

PHYSICAL EDUCATION AND SPORTS

Teacher's Guide

Senior 1

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FOREWORD

Dear teacher,

Rwanda Basic Education Board is honoured to present to you Senior one Physical Education and Sports teacher's guide which serves as a guide to competence-based teaching and learning to ensure consistency and coherence in the learning of the Physical Education and Sports subject. The Rwandan educational philosophy is to ensure that students achieve full potential at every level of education which will prepare them to be well integrated in society and exploit employment opportunities.

In line with efforts to improve the quality of education, the government of Rwanda emphasizes the importance of aligning teaching and learning materials with the syllabus to facilitate their learning process. Many factors influence what they learn, how well they learn and the competences they acquire. Those factors include the relevance of the specific content, the quality of teachers' pedagogical approaches, the assessment strategies and the instructional materials available. We paid special attention to the activities that facilitate the learning process in which students can develop ideas and make new discoveries during concrete activities carried out individually or with peers. With the help of the teachers, students will gain appropriate skills and be able to apply what they have learnt in real life situations. Hence, they will be able to develop certain values and attitudes allowing them to make a difference not only to their own life but also to the nation.

This is in contrast to traditional learning theories which view learning mainly as a process of acquiring knowledge from the more knowledgeable who is mostly the teacher. In competence-based curriculum, learning is considered as a process of active building and developing of knowledge and understanding, skills and values and attitude by the student where concepts are mainly introduced by an activity/exercise, game situation that helps the student to construct knowledge, develop skills and acquire positive attitudes and values.

In addition, such active learning engages students in doing things and thinking about the things they are doing and they are encouraged to bring their own real experiences and knowledge into the learning processes. In view of this, your role is to:

- Plan your lessons and prepare appropriate teaching materials.
- Organize practical sessions for students considering the importance of learning by doing where learning occurs more effectively when the students learn through practice.
- Engage students through active learning methods such as demonstration methods, application, observation, Verbal Explanation, role play, discussion,

research, investigative activities and group and individual work activities.

- Provide supervised opportunities for students to develop different competences by giving tasks which enhance critical thinking, problem solving, research, creativity and innovation, communication and cooperation.
- Support and facilitate the learning process by valuing students' contributions in the class activities.
- Guide students towards the harmonization of their findings.
- Encourage individual, peer and group evaluation of the work done in the practical session and use appropriate competence-based assessment approaches and methods.

To facilitate you in your teaching activities, the content of this teacher's guide is self-explanatory so that you can easily use it. Even though this teacher's guide contains the students' activities given in the teacher's guide, you are requested to think about how to prepare and improve given activities based on students' skills, materials available, time and environmental circumstances.

I wish to sincerely extend my appreciation to REB staff who organized the editing process of this teacher's guide. Special gratitude also goes to lecturers, teachers, illustrators and designers who supported the exercise throughout. Any comment or contribution would be welcome to the improvement of this textbook for the next edition.

Dr. MBARUSHIMANA Nelson

Director General, REB

ACKNOWLEDGEMENT

I wish to express my appreciation to all the people who played a major role in editing process of this Physical Education and Sports teacher's guide for Senior One. It would not have been successful without their active participation.

Special thanks are given to those who gave their time to read and refine this textbook to meet the needs of competence based curriculum. I owe gratitude to different Universities and schools in Rwanda that allowed their staff to work with REB to edit this book. I therefore, wish to extend my sincere gratitude to lecturers, teachers, illustrators, designers and all other individuals whose efforts in one way or the other contributed to the success of this edition.

Finally, my word of gratitude goes to the Rwanda Basic Education Board staff particularly those from Curriculum, Teaching and Learning Resources Department who were involved in the whole process of editorial work.

Joan Murungi,

Head of Curriculum Teaching and Learning Resources Department

Contents

	Introduction	vii
Unit 1	Motor control	1
Unit 2	Body control and balance	17
Unit 3	Gymnastics	24
Unit 4	Athletics	37
Unit 5	Football	64
Unit 6	Volleyball	93
Unit 7	Basketball	106
Unit 8	Handball	125
Unit 9	Goalball	140
Unit 10	Sitting Volleyball	147
Unit 11	Netball	155



PART I: GENERAL INTRODUCTION

I.0. About the teacher's guide

This book is a teacher's guide for Physical Education and Sports Senior One. It is designed to help teachers in the implementation of competence based curriculum.

As the name says, it is a guide that teachers can refer to when preparing their lessons. Teachers may prefer to adopt provided activities/games/exercises and related guidance but they are also expected to be more creative and consider their specific classes' contexts and prepare accordingly.

I.1. The structure of the guide

This section presents the overall structure of this guide, the unit and lesson structure to help teachers to understand the different sections of this guide and what they will find in each section.

Overall structure

The whole guide has three main parts as follows:

Part I: General Introduction.

This part provides general guidance on how to develop the generic competences, how to integrate cross cutting issues, how to cater for students with special educational needs, active methods and techniques of teaching Physical Education and Sports and guidance on assessment.

Part II: Sample lesson plan

This part provides a sample lesson plan, developed and designed to help the teacher develop their own lesson plans.

Part III: Unit development

This is the core part of the guide. Each unit is developed following the structure below. The guide ends with references.

Structure of a unit

Each unit is made of the following sections:

- ***Unit title: from the syllabus***

Key unit competence: from the syllabus

Cross-cutting issues to be addressed

This section suggests cross cutting issues that can be integrated depending on the unit content. It provides guidance on how to come up with the integration of the issue. Note that the issue indicated is a suggestion; teachers are free to take another cross-cutting issue taking into consideration the learning environment.

List of lessons

This section presents in a table suggestion on the list of lessons, learning objectives copied or adapted from the syllabus and duration for each lesson. Each lesson is then developed.

End of each unit

At the end of each unit the teacher's guide provides the following sections:

Additional Information (if appropriate)

This section provides further information which can help a teacher when preparing or conduction a Physical Education and Sports lesson,

- ***End unit assessment***

This part provides guidance on how to conduct the end unit assessment in a practical way. It suggests activities/ games as well as guidance on criteria to be considered such as:

Cognitive skills(e.g.: level of concentration, memory, capacity of anticipation, problem solving);

Technical competences (e.g.: to throw the ball, to catch it, to dribble it, to pass it to others etc);

Strong emotional points such as self-confidence and feeling secure;

Social competences such as cooperation and solidarity;

Attitudes and values: e.g.: optimism, confidence, respect and impartiality.

Unit summary

This part summarizes the whole unit.

Structure of each lesson

Each lesson/sub-heading is made of the following sections:

✓ **Lesson title 1:**

✓ **Learning objectives:**

This section provides objectives to be achieved by the end of the lesson.

✓ **Teaching resources**

This section suggests the teaching aids or other resources needed in line with the activities to achieve the learning objectives. Teachers are encouraged to replace the suggested teaching aids by the available ones in their respective schools and based on learning environment.

✓ **Steps of the lesson**

This section provides activities/games/exercises and guidance step by step: **introduction; lesson body, assessment and Closing discussion.**

I.2. Importance of PES subject

- Physical Education and Sport enables Student global development:
- Physically, PES subject facilitates biological maturation (muscle development, widening of heart cavity, better pulmonary ventilation, coordination and motion speed). It also helps to prevent and correct the morphological and physiological defects;
- Intellectually, the Student acquires knowledge and ability of concentration: he/she observes, recalls, performs experiments, uses strategies, evolves and makes decisions;
- Emotionally, the Student is deeply involved: he/she discovers his/her own potentials; develops self-confidence, gets enthusiasm and happiness;
- Socially, the student makes friends through playing and develops attitude and competence of communicating, cooperating and building positive relations with others.
- Game and sport provide students with an excellent context of learning how to develop and protect their health and welfare. Through the game, a Student discovers that he/she has to take care of him/herself and of others; PES is a powerful way of building personality because it promotes self-confidence and competition skills. It develops knowledge and self-monitoring, respect of the law, will, attention, courage, and communication with others;

- This subject enables early detection and enhancement of sport talents for young students;
- When games are carefully planned taking into account students' age, they enable students to acquire practical competences such as respect, honesty, comprehension, communication, empathy, problem solving, comprehension of rules foundation and the way of complying with them.
- Success in play and sport activities is a source of self-confidence which contributes to the improvement of performance in other subjects even for students with low academic performance;
- Games contribute to bridge psychological gaps which usually exist between students and teachers: when teachers regularly play with their students, the mood becomes much more cordial and students become more open.
- Recreational and sport activities provide students with a real relaxation after hours of intensive concentration.

I.3. Methodological guidance

I.3.1. Developing competences

Since 2015 Rwanda shifted from a knowledge based to a competency based curriculum for pre-primary, primary and general secondary education. This called for changing the way of learning by shifting from teacher centered to a Student centered approach. Teachers are not only responsible for knowledge transfer but also for fostering student's learning achievement, and creating safe and supportive learning environment. It implies also that a Student has to demonstrate what he/she is able to do using the knowledge, skills, values and attitude acquired in a new or different or given situation.

The competence-based curriculum employs an approach of teaching and learning based on discrete skills rather than dwelling on only knowledge or the cognitive domain of learning. It focuses on what student can do rather than what students know. Students develop basic competences through specific subject unit competences with specific learning objectives broken down into knowledge, skills and attitudes. These competences are developed through learning activities disseminated in Student-centered rather than the traditional didactic approach. The student is evaluated against set standards to achieve before moving on.

In addition to specific subject competences, students also develop generic competences which are transferable throughout a range of learning areas and situations in life. Below are examples of how generic competences can be developed in Physical Education and Sports:

Generic competence	Examples of activities that develop generic competences
Critical thinking	<ul style="list-style-type: none"> <li data-bbox="598 308 1291 379">– Demonstrate the importance of sports to the society <li data-bbox="598 389 1291 485">– Demonstrate advantages have the schools where sport is valued contrary to a school or institution where sport is neglected.
	<ul style="list-style-type: none"> <li data-bbox="598 516 1291 612">– Compare and contrast the benefits of physical exercises to the consequences of physical inactivity.
Research and Problem-solving	<ul style="list-style-type: none"> <li data-bbox="598 631 1291 727">– Research using internet or books from the library and develop strategies to cope with physical inactivity in society <li data-bbox="598 737 1291 808">– Fabricate sports materials from local materials (e.g. making a soccer ball). <li data-bbox="598 818 1291 959">– Demonstrate strategies that can be used by his/her school to solve the problem of sports equipments and sports materials by finding local grown solutions
Innovation and creativity	<ul style="list-style-type: none"> <li data-bbox="598 979 1291 1040">– Create a set of physical activities of a training session for a given sport. <li data-bbox="598 1050 1291 1151">– Leading a given activity in sport training session with objectives, methodology, observations, results and conclusions. <li data-bbox="598 1161 1291 1231">– Design a sketch map of some techniques and tactics used in different games. <li data-bbox="598 1241 1291 1312">– Create a chart of the main steps in a performing a given technique in different sports/games. <li data-bbox="598 1322 1291 1393">– Develop techniques and tactics to apply during a game situation
Cooperation, Personal and Interpersonal management and life skills	<ul style="list-style-type: none"> <li data-bbox="598 1423 845 1453">– Playing in Pairs <li data-bbox="598 1463 1035 1493">– Playing in small groups/teams <li data-bbox="598 1503 1093 1534">– Playing in large team and/or a club

Communication	<ul style="list-style-type: none"> – Organise and present in writing and verbally a complete and clear report of a training session or a match for a given sport – Select and use a set of verbal and non verbal channels of communication during a game situation (a voice, facial expressions and bodily movements) – Observe and interpret different game situations and react accordingly. – Argue verbally or in writing about any given performance/results in sports.
Lifelong learning	Exploit all opportunities available to improve on knowledge and skills. Reading sports journals, listening to sports news and following different games on TV or on playgrounds/ stadium.

1.3.2. Addressing cross-cutting issues

Among the changes in the competence based curriculum is the integration of cross cutting issues as an integral part of the teaching learning process-as they relate to and must be considered within all subjects to be appropriately addressed. The eight cross cutting issues identified in the national curriculum framework are: genocide studies, environment and sustainability, gender, Comprehensive Sexuality Education (CSE), Peace and Values Education, Financial Education, standardization Culture and Inclusive Education.

Some cross cutting issues may seem specific to particular learning areas or subjects but the teacher need to address all of them whenever an opportunity arises. In addition, students should always be given an opportunity during the learning process to address these cross cutting issues both within and out of the classroom so as to progressively develop related attitudes and values.

Below are examples on how crosscutting issues can be addressed in PES:

Cross-cutting issue	Examples on how to integrate the cross-cutting issue
Inclusive education	<p>: In teaching-learning process the teacher must identify the students with special education needs and plan adapted exercises accordingly. Involve all students in all activities without bias.</p> <p>E.g.: 1. Allow a student with physical disability (using Wheel chair) to be a referee, a coach, an assistant, a judge...</p>

	<p>2. Simplify expectations from activities. Modify activities so that they suit the abilities and attention span of the students.</p> <p>3. Modify the rules, the playing field or the equipment to include all students.</p> <p>4. Focus on what students can do, not on what they cannot do .</p>
Gender	<p>In teaching-learning process the teacher must provide exercises that engage both girls and boys and help them to exploit their full potentials: No activity is reserved only for girls or boys.</p> <p>Teachers should ensure equal participation of both girls and boys during physical activities and equal participation in open discussion.</p>
Peace and Values Education	<p>In teaching-learning process the teacher must encourage tolerance, patience, cooperation, teamwork spirit, mutual help, and respect of opinions of colleagues, obeisance of rules and creation of a more peaceful game situation.</p>
Standardization culture	<p>In teaching-learning process the students must use standardized materials in prevention of injuries and accidents. The teacher also must help students to know choosing and use safe sports clothing for their health (e.g.: safe sports shoes), safe physical exercises (avoid bad body postures and forbidden body exercises, adapted physical activities). e.g.: There are standards for throwing materials: javelin for teens, javelin for males, for females ... There are standards for soccer balls, Basketball balls/ Volleyball balls, Handball balls... There are balls for kids, for teens, for women and for men. These standards should be considered when selecting teaching resources.</p>
Environment and sustainability	<p>In teaching-learning process environment and sustainability are addressed when :</p> <ul style="list-style-type: none"> – The teacher explains to students the importance of a safe and clean environment for safe physical and sport activities. – Students avoid throwing away used materials before, during and after exercises. – There are rules set for cleaning the playgrounds before and after exercises. – Students avoid spitting or blowing the nose in pitch, field, court... during exercises.

Financial Education	<p>In teaching-learning process financial education may be addressed when:</p> <ul style="list-style-type: none"> – Students are able to find themselves local grown solutions as regards to sports equipments and sport materials when there is shor age; – Students are good managers of sports infrastructures and sports materials, knowing that some of them are costly. – Students are aware that sport is an income generating activity and a way of job creation for many people around the world.
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I.3.3. Attention to special educational needs

Students or people with disabilities did not always have equal opportunities in society. As far as games and sports are concerned, these students are often relegated to the passive role of spectators rather than players. Currently we are convinced that games and sports are very beneficial to people with physical, mental, emotional and psychological disabilities.

What attitude to adopt?

To promote the integration of students with disabilities during recreational and sports activities, the following tips may help teachers / educators in the training of these students:

- Adopt an approach of sport and game which is based on skills, you focus on what students are capable of doing. In this respect, you can introduce small changes in games and activities for students with disabilities;
- Be relaxed and natural when you are with people with disabilities. Do not treat them as if they need your pity or your charity. Do not think they necessarily need help. Let them do and say things themselves;
- Avoid keeping students living with disabilities out of the game: in a regular class, let them participate in other's games. However, avoid being too demanding about the level of their performance.

What can we modify?

Within the framework of integration of students in games, according to the nature and the gravity of impairment, students can, in some cases, participate in games designed for all students. In other cases, the teacher or educator should think about changes he/she can make to meet the special needs of students he/she has in the group. He/she should also think about adaptation of the game, the playground, equipment and duration of the game.

Below are some examples of adaptation to initiate:

Adapt roles and rules

- Make the game easier or harder by changing some rules;
- Let students play different roles and in different positions;
- Allow players to play in different ways, for example, sitting instead of standing;
- Simplify expectations of the game;
- Simplify instructions.

Adapt the playground

- Change the size of the playground. Enlarge or reduce the playground ;
- Change the distance: for example, put a target closer;
- **Change the height of a target;**
- Allow more or less space between players;
- Let students move from different spaces.

Adapt the materials

- Reduce the size or weight of materials;
- Choose balls of various textures, bright colours or balls which make noise.

Adapt the duration of the activity

Reduce or extend the time allotted to the activity.

Aspects to consider when you want to modify an activity

Ask yourself the following questions:

- Does the modification damage the activity? This should not be the case;
- Does the modification correspond to the ability and duration of students' attention?
- Will the Student with disability be able to play with others?
- Is the activity proportional to ages of participants?
- Does the activity respond to the needs of all participants?

Strategies to help students with physical disabilities or mobility difficulties:

- Adapt activities so that students who use wheelchairs or other mobility aids, or other students, who have difficulty moving, can participate.
- Ask for adaptation of sports equipment– e.g. the height of the volleyball net may need to be changed to make it easier for a student to reach it or fit their legs or wheelchair under.

- Encourage peer support between students.
- Get advice from parents or a health professional about assistive devices



Lame Student in a wheelchair

Strategies to help students with hearing disabilities or communication difficulties

- Always get the student's attention before you begin to speak.
- Encourage the student to look at your face.
- Use gestures, body language and facial expressions.
- Use pictures and objects as much as possible.
- Ask the parents/caregivers to show you the signs they use at home for communication
- Use the same signs yourself and encourage other students to also use them.
- Keep background noise to a minimum.



Strategies to help students with visual disabilities

- Help students to use their other senses (hearing, touch, smell and taste) to play and carry out activities that will promote their learning and development.
- Use simple, clear and consistent language.
- Use tactile objects to help explain a concept.
- If the student has some sight, ask them what they can see. Get information from parents/caregivers on how the student manages their remaining sight at home.
- Make sure the student has a group of friends who are helpful and who allow the student to be as independent as possible.



Blind Student walking with stick

Plan activities so that students work in pairs or groups whenever possible.

1.3.4. Guidance on assessment

Assessment in PES must be a continuing process that arises out of interaction during teaching and learning process. It includes lesson evaluation during R-C-A after each session and end of unit assessment. This formative assessment should play a big role in teaching and learning process. The teacher should encourage individual, peer and group evaluation of the activity done.

In this step the teacher sets exercises to assess abilities, skills, knowledge and attitudes of individual student basing on unit or learning objectives. During assessment activity, students perform exercises individually or work in teams. The teacher avoids intervening directly. In fact, results from this assessment inform the teacher on next steps for the whole class and individuals. In some cases the teacher can end up with giving remedial and extra activities.

I.3.5. Teaching methods and techniques

A. Suitable Methods / techniques to teach PES

Physical Education and Sports is taught in the class rooms (e.g. using a projector and videos to teach steps of performing a technique, a system of game play, using a chalk board to teach rules of the game,...), in the play fields/courts, in the gymnasiums, in the tracks and fields and in the swimming pools.

Teaching methods include:

- **Demonstration method:** A teacher makes him/herself a demonstration or asks a student to do a demonstration. It is advised not to do a demonstration if you are not sure to do it better than every individual student.
- **Verbal Explanation:** A teacher describes/explains activities he/she want students to perform.
- **Practice session:** Students are given time to practice exercises intended to develop the desired skills.
- **Supervision:** During a PES lesson the teacher plays a role of supervision where he/she must move around in field and make corrections for individual Student during exercises.
- **Correction:** Corrections are done starting by group correction to individual correction. Corrections for inaccuracy in performing given techniques are done immediately.
- **Evaluation:** Let students do their own evaluation each other, then help them by giving some advice using encouraging words. Evaluation is a continued activity throughout the exercises.
- **Discussion:** Discussions are used before and after teaching learning activities in open talks
- **Application:** Use of learnt skills in different situations to solve a given problem.

Physical education in small schools or schools with limited facilities

- Where schools have specific problems related to a lack of indoor and outdoor space, consideration might be given to:
- The use of the classrooms, corridors and school grounds for exercises which do not require specific playgrounds.
- The provision of markings on the playground for athletic activities and small-sided games.
- The use of local facilities, e.g. community centres, parish halls, youth clubs, etc.
- Co-operation with other primary or secondary schools in sharing facilities.
- Allocating more time to physical education in good weather.
- Visiting an outdoor education centre providing facilities for many worthwhile activities.

B. Steps of a PES lesson

A PES lesson using play-based approach follows these steps: Opening discussions; warm-up activities; main activity or game itself; cool down and R-C-A discussions. (Right To Play, 2017)

Introduction

Step 1: Opening discussions

The opening discussions prepare students for the learning experience. Discussions encourage them to think about the learning objective of the play. Opening discussions include 1 to 2 quick questions to stimulate students' curiosity and engagement.

Strategies for good discussions:

- Set appropriate arrangement for good discussions: e.g. semi-circle, circle, U-shape
- Set ground rules which create a safe atmosphere for students
- Prepare students for discussions
- Ensure interactive and inclusive discussions
- Acknowledge each Student's contribution
- Ensure classroom management and control

Step 2: Warm-up activities

A warm-up is performed before a game/play. It helps the body prepare itself for exercise and reduces the chance of injury. The warm-up should be a combination of rhythmic exercise which begins to raise the heart rate and raise muscle temperature, and static stretching through a full range of motion.

Lesson body

Step 3: Main activity or game itself

A game/play is chosen according to the age of students and skills you want to develop. Adapt

the games to the differences among students.

Step 4: Cool down

A cool down activity is an easy exercise that allows the body to gradually transition to a resting or near-resting state.

Assessment

Assessment in PES lesson is done when students are performing exercises/activities/games. At this level, through the R-C-A discussions the teacher allows students to do their self-evaluation and provide the feed-back.

Step 5: R-C-A discussions

- Reflect-Connect-Apply is a teaching and learning strategy that leads students through a 3-step discussion about their experience:
- Reflect on the game/play. The teacher asks questions about their experience and feelings during the game. Examples: What was interesting? What was easy? What was challenging? What strategies have you used to win? How did you feel in case of success or failure?
- Connect to life experiences and lesson content. The teacher asks questions like: How does this game connect to what you already know, believe or feel? Does it reinforce or expand your view? The teacher also asks questions that connect the game to lesson content.

Apply acquired experience to another situation. The teacher asks questions like, —How could you use what you have learned from this experience? How could you use your new learning to benefit yourself, others, your community? Learning is transferred and applied.

RCA is based on the work of educationalists such as Freire, Brown, Piaget, Brantford and others who support the concept of an educational process that is active, relevant, reflective, collaborative and applied, and has its roots in experiential learning theory (Kolb, 1984).

Play-based learning technique is closely linked to the Experiential Learning Cycle. It starts with a game or play-based activity and ends with a closing Reflect, Connect and Apply (RCA) discussion linked to the subject matter.

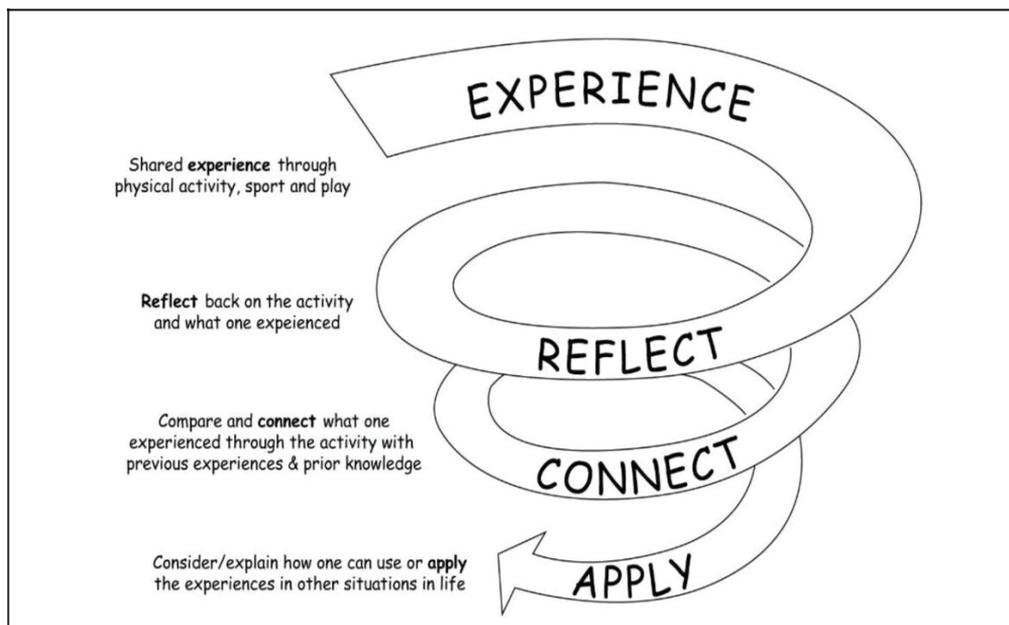


Figure 1: Experiential Learning Cycle (David A. Kolb, 1984 – Experiential Learning Theory)

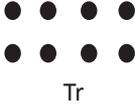
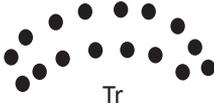
PART II: SAMPLE LESSON PLAN

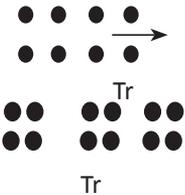
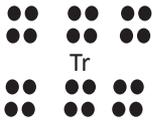
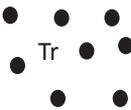
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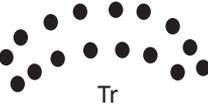
Teacher's name: KALISA John

Term	Date	Subject	Class	Unit N°	Lesson N°	Duration	Class size
3	14 th June, 2015	Physical Education and Sports	S1	8	1 of 4	40 min	45
Type of Special Educational Needs and number of Students				Two students in category 1.a			
Topic area:		Sports and Games					
Sub-topic area:		Collective sports					
Unit title		Handball					
Key Unit Competence:		Students should be able to use different handball techniques in a game situation and interpret rules					
Title of the lesson		Attacking in handball					
Learning objective		<i>Students should be able to attack with receiving, passing, dribbling, throwing and stop the ball in the game situation technically</i>					
Knowledge & understanding		Explain the use of basic techniques of handball in attacking phase Apply handball attacking techniques in game situation					
Skills		Use basic handball attacking techniques in game Develop different offensive exercises					
Attitudes & Values		Develop empathy, cooperation, team work, communication Accept defeat					
Plan for this Class (location: in / outside)		Safe playground, gymnasium					
Learning Materials (for all Students)		Playground, balls, whistle, cones, equipment, chasubles, goals, trees					
References		<i>Ordinary level physical Education and Sport syllabus, REB 2015. MINISTRY OF EDUCATION. 1998. National curriculum development center. Physical and sports training Program in ordinary level. Kigali.</i>					

Timing for each step	Description of teaching and learning activity		Competences and cross cutting issues to be addressed
	Students will learn: <ul style="list-style-type: none"> – How to perform different hand ball techniques and apply them – Starting by technique description, demonstration, application, correction and advices – Exercises of receiving, passing and throwing in hand ball Students with disabilities will perform with others but only using functioning part of the body according to exercises.		
	Teacher activities	Students activities	

<p>Introduction :</p> <p>Opening discussion:1 minute</p> <p>Warm up:2 minutes</p> <p>Stretching:2 minutes</p>	<p>In working room or ground, discuss with students of previous lesson and introduce the new one by asking them some questions. At the same time verifying the number of sickness and absents.</p> <p>Asking Students to run around the ground without speed</p> <p>Asking them to put enough space between them</p> <p>Telling Students that at every whistle they change direction</p> <p>Telling Students to change exercises: when the whistle is done, to jump and raise up their arms.</p> <p>Ask one Student volunteer to demonstrate the exercise</p> <p>Ask all the class to repeat the exercise</p> <p>Inclusive Students will do exercises and raise the existing arm</p> <p>Ask one Student to lead stretching exercises helped by the teacher and others follow</p>	<p>Respond to the teacher's questions</p>  <p>Running one behind another around the ground without speed</p>  <p>Listening and following instructions</p> <p>Doing demonstration: one Student</p> <p>Jumping with raising up the arms until teacher's whistle.</p>  <p>Following and imitating stretching exercises</p>	<p>communication: students communicate while asking questions and responding to the teacher.</p>
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<p>lesson body: 30 minutes</p>	<p>Explain how to perform techniques:</p> <p>Defending one's goal, cutting out the ball</p> <p>Attacking Proceeding toward the opponent's goal and scoring.</p> <p>The pass, reception, dribbling, throwing and stopping the ball (standing or moving).</p> <p>Asking two Students to demonstrate pass, reception, dribbling, throwing and stopping the ball (standing or moving).</p> <p>Asking Students to form groups of 4 and perform exercises of receiving, passing, dribbling and throwing the ball</p> <p>Asking groups which execute very well to demonstrate to others</p> <p>Telling Students to do a competition between their groups. All group members should participate and teacher with Students choose the best group at the end of the lesson</p>	<p>Listen to teacher's instruction and ask questions</p> <p>Demonstrate pass, reception, dribbling, throwing and stopping the ball (standing or moving).</p>  <p>Form groups and perform exercises by receiving, passing, dribbling and throwing the ball</p>  <p>Students follow and imitate. Every group member must at least do 5 times each exercise</p> <p>Students do a competition though game by using techniques.</p> 	<p>Interpersonal management, communication</p> <p>Related issue: inclusion</p>
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<p>Conclusion:</p> <p>Cool down:2 minutes</p> <p>Closing discussion:3 minutes</p>	<p>Tell Students to move around slowly at the same time stretching their involved parts of the body</p> <p>Reflect</p> <p><i>What did you do to achieve exercises?</i></p> <p>Connect</p> <p><i>What are other conditions do you use techniques ?</i></p> <p><i>What is the importance of using techniques in the games?</i></p> <p>Apply</p> <p><i>Usually how can you use your own techniques to achieve your works ?</i></p>	<ul style="list-style-type: none"> – Students move and do stretching  <ul style="list-style-type: none"> – Students answer the teacher's questions.  <p>Students return back in the classroom after removing used materials and washing themselves.</p>	<p>communication,</p> <p>Related issue:</p> <p>inclusion</p>
<p>Teacher self-evaluation</p>			



Unit 1:

MOTOR CONTROL

Key unit Competence:

To develop physical exercise routines and devise how to apply them.

Cross cutting issues to be addressed

- **Inclusive education:** students with special needs education are catered for during performing motor control exercises.
- **Gender:** Both boys and girls are encouraged to participate in sports activities.
- **Peace and value education:** Students are encouraged to work and perform exercises in pairs/groups peacefully.

List of lessons

	Lesson title	Learning objectives	Number of periods
1	Basic Physical exercises	To perform basic physical exercises	1
2	End unit assessment	To evaluate students' performance in basic physical exercises	1

LESSON 1: BASIC PHYSICAL EXERCISES

Learning objective:

By the end of this lesson, Students will be able to perform basic physical exercises.

Teaching resources:

- Playground
- Whistle
- Rope
- Sticks
- Wall charts showing different physical exercises.
- Watch/chronometre

Introduction:

- Let the Students brainstorm ideas on the various basic physical exercises.
- After the Students' explanations:
- Have the Students fully warmed up.
- Give them a chance to try out the exercises they identified above.
- Guide them through exercises to ensure that they do them correctly.

Lesson body

- Provide constructive feedback.
- Explain to Students the term Physical exercises. Tell students that this is the performance of some activity to maintain or develop physical fitness and overall health.
- Using wall charts showing different physical exercises, categorise for Students the physical exercises. These include;
 - (i) Flexibility
 - (ii) Aerobic and
 - (iii) Anaerobic physical exercises

FLEXIBILITY EXERCISES

- Explain to the students that flexibility physical exercises help to improve the range of motion in muscles and joints. They are stretching exercises.

Students' activity:

- Tell the Students to perform any stretching exercise that they know.
- As they perform, identify what they can do, how well they do it and where they need more help.
- Develop your lesson from their knowledge.
- Direct Students to perform the different stretching exercises following the rules.
 - Warming up before stretching
 - Avoiding bouncing during stretching

- Continuous breathing during stretching
- Avoid combing, turning and bending back exercises at the same time.
- When performing knee bends, do not drop your buttocks below the level of knees.

Remind students that:

- Stretching should NOT cause pain, be gentle.



Side stretching

AEROBIC EXERCISE

Tell the students to demonstrate and explain what they understand by brisk walking, jogging and running around the field.

Aerobic exercises focus on increasing cardiovascular endurance. Take students through the correct procedures of the following aerobic exercises.

- Jogging
- Brisk walking
- Running around the playground

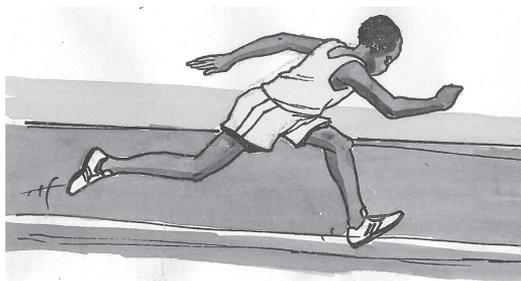


Jogging exercise

- **Anaerobic exercises**

Explain to the students that anaerobic **exercises** focus on increasing short-term muscle strength. They include weightlifting, sprinting and functional training. Functional training is any type of exercise that has a direct relationship

to the activities we perform in our daily life. Take students through the following activities.



Sprinting

Warm up exercises

- Tell students that warm-up are important for preventing injuries.
- It also helps in gaining maximal benefit from the exercise. This is because it helps to make muscles loose and warm.
- This is good because muscles will respond better to the challenges such as stretching, weightlifting among others.
- Remind students that they can use the available equipment around to warm up. For example; bicycle rowing machine or the staircase.
- They keep on climbing the staircase as you come down. It will help them have an adequate warm up.

Remind students the following:

- Do not warm up beyond your limit. If you feel tired or pain anywhere in your body, then stop. Always remember to warm up and cool down. Begin from simple to complex warm up activities.
- Telling the students to explain and perform any warm up exercises that they know.
- Analysing which exercises they do and how they do them.
- Explaining and demonstrate to them the correct procedures of warming up.

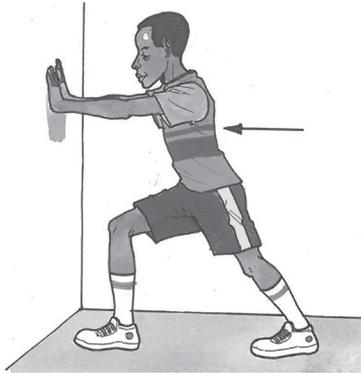
Steps in warming up

Begin with normal walking. This is followed by brisk walking. Then introduce in jogging and climbing of the staircase. As part of warm up activity, stretch your body. This can be done following the steps below;

- Make squat-ups. This will help you strengthen your hip and thigh muscles.
- Perform a push-up or wall-push exercise.
- Find a strong wall that is clear of any object.
- Face the wall and leaning your body forward.
- Place your palms flat against the wall at about shoulder height and width.
- Bend your elbows as you lower your upper body towards the wall in a slow controlled motion.

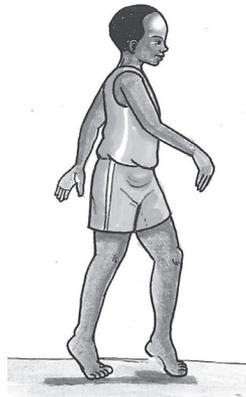
- Pause and then push yourself slowly back until your arms are straight.
- Repeating this ten(10) times for a set.

This will help strengthen your arms, shoulder and chest.



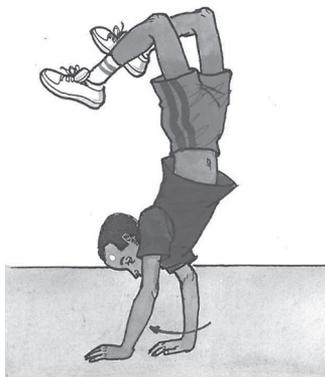
Wall-push exercise

- Walk on your toes for about five(5) minutes. Then stand. This will help strengthen your ankles and calves. It also helps to restore stability and balance in your body.



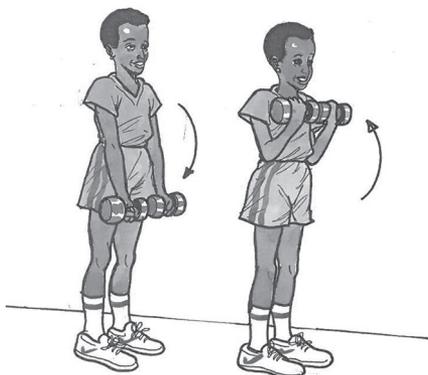
Toe-stand exercise

- Performing hand walk exercise, begin with warm-up exercise. Here, you let your fingers, hands and arms to do the walking. This will help strengthen your upper body and your grip. See picture below.



Hand-walk exercise

- Performing biceps curl exercise, beginning with warm-up exercise. Here, you need dumbbells. Holding one in each hand. Slowly lift up the weights so that your forearms rotate and the palms facing in towards your shoulder. This exercise can be done seated in an armless chair. Make sure your back is straight. Keep on lifting and lowering the dumbbells back towards your thighs. Rotating your forearms so that your arms gain the stability.



