

# **PHYSICAL EDUCATION AND SPORTS**

**TEACHER'S GUIDE**

**PRIMARY FIVE**

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## FOREWORD

Dear teacher,

Rwanda Basic Education Board is honored to present Primary Five Physical Education and Sports teacher's guide which serves as a guide to competence-based teaching and learning to ensure consistency and coherence in the learning of the Physical Education and Sports subject. The Rwandan educational philosophy is to ensure that learners 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 learners can develop ideas and make new discoveries during concrete activities carried out individually or with peers. With the help of the teachers, learners will gain appropriate skills and be able to apply what they have learnt in real life situations. Hence, they will be able to develop certain values and attitudes allowing them to make a difference not only to their own life but also to the nation.

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

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

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

discussion, research, investigative activities and group and individual work activities.

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

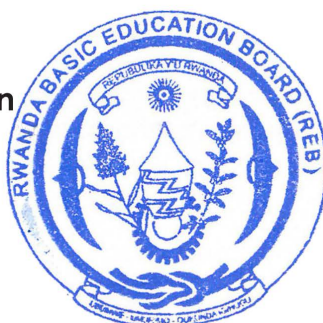
To facilitate you in your teaching activities, the content of this teacher's guide is self-explanatory so that you can easily use it. Even though this teacher's guide contains the students' activities given in the teacher's guide, you are requested to think about how to prepare and improve given activities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

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



**Dr. MBARUSHIMANA Nelson**

Director General, REB



## **ACKNOWLEDGEMENT**

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

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

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



**Joan MURUNGI**

Head of CTLR Department

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# INTRODUCTION

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Physical Education and Sports is distinguished from other curricular areas by its primary focus on the body and on Physical experience. It is an integral part of the education process, without which the education of the learner is incomplete. Through a diverse range of experiences providing regular, challenging physical activities, the balance and harmonious development and general well-being of the learner is fostered.

Through Physical Education and Sports, the learner can experience the joy of physical exertion and the satisfaction of achievement while developing skills and positive attitudes that enhance self-esteem. Physical education provides opportunities to develop desirable personal and social attributes. These include;

- the concept of fair play.
- the acceptance of success and failure, and
- promotion of a healthy life-style.

Physical Education and Sport, as an integral part of the total competency based curriculum, provides vital opportunities for the physical, social, emotional and intellectual development of the learner.

This book is written in a way that it encourages learners to be dynamic and aligned to the future employment needs of the nation and the global economy and to have the highest standards in terms of competencies, knowledge and skills.

They learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process, learners discover their aptitudes, abilities and preference, and make choices about how to engage in life long physical activity and to live a healthy life.

Activity in Physical Education and Sports may emphasise self improvement, participation and cooperation rather than winning and losing. Learners learn how to think in different ways to suit a variety of creative, competitive and challenging activities. However, competition can be an element in the learner's intrinsic motivation to do his or her best.

The focus in the physical education curriculum is on the learner's holistic development, stressing personal and social development, physical growth and motor focus on individual improvement and not on winning or being the best.

## ■ Physical Education and Sports and other areas of the curriculum.

Physical Education and Sports has many objectives that are developed as the learners engage in other subjects, such as English, Geography, Biology, Music and Mathematics. Learners learning these subjects can also be enriched through a programme of Physical Education and Sports that is broad and balanced. The learners who engage in discussions about the rules of games or the development of gymnastics sequences are presented with many opportunities for language development.

It is in talking about experience in Physical Education and Sports like through instructional language that the learner clarifies ideas. Use the language in Physical Education and Sports lessons to question, direct, explain, suggest, prompt and stimulate the learner to think. In turn, the learner is encouraged to respond by describing, discussing, speculating, explaining and expressing ideas and reactions. Language is important too in helping learners to gain access to and retrieve information about physical activities. The extent, therefore, to which language is an integral part of the teaching and learning process, should be a consistent concern in the planning and implementation of the Physical Education and Sports.

## ■ Physical Education and Sports and Learners with special needs

The Learners with special needs should experience the enjoyment of participation. This helps them to feel comfortable and not discriminated in physical activities. It is important that the teacher encourages their maximum participation.

Handling learners with specific disabilities (All inclusive education). This action handles learners with disabilities. It is referred to as "Specific education". It involves designing instruction for disabled learners. These include:

- Mentally retarded
- Those with difficulty in hearing
- Deaf
- Speech impaired
- Visually impaired among others
- Lame(physically impaired)

### **Mentally retarded**

If the learner is mildly retarded, he or she is slow to understand directions, follow directions, complete tasks and make progress.

### **How to help the learner**

You should first understand these learners. They can also learn if supported. However, their learning is at a slow rate and is not at the level of normal mentally functioning learners. Concentrate on fundamental skills and fitness qualities. You should always motivate them and introduce to them the personalised fitness programme. The pace of learning depends on the gross motor movement

that is progressive in nature. Teach them activities through demonstration rather than verbalisation. However, the practise period should be short. This is because they get offtrack easily.

Give them a chance to exhibit skills they can perform. This makes them enjoy the feeling of accomplishment. Trying out any physical activity should be rewarded. This will encourage them to practise more.

### **Visual impairment**

These can be categorised into two, that is; the partially blind and completely blind. They face a big problem in movement. Try to move in a very dark room to realise the problem faced by a visually impaired learner. This disability poses movement problems to the learners, it also limits them from participating in certain types of physical activities.



**Blind learner walking with a stick**

### **How to help the learner**

Bring the learner into contact with others. The learner can take part in group fitness activities with the assistance of the teacher or other learners. Monitor the movements and help the learner. Teacher should also encourage other learners to help this learner. This learner should carry out specialised physical fitness and movement program in which the lack of sight does not prove a difficult task or problem. Rope jumping is a good activity for them. Also use low balance beams, and bench activities. You can touch a part of the learners body to establish his or her correct sequence in movement pattern. Since visually handicapped learners cannot copy or see from other learners or from you what to do, teacher's explanation must be clear and precise. Use a whistle to signal to the class or give instruction.

### **The deaf**

These are learners who have hearing problems. Since most of the instructions are verbal, a deaf learner is isolated if not catered for. Teaching the deaf is challenging and requires different communication techniques. Many deaf learners have poor speech.



### **Deaf learners making sign language**

#### **How to help the learner**

Written instructions can be used. Visual clues featuring a “do as i do” approach are appropriate. Position the deaf learners near the teacher to increase their opportunities to read the signs and lips and receive facial clues. Avoid long delays for explanation or questions. Hand signals should be used for controlling movement patterns, for example; start, stop, move to an area, sit down and so on.

#### **The lame**

These are learners with a physical impairment. These learners normally move with the help of wheelchairs or crutches. They can participate successfully in some activities such as; basketball, volleyball, athletics among others.



### **A lame learner in a wheelchair**

#### **How to help the learner**

Design specialised fields for these learners. For example; smaller sizes of the playing area for easy mobility factor. In volleyball. For instance, the net should be about 6 ft in height. Serving by the normal learner is done from behind the back line and by the handicapped learner with the heels on the back line. Rules should be adjusted as necessary.

#### **Note:**

The above categories of learners are ones with special needs. These learners are more challenged than others. This does not mean that physical activities are inappropriate for them. Be willing to adopt or modify skills or alternate your teaching style to accommodate the needs of each learner.

## **Physical Education and Sports and developing competencies**

Competencies are the skills, knowledge and attitudes gained through every work like educational, volunteer and life experiences. Learners in the Physical Education and Sports develop the following specific competencies:

- Deeper understanding in a broad range of knowledge.
- High-level thinking skills, such as problem solving, creativity and critical thinking.
- Effective social and cooperative skills.
- Competitive skills.
- A strong sense of cultural identity, belonging, contribution and well-being.
- Recognised qualifications and skills for employment.

Physical Education and Sports contributes to all of the generic competencies. Success in team sports depends upon effective communication and cooperation to ensure that the team is greater than the sum of its parts. Learners need to think critically about their own and other people's work and performances. They also need to be creative in developing solutions to challenges. The problem of how to improve health, fitness and skills and hence to perform better requires considerable strength in problem-solving.

### **■ General objectives of learning Physical Education and Sports** **By the end of this Physical Education and Sports (P5), learners should be able to;**

- Develop the physical, social, emotional and intellectual aspects.
- Develop personal competencies in a variety of individual and collective sports.
- Perform an appropriate range of movement skills in a variety of contexts.
- Develop an understanding of fair play and team spirit through participation and competition.
- Develop personal competences in a range of gymnastics movements.
- Develop personal competences in the athletic skills of running, jumping and throwing.
- Develop an appropriation of movement and the use of the body as an instrument of expression and creativity.
- Interact and cooperate sensitively with others, regardless of cultural or social background or special needs.
- Demonstrate positive attitudes and values towards physical activity and its contribution to life long health-related fitness, thus preparing the learner for the active and purposeful use of leisure time.
- Develop personal competences in the game skills of sending, receiving and passing using a variety of equipment and to apply these skills in game situations.
- Encourage fair play and a competitive spirit.

### **■ Teaching and learning Physical Education and Sports**

Appropriate instruction in Physical Education and Sports incorporates best practices derived from both research and experience in teaching learners. This Physical Education and Sports curriculum

sets developmentally and instructionally appropriate practises in designing, implementing and evaluating Physical Education and Sports program. The following approaches are used:

### **Direct-teaching Approach**

The direct-teaching approach involves the teacher giving instructions or showing learners what to do and observing their progress. It entails the teacher making all, or most of the decisions concerning the content of the lesson and the learner responding to instructions. It allows learners to practise skills within a game situation where the teacher decides on the nature of the practice and the time allocated to it or the number of repetitions.

### **Guided-discovery Approach**

The guided-discovery strategy involves the teacher designing a series of physical exercises that will eventually lead to one or more appropriate competencies and ultimately the discovery of a particular concept or solution. It is one of the approaches that offer learners the opportunity to make decisions, solve problems or take initiative. The use of this approach promotes discussion among learners and enhances their learner's capacity to evaluate.

### **The role of the teacher in teaching Physical Education and Sports**

When teaching Physical Education and Sports, the teacher plays a big role of a facilitator by helping the learners to develop a positive self image, cooperation with others and a sense of fair play.

The teacher identifies the needs of the learners, the nature of physical exercises to be done according to their level and abilities.

The teacher organises the learners in the teaching area, provides the appropriate materials and demonstrates the handling of the apparatus and the way the experiments should be carried out.

The teacher must ensure that the learners experience a variety of vigorous and challenging activities and he/she should foster a stimulating and secure environment in which the learner can be creative and imaginative.

The teacher must have due regard for safety by ensuring that the learner adopts safe practices and take into consideration the particular needs of each learner.

He/She has to evaluate and assess the progress of the learners.

### **Role of learners**

Learners should be involved in a wide and increasing range of physical activities including gymnastics, athletics, sports and games. They should have the opportunity to refine the standards of their performance and to develop and evaluate their own movements, strategies and tactics. They should be introduced to a range of games and sports such as individual sports like athletics and gymnastics and collective sports like football, netball, basketball, handball, goal ball and volleyball.

### **Assessment approach in Physical Education and Sports**

Assessment is an integral part of teaching and learning in Physical Education and Sports, as in other areas of the curriculum. (The section education is assessed and to allow for individual and collective learning styles).

### – **Teacher observation**

This is the most useful and most consistently used form of assessment in Physical Education and Sports. It involves the informal monitoring of learner's progress as the actual learning takes place and most information is gathered in this way.

Teacher observation might focus on the responses which the learner make when doing a task for instance; the responses they make towards the teacher's questions and suggestions, the participation of the learner individually, in a group or as part of the class, the interaction of the learner with others when involved in group work and the understanding displayed by the learners when engaged in activities.

Teacher observation as a form of assessment is particularly appropriate for Physical Education and Sports, as assessment is best undertaken as the learners are engaged in activities.

Some of the learning behaviour of a learner can be observed to help plan for follow-up activities: for example, how a learner uses a piece of apparatus may guide the teacher in helping him/her to use it or other apparatus more effectively in subsequent lessons.

It is useful to record these observations.

### – **Teacher-designed tasks:**

Throughout the Physical Education and Sports lesson, teachers continuously design a variety of tasks for the learners to engage in. Some tasks will be designed to provide opportunities to practise skills, some will be designed to encourage creativity, some to gather knowledge of activities and others to promote questioning and group discussion before carrying out the task and as the task is being completed.

While engaged in the tasks, the learners are learning and simultaneously, their responses indicate their progress in Physical Education and Sports.

### – **Recording learner's progress**

Teachers should assess and record learner's progress using indicators. These indicators are related to elements of physical education, and the teachers match their observation on learners to the indicators as the learners undertake work.

Any report of a learner's progress might contain information gathered by the use of the assessment techniques outlined above, related to;

- The attitude of the learner to participation, which is indicated by factors such as;
  - acceptance of winning or losing.
  - understanding of fair play.
  - the appropriateness of dress code for the Physical Education and Sports lesson.
  - the effort displayed by the learner.
  - the application of safe practises.
- The learner's achievements related to the elements of Physical Education and Sports which he/she engages in, which are indicated by factors such as:
  - physical competence.

- knowledge and understanding of activities.
- creative and aesthetic development.
- development of health-related fitness.

### **Available resources for Physical education**

When teaching 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 school grounds for orienteering exercises.
- The provision of markings on the playground for athletic activities and small-sided games.
- The use of local facilities, like community centres, parish halls, youth clubs and so on.
- Cooperation with other primary or secondary level 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.

### **Suggested list of equipment for Physical Education and Sports**

The ratio of equipment to each learner is an important consideration. Where possible, for game lessons each learner should have access to his/her material being used, for example; a ball per learner or per pair of learners. Similarly, for throwing and catching practices, each learner or pair of learners should have a ball or throwing objects like javelin, discus and shot put.

Some aspects of the athletics require little or no equipment, but to provide a comprehensive programme, certain basic equipment is necessary:

- plastic hoops, canes, skipping ropes, beanbags, wire skittles, foam hurdles plastic cones, multi markers or space markers, braids (fibres or ribbon), plastic racquets, plastic or alloy relay batons, plastic, ball-carrying nets, chalk, tape, stop-watch.

Gymnastic mats are a basic requirement and an adequate supply of these and necessary to ensure maximum participation. A mat should be available for every two to four learners where possible.

The list below may be helpful:

- Selection of music, tape recorder.
- Hoops, plastic cones, multi markers or space markers.
- Gymnastics mats
- Portable or fixed climbing frames with attachments.
- Balance benches.
- Bar box or movement table.

### **Suggested equipment for outdoor (individual and collective activities)**

The school may provide a variety of equipment for use by class groups. For example; wall-climbing courses and rope walls . Within the school, it may be possible to construct adventure trails using benches, mats, climbing-frames etc. The teacher also has to initiate learners to fabricate their own

traditional materials like karere (locally made balls)etc.

The teacher must be qualified in Physical Education and Sports subject and should have considerable knowledge in other linked subjects like psychology and biology especially in Human anatomy where a strong point of observation and movement analysis is required.

The teacher must be capable of interpreting the correct and wrong movements done by learners and should know how to make corrections.



For learners with disabilities, the teacher has the responsibilities of identifying the degree of disability, providing appropriate materials and preparing exercises accordingly. At this level, follow up, appreciation and encouragement are the tools of success.



## SAMPLE LESSON PLAN FOR PRIMARY FIVE

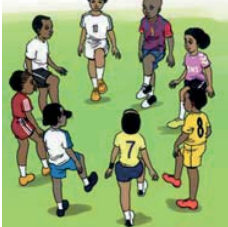
**School Name:** Kigali Primary School

**Teacher's name:** Gitego Peter

Term	Date	Subject	Class	Unit N°	Lesson N°	Duration	Class size
1	25 <sup>th</sup> May, 2017	Physical Education and Sports	P5	8	1 of 4	40 min	40 Students
Type of Special Educational Needs and number of learners				Two learners with hearing problems.			
Unit title		Handball					
Key Unit Competence:		Learners should be able to perform different handball techniques in game situations.					
Title of the lesson		Passing in handball (exercises of pssing in handball)					
Learning objective		Learners should be able to attack with receiving, passing, dribbling, throwing and stop the ball in the game situation technically					
Plan for this Class (location: in / outside)		Safe playground, gymnasium					
Learning Materials (for all learners)		Playground, balls, whistle, cones, equipment, chasubles, goals, trees					
References		Upper primary Physical Education and Sports syllabus -2016					

Timing for each step	Description of teaching and learning activity		Generic competences and cross cutting issues to be addressed
	Teacher activities	Learner activities	
<p>Introduction: 5 minutes</p> <p>Opening discussion:</p>	<p>Learners perform different handball techniques and apply them in game situations.</p> <p>They pass, receive and throw the ball.</p> <p>Learners with disabilities perform exercises using functioning parts of the body.</p>	<p>Respond to the teacher's question</p>	<p><b>Inclusive education:</b> All learners participate equally in the lesson</p> <p><b>Gender:</b> Both boys and girls participate equally in all running activities.</p> <p><b>Problem solving and critical thinking:</b> All learners should answer teacher's questions.</p>
<p>Warm up:</p>	<p>Asking learners to run around the play ground without speed.</p> <p>Telling learners to change exercises:</p> <p>Telling learners that at every whistle they change direction.</p> <p>Telling one learner to lead the stretching.</p>	<p>Running one behind another around the ground without speed, when the whistle is done, jump and raise up their arms.</p>  <p><i>Learners are performing warm-up exercises</i></p>  <p><i>Learners are performing exercises stretching their muscles</i></p>	<p><b>Cooperation:</b> All learners perform warm-up exercises together</p> <p><b>Peace and values education:</b> Learners performing exercises following teacher's instructions</p>

	<p>Ask one learner volunteer to demonstrate the exercise</p> <p>Ask all the class to repeat the exercise</p> <p>Inclusive learners will do exercises and raise the existing arm</p>	<p>Doing demonstration: one learner</p> <p>Jumping while raising up the arms until they hear the teacher's whistle.</p>	<p><b>Creativity:</b></p> <p>One learner should demonstrate to others.</p>
Stretching:	<p>Ask one learner to lead stretching exercises helped by the teacher and others follow</p>	<p>Following and imitating stretching exercises</p>	<p><b>Critical thinking:</b></p> <p>Learners follow and imitate the teacher while performing the stretching exercise.</p>
<p>Development of the lesson:</p> <p>30 minutes</p>	<p>Explain how to perform passing techniques.</p> <p>Passing will be coupled with reception of the ball standing or moving.</p> <p>Asking two learners to demonstrate passing and receiving the ball standing or moving.</p> <p>Asking learners to form pairs and perform exercises of receiving and passing the ball.</p> <p>Asking them to form two lines, with space in between, pass the ball and move, pass and follow.</p> <p>Telling learners to do a competition between their groups. All group members should participate and teacher with learners choose the best group at the end of the lesson.</p>	<p>Listening to teacher's instruction and ask questions.</p> <p>Learners make pairs and perform exercises of passing and receiving the ball.</p>  <p>Forming groups and perform exercises by receiving, passing the ball.</p>  <p>Learners do a competition though game by using techniques.</p>	<p><b>Cooperation:</b></p> <p>In pairs learners perform exercises cooperatively.</p> <p><b>Communication:</b></p> <p>Learners communicate when they are performing exercises in their groups and during competition.</p> <p><b>Problem solving, creativity:</b></p> <p>Learners use try to use techniques and tactics in order to win the competition.</p>

<p>Conclusion: 5 minutes</p> <p>Cool down: 2 minutes</p>	<p>Tell learners to move around slowly at the same time swinging their arms as part of cool down activity.</p>	<p>Learners doing cooldown activities and do stretching</p> 	<p><b>Peace and values education:</b></p> <p>Take account on their peers safety. Following Teacher's instructions.</p>
<p>Closing discussion: 3 minutes</p>	<p><b>Reflect</b></p> <p>What did you do to achieve exercises?</p> <p>Connect</p> <p>What are other conditions do you use techniques?</p> <p>What is the importance of using techniques in the games?</p> <p>Apply</p> <p>Usually how can you use your own techniques to achieve your works?</p>	<p>Learners perform the cool down activities.</p> <p>Learners answer the teacher's questions.</p> <p>Learners return to classroom after removing used materials and washing themselves.</p>	<p><b>Peace and values education:</b></p> <p>Respect of views of others, communication and leadership</p> <p><b>Environment and sustainability:</b></p> <p>All learners should work together for collecting the used materials and washing themselves</p>
<p>Teacher self-evaluation</p>	<p>The objectives are well achieved and competence are well developed.</p>		

## Unit 1:

# MOTOR CONTROL

### Content map

<b>Item</b>	Motor control
<b>Key unit competence</b>	Perform a range of exercises that focus on using circulatory and respiratory systems and develop basic techniques in gymnastics.
<b>Number of periods and lessons</b>	<b>5</b> <ul style="list-style-type: none"><li>» Role of physical exercise for circulatory and respiratory system</li><li>» Basic exercises of circulatory and respiratory system</li><li>» Jumping exercises</li><li>» Strengthening muscles of the body</li><li>» Exercises of using basic gymnastics equipment</li></ul>
<b>Introduction</b>	» The process by which children learn movement skills is called <b>motor learning</b> . This can be self learning through practice and review.
<b>Classroom organisation</b>	Whole class orientation, individual practice, pair work, group work playing in a team in the playground.
<b>Equipment</b>	<ul style="list-style-type: none"><li>» Wall chart</li><li>» Mats</li><li>» Playground</li><li>» Stopwatch / watch</li><li>» Dumble bell</li><li>» Bench chairs</li><li>» Ropes</li><li>» cones.</li></ul>
<b>Activities</b>	<ul style="list-style-type: none"><li>» Performing wheelbarrow exercise.</li><li>» Performing arm row exercise</li><li>» Performing squat exercise</li><li>» Performing push up exercise</li><li>» Performing shoulder press exercise</li><li>» Performing jumping exercises.</li></ul>
<b>Competencies Practised</b>	» Communication, application, creativity, life-long learning

<b>Language practice</b>	<ul style="list-style-type: none"> <li>» Describing the circulatory system</li> <li>» Discussing in pairs the importance of exercises to our bodies.</li> </ul>
<b>Numeracy</b>	<ul style="list-style-type: none"> <li>» Using a stopwatch to tell minutes per exercise.</li> </ul>
<b>Study skills</b>	<ul style="list-style-type: none"> <li>» Following instructions</li> <li>» Fair play</li> </ul>
<b>Learning outcome</b>	<ul style="list-style-type: none"> <li>» Describing importance of physical exercise for circulatory and respiratory system.</li> <li>» Identifying the basic techniques in gymnastics activities.</li> <li>» Identifying different gymnastics equipment.</li> </ul>
<b>Cross cutting issues</b>	<ul style="list-style-type: none"> <li>» Gender: Engaging both girls and boys in practice.</li> <li>» Standardisation - Having all same motor movement exercise.</li> </ul>
<b>Assessment criteria</b>	<ul style="list-style-type: none"> <li>» Setting exercise and evaluate how learners perform different motor skills in gymnastics.</li> </ul>

### **Key unit competence:**

To perform a range of activities on organic system exercises and develop basic techniques in gymnastics.

