HEALTH AND PHYSICAL EDUCATION TEACHER'S GUIDE BOOK







GRADE 7

ADDIS ABABA CITY ADMINISTRATION EDUCATION BUREAU

HEALTH AND PHYSICAL EDUCATION

TEACHER GUIDE

GRADE 7

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Introduction

Physical education at this grade level presents a wide range of learning experience forstudents.Soundprogramofphysicaleducationprovidesasystematicprogression of movementexperiences for thestudents.

The purpose of this teacher guide is to help the teacher to properly implement the physical educationsyllabus.

This guide provides direction for the teacher and provides relevant contents, safety precautions, appropriate teaching and learning strategies, resources needed to teach physical education. There is anemphasis on student–centered learning. This is because students learn better when they take part intheir own learning through physical activities.

HPE teachers are expected to motivate students with physical impairment and health problem to participateactively in physical education class, and create safe learning environment for them. In addition organizespecial and adapted activities for them inadvance.

Evaluation of students' performance should encompass the following aspects. These are attendance and dressing, social, psychological and emotional development, skill development, knowledge, physical fitness and students' attitude.Therefore,student's semester grade isrecommended to comprise 60% for practical and 40%for theoretical part.

CHAPTER ONE

CONCEPTS OF PHYSICAL EDUCATION AND SPORT (2 periods)

Introduction

This chapter deals with the concepts of physical education and sport. To achieve the desired learning outcomes relevant contents are selected and included.

All the selected contents are presented to the level of the students and based on students past experience. The contents in this chapter mainly focus on the difference between physical education and sport, personal hygiene and sport, the Ethiopian sport legends activities, the principles of Olympic Games, first aid, sport injury management and consequences of doping.

Learning Outcomes: At the end of this chapter, students will able to:

- Understand the concepts of physical education, sport, and personal hygiene.
- Recognize the values and principles of physical education and sports for healthier life.
- Examine the principles of sport and Olympic games in relation to doping.
- Obtain basic knowledge on first aids.

1.1 Difference Between Physical Education and Sport

Learning competency: At the end of this topic students will be able to:

- Describe the difference between physical education and sport.

Teaching and learning materials/resource/: Dear teacher, use the following materials/ resources to present the topic:

Charts, other related materials

Teaching and Learning strategies

- Before you begin the day's lesson try to remind the students about the objectives of physical education and definition of sport by asking some questions.
- Introduce the day's lesson (topic and objective).
- Form groups and let them to discuss in group about the difference between physical education and sport.
- Following the discussion give chance for students to reflect their work ;
- Give brief explanation and short notes about the relationships between physical education and sport.
- Summarize the day's lesson and give reading homework about personal hygiene and sports to prepare for the next lesson.

Difference between Physical Education and Sport

Dear teacher in grade 6 students learnt about the objectives of health and physical education and definition of sport. In this section, they will learn about the difference between physical education and sport.

Physical education - is an integral part of the total education process and aims at the development of: physically, mentally, socially, and emotionally fit citizens through the medium of physical activities that have been selected and planned to achieve specific outcomes.

Sport: is an organized, competitive form of activity or play characterized by the following elements.

- It is organized by a set of rules and regulation.
- Requires techniques and skills.
- It is competitive.

The difference between Physical education and sport can be described as follows:

Physical education involves the instructions given in physical exercises and games, especially in schools. While a sport instruction may be given for competitive purpose, physical education is not necessarily with a goal of getting the participant into any competition. It is mainly for physical and health fitness.

Sport is classified as an activity that requires physical prowess or skill, and often of some competitive nature such as football while physical education is classified as training in a bid to develop and care for the human body.

Answer for activity 1:

1. To achieve Physical, Mental, social, and emotional fitness.
2. Sport is an activity where as physical education is an educational process and physical education is given in schools. While a sport instruction may be given for competitive purpose, etc.

1.2. Personal Hygiene and Sports

Learning competency: - At the end of this topic, students will be able to:

- Explain relationships, personal hygiene and sport / physical exercise participation.

Teaching and Learning materials/resources/:

- Pamphlet and other related materials

Teaching and Learning Strategies:

- Before you begin the days lesson try to remind the students about the previous lesson;
- Introduce the day's lesson (topic and objective);
- Form groups and let them to discuss in groups about the values and relationships of Personal hygiene and sport;
- Following the discussion, give chance for students to reflect their work through their group representatives;
- Give brief explanation and notes on personal hygiene and sport;
- Give them individual assignment to read further about the importance of personal hygiene after physical exercise;

Personal hygiene and sports

Personal hygiene refers to care that one takes for his/her body in terms of being clean. When taking part in physical activity, it is important to take meaningful measures to maintain good hygiene. Good hygiene practice, by students which helps to ensure that everybody involved stays fit and well to keep up the activities they love so as to get the most enjoyment out of taking part.

Likewise, good hygiene has equal importance for everybody involved in maintaining and working on sport facilities.

When taking part in physical activities, remember three basic things to stay healthy. These are;

- Always clean and cover wounds to prevent entry of germs or dirt.
- Wash your hands or have a shower.
- Clean your sport wears and equipment.

Importance of personal hygiene after physical activity:

The main importance of personal hygiene after physical activity is discussed below.

Health benefits: people can maintain their health and ability to practice more through cleanness and eating healthy diets.

Social benefits: Keeping your personal hygiene regularly makes one look good.

Psychological benefits: when an individual looks healthy and clean, it improves self-image and satisfaction.

Answer for Activity 2:

1. Always clean and cover wounds, wash your hands or have a shower and clean your sport clothes and equipment regularly.
2. For health, social, and psychological benefits.

1.3. Ethiopian Sport Legends

Learning competency: at the end of this topic, students will be able to:

- Describe political activity and sport legends.

Teaching and learning materials/resources/

Dear teacher use the following teaching and learning materials/resources to present this topic:

- Photographs
- Pictures and other materials

Note: Dear teacher you are expected to prepare photographs and pictures of the Ethiopian sport legends activities in advance and use it at the time of presentation.

Teaching and Learning Strategies:

- Before you begin the day's lesson try to remind the students about the previous lesson.
- Introduce the day's lesson (topic and objectives)
- Following the introduction ask them to present their assignment (Ethiopian sport legends and their activity in job creation, political and social affairs).
- Following the presentation, give chance for the students to reflect their work on (Ethiopian sport legends and their activity in job creation, political and social affairs).
- Give summary and brief notes about the Ethiopian sport legends and their activity in job creation, political and social affairs.
- Conclude the day's lesson by giving home work to refer books and other materials which could help for the next topic.

Note to the teacher:

Dear teacher in the previous grade level students learnt about Abebe Bikila and others Ethiopian sport legends and their activities in investment, social and political affairs.in this section they will also learn about other three Ethiopian sport legends and their activities in job creation, social and political affairs as well. Therefore, you are expected to focus on their activities on job creation, social and political affairs rather than their achievements in sport competition.

Ethiopian sport legends and their political activities

The word legend described or used help for the famous or historically significant people in the area of sport. Sport legends are expected to play significant role in job creation, social and political affairs.

Ethiopia has many sport legends those have played significant role or contribution in job creation, social and political affairs. The Major activities of some Ethiopian sport legends are discussed as follows.

Miruts Yifter (1938 - 2016)

Miruts Yifter was born in Tigray region of Northern Ethiopia in the district of Adigrat in 1938. "Yifter the shifter" was an Ethiopian long distance runner and he was the winner of two gold medals at the 1980 Summer Olympics.

Miruts and his activity in political Affairs:

Miruts played significant activities in social and political affairs of the country and internationally as well.

- He coached the national team and different athletics clubs in the country.
- He was active participant in various social and political activities in the country.

Haile Gebreslasie (1973 ---)

He was born in Asela, Arsi Oromia region. Haile Gebreslasie is the most sport legend in Ethiopia and in the world as well. He is the double Olympic Gold Medalist and five-time World Champion in 10,000 meter run. Haile Gebreslasie is now a **successful** and busy entrepreneur.

Haile Gebresellassie and his activities in job creation, social and political Affairs

Haile and his activity in job creation:

Haile believes that business opportunities do not come easily to him because of his fame. Instead he believes in action.

He created thousands of jobs in the following areas:

- In the hotel tourism
- Import and export trade
- Coffee farming
- Mining sector etc.

Haile created thousands of jobs in several parts of the country. He is also one of the large tax payers in the country. The Government uses the tax collected from such legends for the different development projects of the country.

Haile and his activity in social and political Affairs:

Haile Gebresellassie have been playing significant roles in social and political affairs of the country and internationally as well. Some of the major activities are as follows:

- He is the founder of the great Ethiopian run: this helps people to come together for common goals and build the positive image of the country.
- He served as a president of the Ethiopian Athletics Federation(EAF)
- Served as good will ambassador of the United Nation /UN/ for the eradication of poverty, HIV/AIDS, promotion of democracy, and help in the recovery for crisis.
- He has been contributing financial support for the mega projects of the country and other social responsibilities.
- Has been serving as a member of the national council of elders. etc.

Derartu Tulu (1972 -)

She was born in Arsi, Lemu Bilbilo wereda Bekoji town Oromia region. Derartu Tulu is one of the most sport legends in Ethiopia and in the world as well. She is the first Ethiopian athlete and the first black African woman to win an Olympic gold medal in 10000 meter run.

Derartu Tulu and her activities in job creation, social and political Affairs

Derartu and her activity in job creation:

Derartu Tulu created thousands of jobs in the hotel tourism and other sectors in several parts of Ethiopia.

Derartu and her activity in social and political Affairs:

Derartu Tulu have been playing significant activities in social and political affairs of the country and internationally as well. Some of the major activities played by her are as follows:

- She has been serving as a president of the Ethiopian Athletics Federation (EAF), and serve as a member of the national Ethiopian Olympic Committee.
- She has been serving as vice president of East African athletics federation
- She served as a good will ambassador of UN for the empowerment of women.
- She has been contributing financial support for the mega projects of the country and other social responsibilities.
- She has been playing meaningful role in peace building in the country.

Kenenisa Bekele Beyecha (1982 -)

Kenenisa Bekele Beyecha was born on June 13, 1982, near Bekoji, Ethiopia, Kenenisa, the Ethiopian long-distance runner who won Olympic gold medals in the 10,000 meters in 2004 and in both the 5,000 meters and the 10,000 meters in 2008. He later had success in the marathon.

Kenenisa Bekele and his activity in job creation:

Kenenisa Bekele has become an emerging business person. He created various jobs in the hotel tourism and other sectors.

He has started building an inclusive training facility in Sululta with a massive investment of ETB 350 million. He has been contributing financial support for the mega-projects of the country and other social responsibilities.

Kenenisa and his activity in political Affairs:

Kenenisa Bekele has been played significant activities in social and political affairs of the country and as well as internationally.

Some of the major activities are as follows:

- He has been playing meaningful role in peace building in the country.
- He served as a good will ambassador of UN for the orphans vulnerable children in its battle to end stigma attaching to HIV/AIDS, etc

Mengistu Worku (1940 –2010)

Mengistu Worku was an Ethiopian footballer, recognized as one of the best Ethiopian footballer in history with Luciano Vassalo and Yidnekatchew Tessema. He is best known for his role in the final of the 1962 African Nations Cup.

He debuted with Saint-George in 1957 and remained with the club for the entirety of his career.

Mengistu worku and his activities in social and political Affairs:

Mengistu Worku played significant activities in social and political affairs of the country. Some of the major activities are as follows:

- He coached the national team and different football clubs in the country.
- He was active participant in various social and political activities in the country.

Answer for Activity 3:

1. Haile created thousands of jobs:

- In the hotel tourism
- Import and export trade
- Coffee farming
- Mining sector etc.

Derartu Tulu created thousands of jobs in the hotel tourism and other sectors in several parts of Ethiopia.

2. Students learn working hard for success. And students learn engaging in social and other useful activities are important.

1.4. Principles of Olympic Games

Learning competency: At the end of this topic, students will be able to:

- List the principles of Olympic Games.

Teaching and learning materials/resources/

Dear teacher use the following teaching and learning materials and resources to present this topic:

- Charts, Video and other materials

Teaching and Learning Strategies:

- Start the lesson by revising the previous lesson
- Introduce the day's lesson (topic and objectives) and ask question about their knowledge regarding Olympic Games.
- Make them in small group for discussion.
- Let them to discuss in groups about the principles of Olympic game.
- Following their discussion give chance for them to reflect it for the whole class.
- Give brief explanation and short notes about the principles of Olympic game.
- Give home work to refer books and other materials on principles of Olympic game.

Principles of Olympic Games

Dear teacher students learnt the description of Olympic movement in their grade six lesson. In this section they will learn about the principles of Olympic Games.

Because of the large number of athletes or participants, participating nations and number of sport events Olympic game become the biggest sporting event in the world. Therefore, it is very important to know the principles of the game.

The IOC (International Olympic Committee) the governing body of modern Olympic Games designed the following principles of the game.

- **Non-discrimination:** Every individual must have the possibility of practicing sport, without discrimination of any kind in the Olympic spirit (i.e. friendship, solidarity and fair play)
  - ❖ **Sustainability:**describes the continuity of the World's economy, society and environment
  - ❖ **Humanism:** the goal of Olympism is to place sport to promote peaceful society concerned with the prevention of human dignity.
  - ❖ **Universality:** describes the universal representation at the Olympic games by ensuring the participation of NOCs (National Olympic committees)
  - ❖ **Solidarity:** means bringing the world together for peaceful World through sport.
  - ❖ **Link sport with culture and education.**

Answer for Activity 4:

1. The principles of Olympic Game are: Non-discrimination, Sustainability, Humanism, Universality, Solidarity and link between sport, education and culture.

1.5. First Aid and Injury Management

Learning competency: At the end of this topic, students will be able to:

- Explain the way how injury managed.

Teaching and learning materials/resources

- Charts and other materials.

Teaching and Learning strategies

- Before you begin the days lesson try to remind the students about the previous lesson.
- Introduce the day's lesson (topic and objectives) and ask start-up activities described on students text book.
- Let them to discuss in pairs about what first aid is and how simple sport injuries managed.

- Following discussion give chance for students to reflect their work to the class.
- Following the reflection of students give brief explanation and notes.
- Give summary and short notes on first aid and sport injury management.
- Give group assignment to students to write how simple sport injuries be managed.

First aid

In our life experience when individuals face sudden injury or accident others give traditional first aid. To make these more scientific learners will learn first aid provision in this grade level.

First aid is the treatment given when an accident or sudden illness occurs or immediate care given to a person who has been injured until he/she is taken to health centers. It is the initial treatment or help given to injured individuals. And it is performed in a limited skill range.

The three purposes of first aid are suggested here below "3ps":

- Prevent further injury
- Preserve life
- Promote recovery

Some common first aid kits include:

- Gloves – plastic bags, dish gloves
- Gauze – clean clothing
- Splints – straight sections of wood, plastic, cardboard or metal
- Slings – the victim's shirts bottom him
- Scissors

Answer for Activity 5:

1. First aid is the treatment given when an accident or sudden illness occurs.

Sport Injury Management

Sport injury management is the management of a specific injury to allow an individual to return or continue their chosen sport without damaging their body.

When you engaged in different sport activities you may face sport injuries due to lack of warming up improper working procedures and accidents. Some of these sport injuries are sprains, dislocations, bone fractures, bruising, etc. In the first 72 hours after the occurrence of the above injuries and others it is better to follow the **RICER** principles to manage.

Principles	Description
Rest	Avoiding use of the injured body part taking away the injured person from activity.
Ice	Apply ice or cold therapy to injured body part for 15-20 minutes
Compression	Apply firm, elastic, non-adhesive - bandage to the injured body part
Elevation	Elevate the injured body part above the heart level to decrease blood flow
Referral	Refer to see a doctor or physiotherapist for an accurate diagnosis.

Table 1.1. Injury management principles

Answer for activity 6

Applying the RICER principles (i.e. Rest, Ice, Compression, Elevation and Referral)

Note: dear teacher when students manage injuries of others they must take care not to have blood contact. This helps them to prevent the transmission of HIV and other disease.

1.6. Consequences of Doping

Learning competency: At the end of this topic, students will be able to:
Describe the consequences of doping.

Startup Activity

1. What are the consequences of doping?

Meaning of doping:

The term "Doping" refers to the use of prohibited medications, drugs, or treatments by athletes with the intention of improving athletic performance.

Currently it becomes a serious problem in sports.

The consequences of doping

There are many risks associated with doping. Therefore, it is important to understand and consider all consequences of doping. Below is a list of some of the common consequences of doping.

