

PHYSICAL EDUCATION AND SPORTS

for

Accounting Profession

and

General Education (All options)

Senior

4

Teacher's Guide

Experimental version

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FOREWORD

Dear teacher,

Rwanda Basic Education Board is honored to present to you Physical Education and Sports for Accounting Profession and General Education (All options) Senior four 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 practical activities carried out individually or with peers. With the help of the teachers, students will gain appropriate technical skills used in Physical Education and Sports activities and be able to apply what they have learnt in real life situations, especially teaching practices. 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 students where concepts are mainly introduced by an exercise/activity, game situation that helps the students 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, 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 Physical Education and Sports exercises/activities for students considering individual differences, and peers learning.
- Engage students through active learning methods such as task and practice, discovery, field trip, 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 and during practice of Physical Education and Sports activities.
- Encourage individual, peer and group evaluation of the work done during practice 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.

I wish to sincerely appreciate all people who contributed towards the development of this teacher's guide, particularly REB staff who organized the whole process from its inception. Special appreciation goes to the teachers who supported the exercise throughout. Any comment or contribution would be welcome to the improvement of this textbook for the next versions.

Dr. MBARUSHIMANA Nelson

Director General of Rwanda Basic Education Board

ACKNOWLEDGEMENT

I wish to express my appreciation to all the people who played a major role in the development of this Physical Education and Sports for Accounting Profession and Basic Education (All options) teacher's guide for senior four. It would not have been successful without active participation of different education stakeholders.

I owe gratitude to different Universities and schools in Rwanda that allowed their staff to work with REB in the in-house textbooks production project. I wish to extend my sincere gratitude to lecturers, teachers and all other individuals whose efforts in one way or the other contributed to the success in the writing of this teacher's guide.

Finally, my word of gratitude goes to the Rwanda Basic Education Board staff particularly those from the department of curriculum, Teaching and Learning Resources Department (CTLR-D) who were involved in the whole process of this textbook writing.

Joan MURUNGI

Head of Department CTLR/REB

ACRONYMS AND ABBREVIATIONS

Fig: Figure

PES: Physical Education and Sports

R.C.A: Reflect Connect and Apply

REB: Rwanda Basic Education Board

CTLR: Curriculum, Teaching and Learning Resources

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PART I: GENERAL INTRODUCTION

1.1 The structure of the guide

This section presents the overall structure of this guide, the unit and lesson structure to help teachers to understand different sections of this teacher's Guide.

Overall structure

The whole guide has three main parts as follows:

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.

Sample lesson plan:

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

Unit development:

This is the core part of the guide. Each unit is developed by following the structure below.

Structure of a unit

Each unit is made of the following sections:

- **Unit title:** From the syllabus.
- **Key unit competence:** From the syllabus.
- **Prerequisites (knowledge, skills, attitudes and values):** This section indicates knowledge, skills and attitudes required for the success of the unit. The competence-based approach calls for connections between units/topics within a subject and interconnections between different subjects. The teacher will find an indication of those prerequisites and guidance on how to establish connections.
- **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 crosscutting issue taking into consideration the learning environment.

- **List of lessons/sub-heading:** This section presents in a table suggestion on the list of lessons, lesson objectives copied or adapted from the syllabus and duration for each lesson. Each lesson /subheading is then developed.
- **Summary of the unit:** This section summarizes what students have been learned in the whole unit.
- **End of each unit:** At the end of each unit, the teacher's guide provides the following sections:

Additional Information

This section gives further information that may help him/her to plan and conduct 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.: Increase of the level of capacity of anticipation, problem solving during sports activities, know rules of the game, know techniques and tactics to use different sports activities, know the importance of practice etc.).
- Technical competences: (E.g.: to receive the ball, to pass the ball to the teammates, to throw a javelin, to score the goal, to dribble the ball 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, fair play, teamwork spirit, self-confidence, determination, courage, impartiality, avoid doping in sport activities etc.

Additional activities

This section provides additional games/exercises for the teacher to have a wide range of activities/games related to the unit.

- **Consolidation activities:** Additional activities to students with special educational needs.
- **Remedial Activities:** Additional activities for students who need more time and exercises to achieve a certain level of performance.
- **Extended activities:** Additional activities for talented students.

The guide ends with references.

Structure of each lesson

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

- **Lesson title:** It shows the title of the lesson.
- **Introduction:** This section gives a clear instruction to the teacher on how to start 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: Opening discussions, warm up, lesson body, cool down and closing discussions (R-C-A): Reflect, Connect and Apply).

1.2 Methodological guidance

1.2.1 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 the Learner-centered approach. Teachers are not only responsible for knowledge transfer but also for fostering students' 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. It focuses on what students 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 learner-centered rather than the traditional didactic approach. The students are evaluated against set standards to achieve before moving on.

In addition to specific subject competences, students also develop generic competences that 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

Communication

- Organize and present in writing and verbally a complete and clear report of a training session, a match for a given sports or any organized sport event;
- Select and use a set of verbal and nonverbal channels of communication during a game situation or sport activities (a voice, facial expressions and bodily movements);
- Observe and interpret different game situations, sport events and react accordingly;
- Argue verbally or in writing about any given performance/results in sports activities.

Cooperation, Personal and Interpersonal management and life skills

- Playing in pairs;
- Playing in small groups/teams;
- Playing in large team and/or a club.

Critical thinking

- Demonstrate advantages of sports activities to the schools where sports is valued contrary to a school or institution where sport is neglected.

Innovation and creativity

- Create a set of physical activities of a training session for a given sport;
- Leading a given activity in sport training session with objectives, methodology, observations, results and conclusions;
- Design a sketch map of some techniques and tactics used in different games;
- Create a chart of the main steps in a performing a given tactic in different sports/games;
- Create and organize sport event.

Intra and interpersonal skill

(Intra skills refer to the skills of knowing and living with oneself while Interpersonal skills deals with knowing and living with others)

- Ability in facilitating interaction and communication with others.

Lifelong learning

- Exploit all opportunities available to improve on knowledge and skills.
- Reading sports journals, listening to sports news and following different games and sport events on TV or on playgrounds/ stadium.

Research and Problem solving

- Research using internet or books from the library and develop tactics or strategies to be used in performing sports activities;
- Fabricate sports materials from local materials (e.g. making a soccer ball, making a shot putting using sand and sacs, etc.).

1.2.2 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:

- Comprehensive Sexuality Education (CSE);
- Environment and sustainability;
- Financial education;
- Gender;
- Genocide studies;
- Inclusive education;
- Peace and values education;
- Standardization culture.

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 to progressively develop related attitudes and values.

Below are examples on how crosscutting issues can be addressed and how to integrate them in Physical Education and Sports lessons.

Comprehensive sexuality education

A teacher provides physical activities. A teacher sets instructions that prevent

any sexual harassment, any kind of gender-based violence like sexual abuse and physical contacts oriented to the sexuality intention physical and sports activities.

Environment and sustainability

In teaching and learning process environment and sustainability are addressed when:

- 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, and court during exercises.

Financial education

in teaching and learning process, financial education may be addressed when:

- Students are able to find themselves local grown solutions as regards to sports equipment and sport materials where there is shortage;
- Students are good managers of sports infrastructures and sports materials, knowing that some of them are costly.

Gender

Teachers should ensure equal participation of both girls and boys during physical activities and equal participation in open discussion and in refereeing.

Genocide studies

While conducting Physical Education and Sports activities a teacher should take a time to explain students how sports should be used to fight against Genocide against Tutsi ideology and how to prevent it or organizing Genocide against Tutsi memorial tournaments at school and giving the message related to the Genocide against Tutsi.

Inclusive education

Involve all students in all activities without bias. E.g., allow a student with physical disability to be a referee, a coach, an assistant, a judge. Modify activities so they suit the abilities and attention span of the students.

Peace and values education

In teaching and learning process, the teacher must encourage tolerance, patience, cooperation, teamwork spirit, mutual help, and respect of opinions of colleagues, obedience (respect) of rules and creation of a more peaceful game situation.

Standardization culture

- In teaching and learning process, the students must use standardized materials in prevention of injuries and accidents.
- The teacher also must help students to know how to choose 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)

1.2.3 Attention to special educational needs

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?

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 sports 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 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 to promote the integration of students with disabilities during recreational and sports activities?

Within the framework of integration of students in games, according to the nature and the gravity of impairment, students can participate in games designed for all students. In other cases, the teacher or educator should think about changes he/she could make to meet the special needs of teachers 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:

i) Adapt roles and rules

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

ii) 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 students.
- Let students move from different spaces.

iii) Adapt the materials

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

iv) 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 affect negatively the activity? This should not be the case.
- Does the modification correspond to the ability and duration of students' attention?
- Will the students 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, use other mobility aids, have difficulty in moving can participate.
- Ask for adaptation of furniture. E.g., the height of a table may need to

be changed to make it easier for a student to reach it or fit their legs or wheelchair. Encourage peer support between students. Get advice from parents or a health professional about assistive devices.

Strategies to help students with hearing disabilities or communication difficulties

- Always get the student's attention before you begin to speak.
- Encourage the students 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 in explaining a concept.
- For students with some sight, ask them what they can see. Get information from parents/caregivers on how the students manage their remaining sight at home.
- Make sure that the students have a group of friends who are helpful and who allow the student to be as independent as possible.
- Plan activities so that students work in pairs or groups whenever possible.

1.2.4 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 exercise to assess abilities, skills, knowledge and attitudes of individual students basing on unit or lesson 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.

1.2.5 Students' learning styles and strategies to conduct teaching and learning process

There are different teaching styles and techniques that should be catered for. The selection of teaching method should be done with the greatest care and some of the factors to be considered that are:

- The uniqueness of Physical Education and Sports.
- The type of lessons to be learned.
- The particular learning objectives to be achieved.
- The allocated time to achieve the objective.
- Available instructional sports materials, equipment and sports infrastructure.
- Individual students' needs.
- Abilities of students' and learning styles.

There are different learning styles to use while teaching Physical Education and Sports depending on students' abilities. The teacher should use a wide range of techniques and tools to cater for different specificity of students'.

1.2.6 Teaching methods and techniques that promote the active learning

A. Suitable Methods / techniques to teach PES

Physical Education and Sports is taught:

- In the classrooms (e.g. using a projector and videos to teach steps of performing a technique, a system of game play and using a chalk board to teach rules of the game).
- In the playgrounds/courts for teaching different games (e.g.: football playground for teaching football game, volleyball court for teaching volleyball game, handball playground for teaching handball game, basketball court for teaching basketball game, netball court for teaching netball game).
- On the athletic track, fields, roads and hills for teaching athletics activities (racing, jumps and throws).
- In gymnasiums for teaching gymnastics and indoor sports.

In the process of teaching and learning Physical Education and Sports, the following methods should be used:

Demonstration method

A teacher makes him/herself a demonstration or asks an able student to do a

demonstration. The teacher is advised not to do a demonstration if he/she is not sure to do it better than every individual student can do it.

Verbal Explanation

A teacher describes/explains activities he/she wants 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 supervising where he/she must move around in field and make corrections for individual students during exercises.

Correction

While making corrections starting by group correction to individual correction. Corrections for inaccuracy in performing given techniques are done immediately.

Evaluation

Let students do their own evaluation for each other, then help them by giving some advice using encouraging words. Evaluation is a continued activity throughout the physical exercises.

Discussion

Discussions are used before and after teaching and learning activities in open talks to motivate and develop attitude and values in students.

Application

Use of learned Physical Education and Sports skills in different situations to solve a given problem. Physical Education and Sports 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 available school grounds for orienteering exercises.
- The provision of markings on the playground for athletic activities and small- sided games.
- The use of local facilities, e.g. Local grounds, community centres, parish halls, youth clubs, colleges, higher learning institutions etc.

- Co-operation with other primary or secondary schools in sharing facilities.
- Allocating more time to Physical Education and Sports in good weather.
- Visiting an outdoor education centre providing facilities for many worthwhile activities.
- Use possible available space, which should be used to facilitate teaching and learning of Physical Education and Sports.
- Use local materials by making for example: goal posts for football, netball and handball, posts for supporting net in volleyball.
- Try to create their own playgrounds by using space available.

B. Steps of a PES lesson

While teaching a Physical Education and Sports lesson by using play based approach, a teacher follows these steps:

Step 1: Opening discussions.

Step 2: Warm-up activities.

Step 3: Lesson body.

Step 4: Cool down.

Step 5: Closing discussions focusing on Reflect, Connect and Apply (R-C-A).

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 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/practice of technique. It helps the

body activation, prepares itself for a physical exercise, and reduces the risk of injury. The warm-up should be a combination of rhythmic exercises, which begin to raise the heart rate and raise muscle temperature, and static stretching through a full range of motion. The use balls while warm up activities help students to master previous skills, which should help them to perform new skills.

Step 3: Lesson body

A game/play/exercise is selected according to the topic to be taught/age of students/ability of students/available materials and skills you want to develop.

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. It is done after the main activity or lesson body.

Step 5: R-C-A discussions

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 feedback from learned lesson.

Reflect-Connect-Apply is a teaching and learning strategy that leads students through a 3-steps discussion about their experience:

Reflect

Ask questions, which help student to reflect on the game/ play/skill learned. The teacher asks questions about their experience and feelings during the game/ exercise/activity.

The teacher asks questions like:

- 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

Ask questions, which help students to connect what they have learned to life experiences and lesson content.

The teacher asks questions like:

- How this game/exercise/activity is connected to what you already know, believe or feel?
- Does it reinforce or expand your view?
- The teacher also asks questions, which connect the game/exercise/activity to lesson content.

Apply

Ask questions, which help student to 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?

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.

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

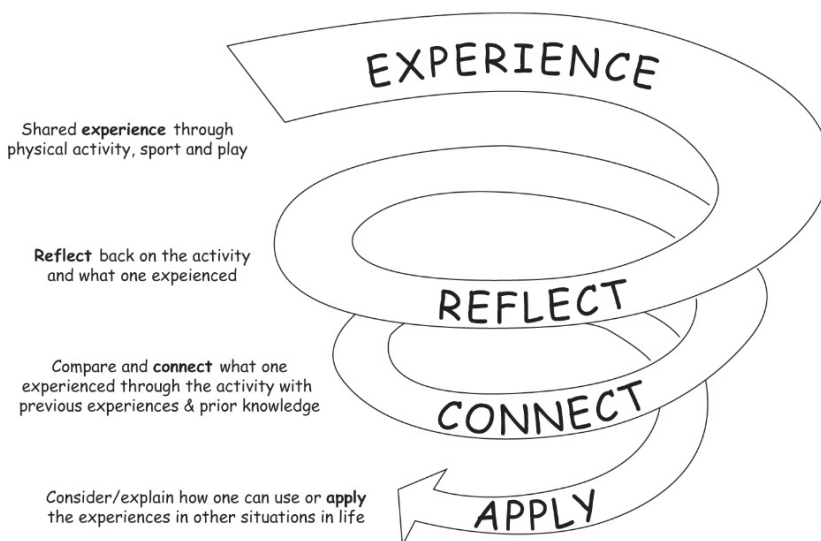




Figure: 1.1 *Experiential Learning Cycle (David A. Kolb, 1984 – Experiential Learning Theory).*

Term	Date	Subject	Class	Unit N°	Lesson N°	Duration	Class size
2	15th February 2023	Physical Education and Sports	Senior Four	5	2 of 6	40 min	45
Type of Special Educational Needs and number of students				Two students in category 1.a			
Unit title		FOOTBALL					
Key Unit Competence		Students should be able to perform basic techniques of playing football.					
Title of the lesson		Controlling the ball with different parts of the body and pass.					
Instructional objective		Using the ball of football, students should be able to control the ball with different parts of the body and pass the ball accurately.					
Plan for this Class/ location (in/outside)		Safe playground.					
Learning Materials (for all students teachers)		Playground, balls, whistle, cones, equipment, chasubles, goal posts, trees, watch.					
References		Physical education and sports curriculum for Accounting Profession Program and Upper Secondary in General Education (Senior four). Kigali, January 2022.					

Timing for each step	Description of teaching and learning activity		Competences and cross cutting issues to be addressed
	Using balls, students control the ball with different parts of the body and pass the ball accurately to the teammate		
	Teacher's activities	Student activities	

<p>Introduction</p> <p>Opening discussion:1'</p>	<p>Check students' state and sport uniform.</p> <p>Ask questions related to control and pass the ball in football.</p> <p>Example of questions</p> <ul style="list-style-type: none"> - which sports do you like to practice? - What are techniques do you use in football while attacking? - Why is it necessary to pass? <p>Let students perform warm up exercises and stretching exercises.</p>	<p>Respond to the teacher's questions.</p> <p>Answers:</p> <ul style="list-style-type: none"> - Football - Passing - Technique of attack for scoring <p>Jogging around the ground with maintaining a medium speed for one minute, raise and rotate hands according to teacher's signals. Perform warm up with balls.</p>	<p>Peace and values education:</p> <p>Is developed through playing together in harmony.</p> <p>Inclusive education:</p> <p>Is addressed through adapting some impaired students to use his/her able body part.</p>
<p>Warm up:2'</p>			
<p>Stretching:2'</p>	<p>Inclusive students will do exercises and raise the existing arm.</p> <p>Ask one student to lead stretching exercises and provide support.</p>	<p>Perform warm up with balls</p> 	

Development of the lesson:30'

Explain techniques of controlling the ball and passing.

Show students how to control the ball with head, chest and legs and pass the ball.

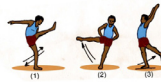
Give instructions to the students and

Let them practice and provide to them necessary support.

Show them how to pass with different parts of the body (head, chest and foot).

Let all groups perform as much as possible.

Perform general stretching exercises focusing on body parts using in football pass.



Listening to teacher's instruction and ask questions.

Techniques of controlling the ball:

- Keeping the head relaxed and watch the ball carefully to judge its speed and height.

- Moving both feet quickly while the body is in front of the ball regularly.

- Deciding early the body part that will control the ball



Peace and values education:

Is developed through respecting rules of the game and fair play.

Critical thinking and problem solving:

Are developed through using techniques of controlling and passing the ball.

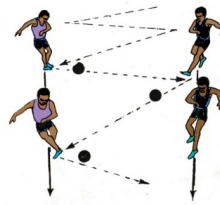
Cooperation:


Is developed through working in team and try to win together.

Gender: Both girls and boys work equally in learning process.

	<p>Organize a competition between groups in a short Game.</p> <p>Assess techniques of controlling and pass the ball adhering to rules of the game.</p>	<p>Cushioning the ball by withdrawing the body part controlling the ball and keep it close to the body after controlling.</p> <p>Demonstrating techniques of passing the ball:</p> <ul style="list-style-type: none"> - Placing the non-striking foot next to the ball, pointing at their target and locking the striking ankle with relaxing the body. - Keeping head up to find a teammate and then look back to the ball before striking it. 	<p>Communication:</p> <p>Is developed while students look at the partner's position accordingly before to pass the ball after controlling it.</p>
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- Following through with the striking foot in the direction of the target.
- Pass the ball technically adhering to rules and tactics of the game.



<p>Conclusion: Cool down:2'</p>	<p>Let students perform cool down exercises.</p>	<p>Move slowly, relaxing arms and legs in different direction according to teacher's instructions.</p> 	<p>Communication: Is developed through answering questions verbally and during the game situation while sharing strategies of winning the match.</p>
<p>Closing discussion:3'</p>	<p>Ask questions</p> <p>Reflect What did you do to win the game?</p> <p>Connect</p> <ul style="list-style-type: none"> - What are causes of losing the game? - What can you do when you want to reach a target? <p>Apply Usually how will you use your own techniques to achieve your works?</p>	<p>Answers: We worked together. We controlled the ball. We passed with techniques. We followed instructions. We applied fair play.</p> <p>Answers: - We did not work together. We did not pass with techniques.</p>	<p>Environment and sustainability: Is developed through respecting playing environment and removing all used materials.</p>

	<p>How will you use learned football skills in your future life?</p>	<ul style="list-style-type: none"> - We did not follow instructions. - We did not work technically. - We must work collectively. - Perform all techniques and improve our tactics <p>Answers:</p> <p>Following instructions.</p> <p>Respecting rules.</p> <p>Working together.</p>	
<p>Teacher self-evaluation</p>	<p>Teacher evaluates the achievement of objectives.</p>		

PART III: UNITS DEVELOPMENT

1.1 Key unit competence:

Develop movement skills to improve the level of performance

1.2 Prerequisite (Knowledge, skills, attitudes and values)

Students of senior four will learn better physical exercises and health if they can perform motor control, body control and balance learned in ordinary level.

1.3 Cross-cutting issues to be addressed

Gender

In teaching and learning of physical exercises and health, the teacher must prepare and provide physical activities that engage both girls and boys equally to exploit their full potential and talents without any discrimination or prejudice.

Inclusive education

The teacher as a facilitator he/she must consider different special education needs and select physical activities to adapt his teaching approaches to all students. This creates a positive attitude and helps all learners to participate actively and develop their competence levels.

Financial education

The teacher should integrate financial education into his teaching/learning activities by providing the local and no cost teaching material where is possible. He/she must encourage students to make their own materials that can help them to develop competences not only in sport at school but also in their daily life.

Standardization culture

The teacher must choose and select the standardized materials to use in his/her teaching/learning process. It is necessary to provide appropriate materials

required to the levels of students and help them to develop culture of checking and using the quality of sport materials for the competitions before to use them in order to prevent injuries and other accident.

Environment and sustainability

The teacher should provide materials and deliver the lesson with encouraging students to protect the environment and well use of materials. The teacher helps them to develop the spirit of keeping safe the environment they use in sports activities.

Peace and values education:

The teacher helps students to develop fair play and social values by planning physical activities that Avoid violence and conflict in the game and by setting clear and relevant instructions. He/she should provide the activities that help students to develop their competence peacefully.

Comprehensive sexuality education

A teacher provides physical activities and sets instructions that prevent sexual harassment, any kind of gender based violence like sexual abuse and physical contacts oriented to the sexuality intention

Genocide studies

While conducting physical exercises and health a teacher should take a time to explain students how sports should be used to fight against Genocide ideology and how to prevent it. For example, to organize Genocide memorial tournaments at school and give the message related to the Genocide.

1.4 Guidance on introductory activity

Before introducing the lesson one of this unit, teacher must introduce the whole unit. The teacher as a guide, facilitator and expert, ask questions or give activity related to physical exercises and health in order to help students to predict what to be learnt in the whole unit.

1.5 List of lessons/sub-heading

#	Lesson title	Learning objectives	Number of periods
1	Effects of functional activation, balance and flexibility exercises on health.	<ul style="list-style-type: none">– Perform functional activation, balance and flexibility exercises.– List and explain the importance of functional activation, flexibility and balance on the body.	2
2	Effects of speed and endurance exercises on health.	<ul style="list-style-type: none">– Perform speed and endurance exercises.– List and explain the importance of Speed and endurance exercises on the body	2
3	Effects of muscular development and Relaxation exercises	<ul style="list-style-type: none">– Perform muscular development and relaxation exercises.– List and explain the importance of muscular development and relaxation on the body	2
4	General importance of doing physical exercises	Explain the importance of doing physical exercises on the body and in lifetime.	1
5	End unit assessment	<ul style="list-style-type: none">– Evaluate the students' level of performance in physical exercises– Evaluate the students' level of understanding on the importance of physical exercises to health.	1

LESSON 1: EFFECTS OF FUNCTIONAL ACTIVATION, BALANCE AND FLEXIBILITY EXERCISES ON HEALTH

a) Learning objective

By the end of this lesson students will be able to appreciate the effects of functional activation, balance and flexibility exercises.

b) Teaching resources

Athletic track/playground, whistle, cones, jumping ropes, stop watch /watch and mat

c) Prerequisites/Revision/Introduction

Student of senior four will learn better physical exercises and health if they can perform basics physical movement learned in ordinary level.

Learning activities



Opening discussions

Teacher as a facilitator and guide facilitates students in the following ways:

- Ask questions about functional activation exercises, balance and flexibility exercises learned in ordinal level.
- Introduce the effects of functional activation, balance and flexibility exercises on health.
- Invite students to start warm up exercises.

Warm up exercises and stretching exercises

- Let students perform general warm up exercises and specific warm up based on body's parts to be used more while performing techniques and stretch their muscles properly.
- Ask one student to lead warm up and stretching exercises.
- Guide students while performing warm up and stretching exercises.
- Facilitate students by demonstration or corrections where is necessary.

Lesson body

Activity 1



Running exercises

- Give instructions to students on how they are going to run in order to activate their body's functions.
- Instruct them to run progressively.
- Observe how student are running and give support to those who are not performing well



Fig.1.1: Running exercisesActivity 1

Activity 2



Jumping a rope

- Organize students in rows with ropes.
- Demonstrate to the students how exercises should be performed (One student may demonstrate).
- Instruct them to jump by:
 - Moving forward while jumping the ropes passing over the head.
 - Increasing speed according to teacher's signals on a distance of 50 meters and turn

Jumping the rope while standing on the same place and increase the speed according to the signal of teacher.



Fig.1.2: Jumping the rope exercises.Variation



Fig 1.3: Jumping rope exercises

Jumping on one leg:

Tell students to:

- Stand on their right foot with their left leg bent, so that they are standing on one foot.
- Hop to their right and then hop back to their starting point. Remind them that their left foot should be off the ground the entire time.
- Repeat this 20 times and then switch feet, with the left foot on the ground and the right leg bent.

Request students to follow teacher signals increase how far and high you are jumping, without changing the speed. Give corrections where is necessary



Fig 1.4: Jumping on one leg exercise

Activity 3



Jumping a rope Rhythmic (Dancing) exercises

- Organize students in rows.
- Tell students to listen to traditional and modern music and make dances accordingly.
- Tell students to make movement following the rhythm of the song (instruct them direction to take while moving).
- Let students perform traditional and modern dances using selected music and make more repetitions.
- Give some advice and comments on how they are dancing and give corrections where is necessary.

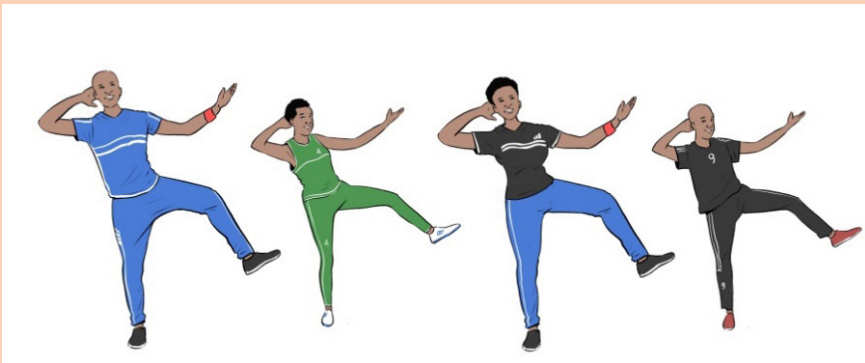


Fig 1.5: Modern dance exercise



Fig 1.6: Traditional dance exercise

Activity 4



Perform flexibility exercises

Teacher as a facilitator and guider facilitates students in the following ways:

- Tell students to move slowly and gently into each position until they experience a moderate stretching sensation.
- Tell them to hold the stretch position for 12-20 seconds without bouncing.
- Ask them to reverse right-left instructions to stretch both sides.

While students are stretching their abdominal muscles while lying:

- Let students lie flat on their stomach and place their hands, palms down, under their shoulders.
- Tell them to keep hips pressed to the floor.
- Let them gently ease their upper body off the floor.
- Request them to keep shoulders and neck relaxed

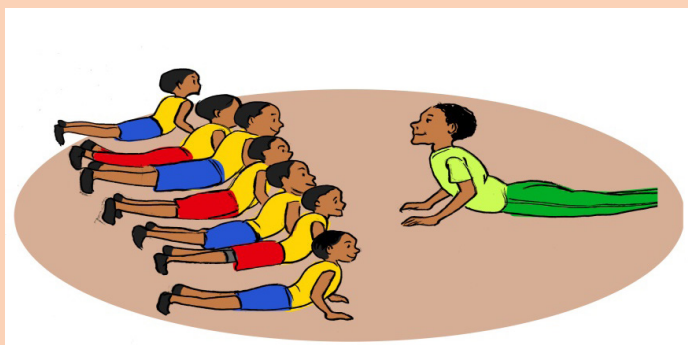


Fig 1.7: Stretching abdominal muscles exercise

While students are stretching their upper back while standing up:

- Let students stand up legs slightly apart.
- Ask them to raise arms straight forwards.
- Recommend them to straighten their arms, palms up, and keep them off the body.
- Let them shrink the stomach while keeping their hips forward.



Fig 1.8: stretching upper back exercise

While students are stretching their chest upright while standing up:

- Let students stand up, legs fairly apart, knees slightly bent.
- Ask them to lift arms behind, palms against the body.
- Request them to stretch their arms gently and slowly raise them while they are gently rocking the chest forward.

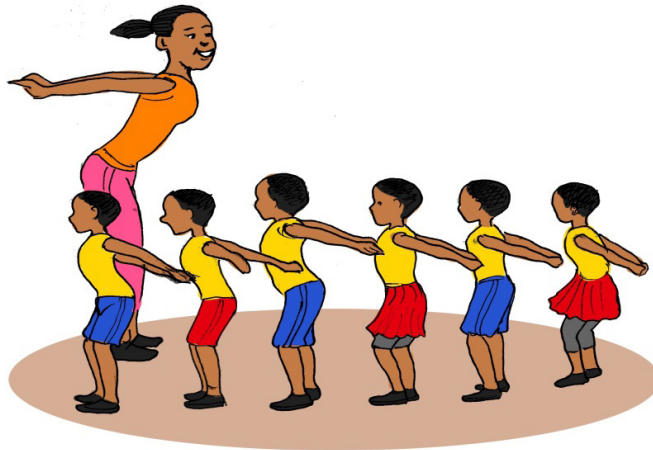


Fig 1.9: stretching chest upright exercise

While students are stretching their triceps

Let students stand up and their legs are a bit wide apart.

Ask them to raise one arm. Lower their hand towards the backbone.

Request them to use their other hand to softly push the elbow toward the ground.

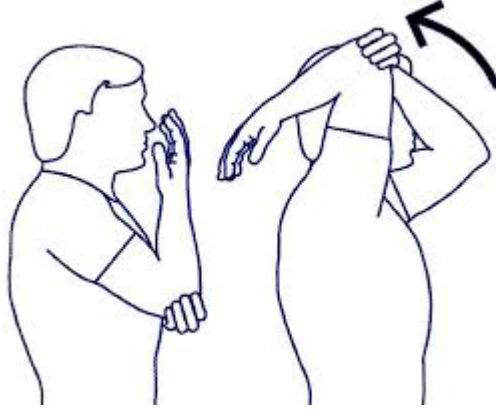


Fig 1.10: triceps stretching exercise

While students are stretching their back of the shoulders request them to: :

- Stand tall and bring their right arm across their upper body, holding it with their left arm just below or above the elbow.
- Hold the stretch and then release.
- Repeat the stretch with the left arm.

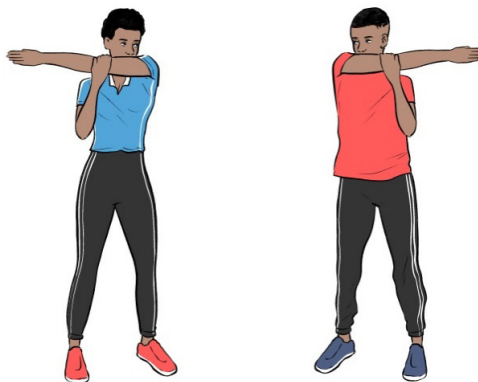


Fig 1.11: shoulder stretch

When students are stretching the whole body:

- Students stand up legs slightly apart.
- Request them to breathe in and lift their hands upwards as high as

possible.

- Ask them to lower slowly their hands behind the head, then down on their back.
- Ask them to place one hand down on your leg at about the outside of your knee. Reach the other hand up and over.
- Request them to hold for a second and feel a stretch down your side. After holding, come back up to standing and reach both hands up overhead. Then place the other hand on your leg and reach the other way to stretch down your side. Keep alternating sides, reaching up center in between each time.

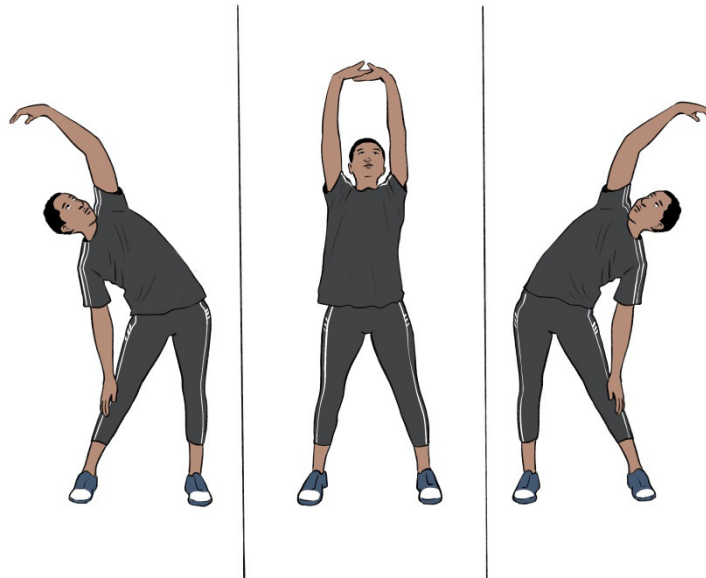


Fig.1.12: stretching the whole body exercise.

When students are stretching the neck, while standing up:

- Let student stand up their legs wide apart.
- Request them to let the head fall towards their shoulder.
- Ask them to apply pressure with their hand as shown on the image.
- Request them to hold for 20 seconds, repeat 3 times for each side.

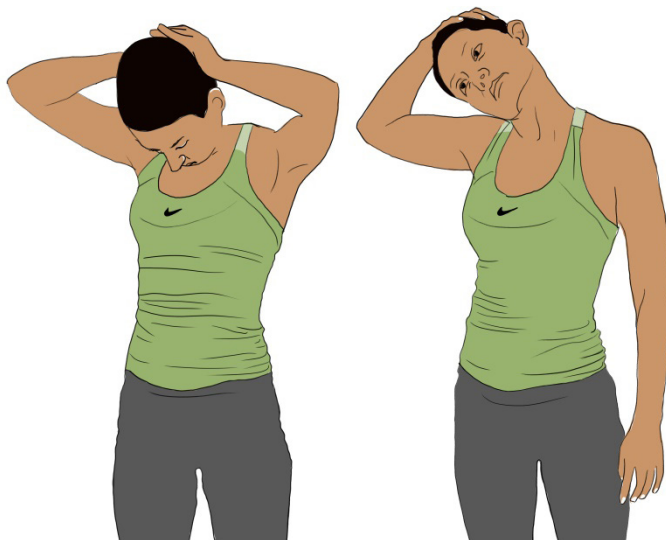


Fig.1.13: Stretching the neck exercises

When students are stretch buttock muscles and the rear of the thigh:

- Let students sit down, back straight, legs stretched forward.
- Ask them to bend the right knee and place the right foot on the left leg.
- Let them use the left elbow to press the upper side of right knee.
- Request them to keep their body straight and turn slowly rightwards.

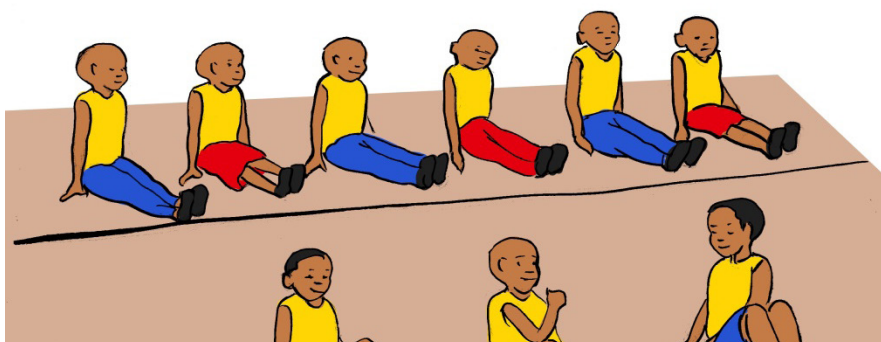


Fig.1.14: Stretch buttock muscles and the rear of the thigh exercise

When students are stretch calf while standing:

- Let students stand up on one foot by turns.
- Ask them to bend the knee of the front leg and lean forward.
- Request them to keep the back heel flat on the ground.
- Let them feel the stretch in the calf of the hind leg.



Fig 1.15: Stretch calf while standing exercise

When students are stretching of Quadriceps while standing:

- Let students stand up straight. Request them to use their left hand to pull the left foot toward their buttocks.
- Request students to be able to lean against a wall with the right hand balanced/or not supported by anything.
- Ask them to keep their right knee slightly bent.
- Request them to keep their knees fairly close to each other and stay up right.
- Let them lean forward until they feel the stretch.



Fig.1.16: Stretching Quadriceps exercise

When students are stretching the hamstrings and calves while standing:

- Let students stand up, one foot before the other.
- Ask them to lift the toes of the front leg off the ground.
- Let them keep the front leg stretched and press the hips back.
- Let them slowly bend the knee of the back leg and lower down their weight to the ground.
- Request them to keep their weight on the back leg.



Fig.1.17: Stretching the hamstrings and calves exercise

When students are stretching the inner muscles of the thigh while standing:

- Ask students to stand up, legs wide apart, toes pointed forward.
- Let them move hips of one side, bending the knee of the same side.
- Ask them to keep the knee bent backwards the toes and above the foot.
- Let them slowly lower their weight on the knee (that is bent).
- Ask them to keep the other leg stretched.
- Request them to keep the head and back straight



Fig.1.18: Stretching the inner muscles of the thigh while standing

Activity 5



Balance exercises

- Stalk stand exercises

Individually, students perform stalk stand by respecting the following steps:

- Standing on one leg while arms are opened at 90 degrees.
- Changing the leg after 10 seconds.
- Stand in bending position while arms are joined straight in front direction.
- Keep free leg straight in backward position.
- Stand on one leg while arms are joined upward.
- Keep the free leg in front direction makes 90 degrees.
- Changing the leg after 10 seconds.







Fig .1.19-22: Stalk stand exercises.

Lateral lunge balance

Individually, students perform lateral lunge balance by respecting the following steps:

- Stand with feet hip-width apart.
- Step directly out to the side with left foot and lower into a squat. Keep right leg straight.
- Push off left foot to stand and raise knee, balancing on right leg.
- Request students to repeat for 12 reps, then switch sides.



Fig.1.23: lateral lunge balance exercise

Side plank with leg lifts

Individually, students perform Side plank with leg lifts by respecting the following steps:

- Place their right hand on floor and extend legs, keeping them stacked.
- Lift and lower their right leg for 12 reps.
- Switch sides.

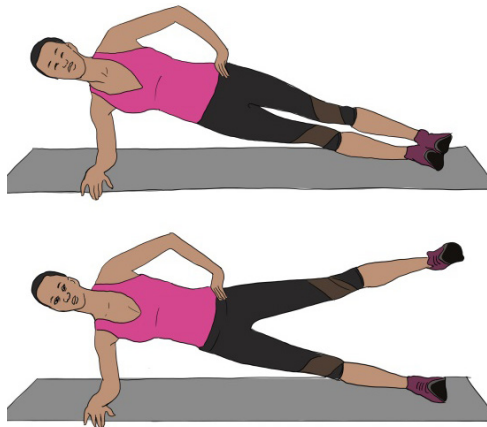


Fig 1.24: side plank with leg lifts exercise

Teacher explain to the students the effects of functional activation, balance and flexibility exercises

Cool down exercises

Facilitate students during cool down exercises in the following ways:

- Let students do light exercises and stretch their group of muscles by insisting on most used parts.
- Guide them while stretching their muscles systematically.
- Help them/demonstrate/correct where is necessary

Closing discussions

Reflect

- What are challenges/advantages of performing functional activation, flexibility and balance exercises?
- How did you proceed to perform those exercises?

Connect

- What are conditions do you need to use functional activation, flexibility and balance exercises?

Apply

- How will you use functional activation, flexibility and balance in your daily routine physical exercises?

LESSON 2: SPEED AND ENDURANCE

a) Learning objectives

By the end of the lesson students will be able to explain and perform advanced physical exercises with endurance and speed on the track or ground..

b)Teaching resources

Athletic track/playground, whistle, stop watch / watch, ropes, cones and mats

c) Prerequisites/Revision/Introduction:

Students of senior four will learn better endurance and speed exercises if they can perform basic movement and running exercises learned in Ordinary Level.

Learning activities



Opening discussions

Teacher as a facilitator and a guider, facilitate students in the following ways:

- Ask questions about functional activation, flexibility and balance exercises learned in the lesson one.
- Introduce speed and endurance exercises by brainstorming about them.
- Invite students to start warm up exercises.

Warm up exercises

During warm up exercises:

- Let students perform general warm up exercises and specific warm up based on body's parts to be used more while performing speed and endurance exercises.
- Let them stretch their muscles properly.
- Guide them while performing warm up and stretching exercises.
- Help them/demonstrate/correct where is necessary

Lesson body

Activity 1



Let students brainstorm about endurance. Explain to the students difference types of endurance

Cardiovascular endurance exercises

During cardiovascular exercises facilitate students in the following ways:

- Organize students in groups of ten and let them practice running exercises by running around a football playground or on the road:
- Request students to use speed which is under 50% of the maximum speed.
- Time to use must be between 15 and 25 minutes.
- Tell to the students that respiratory rhythm must be normal at the rhythm of the steps



Fig.1.25: Endurance exercise

Activity 2



Muscular endurance exercises

During performing exercises of plank in 5 with holding of 30 to 40 seconds each by doing the following

Request students to:

- Start with lying flat on their stomach with their legs flat and upper torso propped by the forearms
- Use all the muscle strength on their lower back and shoulders, pull their hips up from the ground
- Hold the position for as long as they can, but at least for 30 to 40 seconds minimum
- Slowly go down and relax.
- Repeat exercise

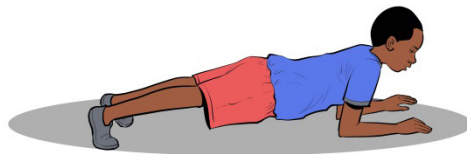


Fig.1.26: plank exercise

Activity 3



Speed exercises

Individually, students practice the following speed exercise:

- Run a distance of 400 m in 60 sec and a distance of 100 m in 15 sec, or 13 sec.



