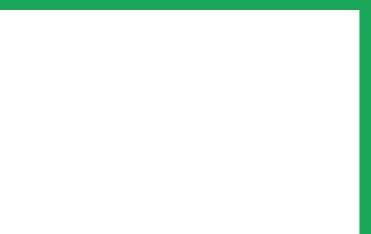


HEALTH AND PHYSICAL EDUCATION

TEACHER GUIDE
GRADE 9



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FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA
MINISTRY OF EDUCATION

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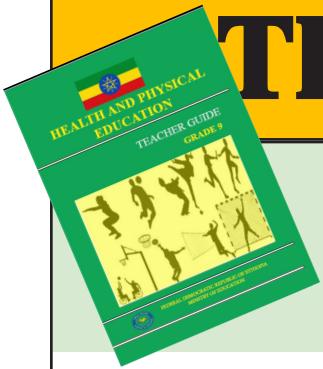
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HEATH AND PHYSICAL EDUCATION

TEACHER GUIDE

GRADE 9

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Foreword

Education and development are closely related endeavors. This is the main reason why it is said that education is the key instrument in Ethiopia's development and social transformation. The fast and globalized world we now live in requires new knowledge, skill and attitude on the part of each individual. It is with this objective in view that the curriculum, which is not only the Blueprint but also a reflection of a country's education system, must be responsive to changing conditions.

It has been almost three decades since Ethiopia launched and implemented new Education and Training Policy. Since the 1994 Education and Training Policy our country has recorded remarkable progress in terms of access, equity and relevance. Vigorous efforts also have been made, and continue to be made, to improve the quality of education.

To continue this progress, the Ministry of Education has developed a new General Education Curriculum Framework in 2021. The Framework covers all pre-primary, primary, Middle level and secondary level grades and subjects. It aims to reinforce the basic tenets and principles outlined in the Education and Training Policy, and provides guidance on the preparation of all subsequent curriculum materials – including this Teacher Guide and the Student Textbook that come with it – to be based on active-learning methods and a competency-based approach.

In the development of this new curriculum, recommendations of the education Road Map studies conducted in 2018 are used as milestones. The new curriculum materials balance the content with students' age, incorporate indigenous knowledge where necessary, use technology for learning and teaching, integrate vocational contents, incorporate the moral education as a subject and incorporate career and technical education as a subject in order to accommodate the diverse needs of learners.

Publication of a new framework, textbooks and teacher guides are by no means the sole solution to improving the quality of education in any country. Continued improvement calls for the efforts of all stakeholders. The teacher's role must become more flexible ranging from lecturer to motivator, guider and facilitator. To assist this, teachers have been given, and will continue to receive, training on the strategies suggested in the Framework and in this teacher guide.

Teachers are urged to read this Guide carefully and to support their students by putting into action the strategies and activities suggested in it.

For systemic reform and continuous improvement in the quality of curriculum materials, the Ministry of Education welcomes comments and suggestions which will enable us to undertake further review and refinement.

ACKNOWLEDGEMENT

We wish to express our appreciations to those who played a vital role in development of this Physical Education Textbook. It would not have been successful without active participation of different stakeholders in the area of education. First, our thanks go to the Health and Physical Education teaching learning material preparation team who devoted their time day and night for the successful completion of the documents. We extend our special thanks to all reviewers and validators who critically reviewed the documents and gave us constructive comments and suggestions for the betterment of the documents. In addition, our gratitude goes to individuals who came from different parts of the country to attend the validation workshop and gave us constructive comments. Finally, we also would like to thank Ministry of Education, particularly Curriculum Development and Implementation Directorate Office, Centre of Excellences, particularly Hawassa University that allowed us to work with their professionals in the development of this guide.

INTRODUCTION

The subject of Health and Physical Education anticipates the provision of experiences necessary for students to lead a physically, mentally, socially and spiritually effective life through the inculcation of good habits necessary for living. Broadly, the aim here is to produce an active and healthy generation. Health and Physical Education is one of the various Natural Science subjects which can be directly related to the day to day activities of human being. By its very nature, physical education seems to be dynamic, fast growing as well as multidisciplinary area which includes both from social and natural science field of study. Its depth and approach varies from pre-primary, primary and secondary to college and university levels. In primary school, the fundamental concept of physical education has been introduced. In grade 9, the field of physical education will be discussed concisely and clearly.

In the student's textbook, the logical interconnections of its units are well organized and designed. However, the role of the teacher in delivering the lessons should be the most vital of all things. The teacher has to use the participatory approach so that the delivery of lessons will be attractive, efficient, effective and more practical. A teacher, who could not have access to modern technologies and teaching aids, can create his/her own materials using locally available resources. Hence, if you implement the teaching learning process as to the guidelines designed, adding on your creativity, then you will successfully achieve the objectives stated for this grade level and your students develop interest in the subject.

Information for the teacher

Many educational experts came to realize and recognize that students learn best and develop the required attitudes only when they are active participants in the classroom. This characteristics can be achieved when teachers apply the most widely accepted and recommended teaching-learning methods, i.e. the enquiry method or, as usually called, the active-learning method.

In deciding on the teaching methodology relevant to this syllabus, attention should be paid to the planning of learning- teaching activities that facilitate the development of competencies in students based on activities.

Learning is the implementation of permanent behavioral changes in an individual. Teaching is the attempt made to bring about a permanent behavioral change in an individual. Similarly, the behavioural change brought about through learning can be through formal, non-formal and informal ways. Accordingly, the teacher, his/her teaching task, should concentrate on formal and non- formal means.

You would have taught various topics in various grades and have had various experiences but you would have experienced that you had never handled all topics in all grades in the same way. Of course, every teacher can have some experience using different teaching methods.

Methods of teaching vary in terms of their being individual teaching methods, group teaching methods and mass teaching methods. Out of these in the implementation

of this guide, lectures and discussion, exhibitions, brain storming, group teaching, simulation, project method assignments, role play, demonstration, reciprocal, explorations are learning teaching methods that can be used.

Whatever the teaching methodology you use, more effective results can be realized through the incorporation and implementation of aspects of Engagement, Exploration, Elaboration, Assessment and Evaluation.

In teaching the practical and theoretical subject areas related to each content, it is necessary that attention is paid to more appropriate methods for the purpose. Similarly in the selection of the teaching methodology you use, attention needs to be paid to the nature of the lesson, aim of the lesson, nature of the students, grade level, resources, environmental factors etc.

In the implementation of this guide developed with a competency base, the teacher aspires to the role of a resource person who intervenes to bring the student to accomplish in the preparation of an environment complete with material necessary for learning as well as other facilities, keeping close observation of how students learn, identification of student abilities and inabilities, provision of necessary feedback and feed forward to ensure the progress of student as well as carrying the learning teaching task beyond the classroom.

The teacher's role that incorporates the aforementioned ones is the transformational role of the teacher. While it will be possible to achieve the aims expected through this guide by acting in accordance with the above, it should also be kept in mind that this is your responsibility.

FOR PRACTICAL ACTIVITIES IN PHYSICAL EDUCATION

- ✓ Several points are to be kept in mind while reading this guide. Common activities with respect to each lesson in physical education have not been introduced in order to provide opportunities for your creative skills. In the learning –teaching process of physical education there is a standard pattern that should be followed. These are:
- ✓ Calling students to the play grounds: It is best that students go to the play grounds in single file from the class.
- ✓ Placing students according to a class pattern and ability level: If some students are talented, please give a chance for them to design appropriate exercise for them through your guide.
- ✓ For female students, while practicing chest control and heading in football, you need to give special emphasis for safety measures. One of the mechanisms might be using softball while practicing these activities.
- ✓ Position the students according to pattern created by you. It is best that this pattern is changed every time.
- ✓ Inspection of student's health: While students who are not capable of getting involved in practical activities should be located in a suitable place they should be made to participate as support resources or judges whenever possible.
- ✓ Warming up exercises: Although it is not possible to prescribe a fixed pattern for

stretching exercises, it's possible to provide students with exercises for every part of the body. It is your responsibility to select suitable stretching exercises and involve your students in activities based on them.

- ✓ Exercises for the development of physical fitness. You can select physical fitness exercises as you wish. Here you should pay special attention to the selection of exercises that suit the activities you propose to implement that day.
- ✓ Conducting a recreation game.
- ✓ Every student exhibits a great desire to play competitive games for pleasure. Making use of this mentality of student involve them in appropriate, recreation games so as to confirm the activities taught day to today. Do not forget to focus on safety measures while playing any games.
- ✓ Cool down exercises: Select several cooling down exercises, as suitable and implement them, spend about one minute on this.
- ✓ Since, this is learning, all type of students need to be actively participated based on their levels.
- ✓ Announcing about future lessons. Making use of this opportunity is necessary to convey some information to the students about the lesson to be implemented the next day.

These patterns followed in practical activities differ from the theoretical classroom teaching only in that the practical part is left out. You will have only a span of 45 minutes in order to implement all this. In a class the number of students may also vary. Therefore, you need to tell students to use more time to practice the activities in their surrounding in order to achieve the expected outcomes.

It is also necessary that you organize your learning – teaching process accordingly, before the learning teaching activity and assemble the necessary material. All such materials is listed in this Teacher's Guide for your convenience.

Dear Teachers, the following format is an example of sample lesson plan. Thus, you can use for your practical class.

PRACTICAL LESSON PLAN

Name of the teacher: _____

Name of the school: _____

Subject _____

No of students: _____

Unit of the lesson _____

Grade and section: _____

Instructional

Time: _____

objectives:
.....
.....

Phases	Activiti	Dose	Methodological/instructional	Remark
	F D T		strategies	
preparatory 5'	Warming up activities: you need to write each and every activities selected for warming up activity			Here, you need to mention how students will be performed the activities. All activities and the class organizations also need to be clearly stated. Describe both the teacher and students role
Main part 30'	Start your lesson by explaining and demonstrating how to do the activity			Here, you need to explain and demonstrate the activity, then make activities modify according to deductive approach(from simple to complex)
Conclusion 5'	cooling down exercise			After activities, summarize and evaluate students

Note: F: the frequency/ repetition of the activity, D: Distance, and T: Time

Teacher Name: ----- Dep't head:----- V/Director Name:-----

Signature: ----- Signature:----- Signature:-----

Learners with disabilities,

In Physical Education and Sports activities/exercises/games, sometimes learners with disabilities are not considered. They are considered as spectators instead of participating with others in sports activities. Currently we are convinced that games and sports are very beneficial to people with physical, mental, emotional and psychological disabilities.

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

- ✓ Implement an approach of sports and games which is based on skills, and focus on what learners are capable of doing. In this respect, you can introduce small changes in games and activities for learners 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 help. Do not think they necessarily need help. Let them do and say things themselves.
- ✓ Avoid keeping learners living with disabilities out of the game: in a regular class, let them participate in other games. However, avoid being too demanding about the level of their performance.

What can we modify?

Within the framework of integration of learners in games or activities, according to

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

The followings are some examples of adaptations

Adapt roles and rules

- ✓ Make the game or activity easier by changing some rules.
- ✓ Let learners play different roles in different positions.
- ✓ Allow players to play in different ways, for example, sitting instead of standing.
- ✓ Simplify expectations of the game.
- ✓ Simplify instructions
- ✓ Adapt the playground
- ✓ Change the size of the playground. Enlarge or reduce the playground.
- ✓ Change the distance: for example, put a target closer.
- ✓ Change the height of a target.
- ✓ Allow more or less space between players.
- ✓ Let learners move from different spaces.

Adapt the materials

- ✓ Reduce the size or weight of materials.
- ✓ Choose balls of various textures, bright colours or balls which makenoise.
- ✓ Adapt the duration of the activity.
- ✓ Reduce or extend the time allocated to the activity.

Change of players' role and rules of the game:

- ✓ Modify rules to simplify the game or complex game.
- ✓ Change players' roles and posts.
- ✓ Let learners play in different playing positions. E.g.: while standing,squatting, couching, lying down.
- ✓ Simplify hopes from results.
- ✓ Simplify game instructions.

Modify size of the playground/court:

- ✓ Increase or decrease the size of the playground.
- ✓ Modify distance limiting playing area. E.g.: put forward the object.
- ✓ Modify the size of the object.
- ✓ Put small or big space among players.
- ✓ Let learners walk around and around the playground.

Modify materials:

- ✓ Modify size or weight of materials.
- ✓ Select balls made in different materials and with various colours, or which may produce sound.

Modify duration of the activity:

- ✓ Reduce or extend time allocated to the activity.

Aspects to consider when you want to modify an activity

- ✓ Does the modification affect negatively the activity? This should not be the case.
- ✓ Does the modification correspond to the ability and duration of learners' attention?
- ✓ Will the learners' 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?

Therefore, it is your obligation to include all peoples with having a variety of disabilities in your practical class, games and physical activities with that of abled students.

TABLE OF CONTENTS

ACKNOWLEDGEMENT	I
INTRODUCTION	IV
UNIT ONE : SPORT AND SOCIETY	1
1.1. Sport and economy	1
1.2. Sport and gender	4
1.3. Sport and technology	6
1.4. Consequence of doping	8
Answer key	10
UNIT TWO: HEALTH AND PHYSICAL FITNESS	11
2.1. Body system and exercise	12
2.2. Hypokinetic diseases and exercise	15
2.3. Principles of physical fitness training	18
2.4. Exercise which develops cardiovascular endurance	21
2.5. Exercise which develops muscular endurance and strength	23
2.6. Exercise which develops flexibility	26
Answer key	30
UNIT THREE : ATHLETICS	31
3.1 History of Athletics	31
3.1.1. Brief history of athletics in Ethiopia	32
3.1.2. Brief history of athletics in Africa	32
3.2. Sprint and sprint relay	33
3.2.1 Basic sprint techniques	34
3.2.2.Basic relay techniques	35
Answer key	38
UNIT FOUR : FOOTBALL	39
4.1 Brief history of football	39
4.1.1.World history of football	39
4.1.2 African football history	41
4.1.3 Ethiopian football history	43
4.2. Rules of Football	46
4.3. Skills of football	49
4.3.1 Chest control	49
4.3.2. Heading	54
Answer key	60
UNIT FIVE: VOLLEYBALL	61
5.1. A Brief history of volleyball	61
5.1.1. Historical developement of volleyball in world	61
5.1.2. Historical developement of volleyball in Africa	62
5.1.3. Historical developement of volleyball in Ethiopia	62
5.2. Rules of volleyball	63
5.3. Spike skill of volleyball	65
5.3.1 standing spiking	67

5.3.2 off-speed spike	68
5.3.3. Hard driven spike	68
5.3.4. Mine game using spike	68
3.4. Modified game using spike	70
Answer key	72
UNIT SIX: BASKETBALL	73
6.1. The brief history of basketball	73
6.1.1 The history of basketball in the world	73
6.1.2. The history of basketball in African	75
6.1.3. The history of basketball in Ethiopian	77
6.2. Rules of basketball	79
6.3. Under hand lay-up shoots skill of basketball	83
6.4.Modified game related to basketball	87
Answer key	90
UNIT SEVEN : HANDBALL	91
7.1 A brief history of handball	91
7.1.1 A brief history of handball in the World	91
7.1.2. A brief history of handball in Africa	92
7.1.3. A brief history of handball in Ethiopia	92
7.2. Rules of handball	94
7.3. Goal keeping skill of handball	95
7.4 Modified game related to handball	96
Answer key	100
UNIT EIGHT : SELF-DEFENSE AND SPORT ETHICS	101
8.1. Essence and roles of self-defense	101
8.2. Principles and rules of self-defense	104
8.3 Basic techniques of self-defense	106
8.3.1. Basic stance	106
8.3.2. Escape	110

UNIT ONE

SPORT AND SOCIETY

Period allotted for this unit : 4 periods

Introduction

The contents in this unit are familiar to the students as they were introduced to them in the primary school of physical education. At this level, the contents are treated in more detail. This unit gives emphasis to introducing basic concepts. The first sub-unit (sport and economy) deals with the contribution of sport for economic development of the society and how sport participation and high performance is related to economic development of the person.

The second sub-unit (sport and gender) deals with the participation level of male and female in different sports, the status of female in international sport, the contribution of sport for gender equality.

The third sub-unit (sport and technology) deals with the contribution of sport in the development of the current sport, how technological advancement is making sport easy and popular, the application of technology results like, VAR in football, photo finish camera in athletics, and also focuses on the technological advancement on sport equipment.

In the fourth sub-unit (the consequences of doping) we will see how doping impacts the individual health, performance and social interaction with the society.

To deal with these topics, group discussion, explanation, demonstration, field visit, practical activities, observation, questioning, and report writing are suggested as major methodologies. The start-up questions and activities are given in each sub-unit to encourage students. Summaries and exercises are also designed to explore the key concepts in more detail ways.

Unit Objectives

At the end of this unit, students will be able to:

- understand the relationship sport has with economy, gender and technology;
- analyse the grave consequences of drug abuse on sport and in life and,
- influence others to realize the effect of drug abuse.

1.1. Sport and Economy

Overview

As you know, there is a relationship between sport and economic development of a society. The role of sport will continue to grow and that sport not only contributes to better health, people's socializing and belonging to the particular team, but it also makes significant contribution to the regional or national economy.

Over the past few years, more country data hotel occupancy rates, local tax revenues, and the main activities related to income and other indirectly related entertainment revenues indicated that sport has a great impact on the economic development of the society.

Specific objectives

At the end of this lesson, students will be able to:

- ☛ list at least three local and foreign athletes who invest huge amount of money for development of the country and,
- ☛ identify the contribution of sport for economic development.

Suggested instructional materials and aids

- ☛ Picture of top level athletes
- ☛ Flip chart
- ☛ Film

Suggested teaching methods

- ☛ Cooperative learning
- ☛ Explanation
- ☛ Enquiry learning

Organization and teaching- learning strategies

As introduction, this is the revision of their elementary class and the beginning of new topic. This topic could be presented as a question that requires oral response from the whole class or students will work in pair or you can organize small groups to encourage all to participate. You can use this as brainstorming activity.

- ☛ What do you know about sport? Can you explain your ideas to the class?
- ☛ What do you understand about sport and economy?
- ☛ Please, explain your ideas to the class.
- ✓ You need to organize students in group of five or as you like (according to your class size) or give a chance for students to organize by themselves and try to explain how to work in group and also try to give some clarification after students have tried, the current topic based on brain storming activities.
- ✓ Let students discuss and reflect to the whole class based on their group discussion. Sum up the response and offer key points with the whole class.
- ✓ You can start your main lesson by telling them when the society participated in sport, in addition to health benefit, physical fitness, doing a day to day activity in a proper manner, and increase their social interaction and how they can also gate indirect economic benefits.
- ✓ You have also a good opportunity to motivate students as they learn about the contribution of sport for our society. They also realize some economic benefits and how to create a job opportunity for others. As example, you can mention some top

level athletes who participated at international level and won their competition and brought foreign currency for our country which has a great impact for our country's indirect economic development.

- ✓ You can also associate how the investments of these athletes in hotel, agriculture, sport etc, contribute by creating job opportunities for our society. Dear teacher, you have also a chance to show the pictures of those athletes.
- ✓ You can say more taking as many examples as possible explaining the relationship between being sports men and women in contributing towards economic development of the person. You can give as example the current salary of football players. Lots of examples are given that are related to the topic to inspire the students and understand better.
- ✓ Here, let students be in pair and try to discuss how much monthly salaries the Ethiopian premier league players earn. Go round and observe group discussion and their active involvement. Give a chance to students to reflect the result of their group discussion to the class.
- ✓ You need to discuss how the sport industry brought a huge amount of money by giving some examples, like what the current Ethiopian premier league football competition earns through sponsorship and others. In athletics sport also, top level athletes brought a huge amount of money that has a huge contribution for our country development.
- ✓ You can also mention many super stars from our country or from the world and discuss how these super stars related to economy, like Haile G/Silassie, Derartu Tulu, Kenenissa Bekele, Cristiano Ronaldo, Dedier Drogba, and others.
- ✓ Tell to students to read case study 1 and discuss on how the society benefited from any event. Here you can also discuss with students how an event will have indirect economic impact on the society. Like, when the participants come to the competition place, they use transport, from this taxi owners will have a chance to be benefited. They also use hotels, for bed and food services. Thus, that society will be benefited. In sum, most of the society will be benefited from the completion in terms of economy
- ✓ Let students to take some note while you are explaining the issues. In the middle of the lesson, please give a chance for students to raise questions and create opportunity to discuss on it.

In conclusion, ask students some questions related to the lesson objectives and give a chance for students to reflect the answers of your questions and the activities which are stated in their text book and make conclusion by summing up the major points. Finally, give them reading assignment related to the next topic.

Suggested assessment methods

- ☛ Asking questions
- ☛ Reflection
- ☛ Portfolio
- ☛ presentation

1.2 Sport and Gender

Overview

In 21st century, it is mandatory to understand the role of gender in sport development. It is also very important to look on the relationship between gender and sport. Sport is a social and cultural process in which social constructions of masculinity and femininity play a key role. Previously, in many parts of the world, sport was associated only with “masculinity”. So they considered inappropriate for women to engage in sport.

Women may face a number of practical barriers to participate in sport. In addition to a general lack of safe and appropriate sport facilities, lack of skills, resources, and technical support, women may face additional physical constraints including lack of time, lack of childcare facilities.

Gender equality is a fundamental goal of development and belongs to the basic and universally recognized civil, cultural, economic, political and social rights. Worldwide, women are less frequently seen participating in sports activities than men.

Sport can promote mental and physical wellbeing, and it reduces the risk of chronic diseases later in life. In addition, sport can give women and girls access to public spaces where they can gather, develop new skills together, gain support from others and enjoy freedom of expression and movement. It can promote education, communication, negotiation skills and leadership, all of which are essential for women’s empowerment.

These days, many women are outshining in the international arena through participating different sport events and scoring better results. You can mention many top level world women athletes and Ethiopian top level sportswomen in different sport. Thus sport for girls as well as for boys should be encouraged.

Specific objectives

At the end of this lesson, students will be able to:

- ☛ describe the participation level of male and female in sports and,
- ☛ recognize the gender equality in sport performance.

Suggested instructional materials and aids

- ☛ Picture of top level athletes
- ☛ Flip chart
- ☛ Film

Suggested teaching methods

- ☛ & Role playing
- ☛ & Explanation
- ☛ & Enquiry learning

Organization and teaching- learning strategies

As introduction, this is the revision of the previous lesson and the beginning of new topic. This topic could be presented as questions need oral response from the whole class or students will work in pair or make small groups giving feedback to encourage all to participate. You can use this as brainstorming activity.

- ☛ Do you know the status of female and male sport participants?
- ☛ Can you tell the relationship between female, male and sport participation?
- ☛ Mention some top level female athletes.

- ✓ Organize students in group of five or as you like (according to your class size) or give a chance for students to organize by themselves and try to explain how to work in group the current topic based on brain storming activities.
- ✓ Let students to discuss and reflect to the whole class based on their group discussion. Sum up the response and share the key points with the whole class.
- ✓ As the main lesson, you need to introduce the relationship between sport and gender. Tell to students how traditionally sport is associated with «masculinity». In many societies, it was considered inappropriate for women to engage in sports, and women who do may be perceived as «masculine». But, these days, the attitude of the society has been changed. As a result, both male and females are participating in different sport competition in international level.
- ✓ Here, let students in pair and discuss on the level of male and female participation in their environment and in Ethiopian context by naming sportsmen and sportswomen. Observe group discussion and their active involvement. Give to some students to reflect the result of group discussion to the class and based on their reflection, try to sum up important points.
- ✓ Tell to students to read some universal declaration about the equality of male and female in all aspects of human activity. Like The United Nations Human Rights and Sport for Development and Peace Framework document that reveals the right of women’s participation in physical education and UNESCO declaration, and that the Ethiopian Constitution recognizes women rights on Article 35, sub article 1 which reveals “Women shall, in the enjoyment of rights and protections provided for by this Constitution, have equal right with men”.

- ✓ Let students take some note while you are explaining the issues. In the middle of the lesson, please give a chance for students to raise questions and create opportunity to discuss on it.
- ✓ Here, you can mention some top level females athletes like, Fatuma Robba, Derartu Tulu, Tirunesh Dibaba and others and there are female from football, like Loza Abera, the first female professional football players, Lidiya Tafese, the first FIFA female football referee from Ethiopia and Africa, who contribute a lot for our country sport development.

In conclusion, ask students some questions related to the lesson. Try to give a chance for

students to reflect the answers of your questions and the activities which were stated in their text book and make conclusion by summing up the major points. Finally, give them reading assignment related to the next topic.

Suggested assessment methods

- ☛ Asking questions
- ☛ Reflection
- ☛ Portfolio
- ☛ Presentation

1.3 Sport and technology

Overview

These days, sport is developed through technological advancement of facilities, equipment, some rules of the game, referees decision, and other sport related supported by technology.

Advances in technology have had a profound impact on sport including:

- ✓ analysis of sport performance and enabling coaches to greatly improve the quality of feedback to players/athletes;
- ✓ increase accuracy in time measurements of sport performance;
- ✓ enabling referees, umpires and sport officials to make better decisions on rule infringements;
- ✓ improvements in the design of sport equipment and apparel and,
- ✓ providing spectators with better viewing of sport performance.

The video camera became common place in the 1980's and provided sports coaches with a way to capture and analyse sport performance like never before. The video camera is perhaps the single most important development in coaching in the modern era of sport.

Electronic timing controlled by computers is employed to measure performance times of athletes in a great many sports including athletics, cycling, and many more. In the case of athletics, the electronic timing also measures the athlete's reaction time to the start gun in case the athlete moves too early in the blocks. In the case of football, the video assist Referee(VAR) are now helping football referee by assisting the decisions of referee in penalty, foul, red card, yellow card and other related decisions. Goal line technology is also another technological advancements which helps referee whether the ball pass the goal line or not.

Specific objectives

At the end of this lesson, students will be able to:

- ☛ sort out the impact of technology on sport development and,
- ☛ mention some technological advancement in sport.

Suggested instructional materials and aids

- ☛ Picture of VAR, Photo finish camera,
- ☛ Flip chart
- ☛ Film

Suggested teaching methods

- ☛ Active learning
- ☛ Discussion
- ☛ Enquiry learning

Organization and teaching- learning strategies

As introduction, this is the revision of the previous lesson and the beginning of new topic. This topic could be presented as questions need oral response from the whole class or students will work in pair or making small groups feeding back to encourage all to participate. You can use this as brainstorming activity.

- ☛ What relationship do you think sport has with technology?
- ☛ Does technology improve sport equipment and performance? How? Discuss in your group and reflect your result to the class.
- ✓ Make students in group of five or as you like (according to your class size) or give a chance for students to create their own group and try to explain how to work in group the current topic based on brain storming activities.
- ✓ Let students to discuss and reflect to the whole class based on their group discussion. Sum up the response and share the key points with the whole class.
- ✓ As main lesson, you need to start by explaining the roles of technology on the improvement and development of sports in the world. From top level sport in the world, take the experiences of athletics and football, and tell to students to discuss on what kinds of technological output these two dominant sports were used to make the sport popular and attractive.
- ✓ Here, you can explain how technology improves sport equipment to make the training easy and to make the athletes effective and efficient. From different equipment, you can take as example treadmill. Here, let students to discuss on the benefit of such devices. And give some students to reflect the group idea.
- ✓ Because of the technological advancement, peoples can perform running activities, particularly for the development of CVE ability; they can perform in their home or gymnasiums.
- ✓ Let students to take some note while you are explaining the issues. At the middle of the lesson, please give a chance for students to raise questions if they do not raise questions, please ask students the benefit of technology on sport development and create opportunity to discuss on it. In this case, you can also elaborate the impact of technology on the day to day physical exercise programs of people who is using fitness machines, like, treadmill, home gym, and likes.