### **Learning objectives:**

#### **Knowledge and understanding**

- Explain the importance of physical exercise for circulatory and respiratory systems.
- State the basic techniques in gymnastics activities.
- Identify different gymnastic equipments.

#### **Skills to develop:**

Learners will be able to;

- Perform different jumping exercises.
- Develop basic techniques in gymnastics.
- Use gymnastics equipment.
- Take account of their own and other safety during gymnastic exercise.

#### **Attitudes and values:**

- Fair play
- Self-confidence
- Appreciate the importance of physical activities to health
- Respect of regulation.

## LESSON 1

# ROLE OF PHYSICAL EXERCISE FOR CIRCULATORY AND RESPIRATORY SYSTEM

### Learning objective

To explain the importance of physical exercises for circulatory and respiratory systems

### Teaching Methods:

- Explanation
- Question and answer
- Observation
- Discussion
- Grouping
- Application

### Teaching resources materials:

- Wall chart showing the circulatory and respiratory system.

### Introduction

#### Step 1 :

- Introducing the new lesson in primary five explaining the good in taking part in physical exercise.
- Telling learners that physical exercise helps to improve our health. It makes our body system work well. Among our body system is the circulatory and respiratory.

#### Step 2 :

- Asking learners to use their Science knowledge and define the circulator and respiratory system.

### Lesson body

#### Step 1:

- Using a chart showing the circulatory system, explain to learners the role of physical exercises for circulator system.
- Regular physical activity help to increase the efficiency of circulator system's activity during exercise.
- The circulatory system works hard to help body balance and maintain health chemical concentration during exercise. Therefore,exercising increases the body's rate of various chemical reaction.
- The muscles produce more energy when we exercise and the circulatory system enhances the supply of fluids , oxygen and nutrients during exercising.

#### Step 2 :

- Using a chart showing the respiratory system, explain to learners the role of physical exercise for respiratory system.
- As you exercise, oxygen demand increases. This is because our muscles use oxygen to produce energy.
- Oxygen cools and prevents overheating as the body temperature rise during exercise. The energy production increase during exercise.

- During exercising the breathing rate increases. The lungs take in more oxygen with each breath while exercising.
- During exercise, waste gas- carbon dioxide is let out of the body very fast. The more you breath in very fast, the more you breath out quickly.



During exercising, the rising carbon dioxide levels and oxygen demands for the heart to control more frequently. This increases the heart rate during exercise. Blood flow increases as your lungs pumps more oxygen and nutrients through circulatory system.

### Summary of benefits after exercise

- Exercising is a centre for disease control and prevention. It helps to fight heart diseases. This plays an important role in the process of energy production. This energy is needed in every thing we do.



### Assessment

Ask learners the following questions:

- (a) Describing the circulatory system.
- (b) Naming the parts of respiratory system.
- (c) Why is it good to exercise our bodies everyday?
- (d) How is exercising our bodies helpful to the circulatory system?
- (e) Giving the importance of increased heartbeat to our bodies.

**Set physical exercises and let learners perform set exercises. Guide them when doing exercises.**

### Cool down

Guide the learners to perform cool down activities. Let them jog around and stretch.

### Closing discussion

Guide the learners to discuss the roles of physical exercise to circulatory and respiratory systems in their daily life.

### Guiding notes

The circulatory system is also called the **cardiovascular system**. It is an organ system that is responsible for transporting blood and nutrients, oxygen throughout the body. The circulatory system is composed of the heart and blood vessels, including arteries, veins and capillaries. The heart is the key organ in the circulatory system. Its main function is to pump blood throughout the body. It usually beats from 60 to 100 times per minute. The heart gets messages from the body that tell it when to pump more or less blood . For example, when we are the lower amounts of oxygen to provide for the lower amounts of oxygen needed by our bodies at rest. When we are exercising the heart pumps faster. This is done to increase in the delivery of oxygen.



FIGURE 1 .1: **The Circulatory system**

On the other hand, respiration is breathing. Breathing air is necessary for keeping us a live. The lungs in our bodies help us to breathe. The lungs make up one of the largest organs in the body. The lungs work with the respiratory system.

They allow us take in fresh air, and get rid of the used air and even talk.

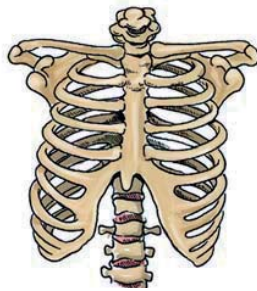


FIGURE 1 .2: **A rib cage.**

Beneath the lungs is the diaphragm. This is a dome shaped muscle that works with the lungs to allow us inhale (breath in) and exhale (breath out) air.

You cannot see the lungs, but it is easy to feel them in action. When you put hands on your chest and breath in very deeply, you will feel your chest getting slightly bigger. When you breath out the air,you will feel the chest return to its regular size.

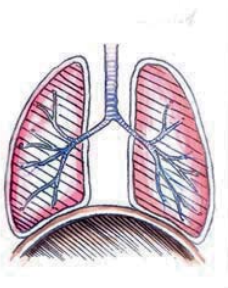


FIGURE 1 .3: **Lungs with diaphragm curved in dome shape (Breathing out)**

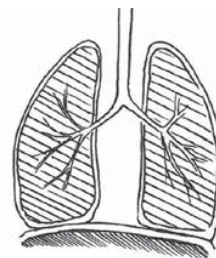


FIGURE 1 .4: **Lungs flattened (breathing in )**

As you breath in, your diaphragm contracts and flattens out. This is done to allow the lungs have more room to grow larger as they fill up with air. You inhale air through your mouth and nose. The air heads down your trachea (windpipe) when you breath in . When you breath out, the diaphragm becomes dome shaped.

Since we have seen that the respiratory system is so important to our lives,we should keep it healthy. Smoking is not good for respiratory system. Cigarette smoke damage the cilia in the trachea. These help to filter the air we breath in and you can show you love your respiratory system by exercising regularly. Exercises are good for every part of our body and especially our lungs and heart. When we take part in vigorous exercise like running, swimming, biking among others, our lungs require more air to give the cells extra oxygen. This forces us to breath in more stronger as a result, They even supply air to the body needed to succeed.

## **LESSON 2 BASIC EXERCISES OF CIRCULATORY AND RESPIRATORY SYSTEM**

### **Learning objective :**

By the end of the lesson. learners should be able to perform exercises that develop the circulatory and respiratory systems.

### **Teaching Methods:**

- Instruction
- Demonstration
- Command
- Guided discovery
- Observation
- Application

### **Teaching resources Materials:**

- Mats
- Playground
- Stopwatch / Watch
- Cones
- Whistle

### **Introduction**

Taking learners through the warm-up and stretching exercises. Guide and assist them where is necessary

### **Lesson body**

#### **a) Teaching points for wheelbarrow practice**

- Taking learners through the warm up exercise .
- Grouping learners in pairs
- Instructing one partner to get down on the hands with feet extended to the rear and legs apart.
- The other partner (the pusher) catches the partner's legs about half way between the ankles and the knees.

- Instructing learners that the wheelbarrow walks forward on the hands, supported by the pusher.

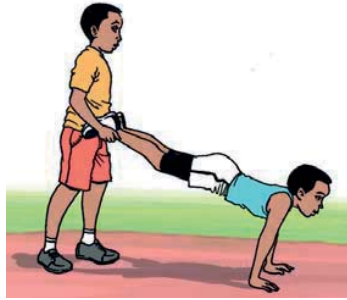


FIGURE 1 .5: Wheelbarrow exercise.

**Note**

Tell the pusher not to catch the legs too near the feet, pushing may be difficult. The wheelbarrow learner should have the head up and look forward. The fingers should be pointed and spread.

### b) Teaching points for bending exercises

- Instruct learners to perform the following bending exercise.



FIGURE 1 .6: side bend



FIGURE 1 .7: Forward bend



FIGURE 1 .8: Backward bend



FIGURE 1 .9: Leg bend (stretch)

**Note**

While performing bending exercise, the learner's leg should be slightly bent.

**Assessment**

Set the learners exercises to stretch various parts of their muscles.

**Cool down exercises**

Let the learners perform cool down exercises. They may walk around and then stretch.

**Closing discussion**

Let the learners discuss about the advantages of stretching the muscle.

**LESSON 3 STRENGTHENING MUSCLES OF THE BODY****Learning objective:**

By the end of the lesson, learners should be able to perform exercises that strengthen the body muscles.

**Teaching Methods:**

- Instruction
- Command
- Observation
- Demonstration
- Guided discovery
- Application

**Teaching resources Materials:**

- Playground
- Dumbbell
- Bench, chairs
- Stopwatch / Watch
- Whistle

**Introduction**

Introduce the lesson by explaining to learners the importance of physical exercises to the body development. Advise learners to always spare at least twenty (20) minutes of strength training exercise. This should be done at-least twice or thrice a week. The rest of the days give the muscles time to rest .

Lesson body

**a) Teaching points for Squat exercise**

- Instruct learners to stand with feet shoulder width apart.
- Transfer the weight slightly back on the heels.
- Pull the abdominal in, standing up all with square shoulder and a lifted chest.
- Sit back and down , as if there is a chair directly behind you.

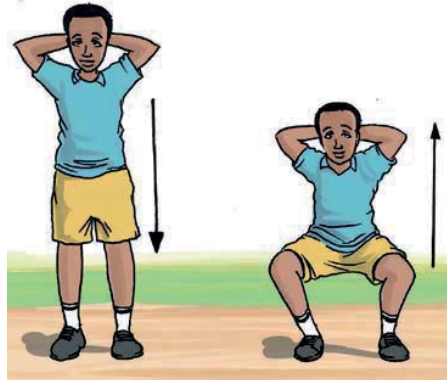


FIGURE 1 .10: Squatting Exercise

- While going down, do not allow your knees to stick out past the toes.
- Straighten your legs and stand back up.

#### b) Teaching points for Arm row exercise

- Get chairs and instruct learners to stand to the left of a chair, shoulder width apart.
- Instruct the learners to hold dumbbell in the right hand with palm facing in.
- Tell the learner to pull the abdominal in and bend forward from the hips. The back should be in a slight arch shape. The knees should be slightly bent.
- Putting the left hand on the chairs seat for balance, instruct learners to NIT the chin forward the chest, so that the neck is in the line with the rest of the spine.
- Instruct learner to pull the right arm up along the side of the body until the elbow points to the ceiling.
- Tell the learners to slowly lower the weight back down.

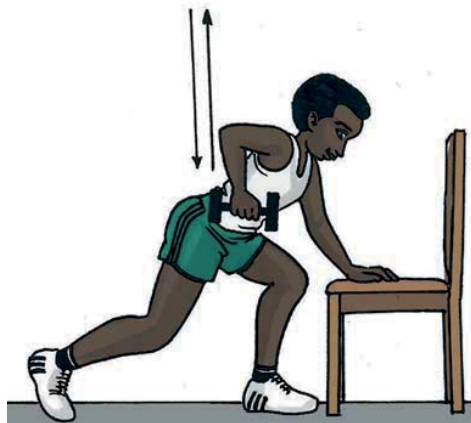


FIGURE 1 .11: Arm row exercise.

### c) Teaching points for push up exercise

- Instruct instructing learners to lie on their stomach, knees bent and ankles crossed.
- Telling learners to put palm on the floor. They should be put a bit to the side and in front of the shoulders.
- Telling learners to tuck their chin a few inches to the chest. As the forehead faces the floor.
- Instructing learners to straighten the arms and lift their body so that they balance on the palms and knees, abdominal tight.
- Telling them to bend the elbows and lowering the entire body at once. Let them lower just until the upper arms are parallel to the floor.
- Telling learners to push back - up.

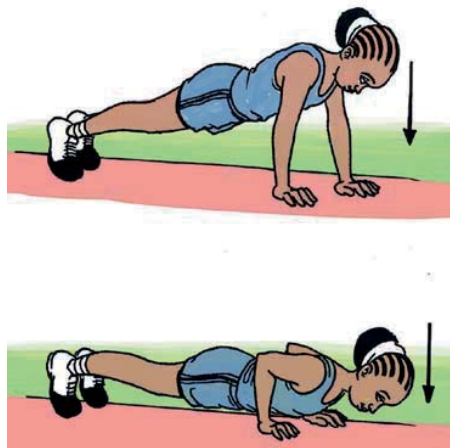


FIGURE 1 .12: push - up

### d) Teaching points for shoulder press exercise

- Giving the learners a dumb bell in each hand.
- Instructing learners to sit up tall on a chair. The chair should be firm enough with back support.
- Telling learners to place their feet on the floor, shoulder width apart.
- Instructing learners to pull abdominal in so that there is a slight gap between the back and chair.
- With palms forward, tell learners to bend the elbows and raise the dumb bells up so that they are at the level of the ears. The elbow should be just below shoulder height.
- Telling learners to straighten arms up over the head, then slowly lower to start again.



FIGURE 1 .13: **Shoulder press exercise.**

### e) Teaching points for biceps curls

- Instructing learners to stand shoulders width apart and hold a dumbbell in each hand. Let learner's arm hang down on the sides with palms facing in.
- Instructing learners to pull the abdominal in, stand tall and keep knees relaxed.
- Curling the right arm up. First close the shoulder. Twist the palm so that it faces the front of the shoulder at the top of the movement.
- Telling learners to slowly lower the dumbbell back down.
- Telling learners to report with the left arm, while alternating the arms.

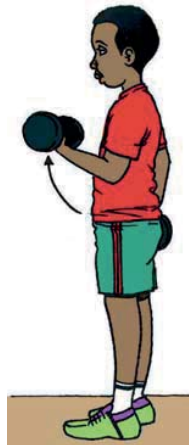


FIGURE 1 .14: **Biceps curls in standing position.**

### Relaxation

- After performing the exercise, relax by swinging arms up and down.

**Briefly explain to the learnerstheimportance of learnt exercises**

Exercise can help learners in the following ways;

- Physical benefits
  - Healthy growth of muscles , bones and ligaments
  - Improve motor skills
  - Better stop
  - Healthy body weight
  - Good cardioid secular health.
- Social benefit
  - Enhanced social skills and inter personal relationships.
- Emotional benefits
  - Increased self - confidence, self esteem and self concept.
  - Reduce stress and anxiety.
- Cognitive benefits
  - Better focus, concentration and academic performance.

### **Assessment**

- Set exercises for learners to strengthen various parts of their muscles.

### **Cool down exercises**

- Guide the learners to perform cooldown exercise. Let them jog around and then stretch.

### **Closing discussion**

- How does having health muscles helpful in your daily duties.

## **LESSON 4 JUMPING EXERCISES**

### **Learning objective :**

By the end of the lesson. learners should be able to perform different jumping exercises that help in the body coordination and fitness.

### **Teaching Methods:**

- |                    |               |
|--------------------|---------------|
| ▪ Demonstration    | ▪ Command     |
| ▪ Instruction      | ▪ Role play   |
| ▪ Guided discovery | ▪ Observation |
|                    | ▪ Application |

### **Teaching resources Materials:**

- |         |           |           |
|---------|-----------|-----------|
| ▪ Ropes | ▪ Cones   | ▪ Benches |
| ▪ Watch | ▪ Whistle |           |

## Introduction

Jumping exercises are very good for coordinating all parts of the body. It increases coordination, rhythm and timing while offering a wide range of challenges.

Jumping exercises also help to build body fitness. Work loads can easily be measured and changed according to learner's ability. Modify and change the amount of time the learner jumps according to ability.

## Lesson body

### Teaching points

- Making learners stand in a large circle for warm-up exercises. Stand by the side of the circle. This helps you to see every learner. Instruct them to start with shaking waist slowly and get faster- stop. Then shake arms, then each leg, then each foot. Always instruct them to get faster and stop. Ask learners to run in space in different directions rather than the same direction, and then walk on tiptoes.



FIGURE 1 .15: Learners walking on tiptoes.

- After the above warm-up exercise demonstrating to learners how to perform different jumping styles for example; Jumping while touching the toes with legs and arms opened. Jump from both feet two steps forward two steps backwards and two steps each side.



FIGURE 1 .16: Jumping the toes



FIGURE 1 .17: Jumping on two feet



FIGURE 1 .18: Stretch jump

- After performing different jump exercise ask learners to perform cool on activities. Tell them to lie on the floor in space. Instruct them to breath gently in through the nose and out through the mouth concentrate on breathing. Slowly relax the body, feel every muscle relax working up the body feet, legs, stomach arms and neck.

## Assessment

Set the learners to perform various jumping exercises.

## Cool down exercises

Guide the learners to perform cool down exercise. Let them walk around and stretch.

## Closing discussion

Under what situation in life can you use jumping techniques for safety?

# LESSON 5 EXERCISES USING BASIC GYMNASTICS EQUIPMENT

## Learning objective:

By the end of the lesson, learners should be able to use the given gymnastic equipment perfectly.

## Teaching Methods:

- Demonstration
- Instruction
- Guided discovery
- Command
- Observation
- Application

## Teaching resources:

- Ropes
- Watch
- Parallel beams
- Cones
- Whistle
- Benches
- Tumbling mats

## Introduction

Let learners perform warm-up and stretching exercises. Guide them when performing exercises.

## Lesson body

### a) Teaching points for activities of rope climbing.

- Putting the mats under the ropes
- Instructing learners to use hand over hand method while climbing.
- Telling learners that they should use the hand under hand method while descending.
- Telling learners not to slide on the rope. Sliding can cause rope burns on the hands and legs.
- Advise learners that while climbing and feel tired, should stop and rest. Teach them proper rest as part of the climbing procedure.
- Tumbling mats
- Parallel beams

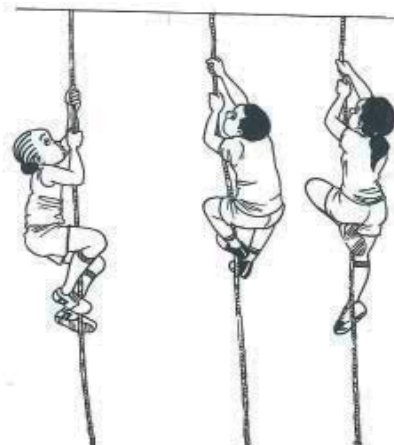


FIGURE 1 .19: Rope climbing on three ropes

**Note**

Climbing the rope should be scissor grip approach. Cross the forward leg over the back leg and straighten the leg with the toes pointing down.

**b) Teaching points for moving on parallel beams**

- Instructing learners to move (walk) on the parallel beam with controlled, deliberate steps. Tell learners that the speed is not the goal.
- Telling learners to step slowly on the beam, pause momentarily in good balance and walk till they complete the routine.



FIGURE 1 .20: Learners walking on parallel beams.

**c) Teaching points of crouch jump**

- Instructing learners to place both hands on the bench.
- Commanding learners to jump back and forth over the bench.

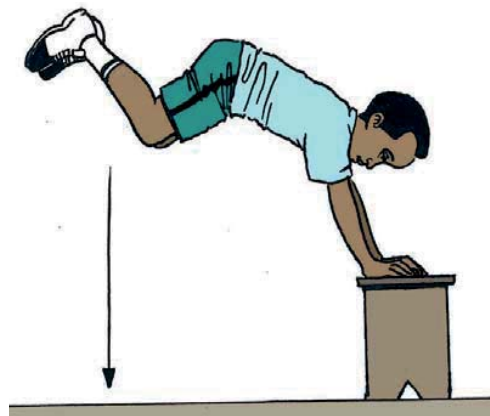


FIGURE 1 .21: Crouch jumping.

- While jumping, the weight should be on the hands and jump with the legs as high as possible.

#### d) Teaching points for individual rope jumping

- Organising learners in rows, give them ropes (individual)
- Commanding them to jump the rope several times over the head.

#### Note

The length of the jump rope is dependent on the height of the jumper. It should be long enough so that the ends reach to the armpits. (see figure below.)



FIGURE 1 .22: Correct jump rope length.

- Teaching learners to command the jumper by saying “GO” each time the rope touches the floor.
- Telling the learners jumping to time jumping in the centre of the rope facing a turner.
- Telling the jumper to exit the turning rope by facing and jumping toward one turner and should exit immediately after jumping.

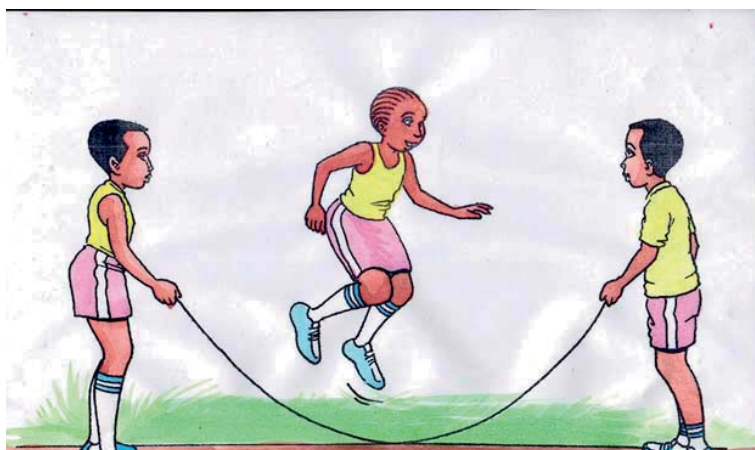


FIGURE 1 .23: Two rope turners and one jumping the turning rope.

- Telling learners that while jumping the rope, it must hit the floor.
- Instructing learners to jump over the rope taking off and landing on two feet.



FIGURE 1 .24: Learners jumping over the rope taking off and landing on two feet.

**Note**

Tell learners that they should not jump while the rope is in the air. They might lose their balance and fall forward. The rope should strike the floor (ground) in front of the learners before the learner attempts to jump.

**e) Teaching points for groups rope jump**

- Organising learners in groups of 3.
- Giving each group a rope long enough. One learner will jump first as the other two act as rope turners.
- Telling the learners jumping that while entering the turning rope, they should stand besides, time the turning rope run into the turning rope when it touches the floor.
- Telling the rope turners to command the jumper “GO” each time the rope touches the floor.
- Telling the jumper to concentrate on jumping in the centre of the rope while facing a turner.
- Telling the jumper to exit the rope by facing and jumping toward one turner and exist immediately after jumping.

**Cool down exercises**

Stand still and breath in and out.

**Assessment**

Set learners exercises to be performed using gymnastic equipment.

1. State the role of physical exercises to the;
  - (i) Circulatory system

(ii) Respiratory system

2. Demonstrate any four different bending exercises
3. Give the importance of exercises to learner.
4. Identify and two gymnastic equipment and show how to use them.

### **Closing discussion**

Guide the learners to discuss the importance of gymnastic exercises in their daily life.

Let them discuss how they can perform exercises and apply them in their daily life.

### **Unit summary**

In this unit, you have taught about performing different physical exercises, exercise of basic physical training and muscular development, exercises of relaxation and exercise of improving body fitness.

