

PHYSICAL EDUCATION AND SPORTS

**TEACHER'S GUIDE SENIOR 4
ASSOCIATE NURSING PROGRAM**

© 2022 Rwanda Basic Education Board

All rights reserved.

This document is property of the government of Rwanda. Credit should be given to REB when the content is quoted.

FOREWORD

Dear teacher,

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

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

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

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

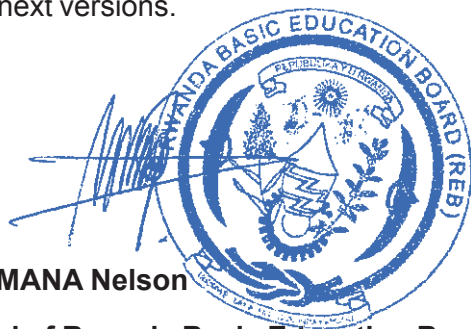
In view of this, your role is to: Plan your lessons and prepare appropriate teaching materials.

- Organize Physical Education and Sports exercises/activities for students considering individual differences, and peers learning.
- Engage students through active learning methods such as task and practice, discovery, field trip, group and individual work activities.

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

To facilitate you in your teaching activities, the content of this teacher's guide is self-explanatory so that you can easily use it.

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



Dr. MBARUSHIMANA Nelson

Director General of Rwanda Basic Education Board

ACKNOWLEDGEMENT

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

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

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



Joan Murungi,

Head of Department CTLR/REB

ACRONYMS AND ABBREVIATIONS

Fig: Figure

PES: Physical Education and Sports

R.C.A: Reflect Connect and Apply

REB: Rwanda Basic Education Board

CTRLR: Curriculum, Teaching and Learning Resources

Table of Contents

FOREWORD	iii
ACKNOWLEDGEMENT	v
ACRONYMS AND ABBREVIATIONS	vi
PART I: GENERAL INTRODUCTION	1
1.1. The structure of the guide	1
1.2. Methodological guidance	3
1.2.1. Developing competences	3
1.2.2. Addressing cross-cutting issues	5
1.2.3. Attention to special educational needs	8
1.2.4. Guidance on assessment.....	10
1.2.5. Students' learning styles and strategies to conductteaching and learning process	11
1.2.6. Teaching methods and techniques that promote the active learning11	
PART 2: SAMPLE LESSON PLAN	16
PART 3: UNITS DEVELOPMENT	22
UNIT 1: BASIC MOTOR CONTROL AND MOVEMENT	23
1.1. Prerequisite (knowledge, skills, attitudes and values).....	23
1.2. Cross-cutting issues to be addressed	23
1.3. Guidance on introductory activity	24
1.4. List of lessons/sub-heading	25
Lesson 1: Functional activation, flexibility and speed exercises	25
Lesson 2: Muscular development and endurance exercises	36
Lesson 3: Balance and relaxation exercises	42
UNIT 2: GYMNASTICS	52
2.1. Prerequisite (knowledge, skills, attitudes and values).....	52
2.2. Cross-cutting issues to be addressed	52
Lesson 1: Ground gymnastics exercises.....	54
Lesson 2: Apparatus gymnastic exercises.....	62

UNIT 3: ATHLETICS	70
3.1. Prerequisite (knowledge, skills, attitudes and values).....	70
3.2. Cross-cutting issues to be addressed	70
3.3. Guidance on introductory activity	71
3.4. List of lessons/sub-heading	71
Lesson 1: Sprint races and hurdles	72
Lesson 2: Resistance races	81
Lesson 3: Endurance races.....	83
UNIT 4: FOOTBALL	91
4.1. Prerequisite (knowledge, skills, attitudes and values).....	91
4.2. Cross-cutting issues to be addressed	91
4.3. Guidance on introductory activity	92
4.4. List of lessons/sub-heading	92
Lesson 1: Controlling the ball with different parts of the body and dribbling the ball	93
Lesson 2: Passing the ball	98
Lesson 3: Shooting exercises	101
Lesson 4: Goalkeeping exercises	105
UNIT 5: VOLLEYBALL	113
5.1. Prerequisite (knowledge, skills, attitudes and values).....	113
5.2. Cross-cutting issues to be addressed	113
5.3. Guidance on introductory activity	114
5.4. List of lessons/sub-heading	114
Lesson 1: Techniques of attack	115
Lesson 2: Techniques of defence	122
UNIT 6: BASKETBALL	131
6.1. Prerequisite (Knowledge, skills and attitudes and values).....	131
6.2. Cross-cutting issues to be addressed	131
6.3. Guidance on introductory activity	132
6.4. List of lessons/sub-heading	132
Lesson 1: Pass, receive and dribbling the ball in basketball	133
Lesson 2: Shooting and lay up	144

UNIT 7: HANDBALL	155
7.1. Prerequisite (knowledge, skills, attitudes and values).....	155
7.2. Cross-cutting issues to be addressed	155
7.3. Guidance on introductory activity.....	156
7.4. List of lessons/sub-heading	156
Lesson 1: Passing and dribbling the ball.....	157
Lesson 2: Shooting and goalkeeping	163
UNIT 8: NETBALL	174
8.1. Prerequisite (knowledge, skills, attitudes and values).....	174
8.2. Cross-cutting issues to be addressed	174
8.4. Guidance on introductory activity.....	175
8.5. List of lessons/sub-heading	175
Lesson 1: Passing and receiving the ball	176
Lesson 2: Landing, pivoting and shooting	182
UNIT9: GOALBALL	194
9.1. Prerequisite (knowledge, skills, attitudes and values)	194
9.2. Cross-cutting issues to be addressed	194
9.3. Guidance on introductory activity.....	195
9.4. List of lessons/sub-heading	195
Lesson 1: Offensive techniques	196
Lesson 2: Defensive techniques.....	198
UNIT 10: SITTING VOLLEYBALL	205
10.1. Prerequisite (knowledge, skills, attitudes and values).....	205
10.2. Cross-cutting issues to be addressed	205
10.3. Guidance on introductory activity.....	206
10.4. List of lessons/sub-heading	206
Lesson 1: Offensive techniques	207
Lesson 2: Techniques of defence	214
REFERENCES	220

PART I: GENERAL INTRODUCTION

1.1. The structure of the guide

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

Overall structure

The whole guide has three main parts as follows:

General Introduction:

This part provides general guidance on:

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

Sample lesson plan:

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

Unit development:

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

Structure of a unit

Each unit is made of the following sections:

- **Unit title:** From the syllabus.
- **Key unit competence:** From the syllabus.
- **Prerequisites** (knowledge, skills, attitudes and values): This section indicates knowledge, skills and attitudes required for the success of the unit. The competence-based approach calls for connections between units/topics within a subject and interconnections between different subjects. The teacher will find an indication of those prerequisites and guidance on how to establish connections.
- **Cross-cutting issues to be addressed:** This section suggests cross cutting issues that can be integrated depending on the unit content. It provides guidance on how to come up with the integration of the issue. Note that the issue indicated is a suggestion; teachers are free to take another crosscutting issue taking into consideration the learning environment.

- **List of lessons/sub-heading:** This section presents in a table suggestion on the list of lessons, lesson objectives copied or adapted from the syllabus and duration for each lesson. Each lesson /subheading is then developed.
- **Summary of the unit:** This section summarises what students have been learned in the whole unit.
- **End of each unit:** At the end of each unit, the teacher’s guide provides the following sections:
 - **Additional Information:** This section gives further information that may help him/her to plan and conduct Physical Education and Sports lesson.
 - **End unit assessment:** This part provides guidance on how to conduct the end unit assessment in a practical way. It suggests activities/games as well as guidance on criteria to be considered such as:
 - **Cognitive skills:** (E.g.: level of concentration, memory, capacity of anticipation, problem solving, know rules of the game, know techniques and tactics to use different sports activities etc.).
 - **Technical competences:** (E.g.: to throw the ball, to catch it, to dribble it, to pass it to others etc.).
 - **Strong emotional points:** Such as self-confidence and feeling, secure.
 - **Social competences:** Such as cooperation and solidarity.
 - **Attitudes and values:** E.g.: optimism, confidence, respect and impartiality.
- **Additional activities**

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

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

The guide ends with references.

Structure of each lesson

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

- **Lesson title:** It shows the title of the lesson.
- **Introduction:** This section gives a clear instruction to the teacher on how to start the lesson.
- **Teaching resources:** This section suggests the teaching aids or other

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

- **Steps of the lesson:** This section provides activities/games/exercises and guidance step by step: Opening discussions, warm up, lesson body, cool down and closing discussions (R-C-A: Reflect Connect and Apply).

1.2. Methodological guidance

1.2.1. Developing competences

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

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

In addition to specific subject competences, students also develop generic competences that are transferable throughout a range of learning areas and situations in life.

Below are examples of how generic competences can be developed in Physical Education and Sports:

Generic competence	Examples of activities that develop generic competences
Communication	<ul style="list-style-type: none"> – Organize and present in writing and verbally a complete and clear report of a training session or a match for a given sports. – Select and use a set of verbal and nonverbal channels of communication during a game situation (a voice, facial expressions and bodily movements). – Observe and interpret different game situations and react accordingly. – Argue verbally or in writing about any given performance/results in sports.
Cooperation, Personal and Interpersonal management and life skills	<ul style="list-style-type: none"> – Playing in Pairs. – Playing in small groups/teams. – Playing in large team and/or a club.
Critical thinking	<ul style="list-style-type: none"> – Demonstrate advantages to the schools where sports is valued contrary to a school or institution where sport is neglected.
Innovation and creativity	<ul style="list-style-type: none"> – Create a set of physical activities of a training session for a given sports. – Leading a given activity in sport training session with objectives, methodology, observations, results and conclusions. – Design a sketch map of some techniques and tactics used in different games. – Create a chart of the main steps in a performing a given tactic in different sports/games.
Intra and interpersonal skill	<ul style="list-style-type: none"> – Ability in facilitating interaction and communication with others. – Intra skills refer to the skills of knowing and living with oneself. – Inter personal skills deals with knowing and living with others.

Lifelong learning	<ul style="list-style-type: none"> – Exploit all opportunities available to improve on knowledge and skills. – Reading sports journals, listening to sports news and following different games on TV or on playgrounds/ stadium.
Research and Problem solving	<ul style="list-style-type: none"> – Research using internet or books from the library and develop tactics or strategies to be used in performing sports activities. – Fabricate sports materials from local materials (e.g. making a soccer ball).

1.2.2. Addressing cross-cutting issues

Among the changes in the competence, based curriculum is the integration of cross cutting issues as an integral part of the teaching learning process as they relate to and must be considered within all subjects to be appropriately addressed. The eight cross cutting issues identified in the national curriculum framework are:

- Comprehensive Sexuality Education (CSE),
- Environment and sustainability,
- Financial Education,
- Gender,
- Genocide studies,
- Inclusive Education.
- Peace and Values Education,
- Standardization Culture

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

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

Cross-cutting issue	Examples on how to integrate the cross-cutting issue
Comprehensive sexuality education	<ul style="list-style-type: none"> - A teacher provides physical activities and sets instructions that prevent sexual harassment, any kind of gender-based violence like sexual abuse and physical contacts oriented to the sexuality intention in Physical Education and Sports activities.
Environment and sustainability	<p>In teaching and learning process environment and sustainability are addressed when:</p> <ul style="list-style-type: none"> - The teacher explains to students the importance of a safe and clean environment for safe physical and sport activities. - Students avoid throwing away used materials before, during and after exercises. - There are rules set for cleaning the playgrounds before and after exercises. - Students avoid spitting or blowing the nose in pitch, field, and court during exercises.
Financial Education	<p>In teaching and learning process, financial education may be addressed when:</p> <ul style="list-style-type: none"> - Students are able to find themselves local grown solutions as regards to sports equipment and sport materials where there is shortage; - Students are good managers of sports infrastructures and sports materials, knowing that some of them are costly.
Gender	<p>Teachers should ensure equal participation of both girls and boys during physical activities and equal participation in open discussion and in refereeing.</p>

Environment and sustainability	<p>In teaching and learning process environment and sustainability are addressed when:</p> <ul style="list-style-type: none"> – The teacher explains to students the importance of a safe and clean environment for safe physical and sport activities. – Students avoid throwing away used materials before, during and after exercises. – There are rules set for cleaning the playgrounds before and after exercises. – Students avoid spitting or blowing the nose in pitch, field, and court during exercises.
Financial Education	<p>In teaching and learning process, financial education may be addressed when:</p> <ul style="list-style-type: none"> – Students are able to find themselves local grown solutions as regards to sports equipment and sport materials where there is shortage; – Students are good managers of sports infrastructures and sports materials, knowing that some of them are costly.
Gender	<p>Teachers should ensure equal participation of both girls and boys during physical activities and equal participation in open discussion and in refereeing.</p>
Genocide studies	<p>While conducting Physical Education and Sports activities a teacher should take a time to explain students how sports should be used to fight against Genocide ideology and how to prevent it or organizing Genocide memorial tournaments at school and giving the message related to the Genocide.</p>

Standardization culture	<ul style="list-style-type: none"> – In teaching and learning process, the students must use standardized materials in prevention of injuries and accidents. – The teacher also must help students to know how to choose and use safe sports clothing for their health (e.g. safe sports shoes), safe physical exercises (avoid bad body postures and forbidden body exercises, adapted physical activities).
-------------------------	---

1.2.3. Attention to special educational needs

Currently we are convinced that games and sports are very beneficial to people with physical, mental, emotional and psychological disabilities.

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

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

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

What can we modify to promote the integration of students with disabilities during recreational and sports activities?

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

Below are some examples of adaptation to initiate:

i) Adapt roles and rules

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

ii) Adapt the playground

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

iii) Adapt the materials

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

iv) Adapt the duration of the activity

- Reduce or extend the time allotted to the activity.

Aspects to consider when you want to modify an activity

Ask yourself the following questions:

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

Strategies to help students with physical disabilities or mobility difficulties

- Adapt activities so that students, who use wheelchairs, use other mobility aids, have difficulty in moving can participate.
- Ask for adaptation of furniture. E.g., the height of a table may need to be changed to make it easier for a student to reach it or fit their legs or wheelchair. Encourage peer support between students. Get advice from parents or a health professional about assistive devices.

Strategies to help students with hearing disabilities or communication difficulties

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

Strategies to help students with visual disabilities

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

1.2.4. Guidance on assessment

Assessment in PES must be a continuing process that arises out of interaction during teaching and learning process. It includes lesson evaluation during R-C-A after each session and end of unit assessment.

This formative assessment should play a big role in teaching and learning process. The teacher should encourage individual, peer and group evaluation of the activity done. In this step, the teacher sets exercise to assess abilities, skills, knowledge and attitudes of individual students basing on unit or lesson objectives. During assessment activity, students perform exercises individually or work in teams. The teacher avoids intervening directly. In fact, results from this assessment inform the teacher on next steps for the whole class and individuals. In some cases, the teacher can end up with giving remedial and extra activities.

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

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

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

Abilities of students' and learning styles.

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

1.2.6. Teaching methods and techniques that promote the active learning

A. Suitable Methods / techniques to teach PES

Physical Education and Sports is taught:

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

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

- **Demonstration method**

A teacher makes him/herself a demonstration or asks an able student to do a demonstration. The teacher is advised not to do a demonstration if he/she is not sure to do it better than every individual student can do it.

- **Verbal Explanation**

A teacher describes/explains activities he/she wants students to perform.

- **Practice session**

Students are given time to practice exercises intended to develop the desired skills.

- **Supervision**

During a PES lesson, the teacher plays a role of supervising where he/she must move around in field and make corrections for individual students during exercises.

- **Correction**

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

- **Evaluation**

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

- **Discussion**

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

- **Application**

Use of learned Physical Education and Sports skills in different situations to solve a given problem.

Physical Education and Sports in small schools or schools with limited facilities

Where schools have specific problems related to a lack of indoor and outdoorspace, consideration might be given to:

- The use of the classrooms, corridors and available school grounds for orienteering exercises.
- The provision of markings on the playground for athletic activities and small-sided games.
- The use of local facilities, e.g. Local grounds, community centres, parish halls, youth clubs, colleges, higher learning institutions etc.
- Co-operation with other primary or secondary schools in sharing facilities.
- Allocating more time to Physical Education and Sports in good weather.

- Visiting an outdoor education centre providing facilities for many worthwhile activities.
- Use possible available space, which should be used to facilitate teaching and learning of Physical Education and Sports.
- Use local materials by making for example: goal posts for Football, Netball and Handball, posts for supporting net in Volleyball.
- Try to create their own playgrounds by using space available.

B. Steps of a PES lesson

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

Step 1: Opening discussions.

Step 2: Warm-up activities.

Step 3: Lesson body.

Step 4: Cool down.

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

Step 1: Opening discussions

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

Strategies for good discussions:

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

Step 2: Warm-up activities

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

Step 3: Lesson body

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

Step 4: Cool down

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

Step 5: R-C-A discussions

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

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

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

The teacher asks questions like:

- What was interesting?
- What was easy?
- What was challenging?
- What strategies have you used to win?
- How did you feel in case of success or failure?
- **Connect:** Ask questions, which help students to connect what they have learned to life experiences and lesson content.

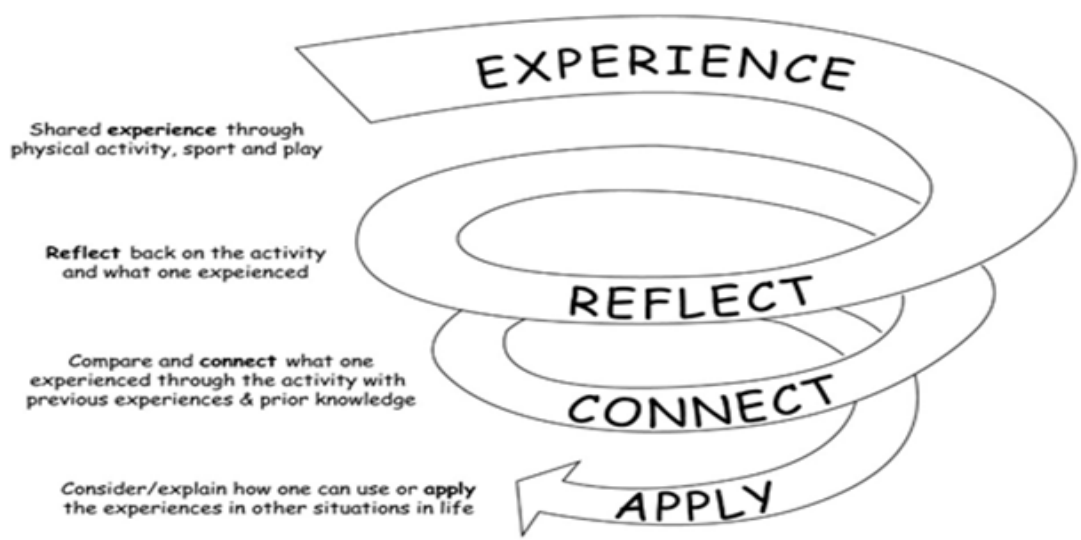
The teacher asks questions like:

- How this game/exercise/activity is connected to what you already know, believe or feel?
- Does it reinforce or expand your view?
- The teacher also asks questions, which connect the game/exercise/activity to lesson content.
- **Apply:** Ask questions, which help student to apply acquired experience to another situation.

The teacher asks questions like:

- How could you use what you have learned from this experience?
- How could you use your new learning to benefit yourself, others, your community?

RCA is based on the work of educationalists such as Freire, Brown, Piaget, Brantford and others who support the concept of an educational process that is active, relevant, reflective, collaborative and applied, and has its roots in experiential learning theory (Kolb, 1984). Play-based learning technique is closely linked to the Experiential Learning Cycle. It starts with a game or play-based activity and ends with a closing Reflect, Connect and Apply (RCA) discussion linked to the subject matter.



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

PART 2: SAMPLE LESSON PLAN

School Name:.....

Teacher's name:.....

Term	Date	Subject	Class	Unit No	Lesson No	Duration	Class size
2		Physical Education and Sports	Senior Four	4	1 of 4	40 min	45
Type of Special Educational Needs and number of students				Two students in category 1.a			
Unit title		FOOTBALL					
Key Unit Competence		students should be able to perform basic techniques of playing football.					
Title of the lesson		Controlling the ball with different parts of the body and pass.					
Instructional objective		Using the ball of football, students should be able to control the ball with different parts of the body and pass the ball accurately.					
Plan for this Class/ location(in/outside)		Safe playground.					
Learning Materials (for all students teachers)		Playground, balls, whistle, cones, equipment, chasubles, goal sports, trees, watch.					
References							
Timing for each step		Description of teaching and learning activity				Competences and cross cutting issues to be addressed	
		students control the ball with different parts of the body and pass the ball accurately.					
teacher's activities		Students' activities					

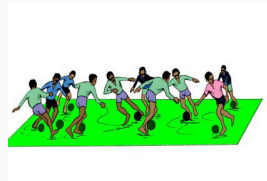
<p>Introduction</p> <p>Opening discussion: 1min</p>	<p>Check students' state and sport uniform.</p> <p>Ask questions related to control and pass the ball in football.</p> <p>Example of questions</p> <ul style="list-style-type: none"> – Which sports do you like to practice? – What are techniques do you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

speed for one minute, raise and rotate hands according to teacher's signals.

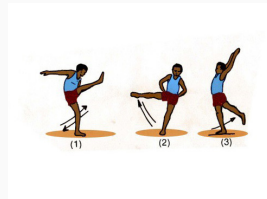
Perform warm up with balls.



Perform warm up with balls



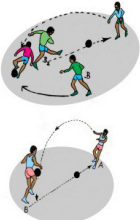
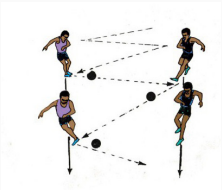

Perform general stretching exercises focusing on body parts using in football pass.




Inclusive student will do exercises and raise the existing arm.

Ask one student lead stretching exercises and provide support.

<p>Development of the lesson: 30 min</p>	<p>Explain techniques of controlling the ball and passing.</p> <p>Show how to control the ball with head, chest and legs and pass the ball.</p> <p>Give instructions to the students and</p> <p>Let them practice and provide to them necessary support.</p> <p>Show them how to pass with different parts of the body (head, chest and foot).</p> <p>Let all groups perform as much as possible.</p>	<p>Listening to teacher's instruction and ask questions.</p> <p>Techniques of controlling the ball:</p> <ul style="list-style-type: none"> - Keeping the head relaxed and watch the ball carefully to judge its speed and height. - Moving both feet quickly while the body is in front of the ball regularly - Deciding early the body part that will control the ball and relax it. - Cushioning the ball by withdrawing the body part controlling the ball and keep it close to the body after controlling. 	<p>Peace and values education:</p> <p>Is developed through respecting rules of the game and fair play.</p> <p>Critical thinking and problem solving:</p> <p>Are developed through using techniques of controlling and passing the ball.</p> <p>Cooperation:</p> <p>Is developed through working in team and try to win together.</p> <p>Gender: Both girls and boys work equally in learning process.</p>
---	---	---	---

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

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

	<p>Apply</p> <p>Usually how will you use your own techniques to achieve your works?</p> <p>How will you use learned football skills in your future life?</p>	<ul style="list-style-type: none"> - We must work collectively - Perform all techniques and improve our tactics <p>Answers:</p> <ul style="list-style-type: none"> - Follow instructions - Respecting rules - Working together 	
Teacher self-evaluation		Teacher evaluates the achievement of objectives.	

PART 3: UNITS DEVELOPMENT

Key unit competence

Perform Basic motor control and movement Exercises.

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

Students of senior four will learn better basic motor control and movement exercises if they can perform motor control, body control and balance learned in Ordinary level in secondary school.

1.2. Cross-cutting issues to be addressed

- **Gender**

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

- **Inclusive education**

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

- **Financial education**

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

- **Standardization culture**

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

- **Environment and sustainability**

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

- **Peace and values education**

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

- **Comprehensive sexuality education**

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

- **Genocide studies**

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

1.3. Guidance on introductory activity

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

1.4. List of lessons/sub-heading

	Lesson title	Objectives	Number of periods
1	<ul style="list-style-type: none">– Functional activation exercises– Flexibility exercises– Speed exercises	To perform functional activation, flexibility and speed exercises	1 period
2	<ul style="list-style-type: none">– Muscular development exercises.– Endurance exercises	To perform muscular development and endurance exercises	1 period
3	<ul style="list-style-type: none">– Balance exercises– Relaxation exercises.	To perform balance and relaxation exercises	1 period
4	<ul style="list-style-type: none">– End unit assessment	To evaluate learners” performance.	1 period

Lesson 1: Functional activation, flexibility and speed exercises

- **Learning objectives**

By the end of the lesson students will be able to perform functional activation, flexibility and speed exercises perfectly.

- **Teaching resources**

- Athletic track/Playground
- Whistle
- Cones
- Ropes
- Stop watch / Watch
- Mat

- **Prerequisites/Revision/Introduction:**

Students of senior four will learn better basic functional activation, flexibility and speed exercises if they can perform basics physical movements learned in Ordinary Level and use technical skills accordingly.

- **Learning activities**

Opening discussions

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

- Ask questions about motor control exercises, body and balance exercises learned in senior three.

- Introduce functional activation, flexibility and speed exercises.
- Invite students to start warm up exercises.

Warm up exercises

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

Lesson body

Perform functional activation exercises

Running exercises

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



Fig: 2.1 Students running on the athletic track

Jumping exercises

- Organize student in rows with ropes.
- Demonstrate how exercises should be performed (One student may demonstrate).

Instruct them to jump by:

- Moving forward while jumping the ropes passed over the head.
- Increasing speed according to teacher's signals on a distance of 50meters and turn.
- Give corrections where is necessary.

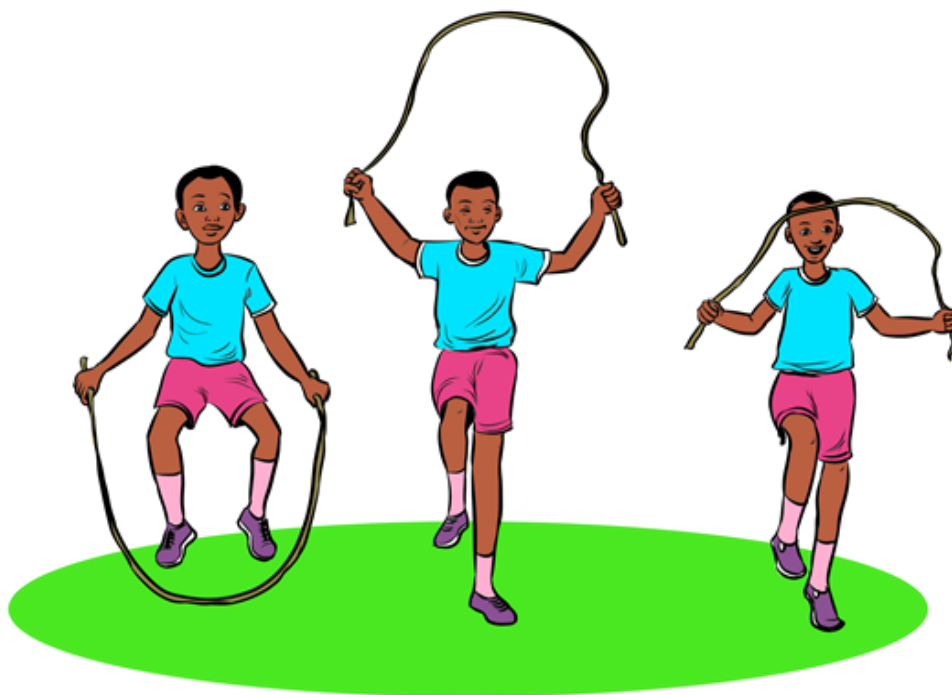


Fig 2.2: Students jumping ropes

Rhythmic (Dancing) exercises

- Organize students in rows.
- Tell students to listen to traditional and modern dances using selected music using radio.
- Tell students to make movements following the rhythm of the song (instruct them direction to take while moving).

- Let students perform traditional and modern dances using selected music and make more repetitions and increase speed



Fig. 2.3: Rhythmic exercises

Give some advice and comments on how they are dancing and give corrections where is necessary.

Perform flexibility exercises

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

Give students the following general instructions for stretching:

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

Stretching abdominal muscles while lying

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



Fig. 2.4: Stretching abdominal muscles

Stretch upper back while standing up

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



Fig. 2.5: Stretching upper back

Stretch chest upright while standing up

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



Fig. 2.6: Stretching chest upright

Triceps stretch

- Let students stand up and their legs are a bit wide apart.
- Ask them to raise one arm. Lower their hand towards the backbone.
- Request them to use their other hand to softly push the elbow toward the ground.

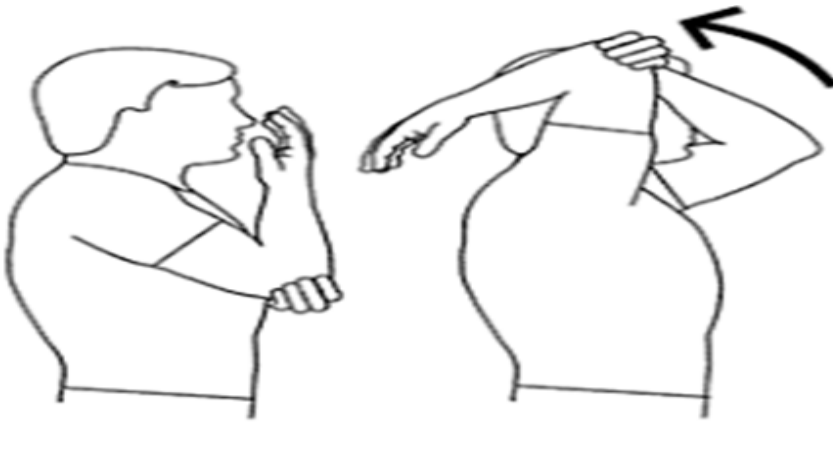


Fig. 2.7: Triceps stretch

Stretch the back of the shoulders.

- Let students stand up, one side against the wall, one-foot forward.
- Ask them to put their hands nearest the wall behind you.
- Instruct them that the palm should touch the wall at shoulder height and should be spread out against the wall.
- Ask them to turn the upper body slowly, moving it from the wall.

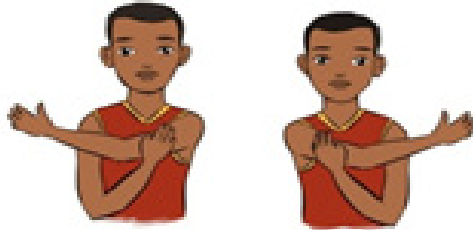


Fig. 2.8: Stretching the back of the shoulders

Let students Stretch the whole body

- Students stand up, legs slightly apart.
- Request them to breathe in and lift their hands upwards as high as possible.
- Ask them to lower slowly their hands behind the head, then down on their back.



Fig. 2.9: Stretching the whole body

Stretch the neck, while standing up

- Let students stand up their legs wide apart.
- Ask students to release the left shoulder downwards.
- Request students to lower their right ear down towards their right shoulder.



Fig. 2.10: Stretching the neck

Stretch buttock muscles and the rear of the thigh

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

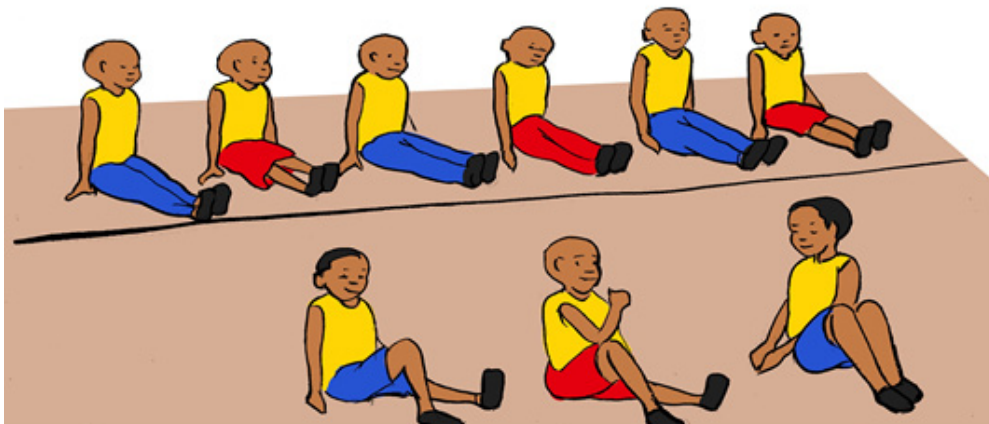


Fig. 2.11: Stretching buttock muscles and the rear of the thigh

Stretch calf while standing.

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

Stretching of Quadriceps while standing

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



Fig. 2.12: Stretching of Quadriceps

Stretching the hamstrings and calves while standing

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

- Request students to keep their weight on the back leg.



Fig. 2.13: Stretching the hamstrings and calves

Stretching the inner muscles of the thigh while standing

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



Fig. 2.14: Stretching the inner muscles of the thigh while standing

Speed exercises:

Individually, students practice the following exercises:

Students are asked to run a certain distance in a given time, e.g. 300m in 45 secs. Each 100 m to be run in 15 secs. To develop pace judgement, whistle is blown at 15 sec.

Variation

Same time and distance with 100m run in 15 secs, 13 secs, 16 secs.

Cool down exercises

Facilitate learners during cool down exercises in the following ways:

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

Closing discussions

Reflect

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

Connect

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

Apply

- How will you use functional activation, flexibility and muscular development exercises in your daily life?

