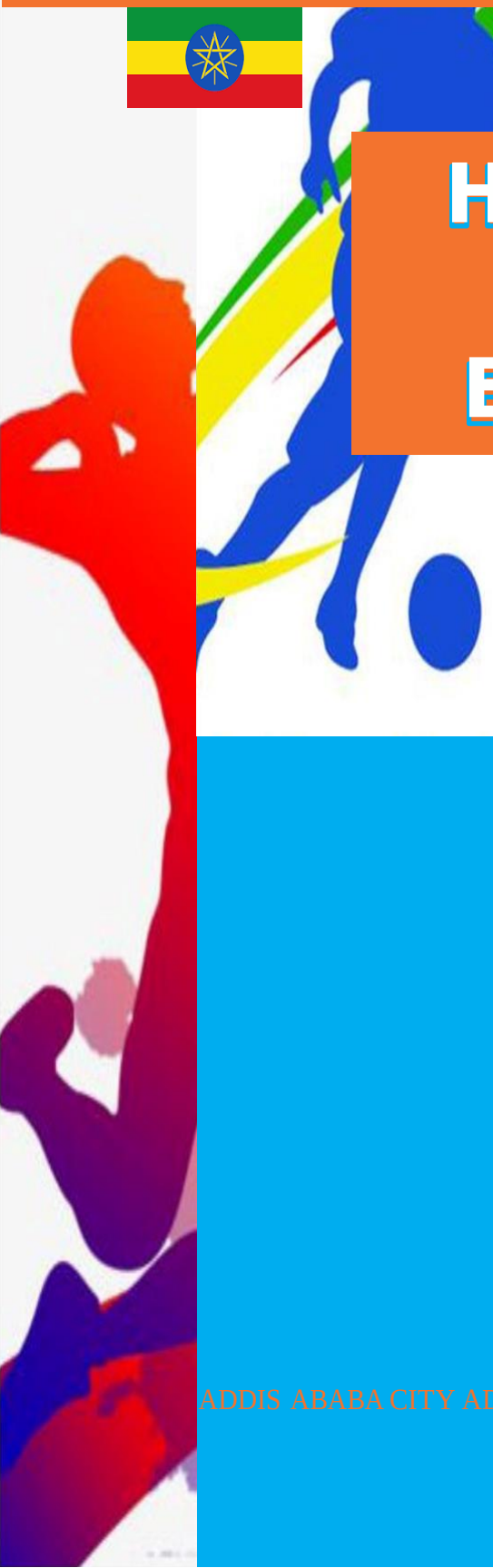

HEALTH AND PHYSICAL EDUCATION

STUDENT TEXT BOOK

GRADE 7

ADDIS ABABA CITY ADMINISTRATION EDUCATION BUREAU

HEALTH AND PHYSICAL EDUCATION

STUDENT TEXT BOOK
GRADE SEVEN

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Introduction

Health and physical education aims at achieving the physical, mental, emotional and social development of learners.

Health and Physical education at this grade level intends meet physical, emotional, and mental status of learners along with puberty. This helps to engage them in modern and cultural sport activities and in a desirable health state.

To achieve the desired learning outcomes, relevant contents are selected and included. All the selected contents are presented to the level of the students and based on students past experience.

This text book encompasses seven chapters. The first chapter deals with modern physical education and sports, and chapter two regards Social and emotional learning in physical education besides, chapter three and chapter four deals with health and physical fitness, and Athletics respectively. More ever, chapter five discusses gymnastics and chapter six focuses on fundamental skills of shooting and serving of ball games. Finally, chapter seven considers cultural Games of Ethiopia and Africa.

Students with physical impairment and health problem are expected to be motivated to participate actively in health and physical education class. Physical impaired students are supposed to isolate themselves from the practical class, therefore, their teachers and classmates give

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you the necessary support creating safe learning environment. Thus, teachers should organize special and adapted activities in advance.

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Safety

To bring the necessary changes, students' motivation and individual effort is very important. Therefore, students are expected to attend actively in physical education class and in their environment as well.

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CHAPTER ONE

MODERN HEALTH AND PHYSICAL EDUCATION AND SPORT

Introduction

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

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

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

- Describe the relationship of health and physical education and sport.

Start-up Questions:

1. List the objectives of physical education.
2. What is the relationship between physical education and sport?

In your previous grade level you learnt about the objectives of health and physical education and definition of sport. In this section, you will learn about the relationship of physical education and sport.

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

Activity 1:

1. Why do you learn health and physical education?
2. Mention the relationship of physical education and sport.

1.2. Personal hygiene and sports

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

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

Start-up Questions:

1. What is personal hygiene?

Personal hygiene refers to care that one takes for his/her 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 students with helps to ensure that everybody involved stays fit and well to keep up the activities they love so as to get the most enjoyment out of taking part. Likewise, good hygiene is of equal importance for everybody involved in maintaining and working on sport facilities.

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

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

Importance of personal hygiene after physical activity:

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

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

Activity 2:

1. What are the three things that you make to stay healthy when taking part in physical activities?
2. List the importance of personal hygiene after physical activity?

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1.3. Ethiopian sport legends and their activity in job creation, political and social affairs:

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

- Describe three Ethiopian sport legends activities

Start-up Question:

1. List some Ethiopian sport legends and their activity in job creation, social and political affairs.

In your previous grade level you learnt about Abebe Bikila and Tirunesh Dibaba Ethiopian sport legends and their activities in investment, social and political affairs. In this section, you will learn about other three Ethiopian sport legends and their activities in job creation, social and political affairs.

Sport legends describe or used for famous or historically significant people in the area of sport. Sport legends are expected to play significant roles 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 Gebreselasie 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 various jobs: Regarding

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

Haile created lots of jobs opportunities 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 development of various projects of the country.

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

Haile Gebreslasie has been played significant roles in social and political affairs of the country and the globe. 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 a the president of the Ethiopian Athletics Federation(EAF)
- He Served as good will ambassador of United Nation /UN/ along with eradication of poverty, control of HIV/AIDS, formation of democracy, and recovery of crisis.
- He has been contributing financial support for the mega projects of the country and other social responsibilities.
- He has been working 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 (1okm) run.

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

A. Derartu and her activity in job creation:

Derartu Tulu created various 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 has 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). Besides she is a member of the national Ethiopian Olympic Committee. Etc.
- She has been working as EAF / vice president of East African athletics federation
- She also takes part 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.

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Mengistu Worku (1940 –2010)

Mengistu Worku was an Ethiopian footballer, recognized as one of the best Ethiopian footballer in history with Luciano Vassalo 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 in his entirety 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 an active participant in various social and political activities in the country.

Activity 3:

1. Mention Haile Gebreslasie's and Derartu Tulu's major activities in job creation, social and political affairs.
2. What do you learn from sport legends?

1.4. Principles of Olympic Games

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

- Mention the principles of Olympic Games.

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Start-up Question:

1. What do you know about Olympic Games?

In your grade six lesson you learnt about the Olympic motto and flag. In this section you will learn the principles of Olympic Games.

Olympic Games are the biggest sporting event in the world. Therefore, it is very important to learn the principles of the game.

The IOC (international Olympic committee) designed the following principles for the good of the games.

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

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Activity 4:

1. List the principles of Olympic Games.

1.5. First Aid and Sport Injury Management

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.

First aid

Start-up Questions:

1. What information do you have about first aid?
2. Did you get first aid when you are injured in your life experience?

In your life experience when individuals face sudden injury or accident others give traditional first aid. To make this help more scientific you will learn first aid in provision 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 centers. It is the initial treatment or help given to sick particularly injured individuals. It is performed in a limited range of skill range.