Fig.1.27: speed up exercise

Activity 4



Cone sprints exercises

Individually let students perform exercise of running with speed using cones by following these steps:

- Space 3 cones 10 meters apart in front of each other
- Start in a sprint position with one hand a top cone 1.
- Sprint forward to cone 2
- Backpedal to cone 1, and then sprint to cone 3 by passing cone 2.
- Touch cone 3 and backpedal all the way to start position at cone 1.



Fig.1.28: sprinting using cones exercise

Cool down exercises

- Let students do light exercises and stretch their group of muscles by insisting on most used parts.
- Guide them while stretching their muscles systematically.
- Help them/demonstrate/correct where is necessary.

Closing discussion

Reflect

- What are challenges/ advantages did you face while performing speed and endurance exercises?
- How did you proceed to perform those exercises

Connect

- What are conditions do you need in order to perform speed and relaxation exercises?

Apply

- What is the usefulness of speed and relaxation exercises in physical and Sports activities ?
- How will you use speed and relaxation exercises in your daily life?

LESSON 3: MUSCULAR DEVELOPMENT AND RELAXATION

a) Learning objectives

By the end of the lesson students will be able to perform muscular development and relaxation exercises in physical and sports activities..

b) Teaching resources

Playground, stairs, stop watch / watch, whistle, ropes, cones, mats

c) Prerequisites/Revision/Introduction:

Students of senior four will learn better muscular development and relaxation exercises if they can perform basic physical movement including muscles development and relaxation learned in Ordinary Level.

Learning activities



Opening discussions

Teacher as a facilitator and a guide, facilitates students in the following ways:

- Ask questions about speed and endurance exercises learned in the lesson two.
- Introduce muscular and relaxation exercises through brainstorming.
- Invite students to start warm up exercises.

Warm up exercises

- Let students perform general warm up exercises and specific
- warm up based on body's parts to be used more while performing techniques and stretch their muscles properly.
- Guide them while performing warm up and stretching.
- Help them/demonstrate/correct where is necessary.

Lesson body

Activity 1



Perform muscular development exercises.

Teacher as a facilitator and guide facilitates students in the following ways:

- Guide students while performing muscular development exercises.
- Demonstrate to the students how to do it accurately (student may demonstrate).
- Correct them where corrections are necessary and needed. Stretch the parts of the body developed after every muscular development exercises.

Activity 2



Push-ups

Demonstrate students how to do push-ups exercise and let them perform it individually.

Remind them to:

- Start in a high plank position with their hands making closed fists on the floor about shoulder-width apart, wrists under shoulders.
- Place one (or both) feet on a towel.
- Keeping their body in one long line,
- Bend their arms and lower them as close to the floor as they can. Push back up to start.



Fig.1.29: Push-ups exercise

Activity 3



Sit ups

Demonstrate students how to do sit ups exercise and let them perform it individually.

Remind them to:

- Lie down on your back. Place their palms behind their head.
- Lift their legs off the floor.
- Bend their right knee and bring it as close to their chest as you can.
- Extend their left leg at the same time. While doing this, tell them to twist their upper body to the right. Then bend their left knee and bring it as close to their chest as they can.
- Extend their right leg at the same time. While doing this, tell them to twist their upper body to the left.
- Request them to repeat the above steps in a seamless motion.



Fig.1.28: Sit-up exercise

Activity 4



Request students to:

- Take a seat on a stair and place their hands on the edge of the stair directly below their shoulders, feet planted a few stairs below.
- Lift their hips up to hover above the stair, and straighten their arms. Next, keeping their hips lifted; bend their elbows behind their body to execute a triceps dip. Request them to do 20 consecutive triceps dips.

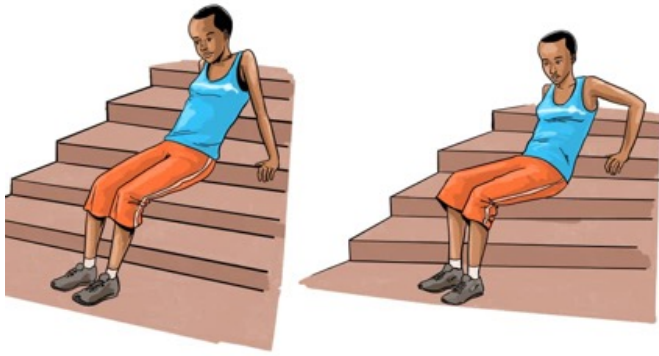


Fig.1.31: Sit-up exercise

Activity 5



Let students perform this exercise by following these steps:

- Start by holding weights at shoulder-level.
- Squat down as far as they can. Hold for a moment, then after coming back to starting position; raise the weights above their head.
- Repeat 15 times.

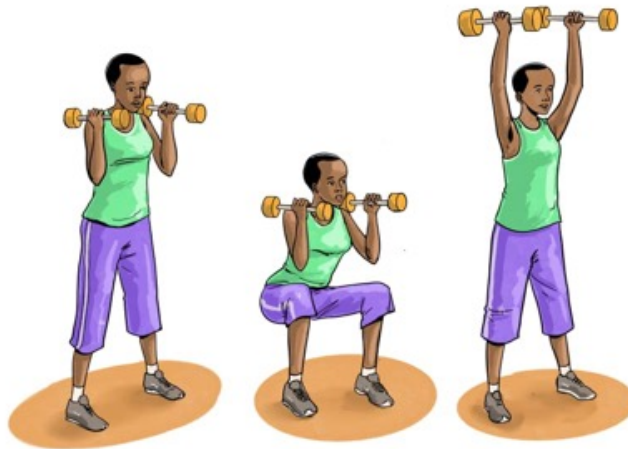


Fig.1.32: lifting exercises

Activity 6



Ask students to run up the entire set of stairs, skipping one stair as they run up to the top. Run down the stairs and repeat six times.

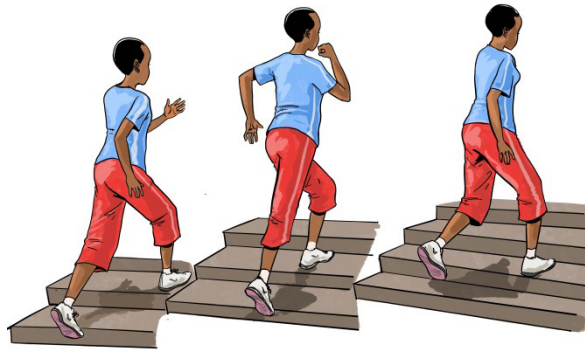


Fig.1.33: Leg strengthening exercise

Activity 7



Relaxation exercises

Walking

Students are aligned on two extended lines and practice the following walking exercises:

- Walking with medium stride.
- Walking at a moderate to fast speed.
- Walking at a slow to moderate speed.
- Walking at a slow speed with long stride.
- Walking at a moderate speed in a snaking pat.
- Walking at a moderate speed.
- Walking at various speeds with special concentration on the correct arm action.

While students are walking remind them to:

- Keep their back leg straight and driving as foot rolls up onto toe.
- Be slightly flexed, to soft heel landing in readiness to roll through to toe to complete cycle.
- Bent 90° at elbow; relaxed shoulders and pivoting at shoulder for drive.
- Have their leg straightened in vertical (rules); foot must be actively rolled to avoid braking effect.
- Bring their legs through flexed and fast, close to ground and the supporting leg; this action in combination with arms will induce linear hip action.



Fig.1.34: walking exercises

Activity 8



Jogging exercises

During performing jogging exercises, tell students to respect the following instructions:

- Avoid hitting the ground heel first. Tell them that hitting the ground heel first is bad for their knees. Instead, request them try to hit the ground with the flat of their foot.
- Bend their arms and trunk at a 90° angle.
- Keep their head straight. Remind them not to look down any more than they have to.

Let students perform jogging exercises around the playground 3 or 4 times as seen below.



Fig.1.35: Jogging exercise

Funny games

Let students play funny game which may relax them (any funny game may be used).

Activity 9



Light stretching

Let students stretch their different muscles smoothly and remind them to stretch their body systematically (from head to foot or from foot to head) as they have learned in this unit.

Activity 10



Request students to do the following:

- From table top position, sink back to sit on their heels, reaching their arms forward or alongside their body.
- Allow their chest to fall heavy into their thighs, breathing deeply.
- Rest their forehead on the floor.
- Hold this position for 1 to 3 minutes.

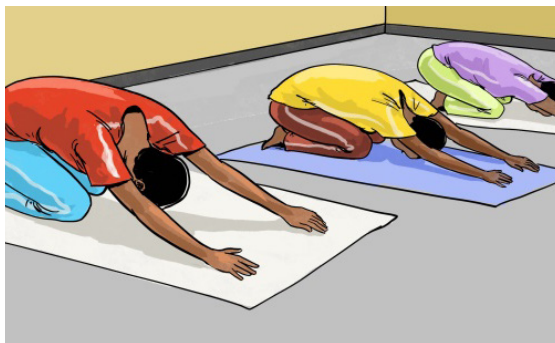


Fig.1.36: Back stretching exercises.

Activity 11



Request students to do the following exercises:

- While seated, extend their right leg and press their left foot into their right thigh.
- Align their breastbone with the inside of their right leg as they raise their arms overhead.
- Hinge at their hips to fold forward, placing their hands on their body or the floor.
- Hold this position for up to 1 minute.
- Repeat on the opposite side.



Fig.1.37: legs stretching exercise

Cool down exercises

- Let students do light exercises and stretch their group of muscles by insisting on most used parts.
- Guide them while stretching their muscles systematically.
- Help them/demonstrate/correct where is necessary.

Closing discussion

Reflect

- What are challenges/ advantages did you face while performing muscular and relaxation exercises?
- How did you proceed to perform those exercises?

Connect

- What are conditions do you need in order to perform muscular development and relaxation exercises?

Apply

- What is the usefulness of muscular and relaxation exercises in physical and sports activities?
- How will you use muscular and relaxation exercises in your daily routine physical exercises?

LESSON 4: IMPORTANCE OF DOING PHYSICAL AND SPORTS EXERCISES

a) Learning objectives

By the end of the lesson students will be able to list and explain the importance of doing physical and sports exercises on the body and in lifetime.

b) Teaching resources

Laptop, projector, internet connection physical Education and Sports books, pen, chalk, manila paper, etc.

c) Prerequisites/Revision/Introduction:

Students of senior four will learn better the importance of doing physical and sports exercises if they can explain the importance of Physical and Sports activities learned in Ordinary Level and have developed basic physical qualities.

Learning activities



Divide students into 6 groups and distribute to them questions based on group numbers and let them discuss given questions into their respective Groups.

Groups	Questions
1	Discuss the importance of physical and sports exercises on respiratory, circulatory system.
2	Discuss the importance of physical and sports exercises on stress and anxiety management
3	Discuss the importance of physical and sports exercises on muscular system and skeletal system
4	Discuss the importance of physical and sports exercises on nervous system
5	Discuss the importance of physical and sports exercises on Social economic development
6	Discuss the importance of physical exercises prevention of non-communicable diseases

- Pass through groups and help them where is necessary.
- Request student to choose a secretary to record findings and group representative who will present their findings.

- Request group representative to present their findings and group members may support where is necessary

After presentation of all groups, teacher completes their findings by adding information as follow:

Consistent physical exercise helps to regulate your body and keep you healthy in a variety of ways, some you may not even realize.

There's a wide range of health benefits that stem from having a consistent exercise routine:

- Increase energy levels;
- Improve muscle strength;
- Help in maintaining a healthy weight;
- Improve brain function;
- It is good for their heart;
- Regular exercise lowers the risk of developing type 2 diabetes;
- It enhances immune system;
- Staying active reduces the likelihood of developing some degenerative bone diseases;
- Help to reduce the risk of certain cancers;
- It helps people to sleep better;
- It improves their mood and gives them an improved sense of well-being;
- It can help prevent and treat mental illnesses like depression;
- Keeping fit can reduce some of the effect of ageing;
- Improved social capital and social inclusion;
- Increase Gross domestic product, employment, productivity, tourism, events and other economic benefits.

1.6 Additional information to the teacher

There are various exercises that need to be done related to physical exercise and health. These include:

- Exercises performed to activate the whole body by increasing body temperature, blood flow, breathing, etc. Examples of these exercises are: running, jumping, dancing, etc.
- Exercises that should be performed to stretch different parts of the body. Ex: neck stretch, arm stretch, leg stretch, back stretch, etc.
- Exercises to strengthen muscles and body parts in general. For example: Push-ups, sit-ups, pull-ups, lifting, etc.
- Exercises to increase endurance. These are exercises that increase

the ability to breathe (use of O₂). E.g.: long-distance running (5000m, 10000m, half marathon and marathon).

- Exercises to increase the balance or stability of the human body. E.g.: handstand, headstand, stilt stand etc. Exercises to cool down the body. E.g.: jogging, playing fun, light exercises etc.

Importance of being more physically active and exercising -free; boosts energy levels so you can get more done; helps manage stress and tension; promotes positive attitude and attitude; helps fall asleep faster and sleep more soundly; improves that self-image and self-confidence

ENDURANCE

Types of endurance:

- **Cardiovascular endurance:** Is one of the biggest factors affecting how long and how far this long-distance runner can run. The cardiovascular system must be able to continuously fuel its body during the race. To train for the marathon, the runner must not only train, but also cycle, swim, and do other types of cross-training exercises to ensure their respiratory and circulatory systems are in tip-top shape.
- **Muscular endurance:** This allows the muscles to perform the same action repeatedly against the same resistance over a longer period of time. Marathon runners, triathlon athletes, cross-country skiers or other endurance athletes need to develop exceptional muscular endurance as well as cardiovascular endurance.

Endurance exercises:

Endurance training does not just build up your muscle mass and strength, it also provides unquestionable health benefits improving the overall way your body looks, feels and performs.

Importance of endurance exercise

- **Build stronger bones:** As we age, our bone density decreases and weakens, and what seems like a minor slip can turn into a serious fracture. However, with regular exercise and a healthy change in diet, you can prevent this. If you have a family history of osteoporosis, then exercise is absolutely essential for bone health, too.
- **Improving cardiovascular health:** Endurance exercise also makes your heart more efficient at pumping blood with every beat. As your body adjusts to your increased activity level, your heart gets stronger and doesn't have to work as hard to pump fresh blood through your body. Your overall circulation will also improve significantly as your blood vessels become less constricted and new capillaries form to optimize nutrient delivery.

- **Boosts immune response:** No matter how strong you are, you can always be defenseless against the myriad of viruses that attack our immune systems by the thousands each year. Cardio exercise strengthens your immune system by creating extra proteins necessary for white blood cell and antibody production. These anti-inflammatory effects of exercise are also evident in people with chronic inflammatory and autoimmune diseases. However, keep in mind that overtraining or pushing too hard will actually produce the exact opposite immune system response and cause more inflammation. slowed down. As a result, our body burns fewer calories overall, making us more likely to gain belly fat.

One of the antidotes to this natural aging process is exercise. By being more active and increasing your muscle mass, you will burn more calories and increase your metabolism. For every pound of muscle mass you gain, your body uses 70 more calories per day.

Effects of endurance and speed exercises

» Speed exercises:

- **It increases muscle mass:** We start losing muscle mass around the age of 25; With a mix of resistance training and speed training, you can cut muscle fiber loss in half.
- **Better fat burning:** You burn 100 percent fat standing up after a sprint, resistance training, or other high-intensity effort. When jogging, only about 70 percent of the energy comes from fat. In a distance run, it's about 50 percent. At mile paces and faster, you use 100 percent carbohydrate for energy. But after those high-intensity efforts, your body conserves carbohydrates by using 100 percent fat to refuel your anaerobic first-reaction system and promote recovery.
- **Stronger bones and other connective tissues:** Just as muscles, bones, and tendons are living tissue, they respond to exercise by becoming stronger. By adding speed exercises and resistance training, you can increase the strengthening effects of running for bones, tendons, fascia, and even ligaments
- **More anaerobic endurance:** Many runners mistakenly believe that running outside of a meter with a timer or the final kick in a race is strictly aerobic. Not true. The first 30 to 40 seconds of a run or race is largely fueled by anaerobic energy. At the start of exercise, there is a 30-40 second delay before you can provide your muscles with enough oxygen to increase aerobic energy production (all aerobic energy is produced in your muscles). Until then, your anaerobic system fills in the gap. By doing speed exercises, you reduce the fatigue associated with anaerobic energy production.

» Flexibility

It can be defined as the ability to allow movement in its full range or with a maximum amplitude of joint movement, either of a body part or the whole body. This ability is directly related to health.

These are exercises that should be performed to stretch different parts of the body. E.g.: neck stretch, arm stretch, leg stretch, back stretch etc.

Determinant of Flexibility

- **Joint mobility:** Ability to move with the joints. The range of motion depends on the structure of the joint itself.
- **Extensibility:** Ability of the muscle to be stretched without suffering damage in normal areas.
- **Elasticity:** The muscle's ability to return to its original state once it has been stretched or contracted.

Types of Flexibility

Static flexibility: Ability to perform large movements without emphasis on execution speed.

Dynamic flexibility: Ability to execute large movements with some emphasis on execution speed.

Flexibility training should be preceded by a thorough general warm-up to increase body and muscle temperature. The exercises should be performed as follows:

- **Slow and progressive:** Hold for six to ten seconds and slowly progress through a range of motion.
- **Prolonged:** Once range of motion is established, the extended position should be held for increasing periods of time, up to 30 seconds in duration. Each exercise should be repeated 3 to 6 times in each set. The exercises are carried out as:
- **Active stretching exercises:** The student practice unaided and use internal muscle power to stretch the opposite muscles.
- **Passive stretching exercises:** The student should relax (become passive) the muscles and the partner applies external force to cause the appropriate muscles to be stretched.

» Strength

Types of Strength

- **Maximum Strength:** Ability to lift a maximum load (weightlifting).

- **Power-Speed:** Ability to mobilize a non-maximum load in less time (shot put).
- **Muscular Endurance:** Ability not to mobilize maximum load for a period of time (cycling).

Effects of Functional Activation, Balance and Flexibility Exercises on Health

- **Functional activation exercises:** Running for at least 10 minutes a day can significantly reduce your risk of cardiovascular disease. Runners cut their chances of dying from heart disease in half. It also lowers your resting heart rate, the number of heartbeats per minute when you are at rest.
- **Flexibility exercises:** Flexibility exercises promote bone health in many ways. By improving your flexibility, you increase your range of motion, which allows you to move with more agility. Flexibility also helps protect your joints and prevent injury, whether you're playing sports or doing daily chores.
- **Balance exercises:** Balance exercises improve your ability to control and stabilize your body position, they prevent falls, reduce the risk of lower extremity injuries such as ankle injuries, and improve proprioception (the ability to know where you are in space).

Overall benefits of Physical exercises to health

The mental health stabilization movement is known to increase endorphins, which elevates mood and reduces anxiety and depression.

Additionally, regular exercise is known to support chronic depression as it helps increase levels of serotonin over time, which is the chemical that helps your brain regulate mood, sleep, and appetite. Engaging in regular physical activity plays a positive role in keeping your mind clear and focused while boosting positivity and overall mood.

- **Increased strength in bones and Muscles**

Bone density decreases with age and, in addition to the risk of osteoarthritis, the risk of falling also increases. However, if a person chooses to engage in regular physical exercises, they are less likely to face these problems. Many studies report that those who are active lose bone density more slowly and are less likely to fracture their hips. Not to mention, some form of daily aerobic exercise will keep your joints active while also building muscles that improve balance and prevent falls and arthritic problems

- **Improve sleep**

Regular exercise is known to help many have a more consistent sleep schedule. Being active every day can help you fall asleep faster, sleep more restfully at night, and engage in a more stable sleep routine. However, it's important to avoid physical activity an hour before bedtime, as it can make you too energetic and affect your night's sleep.

- **Increased life longevity**

Physically active people have a longer overall life expectancy, which suggests that people who are physically active about 150 minutes per week have a 33% lower risk of all-cause mortality than those who are physically inactive. When you consider all of the health benefits together, it's easy to see why physically active people are known to live longer.

- **Decrease risk of disease**

Consistent physical exercise is valuable when it comes to preventative health measures. Regular exercise helps prevent many medical problems and diseases, including but not limited to:

- Cardiovascular diseases
- Stroke
- Type 2 diabetes
- Various types of cancer
- Arthritis Metabolic syndrome
- Mental illnesses e.g. depression, anxiety, etc.

Working with a provider to find a diet and exercise plan that fits your life is critical to keeping your body fit and your mind relaxed.

- **Boosts self-confidence**

One of the main benefits of a regular exercise routine is that it maintains physique and weight. Although weight loss is not always instantaneous, feeling stronger physically and mentally boosts self-confidence, thereby increasing energy and improving sex life.

Socio-economics benefits of physical exercises:

- Economic Benefits:
 - **Employment** (Athletes get salary from being involved in physical and sports activities),
 - **Productivity** (Sports infrastructure like KIGALI Arena, Stadium may be used for other productive issues),
 - **Tourism:** Physical and sports activities attract tourists to come to the

country to attend sports events. This result in getting foregner currecies and increase the overall economy of the country.

Community development and well-being:

- Enhanced social capital,
- Social inclusion,
- Diversion from antisocial behavior,
- Volunteering and other community benefits.

1.7 End unit assessment



End of unit assessment

1. Organize students in four different groups according to their ability. Let each group perform one of the following races: Running around the playground, jumping, neck stretch, arms stretch, legs stretch, back stretch then perform push-ups and jogging.
2. Request students to list and explain the importance of practicing physical exercises.

1.8 Additional activities

1.8.1 Remedial activities

Individually, students perform speed, endurance, flexibility and muscular development exercises.

1.8.2 Consolidation activities

Tell the students to get ropes and skip while making the ropes to pass under their feet 40 times. After, ask the students to mention and demonstrate any exercises that can be used in muscular development.

During performance:

- Analyse their performance level.
- Develop the lesson based on their performance capacity.

1.8.3 Extended activities

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.

UNIT 2

GYMNASTICS GYMNASTICS

2.1 Key unit competence:

Develop techniques of ground gymnastics

2.2 Prerequisite (Knowledge, skills, attitudes and values)

Learners of senior four will learn better ground gymnastics if they can perform motor control, body control and balance learned in ordinary level.

2.3 Cross-cutting issues to be addressed

Gender:

In teaching and learning of ground gymnastics, the teacher must prepare and provide physical activities that engage both girls and boys equally to exploit their full potential and talents without any discrimination or prejudice.

Inclusive education:

The teacher as a facilitator he/she must consider different special education needs and select physical activities to adapt his teaching approaches to all learners.

This creates a positive attitude and helps all learners to participate actively and develop their competence levels.

Financial education

The teacher should integrate financial education into his teaching/learning activities by providing the local and no cost teaching material where is possible. He/she must encourage learners to make their own materials that can help them to develop competences not only in sport at school but also in their daily life.

Standardization culture:

The teacher must choose and select the standardized materials to use in his/her teaching/learning process. It is necessary to provide appropriate materials required to the levels of students and help them to develop culture of checking and using the quality of sport materials for the competitions before to use them in order to prevent injuries and other accident.

Environment and sustainability:

The teacher should provide materials and deliver the lesson with encouraging students to protect the environment and well use of materials. The teacher helps them to develop the spirit of keeping safe the environment they use in sports activities.

Peace and values education:

The teacher helps students to develop fair play and social values by planning physical activities that Avoid violence and conflict in the game and by setting clear and relevant instructions. He/she should provide the activities that help learners to develop their competence peacefully.

Comprehensive sexuality education

A teacher provides physical activities and sets instructions that prevent sexual harassment, any kind of gender based violence like sexual abuse and physical contacts oriented to the sexuality intention

Genocide studies:

While conducting ground gymnastics a teacher should take a time to explain students how sports should be used to fight against Genocide ideology and how to prevent it. For example, to organize Genocide memorial tournaments at school and give the message related to the Genocide.

2.4 Guidance on introductory activity

Before introducing the lesson one of this unit, teacher must introduce the whole unit. The teacher as a guide, facilitator and expert, ask questions or give activity related to gymnastics in order to help students to predict what to be learnt in the whole unit.

2.5 List of lessons/sub-heading

#	Lesson title	Learning objectives	Number of periods
1	Forward and backward roll exercises	Differentiate forward and backward roll Perform forward and backward roll perfectly on the ground.	2
2	Hand stand exercises	Perform hand stand exercises correctly.	1
3	Head stand exercises	Perform head stand exercises correctly on the ground.	1
4	End unit assessment	Evaluate the level of performing of forward, backward rolls, handstands and headstands on the ground	1

LESSON 1: FORWARD AND BACKWARD ROLL

a) Learning objective

At the end of this lesson students will be able to differentiate and perform forward and backward roll exercises on the ground.

b) Teaching resources

Playground/gymnasium, mats, whistle, mattress, watch

c) Prerequisites/Revision/Introduction

Students of senior four will learn better ground gymnastics exercises if they can perform advanced physical exercises on the ground learned in unit 1.

Learning activities

Opening discussions

- Ask questions about a wide variety of ground gymnastic exercises and movements learned in senior three.
- Through brainstorming introduce forward and backward gymnastics.
- Invite students to start warm up exercises.

Warm up exercises

- Let students perform general warm up exercises and specific warm up based on body's parts to be used more while performing techniques of forward and backward roll and stretch their muscles properly.
- Guide them while performing warm up and stretching exercises.
- Help them/demonstrate/correct where is necessary

Lesson body

Activity 1



Forward roll

Explain to the students that:

- A forward roll is a basic gymnastics move that looks like a graceful somersault.
- Tell them that to perform one correctly, they should be able to move from the starting position into a roll and get back on their feet all in one motion. Tell them that it takes practice to do a forward roll without using their hands to support them as you stand up.
- Remind them that a forward roll starts by tucking their head in and falling on their shoulders, or the back of their neck. The top of their head never touches the ground.

Teacher as a facilitator and guider help students to perform forward from different direction in the following ways:

- Let student stand on an extended line.
- Tell student to start in a stretched position.
- Request them to put their arms overhead.
- Ask them to bend knees and place hands on the ground.
- Tell them to tuck head into the chest and roll from the back of the head/neck toward the buttock.
- Remind them to extend their legs to return to the start position when the feet contact the ground.
- Help/demonstrate/correct students where is necessary.
- Let students repeat many times so that they master the right techniques of forward roll.



Fig.2.1: forward roll exercise

Activity 2



Backward roll

Explain to the students that:

- The backward roll is similar to the forward roll, but in reverse. Tell them that the gymnast starts in a standing position and bends to a squat/sitting position with their arms in front, then lower and lean back slightly until his/her bottom reaches the floor
- A backward roll is a basic skill to master. It may be harder to learn at first and take a bit of practice get it right. Remind to start by learning how to work up to a backward roll, and then move on to completing one.

Teacher as a facilitator and guider help student to perform rolling backward from different direction in the following ways:

- Let students stand on an extended line.
- Tell them to squat down with legs and feet together.
- Ask them to bend their arms and place their hands right next to their ears with their palms facing the ceiling and their fingers facing backwards.
- Tell them to tuck their chin to their chest
- Request them to round their back like a cat
- Tell them to lean backwards and roll

Tell to the students that once their hands meet the ground;

- Make their arms straight and push off the floor.
- Land on their feet in either a pike or a squat (do not land on knees)
- Let students practice this exercises any times so that they can master it.

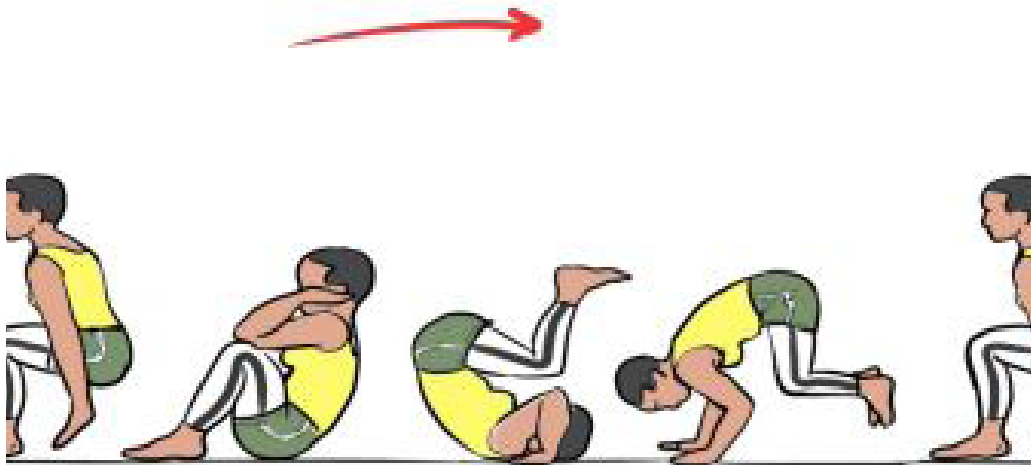


Fig.2.2: back ward roll exercises



Application activity

- Divide the students into groups
- One group makes an extended line facing another group
- Each group face a set of mats/ use playground where mats are not available and measure a certain distance.
- Request students standing on the 1st line to to roll toward to the 2nd group
- The first students must roll (forward or backward) to the end of the mat tap in hands of the other student standing on the 2nd group and roll (forward of backward) back to their team.
- Then this one reaching to it goup goes at the back of the group
- The next student roll and back as the 1st student did. Keep exercise like this until all students makepass.
- Change roles for the teams so that all students perform orll(Forward or backard).



Fig.2.3: Forward and backward roll exercises

Cool down exercises

- Let students do light exercises and stretch their group of muscles by insisting on most used parts.
- Guide them while stretching their muscles systematically.
- Help them/demonstrate/correct where is necessary.

Closing discussion

Reflect

- What are challenges/advantages did you face during performing forward and backward roll exercises?
- How did you proceed to perform those exercises?

Connect

- What are conditions do you need to use forward and backward roll exercises during physical and sports activities?

Apply

- How will you use forward and backward roll exercises in your daily fitness routine?

LESSON 2: HANDSTANDS

a) Learning objective

At the end of this lesson students will be able to explain and perform handstand exercises on the ground.

b) Teaching resources

Playground/gymnasium, mats, whistle, mattress, watch, wall, block

c) prerequisites/revision/introduction

Students of senior four will learn better handstand gymnastics exercises if they can perform advanced physical exercises on the ground learned in unit 1.

Learning activities



Opening discussions

- Ask questions about a wide variety of ground gymnastic exercises and movements learned in senior three.
- Through brainstorming introduce handstand gymnastics.
- Invite students to start warm up exercises.

Warm up exercises

- Let students perform general and specific warm up exercises based on body's parts to be used more while performing techniques of handstand
- Let students stretch their muscles properly.
- Guide them while performing warm up and stretching exercises.
- Help them/demonstrate/correct where is necessary.

Lesson body

Activity 1



- Explain to the students that a handstand is one of the most important skills in gymnastics. Not only is it one of the basics on floor, the straight-body handstand position is everywhere in other skills.
- Tell them that the handstand position is in a giant on bars, in a front handspring on vault and in handsprings (back and front) on both beam and floor.
- Remind them that it's important to both learn how to do a perfect handstand, and to master it.
- Facilitates and guides students to perform handstands perfectly
- Let students perform individually hand stand by respecting the following steps:
 - Support the body in a stable and inverted vertical position. Balance on the hands. The body is held straight with arms and legs fully extended. The hands are spaced approximately, the shoulder-width apart. The legs joined together.

Variation:

As a teacher you can change exercises, by adapting the exercises using a wall or a someone as a supporter.



Fig.2.4: Hand stands exercise

Activity 2



Handstand using a wall

Using the wall tell the students to:

- Stand far enough away from the wall that when they lift one leg, the bottom of the foot touches the wall.
- Then turn around and put their hands down, shoulder distance.
- Step carefully on the wall with their feet.
- Raise their legs up the wall until they feel their pelvis is above their head.
- Gently lift one leg. Choose the V-shape, not the straight up and down handstand.
- Remind students that the V shape helps them find their balance, and as long as they keep their bottom leg facing the wall and slowly come up with the other leg, they will not tip over.
- Remind them to breathe and then come down in a slow, controlled manner.
- Ask them to repeat the exercises as many as possible



Fig: 2.5: Hand stand with wall

Handstand with a supporter

- In pairs, let students perform handstand with supporter as seen below on the image
- Explain/demonstrate to the students how to perform this exercises
- Guide and facilitate to the students how to perform hand stand

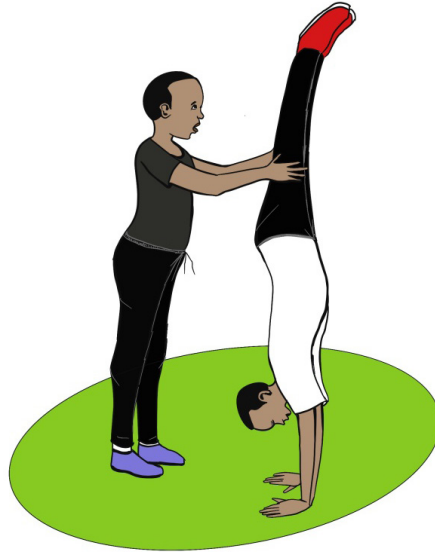


Fig.2.6: Hand stand with a supporter

Cool down exercises

- Let students do light exercises and stretch their group of muscles by insisting on most used parts.
- Guide them while stretching their muscles systematically.
- Help them/demonstrate/correct where is necessary.

Closing discussion

Reflect

- What are challenges/advantages did you face during handstand exercises?
- How did you proceed to perform those exercises?

Connect

- What are conditions do you need to use handstand roll exercises?

Apply

- How will you use handstand exercises in your daily fitness routine?

LESSON 3: HEADSTANDS

a) Learning objective

At the end of this lesson students will be able to perform head stand exercises on the ground.

b) Teaching resources

Playground/gymnasium, mats, whistle, mattress, watch, wall, block

c) Prerequisites/Revision/Introduction

Students of senior four will learn better Head stand gymnastic exercises if they can perform advanced physical exercises on the ground learned in unit 1.

Learning activities



Opening discussions

- Ask questions about a wide variety of ground gymnastic exercises and movements learned in senior three.
- Through brainstorming introduce handstand gymnastics.
- Invite students to start warm up exercises.

Warm up exercises

- Let students perform general warm up exercises and specific warm up based on body's parts to be used more while performing techniques of handstand and stretch their muscles properly.
- Guide them while performing warm up and stretching exercises.
- Help them/demonstrate/correct where is necessary

Lesson body

Head stand exercises

- Demonstrate to the students how to perform head stand.
- Let them perform it individually.

When students are performing head stand remind them that:

The headstand, or sometimes headstand, is a pose that is an inverted posture of standing with your head down. The technique is used in various settings such as yoga, breakdance, acrobatics and beginner gymnastics.

Tell students that headstands are performed in the following ways:

- **Split leg entry and exit**

Knees bend and pull into the chest; one leg straightens and the other follows until both legs are stacked above the hips and shoulders. Reverse to exit.

- **Curl up and curl down entry and exit**

Bend and pull into the chest; both knees straighten simultaneously until both legs are stacked above the hips and shoulders. Reverse to exit.

Pike-up and pike-down entry and exit:

Straight legs lift together until ankles, knees, hips and shoulders are stacked. Reverse to exit.

- Request students to repeat the exercises as many times as possible.

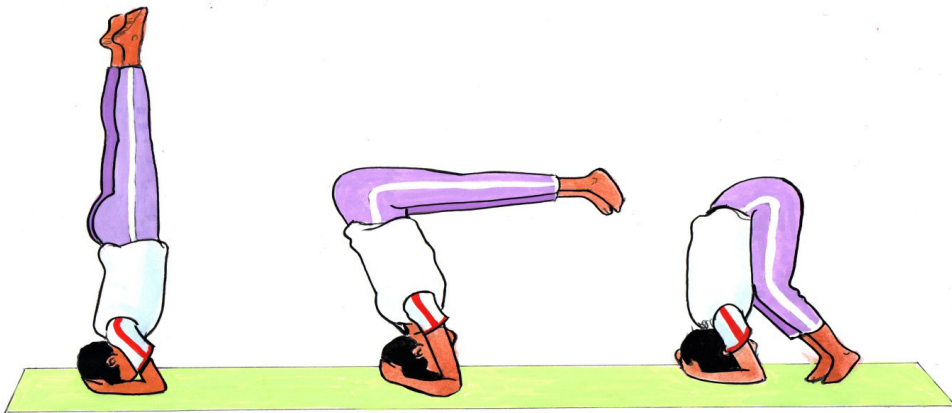


Fig.2.7: Head standing exercis

Cool down exercises

- Let students do light exercises and stretch their group of muscles by insisting on most used parts.
- Guide them while stretching their muscles systematically.
- Help them/demonstrate/correct where is necessary.

Closing discussion

Reflect

- What are challenges/advantages did you face during performing headstand exercises?
- How did you proceed to perform those exercises?

Connect

- What are conditions do you need to use headstand exercises?

Apply

- How will you use headstand exercises in your daily fitness routine?

2.6 Additional information for teachers

Gymnastics: Is a sport that includes physical exercises that require balance, strength, flexibility, agility, coordination, dedication and endurance.

The movements of gymnastics contribute to the development of arm, leg, shoulder, back, chest and abdominal muscle groups.

Gymnastics evolved from ancient Greek exercises that included skills for mounting and dismounting a horse, and from circus performances, fundamental progression for numerous skills on all gymnastic apparatus and in all disciplines.

Modifying workouts during Gymnastic exercises

When modifying workouts, don't hesitate to break specific movements into components for your students. If a student lacks pull-up strength and has a Met-Con programmed with pull-ups, feel free to have him or her practice strict pull-ups and punch swings. This allows students to develop the physical and neurological components. Point to remember in gymnastics should strive/ be impressive for virtuosity. Always weigh the risk during the exercise. Both quality and quantity can be achieved. You can never be too strong or too skilled. Importance of floor exercises Contributes to the development of upper body strength, especially in the muscles of the shoulder girdle, triceps, abdomen and back. Provides an opportunity for empowerment. e.g. rope climbing. Ensures the development of muscle coordination or neuromuscular control. Contributes to the development of suppleness, elasticity, suppleness and flexibility, allowing for the full range of body movement and control. Develops a sense of displacement. Develops agility, quick, easy and skillful movements. Develop a body balance that will benefit the individual for a lifetime.

2.7 End of unit assessment



End unit assessment

Setting forward rolls, backward roll, handstand and headstand gymnastics exercises and observes how students perform ground gymnastics exercises.

2.8 Additional activities

2.8.1 Remedial activities

Regular performance of forward and backward roll, handstand and headstand gymnastics exercises with agility and flexibility.

2.8.2 Consolidation activities

Execute forward and backward roll, handstand and headstand gymnastics exercises with agility and flexibility by increasing speed and repetition.

2.8.3 Extended activities

Request students to participate in gymnastic competitions organized by the school and evaluate her/his performance level.

3.1 Key unit competence:

Develop technical and tactical skills of running and apply rules and regulations of running.

3.2 Prerequisite (Knowledge, skills, attitudes and values)

Learners of senior four will learn better running exercises in athletics if they have developed running techniques and abilities in ordinary level and have developed basic physical qualities in ordinary level.

3.3 Cross-cutting issues to be addressed

Gender

In teaching and learning process of athletics, the teacher must prepare and provide physical activities that engage both girls and boys equally to exploit their full potential and talents without any discrimination or prejudice.

Inclusive education

The teacher as a facilitator he/she must consider different special education needs and select athletics activities to adapt his teaching approaches to students. This creates a positive attitude and helps all students to participate actively and develop their competence levels.

Financial education

The teacher should integrate financial education into his teaching/learning activities by providing the local and no cost teaching material where is possible. He/she must encourage students to make their own materials that can help them to develop competences not only in sport at school but also in their life.

Standardization culture

The teacher must choose and select the standardized materials to use in his/

her teaching/learning process of athletics activities. It is necessary to provide appropriate materials required to the levels of students and help them to develop culture of checking and using the quality of sport materials for the competitions before to use them in order to prevent injuries and other accident.

Environment and sustainability

The teacher should provide materials and deliver the lesson with encouraging students to protect the environment and well use of materials. The teacher helps them to develop the spirit of keeping safe the environment they use in physical activities.

Peace and values education

The teacher helps students to develop fair play and social values by avoiding violence and conflict in during Athletics activities and by setting clear and relevant instructions. He/she should provide the activities that help students to develop their competence peacefully.

Comprehensive sexuality education

A teacher provides Athletics activities and sets instructions that prevent sexual harassment, any kind of gender based violence like sexual abuse and physical contacts oriented to the sexuality intention.

Genocide studies

While conducting basics Athletics exercises a teacher should take a time to explain students how sports should be used to fight against Genocide ideology and how to prevent it. For example, to organize Genocide memorial tournaments at school and give the message related to the Genocide.

3.4 Guidance on introductory activity

Before introducing the lesson one of these units, you must introduce the whole unit. The teacher as a guide, facilitator and expert, ask questions or give activity related to athletics in order to help students to predict what to be learned in the whole unit.

3.5 List of lessons/sub-heading

#	Lesson title	Learning objectives	Number of periods
1	Sprint races (100 m,200 m,400m)	Perform techniques and tactics of sprint races	1
2	Relays races(4x100 m,4x400 m)	Perform techniques and tactics of relays races	1
3	Hurdles races(110m,100m, 400m)	Perform techniques and tactics of hurdles races	1
4	Resistance races 800m,1500m and 300m)	Perform techniques and tactics of resistance races	1
5	Endurance races(5000m,10000m,cross country, half marathon and marathon	Perform techniques and tactics of endurance races	1
6	Rules and regulation of races in athletics	Interpret rules and regulations of races in athletics	2
7	End unit assessment	Evaluate the level of performance of sprint races, relays races, hurdle races, resistance races, endurance races and how students apply rules and regulation of races in athletics	2

LESSON 1: SPRINT RACES

a) Learning objective

At the end of this lesson students will be able to perform techniques and tactics of sprint races.

b) Teaching resources

Athletic track/ playground, stopwatch/ watch, decameter, whistle, starting block, cones, ropes

c) Prerequisites/Revision/Introduction

Students of senior four will learn better sprint races if they can perform basics sprint exercise learned in Ordinary Level and have developed basic physical qualities.