Lesson 2: Muscular development and endurance exercises

a) Learning objectives

By the end of the lesson students will be able to perform muscular development and endurance exercises with endurance and balance perfectly.

b) Teaching resources

- Athletic track/Playground
- Whistle
- Stop watch / Watch
- Ropes
- Cones
- Mat

c) Prerequisites/Revision/Introduction:

Students of senior four will learn better muscular development and endurance exercises if they can perform basic physical movements learned in Ordinary Level.

d) Learning activities

Opening discussions

- The teacher as a facilitator and a guide, facilitate students in the following ways:
- Ask questions about functional activation, flexibility and speed exercises learned in the lesson one.
- Introduce muscular development and endurance exercises by brainstorming about them.
- Invite students to start warm up exercises.

Warm up exercises

During warm up exercises:

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

e) Lesson body

Perform muscular development exercises.

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

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

Push-ups

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

Remind them to:

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

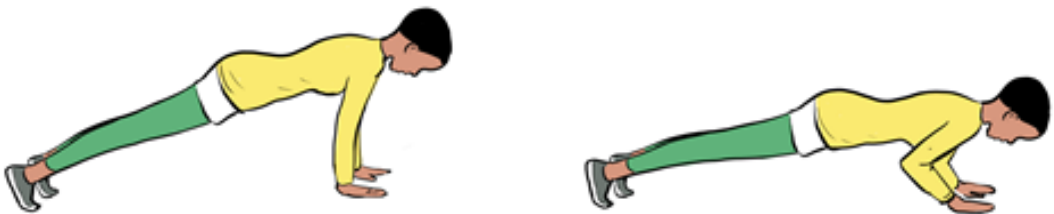


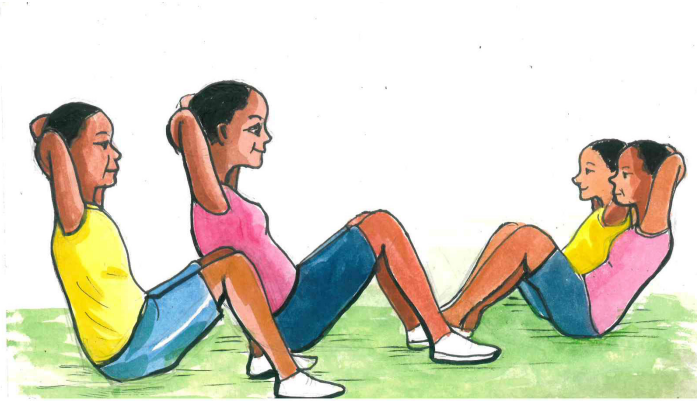
Fig. 2.15: Push-ups exercise

Sit ups

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

Remind them to:

- Start by lying on their back with their knees bent.
- Put their fingertips on the back of their ears



- Lift their torso up as close to their thighs as possible.
- Lower their torso down to the floor so they're back in the starting position.



Fig. 2.16: Sit ups exercise

Chin ups

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

Remind students to:

- Begin with the arms extended above the head.
- Grip a hold. It may be fixed, such as a chin up bar or moving, such as gymnastics rings or rotating handles.
- Pull up the body with the bar approaching or touching the upper chest.



Fig. 2.17: Chin up exercise

Lifting

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

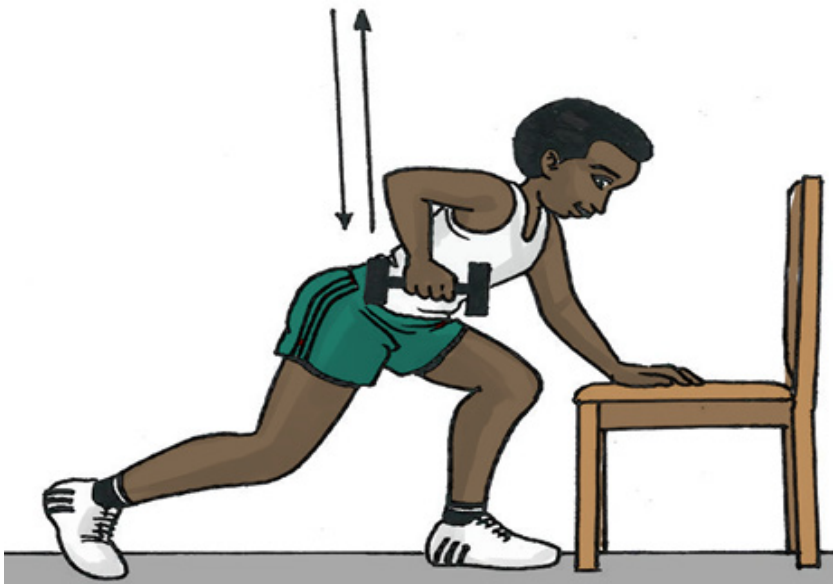


Fig. 2.18.1: Lifting exercise 1



Fig. 2.18.2: Lifting exercise 2



Fig. 2.18.3: Lifting exercise 3

Endurance exercises

Facilitate students during endurance exercises in the following ways:

- Organize students in groups of ten and let them practice running exercises.
- Speed must be under 50% of the maximum speed.
- Time must be between 10 and 20 minutes.
- Respiratory rhythm must be normal at the rhythm of the steps.



Fig. 2.19: Running long distance

Cool down exercises

Facilitate students during cool down exercises in the following ways:

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

Closing discussions

Reflect

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

Connect

- What are conditions do you need to use muscular and endurance exercises?

Apply

- How will you use muscular and endurance exercises in your daily life?

Lesson 3: Balance and relaxation exercises

a) Learning objectives

By the end of the lesson students will be able to perform balance and relaxation exercises perfectly.

b) Teaching resource

- Playground/athletic track
- Stop watch / Watch
- Whistle
- Ropes
- Cones
- Mats

c) Prerequisites/Revision/Introduction:

Students of senior four will learn better balance and relaxation exercises if they can perform physical movements including balance and relaxation exercises learnt in Ordinary Level.

d) Learning activities

Opening discussions

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

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

Warm up exercises

- Let students perform general warm up exercises and specific warm up based on body's parts to be used more while performing techniques and stretch their muscles properly.
- One student leads warm up and stretching exercises.
- Guide them while performing warm up and stretching.

e) Lesson body

Balance exercises

Hand stand

Let students perform individually hand stand exercises by respecting the following steps:

- Support the body in a stable and inverted vertical position.
- Balance on the hands.
- The body is held straight with arms and legs fully extended.
- The hands are spaced approximately, the shoulder-width apart.
- The legs joined together.

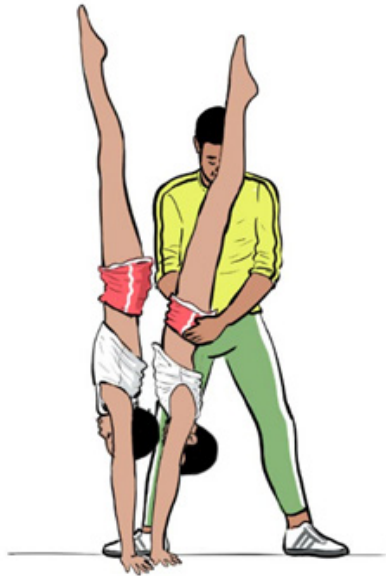


Fig. 2.20: Handstand exercise

Head stand exercises

Demonstrate students how to perform headstand.

Let them perform it individually.

Remind students that:

The headstand, or sometimes head stand, is a pose that is an inversion posture of standing head down.

The technique is used in different settings such as yoga, break dancing, acrobatics and beginner gymnastics.

Types of headstands

- **Split leg entry and exit:** Knees bend and pull into the chest; one leg straightens and the other follows until both legs are stacked above the hips and shoulders. Reverse to exit.
- **Curl up and curl down entry and exit:** Bend and pull into the chest; both knees straighten simultaneously until both legs are stacked above the hips and shoulders. Reverse to exit.
- **Pike-up and pike-down entry and exit:** Straight legs lift together until ankles, knees, hips and shoulders are stacked. Reverse to exit.



Fig. 2.21: Headstand exercise

Stalk stand exercises

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

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



Fig. 2.22.1: Stalk stands exercise 1



Fig. 2.22.2: Stalk stands exercise 2



Fig. 2.22.3: Stalk stands exercise 3



Fig. 2.22.4: Stalk stands exercise 4

Cool down exercises

Facilitate students during cool down exercises in the following ways:

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

Relaxation exercises

Walking

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

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

Remind students to:

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



Fig. 2.23: Walking exercise

Jogging exercises

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

- Avoid hitting the ground heel first. This is bad for your knees.
- Instead, try to hit the ground with the flat of your foot.
- Bend your arms and trunk at a 90° angle.
- Keep your head straight. Don't look down any more than you have to.

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



Fig. 2.24: Jogging exercise

Funny games

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

Light stretching

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

Cool down exercises

- Let students do light exercises and stretch their group of muscles by insisting on most used parts.
- Lead students during cool down exercises.
- Guide them while stretching their muscles systematically.

Closing discussion

Reflect

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

Connect

- What are conditions which can engage you to perform balance and relaxation exercises?

Apply

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

Summary of the unit

There are various exercises to be performed related to basic motor control and movement exercises. These include:

Exercises which are performed to activate the whole body by increasing body's temperature, blood circulation, breathing etc. those exercises are for example: running, jumping, dancing etc.

Exercises which should be performed in order to stretch different body's parts. E.g.: neck stretch, arms stretch, legs stretch, back stretch etc.

Exercises performed in order to strengthen muscles and body's parts in general. E.g.: push-ups, sit ups, chin ups, lifting etc.

Exercises performed to increase endurance ability. Those are exercises which increase respiratory ability (use of O₂). E.g.: long distance running (5000m, 10000m, half marathon and marathon).

Exercises performed to increase equilibrium or stability of human body. E.g.: hands stand, head stand, stalk stand, etc.

Exercises performed with the purpose of cooling down the body. E.g.: jogging, fun play, light exercises etc.

Additional Information for teachers

Flexibility

It can be defined as “the ability that allows movement in all its range or with maximum amplitude of joints movement, either a body part or all of it.” This capability is directly related to health.

Those are exercises which should be performed in order to stretch different body's parts. E.g.: neck stretch, arms stretch, legs stretch, back stretch etc.

Determinant of flexibility

Joint Mobility: Ability to move with the joints. The range of motion will depend on the structure of the joint itself.

Extensibility: ability of muscle to be extended without in normal ranges, suffer any damage.

Elasticity: The ability of the muscle to return to its original state once it has been extended or shortened.

Types of flexibility

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

Dynamic Flexibility: Ability to make large movements putting some emphasis on the speed of execution.

Types of strength

Maximum strength: Ability to raise a maximum load (weight lifting).

Strength-speed: Ability to mobilize a no maximum load on the lower time possible (shot put).

Strength endurance: Ability to mobilize a no maximum load for a period of time (cycling).

A thorough general warm up to raise the body and muscle temperature should

Proceed the flexibility training period. The exercises should be performed as:

Slow and progressive: Held for six to ten seconds and slowly progressed in a range of movements

Prolonged: Once the range has been established the stretched position should be held for increasing periods up to 30 second duration.

Each exercise should be repeated 3 to 6 times in each set. The exercises are performed as:

Active Stretching Exercises: The students practice unassisted and applies internal muscular force to stretch the opposing muscles.

Passive Stretching Exercises: The students should relax the muscles (become passive) and the partner applies external force to cause the appropriate muscles to be stretched.

Types of endurance

Aerobic Endurance

The ability of the body to make efforts medium or low intensity for a long period of time and with enough oxygen. The heart rate in this type of effort is between 140 and 160 ppm. It is going to have a better impact on our health.

Anaerobic Endurance

The ability of the body to make efforts intensive but in a short period of time in conditions of low oxygen.

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

End unit assessment

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

Additional activities

Remedial activities

Individually, students perform speed exercises.

Consolidation activities

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

Extended activities

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

Key unit competence

Perform basic gymnastics exercises.

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

Students of senior four will learn better gymnastics if they can perform motor control, body control and balance and perform floor exercises or use exercising machines learned in Ordinary Level.

2.2. Cross-cutting issues to be addressed

- **Gender**

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

- **Inclusive education**

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

- **Financial education**

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

- **Standardization culture**

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

- **Environment and sustainability**

The teacher should provide materials and deliver the lesson with encouraging students to protect the environment and well use of materials.

The teacher helps them to develop the spirit of keeping safe the environment they use in sports activities.

- **Peace and values education**

The teacher helps students to develop fair play and social values by avoiding violence and conflict during performing gymnastics' exercises and by setting clear and relevant instructions. He/she should provide the activities which help students to develop their competences peacefully.

- **Comprehensive sexuality education**

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

- **Genocide studies**

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

- **Guidance on introductory activity**

As a facilitator and a guide, facilitate students in the following ways:

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

List of lessons/sub-heading

	Lesson title	Objectives	Number of periods
1	Ground gymnastic exercises.	To perform ground gymnastic exercises.	1 period
2	Apparatus gymnastic exercises.	To perform different apparatus gymnastic exercises.	1 period
3	End unit assessment	To evaluate learners' performance.	1 period

Lesson 1: Ground gymnastics exercises

a) Learning objectives

By the end of the lesson students will be able to perform ground gymnastics' exercises perfectly.

b) Teaching resources

- Playground/Gymnasium
- Whistle
- Parallel bar
- Mats
- Mattress
- Fixed bars
- Watch

c) Prerequisites/ Revision/ Introduction:

Students of senior four will learn better ground gymnastics' exercises if they can perform basic physical exercises on the ground.

d) Learning activities

Opening discussions

Ask questions about a wide variety of gymnastic exercises and movements learned in Senior three.

- Through brainstorming, introduce ground gymnastics exercises.
- Invite students to start warm up exercises.

Warm up exercises

- Let students perform general warm up exercises and specific warm up based on body's parts to be used more while performing techniques and stretch their muscles properly.
- Lead warm up and stretching exercises.
- Guide them while performing warm up and stretching exercises.

e) Lesson body Ground gymnastics exercises

Push-ups

Facilitate students in the following ways:

- Organize students in distant rows.
- Let them lie on ventral position.
- Ask them to put palms on the floor.

- Remind them to maintain the position while arms are straight and lift their body and balance on palms.
- Ask them to bend the elbows and lowering the entire body until upper arms are parallel to the floor.
- Let them push back-up.



Fig 3.1: Push-ups exercise

Sit ups

- Put students on two faced extended lines.
- Request one extended line to lie on their back with their knees slightly bent and students who are on the other extended line help their teammates by fixing their feet on the ground.
- Remind them to keep the soles of their feet flat on the floor and lightly touch their ears with their hands.
- Tell them to lift up their torso and bend to the right until their left elbow touches their right knee.
- Request them to return to their starting position in a controlled fashion.
- Ask them to repeat the movement on the opposite side and continue, maximising each repetition.
- Ask students to change their position, those who are doing sit ups help their teammates to perform sit ups.

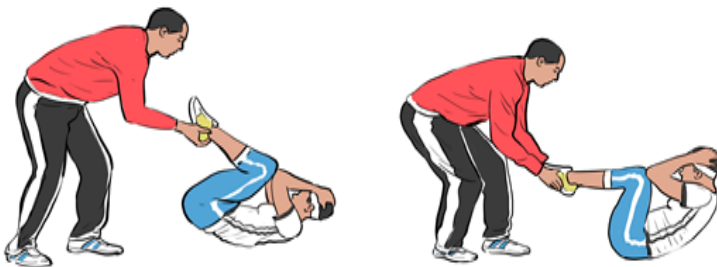


Fig 3.2: A teacher helping the beginner student to perform sit ups properly

Rolling forward from different direction

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

- Let students stand on an extended line.
- Tell students to start in a stretched position.
- Request them to put their arms overhead.
- Ask them to bend knees and place hands on the ground.
- Tell them to tuck head into the chest and roll from the back of the head/ neck toward the buttock.
- Remind them to extend their legs to return to the start position when the feet contact the ground.



Fig 3.3: Rolling forward exercise

Rolling backward from different directions

Teacher as a facilitator and guide help students to perform rolling backward from different directions in the following ways:

- Let students stand on an extended line.
- Tell them to start by standing with arms overhead.
- Ask them to sit down quickly in a squat.
- Tell them to shift weight backward.
- Request them to have arms bent so the hands are close to the head.
- Ask them to roll from buttock to upper weight shifts to the hands.
- Request them to put their legs overhead in the air.
- Remind them to return to standing position when feet contact the ground.

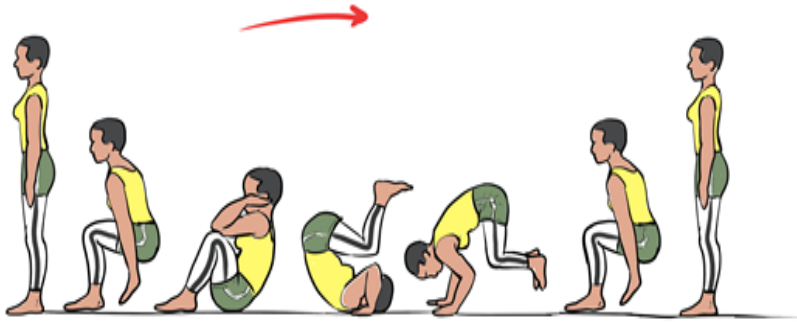


Fig 3.4: Rolling backward exercise

Handstands

Teacher as a facilitator and guide help students to perform hand stands perfectly.

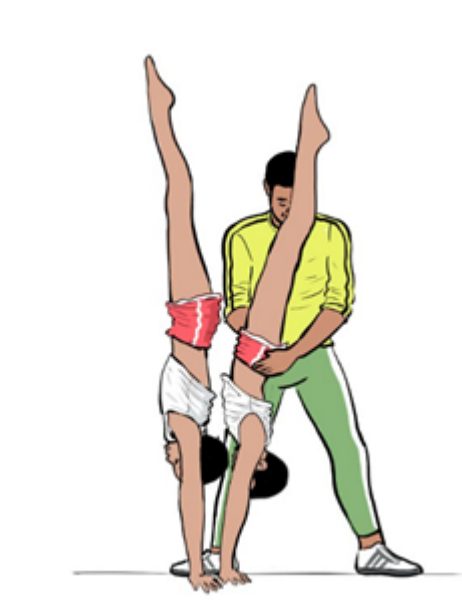


Fig 3.5: Handstands exercise with support of the teacher

Handstand and forward roll

Teacher as a facilitator and guide help students to perform handstands and forward roll in the following ways:

- Start standing, kick into a handstand.
- Shift weight forward slightly.
- Tuck the head and roll forward transferring weight from upper back to buttocks to feet to return to stand.

- Arms may be bent or straight during the roll.

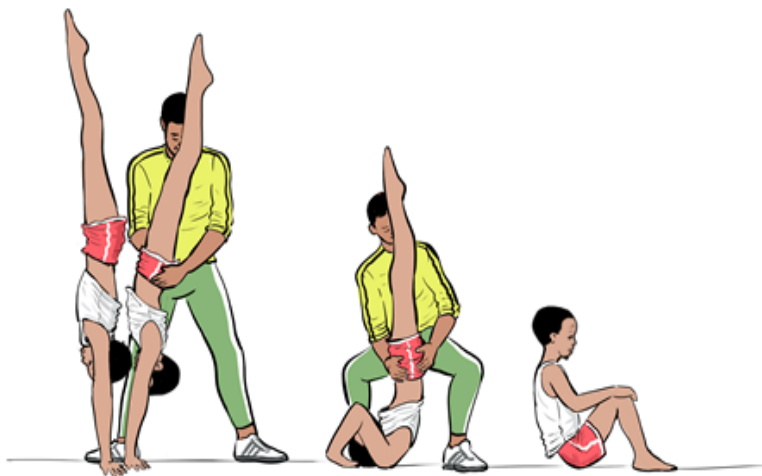


Fig 3.6: Handstand and forward roll exercise with support of the teacher

Headstands

Teacher as a facilitator and guide, help students to perform headstands in the following ways:

- Knees on elbows.
- Knees off elbows and tucked to chest.
- Extend one leg up, bring it back, then do the same with the other leg.
- Both legs up together.



Fig 3.7: Headstands exercise

Cartwheel

Teacher as a facilitator and guide help students to perform cartwheel in the following ways:

- Start with one leg in front of the other.
- The body turns 90 degrees while transferring weight on to the hands passing through an inverted position, with both legs in the air.
- Land one foot at a time. Can be performed on dominant or non-dominant side.

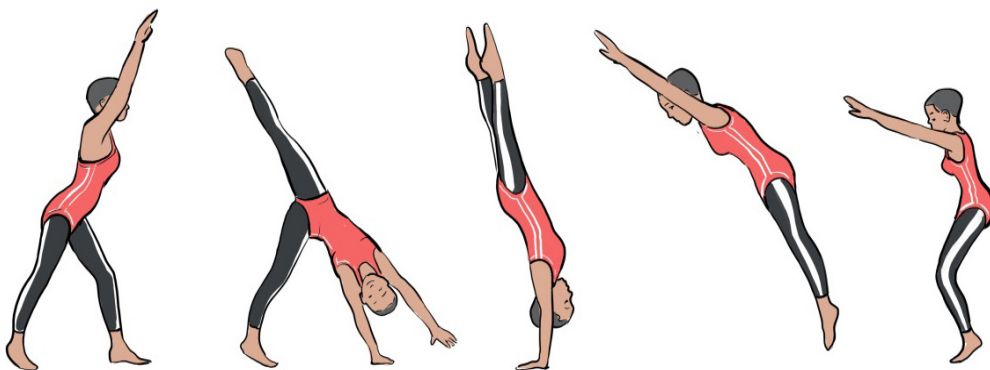


Fig 3.8: Cartwheel exercise

Hand spring

Teacher as a facilitator and guide help students to perform hand spring in the following ways:

- Stands up straight on flat feet, with arms in front at an angle slightly above horizontal.
- Swings the arms down by the sides of the torso.
- Bends knees, and sits back as if sitting in a chair; while in this position, the students are unbalanced.
- Swings both arms up by the ears and jumps into the air while transitioning to an arch position, with the head in a neutral position, arms and legs straight, and feet together; this body shape is maintained until the hands contact the floor.

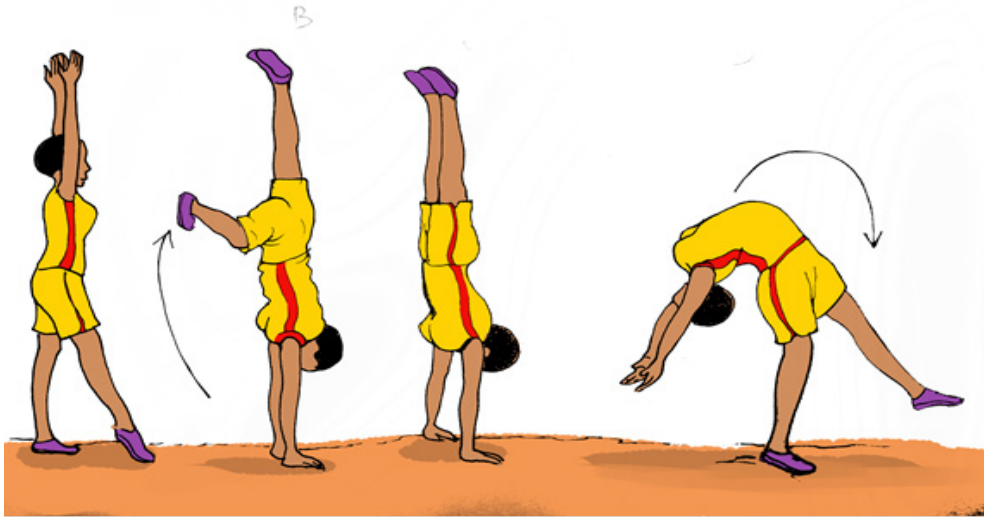


Fig 3.9: Hand spring exercise

Head Spring

Teacher as a facilitator and guide help students to perform headspring perfectly.

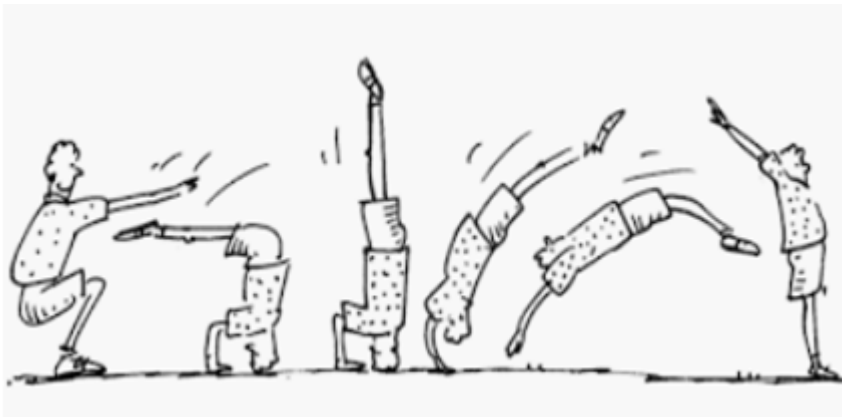


Fig 3.10: Head Spring exercise

Round off

Teacher as a facilitator and guide help students to perform round off in the following ways:

- Gymnast lunges forward,
- Placing first-hand 90 degrees from the start direction
- The second hand almost 180 degrees from the start position.
- Feet come together near the inverted handstand position.
- Land feet together, facing the direction she/he came from.

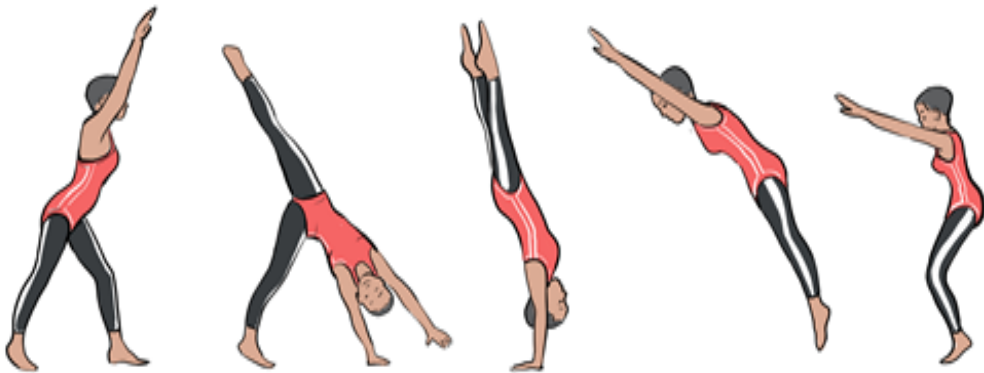


Fig 3.11: Round off exercise

Cool down exercises

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

Closing discussion

Reflect

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

Connect

- What are conditions do you need to use ground gymnastic exercises?

Apply

- How will you use ground gymnastic exercises in your daily life?

Lesson 2: Apparatus gymnastic exercises

a) Learning objectives

By the end of the lesson students will be able to perform different apparatus gymnastic exercises perfectly.

b) Teaching resources

- Playground/gymnasium
- Whistle
- Mattress
- Plinths
- Gymnasium
- Trampoline
- Parallel and fixed bars
- Watch
- Mats

c) Prerequisites/Revision/Introduction:

Students of senior four will learn better apparatus gymnastic exercises if they can perform basic gymnastic exercises by using different gymnastic machines and have developed basic physical exercises.

d) Learning activities

Opening discussions

- Ask questions related to ground gymnastics learned in the lesson One.
- Introduce apparatus gymnastic exercises.
- Invite students to start warm up exercises.

Warm up exercises

- Let students perform general warm up exercises and specific warm up based on body's parts to be used more while performing techniques and stretch their muscles properly.
- One of students leads warm up and stretching exercises.

e) Lesson body

Apparatus exercises

Plinth exercises

Teacher as a facilitator and guide help students to perform plinth exercises perfectly.



Fig 3.12: Plinth

Parallel bar exercises

Teacher as a facilitator and guide help students to perform parallel bar exercises in the following ways:

Parallel bar dips

Remind students to:

- Support themselves on the parallel bars with one hand on each bar.
- Raise them up so your arms are locked out.
- Cross their feet at the ankles and bend your legs slightly at the knees.
- Lean forward slightly as they lower their body, bending their arms and sending their elbows back.
- Lower slowly and with control.



Fig 3.13: Parallel bar dips exercise

High bar exercises

Teacher as a facilitator and guide help students to perform high bar exercises in the following ways:

For strict pull-up

- Performed with arms locked out at the bottom and chin above the bar at the top.
- Latissimus dorsi activation initiates the movement before the arms begin to bend, and the hollow is maintained throughout.



Fig 3.14.1: Strict pull-up exercise

For kipping pull-up

- Swing, swing.
- Pull more latissimus dorsi activation on the pull (close the angle of the shoulder).
- Pull into the bar, and then press away.

- Control the swing.



Fig 3.14.2: Kipping pull-up exercise

For strict knee-to-elbow

- Stay compact with arms straight.
- Knees flex and lift away from the floor.
- Knees to elbows (focus on closing the angle of the shoulder).
- Spot at low back and hamstrings.

For strict toe-to-bar

- Stay compact with arms straight from knees-to-elbows position,
- Extend the knee to contact the bar with the foot.
- Straight leg to parallel (touch the bar and back to an L-sit).
- Straight-leg toes-to-bars.
- Spot at low back and hamstring.



Fig 3.14.3: Knee-to-elbow and toe-to-bar exercise

For ball-up

- Arms stay straight throughout the movement. In the inverted position the hips are in line with the arms.
- The ball-up is a strict straight-arm movement in which an athlete slowly pulls himself or herself to invert from hanging while maintaining a tight tuck position.
- The knees are pulled into the chest, the heels are pulled to the glutes, and the chin is tucked.



a.



b.



c.



d.

Fig 3.15: Ball-up exercise

Cool down exercises

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

Closing discussions

Reflect

- Which are challenges/ advantages did you face during performing apparatus gymnastic exercises?
- How did you proceed to perform those exercises?

Connect

- What are conditions do you need to practice apparatus gymnastic exercises?

Apply

- What is the usefulness of apparatus gymnastic exercises?
- How will you use apparatus gymnastic exercises in daily life?

Summary of the unit

Ground gymnastic exercises

Those are gymnastic exercises which should be performed on the ground. Those exercises are as follow: Push-ups, sit ups, rolling forward and backward from different directions, handstands, forward roll, headstands, cartwheel, hand spring, head spring, round off.

Apparatus gymnastics

Those are gymnastic exercises which should be performed by using gymnastic apparatus (gymnastic equipment/instruments): Plinth exercises, parallel and high bar exercises.

Additional Information for teachers

Modifying workouts during gymnastic exercises

When modifying workouts, do not hesitate to break certain movements down into components for your students . If a student is lacking in pull-up strength and a met-con with pull-ups is programmed, feel free to have him or her work strict pull-ups and beat swings. This allows students to develop the physical and neurological components. Other common movements that can be broken down are: handstand holds, push-ups, ring support holds.

Points to remember during performance of gymnastics

- Strive for virtuosity/be impressive.
- Always evaluate risk while performing exercise.
- Both quality and quantity can be achieved. You can never be too strong or too skilled.

Importance of gymnastics

- Contributes to the development of upper body strength especially in the muscles of the shoulder girdle, the triceps, the abdomen, and the back.
- Provides opportunity for the development of power. e.g.: Rope climbing.
- Provides for the development of muscular coordination or neuromuscular control.
- Contributes to the development of suppleness, elasticity, litheness, and flexibility, permitting full range of body movements and control.
- Develops a sense of relocation.
- Develops agility – quick, easy, dexterous movements.
- The cadet who is temporarily incapacitated by minor injuries may participate in specially selected gymnastics, thus keeping in condition despite his handicap.
- Develop body balance which is useful to the individual throughout life.
- Gymnastics teaches the cadet how to ascend, descend, and rest on a rope, skills which are of paramount importance from a practical standpoint.

Safety in gymnastics

The following is a brief guide to the safety factors to be observed when participating in gymnastics.

- Ensure that the equipment is correctly assembled and suitably padded with landing mats appropriate for the apparatus and type of activity.
- Ensure that there is sufficient space to move between apparatus.
- Adjust the height/width of the apparatus to suit the ability of the students
- Gymnastic activities should only be performed under the supervision of a qualified person.
- When additional supporters/assistants are used, ensure that they are physically strong enough and competent to assist.
- Do not wear jewellery in the gymnasium.
- Do not wear clothing which will restrict movements
- Always warm up the body before performing gymnastic exercises.

- Do not permit the students to attempt exercises or skills for which they have not been prepared.
- Do not attempt to perform gymnastic skills when the body is fatigued.
- Ensure that the students have the required fitness to perform the task in hand.
- The ability to land or fall safely will greatly reduce the anxiety and will reduce the risk of injury.
- It is necessary, therefore, that the discipline and order throughout a gym session should be of a high standard. Rules regarding behaviour should be established and enforced at all times.
- Horseplay, practical jokes, unsupervised running around the gym should never be permitted and orderly movements between apparatus changes should be encouraged.
- A good standard of behaviour and presentation will enhance the self-control and discipline traits that all students require.

Setting ground and apparatus' gymnastics and evaluate how students perform basic gymnastic exercises.

End unit assessment

Setting ground and apparatus gymnastics and observe how learners perform basic gymnastics exercises.

Additional activities

Remedial activities

Regular performance of basic gymnastic exercises with agility and flexibility.

Consolidation activities

Execute basic gymnastic exercises with agility and flexibility by increasing speed and repetitions.

