actions. Once the ball is intercepted by his teammates, he will immediately get the pass for the counter-attack. Additionally, this player must prevent the opponents from getting the ball, maintaining a "closed" defense.

B. 4 – 2 defense strategy

This strategy is quite similar to the previous one, with the difference that you have two forward players. And so, this is a good defense strategy to intimidate the opponents. The disadvantage of this strategy is that there are certain holes in the defense that the rival can take advantage of. Often, a 4 – 2 defense strategy can easily jump to a 5 – 1 in the same play.

C. 3 – 3 defense strategy

This consists of forming two defensive lines with three players each. The only problem with this defense strategy is that if the first line is broken, the second one is weaker, as there are only three players.

D. 3 – 2 – 1 defense strategy

This is one of the most complicated defense systems since the players must form three parallel lines. The closest line to the goal has three players, the next line has two and the last line has one player. It's like a triangle. This formation requires extensive training and understanding among the teammates since they must move as one.

E. The 6 – 0 defense strategy: impenetrable wall

All defense strategies have two main objectives: to prevent the opponents from scoring, and at the same time, ensuring the ball executes a counter-attack. You may be thinking that the 6 – 0 strategy only satisfies the first goal. Then, why is it the most common strategy in handball? This "closed" defense formation consists of having all six field players in one defensive line, in front of the 6-meter line Thus, forcing the opposite team to shoot from a far, that is if they're able to make it past the line of defense.

7.3.2 Offence

An offensive team formation basically has left and right wingman who are typically fast players and have excellent jumping ability required to get better shooting angle.

- Left and right back court − these players should be tall enough so that they are able to shoot over the defender. Goal defended by these player are basically made by jumping.
- Centre back Out − the player who plays in this position are also known as the playmaker. They make chances of scoring goals by maintaining appropriate passing of ball between the players. The player playing at this position is the most experienced in handball than other teammate

Phases and Types of Handball Attack

- Offensive transition: This is the movement of players from the backcourt to the attack court as the team regains ball possession.
- Direct counterattack: Happens opportunistically and quickly, from a steal or a technical error from an opponent. Uses speed to attack in numerical superiority.
- Supported counterattack: Happens when the possession of the ball is recovered from the defensive tactical organization of the team and the attack begins in an organized manner

Handball Offensive System – 6×0

The 6×0 offensive system is one of the simplest systems. In this system, six players position themselves to form a pass line in front of the opposing line of defense. This offensive system is more suitable the plays with the wingers, thus opening up good opportunities for infiltration through the middle.

Handball Offensive System – 5×1

The 5×1 offensive system is one of the systems widely used in various teams. In this system, five players position in the 9-meter line zone and one player positions in the 6-meter line (goal area line). This player who plays more advanced is called Pivot. He performs specific actions such as receiving the ball, spinning and shooting.

Handball Offensive System – 3×3

The 3×3 offensive system is one of the most used systems. In this system, three players position themselves in front of the 9-meter line and the other three players position themselves in front of the 6-meter line.

Handball Offensive System – 2×4

The 2×4 offensive system can be considered a variation of the 3×3 system. In this system two players (two side backcourt) position themselves in front of the 9-meter line and four players position themselves infiltrated in front of the 6-meter line (two wingers and two pivots).

Activity 7.1 (practical exercise)

2 line passing

1 ball

Passing, Attacking

Forming your-self in pairs, perform the different passes listed below.

- Overhead pass;
- Wrist pass
- Jump pass

When you do passes always look ahead and keep your heads up.

Activity 7.2 (Practical exercise)

- 3v3 attack
- 1 ball per group, cones

Form groups consisting of three members and perform the following activities:

- Set up an area of play with cones on the floor approximately 6 meters. Designate 3 defenders, and place 3 offensive players in the backcourt position;
- LB (left-back), CB (center-back) and RB (right-back) on signal the attacker begin. Offensive players use all attacking movements, but do not shoot until a signal is given.
- The defense is passive and may only block shot.

Activity 7.3 (Practical exercise)

Game plays 6 v 6, with a 3:2 offensive-formation

Form groups, play to practice offensive tactics:

- Adaptation to official court;
- Development of game phases;
- Consolidation of offensive and defensive playing skills;

- Expansion of offensive and defensive teamwork;
- Functional strength training.