### **Glossary**

**Circulatory system** : Refers to the circulation of blood with the body

**Respiratory system** : Is connected with breathing

**Efficiency** : Quality of doing something well with no waste of time and money.

## Unit 2:

# **BODY CONTROL AND BALANCE**

### Content map

<b>Item</b>	Body control and balance
<b>Key unit competence</b>	Design and perform movement and dance sequences that combine a range of movements.
<b>Number of periods and lessons</b>	2 » Exercises and games which develop the intelligence and those used to play in a team » Exercises and games which develop social aspects
<b>Introduction</b>	» In this unit the learners will deal with a combination of movement ranges with dance and rhythm. » Learners will be able to design movement and dance sequences to enjoy body and balance. They will also be able to perform different types of formation while taking care of their own safety and others.
<b>Classroom organisation</b>	Whole class orientation, class discussion, individual practice, group work, playing in a team in the playground.
<b>Equipments</b>	» Whistle, stopwatches, balls, cones, radio, drums, piano, rooms, playground / Watches
<b>Activities</b>	Learners performing gymnastic exercises before others Dance and movement for development of body control and balance Assessment activities for the development of body control and balance Balloon exercise for the development of body control and balance Rope game for the development of body control and balance
<b>Competencies Practised</b>	» Application, creativity, communication, accept defeat, life-long learning
<b>Language practice</b>	» Class discussion and brainstorming activities

<b>Numeracy</b>	<ul style="list-style-type: none"> <li>» Counting number of steps.</li> <li>» Counting beats</li> </ul>
<b>Study skills</b>	<ul style="list-style-type: none"> <li>» Following instructions</li> <li>» Self confidence</li> <li>» Fair play</li> <li>» Teamwork and cooperation</li> </ul>
<b>Activities</b>	<ul style="list-style-type: none"> <li>» Risk walking, one arm distance apart.</li> <li>» Making circle and lifting one leg up while standing on one leg.</li> <li>» Form a circle and play the balloon game by joining hands and tap balloon with chest, head, knee but not feet.</li> </ul>
<b>Learning outcome</b>	<ul style="list-style-type: none"> <li>» Ability to design and perform movement and dance sequence that combine a range of movements.</li> </ul>
<b>Cross cutting issues</b>	<ul style="list-style-type: none"> <li>» Gender: engaging both girls and boys in all activities.</li> <li>» Standardisation culture, having learners use the same equipment</li> <li>» Inclusive education;giving learners an equal opportunity to perform activities.</li> </ul>
<b>Assessment criteria</b>	<ul style="list-style-type: none"> <li>» Set exercises to test how learners can compete in body control and balance like three pyramid competition.</li> </ul>

### **Key unit Competence:**

To design and perform movement and dance sequences that combine a range of movements.

### **Learning objectives:**

#### **Knowledge and understanding**

- Learners to recognise the importance of combination of movement ranges with dance rhythm.
- Learners to design movement and dance sequences to enjoy body control and balance.
- State the reasons of how to improve his/her performance in hand ball.

#### **Skills**

- Performing different types of formations.
- Taking account of their own safety and that of others during gymnastics.
- Coordination
- Evaluation of their own and other's performance.

#### **Attitudes and values:**

- Fair play
- Self- confidence
- Appreciating the importance of physical activities to health.
- Cooperation
- Enjoying the developing ability to move with increasing control.
- Respecting the instructions

## LESSON 1

## EXERCISES AND GAMES WHICH DEVELOP THE INTELLIGENCE AND THOSE USED TO PLAY IN A TEAM

### Learning objective:

By the end of the lesson, the learner should be able to perform exercises and games that develop their intelligence.

### Teaching methods:

- Explanation
- Demonstration
- Practical
- Guided Discovery
- Direct instruction
- Observation

### Teaching resources:

- CD player
- Recorded music
- Playground
- Rooms
- Whistles
- Stopwatch
- Piano
- Drum(s)
- Balls
- Cones
- Narrow band
- Radio

### Introduction:

#### Step 1 :

- Guiding the learners to perform a successful warm up. Let them start by jogging around the demarcated area. Then stretching the muscles from the neck to the ankle or vice versa. Finally, strengthening the body with exercises such as press-ups, sit ups and squats.

#### Step 2 :

- Telling the learners brainstorm on what they know about.
- Movement and gymnastics.
- Body control and balance
- Exercises and games which develop their intelligence.

- Exercises and games used when playing in a team. These should involve coordination, intuition, perception, rotating, sitting e.g. counting, remembering etc.

### Lesson body

#### Step 1:

- Dividing the class in groups of five.
- Guiding them to design movement and dance sequences with a good rhythm.
- Providing music ( especially “ techno” music) that will provide good rhythm to gymnastic movements.
- Allowing massive performance ( practice) but each group in a limited area.
- One by one each group performs to the rest. ( Evaluating themselves and others).

#### Step 2:

- In their groups, telling them to design a game that will help to control their body and balance as well. For example, Duck, Duck, Duck, Goose.
- Telling them to perform massively but each group in a limited area.
- One by one each group performs to the rest. (Evaluating themselves and others).

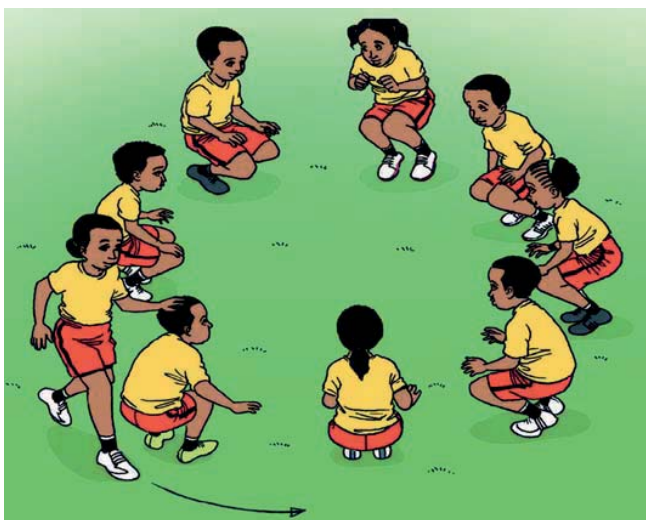


FIGURE 2 .1: Duck, duck, goose.

#### Procedure:

- The learner goes around on the heads of the squatted classmates who are in a circular formation. He or she moves on saying: Duck, Duck, Goose. When he/ she taps the third person, he / she runs around the circle. The person tapped last ( third person) chases him / her. If he / she caught him / her, that person enters the circle and sits or squats down. If he/ she does not, that person returns to his / her place and squats again. Then the chaser starts tapping while saying.

- Here is an example of a body control and balance game. Duck, Duck, Goose. They continue like that until all done.

**Activity 2.1.1**

Having each group perform in front of others while the rest follow. This will help the whole class to learn all the designed movements, dances and games by others.

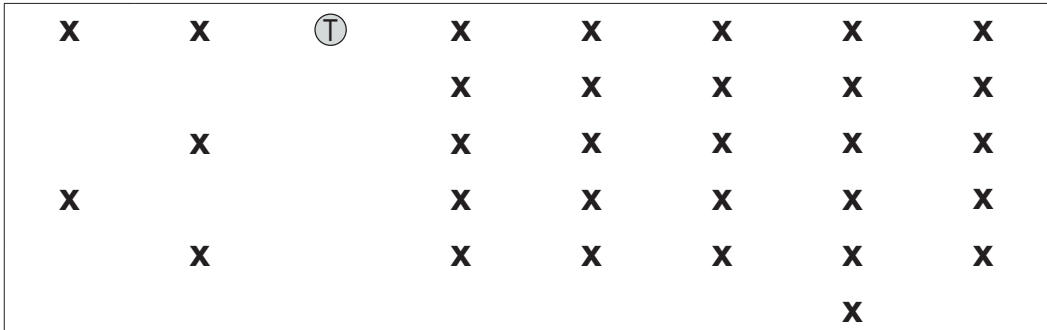


FIGURE 2 .2: Learners performing before others.

**Assessment**

Setting exercises ( Movement, Dances and Games) and observe how they perform them. They combine a range of movements. These should include the following skills:

- Walking
- Running
- Trotting
- Galloping
- Swapping
- Wriggling
- Stepping
- Stumping
- Kicking
- Brushing
- Aerial

Guiding the learners to perform exercises and games aimed to win or lose with dignity.

For example, they form pyramids



FIGURE 2 .3: Three - person pyramid



FIGURE 2 .4: Five- person pyramid


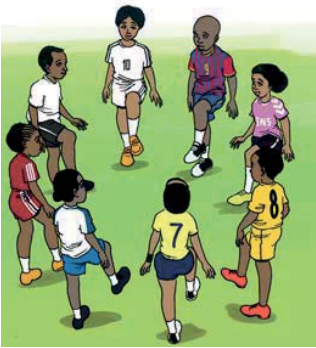

## Additional Notes

### Safety precautions

Guide the learners to be aware of safety precautions.

- They should take care of their safety and that of others. These may include:
- Being appropriately dressed
- Avoiding slippery surfaces.
- Avoiding damaged equipment
- Minding the size and weight when pairing up
- Using equipment appropriate to their size.
- Avoiding performing on irregular surfaces.

### Formations and exercising in groups

<b>Linear</b>	
<b>Circular</b>	
<b>Pairs</b>	

**Serpentine**



**Mass**



**FIGURE 2 .5: Dancing formations.**

**Lower**



**Middle**



**High**



**FIGURE 2 .6: Levels of dances**

### **Assessment**

- Guide learners to perform exercises and games that develop their intelligence.

### **Cool down exercises**

- Let the learners jog around and stretch their muscles

### **Closing discussion**

- Let the learners give a feedback on their own performance and others
- In what life situation can one apply balancing skill.

## LESSON 2

## EXERCISES AND GAMES WHICH DEVELOP SOCIAL ASPECTS

### **Learning objective:**

By the end of the lesson, the learner should be able to perform exercises and games that develop their emotions.

### **Teaching Methods:**

- Explanation
- Demonstration
- Practical
- Guided Discovery
- Research
- Direct instruction
- Discovery
- Observation

### **Teaching resources:**

- Whistles
- One long rope
- Papers
- Balloons
- Labe

### **Introduction:**

#### **Step 1 :**

- Guiding the learners to perform a successful warm up activity.
- They should begin by trotting around the demarcated arc.
- Trotting should be followed by stretching the body muscles from the neck to ankle or vice versa.
- Finally, strengthening the body muscles through exercises such as press-ups and squates.

#### **Step 2 :**

- Guiding the learners to brainstorm on what they know about.
- The term cooperation, social and emotion
- Exercises and games that lead to cooperation and social aspects.
- Exercises and games that develop emotion.

These will involve group exercises and team games.

### **Lesson body**

#### **Step 1**

- Guiding the learners to perform the following:
  - a) **Balloon Exercise:**
    - Telling the learners make a circle with hands joined.

- Throwing one balloon in the circle up in the air.
- Without breaking the chain of the joined hands.
- The learners should keep the balloon in the air by tapping it.
- They tap with hands, arms, chest, head, knee but not feet.
- They count as they tap the balloon.
- If the balloon falls down, they stop and start again.
- Recording the number of taps whenever it falls down.
- The higher the figure the more cooperative the members were.
- Set limited time 5-10 minutes.
- In this way, cooperation and social aspects are achieved.
- At the end get a feed back from the learners.
- With time, you may increase the number of balloons.



FIGURE 2 .7: Balloon exercise.

**b) Rope Game**

- Getting a rope which is long enough.
- Let the learners make a circle with it and make sure they are all inside the circle.
- Keep on reducing the circle as the learners think of ways to fit in the circle.
- Encouraging them to find all possible ways of fitting in the circle.
- If some fail to fit in the circle, they stop and start again.
- Setting a limited time for the game 5-10 minutes.
- At the end, guiding the learners to discuss about the game.
- This game develops the intelligence of the learners.

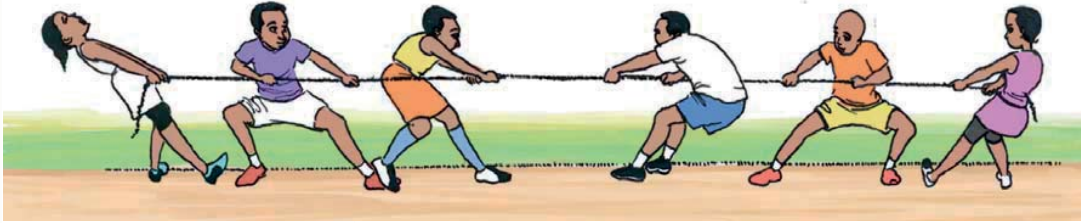


FIGURE 2 .8: Rope game

**c) Emotional game**

- In this game, use the cardinal points of the compass: North, East, South and West.
- Write those compass points on the papers.
- The words should be big enough for the learners to read.
- Under each compass point on one of these words: active, Friendly, Hard working and cooperative.
- Put these papers in four corners at height easy to read by the learners.
- Ask the learners to move to the corner of their own choices.
- Each group selects a secretary, Time keeper and a spokesperson.
- Let each group answer questions in a limited time 1-2 minutes.

**Assessment activities**

Select different exercises / games and observe how the learners perform in relation to cooperation, social and emotional aspects.

**Closing discussion**

Guide the learners to discuss the learnt skills related to cooperation, social and emotional aspects. The following questions can be asked;

1. What did you learn from the Balloon exercise?
2. Why is it important to cooperate with others?
3. What may happen to some one who does not cooperate with others in life situation.

**Cool down exercises**

Let the learners walk around and then stretch their muscles.

**Unit summary**

In this unit, you have taught body control and balance, suppleness exercises, exercise of different styles of dancing according to the given rhythm, you have also covered exercise of group leading, sports and health and fitness exercises.

**Glossary**

**Swapping** : State of giving to somebody and receiving something in exchange.

**Wriggling** : Twisting and turning one’s body with quick short movement

**Galloping** : Fast movement

## Unit 3:

# GYMNASTICS

### Content map

<b>Item</b>	Gymnastics
<b>Key unit competences</b>	Perform exercises of rolling safely and refine techniques.
<b>Number of periods and lessons</b>	2 » Rolling exercises » Aerobic pronged exercises
<b>Introduction</b>	» Gymnastics is a physical education activity that involves the movement of the whole body or parts with or without equipment
<b>Classroom organisation</b>	Individual, pair work, group work, whole class in the playground.
<b>Equipment</b>	Play ground, whistle, mats, hoops, flags, poles, Watch
<b>Activities</b>	» Rolling forward and backward exercise of rotation, bending and stretching, demonstrating safe use of equipment. valuating own and other performance.
<b>Competencies Practised</b>	» Communication, creativity, application, lifelong learning safety precautions.
<b>Language practise</b>	» Discussing the importance of gymnastics to the human body.
<b>Numeracy</b>	» Using the stop watch counting steps during movement
<b>Study skills</b>	» Responding to the instructions
<b>Learning outcome</b>	» Telling the importance of performing gymnastics exercises
<b>Cross cutting issues</b>	» Gender- Ensuring that both boys and girls participate, good health . » Standardisation; having learners use the same gymnastic equipment.
<b>Assessment criteria</b>	» Setting exercises that show the ability of learners to roll safely using refined techniques.

## **Key unit competence:**

To perform exercises of rolling safely and refining techniques.

## **Learning objectives:**

### **Knowledge and understanding**

- State types of rolling and its importance to the body.
- Explain the importance of physical exercises for circulatory and respiratory systems.
- Identify the basic techniques in gymnastics.

### **Skills to develop:**

- Perform different aerobic exercises.
- Develop basic techniques in gymnastic.
- Use gymnastics equipment appropriately
- Take account of their own safety and that of others during gymnastics
- Coordination.

### **Attitudes and values:**

- Endurance
- Perception
- Precision
- Creativity
- Fair play
- Self confidence

## **LESSON 1 ROLLING EXERCISES**

### **Learning objective**

By the end of the lesson, learners should be able to perform the forward roll perfectly.

### **Teaching methods:**

- Demonstration
- Guided discovery
- Instruction
- Command
- Application
- Observation

## Teaching resources:

- Mat
- Stopwatch / watch
- Playground
- Whistle

## Introduction

- Asking one learner to lead others in warm-up exercises. This may include jogging, stretching.

## Lesson body

- Instructing learners to perform forward roll and backward roll following the steps below;
  - Lowering the body towards ground with straight legs by hands following body down.
  - Keeping chin on chest and making back round.
  - Placing hands flat on ground with thumbs close to ears. Legs locked straight.
  - Using strong arm movement pushing body to upright position.
  - Keeping legs in pike and putting feet down first and using momentum to move to standing position.
- Guide learners how to perform rollont exercises



FIGURE 3 .1: Forward roll in sequence.



FIGURE 3 .2: Backward roll in sequence

## Assessment

- Set various rolling exercises and observe how learners to perform them.

## Cool down exercises

- Command learners to stand up in circle and swing hands left and right, up and down.

## Closing discussion

- What steps did you go through while performing the forward and backroll.
- How are rolls important in our daily life?

## LESSON 2 AEROBIC PROLONGED EXERCISES

### Learning objective

By the end of the lesson, learners should be able to gymnastic exercises following sagittal plane movements.

### Teaching resources:

- Instruction
- Guided discovery
- Command
- Application
- Explanation
- Demonstration
- Guidance
- Observation

### Teaching materials:

- Cones
- Playground
- Stopwatch / Watch
- Dumbbells
- Whistle

### Introduction

Let learners do warm-up and stretching exercises. Guide them when performing exercises.

### Lesson body

#### Teaching points for rotational exercise:

- Briefing learners about the importance of performing rotational exercise. Tell them that in every day life, we move forward and backwards, we also move side to side. We move up and down. We rotate. This means, we move in every direction. This calls for flexibility to be able to use our bodies well in all directions of movement.
- Telling learners about the planes of motion that we move in everyday life.
  - Right and left (flexion and extension) here you can move forward and backward or up and down. It is also called sagittal plane movements.
  - Front and backside movement. (abduction and adduction) Here one can move side to side, This is called **frontal plane movement**.

- Top and bottom halves movements. This is movement in the transverse which is both internal and external rotation.
- Instructing learners to perform the following sagittal plane movements.



FIGURE 3 .3: Pull ups



FIGURE 3 .4: Push - ups



FIGURE 3 .5: Dead lift

- Direct learners to perform the following frontal plane movements.



FIGURE 3 .6: Side lunges



FIGURE 3 .7: Chest or back flies



FIGURE 3 .8: Side shuffling

- Direct learners to perform the transverse movements. external and internal movements.



FIGURE 3 .9: (i) Arm swing



FIGURE 3 .10: Leg swing



FIGURE 3 .11: Waist rotation



All the above exercises are done after learners have warmed-up their bodies. This can be done by engaging in around the playfield jogging, leg, arm, trunk stretch. Tell learners not to rotate or stretch their bodies beyond their limit.

### General assessment

Set learners various acrobic exercises to perform and evaluate their level of achievement.

### Cool down exercises

- In what sport activity can you use transverse movement.
- What are the benefits of performing plane movements.

### Closing discussion

Guide the learners to discuss the values of gymnastics in our daily life so that they can be able to apply them.

Ask the learners how gymnastic exercises can be useful to them in their daily life.

### Unit summary

In this unit, you have taught about performing different exercises of gymnastic movement done on the ground and gymnastics exercises using apparatus.

### Glossary

**Rolling** : Turning over

**Clasping** : To hold some thing very tightly in your hands

## Unit 4:

# ATHLETICS

### Content map

<b>Item</b>	Athletics
<b>Key unit competence</b>	Demonstrate different ways of throwing heavy objects and different types of jumping and running at accelerated speed.
<b>Number of periods and lessons</b>	9 » Exercises of jumping » Jumping short obstacles » Long jump » Sprints » Formula one » Ladder running (speed ladder) » "8" Endurance Race » Exercises of using basic athletics equipment
<b>Introduction</b>	» This unit covers the three aspects of athletics namely: Running, jumping and throwing. » They are introduced and taught at beginner level in order to arouse interest for future skill full performance.
<b>Classroom organisation</b>	Whole class orientation, individual practise, group work, playing in a team in the playground.
<b>Equipments</b>	» Whistles » Stopwatches / Watch » Balls » Ropes » Sticks » Rooms » Playground

<b>Activities</b>	<ul style="list-style-type: none"> <li>» Moving forward while jumping over an object. It could be a box or a ball.</li> <li>» Performing two feet forward hops.</li> <li>» Performing long jump activity following the correct phases.</li> <li>» Running 100 metres race on shuttle relays.</li> <li>» Performing ladder jumping activity</li> </ul>
<b>Competencies Practised</b>	» A awareness, application, creative communication, Accept defeat , life-long learning
<b>Language practice</b>	<ul style="list-style-type: none"> <li>» Brainstorming</li> <li>» Discussion in pairs and groups</li> </ul>
<b>Vocabulary acquisition</b>	» Sprint, relay
<b>Study skills</b>	<ul style="list-style-type: none"> <li>» Following instructions</li> <li>» Fair play</li> <li>» Teamwork and cooperation</li> </ul>
<b>Learning outcome</b>	» Ability to demonstrate different types of jumping, running with acceleration and throwing heavy objects.
<b>Cross cutting issues</b>	» Gender : Engaging both boys and girls in the same discussion and performance
<b>Assessment criteria</b>	» Testing learners ability to sprint, run while jumping objects, jump frm one place to another.

### **Key unit Competence:**

To demonstrate different types of jumping, running with acceleration and throwing heavy objects.

### **Learning Objectives:**

#### **Knowledge and understanding**

- Identify different types of techniques of athletic and tell their importance.
- State the reasons of playing athletics at individual, community and national level.
- Explain the rules and their importance.

#### **Skills to develop:**

Learners will be able to;

- Demonstrate techniques to improve his/her performance in athletics.
- Use rules of athletics in the game situation.
- Develop body coordination.
- Evaluate his/her performance level in athletics.
- Describe how athletics can be done in a safe varied, effective and enjoyable way.

### Attitudes and values:

- Show respect of rules and regulations during the game.
- Appreciate the importance of cooperation in term.
- Fair play.
- Self confidence
- Enjoyment in playing basketball using technical tactics gestures.

## LESSON 1 EXERCISES OF JUMPING

### Learning objective

By the end of the lesson, learners should be able to jump over various objects without getting hurt.

### Teaching methods:

- Explanation
- Demonstration
- Observation
- Practical
- Group/pair work
- Discovery
- Direct instruction
- Observation

### Teaching resources:

- Playground
- Paper boxes
- Ropes
- Whistle
- Sticks
- Balls
- Watch

### Introduction

- Guiding the learners to carry out warm-up activities. Let one of them be the leader as you supervise. They should begin with simple jogging to heat up the muscles. Then stretching the muscles systematically. Thus from the neck to the ankle or vice versa. Finally they should strengthen the muscles by activities such as jumping over the ball, push up, elbow tug of war and duck fighting.



FIGURE 4 .1: Jumping over the ball

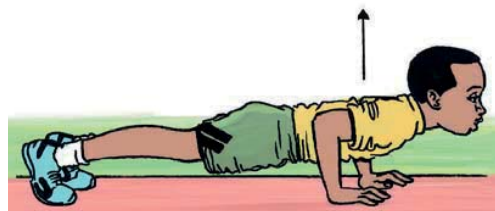


FIGURE 4 .2: Pushups



FIGURE 4 .3: Elbow tug of war



FIGURE 4 .4: Duck fighting

## Lesson body

### Step 1 :

- Setting objects for the learners to jump over as they move forward. These can include balls, paper boxes, sticks rested on a paper boxes about 1 foot high and ropes fixed on stands or held by the learners themselves they start in a squatting position and make two feet forward hops.



FIGURE 4 .5: Jumping activities over objects.