Learning activities

Opening discussions

- Ask questions about running races learned in senior three.
- Introduce sprint races.
- Invite students to start warm up exercises

Warm up exercises and stretching exercises

- Let students perform general warm up exercises and specific warm up based on body's parts to be used more while performing techniques and stretch their muscles properly.
- Guide them while performing warm up and stretching exercises.
- Help them/demonstrate/correct where is necessary.

Lesson body

Techniques of sprint races (100m, 200m, 400m).

Activity 1

Block placement and adjustment

When you are teaching students how to place block, tell them to:

- Place the 1 ½ front block behind starting line.
- Place the 1 ½ rear block behind front block.
- Maintain the front block set flatter.
- Adjust the rear block set steeper.
- Help students to practice block placement and adjustment individually

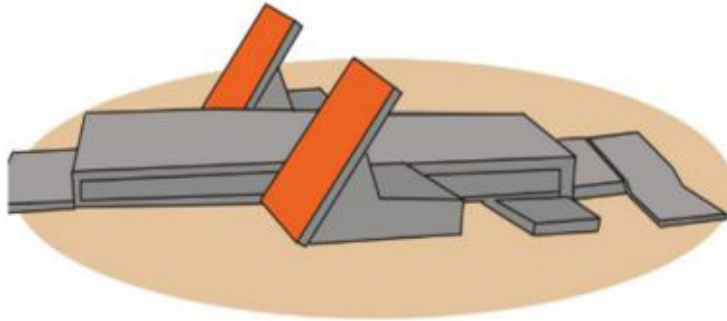


Fig.3.1: Block used in sprint racing

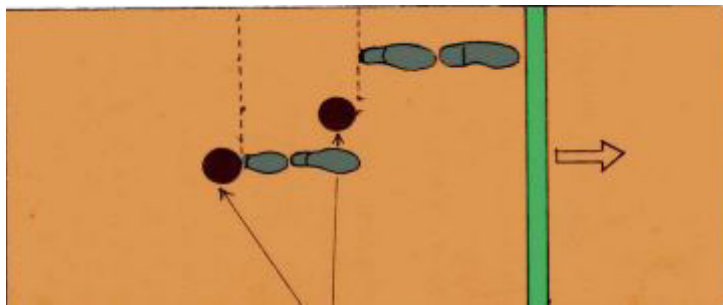


Fig.3.2: Placing of block

Activity 2



Commandment

» “On your marks”

During this step, tell students to:

- Maintain both feet on the ground and keeping the knee of rear leg on the ground.
- Place hands on the ground (on the starting line) with maintaining fingers arched and keeping the head in level with the back while eyes are kept looking straight down



Fig.3.3: On your marks

» **“Set” position**

During this step, tell students to:

- Flex heels to press backward.
- Place the front leg keen at a 90° angle.
- Keep the knee of rear leg at 120°– 140° angle.
- Flex the trunk inclined forward.
- Keep the shoulders slightly ahead of the hands

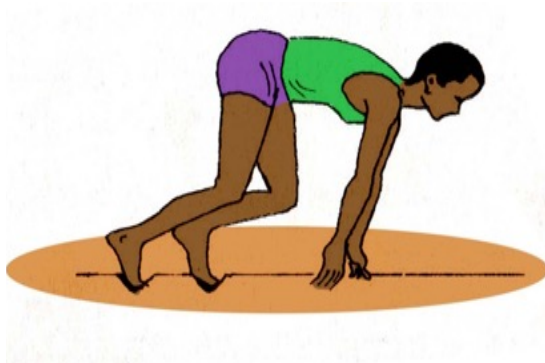


Fig.3.4: Set position

» **Go**

By the use of any sounding objects(whistle, clapper,etc), let students run the given distance at their maximum speed.

Activity 3



Running tactics

» “Drive”

During this step, tell students to:

- Keep trunks straighten lifts the blocks and keep hands lift from the grounds.
- Execute hard push of rear leg and rapidly move forward the rear leg.
- Extend knee and hip during the drive.



Fig.3.5: Drive position

» Acceleration

- Start and acceleration
- Let students set starting block
- Request students to follow commendement carefully
- Remind students to respect the following steps during acceleration phase
 - Take quickly the attitude of a racing extension.
 - Accelerate for increasing for the speed.

- Increase the stride length and frequency.
- Maintain straighten trunk gradually and the speed.



Fig.3.6: Acceleration in sprint

» Finishing

- Remind students to respect the following steps during finishing phase:
 - To present forward their trunk at the finishing line as seen below.



Fig.3.6: Finishing racing

- Let students perform many exercises so that they can master the technique.



Application activity

Students run a certain distance in a given time, e.g. 30m in 4 secs, 60m in 8sec, 100m in 15sec. Ask them to respect all steps; Block placement and respecting different orders from the teacher.

Variation

Progressively students increase distance until 100m.

Cool down exercises

- Let students do light exercises and stretch their group of muscles by insisting on most used parts.
- Randomly, one of students leads cool down exercises.
- With the guidance of the teacher, randomly, one student can lead cool down exercises.

Closing discussions

Reflect

- What are challenges/advantages did you face during performing sprint races exercises?
- What are challenges/advantages did you face during performing sprint exercises?
- How did you proceed to perform those running exercises?

Connect

- What are conditions do you need to execute sprint races exercises?

Apply

- How will you use sprint races in your daily fitness routine?

LESSON 2: RELAYS RACES

a) Learning objective

At the end of this lesson students will be able to perform techniques and tactics of relays races perfectly.

b) Teaching resources

Athletic track/ playground, stopwatch/ watch, decameter, whistle, starting block, cones, ropes and baton

c) Prerequisites/Revision/Introduction

Students of senior four will learn better relays races if they can perform basics basic relay race learned in ordinary Level and have developed basic physical qualities.

Learning activities



Opening discussions

- Ask questions about running races learned in senior three.
- Introduce relay races.
- Invite students to start warm up exercises

Warm up exercises and stretching exercises

- Let students perform general warm up exercises and specific warm up based on body's parts to be used more while performing techniques and stretch their muscles properly.
- Guide them while performing warm up and stretching exercises.
- Help them/demonstrate/correct where is necessary.

Lesson body

Relay techniques: (4x100m and 4x400m).

Activity 1



Teacher as facilitator and guider, facilitate students in the following ways:

- Demonstrate to the students how to perform relays technique and different stages: to leave marks, run up, exchange the baton,

- reception of the baton and acceleration (a student may also demonstrate).
- Guide students while practicing relays exercises: run up and different techniques of exchange of baton (up sweep and down sweep).
- The students must try to care out all stages of transmission of the baton

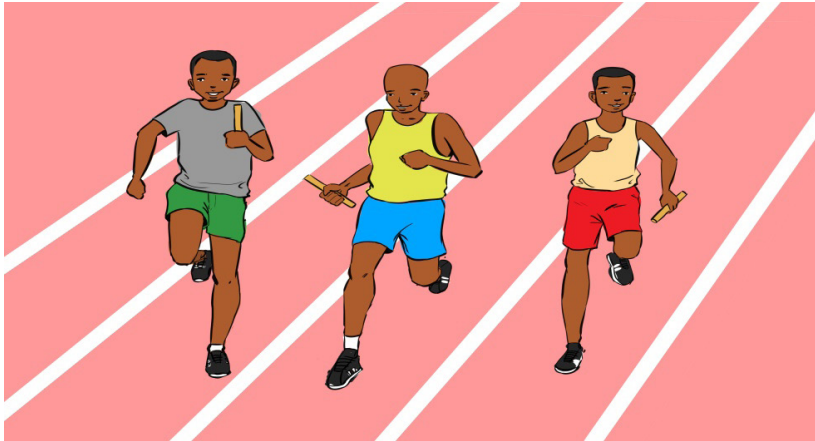


Fig.3.8: Relays racing on the athletic track

Activity 2



Zone and check marks

Explain to the students what to do when they are in the transmission zone (20 m) and let them practice on the athletic track.

- Check marks placement in the run up zone (10m) backward the exchange zone.
- Keep foot length from the start zone.
- Make acceleration in their relative zones.
- Give verbal order for presenting receiving hands by the next student.
- Exchange the baton.

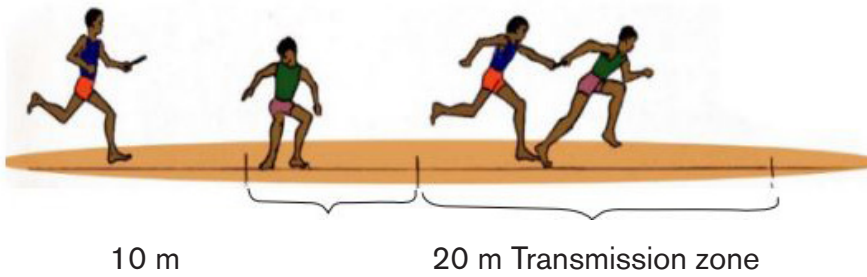


Fig.3.9: Zone and check marks

Activity 3



Acceleration with the baton

Explain to the students how to accelerate in lanes with the baton and let them practice acceleration on the athletic track, remind them to:

- Maintain a consistent acceleration of the out-going runner.
- Make verbal command to the athlete for presenting the receiving arm.

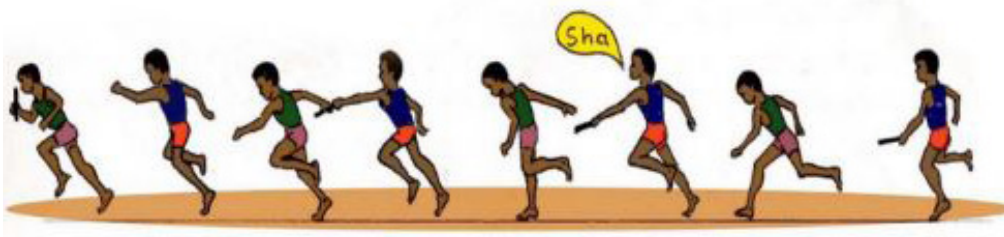


Fig.3.10: Acceleration with the baton

Activity 4



Passing the baton/transmission of the baton

Explain to the students how to pass the baton in relays and let students perform passing the baton/transmission of the baton with:

- Visual transmission
- Non-visual transmission
- Push pass transmission
- Upsweep transmission
- Down-sweep transmission

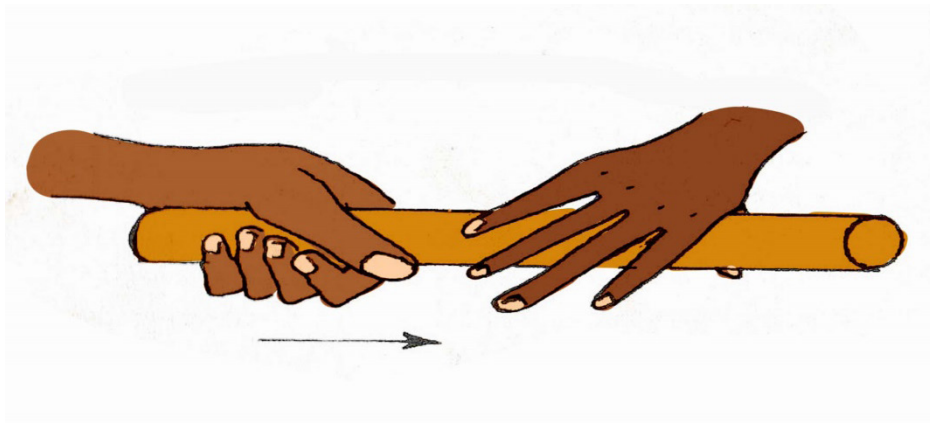


Fig.3.11: Down –sweep transmission of the baton

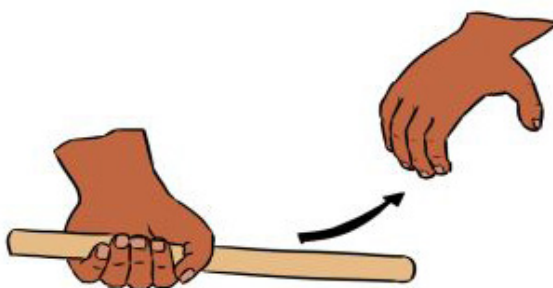


Fig.3.12: Push pass transmission of the baton



Fig.3.13: Relays racing on the athletic track transmission of the baton

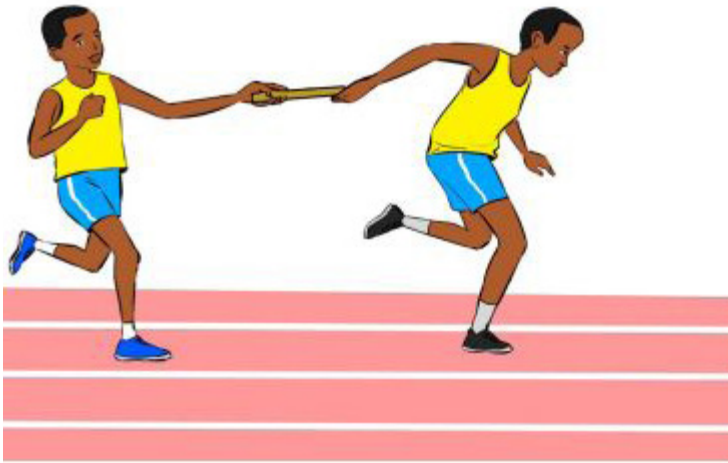


Fig.3.14: Up-sweep transmission of the baton

In pairs, let students apply how to transmit the baton

Activity 5



Relays tactics

» Alternative exchanges of the baton

Demonstrate to the students how to carry and receive the baton and let students practices demonstrated tactics.

Remind the students the following:

- The first runner carries the baton in the right hand and run at the left side of the lane,
- The second runner receives the baton in the left hand and runs at the right side of the lane.
- The third runner receives the baton in the right hand and run at the left side of the lane,
- The fourth runner receives the baton in the left hand and accelerates for finishing.



Application activity

Organize a competitive racing game during which a pair of runners race a single runner. A game that teaches students to exchange a baton at pace, with the baton-exchangers having to keep pace with the single runner.

Set-Up

- Mark out a 30-metre changeover zone on a track or a large flat grassed area.
- Organize the students into groups of three. Two students in each pair will perform a baton exchange through the changeover zone. The third child will race them in the adjacent lane/space.
- The incoming runner/s and single runners must all begin running from the same distance back from their changeover zone (e.g. 20m).
- The incoming runner/s start with a baton.
- The outgoing runner/s can stand anywhere inside the 30m changeover zone.

Game

- On “go”, the incoming runner/s and the single runner/s start their run.
- The pair exchanging the baton and the single runner tries to beat each other to the end of their respective changeover zones.

Emphasize

- A fast smooth baton exchange.
- Maintain running speed during the baton exchange.

Cool down exercises

- Let students do light exercises and stretch their group of muscles by insisting on most used parts.
- Guide them while stretching their muscles systematically.
- Help them/demonstrate/correct where is necessary.

Closing discussions

Reflect

- What are challenges/advantages did you face during performing relay exercises?
- What are challenges/advantages did you face during performing relay exercises?
- How did you proceed to perform those running exercises?

Connect

- What are conditions do you need to execute relay exercises?

Apply

- How will you use relay exercises in your daily fitness routine?

LESSON 3: HURDLES RACES

a) Learning objective

At the end of this lesson students will be able to perform techniques and tactics of hurdles races on the athletic track/ground.

b) Teaching resources

Athletic track/playground, stopwatch/ watch, decameter, whistle, starting block, cones, ropes, hurdles

c) Prerequisites/Revision/Introduction

Students of senior four will learn better hurdles races if they can perform basic hurdles race learned in ordinary Level and have developed basic physical qualities.

Learning activities



Opening discussions

- Ask questions about running races learned in senior three.
- Introduce hurdles races.
- Invite students to start warm up exercises

Warm up exercises and stretching exercises

- Let students perform general warm up exercises and specific warm up based on body's parts to be used more while performing techniques and stretch their muscles properly.
- Guide them while performing warm up and stretching exercises.
- Help them/demonstrate/correct where is necessary.

Lesson body

Activity 1



Techniques of hurdles race

The teacher should facilitate students to perform hurdles races perfectly in the following ways:

- Demonstrate to the students how to perform a technique accurately (a student may also demonstrate).
- Initiate the students to the technique of: Run up and take up, suspension over the hurdles, reception and acceleration.
- Guide students while performing hurdles exercises

Tell students to:

- Execute approach movement for a good coordination of all stages.
- Execute clearance movement for an excellent reception.

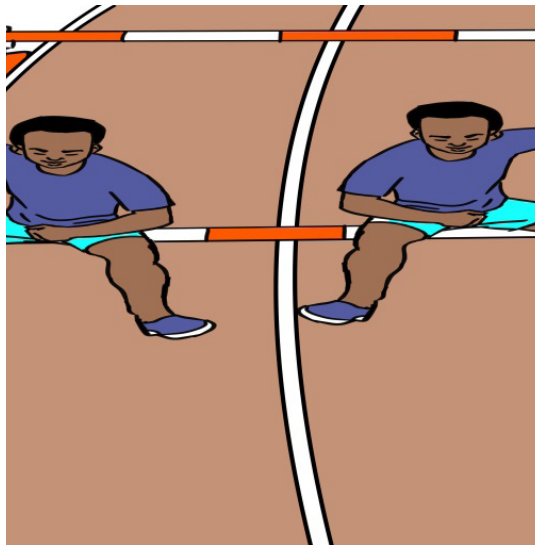


Fig.3.15: Sprint hurdles exercise

When students are performing sprint hurdles remind them to:

- Lean forward and bring the heel up with a dorsi flex. After crossing the hurdle, bring the leg down and straight.
- Lock the knees and swing the arms. Bring the heels up and continue moving.
- While in mid-flight, you have to move very fast on the track forward. The

trail leg should be next to the lead leg almost. Follow the same rhythm but don't stride highly at any point.

For lead leg

Explain to the students the following:

- "The quicker the lead leg, the quicker the touchdown" is the common thinking. The hurdler must attack the hurdle with high knee action generated from the hip flexor muscles.
- A flexed lead leg opposed to straight leg, leading with the knee with a cocked foot (dorsi-flexion) should be emphasized (pull the toe up). Leading with the hip and pointed toe is slower and often causes a straight lead leg.
- The lead arm should be in line with the lead leg knee - "don't reach."
- Emphasize sprint mechanics and posture (Posture needs to be trained).
- The lead leg should be in the back. Block, unless you are 7-stepper to the first hurdle.
- If the body lean is insufficient, especially in men, the hurdler will land on the heel, causing a braking action.
- The lead leg initiates and controls to a greater extent the hurdle clearance.

For hurdle clearance

Explain to the students that:

- Clearance is the key to performance. The more time spent in the "air" means less time on the ground producing force.
- The distance that the athlete takes off from the hurdle at take-off is the most important factor in clearance height. The take-off distance affects the angle of travel, and nothing can be changed once the athlete leaves the surface.
- The angle of travel determines distance in landing and is the determining factor in touchdown.
- Distance in landing affects speed to the next hurdle and timing to take-off. If too far - you sail. If hurdler is too close - you vault.

Cool down exercises

- Let students do light exercises and stretch their group of muscles by insisting on most used parts.
- Guide them while stretching their muscles systematically.
- Help them/demonstrate/correct where is necessary.

Closing discussions

Reflect

- What are challenges/advantages did you face during performing hurdles race exercises?
- What are challenges/advantages did you face during performing hurdles race exercises?
- How did you proceed to perform those running exercises?

Connect

- What are conditions do you need to execute hurdles race exercises?

Apply

- How will you use hurdles race exercises in your dailyfitness routine?

LESSON 4: RESISTANCE RACES

a) Learning objectives

At the end of this lesson, students will be able to develop techniques and tactics of resistance races on the athletic track or on the ground.

b) Teaching resources

Athletic track/playground, decameter, stopwatch/watch, cones, whistle and ropes

c) Prerequisites/Revision/Introduction

Students of senior four will learn better resistance races if they can perform different types of running and have developed basic physical qualities.

Learning activities

Opening discussions

- Ask questions about sprint races and hurdles learned in the previous lessons
- Introduce resistance races.

Warm up exercises

- Let students perform general warm up exercises and specific warm up based on body's parts to be used more during performing techniques and stretch their muscles properly.
- With facilitation of the teacher, one student can lead warm up and stretching exercises.
- Help them/demonstrate/correct where is necessary.

Lesson body

- Divide students into equal teams and spread them around the track circuit.
- Request students to run until each runner is back in original place.
- Initiate them to the technique of running 800m, 1500m by using a technique of a quick long strides and speeding on last 100m.



Application activity

Individually, students run 800m and 1500m.

Cool down exercises

- Let students do light exercises and stretch their group of muscles by insisting on most used parts.
- With the guidance of the teacher, randomly one student can lead cool down exercises.
- Help them/demonstrate/correct where is necessary.

Closing discussions

Reflect

- What are challenges/advantages did you face while performing resistance races exercises?
- How did you proceed to perform those running exercises?

Connect

- What are conditions do you need to practice resistance races exercises?

Apply

- What is the usefulness of resistance races exercises?
- How will you use resistance races exercises in your dailyfitness routine?

LESSON 5: ENDURANCE RACES

a) Learning objectives

At the end of this lesson students will be able to develop techniques and tactics of endurance race on the track or on the ground.

b) Teaching resources

Athletic track/playground, stopwatch/watch, cones, ropes and whistles

c) Prerequisites/Revision/Introduction

Students of senior four will learn better endurance races if they can perform different types of running and have developed basic physical exercises.

Learning activities



Opening discussions

- Ask questions about resistance races learned in the lesson four.
- Introduce endurance races.
- Invite students to start warm up exercises.

Warm up exercises

- Let students perform general warm up exercises and specific warm up based on body's parts to be used more while performing techniques and stretch their muscles properly.
- Guide them while performing warm up and stretching exercises.
- Help them/demonstrate/correct where is necessary.

Lesson body

Techniques of endurance races running

Activity 1



- Start by explaining why long distance races are called endurance races
- Continue by explaining how long distance running should be performed in a well manner. In details, explain to the students how to respect three main techniques of running long distance races (Physical techniques, breathe techniques and mind techniques).

» Physical Techniques

Explain to the students that this technique is divided into three basic aspects:

Foot landing:

Tell students to respect the following rules during foot landing:

- Ask them to land their legs right under his center of gravity.
- Forward momentum should be unimpeded while extending the legs.
- To land on mid-foot to reduce chances of joint pains after running on a hard surface.



Incorrect



Correct

Fig.3.16: Foot landing in long distance running

Body posture:

Tell students to respect the following rules during body posture:

- To maintain a good body posture such that their core remains strong.
- Consists on abdominals, hips and gluteus.



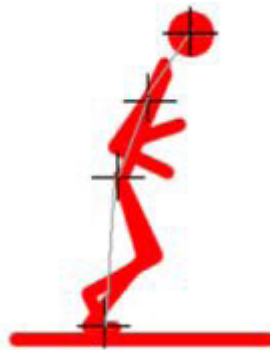
Correct way



correct way



Incorrect way



incorrect way

Fig .3.17: Body posture in long distance running

Running rhythm or cadence:

Tell students to:

- a) Respect the following rules during running rhythm or cadencedo high strides
- b) Use of arms
- c) Run tall and dynamically balanced

Let students perform running rhythm or cadence individually or in groups.

Activity 2



Breathing Techniques

Explain to the students how they can breathe during long distance running.

Breathe through nose

Tell them that for long distance runs, they should try to breathe in through their nose and breathe out through their mouth as much as possible so that their throat and mouth do not dry up during running. During very long races, excessive mouth breathing can even lead to cramps.

Breathe from the Belly

Explain to them that when they are running they should not be breathing from their chest. To get more oxygen into their system, they have to breathe from their belly.

Remind them that moreover, their shoulders move while breathing from chest and such motions tend to tire their shoulder muscles during long distance runs.

Long and deep breaths

Recommend them to use long and deep breaths which provide much more oxygen to the lungs while running.

Breathe in Rhythm

Remind them that it is important to breathe in rhythm while they are running. They should inhale and exhale at a consistent rate. One way to check whether they are breathing in rhythm is to count their steps when they are running.

Irregular breathing will only reduce their oxygen supply and tire them sooner.

Activity 3



Mind technique

Explain to the students that the hardest thing during running is that it's a very long time to concentrate and remain motivated.

While teaching and learning long distance running use the following methodological steps:

Step 1: Develop general endurance.

Step 2: Extend the training level.

Step 3: Intensify the training activity.

Step 4: Develop the athletic quality.

Generally, tell students to run with:

- Their head upright.
- Their eyes are focused straight ahead.
- Their arms swing close to the body at 90 degrees' angles, opposing the legs.
- Their chest is lifted with a slight forward lean.
- Their hips are straight and even.
- Their core lifts the foot off the ground.
- Their ankles are locked but the rest of the leg is relaxed.
- Their mid-foot strikes the ground (not the heel or the toe).
- Their land ings under their centre of mass with short quick strides.

Let students perform breathing techniques individually.



Fig 3.18: Running long distance races

Cool down exercises

- Let student teachers do light exercises and stretch their group of muscles by insisting on most used parts.
- With facilitation of the teacher randomly, one of student can lead cool down exercises.
- Help them/demonstrate/correct where is necessary.

Closing discussions

Reflect

- What are challenges/ advantages did you face during performing endurance races exercises?
- How did you proceed to perform those running exercises?

Connect

- What are conditions do you need to practice endurance races exercises?

Apply

- What is the usefulness of endurance races exercises?
- How will you use endurance races exercises in your daily fitness routine?

LESSON 6: RULES AND REGULATION OF RACES IN ATHLETICS

a) Learning objectives

By the end of the lesson students will be able to interpret rules and regulations of races in athletics.

b) Teaching resources

Flashcards, markers, watch, chalkboard, manila papers, athletics track, ropes, cones, flags(white and red) and chalk

c) Prerequisites/Revision/Introduction:

Students of senior four will learn better rules and regulations of races in athletics if they can perform techniques and tactics of races in athletics.

Learning activities

As a facilitator, help students in the following ways:

- Form groups of five students.
 - Assign to the expressions to discuss.
- a. Rules and regulations of sprint race
 - b. Rules and regulations of relay race
 - c. Rules and regulations of hurdles race
 - d. Rules and regulations of resistance race
 - e. Rules and regulations of endurance race.

Pass around groups by guiding and facilitating students.

- Ask groups to present their findings to the whole class by requesting the group representative to write them on the chalkboard or flip chart.
- Enable the class to ask questions related to the presented findings.

Initially, request the members of the groups which have presented on to respond to the questions; if they are not able to clarify, ask other groups to contribute.

After group's presentation, teacher as a facilitator make a summary of students findings and complete their information accordingly.



Application activity

Organize small competitions, some students become athletes (players) in different races (sprint, relay, hurdles, resistance and endurance) and others become officials where they will interpret rules, after some minutes' interchange roles.

3.6 Additional information to the teacher

They are different types of running in athletics include the disciplines explained below:

- **Sprints races:** Sprints races are 100 m, 200 m, 400 m,
- **Relay:** 4x100m, 4x400m
- **Hurdles:** 100m, 110m, 200m and 400m.
- **Resistance races:** 800m, 1500m (1500m: prolonged resistance), and 3000 m. 3000m steeplechase (It is an obstacle race over the distance of the 3000 meters, which derives its name from the horse racing steeplechase).
- **Endurance races:** 5000m, 10000m, half marathon (21,098 m) and marathon (42,195 m).

The runners should abide by the following rules in order to complete a race:

» Sprint race:

- Sprinters should run in designated lanes and cannot cross lanes, throughout the race.
- In races with bunched starts, athletes can break inside. In 800-meter race, they start from staggered positions and can break inside after the first bend.
- Sprinters shouldn't step on white lines that mark their lanes throughout the race.
- Sensors are placed in the starting pistol and at the blocks. In case of a false start, the athlete is disqualified.
- Before giving the 'set' command or before firing the starter gun, athletes cannot touch the other side of the start line with their hands or feet.
- Athletes should not obstruct other athletes during the race.
- If an athlete is obstructed, the referee may order the race to be held again, or he may ask the athlete to take part in the next round.
- Athletes may leave the track voluntarily before the race ends, but they cannot come back to the track else they will be disqualified.

» Hurdles race

- Athletes must attempt to clear every hurdle in their path.
- Knocking over hurdles is permitted accidentally but not deliberately, which can result in disqualification. This is at the discretion of the referee. Knocking over hurdles considerably slows the athlete down.
- Each athlete must pass over the hurdles; passing under will result in disqualification.
- All runners must stay in their own lane throughout the race.

Explain to the students that recommended take-off and touch-down distance ranges are the following:

Take off	Touch down
Men Take-off: 2.0-2.2m	Men Touchdown: 1.15-1.30m
Women Take-off: 1.95-2.10m	Women Touchdown: .80-1.0m

» Relay race

A team may be disqualified from a relay for:

- Losing the baton (dropping the baton)
- Making an improper baton pass
- False Starting (usually once but sometimes twice)
- Improperly overtaking another competitor
- Preventing another competitor from passing, deliberately impeding, improperly crossing the course, or in any other way interfering with another competitor.

» Resistance race

- Middle distance race that are either 800 meters or longer, the runners have no starting blocks. Runners will begin the race in an upright position and their hands are not allowed to touch the ground.
- The command to start for the races is “on your marks”
- Once the runners are at the mark and the gun is fired, they may officially begin the race.
- 8 runners are composed for the 800 meters race and each of them has their own lane for the staggered start.
- All runners must stay in their assigned lanes throughout the first run and may break their position after.
- For the 1500 meters and steeplechase, a group start is used since they have up to 12 runners.

- Runners do not have any lane assignments for the 1500 meters and steeplechase.

» Endurance race

- Runners will begin the race in an upright position and their hands are not allowed to touch the ground.
- Runners are permitted one false start and are disqualified on their second false start.
- As in all races, the events ends when runner's torso (not the head, arm or leg) crosses the finishing line.
- If an athlete starts running before the firing of the starter's gun, then it will be considered as a false start and the athlete may be disqualified from the race.
- Long distance races do not have lane assignments so athletes may break their position from the start.
- In 5000 meters, and 10000 meters, athletes can break inside after the start.

Discipline	Starting position	Actions on the track	Additional notes
100m, 200m, 400m, hurdles (100m, 110m, 400m) and 4x100m relay	In a starting block or inquat (crouching position with 3 commands).	The runner must stay in his/her pre-assigned lane from the starting line up to the finishing line.	Starting blocks are used for hurdles, relays and sprint events.
4x400m relays	In a starting block with 3 commands.	Staying in his/her lane for the first 500m.	After 100m the second runner goes in the first line (rabattement/break in or cut in).

800m	Standing position in lanes with 2 commands, hand prohibited from touching the ground.	<p>1. In lanes, the start is marked by 5cm curved white line.</p> <p>2. In 1 group if athletes are more than eight.</p> <p>3. In 2 groups if athletes are more than 8 athletes in this case 1 group start on the curved white line at the level of the start line in the first lane and they use only the first four lanes.</p> <p>The second group start on the curved line at the level of start line at the 5th lane.</p>	The athletes in the 800m run the first curve in separate lanes and break after 100m to avoid crowding.
1500m	Standing position in group with 2 commands.	- No assigned lanes, the start is marked by a 5cm curved white line. After 100m they can break out(rabatement).	
3000m stapple chase	Standing position in group with 2 commands/ no assigned lanes	In groups, the start is marked by 5cm curved white line(the same as 800m).	<p>Four ordinary barriers and one water jump are put in place.</p> <p>The runner passes over them 7 times.</p>

5000m	Standing position in group with 2 commands / no assigned lanes	-In groups, the start is marked by 5cm curved white line(the same as 800m).	The runner passes over the start line 12 times. No water is used.
10,000m	Standing position in group with 2 commands and no assigned lanes.	Longest track running.	It has similar road running. Refreshment is allowed.
Half- marathon	Standing position in group with 2 commands.	Road running	Water station is placed at every 5 km.
Marathon	Standing position in group with 2 commands.	Road running	Water station is placed at every 5 km.
Cross country	Standing position in lanes with 2 commands.	Open air in nature.	Natural obstacles: surface of grass, and earth, woodlands and open country, hills and even gravel road.

» Athletic track

Athletic track has between 6 and 8 lanes. Each lane has 1.22m wide. One lap of athletics track equals to 400 m.

- 800 m: 2 laps.
- 1500 m: 3 laps plus 300 m.
- 3000 m: 7 laps plus 200 m.
- 5000 m: 12 laps plus 200 m.
- 10000 m: 25 laps.

3.7 End unit assessment



End unit assessment 2

Set the exercise and evaluate how students will perform sprints races, relay race, hurdle race, resistance and endurance races.

3.8 Additional activities

3.8.1 Remedial activities

Request students to train themselves regularly on sprint races, sprint hurdles race, relay race, resistance races and endurance races.

3.8.2 Consolidation activities

Increase performance of sprint races, hurdles, relay race resistance races and endurance races.

3.8.3 Extended activities

Request students to participate in different running competitions organized by a school.

UNIT 4

FOOTBALL

4.1 Key unit competence:

Develop football technical skills.

4.2 Prerequisite (knowledge, skills, attitudes and values)

Students of senior four will develop better techniques of playing football if they can perform basics physical exercises, play football by using techniques of playing football learned in ordinary Level.

4.3 Cross-cutting issues to be addressed

Gender

In teaching and learning process of football, the teacher must prepare and provide physical activities that engage both girls and boys equally to exploit their full potential and talents without any discrimination or prejudice.

Inclusive education

The teacher as a facilitator he/she must consider different special education needs and select football activities to adapt his teaching approaches to students. This creates a positive attitude and helps all students to participate actively and develop their competence levels.

Financial education

The teacher should integrate financial education into his teaching/learning of Football activities by providing the local and no cost teaching material where is possible. He/she must encourage students to make their own materials that can help them to develop competences not only in sport at school but also in their life.

Standardization culture

The teacher must choose and select the standardized materials to use in his/her teaching/learning process of football. It is necessary to provide appropriate materials required to the levels of student and help them to develop culture of checking and using the quality of sport materials for the competitions before to use them in order to prevent injuries and other accident.

Environment and sustainability

The teacher should provide materials and deliver the lesson with encouraging students to protect the environment and well use of materials. The teacher helps them to develop the spirit of keeping safe the environment they use in sports activities.

Peace and values education

The teacher helps students to develop fair play and social values by avoiding violence and conflict in the football game and by setting clear and relevant instructions. He/she should provide the activities that help students to develop their competence peacefully.

Comprehensive sexuality education

A teacher provides football activities and sets instructions that prevent sexual harassment, any kind of gender based violence like sexual abuse and physical contacts oriented to the sexuality intention.

Genocide studies

While conducting Football exercises a teacher should take a time to explain students how sports should be used to fight against Genocide ideology and how to prevent it. For example, to organize Genocide memorial tournaments at school and give the message related to the Genocide.

4.4 Guidance on introductory activity

Before introducing the lesson one of this unit, you must introduce the whole unit. The teacher as a guide, facilitator and expert, ask questions or give an activity related to football in order to help students to predict what to be learned in the whole unit.

4.5 List of lessons/sub-heading

	Lesson title	Objectives	Number of periods
1	Passing the ball exercises	Develop techniques of passing the ball in football.	2
2	Control the ball with different body parts exercises	Develop techniques of controlling the ball in football.	1
3	Running with the ball (Dribbling) exercises.	Develop the techniques of running with the ball (dribbling) in football.	1
4	Shooting exercises	Develop techniques of shooting in football	1
5	Juggling the ball exercise	Develop the techniques of juggling the ball in football	1
6	Goalkeeping exercises(without the ball and with ball)	Develop techniques of goalkeeping in football.	2
7	End unit assessment	Evaluate the level of performance of passing the ball, controlling the ball, running the ball, shooting the ball, juggling the ball and goalkeeping in football game.	2

LESSON 1: PASSING THE BALL

a) Learning objectives

By the end of the lesson, students will be able to perform the technique of passing the ball in football game.

b) Teaching resources

Playground of football, whistles, balls, Cones, stopwatch/watch, chasubles.

c) Prerequisites/Revision/Introduction

Students of senior four will develop better the technique of passing the ball if they can perform basics football exercises learned in Ordinary Level and have developed basic physical qualities.

Learning activities



Opening discussions

- Ask questions about football technique as they learned in senior three.
- Through brainstorming, introduce passing the ball in football game.
- Invite students to start warm up exercises.

Warm up exercises

- Let students perform general warm up exercises and specific warm up based on body's parts to be used more while performing techniques and stretch their muscles properly.
- Guide them while performing warm up and stretching exercises.
- Help them/demonstrate/correct where is necessary

e) Lesson body

Activity 1



Practice push pass/inside of the foot pass

Explain and demonstrate to students how to execute push pass and let them practice it in groups/pairs.

- Use the inside of the foot (along the arch) to push the ball forward. As a result, the hip and leg/knee must rotate outwards to allow contact with the ball.
- Taking these elements in sequence, you will: Turn the pass foot outward, locking the ankle so that the foot will not wobble.
- The knee of the passing leg will be slightly bent to allow the foot to come into contact with the middle of the ball.
- The ball is struck in the middle. If struck towards the bottom, it will go airborne.



Fig.4.1: Passing using inside of the foot exercise

Activity 2



Students practice chip pass

- Explain and demonstrate to the students how to do chip pass and after let students practice it in groups or pairs.
- Tell to the students that:
 - a chip pass refers to kicking the ball up in a long arc and is a technique used to pass the ball to your teammate over a defender who is in the way. When chipping a ball, the trick is to use your kicking foot as a wedge in order for you to angle your toe downward to kick the ball low.

Remind students to use the chip pass if you have many defenders around you and your teammate is close.

During the practice of the chip pass remind students to:

- Run up to the ball at about 45 degrees and plant your foot.
- Kick the ball as low as possible with your instep.
- Another form of chipping involves kicking with your toes.



Fig.4.2:Chip pass exercise

Activity 3



Students practice backward pass

Explain and demonstrate to students how to execute backward pass and let students perform them on the court in pairs or in groups.



Fig.4.3:Backward pass exercise



Application activity

The teacher place students in two opposite lines facing each other at a minimum distance of 6m, they exchange passes. After making his/her pass the students in front goes behind to give the place to the next student in line until they all have a chance to experience the technique.

Variation 1

Increasing the distance between the opposite lines of students to teach them short and long pass according to the progression they are making.

Variation 2

Same exercise but run to the other side (pass and pursue/follow). After making a pass, the student run to the other side and stands behind the last student in the opposite line. The student in front does the same after making a pass.

Cool down exercises

- Let student do light exercises and stretch their group of muscles by insisting on most used parts.

- Randomly, one of student leads cool down exercises.
- Guide them while stretching their muscles systematically.
- Help them/demonstrate/correct where is necessary.

Closing discussions

Reflect

- What are challenges/ advantages to perform passing the ball with different parts of the body?
- How did you proceed to perform those exercises passing the ball?

Connect

- What are conditions do you need to execute passing the ball with different parts of the body?

Apply

- How will you use controlling, passing the ball with different parts of the body in your daily life?

LESSON 2: CONTROLLING THE BALL

a) Learning objectives

By the end of the lesson, students will be able to perform the technique of controlling the ball in football game.

b) Teaching resources

Playground of football, whistles, balls, cones, stopwatch/watch, chasubles.

c) Prerequisites/Revision/Introduction

Students of senior four will develop better controlling the ball with different parts of the body if they can perform basics football exercises learned in ordinary Level and have developed basic physical qualities.

Learning activities



Opening discussions

- Ask questions about football technique as they learned in senior three.
- Through brainstorming, introduce ball control in football game.
- Invite students to start warm up exercises.

Warm up exercises

- Let students perform general warm up exercises and specific warm up based on body's parts to be used more while performing techniques and stretch their muscles properly.
- Guide them while performing warm up and stretching exercises.
- Help them/demonstrate/correct where is necessary

Lesson body

Techniques of controlling the ball

During teaching controlling the ball in football, remind students to respect the following:

- To keep the head relaxed and watch the ball carefully.
- To judge speed and height of the ball.
- To move both feet quickly while the body is in front of the ball regularly.

- To decide early the body part that will control the ball and relax it.
- To cushion the ball by withdrawing the body part controlling the ball and keep it close to the body after controlling.

Activity 1



Controlling the ball with inside of foot touch.

- Demonstrate to the students how to control the ball with inside of the foot and let students practice it individually.

Explain to the students how to execute the inside touch, tell them to do the following:

- Move their kicking foot out just a slight bit and lock their ankle.
- Push the ball to the side, across their body, using the middle of the inside part of the foot.
- Adjust the ankle of their foot to prevent the ball from going too close to them or too far in front of them.

Tell students that being able to do this successfully with both feet is often good enough to make a student a great player.

Let students practice different exercises of controlling the ball with the foot:



Fig.4.4: Inside of the football control.

Activity 2



Controlling the ball with outside of the foot touch.

Tell students that when executing the control of the ball with outside of the foot, The outside touch actually takes a lot less effort than the inside and lace touches in terms of body movement. It is particularly useful at keeping defenders away from challenges and helpful to very skilled players.

- Demonstrate to the students how to control the ball with inside of the foot and let students practice it individually.

Request students to:

1. Move their foot inside just a small bit and lock their ankle.
2. Shuffle their foot out wide to knock the ball to the side and/or forward.
3. This is a quick touch and, for those who are able to master it, it can give you the ability to leave opposing players on their backside, cut to the side or turn instantly.

Activity 3



Controlling the ball with the lace/instep of the foot touch.

The lace/instep touch is a very popular touch amongst players.

Explain to the students that:

By making use of the lace touch you're able to dribble quickly in a straight line or diagonally, move into open spaces and it can also allow you to control the ball out of the air when you're more advanced.