Activity 7.4 (Practical exercise)

Game play 6v6 with 2:3 offensive formations

Forming groups, play to practice offensive tactics:

- Introduction of pivot tactical role and teamwork with exterior attackers;
- Development of team tactics and strategy;
- Consolidation of previously introduced playing skills;
- Functional strength training.

Activity 7.5 (Practical exercise)

Handball

By forming modified smaller team like groups, play full court to practice pressuring defense:

- Introduction to team handball;
- Development of game phases;
- Defense: pressuring defense (3:3, 5:1 or 3:2:1) and,
- Offence: 3:3 formations. Functional strength training.

Teaching learning procedure

Dear teacher, in teaching this sub-unit, it may demand you to ensure how far the students have learnt the technical skill. Second, it will demand your time more that you think will be enough,

Teaching material should be organized before the start of the class. Repeated practice is one of the features of the tactical play of the game.

For more practice visit and apply the activities in student textbook.

Suggested teaching aids and materials

- Pictures, if possible video show, standard handball court, unbroken balls, whistle and, and clapboard.

Suggested teaching methods

- Lecture, participatory/ interactive, practice, cooperative,demonstration, and observation with feedback

Assessment

- Asking oral questions.
- Ask students to reflect the result of their discussion.
- Ask students to read what they have listed in a group.
- Prepare observation check list to record strong and weak point during the practical sessions and record students' performance and provide feedback.
- Create rubric and let pupils assess members of their groups.
- Ask students to demonstrate the activities individually and in groups.
- Use portfolio and anecdotal records.

Teaching learning procedure

Dear teacher, start your class by asking the question found in their textbook. If you find it that more question are needed you may ask similar questions for motivational purpose. Observe their reactions, if you see doubts on the responses given, clarify for them and give adequate feedback. It is easy to understand that there are number of activities that require practices. The best way to meet the objectives of the subunit is using outdoor classes or if possible wider and safer gym.

Start your practical class by preparing your-self and all the facilities and equipment appropriate to the class. Arrange students in files and never talk until you get their attention and silence is respected. Insuring that all the attention of your students is observed explain the objective of the day's lesson and what they are expected to do.

Then, proceed for warming up for reasonable minutes and relevant stretching.

Use the activities suggested or if something better keep on with your selected drills. Give feedback and corrections; give more chance and time to students to get engaged on task.

Conclude your class with cool down exercises. If possible give individual or group homework.

Suggested teaching aids and materials

- Pictures,if possible video, standard handball court, unbroken balls, whistle and, clapboard.

Suggested teaching methods

- Lecture, participatory/interactive, practice, cooperative methods, demonstration, observation when playing in the group and give feedback.

Assessment

- Asking oral questions.
- Ask students to reflect the result of their discussion.
- Ask students to read what they have listed in a group.
- Prepare observation check list to record strong and weak point during the practical sessions and record students' performance and provide feedback.
- Create rubric and let pupils assess members of their groups.
- Ask students to demonstrate the activities individually and in groups.
- Use portfolio and anecdotal records.

Answer for activities and exercises

Answer for the review questions on unit seven

1. **C**
2. **A**
3. **D**
4. **D**
5. **A**

Unit Eight:
Self-defense and Sport ethics

Introduction

Dear teacher, this self-defense unit is a continuation of grade nine self-defense lessons. In grade nine, a brief introduction to the subject was given. In this unit, self-defense will be dealt with in-depth. Hence, it encompasses ethics in sport and self –defense, basic conflict resolution techniques, advanced self-defense techniques and rules within this subject.

The sub-units are appropriate and selected with purpose. The focus is on crafting and molding the young generation so that they can bear social responsibility and bring social harmony through education.

Conflict is a social phenomenon that is inevitable to occur, but its occurrence does give its resolution or elimination. Therefore, people have to know and practice some sort of techniques for handling and resolving conflicts. It is in this unit where bases are lied down to give an insight to the youth so that they can handle conflicts smoothly.

In this world, nobody is granted to be free from criminals and assaults, anybody can fall victim to these criminals and gangs anywhere and anytime. It would be practically impossible to assign police officials for each citizen for protection. Therefore, the possible way out is to prepare citizens to protect themselves through educating them and enabling them to be alert, cautious, and vigilant. To this end, training them simple mechanisms to control criminals until a responsible entity arrives is of paramount importance.