1. **Health:** the use of performance enhancing drugs may have long and short term impacts on the athlete's physical and mental health. Doping can trigger anxiety, obsessive disorder or psychosis.
2. **Social:** doping has a significant negative impact on person's private life and social interaction. Doping is considered "cheaters" and experience many forms of stigma.
3. **Financial:** a ban resulting from an anti-doping rule violation will have significant financial impact on the individual. For athlete this includes to return prize money or a financial sanction, termination of contracts of sponsorship etc.
4. **Sanction:** sanction for anti-doping violation can include disqualification of results at an event, including forfeiture or loosing of medals. A ban from all sport (competing, training or coaching) for up to four years or even life in repeat or the most serious cases.

Answer for Activity 7:

1. Doping has a negative impact on the health, social and financial aspects of athletes.

Chapter Assessment: Dear teacher, at the end of this chapter,

1. you are expected to assess your students by giving
   - Project work (individual or group): about other Ethiopian sport legends activities
   - Paper and pencil test

Summary

Physical education is an integral part of the total education process and has its aims as the development of: physically, mentally, socially, and emotionally fit citizens through the medium of physical activities. Sport is an organized and competitive form of activity or play. Personal hygiene refers to a care one takes for their body in terms of a cleanliness.

Ethiopia has many sport legends that have been playing significant role or contribution in job creation, social and political affairs.

Derartu Tulu, Haile Gebresellassie, Miruts Yifter, Kenenisa Bekele and Mengistu Worku are the most famous sport legends who have been playing significant roles/ activities in social and political affairs of the country as well as internationally.

Non-discrimination, Sustainability, Humanism, Universality, Solidarity and Alliance between sport, education and culture are the principles of Olympic Games.

First Aid is the initial treatment or help given to injured individuals.

Sport injury management is the management of a specific injury to allow an individual to return or continue their chosen sport without damaging or compromising their body.

Rest, Ice, compression, elevation, and refer (RICER) are the best principles that we use to manage sport injury.

Answer for chapter review questions:

1. True
2. False
3. True
4. False
5. False
6. False
7. B
8. C
9. C

1. Sport is an activity that requires rules, physical skill and competitive nature while physical education is classified as training or education in a bid to develop and care for the human body.
2. Every individual must have the possibility of practicing sport, without discrimination of any kind in the Olympic spirit (i.e. friendship, solidarity and fair play)
3. Doping affects ones mental and physical health, social interaction and disqualification of results

CHAPTER TWO

SOCIAL AND EMOTIONAL DEVELOPMENT

(14 periods)

Introduction

This chapter deals with the importance of health and physical education for the development of social and emotional learning. To achieve the desired chapter learning outcomes relevant contents are selected and included. All the selected contents are presented to the level of the students and based on students past experience. The contents in this chapter mainly focus on physical activities which develop self-awareness and self-management , social-awareness and relationship skill, self-control and responsible decision making skills in PE.

Learning Outcomes: At the end of this chapter, students will be able to :-

- Create a practice plan to improve performance for a self-selected skill.
- Demonstrate fairness and compassion for others.
- Recognize and reflect the impact and consequences of your decision on self and others.

2.1. Self-Awareness and Self-Management Skills in PE

(4 Periods)

Learning competency: At the end of this topic, students will be able to:

- Create a practice plan to improve performance for a self-selected skill.

Teaching and learning materials/resources:

- Pictures, mat and other materials

Teaching and Learning strate gies:

For theoretical part:

- Before you begin the day's lesson try to remind the students about the previous lesson by asking questions (described in students text book.)
- Introduce the day's lesson (topic, objectives and activities)
- Following the introduction ask the students to list and explain how some

physical activities help learners to improve their self-awareness and self- management skill. To explain the concepts of self-confidence, self-control, self-awareness and self-management skills.

- Give brief explanation on the concepts of self-confidence, self-control, self-awareness and self-management skills and about physical activities that develop self-awareness and self- management skill.
- Conclude the day's lesson by giving home work to read and prepare them for the next topic.

Self-awareness is simply the ability to be aware of one's inner life emotions, thoughts, behaviors, values, goals, strength, challenges, attitudes, and so forth.

Self-Management is the ability to find or navigate and shift one's thoughts, emotions, and behaviors in a healthy way in order to make one self and others effective in life.

Self-confidence and self-control are described as part of self-awareness and self-management process.

2.1.1. Self-Confidence in PE

Self- Confidence is an attitude about your skills and abilities. It means you accept and trust yourself and have a sense of control in your life.

Why self-confidence is important in physical activity?

If students can feel confident in their ability to move, be active and participate in physical activity then they are well positioned to experience joy and develop competence.

Self-confidence gives students to believe that they can overcome any obstacles and that they can achieve their goals.

2.1.2. Self-Control in PE

Self-control is the ability to regulate and alter your responses in order to avoid undesirable behaviors, increase desirable ones, and achieve long term goals. Research works have shown that possessing self-control is important for health and well-being.

The following activities help to improve self-awareness and self-management (3 periods)

Active breathing: help to improve self-management skill and it can be used the body to be calm to re-focus the mind.

For practical part:

- Organize students in row of 1m distance for the activities.
- Provide warming up exercises.
- Introduce the days topic and objectives
- Give brief explanation and direction about the activities.
- Give time to practice the activities.
- Motivate them and correct mistakes.
- Provide them cooling down exercises.

Physical activities which develop self-awareness

Neck movement:

Procedures:

- Sit on the mat or playing ground with fully stretched legs.
- Then slowly without jerk start rotating neck clockwise from left shoulder to backwards then to the right shoulder and to front (5 times).
- Repeat this in anticlockwise direction starting from right shoulder(5 times).

Shoulder movement

Procedure:

- You kneel and then sit back on your legs, keep your body straight, with arms stretched sideward, then slowly without jerk, lift your both shoulders upwards near to ears, as much as possible and back to normal position(3 sets with 5 repetitions).

Taking a walk:

A walk is a wonderful period to notice what your senses, how it makes you feel and what it says about you.

Note: Walking is recommended rather than using transportation and when students walk they should follow the rules of the road and for their safety.

Physical activities which develop self-management skill:

Active breathing

Activity 1: preparation

Command students to:

- Start this activity when they getting upset, worried, or overly excited in order to make their body feel less stress.
- Identify things that cause students to feel this way and think about how they can help themselves calm down.
- Sit or stand in a way that feels them comfortable.
- Breath in slowly as they think or softly say the words "I am …"Then, as they exhale slowly, they can choose a word that helps they relax, such as, "calm", peace full", "focused", "kind". They will think of softly say that word as they let the air out.

Activity 2: Activation:

When they are ready, provide the following prompt:

- "Gaze down or close their eyes and try three deep breathes repeatedly "I am …" on the **inhale** and their own relaxation word on the **exhale."** When they finished, slowly lift their gaze or open their eyes.

Activity 3: Reflection:

- Once they are reengaged in the class room environment, talk to students about how they can try this way of breathing at any time they need to calm themselves down.
- Remind this activity often and encourage them to do it individually when needed.

Assessment: At the end of this topic, ask students to.

- Demonstrate proper neck and shoulder movement.

Answer for Activity 1

1. Neck and shoulder movement, taking a walk.
2. The importance of self-confidence and self-control for the development of self-awareness and self-management
3. Active breathing.

2.2. Social Awareness and Relationship Skills in PE (5 periods)

Learning competency: At the end of this topic, students will be able to:

- Demonstrate fairness and compassion for others.

Teaching and learning materials/resources

- Photo

Teaching and learning strategies:

- Ask questions from previous class.
- Introduce the day's lesson and ask them questions from their back ground knowledge.
- Following the introduction ask to discuss in pairs about fair play and fairness in sport, compassion for others, social awareness and relationship skills.
- Following discussion, ask them to reflect.
- Give brief explanations and notes about fair play and fairness in sport, compassion for others, social awareness and relationship skills.
- Give summary
- Give assignment to refer written materials and write how to improve social awareness and relationship skills through physical activities and mini games.
- Assign roles by making convenient group based on class size involved as a collaborative group.

2.2.1. Fair Play and Fairness in Sport

Fair play is a concept that stands for a number of fundamental values that are important in sport. First and foremost, it's about players and athletes abiding by the rules of the competition.

Fair play is also a commitment to take part in good spirit and with a good attitude, which includes respect, modesty, friendship and equality. Fair play is good spirit and attitude.

Fair play has five basic principles. These are:

1. Respect the rules
2. Respect the opponents
3. Respect the officials and their decisions
4. Have everyone participate
5. Maintain self-control at all times.

Why is fairness important in sport?

Without fairness', sport is devoid of any meaning or purpose. Fair play encourages every player to be as competitive as possible, and to win as many games as possible, but within the rules.

Fair play helps students to compete with honor, integrity, and good sportsmanship.

2.2.2. Compassion for others

Compassion literally means "to suffer together" It is defined as the feeling that arises when you are confronted with another's suffering and feel motivated to relieve that suffering. Compassion is a strong feeling of sympathy for people who are suffering and a desire to help them. Compassion for others describes a better treatment and a better role model to others.

The following are some examples which describes/show compassion. These are:-

- ❖ Cheer for your team, not against the other team.
- ❖ Support teammates by saying "good" never criticize.
- ❖ Don't argue with officials.
- ❖ Treat the other team with respect.
- ❖ Shake hands with the other team before and after the game, etc.

Social Awareness skills

Social awareness is an ability to embrace diversity by recognizing, understanding and appreciating the similarities and differences within and among individuals and groups.

Social awareness allows students:

- To identify social cues.

- To predict others feelings and actions.
- To be respectful and accepting others points' of view and perspectives.

Relationship Skills

A relationship skill is the ability to form and maintain healthy relationships with various individuals or groups. This includes being able to communicate effectively, exhibit cooperative learning, resist inappropriate social pressures, prevent interpersonal conflict and seek and/or provide help when needed.

Physical activities for Social Awareness and relationship skills (3 periods)
Teaching and learning materials/resources:

- pictures, balls and other necessary materials

Turn back

Dear teacher social awareness can be taught in physical education by providing opportunities to solve problems through movement that allows developing creativity, self-expression, and cooperation. Sensory activities provide kinesthetic response through the use of stimuli in creating and/or exploring movement sequences and patterns.

Role play

Dear teacher, relationship skills can be utilized through the sport education model. In this instructional model,

- Students are assigned roles through which they are involved as a collaborative group. Some roles may include coaches, players, referee, first aider, commentator, etc.
- Direct students to play based on the given roles in a game situation.
- Assessment can be accomplished through peer assessment and teacher since this particular model of instruction relies on the competencies of all roles to be performed successfully.
- Skills such as leadership, organization, communication and teamwork are evident within this model.
- Provide cooling down exercises.

Assessment: At the end of the game, ask the students to:

1. Evaluate themselves how they played the given roles.

Answers for Activity 2:

1. Respecting the rules of the game, teammates and opponents, officials and their decision
2. compassion for others can be demonstrated as follows
   - Cheer for your team, not against the other team.
   - Support teammates by saying "good" never criticize.
   - Don't argue with officials and their decisions.
   - Treat the other team with respect.
   - Shake hands with the other team before and after the game, etc.
3. Turn back, role play etc.

2.3. Attention Control and Decision Making (5 periods)

Learning competency: At the end this topic, students will be able to:

- Recognize and reflect the impact and consequences of your decision on oneself and others.

Attention control refers to an individual's capacity to choose what they pay attention to and what they ignore. It is also known as endogenous attention or executive attention. In lay terms, attention control can be described as an individual's ability to concentrate.

Attention control is one of the key components of human perception, which requires an individual to focus on the task-relevant information and resist the interference of task-irrelevant information that is distractor.

Decision-making

Decision making is the ability to make decisions based on personal, moral and ethical standards for the well-being of oneself and others. Decision making can help to foster problem solving potential of students as a management strategy for self-reflection and self-evaluation. This competence capacity to identify problems and to develop appropriate solutions to those problems, whether they are social or academic.

2.3.1. Mindfulness

What is mindfulness in PE?

Mindfulness is the quality or state of being conscious or aware of something. It is also a mental state achieved by focusing ones awareness on the present moment.

Mindfulness describes students' emotional health and wellness. The mindfulness practice of learning to be aware of and manage emotion and relationship is a significant part of participation in sports, exercises and teamwork. In addition it helps to increase self-confidence, sympathy, develop critical thinking and problem solving, helps to know our capacity etc.

Teaching and learning strategies:

- Introduce the days topic and objectives.
- Provide warming up exercise.
- Form a group of 5, 7, or 9 students.
- Direct them to hold each other alternative (i.e left with right and right with left to make a circle.
- Lead them to turn their face to opposite direction by holding their friends hand.
- And then tell them to use their own creativity, expression and cooperation return to back to their initial or face to face position as they hold their friends hand.

2.3.2. Reflective Thinking

Reflective thinking means taking the biggest picture and understanding all of its consequences.

In a teaching context, reflective thinking refers to encouraging students to always reflect upon the information they have and what they still need to obtain and helping them find ways to constantly reduce that gap throughout the learning process.

Attention control and Decision Making (2 periods)

Teaching and learning materials/resources:

- Photos and video

Teaching and learning strategies

- Begin the lesson by revising the previous lesson and ask students how much they understand and developed social awareness and relationship skills.
- Introduce the day's lesson (topic and objectives)
- Ask students to define what mindfulness, reflective thinking, attention control and responsible decision making is.
- Give brief explanation and notes
- Summarize the lesson by explaining the key points
- Finally give assignment to students to refer to any materials which could help them to perform activities that develop responsible decision making for the next topic.

Assessment: At the end of this topic, ask students to:

➢ Explain the impact or consequence of their decisions to self and others.

Activities for attention control and decision making (2 periods)

Teaching and learning materials/resources

- Balls,

Teaching and learning strategies

- Introduce the day's topic and objectives.
- Provide warming up exercise.
- Organize students in rows.
- Ask students to shoot a ball with the intent to score a goal or basket.
- Don't tell them how far back to stand from the goal or basket board.
- Students select their own distance from which to shoot. In doing so some students may remain at close distance and others may select a distance further away.

- The teacher hopes that the student has selected a distance that is both challenging and productive to aid learning.
- In the event that the student is too close or too far, the teacher may adjust accordingly.
- In this activity, the learners are making a responsible decision and control the distance and its level of challenge under assistance of the teacher's facilitation.
- Provide cooling down exercises.

Assessment: At the end of this topic tell the students:

➢ To evaluate the effectiveness of their decision during their shooting.

Answer for Activity 3

6. Decision making makes a huge impact on self and others. It can either to move forward and into success or it can be the cause for failure.

Chapter Assessment Note: Dear teacher, at the end of this chapter,

1. you are expected to assess your students by:

- Paper and pencil test/written exam from chapter 2

Summary

Practicing self-awareness and self-management in physical education classes can be an important part of helping students to improve and maintain their health and well- being. Yoga, neck and shoulder movement and Taking a walk are activities used to develop students self -awareness.

Self-confidence and self-control are described as part of self- awareness and self-management process.

Fair play has basic principles. These are:

1. Respect the rules
2. Respect the opponents
3. Respect the officials and their decisions

“Compassion for others” describes a better treatment and a better role model to others. Treat the other team with respect, cheers for your team, support teammates by saying “good” are some examples of compassion for others in sport.

Social awareness allows students to identify social cues, predict others feelings and actions and be respectful and accepting of others points of view and perspectives.

A relationship skill is the ability to form and maintain healthy relationships with various individuals or groups.

The mindfulness practice of learning to be aware of and manage emotion and relationship is a significant part of participation in sport, exercise and teamwork. Decision-making is the ability to make decisions based on personal, moral and ethical standards for the well-being of self and others .

Attention control is one of the key components of human perception, which requires an individual to focus on the task-relevant information and resist the interference of task-irrelevant information that is distractor.

Answers for Chapter Review Questions:

1. True
2. True
3. True
4. True
5. True
6. True

1. D
2. B

1. They can perform different physical activity to develop their self-management skill such as active breathing exercise, etc.
2. Shooting basket ball, kicking penelity in football, etc.

CHAPTER THREE

PHYSICAL FITNESS (16 periods)

Introduction

This chapter deals with physical fitness. All the selected contents in this chapter are the continuation of physical fitness that has been learnedd in grade 5 and 6.

The overall time allotted for this chapter is 16 periods. It is very unlikely to achieve the desired learning outcomes of the chapter with in the given allotted periods. So, in order to bring the necessary changes upon the learners' motivation and individual effort is very important. Therefore, students are expected to encourage practicing the selected physical exercises independently on the regular basis.

Chapter learning outcomes: At the end of this chapter, students will be able to:

- Recognize exercise which develops their physical fitness.
- Develop/Improve your physical fitness by performing age appropriate exercise.
- Demonstrate positive attitude to engage in different physical exercise.

In their previous grade level, they learnt about the classification of Physical fitness. In this section students will learn about physical fitness. Physical fitness is the body's ability to function efficiently and effectively. Physical fitness is the state of health and condition of the body's to withstand the stress of daily life activities.