✓ You can also raise the issue of goal line technology. Tell them how such technological advancement is making the duties of referee easy and decreasing the conflict raised on the football field that whether the goal passes the line or not. Here, ask students whether they have seen on TV how VAR help referees on the game situations. Make them in group and try to discuss on this issue, and give chance for some group to reflect their discussion result.

✓ Explain the decision of the referee in the football game during penalty where team was very contradicting whether ball to hand or hand to ball in the penalty area, however, thanks to technology, VAR can make decision within a fraction of second without dis-connecting the game.

✓ You can use posters, videos, and other related teaching aids to make clear the issue for students. If it is possible, please show them some advanced technology from athletics, like, photo finish camera, from football, like VAR, referees communicative devises.

In conclusion, ask students some questions related to the lesson objectives and give a chance for students to reflect the answers of you questions and the activities which were stated in their text book and make conclusion by summing up the major points. Finally, give them reading assignment related to the next topic.

Suggested assessment methods

- ☛ Asking questions
- ☛ Reflection
- ☛ Portfolio

1.4. The consequence of doping

Overview

In addition to the health consequences of doping, there is sport related sanction for an anti-doping rule violation (ADRV). Anti-doping rule violation depends on the type of violation, the circumstances of the case, which substance the athlete took, and whether this was a first time or a repeated violation. Some sport related sanctions are;

- ✓ in-competition test/during an occasion: an ADRV in personal sports in association with an in-competition test consequently leads to prohibition of the outcomes achieved in that race will all resulting consequences, together with sacrifice of any awards, point and prizes.
- ✓ Sanctions on individuals: in cases including disturbing circumstances, reduced sanctions were conceivable where the competitor may set up that the drug included was not planning to upgrade performance. Longer sanctions – which is able incorporate a competitor lost an Olympic games – will act as a more prominent obstruction.

Specific objectives

At the end of this lesson, students will be able to:

- ☛ explain how doping defame sport celebrities;
- ☛ reason out why athletes should not use performance enhancing drugs and,
- ☛ associate the impact of drug use with health.

Suggested instructional materials and aids

- ☛ Picture
- ☛ Flip chart
- ☛ Film

Suggested teaching methods

- ☛ Active learning
- ☛ Discussion
- ☛ Enquiry learning
- ☛ Presentation

Organization and teaching- learning strategies

As introduction, this is the revision of the previous lesson and the beginning of new topic. This topic could be presented as questions need oral response from the whole class or students will work in pair or making small groups feeding back to encourage all to participate. You can use this as brainstorming activity.

- ☛ What do you know about doping?
- ☛ Can you mention some consequence of doping?
- ✓ Make students in group of five or as you like (according to your class size) or give a chance for students to create their own group and try to explain how to work in group the current topic based on brain storming activities.
- ✓ Let students to discuss and reflect to the whole class based on their group discussion. Sum up the response and share the key points with the whole class.
- ✓ As main lesson, you can start your lesson by explaining the impact of doping on athletes performance in association with the norm of our society. Cheating is not acceptable in any society. Here, let students in be pair and discuss on some of the norms of our society and after discussion, give a chance to some students to reflect the whole class.
- ✓ Tell to students that, as a citizen of Ethiopian in general, and as sportsmen and sportswomen, in particular, need to accept and implement their society norms like, respect others, trust, obey the rules and regulations, honesty, and others.
- ✓ Here, you can raise issues like, Ethiopian sportsmen and sportswomen, earlier time, they were respecting the norms of the society that cheating is prohibited. You can explain by showing the pictures of our pioneer athletes like, Abebe Bikila, Mamo Wolde, and others and how they won medals without taking any prohibited substances in the international sport arena by respecting the rules and regulations of that particular sport.

- ✓ Arrange students in different groups and let them discuss on the consequence of doping in the health, the psychology and the mental wellbeing of the person who took prohibited drugs to get better performance.
- ✓ Let students to take some note while you are explaining the impact of doping in athletes performance. After your explanation, please give a chance for students to raise questions and create opportunity to discuss on it. In this case, you can also elaborate the impact of doping on the day to day activity of the person particularly, the health problem.
- ✓ Explain to students how doping affect individual health, performance, psychological, mental wellbeing, and social interactions. You need also to discuss if a person found taking doping, he will be banned from sport. Once he is banned from sport participation, the society will automatically isolate him/her from participation of any social activity of the society.

In conclusion, ask students some questions related to the lesson try to give a chance for students to reflect the answers for your questions and the activities which were stated in their text book and make conclusion by summing up the major points. Finally, give them reading assignment related to the next topic.

Suggested assessment methods

- ☛ Asking questions
- ☛ Reflection
- ☛ Portfolio

Answer for the activities

- 1.D
- 2.E
- 3.E
- 4.D

Dear teachers, related to open ended questions, for the sake of giving you opportunity to read more and to discuss with students, we are not including the answer key. Thus, you can handle it.

UNIT TWO

HEALTH AND PHYSICAL FITNESS

Periods allotted for this unit ; 5 periods

Introduction

Health has been defined by the World Health Organization as a state of complete physical, mental and social well-being, and not merely the absence of disease or infirmity. Physical fitness on the other hand, is defined as a set of attributes that people have or achieve that related to the ability to perform physical activity that stimulates various systems of the body and maintains a certain condition within the body. Physical fitness components are classified into health-related physical fitness and skill-related physical fitness. Health-related physical fitness are body composition, cardiorespiratory fitness, flexibility, muscular endurance and muscular strength. Skill-related physical fitness is agility, accuracy, balance, coordination, power and speed.

One of the most important contribution teacher can make to the lives of their students is to help them acquire the knowledge, attitude, and skills to promote health and physical fitness and maintain appropriate posture in their daily living.

Students should be introduced to variety of activities and opportunities to develop health and physical fitness and movement education competencies necessary for participation. Students should also be knowledgeable about the potential of each activity to promote physical fitness and proper body mechanics. Students who have opportunities to experience success and learn skills necessary to lead healthy lifestyles will be more likely motivated to utilize on a regular basis.

The emphasis of this unit is body systems, non-communicable diseases and exercise, principles of physical fitness training, exercise which develop cardiovascular endurance exercise, exercise which develop muscular endurance and strength and exercise which develop flexibility to develop health and physical fitness.

As part of health and physical education program, students will learn the knowledge necessary to select physical activities and proper body mechanics throughout their lifetimes. Health and fitness are two concepts that go hand in hand. Our health is the totality of our physical, mental and emotional wellbeing. Fitness, on the other hand, is a state of control over our body. Thus, we could be physical, mentally and emotionally fit. Consequently, health and fitness can be regarded as a way to attaining control over our body. Equally important, students should be motivated to principles of physical fitness which join physical activity program and correct postural alignments into their lifestyles to continue an optimal level of fitness. Such experiences of students, contribute a more favourable health status. Specifically, factors associated with hypokinetic diseases, a heightened sense of well-being, an improved appearance and posture, a more positive self-image.

Unit objectives

At the end of this unit, the students will be able to:

- recognize the application of exercise which develops physical fitness and principles of training;
- understand physical fitness by performing age appropriate fitness exercise and,
- develop positive attitude to use physical exercise throughout their life.

2.1. Body system and exercise

Overview

The human body is a biological machine made of body systems; skeletal system, muscular system, cardiovascular system, respiratory system, nervous system, digestive system, urinary system, endocrine system, lymphatic system, reproductive system and integumentary system. They are groups of organs that work together to produce and sustain life. For many people, exercise is a part of their normal lifestyle which helps to keep them fit and healthy. During exercise, the human body undergoes a number of changes, and the aim of this section is to explore these changes. Learners will initially cover the short-term effects of exercise on the cardiovascular system. In addition, they explore the long-term effects of exercise and how the various body systems adapt to training. The body systems need different energy systems based on our sex, age, physical exercise practice, environmental conditions and types physical exercise exertion. Learners will also identify the type of exercise and the needs of calories by examining the energy requirements of different forms of physical activity.

In this section students will learn about body systems like respiratory system, cardiovascular system and muscular system in class during physical education class.

There are different systems involved in when we exercise. The two main ones are the respiratory system which is involved in breathing and the circulatory system which is about circulation of blood around the body and finally the muscular system which is about how we move. When we take part in exercise the cardiovascular, respiratory and muscular systems all work together to supply energy to the working muscles and remove waste products. When the muscles start to work, they need more oxygen so the respiratory system responds by getting more oxygen into the lungs.

The respiratory system

The system that helps us breathe when we exercise is the respiratory system. The respiratory system helps us to get oxygen into our body and get rid of carbon dioxide.

The respiratory system is an important process. The first thing that happens in the respiratory system is when we breathe in oxygen and breathe out carbon dioxide. Our body needs oxygen to stay alive.

After we breathe in, the air travels down a windpipe called the trachea. The trachea is connected from the nose and mouth to the lungs. Cilia tiny hairs in the trachea catch mucus and dirt. It also moves gently while we are breathing. A muscle that helps

us breathe is the diaphragm. The diaphragm is located under the lungs; it is a dome shaped muscle. When we breathe in the diaphragm it contracts and when we breathe out it relaxes. The diaphragm expands the lungs to allow more oxygen in the lungs deflate and push carbon dioxide out.

The next thing in your respiratory system is the lungs. The lungs are located in your chest behind your rib cage which protects your lungs. The rib cage protects the lungs by going over it. The lungs rest on top of the diaphragm. The lungs are pink and squishy like a sponge. The left lung is smaller than the right, which makes room for the heart.

When we are exercising our respiratory system accelerates. This is because our body needs more oxygen. Our body breathes faster and deeper and uses 3 liters or more of air a minute.

The circulatory system

The next system involved in exercise is the circulatory system. The circulatory system is related to the heart which pumps blood around the body.

When we exercise we use an organ for our heart. The heart is to the left, middle of your chest. It is close to all your important organs. The heart is a muscle called the myocardium that pumps blood around the body and is like a hollow bag.

When you exercise the circulatory system accelerates and your sympathetic nerve tells your heart to pump faster and harder because it needs to pump blood around the body quicker. When you exercise your body cells need more oxygen and nutrients. It also disposes of more waste.

The muscular system

The last system that is involved in exercise is the muscular system. Our muscles help us move. There are three different types of muscles. The first one is voluntary which is called skeletal muscles. Skeletal muscles are very adaptable. They are used in different situations such as writing, exercising and moving the body when needed.

Skeletal muscles are connected to bones. Your biceps, triceps and thighs are examples of this. Voluntary muscles move with thought. When you want to move it an impulse is sent from the brain to tell the muscle you want to move it. The second muscles are involuntary muscles which are the smooth muscles. Smooth muscles are the walls of hollow structures in the body, the intestines and stomach are examples of this. The third muscle is the cardiac muscle which is the heart. The heart is classified as an involuntary muscle, but it is smooth on the inside, and it is like a skeletal muscle outside.

Specific objectives

At the end of this lesson, students will be able to:

- explain the short-term effects of exercise on cardiovascular, respiratory and muscular systems;

- ☛ identify the long-term effects of exercise on cardiovascular, respiratory and muscular systems and,
- ☛ mention the fundamentals of body system utilization of energy during exercise.

Suggested instructional materials and aids

- ☛ Pictures
- ☛ Models of human body systems

Suggested teaching methods

- ☛ Lecture;
- ☛ Demonstration;
- ☛ Task teaching and
- ☛ Cooperative learning.

Organization and teaching -learning strategies

This topic could be presented as questions that need oral response from the whole class or students will work in pair. Or you can make small groups feedback to encourage all to participate. You can use this as brainstorming activity.

- ☞ What do you observe while you start an exercise on your body systems?
- ☞ What are the components of cardiovascular systems?
- ☞ Do you have any feeling while you are participating in health and physical education practical class on your cardiovascular system?
- ✓ Revise the previous lesson and introduce the day's lesson of body system.
- ✓ Ask students to discuss what body system is; what the components of cardiovascular systems are and the importance of body system for health and in our daily life.
- ✓ Let students divided in group and discuss types of exercises and identify those which are helpful for development of cardiovascular system, respiratory system and muscular system.
- ✓ Based on the shared ideas and views from students give generalization.
- ✓ Give an overview of the lesson topic and present the lesson objectives.
- ✓ Emphasize on main points of the lesson topics; clarify them with sufficient and appropriate examples and demonstrations.
- ✓ The lesson should be concluded with sufficient time for summarizing the lesson.

Suggested assessment methods

- ☛ Asking oral questions;
- ☛ Follow the discussion of the students group activities;
- ☛ Listen students' presentation

2.2. Hypokinetic diseases and exercise

Overview

Hypokinetic diseases (hypokinetic means “too little activity”) are one of the world’s largest health challenges. These diseases are diabetes, cancer, cardiovascular disease, chronic respiratory diseases and mental illness. According to the World Health Organization (WHO) 71% of all deaths globally are as a result of hypokinetic. Most hypokinetic deaths are a result of cardiovascular disease, followed by cancer, respiratory diseases and diabetes. These conditions result in over 80% of all premature hypokinetic deaths. The risk of hypokinetic diseases related with unhealthy behaviours, physical inactivity and improper nutrition are most important and relevant.

Hypokinetic diseases are diseases that are not transferred from person to person (non-contagious) and occur as result of combined behavioural, physiological, environmental and genetic factors. Hypokinetic diseases are the leading causes of death and disability in many countries including our country Ethiopia.

According to World Health Organization (WHO) (2020), physical inactivity is the term used for not achieving the recommended levels of physical activity for health. It is one of the major risk factors for hypokinetic diseases which ranked as the fourth leading cause of death in the world with about 9% of all deaths recorded in the world being attributed to physical inactivity. The three leading cause of death are ischaemic heart disease, stroke and chronic obstructive disease

Hypokinetic diseases are caused by a combination of genetic, physiological, environmental and behavioural factors. They usually have a long duration and require lifelong management. Successful prevention and control of hypokinetic diseases depend partly on the willingness of individuals and their families to make daily decisions to practice healthy behaviours, address modifiable risk factors and follow medical advice.

The hypokinetic diseases depend on our commitment to protect ourselves from the four main hypokinetic diseases like cardiovascular disease, cancer, diabetes and chronic respiratory diseases by modifying the risk factors of physically inactivity, unhealthy diet, tobacco use and harmful use of alcohol.

In this lesson the students will learn about the concept of hypokinetic diseases and familiarize themselves with the importance of exercise types which helpful to secure persons from hypokinetic diseases.

Cardiovascular disease (CVD) is a general term for conditions affecting the heart or blood vessels. It's usually associated with a build-up of fatty deposits inside the arteries (atherosclerosis) and an increased risk of blood clots. A build-up of fatty plaques in arteries (atherosclerosis) is the most common cause of coronary artery disease. Unhealthy lifestyle habits, such as poor diet, lack of exercise, being overweight and smoking, can lead to atherosclerosis.

Coronary Heart Disease (CHD) is the most common form of heart disease. It occurs when the arteries supplying blood to the heart narrow or harden from the build-up of plaque. Plaque is made up of fat, cholesterol and other substances found in the blood. This plaque build-up is also known as atherosclerosis.

Cancer is a disease in which some of the body's cells grow uncontrollably and spread to other parts of the body. Cancer can start almost anywhere in the human body, which is made up of trillions of cells.

Cancer develops when the body's normal controlling mechanism stops working. Old cells do not die and instead grow out of control, forming new, abnormal cells. These extra cells may form a mass of tissue, called a tumour. Some cancers, such as leukemic, do not form tumours.

Diabetes mellitus is derived from Latin (originally Greek) and means “to go through or siphon,” referring to a large amount of urine produced by the kidneys. The term mellitus, in Latin, means “sweet.” Diabetes mellitus causes high blood glucose levels and glucose eventually spills into the urine. Glucose is the main source of energy for the body's cells. The levels of glucose in the blood are controlled by a hormone called insulin, which is made by the pancreas.

Diabetes is a chronic (long-lasting) health condition that affects how your body turns food into energy. Most of the food you eat is broken down into sugar (also called glucose) and released into your bloodstream. When your blood sugar goes up, it signals your pancreas to release insulin. Insulin acts like a key to let the blood sugar into your body's cells for use as energy.

If you have diabetes, your body either doesn't make enough insulin or can't use the insulin it makes as well as it should. When there isn't enough insulin or cells stop responding to insulin, too much blood sugar stays in your bloodstream. Over time, that can cause serious health problems, such as heart disease, vision loss, and kidney disease.

There are two types of diabetes. These are type 1 diabetes, formerly referred to as insulin-dependent diabetes mellitus (IDDM) or juvenile-onset diabetes usually arises in childhood. Type 2 diabetes, is formerly called non-insulin-dependent diabetes mellitus (NIDDM) or adult-onset diabetes, usually occurring after age 40 and becomes more common with increasing age.

Chronic respiratory diseases (CRDs) are diseases of the airways and other structures of the lung. Some of the most common are chronic obstructive pulmonary disease (COPD), asthma, occupational lung diseases and pulmonary hypertension.

The main symptoms include shortness of breath and a cough which may or may not produce mucus. The most common cause of COPD is tobacco smoking. Other risk factors include indoor and outdoor pollution and genetics.

Exercise is physical activity that is planned, structured, and repetitive for the purpose of conditioning the body. Exercise consists of cardiovascular conditioning, strength and resistance training, and flexibility.

Exercise helps people lose weight and lower the risk of some diseases. Exercising regularly lowers a person's risk of developing some diseases, including obesity, type 2diabetes, and high blood pressure. Exercise also can help keep your body at a healthy weight. Exercise can help a person age well.

Specific objectives

At the end of this section, students will be able to:

- ☛ describe the role of physical exercise on hypokinetic diseases;
- ☛ explain types of non-communicable diseases and,
- ☛ perform different types of exercise to improve protect hypokinetic disease.

Suggested instructional materials and aids

- ☛ Pictures and
- ☛ Flip chart

Suggested teaching methods

- ☛ Lecture;
- ☛ Cooperative learning and
- ☛ Interactive teaching

Organization and teaching learning strategies

As introduction, this is the revision of the previous lesson and the beginning of new topic. This topic could be presented as questions need oral response from the whole class or students will work in pair. Or you can make small groups feedback to encourage all to participate. You can use this as brainstorming activity.

- ☛ Have you heard about hypokinetic diseases before? Share what you know about it for your classmate.
- ☛ What are the similarities and difference between non-communicable diseases and communicable diseases?
- ✓ Introduce the topics of the lesson and provide a sequential order of planned objectives of the lesson.
- ✓ Explain the hypokinetic diseases and influential factors in human lives with the support of visual aids and models.
- ✓ Give opportunity to discuss in group on types of hypokinetic diseases.
- ✓ Describe individually the role of physical exercise on hypokinetic diseases.
- ✓ Present information regarding non-communicable.
- ✓ Have discussion on the problems caused by hypokinetic diseases and benefit of physical exercise.

How to do activities

The activity will be presented to give direction for the students to have further understanding on non-communicable diseases, concepts that will help them be

aware of the preventive mechanisms in their daily living. Students also understand the benefit of physical exercise program and take part in regular physical program to secure themselves from non-communicable diseases. This includes information on identifying types of non-communicable diseases. You can address some of the activities as an example during your presentation.

You should motivate the students to attempt the activity presented and provide feedback when needed.

Suggested assessment methods

- ☛ Questioning and answering;
- ☛ Follow up the group discussion and
- ☛ Listen students' group presentation and give feedback.

2.3. Principles of physical fitness training

Overview

In your grade 8 textbook of Health and Physical Education you taught about the dimensions of physical education as education through movement, education about movement and education in movement to improve the student's wellness and health of their body systems.

Here you are expected to remind your students' about previous lesson and introduced the new lesson of grade 9 textbook they are going to learn. Here students will learn about the principles of physical fitness and how the body perform different activity effectively and efficiently, and contribute the total quality of life.

Physical fitness and athletic achievement are not limited to the able-bodied. People with disabilities can also attain high levels of fitness and performance, as shown by the elite athletes who compete in the Paralympics games.

Using appropriate principles of training as a framework plan is crucial for secondary school health and physical education program. As integral part of the program, that uses scientific principles to improve performance, skill, game ability and physical fitness.

A successful training program will meet individual needs which are personal fitness needs based on age, gender, fitness level and the sport for which we are training. A successful training program will also include exercise in the correct heart-rate target zone. Training results can help students to develop individualized fitness goal and help teachers determine whether the students have achieved the fitness program objectives and to monitor student progress. Through fitness levels, they know how principles of training program will apply during their life.

The principles of training promote a steady and specific increase in physical ability by specifically adapting a training regime to the needs of a sport, and most importantly, to the individual needs of each students. In other words, areas of the training program that need to be improved and areas that are particularly effective can be identified.

Principles of program design

Various principles of physical fitness training have been developed to improve the performance of students with different principles of training program. There are a variety of approaches and procedures to improve the performance by using principles of specificity, progressive overload, reversibility and individual differences.

Specificity asserts that the best way to develop physical fitness is to train the energy systems and muscles as closely as possible to the way that they are used in a particular sport. The principle implies that to become better at a particular exercise or skill, they must be performed. To have good stamina, stamina runs must be performed and not short sprints. Training must also be specific to individual abilities such as tolerance to training stress and recoverability.

Progressive overload is whilst training loads which must be increased gradually; they must also allow the body to adapt and to avoid injury. Varying the type, volume, and intensity of training load allows the body an opportunity to over-compensate and recover. Loading should continue to increase gradually as adaption occurs. When more is demanded, within reason, the body adapts to the increased demand.

Reversibility is when player stops training, their gains will disappear quicker than they were gained. The rate of decline for athletes will depend on the length of training before detraining, the specific muscle group and other factors. Maintaining a moderately high level of fitness year-round is easier than detraining at the end of the season and then retraining at the beginning of the next.

Individual differences is one of the pillars of sports training but is often disregarded in the training programs used by many. This principle takes into account the fact that each person is unique, and different from everyone else, to personalize each training session, cycle, program, and update.

The length of a training session, and the resting time between two sessions are nothing but numbers and generalizations, unless we consider each athlete's genetics, experience, skills, fitness, and adaptability.

Principles of physical fitness training administration

Principles of physical fitness training should be efficiently planned, so that it does not take up an excessive amount of class time. Teachers should be familiar with principles of training types and how to apply during physical activity program. Students should also inform as to the purpose of each principles of training, procedures for performing the training and how the training will be administered.

Specific objectives

At the end of this lesson, students will be able to:

- ☛ identify the basic principles of physical fitness training and,
- ☛ describe the principles involved in designing a well-rounded exercise program.

Suggested instructional materials and aids

- ☛ Pictures
- ☛ Flip chart

Suggested teaching methods

- ☛ Lecture;
- ☛ Small group discussion;
- ☛ Cooperative learning and
- ☛ Interactive teaching.

Organization and teaching-learning strategies

As introduction, this is the revision of the previous lesson and the beginning of new topic. This topic could be presented as questions that need oral response from the whole class. Or you can make small groups feedback to encourage all to participate. You can use this as brainstorming activity.

- ☛ Does your current lifestyle include enough physical activity for 30 minutes which is moderate-intensity for five or more days a week to support health and wellness?
- ☛ Does your lifestyle go beyond this level to include enough vigorous physical activity and exercise to build physical fitness?

Mention for your classmate some principles of physical fitness training.

- ✓ Introducing the lesson by greeting the students.
- ✓ During theoretical class, students receive instruction on principles of physical fitness training. They also receive instruction on training administration procedures under the appropriate sex and age classification.
- ✓ Use pictures of different principles of training and prepare a flip chart to support your lecture.
- ✓ Students should be encouraged to ask for unclear concepts and take part in group discussion.
- ✓ Ask students whether they are understanding the principles of physical fitness training,

How to do “activities”

The activity will be presented to help students to understand various principles of training concepts and allow the students to apply to different situations. The activities also allow students to identify the classification of physical activity levels for health benefits, principles of physical fitness training and components of health-related physical fitness.

You can use principles to address these activities. Give chances for the students and discussed with in small groups and present what they have been doing with their groups and share the main points of discussion for their classmate. You should give feedback in overall participation of the students because fitness is essential

to a wellness of lifestyle. They need to learn as much as they can about exercise. One of the best places to get help is an exercise class. Good time management is an important skill in creating and maintaining an exercise program. Choose a regular time to exercise, preferably the same time every day. You do not have to work on all fitness components in the same exercise session. The important thing is to have a regular schedule. Finally, provide them short note summary emphasizing basic points in principles of training.

Suggested assessment methods

- ☛ Asking oral questions;
- ☛ Observe their active participation in group discussion and
- ☛ Listen students' presentation

2.4 Exercise which develops cardiovascular endurance

Overview

Cardiovascular endurance, or cardio, describes how well your cardiovascular system (heart, lungs & veins) is able to provide oxygen to your working muscle tissue and remove carbon dioxide. It is especially important in endurance exercises where you must maintain certain level of activity for a prolonged time without undue fatigue. This is the indications how you are capable of cardiovascular system functions and is pointer of how you physically are fit and healthy. The cardiovascular system responds to exercise in a complex and integrated way that allows it to meet the metabolic needs of the working muscles, preserve needed levels of homeostasis for bodily function. It is useful to know your cardiovascular endurance level because it can either be a sign of health or a sign that you need to improve your level of fitness. Increasing cardiovascular endurance has a positive effect on your overall health. Your lungs and heart are able to better use oxygen. This allows you to exercise for longer periods without getting tired. Most people can increase their cardiovascular endurance by doing regular exercise.

Cardiovascular exercise is any vigorous activity that increases heart rate and respiration and raises oxygen and blood flow throughout the body while using large muscle groups of the body repetitively and rhythmically. Such activity progressively challenges your most vital internal body organs and improves the function and performance of the heart, lungs and circulatory system.

Actually, the heart becomes more efficient with every beat as it pumps oxygen-carrying blood, the lungs more effective in taking in oxygen, and the muscles more equipped to use more oxygen.

Cardiovascular endurance consists of maintaining an increased heart rate and breathing rate for a longer period of time. Cardiovascular endurance can be accomplished through consistent exercise performed for prolonged periods of time. Cardiovascular exercise improves your body's ability to bring oxygen from the environment, into the lungs, and diffused into the bloodstream. With an increase flow of oxygen to

cells in the body will help them work to their capacity. In addition, cardiovascular exercise helps the heart become bigger and stronger muscle, allowing more blood to be pumped out with each beat. If more blood is pumped out with each beat, the heart does not have to beat as fast or work as hard.

Cardiovascular endurance is a measure of how well you can do exercises that involve your whole body at moderate to high intensity for an extended time. Improving your cardiovascular endurance can make it easier for you to carry out your daily tasks.