Therefore, it is in this unit that we address the societal threats. The unit focuses on violence avoidance before its occurrence and developing the ability of assault control.

Teaching self-defense requires great caution and keen observation, especially during précising, some techniques. Students have to be aware of the safety precautions before they start practical classes.

Unit learning outcome

At the end of this unit, students will be able to:

- appreciate ethics of self-defense;
- understand principles and rules of self-defense;
- know conflict resolution techniques and,
- adapt interest to practice advancedtechniques of self-defense.

Key words

- Sport, Ethics, Self-defense, Conflict, Conflict Resolution, Escape, Grappling, Strike, and Throw

8.1. Ethics in sport and self-defense

Overview

Dear teacher, this is a theoretical class, where the core issues of the lesson are elaborated. You need to use the learner-centered method of teaching where students would actively participate. To facilitate a learner-centered method, you may ask questions, add details to their answer and you may offer appropriate and timely examples.

This sub-unit discusses what advantages would be offered by sport as a result of an engagement with it. It explains how sport enriches society and brings good relationships among nations. It advocates that these relationships brought by sport have to be acknowledged.

One of the social values that glued society together to live in peace and harmony is ethics. Ethics is the set of norms, behavior and ways of life through which human beings tend to realize the value of the good. It helps us to be aware that in life all things are not permitted and our behavior and actions always have consequences for others and our society.

It is in this subunit that students have been reminded of the need to embrace values of ethics in physical education and sports in schools. Students in their engagement in different activities have to be aware that their action has consequences for others including themselves. They learn to shoulder responsibility for themselves and others.

The lesson should focus on teaching tolerance and respecting all those involved in sport, other physical activities. Ethics in sport has to be taught to achieve and enhance

four key virtues: fairness, integrity, responsibility and respect. These are the values this unit strives to inculcate in the mind of learners.

Teach your students from the point of view of education for values and ethics through the practice of sport.

- Teach and transmit the values of sports ethics to students.
- Give value through their practical notations to the aspect of the values of sports ethics.
- Recognize the activities of the school sports as a means of promoting sports ethics within the educational community.
- Promote, disseminate and practice the teaching of human values where sport ethically practiced serves as a tool and a special means to achieve this.

Learning competency

At the end of this lesson, students will be able to:

- explain why it is important to consider ethics in sport and self-defense;
- identify the place of ethics in sports and self-defense and,
- Perform self- defense skills.

Teaching learning procedure

Dear teacher, start the lesson by introducing the objectives of the day's lesson and asking students to reflect on their views on ethics and the place of ethics in sport. Ask your students to present their stories concerning their participation in any form of physical activity. Let them weigh the incidents if the incidents were ethical or not. It is this time where you give corrections and solutions with explanations. You may use the unsolved problems raised by students as homework for further discussions.

Suggested teaching aids and materials

- Pictures, films, marker/chalk and eraser for the class board

Suggested teaching methods

- Presentation, question and answer method, interactive/participatory method, cooperative method and reflection

Assessment

- Asking different questions
- Homework

Answer to the questions

Activity 8.1

1. Ethics is a discipline that deals with what is good and bad, with moral duty and obligation.
2. Self-defense is a set of awareness, assertiveness, verbal confrontation skills, safety strategies, and physical techniques that enable someone to successfully prevent, escape, resist and survive violent assaults. Self-defense is the use of physical force for self-defense using techniques.
3. Ethics is at the heart of all sports for it contributes to a community to respect and trust in competition in society. The goal of a sportsman is not simply to win but to pursue victory with honor by giving one's best effort. Ethics in sport requires four key virtues: fairness, integrity, responsibility, and respect.

8.2. Basic conflict resolution

Overview

Dear teacher, ask your students what conflict is all about and ask to know their perception of conflict. Give them time to think and reflect. Add more clarifications, examples and explanations to what they have given.

Conflict is a situation between at least two independent parties that is characterized by perceived differences and that the parties evaluate as negative. This often results in negative emotional states and behaviors intended to prevail.