Biceps curl exercise

Activity 1.1:

- Tell the students to perform any jump exercises that they know.
- Analyse the type of exercises which they do and how they do them. Explain and demonstrate to students the correct jump exercises.

Explain to the students types of jump exercises

- Jumping exercises, also known as **plyometric exercises** make the muscles exert maximum force in a short interval of time.
- They help to teach us how to move from a muscle extension to a contraction in a speedy way.
- These exercises are so beneficial to athletes and high jumpers. They improve on overall fitness of the player.

The type of jump exercises include;

- (i) One leg up. This exercise is important in building the leg muscles. It also helps us to learn how to support body weight.



Student jumping on one foot

- (ii) Two-legs jump. This type of exercise involves jumping high above the ground with two(2) legs. It is normally used while playing basketball and highjump.



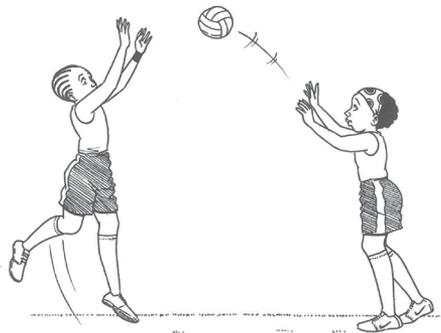
Basketballer under two-legged jump aiming at shooting

- (iii) Jump with joined legs exercise. Here, you jump while the two legs are together. The whole body moves at ago or as one unit. See picture below;



Joined legs jump while skipping a rope

- (iv) Jump with one leg apart. Here, the jumper keeps both feet slightly apart and jumps at the same time off the ground surface. It can be performed while skipping a rope or while playing netball. See picture below;



Netball player receiving the ball high as one leg is apart.

Health Benefits for jumping exercises

- Jumping exercises are useful for the cardiovascular workout. It works through jogging or bicycle riding exercises. It is an aerobic exercise that burns over 700 calories per hour from your body. 0.1 calories is consumed per jump.

✦ Student's Activity 1.2:

- Tell the students to get ropes and skip while making the ropes to pass under their feet 30 times.
- After, ask the students to mention and demonstrate any exercises that can be used in strengthening muscles.
- Analyze the exercises which they do and how they do them.
- Develop your lesson basing on what they can do.

Muscular development exercises

Explain to the students that muscular development exercises

- Help to build our muscles. They involve the increase in size of skeletal muscles through the growth of its component cells. This is referred to as **muscle hypertrophy**. See the following muscular development exercises.

a) Bending exercises.

Demonstrate and let students perform the following exercises as seen on the images



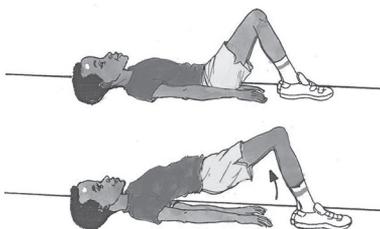
(i) Side bend



(ii) Forward bend



(iii) Back bend



(iv) Trunk stretch



(v) Thigh muscle stretch



(vi) Upper limb stretch

- The above bending exercises improve your flexibility by stretching and opening tight areas of your body. They also help to strengthen muscles and joints of the body.

Safety Note:

- Select or use bending exercises carefully according to your fitness level. This will help to avoid injury.

b) Burden shifting exercises.

- These are exercises that involve change in the way of doing something. For example; we are supposed to move using legs. If this is done with hands, it is a burden shift exercise. See the following burden shift exercises.

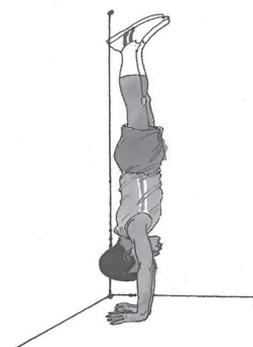
Demonstrate and let students perform the following exercises as seen on the images.



Moving on hands



Standing on head with spotters



Standing on hands

c) Endurance aimed exercises.

- These are activities that increase your breathing and heartbeat rate. These exercises help to keep your heart, lungs and circulatory system healthy. They also help to keep overall body fitness. As a result, health problems such as heart diseases, diabetes and high blood pressure are avoided. The following additional exercises can help to build endurance:
 - Jogging. This includes fractional running trots with an average speed of 12 minutes.
 - Dancing
 - Climbing hills or stairs
 - Brisk walking
 - Swimming
- Always begin with low intensity exercises. Build up the amount of time you spend during endurance activities after sometime. You should slowly increase the length of endurance exercises after a specific time.

♣ Activity 1.3 :

- Begin the walking exercise on a gentle slope and after a week, introduce walking longer distances. After several weeks, walk on a steep surface or hill.

Safety Note for performing endurance aimed exercises:

- Perform a little light activity to warm-up and cool down before and after your endurance activities.
- Always drink plenty of water when doing any activity. This will replace the lost water from your body in form of sweat.

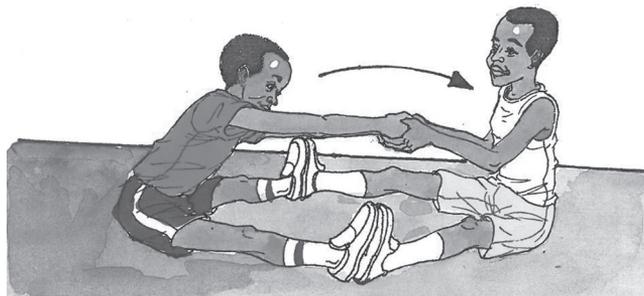
Flexibility: Ability of the body to perform physical activity easily.

(d) Sitting exercises**(i) Partner rowing****Teaching points:**

- In pairs, students sitting facing each other.
- Students holding hands with palms touching and fingers locked.
- Students spreading their legs and extending the legs to touch soles of the partner's feet.
- One partner bend forward, while the other pulling backwards, and tries to bring the chest as close to the floor as possible.

NOTE:

- The partners in the sitting position, alternate pulling hands back and forth.

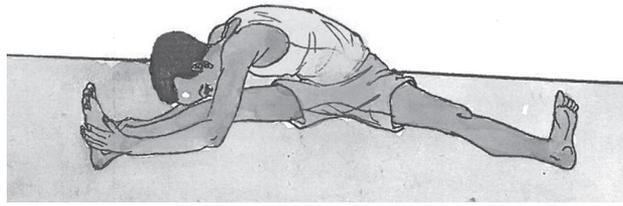


(i) Partner rowing

(ii) Sitting stretch**Teaching points(Students activity):**

- Telling the Student to sit on the floor with one leg extended forward and the other bent at the knee.
- Student placing foot in the area of the crotch.
- The toes of the extended foot are touching with the fingertips of both hands as the chest gradually (slowly) moves forward.
- Telling the Student to slowly bend forward, taking three counts to bend fully.

- Recover to sitting position on the fourth count.



(ii) Sitting stretch

(iii) Body twist

Teaching points:

- Tell the students to sit on the floor with the left leg straight.
- Lift the right leg over the left leg and placing it on the floor outside the left knee.
- Move the left elbow outside the upper right thigh and using it to maintain pressure on the leg.
- Lean back and support the upper body with the right hand.
- Rotate the upper body towards the right hand and arm. Reversing the position and stretch the other side of the body.



(iii) Body twist

(iv) Leg extension

Teaching points:

- Telling the students to assume the crab position.
- Telling them that when you count 1, and extending both legs forward so that the weight rests on the heels.
- On count 2, they should bring both feet back to the crab position.



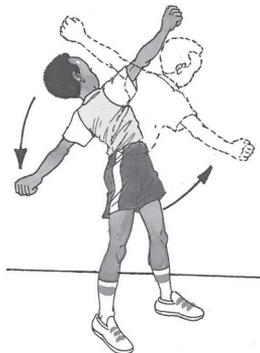
(iv) Leg extension

(e) Standing exercises

(i) Trunk twist

Teaching points:

- Tell the students to stand with the feet shoulder width apart and pointing forward.
- Tell them to cup the hands and placing them loosely over the shoulder, with the elbows, out and the chin tucked.
- Instruct the students to bend downwards, keeping the knees relaxed and recovering slightly. Bending downwards again and simultaneously rotating the trunk to the left and then to the right.
- Return to the original position, pulling the head back, with the chin in.



(i) Trunk twist

(ii) Flying angel

Teaching points:

- Tell the students to stand erect, with the feet together and the arms at both sides.
- Tell them to move in a smooth, slow, continuous motion. Raise the arms forward with the elbows extended and then upwards, at the same time rising up on the toes and lifting the chest, with eyes following the hands.

- Lower the arms sideways in a flying motion and returning to the starting position.



(ii) *Flying angel*

Safety Note:

- The abdominal wall must be kept flat throughout to minimise lower back curvature.
- The head should be back and well up.
- The exercise should be done slowly and smoothly, under control.

(iii) Pushing exercises

- Explain to the students that pushing is a controlled and forceful action performed against an object to move the body away from the object or to move the object in a desired direction by applying force to it.

Teaching points:

- Tell students to stand with one leg slightly forward and another backwards.
- Hold each other's shoulder and push each another as you resist moving the hind leg.
- The back should be reasonably aligned. Do not bend the waist.
- The push should be controlled and steady.



(iii) *Pushing*

(f) Moving exercises

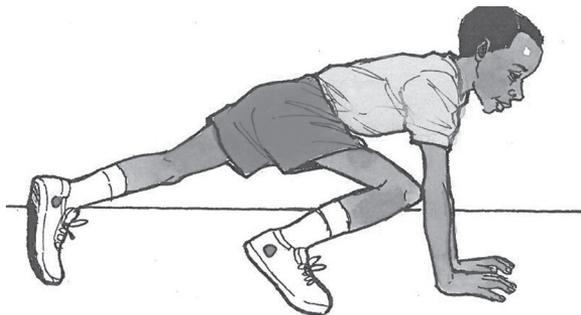
i) Treadmill

Teaching points:

- Telling the students to assume push-up positions, except that one leg is brought forward so that the knee is under the chest.
- Reversing the position of the feet, bringing the extended leg forward.
- Changing back again so that the original foot is forwarded.
- Continuing rhythmically alternating the feet.

Remind students the following:

- The head should be kept up. A full exchange of the legs should be made, with the forward knee coming well under the chest each time.



(i) Tread mill

(ii) Leaping

- Explain to the students that leaping is an elongated step designed to cover distance or move over a low obstacle. It is usually combined with running. This is because a series of leaps are difficult to maintain alone. Leaping should emphasise graceful flight through space.

Teaching points:

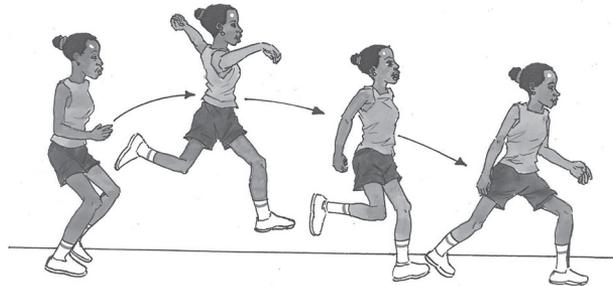
- Pushing off and reaching.
- Moving up, over and landing lightly.
- Using your arms to help you gain weight.

Activity:

Request student to:

- Leap in different directions.
- Try to leap as high as possible.
- Land softly.

- Vary arm positions when leaping.
- Clapp their hands as they leap.
- Perform a leap in slow motion.
- Leap and turning backwards.
- Leap over objects.



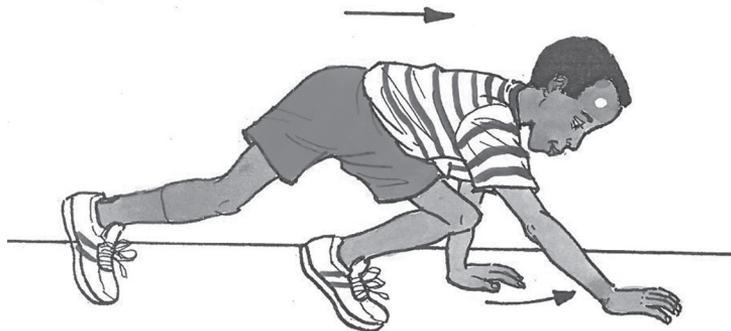
(ii) Leaping

(iii) Bearwalk

Teaching points:

Tell the students to: Bend forward and touching the ground with both hands.

- Travell forward slowly by moving the hand and foot on the same side together.
- Keep the hips up, in good position in order to strengthen the neck muscles.
- Go sideways, backward and so on.
- Turn around in place.



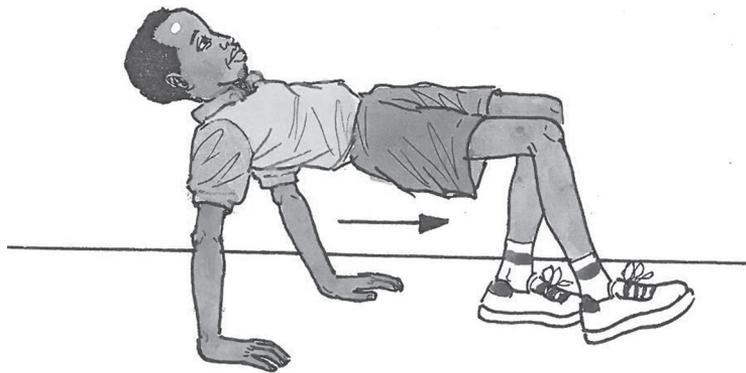
(iii) Bear walk

(iv) Crab walk

Teaching points:

Tell the students to: Squat down and reaching back, putting both hands on the floor without sitting down. With the head, neck and body level, walk forward, backwards and sideways.

- Emphasize to the students that the body is kept in a straight line.



(iv) Crab walk

Let students do cool down exercises

Closing discussion

Ask students the following questions:

- Identify and name basic physical exercises
- Describe how to perform them
- What is their importance to your daily life.

Note to the teacher: The teacher should choose exercises to be performed by the students based on time available. Other exercises should be used in warm up or stretching sessions.

♣ end unit assessment

- set the following exercises i) flexibility, ii) Anaerobic iii) Aerobic and evaluate how students are performing set exercises.

Unit 2:

BODY CONTROL AND BALANCE

Key unit competence:

To maintain balance positions within a given period and task.

Cross-cutting issues to be addressed

- **Gender:** both boys and girls participate in body control and balance exercises.
- **Inclusive education:** students with disabilities will participate in body control and balance exercises.
- **Peace and value education:** encourage group and teamwork while performing exercises.

List of lessons

	Lesson title	Learning objectives	Number of periods
1	Body control and balance exercises	To perform body control and balance exercises	1
2	End unit assessment	To evaluate students' performance on body control and balance exercises	1

LESSON 1: BODY CONTROL AND BALANCE EXERCISES

Learning Objective:

By the end of this lesson, students should be able to perform balancing exercises in different positions.

Teaching resources:

- Playground
- Whistle
- Stick
- Tree
- Balls
- Marble
- Mats
- Watches/chronometer

Introduction:

- Let students brainstorm on previous lesson. Ask questions related to that lesson.
- Clarify where is necessary.
- Let students perform warm up exercises. One student may lead it with the assistance of the teacher.
- Request students to do stretching exercises from head to toes vice versa

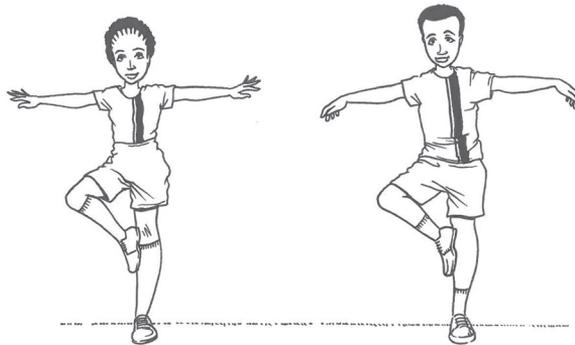
LESSON BODY

i) One-foot balance

- Explain and demonstrate how to perform one-foot balance
- Direct students to respond to your instructions as they perform the activity.

Step I : Lift one leg from the floor.

Step II : Bring the knee up. The arms should be free at first and then assuming specified positions.

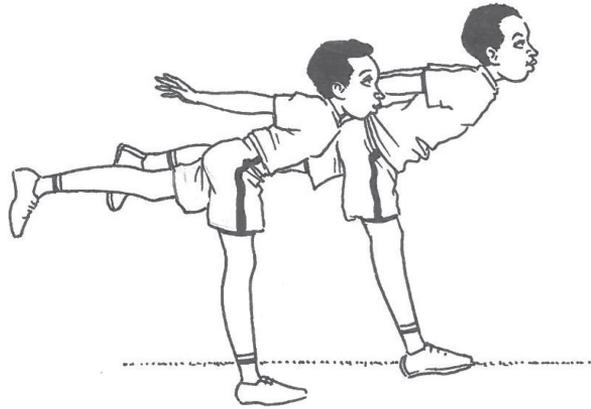


Stork stand

Using demonstration method, direct students on how to perform other formats of one foot balance. In this case, consider;

Forward one-foot balance

Request students to extend one leg backwards until it is parallel to the floor. Keep the eyes forward and the arms out to the sides. Bend forward and balance on the other leg.

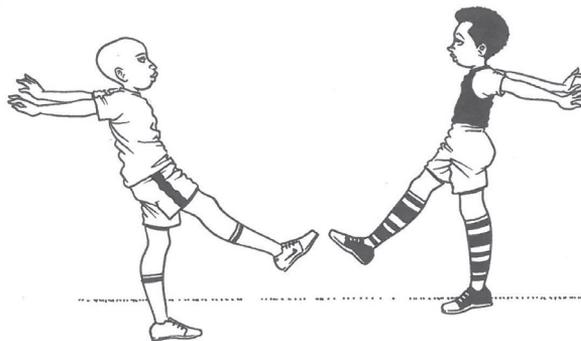


Forward one-foot balance

- **Backward one-foot balance**

Request students to:

- Extend one leg forward with the knee straight.
- Keep the toes of the standing leg be pointed forward.
- Keep the arms out to the sides for balance.
- Lean back as far as possible.
- Bend should be far enough back so that the eyes are looking up.



Backward balance

- **Side balance**

Request students to: Standing on the left foot with enough side bend to the left so that the right (top) side of the body is parallel to the floor or ground. Putting the right arm alongside the head and in line with the rest of the body. Repeat the procedure using the right leg for support.

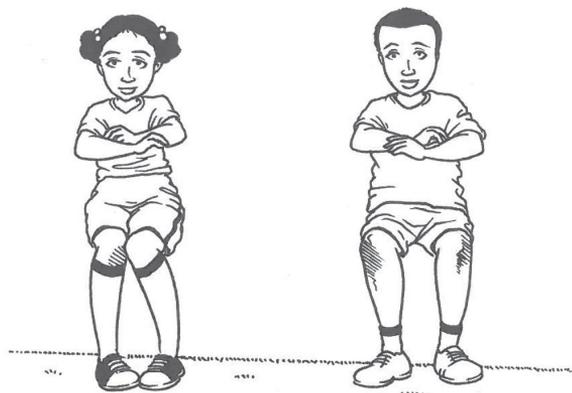


(ii) Balancing in a sitting position

- **Sit in air balance**

Tell students to do the following

Request them to assume sitting position against a wall with the thighs parallel to the floor and the knee joints at right angles. The position is the same as if they are sitting in a chair, but of course, there is no chair. The arms are held in front of the chest. The feet should be flat on the floor and the lower legs straight up and down. as mentioned below.



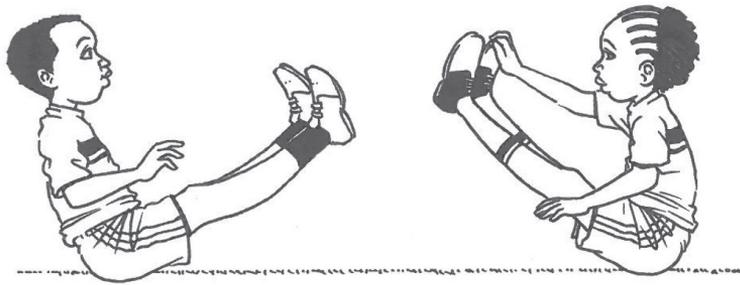
Skier's sit

Activity 2.1:

Make students sit for thirty(30) seconds or forty five(45) seconds or one(1) minute depending on the level of fitness. This is an Isometric type of activity which is good for developing the knee extensor muscles.

- **Sit on the floor balance**

Demonstrate to the Students this balance by holding the ankles in front, with the elbows inside the knee. The feet are flat on the floor. The knees are bent at about a right angle. Raise the legs so that the knees are straight. Let students perform this exercise as shown below



Seat balance

iii) Balance in squatting position

tell students that this requires someone to first work upon the different difficulties in technique, strength and flexibility. It is important to teach Students the proper way of positioning the upper body. This helps Students to keep in balance. During the squat, the feet should slightly be spread. This helps to give more stability. The shoulders should ideally be in front of the feet. This means that you have to bend slightly forward. If you allow your shoulders to move behind your feet, then it becomes difficult to maintain balance.

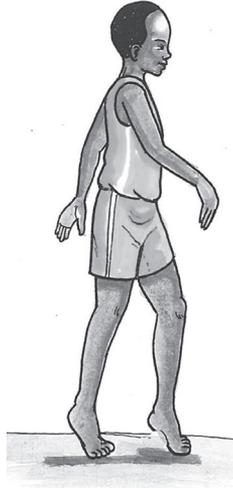
Let students perform balance in squatting position as shown below



Squatting balance

iv) Balance on tip toes

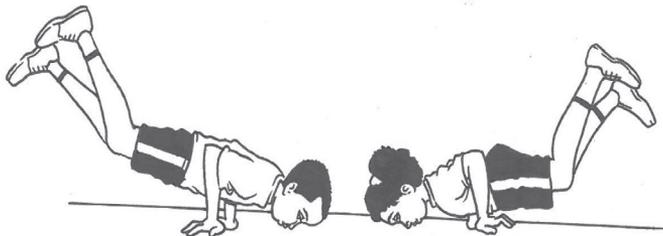
Tell students that tip toe balance requires flexibility and strength. Demonstrate for students how to support their bodies using tip toes. Let them try it out. Once standing on tip toes is grasped, you can now introduce walking on tip toes.



Walking on tiptoe

v) Facial support balance

Request students to balance the body horizontally with the face down on the floor and the hands supporting the body in the hip area.



Facial support balance

Activity 2.2:

- Organize students to compete in the following;
- Moving on trees.
- Walking very fast with marble on spoons.
- Let students do cool down exercises.

balancing in sitting position, balancing on toes facial support balance.

Closing discussion

- Request students to identify and name different body control and balancing exercises in different positions such as standing, and lying.
- Ask them to explain the importance of those exercises in their daily life.

End unit assessment

Set body control and balance exercises and evaluate how students are performing those exercises. Evaluation should be done based on individual abilities.



UNIT SUMMARY

There are various exercises on body control. These include; bankoni, walking on tree, gusamata, transportation of marble on a spoon among others. Body control deals with motor control. This is a technical term concerning exactly how our bodies move in order to perform a particular task or motor skill. It includes the use of hand-eye and leg-eye objects. For example; moving on a tree. Good movement control involves;

- Adequate strength
- Adequate flexibility (mobility)
- Adequate coordination of strength and flexibility

For balance, there are exercises like one foot balance, balancing in squatting position

Unit 3:

GYMNASTICS



Key Unit Competence:

To perform exercises well using apparatus and ground exercises.

Content:

- Gymnastics exercises on the ground.
- Gymnastics using apparatus.

Cross-cutting issues to be addressed

- **Gender:** both boys and girls participate in ground gymnastic exercises.
- **Inclusive education:** students with disability participate in gymnastic exercises based on their personal abilities.
- **Communication:** students will communicate through asking questions and responding to the teacher's questions.

List of lessons

	Lesson title	Learning objectives	Number of periods
1	Ground gymnastic exercises	To perform ground gymnastic exercises	1
2	End unit assessment	To evaluate students abilities in performing ground gymnastic exercises.	1

Lesson 1: ground gymnastic Exercises

Teaching resources

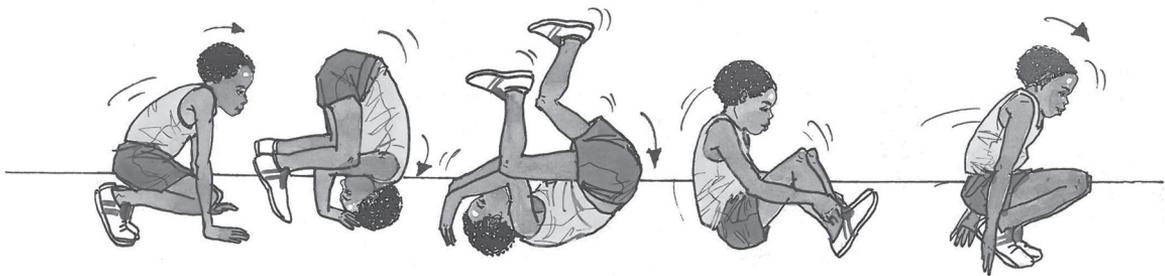
- Mats
- Hoops
- Ropes
- Watch

Introduction:

- Let students brainstorm the various ground gymnastic exercises.
- Ask the Students to warm up on their own through;
 - Jogging around.
 - Stretching the muscles.
 - Strengthening the muscles.
- Guide the students and ensure that warm up is done properly.

LESSON BODY:

- Introduce the floor/ground exercises.
- These exercises include backward roll and forward roll.
- Use mats and demonstrate the above rolls.
- Start from different positions.
- Let the students practise practice back roll and forward roll exercises.



Backward roll and forward roll

Step 2:

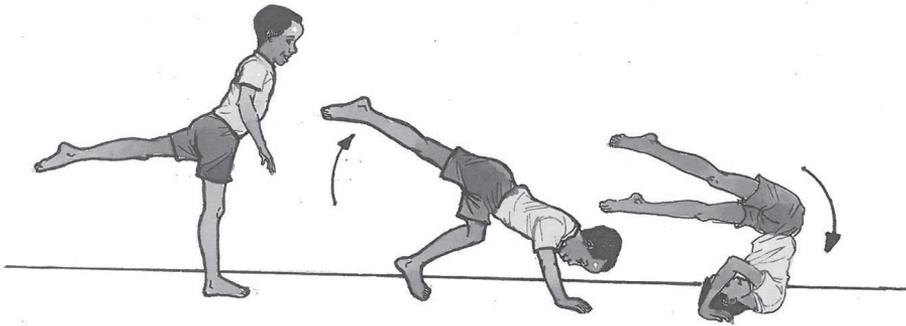
Through your guidance and demonstrations, let the students practise the following;

- Handstand exercises.
- Round-off exercises.
- Handstand forward roll exercises.
- Rocketing exercises.
- Three-legged stand exercises.
- Wheel exercises.

For teaching points for extended roll

Request students

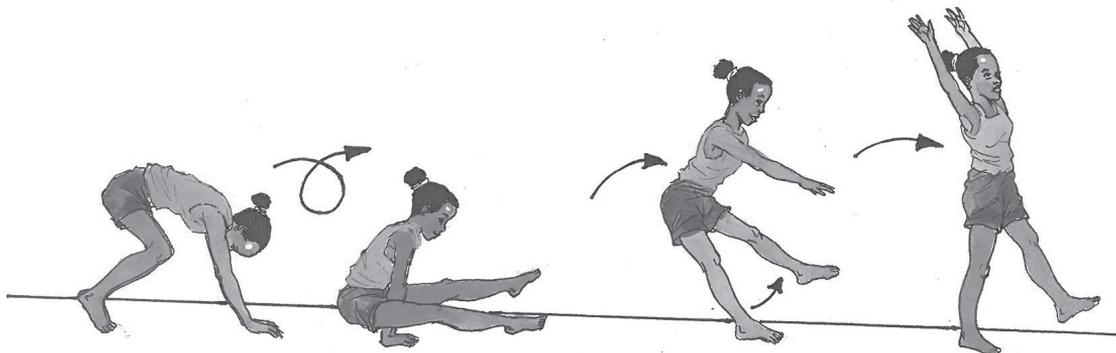
- Start with legs spread in straddle position
- Bend forward
- Extend hands and touching the ground
- Rolling forward



Extended roll

For teaching points for forward roll to straddle stand

- Start with legs spread in straddle position.
- Bend forward at the hips.
- Tuck the head and placing hands in between legs.
- Roll forward by strongly pushing with the hands.
- Stand up after rolling.

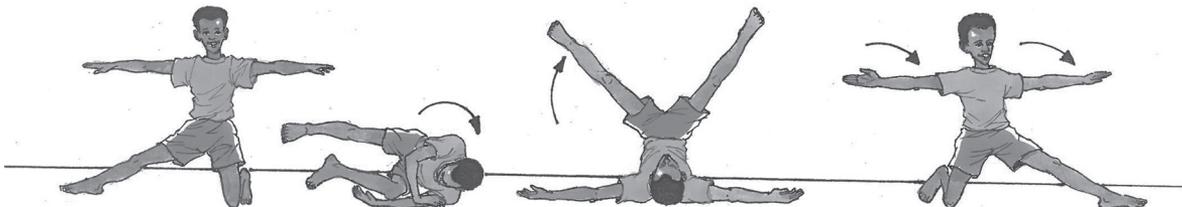


Forward roll to straddle stand

For teaching points for shoulder roll from one knee

Request student to:

- Start in a stretching position, one knee bent.
- Curl into a tight ball.
- Spreading hands on the ground with legs up in motion.

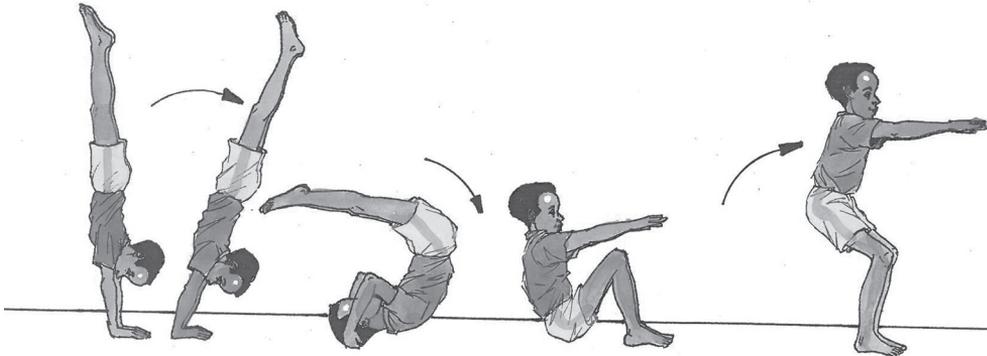


Shoulder roll from one knee

For teaching points for handstand forward roll

Request student to:

- Start in a standing position.
- Bend forward to touch the ground.
- Perform handstand with legs in air.
- Bend arms to roll forward.
- Resum back to standing position.

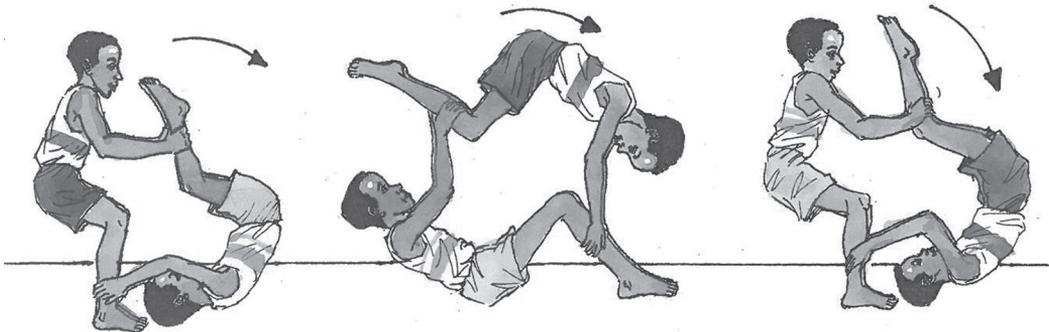


Handstand forward roll

For teaching points for Tank roll

Request student to:

- Holding each others legs in pairs, then one facing down and roll forward as the partner without releasing each other.

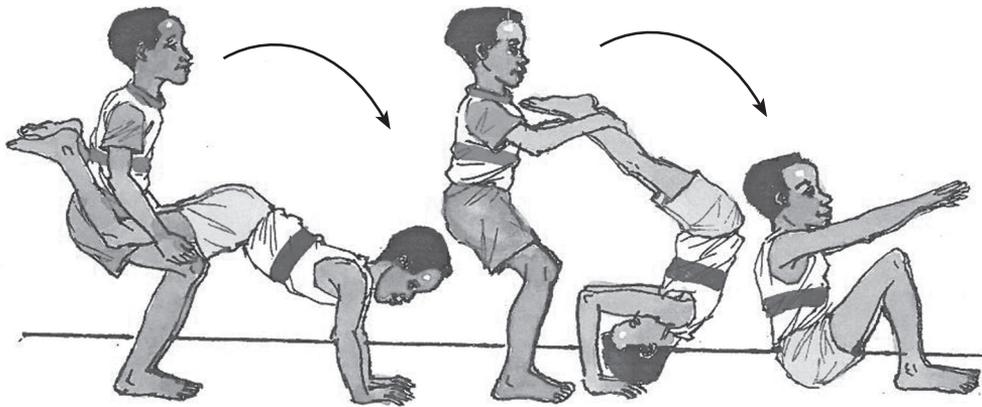


Tank roll

for teaching points for Partner roll

Request student to:

- Start in wheelbarrow support position.
- The partner acting as wheelbarrow bends hands to roll forward.
- The partner standing lifts the legs of wheelbarrow as it rolls forward.

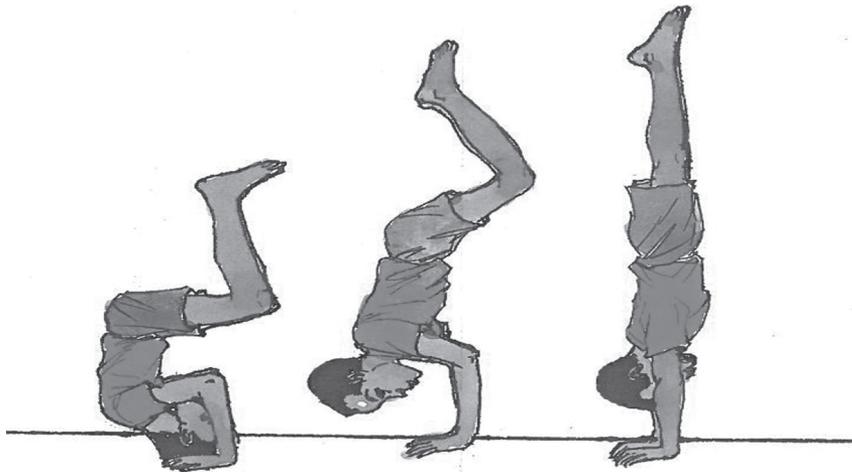


Partner roll

For teaching points for backward roll to handstand

Request student to:

- Clasp the fingers behind the neck.
- Form a crouched position.
- Sit down and bring knees to chest for a tuck.
- Roll backwards to a stand position.



Backward roll to handstand

Let students do cool down exercises.

Closing discussion

Discuss with students different ground gymnastics exercises. Select some of them and ask students how to perform them. Request them to explain the importance of those exercises to their daily life.

ADDITIONAL NOTES (INFORMATIONS) TO THE TEACHER

Roles of Gymnastics in everyday life.

<ul style="list-style-type: none">• Better health• Body fitness• Earning a living• Entertainment• Socialization• Leisure time is occupied	<ul style="list-style-type: none">• Source of income to equipment sellers• Kills boredom• Source of income to instructors• Reduce the aging process
--	--

What is the difference between floor and apparatus gymnastics exercises?

Floor Exercises	Apparatus Exercises
1. Done on the floor/ground.	Done on ropes, bars.
2. Less energy is used.	More energy is used.
3. Less determination.	More determination.
4. Fewer phobias, are accumulated.	More phobias are accumulated.
5. Less practice to gain masterly	More practice to gain masterly.
6. Flexibility.	Flexibility.
7. Easy to master.	Hard to master.
8. Speed is required.	Less speed is required.
9. Less patience.	More patience.
10. Less keenness.	More keenness.

Safety Guidelines in Gymnastics.

Facility

- Make sure the floor is clean but not slippery.
- No dangerous objects around.
- Adequate ventilation.
- Clear space, coloured equipment and matting is necessary for visually impaired students.
- Warmth of the hall is necessary for the spasitics.

Apparatus

- It should be checked at least once a year by an approved firm.

- The equipment used have to be of an appropriate size and design for the students using it.
- Don't use damaged or "condemned" equipment for gymnastic activities.
- Have equipment in a variety of colours especially when you have visually impaired students.
- Suitability of equipment is very important to suit the needs of the students.

Clothing

- Students should be suitably dressed in close fitting shorts and a T-shirt/vest.
- Students should not do gymnastics in clothes they wear for the rest of the school day.
- Long hair, jewellery and anything else that may be dangerous to themselves or others must be tied up or removed during the lesson.
- Students should be encouraged to work barefooted. Socks can be very dangerous (slippery).
- Less mobile students will need more clothing to maintain body heat. Also those with paralysis may need extra clothing and padding to protect paralysed areas from abrasion.