Extended activities

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

Key unit competence

Perform running exercises in athletics

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

Students of senior four will learn better running exercises in athletics if they have been developed running techniques and abilities in Ordinary Level and have performed basic physical exercises.

3.2. Cross-cutting issues to be addressed

- **Gender**

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

- **Inclusive education**

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

- **Financial education**

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

- **Standardization culture**

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

- **Environment and sustainability**

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

- **Peace and values education**

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

- **Comprehensive sexuality education**

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

- **Genocide studies**

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

3.3. Guidance on introductory activity

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

3.4. List of lessons/sub-heading

	Lesson title	Objectives	Number of periods
1	Sprint races and hurdles	To develop the organic qualities by using maximum intensity of efforts in a short time.	1 period
2	Resistance races	To develop organic qualities by using 70% to 85% intensity during a medium time.	1 period
3	Endurance races	To develop organic qualities by using a medium intensity of efforts during a long time.	1 period
	End unit assessment	To evaluate student' performance.	1 period

Lesson 1: Sprint races and hurdles

a) Learning objectives

To develop the organic qualities by using maximum intensity of efforts in a short time.

b) Teaching resources

- Athletic track/ Playground
- Baton (for relays race)
- Stopwatch/ Watch
- Decametre
- Whistle
- Starting block
- Cones
- Ropes
- Hurdles

c) Prerequisites/Revision/Introduction:

Students of senior four will learn better sprint races and hurdles if they can perform basics sprint and hurdles exercises learned in Ordinary Level and have developed basic Motor control and movement exercises.

d) Learning activities

Opening discussions

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

Warm up exercises

- Let students perform general warm up exercises and specific warm up based on body's parts to be used more while performing techniques and stretch their muscles properly.
- Let one of student leads warm up and stretching exercises.
- Guide students while performing warm up and stretching exercises.

e) Lesson body

Techniques of sprint races (100m, 200m, 400m) and hurdles

- Guide students while practicing sprint exercises.
- Demonstrate how to perform techniques accurately (a student may also demonstrate).

Block placement and adjustment

Tell students to:

- Place the 1 ½ front block behind starting line.
- Place the 1 ½ rear block behind front block.
- Maintain the Front block set flatter.
- Adjust the rear block set steeper.

Help students to practice block placement and adjustment individually

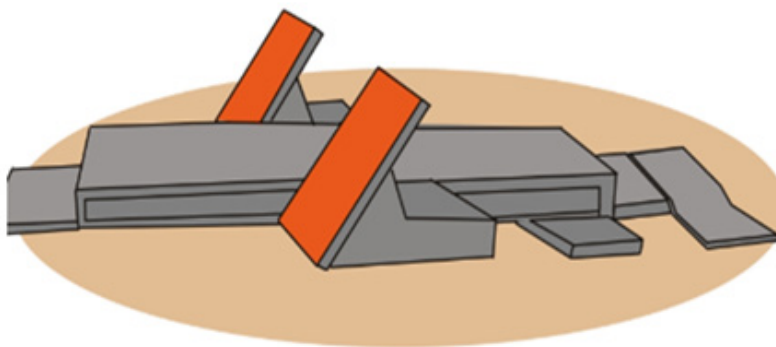


Fig 4.1: Block used in sprint racing

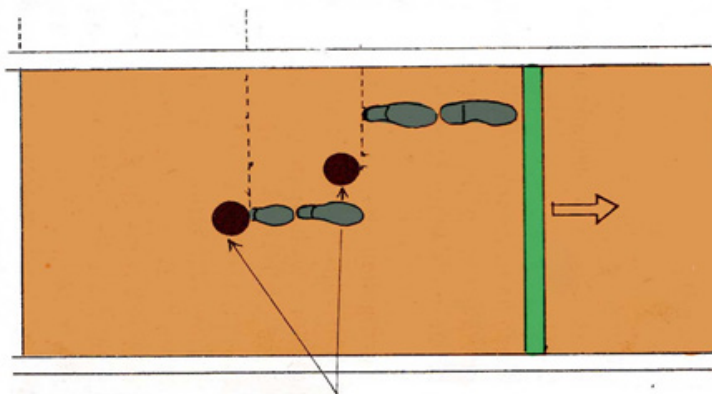


Fig 4.2: Placing of block

On your marks”

During this step, tell students to:

- Maintain both feet on the ground and keeping the knee of rear leg on the ground.

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



Fig 4.3: On your marks

“Set” position

During this step, tell students to:

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



Fig 4.4: Set position

“Drive”

During this step, tell students to:

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



Fig 4.5: Drive position

Acceleration

During this step, tell students to:

- Take quickly the attitude of a racing extension.
- Accelerate for increasing for the speed.
- Increase the stride length and frequency.
- Maintain straighten trunk gradually and the speed.



Fig 4.6: Acceleration in sprint

Finishing

Tell students to finish by presenting forward their trunk at the finishing line as seen below.

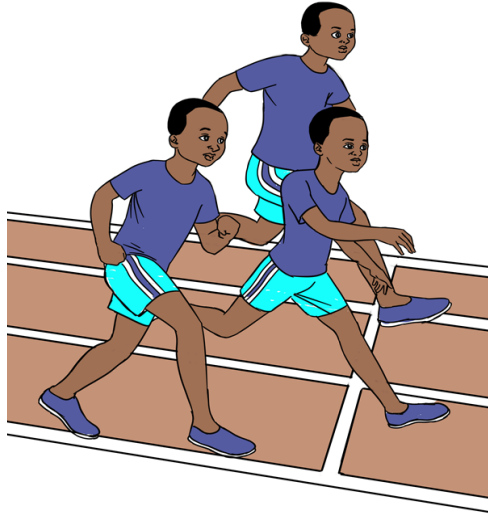


Fig 4.7: Finishing racing

Application activity

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

Variation

Progressively, students increase distance until 100m.

Techniques of Sprint hurdles

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

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

Tell students to:

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

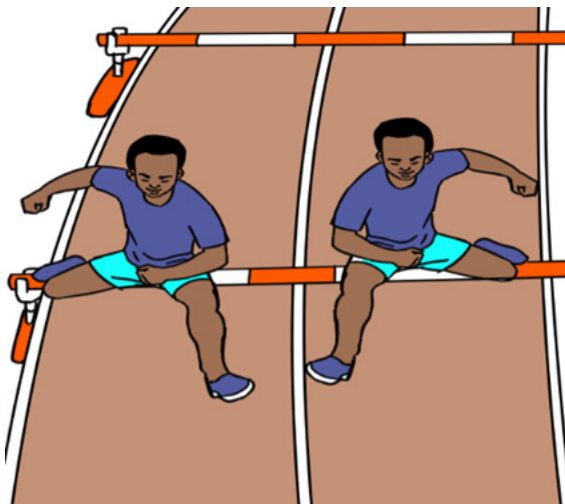


Fig 4.8: Sprint hurdles exercise

Relay techniques: (4x100m and 4x400m).

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

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

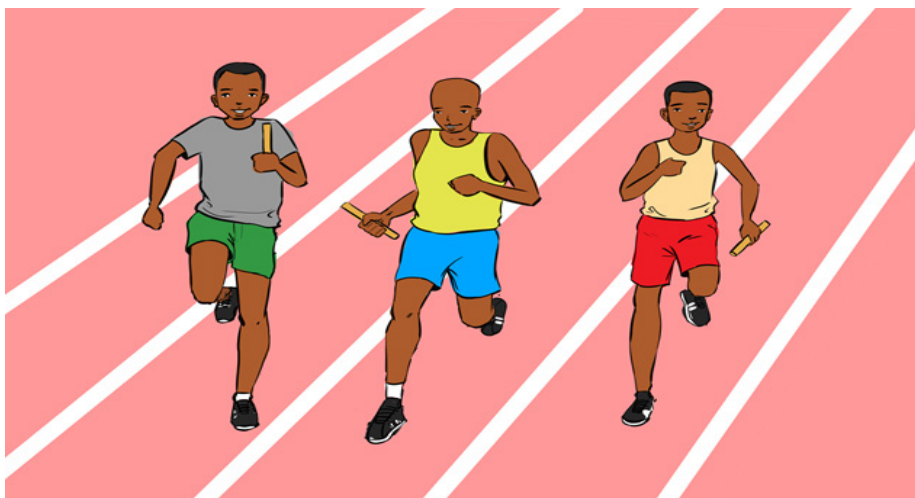


Fig 4.9: Relays racing on the athletic track

Zone and check marks

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

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

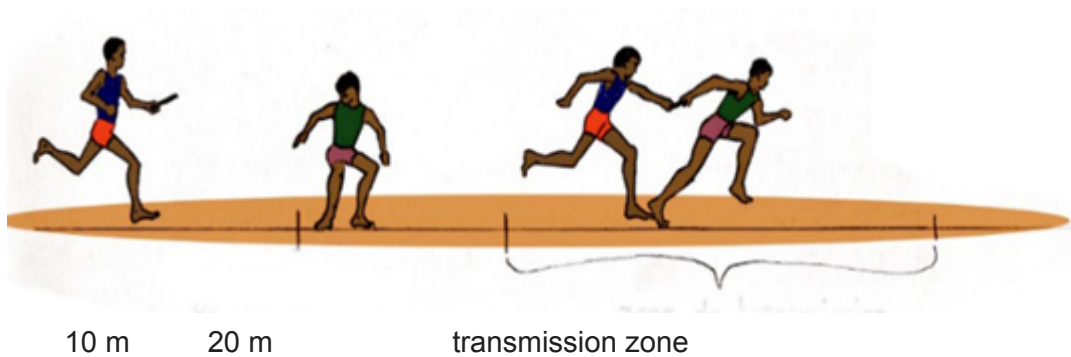


Fig 4.10: Zone and check marks

Acceleration with the baton

Explain to the students how to accelerate in lanes with the baton and let them practise acceleration on the athletic track.

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

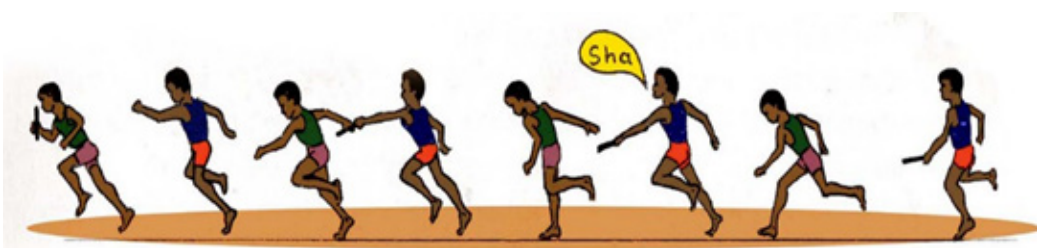


Fig 4.11: Acceleration with the baton

Passing the baton/transmission of the baton

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

- Visual transmission
- Non-visual transmission
- Push pass transmission
- Ups weep transmission
- Down- sweep transmission

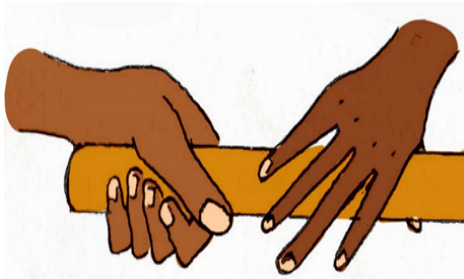


Fig 4.12: Down –sweep transmission of the baton

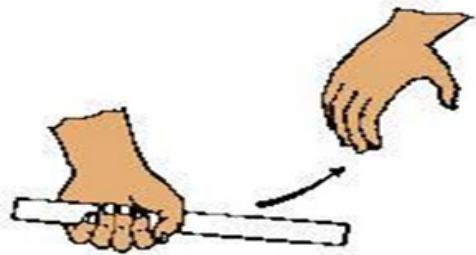


Fig 4.13: Push pass transmission of the baton

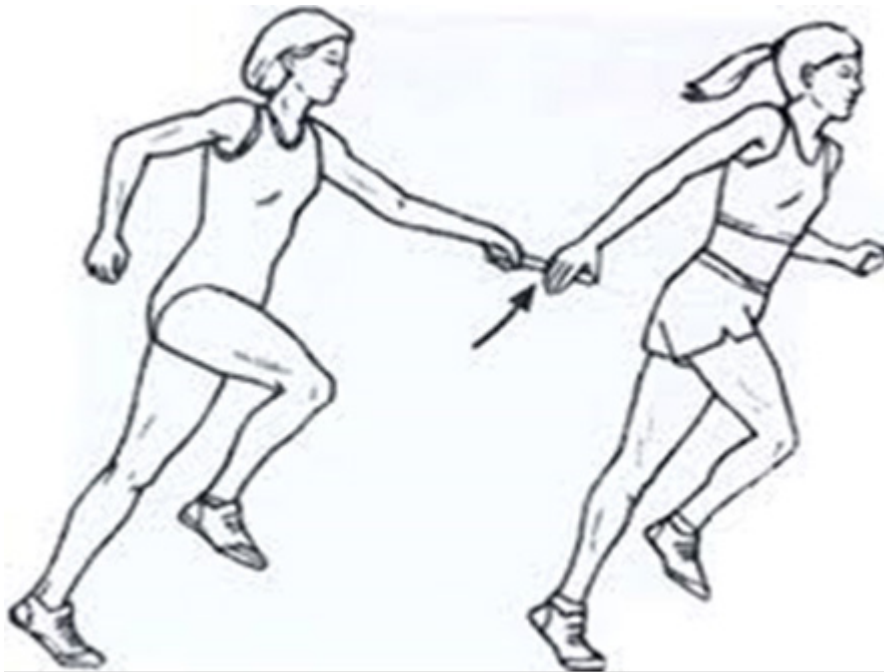


Fig 4.14: Relays racing on the athletic track transmission of the baton

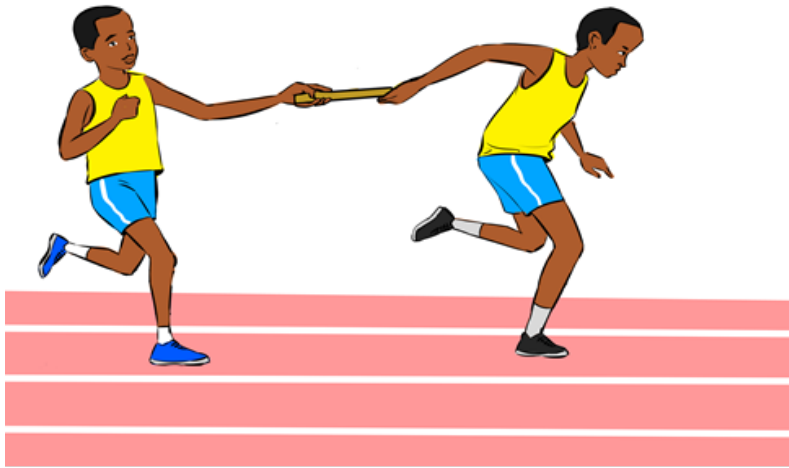


Fig 4.15: Up-sweep transmission of the baton

Relay tactics

Alternative exchanges of the baton

Demonstrate to students how to carry and receive the baton and ~~h~~ students demonstrated tactics.

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

Application activity

In pairs let students perform techniques of Sprint hurdles by respecting steps used in relays.

Cool down exercises

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

Closing discussions

Reflect

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

Connect

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

Apply

- How will you use sprint races and hurdles exercises in your daily life?

Lesson 2: Resistance races

a) Learning objectives

To develop organic qualities by using 70% to 85% of intensity during a medium time.

b) Teaching resources

- Athletic track/Playground
- Decametre
- Stopwatch/Watch
- Cones
- Whistle
- Ropes

c) Prerequisites/Revision/Introduction

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

d) Learning activities

Opening discussions

- Ask questions about sprint races and hurdles learned in the lesson one.
- Introduce resistance races.

Warm up exercises

- Let students perform general warm up exercises and specific warm up based on body's parts to be used more during performing techniques and stretch their muscles properly.
- One student leads warm up and stretching exercises.
- Guide them while performing warm up and stretching.

e) Lesson body

- Divide students in groups of equal members and spread them ~~and~~ the track circuit. Run until each runner back in original place/position.
- Initiate them to the technique of running 800m, 1500m by using a technique of a quick long strides and speeding on last 100m.
- Individually, students run 800m and 1500m.

Cool down exercises

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

Closing discussions

Reflect

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

Connect

- In which conditions do you need to practice resistance races exercises?

Apply

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

Lesson 3: Endurance races

a) Learning objectives

To develop organic qualities by using a medium intensity of efforts during a long time.

b) Teaching resources

- Athletic track/Playground
- Stopwatch/Watch
- Cones
- Ropes
- Whistles

c) Prerequisites/Revision/Introduction

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

d) Learning activities

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

Warm up exercises

- Let students perform general warm up exercises and specific warm up based on body's parts to be used more while performing techniques and stretch their muscles properly.
- One student leads warm up and stretching exercises.
- Guide them while performing warm up and stretching exercises.

e) Lesson body

Techniques of endurance race running

- Start by explaining how long distance running should be performed in a well manner.
- In details, explain students how to respect three main techniques of running long distance races (Physical techniques, Breathing techniques and Mind techniques).

Physical Techniques

This technique is divided into three basic aspects:

Foot landing:

Tell students to respect the following rules:

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



Incorrect



Correct

Fig 4.16: Foot landing in long distance running

Body posture:

Tell students to respect the following rules:

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



Correct way



correct way

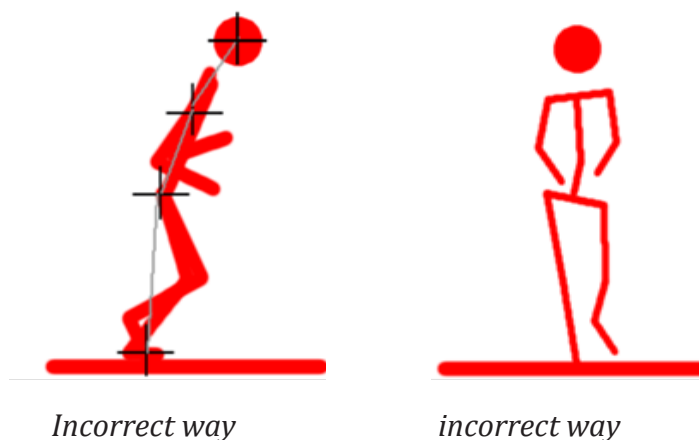


Fig 4.17: Body posture in long distance running

Running rhythm or cadence:

Tell students to respect the following rules:

- Their feet should act like natural springs.
- They should properly extend their hips to propel forward.
- Always run in a rhythm with high cadence. It is generally taken as approx. 170-180 steps per minute but may increase or decrease slightly depending upon the length of their legs.

For a long distance run, it is highly important to maintain a rhythm. Remind them to find their natural rhythm and then stick to it.

Breathing Techniques

Explain to students how they can breathe during long distance running in the following ways:

Breathe through nose

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

Breathe from the Belly

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

Moreover, their shoulders move while breathing from chest and such motion tend to tire their shoulder muscles during long distance runs.

Long and deep breaths

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

Breathe in Rhythm

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

Mind technique

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

Methodological steps for teaching and learning long distance running:

Step 1: Develop general endurance.

Step 2: Extend the training level.

Step 3: Intensify the training activity.

Step 4: Develop the athletic quality.

Generally, tell students to run with:

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

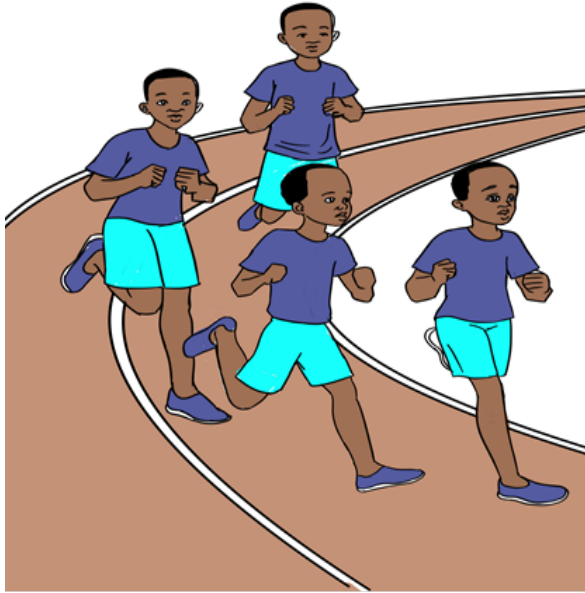


Fig 4.18: Running long distance races

Cool down exercises

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

Closing discussions

Reflect

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

Connect

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

Apply

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

Summary of the unit

Different types of running races in athletics include the disciplines explained below:

Sprints races: Sprints races are 100 m, 200 m, 400 m, 4x100m relay and 4x400m relay and 100m. 110m, 400m hurdles.

Resistance races: Resistance races are 800m and 1500m (1500m: prolonged resistance).

Endurance races: Endurance races are 3000m, 3000m steeplechase, 5000m, 10000m, half marathon (21,098 m) and marathon (42,195 m).

Obstacles races: 100m hurdles, 110m hurdles, 200m hurdles and 400m hurdles and 3,000m steeplechase.

Additional information for teachers

Athletic disciplines

Discipline	Starting position	Actions on the track	Additional notes
100m, 200m, 400m, 100m, 110m, 400m hurdles, and 4x100m relay	In a starting block or in squat (crouching position with 3 commands).	The runner must stay in his/her pre-assigned lane from the starting line up to the finishing line.	Starting blocks are used for hurdles, relays and sprint events.
4x400m relays	In a starting block with 3 commands.	Staying in his/her lane for the first 500m.	After 100m the second runner goes in the first line (rabattement/ break in or cut in).
800m	Standing position in lanes with 2 commands, hand prohibited from touching the ground.	<ol style="list-style-type: none">1. In lanes, the start is marked by 5cm curved white line.2. In 1 group if athletes are more than eight.	The athletes in the 800m run the first curve in separate lanes and break after 100m to avoid crowding.

		<p>3. In 2 groups if athletes are more than 8 athletes in this case 1 group start on the curved white line at the level of the start line in the first lane and they use only the first four lanes.</p> <p>The second group start on the curved line at the level of start line at the 5th lane.</p>	
1500m	Standing position in group with 2 commands.	– No assigned lanes, the start is marked by a 5cm curved white line. After 100m they can break out (rabattement).	
3000m	Standing position in group with 2 commands/no assigned lanes	– In groups, the start is marked by 5cm curved white line (the same as 800m)	<p>Four ordinary barriers and one water jump are put in place.</p> <p>The runner passes over them 7 times.</p>
5000m	Standing position in group with 2 commands / no assigned lanes	– In groups, the start is marked by 5cm curved white line (the same as 800m).	The runner passes over the start line 12 times. No water is used.
10,000m	Standing position in group with 2 commands and no assigned lanes.	Longest track running.	<p>It has similar road running.</p> <p>Refreshment is allowed.</p>

Half-marathon	Standing position in group with 2 commands.	Road running	Water station is placed at every 5 km.
Marathon	Standing position in group with 2 commands.	Road running	Water station is placed at every 5 km.
Cross country	Standing position in lanes with 2 commands.	Open air in nature.	Natural obstacles: surface of glass, and earth, woodlands and open country, hills and even gravel road.

Athletic track

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

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

End unit assessment

Set exercises and evaluate how students will perform sprints races, resistance and endurance races.

Additional activities

Remedial activities

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

Consolidation activities

Increase performance in sprint races, sprint hurdles, resistance races and endurance races.

Extended activities

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

Key unit competence

Perform basic techniques of playing football

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

Students of senior four will learn better basic techniques of playing football if they can perform basics physical exercises, play football using techniques learned in Ordinary Level.

4.2. Cross-cutting issues to be addressed

- **Gender**

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

- **Inclusive education**

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

- **Financial education**

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

- **Standardization culture**

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

- **Environment and sustainability**

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

- **Peace and values education**

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

- **Comprehensive sexuality education**

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

- **Genocide studies**

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

4.3. Guidance on introductory activity

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

4.4. List of lessons/sub-heading

	Lesson title	Objectives	Number of periods
1	Controlling, the ball with different parts of the body and dribbling	To perform techniques of controlling the ball with different parts of the body and dribble in football.	1 period
2	Passing the ball	To perform techniques of passing in football	1 period
3	Shooting the ball	To perform techniques of shooting in football	1 period
4	Goalkeeping exercises	To perform techniques of goalkeeping in football.	1 period
5	End unit assessment	To evaluate learners' performance.	1 period

Lesson 1: Controlling the ball with different parts of the body and dribbling the ball

a) Learning objectives

By the end of the lesson, students will be able To perform techniques of controlling the ball with different parts of the body and dribbling the ball in football

b) Teaching resources

- Playground of football
- Whistles
- Balls
- Cones
- Stopwatch/Watch
- Chasubles.

c) Prerequisites/Revision/Introduction:

Students of senior four will learn better controlling the ball with different parts of the body and dribbling the ball if they can perform basic football techniques learned in Ordinary Level and have developed basic physical exercises.

d) Learning activities Opening discussions

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

Warm up exercises

- Let students perform general warm up exercises and specific warm up based on body's parts to be used more while performing techniques and stretch their muscles properly.
- One of students leads warm up and stretching exercises.
- Guide them while performing warm up and stretching exercises.

e) Lesson body

Techniques of controlling the ball

During teaching techniques of controlling the ball in football, students respect the following aspects:

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

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

Controlling the ball with the foot

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



Fig 5.1.1 controlling the ball with the foot



Fig 5.1.2 controlling the ball with the foot

Controlling the ball with thigh

- Demonstrate students how to control the ball with thigh and let them practise it individually.



Fig 5.2: Controlling the ball with thigh

Controlling the ball with chest

- Demonstrate students how to control the ball with chest and let them practise it individually.



Fig 5.3: Controlling the ball with chest

Controlling the ball with head

- Demonstrate students how to control the ball with head and let them practise it individually.



Fig 5.4: Controlling the ball with head

Techniques of dribbling the ball with different parts of the foot

Explain students how to make dribbling and let them practise it on the ground in groups or pairs.

Demonstrate them how to:

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

Remind them to:

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

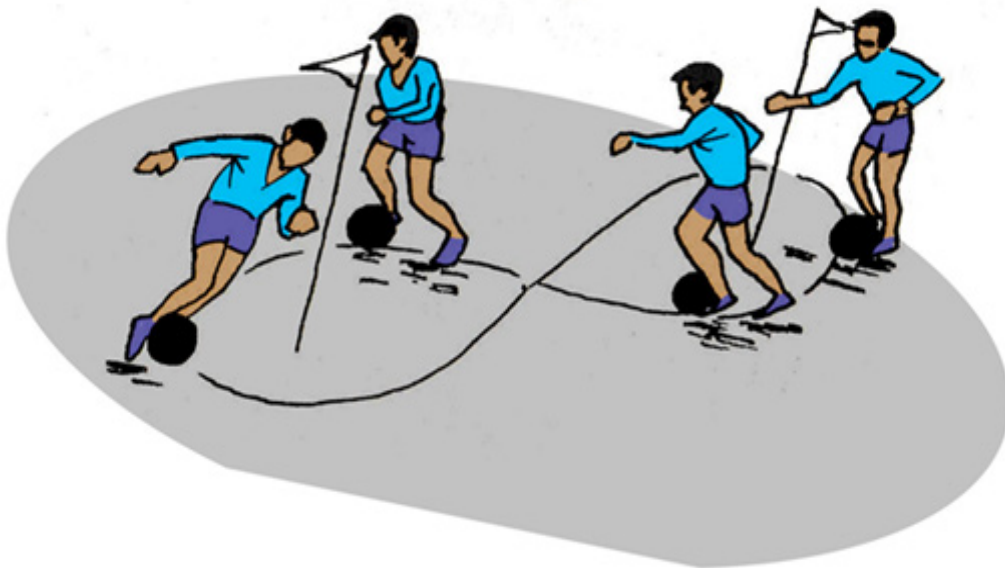


Fig 5.5.1: Dribbling exercise



Fig 5.5.2: Dribbling the ball in order to eliminate goalkeeper

Lesson 2: Passing the ball

a) Learning objectives

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

b) Teaching resources

- Playground
- Whistle
- Balls
- Cones
- Stopwatch/Watch
- Chasubles
- Goal posts

c) Prerequisite/Revision/Introduction

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

d) Learning activities opening discussions

- Ask questions about the ball control learned in the lesson One.
- Through brainstorming, introduce passing techniques in football.
- Invite students to start warm up exercises.

Warm up exercises

- Let students perform general warm up exercises and specific warm up based on body's parts to be used more while performing techniques and stretch their muscles properly.
- One student leads warm up and stretching exercises.
- Guide them while performing warm up and stretching.

Lesson body

Techniques of passing the ball

Push pass

Demonstrate them how to execute push pass and let students perform them on the court in pairs or in groups.



Fig 5.6: Push pass

Backward pass

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

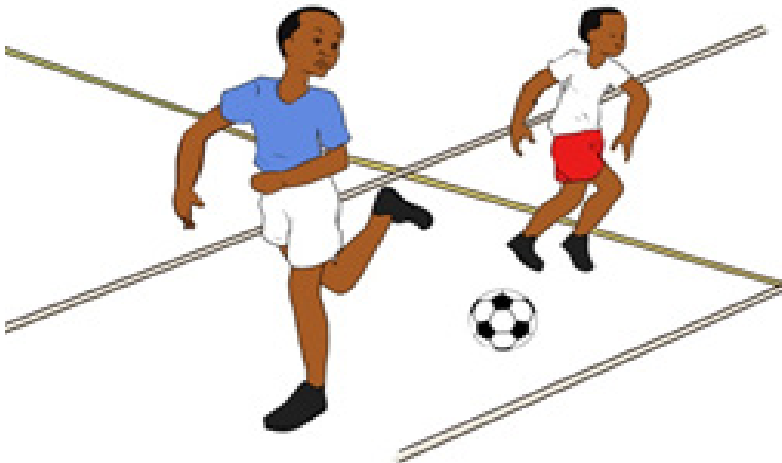


Fig 5.7: Backward pass

Wall pass (A short pass to teammate who immediately returns it, as one-two)

Demonstrate them how to execute wall pass and let students perform them on the court in pairs or in groups. Remind students to:

- Place the non-striking foot next to the ball, pointing at their target and locking the striking ankle with relaxing the body.
- Keep head up to find a teammate and then look back to the ball before striking it.
- Follow through with the striking foot in the direction of the target.

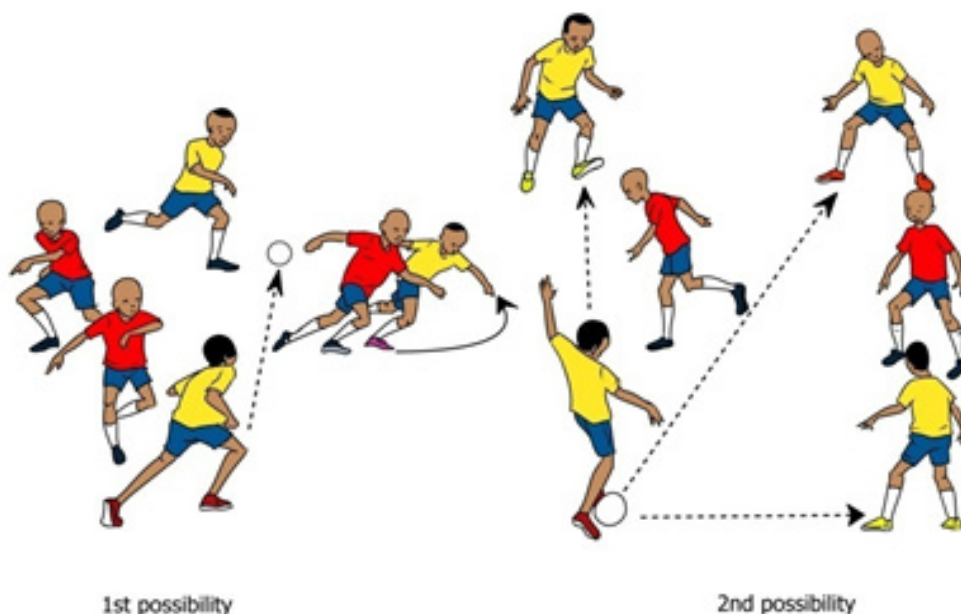


Fig 5.8: Wall passes exercise

Application activity

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

Variation 1

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

Variation 2

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

Cool down exercises

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

Closing discussions

Reflect

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

Connect

- What are conditions do you need to execute passing in football?

Apply

- How will you use football in your daily life?

Lesson 3: Shooting exercises

a) Learning objectives

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

b) Teaching resources

- Playground
- Whistle
- Balls
- Cones
- Stopwatch/Watch
- Chasubles
- Goal posts

c) Prerequisite/Revision/Introduction

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

d) Learning activities

Opening discussions

- Ask questions about ball control learned in the lesson One.
- Through brainstorming, introduce shooting techniques in football.
- Invite students to start warm up exercises.

Warm up exercises

- Let students perform general warm up exercises and specific warm up based on body's parts to be used more while performing techniques and stretch their muscles properly.
- One student leads warm up and stretching exercises.
- Guide them while performing warm up and stretching.

e) Lesson body

Technique of shooting the ball

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

- a. Explain students how to shoot the ball in football.
- b. Demonstrate them some types of shooting used in football.
- c. Let students perform it individually by shooting in the goal. Remind them to:
 - Keep eyes on the ball and head up to focus the target then look back to the ball before shooting.
 - Approach the ball slightly from the side and place the non-striking foot directly to the side of the ball.
 - Strike the centre of the ball for rising it too high and keep the upper body still and strike through the ball.

