

PHYSICAL EDUCATION AND SPORTS

ACCOUNTING PROFESSION
GENERAL EDUCATION ALL OPTIONS

Senior

6

Teacher's Guide

Kigali, 2023

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FOREWORD

Dear teacher,

Rwanda Basic Education Board is honored to present to you Physical Education and Sports for Accounting Profession Option and Upper Secondary in General Education (All options) Senior Six 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, REB.

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Joan MURUNGI

Head of CTLR Department

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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

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 tutors 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 competence 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 Inter personal 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, obeisance (respect) of rules and culture of acceptance for 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

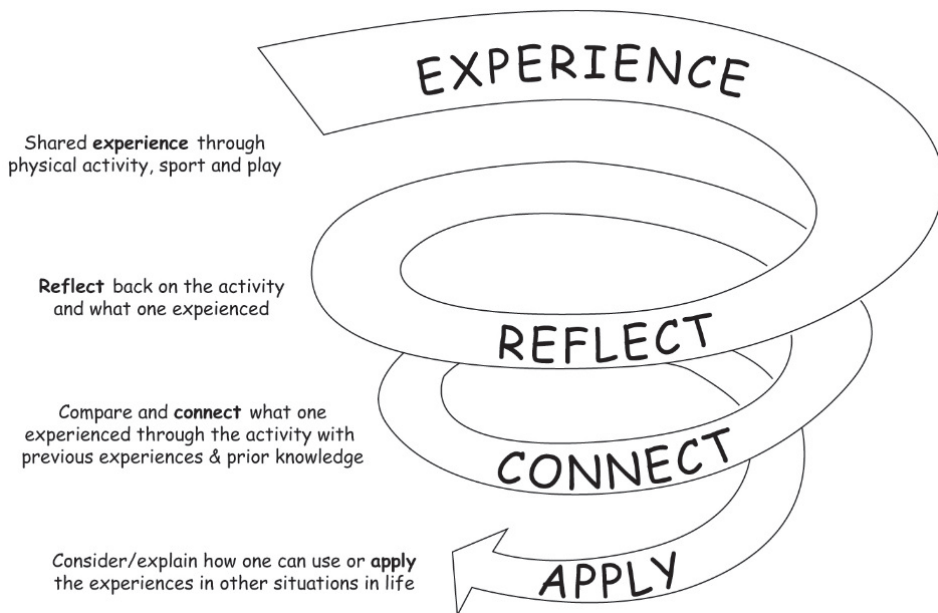
Ask questions, which help student to apply acquired experience to another situation.

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).



Competence-based lesson plan

School Name: GS ZAZA

Teacher's name: UWINEZA Jenifer

Term	Date	Subject	Class	Unit N°	Lesson N°	Duration	Class size
I	11.10.2023	PES	S6	2	3/4	40 min	40
Type of special Education Needs and Number					0		
Unit Title	Athletics						
Key Unit Competence	Develop technical and tactical skills of throwing and apply rules and regulations of throwing.						
Title of the lesson	Javelin techniques and tactics						
Instructional objectives	By using football playground and Javelin students should be able to perform techniques and tactics of Javelin adhering to rules and regulations.						
Plan for this class location: In/ outside	Outside						
Learning materials (For all learners)	Whistle, cones, Javelin, balls, stick, decameter						
References	Physical education and sports Curriculum for General education and accounting 2021.						

Timing for each step	Description of teaching and learning activity		Competences and cross cutting issues to be addressed
	Teacher activities	Student activities	
	Through groups exercise and individual exercises, Students will throw javelin using techniques and tactics of throwing javelin and adhering to rules and regulations of the throw.		
Opening discussion 3 min	<p>Check students' readiness by checking out sports equipment and infrastructure to be used.</p> <p>Brainstorming</p> <p>Ask types of throws in Athletics learnt in Lower Secondary level?</p> <p>What are the techniques of throwing javelin?</p>	<p>Students answer questions</p> <p>Expected answers:</p> <p>Types of throws in Athletics: Shot put, Discus and Javelin</p> <p>Techniques of throwing javelin comprise 4 phases (Approach, step rhythm, throw and recovery).</p>	<p>Communication: Is developed through listening to teacher's and answering questions asked.</p> <p>Critical thinking and problem solving: Are developed through brainstorming and discussing techniques of javelin throw</p>
Warm-up 7 min	<p>Ask Students to make 2 lines and run around football playground 5 times.</p> <p>Ask students to make a circle and one student lead stretching as follows:</p> <p>Perform high jump 10 times</p> <p>Perform 20 jumping jacks</p> <p>Perform stretching exercises (arms, legs, abdomen, back and neck stretch).</p>	<p>Students make 2 lines and start to run around the playground 5 times.</p> <p>Students make a circle, and perform high jump, jumping jacks and stretching exercises(arm, legs, abdomen, back and neck).</p>	<p>Gender equality will be developed by giving chance to both girls and boys to lead warm-up</p>

<p>Lesson development</p> <p>25 min</p>	<p>Explain to students that throwing Javelin consists the following phases:</p> <ul style="list-style-type: none"> – Gripping the implement: This comprise 3 types, American grip, Finnish grip and V grip. – approach run up and carry: During this phase athlete must measure their strides. Juniors has to take between 4-8 strides before reaching the takeoff board, while seniors must take between 8-14 stride before reaching the takeoff board. – Stride rhythm and delivery: Athlete must control they throwing arms, and legs, they must involve the whole body and apply force in the direction of throw. – Teacher helps students to form groups of five, and give each group a javelin. – Ask students to stand to the lines in their respective groups facing the throwing area. 	<ul style="list-style-type: none"> • Student teachers listen to teacher’s explanations and ask questions where it is necessary. • Students form groups, and stand on the line accordingly. • Students practice the exercises of gripping and javelin carrying individually • Students practice the exercise of approach phase by counting their steps • Students practice the exercise of delivering javelin individually. <p>Students, in their groups compete each other by throwing a javelin following teacher’s instructions.</p>	<p>Financial Education: Will be developed through using the improvised javelin in wood and sticks.</p> <p>Peace and values education: Is developed through playing together in harmony, by respecting other ideas and actions.</p>
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- | | | |
|---|--|--|
| <ul style="list-style-type: none">- Let students perform exercises of gripping and carrying implements in their groups- Let students practice approach phase in their groups one by one- Let students practice exercise of delivering a javelin one by one in their groups.- Organize a small competition between groups, they have to compete throwing javelin. The winning group will be the one who has many students with the longest distance.- Teacher will be the official of this small game. | | |
|---|--|--|

<p>Cooling down</p> <p>3 min</p>	<ul style="list-style-type: none"> – Ask students to perform light exercises and stretch their group of muscles by insisting on most used parts (arms, legs, and whole body). – Guide them while stretching their muscles systematically. 	<p>Students perform light exercises and stretch arms, legs and whole body.</p>	
<p>Closing discussion</p> <p>2 min</p>	<p>What are challenges/ advantages did you face while performing exercises of javelin throw.</p>	<p>Students answer questions: The challenge is how to grip the javelin, secondary to carry javelin was also challenging.</p>	
<p>Teacher self-evaluation</p>	<p>Teacher evaluate the achievement of the objective</p>		

PART III: UNIT DEVELOPMENT

UNIT 1

GYMNASTICS

Key unit competence: Apply rules and regulations of Gymnastic.

1.1 Prerequisite (Knowledge, skills, attitudes and values)

Students of senior six will learn better Gymnastic rules if they can perform ground and apparatus gymnastics learnt in senior four.

1.2 Cross-cutting issues to be addressed

- **Gender:**

In teaching and learning of Gymnastics rules, the teacher must prepare and provide 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 gymnastics rules lesson 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.

1.3. 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 exercises in order to help them to predict what to be learnt in the whole unit.

1.4. List of lessons/sub-heading

#	Lesson title	Learning objectives	Number of periods
1	Gymnastics exercises rules	List and explain elements of ground and apparatus gymnastics rules.	1
2	Officiate a gymnastic competition	Interpret elements of apparatus and ground gymnastics.	1
3	End unit assessment	To evaluate learner's ability in performance of gymnastics and officiating gymnastic competition.	1

Lesson 1: Gymnastics exercises rules

a) Learning objective

List and explain elements of ground and apparatus gymnastics rules.

b) Teaching resources

Books, internet videos, pictures on manila paper, projector and laptop.

c) Prerequisites/Revision/Introduction

Student of senior six will learn better Gymnastics rules if they can perform ground and apparatus gymnastics learnt in senior four.

d) Learning activities

Opening discussions

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

- Ask questions about types of ground and apparatus gymnastics exercises learnt in senior four.
- Introduce the lesson of the day by asking question related to gymnastics rules, like to brainstorm different rules and regulations to follow when executing gymnastics exercises.

e) Lesson body



Application activity 1.1

Divide students into 5 groups, and distribute to them questions in the table based on group numbers and let them discuss given questions into their respective groups. Distribute Gymnastics rules for each group based on questions given and facilitate students to get resources (if possible, you may use smart classroom and let them use soft copy of gymnastics rules, videos showing officiating procedures etc.)

Groups	Questions
Group one	Discuss event format of gymnastic competition.
Group two	Discuss composition of team and number of players who can participate in an event .
Group three	Discuss the different ways of scoring (difficulty and execution) and how to determine the winner of composition.

Group four	Discuss different types of fouls and penalties in gymnastics
Group five	Discuss and identify components of Officials and judges team.
Group six	Discuss players equipment, what to wear and not to wear during a competition and training.

Pass through groups and help them where is necessary. Request students to choose a secretary to record their 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, use a projector to recap presentations, show them different event format used in gymnastics competition.

Closing discussions (RCA)/ Conclusion

Summarize the lesson on different rules in gymnastics (event format, scoring, teams and players, fouls and penalties) and ask students to write them in their notebooks.

Lesson 2: Officiate a gymnastic competition

a) Learning objective

Interpret elements of apparatus and ground gymnastics during gymnastics competition.

b) Teaching resources

Parallel bar, Horizontal bar, Playground.

c) Prerequisites/Revision/Introduction

Student of senior six will better officiate a Gymnastics competition if they can list and explain element of gymnastics rules learnt in lesson one of this unit.

d) Learning activities

Opening discussions

- Ask questions related to gymnastics rules learned in lesson 1 in this unit.
- Let students answer asked questions and support their answers where is

necessary.

- Introduce the new lesson and invite students to start warm up.

Warm up exercises

- Let students perform general warm up exercises and specific warm up based on the most body's parts to be used while performing gymnastics exercises and stretch their muscles properly.
- One student can lead warm up and stretching exercises.

e) Lesson body



Activity 1.2

Competition situation

- Organize a gymnastic competition between students of the same class.
- Form three groups A, B and C of students. Competition is organized in this way:

Group A and B will be players and compete on floor ground gymnastics exercises and apparatus exercises), C group will act as officials by providing: judges other remaining players will record fouls and misconduct happened and how officials have been reacted for those fouls and misconducts.

Points to be inspected by judges are:

- How difficulty exercise was.
- How exercises are being executed.
- Fouls made by players and penalties to be given.

Rotate groups until everyone have been a player and a judge.

Or Prepare a video of Olympic gymnastics competition or world championship, and present it to students and ask them to judge the gymnasts performing in that video. Each student must have a pen and note book, they must take note on what they can do according to the performance of each athlete, and after they must give score accordingly.

Points to check are:

How difficulty exercise was;

How exercises are being executed;

Fouls made by players and penalties to be given.



Fig 1.1: Two judges sitting on the panel of difficulty



Fig 1.2: Five judges sitting on the panel of execution

Cool down

Choose one student to lead cool down and invite them to start after Competition discussion.

1.5 additional information for tutors

Gymnastics, is a competitive sport in which individuals perform optional and prescribed acrobatic exercises, mostly on special apparatus, in order to demonstrate strength, balance, and body control.

It is a part of the ancient Olympic Games; gymnastics was virtually reinvented in the modern era by the German Friedrich Jahn (1778–1852). The sport became part of the revived Olympics in 1896; women's gymnastics was instituted in 1936. Men's events include the horizontal bar, parallel bars, pommel horse,

vaulting, rings, and floor exercises. Women's events include the balance beam, uneven parallel bars, vaulting, floor exercises, and rhythmic sportive gymnastics.

A lot of gyms will not allow you to participate in gymnastics if you don't wear an appropriate attire/clothes. Attire is not only a requirement to meet the standards of a gym or competition but it is required for safety.

Loose clothing and gymnastics are a match that do not go well together, as a baggy clothes can get in your way and lead you to injure yourself.

Girls: Wear either a leotard or biketard during a competition.

Boys: Wear t-shirts that are tucked into pair of pants or shorts that are not baggy will do the trick.

- No shoes are allowed on gym floor; bare feet or beam shoes are recommended to avoid injuries or damaging the gymnastics floor.
- Jewelry are not allowed during competition or training.
- Gymnastics can either compete in a team or as an individual. There is a team competition, an all- round competition and individual competition for each event. The team event consists of four athletes, with three of them competing in each event. There is a specific order in which athletes rotate between apparatuses.
- Women's gymnastics consists of vault, bars, beam and floor.

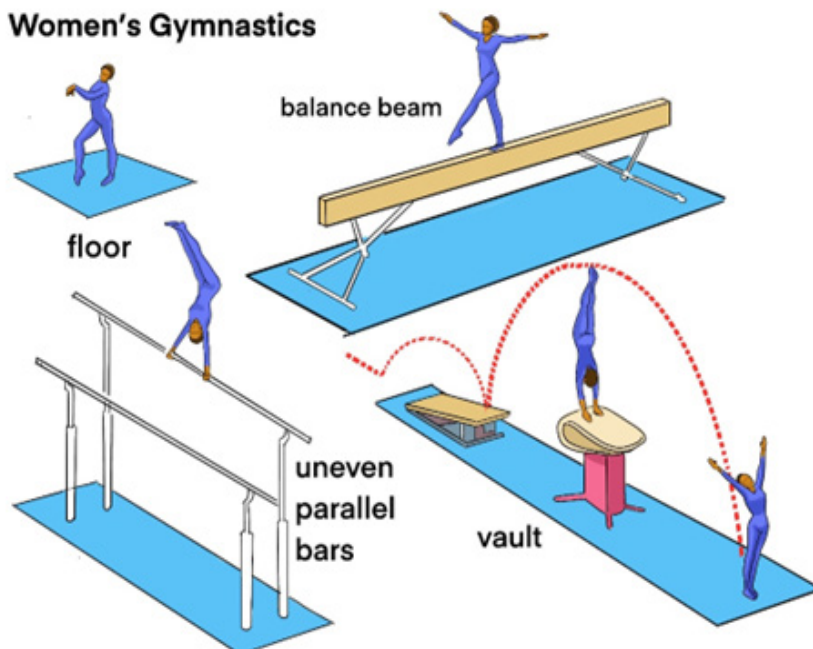


Fig 1.3: Women gymnastics at Olympic game

- Men's gymnastics consists of floor, pommel horse, rings, vault, parallel bars and high bar.

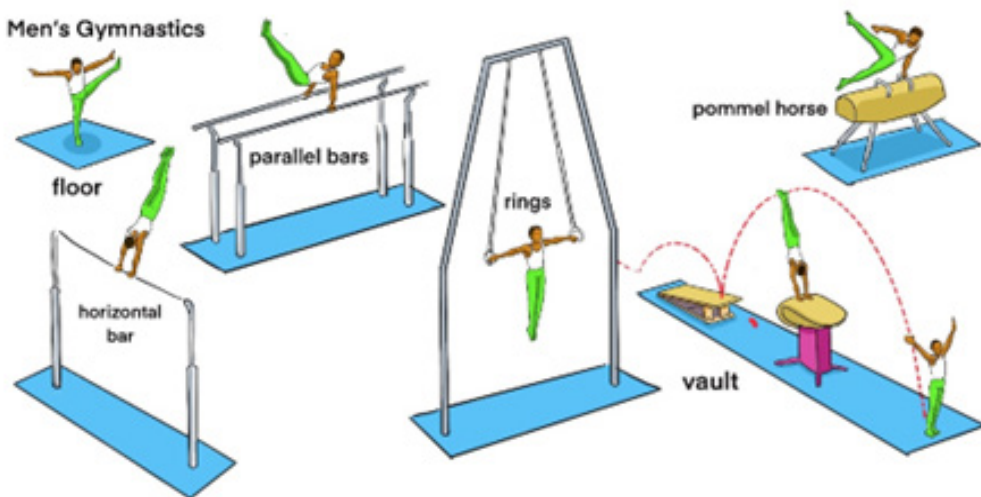


Fig 1.4: Men gymnastics at Olympic game

- Athletes are scored on both difficulty and execution. The score is determined based on the execution and an artistry of routine with deductions for falls, errors in technique and execution. Deductions range from 0.1 to 1.0. errors such as tie violations, stepping out of bounds, behavior faults, or falls are penalized using neutral deductions.
- Gymnastics meet have no set time limit, but finish when every athletes has performed on their specific event.
- Penalties are deciding by the judges, with the most common penalties coming from a fall off an apparatus.
- The Jury is composed by the D-panel that judges the difficulty of an exercise, and the E-panel that judges the execution of an exercises, and the R-panel (or reference panel) that acts as a check on the athlete with the highest score after everyone competes is named the winner.



1.6 End of unit assessment

Prepare a video demonstrating a gymnast performing floor exercises (ground gymnastics exercises) or apparatus gymnastics exercises, and present it to the students in smart classroom. Students must watch the video and decide the winner of the competition by providing the score and penalties each athlete received and why he received it. This work is done individually.



1.7 Additional activities

Remedial activities

In groups, students watch a gymnastics video and identify and explain elements of ground and apparatus rules and regulations.

Consolidation activities

Participate in competitions between small groups at school and choose their own officials to be parts of the jury to judge the performance and make records.

Extended activities

Organize a school competition of gymnastics (apparatus and ground exercises) and asks students to become members of jury that is officiating the competition

Key unit competence: Develop technical and tactical skills of throwing and apply rules and regulations of throwing.

2.1 Prerequisite (Knowledge, skills, attitudes and values)

Students of senior six will learn better athletics throws techniques and rules if they can perform motor control, body control and balance learned in Secondary School ordinary level.

2.2 Cross-cutting issues to be addressed

Gender: In teaching and learning of athletics throws, 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 athletics throws activities 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.

2.3 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 athletics in order to help them to predict what to be learnt in the whole unit.

2.4. List of lessons/sub-heading

#	Lesson title	Learning objectives	Number of periods
1	Shot put techniques and tactics exercises	Develop and perform shot-put techniques and tactics	1
2	Discuss techniques and tactics exercises	Develop and perform Discus techniques and tactics	1
3	Javelin techniques and tactics exercises	Develop and perform Discus techniques and tactics	1
4	Rules and regulations of throws.	Apply rules and regulation of shot-put, Discus and javelin throw	1
5	End unit assessment	To evaluate students' performance level and development of techniques and tactics of Athletics individually and in game situation.	1

Lesson 1: Shot put techniques and tactics exercises

a) Learning objective

Develop and perform shot-put techniques and tactics.

b) Teaching resources

Cones, Whistle, Internet, Laptop, Projector, Field/playground/throwing area, watch, decameter and shot put (for men and women).

c) Prerequisites/Revision/Introduction

Students of senior six will learn better techniques and tactics of shot putting in athletics if they have developed basic techniques of shot putting in Ordinary Level and have performed basic physical exercises.

d) Learning activities

Opening discussions

- Ask questions related to different types of athletics learned in senior four and five.
- Introduce the lesson of the day by asking questions on techniques of shot putting learned in ordinary level.
- 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 while performing techniques of shot put and stretch their muscles properly.

e) Lesson body



Activity 2.1

Explain and demonstrate to the students that during shot put, the following steps are respected:

1st step: Holding a shot put

- Applying to grip the shot put.
- Placing parallel fingers and slightly speed.

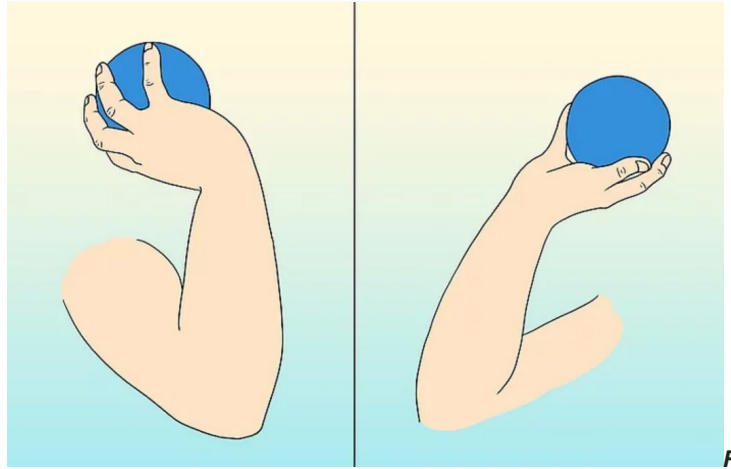


Fig 2.1: Holding a shot put

2nd step: Neck placement

- Raise the shot above their head.
- Push the shot into their neck.
- Holding the shot on the front part of the neck.
- Lift elbow parallel to the floor.
- Check to see that their thumb is pointing down towards their clavicle.
- The palm keeps pointing towards the throwing direction.

3rd step: Preparation

- Carrying out start upright at the rear of the circle.
- Back to the stop board.
- Bend trunk forward parallel to the ground.
- Supporting the leg bent.
- Make free leg drawn towards the back of the circle.

4th step: Gliding

- Gliding off the right/left foot to its heel.
- Placing it in the center.
- Coordinate landing feet simultaneously.
- Land left/right foot on the ball.
- Maintain landing feet on the ground.

5th step: Rotation/deliver/recovery

- Execute preparation with non-support and maintain foot placement.
- Deliver shot put with increasing power position, accelerate and make final arm movement.
- Make recovery by changing legs quickly after the release by bending right leg, lowering upper body.
- Swing the left/right leg backwards and keep eyes look down.

Shot putting styles

There are two styles, which are currently used in shot put competition:

- The glide.
- The spin (rotational techniques).



Activity 2.2

Let students perform techniques of throwing shot put individually using glide style by making many trials in order to be familiarized with shot put throw, try to keep security while throwing by giving enough space to the thrower in order to avoid accidents.



Activity 2.3

Let students perform techniques of throwing shot put individually using rotational style by making many trials in order to be familiarized with shot put throw, try to keep security while throwing by giving enough space to the thrower in order to avoid accidents.



Application Activity 2.1

Let student teachers perform techniques of shot putting individually using the style of their choice and record their performance to show and evaluate their own progress. They can do this activity in a small competition. Remember to give enough space to the thrower in order to avoid possible accident, which may occur during throwing.

Cool down exercises

Ask students to make sure that their muscles are stretched after throwing a shot put. To stretch shoulders, stand straight and lift your arm, holding it straight and parallel to the floor, and gently stretch it backward, which will extend your arm behind your shoulder. Hold the position for 30 seconds, then repeat the exercise on the other side.

Closing discussions (RCA)

Reflect

- What are challenges/benefits did you face while performing exercises of shot putting?
- How did you proceed in order to perform techniques of that throw?

Connect

- In which conditions do you need throws like shot putting?

Apply

- What is the usefulness of shot putting?
- How will you use skills of shot putting in your daily life?

Lesson 2: Discus techniques and tactics

a) Learning objective

Develop and perform discus techniques and tactics.

b) Teaching resources

Cones, Whistle, Internet, Laptop, Projector, Field/playground/throwing area, watch, decameter and Discus (for men and women).

c) Prerequisites/Revision/Introduction

Students of senior six will learn better techniques and tactics of discus throw in athletics if they have developed basic techniques of discus in Ordinary Level and have performed basic physical exercises.

d) Learning activities

Opening discussions

- Ask questions related to different types of athletics learned in senior four and five.

- Introduce the lesson of the day by asking questions on techniques of discus learned in ordinary level.
- 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 while performing techniques of discus throw and stretch their muscles properly.

e) Lesson body



Activity 2.4

Explain to the students that the discus throw is divided into four main phases; Gripping the implement, Foot placement, the power position, and release and recovery.

Phase 1: Gripping the implement

Request students to:

- Make preparation by holding the discus.
- Face back to the throwing direction.
- Bend knees slightly.
- Keep the weight on the balls of the feet.
- Keep arms nearly to the shoulder height



Fig 2.2: Gripping discus

Phase 2, 3 and 4: Foot placement, power position, release and recovery

Request students to:

- Make preparations with non-support.
- Provide support and maintain momentum.
- Deliver by the maintenance of power position (the right toe should clear past the left foot before the athlete starts the sprint to the middle.
- The left leg should stay low and fixed, ready to push off toward the front of the circle the left arm will remain inside the knee and with the shoulders level to help keep the body on balance) and acceleration.
- Recover with changing legs quickly after the release.
- Bend right leg and lower upper body.
- Swing the left leg backwards and keep eyes look down.



Fig 2.3: Student in action of foot placement and arm movement

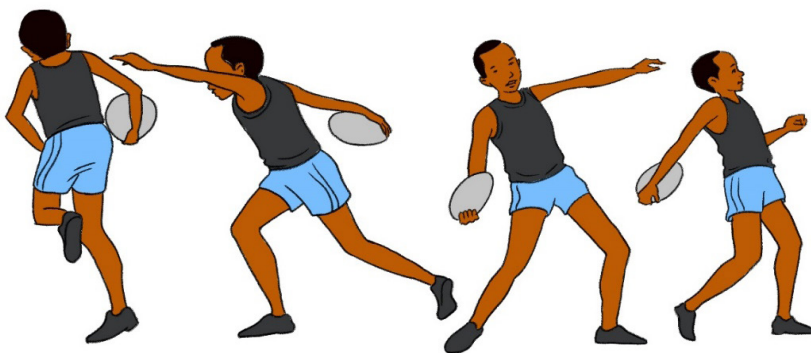


Fig 2.4: Student performing spinning style

Remind students that the influence on discus distance are the following:

- Velocity of the discus at release.
- Angle of release.
- Attitude angle or angle of tilt at the release.
- Wind direction and velocity.



Activity 2.5

Let students perform techniques of throwing discus individually by making many trials in order to be familiarized with discus throw, try to keep security while throwing by giving enough space to the thrower in order to avoid accidents.



Fig 2.5: Student delivering discus



Application Activity 2.2

- Let students perform techniques of throwing discus individually and record their performance with evaluating their own progress.
- They can do this as a small competition. Remember to give enough space to the thrower in order to avoid possible accident, which may occur during throwing.

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/benefits did you face while performing discus throw exercises?
- How did you proceed to perform those exercises?

Connect

- In which conditions do you need throw like discus?

Apply

- What is the usefulness of discus throw?
- How will you use skills of discus throw in your daily life?

Lesson 3: Techniques of throwing javelin

a) Learning objective

Develop and perform Discus techniques and tactics.

b) Teaching resources

Field/playground/throwing area, Watch, Whistle, Decameter, Javelin (for men and women).

c) Prerequisites/Revision/Introduction

Students of senior six will learn better techniques and tactics of throwing javelin in athletics if they have developed basic techniques of javelin throws in Ordinary Level and have performed basic physical exercises.

d) Learning activities

Opening discussions

- Ask questions related to techniques of throwing javelin learned in ordinary level.
- Let students answer questions, support them where is necessary and introduce the new lesson.

- Invite students to start warm up exercises.

Warm up exercises and cool down description

Let students perform general warm up exercises and specific warm up based on the most used body's parts to be used while performing techniques of javelin throwing and stretch their muscles properly.

e) Lesson body



Activity 2.6

Teacher starts the lesson by explaining students that throwing javelin consist of the 4 phases:

Phase 1: The grip phase

Explain students that there are three types of grips in throwing javelin such as:

i) The American grip:

The thumb and the first two joints of the index finger are behind the cord.

ii) The Finnish grip:

The thumb and the index finger are behind the cord, while the index finger supports the shaft. The extended finger assists the rotation of the javelin during delivery.

iii)The V grip:

The javelin is held between the index and middle fingers behind the cord.

The position of the fingers assists the throwing arm in staying at shoulder height during the approach.\

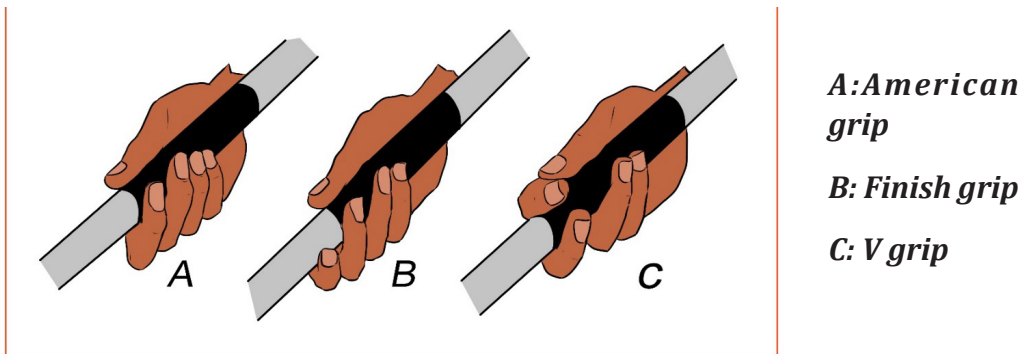


Fig 2.6: Javelin grips

Individually, let students perform how to grip javelin by using three grip Methods.

Phase 2: approach run up and carry

During the approach run up phase, remind students to measure their strides as follow:

Age category	Number of strides
Juniors	4-8
Seniors	8-14

Remind students that:

- They must carry javelin at head height with their arms bent, their elbow pointing forward.
- Their palm of hand must face upwards to facilitate the wrist and shoulder to relax, and have an easy running movement.
- Must keep their shoulder parallel to the run up.
- Must keep their hip high with body weight carried on the ball of the foot.
- Must have the javelin lined up approximately parallel to the ground.
- They have to increase constantly to the maximum controllable speed.



Activity 2.7

Let students perform approach run individually. During practice of run up approach, remind them to: Put a clear marker where five steps rhythm start to indicate student's the area.

- Continuing to increase constantly to the maximum controllable speed by avoiding lengthening the stride.

Tell students to do the following during approach run up and carry:

- Holding the javelin over the shoulder horizontally.
- Maintaining the top of javelin at head height.
- Holding the arm steadily with increasing running speed.
- Accelerating until reaching the optimum speed.

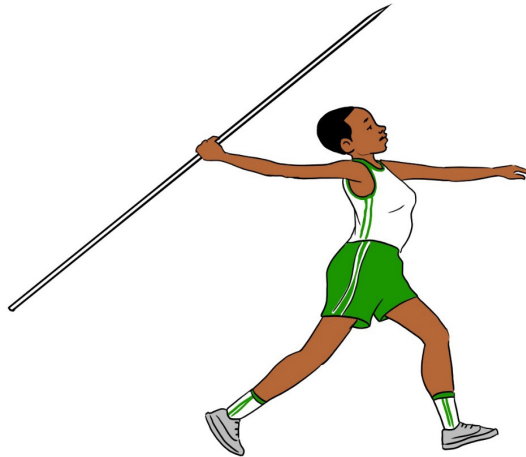


Fig 2.7: Carrying javelin

Phase 3 and 4: Stride rhythm and delivery



Activity 2.8

Tell students to do the following during stride rhythm and delivery:

- Execute the withdrawal action with impulse stride.
- Carry out delivery, transition, power position and final arm movement.
- Maintain the reserved legs.
- Bend the right legs and lowering the upper body.
- Swing the left leg backwards.
- Move the foot of the brace leg to the foul line.

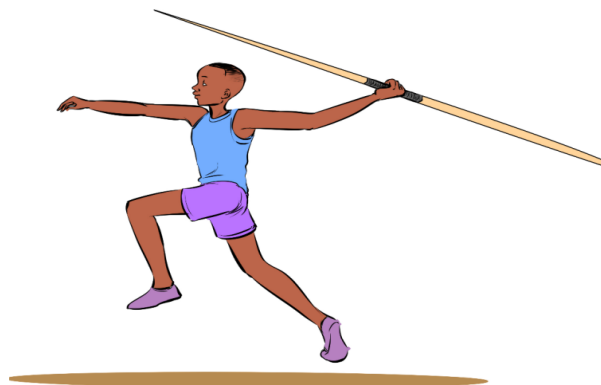


Fig 1.5: Student teacher who is going to deliver the javelin

Fig 2.8: Delivering a javelin



Activity 2.9

Remind students to remember basics throwing principles for javelin throw:

- Involve the whole body.
- Achieve a summation of forces.
- Apply force in the direction of the throw.
- Achieve a long range of motion.
- Weight transfer.

Let students perform techniques of throwing javelin individually by making many trials in order to be familiarized with javelin throw, try to keep security while throwing by giving enough space to the thrower in order to avoid accidents.



Fig 2.9: Student throwing a javelin



Application Activity 2.3

Let students perform techniques of throwing javelin individually by respecting different phases and record their performance with evaluating their own progress. They can do this as a small competition. Remember to give enough space to the thrower in order to avoid possible accident, which may occur during throwing.

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 exercises of javelin throw?
- How did you proceed to perform those exercises?

Connect

- What are conditions do you need throws like javelin?

Apply

- What is the usefulness of javelin throw?
- How will you use skills of javelin throw in your daily life?

Lesson 4: Rules and regulations of throws

a) Learning objective

Apply rules and regulation of shot-put, Discus and javelin throw

b) Teaching resources

Books, Internet videos, Pictures on manila paper, Projector and Laptop

c) Prerequisites/Revision/Introduction

Student of senior six will learn better athletic throws rules if they can perform shot put, discus, and javelin throws learnt in lesson 1,2 and 3 of this unit.

d) Learning activities

Opening discussions

- Teacher as a facilitator and a guider facilitates students in the following ways:
- Ask questions about types of throws learnt in previous lesson.
- Introduce the lesson of the day by asking question related to athletic throws rules, like to brainstorm different rules and regulations to follow when executing shot-put, discus and javelin.

e) Lesson body



Activity 2.10

Divide students into 3 groups, and distribute to them questions in the table based on group numbers and let them discuss given questions into their respective groups. Distribute shot put, discus and javelin throwing rules for each group based on questions given and facilitate students to get resources (if possible, you may use smart classroom, videos showing officiating procedures etc.)

Groups	Questions
Group one	Discuss short put rules and regulation during competition.
Group two	Discuss javelin rules and regulation during competition.
Group three	Discuss short put rules and regulation during competition.

- Pass through groups and help them where is necessary. Request students to choose a secretary to record their 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, use a projector to recap presentations,

Application Activity 2.4



Prepare a video which show athletes in competition of shot-putting, discus and javelin throw, and project it and asks students to watch and analyze the actions of throwers and write their decision on paper basing on the rules and regulations of each throw.

Closing discussions (RCA)/ Conclusion

Summarize the lesson on different rules of throwing in athletics (Implements, throwing area, fouls and penalties) and ask students to write them in their notebooks.

2.5. Summary of the unit

THE SHOT PUT

The shot has been an Olympic sport since 1896 and involves pushing or putting a metal ball of 7.26kg for men and 4kg for women. The aim is to put it as far as possible from a seven-foot diameter (2.135m) circle that has a curved 10centimetre high toe-board at the front.



Fig 1.14: Shot put implement

Fig 2.10: Shot put implement

The following rules are adhered to for a legal throw:

- Competitors take their throw from inside a marked circle 2.135m in diameter, with a stop board approximately 10cm high at the front of the circle.
- The distance thrown is measured from the inside of the circumference of the circle to the nearest mark made in the ground by the falling shot, with distances rounded down to the nearest centimeter. Place the zero end of the tape at the mark made by the shot closest to the throwing circle, pull through to the center of the circle (should be a mark or hole, and read off the measurement where the tape crosses the inside edge of the circumference of the circle or toe board.
- Upon calling the athlete's name, they have sixty seconds to commence the throwing motion.
- The athlete must rest the shot close to the neck, and keep it tight to the neck throughout the motion.
- The shot must be released above the height of the shoulder, using only one hand. The ball is to be put (i.e. pushed), not thrown with an overhead motion. At no time may the shot move behind the plane of the shoulders.
- The athlete may touch the inside surface of the circle or stop board, but must not touch the top or outside of the circle or stop board, or the ground beyond the circle. Limbs may however extend over the lines of the circle in the air.

- The shot must land in the legal sector (34.92°) of the throwing area (Inside of / not including the line).
- The athlete must exit the throwing circle from the back half of the circle.

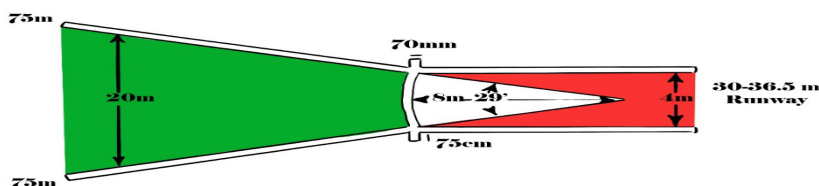


Fig 2.11: Shot put throwing area

A foul throws occur when an athlete:

- Does not pause within the circle before beginning the throwing motion.
- Does not begin the throwing movement within sixty seconds of having his or her name called
- Allows the shot to drop below his shoulder or outside the vertical plane of his shoulder during the put.
- During the throwing motion, touches, with any part of the body (including shoes): the top or ends of the stop board, the top of the iron ring, anywhere outside the circle.
- Throws a shot, which either falls outside the throwing sector or touches a sector line on the initial impact.
- Leaves the circle before the shot has landed.
- Does not exit from the rear half of the circle.

The top eight throwers, once established, will have three more attempts in order of increasing distance. The final rankings will result from all 6 attempts. The competitor's best throw from the allocated number of throws, typically three to six, is recorded, and the competitor who legally throws the shot the farthest is declared the winner. Ties are broken by determining which thrower has the longer second-best throw.

Discus

The discus throw is an event in track and field athletics competition, in which an athlete throws a heavy disc called a discus in an attempt to mark a farther

distance than his or her competitors. The men's discus is a heavy lenticular disc with a weight of 2 kilograms and diameter of 22 centimeters, the women's discus has a weight of 1 kilogram and diameter of 18 centimeters.



Fig 1.16: Discus implement

Fig 2.12: Discus implement

- The discus can be made of any material such as wood but it must have a circular edge with a metallic rim.
- Inner construction can be both solid and hollow.
- The cross section of the edge should be made in circular manner and it should have a radius of 6mm.
- All sides of the discus should be identical. They must be free from any type of sharp edges or irregularities.
- Finishing of the discus should be smooth.
- An athlete can only throw the discus when he or she will stand inside a circle, which has a diameter of 2.5m.
- During the course of throw, the athletes are prohibited from touching the top of the rim. However, they can touch the inner part of the rim.
- An athlete cannot touch the ground beyond the circle.
- If the athlete leaves the circle before the landing of the disc on the ground, then it will be considered as a foul throw.
- In the Olympic matches, each athlete is given eight chances to display their talents.
- There is particular boundary of landing of the disc. If the disc lands outside that zone, then that throw is considered invalid.

Javelin

Javelin throwing was once an integral part of ancient warfare and the farther a warrior could hurl a javelin, the greater his standing in the army. The first

men's Olympic javelin event was in 1908 and in 1932 for women. Originally made of wood, modern javelins are made of metal. Men's javelins weigh 800 g and women's javelins weigh 600 g. Javelins can be thrown huge distances and have had to be redesigned as athletes were generating throws in excess of the length of modern athletics stadium. Javelin throwing is the only track and field throwing event that allows a run up.

Implement

The weight and length

Age group	Men	Women
	Weight	Weight
U13	400 g	400 g
U15	600 g	500 g
U18	700 g	500 g
Junior (U20)	800 g	600 g
Senior	800 g	600 g

The lengths are respectively 2.60m to 2.70 m and 2.20 to 2.30 m.

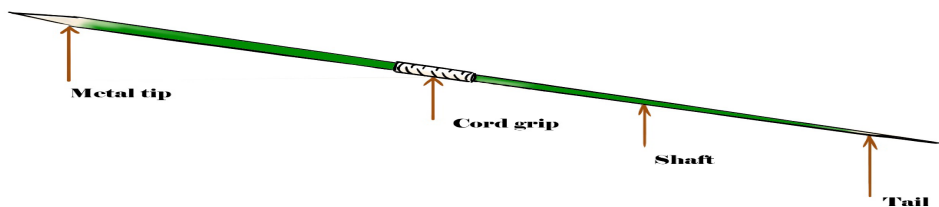


Fig 2.13: Parts of javelin

The javelin consists of three parts: a head, a shaft and a cord grip. The shaft must be constructed of metal and has, fixed to it, a metal head terminating in a sharp point.