The focus of this session is on conflict resolution. A communication process for managing a conflict and negotiating can be a way to a solution. Managing the conflict involves defusing any strong emotion involved in the conflict and enabling the disputing parties to understand their differences and what values they share in common. Negotiations involve enabling the parties in the conflict to achieve an outcome concerning their difference.

Conflict resolution skills have to be practiced to manage and put conflict under control. These conflict managing skills depend on your ability to apply the four key skills:

- ***Manage stress while remaining alert and calm***. By staying calm, you can accurately read and interpret verbal and nonverbal communication.
- ***Control your emotions and behaviour***. When you're in control of your emotions, you can communicate your needs without threatening, frightening, or punishing others.
- ***Pay attention to the feelings being expressed*** as well as the spoken words of others.
- ***Be aware of and respectful of differences***. By avoiding disrespectful words and actions, you can resolve the problem faster.

The ability to remain relaxed and focused is a vital aspect of the resolution. Emotional awareness is the key to understand yourself and others. Non-verbal signals such as a calm tone of voice, reassuring touch, or a concerned facial expression can go a long way to defusing a heated exchange. You can avoid many confrontations and resolve arguments and disagreements by communicating in a play and humorous way. Conflict can become an opportunity for greater connection and intimacy.

It is with this spirit that the lesson should be taught. Conflict is an inevitable social occurrence but in most cases, there are ways to resolve it. Giving local examples will motivate students. Conclude the class by giving homework.

Learning competency

At the end of this lesson, students will be able to:

- demonstrate conflict resolution skills through working with others;
- identify causes of conflict;
- practice conflict conflict resolution skills and,
- practice describe conflict resolution skills techniques.

Teaching learning procedure

Dear teacher, start the session by asking students questions about the main issue of the lesson, which is the conflict and its resolution. Ask them, so that they may learn more information about what they know earlier.

Motivate them to share their experience with the class. When asking questions, ask questions in a way that enable them to interactwitheach other. Motivate them to answer the question voluntarily.

Move around, observe and monitor the students. Give feedback and summarize the session.Give homework with reasonable difficulties.

Suggested teaching aids and materials

- Pictures, films, marker/chalk and eraser for the class board.

Suggested teaching methods

- Presentation, question and answer method, interactive/participator method, co-operative method and reflection.

Assessment

- Asking different questions
- Homework

Answer for activities and exercises

Activity 8.2

No particular answer can be given. It all depends upon on the students' perception.

8.3. Advanced self-defense techniques and rules

Overview

Dear teacher, self-defense does not confine itself to only learning and practicing how to protect physical confrontations. It is beyond a fight. It is a set of awareness, assertiveness, verbal confrontation skills, safety strategies, and physical techniques that enable someone to successfully prevent, escape, resist and survive violent assaults.

Self-defense in modern times meets its objectives through a combination of theory in classes and exercise sessions that develop skills needed for self-protection and self-defense. Students learn concepts, motor skills and strategies used in physical activities and gain knowledge of history, for working and of course, knowledge of safety for self-defense.

In this sub-unit, only practical sessions are incorporated. It focuses on violence avoidance techniques. The initial teaching should emphasize introducing strategies of violence avoidance, and de-escalating potentially dangerous situations as the first act of defense. Protective stance and basic methods are taught to be in grade nine using drills and working with a partner.

In this sub-unit some advanced techniques: escape strategy, strike and grappling are taught. Since it is the skill of protecting oneself and others, it requires more time, more practice and more repetition. Therefore, dear teacher, you are expected to use your time wisely and with planned tasks. There will not be a time that can be waste other than practicing.

Learning competency

At the end of this lesson, students will be able to:

- describe the values of self-defense;
- demonstrate interest to apply the rules in principles of self-defense in real life and,
- practice the correct technique of self-defense.

Teaching-learning procedure

Dear teacher, for this subunit, you need to take the whole class to a safe and well-arranged mat class. Before students start to warm up explain to them that they have to respect their partner and classmate who work with them.

Help them do good warm ups with selected and relevant stretching exercises.

When grouping or pairing students, it will be safe and advisable if students are paired with students with similar weights.

If possible, let the students use some protection.

Self-defense classes require keen attention and continuous observation of the teacher.