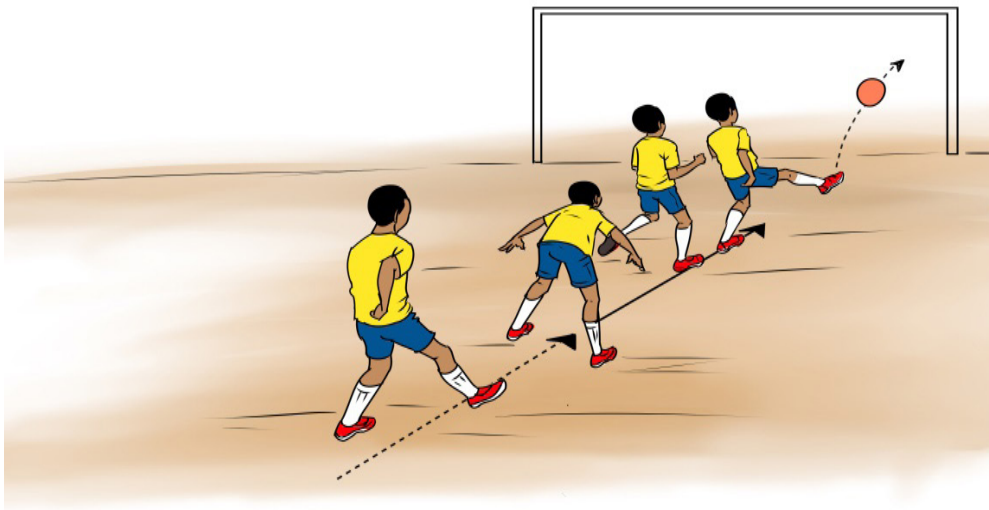


Fig 5.9: Exercise of shooting the ball on target

Technique of instep drive shots

Demonstrate how to execute instep drive shot and let students practice it in pairs or in groups.



Fig 5.10: Instep drive shot exercise

Technique of chip shot

Demonstrate how to execute chip shots and let students practice it in pairs or in groups.



Fig 5.11: Chip shot exercise

Technique of toe pint

Demonstrate how to execute toe pint shot and let students practice it in pairs or in groups.



Fig 5.12: Toe punt exercise

Techniques of volley shot

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



Fig 5.13: Volley shot exercise

Cool down exercises

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

Closing discussions

Reflect

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

Connect

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

Apply

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

Lesson 4: Goalkeeping exercises

a) Learning objectives

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

b) Teaching resources

- Playground of football
- Whistle
- Balls
- Cones
- Stopwatch/Watch
- Chasubles
- Goal posts

c) Prerequisites/Revision/Introduction

Students of senior four will learn better goalkeeping in football if they can perform different techniques of goalkeeping in football learned in Ordinary Level and have developed basic physical exercises.

d) Learning activities

Opening discussions:

- Ask questions about shooting techniques learned in the lesson 2.
- Introduce goalkeeping techniques in football.
- Invite students to start warm up exercises.

Warm up exercises

- Let students perform general warm up exercises and specific warm up based on body's parts to be used more while performing techniques and stretch their muscles properly.
- One student leads warm up and stretching exercises.
- Guide them while performing warm up and stretching exercises.

e) Lesson body

Goal keeping techniques

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

- Explain students different goalkeeping techniques as used in football.
- Demonstrate different techniques of catching, throwing, boxing the ball.
- Let them perform on the ground in pairs or in the groups. Remind them to:
 - Defend the opponent's high cross and stopping shots
 - Defend the one on one in the game situation
 - Keep their eyes on the opponent penalties' shooter to discover the direction of the ball headed
 - Develop reflexes and agility in the game.

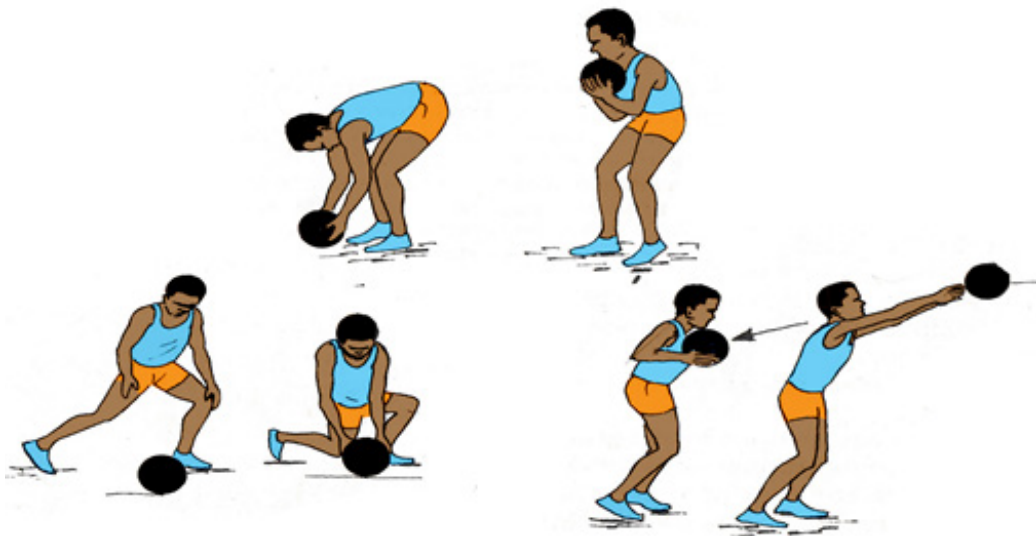


Fig 5.14: Goalkeeping techniques exercise

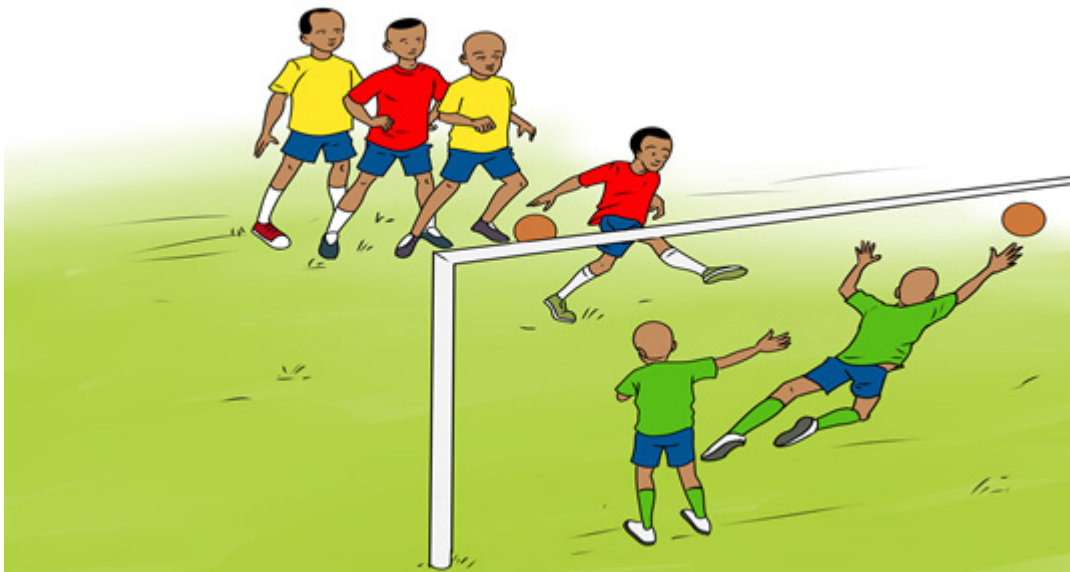


Fig 5.15: A goalkeeper attempting to catch a shot exercise



Fig 5.16: Goalkeeper tries to save shots from different angles exercise



Fig 5.17: Goalkeeper boxing the ball exercise

Cool down

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

Closing discussions

Reflect

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

Apply

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

Summary of the unit

Control of the ball

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

Running with the ball

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

Dribbling the ball

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

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

Passing the ball

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

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

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

Shooting the ball

An action with the objective of dispatching the ball into the opponent's goal. It is the logical conclusion, the culmination of an attack. It is what football is all about.

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

Special techniques

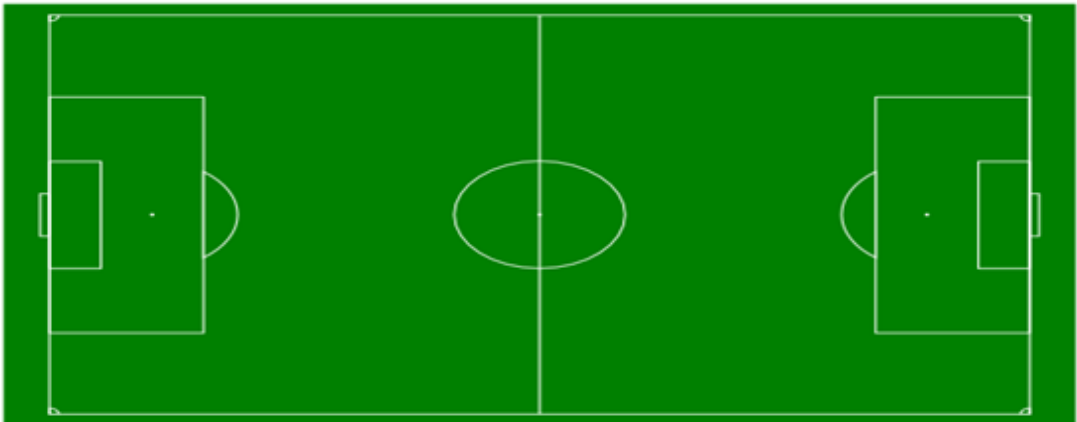
Headers: Heading is an essential skill for defending and marking. Volleys: Directly striking an aerial ball, without any prior control.

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

Additional Information for teachers

The football game also called soccer game constitutes the following basic rules:

Dimensions of the field



5.18: Football court

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

Goal posts and areas

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

Dimensions of ball

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

Number of players in a team

Each football team should comprise with 10 outfielders and one goal keeper with more than 11 substitute players reserved on the outer players bench.

Player's kits

Football players must wear proper jersey, boots, shorts, shin guards and socks according to existing basic Football laws of the game.

Referee and assistant referees

The Football games are conducted by one referee assisted by two assistant referees along both the side lines.

Duration of Football game

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

The basic techniques used in football

The following are basic football techniques

- Control of the ball
- Dribbling of the ball
- Running with the ball
- Striking (shooting) the ball
- Special techniques (Heading of the ball, Goalkeeping techniques, volleys, Defensive man oeuvres).

End unit assessment

Set exercises of kicking stationary ball and rolling ball, exercises of trapping a ground and an aerial ball, exercises of moving the ball (dribbling) slowly and fast at the top speed, exercises of passing short and long passes.

Set exercises of defending (man to man and zone defense) and counter-attacking.

Organize a football match and evaluate learners' performance of these techniques in a game situation and the ability to respect the use of football basic rules.

Observe:

- Learners' ability to referee the match applying basic rules.
- The level of performance of football techniques: pass, dribbling, trapping, kicking
- The organization of teams in defense (man to man and zone defense) and in counter-attack and goalkeeping

Additional activities

Remedial activities

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

Consolidation activities

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

Extended activities

Participate in different football competitions organized by the school

Key unit competence

To perform basic techniques of playing volleyball.

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

Students of senior four will learn better basic techniques of playing volleyball if they can identify and perform basic techniques of volleyball as they learned in Ordinary Level and have developed basic physical exercises.

5.2. Cross-cutting issues to be addressed

- **Gender**

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

- **Inclusive education**

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

- **Financial education**

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

- **Standardization culture**

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

- **Environment and sustainability**

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

- **Peace and values education**

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

- **Comprehensive sexuality education**

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

- **Genocide studies**

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

5.3. Guidance on introductory activity

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

5.4. List of lessons/sub-heading

	Lesson title	Objectives	Number of periods
1	Techniques of attack	To perform serving, passing and setting the ball then execute an attack.	1 period
2	Techniques of defense	To perform blocking, and digging the ball.	1 period
	End unit assessment	To evaluate learners' performance.	1 period

Lesson 1: Techniques of attack

a) Learning objectives

By the end of the lesson, students will be able to perform serving, passing, setting and attacking during the volleyball exercises or game situation.

b) Teaching resources

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

c) Prerequisites/Revision/Introduction:

Students of senior four will learn better techniques of volleyball attack if they can execute basic physical exercises and perform volleyball basic techniques in a game situation learned in Ordinary Level.

d) Learning activities

Opening discussions

- Ask questions about volleyball skills learned in senior three.
- Through brainstorming, introduce attack techniques used in volleyball.
- Invite students to start warm up exercises.

Warm up exercises

- Let students perform general warm up exercises and specific warm up based on body's parts to be used more while performing techniques and stretch their muscles properly.
- One student lead warm up and stretching exercises.
- Guide them while performing warm up and stretching exercises.

Lesson body

Technique of serving

During teaching serving in volleyball, facilitate students in the following ways:

- Explain to students how to serve in volleyball.
- Demonstrate different service techniques.
- Let them perform on the court in groups or pairs.

Simple underhand serve

- Demonstrate underhand serve technique accurately.
- Let students practice it individually or in pairs. Remind them to:
 - Position their feet together.
 - Step the left foot forward to begin for a right handed.
 - Step the right foot forward to begin for a left handed.

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

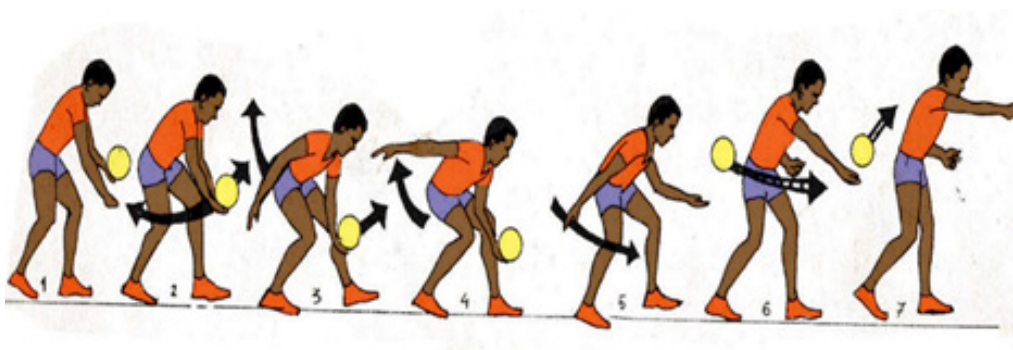


Fig 6.1: Steps of underhand serve

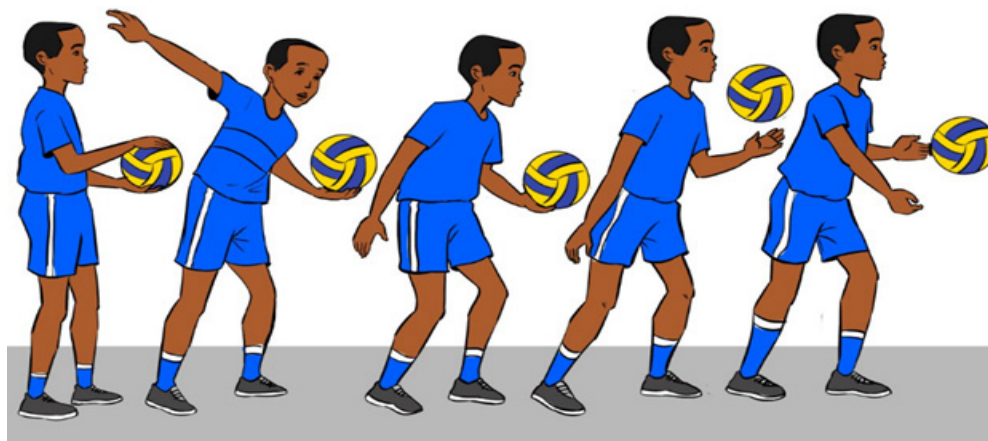


Fig 6.2: Underhand serve

Techniques of simple floater serve or overhand serve

Demonstrate simple floater serve technique accurately.

Let students practice it individually or in pairs.

Remind them to:

- Position the body for ball set up according the requirements of the floater serve techniques.

- Toss and contacting the ball with the serving opened hand according to the height limit of the floater serve.
- Orient the ball according to the opponent's side and defence's formation.

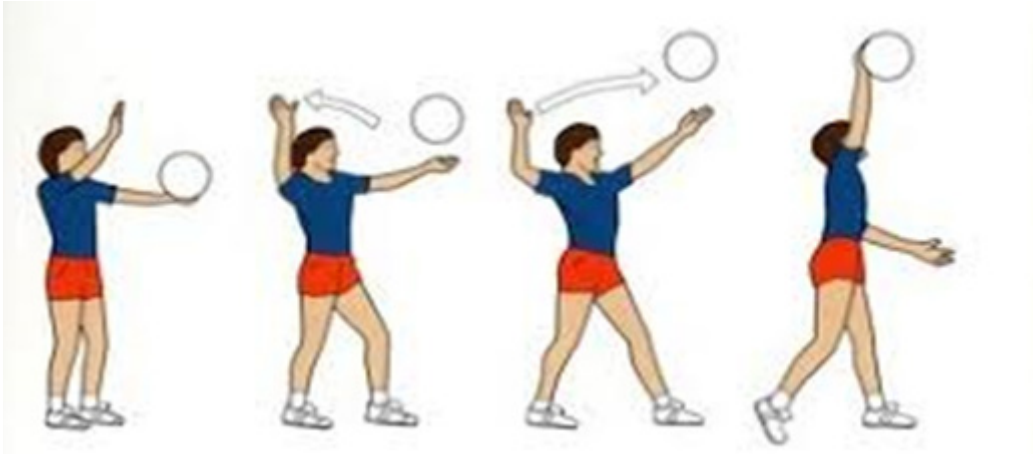


Fig 6.3: steps of simple floater serve

Technique of jump serve

- Demonstrate jump serve technique accurately.
- Let students practice it individually or in pairs. Remind them to:
 - Toss the ball in the air according to the height of the server.
 - Make Jump movement according to the serving zone limits.
 - Contact the ball with the serving open hand according to the timing of the server.
 - Orient the ball according to the opponent's side and defence's formation.



Fig 6.4: Jump serve

Technique of passing

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

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

Overhead pass

- Demonstrate overhead pass technique accurately.
- Let students practice it individually or in pairs. Remind them to:
 - Position their legs on court according to the teammate positions.
 - Position their hands and shoulders according to the height of the ball.
 - Pass the ball according to the desired direction and distance.
 - Follow through and holding position according to the target.

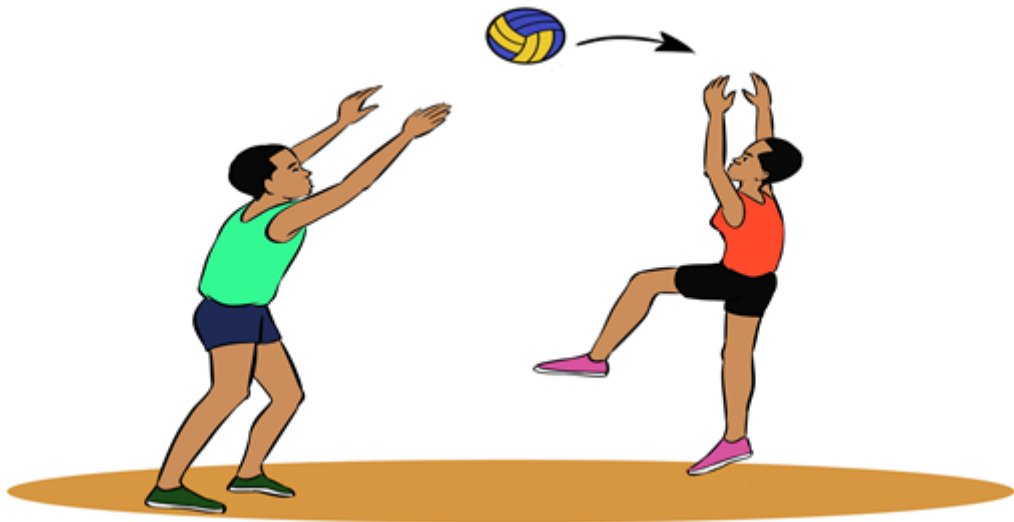


Fig 6.5: Overhead pass exercise

Underarm pass (bump) or forearm pass

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

Remind them to:

- Position their legs according to the ball trajectory and desired direction.
- Position their arms and shoulders according to the ball trajectory and desired direction.

- Pass the ball according to the blocking and attacking side.
- Follow through the ball according to the target.

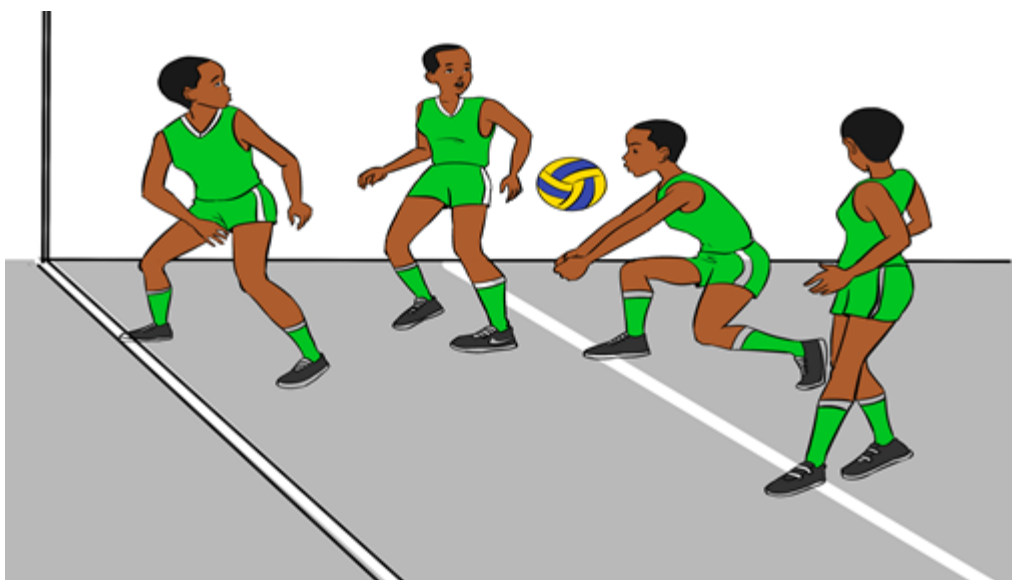


Fig 6.6: Underarm pass

Application activity

2 teams of 3 students in the playground of a mini-volleyball; A1 passes towards A2, A2 to A3; A3 passes over the rope(net) and towards B1, B1 Passes to B2, B2 to B3; B3 passes over the rope(net) towards A1.

Competition: Which group is able to perform 15(30) successive passes without the ball touching the ground?

Technique of setting

- Explain to the students how to set in volleyball.
- Demonstrate different setting techniques. Let them perform on the court in groups or pairs.

Hand (or overhand) setting

Demonstrate how to perform overhand setting technique accurately.

While performing overhand setting technique remind students to:

- Put their hands up early.
- Put their forefingers and thumbs around three panels.
- Place their hands around the ball.

- Orient their thumbs to cheekbones.
- Keep their wrists straight.
- To maintain their elbows slightly down and forward.
- Follow through (straighten arms) and hold position.



Fig 6.7: Hand (or overhand) setting

Dump (or underhand) setting

- Demonstrate students how to perform underhand setting.
- Let them practice in pairs or individually on the playground.

While performing dump or overhand setting remind students to:

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

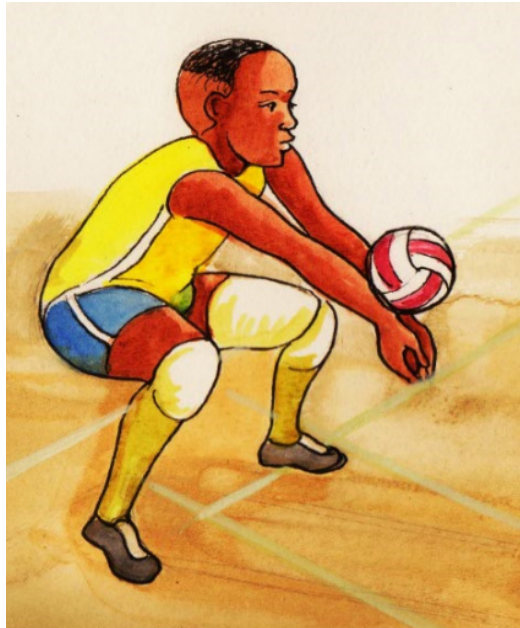


Fig 6.8: Dump (or underhand) setting

Technique of spiking

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

- Explain to students how to execute a spiking in volleyball.
- Demonstrate students how to execute: back row attack, open hand tip, standing spike, off speed spike and let them perform on the court in groups or pairs.
- Make a good coordination of the steps for jumping on two feet.

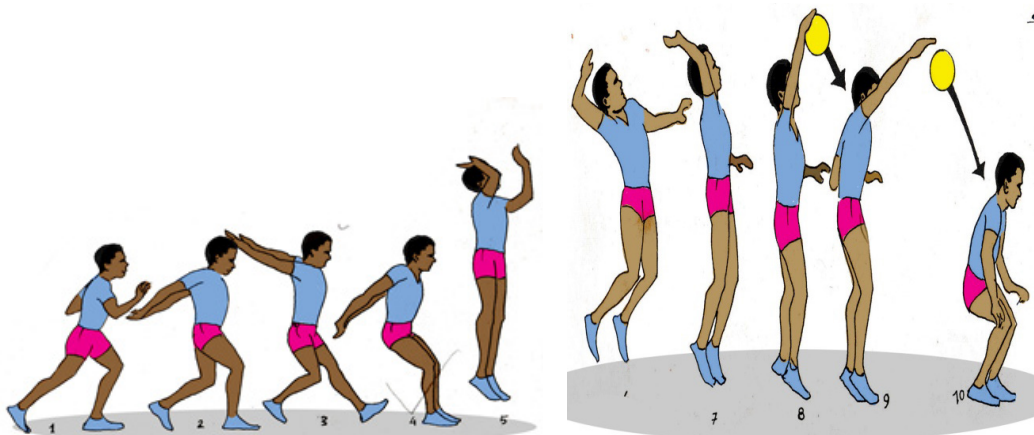


Fig 6.9: Steps of attacking



Fig 6.10: Attacking in volleyball

Cool down exercises

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

Closing discussions

Reflect

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

Connect

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

Apply

- How will you use techniques of volleyball attack in your daily life?

Lesson 2: Techniques of defence

a) Learning objectives

Opening discussions

By the end of the lesson students will be able to perform blocking and digging techniques in volleyball

b) Teaching resources

- Playground of volleyball
- Whistle
- Balls

- Cones
- Stopwatch/Watch
- Chasubles
- Trees
- Net
- Rope

c) Prerequisites/Revision/Introduction

Students of senior four will learn better techniques of volleyball defence if they can execute basic physical exercises and perform volleyball basic techniques learned in Ordinary Level.

d) Learning activities **Opening discussions**

The teacher as facilitator helps the students in the following ways:

- Ask questions about techniques used in attacking learned in the lesson One.
- Introduce defence techniques used in volleyball.
- Invite students to start warm up exercises.

Warm up exercises

- Let students perform general warm up exercises and specific warm up based on body's parts to be used more while performing techniques and stretch their muscles properly.
- One student leads warm up and stretching exercises.
- Guide them while performing warm up and stretching.

e) Lesson body

Technique of blocking

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

- Explain to the students how to block in volleyball.
- Demonstrate different blocking techniques.
- Let them perform on the court in groups or pairs.

While performing block techniques remind them to:

- Handle the ball according to the height of the setting.
- Move feet according to the attack zone and movements.
- Take position of the feet and body balance according to the position of the attacker.

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

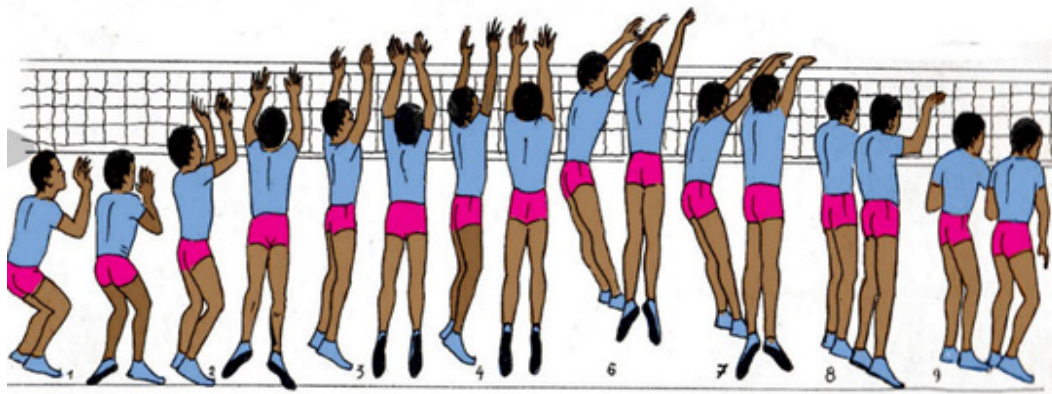


Fig 6.11: Steps of blocking

Single block

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

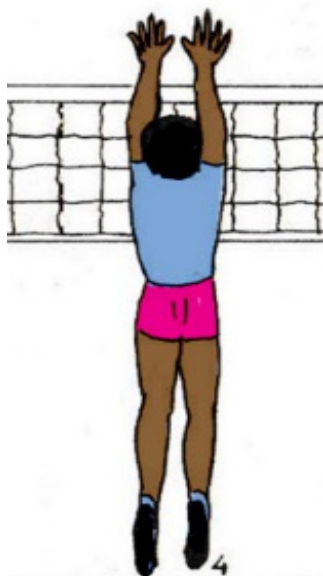


Fig 6.12: Single block

Double block

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

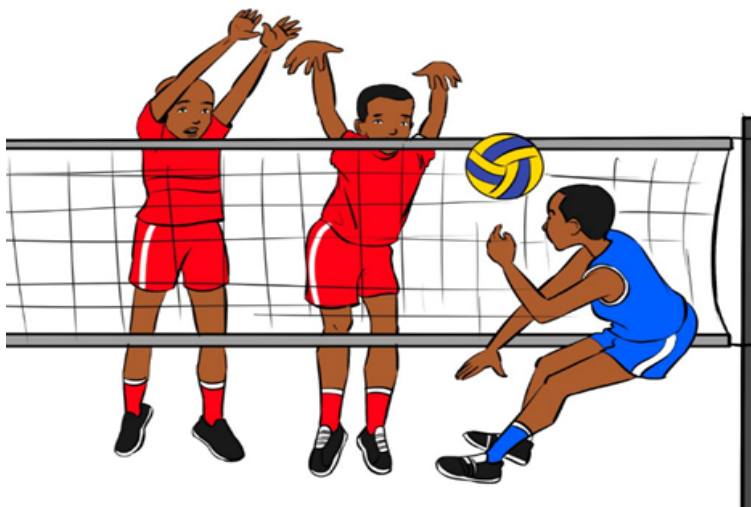


Fig 6.13: Double block

Triple block

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

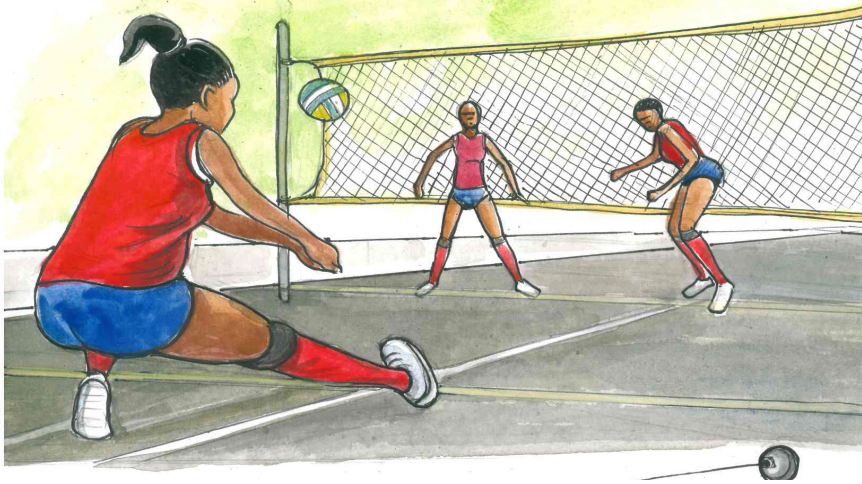


Fig 6.14: Triple block

Digging in volleyball

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

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



Cool down

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

Closing discussions

Reflect

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

Connect

- What are conditions do you need to perform techniques of defense?

Apply

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

Summary of the unit

Basic techniques used in Volley ball

Services

The most important thing in serving is to control the ball speed and trajectory. It is important to serve the ball into the opponent's court.

Different services used in volleyball are:

Underarm serve, overhand serve or Tennis service, jump serve, floater serve, hook serve.

Set

The purpose of set is to enable an attack. Short sets, and advanced techniques in setting should be used during playing volleyball game.

Different types of set

Underarm set

Underarm set should be executed in the following ways: While standing, after running, while falling down, one handed set in front of body or on the side of the body, two handed set in front of the body or on the side of the body

Overhand set

Overhand set should be executed in the following ways: One handed set, two handed set, while standing, after running, while falling down, while jumping or jump set, frontally, behind or on the side of the body (laterally).

Pass

The purpose of the pass is to receive the ball after serve or any form of attack.

Different types of pass: forearm or bump/underarm. Overhand pass like set when the ball is over the head.