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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

Activity 5:

1. What is first aid?

Sport injury management:

Sport injury management is the management of a specific injury to allow an individual to return or continue to play their chosen sport without damaging or their body. When you engaged in different sport activities, you may face sport injuries due to lack of warming up, improper contact, improper dressing inconvenient facilities and occurrence of 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.

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Table 1.1. Injury management principles

Description	Pictorial description
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: when you manage injuries of others take care not to have blood contact. This helps you to prevent the transmission of HIV and other disease causing microorganisms.

Activity 6:

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1. How do you manage simple sport injury?

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CHAPTER TWO

Social and Emotional Learning in health and Physical Education

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 skills.

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:

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

Physical activities that improve self-awareness

Start-up Question:

1. Which physical activities are used to develop self-awareness**?**

Practicing self- awareness becomes a popular topic in many school and class rooms around the world. Practicing self-awareness and emotional acceptance in physical education classes can be an important part of helping students to improve and to maintain their health and well-being.

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.

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)

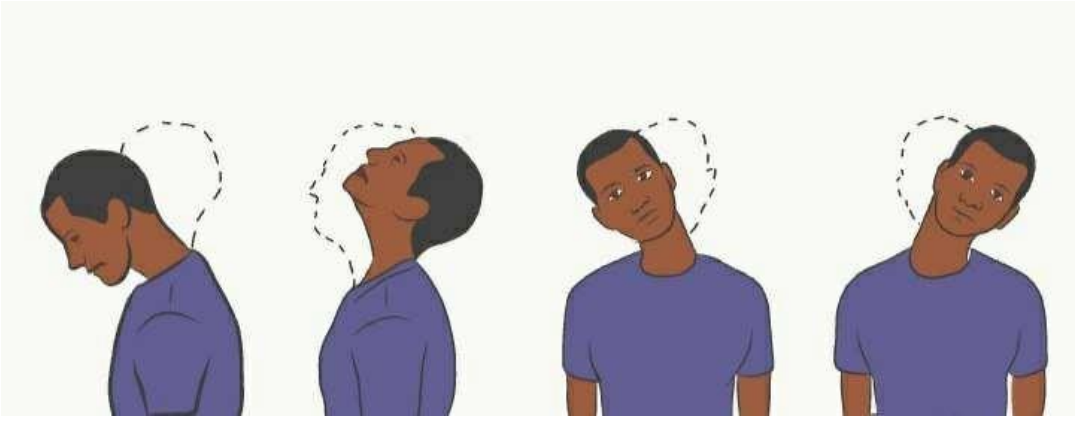

Fig.2.1.Neck movement clockwise and anticlockwise direction

Shoulder movement:

Procedure-

- You kneel and then sit back on your legs, keep your body straight, with arms stretched sideward 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)

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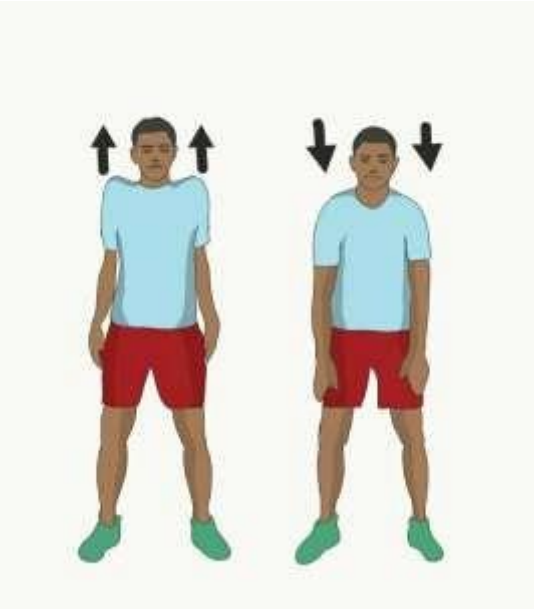

Fig.2.2. Shoulder movement up and down

A. 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: It is recommended to walk rather than using transportation. And when you walk follows the rules of the road and obeys signs and signals.

Physical activity which develops self-management skill:

Start-up Question:

1. What does self-management mean?

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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 others effective in life.

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Active breathing to calm dawn

Active breathing exercises help the body calm down and increase the focus capacity of the mind. To perform active breathing, we can follow the following steps.

Procedure 1: prepare

- Start this activity when you get upset, worried, or overly excited which make your body to feel less stress.
- Identify things that make you feel this way and think about how you can help yourself calm dawn.
- Sit or stand in a way that helps you comfortable.
- Breath 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 softly say that word as you let the air out.

Procedure 2: Activation:

When you are ready, provide the following prompt:

- "Gaze down (open), 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.

Procedure 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 yourself to do it individually when needed.

Activity 1:

1. List some physical activity that help to improve self-awareness.
2. Mention two favorite activities that are used to develop your self-management skill.

2.2. Physical activity which develop social awareness and relationship Skills

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

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

Start-up Question:

1. How do you manage different adversities in a group/class?

Physical activity which develop Social Awareness:

Social awareness is the ability to embrace diversity by recognizing, understanding and appreciating the similarities and differences within and among individuals and groups. It is also the ability to understand social and ethical norms of behavior and to recognize family, school and community resources and supports.

Social awareness allows students:

- To identify social cues,
- To predict others feelings and actions and
- To be respectful and accepting others points of view and perspectives.

Activities for Social Awareness:

Social awareness can be taught in physical education by providing opportunities to problem solving through movement that allow for the use of creativity, self-expression, and cooperation.

Turn back

Procedures:

- Form a group of 5, 7, or 9 students.
- Hold hand to hand each other to make a circle.
- Turn your face to opposite direction as you hold your friend.
- Now by your creativity, expression and cooperation back to your face to face position as you hold your friend.

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Fig .2.3. Turn back movement

Physical activity which develop Relationship Skills

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

Relationship skills includes being able to:

- Communicate effectively
- Exhibit cooperative learning
- Resist inappropriate social pressures
- Prevent interpersonal conflict and
- Seek and provide help when needed.

Activities for Relationship Skills

Relationship skills can be utilized through the following sport education model as shown below.

Role play

Procedure:

1. You are assigned roles through which you are involved as a collaborative group member (Some roles may include being coaches, players, commentator, first aider, referees, etc.).
2. In this way, you learn to work cooperatively, collaborate, and use your individual skill interests in an effort to assume all roles and responsibilities of a sport.
3. Take the role assigned above and apply in a game situation.
4. Assessment will be make by peers, and your teacher whether you perform the roles successfully or not.

Note: Skills such as leadership, organization, communication and teamwork capacity will be checked during assessment session.

Activity 2:

1. What are positive coping skills to handle adversities effectively?
2. How do you accommodate differences for the wellbeing of a group/class?
3. Evaluate the significance of the roles that you took?

2.3. Physical activity which develop Responsible Decision Making

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

- Recognizes and reflect the impact and consequences of his/her decision on oneself and others.

Start-up Question:

1. In your life experience you mild make different decisions, among these select two of them and tell to your friends so as to evaluate your decision.

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

Activities to develop responsible decision making

An example of what responsible decision-making might look like at this level can be how to shoot a ball to a goal or basket.

What a decision!

There are many types of physical fitness, these are

1. Muscular strength
2. Muscular Endurance
3. Cardiovascular Endurance
4. Flexibility
5. Lean body composition

Procedure:

1. You are asked to shoot a ball (it could be football, basketball and handball) with the intent to score a goal or basket.
2. Decide your own distance from which area to shoot.
3. The distance that you decide should be both challenging and productive.
4. Shoot the ball from the place you decide.