3.1. Cardio Vascular Exercise (6 periods)

Learning competencies: - At the end of this topic, students will be able to

- Describe how aerobic exercise develops their cardiovascular fitness.
- Improve your cardiovascular fitness through selected aerobic exercise.

Teaching and learning materials/resources

- Rope, stop watch, and pictures.

Teaching and Learning strategies for theoretical part

- Before you begin the day's lesson try to remind the students about the previous lesson.
- Introduce the day's lesson (topic and objectives).
- Make them in small groups for discussion.
- Let them discuss in groups about the cardiovascular endurance exercise.
- Following their discussion give chance for the students to reflect it for the whole class.
- Give brief explanation and short notes about the benefits of physical fitness.
- Summarize the day's lesson and aware your students to be equipped with their sport wear for the next class.

Cardio vascular endurance

Research works indicated that many people practice aerobic activities like walking, jogging, running, and structured exercise to develop the efficiency of the heart, lung and blood circulation. . Aerobic exercise is an activity that can be performed with the help of oxygen.

Cardio vascular endurance is the ability of heart, blood vessels, blood, and respiratory system to supply fuel and oxygen to the muscle and the ability of the muscle to utilize fuel to allow sustained exercise.

Aerobic exercise is any activity that makes your blood pumping and large muscle group's work. It's also known as cardiovascular activity. Examples of aerobic exercise include: running, cycling, playing soccer, rope jump, etc.

Benefits of cardio vascular exercise are:

- Enhance circulation.
- Increase heart and lungs capacity.
- Reduces health risk.
- Helps with weight loss.

There are different exercises to improve their cardavascular endurance such as jumping jack, in and out hopping squats, and jumping rope.

Tell your students to do such exercises for at least a minute they can take a 30second break in between each exercise. They require a certain amount of endurance, so they can gradually increase the duration and intensity of your exercises.

1. Jumping jacks

Teaching and learning materials/resources:

- Pictures, video

Teaching and learning strategies:

- Introduce the day's topic and objectives.
- Provide warming up exercise.
- Organize students into rows with two-meter distance.
- Ask the students to perform jumping jacks from their past experience.
- After observing their performance, explain and demonstrate the correct jumping jack with the help of picture and /or photographs.
- Let the students practice the activity repeatedly and give them sufficient time.
- Ask them to demonstrate the above activity with appropriate techniques and procedures.
- Motivate and correct mistakes. (Take model students to give feedback.)
- Provide them cooling down exercise.

Procedures: (Direct them to :)

- Stand on their feet together with their arms by your side.
- Move apart your feet and raise their arms over their head simultaneously while they are jumping.
- Jump back to the starting position and continue this movement.

Assessment: At the end of this topic, ask students:

- To demonstrate jumping jack.

2. In and out hopping squats

Teaching and learning materials/resource:

- Pictures, video

Teaching and learning strategies:

- Introduce the day's topic and objectives.
- Provide warming up exercise.
- Organize students into rows with two-meter distance.
- Ask the students to perform in and out hopping squats from what they have observed.
- Explain and demonstrate the correct jumping jack with the help of picture and /or photographs.
- Let students practice the activities repeatedly on their own and give them sufficient time.
- Motivate and correct mistakes. (Take model students to give feedback.).
- Provide them cooling down exercise.

Procedures:

Direct students to:

- Stand with your feet together.
- Jump and move their feet to the side so that they're wider than their hips.
- Squat in this position.
- Jump their feet back together and squat in this position.
- Continue this movement.

Assessment: At the end of this topic ask students:

1. To demonstrate in and out hopping squats.

3. Rope Jump

Teaching and learning materials/resource:

- Ropes, Pictures, video

Teaching and learning strategies:

- Introduce the day's topic and objectives.
- Provide warming up exercise.
- Allow students to practice the previous lesson as revision.
- Let students practice the activities repeatedly on their own and give them sufficient time.
- Motivate and correct mistakes. (Take model students to give feedback.)
- Provide cooling down exercise.

Jumping rope is an easy and effective type of exercise that you can be done at home.

Procedures: Lead students to:

- Grab a handle in each hand and start with the rope behind you, so it's right at their heels. To get the rope moving, gently rotate their arms forward.
- As the rope swings up overhead, bend their knees slightly. Once they see the rope pass their shins, jump by springing from their toes.
- Once they're at a comfortable speed, their wrists can do all the work.
- As you hop, and stay on the balls of their feet. This keeps them quick and nimble.

Assessment: At the end of this topic, ask students:

1. To demonstrate rope jumping.

Answer for activity 1:

1. Aerobics exercise strengthens the heart and helps it more efficiently pump blood throughout the body.
2. Benefits of cardio vascular exercise are: - enhancing blood circulation, increase heart and lung capacity, reduces health risk, and helps with weight loss.

3.2. Muscular Endurance (4 periods)

Learning competencies: - At the end of this topic, they will be able to:

- Appreciate the benefits of doing different fitness exercises.
- Improve their musculoskeletal fitness through push-ups, squat jump and pull-up.

Teaching and learning materials/resources:

- Pictures, video

Teaching and learning strategies:

- Before starting the days topic revise the previous lesson through question and answers
- Introduce the day's lesson and facilitate to answer the startup activity.
- Give brief explanations and notes
- Summarize and conclude the day's lesson

Muscular endurance: (1period)

Muscular endurance refers to the ability of a given muscle to exert force, consistently and repetitively over a period of time. It plays a big role in almost every day activity. You might think of muscular endurance as stamina. Multiple repetitions of an exercise, whether weight training or resistance training for 2-3 days are forms of muscular endurance.

Like other types of exercise, muscular endurance training can increase their energy levels, help them sleep better, and improve their overall health. It can even improve their mood. This helps students to achieve their educational goal.

Answer for Activity 2:

1. When fitness exercises are performed a muscle trained to exert force, consistently and repetitively over a period of time this lead to develop muscular endurance.

Muscular endurance exercises (3periods)

Teaching and learning materials (resources)

- Mat, pictures, modified horizontal bar

Note: Dear teacher as you know muscular endurance needs high major muscles exposure which may lead to injury. Therefore, let the students follow your instructions to stop or continue working lonely.

Teaching and learning strategies:

- Introduce the day's topic and objectives.
- Provide warming up exercise.
- Demonstrate and give explanation how to perform the exercises.
- Let students in rows to perform main activities based on their procedures.
- Provide cooling down exercise.

There are many types of exercise which helps students to develop their muscular endurance. For this grade level pushup, squat jump and pull-up exercises are selected.

1. Pushups:

Purpose: pushups are beneficial for building upper body muscles of triceps, chest muscles, and shoulders.

Procedures:

- Direct students to start the activity by lying flat on their stomach.
- Let them to Push them off the ground into a plank position and hold their body up with their toes and hands.
- Ask them lower them back down.
- Command to promptly push down on their palms and raise their body back to a plank position.
- Ask to perform 4 sets of 10 repetitions and 30 second active rest between sets.

Tip: If this movement is too hard for them, let them to start with their weight on their knees instead of toes. (Kneel pushup)

2. Squat jump:

Purpose: This exercise is used to improve lower body muscles as well as core abdominals, gluteus, hamstrings, and lower back.

Procedures: Let them:

- To stand with feet shoulder width and knees slightly bent.
- To bend their knees and descend to a full squat position.
- To engage through the quads, gluteus, and hamstrings and propel the body up and off the floor, extending through the legs. With the legs fully extended, the feet will be a few inches (or more) off the floor.
- To descend and control their landing by going through their foot (toes, ball, arches, and heel) and descend into the squat again for another explosive jump.
- Upon landing immediately repeat the next jump.
- To perform 3 sets of 5 repetitions and to take 30 second active rest between sets.

3. Pull-ups

Purpose: A type of pulling motion recruits your back, biceps and forearm muscles. For this grade level it is difficult to teach pull-ups, therefore it is designed to modify pull ups and these are simply done with their feet still touching the ground and the bar only a few feet off the ground.

Procedures: Direct your students:

- To keep their feet on the ground "off-loads" about a third of their body weight.
- To try to completely pull them off the ground for 6-10 reps.
- The modified pull-up makes it possible for both boys and girls to reap the benefits of those pulling motions so that they can finally train their back, biceps and forearms.
- To get a full range of motion when they extend their arms, as well as allowing for a wide grip.

Assessment:

Ask students to perform pushups, squat jumps and modified pull-ups to develop their muscular endurance.

3.3. Flexibility (2 periods)

Learning competency: At the end of this topic, students will be able to:

- Increase your flexibility through different stretching exercises.

Note: dear teacher you can deliver this topic for two periods by using the same method described below.

Teaching and learning materials/resources:

- Pictures, mats, video

Teaching and learning strategies:

- Introduce the day's topic and objectives.
- provide warming up exercise.
- Groups for circuit training and put pictures which show the activities in each station.
- Demonstrate the whole stretching exercises based on the procedures
- Give time to practice stretching exercises and switching in clockwise or anticlockwise direction after performing the stations exercise.
- Providing cooling down exercise.

Flexibility is the ability to move joints and use muscles through their full range of motion. Although flexibility varies widely from student to student, minimum ranges are necessary for maintaining joint and total body health.

Stretching Exercises

1. The runners stretch

Purpose: it keeps the muscles in the body flexible so that the muscles and joints are at their fullest range of motion.

Procedures: Guide them to:

- Step their right foot forward and lower into a lunge, placing their finger tips on the floor or on two firm cushions if their hands don't reach.
  - ❖ Breathe in, then, in one motion, exhale as they straighten their right leg.
  - ❖ Slowly return to the lunge position.

- ❖ Repeat four times.
- ❖ Switch sides.

2. The standing side stretch

Purpose: stretches and strengthens the intercostal muscles. These are the muscles between the ribs which gives support to the body.

Procedures: direct them to:

- Stand with their feet together and their arms straight overhead.
- Clasp their hands together, with their fingers interlaced and pointer fingers extended. Inhale as you reach upward.
- Breathe out as they bend their upper body to the right.
- Take five slow breaths. Slowly return to the center.
- Repeat on the left side.

3. The forward hang stretch

Purpose: Stretches the hips, hamstrings, and calves, keeps their spine strong and flexible and reduces stress, anxiety, depression, and fatigue.

Procedures: Guide them to:

- Stand with their feet hip-distance apart and their knees slightly bent.
- Interlace their fingers behind their back, (If their hands don't touch, hold on to a dish towel).
- Breathe in and straighten their arms to expand their chest.
- Exhale and bend at their waist, letting their hands stretch toward their head.
- Hold for five deep breaths.

4. The low lunge arch stretch

Purpose: helps relieve tight muscles in the hips and legs**.**

Procedures: Guide them to:

1. Start in a four point kneeling position.
2. As you breath out, step your right foot forward between your hands and lower your left knee to the floor, sliding the foot back until you feel a

good stretch in the left hip and thigh.

3. Breathe in, then, ingage your lower belly and lift your chest away from the thigh, sweeping arms up along side your ears.
4. Look straight a head or come in to a gentle backbend with your eyes looking to your thumbs.
5. As you breath out, lower your hand back down and step back to the starting position.
6. Repeat four times.
7. Switch

5. The seated back twist

Purpose: promotes good digestion and encourages spinal mobility. Twisting postures help to tone the belly, relax internal organs and can help relieve lower back pain.

Procedures: Guide them to:

- Sit on the floor with their legs straight.
- Bend their right knee and step their right foot over their left leg.
- Put their right hand on the floor, fingers pointing outward, for support.
- Bend their left elbow and turn to the right, placing the back of their arm against their right knee.
- Inhale as they sit tall.
- Breathe out as they twist, pressing their arm into their leg and looking over their right shoulder.
- Hold for five breaths, and then slowly return to the center.
- Switch sides.

6. The bound angle stretch

Purpose: stretches the hips, groins, knees, and inner thighs. It improves circulation and blood flow throughout the entire body.

Procedures: Guide them to:

- Sit on the floor with their legs straight.
- Bend their knees and bring the soles of their feet together, letting their knees drop toward the ground.
- Hold their shins as they inhale and stretch their chest upward.

- Exhale as they hinge forward from their hips (without rounding their back) and place their palms on the ground.
- Hold for five slow breaths.

Assessment: At the end of the topic, ask students to**:**

- Perform runners stretch, standing side stretch, forward hang, low lunge arch, seated back twist and bound angle stretching exercise properly to develop flexibility.

3.4. Speed (6 periods)

Learning competency: At the end of this topic, students will able to:

- Improves their speed through different speed run drills.

Teaching and learning materials/resources:

- Pictures, video

Note: Dear teacher: You may present the theoretical and practical part separately by considering the given period allotment.

Teaching and Learning strategies:

For theoretical part (2 periods)

- Before you begin the day's lesson try to remind the students about the previous lesson by asking questions (described in students text book.)
- Introduce the day's lesson (topic , objectives and activities)

Following the introduction ask students to define speed and describe the three phases of sprint run.

- Give brief explanation and short notes about the definition, importance of speed as fitness component and phases and biomechanics of sprint run.
- Conclude the day's lesson by giving home work to read and prepare for the next topic.
- Dear teacher, the following note is to help you focus your lessons on one of the components of skill or performance related fitness.

Speed: is one of the components categorized under skill or performance related

fitness components. It is the ability of the body to perform activities and cover or run the distance with a shortest period of time. Speed is necessary for individuals to successfully perform everyday life activities and sports.

When you deliver this lesson tell your students to consider the following points while they sprint short distance.

Tips for speed run:

- Sprint run requires greater balance, strength and joint range of movement.
- If Step length and frequency increases, speed also increases
- There are three phases in sprint run: these are drive, transition and top speed phase

Physical activities that develop speed (4 periods)

Teaching and learning materials/resources:

- cones, stopwatch, pictures, video

Teaching and learning strategies:

Speed run

- Introduce the day's topic and objectives.
- provide warming up exercise
- Organize students in rows for the activity
- Give brief explanation and direction about the activity.(mainly the biomechanics and phase of sprint run)
- Present the activity by following the procedures as described above.
- Organize 40m sprint run in the form of competition as explained above.
- Give time to practice the activity.
- Motivate and correct mistakes.(take model students to give feedback)
- Provide cooling down exercise

Activity 1: 20 meter speed run

Procedure: Guide them to:

- Run 20 meters with average and high speed 2 times, and take break for 10 to 30 seconds.

Activity 2: 30 meter speed run

Procedure: Guide them to:

- Run 20 meters with average and high speed 2 times, and take break for 10 to 30 seconds.

Activity 3: 40 meter speed run

Procedure: Guide them to:

- Run 20 meters with average and high speed 2 times, and take break for 10 to 30 seconds.

Activity 4: 40 meter speed run competition

Procedure: Organize them for:

Run 40 meters with your friend in the form of competition.

- Dear teacher, remind your students to give attention for the basic body movement of sprint run and for those described as tips above when they run.

Answer for Activity 7

1. The transition phase. (For question number 2)

Summary

Physical fitness is the body's ability to function efficiently and effectively.

Cardio vascular exercises help to improve energy level enhance circulation, increase heart and lung capacity reduces health risk, weight loss.

Muscular endurance refers to the ability of a given muscle to exert force, consistently and repetitively over a period of time.

Flexibility is the ability to move joints and use muscles through their full range of motion. Flexibility varies widely from individual to individual, minimum ranges are necessary for maintaining joint and total body health.

There are three phases in sprint run: these are drive, transition and top speed phase.

Answers for Chapter Review Questions:

Part one

1. C
2. A
3. B
4. D

Part two

1. Physical fitness is the body's ability to function efficiently and effectively.
2. Weight management, cardio vascular health, pain management, disease prevention, etc.
3. Aerobics exercise strengthens the heart and helps it more efficiently pump blood throughout the body.
4. Increases

CHAPTER FOUR

FUNDAMENTALS OF ATHLETICS (11 periods)

Introduction

This chapter deals with fundamentals of athletics. Athletics is a multidiscipline sport which is categorized into track and field events. All the selected contents in this chapter are the continuation of running, throwing and jumping events (activities) that have been learned in grade 5 and 6. The overall time allotted for this chapter is 11 periods. It is very unlikely to achieve the desired learning outcomes of the chapter with the given allotted periods. So, in order to bring the necessary changes, individual effort is very important. Therefore, you are expected to motivate and encourage students to practice the selected physical exercise independently on the regular basis.

Learning outcomes: At the end of this chapter, students will be able to:

- Perform maximum sprint run with proper baton exchange technique with partner.
- Differentiate the differences between visual and non - visual baton exchanges.
- Demonstrate the ability to run with rhythm over age appropriate obstacles with speed.
- Work with a partner to correct mistakes.
- Appreciate other students who hit targets.

4.1. Sprint and Sprint Relay (2 periods)

Learning competencies: At the end of this topic students will be able to:-

- Perform maximum sprint run with proper baton exchange technique with partner.
- Differentiate the differences between visual and non - visual baton exchanges.