Different types of pass

Underarm pass

Underarm pass should be executed in the following ways: While standing, after running, while falling down, one handed pass in front of body or on the side of the body or two handed pass in front of the body or on the side of the body.

Overhand pass

Overhand pass should be executed in the following ways: One handed pass, two handed pass, while standing, after running, while falling down, while jumping, frontally, behind or on the side of the body (laterally)

Attack

The purpose of an attack is to make a point.

Phases of attack:

Step 1: Jumping steps (right-left-right or the opposite ways)

Step 2: Take off

Step 3: Arm motion

Step 4: spiking

Step 5: Landing and moving into suitable position for the next play.

Different types of attack a player may use while playing volleyball are: Smash, lob and feint.

Block

Blocking is a most effective counter attack in volleyball. Even if it is a defensive technique, it can be also considered as a defensive one.

Phases of block

1st Phase: Starting position

2nd Phase: Jumping with a good timing

3rd Phase: Blocking

4th Phase: Landing on the same position

Types of block in volleyball

In playing volley ball, players may use single block, double block and triple block.

Digging in volleyball

Digging tactic follows the following steps:

Step 1: Set up around the block.

Step 2: Read the hitter.

Step 3: Dig to the target.

Executing digging:

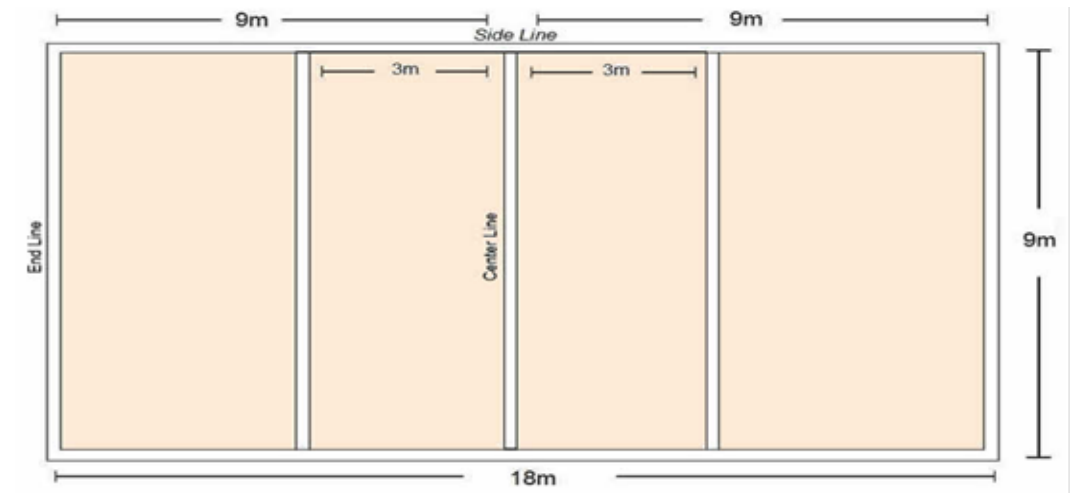
Teammates usually decide ahead of time how they are going to defend a hitter. The blockers need to communicate with the defense about who is blocking what (line or angle) and where on the court the defense is going to be positioned.

Ways of getting the ball through digging are:

- Sprinting
- Falling
- Sprawling
- Rolling
- Jumping
- Diving
- Taking quick steps.

Additional Information for teachers

Volleyball Court



The play field is relatively small, 18x9 m, however, due to swift rallies high- level of locomotor and psychic abilities are required. The height of the net is set in advance, for adult men it is 243 cm, for women 224 cm. the net has 11m x 1m.

The ball used in playing volleyball game

It is spherical, flexible, light-coloured synthetic leather cover. Smaller and lighter than a basketball, the volleyball is 63.5 to 68.6 cm in circumference and weighs 255 to 283, internal pressure: 0.30 to 0.325 kg/cm³.

Number of players in volleyball game

There are 6 players on one half. The team can have a so-called libero player, specialised in defensive skills. But in total there are 14 players, 6 field players and 6 substitutes and 2 libero players.

Playing the ball in volleyball

Volleyball is basically played by the upper body but it is also standard to touch the ball with the whole body. The way players handle the ball is defined, it has to be simultaneous and bouncing. The game happens in the air; the ball must not be grounded on the court. The number of ball contacts is limited (see above), yet the number of the ways of the ball within a rally can be unlimited. Each rally is scored. The game starts with serving, in the moment of which players have to stand on the court in the appropriate order. Whenever the opposing team wins the right of service, players move one position clock-wise, i.e. rotate.

Duration of the game in volleyball game

Playing time is not limited. The best team has to win three sets. A set is won by the team which first scores 25 points except on the deciding set (the 5th set) the score is 15 points with a minimum lead of two points. In the case of a 24-24 tie, play is continued until a two-point lead is achieved.

Team formations

Three standard volleyball formation are known 4-2, 6-2, 5-1 according to the numbers of hitters and receivers.

End unit assessment

Setting exercises and evaluates how students develop various skills of passing, serving, setting, blocking, attacking and digging techniques

Additional activities

Remedial activities

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

Consolidation activities

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

Extended activities

Students participate in different volleyball competitions organized by the school.

Key unit competence

To perform basic basketball techniques.

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

Students of senior four will learn better basic basketball techniques if they can perform basic basketball exercises learned in Ordinary Level and have developed basics physical exercises used in Physical Education and Sports.

6.2. Cross-cutting issues to be addressed

- **Gender**

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

- **Inclusive education**

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

- **Financial education**

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

- **Standardization culture**

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

- **Environment and sustainability**

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

- **Peace and values education**

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

- **Comprehensive sexuality education**

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

- **Genocide studies**

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

6.3. Guidance on introductory activity

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

6.4. List of lessons/sub-heading

	Lesson title	Objectives	Number of periods
1	Pass, receive and dribbling the ball	To perform passes reception and dribbling in basketball.	1 period
2	Shooting and lay up	To perform set shot, jump shot and lay up in basketball game.	2period
3	End of unit assessment	To evaluate learners' performance.	1 period

Lesson 1: Pass, receive and dribbling the ball in basketball

a) Learning objectives

By the end of the lesson students will be able to perform different passing, receiving and dribbling techniques used in basketball.

b) Teaching resources

- Playground of basketball
- Whistles
- Balls
- Stopwatch/Watch
- Cones
- First Aid kits

c) Prerequisites/Revision/Introduction:

Students of senior four will learn better pass, receive and dribbling in basketball if they can perform throwing and catching the ball or making movements learned in senior three and perform basics physical exercises learned in unit two.

d) Learning activities

Opening discussions

- In pairs students brainstorm about different techniques used while playing basketball learned in senior three.
- Let some pairs present their findings.
- Assist them to clarify their findings.
- Introduce passing, receiving and dribbling the ball in basketball.
- Then invite students to start warm up exercises and stretching.

Warm up exercises

- Let students perform general warm up exercises and specific warm up based on body's parts to be used more while performing techniques and stretch their muscles properly.
- One student leads warm up and stretching exercises.
- Guide students while performing warm up and stretching.

e) Lesson body

Technique of passing the ball

Chest pass

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

- Demonstrate how chest pass should be executed perfectly.
- In pairs let students apply chest pass as seen below.

- Help them while performing chest pass by correcting their gestures/actions where is necessary or needed.

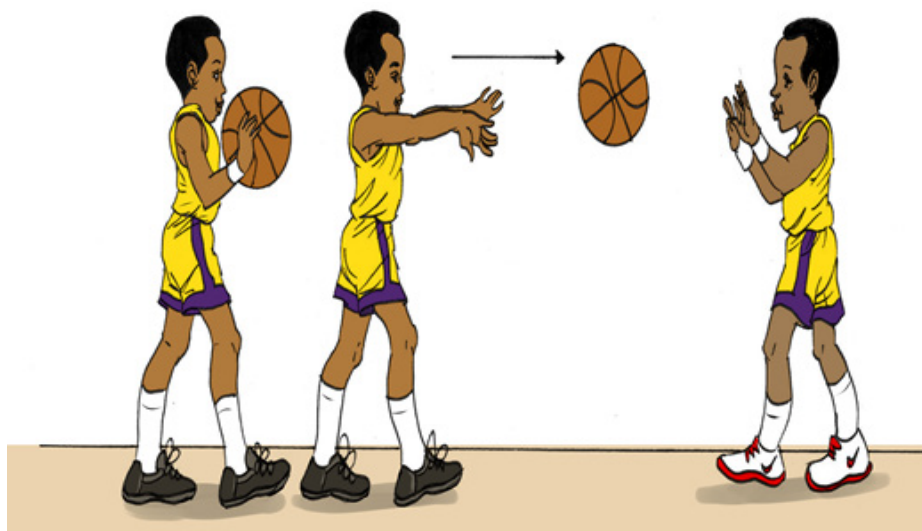


Fig 7.1: Technique of chest pass

Overhead pass

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

- Demonstrate how overhead pass should be performed accurately
- Let students apply what they have learned by using exercise below as seen in the image:
- Help them while performing overhead pass by correcting their gestures/actions where is necessary or needed.

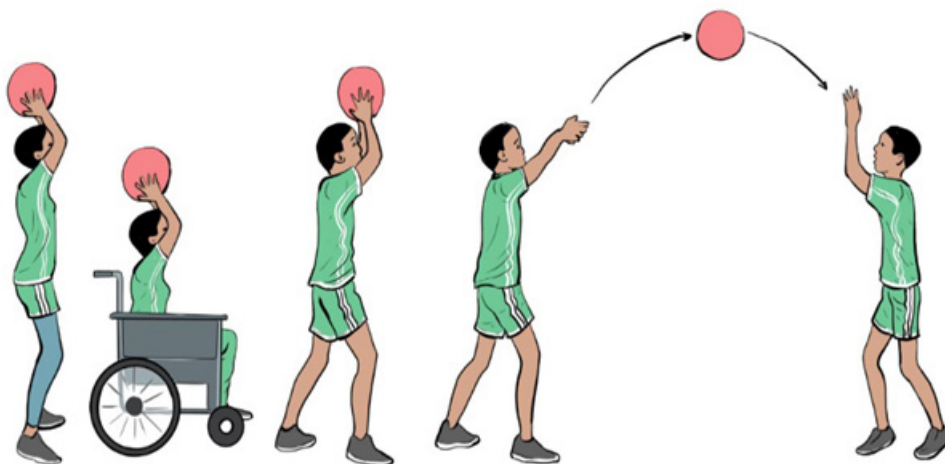


Fig 7.2: Overhand pass exercise

Bounce pass

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

- Demonstrate how bounce pass should be performed accurately.
- Help them while performing bounce pass by correcting their gestures/actions where is necessary or needed.
- Let students apply what they have learned by using exercise below as seen in the image.

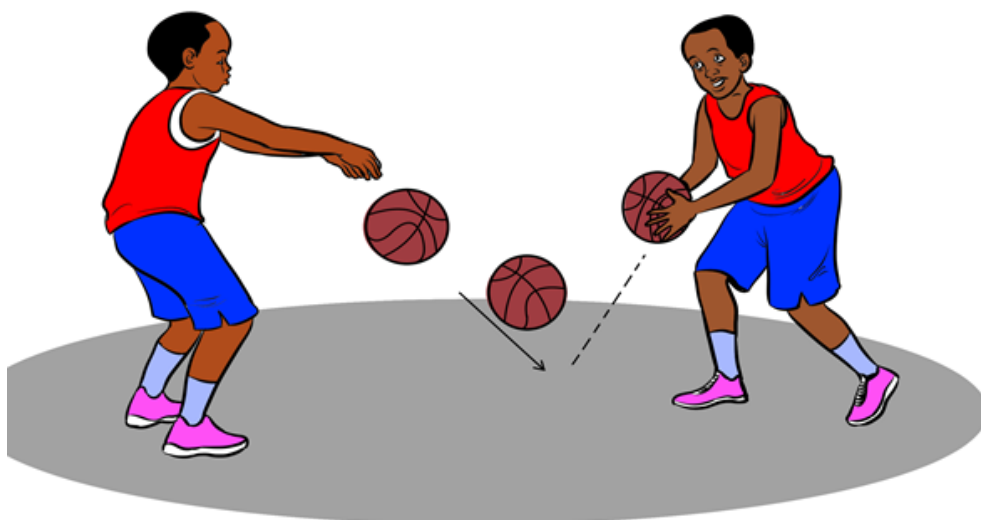


Fig 7.3: Bounce pass exercise

No look pass

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

- Demonstrate how no look pass should be performed accurately.
- Help them while performing no look pass by correcting their gestures/actions where is necessary or needed.
- Let students apply what they have learned by using exercise below as seen in the image.



Fig 7.4: No look pass exercise

Outlet pass

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

- Demonstrate how outlet pass should be performed accurately
- Help them while performing outlet pass by correcting their gestures/actions where is necessary or needed.
- Let students apply what they have learned by using exercise below as seen in the image.

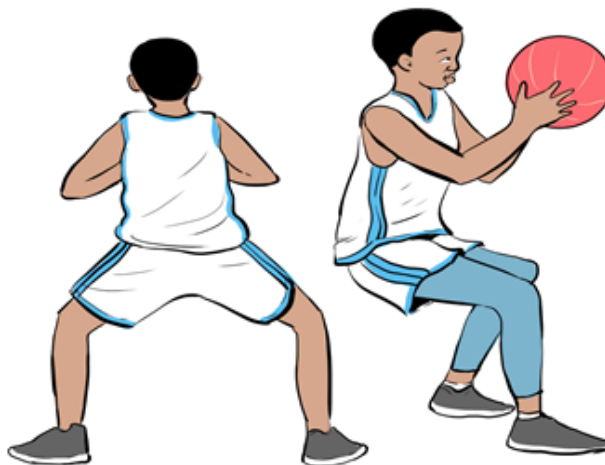


Fig 7.5: Outlet pass exercise

Task/activity

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

Technique of receiving the ball

Teacher may facilitate students while performing techniques of receiving the ball in basketball:

- Demonstrate how receiving the ball should be performed.
- In pairs let students apply reception of the ball.

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

- Keep their hands out from the chest.
- Keep their fingers pointed up and spread comfortably, with the thumbs almost touching each other. This position enables them to immediately get a good hold on the ball.
- Keep their eyes on the ball until you touch it. When the ball hits the fingers, bring it towards the chest holding it firmly.

Techniques of dribbling the ball

Teacher as facilitator, facilitate students in the following ways:

- Explain how dribbling the ball should be done in basketball.
- Demonstrate how dribbling the ball should be performed.
- In pairs let students apply dribbling technique.

Remind them to:

- Control the ball by spreading the fingers around it.
- Push the ball firmly towards the floor using hand, wrist and arm to control the height and speed of the bounce.
- Keep the hand on top of the ball to ensure it rebounds accurately back to the hand. The head should be up and the player should be aware of both opponents and team mates.
- Protect the ball by keeping their body between ball and opponent.

Pull back dribble

- Demonstrate how pull back dribble should be performed accurately
- Let students apply what they have learned individually on the court.

Remind students to:

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

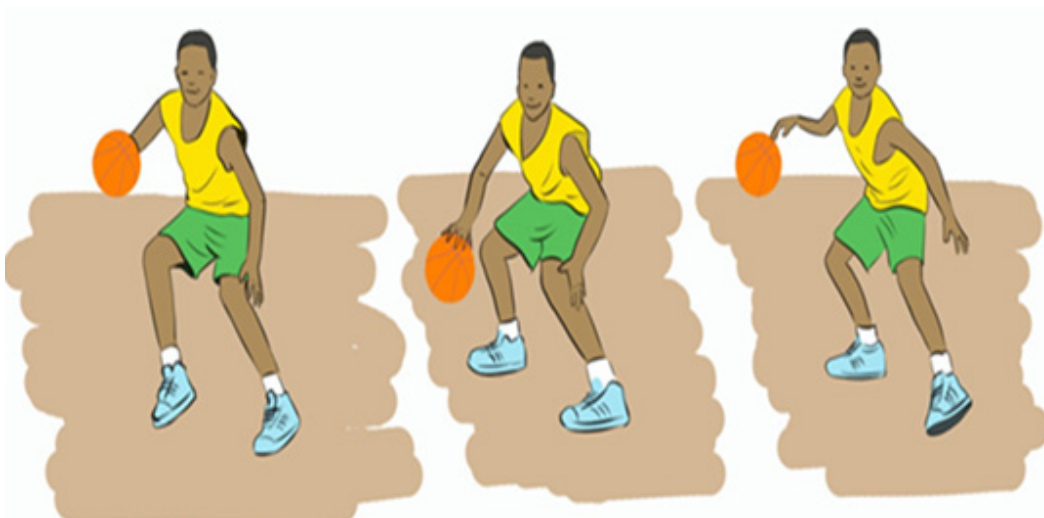


Fig 7.6: Pull back dribble exercise

Front crossover

- Demonstrate how front crossover dribble should be performed accurately
- Let students apply what they have learned individually on the court.

Remind them to:

Plant the outside foot, pushes off diagonally to the inside and steps in the new direction with the inside foot.

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



Fig 7.7: Front crossover dribble exercise

Behind the back dribble

- Demonstrate how behind the back dribble should be performed accurately
- Let students apply what they have learned by using exercise below as seen in the image:



Fig 7.8: Behind the back dribble exercise

Between the legs crossover dribble

- Demonstrate how between the legs crossover dribble should be performed accurately.
- Let students apply what they have learned by using exercise below as seen in the image.



Fig 7.9: Between the legs crossover dribble exercise

Behind the back crossover

- Demonstrate how behind the back crossover dribble should be performed accurately.
- Let students apply what they have learned

Remind students to:

- Plant the outside foot, pushes off and steps diagonally with the inside foot.
- Slide the fingertips to the outside of the ball and pulls the ball down and behind the body in the new diagonal direction.
- Bounce the ball just under the inside hip into the other hand.



Fig 7.10: Behind the back crossover dribble exercise

Spin dribble

- Demonstrate how spin dribble should be performed accurately.
- Let students apply what they have learned by using exercise below as seen in the image:

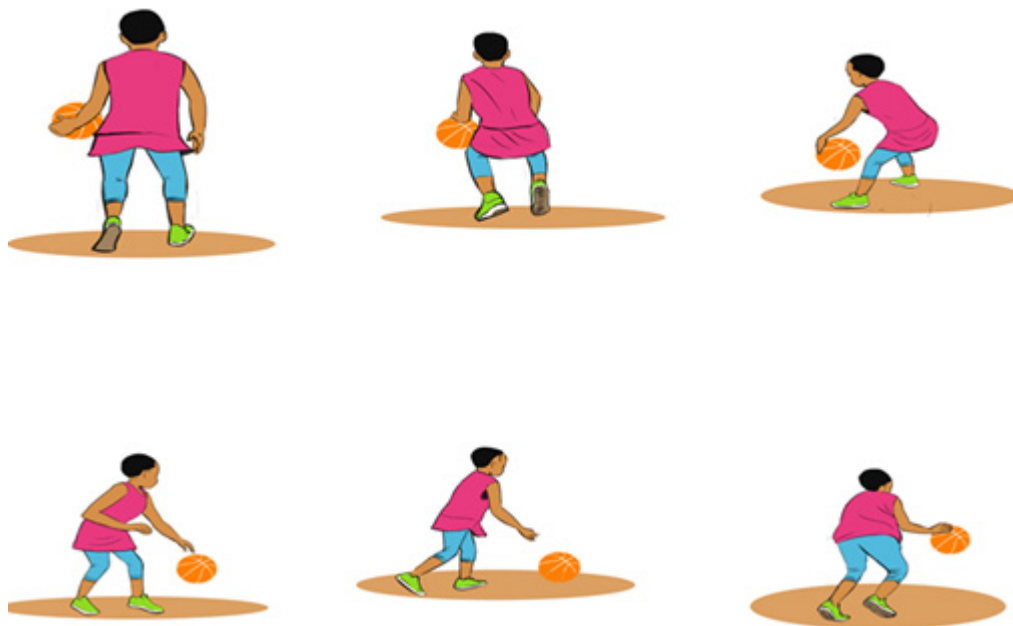


Fig 7.11: Spin dribble exercise

Inside and outside dribble

- Demonstrate how inside and outside dribble should be performed accurately.
- Ask students to slide the fingers to the outside of the ball and push it toward the centre of the body.
- As the hand/ball moves toward the inside, the students turn or roll the hand slightly so that the fingertips are on the inside of the ball.
- The students then throw the ball down and diagonally ahead to the outside.
- Remind them to control the ball as it bounces off the floor with the same hand.
- Let students perform it individually on the court.



Fig 7.12: Inside and outside dribble exercise

Crab dribble

- Tell students to keep the back to the defender and each dribble is a low bounce between the feet.
- Let students take a stance much like a defensive stance: the body low and the feet shoulder width apart.
- Remind them to back up in a series of short, diagonal zigzags, like a defensive shuffle. The feet do not cross when moving.
- Ask students to look over their shoulder to see the court and use the non-dribbling hand and arm to keep the defender away from the ball.

Remind students to:

- Keep their back to the defender and the basket.
- Shuffle backward (toward the basket) in a series of diagonal zigzags.
- Change directions, the student plants one foot and makes a reverse pivot and then shuffles in the new diagonal direction.

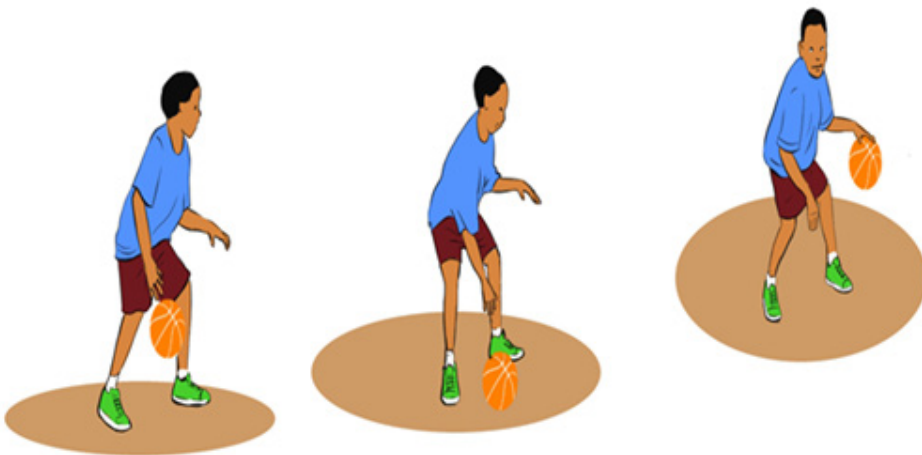


Fig 7.13: Crab dribble exercise

Application activity

On the basketball court, divide students into groups of five students and let them play normal game by performing chest, bounce and overhead passes. One team should face another team while playing. They have to shoot into the basket after reception and making some dribbles. Change groups after 2 min to allow all students to participate and perform passing, receiving and dribbling as much as possible

Cool down exercises

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

Closing discussion

Reflect

- What are any five ways you should use to succeed passing in basketball?
- Identify steps to follow when you are receiving the ball.
- Outline advantages /challenges that you faced while performing all those basketball techniques

Connect

- Which conditions that engage you to make dribbling during playing basketball game?

Apply

- How basketball techniques you learned could help you to be well in your society.

Lesson 2: Shooting and lay up

a) Learning objectives

By the end of the lesson students will be able to perform set shot, jump shot and lay up in basketball exercises or game situation.

b) Teaching resources

- Playground of basketball
- Whistles
- Balls
- Balls
- Stopwatch/Watch
- Cones
- First Aid kits
- Rim
- Chasubles
- Observation checklists

c) Prerequisites/Revision/Introduction:

Students of senior four will learn better shooting and lay up if they have learned better passing, receiving and dribbling in basketball learned in the lesson one.

d) Learning activities

- In pairs students brainstorm about different techniques learned in the lesson one.
- Let students present their findings
- Assist them to clarify their findings
- Introduce shooting and lay-up
- Then invite them to start warm up exercises and stretching

Warm up exercises

- Let students perform general warm up exercises and specific warm up based on body's parts to be used more while performing techniques and stretch their muscles properly.
- One student leads warm up and stretching exercises.
- Guide student while performing warm up and stretching.

e) Lesson body

Techniques of shooting the ball

The teacher as a guide and facilitator, facilitate students in the following ways:

- Explain how shooting the ball should be done in basketball.

- Demonstrate how shooting the ball should be performed.
- In pairs let students apply shooting techniques.

Set shot (for free throws)

Demonstrate students how to execute set shot and let them perform it.

Remind them to:

- Stand shoulder-width apart.
- Make a couple of dribbles.
- Hold the ball and bring it below eye level.
- Take in deep breaths. Picture the ball going through the rim (goal).
- Arc the ball into the rim (goal).
- Not to jump when making this shot.
- Keep the shooting arm up and fully extended until the ball goes in the basket.

Jump shot

Demonstrate students how to execute jump shot and let them perform it.

Remind them to:

- Hold the ball with the stronger hand and place the opposite hand beside the ball.
- Stand shoulder-width apart. Slightly bending their knees.
- Keep their eyes on the target in the rim.
- Bring the ball just below their eye level.
- Jump straight up and arc the ball into the goal.



Fig 7.14: Jump shot

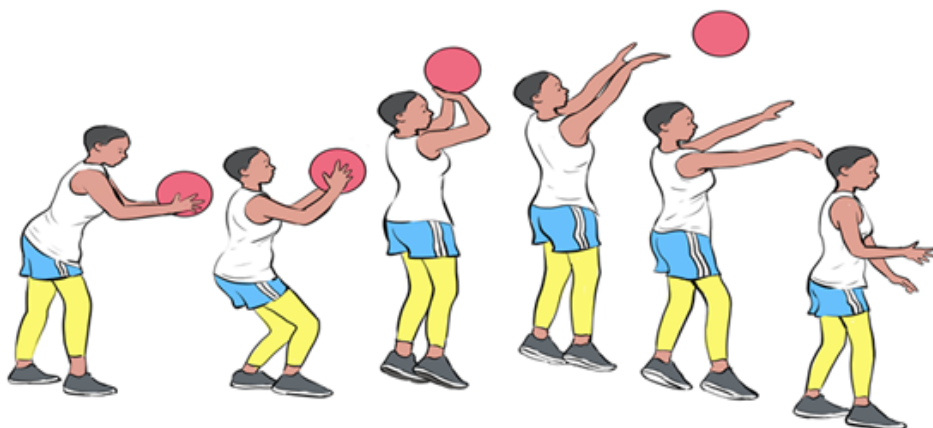


Fig 7.15: Steps of attempting jump shot

Technique of Lay up

Explain to the students how to execute lay up in basketball by respecting four-count sequence: inside, outside, inside and up.

- *Inside.* The student plants the inside foot (opposite side to the shooting hand) and picks up the ball or catches a pass.
 - *Outside.* The student plants the outside foot (same side as the shooting hand). That foot is now the pivot foot.
 - *Inside.* The student takes a long step and lands on the inside foot.
 - *Up.* The student jumps off the inside foot, driving the outside knee upward towards the target. That jump and knee thrust elevate the shooter and turns the body to the goal. The jump is upward rather than forward.
- Demonstrate how lay-up should be performed.
 - In pairs let students apply lay-up technique.

While performing right sided lay up

Remind them to:

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

While performing left sided lay up

Remind them to:

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



Fig 7.16: Performing lay-up technique

Application activity

In group of three or six students as a team making a single file facing the basket, ball with student at front of file. Shoot, shooter follows in for own rebound and passes out to next student in file. Compete against other teams. Students may vary ways of shooting from set shot, jump shot (free throw) and lay-up.

Cool down exercises

- Let students Jog 2 lengths of the basketball court & walk 2 lengths of the basketball court.
- Let students use different types of body movements during lengths
- Let students stretch major muscle groups: biceps, triceps, quadriceps, hamstrings, lower back, upper back, shoulders.

Closing discussion

Reflect

- Why a player needs to make passing and dribbling in playing basketball?
- Can you identify any four types of shot a player may use during playing basketball?

Connect

- Assume you have received the ball from teammate and you are approaching the basket by dribbling, how could you proceed in order to score a point?

Apply

- How learning basketball will help you to be successful in the society?

Summary of the unit

A pass is a method of moving the ball between players. Most passes are accompanied by a step forward to increase power and are followed through with the hands to ensure accuracy. There are different passes as follow:

The chest passes are done when the ball is passed directly from the passer's chest to the receiver's chest. A proper chest pass involves an outward snap of the thumbs to add velocity and leaves the defence little time to react.

The bounce pass is done when passer bounces the ball crisply about two-thirds of the way from his own chest to the receiver. The ball strikes the court and bounces up toward the receiver.

The overhead pass is used to pass the ball over a defender. The ball is released while over the passer's head.

The outlet pass occurs after a team gets a defensive rebound. The next pass after the rebound is the outlet pass.

The-back pass is done when a player involves throwing the ball behind the passer's back to a teammate.

Dribbling is the act of bouncing the ball continuously with one hand, and is a requirement for a player to take steps with the ball. To dribble, a player pushes the ball down towards the ground with the fingertips rather than patting it; this ensures greater control. It is therefore important for a player to be able to dribble competently with both hands. Good ball handlers frequently dribble behind their backs, between their legs, and switch directions suddenly. Crossover, which is the most effective way to move past defenders while dribbling.

Pull back dribble: The pullback move is used by a student to create a space or to set up a second move that takes him/her past the defender.

Front crossover dribble: The front crossover is an explosive change of direction.

Between the leg crossover dribble: The footwork and handwork are very similar for the between the legs crossover and the front crossover. Instead of bouncing the ball in front of the inside foot, the student bounces it underneath the inside leg and into the other hand.

Reverse crossover: The reverse crossover is a slower but safer change of direction. The student keeps the body between the ball and the defender. Against persistent defenders, guards often use a series of reverse crossovers to advance the ball up court in a zigzag path.

Spin dribble: The spin dribble is a tight, fast reverse crossover. This change of direction move is most effective when the student approaches close and head on at the defender. The student spins on the inside foot, turning the back to the defender, and comes out of the spin moving close to the original direction and path.

Inside outside dribble: The inside-out dribble is a quick move that fakes a change of direction. Some people call it a “half-crossover.” To the defender, it appears that the student is beginning a front crossover, but the ball does not change sides.

Crab dribble: Students use the crab dribble to protect the ball while closely guarded and slowly moving a short distance. Guards sometimes use the crab when waiting for a screen or for a teammate to get open for a pass. Post students use the crab to improve their position near the basket and to set up for a post move and inside score.

Shooting is the act of attempting to score points by throwing the ball through the basket, methods varying with players and situations.

The ball is usually shot by jumping (though not always) and extending the shooting arm. The shooting arm, fully extended with the wrist fully bent, is held stationary for a moment following the release of the ball, known as a follow-through. Players may shoot directly into the basket or may use the backboard to redirect the ball into the basket.

The set-shot: is taken from a standing position, with neither foot leaving the floor, typically used for free throws.

The jump-shot: is taken in mid-air, the ball released near the top of the jump.

The lay-up: this shot requires the player to be in motion toward the basket, and to “lay” the ball “up” and into the basket, typically off the backboard (the backboard-free, underhand version is called a finger roll).

The Slam dunk: A shot in which the player jumps very high and throws the ball downward, through the basket whilst touching it.

The back-shot: is a shot taken when the player is facing away from the basket, and may be shot with the dominant hand, or both; but there is a very low chance that the shot will be successful.

Additional Information for teachers

Basketball is played by two (2) teams of five (5) players each. The aim of each team is to score in the opponents’ basket and to prevent the other team from scoring.

Playing court

The playing court shall have dimensions of 28m in length by 15m in width measured from the inner edge of the boundary line.

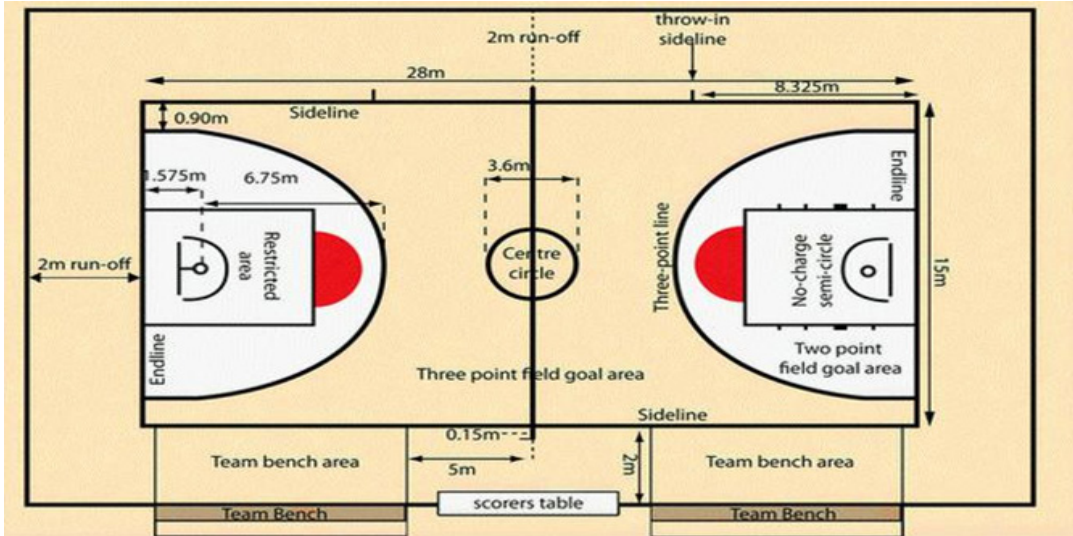


Fig 7.17: Basketball court

Duration of the game

The game shall consist of four (4) periods of ten (10) minutes. There shall be intervals of play of two (2) minutes between the first and second period (first half), between the third and fourth period (second half) and before each extra period.