Definition of Disability.

Disability can be defined in a variety of ways.

- The Medical Perspective sees a disabled individual as having an impairment which restricts a person's ability to perform activities within the range considered normal for a human being.
- The Social Perspective sees disability as being the restriction of activity caused by organizations taking no account for people who have physical impairments and therefore excluding them from activities.
- In gymnastics, a combination of these two models exists.
- The Physical impairments of individuals may cause some restriction of ability.
- The structure of activities and facilities may exclude some individuals.
- However, a social model gymnastics looks to adapt activities to enable inclusion to take place.

Safety Checklist

- Are the children suitably dressed?
- Are you setting a good example by your dress code?
- Are the activities you are going to teach suitable for the class in relation to

the level of the class, size, age, gymnastic experience?

- Have the children had enough instructions on moving apparatus to allow them to get it out safely.
- Have enough safety landing areas been provided around the apparatus?
- Are there any dangerous objects around the outside of the hall/gym which may cause any injury?
- Have the children warmed up enough to do the activities safely?
- Has the apparatus been checked for safety?
- Is there a plan of action if an injury occurs?
- Are the activities suitable for all group members?
- Do you know the medical background of all the students?
- Are there enough staff to provide support for all the students in the planned activities?
- Do any of the students require 1:1 support?
- Are there any epileptics in the group (caution needed when climbing).

If an accident happens

1. Stop the rest of the class.
2. Do not move the student if there is serious injury.
3. Send a student for assistance from another member of staff, a trained first aider if possible.
4. The accident should be sought if in any doubt about seriousness of the injury, and parents contacted.
5. All teachers should be conversant with the school and local authority safety policies.
6. When accidents happen, always try to keep calm and reassure the student.

Organizing the session

Students work best in an orderly atmosphere and good organization is never more important than the gym. How you organize the session will largely depend on the aims you have set and the amount of available time you have.

Warm-up

- Having a few ideas in mind so that you can vary your warm-up activities.
- Letting the students be involved in planning warm-up exercises too.
- It should be an activity to include all participants.

- If there are any wheelchair users in the group, adapted activities should be used.
- If transfer from chairs is possible, some stretching work should be done on the floor.

Skill Development

- Follow warm-up with teacher directed activities which involve the whole group.
- It can involve learning a new skill or developing skills learned in previous weeks.
- It helps you to assess their progress as individuals.
- This knowledge will help you in your future planning.

Practice Time

- Students are divided into groups to practise skills on the floor or with apparatus.
- It can be based on age, gender, physical ability or friendship.
- Support in performing activities may be essential for learning skills in disabled students.
- Practising needs to be purposeful and enjoyable.
- Communicate with the whole group and with individuals.
- Giving them feedback on how they are progressing.
- Reinforce activities for those with short attention spans.
- Break gymnastic skills down into easier parts.

Square work

- This is an important part of gymnastics activity.
- It gives a student the chance to be creative.
- It helps to link and use individual skills in a more meaningful way.
- At first, sequences may need to be directed or instructed by the teacher.
- As students gain confidence, their own ideas will come to the front.
- It is always a good idea to have short pieces of music to play during this time.
- This helps students to link dance movements within their gymnastics skills.
This may need to be more prescriptive with disabled students.
- It could be useful to use a series of symbols and pictures to assist in remembering the sequence in the early stages.

Dress

- What will the students wear? P.E.S Kits, Leotards, shorts and T-shirts? Do they need to understand the need to have warm clothes to wear at the start and end of the session?

♣ Maximizing Student's Activity:

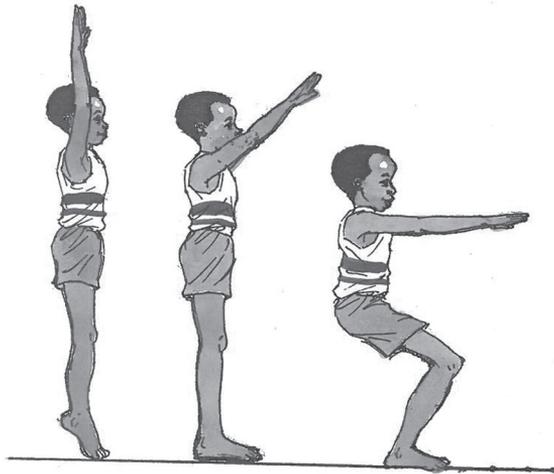
- However, you have to choose the ways on how to organize your class and whatever the aims, planning should involve maximizing the activity for the students.
 - Involve as many activities as possible all the time.
 - Make small groups to avoid stopping and waiting for turns.
 - Sometimes of course, you may need to stop the group in order to give instructions or you will want the group to see something good happening in another group.
 - Try to plan each session so that all the children are kept as busy as possible.

During each session, try to assess:

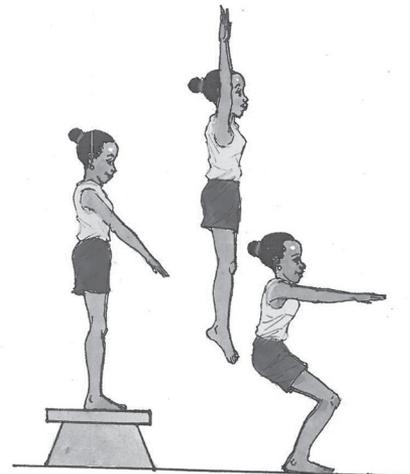
- What is going well?
- What needs further work?
- What progress can be made and on which activity?
- This will help you to prepare the next session in advance.
- Having decided what needs to be done, think through possible approaches.
- Plan mentally or on paper to achieve your aims.
- Think about the following:
 - Do i need to change my groups?
 - Are the challenges I am setting too easy or too difficult?
 - Are some students ready to move to another activity?
 - Is it time to try out some badges, or perhaps organise a short display item or run a school competition?

Landings in Gymnastics

- The most common cause of injuries during gymnastic lessons is students landing badly when jumping from apparatus.
- It is important that students be taught to land safely and correctly as a specific skill.
- This should be done first on the floor and then practised from the apparatus.



Landing without the jump



From low apparatus

Important Points to Remember

- Never land on straight legs.
- Absorb the landing by transferring the weight through toes to heels and by bending the knees.
- Arms should be in front of the body when landing.
- Try to keep the back up straight.
- Look forward but not down at the floor.

Landings should then be practiced with different take-offs, shapes in the air and turns. When making jumps with turns, the arms should circle down across the body and up above the head. A hard push off the feet will create the turn. The emphasis should still be on a controlled landing.

Display Work

- Displays are great fun to organize and give students the chance to show off their gymnastic skills.
- The level of work needs not be high provided that all gymnasts can cope comfortably with it.
- There are many chances of incorporating beginners alongside talented gymnasts.
- Displays give everyone a chance to participate.
- They motivate gymnasts to work hard.
- They please parents, teachers, head teachers and are good fun for all the concerned people.

- When working with ambulant students;
- Introduce basic partner and group work to routines.
- Keep the activities simple.

Examples of sequence skills

Standing:-

- Step kick, Chasse, Straight jump.
- Log roll, Knee scale.
- Star jump, Cat leap, Chasse.

Some examples of display activities are:

- Gymnastic floor skills linked.
- Warm-up, aerobic or dance type routines.
- Apparatus work e.g; using spring boards, vaulting apparatus or benches.
- Exercises using hand apparatus.
- Simple partner and group activities.
- Combinations of some of the above.

Planning

- Plan out your ideas on paper beforehand.
- Think about the level of skills which the students have and how to show them to their best advantage.
- Do not be ambitious as the students might be nervous and unsure in front of an audience.
- Plan out the apparatus you will need.
- Bear in mind the size of the display area.
- If the display is to be held outside, consider what apparatus can be moved easily.
- If it is a larger display, consider the order of performance.

Music

- The use of music greatly enhances display work.
- With younger/beginner gymnasts, a good beat which is easy to follow is necessary.
- Choose music which you like and are happy to work with, the gymnasts will respond positively.
- Some popular music which they might choose for themselves may be difficult to follow during practice.
- Consider what the audience will enjoy listening to.

- Consider what will fit the routine best.
- Consider the type of music in relation to the nature of the display.
- Music which has contrasting sections or choruses can sometimes be used to good effect: by allocating sections of the music to different gymnasts or different types of activity.

Competitions

- Competitions motivate students to practice.
- They promote a sense of achievement.
- They give students confidence in themselves.
- They make them feel special.
- They reward participation and raise self esteem.
- Most areas organize school based competitions with set rules and regulations.
- In your school, you can set the rules that can suit you and the abilities of your students.
- Later on, you can join wide variation competitions as a team.

Some Ideas

- Have a competition based on a lesson time activity.
- Rank the students in positions or award marks basing on performance.
 - Gold - 5 points
 - Silver - 3 points
 - Bronze - 2 points
- Reward competitions are quite easy to organize.
- You will need a scorer with a score sheet with student's names.
- He/she will mark down the scores of each competitor/team.

♣ End unit assessment

- Setting ground gymnastic exercises and evaluating how students perform.



UNIT SUMMARY

- Students have knowledge about; different ground gymnastics exercises including: extended roll, straddle stand, forward roll to straddle stand, shoulder roll from one knee, hand stand and forward roll, tank roll and backward
- Roll. Students have also learned safety keeping while performing gymnastics exercises.

Unit 4:

ATHLETICS

Key unit competence:

To develop different techniques of running, jumping and throwing techniques.

Cross-cutting issues to be addressed

- **Gender:** both girls and boys participate actively in athletics activities.
- **Financial education:** students fabricate local materials to be used in jumping and throwing exercises.
- **Inclusive education:** all students participate in activities regardless to their physical status and disabilities.

List lessons

	Lesson title	Learning objectives	Number of periods
1	Speed running exercises	To run at high speed(maximum speed) using techniques of speed running	1
2	Endurance exercises	To perform endurance aimed exercises	1
3	Long jump exercises	To perform long jump exercises following the four phases (Approach, take off, flight and landing)	1
4	Shot put exercises	To put the shot correctly (having the power position, release and recovery).	1
5	Discus throw exercises	To put the discus following the correct procedure (Power position, release and recovery).	1
6	End unit assessment	To evaluate students' performance on: running(speed endurance races), jumping(long jump), throwing(shot put and discus throw)	1

LESSON 1: SPEED RUNNING EXERCISES

Learning objective

By the end of the lesson, students should be able to run at a high speed using different techniques of spread running.

Teaching resources:

- Whistle
- Playground/track
- Stopwatch(es)/watch
- Starting blocks

Introduction:

Leading students in warm up activities; let them perform the following:

- Jogging around
- Stretching muscles
- Strengthening muscles
- Guiding the students to ensure that they do the activities correctly.

Lesson body

Step 1:

- Let students performing speed running exercises for various distances: (50m, 75m,, 100m,).
- Practice quick reaction activities on hearing the signal:
- The teacher must explain the speed running by focusing on correct positions following the signals and regulations:

a) For on your marks position:

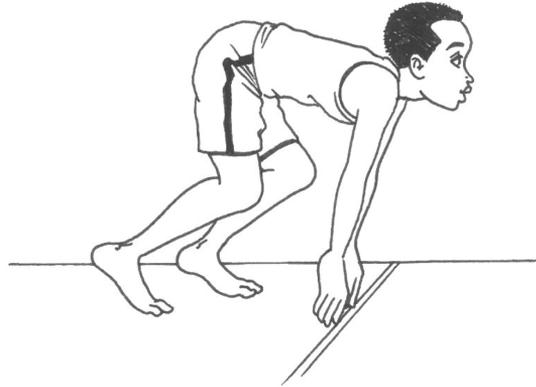
Guide students how to take position correctly.



starting position

b) For set position

Guide students how to take set position correctly



Set position

Step 2:

- Introducing the correct bio mechanics of running like;

i) Body lean

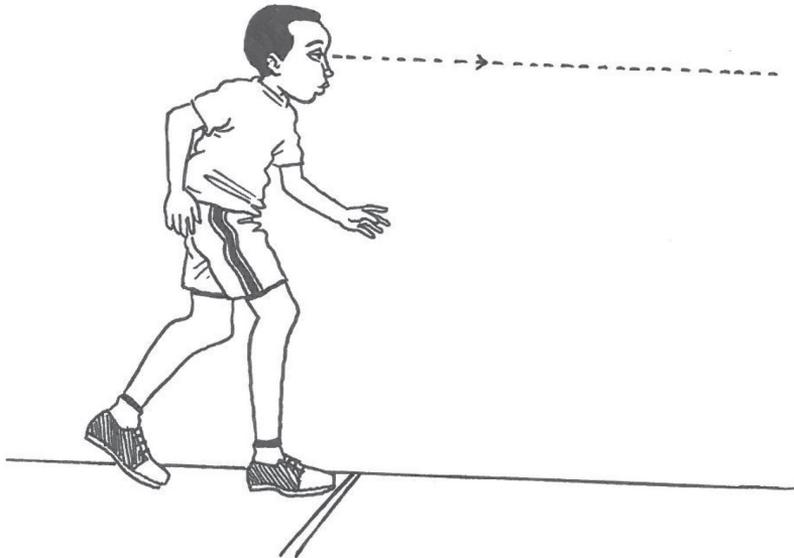
Instruct students how to lean their body correctly



Body lean

ii) Eyes contact

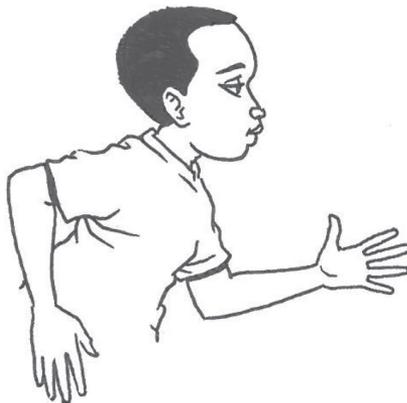
Instruct students how to keep their eyes parallel to the ground



Eyes parallel to the ground.

iii) Elbow

- Instruct student how to keep their elbow while running.
- Remind them to keep it at 90 degrees.



Elbows at 90 degrees.

- Give students a chance to try out each of the bio mechanics of running on their own.
- Giving them feedback.

♣ Student's Activity 4.1:

- Tell students to form into four groups and name them
- Tell them to compete 4 at a time in a distance of 100m.
- Each team has to send one representative at ago to awarding points for every completed race.
- Reading the results at the end after giving groups their positions (1st, 2nd, 3rd, and 4th).

Step 4:

- Students performing cool down exercises. Guide them while performing cool down exercises

♣ Closing discussion

- Discussing with the students as they identify and name the correct bio mechanics techniques of running to develop their speed running abilities.

LESSON 2: ENDURANCE EXERCISES

Learning objective:

Students should be able to perform endurance aimed exercises

Teaching resources:

- Whistle
- Cones/sticks
- Playground/track

Introduction

- Ask students to brainstorm ideas on various endurance exercises. Guide them while brainstorming.
- Request one student lead others in warm-up including:
 - Trotting around the field.
 - Stretching muscles.
 - Strengthening muscles.
- Let them perform stretching exercises. Assist them when performing those exercises.

Lesson body

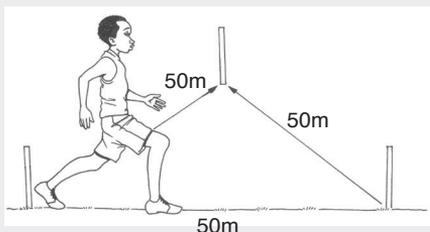
- Explain to the students how to perform a variety of running sets.
- Tell them that they should have intervals of rest in between for at least 5 minutes.
- Tell them that a set can be: 600m, 400m, 200m, and 100m.
- Guide students in learning how various endurance exercises are performed.

♣ **Activity 4.2:**

Exercises of running distance of 50 metres with repetition 12 minutes without stopping.

♣ **Activity 4.3:**

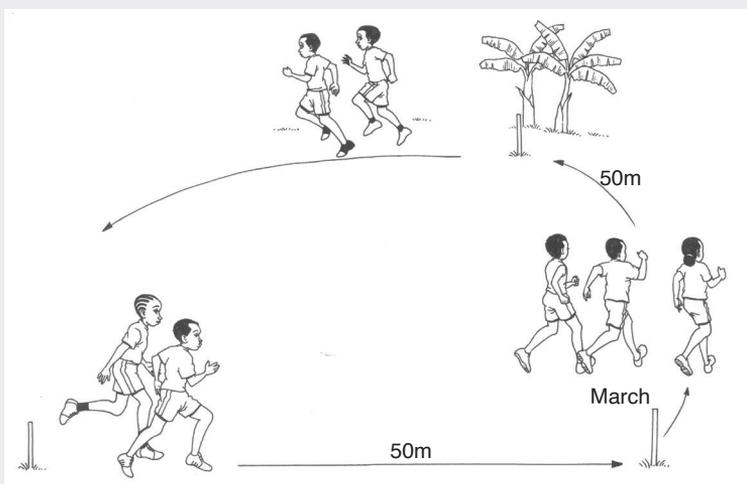
Running without speed a distance of 150 m with synchronization of rhythm hands and legs.



– Let students perform indicated exercise

♣ **Activity 4.4:**

Running without speed a distance of 150 m with synchronisation of rhythm hands and legs. And 50m march. This is done during 15 minutes and they progress to 20 - 30 minutes.

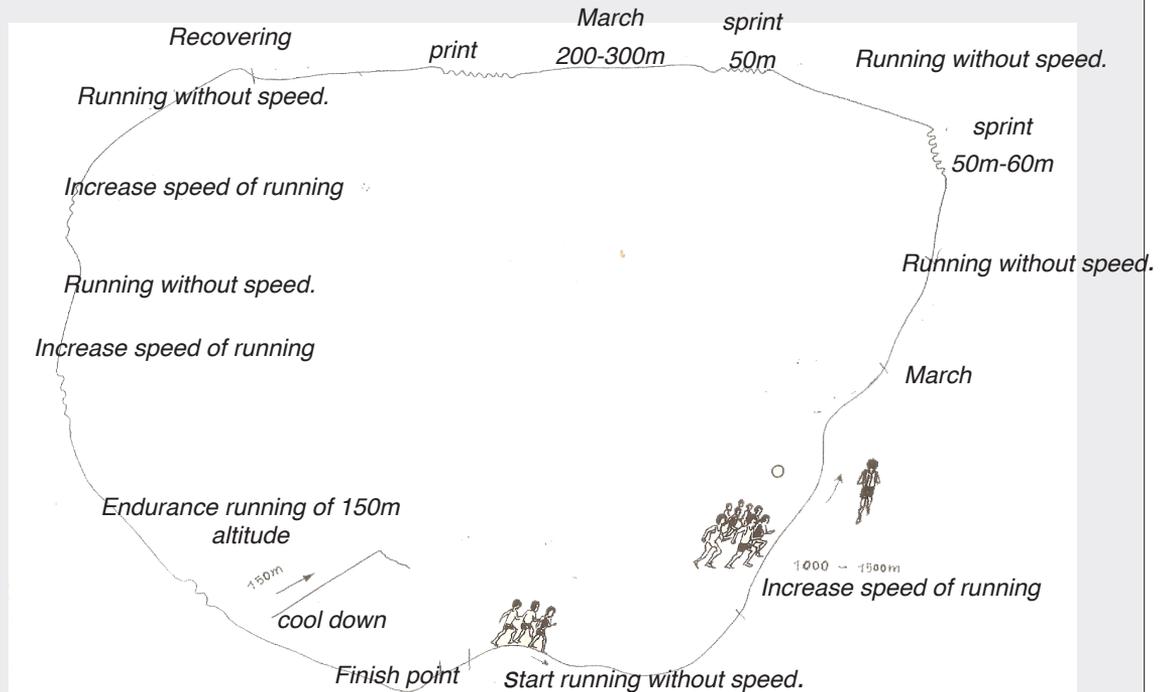


– Let students perform indicated exercises

♣ Activity 4.5:

FARTLEK

Let students perform exercises of running with different speed for ground adaptations as seen below:



♣ Activity 4.6:

Students can perform any of these activities:

- Running without stopping for 12 minutes.
- Running 2000m without stopping.
- Running 3,000m without stopping.
- Fractional running (a set) for short distances with many repetitions.

♣ Closing discussion

- Discussing with students about the factors that make a runner perform for long time to become a professional athlete.

LESSON 3: LONG JUMP

Learning objective:

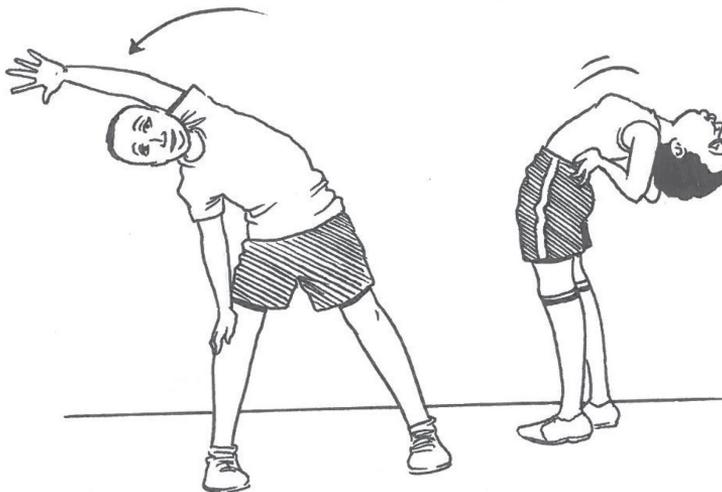
By the end of this lesson, students should be able to perform long jump following the four phases. (Approach, takeoff, flight and landing.)

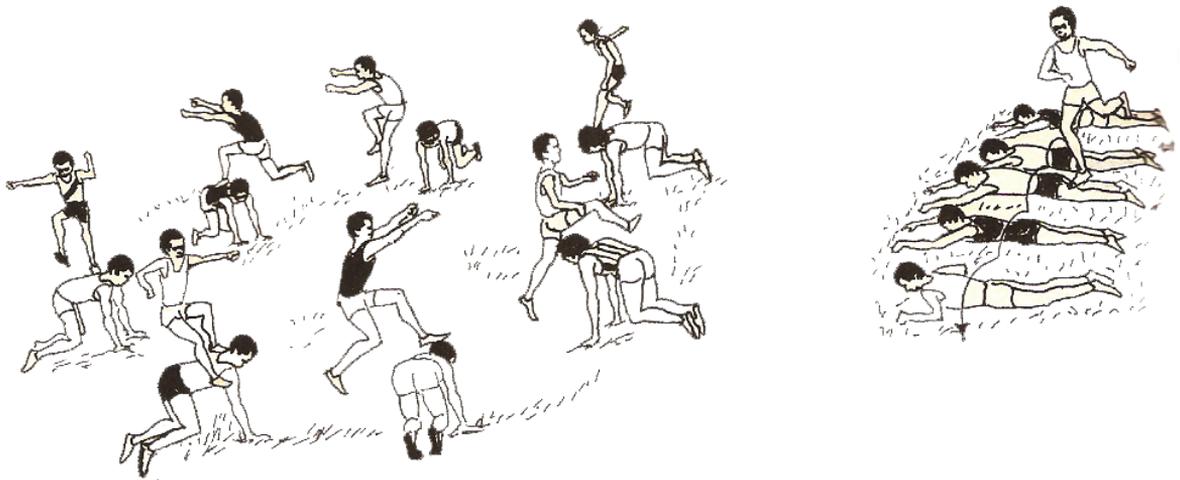
Teaching resources

- Whistle
- Takeoff board
- Sand pit
- Tape measure
- Watch/chronometre

Introduction

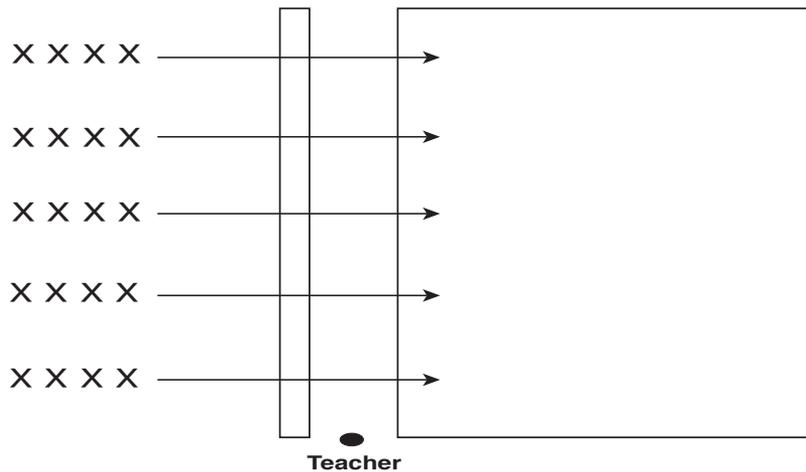
- Let students brainstorm ideas on jumping.
- Orient students' views to the new lesson (long jump).
- Select one student to lead others in warm up session.
- General loosening of muscles exercises.
- Exercises oriented to jumping (see the images).
- Stretching muscles exercises.
- Guide/assist students during warm-up and stretching exercises.





Step 1:

- Explain and demonstrate the phases of long jump:
 - Approach
 - Takeoff
 - Flight
 - landing
- Emphasize that takeoff is on one leg.
- Allowing student to make simple trials.



Trials from the longer side of the sand pit.

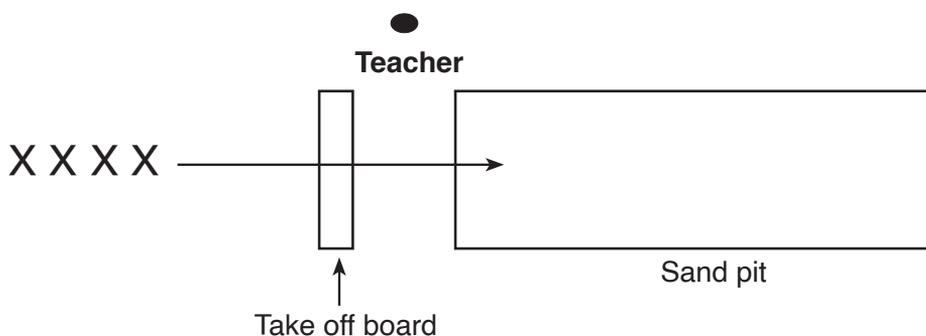
- Telling them to approach from the longer side of the sand pit.

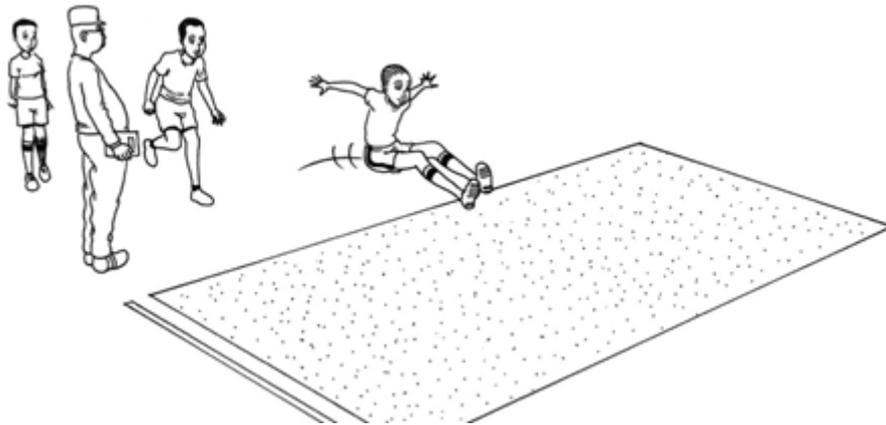
Step 2:

- Using the real runway to the sand pit.
- From about 10m, individual students make several trials.

Step 3:

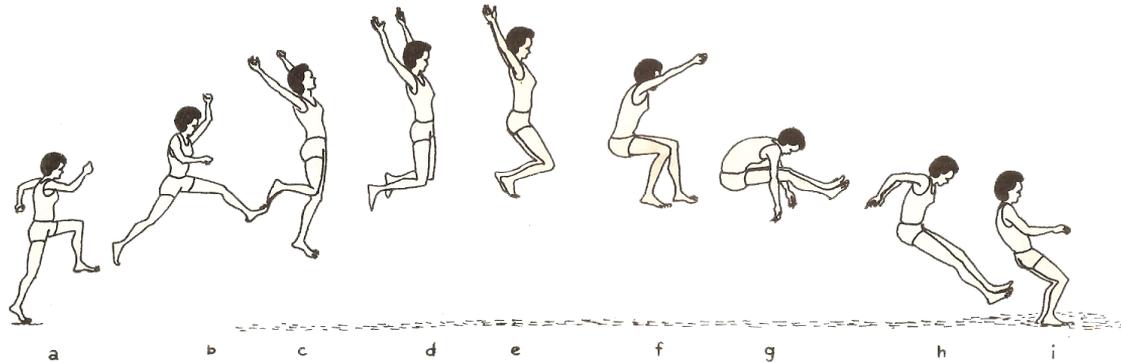
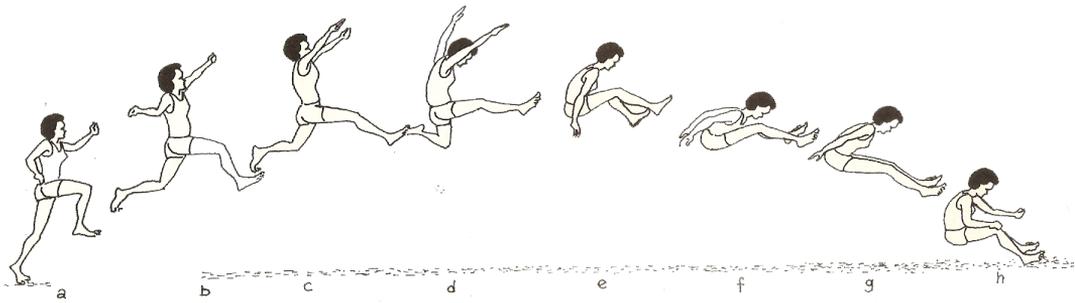
- Introduce the idea of a “check mark”.
- The student should be running from the takeoff board.
- Remind students take 13, 15, 17 and 19 steps. It has to be full speed in the opposite direction of the runway (approach).
- Put a check mark on the side where the 13th, 15th, 17th or 19th step landed.
- Tell them that this will be your starting point for the approach.
- It helps them to take off exactly at the takeoff board.
- Measurements are taken from the nearest break in the sand to the takeoff board.





Step 4:

- Identify and teach the four techniques of long jump.
- For sailing technique remind students to do the following:
 - Take off on one leg.
 - Legs are together during the flight.
 - Legs are forward during the flight.
 - Land at once with both legs.
- For hitch kicking technique remind students to do the following:
 - Take off on one leg.
 - Legs are together during the flight.
 - Leg are bent backward during the flight.
 - Land on both legs at once.
- Hanging technique remind students to do the following:
 - Take off on one leg.
 - Legs are together during the flight.
 - Leg are bent backward during the flight.
 - Land on both legs at once.
- Emphasizing the point of taking off on one leg.



Long jump technique - Whole sequence

♣ **Activity 4.7:**

- Form the 4 teams and name them.
- organize long jump competition.
- Record the results.
- At the end;
 - Announce the best three from each team.
 - Announce the best three in the class.
 - Declare the athlete who covered the longest distance.

♣ **Closing Discussion**

- Discussing with students.
 - Phases of long jump.
 - Techniques of long jump.
 - How measurements are done.
 - Speed and its contribution to a long jumper.
- the importance of jumping to the students' daily life.

LESSON 4: THE SHOT PUT

Learning objective:

By the end of the lesson students should be able to put the shot correctly (having the power position, release and recovery).

Teaching resources:

- Small balls
- Tape measures
- Shot put
- Big balls
- Stones
- Various weighted objects
- Watch

Introduction

- Hold a class discussion and let the students brainstorm ideas about throwings.
- Orient their ideas to the new lesson (shot putting)

Selecting one learner to lead others in the following warm up activities.

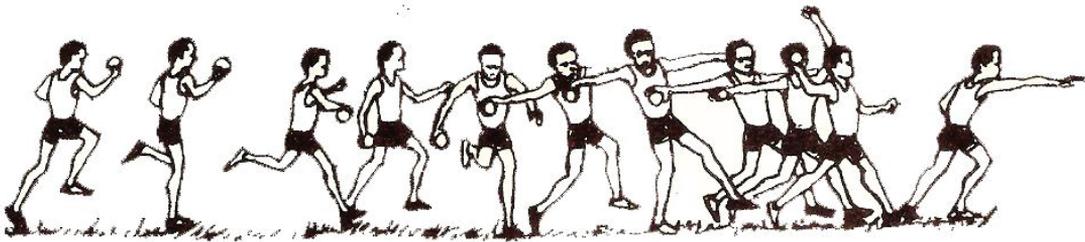
- Jogging around.
- Stretching muscles.
- Strengthening muscles.

Guide him/her appropriately to ensure that activities are done correctly.

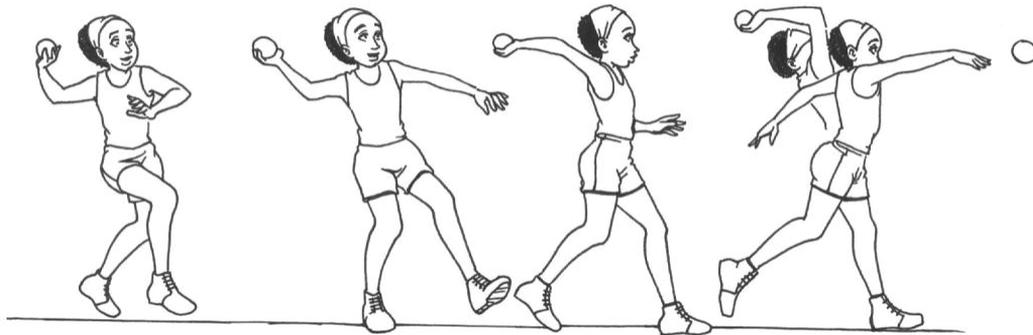
Lesson body:

- Guide the students to perform games and exercises oriented to throwing shot put
- They should use various weighted objects.
- This will be emphasize the use of big muscle groups.
- It also leads to the correct putting or pushing action of the throw.

Exercises of throwing different objects like stones.



Exercises of throwing different objects like small balls.



a)

b)

c)

d)

Step 2:

Teaching progressions

Explain and demonstrate to the students the following:

a) Introduction to the implement, safety measure and grip.

- Place the shot on the base of the three middle fingers, with the figures slightly spread.
- Place the shot firmly against the neck and slightly under the chin.
- “Clean palm - dirty fingers, dirty neck”.
- The elbow should be out, with the arm at a 45 degree angle to the body.

b) Standing Frontal Put

- The feet are placed at shoulder width apart, facing the direction of throw.
- Using the arm only, the shot is pushed out keeping the elbow high.

c) Standing Frontal Put using legs.

- As in (b), but twist the trunk and bend the knees.
- Standing up fast, unwind and throw.

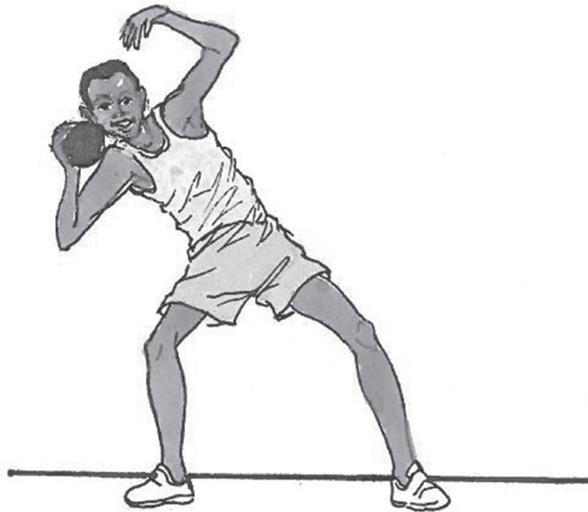
d) Standing side put

- Facing sideways with your legs 1.5 times the shoulder width apart.
- Weight on the right, back, leg.
- Transferring the weight from right to left during the throw.
- Bracing the left leg.

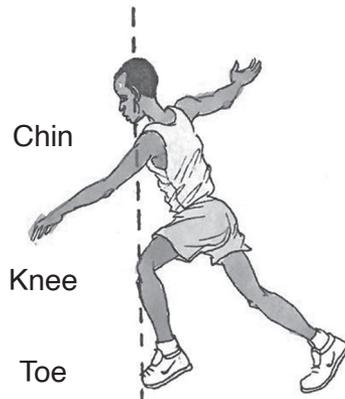
e) The power position

Without the shot, identify the correct foot and body placement for power position.

- Your feet should be about 1.5 times shoulder width apart with the left toe and right heel in line.
- Hips to the side, shoulders facing away from the direction of throw.
- The right foot should be at 45 degrees to the back with all the weight on the right leg and balls of the right foot.
- The chin, knee and toe have to be in vertical alignment, “Chin-Knee-Toe”.