Instruct students to:

- Lift up their knee, take their foot pointing it down toward the ground and lock their ankle.
- While they are doing that downward movement, give the ball a “pushing motion” with their laces.
- Be firm and decisive and you do not want to push too hard or too gentle.



Fig.4.5:Lace/instep ball control

Activity 4



Controlling the ball with the sole of the foot.

Explain to the students that:

A move even less used in general than the outsole is that of the sole. The sole we refer to is the bottom of the foot, so basically the place where your cleats touch the ground. This move can be tricky to learn at first, but it is absolutely devastating when used correctly.

When students are performing controlling the ball with the sole of the foot, remind them to:

- Get their foot gently on top of the ball.
- Drag (or roll) it quickly to the side or behind them.
- Or roll it while doing a small hop with their other foot.

Tell the students that this leaves their opponent “for dead”, it allows them to quickly transition into another touch, move to a new direction or turn.



Fig.4.6:Controlling the ball with sole of the foot.

Activity 5



Controlling the ball with thigh

- When students are controlling the ball with thigh tell them to:
 - Use your thigh when a pass played through the air is too high for your feet and too low for your thigh.
- Remind them that if they hit the ball with their thigh it will fly in the air but if they let the ball hit their thigh the ball will get away from them.
- Tell to the students to :
 - Control a ball effectively with their thigh take the momentum out of the ball.
 - Tighten their quad and move their leg downward after impact.
 - Imagine that their thigh is a pillow.



Fig.4.7:Controlling the ball with thigh

Activity 6



Controlling the ball with chest

- Explain and demonstrate students how to control the ball with chest and let students practice it individually.

- When students are performing controlling the ball with chest remind students to :
 - Use their chest to control passes played through the air.
 - Control a soccer ball with your chest, stand firmly like you are shielding a ball, put your arms out, lean back slightly, then touch the ball with the top of your chest.
- Tell them not to let the ball hit their chest because the ball will bounce off. Tell them instead, hit the ball with their chest and it will fall at their feet.



Fig.4.8:Controlling the ball with chest

Activity 7



Controlling the ball with head

- Explain and demonstrate to student how to control the ball with head and let student practice it individually.

When students are performing controlling the ball with head remind them that:

- Sometimes controlling the ball with their head is the best option, like when no teammates are ahead of them.

Remind the students that:

There are two ways to control the ball with their head.

- If the ball is kicked lightly they can set their feet, lean back slightly, and use their head to touch the ball upwards. Try to take the momentum out of the ball.

- If the ball is kicked hard, they have to head the ball downwards and forward then run onto it.



Fig.4.9: Controlling the ball with head.

Cool down exercises

- Let student do light exercises and stretch their group of muscles by insisting on most used parts.
- Randomly, one of student leads cool down exercises.
- Guide them while stretching their muscles systematically.
- Help them/demonstrate/correct where is necessary.

Closing discussions

Reflect

- What are challenges/ advantages to perform controlling the ball with different parts of the body?
- How did you proceed to perform those exercises of controlling the ball?

Connect

- What are conditions do you need to execute controlling the ball with different parts of the body?

Apply

- How will you use controlling the ball with different parts of the body in your daily life?

LESSON 3: RUNNING(DRIBBLING) WITH THE BALL

a) Learning objectives

By the end of the lesson, students will be able to develop techniques of running with the ball (dribbling) in football game.

b) Teaching resources

Playground of football/ground, whistles, balls, cones, stopwatch/watch and training bibs.

c) Prerequisites/Revision/Introduction

Students of senior four will develop better technique of dribbling the ball if they can perform basics football exercises learned in Ordinary Level and have developed basic physical qualities.

Learning activities



Opening discussions

- Ask questions about football technique as they learned in senior three.
- Through brainstorming, introduce running with the ball in football game.
- Invite students to start warm up exercises.

Warm up exercises

- Let students perform general warm up exercises and specific warm up based on body's parts to be used more while performing techniques and stretch their muscles properly.
- Guide them while performing warm up and stretching exercises.
- Help them/demonstrate/correct where is necessary

Lesson body

Techniques of dribbling the ball with different parts of the foot

Explain to students how to make dribbling and let them practice it on the ground individually.

Demonstrate to the students how to:

- Push the ball with the inside, outside or instep of the foot.

When students are performing techniques of dribbling the ball with different parts of the foot remind them to:

- Use alternate feet and keep the ball close to the body.
- Make the awareness with the ball, the space on the field and any defender.
- Progress forward and protect the ball with different parts of the body against defender who is in movement towards and wish to recuperate it

Activity 1



Dribble the ball with the inside of the foot

When students are performing techniques of dribble the ball with the inside of the foot, remind them to:

- Keep ball close.
- Make small touches.
- Use on toes, body weight leaning forward.
- Use only inside of foot, to go in and out of cones.
- Look up so they know where they are going.
- Rotate feet after 2/3 touches.

At final cone inside of foot touches all the way round.

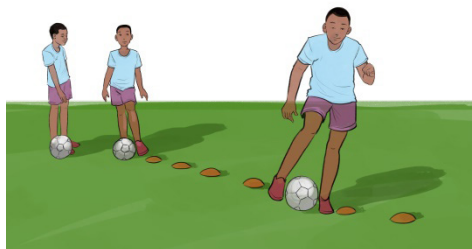


Fig.4.10:Dribbling the ball with inside of the foot.

Activity 2



Dribble the ball with the outside of the foot

When students are performing techniques of dribble the ball with the outside of the foot, remind them to:

- Keep ball close.
- Make small touches.
- Use on toes, body weight leaning forward.
- Use only outside of foot, to go in and out of cones.
- Look up so they know where they are going.
- Rotate feet after 2/3 touches.

At final cone outside of foot touches all the way round.



Fig.4.11:Outside of the foot dribbling.

Activity 3



Dribble the ball with instep of the foot

When students are performing techniques of dribble the ball with dribble the ball with instep of the foot, remind them to:

- Keep ball close.
- Make small touches.
- Use on toes, body weight leaning forward.
- Use only instep of foot, to go in and out of cones.
- Look up so they know where they are going.
- Rotate feet after 2/3 touches.

At final cone instep of foot touches all the way round.



Fig.4.12: Dribbling with instep/lace of the foot.

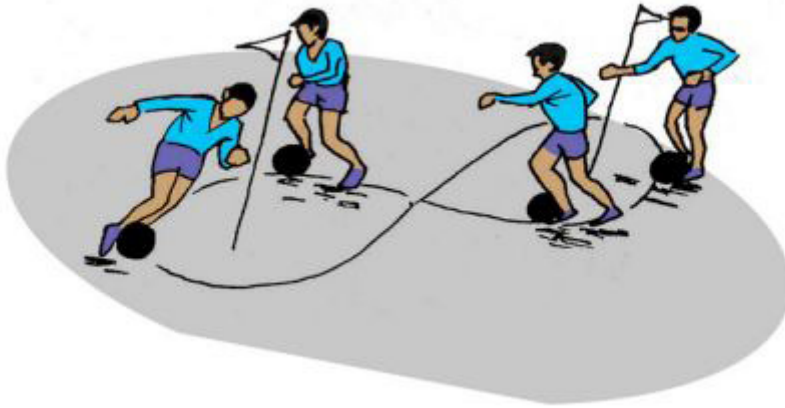


Fig.4.13: Dribbling exercise(inside, outside and instep)

Activity 4



Let students perform exercises of dribbling the ball and pass the goalkeeper using inside, outside and instep of the foot.



Fig.4.14: Dribbling the ball in order to eliminate goalkeeper



Application activity

Teacher divide students into 5 groups, and ask students to Dribble the ball through cones using different parts of the foot (inside, outside and instep)

The objective of this activity is to help the players keep the ball at a short pace, an attribute that is expected of a good dribbler. This will help their touch and control of the ball.

Set-up

- » 6 cones on a straight line at equidistance apart. Distance may be between 0.8m to 1.5m.

Execution

- » Student's stands on the line behind cones, each one with a ball when teacher blows the whistle, the student standing in front start dribbling.
- » The students must start dribbling through the cone.
- » Students practice dribbling through the cones with the inside of both feet, outside of both feet; inside and outside of the right foot; inside and outside of the left foot.
- » On getting to the last cone, the player must make quick touches with the ball and get back to the first cone at the fastest of their pace.
- » Repeat as many times as

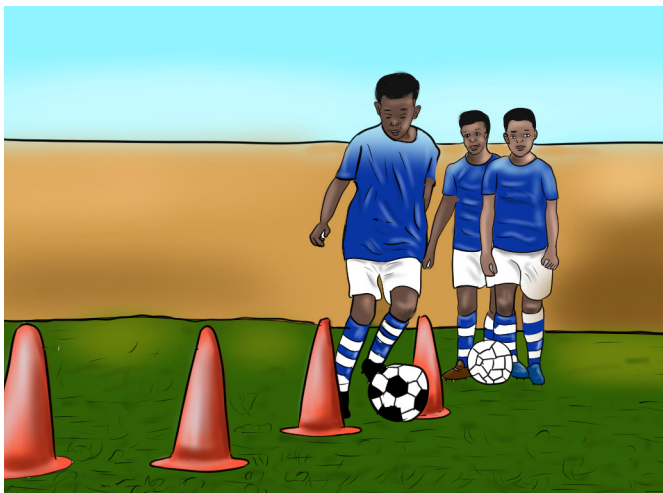


Fig.4.15: Dribbling the ball through cones.

Cool down exercises

- Let students do light exercises and stretch their group of muscles by insisting on most used parts.
- Guide them while stretching their muscles systematically.
- Help them/demonstrate/correct where is necessary.

Closing discussions

Reflect

- What are challenges/ advantages to perform dribbling the ball with different parts of the foot?
- How did you proceed to perform those exercises dribbling the ball?

Connect

- What are conditions do you need to execute dribbling the ball with different parts of the foot?

Apply

- How will you use dribbling the ball with different parts of the foot in your daily life?

LESSON 4: SHOOTING THE BALL

a) Learning objectives

By the end of the lesson students will be able to perform techniques of shooting the ball in football game.

b) Teaching resources

Playground/ground, whistle, balls, cones, stopwatch/watch, training bibs and goal posts.

c) Prerequisite/Revision/Introduction

Students of senior four will learn better shooting the ball in football game if they can play football by using basic techniques learned in Ordinary Level and have developed basic physical qualities.

Learning activities



Opening discussions

- Ask questions about passing learned in the lesson 3.
- Through brainstorming, introduce shooting techniques in football.
- Invite student to start warm up exercises.

Warm up exercises

- Let student perform general warm up exercises and specific warm up based on body's parts to be used more while performing techniques and stretch their muscles properly.
- Guide them while performing warm up and stretching.
- Help them/demonstrate/correct where is necessary.

Lesson body

Activity 1



Technique of shooting the ball

During teaching shooting the ball in football, facilitate students in the following ways:

- Explain to students how to shoot the ball in football.
- Demonstrate to the students some types of shooting used in football
- Let students perform it individually by shooting in the goal.

When students are performing shooting the ball technique remind them to:

- Keep eyes on the ball and head up to focus the target then look back to the ball before shooting.
- Approach the ball slightly from the side and place the non-striking foot directly to the side of the ball.
- Strike the center of the ball for raising it too high and keep the upper body still and strike through the ball.

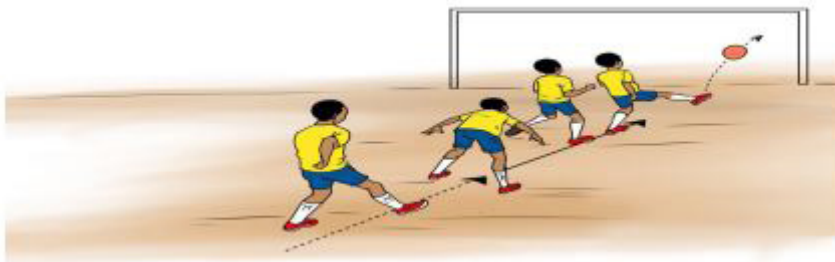


Fig.4.16: Shooting exercises

Activity 2



Technique of instep drive shots

Demonstrate to the students how to execute instep drive shot and let students practice it individually/pairs



Fig 4.17: Instep drive shot exercise

Activity 3



Technique of chip shot

Demonstrate to the students how to execute chip shots and let students practice it individually/ pairs



Fig.4.18: Chip shot exercise

Activity 4



Technique of toe pint

Demonstrate to the students how to execute toe pint shot and let students practice it individually/ pairs.



Fig.4.19: Toe punt exercise

Activity 5



Techniques of volley shot

Demonstrate to the students how to execute volley shots and let students practice it individually/ pairs or in groups.

Activity 6



Teacher asks students to make a line, each with a soccer ball, pass to the designated passer at the edge of the penalty area who lays the ball off for the students to run onto and shoot on goal using instep drive shot. This will help to increase students' finishing skills. This activity keeps things simple and allows students to get many shooting repetitions to develop their accuracy.

Set up:

- Students form a line starting about 12 meters outside the penalty area.
- Each students in line should start with a ball at their feet.
- Designate one student to be the passer and position him on the edge of the penalty box facing the line of players. This player does not need a ball.
- Put a goalkeeper in the full-size goal. Any extra goalkeepers should stand off to the side of the goal and switch into the activity every 3-5 repetitions.

Instructions:

- The first student in line starts the drill with a pass to the passer positioned at the edge of the penalty area.
- The passer takes one or two touches, and lays the ball to either side of them for the student to run onto to and shoot.
- The shooting student runs onto the ball and immediately takes a shot on goal.
- After the first student has completed their turn, the next player in line can immediately begin their turn.
- Students should retrieve their own shots before returning to the line.
- Switch the designated passer every 8-10 repetitions.
- Continue this process for 5-10 minutes.



Application activity

Set up two goals on each end of the playing area with one line of players on the side of each goal. Players pass the ball diagonally across the playing area for the opposite player to receive and beat the goal

Setup:

- Use four cones to mark a square grid about 25-30 yards wide. Increase, or decrease the size of the space depending on the players' age and skill level.
- Place a full-size goal in the middle of each end line.
- Assign at least one goalkeeper to each goal. If there are more goalkeepers available, have the extra goalkeepers stand off to the side of the goal and rotate in every few repetitions.
- Divide the players into two, evenly numbered groups. Have each group of players form a line at the corner cones of the square, diagonal from each other.
- Divide all the soccer balls evenly between the two lines.
- To start, one player at the front of the two lines should have a soccer ball at their feet, while the player diagonal from them should not.

Instructions:

- To start the activity, the player without the soccer ball, at the front of the line, begins to run diagonally across the square.
- The player at the front of the opposite line, with the soccer ball, passes the ball to the player who is running towards them.

- The player on the run, receives the pass, and takes one, or two, touches before finishing on the goal they are running towards.
- After the player shoots, they retrieve their ball, and go to the back of the opposite line that they started from. As soon as the player shoots, the player who passed the ball to the runner, now begins to run diagonally across the grid towards the opposite goal.
- The player in the opposite line of the runner, passes the ball to the player running and the process continues for the remainder of the round.
- Continue the activity for a set time (2-3 minutes, for example) . After each round, the players should rest and switch corner cones so that they attack from the other angle. Repeat for as many rounds as needed. keeper to score on the goal that the ball was passed from.

Cool down exercises

- Let student do light exercises and stretch their group of muscles by insisting on most used parts.
- Randomly, one of student leads cool down exercises.
- Guide them while stretching their muscles systematically.
- Help them/demonstrate/correct where is necessary.

Closing discussions

Reflect

- What are challenges/ advantages did you face during performing shooting the ball exercises in football?
- How did you proceed to perform those exercises of shooting?

Connect

- What are conditions do you need to execute shooting exercises?

Apply

- What is the usefulness of shooting exercises?
- How will you use shooting exercises in your daily life?

LESSON 5 :JUGGLING THE BALL

a) Learning objectives

By the end of the lesson will be able to perform techniques of juggling the ball in football game.

b) Teaching resources

Playground/ground, whistle, balls, cones, stopwatch/watch, training bibs and goal posts.

c) Prerequisite/Revision/Introduction

Students of senior four will learn better juggling the ball if they can play football by using techniques learned in Ordinary Level and have developed basic physical qualities.

Learning activities

Opening discussions

- Ask questions about juggling learned in senior three.
- Through brainstorming, introduce juggling techniques in football.
- Invite student to start warm up exercises.

Warm up exercises

- Let student perform general warm up exercises and specific warm up based on body's parts to be used more while performing techniques and stretch their muscles properly.
- Guide them while performing warm up and stretching.
- Help them/demonstrate/correct where is necessary.

Lesson body

- Tell to the students that juggling is an easier alternative to ball control drills (do both).
- Remind students to focus on juggling and your ball control skill will improve.

Activity 1



Juggling the ball progression

When students are juggling the ball progression remind them to:

- Start with one touch with their right foot and catch it.
- Repeat this 50 times until they are consistently knocking the ball to their hands.
- Repeat 50 touches with their left foot and catch it.
- Juggle twice on their right foot and catch it. Repeat this until they are consistently knocking the ball back to the same spot. Repeat with their left foot.
- Switch feet while juggling. Start juggling on their right foot and switch to their left foot, then catch it. Then start juggling on their left foot and switch it to their right foot, and catch it.
- Perform the progression above with their thighs.



Fig.4.20: Juggling the ball

Cool down exercises

- Let students do light exercises and stretch their group of muscles by insisting on most used parts.
- Guide them while stretching their muscles systematically.
- Help them/demonstrate/correct where is necessary.

Closing discussions

Reflect

- What are challenges/ advantages to perform controlling with different parts of the body?
- How did you proceed to perform those exercises of controlling the ball?

Connect

- What are conditions do you need to execute controlling, the ball with different parts of the body?

Apply

- How will you use controlling the ball with different parts of the body in your daily life?

LESSON 6: GOALKEEPING

a) Learning objectives

By the end of the lesson students will be able to perform techniques of goalkeeping in football game.

b) Teaching resources

Playground of football/ground, whistle, balls, cones, training bibs and goal posts.

c) Prerequisites/Revision/Introduction

Students of senior four will learn better goalkeeping in football if they can perform different techniques of goalkeeping in football learned in ordinary level and have developed basic physical qualities.

Learning activities

Opening discussions:

- Ask questions about shooting technique learned in the lesson 4.
- Introduce goalkeeping techniques in football.
- Invite students to start warm up exercises.

Warm up exercises

- Let student teachers perform general warm up exercises and specific warm up based on body's parts to be used more while performing techniques and stretch their muscles properly.
- Guide them while performing warm up and stretching exercises.
- Help them/demonstrate/correct where is necessary.

Lesson body

Goal keeping techniques

During teaching goalkeeping techniques in football, facilitate students in the following ways:

- Explain to the student on different goalkeeping techniques as used in in football.
- Demonstrate to the students different techniques of catching, throwing, boxing the ball.
- Let students perform on the ground in pairs or in the groups.

When students are performing Goal keeping techniques remind them to:

- Defend the opponent's high cross and stopping shots
- Defend the one on one in the game situation
- Keep their eyes on the opponent penalties' shooter to discover the direction of the ball headed
- Develop reflexes and agility in the game.



Fig.4.21: Goalkeeping techniques exercise

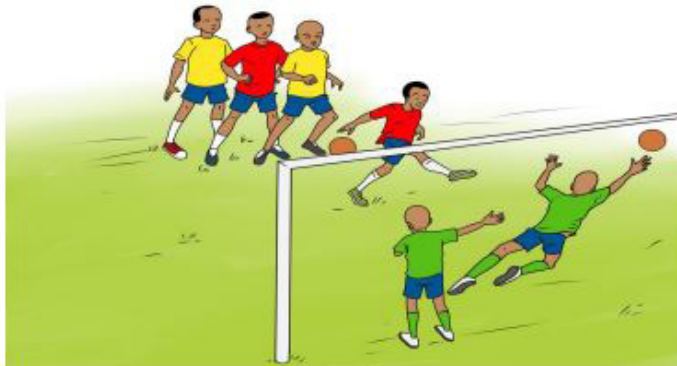


Fig.4.22 : A goalkeeper attempting to catch a shot exercise



Fig.4.23 : Goalkeeper try to save shots from different angles exercise

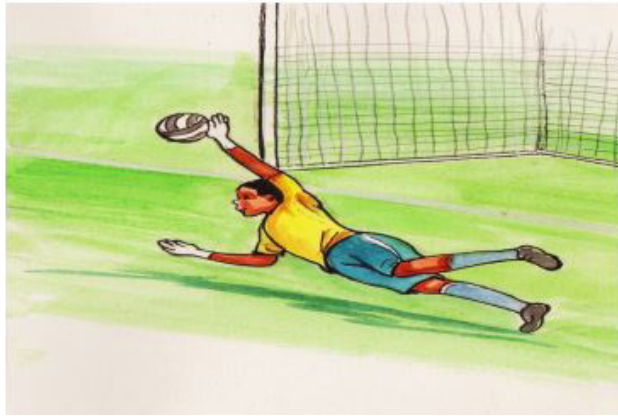


Fig.4.24: Goalkeeper boxing the ball exercise



Application activity

Divide students into two teams with equal number of students and let them play a football match for 10 minutes by applying techniques of football (ball control, dribbling, passing, shooting and goalkeeping). Each team must have a goalkeeper in goal.

Cool down

- Let students practice cool down exercises and light stretching by focusing on used muscles.
- Guide them how they can stretch their muscles accordingly.
- Help them/demonstrate/correct where is necessary.

Closing discussions

Reflect

- What are challenges/ advantages did you face during performing exercises of goalkeeping?
- How did you proceed to perform those exercises of goalkeeping?

Connect

- What are conditions do you need to practice exercises of goalkeeping?

Apply

- What is the usefulness of goalkeeping exercises?
- How will you use goalkeeping exercises in your daily life?

4.6 Additional information to the teachers

Control of the ball

Properly controlling the ball means that a move will be successful. The control movements focus on directed control and gathering the ball while moving. To control the ball is to master it.

Running with the ball

This is how an individual move in free space with the ball. When a player is running well with the ball, he/she is in control of it at all times: this requires good balance and excellent stability. Running with the ball while keeping the head up allows a continuous flow of information to be received and allows movement to be adapted to play.

Dribbling the ball

This is how an individual move with the ball when faced by opponents. Dribbling allows the player in possession of the ball to eliminate one or more opponents by:

- Making a maneuver and taking individual risks.
- Setting up a team move.
- Gaining time to allow support from team-mates.
- Deceiving an opponent (the concept of the feint).

Passing the ball

The action of giving the ball to a team-mate. This is an essential part of team play. A passing allows a team to:

- Keep possession of the ball,
- Set up attacks,
- Change the direction of play,
- Counter attack,
- Provide a decisive or final pass.

Crosses are a type of short or long pass, usually leading to a shot. They serve as the last pass.

Shooting the ball

An action with the objective of dispatching the ball into the opponent's goal.

It is the logical conclusion, the culmination of an attack. It is what football is all about.

Shooting requires technical qualities (striking the ball well, accuracy), physical qualities (power, coordination, balance) and mental qualities (determination, audacity, self-confidence).

Special techniques

Headers: heading is an essential skill for defending and marking.

Volleys: Directly striking an aerial ball, without any prior control.

- Before it touches the ground (volleys).
- Just as it touches the ground (half volleys).

Dimensions of the field



Fig.4.25: Court without measurements

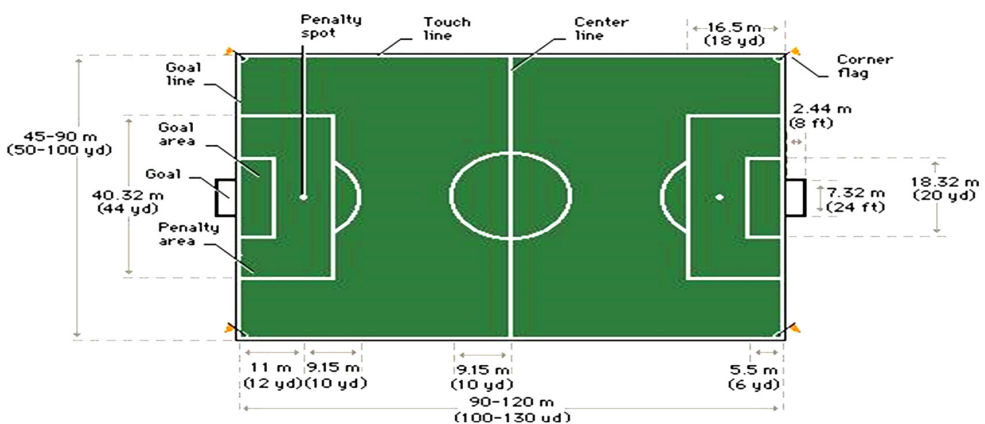


Fig.4.26: Court with measurements

Football field must be rectangular in shape with 90 to 120 meters long and 45 to 90 meters wide.

Goal posts and areas

The dimensions of both the goal posts should be 7.32 meters long and 2.44 meters high. Goal line perpendicular to the bar post should be at 11 meters' distance from the penalty spot in penalty box.

Dimensions of ball

The ball should have weight between 410 and 450 grams and circumferential measurements between 68 and 70 centimeters made with super quality leather or similar synthetic materials.

Number of players in a team

Each football team should comprise with 10 outfielders and one goal keeper (11 in total) with 9 substitute players on bench.

Player's kits

Football players must wear proper jersey, boots, shorts, shinguards and shocks according to existing Football laws of the game.

Referee and other match officials

The Football games are conducted by one referee assisted by two assistant referees along both the side lines and the fourth official, some times additional assistant referee and reserve assistant referee.

Duration of Football game

Standard rules of duration of complete match consist of two halves with 45 minutes duration along with 15 minutes break in between.

The basic techniques used in football

The following are basic football techniques

- Control of the ball
- Dribbling of the opponent
- Running with the ball (Dribbling)
- Striking (shooting) the ball
- Special techniques (Heading of the ball, Goalkeeping techniques,).

4.7 End unit assessment



End unit assessment

Set exercises of kicking stationary ball and rolling ball, exercises of trapping a ground and an aerial ball, exercises of moving the ball (dribbling) slowly and fast at the top speed with and without cones, exercises of passing short and long passes.

Organize a football match and observe these techniques in a game situation and the ability to respect and use football basic rules.

Observe:

- The use of correct football techniques: pass, dribbling, trapping, kicking

4.8 Additional activities

4.8.1 Remedial activities

Regular performance of controlling the ball with different parts of the body, running with the ball and dribbling the opponent, passing the ball to the teammates, shooting in the goal and goalkeeping.

4.8.2 Consolidation activities

Increase performance of controlling the ball with different parts of the body, running with the ball and dribbling an opponent, passing the ball to the teammate, shooting in the goal and goalkeeping.

4.8.3 Extended activities

Participate in different football competitions organized by the school.

5.1 Key unit competence:

To develop volleyball technical skills

5.2 Prerequisite (knowledge, skills, attitudes and values)

Students of senior four will perform better techniques of playing volleyball if they can identify and perform basic techniques of volleyball as they learned in ordinary level and have developed basic physical qualities.

5.3 Cross-cutting issues to be addressed

Gender

In the process of teaching and learning volleyball, the teacher must prepare and provide physical activities that engage both girls and boys equally to exploit their full potential and talents without any discrimination or prejudice.

Inclusive education

The teacher as a facilitator he/she must consider different special education needs and select volleyball activities to adapt his teaching approaches to all students based on their individual ability. This creates a positive attitude and helps all students to participate actively and develop their competence levels.

Financial education

The teacher should integrate financial education into teaching/learning of Volleyball technical skills by providing the local and cost teaching materials where is possible. He must encourage students to make their own materials that can help them to develop competences not only in sports at school but also in their daily life.

Standardization culture

The teacher must choose and select the standardized materials to use in his/her teaching/learning process of technical skills of volleyball. It is necessary to

provide appropriate materials required to the levels of students and help them to develop culture of checking and using the quality of sport materials for the competitions before their use in order to prevent injuries and other accidents.

Environment and sustainability

The teacher should provide materials and deliver the lesson with encouraging students to protect the environment and well use of materials. The teacher helps them to develop the spirit of keeping safe environment they use in sports activities.

Peace and values education

The teacher helps students to develop fair play and social values by avoiding violence and conflict in the volleyball game and by setting clear and relevant instructions. He/she should provide the activities that help students to develop their competences peacefully.

Comprehensive sexuality education

A teacher provides volleyball activities and sets clear instructions that prevent sexual harassment, any kind of gender based violence like sexual abuse and physical contacts oriented to the sexuality intention.

Genocide studies

While conducting volleyball exercises the teacher should take a time to explain students how sports should be used to fight against Genocide ideology and how to prevent it. For example, to organize Genocide against Tutsi memorial tournaments at school and give the message related to the fighting against Genocide ideology.

5.4 Guidance on introductory activity

Before introducing the lesson one of this unit, you must introduce the whole unit. The teacher as a guide, facilitator and expert, ask questions or give activity related to technical skills of volleyball in order to help students to predict what to be learned in the whole unit.

5.5 List of lessons/sub-heading

#	Lesson title	Learning objectives	Number of periods
1	Serving the ball	To identify and demonstrate different types of services in volleyball game To use different types of services in volleyball game situation	2
2	Reception and passing the ball	To identify and demonstrate different types of passes in volleyball game To perform different types of passes in volleyball game situation	2
3	Setting the ball	To identify and demonstrate ways of setting the ball in volleyball To set the ball in volleyball game situation	1
4	Spiking the ball	To identify and demonstrate spiking skills in volleyball To attack the ball in volleyball game situation	2
5	Blocking the ball	To identify and demonstrate different ways of blocking the ball in volleyball game To block the ball in volleyball game situation	1
6	End unit assessment	To evaluate the level of performance of the students in serving the ball, receiving and passing the ball, setting the ball, spiking and blocking the ball in volleyball game situation	1

LESSON 1: SERVING THE BALL

a) Learning objectives

By the end of the lesson, students will be able to:

- To identify and demonstrate different types of services in volleyball game
- To use different types of services in volleyball game situation

b) Teaching resources

Playground of volleyball, whistle, net of volleyball, cones, balls, watch, trees, rope.

c) Prerequisites

Students of senior four will develop better technical skills of serving the ball in volleyball game if they have developed basic physical qualities and performed basics technical skills of serving the ball learned in ordinary level.

Learning activities



Opening discussions

- Let students brainstorm different technical skills of serving the ball learned in Ordinary level
- Introduce service techniques used in volleyball game
- Invite students to start warm up exercises

Warm up exercises

- As the whole class, with the guidance of the teacher, let students perform general warm up exercises and specific warm up based on body's parts to be used more while demonstrating and performing techniques of serving the ball;
- In pair/groups, let students stretch their muscles properly;
- Guide students during warm up and stretching exercises.

Lesson body

Activity 1



Underhand serve

- Divide class members into two groups;
- One group stand behind the attack line of the left of volleyball court and another group stands behind the attack line of the left of volleyball court;
- Give balls to the first group;
- Request a student who is standing at the beginning of the line to do service using underhand service;
- When a student from the first group serve the ball, one of the member of the second group step forward and make a reception of the ball then return the ball to the 1st group through under the net;
- The exercise continues until all members of the group finish to execute underhand serve;
- Change the roles of the teams.

Variation 1

- Request groups to move backward to stand behind the service lines;
- Let the second group start to execute underhand serve and request student who is placed at the right of the line to start with the serve;
- Let groups do the same exercises similar to what they did above.

When students are executing underhand serve remind them to:

- Position their feet together;
- Step the left foot forward to begin for a right handed;
- Step the right foot forward to begin for a left handed;
- Shift body weight from front leg to back leg;
- Hold ball in left hand, out in front of striking hand;
- Bend slightly at the elbow and waist;
- Hold striking hand in a fist position forearm turned upward or to the side;
- Bring the striking hand back and then quickly forward to hit the ball;
- Follow through but the striking arm does not cross in front of body.

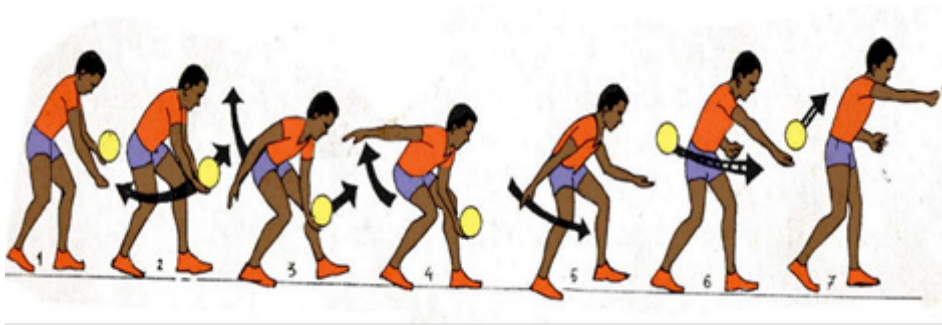


Fig 6.1: Steps of underhand serve

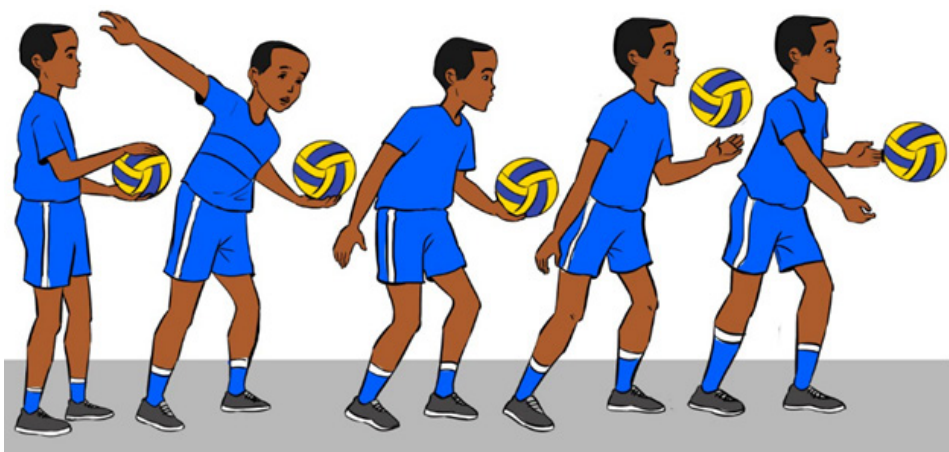


Fig 6.2: A student executing different steps of underhand ser

Activity 2



Let 1st group compete against the 2nd group on executing successful services

- The 1st group do 20 sevice, then the 2nd group do 20 sevice;
- No student is allowed to do more than two services;
- Count only a successful sevice;
- The winner is the group made more successful serves than another.

Activity 3



Overhand serve/Floater serve

- With the same groups;
- One group stand behind the attack line of the left of volleyball court and another group stands behind the attack line of the left of volleyball court;
- Give balls to the first group;
- Request a student who is standing at the beginning of the line to do service using overhand service;
- When a student from the first group serve the ball, one of the member of the second group step forward and make a reception of the ball then return the ball to the 1st group through under the net;
- The exercise continues until all members of the group finish to execute overhand serve;
- Change the roles of the teams.

Variation 1

- Request groups to move backward to stand behind the service lines;
- Let the second group start to execute overhand serve and request student who is placed at the right of the line to start with the serve;
- Let groups do the same exercises similar to what they did above.

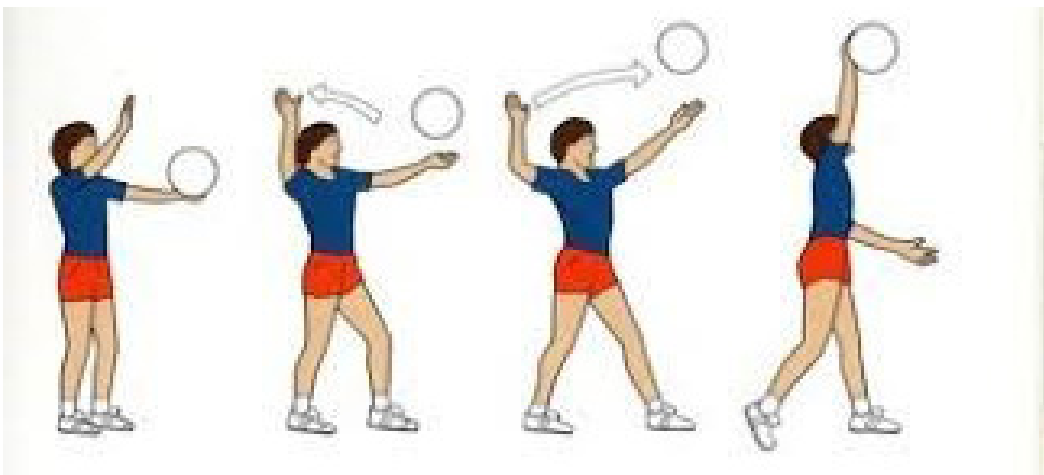


Fig.6.3: Steps of overhand serve/Floater serve

When students are serving the ball using overhand serve remind them to:

- Position their legs on court according the teammate positions;
- Position their hands and shoulders according to the height of the ball;
- Pass the ball according to the desired direction and distance;
- Follow through and holding position according to the target.

When students are serving using floater serve remind students to:

- Position the body for ball set up according the requirements of the floater serve techniques;
- Toss and contacting the ball with the serving opened hand according to the height limit of the floater serve;
- Orient the ball according to the opponent's side and defense's formation.

Activity 4



Jump serve

- With the same groups
- One group stand behind the attack line of the left of volleyball court and another group stands behind the attack line of the left of volleyball court;
- Give balls to the first group;
- Request a student who is standing at the beginning of the line to do service using jump serve;
- When a student from the first group serve the ball, one of the member of the second group step forward and make a reception of the ball then return the ball to the 1st group through under the net;
- The exercise continues until all members of the group finish to execute jump serve;
- Change the roles of the teams

When students are serving the ball by jump serve, remind them to:

- Toss the ball in the air according to the height of the server;
- Make Jump movement according to the serving zone limits;
- Contact the ball with the serving open hand according to the timing of the server;
- Orient the ball according to the opponent's side and defense's formation.



Fig 6.4: Jump serve

Activity 5



- Form teams consisting of 6 players;
- Organize a volleyball game situation in which all formed teams will participate;
- Let 2 teams start playing the normal game;
- Fix the points to reach and win the set (E.g: at 6, 8, 10, 15 etc. based on planned time);
- The winner remains on the court and play against the next team, the game continues in this way until all teams played their matches;
- The winner is the team wins many matches.

Cool down exercises

- Let students do light exercises and stretch their group of muscles by insisting on most used parts;
- Randomly, one of students leads cool down exercises;
- Guide students while stretching their muscles systematically.

Closing discussions

Reflect

- What are different ways of serving the ball in volleyball game to perform?
- How did you proceed to perform those different ways of serving the ball?

Connect

- What are conditions do you need to execute: underhand serve, overhand serve, jump serve and tennis serve?

Apply

- How will you use technical skills of serving the ball in volleyball game in your daily fitness daily routine?

LESSON 2: RECEPTION AND PASSING THE BALL

a) Learning objectives

By the end of the lesson, students will be able to:

- Identify and demonstrate different types passes in volleyball game
- Perform different types of passes in volleyball game situation

b) Teaching resources

Playground of volleyball ground, whistle, net of volleyball, cones, balls, watch, trees, rope.

c) Prerequisites

Students of senior four will develop better technical skills of receiving and passing the ball in volleyball game if they have developed basic physical qualities and performed basics technical skills of reception and passing the ball learned in ordinary level.

Learning activities



Opening discussions

- Let students brainstorm different technical skills of receiving and passing the ball learned in ordinary level
- Introduce passing techniques used in volleyball game
- Invite students to start warm up exercises

Warm up exercises

- As the whole class, with the guidance of the teacher, let students perform general warm up exercises and specific warm up based on body's parts to be used more while demonstrating and performing techniques of serving the ball;
- In pair/groups, let students stretch their muscles properly.
- Guide students during warm up and stretching exercises.

Lesson body

Activity 1



Underarm pass (bump) or forearm pass

- Demonstrate to the students underarm pass techniques accurately.
- Let students practice it individually or in groups.

When students are performing underarm passes remind them to:

- Position their legs according to the ball trajectory and desired direction.
- Position their arms and shoulders according to the ball trajectory and desired direction.
- Pass the ball according to the blocking and attacking side.
- Follow through the ball according to the target.

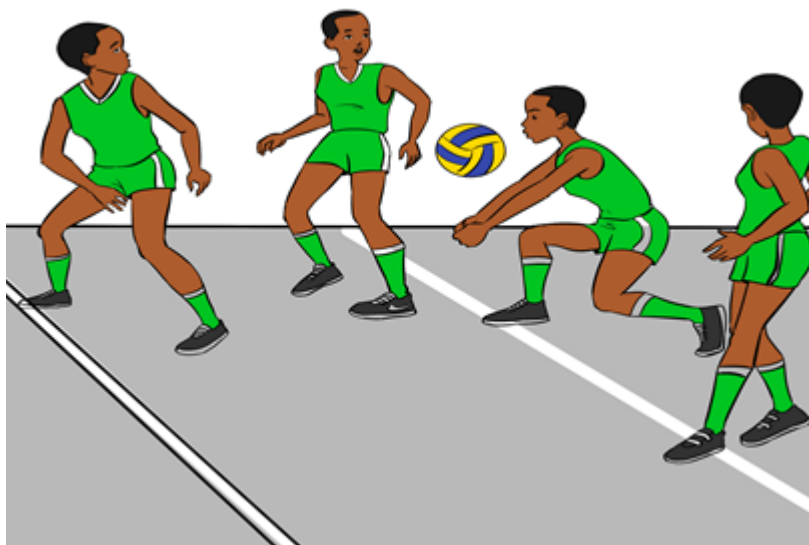


Fig 6.5: Underarm pass

Activity 1



Overhead pass

- Demonstrate to the students overhead pass technique accurately.
- Let student teachers practice it individually or in pairs.

When students are performing overhead pass remind them to:

- Position their legs on court according the teammate positions.
- Position their hands and shoulders according to the height of the ball.
- Pass the ball according to the desired direction and distance.
- Follow through and holding position according to the target.

