

HEALTH AND PHYSICAL EDUCATION

TEACHER'S GUIDE

GRADE **7**

ADDIS ABABA CITY ADMINISTRATION EDUCATION
BUREAU



HEALTH AND PHYSICAL EDUCATION

TEACHER'S GUIDE

GRADE SEVEN

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Evaluator:

<u>CHAPTER ONE:</u> MODERN PHYSICAL EDUCATION AND SPORT (9 periods)	5
1.1. Relationship of physical education and sport (1 period).....	5
1.2 Personal hygiene and sports (1period)	7
1.3. Ethiopian sport legends and their activity in job creation, political and social affairs (4 periods).....	9
1.4. Principles of Olympic Games (1 period).....	14
1.5. First Aid and Sport Injury Management (2periods).....	16
CHAPTER TWO	24
Social and Emotional Learning in health and Physical Education (10 periods)	24
2.1. physical activity which develop self-awareness and self-management Skills (2 periods).....	24
2.2. Physical activity which develop social awareness and relationship Skills (2 periods)	29
2.3. Physical activity which develop Responsible Decision Making.....	33
2.4. Physical activity which develop critical thinking (2 periods)	35
2.5. Physical activity which develop communication and collaboration skills (2 periods).....	38
CHAPTER THREE	45
HEALTH AND PHYSICAL FITNESS (14 periods)	45
3.1. Benefits of physical fitness (1 period).....	45
3.2. Cardio vascular endurance exercise (5 periods).....	47
3.3. Muscular endurance exercises (3 periods)	54
3.4. Flexibility (2 periods).....	58
3.5. Speed (2 periods).....	63
3.6. The risk factors of doping (1 period)	66
CHAPTER FOUR.....	72

ATHLETICS.....	72
4.1. The history of world athletics (2 periods)	73
4.2. Running	75
4.3. Throwing (2 periods).....	79
4.4. Jumping (2 periods).....	82
CHAPTER FIVE	89
GYMNASTICS (9 periods)	89
5.1. History of world gymnastics (2 periods).....	89
5.2. Floor Exercise (4 periods)	92
5.3 Apparatus gymnastics (3 periods)	99
CHAPTER SIX.....	110
FUNDAMENTAL SKILLS OF SHOOTING AND SERVING FOR BALL GAMES (16 periods)	110
6.1. Shooting the ball using different part of the foot (2periods).....	110
6.2 Small sided game (2 periods)	115
6.3. Set shoot (2 periods).....	117
6.4 Mini-games using set shoot (1period).....	120
6.5 Handball Jump shots (2 periods).....	122
6.6. Handball Small sided game by using jump shoot (2 periods).....	125
6.7. Side Serve (2 periods)	127
6.8. Small sided game using side serve (1 period)	130
6.9. Recreational Game (2 periods).....	132
CHAPTER SEVEN	137
CULTURAL GAMES OF ETHIOPIA AND AFRICA (16 periods).....	137
7.1. What is meant by cultural games? (1 period).....	137
7.2. Some cultural games of Ethiopia (5 periods)	139
7.3. Some cultural games of Africa (5 periods)	145
References	153

Introduction

Physical education at this grade level presents a wide range of learning experience for students. Sound program of physical education provides a systematic progression of movement experiences for the students.

The purpose of this teacher guide is to help the teacher to implement the physical education syllabus.

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

HPE teachers are expected to motivate those individuals with physical impairment and health problem to participate actively in physical education class, and create safe learning environment for them. And also organizing special and adapted activities for them in advance.

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, Students semester grade will be recommended and determined 60% for practical and 40% for theoretical part.

CHAPTER ONE

MODERN PHYSICAL EDUCATION AND SPORT (9 periods)

Introduction

This chapter deals with the concepts of modern physical education and sport. To achieve the desired unit 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 relationship of physical education and sport, personal hygiene and sport, the Ethiopian sport legends activities, the principles of Olympic Games, first aid and sport injury management.

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

- Analyze the Concepts of modern Physical Education and Sport
- Develop positive attitude towards Physical Education and Sport

1.1. Relationship of physical education and sport (1 period)

learning competency:

After completing this topic students will be able to:

- Describe the relationship of 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 question.
- Introduce the day's lesson (topic and objective);
- Form groups and let them to Discuss in group the relationships of physical education and sport;
- Following discussion give chance for students to reflect their work ;
- Give brief explanation and short notes about the relationships of physical education and sport;
- Summarize the day's lesson and give reading homework about personal hygiene and sports to prepare for the next lesson.

Relationship of physical education and sport

Physical education - is an integral part of the total education process and has as its aims 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 (Charles A. Butcher, 1964).

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 high degree of skills
- It is competitive

There is a close relationship between physical education and sport. Sport is an important tool to achieve the objectives of physical education and also physical education helps to promote the different sport activities.

Answer for activity 1:

1. To achieve Physical, Mental, social, and emotional fitness.

2. Sport is an important tool to achieve the objectives of physical education and also physical education helps to promote the different sport activities.

1.2 Personal hygiene and sports (1period)

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

- Explain the importance of maintaining personal hygiene after participation in physical exercise.

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 days lesson (topic and objective);
- Form groups and let them to Discuss in group the values and relationships of Personal hygiene and sport;
- Following discussion give chance for students to reflect their work through their group representatives;
- Give brief explanation and notes about personal hygiene and sport;
- Give individual assignment to students to read further about the importance of personal hygiene after exercise;

Personal hygiene and sports

Personal hygiene refers to care one takes for their body in terms of cleanliness. When taking part in physical activity, it is important to take meaningful measures to maintain good hygiene. Good hygiene practice, by

individuals, helps ensure that everybody involved stays fit and well enough to keep up the activities they love and get the most enjoyment out of taking part. Likewise, good hygiene is of equal importance for everybody involved in maintaining and working on sport facilities.

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

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

Importance of personal hygiene after physical activity

Personal hygiene after physical activity is used to/for:

- Health benefits: people can maintain their health and ability to practice more through cleanliness and eating healthy.
- Social benefits: washing your body regularly makes one look good.
- Psychological benefits: when an individual looks healthy and clean, this improves their self-image and self-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.
2. For health, social, and psychological benefits.

1.3. Ethiopian sport legends and their activity in job creation, political and social affairs (4 periods)

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

- Describe three Ethiopian sport legends activities

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 students 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 on the next topic.

Notes to the teacher:

Dear teacher in the previous grade level students learnt about Abebe Bikila and Tirunesh Dibaba 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 activity in job creation, political and social affairs.

Sport legends describe or used for 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 that have played significant role or contribution in job creation, social and political affairs. The Major activities of some Ethiopian sport legends will be discussed as follows.

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 Gebreslasie and his activity in job creation, social and political Affairs

A. 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 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. Government use the tax collected from such legends for the different development projects of the country.

B. Haile and his activity in social and political Affairs:

Haile Gebreslasie 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 bring together for common goals and build the positive image of the country.
- He served as the president of the Ethiopian Athletics Federation(EAF)

- Served as good will ambassador of United Nation /UN/ for the eradication of poverty, HIV/AIDS, promotes 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, chilalo Bekoji wereda 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 10000meter (10km) run.

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

A. 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.

B. Derartu and her activity in social and political Affairs:

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

- She has been serving as the president of the Ethiopian Athletics Federation (EAF). Serve as a member of the national Ethiopian Olympic Committee. Etc.
- She has been serving as EAF / vice president of East African athletics federation

- Served as 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.

Mengistu Worku (1940 –2010)

Mengistu Worku was an Ethiopian footballer, recognized as one of the best Ethiopian footballer in history with Luciano Vassallo and Ydnekatchew 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 activity 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. They learn working hard for success. And they learn engaging in social and other useful activities are important.

1.4. Principles of Olympic Games (1 period)

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

- Mention 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 the students to reflect it for the whole class.
- Give brief explanation and short notes about the principles of Olympic game.

- Give home work to refer book and other materials on principles of Olympic game.

Principles of Olympic Games

Dear teacher students learnt the description of Olympic motto and flag 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) designed the following to become the 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:** meeting today's needs without compromising the ability of future generations to meet their needs.
- **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 Sport Injury Management (2periods)

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

- Explain what first aid is and how simple sport injuries are 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 activity 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 about first aid and sport injury management;
- Give group assignment to students to write how simple sport injuries managed;

First aid

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

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 facilities. It is the initial treatment or help given to sick particularly injured individuals. And it is performed in a limited skill range.

The purposes of first aid are “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 hem
- 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 or

compromising their body. When you engaged in different sport activities you may face sport injuries due to lack of warming up 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.

Table 1.1. Injury management principles

Injury management principles	Pictorial illustration
Rest – Avoiding use of the injured area or taking away the injured person from activity.	
Ice – Apply ice or cold therapy to injured area for 15-20 minutes	
Compression – Apply firm, elastic, non-adhesive bandage to the injured area	

Elevation – Elevate the injured area above the heart level to decrease blood flow	
Referral – Refer to see a doctor or physiotherapist for an accurate diagnosis	

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 causing microorganisms.

Answer for Activity 6:

1. Simple sport injuries can be managed through the principle of RICER (rest, ice, compression, elevation and referral).

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): about other sport legends activities

Chapter summary:

Physical education is an integral part of the total education process and has as its aims the development of: Physically, Mentally, socially, and emotionally fit citizens through the medium of physical activities.

Sport is an organized, competitive form of activity or play.

Personal hygiene refers to care one takes for their body in terms of cleanliness.

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

Haile Gebreslasie and Derartu Tulu are the most sport legends who have been playing significant roles/activities in social and political affairs of the country and internationally as well.

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 sick particularly 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 methods that we use to manage sport injury.