Suggested teaching aids and materials

- Protection materials, mats, whistle, and if possible, video or films, pictures and photographs

Suggested teaching methods

- Question and answer, practice, demonstration

Assessment

- Asking questions
- Homework

Answer to questions

Activity: 8.3

No particular answer for 8.3

Answer for review questions on unit eight

1. **C**
2. **A**
3. **A**
4. **B**
5. **B**

Grade 10 Health and Physical Education Syllabi

Unit One: Sport and society (4 periods)

Unit learning outcomes: At the end of this unit, students will be able to:

- understand the relationship between sport and society
- examine the impact of sport in sport and,
- recognize the positive relationship between sport and religion.
- distinguish the basic rules of anti-doping.

Competencies	Contents	Learning Strategies	Assessment
♦ discuss the role of the media in sport. ♦ relate the role of sport with social values of a society.	**1. Sport and society** 1.1. Sport and media 1.1.1. Types of media 1.1.2. Role of media 1.1.3. The influence of media for the development of sport	Listen electronic medias and read printed news-papers and bring back a written report how media influence sport or vice versa	♦ Read students written report ♦ Observe their active ♦ participation in group activities ♦ Asking oral questions ♦ Listen students pre-sentation and give feedback ♦ Ask individual stu-dents to reflect what he/she works

♦ find the positive relationship between religion and sport ♦ identify the role of sport with social values of a society.	1.2. Sport and religion	Work in group to gather information to relate and reflect their views about the relationship between sport and religion	♦ - Asking questions to check if each of the students attends the discussion or not ♦ - Ask students what lessons they can take from the activities of the superstars in peace development. ♦ - Observing students when they discuss about the rules of anti-doping
♦ explain the effect of sport on politics and vies versa and, ♦ debate on the role of sport on politics.	1.3. Sport and politics	Give students assignment to bring stories how sport affects politics and politics affect sports politician sport	
♦ identify the role of famous sports persons' in peace development and, ♦ discuss the role of famous sports persons' in humanitarian activities.	1.4. Famous sports persons' humanitarian and peace development activities.	Give students assignment to bring stories of their favorite athlete that tells about the super star athlete's role in the society.	
♦ discuss the basic rules of anti-doping ♦ describe anti-doping rule violations.	1.5. Basic rules of anti-doping	- Discuss in group about basic rules anti-doping	

Unit Two: Health and physical fitness (5 periods)

Learning Outcomes: at the end of this unit, Students will able to:-

- recognize fitness exercise which develops physical fitness and methods of fitness training;
- develop physical fitness by performing different fitness exercise;
- develop physical fitness by performing different fitness exercises and;
- Show a positive attitude to engage in different lifetime physical fitness exercises

Competencies	Contents	Learning Strategies	Assessment
♦ identify the different types of physical fitness training; ♦ describe the major physical fitness training classification ♦ practice training methods based on principles	**2. Health and physical fitness** 2.1. Methods of physical fitness training	♦ Discuss in group to mention some methods of physical fitness training	♦ Asking students to explain the benefits of physical exercise.
♦ differentiate the adverse effects of sedentary life; ♦ identify the non-communicable diseases that can cause illness as a result of sedentary ♦ state the modified risk factors and their consequences	2.2. Impacts of a sedentary lifestyle 2.2.1. The concept of sedentary life 2.2.2. Physical inactivity	♦ Let students to list the impacts of sedentary life	

♦ explain cardiovascular fitness; ♦ identify the appropriate exercises to develop cardiovascular fitness ♦ practice appropriate physical activities	2.3. Exercises to develop cardiovascular endurance 2.3.1. Running for cardiovascular endurance	♦ Ask the students on the benefit of regular exercising of walking, rope skipping and running ♦ Let students in row to perform walking, rope skipping and running	
♦ identify muscle endurance exercises ♦ practice appropriate physical activities	2.4. Exercises to develop muscular endurance 2.4.1.methods of developing muscle endurance using free weight (body weight) 2.4.2. partial curl up 2.4.3. pull up 2.4.4. push up	♦ Let students in circle to perform push-up & Rotation, Split Squat & side lying leg lift, Pull-up and Abdominal crunches ♦ Reflect on muscular system and its engagement on physical exercise	
♦ differentiate the influence of muscular strength on health; ♦ practice the principles of strength training ♦ apply the training methods.	2.5. Exercise to develop muscular strength 2.5.1. Push-up & Rotation 2.5.2. Bench press	Demonstrate and let students in line to perform different forms of step-kicks	

♦ identify proper flexibility techniques; ♦ demonstrate stretching exercise properly ♦ apply the techniques of flexibility	2.6. Exercise to develop Flexibility 2.6.1 Basic techniques of stretching. 2.6.2. Stretching exercise	♦ Demonstrate and let students in row to perform basic techniques of stretching exercise. ♦ Perform simple stretching exercises.	

