



HEALTH AND PHYSICAL EDUCATION

TEACHER'S GUIDE BOOK

GRADE SEVEN



ADDIS ABEBA ADMINISTRATION EDUCATION BUREAU

HEALTH AND PHYSICAL EDUCATION

TEACHER GUIDE GRADE SEVEN

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Introduction

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

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

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

HPE teachers are expected to motivate students with physical impairment and health problem to participate actively in physical education class, and create safe learning environment for them. In addition organize special and adapted activities for them in advance.

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

CHAPTER ONE

CONCEPTS OF PHYSICAL EDUCATION AND SPORT (12 periods)

Introduction

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

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

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

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

1.1. Difference between physical education and sport (2 periods)

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

- Describe the difference between physical education and sport.

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

Charts, other related materials

Teaching and Learning strategies

- Before you begin the day's lesson try to remind the students about the objectives of physical education and definition of sport by asking some questions.

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

Difference between physical education and sport

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

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

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

- A sport is classified as an activity that requires physical prowess or skill, and often of some competitive nature such as football while physical education is classified as training in a bid to develop and care for the human body.
- Physical education involves the instructions given in physical exercises and games, especially in schools. While a sport instruction may be given for competitive purpose, physical education is not necessarily with a goal of getting the participant into any competition. It is solely for physical and health fitness.

Answer for activity 1:

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

1.2 Personal hygiene and sports (2 period)

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

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

Teaching and Learning materials/resources/:

- Pamphlet and other related materials

Teaching and Learning Strategies:

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

Personal hygiene and sports

Personal hygiene refers to a care one takes for to his/her body in terms of cleanliness. When taking part in physical activities, it is important to take meaningful measures to maintain good hygiene. Good hygiene practice by individuals helps to ensure that

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

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

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

Importance of personal hygiene after physical activities

Personal hygiene after physical activities is used to/for:

- **Health benefits:** people can maintain their health and ability by practicing more through cleanliness and eating healthy diet.
- **Social benefits:** washing your body regularly makes you good.
- **Psychological benefits:** when an individual looks healthy and clean, this improves his/her Self image and self-satisfaction.

Answer for Activity 2:

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

1.3. Ethiopian sport legends (4 periods)

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

- Describe political activity and sport legends.

Teaching and learning materials/resources/

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

- Photographs
- Pictures and other materials

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

Teaching and Learning Strategies:

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

Note to the teacher:

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

Ethiopian sport legends and their political activities

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

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

Haile Gebreslasie (1973 ---)

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

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

A. Haile and his activity in job creation:

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

He created thousands of jobs in the following areas:

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

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

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

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

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

Derartu Tulu (1972 -)

She was born in Arsi, 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 10000 meter (10km) run.

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

A. Derartu and her activity in job creation:

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

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

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

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

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 for the entirety of his career.

Mengistu worku and his activities in social and political Affairs:

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

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

Answer for Activity 3:

1. Haile created thousands of jobs:

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

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

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

1.4. Principles of Olympic Games (1 period)

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

- List the principles of Olympic Games.

Teaching and learning materials/resources/

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

- Charts, Video and other materials

Teaching and Learning Strategies:

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

Principles of Olympic Games

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

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

The IOC (international Olympic committee) designed the following principles of the game.

- **Non-discrimination:.** Every individual must have the possibility of practicing sport, without discrimination of any kind in the Olympic spirit (i.e. friendship, solidarity and fair play)

-
- **Sustainability:**describes the continuity of the World's economy, society and environment
 - **Humanism:** the goal of Olympism is to place sport to promote peaceful society concerned with the prevention of human dignity.
 - **Universality:** describes the universal representation at the Olympic games by ensuring the participation of NOCs (National Olympic committees)
 - **Solidarity:** means bringing the world together for peaceful World through sport.
 - **Link sport with culture and education.**

Answer for Activity 4:

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

1.5.First Aid and Injury Management (2periods)

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

- Explain the way how injury managed.

Teaching and learning materials/resources

- Charts and other materials.