Answer for chapter review questions:

1. **True**
2. **True**
3. **False**
4. **B**
5. **C**
6. **C**
7. Yes, there is close relationship between physical education and sport, but they are not synonymous. The most obvious similarity between sport and physical education is that they both involve physical activity.
8. 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)

Glossary:

- **Physical activities:** defined as any voluntary bodily movement produced by skeletal muscles that require energy expenditure.
- **Competition:** is a contest, sport match in which a winner is selected from among two or more participants.
- **Health:** is a state of complete physical, mental, and social well-being and not merely the absence of diseases.
- **Self-image:** is the idea one has once ability, appearance and personality.
- **Legend:** the word used for famous, very well known, successful and greater ever in their position
- **Olympic:** the word Olympic refers or relates to Olympic Games.

- **Game:** is any form of playful competition in which the outcome is determined by physical fitness, skill, strategy or chance, singly or in combination.
- **Principle:** are guidelines, strong belief that influence your actions.
- **Injury:** an instance of being injured.

CHAPTER TWO

Social and Emotional Learning in health and Physical Education (10 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, responsible decision making, critical thinking, communication and collaboration skill.

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

- Know how to form supportive, lasting and enduring relationships among friends.
- Interact with others to construct knowledge and new understanding.

2.1. physical activity which develop self-awareness and self-management Skills (2 periods)

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

- Evaluates his/her coping strategies
- Acquire positive coping skills to handle adversities effectively

Self-awareness and self-management Skills (1 period)

Teaching and learning materials/resources:

- Pictures, mat and other materials

Teaching and Learning strategies:

For theoretical part:

- Before you begin the day's lesson try to remind the students about the previous lesson by asking questions (describe in students text book.)
- Introduce the day's lesson (topic, objectives and activities)
- Following the introduction ask students to list and explain how some physical activities help learners to improve their self-awareness and self- management skill.
- Give brief explanation and short notes 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 on 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.

The following physical activities are used to develop our self-awareness skill.

A. Yoga

Yoga is in fact a philosophy of life. It's about the unity and balances between the body and mind. When you feel that emotions are starting to rule over your body, you suffer from insomnia. You can't focus or you don't feel well, it's a sign that your balance has been upset. The goal of yoga is to restore this balance, to improve your self-awareness. Neck movement, shoulder movement, hand movement, leg movement, knee movement are part of yoga activity.

B. 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 you walk follow the rules of the road and for your safety.

Self-management is the ability to navigate and shift one's thoughts, emotions, and behaviors in a healthy way in order to make one self and other.

The following activities help to improve self-management skill.

Active breathing:

Active breathing exercises that can be used to help the body calm down re-focus the mind.

Answer for Activity 1

1. Yoga activities such as neck and shoulder movement, taking a walk.
2. Active breathing.

For practical part:

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

Physical activity which develop self-awareness

Neck movement:

Procedure –

- 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)

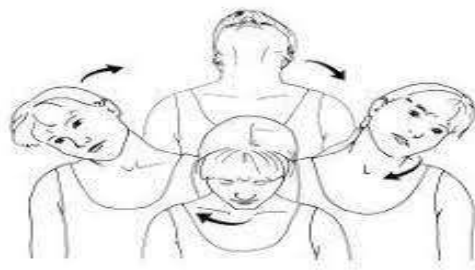
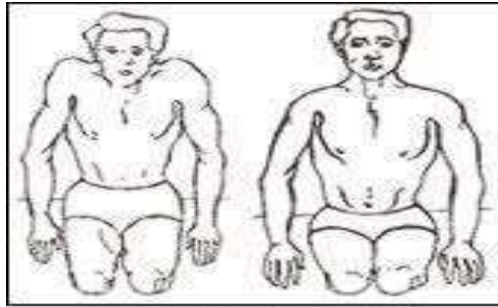


Fig.2.1 neck movement clockwise and anticlockwise direction

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 repetition)



**Shoulder Movement
(Skandhasanchalana)
Type 1**

Fig. 2.2 shoulder movement up and down

Physical activity which develop self-management skill:

Active breathing

Activity 1: preparation

- Start the activity by getting upset, worried, or overly excited at times, and this causes your body to feel stress.
- Identify things that cause you to feel this way and think about how you can help yourself calm down.
- Sit or stand in a way that feels comfortable.
- Breathe in slowly as you think or softly say the words “I am ...” Then, as you **exhale** slowly, you can choose a word that helps you relax, such as, “calm”, “peaceful”, “focused”, “kind”. You will think of and softly say that word as you let the air out.

Activity 2: Activation:

When they are ready, provide the following prompt:

- “Gaze down or close your eyes and try three deep breathes repeating “I am ...” on the **inhale**, and your own relaxation word on the **exhale**.”

When you finished, slowly lift your gaze or open your eyes.

Activity 3: Reflection:

- Once you are re-engaged in the classroom environment, talk to students about how you can try this way of breathing any time you need to calm yourself down.
- Remind this activity often and encourage you to do it individually when need.

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

1. Demonstrate proper neck and shoulder movement.

2.2. Physical activity which develop social awareness and relationship Skills (2 periods)

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

- Acquire positive coping skills to handle adversities effectively.
- Leverages on diversity for the good of his/her group/class.

Social Awareness and relationship skills (1 period)

Teaching and learning materials/resources

- Photo, pictures

Teaching and learning strategies:

- Ask questions from previous class
- Introduce the days lesson and ask question from their back ground knowledge

- Following the introduction ask to discuss in pairs about social awareness and relationship skills
- Following discussion ask students to reflect
- Give brief explanations and notes about social awareness and relationship skills
- Give summary and short notes
- 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.

Social Awareness skills

Social awareness is the 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 and
- To be respectful and accepting of 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.

Answers for Activity 2:

1. Social awareness is the ability to embrace diversity by recognizing, understanding and appreciating the similarities and differences within and among individuals and groups.
2. To identify social cues, predict others feelings and actions and be respectful and accepting of others points of view and perspectives.
3. A relationship skill is the ability to form and maintain healthy relationships with various individuals or groups.
4. 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 (1 period)

Teaching and learning materials/resources:

- pictures, balls and other necessary materials

Teaching and learning strategies:

A. Turn back

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

- Introduce the days topic and objectives
- Providing warming up exercise.
- Form a group of 5, 7, or 9 students.
- Direct students to hold each other to make a circle.
- Lead students to turn their face to opposite direction as hold their friends hand.

- And then by their creativity, expression and cooperation ask to back to their initial or face to face position as they hold their friends hand.



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Fig.2.3. turn back movement

B. 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. In this way, students learn to work cooperatively, collaborate, and infuse their individual skill interests in an effort to assume all roles and responsibilities of a sport.
- Direct students to play based on the given roles in a game situation.

- Assessment can be accomplished through peer assessment and teacher as 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.
- Providing cooling down exercises.

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

1. Evaluate themselves how they played the given roles.

2.3. Physical activity which develop Responsible Decision Making (2 periods)

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

- Recognizes and reflects on the impact and consequences of his/her decision on self and others.

Responsible Decision Making (1 period)

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 develop social awareness and relationship skills.
- Introduce the days lesson (topic and objectives)
- Ask students to define what responsible decision making is
- give brief explanation and notes
- Summarize the lesson with short notes

- Finally give assignment to students to refer any materials and bring the activities that develop responsible decision making for the next topic.

Responsible decision-making is the ability to make decisions based on personal, moral and ethical standards for the well-being of self and others. Responsible decision-making can be used to help foster problem solving with students as a management strategy for self-reflection and self-evaluation. This competency includes students' capacity to identify problems and develop appropriate solutions to those problems, whether they are social or academic (Payton et al., 2000).

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

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

Activities for responsible decision making (1 period)

Teaching and learning materials/resources

- Balls,

Teaching and learning strategies

What a decision!

- Introduce the days topic and objectives
- Providing warming up exercise.
- Organize students in to rows.
- Ask students to shoot a ball with the intent to score a goal or basket.
- Students are not told how far back to stand from the goal or basket board.
- Students self-select his/her-own distance from which to shoot. While some students may remain at close distance, 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 learner is making a responsible decision and in control of the distance and level of challenge in the situation with the teacher's facilitation.
- Providing cooling down exercises.

Activities for responsible decision making

Notes for teacher: Dear teacher in order to teach responsible decision-making in the physical education setting, teachers must provide opportunities for students to become self-motivated, self-reliant, and to take responsibility for their decisions. An example of what responsible decision-making might look like at this level can be observed during an activity when students learn how to shoot the ball to a goal or basket.

Assessment: At the end of this topic ask students:

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

2.4. Physical activity which develop critical thinking (2 periods)

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

- Generates ideas and explores different pathways that lead to an ethical solution.

Teaching and learning materials/resources/

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

- Rope and other necessary materials.

Note: Dear teacher:

- You are expected to have clear understanding on the nature of the activities and games in advance and you can use other games from your experience that can achieve the described learning competency.
- You can 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 students about the previous lesson by asking questions (describe in students text book.)
- Introduce the day's lesson (topic , objectives and activities)
- Following the introduction ask students to list and explain how some physical activities help learners to improve their critical thinking?
- Give brief explanation and short notes about Physical Activities that develop critical thinking:
- Conclude the day's lesson by giving home work to read and prepare them on the next topic.

Critical thinking

Physical education offers an opportunity to help students develop critical thinking; communication and collaborative skills such as generating ideas, managing challenges and create meaningful collaboration, sharing and using kind words during play. For example, students can work in pairs to create objectives that involve both verbal and nonverbal communication with their teacher and

with each other. Physical education and sport environment can provide a supportive environment for individuals to learn how to think critically. There are several physical activities and games that help learners to improve the different social and emotional learning.

Critical thinking: States and covers many aspects of thought including planning, reasoning, logic and reflection (Michael E Carpenter). It helps learners to Generate ideas and explores different pathways that lead to an ethical effective solution.

Critical thinking is also an important skill to utilize in your general learning process and daily life activities. It can be developed through engaging different physical exercises and games.

For practical part:

Jailbreak

- Introduce the day's topic and objectives.
- Providing warming up exercises.
- Organize students in groups for the activity or game
- Give brief explanation and direction about the activity or game to follow the procedures and rules of the game
- Give time to practice the activity or play the game
- Motivate and correct mistakes.
- Providing cooling down exercises.