Specific objectives

At the end of this section, students will be able to:

- ☛ explain the relationships between cardiovascular system and exercise;
- ☛ list the major effects and benefits cardiovascular endurance and,
- ☛ Perform different physical exercises which improve their cardiovascular endurance.

Suggested instructional material and aids

- ☛ Jumping ropes;
- ☛ Stop watch;
- ☛ Step-up box and
- ☛ Available place for step-up activities.

Suggested teaching methods

- ☛ Demonstration;
- ☛ Task teaching;
- ☛ Cooperative learning and
- ☛ Interactive teaching.

Organization and teaching learning strategies

As introduction, this is the revision of the previous lesson and the beginning of new topic. This topic could be presented as questions that need oral response from the whole. Or you can make small groups feedback to encourage all to participate. You can use this as brainstorming activity.

Students be in pairs share their own engagement and observation about cardiovascular exercise.

- ☛ Show some exercises to your classmates those are developing cardiovascular endurance?
- ☛ What are the differences between trained and untried exercise program participates recovery rates?
- ✓ Ask students to describe from their previous experience of how physical exercises contribute to develop cardiovascular endurance.
- ✓ Students will discuss on the importance and the mechanisms developing cardiovascular endurance.

- ✓ Give the priority for students to select the physical exercise these are interesting for to achieve the objectives.
- ✓ Modified activities for students with disability to take part during practical class
- ✓ Students divided in groups, then prepare their body parts for practical class by perform warming-up exercise related to the day lesson.
- ✓ Based on the students choice of exercises divide into group may be their selection will be rope skipping exercise, walking, jogging and running assist them while they perform the activities.
- ✓ Divide the class into equal groups arrange the ample playground to perform skipping rope, step-kick, walking, jogging and running each of them with intervals.
- ✓ Give sufficient time for each activity to the group during class time to practice the exercise applying FITT principles, follow-up the students while exercising, encourage and give feedback for each group.

Suggested assessment methods

- ☛ Observe their active participation in group activities;
- ☛ Asking the students while they exercise and
- ☛ Listen students' feedback regarding the day lesson.

2.5 Exercise which develops muscular endurance and strength

Overview

Muscular strength is how much weight you can lift at one time. On the other hand, muscular endurance is how many times you can lift a certain amount of weight. Resistance training similarly referred to weight training or strength training helps increase muscular strength and endurance. Muscle fitness is the indication of the ability of an individual to act on the incoming external force in efficient and effective accomplishment when our muscular strength and muscular endurance stay in sustainable level. The sooner you get started with a training program, the sooner you will protect your body against problems associated with poor strength and endurance. Weight/Resistance training is a safe and popular way to incorporate strength and endurance into your life but, before beginning a training program you must first understand how muscles work. Enhanced muscular strength and endurance can lead to improvements in the areas of performance, injury prevention, body composition, self-image, lifetime muscle and bone health and chronic disease prevention.

This section explains about the contribution of muscles fitness during muscular strength and endurance activities for the benefit of participant's health and wellness. Here the students will learn the benefits of muscular strength and muscular endurance exercises and involve in your physical education practical class exercise program.

Muscular strength is the amount of force you can put out or the amount of weight you can lift. Muscular endurance is how many times you can move that weight without getting exhausted (very tired).

If your muscles need to contract in a similar pattern more than once, you are using muscular endurance. Multiple repetitions of an exercise, whether weight training, resistance training or increasing your cardiovascular endurance with activities like cycling, swimming or running are forms of muscular endurance.

There are many ways to improve muscular strength and endurance. A fitness centre is a good place to go if you are interested and opportunity in doing strength training (also called resistance training, weight training or weight lifting). This involves working a muscle or group of muscles against resistance to increase strength and power.

Strength training can include using:

- ✓ Equipment like medicine balls or weight machines
- ✓ Resistance tubes or bands during exercises
- ✓ Your own body as a weight, as you would do during push-ups or sit-ups

Of course, you don't have to go to a gym or buy exercise equipment to improve muscular strength and endurance. Doing normal daily activities like lifting weight or walking up and down hills can also help. You can also do many exercises at home that don't need equipment, such as push-ups and sit-ups. All you have to do is challenge your muscles to work harder or longer than they usually do.

Remember, if you're going to do strengthening exercises that involve lifting. It's important to use the correct techniques.

Specific objectives

At the end of this lesson, students will be able to:

- define muscular strength and endurance;
- describe the relationship between muscular strength and muscular endurance with health and,
- explain how safely perform common strength training exercises using weight and free weights.

Suggested instructional materials and aids

- Dumbbell
- Modified heavy weight lifting materials
- Each students their own body weight

Suggested teaching methods

- Demonstration
- Task teaching
- Cooperative learning and
- Interactive teaching

Organization and teaching strategies

As introduction, this is the revision of the previous lesson and the beginning of new topic. This topic could be presented as questions that need oral response from the whole. Or you can make small groups feedback to encourage all to participate. You can use this as brainstorming activity.

- ↗ Do you know four benefits of muscular strength and endurance that are particularly meaningful to you?
- ↗ What are the types of muscular strength and endurance exercises you know?
- ✓ Ask your students to define the strength and endurance and what makes them similar with or different from each other.
- ✓ Students are divided in groups, discuss and list the benefit of muscular strength and endurance, and then share what they have discussed and list in their groups for their classmate.
- ✓ Modified activities for the students with disability to take part during practical class
- ✓ Students are divided in to groups, then prepare their body parts for practical class by perform warming-up exercise by using cultural dance related to the day lesson.

A. Modified push-up

- ✓ Let the students stand in rows with enough space between each of them.
- ✓ In kneeling position place your hands on the floor a shoulder-width apart, finger tips facing forward.
- ✓ Tell them to keep their head, neck and line spine.
- ✓ Let them bend their knees
- ✓ Tell them slowly lower down to the floor, to the point right before your nose touches the floor.
- ✓ Let them pause and slowly lift their body weight back up to the starting position.
- ✓ Repeat the exercise 8 up to 12.

B. Advanced push-up

- ✓ Tell to your students to place your hands on the floor, shoulder-width apart, finger tips facing forward.
- ✓ Let the students keep their head, neck and spine in line.
- ✓ Tell them to extend their legs behind with their toes pointing down and the balls their feet on the floor.
- ✓ Let them slowly lower their body down to the floor, to the point right before their nose touches the floor.
- ✓ Let them pause and slowly lift back up to the starting position.
- ✓ Repeat the exercise as many times as required.

C.Squat with weights

- ✓ Tell them to start by standing with their feet apart shoulder-width, knee slightly bent.
- ✓ Let them slowly lower their body, with the hips moving back as it seems like sitting on the chair.
- ✓ Tell them keep their weight directly over the heels and bend their knees about 90 degrees.
- ✓ Let them pause and slowly return to the starting position.
- ✓ Repeat the exercise 8 up to 12.

Give sufficient time for each activity to the group during class time to practice the exercise applying FITT principles, follow-up the students while exercising, encourage and give feedback for each group.

Suggested assessment methods

- ☛ Demonstration and
- ☛ Observe their active participation in group activities.

2.6 Exercise which develops flexibility**Overview**

Flexibility is a component of health-related physical fitness. Flexibility refers to the anatomical range of movement in a joint or groups of joints, and length in muscles that cross the joints to induce a bending movement or motion. Flexibility varies between individuals, particularly in terms of differences in muscle length of multi-joint muscles.

Flexibility is improved by stretching. Stretching should only be started when muscles are warm and the body temperature is raised. To be effective while stretching, force applied to the body must be held just beyond a feeling of pain and needs to be held for at least ten seconds. Increasing the range of motion creates good posture and develops proficient performance in everyday activities increasing the length of life and overall health of the individual.

In this section the students will perform helpful flexibility exercises to improve flexibility of student's fitness level. Here, you facilitate for the students to demonstrate stretching exercise for their classmate, and then add some remaining stretching activities and give time perform the activities in group.

Flexibility training includes stretching exercises to lengthen the muscles. Improving your flexibility can help you move more comfortably throughout the day.

Flexibility exercises are activities that improve the ability of a joint to maintain the movement necessary for carrying out daily tasks and physical activity.

Flexibility training is stretching lengthening and loosening muscles and connective tissues to improve flexibility. You probably know what it means when someone says

they are flexible. It usually means that they can reach down and touch their toes or bend deeply into a squat. But the definition of flexibility is more complicated than simply being able to do a single stretch. True flexibility is the ability to move through a range of motion without pain.

That means that each joint and each group of muscles in your body might have a different range of motion (ROM) or a different level of flexibility. Range of motion is a measurement of how much a joint can move, both in terms of distance and direction. Along with other factors, your muscles' ability to relax or contract affects your range of motion. If your muscles are inflexible, then your range of motion could be less than it should be.

Some areas of your body may be very tight, meaning that the muscles feel short and restricted. Some areas of your body may feel very loose, and you may be able to lengthen and move those muscles freely.

Aging impacts flexibility by decreasing your range of motion. This effect progressively increases as you get older. However, training programs and physical activity including flexibility training can reduce the effects of aging on flexibility.

Specific objectives

At the end of this section, students will be able to:

- ☛ identify the benefit of flexibility to health total fitness and performance;
- ☛ improve ad maintain their level of flexibility;
- ☛ select appropriate exercises which develop flexibility and,
- ☛ execute dynamic and static stretching exercises to maintain the level flexibility.

Suggested instructional materials and aids

- ☛ Pictures;
- ☛ Video and
- ☛ Stop watches

Suggested teaching methods

- ☛ Demonstration
- ☛ Task teaching
- ☛ Cooperative learning and
- ☛ Interactive teaching

Organization and teaching -learning strategies

As introduction, this is the revision of the previous lesson and the beginning of new topic. This topic could be presented as questions need oral response from the whole class or students will work in pair or making small groups feeding back to encourage all to participate. You can use this as brainstorming activity.

☛ What are the health benefits of flexibility?

☛ Do you know the influential factors of flexibility?

- ✓ Tell to the students before doing any of the stretching that it is better to start with simple movements such as walking, jogging and running.
- ✓ Always it is preferable to involve warm up activities by using cultural dance related to the day lesson for a few minutes.
- ✓ Modified activities for the students with disability to take part during practical

Dynamic stretching

A) Walking high knees

- ✓ Tell the students to take an exaggerated step, driving their knees as high as possible, and simultaneously push up on the toes of their opposite foot.
- ✓ Let them use the proper arm swing; 90° angle at the elbows, hands swing up to chin level and back beyond rear pocket.
- ✓ Tell them to drive their knees up as high as possible.

B) Walking straight leg kicks

- ✓ Tell them to walk forward keeping their front leg straight.
- ✓ Let them kick their leg up and touch toes to the fingers by opposite hand.
- ✓ Repeat the cycle with their opposite leg.
- ✓ Keep their arm extended out parallel with the ground.
- ✓ Tell them the first set of this drill only kick to 75% capacity, and then on the second set kick to full capacity.

Static stretch

A) Walking forward lunge

- ✓ Kneel on the left leg, placing the right leg forward at a right angle. Lunge forward, keeping the back straight. Stretch should be felt on the left groin.
- ✓ Hold for five seconds.
- ✓ Repeat it three to six times.
- ✓ Repeat on opposite leg.

B) Walking side lunge

- ✓ Stand with legs apart, bending the left knee while leaning toward the left. Keep the back straight and the right leg straight.
- ✓ Hold for five seconds.
- ✓ Repeat three to six times.
- ✓ Repeat on opposite leg.

C) Side bends

- ✓ Tell them bend to one side while holding their opposite arm overhead, quickly reverse

- direction and stretch the other side.
- ✓ Hold for five seconds.
- ✓ Let them perform this drill controlled continuous fashion for 10 stretches on each side of your body.

D) Neck: Trapezius stretch

- ✓ Tell them to tilt head to left side, arms behind back, use left hand to pull right arm over and down to the left.
- ✓ Let them hold for 20-30 seconds and repeat two or more times of each side.

E) Arms: Biceps

- ✓ Tell them arms straight and fingers interlaced behind back
- ✓ Raise hands toward ceiling.
- ✓ Let hold for 20-30 seconds and repeat two or more times.

F) Arms: Triceps

- ✓ Tell them to bend elbow and place hand of bent arm on back of neck.
- ✓ Let them use the other hand and pull elbow behind head.
- ✓ Let them hold for 20-30 seconds and repeat two or more times.

G) Arms: Wrist flexor

- ✓ Tell them to stretch arm out in front with elbow straight and palm facing away.

Let them do with other hand, pull fingers backward.

- ✓ Hold for 20-30 seconds and repeat two or more times on each side.

H) Shoulders: Deltoid/Rhomboids

- ✓ Tell to your students pull right arm across chest with left hand.
- ✓ Let them turn head away from pull. Repeat with other arm.
- ✓ Hold for 20-30 seconds and repeat two or more times on each side.

I) Legs: Quadriceps

- ✓ Tell for your students lie on side with knees bent and hold top foot with same-side hand.
- ✓ Let them pull heel in toward buttock, keeping knees in line and hip pressed forward.
- ✓ Hold for 20-30 seconds and repeat two or more times on each side.

J) Back: Lumbar extensor

- ✓ Tell for your students with head raised up and lower back slightly arched, tuck chin to chest and round back toward ceiling.
- ✓ Return to starting position.

- ✓ Let them hold the arched and round back positions.
- ✓ Hold for 20-30 seconds and repeat two or more times.

Suggested assessment methods

- ✓ Demonstration; and
- ✓ Observe their active participation in group activities.

Reminder

Hygiene/Sanitation

Hygiene is a series of practices performed to preserve health. According to the World Health Organization, "Hygiene refers to conditions and practices that help to maintain health and prevent the spread of diseases." Personal hygiene refers to maintaining the body's cleanliness. Hygiene activities can be grouped into the home and everyday hygiene, personal hygiene, medical hygiene, sleep hygiene and food hygiene. Home and every day hygiene includes hand washing, respiratory hygiene, food hygiene at home, hygiene in the kitchen, hygiene in the bathroom, laundry hygiene and medical hygiene at home.

- ✓ Take a shower as soon as possible after an exercise session. Bacteria breed in your sweaty clothes if not washed. Shower thoroughly and dry off with a clean towel, then put on dry, clean clothes.
- ✓ Protect your feet wear water shoes during and after shower wash your feet and dry them thoroughly, especially between your toes.

Answers to review questions

I. Multiple choice Item

- 1.B
- 2.D
- 3.A
- 4.B
- 5.C
- 6.B
- 7.A
- 8 A
- 9.D

II.Thick over it

Dear teacher's here there are seven (7) questions are presented in student textbook. Here you are expected refer related materials which are helpful to answer the give

UNIT THREE

ATHLETICS

Periods allotted for this unit : 5 periods

Introduction

Track and field athletics is a sport which has something to offer everyone. The range and variety of the individual events offers scope to students of different body types and different levels of physical and mental ability during health and physical education classes.

At school level, in most parts, athletics will take place in a unit of time. Given that health and physical education is given short time, and the fact that within the curriculum athletics is being used as a means of educating students, and not as a vehicle for competition, it is important that students should be provided with a range of experiences. Students' enjoyment of the sport should be encouraged by placing the emphasis on activity.

Any athletic event requires a series of coordinated movements. Good teaching prevents the students from wasting energy. They require a well-planned arrangement in which the basic requirement of each event and style is taught.

The focus of this unit is athletics. You will teach about brief history of athletics in Ethiopia and brief history of athletics in Africa, we will also teach sprint and sprint relay, basic sprint techniques and basic relay techniques will be addressed.

Unit Objectives

At the end of this unit, students will be able to:

- demonstrate basic sprint techniques as a component of sprint;
- demonstrate basic sprint relay techniques as a component of sprint relay;
- apply sprint starting techniques as they relate to sprinting;
- apply baton exchange techniques as part of sprint relay;
- show cooperation with partners and teammates to solve common problems and,
- appreciate the arts in sprint and sprint relay.

3.1 History of Athletics

Overview

History of athletics tells us in similar ways what events have been done in the past, what existing situation are going on and what they look like, and predict about the future based on the previous and the on-going practices.

Athletics is a natural human behaviour that represents the basic skills of human being who is the only creature that uses its thinking faculty (mind). Running, jumping and throwing are just natural human behaviours that represent the basic skills. These

skills are to be developed and improved subsequently through contested sporting events.

3.1.1. Brief history of athletics in Ethiopia

Ethiopia has enjoyed a rich tradition of producing some of the world's fastest distance runners over the past decades. The country has had a healthy rivalry with East African neighbor Kenya and this has spurred each nation to achieve quicker times on both track and road.

3.1.2. Brief history of athletics in Africa

The African athletics sport organizing body, the Confederation of African Athletics (CAA) was established in 1973. The main responsibility of the Confederation of African Athletics (here after CAA) is to organize different tasks of the institution and continental athletics competitions. Now a days CAA has 54 members country and it's headquarter is in Dakar, Senegal.

There are African athletes who made a huge contribution to the sport, with the continent's illustrious history stretching back to even before the formation of the previous International Association of Athletics Federations (IAAF) the current World athletics (WA).

A pivotal point was the famous barefoot marathon victory by Ethiopia's Abebe Bikila at the 1960 Olympic Games in Rome, striding through the night sky to equal the world best time. Abebe Bikila was the first black African man to win Olympic gold medal. Africa's women, despite often facing social and cultural barriers, quickly followed in the footsteps of their male counterparts.

The 1992 Olympics in Barcelona was another watershed for Africa's women. The 10,000 meter saw a titanic battle in which Ethiopia's Derartu Tulu prevailed over South Africa's Elana Meyer. Derartu made history to become the first black African woman to win Olympic gold. The pair then went off hand-in-hand on a symbolic shared victory lap to provide a memorable image which symbolized a new era of unity for Africa.

In this section you will teach about a brief historical development of athletics in Ethiopia and in Africa.

Specific objectives

At the end of this lesson, students will be able to:

- ☛ list major athletics historic events in Ethiopia and Africa and,
- ☛ identify the participation of Ethiopia and African athletes including their success in different world wide computations.

Suggested instructional materials and aids

- ☛ Student's textbook
- ☛ Teacher's guide, Newsletters that have athletics related references and
- ☛ Documentary video

Suggested teaching methods

- ☛ Lecture;
- ☛ Gaped-lecture and
- ☛ Cooperative learning.

Organization and teaching-learning strategies

As introduction, this is the revision of the previous lesson and the beginning of new topic. This topic could be presented as questions need oral response from the whole class. Or you can make small groups feedback to encourage all to participate. You can use this as brainstorming activity.

- ✓ Have you ever heard an information about the history of Ethiopia and Africa athletics?
- ✓ Let you mention some of them for your classmates.
- ✓ Do you name famous athlete from Ethiopia and the remaining Africa countries?
- ✓ If they responded "yes" let them mention some of them for your classmates.
- ✓ Introducing the main points of the lesson and stating the objectives in clear terms.
- ✓ Let students make different groups that consist of 3-5 students.
- ✓ Let students discuss about historical background of athletics.
- ✓ Provide for students' the discussion points such as participation of Africa athletes in different world wide computation and their success.
- ✓ Let each group prepare a summary report of the points they have discussed.
- ✓ Each group nominates one representative who presents the points of their discussion to the class.
- ✓ Considering of students with disability modified activities to take part in groups
- ✓ Give an immediate feedback and instruction when it is necessary.
- ✓ Have a discussion on the points summarized by encouraging all the students to participate.
- ✓ Finally the lesson will be ended with a short introduction of the next lesson.

Suggested assessment methods

- ✓ Questioning and answering
- ✓ Observe their active participation in group activities.

3.2 Sprint and Sprint relay

Introduction

Track event is a sport comprising various competitive athletic based on running. Generally individual sports with athletes are challenging each other to decide a

single victor. The racing events are won by the athlete with the fastest time.

Spiriting or short distance running events are started from a crouched position. In crouch start, to have a firm support of the feet, starting block is needed. Relay races are the track event in which a team of runners directly compete against other teams. Typically, a team is made up of four runners of the same sex. Each runner completes their specified distance before handing over a baton to a team mate, who then begins their leg upon receiving the baton.

3.2.1 Basic Sprint techniques

Overview

Athletics, in broad sense is classified into track and field events. Under track events there are five classifications. These are short distance, middle distance, long distance, hurdling and relay run. The short distance includes 100 meter up to 400 meters run. The name also is called sprint run. The sprint run uses different techniques found for successive and effective results of the athletes.

Short distance running is considered the most remarkable in terms of entertainment among all athletics disciplines. It requires highly developed energies, as well as the ability to develop high speed on short runs. It also needs to be able to control the coordination of movements.

Good short-distance running technique involves striding long and frequently. It depends on the distance: long, powerful strides are naturally faster over short distances, but for endurance running, shorter, quicker strides tend to be more efficient and easier on your legs. Sprinter strides are much longer than distance runner strides, but sprinters are turning over faster. With each push of the leg, the athlete strives to overcome as much distance as possible, while maximizing the pace of these pushing. It needs to move at high speed, which requires a highly developed sense of endurance and coordination. It is important to fully concentrate on the task without being distracted by anything around.

While you are participating in short distance you should consider rules for running short distances which consists of four (4) consecutive phases; start, starting run, distance running and finishing.

In this section the students will learn about short distance (sprinting) run of acceleration and running a distance. The students are performing running in their regular physical education class. Here you are expected to demonstrate the activities the student follows while they are practicing the given tasks. To this end, students should be motivated and encouraged.

Start phase

The rate of reaction refers to the speed at which the products are formed from the reactants in a chemical reaction. It gives some insight into the time frame under which a reaction can be completed. Reaction and speed are categorize under skill-

related physical fitness and it seeks the high level proficiency of sports.

The recommended type of start in short distance running is low. It promotes the development of the highest speed at the start of the race.

1. The starting position of the athlete: jogging foot in front, swinging behind, at a distance of two feet. The head is lowered, the gaze is looking down, the shoulders are relaxed, and the arms are bent at the elbows.
2. At the command attention, the sprinter transfers the body weight to the front leg, raising the pelvis to the same plane as the head.
3. At the command start, he makes a powerful push and begins to build up speed. Hands move in time with the movements, helping to get out of the start faster.

The main task of this phase is to make a powerful jerk movement, in fact, to throw the body forward.

Starting run

The technique of running short distances requires the ability to develop your maximum speed in just three (3) start steps. The body is tilted to the plane of the treadmill, the head looks down, and the legs are fully straightened at the knees when pushing off the ground. The feet do not need to be lifted high off the ground so as not to lose stride frequency. They land on toes, and then roll the foot onto the heel.

Distance running

As soon as the athlete takes off (starting run), his centre of gravity is far beyond the support. In order not to fall further, the runner must accelerate his movement speed, gradually levelling his body position and changing the centre of gravity. This is achieved by a special position of the legs while running, when lifting, the knee rushes forward and up, and then with great effort returns down and back.

In short distance running a tactic is to overcome the route. During this stage, the athlete has already developed a constant top speed. Now it is important for him to reach the finish phase without losing positions. The torso is still slightly tilted forward. This allows the momentum of the forward movement to be used to your advantage. The upper part of the body is relaxed only the arms bent at the elbows and perform alternating movements in time with the body. Posture is not disturbed, concentrating as much as possible on leg movements. When cornering, it is necessary to slightly tilt the body to the left, slightly turning the feet in the same direction. This will prevent the athlete from losing speed when the treadmill begins to turn.

Finishing

The starting acceleration in short distance is running. It is extremely important to be able to finish correctly.

The finish is no less important part of a short distance race than the start. Twenty (20) meters before the final strip, the speed is slightly reduced by a few per cent in order to keep the muscles in good shape until the very end.

Before the finish line, athletes make a sharp forward bend of the body. This technique is called "chest throw". This is done in order to touch the line as quickly as possible. In some cases, runners also put one shoulder forward, thereby bringing their body closer to the finish line.

Specific objectives

At the end of this lesson, students will be able to:

- ☛ perform a specified distance with change of speed of run and,
- ☛ practice running speeds in group.

Suggested instructional materials and aids

- ☛ & Running area for short distance
- ☛ & Pictures

Suggested teaching methods

- ☛ Demonstration;
- ☛ Task teaching and
- ☛ Interactive teaching

Organization and teaching-learning strategies

As introduction, this is the revision of the previous lesson and the beginning of new topic. This topic could be presented as questions need oral response from the whole class Or you can make small groups feedback to encourage all to participate. You can use this as brainstorming activity.

- ☛ Do you know the phase of sprint run?
- ☛ What are the starting commands of sprint run?
- ✓ Introduce the main points of the lesson i.e short distance running phases and state the objectives in clear terms.
- ✓ Start letting each student practice walks forward, stops, and places both feet together on a line.
- ✓ On your signal each student leans forward slowly. Once their body is tilted sufficiently to require a step forward the students sprint forward 15 – 20 meters.
- ✓ Let's see who can tilt forward the furthest and begin sprinting without hesitant.
- ✓ Students practice in pair and in groups repeatedly short distance starting technique of crouch start by marking a start line sprint 10- 15 meters. Make sure that at the start the axis of the shoulders is strictly above the start line.
- ✓ Modify activities for the students with disability to take part practical class properly
- ✓ Students will be in pair and check each other keep their knees swinging directly forward when accelerate avoid turning the knees and feet outward.
- ✓ Students are in group and practice driving their legs powerfully as possible as they accelerate.

- ✓ Let the students be in their group lift their thighs to horizontal position.
- ✓ Students in groups of 4-5 practicing lifting elbows as high as possible to the rare with each are swing.
- ✓ Students developing explosive drive from the set positions. On an organized signal each student makes a small jump upward and rotates 180 degrees in their what? No complement.
- ✓ Students with their partners be in their running lines and practicing the set position.
- ✓ Students in pair use a partner acting as starting block and ready to resist the leg drive that will occur when the “go” command is given.
- ✓ At you give a signal, students practice sprint starts partners act as judges at the finish line 20-30 meters away.

Suggested assessment methods

- ✓ Observation and
- ✓ Observe their active participation in group activities.

3.2.2. Basic relay techniques

Overview

Relays in athletics are the time when athletes get to come together as a team. Relay racing is the art of running with a baton and passing it from one teammate to the other, and making three exchanges with the fourth runner crossing the finish line with the baton.

Relay running is a team work, in which four runners participate in a competition. The purpose of the race is to exchange the baton between four runners and having a result as one athlete is running in the race.

The two very common relay sprint events are 4×100 meter relay and the 4×400 meter relay. The 4×100 m event is run strictly within the same lane on the track, meaning that the team collectively runs one complete circuit of the track. Teams in a 4×400 m event remain in their own lane until the runner of the second leg passes the first bend, at which point runners can leave their lanes and head towards the inner-most part of the circuit. For the second and third baton change overs, team mates must bring into line themselves in respect of their team position leading teams take the inner lanes while team mates of the slower teams must wait on the baton on outer lanes.

The baton must be passed inside the 20 meter passing zone. The baton weights 50 grams with 38 millimeter diameter and 25-30 centimeter length. Teams may be disqualified if they fail to complete the change within the area, or if the teams may be disqualified if they fail to complete the change within the area, or if the baton is dropped during the race. A team may also be disqualified if its runners are deemed

to have deliberately obstructed other competitors.

Specific objectives

At the end of this lesson, you will be able to:

- ☛ develop skills which enable to participate in relay run;
- ☛ practice the basic relay running techniques and,
- ☛ identify the basic relay sprinting rules.