Timeouts

A coach can stop the game to talk to their players; usually a coach can call 3 timeouts over the duration (maximum of 2 per half). When a timeout is called players must hurry to the side line to talk with their coach.

Team composition

No more than twelve (14) team members entitled to play, including a captain. Five (5) players from each team shall be on the playing court during playing time and may be substituted. A player who has committed his five (5) fouls or has been disqualified must be substituted immediately (within approximately 30 seconds).

Scoring

To shoot the basketball through the hoop as often as possible

- Each time this happens 2 points will be added to your team's score.
- 3 Points will be awarded if the basketball is shot from outside the three-point line.
- 1 point will be awarded if the basket is shot from the free-throw line.

Pivoting

While stationary (not passing or dribbling) the player holding the ball must always keep one of their feet on the floor, this is called the pivot foot. Players can only lift their foot if they wish to dribble, pass or shoot the ball. The pivot foot can twist but must remain in contact with the floor and in the same place. If players move their foot / feet without dribbling, passing or shooting they are penalized and the ball given to the other team, this is called travel.

Fouls

No player may contact an opposition team member; this is called a foul. If a foul takes place while a player is shooting for a basket, the shooter is given free shots from the free-throw line.

- If the basket (while being fouled) is scored, 2 points are awarded and 1 free-throw is taken.
- If the basket misses. 2 free-throws are given.
- If a player receives 5 fouls during a game they must leave the court and can take no more part in the game

Fouls and Violations

Fouls

Personal fouls: Personal fouls include any type of illegal physical contact.

- Hitting
- Pushing
- Slapping
- Holding

Illegal pick/screen: when an offensive player is moving. When an offensive player sticks out a limb and makes physical contact with a defender in an attempt to block the path of the defender.

Technical foul

A player or a coach can commit this type of foul. It does not involve player contact or the ball but is instead about the manners of the game. Foul language, obscenity, obscene gestures, and even arguing can be considered a technical foul, as can technical details regarding filling in the scorebook improperly or dunking during warm-ups.

Sanction of technique foul

Two free throws are given to opposing team.

Violations in basketball game

Walking/Traveling: Taking more than a step and a half without dribbling the ball is traveling. Moving your pivot foot once you've stopped dribbling is traveling.

Carrying/palming: When a player dribbles the ball with his hand too far to the side of or, sometimes, even under the ball.

Double Dribble: Dribbling the ball with both hands on the ball at the same time or picking up the dribble and then dribbling again is a double dribble.

Held ball: Occasionally, two or more opposing players will gain possession of the ball at the same time. In order to avoid a prolonged and/or violent tussle, the referee stops the action and awards the ball to one team or the other on a rotating basis.

Goaltending: If a defensive player interferes with a shot while it is on the way down toward the basket, while it is on the way up toward the basket after having touched the backboard, or while it's in the cylinder above the rim, it is goaltending and the shot counts. If committed by an offensive player, it is a violation and the ball is awarded to the opposing team for a throw-in.

Backcourt violation: Once the offense has brought the ball across the mid-court line, they cannot go back across the line during possession. If they do, the ball is awarded to the other team to pass inbounds.

Time restrictions: A player passing the ball inbounds has five seconds to pass the ball. If he does not, then the ball is awarded to the other team. Other time restrictions include the rule that a player cannot have the ball for more than five seconds when being closely guarded and, in some states and levels, shot-clock restrictions requiring a team to attempt a shot within a given time frame.

End unit assessment

Two equal lines are formed on an angle to the hoop. One ball is at the beginning of the shooting line. The first person (X1) dribbles towards the hoop and execute a lay-up by shooting the ball off the backboard at a 45-degree angle. After X1 shoots they proceed to join the end of the rebounding line (left side). As the shooter executes a lay-up, X2, from the rebounding line rebounds the ball and passes to the front of the shooting line. Continuous drill. Students may change their positions from shooters line to rebounds line.

Points to consider:

Student who receives the ball correctly will gain 1point. Student who shoots perfectly into the basket will gain 2 points.

Student who shoots and miss but the ball touches the rim will get 1 point.

Student who passes the ball perfectly to the teammate will get 1 point.

Each student must perform: passing, dribbling and shooting.

Additional activities

Remedial activities

Circle passing

There should be at least six players in the circle. The players practice passes across the circle as mentioned in diagram below.

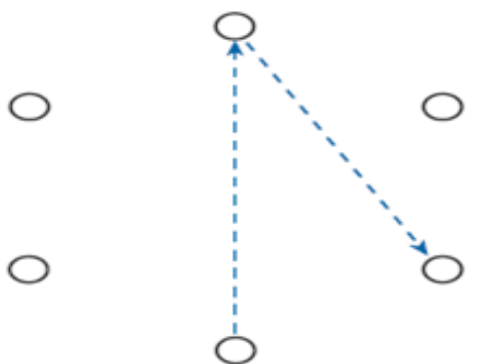


Fig 7.18: Circle passing image

Variation of an activity (pass and follow)

The player passes across the circle and follows the ball to where the pass is made, taking the place of the receiver as the receiver next passes.

Consolidation activities

Passing and shooting competition

Requirements: cones, trees, balls, stopwatch, watch.

Divide students into two teams. Both teams lining up one behind the other at a set line. Two players make bounce passes towards the basket, one shoot at the rim/ goal another recuperate it and pass back to the teammate who is in front of and start passing to the teammate. Awarding two points if the ball goes through the rim. 1 point if the ball hits the rim and gets out. The team that collects more points in a set period of time wins.

Extended activities

Mark a number of spots on the floor around the target. Each player (or team) shoots the ball from each position and continues to shoot until the score is made. After score move to the next spot. Aim to complete the course in the fewest shots. As mentioned in the diagram below

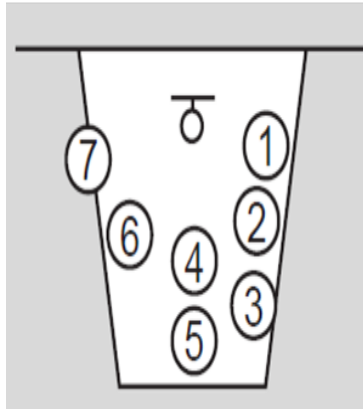


Fig 7.19: Shooting exercise

Variation of an activity

Makes passes from spot 1 up to 7, 7 shoot after making dribbling. Change positions and restart the exercise. Passes should be as quick as possible.

Key unit competence

To perform basic handball techniques.

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

Students of senior four will learn better basic handball techniques if they can apply basic physical exercises and perform handball basic techniques learned in Ordinary Level.

7.2. Cross-cutting issues to be addressed

- **Gender**

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

- **Inclusive education**

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

- **Financial education**

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

- **Standardization culture**

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

- **Environment and sustainability**

The teacher should provide materials and deliver the lesson with encouraging students to protect the environment and well use of materials.

The teacher helps them to develop the spirit of keeping safe the environment they use in sports activities.

- **Peace and values education**

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

- **Comprehensive sexuality education**

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

- **Genocide studies**

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

7.3. Guidance on introductory activity

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

7.4. List of lessons/sub-heading

	Lesson title	Objectives	Number of periods
1	Passing, receiving and dribbling the ball	<ul style="list-style-type: none"> – To perform an effective chest pass, bounce pass and jump pass the ball in handball exercises or game situation. – To perform reception of the ball in standing position after jump and while running. – To perform an effective dribbling around/ over obstacles, around the body, while jumping up and down, while sitting, through rods in slalom in handball exercises or game situation. 	1 period

2	Shooting and goalkeeping	<ul style="list-style-type: none"> – To perform an effective standing shot, running shot jump shot and diving shot in handball. – To perform an effective footwork, save the shot from different distance and angles (6m, 7m and 9m), save the high shot, middle and low shots in handball. 	1 period
3	End unit assessment	To evaluate learners' performance.	1 period

Lesson 1: Passing and dribbling the ball

a) Learning objectives

By the end of the lesson students will be able:

- To perform an effective chest pass, bounce pass and jump pass the of the ball in handball exercises or game situation.
- To perform reception of the ball in standing position after jump and while running.
- To perform an effective dribbling around/over obstacles, around the body, while jumping up and down, while sitting, through rods in slalomin handball exercises or game situation.

b) Teaching resources

- Playground of handball
- Whistles
- Balls
- Balls
- Stopwatch/Watch
- Cones
- First Aid kits

c) Prerequisites/Revision/Introduction

Students of senior four will learn better passing and dribbling the ball if they can execute basic physical exercises and perform basic techniques of playing handball learned in Ordinary Level.

d) Learning activities

Opening discussions

In pairs students brainstorm about different techniques learned in senior three.

- Let some groups present their findings.
- Assist them to clarify their findings.
- Introduce passing, receiving and dribbling the ball in handball.
- Then invite them to start warm up exercises and stretching.

Warm up exercises

- Let students perform general warm up exercises and specific warm up based on body's parts to be used more while performing techniques and stretch their muscles properly.
- One student leads warm up and stretching exercises.
- Guide them while performing warm up and stretching.

a) Lesson body

Technique of passing the ball

The teacher as facilitator and a guide, facilitate students in the following ways:

- Explain how passing the ball should be done in handball.
- Demonstrate how passing the ball should be performed.
- In pairs let students apply passing techniques.

Chest pass

Demonstrate chest pass and let students perform it in pairs or groups.

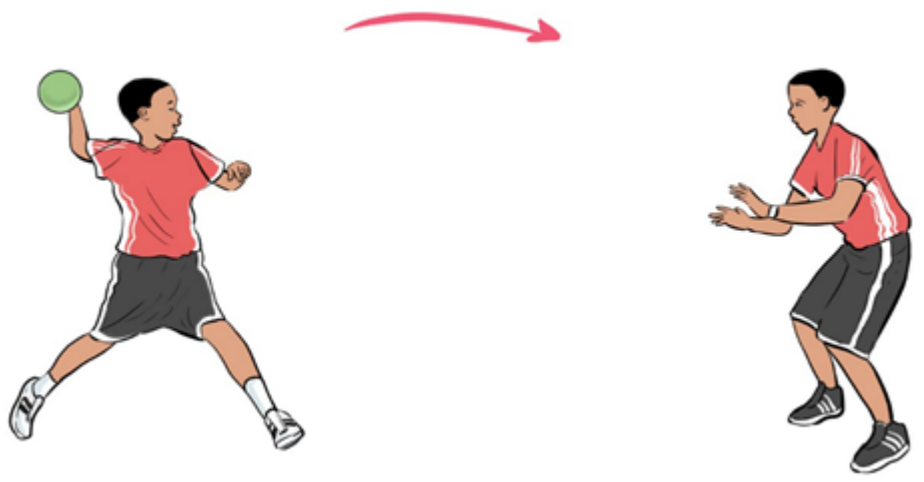


Fig 8.1: Chest pass

Bounce pass

Demonstrate bounce pass and let students perform it in pairs or groups.

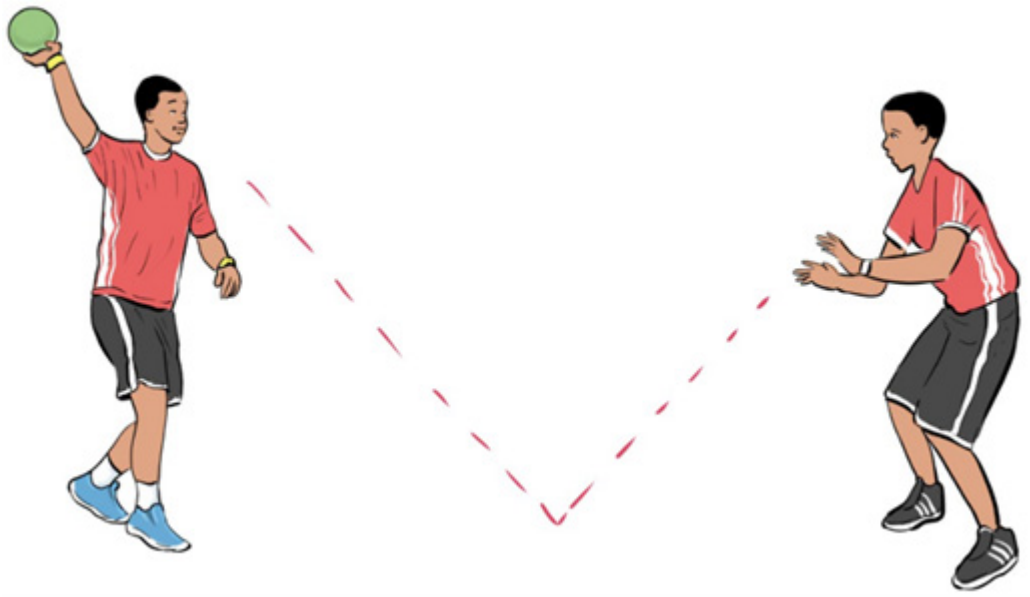


Fig 8.2: Bounce pass

Jump pass

Demonstrate jump pass and let students in pairs or groups perform it on the ground.



Fig 8.3: Jump pass

Techniques of receiving the ball

The teacher as facilitator and a guide, facilitate students in the following ways:

- Explain how to receive the ball on starting position after running and jumping.
- Demonstrate how receiving the ball should be performed.
- In group of three let students carry out themselves the reception of the ball.

Remind students that:

- Reception of the ball in handball must be done with two hands.
- The technique of reception must be adapted to the flying height of the ball to receive.
- When receiving/catching a ball of the flying height which is above the chest level, the fingers are held up higher and pointed forward and the thumbs are nearly touching each other.
- When receiving a lower ball/close to the ground in handball; the fingers are held in lower position and pointed forward and the small fingers are nearly touching each other.

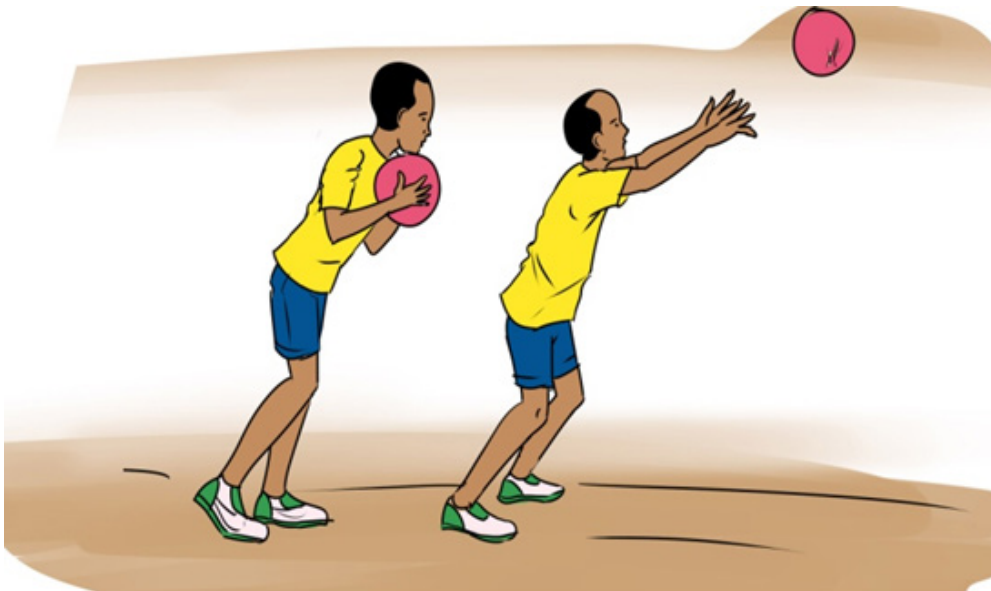


Fig 8.4: Receiving/catching the ball which is above the chest level

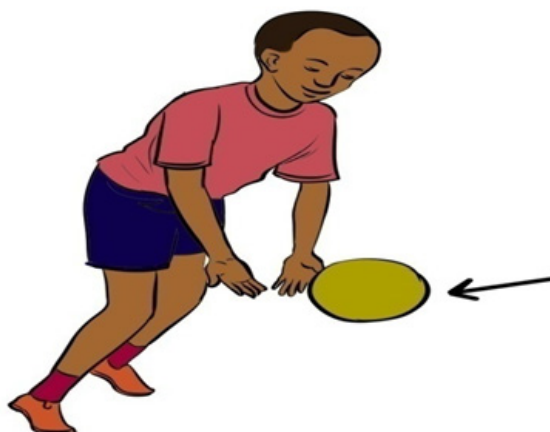


Fig 8.5: Receiving a lower ball/ close to the ground



Fig 8.6: Reception of the ball

Techniques of dribbling the ball

The teacher as facilitator and a guide, facilitate students in the following ways:

- Explain how dribbling the ball should be done in handball.
- Demonstrate how dribbling the ball should be performed.
- In pairs let students apply dribbling technique.

Around the body dribbling

Demonstrate dribbling around the body and let students perform it individually.



Fig 8.7: Around the body dribbling

Dribbling while Sitting

Demonstrate how dribbling while sitting is done and let students perform it individually.



Fig 8.8: Dribbling sitting

Through rods in slalom.

Demonstrate how dribbling through rods in slalom is done and let students perform it individually.

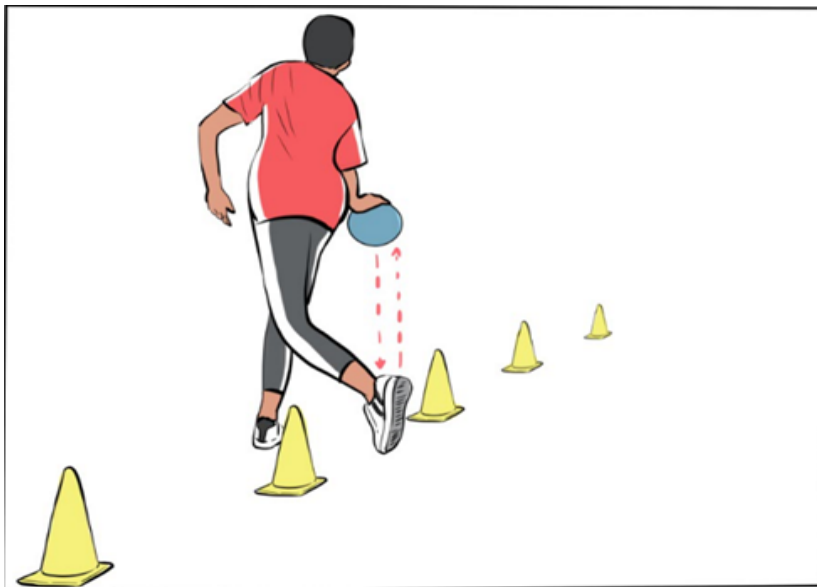


Fig 8.9: Through rods in slalom

Cool down exercises

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

Closing discussions

Reflect

- What are the challenges/ advantages did you face while performing passing and dribbling the ball?
- How did you proceed to perform those exercises of passing and dribbling the ball?

Connect

- In which conditions do you need to perform passing and dribbling the ball in handball?

Apply

- How will you use passing and dribbling the ball in your daily life?

Lesson 2: Shooting and goalkeeping

a. Learning objectives

By the end of the lesson students will be able:

- To perform an effective standing shot, running shot, jump shot and diving shot in handball.
- To perform an effective footwork, save the shot from different distance (6m, 7m and 9m) and angles (closed or opened) save the high shot, middle and low shots in handball.

b) Teaching resources

- Playground of handball
- Whistles
- Balls
- Stopwatch/Watch
- Cones
- First Aid kits
- Goal posts

c) Prerequisites/Revision/Introduction

Students of senior four will learn better shooting and goalkeeping if they can execute basic physical exercises and perform basic techniques of playing handball learned in Ordinary Level.

d) Learning activities

Opening discussions

- In pairs students brainstorm about techniques learned in the lesson One.
- Let some groups present their findings.
- Assist them to clarify their findings.

- Introduce shooting and goalkeeping
- Then invite them to start warm up exercises and stretching.

Warm up exercises

- Let students perform general warm up exercises and specific warm up based on body's parts to be used more while performing techniques and stretch their muscles properly.
- One student r leads warm up and stretching exercises.
- Guide them while performing warm up and stretching

e) Lesson body

Technique of shooting

The teacher as facilitator and a guide, facilitate students in the following ways:

- Explain how shooting the ball should be done in handball.
- Demonstrate how shooting the ball should be performed.
- In pairs let students apply shooting technique.

Standing shot

- Demonstrate how standing shot is executed and let students perform it individually.
- Follow through with throwing hand pointed at the target.

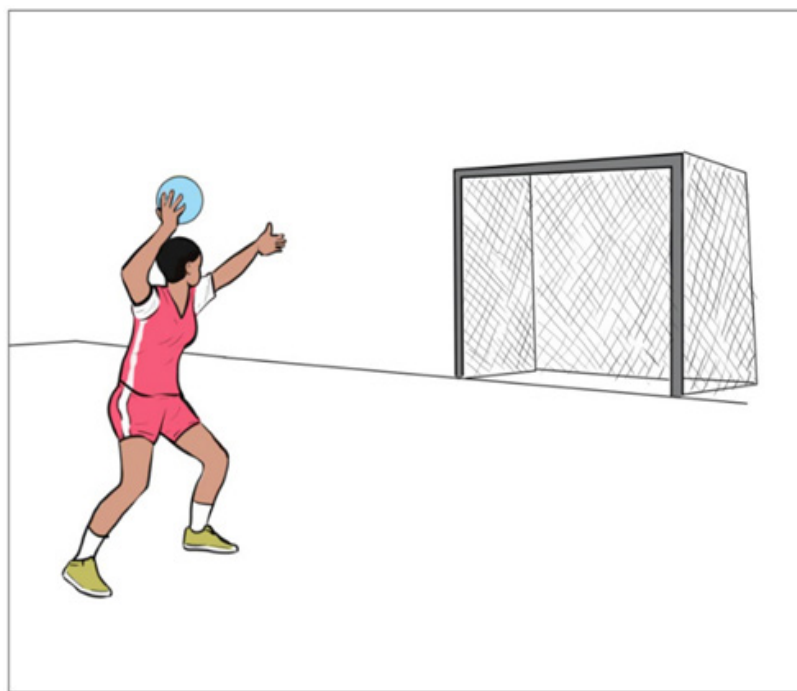


Fig 8.10: Standing shot

Running shot

Demonstrate how running shot is executed and let students perform it individually.

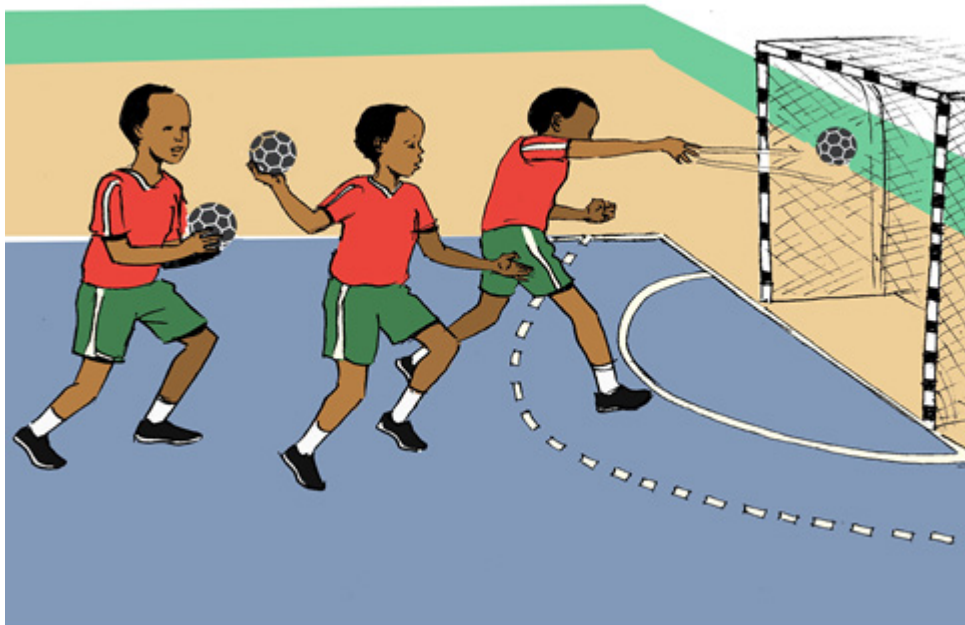


Fig 8.11: Running shot

Jump shot

Demonstrate how jump shot is executed and let students perform it individually.

Remind students to:

- Start with two hands on the ball in a ready position.
- Knee slightly bent facing the target.
- Step forward with foot opposite of your shooting hand.
- Take non-shooting hand off the ball.
- Jump in the air while raising shooting arm up and back to make an L, or a 90-degree angle.
- Rotate shoulders square to the goal whipping throwing arm forward.
- Pike slightly at the waist and land on take-off foot.

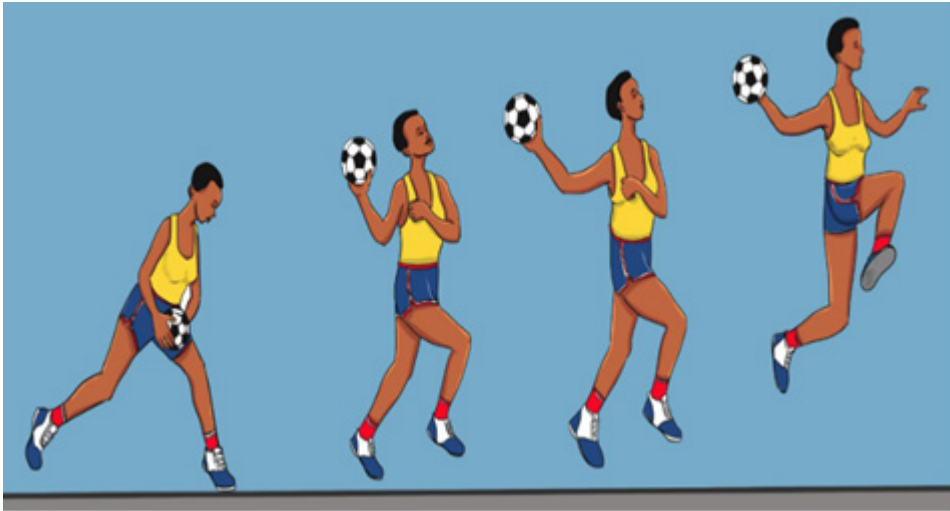


Fig 8.12: Jump shot

Diving shot

Demonstrate how diving shot is executed and let students apply it individually.



Fig 8.13: Diving shot

Application activity

Form two groups; students one by one execute the jump shot, set shot and diving shot at the goal. After performing his/her shoot, he/ she recuperate the ball and goes at the end of the line of his/her group.

Order of shooting is this:

- 1st round use jump shots
- 2nd round use set shots
- 3rd round use diving shots

Technique of goalkeeping

Footwork and movement

The teacher as facilitator and a guide, facilitate students in the following ways:

- Explain how footwork and movement should be done in handball.
- Demonstrate how footwork movement is executed and let students apply it individually.

Remind students that in handball:

- A goalkeeper greatly influences the game and the final result. Playing as a goalkeeper requires a lot of physical and mental efforts.
- The basic elements of the goalkeeper's player are the following: Controlling posture of the goalkeeper, making appropriate movements, mastering the use of hands (upper balls), mastering the use of legs (lower balls), mastering the use trunk, mastering how to put the ball down.

Save the shot from different distance (6m, 7m and 9m) and angles (opened and closed)

- Demonstrate students how to save the shot from: 6m, 7m and 5m distances and to save the shot from open and closed angles.
- Individually or in pairs let students apply footwork and movement techniques.



Fig 8.14: Footwork and movements

Save the high shot

- Demonstrate students how to save the high shot.
- Let them perform it while they are into the goal.



Fig 8.15: Saving high shot

Save the middle shot

- Demonstrate students how to save the middle shot.
- Let them perform it into the goal.

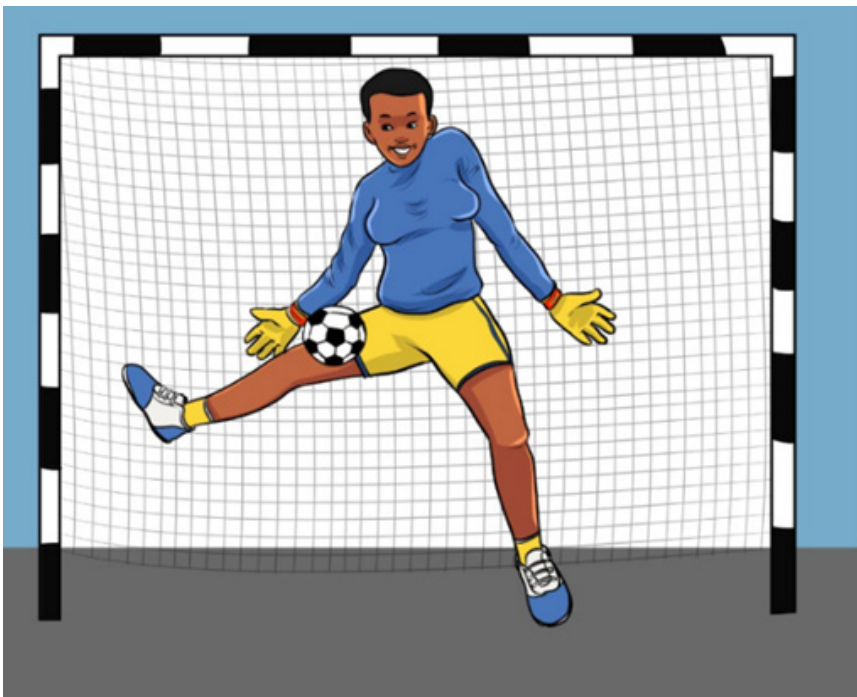


Fig 8.16: Saving middle shots

Save the low shots

- Demonstrate students how to save low shots.
- Let them perform it into the goal.



Fig 8.17: Saving low shots

Application activity

The shooting students (e.g.: 5) are numbered from 1 to 5 and are placed along the 9meter throw line. The goalkeeper must not know the numbers of the shooters. The teacher now shouts one and the students with number one shoots. Then he/she shouts two and student number two shoots. There must be about 1 second between each shot. If there is a risk that the goalkeeper could step on a loose ball, the exercise is stopped. The exercise can be performed again with the same numbers, but this time the counting is backwards. Or with even and odd numbers: 2-4 or 1-3-5 and so on

Cool down exercises

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

Closing discussions

Reflect

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

Connect

- What are conditions do you need to perform shooting and goalkeeping?

Apply

- What is the usefulness of shooting and goalkeeping?
- How will you use shooting and goalkeeping in daily life?

Summary of the unit

Different basic handball techniques include the following techniques:

Passing the ball

In handball game passing should be performed in different ways. A player may use chest pass, bounce pass or jump pass.

Receiving the ball

In handball game reception should be done in these ways: standing reception, after running and after jumping.

Dribbling the ball

While dribbling in handball, a player may use the following types of dribbling.

You may dribble around /over obstacles, around the body, by sitting or through rods in slalom.

Shooting the ball

To shoot in handball a player may use standing shot, running shot jumpshot or diving shot.

Goalkeeping

During goalkeeping in handball a player must master footwork and movement, how to save shot from different distances and angles, save high shots, middle shots and low shots.

Additional Information for teachers

Court

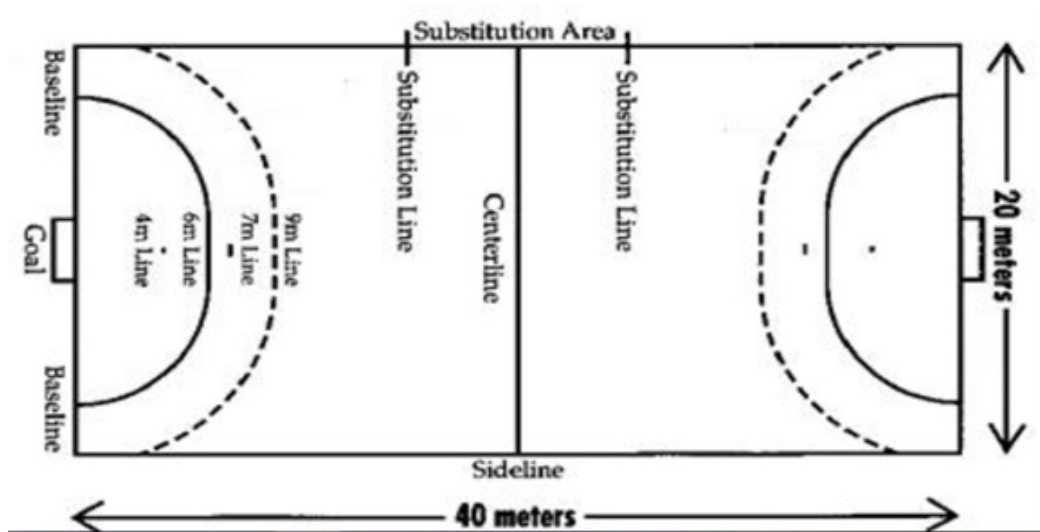


Fig 8.18: Handball court image

- **The handball court:** measures 40m x 20m.
- **The handball goal:** 2m tall and 3m wide.
- **6m line:** the dividing line between goalkeepers and the rest of the players.
- **7m line:** where penalty shots are taken following fouls on players with a clear shooting chance on goal.
- **9m line:** an arcing dotted line extending from the goal. It marks where an attacking team resumes play after being fouled inside the line. Also known as the 'free-throw line'.
- **Halfway line:** where the game is started from at the beginning of the game and after half-time, and also for restarting after a goal is scored.
- **Substitution line:** where players must leave the court when a substitution is made.
- **Goal area in handball:** the area in which the goalkeeper operates. Players can jump in this area so long as they release the ball before they land

Duration of the match

A standard match consists of two periods of 30 minutes, and the team that scores more goals wins.