Throwing sector/area

This is bounded by the inner edges of two lines, which are drawn from the centre of the arc through the points at which the arc joins the lines marking the edge of the runway.

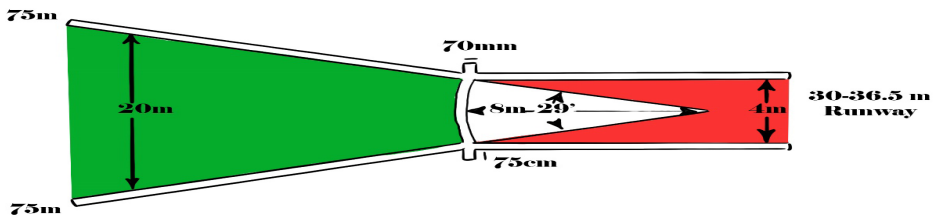


Fig 2.14: Area of throwing javelin

General rules for throwing javelin

- The javelin must be held at the grip and the throw must be made over the shoulder or upper part of the throwing arm.
- For a throw to be valid, the tip of the metal head must strike the ground before any other part of the javelin and it must fall completely within the inner edges of the landing sector.
- The competitor must make his approach and throw within the lines demarcating the runway.
- It is a foul throw if, after starting his throw, he touches the lines or the ground outside with any part of his body.
- The athlete must not leave the runway until the javelin has landed and then his first contact with the parallel lines or the ground outside the runway must be completely behind the lines, at the ends of the arc at the right angles to the parallel lines.
- Once the athlete has started the throw, the athlete must not turn completely around so that the back is towards the throwing arc.
- The number of throws allowed is the same as for the shot and discus.

2.6. additional information for tutors

Throwing events are amongst the oldest in track and field athletics. Where competitors once threw rocks and spears, they now use the shot and javelin. Throwing events require great strength and throwers are usually the biggest athletes in any athletic competition. There are four recognized throwing events in modern track and field athletics: the shot put, the discus, the javelin and the hammer.

Duties of Competition Officials

SHOTPUT

In shot put they are 9 judges:

- The Chief Judge must supervise the whole of the event and check the measurements.
- A Judge holding the measuring apparatus in such a way that it passes through the centre of the circle.
- A Judge placing, immediately after the throw, a marker enabling the throw to be measured.
- A Judge holding the measuring apparatus on the zero mark on the point where the marker has been placed.
- A Judge in charge of placing the small flags indicating each athlete's best throw. The small flag is placed along a strip or line outside the sector in order to avoid it being hit by an implement.
- A Recorder keeping the results sheet and calling the athletes.
- A Judge in charge of the results score-board.
- A Judge in charge of the clock indicating to the athletes that they have a certain time to take their trial
- A Judge in charge of the athletes

DISCUS

In Discus there can be up to 14 judges

- Near the circle: - Two judges checking that the throw has been made correctly and measuring the throw. In a large number of national competitions, the Chief Judge, takes on this duty.
- A Judge placed opposite judge (2) checking from his side that the throw is correct.
- A Judge (3) holding the tape measure so that it is held taut and passes through the centre of the circle.

At the landing:

- A Judge (4) responsible for the landing zone and indicating with the help of flags whether the throw is valid or not.
- Two Judges (5 and 6) who will watch the exact place of landing will have a marker which he will place in the ground to enable the measuring of the throw.

- A Judge (7) who will hold the tape measure on the zero mark at the spot where the marker has been placed.
- A Judge (8) in charge of placing the small flags indicating each athlete's best throw along a strip or line outside the sector in order to avoid them being hit by an implement. In important
- At the landing, one person or two responsible for sending back the discus that has been thrown (13).

Near the circle:

- A Recorder (9) keeping the results sheet and calling the athletes.
- A Judge (10) in charge of the results scoreboard (trial-number-result).
- A Judge in charge of the clock indicating to the athletes that they have a certain time to take their trial (11).
- A Judge in charge of the athletes and of the discus near the circle (12).
- Half-way between the circle and the landing zone:
- A Judge will make sure that the tape measure is taut in order to ensure a correct measurement (14).

JAVELIN

During javelin throws, they are at least 14 officials, controlling that the event is taking place adhering to rules and regulations.

1. The Chief Judge, must supervise the whole event and check the measurements.
2. Near the runway:
3. One judge (1) checking that the throw has been made correctly and measuring the throw. In a large number of national competitions, the Chief Judge, takes on this duty.
4. A judge (2) holding the tape-measure so that it passes through the centre of the arc of the circle.

At the landing:

1. A judge (3), responsible for the landing zone, and indicating with the whether the throw is valid or not.
2. Two Judges (4) and (5) who watch the place where the tip of the metal head touched the ground. One of these judges holds a marker which he pushes in the ground.
3. A Judge (6) who will hold the tape-measure and who must place the zero

point on the spot where the marker has been placed.

4. A Judge (7) in charge of placing the small flags indicating each athlete's best throw. These flags must be placed along a strip or line outside the sector in order to avoid them being hit by a javelin.
5. one person (or two) responsible for sending back the javelins that have been thrown (12). Near the runway zone:
6. A Recorder (8) keeping the results sheet and calling the athletes.
7. A Judge (9) in charge of the results scoreboard (trial-number-result).
8. A Judge in charge of the clock indicating to the athletes that they have a certain delay to take their trial (10);
9. A Judge in charge of the athletes and of the javelins placed near the runway (11). Half-way between the runway and the landing zone:
10. A judge will make sure that the tape-measure is taut in order to ensure a correct measurement (13).



2.7 End of unit assessment

Teacher set series of athletic exercises on javelin, discus and shot put. He/she provides the appropriate materials to the student teachers and highlight instructions to follow during performing different throws. Students must perform individually three trials for

a) Javelin throw

b) Discus throw

c) Shot putting.

- Teacher observe how each student is performing by respecting rules.
- Teacher records the performance of each student to evaluate their performance.
- Teacher lets students officiate the event and observe/assist them.

2.8 Additional activities

Remedial activities

Individually, the students revise the techniques of javelin, discus and shot

Put during free time and sports time.

Consolidation activities

The teacher organizes a kind of competition where students compete individually in throwing javelin, discus and shot putting. Record their performance and rank them based on each discipline.

Extended activities

Encourages and facilitates students to participate in different athletics competitions on javelin, discus and shot put organized by the school, Sector, district, league and National school sports federation.

Key unit competence: Apply Football Laws of the game

3.1 Prerequisite (Knowledge, skills, attitudes and values)

Students of senior six will learn better football laws of the game if they have developed basic techniques and tactics of football learned in senior four and senior five.

3.2 Cross-cutting issues to be addressed

Gender: In teaching and learning process, teacher must prepare and provide football exercises that engage both girls and boys equally in exploiting their full potential and football talents without any discrimination or prejudice.

Inclusive education: The teacher as a facilitator he/she must consider different special education needs and select exercises 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 football 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 football game 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 students and help them to develop culture of checking and using the quality of football materials for the competitions before using them in order to prevent injuries and other cases of accident.

Environment and sustainability: Teacher should provide materials and deliver the lesson by encouraging students to protect the environment and well use of materials. Teacher helps them to develop the spirit of keeping safe the environment in which is being used by cleaning it before leaving.

Peace and values education: 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: 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 basic physical 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.

3.3 Guidance on introductory activity

Before introducing the lesson one of this unit, you must introduce the whole unit. Teacher as a guide, a facilitator and expert, asks questions and provides activities related to football techniques and tactics in the game situation by following official laws of the game in order to help them to predict what to be learned in the whole unit.

3.4 List of lessons/sub-heading

#	Lesson title	Learning objectives	Number of periods
1	Recall on techniques and tactics of playing football	Identify and perform tactics and techniques of football	1
2	Field of play, ball, players and players' equipment	<ul style="list-style-type: none"> – Describe and draw a football playground by mentioning areas and dimensions. – Describe the ball used in football – Identify number of players, substitutions and players equipment in football 	1
3	Referees, other match officials	<ul style="list-style-type: none"> – Explain and differentiate duties and responsibilities of referees and other match officials in football game. – Demonstrate and explain different hand signals used in football game 	1

4	State of the ball, scoring, and duration of the match.	<ul style="list-style-type: none"> – Identify different state of the ball in football – Explain how to determinate the winning team in football – Explain the duration of the match, intervals and extra time. 	1
5	Fouls ,misconducts and sanctions	Identify and explain Fouls ,misconducts and sanctions in football match	1
6	Kick off, Penalty kick, Goal kick, corner kick ,offside and throw-in	Differentiate Kick off, Penalty kick, Goal kick, corner kick and throw-in in football	1
7	Officiate a football match	Interpret football rules during a football match.	2
8	End unit assessment	To evaluate students' performance level and development of tactics and technics of Football.	1

Lesson 1: Recall on techniques and tactics of playing football

a) Learning objective

Identify and perform tactics and techniques of football.

b) Teaching resources

Balls, whistle, stopwatch/watch, cones, chasubles, markers, cards (yellow & red), flags.

c) Prerequisites/Revision/Introduction

Students of senior six will recall better techniques and tactics of football through game situation if they have developed basic techniques and tactics of playing football learned in senior four and senior five.

d) Learning activities

Opening discussions

- Ask questions related to techniques and tactics of playing football game.
- Let students present their answers support them where is necessary.
- Introduce the new lesson and 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 while performing Football techniques and tactics and stretch their muscles properly.

e) Lesson body



Activity 3.1

- Divide football playground into four equal parts.
- Form groups A, B, C and D including boys and girls.
- Avail four balls, one for each group on their part of the playing ground.
- On their playground part, ask each group to make a circle and choose one students to go inside of the circle.
- Students inside of the circle must pass to others standing on the circle, they must use all different types of passes (inside, outside of the foot, instep, sole of the foot) when passing to each other. Do this activity until every student have made at least 5 passes

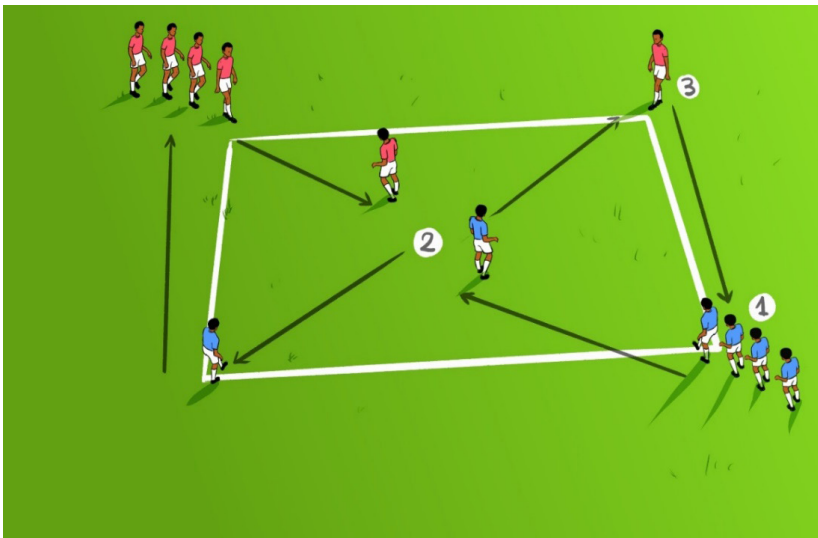


Fig 3.1: Passing exercises



Activity 3.2

With the same groups (A, B, C and D), each group must make two vertical lines facing each other, between two lines must be at least 10 meters. One student standing in front must have a ball and start dribbling toward the other line, when reach near pass the ball to the person in front, and the next dribble the ball toward the other line. Do this until everyone had chance to dribble and pass five times.

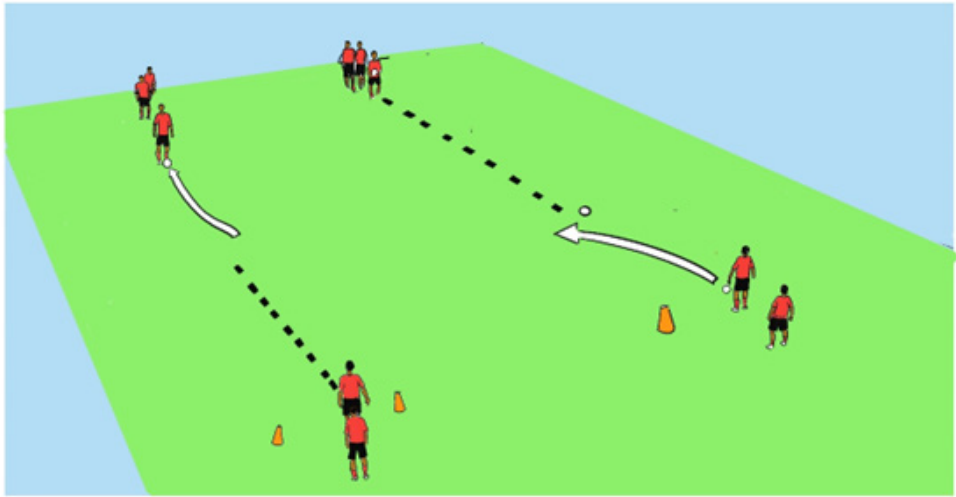


Fig 3.2: *Dribbling and passing exercises*

Application Activity 3.1



Make two groups A and B and organize a football match.

Let group play a normal football game by using the whole football playing Ground. The winner is the groups, which will get more goals in a determined period.

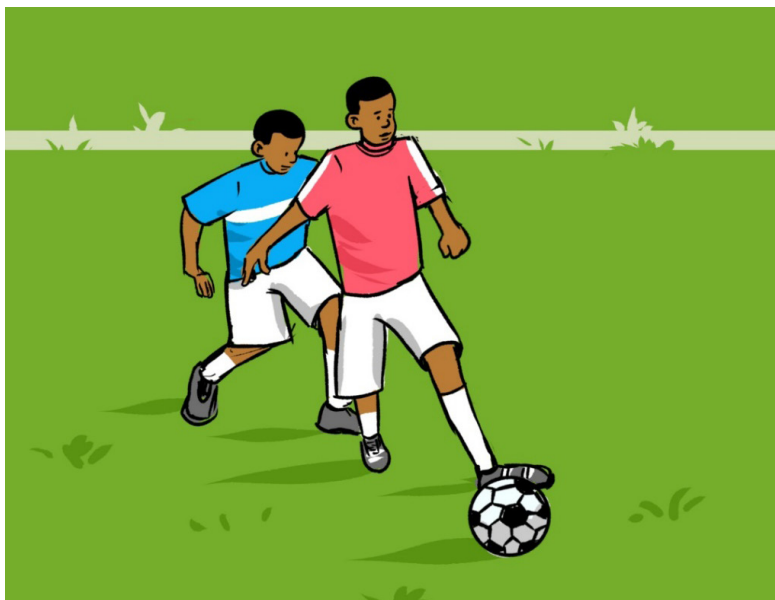


Fig 3.3: *Students playing football*

Cool down exercises

Let students do light exercises and stretch their group of muscles by insisting on most used parts. Guides them while stretching their muscles systematically.

Closing discussions (RCA)

Reflect

- What are challenges/benefits did you face while playing football?
- How did you proceed in order to win? What are causes of losing?

Connect

- What is the importance of combining techniques and tactics in our works or plays?

Apply

- What is the usefulness of techniques and tactics in football game situation?
- How will you use those skills of playing football in your daily life?

Lesson 2: Field of play, ball, players and players' equipment

a) Learning objective

- Describe and draw a football playground by mentioning areas and dimensions.
- Describe the ball used in football.
- Identify number of players, substitutions and player's equipment in football.

b) Teaching resources

Balls, whistle, stopwatch/watch, markers, Book of Laws of the game for football, Projector, Computer, Charts/diagrams and images of playground, Videos showing officiating images.

c) Prerequisites/Revision/Introduction

Students of senior six will learn better laws of the game of football if they have performed basic techniques and tactics of playing football in senior four and Senior five.

d) Learning activities

Introduction/ opening discussion

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

- Ask questions about football techniques and tactics learnt in previous years.
- Introduce the lesson of the day by asking question related to football laws of the game by helping students to brainstorm different rules and regulations of football.
- Tell students that they are going to study the first four rules of football (Field of play, ball, players and players' equipment).

e) Lesson body



Activity 3.3

Divide students into 5 groups and distribute to them questions based on group numbers and let them discuss given questions into their respective groups. Distribute the first four laws of the game and let each group discuss based on questions given. To facilitate students to get resources (if possible, you may use smart classroom and let them use soft copy of football laws of the game).

Groups	Questions
Group one	Discuss and describe the football playing area by identifying its parts and its dimensions.
Group two	Discuss and describe the ball used in football game, by providing its circumference, weight and materials used to make that ball.
Group three	Discuss and identify the number of players allowed for one team, Discuss also the procedure of substitution and how many a team is allowed to do substitution in one match.
Group four	Discuss and identify equipment used by a team and players in football, which is allowed and not allowed.

- Pass through groups and help them where is necessary. Request students 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, use a projector to recap presentations, show them fouls, and misconduct with the right hand signals to use while officiating in football.

Application Activity 3.2



Individually, let students draw a football playground used in official match by putting all areas and their dimensions.

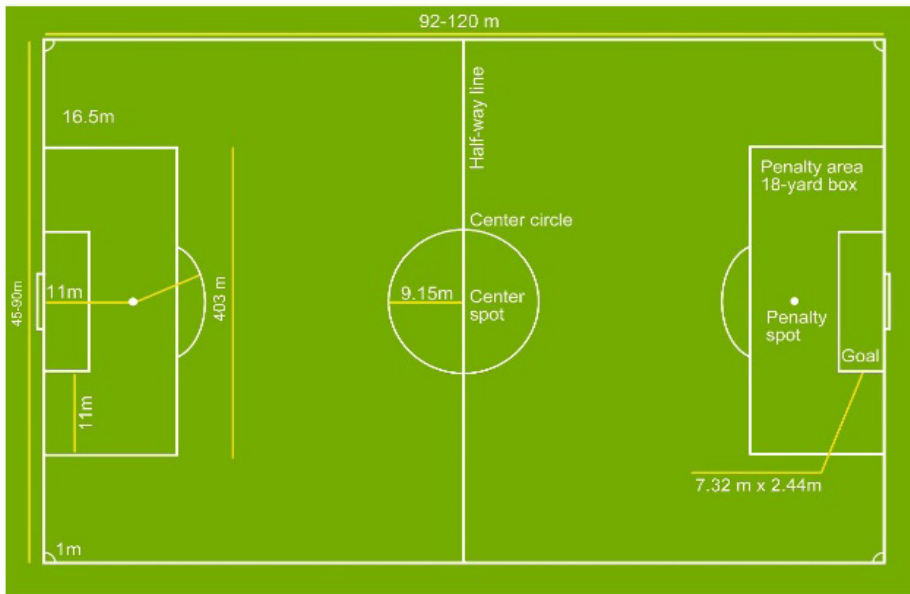


Fig 3.4: Football playground

Conclusion/ closing discussion

Teacher as a facilitator, together with students make summary of the lesson and asks students to record them in their notebooks.

Lesson 3: Referees, other match officials

a) Learning objective

- Explain and differentiate duties and responsibilities of referees and other match officials in football game.
- Demonstrate and explain different hand signals used in football game.

b) Teaching resources

Balls, whistle, stopwatch/watch, markers, Book of Laws of the game for football, Projector, Computer, Charts/diagrams and images of playground and Videos showing officiating images.

c) Prerequisites/Revision/Introduction

Students of senior six will learn better laws of the game of football if they have performed basic techniques and tactics of playing football in senior four and Senior five.

d) Learning activities

Introduction/ opening discussion

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

- Ask questions about football laws learnt in lesson one of this unit.
- Introduce the lesson of the day and tell students that they are going to study two more rules of football (rule number 5&6) which are the Referee as an important person on the playground and other officials which help him to accomplish his/her responsibilities.

e) Lesson body



Activity 3.4

Divide students into 6 groups and distribute to them questions based on group numbers and let them discuss given questions into their respective groups. Distribute questions on referees and other match officials and let each group discuss based on questions given. To facilitate students to get resources (if possible, you may use smart classroom and let them use soft copy of football laws of the game).

Groups	Questions
Group 1	Discuss the authority and decisions of a referee.
Group 2	Discuss and identify the duties and responsibilities on a referee .
Group 3	Discuss and identify the duties and responsibilities on other match officials(assistant referee).
Group 4	Discuss and identify duties and responsibilities of other match officials (fourth official, Additional assistant officials and Reserve assistant referee)
Group 5	Discuss and identify the video match officials and highlight their duties and responsibilities.
Group 6	Discuss and identify different hand signals of referee and assistant referee.

Pass through groups and help them where is necessary. Request students 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, use a projector to recap presentations, show them fouls, and misconduct with the right hand signals to use while officiating in football.

Application Activity 3.3



In pairs, let students perform different hand signals used in football game and interpret their meaning.

Conclusion/ closing discussion

Teacher as a facilitator, together with students make summary of the lesson and asks students to record them in their notebooks.

Lesson 4: State of the ball, scoring, and duration of the match

a) Learning objective

- Identify different state of the ball in football.
- Explain how to determinate the winning team in football.
- Explain the duration of the match, intervals and extra time.

b) Teaching resources

Balls, whistle, stopwatch/watch, markers, Book of Laws of the game for football, Projector, Computer, Charts/diagrams and images of playground and Videos showing officiating images.

c) Prerequisites/Revision/Introduction

Students of senior six will learn better laws of the game of football (State of the ball, scoring, and duration of the match) if they have performed basic techniques and tactics of playing football in senior four and Senior five.

d) Learning activities

Introduction/ opening discussion

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

- Ask questions about football laws learnt in lesson one of this unit.
- Introduce the lesson of the day and tell students that they are going to study two more rules of football (rule number 7&8) which are the State of the ball, scoring, and duration of the match.

e) Lesson body



Activity 3.5

Divide students into 4 groups and distribute to them questions based on group numbers and let them discuss given questions into their respective groups. Distribute questions on State of the ball, scoring, and duration of the match and let each group discuss based on questions given. To facilitate students to get resources (if possible, you may use smart classroom and let them use soft copy of football laws of the game).

Groups	Questions
Group 1	Discuss and identify all types of start and restart of play during a football match.
Group 2	Discuss and differentiate ball out of play and ball in play in football match.
Group 3	Describe and identify different ways of scoring goals, and how to determine the winning team in football.
Group 4	Discuss the duration of an official football match, how long is first and second half, allowed interval between two halves and how additional times are added.

Pass through groups and help them where is necessary. Request students 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.

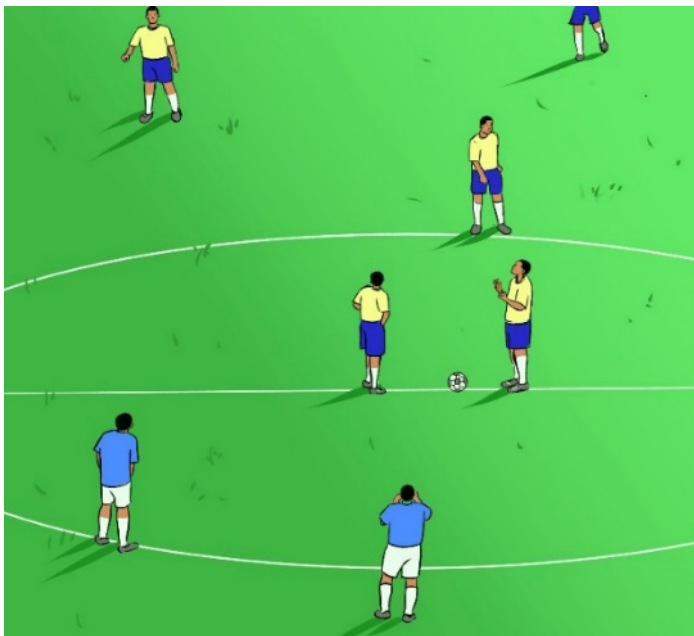


Fig 3.5: Start the game with kick off

Conclusion/ closing discussion

Teacher as a facilitator, together with students make summary of the lesson and asks students to record them in their notebooks.

Lesson 5: Fouls, misconducts and sanctions

a) Learning objective

Identify and explain Fouls, misconducts and sanctions in football match

b) Teaching resources

Balls, whistle, stopwatch/watch, markers, Book of Laws of the game for football, Projector, Computer, Charts/diagrams and images of playground and Videos showing officiating images.

c) Prerequisites/Revision/Introduction

Students of senior six will learn better laws of the game of football (Fouls, misconducts and sanctions) if they have performed basic techniques and tactics of playing football in senior four and Senior five.

d) Learning activities

Introduction/ opening discussion

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

- Ask questions about football laws learnt in lesson four of this unit.
- Introduce the lesson of the day and tell students that they are going to study fouls, misconducts and their sanctions.

e) Lesson body



Activity 3.6

Divide students into 4 groups and distribute to them questions based on group numbers and let them discuss given questions into their respective groups. Distribute questions on fouls, misconducts and sanctions and let each group discuss based on questions given. To facilitate students to get resources (if possible, you may use smart classroom and let them use soft copy of football laws of the game).

Groups	Questions
Group 1 & 2	Brainstorm and explain fouls that can happen in football match and suggest sanctions that can be given to such fouls.
Group 2 & 4	Brainstorm and explain the misconducts that can happen during a football match and suggest their sanctions.

Pass through groups and help them where is necessary. Request students 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, use a projector to recap presentations



Fig 3.6: Caution with yellow card

Conclusion/ closing discussion

Teacher as a facilitator, together with students make summary of the lesson and asks students to record them in their notebooks.

Lesson 6: Kick off, Penalty kick, Goal kick, corner kick, offside and throw-in

a) Learning objective

Differentiate Kick off, Penalty kick, Goal kick, corner kick and throw-in in football

b) Teaching resources

Balls, whistle, stopwatch/watch, markers, Book of Laws of the game for football, Projector, Computer, Charts/diagrams and images of playground and Videos showing officiating images.

c) Prerequisites/Revision/Introduction

Students of senior six will learn better laws of the game of football (Kick off, Penalty kick, Goal kick, corner kick and throw-in in football) if they have performed basic techniques and tactics of playing football in senior four and Senior five.

d) Learning activities

Introduction/ opening discussion

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

- Ask questions about football laws learnt in lesson five of this unit.
- Introduce the lesson of the day and tell students that they are going to study Kick off. Penalty kick, Goal kick, corner kick and throw-in in football.

e) Lesson body



Activity 3.7

Divide students into 4 groups and distribute to them questions based on group numbers and let them discuss given questions into their respective groups. Distribute questions on Kick off, Penalty kick, Goal kick, corner kick and throw-in in football and let each group discuss based on questions given. To facilitate students to get resources (if possible, you may use smart classroom and let them use soft copy of football laws of the game).

Groups	Questions
Group 1	Discuss and explain kick off in football
Group 2	Discuss about penalty kick in football
Group 3	Discuss about corner kick in football match
Group 4	Discuss about throw-in during a football match.

- Pass through groups and help them where is necessary. Request students 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, use a projector to recap presentations.



Fig 3.7: Penalty kick

Conclusion/ closing discussion

Teacher as a facilitator, together with students make summary of the lesson and asks students to record them in their notebooks.

Lesson 7: Officiate a football match

a) Learning objective

Apply and interpret football rules during a football match.

b) Teaching resources

Balls, whistle, stopwatch/watch, markers, Book of Laws of the game for football, Projector, Computer, Charts/diagrams and images of playground and Videos showing officiating images.

c) Prerequisites/Revision/Introduction

Students of senior six will learn better laws of the game of football (Kick off, Penalty kick, Goal kick, corner kick and throw-in in football) if they have performed basic techniques and tactics of playing football in senior four and Senior five.

d) Learning activities

Opening discussions

- Ask questions related to laws of the game learned in previous lessons of this unit.
- Let students answer asked questions and support their answers where is necessary.
- Introduce the new lesson and invite students to start warm up.

Warm up exercises

Let students perform general warm up exercises and specific warm up based on the most body's parts to be used while playing football and stretch their muscles properly.

e) Lesson body



Activity 3.8

Match situation

Form three groups A, B and C. Competition is organized in this way:

1st match: A vs B, C will act as officials by providing: referee, two assistant officials and the fourth referee and other remaining players will record fouls and misconduct happened and how officials have been reacted for those fouls and misconducts.

2nd match: B vs C, A will act as officials by providing: referee, two assistant officials and the fourth referee and other remaining players will record fouls and misconduct happened and how officials have been reacted for those fouls and misconducts.

3rd match: A vs C, B will act as officials by providing: referee, two assistant officials and the fourth referee and other remaining players will record fouls and misconduct happened and how officials have been reacted for those fouls and misconducts.

Points to consider during this game situation

Time for playing for each match: 10 minutes

Cool down





Let students do right exercises and stretch their group of muscles by insisting on most used parts. Guide them while stretching their muscles systematically.




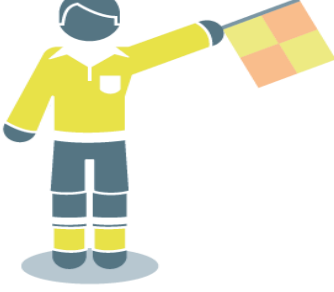




And invite them to the after match discussion.

Conclusion/ closing discussion

- Start by giving time each group A, B then C to share what they have recorded based on laws of the games, decisions taken by officials, effectiveness of hand signals used, and how officials are taking positions and their movement during the match.
- Support them to clarify some rules of the game where is necessary.

Signs used in officiating football game/match

No	Sign	No	Sign
1		10	
	Penalty kick		Free kick for attacking team
2		11	
	Indirect free kick		Free kick for attacking team

3		12	
	<i>Direct free kick</i>		<i>Throw-in for attacker</i>
4		13	
	<i>Advantage</i>		<i>Throw-in for defender</i>
5		14	
	<i>Advantage</i>		<i>Corner kick</i>
6		15	
	<i>Corner</i>		<i>Goal kick</i>








7		16	
	<i>Goal kick</i>		<i>Offside</i>
8		17	
	<i>Caution a player with yellow and red card</i>		<i>Offside on the near side of the field</i>
9		18	
	<i>Substitution</i>		<i>Offside in the middle of the field</i>
		19	
			<i>Offside on the far side of the court</i>

Fig 3.8: Referee's hand signals



3.5 End of unit assessment

Divide students into groups of four including one referee, two assistant referee and the fourth referee. After dividing students into their respecting groups, set the order on which groups will lead the game, request the first group to start the match. Ask other remaining students to form two teams of 11 players for each one including a goalkeeper. Let the match start, change groups which is officiating after five minutes. Officials become players to replace those who are becoming officials.

- During performing officiating for each group, observe how each student is accomplishing given tasks and roles.
- Records their performance in order to give them feedback at the end of the exercise.



3.6 Additional activities

Remedial activities

Prepare a video of a football match, and project it using smart class projector. Asks students to watch it and note on paper fouls and misconduct they have noticed and which decision they can take as a referees.

Consolidation activities

Participate in competitions between small groups and choose their own officials to lead the matches and make records.

Extended activities

Organize football competition between classes for forming school teams and participate in interclasses competitions and friendly matches. Let students officiate the matches. Encourages students to exploit regularly official laws of the game of football and be updated on changes about those laws of the game.

UNIT 4

VOLLEYBALL

Key unit competence: Apply volleyball rules of the game

4.1 Prerequisite (Knowledge, skills, attitudes and values)

Students of senior six will learn better rules of volleyball if they have developed basic techniques and tactics of volleyball learned in senior four, senior five.

4.2 Cross-cutting issues to be addressed

Gender: In teaching and learning volleyball rules, 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.

4.3. 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 volleyball rules in order to help them to predict what to be learnt in the whole unit.

Introductory activity

By using a projector, demonstrate to students a video of volleyball match between two teams (A, B), ask them to watch it to the end, after watching the video asks them to highlight how the match was, how players behaved and fouls made by players, coach and referees.

4.4. List of lessons/sub-heading

#	Lesson title	Learning objectives	Number of periods
1	Playing court, balls of Volleyball	<ul style="list-style-type: none"> – Describe and draw a volleyball court by mentioning areas and dimensions. – Describe a ball used in volleyball match 	1
2	Team composition, players positions and substitutions	<ul style="list-style-type: none"> – Identify team composition in Volleyball – Identify and explain player’s position and substitutions 	1

3	Scoring and winning a match in volleyball	Describe how to score a point, winning a set and the match in Volleyball	1
4	Game delays, interruptions, intervals and timeout	Identify and explain game delays, interruptions, intervals and team timeout.	1
5	Conduct, misconduct, violation and penalties	<ul style="list-style-type: none"> – Describe the required conducts and misconduct and their sanctions in volleyball – Identify different violation in volleyball and their penalties. 	1
6	Officiating corps and procedures	<ul style="list-style-type: none"> – Identify and explain the duties and responsibilities of officials in volleyball – Describe the volleyball match procedures 	1
7	Refereeing volleyball game	Interpret Volleyball rules during a match.	1
8	End unit assessment	To evaluate students' performance level and development of techniques and tactics of Volleyball.	1

Lesson 1: Playing court, balls of Volleyball

a) Learning objective

- Describe and draw a volleyball court by mentioning areas and dimensions.
- Describe a ball used in volleyball match.

b) Teaching resources

Balls, playground, whistles, watch, cones, chasubles, score sheet, cards, flags.

c) Prerequisites/Revision/Introduction

Students of senior six will learn better rules of volleyball if they have performed basic techniques and tactics of playing volleyball in Ordinary level, senior four and five.

d) Learning activities

Opening discussions/ Introduction

- Start the lesson by asking students different types of techniques and tactics of volleyball they have learnt in senior four and five.
- Introduce the lesson by asking number of rules found in volleyball game, facilitate them while answering the question.

e) Lesson body



Activity 4.1

Asks Students to form six groups and give them questions related to Playing court, balls of Volleyball to discuss in each group as seen in the following table:

Groups	Questions
Group one & two	Discuss about playing area, dimension, playing surface , zones and area of a volleyball court.
Group three & four	Discuss about net and posts (height ,structure, side bands , antennae and posts) in volleyball.
Group five & six	Discuss and describe a ball used in an official volleyball match(standards, uniformity).

- Pass through groups and help them where is necessary. Request students 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, use a projector to recap presentations,



Application Activity 4.1

Ask each students to draw a volleyball playing court, and put net, posts and all parts by demonstrating the measures of each line and part.

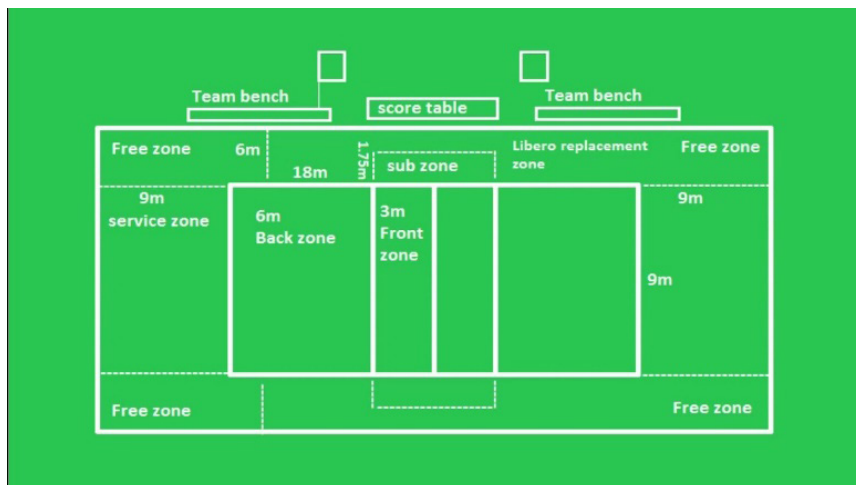


Fig 4.1: Volleyball court

Closing discussion/ Conclusion

Together, teacher and students summarize the lesson of the day, and students record the summary in their note books.

Lesson 2: Team composition, player's positions and substitutions

a) Learning objective

- Identify team composition in Volleyball.
- Identify and explain player's position and substitutions.

b) Teaching resources

Balls, playground, whistles, watch, cones, chasubles, score sheet, cards, flags.

c) Prerequisites/Revision/Introduction

Students of senior six will learn better rules of volleyball if they have performed basic techniques and tactics of playing volleyball in Ordinary level, senior four and five.

d) Learning activities

Opening discussions/ Introduction

Start the lesson by asking students the measurements of a volleyball court and describe the ball used in volleyball match learnt in lesson one of this unit.

Introduce the new lesson by asking number of players in a Volleyball team in an official match.

e) Lesson body



Activity 4.2

Asks Students to form six groups and give them questions related Team composition, player's positions and substitutions to discuss in each group as seen in the following table.

Groups	Questions
Group one & two	Discuss about volleyball team composition , team location, and team leader.
Group three & four	Discuss about team equipment , forbidden objects and change of equipment in volleyball match.
Group five & six	Discuss about player's position on the court, number of substitution and the procedure of substitution.

- Pass through groups and help them where is necessary. Request students 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, use a projector to recap presentations.

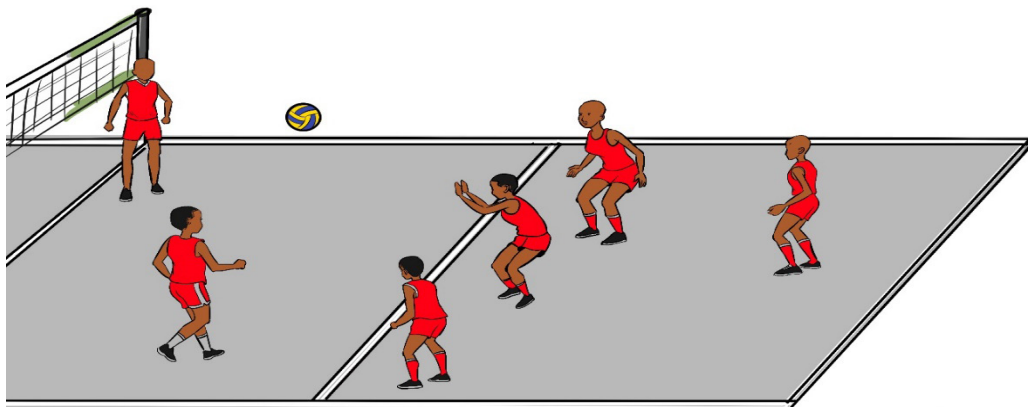


Fig 4.2: Volleyball team

Application Activity 4.2



Ask students to choose a team in Rwanda Volleyball championship, and make a list of players that can start on an any match and do a list also of their substitutes. Demonstrate each player's position on the list they are going to submit.

Closing discussion/ Conclusion

Together, teacher and students summarize the lesson of the day, and students record the summary in their note books.

Lesson 3: Structure of play, scoring and winning a match in volleyball

a) Learning objective

Describe how to score a point, winning a set and winning a match in Volleyball

b) Teaching resources

Balls, playground, whistles, watch, cones, chasubles, score sheet, cards, flags.

c) Prerequisites/Revision/Introduction

Students of senior six will learn better rules of volleyball if they have performed basic techniques and tactics of playing volleyball in Ordinary level, senior four and five.

d) Learning activities

Opening discussions/ Introduction

- Start the lesson by asking students members of volleyball team learnt in lesson one of this unit.
- Introduce the new lesson by asking ways of scoring a point in in a Volleyball match.

e) Lesson body



Activity 4.3

- Helps students to form groups of five students, and give them questions related, structure of play scoring a points, a set and how to win a match in volleyball. Let students discuss about the toss, official warm-up, winning a point, a set and a match, each student must participate in discussion by giving his/her idea.
- Pass through groups and help them where is necessary. Request students 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, use a projector to recap presentations

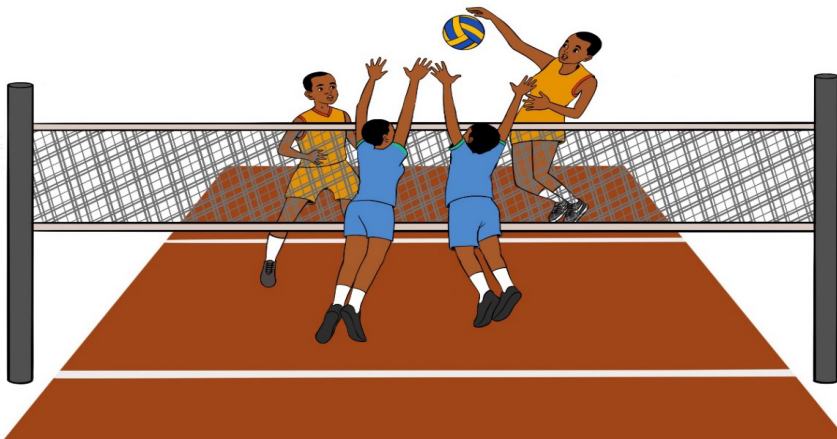


Fig 4.3: *Playing volleyball game*

Closing discussion/ Conclusion

- Together, teacher and students summarize the lesson of the day, and students record the summary in their note books.