Teaching and Learning strategies

- Before you begin the days lesson try to remind the students about the previous lesson
- Introduce the day's lesson (topic and objectives) and ask start-up activities described on students text book.
- Let them to discuss in pairs about what first aid is and how simple sport injuries managed;
- Following discussion give chance for students to reflect their work to the class;
- Following the reflection of students give brief explanation and notes.
- Give summary and short notes on first aid and sport injury management;
- Give group assignment to students to write how simple sport injuries be managed;

First aid

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

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

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

- Prevent further injury
- Preserve life
- Promote recovery

Some common first aid kits include:

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

Answer for Activity 5:

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

Sport Injury Management

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

When you engaged in different sport activities you may face sport injuries

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

Principles	Description
Rest	Avoiding use of the injured 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

Table 1.1. Injury management principles

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

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

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

1.6. Consequences of doping (1 period)

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

- Describe the consequences of doping.

Startup Activity

1. What are the consequences of doping?

Meaning of doping:

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

.Currently it becomes a serious problem in sports.

The consequences of doping

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

1. **Health:** the use of performance enhancing drugs may have long and short term impacts on the athlete’s physical and mental health. Doping can trigger anxiety, obsessive disorder or psychosis.
2. **Social:** doping has a significant negative impact on person’s private life and social interaction. Doping is considered “cheaters” and experience many forms of stigma.

3. **Financial:** a ban resulting from an anti-doping rule violation will have significant financial impact on the individual. For athlete this includes to return prize money or a financial sanction, termination of contracts of sponsorship etc.

4. **Sanction:** sanction for anti-doping violation can include disqualification of results at an event, including forfeiture or losing of medals. A ban from all sport (competing, training or coaching) for up to four years or even life in repeat or the most serious cases.

Answer for Activity 6:

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

Chapter summary:

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

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

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

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

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

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

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

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

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

The term “Doping” refers to the use of prohibited medications, drugs, or treatments by athletes with the intention of improving athletic performance. It has a negative impact on the health, social and financial aspects of athletes.

Answer for chapter review questions:

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

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



CHAPTER TWO

Social and Emotional Development (14 periods)

Introduction

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

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

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

2.1 .Self-awareness and self-management Skills in PE (4 periods)

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

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

Self-awareness and self-management Skills (2 period)

Teaching and learning materials/resources:

- Pictures, mat and other materials

Teaching and Learning strategies:

For theoretical part:

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

awareness and self-management skills and about physical activities that develop self-awareness and self-management skill.

- Conclude the day's lesson by giving home work to read and prepare them for the next topic.

2.1.1. Self-confidence in PE

Self-confidence can be defined as a feeling of self-assurance arising from one's appreciation of one's own abilities or qualities.

Why is confidence important in physical activity?

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

Self-confidence allows students to thrive in their environment. Self-confidence gives students the belief that they can overcome any obstacles and that they can achieve their goals.

2.1.2. Self-control in PE

Self-control is the ability to regulate and alter your responses in order to avoid undesirable behaviors, increase desirable ones, and achieve long term goals.

Research has shown that possessing self-control can be important for 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 students' self-awareness skill.

Taking a walk:

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

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

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

Self-confidence and self-control are described as part of self-awareness and self-management process (Daniel Goleman, 2020)

Answer for Activity 1

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

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

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

For practical part:

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

Physical activities which develop self-awareness

Neck movement:

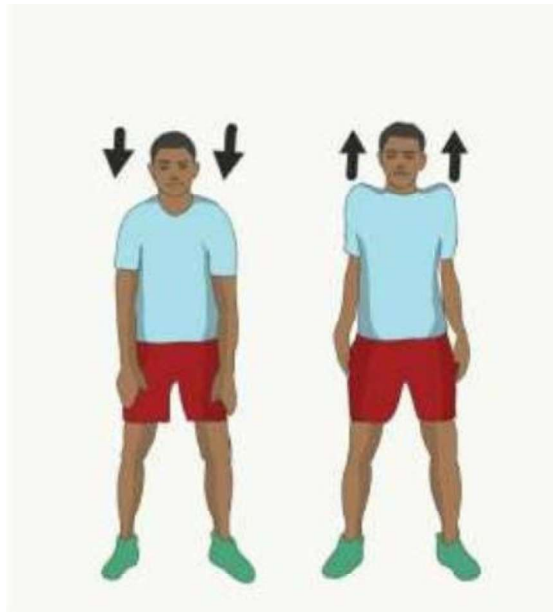
Procedure –

- 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)