Teaching and learning materials

Relay baton, cones, pictures, videos

Teaching and Learning strategies:

- Give short explanation about the objectives of different sprint relay during competition.
- Before conducting any running sprint relay make sure that the area is safe to teach the activities.
- Demonstrate sample relay games (funny relay games) to develop the players speed and exchange of materials while running with maximum speed;
- Organize students into groups based on their performance and allow them to compete relay games with the objective of exchanging materials while running 20-30m in top speed.
- Let students repeat the games by organizing themselves into small and equal groups out of the regular schedule.

Sprint races cover a range of distances from 60m up 400m. The purpose of sprinting is to cover the given distance in a short time. Sprint races are started from a crouched position. Sprint is considered as a complex physical activity, which will be divided in to start (crouch position), efficient running and the finish.

Sprint relay is almost similar with that of sprint run except four athletes' runs as one athlete with baton exchange.

The aim of the sprint relay is, with the assistance of four athletes, to carry a baton (30 cm long, 13 cm in circumference and no less than 50 grams in weight) quickly as possible. Sprint run is a short distance run. To ensure the race to be fair applying crouch start method is mandatory.

Thus the following are the three commands of the crouch start method. These are:-

1. On your mark 2. Set (Ready) 3. Go

Don't forget that you need to follow the three phases of sprint run that you have learnt in chapter three.

NB: - Practice the drills that you have learnt in chapter three topics 3.4. As a lead up skills for sprint run.

Lead-up skills in sprint relay

The aim of the 4 x 100 meters sprint relay is, with the assistance of four athletes, to carry a baton (30 cm long, 13 cm in circumference and no less than 50grms in weight) around 400 meters as quickly as possible.

Baton exchange

The rules of relay competition require the baton to be exchanged within a 20 meters change over zone.

Upsweep

The receiving hand is extended behind them at hip height with the palm facing down and a wide angle between the thumb and the rest of the fingers. The incoming athlete passes the baton in an upward movement into the receiving hand.

Down sweep

The receiving hand is extended behind them at hip height with the palm facing up and a wide angle between the thumb and the rest of the fingers. The incoming athlete passes the baton in a downward movement into the receiving hand.

Passes are divided into two broad headings:

Visual Exchanges: This exchange is used in 4x400m distance relays as it is not a requirement for runners to be at top speed. This exchange requires receiving runners to looking back for help.

Non Visual Exchanges: Usually used for 4x100m distance relays where batons are being handed off to their team mates at the higher speed. In this exchange, receiving runners does not see when the baton is being placed in their hands.

Game- Sprint relays (5 - 10 minutes)

- Identify a start line and arrange learners into groups of 3-4 per line.
- Make sure each line has a mix of fast and slow runners.
- On signal to start, first child in each line sprints out around a cone and back to their line.
- Returning sprinter touches hand of next child and next child sprints.
- Each child sits down after they return to their line.

- Run 4-5 races. Consider rebalancing the teams if one or two teams are dominant.

Answer for activity 1:

1) The receiving athlete sees the incoming athlete in visual and the receiving athlete doesn't see the incoming athlete in non-visual baton exchange.
2) The incoming athlete passes the baton in an upward movement into the receiving hand in upsweep and the incoming athlete passes the baton down ward movement into receiving hand in down sweep.

4.2. Running Over Obstacles (Moderate Distance) (2 periods)

Learning competency: - At the end of this topic, students will be able to:

- Run with rhythm over age appropriate obstacles with speed.

Safety: - Dear teacher guide them to:

- Run through a few conditioning exercises before hurdling (jogging, stretching exercises, etc.)
- Make conscious effort to clear every hurdle.

Teaching and learning resources:

- Pictures, Hurdles and other materials

Note: dear teacher, you have the room to present the theoretical and practical part separately by considering the given period allotment.

Teaching and Learning strategies: For theoretical part:

- Before you begin the day's lesson try to remind the previous lesson
- Introduce the day's lesson (topic, objectives and activities) and ask students about relay run.
- Following the introduction give them time to forward their answer for the class.
- Give brief explanation and short notes about running over obstacles.
- Conclude the day's lesson by giving home work to read and prepare them for the next topic.

For practical part:

Running over obstacles

- Introduce the day's topic and objectives.
- Provide warming up exercise.
- Arrange the necessary materials (hurdles in proper position) etc.
- Organize the students in rows for the activity
- Ask students to demonstrate if they practiced running over obstacles or hurdle run.
- Give brief explanation and direction about the activities.(mainly the biomechanics and phase of obstacle run).
- Explain and demonstrate the activities by following the procedures as described above.(encourage students to do both legs for trail).
- Give time to practice the activities as described above.
- Motivate and correct mistakes.(take model students to give feedback).
- Provide cooling down exercise.

Running over Obstacles:

Hurdle run is one of the exciting disciplines in athletics/Track events/. The purpose is to clear the hurdles or obstacles and run in a possible shortest period of time.

Sex	Race Distance	Hurdle Height	Distance from starting line to first hurdle	Distance between hurdle	Distance from last hurdle to finishing line
Male	110m	1.067m	13.72m	9.14m	14.02m
	400m	0.914m	45.00m	35.00m	40.00m
Female	100m	0.84m	13.00m	8.5	10.50m
	400m	0.762m	45.00m	35.00m	40.00m

Table 4.1.Hurdle Specification

Technical characteristics:

A. Arms and legs movement: arms and legs movement should be coordinated alternatively to achieve rhythmic speed run.

B. Phases for running over obstacles : involves three phases (i.e. take off clearance and landing)

Basic Techniques:

- Do not approach hurdles in the wrong direction than they were designed for
- Run at the hurdle
- keep body weight/hips forward
- High knee lift of lead leg (first leg over the hurdle) and should not be straight
- When lead leg lands, it should land in a straight line from take-off point and the trail leg follows the lead leg.
- Trail leg should go from side to the front of the body as foot comes down over the hurdle
- Maintain smooth fast running between the hurdles
- Run fast the finish line (do not stop on it or just before it)

Key word: Lead leg is the leg that goes over the hurdle first, and the leg that follows is the trail leg

Common mistakes:

- Take off too near or too far from the hurdle
- Going to high over the hurdles
- Slow down or stop suddenly before run over the hurdle.
- Using poor arm and leg action.

Developing the skills of running over Obstacles:

Dear teacher guide students to:

Drill 1: Walk over hurdles to practice correct trail and lead legs (hurdles close

together and a bit lower)

Drill 2: Run with moderate speed without obstacles.

Drill 3: Practice the whole sequence (take off, clearance and landing phase) over short hurdles with jogging.

Drill 4: Practice the whole sequence (take off, clearance and landing phase) over short hurdles with moderate run.

Assessment: At the end of this topic, ask students:

1. To explain and demonstrate at least three body action in running obstacles.

Answer for Activity 2:

1. Take off, clearance and landing.

2. Some of the techniques are:

a) Do not approach hurdles in the wrong direction they were designed for

b) Hurdling is running fast over hurdles (not jumping hurdles)

c) Avoid going to high over the hurdles

4.3. Jumping for height From Three Straight Line Strides (3 periods)

Learning competency: - At the end of this topic, students will be able to:

- Apply jumps with a mature pattern for height appropriate to the skill needed.

Teaching and learning materials/resources:

- pictures, cones, ropes, horizontal obstacles, balls

Teaching and learning strategies:

Practical period 1:

- Introduce the day's topic and objectives.
- Provide warming up exercise.
- Organize students in row.
- Ask students to jump the ball or cones from standing and after one step.

- Demonstrate and explain the skills of vertical jump by breaking in to parts
- Give time to students to practice the activity
- Give feedbacks and ask to practice the whole parts together
- Revise and conclude the skills of jumping with proper hand to leg coordination
- Provide cooling down exercise.

Practical period 2:

- Introduce the day's topic and objectives.
- Provide warming up exercise.
- Organize students in row.
- Ask students to jump the horizontal obstacles and other materials after two and three steps.
- Demonstrate and explain the skills of vertical jump by breaking in to parts
- Give time to students to practice the activity
- Give feedbacks and ask to practice the whole parts together
- Revise the skills of jumping with proper hand to leg coordination
- Provide cooling down exercise.

Jumping is the transfer of weight from one or both feet to both feet. It is push upwards (and maybe forward) with feet clear of the ground.

The goal of the jumping events is to maximize either the measured distance or height of the athlete's jump.

Jumping for height from three straight line strides

High jump is a field event in which competitors must jump unaided over a horizontal bar placed at measured heights without dislodging it. Jumping for height (or vertical jumping) is used in many sports (e.g. high jump, basketball rebound, rugby line-out, vaulting in gymnastics) and in many playground games and activities (e.g. using a skipping rope).

The three strides run up and jump.

Short approach drills (three strides) are used to reinforce foot placement, body position and active use of arms and legs needed at a take-off.

Applying movement principles

Application of force: To gain optimum height, the movement needs to be smooth and synchronized. Therefore, to achieve the desired height you need to apply the legs, body and arms sequentially (sum of forces). In other words, you jump for height by pushing off with your toes, feet, knees and hips, and forcefully swinging your arms upwards.

Procedure of high jump

You should follow the following steps when you jump for height from standing and after one stride, two strides and three strides.

- Bend knees – crouch position
- 'Explode' upwards
- Swing your arms upwards quickly
- Stretch, reach, and focus on target
- Land with knees bent to absorb the shock

Answers for Activity 3:

1. The jump after three steps helps to generate high energy to jump highly.

4.4. Throwing for Precision and Distance (4 Periods)

Learning competency: At the end of this topic, students will be ablee to:

- Apply throws with a mature pattern for distance appropriate to the skill needed.

Teaching and learning materials/resources:

- pictures, video

Teaching and Learning strategies:

For theoretical part

- Introduce the topic and objectives of the days lesson
- As a brain storming activity, ask students to explain about throwing
- Organize students in to small groups to discuss about throwing and the purpose of throwing.

- Following discussion give chance for students to reflect their work
- Give brie· f explanation and short notes about throwing for precision and distance
- Give chance for students to ask questions and respond the answer.
- Conclude the day's lesson and aware students to get ready for the next practical session to fulfill their sport wear.

Throwing is the act of projecting or casting something through the air, especially with a rapid motion of the arm and wrist arrests, shooting and throwing of materials. The aim of throwing event is to maximize the measured distance covered by the implement.

Each events of throw has a specific set of restrictions including:-

a. The characteristics of the implement used (size, weight, shape and aerodynamic qualities).

b. Space limitations (the Shot Put ring, the length of the Javelin Throw runway, the throw sector lines) and

c. Technique requirements dictated by the rules which influence the sequence of movements and make them unique.

However, there are a number of very important commonalties among the different throws, the understanding of which will help the coach working with athletes in any of the events.

Throwing sports, or throwing games, are physical, human competitions where the outcome is measured by a player's ability to throw an object. Throwing events are the shot put, the discus throw, the javelin throw, and the hammer throw. This topic will concentrate on throwing balls, sticks and other materials for precision and distance.

Movement Structure for Throwing Events

The movements of the throwing events can be broken down into four main phases:

1. Preparation
2. Momentum building

3. Delivery
4. Recovery

For practical class

Teaching and learning materials/resources:

- Different targets, such as big numbers or letters
- Rope or tape, to mark a line on the floor
- Safe objects for throwing, such as balls, stuffed toys, erasers and small pillows or bolsters

Teaching and learning strategies

- Arrange the necessary materials.
- Provide warming up exercise.
- Organize the students in rows for the activity.
- Give brief explanation and direction about the activity.(mainly the biomechanics and phase of throwing for precision and distance)
- Give time to practice the activity as described above.
- Motivate and correct mistakes.(take model students to give feedback).
- Provide cool down exercise.

Dear teacher, you are expected to make the class more interesting and challenging by adding different drills and distances.

One-handed throws with lighter implements

Variations:

- From standing position
- From knee stand
- With 3-stride rhythm
- With 5-stride rhythm

Two-handed throws with heavier implements

Variations:

- Throw-ins
- From sitting position
- From knee stand
- With 3-stride rhythm

BE AWARE

- Your students must select and aim at a specific target. His/her body should face the direction of the throw.
- Use cut-out footprints to prompt your students to step forward with his/her foot on their non-throwing side. This will help students body rotate in the direction of the throw, and allow them to transfer their body weight between his/her front and back feet.

Answers for Activity 4:

1. The aim of throwing event is to maximize the measured distance covered by the implement.
2. The main phases of throwing events
   a. Preparation
   b. Momentum building
   c. Delivery
   d. Recovery

Summary

Sprint races cover a range of distances from 60m up 400m. The purpose of sprinting is to cover the given distance in a short time. Sprint races are started from a crouched position. Sprint is considered as a complex physical activity, which will be divided in to start (crouch position), efficient running and the finish.

Hurdle run is one of the exciting and challenging disciplines in athletics/track events/. Its purpose is to clear the hurdles or obstacles and run in a possible shortest period of time.

Jumping is the transfer of weight from one or both feet to both feet. It is push upwards (and maybe forward) with feet clear of the ground. The goal in the jumping events is to maximize either the measured distance or height of the athlete's jump. High jump is a track and field event in which competitors must jump unaided over a horizontal bar placed at measured heights without dislodging it.

Throwing is the act of projecting or casting something through the air, especially with a rapid motion of the arm and wrist arrests, shooting and throwing of materials. The aim of throwing event is to maximize the measured distance covered by the implement. Throwing sports, or throwing games, are physical, human competitions where the outcome is measured by a thrower's ability to throw an object.

Answer for chapter review questions:

1. True
2. True
3. False
4. False
5. False

1. D
2. Team spirit, unity, and patriotism.
3. The goal in vertical jump is to maximize height of the athlete's jump.
4. 60m, 100m, 200m and 400m.

CHAPTER FIVE
GYMNASTICS (11 Periods)

Introduction

In this chapter it deals with the history of gymnastics. It also deal with practicing techniques of head stand and roll, cartwheel, pull up and rolling on horizontal bar which helps to develop self-confidence, coordination, balance, strength and endurance which can help to effectively perform daily routines.

Learning Outcomes: - At the end of this chapter, students will able:-

- Perform some basic gymnastics.
- Perform some types of apparatus gymnastics.
- Develop awareness of others when using apparatus.
- Understand the benefits of gymnastics activities.

5.1. History of Gymnastics (1 period)

Learning competency: At the end of this topic, students will be able to:

- Explain the history of gymnastics.

Teaching and learning materials/resources:

- Pictures, video etc.

Teaching and Learning strategies

- Begin the day's lesson by asking students what they know about gymnastics and to define gymnastics with their own word.
- Organize the students in to small group and let them to discuss about the history of gymnastics.
- Let them to reflect the short history of gymnastics to the class.
- Give brief explanation and short notes about the history of world gymnastics.
- Summarize the lesson by explaining the key points.
- Conclude the lesson by giving reading assignment.

The History of Gymnastics

Gymnastics is one of the most popular activities which are performed throughout the world. And it can be practiced by both sexes and all ages for the purpose of active and healthy life.

Gymnastics is a broad concept. It includes various physical activities that can be performed with and without apparatus.

The word gymnastics was derived from the ancient Greek word 'gymno' which means naked or doing physical exercises without wearing clothes.

The ancient gymnastics:

The beginning of gymnastics was traced back to about 2600 BC. At this time Chinese developed a few activities that are similar to gymnastics. They used it for medical purposes.

The actual development of gymnastics begun in Greek and Roman periods of history.

Gymnastics was introduced in the early Greek civilization. The Greeks gave great emphasis to Gymnastic.

The early Romans copied the physical training program from the Greeks and adapted it for military training.

The Modern Gymnastics:

In the early 1800s, a form of gymnastics developed in Germany as a defined set of skills performed both with and without specific kinds of apparatus.

Fredrich Ludwig Jahn (1778 – 1852) known as the father of gymnastics invented several gymnastic equipment like horizontal bar, parallel bar, side horse and vaulting buck etc.

Answer for Activity 1:

1. Gymnastics was introduced in early Greek civilization. The early Romans copied the physical training program from the Greeks and they adapted it for military training. In the early 1800s a form of gymnastics developed in Germany as a defined set of skills performed both with and without specific kinds of apparatus

Note to teacher:

Dear teacher in teaching gymnastics the nature of the activities needs safety for a major concern. Gymnastics is considered to be a dangerous sport due to the height of the apparatus, the speed of the exercise and the negative impacts on students' joints, bones and muscle. In several cases, students have suffered seriously lasting with injuries and paralysis after sever gymnastics -related accidents. For the sake of teaching, it is highly recommended to follow the principles of warming up and implement the safety procedures in gymnastics.