## Procedure

From a starting line, the participants carry out a “ frog one after another. The first participant of the team start with the toes on the starting line. He/she then squats down and jumps forward as far as possible, landing on both feet. The assistant marks the landing point that s nearest to the starting line(heels) if a participant fall back, the landing point of his/her hand for example is the one marked. The landing point, in turn becomes starting line for the second jumper of the team, who carries out his/her “ frog jump’ from there. The third team mate jumps from the landing point of the second one,and so on. The event is completed when the last member of the team has jumped and that landing point is marked. The entire procedure is repeated a second time (second trial).

### Activity 4.1.1

Set exercises and observe how the learners demonstrate different types of jumping in relations to the lesson. For example” Two feet forward hops from a squat position in groups of five

#### Scoring

Each team member completes. The total distance of all jumps is the team result. The team scoring is based on the best result of two trials. The measurement is recorded in 1 cm intervals.

#### Assistants

One assistant per team is needed for this event . These are his/her duties

- To control and regulate the procedure (starting line landing)
- To measure the total distance of each trial.
- To record the scores on the event card.



FIGURE 4 .6: Two feet forward hops position.

#### Step 2 :

In small groups, telling the learners squat and jump moving forward. For the safety of the young muscles of these learners, the distance should not exceed 5 metres. The intensity of the exercise should also be low. Thus it should not be repeated many times in the same lesson.

### Activity 4.1.2

Dividing the learners in small groups. Set them various exercise involving jumping forward and squat jumping. Let them perform competitively take records and declare the winners at the end award prize if possible

#### Assessment

- Set the exercises of jumping over various object like paper boxes , stcks ( as across bar) on bricks and jumping at the sport and observe how leaners are performing them.

### **Cool down exercises**

- Under what situation can one apply jumping techniques?

### **Closing discussion**

Let the learners discuss how jumping can help us in our daily life by gaining fitness, survival and earning a living.

### **Additional notes**

At this level, athletics is more than games. They promote physical exercise encourage healthy competition and teach the learners to be gracious regardless of the results of the game. Athletics create lasting friendship forged through:

- Achieving a common goal.
- Giving the chance to explore what they are through :
  - Hard work
  - Physical exertion
  - Emotional investment
- Better still athletics provide us with the opportunity to develop:
  - Fairness
  - Respect
  - Responsibility

## **LESSON 2 JUMPING SHORT OBSTACLES**

### **Learning objective**

By the end of the lesson, learners should be able to jump over various objects successfully.

### **Teaching Methods:**

- Explanation
- Demonstration
- Observation
- Practical
- Group/pair work
- Discovery
- Direct instruction
- Observation

### **Teaching resources:**

- Playground
- Whistle
- Paper boxes
- Ropes
- Sticks
- Balls
- Watch

## Introduction:

- Guide the learners to perform warm up exercise and stretching exercises.

## Lesson body

- Set objects for the learners to jump over individually.

## Variations:

- Jumping in different directions (forward, backward, sideways).
- Vary the heights of the objects according to the ability.
- Letting the height be progressive according to the better performers.



FIGURE 4 .7: Learner jumping over ball from side to side.

### Activity 4.2.1

- In small groups, according to the ability, set a variety of objects to be jumped over.
- Supervise, encourage and correct the errors.

## Assessment

Setting exercise and observe how the learners demonstrate different types of jumping.

## Cool down exercises

Instruct learners to sit down and perform bicycle ride in air.

## Closing discussion

What do you do if you find an obstacle like log in your pathway?

How would you go over it?

## Additional notes

Fun and sportsmanship are the guiding principles of our athletics lesson. The learners are ensured to have the opportunity to learn and develop skills in their chosen athletics events. Group activities allow the learners to exercise their bodies as well as their minds and help them develop skills and confidence.

## LESSON 3 LONG JUMPING EXERCISES

### Learning objective

By the end of the lesson, learners should be able to perform long jumping exercises following correct phases.

### Teaching Methods:

- Explanation
- Demonstration
- Observation
- Practical
- Group/pair work
- Discovery
- Direct instruction
- Watch

### Teaching resources:

- Whistle
- Sandpit
- Takeoff board
- Rake/hoe
- Tape measure

### Introduction

#### Step 1 :

- Guiding the learners to brainstorm on all what they know about long jump.
  - Where it is performed.
  - Styles /techniques used.
  - Process from the beginning to the end.
  - Necessary equipment.

#### Step 2 :

- Telling the learners perform warm-up exercise following the correct procedures; refer to the previous lesson. However, new stretching and strengthening exercise can be introduced. You can organise a circuit of exercise so that they perform a different one at each station.

### Lesson body

- Guiding the learners to have trials in the sandpit. Leave them to jump freely in order to discover some basics on their own.
  - Introducing the “ sail techniques” to the learners.
  - Demonstrating it to them. Allow at least 5 learners to try it in order to consolidate the demonstration.
  - Putting it to the learners that in all jumps there are 3 phases:
    1. Approach
    2. Takeoff
    3. Flight and landing

### Activity 4.3.1

Telling the learners to perform the long jump activity following the correct phases, runway (approach), takeoff and flight and landing.

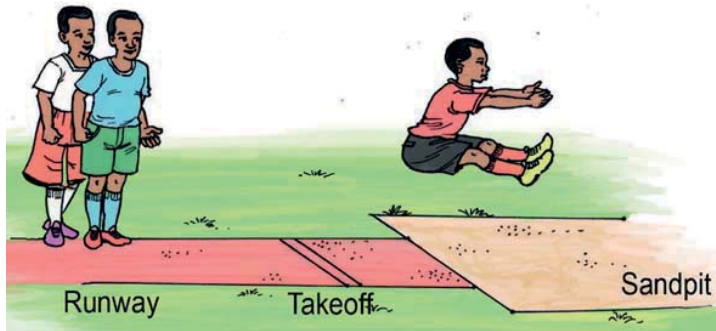


FIGURE 4 .8: Long jump runway, takeoff board and sand pit.

- Giving them some simple points to follow:
  - Good speed is needed for nice takeoff.
  - Height from the ground should be moderate.
  - Land and bounce forward.
  - After landing move forward and leave the pit.
  - Measurement is done from the nearest break in the sand to the takeoff board.
  - One with the longest distance is the winner.

### Assessment

Setting exercise and observe how the learners demonstrate different abilities of jumping. Take records and declare the best performers, award prizes if possible.

### Cool down exercises

Instruct learners to perform leg stretch exercises as they relax.

### Closing discussion

How can you use long jump to escape danger?

What techniques can you use to jump over obstacles?

How helpful is jumping in our daily life?

### Additional notes

During competitions, if the competitors are 8 or less take 6 trials. If they are 8 or more take 3 trials for all. Then the best 8 take 3 more trials. In case of a tie, take an extra trial.

## LESSON 4    SPRINTING EXERCISES

### Learning objective

By the end of the lesson, learners should be able to perform different sprints.

### Teaching methods:

- Explanation
- Demonstration
- Observation
- Practical
- Group / pair work
- Discovery
- Direct instruction

### Teaching resources:

- Whistle
- Playground
- Batons
- Stopwatch / Watch
- Hurdles

### Introduction

#### Step 1 :

- Guiding the learners to perform warm up -exercise as in the previous lesson. At least two new exercise should be introduced in each new lesson. These may include sit ups, squats, burpees to mention but a few. You may organise a circuit of 8 exercises and learners attend each and every station. Instruct learners to do stretching exercises.

#### Step 2 :

- Telling the learners brainstorm on what they know about sprint and relays.
  - Sprints are short distance races run at a high speed.
  - Sprints include : 100 m, 200 m and 400 m
  - A crouch start is used.
  - It has 3 commands” On your marks” “ set” and “ Go”
  - At “ Go “ a whistle , clapper or gun may be used.
  - Shuttle relays are mainly done by a group of four. They are carried out in defined area. It can be between 10 m, 20 m, or 30 m at this level

### Lesson body

- Letting the learners concentrate on 100 m race. They should begin with shuttle relays of 30 m between.

(a) Running to and from the marked distance

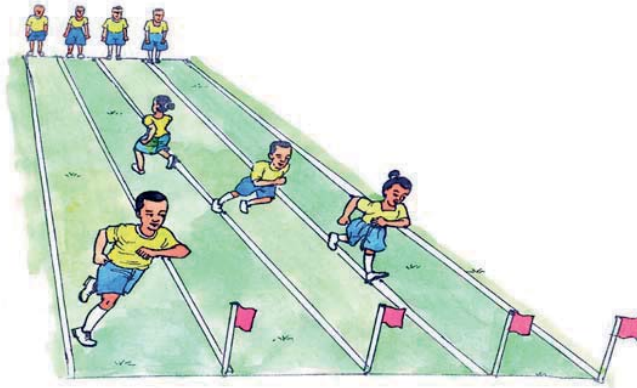


FIGURE 4 .9: Shuttle relay to and from.

(b) Running from either sides

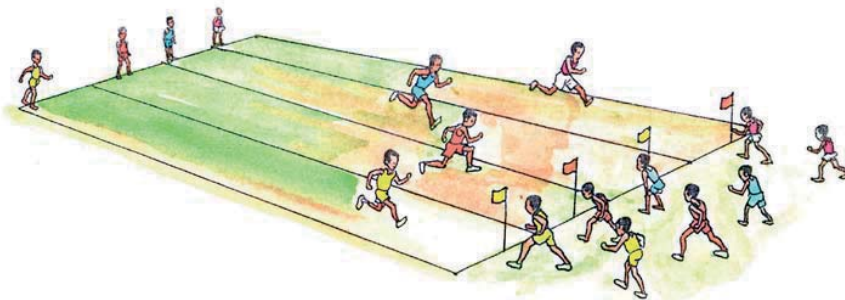


FIGURE 4 .10: Shuttle relay from either side.

(c) Now explain as the learners demonstrate the sprint starts.



FIGURE 4 .11: On your marks.

- (d) During acceleration there should be a body lean, elbows at 90 degree and a high knee lift. Run on the balls of the foot for better speed.



FIGURE 4 .12: Running posture

- (e) Finish with the torso.

#### Activity 4.4.1

Dividing the class in four teams and let them compete in 100 m race. Take records and at the end declare the winners. Award prizes if available in order to motivate them for further exercise.

#### Assessment

Setting exercises involving sprinting and observe how the learners demonstrate the proper biomechanics of running.

#### Cool down exercises

Instruct and direct learners how to perform leg stretch as relaxation.

#### Closing discussion

In which sports activity can one apply 100 metres sprint?

How is sprinting important in our daily life?

#### Additional notes

##### The athletics programme

Athletics is an integral and required part of the educational experience. It includes individual sports at inter school, intramural and recreational levels. Allow the learners to have tryouts at all events before they specialise in one or some few of their interest. Coaches, teachers and administrators should find out how best they can help support them.

## Learning objective

By the end of the lesson, the learners should be able to run tactically through obstacles.

## Teaching methods:

- Explanation
- Demonstration
- Observation
- Practical
- Group/pair work
- Discovery
- Direct instruction

## Teaching resources

- Tumble mat
- Poles
- Whistle
- Soft ring/baton
- Hurdles

## Introduction

### Step 1 :

Guiding the learners to carry out warm up activities. One of them should be the leader. They should begin with simple jogging to heat up the muscles. Then stretching the muscles should be systematic from the neck to the ankle. Finally, let them perform strengthening exercises. These may include; push ups, plyometrics and duck fighting.

### Step 2 :

- Asking the learners to mention what they know about “Formula one” as a sports activity.
- Giving a brief explanation or description.

Brief description: It is a relay with a combination of flat race, hurdles and sprinting around slalom poles. One runs in and out of obstacles on a winding course. It is designed to test tactical skills.



FIGURE 4 .13: Formula one.

## **Lesson body**

### **Step 1 :**

- Explaining the procedure of the relay
  - The distance is about 60 m or 80 m or 100 m long and is divided into one area each for lat race sprinting, for sprinting over hurdles and for sprinting around slalom poles.
  - A soft ring or baton is used. Each participant has to start with a forward roll on the tumble mat.
  - The “ Formula one” is a team event in which each team member has to complete the full course. Four to six teams can complete at the same time on one course.

### **Step 2 :**

#### **Activity**

- Dividing the class in groups of four.
- Each group is a team
- Determining the number of teams to go at a time
- Take them to the starting point of your designed formula one course.
- Telling them start competing as records are taken.

#### **Scoring**

The ranking is evaluated according to the time: the winning team being the one with the best time. The next teams are ranked according to their finishing time.

#### **Assistants**

- For each of the area (hurdles, slalom) at least two assistant are needed to set up the equipment properly.
- A part from the team attendants , two additional assistants are needed to serve as exchange zone judges.
- One person also needs to be the starter.
- Finally, there is need to have as many timekeepers as the number of teams. Timekeepers are also responsible for recording the scores on the event cards.

#### **Cool down exercises**

Stand with arms spread sideways and breath in deeply and out.

#### **Closing Discussion**

How do you feel after performing the exercise?

How do you overcome obstacles in life?

Why is problem solving skill important in our life?

#### **Assessment**

Set obstacles to observe how fast learners run through obstacles.

## LESSON 6

## LADDER RUNNING (SPEED LADDER)

### Learning objective

By the end of the lesson, the learners should be able to improve their running speed.

### Lesson competence:

By the end of the lesson the learners should be able to sprint.

### Teaching methods:

- Explanation
- Observation
- Group/pair work
- Demonstration
- Practical
- Discovery

### Teaching resources:

- Whistle
- Ladder
- Cones
- Stopwatch / Watch

### Introduction:

#### Step 1 :

- Guiding the learners to perform their warm-up exercise. This will include jogging around the demarcated area. Then stretching the muscles from the neck to ankle or ankle to neck. Finally, strengthening their muscles by jumping over short objects.

#### Step 2 :

- Letting the learners brainstorm on what they know about ladder running. After that guide them to identify and tell them what is involved in ladder running. These include:
  - Quick reaction on signals.
  - Stepping in all the gaps of the ladder to and from the cone.
  - Applying high speed to use the least time possible.
  - Ladder running is about speed training especially for sprinters.

### Lesson body

#### Step 1 :

- Provide the ladder and cones as required.
- You may have various stations if you have enough equipment. This will allow maximum participation.

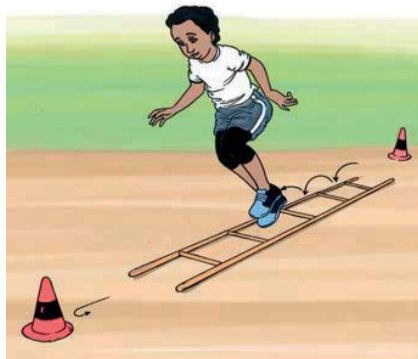


FIGURE 4 .14: **Speed ladder.**

### **Procedure**

Between two marker cones at a distance of 19 m apart, a coordination ladder is placed on the floor/ground at equal distance between the cones. At the start, the learner stands in a standing position (standing start) He/she stands with the tips of his/her toe at the starting line level with the first cone. After a starting signal/command, the learner runs to the ladder. He/she steps /runs through the ladder as quickly as possible and runs to the second cone. After having touched the cone with his/her hand, the learner turns quickly and runs back through the ladder to the first cone. The distance between the wedges of the ladder is 100 cm (1m).

If the learner leaves out an area of the ladder or jumps over it, the distance is extended by 2 m. This is done by the assistant at the appropriate next cone. One assistant is positioned at each cone. In this way the learner is penalised by having to run a longer distance if the task is not done properly. If two mistakes are made, the distance is extended by 4m and so on.

### **Scoring**

The best trial is scored out of four.

### **Assistant**

For the efficient organisation of this event, two assistants are required. They have the following duties:

- To start the event
- To control and regulate the event
- To keep time.
- To record the scores on the event card.

### **Step 4 :**

- Telling the learner perform ladder running as explained in the procedure.
- If the class is big, try to get enough equipment.
- This will help the learner to perform in small groups allowing maximum participation.

### Activity 4.6.1

Setting up a speed ladder and observe how the learners demonstrate a relatively increased speed in sprinting than before.

#### Assessment

Observe how fast the learners run to from through the ladder to the first cone.

#### Cool down exercises

Instruct learners to raise up their knees slowly and lower down.

#### Closing discussion

- What challenges do you face while running through speed ladder?
- State any other challenge in your life that requires you to solve with a lot of concentration, planning and speed.

## LESSON 7 "8" ENDURANCE RACE EXERCISE

### Learning objective

By the end of the lesson, the learners should be able to run middle and long distance without getting exhausted.

### Teaching methods:

- Explanation
- Demonstration
- Observation
- Practical
- Group/pair work
- Discovery
- Direct instruction

### Teaching resources:

- Whistle
- Flag poles/cones
- Watch / stopwatch

### Introduction

#### Step 1 :

- Guiding the learners to perform warm up exercises. Let them to and from the marked distance. Then stretching the muscles systematically and finally perform the strengthening exercise such as push ups squats and sit ups.

#### Step 2 :

- Let the learners brainstorm on what they know about "8" endurance race: secondly, guide them to have the brief description of "8" endurance.

## Lesson body

### Brief description

- “8” Endurance race is an eight minute race using a demarcated-course. The course at this level can be 300 m.

### Step 1 :

- Set the course with flag poles /cones as required.

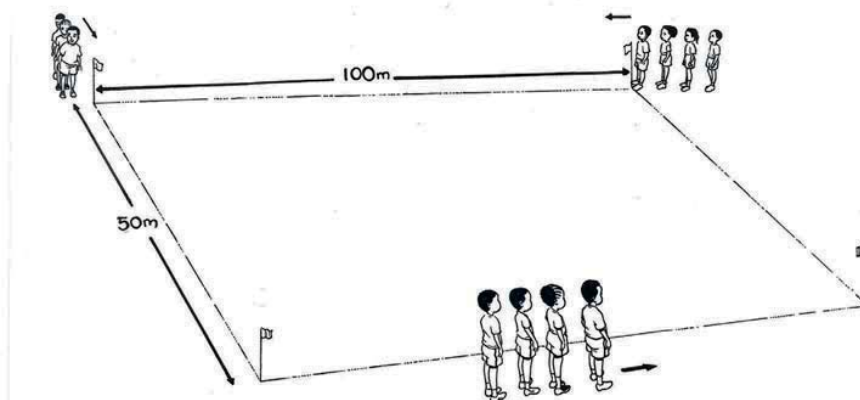


FIGURE 4 .15: “8” Endurance “ Race

### Step 2 :

- Taking the learners to the course you have already marked prior to the lesson.

### Procedure

Each team has to run a round a course 300 m from a given starting point. Each team member tries to run around the course as often as possible in 8 minutes. The start signal is set for all teams at the same time (by blowing a whistle) each member of the team starts with one card ball, piece of paper, cork or similar). He/she has to take it back to his/her team after each completion of a round on the course. Before starting again, he/she takes a new card or similar and so on. After 7 minutes, the last minute is announced by the completion of the run is indicated by a final signal.

### Scoring

After having finished the course, all participants hand in the collected cards to the assistant. The assistant counts them for scoring. Only completed rounds are counted. Those which are not completed are ignored.

### Assistant

For efficient organisation of the event at least two assistants per team are required. They are responsible for:

- Designating the starting line.
- Collecting and counting the cards.

- Recording the scores on the event card.

In addition, a starter is required for timekeeping and giving other signal 9 last minute and final signal).

**Step 3 :**

- Letting the learners perform the “8” Endurance” race as explained in the procedure.

**Activity 4.7.1**

Using the demarcated area of 300 m, set the learners to perform the “8” endurance” Race.

Observe how the learners demonstrate a relatively increased endurance in the middle and long distance

**Assessment**

Observe how long it would take a learners while performing an endurance race.

**Cool down exercises**

- Instruct learners to perform leg and abdominal stretch.

**Closing discussion**

- What difficulty do you experience while performing “8” endurance race?
- How do you manage your time in your everyday life?
- Why is time management important in our daily life?

**LESSON 8 EXERCISES OF THROWING**

**Learning objective**

By the end of the lesson, the learners should be able to throw heavy objects in a short distance using one arm

**Teaching Methods:**

- |                 |                   |                      |
|-----------------|-------------------|----------------------|
| ▪ Explanation   | ▪ Practical       | ▪ Direct instruction |
| ▪ Demonstration | ▪ Group/pair work |                      |
| ▪ Observation   | ▪ Discovery       |                      |

**Teaching resources:**

- |                  |                     |                   |
|------------------|---------------------|-------------------|
| ▪ Medicine balls | ▪ First aid box     | ▪ Resource person |
| ▪ Physio balls   | ▪ Fibre ball        | ▪ Tennis balls    |
| ▪ Whistle        | ▪ Stopwatch / Watch |                   |

## Introduction

### Step 1 :

- Guiding the learners to perform warm up exercise. Let one of them be the leader. They should stretch systematically. Thus from neck to ankle or vice versa. They should end up with strengthening exercises such as press-ups.

### Step 2 :

- Letting the learners define the term throwing.
- Secondly, they brainstorm on what they know about throwing.
- Telling the part of the body used for throwing.
- Suggesting the aims of throwing.
- Giving the advantages and disadvantages of throwing.

## Lesson body

### Step 1 :

- Guiding the learners to perform rotational throw. Brief description; The learners throw at various targets with a rotational motion.

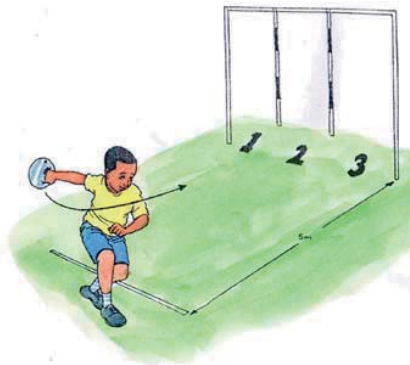


FIGURE 4 .16: Rotational Throw

### Procedure:

- Dividing the whole area between two stands ( or between soccer goal posts) into 3 equal zones.
- The left zone, centre zone and right zone.
- Being in a lateral standing position 5 m in front of the centre zone.
- Throwing a ball (or similar objet) side arm, with arm fully extended.
- Throwing at the net or soccer goal.
- Throwing in a way resembling a discus throw or the side way swing of a tennis racket.
- Each participant gets two trials.
- Try to throw the object through the zone that best matches with your throwing arm.

- For example left handed thrower tries to get the object through the left zone.

### **Scoring**

- If a right handed participant throws the object through the right zone, 3 points are scored.
- Throwing through the centre zone, 2 points are scored.
- Throwing through the left zone, 1 point is scored.
- If the edge of an area is hit, the higher score is gained.
- For the left handed throwers, points are scored in the reverse sequence.
- If a thrower misses the target area (besides above, below) or has overstepped the foul line he/she has one extra throw to try to score points.
- The better of the two trials of each team member contributes to the team total.

### **Assistants**

Two assistants per team are required for this event. They have the following duties :

- To control and regulate the procedure.
- To carry back the throwing equipment to the final line.
- To score and to record the sources on the event card.

### **Step 2 :**

- Divide the class into various teams
- Let the learners perform the throwing activity as explained in the procedure
- Let the assistants do their work and finally declare the winners

### **Assessment**

- Setting individual learners to perform the rotational throw.

Observe how the learner demonstrates his/her throwing ability.