A standard handball match in case of men and female teams (over 16) lasts 2x30 minutes with a 10-minute break in between. During the match there is a possibility to have 3x1 minute time-out, but the attacking team can only do it only one time in the last 5 minute.

Number of players

The team consists of maximum 16 players. Maximum 7 players can be present in the playing field at a time. The goalkeeper and the six main outfield players are situated at the following posts according to the attacking and defending positions:

Players' position

Right Wing: He is situated on the right side of his field. He is usually a smaller and faster player among handball players. It is advantageous if he is a left-handed player enlarging this way the angle of the shot.

Right Back: He is a tall player with big shooting power. His task is to shoot for goal above and between the defenders. Left-handedness is an advantage also at this post.

Centre Back: This is a player in the inner area. His main task is to organise, to lead the game mentally and practically and to complete the activity according to the situations.

Left Back: His task is similar to that of the Right Back, but here being right-handed is preferred.

Left Wing: His task is similar to that of the Right Wing, but being right-handed is preferred at this side.

Pivot: He is situated in the defence wall of the opponents, in a position according to the game. He is usually a heavier built player.

Goalkeeper: Position whose role is to prevent the ball from entering the net; this player is the only one allowed to touch the ball with feet.

Technical elements of defense in handball

- Basic position
- Motion in basic position
- Collisions
- Activities to get the ball: intercepting or hitting the ball
- Hindering the goal: blocking,
- Defense against blocks: over-slipping, rounding, changing directions

Technical elements of offence in handball

Technical elements without ball

- Basic position of the offending player
 - Start, run, stop, jump up, landing
 - Feints (fake start, fake run movement)
- Technical elements with ball

- Possession of the ball (keeping and dribbling the ball)
- Passing the ball (with one- or two hands, overarm- and underarm shot, on the ground or in the air, standing still or in motion)
- Taking, interception of the ball (in lower- or upper position, with one or two hands, standing still or in motion).
- Faking with the ball (e.g. start fake, fake run movement, feinting a pass- and a shot)
- Blocks, blocking-break away
- Techniques to gain a goal (shooting on goal, typical shooting techniques of players playing at different positions e.g.: vertical jump shot, falling jump shot, bow-shaped shot, etc...)

Techniques of scoring a goal

- Stride Jump Shot.
- Vertical jump shot: jump from one step, from two steps, from three steps.

End unit assessment

Divide students into two teams. Let them play normal handball game by using learned techniques (passing, reception, shooting). Each team must have a goalkeeper inside the goal. Players must play by respecting rules of the handball game. Count the goal scored by each team to determine the winner team.

Additional activities

Remedial activities

Regular performance by practicing techniques of passing, receiving, dribbling, shooting/throwing and goalkeeping in handball.

Consolidation activities

Individually increase performance using techniques of passing, receiving, dribbling, and shooting/throwing and goalkeeping in handball.

Extended activities

Participate in different handball competitions organized by the school.

Key unit competence

To perform basic netball techniques

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

Students of senior four will learn better basic netball techniques if they have learned better techniques, tactics, and basic rules of netball in Ordinary Level and have developed basic physical exercises.

8.2. Cross-cutting issues to be addressed

- **Gender**

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

- **Inclusive education**

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

- **Financial education**

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

- **Standardization culture**

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

- **Environment and sustainability**

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

- **Peace and values education**

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

- **Comprehensive sexuality education**

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

- **Genocide studies**

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

8.4. Guidance on introductory activity

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

8.5. List of lessons/sub-heading

	Lesson title	Objectives	Number of periods
1	Passing and receiving the ball	To perform techniques of passing the ball: shoulder pass, chest pass, bounce pass and lob pass. To perform the techniques of receiving: standing reception, running reception and jumping reception.	1 period
2	Landing, pivoting and shooting	To perform the techniques of one foot and two-feet land, jump taps and pair feet and shoot.	1 period
3	End unit assessment	To evaluate learners' performance.	1 period

Lesson 1: Passing and receiving the ball

a) Learning objectives

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

- To perform techniques of passing the balls: shoulder pass, chest pass, bounce pass and lob pass.
- To perform the techniques of receiving the ball: standing reception, running reception and jumping reception.

b) Teaching resources

- Playground of netball
- Whistles
- Balls
- Stopwatch/Watch
- Cones
- First Aid kits
- Goal post

c) Prerequisites/Revision/Introduction

Students of senior four will learn better passing and receiving the ball if they perform basic techniques of playing netball learned in Ordinary Level and can execute basic physical exercises.

d) Learning activities

Opening discussions

- In pairs students brainstorm about different techniques used while playing netball as they learned in senior three.
- Let some pairs present their findings
- Assist them to clarify their findings
- Introduce passing and receiving the ball in netball.
- Then invite them to start warm up exercises and stretching.

Warm up exercises

- Let students perform general warm up exercises and specific warm up based on body's parts to be used more while performing techniques and stretch their muscles properly.
- Randomly one student leads warm up and stretching exercises.
- Guide them while performing warm up and stretching exercises.

e) Lesson body

Technique of Shoulder pass

The teacher as facilitator and a guide, facilitate students in the following ways:

- Explain how shoulder pass should be done in netball.
- Demonstrate how shoulder pass should be performed.
- In pairs let students apply shoulder pass techniques.

Remind them to:

- Put opposite foot to throwing arm forward.
- Maintain feet shoulder width apart. Weight should be on back foot when begin the pass.
- Hold ball with two hands initially, then bring back behind shoulder with one arm.
- Put their fingers behind the ball. Those fingers should be spread wide.
- Transfer weight forward as you bring the throwing arm through. This provides the power to the pass.
- Follow through until throwing arm is extended and wrist and fingers also follow the pass.
- Rotate their hips and shoulders in the direction of the pass.
- Direct the pass into the space ahead of the receiver.

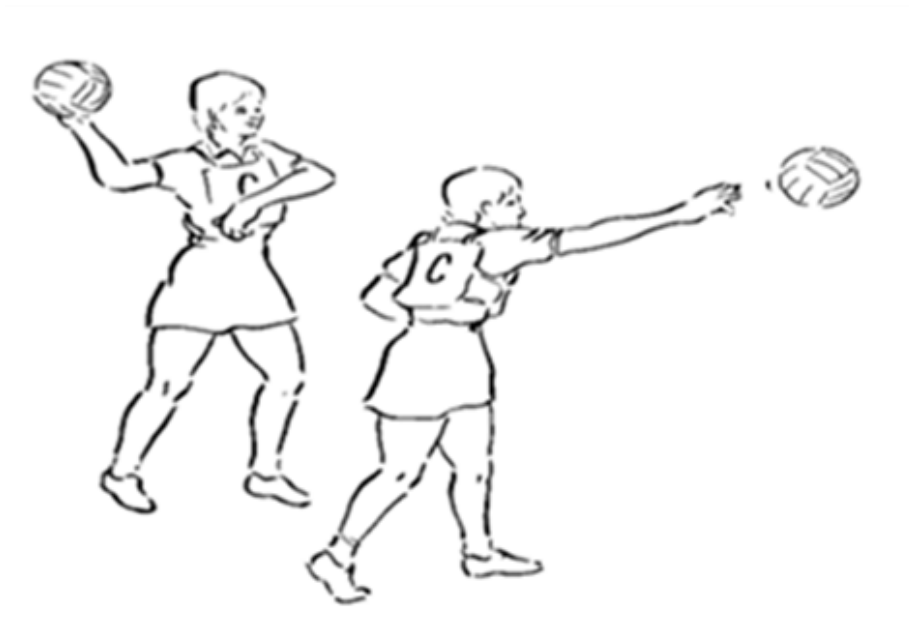


Fig 9.1: Shoulder pass

Technique of chest pass

The teacher as facilitator and a guide, facilitate students in the following ways:

- Explain how chest pass should be done in netball.
- Demonstrate how chest pass should be performed.
- In pairs let students apply chest pass techniques.

Remind them to:

- Stand front-on with the ball in two hands at chest height, with elbows down.
- Spread fingers around the ball with thumbs behind.
- Step forward and transfer your weight to this foot as you release the ball.
- Flick the wrist and fingers as the ball comes out evenly from both hands.
- Always keep your head up and eyes looking forward.

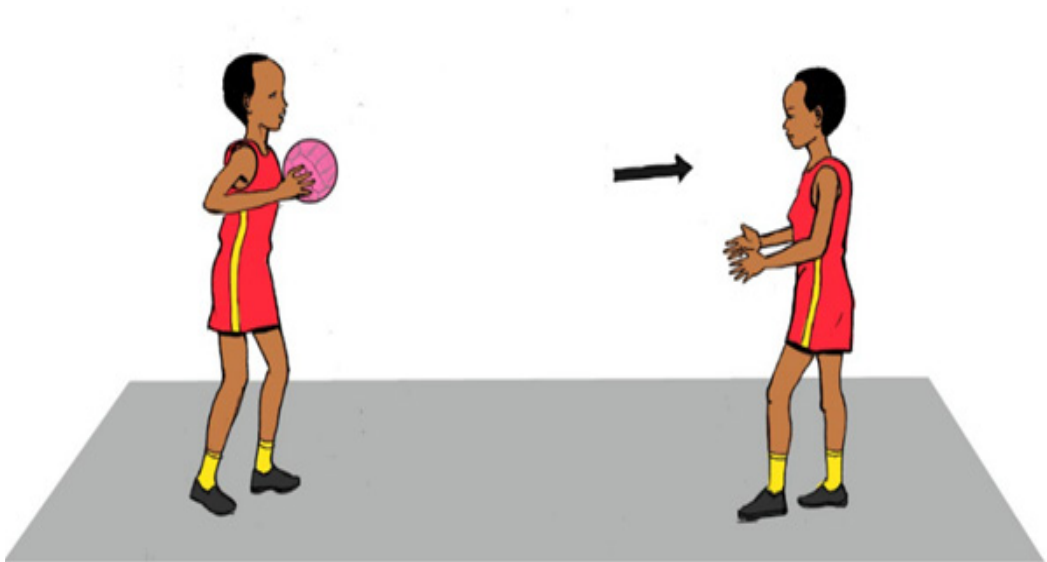


Fig 9.2: Chest pass

Technique of bounce pass

The teacher as facilitator and a guide, facilitate students in the following ways:

- Explain how bounce pass should be done in netball.
- Demonstrate how bounce pass should be performed.
- In pairs let students apply bounce pass techniques

Remind them to:

- Step forward on opposite leg and lunge down.
- Push the ball forward and downwards, so it bounces $\frac{2}{3}$ of the distance towards the receiver.
- Remember that the ball should be released by the thrower below hip height.
- Remember that the ball should be received by the catcher at knee height.
- Stay low at all times, they should bend to throw it and bend to receive it - otherwise it defeats the purpose of doing a bounce pass at all.

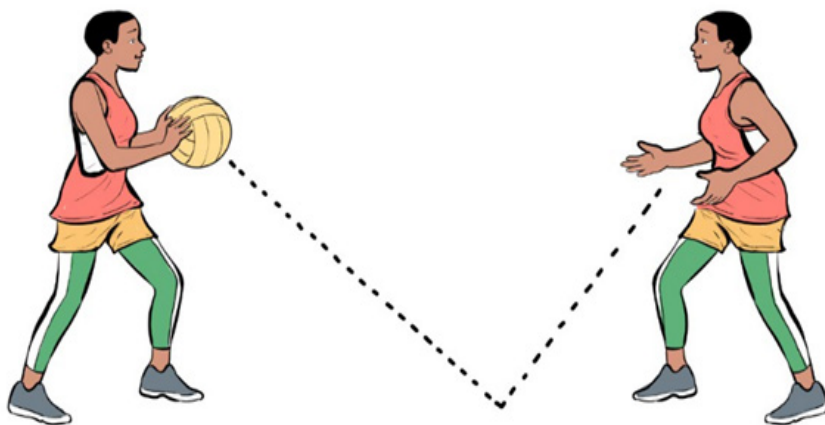


Fig 9.3: Bounce pass

Technique of overhead pass/lob

The teacher as facilitator and a guide, facilitate students in the following ways:

- Explain how overhead pass should be done in netball.
- Demonstrate how overhead pass should be performed.
- In pairs let students apply overhead pass techniques.

Remind students to:

- Be balanced on feet.
- Place the weak foot in front of other in the direction of the throw.
- Keep body weight on the hind foot.
- Hold the ball in both hands with fingers behind and thumbs under.
- Extend arms from behind and over the head.
- Flex hands and fingers as the ball is released.
- Transfer the weight of the body to the forward leg.
- Extend the arms fully and relax fingers.
- Move behind foot forward in the throwing direction



Fig 9.4: Overhead pass

Technique of receiving

The teacher as a facilitator and a guide, help students in the following ways:

- Demonstrate students how to receive the ball.
- Let students perform reception of the ball in pairs or in groups.

Remind the students that reception should be done by:

- Receiving the ball on one or two feet on the ground.
- Receiving the ball after running.
- Receiving the ball after jumping.



Fig 9.5: Reception of the ball

Application activity

Have students stand in pairs approximately 3m apart. Students make passes to his/her teammate by using: shoulder pass/ chest pass/ bounce/overhead pass. Pass to each other concentrating on technique and ball placement. Extend this exercise by adding challenges, e.g. how many passes can you do in 30 seconds without dropping the ball? You can also add a distance challenge. Every time a pair completes 10 passes without dropping the ball they take a step back. If they drop the ball, they take a step in. After a set amount of time, see which pair has been able to increase their distance the most

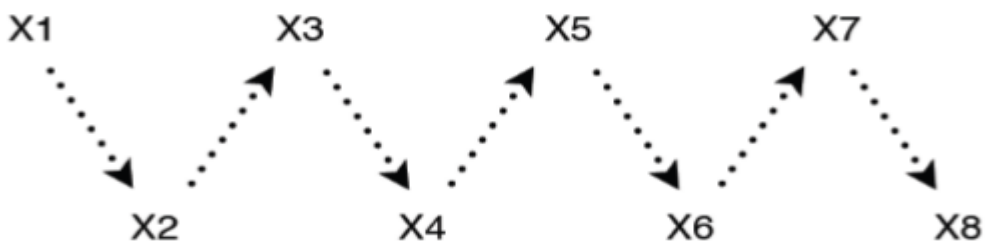


Fig 9.6: Passing exercise

Cool down exercises

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

Closing discussions

Reflect

- What are challenges/ advantages did you face while performing passing and receiving the ball?
- How did you proceed to perform those exercises of passing and receiving the ball?

Connect

- What are conditions do you need to perform passing and receiving the ball?

Apply

- How will you use passing and receiving the ball in your daily life?

Lesson 2: Landing, pivoting and shooting

a) Learning objectives

By the end of the lesson students will be able to perform one foot and two-foot land, jump taps and pair feet and shoot in netball perfectly.

b) Teaching resources

- Playground of netball
- Whistles
- Balls
- Stopwatch/Watch
- Cones
- First Aid kits
- Goal post

c) Prerequisites/Revision/Introduction

Students of senior four will learn better landing and shooting if they have developed basic physical exercises and perform netball basic techniques learned in ordinary level.

d) Learning activities

Opening discussions

- In pairs students brainstorm about different techniques learned in the lesson One.
- Let some pairs present their findings.
- Assist them to clarify their findings.
- Introduce landing, pivoting and shooting.
- Then invite students to start warm up exercises and stretching.

Warm up exercises

- Let students perform general warm up exercises and specific warm up based on body's parts to be used more while performing techniques and stretch their muscles properly.
- One student leads warm up and stretching exercises.

e) Lesson body

Technique of one-foot Landing

The teacher as facilitator and a guide, facilitate students in the following ways:

- Explain how one-foot landing should be done in netball.
- Demonstrate how one-foot landing should be performed.
- In pairs let students apply one-foot landing techniques.

Remind them to:

- Land on their right foot and pivot to their right when they run to their right.
- Land on their left foot and pivot to their left.
- Place the other foot on the ground quickly to help absorb impact and help with balance, once landed.
- Bend your knees, ankles and hips on impact to cushion their landing.

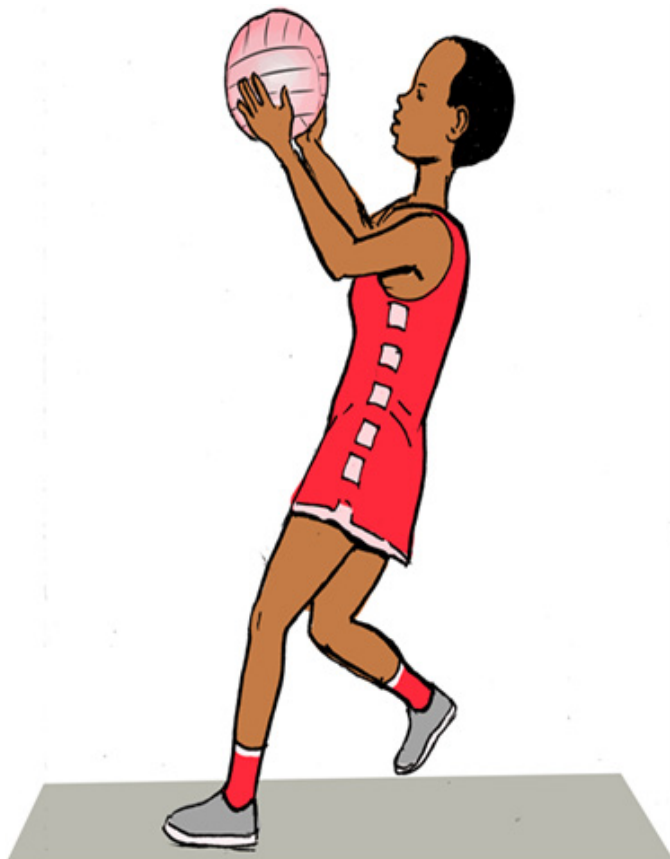


Fig 9.7: One-foot Landing

Technique of two-feet landing

The teacher as facilitator and a guide, facilitate students in the following ways:

- Explain how two-foot landing should be done in netball.
- Demonstrate how two-foot landing should be performed.
- In pairs let students apply two-feet landing techniques.

Remind them to:

- Land with feet shoulder width apart to give good base of support for better balance.
- Keep body upright.
- Bend at knees, hips and ankles to soften the impact.
- Keep body weight evenly placed above both feet.



Fig 9.8: Two-feet landing

Technique of pivoting

The teacher as facilitator and a guide, facilitate students in the following ways:

- Explain how pivoting should be done in netball.
- Demonstrate how pivoting should be performed.
- In pairs let students apply pivoting techniques.

Remind them to:

- Keep in mind that pivoting must always be done on the grounded foot.
- Bend knees slightly and put weight on grounded foot.
- Turn with the ball on the grounded foot while pushing off with the other foot provides you new direction and balance.
- Turn their body to face down the court to their teams' goal post.

- Keep the ball close to their body and get in a position ready to throw while pivoting.
- Make sure that they catch the ball cleanly before they begin pivoting.

Technique of shooting the ball

The teacher as facilitator and a guide, facilitate students in the following ways:

- Explain how shooting should be done in netball.
- Demonstrate how shooting should be performed.
- In pairs let students apply shooting technique.

Remind them to:

- Held the ball above head.
- Extend shooting arm pretty straight and close to the ear.
- Maintain ball rests on base of fingers and thumb.
- Place opposite hand on side of ball to help steady it.
- Feet shoulder width apart with feet, hips and elbow pointing towards the goal post.
- Bend elbows and knees, and then straighten them.
- Flick the ball with the wrist as you release. Follow through with arms and fingers pointing towards the post.
- Arc the ball towards the post.
- Follow in for rebounds.

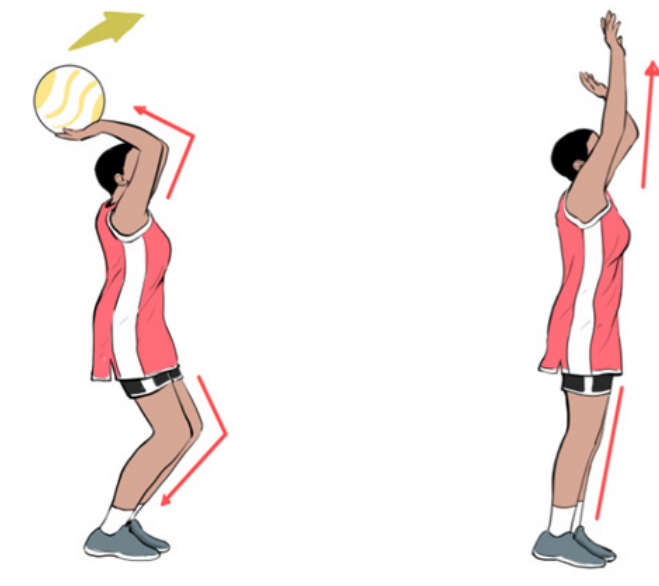


Fig 9.9: Shooting

Application activity

Form two equal teams. Line up on a diagonal from the transverse line to the goal. Start ball at transverse. Pass down the line of players until it reaches the last person in the goal circle. They attempt a shot at goal and retrieve the rebound. They then run to the start of the line, everyone shuffles down one spot and you repeat the sequence again. Continue until players get back to their starting positions. Team scoring most goals wins.



Fig 9.10: Shooting exercise

Cool down exercises

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

Closing discussions

Reflect

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

Connect

- What are conditions do you need to perform landing and shooting?

Apply

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

Summary of the unit

Shoulder pass is a one handed pass used for speed and accuracy over longer distances. The pass should be aimed in front of the receiver to where they are running to. This is the pass that should be used by all players most of the time thus is the focus when teaching passing to younger players.

Pivoting: Players should be encouraged to pivot to the outside as that is the way their body is naturally heading. It also means that they will be turning away from their defender.

Safe landing (with one foot or two feet)

A safe and effective landing technique will reduce the chance of ankle and knee injuries by reducing the forces experienced by the body.

Land in the following ways:

- Knee and toe should be facing the same direction.
- Knee and hip should be controlled - they should not swing inward or outward.
- Soft landing with knees slightly bent.

One Foot landing

A player who either receives the ball with one foot on the ground or, who after catching the ball in the air lands on one foot, may:

- Step with the second foot in any direction, lift the landing foot and throw or shoot before the landing foot is re grounded.
- While pivoting on the landing foot, step with the second foot in any direction one or more times. The landing foot may be lifted but the player must throw or shoot before regrounding it.
- Jump from the landing foot on to the second foot and jump again but must throw the ball or shoot before regrounding either foot.
- Step with the second foot and jump but must throw the ball or shoot before regrounding either foot.

Two feet landing

A player who receives the ball while both feet are on the ground, or who catches the ball in the air and lands on both feet simultaneously, may:

- Step with one foot in any direction, lift the second foot and throw or shoot before the second foot is re grounded.
- Step with one foot in any direction one or more times while pivoting on the second foot. The second foot may be lifted but the player must throw or shoot before regrounding it.

- Jump from both feet on to one foot but must throw or shoot before regrounding the second foot.
- Step with one foot then jump but must throw the ball or shoot before regrounding either foot.

Additional Information for teachers

Netball court

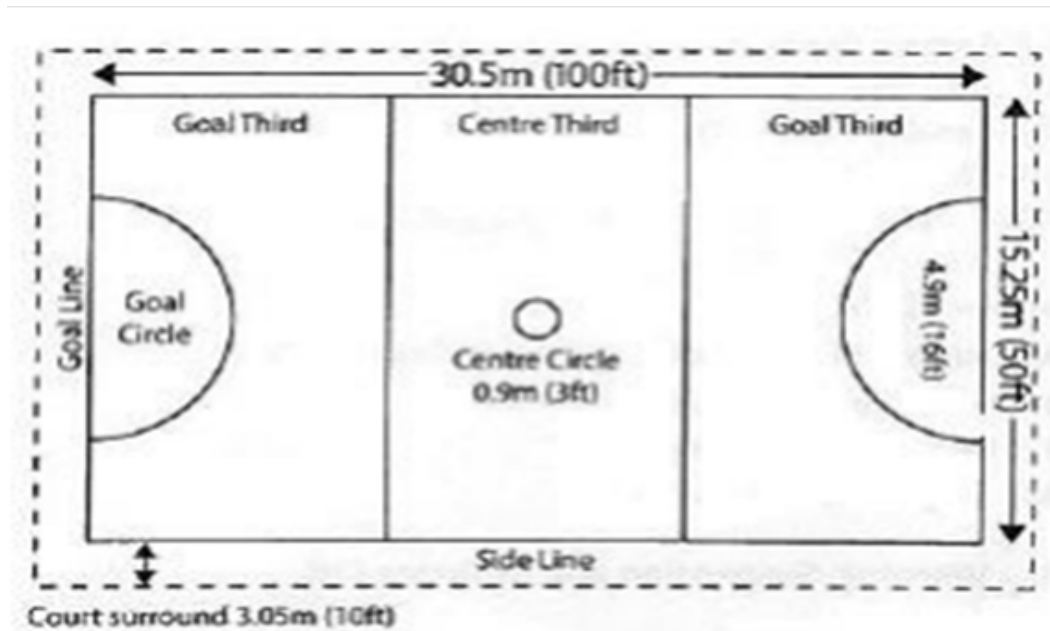


Fig 9.11: Netball court

The court is rectangular in shape and is level and firm. The surface should be wooden (preferably sprung wooden) but may consist of other material provided it is safe to play on.

- The two longer sides are called side lines and measure 30.5 m.
- The two shorter sides are called goal lines and measure 15.25 m.
- Two lines parallel to the goal lines divide the court into three equal areas. These lines are called transverse lines. The middle area is called the centre third and the two end areas are the goal thirds.
- A circle 0.9 m in diameter is located in the centre of the court. This is called the centre circle.
- A goal circle is located at each end of the court. This is a semi-circle of radius 4.9 m whose centre is the mid-point of the outside of the goal line.

All lines (preferably white) are 50 mm wide and are part of the court area they outline.

Ball

The match ball which is spherical in shape:

- Measures 690-710 mm in circumference and weighs 400-450 g (14-16Oz)
- The ball is made of leather, rubber or suitable synthetic material
- The ball is inflated to a pressure of 76-83 kPa.

Duration of the match

A match consists of four quarters, each quarter is played in 15 minutes, with an interval of 4 minutes between the first-second and third-fourth quarters. The half-time interval is 12 minutes (except, with the agreement of the event organiser and both teams, half-time may be 8 minutes).

Players

The playing positions and initials are:

- *Goal Shooter (GS)*: To score goals and to work in and around the circle with the GA.
- *Goal Attack (GA)*: To feed and work with GS and to score goals.
- *Wing Attack (WA)*: To feed the circle players giving them shooting opportunities.
- *Centre (C)*: To take the centre pass and to link the defence and the attack.
- *Wing Defence (WD)*: To look for interceptions and prevent the WA from feeding the circle.
- *Goal Defence (GD)*: To win the ball and reduce the effectiveness of the GA.
- *Goal Keeper (GK)*: To work with the GD and to prevent the GA/GS from scoring goals.

All players have specified areas of the court where they are allowed to play.

These are:

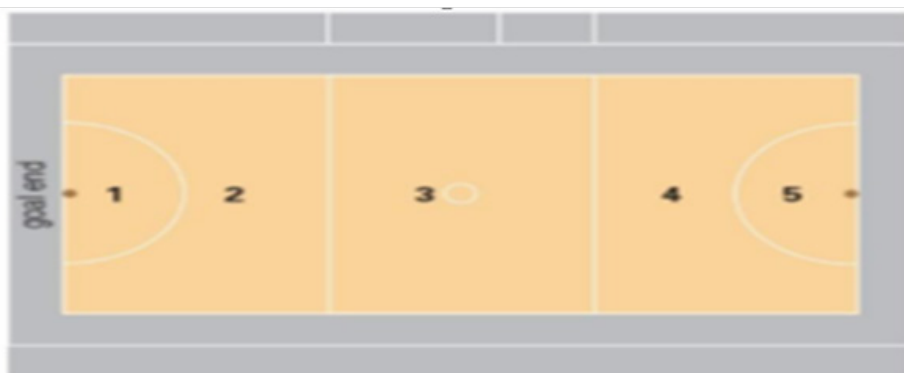


Fig 9.12: Netball court with labelled players' posts

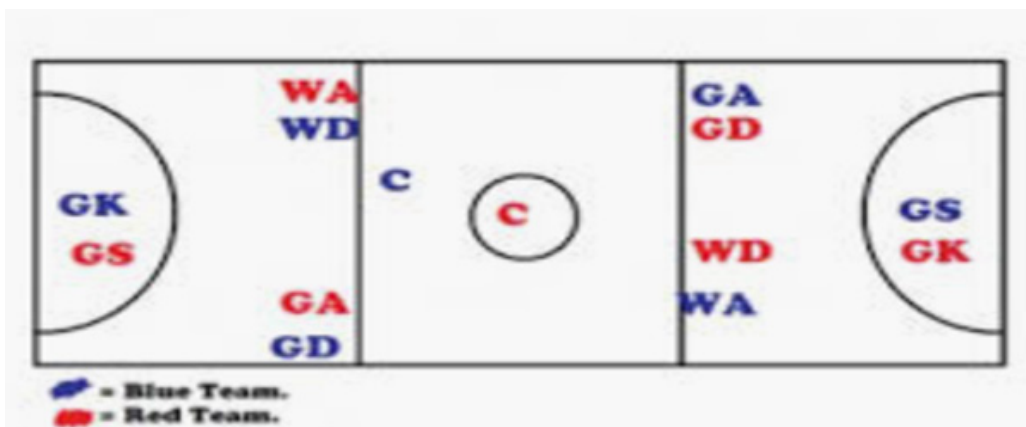


Fig 9.13: Netball players posts on the court

Position	Playing areas				
Goal shooter	1	2			
Goal attack	1	2	3		
Wing attack		2	3		
Centre		2	3	4	
Wing defense			3	4	
Goal defense			3	4	5
Goalkeeper				4	5

Fig 9.14: Players area

Duration of the game

A match consists of four quarters, each of 15 minutes playing duration, with an interval of 4 minutes between the first-second and third-fourth quarters. The half-time interval is 12 minutes (except, with the agreement of the eventorganiser and both teams, half-time may be 8 minutes).

Playing actions

A player who receives the ball while both feet are on the ground, or who catches the ball in the air and lands on both feet simultaneously, may:

- Step with one foot in any direction, lift the second foot and throw or shoot before the second foot is re-grounded.
- Step with one foot in any direction one or more times while pivoting on the second foot. The second foot may be lifted but the player must throw or shoot before regrounding it.
- Jump from both feet onto one foot but must throw or shoot before regrounding the second foot.

- Step with one foot then jump but must throw the ball or shoot before regrounding either foot.

Playing the ball

- i. To gain possession a player may:
 - Catch the ball with one or both hands
 - Roll the ball to oneself
 - Catch the ball if it rebounds from the goalpost.
- ii. A player who has possession of the ball may throw or bounce it in any direction to another player with one or both hands. The player with the ball:
 - iii. May not throw it deliberately at another player
 - May not roll it to another player
 - Must release the ball within 3 seconds
 - After releasing the ball, may not replay the ball until it has been touched by another player or it rebounds from the goalpost.
- iv. Without having possession of the ball a player may:
 - Bat or bounce the ball to another player but may not bat it deliberately at another player.
 - Tip the ball in an uncontrolled manner once or more than once, then either catch the ball or bat or bounce it to another player.
 - Bat the ball once before either catching the ball or batting or bouncing it to another player.
 - Bounce the ball once before either catching the ball or batting or bouncing it to another player.
- v. A player may not deliberately:
 - Kick the ball.
 - Fall on the ball to gain possession.
 - Strike the ball with a fist.
- vi. A player who falls to the ground while holding the ball must regain footing before playing the ball and release it within 3 seconds of first catching it. A player may not:
 - Gain possession of the ball while lying, sitting or kneeling on the ground.
 - Throw or play the ball while lying, sitting or kneeling on the ground.

Requirements for taking a shot

In taking a shot at goal the player must:

- Have no contact with the ground outside the goal circle either while catching or holding the ball. The player may lean on the ball in the goal third outside the goal circle or may roll the ball or pick it up from this area, provided the player makes no physical contact with the ground outside the goal circle
- Shoot within 3 seconds of catching the ball

End unit assessment

Game situation

Split into 2 teams. Each team forms their own line in front of the goal post. One at a time the front players attempt a goal. If they get the goal in, they get 2 points for their team. If they miss, but get the rebound on the full, they can have another attempt at which point they score 1 point if they get it in. The other team's first player then has a turn. Continue with each team taking turns and adding up their scores until the first team reaches 21 points.

Additional activities

Remedial activities

Work in groups of 4. Stand 2-3m apart in a square. One pair bounces the ball diagonally across the square and one pair chest passes. After 10 passes, pairs swap over their type of pass.

Variation of the game

Add shooting after 10 passes.

Consolidation activities

Work in groups of approximately 4 players. One thrower out in front. X1 passes to T, and then makes a straight lead to the right. They receive a shoulderpass from T, catch and land on the right foot. They pivot around to their right and pass to X2 who begins the drill again. Change over throwers regularly, and change angle of straight drive to left side.