Power position

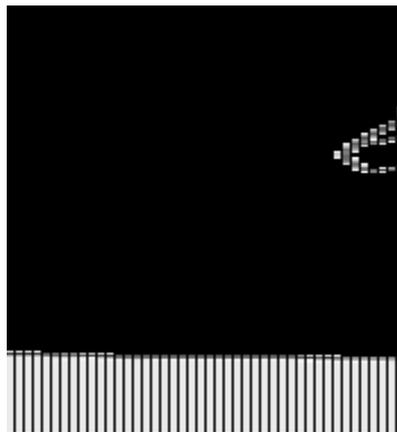


f) Standing throw from the power position

- Students should stand facing sideways with the feet in the power position.
- Twisting and bending their legs to move into the power position, “Chin-Knee-Toe”.
- Starting the movement with the right leg and hip.
- The left leg braces to provide resistance for the lift and height.

Explain and demonstrate to the students the phases of putting the shots:

- Starting position.
- The guide/spin/turn.
- The power position.
- The put
- Recovery



A student putting the shot



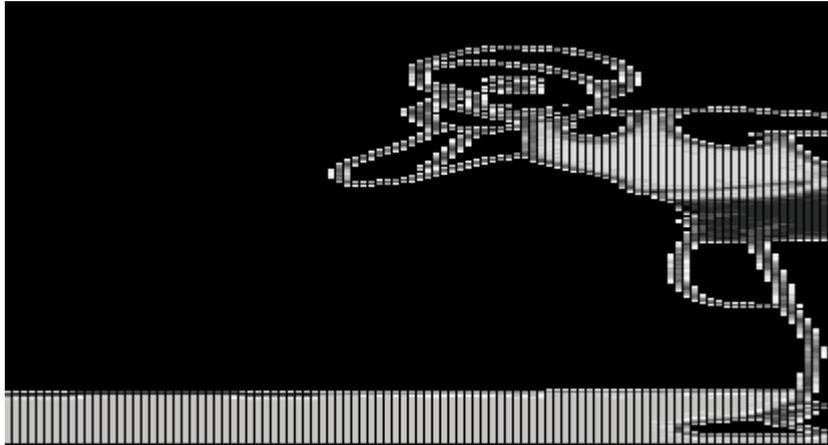
Students perform exercises of putting the shot

♣ Activity 4.8:

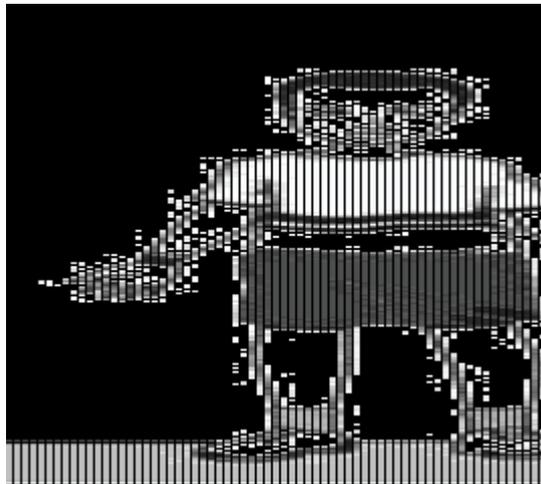
- Form the 4 teams and name them..
- Guid them to compete.
- Measure and record each other's throw.
- Declare the results at the end (1st, 2nd, 3rd, and 4th).
- Announce the best performers on individual basis.
- Let students do cool down exercises(e.g. jump star)

♣ Closing Discussion

- Discussing with students about
 - Power position
 - Correct putting of the shot.
 - Recovery step
 - How to develop, perform throwing the short put.
- Importance of throwing to them (in their daily life)



Shot put glide technique



Lesson 5: THE DISCUS

Learning objective:

By the of the lesson, students should be able to throw the discus following the correct procedure.

(Power position, release and recovery).

Teaching resources:

- Small balls
- Stones(Urugarika)
- Various weighted objects
- Big balls
- Discus
- Tape measure
- Watch

Introduction

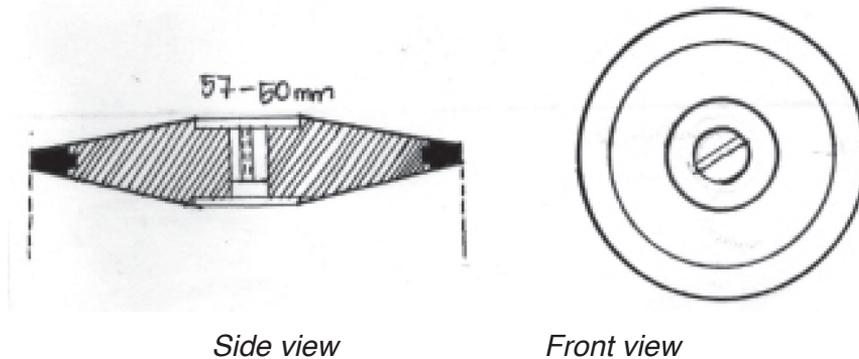
Request students to brainstorm about the previous lesson and let them also brainstorm on discus throw. Guide them when brainstorming.

- Selecting one student to lead others while performing warm-up;
 - Trotting around the marked area.
 - Stretching muscle activities.
 - Strengthening muscle activities.
- Guide him/her to ensure that activities are done correctly.

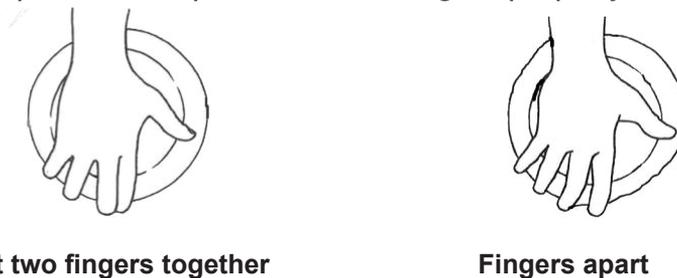
Lesson body

Step 1:

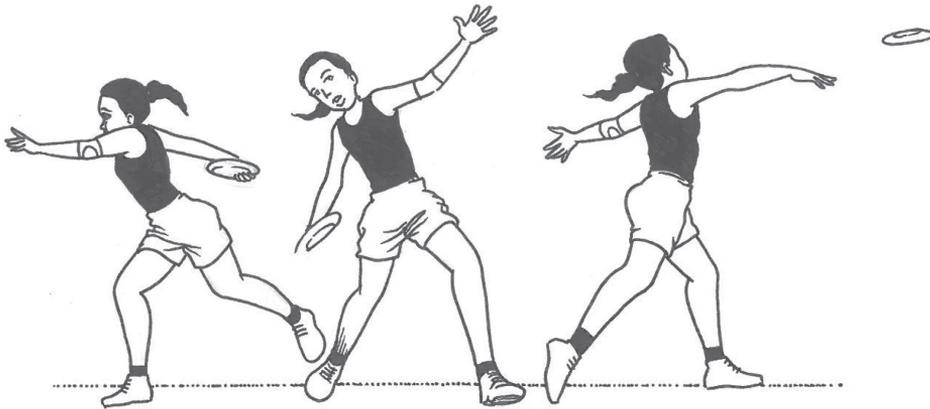
- Introducing the lesson: The discus.
- Introduce the implement, safety measures and grip



Let the students practice the position of the fingers properly on the discus



- Practice the flip drill to help the thrower develop a feel for the discus release. Have the students stand in place and flip the discus clockwise 1 to 2 feet into the air.
- The student should try to achieve as much rotation as possible.
- Have the student work on the speed of release and speed of rotation.



Swing, Turn, Throw

Step 2: Explain and demonstrate to the following

a) Bowling the discus

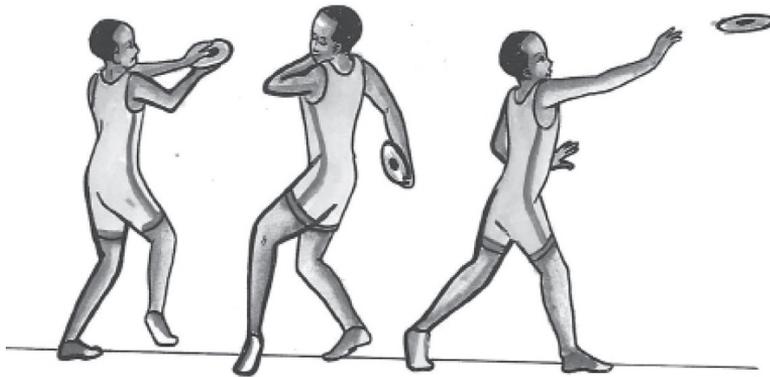
- Bowl the discus along the ground, releasing off the index finger and spinning out of the hand to a partner about 10m away.
- Modify the bowl to a flip/toss of the discus in the air.
- Finish with swings and “figure of eight” movements of the discus to build confidence that the implement will stay in the hand.

b) Standing side throw

- The left shoulder should be facing in the direction of throw and the feet should be 1.5 times shoulder width apart.
- Start with the discus supported on the left hand in front of the chest, swing back.
- Pivot the right foot hard, turning the right heel out while pushing the right hip to the front.

c) The Power Position

- Identify the foot and body placement without the discus.
- Its almost similar to the shot, but here the right arm is extended.



The power position

d) Standing throw from the power position.

- Face sideways with the feet in the power position.
- Swing the discus back and seek to twist into the power position.
- Start the throw with a vigorous action of the right hip turning to the front.
- The whole movement must be performed continuously at speed.
- Otherwise, the discus will drop from the hand.

e) One turn throw

- Stand while facing the direction of throw, with the left foot forward.
- Run over the left foot in the direction of throw.
- Turn in the run and land on the balls of the right foot in the power position.

♣ Activity 4.10:

- Divid the class into four teams.
- Members choosing a name for their team.
- Guid them to compete.
- Measure and recording each throw.
- Declare the results at the end (1st, 2nd, 3rd, and 4th).
- Announce the best performers on individual basis.

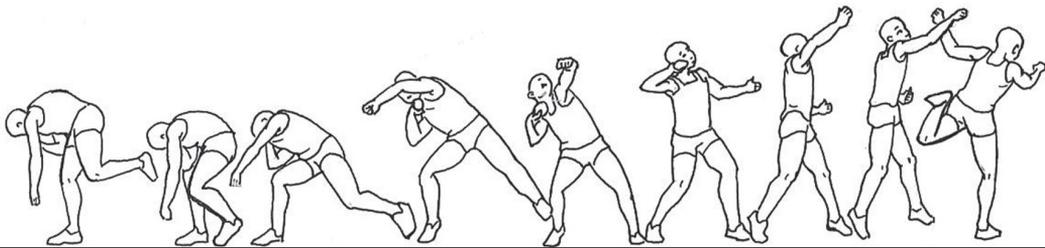
♣ Closing discussion

- Tell students to discuss factors contributing to the best discus throw for developing technical abilities.

ADDITIONAL NOTES (INFORMATION) TO THE TEACHER

Use every joint in order in shot putting.

- When several joints are being used in a skill, their sequence and timing are important.
- This principle tells us when the joints are to be used.
- Movement should begin with big muscle groups and moving out progressively to smaller muscles, from big to small.
- This pattern produces optimal forces and flowing hence continuous movement.
- The continuous movement.
- The continuous flowing or movement produces a combination of forces, adding together the force generated by one part of subsequent joints.
- In the well timed shot put, the hip action starts just as the leg extension decelerates.
- The shoulder action commences as the hip rotation decelerates.



Preparation

Glide

Throw

Recovery

Before releasing a shot put

After releasing a shot put

- Explaining to the students key elements to release velocity.
- Releasing velocity of an implement depends on the speed of the last part of the body at release.
- Timing and correcting sequence will allow the athlete to attain maximal release velocity.

Laws of Motion

- Understanding the relationship between force and motion owes much to the work of an English scientist, Sir Isaac Newton. He is best remembered for his three laws of motion.

Newton's First Law of Motion

- “All bodies continue in a state of rest or uniform motion in a straight line unless acted upon by some external force”.

Explaining the applications of this law

- Someone sprinting for example; will not move from the blocks/starting line until his legs exert force against them.
- A person high jumping will not take off from his or her approach run unless a force is applied into changing the direction.

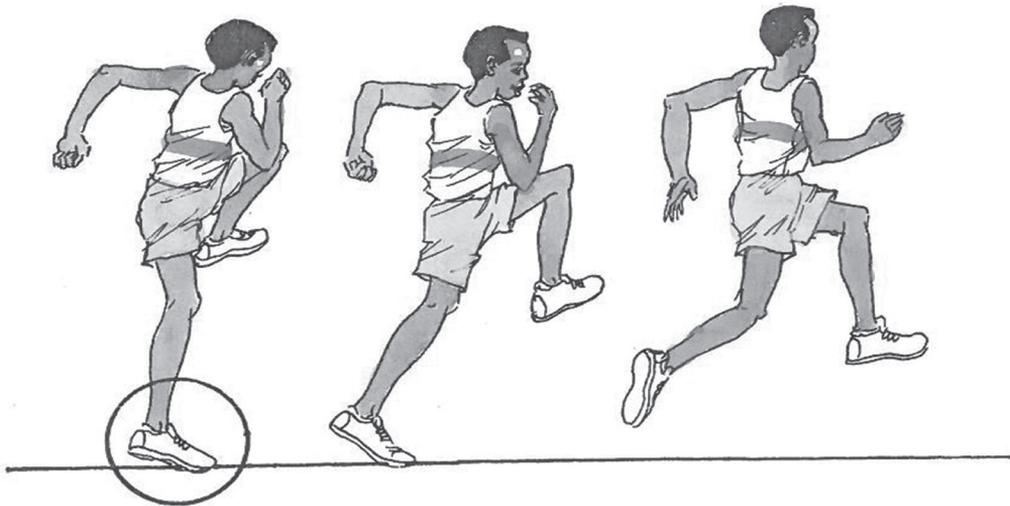
Newton's Second Law of Motion-Law of Acceleration

- “The acceleration of a body is proportional to the force causing it and takes place in the direction the force acts”.
- More force means more acceleration.
- Sprinting acceleration from the blocks is proportional to the force exerted against the blocks.
- The greater the force exerted, the greater the acceleration away from the blocks.
- In throwing events, the larger the force exerted on an implement, the greater the acceleration and consequently, the distance thrown.
- Once an implement has been released, there are no forces which can act to accelerate it.
- The same is true in the jumping events.
- The greater the force the athlete exerts at take-off, the greater the acceleration and height or distance achieved.
- Once the athlete has left the ground, nothing he does will accelerate the body.
- When maximal forces are needed, the muscles contract to generate this force.
- This is why injuries are more likely to occur in the acceleration or deceleration phases of movement.

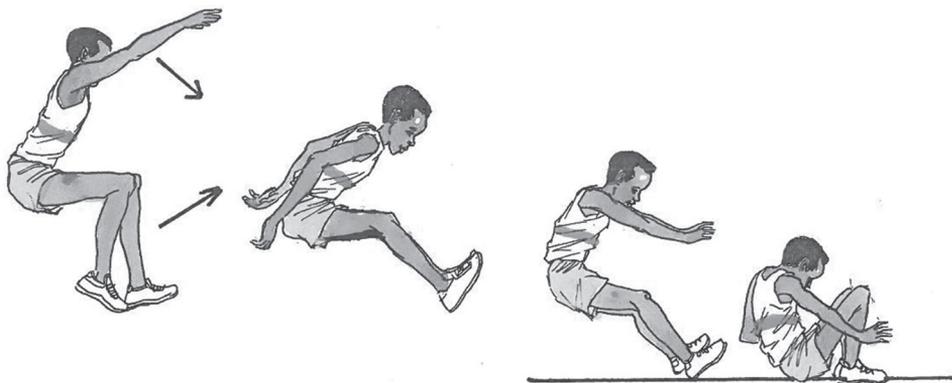
Newton's Third Law of Motion -Law of Reaction

“To every action, there is an equal and opposite reaction”.

- A person running exerts a force against the ground.
- Creating an equal and opposite reaction force which moves the body over the ground.



A runner creating an equal and opposite reaction



Action and reaction in long jump landing.

- The law of reaction also applies to movements that occur in the air.
- In these situations, the equal and opposite reaction is shown in movements of other parts of the body.
- A person long jumping, for example; will bring the arms and trunk forward in preparation for landing.
- The equal and opposite reaction is the movement of the legs into a good position for landing.

The long jump

The long jump is a relatively simple event that many youths enjoy performing. In mechanical terms, the approach is a cyclic motion. This means the continual repetition of the same cycle of movement like sprinting. Long jump is a result of

the combination and repetition of different movements forms such as takeoff, flight and landing. Horizontal velocity is needed in order to overcome gravity.

Technique

Individual biometer abilities are critical in the development of the long jumper.

Over

emphasis on quality leads to slower technical development, inconsistency or injury. When analysing a jump, as a teacher, you must be constantly aware that each action is caused by an earlier action.

The approach

The approach runs allows the athlete to reach the takeoff with maximum controlled acceleration. An efficient, consistent approach used gradual, uniform acceleration.

The Take off

Efficient long jump take offs result from:

- Well - times leg - hip extension.
- Powerful upward swinging of the free leg and arms.
- Powerful lifting of the shoulders.

The above variables are influenced by the jumpers speed and body position in relation to the take-off foot.

The Flight and Landing

Once the jumper breaks contact with the board, the trajectory of the flight curve of the center of gravity is established and cannot be changed. The jumper to maintain the balance and prepare for an effective landing position.

Common Faults and corrective techniques

Fault	Causes	Corrections
Poor speed (Deceleration) at the end of the approach.	Poor acceleration concepts, too long of an approach, fear of upcoming ground forces.	emphasise acceleration development, evaluate energy distribution, correct running mechanics problems, use more progressive workout approach distances.
Sitting at the end of the approach.	Poor sprint mechanics, anticipation of lowering the centre of gravity, poor torso projects.	Correction:Emphasise sprint mechanics and posture at the end of approach runs and during short-run jump takeoff.

Inaccuracy at the check mark or board.	Underdeveloped rhythm skills, poor acceleration skills, faulty steering cur.	Emphasise rhythm and acceleration on approach work and short-run jumps, steer for a different distance distance from the foul line. Takeoff Preparation
Forward lean.	Poor acceleration pattern, poor kinesthetic awareness.	Emphasise approach concepts, adjust approach length, improve feedback techniques on body positions.
Stopping on the pen ultimate step.	Poor posture, faulty foot placement in relation to the centre of gravity, excessive lowering, over emphasis on vertical velocity at takeoff, lack of negative thigh speed.	Improve the learner's concepts of the action with adaptive jumps and short-run jumps.
Excessive push-off from the penultimate step.	Stopping or checking, faulty approach accuracy, poor force - application concepts.	Emphasise rhythm of the last three steps, improve accuracy of runs, educate athlete about force kinesthetics. Takeoff
Foot too far advanced at touch down.	Approach inaccuracy, faulty penultimate preparation, poor posture, over emphasis on vertical velocities.	See previously related items.
Collapsing of takeoff leg.	Lack of pretension in the takeoff leg. Poor negative velocity measures of takeoff leg. Faulty foot position upon impact, inefficient posture.	Review concepts listed in takeoff section in this lesson.
Poor swing movements of the free leg and arms on subsequent flight mechanics.	Systematic eliminate problems by means of short-run jumps.	
Insufficient vertical velocity.	Faulty penultimate preparation, poor takeoff leg recovery, deceleration prior to takeoff.	Review items under takeoff section of this lesson. Flight and Landing

Excessive forward rotation.	Faulty takeoff concept, flight mechanics executed poorly or too late.	Mastering the takeoff posture, practising mechanics in deep pits or off raised takeoff area.
Landing in an upright position.	lack of background lean during first part of the flight, faulty pike concepts, excessive forward rotation at takeoff, fear of falling backward upon landing.	Institute a variety of landing drills and flight drills off short-run jumps.
Falling back on landing.	Timing of knee flexion or slide tilt.	Assign various landing drills, with emphasis on timing.

END UNIT ASSESSMENT

- Set speed running exercises, endurance exercises and evaluate how students are performing set exercises. Write down their records.
- Set high jump exercises and evaluate students' performance based on the recorded facts.
- Set discus and shot put exercises and evaluate how students are performing set exercises based on recorded performance.



UNIT SUMMARY

In this unit, students have learnt about techniques and tactics of performing: Speed running exercises, endurance exercises, long jump, shot put and discus.

Unit 5:

FOOTBALL



Key unit competence:

- To use different football techniques in a game situation and apply basic rules.

Cross-cutting issues to be addressed

- **Gender:** having both boys and girls participate in football exercises.
- **Inclusive education:** giving a chance to all students even those with disabilities to participate in different football exercises,
- **Standardization culture:** student practice on the same playground with standards equipment.
- **Communication:** students communicate while doing exercises.

List of lessons

	Lesson title	Learning objectives	Number of periods
1	Kicking the ball	To kick the ball using different parts of the leg correctly	1
2	Controlling the ball	To control the ball using the chest, thigh and legs.	1
3	Dribbling the ball	To dribble the ball correctly	1
4	Stopping and blocking the ball	To stop and block the ball perfectly	1
5	Attack and defense strategies	To apply different attacking and defending strategies during game situation following laws of the game.	1
6	End unit assessment	To evaluate students' performance on: kicking the ball, dribbling the ball, blocking and stopping the ball, attacking and defensive strategies in the game situation following laws of the game.	1

LESSON 1: KICKING THE BALL

Learning objective:

Students should be able to kick the ball using the inside, outside, top and big toe of the foot correctly.

Teaching resources

- Whistles
- Balls
- Stopwatch/watch
- Cones
- Coloured bibs
- First aid kits
- Resource person
- playground

Introduction

- Ask students to brainstorm different ways of kicking the ball.
- Guide them while brainstorming.
- Tell one student to lead others in a warm up. Include; aerobics, stretching exercises and strengthening exercises.

Lesson body

- Introducing this lesson, kicking the ball.

Explain and demonstrate to the students different ways of kicking the ball:

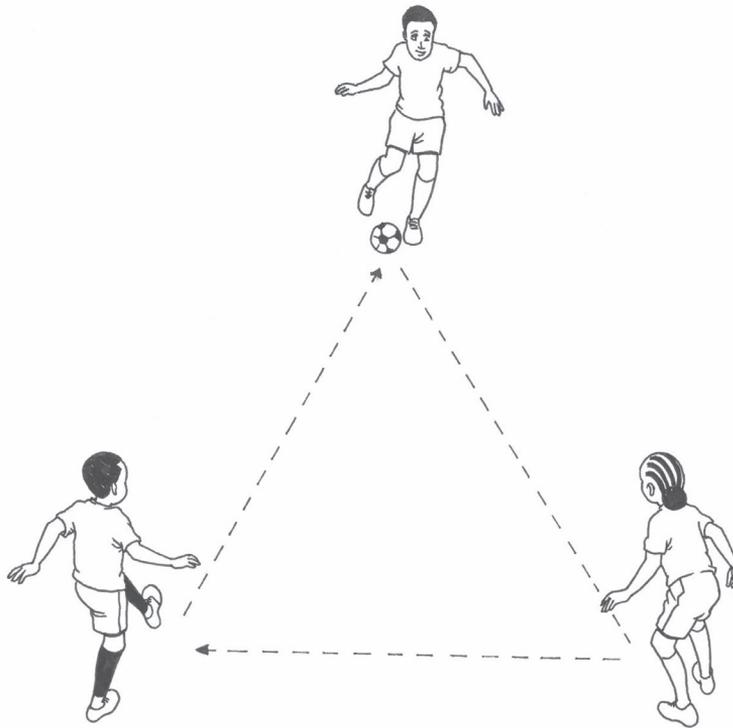
- Using the inside of the foot.
- Using the outside of the foot.
- Using the top of the foot.
- Using the big toe.

Different ways of kicking the ball

- Tell students that kicking involves moving the ball between teammates.
- Mention that to gain more possession of the ball, students should always kick the ball to the first teammate they see.
- Tell students that we can use different parts of the leg to kick the ball.



Student kicking the ball



Student kicking the ball for packing passes.

1. *The upper part of the foot.*

- Tell students that this is that part that is normally covered by their shoe laces.
- Showing it to students and having them touch it.



Kicking the ball using the outpart of the foot

Note:

- Telling students that it is mostly used for shooting and passing.

Teaching points:

Guiding students to do the following, request them to:

- Place the ball besides their weaker foot.
- Put all their body weight on the weaker foot.
- Keep the hips and shoulders facing the target.
- Swing the kicking leg (stronger) back and then forward.
- Hit the ball in the middle using the upper part of the foot.
- Aim to hit the ball to the intended target.

2. *The inside of the foot.*

- Explaining that this is that part along the arc on your foot.
- Showing and telling students to touch it.



Kicking the ball using the inside part of the foot

Teaching points:

Guiding the students in doing the following;

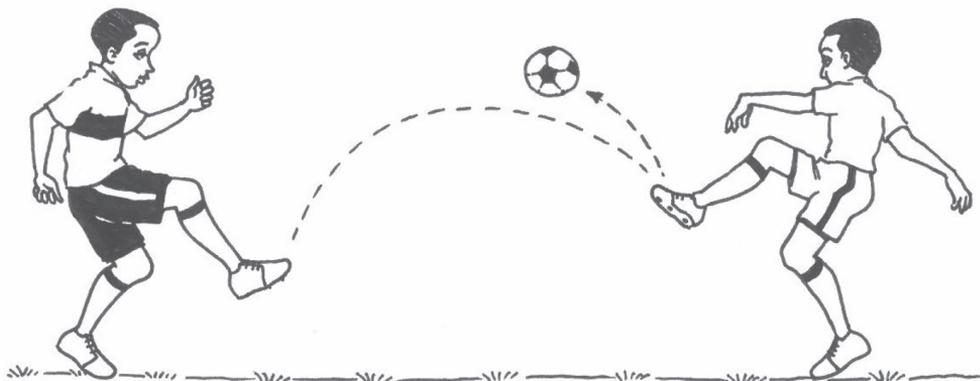
- Placing the ball next to the weaker foot but not behind.
- Swinging the stronger kicking leg behind and then forward and turning it slightly outward.
- Pointing the toes outward.
- Hitting the ball at the centre using the inside part of your foot.
- Swinging the leg loosely through.
- Aiming to hit towards the intended target.

3. *The outside part of the foot.*

- Mention that this is the part opposite the arc on their foot.
- Show and let students touch it.



Kicking the ball using the outside part of the foot





Explain that it is mostly used to avoid kicking with the weaker foot.

- It is used on:
 - Spin balls
 - Free kicks
- Shots on goals
- Volleys

Teaching points:

Guid students to do the following request them to:

- Level the ball with their weaker leg but at a distance.
- Put all their weight onto the weaker leg.
- Bend the weaker leg slightly.
- Angle and lifting the stronger leg either slightly or strongly.
- Turn toes inwards in the direction of the weaker leg.
- Hit the ball in the middle using the outside of the foot.

4. *Using the big toe.*



Girl striking the ball using the big toe

- Mentioning this is normally used to make long high passes. For example; Free kicks, Goal kicks

Teaching points

Ask students to perform the following steps.

- Approach the ball at an angle.
- Swing the stronger leg backwards and then forward.
- Hit the lower part of the ball using the big toe.

Let students practice different ways of kicking the ball.

Activity 5.1: The circle game

- Let students make a circle with balls.
- Choose one of them to stand in the middle.
- Explain and demonstrate that on signal.
- A student will be calling for the ball from any student in the circle.
- They will be controlling and passing the ball back to the same student and then calling the ball from another student.
- Change the middle student every few minutes.

Activity 5.2: Call to receive

- Divide students into 2 groups.
- Give one group balls.
- Having all students jog around a certain area.
- Students with balls kick to those without.
- They then look for a pass from elsewhere.

Note: Encourage them to communicate with each other.

Activity 5.3: Short and long pass

- Give each student a number (1, 2, 3 -----).
- They may stand in any form. Be creative to make it fun.
- They kick the ball to each other in their number order.
- For example; Number one kicks the ball to number 2, Number 2 to number 3, and so on.
- Ask student to use different types of kicking on each attempt.

Activity 5.4: Shooting game

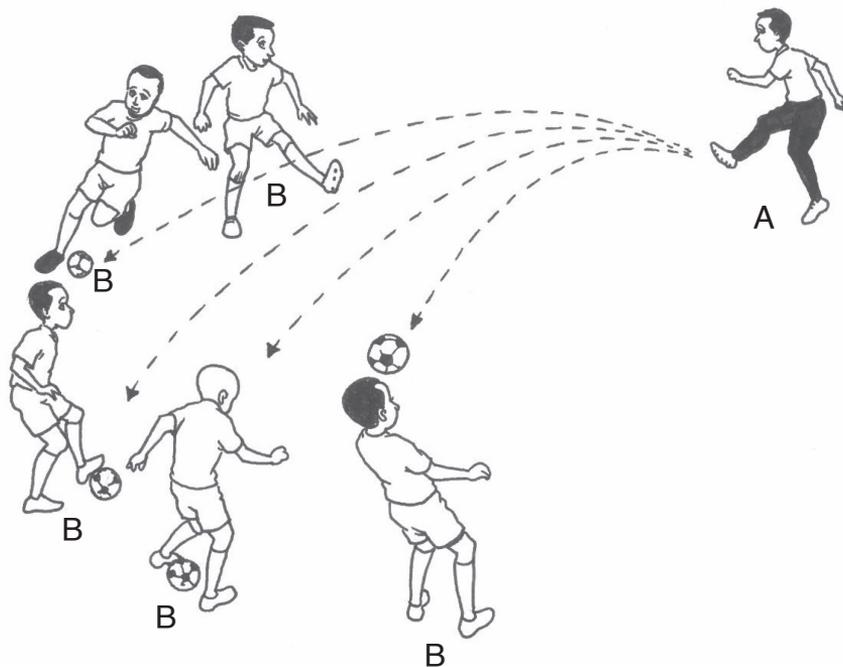
- Have 4 students stand in a rectangular form. They then kick the ball in a line formation to each other in a clockwise or Anti clockwise manner.
- They kick diagonally across for longer passes.
- Encourage them to use different parts of the foot each time they get the ball.

Activity 5.5:

- Letting students practice the skill.
- Dividing them into 2 groups with each group having girls and boys.
- Be the goalkeeper.
- Having the groups stand in 2 parallel lines.
- Their role is to shoot at the goal.
- Telling them to count each goal they score.
- They have to use a different way each time they shoot.
- The group that scores most goals wins.
- Bringing in more drills and activities for practise.

SHOOTING THE BALL





- Shooting involves kicking the ball into the net to score a goal.
- You may use the big toe, upper, inside and outside parts of the foot to make the ball curve in or out or ship it into the net.

Teaching points:

- Always teaching the students the basics before attempting to shoot.

The basics

- Head down, eyes on the ball.
- They only look up to see where exactly they want to hit the ball.
- Have them approach the ball at an angle, this generates more power for the kick.
- Plant the weaker leg besides the ball but NOT behind.
- They now score with the stronger leg kicking back and then forward.
- At this point, the knee of the kicking leg and chest should be above the ball.
- Ask them to hit the ball in the middle aiming to score.
- Kick through the ball to generate more power.

Note: Guiding students to use different parts of the foot to practise shooting.

Activity 5.6: Receive and shoot

1. Requirements: - 1 goal, 5 balls, 1 student

- Place 5 balls around the D outside the penalty area.
- The student's (striker) role is to kick all the balls into the goal.
- After the 5 attempts.
- Have her or him sprint to pick up all the balls.
- Switch students.

Progressions

- Increasing the tempo of the game.
- At least one shot must be made with the weaker foot.
- Bringing in a goalkeeper to make it harder to score.
- Adding more balls to increase shot attempts.

Focus on;

Accuracy of the shot.

Using different parts of the foot.

Activity 5.7: Clockwise activity

Requirements: - 1 goal, very many balls, 3 teams, cones

- Each team will select a feeding student.
- He/she will stand along the side.
- He/she will be throwing balls into the play area.
- Have students line up in any formation.
- Tell them to shoot as soon as they receive the ball.

Progressions:

- Increasing the tempo of the game.
- Limiting the number of touches.
- Changing the width of the playing area.

More emphasis on;

- Accuracy of the shot.
- Using different parts of the leg.

LESSON 2: CONTROLLING THE BALL

Learning objective:

By the end of the lesson, Students will be able to control the ball using the chest, thigh and legs at the end of the lesson.

Teaching resources:

- Cones
- Stopwatch/watch
- Whistle
- Video clips on controlling the ball
- Playground
- Balls

Introduction

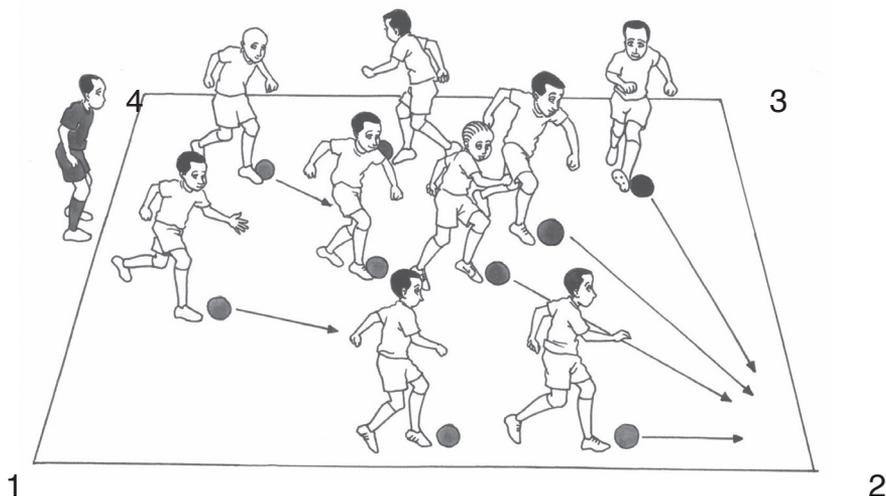
Let students respond to questions related to the previous lesson

- Guiding students to warm up fully and support them where is necessary.
- Guiding them appropriately.
- Introducing the lesson to the students (Ball control).
- • Bringing in more fun activities and games for students to practice the skill in pairs and small groups.

Lesson body

Controlling the ball

- For all skills to be done correctly, the student needs to be able to control the ball either by receiving or stopping it.
- The aim here is to deny the opponent a chance to get to the ball.
- We control the ball with; the chest, the thigh and the legs.



Teaching points

- Guiding students in doing the following;
 - Stretching out the arms.
 - Pushing the chest in front.
 - Arching the back slightly.
 - Bending the knee or jump so that the chest is in line with the ball.

Request students to do the following:

- On contact with the ball, withdraw the chest to direct the ball onto the ground.
- Ensuring that it falls within your reach.
- Remembering to focus all attention on the ball.

To control with the thigh

Tell students to:

- Hold the ball above the thigh.
- Let it drop onto the middle part of the thigh.
- Bounce it on the thigh.
- Control the direction of the ball and how high it goes.
- Not forget to keep eyes on the ball.
- Practice using the other thigh as well.

To control with the leg

Tell students to:

- Let the ball drop onto the middle part of your foot.
- Bounce it up and down on the leg.
- Control your movements with the ball.
- Feel more comfortable, practice using the other leg.

Activity 5.8:

Requirement: 1 ball, all students

- Let students make pairs.
- Give each pair a ball.
- Clearly explain and demonstrate that:
 - In each pair, one throws the ball for the other to control using different parts of the body.
- Guide them in learning activities to the skills correctly.

Variation

Bringing in more from activities and games for students to practice the skills in pairs and small groups.

Activity 5.9: Clockwise

Requirement: 1 ball, all students

- Have all students stand in a circle formation.
- Pick one to stand in the middle.
- The middle student calls for the ball from any student.
- He/she controls it and passes it to the next student in a clockwise direction.
- They keep on doing the same until the whole circle is completed.
- Swap the middle student.

Progressions

- Increasing the tempo of the game.
- Limiting touches on the ball.
- Having students throw the ball to the middle student to control using the chest, thigh, knee and legs among others.
- Letting the ball move through students in an anticlockwise way.

Emphasis on:

- Communication to command the ball.
- Passing with different parts of the foot.
- Using the weaker leg at least once.

Activity 5.10: Monkeys in the middle

- Mark the playing area with cones.
- Let the students make a large circle.
- Selecting 2 students to be in the middle (Monkeys).



- Students in the circle pass the ball to each other and control the ball.
- The aim is to keep the monkeys from getting the ball.
- If the monkey gets the ball, that student who kicked it stands out as the game continues.

Progression:

- Students in the circle cannot pass next to each other.
- Increasing the tempo of the game.
- Bringing in more monkeys in the middle.
- Having the students kick the ball in the air for the other to control.

More emphasis on;

- One touch on the ball.
- Communicating to command the ball.
- Using both the left and right foot when passing.
- Controlling using various body parts.

LESSON 3: DRIBBLING THE BALL

Learning objective:

By the end of the lesson, students should be able to dribble the ball.

Teaching resources:

- Whistles
- Playground
- Watch/chronometer
- Bibs
- Cones
- Balls

Introduction:

- Ask questions to review the previous lesson.
- Guide students to warm up correctly with physical exercises.
- Let them perform stretching exercises.
- Guide students to warm up correctly with various physical exercises.
- Introducing the lesson dribbling the ball
- Demonstrate to students how to dribble an imaginary ball.
- Let the students practice dribbling an imaginary ball.
- Providing immediate feedback.

Lesson body

Dribbling the ball

Tell students that dribbling is when a student makes short kicks while travelling with the ball to prevent his or her opponent from taking it away from him or her.

How to do it:

1) Dribbling using the inside of the foot.

Explain and demonstrate to the students how to dribble the ball with inside the foot.