### **Cool down exercises**

- Swing arms up and down, left and right as away of relaxing.

### **Closing Discussion**

- Guiding the learners to hold a discussion about throwing to serve as a feedback for the lesson.
- What techniques can you use to throw heavy objects using one arm?

## LESSON 9

## EXERCISES OF USING BASIC ATHLETIC EQUIPMENT

### Learning objective:

By the end of the lesson the learners should be able to use various basic athletics equipments while running, jumping and throwing.

### Teaching methods:

- Explanation
- Demonstration
- Observation
- Practical
- Group/pair work
- Discovery
- Direct instruction

### Teaching resources:

- Whistle
- Javelin
- Sandpit
- mats
- Stop watches / watch
- Hurdles
- Discus
- Posts
- Crossbar
- Measuring tape

### Introduction

#### Step 1 :

- Guiding the learners to perform warm up exercise. One learner should lead them. Let them start by jogging around the demarcated area. Followed by stretching muscles systematically thus from neck to ankle or the other way round. Finally, strengthening the muscles with exercises such as push ups, jumping over the ball, squats and so on.

#### Step 2 :

- Guiding the learners to mention the basic equipment used in athletics they know. These may include Batons, Hurdles, shot put, Discus, javelin, crossbar, high jump stands and so on.

### Lesson body

- Guiding the learners to identify and name some of the exercise they can perform with basic athletics equipment.
  - Hurdles race
  - Sprint relay “ Bend Formula”
  - Short Run Up Triple Jump
  - Short run up long jump
  - Beginner high jump
  - Junior Javelin throw
  - Junior Discus throw

(a) **“Bend formula” sprint relay**

**Brief description:** This is a relay sprinting event with curved corners.

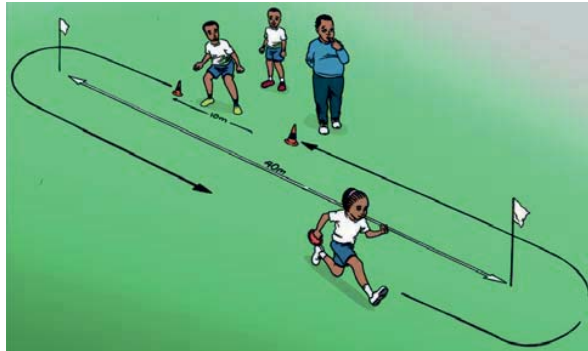


FIGURE 4 .17: **Bend Formula” Sprint relay**

**Procedure**

- Two lanes are necessary for each team, one with change over zone and the other without.
- All the team members are gathered before the 10 m change over area.
- The first participant starts running the distance towards the first pole.
- Then turns around it before running in a straight line.
- Then turns around the second flag pole to run back towards the team.
- When he/she enters the change over area, he/she hands over the relay baton to the team mate.
- He/she runs the same distance until he/she hands over the baton to the third team member and so on.
- The receiving runner starts running the distance in the change over area.
- The stop watch for each team is active when the first participant parts the starting line.
- It is stopped when the last member crosses the finishing line (entry of change area over) once he/she complete the distance.

**Scoring**

- The ranking is evaluated according to the finishing time of the winning team. The next teams are ranked according to their time order.

**Assistants**

For efficient organisation, one assistant per team is required. This person has the following duties:

- To control the regular course of the event.
- To keep the time.

- To score and to record the scores on the event card.

## (b) Hurdles Race

**Brief Description:** This is the sprinting over hurdles at regular intervals.

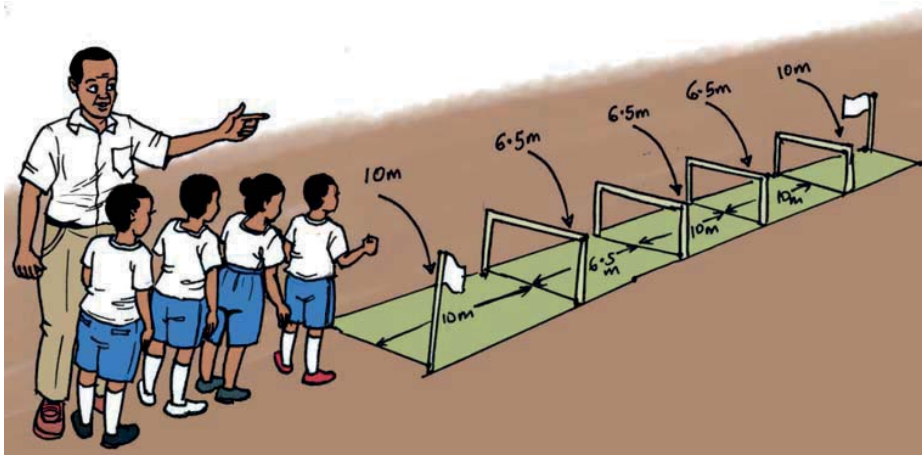


FIGURE 4 .18: Hurdles Race

### Procedure :

- This is a team event in which each participant runs individually.
- He/she stands ready before the four lines to start when the starting signal is given.
- He/she completes the distance to cross the finishing line as fast as possible and is given as an individual result.
- Two participants run are the same time over two parallel distance on the one starting signal.
- The distances marked out with 4 hurdles at 6.5 m interval.
- The four line and the first hurdle are at 10 m apart.
- Last hurdle and the finishing line are at 10.5 apart.

### Scoring

- The ranking is based on the sum of the results achieved by the whole team.
- The winning team is the one with the best time.
- The next teams are ranked according to their finishing time.

## (c) Junior Javelin Throw

**Brief description:** one armed throws for distance/precision with an appropriate javelin.

### Procedure

- The throw is carried out from a 5 m run - up area.
- The participant throws the javelin as far as possible at least 30 m in line with markers.
- The performance will be directly recorded from the marking on the ground or from a measuring

tape unrolled on the ground.

- Each individual result for each of the three trials is recorded.

### Scoring

- Each team member's best result is recorded and added to the other result of the team.
- The total performance of the team is then scored.

### Assistants

One assistant is required for the event and he/she is in charge of :

- Controlling the regular course of the event
- Scoring and recording the scores on the event card.

## (d) Junior Discus Throw

Brief description; Rotating throw for distance and precision using an appropriate discus.

### Procedure

- From a 3 m run up area, the participant throw with a rotating movement a flat object which is easy to handle.
- The throwing object has to land inside a demarcated area at most 10 m wide.
- The participant achieves a throw at furthest distance possible.
- This is as far as 30 m on a line defined with markers.
- If the junior discus lands beyond 30 m distance, inside a 5 m wide target area a 10 m bonus is given.
- The measurement is made from the nearest mark by the fall of the discus at a right angle to the measuring tape along the line of the landing area.
- Each participant gets two trials, both being measured and recorded.



FIGURE 4 .19: Junior Javelin Throw.

### Note

#### Safety

- Safety is critical in the discus throwing event. Therefore, only assistants are allowed to be in the throwing (landing) area.
- It is strictly forbidden to throw the discus before the starting signal is given.

## Scoring

- Each throw is measured at 90° (right angle to the throwing line).
- The better of the two trials of each team members contributes to the team total.
- That total is compared to other for the ranking of the event.

## Assistants

- The event requires two assistants per team. They have the following duties :
  - To control and regulate the procedure.
  - To assess the distance where the discus lands (90° measurement from the throwing line)
  - To carry the discus back to the throwing line.
  - To score and record the scores on the event card.

### (e) Short run-up long Jump

Brief description : Jumping for distance.



FIGURE 4 .20: Short run up long jump.

For the older learners, a regular measuring tape can be unrolled along the sand pit to get more precise results.

## Procedure

- Every participant starts from the very end of the run up area.
- Take a 10 m run -up (marked with a cone or cross bar)
- He/she carries himself /herself with a forward impulse in a 50 cm wide area.
- He/she completes a jump and lands in a designated area marked before hand in the and with hoops or cones.
- Area 1 give 1 point , area 2 gives 2 points and so on.

## Scoring

- Each team member takes part in the event.

- All the results for each participate are recorded.
- The best of his/her three trials is scored for the total of the team.
- The sum of the individual results contributes to the team total.

### Assistant

For efficient organisation, one assistant per team is required. He/she has to :

- Control and regulate the procedure.
- Score and record the scores on the event card.

### (f) Short Run-up Triple jump

Brief description : Triple jumping after taking a very short line.

### Procedure

- Each team member gets three trials.
- After a run up limited to 5 m the participant completes a triple jump.
- This includes : (a hop, a step, a jump and a two footed landing)
- The measurements are taken from landing point (heel) that is nearest to the takeoff area.
- A measuring tape is unrolled along the landing area.



FIGURE 4 .21: Short run - up triple jump.

### Scoring

The best result of each participant is scored and recorded for the total of the team.

### Assistant

The best result of each participant is scored and recorded for the total of the team.

- To control and regulate the procedure (hop step, jump, landing on both feet)
- To take the result down.
- To record the scores on the event card.

### **General Assessment**

- Give the different types of jumps and observe how they perform.
- Why is it important to warm up before performing an activity like running.
- How is junior javelin throw different from junior discus throw?

### **Cool down exercises**

- Make squat -up slowly.

### **Closing discussion**

Describe the steps taken while performing short run- up triple jump.

What do we gain by performing short run-up triple jump?

When do you jump in your daily life?

### **Unit summary**

In the previous unit, learners have learnt about;

- Jumping short obstacles
- Long jump
- Hurdles and shuttle relays
- Formula one
- Ladder running
- "8" Endurance race
- Exercise of throwing
- Exercises of using basics

## Unit 5:

# FOOTBALL

### Content map

Item	Football
Key unit competence	Use technical skills of playing football.
Number of periods and lessons.	4 » Kicking The Ball » Trapping The Ball » Dribbling And Heading The Ball » Playing in team
Introduction	» This unit will help the learners to explore the different basics techniques of football. They will have a chance to apply these techniques and tactics to improve their performance. They will be able to tell the importance of playing football. Finally, they will have to show respect of the rules and regulations during the game.
Classroom organisation	Whole class orientation, individual practise, group work, playing in a team and free play in the playground.
Equipments	» Whistles, football, stop watches, cones, first aid kit, playground, knowledgeable, persons, relevant, watches.
Activities	» Kicking the ball with the inside of foot. » Performing exercises of trapping the ball with foot, thigh and chest. » Learners dribbling the ball. » Learners heading the ball to one another
Competencies Practised	» Communication, application, creativity accept defeat, life long learning

<b>Language practice</b>	» Brainstorming activity including the whole class » Discussion in pairs and small groups.
<b>Numeracy</b>	» Counting the number of people in each group( groups of three) » Telling measurements of a football pitch » Counting the number of goals scored » Counting steps taken.
<b>Study values</b>	» Following instructions » Fair play » Teamwork
<b>Learning outcome</b>	» Gender : Engaging both girls and boys during class discussions and performance » All inclusive education; giving the deaf a chance to try out activities sign language interpreter) » Standardisation; having learners use the same equipment.
<b>Cross cutting issues</b>	» Peace and values education » Genocide studies » Genocide education » Inclusive education » comprehensive education » Financial education. » Environment and sustainability » Standardisation culture
<b>Assessment criteria</b>	» Setting exercises and evaluating how learners perform.

### **Key unit Competence:**

To use technical skills of playing football.

### **Learning Objectives:**

#### **Knowledge and understanding**

- Explain different basic techniques of football.
- Identify the importance of playing football.
- Differentiate types of football techniques and tactics.
- Explain the reasons and importance of playing football in society.

**Skills to develop:**

Learners will be able to;

- Apply techniques and tactics to improve his/her performance in football.
- Create individual technical tactics gestures.
- Evaluate his/her performance in football.
- Develop body coordination.
- Describe how football can be done in a safe varied, effective and enjoyable way.

**Attitudes and values:**

- Show respect to rules and regulations during the game.
- Appreciate the importance of cooperation in the team.
- Fair play.
- Self confidence
- Enjoy playing football using techniques and tactics gestures.
- Increase leadership during the game.

**Content**

Different techniques and tactics of football.

**LESSON 1    EXERCISES OF KICKING THE BALL****Learners objective**

By the end of the lesson, the learners should be able to kick and receive the ball using the inside of the foot.

**Teaching Methods:**

- |                 |                 |
|-----------------|-----------------|
| ▪ Introduction  | ▪ Practical     |
| ▪ Explanation   | ▪ Brainstorming |
| ▪ Demonstration | ▪ Group work    |
| ▪ Observation   | ▪ Playing       |

**Teaching resources:**

- |                         |                         |
|-------------------------|-------------------------|
| ▪ Knowledgeable persons | ▪ Stopwatches / Watches |
| ▪ Relevant books        | ▪ Cones                 |
| ▪ Whistles              | ▪ First aid kit         |
| ▪ Balls                 | ▪ Playground            |

## Introduction

Instruct learners to first warm-up their bodies, then stretch before practising how to kick the ball.

- Inviting learners to sit down quietly in a circle and greet them.
- Giving learners a chance to brainstorm kicking the ball.
- In about 60 seconds, explain any safety rules. For example; Never kick a one another

Kicking the ball is the basic shot that learners (players) must learn to be successful when striking the ball on goal.

- Explaining that we kick the ball not at other people.

### Activity 5.1.1

- Having learners form pairs or groups of three.
- Telling each group get a ball.
- Instructing them to kick the ball to each other.
- Make observations and provide feed back.

## Lesson body

### Step 1 :

- Demonstrating and explain kicking the ball.
- Mentioning that there are so many ways of kicking the ball but today we shall focus on the internal pass.
- Explaining that to make a good internal pass;
  - You have to start one step behind the ball.
  - Step forward with the non - kicking foot and put it besides the ball.
  - Swing kicking leg towards the ball and hit it in the middle using the inside of the foot.
  - Tell them that the inside of the foot is that part of the foot where they see an arc.
- Having learners touch the inside of the foot.
- Finally, kick through the ball.

### Activity 5.1.2

- Marking the play area with cones.
- Having learners stand in their own space around playing area.
- Explaining and demonstrate that on signal;
  - They will hold an imaginary ball.
  - Put it down and move one step behind it.
  - Step forward with non kicking foot, putting it besides the ball.
  - Swing the kicking leg and hit the ball in the middle.
  - Remind them to use the inside of the foot.
  - Move around playing area to make observations and emphasise kicking basics.

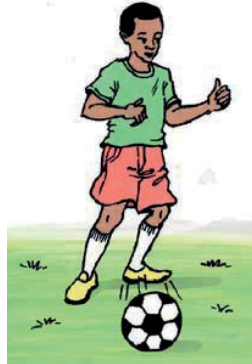


FIGURE 5 .1: Kicking the ball with the inside of a foot

### Step 2:

- Having learners practice receiving the ball with their internal foot.
- Demonstrating how to do it.
  - Put yourself in the path of the ball.
  - Turn your foot side ways like a “hockey stick”
  - Relax kicking leg and gently cushion touch the ball as it arrives.
- Mentioning that the ball should land one step in front of you so that it is ready to kick again.

### Activity 5.1.3

- Letting learners make pairs.
- Giving each pair an actual ball.
- Instructing partners to kick and receive one ball back and forth to each other.
- Encouraging continuous practice and provide feedback.

### Safety

Make sure that all pairs are kicking in the same direction.

### Variations

- Have pairs pass to each other in a Zig Zag way.
- Let learners work in group of 3.
- Tell them to stand in a triangular way.
- Challenge them to kick and receive the ball using a foot internal pass.



FIGURE 5 .2: Learner receiving the ball with the inside of the foot.

**Note** The ball should be moving in a triangular way.

### Step 3 :

- Telling learners to cool down in about 3 minutes.
- Asking them to help you collect all the equipment
- Having them review this lesson;
  - Who can tell me one thing to do to make an internal pass.
  - Who can show me the arc of the foot.
  - Telling them what they, did well in this lesson.
  - supplement on what they have said.
- Telling them change into uniforms and go back to class.

### Assessment

Set the learners exercise the kicking of the ball by making various passes to one another.

### Cool down exercises

Let the learners jog around and then stretch their muscles.

### Closing discussion

Guide the learners to give a feedback aout what they have learnt.

**Learning objective**

By the end of the lesson, the learners should be able to trap the ball using the foot, chest and thigh

**Teaching methods:**

- Introduction
- Explanation
- Self-discovery
- Practical
- Demonstration
- Observation
- Class discussion

**Teaching resources:**

- Knowledgable persons
- Relevant books
- Whistles
- Balls
- Stopwatches / Watches
- Cones
- First aid kit
- Playground

**Introduction**

The ability to effectively trap the ball is one of the most important skill in playing football. It is an integral part of controlling the pace and flow of the game. It is also a key component of many other skills like dribbling, passing and shooting.

**Step 1:**

- Having all learners warm up and stretch.
- Having all learners sit down quietly in a circle and you greet them.

### Activity 5.2.1

Give them a chance to look at the pictures below.



FIGURE 5 .3: Foot trap



FIGURE 5 .4: Thigh trap



FIGURE 5 .5: Chest trap

- Asking them questions about the pictures. For example;
  - Telling me what they see in the pictures above.
- Encouraging them to put up their hands if they have something to say.

### Step 2:

- Introducing the term” trapping the ball”
- Explaining that it means stopping the ball from moving to a certain place.
- Mentioning that we can trap the ball using:
  - The foot
  - The chest
  - The thigh

### Activity 5.2.2

- Telling learners pair up and give each pair a ball.
- They should stand facing each other.
- Explaining and demonstrating how one will throw the ball to the other to trap (stop)
- The other will also do the same.
- Encouraging them to try trapping the ball using the foot, the chest and the thigh.
- Move around the play area and make observation.

### Safety

- Ensuring that all pairs stand in the same way.
- Telling learners to throw the ball gently to avoid injuries.

## Lesson body

### Step 1:

- Explaining and demonstrate trapping of the foot.  
Mentioning that there are 4 types of traps in football. They include;

#### Foot trap

- The players simply steps on top of the ball or uses any other part on the foot to stop it.
- Explaining that the foot trap is mainly used to stop balls that are moving on the ground.
- Ask who can tell any other parts of the foot which can be used to trap the ball.

#### Chest trap

- The player puts his/her chest in the path of the ball to stop it.
- Asking who can tell me any other parts of the foot which can be used to trap the ball.
- Explaining that the foot trap is mainly used to stop high balls.

#### Thigh trap

- The player uses his/her thigh to stop the ball.
- It is used to stop know - to - waist high ball.
- Emphasise that to make a trap correctly, one should;
  - Accurate judge where the ball is likely to go.
  - Put him/her self in the path of the ball.
  - Decide to either use the foot, chest or thigh to stop the ball.
  - Finally, relax the part that was being used to make the ball stop and drop down.

### Step 2:

- Having learners practise trapping.

#### Activity 5.2.3

- Let learners pair up and stand facing each other.
- Explain and demonstrate that one will roll the ball down towards the other to foot trap.
- The other will also do the same.
- Remind them not to throw the ball but rather roll it down.
- Encourage continuous practice.
- Move around the playing area to make observation and provide feed back.

#### Safety

- All pairs should be playing in the same direction.

### Activity 5.2.4

- Marking a starting line next to a partner and put cones on it.
- Having learners line up in pairs of five behind a cone.
- Explaining and demonstrate the on signal;
  - The 1st player will throw the ball to the partner.
  - As it bounces back, they should decide to either chest trap or thigh trap it.
  - The partner traps the ball with the chest, then throws it back to the partner.
  - The partner does the same.
- Making observation and provide feedback emphasising trapping basics.
- Encouraging continuous practice.

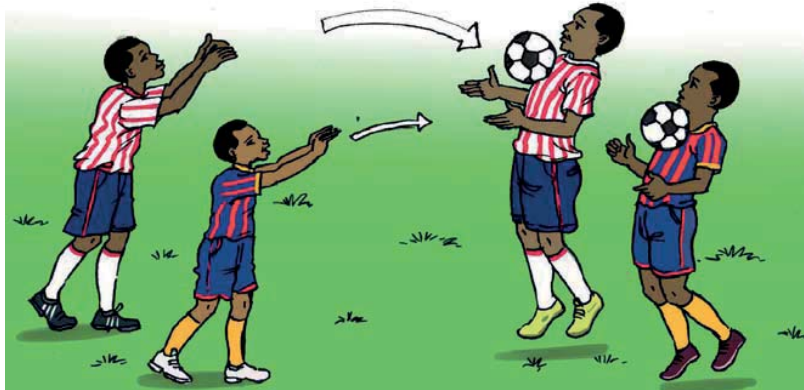


FIGURE 5 .6: Chest control.

#### Step 3:

- Giving learners some free play to cool down.
- Making it clear that they will only play tapping the ball in their own way.
- Encouraging them to make a variety of football traps.
- Observing and make corrections where need be.

#### Step 4:

- Calling learners to stand in a circle
- To review this lesson ask them questions.
  1. Who can explain the foot trap? Chest trap? Thigh trap?
  2. What should be done to trap the ball correctly?
- Asking them to help you collect all the equipment you were using in the field.
- They may change and go back to class.



FIGURE 5 .7: Trapping the ball in pairs five times then they change.

### Assessment criteria

Teacher throws/rolls/kicks the ball to learner and the learner traps it with the appropriate part of the body according to the height of the ball.

### Cool down exercises

Let the learners walk around the demarked area and then stretch their muscles.

### Closing discussion

Guide the learners to discuss about the importance of trapping the ball during the game situation.

What body parts can be used to trap the ball?

How does trapping the ball help the player?

## LESSON 3 EXERCISES OF DRIBBLING AND HEADING THE BALL

### Learners objective

By the end of the lesson, the learners should be able to dribble and head the ball perfectly.

### Teaching methods:

- |                 |                  |                |
|-----------------|------------------|----------------|
| ▪ Introduction  | ▪ Self-discovery | ▪ Applications |
| ▪ Explanation   | ▪ Observation    | ▪ Observation  |
| ▪ Demonstration | ▪ Group work     |                |

### Teaching resources:

- |                         |                         |                 |
|-------------------------|-------------------------|-----------------|
| ▪ Knowledgeable persons | ▪ Balls                 | ▪ First aid kit |
| ▪ Relevant books        | ▪ Stopwatches / Watches | ▪ Playground    |
| ▪ Whistles              | ▪ Cones                 |                 |

## Introduction:

- Inviting learners to sit down in circle and greet them.
- Introduce the day's topic of how to dribble and head the ball.
- Telling them to brainstorm the day's topics as they answer these questions.
  - What does it mean to dribble the ball?
  - What does it mean to head the ball?

### Activity 5.3.1

#### As a warm up session,

- Giving learners balls to explore dribbling and heading according to their own understanding
- Guide them to stretch their muscles systematically from neck to ankle..

## Lesson body

### Step 1 :

Calling learners to come back and sit down in a circle.

- Explaining and demonstrate to them that dribbling means to run with the ball at your feet in a certain direction.
- It is usually done by one person to move the ball past defenders.
- Mentioning that there are 4 key points to dribbling the ball properly;
  - Keep the ball close to your feet.
  - Keep the head looking up to see where you are going.
  - Slightly bend the knees to get more balance.
  - Keep arms out to the side to protect the ball.
- Telling the learners that we can dribble the ball using;
  - Inside of the foot where they simply tap the ball using that part along the arc on your foot. You may have them touch it. Mention that the aim here is to keep the ball between the feet.