Physical activities for critical thinking:

Jailbreak

Duration: 20 minutes

Procedures:

1. Divide the group in to pairs and give each pair a piece of one foot long rope
2. Instruct each group of two that they each must hold onto one end of the rope for the entire activity, or you may actually tie or tape their wrists together.
3. Once the partners are attached to each other by the rope, give them various tasks.
 - a. Go through an obstacle course
 - b. Run a given distance.
 - c. Shoot and make five baskets.
 - d. Do exercise (jumping jack, sit ups, push-ups, etc.)
4. If anyone lets of the rope at any time, they must start over or lose all of their points for that game.
5. For added incentives, allow each team to do any timed activities twice, timing it each time so that they may try to improve their own time.

Feedback: Ask students that which part of the activity challenges them and give them time to reflect about the game.

Answer for Activity 4:

1. Critical thinking.

2.5. Physical activity which develop communication and collaboration skills (2 periods)

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

- Manages uncertainty and adapt to diverse demands and challenges

in an unfamiliar situation.

- Determined collectively by its members.

Communication and collaboration skills (1 period)

Teaching and learning materials/resources

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

- Pictures, video

Note: Dear teacher:

- You are expected to have clear understanding on the nature of the activities and games in advance and you can use other games from your experience that can achieve the described learning competency.
- You can 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 students about the previous lesson by asking questions
- Introduce the day's lesson (topic , objectives and activities)
- Following the introduction ask students to describe Physical activities and games they know and practice to develop their communication and collaboration skills.
- Give brief explanation and short notes about Physical activities that develop communication and collaboration skills:

- Conclude the day's lesson by giving home task to practice or play the activities regularly in their surrounding with peer groups.

Communication and collaboration skills

Communication:

- It is the activity or process of expressing ideas and feelings or giving people information.
- Being able to communicate clearly and effectively.

Collaboration:

- describes the ability of a group of people working together

Communication and collaboration skills:

- Help learners to Manage uncertainty and adapt to diverse demands and challenges in an unfamiliar situation.
- Enable learners to participate actively and effectively in different physical activities and sport games.
- Are also important skills to utilize them in your general learning process and daily life activities? They can be developed through engaging different physical exercises and games.
- Students learn how to work collaboratively in physical education classes.

Answer for Activity 5:

1. Critical thinking, communication and collaborative skills etc.

Physical activities for communication and collaborative skills (1 period)

Multiplication

- Introduce the day's topic and objectives.
- Providing warming up exercises.
- Organize students in groups for the activity or game

- Give brief explanation and clear direction about the activity or game to follow the procedures and rules of the game
- Give time to practice the activity or play the game
- Motivate and correct mistakes.
- Providing cooling down exercise.

Duration: 20 minutes

Procedures:

1. Fix restricted safe area for the activity.
2. Select two most fit students to hold hand in hand(left with right or right with left)
3. The physically fit work hard to hold students one by one or in mass if possible to multiply themselves.
4. The remaining students must move in the restricted area not to be hold by the fit
5. Once a student is held by the fit, he or she works together with holding one hand of their members.
6. The game will continue until all students to be multiplied.

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

1. Describe which part of the activity requires communication and collaborative skills more and give them time to reflect about the game.

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 1 and 2



Chapter 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 and Taking a walk are activities used to develop our self-awareness.

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.

Responsible decision-making is the ability to make decisions based on personal, moral and ethical standards for the well-being of self and others

Physical education offers an opportunity to help students develop critical thinking; communication and collaborative skills such as generating ideas, managing challenges and create meaningful collaboration, sharing and using kind words during play.

Critical thinking helps learners to Generate ideas and explores different pathways that lead to an ethical effective solution and also it is an important skill to utilize in your general learning process and daily life activities. Critical thinking, communication and collaborative skills can be developed through different physical activities and games.

Answer For Chapter Review Questions:

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

7. We can perform different physical activity to develop our self-management skill such as active breathing exercise. etc.
8. Team activities like jailbreak, etc.

Glossary:

- **Social cues:** forms of communication that help to read other people and react appropriately.
- **Jerk:** to make short sudden movement
- **Stress:** is Your body's way of responding to any kind of demand or treat
- **Inhale:** breath in air
- **Exhale:** the movement of air from the lungs out of the air way.
- **Leverages** - use (something) to maximum advantage.
- **Self-reflection:** serious thought about one's character and actions.
- **Self-evaluation:** the process of assessing oneself and weighing up ones achievement.
- **Communication:** It is the activity or process of expressing ideas and feelings or giving people information.
- **Collaboration:** describes the ability of a group of people working together.

CHAPTER THREE

HEALTH AND PHYSICAL FITNESS (14 periods)

INTRODUCTION

This chapter deals with health and physical fitness. All the selected contents in this unit are the continuation of health and physical fitness that have been learned in grade 5 and 6. The overall time allotted for this unit is 14 periods. It is very unlikely to achieve the desired learning outcomes of the units with the given allotted periods. So, in order to bring the necessary changes upon the learners' motivation and individual effort is very important. Therefore, you are expected to encourage practicing the selected physical exercise independently on the regular basis.

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

- Recognize physical exercise which develops their physical fitness and its benefits.
- Develop physical fitness by performing age appropriate fitness exercise.
- Show a positive attitude to participating in physical fitness exercises.
- Understand the risk factors of doping.

3.1. Benefits of physical fitness (1 period)

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

- Mention the benefits of physical fitness

Teaching and learning materials/resource

- Picture, video etc.

Teaching and Learning strategies:

<ul style="list-style-type: none"> • Reduce your risk of heart disease • Decrease your blood pressure 	<ul style="list-style-type: none"> • Build your muscular strength and endurance • Increase work efficiency • Improve your posture
General health	Disease preventions
<ul style="list-style-type: none"> • Make you feel good • Improve your quality of life • Enhances your appearance 	<ul style="list-style-type: none"> • Improves control of blood sugar • Strengthens your circulatory system

Answer for Activity 1

1. Physical fitness is the body's ability to function efficiently and effectively.
2. Health related physical fitness and skill related physical fitness.
3. Weight management, cardio vascular health, pain management, disease prevention ...etc.

3.2. Cardio vascular endurance exercise (5 periods)

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

- Describe how aerobic exercise develop cardiovascular fitness
- Improve their 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 group for discussion.
- Let them to discuss in groups about the cardio vascular 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.
- If they have some question, give chance for students, respond the answer for them.
- Summarize the day's lesson and aware students for the next practical session to fulfill their sport wear.

Cardio vascular endurance (1 period)

Cardio vascular endurance is the ability of the 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 gets your blood pumping and large muscle groups working. 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 lung capacity.
- Reduces health risk.
- Helps with weight loss.

There are different exercises to improve our cardio vascular endurance such as jumping jack, In and out hopping squats, and jump rope.

Try to do each exercise for at least a minute. You can take a 30-second break in between each exercise. They require a certain amount of endurance, so you can gradually increase the duration and intensity of your workouts.

Answer for activity 2:

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

Cardio vascular endurance exercises

1. Jumping jacks (1 period)

Teaching and learning materials/resources:

- Pictures, video

Teaching and learning strategies:

- Introduce the day's topic and objectives.
- Providing warming up exercise.
- Organize students in to 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 students to practice the activities repeatedly and give them sufficient time.
- Ask students to demonstrate the above activity with appropriate techniques and steps.
- Motivate and correct mistakes. (Take model students to give feedback.)
- Providing cooling down exercise.

Jumping jacks

Procedure

1. Stand with your feet together and your arms by your side.
2. Jump your feet apart as you raise your arms over your head.
3. Jump back to the starting position and continue this movement.



Fig.3.1. Jumping jack

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

1. 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.
- Providing warming up exercise.
- Organize students in to rows with two-meter distance
- Ask the students to perform in and out hopping squats from what they have observed

- After observing their performance 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.
- Ask students to demonstrate the above activity with appropriate techniques and steps.
- Motivate and correct mistakes. (Take model students to give feedback.)
- Providing cooling down exercise.

In and out hopping squats

Procedure

1. Stand with your feet together.
2. Jump your feet to the side so they're wider than your hips.
3. Squat in this position.



Jump your feet back together and squat in this position.

Fig.3.2. In and out hopping squa

4. Continue this movement.

Assessment: At the end of this topic ask students:

1. To demonstrate in and out hopping squats.

3. Jump rope

Teaching and learning materials/resource:

- Ropes, Pictures, video

Teaching and learning strategies:

- Introduce the day's topic and objectives.
- Providing warming up exercise.
- Allow students practice the previous lesson as revision
- Ask the students to perform jump rope from what they have observed
- After observing their performance explain and demonstrate the correct rope jump with the help of picture and /or photographs.
- Let students practice the activities repeatedly on their own and give them sufficient time.
- Ask students to demonstrate the above activity with appropriate techniques and steps.
- Motivate and correct mistakes. (Take model students to give feedback.)
- Providing cooling down exercise.

Rope jump

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

Procedures:

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



Fig 3.3.(A)Basic jump



Fig.3.3.(B)Alternative foot jump



Fig.3.3.(C) Crisscross jump

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

1. To demonstrate rope jumping.

3.3. Muscular endurance exercises (3 periods)

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

- Explain how fitness exercise develop muscular endurance
- Perform fitness exercise to develop muscular endurance

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 days 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 daily activity. You might think of muscular endurance as stamina. Long-distance running is a sport that requires muscular endurance. Multiple repetitions of an exercise, whether weight training or resistance training for 2-3 days are forms of muscular endurance.

As with other types of exercise, muscular endurance training can increase your energy levels, help you sleep better, and improve your overall health. It can even improve your mood. This helps you to achieve your educational goal.

Answer for Activity 3 :

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 (2periods)

Teaching and learning materials (resources)

- Mat, pictures, modified horizontal bar

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

Teaching and learning strategies:

- Introduce the day's topic and objectives.
- Providing warming up exercise.
- Demonstrate and give explanation how to perform the exercises.
- Let students in rows to perform main activities based on their procedures.
- Providing 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, pectoral muscles, and shoulders.