Lesson 4: State of play, interruptions, delays and intervals

a) Learning objective

Identify and explain game delays, interruptions, intervals and team timeout.

b) Teaching resources

Balls, playground, whistles, watch, cones, chasubles, score sheet, cards, flags.

c) Prerequisites/Revision/Introduction

Students of senior six will learn better rules of volleyball if they have performed basic techniques and tactics of playing volleyball in Ordinary level, senior four and five.

d) Learning activities

Opening discussions/ Introduction

- Start the lesson by asking students how to score and win a match as they have learnt in lesson three of this unit.
- Introduce the new lesson by asking how long a Volleyball match last in an official match.

e) Lesson body



Activity 4.4

Asks Students to form six groups and give them questions related to game delays, interruptions, intervals and timeout to discuss in each group as seen in the following table.

Groups	Questions
Group one & two	Discuss about game delays and interruptions in a volleyball match.
Group three & four	Discuss about intervals and timeout in a volleyball match.
Group five & six	Discuss about state of play(ball in, ball out, ball in play, ball out of play).

- Pass through groups and help them where is necessary. Request students 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, use a projector to recap presentations.

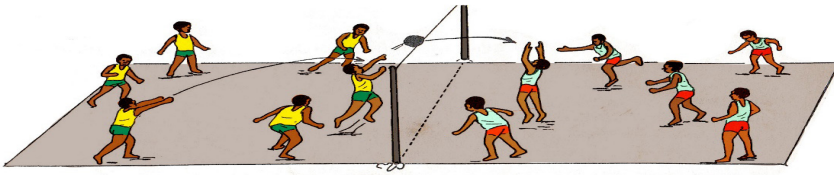


Fig 4.4: *Playing the ball in Volleyball game*

Closing discussion/ Conclusion

- Together, teacher and students summarize the lesson of the day, and students record the summary in their note books.

Lesson 5: Conduct, misconduct, violation and penalties

a) Learning objective

- Describe the required conducts and misconduct and their sanctions in volleyball.
- Identify different violation in volleyball and their penalties.

b) Teaching resources

Balls, playground, whistles, watch, cones, chasubles, score sheet, cards and flags.

c) Prerequisites/Revision/Introduction

Students of senior six will learn better rules of volleyball if they have performed basic techniques and tactics of playing volleyball in Ordinary level, senior four and five.

d) Learning activities

Opening discussions/ Introduction

- Start the lesson by asking students questions on game delays, interruption and timeout in volleyball match learnt in lesson four of this unit.
- Introduce the new lesson by asking questions on the conduct and violation in a Volleyball.

e) Lesson body



Activity 4.5

Asks Students to form four groups and give them questions related Conduct, misconduct, violation and penalties to discuss in each group as seen in the following table.

Groups	Questions
Group one	Discuss about sportsmanlike conduct and fair play in a volleyball match
Group two	Discuss about misconduct(minor misconduct) and their sanctions in a volleyball match.
Group three	Discuss about misconduct leading to sanctions and their sanctions in a volleyball match
Group four	Discuss about violation and its sanctions in a volleyball match.

- Pass through groups and help them where is necessary. Request students 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, use a projector to recap presentations,

Closing discussion/ Conclusion

- Together, teacher and students summarize the lesson of the day, and students record the summary in their note books.

Lesson 6: Officiating corps and procedures

a) Learning objective

- Identify and explain the duties and responsibilities of officials in volleyball.
- Describe the volleyball match procedures.

b) Teaching resources

Balls, playground, whistles, watch, cones, chasubles, score sheet, cards, flags.

c) Prerequisites/Revision/Introduction

Students of senior six will learn better rules of volleyball if they have performed

basic techniques and tactics of playing volleyball in Ordinary level, senior four and five.

d) Learning activities

Opening discussions/ Introduction

- Start the lesson by asking students questions on conduct and misconduct in volleyball learnt in lesson five of this unit.
- Introduce the new lesson by asking the composition of refereeing team in a Volleyball.
- Facilitate the students to answer the question, refereeing team is composed by first referee, second referee, the challenge referee, the reserve referee, the scorer, line judges.

e) Lesson body



Activity 4.6

Divide students into 9 groups and give them questions related refereeing team composition and procedures of refereeing to discuss in each group as seen in the following table.

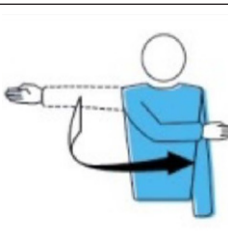

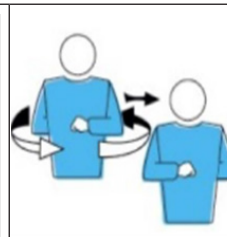
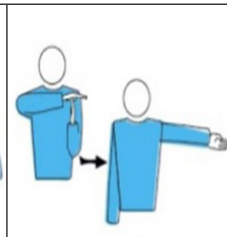

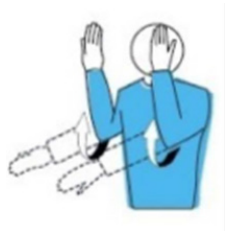

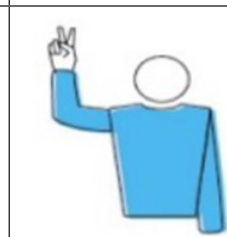
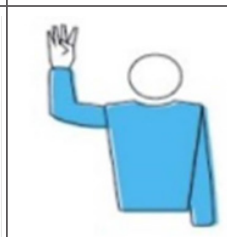
Groups	Questions
Group one	Discuss about first referee, his location, authority and responsibilities.
Group two	Discuss about second referee, his location, authority and responsibilities
Group three	Discuss about challenge referee, his location, authority and responsibilities
Group four	Discuss about challenge referee, his location, authority and responsibilities
Group five	Discuss about reserve referee, his location, authority and responsibilities
Group six	Discuss about scorer and assistant scorer, their location, and responsibilities.
Group seven	Discuss about line judges, their location, and responsibilities.
Group eight	Discuss and highlight the official signals used by refereeing team of volleyball.
Group nine	Discuss about refereeing procedure in volleyball match and hands signals used by referees.


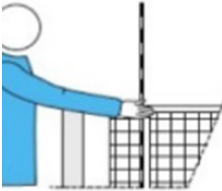






- Pass through groups and help them where is necessary. Request students to choose a secretary to record findings and group representative who will present their findings.
- Request group representative to present their findings and group members may support where is necessary. After presentation of all groups, use a projector to recap presentations,





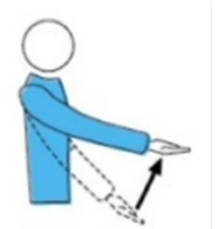







Application Activity 4.3

Let students individually demonstrate different hand signals used in volleyball game and interpret their meaning.

List of volleyball hand signals used in refereeing of volleyball game

Sign				
Meaning	<i>Authorization to serve</i>	<i>Team to serve</i>	<i>Change of court</i>	<i>Time out</i>
Sign	 			
Meaning	<i>Ball out</i>	<i>Catch</i>	<i>Double contact</i>	<i>Four hits</i>

Sign				
Meaning	<i>Substitution</i>	<i>Net touched by player or served ball fails to pass to the opponent through crossing space</i>	<i>Misconduct warning</i>	<i>Reaching beyond the net</i>
Sign				
Meaning	<i>Misconduct penalty</i>	<i>Attack hit fault</i>	<i>Expulsion</i>	<i>Penetration into the opponent court or ball crossing the lower space or the server touches the court (end line) with his/her buttocks or the player sits outside his/her court at the moment of the service hit.</i>

Sign				
Meaning	<i>Disqualification</i>	<i>End of set or match</i>	<i>Double fault and replay</i>	<i>Ball touched</i>
Sign				
Meaning	<i>Ball not tossed or released at the service hit.</i>	<i>Delay warning/ delay penalty</i>	<i>Delay in service</i>	<i>Lifting</i>
Sign				
Meaning	<i>Blocking fault or screening</i>	<i>Judgement impossible</i>	<i>Positional or rotational fault</i>	<i>Crossing space faults, ball touched an outside object, or foot fault by any player during service</i>

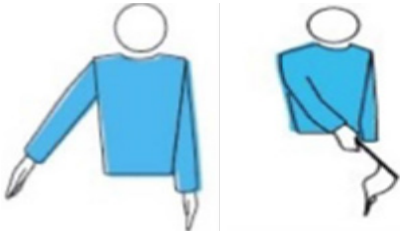
Sign			
Mean- ing	<i>Ball in</i>		

Fig 4.5: Volleyball Hand signals

Closing discussion/ Conclusion

- Together, teacher and students summarize the lesson of the day, and students record the summary in their note books.

Lesson 7: Refereeing volleyball game

a) Learning objective

Apply and interpret Volleyball rules during a match.

b) Teaching resources

Balls, playground, whistles, watch, cones, chasubles, score sheet, cards, and flags.

c) Prerequisites/Revision/Introduction

Students of senior six will better apply volleyball rules if they have developed basic techniques and tactics of playing volleyball learned in senior four and senior five

d) Learning activities

Opening discussions

- Ask questions related to volleyball rules learnt in lesson 1,2,3,4,5, and 6 of this unit.
- Introduce the lesson of the day by giving instruction to follow while they are on volleyball court.
- Invite student teachers to start warm up exercises.

Warm up exercises

Let students perform general warm up exercises and specific warm up based on the most body's parts to be used while playing volleyball. Let students stretch their muscles properly.

e) Lesson body



Activity 4.7

Game situation

Form three groups A, B and C. Competition is organized in this way:

1st match: A vs B C will act as officials by providing: referee, second referee, scorer, assistant scorer and line judges other remaining players will record fouls and misconduct happened and how officials have been reacted for those fouls and misconducts.

2nd match B vs C, A will act as officials by providing: referee, second referee, scorer, assistant scorer and line judges other remaining players will record fouls and misconduct happened and how officials have been reacted for those fouls and misconducts.

3rd match A vs C, B will act as officials by providing: referee, second referee, scorer, assistant scorer and line judges other remaining players will record fouls and misconduct happened and how officials have been reacted for those fouls and misconducts.

Points to consider during this game situation

- Time for playing for each match: 10 minutes
- The winner is the team, which will gain many points in those three matches.

Cool down

- Choose one student to lead cool down and invite them to start game situation discussion.
- Start by giving time group A, B then C to share what they have recorded based on rules of the games, decisions taken by officials, effectiveness of hand signals used, and how officials are taking positions and their movement during the match. Support them to clarify some rules of the game where is necessary.
- Close the lesson by asking some questions on what they have been discussed.

4.5 Summary of the unit

In this unit, students perform exercises for recalling techniques and tactics of volleyball. They have also learned rules of volleyball game and how to apply them during the game.



4.6 End of unit assessment

- Teacher divide students into groups of five including first referee, second referee, scorer and two line judges. After dividing students into their respecting groups, set the order on which groups will lead the game, request the first group to start the match.
- Ask other remaining students to form two teams of six players for each one. Let the match start, change groups which is officiating after five minutes. Officials become players to replace those who are becoming officials.
- During performing officiating for each group, observe how each student is accomplishing given tasks and roles.
- Records their performance in order to give them feedback at the end of the exercise.



4.7 Additional activities

Remedial activities

Distribute balls to students for regular familiarization with the ball focusing on techniques of playing volleyball, encourage students to lead matches/games while other are performing techniques and tactics in the game situation.

Consolidation activities

Participate in competitions between small groups and choose their own officials to lead the matches. Scorers record performance of each group.

Extended activities

Organize volleyball competition between classes for forming school teams and participate in interschool competitions and friendly matches. Let student teachers officiate matches. Encourages student s to exploit regularly rules of the game of volleyball and request them to be update about changes of the rules.

UNIT 5 | BASKETBALL

Key unit competence: Apply basketball rules of the game

5.1 Prerequisite (Knowledge, skills, attitudes and values)

Students of senior four will learn better Basketball rules if they can perform techniques and tactics of basketball learnt in senior four and five.

5.2 Cross-cutting issues to be addressed

Gender: In teaching and learning of Basketball rules, 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.

5.3 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 basketball rules in order to help them to predict what to be learnt in the whole unit.

Activity/task

Divide students into groups of five, and give them the following scenario to discuss:

Scenario:

- It is the 3rd quarter of the game with 1:51 on the game clock. Player A1 is closely guarded when he drives the ball to the basket. There is light contact with the defender on the torso. The basket is successful. In your respective groups discuss the following points: The correct procedure to handle this situation
- Rules of basketball that are found in this situation
- In general, how many rules does Basketball has?

5.4 List of lessons/sub-heading

#	Lesson title	Learning objectives	Number of periods
1	Recall on basketball techniques and tactics in the game situation	Identify and perform techniques and tactics of Basketball.	1

2	Playing court, equipment and ball	Describe and draw Basketball playing court area and dimensions. Identify different equipment needed in Basketball Describe the ball used in basketball	1
3	Players, substitutes, teams and teammates	Identify number of players and team component in Basketball Identify player's position and explain their responsibilities in a Basketball match. Identify number of substitutions allowed and describe how substitution is done in Basketball.	1
4	Fouls, Penalties and violations	Identify fouls and violations Differentiate fouls and violations Identify fouls and violations penalties	1
5	Scoring, winning and time limits	and how to determine the winner in Basketball. Identify and explain different tie limits situations in Basketball.	1
6	Officials, table officials, commissioners	Identify basketball officials and explain their responsibilities	1
7	Officiate a basketball game	Interpret basketball rules in a Basketball match.	1
8	End unit assessment	To evaluate students' performance level in applying and officiating basketball game.	1

Lesson 1: Recall on basketball techniques and tactics in the game situation.

a) Learning objective

Identify and perform techniques and tactics of Basketball.

b) Teaching resources

Balls, playground, Whistle, Watch, Cones, Chasubles

c) Prerequisites/Revision/Introduction

Students of senior six will recall techniques and tactics used in playing basketball game if they have developed basic techniques of playing basketball senior four and five.

d) Learning activities

Opening discussions

- Asks students different types of techniques of basketball learnt in senior four and different tactics of basketball learnt in senior five. Let students brainstorm them, and facilitate them where it is necessary.
- Introduce the new lesson and ask students to start warm-up.

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 while performing basketball techniques and tactics and stretch their muscles properly.

e) Lesson body



Activity 5.1

Divide students into 2 groups, and give each group a ball. Asks students in groups to stand on the line facing the ring of a basketball court. Group one use one ring on one part of the court, while another group are using the other ring to the other side. Let students dribble the ball and shoot in the ring, take up the ball and make dribble going back to the line, when reach near pass the ball to the next student on the line and that person do the same exercise as the first, repeat this exercise until everyone had chance to participate.

Teaching and learning points to consider

During this exercises, teacher as a facilitator should observe the following:

- How students are performing basic techniques (Dribbling, passing, shooting)
- Help and correct those students who are struggling to perform very well the basic techniques

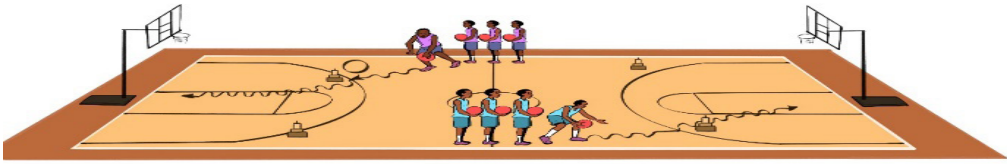


Fig 5.1: students practicing dribbling, passing and shooting



Activity 5.2

Divide students in four groups (A, B, C, D), A and B become defenders while C and D become offensive players. A will play against using half of basketball court, while B will play against D using the other half of the court.

Set a line of offensive players(A) at one wing of the playground, and let defenders (C) stands on the same side block. Do the same for the other part of court for the group B and D.

Steps of doing this exercises:

- The first offensive player starts at the block. The defender moves in front from the high side
- The offensive player cuts hard to the three-point line to receive the ball. The defender closes out on the catch.
- They play one on one until a score or defensive rebound. Offensive player is allowed a max of four dribbles.
- Repeat, with the same defender guarding each offensive player once
- Rotate a new defender in and repeat

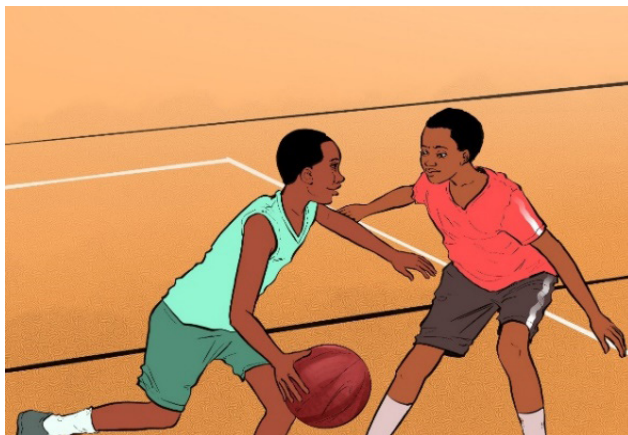


Fig 5.2: Students practicing 1 vs 1 defensive tactics

Application Activity 5.2



Form teams of five students for each one based on the number of students who are in a class; two teams enter the court, request players to take their positions based on tasks to accomplish during performing game situation, let them play a normal basketball game in 5 minutes by using techniques and tactics of Basketball. After 5 minutes, let other team enter the court and ask them to play a Basketball game as other team did.

Cool down exercises

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

Closing discussions (RCA)

Reflect

- What are challenges/benefits did you face while playing basketball?
- How did you proceed in order to win the match? What are causes of losing the game?

Connect

- What are the importance of combining techniques and tactics in playing basketball game?

Apply

- What is the usefulness of techniques and tactics in basketball game situation?

- How will you use those skills of playing basketball in your daily life?

Lesson 2: Playing court, equipment and ball

a) Learning objective

- Describe and draw Basketball playing court area and dimensions.
- Identify different equipment needed in Basketball
- Describe the ball used in basketball

b) Teaching resources

Balls of basketball, hard/soft copy of basketball rules of the game, computer, projector

c) Prerequisites/Revision/Introduction

Students of senior six will better apply Basketball rules if they have developed basic techniques and tactics of playing Basketball learned in senior four and senior five

d) Learning activities

Opening discussions

- Ask questions related to baseball techniques and tactics learn in lesson one of this unit.
- Introduce the lesson of the day by asking questions related to basketball rules: How many rules do we have in Basketball? list them? Facilitate students to answer those questions.

e) Lesson body



Activity 5.3

Asks Students to form four groups and give them questions related Basketball playing court and equipment to discuss in each group as seen in the following table.

Groups	Questions
Group 1 & 2	Discuss about the playing court, its surface, areas, lines made each area and the measurements of each parts and line.
Group 3 & 4	Discuss about different equipment (materials) needed on the court of basketball. <ul style="list-style-type: none"> – Describe the ball used while playing basketball match.

Pass through groups and help them where necessary. Request students 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 necessary.
- After presentation of all groups, use a projector to recap presentations,

Application Activity 5.3



Individually, let students draw a basketball playing court by putting all areas and their dimensions. Facilitate them and correct where it is necessary.

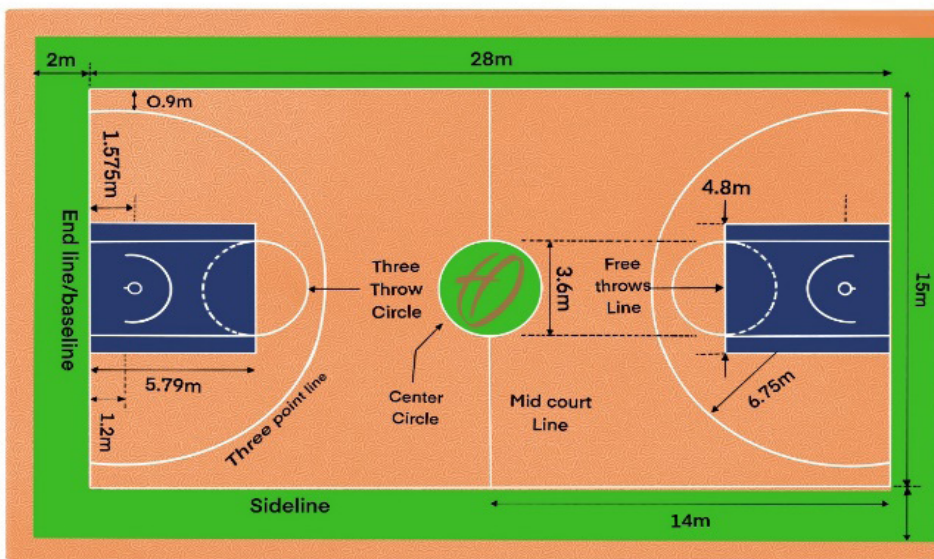


Fig 5.3: Basketball court

Closing discussion/ Conclusion

- Together, teacher and students summarize the lesson of the day, and students record the summary in their note books.

Lesson 3: Players, substitutes, teams and teammates.

a) Learning objective

- Identify number of players and team component in Basketball.
- Identify player's position and explain their responsibilities in a Basketball match.

- Identify number of substitutions allowed and describe how substitution is done in Basketball.

b) Teaching resources

Balls of basketball, hard/soft copy of basketball rules of the game, computer, projector.

c) Prerequisites/Revision/Introduction

Students of senior six will better apply Basketball rules if they have developed basic techniques and tactics of playing Basketball learned in senior four and senior five.

d) Learning activities

Opening discussions

- Ask questions related to playing court and equipment learn in lesson two of this unit.
- Introduce the lesson of the day by asking questions related to team’s composition in basketball.

e) Lesson body



Activity 5.4

Asks Students to form four groups and give them questions related teams, players and substitution to discuss in each group as seen in the following table.

Groups	Questions
Group 1& 2	Discuss about basketball team composition, uniforms and other team equipment.
Group 3& 4	Discuss about player’s substitution procedure, players injury assistant, captain duties and power.

Pass through groups and help them where is necessary. Request students 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, use a projector to recap presentations.

Closing discussion/ Conclusion

Together, teacher and students summarize the lesson of the day, and students record the summary in their note books.

Lesson 4: Fouls, violations and Penalties.

a) Learning objective

- Identify fouls and violations
- Differentiate fouls and violations
- Identify fouls and violations penalties

b) Teaching resources

Balls of basketball, hard/soft copy of basketball rules of the game, computer, projector

c) Prerequisites/Revision/Introduction

Students of senior six will better apply Basketball rules if they have developed basic techniques and tactics of playing Basketball learned in senior four and senior five.

d) Learning activities

Opening discussions

- Ask questions related to teams' composition and the assistant given an injured player in Basketball.
- Introduce the lesson of the day by asking questions related to fouls and violation in basketball.

e) Lesson body



Activity 5.5

Asks students to form four groups and give them questions related to fouls and violation to discuss in each group as seen in the following table.

Groups	Questions
Group one & two	Discuss about different types of fouls in basketball(Personal and technical fouls) and their penalties .
Group three & four	Discuss about violations(Travelling, illegal dribble, goal tending, backcourt, time violation) in basketball and their penalties.

- Pass through groups and help them where is necessary. Request students 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, use a projector to recap presentations,

Application Activity 5.4

Divide students into groups of five students and give them the following scenario to discuss in their respective groups:

Scenario 1:

Within the 2-point area in box 2, player A2 makes a jump shot and the ball touches the front of the ring. There are then multiple touches from players from both teams trying to gain control of the ball when the ball is batted to the back court. Offensive player A1 catches the ball with two hands whilst in the air as he jumps from his front court to his back court, and play continues. Please list fouls and violations found in this scenario and prescribe their penalties if any.

Scenario 2:

With 27 seconds on the game clock in the fourth quarter and the score for Team A is 64 points with 4 team fouls, Team B has 60 points with 3 team fouls. Team B score a field goal and Team A time-out request is granted. Discuss with your team the procedure and discussion points during the time out and how play will resume.

After, asks groups to present their ideas and help them to do correction where is necessary.

Closing discussion/ Conclusion

- Together, teacher and students summarize the lesson of the day, and students record the summary in their note books.

Lesson 5: Scoring, winning and time limits and how to determine the winner in Basketball.

a) Learning objective

Identify and explain different tie limits situations in Basketball.

b) Teaching resources

Balls of basketball, hard/soft copy of basketball rules of the game, computer, projector

c) Prerequisites/Revision/Introduction

Students of senior six will better apply Basketball rules if they have developed basic techniques and tactics of playing Basketball learned in senior four and senior five

d) Learning activities

Opening discussions

- Ask questions related to fouls and violations learnt in lesson four of this unit.
- Introduce the lesson of the day by asking questions related to different ways of scoring in basketball.

e) Lesson body



Activity 5.6

Asks Students to form four groups and give them questions related to fouls and violation to discuss in each group as seen in the following table.

Groups	Questions
Group one & two	Discuss about different ways of scoring a point in basketball and how to determine the winning team.
Group three & four	Discuss about playing time, tied score , and overtime in basketball.

- Pass through groups and help them where is necessary. Request students

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, use a projector to recap presentations,

Closing discussion/ Conclusion

- Together, teacher and students summarize the lesson of the day, and students record the summary in their note books.

Lesson 6:Officials, table officials, commissioners.

a) Learning objective

Identify basketball officials and explain their responsibilities

b) Teaching resources

Balls of basketball, hard/soft copy of basketball rules of the game, computer, projector.

c) Prerequisites/Revision/Introduction

Students of senior six will better apply Basketball rules if they have developed basic techniques and tactics of playing Basketball learned in senior four and senior five.

d) Learning activities

Opening discussions

- Ask questions related to what they have learnt in lesson 1,2,3,4,5 of this unit.
- Introduce the lesson of the day by asking questions related the names of officials found in basketball.

e) Lesson body



Activity 5.7

Asks Students to form five groups and give them questions related to fouls and violation to discuss in each group as seen in the following table.

Groups	Questions
Group 1	Discuss about Referee's duties and power in Basketball.
Group 2	Discuss about Score and assistant score duties.
Group 3	Discuss about scoresheet format and how to fill it.
Group 4	Discuss about Timer duties.
Group 5	Discuss and identify referee's hand signals



- Pass through groups and help them where is necessary. Request students 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, use a projector to recap presentations.





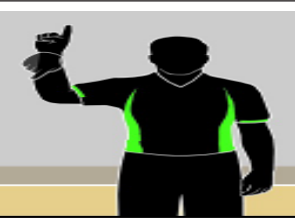

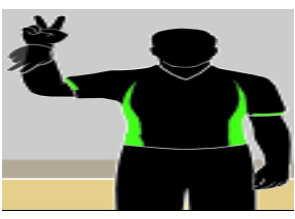

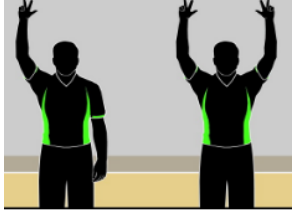

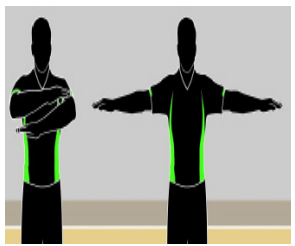
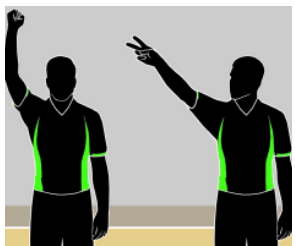
Application Activity 5.5


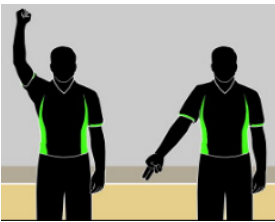





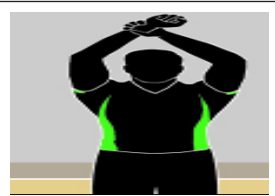
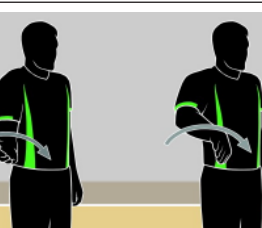

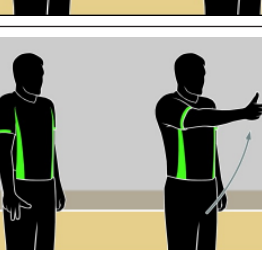
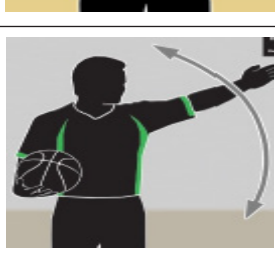








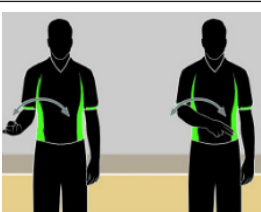
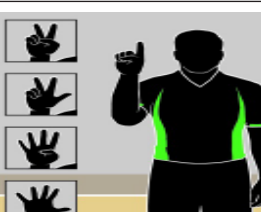
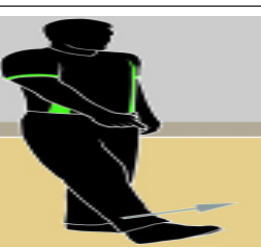
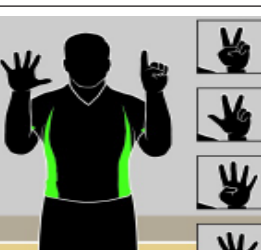
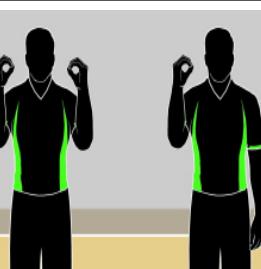

Individually students show different referees hand signals in Basketball.

List of refereeing hand signals in basketball

No	Sign	Meaning	No	Sign	Meaning
1		Stop the clock	25		Charging with the ball

2		<i>Stop the clock for fouls</i>	26		<i>Illegal contact to the hand</i>
3		<i>Start the clock</i>	27		<i>Hooking</i>
4		<i>Scoring 1 point</i>	28		<i>Excessive swinging of elbow</i>
5		<i>Scoring 2 points</i>	29		<i>Hit to the head</i>
6		<i>Scoring 3 points</i>	30		<i>Foul by team in control of the ball</i>
7		<i>Cancel score/cancel play</i>	31		<i>Foul on the act of shooting</i>

8		<i>Substitution</i>	32		<i>Foul not on the act of shooting</i>
9		<i>Becoming in</i>	33		<i>Double foul</i>
10		<i>Travelling</i>	34		<i>Technical foul</i>
11		<i>Illegal dribbling/double dribbling</i>	35		<i>Unsportsmanlike foul</i>
12		<i>Illegal dribbling/carrying the ball</i>	36		<i>Disqualifying foul</i>
13		<i>3 seconds violations</i>	37		<i>Illegal boundary line crossing on a throw-in</i>

14		5 seconds violation	38		1 free throw
15		8 seconds violation	39		2 free throws
16		24 seconds violation	40		3 free throw
17		Ball returned to the back court	41		Showing player wears number from 1-5
18		Deliberate kick or block of the ball	42		Showing player wear number from 6-10
19		Showing player wear number 0	43		Showing player wear number from 11-15


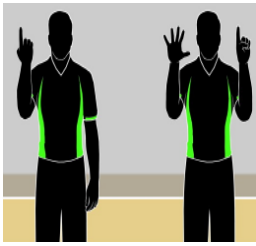

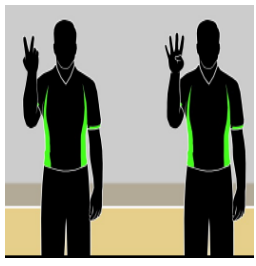

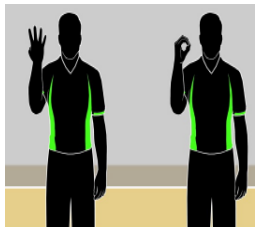

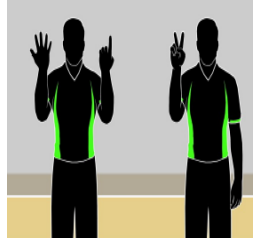

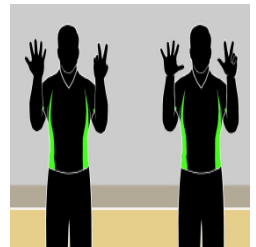

20		Holding	44		Showing player wear number 16
21		Blocking (defence), illegal screen (offense)	45		Showing player wear number 24
22		Pushing or charging without the ball	46		Showing player wear number 40
23		Hand checking	47		Showing player's number 62
24		Illegal use of hands	48		Showing player wear number 78
			49		Showing player wear number 99

Fig 5.4: Referee's hand signals

Application Activity 5.6



Prepare a five minutes' video of a match between two teams, and give a score sheet to each student and ask them to fill the scoresheet according to what they are watching in the presented video.

Closing discussion/ Conclusion

- Together, teacher and students summarize the lesson of the day, and students record the summary in their note books

Lesson 7: Officiating a Basketball match.

a) Learning objective

Recognize and apply official rules of the game of basketball in the game situation

b) Teaching resources

Balls used in basketball game, court for basketball, whistle, watch, chasubles, score sheet, protective equipment (if available), ring (rim) and posts.

c) Prerequisites/Revision/Introduction

Students of senior six will interpret and apply rules of basketball in game situation if they have learned techniques and tactics of playing basketball game in senior four, and senior five.

d) Learning activities

Opening discussions

Ask questions related to the application of basketball rules in game situations. Let students present their findings and introduce the new lesson. Invite students to start warm up exercises.

Warm up exercises and cool down description

Let students perform general warm up exercises and specific warm up based on the most body's parts to be used while playing basketball and stretch their muscles properly.

e) Lesson body



Activity 5.8

Game situation

Form three groups A, B and C. competition is organized in this way:

1st match: A vs B C will act as officials by providing: umpires and table officials and other remaining players will record fouls and misconduct happened and how umpires and table officials have been reacted for those fouls and violation.

2nd match: B vs C, A will act as officials by providing:

Umpires, table officials, and other remaining players will record fouls and misconduct happened and how umpires and table officials have been reacted for those fouls and violation

3rd match: A vs C, B will act as officials by providing:

umpires and table officials and other remaining players will record fouls and misconduct happened and how umpires and table officials have been reacted for those fouls and violation.

Points to consider during this game situation

- Time for playing for each match: 5 minutes
- The winner is the team, which will gain many points in those three matches.
- Choose one student to lead cool down and invite them to start after game situation discussion.
- Start by giving time group A, B then C to share what they have recorded based on rules of the games, decisions taken by officials, effectiveness of hand signals used, and how officials are taking positions and their movement during the match. Support them to clarify some rules of the game where is necessary.
- Close the lesson by asking some questions on what they have been discussed.



5.5 End of unit assessment

Teacher divide students into groups of six including two umpires, scorer, an assistant scorer, a timer and a shot clock operator. After dividing student teachers into their respecting groups, set the order on which groups will lead the game, request the first group to start the match. Ask other remaining students to form two teams of five players for each one.

Let the match start, change groups which is officiating after five minutes. Officials become players to replace those who are becoming officials.

- During performing officiating for each group, observe how each student is accomplishing given tasks and roles.
- Records their performance in order to give them feedback at the end of the exercise.



5.6 Additional activities

Remedial activities

Prepare a video of two teams playing basketball match. Provide a list of team A and B, provide also 5 score sheet. After divide students into groups, and asks them to watch the given video and fill the score sheet accordingly. Facilitate them where it is necessary, and after the given time let them present their activities and help them to do correction where it is necessary.

Consolidation activities

Participate in competitions between small groups and choose their own officials to lead the matches and make record of performance for different groups.

Extended activities

Organize basketball competition between classes for forming school teams and participate in interclasses and friendly matches. Let student teachers officiates matches. Encourages student teachers to exploit updated rules of the game of basketball regularly.

UNIT 6 | HANDBALL

Key unit competence: Apply handball rules of the game

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

Students of senior six will learn better handball rules of the game if they have mastered handball basic techniques learned in senior five.

6.2. 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 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 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 accidents

Environment and sustainability: The teacher should provide materials and delivers the lesson by encouraging students to protect the environment and the well use of materials. The teacher helps them to develop the spirit of keeping safe 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.

6.3. 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 them to predict what to be learned in the whole unit.

6.4 List of lessons/sub-heading

#	Lesson title	Learning objectives	Number of periods
1	Recall handball techniques and tactics in the game situation	Identify handball techniques and tactics in the game situation	1
2	Playing court, Playing time, final signal and time-out , goalkeeper, the goal area in handball	Discuss playing court, Playing time, final signal and time-out , goalkeeper, the goal area in handball	1
3	The ball, the team, substitutions, equipment, player injuries in handball.	Describe the ball, the team, substitutions, equipment, player injuries in handball	1
4	Playing the ball, passive play and scoring in handball.	Discuss playing the ball, passive play and scoring in handball	1
5	Fouls and unsportsmanlike conduct, Throws and general instructions on the execution of the throws in handball.	Differentiate fouls and unsportsmanlike conduct, throws and general instructions on the execution of the throws in handball	1

6	Officials in handball game	Distinguish the officials of handball and their roles in the game situation	1
7	Officiate a handball game	Apply and interpret rules of handball in the game situation	1
8	End unit assessment	Evaluate the application and interpretation of Handball rules in the game situations	1

Lesson 1: Recall handball techniques and tactics in the game situation

a) Learning objective

Identify handball techniques and tactics in the game situation.

b) Teaching resources

Balls, Stopwatch/watch, Playground, Cones, Whistle and Chasubles.

c) Prerequisites/Revision/Introduction

Students of senior six will learn better recall on handball techniques and tactics in the game situation if they have developed techniques and tactics exercises learnt in year five.

d) Learning activities

Opening discussions

- Ask questions about handball techniques and tactics learnt in year five.
- Let students present their findings and introduce the prepared lesson.
- 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 while performing techniques and tactics and stretch their muscles properly.
- One student leads warm up and stretching exercises.
- Guide them while performing warm up and stretching exercises.
- Help them/demonstrate/correct where is necessary.

e) Lesson body



Activity 6.1

Students play a handball game in 15 minutes. They make teams of six players with one goal keeper and every one occupies responsibilities of his/her position on the playground accordingly. They pass and receive the ball. They apply attacking techniques of dribbling and shooting in the goals. They perform defending tactics.

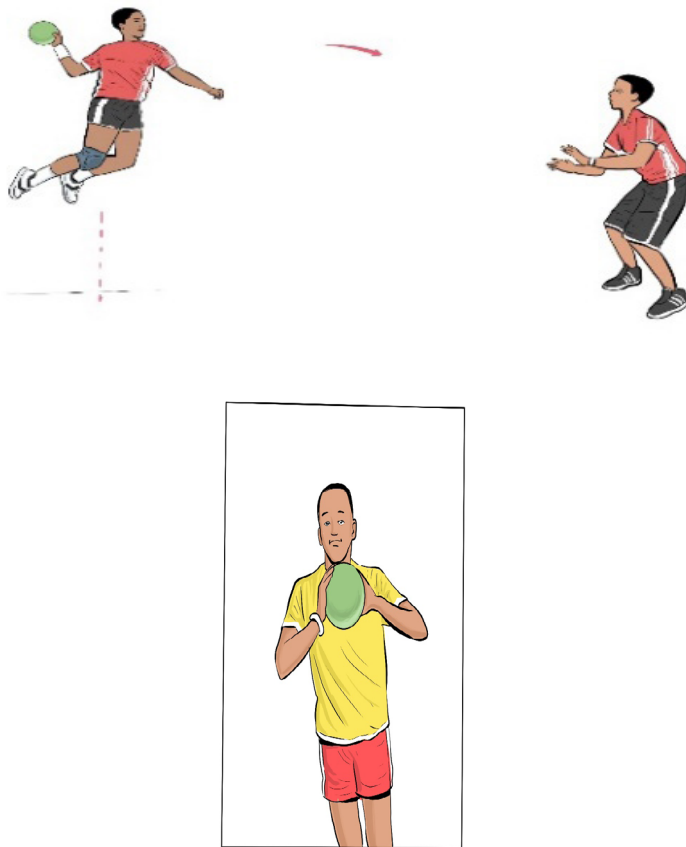


Fig 6.1: Students handball techniques and tactics in the game situation



Activity 6.2

Make teams of 3 vs 3, 4 vs 4, 5 vs 5, and 6 vs 6 students with a goal keeper. Let students play handball adhering to rules of the game on the appropriate court in a limited period of ten minutes. The winner is the team which scores more goals than the other.



Activity 6.3

Let students play handball match, the outside teams lead the match as referees, after a limited period of time teams change roles.