Suggested instructional materials and aids

✓ relay baton and running field /area

Suggested teaching methods

- ☛ Demonstration;
- ☛ Task teaching ;
- ☛ Interactive teaching.

Organization and teaching –learning strategies

As introduction, this is the revision of the previous lesson and the beginning of new topic. This topic could be presented as questions need oral response from the whole class. Or you can make small groups feedback to encourage all to participate. You can use this as brainstorming activity.

☛ What is the technique of the upward/upsweep baton exchange?

☛ What is the technique of the downward/down-sweep baton exchange?

- ✓ Introduce the day lesson topic for the students, and then based on the day lesson perform appropriate warming up by using cultural dances.
- ✓ Let the students be organized to watch the demonstration and listen the explanation.
- ✓ Modified activities for the students with disability to take part practical class properly.
- ✓ Demonstrate to the students' by explaining about a sprint relay baton exchange techniques how to handle the baton and transfer the baton.
- ✓ Students in pair practice how handle and exchange techniques the baton.

Suggested assessment methods

- ☛ Observe students activities while participation in group activities.
- ☛ Oral questioning and
- ☛ Skill test

Answers to review questions

I. Matching Item

1.C 2.B 3. D 4. A

I. Multiple choice Item

1.B 2.A

UNIT FOUR FOOTBALL

Periods allotted for this unit : 6 periods

Introduction

The contents in this unit are familiar to the students as they were introduced to them in the primary school of physical education. At this level, the contents are treated in more detail. This unit gives emphasis to introducing basic concepts. The first sub-unit (Brief history of football) deals with the history of football in the world, in African, and in Ethiopian.

The second sub-unit (rules of football) deals with the basic rules of football like, the football field of play, the number of players, the referee, duration of the game, ball in and ball out, scoring, off –side, throw in, corner kick. The third sub-unit (skills of football) deals with the basic skills of football like controlling the ball using chest, and kicking the ball using head.

To deal with these contents, group discussion, explanation, demonstration, field visit, practical activities, observation, questioning, and report writing are suggested as major methodologies. The start-up questions and activities are given in each sub-unit to encourage students. Summaries and exercises are also designed to explore the key concepts in more detail.

Unit Objectives

At the end of this unit, students will be able to;

- ☛ analyse the history of football;
- ☛ recognize major events in football history;
- ☛ know the basic rules of football;
- ☛ develop the correct skills in a football game and,
- ☛ enjoy positive interpersonal relationship.

4.1 The brief history of football

4.1.1. World history of football

Overview

Football is a centuries-old game. It was originated in China, Japan, Ancient Greek, and others. However, it was in England in 1863, where it first take shape and become a proper game. In the history of football, the first rules that were created by Cambridge University, were refused to be used as official football rules in other national areas. Therefore, a teacher at Upping Ham called John Charles Thring, made up the first organized set of rules for football.

Specific objectives

At the end of this lesson, students will be able to:

- ☛ mention when and where football was invented and,
- ☛ analyse how football was emerged in the world.

Suggested instructional material and aids

- ☛ Picture
- ☛ Books
- ☛ Magazines
- ☛ Flip chart
- ☛ Film

Suggested teaching method

- ☛ active learning
- ☛ discussion
- ☛ enquiry learning

Organizations and teaching- learning strategies

As introduction, this is a revision of the previous lesson and beginning of new topic. This topic is important as questions need oral responses from the whole class or students will work in pair or making small groups and give a feedback to encourage all of them to participate. You can use this as brainstorming activity.

- ☛ What do you know about football?
- ☛ Are you interested to play football? Why?
- ☛ What is the benefit of learning football history? Please reflect to the class.
- ✓ Make students in group of five or as you like (according to your class size) or give a chance for students to create their own groups and try to explain how to work in group the current topic based on brain storming activities.
- ✓ Let students discuss and reflect to the whole class based on their group discussion. Sum up the response and share the key points with the whole class.
- ✓ As a main lesson, you can start your lesson by explaining the importance and contribution of football history for the current development. Discuss also how football began in the world. You also explain how this popular sport started in ancient China, Japan, and England.
- ✓ Here, let students be in group and discuss on the contribution of FA for the current development of football in the world. Give a chance for some individuals from different group to reflect the result of their group discussion to the whole class.
- ✓ Explain how FA and FIFA were founded in Great Britain and France respectively. And discuss on the role of these organization on the current status of football in the world.

- ✓ Let students take some note while you are explaining the development of football in the world. After your explanation, please give a chance for students to raise questions and create opportunity for students to discuss on it. In this case, you can also elaborate when football was included in the Olympic Games.
- ✓ Here, you can group students in to four or more groups and let them discuss on the countries which were contributing for the establishment of FA and FIFA in the history of football. Then, select some individuals from different groups and let them reflect the result of their group discussion to whole class.
- ✓ You can also discuss the role of FIFA on the development of football in the world and how the world cup competitions are organized by FIFA. Here, let students be in pair and discuss for how many years participants are required to participate in the next competition. Give a chance to students to reflect on what they have discussed in their groups to the whole class.

In conclusion, ask students some questions related to the lesson objectives and give a chance for students to reflect the answers of you questions and the activities which were stated in their text book and make conclusion by summing up the major points. Finally, give them assignment related to the next topic.

Suggested assessment method

- ☛ Observation
- ☛ Self-Evaluation/Reflection
- ☛ Oral questioning

4.1.2. African football history

Overview

The start of football in Africa traces back to the 1800s, during the period of European imperialism. It was believed that British soldiers and missionaries introduced the game, and it quickly gained attraction in mission schools. The first official game occurred in 1862. During the 1880s and 1890s, organized football teams began bursting up in Southern Africa. Africa's oldest surviving football club, Ghana's Cape Coast Excelsior, started in 1903. The game continued to grow in popularity over the following century. African countries joined FIFA, the international soccer association, as they gained independence from colonial rule. South Africa made history in 2010, becoming the first African country to host a World Cup.

Specific objectives

At the end of this lesson, students will be able to:

- ☛ mention when and where African Football Federation (CAF) was established and,
- ☛ differentiate some members of CAF who contribute a lot on the establishment of the organization

Suggested instructional materials and aids

- ☛ Picture

- ☛ Flip chart.
- ☛ Film
- ☛ Video

Suggested teaching methods

- ☛ active learning
- ☛ demonstration
- ☛ enquiry learning

Organization and teaching- learning Strategies

As introduction, you can use this as the revision of the previous lesson and the beginning of a new topic. This topic could be presented in the form of question that needs oral response from the whole class or students can work in pair or get into small groups and do the activity. Involve each student in the feedback to encourage all to participate. You can use this as brainstorming activity.

Can you list some African footballer?

Name your favourite football players from Africa.

- ✓ Make students in group of five or give a chance for students to create their own groups according to the class size and explain how to work in group the current topic based on brain storming activities.
- ✓ Let students to discuss and reflect to the whole class based on their group discussion. Sum up the response and share the key points with the whole class.
- ✓ As the main lesson, you can start your lesson by explaining the starting time and the current status of football in Africa. Discuss how football emerged in the African continent by Europeans. You can also explain how this popular sport started in ancient Egypt. Here, let students be in group and discuss on the development of football in Africa. Give a chance for some individuals from different group to reflect the result of their group discussion to the whole class.
- ✓ Explain how CAF was founded in Egypt. In this case, you can also elaborate the topic by raising countries that contribute a lot for the establishment of CAF. The case in point is countries such as, Ethiopia, Sudan, Egypt and South Africa. A discussion can also be made on the role of this organization on the current status of football in Africa.
- ✓ Let students to take some note while you are explaining the development of football in the Africa. After your explanation, please give a chance for students to raise questions and give an opportunity for them to discuss issues raised.
- ✓ Here, you can make students in four or more groups and let them list the countries participated on the first African Cap of Nations organized by CAF. Then, select some individuals from different groups and reflect the result of their group discussion to the whole class
- ✓ You can also discuss the role of CAF on the development of football in the African

continent and how the African cup competitions are organized by CAF. Here, let students be in pair and discuss on the time needed to organize the next African Cap of Nations. Give a chance for students to reflect on what they have discussed in their group.

- ✓ Remind the students that every two years both men's and women's African Cap of Nations are organized by CAF. You can also raise preconditions to participate in the competition. For example, to participate in the competition, it is mandatory for a country to be a member of CAF. Countries, who are not member of the organization, will not be eligible to take part in the competition.
- ✓ You also can make students discuss on whether females participate in the African Cap of Nations or not. Here, you can raise issues that women were not equally treated in the earlier times. But now, women can also participate in the competition and hence, women and men are competing in the African Cap of Nations without discriminations.
- ✓ Let students be in pair and discuss on the women's participation in the African Cap of Nations. Name some African countries from which women football teams were organized and were participating in African Cap on Nations. Then give a chance for some students to reflect their point to the whole class.

In conclusion, ask students some questions related to the lesson. Try to give a chance for students to reflect the answers of you questions and the activities which were stated in their text book and make conclusion by summing up the major points. Finally, give them assignment related to the next topic.

Suggested assessment method

- ☛ Observation
- ☛ Self-Evaluation/Reflection
- ☛ Oral questioning
- ☛ Peer assessment

4.1.3 Ethiopian football history

Overview

Football in Ethiopia was led by the Ethiopian Football Federation (EFF) after the organisation was founded in 1943. The EFF affiliated to FIFA in 1953 and to the Confederation of African Football in 1957. League football was in existence before the formation of the EFF with regional leagues contested during the 1938/39 and 1939/40 season different part of the country.

The first recognised version of the Ethiopian Premier League was contested in 1944 when five teams representing the various communities of Addis Ababa competed for a title won by the British Military Mission-BMME. The Ethiopian Cup was added the following year and has been contested regularly.

The league has been an annual competition since 1948 with Saint George FC emerging as the country's leading club with 29 titles. Ethiopia was suspended by FIFA in 2008

after the Federal Parliamentary Assembly sacked Ashebir Woldegiorgis from his position as EFF President and replaced him with their candidate Ahmed Yasin. As a result FIFA, who oppose government interference in football, suspended the country in July 2008. The suspension was lifted in July 2009 following the election of new EFF leaders.

Now a days, there are sixteen (16) male teams participating in Ethiopian Premier League football competition and also there are Nineteen (19) teams competing currently in Ethiopian female premiere league football competition.

Specific objectives

At the end of this lesson, students will be able to:

- ☛ mention when Ethiopian Football Federation established and,
- ☛ name the contributors for the establishment of Ethiopian football federation.

Suggested instructional materials and aids

- ☛ Picture
- ☛ Books
- ☛ Magazines
- ☛ Flip chart
- ☛ Film

Suggested teaching methods

- ☛ cooperative learning
- ☛ discussion
- ☛ enquiry learning

Organization and teaching- learning strategies

As introduction, you can use this as the revision of the previous lesson and the beginning of a new topic. This topic could be presented in the form of question that needs oral response from the whole class or students can work in pair or get into small groups and do the activity. Involve each student in the feedback to encourage all to participate. You can use this as brainstorming activity.

☛ Can you list some Ethiopian footballers?

Name your favourite football players from Ethiopia.

- ✓ Make students in group of five or as you like (according to your class size) or give a chance for students to create their own groups and try to explain how to work in group the current topic based on the brain storming activities..
- ✓ Let students to discuss and reflect to the whole class based on their group discussion. Sum up the response and share the key points with the whole class.
- ✓ As main lesson, you can start your lesson by explaining how football was started in Ethiopia by foreigners who came from America, India, Greek and Italia. Discuss how

football WASV practiced in Teferi Mekonnen and Menlik II High schools.

- ✓ Let students in group and tell them to discuss on the development of football in Ethiopia, particularly in High Schools. Give a chance for some individuals from different group to reflect the result of their group discussion to the whole class.
- ✓ Explain how EFF was founded in Addis Ababa. In this case, you can also elaborate the topic by raising when the Ethiopian football federation being a member of in the year 1953 and to the confederation of African football in 1957. And discuss on the role of EFF on the current status of football in our country, Ethiopia.
- ✓ Let students to take some note while you are explaining the development of football in the Ethiopia. After your explanation, please give a chance for students to raise questions and create opportunity to discuss on it.
- ✓ Here, you can make students in group of four or more groups and let them discuss on the countries which participated on the establishment of CAF. Then, select some individuals from different groups and reflect the result of their group discussion to the whole class.
- ✓ You can discuss also by raising the participation of Ethiopian as one of the pioneers of the Africa Cup of Nations. You can also elaborate the topic by raising that Ethiopia is one of the only three teams to enter the inaugural 1957 tournament and finishing as runners-up to Egypt
- ✓ Here, you can also discuss Ethiopia as a host country of the 1962 tournament and led by goal scorer Mengistu Worku. You can tell to students that, Ethiopia won Tunisia and the United Arab Republic (Egypt) on that tournament and to be crowned African champions for the only time in their history.
- ✓ You can also facilitate a discussion of the countries which contributed for the establishment of Council for East and Central Africa Football Associations (CECAFA). Here, let students be in pair and discuss on the time needed to organize the next CECAFA competition. Give a chance to students to reflect what they have discussed in their group and facilitate further discussion at the level of the whole class.
- ✓ Explain here to students that every year Council for East and Central Africa Football Associations (CECAFA) competition are organized. You can also raise issues like requirements to participate on the competition. For instance, it is mandatory to be a member of CECAFA to participate on the competition. Countries, who are not members of the organization, will not be eligible to take part on the competition.
- ✓ You can also discuss on competition of Ethiopian premier league which were organized by EFF. Here, you can raise issues like women's football competitions which was not included in the earlier times. But now days, women can take part in football competition. Hence, both women and men are competing in the Ethiopian premier league competition without discriminations.
- ✓ Let students in pair and discuss on the premier league competition. Let students list

names of some clubs of male and female premier league competition in Ethiopia. Meanwhile, give a chance for some students to reflect their issues for the whole class.

- ✓ In conclusion, ask students some questions related to the lesson objectives and give a chance for students to reflect the answers of your questions and the activities which were stated in their text book and make conclusion by summing up the major points. Finally, give them assignment related to the next topic.

Suggested assessment methods

- ☛ Observation
- ☛ Self-Evaluation/Reflection
- ☛ Oral questioning

4.2 Rules of football

Overview

Football (soccer) is one of the oldest sports and the most recognised one in the world. The peak of the international game comes in the form the Football World Cup. There are also tournaments such as the Euro Championships, Copa America and the African Cup of Nations which are dominant in the world. Domestically, the strongest leagues come from England (English Premier League), Spain (La Liga), Italy (Serie A) and Germany (Bundesliga). In different parts of the world the sport is also known as soccer.

This sport has its own rules of the game. The participants of this game should accept and implement all the rules which are recognized by International Football Federation (FIFA). The rules include the playing area which has a length of 110m and width of 75m in dimension, the number of players in a team which is a minimum of eleven, the number of referees which is a total of nine referees, the duration of the game which is equal halves of 45 minutes, ball in and ball out, scoring of the goal, off-side, throw in, and corner kick.

Specific objectives

At the end of this lesson, students will be able to:

- ☛ differentiate the types of football rules in a game and,
- ☛ apply the basic rules of football while playing small sided games.

Suggested instructional materials and aids

- ☛ Picture
- ☛ Flip chart
- ☛ Film
- ☛ Books
- ☛ Manuals
- ☛ FIFA documents

Suggested teaching methods

- ☛ cooperative learning
- ☛ discussion
- ☛ demonstration
- ☛ enquiry learning

Organization and teaching -learning strategies

As introduction, you can use this as the revision of the previous lesson and the beginning of a new topic. This topic could be presented in the form of question that needs oral response from the whole class or students can work in pair or get into small groups and do the activity. Involve each student in the feedback to encourage all to participate. You can use this as brainstorming activity.

☛ Did you have rules while you are playing football?

☛ What are your rules to play football?

- ✓ Make students in group of five or as you like (according to your class size) or give a chance for students to create their own groups and try to explain how to work in group the current topic using brainstorming activities.

- ✓ Let students to discuss and reflect to the whole class based on their group discussion. Sum up the response and share the key points with the whole class.

- ✓ As the main topic, you can start your lesson by explaining the importance of knowing football rules to play the game in a proper manner. Here, you can tell to students that the football governing body (FIFA) has its own basic rules of the game. Thus, all the members of the organization have an obligation to accept and implement all the rules of the game.

- ✓ Let students be in group and tell them to discuss on the rules of football. Motivate students who are passive so that they contribute their minimum level in the classroom discussions. Also encourage students to play the role of a referee and what they would do in putting the rules to an action. Give a chance for some individuals from different group to reflect the result of their group discussion to the whole class.

- ✓ Tell to students about one of the rules of football, field of play (the playing area) which has a length of 110m and width of 75m dimension for international competitions as example. And let students to discuss and draw the other dimensions of football playing area. Then give a chance to students to reflect and show the result of group discussion to the class.

- ✓ Here, you can arrange students in pairs or groups (according to your class size) and let them discuss on the number of players in one team, and the number and responsibilities of referees who participated in one game. Then, give a chance to some students to reflect the result of their group discussion to the whole class. You can ask students to tell a famous football referee in the world and you can mention the famous Italian referee by the name Pierluigi Collina.

- ✓ You can also explain the number of players who begin the game from one team which is eleven , and you can also elaborate the topic by raising the number of substitute in one team within 90 minutes, and tell to students the number of referees which are participated in one game.
- ✓ Let students in pair and discuss on the time limit of one football game, and what does it mean by ball in and ball out in football game. Please try to observe how they are discussing on the issue, if they need any assistance, please facilitate the discussion. Then, after discussion in the group, give a chance for some students to reflect the group idea to the class. Do not give for the same student to reflect now and again. Give for different student to reflect the group idea.
- ✓ Explain to students the amount of time needed in one football game, which is 90 minutes. And also you can discuss by giving practical examples as to what it means by ball in and ball out. That means when the ball is in, the ball is in the playing area all time and after rebounds off the goalpost or crossbar of the goal or corner flag post and remain on the playing area boundary. You can tell to students about when the ball is out of play which is when the ball is out of the restricted area of field of play. If the ball goes directly to the goal and others it is considered as ball is out of play. Then play will be restarted.
- ✓ Make students in a group of four or as you like, and let them to discuss on scoring for first group, off-side for the second group, throw in for third group, and corner kick for the fourth group. Here, you can observe and supervise to check how the discussion is going on. If students need any clarification, please play a facilitator role to make clear the issue. Then, give a chance to students from different groups to reflect the group results of their discussion to the class.
- ✓ Here, you can discuss to the class about the off-side position of the players. That is you can use two students to demonstrate the off-side position. In addition, you can discuss how and when throw in and corner kick will be awarded for the team.

In conclusion, ask students some questions related to the lesson objectives and give a chance for students to reflect the answers of your questions and the activities which were stated in their text book and make conclusion by summing up the major points. Finally, give them assignment related to the next topic.

Suggested assessment method

- ☛ Observation
- ☛ Self-Evaluation
- ☛ Reflection
- ☛ Oral questioning
- ☛ Portfolio

4.3 Skills of football

Overview

Skill is the ability of an individual to adopt, choose and execute the correct technique at the right time in the right direction, during the course of play. There are a number of skills of football that all players need to master in order to get the most enjoyment of playing football. These skills are: kicking, dribbling, feinting, tackling, goal keeping, controlling, and heading. Players should develop all these skills which are very important to play football. These skills will be improved by each and every player with a proper practice.

Controlling the ball refers to a player's ability to collect the ball and gain control of it using all parts of the body including feet, legs, chest, and head. Controlling the ball using chest is very important when the ball comes from air. Thus, a player with good ball control is able to receive pass from air with clean first touches keeping the ball close to their body.

Heading is an essential part of successful football playing. Sometimes, many goals come from head shoot. A player must be able to pass, shoot, clean, and even control the ball using their head, from standing, jumping or diving position. As example, a central defender must be able to make good head clearance while having the capacity to move forward and score with a header from a corner kick.

Specific objectives

At the end of this lesson, students will be able to:

- ☛ mention the types of football skills in a game;
- ☛ show respectful communication skills;
- ☛ demonstrate chest control skill;
- ☛ perform heading skills;
- ☛ demonstrate responsibility and,
- ☛ accept ideas from others while playing games.

4.3.1 Chest control

Overview

The key element in ball control is to place the controlling surface into the ball's line of flight. The body weight is well distributed. So, it is possible to move forward, backward or sideways. One has to keep the head steady and watch the ball carefully to judge its flight and speed. It is difficult to keep one's eyes permanently on the ball. Better players are able to take a quick glance to know what is happening around them before contact is made.

While making an early judgment in choosing the right technique body surface to control is also very important. A moderated control involves taking the sting out of the ball. This involves pulling the surface back, just when the ball makes contact. The body becomes elastic so that the ball simply drops at the player's feet. This particular

technique is very useful when closely marked; for example, a forward receiving the ball on the chest with his back to goal.

Specific objectives

At the end of this lesson, student will be able to:

- ☛ describe chest control skill of football;
- ☛ enjoy with chest control activates in football and,
- ☛ demonstrate chest control skills at least once from the three trials.

Suggested instructional materials and aids

- ☛ Playing area
- ☛ Balls
- ☛ Net
- ☛ Cons
- ☛ Whistle
- ☛ Picture
- ☛ Flip chart
- ☛ Film

Suggested teaching methods

- ☛ cooperative learning
- ☛ demonstration
- ☛ enquiry learning
- ☛ Circuit training
- ☛ Game method

Organization and teaching- learning strategies

As introduction, you can use this as revision of the previous lesson and the beginning of a new topic. This topic could be presented in the form of questioning that needs oral response from the whole class or students can work in pair or get into small groups and do the activity. Involve each student in the feedback to encourage all to participate. You can use this as brainstorming activity.

☛ Do you know the skills of football?

Demonstrate some skills of football.

Dear Teacher, here you need to give special emphasis for safety measures. While female students are practicing activities using their chest, please supervise and advise them to use soft balls or appropriate ball. Remind students to practice responsibly.

Make students in group of five or as you like (according to your class size) or give a chance for students to create their own groups and try to explain, how to do warming-up activities and also try to give some clarification on the objectives of chest control in football.

- ✓ Before, letting students to do warming-up activities, ask students whether they have problem which hinder them to do the activity or not. If, students have a problem, give permission for them. Do not forget that, to get permission, students first come with proper sport wears.
- ✓ After introducing the objectives of the lesson, let students to do warming-up exercises.
- ✓ Always, you need to start student's warm-up activities, with walking, then jogging, and finally running.
- ✓ Make sure that all students are doing the activities properly.
- ✓ Observe and manage the warm-up activities.
- ✓ Make sure that the warm-up activities have both general and specific including stretching exercises.
- ✓ As the main topic, you need to start your main activity by demonstrating the correct skill of chest control properly from different direction to make sure that all students are in a position to see your demonstration and followed by explanation how the activity is performed. The demonstration might be performed by you or any other person from the student or outside the class to use as a model for students. If you are capable enough, it is advisable to be demonstrated by you. Do not forget to remind that all steps which stated on the text book are fundamental.

✓ Let students to be in groups (according to your class size and the materials that you have in the school). Then tell all groups to make circle in different part of the field, tell one student to enter the center and toss the ball to each group members, the other students control the ball using their chest, after control the ball, return the ball back to the center student. Tell to students to repeat this activity by changing the center players. Do not forget to observe how the activity is performing by students and if needed give correction.

✓ Now, you can change group formation in to row formation. This means each group divided in to two sub-groups and stand in front of each other. Here, let students to do the same exercise with different position. The first group the first person throw the ball to the opposite group first student, then, the student should receive using chest and then throw the ball back to the opposite group first student, then this student should receive the ball using chest control. Then, after performing the activity, each student run and joins the opposite group. Make sure that all students are performing the activity. Tell to students to repeat this activity as much as possible.

✓ Let students in group of four or six (based on your class size and materials) or you can use the previous groups, then, tell them to be in the same row formation that they had in the previous exercise with in 4m interval between them. Now, tell one student from the group to pass the ball to the opposite team students using inside of the instep, then the opposite student should control the ball using chest. In return, the receiver, should also return the ball back to the opposite group student using the inside of the instep pass. Then the student of the opposite group should also receive the ball using chest. Here, you need to motivate and observe students while doing the

activity to make sure that all students are performing the activity in a proper manner. If not, give correction and tell them to do the activity in a better way.

In conclusion, let students to be in their group and tell them to do cooling down exercises. Tell them the importance of these cool down exercises while they perform the activity. You need to observe students while doing cool down exercise and motivate them.

✓ Here, you need to ask some students to demonstrate the correct skill of chest control in football, and give appreciation to students who demonstrate the activity and let students to clap their hand for the student's. Finally, after taking attendance of student's, summing –up the lesson by raising the fundamental steps which are vital for better performance of controlling the ball using chest and remind the students to do additional activity of chest control in their surroundings to make them better.

Suggested assessment method

- ☛ Observation
- ☛ Self-Evaluation
- ☛ Oral questioning
- ☛ Skill assessment
- ☛ Demonstration

4.3.1.1 Mini game using chest control

Overview

Mini game-like practice, coupled with individual challenges and questioning techniques that encourage reflective processes and promote tactical understanding also help to develop decisive decision making and help players to recognise where their football skills apply in context. Mini- games using chest control include any competitive, opposed game where team-size is less than 4 or 5 players. Thus, mini-game using chest control will develop the player's skills of play and self -confidence to use and apply the skill where ever necessary.

Specific objectives

At the end of this lesson the student will be able to:

- ☛ explain the way how to control the football on the chest;
- ☛ value chest control activate of football and,
- ☛ apply chest control skills whenever necessary in the game situation.

Suggested instructional materials and aids

- ☛ Playing area
- ☛ Balls
- ☛ Net
- ☛ Cons
- ☛ Whistle

- ☛ Picture
- ☛ Video
- ☛ Flip chart
- ☛ Film
- ☛ Training manuals

Suggested teaching methods

- ☛ active learning
- ☛ demonstration
- ☛ enquiry learning
- ☛ Circuit training
- ☛ Game

Organization and teaching -learning strategies

Dear Teacher, here you need to give special emphasis for safety measures. While female students playing mini game using their chest, please supervise and advise them to use soft balls or appropriate ball. Remind students to practice responsibly.

As introduction, you can use this as the revision of the previous lesson and the beginning of new topic. This topic could be presented as questions needs oral response from the whole class or students will work in pair or making small groups to demonstrate the skill and give feedback to encourage all to participate. You can use this as brainstorming activity:

- ☛ Who can demonstrate chest control skills of football?
- ✓ Make students in group as you like (according to your class size) and explain how to do warming –up activities and also try to give some clarification on the objectives of chest control in football.
- ✓ Before, letting students to do warm-up activities, ask students whether they have problem which hinder them to do the activity or not. If, students have a problem, give permission for them. Do not forget that, to get permission, students first come with proper sport wears.
- ✓ After introducing the objectives of the lesson, let students to do warming-up exercises.
- ✓ Always, you need to start student's warm –up activities, with walking, then jogging, and finally running.
- ✓ Make sure that all students are doing the activities properly.
- ✓ Observe and manage the warm-up activities.
- ✓ Make sure that the warm-up activities have both general and specific including stretching exercises.
- ✓ As the main topic, you need to start your main activity by demonstrating the correct skill of chest control properly from different direction to make sure that all students

are in a position to see your demonstration and followed by explanation how the activity is performed. The demonstration might be performed by you or any other person from the student or outside the class to use as a model for students. If you capable enough, it is advisable to be demonstrated by you.