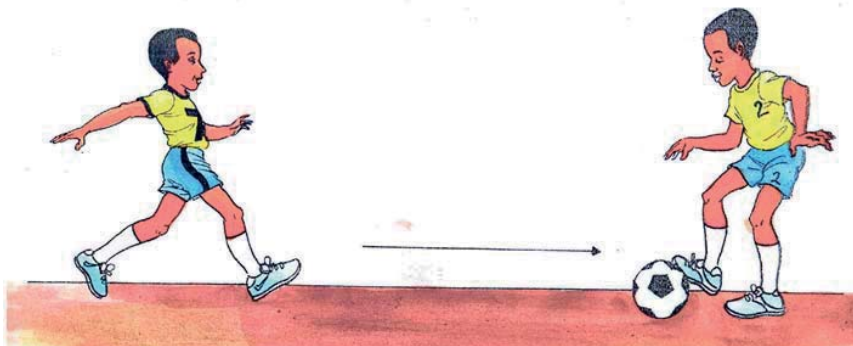


FIGURE 5 .8: Inside of the foot.

- Outside of the foot where we tap the ball using the opposite side of arc on the foot. Mention that the aim is to change direction of the ball.

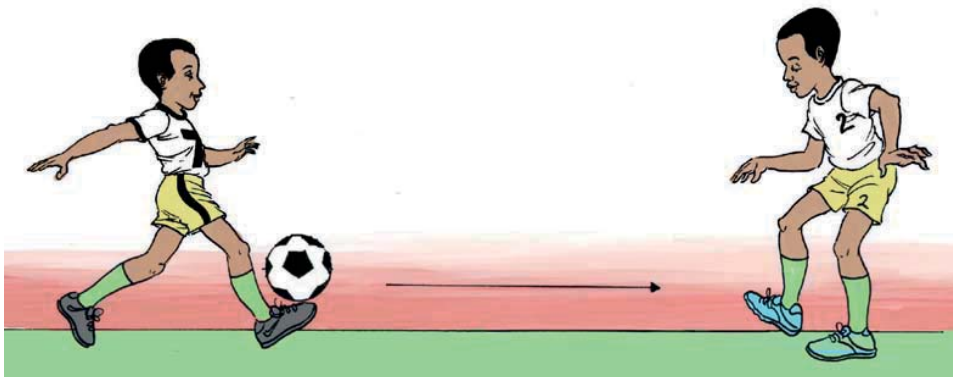


FIGURE 5 .9: Outside of the foot.

### Step 2:

Telling learners to practise dribbling the ball.

#### Activity 5.3.2

Let learners explore dribbling by following their leader:

- Picking a leader.
- Telling him/her to dribble anywhere on the field.
- Encouraging him/her to make lots of turns, changing speed, using both inside and outside of the foot.
- Mentioning that all other players have to follow and do whatever the leader does.
- Switching leaders often.
- You may start off as the leader and learners follow.
- You may group them if balls are not enough.

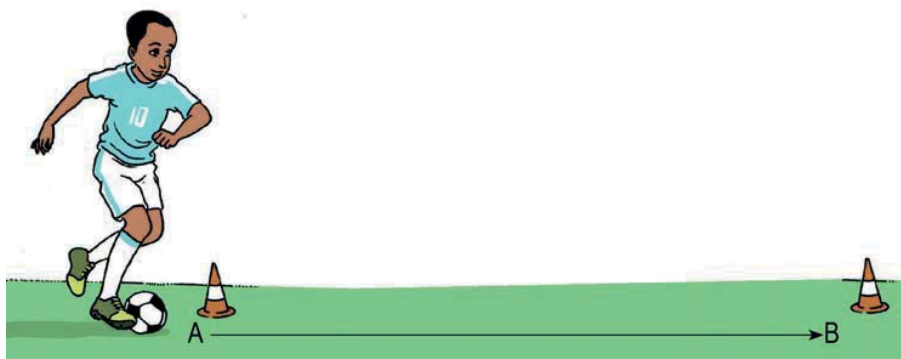


FIGURE 5 .10: Dribbling the ball from point A to point B.

### Activity 5.3.3

- Let learners form groups of 5.
- Marking a start line and end line.
- Letting each group stand in one line behind a cone on starting line.
- Explaining and demonstrate that on signal.
- The first players on line will dribble the ball in front of their body (inside of the foot) while running up to the end line.
- As soon as teammate reaches the end line, the next player does the same.
- The first group to have all players at the end line wins.
- Making observations and providing feedback emphasising dribbling basic.

#### Step 3:

- Calling learners back to the circle. Introducing heading the ball.
- Mentioning that it simply means knocking the ball using the forehead.

### Activity 5.3.4

- Giving learners a chance to try heading according to their own understanding.

#### **Safety**

- Telling them to keep their eyes open and below the ball as they knock it.

#### Step 4:

- Explaining and demonstrating basics to heading the ball.



FIGURE 5 .11: Heading the ball to a partner.

- Explaining that these are the main basics to heading.
  1. Heading the ball using the forehead.
  2. Keeping eyes looking at the ball.
  3. Closing the mouth when heading.

### Activity 5.3.5

- Giving learners balls.
- Asking each learner with a ball to stand next to a wall.
- Demonstrating and explain that on signal.
  - He/she will throw the ball to a partner.
  - Head it as it reaches him/her.
  - Emphasising the main aspects to heading.
  - Move around the playing area to assist, guide learners to learn heading.
  - Encouraging continuous practice in pairs (it is better)



### Activity 5.3.6

- Instructing learners to make pairs or groups of 3.
- Giving a ball to each pair or group.
- Demonstrating that one will throw the ball for the other to head.
- The other will also do the same.

### Step 5:

Giving learners time to;

- Freely head the ball at their own pace.
- Moving around playing area to make observation and provide feed back.
- Signal and ask learners to help you collect all equipment you were using.
- Calling them back into the circle
- To review this lesson.

### Assessment

Set the learners a simple game situation in which they reflect their dribbling and heading techniques.

### Cool down exercises

Let the learners jog and stretch their muscles.

### Closing discussion

- Who can tell me at least one thing to do when heading the ball?
- Which part of the body is used to head the ball?
- What does it mean to head the ball?
- Give three purposes of heading the ball?

## LESSON 4 PLAYING IN TEAMS

### Learning objective

By the end of the lesson, the learners should be able to play football using technical skills.

### Teaching methods:

- Introduction
- Explanation
- Demonstration
- Self discovery
- Practical
- Observation
- Group work

### Teaching resources:

- Knowledgeable persons
- Relevant books
- Whistles
- Balls
- Stopwatches
- Cones
- First aid kit
- Playground

### Introduction

- Guide the learners to perform warm up exercises. Let them stretch and stretch their muscles systematically.
- Guide the learners to discuss the importance of one involving in team games,

### Lesson body

#### Step 1:

- Divide the class into teams of 11 players each. Let two teams play at the same for about 10 minutes.

#### Step 2:

- Officiate the games as you encourage the learners to apply the technical skills. The teams that are not playing at that particular time should be cheering those playing.

Explaining to learners the following technical terms.

Goal	<ul style="list-style-type: none"><li>▪ This is where the ball crosses the goal line into the net.</li><li>▪ Note that it is not a goal if the ball stops on the line or bounces off the goalpost.</li></ul>
Throw in	<ul style="list-style-type: none"><li>▪ If you kick the ball and it crosses the side line, then the other team gets to throw the ball back in the field.</li></ul>
Corner kick	<ul style="list-style-type: none"><li>▪ If you kick the ball and it crosses the side line then the other team gets to throw the ball back in the field.</li></ul>

- Goal kick**      ▪    If the other team's member kicks the ball and it crosses your team's goal line, your team gets a goal kick (Goal keeper kicks the ball into play)

### **General Assessment**

- Give the ways of kicking the ball.
- Identify the different parts of the body that can be used to trap the ball.
- How would you prepare your self before heading the ball?
- Mention the basic rules following while playing football.
- Let the learners have a game situation to put in practice what they have discussed.

### **Cool down exercises**

Guide the learners to walk around and then stretch their muscles.

### **Closing discussion**

- Give the importance of playing football in your community.
- Why is it important to follow rules why playing football
- Give the importance of observing (abiding) with school rules and regulations.

### **Unit summary**

In this unit you have taught about kicking , trapping, dribbling and heading the ball in different ways. You have also covered the rules that apply in a football game and the importance of playing the game.

### **Glossary**

- Internal foot** : Inside of the foot
- Non kicking** : Not kicking
- Pass** : To kick the ball towards some one
- Cushion** : To gently receive the ball
- Trap** : To stop
- Dribble** : To move the ball by making several short kicks
- Head** : To hit the ball with the head

## Unit 6:

# VOLLEYBALL

### Content map

<b>Item</b>	Volleyball
<b>Key unit competence</b>	Execute technical skills in game situations, emphasising rules and regulations of volleyball
<b>Number of periods and lessons</b>	4 » Basic techniques of serving in volleyball » Individual techniques and tactics in attack » Techniques in defence » Basic rules in volleyball
<b>Introduction</b>	» Volley ball is a ball game played by two teams of six players each on a rectangular court 18 m by 9 m. » The court is divided into two parts by raised net. » The ball is played with hands, hitting it back and forth over the net. » And this happens into the opponents part of the court of grounding it in order to score.
<b>Classroom organisation</b>	Whole class, orientation, individual practise, pair work, group work, playing in a team in the playground.
<b>Equipments</b>	» Playgroup                      » sticks                      » Net » Whistles                      » Cones                      » Post » Stopwatch                      » Narrow band                      » Rooms » Balls                      » Chasuble                      » Watches
<b>Activities</b>	» Performing different volleyball techniques in a game situation. like to serve the ball in a low frontal kick. » Positioning to receive the ball and pass or return. » Defense: Preventing the ball to fail in one's camp/ground. » Attack sending the ball in the ground of adversary passing beyond the net. » Blocking to prevent the ball from opponent team to fall down in your camp.

<b>Competencies Practised</b>	» Communication, application, creativity life long learning.
<b>Language practice</b>	» Demonstrating the volleyball techniques. » Discussing in pairs the importance of volleyball game to our bodies/ society.
<b>Numeracy</b>	» Using a stop watch to tell minutes per exercise.
<b>Study values</b>	» Following instructions » Fair play
<b>Learning outcome</b>	» Demonstrating techniques in volleyball » Exercising playing in a team.
<b>Assessment criteria</b>	» Setting the exercises that help learners to recognise different techniques and tactics of volleyball.
<b>Cross cutting issues</b>	» Gender - Engaging both girls and boys in practice » Inclusive education - Giving equal opportunities to all learners of different activities

### **Key unit competence:**

To execute technical skills in game situations emphasising rules and the regulations of playing volleyball.

### **Learning Objectives:**

#### **Knowledge and understanding**

- Interpret regulations of volleyball.
- Discuss the importance of playing volleyball.
- Recognise the different techniques and tactics of volleyball
- Recall importance of volleyball for his/her body and daily life.
- State reasons for playing volleyball in the society.
- Demonstrate the rules of volleyball

#### **Skills to develop:**

Learners will be able to;

- Apply techniques and tactics to improve his performance in volleyball.
- Create individual, techniques tactics and gestures in game situation.
- Evaluate his/her performance in volleyball.
- Develop body coordination.
- Describe how volleyball can be done in a safe, varied, effective and enjoyable way.

### **Attitudes and values:**

- Show respect of rules and regulations during the game.
- Appreciate the importance of co operation in team.
- Fair play
- Self confidence
- Enjoy in playing volleyball using technique tactics and gestures

### **Content**

- Techniques and tactics in volleyball.
- Rules and technical gestures in volleyball.

## **LESSON 1 BASIC TECHNIQUES OF SERVING IN VOLLEYBALL**

### **Learning objective**

By the end of the lesson, the learners should be able to perform serving technique in volleyball.

### **Teaching methods:**

- Demonstration
- Role play
- Explanation
- Discussion
- Guided discovery
- Application
- Observation

### **Teaching resources**

- Playground
- Whistle
- Room
- Stopwatch / Watch
- Balls
- Sticks
- Cones
- Narrowband
- Chasuble
- Net
- Post

### **Introduction**

- Instructing learners to warm-up their muscles, then stretch.

### **Lesson body**

- Guiding learners that the server steps behind the line and has freedom to serve from wherever he or she pleases as long as the foot does not touch or cross the end line.
- Following the under hand serve, instruct the serve to hold the ball in the hand opposite from the hitting hand.
- Holding the ball below the waist and above the knee.

- The server getting in good position by bending the knees.
- The server hitting the ball with force using his or her hand so that it cross to the opponents side of the court over the net.
- Individually, let learners perform learnt services. observe how learners are performing and help them where is necessary.



FIGURE 6 .1: Under-arm serve

### Assessment

Mention any four basic techniques of playing volleyball

### Cool down exercises

Let them walk around and then stretch their muscles.

### Closing discussion

In which hand side should the right handed player hold the ball?

Let the learners serve the ball at least five times in small groups of 10.

## LESSON 2 EXERCISES OF INDIVIDUAL TECHNIQUES AND TACTICS IN ATTACK

### Learning objective

By the end of the lesson, the learners should be able to use various individual techniques and tactics during a game of volleyball.

### Teaching Methods:

- |                    |               |
|--------------------|---------------|
| ▪ Explanation      | ▪ Practice    |
| ▪ Guided discovery | ▪ Guidance    |
| ▪ Demonstration    | ▪ Observation |
| ▪ Instruction      |               |

### **Teaching resources:**

- Playground
- Chasub /es
- Posts
- Nets
- Balls
- Stopwatch /Watch
- Whistles

### **Introduction**

- Instructing learners to warm-up their muscles and stretch.
- Telling the learners about the individual techniques and tactics in attack.
- Individual technique and tactics are skills that are performed to improve on the quality of the game by an individual (one player).
- The smash (spike) is an individual attacking weapon in the volleyball game.
- Emphasise to the learners during spiking performance, a player is expected to do the following.
  - Jump as high as possible into the air near the net.
  - Hit the ball strongly down into the opponent's court.
- Tell the learners that for that matter, the player is required to be;
  - A fast runner (athleticism)
  - Have good timing
  - Have good thinking
  - Do a lot of practice

### **Lesson body**

#### **Step 1 :**

#### **Teaching points for spiking**

Demonstrating to the learners on the following;

- Stand 3-5 steps away from the net.
- Move towards the net.
- Accelerate to the take off position.
- Put both feet shoulder width apart.
- Flex the knees.
- Swing the arms behind.
- Take off from both feet with vigor.
- Rock over heels.
- Swing the arms forwards and upwards as strongly as possible.
- Extend the hip, knee and ankle joint vigorously.
- Flex the hitting arm at the elbow with the elbow pointing forwards.

- Arch the back.
- Move the trunk towards the ball.
- Keep the arm at ear and move it upwards and forwards.
- Keep the fingers together and wrist loose.
- Contact the ball with an open hand but sharp.
- Rotate the elbow outwards.
- Land on the ball of the feet.
- Avoid touching the net.



FIGURE 6 .2: A tall player demonstrating the spike .

### Activity 6.1

Players stand in a file facing the net. One by one makes a s-step approach and jump to spike an imaginary ball at position 2-3 and 4. This is done repeatedly to the count of 15 repetitions.

#### Step 2 :

- Explain to the learners that setting is a volleyball pass played near and above the net.
- Emphasize to the learners that setting is performed to make it easy for the spiker to hit the ball.
- Let learners be reminded that setting is an attacking technique.
- Describe to the learners the type of set that is best for a P.5 learner.

#### High set as the most used type of set in volleyball

- The ball is played to the wing position.
- The height of the ball is between 3-4.5 m above the net.
- High set is good for beginners as it gives enough time for one to make the required approach.
- And finally jump after the ball that has left the setter's hands.

#### Overhead set

- This set could be high, short or parallel. The difference in this set is that the setter sends the

ball to the front and the areas behind him.

- This makes it harder to foretell (predict) the attacker's action and as a result it is difficult to block the ball.

### **Jump set**

The setter must have jumped in air as high as possible before going beyond the net.

### **Assessment**

Mention two individual techniques needed in playing volleyball.

Let the learners have volleyball matches of 5 minutes each to apply the individual techniques.

### **Cool down exercises**

Let the learners make star jumps and then stretch their muscles.

### **Closing discussion**

Identify the types of set used in volleyball.

According to your level, identify the best set to use while playing.

Why is selfishness not good in life

Ask the learners to describe the individual techniques in attack during the volleyball game.

What is the importance of good techniques in playing volleyball?

How are tactics important during the volleyball match?

## **LESSON 3 EXERCISES OF TECHNIQUES IN DEFENCE**

### **Learning objective**

By the end of the lesson, the learners should be able to apply various techniques in defence during a game situation.

### **Teaching methods:**

- Explanation
- Demonstration
- Observation
- Guided discovery
- Instruction
- Application

### **Teaching resources:**

- Balls
- Whistle
- Net
- Volleyball court
- Stopwatch / Watch
- Posts

### **Introduction**

- Ask learners to perform some warm up exercises. These could be jogging, stretching, jumping, boxing in the air, running around the court, etc.

### Lesson body

- Explain to the learners that blocking is a technique performed in volleyball to prevent an attack.
- Emphasize to the learners that defensive tactics are to block an attack by the opponents.

### Teaching points on block

- Stand close to the net
- Watch the ball as it leaves the setter's hands.
- Predict where the ball will be attacked from.
- Identify the opponent attacker
- Observe the opponent's approach.
- Determine his point of attack and angle through which he will most likely attack.
- Places arms at shoulder level.

### Jump from the spot

- Jump after the attacker has done so.
- Thrust the arm into the air.
- Place the arms opposite the attacking arms of the opponent.
- Let hand lead over the net and in over the opponent's court.
- Contact the ball over the opponent's court.
- Make the contact at the peak of the jump.
- Withdraw the hands from the opponent's court.
- Avoid touching the net.

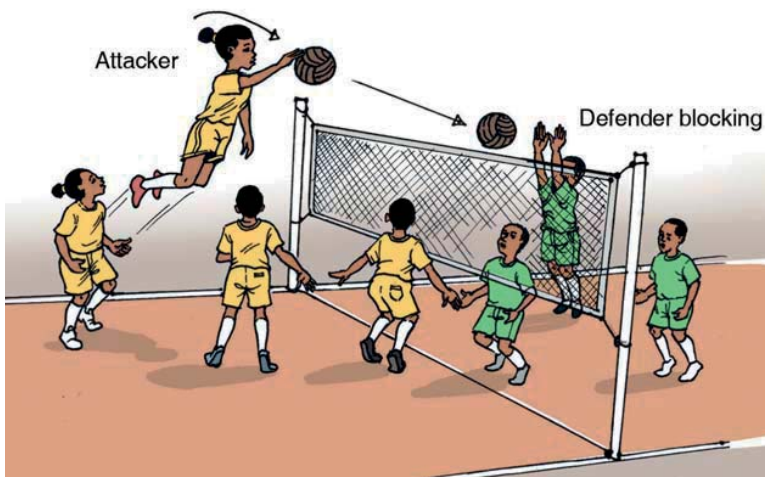


FIGURE 6 .3: Learners demonstrating attack and blocking techniques in volleyball.

### **General assessment**

Mention the steps and tactics to defend a team against an attack in a volleyball game.

Let the learners have volleyball matches of five minutes each to apply the techniques in defence.

### **Cool down exercises**

Let the learners walk around and then stretch their muscles.

### **Closing discussion**

What defence mechanism do you use in your life to overcome trouble?

Why is blocking necessary during a volleyball match?

How is blocking done in the game of volleyball?

## **LESSON 4 BASIC RULES IN VOLLEYBALL**

### **Learning objective**

By the end of the lesson, the learners should be able to apply the rules of volleyball in a game situation.

### **Teaching methods:**

- Discription
- Discussion
- Observation
- Explanation
- Guided discovery
- Application

### **Teaching resources:**

- Balls
- Whistle
- Net
- Volleyball court
- Stopwatch / Watch
- Post

### **Introduction**

Let learners do warm up and stretching exercises. Guide them when doing exercises.

### **Lesson Body**

Describe to the learners the following volleyball rules and train them on how to apply them in game situation.

#### **Serve**

- The server must serve from behind the end line until after contact.
- Ball may be served underhand or overhand.
- Serve must be returned by a pass or set only. Serve cannot be blocked or attacked.

#### **Scoring**

- Rally scoring, there will be a point awarded on every won rally.
- Offence will score on a defensive miss, out of bounds hit, or blocker touches the top of the net.
- Defence will score on an offensive mis,out of bounds hit, serve into the net or hitter touches top of the net.



FIGURE 6 .4: Learners apply rules in the game situation

### Rotation

- Team rotates after each sideout. A sideout is when the team on serve receives a win the point to earn the right to serve.
- Players rotate in a clockwise direction.
- There should be six(6) players on each side.

### Playing the game

- The ball is hit maximum of three times per side.
- Player must not hit the ball twice in succession.
- Ball may be played off the net during a volley and on serve.
- Ball touching any part of the boundary line is considered in.

### Assessment

- Form group of 6learnersand let them play volleyball game following basic rules of the game.
- Let learners do col down exercises

### Closing discussion

Ask the leaners to brainstorm the rules of playing volleyball they have learnt.

### General assessment

1. Describing the individual techniques and tactics of attack in volleyball.
2. Mentioning the technique of volleyball that is taken to be the final touch of the team.
3. Explaining four steps that you as a volleyball player may require during exercise.
4. Giving the characteristics of attacker for a volleyball player.
5. Suggesting the four requirements to the smash player in volleyball.

6. Let the learners have volleyball matches of five minutes each in order to apply the volleyball rules.

### **Additional Notes**

Guiding learners on how to guard against common fault in blocking during the volleyball game is very important.

- i. Touching the net during a takeoff and below are the reasons.
  - Player taking off while too close to the net.
  - Player swing arms instead of extending vertically.
- ii. Touching the net due to the following reasons;
  - Player pushed arms across the net before enough height was reached.
  - Player failed to raise his/her arms after blocking.
  - Player overused his/her arms during the capping actions.
- iii. Touching the net on landing
  - Player took off in unbalanced position
  - He/she did not control his/her landing
  - He/she forgot to bring his/her hands back.

### **Unit summary**

In this unit, learners have learnt about basic techniques of serving in volleyballs, individual techniques and tactics in attack, exercises of defensive techniques and basic rules in volleyball games.

### **General Assessment**

Set exercises that help learners to perform various techniques and tactics in small teams.