Procedures:

- Direct students to Start 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 to 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 one minute active rest between sets.

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



Fig.3.4.(A) modified (kneel) push up



Fig.3.4.(B) Push up

2. Squat jump:

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

Procedures: Let them

1. To stand with feet shoulder width and knees slightly bent.
2. To bend their knees and descend to a full squat position.
3. 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.
4. 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.
5. Upon landing immediately repeat the next jump.
6. To perform 3 sets of 5 repetitions and to take one minute active rest between sets.

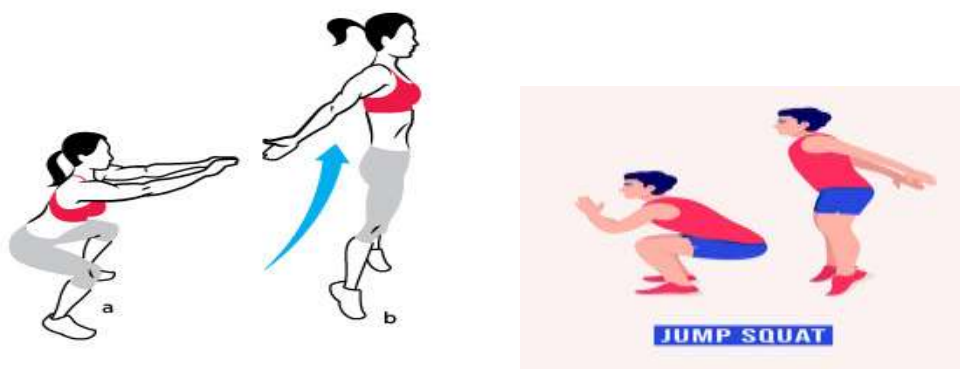


Fig.3.5. squat jump

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 Modified 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 keeping their feet on the ground “off-loads” about a third of their body weight.
- To trying 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 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.



Fig.3.6. modified pull up

Assessment:

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

3.4. Flexibility (2 periods)

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

- Perform stretching exercise properly to develop flexibility.

Exercises which develop flexibility

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

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:

1. Step your right foot forward and lower into a lunge, placing your fingertips on the floor or on two firm cushions if your hands don't reach.
2. Breathe in, then, in one motion, exhale as you straighten your right leg.
3. Slowly return to the lunge position.
4. Repeat four times.
5. Switch sides.

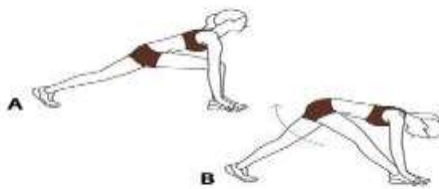


Fig.3.7.runners stretch

1. The standing side stretch

Purpose: stretches and strengthens the intercostal muscles. These are the muscles between the ribs and that gives support.

Procedures:

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



Fig.3.8. standing side stretch

2. The forward hang stretch

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

Procedures:

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

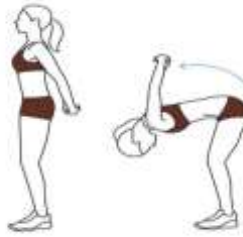


Fig.3.9. forward hang stretch

3. The low lunge arch stretch

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

Procedures:

1. Step your right foot forward and lower into a lunge, placing your fingertips on the floor or on two firm cushions if your hands don't reach.
2. Breathe in, then, in one motion, exhale as you straighten your right leg.
3. Slowly return to the lunge position.
4. Repeat four times.
5. Switch

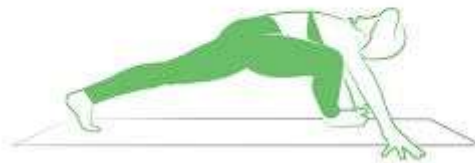


Fig.3.10. low lunge arch stretch

4. The seated back twist

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

Procedures:

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



Fig.3.11. seated back twist

5. The bound angle stretch

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

Procedures:

1. Sit on the floor with your legs straight.

2. Bend your knees and bring the soles of your feet together, letting your knees drop toward the ground.
3. Hold your shins as you inhale and stretch your chest upward.
4. Exhale as you hinge forward from your hips (without rounding your back) and place your palms on the ground.
5. Hold for five slow breaths.



Fig.3.12. bound angle stretch

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

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

3.5. Speed (2 periods)

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

- Run speed – run properly.

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:

- Before you begin the day's lesson try to remind the students about the previous lesson by asking questions (describe 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

Speed: is one of the components categorized under sport or performance related fitness components.

Speed: 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

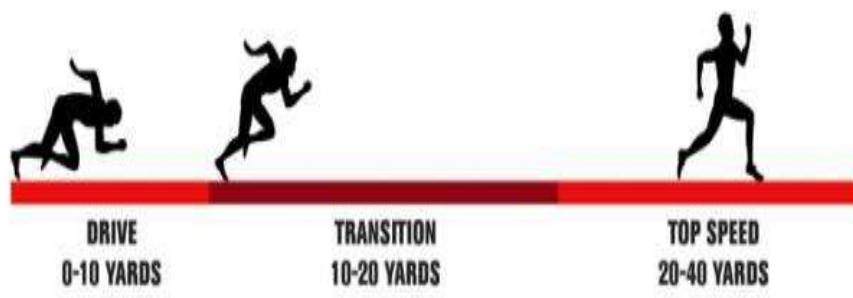


Fig 3.12.The biomechanics of speed run

Physical activities that develop speed

Teaching and learning materials/resources:

- cones, stop watch, 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.(use stopwatch, if possible)
- Give time to practice the activity as described above.
- Motivate and correct mistakes.(take model students to give feedback)
- Providing cooling down exercise

Dear teacher, for this topic the following activity is selected to improve students sprint (speed) run:

Activity 1: 20 meter speed run

Procedure: Run 20 meters with average and high speed 2 times, and take break for 10 to 15 seconds.

Activity 2: 30 meter speed run

Procedure: Run 20 meters with average and high speed 2 times, and take break for 10 to 15 seconds.

Activity 3: 40 meter speed run

Procedure: Run 20 meters with average and high speed 2 times, and take break for 10 to 15 seconds.

Activity 4: 40 meter speed run competition

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

Note:

- Try to present the activity (40m sprint run) in the form of competition as explained above.
- 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 8

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

3.6. The risk factors of doping (1 period)

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

- List means which help to prevent doping.

Teaching and learning materials/resources:

- Charts, Video

Teaching and Learning strategies:

- Start the lesson by revising the previous lesson.

- Introduce the day's lesson (topic and objectives)
- Make them in small group for discussion.
- Let them to discuss in groups about the risk factors of doping.
- Following their discussion give chance for the students to reflect it for the whole class.
- Give brief explanation and short notes about the risk factors and means to prevent doping.
- Give home work to refer book and other materials on the risk factors and means to prevent doping.

Doping:

- The term “Doping” refers to the use of prohibited medications, drugs, or treatments by athletes with the intention of improving athletic performance.
- Doping behavior, including the misuse of performance enhancing drugs. Currently it becomes a serious problem in sports.

Risk Factors of doping

- Educational factors: lack of awareness (school, family, athletes, coaches, doctors etc.)
- Anti-social behavior such as tobacco, alcohol, too much food etc.
- The individuals' un-sportsperson behavior and Personality traits and life style.
- A deviant behavior such as the use of prohibited substances among athletes.
- The individual's tendency to avoid fear and increase courage during competition.
- The individuals un fair mentality to win the match
- To improving athletic performance.
- Lack of anti-doping capacities, etc.

What are the means that help to prevent doping?

The key preventive means or activities include:

1. scientific research
2. Education: embedding or harmonizing anti-doping policies in all school curriculums.
3. Development of anti-doping capacities,
4. Monitoring of the World Anti-Doping Code (Code)
5. Harmonizing anti-doping policies in all sports and all countries

Answer for Activity 9:

1. Risk factor of doping are:
 - Educational factor or lack of awareness
 - A deviant behavior
 - Lack of anti-doping capacities etc.
2. Preventive means of doping:
 - Education
 - Development of anti-doping capacities
 - Scientific research etc.

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

1. you are expected to assess your students by:
 - Project work (individual): It could be physical fitness development
 - Fitness test
2. Create a rubric for assessment
3. Record students' performance (portfolio)

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.

Educational factor, Anti-social behavior, Personality traits and life style, a deviant behavior are the major risk factors of doping.

Scientific research, education, harmonizing anti-doping policies in all school curriculums, development of anti-doping capacities, harmonizing anti-doping policies in all sports and all countries are the key preventive means of doping.

Answers for Chapter Review

Question:

Part one

- 1. E**
- 2. F**
- 3. B**
- 4. D**
- 5. C**
- 6. A**

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
5. To know or create awareness about the risk factor and means of prevention.

Glossary:

- **Physical fitness:** is the body's ability to function efficiently and effectively
- **Aerobic exercise:** any activity that can be performed with the help of oxygen. It includes walking, jogging, swimming, running, cycling, etc.
- **Set:** means doing a certain number of exercises one time.
- **Repetition:** the number of exercises done in one set.
- **Speed:** It is the ability to put body parts in to motion quickly, or the maximum rate that a person can move over a specific distance.
- **Biomechanics:** is the study of the structure, function and motion of the mechanical aspects of biological systems.
 - **Doping:** refers to the use of prohibited medications, drugs, or treatments by athletes with the intention of improving athletic performance

CHAPTER FOUR

ATHLETICS INTRODUCTION

This chapter deals with 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 the history of athletics, running, throwing and jumping events(activities) that have been learned in grade 5 and 6. The overall time allotted for this chapter is 8 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:

- List major historical events in world athletics.
- Demonstrate proper body position (hands, torso, hip, knee, and legs) when throwing backward.
- Identify the difference in body position when throwing forward and backward for distance.
- Show coordinated body movement when jumping for distance from three to five strides.
- Cooperate with partners while performing skill practice in a group.
- Appreciate student's ability when combining rhythmic run and clearing obstacles.