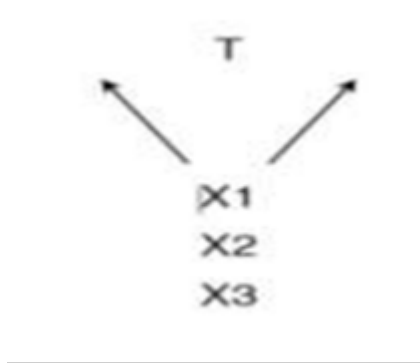


Fig 9.15: Passing exercise

Extended activities

Split into 2 teams. Each team stands around the radius of one side of the goal circle, numbering off 1 to 4. Two balls are placed in the centre of the goal circle. The teacher calls out a number. That number from each team runs in, picks up a ball, passes to each player from their team (as in corner spray). Once they catch the last pass, they attempt to shoot a goal. First team to score a goal gets a point.

Variation

Let students play a normal netball by using learned basics techniques and respect basic rules used in netball.

Key unit competence

To perform different basic techniques of playing goal ball.

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

Students of senior four will learn better different basic techniques of playing goal ball if they can apply basic physical exercises and perform basic goal ball techniques learned in ordinary level.

9.2. Cross-cutting issues to be addressed

- **Gender**

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

- **Inclusive education**

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

- **Financial education**

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

- **Standardization culture**

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

- **Environment and sustainability**

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

- **Peace and values education**

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

- **Comprehensive sexuality education**

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

- **Genocide studies**

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

9.3. Guidance on introductory activity

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

9.4. List of lessons/sub-heading

	Lesson title	Objectives	Number of periods
1	Offensive techniques	To perform the exercises of offensive techniques used in goal ball.	1 period
2	Defensive techniques	To perform exercises of defensive techniques.	1 period
3	End unit assessment	To evaluate learners' performance levels	1 period

Lesson 1: Offensive techniques

a) Learning objectives

By the end of the lesson students will be able to perform the exercise of offensive techniques used in goal ball perfectly.

a) Teaching resources

- Playground of goal ball
- Whistles
- Balls
- Stopwatch/Watch
- Cones
- First Aid kits
- Goal posts

b) Prerequisites/Revision/Introduction

Students of senior four will learn better offensive techniques if they have performed basics goalball techniques learned in Ordinary Level and have developed basic physical exercises.

Learning activities

Opening discussions

- In pairs students brainstorm about different techniques used while playing goalball learned in senior three.
- Let some pairs present their findings.
- Assist them to clarify their findings.
- Introduce offensive techniques of goal ball.
- Then invite students to start warm up exercises and stretching.

Warm up exercises

- Let students perform general warm up exercises and specific warm up based on body's parts to be used more while performing techniques and stretch their muscles properly.
- Randomly one student leads warm up and stretching exercises.
- Guide them while performing warm up and stretching.

c) Lesson body

Offensive techniques

The teacher as facilitator and a guide, facilitate students in the following ways:

Explain how offensive techniques should be done in goal ball.

- Demonstrate how offensive techniques should be performed.

- In pairs let students apply offensive techniques. Remind them to:
 - Cover their eyes by using eye shades while playing goal ball on the court
 - Hold the ball in one hand.
 - Support the ball with the other hand.
 - Step forward (with one leg).
 - Take the ball backwards.
 - Bring the ball forward and release.
 - Follow through with the throwing arm.

Ball throws into the goal

Demonstrate the students how to throw the ball into the goal and let them perform it.

Remind them to:

- Cover their eyes by using eye shades while playing goal ball on the court
- Take standing position,
- Keep head up and forward in throwing direction.
- Bent knees, stay low, follow through.

Passes and possessions

Demonstrate students how to pass and possess the ball then let them apply it.

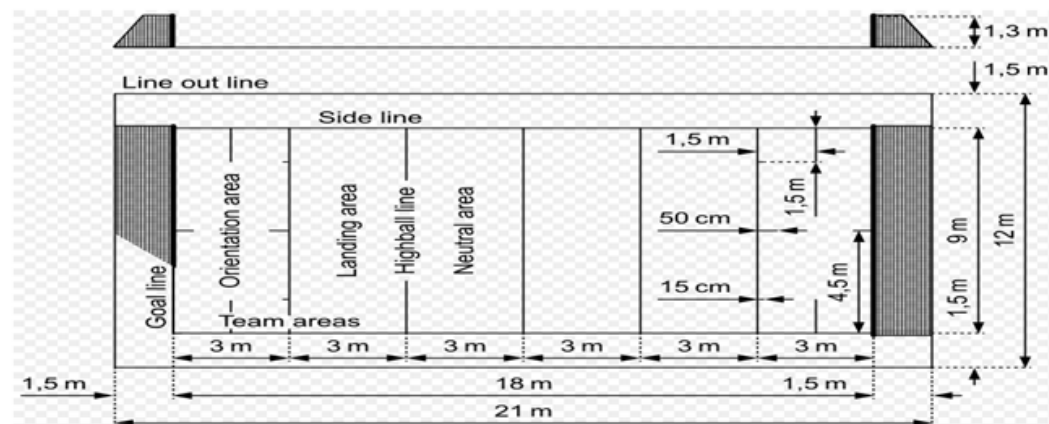


Fig 10.1: Student ready to throw the ball in goal ball game

Remind them to:

- Cover their eyes by using eye shades while playing goal ball on the court
- Hold the ball in throwing hand and support it
- Step forward
- Take the ball backward

Movements across the court (Bringing the ball forward powerfully)

Demonstrate students how to make movements across the court and then let them apply it on the court.

Penalty throws. (Releasing the ball and throwing through)

Demonstrate students how to make penalty throws and let them apply it.

Cool down exercises

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

Closing discussions

Reflect

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

Connect

- What are conditions do you need to perform offensive techniques?

Apply

- How will you use offensive techniques in your daily life?

Lesson 2: Defensive techniques

a) Learning resources

By the end of the lesson students will be able to perform exercises of defensive techniques in goalball accurately.

b) Teaching resources

- Playground of goalball
- Whistles
- Balls
- Stopwatch /Watch
- Cones
- First Aid kits
- Goal posts

c) Prerequisites/Revision/Introduction

Students of senior four will learn better defensive techniques if they can execute basic physical exercises.

d) Learning activities

Opening discussions

- In pairs students brainstorm about different techniques learned in the lesson One.
- Let some present their findings.
- Assist them to clarify their findings.
- Introduce defensive techniques of goal ball
- Then invite them to start warm up exercises and stretching.

Warm up exercises

- Let students perform general warm up exercises and specific warm up based on body's parts to be used more while performing techniques and stretch their muscles properly.
- One student leads warm up and stretching exercises.
- Guide them while performing warm up and stretching.

e) Lesson body

Exercises of defensive techniques

The teacher as facilitator and a guide, facilitate students in the following ways:

Explain how defensive techniques should be performed in goalball:

- *Positions* (taking the knee position facing the attacking direction)
- *Blocks* (your arms and legs fully extended)
- *Lay-outs* (keep your body flat)
- *Ball repossessions* (crouching and dive to stop the ball according to it direction)
- *Movements* (blocking the ball in a lying position according to it's direction)
- *Defending penalties* (catching the ball)

Demonstrate how defensive techniques should be performed. In pairs let learners apply defensive technique.

Remind students to:

- Cover their eyes by using eye shades while playing goalball on the court.

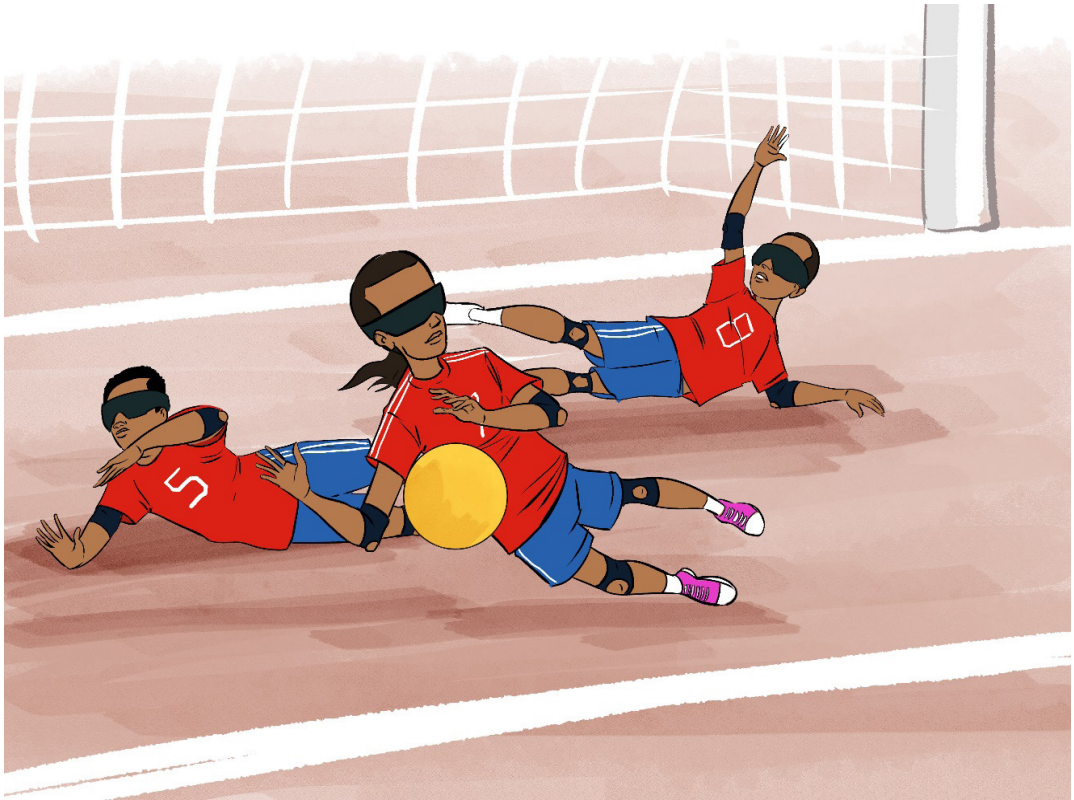


Fig 10.2: Students are defending during goal ball game

Cool down exercises

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

Closing discussions

Reflect

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

Connect

- What are conditions do you need to perform defensive techniques?

Apply

- What is the usefulness of defensive techniques?
- How will you use defensive techniques in your daily life?

Duration of the match

A regular Goalball game is 20 minutes, consisting of two 10 minute halves. There is a 3-minute half time, in order for the teams to switch ends.

Number of players in goalball

Teams are comprised of six players with no more than three from each side on the pitch at one time, in matches of two ten minute halves. The sport of Goalball is played at the Paralympic games, where 12 Men's teams and 10 Women's teams are eligible to compete against each other.

Players Positions:

In Goalball there are two types of positions on a team, there is one Centre and two Wingers.

Basic rules of goalball

First Ball

A coin toss determines which team will receive the first ball, with the opposing team receiving the ball after half time. Each team is allowed three, 45 seconds, time outs in a game.

Eyeshades

In order to maintain an equal advantage, all team members, must wear eyeshades at all times, during the game. After the game has started, a player may only adjust his or her eyeshades, by raising your arm up in the air, and calling eyeshades. Only then, after the referee tells the person to turn around, may the person adjust their eyeshades.

Time limits

Upon receiving control of the ball, a team has only 10 seconds to throw the ball back at the opposing team. If not, it is considered a team penalty.

Throwing

The ball must be rolled on the floor. When throwing the ball, it must touch the floor before the over throw line or it is considered to be a high ball. This would constitute a penalty and nullifies any goal scored from that throw. So keep in mind, that the ball must be bowled or rolled along the floor rather than thrown.

Defending

Players must stay within the team area when defending. When stopping the ball, some part of the player's body must be touching the team area or it is called: Illegal defense and constitutes a penalty.

Play

The audible command “PLAY” must be called by the referee to start or restart the game. After any official stoppage in the game, “PLAY” must be called to restart the game. For example: the start of the game, after an out of bounds ball, a blocked out ball, a penalty situation, or a Goal.

Losing Possession of the Ball

There are 3 ways to lose possession of the ball. This means your team will lose the ball and the opposing team gets to throw.

1. **Premature Throw:** This is when a player, throws the ball before he/she is allowed to or before “PLAY” has been called.
2. **Pass Out:** If a player passes the ball to another team mate and the pass is missed, with the ball going over the outside lines, this is called a “Pass Out”.
3. **Ball Over:** This takes place, when a defending player stops the ball, and it bounces off that player and rolls over the Centre line.

Goal

A goal counts when the ball passes completely over the 9m back(goal) line of either team area. It is a goal no matter, how it crosses the line, if it was thrown by the opposing team, and or thrown or carried over by your own team members.

Penalties:

Penalty situations are for the more competitive players. The rules above outline what justifies a penalty. Basically there are two kinds of Penalties:

Team Penalties:

- Ten Seconds
- Team Delay of Game

Personal Penalties:

- High Ball
- Three Throws
- Eye shades
- Personal Unsportsmanlike
- Team Unsportsmanlike Conduct
- Illegal Coaching

Conduct

- Personal Delay of Game
- Long Ball
- Illegal Defense

Application activity

Setting students in goalball game situation and evaluate how they perform different basic techniques of attack and defense perfectly.

Additional activities

Remedial activities

Regular performance by practicing different basic techniques of playing goalball

Consolidation activities

Individually increase performance of basic techniques of playing goal ball

Extended activities

Participate in different goalball competitions organized by the school.

Key unit competence

To perform basic techniques of playing sitting volleyball

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

Students of senior four will learn better basic techniques of playing sitting volleyball if they can perform basics skills related to inclusive sports learned in Ordinary Level and have developed.

10.2. Cross-cutting issues to be addressed

- **Gender**

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

- **Inclusive education**

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

- **Financial education**

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

- **Standardization culture**

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

- **Environment and sustainability**

The teacher should provide materials and deliver the lesson with encouraging students to protect the environment and well use of materials.

The teacher helps them to develop the spirit of keeping safe environment they use in sports activities.

- **Peace and values education**

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

- **Comprehensive sexuality education**

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

- **Genocide studies**

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

10.3. Guidance on introductory activity

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

10.4. List of lessons/sub-heading

	Lesson title	Objectives	Number of periods
1	Techniques of attack	To perform serving, passing, setting, smashing (spike or hit) exercises.	1 period
2	Techniques of defense	To perform blocking exercises.	1 period
3	End unit assessment	To evaluate learners' performance.	1 period

Lesson 1: Offensive techniques

a) Learning objectives

By the end of the lesson students will be able to perform serving, passing, setting, smashing (spike or hit) in sitting volleyball exercises or game situation perfectly.

b) Teaching resources

- Balls
- Stopwatch/Watch
- Playground for sitting volleyball
- Cones
- Whistle
- Chasubles
- Rope
- Trees.
- Net

c) Prerequisites/Revision/Introduction

Students of senior four will learn better techniques of attack in sitting volleyball if they have learned basics sitting volleyball techniques learned in Ordinary Level and they can execute basic physical exercises.

d) Learning activities

Opening discussions

- In pairs students brainstorm about different techniques used while playing sitting volleyball learned in senior three.
- Let some pairs present their findings.
- Assist them to clarify their findings.
- Introduce offensive techniques of sitting volleyball.
- Then invite them to start warm up exercises and stretching.

Warm up exercises

- Let students perform general warm up exercises and specific warm up based on body's parts to be used more while performing techniques and stretch their muscles properly.
- One student leads warm up and stretching exercises.

e) Lesson body

Techniques of overhand serve

The teacher as facilitator and a guide, facilitate students in the following ways:

- Explain how overhand serve should be done in sitting volleyball.
- Demonstrate how overhand serve should be performed.
- In pairs let students apply overhand serve technique.

Remind them to:

- Remain seated /take sitting position.
- Throw the ball high and hits it but without fold hand completely.

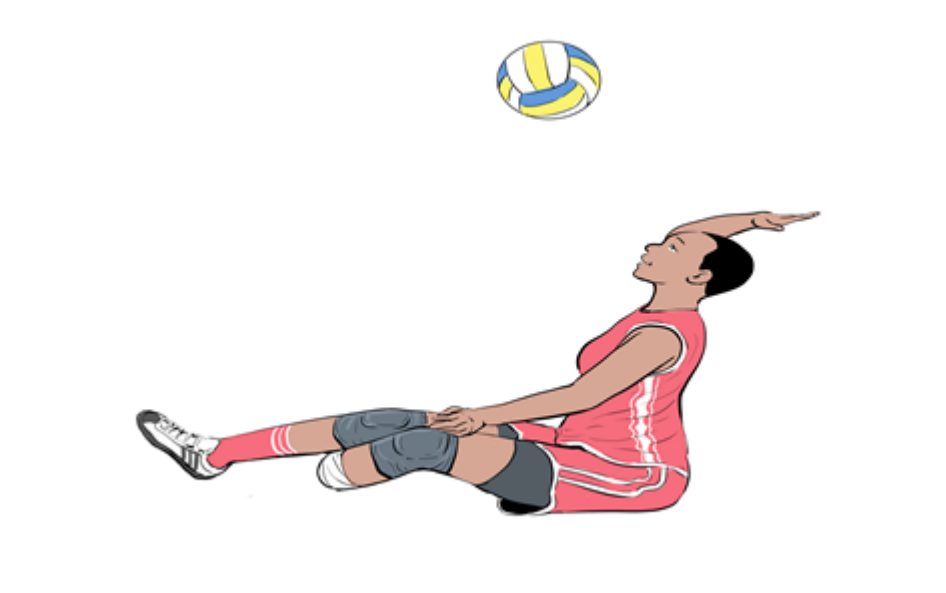


Fig 11.1: Overhand serve in sitting volleyball

Techniques of Passing the ball

The teacher as facilitator and a guide, facilitate students in the following ways:

- Explain how passing should be performed in sitting volleyball.
- Demonstrate how passing should be performed.
- In pairs let students apply passing techniques.

Overhead pass

- Demonstrate how overhead pass should be performed in sitting volleyball.
- Let students practice it in pairs.

Remind them to:

- Bring hands together above the head.
- Face palms toward the ceiling with fingertips touching.
- Form a triangle with thumbs and index fingers, opening up the rest of hands.
- Separate hands so that volleyball would fit nicely in the pocket.
- Relax hands as the ball drops into them.
- Extend arms and wrists, pushing the ball up immediately after the ball contacts fingertips.

- Follow through with a complete arm extension as the ball is released.
- Pass with precision according to the strategic demands.
- Pass carefully to deliver the pass according to the qualities of attacker.
- Pass to the convenient attacker according to the blocking side and points.

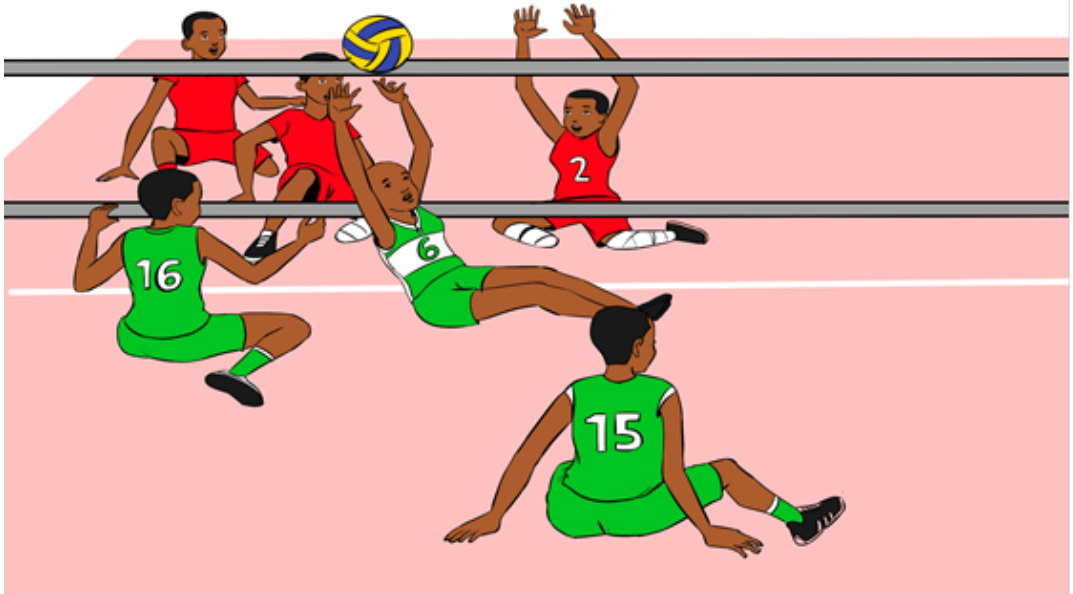


Fig 11.2: Overhead pass in sitting volleyball

Underarm pass/forearm pass

Demonstrate how underarm pass should be performed in sitting volleyball.

- Let students practice it in pairs.

Remind them to:

- Remain seated/take sitting position.
- Take the ball with the right or left hand.
- Throw up the ball
- Stretch the arms together forward at the level of pelvis.
- Play the ball with the forearm when the ball comes down by pushing it or to a certain direction according to the target.



Fig11.3: Underarm pass

Technique of setting the ball

The teacher as facilitator and a guide, facilitate students in the following ways:

- Demonstrate setting technique
- Let students apply it individually or in group.

Overhead setting

- Demonstrate how overhead setting should be performed in sitting volleyball.
- Let students practice it in pairs.

Remind them to:

- Position of the body on the court: legs semi flexed forward and buttocks in contact with the ground.
- Put their hands up and around the ball.
- Orient the thumb to cheekbones.
- Keep the wrist straight.
- Maintain the elbows slightly down and forward.
- Extend the arms by pushing the ball high to the direction of the net.



Fig 11.4: Overhead setting in sitting volleyball

Underarm setting

- Demonstrate how underarm setting should be performed in sitting volleyball.
- Let students practice it in pairs

Remind them to:

- Position of the body on the court.
- Legs semi flexed forward and buttocks in contact with the ground.
- With the forearms orient high the ball according to the attacker's position and the net.
- Respect of the contact with the ball according to the volleyball rules.



Fig 3.11.5: Underarm setting

Smashing (spike or hit)

Demonstrate smashing technique and let students apply it individually on the ground.

Remind them to:

- Position of the body on the court.
- Be oriented to the setter for waiting his/her set.
- Keep the buttocks on the ground while he/she hits.
- The hitter to extend his/her fully arm and slightly forward making the highest contact and delivering a powerful hit.

Two techniques of attack

Smash: The hitter hits hardly the ball.

Dump: The hitter does not try to make a hit but touches the ball lightly and orient on an area that is not being covered by the defence.



Fig 11.6: Smashing in sitting volleyball

Cool down exercises

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

Closing discussion

Reflect

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

Connect

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

Apply

- How will you use techniques of attack in your daily life?

Lesson 2: Techniques of defence

a) Learning objectives

By the end of the lesson students will be able to perform perfectly blocking in sitting volleyball exercises or game situation.

b) Teaching resources

- Balls
- Stopwatch/Watch
- Playground of sitting volleyball
- Cones
- Whistle
- Chasubles
- Rope
- Trees.
- Net

c) Prerequisites/Revision/Introduction

Students of senior four will learn better defensive techniques if they can execute basic physical exercises.

d) Learning activities

Opening discussions

- In pairs students brainstorm about different techniques learned in the lesson one.
- Let some pairs present their findings
- Assist them to clarify their findings
- Introduce the technique of blocking in sitting volleyball.
- Then invite students to start warm up exercises and stretching

Warm up exercises

- Let students perform general warm up exercises and specific warm up based on body's parts to be used more while performing techniques and stretch their muscles properly.
- One student leads warm up and stretching exercises.
- Guide them while performing warm up and stretching

e) Lesson body

Techniques of blocking the ball

The teacher as facilitator and a guide, facilitate students in the following ways

- Explain how blocking should be done in sitting volleyball.
- Demonstrate how blocking should be performed.
- In pairs let students apply blocking techniques.

Remind them to:

- • Remain seated / take sitting position.
- • Keep eyes on the attacker.
- • Keep arms high, palms facing the net.
- • Keep a half arm's length away from the net.

Three techniques of blocking

Blocking refers to actions taken by players sitting at the net to stop or to alter an opponent's attack.

- **Single block** performed by one player or individually
- **Double block** performed by two players collectively.
- **Triple block** performed by three players collectively.

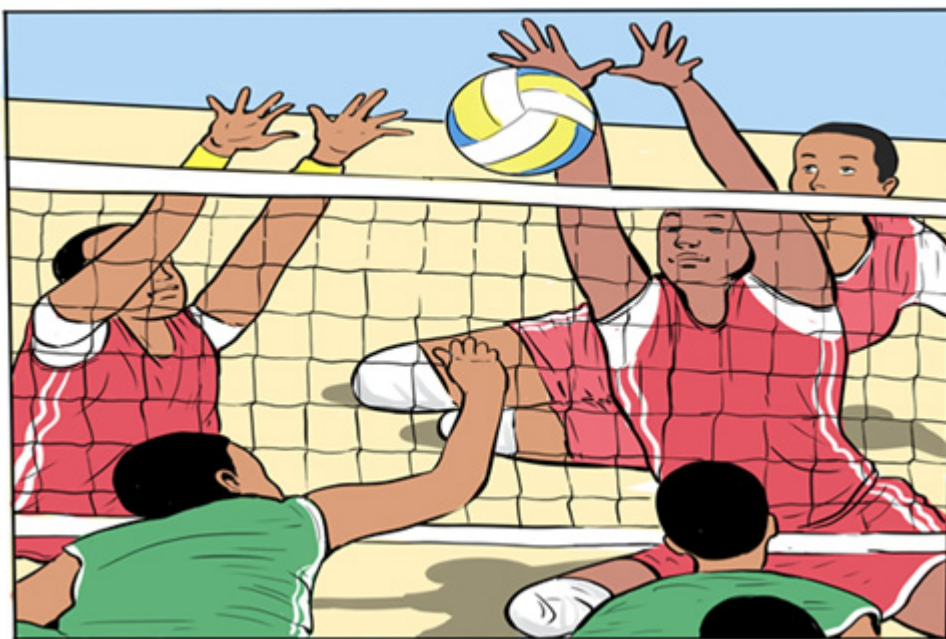


Fig 11.7: Blocking in sitting volleyball

Application activity

Put students in two teams. Request them to play a normal game and perform blocking by:

- One on one block.
- Double and triple block individually and in the team.

Cool down exercises

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

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

Closing discussion

Reflect

- What are challenges/ advantages did you face during performing techniques of defense?
- How did you proceed to perform those techniques of defensive?

Connect

- What are conditions do you need to perform techniques of defence?

Apply

- What is the usefulness of defensive techniques?
- How will you use defensive techniques in your daily life?

Summary of the unit

In sitting volleyball, players may use different techniques while playing the game. Those techniques are the following:

Service: in sitting volleyball players may use underhand serve or overhead serve.

Pass: in sitting volleyball players may use overhead pass and underarm pass (bump).

Setting: in sitting volleyball players may use hand (or overhand) setting and bump (or underhand) setting

Attack: in sitting volleyball players may use back row attack hit and open hand tip through the game.

Block: in sitting volleyball players may use single block, double and triple block.

Additional Information for teachers

Sitting volleyball is a sport in which the disabled and the able bodied can play together at a high technical level and, as such, it represents a good opportunity for integration. Among advantages of sitting volleyball is also that a large scale of disabled youth and adults of both sexes can take an active part in that game.

The Court and net of sitting volleyball

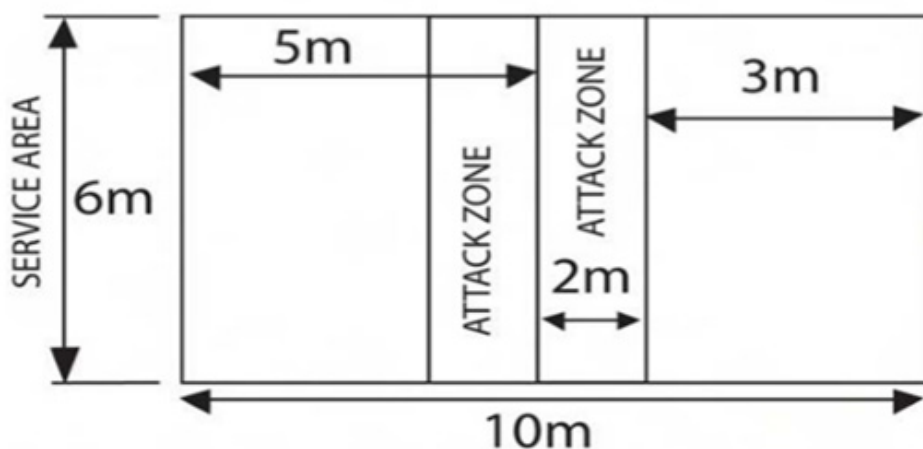


Fig 11.8: Sitting volleyball court

- 10m in length and 6m wide
- Measures of the net height are 1.15 meters for men and 1.05 meters for women.

Duration of the match

A maximum of five sets is allowed and each of the first four sets is completed when a team wins 25 points, having a difference of at least two points over the opposing team (e.g., 25:23). In case of a 2:2 set draw, a fifth set will follow which is completed when one team wins 15 points. The winning team is the first to win three sets.

Number of players in sitting volleyball

Six players are allowed on the court at one time. Teams may have up to 12 players. Remaining players are substitutes.

Compared to Standing Volleyball

In sitting volleyball:

- It is permitted to block an opponent's service.
- Contact of the Feet or the legs with the opposing team's side of the court is allowed, on condition that the play of the opposing team is not obstructed.
- Contact with the hands is allowed with the condition that one part of the hand is either in contact with the central line or exactly above it.
- Upon performing an attacking hit, the pelvis of the front zone's player must touch the ground.

- A defence player can take attacking action which means to send or spike the ball from whatever height behind the attacking zone, as long as the pelvis does not touch or pass over the attacking line. After the hit, the player can touch the attacking zone.
- Throughout the game, the players who are involved in a defensive effort must have contact with the ground with some part of the body between the pelvis and the shoulders.
- In certain cases of defensive action at the back end of the court, for example while “saving the ball”, the players are allowed to lose contact with the ground for a short time. But they are not allowed to stand up, lift up their body or take steps.

End unit assessment

Game situation

Students are divided into teams of six players and play volleyball form in a seated position. Players use different techniques used in playing sitting volleyball. No player is allowed to play in kneeling or standing position. After 15 points teams may be changed.

Requirements:

- Court should be safe and facilitate the movements of players by using their hands and buttocks.
- Adjust net to fit the level of sitting volleyball

What to check out during this assessment

- Individually, players should use overhead pass, underarm pass, hand (or overhand) setting and bump (or underhand) setting.
- In team, players should use: One on one block, swing and triple block

Additional activities

Remedial activities

- Students line up in two lines facing each other about 2m apart
- Continuously tossing the ball back and forth they follow the ball, switching lines
- Underhand tossing and overhead tossing
- Students toss laterally to partner so partner has to move side to side
- One line remains catching and tossing, other line progresses to overhead passing

- Both lines progress to overhead passing and then forearm passing

Consolidation activities

Students in sitting volleyball situation get their hands above the net, the teacher or students smashes the ball at the outstretched blocker's hands. Students gets a point for blocking the ball.

Teaching point: As students develops the skill, increase the speed of attacks.

Variation: Practice in sitting and standing position.

Extended activities

Students line up in position 1 (server), position 3 (setter), position 4 (attacker) and position 5 (attacker) on both sides of court.

Server in position 1 serves down the line to passer in position 5.

Rally plays out and position 4 attacks at position 1 on opposite who comes into court after serving.

REFERENCES

1. Dave Carnell, John Ireland, Claire Jones, Ken Mackreth, Sarah van Wely (2002), Advanced PE for OCR, Oxford U.K
2. ELIAS, A. HILGERS, W. JETTER, M. RASHDORFF. J. WINTERMEIER, D. WOLFARTH Education Physique et Sportive pour les Ecoles Primaire et les CERAI, F, Kigali.
3. FIFA. (2018). Coaching manual
4. Goldberger, M. And Howarth, K. (1990). The National Curriculum in Physical Education and the Spectrum of Teaching Styles. British Journal of Physical Education.
5. Ken Jones and Pat Welton (1979) Soccer Skills and Tactics, Crown Publishers
6. MIJESCAFOP, UNICEF, and MINEDUC (1998). Guide pour animateur Pédagogique en Education Physique et Sportive à l'Ecole Primaire.
7. Ministry of Education. (1998). Physical Education and Sports Training Programme in Ordinary Level. National Curriculum Development Centre
8. Peter J L Thomson (2009) The official IAAF Guide to Coaching Athletics.
9. REB (2019). The Teacher Training Colleges(TTCS) COMPETENCE BASED CURRICULUM ORIENTATION MANUAL, Kigali.
10. REB. (2015). Ordinary level Physical Education syllabus
11. REB (2019). TTCs Physical Education and Sports syllabus
12. REB. (2016), Physical Education for Rwandan Schools. Teacher's Guide, Ordinary level 1, MK Publishers, Kigali, Rwanda.
13. REB. (2016), Physical Education for Rwandan Schools. Teacher's Guide, Ordinary level 2, MK Publishers. Kigali, Rwanda
14. Right to Play, (2007). Football for development. Coaching manual
15. Williams, A. (1993). Aspects of Teaching and Learning in Gymnastics. British Journal of Physical Education.

Websites

1. www.netballnation.com.
2. <http://www.blazesports.org>.
3. http://www.dhamilton.net/goalball/HOW_TO_PLAY_GOALBALL/How_to_Play_GOALBALL.htm.
4. <https://www.disabled-world.com/sports/goalball.php>.
5. <https://www.quora.com/What-are-the-best-techniques-for-efficiently-running-long-distance>.