## Unit 7:

# BASKETBALL

### Content map

<b>Item</b>	Basket ball
<b>Key unit competence</b>	Apply technical skills in game situations with increasing adherence to the rules.
<b>Number of periods and lessons</b>	4 » Basic techniques » Techniques of attack » Techniques of defence » Basic rules and technical gestures in playing basketball
<b>Introduction</b>	» In this unit, the learners will be able to apply the techniques and tactics to improve their performance in basketball. They will be able to create technical gestures in the game and finally show respect of rules and regulation during the game
<b>Classroom organisation</b>	Whole class orientation, class discussion individual practice, group work, playing in a team and free play in the playground.
<b>Equipments</b>	» Whistles size 3 basketball stopwatches, cones first aid kit, playground , rooms, coloured bibs, watches.
<b>Activities</b>	» Dribbling the ball in small groups. » Practicing passes like; underarm, overhead, chest and bounce. » Practising defending techniques.
<b>Competencies Practised</b>	» Application, creativity, communication, accept defeat, life long learning awareness.
<b>Language practice</b>	» During warm activities » Brainstorming and class discussion activities » Discussion in pairs
<b>Numeracy</b>	» Counting the number of steps » Counting the number of goals scored

<b>Study values</b>	<ul style="list-style-type: none"> <li>» Following instructions</li> <li>» Fair play</li> <li>» Teamwork and cooperation</li> </ul>
<b>Learning outcome</b>	» Ability to apply technical skills in game situations with increasing awareness of rules.
<b>Cross cutting issues</b>	<ul style="list-style-type: none"> <li>» Gender ; Engaging both boys and girls in the same discussion and performances</li> <li>» All inclusive education; giving learners on equal opportunity to try out activities including both able and less able learners.</li> </ul>
<b>Assessment criteria</b>	» Setting exercise and observe how learners apply technical skills in game of situation with increasing awareness of rules.

### **Key unit Competence:**

To apply technical skills in games situations with increasing awareness of rules.

### **Learning Objectives:**

#### **Knowledge and understanding**

- Interpreting regulations of Basketball.
- Discussing the importance of playing basketball.
- Recognising different technique and tactics of basketball.
- Recalling the importance of basketball for his/her body and daily life.
- Stating the reasons for playing basketball in the society.
- Identifying the rules of basketball.

#### **Skills to develop:**

Learners will be able to;

- Apply the techniques and tactics to improve his/her performance in basketball.
- Create individual technical tactics and gestures in game situations.
- Evaluate his/her performance in basketball.
- Develop body coordination.
- Describe how basketball can be done in a safe varied and effective or enjoyable way.

#### **Attitudes and values:**

- Show respect of rules and regulations during the game.
- Appreciate the importance of cooperation in the team.

- Fair play.
- Self confidence
- Enjoyment in play basketball using technical tactics gestures.

### **Content**

- Techniques and tactics in Basketball.
- Rules and technical gestures in basketball.

## **LESSON 1    EXERCISES OF BASIC TECHNIQUES IN ATTACK**

### **Learning objective**

By the end of the lesson, the learners should able to perform the skill of dribbling in basket ball..

### **Teaching methods:**

- |                    |               |
|--------------------|---------------|
| ▪ Demonstration    | ▪ Observation |
| ▪ Explanation      | ▪ Instruction |
| ▪ Guided discovery | ▪ Application |

### **Teaching resources:**

- |                    |                       |
|--------------------|-----------------------|
| ▪ Basketball court | ▪ Whistle             |
| ▪ Balls            | ▪ Stopwatch / watches |
| ▪ Cones            | ▪ Hoop                |

### **Introduction**

- Guide the learners to brainstorm on what they know about the techniques of dribbling in basketball.
- Guide them to list down those they haven't mentioned
- Guide them to perform a successful warmup. Let them jog a round and then stretch their muscles systematically.

### **Lesson body**

#### **Step 1**

Describe to the learners how to perform the basic simple tactics and technique of dribbling below;

- Extending the dribbling hand and arm down as much as possible. This shortens the distance the ball has to move.
- Keeping the elbow of the dribbling hand close in at your side.
- Dribbling the ball on the side of the body away from the defender.
- Keeping the palm of dribbling hand over the ball.

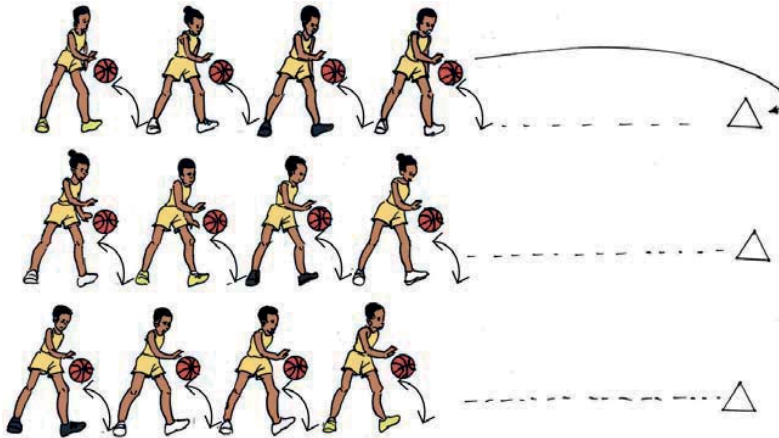


FIGURE 7 .1: Dribbling in small groups

### Step 2

- Let the learners have a game situation in small groups in order to have practice of the basic techniques of dribbling basketball.

### Assessment criteria

Setting exercises that help <sup>1</sup>learnes to execute any basketball technique instructed to him/her when call upon.

### Cool down exercises

Let the learners make slow and simple movements on the court finally, let them stretch the muscles.

### Closing discussion

- How did you manage to perform dribbling technique?
- What challenges did you face while performing driibbling technique?

## LESSON 2 EXERCISES OF USING TECHNIQUES IN ATTACK

### Learning objective

By the end of the lesson, the learners should be to apply the techniques of attack in a game situation.

### Teaching methods:

- |                 |                   |
|-----------------|-------------------|
| ▪ Demonstration | ▪ Practical       |
| ▪ Explanation   | ▪ Group/pair work |
| ▪ Observation   | ▪ Self discovery  |

## Teaching resources:

- Relevant books
- Balls
- Whistles
- Stopwatches/ watches
- First aid kit
- Cones
- Sign language
- Knowledgeable persons
- Bibs
- Rim
- Goalposts

## Introduction

- Guide the learners to brainstorm on the techniques used when attacking opponents in basketball. They include dribbling, passing and shooting.
- Guide them to perform a successful warm up. This has to systematic from simple jogging to stretching and strengthening the muscles.

## Lesson body

### Step 1

- Review dribbling in basketball. Guide the learners to perform basketball passes. These include

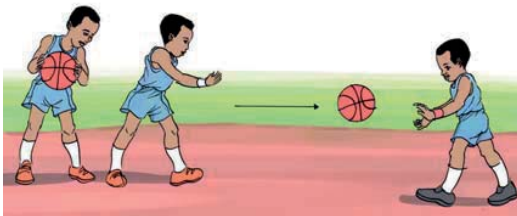


FIGURE 7 .2: Underarm pass

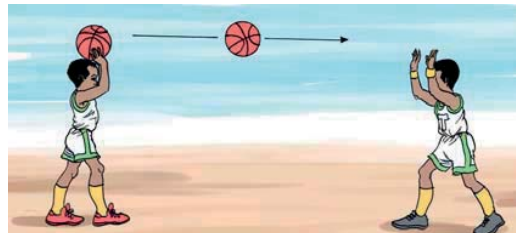


FIGURE 7 .3: Overhead pass

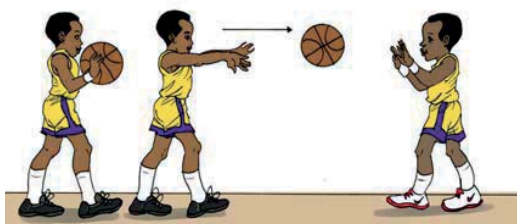


FIGURE 7 .4: Chest pass

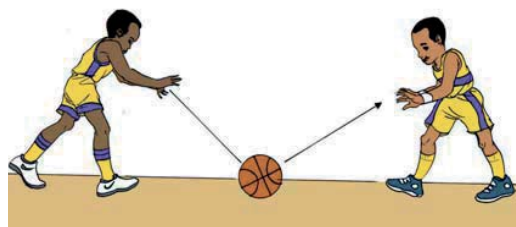


FIGURE 7 .5: Bouncing pass

### Step 2

- Guide the learners to perform shooting in basketball. The techniques involves;
- Using shoulders as a hinge.
- Extending shooting arm forward toward the hoop.
- Extending (straightening) the elbow.

- Releasing the ball with a snap of the wrist, with the ball rolling off the fingertips.



FIGURE 7 .6: Lay ups



FIGURE 7 .7: Set shot

### Step 3 : Game situation

- Divide the class into teams of 5.
- Let two teams use half court so that four teams are playing at a go.
- Let other teams cheer up
- Supervise, correct and encourage the learners.
- Switch after 5 minutes for the other team to play.
- Continue switching until the lesson's over.

### Activity 7.2.1

- Having learners make one line in front of the basket.
- Telling them shoot at the basket one by one.
- After each trial, one should go behind the line and wait for his/her turn.
- Emphasising shooting basics .
- Making continous practice.

### Assessment criteria

Setting the exercises of dribbling, passing and shooting to be performed by learners in small groups.

### Cool down exercises

Let the learners walk to and from across the basketball court. Then they stretch the muscles.

### Closing discussion

- What basics do you follow while shooting the ball in a hoop.
- Under what situation would you use bouncing pass, overhead pass, chest pass and underarm pass.

- How are passes useful during the basketball match?

## LESSON 3    TECHNIQUES OF DEFENCE

### Learning objective

By the end of the lesson, the learners should be to apply the techniques of defence in a game situation.

### Teaching methods:

- Application
- Explanation
- Self discovery
- Brainstorming
- Demonstration
- Observation
- Peer assessment
- Guidance

### Teaching resources:

- |                         |               |
|-------------------------|---------------|
| ▪ Ball (size 5)         | ▪ Stopwatches |
| ▪ Knowledgeable persons | ▪ playground  |
| ▪ Relevant books        | ▪ Rim         |
| ▪ First aid kits        | ▪ Goalposts   |
| ▪ Whistles              |               |

### Introduction

- Guide the learners to the warm-up exercises.
- Let them stretch and strengthen their muscles systematically.
- Inviting learners to sit down quietly in a circle and greet them.
- Reminding them to always stop and pay attention on every signal intruder to get clear instruction.
- Briefly talk about what you are going to perform today.(Today we shall be working on tactics in defence)
- In a brainstorming session, ask;
  - What is the meaning of defence? (The team without the ball)
  - Who can tell us any tactics used in basketball defence? (Man - to man, zone defence).
  - Asking them to put up their hands to mention their ideas.

- Listening carefully to their responses and write them down.

### Activity 7.3.1

- Asking learners to divide them into 2 teams.
- Giving them each a basketball .
- Explaining and demonstrate that on signal they will play a normal basketball game using the defensive tactics they mentioned above.
- Let them get enough time to experience defensive tactics according to their understanding.
- Moving around the play area and noting down your observations.
- Providing feedback, tell them what they did right.

### Lesson body

#### Step 1 :

Explaining and demonstrating the tactics used in defence.

- Mentioning that the team that is not having the ball is called defence.
- They have to know where the ball is and work together to stop it.
- Explaining that we are going to focus on only 2 tactics;
  - Man - to - man
  - Zone defence.
  - Mentioning that man to man means that each player on the team is given a specific opponent to defend.
  - Explaining that he/she has to follow the movement of that player and try to steal the ball away.
  - Telling them that zone defensive is where a player guards a specific area at the floor. He/ she follow the movement of any offensive player who enters that area (zone)
  - Offensive players mean the players in the team having the ball.

#### Step 2 :

Demonstrating the defending techniques in slow motion and later increase speed.



FIGURE 7 .8: Defending position.

- Stand facing the opponent on the ball of your feet.
- Position yourself between the ball and the basket(goal).
- Spread feet beyond shoulders- width apart.
- Bend knees at 90° so that your thighs are parallel to the ground to get balance.
- Stretch hands as wide as you can on both sides to block opponents' moves.
- You may also put one hand high and another low to block the opponent.
- If you want to block a shot, put both hands up and try to steal the ball.

### Activity 7.3.2

- Asking learners to stand facing you.
- Telling them to mirror the actions of the leader to defend an imaginary ball.
- Starting off as the leader
- Performing defending techniques in steps as mentioned above in slow motion.
- Ensuring learners mirror your every action.

### Safety

- Standing in a place where all learners can clearly see you and you can see them.

### Progression

- Gradually increase speed in performing the correct defending techniques.
- Asking learners to pair up and mirror the actions of the other in each pair.
- Switch learners and blow the whistles to signal the learners to make another step.
  - Move around the play area and note down observation.

### Step 3:

- Dividing learners into teams of three.
- Making sure that each team has at least one person who does defending correctly.
- Telling the ones who know to help the others in their groups to learn the correct technique.
- Giving enough time to experience peer teaching.
- Moving around visiting every group to give them guidance .



FIGURE 7 .9: Learners performing exercise.

#### Step 4:

- Let learners practise with an actual ball.

#### Step 5:

- Giving learners free play to try defending on their own without teaching pressure for about 5 minutes.
- Signalling and tell them to help you collect the equipment you were using in this lesson.
- Let them review the lesson by asking questions.

#### Activity 7.3.3

- Learners pair up standing behind a cone on the start line.
- Explaining and demonstrating that on signal
- One will play offensive (Have the ball) and the other defensive (without the ball).
- Mentioning that the offensive player will try to dribble down the court and try to shoot.
- The defensive player will try to guard and steal the ball or block the shot.
- If the defender steals the ball, then go back to start line and switch roles.
- Emphasise defending basics as you move around the play area.

#### Safety

- All pairs should be moving in the same direction.
- Remembering to use size 5 ball and adjusting the goalposts (base) which learners can easily reach.



FIGURE 7 .10: Learners performing exercises

#### Progression

- Having learners work in groups of 3, two offensive players with one defensive player.
- They can pass to each other using varier passes.
- Asking offensive try to rebound when the ball fails to go through the loop.
- Let them make at least ten consecutive passes without the defender stealing the ball.

## Assessment

Let the learners have basketball matches of five minutes each in order to apply the basic techniques used in playing basketball.

## Cool down exercises

Guide the learners to perform the cool down exercises. Let them breath in and out 5 times then stretch their muscles.

## Closing discussion

- (a) What is man to man defence?
- (b) What is zonal defence?
- (c) How are the above tactics useful when playing basketball?

## LESSON 4 BASIC RULES AND TECHNICAL GESTURES IN PLAYING BASKETBALL

### Learning objective

By the end of the lesson, the learners should be to apply basic basketball rules in game situation.

### Teaching methods:

- Demonstration
- Guided discovery
- Explanation
- Observation
- Application

### Teaching resources:

- Basketball court
- Balls
- Whistle
- Stopwatch / watch
- Rim
- Goalposts

### Introduction

- Guide the learners to brainstorm on what they know about basic rules and technical gestures followed when playing basketball.
  - Add to their contribution what they have not mentioned.
  - Guide them to perform a successful warm up. This may include jogging around and stretching their muscles.
- Let them stretch and strengthen their muscles systematically.

### Lesson body

- Brief learners about the rules and regulations followed while playing volleyball.

- Describe and demonstrate for learners the following basic rules.
  - The dribbler must not touch the ball with both hands at the same time.
  - An offensive player should not remain in the free throw lane for longer than three (3) seconds while his or her team is in control of the ball in the front -court.
  - No moving the feet in any direction without properly dribbling.
  - A team has back court past the half - court line to the front court.

### **Assessment**

Let learners play basketball in a game situation by following rules of the game.

### **Cool down exercises**

Let learners perform star jumps and then stretch their muscles.

### **Closing discussion**

What advantages do you achieve by following rules of basketball while playing?

Why is it important to follow the rules during the basketball match?

### **General Assessment**

- Describe the basic dribbling technique in basketball.
- Identify the different types of passes in basketball.
- How do you prepare yourself for shooting in basketball?
- Why is it important to stand facing the opponent as defence technique?

### **Unit summary**

In this unit you learners learnt about individual techniques and tactics in both attack and defence in a basketball game.

### **Glossary**

**Dribble** : To bounce the ball

**Shoot** : To throw the ball through the goal

**Offense** : With the ball

**Defence** : Without the ball

## Unit 8:

# HANDBALL

### Content map

<b>Item</b>	Handball
<b>Key unit competence</b>	Perform technical skills of handball in game situation.
<b>Number of periods and lessons</b>	4 » Techniques of handball » Shooting and throwing » Dribbling and bouncing » Goalkeeping
<b>Introduction</b>	» Handball is a game involving two teams of seven players who pass, throw, catch and dribble a ball with their hands while trying to score.
<b>Classroom organisation</b>	Large group Small groups Pair share Individual work Playing in the field
<b>Equipments</b>	» Playground                      » Balls » Rooms                            » cones » Whistles                        » Narrow land » Stopwatch/ watch          » Chasuble
<b>Activities</b>	Performing exercises of passing on triangle. For instance » Pass the ball and go » Pass the ball and follow move with partner alongside the court. » Shot » Dribbling » Vertical jump » Throw while falling  Stating the reasons of playing handball.

<b>Competencies Practised</b>	» Communication application creativity lifelong learning.
<b>Language practice</b>	» Talking to one another in small group games.
<b>Vocabulary acquisition</b>	» Techniques, Reception, Defence, Attack, Pass, Dribbling
<b>Study skills</b>	» Practising what has been learnt » Defending one's goal
<b>Learning outcome</b>	» Explaining the role of playing in team. » Identifying different techniques used in handball. » Interpreting rules of the game.
<b>Cross cutting issues</b>	» Peace and values of education » Genocide studies » Gender education » Inclusive education » Comprehensive sexuality education » Financial » Environmental ad sustainability » Standardisation culture
<b>Assessment criteria</b>	» Set learners to be able to perform technical skills of handball in game situations.

### **Key unit competence:**

To perform technical skills of handball in game situations..

### **Learning objectives:**

#### **Knowledge and understanding**

- Recognise different techniques of handball.
- Express the importance of playing handball.
- Identify different types of handball techniques.
- Label importance of handball for his/ her body in daily life.
- State the reasons ot improve his performance in handball.

#### **Skills**

- Apply techniques to improve his performance in handball.
- Create their individual technique gestures while playing handball.

- Evaluate his/ her performance level in handball.
- Explain his/ her performance level in handball.
- Explain technical and tactical gestures to use in playing handball.
- Develop body coordination.

**Attitudes and values:**

- Show respect of instructions during the game.
- Appreciate the importance of cooperation and communication in term.
- Leadership.
- Self confidence.
- Enjoy in playing handball using technique gestures.

**LESSON 1 BASIC TECHNIQUES OF PASSING IN HANDBALL**

**Learning objective**

By the end of the lesson, the learners should be able to perform different techniques of handball in attack.

**Teaching methods:**

- |                       |               |
|-----------------------|---------------|
| ▪ Demonstration       | ▪ Practise    |
| ▪ Instruction         | ▪ Application |
| ▪ Explanation         | ▪ Observation |
| ▪ Question and answer |               |

**Learning resources:**

- Playground
- Balls
- Whistle
- Cones
- Equipment
- Trees
- Goalpost
- Watch / Stopwatch

## Introduction:

- Let the learners brainstorm on the different techniques of handball.
- Later ask one of the learners to lead others in warm up exercises lasting for 5 minutes. Exercising in jogging jumping rolling boxing in the air.

## Lesson body

### Step 1 :

- Explaining to the learners that passing is one of the techniques in handball.
- Telling learners that passing the ball is done by throwing.
- Further guide learners to realise that through this method a ball is given out to the teammate.

### Activity 8.1.1

- Asks learners that of which of the two skills of playing handball is passing?
  - Throwing
  - Receiving

### Step 2:

Tell learners that the skill of passing (throwing) is usually practised together with catching (receiving). Explain and demonstrate to the learners different types of passes used in Handball.

- Demonstrate to the learners that in threes they can use the triangle formation as shown below.

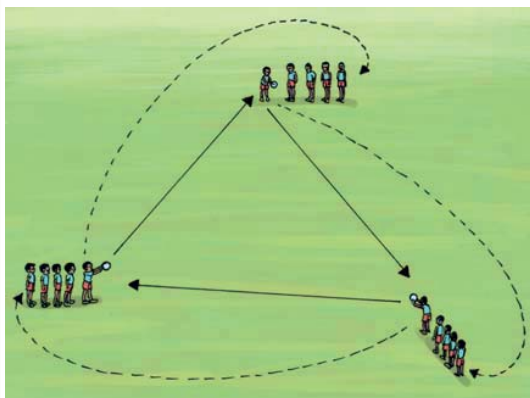


FIGURE 8 .1: Pass on triangle.



FIGURE 8 .2: Pass and go

- Pass and go
- Pass and follow
- Pass on the triangle.

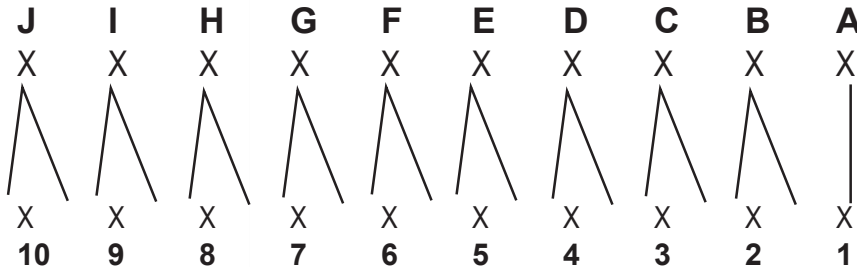


FIGURE 8 .3: Pass and follow

Tell learners that the opponent, where **A** thrower **B** the receiver and **C** the opponent/ defender. Let the learners change roles so as to give chance for every player to practice the skills.

Another drill on passing

Let learners make five teams of ten. And also instruct them to make straight lines of 10 players.



Side number **A** starts the drill by throwing to No.1, then Number 1 receives and throws to **B**.

Remind the learners that after throwing (passing) a player is free to go.

And finally the last player starts afresh after receiving it.

### Assessment

Setting the learner to make passes in various formations.

Let the learners have handball matches of five minutes each in order to apply the learnt techniques of handball.

### Cool down exercises

Let the learners jog around the handball court and then stretch their muscles.

### Closing discussion

Guide the learners to discuss techniques of passing the ball during the game of handball.

## LESSON 2 EXERCISES OF SHOOTING IN HANDBALL

### Learning objective

By the end of the lessons, the learners should be able to shoot the ball accurately and perform the shooting technique

### Teaching methods:

- Demonstration
- Practice
- Explantion
- Guided discovery
- Observation
- Application

## **Learning resources:**

- Playground
- Whistle
- Goalposts
- balls
- Cones
- Stopwatch / watch

## **Introduction**

- Guide the learners to brainstorm on what they know about shooting and throwing.
- Explain to them that shooting and throwing.
- Explain to them that shooting is another basic attacking skill in the game of handball and its major aim is to score so as to win the game.
- Guide them to perform warm up exercises . This can be by jogging to and from a demarcated area and then stretching and strengthening the muscles.

## **Lesson body**

### **Step 1 :**

Through guided discovery, let learners mention the different handball techniques; dribbling straight, shoulder pass, underarm pass, bounce pass, overhead pass among others.

- Further ask learners what is shooting as a technique in handball.
- Let learners describe shooting as a technique and as passing is an act of throwing the ball to the teammate or partner.
- Remind learners that shooting is a skill of attacking in handball playing.
- It is for that reason that a number of drills should be practised individually, in pairs and as a team.
- Explaining to learners that while shooting one has to be fast at making relevant decisions depending on the situation.

## **Shooting**

Explaining to learners that shooting is another basic attacking skill in the game of handball. Its major aim is scoring so as to win the game.