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5. Finally, your teacher will evaluate whether you made a responsible decision regarding distance or not.
6. Recognition will be given for effective decisions. have

Activity 3:

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

2.4. Physical activity which develop critical thinking:

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

- Generate ideas and explore different pathways that lead to an ethical solution.

Health and Physical education offers an opportunity to help students develop critical thinking; effective communication skills and collaborative skills such as generating ideas, managing challenges and creating 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 each other.

Start-up question:

1. What physical activity do you know and use to develop your level of social awareness, relationship skill and decision making?
2. Does physical activity help learners to improve their critical thinking? How?

1. What Physical activities and games do you know and practice to develop your communication and collaboration skills?

There are several physical activities and games that help learners to improve communication and collaborative skills.

Communication:

- It is the activity or process of expressing ideas and feelings or giving people information.
- It is also 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 work together, and communicate clearly in different physical activities and sport games.
- Are also important skills for individuals to utilize in this general learning process and daily life activities? They can be developed through practicing different physical exercises and games.

Health and 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 different social and emotional interaction.

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

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

Physical activity to develop critical thinking:

The name of the activity: Jailbreak

Material: rope, balls etc.

Duration: 20 minutes

Procedures:

1. Get ready in pairs and hold the foot long rope.
2. Each pairs must hold onto one end of the rope for the entire activity, or you may actually tie or tape their wrists together.
3. Once you are attached to each other by the rope, do the following tasks.
   a. Go through an obstacle.
   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, you must start over or lose all of their points for that game.

Activity 4:

1. Among social and emotional learning what skill help you to generate ideas and explores different pathways that lead to an ethical effective solution.

2.5. Physical activity which develop communication and collaboration skills:

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.

Start-up question:

1. What Physical activities and games do you know and practice to develop your communication and collaboration skills?

There are several physical activities and games that help learners to improve communication and collaborative skills.

Communication:

- It is the activity or process of expressing ideas and feelings or giving people information.
- It is also 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 work together, and communicate clearly in different physical activities and sport games.
- Are also important skills for individuals to utilize in this general learning process and daily life activities? They can be developed through practicing different physical exercises and games.

Physical activities to develop communication and collaborative skills:

Team activities improve team communication and increase collaboration.

The name of the activity: Multiplication

Time/duration: 20 minutes

Procedures:

1. Two of physically fit students from the class are selected to start the activity by holding hand in hand(left with right or right with left)
2. The physically fit work hard to engage students one by one or in mass if possible to multiply themselves.
3. The remaining students must move in the restricted area not to be hold by the fit individuals and their members.
4. Once a student is held by the multipliers, he or she works together with the groups by holding one hand of the members.
5. The game will continue until all students are multiplied.

Activity 5:

1. What social and emotional skills are important for your effective participation in physical activity and sport programs?

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 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 oneself and others

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

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CHAPTER THREE

HEALTH AND PHYSICAL FITNESS

INTRODUCTION

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

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

- Recognize a 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.

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3.1. Benefits of physical fitness

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

- Mention the benefits of physical fitness

Start-up Questions:

1. What is a physical fitness?
2. Mention the two classification of physical fitness?
3. What do you benefit from being physically fit?

In your previous grade level, you learnt about the classification of physical fitness. In this section you will learn about its benefits.

Physical fitness is the body's ability to function efficiently and effectively. Based on their importance, eleven components are in to categorize in to health and skills related aspects where each of them contributes to attaintotal quality of life.

Table 3.1. The major benefits of physical fitness are listed below in the table.

Weight management	**Mental health and well-being**

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• Helps you lose weight and prevent weight gain. • Lower incidence of obesity	• Helps you manage stress more effectively • Alleviate depression • Helps you sleep better • Boosts your self-esteem and confidence

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Cardio vascular health	**Functional capacity**
• Reduce your risk of heart disease • Decrease your blood pressure	• Build your muscular strength and endurance • Increase work efficiency • Improve your posture
General health	**Disease preventions**
• Make you feel good • Improve your quality of life • Enhances your appearance	• Improve control of blood sugar • Strengthen your circulatory system

Activity 1:

1. Mention the major benefits of physical fitness.
2. List some of the benefits of physical fitness to maintain health.

Note: Students, are expected to do regular physical activity at least three times a week 30 minute for each in order to achieve the above benefits.

Grade 7

3.2. Cardio vascular endurance exercise

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

- Describe how an aerobic exercise develop cardiovascular fitness
- Improve their cardiovascular fitness through selected aerobic exercise.

Start-up Questions:

1. What is cardio vascular endurance?
2. Describe how an aerobic exercise develops cardio vascular endurance?
3. Why do people practice aerobic activities?

Research works indicated that many people practice aerobic activities like walking, jogging, running, and structured exercise to develop the efficiency of the heart, lung and blood circulation.

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 sustain exercise.

Cardio vascular exercises help to:

1. Enhance circulation.
2. Increase heart and lung capacity.
3. Reduces health risk.
4. Realize weight loss.

An 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,

jumping rope, jumping jack, and in and out hopping squat. 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.

1. 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.



Fig. 3.1 Jumping jack

Jump back to the starting position and cor

2. 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.
4. Jump your feet back together and squat in this position.
5. Continue this movement.



Fig.3.2. In and out hopping squats

3. 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

Activity 2:

1. Describe how an aerobic exercise develops cardiovascular fitness?
2. What are the benefits of a cardio-vascular endurance exercise?

3.3. Muscular endurance exercises

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

Muscular endurance:

Start-up Question:

1. When individuals are engaged in different activities, some individuals get tired early and others continue the activity for a long period of time without fatigue. What do you think for this individual difference?

Muscular endurance refers to the ability of a given muscle to exert force, consistently and repetitively, over a period of time. It plays a key role in our daily activities. 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 is training for 2-3 days a week help to develop muscular endurance.

Like other types of exercises, muscular endurance training can increase the level of energy help you sleep better, and improve your overall health. It can even improve your mood. This helps you achieve your educational goal.

Activity 3

1. Explain how physical exercises develop muscular endurance.

Muscular endurance exercises

There are many types of exercises which help you develop your muscular endurance, but, for this grade level you will learn and

practice pushups, squat jump and pull-ups that can help you improve your muscular endurance.

1. Push-ups:

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

Procedures:

- Start by lying flat on your stomach.
- Push yourself off the ground into a plank position. Hold your body up with your toes and with your hands.
- Lower yourself back down.
- Promptly push down on your palms and raise your body back to a plank position.
- Perform 4 sets of 10 repetitions and take one minute active rest between sets.

Note: If this movement is too hard for you, start with your weight on your knees instead of your toes. (Kneel pushup)

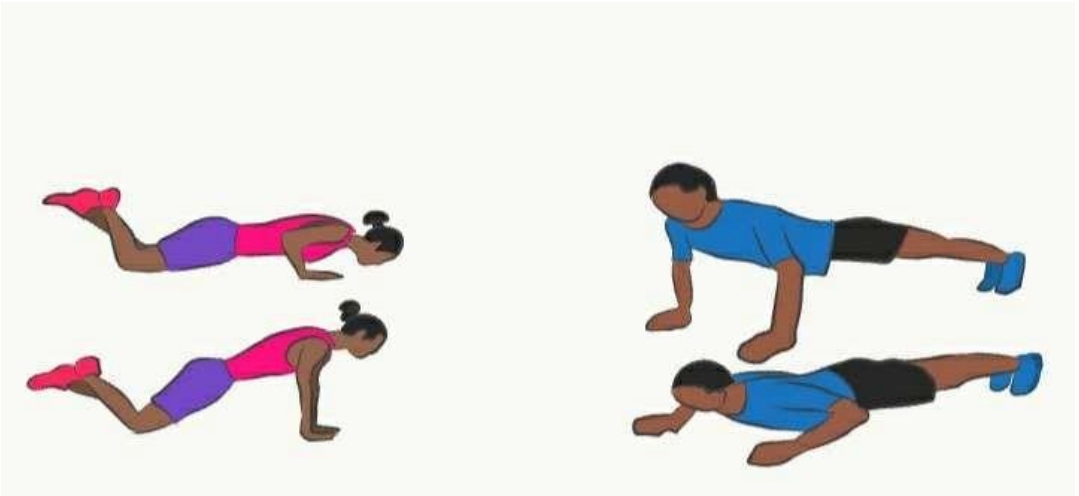

Fig.3.4.(A) modified (kneel) push up

Fig.3.4.(B) Push up

Activity 4

1. Perform pushups to develop your upper body muscular endurance.

2. Squat jump:

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

Procedures:

1. Stand with feet shoulder width and knees slightly bent.
2. Bend your knees and descend to a full squat position.
3. 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. Descend and control your landing by going through your 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. Perform 3 sets of 5 repetitions and one minute active rest between sets.