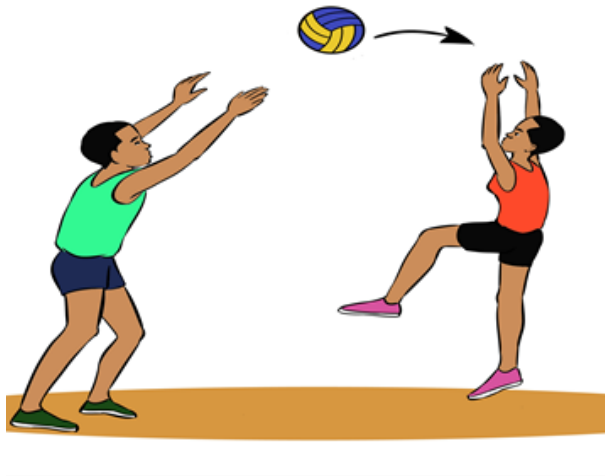


Fig 6.6: Underarm pass

Activity 3



Pass and follow using triangle

- Form three groups (A, B and C)
- Organize groups in a triangle
- Give the ball to A group
- Request student who is in front of the A group to pass to B and then after passing the ball must move behind to the B group
- The student stand in front of the B group must pass the ball coming from A group to C group, immediately this one should also run quickly to be placed behind the C group

- The student stands in front of C group pass the ball to A group and this one run quickly to be placed behind the A group
- The game continues this way until all members of A, B and C group Finnish to execute their passes
- Encourage students to make perfect passes to their partners

Activity 4



- Form group of three students
- Form groups of students based on number of balls on the court
- Request two players to stand in front of each other separated by 2 meters
- Ask the other student to stand in the middle of the two players
- The two students have to toss the ball while the other student has to move between them and pass the ball back to the tosser by using underhand or overhand pass
- Switch the roles
- Count passes for each students

Activity 5



- Form groups of students based on number of balls on the court
- Give the ball to each group
- Request one student for each group to go inside the circle
- Request the player in the middle to pass the ball to the students on the circle,
- Ask students in a circle to pass the ball to each other so that the ball does not drop or be intercepted by the player who is in the middle
- When the student in the middle gets the ball, the student who lost the ball goes into the middle and the game continues

Variation

- Request student in a circle to extend the circle 1 m back, 2 metres back etc.

- Add 2 or 3 students inside the circle
- Request students to increase the speed of passes

During teaching and learning passing in volleyball, a teacher may facilitate students in the following ways:

- Explain to the student's techniques of passing in volleyball.
- Demonstrate different passing techniques.
- Let them perform different techniques of volleyball passes on the court in groups or pairs.



Application activity

- Form groups of six students
- Let groups play the normal volleyball game
- Fix points to reach for winning a set (5, 10, 15, 20 or 25)
- The team wins the set must play with next team
- All teams must play the game
- The winner is the group wins many matches

Cool down exercises

- Let students do light exercises and stretch their group of muscles by insisting on most used parts;
- Randomly, one of students leads cool down exercises;
- Guide them while stretching their muscles systematically.

Closing discussions

Reflect

- What are different ways of reception and passing the ball in volleyball game to perform?
- How did you proceed to perform those different ways of receiving and passing the ball?

Connect

- What are conditions do you need to execute: underhand pass and overhand pass?

Apply

- How will you use technical skills of receiving and passing the ball in volleyball game?

LESSON 3: SETTING THE BALL

a) Learning objectives

By the end of the lesson, students will be able to:

- Identify and demonstrate ways of setting the ball in volleyball
- Set the ball in volleyball game situation

b) Teaching resources

Playground of volleyball ground, whistle, net of volleyball, cones, balls, watch, trees, rope.

c) Prerequisites

Students of senior four will develop better technical skills of setting the ball in volleyball game if they have developed basic physical qualities and performed basics technical skills of setting the ball learned in Ordinary Level.

Learning activities



Opening discussions

- Let students brainstorm different technical skills of setting the ball learned in Ordinary level
- Introduce setting techniques used in Volleyball game
- Invite students to start warm up exercises

Warm up exercises

- As the whole class, with the guidance of the teacher, let students perform general warm up exercises and specific warm up based on body's parts to be used more while demonstrating and performing techniques of setting the ball;
- In pair/groups, let students stretch their muscles properly.
- Guide students during warm up and stretching exercises.

Lesson body

Activity 1



Hand (or overhand) setting

Two students face each other and set balls back and forth. The correct body position is with the ball, forehead and hips in a vertical line. After person sets ball, move forward three steps. Stay there until after partner passes ball, move to ball and set again.

Variation:

Extend the distance between two students by 2m and perform the same exercise.

Activity 1



A student throws the ball up to themselves and practices setting the ball over and over trying to set directly above their head. This helps with ball control as the setter must place the ball directly above or near themselves to continue to set the ball multiple times and count number of throws performed before the ball falls down.

While performing overhand setting technique remind students to:

- Put their hands up early.
- Put their forefingers and thumbs around three panels.
- Place their hands around the ball.
- Orient their thumbs to cheekbones.
- Keep their wrists straight.
- To maintain their elbows slightly down and forward.
- Follow through (straighten arms) and hold position.
- Avoid lifting the ball



Fig 6.7: Hand (or overhand) setting

Dump (or underhand) setting

Activity 3



Two students stand facing each other and set balls back and forth using underhand. The correct body position is with the ball, forehead and hips in a vertical line. After person sets ball, move forward three steps. Stay there until after partner passes ball, move to ball and set it again.

Variation

Extend the distance between two students by 2m and perform the same exercise.

Activity 4



Students practice setting as balls are thrown to them down a line, they must move constantly to get to each ball. This exercise can be timed by the teacher, or they can determine a number of sets the student must make before finishing. Students throw the ball to each other in couples.

While performing dump or overhand setting remind students to:

- Position their body on court according to the net set up.
- Orient the ball according to the attacker position.
- Contact the ball according to volley ball rules and regulations.

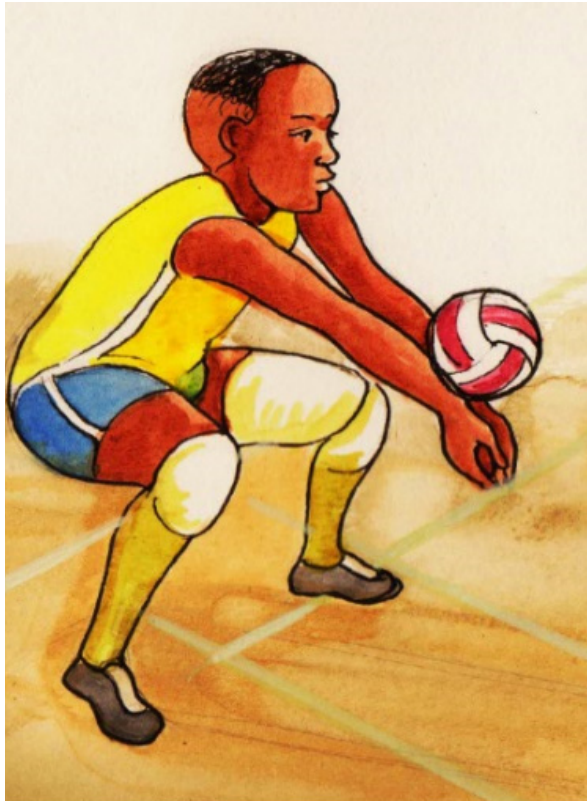


Fig 6.8: Dump (or underhand) setting



Application activity

Organise a volleyball game by grouping students into two teams of six players , and ask them to play a normal game of volleyball by insisting on setting (overhand and underhand) as they play ,make corrections where it is necessary.

Cool down exercises

- Let students do light exercises and stretch their group of muscles by insisting on most used parts;
- Randomly, one of students leads cool down exercises;
- Guide them while stretching their muscles systematically.

Closing discussions

Reflect

- What are different ways of serving the ball in volleyball game to perform?
- How did you proceed to perform those different ways of serving the ball?

Connect

- What are conditions do you need to execute: underhand serve, overhand serve, jump serve and tennis serve?

Apply

- How will you use technical skills of serving the ball in volleyball game in your daily fitness routine?

LESSON 4: SPIKING THE BALL

a) Learning objectives

By the end of the lesson, students will be able to:

- Identify and demonstrate spiking skills in volleyball game
- Attack the ball in volleyball game situation

b) Teaching resources

Playground of volleyball ground, whistle, net of volleyball, cones, balls, watch, trees, rope.

c) Prerequisites

Students of senior four will develop better technical skills of spiking the ball in volleyball game if they have developed basic physical qualities and performed basics technical skills of spiking the ball learned in ordinary level.

Learning activities



Opening discussions

- Let students brainstorm different technical skills of spiking the ball learned in ordinary level
- Introduce attacking techniques used in volleyball game
- Invite students to start warm up exercises

Warm up exercises

- As the whole class, with the guidance of the teacher, let students perform general warm up exercises and specific warm up based on body's parts to be used more while demonstrating and performing techniques of serving the ball;
- In pair/groups, let students stretch their muscles properly.
- Guide students during warm up and stretching exercises.

Lesson body

During teaching spiking technique in volleyball, facilitate students in the following ways:

- Explain to students how to execute a spike in volleyball.
- Demonstrate to students how to execute: back row attack, open hand

tip, standing spike, off speed spike and let them perform on the court in groups or pairs.

- Make a good coordination of the steps for jumping on two feet.

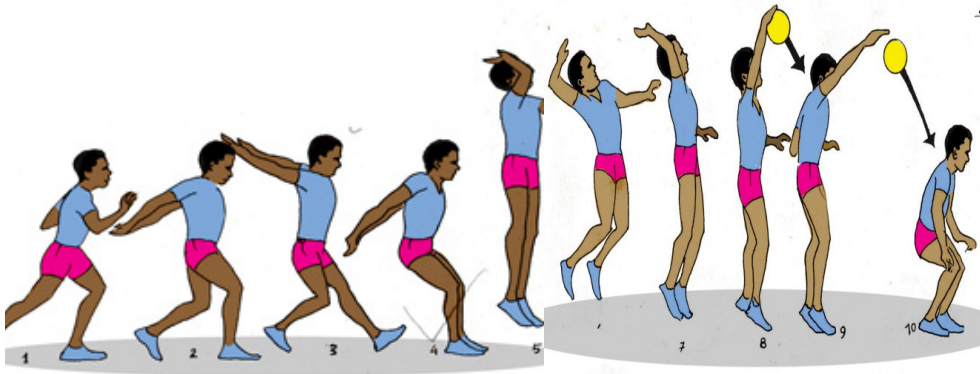


Fig 6.9: Steps of attacking



Fig 6.10: Attacking in volleyball



Application activity

Organise a volleyball match by dividing students into two teams of six players, and ask them to play a normal game of volleyball by insisting on scoring a point using a spike. As they play, make corrections where it is necessary.

Cool down exercises

- Let students do light exercises and stretch their group of muscles by insisting on most used parts.

- Randomly, one of students leads cool down exercises.
- Guide them while stretching their muscles systematically.

Closing discussions

Reflect

- What are challenges/ advantages to perform techniques of attack?
- How did you proceed to perform those techniques of attack?

Connect

- What are conditions do you need to practice techniques of attack?

Apply

- How will you use techniques of volleyball attack in your dailyfitness routine?

LESSON 5: BLOCKING THE BALL

a) Learning objectives

By the end of the lesson, students will be able to:

- Identify and demonstrate different ways of blocking the ball in Volleyball game
- Block the ball in volleyball game situation

b) Teaching resources

Playground of volleyball, whistle, net of volleyball, cones, balls, chasubles, watch, trees, rope.

c) Prerequisites

Students of senior four will develop better technical skills of blocking the ball in volleyball game if they have developed basic physical exercises and perform basics technical skills of blocking the ball learned in Ordinary Level.

Learning activities



Opening discussions

- Let students brainstorm different technical skills of blocking the ball learned in Ordinary level
- Introduce blocking techniques used in Volleyball game
- Invite students to start warm up exercises

Warm up exercises

- As the whole class, with the guidance of the teacher, let students perform general warm up exercises and specific warm up based on body's parts to be used more while demonstrating and performing techniques of blocking the ball;
- In pair/groups, let students stretch their muscles properly.
- Guide students during warm up and stretching exercises.

Lesson body

Activity 1



When teaching different services in volleyball game, facilitate students in the following ways:

- Let students demonstrate how to block the ball using different ways as they have learned in ordinary level,
- Explain to students how to use different ways of blocking the ball where is needed,
- Clarify different steps of executing different ways of blocking the ball, use demonstrations where are needed
- Let students perform different steps of making block in pairs or in groups/teams.

While performing steps of blocking techniques remind them to:

- Handle the ball according to the height of the setting.
- Move feet according to the attack zone and movements.
- Take position of the feet and body balance according to the position of the attacker.
- Make timing of the attack and react according to the movement of the attacker.
- Take the blocking position according to the timing of the attacker and action.
- Jump and take position of the hand adequately according to the attack height.
- Open hands and spread fingers according to the attacker's power.
- Orient the ball according to the direction of the attack.
- Land on both feet carefully according to the core body balance.

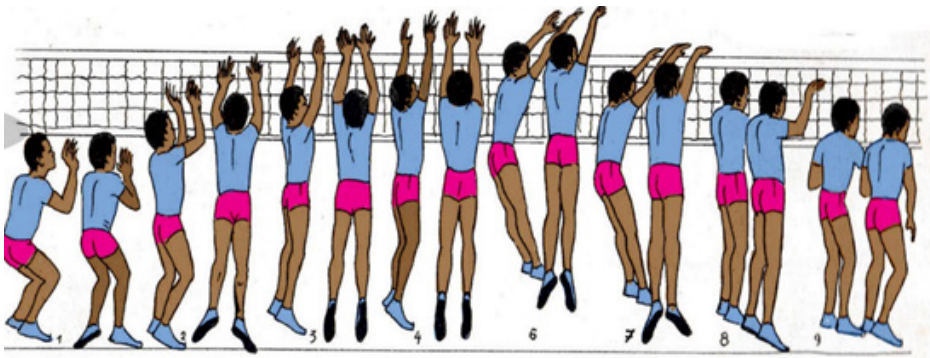


Fig 6.11: Steps of blocking

Activity 2



Single block

- Demonstrate to the students how to execute single block in volleyball.
- Let students perform it individually.

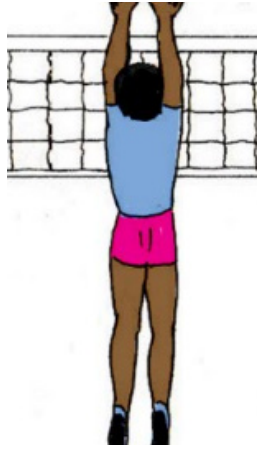


Fig 6.12: Single block

Activity 3



Double block

- Demonstrate to the students how to execute double block in volleyball.
- Let students perform it in pairs.

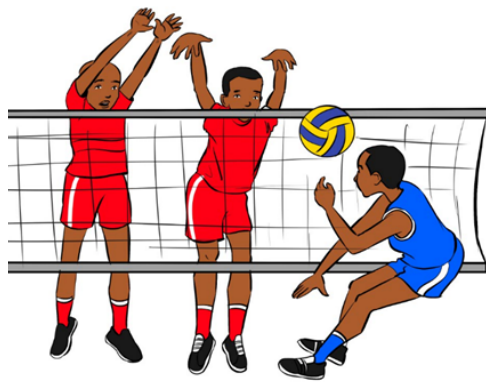


Fig 6.13: Double block

Activity 4



Triple block

- Demonstrate to the students how to execute triple block in volleyball. Let students perform it in groups.



Fig 6.14: Triple block

Digging in volleyball

Activity 5



Explain to the students that during defending the opponent's attack, digging is one of the defensive tactics to use when the block has failed to stop strong spikes.

Demonstrate to the students how to apply it and let students perform digging during game situation.



Fig.5.15: Digging the ball

Cool down

- Let students practise cool down exercises and light stretching by focusing on used muscles.
- Guide them how they can stretch their muscles accordingly.

Closing discussions

Reflect

- What are challenges/ advantages did you face while performing techniques of volleyball?
- How did you proceed to perform those techniques?

Connect

- What are conditions do you need to perform techniques?

Apply

- What is the usefulness of techniques of volleyball?
- How will you use techniques of volleyball in your daily fitness routine?

5.6 Additional information to the teachers

» Serving

Serving is the first weapon that can generate an immediate point, begin a game,

or an offense. A well-placed serve is also difficult to pass puts the opponent at a disadvantage. Focus on correct technique and strive for success.

» **Passing (Underhand) Accurate and consistent passing can result in an aggressive multiple attacks.**

Be sure that students are in the ready position preparing to execute the proper technique before the serve and during a rally.

» **Passing (Overhand) Overhand**

passing is the next important part of the pass-set-spike sequence for a successful attack. In fact, an excellent set from a bad pass can still result in a “kill”. The student forms a triangle with the fingers and thumbs of both hands around the ball above the forehead (thumbs do not touch). Index fingers and thumbs form the triangle around 3 panels (18-panel ball).

» **Blocking:**

Defend a well timed and effective block diffuses an offensive attack. The student is near the net, moves into position with hands up quickly. Student focuses on the ball and jumps vertically so that maximum height is achieved when the ball is above net and contacted.

Arms are raised and extended above the head; hands are close together with fingers open; wrists are in line with arms (wrist parallel), and hands are slightly forward. A firm and straight-arm position is maintained so that the ball rebounds off hands and is not struck. If possible, student reaches up and over the net with arms and hands pointed in a downward position for a rebound. The student lands facing the net while keeping the upper body in control and knees bent to absorb the shock.

» **Digging:**

When the ball does not come directly at a student, it may be impossible to play the ball from a regular underhand passing standing position. The student still focuses on the ball and takes a step with the near foot in the direction of the oncoming ball. The body is extremely low when playing the ball. To ensure that the student does not hurt himself/herself, the student will continue the momentum and either slide or roll out of the play. The goal is to get the ball up to the target and safely return to the ready position as quickly as possible.

5.7 End unit assessment



End unit assessment

Set exercises of serving, receiving, passing, setting, spiking, blocking and digging the ball

Organize a volleyball game and observe the ability to apply these techniques in a game situation.

Observe:

- The use of correct volleyball techniques: serving, receiving, passing, setting, spiking, blocking and digging

5.8 Additional activities

5.8.1 Remedial activities

In groups, students execute different exercises of blocking by using: One on one block, double, triple block during a normal volleyball game.

5.8.2 Consolidation activities

In groups, students execute different types of digging: traditional volleyball dig, dive or rolling, overhand dig during a normal volleyball game.

5.8.3 Extended activities

Students participate in different competitions of volleyball organized by the school

6.1. Key unit competence:

Develop basketball technical skills

6.2. Prerequisite (Knowledge, skills, attitudes and values)

Students of senior four will learn better basketball technical skills if they have mastered fundamental basketball techniques learned in ordinary level

6.3. Cross-cutting issues to be addressed

Gender

In teaching and learning process of basketball, the teacher must prepare and provide physical activities that engage both girls and boys equally to exploit their full potential and talents without any discrimination or prejudice.

Inclusive education

The teacher as a facilitator he/she must consider different special education needs and select basketball activities to adapt his/her teaching approaches to students. This creates a positive attitude and helps all students to participate actively and develop their competence levels.

Financial education

The teacher should integrate financial education into his/her teaching/learning activities by providing the local and no cost teaching material where is possible. He/she must encourage students to make their own materials that can help them to develop competences not only in sports at school but also in their daily life.

Standardization culture

The teacher must choose and select the standardized materials to use in his/her teaching/learning process of basketball. It is necessary to provide appropriate materials required to the levels of students and help them to develop culture of checking and using the quality of sport materials for the competitions before

using them in order to prevent injuries and other accident

Environment and sustainability

The teacher should provide materials and deliver the lesson by encouraging students to protect the environment and well use of materials. The teacher helps them to develop the spirit of keeping safe the environment they use in physical education and sports activities.

Peace and values education

The teacher helps students to develop fair play and social values by avoiding violence and conflict in their basketball games and by setting clear and relevant instructions. He/she should provide the activities that help students to develop their competence peacefully.

Comprehensive sexuality education

The teacher provides basketball activities and sets instructions that prevent sexual harassment, any kind of gender-based violence like sexual abuse and physical contacts oriented to the sexuality intention

Genocide studies

While conducting basketball exercises the teacher should take a time to explain students how sports should be used to fight against Genocide ideology and how to prevent it. For example, to organize Genocide memorial tournaments at school and give the message related to the Genocide.

6.4. Guidance on introductory activity

Before introducing the lesson one of this unit, you must introduce the whole unit. The teacher as a guide, facilitator and expert, ask questions or give activity related to technical skills used in basketball in order to help students to predict what to be learned in the whole unit.

6.5. List of lessons/sub-heading

#	Lesson title	Learning objectives	Number of periods
1	Exercises of reception and passing the ball	Identify different techniques of reception and passing the ball in basketball game Perform exercises of reception and passing the ball in basketball game	2 period
2	Exercises of dribbling the ball	Identify techniques of dribbling the ball in basketball game perform exercises of dribbling the ball in basketball game	2 periods
3	Exercises of shooting the ball	Identify techniques of shooting the ball in basketball game Perform exercises of shooting the ball in basketball game	2 periods
4	End unit assessment	Assessing the students' level of performance in reception and passing the ball, dribbling and shooting the ball in basketball game.	1 period

LESSON 1: EXERCISES OF RECEPTION AND PASSING THE BALL

a) Learning objective

By the end of the lesson students of senior four will be able to:

- Identify different techniques of reception and passing the ball in basketball
- Perform exercises of reception and passing the ball in basketball game

b) Teaching resources

Basketball court, rim and post, balls, cones, whistle, watch/stopwatch, training bibs.

c) Prerequisites/Revision/Introduction

Students of senior four will develop technical skills of reception and passing the ball in basketball if they have performed basic techniques of reception and passing the ball in basketball learned in ordinary level and have developed basic physical qualities.

Learning activities



Opening discussions

- Ask the students to brainstorm different technical skills of playing basketball, which can help them in attacking.
- Introduce the topic of the day.
- Invite students to start warm up exercises

Warm up exercises and stretching exercises

Let students perform general warm up exercises and specific warm up based on the most body's parts to be used to develop technical skills of reception and passing the ball in basketball and stretch their muscles properly.

See below some useful exercises to use:

- Jogging and sprinting on the court.
- Lateral high knees
- Skips
 - Guide them while performing warm up and stretching.
 - Help them/demonstrate/correct where is necessary.

Lesson body

Activity 1



Reception of the ball

- In group of two or three students holding the ball at chest level with both hands.
- Standing shoulder width apart.
- Slightly bending the knees.
- Stepping forward when passing.
- Hitting the ball to the ground about two thirds of the way to the receiver. Mentioning that the ball should bounce into the receiver's hands.

Teacher may facilitate students while executing exercises of reception the ball in basketball:

- Demonstrate to the students how catching the ball should be performed.
- In pairs let students perform several exercises of reception the ball.

While students are performing exercises of catching the ball in basketball remind them to:

- Keeping hands out from the chest.
- Keeping fingers pointed up and spread comfortably, with the thumbs almost touching each other.

Tell to the students that this position enables students to immediately get a good hold on the ball.

- Keeping their eyes on the ball until they touch it.
- Reception the ball according to the height and speed. When the ball hits fingers, bring it towards the chest holding it firmly

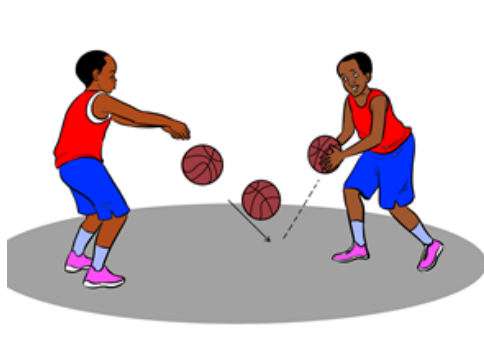


Fig. 6.1: Exercises of reception of the ball

Variation

- In group of two or three students holding the ball at the chest level with both hands.
- Standing shoulder width apart. Slightly bending the knees. Stepping forward when passing.
- Realizing the ball forward to the receiver.

Mentioning that the ball should reach the receiver's hands at the chest level.

Activity 2



Chest pass

During executing chest pass, a teacher should facilitate students in the following ways:

- Demonstrate to the students how chest pass should be executed perfectly.
- In pairs let students apply chest pass effectively.
- Help students while performing chest pass by correcting their gestures/ actions where is necessary or needed.

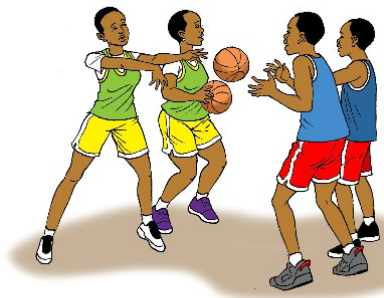


Fig.6.2: Exercises of chest pass

Activity3



Overhead pass

During performing overhead pass, a teacher should facilitate students in the following ways:

- Demonstrate to the students how overhead pass should be performed accurately
- Let students apply what they have learned
- Help them while performing overhead pass by correcting their gestures/ actions where is necessary or needed.

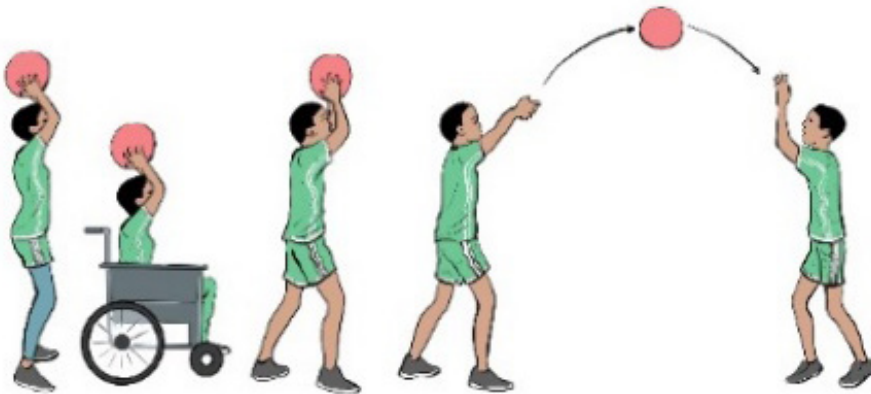


Fig.6.3: Overhead pass exercises

Activity 4



Bounce pass

During performing bounce pass, a teacher should facilitate students in the following ways:

- Demonstrate to the students how bounce pass should be performed accurately.
- Help them while performing bounce pass by correcting their gestures/ actions where is necessary or needed.
- Let students apply what they have learned in pairs/teams

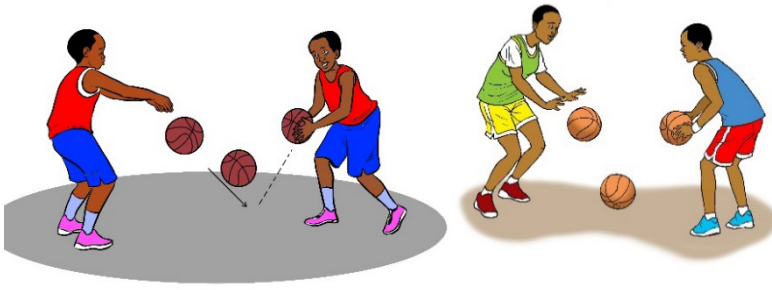


Fig.6.4: Exercises of bounce pass

Activity 5



No look pass

During performing no look pass, a teacher should facilitate students in the following ways:

- Demonstrate to the students how no look pass should be performed accurately.
- Help them while performing no look pass by correcting their gestures/ actions where is necessary or needed.
- Let students apply what they have learned in pairs/teams





Fig.6.5: No look pass exercises

Activity 6



Outlet pass

During performing outlet pass, a teacher should facilitate students in the following ways:

- Demonstrate to the students how outlet pass should be performed accurately
- Help them while performing outlet pass by correcting their gestures/ actions where is necessary or needed.
- Let students apply what they have learned in pairs/teams

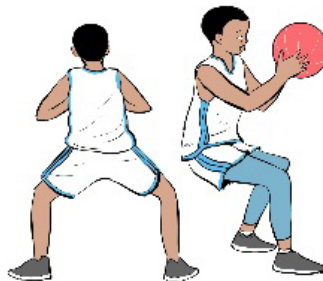


Fig.6.6: Outlet pass exercises



Application activity

On the basketball court, divide students into groups and let them play normal game by using chest, bounce, outlet pass, no look passes and overhead passes. One team should face another team while playing. Change groups after 2 minutes.

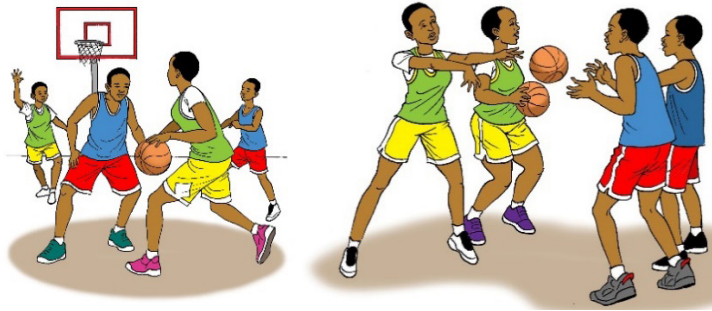


Fig.6.7: Different exercises of passing the ball

Variation 1

In groups of two or more students holding the ball at chest level with both hands. Standing shoulder width apart. Slightly bending the knees. Stepping forward when passing. Students execute learned passes. The receiver executes the opposite pass. They perform passes from one place to another by increasing the speed.



Fig.6.8: Students passing the ball two by two

Variation 2

In groups of two or more students holding the ball at chest level with both hands.

Experimental version

Standing shoulder width apart. Slightly bending the knees. Stepping forward when passing. Students execute learned passes. The receiver executes the opposite pass. They perform passes from one place to another by increasing the speed. The groups can play the consecutive passes



Fig.6.9: Consecutive pass exercises

Cool down exercises

Let students do light exercises and stretch their group of muscles by insisting on most used parts.

- Randomly, one of students leads cool down exercises.
- Guide them while stretching their muscles systematically.

Closing discussions (RCA)

Reflect

- Which are ways should you use to perform learned exercises in basketball?
- What are challenges did you face while performing reception and passing the ball?
- Describe different types of passes used in basketball

Connect

- How reception and passing are useful in basketball game?

Apply

- How could techniques of reception and passing the ball in basketball help you to become best players in basketball game?

LESSON 2: EXERCISES OF DRIBBLING THE BALL

a) Learning objective

By the end of the lesson students of senior four will be able to:

- Identify different ways of dribbling the ball in basketball game
- Perform different ways of dribbling the ball in basketball game

b) Teaching resources

Basketball court, rim and post, balls, cones, whistle, watch/Stopwatch, training bibs

c) Prerequisites/Revision/Introduction

Students of senior four will develop technical skills of dribbling the ball in basketball if they have performed basic techniques of dribbling the ball learned in ordinary level and have developed basic physical qualities.

Learning activities



Opening discussions

- Ask the students to brainstorm different technical skills of playing basketball, which can help them in attacking
- Introduce the topic of the day.
- Invite students to start warm up exercises

Warm up and stretching exercises

Let students perform general warm up exercises and specific warm up based on the most body's parts to be used in develop technical skills of dribbling the ball in basketball and stretch their muscles properly.

See below some useful exercises to use:

- Jogging and sprinting in the court.
- Lateral high knees
- Skips
- Guide them while performing warm up and stretching exercises
- Help them/demonstrate/correct where is necessary.

Lesson body

Activity 1



Pull back dribble

- Demonstrate to the students how pull back dribble should be performed accurately
- Individually, let students makes dribbles using pull back dribbling

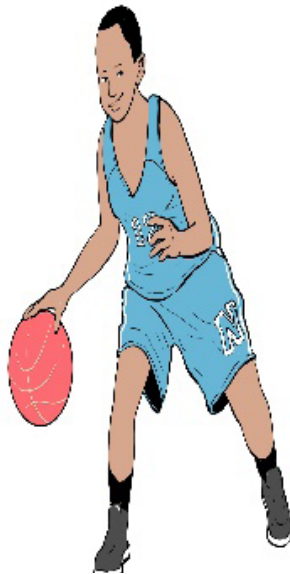


Fig.6.10: Exercises of dribbling the ball

When students are performing pull back dribble remind students to:

- Create space or to set up a second move that takes the student past the defender.
- Plant or put the weight on the forward foot and rock back so that the weight shifts to the rear foot.
- Slide the fingertips to the front of the ball and pulls it back, bouncing the ball to the side of the body.
- Push off the rear foot in a change of speed and/or direction. For example, in a “pullback and go” move, the student stops with a pullback dribble. Then, as the defender reacts to the pullback, the student drives past on either side.

Activity 2



Front crossover

- Demonstrate to the students how front crossover dribble should be performed accurately
- Individually, let students makes dribbles using front crossover dribbling

When students are performing front crossover dribbling remind them to:

- Plant the outside foot, pushes off diagonally to the inside and steps in the new direction with the inside foot.
- Slide the fingertips to the outside of the ball and pushes the ball down and across the body in the new diagonal direction.
- Bounces the ball just in front of the inside foot into the control of the other hand.

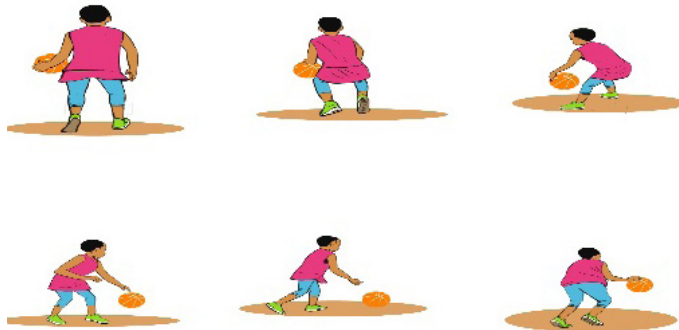


Fig.6.11: Front crossover exercises

Activity 3



Behind the back dribble

- Demonstrate to the students how behind the back dribble should be performed accurately
- Individually, let students makes dribbles using behind the back dribbling



Fig.6.12: Behind the back dribble exercises

Activity 4



Between the legs crossover dribble

- Demonstrate to the students how between the legs crossover dribble should be performed accurately.
- Individually, let students makes dribbles using between the legs crossover dribbling

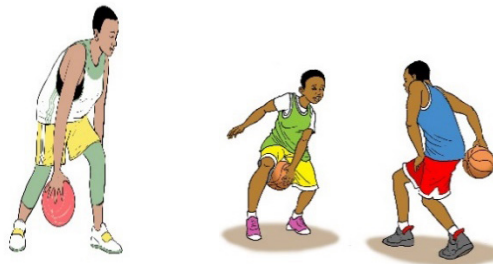


Fig.6.13: Between the legs crossover dribble exercises

Activity 5



Behind the back crossover

- Demonstrate to the students how behind the back crossover dribble should be performed accurately.
- Individually, let students makes dribbles using behind the back crossover dribbling

When students are performing behind the back crossover dribbling remind students to:

- Plant the outside foot, pushes off and steps diagonally with the inside foot.
- Slide the fingertips to the outside of the ball and pulls the ball down and behind the body in the new diagonal direction.
- Bounce the ball just under the inside hip into the other hand.

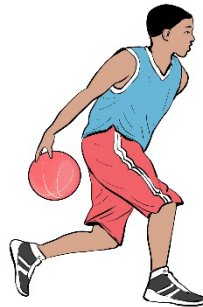


Fig.6.14: Behind the back crossover exercise

Activity 6



Spin dribble

- Demonstrate to the students how spin dribble should be performed accurately.
- Individually, let students makes dribbles using spin dribbling

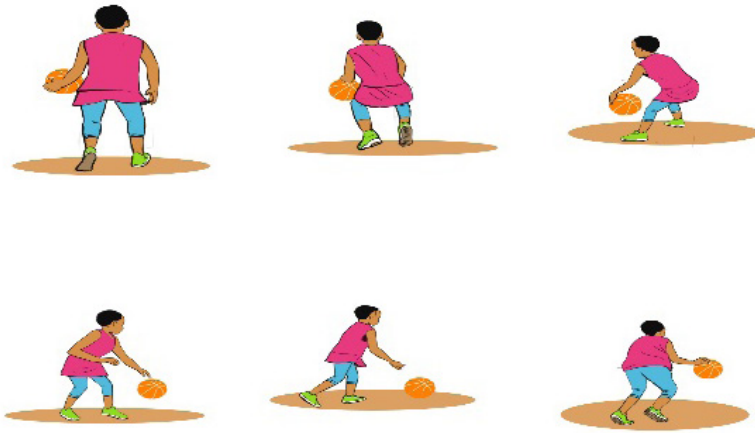


Fig.6.15: Spin dribble exercises

Activity 7



Inside and outside dribble

- Demonstrate to the students how inside and outside dribble should be performed accurately.
- Ask students to slide the fingers to the outside of the ball and pushes it toward the center of the body.
- As the hand/ball moves toward the inside, the students turn or rolls the hand slightly so that the fingertips are on the inside of the ball.
- The students then throw the ball down and diagonally ahead to the outside.
- Remind them to control the ball as it bounces off the floor with the same hand.
- Individually, let students makes dribbles using inside and outside dribble dribbling

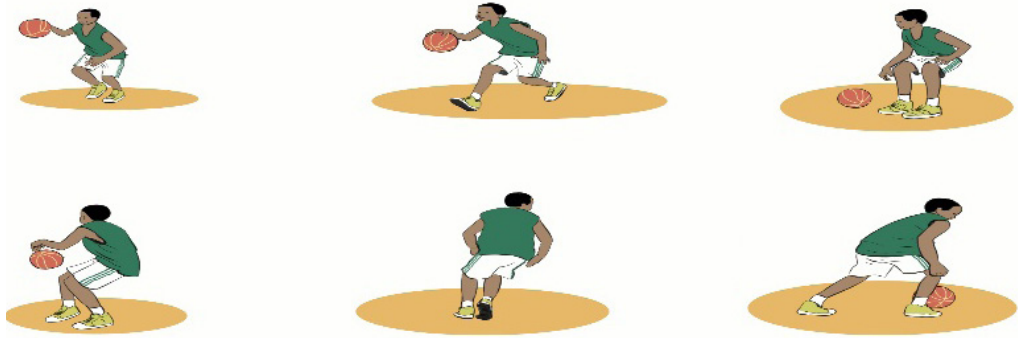


Fig.6.16: Inside and outside dribble exercises

Activity 8



Crab dribble

- Tell students to keep the back to the defender and each dribble is a low bounce between the feet.

The body low and the feet shoulder width apart.

When students are dribbling the ball using crab dribbles remind them to:

- Back up in a series of short, diagonal zigzags, like a defensive shuffle. The feet do not cross when moving.
- Ask students to look over their shoulder to see the court and uses the non-dribbling hand and arm to keep the defender away from the ball.
- Keep their back to the defender and the basket.
- Shuffle backward (toward the basket) in a series of diagonal zigzags.
- Change directions, the students plant one foot and make a reverse pivot and then shuffles in the new diagonal direction.



Fig.6.17: Crab dribble exercises



Application activity

On the basketball court, divide students into groups of three or five and let them play normal game by using crab dribble, inside and outside dribble, spin dribble, behind the back crossover dribble, between the legs crossover dribble, behind the back dribble, front crossover dribble and pullback dribble. One team should face another team while playing. Change groups after 5 minutes to allow all students to participate and perform dribbling

Cool down exercises

Let students do light exercises and stretch their group of muscles by insisting on most used parts.

- Randomly, one of students leads cool down exercises.
- Guide them while stretching their muscles systematically.

Closing discussions (RCA)

Reflect

- Which are ways should you use to perform dribbling exercises in basketball?
- What are challenges did you face while performing dribbling exercises?
- Describe different types of dribbling used in basketball

Connect

- How dribbling techniques are useful in basketball game?

Apply

- How could techniques of dribbling the ball in basketball help you to become best players in your teams/society?

LESSON 3: EXERCISES OF SHOOTING THE BALL

a) Learning objective

by the end of the lesson, students will be able to:

- Identify techniques of shooting the ball
- Perform shooting exercises in the game situation

b) Teaching resources

Basketball court, rim and post, balls, cones, whistle, watch/stopwatch, chasuble and observation checklists

c) Prerequisites/Revision/Introduction

Students of senior four will develop technical skills of shooting the ball in basketball if they have performed basic techniques of reception, passing, dribbling the ball in basketball learned in previous lessons and in ordinary level and have developed basic physical qualities.

Learning activities



Opening discussions

- Ask the students to brainstorm different technical skills of playing basketball, which can help them in attacking. Introduce the topic of the day. Invite students to start warm up exercises

Warm up and stretching exercises

Let students perform general warm up exercises and specific warm up based on the most body's parts to be used in developing technical skills of shooting the ball in basketball and stretch their muscles properly.

- Guide them while performing warm up and stretching exercises
- Help them/demonstrate/correct where is necessary.

Lesson body

Techniques of shooting the ball

Activity 1

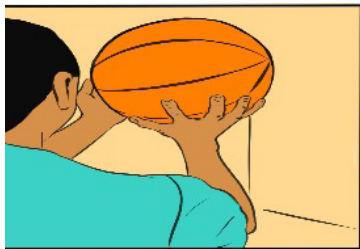


Set shot (for free throws)

Demonstrate to the students how to execute set shot and let them perform it, and let them perform learned skills individually.

When students are performing free throws remind them to:

- Stand shoulder width apart. Make a couple of dribbles. Hold the ball and bring it below eye level. Take in deep breaths. Picture the ball going through the rim(goal). Arc the ball into the rim(goal). Not to jump when making this shot. Keep the shooting arm up and fully extended until the ball goes in the basket.