Unit Three: Athletics

Learning Outcomes: At the end of this unit, learners will able to:

- show basic jumping techniques as a component of triple jump;
- apply basic phases of long jump techniques when jumping;
- demonstrate basic phases of triple jump techniques when jumping;
- perform with partners and team members to solve common problems during long and triple jump;
- appreciate the arts in long and triple jumps, and
- show cooperation with other students

Competencies	Contents	Learning Strategies	Assessment
♦ discuss the major historical progression of athletics; ♦ point out the key athletic events through the century, and ♦ explain world official athletics competitions	**3. Athletics** 3.1 History of World athletics 3.2 History of African athletics 3.3 History of Ethiopian athletics	♦ Give brief explanation about the major historic moments in athletics in the world including Ethiopia and African countries; ♦ Give group assignment to write and discuss in the classroom about the major moments in athletics in the world;	♦ Let students to present the major events in World Athletics ♦ Ask students to demonstrate different lead-up drills when performing long and triple jump;

♦ distinguish the phases of long jump; ♦ practice basic long jumping technique; ♦ identify techniques of triple jump and, ♦ practice basic triple jumping skills	3.4 Jumping (horizontal jumps) 3.4.1 Basic long jump techniques 3.4.2 Triple jump	♦ Demonstrate with explanation the common long jump techniques – approach run, take-off, flight and landing ♦ Let students to practice take-off from short distance – from three, five, seven strides; ♦ Let students to perform the flight phase of long jump – hang jump from standing and from short strides – three, five seven etc; ♦ Demonstrate with explanation the common triple jump techniques – approach phase, hop phase, step phase and jump phase;	♦ Observe different body actions and shapes when performing long and triple jumps; ♦ Let students to correct their peers when performing the techniques of long and triple jumps; ♦ Use also self-reflection, oral questioning as well as written exam as part of your assessment

Unit four: Football (6 periods)

Learning Outcomes: at the end of this unit, learners will be able to

- develop positive personal and social behaviors and interpersonal relationships;
- know some basic rules of football while playing small sided games;
- develop skills of football through movement and;
- understand the skills of football while playing the game.

Competencies	Contents	Learning Strategies	Assessment
♦ differentiate formation and strategies of football; ♦ describe how offensive and defensive football strategies are developed; ♦ identify the objective of offensive and defensive strategy in football and, ♦ apply teamwork in practical activities.	4. Football 4.1 Strategies in football 4.1.1. Formation 4.1.2.Deffensive strategy 4.1.3. Offensive strategy	♦ Discuss and write how team work established ♦ In group and list out defensive and offensive strategies	♦ Ask students to reflect on the result of their discussion. ♦ Ask students to read what they have listed in a group ♦ Prepare observation checklist and record students activity while playing small sided game advanced skills

♦ practice the basic rules of football while playing small-sided games; ♦ perform different tackling, ball controlling and goal keeping skills; ♦ apply critical thinking and problem-solving skills to create competitive and cooperative modified games that involve everyone; ♦ demonstrate respectful communication skills appropriate to cooperative participation in activities and, ♦ take responsibility for various roles while participating in games; and, accept ideas from others.	**4.2. Skills of football** 4.2.1. Tackling 4.2.1.1. Block tackle 4.2.1.2. Slide tackle 4.2.2. Controlling 4.2.2.1. Thighs 4.2.2.2. Head 4.2.3. Goal keeping 4.2.3.1. Diving 4.2.3.2. Punching 4.2.3.3. Kicking 4.2.3.4. Mini football games.	♦ Practice football blocking, controlling and goal-keeping skills individually and in pairs. ♦ In pairs and practice the skill turn by turn and let them correct each other. ♦ Practice leadership roles while playing mini games. ♦ Observe the game and give feedback on how the rules are applied and the skills performed in game situations.	♦ Create a rubric and have pupils assess members of their group ♦ Ask students to demonstrate the activities individually and in groups. ♦ Record students' performance and provide correction as feedback ♦ Portfolio, Anecdotal Records

Unit Five: Volleyball (5 period)

Learning Outcomes: At the end of this unit, learners will able to:

- understand the basic rules of volleyball;
- know advanced skills of volleyball;
- practice advanced volleyball skills;
- appreciate skills of volleyball through movement and,
- Develop positive personal and social behaviors and interpersonal relationships.