Fig.3.5. Squat jump

Activity 5

1. Perform squat jumps to develop your lower muscular endurance.

3. Pull-ups

Purpose: A type of pulling motion recruits your back, biceps and forearm muscles.

For this grade level it is difficult to perform pull-ups, therefore it is designed along with modified pull-ups and these are simply done with your feet still touching the ground and the bar only a few feet off the ground.

Procedures:

1. Keeping your feet on the ground "off-loads" about a third of your body weight.
2. Try to completely pull themselves off the ground for 6-10 reps.

3. The modified pull-up is possible applied for both boys and girls to reap the benefits of those pulling motions so you can finally train your back, biceps and forearms.
4. Get a full range of motion when you extend your arms, as well as allowing for a wide grip.

Fig.3.6. modified pull up

Activity 6

1. Perform pull-ups to develop your muscular endurance.

3.4. Flexibility

Start-up Question:

1. What is flexibility?
2. Why do people perform stretching exercises in their daily fitness program, before and after the main workout?

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

Stretching Exercises which help to develop Flexibility

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.

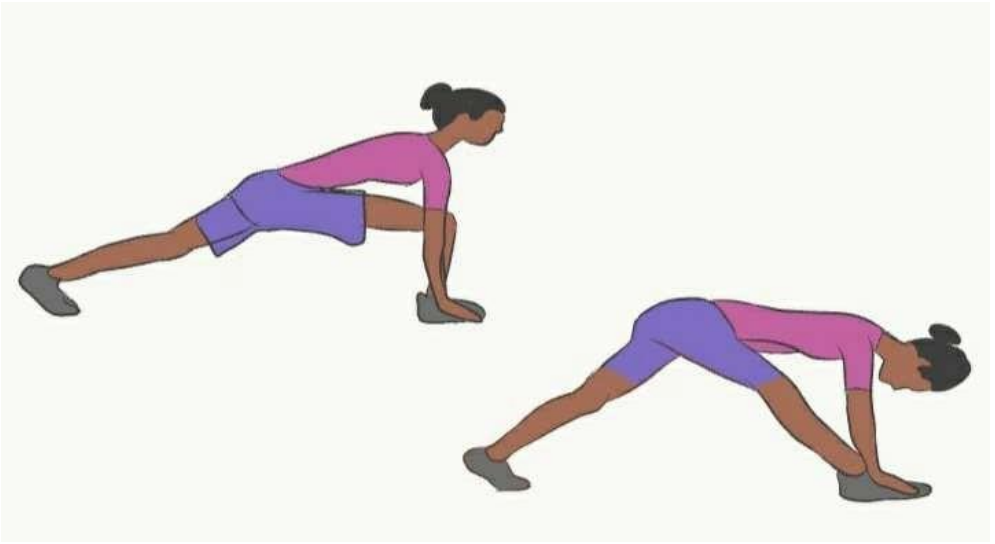

Fig.3.7.runners stretch

2. **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

3. The forward hang stretch

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

Athletics can be divided in to two

1. Track Event
2. Field Event

1- Track event can be divided in two three types
   A. Short distance running
   B. Middle distance running
   C. Long distance running

2-Field event can be divided in to two
   A. Jumping
   B. Throwing

   A-Jumping- can be divided in to seven,
      1. Long jump
      2. High jump

3. Tripple jump
4. Pole vault jump
5. Jack jump
6. Squat jump
7. Rope jump

B- Throwing- can be divided in to four

1. Javelin throw
2. Discus throw
3. Shot put throw
4. Hammer throw

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

4. **The low lunge arch stretch**

Purpose: helps to 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

5. **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 turn to the right, and place 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

6. **The bound angle stretch**

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

Procedures:

1. Sit on the floor with your legs straight.
2. Bend your knees and bring the soles of your feet together, and 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

Activity 7

1. Perform stretching exercises to develop flexibility.

3.5. Speed

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

- Run in a speed – run properly.

Start-up Questions:

1. List some of exercises that develop flexibility.
2. What does speed mean as a skill related fitness component?
3. What are the three phases of speed run?

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

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

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Speed is necessary for individuals to successfully perform everyday life activities and sports.

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: drive, transition and top speed phase

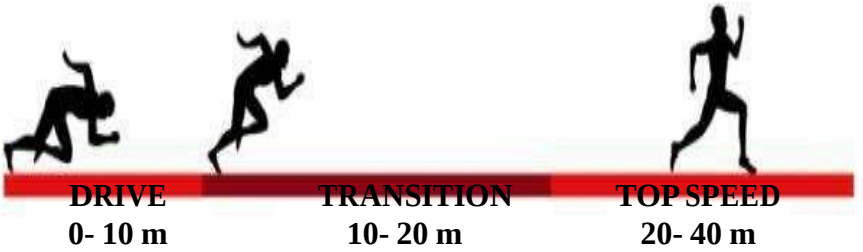

Fig 3.12.The biomechanics of speed run

Note: When you run, give attention to the basic body movement of sprint run and **Tips** described above.

Physical activities that develop speed

You can develop your speed by using various physical exercises. Some of them are discussed as follows:

Drill 1: 20 meter speed run

Procedure: Run 20 meters with average and high speed 2 times, and take **break for 30 seconds.**

Drill 2: 30 meter speed run

Procedure: Run 30 meters with average and high speed 2 times, and take **break for 30 seconds**.

Drill 3: 40 meter speed run

Procedure: Run 40 meters with average and high speed 2 times, and take a break for 30 seconds.

Drill 4: 40 meter speed run competition

Procedure: Run 40 meters with your friend in the form of competition. (Your teacher will organize the competition)

Activity 8

1. At the end of your practice evaluate your running quality whether you follow the correct biomechanics of speed run or not.
2. Which phase comes after the drive phase?

3.6. The risk factors of doping

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

- List ways to prevent doping.

Start-up Question:

1. What are the risk factors of doping?

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Meaning of doping

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

Risk Factors of doping

Some of the risk factors of doping are listed below:

- Educational factors: lack of awareness (school, family, athletes, coaches, doctors etc.)
- Anti-social behavior use of 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 increased courage during competition.
- The development of individual's unfair mentality to win the match
- Occurrence of a usual improved athletic performance.
- Lack of maintaining anti-doping capacities, etc.

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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

Drug abuse is one of the current critical issues of our country and it affects the life of many people. Drug abuse is use of certain chemicals for the purpose of different reasons. Some of the drugs like alcohol, tobacco, chat, etc. are prohibited substances in the World and Ethiopian anti-doping agency. Drug use affects several aspects of a person's physical and psychological health. Therefore, you are expected to keep away from using drugs.