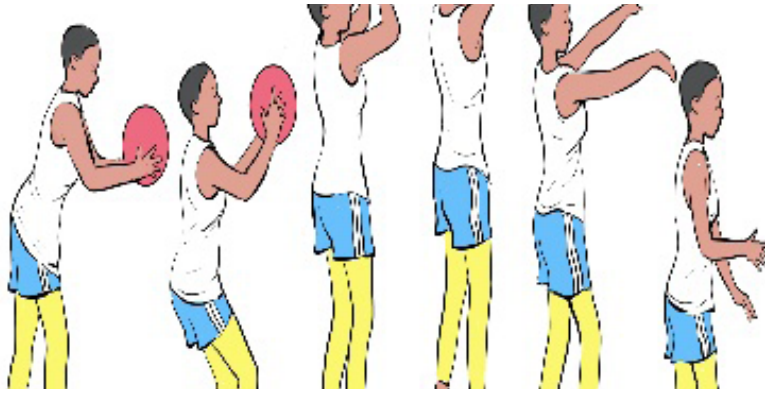


Fig.6.18: Exercises of shooting techniques

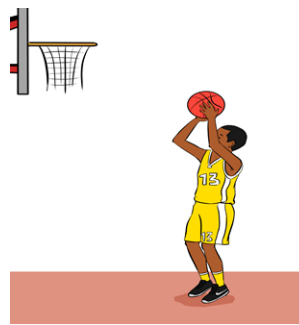


Fig.6.19: Exercises of shooting

Activity 2



Jump shot

Demonstrate to the student how to execute jump shot and let student perform it individually.

When students are performing jump shot remind them to:

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



Fig.6.20: Jump shot exercises

Lay up

Activity 3



Steps of attempting jump shot technique of layup

Explain to the students how to execute lay up in basketball by respecting four-count sequence: inside, outside, inside and up.

» Inside:

The student plants the inside foot (opposite side to the shooting hand) and picks up the ball or catches a pass.

» Outside:

The student plants the outside foot (same side as the shooting hand).

That foot is now the pivot foot.

» Inside:

The student takes a long step and lands on the inside foot.

The student jumps off the inside foot, driving the outside knee upward towards the target.

- That jump and knee thrust elevate the shooter and turns the body to the goal.
- The jump is upward rather than forward.
- Demonstrate how lay-up should be performed.
- In pairs let student teachers apply lay-up technique.

While students are performing right sided layup remind them to:

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

While students are performing left sided layup remind them to:

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



Fig.6.21: Performing lay-up technique



Application activity

In groups of three to five students make teams, on a single file facing the basket, ball with student at front of file.

Shoot, shooter follows in for own rebound and passes out to next student in file.

Competition between teams to develop they technical skills of shooting

Students may vary strategies of shooting from set shot, jump shot (free throw) and lay-up.

Cool down exercises

- Jog 2 lengths of the basketball court without speed and twice walk the lengths of the basketball court.
- Execute different types of body movements during the exercise
- Stretch major muscle groups: biceps, triceps, quadriceps, hamstrings, lower back, upper back, shoulders.
- Help them/demonstrate/correct where is necessary.

Closing discussion

Reflect

- How did you proceed to succeed shootings in basketball? Which challenges did you face during shooting exercises?

Connect

- Can you identify types of shoots that a player may use during playing basketball?
- Assume you have received the ball from teammate and you are approaching the basket by dribbling, how could you proceed in order to score a point?

Apply

- How technical skills of shooting in basketball will help you to be successful player in the teams/ society?

6.6. Additional Information for teacher

Basketball is played by two (2) teams of five (5) players each. The aim of each team is to score in the opponents' basket and to prevent the opponent team from scoring.

Passes

A pass is a method of moving the ball between team mates.

Most passes are accompanied by a step forward to increase power and are followed through with the hands to ensure accuracy.

There are different passes as follow:

- **The chest passes** are done when the ball is performed directly from the passer's hands at his/her chest level to the receiver's hands at the chest level. A proper chest pass involves an outward snap of the thumbs to add velocity and leaves the defense little time to react.
- **The bounce pass** is done when passer bounces the ball crisply about two-thirds of the way from his own chest to the receiver. The ball strikes the court and bounces up toward the receiver.
- **The overhead pass** is used to pass the ball over a defender. The ball is released while it's delivered over the passer's head.
- **The outlet pass** occurs after a team gets a defensive rebound. The next pass after the rebound is the outlet pass.
- **The-back pass** is done when a player involves throwing the ball behind the passer's back to a teammate.

Dribbling

Dribbling is the act of bouncing the ball continuously with one hand, and is a requirement for a player to take steps with the ball. While dribbling, a player pushes the ball down towards the ground with the fingertips rather than patting it; this ensures greater control.

It is therefore important for a player to be able to dribble competently with both hands.

Good ball handlers frequently dribble behind their backs, between their legs, and switch directions suddenly.

Crossover, which is the most effective way to move past defenders while dribbling.

- **Pull back dribble:**

The pullback move is used by a student to create space or to set up a second move that takes the student past the defender.

- **The front crossover** is an explosive change of direction.
- **Between the leg crossover dribble:** The footwork and handwork are very similar for the between the legs crossover and the front crossover. Instead of bouncing the ball in front of the inside foot, the student bounces it underneath the inside leg and into the other hand.
- **Reverse crossover:** The reverse crossover is a slower but safer change of direction.

The student keeps the body between the ball and the defender.

Against persistent defenders, guards often use a series of reverse crossovers to advance the ball up court in a zigzag path.

- **The spin dribble** is a tight, fast reverse crossover.

This change of direction move is most effective when the student approaches close and head on at the defender. The student spins on the inside foot, turning the back to the defender, and comes out of the spin moving close to the original direction and path.

- **The inside-out dribble** is a quick move that fakes a change of direction. Some people call it a “half-crossover.” To the defender, it appears that the student is beginning a front crossover, but the ball does not change sides.
- **Crab dribble:** The students use the crab dribble to protect the ball while closely guarded and slowly moving a short distance. Guards sometimes use the crab when waiting for a screen or for a teammate to

get open for a pass. Post student use the crab to improve their position near the basket and to set up for a post move and inside score.

Shooting

Shooting is the act of attempting to score points by throwing the ball through the basket, methods varying with players and playing/game situations.

The ball is usually shot by jumping (though not always) and extending the shooting arm.

The shooting arm, fully extended with the wrist fully bent, is held stationary for a moment following the release of the ball, known as a follow-through.

Players may shoot directly into the basket or may use the backboard to redirect the ball into the basket.

- **The set-shot:** is taken from a standing position, with neither foot leaving the floor, typically used for free throws.
- **The jump-shot:** is taken in mid-air, the ball released near the top of the jump.
- **The lay-up:** this shot requires the player to be in motion toward the basket, and to “lay” the ball “up” and into the basket, typically off the backboard (the backboard-free, underhand version is called a finger roll).
- **The Slam dunk:** A shot in which the player jumps very high and throws the ball downward, through the basket whilst touching it.
- **The back-shot:** is a shot taken when the player is facing away from the basket, and may be shot with the dominant hand, or both; but there is a very low chance that the shot will be successful.

Playing court

The playing court shall have dimensions of 28m in length by 15m in width measured from the inner edge of the boundary line.

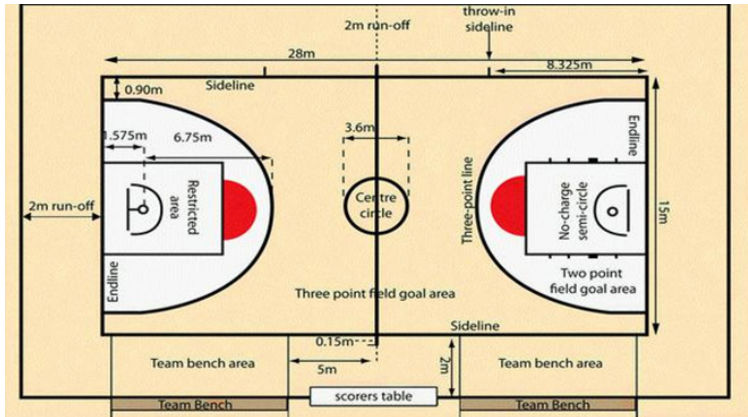


Fig.6.22: basketball court

Duration of the game

The game shall consist of four (4) periods of ten (10) minutes.

There shall be intervals of play of two (2) minutes between the first and second period (first half), between the third and fourth period (second half) and before each extra period.

Timeouts

A coach can stop the game to talk to their players; usually a coach can call 3 time-outs over the duration (maximum of 2 per half).

When a timeout is called players must hurry to the side line to talk with their coach.

Team composition

No more than twelve (14) team members entitled to play, including a captain.

Five (5) players from each team shall be on the playing court during playing time and may be substituted.

A player who has committed his five (5) fouls or has been disqualified must be substituted immediately (within approximately 30 seconds).

Scoring

To shoot the basketball through the hoop as often as possible

- Each time this happens 2 points will be added to your team's score.
- 3 Points will be awarded if the basketball is shot from outside the three points line.
- 1 point will be awarded if the basket is shot from the free-throw line.

Pivoting

While stationary (not passing or dribbling) the player holding the ball must always keep one of their feet on the floor, this is called the pivot foot.

Players can only lift their foot if they wish to dribble, pass or shoot the ball.

The pivot foot can twist but must remain in contact with the floor and in the same place.

If players move their foot / feet without dribbling, passing or shooting they are penalized and the ball given to the other team, this is called travel.

Fouls

No player may contact an opposition team member; this is called a foul. If a foul takes place while a player is shooting for a basket, the shooter is given free shots from the free-throw line.

- If the basket (while being fouled) is scored, 2 points are awarded and 1 free-throw is taken.
- If the basket misses.

Two free-throws are given

- If a player receives 5 fouls during a game they must leave the court and can take no more part in the game

Fouls and Violations

Personal fouls:

Personal fouls include any type of illegal physical contact.

- Hitting
- Pushing
- Slapping
- Holding

Illegal pick/screen: when an offensive player is moving.

When an offensive player sticks out a limb and makes physical contact with a defender in an attempt to block the path of the defender.

Technical foul

A player or a coach can commit this type of foul.

It does not involve player contact or the ball but is instead about the manners of the game.

Foul language, obscenity, obscene gestures, and even arguing can be considered a technical foul, as can technical details regarding filling in the scorebook improperly or dunking during warm-ups.

Sanction of technique foul

Two free throws are given to opposing team.

Violations in basketball game

- **Walking/traveling:**

Taking more than a step and a half without dribbling the ball is traveling. Moving your pivot foot once you've stopped dribbling is traveling.

- **Carrying/palming:**

When a player dribbles the ball with his hand too far to the side of or, sometimes, even under the ball.

- **Double dribble:**

Dribbling the ball with both hands on the ball at the same time or picking up the dribble and then dribbling again is a double dribble.

- **Held ball:**

Occasionally, two or more opposing players will gain possession of the ball at the same time.

In order to avoid a prolonged and/or violent tussle, the referee stops the action and awards the ball to one team or the other on a rotating basis.

- **Goaltending:**

If a defensive player interferes with a shot while it is on the way down toward the basket, while it is on the way up toward the basket after having touched the backboard, or while it's in the cylinder above the rim, it is goaltending and the shot counts.

If committed by an offensive player, it is a violation and the ball is awarded to the opponent team for a throw-in.

- **Backcourt violation:**

Once the offense has brought the ball across the midcourt line, they cannot go back across the line during possession. If they do, the ball is awarded to the other team to pass inbounds.

▪ Time restrictions:

A player passing the ball inbounds has five seconds to pass the ball. If he doesn't, the ball is awarded to the opponent team. Other time restrictions include the rule that a player cannot have the ball for more than five seconds when being closely guarded and, in some states and levels, shot-clock restrictions requiring a team to attempt a shot within a given time frame.

6.7. End unit assessment



End unit assessment

Game situation

Two lines A and B of students formed on an angle to the hoop. One ball is at the beginning of the shooting line. The first student dribbles towards the hoop and execute a lay-up by shooting the ball off the backboard at a 45-degree angle. After shooting, the next proceed to join the end of the rebounding line (left side). As the shooter executes a lay-up, the second student from the rebounding line rebounds the ball and passes to the front of the shooting line. Continuously, students may change their positions from shooters line A to rebounds line B

Points to consider:

- Student who receives the ball correctly will gain 2 points.
- Student who shoots perfectly into the basket will gain 2 points.
- Student who shoots and miss but the ball touches the rim will get 1 point.
- Student who passes the ball perfectly to the teammate will get 2 point.
- All students should perform passing, dribbling and shooting

6.8. Additional activities

6.8.1. Remedial activities

Circle passing

There should be at least six players in the circle. The players practice passes across the circle. The player passes across the circle and follows the ball to where the pass is made, taking the place of the receiver as the receiver next passes.

6.8.2. Consolidation activities

Passing shooting competition and Requirements:

Cones, trees, balls, stopwatch, watch.

- Students make teams according to the class size and the number of balls
- By two teams lining up one behind the other at a set line.
- Two players make bounce passes towards the basket, one shoot at the rim/goal another recuperate it and pass back to the teammate who is in front of and start passing to the teammate.

Awarding two points if the ball goes through the rim.

1 point if the ball hits the rim and gets out.

The team that won more points in a set period of time is the winner of the game

6.8.3. Extended activities

Mark a number of spots on the floor around the target.

Each player (or team) shoots the ball from each position and continues to shoot until the score is made. After scoring move to the next spot. Aim to complete the course in the fewest shots.

Variation

- Makes passes from spot 1 up to 7, 7 shoot after making dribbling. Change positions and restart the exercise. Passes should be as quick as possible following a limited time
- Organize the basketball interclasses' competition and select the best players to make the school team

UNIT 7

HANDBALL

7.1. Key unit competence:

Develop Handball technical skills

7.2. Prerequisite (Knowledge, skills, attitudes and values)

Students of senior four will learn better developed handball technical skills if they have mastered handball basic techniques learned in ordinary level

7.3. Cross-cutting issues to be addressed

Gender

In teaching and learning process of handball, the teacher must prepare and provide physical activities that engage both girls and boys equally to exploit their full potential and talents without any discrimination or prejudice.

Inclusive education

The teacher as a facilitator he/she must consider different special education needs and select handball activities to adapt his teaching approaches to students. This creates a positive attitude and helps all students to participate actively and develop their competence levels.

Financial education

The teacher should integrate financial education into his/her teaching/learning activities by providing the local and no cost teaching material where is possible. He/she must encourage students to make their own materials that can help them to develop competences not only in sport at school but also in their daily life.

Standardization culture

The teacher must choose and select the standardized materials to use in his/her teaching/learning process of handball. It is necessary to provide appropriate materials required to the levels of students and help them to develop culture of

checking and using the quality of sport materials for the competitions before using them in order to prevent injuries and other accident

Environment and sustainability

The teacher should provide materials and deliver the lesson by encouraging students to protect the environment and well use of materials. The teacher helps them to develop the spirit of keeping safe the environment they use in physical education and sports activities.

Peace and values education

The teacher helps students to develop fair play and social values by avoiding violence and conflict in their handball games and by setting clear and relevant instructions. He/she should provide the activities that help students to develop their competence peacefully.

Comprehensive sexuality education

The teacher provides handball activities and sets instructions that prevent sexual harassment, any kind of gender-based violence like sexual abuse and physical contacts oriented to the sexuality intention

Genocide studies

While conducting handball exercises, the teacher should take a time to explain students how sports should be used to fight against Genocide ideology and how to prevent it. For example, to organize Genocide memorial tournaments at school and give the message related to the Genocide.

7.4. Guidance on introductory activity

Before introducing the lesson one of this unit, you must introduce the whole unit. The teacher as a guide, facilitator and expert, ask questions or give activity related to technical skills used in handball in order to help students to predict what to be learned in the whole unit.

7.5. List of lessons/sub-heading

#	Lesson title	Learning objectives	Number of periods
1	Exercises of reception and passing the ball	Identify techniques of reception and passing the ball Perform techniques of reception and passing the ball	2 periods
2	Dribbling exercises	Identify techniques of dribbling the ball Perform technique of dribbling the ball	2 periods
3	Shooting exercises	Identify techniques of shooting the ball Perform techniques of shooting the ball	2 periods
4	Goalkeeping exercises	Identify techniques of handball goalkeeping perform techniques of goalkeeping in handball	1 period
	End unit assessment	Assessing the students' level of performance in reception and passing the ball, dribbling the ball, shooting and goalkeeping in handball game.	1 period

LESSON 1: RECEPTION AND PASSING THE BALL

a) Learning objective

By the end of the lesson, students will be able to:

- Identify techniques of reception and passing the ball in handball game.
- Perform techniques of reception and passing the ball in handball game.

b) Teaching resources

Balls, playground, whistle, stopwatch, videos related to Handball technical skills, cones, training bibs and posts.

c) Prerequisites/Revision/Introduction

Students of senior four will develop technical skills of reception and passing the ball in handball if they have performed basic techniques of catching and passing the ball in hand ball learned in ordinary level and developed basic physical qualities.

Learning activities



Opening discussions

- Ask the students to brainstorm different technical skills of playing handball, which can help them in attacking. Introduce the topic of the day. Invite students to start warm up exercises.

Warm up exercises and stretching exercises

Let students perform general warm up exercises and specific warm up based on the most body's parts to be used to develop technical skills of reception and passing the ball in handball and stretch their muscles properly.

- Guide them while performing warm up and stretching exercises
- Help them/demonstrate/correct where is necessary.

Lesson body

Activity 1



Technical skills of receiving the ball

In group of two or more students make two horizontal faced lines where students of one-line hold balls with two hands in right way, positioning legs according to the passing arm. Orienting passing arm according to the teammate's position. Release the ball précising the receiver's chest.

The teacher as facilitator and a guide, facilitate students in the following ways:

- Explain to the students how to receive the ball on starting position after running and jumping. Demonstrate to the students how reception the ball should be performed. In group of three let students carry out themselves the exercises of reception the ball.

When students are performing of receiving te ball remind students that:

- To receive the ball in handball must be done with two hands.
- The technique of catching the ball must be adapted to the flying height of the ball to receive.
- When receiving a ball of the flying height which is above the chest level, the fingers are held up higher and pointed forward and the thumbs are nearly touching each other.
- When receiving a lower ball/close to the ground in handball; the fingers are held in lower position and pointed forward and the small fingers are nearly touching each other.
- Receiving the ball which is above the chest level close to the ground

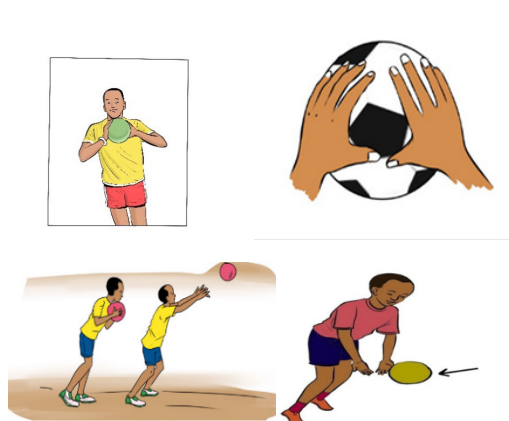


Fig.7.1: Receiving the ball which is above the chest and receiving lower ball/close to the ground

Teacher may facilitate students while executing exercises of receiving the ball in handball:

- Demonstrate to the students how reception of the ball should be performed.
- In pairs let students perform several exercises of receiving the ball.
- While students are performing exercises of receiving and passing the ball



Fig.7.2: Exercises of reception of the ball

Activity 2



Technical skills of passing the ball

In group of two or more students holding the ball with in right way

Execute pass to the partner orienting the ball at the chest level and the receiver do the same. They continue the exercise in a set of limited time

The teacher as facilitator and a guide, facilitate students in the following ways:

- Explain to the students how passing the ball should be done in handball.
- Demonstrate to the students how passing the ball should be performed.
- In pairs let students apply passing techniques.

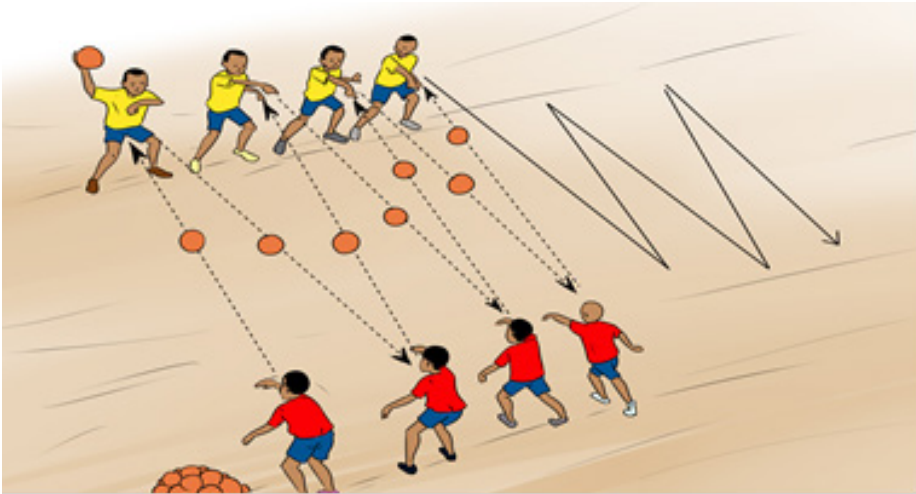


Fig.7.3: Exercises of passing the ball

Activity 2.1



Chest pass

During executing chest pass, a teacher should facilitate students in the following ways:

- Demonstrate to the students how chest pass should be executed perfectly. In pairs let students apply chest pass effectively. Help students while performing chest pass by correcting their gestures/actions where is necessary or needed.

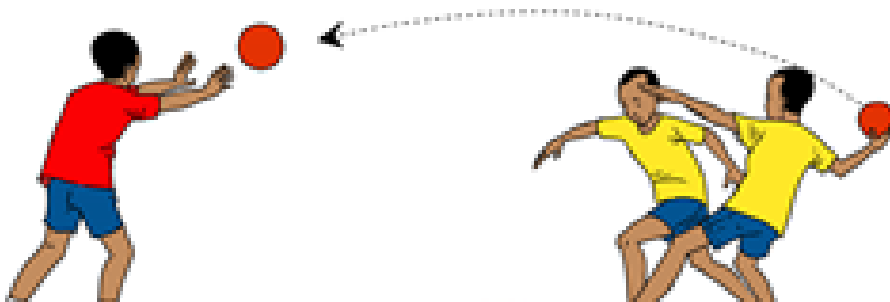


Fig.7.4: Exercises of chest pass

Activity 2.2



Overhead pass

During performing overhead pass, a teacher should facilitate students in the following ways:

- Demonstrate to the students how overhead pass should be performed accurately
- Let students apply what they have learned in pair/groups
- Help them while performing overhead pass by correcting their gestures/ actions where is necessary or needed.

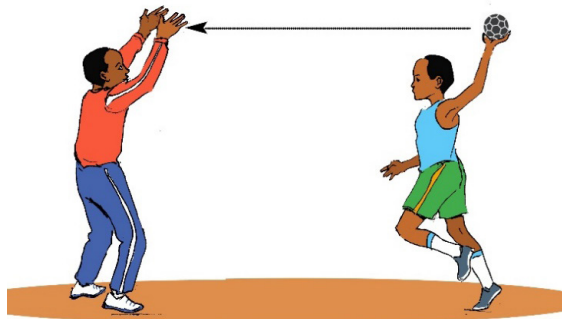


Fig.7.5: Exercises of overhead pass

Activity 2.3



Bounce pass

During performing bounce pass, a teacher should facilitate students in the following ways:

- Demonstrate to the students how bounce pass should be performed accurately.
- Help them while performing bounce pass by correcting their gestures/ actions where is necessary or needed.
- In pairs/groups let students apply what they have learned

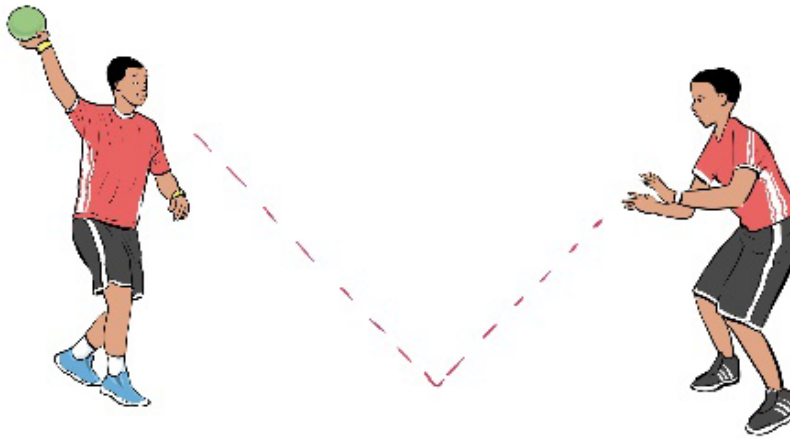


Fig.7.6: Exercises of bounce pass

Activity 2.4



Jump pass

During performing jump pass, a teacher should facilitate students in the following ways:

- Demonstrate to the students how jump pass should be performed accurately. Help them while performing jump pass by correcting their gestures/ actions where is necessary or needed. In pairs/ groups let students apply what they have learned.



Fig.7.7: Exercises of jump pass



Application activity

On the handball court, divide students into groups of five and let them play consecutive passes by using chest, bounce and overhead passes. Change groups after 5 minutes to allow all students to participate and perform reception and passing as much as possible. The winner is the team which has over number of passes than others

Variation 1

In groups of two students using one ball perform passing exercises by varying chest, bounce and jump passes from the cone A to the cone B with increasing speed and frequencies. After the first pair, the next follows until all groups pass

Variation 2

In the groups of three students perform crisscross exercise by varying chest, bounce and jump passes from the cone A to the cone B with increasing speed and repetitions. After the first pair, the next follows until all groups pass with increasing speed and frequencies

Cool down exercises

Let students do light exercises and stretch their group of muscles by insisting on most used parts.

- Randomly, one of students leads cool down exercises.
- Guide them while stretching their muscles systematically.

Closing discussions (RCA)

- Reflect Which are ways should you use to perform well reception and passing exercises in handball?
- What are challenges did you face while performing reception and passing the ball?
- Describe different types of passes used in handball

Connect

- How catching and passing are useful in handball game?

Apply

- How could techniques of reception and passing the ball in handball help you to become best players in your team/ society?

LESSON 2: DRIBBLING THE BALL

a) Learning objective

By the end of the lesson, students will be able to:

- Identify techniques of dribbling the ball in handball game
- Perform techniques of dribbling the ball in handball game

b) Teaching resources

Playground of handball, whistle, balls, stopwatch/watch, cones and first aid kits

c) Prerequisites/Revision/Introduction

Students of senior four will develop technical skills of dribbling the ball in handball if they have performed basic techniques of dribbling the ball in handball learned in ordinary level and have developed basic physical qualities.

Learning activities



Opening discussions

- Ask the students to brainstorm different technical skills of playing handball, which can help them in attacking.
- Introduce the topic of the day.
- Invite students to start warm up exercises

Warm up exercises and stretching exercises

Let students perform general warm up exercises and specific warm up based on the most body's parts to be used in develop technical skills of dribbling the ball in handball and stretch their muscles properly.

- Guide them while performing warm up and stretching exercises
- Help them/demonstrate/correct where is necessary.

Lesson body

Technical skills of dribbling the ball

Activity 1



Around the body dribbling

Demonstrate to the students how dribbling around the body should be performed and let students perform it individually.



Fig.7.8: Around the body dribbling exercises

Activity 2



Dribbling while sitting

Demonstrate to the students how dribbling while sitting is done and let students perform it individually or in groups..



Fig.7.9: Exercises of dribbling while Sitting

Activity 3



Through rods in slalom.

Demonstrate to the students how dribbling through rods in slalom is done and let students perform it individually.

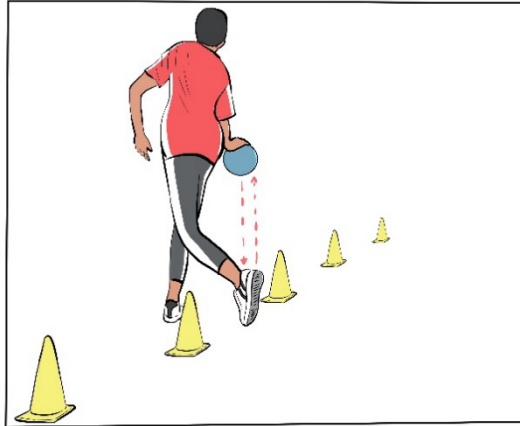


Fig.7.10: Through rods in slalom exercises



Application activity

Individually, on the handball court, students perform dribbling along the court and increase the speed according to teacher's signals.

Points to consider:

Technical skills of around the body dribbling, through rods in slalom dribbling and working speed.

Variation

On the handball court, students on mi- circle, individually perform exercises of dribbling the ball while sitting.

Points to consider:

Technical skills of dribbling and working speed

Cool down exercises

Let students do light exercises and stretch their group of muscles by insisting on most body parts used in dribbling exercises.

- Randomly, one of students leads cool down exercises.
- Guide them while stretching their muscles systematically.

Closing discussions (RCA)

Reflect

- Which are ways should you use to perform well dribbling exercises in handball?
- What are challenges did you face while performing dribbling exercises?
- Describe different types of dribbling used in playing handball

Connect

- How dribbling techniques are useful in hand ball game?

Apply

- How could techniques of dribbling in handball help you to become best players in your teams/society?

LESSON 3: SHOOTING THE BALL

a) Learning objective

By the end of the lesson, students will be able to:

- Identify techniques of shooting the ball in handball game
- Perform techniques of shooting the ball in handball game

b) Teaching resources

Playground of handball/ground, whistle, balls, stopwatch/watch, cones, first aid kits and goalposts and net

c) Prerequisites/Revision/Introduction

Students of senior four will develop technical skills of shooting the ball in handball if they have performed basic techniques of reception, passing, dribbling the ball in handball learned in previous lessons and in ordinary level and have developed basic physical qualities.

Learning activities



Opening discussions

- Ask the students to brainstorm different technical skills of playing handball, which can help them in attacking
- Introduce the topic of the day.
- Invite students to start warm up exercises

Warm up and stretching exercises

Let students perform general warm up exercises and specific warm up based on the most body's parts to be used in developing technical skills of shooting the ball in handball and stretch their muscles properly.

- Guide them while performing warm up and stretching exercises
- Help them/demonstrate/correct where is necessary.

Lesson body

Activity 1



Standing shot

Demonstrate to the students how standing shot is executed and let student perform it individually on the court.

When students are performing standing shot, remind them to follow through with throwing hand pointed at the target.

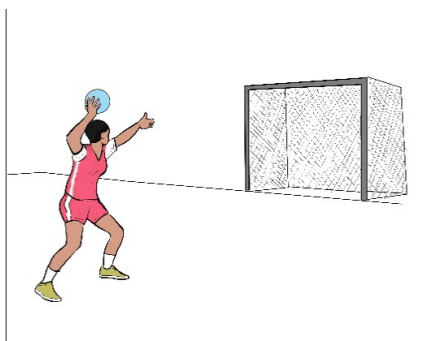


Fig.7.11: Standing shot exercises

Activity 2



Running shot

Demonstrate to the students how running shot is executed and let students perform it individually on the court.



Fig.7.12: Running shot exercises

Activity 3



Jump shot

Demonstrate to the students how jump shot is executed and let students perform it individually on the court.

When students are performing jump shot remind student to:

- Start with two hands on the ball in a ready position.
- Knee slightly bent facing the target.
- Step forward with foot opposite of your shooting hand.
- Take non-shooting hand off the ball.
- Jump in the air while raising shooting arm up and back to make an L, or a 90-degree angle.
- Rotate shoulders square to the goal whipping throwing arm forward.
- Pike slightly at the waist and land on take-off foot.



Fig.7.13: Jump shot exercises

Activity 3



Diving shot

Demonstrate to the students how diving shot is executed and let students apply it individually on the court.

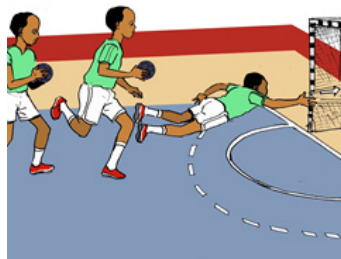


Fig.7.14: Diving shot exercises



Application activity

- On two vertical lines students, one by one execute the jump shoot, set shot and diving shot at the goal. After shooting, the shooter recuperates the ball and goes at the end of his/her line following next conditions: By the round one, students execute set shots
- By the round two, students execute jump shots
- By the round three, students execute running shots
- By the round four, students execute diving shots

Cool down exercises

- Jogging along the handball court balancing arms without speed
- Stretch major muscle groups: biceps, triceps, quadriceps, hamstrings, lower back, upper back, shoulders.
- Help them/demonstrate/correct where is necessary.

Closing discussion

Reflect

- How did you proceed to succeed exercises of shootings in handball? Which challenges did you face during shooting exercises?

Connect

- Can you identify types of shoots that a player may use during playing handball?
- Assume you have received the ball from teammate and you are approaching the goal by dribbling, how could you proceed in order to score a point?

Apply

- How technical skills of shooting in handball will help you to be successful player in the teams/ society?

LESSON 4: GOALKEEPING

a) Learning objective

By the end of the lesson, students will be able to:

- Identify techniques of handball goalkeeping
- Perform goalkeeping techniques in handball game

b) Teaching resources

Playground of handball, whistle, balls, stopwatch/watch, cones, first aid kits, goal posts and net.

c) Prerequisites/Revision/Introduction

Students of senior four will develop technical skills of goalkeeping in handball if they have performed basic techniques of reception, passing, dribbling and shooting the ball in handball learned in previous lessons and in ordinary level

Learning activities



Opening discussions

- Ask the students to brainstorm different technical skills of playing handball, which can help them in attacking and defense
- Introduce the topic of the day.
- Invite students to start warm up exercises

Warm up and stretching exercises

Let students perform general warm up exercises and specific warm up based on the most body's parts to be used in developing technical skills of goalkeeping in handball and stretch their muscles properly.

- Guide them while performing warm up and stretching exercises
- Help them/demonstrate/correct where is necessary.

Lesson body

Activity 1



Footwork and movements

The teacher as facilitator and a guide, facilitate students in the following ways:

- Explain how footwork and movements in handball goalkeeping should be done in handball.
 - Demonstrate to the students how footwork movement is executed and let students apply it individually on the court.
-
- When students are performing footwork and movements remind students that: A goalkeeper greatly influences the game and the final result. Playing as a goalkeeper requires a lot of physical and mental efforts.
 - The basic elements of the goalkeeper's technical skills are the following:
 - Controlling posture of the goalkeeper, making appropriate movements, mastering the use of hands for upper balls save and the use of legs for lower balls save.
 - The handball goal keeper must be strong in the uses of trunk, and how to put the ball down.

Activity 2



Mastering saves in handball goal keeping

- Demonstrate to students how to save the shot from: 6meters, 7meters and 9meters distances and to save the shot from open and closed angles.
- Individually or in pairs let students develop exercises of foot work and movement technical skills in handball goalkeeping on the court/ground.

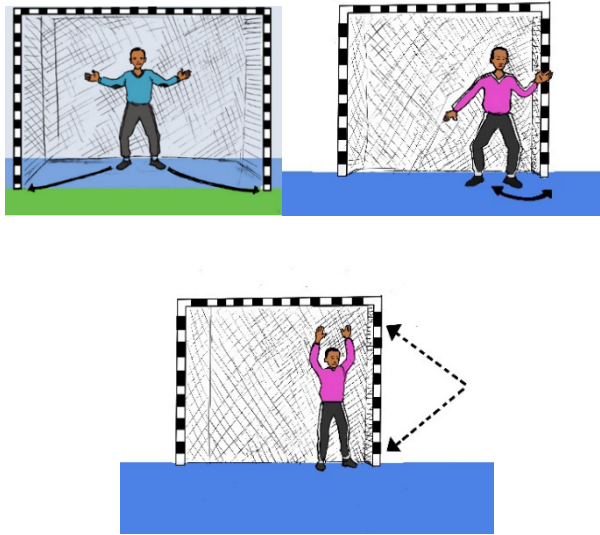


Fig.7.15: Foot works and movements of goalkeeper

Activity 3



Save the high shots

Demonstrate to the students how to save the high shot.

In pairs/groups let them perform it while they are into the goal.

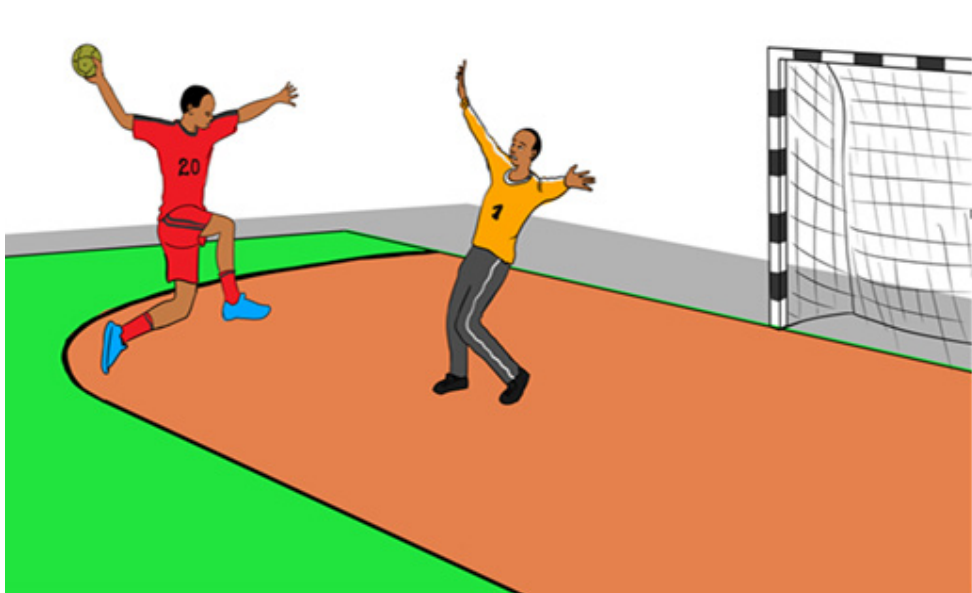


Fig.7.16: Save the high shots exercises

Activity 4



Save the middle shots

- Demonstrate to students how to save the middle shot.
- In pair/groups, let them perform it into the goal.



Fig.7.17: Save the middle shots exercises

Activity 5



Save the low shots

- Demonstrate to the students how to save low shots.
- In pairs/groups, let them perform it into the goal.



Fig.7.18: Save the low shots exercises



Application activity

The students on the handball court make groups of three shooters with one goalkeeper. The shooters are positioned on the throw line. Goalkeeper is placed in the goal, the teacher assigns the shooter to execute high, middle or low shoot and by signal the goalkeeper executes saves according to the types of shoots. After each round the students change the playing roles from shooter to goal keeper and vice versa.

Variation 1

The students on the handball court make groups of three shooters with one goalkeeper. Thshooters are positioned on the 7meters line. Goalkeeper is placed in the goal, the teacher assigns the shooter to execute high, middle or low shoot and by signal the goalkeeper executes saves according to the types of shoots. After each round the students change the playing role from shooter to goal keeper and vice versa.

Variation 2

The students on the handball court make two teams with goalkeeper and play a hand ball normal game.

Points to consider:

The ways students are receiving the ball, passing the ball , shooting the ball into the goal and performing goalkeeping.



Fig.7.19: Students playing handball game

Closing discussion

Reflect

- How did you proceed to succeed exercises of goalkeeping in handball? Which challenges did you face during goalkeeping exercises?

Connect

- Can you identify types of saves that a goalkeeper may execute during a handball game situation?

Apply

- How technical skills of goal keeping in handball will help you to be successful player/goalkeeper in the teams/ society?

7.6. Additional Information for teachers

Different handball technical skills

Passing the ball

In handball game, passing should be performed in different ways.

A player may use chest pass, bounce pass or jump pass.

Receiving/catching the ball

In handball game, catching should be done in these ways: standing reception, after running and after jumping.

Dribbling the ball

- While dribbling in handball, a player may use the following types of dribbling: Dribble around /over obstacles;
- Dribble around the body;
- Dribble while sitting or through rods in slalom.

Shooting the ball

To shoot in handball a player may use standing shot, running shot jumping shot or diving shot.

Goalkeeping

During goal keeping in handball a player must master footwork and movement, how to save shot from different distances and angles, save high shots, middle shots and low shots.

» Court

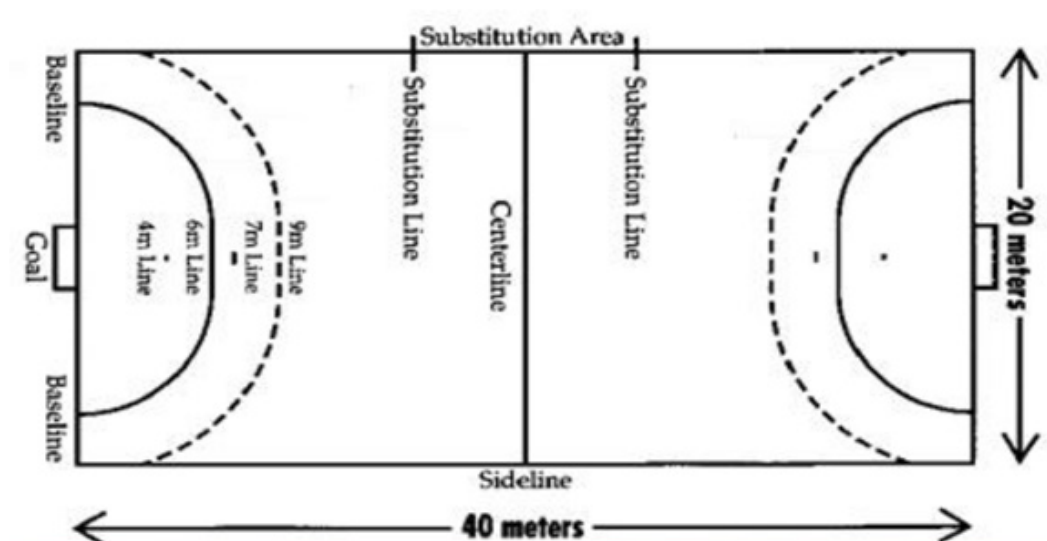


Fig.7.20: Handball court image **The handball court:** measures 40m x 20m.