Application Activity 6.1

Distribute balls to students for regular familiarization by playing and request them to choose their own officials for leading their game plays. After a given time, the teams change the roles.



Fig 6.2: Students recall handball techniques and tactics in the game situation

Cool down exercises

- Let students do right cool down 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.
- Help them/demonstrate/correct where is necessary.

Closing discussions (RCA)

Reflect

- Which challenges/advantages did you face during the execution of passing, receiving, dribbling, shooting and blocking exercises in handball game? Why?

Connect

- What are necessary conditions for a handball player to apply techniques and tactics?

Apply

- What will you do to perform handball techniques and tactics after this session to become a good player?

Lesson 2: Playing court, Playing time, final signal and time-out, goalkeeper, the goal area in handball

a) Learning objective

Discuss playing court, playing time, final signal and time-out, goalkeeper, the goal area in handball.

b) Teaching resources

Balls, Stopwatch/watch, Playground, Cones, Whistle, Chasubles and Handball rule books.

c) Prerequisites/Revision/Introduction

Students of Senior six will learn better playing court, playing time, final signal and time-out, goalkeeper, the goal area in handball if they have developed handball rules learnt in senior five and in the previous lesson

a) Learning activities

Opening discussions

- Ask questions about handball rules learnt in senior five.
- Let students present their findings and introduce the prepared lesson.
- 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 while performing handball game and stretch their muscles properly.
- One student leads warm up and stretching exercises.
- Guide them while performing warm up and stretching exercises.
- Help them/demonstrate/correct where is necessary.

d) Lesson body



Activity 6.4

- In groups of six, students discuss on the given elements of handball rules. Each group has one rule to be discussed and findings are in the distributed rules document as resource.
- Pass through groups and help them where is necessary. Request students 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, use a projector to recap presentations.

Groups number	Questions
Group one	Discuss the playing court in handball
Group two	Discuss the playing time in handball
Group three	Discuss the final signal in handball
Group four	Discuss the time-out in handball
Group five	Discuss the goalkeeper in handball
Group six	Discuss the goal area in handball



Activity 6.5

Make teams of 3 vs 3 or 4 vs 4 students with a goal keeper. Let students play handball adhering to rules of the game on the appropriate court in limited period of ten minutes. One of the outside teams leads the match as referees following the handball rules. The winner is the team which scores more goals or lead the match perfectly than others.



Activity 6.6

Make teams of 5vs 5, and 6 vs 6 students with a goal keeper. Let students play handball adhering to rules of the game on the appropriate court in limited period of ten minutes. One of the outside teams leads the match as referees following the handball rules. The winner is the team which scores more goals or lead the match perfectly than others.

Application Activity 6.2



Make teams of 6 vs 6 students with a goal keeper. Let students play handball adhering to rules of the game on the appropriate court in limited period of ten minutes. One of the outside teams leads the match as referees following the handball rules. The winner is the team which scores more goals or lead the match perfectly than others.

Cool down exercises

- Let students do right cool down 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.
- Help them/demonstrate/correct where is necessary.

Closing discussions (RCA)

Reflect

- Which challenges/advantages did you face during playing and leading the handball match? Why?

Connect

- What are necessary conditions do you need to apply handball rules?

Apply

- What will you do to apply handball rules in the game perfectly?

Lesson 3: The ball, the team, substitutions, equipment, player injuries in handball

a) Learning objective

Describe the ball, the team, substitutions, equipment, player injuries in handball.

b) Teaching resources

Balls, Stopwatch/watch, Playground, Cones, Whistle, Chasubles, Handball rule books

c) Prerequisites/Revision/Introduction

Students of senior six will learn better the description of the ball, the team, substitutions, equipment, player injuries in handball if they have developed handball rules learnt in senior five and in the previous lessons.

d) Learning activities

Opening discussions

- Ask questions about handball rules learnt in year five.
- Let students present their findings and introduce the prepared lesson.
- 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 while performing handball game and stretch their muscles properly.
- One student leads warm up and stretching exercises.
- Guide them while performing warm up and stretching exercises.
- Help them/demonstrate/correct where is necessary.

e) Lesson body



Activity 6.7

- In groups of five, students describe the given elements of handball rules. Each group has one element of rules to be described. The resources are distributed (handball rule books).
- Pass through groups and help them where is necessary. Request students 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, use a projector to recap presentations

Groups number	Questions
Group one	Describe the ball in handball
Group two	Describe the team in handball
Group three	Describe substitutions in handball
Group four	Describe equipment in handball
Group five	Describe player injuries in handball



Activity 6.8

Make teams of 3 vs 3, 4 vs 4 and 5vs 5 students with a goal keeper. Let students play handball adhering to rules of the game on the appropriate court in limited period of ten minutes. One of the outside teams leads the match as referees following the handball rules. The winner is the team which scores more goals or lead the match perfectly than others.



Activity 6.9

Make teams of 5vs 5 or 6 vs 6 students with a goal keeper. Let students play handball adhering to rules of the game on the appropriate court in limited period of ten minutes. One of the outside teams leads the match as referees following the handball rules. The winner is the team which scores more goals or lead the match perfectly than others.

Application activity



Application Activity 6.2

Make teams of 6 vs 6 students with a goal keeper. Let students play handball adhering to rules of the game on the appropriate court in limited period of ten minutes. One of the outside teams leads the match as referees following the handball rules. The winner is the team which scores more goals or lead the match perfectly than others.

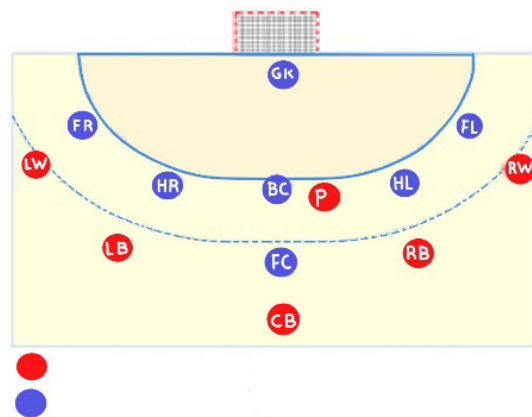


Fig 6.3: Students playing and officiate handball adhering to rules of the game

Cool down exercises

- Let students do right cool down 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.
- Help them/demonstrate/correct where is necessary.

Closing discussions (RCA)

Reflect

- Which challenges/advantages did you face during playing and leading the handball match? Why?

Connect

- What are necessary conditions do you need to apply handball rules?

Apply

- What will you do to apply handball rules in the game perfectly?

Lesson 4: Playing the ball, passive play and scoring in handball

a) Learning objective

Discuss playing the ball, passive play and scoring in handball.

b) Teaching resources

Balls, Stopwatch/watch, Playground, Cones, Whistle, Chasubles and Handball rule books

c) Prerequisites/Revision/Introduction

Students of Senior six will learn better playing the ball, passive play and scoring in handball if they have developed handball rules learnt in senior five and in the previous lessons.

d) Learning activities

Opening discussions

- Ask questions about handball rules learnt in senior five and in the last lesson.
- Let students present their findings and introduce the prepared lesson.
- 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 while performing handball game and stretch their muscles properly.
- One student leads warm up and stretching exercises.
- Guide them while performing warm up and stretching exercises.
- Help them/demonstrate/correct where is necessary.

e) Lesson body



Activity 6.10

In groups of three, students describe the given elements of handball rules. Each group has one element of rules to be described. The resources are distributed (handball rule books). Pass through groups and help them where is necessary. Request students 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, use a projector to recap presentations.

Groups number	Questions
Group one	Describe playing the ball in handball
Group two	Describe passive play in handball
Group three	Describe scoring in handball



Activity 6.11

Make teams of 3 vs 3, 4 vs 4, 5 vs 5, and 6 vs 6 students with a goal keeper. Let students play handball adhering to rules of the game on the appropriate court in limited period of ten minutes. One of the outside teams leads the match as referees following the handball rules. The winner is the team which scores more goals or lead the match perfectly than others.



Activity 6.12

Make teams of 3 vs 3, 4 vs 4, 5 vs 5 students with a goal keeper. Let students play handball adhering to rules of the game on the appropriate court in limited period of ten minutes. One of the outside teams leads the match as referees following the handball rules. The winner is the team which scores more goals or lead the match perfectly than others.

Application Activity 6.3



Make teams of 6 vs 6 students with a goal keeper. Let students play handball adhering to rules of the game on the appropriate court in limited period of ten minutes. One of the outside teams leads the match as referees following the handball rules. The winner is the team which scores more goals or lead the match perfectly than others.

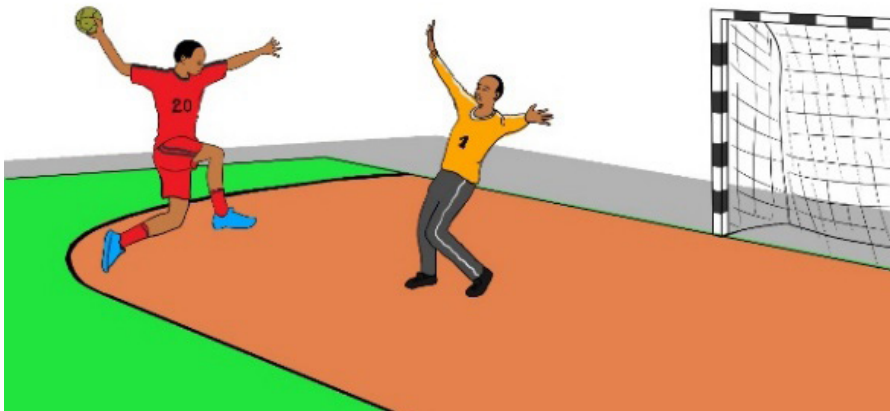


Fig 6.4: Students playing and officiate handball adhering to rules of the game

Cool down exercises

- Let students do right cool down 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.
- Help them/demonstrate/correct where is necessary.

Closing discussions (RCA)

Reflect

- Which challenges/advantages did you face during playing and leading the handball match? Why?

Connect

- What are necessary conditions do you need to apply handball rules?

Apply

- What will you do to apply handball rules in the game perfectly?

Lesson 5: Fouls and unsportsmanlike conduct, Throws and general instructions on the execution of the throws in handball

a) Learning objective

Differentiate fouls and unsportsmanlike conduct, throws and general instructions on the execution of the throws in handball.

b) Teaching resources

Balls, Stopwatch/watch, Playground, Cones, Whistle, Chasubles, Posts, Videos related to handball rules of the game and Handball rule books.

c) Prerequisites/Revision/Introduction

Students of Senior six will learn better fouls and unsportsmanlike conduct, throws and general instructions on the execution of the throws if they have developed handball rules learnt in senior five and in the previous lessons.

d) Learning activities

Opening discussions

- Ask questions about handball rules learnt in senior five and in last lesson.
- Let students present their findings and introduce the prepared lesson.
- 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 while performing handball game and stretch their muscles properly.
- One student leads warm up and stretching exercises.
- Guide them while performing warm up and stretching exercises.
- Help them/demonstrate/correct where is necessary.

e) Lesson body



Activity 6.13

- In groups of three, students describe the given elements of handball rules. Each group has one element of rules to be described. The resources are distributed (rulebooks).
- Pass through groups and help them where is necessary. Request students 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, use a projector to recap presentations.

Groups number	Questions
Group one	Describe fouls in handball
Group two	Describe unsportsmanlike conduct in handball
Group three	Describe throws and general instructions on the execution of the throws



Activity 6.14

- Make teams of 3 vs 3, 4 vs 4, 5 vs 5, and 6 vs 6 students with a goal keeper.
- The students play handball adhering to rules of the game on the appropriate court in limited period of ten minutes. One of the outside teams leads the match as referees following the handball rules.
- The winner is the team which scores more goals, made less fouls and misconduct or lead the match perfectly than others.



Activity 6.15

- Make teams of 5 vs 5 students with a goal keeper
- The students play handball adhering to rules of the game on the appropriate court in limited period of ten minutes. One of the outside teams leads the match as referees following the handball rules.
- The winner is the team which scores more goals, made less fouls and misconduct or lead the match perfectly than others.

Application Activity 6.3



- Make teams of 6 vs 6 students with a goal keeper. The students play handball adhering to rules of the game on the appropriate court in limited period of ten minutes. One of the outside teams leads the match as referees following the handball rules.
- The winner is the team which scores more goals, made less fouls and misconduct or lead the match perfectly than others.



Fig 6.5: Students playing and officiate handball adhering to rules of the game

Cool down exercises

- Let students do right cool down 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.
- Help them/demonstrate/correct where is necessary.

Closing discussions (RCA)

Reflect

- Which challenges/advantages did you face during playing and leading the handball match? Why?

Connect

- What are necessary conditions do you need to apply handball rules?

Apply

- What will you do to apply handball rules in the game perfectly?

Lesson 6: Officials in handball game

a) Learning objective

Distinguish the officials of handball and their roles in the game situation.

b) Teaching resources

Balls, Stopwatch/watch, Playground, Cones, Whistle, Chasubles, Posts, Videos related to handball rules of the game and Handball rule books.

c) Prerequisites/Revision/Introduction

Students of Senior six will learn better officials in handball game if they have developed handball rules learnt in senior five and in the previous lessons

d) Learning activities

Opening discussions

- Ask questions about handball rules learnt in senior five and in last lesson.
- Let students present their findings and introduce the prepared lesson.
- 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 while performing handball game and stretch their muscles properly.
- One student leads warm up and stretching exercises.
- Guide them while performing warm up and stretching exercises.
- Help them/demonstrate/correct where is necessary.

e) Lesson body



Activity 6.16

- In groups students recall handball officials and their responsibilities. They discuss also on assistants and their responsibilities before, during and at the end of the match.
- Pass through groups and help them where is necessary. Request students 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, use a projector to recap presentations.

Groups number	What are responsibilities of :
Group one	The Officials in handball?
Group two	The Timekeeper in handball?
Group three	The Scorekeeper in handball?



Activity 6.17

- Make teams of 3 vs 3 students with a goal keeper.
- The students play handball adhering to rules of the game on the appropriate court in a limited period of ten minutes. The outside teams play the roles of officials and their assistants.
- The winner is the team which scores more goals, made less fouls and misconduct or lead the match efficiently than others.



Activity 6.18

- Make teams of 5vs 5 students with a goal keeper.
- The students play handball adhering to rules of the game on the appropriate court in a limited period of ten minutes. The outside teams play the roles of officials and their assistants.
- The winner is the team which scores more goals, made less fouls and misconduct or lead the match efficiently than others.

Application Activity 6.4



- Make teams of 6 vs 6 students with a goal keeper. Let students play handball adhering to rules of the game on the appropriate court in limited period of ten minutes. One of the outside teams leads the match as referees following the handball rules.
- The winner is the team which scores more goals or lead the match perfectly than others.

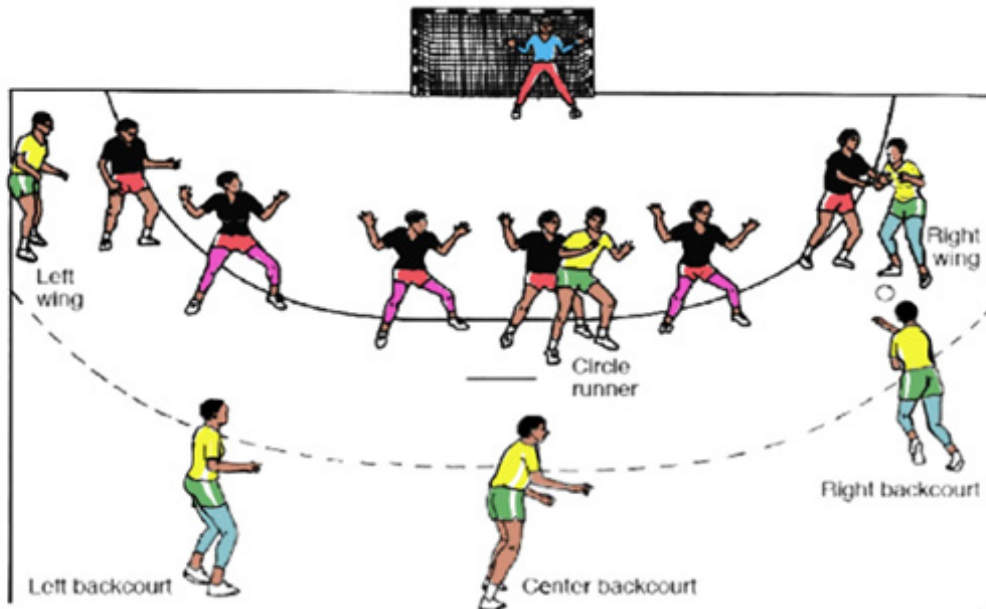


Fig 6.6: Students playing and officiate handball adhering to rules of the game

Cool down exercises

- Let students do right cool down 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.
- Help them/demonstrate/correct where is necessary.

Closing discussions (RCA)

Reflect

- Which challenges/advantages did you face during playing and leading the handball match? Why?

Connect

- What are necessary conditions do you need officials in hand ball?

Apply

- What will you do to become handball officials?

Lesson 7: Officiate a handball game

a) Learning objective

Apply and interpret rules of handball in the game situation.

b) Teaching resources

Balls, Stopwatch/watch, Playground, Cones, Whistle, Chasubles, Posts, Videos related to handball rules of the game, Handball rule books, Projector/computer, Smart classroom, Hard/soft copy of handball rules and Cards.

c) Prerequisites/Revision/Introduction

Students of Senior six will learn better officiate a handball game if they have developed handball rules learnt in senior five and in the previous lessons.

d) Learning activities

Opening discussions

- Ask questions about handball rules learnt in senior five and in last lesson.
- Let students present their findings and introduce the prepared lesson.
- 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 while performing handball game and stretch their muscles properly.
- One student leads warm up and stretching exercises.
- Guide them while performing warm up and stretching exercises.
- Help them/demonstrate/correct where is necessary.

e) Lesson body



Activity 6.19

Game situation

Make teams of three players: A, B and C and organize a competition:

The first match: A vs B while C will act as officials by providing two officials, the timekeeper and the scorekeeper. The remaining players will record fouls and misconduct happened and how officials have been reacted.

The second match: B vs C while A will act as officials by providing two officials, the timekeeper and the scorekeeper. The remaining players will record fouls and misconduct happened and how officials have been reacted.

The third match: A vs C while B will act as officials by providing two officials, the timekeeper and the scorekeeper. The remaining players will record fouls and misconduct happened and how officials have been reacted. The playing time is 5minutes.

The winner is the team which gains more points than others. After the competition, each team shares with others what they have recorded: On rules of the games, decisions taken by officials, effectiveness of hand signals used, and how officials are taking positions and their movement during the match. Support them to clarify some rules of the game where is necessary.



Activity 6.20

Game situation

Make teams of five players: A, B and C and organize a competition:

The first match: A vs B while C will act as officials by providing two officials, the timekeeper and the scorekeeper. The remaining players will record fouls and misconduct happened and how officials have been reacted.

The second match: B vs C while A will act as officials by providing two officials, the timekeeper and the scorekeeper. The remaining players will record fouls and misconduct happened and how officials have been reacted.

The third match: A vs C while B will act as officials by providing two officials, the timekeeper and the scorekeeper. The remaining players will record fouls and misconduct happened and how officials have been reacted. The playing time is 7minutes.

The winner is the team which gains more points than others. After the competition, each team shares with others what they have recorded: On rules of the games, decisions taken by officials, effectiveness of hand signals used, and how officials are taking positions and their movement during the match. Support them to clarify some rules of the game where is necessary.



Activity 6.21

Game situation

Make teams six players: A, B and C and organize a competition:

The first match: A vs B while C will act as officials by providing two officials, the timekeeper and the scorekeeper. The remaining players will record fouls and misconduct happened and how officials have been reacted.

The second match: B vs C while A will act as officials by providing two officials, the timekeeper and the scorekeeper. The remaining players will record fouls and misconduct happened and how officials have been reacted.

The third match: A vs C while B will act as officials by providing two officials, the timekeeper and the scorekeeper. The remaining players will record fouls and misconduct happened and how officials have been reacted. The playing time is 10minutes.




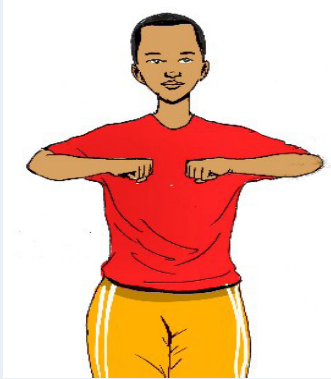
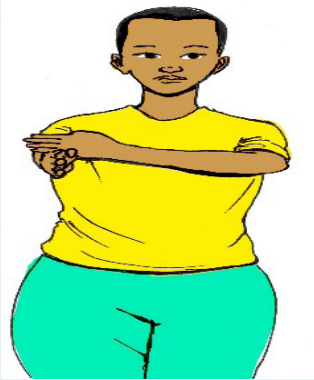
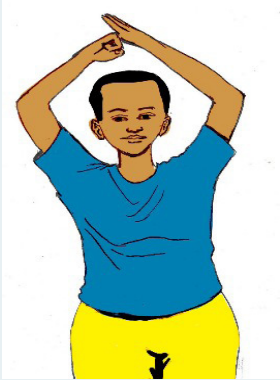
The winner is the team which gains more points than others. After the competition, each team shares with others what they have recorded: On rules of the games, decisions taken by officials, effectiveness of hand signals used, and how officials are taking positions and their movement during the match. Support them to clarify some rules of the game where is necessary.

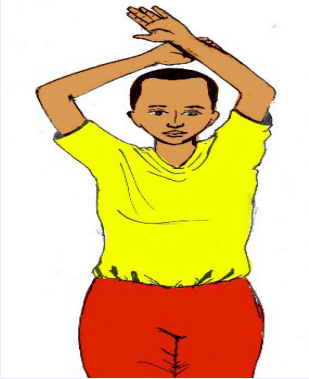







Application Activity 6.4

- Make teams of 6 vs 6 students with a goal keeper play handball adhering to rules of the game on the appropriate court in a limited period of fifteen minutes. The outside teams play the roles of officials and their assistants.
- The winner is the team which scores more goals, made less fouls and misconduct or officiated the match efficiently than others.

Hand signals used in officiating handball game

Sign	1 	2 
Meaning	Illegal dribble	Keep the distance of 3metres
Sign	3 	4 
Meaning	Too many steps or holding the ball for more than 3 seconds	Restraining, holding or pushing
Sign	5 	6 
Meaning	Hitting	Offensive foul

Sign	7 	8 
Meaning	Passive play	Goal
Sign	9 	10 
Meaning	Warning(yellow) Disqualification (red) Information written report(blue)	Suspension(2minutes)
Sign	11 	12 
Meaning	Throw indirection	Goalkeeperthrow


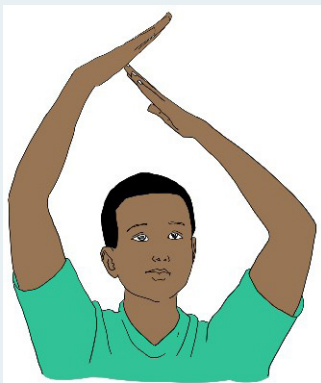
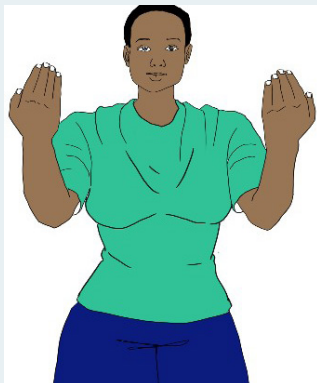
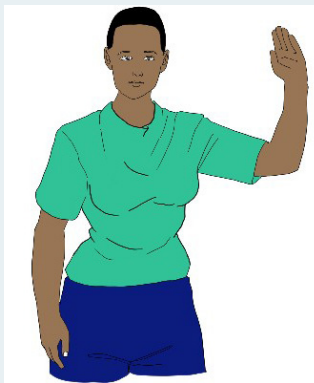
Sign	13 	14 
Meaning	Free throw	Time-out
Sign	15 	16 
Meaning	Permission for two persons (who are entitled to participate) to enter the court during time out	Forewarning signal for passive play

Fig 6.7: Students playing and officiate handball adhering to rules of the game

Provide one box which contains cards where written fouls and unsportsmanlike conduct. Another box contains cards where written sanctions/punishment. In groups, when one member picks a card written a foul or an unsportsmanlike conduct, one from another group raises the card of its relative sanction/ punishment. Continue the activity until the prepared cards finished.

Cool down exercises

- Let students do right cool down 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.

- Help them/demonstrate/correct where is necessary.

Closing discussions (RCA)

Reflect

- Which challenges/advantages did you face during playing and officiating the handball match? Why?

Connect

- What are necessary conditions do you need officials in hand ball?

Apply

- What will you do to become handball officials?



6.6 End of unit assessment

Organize handball competition between teams and assess learners' abilities to apply handball techniques and tactics such as pass, receive, shoot, goalkeeping and observe how they apply handball rules through playing and officiating the game



6.7 Additional activities

Remedial activities

- Providing school facilities for learner's recreation where they perform regular handball technical and tactical skills and officiating games.

Consolidation activities

- Encourage learners to participate actively in the handball school competitions representing his/her class and officiate them.

Extended activities

- To participate actively in mass sport in their villages.
- Participate in the organized recreational handball activities and competitions in their villages during weekends and holidays with their neighboring learners and help in officiating and in the application of hand ball rules.

UNIT 7

NETBALL

Key unit competence: Perform netball techniques and tactics in the game situation adhering to the rules.

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

Students of senior six will perform better netball techniques and tactics in the game situation adhering to the rules if they have mastered netball basic techniques learned in senior five.

7.2. Cross-cutting issues to be addressed

Gender: In teaching and learning process of netball, 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 netball 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 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 using them in order to prevent injuries and other accidents.

Environment and sustainability: The teacher should provide materials and delivers the lesson by encouraging students to protect the environment and the well use of materials. The teacher helps them to develop the spirit of keeping

safe 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 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: The 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, 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.

7.3. 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 netball in order to help them to predict what to be learned in the whole unit.

7.4. List of lessons/sub-heading

#	Lesson title	Learning objectives	Number of periods
1	Recall netball techniques and tactics in the game situation	Identify and perform netball techniques and tactics in the game situation	1
2	Court and relative areas and goalposts in netball game.	Discuss on the court and its relative areas and goalposts in netball game	1
3	The ball and duration of the match in netball game.	Describe the ball and duration of the match in netball game.	1
4	Match personnel , match procedures, and Punishments in netball game	Discuss on the match personnel , match procedures, and Punishments in netball game	1
5	Start the play, duration of the match and how to score a goal in netball game	Discuss on starting the play, duration of the match and how to score a goal in netball game	1

6	Obstruction and contact in netball game	Discuss on the obstruction and contact in netball game	1
7	Demonstration and interpretation of hand signals used in officiating and officiate a netball game .	Discuss on how to demonstrate and interpret hand signals used in officiating and officiate a netball game .	1
8	End unit assessment	Evaluate the application and interpretation of netball rules in the game situations	1

Lesson 1: Recall netball techniques and tactics in the game situation

a) Learning objective

Identify and perform netball techniques and tactics in the game situation.

b) Teaching resources

Balls, playground, whistle, stopwatch, cones, videos related to netball rules of the game, chasubles, posts, official rules'book.

c) Prerequisites/Revision/Introduction

Students of senior six will learn better recall on netball techniques and tactics in the game situation if they have developed techniques and tactics exercises learnt in senior five.

d) Learning activities

Opening discussions

- Ask questions about netball techniques and tactics learnt in senior five.
- Let students present their findings and introduce the prepared lesson.
- 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 while performing techniques and tactics in the game and stretch their muscles properly.
- One student leads warm up and stretching exercises.
- Guide them while performing warm up and stretching exercises.
- Help them/demonstrate/correct where is necessary.

e) Lesson body



Activity 7.1

In teams of 3 players after recalling netball techniques and tactics, students play netball. In a limited time of ten minutes they play on the court and perform techniques of passing, shooting and landing, tactics of attack and defense as tasks and responsibilities to accomplish based on the relative playing positions that they are occupying.



Activity 7.2

In teams of 5 players, students play netball. In a limited time of ten minutes they play on the court and perform techniques and tactics as tasks and responsibilities to accomplish based on the relative playing positions that they are occupying. The teams must be replaced after five minutes until all players/ teams participate in the play as much as possible. The winner is the team which gained many points than others.



Activity 7.3

In teams of 7 players, students play netball. In a limited time of ten minutes they play on the court and perform techniques and tactics as tasks and responsibilities to accomplish based on the relative playing positions that they are occupying. The teams must be replaced after five minutes until all players/ teams participate in the play as much as possible. The winner is the team which gained many points than others.

Application Activity 7.1



In two teams of 7 players, students play netball. In a limited time of ten minutes they play on the court and perform techniques and tactics as tasks and responsibilities to accomplish based on the relative playing positions that they are occupying. The teams must be replaced after five minutes until all players/ teams participate in the play as much as possible. The winner is the team which gained many points than others.



Fig 7.1: Students recall netball techniques and tactics in the game situation

Cool down exercises

- Let students do right cool down 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.
- Help them/demonstrate/correct where is necessary.

Closing discussions (RCA)

Reflect

- Which challenges/advantages did you face during the game? Why?

Connect

- What are necessary conditions for a netball player to apply techniques and tactics in the game?

Apply

- What will you do to perform netball techniques and tactics after this session to become a good player.

Lesson 2: Court and relative areas and goalposts in netball game

a) Learning objective

Discuss on the court and its relative areas and goalposts in netball game

b) Teaching resources

Balls, playground, whistle, stopwatch, cones, videos related to netball rules of

the game, chasubles, posts, current official netball rules' book.

c) Prerequisites/Revision/Introduction

Students of senior six will learn better the court and its relative areas and goalposts in netball game if they have developed netball rules learnt in senior five and in the previous lesson

d) Learning activities

Opening discussions

- Ask questions about netball rules learnt in senior five.
- Let students present their findings and introduce the prepared lesson.
- 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 while performing netball game and stretch their muscles properly.
- One student leads warm up and stretching exercises.
- Guide them while performing warm up and stretching exercises.
- Help them/demonstrate/correct where is necessary.

e) Lesson body



Activity 7.4

- In groups students discuss the given elements of netball rules. Each group has one rule to be discussed and findings are in the distributed rules document as resource.
- Pass though groups and help them where is necessary.
- Request students 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, use a projector to recap presentations.

Groups number	Questions
Group one	Discuss the court and relative areas in netball
Group two	Discuss the goalposts in netball game



Activity 7.5

Make teams of 3, 4 or 5 players. Let students play netball adhering to rules of the game on the appropriate court in limited period of ten minutes. One of the outside teams leads the match as referees following rules. The winner is the team which scores more goals or lead the match perfectly than others.



Activity 7.6

Make teams of 6 or 7 players. Let students play netball adhering to rules of the game on the appropriate court in limited period of ten minutes. One of the outside teams leads the match as referees following rules. The winner is the team which scores more goals or lead the match perfectly than others.



Application Activity 7.1

Make two teams of 7 players. Let students play netball adhering to rules of the game on the appropriate court in limited period of ten minutes. One of the outside teams leads the match as referees following rules. The winner is the team which scores more goals or lead the match perfectly than others.

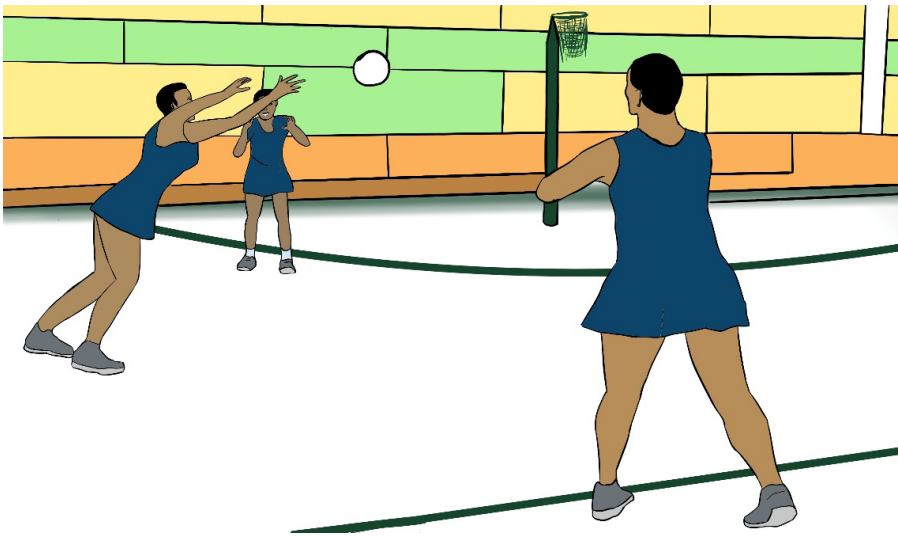


Fig 7.2: Students play netball adhering to rules in the game situation

Cool down exercises

- Let students do right cool down exercises and stretch their group of

muscles by insisting on most used body parts.

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

Closing discussions (RCA)

Reflect

- Which challenges/advantages did you face during playing and leading the netball match? Why?

Connect

- What are necessary conditions do you need to apply netball rules?

Apply

- What will you do to apply netball rules perfectly in the game?

Lesson 3: The ball and duration of the match in netball game

a) Learning objective

Describe the ball and duration of the match in netball game.

b) Teaching resources

Balls, playground, whistle, stopwatch, cones, videos related to netball rules of the game, chasubles, posts, current official rules' book.

c) Prerequisites/Revision/Introduction

Students of Senior six will learn better the ball and duration of the match in netball game if they have developed netball rules learnt in senior five and in the previous lessons

d) Learning activities

Opening discussions

- Ask questions about netball rules learnt in senior five
- Let students present their findings and introduce the prepared lesson
- 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 while performing netball game and stretch their muscles properly.

- One student leads warm up and stretching exercises.
- Guide them while performing warm up and stretching exercises.
- Help them/demonstrate/correct where is necessary.

e) Lesson body



Activity 7.7

- In groups, students describe the given elements of netball rules. Each group has one element of rules to be described. The resources are distributed.
- Pass through groups and help them where is necessary. Request students 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, use a projector to recap presentations.

Groups number	Questions
Group one	Describe the ball of netball
Group two	Describe the duration of the match in netball game



Activity 7.8

Make teams of 3, 4, 5 and let them play netball adhering to rules of the game on the appropriate court in limited period of 5 minutes. One of the outside teams leads the match as referees following the netball rules while others make records. The winner is the team which scores more goals or lead the match perfectly than others.



Activity 7.9

Make teams of 3, 4, 5 or 6 and let them play netball adhering to rules of the game on the appropriate court in limited period of 5 minutes. One of the outside teams leads the match as referees following the netball rules while others make records. The winner is the team which scores more goals or lead the match perfectly than others.

Application Activity 7.2



In two teams of 7 play netball adhering to rules of the game on the appropriate court in limited period of 5 minutes. One of the outside teams leads the match as referees following the netball rules while others make records. The winner is the team which scores more goals or lead the match perfectly than others.



Fig 7.3: Students play netball adhering to rules in the game situation

Cool down exercises

- Let students do right cool down 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.
- Help them/demonstrate/correct where is necessary.

Closing discussions (RCA)

Reflect

- Which challenges/advantages did you face during playing and leading the netball match? Why?

Connect

- What are necessary conditions do you need to apply netball rules?

Apply

- What will you do to apply netball rules in the game perfectly?

Lesson 4: Match personnel, match procedures, and Punishments in netball game

a) Learning objective

Discuss on the match personnel, match procedures, and Punishments in netball game.

b) Teaching resources

Balls, playground, whistle, stopwatch, cones, videos related to netball rules of the game, chasubles, posts, official rules'book.

c) Prerequisites/Revision/Introduction

Students of Senior six will learn better **match personnel, match procedures, and punishments in netball game** if they have developed netball rules learnt in senior five senior five and in the previous lessons.

d) Learning activities

Opening discussions

- Ask questions about netball rules learnt in senior five and in the last lesson.
- Let students present their findings and introduce the prepared lesson.
- 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 while performing netball game and stretch their muscles properly.
- One student leads warm up and stretching exercises.
- Guide them while performing warm up and stretching exercises.
- Help them/demonstrate/correct where is necessary.

e) Lesson body



Activity 7.10

- In groups, students describe the given elements of netball rules. Each group has one element of rules to be discussed on. The resources are distributed.
- Pass through groups and help them where is necessary. Request students 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, use a projector to recap presentations.

Groups number	Questions
Group one	Describe the match personnel in netball
Group two	Describe the match procedures in netball
Group three	Describe the punishments in netball game



Activity 7.11

Make teams of 3, 4, 5 or 6 students and let them play netball adhering to rules of the game on the appropriate court in limited period of ten minutes. One of the outside teams leads the match as umpires and others make records following the netball rules. The playing teams are replaced after ten minutes. The winner is the team which scores more goals or lead the match perfectly than others.



Activity 7.12

Make teams of 7 students and let them play netball adhering to rules of the game on the appropriate court in limited period of ten minutes. One of the outside teams leads the match as umpires and others make records following the netball rules. The playing teams are replaced after ten minutes. The winner is the team which scores more goals or lead the match perfectly than others.

Application Activity 7.3



In two teams of 7 students play netball adhering to rules of the game on the appropriate court in limited period of ten minutes. One of the outside teams leads the match as umpires and others make records following the netball rules. The playing teams are replaced after ten minutes. The winner is the team which scores more goals or lead the match perfectly than others.

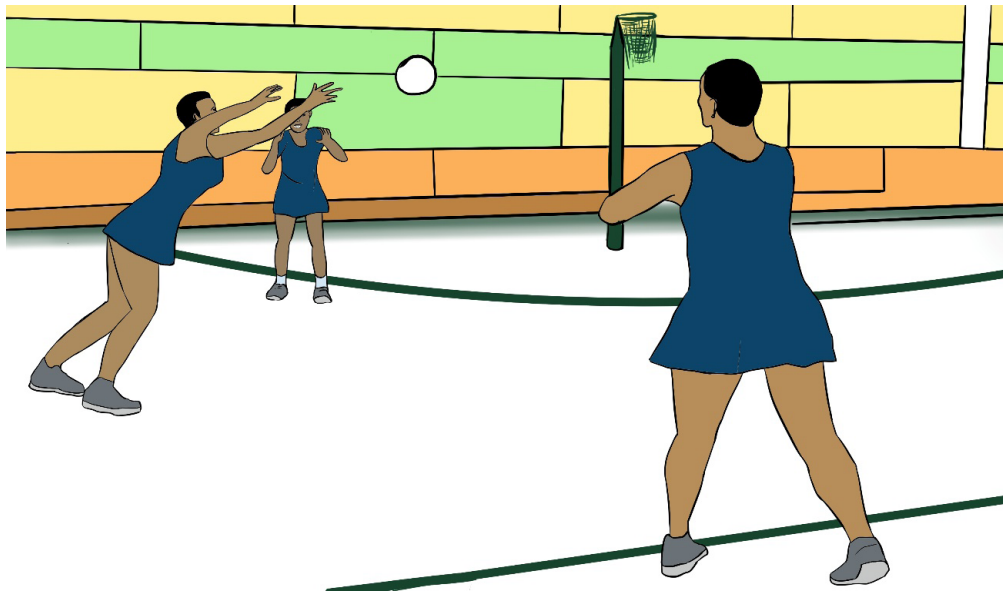


Fig 7.4: Students play netball adhering to rules in the game situation

Cool down exercises

- Let students do right cool down 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.
- Help them/demonstrate/correct where is necessary.

Closing discussions (RCA)

Reflect

- Which challenges/advantages did you face during playing and leading the netball match? Why?

Connect

- What are necessary conditions do you need to apply netball rules?

Apply

- What will you do to apply netball rules in the game perfectly?

Lesson 5: Start the play, duration of the match and how to score a goal in netball game

a) Learning objective

Discuss on starting the play, duration of the match and how to score a goal in netball game.

b) Teaching resources

Balls, playground, whistle, stopwatch, cones, videos related to netball rules of the game, chasubles, posts, current official rules' book.

c) Prerequisites/Revision/Introduction

Students of senior six will learn better starting the play, duration of the match and how to score a goal in netball game if they have developed netball rules learnt in senior five and in the previous lessons.

d) Learning activities

Opening discussions

- Ask questions about netball rules learnt in senior five and in last lesson.
- Let students present their findings and introduce the prepared lesson.
- 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 while performing netball game and stretch their muscles properly.
- One student leads warm up and stretching exercises.
- Guide them while performing warm up and stretching exercises.
- Help them/demonstrate/correct where is necessary.

e) Lesson body



Activity 7.13

- In groups students discuss on starting the play, duration of the match and how to score a goal in netball game. Each group has one element of rules to be described. The resources are distributed (rulebooks).
- Pass through groups and help them where is necessary. Request students 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, use a projector to recap presentation.