5.2. Introduction to Floor Exercise (1 period)

Learning competencies: At the end of this topic, students will be able to:

- Perform head stand, forward and backward roll properly.
- Perform head spring effectively.

Teaching and learning materials/resources:

- Pictures, Gymnastic equipment's

Teaching and Learning strategies:

- Before you begin the day's lesson try to remind the lesson given in grade 6 regarding gymnastics.
- Introduce the day's lesson (topic, objectives and activities) and ask students about the meaning of floor gymnastics.
- Give brief explanation and short notes about floor gymnastics.
- Conclude the day's lesson by giving home work to read and prepare notes.

Meaning of floor exercise/ gymnastics

Floor exercise is a type of gymnastics in which movements are performed on the floor. The floor is covered by some type of cloth or mat, usually with some cushioning material. No other apparatus is used.

5.3. Basic Gymnastics (4 Periods)

Learning competencies: - At the end of this topic, students will be able to:

- Perform headstand and roll properly.
- Roll forward and backward properly.

Note: dear teacher, you are recommended to present the theoretical and practical parts separately by considering the given period allotment or you can deliver both lessons at a time in the given periods.

Teaching and learning materials/resources:

- Pictures, Gymnastic equipment's

Teaching and Learning strategies:

- Before you begin the day's lesson try to remind the lesson given in grade 6 regarding gymnastics.
- Introduce the day's lesson (topic, objectives and activities) and ask students about the meaning of basic gymnastics in general and head stand in particular.
- Arrange the gymnastic mat for practice.
- Organize the students in rows for the activity.
- Provide warming up exercise.
- Give brief explanation and direction about the activity.(mainly about safety, floor exercise)
- Explain and demonstrate the activities (head stand) by following the procedures as described below.
- Give time to practice the skills.
- Motivate and correct mistakes (take model students to give feedback).
- Conclude the day's lesson by giving home work to read and prepare notes.
- Provide cooling down exercise.

The basics should never be overlooked because they are the foundation for the gymnast's skills. Some basic gymnastics activities are head stand, forward roll

cartwheel, backward roll, handstand, bridge and back bend/back bend kick over. For this grade level we will focus on head stand, roll and cartwheel.

5.3.1. Head Stand and Roll (1 period)

The headstand is a pose that is an inversion posture of standing head down. It helps you to calm the mind, alleviate stress and depression, strengthen the upper body, spine and core, and enhance lung capacity.

How to perform headstand safely

Dear teacher guide students to:

1. Sit in thunderbolt pose.
2. Measure out the appropriate elbow width by placing opposite hands at the inside base of their upper arms.
3. Keep their elbows in this position as you place them down on their mat.
4. Bring their hands together to create a triangle shape with their forearms.
5. Interlace their fingers, opening their palms and thumbs.
6. Place the tips of their pinky fingers together so that the bottom of their hands has a more stable base.
7. Place the top of their fore head on mat inside their hands.
8. Lift their hips and straighten their legs.
9. Walk your feet toward their head, bringing their hips above their shoulders.
10. Gently bring their knees toward their chest.
11. Hold this position for 5 seconds.
12. Slowly straighten their legs.
13. Drop your head between your arms and roll forward.

Answer for Activity 2:

1. Physical fitness and the basic techniques.
2. It helps to calm the mind, alleviate stress and depression, strengthen the upper body, spine and core, and enhance lung capacity.

5.3.2. Rolling (Forward Backward) (2 periods)

Teaching and learning materials/ resources:

- Pictures, Gymnastic mat

Teaching and Learning strategies:

- Introduce the day's lesson (topic, objectives and activities)
- Arrange the gymnastic mat for practice.
- Organize the students in rows for the activity.
- Provide warming up exercise
- Give brief explanation and direction about the activity. (The biomechanics and phase of forward and backward roll)
- Explain and demonstrate the activity by following the procedures as described below.
- Give time to practice the activity.
- Motivate and correct mistakes. (Take model students to give feedback)
- Provide cooling down activities

A. Forward Roll: The forward roll is started from a standing position and then the gymnast crouches down, places their hands shoulder width apart and hands facing forward. It helps to improve their strength, body awareness and control, and coordination.

How to perform forward roll:

Dear teacher guide students to:

1. Stretch first.
2. Stand on a mat in a wide open space.
3. Get in Squat position with their feet together and bend their knees.
4. Drop their head between their arms.
5. Roll forward. Push over onto their upper back,
6. Have straight legs and pointed toes. Throughout the roll, their legs should stay straight and their toes pointed.
7. Stand without using their hands for support.

Answer for Activity 3:

1. Improving strength and body control, etc.

B. Backward Roll: A movement in which one's body is rolled backwards, by crouching on the ground and lifting one's legs complete over one's head and lifting the head at the end.

How to perform backward roll safely

Dear teacher guide students to:

1. Push with their hands and shoulders.
2. As the knees and legs start to go over their head,
3. Push with their arms and shoulders.
4. Drive the backward roll by moving their toes over their head, not by throwing their neck and head backwards.
5. They should engage their hands and arms when their body rolls towards their neck

5.3.3. Cartwheel (1 period)

Teaching and learning materials/resources:

- Pictures, Gymnastic mat, video

Teaching and Learning strategies:

- Introduce the day's lesson (topic, objectives and activities)
- Arrange the gymnastic mat for practice.
- Organize the students in rows for the activity.
- Provide warming up exercise
- Give brief explanation and direction about the activity. (The biomechanics and phase of cartwheel)
- Explain and demonstrate the activity by following the procedures as described below.
- Give time to practice the activity·
- Motivate and correct mistakes. (Take model students to give feedback)
- Provide cooling down activities

A cartwheel is a sideways rotary movement of the body. It is performed by bringing the hands to the floor one at a time while the body inverts.

How to perform cartwheel

1. Start in a lunge.

To start your lunge, put your dominant leg in front and bend it slightly. Your back leg should be straight. Your arms should be straight above your head, near your ears.

2. Put your hands on the ground.

Put your hands on the ground with your hands turned 90 degrees.

3. Kick your feet over your head.

Kick your feet over your head one at a time. The foot that kicks first should land first.

4. Land in a lunge.

Land in a lunge facing the opposite direction you started from. Your arms should be over your head near your ears. Your front leg should be slightly bent, and your back leg should be straight.

When they are starting out, just try to kick their feet around the side of their body.

Then, as they work on improving their cartwheel, they can try to kick their feet more over their head. They can learn a cartwheel without the help of tools, it can be easier to learn one with help.

Assessment:

1. Evaluate students' performance whether or not they included the necessary technical characteristics of cartwheel.

5.4. Apparatus Gymnastics (5 periods)

Learning competencies: At the end of this topic, students will be able to:

- Describe grasping techniques of horizontal bar clearly.
- Perform pull-up on horizontal bar properly.
- Roll on single horizontal bar properly.

Apparatus Gymnastics (1 period)

Teaching and learning materials/resources:

- Horizontal bar, mats, pictures, video

Teaching and learning strategies:

For theory class

- Before starting the days topic revise the previous lesson through question and answers.
- Introduce the days lesson (topic and objectives).
- Ask the learners startup activities to answer in group.
- Give brief explanation and notes.
- Summarize and conclude the day's lesson.

Apparatus gymnastics are the activities that are done on apparatus either modified or real apparatus. The apparatus used in gymnastics include parallel bars, horizontal bars, beam, pommel horse, the ring, trampoline, ropes. For this grade level by using horizontal bar activities, rolling and pull-up gymnastic activities selected. Gymnastics requires different skills like balance, flexibility, strength, coordination, agility, and endurance. Therefore, it is better to develop fitness elements stated above before them performing gymnastic activities.

Grasping techniques of horizontal bar

Grips refer the way an athlete holds the horizontal bar. There are different grasping techniques of horizontal bar. The easiest and common are:-

- **Overhand Grip:** - in this type of grasping the backs of the hands must face the gymnast.
- **Underhand Grip:** - in this type of grasping the palm of the hands must face the gymnast.

Pull-up on the horizontal bar

In chapter three you learnt about modified pull -ups and in this section you will learn about pull-up. The pull -up is a closed- chain movement where the body is suspended by the hands and pulls up.

Procedure: (Overhand grip)

1. Leap up and grip the bar with your hands shoulder width apart and your palms facing away from you.
2. Keep your shoulders back and your core engaged throughout.
3. Move slowly upward until your chin is above the bar, then equally slowly downward until your arms are extended again.

Procedure: (Underhand grip)

1. Leap up and grip the bar with your hands shoulder width apart and your palms facing to you.
2. Keep your shoulders back and your core engaged throughout.
3. Move slowly upward until your chin is above the bar, then equally slowly downward until your arms are extended again.

Pull-up (1period)

Teaching and learning materials/resources:

- Horizontal bar, mats, pictures, video

Teaching and learning strategies:

- Introduce the day's topic and objectives.
- Provide warming up exercise.
- Arrange the necessary materials.
- Organize the students in rows for the activity.
- Give brief explanation and direction about the activity. (The biomechanics of back and front swing)
- Explain and demonstrate the activity by following the procedures as described below.
- Give time to practice the activity as described above.
- Motivate and correct mistakes. (Take model students to give feedback)
- Provide cooling down activities

Pull-up on the horizontal bar

A pull-up is an upper-body strength exercise. The pull-up is a closed-chain movement where the body is suspended by the hands and pulls up.

In your chapter three muscular endurance topic students learnt about modified -pull ups now they will learn about pull-up.

How to perform pull-up

Dear teacher guide students to:

1. Leap up and grip the bar with their hands shoulder width apart and their palms facing away from them. Hang with their arms fully extended, they can bend their legs at the knee if they're dragging on the ground.
2. Keep their shoulders back and their core engaged throughout. Then pull up. Focus on enlisting every upper body muscle to aid their upward endeavors.
3. Move slowly upward until their chin is above the bar, then equally slowly downward until their arms are extended again.
4. Aim for pull-ups, but be prepared to fall short.

Rolling on horizontal bar (1 period)

Teaching and learning materials/resources:

- Horizontal bar, mats, pictures, video

Teaching and learning strategies:

- Introduce the day's topic and objectives.
- Provide warming up exercise.
- Arrange the necessary materials
- Organize the students in rows for the activity.
- Give brief explanation and direction about the activity. (The biomechanics of rolling).
- Explain and demonstrate the activity by following the procedures as described below.
- Give time to practice the activity.

- Motivate and correct mistakes. (Take model students to give feedback)
- Providing cooling down activities.

Drills for the forward roll

- Forward roll on wedge/floor starting with straight knees, bend knees at end to stand up.
- Roll on a small/floor bar.
- Forward roll to lay on mat (bar +/- hip height). Emphasis on controlled slow movement and neatness.

Answer for activity 6:

1. Learner should grasp it with the hand, not with their thumb and fingers. The thumb should rest by the side of the fingers.

Assessment: At the end of this practical class ask students to:

1. Perform pull-up on horizontal bar properly.

Chapter Assessment Note: Dear teacher, at the end of this chapter,

1. you are expected to assess your students by giving:
    - Project work on skill development (individual or group):
    - Skill test.

Summary

Gymnastics was introduced in early Greek civilization. Fredrich Ludwig Jahn (1778 – 1852) known as the father of gymnastics invented several gymnastics equipment like horizontal bar, parallel bar, side horse and vaulting buck etc.

Floor exercise is a type of gymnastics in which movements are performed on the floor without the use of apparatus. Basic gymnastics such as head stand, roll (forward and backward) and cartwheel help you to calm the mind, alleviate stress and depression, strengthen the upper body, spine and core, and enhance lung capacity.

Grips refers the way an athlete holds the horizontal bar. The easiest and common are:

Overhand Grip:- in this type of grasping the backs of the hands must face the gymnast.

Underhand Grip:- in this type of grasping the palm of the hands must face the gymnast.

Apparatus gymnastics are the activities that are done on apparatus either modified or real apparatus.

Answer:

1. False
2. True
3. True
4. C
5. D
6. D
7. C
8. Horizontal bar, parallel bar, side horse and vaulting back
9. Apparatus gymnastics

CHAPTER SIX

FUNDAMENTAL SKILLS OF SHOOTING AND SPIKE (16 periods)

Introduction

In this chapter students will learn about basic skill of shooting in football using different parts of foot, basketball set shoot, handball jump shoot and spike of volleyball. Small sided games using different parts of foot, set shot, jump shoot and spike and recreational games will be dealt. All the contents are selected to enable them to perform shooting (football, basketball and handball) and spike in volleyball. Through appropriate methods and practices learners will learn the basic skills easily and thereby enjoy playing the games. To achieve the learning out comes they are expected to follow and perform activities and drills rigorously.

Learning Outcomes: - At the end of this chapter, students will able to:

- Demonstrate fundamental skills of ball games properly.
- Participate in the correct shooting and spiking skills through movement.
- Develop positive personal and social behaviors and interpersonal relationships.

6.1. Shooting the Ball Using Different Part of the Foot (2periods)

Learning competency: - At the end of this topic, students will be able to:

- Demonstrate manipulative skills by using elements of space awareness, effort and relationships, with and without balls, to improve performance.

Shooting with the outside and inside of the foot

Teaching and learning materials/resources:

- Balls, cones, pictures

Teaching and Learning strategies:

- Before starting the day's topic revise the previous lesson.
- Introduce the new topic (shooting with the outside and inside of the foot)
- Arrange the materials (balls and cones) for practice.

- Provide warming up exercise.
- Organize the students in to row based on the number balls.
- Allow students to practice outside and inside shooting.
- Demonstrate with brief explanation the shooting techniques.
- Use video photos, pictures or skill full students to support your demonstration and explanation.
- Give time to practice the techniques repeatedly.
- Provide feedback by focusing common error to be corrected.
- Conclude the day's lesson by giving instruction to practice the day's activity.
- Provide cooling down exercise.

Shooting in football

Shooting is hitting the ball in an attempt to score a goal**.** It is usually done using the feet or head.

A shot on target or shot on goal is a shot that enters the goal or would have entered the goal if it had not been blocked by the goalkeeper or another defensive

There are different kinds of shooting.

A. Shooting with the outside of the foot

This shoot is important to shoot to the side and to curve the path of the ball. It is used for short shoots

- When the ball approaches, contact the ball with the outer edge of the foot.
- Shoot the ball to the planned direction.
- Turn your toy in ward while shooting
- Follow shooting through after the ball, the non-shooting leg relaxed and flexed.

B. Shooting with the inside of the foot

This type of shooting is the most accurate and the most commonly used.

- The ball is contacted with the inside edge of the foot.

- The shooting foot is turned out ward, and the leg is bent at the knee diagonally back ward and out ward.
- The leg is swung across in front of the body.
- The knee straightens as the ball is met just in front of the body.
- The arms are used for balance, and the foot follows throw toward the target.
- The ball should be contacted slightly below its center to send in order to send on the ground and below the center to send it in the air.

Common faults

1. Shooting with toe.
2. Failure to turn foot outward.
3. Contacting ball too low, using it to rise too high in the air.

Assessment: At the end of this topic ask students to:

1. Demonstrate the correct shooting with the inside and outside of the foot.

C. Full instep shooting

Teaching and learning materials/resources

- Football (balls), cones, videos and pictures

Teaching and Learning strategies:

- Before starting the day's topic revise the previous lesson.
- Introduce the day's lesson (shooting with full instep of the foot.)
- Provide warming up exercise.
- Arrange the materials (balls and cones) for practice.
- Organize the students in to row based on the ball.
- Demonstrate with brief explanation about Shooting with the full instep of the foot techniques.
- Use photos, pictures videos or skill full students to support your demonstration and explanation.
- Give them sufficient time to practice the techniques.

- Provide feedback by focusing common error to be corrected.
- Conclude the day's lesson by giving instruction for them to practice.
- Provide cooling down exercise.

Shooting with the full instep

This type of shooting is the most power full and used for long shoot on the ground or in the air.

When shooting with the full instep:

- Place the ball on the ground.
- Face the ball one step back.
- Shoot the ball with the upper sole of your foot and follow throw.
- When you shoot the ball, let your toe point down to the ground.
- Take one step towards the ball and shoot the ball.
- Let your body lie on the direction of the ball.

Common faults:

1. Ball is met too high above the center and ball does not get off the ground or gain much speed.
2. Failing to meet ball squarely on full instep.
3. Failing to hit the ground.
4. Losing balance as ball is met because of lack of forward lean in to the shoot.

Assessment: At the end of this topic ask students:

1. To demonstrate the correct shooting with full instep of the foot.

6.2. Small Sided Game (2 periods)

Learning competency: - At the end of this topic, students will be able to:

- Show football game skills to create competitive and cooperative modified games.

Teaching and learning materials/resources

- Balls, cones, pictures, stop watch

Note: Dear teacher to give more opportunity to students practice activities it is recommended to present the theoretical and practical part at a time in the given period.