- **The handball goal:** 2m tall and 3m wide.
- **6m line:** the dividing line between goalkeepers and the rest of the players.
- **7m line:** where penalty shots are taken following fouls on players with a clear goal scoring chance.
- **9m line:** an arcing dotted line extending from the goal. It marks where an attacking team resumes play after being fouled inside the line. Also known as the 'free-throw line'.
- **Halfway line:** where the game is started from at the beginning of the game and after half-time, and also for restarting after a goal is scored.
- **Substitution line:** where players must leave the court when a substitution is made (4.50m from the half line).
- **Goal area in handball:** the area in which the goalkeeper operates. Players can jump in this area so long as they release the ball before they land

Duration of the match

A standard match consists of two periods of 30 minutes, and the team that scores more goals wins.

A standard handball match in case of men and female teams (over 16) lasts 2x30 minutes with a 10-minute break in between. During the match there is a possibility to have 3x1 minute time-out, but the attacking team can only have one time out in the last 5 minutes.

Number of players

The team consists of maximum 16 players. Maximum 7 players can be present in the playing field at a time. The goalkeeper and the six main outfield players are situated at the following posts according to the attacking and defending positions:

Players' position

- **Right Wing:** He is situated on the right side of his field. He is usually a smaller and faster player among handball players. It is advantageous if he is a left-handed player enlarging this way the angle of the shot.
- **Right Back:** He is a tall player with big shooting power. His task is to shoot for goal above and between the defenders. Left-handedness is an advantage also at this post.
- **Centre Back:** This is a player in the inner area. His main task is to organise, to lead the game mentally and practically and to complete the activity according to the situations.
- **Left Back:** His task is similar to that of the Right Back, but here being right-handed is preferred.
- **Left Wing:** His task is similar to that of the Right Wing, but being right-handed is preferred at this side.
- **Pivot:** He is situated in the defense wall of the opponents, in a position according to the game. He is usually a heavier built player.
- **Goalkeeper:** Position whose role is to prevent the ball from entering the net; this player is the only one allowed to touch the ball with feet.

Technical elements of defense in handball

- Basic position
- Motion in basic position
- Collisions
- Activities to get the ball: intercepting or hitting the ball
- Hindering the goal: blocking,
- Defense against blocks: over-slipping, rounding, changing directions

Technical elements of offence in handball

Technical elements without ball

- Basic position of the offending player
 - Start, run, stop, jump up, landing
 - Feints (fake start, fake run movement)
- Technical elements with ball
- Possession of the ball (keeping and dribbling the ball)

- Passing the ball (with one- or two hands, overarm- and underarm shot, on the ground or in the air, standing still or in motion)
- Taking, interception of the ball (in lower- or upper position, with one or two hands, standing still or in motion).
- Faking with the ball (e.g. start fake, fake run movement, feinting a pass- and a shot)
- Blocks, blocking-break away
- Technical skills of gaining a goal (shooting on goal, typical shooting techniques of players playing at different positions e.g.: vertical jump shot, falling jump shot, bow-shaped shot, etc...)

Techniques of scoring a goal

- Stride Jump Shot.
- Vertical jump shot: jump from one step, from two steps, from three steps.

7.7. End unit assessment



End unit assessment 2

Handball game situation

Set exercises of receiving, passing, dribbling, shooting, diving and goalkeeping

Organize a Handball game and observe the ability to apply these techniques in a game situation individually

Observe:

The use of correct Handball techniques: receiving, passing, dribbling, shooting diving , and goakeeping.

7.8. Additional activities

7.8.1. Remedial activities

Regular performance by practicing techniques of passing, receiving, dribbling, shooting/throwing and goalkeeping in handball.

7.8.2. Consolidation activities

Individually increase performance using techniques of passing, receiving, dribbling, and shooting/throwing and goalkeeping in handball.

7.8.3. Extended activities

Participating in the handball interclasses' competition and selection of the best players to make the school team

UNIT 8

NETBALL

8.1. Key unit competence:

Develop netball technical skills

8.2. Prerequisite (knowledge, skills, attitudes and values)

Students of senior four will learn better developed netball technical skills if they have learned better techniques, tactics, and basic rules of netball in ordinary level and have developed basic physical qualities.

8.3. Cross-cutting issues to be addressed

Gender

In teaching and learning process of netball, the teacher must prepare and provide physical netball activities that engage both girls and boys equally to exploit their full potential and talents without any discrimination or prejudice.

Inclusive education

The teacher as a facilitator he/she must consider different special education needs and select activities to adapt his teaching approaches to students. This creates a positive attitude and helps all students to participate actively and develop their competence levels.

Financial education

The teacher should integrate financial education into his teaching/learning Netball by providing the local and no cost teaching materials where is possible. He/she must encourage students to make their own materials that can help them to develop competences not only in sports at school but also in their daily life.

Standardization culture

The teacher must choose and select the standardized materials to use in his/

her teaching/learning process of netball. It is necessary to provide appropriate materials required to the levels of students and help them to develop culture of checking and using the quality of sport materials for the competitions before their use in order to prevent injuries and other accidents.

Environment and sustainability

The teacher should provide materials and deliver the lesson with encouraging students to protect the environment and well use of materials. The teacher helps them to develop the spirit of keeping safe the environment they use in sport activities.

Peace and values education

The teacher helps students to develop fair play and social values by avoiding violence and conflict in the netball games and by setting clear and relevant instructions. He/she should provide the activities that help students to develop their competence peacefully.

Comprehensive sexuality education

A teacher provides netball activities and sets instructions that prevent sexual harassment, any kind of gender based violence like sexual abuse and physical contacts oriented to the sexuality intention.

Genocide studies

While conducting netball exercises a teacher should take a time to explain students how sports should be used to fight against Genocide ideology and how to prevent it. For example, to organize Genocide memorial tournaments at school and give the message related to the Genocide.

8.4. Guidance on introductory activity

Before introducing the lesson one of this unit, you must introduce the whole unit. The teacher as a guide, facilitator and expert, ask questions or provide activity related to netball technical skills in order to help students to predict what to be learned in the whole unit.

8.5. List of lessons/sub-heading

	Lesson title	Objectives	Number of periods
1	Exercises of receiving the ball	Identify techniques of receiving the ball in netball game Receive the ball in netball game	1 period
2	Footwork exercises	Identify types of footwork Perform different footworks in netball game	2 periods
3	Exercises of passing the ball	Identify types of netball passes Pass the ball using different types of passes in netball game	2 periods
4	Shooting exercises	Identify techniques of shooting the ball Shoot the ball into the basket in netball game	1 period
5	End unit assessment	Assessing the students' level of performance in reception of the ball, making different footworks and movement, passing and shooting the ball in netball game.	1 period

LESSON 1: RECEPTION OF THE BALL

a) Learning objectives

By the end of the lesson, students will be able to:

- Identify techniques of reception of the ball
- Receive the ball in netball game

b) Teaching resources

Playground of netball/ground, whistle, balls, stopwatch/watch, cones, first aid kits and goal post

c) Prerequisites/Revision/Introduction

Students of senior four will learn better exercises of receiving the ball if they have performed basic techniques of playing netball learned in ordinary level and can execute basic physical exercises and have developed basic physical qualities. .

Learning activities



Opening discussions

- In pairs students brainstorm about different techniques used while playing netball as they learned in senior three.
- Let some pairs present their findings
- Assist them to clarify their findings
- Introduce technical skills of reception of the ball in netball.
- Invite students to start warm up and stretching exercises

Warm up exercises

- Let students perform general warm up exercises and specific warm up based on body's parts to be used more while performing exercises of receiving the ball and stretch their muscles properly.
- Randomly one student leads warm up and stretching exercises.
- Guide them while performing warm up and stretching exercises.

Lesson body

Technique of receiving the ball

The teacher as a facilitator and a guide, help students in the following ways:

- Demonstrate to the students how to receive the ball in netball
- Let students perform exercises of receiving the ball individually or in pairs

Remind the students that when receiving the ball should be done by:

- Receiving the ball on one or two feet on the ground.
- Receiving the ball after running.
- Receiving the ball after jumping.
- Receiving the ball with one hand or two hands



Fig.8.1: Receiving the ball with two hands

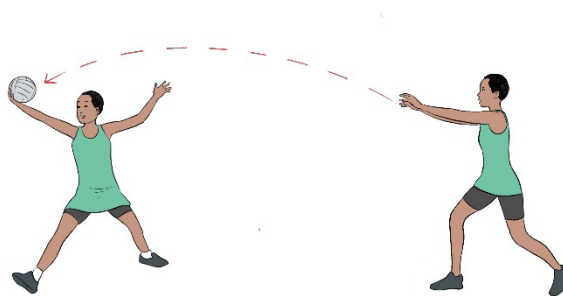


Fig.8.2. Receiving the ball with one hand

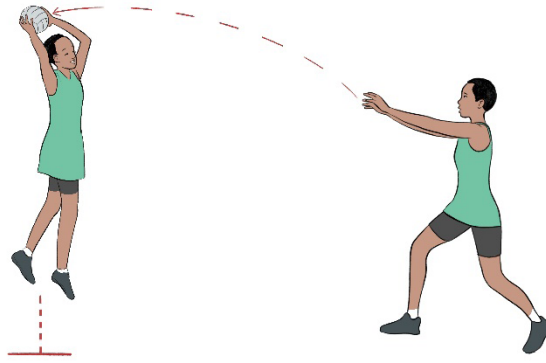


Fig.8.3: Receiving the ball with two hands after jumping

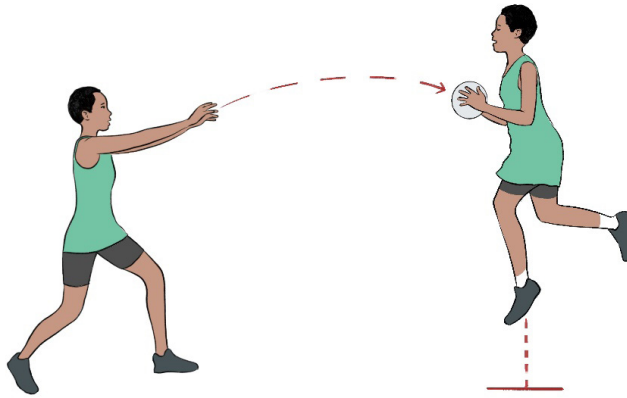


Fig.8.4: Receiving the ball on one foot on the ground

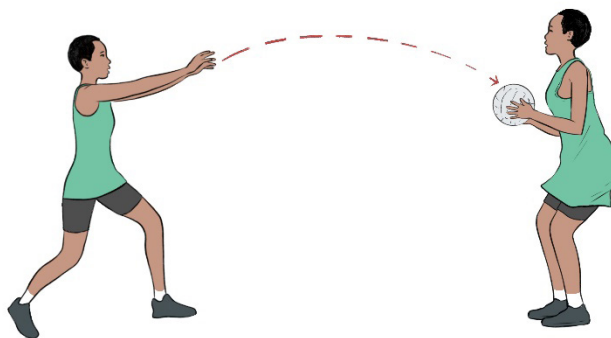


Fig.8.5: Receiving the ball on two feet on the ground

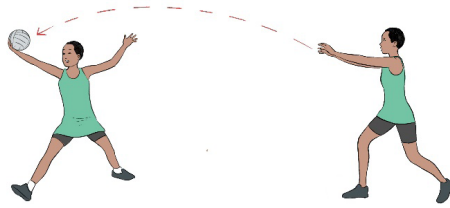


Fig.8.6: Receiving the ball with one hand



Application activity

The students on the netball court make pairs. They execute exercises of receiving the ball:

- With two hands while one foot or two feet are on ground,
- After jumping,
- After running and change roles according to teacher's instructions

Variation

The students on the netball court make pairs. They execute exercises of Receiving the ball:

- With one hand while one foot or two feet are on ground,
- After jumping, after running and change roles according to teacher's instructions

Closing discussion

Reflect

- How did you proceed to succeed exercises of reception of the ball? Which challenges did you face during the execution of the ball reception?

Connect

- Can you identify types of ball reception in the netball game situation?

Apply

- How technical skills of reception of the ball in netball will help you to be successful player/in the teams/ society?

LESSON 2: FOOTWORK AND MOVEMENTS

a) Learning objectives

By the end of the lesson, students will be able to:

- Identify types of footwork in the netball game
- Make footworks and movement of the netball court.

b) Teaching resources

Playground of netball, whistle, ball, stopwatch/watch, cones, first aid kit and goal posts.

c) Prerequisites/Revision/Introduction

Students of senior four will learn better footwork exercises if they have developed basic physical qualities and perform netball techniques learned in lesson one and in ordinary level.

Learning activities



Opening discussions

- In pairs students brainstorm about techniques of catching the ball in netball
- Let some pairs present their findings.
- Assist them to clarify their findings.
- Introduce footwork in netball
- Then invite students to start warm up and stretching exercises

Warm up exercises

- Let students perform general warm up exercises and specific warm up based on body's parts to be used more while performing footwork and stretch their muscles properly.
- One student leads warm up and stretching exercises.

Lesson body

Activity 1



Technique of one-foot Landing

The teacher as facilitator and a guide, facilitate students in the following ways:

- Explain to the students how one-foot landing should be done in netball.
- Demonstrate to the students how one-foot landing should be performed.
- In pairs let students apply one-foot landing techniques.

When students are performing technique of one foot landing remind them to:

- Land on their right foot and pivot to their right when they run to their right.
- Land on their left foot and pivot to their left.
- Place the other foot on the ground quickly to help absorb impact and help with balance, once landed.
- Bend their knees, ankles and hips on impact to cushion their landing.

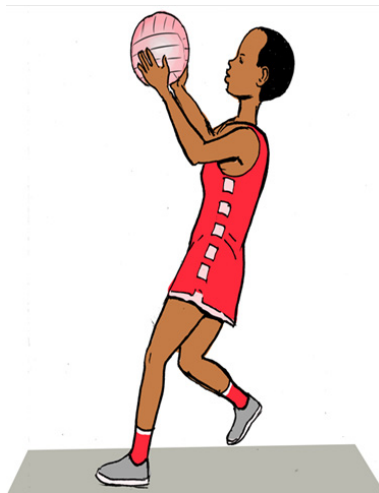


Fig.8.7: One-foot Landing exercises

Activity 2



Technique of two-foot landing

The teacher as facilitator and a guide, facilitate students in the following ways:

- Explain to the students how two-foot landing should be done in netball.
- Demonstrate to the students how two-foot landing should be performed.
- In pairs let students apply two-foot landing techniques.

When students are performing the technique of two feet landing remind them to:

- Land with feet shoulder width apart to give good base of support for better balance.
- Keep body upright.
- Bend at knees, hips and ankles to soften the impact.
- Keep body weight evenly placed above both feet.



Fig.8.8: Two-foot landing exercises

Activity 3



Technique of pivoting

The teacher as facilitator and a guide, facilitate students in the following ways:

- Explain to the students how pivoting should be done in netball.
- Demonstrate to the students how pivoting should be performed.
- In pairs let students apply pivoting techniques.

When students are performing the technique of pivoting remind students to:

- Keep in mind that pivoting must always be done on the grounded foot.
- Bend knees slightly and put weight on grounded foot.
- Turn with the ball on the grounded foot while pushing off with the other foot provides them new direction and balance.
- Turn their body to face down the court to their teams' goal post.
- Keep the ball close to their body and get in a position ready to throw while pivoting.
- Make sure that they catch the ball cleanly before they begin pivoting.



Fig.8.9: Student perform pivoting exercises



Application activity

The students on the netball court make pairs. They execute one foot or two feet landing after jumping for catching the ball and passes the ball to the partner.

The students on the netball court make pairs. They execute one foot or two feet landing after jumping for catching the ball and passes the ball to the partner.

Variation 1

The students on the netball court make pairs. They execute one foot or two feet landing after jumping for catching the ball. The receiver executes pivoting and passes the ball to the partner who does the same action.

Variation 2

The students on the netball court make two faced vertical lines A and B with the distance of 10meters. The first student runs from A and catches the ball from the first student of B. After landing, he/she execute a pass to the next student of B who continues the same exercise and go behind the opposite line. Each student perform until the last member of the team. The teacher make correction where it is necessary.

Closing discussion

Reflect

- How did you proceed to succeed exercises of footwork the ball? Which challenges did you face during the execution of footwork?

Connect

- Can you identify types of ball footwork in the netball game situation?

Apply

- How technical skills of footwork in netball will help you to be successful player/in the teams/ society?

LESSON 3: PASSING THE BALL

a) Learning objectives

By the end of the lesson, students will be able to :

- Identify types of netball passes
- Perform exercises of passing the ball in the netball game

b) Teaching resources

Playground of netball/ground, whistles, balls, stopwatch/watch, cones, first aids kits and posts.

c) Prerequisites/Revision/Introduction

Students of senior four will learn better exercises of passing the ball in netball if they have performed receiving the ball and pivoting in netball game learned in lesson one and and have developed physical qualities.

Learning activities



Opening discussions

- In pairs students brainstorm about techniques of passing the ball in netball
- Let some pairs present their findings.
- Assist them to clarify their findings.
- Introduce passing in netball
- Then invite students to start warm up and stretching exercises

Warm up exercises

- Let students perform general warm up exercises and specific warm up based on body's parts to be used more while performing passes and stretch their muscles properly.
- One student leads warm up and stretching exercises.

Lesson body

Activity 1



Technique of Shoulder pass

The teacher as facilitator and a guide, facilitate students in the following ways:

- Explain to the students how shoulder pass should be done in netball.
- Demonstrate to the students how shoulder pass should be performed.
- In pairs let students execute shoulder pass techniques.

When students are performing technique of shoulder pass remind them to:

- Put opposite foot to throwing arm forward.
- Maintain feet shoulder width apart. Weight should be on back foot when begin the pass.
- Hold ball with two hands initially, then bring back behind shoulder with one arm.
- Put their fingers behind the ball. Those fingers should be spread wide.
- Transfer weight forward as they bring the throwing arm through. This provides the power to the pass.
- Follow through until throwing arm is extended and wrist and fingers also follow the pass.
- Rotate their hips and shoulders in the direction of the pass.
- Direct the pass into the space ahead of the receiver.



Activity 2



Technique of chest pass

The teacher as facilitator and a guide, facilitate students in the following ways:

- Explain to the students how chest pass should be done in netball.
- Demonstrate to the students how chest pass should be performed.
- In pairs let students apply chest pass techniques.

When students are performing the technique of chest pass remind them to:

- Stand front-on with the ball in two hands at chest height, with elbows down.
- Spread fingers around the ball with thumbs behind.
- Step forward and transfer their weight to this foot as they release the ball.
- Flick the wrist and fingers as the ball comes out evenly from both hands.
- Always keep their head up and eyes looking forward.

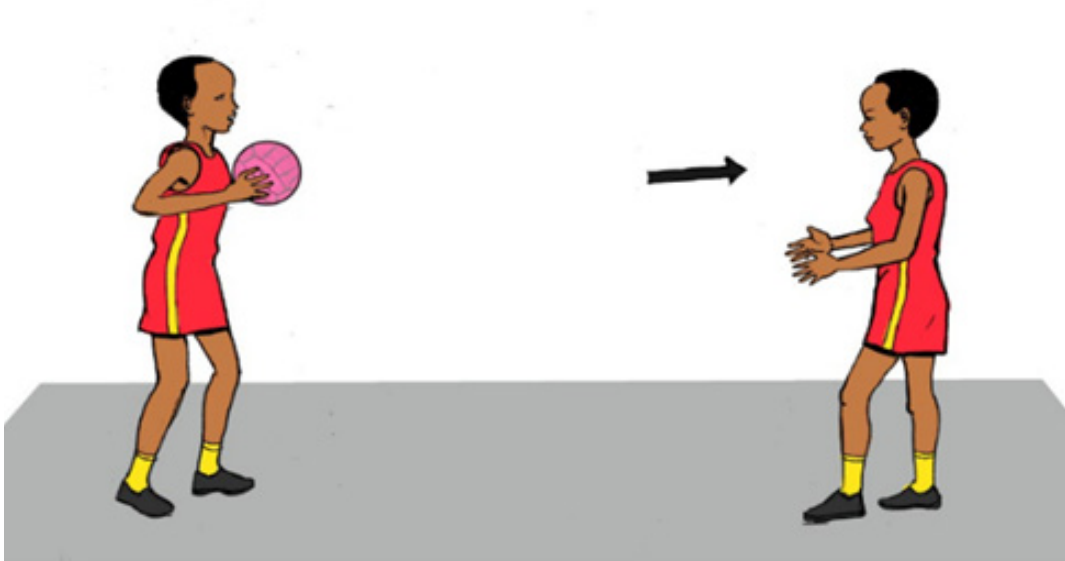


Fig.8.11: Chest pass exercises

Activity 3



Technique of bounce pass

The teacher as facilitator and a guide, facilitate students in the following ways:

- Explain to the students how bounce pass should be done in netball.
- Demonstrate to the students how bounce pass should be performed.
- In pairs let students apply bounce pass techniques
- When students are performing the technique of bounce pass remind them to: Step forward on opposite leg and lunge down.
- Push the ball forward and downwards, so it bounces $\frac{2}{3}$ of the distance towards the receiver.
- Remember that the ball should be released by the thrower below hip height.
- Remember that the ball should be received by the receiver at knee height.
- Stay low at all times, they should bend to throw it and bend to receive it - otherwise it defeats the purpose of doing a bounce pass at all.

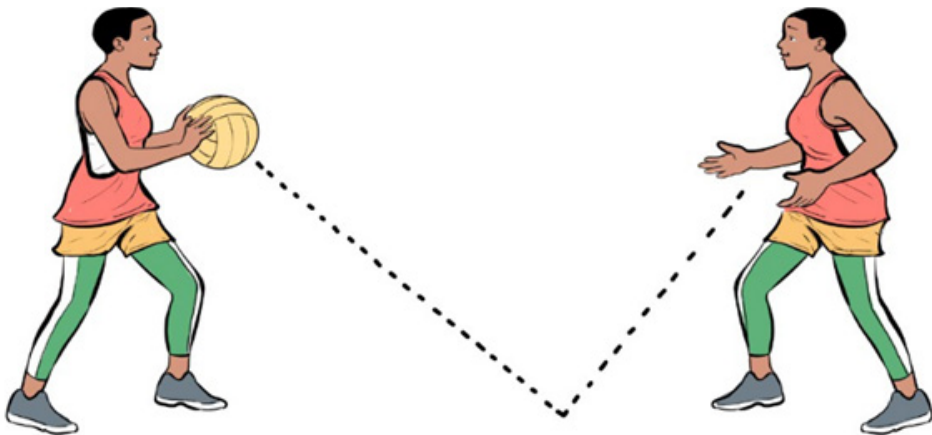


Fig.8.12: Bounce pass exercises

Activity 4



Technique of overhead pass/lob

The teacher as facilitator and a guide, facilitate students in the following ways:

- Explain to the students how overhead pass should be done in netball.
- Demonstrate to the students how overhead pass should be performed.
- In pairs let students apply overhead pass techniques.

When students are performing technique of overhead pass/lob remind them to:

- Be balanced on feet.
- Place the weak foot in front of other in the direction of the throw.
- Keep body weight on the hind foot.
- Hold the ball in both hands with fingers behind and thumbs under.
- Extend arms from behind and over the head.
- Flex hands and fingers as the ball is released.
- Transfer the weight of the body to the forward leg.
- Extend the arms fully and relax fingers.
- Move behind foot forward in the throwing direction



Fig.8.13: Overhead pass/lob pass exercises



Application activity

Students stand in pairs approximately 3m apart. They execute shoulder pass, chest pass, bounce pass and overhead pass. The pass to each other is based on technical skills and ball placement.

Extend this exercise by adding challenges, e.g. how many passes can you do in 30 seconds without dropping the ball? You can also add a distance challenges.

Every time a pair completes 10 passes without dropping the ball they take a step back. If they drop the ball, they take a step in. After a set amount of time, see which pair has been able to increase their distance the most and working speed

Variation

The students on the netball court make three faced vertical lines A, B and C with the distance of 10meters. The first student from A execute a chest pass to the first student of B. After catching the ball, he/she execute a bounce pass to the first student of C who executes the overhead pass. After passing, the passer goes behind his/her line. The ball is passed clockwise and each student perform the exercise until the last member of the team. The teacher makes correction where it is necessary. After the round, the team may change the type of pass according to teacher's instructions

Cool down exercises

- Students perform light exercises and stretch their group of muscles by insisting on most used parts. Randomly, one of students leads cool down exercises.
- Guide them while stretching their muscles systematically.

Closing discussions

Reflect

- What are challenges/advantages did you face while performing exercises of passing ?
- How did you proceed to perform those exercises of passing without loosing the ball ?

Connect

- In which conditions do you need to use technical skills of passing and receiving the ball?

Apply

- How technical skills of passing and catching the ball will help you to become the best player in your teams?

LESSON 4: SHOOTING THE BALL

a) Learning objective

By the end of the lesson, students will be able to:

- Identify techniques of shooting the ball in netball
- Perform the technique of shooting in netball game on the ground/court

b) Teaching resources

Playground of netball/ground, whistle, balls, stopwatch/watch, cones, first aid kits, goal posts and training bibs.

c) Prerequisites/Revision/Introduction

Students of senior four will develop technical skills of shooting the ball in netball if they have performed basic techniques of reception, pivoting, footwork and passing the ball in netball learned in previous lessons and in ordinary level and have developed basic physical qualities.

Learning activities



Opening discussions

- Ask the students to brainstorm different technical skills of playing netball which can help them in attacking
- Introduce the netball technical skills of shooting
- Invite students to start warm up exercises

Warm up and stretching exercises

Let students perform general warm up exercises and specific warm up based on the most body's parts to be used in developing technical skills of shooting the ball in netball and stretch their muscles properly.

- Guide them while performing warm up and stretching exercises
- Help them/demonstrate/correct where is necessary.

Lesson body

Technique of shooting the ball

The teacher as facilitator and a guide, facilitate students in the following ways:

- Explain to the student how shooting should be done in netball.

- Demonstrate to the students how shooting should be performed.
- In pairs let students apply shooting techniques.

When students are performing the technique of shooting the ball remind them to:

- Held the ball above head.
- Extend shooting arm pretty straight and close to the ear.
- Maintain ball rests on base of fingers and thumb.
- Place opposite hand on side of ball to help steady it.
- Feet shoulder width apart with feet, hips and elbow pointing towards the goal post.
- Bend elbows and knees, and then straighten them.
- Flick the ball with the wrist as you release. Follow through with arms and fingers pointing towards the post.
- Arc the ball towards the post.
- Follow in for rebounds.

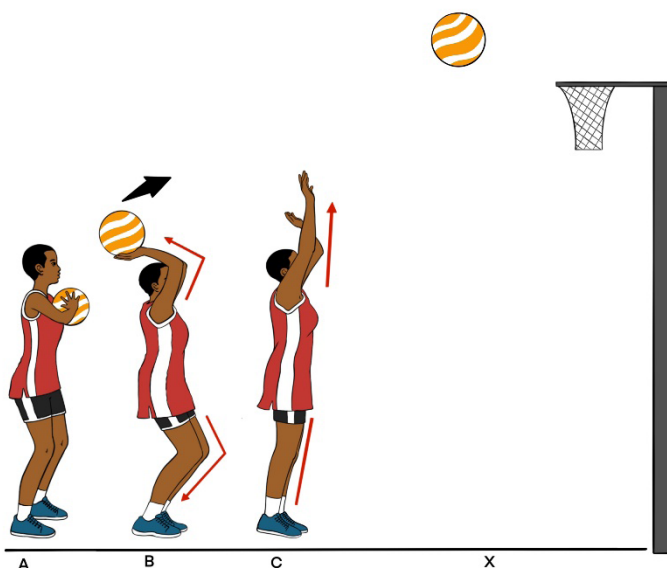


Fig.8.14: Exercise of shooting



Application activity

- Students are in two teams of the same number of players.
- Line up on a diagonal from the transverse line to the goal.
- Start ball at transverse.
- Pass down the line of players until it reaches the last person in the goal circle.
- They attempt a shot and retrieve the rebound.
- They then run to the start of the line, everyone shuffles down one spot and you repeat the sequence again.
- Continue until players get back to their starting positions. The winner is the team which has more points



Fig.8.15: Shooting exercise

Cool down exercises

- Let students perform light exercises and stretch their group of muscles by insisting on most used parts.
- Randomly, one of students leads cool down exercises.
- Guide them while stretching their muscles systematically.

Closing discussions

Reflect

- What are challenges/ advantages did you face during performing shooting exercises?
- How did you proceed to win more points?

Connect

- In which conditions do you need shooting in netball?

Apply

- What is the usefulness of shooting and winning in netball?
- How will you develop shooting to become the best players in your teams?

8.6. Additional Information for teachers

Netball Techniques

- **Shoulder pass:** is a one handed pass used for speed and accuracy over longer distances. The pass should be aimed in front of the receiver to where they are running to. This is the pass that should be used by all players most of the time thus is the focus when teaching passing to younger players.
- **Pivoting:** Players should be encouraged to pivot to the outside as that is the way their body is naturally heading. It also means that they will be turning away from their defender.
- **receiving the ball:** Players may receive the ball with one or two hands on one or two feet on the ground. They receive the ball after running or after jumping

Safe landing (with one foot or two feet)

A safe and effective landing technique will reduce the chance of ankle and knee injuries by reducing the forces experienced by the body.

Land in the following ways:

- Knee and toe should be facing the same direction.
- Knee and hip should be controlled - they should not swing inward or outward.
- Soft landing with knees slightly bent.

» One Foot landing

A player who either receives the ball with one foot on the ground or, who after catching the ball in the air lands on one foot, may:

- Step with the second foot in any direction, lift the landing foot and throw or shoot before the landing foot is re grounded.
- While pivoting on the landing foot, step with the second foot in any direction one or more times. The landing foot may be lifted but the player must throw or shoot before regrounding it.

- Jump from the landing foot on to the second foot and jump again but must throw the ball or shoot before regrounding either foot.
- Step with the second foot and jump but must throw the ball or shoot before regrounding either foot.

» **Two feet landing**

A player who receives the ball while both feet are on the ground, or who catches the ball in the air and lands on both feet simultaneously, may:

- Step with one foot in any direction, lift the second foot and throw or shoot before the second foot is re grounded.
- Step with one foot in any direction one or more times while pivoting on the second foot. The second foot may be lifted but the player must throw or shoot before regrounding it.
- Jump from both feet on to one foot but must throw or shoot before regrounding the second foot.
- Step with one foot then jump but must throw the ball or shoot before regrounding either foot.

Shooting

- Only the GS and GA are able to score goals for the team. They must be wholly inside the goal circle to shoot

Netball court

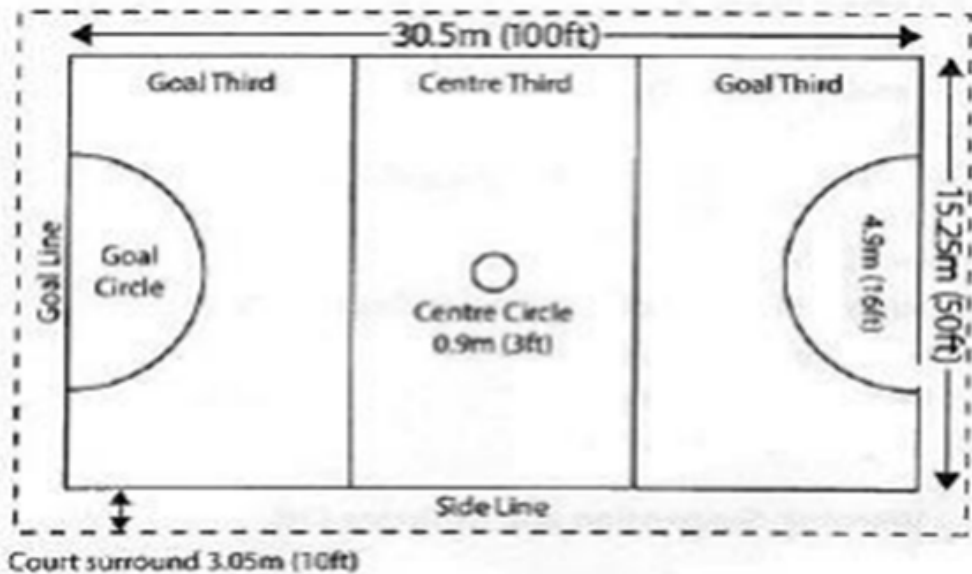


Fig.8.16: Netball court

The court is rectangular in shape and is level and firm. The surface should be wooden (preferably sprung wooden) but may consist of other material provided it is safe to play on.

- The two longer sides are called side lines and measure 30.5 m.
- The two shorter sides are called goal lines and measure 15.25 m.
- Two lines parallel to the goal lines divide the court into three equal areas. These lines are called transverse lines. The middle area is called the centre third and the two end areas are the goal thirds.
- A circle 0.9 m in diameter is located in the centre of the court. This is called the centre circle.
- A goal circle is located at each end of the court. This is a semi-circle of radius 4.9 m whose centre is the mid-point of the outside of the goal line.

All lines (preferably white) are 50 mm wide and are part of the court area they outline.

Ball

The match ball which is spherical in shape:

- Measures 690-710 mm in circumference and weighs 400-450 g (14-16 Oz)
- The ball is made of leather, rubber or suitable synthetic material
- The ball is inflated to a pressure of 76-83 kPa.

Duration of the match

A match consists of four quarters, each quarter is played in 15 minutes, with an interval of 4 minutes between the first-second and third-fourth quarters. The half-time interval is 12 minutes (except, with the agreement of the event organiser and both teams, half-time may be 8 minutes).

Players

The playing positions and initials are:

- Goal Shooter (GS): To score goals and to work in and around the circle with the GA.
- Goal Attack (GA): To feed and work with GS and to score goals.
- Wing Attack (WA): To feed the circle players giving them shooting opportunities.
- Centre (C): To take the centre pass and to link the defence and the attack.
- Wing Defence (WD): To look for interceptions and prevent the WA from feeding the circle.
- Goal Defence (GD): To win the ball and reduce the effectiveness of the GA.
- Goal Keeper (GK): To work with the GD and to prevent the GA/GS from scoring goals.

All players have specified areas of the court where they are allowed to play.

These are:

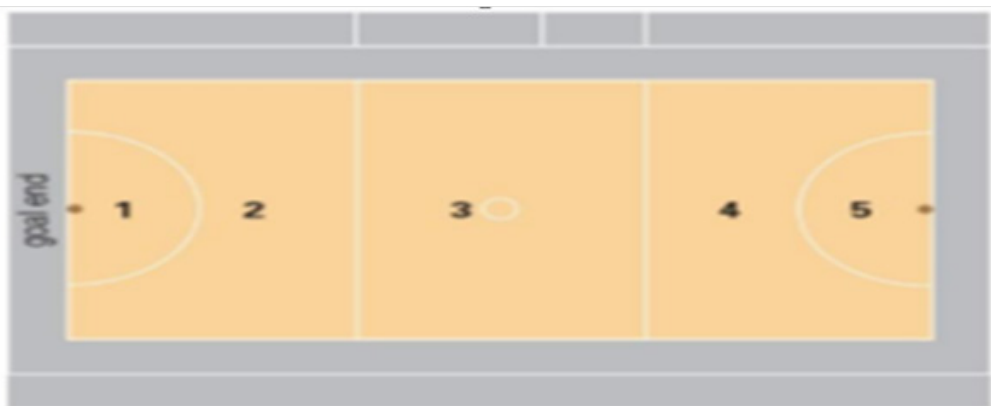


Fig.8.17: Netball court with labelled players' posts

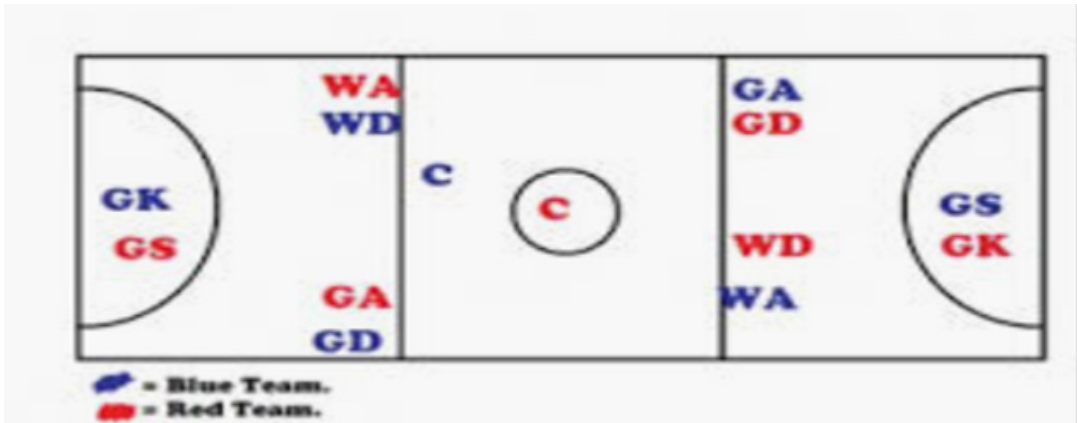


Fig.8.18: Netball players posts on the court

Position	Playing areas				
Goal shooter	1	2			
Goal attack	1	2	3		
Wing attack		2	3		
Centre		2	3	4	
Wing defense			3	4	
Goal defense			3	4	5
Goalkeeper				4	5

Fig.8.19: Players area

Duration of the game

A match consists of four quarters, each of 15 minutes playing duration, with an interval of 4 minutes between the first-second and third-fourth quarters. The half-time interval is 12 minutes (except, with the agreement of the event organizer and both teams, half-time may be 8 minutes).

Playing actions

A player who receives the ball while both feet are on the ground, or who catches the ball in the air and lands on both feet simultaneously, may:

- Step with one foot in any direction, lift the second foot and throw or shoot before the second foot is re-grounded.
- Step with one foot in any direction one or more times while pivoting on the second foot. The second foot may be lifted but the player must throw or shoot before regrounding it.
- Jump from both feet onto one foot but must throw or shoot before regrounding the second foot.

- Step with one foot then jump but must throw the ball or shoot before regrounding either foot.

Playing the ball

- i) To gain possession a player may:
 - Receive the ball with one or both hands
 - Roll the ball to oneself
 - Receive the ball if it rebounds from the goalpost.
- ii) A player who has possession of the ball may throw or bounce it in any direction to another player with one or both hands. The player with the ball:
- iii) May not throw it deliberately at another player
 - May not roll it to another player
 - Must release the ball within 3 seconds
 - After releasing the ball, may not replay the ball until it has been touched by another player or it rebounds from the goalpost.
- iv) Without having possession of the ball a player may:
 - Bat or bounce the ball to another player but may not bat it deliberately at another player.
 - Tip the ball in an uncontrolled manner once or more than once, then either receive the ball or bat or bounce it to another player.
 - Bat the ball once before either receiving the ball or batting or bouncing it to another player.
 - Bounce the ball once before either receiving the ball or batting or bouncing it to another player.
- v) A player may not deliberately:
 - Kick the ball.
 - Fall on the ball to gain possession.
 - Strike the ball with a fist.
- vi) A player who falls to the ground while holding the ball must regain footing before playing the ball and release it within 3 seconds of first catching it. A player may not:
 - Gain possession of the ball while lying, sitting or kneeling on the ground.
 - Throw or play the ball while lying, sitting or kneeling on the ground.

Requirements for taking a shot

In taking a shot at goal the player must:

- Have no contact with the ground outside the goal circle either while

catching or holding the ball. The player may lean on the ball in the goal third outside the goal circle or may roll the ball or pick it up from this area, provided the player makes no physical contact with the ground outside the goal circle

- Shoot within 3 seconds of catching the ball

8.7. End unit assessment



End unit assessment

Game situation

- Students make two teams.
- Each team forms the own line in front of the goal post.
- One at a time the front players attempt a goal.
- If they get the goal in, they get 2 points for their team.
- If they miss, but get the rebound on the full, they can have another attempt at which point they score 1 point if they get it in.
- The other team's first player then has a turn. Continue with each team taking turns and adding up their scores until the first team reaches 21 points

8.8. Additional activities

8.8.1. Remedial activities

Work in groups of 4. Stand 2-3m apart in a square. One pair bounces the ball diagonally across the square and one pair chest passes. After 10 passes, pairs swap over their type of pass.

Variation

Work in groups of 4. Stand 2-3m apart in a square. One pair bounces the ball diagonally across the square and one pair chest passes. After 10 passes, pairs swap over their type of pass. Add shooting after 10 passes.

8.8.2. Consolidation activities

Work in groups of approximately 4 players. One thrower out in front. X1 passes to T, and then makes a straight lead to the right. They receive a shoulder pass from T, catch and land on the right foot. They pivot around to their right and pass to X2 who begins the drill again. Change over throwers regularly, and change

angle of straight drive to left side.

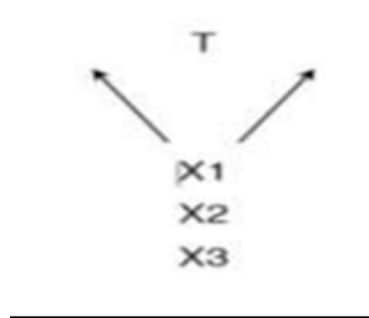


Fig.8.20: Passing exercise

8.8.3. Extended activities

Split into 2 teams. Each team stands around the radius of one side of the goal circle, numbering off 1 to 4. Two balls are placed in the center of the goal circle. The teacher calls out a number. That number from each team runs in, picks up a ball, passes to each player from their team (as in corner spray). Once they catch the last pass, they attempt to shoot a goal. First team to score a goal gets a point.

Variation

Let students play a normal netball by using learned basics techniques and respect basic rules used in netball.

UNIT 9

GOALBALL

9.1. Key unit competence:

Develop goalball technical skills

9.2. Prerequisite (knowledge, skills, attitudes and values)

Students of senior four will learn better developed technical skills of playing goal ball if they can apply basic physical exercises and perform basic goalball techniques learned in ordinary level.

9.3. Cross-cutting issues to be addressed

Gender

In teaching and learning process of goalball, the teacher must prepare and provide goal ball activities that engage both girls and boys equally to exploit their full potential and talents without any discrimination or prejudice.

Inclusive education

The teacher as a facilitator must consider different special education needs and select goalball activities to adapt his teaching approaches to all students. This creates a positive attitude and helps all students to participate actively and develop their competence levels.