Groups number	Questions
Group one	Discuss on starting the play in netball
Group two	Discuss the duration of the match in netball
Group three	Discuss on how to score a goal in netball game



Activity 7.14

Make teams of 3, 4, 5 students and let them play netball adhering to rules of the game on the appropriate court in limited period of ten minutes. One of the outside teams leads the match as umpires and others make records following the netball rules. The playing teams are replaced after 8 minutes. The winner is the team which scores more goals or lead the match perfectly than others.



Activity 7.15

Make teams of 5 or 6 students and let them play netball adhering to rules of the game on the appropriate court in limited period of ten minutes. One of the outside teams leads the match as umpires and others make records following the netball rules. The playing teams are replaced after 8 minutes. The winner is the team which scores more goals or lead the match perfectly than others.



Application Activity 7.4

In two teams of 7 students play netball adhering to rules of the game on the appropriate court in limited period of ten minutes. One of the outside teams leads the match as umpires and others make records following the netball rules. The playing teams are replaced after 8 minutes. The winner is the team which scores more goals or lead the match perfectly than others.

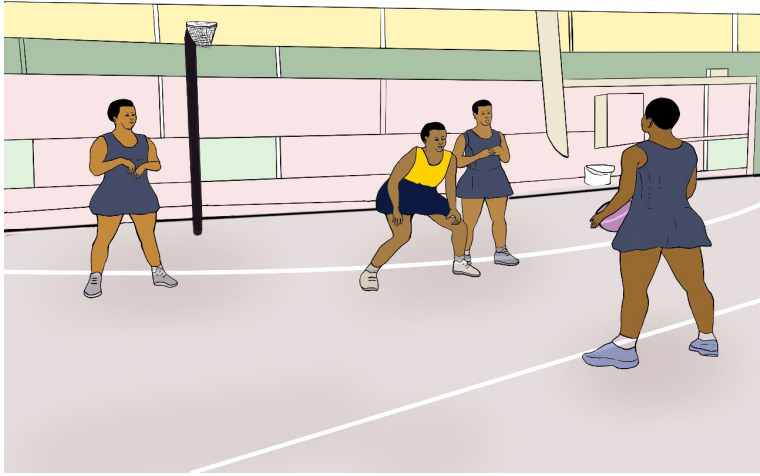


Fig 7.5: Students play netball adhering to rules in the game situation

Cool down exercises

- Let students do right cool down 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.
- Help them/demonstrate/correct where is necessary.

Closing discussions (RCA)

Reflect

- Which challenges/advantages did you face during playing and leading the netball match? Why?

Connect

- What are necessary conditions do you need to apply netball rules?

Apply

- What will you do to apply netball rules in the game perfectly?

Lesson 6: Obstruction and contact in netball game

a) Learning objective

Discuss on the obstruction and contact in netball game.

b) Teaching resources

Balls, playground, whistle, stopwatch, cones, videos related to netball rules of

the game, chasubles, posts, official rules'book.

c) Prerequisites/Revision/Introduction

Students of senior six will learn better the obstruction and contact in netball game if they have developed netball rules learnt in senior five and in the previous lessons.

d) Learning activities

Opening discussions

- Ask questions about netball rules learnt in senior five and in last lesson.
- Let students present their findings and introduce the prepared lesson.
- 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 while performing netball game and stretch their muscles properly.
- One student leads warm up and stretching exercises.
- Guide them while performing warm up and stretching exercises.
- Help them/demonstrate/correct where is necessary.

e) Lesson body



Activity 7.16

- In groups students discuss on the obstruction and contact in netball game. They discuss also on the difference between them. Each group has one element of rules to be discussed on. The resources are distributed (rulebooks).
- Pass through groups and help them where is necessary. Request students 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, use a projector to recap presentations.

Groups number	Questions
Group one	Discuss the obstruction in netball game
Group two	Discuss the contact in netball game



Activity 7.17

Make teams of 3, 4, 5, 6 and 7 students and let them play netball adhering to rules of the game on the appropriate court in limited period of ten minutes. One of the outside teams leads the match as umpires and others make records following the netball rules. The playing teams are replaced after 8 minutes. The winner is the team which scores more goals or lead the match perfectly than others.

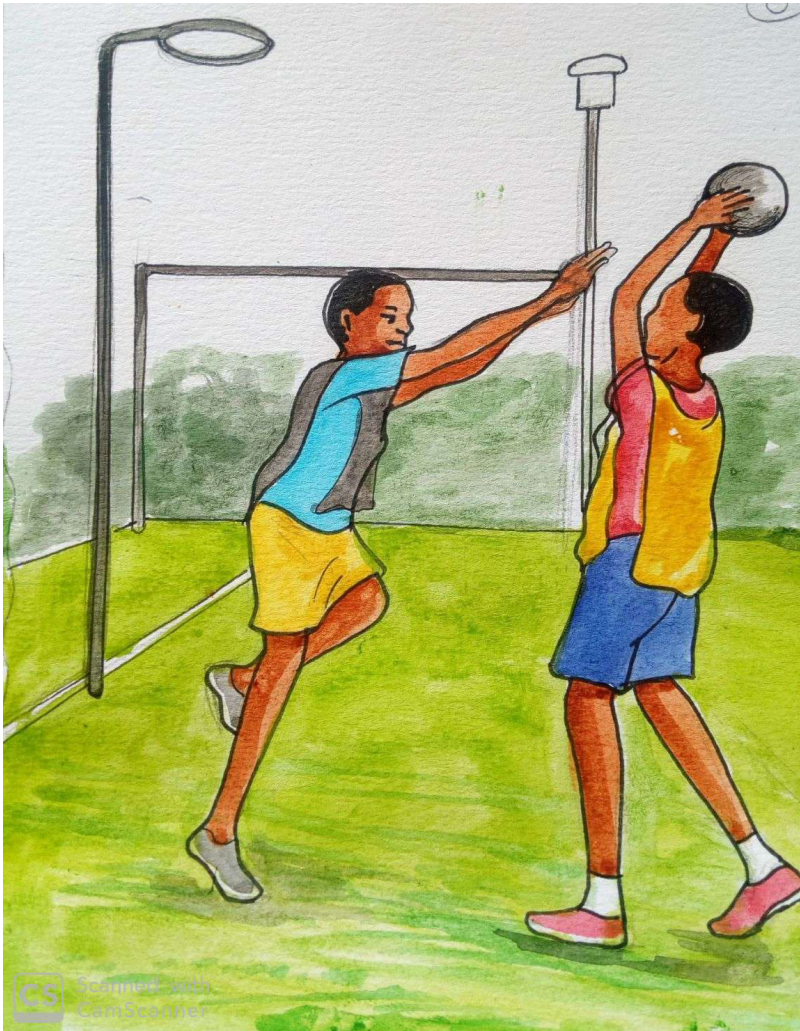


Fig 7.6: Students play netball adhering to rules in the game situation

Cool down exercises

- Let students do right cool down 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.
- Help them/demonstrate/correct where is necessary.

Closing discussions (RCA)

Reflect

- Which challenges/advantages did you face during playing and leading the netball match? Why?

Connect

- What are necessary conditions do you need officials in netball?

Apply

- What will you do to become netball officials?

Lesson 7: Demonstration and interpretation of hand signals used in officiating and officiate a netball game

a) Learning objective

Discuss on how to demonstrate and interpret hand signals used in officiating and officiate a netball game.

b) Teaching resources

Balls, playground, whistle, stopwatch, cones, videos related to netball rules of the game, chasubles, posts, official rules'book.

c) Prerequisites/Revision/Introduction

Students of senior six will learn better the demonstration and interpretation of hand signals used in officiating and officiate a netball game if they have developed netball rules learnt in senior five and in the previous lessons.

d) Learning activities

Opening discussions

- Ask questions about netball rules learnt in senior five and in last lesson.
- Let students present their findings and introduce the prepared lesson.
- 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 while performing netball game and stretch their muscles properly.

- One student leads warm up and stretching exercises.
- Guide them while performing warm up and stretching exercises.
- Help them/demonstrate/correct where is necessary.

e) Lesson body



Activity 7.18

Game situation

Make complete teams A, B and C and organize a netball competition:

The first match: A vs B while C will act as officials by providing umpires, reserveumpire, scorer and timekeeper and lead the match. The remaining players will record fouls and misconduct happened and how officials have been reacted.

The second match: B vs C while A will act as officials by providing umpires, reserveumpire, scorer and timekeeper and lead the match. The remaining players will record fouls and misconduct happened and how officials have been reacted.

The third match: A vs C while B will act as officials by providing umpires, reserveumpire, scorer and timekeeper and lead the match. The remaining players will record fouls and misconduct happened and how officials have been reacted. Every match duration is ten minutes.

The winner is the team which gains more points than others. After the competition, each team shares with others what they have recorded: On rules of the games, decisions taken by umpires, effectiveness of hand signals used, and how umpires taking positions and their movements during the match. Support them to clarify some rules of the game where is necessary.



Activity 7.19

Make teams of 3 vs 3, 4 vs 4, 5vs 5, and 6 vs 6 or 7vs 7 students.

The students play netball adhering to rules of the game on the appropriate court in a limited period of fifteen minutes. The outside teams play the roles of umpires, reserveumpire, scorer and timekeeper to lead the match.

The winner is the team which scores more points, made less fouls and misconduct or officiated the match efficiently than others.



Activity 7.20

Make teams of 5vs 5, and 6 vs 6 or 7vs 7 students.

The students play netball adhering to rules of the game on the appropriate court in a limited period of fifteen minutes. The outside teams play the roles of umpires, reserveumpire, scorer and timekeeper to lead the match.

The winner is the team which scores more points, made less fouls and misconduct or officiated the match efficiently than others.

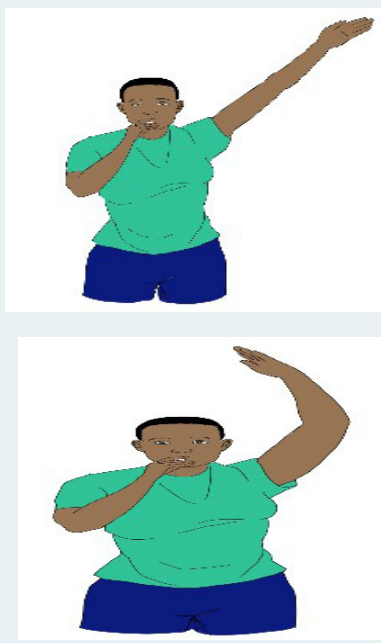
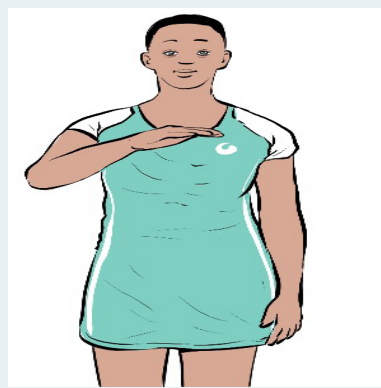


Application Activity 7.4

Make teams of 7vs 7 students. The students play netball adhering to rules of the game on the appropriate court in a limited period of fifteen minutes. The outside teams play the roles of umpires, reserve umpire, scorer and timekeeper to lead the match.

The winner is the team which scores more points, made less fouls and misconduct or officiated the match efficiently than others.

Hand signals used in officiating netball game

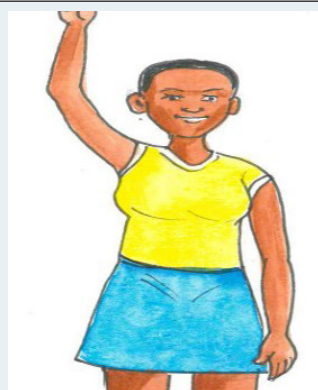
No	Sign	No	Sign
1		2	
	Start/restartthe play		Ball over third

3



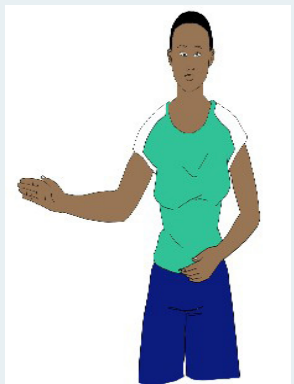
Hold time

7



Held ball

4



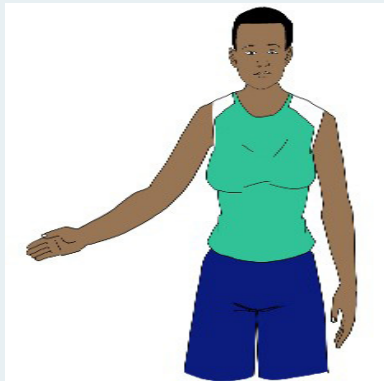
Direction of pass

8



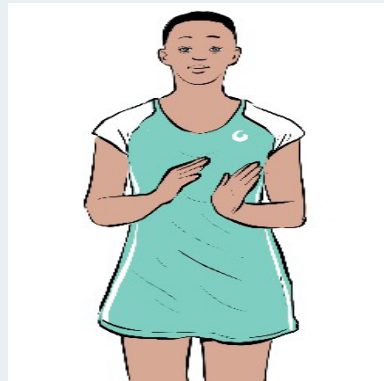
Short ball

5

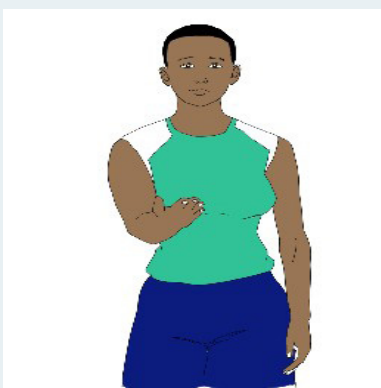
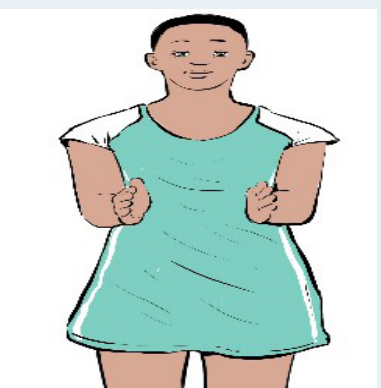
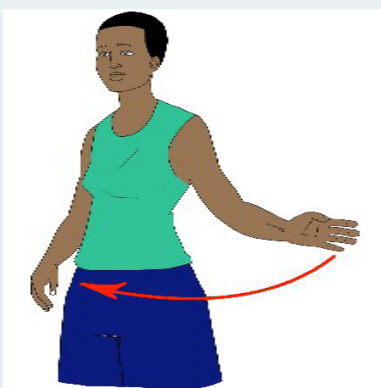
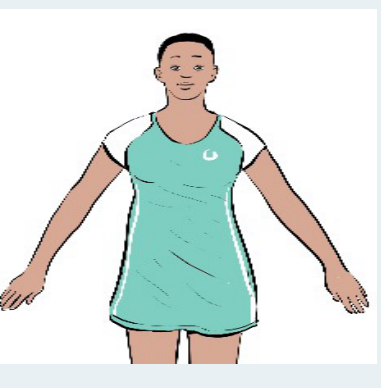




Throw in- goalline

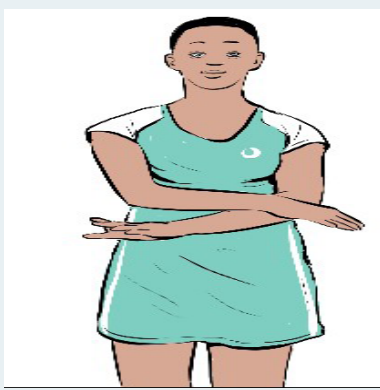
9



Incorrect playing the ball

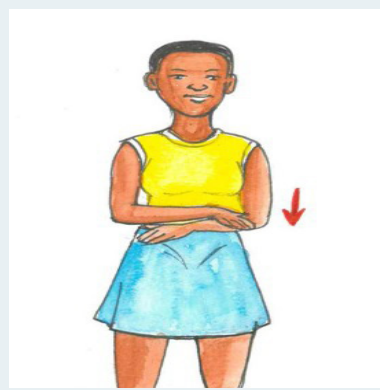
6		10	
Toss up		Obstruction of the player with the ball	
11		14	
Advantage		Obstruction of the ball without the ball	
12		15	
Goal scored		Intimidation	

13



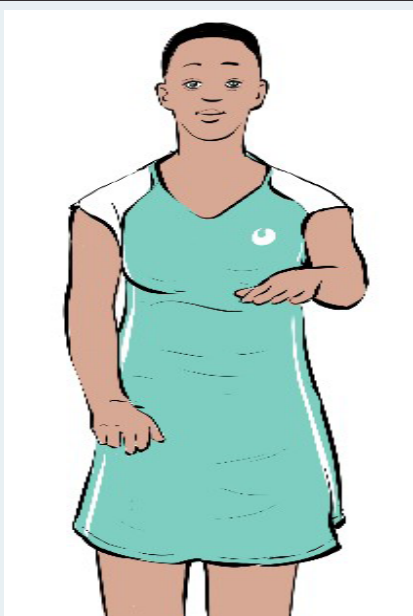
Goal no scored

16



Contact

17



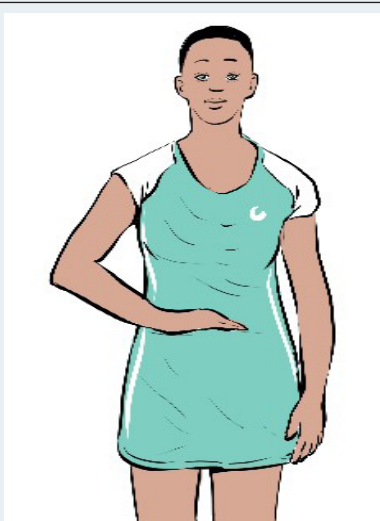
Footwork

20

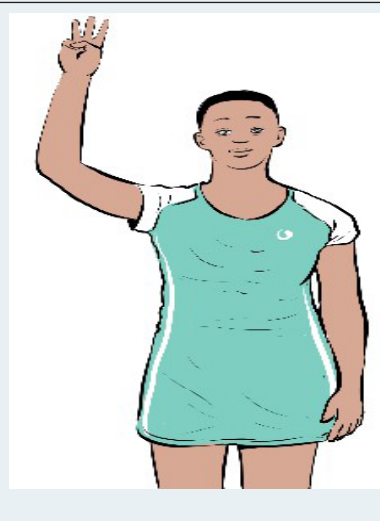


Caution

18



21



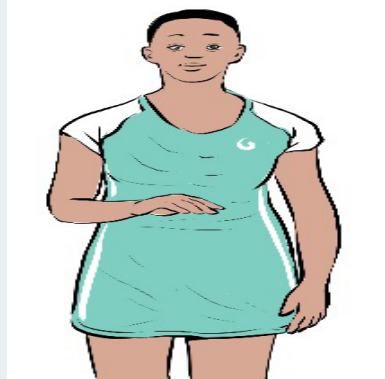
	Centre positioned incorrectly		Suspension
19			
	Incorrect entry to the area		

Fig 7.7: Students play and officiate netball adhering to rules in the game situation

Cool down exercises

- Let students do right cool down 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.
- Help them/demonstrate/correct where is necessary.

Closing discussions (RCA)

Reflect

- Which challenges/advantages did you face during playing and leading the netball match? Why?

Connect

- What are necessary conditions do you need umpires in netball?

Apply

- What will you do to become netball players or umpires?

7.5. Additional information for teachers

For further better interpretation of handball rules of the game. The teacher is advised and encouraged to read the current updated handball rules of the game.



7.6 End of unit assessment

Teacher divides students into groups of five including two umpires, reserve umpire, scorer and timekeeper. After dividing students into their respecting groups, set the order on which groups will lead the game, request the first group to start the match. Ask other remaining student teachers to form two teams of seven players for each one. Let the match start, change groups which is officiating after five minutes. Officials become players to replace those who are becoming officials.

- During performing officiating for each group, observe how each student is accomplishing given tasks and roles.
- Observe how techniques and tactics learned are being used.
- Records their performance in order to give them feedback at the end of the exercise.



7.7 Additional activities

Remedial activities

Distribute balls to students for regular familiarization with the ball focusing on techniques and tactics of playing netball game by respecting official rules of the game.

Consolidation activities

Providing school facilities for learner's recreation where they perform regular netball technical and tactical skills and officiating games.

Extended activities Encourage learners:

- To participate actively in mass sport in their villages.
- Participate in the organized recreational netball activities and competitions in their villages during weekends and holidays with their neighboring learners and help in officiating and in the application of netball rules. Request students to read updated rules of the game of netball game.

UNIT 8

GOALBALL

Key unit competence: Perform goal ball techniques and tactics in the game situation adhering to the rules

8.1. Prerequisite (knowledge, skills, attitudes and values)

Students of Senior Six will perform better goal ball techniques and tactics in the game situation adhering to the rules if they have developed techniques and tactics in goal ball learnt in Senior five.

8.2. Cross-cutting issues to be addressed

Gender: In teaching and learning process of goalball, the teacher must prepare and provide activities that engage both girls and boys equally in exploiting 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 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 goal ball game 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 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 using them in order to prevent injuries and other cases of 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 in which they use by cleaning playground and courts after the lesson.

Peace and values education: The teacher helps students to develop fair play and social values by avoiding 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

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

Genocide studies: While conducting goal ball 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.

8.3. 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, asks questions related to rules of the game of playing goal ball in order to help them to predict what to be learned in the whole unit.

8.4. List of lessons/sub-heading

#	Lesson title	Learning objectives	Number of periods
1	Recall on goal ball techniques and tactics in the game situation	Identify and perform goal ball techniques and tactics in the game situation	1
2	The situation before the game and concerned items during the game in goal ball game	Discuss the situation before the game and concerned items during the game in goal ball game	1
3	Types of infractions in goal ball game	Identify types of infractions in goal ball game	1
4	Team penalties and Personal penalties in the goal ball game	Differentiate team penalties and Personal penalties in the goal ball game	1
5	Officials' authority and abuse of officials in the goal ball game.	Discuss officials' authority and abuse of officials in the goal ball game.	1

6	End of the game in goal ball and officiate a goal ball game	Discuss the end of the game in goal ball and officiate a goal ball game	1
7	End unit assessment	Evaluate the application and interpretation of goalball rules in the game situations	1

Lesson 1: Recall goal ball techniques and tactics in the game situation

a) Learning objective

Identify and perform goal ball techniques and tactics in the game situation.

b) Teaching resources

Balls, playground, whistle, stopwatch, cones, chasubles, videos related to goalball rules of the game, posts, current official Rules' book.

c) Prerequisites/Revision/Introduction

Students of senior 6 will perform better recall on goal ball techniques and tactics in the game situation if they have developed techniques and tactics exercises learnt in senior five.

d) Learning activities

Opening discussions

- Ask questions about techniques and tactics of goal ball learned in senior five.
- Let students present their findings and introduce the topic of the day.
- Invite students to start warm up exercises.

Warm up and cool down exercises

- Let students perform general warm up exercises and specific warm up based on the most body's parts to be used while in game performance and stretch their muscles properly.
- Guide students while performing warm up and stretching exercises.

e) Lesson body



Activity 8.1

In teams of three, students recall techniques and tactics and play a goal ball game in 15 minutes. They perform offensive and defensive play individually and in team. Every one occupies responsibilities of his/her position on the playground accordingly. They pass and receive the ball.



Fig 8.1: Student recall and play goal ball techniques and tactics in the game situation



Activity 8.2

Make teams of 2 vs 2 or 3vs 3 and let students play goalball adhering to rules of the game on the appropriate court in limited period of seven minutes. The outside teams play the roles of referees. After ten minutes the playing teams are replaced by the outside ones. The winner is the team which scores more goals than others.

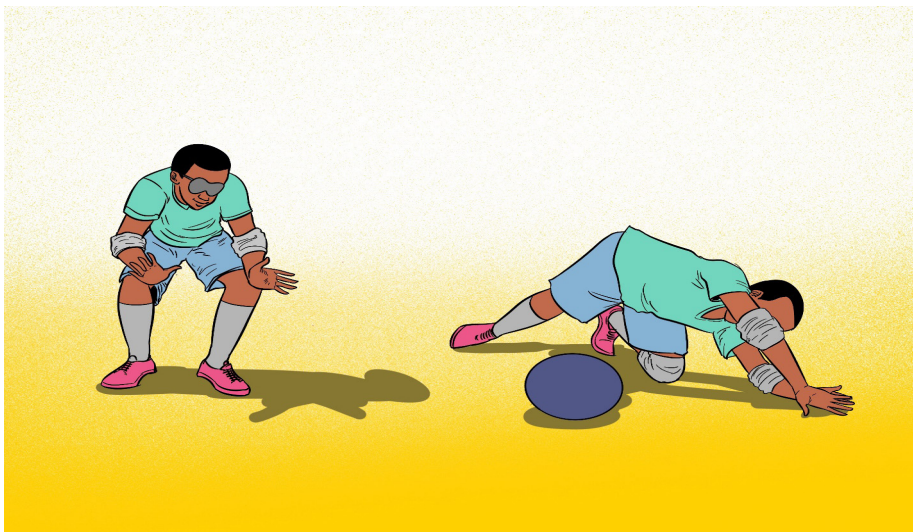


Fig 8.2: Student play goal ball adhering to rules in the gamesituation



Activity 8.3

Make teams of 3vs 3 and let students play goalball adhering to rules of the game on the appropriate court in limited period of ten minutes. The outside teams play the roles of referees. After ten minutes the playing teams are replaced by the outside ones. The winner is the team which scores more goals than others.

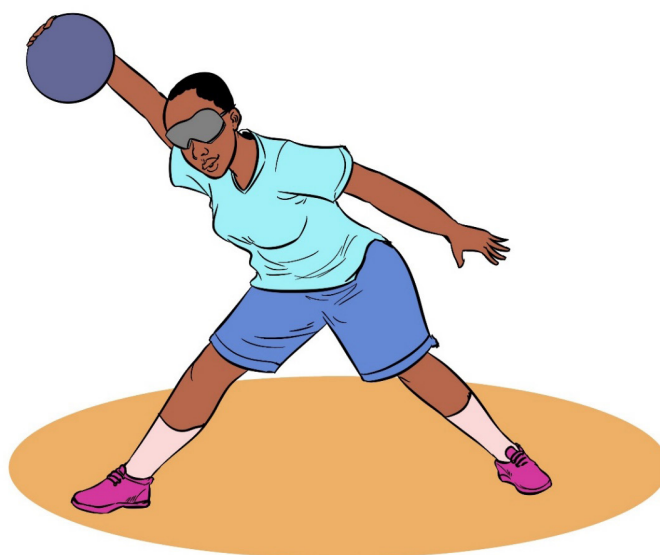


Fig 8.3: Student play goal ball adhering to rules in the gamesituation

Application Activity 8.1



Make teams of 3vs 3 and let students play goalball adhering to rules of the game on the appropriate court in limited period of fifteen minutes. The outside teams play the roles of referees. After ten minutes the playing teams are replaced by the outside ones. The winner is the team which scores more goals than others.

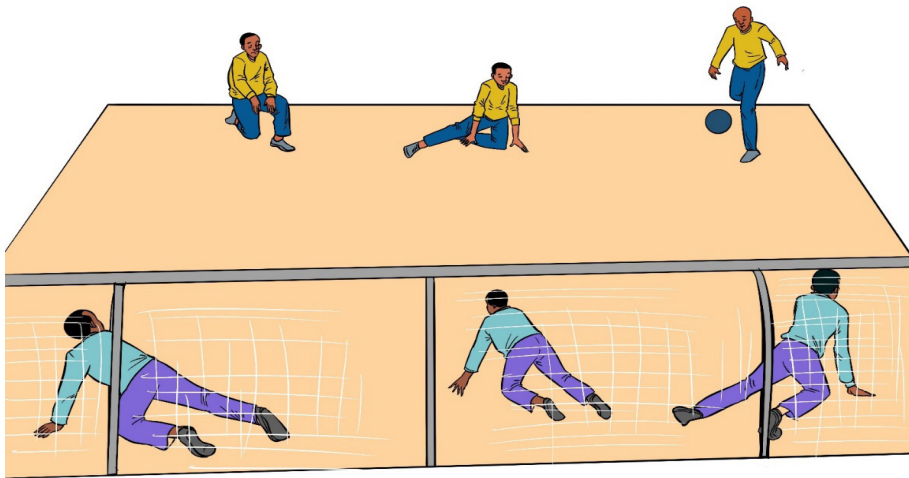


Fig 8.4: Student play goal ball adhering to rules in the gamesituation

Closing discussion

Reflect

- Which challenges/advantages did you face during performing techniques and tactics of goalball in game situation?

Connect

- What are conditions do you need to perform tactical exercises of handling and throwing the ball in Goal ball?

Apply

What is the usefulness of applying tactics and techniques in the goal ball game situation?

Lesson 2: The situation before the game and concerned items during the game in goal ball game

a) Learning objective

Discuss the situation before the game and concerned items during the game in goal ball game.

b) Teaching resources

Balls, playground, whistle, stopwatch, cones, chasubles, videos related to goalball rules of the game, posts, current official rules' book.

c) Prerequisites/Revision/Introduction

Students of senior 6 will learn better the situation before the game and concerned items during the game in goal ball game if they have developed the goalball official rules learnt in senior five.

d) Learning activities

Opening discussions

- Ask questions about the situation before the game and concerned items during the game in goal ball game learned in senior six.
- Let students present their findings and introduce the topic of the day.
- Invite students to start warm up exercises.

Warm up and cool down exercises

- Let students perform general warm up exercises and specific warm up based on the most body's parts to be used in the game performance and stretch their muscles properly.
- Guide students while performing warm up and stretching exercises.

e) Lesson body



Activity 8.4

- In groups students discuss on the given elements of goalball rules: The situation before the game and concerned items during the game in goal ball game. Each group has one rule to be discussed and findings are in the distributed rules document as resource.
- Pass through groups and help them where is necessary. Request students 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, use a projector to recap presentations.

Groups number	Questions
Group one	Discuss the situation before the game in goalball
Group two	Discuss the concerned items during the game in goal ball game



Activity 8.5

Make teams of 2 or 3 players. Let students play goalball adhering to rules of the game on the appropriate court in limited period of 7 minutes. One of the outside teams leads the match as referees following rules and make records to be shared after matches. The winner is the team which scores more goals or lead the match perfectly than others. The teams change the roles every ten minutes to help all students to perform the game.

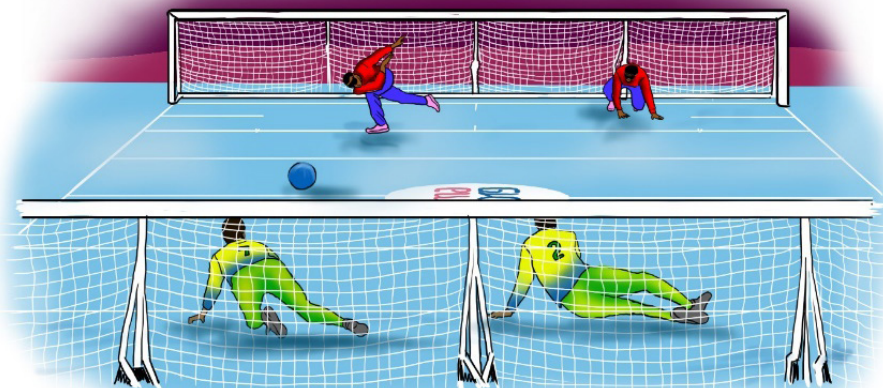


Fig 8.5: Student play goal ball adhering to rules in the gamesituation



Activity 8.6

Make teams of 3 players. Let students play goalball adhering to rules of the game on the appropriate court in limited period of ten minutes. One of the outside teams leads the match as referees following rules and make records to be shared after matches. The winner is the team which scores more goals or lead the match perfectly than others. The teams change the roles every ten minutes to help all students to perform the game.

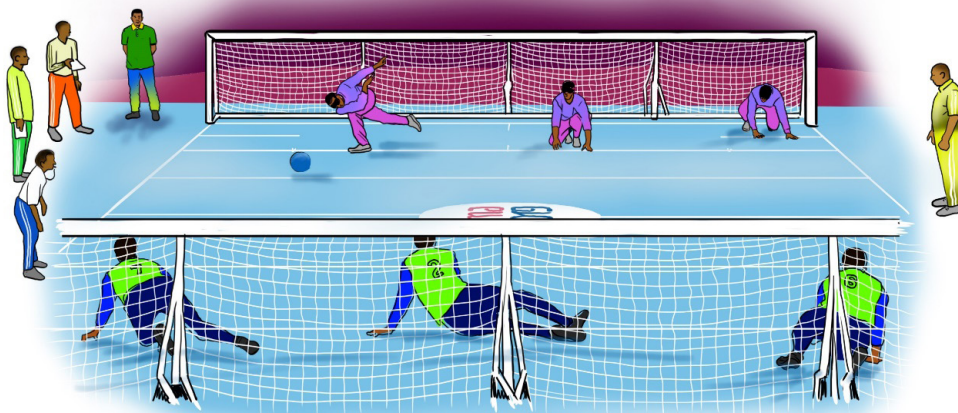


Fig 8.6: Student play goal ball adhering to rules in the gamesituation

Application Activity 8.1



Make teams of 3 players. Let students play goalball adhering to rules of the game on the appropriate court in limited period of fifteen minutes. One of the outside teams leads the match as referees following rules and make records to be shared after matches. The winner is the team which scores more goals or lead the match perfectly than others. The teams change the roles every ten minutes to help all students to perform the game.



Fig 8.7: Student play goal ball adhering to rules in the gam&isituation

Closing discussion

Reflect

- Which challenges/advantages did you face during performing techniques and tactics of playing goalball in game situation adhering to rules?

Connect

- What are conditions do you need to perform goalball offensive and defensive plays adhering to rules of the game?

Apply

- What is the usefulness of applying official rules in the goal ball game situation?

Lesson 3: Types of infractions in goal ball game

a) Learning objective

Identify types of infractions in goal ball game.

b) Teaching resources

Balls, playground, whistle, stopwatch, cones, chasubles, videos related to goalball rules of the game, posts, current official rules' book.

c) Prerequisites/Revision/Introduction

Students of senior 6 will learn better types of infractions in goal ball game if they have developed the goalball official rules learnt in Senior Six and in previous lessons.

d) Learning activities

Opening discussions

- Ask questions about types of infractions in goal ball game learned in Senior Six.
- Let students present their findings and introduce the topic of the day.
- Invite students to start warm up exercises.

Warm up and cool down exercises

- Let students perform general warm up exercises and specific warm up based on the most body's parts to be used in the game performance and stretch their muscles properly.
- Guide students while performing warm up and stretching exercises.

e) Lesson body



Activity 8.7

- In groups, students identify types of infractions in goal ball game. Each group has the distributed rules document as resource. They share ideas and carry out findings together.
- Pass through groups and help them where is necessary.
- Request students 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 the presentation of all groups, use a projector to recap presentations.



Activity 8.8

Make teams of 2 players. Let students play goalball adhering to rules of the game on the appropriate court in limited period of ten minutes. One of the outside teams leads the match as referees following rules and make records to share after matches. The winner is the team which scores more goals or lead the match perfectly than others. The teams change the roles every ten minutes to help all students to perform the game.

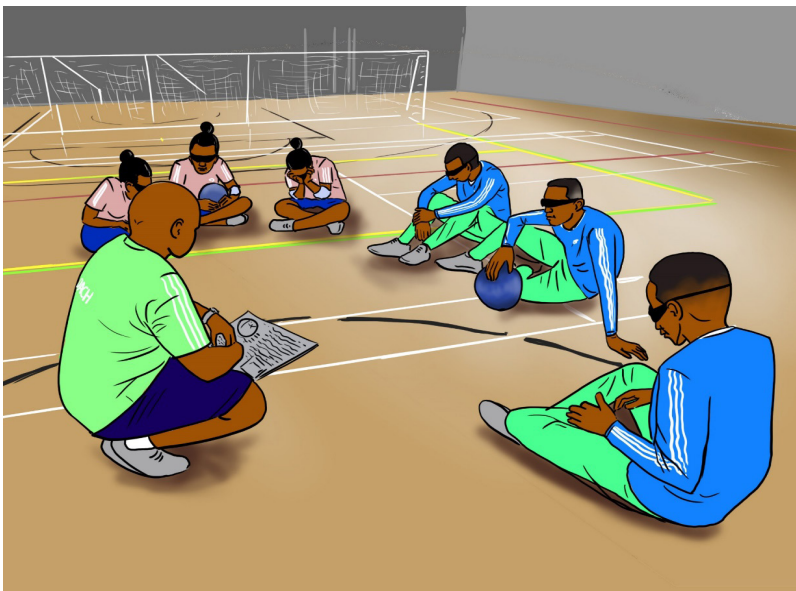


Fig 8.8: Student play goal ball adhering to rules in the game situation



Activity 8.9

Make teams of 3 players. Let students play goalball adhering to rules of the game on the appropriate court in limited period of fifteen minutes. One of the outside teams leads the match as referees following rules and make records to share after matches. The winner is the team which scores more goals or lead the match perfectly than others. The teams change the roles every ten minutes to help all students to perform the game.

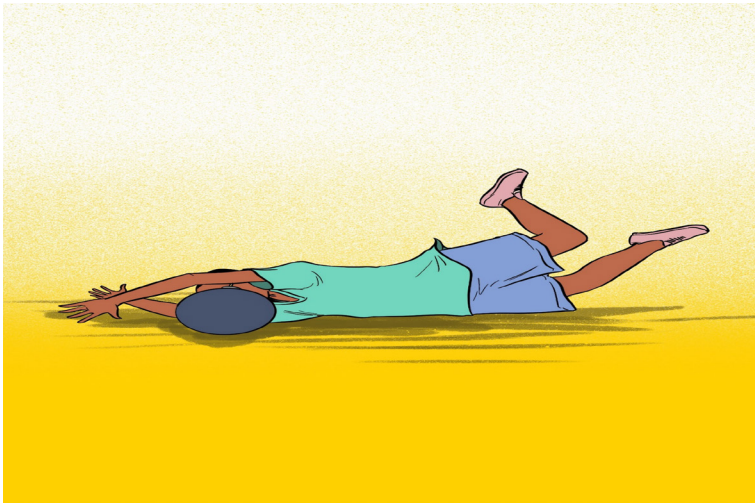


Fig 8.9: Student play goal ball adhering to rules in the game situation



Application Activity 8.2

Make teams of 3 players. Let students play goalball adhering to rules of the game on the appropriate court in limited period of fifteen minutes. One of the outside teams leads the match as referees following rules and make records to share after matches. The winner is the team which scores more goals or lead the match perfectly than others. The teams change the roles every ten minutes to help all students to perform the game.

Closing discussion

Reflect

- Which challenges/advantages did you face during goalball in game situation adhering to rules and records making?

Connect

- What are conditions do you need to perform goalball plays adhering to rules of the game and making records?

Apply

- What is the usefulness of applying official rules and making records in the goal ball game situation?

Lesson 4: Team penalties and Personal penalties in the goal ball game

a) Learning objective

Differentiate team penalties and personal penalties in the goal ball game.

b) Teaching resources

Balls, playground, whistle, stopwatch, cones, chasubles, videos related to goalball rules of the game, posts, current official rules' book.

c) Prerequisites/Revision/Introduction

Students of senior six will learn better team penalties and personal penalties in the goal ball game if they have developed the goalball official rules learnt in senior six and in previous lessons.

d) Learning activities

Opening discussions

- Ask questions about the team penalties and personal penalties in the goal ball game learned in senior six.
- Let students present their findings and introduce the topic of the day.
- Invite students to start warm up exercises.

Warm up and cool down exercises

- Let students perform general warm up exercises and specific warm up based on the most body's parts to be used in the game performance and stretch their muscles properly.
- Guide students while performing warm up and stretching exercises.

e) Lesson body



Activity 8.10

- In groups students discuss on the difference between team penalties and personal penalties in the goal ball game. Each group has the distributed rules document as resource. They share ideas and carry out findings together
- Pass through groups and help them where is necessary. Request students 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, use a projector to recap presentations.

Groups number	Questions
Group one	Discuss the team penalties in goalball game
Group two	Discuss the personal penalties in the goal ball game



Activity 8.11

Make teams of 2 players. Let students play goalball adhering to rules of the game on the appropriate court in limited period of ten minutes. One of the outside teams leads the match as referees following rules and make records to be shared after matches. The winner is the team which scores more goals or lead the match perfectly than others. The teams change the roles every ten minutes to help all students to perform the game.