Teaching and Learning strategies:

- Introduce the day's topic and objectives.
- Provide warming up exercise.
- Arrange the court by using different cones.
- Organize students in two groups (5vs 5) for the game.
- Give brief explanation and direction about game to follow the procedures and rules of the game.
- Give sufficient time to practice the activity or play the game.
- Encourage them to score more goals.
- Provide cooling down exercise.

Small-Sided Games (SSGs): as playful situations involving movement that are used for sport teaching/training, involve a smaller number of players per team, and are played on reduced spaces and with rules modified on purpose depending on the goals to be achieved, but respecting the main game principles. Small-sided games are a fantastic way of getting students to:

1. Get more touches
2. Work together
3. Make easier decision.
4. Score more goals
5. Learn when to use a skill, etc.

Small-Sided, Shooting skill practice

This small-sided shooting game is a great shooting drill that focuses on shooting and finishing.

Procedures:

1. Mark the playing ground by using cones.
2. Organize players in a 6v6 in each half of the field.
3. Restrict players to stay on the side of the grid they were initially placed.
4. Place balls near each of the goals for quick retrieval and quick restarts.

Assessment: At the end of this topic ask students to:

1. Explain the importance of individual role for the team's success.

Answer for Activity: - 2

- To improve fundamental skills of football, develop cooperation, improve decision making skills etc.

6.3. Set shoots (2 periods)

Learning competency: At the end of this topic, students will be able to:

- Demonstrate ways of set shoot with increasing accuracy.

The skill of shooting is the back bone of basketball game. Because the ability to shoot determines the winning team. Shooting skill requires: proper techniques, coordination, concentration, confidence and relaxation.

There are three common basic types of shoots. These are set shoot, jump shoot and lay up shoot. In this grade level students will learn about set shoot.

Set shoot is mostly used for long range shooting and free throw. There are two types of shoots:

A). Two-hand set shoot

B). One-hand set shoot

The fundamental techniques are almost the same for both types of set shoot except the position of the shooting hand.

Note: Dear teacher to give more opportunity to learners practice activities, it is recommended to present the theoretical and practical part at a time in the given period.

A. Two-hand set shoot (1 period)

Teaching and learning materials/resources:

- Balls, pictures

Teaching and Learning strategies:

- Introduce the day's lesson.
- Provide warming up exercise.
- Arrange the materials for practice.
- Organize the students in to semi-circle.
- Allow students to practice two-hand set shoot.
- Demonstrate with brief explanation about two-hand set shoot techniques.
- Use photos, pictures or skill full students to support your demonstration and explanation.
- Give them sufficient time to practice the techniques.
- Conclude the day's lesson giving home work to read.
- Provide cooling down exercise.

To perform two-hand set shoot consider the following fundamental techniques.

- Hold the ball high above chest with both hands.
- The finger spread along the sides of and slightly behind the ball.
- The thumbs directed in ward behind the ball.
- Keep your feet about the width of your shoulder.
- The left or right foot may be slightly forward, but it is recommended that the feet be kept in a straight line.
- Extend the knees and arms and release the ball with a strong wrist snap using both hands.
- As your arm and legs straighten, your heels come off the ground slightly.
- Follow through with fingers and arms using both hands.
- Keep your eyes focused on the front ring of the basket.

Assessment: At the end of the lesson ask the students to:

1. Demonstrate ways of two hands set shoot by increasing accuracy.

B. One hand set shoot (1 period)

Teaching and learning materials/resources:

- Balls, pictures

Teaching and Learning strategies:

- Introduce the day's lesson.
- Provide warming up exercise.
- Arrange the materials for practice.
- Organize the students in rows.
- Allow students to practice one-hand set shoot.
- Demonstrate with brief explanation about one-hand set shoot techniques.
- Use photos, pictures or skill full students to support demonstration and explanation.
- Give them sufficient time to practice the techniques.
- Encourage them and give feedback.
- Conclude the day's lesson giving home work to read.
- Provide cooling down exercise.

One hand set shoot is sometimes known as free-throw. To perform one-hand set shoot consider the following fundamental techniques.

- Hold the ball as in a two-hand set shoot with the hands in front of the face above your forehead.
- Turn the ball so that the shooting hand is behind and under the ball.
- The elbow of the shooting hand pointing towards the basket forming 90^{o} if possible and the wrist should be extended.
- Bend the knees, and bring the ball up, by removing the left hand if shooting is with the wright hand (remove the right hand if shooting is with left hand).
- Shooting the ball with a strong wrist action and extension of the shooting

arm, letting the feet comes off the ground.

- Keep your eyes focused on the front ring of the basket.

Assessment: at the end of the lesson ask students to:

1. Demonstrate ways of one hand set shoot by increasing accuracy.

6.4. Mini-Games Using Set Shoot (2period)

Learning competencies: At the end of this topic, students will be able to:

- Perform and refine more challenging ways to set shoot.
- Show basketball game skills to create competitive and cooperative modified games that involve everyone.
- Identify and display respectful communication skills appropriate to basketball games and that reflect feelings, ideas and experiences.

Teaching and learning materials/resources:

- Pictures, basketballs, video

Teaching and learning strategies:

Mini game by using set shoot

- Introduce the day's topic and objectives.
- Provide warming up exercise.
- Organize students in four groups for the game.
- Give brief explanation and direction about game.
- Guide to follow the procedures and rules of the game
- Give sufficient time to play the game
- Encourage them to score more goals.
- Provide cooling down exercise.

Golden team: is a fun game that helps to increase their motivation to play each activity.

How to play the golden team mini-game

- The first step is to split your group up into four similarly even teams.
- The dribbling team must have two or more basketballs and they should be lining up at one of the corners of the baseline.
- The shooting team will have one or two basketballs and will be lined up around the free throw line.
- The drill begins with the teacher calling out 'go!' which triggers all teams to start.
- For the shooter, the goal of the game is to score as many baskets as they can.
- The shooters must attempt to get them out by making a set shot. If a basket is scored the shooters must call out 'STOP' and the current dribbler must freeze.
- A home run is when a dribbler makes it all the way around the outside of the half court and back to the line.
- The next dribbler can begin immediately when basket scored. If they make it home, they call out 'STOP' and the current shooter must freeze.
- This continues until all the dribblers or shooters are out and then the teams switch roles.
- The team with the most amounts of scores at the end of the game wins.

Assessment: At the end of this topic, ask students to:

1. Explain the importance of individual role for the team's success.

6.5. Handball Jump Shots (2 periods)

Learning competencies: - At the end of this topic, learners will be able to:

- Demonstrate ways how to shoot handball jump shoot.
- Perform and refine more challenging ways to jump shoot.

Teaching and learning materials/resources:

- Photos, videos, handball

Teaching and learning strategies:

For theoretical class (1 period)

- Before starting the day's topic revise the previous lesson.
- Introduce the days lesson (topic and objectives).
- Ask the learners to discuss in group.
- Give chance to learners to present their discussion.
- Give brief presentation and notes.
- Give chance to learners to ask questions and give feedbacks.
- Summarize and conclude the day's lesson.

The jump shot is one of the most important elements of handball as in the game, motor behavior are performed in specific conditions with the presence of players of the opposing team and while adhering to the regulations.

Components of jump shoot

There are four components in high jump shot. These are approach run, takeoff, shooting and landing.

Teaching and learning strategies

- Introduce the day's topic and objectives to the students.
- Provide warming up exercise.
- Organize students in groups.
- Explain and demonstrate basic skills of jump shoot.
- They start with two hands on the ball in a ready position. Knees slightly bent facing the target.
- Step forward with foot opposite of their shooting hand. Take non –shooting hand off the ball.
- They jump in the air while raising shooting arm up and back to make an L, or a 90 degree angle. Rotate shoulders square to the goal whipping throwing arm forward.
- They pike slightly at the waist and land on takeoff foot.

- Follow through with their throwing hand pointed at the target.
- Provide cooling down exercise.

Assessment: At the end of the practical class, ask the learners to:

1. Perform jump shot by following the whole procedures.
2. Perform and refine more challenging ways to jump shoot in handball.

Answer for Activity: - 5

1. Approach run, takeoff, shooting and landing.

6.6. Small Sided Game (2 periods)

Learning competencies: At the end of this topic, students will be able to:

- Show one hand jump shot skills to create competitive and cooperative modified games that involve everyone.
- Identify and display respectful communication skills appropriate to mini game and that reflect feelings, ideas and experiences.
- Identify and then take responsibility for various roles while participating in the game.
- Identify leadership and followership skills used while participating in the game.

Teaching and learning materials/resources:

- Pictures, videos, balls

Teaching and learning strategies:

Drill one

Small sided games by using jump shoot

- Introduce the day's topic and objectives.
- Provide warming up exercise.
- Organize the class for the game in rows.
- Give clear explanation and demonstration about the game.
- Give time for students to perform the tasks in phases.
- Motivate and give feedbacks for their works.
- Summarize and conclude the mini games.
- Provide cooling down exercise.

Procedures:

- The drill begins with one student using three hoops as a way of measuring three steps before attempting a jump shoot.
- The next progression involves a pass from a feeder student and attempting a jump shoot after three steps.
- A final progression involves using a defender to make the drill game related.

Assessment: At the end of the class, ask learners to:

1. Perform jump shoot over a defenders.

Drill two

Mini game by using jump shoot

- Introduce the day's topic and objectives.
- Provide warming up exercise.
- Form groups of six players for the game based on your class size.
- Divide the court in to two.
- By lottery systems four teams enters in to the court if your teams are above four.
- Two teams start attacking from the center line and two teams defend from out of six meter line for five minutes and after five minutes they switch role.
- The teams goal scored in the game are counted.
- The team with the most amounts of goals at the end of the game wins.
- Summarize the day's topic and objectives.
- Provide warming up exercise.

Assessment: At the end of the class, ask students to:

1. Explain what playing in a group looks like and their roles in a team

6.7. Basic Spike In a Game From Different Position (2 periods)

Learning competency: - At the end of this topic, students will be able to:

- Demonstrate spike skills in a variety of environments and using various equipment.

Teaching and learning materials/resources

To present this topic use the following teaching and learning resources.

- Pictures, balls, video, net and cones

Note: dear teacher, to give more opportunity to learners to practice, it is recommended to present the theoretical and practical part at a time in the given period.

Teaching and Learning strategies:

- Before you begin the day's lesson try to remind the lesson given in grade 6 regarding volleyball skills.
- Introduce the day's lesson (topic, objectives and activities) and ask students about spike.
- Arrange the materials (balls, cones) for practice.
- Organize the students in rows facing each other for the activity.
- Give brief explanation and direction about the activity.
- Explain and demonstrate the activity (spike) by following the procedures as described below.
- Give time to practice the skill.
- Motivate and correct mistakes. (use model students to give feedback)
- Conclude the day's lesson by giving home work to read.

Dear teacher, the following note is to help you focus on your lessons on spike in volleyball.

Volleyball is the popular team game which played by two opposing teams of six payer each. There are many fundamental skills of volleyball game. Those are: - Serving, Passing, setting, spiking (hitting) and blocking. At this this grade level

you will learn spiking skills.

Spike is the offensive play where a player swings the ball with their palm sharply downwards over the net and in to the opposing court, making it difficult for the opposing team to recover the ball. It is also the strategy used to send the ball over the net to the opponent in such a manner that ball is not returnable. The spike is performed by moving the arm in a way such that you angle the ball to land on the ground of your opponent's side of the court. Usually a spike is hit with great force at a downward angle.

It is important to know that there are different types of volleyball spikes including hard driven spike, off-speed spike, and open handed tip as well as standing spike.

Phases of spike

The 4 phases of the volleyball spike are:

a. Approach stage
b. Take off phase
c. Smash phase
d. Landing phase

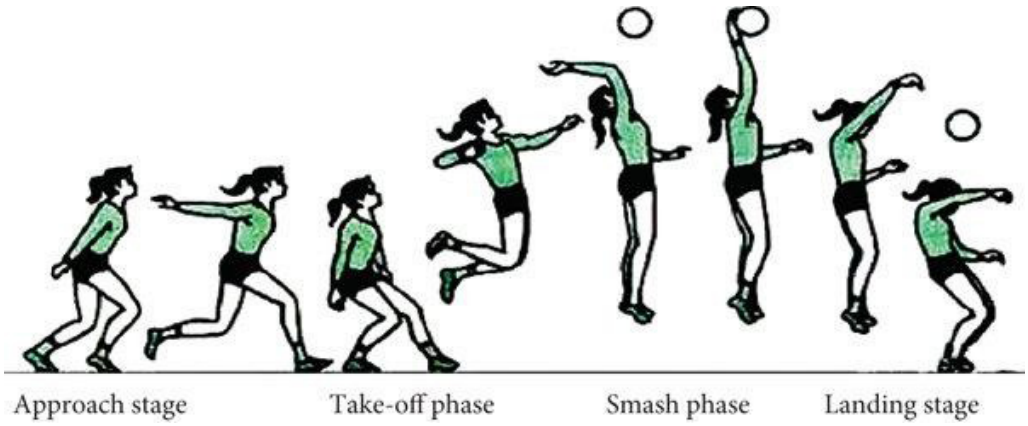


Fig 6.6 Phases of spike

Assessment: At the end of the class, ask students to:

1. Explain and demonstrate the spike by following the correct techniques.

Small sided Game

Teaching and learning materials/resources

- Pictures, Balls, net and cones.

Teaching and Learning strategies:

- Before you begin the day's lesson try to remind the previous lesson(spike)
- Introduce the day's lesson (topic, objectives and activities) and ask students about purpose of small sided game.
- Arrange the materials (balls and cones) for practice.
- Organize the students in to one line.
- Give brief explanation and direction (procedures and rules) about hitting survivor.
- Give time to practice/play the game.
- Guide and monitor the overall activities.
- Motivate and correct mistakes.
- Conclude the day's lesson by giving home work to read and prepare their own notes.

Hitting Survivor

How the drill works:

To get this drill setup, all you need to do is have your students' line up in a single file line at either outside, middle, or right front. Let's start with outside.

You'll stand in the right front area, with the ball cart next to you (on your side of the net).

How the drill works:

The teacher will toss to the player who is in the front of the line for an outside hit.

If the ball goes over and in, that player is safe and will get back in line after they shag their ball.

If the ball goes out or into the net, that player is banished to the other side of the net.

Goal: Be the last one in line to hit and win!

Assessment: At the end of this class, ask students to:

1. What do you benefit from such games?

6.8. Recreational Game (2 periods)

Learning competencies: - At the end of this topic, students will be able to:

- Identify and then take responsibility for various roles while participating in games.
- Identify the leadership and followership skills used while participating in games.
- Identify local community programs that promote physically active lifestyle.

Teaching and learning materials/resources

- Pictures, balls (modified goals, balls for football ,volleyball, basketball and handball), cone

Note: dear teacher,

- To give more opportunity to learners to practice it is recommended to present the theoretical and practical part at a time in the given periods. Deliver two games (from the given ball games) for each period allotment.
- Arrange the facility (play area, ball and goal) for the games in advance.
- As shown in figure fig 6.8 and fig 6.9 the groups of students can play basketball, handball, volyball and foot ball on each court of the playground at a time and after ten minutes the teams will change their playing court and continue to play the other game.

Teaching and Learning strategies:

- Introduce the day's lesson (topic, objectives and activities) and ask students why they participate in recreational gams.
- Arrange the materials (balls and cones) for the games.
- Organize the students in to four teams for the game.
- Give brief explanation and direction (procedures and rules) about the games.

- Give time to play the game.
- Guide and monitor the overall activities.
- Motivate and correct mistakes.
- Conclude the day's lesson by giving home work to read and prepare notes by their self.

Recreational Game

Recreational games are activities that are performed mainly outside working hours for the purpose of fun/entertainment. Regarding the recreational games, the competitive value is minimized (finding out who is the winner has no importance; the key is the playful side of the activity).

Taking part in recreational games help you to:

- Improve the basic skills and understanding rules of the game.
- Improve and develop team spirit.
- Improve communication and collaborative work.
- Improve leadership and followership skills.
- Show positive behaviors and respect each other.
- Manage stress.
- Mental and physical stimulation.
- Improve physical health greatly, etc.

Football and volleyball as recreational games (1 period)

Dear teacher during the game time guide and direct students to:

- Take proper warming up exercise.
- Take role (Ex. goal keeper, defender, striker for football)
- Apply the basic techniques that you have learned
- Play as team and take a role in the team and participate actively.
- Respect the rules of the game and fair play.

Basketball and handball as recreational game (1 period)

Students during the game time:

- Take proper warming up exercise.
- Take role (Ex. left guard, left forward, right guard, right forward and center for basketball)
- Apply the basic techniques that you have learned
- Play as team and participate actively.
- Respect the rules of the game and fair play

Note: You can group the students in to four teams. As shown in figure 6.9 the two groups can play basketball and handball on each half court of the playground at a time and after ten minutes the teams will chang their playing court and continue to play the other game.