Activity 9

1. List three risk factors and preventive means of doping.

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Grade 7

CHAPTER FOUR

ATHLETICS

Introduction

In this chapter, you will learn about 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 were 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. Thus , in order to bring the necessary changes, individual effort is very important. Therefore, you are expected to practice the selected physical exercise independently on the regular basis.

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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

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

- Mention the major historical events in world athletics.

The history of world athletics

Start-up Question:

1. What do you know about 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.

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Ancient history of world athletics:

- The word athletics is derived from the Greek word "**athletica"** which means contest or struggle. It is a contest of running, walking, jumping and throwing belonging from prehistoric times and is probably as old as community life.
- 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. By the year 776 B.C. athletics had become popular enough that it was included in the first ever Olympic games held in Olympia, Greece.

Modern history of world athletics:

- The rules and the 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 was 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

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- 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.

Why is it important to know the history of athletics?

It is important to study the history of sports due to the following benefits: It is necessary to study the history of game because it teaches the people team spirit, unity, patriotism, etc.

Activity 1:

1. When and where did athletics start?
2. Mention at least two historical events of world athletics.

4.2. Running

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

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

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Safety:

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

Start-up question:

1. Did you practice running over obstacles or Hurdle Run? How do you run?

Running over Obstacles:

Hurdle run is one of the exciting and challenging 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

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

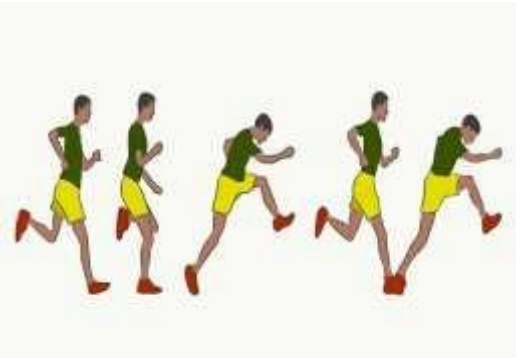



Fig. 4.1.(A) Running without obstacles (B)Running over obstacles.

Activity 2:

1. What are the three phases in running over Obstacles?

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2. List some basic techniques of hurdle (obstacle) run.

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Developing the skills of running over Obstacles:

Students practice the following drills to improve thier 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.

Activity 3:

1. Try to evaluate your achievement and share your feeling and the challenges at the end of your practice with your teacher.
2. Explain and demonstrate the necessary techniques and phases of obstacle run.

4.3. Throwing

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 (backwards)

Start-up Questions:

1. What is throwing?
2. How many types of throwing events do you know?
3. What do you think about the purpose of throwing ?

Throwing sports (events) 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 consider full body movement if performing for repetitions or timed duration, and throws can be performed for distance on field or in large indoor space. It differs from forward throw by the face of the thrower is opposite to the throwing area and the

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maximum force derived from squat position between two legs in extended hand movement.

Slight spine flexion may occur during bent over squat position depending on your 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.

Procedure:

- 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.4.2. back ward throw of modified ball

Activity 4:

1. What is the difference between forward and backward medicine ball throw?
2. Perform overhead backward modified medicine ball throw by following the procedures.

4.4. Jumping

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

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

Jumping for distance from strides

Start-up Questions:

1. What kind of jumping do you know?
2. What is a long jump?

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

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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 athlete, who covers a maximum distance, is usually declared as a winner.

Following 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:** 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.

How to perform distance jump

The following points should be kept in mind during practice time.

- 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 mark the places where the running actually starts.

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- Take-off leg should be extended as much as possible to cover a good distance.

The importance of football game

- ✓ Kicking the ball
- ✓ Controlling the ball
- ✓ Kicking the ball with inside of the foot
- ✓ Kicking the ball with outside of the foot
- ✓ Dribbling the ball and passing
- ✓ Shooting the ball long distance for attacker and the goal

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- Do not keep your arms tight. Instead, keep them free and swing them with body movement to get maximum momentum.

Fig.4.3. Phases of long (distance) jump

Activity 5:

1. Explain the objectives of a long jump
2. Describe and demonstrate the phases of long(distance) jump

CHAPTER FIVE

GYMNASTICS

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 develop self-confidence, coordination, balance, strength and endurance that can help you effectively perform your daily routines.



5.1. History of world gymnastics

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

- Explain the history of gymnastics

Start-up Question

1. What is gymnastics?

The history of Gymnastics

Gymnastics is one of the most popular activities which are performed throughout the World. 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.

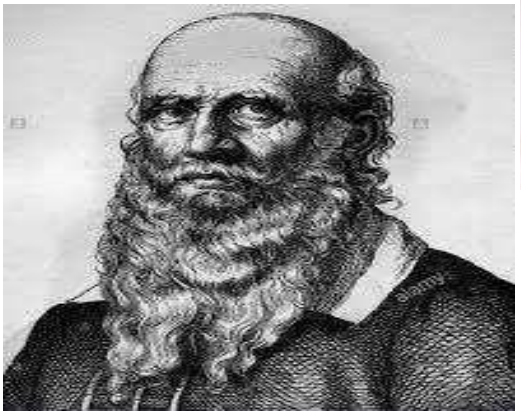
The word gymnastics derived from the ancient Greek word ‘gymno’ which means naked or doing physical exercises without wearing clothes.

The ancient gymnastics:

- The beginning of gymnastics was traced back to about 2600 BC. At this time, the Chinese style 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 Greek 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.







Fig.5.1. Fredrich Ludwig Jahn and equipment of gymnastics

Activity 1:

1. Explain the history of gymnastics

5.2. Floor Exercise

Safe Gymnastics Practice:

To stay safe, while practicing learners should:

- Get a physical fitness exercise before starting any new and challenging activity.
- Always warm up and stretch before doing gymnastics.
- Only practice on padded floors, never on a hard surface. Mats should be placed under the equipment and properly secured at all times.
- Have a trainer who is qualified and is at every practice. A qualified trainer will be up to date on the latest safety recommendations.
- Have a trainer spotting for all new or difficult stunts.
- Never try a stunt at a game or competition that they haven't practiced many times.
- Follow gymnasium rules such as:
  - no training alone
  - wear gymnastic clothes that won't get caught on any of the equipment
  - no jewelry
  - no gum chewing
- Stop training if you get hurt or feel pain. Individuals must get checked by a doctor, before going back to practicing.

Baketball game game

It is a skill of shooting ball game

Shooting is divided in to three types

1. Set shoot
2. Jump shoot
3. Lay-up shoot

Handball Game

The basic techniques and skills of handball game

Skills can be divided in to four phases: bypassing and dribbling skill

1. Jump shoot skill
2. Run up shoot skill
3. Take off contact shoot skill
4. Shoot at goal and landing

Start-up Questions:

1. What does floor exercise, gymnastics mean?

2. What is a headstand in gymnastics?

Meaning of floor exercise/gymnastics

In your previous grade level you have practiced some floor exercise like rhythmic gymnastics. In this topic you will learn head stand, forward and backward roll and head spring. This part is an excellent way to stay fit.

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

How to perform headstand

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.

Activity 2:

1. What makes proper head stand?

2. Write at least three benefits of head stand.

Roll (forward and backward):

Start-up Question:

1. What is forward roll in gymnastics?

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

How to perform forward roll

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.