- ✓ Here, you can give a chance for students to use games to apply the correct technique of chest control. Make students in group of four or six (based on your class size and materials) and let them to play “head tennis”. This game is very important for students to make familiar with the skill. If it is possible, use volleyball net or rope to design height and court with having a small dimension, let students in group and play the game using all their body which are permitted for controlling the ball. The game does not give a chance the ball to touch the ground, and using their feet and chest return it back to the opponent group over the net.
 - ✓ Repeat this activity by mixing up different students from different groups to make them familiar each other and to change the working environment.
 - ✓ Here, while students play mini game, you need to observe and make sure that all students are participating and playing the game properly and if the students face problem regarding the game, you should clarify the issue and make them to play the game in a proper manner.
- In conclusion, let students to be in their group and tell them to do cooling down exercises. Tell them the important of these cool down exercises while they perform the activity. You need to observe students while doing cool down exercise and motivate them.
- ✓ Here, you need to ask some students to demonstrate the correct skill of chest control in football, and give appreciation to students who demonstrate the activity and let students to clap their hand for the student's. Finally, after taking attendance of student's, summing –up the lesson by raising the fundamental steps which are vital for better performance of controlling the ball using chest and remind the students to do additional activity of chest control in their surroundings to make them better.

Suggested assessment methods

- ☛ Observation
- ☛ Self-Evaluation/Reflection
- ☛ Oral questioning
- ☛ Skill assessment
- ☛ Demonstration

4.3.2 Heading

Overview

Heading is a technique that is used in association football to control the ball using the head to pass, shoot or clear. This can be done by standing, jumping or diving position. Heading is a common technique and is used by players in almost every match. In

general, a forward uses a heading to score a goal while a defender usually uses a heading to prevent the scoring of a goal by the opponent. Heading is the only option when the ball is in air, because of the rule that a player can't make contact with the ball using their hands. Most heading goals are scored as a result of a cross or a corner. The playmaker passes the ball across the goal in the air, and the attacking player (standing, jumping or diving position) strikes the ball with his/her head.

Specific objectives

At the end of this lesson, student will be able to:

- ☛ explain how to kick the ball using head;
- ☛ perform heading activity and,
- ☛ apply heading skills in the game situations.

Suggested instructional materials and aids

- ☛ Playing area
- ☛ Balls
- ☛ Net
- ☛ Cons
- ☛ Whistle
- ☛ Picture
- ☛ Video
- ☛ Training manuals
- ☛ Flip chart
- ☛ Film

Suggested teaching methods

- ☛ active learning
- ☛ demonstration
- ☛ enquiry learning
- ☛ Circuit training
- ☛ Game

Organization and teaching- learning strategies

Dear teacher, here you need to give special emphasis for safety measures. While students are practicing activities using their head, please supervise and advise them to use soft balls or appropriate ball. Remind students to practice responsibly.

As introduction, you can use this as the revision of the previous lesson and the beginning of new topic. This topic could be presented as questions needs oral response from the whole class or students will work in pair or making small groups to demonstrate the skill and give feedback to encourage all students to participate. You can use this as brainstorming activity.

Q In which part of your body you score the goal in football game?

Demonstrate some skills of scoring the goal in football.

- ✓ Make students in group of five or as you like (according to your class size) or give a chance for students to create their own groups and try to explain, how to do warming –up activities and also try to give some clarification on the objectives of heading skill in football.
- ✓ Before, letting students to do warm-up activities, ask students whether they have problem which hinder them to do the activity or not. If students have a problem, give permission for them. Do not forget that, to get permission, students first come with proper sport wears.
- ✓ After introducing the objectives of the lesson, let students to do warming-up exercises.
- ✓ Always, you need to start student's warm –up activities, with walking, then jogging, and finally running.
- ✓ Make sure that all students are doing the activities properly.
- ✓ Observe and manage the warm-up activities.
- ✓ Make sure that the warm-up activities have both general and specific including stretching exercises.
- ✓ As the main topic, you need to start your main activity by demonstrating the correct skill of heading from different direction to make sure that all students are in a position to see your demonstration and followed by explanation how the activity is performed. Here, the demonstration might be performed by you or any other person from the student or outside the class to use as a model for students. If you are capable enough, it is advisable to be demonstrated by you to make students motivated. Do not forget to tell students that while heading, it is mandatory to see the ball.
- ✓ Arrange students in the form of row formation (according to your class size and the materials that you have in the school) to start practicing heading using side and front by considering those steps which are stated on the textbook. Then each row stands in front of the other row. The first row, first person throw the ball to the opposite row first student, then, the student should kick the ball using heading and then throw the ball back to the opposite row first student, then this student should kick the ball using heading. Then, after performing the activity, each student run and joins the opposite row. Make sure that all students are performing the activity. Tell to students to repeat this activity using Front/standard/ heading and Side /Glancing/, as much as possible.
- ✓ Let students to be in groups (according to your class size and the materials that you have in the school). Then tell all groups to make circle in different part of the field, tell one student to enter the center and toss the ball to each group members, the other students kick the ball using Front/standard/ and Side /Glancing techniques to the center student. Tell students to repeat this activity by changing the center players. Do not forget to observe how the activity is performing by students and if needed give correction and motivate students to be better in heading skills.

- ✓ Let students in group of four or six (based on your class size and materials) or you can use the previous groups, then, tell them to be in the same row formation that they had in the previous exercise with in 5m interval between them. Now, tell one student from the group to pass the ball to the opposite team students using inside of the instep, then the opposite student should kick the ball using front/standard/ and side /glancing heading technique. In return, the header, should also return the ball back to the opposite group student using the inside of the instep pass. Then the student of the opposite group should also kick the ball using front/standard/ and side /glancing heading techniques.
- ✓ Here, you need to motivate and observe students while doing the activity to make sure that all students are performing the activity in a proper manner. If not, give correction and tell them to do the activity in a better way.

In conclusion, let students to be in their group and select one student from the group and let him/her take responsibility to do cool down exercises. Tell them the importance of these cool down exercises while they perform the activity. You need to observe students while doing cool down exercise and motivate them.

Here, you need to ask some students to demonstrate the correct skill of heading in football, and give appreciation to students who demonstrate the activity and let students to clap their hand for the students. Finally, after taking attendance of student's, summing –up the lesson by raising the fundamental steps which are vital for better performance of heading skills in football and remind the students to do additional activity of heading in their surroundings to make them better. Tell the whole students to clap their hands equally, which are an indicator of the end of lesson in physical education, to announce the end of the lesson.

Suggested assessment methods

- Observation
- Self-Evaluation
- Oral questioning
- Skill assessment
- Demonstration

4.3.2.3. Mini game using heading

Overview

For high school students aged between 14-16 years of age, it is believed that 2v2, 3v3 or 4v4 mini-games will provide the best opportunities to enjoy having a ball at their feet and being directly involved in all aspects of game play at all times. Thus, maximising the number of learning opportunities in the limited time they have to spend playing the beautiful game using their head in mini-game.

Forcing students to play a standard game in teams which are too large for their skill-development needs has many detrimental effects. Less involvement in the game, less successful actions, less fun, less learning opportunities; 'bunching' because

players are not physically capable to pass the ball over the larger distances required; consequently the selection of larger physically mature children (especially those who can 'boot it out' of the defensive areas) over smaller but more skilful, cleverer players. Thus, arranging mini-games are very important for students to familiar their head to the proper skill of heading in football.

Specific objectives

At the end of this lesson, student will be able to:

- ☛ demonstrate the way how to kick the football on the head ;
- ☛ value heading activate of football and,
- ☛ apply heading skills whenever necessary in the game situation.

Suggested instructional materials and aids

- ☛ Playing area
- ☛ Balls
- ☛ Net
- ☛ Cons
- ☛ & Whistle
- ☛ Picture
- ☛ Video
- ☛ Training manuals
- ☛ Flip chart
- ☛ Film

Suggested teaching Methods

- ☛ active learning
- ☛ demonstration
- ☛ enquiry learning
- ☛ Circuit training
- ☛ Game

Organization and teaching -learning Strategies

Dear teacher, here you need to give special emphasis for safety measures. While students are practicing heading using their head, please supervise and advise them to use soft balls or appropriate ball. Remind students to practice responsibly.

As introduction, you can use this as the revision of the previous lesson and the beginning of new topic. This topic could be presented as questions needs oral response from the whole class or students will work in pair or making small groups to demonstrate the skill and give feedback to encourage all students to participate. You can use this as brainstorming activity.

☛ How do you demonstrate heading skills of scoring the goal in football?

- ✓ Make students in group of five or as you like (according to your class size) and try to explain, how to do warming –up activities and also try to give some clarification on the objectives of heading skill in football.
 - ✓ Before, letting students to do warming-up activities, ask students whether they have problem which hinder them to do the activity or not. If, students have a problem, give permission for them. Do not forget that to get permission, students first come with proper sport wears.
 - ✓ After introducing the objectives of the lesson, let students to do warming-up exercises.
 - ✓ Always, you need to start student's warming –up activities, with walking, then jogging, and finally running.
 - ✓ Make sure that all students are doing the activities properly.
 - ✓ Observe and manage the warming-up activities.
 - ✓ Make sure that the warming-up activities have both general and specific including stretching exercises.
 - ✓ As the main topic, you need to start your main activity, mini game using heading, first by demonstration the correct skill of heading from different direction to make sure that all students are in a position to see your demonstration and followed by explanation how the activity is performed. Here, the demonstration might be performed by you or any other person from the student or outside the class to use as a model for students. If you are capable enough, it is advisable to be demonstrated by you to make students motivated. Do not forget to tell students that while heading, it is mandatory to see the ball.
 - ✓ You can give a chance for students to use games to apply the correct technique of heading. Make students in group of four or six (based on your class size and materials) and let them to play "head tennis". This game is very important for students to make familiar with the skill. If it is possible, use volleyball net or rope to design height and court with having a small dimension. Let students in group and play the game using all their body which are permitted for heading the ball. The nature of the game does not give a chance the ball to touch the ground, and using Front/standard/ and Side / Glancing heading techniques to return it back to the opponent group over the net.
 - ✓ Here, while students play mini game, you need to observe and make sure that all students are participating and playing the game properly and if the students face problem regarding to the game, you should clarify the issue and make them to play the game in a proper manner.
 - ✓ Repeat the game by arranging the students in different groups to make them active in the game situations.
- In conclusion, let students to be in their group and select one student from the group and let him/her take responsibility to do cooling down exercises. Tell them the importance of these cool down exercises while they perform the activity. You need to observe students while doing cool down exercise and motivate them.

✓ Here, you need to ask some students to demonstrate the correct skill of heading in football, and give appreciation to students who demonstrate the activity and let students to clap their hand for the student's. Finally, after taking attendance of student's, summing –up the lesson by raising the fundamental steps which are vital for better performance of heading skills in football and remind the students to do additional activity of heading in their surroundings to make them better.

Suggested assessment method

- ☛ Observation
- ☛ Self-Evaluation
- ☛ Oral questioning
- ☛ Skill assessment
- ☛ Demonstration

Answers for the activities

1. For the first question, the following is possible answer.
✓ Countries like Ethiopia, Egypt, Sudan, South Africa, and Morocco
2. For the first question, the following is possible answer.
✓ St. George Football Club
3. For the first question, the following is possible answer.
✓ Premier league(both for male and female), supper league, higher league
4. For the first question, the following is possible answer.
✓ Football rules have many benefits for players as well as for the development of the sport itself. To understand the game in a proper manner, to play the game, even to coach the players, the rules plays a vital role.
5. For the first question, the following is possible answer.
✓ The playing area, the ball, the referee, fouls.
6. For the first question, the following is possible answer.
✓ You can take from students textbook
7. For the first question, the following is possible answer.
✓ Passing, controlling, shooting, goal keeping
8. For the first question, the following is possible answer.
✓ You can check the students demonstration
9. For the first question, the following is possible answer.
✓ You can see the correct demonstration of your students

UNIT FIVE

VOLLEYBALL

Periods allotted for this unit : 5 periods

Introduction

Introduce the unit lesson by describing the volleyball as the team sport played by two teams on a playing court divided by a net. The objective of the game is for each team to send the ball regularly over the net to ground it on the opponents' court and to prevent the ball from being grounded on its own court. The ball is put into play by the right back-row player who serves the ball over the net to the opponents' court. A team is entitled to hit the ball three times in returning it to the opponents' court. A player is not allowed to hit the ball twice consecutively. The rally continues until the ball touches the ground or goes 'out', or a team fails to return it properly. In 1999 the rules were changed, in that a point is scored by the team winning the rally, regardless of whether they served or not. When the receiving team wins a rally, it gains the right to serve and its players rotate one position clockwise.

Explain volleyball that it is an ideal sport to be included in the physical education curriculum. It can be played both in and out of doors and it involves relatively inexpensive equipment, and it can be played by boys and girls in either mixed or single-sex groupings.

The objective of this unit will be to address a brief historical development of volleyball sport worldwide, in Africa and in Ethiopia, basic rules of volleyball, spiking skill and modified game related to volleyball.

Unit Objectives

At the end of this unit, the students will be able to:

- ☛ examine the history of volleyball;
- ☛ differentiate the basic rules of volleyball game ;
- ☛ demonstrate the skills of playing volleyball and,
- ☛ develop positive social and interpersonal relationship.

5.1 A brief history of volleyball

Overview

History answers questions like when a certain event or activity occurred and why this thing takes place. The sport of volleyball originated in the United States, and is now just beginning to achieve the type of popularity in the U.S. that it has received on a global basis, where it ranks behind only soccer among other sports.

5.1.1. Historical development of volleyball in the world

William G. Morgan (1870-1942), introduced volleyball in 1895 in Holyoke,

Massachusetts, United States of America (USA). Morgan was an instructor at the Young Men's Christian Association (YMCA) in Holyoke, Massachusetts. He created a game of Volleyball (at that time called Mintonette) for providing some form of recreation and relaxation for his large classes of businessmen.

Later in 1896, Dr Alfred T. Halstead re-named "Mintonette" as "volleyball" because the objective of the game was to volley a ball back and forth over a net. Today there are more than 46 million Americans playing volleyball. There are 800 million players worldwide who play volleyball at least once a week.

The ball is played by hitting it with hands, arms, feet and head. A team is allowed to hit the ball three times, in addition to the block contact, to return it to the opponent's court. The rally continues until the ball touches the ground, goes out or a team fails to return it properly.

5.1.2. Historical development of volleyball in the Africa

Volleyball entered to Africa by Egypt in 1915 and it became the first country to learn and put in to practice the rules of playing the game. It was also the first African country to be one of the founders FIVB in 1947. Two decades later, the African Volleyball Commission was founded in 1967. The African Volleyball Confederation (CAVB) was established in 1972, when the FIVB turned its five volleyball zone commissions into continental confederations.

5.1.3. Historical development of volleyball in the Ethiopia

Volleyball was introduced in Ethiopia around 1943 by foreign teachers. The game was played as recreation in schools, universities and military camps. Nearly after a decade, the Ethiopian Volleyball Federation (EVF) was established in 1954. It was after another decade that Ethiopia became a member of FIVB in 1964 during Tokyo Olympic Games.

Hereunder a brief history of volleyball is discussed including historical development of volleyball in the World, historical development of volleyball in Africa and historical development of Volleyball in Ethiopia.

Specific objectives

At the end of this section, students will be able to:

- ☛ explain the development of volleyball in the world;
- ☛ describe the development of volleyball in Africa and,
- ☛ identify the development of volleyball in Ethiopia.

Suggested instructional materials and aids

- ☛ Pictures, Teacher guide and Student textbook

Suggested teaching methods

- ☛ Lecture;
- ☛ Gaped-lecture and

☛ Cooperative learning.

Organization and teaching –learning strategies

As introduction, you can use this as the revision of the previous lesson and the beginning of new topic. This topic could be presented as questions needs oral response from the whole class or students will work in pair or making small groups to demonstrate the skill and give feedback to encourage all students to participate. You can use this as brainstorming activity.

☛ Do you have any information about historical development of volleyball in the World, Africa and Ethiopia?

☛ Are you interested in Volleyball game? Why?

✓ Introduce the lesson by greeting your students, then overview of the day lesson topics and objectives in precise way.

✓ Next you are expected to give a chance for the learners to take part on start-up activities as brainstorming activity.

✓ Let you divide your students into 3 up to 5 members in each group to discuss on start-up activity to tell you history volleyball in the world and what makes volleyball sport popular in over the world.

✓ While the students are discussing on given issue discussion issue your presence around and support by considering individual differences is crucial.

✓ Each group write the main points of their discussion and make them ready to present what they have discussed in their groups.

✓ Based on shared views and ideas raised give generalization and feedback to the students.

✓ Ask questions orally whether they understand the lesson topics they have been learn.

Suggested assessment methods

- ☛ Asking oral questions;
- ☛ Observe their active participation in group activities and
- ☛ Listen students' presentation and give feedback.

5.2 Rules of volleyball

Overview

Volleyball is governed by rules and regulations. These rules and regulations ensure fairness and order during the game or the play. Each player or a team needs to know these rules and regulations. Rules of any sport or game establish how that activity is played, including how to score points, how to win a game or match, and what equipment can be used. Without rules there is no structure to guide the players on how to play the sport. When used appropriately, rules provide a sense of predictability and consistency for children, thereby promoting physical and emotional safety. Rules

help guide actions toward desired results.

Specific objectives

At the end of this section, students will be able to:

- ☛ list down the basic rules of volleyball;
- ☛ describe the importance of volleyball rules in a game and,
- ☛ apply the basic rules of volleyball while playing small sided games.

Suggested instructional materials and aids

- ☛ Pictures;
- ☛ FIVB rules of volleyball;
- ☛ Student's textbook and
- ☛ Teacher guide

Suggested teaching methods

- ☛ Lecture;
- ☛ Gated-lecture and
- ☛ Cooperative learning.

Organization and teaching –learning strategies

As introduction, you can use this as the revision of the previous lesson and the beginning of new topic. This topic could be presented as questions needs oral response from the whole class or students will work in pair or making small groups to demonstrate the skill and give feedback to encourage all students to participate. You can use this as brainstorming activity.

- ☛ Do you know the difference between facilities and equipment in the rule of volleyball game?
- ☛ Do you have a chance to watched volleyball competitions in your area? If your response is yes share what you observe during competition.
- ✓ Introduce the lesson by greeting your students, and then explain the rule of volleyball facilities and equipment.
- ✓ Let you give the chance for your students to response the start-up activity on similarities and difference between facilities and equipment in volleyball sport. Then share your experience to your group members if you have watched volleyball competitions in your schools or elsewhere how referees lead the matches.
- ✓ Organize the students' in groups and let them discuss on rule of facilities and equipment of volleyball.
- ✓ Give for your students an assignment in pair to draw the court of volleyball and submit for you with A 4 size paper when it is not available on any piece of paper they can afford.
- ✓ At the end of the day lesson you are expected to summarize the main points of the

lesson by questioning and answering.

- ✓ Students are divided in groups and each groups has 3 -5 members , and then randomly two discussion points which are rule of participants and rule playing formats are equally given for groups. The groups discuss on the given points for 10 minutes. After that the two discussion points are presented to the class by assigned group members from two groups.
- ✓ You are expected to give chance for the students to ask questions which are unclear points during discussion.
- ✓ Finally summarize the day's lesson by explaining the main points of the lesson.
- ✓ Students are divided in to groups or pair and discuss on ball, ball out team hits, service and blocking. They discuss on the given points for 10 minutes. At the end of discussion the groups share their discussion points for the classmates.
- ✓ At the end of the day's lesson you are expected to summarize the main points of the lesson by questioning and answering.

5.3 Spiking skill of volleyball

Overview

Volleyball is a popular sport played by males and females of all ages and abilities. There are five major skills in volleyball which include service, pass, set, spike and block. Volleyball players are skilled in all of these areas. But most of them excel in one specific skill. Players of all levels are constantly looking for ways to improve their skills and take their game to the next level. Having a successful volleyball training advantage is vital in staying with and excelling past the competition.

Spiking is the most important offensive tool for a volleyball team and the primary method of scoring points. The attack is one of the most frequent plays leading to a score in volleyball. Spiking in volleyball is divided into three main categories: tempo (the speed of the set), power (how hard the ball is hit), and targeting (how the ball is directed). When a team has volleyball hitters that can jump higher, maintain great timing in meeting the volleyball, hit the volleyball at the right spot and make it difficult for the other team to return it, that team has higher chances of being successful. A volleyball hitter must remember that the volleyball needs to stay in front of the hitting shoulder. In order to do this the hitter must watch the volleyball from the time it leaves the setters hands.

The attack is one of the most frequent plays leading to a score in volleyball. Spiking the volleyball is what generates points, and points are what generate wins. When a team has volleyball hitters that can jump higher, maintain great timing in meeting the volleyball, hit the volleyball at the right spot and make it difficult for the other team to return it, that team has higher chances of being successful. A volleyball hitter must remember that the volleyball needs to stay in front of the hitting shoulder. In order to do this the hitter must watch the volleyball from the time it leaves the setters hands.

Vertical jumps, speed, agility, and overall explosive power are needed to block, dive,

set, serve, and spike. Adding overall strength to the development of these specific skills through the use of the resistance exercise enables volleyball players to warm up, stretch, and practice as they work to reach their full potential. Although volleyball is considered a non-contact sport, injury often occurs because of the act of continuous jumping, diving, and high volume of movements. Therefore, volleyball players must strength train properly to protect the lower back, shoulders, legs, and knees. Warming up and stretching helps players protect their joints and reduce the risk of injury as they build explosive power, move more freely, and achieve a greater range of motion.

Here you are learning about volleyball skill of spiking the application of each steps consideration during game situation.

Volleyball techniques for executing an attack hit include four stages:

The attacking techniques of volleyball are the approach to the net, the take-off, the movements of the body in the air prior to hitting the ball and the hitting action.

Ready position for spiking

The attacker (spikers) should stand in a relaxed position with arms comfortable at the sides. Stand about 2 to 4 meter off the net, ready to be set.

The approach

The volleyball approach is one of the most fun athletic movements in volleyball. The four-step movement is the most common approach used in volleyball. For right-handed volleyball players the movements of approach are right-left-right-left foot steps performed. On the other hand, for left-handed volleyball players the movements should be left-right-left-right alternative steps.

Steps two to three are a need to be quick and explosive. The goal of the approach is to build momentum, a player must accelerate as he or she progresses through the approach. Building momentum at this point increases speed, which, in turn, converts to a much higher vertical jump. We might then think of the steps of the approach as “slow, faster, and fastest” or perhaps even “small, bigger, and biggest.” The last two steps are the fastest and result in a two-footed approach jump

As you start your approach, swing your arms back in a relaxed manner then bring them forward as you're taking your last steps. Your arms should come forward in rhythms with your jump.

Contacting the ball

When contacting the ball, your hand should be firm and hard. Get your hand on top of the ball, striking the ball in the center. You want to focus on making the ball have topspin.

Tips for Spiking volleyball

Reach high, contact the ball high forcing the ball to have topspin. First focus on the ball contact. Have students stand on a platform at the net and focus on good

contacts. Next, focus on footwork. Work on mastering the approach. Get students comfortable with taking the steps. The last thing to work on is spiking off a set. This is where you bring all the pieces together. If your contact is good, your approach is consistent, you reach high when you contact you have got to hit off a real set. This can take a while to get good at because of learning the skill of timing and adjusting to the set.

Approaching quick: to jump high, you have got to move fast. You need to focus on stepping quickly (especially the last couple) in order to maximize your jump height.

Swing your arms back: by swinging your arms back you will take advantage of elastic energy and your nervous system’s stretch reflex which can add inches to your vertical.

Bring both your arms up: by bringing both your arms up you will continue with the momentum of going up which will help maximizing your height. Also, you will be in a better body position to hit.

Contact the ball in front of your hitting shoulder: it is best to contact the ball at the same spot every time you hit. This develops a consistent arm swing.

Put top-spin on the ball: being able to put top-spin on the ball when you hit allows you to have better angles when hitting, thus more court to hit into. This is often called “snapping the wrist” when contacting the ball.

An attack hit is any playing action that involves hitting a ball over the net with the aim of scoring a point by making the ball touch the opponent’s court or out of the court off an opponent blocker. When the ball goes over the net at a downward angle, it is classified as a spike.

The way a player touches the ball significantly impacts the type of spike that is performed, as follows:

5.3.1 Standing spike

A standing spike can be performed by any player, with at least one foot in contact with the court/floor and aims to keep the ball in play by sending it over the net. These spikes are usually the easiest to receive.

- ✓ The student should stand facing the direction of the ball is intended to travel (most often at an angle from the set), with the feet slightly staggered shoulder width apart.
- ✓ The foot opposite the dominant hand should be slightly forward (left foot forward for a right-handed student) with the body weight primarily on the back foot.
- ✓ The student’s dominant arm should be held above the shoulder with the elbow pointing backward and held at the same height as the ear, and the hand pointing forward (thumb in the ear). The off arm should point in the direction the ball is intended to travel.
- ✓ Once the student is ready to swing, the off arm will begin to drop as the dominant arm reaches high toward the ball.
- ✓ The student’s weight will shift from the back foot to the front foot, and the arm will

swing into and through the ball, snapping the wrist to give the ball topspin.

5.3.2 Off-speed spike

An off-hit spike is a ball hit with less force than a hard-driven spike and has more control over its accuracy. These spikes are often used when the ball has a clear path to an open area of the opponent's court to minimise the chance of missing. It is also called a "safe" hit.

5.3.3 Hard driven spike

A hard-driven spike is a ball hit with extreme force and usually little control over its accuracy. These spikes are hit with the intention of hitting straight through a block or slamming the ball into the court and ending the rally.

5.3.4 Mini game using spike

Mini-volleyball is viewed as a sport activity with an educational purpose that is, fostering collaboration and teamwork, and teaching the importance of developing a strong body and a healthy mind. These characteristics of mini-volleyball can be used by teachers to help students learn the joy of sports through training and playing.

Four person teams

The standard court of volleyball divided into two equal halves places for each team. The players of one team share the court in four places two (1 and 2) players at front court and two (4 and 5) at the back court places one player near the net center, one right side of the front court, and the other two players back court are serve receiver. The setter can set from the middle of the court, delivering front and back sets for spike.

- ✓ Prepare 4.5m x 9 m volleyball playing area.
- ✓ Let students form a team that have four (4) members on each side (positions 1, 2, 4 and 5).
- ✓ Let the teacher throw to back court player to commence rally.
- ✓ Let you allow four (4) touches to pass to opponent team.
- ✓ First touch must receive the serve from the server team the back court player or the front court player.
- ✓ Second touch (prepared for set) must be the back court player.
- ✓ Third touch (set for spiker) must be front court hitter.
- ✓ Fourth touch (spike) must be front court hitter.
- ✓ Ball is defended by other court and play is continued as above
- ✓ Once play finishes with ball one (1) coach initiate next ball,
- ✓ First team to 10 points win.