Dribbling the ball using the inside of the foot

Teaching points:

Remind students to:

- Stand tall, never lean forward or backward.
- Look up so that you can see the;
 - Defenders who want to steal the ball.
 - Teammates to pass to.
 - Open space to dribble.
- Not lose focus on the ball in order to keep it.
- bend the knees slightly to gain balance.
- Tap the ball softly with the inside of your foot.
- Take short steps as you move the ball forward.
- Keep the ball between your feet.
- Let it travel from the right to the left foot using the inside of the foot.

Giving students enough time to learn the above.

2) Dribbling using the outside of the foot.

- Explain and demonstrate how to dribble the ball by using the outside of the foot.
- Tell students that it is normally used to change the direction of the ball. Instead of kicking to the right, use the outside of that foot to kick left in short distances.



Dribbling the ball using the outside of the foot

It is normally used to change the direction of the ball. Instead of kicking to the right, use the outside of that foot to kick left in short distances.

♣ Learning activities:

Activity 5.11: In and Out

- Having the students make a large circle.
- Marking out 4 cones within the circle in any formation.
- Giving one ball to one of the students to start the game.
- He/she then kicks the ball towards another student.
- All students will be doing the same until everyone gets a turn.
- This may continue for a specific amount of time.

Progression:

- Gradually adding more balls to increase the number of students dribbling at a time.

Put more emphasis on;

- The part of the foot is dribbling.
- The distance between the ball and the dribbler's feet.
- Communicating for the ball.
- Body position. (The eyes, hands, knees, among others)

♣ Activity 5.12: Round and Round

Requirements: - Marked area, 3 cones, 1 ball per students

How to play:

- Each student will dribble the ball around the 3 cones in any direction for 1 minute.
- One at a time, they do this for a specified time.

Progression:

- You may gradually start increasing the distance between cones.
- Bringing in another student to dribble around the same cone.
- Increasing the tempo of the game.

Focus more attention on;

- parts of the leg being using to dribble
- The students using both feet.
- Body position.
- The distance between the ball and dribbler's feet.

♣ Activity 5.13: Dribble relay

Requirements: cones and 1 ball per team

- Dividing students into 2 teams.
- Marking out cones in 2 parallel lines.
- Having each team stand behind a line of cones.
- On command go, the first student from each team has to dribble the ball in and out of all the cones to and from.
- Then leaving it to the next student until all of the students take their turns.

Progression:

- Asking students to only dribble with the weaker foot.
- Encouraging them to increase the tempo of the game.
- Changing the formation of the cones to make it a little bit harder.

Focus on;

- The part of the foot used when dribbling the ball.
- The distance between the ball and the dribbler's foot.
- The different methods of keeping the ball like change of direction and pace

Let students do cool down exercises..

♣ Closing discussion

Ask students to: Identify and name different ways of dribbling the ball.

- Demonstrate different ways of dribbling the ball.

LESSON 4: STOPPING AND BLOCKING THE BALL

Learning objective:

By the end of this lesson students should be able to stop and block the ball.

Teaching resources

- Cones
- Balls
- Playground
- Bibs
- Watch/chronometer
- Pictures or videos on stopping the ball

Introduction

Guide the students to warm up and stretching exercises.

- Introducing the lesson stopping and blocking the ball.

Lesson body

Teaching points in stopping the ball are;

- Guiding students to learn the following basics forstopping the ball
 - As the ball moves towards you, plant your weaker foot besides it.
 - Lightly tapping the top of the ball using the opposite foot or gently make the inside of the foot kick the ball.
 - The slightest tap on the ball will make it stop.
 - Remember to keep the ball within your reach or else, it will be easily stolen from you.
- Demonstrate to the students how to stop the ball the ball.

♣ Student's Activity:

Activity 5.14: Stop the ball



Requirements: Marked playing area, 4 cones, 1 ball between 4 students.

How to play:

- Pairing up the students (students).
- Each pair tries to keep the ball while dribbling it from one end to another.
- The aim is to stop the ball on the end lines.
- If the ball crosses the line, the other pair gets the ball and does the same.

Progression:

- Encouraging speedy work.
- Either increasing or decreasing the size of the playing area.
- Changing the formation of the cones.
- Bringing in more students.

Putting more emphasis on;

- First touch on the ball as they kick to each other.
- Communication for the ball.
- Using the inside part of the foot.
- The ball stopping at the end line.

For blocking the ball

- Demonstrate to the students how to block the ball.
- Guide them in learning how to block the ball.

- Let them practice blocking in game activities until they master the skill.
- Remember to give immediate feedback.
- Look at each student's performance in game activities. Write down comments and provide feedback.

Let students do cool down exercises.



Blocking the ball.

Closing discussion

Ask students the following questions:

- What is the difference between controlling and blocking the ball?
- How could you perform them?
- What is the importance of performing them?

LESSON 5 : ATTACK AND DEFENSE

Learning objective:

By the end of this lesson, students should be able to apply different attacking and defending strategies during game situations.

Teaching resources:

- Relevant books
- Whistles
- Playground
- Watch/chronometer
- First aid kits
- Balls
- Cones
- Goal posts

Introduction:

- Ask students questions related to the previous lesson. Provide feedback where is necessary.
- Request students to perform warm up and stretching exercises.

Lesson body

ATTACK

Explain to the students various strategies used to attack the defense

The team having the ball is the attacking team.

- The major aim for attack is to score goals

Attacking strategies to create scoring opportunities are the following:

- Keeping the ball moving
- Passing to your nearest team mate.
- Dribbling the ball looking for an opportunity to score.
 - Making a pass and move quickly to open space for the ball
 - Changing the direction of attack
- Making a long pass to another place which has fewer defenders.
- You may kick backwards to the goal keeper(if possible).
 - Keeping possession of the ball without making a real attack.
- Just keep passing to each other.
- Looking out for a scoring opportunity
 - Consistently making good throw -ins.
- Aiming to throw the ball far into areas with less defenders.
 - Corners could be good scoring opportunities if taken efficiently.
- Having the best people at either right or left take corners.
- They should aim at setting up scoring opportunities.
 - Watching the ball to make rebounds off defenders or the goalie.
- This could create great scoring opportunities.

Defense

Explain to the students that:

The team without the ball is the defensive side. Here, the aim is to block the attacker's scoring opportunities.

Tell students to use the following strategies in defense

- Marking the attacking team
- Having 1 or 2 players between the ball and the goal.
- Covering attacking players to block any of their passing and scoring opportunities
 - Channelling the attacking players towards the sidelines in order to
- Making it difficult for them to take a good pass and shot.
- Making them loose the ball over the sideline.
 - Trapping the attacking team offside by;
- Coordinating the last line of defence
- Keeping track of the attacking student's location
 - Having a sweeper at the centre in order to sweep or steal any balls that get through the defence
 - Causing turnover of the ball to your side by;
- Moving attackers away from the goal
- Making attackers play with their weaker foot.
- Moving attackers into a team mate (supporting defenders)
 - Communicating with your teammates .
- Letting them know your intentions
- Responding to their communications too.

♣ Activity 5.15:

Let students perform:

1vs1, 4vs4, 3vs3 and 5vs5

♣ Activity 5.16:

4vs2

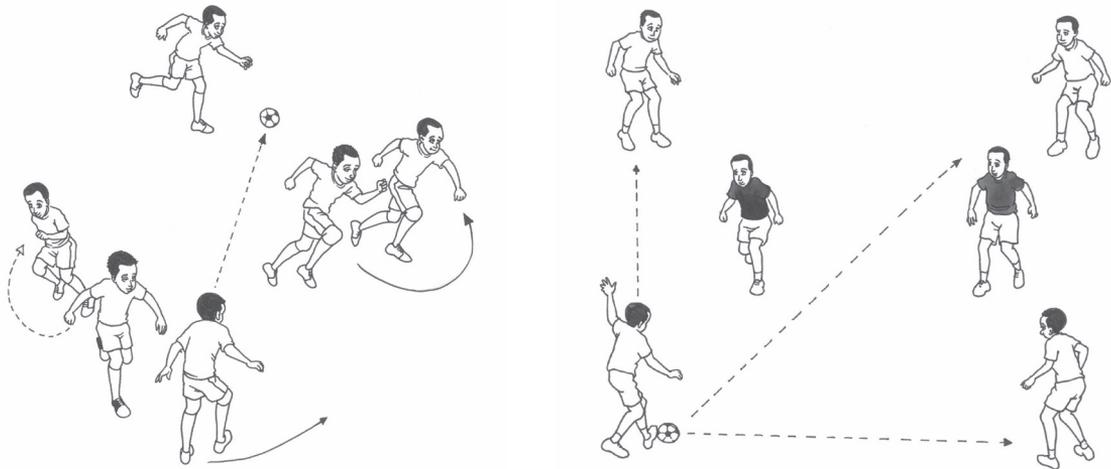
4 attacking students - to pass the ball amongst themselves.

2 defensive students - in the middle to intercept passes.

- If the attacking student loses possession of the ball, he /she will switch positions with the middle student who blocked the ball.
- Continuous playing for a specific period of time.

♣ Activity 5.17:

Organize a game situation and let students play with both offensive and defensive strategies. Provide immediate feedback while playing. Teacher officiate the game.



Students playing in teams

Let students do cool down exercises.

Closing discussion

Ask students the following questions:

- Explain why attack and defense strategies are crucial in playing football.
- How attack and defense strategies may help you in playing football game.

ADDITIONAL NOTES (INFORMATION) TO THE TEACHER

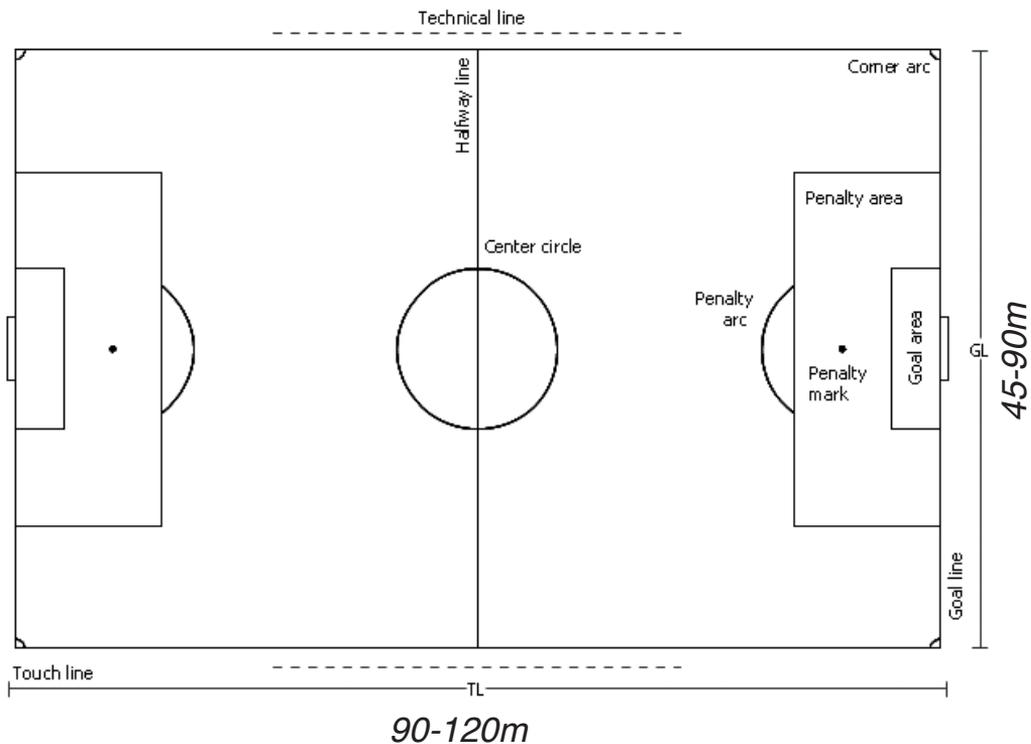
Football rules

Rules can easily be forgotten. Introduce a few during every practice and during game situations.

Teaching points:

Explaining the following rules to students, demonstrating where necessary;

Football playground



The dimensions are specified in Law 1 of the official FIFA Laws of the Game. According to FIFA rules, the standard length of a football pitch should be between 90-120 meters (100-131 yards) while its width is from 45-90 meters (49-100 yards).

Football fields used in international matches have similar measurement to the league pitches. The minimum dimensions are 100 by 64 meters (110 by 70 yards) while the maximum dimensions are 110 by 75 meters (120 by 80 yards).

To help you understand better the markings on a football pitch, let us name them one by one and enumerate their uses.

The touchline

The touchline is the line at the side of the football field, hence, it is also called the sideline. The length of the touchline is also the length of the football field. If the ball goes out in this part of the pitch, the game will be restarted with a throw-in.

Goal line

The goal or end line is the line at the end of the pitch, which defines its width. If the ball goes out of the end line and an attacking student is the last to touch it, the game will be restarted with a goal kick. If a defending student is the last to touch the ball before it crosses the goal line, the game will be restarted with a corner kick.

Halfway line

The line that crosses the football field in the middle is called the halfway line. This has no technical use but only serves to divide the playing field into two equal halves.

Center circle

The center circle is the big, round demarcation on the middle of the playing area. Its radius measures 9.15 meters or 10 yards. During the kickoff, only two students can be inside this area, the one doing the kickoff and the teammate receiving it.

Centre spot

Also called center mark, this is the bold line in the middle of the center circle, where the ball is placed during kickoff.

Penalty box

Also called the penalty area or the 18-yard box, this is the big box located at each end of the playing field. It measures 16.5 by 40.32 meters (18 by 44 yards). A foul against an attacking student committed inside the penalty box is punishable with a penalty kick.

Penalty spot

The penalty spot is the bold circle inside the 18-yard box where the ball is placed during penalty kicks. Its distance from the goal line is 11 meters (12 yards).

Penalty arc

The penalty arc is the half circle on top of the penalty box. During a penalty kick, no student is allowed to be inside it.

Goal box

The small box inside the penalty area is known as the goal box. Also called the six-yard box, goal kicks are taken from anywhere in this part of the football field.

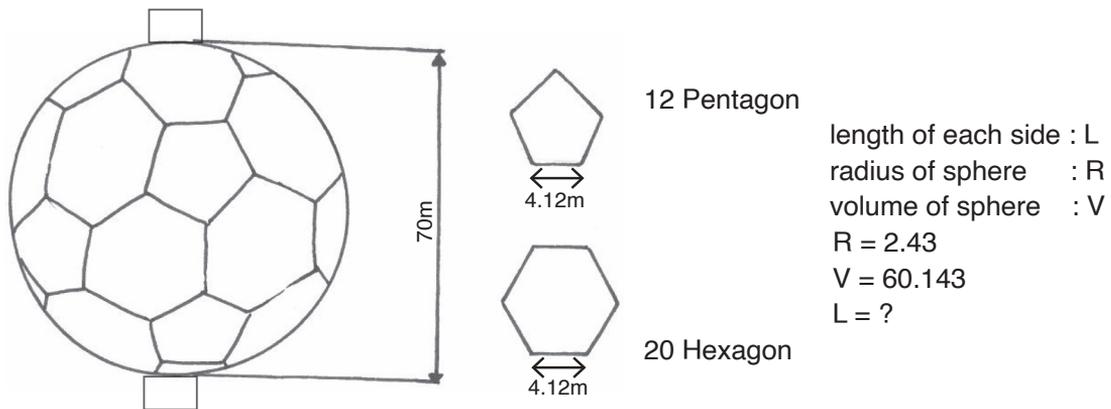
Corner arc

The semi-circles at each corner of the playing pitch are called corner arc. The ball is placed anywhere in this area during a corner kick.

Technical area

A box is drawn in front of each team's dugout. It is called the technical area and one person at a time is allowed to shout instruction from there.

Football ball



Footballs used in association football or soccer have a circumference of 27 to 28 inches. It weighs around 410 to 450 grams and is inflated to a pressure of 60 to 10 kPa. Footballs are usually covered with leather. But, today different types of materials are used to cover it. The footballs used in modern day games are stitched from 32 panels of leather or plastic. Leather and plastic used in football should have waterproof property. It is also stitched from 2 regular pentagon...

It is also stitched from 2 regular pentagons and 20 regular hexagons. Truncated icosahedron is the name given to the 32 panel. It is quite similar to the polyhedron but is more spherical. The spherical shape is due to the pressure of the air inside the football.

The design of black pentagon and white hexagon in 32 panel was the official ball of 1970 Mexico world cup. It is the most widely accepted design mainly due to its visibility. But several companies have now brought out premium branded balls with elaborate designs. The standard football size is 5. The other sizes that are available are 4 and 3. In indoor competitions the size of football used is 4. The material used in the football varies according to the manufacturer. Most of the important brands still manufacture leather football, which is popular with football fans. Attractive logos and designs feature in most of the latest football

Football match

- A football match is played between 2 teams.
 - Each team should have 10 students and 1 goalie/goalkeeper.
 - Each team puts on a coloured Jersey different from the other.
- A match is played in 2 halves.
 - Each half is 45 minutes.
- The game starts with tossing a coin.
 - The captain who wins selects a goal to defend or takes the first kickoff.
- Students can use any part of the body, except;
 - Hands
 - Elbows
 - Arms
- The team that scores most goals wins.
 - It's a goal if the ball crosses the goal line at the goalie box.
- The ball is out of bounds if it crosses the side line.
 - It is thrown back in by the team that did not touch it last.
- The game is monitored by a central referee and 2 linesmen.
 - Their role is to implement the rules of the game.
 - They decide on:-
 - Free kicks
 - Penalties
 - Goals
 - Throw-ins
 - Fouls
 - Cards
- Cards:
 - A yellow card is given to warn a student.
 - A red card is given to a student to send him or her out of the game and the next match.
- Three substitutes are allowed.
- A student cannot return after being substituted.
- Substitutions are done during breaks like; Throw ins, After a goal.
- A goal kick or corner is awarded when:
 - The ball crosses the goal line.
 - If the defender touches the ball on it's way out, the other team wins a corner.

- When the attacking team kicks the ball outside, a goal kick is awarded to the defending team.
- It's normally taken by the goalie/goalkeeper.
- Penalties are awarded if:
 - A game is tied overtime.
 - The ball is placed at the penalty mark.
 - Each team makes attempts on shooting and the team that scores most goals wins.
 - No rebounds are made after the kicks.

♣ Assessment

- Performing various techniques in football.
- Demonstrating the acquired skills in a game situation.
- Stating rules and role of fairplay in football.

End unit assessment

Set a football game situation and let students play the game following laws of the game of football. Observe and evaluate students' performance on: ball control, kicking the ball, blocking the ball and how they use attacking and defensive strategies in football game.

Unit summary

In this unit, students have learned about: kicking the ball, controlling the ball, dribbling the ball, stopping and blocking the ball, attacking and defending strategies in game situation.

Unit 6:

VOLLEYBALL

Key unit competence:

- To use different volleyball techniques and interpret rules in a game situation.

Cross-cutting issues to be addressed

- **Gender:** having both boys and girls participate in all activities.
- **Inclusive education:** giving chance to all students even those with disabilities to practice different activities.
- **Communication:** students use communication means when playing the game.

List of lessons

	Lesson title	Learning objectives	Number of periods
1	Basic techniques of volleyball (service and pass)	To perform volleyball techniques (service and pass)	1
2	Positioning exercises	To receive and pass the ball according to the role played in a team	1
3	End unit assessment	To evaluate students' performance on: serving, passing and making rotation when playing volleyball game.	1

LESSON 1: BASICS TECHNIQUES OF PLAYING VOLLEYBALL

Learning objective:

By the end of this lesson, students should be able to perform volleyball techniques of service

Teaching resources:

- Playground
- Balls
- Whistle
- Volleyball net
- Watch
- Posts

Introduction

Let students brainstorm ideas on the techniques used in playing volleyball. Provide feedback where is necessary.

- Select one student to lead others to warm up.
- Guide him/her to make sure that warm up is done correctly.
- Introduce volleyball techniques.

Lesson body

Service:

- Tell students that service is a method by which the ball is put into play at the beginning of each rally. The player in position (1) at the right hand back line is the one to serve.

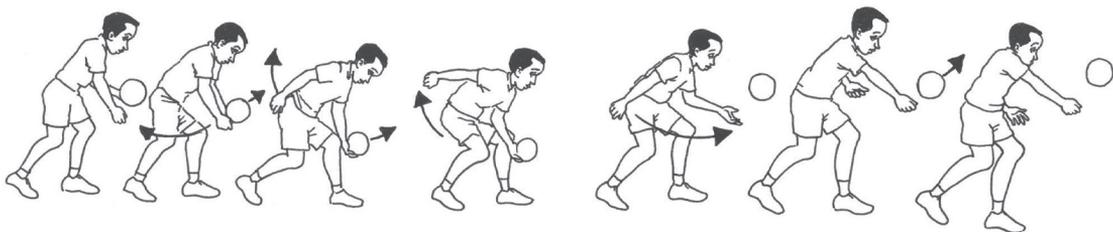
Demonstrate to the students how to serve the ball with different services used in volleyball.

Direct students to serve the ball by demonstration method;

- A student hits the ball with his or her hand. The students should aim at sending the ball over the net into the opponent's court. By standing behind the back line, the server tosses the ball into the air and strikes it. This should be done with one hand. The ball must not rest on the other hand.

a) Underarm service

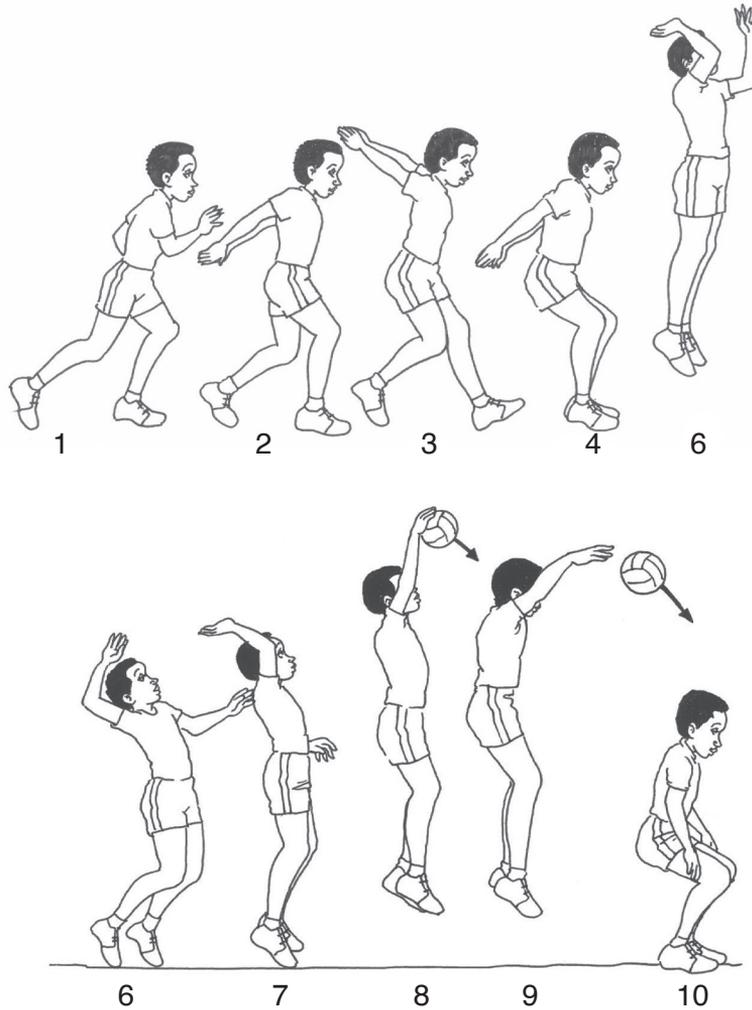
Explain and demonstrate how to perform underarm service. Let students perform it individually.



serving techniques

b) Jump serve

Explain and demonstrate how to perform jumps serve. Let students perform it individually,



Steps of jump serve



The position of the hand serving the ball

Explain to the students the following:

- After passing over the ball into the opponent's court, the player may enter the field of play.
- The service is considered to be good if the ball passes over the net and between the poles holding the net (antennae). Service must be done after the referee whistles.
- The player continues to serve until his or her team commits a fault.

Remind students that:

The referee will signal change of service when one of the following serving faults occur.

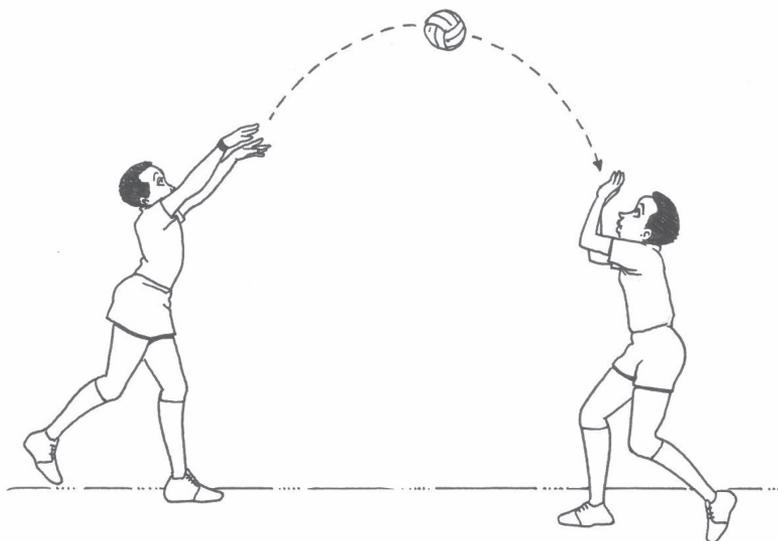
- Ball passes under the net.
- Ball touches the antennae.
- Ball passes behind the antennae.
- Ball is touched by a player of the serving team before crossing into the opponents court.
- Ball lands outside the limit of the opponent's court.
- Service is made by wrong player.

Volleyball receive and pass techniques:

Tell students that this is one of the basic skills in the volleyball game. It is an overhead pass. It is the most used and accurate technique in volleyball.

a) Overhead pass

Explain and demonstrate to the students how to perform overhead pass.



Volleyball pass

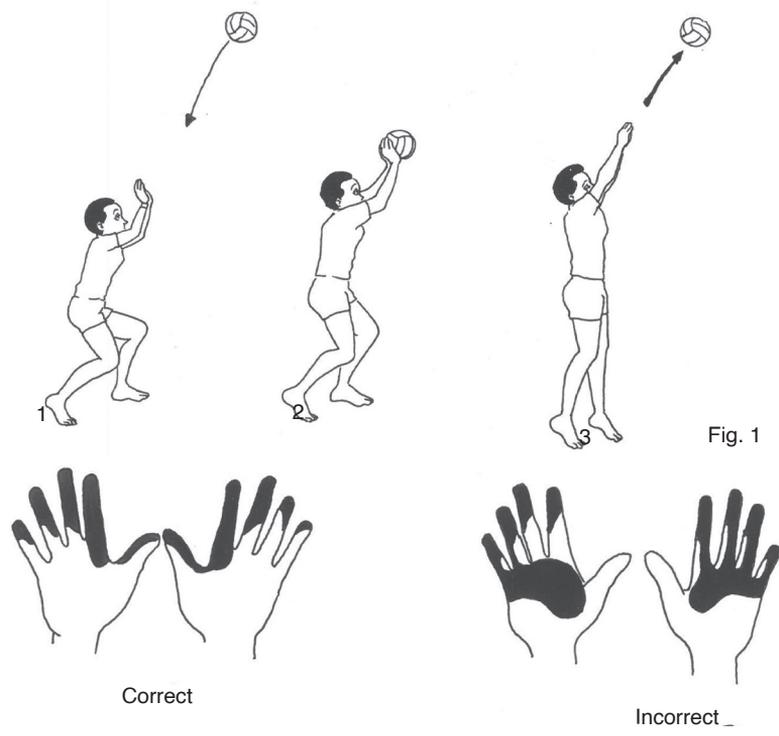
Let students perform it individually/in pairs

Position of arms, hands and fingers while passing the ball using different-techniques.

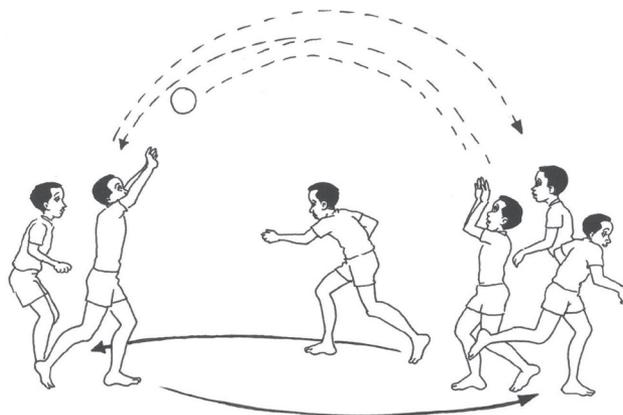
Remind students:

- To position themselves below the ball.
- To spread shoulder width apart.
- Bend the knees with the knee going into crouching position.

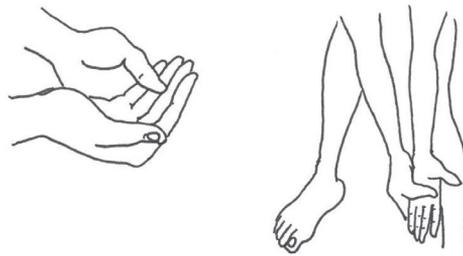
As the ball is close to the forehead, stretch the arms towards it and contact the ball with the fingers. Smoothly extend the whole body as the volleyball is met



Let students perform exercise of pass and follow



passing and follow



Let students perform underarm pass individually/pairs/teams

♣ **Activity 6.1:**

- form 4 groups
- based on the balls available, let two groups/teams play by using different basic techniques learned/service and passes).
- Guide students when playing.

Let students perform cool down exercises

The Dig Pass

- Guiding and explaining to students the technique of digging in volleyball. Emphasize that digging is the act of receiving the ball on the outstretched forearms.
- Bringing to the attention of students that the following are the functions of a dig during the game.



Position to receive and pass the ball in turn

- Used to play the ball which is too low Which is too fast
- Which is too far to the side used to answer a service?

- Used to receive a spiked ball.
- Used to retrieve a ball from the net.

Demonstration Method:

- Position yourself below the ball.
- The feet should be spread shoulder width apart.
- Bend the knees with the knee going into crouching position.
- As the ball is close to the forehead, stretch the arms towards it and contact the ball with the fingers. Smoothly extend the whole body as the volleyball is met.

Note:

- The dig must take the speed out of the ball.
- The action of the dig should not increase the speed of the ball.
- Swinging arms will destroy the purpose of reducing the speed of the ball.
- Quick and easy method of gripping the hands will make it easy to form a broad platform of the forearms.

Teaching points of a Dig pass:

Step 1:

- Instructing and demonstrating to students the steps required performing a dig pass.
 - Move in a position so that the ball will be received between the shoulders.
 - Assume a stable base with knee flexed and facing the direction of the intended pass.
 - Extend the hand in front of the body keeping them straight by locking the elbow.
 - Hold the hands together and bend the wrists down.
 - Contact the ball with the fleshy part of the lower arm.
 - Use a steering movement rather than arm swing.
 - Further explaining to students that passing technique starts with foot placement.
 - A player must be in athletic position and properly align the arm.
 - Emphasizing need to bring arms together straight and away from the body.
 - Let the forehand create a platform giving the ball clear contact.

Step 2:

- - Instruct the students to practice drills for the Dig pass.

♣ Activity 1: Digging drill

- Students work in pairs. One person throws the ball while the partner digs it back. This should be repeated to a count of 10 after which they change roles.
- Students should do as in 1 but this time the ball thrown should not reach the partner who is expected to move forward to dig and later return to original position. Students should repeat the count of 10 and then after change roles.

♣ Assessment

- Setting exercises and evaluates how students develop and use various skills of serving and passing the ball in a game situation.

Cool down

Let the students jog around the activity area, stretch and strengthen their muscles.

Closing Discussion

Discuss with students the various techniques of serving and passing the ball in the game of volleyball.

LESSON 2: POSITIONING

Learning objective:

By the end this lesson, students should be able to receive and pass the ball according to the role play in the team.

Teaching resources:

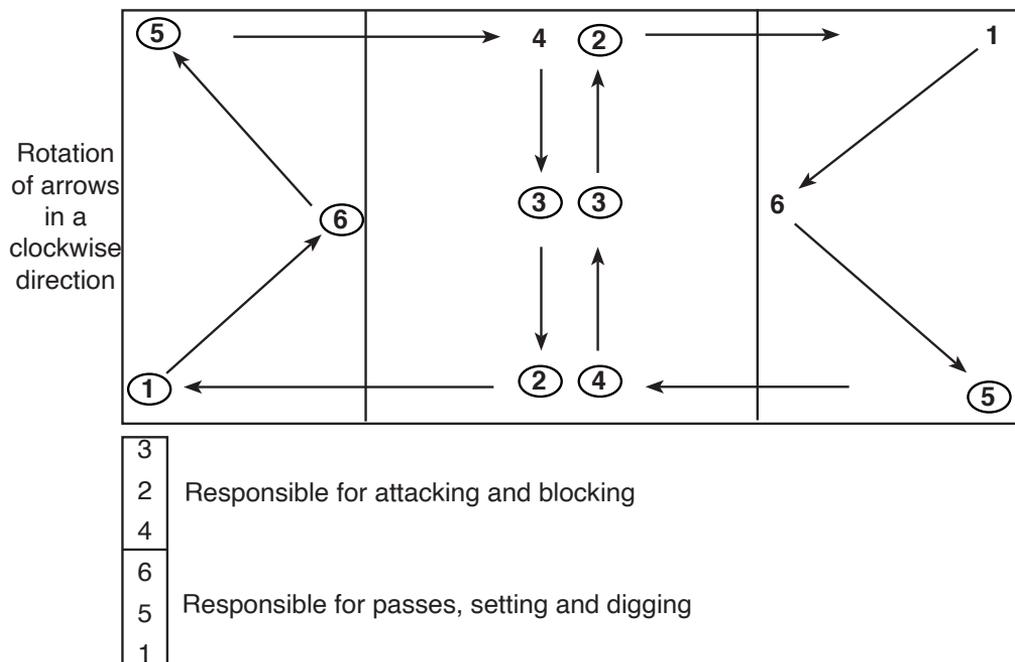
- Playground
- Posts
- Balls
- Cones
- Whistles
- Volleyball net
- Watch

Introduction

- Ask question related to the previous lesson. Provide feedback where is needed.
- Select a few students to lead others in warm up.
- Guide them appropriately to ensure that warm up is done correctly.
- Let them do stretching exercises.
- Guide students while doing stretching exercises.

Lesson body

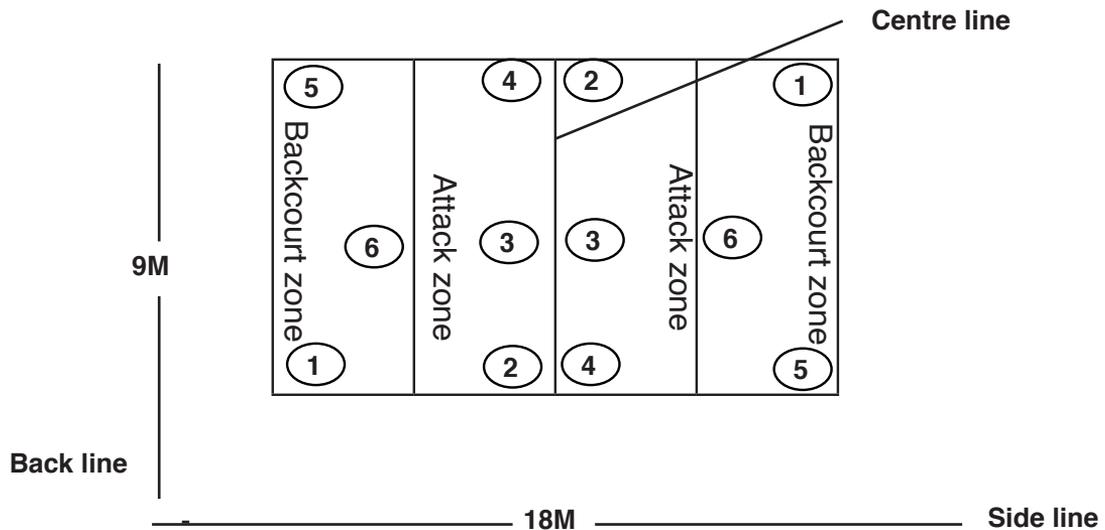
- Introduce this lesson; Roles of players in a team.
- Giving students a chance to review the previous lesson about volleyball.
- Asking students to mention the number of players in the field of volleyball.
- Letting students divide themselves in to two teams, 6(six) players on each side. Explain the role of each player according to the position in the field.
- Making it clear that players in the front row will be responsible for attacking and blocking.
- Players in the block row are passers, diggers and setters.



Tell students that However; the roles of players are not static. The players may keep on changing positions and roles.