Volley Ball Game

In volleyball game serve is divided into three phase

1. Side serve
2. Overhead serve
3. Jump serve

These three types of serve are the most important types of serve in volley ball game

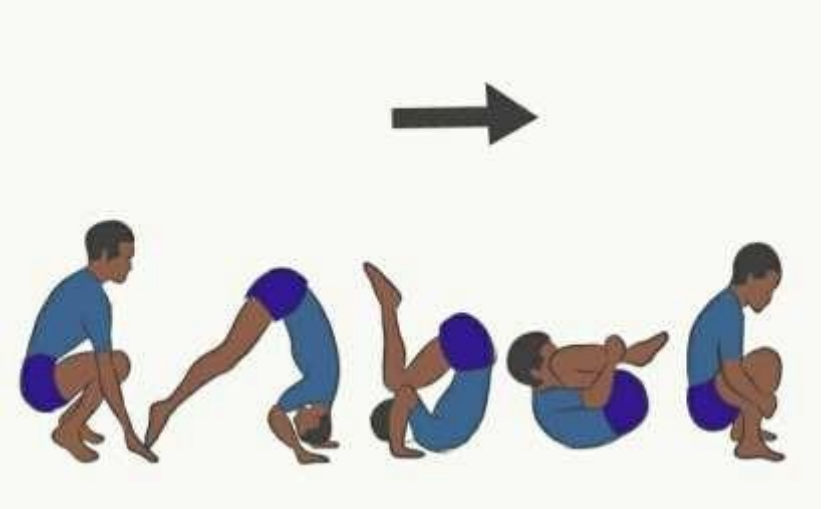


Fig.5.4. complete forward roll

Activity 3:

1. What do you benefit from forward roll?

B. Backward roll:

Start-up Question:

1. How do you perform backward roll?

Backward roll is 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

1. Stretch first.
2. Stand on a mat in a wide open space.
3. Push with your hands and shoulders.
4. As the knees and legs start to go over your head,
5. Push with your arms and shoulders.
6. Drive the backward roll by moving your toes over your head, not by throwing your neck and head backwards.
7. You should engage your hands and arms when your body rolls towards your neck

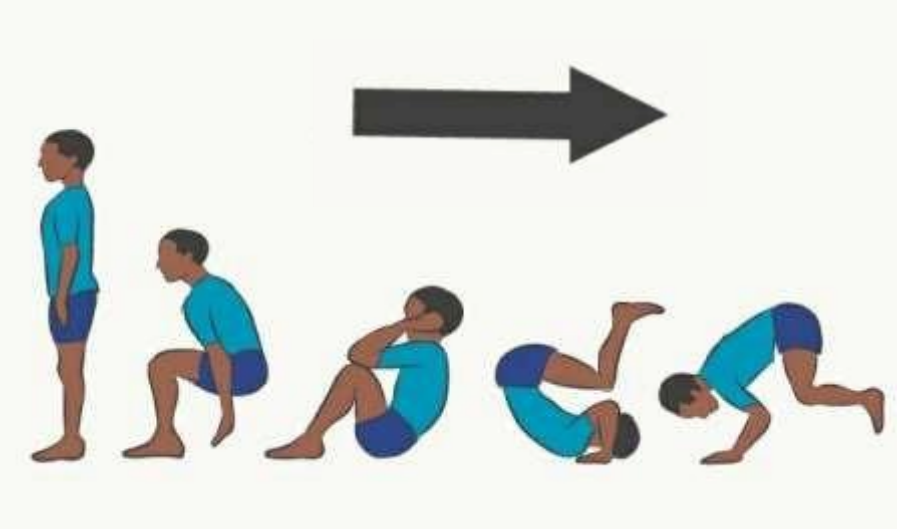


Fig.5.5. backward roll

Activity 4

1. Explain and demonstrate the proper backward roll.

Head spring:

Start-up Question:

1. What are the steps of head spring?

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

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

How to perform head spring

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

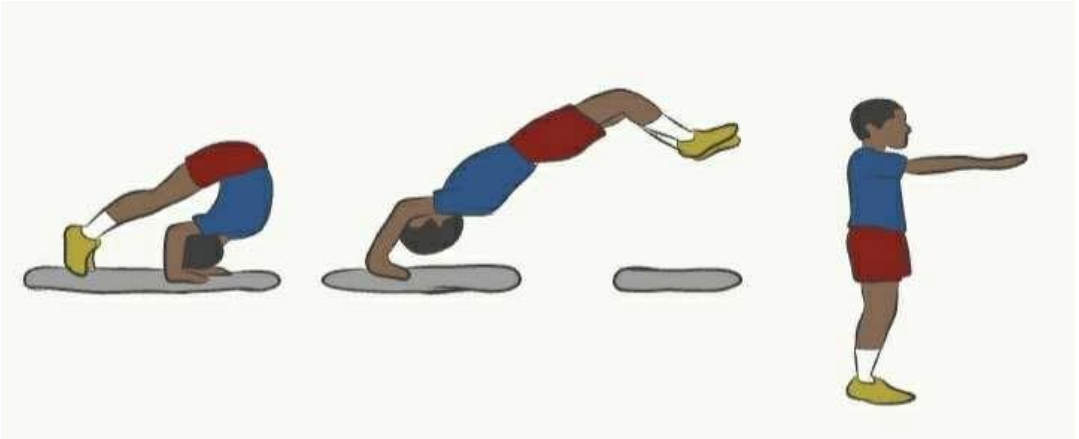


Fig.5.6 hand spring

Common Mistakes:

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

Activity 5:

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

5.3 Apparatus gymnastics

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

Start-up Questions:

1. What is floor gymnastics?
2. What is apparatus gymnastics?
3. What is the difference between floor and apparatus gymnastics?

Apparatus gymnastics is the activity that is 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 are selected. Gymnastics

requires different qualities like balance, flexibility, strength, coordination, agility, and endurance. Therefore, it is better to develop

fitness components 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 move the arms and the upper body 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 of the swing.

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 giant.

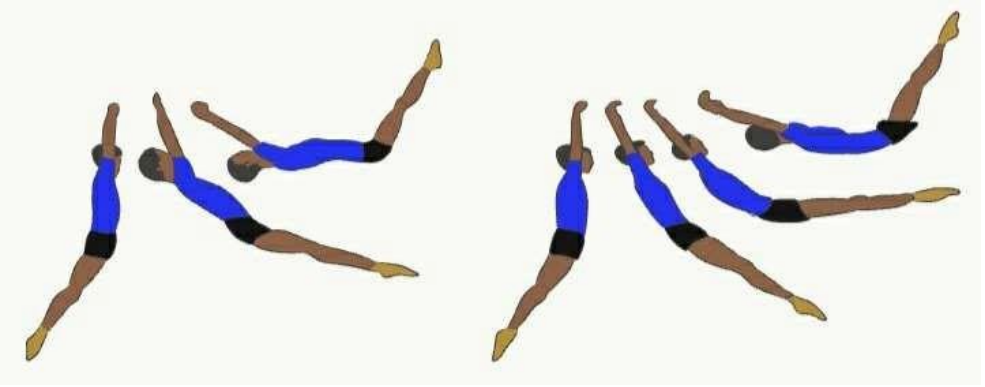


Fig. 5.8. Back and front swing

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 chapter three you learnt about modified pull-ups and in this section you will learn about pull-up.