Answer for Activity 9:

1. Improve the basic skills and understanding rules of the game, develop team spirit, communication and collaborative work, leadership and followership skills, manage stress, mental and physical stimulation, etc.

Chapter Assessment Note: Dear teacher, at the end of this chapter,

1. you are expected to assess your students by:
    - Project work (individual or group): It could be skill development.
    - Skill test
3. Record students' performance (portfolio)

Summary

Shooting in football is hitting the ball in an attempt to score a goal. It is usually done using the feet or head. There are different types of shooting such as inside of the foot outside foot shoot, full instep in football.

Small-sided games are a fantastic way of getting players to work together to score lots of goals with every single player having a key part to play in the game.

Shooting skill is the back bone of basketball game.

The jump shot is one of the most important elements of handball with the presence of players of the opposing team. There are four components in jump shot. These are approach run, takeoff, shoot and land.

Volleyball is the popular team game which played by two opposing teams of six payer each. There are many fundamental skills of volleyball game. Spike the offensive play where a player swings the ball with their palm sharply downwards over the net and in to the opposing court, making it difficult for the opposing team to recover the ball.

A small-sided game (SSGs): as a playful situations involving movement that are used for sport teaching/training; it also involves a small number of players per team, who play on reduced spaces, and with modified rules.

Recreational games are activities that are performed mainly outside working hours for the purpose of fun/entertainment. Taking part in recreational games help learners to, improve the basic skills and rules of the game, to improve and to develop team spirit, to understand communication and collaborative work, to maintain leadership and followership skills, to Show positive behaviors and to respect each other. Additionally, they greatly improve physical health, and they capacitate good skills of manage stress etc.

Answers for Chapter Review Questions:

1. False
2. False
3. B
4. D
5. More touches, easier decision, score more goals, more space creativity, and learn when to use skill.

CHAPTER SEVEN

TRADITIONAL DANCE AND CULTURAL GAMES IN ETHIOPIA ND AFRICA (8 periods)

Introduction

Culture is the characteristics and knowledge of a particular group of people encompassing language, religion, cuisine, social habits, music and arts. Our continent including our country Ethiopia reaches in culture. This section helps you to introduce, know and practice the national traditional dances and cultural games of the country and the continent for your students. This chapter deals with the traditional dances and cultural games of Ethiopia and Africa. To achieve the desired chapter learning outcomes relevant contents are select and included. Therefore, you are expected to motivate your students to practice the selected national traditional dances and cultural games on the regular basis.

Learning Outcomes: At the end of this chapter, students will able to:

- Compare national traditional dance and cultural games in Ethiopia and Africa.
- Compare and contrast traditional dance and cultural games in
- Ethiopia and Africa.
- Execute national traditional dance and cultural games in Ethiopia and Africa.

7.1. Some National Traditional Dances in Ethiopia (2 periods)

Learning competencies: At the end of this topic, students will able to:

- Describe some traditional dances of Ethiopia.
- Elaborate the similarities and deference among traditional dances of Ethiopia.

Teaching and learning materials/resources:

- Pictures, video, and traditional clothes etc.

Teaching and Learning strategies:

- Before you begin the day's lesson try to remind the lesson given in grade 6 regarding traditional dance of Ethiopia.
- Introduce the day's lesson (topic, objectives and activities) and ask students about traditional dances of Ethiopia.

- Following the introduction give them time to forward their answer for the class.
- Organize the materials and students to learn/practice the dances.
- Give brief explanation and short notes. Use videos to support your explanation.
- Give them time to play the dances after your explanation and demonstration(video).
- Conclude the day's lesson by giving home work to practice at home.

Ethiopia has over 80 ethnic groups in the country, and each group has a very unique step and rhythm.

Ethiopia's folk dance is a symbol of their mosaic culture. Dancing is an integrated part of life for Ethiopian's and they love dancing.

Ethiopian dances have different variety of steps of upper and lower body movement, such as delicate neck motion, rhythmical shoulder movement, chest, the agile spin of the waist, and leg.

A. Dance of Oromia People

Oromia region is the largest and their dance styles are different depending on places. Some of famous dances are dhichisa, shagoye, kumkume, ragada, tirri, baro and so on. Especially, Shoa Oromo dance has unique costume as well as steps. Women wear leather-made wild two-piece costume decorated with shells. Men wear fur skin like lion's mane on the head and use stick for dance. What is most surprising is women's very fast and sharp neck motion. You never forget it once you watch it!

B. Dance of Amhara People

The dance of people in Amhara region (Northern Ethiopia) is called "Eskesta" which has unique movement of neck, shoulder and chest. There are several variations of motion and steps according to areas such as Gondar, Gojjam, and Wollo.

C. Dance of Tigray People

The dance of Tigray region is characterized by two-beat drum rhymes. According to the distinctive drum rhymes, they dance in a circle like Japanese bon dance. It also has different variety of steps, such as delicate neck motion, rhythmical shoulder movement, jumping steps, and so on.

D. Dance of Gurage People

Gurage people are famous for hard working, and their dancing style brings such an image of hard working people. Differing from other dances, women dance with skirt and they cover their hair with scarf for preparing for the fast tempo dance. According to upbeat music both women and men keep steps first without rest like a marathon runner.

Assessment 1:

1. Form pairs or groups of students to practice one dance among traditional dances of Ethiopia and ask them to present for the class.
2. Ask students to describe the similarities and differences among the above traditional dances of Ethiopia.

7.2. Some Traditional Dance In Africa (1 period)

Learning competencies: - At the end of this topic, students will able to:

- Describe some traditional dances of Africa.
- Elaborate the similarities and deference among traditional dances of Africa.

Teaching and learning materials/resources:

- Pictures, video, clothes, other materials, etc.

Teaching and Learning strategies:

- Before you begin the day's lesson try to remind the last class regarding traditional dance of Ethiopia.
- Introduce the day's lesson (topic, objectives and activities) and ask students about traditional dances of Africa.
- Organize the necessary materials and students to learn/practice the dances.

- Give brief explanation and short notes. Use videos to support your explanation.
- Give them time to play the dances after your explanation and demonstration(video).
- Conclude the day's lesson by giving home work to practice at home.

Culture and tradition is something that the Africans take very seriously. That is why just within a country, there are numerous cultures that are very sacred to the people. These cultures are made up of the food, folklores, myths, legends, festivals, language, songs and dances some of which are rooted into the hearts of the people. Folk dances of kizomba of Angola, atilogwu of Nigeria, mbira dance of shona people of Zimbabwe and Agbadaza dance in Ghana are some traditional dances. Most of the traditional African dances are ritual, ceremonial, griotic and communal.

A. Traditional Dance of Ghana

Agbadza is a Ewe music and dance that evolved from the times of war into a very popular recreational dance. It came from a very old war dance called Atrikpui and usually performed by the Ewe people of the Volta Region of Ghana, particularly during the Hogbetsotso Festival, a celebration by the Anlo Ewe people.

B. Traditional Dance of Sudan

The Kambala dance is one of the famous dancing styles in Sudan. It is practiced by the Nuba people from the Southern Kordufan Province. The basic principle of this dancing style is imitating the movements of cows on a field.

Assessment 2:

- Ask students to describe the similarities and differences among the above traditional dances of Africa.

7.3. Some Cultural Games In Ethiopia (3 periods)

Learning competencies: At the end of this topic, students will be able to:

- Describe cultural games in Ethiopia.
- Elaborate the similarities and deference among cultural games in Ethiopia

Teaching and learning materials/resources:

- Pictures, video etc.

Teaching and Learning strategies:

- Before you begin the day's lesson try to remind the lesson given in grade 6 regarding cultural games of Ethiopia.
- Introduce the day's lesson (topic, objectives and activities) and ask students about the cultural games of Ethiopia.
- Following the introduction give them time to forward their answer for the class.
- Give brief explanation and short notes about the meaning and the list of some cultural games of Ethiopia.
- Conclude the day's lesson by giving home work to read and prepare for the next topic.

A game is a structured form of play, usually undertaken for entertainment or fun, and sometimes used as an educational tool.

Therefore, cultural game is an activity in which individuals or people practice to promote their cultural values, and heritages and usually undertaken for entertainment or fun.

Ethiopia, a country with a history and culture dating back thousands of years, has yet to have its past fully documented and understood. At the moment it is believed that there exist many registered traditional and cultural games in Ethiopia.

The major and widely practiced cultural sports and games that exist and practiced in Ethiopia across all its ethnicities and regions are:

1. Genna (Qillee)
2. Korbo
3. Shah
4. Gebeta (Saddeeqa)
5. Tigil/ Wal'aansoo
6. Meharebneteka
7. Akukulu _ Kukulu
8. Awo Aydelem/ Eyyee Lakkii, etc.

Korbo (1 period)

Teaching and learning materials/resources:

- Pictures, ring, stick, etc.

Teaching and Learning strategies:

- Introduce the day's lesson (topic, objectives and activities) and ask students to describe the benefits of cultural games.
- Arrange the playing area and the materials for practice.
- Organize the students in to four teams for the activity.
- Give brief explanation and direction about the activity. (Mainly about the rules and procedures.
- Explain and demonstrate the activity (Korbo) by following the procedures described below.
- Give time to practice or play the game as described below.
- Motivate and correct mistakes.
- Conclude the day's lesson by giving home work to read and prepare their own notes.

Dear teacher, the following note is set to help you focus your lessons on the cultural games of Ethiopia.

Korbo

Korbo is an aiming game played since 1900 in many regions of Ethiopia. Many historical documents indicated that the game is originated and widely practiced in western and southern part of the country. It can be played by both sexes and all ages.

Rules of the game:

The playing area and essential equipment

- The playing area should be smooth enough to roll the ring and retain the stick.
- The area of the playing field is 10m by 10m for male and 7m by 10m for females.

The stick

- It can be made of wood and is a spear-like stick with blunt ends.
- It weighs 650 – 700 gram and 2 meter long for male and 600 – 650 grams and 2 meter long for females.
- For youth its weight should be 550 – 600 gram and 1.5 meter long.

The Ring or hoop

- It can be made of plastic tube or metal sheet.
- Its circumference is 30 cm, and its thickness is 3 – 5 cm, its weight is 200-500 gram for both sexes.

Scoring

- Two points are awarded if the thrower retained the hoop/ring.
- One point if the thrower touches the hoop.

Safety Tips

- Senders must remain at the side.
- Throwers must remain at the throwing line.

Korbo can be played in two ways.

1. It can be played by the sender and a thrower. The sender roll the ring on the playing area and the thrower throw the stick to retain the rolling of the ring.
2. In the same way it can be played by the sender and a thrower. But the sender roll the ring in the air around the playing area and the thrower throw the stick to insert and pass through the ring.

How to play Korbo

- It is played between two competitive teams.
- It can be played by unlimited numbers of players but played in pairs made up of one sender and one thrower at a time.
- The sender rolls the hoop in a straight line across the space and remains at the side until the throw is complete.
- When ready the thrower throws a spear.

- Like stick at the rolling hoop from a distance of 10m.
- After three attempts the sender and the thrower switch role and the activity will be continued.
- The winner is the team that has scored the most points.

Answer for Activity2:

1. Genna, korbo, gebeta, shah, tigil…
2. 2 points
3. 10m by 10m

Genna (Qillee) (1 period)

Teaching and learning materials/ resources:

- Curved wooden Genna stick, wooden ball (Rure), video, pictures

Teaching and learning strategies:

- Introduce the day's topic and objectives.
- Provide warming up exercise.
- Ask students to dribble and shoot wooden ball by curved stick from their back ground knowledge.
- Demonstrate and explain briefly how to pass, dribble and shoot the ball.
- Give time to practice as demonstrated and explained.
- Give feedback and motivate the students.
- Summarize and conclude the day's lesson.
- Provide cooling down exercise.

Assessment:

1. Perform passing, dribbling and shooting of Genna ball or Rure.

Genna

It is one of the traditional sporting games created and played in the highlands of Ethiopia. The exact time of its origin is, however, not known. It is played by using a crude stick, and some kind of a small wooden ball. Men and young boys participate in the game. In relation to the origin of the game, there are

different legends which have been related from one generation to another. This game creates physical, spiritual, mental and psychological satisfaction initiating competitions between and /or among families, neighbors, villages and woredas.

UNESCO has recognized Ethiopian Genna cultural games as Traditional Sports and Games (TSG) as an intangible cultural heritage.

Rules of the game

Playing field

- Playing field is 90-100 meters long and 45-50 meters wide. To get a point, players need to hit the ball to the opponent's goal.

Playing ball and sticks

- The tennis size ball is made of tree roots and decorated so that its colors to be visible. It weighs 100 gram and the circumference is 25-30 cm.
- The stick, on the other hand, is made of branches of trees and curved at the end and slightly longer than the player's shoulder. It weighs 500-550 gram and 100 cm long.

Number of players

- Every team has 10 players. One of them is a goalkeeper. Players can be replaced at any time by some body from up to 5 people waiting on the bench.

Duration of the game

- Game is divided into two 30-minute halves, and the winner is the team that scores more goals.
- There is also a 10-minute break after first 30 minutes. In the event of a tie, there is 20-minute overtime.

Answers for Activity 3

Question Number 2:

- Improve social interaction
- Build basic skills like hand-eye coordination
- For fun and entertainment
- Improve mental skills, etc.

7.4. Some Cultural Games In Africa (2 periods)

Learning competencies: At the end of this topic, students will be able to:

- Describe cultural games of Africa.
- Elaborate the similarities and deference among cultural games of Africa.
- Implement cultural games of Africa.

Teaching and learning materials/resources:

- Video, pictures, etc.

Teaching and Learning strategies

Note: Dear teacher, you are recommended to:

1. Use the first period for the theoretical part.
2. Give the next periods for the two selected games.
3. Give the project work for students to present some other African games for the class.

For the theoretical lesson (1 period)

- Introduce the day's lesson (topic, objectives and activities) and ask students to describe some cultural games of Africa.
- Following the introduction give them time to forward their answer for the class.
- Give brief explanation and short notes about the meaning and the nature, procedures and rules of some African cultural games.
- Conclude the day's lesson by giving home work to read and prepare for the next topic.

Cultural games of Africa

These days, "child's play" seems to be about online gaming, from PlayStations to Nintendo's. But many might recall the days when children congregated outdoors, playing their favorite games in the street. They are free and require little or no equipment. Apart from being fun, they also help children to build fundamental skills, from social interaction to physical hand-eye co-ordination and even basic mathematical and strategic thinking.

Best African Games for Children to Play

Some of the best African games played by children across the continent are:

A. Three Tins

An indigenous aiming game that forms part of South Africans heritages.

The activity can be used as a skill development activity. It develops ones balance, hand-eye coordination and active and healthy life style.

B. Morabaraba

Morabaraba is a traditional two-player strategy board game most commonly played in South Africa, Botswana and Lesotho. It is said that Morabaraba boards carved in rock are dated to be at least 800 years old, which would indicate a non-European origin.

Morabaraba is played on a board consisting of 3 nested squares with points at the corners and in the middle of each side of the squares. Lines indicate permitted moves.

Each player selects 12 beads the colour of their choice. All beads start off the board. Players decide who begins the game by rolling a die.

Three Tins

Teaching and learning materials/ resources:

- Pictures, tins, small ball Teaching and learning strategies.
- Introduce the day's lesson (topic, objectives and activities) and ask students to describe about African cultural games.
- Providing warming up exercise.
- Arrange the playing area and the materials for practice.
- Organize the students in to four teams for the activity.
- Give brief explanation and direction about the activity.(mainly about the rules and procedures.
- Explain and demonstrate the activity (Three Tin and Pepsi) by following the procedures described below.
- Give time to practice or play the game as described below.

- Motivate and correct mistakes.
- Conclude the day's lesson by giving group work to read and prepare project work about some cultural games of Africa.
- Providing cooling down exercise.

How to play the game:

Players: two equal teams with minimum of five players.

Pitch: 8m by 4m (it can be modified, widen or narrow to make the game easier or harder)

Time: unlimited

Rules:

- Three tins are placed on top of each other.
- The first player has three attempts to knock the tins down.
- The player throws the ball from outside to the marked playing area.
- If successful, the player runs out rebuilds the tins, draws the square around the tins and hops over the tins three times.
- If the ball misses or is thrown too far, the player shout "Thayme" until the ball is returned.
- If after three throws, the player has been unsuccessful the first player from the opposing team become the thrower.

Equipment: three tins, plastic blocks, or other stacking objects, a small ball

Safety: a flat and smooth playing area free of debris

Morabaraba Game

Teaching and learning materials/ resources:

- Pictures, morabaraba kit

Teaching and learning strategies

- Introduce the day's lesson (topic, objectives and activities) and ask students to describe about Three Tins games.
- Providing and guiding warming up exercise.
- Arrange the materials (Morabaraba playing board) for practice.
- Organize the students to play the game.