Position	Role
Setter	<ul style="list-style-type: none"> • Puts the ball in the perfect place for the attacker. Put the ball softly in the air at the right height for an attacker to spike the ball into the opponent's court. • Runs the offence. They have to act both physically and mentally.
Middle blocker	<ul style="list-style-type: none"> • He or She plays the role of blocking and attacking.
Outside hitter	<ul style="list-style-type: none"> • He or She is positioned on the left side of the court. • His or her main role is to attack
Weak side hitter	<ul style="list-style-type: none"> • He or She is positioned on the right side of the court. • He or She plays a role of backup attacker. • He or She also blocks the other team's outsider hitter.
Libero	<ul style="list-style-type: none"> • Responsible for defence. • Receives the serve. • Digs the attacks.

Position of players



- Form group of 6 players for each team and let 2 teams play a short game by respecting rotational order following rules of the game.

Variation

- Request team to compete by attempting to win 5 points firstly.

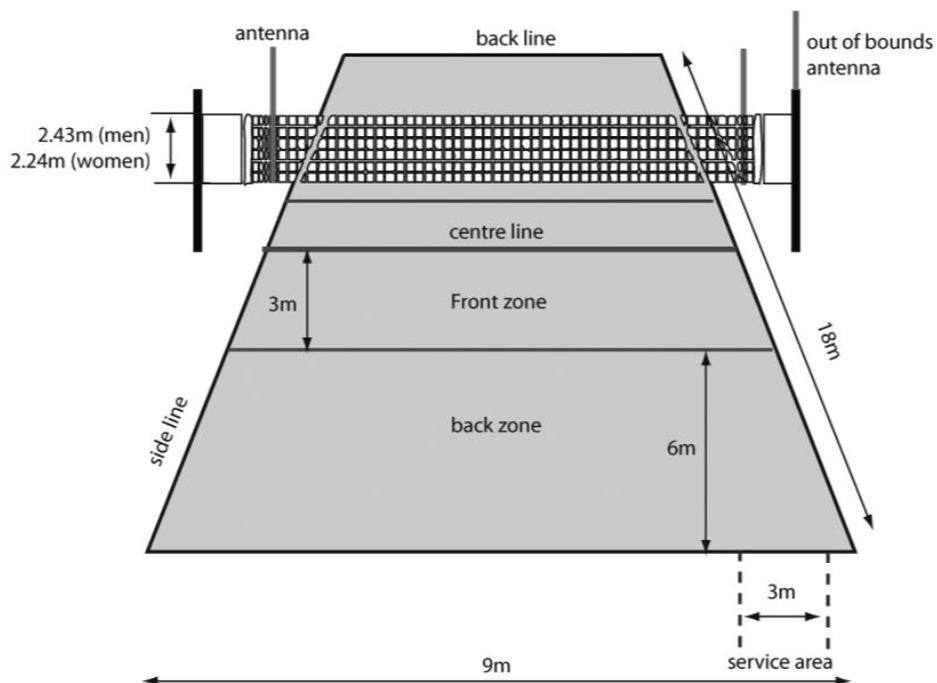
Let students do cool down exercises.

Closing discussion

Discuss with students about different players positions in volleyball and how rotation should be done. Request them to explain the importance of rotation in volleyball game.

ADDITIONAL NOTES (INFORMATION) TO THE TEACHERS

- Volleyball is an international game. Therefore, the rules that govern the game have been set by the technical wing of the international governing body. Below are some of the rules;
 - The team can touch the ball three times on its side of the net.
 - There should be six (6) players in court in each of the team. These rotate in a clockwise direction every time their team wins back service from the opposition.
 - The rotation rule should be in a clockwise direction before serving.
 - The ball is put in play with service. This is done by the server (in position 1). The ball is played until it goes out, it is grounded or the team fails to return it properly.
- The standard playing area is 18 metres long and 7 metres wide.
- No player should make contact with the ball twice in succession.
- The ball should not be carried over the net.
- A block is considered as part of a hit.
- The server's foot should not cross the line. If it happens, it is considered a foot fault.
- The server must force the ball over the net on the serve.
- Switching is allowed for players. This is done with a hand-linking system. No player can cross another's plane of rotation until the ball goes over the net.
- This is a ball game played by two teams of six(6) players each on a rectangular court.



The game has very many techniques which you need to develop in students as they participate actively. Introduce a few skills one at a time for beginners.

UNIT SUMMARY

In this unit, students have learnt about;

- Volleyball techniques
- Role of playing in a volleyball team.
- Basic rules of a volleyball game.

END UNIT ASSESSMENT

Set a volleyball game situation and let students play the game. Observe and evaluate students' performance and how students are responding rules of the game.

Unit 7:

BASKETBALL



Key unit competence:

- To develop basketball basic techniques and skills and apply basic rules in game situations.

Cross-cutting issues to be addressed:

- **Gender:** engage both girls and boys in basketball exercises.
- **Inclusive education:** let students with disabilities participate in basketball exercises.
- **Standardization culture:** Having all students play on the same ground using standards equipment.

List of lessons

	Lesson title	Learning objectives	Number of periods
1	Passing and receiving the ball	To pass and receive the ball	1
2	Dribbling the ball	To dribble the ball in different ways	1
3	Shooting the ball	To make a successful shot into the basket	1

LESSON 1: PASSING AND RECEIVING THE BALL

learning objective:

By the end of the lesson Students will be able to pass and receive the ball correctly.

Teaching resources:

- Balls
- Whistle
- Cones
- Resource books
- Chasubles
- Basket
- Trees
- Rim
- Sign language interpreter
- Playground

Introduction:

- Ask one student to lead others in warm up.
- Guide him/her appropriately to lead others correctly.
- Introduce the lesson.
- Show them how to hold and receive imaginary balls.
- Let them try it out.

Lesson body

Holding the ball

Explain and demonstrate to the students how to hold an actual ball.



Student holding a ball correctly

While holding the ball, remind students the following:

- Grabbing the ball by its sides with both hands.
- Placing the thumbs parallel to each other a few inches apart.
- Making the thumbs face upwards.
- Spreading other fingers around the ball.
- This gives a rounder shape to your hand.
- Watching out for wrinkles in the wrist and all 5 fingers should be touching the ball tightly.

♣ Student's Activity:

Activity 7.1:

1. The slapper

Requirements: 1 ball per student (player), marked area.

How to do it:

- Having players hold the ball in their right hand.
- Aiming to slap the ball to the left hand.
- Then, to the right hand again.
- Doing the same for a specific amount of time.

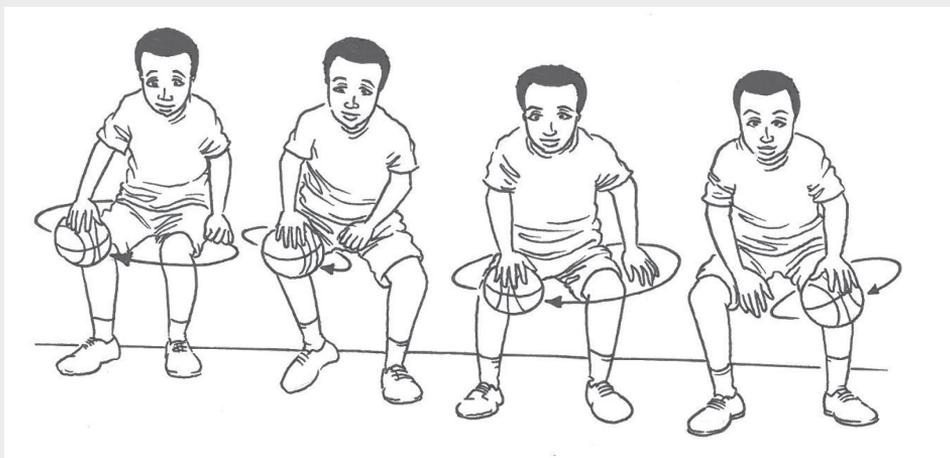
Progression:

- Keeping the ball moving, lower the hands below the knees and over the head.
- Do Not look at the ball.
- Encouraging students to hold the ball.
- Using the fingers and thumbs, not the palm.
- Pounding the ball hard to improve the feel for the ball and grip.

♣ Student's Activity:

Activity 7.2:

2. Around the body.



Requirements: playing area, 1 ball per player

How to play:

- Holding the ball above the head.
- Circling the ball around different parts of the body.
- Thinking about the head, neck, waist, knees and ankles among others.
- Letting the ball circle in a clockwise direction.
- Making continuous practice for a specific time.

Progressions:

- Increasing the tempo of circular movements.
- Circling the ball in an anti-clockwise direction.
- Do not look at the ball.

Put more emphasis on;

- Students holding the ball firmly and correctly.
- Continuous circular movements of the ball around different body parts.

Step 2:

PASSING THE BALL

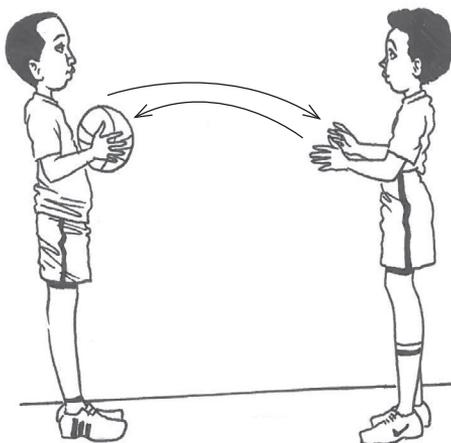
- Explain to the students that passing is the easiest way to move the ball from player to player. Passing is the easiest way to move the ball from player to player.

This makes it easier to score goals.

Explain and demonstrate to the students the following passes:

•The chest pass

Demonstrate to the students how to execute chest pass



Chest pass

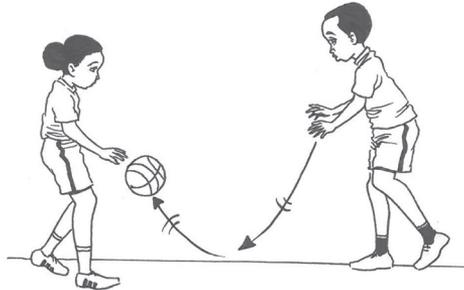
Tell students to:

- Hold the ball correctly against the chest.
- Place hands at the back of the ball.
- Push the ball forward directly to your teammates with a little arch.

Let students perform it in pairs/groups.

2. The bounce pass

Demonstrate to the students how to perform bounce pass.



Exercises of Bouncing pass

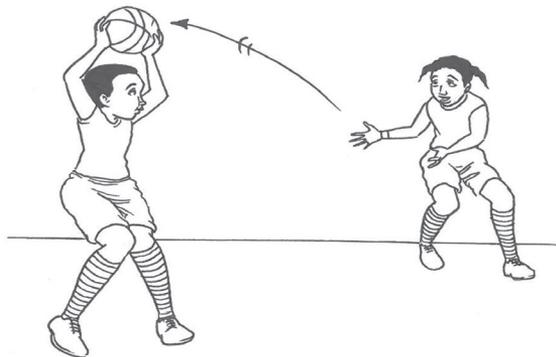
Tell students to:

- Hold the ball at chest level with both hands.
- Stand shoulder width apart.
- Slightly bend the knees.
- Step forward when passing.
- Hit the ball to the ground about two-thirds of the way to the receiver.
- Mention that the ball should bounce into the receiver's hands.

Let students perform bounce pass in pairs/in teams

3. The overhead pass

Demonstrate to the students how to perform overhead pass



Overhead pass

Tell students to:

- Hold the ball over your forehead.
- Slightly bend the elbows.
- Like a football throw in, directing it towards your teammate.
- Aiming the ball towards the forehead of your receiver.

Remind students to remember the following when passing the ball:

- Holding and passing the ball using two hands.
- Stepping forward towards your receiver.
- Always following through your pass.
- Passing to the hands of your nearest teammate.
- Pointing your thumbs downwards as you pass.

Let students perform overhead pass in pairs/teams.

♣ Student's Activity:

Activity 7.3:

1. Hit the wall

Requirements: 1 ball per player, gym or outdoor area with a wall space, wall targets, cones.

How to play:

- Marking out cones at a certain distance behind the ball.
- Each player will standing behind a cone.
- Letting each have a specific spot on the wall.
- Their role is to hit the same spot when they pass and then receive the ball.
- Having them count out loud every time they hit the spot.
- Encouraging using all types of passes as they hit the wall.
- They can change their spot on the wall according to the type of pass.
- Encouraging continuous practice for a specific period of time.

Teaching points:

- Thumbs pointing down as they pass.
- Holding the ball correctly.
- Stepping towards the wall as they pass.

Progressions:

- Encouraging students to increase the speed of the game.
- Pairing them up.
- When one fails to hit the target, the other gets a turn.

♣ Student's Activity:

Activity 7.4:

2. Throw pass

Requirements: Balls, Cones, Pairs of players.

How to play:

- Pairing up players(students).
- Giving each pair a ball.
- In each pair, one will be throwing the ball to the other to pass.
- Encouraging them to use different types of passes on each attempt.
- Telling them to make continuous practice for a specified time then switch roles.
- Repeating the same.

Progression:

- Having players practise passing the ball back and forth to each other.
- Telling them to move up and down the court while passing in various ways.

Note: Encouraging players to focus on good passing techniques.

RECEIVING THE BALL

Tell students that a good pass is one that can be caught. Therefore, we have to learn how to receive the ball.

Teaching points for receiving the ball:

Remind students to:

- Get ready to receive the ball:-
 - Making a round shape with your hands with the thumbs slightly apart facing upwards.
 - Other fingers spreading around the circle.
- Keep your eyes on the ball until you touch it.
- Step towards the ball as it comes in order to:-
 - Decreasing the length of the pass.
 - Preventing opponents from stealing the ball.
- Bring it in towards the chest holding it firmly when the ball hits their fingers,

There they have received and controlled the ball.

They are in a position to pass, shoot or dribble among others. Assessment

Set a basketball game situation and let students play using learned skills. Evaluate students' performance while playing.

Let students do cool down exercises.

Closing discussion

Discuss with students about techniques of passing and receiving the ball and its importance

LESSON 2: DRIBBLING THE BALL

Learning objective:

By the end of this lesson students should be able to pass and dribble the ball in different ways.

Learning resources:

- Whistles
- Observation checklists
- Trees
- Balls
- Basket
- Rims
- Relevant books
- Playground

Introduction

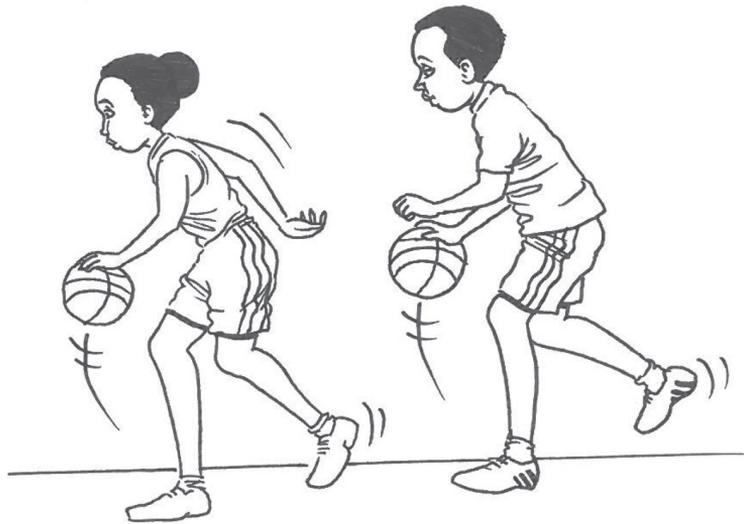
- Ask students to brainstorm different ways of dribbling the ball.
- Guide while brainstorming about the previous lesson.
- Select students to lead others in a warm-up and stretching exercises.
- Guide them to warm up and stretching correctly.
- Introducing the lesson, dribbling the ball..
- Having students dribble the ball according to their own understanding.
- Providing them with feedback.

Lesson body

How to dribble the ball

Tell students that dribbling is a way of moving the ball around the court by bouncing it up and down with one hand.

Explain and demonstrate to the students how to dribble the ball



Exercises of dribbling the ball

Teaching points:

Tell students the following:

- Holding the ball with finger tips not the palm.
- Standing shoulder width apart.
- Bending your knees.
- Slightly dropping the hips like you are sitting in a chair.
- Keeping your head up.
- Hitting the ball on the ground on your side.
- Each time it returns to your hand, push it back towards the ground.
- Making shorter and quicker ball bounces.

♣ Learning activities for dribbling the ball

♣ Student's Activity:

Activity 7.5:

1. On the spot

Requirements: 1 ball for each player, marked area.

How to do it:

- Giving each player a basketball.
- Having players dribble the ball making sure it does not go above the knee.
- Letting them do this in the same spot.
- Encouraging them to dribble with their weaker hand.

Progression:

- Increasing the speed at which they dribble the ball.
- Telling them to dribble the ball around the whole court.
- Have them bounce the ball from one hand to the other under one leg.
- Giving each player two balls to dribble at the same time.

Teaching points:

- Ensuring that they hold the ball correctly.
- The ball should not bounce above the knees.
- Looking out for correct body postures.

♣ Student's Activity:**Activity 7.6:****2. Number 8**

Requirements: Marked area, 1 ball per player.

How to do it:

- The aim is to dribble the ball around the knees forming a number 8 pattern.
- Practising in the clockwise direction then, anticlockwise.
- Doing the same for a specified time.

Progressions:

- Encouraging players to do the same as they move around the court.
- Pairing them up and telling one try to steal the other's ball.

Emphasis on;

- Correct ball handling and control.
- Ball bouncing below the knees.
- The right body position.
- Dribbling the ball on the side.

Pivoting

- Explain to the students that pivoting means to change direction with the ball on one foot.

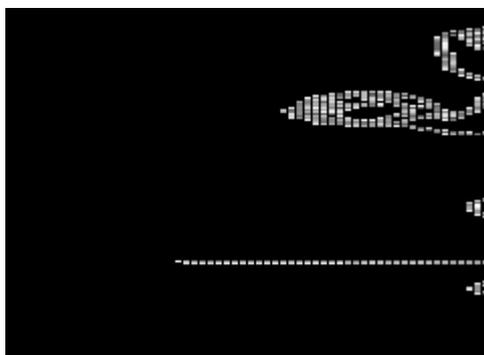
Demonstrate how to pivot.

Let students perform pivoting exercises.

♣ Student's Activity:

Activity 7.7:

- Having students find their own space around playing area.
- Mentioning that on signal, they will be pivoting right then left then right and so on.
- They will be switching legs after a specific time.
- Encouraging continuous practice



Remind students the following:

- Rotating at the toes of one foot to change direction.
- Mentioning that the foot pivoting or rotating must always be on contact with the floor.

♣ Student's Activity:

Activity 7.8:

3. Dribble relay

Requirements: Balls, marked area with cones.

How to play:

- Dividing students(players) into two or three or even four groups.
- Telling each group to stand behind a cone in a line formation.
- Mark a specific point on the end line for each group with a cone.
- The player's role is to dribble the ball all the way to the end line and back.
- Then, passing to the next player in line.
- The first group to have all it's players take their turns wins.
- Doing the same for a specific time.

Emphasis on;

- Correct ball handling and control.
- Dribbling the ball below the knees.
- The right body position

Assessment

Set a game situation of basketball and evaluate how students are performing learnt skills.

- Let students do cool down exercises.

Closing discussion

Ask students the following questions:

- Describe how to dribble the ball.
- What is the purpose of dribbling?

LESSON 3: SHOOTING THE BALL**Learning objective:**

By the end of this lesson students should be able to make successful throws and shoot the ball.

Teaching resources:

- | | |
|------------------|--------------------------|
| • Relevant books | • Basket |
| • Balls | • Trees |
| • Rim | • Whistles |
| • Cones | • Observation checklists |
| • Chasubles | • First aid kits |

Introduction:

- Let students brainstorm on various ways of shooting the ball.
- Leading students into a light warm up.
- Guide students when performing warm up and stretching exercises.
- Introduce the lesson of shooting the ball into the basket.

Shooting

Tell students that the more players are good at shooting, the more goals they will score and win games.

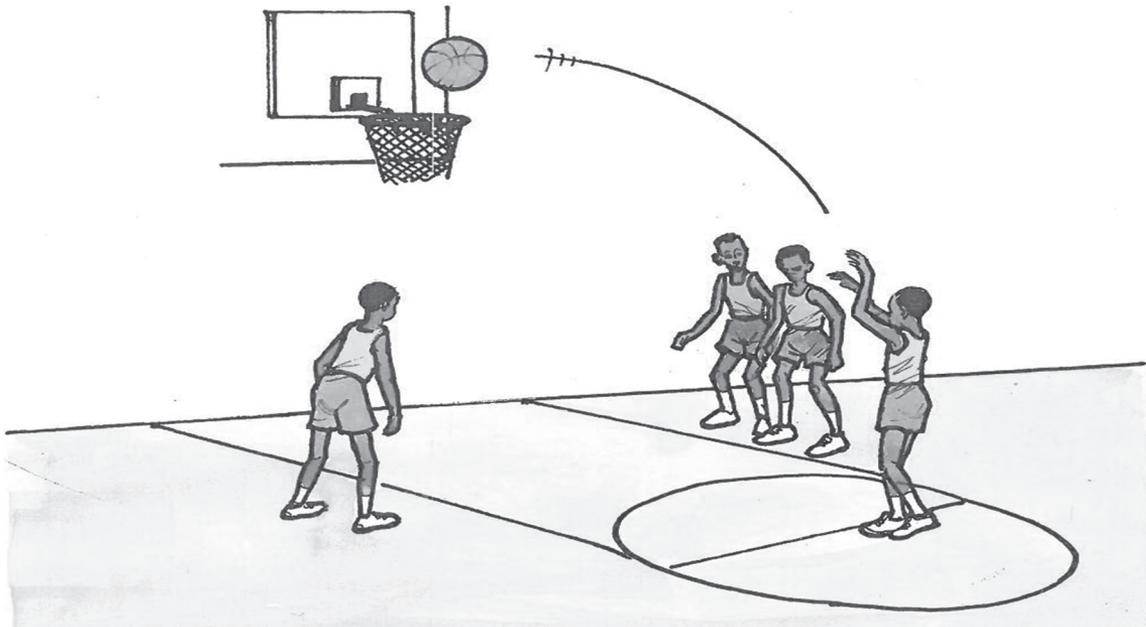
Shooting Basics

Teaching students the following basics to shooting:

- Standing shoulder-width apart.
- Slightly bending their knees (imagine shooting using the knees).
- Shooting the hand under the ball.
- Bringing the elbow inwards not outwards.
- Keeping the opposite hand besides the ball.
- Focusing on a spot on the rim where you intend the ball to pass. It could be the front, back or centre of the rim.
- Arcing the ball into the rim(goal).
- Following through the shot until the ball goes through the basket.

THE FREE THROW SHOT

- Tell student that free throw is awarded 1 point.
- Demonstrate to the students how to perform free throw shot.



Free throw exercises

Teaching points:

Remind students the following:

- Loosening up because:-
 - you are allowed 10 seconds to take it.
 - you have no defence.

- Standing shoulder-width apart.
- Making a couple of dribbles.
- Holding the ball and bring it below eye level.
- Taking in deep breaths.
- Picture the ball going through the rim (goal).
- Focusing on that spot where you want the ball to pass.
- Arcing the ball into the rim (goal).
- You are not allowed to jump when making this shot.
- Keeping the shooting arm up and fully extended until the ball goes in.

JUMP SHOT

Tell students that it is a successful jump shot is awarded two points.

Demonstrate to the students how to perform jump shot.

Teaching Points:

Request students to do the following:

- Holding the ball with the stronger hand and place the opposite hand besides the ball.
- Standing shoulder-width apart.
- Slightly bending your knees.
- Elbow in.
- Keep your eyes on the target in the rim.
- Bring the ball just below your eye level.
- Jump straight up and arc the ball into the goal.

Let students perform jump shot

The lay up shot

Tell students that a successful lay-up shot is awarded two points.

In a right sided lay up;

- Start with your right foot, then your left.
- Finally jump straight up to shoot.

In a left sided lay-up;

- Start with your left foot, then your right.
- Finally jump straight up to shoot.

Demonstrate how to perform lay-up.

Teaching points:

Observe the following while students are performing lay-up shot.

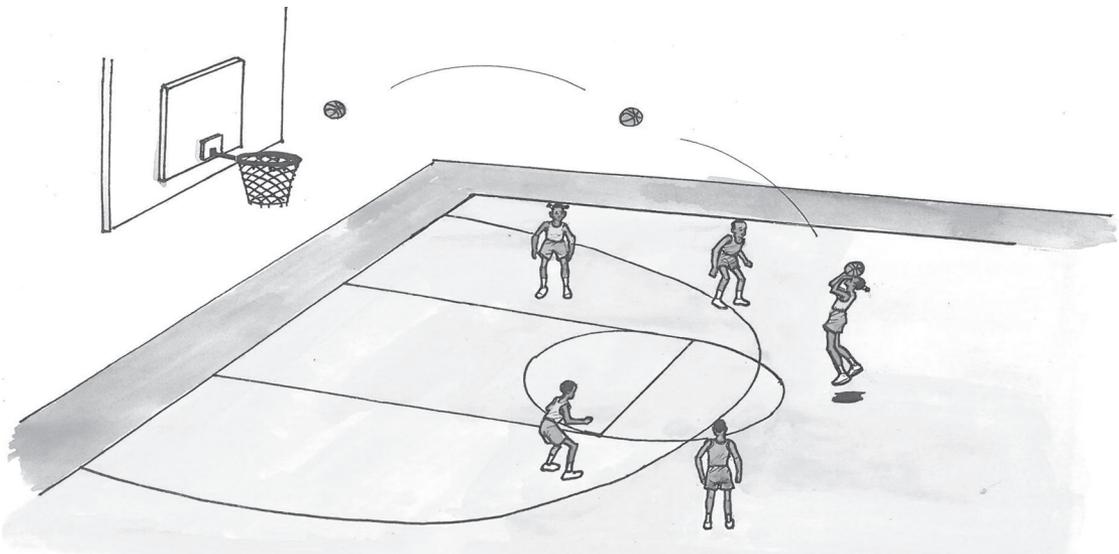
- Approaching the basket from an angle.
- Focusing on the target.
- Laying the ball into the rim softly.
- Shooting too hard will make the ball bounce out of the rim (goal).

Let students perform lay-up shot

3 point shot

Tell students that a successful 3 point shot is awarded 3 points. It is a shot taken behind the 3 point line.

Demonstrate how to perform 3 points shot.



3 point shot

Let students perform 3 points shot.

Teaching points:

Observe the following when students are performing 3 points shot.

- Holding the ball.
- Standing behind the 3 point line.
- Bending the knees slightly to generate more power for the shot.
- Keeping the elbow in.
- Releasing the ball creating a back spin.
- Arcing it into your shooting spot on the rim. You may decide to jump straight up and down or not.
- Following through to finish your shot:-

- Extending your hands until the ball gets through.
- You may grab a rebound if necessary.

♣ **Shooting learning activities:**

♣ **Student's Activity:**

Activity 7.9:

1. Shooting competition.

Requirements: Cones, Balls, Stopwatch.

How to play:

- Dividing students into two teams.
- Both teams lining up one behind the other at a set line.
- First players shooting at the rim/goal.
- Awarding two points if the ball goes through the rim.
- 1 point if the ball hits the rim and gets out.
- He/she collecting the ball after the shot.
- Returning the ball to next player.
- The team that collects more points in a set period of time wins.

♣ **Student's Activity:**

Activity 7.10:

2. Shooting challenge

Requirements: Cones, stopwatch, balls.

How to do it:

- Dividing students into teams of 4.
- Marking off the starting area and 3 lines to shoot from:
 - First line equals to 1 point.
 - Second line equals to 2 points.
 - Third line equals to 3 points.
- Having them line up behind each other.
- The 1st player chooses which line to shoot from.
- Allowing him/her to make 3 attempts on shot to score.
- She/he collecting the balls after completing the shots and returns the balls to the next player.
- The team that collects more points in a set period of time wins.

Progression:

- Having each student shoot from another line on every attempt.
- Encouraging them to try out with different types of shots.

Put more emphasis on:-

- Good shooting form for instance;
 - Bent knees.
 - Elbow in.
 - Eyes on the target.
 - Follow through.

Assessment

Set a game situation and let students play using learnt skills.

- Let students perform cool down exercises.

Closing discussion

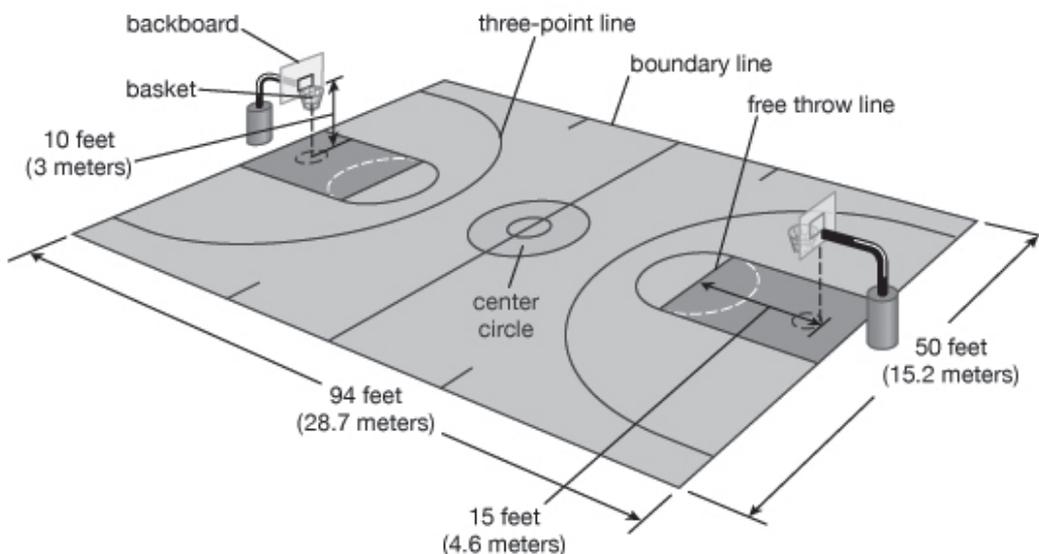
Discuss with students how to shoot in the basketball. Ask them to highlight its importance.

ADDITIONAL NOTES:

Basketball rules

Teaching cues:

- The game is played on a marked court



Basketball court

- The basketball used to play is spherical in shape in sizes 3 (young ones) and 5 (older ones)
- The game is played between 2 teams.
- Each team should have 5 players.
- The ball is moved up and down the court by;
 - Passing.
 - Throwing.
 - Dribbling.
- Each game has 4 quarters, 10 minutes each.
- The game begins with a jump ball or tip off.
 - The referee throws the ball into the air in the centre circle.
 - Two opposing players try to tap it away towards their side.
- A game is monitored by 1 referee and 1 umpire to decide which side the ball belongs to: when a goal or foul has been made.
- Two points are awarded to a shot taken from within the 3 point semi circle.
- Three points are awarded to a basket scored from outside the 3 point semi circle.
- One point is awarded to a basket scored from a free-throw line.
- A free throw is awarded after a foul to enable the fouled player to take a free shot.

Violations

- Walking/travelling
 - Taking more than 1 step and a half without dribbling the ball.
 - To enable a player avoid running/walking while holding the ball, he/she should throw or pass the ball from the spot they receive it.
- Double dribble
 - Dribbling the ball using both hands at the same time.
 - Picking up the dribble and then dribbling again.
 - To promote continuous play and speed in the game.
- Personal fouls
 - Elbowing and pushing among others.
 - A free throw is awarded to promote sportsmanship and fair play.

- Out of bounds
 - The ball or player moving outside the playing area.
 - To keep players and the ball inside the playing area, a free throw is given and taken by the opponent of the side which causes the ball to go out.



UNIT SUMMARY

- In this unit, students have learnt about; Receiving and holding the ball, passing the ball, dribbling the ball, pivoting and shooting the ball. Student have also performed different game situation in order to develop learnt skills by following rules of the game.

Unit 8:

HANDBALL

Key unit competence:

- To use different handball techniques in game situations and interpret rules of the game.

Cross-cutting issues to be addressed:

- **Gender:** both boys and girls participate in handball exercises.
- **Peace and value education:** students are organized and work together in groups.
- **Inclusive education:** all children including those with disabilities are given chance to participate in handball.

List of lessons

	Lesson title	Learning objective	Number of periods
1	Basics techniques in attack(pass and reception)	To receive and pass the ball	1
2	Basic techniques in attack (dribbling and pass)	To dribble and pass the ball	1
3	Defensive techniques	To perform defensive techniques	1

LESSON 1: BASIC TECHNIQUES IN ATTACK

Learning objective

By the end of this lesson, students should be able to receive and pass the ball

Teaching resources

- Playground
- Balls for handball
- Whistles
- Cones
- Chasubles
- Goalposts
- Wall chart showing different handball techniques
- Watch

Introduction:

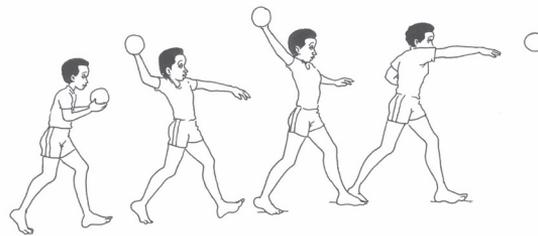
- Having students brainstorm ideas on basic techniques in a Handball.
- Explaining and give more meaning to students' ideas one by one.
- Explaining Handball and basic techniques in attack.
- Let students do warm up and stretching exercises. Guide them when performing exercises

Lesson body

Tell students that Handball is a game that is becoming popular in Rwanda. This is because it does not require expensive equipment.

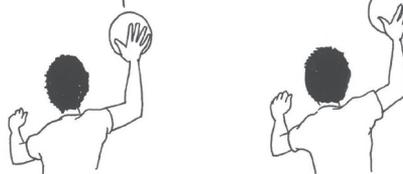
Explain basic techniques in attack

Demonstrate and give students the chance to practise and motivate them



Correct

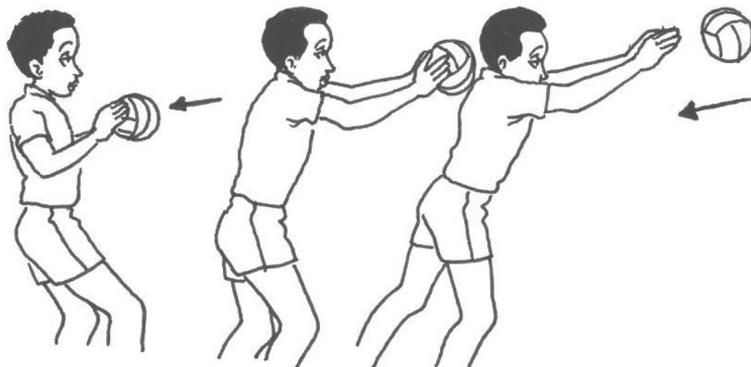
Incorrect



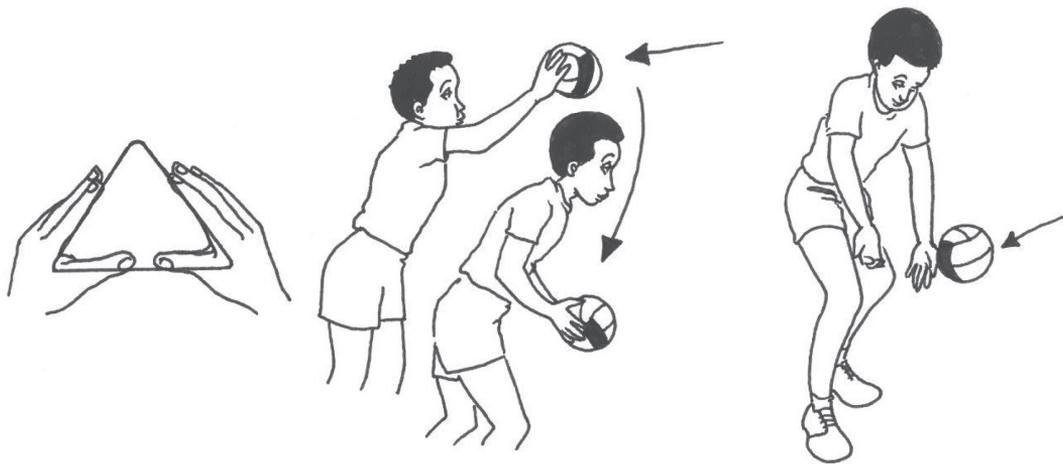
Position of hand passing the ball.

Passing the ball.

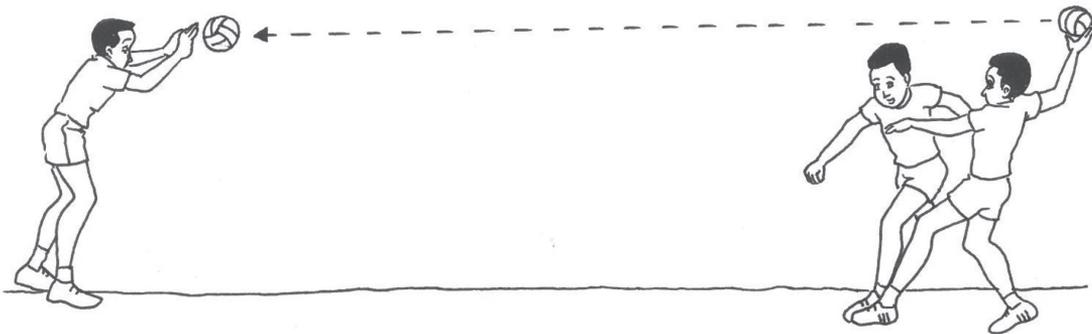
In pairs, let students perform reception of the ball correctly as seen below on the images.