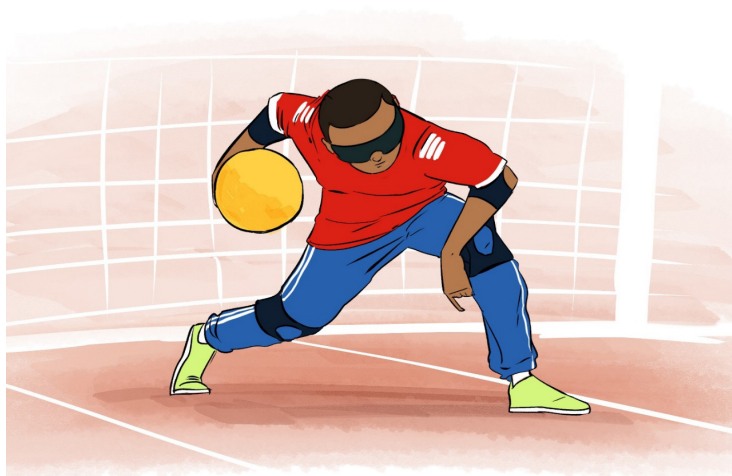


Fig 8.10: Student play goal ball adhering to rules in the game situation



Activity 8.12

Make teams of 3 players. Let students play goalball adhering to rules of the game on the appropriate court in limited period of fifteen minutes. One of the outside teams leads the match as referees following rules and make records to be shared after matches. The winner is the team which scores more goals or lead the match perfectly than others. The teams change the roles every ten minutes to help all students to perform the game.

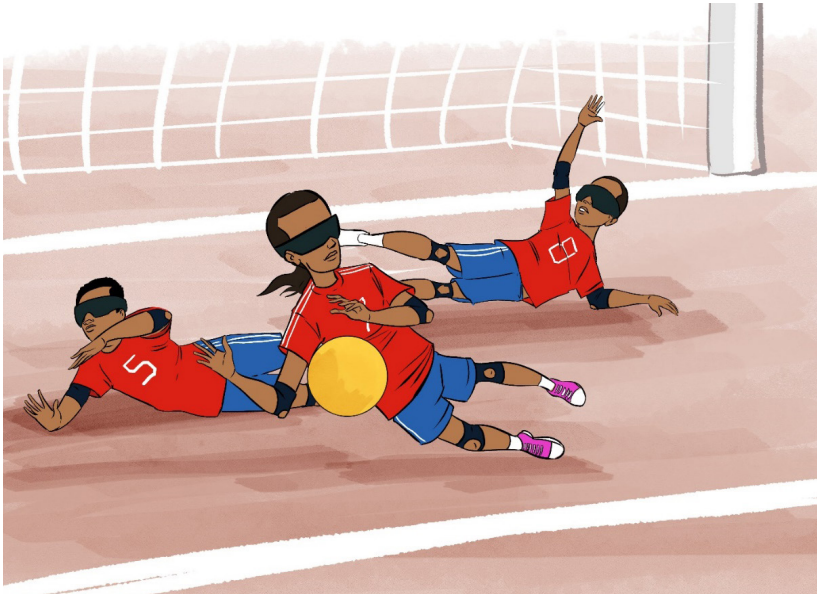


Fig 8.11: Student play goal ball adhering to rules in the game situation



Activity 8.14

Make teams of 3 players. Let students play goalball adhering to rules of the game on the appropriate court in limited period of ten minutes. One of the outside teams leads the match as referees following rules and make records to be shared after matches. The winner is the team which scores more goals or lead the match perfectly than others. The teams change the roles every ten minutes to help all students to perform the game.

Closing discussion

Reflect

- Which challenges/advantages did you face during playing goalball in game situation adhering to rules?

Connect

- What are conditions do you need to perform goalball plays adhering to rules of the game?

Apply

- What is the usefulness of applying official rules in the goal ball game situation?

Lesson 5: Officials' authority and abuse of officials in the goal ball game

a) Learning objective

Discuss the officials' authority and abuse of officials in the goal ball game.

b) Teaching resources

Balls, playground, whistle, stopwatch, cones, chasubles, videos related to goalball rules of the game, posts, current official rules' book.

c) Prerequisites/Revision/Introduction

Students of senior six will learn better officials' authority and abuse of officials in the goal ball game if they have developed the goalball official rules learnt in senior six and in previous lessons.

d) Learning activities

Opening discussions

- Ask questions about officials' authority and abuse of officials in the goal ball game learned in senior Six
- Let students present their findings and introduce the topic of the day.
- Invite students to start warm up exercises.

Warm up and cool down exercises

- Let students perform general warm up exercises and specific warm up based on the most body's parts to be used in the game performance and stretch their muscles properly.
- Guide students while performing warm up and stretching exercises.

e) Lesson body



Activity 8.15

- In groups students discuss the officials' authority and abuse of officials in the goal ball game.
- Each group has the distributed rules document as resource. They share ideas and carry out findings together.
- Pass through groups and help them where is necessary.
- Request students 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, use a projector to recap presentations.



Activity 8.16

Make teams of 2 players. Let students play goalball adhering to rules of the game on the appropriate court in limited period of ten minutes. One of the outside teams leads the match as referees following rules and make records to be shared after matches. The winner is the team which scores more goals or lead the match perfectly than others. The teams change the roles every ten minutes to help all students to perform the game.

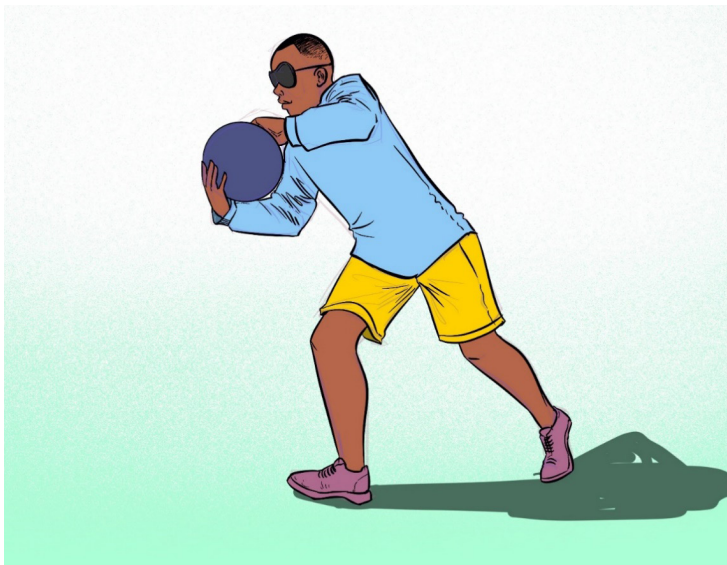


Fig 8.12: Student play goal ball adhering to rules in the game situation



Activity 8.17

Make teams of 3 players. Let students play goalball adhering to rules of the game on the appropriate court in limited period of ten minutes. One of the outside teams leads the match as referees following rules and make records to be shared after matches. The winner is the team which scores more goals or lead the match perfectly than others. The teams change the roles every ten minutes to help all students to perform the game.

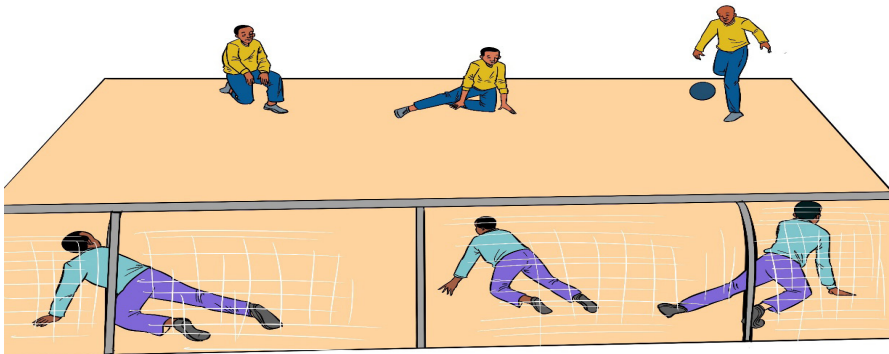


Fig 8.13: Student play goal ball adhering to rules in the gamsituation



Activity 8.18

Make two teams of 3 players. Let students play goalball adhering to rules of the game on the appropriate court in limited period of fifteen minutes. One of the outside teams leads the match as referees following rules and make records to be shared after matches. The winner is the team which scores more goals or lead the match perfectly than others. The teams change the roles every ten minutes to help all students to perform the game.

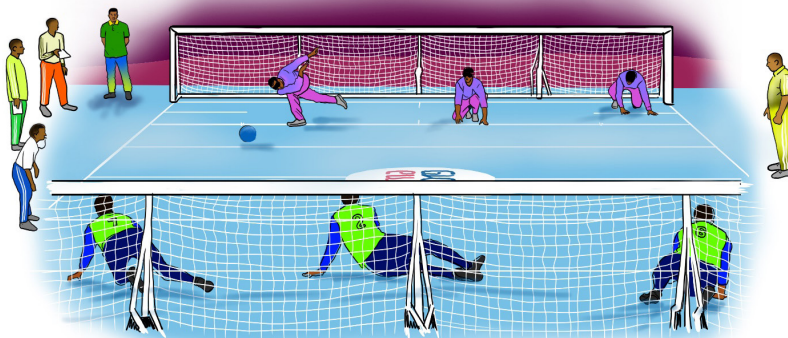


Fig 8.14: Student play goal ball adhering to rules in the gamsituation

Closing discussion

Reflect

- Which challenges/advantages did you face during playing goalball in game situation adhering to rules?

Connect

- What are conditions do you need to perform goalball plays adhering to rules of the game?

Apply

- What is the usefulness of applying official rules in the goal ball game situation?

Lesson 6: End of the game in goal ball and officiate a goal ball game

a) Learning objective

Discuss the end of the game in goal ball and officiate a goal ball game.

b) Teaching resources

Balls, playground, whistle, stopwatch, cones, chasubles, videos related to goalball rules of the game, posts, current official rules' book.

c) Prerequisites/Revision/Introduction

Students of senior six will discuss the end of the game in goal ball and officiate a goal ball game if they have developed the goalball official rules learnt in senior six and in previous lessons.

d) Learning activities

Opening discussions

- Ask questions about the end of the game in goal ball and officiate a goal ball game learned in senior six.
- Let students present their findings and introduce the topic of the day.
- Invite students to start warm up exercises.

Warm up and cool down exercises

- Let students perform general warm up exercises and specific warm up based on the most body's parts to be used in the game performance and stretch their muscles properly.
- Guide students while performing warm up and stretching exercises.

e) Lesson body



Activity 8.19

- In groups students discuss the end of the game in goal ball and officiate a goal ball game. Each group has the distributed rules document as resource. They share ideas and carry out findings together.
- Pass through groups and help them where is necessary
- Request students 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, use a projector to recap presentations.



Activity 8.20

Make teams of 2 or 3 players. Let students play goalball adhering to rules of the game on the appropriate court in limited period of ten minutes. One of the outside teams leads the match as referees following rules and make records to be shared after matches. The winner is the team which scores more goals or lead the match perfectly than others. The teams change the roles every ten minutes to help all students to perform the game.



Activity 8.21

Make teams of 3 players. Let students play goalball adhering to rules of the game on the appropriate court in limited period of ten minutes. One of the outside teams leads the match as referees following rules and make records to be shared after matches. The winner is the team which scores more goals or lead the match perfectly than others. The teams change the roles every ten minutes to help all students to perform the game.

Application Activity 8.6



The first match: A vs B while C will act as officials by providing 2 officials, 4 goal judges, 1 scorer, 1 timer, 2 ten second timers and 1 back-up timer. The remaining players will record fouls and misconduct happened and how officials have been reacted.

The second match: B vs C while A will act as officials by providing 2 officials, 4 goal judges, 1 scorer, 1 timer, 2 ten second timers and 1 back-up timer. The remaining players will record fouls and misconduct happened and how officials have been reacted

The third match: A vs C while B will act as officials by providing 2 officials, 4 goal judges, 1 scorer, 1 timer, 2 ten second timers and 1 back-up timer. The remaining players will record fouls and misconduct happened and how officials have been reacted. The playing time is 10minutes.

The winner is the team which gains more points than others. After the competition, each team shares with others what they have recorded: On rules of the games, decisions taken by officials, effectiveness of hand signals used, and how officials are taking positions and their movement during the match. Support them to clarify some rules of the game where is necessary.



Fig 8.15: Student play and officiate goal ball adhering to rules in the game situation

Closing discussion

Reflect

- Which challenges/advantages did you face during playing and officiating goalball in game situation adhering to Official rules?

Connect

- What are conditions do you need to perform plays and officiating goalball adhering to official rules of the game?

Apply

- What is the usefulness of officiating goalball and applying official rules in the game situation?

8.5. Additional Information for teachers

The teacher should be updated on the current rules of the game of playing goalball game.



8.6 End of unit assessment

Teacher divide students into groups of eleven including 2 officials, 4 goal judges, 1 scorer, 1 timer, 2 ten second timers and 1 back-up timer. After dividing students into their respecting groups, set the order on which groups will lead the game, request the first group to start the match. Ask other remaining student teachers to form two teams of three players for each one. Let the match start, change groups which is officiating after five minutes. Officials become players to replace those who are becoming officials.

- During performing officiating for each group, observe how each student is accomplishing given tasks and roles.
- Observe how techniques and tactics learned are being used.
- Records their performance in order to give them feedback at the end of the exercise.



8.7 Additional activities

Remedial activities

Distribute balls to students for regular familiarization with the ball focusing on techniques of playing goal ball.

Consolidation activities

Participate in competitions between small groups and choose their own officials to lead the matches.

Extended activities Encourage learners:

Organize goal ball competition between classes for forming school teams let students officiate interclasses and friendly matches. Encourage students to exploit regularly updated rules of goal ball.

UNIT 9

SITTING VOLLEYBALL

Key unit competence: Perform sitting volleyball techniques and tactics in the game situation adhering to rules.

9.1. Prerequisite (knowledge, skills, attitudes and values)

Students of senior six will learn better sitting volleyball if they have developed techniques and tactics of playing sitting volleyball learned in senior five.

9.2. Cross-cutting issues to be addressed

Gender: In teaching and learning process, the teacher must prepare and provide sitting volleyball 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 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 sitting volleyball 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 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 using them in order to prevent injuries and accidents.

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 during sports activities by cleaning playground and courts.

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 competence peacefully.

Comprehensive sexuality education: The teacher provides sitting volleyball exercise and sets instructions that prevent sexual harassment or 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.

9.3. 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 rules of sitting volleyball in order to help them to predict what to be learned in the whole unit.

9.4. List of lessons/sub-heading

#	Lesson title	Learning objectives	Number of periods
1	Recall sitting volleyball techniques and tactics in the game situation	Identify and perform sitting volleyball techniques and tactics in the game situation	1
2	Playing area, net and posts, balls and teams in sitting volleyball	Discuss playing area, net and posts, balls and teams in sitting volleyball	1
3	Team leaders, scoring a point, winning a set and the match, default and incomplete team and structure of the play in sitting volleyball.	Discuss the team leaders, scoring a point, winning a set and the match, default and incomplete team and structure of the play in sitting volleyball.	1

4	States of play, playing the ball, ball at the net and player at the net service, attack hit, block and regular game interruptions in sitting volleyball game.	Describe the states of play, playing the ball, ball at the net and player at the net Service, attack hit, block and regular game interruptions in sitting volleyball game.	1
5	Game delays, exceptional game interruptions, intervals and changes of courts and the libero players in sitting volleyball game.	Explain the game delays, exceptional game interruptions, intervals and changes of courts and the libero players in sitting volleyball game.	1
6	Requirements of conduct, misconduct and its sanctions, officiating corps and procedures and officials	Discuss requirements of conduct, misconduct and its sanctions, officiating corps and procedures and officials	1
7	Officiate a sitting volleyball game	Apply and interpret rules of sitting volleyball in the game situation	1
8	End unit assessment	Evaluate the application and interpretation of sitting volleyball rules in the game situations	1

Lesson 1: Recall techniques and tactics of playing sitting volleyball in the game situation

a) Learning objective

Identify and perform sitting volleyball techniques and tactics in the game situation.

b) Teaching resources

Balls, watch, whistle, cones, chasubles, trees, net and posts

c) Prerequisites/Revision/Introduction

Students of senior six will learn better the lesson of recalling techniques and tactics used in sitting volleyball in the game situation if they have performed better basic techniques and tactics of playing sitting volleyball learned in senior five.

d) Learning activities

Opening discussions

Let students brainstorm different techniques and tactics learned in senior five

Let students present their findings and support them where is necessary for complement.

Introduce the topic of the day 'recall of techniques and tactics of playing sitting volleyball.

Invite students to start warm up session.

Warm up and stretching exercises

Students perform general and specific warm up.

Let students stretch the whole body and insist on the body's part which will be used more in sitting volleyball game.

e) Lesson body



Activity 9.1

In teams of 3 students recall techniques and tactics and playing sitting volleyball game in ten minutes. They perform offensive and defensive play individually and in team. Everyone has responsibilities of his/her position on the playground accordingly. The teams are replaced after ten minutes to help all students to perform.

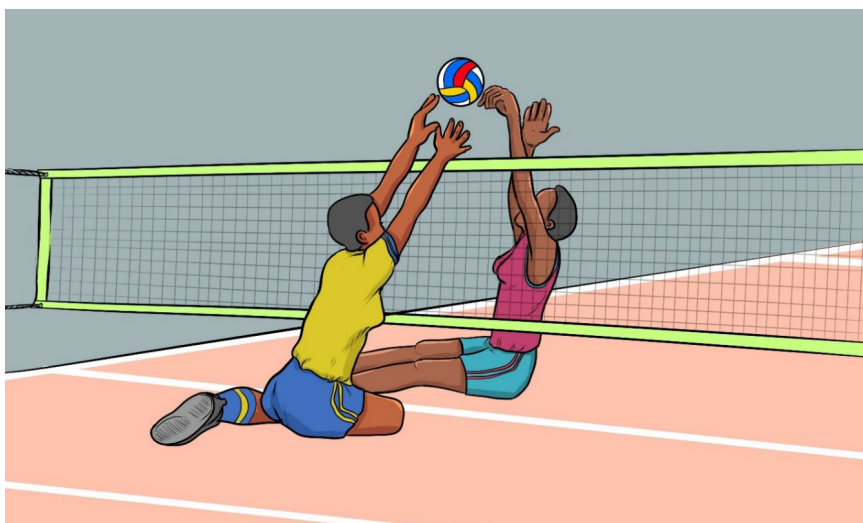


Fig 9.1: Student recall techniques and tactics of playing sitting volleyball in the game situation



Activity 9.2

In two teams of six players sitting at the service line. Give balls to each group. Tell students to perform different services while sitting down. After performing five services for each one, request three students for each group to enter in the court and be positioned in front area. Let one of the remaining students who are on the service line perform a service and those who are in the court make reception; play a normal game by using three hits then send the ball to the opponent then opponents make three hits send back the ball over the net; the exercise continue this way until the ball goes out or another foul occurs. After five minutes let other three players for each team enter onto the court, now each group has six players. One of the remaining players make a service, players who are in the court play a normal game until the ball goes out or any foul occurs. Change players' roles, those who are in the court replace those who are making services verse versa.



Fig 9.2: Students play sitting volleyball adhering to rules in the game situation



Application Activity 9.1

Form two groups of 6 to 12 players in order to teach proper techniques and tactics used in playing sitting volleyball. Request students to choose positions in which they will play in when they enter in the court. Tell them that all students they should participate in game situation as player or substitute.

Description of the activity

First six students for each group enter into the court and start playing a normal game. Students are requested to use all learned techniques and tactics in order to win. Let two groups play 10 min, the winning team, is the team, which will gain many points within 10 minutes. After 10 minutes, winning team will play to the next group. Remind group to make substitution in order to let all group members to participate in the play.



Fig 9.4: Students play sitting volleyball adhering to rules in the game situation

Cool down exercises

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

Closing discussion

Reflect

- What are challenges/advantages did you face while performing sitting volleyball?

Connect

- In which conditions do you need techniques and tactics in order to play sitting volleyball?

Apply

- How will you use learned techniques and tactics in sitting volleyball in your daily life?

Lesson 2: Playing area, net and posts, balls and teams in sitting volleyball

a) Learning objective

Discuss the playing area, net and posts, balls and teams in sitting volleyball.

b) Teaching resources

Balls, watch, whistle, cones, chasubles, trees, net and posts.

c) Prerequisites/Revision/Introduction

Students of senior six will learn better playing area, net and posts, balls and teams in sitting volleyball if they have performed basic techniques and tactics of playing sitting volleyball and mastered rules learned in senior five.

d) Learning activities

Opening discussions

- Let students brainstorm the playing area, net and posts, balls and teams in sitting volleyball learned in senior five.
- Let students present their findings and support them where is necessary for complement.
- Introduce the topic of the day.
- Invite students to start warm up session.

Warm up and stretching exercises

- Students perform general and specific warm up.
- Let students stretch the whole body and insist on the body's parts which will be used more in sitting volleyball game.

e) Lesson body



Activity 9.3

- In groups students discuss the given elements of sitting volleyball rules. Each group has one rule to be discussed and findings are in the distributed rules document as resource.
- Pass through groups and help them where is necessary. Request students 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, use a projector to recap presentations.

Groups number	Questions
Group one	Discuss the playing area in sitting volleyball
Group two	Discuss the net and posts in sitting volleyball
Group three	Discuss the balls in sitting volleyball
Group four	Discuss the teams in sitting volleyball



Activity 9.4

Make teams of 3 players. Let students play sitting volleyball adhering to rules of the game on the appropriate court in limited period of ten minutes. One of the outside teams leads the match as referees following rules. The winner is the team which scores more points or lead the match perfectly than others.

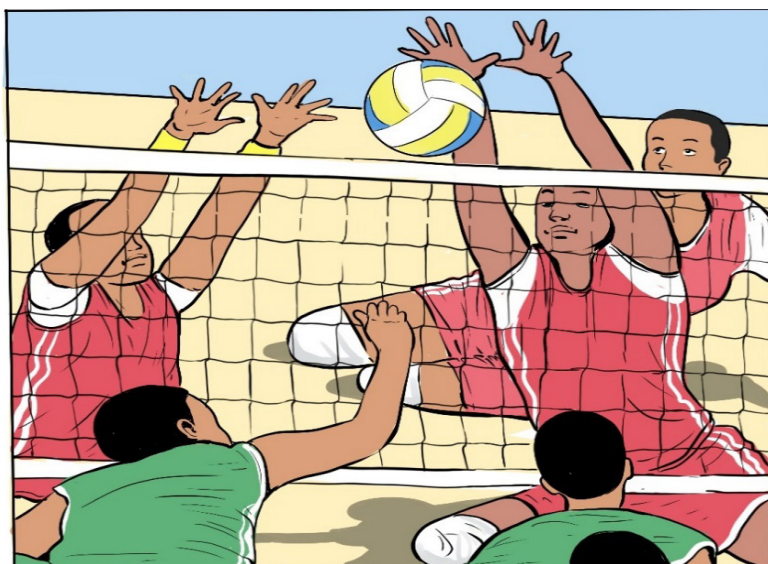


Fig 9.5: Students play sitting volleyball adhering to rules in the game situation



Activity 9.5

Make teams of 6 players. Let students play sitting volleyball adhering to rules of the game on the appropriate court in limited period of ten minutes. One of the outside teams leads the match as referees following rules. The winner is the team which scores more points or lead the match perfectly than others.



Fig 9.6: Students play sitting volleyball adhering to rules in the game situation

Application Activity 9.2



Make two teams of 6 players. Let students play sitting volleyball adhering to rules of the game on the appropriate court in limited period of ten minutes. The outside teams lead the match as referees following rules. The winner is the team which scores more points or lead the match perfectly than others.

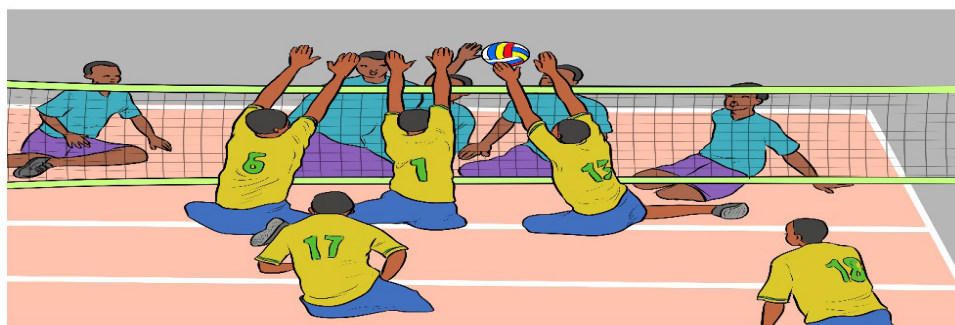


Fig 9.7: Students play sitting volleyball adhering to rules in the game situation

Cool down exercises

- Let students perform cool down exercises and stretch focusing on the most used muscles.
- Guide them how they can stretch their muscles accordingly.
- Help them/demonstrate/correct where is necessary.

Closing discussion

Reflect

- What are challenges/advantages did you face while performing sitting volleyball game?

Connect

- In which conditions do you need rules in playing sitting volleyball?

Apply

- How will you use learned rules in sitting volleyball in your daily life?

Lesson 3: Team leaders, scoring a point, winning a set and the match, default and incomplete team and structure of the play in sitting volleyball

a) Learning objective

Discuss team leaders, scoring a point, winning a set and the match, default and incomplete team and structure of the play in sitting volleyball.

b) Teaching resources

Balls, watch, whistle, cones, chasubles, trees, net and posts.

c) Prerequisites/Revision/Introduction

Students of senior six will learn better the team leaders, scoring a point, winning a set and the match, default and incomplete team and structure of the play in sitting volleyball if they have performed basic techniques and tactics of playing sitting volleyball and mastered the official rules learned in senior five.

d) Learning activities

Opening discussions

- Let students brainstorm the team leaders, scoring a point, winning a set and the match, default and incomplete team and structure of the play in sitting volleyball learned in senior five.
- Let students present their findings and support them where is necessary for complement.
 - Introduce the topic of the day.
 - Invite students to start warm up session.

Warm up and stretching exercises

- Students perform general and specific warm up.
- Let students stretch the whole body and insist on the body's parts which will be used more in sitting volleyball game.

e) Lesson body



Activity 9.6

- In seven groups, students discuss the given elements of sitting volleyball rules. Each group has one rule to be discussed and findings are in the distributed rules document as resource.
- Pass through groups and help them where is necessary. Request students 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, use a projector to recap presentations

Groups number	Questions
Group one	Discuss the team leaders in sitting volleyball
Group two	Discuss how to score a point in sitting volleyball
Group three	Discuss how to win a set in sitting volleyball
Group four	Discuss how to win a match in sitting volleyball
Group five	Discuss the default in sitting volleyball
Group six	Discuss the incomplete team in sitting volleyball
Group seven	Discuss the structure of the play in sitting volleyball



Activity 9.7

Make teams of 3 players. Let students play sitting volleyball adhering to rules of the game on the appropriate court in limited period of ten minutes. One of the outside teams leads the match as referees following rules. The winner is the team which scores more points or lead the match perfectly than others.



Fig 9.8: Students play sitting volleyball adhering to rules in the game situation

Application Activity 9.3



Make two teams of 6 players. Let students play sitting volleyball adhering to rules of the game on the appropriate court in limited period of ten minutes. The outside teams lead the match as referees following rules. The winner is the team which scores more points or lead the match perfectly than others. The main points to consider are the team leaders, scoring a point, winning a set and the match, default and incomplete team and structure of their play.

Cool down exercises

- Let students perform cool down exercises and stretch focusing on the most used muscles.
- Guide them how they can stretch their muscles accordingly.
- Help them/demonstrate/correct where is necessary.

Closing discussion

Reflect

- What are challenges/advantages did you face while performing sitting volleyball game?

Connect

- In which conditions do you need rules in playing sitting volleyball?

Apply

- How will you use learned rules in sitting volleyball in your daily life?

Lesson 4: States of play, playing the ball, ball at the net and player at the net Service, attack hit, block and regular game interruptions in sitting volleyball game

a) Learning objective

Describe the states of play, playing the ball, ball at the net and player at the net Service, attack hit, block and regular game interruptions in sitting volleyball game.

b) Teaching resources

Balls, watch, whistle, cones, chasubles, trees, net and posts.

c) Prerequisites/Revision/Introduction

Students of senior six will learn better the states of play, playing the ball, ball at the net and player at the net Service, attack hit, block and regular game interruptions in sitting volleyball game if they have performed basic techniques and tactics of playing sitting volleyball and mastered the official rules learned in senior five.

d) Learning activities

Opening discussions

- Let students brainstorm the states of play, playing the ball, ball at the net and player at the net service, attack hit, block and regular game interruptions in sitting volleyball learned in senior five.
- Let students present their findings and support them where is necessary for complement.
- Introduce the topic of the day.
- Invite students to start warm up session.

Warm up and stretching exercises

- Students perform general and specific warm up.
- Let students stretch the whole body and insist on the body's parts which will be used more in sitting volleyball game.

e) Lesson body



Activity 9.8

- In seven groups, students discuss the given elements of sitting volleyball rules. Each group has one rule to be discussed and findings are in the distributed rules document as resource.
- Pass through groups and help them where is necessary.
- Request students 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, use a projector to recap presentations.

Groups number	Questions
Group one	Describe the states of play in sitting volleyball
Group two	Describe how to play the ball in sitting volleyball
Group three	Describe the ball at the net in sitting volleyball

Group four	Describe the player at the net service in sitting volleyball
Group five	Describe the attack hit in sitting volleyball
Group six	Describe the block in sitting volleyball
Group seven	Describe the regular game interruptions in sitting volleyball



Activity 9.9

Make teams of 3 players. Let students play sitting volleyball adhering to rules of the game on the appropriate court in limited period of ten minutes. One of the outside teams leads the match as referees following rules. The winner is the team which scores more points or lead the match perfectly than others.

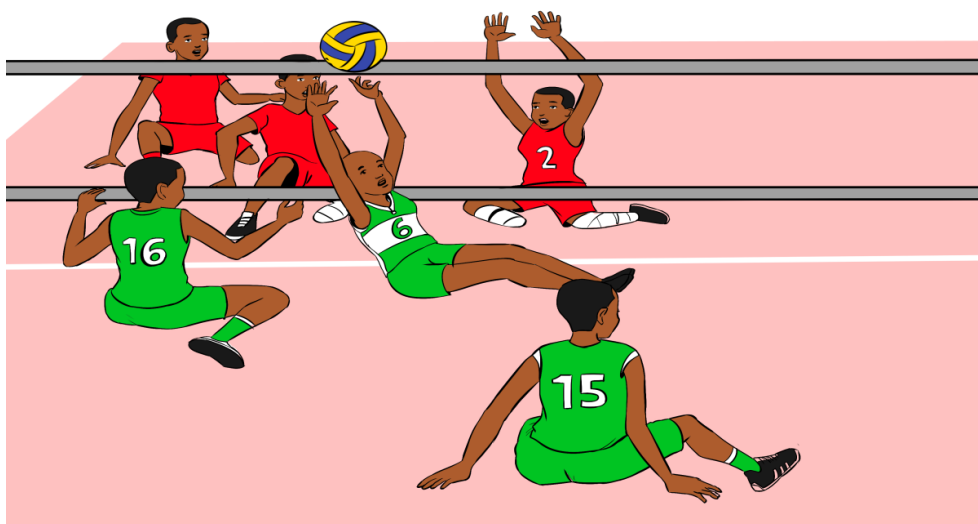


Fig 9.9: Students play sitting volleyball adhering to rules in the game situation



Activity 9.10

Make teams of 6 players. Let students play sitting volleyball adhering to rules of the game on the appropriate court in limited period of ten minutes. One of the outside teams leads the match as referees following rules. The winner is the team which scores more points or lead the match perfectly than others.



Fig 9.10: Students play sitting volleyball adhering to rules in the game situation

Application Activity 9.4



Make two teams of 6 players. Let students play sitting volleyball adhering to rules of the game on the appropriate court in limited period of ten minutes. The outside teams lead the match as referees following rules. The winner is the team which scores more points or lead the match perfectly than others. The main points to consider are the team leaders, scoring a point, winning a set and the match, default and incomplete team and structure of their play.

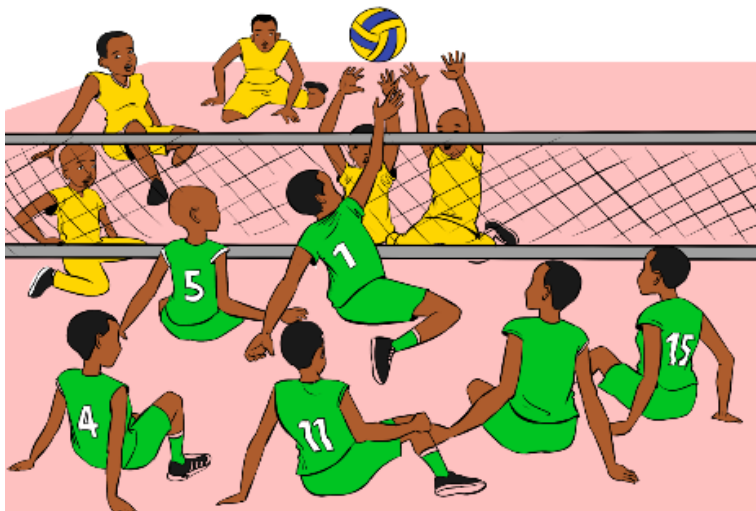


Fig 9.11: Students play sitting volleyball adhering to rules in the game situation

Cool down exercises

- Let students perform cool down exercises and stretch focusing on the most used muscles.

- Guide them how they can stretch their muscles accordingly.
- Help them/demonstrate/correct where is necessary.

Closing discussion

Reflect

- What are challenging/advantages did you face while performing sitting volleyball game?

Connect

- In which conditions do you need rules in playing sitting volleyball?

Apply

How will you use learned rules in sitting volleyball in your daily life?

Lesson 5: Game delays, exceptional game interruptions, intervals and changes of courts and the libero players in sitting volleyball game

a) Learning objective

Explain the game delays, exceptional game interruptions, intervals and changes of courts and the libero players in sitting volleyball game.

b) Teaching resources

Balls, watch, whistle, cones, chasubles, trees, net and posts.

c) Prerequisites/Revision/Introduction

Students of senior six will explain better the game delays, exceptional game interruptions, intervals and changes of courts and the libero players in sitting volleyball if they have performed basic techniques and tactics of playing sitting volleyball and mastered the official rules learned in senior five

d) Learning activities

Opening discussions

- Let students brainstorm the game delays, exceptional game interruptions, intervals and changes of courts and the libero players in sitting volleyball learned in senior five.
- Let students present their findings and support them where is necessary for complement.
- Introduce the topic of the day.

- Invite students to start warm up session.

Warm up and stretching exercises

- Students perform general and specific warm up.
- Let students stretch the whole body and insist on the body's parts which will be used more in sitting volleyball game.

e) Lesson body



Activity 9.11

- In five groups, students explain the given elements of sitting volleyball rules. Each group has one rule to be explained and findings are in the distributed rules document as resource.
- Pass through groups and help them where is necessary.
- Request students 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, use a projector to recap presentations.

Groups number	Questions
Group one	Explain the game delays in sitting volleyball
Group two	Explain the exceptional game interruptions in sitting volleyball
Group three	Explain the exceptional game interruptions in sitting volleyball
Group four	Explain the intervals and changes of courts in sitting volleyball
Group five	Explain the libero players in sitting volleyball



Activity 9.12

Make teams of 6 players. Let students play sitting volleyball adhering to rules of the game on the appropriate court in limited period of ten minutes. One of the outside teams leads the match as referees following rules. The winner is the team which scores more points or lead the match perfectly than others.

Make teams of 6 players. Let students play sitting volleyball adhering to rules

of the game on the appropriate court in limited period of ten minutes. One of the outside teams leads the match as referees following rules. The winner is the team which scores more points or lead the match perfectly than others.

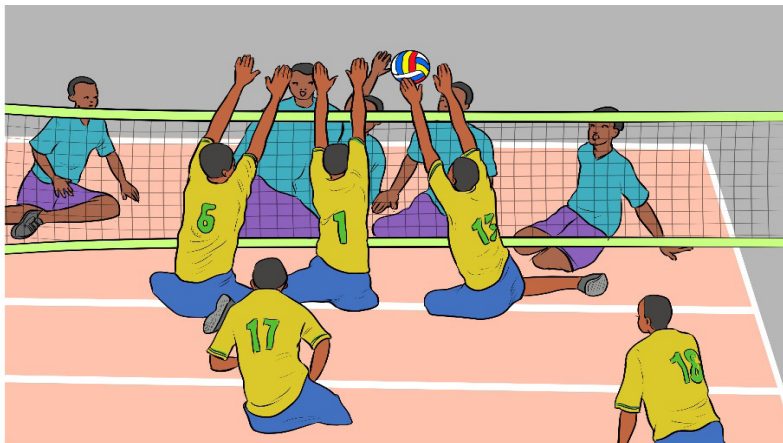


Fig 9.12: Students play sitting volleyball adhering to rules in the game situation



Activity 9.13

Make teams of 6 players. Let students play sitting volleyball adhering to rules of the game on the appropriate court in limited period of fifteen minutes. One of the outside teams leads the match as referees following rules. The winner is the team which scores more points or lead the match perfectly than others.

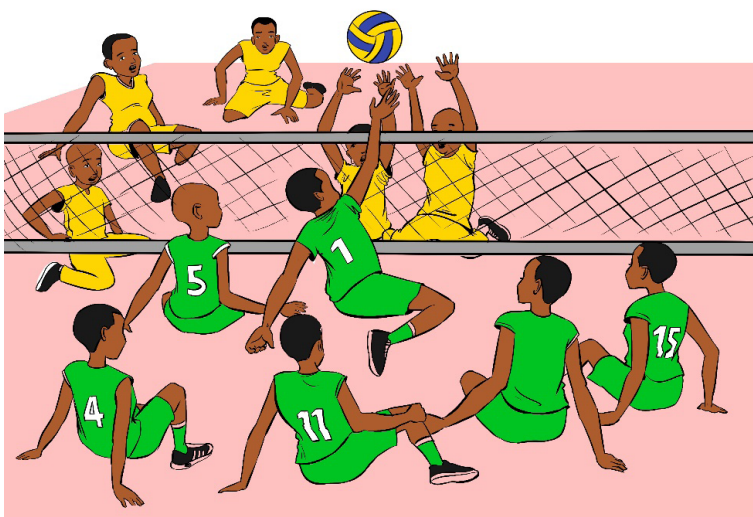


Fig 9.13: Students play sitting volleyball adhering to rules in the game situation

Application Activity 9.5



Make two teams of 6 players. Let students play sitting volleyball adhering to rules of the game on the appropriate court in limited period of ten minutes. The outside teams lead the match as referees following rules. The winner is the team which scores more points or lead the match perfectly than others. The main points to consider are the game delays, exceptional game interruptions, intervals and changes of courts and the libero players.

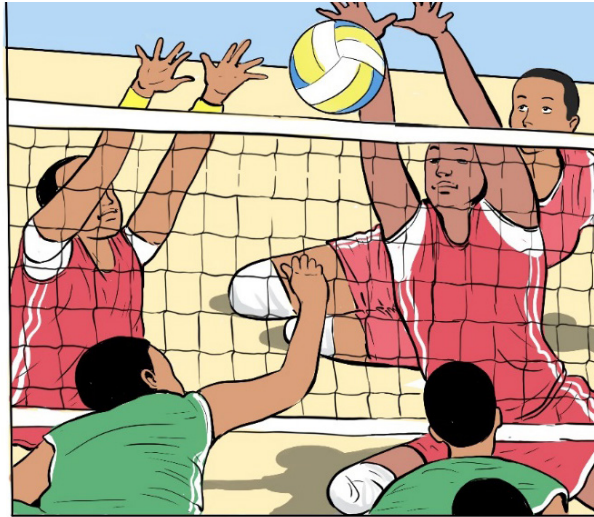


Fig 9.14: Students play and lead sitting volleyball adhering to rules in the game situation

Cool down exercises

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

Closing discussion

Reflect

- What are challenges/advantages did you face while performing sitting volleyball game?

Connect

- In which conditions do you need to apply rules in playing sitting volleyball?

Apply

- How will you use learned rules in sitting volleyball to become good players?