Financial education

The teacher should integrate financial education into his teaching/learning activities by providing the local and no cost teaching material where is possible. He/she must encourage students to make their own materials that can help them to develop competences not only in sports at school but also in their daily life.

Standardization culture

The teacher must choose and select the standardized materials to use in his/her teaching/learning process of goal ball. It is necessary to provide appropriate materials required to the levels of students and help them to develop culture of checking and using the quality of sport materials for the competitions before their use in order to prevent injuries and other accidents.

Environment and sustainability

The teacher should provide materials and deliver the lesson with encouraging students to protect the environment and well use of materials. The teacher helps them to develop the spirit of keeping safe the environment they use in sports' activities.

Peace and values education

The teacher helps students to develop fair play and social values by avoiding violence and conflict in the goal ball game and by setting clear and relevant instructions. He/she should provide the activities that help students to develop their competences peacefully.

Comprehensive sexuality education

A teacher provides goalball activities and sets instructions that prevent sexual harassment, any kind of gender based violence like sexual abuse and physical contacts oriented to the sexuality intention.

Genocide studies

While conducting goalball exercises a teacher should take a time to explain students how sports should be used to fight against Genocide ideology and how to prevent it. For example, to organize Genocide memorial tournaments at school and give the message related to the Genocide.

9.4. Guidance on introductory activity

Before introducing the lesson one of this unit, you must introduce the whole unit. The teacher as a guide, facilitator and expert, ask questions or give activity related to goalball in order to help students to predict what to be learned in the whole unit.

9.5. List of lessons/sub-heading

	Lesson title	Objectives	Number of periods
1	Offensive exercises	Identify different offensive techniques of playing goalball Perform offensive techniques of playing goalball	2 periods
2	Defensive exercises	Identify technical skills for playing goalball in defense Perform defensive techniques used in goalball	1 period
3	End unit assessment	Evaluate the students' level of performance in offensive and defensive skills in goalball game.	1 period

LESSON 1: OFFENSIVE TECHNICAL SKILLS

a) Learning objectives

By the end of the lesson students will be able to:

- Identify different types of offensive technical skills in goalball game
- Perform offensive technical skills in goalball game in the game situation

b) Teaching resources

Hall, whistle, Goalball ball, stopwatch/watch, cones, first aid kits and goal posts.

c) Prerequisites/Revision/Introduction

Students of senior four will learn better offensive technical skills if they have performed basics goalball techniques learned in ordinary level and have developed basic physical qualities.

Learning activities



Opening discussions

- In pairs students brainstorm about different techniques used while playing goalball learned in ordinary level
- Let some pairs present their findings.
- Assist them to clarify their findings.
- Introduce offensive technical skills used in goal ball.
- Invite students to start warm up and stretching exercises

Warm up exercises

- Let students perform general warm up exercises and specific warm up based on body's parts to be used more while performing techniques and stretch their muscles properly.
- Randomly one student leads warm up and stretching exercises.
- Guide them while performing warm up and stretching.

Lesson body

Activity 1



Ball throws into the goal

Demonstrate to the students how to throw the ball into the goal and let them perform it individually.

When students are performing the technique of throwing the ball into the goal remind them to:

- Cover their eyes by using eye shades while playing goalball on the court
- Take standing position,
- Keep head up and forward in throwing direction.
- Bent knees, stay low, follow through.

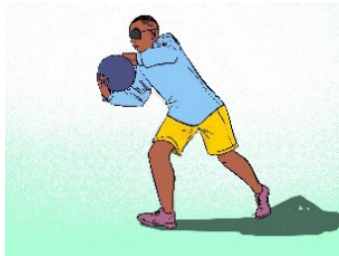


Fig.9.1: Exercises of throwing the ball

Activity 2



Passes and possessions

Demonstrate to students how to pass and possess the ball then let them apply it individually.

When students are performing passes and possessions remind them to:

- Cover their eyes by using eye shades while playing goalball on the court
- Hold the ball in throwing hand and support it

- Step forward
- Take the ball backward

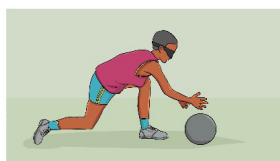
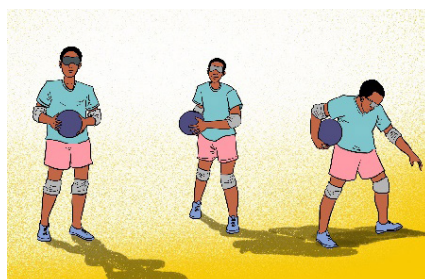
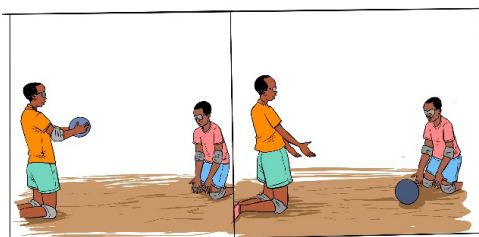


Fig.9.2: Passes and possessions exercises

Activity 3



Movements across the court (Bringing the ball forward powerfully)

Demonstrate to the students how to make movements across the court and then let them apply it on the court.

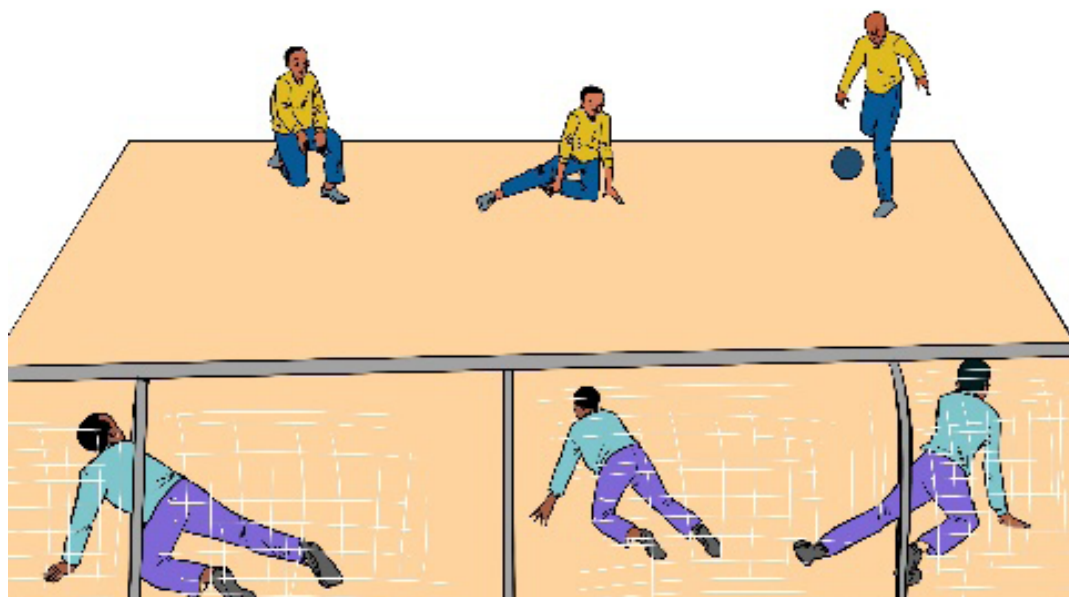


Fig.9.3: Exercise of making movement on the court

Activity 4



Penalty throws (Releasing the ball and throwing through).

Demonstrate to the students how to make penalty throws and let them apply it on the court.



Fig.9.4: Exercises of penalty throw

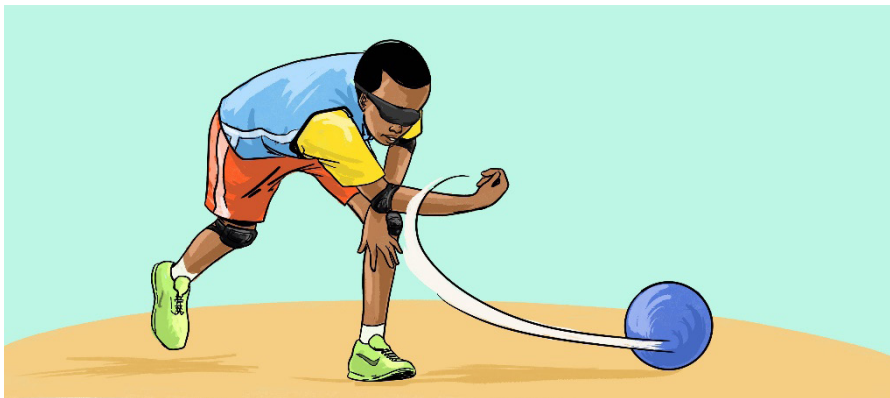


Fig.9.5: Throwing the ball



Application activity

In pairs, students make two lines faced horizontally. They perform pass and reception of the ball. They change the exercise after 10 minutes. They extend the space and execute penalty throw following teacher's instructions.

Variation

On the goalball court, students make groups of three players. They extend the space and execute penalty throw following teacher's instructions. They insist on releasing the ball and throwing through, technical skills of possessing the ball and movements on the court. All students perform as much as possible in order to develop they technical skills

Cool down exercises

- Let students do light exercises and stretch their group of muscles by insisting on most used parts.
- Randomly, one of students leads cool down exercises.
- Guide them while stretching their muscles systematically.

Closing discussions

Reflect

- What are challenges/ advantages did you face during performing offensive technical skill?
- How did you proceed to perform those exercises of offensive techniques?
- Connect
- What are conditions do you need to perform offensive techniques?

Apply

- How will you use offensive technical skills to become the best players of your teams?

LESSON 2: DEFENSIVE TECHNICAL SKILLS

a) Learning resources

By the end of the lesson students will be able to:

- Identify defensive technical skills of playing goalball game
- Perform defensive techniques of playing goalball game on the court

b) Teaching resources

Playground of goalball/hall, whistle, balls (goalball), stopwatch/watch, cones, first aid kits and goal posts.

c) Prerequisites/Revision/Introduction

Students of senior four will learn better defensive technical skills of goalball if they can execute goalball offensive technical skills learned in lesson one and have developed basic physical qualities.

Learning activities



Opening discussions

- In pairs students brainstorm about different techniques learned in the lesson one.
- Let some present their findings.
- Assist them to clarify their findings.
- Introduce defensive techniques of goalball
- Then invite them to start warm up exercises and stretching.

Warm up exercises

- Let students perform general warm up exercises and specific warm up based on body's parts to be used more while performing techniques and stretch their muscles properly.
- One student leads warm up and stretching exercises.
- Guide them while performing warm up and stretching.

Lesson body

Defensive exercises

The teacher as facilitator and a guide, facilitate students in the following ways:

Explain to the students how defensive techniques should be performed in goalball game.

Tell to the students that they can apply defensive technical exercises through:

- Positions (taking the knee position facing the attacking direction)
- Blocks (their arms and legs fully extended)
- Lay-outs (keep their body flat)
- Ball repossessions (crouching and dive to stop the ball according to its direction)
- Movements (blocking the ball in a lying position according to its direction)
- Defending penalties (catching the ball)
- Demonstrate to the students how defensive techniques should be performed.
- Individually and in pairs, let learners apply goalball defensive technical skills.

When students are performing defensive exercises remind them to:

- Cover their eyes by using eye shades while playing goalball on the court.

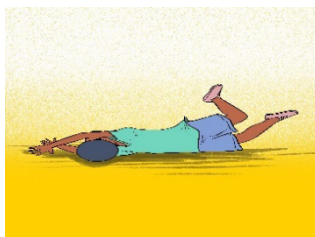
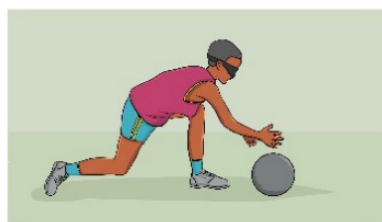
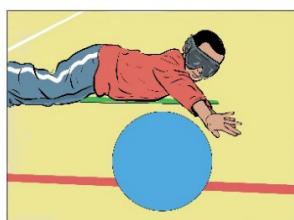


Fig.9.6: Individual defensive exercises

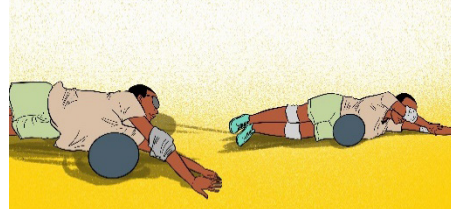
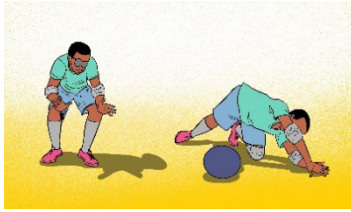


Fig.9.7: Defensive exercises in pairs



Application activity

On the goalball court, students make groups of three players. Orderly every two teams perform goalball game where one team execute individual and collective defensive technical skills. The opponent execute technical skills of attack. The winner is the team which gained more goals than other.

Cool down exercises

- Let students do light exercises and stretch their group of muscles by insisting on most used parts.
- Randomly, one of students leads cool down exercises.
- Guide them while stretching their muscles systematically.

Closing discussions

Reflect

- What are challenges/ advantages to perform defensive technical skills?
- How did you proceed to perform those techniques of goalball defense?

Connect

- What are conditions do you need to perform defensive techniques?

Apply

- What is the usefulness of goalball defensive techniques in the game situation?
- How will you use goalball defensive technical skills to become the best players of your teams?

9.6. Additional Information for teachers

Basic techniques of playing goalball

Offensive techniques

In goalball offensive techniques used while playing are as follow:

Ball throws into the goal, passes and possessions, movements across the court and penalty throws.

Defensive techniques

Defensive techniques used in goalball while playing are the following:

Positions, blocks, lay-outs, ball repossessions, movements and defending penalties.

The court of goalball

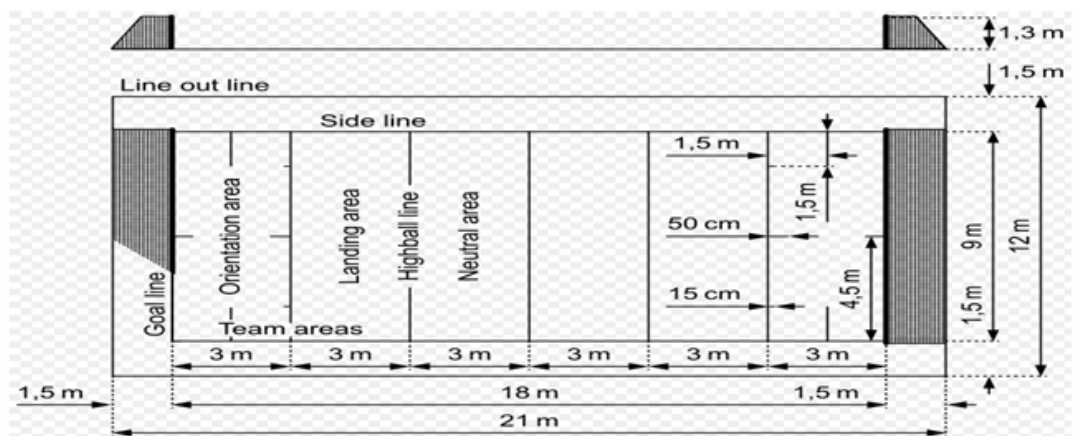


Fig.9.8: Goalball court

A goalball court is a standard gymnasium volleyball court, which measures (9m wide x 18m long). There are two team areas at either end of the court, which measure (3m wide x 9m long). Inside the team areas, there are player orientation marks consisting of two 1.5m wing lines and one 0.50m Centre line.

Duration of the match

A regular Goalball game is 20 minutes, consisting of two 10 minute halves. There is a 3-minute half time, in order for the teams to switch ends.

Number of players in goalball

Teams are comprised of six players with no more than three from each side on the pitch at one time, in matches of two ten minute halves. the sport of goalball is played at the paralympic games, where 12 men's teams and 10 women's teams are eligible to compete against each other.

Players Positions:

In goalball there are two types of positions on a team, there is one centre and two wingers.

Basic rules of goalball

First Ball

A coin toss determines which team will receive the first ball, with the opposing team receiving the ball after half time. Each team is allowed three, 45 seconds, time outs in a game.

Eyeshades

In order to maintain an equal advantage, all team members, must wear eyeshades at all times, during the game. After the game has started, a player may only adjust his or her eyeshades, by raising your arm up in the air, and calling eyeshades. Only then, after the referee tells the person to turn around, may the person adjust their eyeshades.

Time limits

Upon receiving control of the ball, a team has only 10 seconds to throw the ball back at the opposing team. If not, it is considered a team penalty.

Throwing

The ball must be rolled on the floor. When throwing the ball, it must touch the floor before the over throw line or it is considered to be a high ball. This would constitute a penalty and nullifies any goal scored from that throw. So keep in mind, that the ball must be bowled or rolled along the floor rather than thrown.

Defending

Players must stay within the team area when defending. When stopping the ball, some part of the player's body must be touching the team area or it is called: Illegal defense and constitutes a penalty.

Play

The audible command "PLAY" must be called by the referee to start or restart the game. After any official stoppage in the game, "PLAY" must be called to restart the game. For example: the start of the game, after an out of bounds ball, a blocked out ball, a penalty situation, or a Goal.

Losing Possession of the Ball

There are 3 ways to lose possession of the ball. This means your team will lose the ball and the opposing team gets to throw.

- **Premature throw:** This is when a player, throws the ball before he/she is allowed to or before “PLAY” has been called.
- **Pass out:** If a player passes the ball to another team mate and the pass is missed, with the ball going over the outside lines, this is called a “Pass Out”.
- **Ball over:** This takes place, when a defending player stops the ball, and it bounces off that player and rolls over the Centre line.

Goal

A goal counts when the ball passes completely over the 9m back(goal) line of either team area. It is a goal no matter, how it crosses the line, if it was thrown by the opposing team, and or thrown or carried over by your own team members.

Penalties:

Penalty situations are for the more competitive players. The rules above outline what justifies a penalty.

Basically there are two kinds of Penalties:

Team Penalties:

- Ten seconds
- Team delay of game
- Personal penalties:
- High ball
- Three throws
- Eye shades
- Personal unsportsmanlike

Team unsportsmanlike conduct

- Illegal coaching

Conduct

- Personal delay of game
- Long ball
- Illegal Defence

9.7. End unit assessment



End unit assessment

Setting students in goalball game situation and evaluate how they perform developed technical skills of attack: Pass, possession, penalty throw, movements across the court and defensive technical skills perfectly: Positioning, blocking, layout, ball repossession and catching the ball. Students get 2points to well performed technical skills. The winner teams get 5points more than others.

9.8. Additional activities

9.8.1. Remedial activities

Regular performance of goalball technical skills individually and in team

9.8.2. Consolidation activities

Individually and in team increases the performance of technical skills of playing goal ball

9.8.3. Extended activities

Participate in interclasses' goalball competitions organized by the school in order to make school teams

UNIT 10

SITTING VOLLEYBALL

10.1 Key unit competence:

To develop technical skills of playing sitting volleyball

10.2 Prerequisite (knowledge, skills, attitudes and values)

Students of senior four will develop better techniques of playing sitting volleyball if they can perform basics skills related to inclusive sports learned in ordinary level and have developed basic physical qualities.

10.3 Cross-cutting issues to be addressed

Gender

In teaching and learning process of sitting volleyball, the teacher must prepare and provide physical activities that engage both girls and boys equally to exploit their full potential and talents without any discrimination or prejudice.

Inclusive education

The teacher as a facilitator he/she must consider different special education needs and select sitting volleyball activities to adapt his teaching approaches to students. This creates a positive attitude and helps all students to participate actively and develop their competence levels.

Financial education

The teacher should integrate financial education into his teaching/learning sitting volleyball by providing the local and no cost teaching material where is possible. He/she must encourage students to make their own materials that can help them to develop competences not only in sports at school but also in their daily life.

Standardization culture

The teacher must choose and select the standardized materials to use in his/ her

teaching/learning process sitting volleyball. It is necessary to provide appropriate materials required to the levels of students and help them to develop culture of checking and using the quality of sport materials for the competitions before their use in order to prevent injuries and other accidents.

Environment and sustainability

The teacher should provide materials and deliver the lesson with encouraging students to protect the environment and well use of materials. The teacher helps them to develop the spirit of keeping safe environment they use in sports activities.

Peace and values education

The teacher helps students to develop fair play and social values by avoiding violence and conflict in the sitting volleyball game and by setting clear and relevant instructions. He/she should provide the activities that help students to develop their competences peacefully.

Comprehensive sexuality education

A teacher provides sitting volleyball activities and sets instructions that prevent sexual harassment, any kind of gender based violence like sexual abuse and physical contacts oriented to the sexuality intention.

Genocide studies

While conducting sitting volleyball exercises, a teacher should take a time to explain students how sports should be used to fight against Genocide ideology and how to prevent it. For example, to organize Genocide memorial tournaments at school and give the message related to the Genocide.

10.4 Guidance on introductory activity

Before introducing the lesson one of this unit, you must introduce the whole unit. The teacher as a guide, facilitator and expert, ask questions or give activity related to sitting volleyball in order to help students to predict what to be learned in the whole unit.

10.5 List of lessons/sub-heading

#	Lesson title	Objectives	Number of periods
1	Serving the ball	To identify and explain different types of services in sitting volleyball To serve the ball using different types of services in sitting volleyball game	1
2	Receiving and passing the ball	To identify and explain the ways of receiving and passing the ball in sitting volleyball To receive and pass the ball using different types of passes	1
3	Setting and spiking the ball	To identify and explain the ways of setting and spiking the ball in sitting volleyball To set and spike the ball using different types of setting and spiking the ball.	1
4	Blocking the ball	To identify and explain the ways of blocking the ball in sitting volleyball To block the ball using different types of blocks in Sitting Volleyball	1
5	End unit assessment	To evaluate the students' level of performance in serving the ball, reception and passing the ball, setting and spiking the ball, blocking the ball in sitting volleyball game.	1

LESSON 1: SERVING THE BALL

a) Learning objectives

By the end of the lesson student will be able:

- To identify and explain different types of services in sitting volleyball
- To serve the ball using different types of services in sitting volleyball game.

b) Teaching resources

Balls, stopwatch/watch, playground for sitting volleyball/hall, cones, whistle, chasubles, rope, trees and net

c) Prerequisites

Students of senior four will develop better techniques of serving the ball in sitting volleyball if they have learned basics sitting volleyball techniques learned in ordinary level and they have developed basic physical qualities.

Learning activities



Opening discussions

- In pairs students brainstorm about different ways of serving the ball in sitting volleyball as they learned in previous years.
- Let some pairs present their findings.
- Assist them to clarify their findings.
- Introduce different way of serving the ball in sitting volleyball.
- Then invite students to start warm up and stretching exercises.

Warm up exercises

- Let students perform general warm up exercises and specific warm up based on body's parts to be used more while serving the ball and let them stretch their muscles properly.
- With assistance of the teacher, one student can lead warm up and stretching exercises.

Lesson body

Overhand service

The teacher as facilitator and a guide, facilitate students in the following ways.

- Explain to the students how overhand serve should be done in sitting volleyball.
- Demonstrate to the students how overhand serve should be performed.

Remind them to:

- Remain seated /take sitting position.
- Throw the ball high and hits it but without fold hand completely.

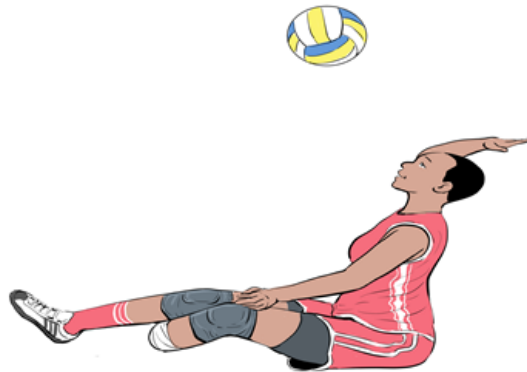


Fig 10.1: Overhand serve in sitting volleyball

Cool down

- Let students practice cool down exercises and light stretching by focusing on used muscles.
- Guide them how they can stretch their muscles in well manner.

Closing discussions

Reflect

- What are challenges/advantages did you face while setting the ball in sitting volleyball game?
- How did you proceed to execute setting the ball when playing the game?

Connect

- What are conditions do you need to set the ball in sitting volleyball as required?

Apply

- What is the importance of setting the ball in sitting volleyball game?

LESSON 2: RECEIVING AND PASSING THE BALL

a) Learning objectives

By the end of the lesson, students will be able to:

- To identify and explain the ways of receiving and passing the ball in sitting volleyball
- To receive and pass the ball using different types of passes in sitting volleyball game

b) Teaching resources

Balls, stopwatch/watch, playground for sitting volleyball/hall, cones, whistle, chasubles, rope, trees and net.

c) Prerequisites

Students of senior four will develop better technical skills of receiving and passing the ball in sitting volleyball game if they can execute basic physical exercises and perform basics technical skills of receiving and passing the ball in sitting volleyball learned in ordinary level.

Learning activities



Opening discussions

- Let students brainstorm different technical skills of receiving and passing the ball learned in ordinary level
- Introduce different ways of passing the ball used in Sitting volleyball game
- Invite students to start warm up and stretching exercises

Warm up exercises

- As the whole class, with the guidance of the teacher, let students perform general warm up exercises and specific warm up based on body's parts to be used more while demonstrating and performing techniques of receiving and passing the ball the ball;
- In pair/groups, with the guidance of the teacher let students stretch their muscles properly.

Lesson body

Activity 1



Underarm pass/forearm pass

- Demonstrate to the students how underarm pass should be performed in sitting volleyball.
- Let students practice it in pairs/groups

When students are playing the ball using underarm pass remind them to:

- Remain seated/take sitting position.
- Take the ball with the right or left hand.
- Throw up the ball
- Stretch the arms together forward at the level of pelvis.
- Play the ball with the forearm when the ball comes down by pushing it or to a certain direction according to the target.



Fig10.2: Underarm pass

Activity 2



Overhead pass

- Demonstrate to the students how overhead pass should be performed in sittingvolleyball.
- Let students practice it in pairs/ in groups.

When students are playing the ball using overhead pass remind them to:

- Bring hands together above the head.
- Face palms toward the ceiling with fingertips touching.
- Form a triangle with thumbs and index fingers, opening up the rest of hands.
- Separate hands so that volleyball would fit nicely in the pocket.
- Relax hands as the ball drops into them.
- Extend arms and wrists, pushing the ball up immediately after the ball contacts fingertips.
- Follow through with a complete arm extension as the ball is released.
- Pass with precision according to the strategic demands.
- Pass carefully to deliver the pass according to the qualities of attacker.
- Pass to the convenient attacker according to the blocking side and points.



Application activity

- Students line up in two lines facing each other about 2m apart;
- Continuously tossing the ball back and forth they follow the ball, switching lines;
- Underhand tossing and overhead tossing;
- Students toss laterally to partner so partner has to move side to side;
- One line remains catching and tossing, other line progresses to overhead passing;
- Both lines progress to overhead passing and then forearm passing.

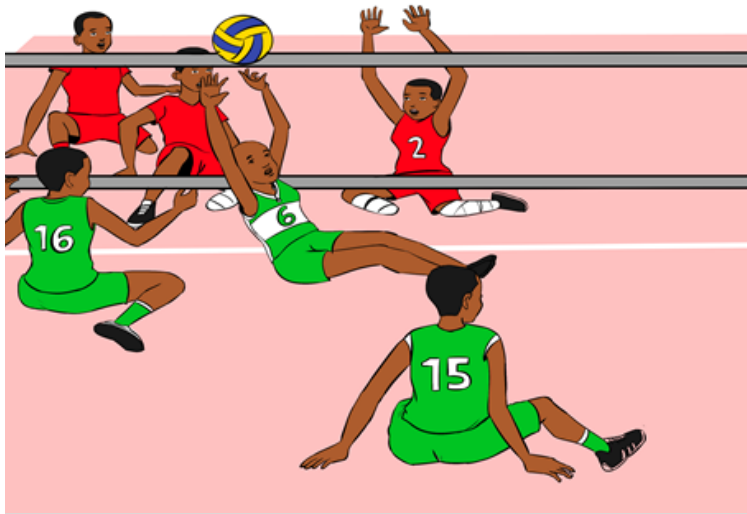


Fig 10.3: Overhead pass in sitting volleyball



Application activity 2

Form teams of six players and let them play a sitting volleyball game. Fix number of points to reach so that to win a match. Let all teams participates in the game.

Cool down

- Let students practice cool down exercises and light stretching by focusing on used muscles.
- Guide them how they can stretch their muscles accordingly.

Closing discussions

Reflect

- What are challenges/ advantages did you face while passing the ball with underarm pass/overhead pass in volleyball?
- How did you proceed to perform underarm and overhead passes?

Connect

What are conditions do you need to pass the ball accurately to your teammates using underarm or overhead passes?

Apply

- What is the usefulness of passing the ball in Sitting volleyball game?

LESSON 3: SETTING AND SPIKING THE BALL

a) Learning objectives

By the end of the lesson, students will be able:

- To identify and explain the ways of setting the ball in sitting volleyball
- To set the ball in sitting volleyball game.

b) Teaching resources

Balls, stopwatch/watch, playground for sitting volleyball/hall, cones, whistle, chasubles, rope, trees and net

c) Prerequisites

Students of senior four will develop better technical skills of setting the ball in sitting volleyball game if they have developed basic physical exercises and perform basics technical skills of setting the ball learned in ordinary level.

Learning activities



Opening discussions

- Let students brainstorm different technical skills of setting the ball learned in Ordinary level
- Introduce setting techniques used in Volleyball game
- Invite students to start warm up exercises

Warm up exercises

- As the whole class, with the guidance of the teacher, let students perform general warm up exercises and specific warm up based on body's parts to be used more while demonstrating and performing techniques of setting the ball;
- In pair/groups, let students stretch their muscles properly.
- Guide students during warm up and stretching exercises.

Lesson body

When teaching setting in volleyball game, facilitate students in the following ways:

- Demonstrate to the students how to set the ball using different ways as they have learned in ordinary level,

- Clarify and demonstrate to the students different steps of executing setting the ball;
- Let students perform different ways of blocking the ball on the court in pairs or in groups/teams.

Activity 1



Underarm setting

- Demonstrate to the students how underarm setting should be performed in sitting volleyball.
- Let students practice it in pairs or in group

Remind students to:

- Position of the body on the court.
- Legs semi flexed forward and buttocks in contact with the ground.
- With the forearms orient high the ball according to the attacker's position and the net.
- Respect of the contract with the ball according to the sitting volleyball rules.

Activity 2



Overhead setting

- Demonstrate to the students how overhead setting should be performed in sitting volleyball.
- Let students practice it in pairs or in groups

Remind students to:

- Position of the body on the court: legs semi flexed forward and buttocks in contact with the ground.
- Put their hands up and around the ball.
- Orient the thumb to cheek bones.
- Keep the wrist straight.
- Maintain the elbows slightly down and forward.
- Extend the arms by pushing the ball high to the direction of the net.



Fig 10.5: Overhead setting in sitting volleyball

Activity 3



Smashing (spike or hit)

Demonstrate to the students how smashing technique should be applied and let students perform it individually or in pairs/groups.

Remind students to:

- Position of the body on the court.
- Be oriented to the setter for waiting his/her set.
- Keep the buttocks on the ground while he/she hits.
- The hitter to extend his/her fully arm and slightly forward making the highest contact and delivering a powerful hit.

Explain to the students that there are two techniques of attack in sitting volleyball:

- **Smash:** The hitter hits hardly the ball.
- **Dump:** The hitter does not try to make a hit but touches the ball lightly and orient on an area that is not being covered by the defence.

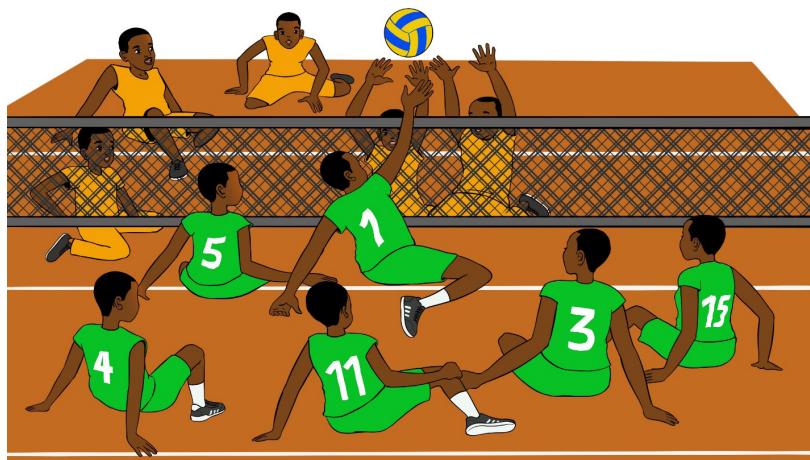


Fig 10.6: Smashing in sitting volleyball

Cool down exercises

- Let students do light exercises and stretch their group of muscles by insisting on most used parts.
- With the facilitation of the teacher, randomly one student can lead cool down exercises.

Closing discussion

Reflect

- What are challenges/advantages did you face during setting and smashing the ball in sitting volleyball?
- How did you proceed to perform setting and smashing the ball in sitting volleyball?

Connect

- What are conditions do you need to set and smash the ball in sitting volleyball?

Apply

- How will you use setting and smashing in sitting volleyball game?

LESSON 4: BLOCKING THE BALL

a) Learning objectives

By the end of the lesson, students will be able to:

- To identify and explain the ways of blocking the ball in sitting volleyball game.
- To block the ball using different types of blocks in sitting volleyball game

b) Teaching resources

Balls, stopwatch/Watch, playground for sitting volleyball, cones, whistle, chasubles, rope, trees and net

c) Prerequisites

Students of senior four will develop better technical skills of blocking the ball in Sitting volleyball game if they have developed basic physical exercises and perform basics technical skills of blocking the ball learned in ordinary level.

Learning activities



Opening discussions

- Let students brainstorm different technical skills of blocking the ball learned in ordinary level;
- Introduce blocking techniques used in sitting volleyball game;
- Invite students to start warm up exercises.

Warm up exercises

- As the whole class, with the guidance of the teacher, let students perform general warm up exercises and specific warm up based on body's parts to be used more while demonstrating and performing techniques of blocking the ball;
- In pair/groups, let students stretch their muscles properly;
- Guide students during warm up and stretching exercises.

Lesson body

Activity 1



When teaching different types of blocking the ball in sitting volleyball game, facilitate students in the following ways:

- Let students brainstorm and demonstrate how to block the ball as they have learned in ordinary level;
- Clarify and demonstrate to the students the ways the ball should be blocked when playing sitting volleyball game;

Activity 2



Recall Three techniques of blocking

- **Single block** performed by one player or individually
- **Double block** performed by two players collectively.
- **Triple block** performed by three players collectively.

When students are playing sitting volleyball game and use block techniques remind them to:

- Remain seated / take sitting position.
- Keep eyes on the attacker.
- Keep arms high, palms facing the net.
- Keep a half arm's length away from the net.

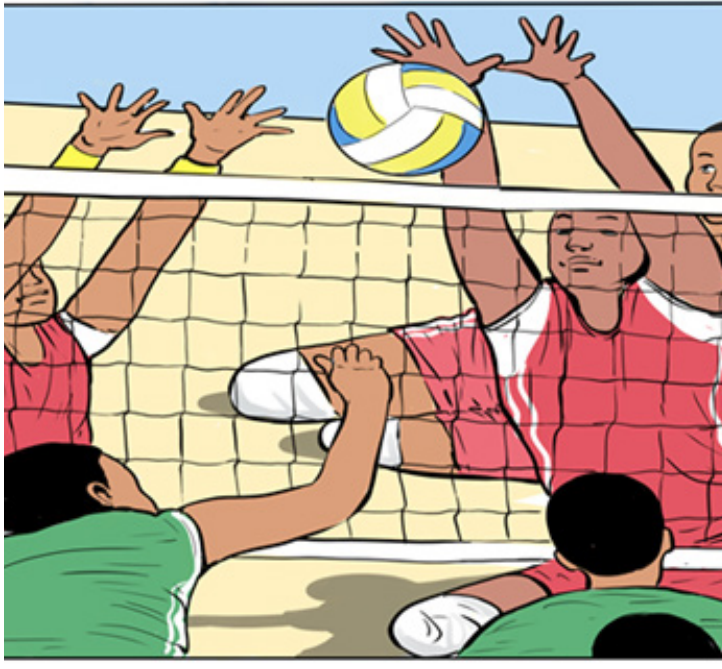


Fig 10.7: Blocking in sitting volleyball



Application activity

Put students in two teams. Request them to play a normal game and request students to perform blocking by using:

- One on one block.
- Double and triple block individually and in the team.

Make replacement so that all players participate in the game

Cool down exercises

Let students do light exercises and stretch their group of muscles by insisting on most used parts.

- With the facilitation of the teacher, randomly one of student can lead cool down exercises.

Closing discussion

Reflect

- What are challenges/ advantages did you face during execution of blocking the ball in the game?

- How did you proceed to perform effective blocking the ball in game situation?

Connect

- What are conditions do you need to block the ball in Sitting volleyball?

Apply

- What is the usefulness of using blocks in Sitting volleyball game?

Game situation

Students are divided into teams of six players and play volleyball form in a seated position. Players use different techniques used in playing sitting volleyball game. No player is allowed to play in kneeling or standing position. After 15 points teams may be changed. The winner is the team that wins many points in all matches.

Requirements:

- Court should be safe and facilitate the movements of players by using their hands and buttocks.
- Adjust net to fit the level of sitting volleyball

What to check out during this assessment

- **Individually**, players should use overhead pass, underarm pass, hand (or overhand) setting and bump (or underhand) setting.

Back row attack hit, open hand tip

- **In team** players should use: One on one block, swing and triple block

10.6 Additional Information for teachers

Sitting volleyball is a sport in which the disabled and the able bodied can play together at a high technical level and, as such, it represents a good opportunity for integration. Among advantages of sitting volleyball is also that a large scale of disabled youth and adults of both sexes can take an active part in that game.

The Court and net of sitting volleyball

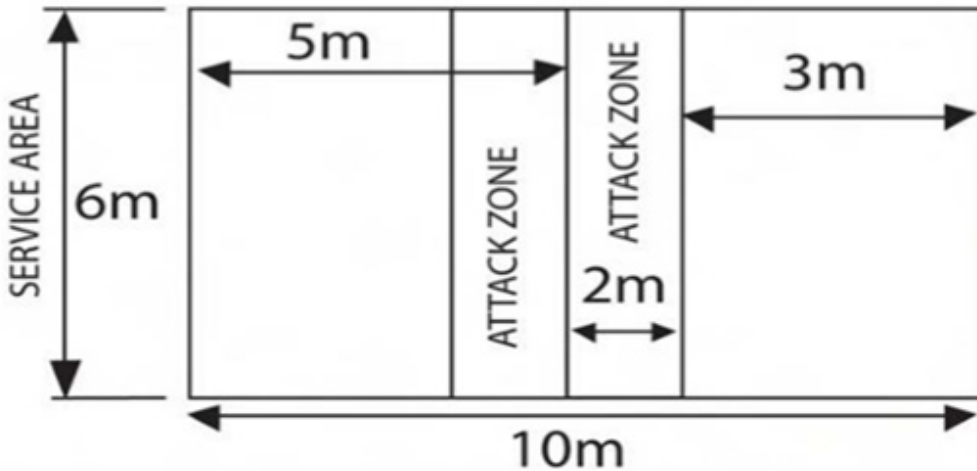


Fig 10.8: Sitting volleyball court

- 10m in length and 6m wide
- Measures of the net height are 1.15 meters for men and 1.05 meters for women.

Duration of the match

A maximum of five sets is allowed and each of the first four sets is completed when a team wins 25 points, having a difference of at least two points over the opposing team (e.g., 25:23). In case of a 2:2 set draw, a fifth set will follow which is completed when one team wins 15 points. The winning team is the first to win three sets.

Number of players in sitting volleyball

Six players are allowed on the court at one time. Teams may have up to 12 players. Remaining players are substitutes.

Compared to standing volleyball

In sitting volleyball:

- It is permitted to block an opponent's service.
- Contact of the Feet or the legs with the opposing team's side of the court is allowed, on condition that the play of the opposing team is not obstructed.
- Contact with the hands is allowed with the condition that one part of the hand is either in contact with the central line or exactly above it.
- Upon performing an attacking hit, the pelvis of the front zone's player

must touch the ground.

- A defense player can take attacking action which means to send or spike the ball from whatever height behind the attacking zone, as long as the pelvis does not touch or pass over the attacking line. After the hit, the player can touch the attacking zone.
- Throughout the game, the players who are involved in a defensive effort must have contact with the ground with some part of the body between the pelvis and the shoulders.
- In certain cases of defensive action at the back end of the court, for example while “saving the ball”, the players are allowed to lose contact with the ground for a short time. But they are not allowed to stand up, lift up their body or take steps.

10.7 End unit assessment



End unit assessment

Set exercises of serving, receiving, passing, setting, spiking and blocking the ball

Organize a sitting volleyball game and observe the ability to apply these techniques in a game situation.

Observe:

- The use of correct volleyball techniques: serving, receiving, passing, setting and spiking, blocking

10.8 Additional activities

10.8.1 Remedial activities

- Students line up in two lines facing each other about 2m apart
- Continuously tossing the ball back and forth they follow the ball, switching lines
- Underhand tossing and overhead tossing
- Students toss laterally to partner so partner has to move side to side
- One line remains catching and tossing, other line progresses to overhead passing
- Both lines progress to overhead passing and then forearm passing

10.8.2 Consolidation activities

Students in sitting volleyball situation get their hands above the net, the teacher or students smashes the ball at the outstretched blocker's hands. Students gets a point for blocking the ball.

Teaching point: As students develops the skill, increase the speed of attacks.

Variation: Practice in sitting and standing position.

10.8.3 Extended activities

Students line up in position 1 (server), position 3 (setter), position 4 (attacker) and position 2 (attacker) on both sides of court.

Server in position 1 serves down the line to passer in position 2.

Rally plays out and position 4 attacks at position 1 on opposite who comes into court after serving.

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