Procedures:

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

4. Aim for 10 pull-ups, but be prepared to fall short.

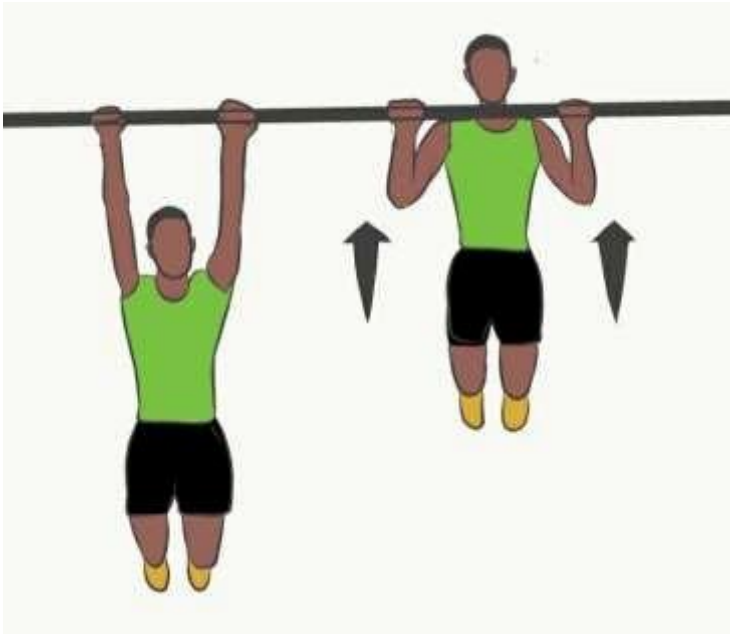


Fig 5.9. Pull-up

Activity 6:

1. Describe how horizontal bar is grasped in swinging and pull-up.
2. Perform swinging and pull-up on horizontal bar properly.

CHAPTER SIX

FUNDAMENTAL SKILLS OF SHOOTING AND SERVING FOR BALL GAMES

Introduction

In this chapter you 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 you to perform shooting (football, basketball and handball) and serving volleyball. Through appropriate methods and practices you will learn the basic skills easily and thereby enjoy playing the games. To achieve the learning out comes you 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

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

- Demonstrate the ways of shooting, with increasing accuracy.

Start-up Questions

1. What does shooting mean?
2. Mention the kinds of shooting in football.

Shooting

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

A shoot on target or shoot on goal is a shoot 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.

Procedures

- When the ball approaches, contact the ball with the outer edge of the foot.
- Shoot the ball to the planned direction.

- Turn your toe in ward while shooting

- Follow through after shooting 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 commonly used.

Procedures

- 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 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.
   - Try not to shoot to the ground.
2. Failure to turn foot outward.
   - Take one step towards the ball and shoot the ball.
3. Contacting ball too low, using it to rise too high in the air.



Fig 6.2 Shooting with the inside of the f ot

Fig.6.3 shooting with the full instep of the foot

C. **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. Losing balance as ball is met because of lack of forward lean in to the shoot.

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.
- Pace 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.

- Try not to shoot 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. Losing balance as ball is met because of lack of forward lean in to the shoot.

Activity 1:

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

6.2 Small sided game

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

- Show football shooting skills to create competitive and cooperative modified games that involve everyone.

Start-up activity:

1. Why do you use small sided game?

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

Small-sided games are a fantastic way of getting students to:

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

Small-Sided, football shooting drill

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

Procedures:

- Make 8 teams /5 vs. 5/.
- Create a small area, by arranging the field with cones.
- One team starts with the ball, to score in opponent's goal.
- After a goal the team that scored gets a new ball & plays again to score.
- Play for 5 min before rotating players.



Fig.6.4. Small-Sided football game

Activity 2:

1. Reflect the importance of the game to develop shooting skill.

6.3. Set shoot

Start-up Question:

1. What are the types of shooting in basketball?

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.

forming 90° if possible and the wrist should be extend[illegible].

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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.

B) One-hand set shoot

This 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.

forming 90° if possible and the wrist should be extend[illegible].

- 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 wright hand (remove the right hand if shooting is with left hand).
- Shooting the ball with a strong wrist action and extension of the shooting arm, letting the feet comes off the ground.
- Keep your eyes focused on the front ring of the basket.

Activity 3:

1. Demonstrate one-hand and two hands set shoot properly.

6.4 Mini-games using set shoot

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

Start-up Question:

1. Perform set shoot by following basic techniques of shooting?

Golden team

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

forming 90° if possible and the wrist should be extend[illegible].



Fig. 6.5. Basketball half court

How to play the golden team mini-game

- The first step is to group students into four teams.
- The dribbling team must have two or more basketballs and they should be lined 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.

regulations.

- 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 number of baskets at the end of the game wins.

Activity 4:

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

6.5. Handball Jump shoot

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

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

Start-up Question:

1. What are the basic techniques and skills of handball game?

In your previous grade you learned about passing and dribbling skills of handball, in this topic you will learn about shooting. The purpose of shooting is to score goals in your opponent’s goal.

Jump shoot

regulations.

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 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.

How to perform jump shoot

- Start with two hands on the ball in a ready position. Knees slightly bent facing the target.
- Step forward with foot opposite of your shooting hand. Take non-shooting hand off the ball.

regulations.

- 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.
- Pike slightly at the waist and land on takeoff foot. Follow through with throwing hand pointed at the target.

Activity 5:

1. What are the components of jump shoot in handball?
2. Perform jump shot by following the whole procedures.
3. Perform and refine more challenging ways to jump shoot in handball.

6.6. Handball Small sided game by using jump shoot

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.

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Start-up Question:

1. How do you perform jump shoot in handball?

In your previous grade lessons you learned about jump shoot, in this practical lesson you will learn jump shoot through mini games in three phases.

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

Activity 6:

1. Perform jump shoot over a defenders.

6.7. Side Serve in volleyball

Learning competency: 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.

Start-up Question:

1. What is 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, you should 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.6.6. the side serve

Note: students Practice the complete technique of underarm serve

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

Common Mistakes:

1. Over swinging hand, which can be caused when the ball moves backwards.
2. Using a fist to make contact with the ball.

Activity 7:

- Explain and demonstrate the sides serve by following the correct techniques.
- Try to avoid the common mistakes through practice.

6.8. Small sided game using side serves

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 that reflect feeling, ideas and experiences.

Start-up Questions:

1. Explain and demonstrate the sides serve by following the correct techniques.

Grade 7

2. What are the benefits of small sided games?

Small sided games develop motivation to play better and they refine their skills in the minds of the children. They give more opportunities to enjoy to practice and to develop the necessary skills.

Small side game using side serves

Instructions and rules of the game

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

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



Fig. 6.7. Modified volleyball playing court 9m by 18m.

Activity 8:

1. Analyze and evaluate how small sided game can develop specific skills of sport.

6.9. Recreational Game

Learning competency: 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 when participating in games.
- Show positive behaviors that display respect for oneself and others.

Start-up Question:

1. Why do you take part in recreational games?

Recreational Game

Taking part in recreational games help you to:

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

Football and volleyball as recreational games

Consider the following lists during the game time:

- Take proper warming up exercise.
- Take role (Ex. goal keeper, defender, striker for football)

- Apply the basic techniques that you have learned
- Play as a team and participate actively.
- Respect the rules of the game and fairly play

Note: You can be grouped into four teams. As shown in the figure below the two groups can football (A vs. B) and handball (C vs. D) on each half court of the playground at a time. After ten minutes the teams will be switched off the playing court and continue to play the other game.

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

Football and volleyball as recreational games

Basketball and handball as recreational game

Consider the following lists 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 a team and participate actively.
- Respect the rules of the game and fairly play

Note: You can group into four teams. As shown in the figure below the two groups can be play basketball (A vs. B) and handball (C vs. D) on each half court of the playground at a time. After ten minutes the teams will be changes the playing court, and continue to play the other game.

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

Football and volleyball as recreational games

Activity 9:

1. What do you benefit from such recreational games?

Grade 7

CHAPTER SEVEN
CULTURAL GAMES OF ETHIOPIA AND AFRICA

Introduction

It is believed that due to many reasons most of you do not know and practice the Cultural games of Ethiopia. This section helps you 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 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 the meaning of cultural game, the techniques and rules of some popular cultural games of Ethiopia (i.e. Gena, and kurbo,) and some cultural games of Africa. Therefore, you are expected to practice the selected cultural games on the regular basis.