4.1. The history of world athletics (2 periods)

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

- Mention the major historical events in world athletics.

Teaching and learning materials/ resources:

- brochures

Teaching and Learning strategies:

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

Dear teacher, the following note is to help you focus your lessons on the historical events of world athletics.

The history of world athletics

Athletics is an activity in which millions of people throughout the world participate. It is known that athletics is a multidiscipline sport based on the natural movements of running, jumping and throwing.

Modern history of world athletics:

- The rules and format of modern events in athletics were defined in Western Europe and North America in the 19th and early 20th century.
- In 1912 IAAF/international amateur athletics federation/was established in Stockholm, Sweden. From 2001 to 2019 the name of the governing body changed to IAAF/international association athletics federation/. Since 2019 the international governing body of athletics has become World athletics.
- Athletics sport is one of the popular sports organized in the Olympic Games.
- Initially World Athletics championships were held once every four years, in the year before the Olympics. But since the third championships in Tokyo (Japan), the World Athletics Championships has been a biennial event held in the year before and the year after the Olympics.

Since Melbourne Olympics Ethiopia has been a regular participant in Olympics and world athletics championship. Most of the highest achievements were recorded by athletes in long distance run. This achievement has its own contribution for the development of athletics in the world.

Answer for Activity 1:

1. During prehistoric period in Greece.
2. A) The rules and format of modern events in athletics were defined in Western Europe and North America in the 19th and early 20th century) Historians estimate that the origins of athletics (track and field events) can be traced back to the 10th and 9th centuries B.C. in Greece.

4.2. Running

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

- Clear and jump over short hurdles (obstacles) with rhythmic speed run between obstacles.

Safety:

- 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 lesson given in grade 6 regarding athletics.
- Introduce the day's lesson (topic, objectives and activities) and ask students about the history of world athletics?
- Following the introduction give them time to forward their answer for the class.
- Give brief explanation and short notes about the major historical events of world athletics.

- 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.
- Providing 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 activity.(mainly the biomechanics and phase of obstacle run)
- Explain and demonstrate the activity by following the procedures as described above.(encourage students to do both legs for trail)
- Give time to practice the activity as described above.
- Motivate and correct mistakes.(take model students to give feedback)
- Providing 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.

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 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 past 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 too high over the hurdles
- Slow down or stop suddenly before run over the hurdle.
- Using poor arm and leg action.

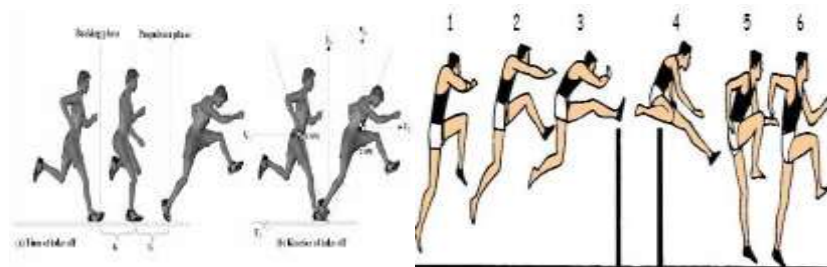


Fig. 4.1.(A) Running without obstacles (B)Running over obstacles.

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

Developing the skills of running over Obstacles:

Students practice the following drills to improve your quality of jump over obstacles with rhythmic speed run between obstacles by considering the important points described above.

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.

4.3. Throwing (2 periods)

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

- Back throw for distance by applying proper legs, upper body and hand coordination;
- Apply proper hand to leg coordination during throwing backward

Throwing for distance (backward)

Teaching and learning materials/resources:

- pictures, modified medicine balls

Teaching and learning strategies:

Practical period 1:

- Introduce the day's topic and objectives.
- Providing warming up exercise.
- Organize students in row.
- Ask students to throw the ball overhead backwards.
- Demonstrate and explain the skills of throwing 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 throwing with proper hand to leg coordination

- Providing cooling down exercise.

Practical period 2:

Dear teacher each team member takes part in the throwing. All the results for a student are recorded. The better of his/her two trials is scored for the total of the team. The sum of individual results contributes to the team total.

- Introduce the day's topic and objectives.
- Providing warming up exercise.
- Form groups based on your class size and give name for each group.
- Introduce the rules and what expected from them.
- Give chance to throw the ball by following the procedures and each group members have two trials.
- Collect their throwing result and give feedback.
- Add the best result of two trials of the thrower to the groups and announce the winner.
- Providing cooling down exercise.

Throwing for distance

Throwing sports, or throwing games, are physical, human competitions where the outcome is measured by a thrower's ability to throw an object. Throwing events are the Shot Put, Discus, Javelin, and Hammer Throw. This topic will concentrate on the overhead backward throw which serves as a lead up exercise for the throwing events.

Overhead backward throw

Overhead Backward Throw is considered full body movement. If performing for repetitions or timed duration, throws can be performed for distance on field or in large indoor space. It differs from forward throw as the face of

the thrower is opposite to the throwing area and the maximum force derived from squat position between two legs in extended hand movement.

Slight spine flexion may occur during bent over squat position dependent upon thrower's depth and flexibility. Spinal hyper-extension occurs as body extends and arms reach back during throw.

Purpose: To throw the modified medicine ball backward over the head for maximum distance into the throwing area.

Procedures:

- Stand with feet wider than shoulder width apart. Hold modified medicine ball around chest with hand on each side of ball.
- Lower ball with arms straight in long forward arch motion.
- Squat down and swing ball down between both legs.
- Immediately lean body back, swing ball forward with arms straight and extending body and legs.
- Throw the modified medicine ball backward over the head and upward for maximum distance into the throwing area.
- After the throw, you may overstep the foul line (i.e. step backward).



Fig.4.3. backward throw of modified ball.

Answer for Activity 3:

1. The face of the thrower is opposite to the throwing area and the maximum force derived from squat position.

4.4. Jumping (2 periods)

Jumping for distance from strides

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

- Jump for distance without breaking force generated from three running strides

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 brainstorming activity, ask students to explain about long jump

- Organize students in to small groups to discuss about jump for distance and the phases of long jump.
- Following discussion give chance for students to reflect their work
- Give brief explanation and short notes about jump for distance and the phases of long jump.
- Give chance for students, to ask questions and respond the answer.
- Conclude the day's lesson and aware students for the next practical session to fulfill their sport wear.

Jumping for distance

Jumping is defined as to bounce or spring from the ground or from one point (spot) to another.

The long jump is a type of field event in which an athlete aims to cover the greatest horizontal distance from a given mark. Among all the athletes, the person who covers a maximum distance is usually declared as winner.

Proper technique and form are important for maximizing the distance of your jump.

The long jump comprises the following four phases.

1. **Approach run up:** the aim of this phase is to achieve the ideal speed or maximum controllable speed.
2. **Take off:** it is the second phase and aim to maximize vertical velocity and to minimize loss in horizontal velocity.
3. **Flight:** the jumper can use hanging or hitch-kick style in this phase.
4. **Landing:** during the landing, the students should aim to get the heel as far away from the take-off board as possible.

Answer for Activity 4:

1. The objective of long jump is to cover as longer horizontal distance as possible.
2. The phases of long jump are approach run, take-off, flight and landing

Teaching and learning materials/resources:

- pictures, video

Teaching and Learning strategies:

Distance jump from strides

- Introduce the day's topic and objectives.
- Providing warming up exercise.
- Ask students to demonstrate if they practiced distance jump from strides
- Arrange the necessary materials
- Organize the students in rows for the activity
- Give brief explanation and direction about the activity.(mainly the biomechanics and phase of distance jump)
- Give time to practice the activity as described above.
- Motivate and correct mistakes.(take model students to give feedback)
- Providing cooling down exercise.

Distance jump from strides

The following points should be kept in mind during the initial stages of training:

- Your head should be upright throughout the jumping session.
- Choose a jumping area that is more suitable to have sideways jumping.

- Initially, you should make short approach run and should mark the places where the running actually starts.
- Take-off leg should be extended as much as possible to cover a good distance.
- Do not keep your arms tight. Instead, keep them free and swing them with body movement to get maximum momentum.

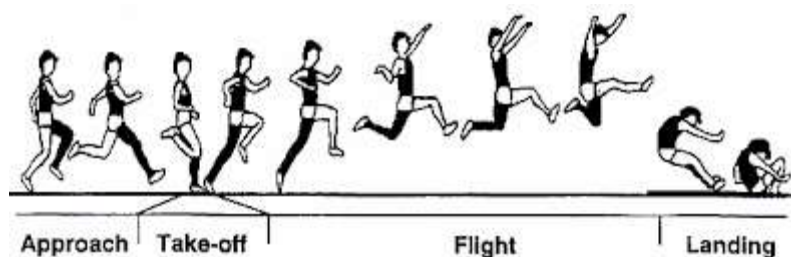


Fig. phases of long (distance) jump

Chapter Summary:

Athletics is a multidiscipline sport based on the natural movements of running, jumping and throwing. The word athletics is derived from the Greek word “athletica” which means contest or struggle. Historians estimate that the origins of athletics (track and field events) can be traced back to the 9th and 10th centuries B.C. in Greece. Athletics sport is one of the popular sports organized in the Olympic Games. It is necessary to study the history of athletics sport because it taught the learners team spirit, unity, patriotism, etc. Hurdle run is one of the exciting and challenging disciplines in athletics/Track events/. And its purpose is to clear the hurdles or obstacles and run in a possible shortest period of time. Phases for running over obstacles involves three phases (i.e. Take off clearance and landing)

Throwing sports, or throwing games, are physical, human competitions where the outcome is measured by a thrower's ability to throw an object. Throwing events are the Shot Put, Discus, Javelin, and the Hammer Throw. The long jump is a type of field event in which an athlete aims to cover the greatest horizontal distance from a given mark. Proper technique and form are important for maximizing the distance of your jump. The phases of long jump are approach run, take-off, flight and landing.