- Give brief explanation and direction about the activity.(mainly about the rules and procedures.)
- Demonstrate the activity (Morabaraba game) by following the procedures described below.
- Give time to practice or play the game as described below.
- Motivate and correct mistakes.
- Conclude the day's lesson by giving group work to read and prepare project work about some cultural games of Africa.
- Providing cooling down exercise.

How to play the game:

- In the first phase of the game, players take turns to place 1 bead onto an empty space, trying to place 3 of their beads in a line.
- When a player forms a line of 3 beads, they can remove any one of their opponent's beads from the game, except a bead already in a line of 3. If the opponent only has beads in lines of 3, these can be taken.
- If two lines of 3 beads are formed by placing a single bead, only one of the opponent's beads can be removed.
- Once a bead has been removed, from the board, it cannot be replayed.
- The second phase begins when all the beads have been placed on the board. Players take turns to move their beads to an adjacent empty space, along the play lines indicated trying to form lines of 3.
- A player cannot break their own line of 3 beads and then in the next turn, move their bead back to reform the line.
- In the final phase of the game, when a player has only 3 beads remaining, they may move their beads to any empty space on the board.

HOW TO WIN

- To win the game, a player must reduce their opponent to 2 beads.
- A player can also win if their opponent cannot move.

Answer for activity 4:

1. Cultural game is an activity in which individuals or people practice to promote their cultural values, and heritages and usually undertaken for entertainment or fun.

Summary

Ethiopian dances have different variety of steps of upper and lower body movement, such as delicate neck motion, rhythmical shoulder movement, chest, the agile spin of the waist, and leg.

Most of the traditional African dances are ritual, ceremonial, griotic and communal.

Cultural game is an activity in which individuals or people practice to promote their cultural values, and heritages and usually undertaken for entertainment or fun.

Korbo is an aiming game played since 1900 in many regions of Ethiopia. Many historical documents indicated that the game is originated and widely practiced in western and southern part of the country.

Genna is one of the traditional games created and played in the highlands of Ethiopia. UNESCO has recognized Ethiopian Genna cultural games as Traditional Sports and Games (TSG) as an intangible cultural heritage.

“Three Tins” is an indigenous aiming game that is widely practiced in South African.

Morabaraba is a traditional two-player strategy board game most commonly played in South Africa, Botswana and Lesotho. It is said that Morabaraba boards carved in rock are dated to be at least 800 years old, which would indicate a non-European origin.

Answers for Chapter Review Questions:

1. True
2. True
3. False
4. B
5. D
6. A
7. The stick is made of branches of trees and curved at the end. It weighs 500-550 gram and 100 cm long.

Glossary

Aerobic exercise: any activity that can be performed with the help of oxygen.

Apparatus: equipment needed for a particular activity or purpose.

athletes with the intention of improving athletic performance.

Biennial: taking place every two years (for sport competition).

Biomechanics: is the study of the structure, function and motion of the mechanical aspects of biological systems.

Collaboration: describes the ability of a group of people working together.

Communication:is the activity or process of expressing ideas and feelings or exchanging information with people.

Competition: is a contest of sport match in which a winner is selected from among two or more participants.

Distance: The extent or amount of space between two things, points, lines.

Doping: refers to the use of prohibited medications, drugs, or treatments.

Event: each of several particular contests making up a sports competition.

Exhale: the outward movement of air from lungs (breathing out).

Floor exercise: it refers to the various physical activities that can be performed on the floor without instrument.

Game: is a structured form of play, usually undertaken for entertainment or fun, and sometimes used as an educational tool.

Game: is any form of playful competition in which the outcome is determined by physical fitness, skill, strategy or chance, singly or in combination.

Health: is a state of complete physical, mental, and social well-being and not merely the absence of diseases.

Inhale: breath in air

Injury: an instance of being injured. It includes walking, jogging, swimming, running, cycling, etc.

Jerk: to make short sudden movement Lead leg is the leg that goes over the hurdle first, and the leg that follows is the trail leg.

Legend: the word used for famous, very well known, successful and greater ever in their position

Leverages: use (something) to maximum advantage.

Maneuvers: a movement or series of movements requiring skill and care.

Olympic: the word Olympic refers or relates to Olympic Games.

PE: Physical Education

Phase: A part or step in a process : one part in a series of related events or actions.

Physical activities: defined as any voluntary bodily movement produced by skeletal muscles that require energy expenditure.

Physical fitness: is the body's ability to function efficiently and effectively.

Pike: is a position in which you jump or spring into the air bent at the waist with straight legs out.

Principle: are guidelines, strong belief that influence your actions.

Recreational Game: describes competitive physical games that are played for fun.

Repetition: a number of exercises done in one set.

Roll: moving in a particular direction by turning over and over on an axis.

Self-evaluation: the process of assessing oneself and weighing up ones achievement.

Self-image: is the idea one has a feeling of his/her ability, appearance and personality.

Self-reflection: serious thought about one's character and actions.

Set: means doing a certain number of exercises one time.

Small-sided games (SSGs) involve a smaller number of players per team, and are played on reduced spaces and with rules modified.

Social cues: forms of communication that help to read other people and react appropriately.

Speed: is the ability to put body parts in to motion quickly, or the maximum rate that a person can move over a specific distance.

Spike: is a hit with great force at a downward angle..

Stress: is our body's way of responding to any kind of demand or treat.

Thunderbolt pose: rest your buttocks onto the soles of your feet and allow your heels to separate, until they touch.

UNESCO/ United Nations Educational, Scientific and Cultural Organization.

Winner: a victor especially in games and sports.

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GRADE SEVEN SYLLABUS

Unit One: Concepts of physical education and sports (2 Periods)

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

- understand the concepts of physical education, sport, and personal hygiene;
- recognize the values and principles of physical education and sports for healthier life;
- examine the principles of sport and Olympic games in relation to doping and,
- Obtain basic knowledge on first aid.

Competencies	Contents	Learning Strategies	Asseesment
- Describe the difference between physical educationand sport. - Explain relationships, personal hygiene sport /physical exercise participation. - Describe political activity andsport legends. - List principles of the Olympicgames. - Explain the way how injurymanaged and, - Describe the consequences ofdoping	1.1. Difference between physicaleducation & Sport 1.2. Personal hygiene and sport 1.3. .Ethiopian sport legends 1.4. Principles of Olympic game 1.5. First aid & injury management 1.6. Consequences of doping	Let students describe the relationship of physical education and sport and toreflect for the class. - Arrange students in pairs tolist the values and relationships of Personal hygiene and sport. - Give assignment to refer andwrite three Ethiopians sport legends activities. - Arrange students in groupsto discuss the rules of the Olympics game to reflect it. - Discuss the consequences ofdoping in group	- Oral question - Group reflection - Provide feedback ongroup reflection and students assignment

Unit Two: Social and Emotional Development (14 Periods) Learning Outcomes:

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

- Creates a practice plan to improve performance for a self-selected skill.
- Demonstrate fairness and compassion for others.

Competencies	Contents	Learning Strategies	Assessment
- Creates a practice plan to improve performance for a self-selected skill. - Demonstrate fairness and compassion for others.	2.1 Self-awareness and self-management skills in PE (4 Periods) *2.1.1- Self Confidence in PE* *2.1.2- Self Control in PE* 2.2- Social awareness and relationship skills in PE (5 Periods) *2.2.1- Fair play and Fairness inSport* *2.2.2- Compassion for others* 2.3- Attention Control and Decision making in PE (5 Periods) *2.3.1- Mindfulness* *2.3.2- Reflective thinking*	- Provide students games and activities related to Self-awareness, Social-awareness and Relationship skills. - Let students do the activity freely while enjoying the participation. Provide feedback individually and collectively. - Allow students to reflect, discuss and answer questions based on the objective of the activity.	- Observing the students according to the objectiveof the activity. - Asking questions not for getting answers but to brainstorm the students.

Unit Three: Physical Fitness (16 periods)

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

- Recognize exercise which develops their physical fitness
- Develop/Improve their physical fitness by performing age appropriate exercise.
- Demonstrate positive attitude to engaged in different physical exercise

Competencies	Contents	Learning strategies	Assessment
- Describe how aerobic exercisedevelops their cardiovascular fitness. - Improve their cardiovascular fitness through selected aerobicexercise. - Appreciate the benefits of doingdifferent fitness exercises. - Improve their musculoskeletal fitness through push-ups, squat jump and pull-up. - Increase their flexibility through different stretching exercises. - Improves their speed through different speed run drills.	3.1. Cardiovascular exercise(6 Periods) - Aerobics exercise 3.2. Muscular endurance(4 periods) - push-up - Squat jump - Pull-up 3.3. Flexibility (2 Periods) - stretching exercises 3.4. Speed (6 Periods) - speed run - speed run	- Let students in pair to describe their friends how aerobic exercise develops cardiovascularfitness. - Arrange students in lines to perform different aerobic exercises. - Arrange students in group to perform push-ups, squats, jumps& pull-up. - Arrange students in lines to perform simple stretching exercises. - Arrange students in row to perform speed exercises.	- Asking students to describe how exercise develops their body - Observing students whenthey perform different physical exercise. - Providing continuous constrictive feedback onstudents' performance

Unit Four: Fundamentals of Athletics (11 Periods)

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

- Perform maximum sprint run with proper baton exchange technique with partner.
- Differentiate the differences between visual and non - visual baton exchanges.
- Demonstrate the ability to run with rhythm over age appropriate obstacles with speed.
- Work with a partner to correct mistakes.
- Appreciate other students who hit targets.

Competencies	Contents	Learning Strategies	Assessment
- Perform maximum sprint run with proper baton exchange techniquewith partner. - Differentiate the differences betweenvisual and non - visual baton exchanges. - Run with rhythm over age appropriate obstacles with speed.	4.1 Sprint and Sprintrelay (2 Periods) - Lead-up skills insprint - Lead-up skills insprint relay 4,2 Running over obstacle (Moderatedistance) (2 Periods)	- Give short explanation about the objectives of differentrunning, jumping and throwing events during competition; - Before conducting any running, throwing and jumpingactivities make sure that the area is safe to teach the activities; - Demonstrate sample sprint games (funny games) to runwith their maximum speed; - Organize students into groups based on their performanceand allow them to compete 20-30m sprint games ; - Demonstrate sample relay games (funny relay games) todevelop the players speed and exchange of materials while running with maximum speed; - Organize students into groups based on their performance and allow them to compete relay games with the objective of exchanging materials while running 20-30min top speed;	- Brainstorm students to discuss the characteristics ofrunning for speed and distance; - Ask students to explain the difficulties whenperforming flat sprint and sprintrelay (exchange of baton while sprinting);

- Apply jumps with amature pattern for height appro-priate tothe skill needed. - Apply throws with a mature pattern for distance appro-priate to the skill needed.	4.3 Jumping for height from three straight line strides (3 Periods) 4.4 Throwing for precision and distance (4 Periods)	- Let students repeat the games by organizing themselves into small and equal groups out of the regular schedule; - Demonstrate sample sprint hurdle games (funny games)to run over obstacles with their maximum speed; - Organize students into small groups based on their performance and allow them to compete sprint (hurdle) games having three to four obstacles in 30 to 40m space; • Let students repeat the games by organizing themselves into small and equal groups out of the regular schedule; • Organize students into small groups and let them run for Eight to twelve minutes continuously with constant pace; • Demonstrate jumping with both feet with flexed knee and hip (counter movement jump) on the spot and from short distance; • Arrange a session to jump over obstacle (30-50cm) from short approach run and progress to the next jumps by increasing the height of the jumps; • Give time for practice and correct errors while jumping; • Prepare light or moderate weight materials (hoops, small balls, small sticks etc) to throw for precision (throwing for distance is not important here); • Demonstrate with explanation the objective and body actions (arm, upper body and leg positions) to throw for precision; • Organize students into small groups and allow to throw light materials to hit a target from short distance (increase the distance gradually);	- • Ask students to demonstrate their body actions when running over obstacles in a specified distance; • actions (legs, hips and arms) while performing verti-cal jump from few strides; • Ask students to hit a target from a specified distance with precision; • Observe students body actions when throwing for dis-tance; • Use oral ques-tioning before, in between and at the end of every practical lessons;

		• Check the position of the arms - hip and leg positions when throwing a ball or materials (pay attention for arms-hip-leg coordination); • Pay attention for safety measure before and at the time of teaching throwing; • Allow students to practice individually and in pair as well as give chance to correct errors and solve problems they consider as challenges; • When teaching all the topics and sub-topics under this unit run the activities in the form of minor games/ funny games	• Ask students to do individual and group assign-ments; • Use written exam;

Unit Five: Gymnastics (11 Periods)

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

- Perform some basic gymnastics.
- Perform some apparatus gymnastics.
- Develop awareness of others when using apparatus.
- Understand the benefits of gymnastics activities

Competencies	Con-tents	Learning Strategies	Assessment
- Explain the history of gymnastics. - Perform headstand and rollprop-erly. - Roll forward and backwardprop-erly. - Perform cartwheels effectively. - Describe grasping techniques of horizontal bar clearly. - Perform pull-up on horizontal bar properly. - Roll on single horizontal bar properly	5.1. History of gymnastics (1 Period) 5.2. Introduction to floor exer-cise(1 Period) 5.3. Basic gymnastics (4 Periods) - Headstand and roll - Rolling - Cartwheel 5.4. Apparatus gymnastics (5 Periods) - Grasping techniques ofhorizontal bar - Pull up on horizontal bar - Rolling on single hori-zontalbar	- Question and an-swering - Explanation - Demonstration - Practical work	- Review and pro-videfeedback on the performance of eachstudent. - observe stu-dents' participa-tion in thefield work. - Record students' perfor-mance and pro-vide feedback on their achievement

Unit Six: Fundamental Skills of Shooting and Spike (16 Periods)

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

- demonstrate fundamental skills of ball games properly.
- participate in the correct shooting and spiking skills through movement.
- develop positive personal and social behaviors and interpersonal relationships.

Competencies	Contents	Learning Strategies	Assessment
Demonstrate manipulative skills by usingelements of space awareness, effort and - Relationships, with and without balls, toimprove performance – Demonstrate activity-specific skills in a variety of environments and using various equipment - Demonstrate more challenging strategiesand tactics that coordinate effort with others through small sided games - Communicate thoughts and feelings in anappropriate respectful manner as they relate to participation in games	6.1. Shooting the ball usingdifferent part of the foot(2 periods) 6.2. Small sided game(2 periods) 6.3. Set shoot(2 period) 6.4. Mini game using setshooting (2 periods) 6.5. One hand jump shootusing handball in a game (2 periods)	-- Discuss in pairs and reflect on shooting skills. - Observe and practice shooting skills individually, in pairs and in groups. - Observe and practice spiking skills in pairs and then give feedback back to a partner. - demonstrate shooting and spiking skills. - Prepare and demonstrate fun games that can enhance ball game participation within andoutside of the school.	- Observe their practice and reflection by moving around the groups. - 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 providecorrection as feedback

- Identify and then take responsibility for various roles while participating in games; - Identify the leadership and followership skills used while participating in activities. - Select and apply practices that contribute toteamwork - Identify local community programs that promote physically active lifestyle	6.6. Small sided game (2periods) 6.7. Basic spike in a game from different position(2 periods) 6.8. Recreational game(2 periods)		- - Portfolio, and anecdotal records

Unit Seven: National traditional dance and cultural games in Ethiopia and Africa (8 periods)Learning Outcomes:

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

- compare national traditional dance and cultural games in Ethiopia and Africa
- Compare and contrast traditional dance and cultural games in Ethiopia and Africa
- Execute national traditional dance and cultural games in Ethiopia and Africa

Competencies	Contents	Learning Strategies	Assessment
- Describe national traditional dance and cultural games in Ethiopiaand Africa - Elaborate the similarities and deference among traditional dance and cultural games in Ethiopiaand Africa - implement national traditional dance and cultural games in Ethiopia and Africa .	7.1. some national traditional dance in Ethiopia (2 periods) 7.2. Some traditional dance inAfrica (1 periods) 7.3.some national cultural games in Ethiopia (3 periods) 7.4. Some cultural games in Africa(2 periods)	- Provide traditional dance culturalgames of Ethiopia of Ethiopia. - Let students do the given dance or games freely while enjoyingthe participation. - Feedback from the teacher andamong the learners. - Dance /game competition individually, in pairs and group. - Allow students to reflect their views based on the objective ofthe lesson	- Teacher observation - Teachers' continuing informal observation ofchildren's progress - Teachers' continuing informal observation ofchildren's progress - oral questions - written exam on the given dance or games



ADDIS ABABA CITY ADMINISTRATION EDUCATION BUREAU

2015