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

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Grade 7

7.1. What is meant by cultural games?

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

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

Start-up Question

1. How many cultural games are there in Ethiopia?

Meaning of Cultural Games

Culture is the characteristics and knowledge of a particular group of people, encompassing language, religion, 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 is a country which a history and culture dating back thousands of years. At the moment it is believed that there are many registered traditional and cultural games in Ethiopia.

The major and widely practiced cultural games that exist and practiced in Ethiopia across most ethnic groups and regions are:

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1. Genna - Gena / Qarsa./
2. Korbo
3. Shah
4. Gebeta
5. tigil
6. Segno –Maksegno
7. Meharebneteka
8. Akukulu - Kukulu - Acoocoolu.
9. Awo Aydelem etc.

Activity 1:

1. Describe some cultural games which are widely practiced in Addis Ababa**.**

7.2. Some cultural games of Ethiopia

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

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

A. Korbo

Start-up Question:

1. When and where is korbo started?

Korbo is a game which has been played since 1900 in many regions of Ethiopia. Many historical documents indicated that the game is

Grade 7

originated and widely practiced in western and southern part of the country. It can be played by both sexes and all age groups.

Rules of the game:

A. 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.

B. 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.

C. The Ring or hoop

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

D. Scoring

- Two points are awarded if the thrower retained the hoop/ring by the stick.
- One point is awardedif the thrower can touches the hoop by the stick.

E. 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 it is 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

Fig.7.1. Korbo

Activity 2:

1. How many points are awarded if the thrower retained the hoop or ring in Korbo Game?

2. The area of the playing field of Korbo for male is __.

B. Genna

Start-up Question:

1. What do you know about Genna?

Genna

It is one of the traditional games created and played in the highlands of Ethiopia. The exact time of its origin is, 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 reign of Tewodros II, Yohannes IV, Menelik II and Haile Selassie I. This cultural sporting event is 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 game 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 and to score 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. Its weigh and circumference of the ball is 100 gram and 25-30 cm respectively.
- 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 the members of a team is a goalkeeper. Players can be replaced at any time by somebody among 5 people waiting on the bench.

Duration of the game

- A 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 the first 30 minutes. In the event of a tie, there is 20-minute overtime.

How to play Genna

- Divide students in to groups having 10 maximum players.
- To start the game, two players of the teams meet along the ball in the middle of the field, strike each other's sticks three times, then attempt to take the ball.
- Try to hit the 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 put the curved wooden stick toward an opponent's knee.
- A team which scores maximum goals win the games.



Fig. 7.2 Playing Genna

Activity 3:

1. How do you play a Korbo game?
2. Analyze and explain the importance of learning Ethiopian cultural games.
3. Practice passing, dribbling and shooting of Genna ball or Rure.
4. Reflect what you have gotten and felt from Genna game in terms of enjoyment.

7.3. Some cultural games of Africa

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

- Describe a minimum of one African cultural game.
- Enjoy with some of African cultural games.
- Perform a minimum of one cultural games of Africa.

Start-up Question

1. List some examples of cultural games which are widely practiced in Africa.

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 engaged outdoors, playing their favorite games in the street.

Grade 7

They are free and require little or no equipment. Apart from being funny, they also help children to build fundamental skills, like

maintaining advanced social interaction, development of motor skills such as hand-eye co-ordination, and capacitating basic mathematical and strategic thinking potentials.

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 game that reflects part of South Africans heritages.
- The activity can be used as a skill development activity. It develops ones balance, hand-eye coordination and active as well as healthy life style.

How to play the game:

- **Players:** holds 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 the player has been unsuccessful after three throws, the first player from the opposing team becomes the thrower.

- **Equipment:** three tins, plastic blocks, or other stacking objects, and a small ball
- **Safety:** a flat and smooth playing area which is free of debris

B. Pepsi

It is a traditional game widely played in many African countries and in Ethiopia as well. The game can be conducted between 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 are needed by those who have played. The participants get a chance, such as interacting with others and building up physical capability

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 a 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 place the corks as they were before.
- If the escaping team collect and place all corks successfully. Before they were 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 place all corks, they will be the winner, and they get the role of the escaping team.

- **Equipment:** some corks, a small ball
- **Safety:** a flat and smooth playing area which is free of debris, and soft ball.

Activity 4:

1. What do you benefits from playing cultural games?
2. Organize some cultural games of Ethiopia and Africa in groups

Glossary:

- **Aerobic exercise:** any activity that can be performed with the help of oxygen. It includes walking, jogging, swimming, running, cycling, etc.
- **Apparatus:** Equipment needed for a particular activity or purpose.
- **Biennial**: taking place every two years (for sport competition)
- **Biomechanics:** the study of the structure, function and motion of the mechanical aspects of biological systems.
- **Collaboration:** describes the ability of a group of people working together.
- **Communication:** the activity or process of expressing ideas and feelings or giving people information.
- **Competition:** a contest, sport match in which a winner is selected among two or more participants.
- **Distance:** The extent or amount of space between two things, points or lines,
- **Doping:** refers to the use of prohibited medications, drugs, or treatments by athletes with the intention of improving athletic performance
- **Event**: Each of several particular contests making up a sports competition.

- **Exhale:** the movement of air from the lungs out of the air way.
- **Floor exercise:** refers to the various physical activities that can be performed on the floor without instrument.
- **Game** is a structured form of play, which is usually undertaken for entertainment or fun, and sometimes used as an educational tool.
- **Game:** any form of playful competition in which the outcome is determined by physical fitness, skill, strategy or chance, in particular combination.
- **Health**: a state of complete physical, mental, and social well-being and not merely the absence of diseases.
- **IAAF**/international amateur athletics federation-1912 - 2001
- **IAAF**/international association athletics federation-2001-2019
- **Inhale:** breath in air
- **Injury**: an instance of being injured.
- **Jerk:** make short sudden movement
- **Lead leg** the leg that goes over the hurdle first, and the leg that follows is the trail leg.
- **Legend:** the word used for famous, well known, successful and greater ever in their position

- **Leverages** - use (something) to maximum advantage.
- **Maneuvers:** a movement or series of movements requiring skill and care.
- **Olympic:** refers or relates to Olympic Games.
- **Phase:** A part or step in a process **:** one part in a series of related events or actions
- **Physical activities:** defined as any voluntary bodily movement produced by skeletal muscles that require energy expenditure.
- **Physical fitness:** the body's ability to function efficiently and effectively
- **Pike:** is a position in which you jump or spring into the air bent at the waist with straight legs out.
- **Principle**: are guidelines, strong belief that influence your actions.
- **Recreational Game** describes competitive physical games that are played for fun.
- **Repetition**: the number of exercises done in one set.
- **Roll:** moving in a particular direction by turning over and over on an axis.

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

- **Self-image:** the idea that one has on own ability, appearance and personality.
- **Self-reflection:** serious thought about one's character and actions.
- **Set**: doing a certain number of exercises one time.
- **Side serve** it refers to underhand/underarm serve.
- **Small-sided games (SSGs)** involve a smaller number of players per team, and played on reduced spaces with modified rules.
- **Social cues:** forms of communication that help to read other people and react appropriately.
- **Speed** the ability to put body parts into motion quickly, or the maximum rate that a person can move over a specific distance.
- **Stress:** body's way of responding to any kind of demand or treat
- **Thunderbolt pose:** rest your buttocks onto the soles of your feet and allow your heels to separate, until they touch.
- **UNESCO**/United Nations Educational, Scientific and Cultural Organization.
- **Winner:** A victor especially in games and sports.

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