Competencies	Contents	Learning Strategies	Assessment
♦ explain rules of volleyball and ♦ customize some rules of volleyball for modified volleyball game. ♦ apply basic rules of volleyball while playing small-sided games; ♦ describe the types of blocking skills in volleyball; ♦ perform advanced volleyball blocking skills;	**5. Volleyball** **5.1. Some basic rules of volleyball** 5.1.1. Interruption 5.1.2. Delayed 5.1.3. Intervals 5.1.4. Libero player 5.1.5. Fair-play	♦ Discuss and write the importance of rules in volleyball. ♦ In group and list out the rules of volleyball.	♦ Ask students to reflect on the result of their discussion. ♦ Ask students to read what they have listed in a group ♦ Ask students to reflect the group idea on this issue

♦ apply critical thinking and problem-solving skills to create competitive and cooperative modified games that involve everyone; ♦ demonstrate respectful communication skills; ♦ apply cooperative participation in activities; ♦ demonstrate responsibility for various roles while participating in games and. ♦ accept ideas from others.	**5.2 Blocking skills of volleyball** 5.2.1. Single blocking 5.2.2. Double block 5.2.3. Triple block 5.2.4. Blocking line 5.2.5. Blocking cross-court 5.2.6. Swing block 5.2.7. Mini volleyball game	♦ In group and write the types of blocking in volleyball ♦ Practice advanced volleyball skills individually, in pairs and in small groups. ♦ Practice blocking skills turn by turn and give feedback to each other.	♦ Prepare observation checklist and record s e the activities individually and in groups. ♦ Record students' performance and provide correction as feedback ♦ Portfolio, Anecdotal Records

Unit Six: Basketball (5 period)

Learning Outcomes: At the end of this unit, learners will able to:

- understand the basic rules of basketball;
- appreciate advanced skills of basketball game;
- develop skills of basketball through movement and,
- Adapt positive personal and social behaviors and interpersonal relationships.

Competencies	Contents	Learning Strategies	Assessment
♦ Identify the basic rules of basketball ♦ Explain the benefit of rules in basketball game.	6. Basketball 6.1 Basic rules of basketball 6.1.1. Teams 6.1.2. Players 6.1.3. Captain 6.1.4. Head coach 6.1.5. Playing regulation	♦ Discuss and write the importance of rules in Basketball ♦ In small groups, list out the rules of basketball and customize it for modified games and reflect to the whole class.	♦ Ask students to reflect on the result of their discussion. ♦ Ask students to read what they have listed in a group ♦ Ask students to reflect the group idea on this issue ♦ Prepare observation checklist and record students activity while playing small sided game
♦ customize the rules of basketball for modified games; ♦ apply the basic rules of basketball while playing small sided games; ♦ perform advanced basketball shooting skills;	6.2 Lay-up shooting skills of basketball 6.2.1. Shooting	♦ In pairs, discuss and write the types of lay-up shoots. ♦ Observe others, while playing small sided games or modified games and give feedback.	

♦ apply cooperative participation in activities; ♦ apply critical thinking and problem-solving skills in a modified games that involve everyone; ♦ demonstrate respectful communication skills; ♦ apply cooperative participation in activities ♦ Show leadership skills for teamwork while participating in small sided games.	6.2.1.1. Reverse lay-up shoot 6.2.1.2. Backhand reverse lay-up shoot 6.2.2. Mini basketball game	♦ Individually, in -pairs or in a group, practice lay-up shoot skills within and outside of the school.	♦ Create a rubric and have pupils assess members of their group ♦ Ask students to demonstrate the activities individually and in groups. ♦ Record students' performance and provide correction as feedback ♦ Portfolio, Anecdotal Records