Specific objectives

At the end of this section, students will be able to:

- identify different types of volleyball spiking skills;
- demonstrate different exercises which develop volleyball spiking skills;
- identify types of spike in volleyball;
- perform types of spike in volleyball and,
- demonstrate steps of spike in volleyball.

Suggested instructional materials and aids

- Volleyball balls;
- Cones or any markers;
- Volleyball court;
- Whistle;
- Student's textbook and
- Teacher guide

Suggested teaching methods

- Individualized instruction;
- Demonstration;
- Task teaching ;
- cooperative learning and
- Interactive teaching.

Organization and teaching-learning strategies

- ✓ Introducing the practical lesson by greeting your students, then give an overview of the lesson topics and state the objectives of the lesson in clear terms and start warming-up activity related to the day's lesson.
- ✓ Let the students be in pairs practicing consistent of three or four step footwork approach.
- ✓ Let the students practice individually based on the nature of student's dominant hand practicing from standing position and by taking steps to adapt the approach run for spiking, then in pairs.
- ✓ Remind and follow your students while performing the activity in pairs. The volleyball spiking technique consists of three or four footsteps. The footwork pattern for a right-handed hitter is right-left-right-left and the footwork pattern for a left-handed hitter is left-right-left-right. During the last two steps (step close), feet are pointing in the direction they are traveling as you prepare to attack the entire court.
- ✓ Check the position of students (spikers) stand in a relaxed position with arms comfortable at the sides. Stand about 2 to 4 meters off the net, ready to be set.
- ✓ Tell the students while they start the approach run they swing their arms in a relaxed manner then bring them forward as they take your last steps. Their arms should

come forward in rhythms with they jump.

- ✓ When contacting the ball, students' hand should be firm and hard. Get their hand on top of the ball, striking the ball in the centre. They should focus on making the ball have topspin.
- ✓ While starting spiking they accelerate as their progress through the approach start slowly and end quickly.
- ✓ Modify activities for the students with disability to take part during practical class.
- ✓ Arrange the volleyball court measures 4.5 m x 9 m totally 4 teams are assigned to perform the task.
- ✓ Let the students be assigned on the court stand on their position rotation order of the actual volleyball game the positions are of 1, 2, 4 and 5.
- ✓ The mini game allows four touches to pass the ball to opponent team.
- ✓ You are expected to give chance for the students repeated spiking from different position.
- ✓ At the end the teacher summarized the practical class of day lesson by addressing the key points of the topic.

Suggested assessment methods

- ☛ Asking oral questions;
- ☛ Create a rubric and have pupils assess members of their group.
- ☛ Skill assessment and
- ☛ Observe their active participation in group activities.

5.4 Modified game related to volleyball

Overview

Here, the students will be familiarized with modified game related to volleyball. The term modified is the activities are resembled to actual volleyball game for such the rules of the game. The modified games of volleyball activities are important for beginners because the activities presets applied in easiest as well as joyful manner.

The main focus area here will be spiking skills of volleyball. Games that resemble volleyball drills can make learning volleyball activities easier as well as joyful for the students and more fun for beginners. Considering using unconventional "balls" to help comfort student's into using original balls.

- ✓ Let students run around the volleyball court like they would in a game of tag while the teacher holds the volleyball.
- ✓ The teacher will call out "Spike" or "Pass." all students should stop when they hear one of these words.
- ✓ Let on a "Spike" call: the teacher sets a spike for one student who must spike the ball to the ground.

- ✓ Let on a "Pass" call: the teacher also calls out a number. He passes the ball to one student and the student must pass the ball enough times to equal the called number before rolling the ball back to the teacher.
- ✓ If a player does the wrong move, he/she sits out for the rest of the game.
- ✓ On a "Pass" call, the player who rolls the ball to the teacher before the allotted number of passes sits out.
- ✓ The ball is rolled back to the teacher, and the game continues until everyone has had at least one chance to touch the ball.
- ✓ If all players are still in, the group wins.

Specific objectives

At the end of this section you will be able to:

- ☛ apply critical thinking and problem-solving skills to create competitive and cooperative modified volleyball games that involve everyone and,
- ☛ identify respectful communication skills appropriate to cooperative participation in a mini-volleyball games.

Organization and teaching-learning strategies

- ✓ Introduce the day lesson by reminding the previous lessons of our practical class to connect with the day lesson briefly.
- ✓ Let the students know /familiarizing the commands given by you concerning lesson the modified game related to volleyball clearly.
- ✓ Let the students run around the volleyball court on deep line.
- ✓ The students should perform based the teacher following commands alternatively passing, setting and spiking.
- ✓ Modified activities for the students with disability to take part during practical class.
- ✓ Once the student is ready to swing, the off arm will begin to drop as the dominant arm reaches high toward the ball.
- ✓ The student's weight will shift from the back foot to the front foot, and the arm will swing into and through the ball, snapping the wrist to give the ball topspin.

Suggested instructional materials and aids

- ☛ Volleyball court;
- ☛ Cones or any markers;
- ☛ Volleyball balls;
- ☛ Whistle;
- ☛ Student's textbook and
- ☛ Teacher guide.

Suggested teaching methods

- ☛ Individualized instruction;
- ☛ Demonstration;
- ☛ Cooperative learning and
- ☛ Interactive teaching.

Suggested assessment methods

- ☛ Asking oral questions;
- ☛ Self-evaluation;
- ☛ Let the students to assess their peers;
- ☛ Observe their activities of students and
- ☛ Skill assessment.

Answers of review questions

I. Multiple Items

1. C
2. A
3. C
4. B
5. A

II. matching items

1. F
2. D
3. A
4. B

III. Think over it

Dear teacher's here there are three (3) questions presented for students in the textbook. Here you are expected to refer related materials which are helpful to answer the given questions. Finally give appropriate answer, and then communicate with your students.

UNIT SIX

BASKETBALL

Periods allotted for this unit: 5 periods

Introduction

The contents in this unit are familiar to the students as they were introduced to them in the primary school of physical education. At this level, the contents are treated in more detail. This unit gives emphasis to introducing basic concepts. The first sub-unit (Brief history of basketball) deals with the history of basketball in the world, African and Ethiopian.

The second sub-unit (rules of basketball) deals with the basic rules of basketball like, the basketball court, the equipment, the playing regulation, violations and fouls and the referee.

The third sub-unit (skills of basketball) deals with the basic skills of basketball like shooting the ball using under-hand lay-up shoot, and modified game using under-hand lay-up shoot.

To deal with these contents, group discussion, explanation, demonstration, field visit, practical activities, observation, questioning, and report writing are suggested as major methodologies. The start-up questions and activities are given in each sub-unit to encourage students. Summaries and exercises are also designed to explore the key concepts in more detail.

Unit Objectives

At the end of this unit, you will be able to:

- ☛ recognize the history of basketball;
- ☛ analyse the fundamental skills of basketball;
- ☛ demonstrate fundamental skills of basketball and,
- ☛ develop positive social and interpersonal relationship.

6.1 The brief history of basketball

6.1.1. The history of basketball in the world

Overview

Basketball was originally played with a soccer ball. The first balls made specifically for basketball were brown, and it was only in the late 1950s that Tony Hinkle, searching for a ball that would be more visible to players and spectators alike, introduced the orange ball that is now in common use. Dribbling was not part of the original game except for the "bounce pass" to teammates. Passing the ball was the primary means of ball movement. Dribbling was eventually introduced but limited by the asymmetric shape of early balls. Dribbling only became a major part of the game around the

1950s, as manufacturing improved the ball shape.

The peach baskets were used until 1906 when they were finally replaced by metal hoops with backboards. A further change was soon made, so the ball merely passed through. Whenever a person got the ball in the basket, his team would gain a point. Whichever team got the most points won the game. The baskets were originally nailed to the mezzanine balcony of the playing court, but this proved impractical when spectators on the balcony began to interfere with shots.

Specific objectives

At the end of this lesson, students will be able to:

- ☛ explain the development of basketball and,
- ☛ tell when basketball was invented.

Suggested instructional materials and aids

- ☛ Picture
- ☛ Books
- ☛ Magazines
- ☛ FIBA manuals
- ☛ Flip chart
- ☛ Film

Suggested teaching methods

- ☛ active learning
- ☛ enquiry learning
- ☛ discussion
- ☛ problem solving
- ☛ history telling

Organization and teaching -learning Strategies

As introduction, you can use this as the revision of the previous lesson and the beginning of new topic. This topic could be presented as questions needs oral response from the whole class or students will work in pair or making small groups feeding back to encourage all to participate. You can use this as brainstorming activity.

- ☛ What do you know about basketball?
- ☛ Are you interested to play basketball?
- ✓ Make students in group or as you like (according to your class size) or give a chance for students to create their own groups and try to explain how to work in group the current topic using brainstorming activities.
- ✓ Let students discuss and reflect to the whole class based on their group discussion. Sum up the response and share the key points with the whole class.
- ✓ As the main topic, you can start your lesson by discussing the importance and

contribution of basketball history for the current development. Explain how basketball emerged in the entire world. You can also explain how basketball started in Springfield, Massachusetts.

- ✓ Let students in group and tell them to discuss on the contribution of James Naismith for the current development of basketball in the world. Give a chance for some individuals from different group to reflect the result of their group discussion to the whole class.
- ✓ Explain how the FIBA were founded. And discuss on the role of FIBA on the current status of basketball in the world. Give a chance for students to reflect their ideas on this topic.
- ✓ Let students to take some note while you are explaining the development of basketball in the world. After your explanation, please give a chance for students to raise questions and create opportunity to discuss on it. In this case, you can also elaborate when basketball was included in the Olympic Games.
- ✓ Here, you can make students in four or more groups and let them to discuss on the countries which are contributing for the establishment of FIBA in the history of basketball. Then, select some individuals from different groups and reflect the result of their group discussion to the whole class.

In conclusion, ask students some questions related to the lesson objectives and give a chance for students to reflect the answers of you questions and the activities which were stated in their text book and make conclusion by summing up the major points. Finally, give them assignment related to the next topic.

Suggested assessment method

- ☛ Observation
- ☛ Self-Evaluation
- ☛ Reflection
- ☛ Oral questioning

6.1.2 . The history of basketball in African

Overview

Basketball was introduced in Africa by missionaries, possibly Americans. It was an interesting game for African's that the game was popular in a short period of time. In 1936 an Egyptian team took part in the Olympic Games in Berlin. In 1949 the first international basketball competition in Africa was held in Egypt (Cairo) and an Egyptian team was champion until recently, however, basketball was largely played in Ethiopia, Tunisia, Egypt, Morocco, and Algeria.

Specific objectives

At the end of this lesson, students will be able to:

- ☛ tell the African basketball history and,

- ☛ describe the African basketball development.

Suggested instructional materials and aids

- ☛ Picture
- ☛ Flip chart
- ☛ Film
- ☛ FIBA manuals
- ☛ Books
- ☛ Magazines

Suggested teaching methods

- ☛ active learning
- ☛ discussion
- ☛ problem solving
- ☛ history telling
- ☛ enquiry learning

Organization and teaching- learning strategies

As introduction, you can use this as the revision of the previous lesson and the beginning of new topic. This topic could be presented as questions needs oral response from the whole class or students will work in pair or making small groups. You can use this as brainstorming activity.

- ☛ Can you tell us the position of basketball comparing to other sports?
- ✓ Make students in group of five or as you like (according to your class size) and try to explain, when it is necessary, how to work in group and also give some clarification on the topic.
- ✓ Let students reflect to the whole class based on their group discussion. Sum up the response and share the key points with the whole class.
- ✓ As the main topic, you can start your lesson by explaining the starting time and the current status of basketball in Africa. Discuss how basketball emerged in the African continent.
- ✓ Let students be in group and tell them to discuss on the development of basketball in Africa. Give a chance for some students from different group to reflect the result of their group discussion to the whole class.
- ✓ Explain how African Basketball Federation (AFABA) was founded in Egypt. In this case, you can also elaborate the topic by raising countries that contribute a lot for the establishment of AFABA like, Ethiopia, Sudan, Egypt, Ghana, Burkina Faso and Mali. And discuss on the role of this organization on the current status of basketball in Africa.
- ✓ Let students take some note while you are explaining the development of basketball in the Africa. After your explanation, please give a chance for students to raise

- questions and create opportunity to discuss on it.

- ✓ You can also discuss the role of AFABA on the development of basketball in the African continent and how the African basketball competitions are organized by AFABA. Here, let students in pair and discuss on the next African basketball competition. Give a chance to students to reflect their discussion out puts to the whole class.
- ✓ Explain here to students that every two years African basketball competitions are organized by AFABA. You can also raise issues like; whether it is mandatory to be a member to participate on. Countries, who are not members of the organization, will not be eligible to take part.

In conclusion, ask students some questions related to the lesson. Try to give a chance for students to reflect questions and the activities which were stated in their textbook and make conclusion by summarizing the major points. Finally, give them assignment related to the next topic.

Suggested assessment method

- ☛ Observation
- ☛ Self-Evaluation
- ☛ Oral questioning
- ☛ &Reflection

6.1.3 . The history of basketball in Ethiopian

Overview

Ethiopia joined FIBA in 1949 and has Sub-Saharan Africa's longest basketball tradition. A founding member of the FIBA Africa Championship, the team once belonged to Africa's top 5 basketball teams. Since the mid-1960s, however, the team lost its international significance. Today, it aims to return to former glory. Basketball was first introduced in Ethiopia in the year 1946-47 (1939 E.C). It was introduced by physical education teachers who came from Canada. Beginning from 1950-51, basketball became popular in most primary and secondary school of Addis Ababa. Therefore, Addis Ababa Inter-school Association included basketball in the inter-school competition which was held every year during that time. Later on physical education instructors of Addis Ababa University College and other colleges, coupled with members of Juventus club organized the competition programs of basketball in Addis Ababa.

Specific objectives

At the end of this lesson, students will be able to:

- ☛ describe how basketball was introduced in Ethiopia and,
- ☛ mention when basketball federation founded.

Suggested instructional materials and aids

- ☛ Picture

- ☛ Flip chart

- ☛ Video

- ☛ Film

Suggested teaching methods

- ☛ active learning

- ☛ discussion

- ☛ problem solving

- ☛ history telling

- ☛ enquiry learning

Organization and teaching -learning strategies

As introduction, you can use this as the revision of the previous lesson and the beginning of new topic which is the history of basketball in Ethiopia. This topic could be presented as questions needs oral response from the whole class or students will work in pair or making small groups feeding back to encourage all to participate. You can use this as brainstorming activity.

- ☛ Have you ever played basketball in your village or surroundings?

- ☛ Tell to your classmate how to play the basketball game?

- ✓ Tell students to be in pair or as you like (according to your class situation) and try to explain, when it is necessary, how to work in pair or group and give some clarification on group formation

- ✓ Let students to discuss and reflect to the whole class the result of their group discussion. After that, sum up the response and share the key points with the whole class.

- ✓ As the main topic, you can start your main lesson by explaining how foreigners who came from Canada started basketball in Ethiopia, particularly in Teferi Mekonnen(Entoto Comprehensive) and Hailesilassie(the current Kokebe Tsibah) schools.. You can also discuss how basketball practiced in different parts of Addis Ababa, particularly in primary schools.

- ✓ Let students be in group and tell them to discuss on the development of basketball in Ethiopia, particularly in high schools. Give a chance for some individuals from different group to reflect the result of their group discussion to the whole class.

- ✓ Explain how Addis Ababa Basketball Federation and Ethiopian Basketball Federation were founded in Addis Ababa. In this case, you can also elaborate the topic by mentioning that Ethiopian a member of FIBA by the year 1949 and also you can explain that Ethiopia is one of the founding members of FIBA Africa by the year 1962. You can also explain the role of Ethiopian Basketball Federation on the current status of basketball in Ethiopia.

- ✓ Let students take some note while you are explaining and discussing the topic. After your explanation, please give a chance for students to raise questions and create

opportunity to discuss on it.

- ✓ Here, you can make students in four or more groups (based on your class size and situations) and let them to discuss on when and where Ethiopia were participated in the Olympic game. Then, select some individuals from different groups and tell them to reflect the result of their group discussion to the whole class.

- ✓ Here, you can also discuss Ethiopian participation in African basketball competition for the first time by the year of 1962. You can also remind your students that Ethiopia was one of the founding members of African Basketball Federation.

- ✓ You also discuss that the Ethiopian Premier League competition was organized by Ethiopian Basketball Federation. Here, you can raise issues like women's basketball competitions were not included in the earlier times, but now you can tell them both women's and men's are competing in the Ethiopian Premier League of basketball competition without discriminations.

- ✓ Let students in pair and discuss on the basketball premier league competition. Name some clubs of male and female basketball premier league competition. Then give a chance for some students to reflect their point to the whole class.

In conclusion, ask students some questions related to the lesson objectives and give a chance for students to reflect the answers for the questions and the activities which were stated in their textbook and make conclusion by summing up the major points. Finally, give them assignment related to the next topic.

Suggested assessment method

- ☛ Observation

- ☛ Self-Evaluation

- ☛ Reflection

- ☛ Oral questioning

6.2. Rules of basket ball

Overview

The rules of basketball can vary slightly depending on the level of play (for example professional rules differ from college rules) or where the game is played (international rules are different from USA professional rules). These rule differences, however, are usually just variations on the basic game of basketball and the majority of the rules can be applied to most any game of basketball played.

The winner of a basketball game is the team with the most points. You get points by throwing the basketball through the opponent's hoop or basket. In regular play a basket made from within the three point line is worth 2 points and a basket shot from outside the three point line is worth three points. When shooting a free throw, each free throw is worth 1 point.

Specific objectives

At the end of this lesson, students will be able to:

- ☛ identify the basic rules of basketball and,
- ☛ apply the basic rules of Basketball while playing small sided games.

Suggested instructional materials and aids

- ☛ Picture
- ☛ Flip chart
- ☛ Film
- ☛ Video
- ☛ Books
- ☛ Magazines
- ☛ FIBA manuals

Suggested teaching methods

- ☛ active learning
- ☛ discussion
- ☛ enquiry learning
- ☛ problem solving

Organization and teaching- learning strategies

As introduction, you can use this as the revision of the previous lesson and the beginning of new topic. This topic could be presented as questions needs oral response from the whole class. You can use this as brainstorming activity.

- ☛ Did you have rules while you are playing basketball?
- ☛ What are the rules to play basketball?
- ✓ Make students in group of five or as you like (according to your class size) and try to explain, when it is necessary, how to work in group and also try to give some clarification.
- ✓ Let students to discuss and reflect to the whole class based on their group discussion. Then, sum up the response and share the key points with the whole class.
- ✓ As the main topic, you can start your lesson by explaining the important of knowing basketball rules to play the game in a proper manner. Here, you can tell to students that the basketball rules were designed by International Basketball Federation (FIBA). This organization has its own fundamental rules of the game. Thus, all the members of the organization have an obligation to accept and implement all the rules of the game.
- ✓ Let students make group and tell them to discuss on the rules of basketball. Then, give a chance for some individuals from different group to reflect the result of their group discussion to the whole class.

✓ Discuss by telling to students about one of the rules of basketball, the court (the playing area) which has a length of 28m and width of 15m dimension for international competitions as example. And let students to discuss and draw the other dimensions of basketball playing area, like penalty area, goal area, and other. Then give a chance to students to reflect and show the result of group discussion to the class.

✓ Here, you can organize students in pair or groups (according to your class size) and let them to discuss on the number of players in one team, and the number and duties of referees who participated in one game. Then, give a chance to some students to reflect the result of their group discussion to the whole class.

✓ You can also explain the number of players who begin the game from one team which is five , and you can also elaborate the topic by raising the number of substitute in one team within four quarters, and tell to students the number of referees which are participated in one game.

✓ Let students be in pair and discuss on the time limit of one basketball game, and what does it mean by playing time, tied score and overtime in basketball game. Please try to observe how they are discussing on the issue, if they need any assistance, please facilitate the discussion. Then, after discussion in the group, give a chance for some students to reflect the group idea to the class. Do not give for the same student to reflect from the group. Give for different students to reflect the group idea.

✓ Explain to students the amount of time that one basketball game needed, which is four quarter of 10 minutes each, with having 20 minutes interval of play before the schedule. You can also tell them there is 2 minutes of interval between 1&2 quarter and 3&4 quarter before each overtimes. And also you can discuss by giving practical examples on playing time, tied score and overtime.

✓ Make students in a group of four or as you like, and let them to discuss on violation for first group, personal fouls for the second group, technical foul for third group, and referee for the fourth group. Here, you can observe and patrol to check how the discussion is going on. If the students need any clarification, please play a facilitator role to make clear the issue. Then, give a chance to students from different groups to reflect the group results of their discussion to the class.

✓ Here, you can discuss to the class about rules of basketball, particularly fouls, here you can use two students to demonstrate the fouls both technical and personal fouls. In addition, you can discuss the role of referees in a basketball game.

In conclusion, ask students some questions related to the lesson objectives and give a chance for students to reflect the answers of you questions and the activities which were stated in their text book and make conclusion by reminding major points. Finally, give them assignment related to the next topic.

Suggested assessment method

- ☛ Observation
- ☛ Self-Evaluation

- ☛ Reflection
- ☛ Oral questioning
- ☛ Portfolio

6.3. Skills of basketball

Overview

Skill is the ability of an individual to adopt, choose and execute the correct technique at the right time in the right direction, during the course of play. There are a number of skills of basketball that all players need to master in order to play basketball. These skills are; passing, receiving, dribbling, and shooting. Players should develop all these skills which are very vital to play the game basketball. These skills will be improved by each and every player with appropriate practice.

Shooting is the most important skill in basketball. The fundamental skills of passing, dribbling, defence, and rebounding may enable students to get a high percentage shot, but students must still be able to make the shot. A large part of shooting is mental attitude. In addition to shooting skill, students must have confidence in themselves to shoot well. The integration of the mental and mechanical aspects of shooting fosters shooting success.

Specific objectives

At the end of this lesson, students will be able to:

- ☛ demonstrate the correct skill of shooting;
- ☛ apply critical thinking skills in a game;
- ☛ demonstrate respectful communication skills appropriate to cooperative participation in activities;
- ☛ show responsibility for various roles while participating in games and,
- ☛ accept ideas from others.

6.3.1 Under-hand lay-up shoot

Overview

A lay-up shoot in basketball is frequently used by players in order to score and get two points. This shoot endeavour made by hopping from underneath, laying the ball up near the basket, and utilizing one hand to bounce it off the backboard and into the basket. The movement that the player were used and one-handed reach identify it from a jump shot. This layup shoot in basketball is considered by many basketball players as the foremost essential shot in basketball. When performing players a layup shoot, the player lifts the outside foot, or the foot truant from the basket.

Specific objectives

At the end of this lesson, students will be able to:

- ☛ describe lay-up shooting skill of basketball;
- ☛ enjoy with lay-up shooting activates in basketball and,

- ☛ demonstrate lay-up shooting skills at least once from the three trials.

Suggested instructional materials and aids

- ☛ Playing court
- ☛ Balls
- ☛ Cons
- ☛ Whistle
- ☛ Picture
- ☛ Video
- ☛ Training manuals
- ☛ Flip chart
- ☛ Film

Suggested teaching methods

- ☛ active learning
- ☛ demonstration
- ☛ enquiry learning
- ☛ Circuit training
- ☛ Game

Organization and teaching- learning strategies

As introduction, you can use this as the revision of the previous lesson and the beginning of new topic. This topic could be presented as questions needs oral response from the whole class or students will work in pair or making small groups to demonstrate the skill and give feedback to encourage all to participate. You can use this as brainstorming activity

Students, do you know how to score points in basketball?

Can you demonstrate how to throw the ball to the basket?

- ✓ Make students in group of four or as you like (according to your class size) and explain how to do warming-up activities and also give some clarification on the objectives of lay-up shoots in basketball.
- ✓ Before letting students to do warm-up activities, ask students whether they have problem which hinder them to do the activity or not. If, students have a problem, give permission for them. Do not forget that, to get permission, students first come with proper sport wears.
- ✓ After introducing the objectives of the lesson, let students to do warming-up exercises.
- ✓ Always, you need to start student's warming -up activities, with walking, then jogging, and finally running.
- ✓ Make sure that all students are doing the activities properly.

- ✓ Observe and manage the warm-up activities.
- ✓ Make sure that the warm-up activities have both general and specific activities including stretching exercises.
- ✓ As the main topic, you need to start your main activity by demonstration the correct skill of lay-up shoot properly from different direction to make sure that all students are in a position to see your demonstration and followed by explanation how the activity is performed. The demonstration might be performed by you or any other person from the student or outside the class to use as a model for students. If you are capable enough, it is advisable to be demonstrated by you. Do not forget to remind that all steps which stated on the text book are fundamental.
- ✓ Let students be in groups (according to your class size and the materials that you have in the school). Then tell all groups to make row formation in different part of the field. This means each group divided in to two sub-groups and stand in front of each other. Tell to the first group the first person throw the ball by raising the shooting-side knee as the ball is lifted to the forehead to the opposite group first student using lay-up shoot, then, the student should receive the ball and then shoot the ball back to the opposite group first student following the same procedure using lay-up. Then, after performing the activity, each student run and joins the opposite group. Make sure that all students are performing the activity. Tell to students to repeat this activity as much as possible.
- ✓ Tell one student to enter the center and shoot the ball to each group members using lay-up technique, the other students receive the ball and return the ball back to the center student using lay-up shoot. Tell students to repeat this activity by changing the center players. Do not forget to observe how the activity is performing by students and if needed give correction.
- ✓ Let students in group of four or as you like (based on your class size and materials) or you can use the previous groups. Then, tell them to be in different row formation in the court. The first two rows will be arranged in half court using one backboard on left and right side of the court. The other groups are also arranged in the same way using other half court. After having this arrangement, tell students to face the front of the backboard and stand two steps away and to the right of the rim for a right-handed students(for the left handed students arrange in the opposite direction), then pick the ball up to chest height in proper shooting position, and tell to students to focus on the top right corner of the square on backboard, then step forward onto right foot, then left foot and raise the shooting-side knee as the ball is lifted to the forehead then finally, tell to students gently to lay the ball up against the backboard on the top right corner of the square and land on both feet under the backboard. Do not forget that this activity must be performed by both hand(right and left)
- ✓ Now, you can make students in the same arrangement on the court and tell them to do the previous activity with a combination of dribbling. Here you can observe how students perform the activity. If they need support, please make it clear how the activity is performed. After making clear, let them to repeat this activity as much as

possible using both hands.

In conclusion, let students will be in their group and tell them to do cooling down exercises. Tell them the importance of these cool down exercises while they perform the activity. You need to observe students while doing cool down exercise and motivate them.

Here, you need ask some students to demonstrate the correct skill of lay-up shoot in basketball, and give appreciation to those students who demonstrate the activity and let students to clap their hand for the student's. Finally, after taking attendance of student's, summing –up the lesson by raising the fundamental steps which are vital for better performance of shooting using under arm lay-up and remind the students to do additional activity of chest control in their surroundings to make them better.