Shoulder movement

Procedure-

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



Physical activities which develop self-management skill:

Active breathing

Activity 1: preparation

Command students to:

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

Activity 2: Activation:

When they are ready, provide the following prompt:

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

When they finished, slowly lift their gaze or open their eyes.

Activity 3: Reflection:

- Once they are re engaged in the classroom environment, talk to students about how they can try this way of breathing at any time they need to calm themselves down.

-
- Remind this activity often and encourage them to do it individually when needed.

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

1. Demonstrate proper neck and shoulder movement.

2.2. Social awareness and relationship skills in PE (5 periods)

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

- Demonstrate fairness and compassion for others.

Social Awareness and relationship skills (2 period)

Teaching and learning materials/resources

- Photo, pictures

Teaching and learning strategies:

- Ask questions from previous class
- Introduce the day's lesson and ask them questions from their back ground knowledge
- Following the introduction ask to discuss in pairs about fair play and fairness in sport, compassion for others, social awareness and relationship skills
- Following discussion, ask them to reflect

-
- Give brief explanations and notes about fair play and fairness in sport, compassion for others, social awareness and relationship skills
 - Give summary
 - Give assignment to refer written materials and write how to improve social awareness and relationship skills through physical activities and mini games.
 - Assign roles by making convenient group based on class size involved as a collaborative group.

2.2.1. Fair play and Fairness in Sport

Fair play is a concept that stands for a number of fundamental values that are important in sport. First and foremost, it's about players and athletes abiding by the rules of the competition. Fair play is also a commitment to take part in good spirit and with a good attitude, which includes respect, modesty, friendship and equality.

Fair play is good spirit and attitude.

Fair play has five basic principles. These are:

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

Why is fairness important in sport?

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

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

2.2.2. Compassion for others

Compassion literally means “**to suffer together**” It is defined as the feeling that arises when you are confronted with another's suffering and feel motivated to relieve that suffering.

Compassion is a strong feeling of sympathy for people who are suffering and a desire to help them. Compassion for others describes a better treatment and a better role model to others.

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

- Cheer for your team, not against the other team.
- Support teammates by saying “good” never criticize.

-
- Don't argue with officials.
 - Treat the other team with respect.
 - Shake hands with the other team before and after the game, etc.

Social Awareness skills

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

Social awareness allows students:

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

Relationship Skills

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

Answers for Activity 2:

1 Respecting the rules of the game

Respecting teammates and opponents

Respecting officials and their decision

2 compassion for others can be demonstrated as follows

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

3. Turn back, role play etc.

Physical activities for Social Awareness and relationship skills (3 period)

Teaching and learning materials/resources:

- pictures, balls and other necessary materials

Turn back

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

Teaching and learning strategies:

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

Role play

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

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

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

1. Evaluate themselves how they played the given roles.

2.3. Attention control and Responsible Decision Making (5 periods)

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

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

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

Attention control is one of the key components of human perception, which requires an individual to focus on the task-relevant information and resist the interference of task-irrelevant information that is distractor.(Knudsen,2007).

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 capacity to identify problems and to develop appropriate solutions to those problems, whether they are social or academic (Payton et al., 2000).

2.3.1. Mindfulness

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

What is mindfulness in PE?

It describes students' emotional health and wellness. The mindfulness practice of learning to be aware of and manage emotion and relationship is a significant part of participation in sports, exercises and teamwork.

2.3.2. Reflective thinking

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

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

Attention control and Decision Making (2 periods)

Teaching and learning materials/resources:

- Photos and video

Teaching and learning strategies

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

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

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

Activities for attention control and decision making (2 period)

Teaching and learning materials/resources

- Balls,

Teaching and learning strategies

What is a decision?