Techniques of receiving the ball.

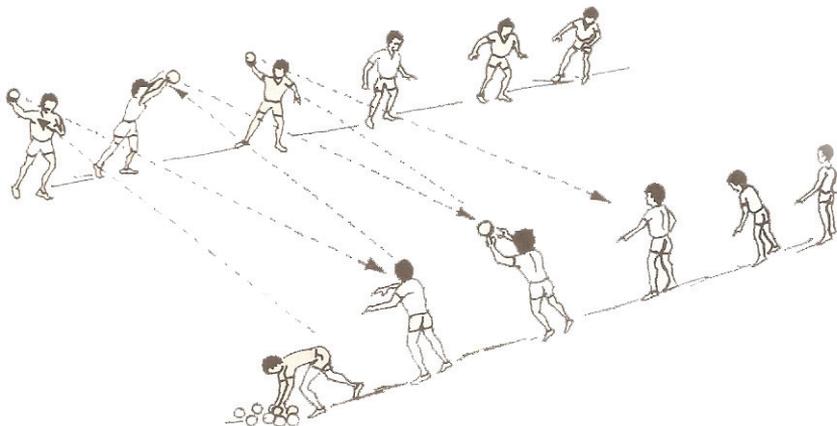


Position of hands to receive the ball

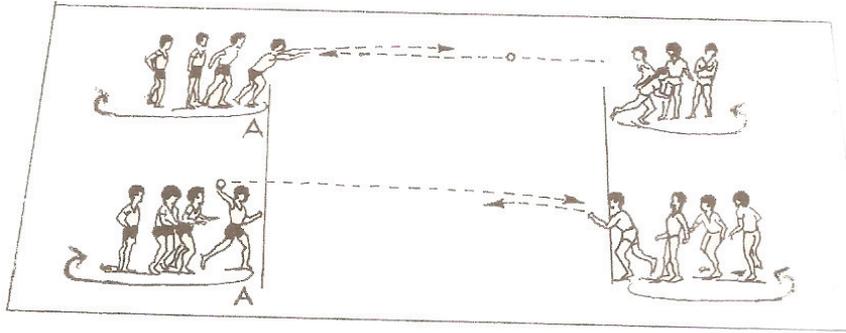


Passing with one hand and receiving with two hands.

Using two lines, let students perform passing exercises as seen below on the images.



Exercises of passing and receiving the ball.



Students form different groups each group divided into two teams. placed in the same distance they pass the ball between them, after passing he goes behind the rest. The winners will finish the tour first

Safety Note:

When the ball is directed to your chest, catch it with closed thumbs as the fingers stretch towards the incoming ball. This will safeguard your chest from the force that comes with the ball. If the ball comes back above your head, make your hands shaped like a cup and catch it. If the ball is below your waist, make your hands form a shovel shape and catch the ball.

Assessment

Set a game situation and let students play using learnt skills. Observe how student are performing learnt skills.

Closing discussion

Ask students the following questions

- Discuss how the ball should be received during the handball game.
- What is the importance of passing and receiving the ball in handball?

LESSON 2: BASIC TECHNIQUES IN ATTACK

learning objective

By the end of this lesson, students should be able to dribble and shoot the ball correctly.

Teaching resources:

- Playground
- Balls
- Whistle
- Cone
- Goals
- Watch

Introduction:

- Telling the students brainstorm ideas on techniques learnt in the previous lesson.
- Having students warm up
- Guiding them appropriately to ensure that warm up is done correctly.
- Give students a chance of trying some learnt skills.
- Providing feedback.

Lesson body

i) Dribbling technique

Tell students that this is bouncing the ball repeatedly with one hand. During the game, you may move with the ball for not more than three (3) steps

Explain to the students that you may dribble the ball if:

- There is no one to give the ball,
- The teammate is closely guarded,
- Your opponent wants to get the ball from you and you try to run away with the ball,
- You want to draw the opponents close to you so that you later pass the ball to a free teammate.

While students are dribbling the ball observe the following:

- Keeping the ball to the side of their body.
- Keeping it slightly in front of their body.
- Bending their knees to keep their body weight low.
- Always keep their head up as their eyes look straight ahead.
- The dribbling hand should be on top of the ball.
- Always push the ball downwards with enough force to make it bounce back to them. Do not just slap the ball. Contact the ball with their fingers and wrist action.
- Keeping their forearm parallel to the ground.
- Keeping on springing the knees as they move.



Player dribbling the ball

♣ **Activity 8.1:**

In groups, students dribble the ball.

ii) Throwing/passing the ball

Explain to the students that this is the same as passing the ball. It is done to pass over the ball to a teammate. Always be conscious while passing over the ball to avoid losing it. We can use the following passing techniques:

- (a) Straight shoulder pass
- (b) Chest pass
- (c) Bounce pass
- (d) Underarm pass

For straight shoulder pass, teach students the following:

Hold the ball and swing your hand back at a far level. The throwing hand should be kept behind the ball and the other stretched forward to support the body. Demonstrate and let students perform it.

For Chest pass teach students the following:

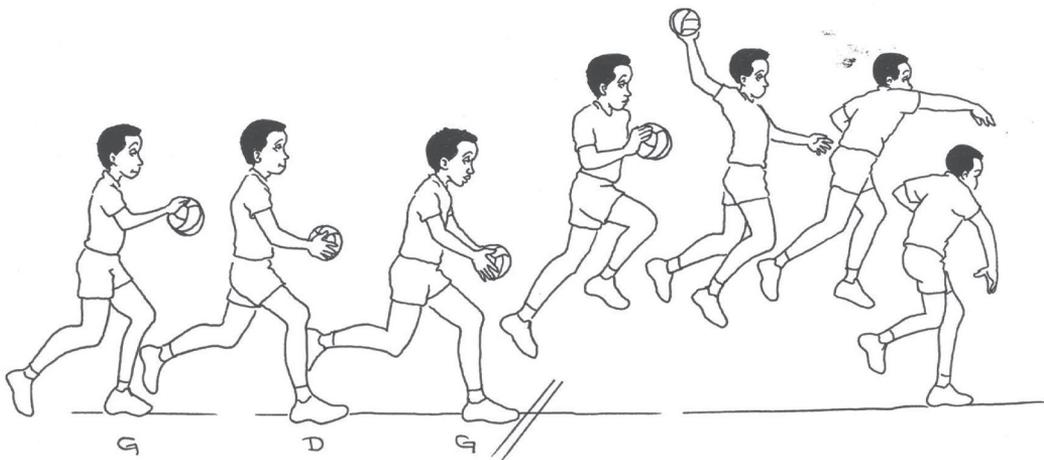
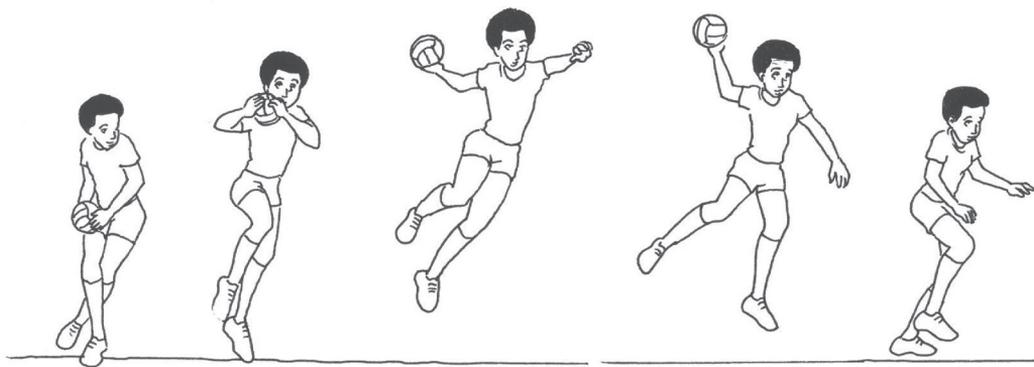
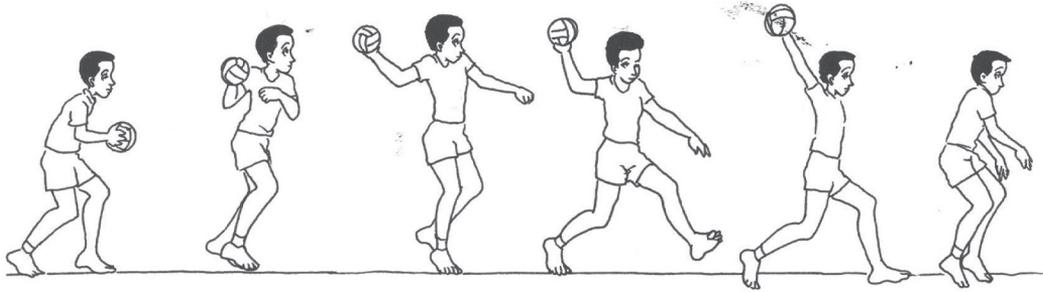
This is a quick, short and accurate pass. Hold the ball close to the chest and keep the thumbs close together at the back of the ball. While facing the direction of throw, point outwards the elbow and push the ball forward. Step forward as you follow the ball in action. Demonstrate and let students perform it.

For Underarm pass, teach students the following:

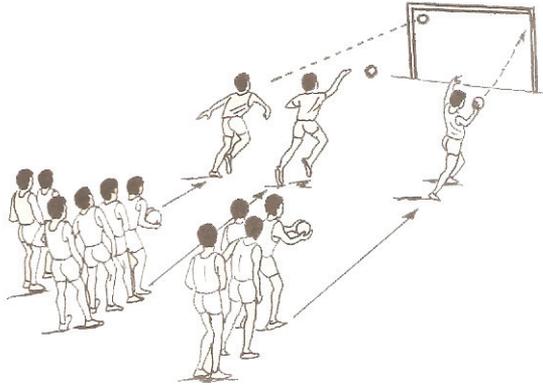
This is used to avoid high ball interception. Standing with your legs shoulder width apart. Holding the ball with the fingers spread behind it. Swing the ball backwards and then forward. Stepping forward as the ball is being released. This is a low ball pass. It is commonly used while shooting. Demonstrate and let students perform it.

Techniques of shooting the ball

Demonstrate to the students how to shoot the ball.



Let students perform learnt skills. Guide them when performing learnt skills.



Exercises of shooting the ball.

In groups, the students throw the ball into the goal using different techniques. There are

- Shooting on the goal post;
- Shooting in different angles of the goal;
- Standing shot;
- Shooting after 3 steps;
- Indirectly shot;
- Jump shot;



Shooting in steps

Let students do cool down exercises.



Jump shot exercise

Assessment

Set a handball game situation and let students perform learnt skills.

Closing discussion

Discuss with students about different types of shots used in handball. Request students to explain the importance of shooting technique in handball.

LESSON 3: DEFENSIVE TECHNIQUES

Learning objective

By the end of this lesson students should be able to perform basic techniques in defence

Teaching resources

- Playground
- Balls
- Watch/chronometer
- Goal posts
- Whistle

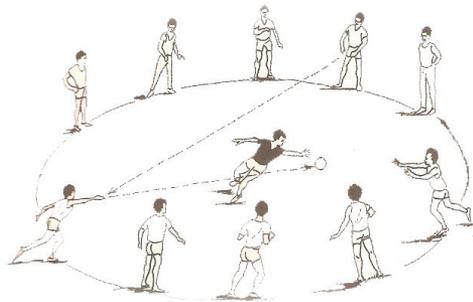
Introduction

- Telling the students brainstorm ideas on the previous lesson.
- Having students warm up
- Guiding them appropriately to ensure that warm up and stretching exercises are done correctly.
- Giving them a chance to try out various techniques used in Handball.
- Providing feedback.
- Introducing the lesson: defensive techniques.

Lesson body

Interception

- Explain to the students that interception occurs when the ball intended for a player of the same team but caught by a player of the team in defence.
 - Demonstrate to the students how to perform interception.
 - Let students perform passes and interception of the ball exercises as shown below on the images.
- a) One student in the circle try to intercept the ball passed by student who are on the circle.
- When the student catches the ball, will be replaced by this one who lost it.
 - Set a time limit for this exercise



Individually the students perform exercises of passing and interception of the ball.

b) 5 Vs 5

- Form groups of 5 students.
- Give the ball to the team that starts to pass the ball among them.
- Request another team to intercept the ball when the team intercepts the ball, this start passing the ball another team tries to intercept it.
- Set a time limit for this exercise

In groups, the students perform exercises of passing and interception of the ball.

Activity 8.2:

Set a handball game situation and let students play a normal game. Count number of interceptions for each team. The winner is the team with high number of interceptions.

Variation

Count number of goals scored.

Man to man defence

Tell students that man to man defense occurs when a player is assigned to defend and follow the movements of a single player on defence.

Activity

- Form two teams.
- Team 1 defends and team 2 attacks the goal.
- Instruct defender to follow movement of a respective attacker.
- Let them play a normal game. After a certain period change roles defenders become attackers vice versa.

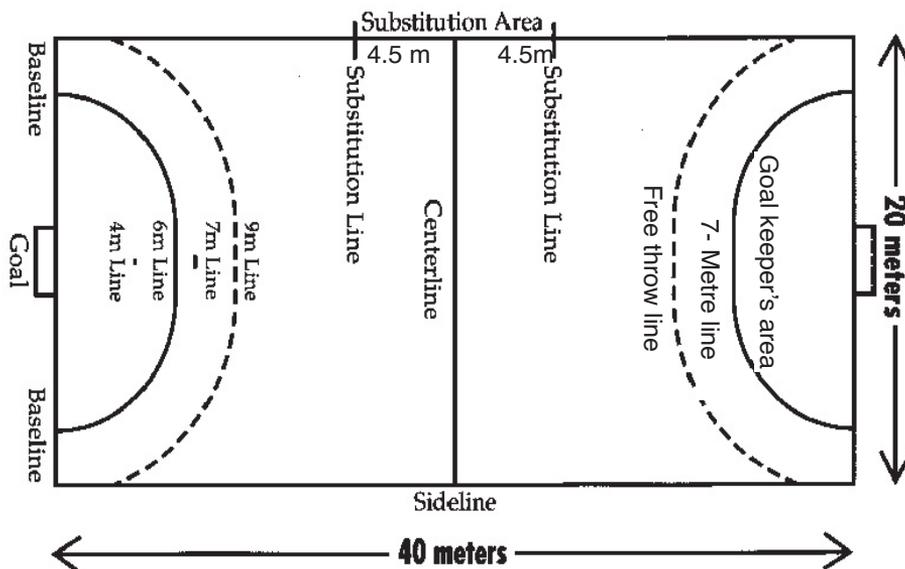
Let students do cool down exercises.

Closing discussion

Discuss with students about basic defensive techniques to be used when playing handball game. Ask them to explain when to use them in a game.

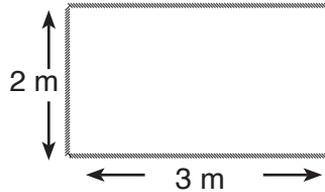
ADDITIONAL NOTES(INFORMATION) TO THE TEACHERS

The field of play



- The above is a handball field and its dimensions are standard ones.
- However, for the young senior one students and physically disabled students, the field or court can be modified and made smaller to suit their age and ability.

- The standard goalpost is two(2) metres high and three(3) meters wide.



The Playing Court: The court measures 20 meters (65' 7") by 40 meters (131' 3"). The court is larger than a basketball court, but the length may be shortened when space is limited. The goal area line, or 6-meter line (19' 8"), is the most important line. No one except the goalie is allowed to stand in the goal area. The goal opening is 2 meters by 3 meters. Players may jump into the area if the ball is released before landing in the area.

The Ball: Team handball is played with a 32-panel leather ball. For women, the ball is 54 to 56 centimeters and 325 to 400 grams. For men, it is 58 to 60 centimeters and 425 to 475 grams.

Number of Players: There are seven players on each team (six court players and one goalie). A maximum of 12 players may dress and participate in a game for each team. Substitutes may enter the game at any time through own substitution area as long as the player they are replacing has left the court.

Uniform of the Players: Player numbers are 1 to 99. Uniform shirts and shorts are the same color. The goalkeeper must wear a different color shirt from teammates and opponents. No jewelry is allowed.

Referees: There are two referees, a court referee and a goal line referee.

Referees have complete authority: Their decisions are final. The referees are assisted by a timer and a scorer.

Duration of the Game: For players 18 years and over, the game consists of 2, 30-minute halves with 10-minute half-time. For tournament and youth games 2, 15-minute or 2, 20-minute halves. This is running time except for injury or one team time-out per half. The teams change benches at half-time. The game ends in a tie unless the game demands a winner. (Tournament rules dictate that a winner must be determined.) Overtime consists of 2, 5-minute periods).

Passive Play: It is illegal to keep the ball in a team's possession without making a recognizable attempt to attack and to try to score. In other words, a team cannot stall (free-throw awarded to the other team).

Throw-Off: A throw-off is taken by the team that wins the coin toss and chooses to start the game with the ball. Each team must be in its own half of the court with

the defense 3 meters away from the ball. Following a whistle, the ball is passed from center court to a teammate and play begins. Throw-off is repeated after every goal scored and after half-time.

Scoring: A goal is scored when the entire ball crosses the goal line inside the goal. A goal may be scored from any throw (free-throw, throw-in, throw-off, goal-throw).

Playing The Ball

A player is allowed:

- To run with the ball for 3 steps
- To hold the ball for 3 seconds
- Unlimited dribble with 3 steps allowed before and after dribbling (no double-dribble).

A player is NOT allowed:

- To endanger an opponent with the ball.
- To pull, hit or punch the ball out of the hands of an opponent.
- To contact the ball below the knee.
- To dive on the floor for a rolling or stationary ball.

Defending the Opponent: A player is allowed to use the torso of the body to obstruct an opponent with or without the ball. However, using the outstretched arms or legs to obstruct, push, hold, trip or hit is NOT allowed. The attacking player is not allowed to charge into a defensive player.

Throw-In: A throw-in is awarded when ball goes out of bounds on the sideline or when the ball is last touched by a defensive player (excluding the goalie) and goes out of bounds over the endline. The throw-in is taken from the spot where the ball crossed the sideline, or if it crossed the endline, from the nearest corner. The thrower must place one foot on the sideline to execute the throw. All opposing players must stay 3 meters away from the ball.

Referee Throw: A referee throw is awarded when . . . The ball touches anything above the court after a simultaneous infringement of the rules after simultaneous possession of the ball.

The Referee throws the ball vertically between two opposing players. The jumping players may grab the ball or tap it to a teammate. All other players must be 3 meters away from the throw. The referee throw is always taken at center court.

Free-Throw: For a minor foul or violation, a free-throw is awarded to the opponent at the exact spot it took place. If the foul or violation occurs between the goal area line and the 9-meter line, the throw is taken from the nearest post outside the 9-meter line. The thrower must keep one foot in contact with the floor, then pass or shoot. When the ball touches anything above the court the team which has the ball before get possession and the game is restarted with free throw.

7-Meter Throw: The 7-meter throw is awarded when:

- A foul destroys a clear chance to score
- The goalie carries the ball back into his or her own goal area
- A court player intentionally plays the ball to his or her own goalie in the goal area and the goalie touches the ball
- A defensive player enters his or her goal area to gain an advantage over an attacking player in possession of the ball.
- All players must be outside the free-throw line when the throw is taken. The player taking the throw has 3 seconds to shoot after referee's whistle. Any player may take the 7-meter throw.

Goal-Throw: A goal-throw is awarded when; The ball rebounds off the goalkeeper over the endline; The ball is thrown over the endline by the attacking team.

The goalie/goalkeeper takes the throw inside the goal area and is not restricted by the 3-step/3-second rule.

Progressive Punishments

Progressive Punishments: Pertain to fouls that require more punishment than just a free-throw. "Actions" directed mainly at the opponent and not the ball (such as reaching around, holding, pushing, hitting, tripping and jumping into an opponent) are to be punished progressively.

Warnings (yellow card): The referee gives only one warning to a player for rule violations and a total of three to a team. Exceeding these limits results in 2-minute suspensions thereafter. Warnings are not required prior to giving out a 2-minute suspension. 2-minute suspensions awarded for . . . -Serious or repeated rules violations -Unsportsmanlike conduct -Illegal substitution. -The suspended player's team plays short for 2 minutes.

Disqualification and Exclusion (red card): A disqualification is the equivalent of three, 2-minute suspensions. A disqualified player must leave court and bench, but the team can replace player after the 2-minute suspension expires. An exclusion is given for assault. The excluded player's team continues short of one player for the rest of the game. When the referees decide on a disqualification (red card), they shall also show a blue card to the guilty player, following a brief, discussion and provided that the disqualification will be accompanied by a report.



UNIT SUMMARY

- In this unit, students have learnt about:
- Basic techniques in attack (passing and receiving).
- Basic techniques in attack (dribbling and throwing/passing).
- Basic techniques in defence (interception, man to man defense)

Students have also applied basic handball rules when playing different game situations.

Unit 9:

GOALBALL



Key unit competence:

To apply basic techniques and tactics of Goalball in attack and defence.

Cross-cutting issues to be addressed:

- **Gender:** the game is played by both girls and boys.
- **Inclusive education:** all students including the blind can enjoy playing goalball.
- **Peace and value education:** by encouraging group and team work and communication.

List of lessons

	Lesson title	Learning objectives	Number of periods
1	Techniques and tactics of playing goalball	To perform different goalball techniques like defending and throwing	1
2	End unit assessment	To evaluate students' performance in playing goalball	1

LESSON 1: TECHNIQUES AND TACTICS OF PLAYING GOALBALL.

Learning objective:

By the end of this lesson, students should be able to perform different goalball techniques like defending and throwing.

Teaching resources:

- Playground
- Whistles
- Stopwatch/watch
- goal posts
- Blindfolds(opaque eye shades)
- Goals
- Bell balls
- Taping cord
- Knee and elbow pads

Introduction:

- Let students brainstorm ideas on techniques and tactics of playing goalball.
- Provide feedback.
- Let students do warm up and stretching exercises appropriately.

Lesson body

Teaching points on how to play the game.

- Request students wear blindfolds (opaque eye shades). They should also have knee and elbow pads. These help to protect them against bruises and ground burns.
- Tossing a coin to determine which team will receive the ball first.

Explain to the students how goalball game is played. Tell student that:

- Upon receiving control of the ball, a team has only 10 seconds to throw the ball back at the opposing team. If not, it results into penalty.
- Throwing the ball must be done by rolling the ball on the floor. This means that when throwing the ball, it must touch the floor before the overthrow line.
- If not, it is considered to be a highball. This results into penalty.
- The players must stay within the team area when defending. Illegal defence occurs when players stop the ball but the body is not touching the team area.
- Once the referee commands “PLAY”, the game starts. However, even a whistle can be used.

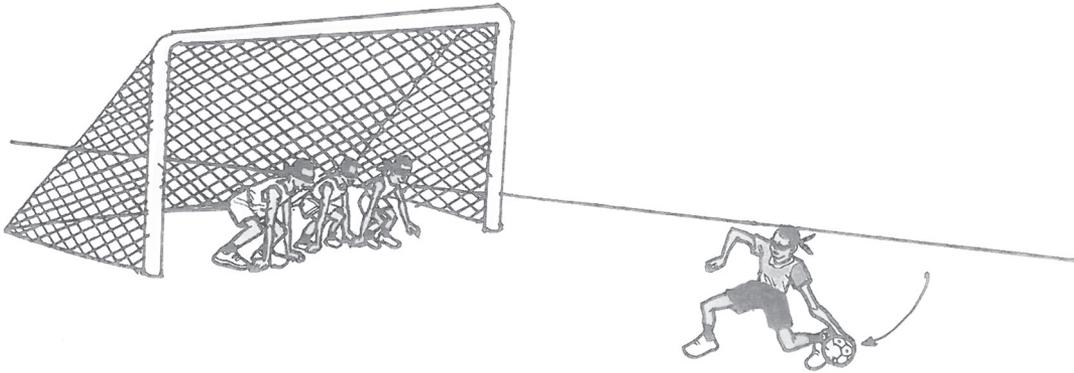
Let students play the game. The teacher officiates the game.

Remind students that:

There are two types of penalties; that is;

- (i) **Team penalties:** It is awarded when a team receives the ball and delays with it for more than 10 seconds.
- (ii) **Personal penalties:** It is awarded when;
 - A player passes a highball which does not touch the ground.
 - A player tampers with his/her blindfold that is, takes it off or adjusts it.
 - Personal unsportsman like conduct is committed for example using foul language.
 - Illegal defence is committed for instance; when stopping the ball, some part of the player’s body must be touching the team area.
 - Longball is played.

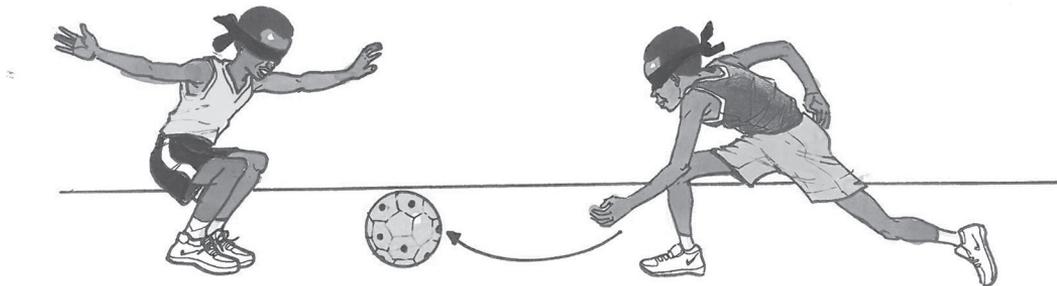
NOTE; In a penalty situation, only one player remains on the court defending the entire 9 metre goal by himself or herself for one penalty shot. If it is a personal penalty, the one who incurred the penalty remains on the court to defend the goal. If it is a team penalty, it is the last person that shot the ball to remain on the court to defend the goal.



Penalty shot being taken

For defending technique, explain to the students the following:

This is done by the wingers. Their responsibility is to cover the wing line. They also help to back up the centre players in both teams. The defending winger should stand with his or her feet at the end of the wing line in a squatting position.



Winger in squatting position

On hearing the oncoming ball, the winger (defender) determines the direction of the ball and **lies down** in the direction of the oncoming ball. Defending can also be done by **diving** on the left or right to stop the ball. The player should stretch out fully with arms or legs straight.



Winger stretching out fully with arms and straight legs to stop the ball

Safety Note:

The player's arms should be straight, but in front of the face. The head should be tilted back. This helps to protect the player's face from any contact with the ball.

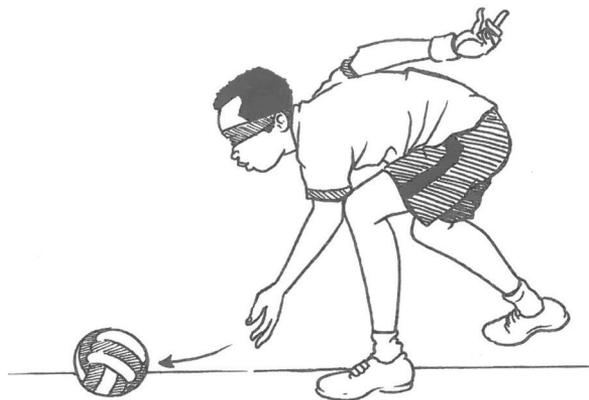
♣ Activity:

- Get the students. Use two of the three as wingers(defenders) and one as the shooter. Direct the shooter to throw the ball and the defenders to try to defend the ball from entering the goal.

For throwing the ball technique

Explain the following:

- When throwing the ball at the defending team, students must always feel the floor markings first.
- The thrower must face the direction in which he or she wishes to throw the ball.
- Once the thrower is ready, he or she can take a step or two and bowl or roll the ball along the floor.
- The ball should be directed in the direction of the opposing team.



Rolling the ball

Note that:

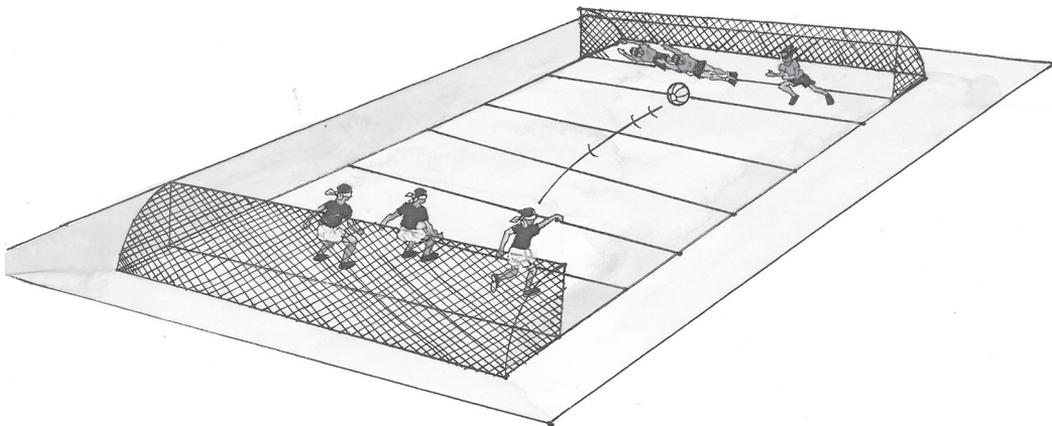
Controlling the game

This is done by the referee. In this case, you can act as the referee. Your job is to inform students(participants) what is transpiring and keep control of the game. The following are the key areas to know;

Importance of playing Goalball.

Goalball is an extremely simple game to learn. It is interesting and brings about joy and entertainment. It allows the players to use senses that they do not normally rely on. For example; hand to eye coordination.

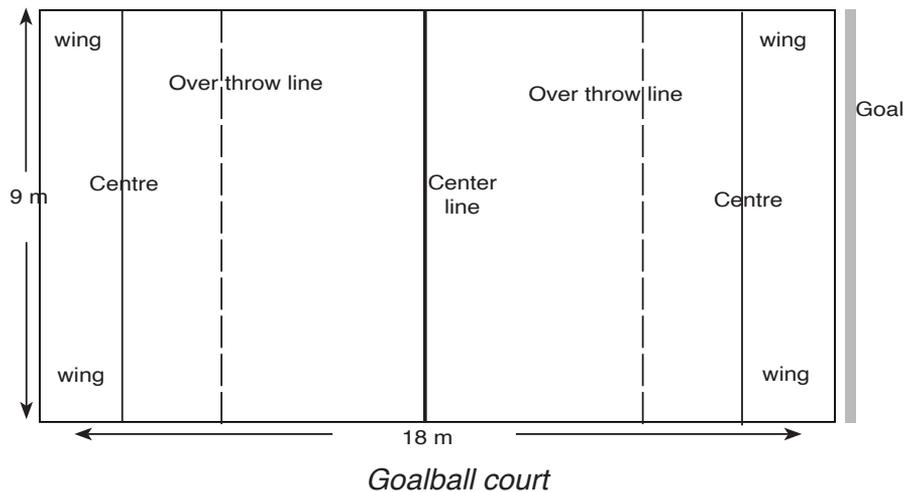
It allows players to develop different styles and strategies of playing. This therefore, develops high order thinking. It involves physical exercises, which help to keep the player fit and healthy.



Three blindfolded players playing Goalball, three should be in goal trying to defend the ball.

The Goalball court

- The game is played on a court measuring a length of 18 metres and width of 9 metres.
- This is similar to the volleyball court.
- The court should have goals at either end.
- The goals cover the entire 9 metres end.
- The goals cover the entire 9 metres of the backline.
- There are three positions on the court.
- The centre, right wing and left wing.
- The playing ground is marked with taping cord to the floor.
- This creates markings which players can feel with their hands and feet to keep on the court.



Players

- Goalball is played by 6 players.
- Only 3 play at a time.
- Some players may play multiple positions very well.
- Following the three positions, teams are allowed to switch positions during play.
- This is done to confuse the opposition.
- All players must wear Opaque eye shades (blindfolds).
- This should be at all times. This creates an even playing field.

Duration

The game is played for 10 minutes halves with a 3 minute break at half time. The team that scores most goals wins the game. If there is a tie, the teams are given an overtime, followed by penalty shots.

Ball

The ball used in goalball game weighs about 1.25 kg. It is nearly 76 cm in circumference. This ball must have minimal bounce. The ball must have bells inside. This means that the players listen carefully to the ball in motion, track the ball by following the sound of the bells and work together to block it from entering the net.



Ball used in playing Goalball

Assessment

Set a goalball game situation and let students play following the rules of the game and learnt skills.

Let students do cool down exercises.



UNIT SUMMARY

In the previous unit, students have learnt about different techniques and tactics of playing goalball including defending and throwing the ball. Students have also learnt and applied rules of playing goalball game.

♣ Closing discussion

Ask students to:

- Describe goalball game
- Identify different goalball techniques
- Explain the importance of mastering goalball techniques.



Unit 10:

SITTING VOLLEYBALL

Key unit competence

To apply the basic techniques, tactics and gestures of sitting volleyball in attack and defence.

Cross-cutting issues to be addressed:

- **Gender:** game is played by both boys and girls.
- **Inclusive education:** even the lame can participate and enjoy the game.
- **Standardization culture:** use of standards equipment for sitting volleyball.

List of lessons

	Lesson title	Learning objectives	Number of periods
1	Techniques of playing sitting volleyball	To perform different techniques of playing sitting volleyball	1
2	End unit assessment	To evaluate students' performance in playing sitting volleyball	1

LESSON 1: TECHNIQUES OF PLAYING SITTING VOLLEYBALL.

Learning objective:

By the end of this lesson, students should be able to perform different techniques in sitting volleyball.

Teaching resources:

- Playground
- Whistle
- Stopwatch/watch
- Balls
- posts
- Net

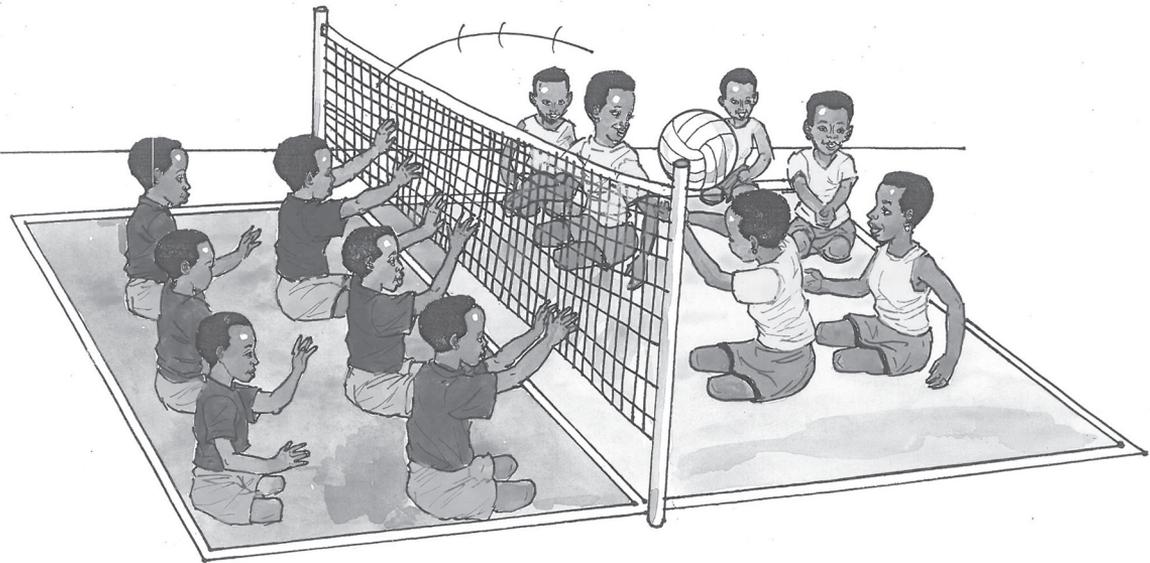
Introduction

- Having students brainstorm ideas on techniques, tactics and rules in sitting volleyball.
- Letting the students warm up

- Guiding them appropriately to ensure that warm up and stretching exercises are done correctly.
- Introducing this lesson: Techniques of sitting volleyball.
- Providing feedback.

Lesson body

- Describe to students the sitting volleyball game. Tell students that this is a form of volleyball for the disabled.



Students playing Sitting volleyball

Explain to the students how to play the game

For Serving the ball (Teaching points), tell students that:

“Serve” is used to start the play.

Remind students the following while serving in sitting volleyball:

- Using the sitting position, transfer the weight to the forward hand.
- Using underhand serve or overhand pass.
- Keeping the eyes on the ball.
- Following through, do not punch the ball.