Suggested assessment method

- ☛ Observation
- ☛ Self-Evaluation
- ☛ Reflection
- ☛ Oral questioning
- ☛ Skill assessment
- ☛ Demonstration
- ☛ Portfolio

6.3.2 Under- hand lay-up shoot in a game situation

Overview

In the field of practical teaching physical education, using games play a vital role to make students skilful in the particular techniques of the sport. When we teach students under-hand lay-up shoot using games, students will have a chance to be collaborative, communicative, and interactive and also develop team work, in addition to these benefit, students will master the skill of under-hand lay-up shoot when they learn through different types of mini games.

Specific objectives

At the end of this lesson, the student will be able to:

- ☛ explain how to shoot the basketball using lay-up shoot;
- ☛ value under arm lay-up shoot activate of basketball and,
- ☛ apply under- hand lay-up shoot skills whenever necessary in the game situation.

Suggested instructional materials and aids

- ☛ Playing area
- ☛ Balls
- ☛ Net
- ☛ Cons

- ☛ Whistle
- ☛ Picture
- ☛ Flip chart
- ☛ Film

Suggested teaching Methods

- ☛ active learning
- ☛ demonstration
- ☛ enquiry learning
- ☛ Circuit training
- ☛ Game

Organization and teaching- learning strategies

As introduction, you can use this as the revision of the previous lesson and the beginning of new topic. This topic could be presented as questions needs oral response from the whole class or students will work in pair or making small groups to demonstrate the skill and give feedback to encourage all to participate. You can use this as brainstorming activity

- ☛ Who can demonstrate under hand lay-up shooting skills of basketball?
- ✓ Make students in group as you like (according to your class size) and explain how to do warming –up activities and also try to give some clarification on the objectives of under arm lay-up shoot using game in basketball.
- ✓ Before, letting students to do warming-up activities, ask students whether they have problem which hinder them to do the activity or not. If, students have a problem, give permission for them. Do not forget that, to get permission, students first come with proper sport wears.
- ✓ After introducing the objectives of the lesson, let students to do warming-up exercises.
- ✓ Always, you need to start student's warming –up activities, with walking, then jogging, and finally running.
- ✓ Make sure that all students are doing the activities properly.
- ✓ Observe and manage the warming-up activities.
- ✓ Make sure that the warming-up activities have both general and specific including stretching exercises.
- ✓ As the main topic, you need to start your main activity by demonstration the correct skill of under hand lay-up shoot properly from different direction to make sure that all students are in a position to see your demonstration and followed by explanation how the activity is performed. The demonstration might be performed by you or any other person from the student or outside the class to use as a model for students. If you are capable enough, it is advisable to be demonstrated by you.
- ✓ Here, you can give a chance for students to use games to apply the correct technique

of under hand lay-up shoot. Make students in group of four or six (based on your class size and materials) and let them to play “2vs2 in half court”. This game is very important for students to make familiar with the shooting skill. If it is possible, lower the ring of the basket to make the game easy to practice the skill, let students in group and play the game using only two dribbling then shoot the ball using under arm lay-up shoot. Here, to make sure the participation of each student in the game, tell to students that one student does not have a chance to score more than twice in a game.

- ✓ Repeat this activity by mixing up different students from different groups to make them familiar each other and to change the working environment.
- ✓ Here, while students play mini game, you need to observe and make sure that all students are participating and playing the game properly and if the students face problem regarding to the game, you should clarify the issue and make them to play the game in a proper manner.

In conclusion, let students will be in their group and tell them to do cooling down exercises. Tell them the importance of these cool down exercises while they perform the activity. You need to observe students while doing cool down exercise and motivate them.

Here, you need to ask some students to demonstrate the correct skill of under arm lay-up shoot in basketball, and give appreciation to those students who demonstrate the activity properly and let the other students to clap their hand for the student's. Finally, after taking attendance of student's, summing –up the lesson by raising the fundamental steps which are vital for better performance of shooting the ball using under arm lay-up shoot and remind the students to do additional activity of chest control in their surroundings to make them better.

Suggested assessment method

- ☛ Observation
- ☛ Self-Evaluation
- ☛ Oral questioning
- ☛ Skill assessment
- ☛ Demonstration
- ☛ Portfolio

6.4. Modified game related to basketball

Overview

Modified games are very important for students to make them familiar to the fundamental rules of the game and to apply the skills of basketball which are vital to play the game in different competition. In the field of practical teaching physical education, using games are playing a vital role to make students skilful in the particular techniques of the sport. When we teach students the fundamental skills of basketball using games, students will have a chance develop collaborative, communicative, interactive skills and also develop team work. In addition to these benefit, students

will master different techniques like dribbling, passing, shooting especially lay-up shoot. Thus, there will be a good opportunity for students and teachers to see the progress of students on those skills which learnt in their elementary school.

Specific objectives

At the end of this lesson, student will be able to:

- ☛ recognise responsibilities in a team;
- ☛ improve socialization;
- ☛ respect others role in a game and,
- ☛ apply under-hand lay-up shoot skills.

Suggested instructional materials and aids

- ☛ Playing area
- ☛ Balls
- ☛ Cons
- ☛ Whistle
- ☛ Picture
- ☛ Video
- ☛ Training manuals
- ☛ Flip chart
- ☛ Film

Suggested teaching methods

- ☛ active learning
- ☛ demonstration
- ☛ enquiry learning
- ☛ Circuit training
- ☛ Game

Organization and teaching- learning strategies

As introduction, you can use this as the revision of the previous lesson and the beginning of new topic. This topic could be presented as questions need oral response from the whole class or students will work in pair or making small groups to demonstrate the skill and give feedback to encourage all to participate. You can use this as brainstorming activity.

☛ Who can demonstrate under hand lay-up shooting skills of basketball?

- ✓ Make students in group as you like (according to your class size) and explain how to do warming –up activities and also try to give some clarification on the objectives of under arm lay-up shoot using game in basketball.
- ✓ Before, letting students to do warming-up activities, ask students whether they have problem which hinder them to do the activity or not. If, students have a problem, give

permission for them. Do not forget that, to get permission, students first come with proper sport wears.

- ✓ After introducing the objectives of the lesson, let students to do warming-up exercises.
- ✓ Always, you need to start student's warming –up activities, with walking, then jogging, and finally running.
- ✓ Make sure that all students are doing the activities properly.
- ✓ Observe and manage the warming-up activities.
- ✓ Make sure that the warming-up activities have both general and specific including stretching exercises.
- ✓ As the main content, you need to start your main activity by demonstration the correct skill of under hand lay-up shoot properly from different direction to make sure that all students are in a position to see your demonstration and followed by explanation how the activity is performed. The demonstration might be performed by you or any other person from the student or outside the class to use as a model for students. If you are capable enough, it is advisable to be demonstrated by you.
- ✓ Here, you can give a chance for students to use games to apply the correct technique of under arm lay-up shoot. Make students in group of four or six (based on your class size and materials) and let them to play “6vs6 in half court”. This game is very important for students to make familiar with the shooting skill and to recall those skills of basketball like dribbling, passing, and shooting. If it is possible, lower the ring of the basket and modify the number of players in one team plus or minus five players, they can use all skills of basketball, to make the game easy to practice the skill, let students in group and play the game using passing, dribbling and shooting by using under arm lay-up technique
- ✓ Here, to make sure the participation of each student in the game, tell to students that one student does not have a chance to score more than twice in a game.
- ✓ Repeat this activity by rearranging different students from different groups to make them familiar each other and to change the working environment.
- ✓ Here, while students play modified game, you need to observe and make sure that all students are participating and playing the game properly and if the students face problem regarding to the game, you should clarify the issue and make them to play the game in a proper manner.

In conclusion, let students will be in their group and tell them to do cooling down exercises. Tell them the importance of these cool down exercises while they perform the activity. You need to observe students while doing cool down exercise and motivate them.

Here, you need to ask some students to demonstrate the correct skill of under arm lay-up shoot in basketball, and give appreciation to those students who demonstrate the activity properly and let the other students to clap their hand for the student's.

Finally, after taking attendance of student', summing –up the lesson by raising the fundamental steps which are vital for better performance of shooting the ball using under arm lay-up shoot and remind the students to do additional activity of chest control in their surroundings to make them better.

Suggested assessment method

- ☛ Observation
- ☛ Self-Evaluation
- ☛ Skill assessment
- ☛ Demonstration
- ☛ Portfolio

Answers for the activities

1.B

2.A

3.A

UNIT SEVEN

HANDBALL

Periods allotted for this unit: 5 periods

Introduction

Handball is a team game for secondary school health and physical education classes. It can be played on a basketball court or on a football field. It is like the other field games. In its main aspects of the game is to move the ball down field or down court and score while avoiding the defensive team. The basic skills of the game are very much like basketball with goals at each end-line as in other games such as football and field hockey. The ball is thrown into the goals. For play in physical education classes, small playground and self-made balls can be used.

This unit is devoted to focus on the teaching aspects of handball game. The focus on teacher guide covers a brief historical of handball in the world, Africa and Ethiopia. It also deals with some basic rules of hand ball, basic skills of handball and modified game related to handball.

Unit Objectives

At the end of this unit, the students will be able to:

- ☛ understand the history of handball;
- ☛ know the skill of handball;
- ☛ develop correct handball skills and,
- ☛ improve positive social and interpersonal relationship.

7.1 A brief history of handball

Overview of world, African and Ethiopian handball history

7.1.1. A brief history of handball in the World

The handball is a perfect game for grade 9 Health and Physical Education class. Handball is played on basketball or football court. The main target of the game is to move the ball toward the opponent goal and score while avoiding the defensive team.

The founding fathers of field handball were probably German physical education experts who gained recognition for field handball as a separate sport at the turn of the century, based on the games of “Raffball” (‘snatch ball’) and “Königsbergerball” (Konrad Koch 1846-1911). In Sweden it was G. Wallström who introduced “handball” in 1910.

Three games, considered as predecessor of handball sport evolved almost at the same time: Haandboldm, Hazena and Torball. The basic idea of game haandboldm is connected to Holger Nielson, Danish school master, Hazena, created by Václav Karas and Antonin Kristof which was first played in Prague, torball. It was evolved

in Germany. The pioneer of the game was Hermann Bachmann, who set the rules and made a detailed description of the game.

Handball was created and developed in Denmark, Sweden and Germany in the late 19th century. Originally played outdoors as field handball, the sport first appeared at the Berlin 1936 Olympic Games. The modern indoor version made its Olympic debut at Munich 1972. The first women's competition was held at the Montreal 1976 Games.

The International Handball Federation (IHF), founded in 1946, is the administrative and governing body of handball and beach handball. The IHF has 209 member federations.

Handball is now played on every habitable continent on this planet. It is estimated that about seven (7) million players are registered with a club.

7.1.2. A brief history of handball in Africa

The African Handball Confederation CAHB was founded on 15 January 1973 after the 2nd All-Africa Games held in Lagos (Nigeria). It represents the national handball associations of Africa under the supervision of the International Handball Federation (IHF). The African Handball Confederation referring to a (French: Confédération Africaine de Handball), is the administrative and controlling body for African team handball.

The CAHB headquarter is located in Abidjan, Ivory Coast. The motto of the organisation is let's building African handball together. The CAHB also encourages the member of federations in their training policy by the organisation to give training courses for the benefit of the technical executives such as coaches, referees and technical delegates.

7.1.3. A brief history of handball in Ethiopia

Handball was introduced in Ethiopia in 1960 E.C. by Addis Ababa University instructors. It includes participants from the police, military forces and various sections which have been provided with the relevant courses on the handball sport. Its arrangement firstly laid the ground for frequenting the handball sport among the country's citizens.

The Ethiopian Handball Federation (EHF) was established in 1962 E.C. One year later, ten (10) clubs were established in Addis Ababa for the first time. Then, Ethiopian championship competitions were organized and conducted, due to which Ethiopia has been accredited as one of the International Handball Federation member in 1962 E.C. Ethiopian National Handball Federation founded in 1964 E.C becomes a member of International Handball Federation.

Specific objectives

At the end of this section, students will be able to:

- ☛ explain the development of handball in the world;
- ☛ describe the development of handball in Africa and,

☛ identify the development of handball in Ethiopia.

Suggested instructional materials and aids

- ☛ Pictures;
- ☛ Student textbook and
- ☛ Teacher guide

Suggested teaching methods

- ☛ Lecture;
- ☛ Gated-lecture;
- ☛ Cooperative learning and
- ☛ Interactive teaching

Organization and teaching –learning strategies

As introduction, you can use this as the revision of the previous lesson and the beginning of new topic. This topic could be presented as questions need oral response from the whole class or students will work in pair or making small groups to demonstrate the skill and give feedback to encourage all to participate. You can use this as brainstorming activity.

☛ Do you heard before about the historical development of handball in Ethiopia, in Africa and in the World?

- ✓ Introduce the lesson by greeting your students, and then explain the overview of the day lesson topics and objectives in precise manner.
- ✓ Students discuss in a small group the history of handball.
- ✓ Let divide your students into 3 up to 5 members in each group to discuss on history handball in the world, Africa and Ethiopia.
- ✓ While the students are discussed your presence around your students is crucial. You should consider as there is individual differences.
- ✓ Each group write the main points of their discussion and make them ready to present what they have been discussed in their groups.
- ✓ Let give homework to write one paragraph on how handball the history of handball in the world, Africa and Ethiopia.
- ✓ Based on shared views and ideas raised give generalization and feedback to the students.
- ✓ Ask questions orally whether they understand the lesson topics they have been learned.

Suggested assessment methods

- ☛ Presentation;
- ☛ Oral questions;
- ☛ Assignment

7.2. The rules of handball

Overview

Handball is a sport from the category known as sport games, and is becoming more and more popular in the world. A relatively rapid learning of this game, based on natural human motion, has allowed it to be popularized quickly. The development of the game is also influenced by its attractiveness based in variable action and direct conflict with an opponent. Such conflict calls for a good physical preparation of a player. The competitors playing handball have a neat stature because all the body's muscles are used in a game. Permanent motion where all the joints of upper and lower limbs work develops and improves their range of motion.

Handball is a team game. So it plays an important role in education. Players learn to cooperate with each other. A game must be tough but in accordance with the fair play rules, team work and a sportsmanlike conduct. All these positive aspects and forms of conduct result as time go in socially acceptable behaviour in everyday life.

Under this section you are expected to discuss on playing court, playing time, the ball, the team and fouls.

Specific objectives

At the end of this section, students will be able to:

- ☛ identify the basic rules of handball and,
- ☛ apply the basic rules of handball while playing small sided games.

Suggested instructional materials and aids

- ☛ International Handball Federation (IHF) rules of handball;
- ☛ Pictures;
- ☛ Models;
- ☛ Student textbook and,
- ☛ Teacher guide

Suggested teaching methods

- ☛ Individualized instruction;
- ☛ Lecture;
- ☛ Gaped-lecture and,
- ☛ cooperative learning.

Organization and teaching strategies

As introduction, you can use this as the revision of the previous lesson and the beginning of new topic. This topic could be presented as questions need oral response from the whole class or students will work in pair or making small groups to demonstrate the skill and give feedback to encourage all to participate. You can use this as brainstorming activity.

☛ Have you ever seen a handball competition in your school or somewhere else?

☛ Do you know the size of playing court of handball?

☛ Do you know how goals scored during handball game?

✓ Introduce the lesson by greeting your students, and then explain the rules of handball playing court, playing time, the ball, the team and fouls.

✓ Divide students in a group of four discuss on start-up activity on what they have seen a handball competition in their school or somewhere else? Please discuss what you have seen either actually or that you watched on a media.

✓ Here, you are expected to give assignment for the students in pair and draw the court of handball on A4 size paper.

✓ At the end of the day lesson you are expected to summarize the main points of the lesson by questioning and answering.

Suggested assessment methods

- ☛ Oral questions;
- ☛ Observation and,
- ☛ Listen students' presentation and give feedback.

7.3. Basic skills of goalkeeping in handball

Overview

Movement is essential to human welfare and an important part of educating people. Children, youth and adults are involved with movement getting their bodies into action. Movement is the medium through which physical education achieve.

Basic skills are usually simple things in handball some of which are passing; catching, shooting, dribbling and goalkeeping. A key requirement for mastering these basic skills is the control of body movement coordination. Performers must be able to fully control their body movements to perform a skill correctly.

A goalkeeper has highly influential during the match of the result. Goalkeepers to fit to their position should active and fulfil certain qualities mentally and physically active personality. A goalkeeper must be very fit, bold and self-controlled. The goalkeeper also takes part in a game, when he sparks the fast attacks, co-operates with defence and prevents the opposing team's fast attacks. Different trainings are important to develop the goalkeeper to become effective during the game theses are technical, tactical and physical conditioning.

A goalkeeper's carriage should provide fast movement. The basic stance of the goalkeeper is stand with her/his feet apart and her/ his knees slightly bent. That posture enables him to move rapidly one footed sideways to get a lower ball. The body weight should be placed equally on both feet with the body slightly bent forwards, head up, eyes kept on the ball. The arms should be bent at the elbow-joints, palms at the chest or head level, elbows sideways. This arm position allows the goalkeeper to intercept the ball at various heights as, in that position; the hands have the shortest

distance to the ball in any direction.

Under this section goal keeping, one to one goalkeeper and a shooter, posture and footwork the goalkeeper's play and physical conditioning will be discuss.

Specific objectives

At the end of this section, students

- ☛ perform handball goal keeping skills and,
- ☛ apply critical thinking and problem solving skills to create competitive and cooperation.

Suggested instructional materials and teaching aids

- ☛ Handball balls;
- ☛ Other related materials of handball ball
- ☛ Cone
- ☛ Handball courts
- ☛ Goal and
- ☛ Net

Suggested teaching methods

- ☛ Individualized instruction;
- ☛ Task teaching and
- ☛ Interactive teaching

Organization and teaching strategies

As introduction, you can use this as the revision of the previous lesson and the beginning of new topic. This topic could be presented as questions need oral response from the whole class or students will work in pair or making small groups to demonstrate the skill and give feedback to encourage all to participate. You can use this as brainstorming activity.

- ☛ Do you mention some basic role of goalkeeper during handball competition?
- ☛ What is the name of handball area goalkeeper can touch and play with all parts of his body?
- ✓ Introduce the lesson topic by greeting your students and present the objectives of the lesson on goalkeeping.
- ✓ Students organize line-up in row to prepare themselves by warm-up their body for the lesson.
- ✓ Modified activities for the students with disability to take part during practical class.
- ✓ Students are dividing in groups start training on the specific skills of handball movements in the goal, positioning in the goal when the opponents are shooting from different positions and saves with one arm, two arms, with legs and with arms and legs.

✓ Divide the students' one goalkeeper and three tossers at left hand side centre and right hand side of the goal. Each tosser takes a turn shooting at the goal. The goalkeeper catches and returns to tosser. The goalkeeper should deflect these shots as opposed to catching them. Vary the locations of ball tosses.

✓ Divide players into three groups, positioned in left wing (LW), right wing (RW) and right back (RB). Goalkeeper attempts to save shots from a line of players in the LW position and RB shot from 9 meters. First the LW shoots and the goalkeeper must catch or deflect/rebound just for the shot from the RB. After the RB takes a shot, the goalkeeper quickly retrieves rebound ball and throws an outlet pass to a braking wing in the RW position.

✓ Players are placed in six (6) offensive positions with a ball. One by one each player takes a shot. Shots are taken quickly but giving the goalkeeper time to regain ready position. Change the shooting order and types and location of shots.

✓ At the end the teacher summarized the day lesson by addressing the key points of the lesson.

✓ Show pictures of correct shooting and goalkeeping one to one and let the practice.

✓ Modified activities for the students with disability to take part during practical class.

✓ You are assigned one goalkeeper and one shooter and you give a signal for them the signal indicate to make the goal keeper ready to defend against the shooter and the shooter to shoot to the goal. Before the signal the goalkeeper is standing at the centre of the goal and the shooter positioned inside six meter area with ball. As soon as the signal is given from the teacher both of them accomplish the task and return to the previous position. This activity is repeated ten times.

✓ Students are practising in different positions from lying, sitting and kneeling return to goalkeeper posture.

✓ Tell two players take the position of wings close to the goal area; they pass the ball to each other. A goalkeeper changes his/her position and posture in relationship to the moving ball.

✓ From the goalkeeper's posture, moving left or right to the distance of three (3) meter.

✓ Place three players stand in front of the goal area and they pass the ball. The goalkeeper changes his/her position and posture in relationship to the moving ball.

✓ Assign five players stand in front of the goal area and they pass the ball (two wings and three centres). The goalkeeper changes his/her position and posture in relationship to the moving ball.

✓ Ask the students get more skill of goalkeeper passing; let them practice by moving (after taking one, two or three, walking or running steps).

✓ Allow students to practice technical element of two forms of passing the ball for fast attack. The first form involves a goalkeeper throwing the ball strongly at first to the wings who are at a safe distance from the withdrawing defenders. In another

form, a goalkeeper lobs the ball high so that it can drop down exactly. The second form is mainly performed to the player who is running in the middle of the court when, between the goalkeeper and the running player, there is a player who wants to intercept the ball.

- ✓ Tell your students to take part as a goalkeeper inside the goal and participate in offense by long-passing the ball to a teammate in the opposing half court for a fast-break score.
- ✓ Ask the students to participate in joint movements such as are arms circulations, legs swinging, sideways, backwards and forwards and trunk circulation, bends and trunk twisting.
- ✓ Let you practice fast stand-ups from sitting position and prone (lies flat with the chest down and the backup) and supine positions (lying straight on the back).
- ✓ Modified activities for the students with disability to take part during practical class.
- ✓ Students standing in the goal turn by turn and practice right leg swings and touches the right corner and beginning with left leg assuming half-splits towards the left goal-post.
- ✓ Students in squatting position, moving to the right, left, then vertical jump, legs astride, fingers touch the foot, back to starting position.
- ✓ Encourage the students while to observe while they perform different activities throughout your practical session and give feedback to each of them.

Suggested assessment methods

- ☛ Demonstration
- ☛ Skill test
- ☛ Observation and
- ☛ Peer evaluation..

7.4 Modified game related to handball

Modified match related activities in handball are fundamental and important. They are indispensable to familiarize with all the movement carried out when in position of the ball. Since the activities are a direct experience students have to be willing to acquire and to develop them. In the modified handball students will have a chance to practice passing, catching, dribbling defensive and offensive positions by the help of modified games.

Specific objectives

At the end of this section, students will be able to:

- ☛ apply critical thinking and problem-solving skills to create competitive and cooperative modified handball games that involve everyone and,
- ☛ demonstrate respectful communication skills appropriate to cooperative participation

in a modified handball games.

Suggested instructional materials and aids

- ☛ Handball ball;
- ☛ Handball court;
- ☛ Handball goal and net ad
- ☛ Whistle.

Suggested teaching methods

- ☛ Individualized instruction;
- ☛ Task teaching;
- ☛ Cooperative learning and
- ☛ Interactive teaching

Organization and teaching-learning strategies

As introduction, you can use this as the revision of the previous lesson and the beginning of new topic. This topic could be presented as questions need oral response from the whole class or students will work in pair or making small groups to demonstrate the skill and give feedback to encourage all to participate. You can use this as brainstorming activity.

- ☛ Mention types of modified handball game?
- ✓ Introduce the lesson topic by greeting your students and present the objectives of the lesson modified game related to handball.
- ✓ Students need to get prepared prepare for the day practical class by performing warm-up exercise in groups.
- ✓ Divide the students into three in one group; two of the members stand face to face six meter apart from each other and the third group member stand at the middle of two group members. Two group members those have six meters distance each other try to pass the ball over their group member who is assigned at the centre. The group member who is assigned at the middle tries to intercept the ball which is passes by his two group members with movement a minimum of 15 meters forth and back to develops passing and catching.
- ✓ Let students practice passing, catching and dribbling by playing 2 verses 1, 4 verses 4, 5 verses 5 and 7 verses 7.
- ✓ Modified activities for the students with disability to take part during practical class.
- ✓ Here you are expected to organize a team which have four players. Be in two groups with the numbers of four students in each side. Four students are directly concerned on participating passing, catching and dribbling combination so as to attack the other four students. The other four students occupy the seven (7) and nine (9) meters area or position to intercept or deafened the students with ball. The one waiting behind the nine meters line or the group of the passing players should be active, after the pass to

the one who is approaching behind. The combination is performed by a group of four players, the defender should still waits and observes to intercept the ball.

- ✓ Assign the offensive five players the ball by using passing, catching and dribbling towards the defensive players' goal. The students in the defensive position follow the offensive team members to intercept the ball. After the trial of the first five attacker students the rest will take their own turn to perform the offensive activities.
- ✓ Here, you are expected to form a team that has 7 students in each group and the playing court is subdivided into three imaginary longitudinal lanes and each of the players under the attacking side is responsible to pass the ball catch and dribble towards the opposite side. Each lane must be occupied in each phase of the attack; while leaving the lane by a player the attacker to whom she/he intends to change must occupy the lane which becomes free.
- ✓ During the game students observe the work of others, officiate and apply the rules.
- ✓ Let students in group to prepare and demonstrate some activities which increase the participation of others.
- ✓ Introduce offense and defense through leading game by arranging a plying field with goals. Encourage the offending team to shot to the goal and defending team to defend their goal.

Suggested assessment methods

- ☛ Asking questions orally
- ☛ Let the students to assess their peers.
- ☛ Create a rubric and have pupils assess members of their group.
- ☛ Skill test individually and in groups.

Answers of review questions

I. Matching Item

1. C 2. E 3. A 4. D 5. B

II. Multiple choice items

1. B 2. C 3. B 4. C 5. A

III. Think over it

Dear instructor's here there are three (3) questions are presented in student textbook. Here you are expected refer related materials which are helpful to answer the give questions finally give appropriate answer, and then communicate with your students.

UNIT EIGHT SELF-DEFENSE AND SPORT ETHICS

Periods allotted for this unit: 5 periods

Introduction

The contents in this unit may not be familiar to the students because they did not learnt formally in their elementary physical education class. But as you know most high school students spending their leisure time by participating in taekwondo, judo, and other related sport activities. At this level, the contents are treated as an introductory. To this end, this unit gives an emphasis to introduce the basic concepts of self-defense and sport Ethics.

The first sub-unit (essence and roles of self-defense) deals with the importance of learning self-defense particularly for female students and the society in general. This includes the role of self-defense in the day to day activity of the students, and how ethics of self –defense to be respected and implemented by students.

The second sub-unit (principles and rules of self-defense) deals with how students apply the principles of self-defense in their participation in self-defense technique in the school or outside the school, and also focus on the basic rules of self-defense.

The third sub-unit (basic self-defense techniques and rules) deals with the basic skills of self-defense basic stance, escape, strike, and grappling.

To deal with these contents, group discussion, explanation, demonstration, field visit, practical activities, observation, questioning, and report writing are suggested as major methodologies. The start-up questions and activities are given in each sub-unit to encourage students. Summaries and exercises are also designed to explore the key concepts in more detail.

Unit Objectives

At the end of this unit, students will be able to:

- ☛ understand fundamental techniques of self-defense;
- ☛ demonstrate interest to apply basic rules and principles of self-defense and,
- ☛ recognize the benefit of self-defense.