- Emphasising to the learners that a player of handball requires the following:
- Good ball handling
- Be able to concentrate and accuracy.
- Being in position to dodge the goalkeeper.

Guiding learners that shooting has different types. And the main types include:

- Jump shot
- Dive shot

However there are other minor types of shooting. They include :

- Reverse shot( circle shot)
- Side shot
- Lob shot

### **Explaining to the learners the basic principle that applies in all hand ball shooting skills.**

A clear ball throwing direction to be established before ball release.

- The player must make forward movement
- Deception and taking should be done before the ball is released.
- The ball is generally held behind the head with bent arm.
- Non shooting hand should be kept forward to prevent opponent from taking the ball.
- Wrist movement should be made.

### **Speed, force and agility are important**

Accuracy and follow through are also important

### **Jump shot**

Explaining to learners that jump shot involves the shooter jumping high and using the shoulder pass to release the ball towards the goal with the body leaning forward.

Teaching players courage and how to become victorious.



FIGURE 8 .4: Demonstrate the jump shot.

- From a running position, a player jumps high.
- Eyes and body faces direction of the goalmouth.
- The ball is held high above the head using one hand.

- The body leans forward slightly and shooting is done using shoulder pass.
- The ball is released at the height of the jump.
- The wrist is shaped during the follow through towards the goal.

### Activity 8.2.1

Telling learners use free time to exercise the jump shot as he/she runs up to where he/she is going to throw.

### The dive shot

Explaining to the learners that Dive shot involves launching the whole body in to air while shooting the ball towards the goal.

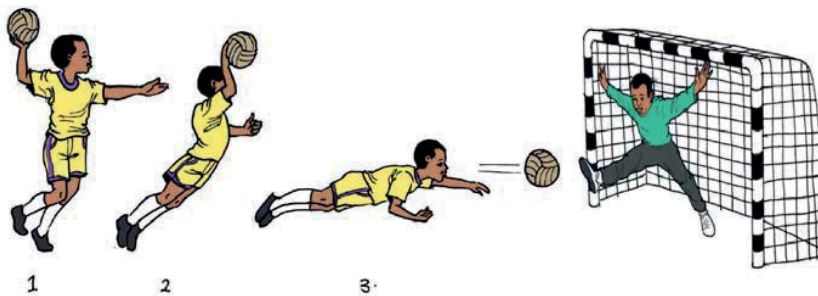


FIGURE 8 .5: Dive shot in steps.

### Teaching points

- Demonstrating to learners the dive shot pass.
- The ball is held with the bent arm.
- From a running position the body leans completely towards the goal.
- Dive as you release the ball using a shoulder throw.
- Follow through with a quick wrist shape.
- Use hand to break the body's forward momentum and fall.

### Reverse shot

Explaining to learners that this shot is used when a player is unable to perform a normal shot facing a goal.

### Teaching points

- Demonstrating the steps to follow while performing reverse shot.
- The players face opposite direction from the goalmouth, takes body to strong shooting side.
- Turning and quickly pivoting to the opposite (weak) side bending the knees and releasing the ball in the sidearm action.

- Bends the knee and release the ball in a sidearm action.
- The body weight and momentum is directed towards the goal.

### **Activity 8.1.3**

Instruct learners to perform exercise on shooting skills without a goalkeeper.

Emphasise to learners to use jump shot which is easier for the beginners

### **Goalkeeper**

- Explaining to the learners that Goalkeeper is allowed to touch the ball with any part of his/her body when defending inside the goal area.
- Leaving the goal area without the ball and participate in the game in the play area.
- Moving with the ball inside the goal area without being subject to the restrictions applying to court players.
- Leaving the goal area with the ball and play it again in the play area if she /he has not managed to control it.
- Learners should exercise the different skills as listed. Stride throw while failing, free bouncing, using legs to stop the ball, using hand to catch or deviate the ball.

### **Assessment**

Setting exercises and observe how learners perform technical skills of handball in game situation. Let learners do cool down exercises

### **Closing discussion**

How different is a jump shot from drive shot?

### **Step 2**

Demonstrate and encourage learners to practise the drills of shooting so as to gain mastery of the passing technique in playing handball.

- Emphasise to the learners that it is a good idea to practise shooting skills.
- Organize a handball situation and let learners play using learnt skills with the purpose of scoring the goals.

### **Assessment**

Learners will demonstrate the individual pair and group (file formation) passing, technical skill.

### **Cool down exercises**

Let the learners chase one another in pairs in a controlled area. Then they stretch their muscles.

### **Closing discussion**

Learners will be instructed to practise the individual pair and group on passing as a technical skill in handball.

## LESSON 3

## EXERCISES OF DRIBBLING AND BOUNCING

### Learning objective

By the end of the lessons the learners should be able to perform dribbling and bouncing skills in handball perfectly.

### Teaching methods:

- Explanation
- Practical
- Discussion
- Demonstration
- Guided discovery
- Observation

### Teaching resources:

- Playground
- Whistle
- Stopwatch /watch
- Balls
- Cones
- Goals posts

### Introduction

#### Step 1 :

- Guide the learners to brainstorm on what they know about dribbling and bouncing the ball in the game of handball.
- Add what they have not mentioned to their list.
- Guide them to perform warm up exercise perfectly. These may include walking around, jumping up and down and finally stretching and strengthening their muscles.

#### Step 2 : Dribbling and bouncing

- Explaining to the learners that dribbling involves a player bouncing the ball repeatedly.
- Emphasising to the learners that dribbling is a skill of attack performed under the following circumstances;
  - When there is one to pass the ball to.

- When the teammate is closely guarded.
- When the player wants to draw the opponent(s) to himself/herself and later pass the ball to a free teammate.

## Lesson body

### Step 1:

#### Demonstrating to the learners the steps to follow while performing Dribbling skill.

- Keep the ball to the side of the body.
- Keep it slightly in front of the body.
- Flex (bend) the knee to the body weight low.
- Keep the head up and eyes looking straight ahead
- The dribbling hand should be on top of the ball.



FIGURE 8 .6: Dribbling in handball.

### Step 2 : Dribbling drills

- Divide the class in teams of 5
- Let them have variations as they dribble in their groups.

#### 1. Dribble and stay

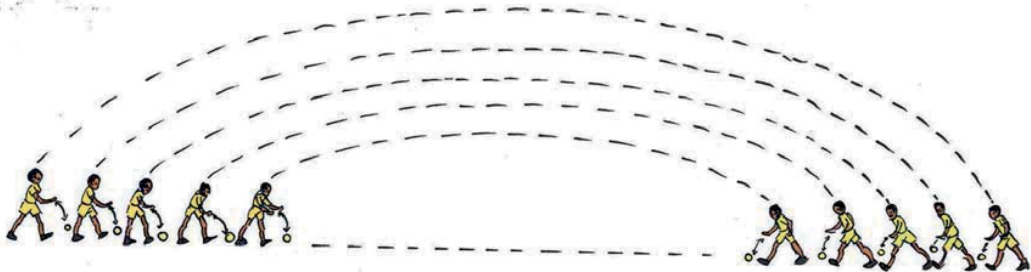


FIGURE 8 .7: Learners dribbling the ball while moving

#### 2. Dribble to and from

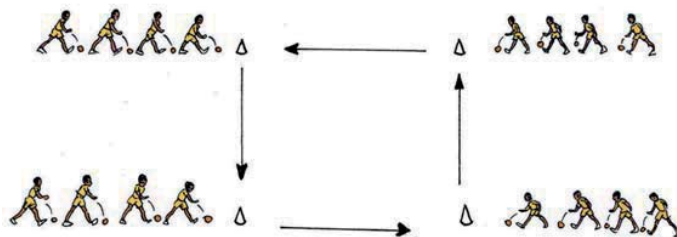


FIGURE 8 .8: Learners dribbling the ball while changing positions

### 3. Dribble around

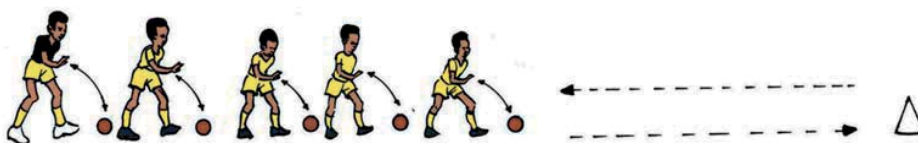


FIGURE 8 .9: Learners dribbling the ball while increasing speed.

### Step 3: Game situation

- Conduct a handball game in groups 5 Vs 5.
- Switch every after 5 minutes.
- Those who are not on court, cheer up.

### Assessment

Set exercises to the learners to perform the dribbling one at a time.

### Cool down exercises

Let learners walk around the court and finally stretch their muscles.

### Closing discussion

Guide learners to discuss about dribbling and bouncing in handball.

How is dribbling helpful to the player of handball?

## LESSON 4 GOAL KEEPING

### Learning objective

By the end of the lesson the learners should be able to perform goalkeeping techniques perfectly.

### Teaching resources:

- Explanation
- Discussion
- Demonstration
- Description
- Instruction
- Practice
- Observation

### Learning materials:

- Playground
- Ball
- Whistles
- Cones
- Equipment for a goal keeper
- Chasubles
- Trees
- Goalpost
- Watch

### Introduction

- Instructing learners to form 5 groups of tens.
- Letting learners to perform three minutes warm up exercise and stretching exercises.

### Lesson body

Explaining to learners that goalkeeping is an act of preventing the opponent from scoring. This is done through intercepting shot at the goal.

Describe and demonstrate the relevant requirement a handball player is expected to know about goalkeeping.

In order to protect the goalkeeper against harm or danger, he/ she is required to wear special equipment like heavy pads and face mask.

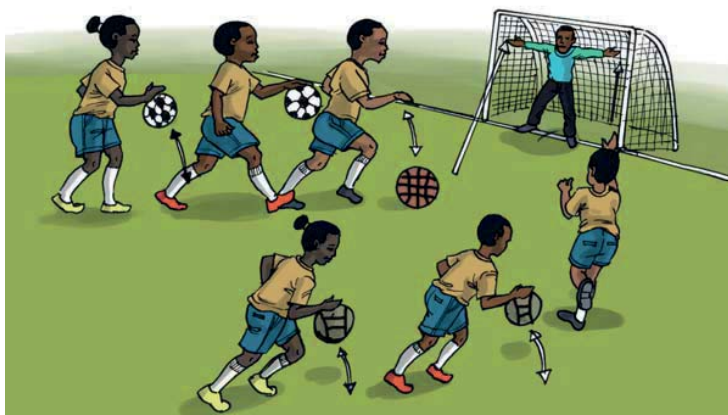


FIGURE 8 .10: **Goalkeeping**

A goalkeeper activities are separated from the game by the goal line.

Goalkeeping requires one who can make decisions, and determine the direction of throw.

Goalkeeping needs taking full responsibility and any action.

Goalkeeping needs full concentration and doing the best to follow the trainer's training.

Goal requires a player who is courageous, brave, self control and self confidence.

Goalkeeping is the most important position in the handball game.

Explain to the learners that goal keeping requires both vigorous and regular exercises.

Goalkeeper once makes throw at close distance may experience painful situations.

For that reason, a goal keeper is expected to perform beyond his expectation. And in a way save.

No handball player is allowed in the goal area.

A goalkeeper is allowed to touch the ball with any part of his body while in the act of defence inside the goal area.

He is allowed to leave the goal area with out the ball and participate in the game in the playing area eave the goal area.

Move with the ball inside the goal area with out being subject to the restrictions applying to court players.

Leave the goal area with the ball and play it again in the playing area if she/he has not managed to control it.

#### **Activity 8.2.4**

Individually, let learner triesto catch the ball shoot from their teammate he /she into the goal and let learners form team then play the game with goalkeeperinside the goal

#### **Additional notes**

Promoting mobility of people and expositors by the skilled handball players. A person who is identified as a skilled player will always get a chance to travel and in the long run tours new places. This could be in our different districts or from the international community.

Handball playing promotes unity and harmony, as people from different areas meet during competition they forge unity as a result.

Handball as a game is fun and also leisure to both players and spectators.

Playing Handball gives people a chance to control obesity

Engaging in different skills in form of practice gives an opportunity to burn carols.

The fats that would block the veins are opened giving way to easy flow of oxygenated blood.

Oxygenated blood is the blood with oxygen.

Skilled coaches and trainers as well as players are hired to play the game on competitive basis.

Emphasise to the learners that any body can be hired as long as he/she proves to be skilled.



FIGURE 8 .11: **Watching a skilled player.**

Therefore, handball playing creates employment opportunities to many people from the society. Let learners be told that as handball gains more popularity, business people also become happier. This is true because business emerged on the side of selling sports equipment.

### **Assessment**

Explain the roles of Goalkeeper in playing handball game.

### **Cool down exercises**

Let the learners walk around the handball court two times then stretch their muscles.

### **Closing Discussion**

Guide the learners to discuss about the technical skills required to play handball.

### **General Assessment**

Identify different types of passes in handball.

Why is it important to keep the head-up and eyes looking straight while dribbling?

Give the steps followed while performing the jump shot and dive shot.

How important is quick decision making skill to a goalkeeper?

Let the learners have handball matches of about five minutes each applying the learnt handball skills.

## Unit summary

In this unit you learners have performed various techniques used in the game of handball such as; passing, shooting, dribbling and goalkeeping among others.

## Glossary

**Technical** : Skills need to perform something

**Teammate** : Players on the same team

**Opponent** : Players on the other team

**Agility** : Ability to make quick reaction during an activity

**Tactic** : Method used to do something

## Unit 9:

# TRANSMITTED DISEASES

### Content map

<b>Item</b>	Transmitted diseases
<b>Key unit competence</b>	Prevent against disease through games and sports.
<b>Number of periods and lessons</b>	2 » Infectious Diseases » Importance of games and sports in disease prevention
<b>Introduction</b>	» Infectious diseases attack and infect other infectious diseases are caused by small living organism which cannot be seen by our eyes apart from the microscope.
<b>Classroom organisation</b>	Whole class orientation, individual practice, pair work, group work, playing in a team.
<b>Equipment</b>	Playground room whistle stop watch ball sticks cones pytons narrowband, wood penis, charts sponges soap, watch
<b>Activities</b>	» Describing infectious diseases demonstrating observing personal hygiene i.e bathing brushing and covering food. » Performing games in which pupils increase on.
<b>Competencies Practised</b>	» Communication application, creativity lifelong learning. » Discussing how every one has shared responsibility to spread message about preventable diseases.
<b>Language practice</b>	» Describing infectious diseases
<b>Numeracy</b>	» Using a stopwatch
<b>Study skills</b>	» Following instructions.
<b>Learning outcome</b>	» Describing the importance of guarding against infectious disease.
<b>Cross cutting issues</b>	» Human right ensuring that both boys and girls practising good health
<b>Assessment criteria</b>	» Able to prevent acquiring disease through games and sports.

## **Key unit competence:**

To protect themselves against infectious diseases through games and sports.

## **Learning objectives:**

### **Knowledge and understanding**

- Setting different strategies to avoid and treat the illness and diseases that can be prevented.
- Recognising strategies to ensure good hygiene.

### **Skills to develop:**

Learners will be able to;

- Demonstrate the importance of looking after one another.
- Demonstrate the importance of washing hands after any activity.
- Explain how to be prevented against infectious diseases.
- Describe the infectious diseases.
- Explain the importance of game and sports in disease prevention

### **Attitudes and values:**

- |                   |                   |                |
|-------------------|-------------------|----------------|
| ▪ Team play       | ▪ Creativity      | ▪ Self control |
| ▪ Fair play       | ▪ Inclusion       | ▪ Safety       |
| ▪ Respect of game | ▪ Cooperation     | ▪ Healthy      |
| ▪ Instructions    | ▪ Self confidence |                |

## **LESSON 1 INFECTIOUS DISEASE GAMES**

### **Learning objective**

By the end of the lesson, learners should be able to protect one self against infectious disease.

### **Teaching methods:**

- Explanation
- Demonstration
- Observation
- Group/pair work
- Discovery
- Direct instruction
- Application

## Teaching resources:

- Playground
- Rooms
- Whistles
- Stopwatch / watch
- Ball
- Sticks
- Cones
- Pylon
- Narrow band
- Chasuble
- Wood penes
- Charts
- Sponges
- Towels
- Socks
- Plastic bottles
- Soap
- Bowl
- Basin

## Introduction

- Greeting to the learners after welcoming them to day's lesson.
- Get one of the learners and instruct her/her to lead others into warm up exercise lasting for 5 minutes.

## Lesson body

### Step 1 :

- Explaining to the learners that infectious diseases are caused by germs. These germs can not be seen by our eyes.
- Emphasising to the learners that when germs enter the body they attack its cells and tissues.
- Infectious diseases grow, produce others and then spread to other healthy people.

### Step 2 :

Through brainstorming guide learners to name the diseases which usually spread to children especially whenever they come to participate in sports. Ringworms, flue, tuberculosis, measles, chickenpox, mumps, malaria, whooping cough, leprosy, gonorrhoea, pneumonia.

Using different cones written on different diseases. Telling learners to kick balls aiming at hitting the cones. This will be an attempt to kick out diseases in the community through creating awareness.

The learners should explain the causes of the diseases and their preventions.

The learners should continuously do the same in their groups one by one changing the position.



FIGURE 9 .1: Learners kicking the balls aiming at cones.

**Step 3 :**

- Explaining to learners that infectious disease are caused by small living organs called **germs**.
- Let learners know that germs being too small and can only be seen by a microscope.
- Asking learners why they cannot see germs with their own eyes?
- Demonstrating to learners that germs which bring infectious disease are different.
- Through guided discovery assist learner brainstorming to mention the different germs which enter human bodies.

Bacteria	Whooping cough, Tuberculosis
Fungi	Ringworms, athletes foot
Protozoa	Malaria, hookworm, liveflukes, lung flukes
Virus	AIDS, measles, chickenpox, cold, genital warts
Ricketts	Rocky mountain spotted fever

**Step 4 :**

Telling learners suggest their responsibilities towards preventable diseases participating diarrhoeal diseases games; covering food to be taken later

- Peeling and later washing food
- Boiling water for drinking
- Encouraging children to always cook food properly
- Taking an active role in participating in physical activities.
- Encouraging learners and others to avoid close contact with people suffering from flue and measles.
- Letting learners go to the dispensary whenever they are sick in order not to spread the disease to others. Educating people to take nutritious foods.
- Washing hands with soap every after a toilet visit.
- Avoid touching objects contaminated with the diarrhoea causing germs and later touching their own nose, eyes or mouth.
- Protecting themselves from sharing personal items for instance; towels and plates.
- Organising a race of awareness about preventing diseases in the community.



FIGURE 9 .2: Learners dressed in T.shirts written different infectious diseases.

### Step 5 :

- Guide learners to demonstrate different ways of preventing infectious diseases.
- Maintaining personal hygiene. Use proper and good hygienic practices when preparing food.
- Washing and ironing clothes after sports.
- Participating in communal routine cleaning like slashing the bushy area around the school.
- Not mixing with people (sick people) suffering from tuberculosis.
- Regular training in games to increase on body immunity.

### Activity 9.1

Explaining and demonstrating sport activities that increase learner awareness on infectious diseases and how to avoid them.

- Getting throw away material like hard boxes and markers.
- Cutting them into small card and like on examples of different types of germs causing disease.
- Improvising by getting 6 basins. Demarcating a play area of 50 metre length and 20 metres width.
- Putting cones to show play area.
- Putting the equal numbers of flash cards in the basin to the opposite side of the play area (of course the width).
- Then consider putting the 2 labelled basins with germ names i.e bacteria to the side of opposite width.
- Select 13 learners to participate in the game at ago
- Out of ten participants 5 stand behind to receive the card with names of the germs for example bacteria whooping cough.

- They are expected to run to the single basing and at random pick a card with the disease name and put it in the basin where the disease matches with the germ in the basin to the opposite side.
- Ensuring that instructions are clear and blow the whistle to start them off.
- As soon as the participant gets 4/3 card, let them read out the name. Point will be awarded basing on position (ranking) 1<sup>st</sup> to 5<sup>th</sup>.

### **Cross the standing water**

Explaining to the learners that they should not play in flood water. This could be after rain down pour.



**FIGURE 9 .3: Learners playing in a pitch with flooded water**

- Encouraging learners to always wash their hands whenever they come in contact with flood water or touch object that has germs.
- Reminding learners that is important to disinfect items that have touched flood water like clothes.
- Never to expose an open wound to flood water or a used waterproof bandage at all time.
- Discouraging learners not to eat food which have come into contact with flood water, even if they are packaged.
- Use a towel alone, no sharing with colleagues (friend).

### **Assessment**

Setting exercises and observing how learners describe how to prevent themselves against infectious diseases.

### **Closing Discussion**

Guiding the learners to discuss what they have learnt about infectious diseases.

Why should we prevent ourselves from infectious diseases.

## LESSON 2

## IMPORTANCE OF GAMES AND SPORTS IN DISEASES PREVENTION

### Learning objective

By the end of the lesson, learners should be able to play games and sports with an aim of preventing killer diseases.

### Teaching methods:

- Brainstorming
- Self discovery
- Explanation
- Discussion
- Observation
- Application
- Demonstration

### Teaching and learning Materials:

- playground

### Introduction

#### Warm-up exercise

- Guide the learners to perform warm-up exercises. They should stretch and strengthen themselves systematically.
- Ask learners to brainstorm the importance of games and sports in disease prevention.
- Help learners to understand that participating in sports and games contribute to muscle development, coordination, cardiovascular health and numerous (many) other benefits associated with disease prevention.

### Lesson body

- Explain to learners that games and sports can help overcome or control diseases such as obesity, diabetes, cancer, hypertension, depression.

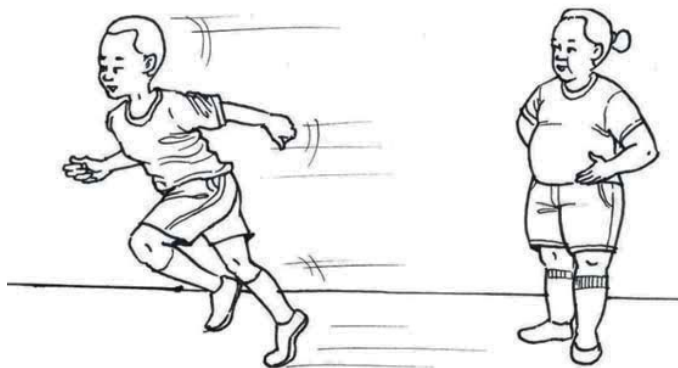


FIGURE 9 .4: An obese learner.

- Tell learners that playing sports can help one become fit, hence achieve goal like weight loss. Muscle development and fat reduction are benefits of playing sports.
- Set physical exercise and invite learners to perform them. Guide learners when performing exercises
- Remind learners that doing sports also contribute to mental health. It increases self esteem and prevent depression. Sport promotes better brain health because of the fast thinking involved.

### **Closing discussion**

- State the diseases suffered by people who do not participate in sports and games.
- How does sports and games help you to fight diseases?

### **General Assessment**

- What are the infectious diseases?
- How can you use sports and games to control diseases in your community?
- Give ways of fighting infectious diseases at school and home.

### **Unit summary**

In this unit, learners have learnt about;

Infectious diseases game and importance of games and sports in disease prevention.

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