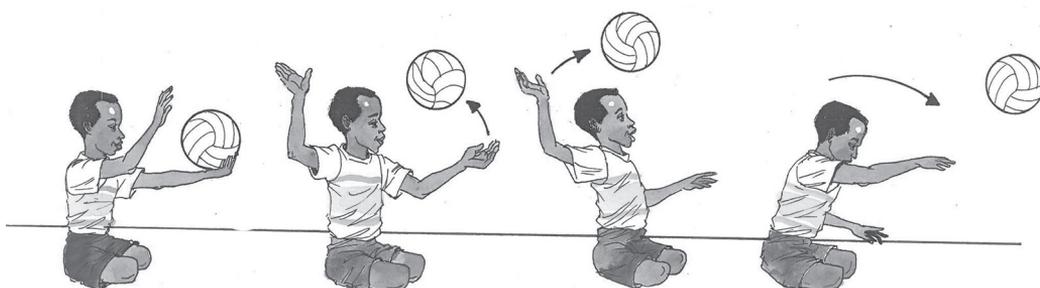
Demonstrate and let students perform underhand serve



Underhand serve

Overhand pass

- Tell students that this is used to complete the pass. It is aimed at passing over the ball to the opponent's side of receiving the ball.
- Demonstrate and let students perform overhand serve



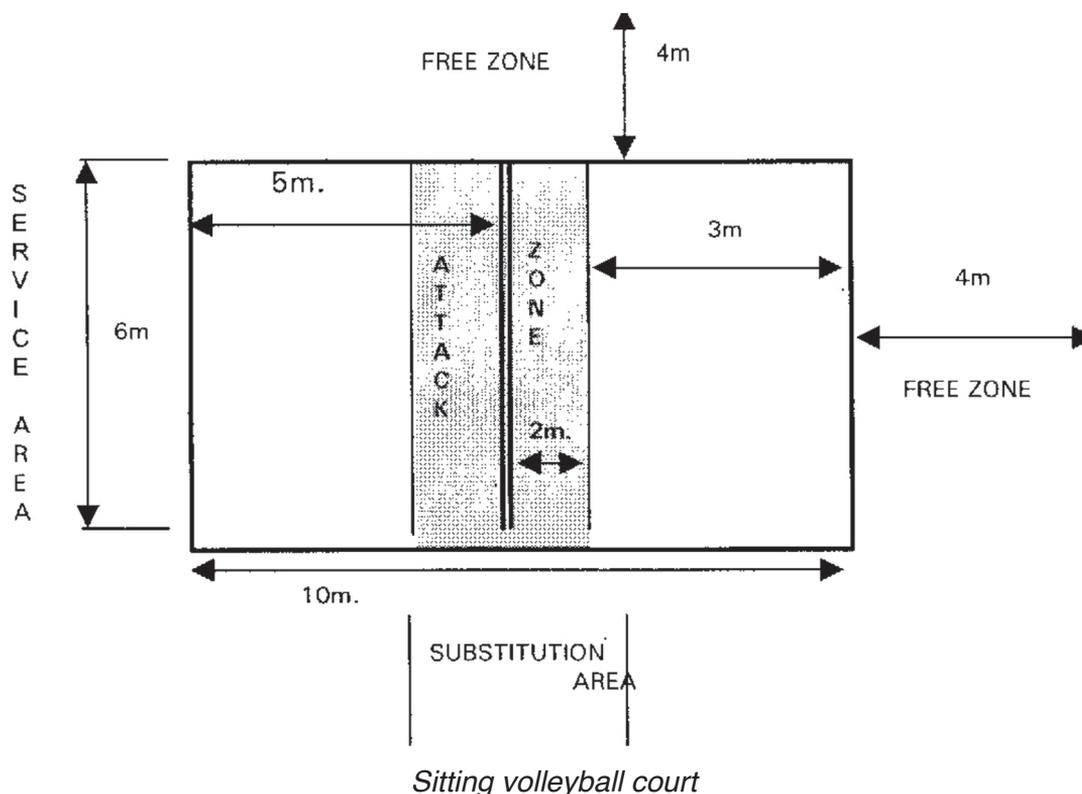
Overhand pass

Teaching points:

- The body must be in good position. This helps to ensure proper sitting volleyball.
- The player moves to the spot where the ball is descending to prepare for the pass.
- The trunk leans forward and the back is straight.
- The hands are clasped together so that the forearms are parallel.
- Relaxing the hands and spread the fingers to receive the ball.

♣ Activity:

- Groups of two players with one opposite the other, pass back and forth the ball.
- Make contact with it while seated down on the ground, the players should try to keep the ball in the air continuously.



Sitting volleyball court

Assessment

Set a sitting volleyball game situation and let students play using learnt techniques following rules of the game.

Let students do cool down exercises.

ADDITIONAL NOTES (INFORMATION) TO THE TEACHER

Rules

Sitting volleyball is governed by the World Organization Volleyball for Disabled (WOVD). The WOVD has adapted the FIVB (Fédération Internationale de Volleyball) rules for use in sitting volleyball.

The rule modifications for sitting volleyball include, but are not limited to, the following:

- The height of the net (1.15m for men and 1.05m for women) and the size of the court (10m x 6m) are reduced for sitting volleyball;
- Front-row players are allowed to block the service of the opponent;
- The positions of the players are determined and controlled by the positions of their buttocks. This means that the hand(s) and/or leg(s) of the players may lie in the attack zone (back-row player during an attack hit), in the court (server

during the service hit), or in the free zone outside the court (any player during the service hit); and

- The players are not allowed to lift their buttocks from the court when they carry out any type of attack-hit.

Players must remain in contact with the court at all times when playing the ball. To stand up, rise or take steps is forbidden. When making a defensive play (to save a ball) in the back zone, a short loss of contact with the court is permitted. When making a defensive play (to save a ball) in the front zone, not being a block, a short loss of contact with the court is permitted.

DIFFERENCES BETWEEN THE RULES OF SITTING AND STANDING VOLLEYBALL

ITEM	SITTING VOLLEYBALL	STANDING VOLLEYBALL
Court Size	The size of the playing court is 10m x 6m .	The size of the playing court is 18m x9m .
Attack Lines	The attack lines are drawn 2 m from the axis of the centre line.	The attack lines are drawn 3 m from the axis of the centre line
Net Size	The net is 6.50 to 7m long and 0.80m wide.	The net is 9.5 to 10m long and 1m wide.
Net Height	The height of the net is 1.15m for men and 1.05m for women.	The height of the net is 2.43m for men and 2.24m for women.
Equipment	Players' equipment in sitting volleyball may include long pants . They are not allowed to sit on thick material.	
Roster and Players	A team may consist of a maximum of 12 players including a maximum of two players classified as ' minimal disability ', one coach, one assistant coach, one trainer and one medical doctor. The six players on court may include a maximum of one 'minimal disability' player.	A team may consist of a maximum of 12 players, one coach, one assistant coach, one trainer and one medical doctor. The six players on court must include a minimum of one 'C' class player and may include a maximum of one ' A' class player .

<p>Player Positioning</p>	<p>The positions of the players are determined and controlled by the positions of their buttocks. This means that the hand(s) and/or leg(s) of the players may lie in the attack zone (back-row player during an attack hit), in the court (server during the service hit), or in the free zone outside the court (any player during the service hit).</p>	<p>The positions of the players are determined and controlled by the position of their feet contacting the ground.</p>
<p>Player Positioning</p>	<p>At the moment the server hits the ball, he/she must be in the service zone and his/her buttocks must not touch the court (end line included).</p>	<p>At the moment the server hits the ball or takes off (for jump serve), his/her feet must not touch the court (end line included). After this hit, the server may step or land outside the service zone or inside the court.</p>
<p>Player Positioning</p>	<p>To touch the opponent's court with a foot/feet/leg(s) is permitted at any time during the play, provided that the player does not interfere with an opposing player. The player must return the foot/feet/leg(s) directly to his/her own court. To touch the opponent's court with a hand is permitted, provided that some part of the penetrating hand remains either in contact or directly above the centre line. To contact the opponent's court with any other part of the body is forbidden.</p>	<p>To touch the opponent's court with a hand, foot or feet is permitted, provided that some part of the penetrating hand/foot/feet remains either in contact or directly above the centre line. To contact the opponent's court with any other part of the body is forbidden.</p>

Attacking the Serve	Front-row players are allowed to complete an attack-hit on the opponent's service, when the ball is in the front zone and completely higher than the top of the net.	It is an attack-hit fault to complete an attack-hit on the opponent's service, when the ball is in the front zone and entirely above the top of the net.
Back-Row Attack	A back-row player may carry out any type of attack-hit from any height, provided that at the time of the hit the player's buttocks do not touch or cross over the attack line.	A back-row player may carry out an attack-hit unless: (a) his/her foot contacts or is in front of the attack line at the take-off; and (b) at the moment of the hit the ball is entirely above the top of the net.
Blocking the Serve	The front-row players are allowed to block the service of the opponent.	It is a blocking fault to block the opponent's service.
Contact with ground	<p>The player must have contact with the court with the part of the body from the shoulders to the buttocks at all times when playing the ball. To stand up, raise or take steps is forbidden.</p> <p>A short loss of contact with the court is permitted when playing the ball, excluding the service, the block and attack hit when the ball is completely higher than the top of the net.</p>	

Substitutions		<p>In standing volleyball, the substitute player must sit on the substitution chair before the request for substitution.</p> <p>A substitution is illegal if the substitute player is not sitting on the substitution chair so that the classification controller can check the substitute's classification.</p>
Positioning of Referee	The first referee carries out his/her functions standing on the floor at the post at one end of the net.	The first referee carries out his/her functions seated or standing on a referee's stand located at one end of the net. His/her view must be approximately 50 cm above the net.

♣ **Student's Activity:**

- In groups, students discuss the rules of sitting volleyball.



UNIT SUMMARY

In the previous unit, students have learnt about;

- Techniques of sitting volleyball including different passes. Students have also learnt how to play sitting volleyball following rules of the game.

Unit 11:

NETBALL

Key unit competence:

To apply the techniques and tactics of netball.

Cross-cutting issues to be addressed:

- **Gender:** Boys and girls participate in Netball exercises.
- **Peace and value education:** it can be promoted when students work together in the game.

List of lessons

	Lesson title	Learning objective	Number of periods
1	Catching/reception of the ball	To catch/receive the ball correctly	1
2	Passing the ball	To perform different techniques of passing the ball	1
3	Exercises to develop Netball techniques	To perform different netball techniques in the game situation following rules of the game.	1

LESSON 1: CATCHING/RECEIVING THE BALL

Learning objective:

By the end of this lesson, students should be able to perform catching/receiving the ball.

Teaching resources

- Play ground
- Whistles
- Stopwatch/watch
- Balls
- Cones
- Net
- Goalpost
- Teaching room

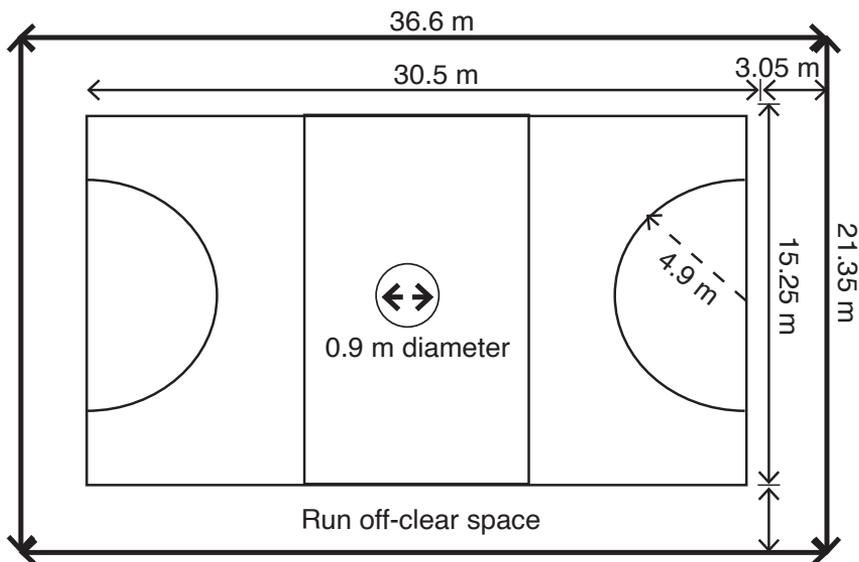
Introduction

- Select one student to lead others in a warm up and let stretching exercise.
- Guide him/her to ensure that warm up is done correctly.
- Telling students to explain and demonstrate what they know about netball.
- Choose those who have some idea about the game and tell them to play for a short time while others watch.
- Providing feedback.

Lesson body

Start by describing to students the overview about the game of netball:

- It is a fast moving game that involves passing the ball using the hands.
- It is played by two opposing teams.
- Each consisting of seven (7) players.



The netball team consists of seven (7) players. It is important that each player wears a uniform which includes initials as shown below:

Position	Initial
The centre	C
The wing attack	WA
The goal attack	GA
The goal shooter	GS
The wing defence	WD
The goal defence	GD
The goalkeeper	GK

- The movement of players is controlled by zones and rules which prevent players from moving with the ball.

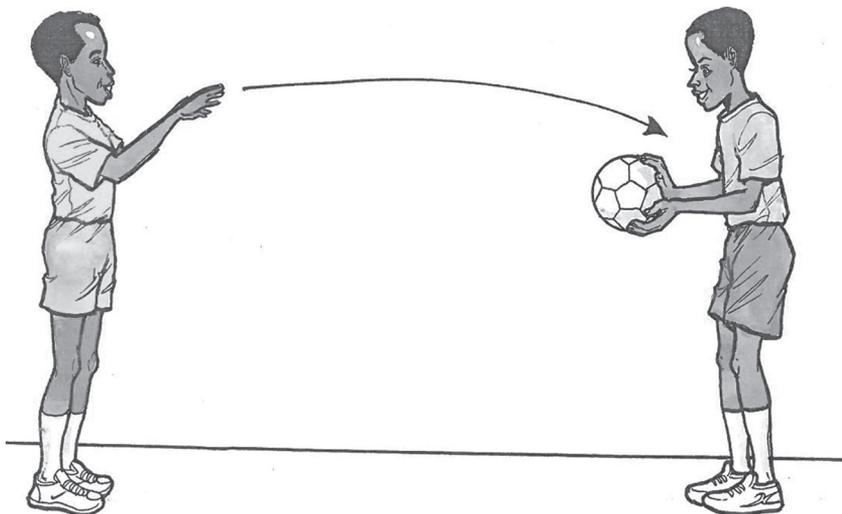
Tell students that the main netball techniques include:

- Receiving (catching) and throwing (passing) the ball.
 - Defending and
 - Shooting.
- Tell them that they are going to learn catching the ball other techniques will be learnt in the next lesson.
- Introduce the technique of catching the ball.
 - Demonstrate and let students perform it in pairs/groups in different activities.

Teaching points for catching technique: (use demonstration method)

Explain to the students the following:

- As the ball is thrown, extend the arms to receive the incoming ball.
- Spreading the fingers out and form a cup shape.
- The cupped hands should be ball width apart.



Cup shaped hand

- Holding the ball firmly and turn it so that one hand is above and the other down below the ball.
- Relaxing the elbows and bend to cool the force of the ball.

Demonstrate and let students perform catching the ball in pairs/groups.

Rules of catching the ball

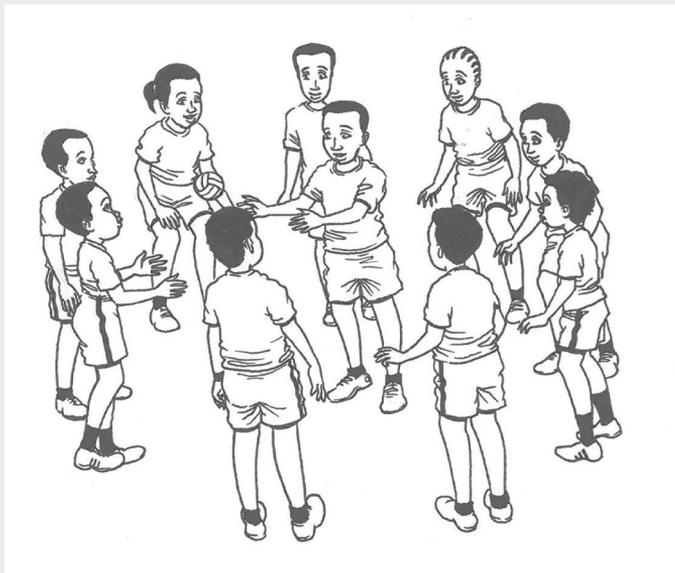
Remind students the following:

The player may not:

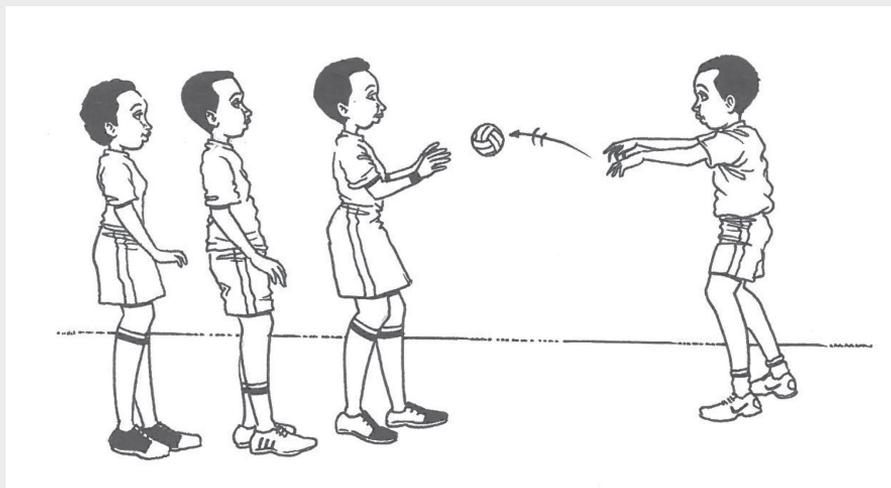
- Deliberately fall on the ball to catch it.
- Catch the ball while lying, sitting or kneeling on the ground.
- Catch the ball and drop it and catch it again (double action).
- Catch the ball and hold it for more than three (3) seconds before passing or shooting it.

♣ Activity 11.1:

- In pairs, students throw the ball to each other as they practise the catching technique. The partner should be at least 7 metres away.
- After the students have grasped receiving (catching the ball while stationary, introduce receiving the ball while moving.
- In pairs, students receive the ball while moving;
 - i) Walk forward to receive the incoming ball from the partner.
 - ii) Run forward to receive the ball.
- You can also make students form a circle while you stand in the centre. Throw the ball to each as they send it back.



- Students can also form a line with one behind the other facing one direction. They move as they catch the thrown ball and throw it back.
- After throwing the ball, the student runs to the backline.



- Observe and evaluate how students are performing exercises.

Let students do cool down exercises.

Closing discussion

Discuss with students how to catch the ball correctly.

LESSON 2: PASSING

Learning objectif:

By the end of this lesson, students should be able to perform techniques of passing the ball in netball.

Teaching resources:

- Playground
- Balls
- Goalposts
- Stopwatch/watch
- Cones

Introduction

- Let the students brainstorm ideas on the various passes in Netball.
- Having students fully warmed up.
- Guiding them appropriately through the warm up and stretching exercises.
- Introduce passing in netball.
- Give them a chance to try out the various passes in Netball.
- Providing feedback.

Lesson body

Start by explaining to the students that there are different types of passes. These include;

- Shoulder pass
- Chest pass
- Bounce pass
- Lob pass (Overhead)
- Underarm pass

i) Overhead (Lob) pass

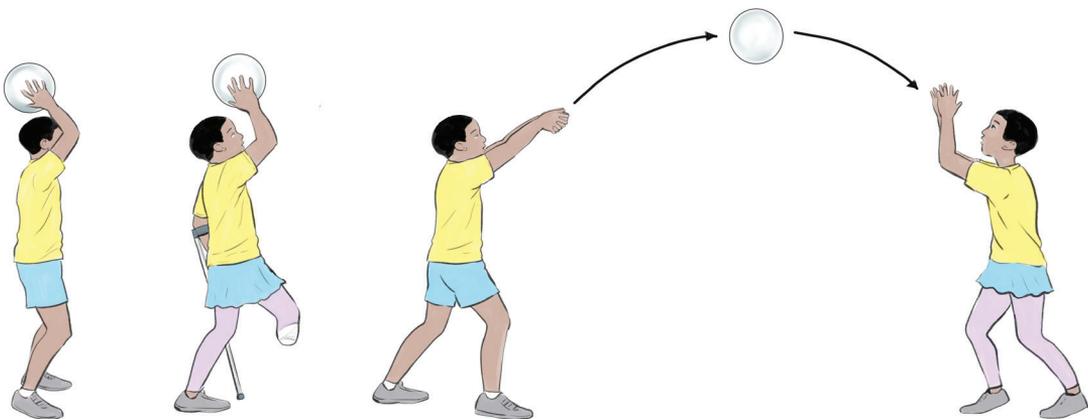
Tell students that it can be passed using one hand or two hands. It is used while passing a highball to a nearby partner or passing the ball to a partner a distance away.

Teaching points: (Students activity):

Request students to do the following:

- Holding the ball firmly with two hands.
- Spreading the fingers around the ball.
- Lifting the ball high overhead as you swing the hands behind the shoulders.
- Bending the elbows to lower the ball behind the head.
- Standing straight with your feet shoulder width apart and place the stronger foot slightly behind.
- Straightening the elbow as you push the ball upwards.
- Releasing the ball as you straighten the elbows.
- Transfer weight from the back to the front foot.

Observe how students are performing. Correct them where is needed.



Overhead pass

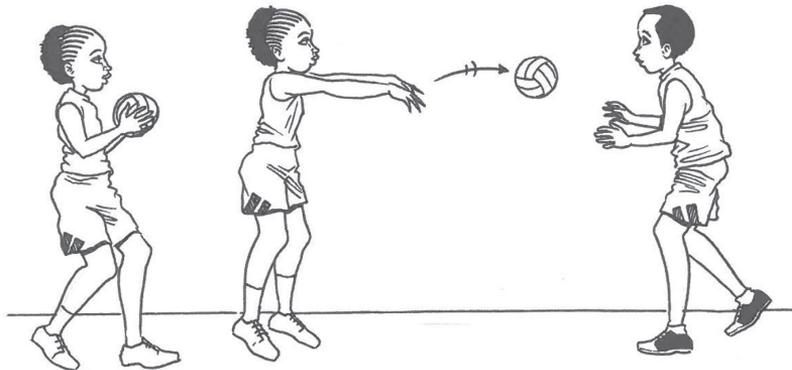
ii) Chest pass

Tell students, this is performed using two hands. It is the most common and accurate pass. It is a quick and short pass. It is used when there are no opponents in between the teammates.

Request students to do the following:

- Holding the ball in two hands at chest level close to the body.
- Spreading the fingers on the ball.
- Bending the elbows so that they face sideways.
- Facing the direction of throw, extend the arms and hands turning them outwards as the ball is released with force.
- Stepping forward and transfer weight to the forward foot as the arms are extended.
- Following through in the direction of the pass.

Observe how students are performing chest pass. Assist them where is necessary/ needed.



Chest pass

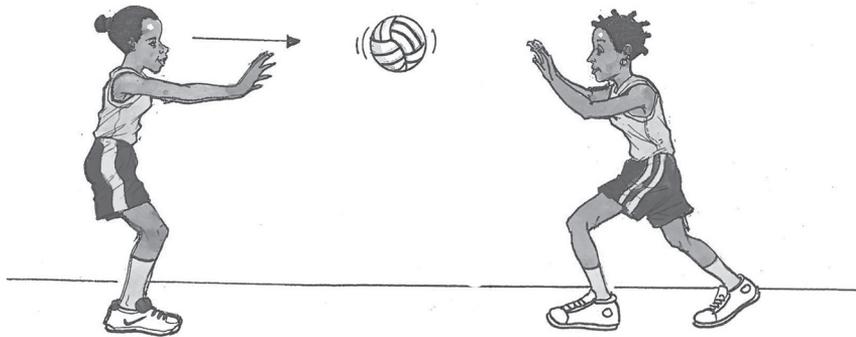
iii) Shoulder pass

Teaching points(Student's activity):

Request students to do the following:

- Standing width the feet shoulder width apart.
- Lifting the ball above the shoulder.
- Transferring the weight to the hind foot.
- Pushing from the elbow and shoulder.
- Following through with a step in off the hind leg.

Observe how students are performing shoulder pass. Help them to pass correctly.



Shoulder pass

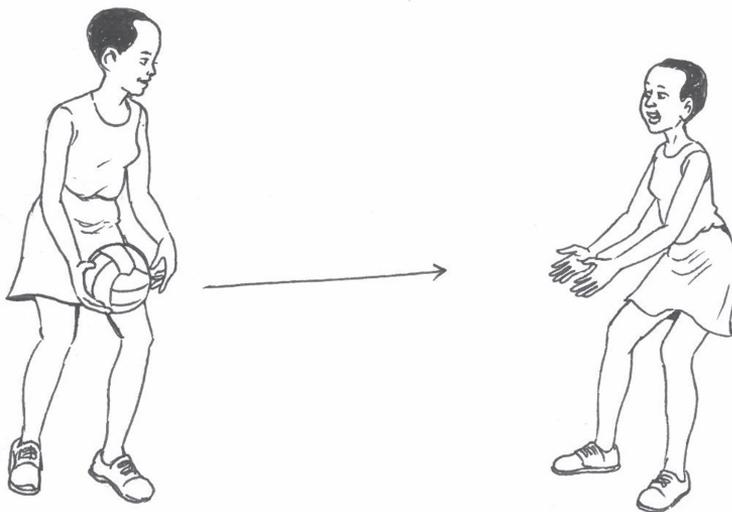
iv) Underarm pass

Tell students this is where the flight off the ball is lower for example; at waist level. It is direct and used for short passes.

Teaching points: Student's Activity

- Standing straight with the feet shoulder width apart.
- Holding the ball with two hands.
- Withdrawing the ball backwards.
- Transferring weight to the back foot.
- Releasing the ball in the desired direction with one hand.

Observe how students are performing underarm pass. Assist them where is needed.



Underarm pass

v) Bounce pass

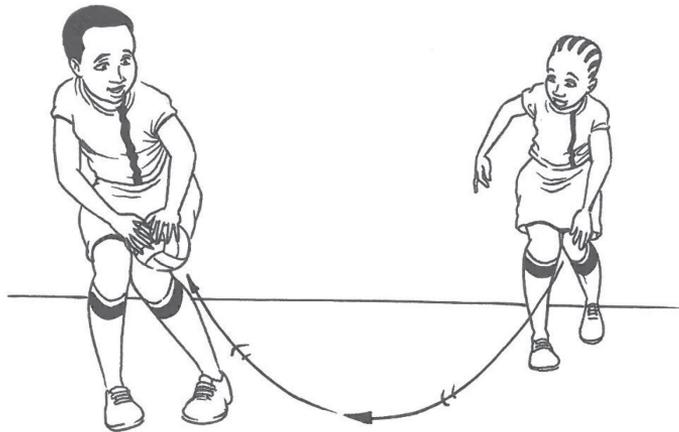
Tell students that here, the ball is held just like that of a chest pass. However, with the chest pass, two hands are used. In a bounce pass, one hand can be used. It is used at a very close range and when there are very many opponents.

Teaching points:

Request students to do the following:

- Following the teaching points for a chest pass.
- Pushing down the ball with force.
- The ball bouncing on the ground at a point nearer to the receiver than the thrower.
- The receiver bends to catch the ball at knee level.

Observe how students are performing bounce pass. Assist them where is needed.



Bounce pass

NOTE: The bounce pass best works when the surface is hard and when the ball has enough pressure to enable it bounce.

Assessment

Set a netball game and let students play using learnt skills. Let students do cool down exercises.

LESSON 3: EXERCISES TO DEVELOP DIFFERENT NETBALL

Learning objective:

By the end of this lesson students should be able to perform exercises which develop different netball techniques in the game situation.,

Teaching resources:

- Balls
- Goalposts
- Whistles
- Playground
- Cones
- Watch/chronometer

Introduction:

- Having students brainstorm ideas on exercises which are used to develop Netball techniques.
- Let students do warm up and stretching exercises.
- Guide them to ensure that warm up is done correctly.
- Introduce this lesson: Exercises to develop Netball techniques.
- Give students a chance to try them out.
- Provide feedback to the students.

LESSON BODY

LANDING TECHNIQUE:

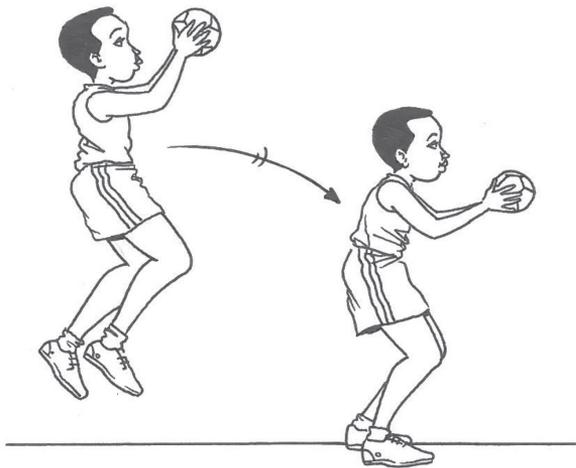
Start by explaining to the students types of landing.

- There are two ways of landing;
 - i) two-foot landing
 - (ii) one-foot landing

i) Two-foot landing.

- Here, both feet touch the ground at the same time.

Demonstrate and let students perform exercises. Observe how students are performing exercises. Help them where is necessary.



Two-foot landing

♣ Activity 11.2:

- Jump high, receive an imaginary ball and land on both feet. This should be done on individual student before introducing the ball.

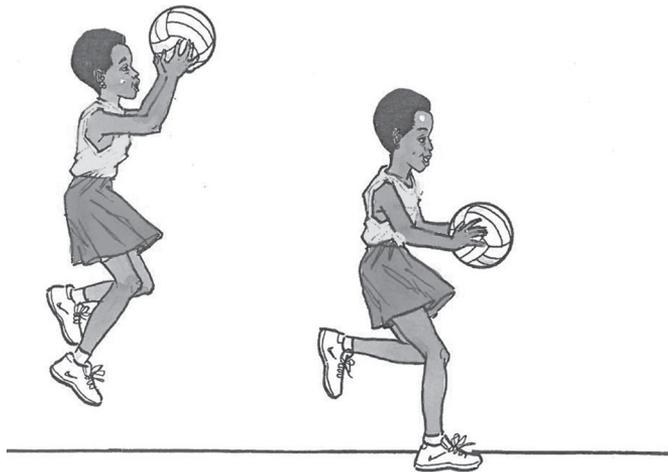
Note: If the students have practised enough, introduce the ball.

- In pairs, students run, jump high, receive the ball and land on both feet.

ii) One-foot landing

- As soon as the students have learnt the two foot landing. Introduce one-foot land.

Demonstrate and let students perform exercises. Observe how they are performing. Assist them where is necessary.



One-foot landing

♣ Activity 11.3:

- Jump high, receive an imaginary ball and land on one foot first and later place the second foot on the ground.
- Practise individually before introducing the ball.

SPLIT AND RE-OFFER TECHNIQUE

- Split players into groups of seven(7) or eight(8) with one ball. Players stand to lines facing each other with one(1) feeder in the middle.

♣ Activity 11.4:

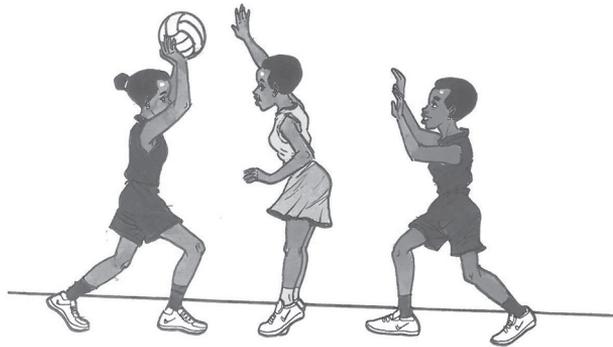
- Player 1 starts with ball throws to a feeder who sprints forward to receive the ball on the cone.
- The receiver lands on 1 foot and releases the ball on 2 feet to the player waiting at the opposite line.
- The receiving player then joins the opposite line. The player at the front now with the ball repeats the process.

Key points to note:

- Players need to be ready to receive the ball at all times with hands ready to catch.
- Encouraging players to keep their landing foot planted to release the ball.
- With time, increase the distance between the feeder and the other players.
- Vary(change) the types of passes as learnt earlier on.

SHADOWING

Organise two players, one defender and the second attacker. The defender takes a starting position for one-on-one defence. When the attacker moves, the defender stays close for three(3) seconds. The defender works hard to shadow every move. The defender keeps a changing position as does the attacker, to the side, back and the front. If the attacker succeeds in passing the ball, try to deflect or intercept the pass.



Pass interception

Teaching points for marking and interception

- Placing the defender between opponents and the ball.
- The defender stands close but avoids contact.
- The defender keeps the opponents and the ball within her vision.
- Hands should be kept down to avoid obstruction.
- Flexing the legs and stand on the balls of the feet.
- When the opponent throws the ball, arise all out to intercept the ball.
- As the ball leaves the hands of the thrower, concentrate on the ball.

NOTE: The defence tactic can apply to a player with or without ball.

DODGING

Tell students that this is the ability of a player to free herself from the opponent in order to receive the ball. For this to occur, the player must know;

- Where to get free space within minimum interception.

- When to get free for instance; when the teammate is in possession of the ball.
- How to get free for instance through faking or feinting.

NB: Feinting involves the attacker pretending and making diversionary movements.

Teaching points:

Observe whether students are doing the following:

- Getting free sideways.
- Being behind the opponent. She will not be in position to see you well.
- Feint more to one side with the knees slightly bent.
- Sprinting to the opposite direction. Feint to the left, then go to the right.
- You can indicate with the thumb where you are going. This should not be seen by your opponent. This is where your teammate throws the ball.



Dodging

Three (3) feet (0.9 m) recovery

This should be taught to students(player) and should become part of them. It prevents giving away free passes.

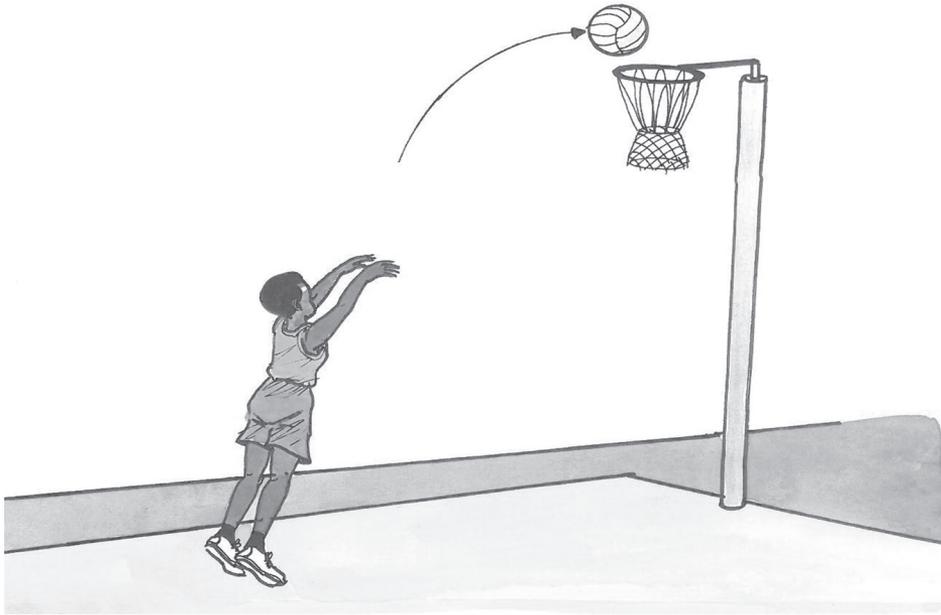
Teaching points(Student's activity):

Request students to do the following:

- The player retreats three feet and puts the arm up.
- When the player has the ball, the opponent must be at least 3 feet (0.9 m) away.
- Failing to do so results to a free pass.
- The obstructing player must stand besides the player taking the pass.

GOAL SHOOTING

Tell students that this is done by a player who throws the ball completely in a ring. A score is obtained after a successful shooting.



Goal shooting

Shooting is only executed in the goal circle. It can be done by two players. That is; goal shooter (GS) and goal attacker (GA).

Teaching points:

Request students to do the following:

- Standing with both feet shoulder width apart.
- Holding the ball with both hands with the fingers well spread behind the ball and the thumbs under the ball.
- Developing a high level of concentration. Flex the knees and elbows.
- Holding the ball directly above the head.
- The ball should be aimed in a curve path to enter the ring from above.
- Forcing to protect the ball comes from straightening the feet upwards.
- Straightening the elbows as you release the ball towards the ring.

NOTE:

Set targets as you increase the distance of your shots. This can be done by stepping forward or back to the side. The shooter **MUST** shoot within three second of catching the ball.

♣ Activity 11.5:

- A player's run into the D (goal circle), receives the ball and attempt to shoot.

Assessment

- Set a netball game situation and let students play using learnt skills. They should play following rules of the game.
- Observe and evaluate how students are performing learnt skills.

Let students do cool down exercises.

Closing discussion

Discuss with students the following:

- Describe different netball techniques.
- Brainstorm the importance of playing netball in society to developing different values.



UNIT SUMMARY

In the previous unit, Students have learnt about;

- Basic techniques of Netball (catching).
- Passing the ball in Netball.
- Exercises to develop Netball techniques.
- Reasons for playing Netball in the society.

♣ Closing discussion

- Describing different netball techniques.
- Brain storming the importance of playing netball in society to developing values through reflect, connect and apply.

♣ General assessment

- Name and describe different netball techniques.
- How is playing netball important to the player and community at large?

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