Lesson 6: Requirements of conduct, misconduct and its sanctions, officiating corps and procedures and officials

a) Learning objective

Discuss the requirements of conduct, misconduct and its sanctions, officiating corps and procedures and officials.

b) Teaching resources

Balls, watch, whistle, cones, chasubles, trees, net and posts.

c) Prerequisites/Revision/Introduction

Students of senior six will discuss better the requirements of conduct, misconduct and its sanctions, officiating corps and procedures and officials in sitting volleyball if they have performed basic techniques and tactics of playing sitting volleyball and mastered the official rules learned in senior five.

d) Learning activities

Opening discussions

- Let students brainstorm the requirements of conduct, misconduct and its sanctions, officiating corps and procedures and officials in sitting volleyball learned in senior five.
- Let students present their findings and support them where is necessary for complement.
- Introduce the topic of the day.
- Invite students to start warm up session.

Warm up and stretching exercises

Students perform general and specific warm up.

Let students stretch the whole body and insist on the body's parts which will be used more in sitting volleyball game.

e) Lesson body



Activity 9.14

- In four groups, students discuss the given elements of sitting volleyball rules. Each group has one rule to be explained and findings are in the distributed rules document as resource.
- Pass through groups and help them where is necessary.
- Request students 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, use a projector to recap presentations.

Groups number	Questions
Group one	Discuss the requirements of conduct in sitting volleyball
Group two	Discuss the misconduct and its sanctions in sitting volleyball
Group three	Discuss the officiating corps and procedures in sitting volleyball
Group four	Discuss the officials in sitting volleyball



Activity 9.15

Make teams of 6 players. Let students play sitting volleyball adhering to rules of the game on the appropriate court in limited period of ten minutes. One of the outside teams leads the match as referees following rules. The winner is the team which scores more points or lead the match perfectly than others.

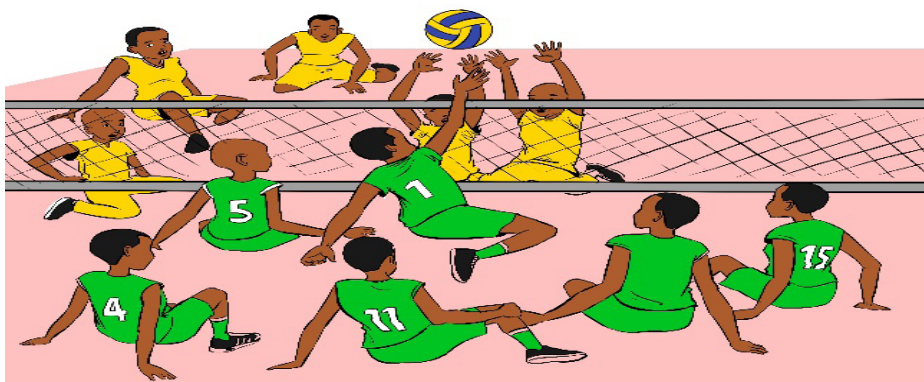


Fig 9.15: Students play and lead sitting volleyball adhering to rules in the game situation



Activity 9.16

Make teams of 6 players. Let students play sitting volleyball adhering to rules of the game on the appropriate court in limited period of ten minutes. One of the outside teams leads the match as referees following rules. The winner is the team which scores more points or lead the match perfectly than others.

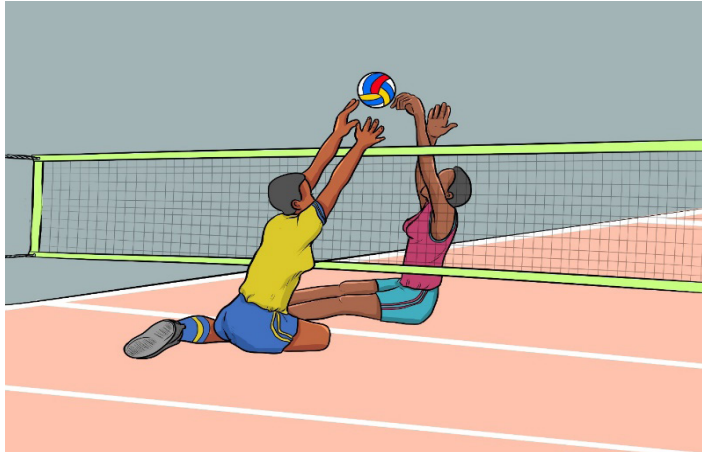


Fig 9.15: Students play and lead sitting volleyball adhering to rules in the game situation



Application Activity 9.6

Make two teams of 6 players. Let students play sitting volleyball adhering to rules of the game on the appropriate court in limited period of ten minutes. The outside teams lead the match as referees following rules. The winner is the team which scores more points or lead the match perfectly than others. The main points to consider are the requirements of conduct, misconduct and its sanctions, officiating corps and procedures and officials.



Fig 9.16: Students play and officiate sitting volleyball adhering to rules in the game situation

Cool down exercises

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

Closing discussion

Reflect

- What are challenges/advantages did you face while performing sitting volleyball game?

Connect

- In which conditions do you need to apply rules in playing sitting volleyball?

Apply

- How will you use learned rules in sitting volleyball to become good players?

Lesson 7: Officiate a sitting volleyball game

a) Learning objective

Apply and interpret rules of sitting volleyball in the game situation.

b) Teaching resources

Balls, watch, whistle, cones, chasubles, trees, net and posts.

c) Prerequisites/Revision/Introduction

Students of senior six will apply and interpret rules of sitting volleyball in the game situation if they have performed basic techniques and tactics of playing sitting volleyball and mastered the official rules learned in senior five.

d) Learning activities

Opening discussions

- Let students brainstorm the application and interpretation of rules of sitting volleyball in the game situation learned in Senior Six and in previous lessons.
- Let students present their findings and support them where is necessary for complement.
- Introduce the topic of the day.
- Invite students to start warm up session.

Warm up and stretching exercises

- Students perform general and specific warm up.
- Let students stretch the whole body and insist on the body's parts which will be used more in sitting volleyball game.

e) Lesson body



Activity 9.17

Game situation

Make complete teams A, B and C and organize a sitting volleyball competition:

The first match: A vs B while C will act as officials by providing first referee, second referee, scorer, assistant scorer and line judges to lead the match. The remaining players will record fouls and misconduct happened and how officials have been reacted.

The second match: B vs C while A will act as officials by providing first referee, second referee, scorer, assistant scorer and line judges to lead the match. The remaining players will record fouls and misconduct happened and how officials have been reacted

The third match: A vs C while B will act as officials by providing first referee, second referee, scorer, assistant scorer and line judges to lead the match. The remaining players will record fouls and misconduct happened and how officials have been reacted. Every match duration is ten minutes.

The winner is the team which gains more points and sets than others. After the competition, each team shares with others what they have recorded: On rules of the games, decisions of referees, effectiveness of hand signals used. Support them to clarify some rules of the game where is necessary.



Activity 9.18

Make teams of 2, 3, 4 or 6 players. Let students play sitting volleyball adhering to rules of the game on the appropriate court in limited period of ten minutes. One of the outside teams leads the match as referees following rules. The winner is the team which scores more points or lead the match perfectly than others.

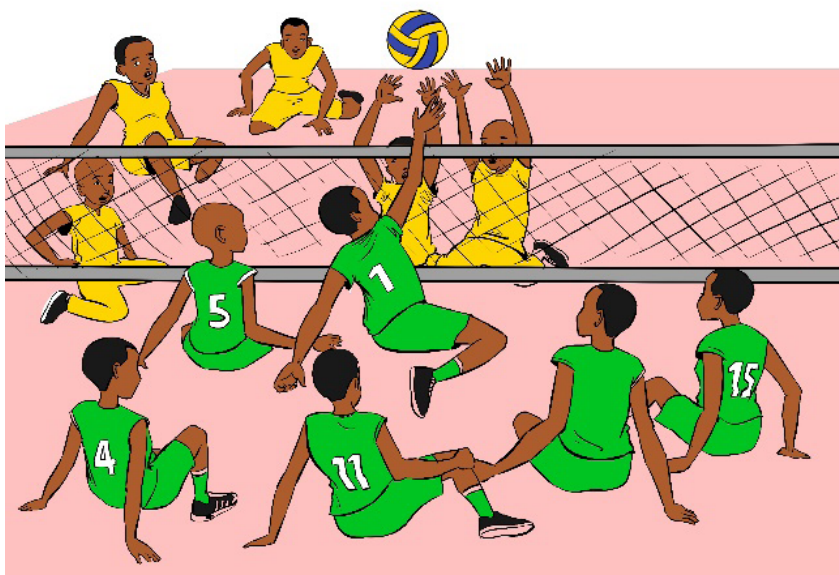


Fig 9.17: Students play and officiate sitting volleyball adhering to rules in the game situation



Activity 9.19

Make teams of 6 players. Let students play sitting volleyball adhering to rules of the game on the appropriate court in limited period of ten minutes. One of the outside teams leads the match as referees following rules. The winner is the team which scores more points or lead the match perfectly than others.

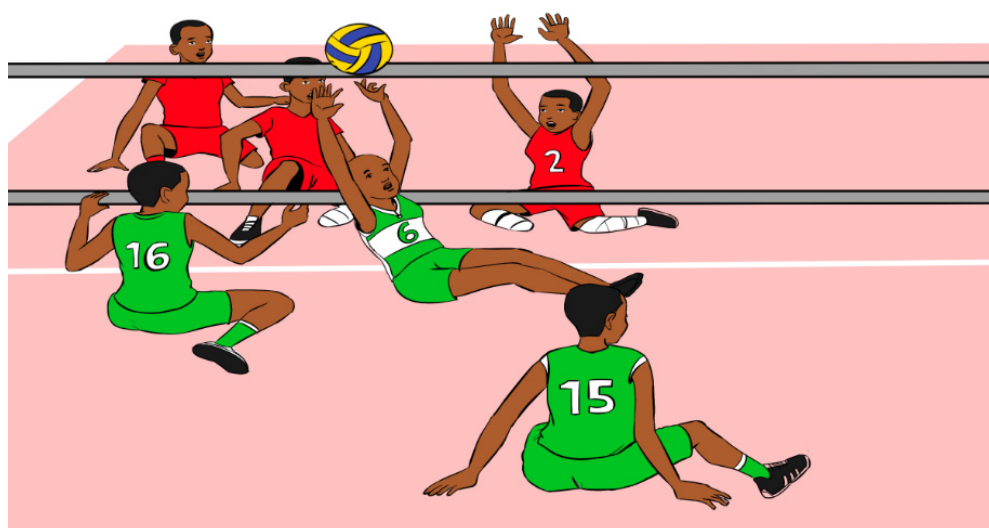


Fig 9.18: Students play and officiate sitting volleyball adhering to rules in the game situation


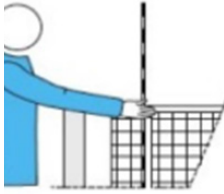










Application Activity 9.7













Make two teams of 6 players. Let students play sitting volleyball adhering to rules of the game on the appropriate court in limited period of ten minutes. The outside teams lead the match: First referee, second referee, scorer, assistant scorer and line judges to lead the match. The winner is the team which scores more points or lead the match perfectly than others. The main points to consider are the application and interpretation of rules of sitting volleyball in the game situation.

Signs used in refereeing in volleyball and sitting volleyball

Sign				
Meaning	<i>Authorization to serve</i>	<i>Team to serve</i>	<i>Change of court</i>	<i>Time out</i>
Sign				
Meaning	<i>Ball out</i>	<i>Catch</i>	<i>Double contact</i>	<i>Four hits</i>

Sign				
Meaning	<i>Substitution</i>	<i>Net touched by player or served ball fails to pass to the opponent through crossing space</i>	<i>Misconduct warning</i>	<i>Reaching beyond the net</i>
Sign				
Meaning	<i>Misconduct penalty</i>	<i>Attack hit fault</i>	<i>Expulsion</i>	<i>Penetration into the opponent court or ball crossing the lower space or the server touches the court (end line) with his/her buttocks or the player sits outside his/her court at the moment of the service hit.</i>
Sign				
Meaning	<i>Disqualification</i>	<i>End of set or match</i>	<i>Double fault and replay</i>	<i>Ball touched</i>

Sign				
Meaning	<i>Ball not tossed or released at the service hit.</i>	<i>Delay warning/ delay penalty</i>	<i>Delay in service</i>	<i>Lifting</i>
Sign				
Meaning	<i>Blocking fault or screening</i>	<i>Judgement impossible</i>	<i>Positional or rotational fault</i>	<i>Crossing space faults, ball touched an outside object, or foot fault by any player during service</i>
Sign	 			
Meaning	<i>Ball in</i>			

Cool down exercises

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

Closing discussion

Reflect

- What are challenges/advantages did you face while performing sitting volleyball game and officiating the match?

Connect

- In which conditions do you need to apply rules in officiating the sitting volleyball?

Apply

- How will you use learned rules in officiating sitting volleyball to become good official?



9.6 End of unit assessment

In groups of five including first referee, second referee, scorer and two line judges. One group leads the game while thesecond group start the match. The remaining students make two teams of six players. Let the match start. The officiating team is changed after five minutes. Officials become players to replace those who are becoming officials. The main points to evaluate are: How students are accomplishing the given tasks and roles, their performance in order to give them feedback at the end of the exercise.



9.7 Additional activities

Remedial activities

Students read hard/soft copy of rules of the game for sitting volleyball.

Consolidation activities

- In pair or in-group request students to discuss the facilities and equipment, Interruptions, intervals and delays, the libero player, participants conduct and the officials.
- In pairs, students demonstrate hand signals used while officiating sitting volleyball game.

Extended activities Encourage learners:

Encourages students to lead sitting volleyball matches/competitions organized by the school such as interclass competitions or friendly matches.

UNIT 10

BASIC FIRST AID

Key unit competence: Provide first aid to the victims

10.1. Prerequisite (knowledge, skills, attitudes and values)

Students of senior six will learn better basic first aid if they could be able to understand key concepts related to first aid and apply it to the victims.

10.2. Cross-cutting issues to be addressed

Gender: In teaching and learning process of first aid, the teacher must prepare and provide first aid 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 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 first aid 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 first aid materials for the competitions before using them in order to provide first aid to injured people.

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 culture of cleaning an area where first aid has been provided.

Peace and values education: The teacher helps students to develop fair play and social values by avoiding 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: The teacher provides first aid 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 during providing of first aid.

Genocide studies: While conducting basics first aid a teacher should take a time to explain to students how first aid should be used during Genocide memorial events.

10.3. 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 first aid in order to help students to predict what to be learned in the whole unit.

10.4. List of lessons/sub-heading

#	Lesson title	Learning objectives	Number of periods
1	Key terms used in first aid	Discuss the key terms used in first aid	1
2	Classification of injuries and accidents	Discuss injuries and accidents of an athlete	1
3	Principles of first aid: Aim of first aid, responsibility of first aid, protecting yourself and first aider	Explain principles of first aid: Aim of first aid, responsibility of first aid, protecting yourself and first aider	1
4	Practice of first aid : Assess the situation ,make the area safe, give the emergency aid, get help from others.	Discuss and apply first aid to the victims	1
5	End unit assessment	Evaluate first aid assistance to the victims during sports activities	1

Lesson 1: Key terms used in first aid

a) Learning objective

Discuss the key terms used in first aid

b) Teaching resources

Images/pictures that show injured people, first aid books, first aid kit, watch, chalk, notebook and pens.

c) Prerequisites/Revision/Introduction

Students of senior six will learn better key terms used in first aid if they have learned human skeletal, joint and movement, circulatory system in humans, muscular system in previous levels.

d) Learning activities

Opening discussions

- Let students brainstorm the key terms used in first aid.
- Let students present their findings and support them where is necessary for complement.
- Introduce the topic of the day.

e) Lesson body



Activity 10.1

- In four groups, students have their given first aid terms to discuss. The resources are distributed in their relative groups.
- Pass through groups and help them where is necessary.
- Request students 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, use a projector to recap presentations.

Groups numbers	Questions
Group one	Discuss the following terms used in first aid: Wound, accident, airway, amputation, bruise, cardiopulmonary resuscitation(CPR), causality.

Group two	Discuss the following terms used in first aid: Choking, defibrillation, dehydration, dislocation, fainting, first aid, fracture, inflammation.
Group three	Discuss the following terms used in first aid: Ligament, rest ice compression elevation(RICE), re-oxygenate, rescue-breaths, shock, spinal cord, spinal injury, splint.
Group four	Discuss the following terms used in first aid: Sprain, strain, stroke, symptom, syncope, tendon, unconscious.

In group of two students, find the answers of the questions below:

Question 1:

Explain the following terms used in first aid

- a) Sprain
- b) Open fracture
- c) Dislocation
- d) Bruise
- e) Symptom



Activity 10.3

In group of two students, find the answers of the question below:

- Explain any four importance of first aid in the society

Application Activity 10.1



Make two teams **A** and **B**. Every member of each team has a card where is written the term used in first aid or the explanation of one of the terms used in first aid. If one member of **A** raises a term used in first aid, the member of **B** raises its relative explanation. The member of **B** raises the explanation of another term used in first aid and one member of **A** raises the relative term used in first aid. They continue the exercise until all students pass. The teacher controls if they raise the cards and read the written term or its explanation.

Lesson 2: Classification of injuries and accidents

a) Learning objective

Discuss the injuries and accidents of an athlete

b) Teaching resources

Images/pictures that show injured people, first aid books, first aid kit, watch, chalk, notebook and pens.

c) Prerequisites/Revision/Introduction

Students of senior six will learn better injuries and accidents of an athlete if they have learned human skeletal, joint and movement, circulatory system in humans, muscular system in previous levels.

d) Learning activities

- Let students brainstorm the key terms used in first aid.
- Let students present their findings and support them where is necessary for complement.
- Introduce the topic of the day.

e) Lesson body



Activity 10.4

- In two groups, students have the injuries and accidents of an athlete to discuss. The resources are distributed in their relative groups to get more information.
- Pass through groups and help them where is necessary.
- Request students 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, use a projector to recap presentations.

Groups numbers	Questions
Group one	Discuss the injuries of an athlete
Group two	Discuss the accidents of an athlete



Activity 10.5

In group of two or three students, find the answers of the questions bellow:

- Recall types of accident/injury, which may result during performing sports activities
- Explain the difference between accident and injury, which may result during performing sports activities



Application Activity 10.2

Make two teams **A** and **B**. Every member of each team has a card where is written the accident/injury, which may result during performing sports activities or the explanation of one of them. If one member of **A** raises an accident card, the member of **B** raises it relative explanation. The member of **B** raises the explanation of another accident card and one member of **A** raises the relative card. They continue the exercise until all students pass. The teacher control if they raise the cards and read the written accident or its explanation.

Lesson 3: Principles of first aid: Aim of first aid, responsibility of first aid, protecting yourself and first aider

a) Learning objective

Explain principles of first aid, aim of first aid, responsibility of first aid, protecting yourself and first aider

b) Teaching resources

Images/pictures that show injured people, first aid books, first aid kit, watch, chalk, notebook and pens.

c) Prerequisites/Revision/Introduction

Students of senior six will learn better principles of first aid, aim of first aid, responsibility of first aid, protecting yourself and first aider if they have learned human skeletal, joint and movement, circulatory system in humans, muscular system in previous levels and n lesson one and two of senior six.

d) Learning activities

- Let students brainstorm principles of first aid: Aim of first aid, responsibility of first aid, protecting yourself and first aider.

- Let students present their findings and support them where is necessary for complement.
- Introduce the topic of the day.

e) Lesson body



Activity 10.6

- In four groups, students have the principles of first aid, aim of first aid, responsibility of first aid, protecting yourself and first aider to be explained.
- The resources are distributed in their relative groups to get more information
- Pass though groups and help them where is necessary.
- Request students 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, use a projector to recap presentations.

Groups numbers	Questions
Group one	Explain the principles of first aid
Group two	Explain the aim of first aid
Group three	Explain the responsibility of first aid
Group four	Explain how to protect yourself and first aider



Activity 10.7

In group of two students, find the answers of the questions bellow:

- Explain the responsibility of first aid
- Explain the principles and the aim of first aid.
- Explain the difference between aim and responsibility of first aid.

Application Activity 10.3



Make eight groups A, B, C, D, E, G, H and I. Every member of each team has a card where is written principles of first aid, aim of first aid, responsibility of first aid, protecting yourself and first aider or the explanation of each of them. If one member of **any group** raises his card, the member of raises it relative explanation. The next member raises the explanation of another card and the next member raises relative card. They continue the exercise until all students pass. The teacher control if they raise the cards and read the written explanation as quickly as possible.

Application Activity 10.4



In boxes: 1,2,3 and 4 containing small papers where written the following questions:

- Explain the principles of first aid,
- Explain the aim of first aid,
- Explain the responsibility of first aid,
- Explain the protecting yourself and first aider

By signal, every student goes and pick one question and give its answer. The points are awarded to students based on their correct answers.

Lesson 4: Practice of first aid: Assess the situation make the area safe, give the emergency aid, get help from others

a) Learning objective

Discuss and apply first aid to the victims

b) Teaching resources

Images/pictures that show injured people, first aid books, first aid kit, watch, chalk, notebook and pens.

c) Prerequisites/Revision/Introduction

Students of senior six will discuss and apply first aid to the victims if they have learned human skeletal, joint and movement, circulatory system in humans, muscular system in previous levels and lesson one and two and three of senior six.

d) Learning activities

- Teacher as a guide and facilitator, starts the lesson by asking students questions related to the previous lessons.
- Tell students that their roles as first aiders are: To recognize the emergency, to protect themselves and others, to access help, to act according to their skills and training.
- **Remind them that they may call emergency if:** There is a danger to them or others and when an injured person is not easily accessible, is not breathing normally, has persistent chest pain or pressure, has severe bleeding, has a head, neck, or spinal injury and has an observable mental health crisis.

e) Lesson body



Activity 10.8

In groups, students practice first aid: Assess the situation, make the area safe, give the emergency aid, get help from others. The resources are distributed in their relative groups to get more information. Pass through groups and help them where is necessary. Request groups to present their works and group members may support where is necessary. After presentation of all groups, use a projector to recap presentation.



Activity 10.9

In pairs or group, let students perform different carries used in first aid.



Activity 10.10

In an assimilated situation, let students apply how to perform CPR on assimilated injured person

10.5. Additional Information for teachers

Some information about skeletal and articulation attacks

Types of fractures

Closed fracture: where the bone has broken but the skin over the fracture is not broken

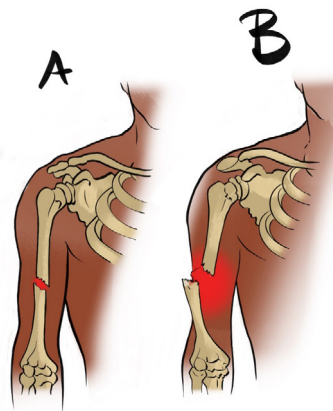


Fig 10.1: Closed fracture

Open fracture: where the bone is broken and the skin over the fracture is broken so that the bone is visible.

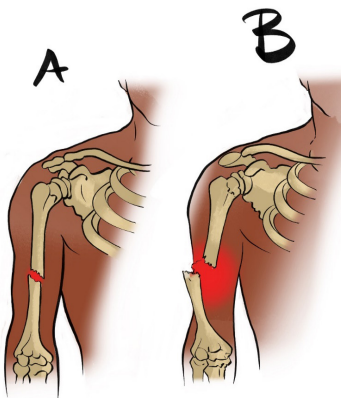


Fig 10.2: Open fracture

Causes, signs and symptoms of fracture

➤ Causes

A direct force (e.g. a punch or kick) and an indirect force (e.g. a fall), or by a twisting force.

- Certain bone diseases, such as osteoporosis, make bones very brittle and they can break without much force.
- Old age and related conditions (osteoporosis) can weaken bones making them brittle and at risk of breaking.

➤ **Signs and symptoms of fractures**

Pain and tenderness:

Worse when the injury is touched or moved.

- **Loss of function:** The casualty cannot use the injured part.
- **A wound:** The bone ends may be sticking out.
- **Deformity:** Any unnatural shape or unnatural position of a bone or joint.
- Distortion/bending/ or shortening of the affected limb.
- Unnatural movement.

Crepitus:

A grating sensation or sound that can often be felt or heard when the broken ends of bone rub together.

Swelling and bruising: Fluid accumulates in the tissues around the fracture.

Signs and symptoms of spinal cord injury

Swelling and/or bruising at the site of the injury.

- A loss of feeling in the arms and legs on one or both sides of the body.
- An injured person is not able to move arms and/or legs on one or both sides of the body.
- Pain at the injury site.
- Signs of shock.

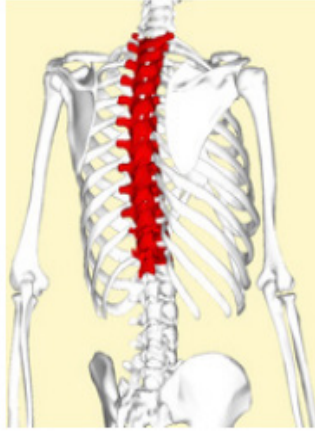


Fig 10.3: Rib fracture and chest

Rib fracture and chest

Broken ribs or thoracic cage are painful and can hurt with every breath and if they are broken severely they can seriously damage internal organs in thoracic cavity.

Cause of ribs or chest breaking

- A traffic accident.
- Being punched in your rib cage during sports activities.
- Contact sports for example: football, handball, rugby, boxing, karate, etc.
- Repeated movements, like swinging a golf club, rowing or swimming.
- Coughing very hard repeatedly.
- A fall onto a hard surface.
- Breaking of ribs while getting Cardiopulmonary Resuscitation.

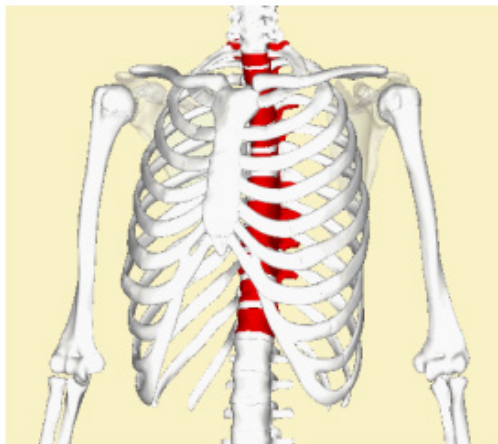


Fig 10.4: Ribs or chest injury chest

Signs and symptoms for ribs or chest injury

- Pain at injury site when casualty moves, coughs or breathes deeply.
- Shallow breathing.
- Deformity and discoloration.
- The existence of the wound.
- May cough up frothy blood.
- May show signs of shock.
- Bruising over the affected fracture site.
- Pain on breathing, particularly inspiration.

Dislocation: Is when the bones of a joint are not in proper contact

Causes and consequences of dislocation

A force stretches and tears the joint capsule, causing the dislocation.

Once this occurs, the bones can put pressure on blood vessels and nerves, causing circulation and sensation impairments below the injury.

The most commonly dislocated joints are shoulder, elbow, thumb, fingers, jaw, and knee.

The signs and symptoms of a dislocation are similar to those of a fracture, and may include:

- Deformity or abnormal appearance (a dislocated shoulder may make the arm look longer).
- Pain and tenderness aggravated by movement.
- Loss of normal function (the joint may be “locked” in one position).
- Swelling of the joint
- Lesions of articulations



Fig 10.5: Dislocation

The signs and symptoms of sprains

Sprain is when there is stretching or tearing of ligaments at a joint.

- Pain that may be severe and increase with movement of the joint.
- Loss of function.
- Swelling and discoloration.

The signs and symptoms of strains

Strain is when there is stretching or tearing of muscles or tendons.

The signs and symptoms of a strain often show up many hours after the injury.

- Sudden sharp pain in the strained muscle.
- Swelling of the muscles causing severe cramps.
- Bruising and muscle relaxedness.
- Casualty may not be able to use the affected body part (loss of function).

Muscles injuries

Muscle cramp

These are painful, spasmodic muscle contractions.

Causes:

- Long periods of exercise or physical labor, particularly in hot weather, can lead to muscle cramps.
- Some medications and certain medical conditions also may cause muscle cramps

Signs of muscle cramp:

Sharp pain.

Feel or see a hard lump of muscle tissue beneath your skin.

Emergency for muscle cramp:

- Gentle stretch.
- Massage and drinking fluid especially in hot weather.

See a doctor if your cramps:

- Cause severe discomfort.
- Are associated with leg swelling, redness or skin changes.

- Are associated with muscle weakness.
- Happen frequently.
- Do not improve with self-care.
- Are not associated with an obvious cause, such as strenuous exercise.

Prevention of muscle cramp

Avoid dehydration:

Fluids help your muscles contract, relax, and keep muscle cells hydrated and less irritable. During activity, drink fluids at regular intervals, and continue drinking water or other fluids after you are finished your activity

Stretch your muscles:

Warm and stretch muscles before and after you use any muscle especially for an extended period.

Rupture

This is complete tearing of muscle, which may occur in the freshly part of the tendon.

Partial tears: These tears damage the soft tissue but do not completely sever the tendon.

Complete tears: A complete tear will detach the tendon completely from its attachment point at the bone.

Causes: Injuries, some medicaments like Corticosteroid medications

Signs or symptoms: Pain, swelling, tenseness, bruising, inability/weakness to move,

visible bruising in the elbow and forearm

Emergency and treatment:

Nonsurgical Treatment

It focuses on relieving pain and maintaining as much arm function as possible. Treatment recommendations may include the use of **RICE** and **physical therapy** (after the pain decreases, your doctor may recommend rehabilitation exercises to strengthen surrounding muscles in order to restore as much movement as possible).

Surgery

This is carried out to reattach the tendon to the bone is necessary to regain full muscle functions. Surgery to repair the tendon should be performed during the first 2 to 3 weeks after injury.

Treatment of common muscles injuries

Use RICE

Rest: Ensure rest, steady and support of injured area in the most comfortable position.

Ice: If the injury has just happened, apply ice pack or cold compress to cool the injured area to reduce swelling, bruising and pain.

Compress: Apply gentle, massage even pressure or compression, to the injured area using cotton wool or plastic foam.

Elevation: Raise and support the injured limb.

General first aid for injuries to bones and joints

The aim of first aid given to a person with bone and joint injuries is to prevent further tissue damage and to reduce pain.

The procedures to follow while applying first aid to bones and joints:

Check for potentially fatal conditions, the ABCs.

A = Airway (If the casualty is conscious, ask, "What happened?")

How well the casualty responds will help you determine if the airway is clear. Use a head-tilt chin-lift to open the airway of an unresponsive casualty).

B = Breathing (If the casualty is conscious, check by asking how their breathing is, If the casualty is unconscious, check for breathing for at least five seconds, and no more than 10 seconds. If breathing is effective, move on to check circulation. If breathing is absent or ineffective (gaspings and irregular, agonal), begin CPR.

C = Circulation (Control obvious, severe bleeding, check for shock by checking skin condition and temperature, check with a rapid body survey for hidden, severe, external bleeding and signs of internal bleeding).

Rapid body survey:

The rapid body survey is a quick assessment of the casualty's body, which is performed during the primary survey.

When performing the rapid body survey:

Wear gloves when possible, and check gloves for blood every few seconds, be careful not to cause any further injuries while performing the survey, look at the casualty's face to notice any responses to the rapid body survey.



Fig 10.6: Check for potentially fatal conditions

The performance of a scene survey and a primary survey

CPR (Cardiopulmonary Resuscitation)

CPR is an artificial respiration and artificial circulation.

- Artificial respiration provides oxygen to the lungs.
- Artificial circulation causes blood to flow through the body.

It is used to circulate enough oxygenated blood to the brain and organs to delays damage until either the heart starts beating again, or medical help takes over from you.

There are two main steps in CPR:

Applying chest compressions and then providing breaths

Applying 30 chest compressions

The first aider should kneel next to the person who is injured.

They should be lying on their back.

- For adults, place the heel of one hand in the middle of the chest. Place your other hand on top of the first hand and interlace the fingers.

- Push the chest down about 3.5cm to 5cm. If the person is a child aged between 1 and 8 years, compress to a maximum of 3.5cm with one hand.

Let go, and wait for the chest to come back up completely before repeating. Your elbows must remain straight throughout.

- Push the breastbone up and down to a depth of about 5 cm about 30 times, at a pulse rate of 100 beats per minute.



Fig 10.7: Chest compressions

Provide two breaths:

- Make sure the airway is open, and pinch the nose so it closes.
- Gently raise the chin upwards with two fingers of your other hand.
- Take a deep breath, seal your mouth over that of the person with the injury, and exhale into the airway.
- You should see the chest rise and fall.
- To get another breath, lift your head and breathe in deeply.

Make steps 1, 2, 3, and 4 again. Repeat the 30 chest compressions followed by the two breaths about five times, and then check for normal breathing.

If they are not breathing normally, carry on performing **CPR**.

If breathing restarts as normal, stay with the injured person until help arrives.

It is important not to let your hands bounce when performing chest compressions. Make sure the heel of your hand is touching the chest throughout chest compressions



Fig 10.8: First aid providing two breaths

In the CPR process, do not stop except in one of these situations:

- There is a sign of life, for example breathing.
- Another trained responder takeover.



Fig 10.9: First aider checking breathing of the casualty

The secondary survey is applied when:

- The casualty has more than one injury.
- Medical help will be delayed more than 20 minutes:

Steady and support the injured part and maintain support until medical help

takes over, or the injury is immobilized, protect protruding bones.

Do not push the bone ends back in, do not attempt to apply traction to a limb (pull on it) or manipulate it in any way,

- Medical help is not coming to the scene and you have to transport the casualty: immobilize the injury, apply cold to the injury, as appropriate, if medical help is on the way and will arrive soon, steady and support the injury with your hands until they arrive.



Fig 10.10: CPR for adult person



Fig 10.11: CPR for young



Fig 10.12: CPR for child

Emergency for bones and articulations

- Expose the injured area and look for a wound.
- If there is a wound, put a dressing on the wound and get medical help quickly.
- If injuries permit, place the casualty in a semi-sitting position, leaning slightly toward the injured side for easily breathing.
- Support the arm on the injured side to restrict movement.
- Give ongoing casualty care, monitor breathing often and get medical help



Fig 10.13: Supporting injured arms

Bleeding and wound emergency

Nose bleeding

How to stop nose bleeding?

- Lean forward slightly with the head tilted forward (Leaning back or tilting the head back allows the blood to run back into the sinuses and throat, and can cause gagging or inhaling of blood).
- Do not spit out any blood that may collect in your mouth and throat (It may cause nausea, vomiting, or diarrhea if swallowed).
- Pinch all the soft parts of the nose together between the thumb and index finger.
- Press firmly toward the face (compressing the pinched parts of the nose against the bones of the face, breathe through your mouth).
- Hold the nose for at least five minutes. Repeat as necessary until the nose

has stopped bleeding.

- Sit quietly, keeping the head higher than the level of the heart. Do not lay flat or put your head between your legs.
- Apply ice (wrapped in a towel) to nose and cheeks afterwards. Stuffing cotton or tissue into your nose is not recommended.
- Resting with your head higher than your heart.
- Talking to your doctor about skipping blood-thinning medications, such as aspirin, warfarin (Coumadin) and clopidogrel (Plavix).
- Avoiding blowing your nose or putting anything in your nose.
- Limiting bending.
- Not lifting anything heavy.
- Quitting smoking.
- Avoiding hot liquids for a minimum of 24 hours.
- Sneezing with your mouth open, trying to push air out of your mouth and not your nose.



Fig 10.14: Stop nose bleeding

Wound

Open wound:

An open wound is an injury involving an external or internal break in body tissue, usually involving the skin.

Abrasion:

An abrasion occurs when the skin rubs or scrapes against a rough or hard surface. Road rash is an example of an abrasion. There is usually not a lot of bleeding, but the wound needs to be scrubbed and cleaned to avoid infection.

Laceration:

A laceration is a deep cut or tearing of your skin.

Accidents with knives, tools, and machinery are frequent causes of lacerations. In the case of deep lacerations, bleeding can be rapid and extensive.

Puncture:

A puncture is a small hole caused by a long, such as a nail or needle.

Sometimes, a bullet can cause a puncture.

Avulsion:

An avulsion is a partial or complete tearing away of skin and the tissue beneath. Avulsions usually occur during violent accidents, such as body crushing accidents, explosions, and gunshots. They bleed heavily and rapidly.

Closed wound

Contusions:

A kind of wound causing pressure damage to the skin and/or underlying tissues (includes bruises).

Blisters:

A kind of wound that has fluid filled pockets under the skin.

Seroma:

A wound that has a fluid filled area that develops under the skin or body tissue (commonly occur after blunt trauma or surgery).

Hematoma:

A blood filled area that develops under the skin or body tissue (occur due to internal blood vessel damage to an artery or vein).

Crush injuries:

It's can be caused by extreme forces, or lesser forces over a long period

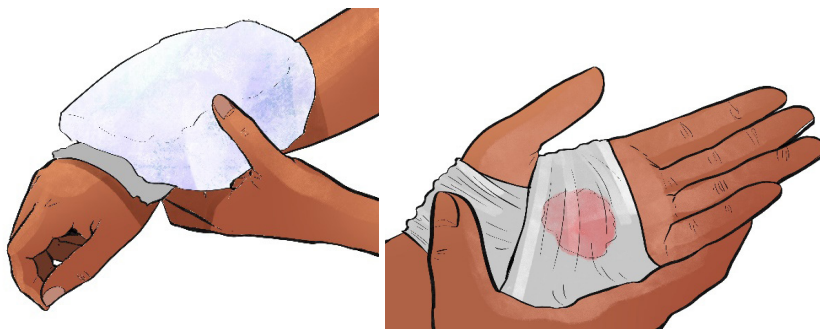


Fig 10.15: Wound dressing

Common emergency for injuries to bones, joint and muscles

Use RICE for emergency

R stands for Rest:

Stop the activity that has caused the injury. Have the injured person rest comfortably.

I stand for Immobilize:

Suspecting a fracture whenever there is an injury to an arm or a leg and taking steps to prevent movement of the injured limb.

C stands for Cold:

Applying cold to the injury as soon as you can once the injury has been immobilized.

E stands for Elevate:

Raising the injured part if possible. Only elevate if it will not cause more pain or harm to the casualty. Elevation helps to reduce swelling and makes it easier for fluids to drain away from the injury. This in turn, helps reduce swelling (do not elevate a “locked” joint).

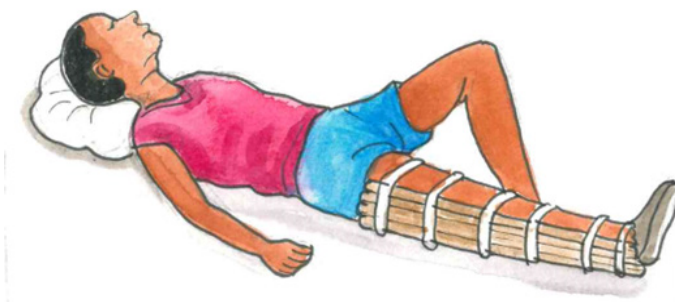


Fig 10.16: Supporting bones which have been broken

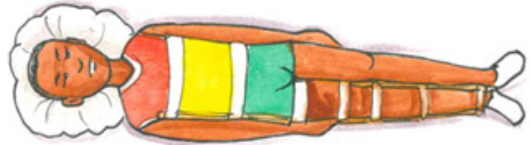
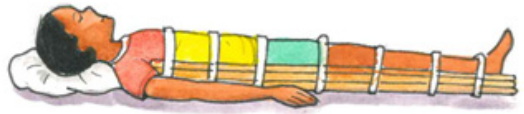


Fig 10.17-19: Supporting bones which have been broken

Proper ways used in transportation of injured person/casualty

Pick-a-back

It is used for transporting a conscious casualty with lower limb injuries in case a casualty can use his arms. The casualty must be able to help get into position on your back or be already seated at chair or table height.



Fig 10.20: Pick-a-back carry

The cradle carry

It is suitable for carrying children and light weighted adults.

Procedures

- Kneel on one knee at the casualty's side.
- Place the casualty's arm around your neck as you support the back and shoulders.
- Pass your other arm under the knees to grasp the thighs.
- Ensure a solid footing and place the feet apart for good balance.
- Lift using your legs; keep your back straight, and your abdominal muscles tense.



Fig 10.21: Cradle carry

Fire fighter's carry

This way should be used for casualties who are helpless and are not too heavy for the rescuer.

Procedures

- With the casualty lying face up in front of you, stand with your toes against the casualty's toes.
- Grasp her wrists and pull her upward and forward.
- Maintain a grip on one wrist as you turn and bend to catch the casualty's upper body across your shoulder.

The lifting manoeuvre is a continuous, smooth motion to bring the casualty through a sitting position to an upright position, finishing with the casualty draped over your shoulder.