8.1 Essence and Role of Self-defense

Overview

As you can see, there are some very essential knowledge a student you need to know in order to understand self-defense and the nature of self-defense. You do not know when attacks can happen to you. Thus, if you train properly, your body will react the

way it was trained

These day, you need to be a walking weapons arsenal that means you can use your body part like your finger can be used to poke eyes or scratch attack, elbows can attack at close range; hit vital points of human body, and forearm can be used to attack softer targets on the human body. Do not forget that there is no rule in street fighting. That means in the streets where your life can hang in the balance, there are no rules. Do what you have to do in order to save your life. Your family depends on it. Therefore, to defend yourself and your family minimal self-defense skills are needed.

Specific objectives

At the end of this lesson, students will be able to:

- ☛ explain the importance of learning self-defence activities;
- ☛ describe the roles of self-defence activities and,
- ☛ list the Ethics of self- defense.

Suggested instructional materials and aids

- ☛ Picture
- ☛ Flip chart
- ☛ Training manual
- ☛ Books
- ☛ Film

Suggested teaching methods

- ☛ cooperative learning
- ☛ demonstration
- ☛ enquiry learning

Organization and teaching -learning strategies

As introduction, you can use this as the revision of their elementary class and the beginning of new topic. This topic could be presented as questions needs oral response from the whole class or students will work in pair or making small groups and you need to give feedback to encourage all to participate. You can use this as brainstorming activity.

☛ What do you know about self-defense? Can you tell your ideas to the class?

☛ What is the importance of self-defense?

- ✓ You need to organize students in pair or group of five or as you like (according to your class size) and try to explain, when it is necessary, how to work in group and also try to give some clarification.
- ✓ Let students discuss and reflect to the whole class based on their group discussion. Sum up the response and share the key points with the whole class.
- ✓ As the main topic, you can start your lesson by telling to students that people were

practicing self-defense for several years in order to defend themselves and their family members from attackers. You can also explain to them what self-defense is by raising issues like if somebody wants to attack you or your family members, even your friends, the response that they are going to use will be considered as self-defense. Because they have the right to defend themselves from any attack. Whatever action they might use while defending themselves and their family like counter attack or run away from attacker is considered as self-defense.

- ✓ Let students be in pair or a group of five or as you like (according to your class size and the materials that you have in your school) and tell them to discuss on the importance of self-defense for one's own survival or for the society in general. After discussion, give a chance for different group representatives to reflect the result of their group discussion to the whole class.
- ✓ Here, telling them when the students in particular and society in general participated in self-defense sport, in addition to improve their physical and mental strength, develop self-respect and self-discipline, build confidence, they will gate the mechanism to defend themselves from different accidental attacks by attackers. Here, tell to students to take notes while you are discussing the issues
- ✓ Here, you can discuss by raising the benefit of ethics in self-defense techniques. Now, tell to students to discuss in pair the contributions of ethics in self-defense. After discussion give a chance to students to reflect the result of their discussion to the whole class. After the reflection of students, explain in detail by raising some points like the concept of peacefulness, tell them to respect others right, loyalty of one's family, friends, and even the country and also tell them to have tolerance of others who have different ideology in different issues as a benefit of ethics in self –defense. Do not forget to motivate students to raise questions.
- ✓ Here, let students be in pair and discuss on the ethical qualities of self-defense. Give a chance to students to reflect the result of their group discussion to the class. After their reflection, explain to them the key ethical qualities like humility not boasting, respect others ability, to be honesty, to have courage, and to have self-control in learning or practicing self-defense. Do not forget to motivate students to raise the questions.
- ✓ Tell to students to discuss on the safety guidelines of self-defense. After their discussion, you can let students to reflect the result of their discussion to the whole class. Do not give the chance for the same students to reflect their discussion result, give for those who are not active participant to reflect the whole class. After their reflection, explain on the importance of safety guidelines while learning or practicing self-defense techniques by raising some safety guidelines like when students learn self-defense techniques they work slowly and before using the skill they should learn the skill properly. You can tell them that they should wear proper clothing while practicing the skill, and also tell them do not to walk alone by wearing expensive jewellery in dark place.
- ✓ Let students to take some note while you are explaining the issues. At the middle of

the lesson, please give a chance for students to raise questions and create opportunity to discuss on it.

In conclusion, ask students some questions related to the lesson objectives and give a chance for students to reflect the answers of your questions and the activities which were stated in their text book and make conclusion by summing up the major points.

Suggested assessment methods

- ☛ Observation
- ☛ Self-Evaluation
- ☛ Reflection
- ☛ Oral questioning

8.2 Principles and rules of self-defense

Overview

Self-defense has its own principles and rules to perform or practice the skills of self-defense. These principles and rules should be accepted and implemented by those individuals who need to be participated in the sport self-defense. In the competition of self-defense, like any other completion, all rules and principles will be implemented. Thus, for all individuals who need to participate in the competition, it is mandatory to accept and implement the rules and principles of self-defense.

Specific objectives

At the end of this lesson, students will be able to:

- ☛ explain the principles of self-defence activities;
- ☛ identify the rules of self-defence activities and,
- ☛ apply principles while practicing self-defense activities.

Suggested instructional materials and aids

- ☛ Picture
- ☛ Flip chart
- ☛ Books
- ☛ Manuals
- ☛ Film

Suggested teaching Methods

- ☛ active learning
- ☛ discussion
- ☛ cooperative learning
- ☛ enquiry learning

Organization and teaching -learning strategies

As introduction, you can use this as the revision of their elementary class and the

beginning of new topic. This topic could be presented as questions needs oral response from the whole class or students will work in pair or making small groups and you need to give feedback to encourage all to participate. You can use this as brainstorming activity.

☛ What are rules in self defense?

☛ What is the benefit of principles and rules of self-defense?

- ✓ You need to arrange students in pair or group of five or as you like (according to your class size) and try to explain, when it is necessary, how to work in group and also try to give some clarification.
- ✓ Let students to discuss and reflect to the whole class based on their group discussion. Sum up the response and share the key points with the whole class.
- ✓ As the main topic, you can start your lesson, by reminding the students the previous topic related to self-defense which was explained that people were practicing self-defense for several years in order to defend themselves and their family members from attackers. Thus, to defend themselves and their relatives, it is mandatory to know the principles and rules of self-defense. After reminding the topic, you can let students be in pair or groups to discuss on the basic principles and rules of self-defense. After their discussion, give a chance to some students to reflect the result of their group discussion.
- ✓ Here, you can discuss the issues of self-defense that means peoples were defending themselves for several years, but, to defend oneself or the relatives, they should have to know properly the principles of self-defense like alertness. That is to mean that the person who needs to defend himself should be aware for everything and be able to think and react quickly, and also tell them to have knowledge of decisiveness. This means they need to have defensive personal plan for any situation. Then, if they know properly the principle of self-defense, they will have a possibility to defend themselves from attackers. Do not forget to tell students to take short note while the discussion going on.
- ✓ Let students to be in pair or a group of five or as you like (according to your class size and the materials that you have in your school) and tell them to discuss on the importance of different principles of self-defense like, aggressiveness, coolness, speed, and principle of surprise for an individual who need to defend himself and his family. Then, after their group discussion, ask some students from different group to reflect the result of their group discussion to the whole class. Here, you can summarize their reflection to the whole class.
- ✓ Start by telling them knowing the rules of any activities has its own benefit to perform or practice that activity in a better way. Like any activities, knowing the fundamental rules of self-defense like, knowing your path, making sure someone knows when you are and when to expect you, walking confidently, trusting your instincts, avoiding routines that could easily be followed, and carrying objects capable of making noise has its own benefit or importance. Here, tell to students to arrange themselves in different groups, and let them to discuss on the benefit of knowing those self-defense

rules. Do not forget that during their discussion; observe how the discussion is going on. If the student needs some clarification, help them to make it clear the confusion by playing a facilitator rather resolving the issues. After their discussion, let students to reflect the result of their group discussion. Here, you need to summarize their reflection to the whole class. Do not forget to tell students to take short note while the discussion going on.

In conclusion, ask students some questions related to the lesson objectives and give a chance for students to reflect the answers of your questions and the activities which were stated in their text book and make conclusion by summing up the major points. Finally, give them assignment related to the next topic.

Suggested assessment methods

- ☛ Observation
- ☛ Self-Evaluation
- ☛ Reflection
- ☛ Oral questioning

8.3 Basic techniques of self-defense

Overview

Technique is the ability of a person to select, execute and implement at the right time in the right direction, during the course of play. There are a number of skills in self-defense that all performers need to master the technique in order to defend him or her from any possible attackers. These techniques are basic stance, escape, strikes, and grappling. Peoples need to develop all these techniques which are fundamental to defend oneself from accidental attack by attackers.

Specific objectives

At the end of this lesson, students will be able to:

- ☛ mention the types of self-defense skills;
- ☛ demonstrate self-defense skills;
- ☛ show respect for others;
- ☛ accept ideas from others;
- ☛ demonstrate cooperation with others and,
- ☛ Correctly demonstrate three ways of escapes, strikes and grappling techniques one from each.

8.3.1 Basic Stance

Specific objectives

Overview

In self-defense, stances are the distribution, foot orientation and body positions (particularly the legs and torso) adopted when attacking, defending, advancing, or

retreating. The front leg is bent and the other is straightened. This is a very firm and steady stance, one of the first learned by beginners, and is often used in patterns and line movement. In this stance, one foot is in front of the other, with the back foot pointed 90 degrees perpendicular, and the front foot pointed straight.

At the end of this lesson, students will be able to:

- ☛ describe basic stance position;
- ☛ enjoy with basic stance activates in self-defense and,
- ☛ demonstrate basic stance techniques at least once from the three trials.

Suggested instructional materials and aids

- ☛ Gymnasium/ open field
- ☛ Cons
- ☛ Whistle
- ☛ Picture
- ☛ Video
- ☛ Flip chart
- ☛ Film

Suggested teaching methods

- ☛ active learning
- ☛ demonstration
- ☛ enquiry learning
- ☛ Circuit training
- ☛ Cooperative learning
- ☛ Game

Organization and teaching- learning strategies

As introduction, you can use this as the revision of the previous lesson and the beginning of new topic. This topic could be presented as questions needs oral response from the whole class or students will work in pair or making small groups to demonstrate the skill and you need to give feedback to encourage all to participate. You can use this as brainstorming activity.

- ☛ Students do you know how to perform basic stance in self-defense?
- ☛ Can you demonstrate how to perform basic stance in self-defense?
- ✓ Arrange students in group of four or as you like (according to your class size) and explain how to do warming –up activities and also give some clarification on the objectives of basic stance in self-defense.
- ✓ Before letting students to do warm-up activities, ask students whether they have problem which is not clear for them to do the activity or not. If, students face a problem, for example, feel ill/ discomfort give permission for them. Do not forget that, to get permission, students first come with proper sport wears.

- ✓ After introducing the objectives of the lesson, let students to do warming-up exercises.
- ✓ Always, you need to start student's warm –up activities, with walking, then jogging, and finally running.
- ✓ Make sure that all students are doing the activities properly.
- ✓ Observe and manage the warm-up activities.
- ✓ Make sure that the warm-up activities have both general and specific activities including stretching exercises.
- ✓ As the main topic, you need to start your main activity by demonstrating the correct skill of basic stance position properly from different direction to make sure that all students are in a position to see your demonstration and followed by explanation how the activity is performed. The demonstration might be performed by you or any other person from the student or outside the class to use as a model for students. If you are capable enough, it is advisable to be demonstrated by you. Do not forget to remind that all steps which are stated on the text book are fundamental.
- ✓ Let students to be in pair or groups (according to your class size and the materials that you have in the school). Then tell all groups to make row formation in different part of the field. This means each group stands in front of each other. Tell to the first group to perform the first basic stance of self-defense which is positioning their feet properly. During your demonstration, make sure that all students are observing your demonstration. Here, after your demonstration, tell to students while they practice the activity to think of their feet as the roots that keep their body in place. Tell to students that if they have a solid, well-balanced stance, they will be much harder to knock over. While this group is performing the activity, the other groups will observe properly how to do the activity. Then tell to the other groups to perform the same activity. Tell to students to perform the same activity by changing their position in front of each other with in their groups. Do not forget to observe while students perform the activities.
- ✓ Demonstrate the next steps of basic stance which is positioning students in their torso correctly. During your demonstration, make sure that all students are observing your demonstration. Here, after your demonstration, tell to students to perform this activity by pointing the feet to the side of the opponent. Therefore, they will have to twist their shoulder slightly to face them, then keeping their body positioned at this angle gives their opponents a much smaller target to hit. Here, tell to students to make sure that to keep their stomach muscles tight and their back straight. Now, let students to be in pair and perform the steps in a proper manner. Here, observe how students perform the activity. If there is a wrong practice, please give comment and demonstrate again the correct techniques and then let them to do properly. Tell to students to perform this step by combining the previous step which is position their feet properly to make the steps of basic stance familiar. After their practice, please ask some student to demonstrate the technique in front of the class. If there is wrong demonstration, give correction.

- ✓ Here, tell students to be in pair in different part of the field and you can demonstrate with students the other step which is position their arms for defense. During your demonstration, make sure that all students are observing your demonstration. Here, after your demonstration, tell to students that while practicing this step the placement of their arms are extremely important. Because arms position is their first line of defense and protect their face and body from attacks. Then, tell students to curl their hands into loose fists and raise them in front of their face and at the same time, tell to students to make their dominant arm should be closer to their body while their non-dominant arm should be slightly in front of their body.
- ✓ Tell students to be in pair and perform the activity. Here, observe how students perform the activity. If there is a wrong practice, please give comment and demonstrate again the correct techniques then let them do properly. Tell also to students to practice this step by combining with the previous steps which are position their feet properly and position students their torso correctly to make the steps of basic stance familiar. After their practice, please ask some student to demonstrate the technique in front of the class. If there is wrong demonstration, give correction.
- ✓ Demonstrate the next steps of basic stance in self defense which is positioning your head defensively. During your demonstration, make sure that all students are observing your demonstration. Here, after your demonstration, tell to students while they perform the technique it is mandatory to keep their chin down and their mouth closed. Because by keeping their chin down they can make the delicate bones around their eyes and nose a harder target to hit.
- ✓ Let students in pair or group of four or as you like (based on your class size and materials) or you can use the previous groups, then, tell them to be in different row formation in the field. Here, tell students to perform with their partner this activity. Do not forget to observe while students are performing their activity. If something is wrong, please make correction on the spot and let students to practice the correct technique. After the practice of this step, tell to students in pair and practice this step by combining the previous steps of basic stance which are position their feet properly, position their torso, and position their arms for defense to make familiar them with the technique of basic stance in self-defense. After their practice, please ask some student to demonstrate the technique in front of the class. If there is wrong demonstration, give correction.

In conclusion, let students to be in their group and tell them to do cooling down exercises. Tell them the importance of these cool down exercises while they perform the activity. You need to observe students while doing cool down exercise and motivate them.

Here, you need ask some students to demonstrate the correct skill or technique of basic stance in self-defense, and give appreciation to those students who demonstrate the activity properly and let other students to clap their hand for the performer student's. Finally, after taking attendance of student's, summarizing the lesson by raising the fundamental steps which are vital for better performance of basic stance

in self-defense and remind the students to do additional activity of basic stance in self-defense in their surroundings to make them better.

Suggested assessment method

- ☛ Observation
- ☛ Self-Evaluation
- ☛ Skill assessment
- ☛ Skill Demonstration

8.3.2 Escape

Overview

Escape in self-defense is one of the techniques that students should use in case of emergency meaning that if somebody hold them from behind or from another side they will use these escape techniques and try to run away from attacker. The attacker may come from different direction and hung a person. Then, if the person has a skill or techniques of escape in self-defense, he/she can have a possibility to escape from attackers. Here, you can teach students how to escape from bearhug attack, escape with hands trapped, and escape from side headlock.

At the end of this lesson, students will be able to:

- ☛ describe escape techniques;
- ☛ enjoy with basic escape techniques activates in self-defense and,
- ☛ demonstrate escape techniques at least once from the three trials.

Suggested instructional materials and aids

- ☛ Gymnasium/ open field
- ☛ Cons
- ☛ Whistle
- ☛ Picture
- ☛ Video
- ☛ Flip chart
- ☛ Film

Suggested teaching methods

- ☛ active learning
- ☛ demonstration
- ☛ cooperative learning
- ☛ Circuit training
- ☛ Game

Organization and teaching -learning strategies

As introduction, you can use this as the revision of the previous lesson and the

beginning of new topic. This topic could be presented as questions needs oral response from the whole class or students will work in pair or making small groups to demonstrate the skill and you need to give feedback to encourage all to participate. You can use this as brainstorming activity

- ☛ Students, do you know how to escape from attacker?
- ☛ Can you demonstrate the techniques of escape in self-defense?

✓ Arrange students in to group of four or as you like (according to your class size) and explain how to do warming –up activities and also give some clarification on the objectives of escape in self-defense.

✓ Before letting students to do warm-up activities, ask students whether they have problem which is not clear for them to do the activity or not. If, students face a problem, give permission for them. Do not forget that, to get permission, students first come with proper sport wears.

✓ After introducing the objectives of the lesson, let students to do warming-up exercises.

✓ Always, you need to start student's warm –up activities, with walking, then jogging, and finally running.

✓ Make sure that all students are doing the activities properly.

✓ Observe and manage the warm-up activities.

✓ Make sure that the warm-up activities have both general and specific activities including stretching exercises.

✓ As the main topic, you need to start your main activity by demonstration the correct skill of escape from different direction to make sure that all students are in a position to see your demonstration and followed by explanation how the activity is performed. The demonstration might be performed by you or any other person from the student or outside the class to use as a model for students. If you are capable enough, it is advisable if it is demonstrated by you. Do not forget to remind that all steps which stated on the text book are fundamental.

✓ Let students to be in pair or groups (according to your class size and the materials that you have in the school). Demonstrate explain to all groups how to escape from a 'bear hug attack' of attacker. After your demonstration, tell students to make row formation in different part of the field, this means making in pair and stand in front of each other. Arrange students' as attacker and defender: one student as attacker, the other one as defender. Now, tell to the attacker students to hold the neck of the defenders by coming from behind. Then, now tell to the defenders to bend from the waist forward, then turn in to the attackers to make counterattack, finally, turn completely and strike the attacker and escape. While the defenders are doing all the steps to escape from the attackers, the attackers should properly permit them to perform it. Here, you need to tell students that while practicing the steps of escaping, no one create problem on the body of students. And tell them to change the role as defender and attacker. Do not forget to observe students while performing the activity. Let students to practice

repeatedly.

- ✓ Let students be in their previous pair formation then demonstrate and explain how to perform. After your demonstration, tell students to make row formation in different part of the field, this means making in pair and stand in front of each other. Arrange students' as attacker and defender: one student as attacker, the other one as defender. Now, tell to the attacker students to traps the arms of the defenders by coming from behind. Then, now tell to the defenders to shift their hip to one side and tell to the defender that such position will give an opening strike to the groin, and then tell them to bring their arm and to raise their opposite elbow. Finally tell them to be aggressive with their knees and other counterattack until escape.
- ✓ While the defenders are doing all the steps to escape from the attackers, the attackers should properly permit them to perform it. Here, you need to tell students that while practicing the steps of escaping, no one create problem on the body of students. And tell them to change the role as defender and attacker. Do not forget to observe students while performing the activity. Let students to practice repeatedly.
- ✓ Demonstrate and explain how to perform the other style of escaping which is escape from side headlock. After your demonstration, tell students to make row formation in different part of the field, this means making in pair and stand in front of each other. Arrange students' as attacker and defender: one student as attacker, the other one as defender. Now, tell to the attacker students to lock their arm around the defender students head from the side. Then, now tell to the defenders to turn into the attacker's side as much as possible to avoid being choked, and then tell them to use with their hand that's furthest away, strike the groin with open-handed slaps until they have enough mobility to turn your head all the way out to disengage, and finally, attack the attacker as much as possible until they escape from attacker. While the defenders are doing all the steps to escape from the attackers, the attackers should properly permit them to perform it.
- ✓ Here, you need to tell students that while practicing the steps of escaping, no one create problem on the body of students. And tell them to change the role as defender and attacker. Do not forget to observe while students performing their activity. If something wrong, please make correction at the spot and let students to practice the correct technique. After the practice of this step, tell to students in pair and practice several times to make them familiar with these techniques of escaping from attackers. After their practice, please ask some student to demonstrate the technique in front of the class. If there is wrong demonstration, give correction.

In conclusion, let students to be in their group and tell them to do cooling down exercises. Tell them the importance of these cool down exercises while they perform the activity. You need to observe students while doing cool down exercise and motivate them.

Here, you need ask some students to demonstrate the correct skill or technique of escaping in self-defense, and give appreciation to those students who demonstrate the activity properly and let other students to clap their hand for the performer

student's. Finally, after taking attendance of student's, sum –up the lesson by raising the fundamental steps which are vital for better performance of escape in self-defense and remind the students to do additional activity of escaping in self-defense in their surroundings to make them better.

Suggested assessment method

- Observation
- Self-Evaluation
- Reflection
- Skill assessment
- Skill Demonstration

8.3.3 Strikes and Grappling

Overview

Strike and grappling in self-defense are the skills that any person should use in order to attack anyone who comes to attack. There are many types of skills that a person uses in order to attack the attacker from different direction or positions. Most of the time female students might be attacked by attackers. Thus, these students should use different styles of strike to implement counterattack to the attackers. Here, there are some strikes and grappling styles that will be very important to students to make them familiar with the skills in order to use it whenever necessary.

Specific objectives

At the end of this lesson, students will be able to:

- describe strike and grappling techniques;
- enjoy with strikes and grappling techniques activates in self-defense and,
- demonstrate strikes and grappling techniques at least once from the three trials.

Suggested instructional materials and aids

- Gymnasium/ open field
- Cons
- Whistle
- Picture
- Flip chart
- Film

Suggested teaching methods

- active learning
- demonstration
- Circuit training
- Game

Organization and teaching- learning strategies

As introduction, you can use this as the revision of the previous lesson and the beginning of new topic. This topic could be presented as questions needs oral response from the whole class or students will work in pair or making small groups to demonstrate the skill and you need to give feedback to encourage all to participate. You can use this as brainstorming activity

- ☛ Students do you know how to strike the attacker?
- ☛ Can you demonstrate the techniques of strike in self-defense?
- ✓ Make students in group of four or as you like (according to your class size) and explain how to do warm –up activities and also give some clarification on the objectives of strike in self-defense.
- ✓ Before letting students to do warm-up activities, ask students whether they have problem which hinder them to do the activity or not. If, students have a problem, give permission for them. Do not forget that, to get permission, students first come with proper sport wears.
- ✓ After introducing the objectives of the lesson, let students to do warming-up exercises.
- ✓ Always, you need to start student's warm –up activities, with walking, then jogging, and finally running.
- ✓ Make sure that all students are doing the activities properly.
- ✓ Observe and manage the warm-up activities.
- ✓ Make sure that the warm-up activities have both general and specific activities including stretching exercises.
- ✓ As the main topic, you need to start your main activity by demonstrating different types of striking skill from different direction to make sure that all students are in a position to see your demonstration and followed by explanation how the activity is performed. The demonstration might be performed by you or any other person from the student or outside the class to use as a model for students. If you are capable enough, it is advisable if it is demonstrated by you. Do not forget to remind that all steps which stated on the text book are fundamental.
- ✓ Let students to be in pair or groups (according to your class size and the materials that you have in the school). Demonstrate and explain to all groups how to strike using front kick to Groin of attacker. After your demonstration, tell students to make row formation in different part of the field, this means making in pair and stand in front of each other. Arrange students' as attacker and defender: one student as attacker, the other one as defender. Now, tell to the attacker students to go straight to attack the defender student. Then, now tell to the defenders to be in basic stance position by keeping hand up, and then, tell to defender students to lift their dominant leg off the ground and to begin to drive their knee upward. Finally, tell the defender students to kick forcefully by using their lower shin to the attackers groin area. While the defenders are doing all the steps to strike the attackers, the attackers should properly permit them to perform it. Here, you need to tell students that while practicing the steps of striking, no one create problem on the body of students. And tell them to

change the role as defender and attacker. Do not forget to observe students while performing the activity. Let students to practice repeatedly.

- ✓ Let students be in their previous pair formation and then demonstrate and explain how to perform Heel palm strike. After your demonstration, tell students to make row formation in different part of the field. This means making in pair and stand in front of each other. Arrange students' as attacker and defender: one student as attacker, the other one as defender. Now, tell to the attacker students to go and attack the defender students. Then, now tell to the defenders to use their dominant hand and flex their wrist, and then tell to the defender students to attack the attacker nose or chin by punching upward from the nostrils and throat respectively.
- ✓ While the defenders are doing all the steps to escape from the attackers, the attackers should properly permit them to perform it. Here, you need to tell students that while practicing the steps of escaping, no one creates problem on the body of students. And tell them to change the role as defender and attacker. Do not forget to observe students while performing the activity. Let students to practice repeatedly.
- ✓ Demonstrate and explain how to perform the other style of strike which is Elbow strike. After your demonstration, tell students to make row formation in different part of the field, this means making in pair and stand in front of each other. Arrange students' as attacker and defender: one student as attacker, the other one as defender. Now, tell to the attacker students to be in a very close range and make the defender students not to use punch, and now tell to the defender students to stabilize themselves with a strong core and legs to ensure a powerful elbow, and then, tell to defender students to bend their arm at the elbow and shift their weight forward to strike the attacker using their elbow in to neck, chin, and jawline. Finally, the attacker will leave the defender students and the defender students can run. While the defenders are doing all the steps to escape from the attackers, the attackers should properly permit them to perform it.
- ✓ Here, you can demonstrate and explain how to perform grappling in self-defense in different direction with their type. After your demonstration, tell to students to show you how to perform grappling by making pair. Then while they perform the activity, observe students to check how they perform it.
- ✓ Here, you need to tell students that while practicing the steps of strike, no one creates problem on the body of students. And tell them to change the role as defender and attacker. Do not forget to observe while students performing their activity. If something wrong, please make correction at the spot and let students practice the correct technique. After the practice of this step, tell to students in pair and practice several times to make them familiar with these techniques and skills of striking the attackers. After their practice, please ask some student to demonstrate the technique in front of the class. If there is wrong demonstration, give correction.
- ✓ In conclusion, let students to be in their group and tell them to do cooling down exercises. Tell them the importance of these cool down exercises while they perform the activity. You need to observe students while doing cool down exercise and

motivate them.

- ✓ & Here, you need to ask some students to demonstrate the correct skill or technique of escaping in self-defense, and give appreciation to those students who demonstrate the activity properly and let other students to clap their hand for the performer student's. Finally, after taking attendance of student's, sum –up the lesson by raising the basic steps which are vital for better performance of striking in self-defense and remind the students to do additional activity of strike in self-defense in their surroundings to make them better.

Suggested assessment method

- ☛ Observation
- ☛ Self-Evaluation
- ☛ Reflection
- ☛ Skill assessment
- ☛ Skill Demonstration

Answers for the activities

- 1.A, Dear teacher please give a chance for students to reflect their justification.
- 2.B, Dear teacher please give a chance for students to reflect their justification
- 3.B, Dear teacher please give a chance for students to reflect their justification
- 4.B
- 5.C

Dear teachers, related to open ended questions, for the sake of giving you opportunity to read more and to discuss with students, we are not including the answer key. Thus, you can handle it.