Answer for chapter review questions:

1. True
2. True
3. False
4. False
5. True
6. **B**

7. Team spirit, unity, and patriotism.
8. To cover the greatest horizontal distance from a given mark.
9. Running approach, take-off, flight position and landing.
10. e,d,a,b,c.

Glossary:

- **IAAF/international amateur athletics federation**-1912 - 2001
- **IAAF/international association athletics federation**-2001- 2019
- **Biennial:** taking place every two years (for sport competition)
- **Lead leg** is the leg that goes over the hurdle first, and the leg that follows is the trail leg.
- **Phase:** A part or step in a process : one part in a series of related events or actions
- **Event:** Each of several particular contests making up a sports competition.
- **Winner:** A victor especially in games and sports.
- **Distance:** The extent or amount of space between two things, points, lines,

CHAPTER FIVE

GYMNASTICS (9 periods)

Introduction

In this chapter you will learn the history of world gymnastics. You will also learn and practice techniques of head stand and roll, head spring, swinging on horizontal bar, pull up which helps you to develop self-confidence, coordination, balance, strength and endurance which can help you effectively to perform your daily routines.

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

- Understand the short history of gymnastics
- Perform floor gymnastics
- Perform some types of apparatus gymnastics
- Develop awareness of others when using apparatus.

5.1. History of world gymnastics (2 periods)

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.
- Again students to define gymnastics with their own word
- Organize students in to small group and let them to discuss about the history of world 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.

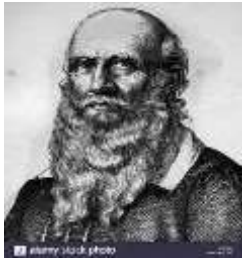
The word gymnastics derived from the ancient Greek word ‘gymno’ which means naked or doing physical exercises without wearing clothes.

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 early Greek civilization. The Greeks give great emphasis to Gymnastic.
- The early Romans copied the physical training program from the Greeks and they adapt 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 back etc.



Fredrich. L. J.
buck

Side horse

parallel bar

vaulting

Fig.5.1. Fredrich Ludwig Jahn and equipment of gymnastics

Answer for Activity 1:

1. Gymnastics is a broad concept. It includes various physical activities that can be performed with and without apparatus.
2. Gymnastics was introduced in early Greek civilization. The early Romans copied the physical training program from the Greeks and they adapt it for military training.

Note to teacher:

Dear teacher in teaching gymnastics the nature of the activities makes safety a major concern. Gymnastics is considered to be a dangerous sport, due in part to the height of the apparatus, the speed of the exercise and the impact on students' joints, bones and muscle. In several cases, students have suffered serious, lasting injuries and paralysis after severe 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. Floor Exercise (4 periods)

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

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

Head stand**Teaching and learning materials/resources:**

- Pictures, Gymnastic mat

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

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 and floor gymnastics in general and head stand in particular.
- Arrange the gymnastic mat for practice.

- Organize the students in rows for the activity.
- Providing warming up exercise.
- Give brief explanation and direction about the activity.(mainly about safety, floor exercise and head stand)
- Explain and demonstrate the activity (head stand) by following the procedures as described below.
- Give time to practice the skill as described below.
- Motivate and correct mistakes.(take model students to give feedback)
- Conclude the day's lesson by giving home work to read and prepare their own notes.
- Providing cooling down exercise.

Meaning of floor exercise/gymnastics

Floor exercise, 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.

Head stand (1 period)

Head stand: The head stand is a pose that is an inversion posture of standing head down.

How to perform headstand safely

1. Sit in Thunderbolt Pose.
2. Measure out the appropriate elbow width by placing opposite hands at the inside base of your upper arms.
3. Keep your elbows in this position as you place them down on your mat.

4. Bring your hands together to create a triangle shape with your forearms.
5. Interlace your fingers, opening your palms and thumbs.
6. Place the tips of your pinky fingers together so that the bottom of your hands has a more stable base.
7. Place the top of your head on the mat inside your hands.
8. Lift your hips and straighten your legs.
9. Walk your feet toward your head, bringing your hips above your shoulders.
10. Gently bring your knees in toward your chest.
11. Hold this position for 5 seconds.
12. Slowly straighten your legs.

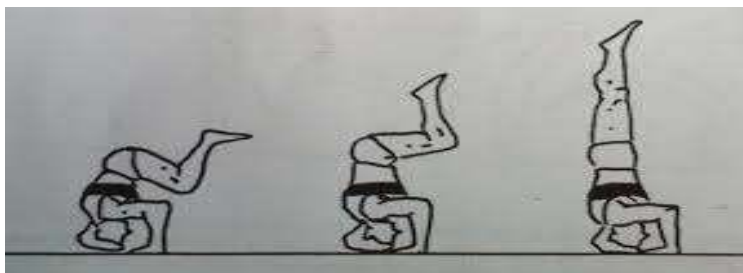


Fig.5.3. complete head stand.

Answer for Activity 2:

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

Forward and backward roll (2 periods)

Teaching and learning materials/ resources:

To present this topic use the following teaching and learning 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.
- Providing 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 as described above.
- Motivate and correct mistakes.(take model students to give feedback)
- Providing 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 wide apart and hands facing forward. It helps you to improve strength, body awareness and control, and coordination.

How to perform forward

1. Stretch first.
2. Stand on a mat in a wide open space.
3. Get in Squat position with your feet together and bend your knees.
4. Drop your head between your arms.
5. Roll forward. Push over onto your upper back,

6. Have straight legs and pointed toes. Throughout the roll, your legs should stay straight and your toes pointed.
7. Stand without using your hands for support.

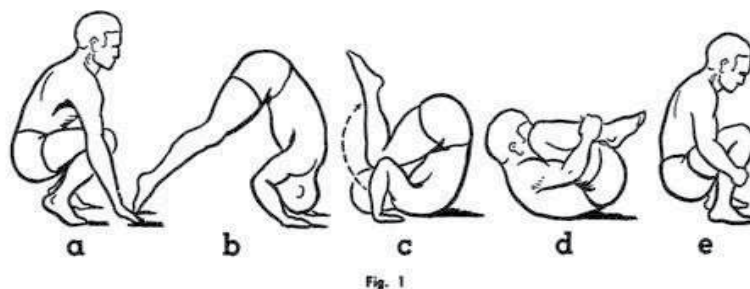


Fig.5.4.forward roll

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

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

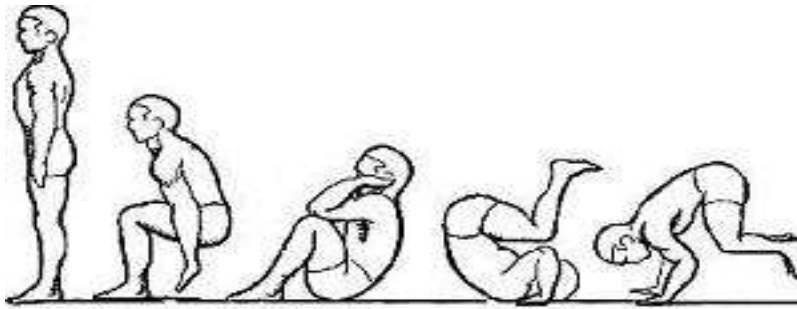


Fig.5.5. backward roll

Answer for Activity 3:

1. Improving strength and body control, etc.

Head spring (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.
- Providing warming up exercise
- Give brief explanation and direction about the activity.(the biomechanics and phase of heads spring)
- 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)

- Providing cooling down activities

Head spring: is a spring using the head as a lever from a position lying on the ground.

Phases of head spring: involves Entry, Repulsion, Shaping and landing, putting it all together.

How to perform head spring safely

- Practice head stand, donkey kick and anything specific to front limbers, elbows, and hip, extension as conditioning or prerequisite before you practice the head spring skill.
- Beats legs overhead and pushes with arms. Supports, both standing,



Fig.5.6. Complete hand spring

Fig.5.7 (A) hand spring with spotter

Fig.5.7 (B) leg grip and waist push

Common Mistakes:

- Flexed knee joint
- Head used instead of forehead
- Legs not in pike position

Assessment:

1. Evaluate their performance whether it included the necessary technical characteristics of head spring

5.3 Apparatus gymnastics (3 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

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

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 activity swinging 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 performing gymnastic activities.

Grasping techniques of horizontal bar

At first the bar should be firm, and you should grasp it with the hand, not with your thumb and fingers. The thumb should rest by the side of your fingers, which should assume a hook-like form.

Swinging on the horizontal bar

Horizontal bar is a gymnastics apparatus consisting of a single bar mounted above the ground and used for swinging and pull-up maneuvers.

The arms and the upper body and also the legs and the lower part of the body must move as one unit. In order to the arms and the upper body to move together, the shoulders must be fully extended all the time. Similarly, the buttocks must be tightened to connect the legs and the lower body when arching and kicking action occurs at the bottom the swing.

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 you learnt about modified pull-ups now you will learn about pull-up.

Answer for Activity 5:

1. Learner should grasp it with the hand, not with their thumb and fingers. The thumb should rest by the side of the fingers.
2. Gymnastics requires different skills like balance, flexibility, strength, coordination, agility, and endurance.

Back and front swing (1 period)

Teaching and learning materials/resources:

- horizontal bar, mats, pictures, video

Teaching and learning strategies:

- Introduce the day's topic and objectives.
- Providing 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)
- Providing cooling down activities

How to perform back and front swing

Back swing

- From the handstand position, the upper body goes into a slightly hollow position as the feet start to descend.
- The head should be in between the arms and the shoulders.
- The chest is the only body part which is moved from the hollow position to the arched position.
- At the end of the kick, the body is back to a slight hollow position.
- The opening action of the body will elevate the body vertically and then settle into a nice extended handstand position.