- Adjust the weight across your shoulders, with the casualty's legs straddling your shoulder.
- Pass your arm between the casualty's legs and grasp her wrist. This will stabilize the casualty on your shoulders and leave your other hand free.



Fig 10.22: Fire fighter's carry

Two first aiders can carry a casualty who is unable to support his upper body.

Procedures

- The first aiders crouch on either side of the casualty.
- Each first aider reaches across the casualty's back to grasp his clothing at the waist on the opposite side.
- Each first aider passes his other hand under the thighs, keeping his fingers bent and holding padding to protect against the fingernails.
- Hook the bent fingers together to form a rigid seat. Alternatively, the rescuers can hold each other's wrists.
- The first aider lifts with their legs, keeping their backs straight. Once in the standing position, the rescuers adjust their hands and arms for comfort. When the casualty is securely positioned, the bearers step off together, each using the inside foot.

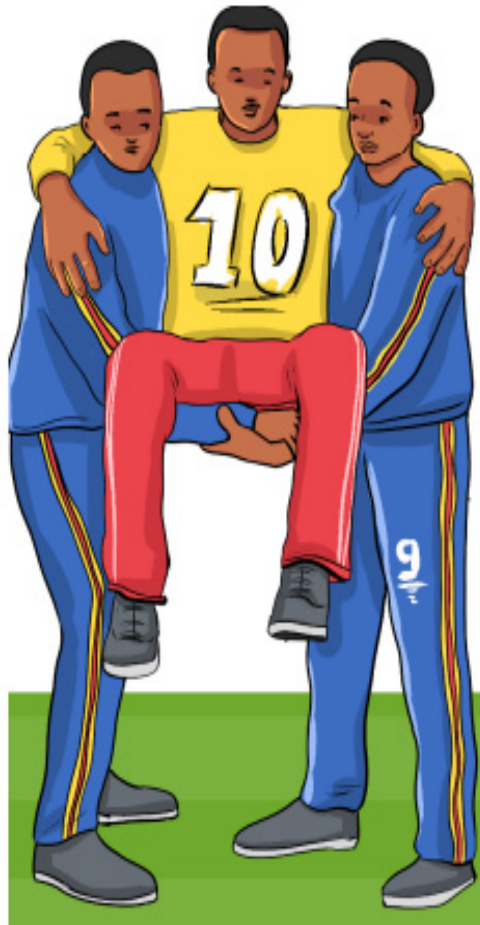


Fig 10.23: Two-hand seat

It is used by the single first aider to drag a casualty who is either lying on their

back or in a sitting position.

The drag carry provides maximum protection to the head and neck, and therefore should be used when you are moving a casualty with this type of injury.

The drag carry performance:

Procedures

- Stand at the casualty's head facing their feet.
- Crouch down and ease your hands under the casualty's shoulders. Grasp the clothing on each side. Support the casualty's head between your forearms to stop movement.
- Drag the casualty backward only as far as necessary for their safety.

As an alternate method, the first aider can use a blanket to support and drag the casualty. Because of the risk of aggravating any injuries, only use drag carries in the extreme cases when there is an immediate threat to life.



Fig 10.24-25: Drag carry

This carry is used if a leg or foot is injured; help the casualty to walk on their good leg while you give support to the injured side.

Procedures

- Take the weight of the casualty's injured side on your shoulders by placing the casualty's arm (on the injured side) around your neck and grasping the wrist firmly, reach around the casualty's back with your free hand, and grasp the clothing at the waist, tell the casualty to step off with you, each using the inside foot. This let you, the first aider to take the casualty's weight on the injured side.

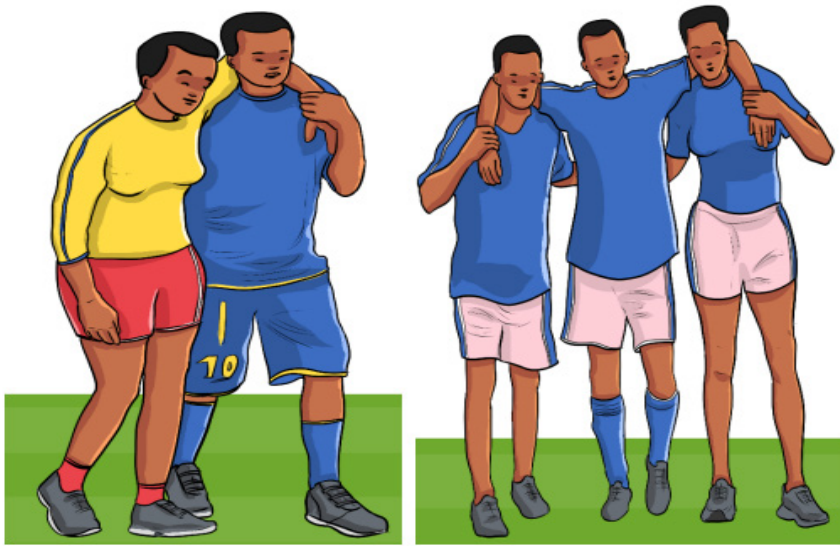


Fig 10.26-27: Human crutch

The chair carry

This carry enables two first aiders to carry a conscious or unconscious casualty through narrow passages and up and down stairs.

Do not use this carry for casualties with suspected neck or back injuries.

Specially designed first aider chairs are available and should be used for this type of carry.

If the casualty is unconscious or helpless:

- Place an unconscious casualty on a chair by sliding the back of the chair under their legs and buttocks, and along the lower back.
- Strap their upper body and arms to the back of the chair.
- Two first aiders carry the chair, one at the front and one at the back.

- The first aider at the back crouches and grasps the back of the chair, while the first aider at the front crouches between the casualties' knees and grasps the front chair legs near the floor.
- The first aiders walk out-of-step.

While going down stairs:

- The casualty faces forward.
- The front first aider faces the casualty.
- A third person/first, aider should act as a guide and support the front first aider in case they lose their footing.



Fig 10.28: Chair carry

Extremity carry

Use the extremity carry when you do not have a chair and do not suspect fractures of the trunk, head, or spine.

Procedures

- One first aider passes their hands under the casualty's armpits, and grasps the casualty's wrists, crossing them over their chest.
- The second first aider crouches with their back between the casualty's knees and grasps each leg just above the knee.
- The first aider steps off on opposite feet.



Fig 10.29: Extremity carry

Stretchers (commercial stretchers, improvised stretchers)

If the casualty cannot walk, or if the injury or illness allows only the gentlest movement, a stretcher should be used.

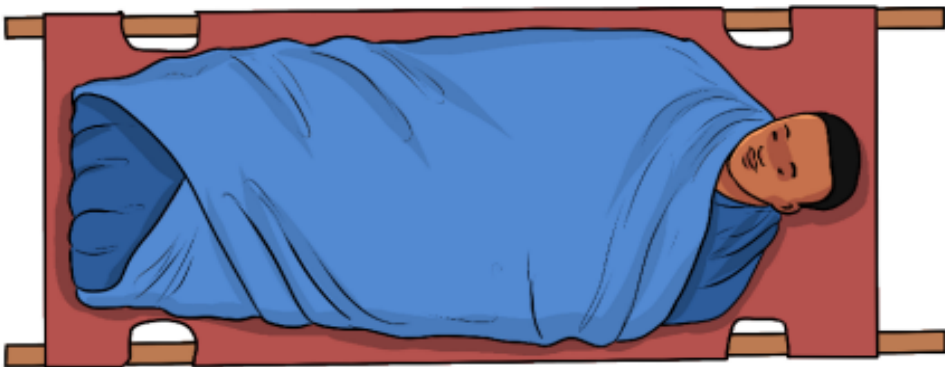


Fig 10.30: Modern stretchers

Principles of using stretchers

- Complete all essential first aid and immobilization before moving the casualty onto a stretcher.
- Bring the blanketed and padded stretcher to the casualty, rather than moving the casualty to the stretcher.

- As the first aider in charge, take the position that permits you to watch and control the most sensitive area of the body, usually at the head and shoulders, or the injured part.
- Tell the bearers what each is expected to do. If the move is difficult, and time permits, it is a good idea to practice with a simulated casualty.
- This reduces risks and reassures the conscious casualty.
- Test an improvised stretcher with someone equal to or heavier than the casualty to ensure that, it will hold.
- Check the clearance of an improvised stretcher to ensure that it will pass through hallways, doors and stairways without harm to the casualty.
- Use clear commands to ensure smooth, coordinated movements.

Improvised blanket stretcher

Procedures

- Place the blanket flat on the ground and place a pole one-third of the way from one end. Fold the one-third length of blanket over the pole.
- Place the second pole parallel to the first so that it is on the doubled part of the blanket, about 15 cm from the doubled edge.
- Fold the remaining blanket over the two poles.

The casualty's weight on the blanket holds the folds in place.

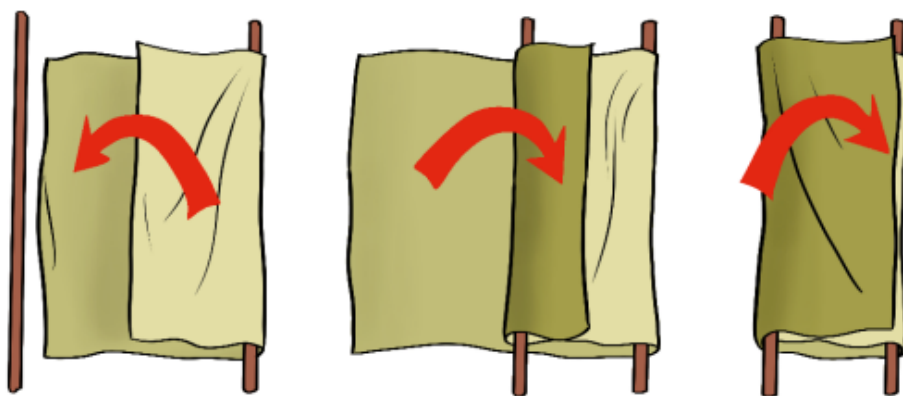


Fig 10.31: Improvised blanket stretcher

Improvised jacket stretcher

A non-rigid stretcher can also be improvised from two jackets and two or four poles/strong trees.

Procedures

- Button and zipper the jackets closed and pull the sleeves inside out so that the sleeves are inside.
- Lay the jackets on the ground so that the top edge of one jacket meets the bottom edge of the other.
- Pass the poles through the sleeves of the two jackets on either side to complete the stretcher.
- If the casualty is tall, prepare another jacket as before and add it to the stretcher with the head of the jacket towards the middle.

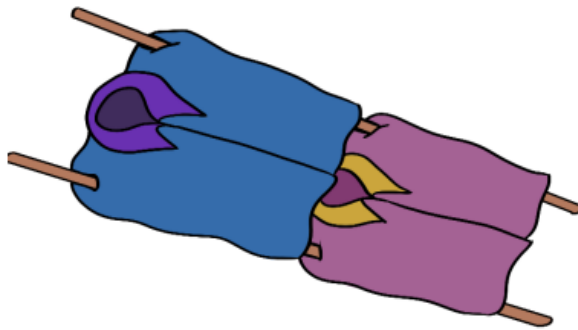


Fig 10.32: Improvised jacket stretcher

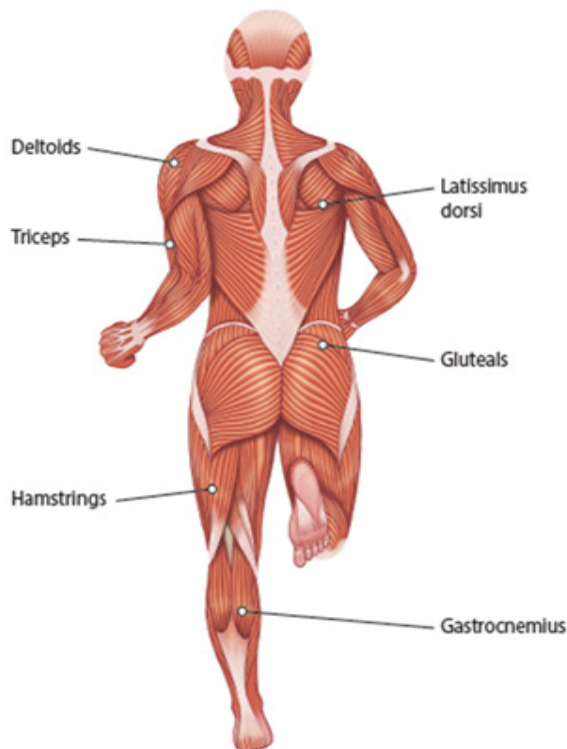


Fig 10.33: Muscular system

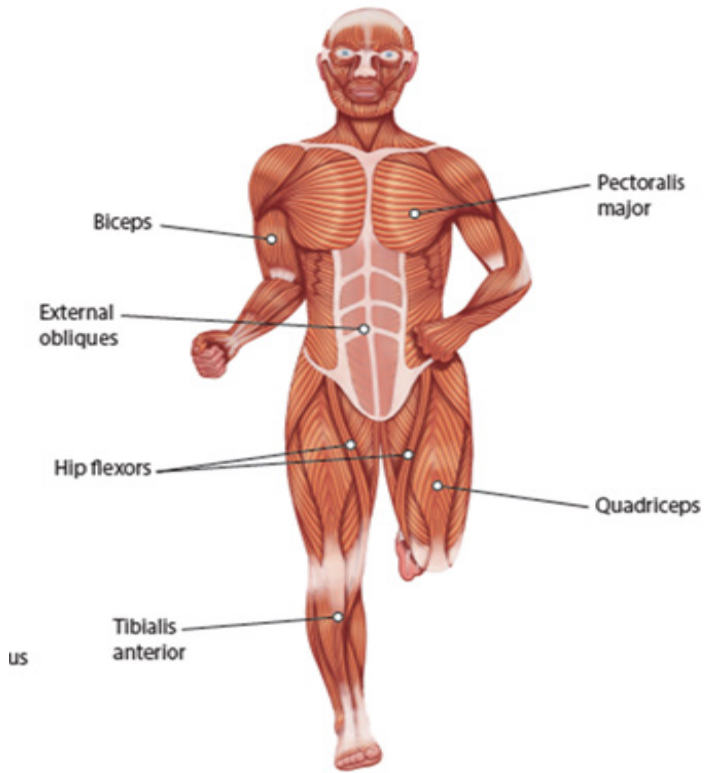


Fig 10.34: Muscular system

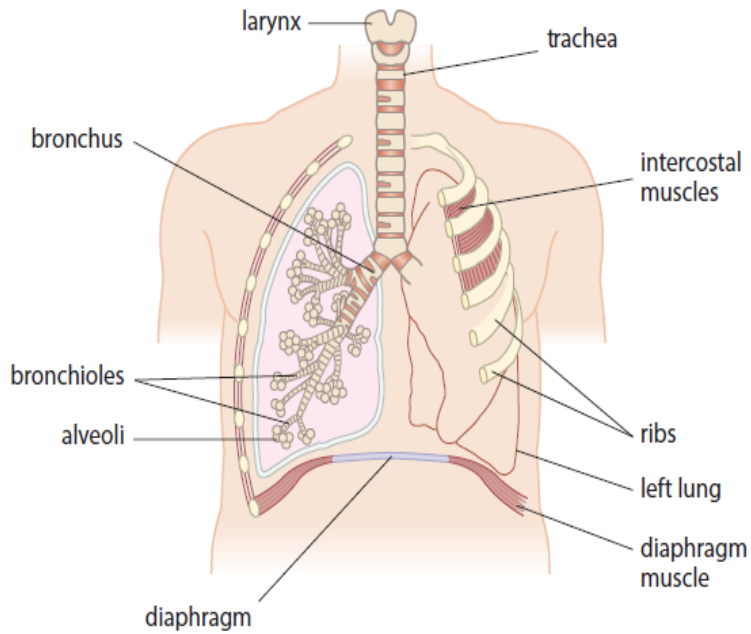


Fig 10.35: Respiratory system

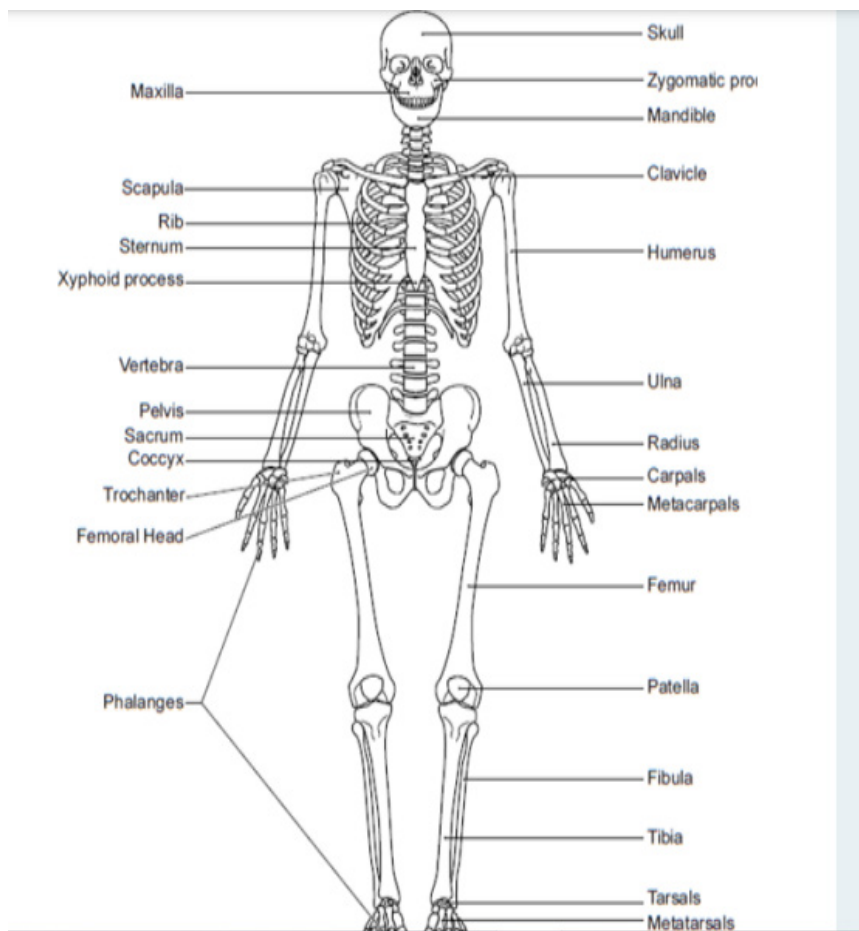


Fig 10.36: *The human skeleton*



10.6 End of unit assessment

- Supposing that you are attending a basketball match in your local area. The accidents happen where one of players breaks his tibia. How can you provide basic first aid to this player?
- Explain different manners of carrying casualties to the nearest healthcare or hospital when there are no other means of transport?
- Describe the uses of CPR during providing basics first aid.

10.7 Additional activities

Remedial activities

In groups, students discuss the implication of first aid in collective sports situation at school

Consolidation activities

Students can perform first aid to support injured people according to the given accident situation which happen in games

Extended activities Encourage learners:

Encouraging students to apply first aid during sports competitions organized by the school or sector in their villages

UNIT 11

PERFORM PHYSICAL FITNESS EXERCISES

Key unit competence: Perform successfully physical fitness test and result interpretation

11.1 Prerequisite (Knowledge, skills, attitudes and values)

Students of senior six will learn better physical fitness exercises if they can perform basic physical exercises learnt in senior four and in previous levels

11.2 Cross-cutting issues to be addressed

Gender: In teaching and learning of physical fitness exercises, the teacher must prepare and provide 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 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 which 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. 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 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 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: The 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 fitness lesson 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.

11.3 Guidance on introductory activity

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

Introductory activity

Scenario:

Mugabo is a 19 years old. He is a secondary school student of senior six. He has been attending his local gymnasium for the past 2 weeks going through cardio exercises and he also practices running exercise for 30 minutes every morning before going to school. Two years ago, he used to play football in his Ordinary level in secondary school team but he stopped due to the lack of enough time at his new school. Since then, he has not been involved in any team activity. Today he has finished his last trimester at his school and he is looking for a training program that will help him to build his body. **Mugabo** is 1.83 m tall and tips that scale with 78 kg.

In groups discuss the following points:

a) Is Mugabo physically fit?

- if yes, what criteria are you referring too?
- If no, why?

b) Suggest exercises that he can perform in order to achieve his dreams.

11.4 List of lessons/sub-heading

#	Lesson title	Learning objectives	Number of periods
1	Components of Physical fitness test	Identify and explain the component of physical fitness test	1
2	Perform different exercises used in physical fitness testing	Perform physical fitness exercises Interpret the result of physical fitness test.	1
3	End unit assessment	Evaluate the successful performance of physical fitness test and result interpretation	1

Lesson 1: Components of Physical fitness test

a) Learning objective

Identify and explain the component of physical fitness test

b) Teaching resources

Books, Laptop, Projector, Internet, Photos and video of exercises

c) Prerequisites/Revision/Introduction

Students of senior six will learn better components of Physical fitness test if they have developed physical exercises learnt in previous levels.

d) Learning activities

Opening discussions

- Ask students different types of basic physical exercises they have learnt in previous levels
- Introduce the new lesson by asking students to brainstorm the components of physical fitness test. Guide and facilitate them where it is necessary.

e) Lesson body



Activity 11.1

Divide students into 5 groups, ask them to discuss the following components of physical fitness test, how we measure and how to improve each component.

Groups number	Questions
Group one	By using a concrete example, discuss about Cardiovascular Endurance, how to measure it and how to improve it.
Group two	By using an example, discuss about Muscular Strength how to measure it and how to improve it
Group three	By using an example, discuss about Muscular endurance how to measure it and how to improve it
Group four	By using an example, discuss about Flexibility how to measure it and how to improve it.
Group five	By using an example, discuss about Body Composition in physical fitness, how to measure it and how to improve it.

- Pass through groups and help them where is necessary. Request students 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.
- Teacher may support where is necessary. After presentation of all groups, use a projector to recap presentations.

Application Activity 10.3



Assess Aerobic Fitness

Explain and ask students to perform the exercise of assessing aerobic fitness test.

Explication:

Counting the number of beats of the resting heart rate (RHR). It is the useful way of indicating the fitness progress. It should reduce according to the aerobic fitness improvements.

Your resting heart rate (RHR) represents the number of times your heart beats each minute when you are at rest. Since a strong cardiovascular system allows your heart to pump more blood with every beat, a lower RHR tends to correspond with higher aerobic fitness. Some athletes have recorded a RHR of 40.

How to do this exercise

To measure your RHR, place two fingers either on your neck, just below your jawline (carotid artery), or on your wrist (radial artery), and then count the number of beats you feel in 60 seconds. You should count the first beat as 'zero'

Results of this exercise test:

- 60 or less = Good
- 61 to 80 = Average
- 81 to 100 = High, but still considered acceptable
- 101 or more = Abnormally high (not good!)

Your resting heart rate is a useful marker of your fitness progress, as it will drop as you get fitter. It is often thought that the best time to take our RHR is first thing in the morning.



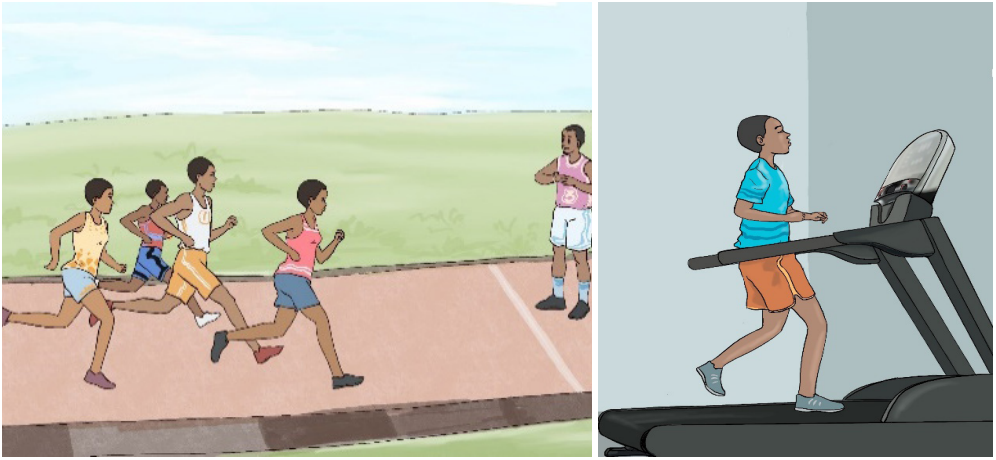


Fig 10.1-4: student performing running exercises

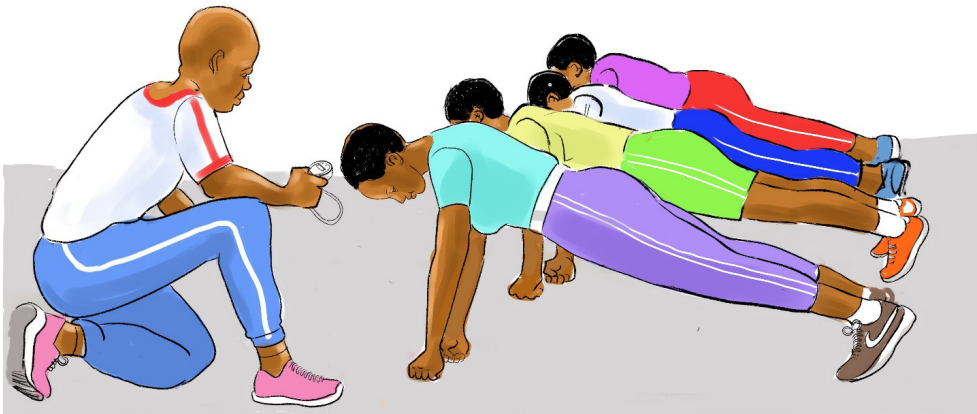


Fig 10.5: student performing pushups exercises



Fig 10.6: students performing various exercises



Fig 10.7: Students performing riding exercises

Closing discussions / Conclusion

Together, teacher and students summarize the lesson of the day, and students record the summary in their note books.

Lesson 2: Perform different exercises used in physical fitness test

a) Learning objective

- Perform physical fitness exercises
- Interpret the result of physical fitness test.

b) Teaching resources

- Cones
- Whistle
- Laptop
- Field/playground
- watch/ Chronometer
- decameter

c) Prerequisites/Revision/Introduction

Students of senior six will perform better different exercises used in physical fitness test and interpret the result if they have developed basic physical exercises.

d) Learning activities

Opening discussions

- Ask questions related to different component of physical fitness test learnt in lesson one of this unit.
- Introduce the lesson of the day by asking questions on measuring physical fitness.
- 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 while performing techniques of discus throw and stretch their muscles properly.

e) Lesson body



Activity 11.2

In groups or individually, students perform different exercises used in physical fitness test and they can interpret the result according the types of exercises they perform. All of them perform **cardiovascular endurance exercises** in physical fitness test. They interpret their physical fitness by appreciating their ability to perform and the use of physical fitness exercises to develop and keep their body healthy.



Fig 11.8: students performing jumping jacks exercises



Activity 11.3

In groups or individually, students perform different exercises used in physical fitness test and they can interpret the result according the types of exercises they perform. All of them perform **body composition exercises** in physical fitness test. They interpret their physical fitness by appreciating their ability to perform and the use of physical fitness exercises to develop and keep their body healthy.

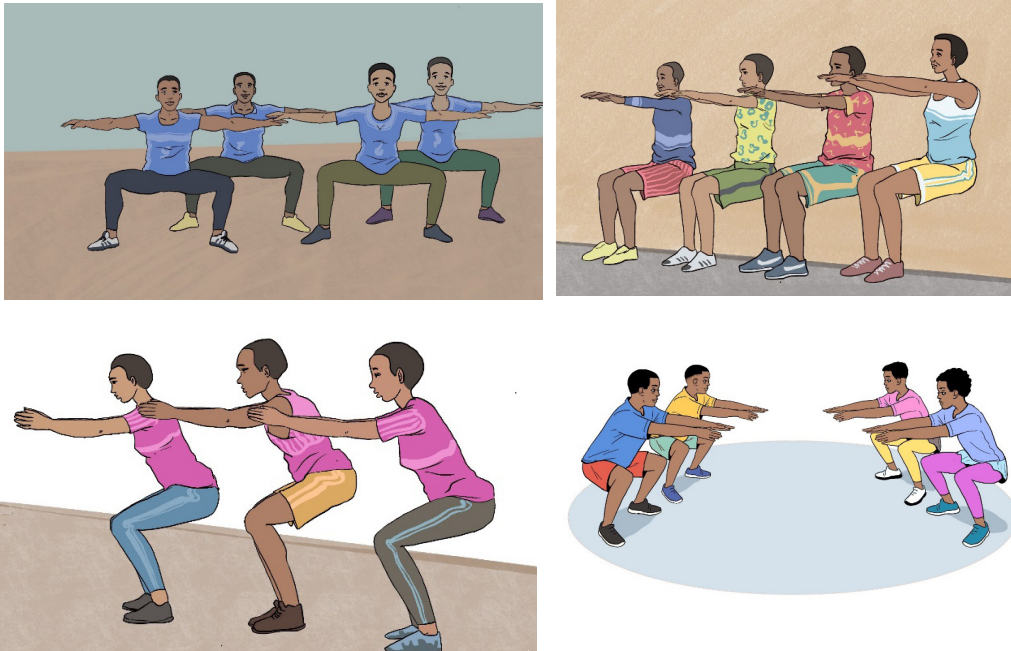


Fig 11.9-12: Students performing different squatting exercises



Fig 11.13-14: Students performing different high knee exercises



Fig 11.15: Students performing step ups exercises



Activity 11.4

In groups or individually, students perform different exercises used in physical fitness test and they can interpret the result according to the types of exercises they perform. All of them perform **muscular strength exercises** in physical fitness test. They interpret their physical fitness by appreciating their ability to perform and the use of physical fitness exercises to develop and keep their body healthy.

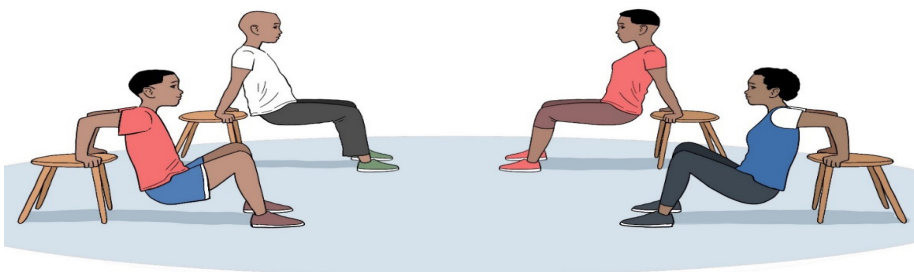


Fig 11.16: Students performing exercises of triceps dips with chair

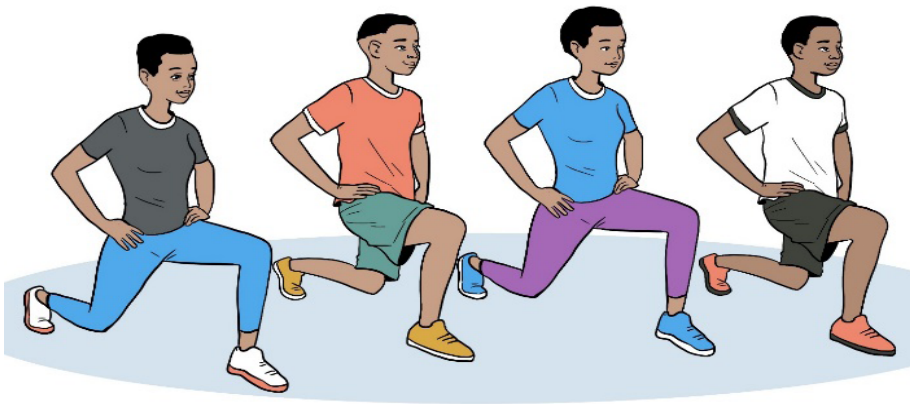


Fig 11.17: Students performing lunge exercises

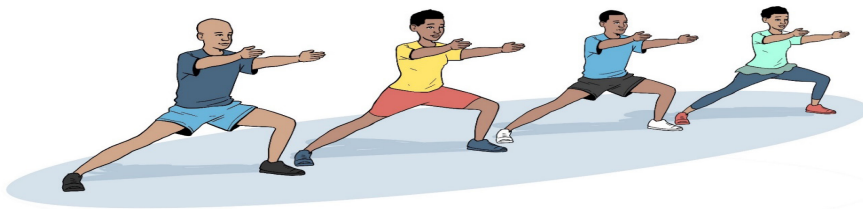


Fig11.18: Students performing side lunge exercises





Fig11.19-21: Students performing abdominal exercises

Activity 11.5

In groups or individually, students perform different exercises used in physical fitness test and they can interpret the result according the types of exercises they perform. All of them perform **muscular endurance exercises** in physical fitness test. They interpret their physical fitness by appreciating their ability to perform and the use of physical fitness exercises to develop and keep their body healthy.

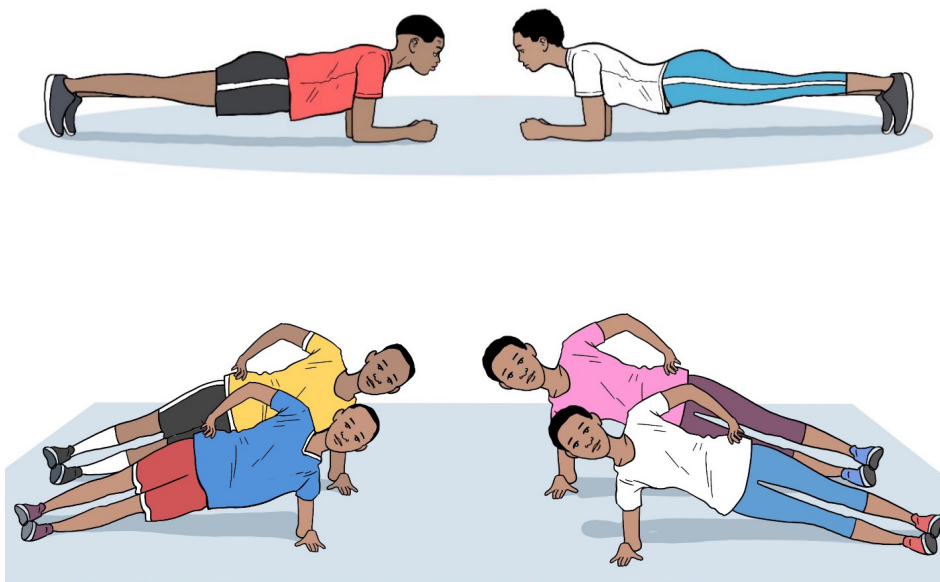


Fig11.22-23: Students performing plank exercises

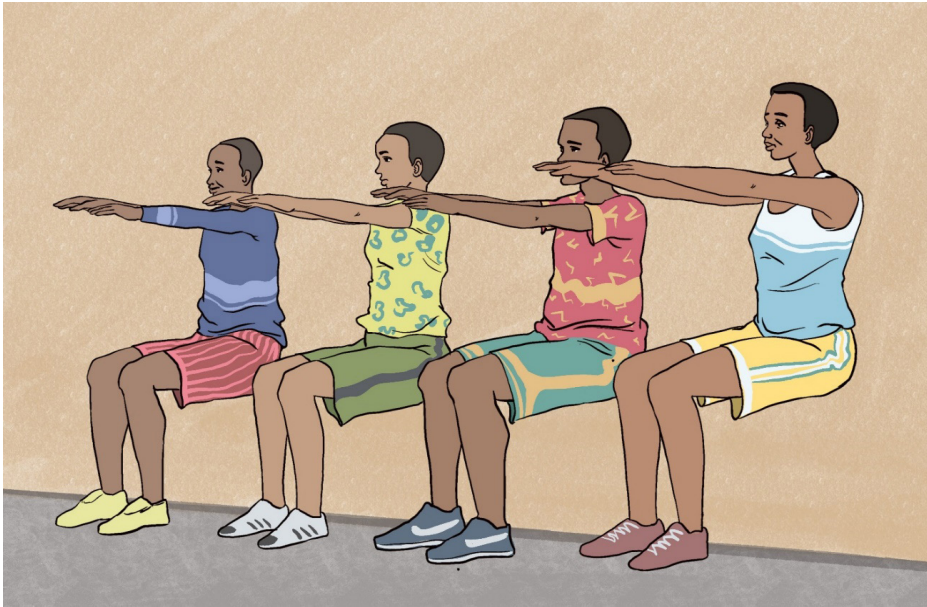


Fig 11.24: Performing wall sit exercises



Activity 11.6

In groups or individually, students perform different exercises used in physical fitness test and they can interpret the result according to the types of exercises they perform. All of them perform **flexibility exercises** in physical fitness test. They interpret their physical fitness by appreciating their ability to perform and the use of physical fitness exercises to develop and keep their body healthy.





Fig11.25-27: Student performing flexibility exercises

Application Activity 11.2



Let students perform shuttle run exercises by dividing them in 5 groups, each group will have its own area of practicing.

Steps of practicing shuttle run exercises:

- Set up markers such as cones about 25 meter apart.
- Sprint from one marker to the other and back. That is 1 repetition.
- Do 3 repetitions as fast as you can (150 m total).
- Time your result for the entire 6 repetitions.

Let students perform standing jump exercises by respecting the following steps:

- The student must stand behind a line marked on the ground with feet slightly apart.
- A two-foot takeoff and landing is used, with swinging of the arms and bending of the knees to provide forward drive.
- The subject attempts to jump as far as possible, landing on both feet without falling backwards.

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 different exercises used in physical fitness test.
- How did you proceed to perform those exercises?
- How do you feel in your body fitness after performing those exercises?

Connect

- In which conditions do you need exercises used in physical fitness test

Apply

- How will you use different exercises used in physical fitness test in your daily life to maintain your physical fitness?

Summary of the unit

Physical Fitness is a measure of the body's ability to function efficiently and effectively in work and leisure activities, resist hypokinetic diseases (diseases from sedentary lifestyles), and to meet emergency situations.

Components of Physical Fitness

The 5 components of physical fitness are often used in our school systems, health clubs and fitness centers to gauge how good a shape we are truly in. The 5 components that make up total fitness are:

- Cardiovascular Endurance
- Muscular Strength
- Muscular endurance
- Flexibility
- Body Composition

These are the 5 components of fitness. But if you are an athlete, you have to step up your game. Here are a few extra components of fitness that you should take care of.

Other Components of Fitness for Athletes

- a) Agility
- b) Power
- c) Balance

d) Coordination

e) Reaction **time/ speed**

11.5. Additional information for teacher

- **Cardiovascular endurance** is the ability of the heart and lungs to work together to provide the needed oxygen and fuel to the body during sustained workloads. Examples would be jogging, cycling and swimming. The Cooper Run is used most often to test cardiovascular endurance.
- **Muscular strength** is the amount of force a muscle can produce. Examples would be the bench press, leg press or bicep curl. The push up test is most often used to test muscular strength.
- **Muscular endurance** is the ability of the muscles to perform continuous without fatiguing. Examples would be cycling, step machines and elliptical machines. The sit up test is most often used to test muscular endurance.
- **Flexibility** is the ability of each joint to move through the available range of motion for a specific joint. Examples would be stretching individual muscles or the ability to perform certain functional movements such as the lunge. The sit and reach test is most often used to test flexibility.
- **Body composition** is the amount of fat mass compared to lean muscle mass, bone and organs. This can be measured using underwater weighing, Skinfold readings, and bioelectrical impedance. Underwater weighing is considered the “gold standard” for body fat measurement, however because of the size and expense of the equipment needed very few places are set up to do this kind of measurement.
- **Manual muscle testing** is the most popular way to test strength. Your physical therapist will push on your body in specific directions while you resist the pressure. A score or grade is then assigned, depending on how much you were able to resist the pressure.



11.6 End of unit assessment

Let students perform regularly cardiorespiratory endurance exercises, body composition exercises, muscular strength exercises, muscular endurance exercises, and flexibility exercises and analyze and interpret the results their performance.



11.7 Additional activities

Remedial activities

Explain the following components of physical fitness:

- a) Cardiorespiratory endurance
- b) Body composition
- c) Muscular strength
- d) Muscular endurance
- e) Flexibility

Consolidation activities

Let students perform regularly cardiorespiratory endurance exercises, body composition exercises, muscular strength exercises, muscular endurance exercises, and flexibility exercises and analyze their performance.

Extended activities Encourage learners:

Let students participate regularly in competition of cardiorespiratory endurance exercises, body composition exercises, muscular strength exercises, muscular endurance exercises, and flexibility exercises in their villages or sector.

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