- Introduce the day's topic and objectives
- Provide warming up exercise.
- Organize students in rows.
- Ask students to shoot a ball with the intent to score a goal or basket.
- Don't tell them how far back to stand from the goal or basket board.
- Students select their own distance from which to shoot. In doing so some students may remain at close distance and others may select a distance further away.
- The teacher hopes that the student has selected a distance that is both challenging and productive to aid learning.
- In the event that the student is too close or too far, the teacher may adjust accordingly.
- In this activity, the learners are making a responsible decision and control the distance and its level of challenge under assistance of the teacher's facilitation.
- Provide cooling down exercises.

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

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

Answer for activity 3

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

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

1. you are expected to assess your students by:

- Paper and pencil test/written exam from chapter 2

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, neck and shoulder movement and Taking a walk are activities used to develop students self -awareness.

Self-confidence and self-control are described as part of self-awareness and self-management process (Daniel Goleman,2020)

Fair play has basic principles. These are:

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

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

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

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

The mindfulness practice of learning to be aware of and manage emotion and relationship is a significant part of participation in sport, exercise and teamwork.

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

Attention control is one of the key components of human perception, which requires an individual to focus on the task-relevant information and resist the interference of task-irrelevant information that is distractor.(Knudsen,2007).

Answers For Chapter Review Questions:

1. True
2. True
3. True
4. True
5. True
6. True
7. D
8. B
9. They can perform different physical activity to develop their self-management skill such as active breathing exercise, etc.
10. What a decision!, etc.
 11. Respect the rules of the game, respect teammates and opponents, and respect officials and their decision.

CHAPTER THREE

PHYSICAL FITNESS (16 periods)

INTRODUCTION

This chapter deals with physical fitness. All the selected contents in this chapter are the continuation of physical fitness that have been learned in grade 5 and 6. The overall time allotted for this chapter is 16 periods. It is very unlikely to achieve the desired learning outcomes of the chapter within the given allotted periods. So, in order to bring the necessary changes upon the learners' motivation and individual effort is very important. Therefore, students are expected to encourage practicing the selected physical exercises independently on the regular basis.

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

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

3.1. Cardio vascular endurance exercise (6 periods)

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

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

Teaching and learning materials/resources

- Rope, stop watch, and pictures.

Teaching and Learning strategies

For theoretical part

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

Cardio vascular endurance (6 period)

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

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

Benefits of cardio vascular exercise are:

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

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

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

Answer for activity 1:

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

1. Jumping jacks

Teaching and learning materials/resources:

- Pictures, video

Teaching and learning strategies:

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

Jumping jacks

Procedures: (Direct them to:)

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

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

1. To demonstrate jumping jack.

2. In and out hopping squats

Teaching and learning materials/resource:

- Pictures, video

Teaching and learning strategies:

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

In and out hopping squats

Procedures: Direct students to:

1. Stand with your feet together.
2. Jump and move their feet to the side so that they're wider than their hips.
3. Squat in this position.
4. Jump their feet back together and squat in

this position.

5. Continue this movement.

Assessment: At the end of this topic ask students:

1. To demonstrate in and out hopping squats.

3. Jump rope

Teaching and learning materials/resource:

- Ropes, Pictures, video

Teaching and learning strategies:

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

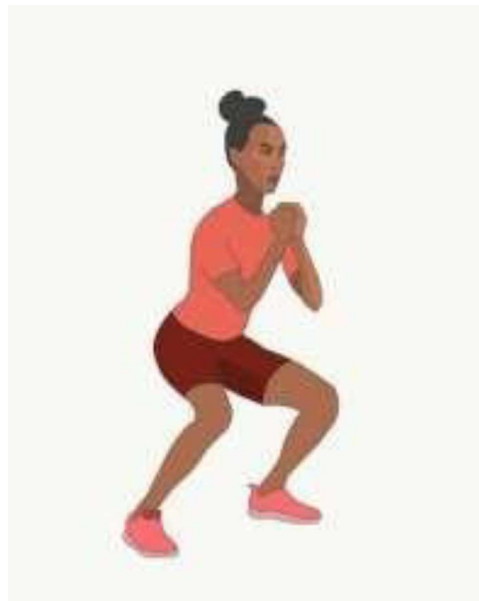


Fig.3.2. In and out hopping squats

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

Rope jump

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

Procedures: Lead students to:

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

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

1. To demonstrate rope jumping.

3.2.Muscular endurance exercises (4 periods)

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

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

Teaching and learning materials/resources:

- Pictures,
video

Teaching and learning strategies:

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

Muscular endurance: (1period)

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

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

Answer for Activity 3 :

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

Muscular endurance exercises (3periods)

Teaching and learning materials (resources)

- Mat, pictures, modified horizontal bar

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

Teaching and learning strategies:

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

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

1. Pushups:

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

Procedures:

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

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

2. Squat jump:

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

Procedures: Let them

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

3. Pull-ups

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

Procedures: Direct your students

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



Fig.3.6. modified pull up

Assessment:

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

Answer for Activity 2

1. Physical activities like push up, pull up squat jump etc. are used to develop muscular endurance.

3.3. Flexibility (2 periods)

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

- Increase your flexibility through different stretching exercises.

Exercises which develop flexibility

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

Teaching and learning materials/resources:

- Pictures, mats,
video

Teaching and learning strategies:

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

Flexibility

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

Stretching Exercises

1. The runners stretch

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

Procedures: Guide them to:

1. Step their right foot forward and lower into a lunge, placing their fingertips on the floor or on two firm cushions if their hands don't reach.

-
2. Breathe in, then, in one motion, exhale as they straighten their right leg.
 3. Slowly return to the lunge position.
 4. Repeat four times.
 5. Switch sides.

2. The standing side stretch

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

Procedures: direct them to:

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

3. The forward hang stretch

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

Procedures: Guide them to:

1. Stand with their feet hip-distance apart and their knees slightly bent.
2. Interlace their fingers behind their back, (If their hands don't touch, hold on to a dish towel).

-
3. Breathe in and straighten their arms to expand their chest.
 4. Exhale and bend at their waist, letting their hands stretch toward their head.
 5. Hold for five deep breaths.

4. The low lunge arch stretch

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

Procedures: Guide them to:

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

5. The seated back twist

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

Procedures: Guide them to:

1. Sit on the floor with their legs straight.
2. Bend their right knee and step their right foot over their left leg.
3. Put their right hand on the floor, fingers pointing outward, for support.
4. Bend their left elbow and turn to the right, placing the back of their arm against their right knee.

-
5. Inhale as they sit tall.
 6. Breathe out as they twist, pressing their arm into their leg and looking over their right shoulder.
 7. Hold for five breaths, and then slowly return to the center. Switch sides.

6. The bound angle stretch

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

Procedures: Guide them to:

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

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

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

3.4. Speed (6 periods)

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

- Improves their speed through different speed run drills.

Teaching and learning materials/resources:

- Pictures, video

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

Teaching and Learning strategies:

For theoretical part (2 periods)

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

-
- Following the introduction ask students to define speed and describe the three phases of sprint run.
 - Give brief explanation and short notes about the definition, importance of speed as fitness component and phases and biomechanics of sprint run.
 - Conclude the day's lesson by giving home work to read and prepare for the next topic.

Dear teacher, the following note is to help you focus your lessons on one of the components of skill or performance related fitness.

Speed

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

Speed: It is the ability of the body to perform activities and cover or run the distance with a shortest period of time.

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

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

Tips for speed run:

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

Physical activities that develop speed(4 periods)

Teaching and learning materials/resources:

- cones, stop watch, pictures, video

Teaching and learning strategies:

Speed run

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

Activity 1: 20 meter speed run

Procedure: Guide them to:

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

Activity 2: 30 meter speed run

Procedure: Guide them to:

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

Activity 3: 40 meter speed run

Procedure: Guide them to:

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

Activity 4: 40 meter speed run competition

Procedure: Organize them for:

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

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

Answer for Activity 8

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

Summary:

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

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

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

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

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

Answers for Chapter Review Question:

Part one

1. C
2. A
3. B
4. D
- 5.

Part two

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