Front swing

- From the handstand position, the heels must lead the initial descending of the giant swing.
- The body should be in a slightly arched position from the chest area and the shoulders are extended as far out as possible.
- The first half of the giant, the shoulder should be hyper-extended slightly to maintain good extension and the body should look fairly straight.
- At the bottom of the swing, the shoulders should be continuously extended downward and the heels should lead the swing.
- At this point, the entire body will go through a more arched position to maximize the heel drive.
- A slight elevation of the shoulders and the chest area after the bottom of the swing will increase the upward rotation of the swing.

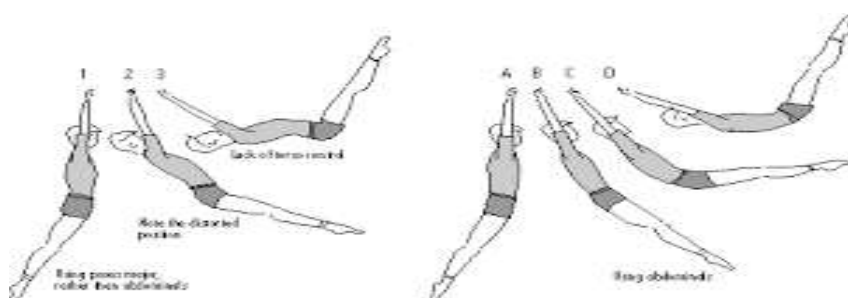


Fig.5.8. back and front swing

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

1. Perform backward and forward swing on horizontal bar properly

Pull-up (1period)

Teaching and learning materials/resources:

- horizontal bar, mats, pictures, video

Teaching and learning strategies:

- Introduce the day's topic and objectives.
- Providing 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)
- Providing cooling down activities

How to perform pull-up

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.



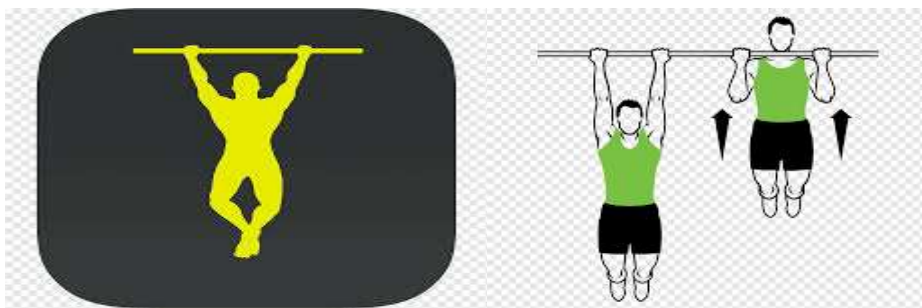


Fig. 5.9. Pull-up

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:

- 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 back etc.

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

Phases of head spring involve entry, Repulsion, Shaping and landing, putting it all together.

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

Answer:

1. **False**
2. **True**
3. True
4. True
5. False
6. True
7. C
8. D
9. D
10. Horizontal bar, parallel bar, side horse and vaulting back
11. Entry, repulsion and landing
12. Apparatus gymnastic

Glossary:

- **Thunderbolt pose:** rest your buttocks onto the soles of your feet and allow your heels to separate, until they touch.
- **Roll:** moving in a particular direction by turning over and over on an axis.
- **Pike:** is a position in which you jump or spring into the air bent at the waist with straight legs out.
- **Floor exercise:** it refers to the various physical activities that can be performed on the floor without instrument.
- **Apparatus:** Equipment needed for a particular activity or purpose.
- **Maneuvers:** a movement or series of movements requiring skill and care.

CHAPTER SIX

FUNDAMENTAL SKILLS OF SHOOTING AND SERVING FOR BALL GAMES (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 side serve of volleyball. Small sided games using different parts of foot, set shot, jump shoot and side serve and recreational games will be dealt. All the contents are selected to enable them to perform shooting (football, basketball and handball) and serving 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:

- Understand fundamental shooting and serving skills of ball games
- Develop positive interpersonal relationships
- Demonstrate the correct shooting and serving skills of ball games.

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 shooting, with increasing accuracy

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 days lesson(shooting with the outside and inside of the foot)
- Arrange the materials (balls and cones) for practice.
- Providing warming up exercise.
- Organize the students in to row based on the ball.
- Allow students to practice outside and inside shooting.
- Demonstrate with brief explanation the shooting techniques.
- Use photos, pictures or skill full students to support your demonstration and explanation.
- Give time to practice the techniques.
- Conclude the day's lesson by giving instruction to practice the day's activity.
- Providing cooling down exercise.

Shooting

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.



Fig 6.1. Shooting with the outside of the foot

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.



Fig 6.2 Shooting with the inside of the foot

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

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

Full instep shooting:

Teaching and learning materials/resources

- football (balls), cones, 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.)
- Providing 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 or skill full students to support your demonstration and explanation.
- Give them sufficient time to practice the techniques.
- Conclude the day's lesson by giving instruction for them to practice.
- Providing cooling down exercise.

Shooting with the full instep top of the foot

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.



Fig.6.3 shooting with the full instep of the foot

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 ball 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 practice for students, it is recommended to present the theoretical and practical part at a time in the given period.

Teaching and Learning strategies:

Small sided game

- Introduce the day's topic and objectives.

- Providing 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.
- Providing 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:

Get more touches

Work together

2. Make easier decision.
3. Score more goals
4. 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

Create a small area, by using cones

Organize players in a 5v5 in each half of the field.

Restrict players to stay on the side of the grid they were initially placed.

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.

6.3. Set shoot (2 periods)

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

- Demonstrate ways of set shoot with increasing accuracy

Teaching and learning materials/resources:

- Balls, pictures

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

Two-hand set shoot (1 period)

Teaching and Learning strategies:

- Introduce the day's lesson.
- Providing 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.
- Providing cooling down exercise.

The skill of shooting is the back bone of basketball game. Because, it is the ability to shoot accurately that determines the winning team.

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

Set shoot is mostly used for long range shooting and free throw. It is two types:

- a). two-hand set shoot
- b). one-hand set shoot

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

A). two-hand set shoot

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

- Hold the ball about chest high 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.

One hand set shoot (1 period)

Teaching and learning materials/resources:

- Balls, pictures

Teaching and Learning strategies:

- Introduce the day's lesson.
- Providing 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.
- Providing cooling down exercise.

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

1. Demonstrate ways of set shoot by increasing accuracy.

B) One-hand set shoot

This type of 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° 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 right 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 come off the ground.
- Keep your eyes focused on the front ring of the basket.
- Providing cooling down exercise.

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

1. Demonstrate ways of set shoot by increasing accuracy.

6.4 Mini-games using set shoot (1period)

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.
- Providing 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.
- Providing cooling down exercise.

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



Fig. 6.5. Golden team game

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 make as many baskets as they can.
- The shooters must attempt to get them out by making a set shot. If a basket is made 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 baskets 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 days topic revise the previous lesson
- Introduce the days lesson (topic and objectives)
- Ask the learners to discuss in group
- Give chance for learners to present their discussion
- Give brief presentation and notes
- Give chance for 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.

1. Approach (Run-up)

Maximizing acceleration path is a critical factor. This is important for the hand baller maximizing use of the run-up which to apply force.

2. Take-off Contact

Maximize force generation is a critical factor. This movement requires being fast and powerful at take-off.

3. Shooting

Sequence of trunk joint and muscle group in throw. High release point is a critical factor and a high elbow release point needed to generate much velocity.

4. Landing

Contact with the ground is a critical factor. Decreased force over a period of time by bending knees when landing to reduce the mean impact force which also can prevent further injury.

Answer for Activity 5:

1. There are four components of high jump. These are approach run, takeoff, shoot and land.

Teaching and learning materials/resources

- Balls, pictures, video

Teaching and learning strategies

For practical class (1period)

How to perform jump shoot

- Introduce the day's topic and objectives.
- Providing 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.
- Providing 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.

6.6. Handball Small sided game by using jump shoot (2 periods)

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

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

Teaching and learning materials/resources:

- pictures, videos, balls

Teaching and learning strategies:

Period one

Small sided games by using jump shoot

- Introduce the day's topic and objectives.
- Providing 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.
- Providing 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.

Period two

Mini game by using jump shoot

- Introduce the day's topic and objectives.
- Providing 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.
- Introduce the day's topic and objectives.
- Providing warming up exercise

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

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

6.7. Side Serve (2 periods)

learning competencies: at the end of this topic, students will be able to:

- Perform side serve properly.
- Perform and refine challenging ways to serve balls with control.

Teaching and learning materials/resources

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

- Pictures, Balls, Video, and cones

Note: dear teacher, to give more opportunity to practice for learners, 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 side serve.
- 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 (side serve) 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 your lessons on underhand or side serve in volleyball.

Side Serve

There are three types of serves in volleyball. Beginners learn the underhand serve first, and then the overhand serve, then jump serve.

Side Serve/underhand serve/

Side serve is easy and accurate type of serve.

How to perform side serve:

1. Ready your stance.

- Place your feet about shoulder width apart, but staggered in an up-and-back position.

2. Pick up the ball.

- You should hold the ball in your non dominant hand (the one you don't write with), with your other hand lying at your side.
- Hold the ball in front of your body, above your hips and just below your waist.

3. Check your posture.

- Your upper body and shoulders should be leaning forward slightly, and you should keep your eyes on the ball at all times

4. Make a fist with your other hand.

- Close your hand, with your fingers tucked in and your thumb resting at the side

5. Swing your arm.

- Using your hand with a closed fist, swing your arm in a pendulum motion to hit the ball.
- Swing your arm with your palm facing up and your thumb facing out.

6. Hit the volleyball.

- Aim to hit the ball just below the center, so as to propel it slightly upwards and over the net.

- Drop the hand holding the ball just before making contact with your swing.
- Follow through with your swing. Don't stop your arm from moving immediately upon hitting the ball, but allow it to propel forward to give your hit more power.
- Keep your eye on the volleyball the whole time to aid in making contact.