Unit Seven: Handball (5 period)

Learning Outcomes: At the end of this unit, learners will able to:

- understand the benefit rules of handball in a game;
- identify the basic rules of handball;
- perform three advanced handball goal keeping skills;
- apply the basic rules of handball while playing small sided games;
- apply critical thinking and problem-solving skills to create competitive and cooperative modified games that involve everyone;
- demonstrate respectful communication skills appropriate to cooperative participation in activities
- Select and demonstrate responsibility for various roles while participating in games; and, accept ideas from others

Competencies	Contents	Learning Strategies	Assessment
♦ identify the basic rules of handball; ♦ use hands, legs and torso for goal saves; ♦ catch, deflected and knock down shots ♦ respect the rules of handball	**7. Handball** **7.1. General rules of handball** 7.1.1. The goal keeper 7.1.2. Scoring 7.1.3. The throw in	♦ Discuss and write the importance of rules in handball. ♦ In group, discuss and list out the rules of handball.	♦ Ask students to reflect on the result of their discussion. ♦ Ask students to read what they have listed in a group ♦ Ask students to reflect the group idea on this issue

♦ Practice goalkeeping techniques and, ♦ Apply mental and physical qualities that handball game requires.	**7.2. Goalkeeping** 7.2.1. Defense 7.2.2. Offense	Write the types of shooting in handball.	♦ Prepare observation checklists and record students' activity while playing small-sided games. ♦ Create a rubric and have pupils assess members of their group ♦ Ask students to demonstrate the activities individually and in groups.
♦ practice defensive tactics to deter the opposing team's offence; ♦ perform the attack techniques over an opponent's team; ♦ apply the basic rules of handball while playing small sided games; ♦ perform advanced handball skills and, ♦ demonstrate respectful communication skills	7.3. Advanced skills of handball 7.3.1. Defending with legs and hands 7.3.2. Passing to initiate fast attack 7.3.3. Speed of reaction 7.3.3.1. Fast throw off and come back to the action 7.3.3.2. Support for the defenders 7.3.3.3. Support for attacking teammates	♦ In group play small- sided games and apply the basic rules of handball. ♦ Individually, in pairs or in small group practice, demonstrate and explain shooting and goalkeeping skills and give feedback to each other. ♦ In a group prepare and demonstrate modified games which increase the participation of others within and outside of the school.	

Unit Eight: Self-defense and sport ethics

Learning Outcomes: At the end of this unit, learners will able to:

- appreciate ethics of self-defense;
- understand principles and rules of self-defense;
- know conflict resolution techniques;
- demonstrate interest to apply basic rules and principles of self-defense and,
- adapt interest to practice advanced techniques of self-defense

Competencies	Contents	Learning Strategies	Assessment
♦ explain why it is important to consider ethics in sport and self-defense; ♦ identify the place of ethics in sports and self-defense and, ♦ perform self-defense skills	8. Self-defense and sport ethics 8.1. Ethics in sport and self-defense 8.1.1. The importance of self-defense 8.1.2. The benefit of self-defense class for high school students	♦ Discuss and share ideas about self-defines & its roles. ♦ Ask and answer questions on the principles and rules of self-defense. ♦ Discuss with students describing common principles and rules	♦ Following up students to check if they attend the lessons attentively or not ♦ Making sure that all are ready attending with interest or not

♦ demonstrate conflict resolution skills through working with others; ♦ identify causes of conflict; ♦ practice conflict resolution skills ♦ describe basic conflict resolution techniques	8.2. Basic conflict resolution techniques 8.2.1. Ways of conflict resolution depends on your ability 8.2.2. Fair fighting: ground rule	♦ Asking students to show way out how to escape from the violent attack of assailant ♦ Demonstrate the techniques of escapes, strikes and grappling's	♦ Asking questions to check if they could describe roles and principles or not ♦ ♦ Ask them to demonstrate the skills of self-defense in pair
♦ describe the values of self-defense; ♦ demonstrate interest to apply the rules in principles of self-defense in real life and ♦ Practice the correct technique of self-defense.	8.3. Advanced self-defense techniques and rules 8.3.1. Advanced escapes 8.3.2. Advanced strikes 8.3.3. Advanced grappling	Practice advanced escapes, strikes and grappling techniques in pairs.	