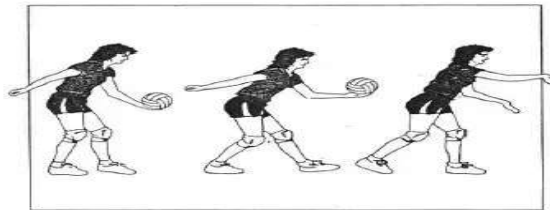


Fig. the side serve

Note: dear teacher, guide and direct students to practice the complete technique of underarm serve:

1. from different position (3m, 6m and 9m away from center line and from center, left, and right side of the service zone).
2. to all direction of the opponents playing court

Common Mistakes:

1. Over swinging hand, this can be cause the ball to go backwards.
2. Using a fist to make contact with the ball.

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

1. Explain and demonstrate the sides serve by following the correct techniques.
2. Avoid the common mistakes through practice.

6.8. Small sided game using side serve (1 period)

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

- Show ball game skills to create competitive modified games that involve everyone.
- Identify and display respectful communication skills appropriate to various games and that reflect feeling, ideas and experiences.
- Demonstrate side serve with increasing accuracy.

Teaching and learning materials/resources

- Pictures, Balls and cones.

Note: dear teacher, to give more opportunity to practice for learners, 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 previous lesson(side serve)
- 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 four teams for the game.
- Give brief explanation and direction (procedures and rules) about small sided game using side serve.
- 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.

Small sided game using side serves

Small sided games develop the motivation to play better and refine their skills in the minds of the children. It gives more opportunity to fun and to practice and develops the necessary skills.

Practice Small side game using side serve

Instructions and rules of the game

1. All students can be grouped in to four teams (A, B, C, and D).
2. The game can be started by serving the teams from the end line.
3. Each team member has or takes two trials to serve.
4. If the ball touches or contacts on the marked area of the playing court, one point is award for one accurate trial serve.
5. First the game can be conducted team A Vs. B and C Vs. D. And finally the winner of the two compete each other to identify the match winner.

Team A	Team C
2 nd trial	2 nd trial
1 st trial	1 st trial
1 st trial	1 st trial
2 nd trial	2 nd trial
Team B	Team D

Fig. Modified volleyball playing court 9m by 12m.

Assessment:

1. What do you benefit from such games?

6.9. 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 leadership and followership skills used while participating in games.
- Show positive behaviors that display respect for self and others.

Teaching and learning materials/resources

- Pictures, Balls(modified goals, balls for football ,volleyball, basketball and handball), cones.

Note: dear teacher,

- To give more opportunity to practice for learners, 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 below the two groups can be played basketball (A Vs. B) and handball (C Vs. D) on each half court of the playground at a time and after ten minutes the teams will be changed 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 games.
- 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 their own notes.

Recreational Game

Taking part in recreational games help learners to/for

- Improve the basic skills and rules of the game.
- improve and develop team spirit,
- communication and collaborative work,
- leadership and followership skills,
- Show positive behaviors and respect each other.
- To manage stress.
- Greatly improve physical health, 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

Group 1	Group 2
Football (team A Vs. B)	Volleyball (team C Vs. D)
Half court (side)	Half court (side)

Fig. Football and volleyball as recreational games

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 below the two groups can be played basketball (A Vs. B) and handball (C Vs. D) on each half court of the playground at a time and after ten minutes the teams will be changed their playing court and continue to play the other game.

Group 1	Group 2
Basketball (team A Vs. B)	Handball (team C Vs. D)
Half court(side)	Half court(side)

Fig. Football and volleyball as recreational games

Assessment:

1. What do you benefit from such recreational games?

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

2. Record students' performance (portfolio)

Summary:

There are different types of shooting such as inside foot shoot, outside foot shoot, full instep shoot. Small-sided games are a fantastic way of getting players to work together to score lots of goals with every single player having a big part to play in the game. Shooting skill is the back bone for 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.

Side serve is easy and accurate type of serve in volleyball.

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.

Taking part in recreational games help learners to, Improve the basic skills and rules of the game, develop team spirit, communication and collaborative work, Show positive behaviors and respect each other.. Etc.

Answer 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 a skill.

Glossary:

- **Side serve** it refers to underhand/underarm serve.
- **Small-sided games (SSGs)** involve a smaller number of players per team, and are played on reduced spaces and with rules modified.
- **Recreational Game** describes competitive physical games that are played for fun.

CHAPTER SEVEN

CULTURAL GAMES OF ETHIOPIA AND AFRICA (16 periods)

Introduction

It is believed that due to many reasons most people live in Addis Ababa do not know and practice the Cultural games of Ethiopia. This section helps learners to introduce, know and practice the major cultural games of the country.

This chapter deals with the cultural games of Ethiopia and Africa. To achieve the desired unit 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 meaning of cultural game, the techniques and rules of some popular cultural games of Ethiopia (i.e. Gena, and kurbo,) and some best cultural games of Africa. Therefore, you are expected motivate and encourage them to practice the selected cultural games on the regular basis.

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

- Explore some of the major cultural games of Ethiopia and Africa.
- Appreciate the contribution of cultural games for healthy life.
- perform cultural games of Ethiopia and Africa for physical development.

7.1. What is meant by cultural games? (1 period)

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

- Define the meaning of cultural game.
- Describe a minimum of six cultural game of 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.

Meaning of Cultural Games:

Culture is the characteristics and knowledge of a particular group of people, encompassing language, religion, cuisine, social habits, music and arts. Etc.

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 - Gena / Qarsa./
2. Korbo
3. Shah
4. Gebeta
5. tigil
6. Segno –Maksegno
7. Meharebneteka
8. Akukulu - Kukulu - Acoocoolu.

Awo Aydelem etc.

Answer for Activity 1:

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.

7.2. Some cultural games of Ethiopia (5 periods)

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

- Enjoy with some national cultural games of Ethiopia.
- Perform cultural games of Ethiopia.

Korbo (2 periods)

Teaching and learning materials/resources:

- Pictures, ring, stick, etc.

Note: dear teacher, you are recommended to present /deliver both theoretical and practical lesson at a time in the given periods. (Use the 1st period for the first type of Korbo and the next period for the second type)

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 to help you focus your lessons on the cultural games of Ethiopia.

A. 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.

- 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 it 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. 2 points
2. 10m by 10m

Genna (3 periods)

Teaching and learning materials/ resources:

- video, pictures

Teaching and learning strategies:

For theoretical class (1 period)

- Before starting the day's lesson summarize the previous topic through question and answers.
- Ask students to discuss in groups about Genna game
- Ask students to present what discussed by their representatives
- Give brief explanation and notes.
- Summarize and conclude the day's lesson.
- Give task to prepare and come with curved wooden sticks and wooden balls of Genna game for the next lesson.

B. 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.

It was popularized during the reigns of Tewodros II, Yohannes IV, Menelik II and Haile Selassie, this cultural sporting event was well organized.

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 its colors improve its visibility. 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 somebody 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.

Answer for Activity 3 Question Number 2:

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

Teaching and learning materials/ resources:

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

Teaching and learning strategies:

For practical class one (1 period)

Genna

- 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 days lesson.
- Providing cooling down exercise.

Assessment:

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

For practical class two (1 period)

Genna game

- Introduce the day's topic and objectives.
- Provide warming up exercise.
- Form groups for mini game based on your class size not more than ten students.
- Explain how to play the mini game competition.
- Lead the competition based on the rules of the games.
- Give feedback and appreciate their strive
- Summarize and conclude the day's lesson.
- Providing cooling down exercise.

How to play Genna

- Divide students in to groups of 10 maximum players.
- To start the game, two players of the opposite team met over the ball in the middle of the field, strike each other's sticks three times, then attempt to take the ball.
- Try to hit wooden ball (Rure) with the curved wooden sticks towards the goal post of the opposite team.
- When you play Genna it is not allowed to stand the curved wooden stick over knee height.
- Team scores maximum goals win the games.

Assessment: Ask students to:

1. Reflect what they have gotten and felt from Genna game in terms of enjoyment.

7.3. Some cultural games of Africa (5 periods)

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

- Describe a minimum of one African cultural game.
- Enjoy with some African or Global cultural games of the Africa

- Perform a minimum of one cultural games of Africa.

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 two periods for the two selected games.
3. Give two periods for students project work 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. Pepsi

It is a traditional game widely played in many African countries and in Ethiopia as well. The game has two opposing teams, one chasing the other with a ball, while the other attempting to escape and collect corks.

Aside from its entertainment value, Pepsi is believed to help build fundamental skills that needed by those who have played. The participants get a chance, such as interacting with others and building physical capability

Three Tins (1 period)

Teaching and learning materials/ resources:

- pictures, tins, small ball

For the practical lesson (2 periods)

Three Tins

- 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 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

Pepsi game (1 period)

How to play the game:

Players: two equal teams

Pitch: unlimited (it can be widen or narrow)

Time: unlimited

Rules:

- Some corks are placed on top of each other.
- One player of the escaping team has three attempts to knock the corks down by small ball. If the thrower misses his/her attempt to knock, the chance will be given to the opposing team.
- If the escaping team knock down the corks, the chasing team work together to bit the escaping team members with the ball before the chasing players collect and placed the corks each other.
- If the escaping team collect and placed all corks successfully, before they beaten with the ball, they will be the winner. Whereas, if the chasing team are beaten all players of the escaping team with the ball before they collect and placed all corks. They will be the winner and they get the role of escaping team.

Equipment: some corks, a small ball

Safety: a flat and smooth playing area free of debris, soft ball.

Cultural games of Africa (project work - 2 periods)

Teaching and learning materials/ resources:

- Students project work

Teaching and Learning strategies

- Introduce the day's lesson (topic, objectives and activities)
- Give chance to students to present and demonstrate their project work to the class.
- Conclude the day's lesson by giving short explanation about the project work.

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
- Project work (individual or group): about the cultural games of Ethiopia and Africa as well.

Summary:

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.

Answer for Chapter Review Questions:

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

Glossary

- **Game** is a structured form of play, usually undertaken for entertainment or fun, and sometimes used as an educational tool.
- **UNESCO/ United Nations Educational, Scientific and Cultural Organization.**

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