HEALTH AND PHYSICAL EDUCATION

STUDENT TEXT BOOK

GRADE 8



ADDIS ABABA CITY ADMINISTRATION EDUCATION BUREAU

Guide lines for proper use of this text book

1. Cover the book with protective material, such as plastic, old newspapers or magazines.
2. Always keep the book in a clean dry place
3. Clean your hands before using the book.
4. Do not write on the cover and inside pages.
5. Use a piece of paper or cardboard as a bookmark.
6. Never tear or cut out any pictures or pages.
7. Repair any torn pages with paste or tape.
8. Pack the book carefully when you place it in your school bag.
9. Handle the book with care when passing it to another person.
10. When using a new book for the first time, lay it on its back. Open only a few pages at a time. Press lightly along the bound edge as you turn the pages. This will keep the cover in good condition.[1]

1

HEALTH AND PHYSICAL EDUCATION
STUDENT TEXT BOOK
GRADE EIGHT

Writers:

Desta Nugusa
Fikadu Eshetu
Gemechis Fekadu
Hailu Shiferraw
Mebratu Akalu
Sintayehu Birhanu

Editors and evaluaters:-

Tesfaye Abie
Bezawit Getachew
Wondale Sitote
Wubalem Beyene
Adonyas G/selassie

Coordnators

Getachew Talema
Robi Wami

Lay out design:-

Entoto Polytechnic College (TMS)

ADDIS ABABA CITY ADMINISTRATION EDUCATION BUREAU

© 2015 ADDIS ABABA CITY ADMINISTRATION EDUCATION BUREAU

All Right Reserved

First Published 2015 E.C

Adapted 2016 E.C

Addis Ababa

ACKNOWLEDGMENT

This textbook development and publishing would not have been possible without the commitment and support of Dr. Zelalem Mulatu the AAEB head. He deserves deep gratitude for his patient guidance, enthusiastic encouragement and useful critiques. Special thanks should also be given for his advice and assistance in keeping in the progress on schedule.

Each of the the members of the management - Ato Admassu Dechasa, Ato Dagnaw Gebru, Ato Samsom Melese, W/ro Abebech Negash, Ato Sisay Endale and Ato Desta Mersha has played a significant role in providing professional guidance, valuable support, and constructive recommendations for the realization of the project.

Special thanks should go to primary and secondary school principals that had great share in inspiring their teachers to successfully accomplish their duty and play key role in concerted effort to a tremendous success.

CONTENTS

CHAPTER ONE 1
CONCEPTS OF PHYSICAL EDUCATION AND SPORTS.....1
1.1 Philosophy of Physical Educationn.....2
1.2 Physical Education Professions.....3
1.3 Ethiopian Sport Legends.....4
1.4 Ethiopian in The Olympic Games.....9
1.5 First Aid and Injury Management.....10
1.6 Mechanism to Prevent Doping.....12
CHAPTER TWO.....16
SOCIAL AND EMOTIONAL DEVELOPMENT.....16
2.1 Self-Awareness and Self-Management Skills in Physical Education 17
2.2 Social Awareness and Relationship Skills in Physical Education.....23
2.3 Attention Control and Decision Making in Physical Education.....27
CHAPTER THREE.....35
PHYSICAL FITNESS.....35
3.1 Cardiovascular Exercise 37
3.2 Muscular Endurance.....40
3.3 Flexibility.....46
3.4 Speed.....51
CHAPTER FOUR.....55
FUNDAMENTALS OF ATHLETICS.....55
4.1 Jumping for Height from Curve Running 56
4.2 Running for Speed with Different Start 58
4.3 Throwing for Distance from Short Approach Run.....60

CHAPTER FIVE.....64
GYMNASTICS.....64
5.1 Introduction to Floor Exercise.....65
5.2 Basic Rules of Gymnastic 66
5.3 Benefits of Gymnastics Activities 67
5.4 Basic Gymnastics 68
5.5 Apparatus Gymnastics.....72
CHAPTER SIX.....77
FUNDAMENTAL SKILLS OF CONTROLLING,
SHOOTING AND BLOCK.....77
6.1 Controlling the Ball Using Inside of the Foot.....78
6.2 Controlling the Ball Using Outside of The Foot.....79
6.3 Thigh Control in A Game 81
6.4 Small Sided Game Using Foot Control.....82
6.5 Jumps Shoot in Basketball.....84
6.6 Dive Shoots in Handball.....85
6.7 Basic Block in A Game.....87
6.8 Small Sided Game 88
6.9 Recreational Games.....90
CHAPTER SEVEN.....94
NATIONAL TRADITIONAL DANCE AND CULTURAL
GAMES IN ETHIOPIA AND INTERNATIONAL SOCIETY 94
7.1. Some National Traditional Dance Cultural in Ethiopia.....95
7.2 Some Traditional Dance in International Society.....97
7.3 Some National Cultural Games in Ethiopia 100
7.4 Some Cultural Games in International Society.....104
Glossary.....108
Reference.....109

INTRODUCTION

Education in every sense is one of the fundamental factors of development Period. Education raises people's productivity and creativity and promotes entrepreneurship and technological advances. In addition, it plays a very crucial role in securing economic and social progress and improving income distribution.

Physical Education develops students' competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school. A high quality of physical education curriculum enables all students to enjoy and succeed in many kinds of physical activity. Physical education is mainly given through practical work that develops mental, physical, social and psychological aspects of development of the students.

An improvement of science and technology in our world changes the way of teaching and learning process of physical education to go along the modern educational system and periods. This textbook is prepared based on some research findings under the new physical educational syllabus.

This text book has seven chapters; each chapter has different topics that may develop the students' cognitive, attitudinal and psychomotor aspects of learning. The text also includes the need of students with disability and ways to support them.

CHAPTER 1

CONCEPTS OF HEALTH AND PHYSICAL EDUCATION AND SPORTS

The concept of health and physical education is not new. The fact is that it has its roots in the ancient period. At various stages in history, different people have associated indifferent meanings to the word health and Physical Education.

Health: is a state that completes physical, mental and social well-being, it is not merely the absence of disease.

Physical education: is an education through the use of physical movements and deriving the advantage for physical, mental and social gain.

Sport: is a wider term which acts as an institution involving all physical activities of individual skills governed by a set of rules, and it is often taken competitively.

Chapter one tries to discuss briefly about Philosophy of physical education, physical education profession, Ethiopian sport legends, Ethiopian in the Olympics game, first aid & injury management and mechanisms to prevent doping.

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

- Aware of the philosophical bases of physical education and sport;
- Adapt the principles of sport and Olympic games to build personal and social skill.
- Cooperate with peers and develop interpersonal skills.
- Appreciate how Ethiopian sport legends connect to the community

1.1 PHILOSOPHY OF PHYSICAL EDUCATION

Learning Competency: At the end of this unit, learners will be able to:

- Explain philosophy of physical education.

Start up question

- How do you understand philosophy of Health and Physicaleducation?

The philosophy underlying physical education utilizes principles that encourage exploration and mastery of physical, mental and social skills. It can be argued that health and physical education can lay the foundations of pupil's physical health and lifelong activeness in lifestyle.

Young children are leading sedentary lives. This is because physical activity is frequently displaced by watching television, spending more time on the internet and playing video game. Much concern has to be given for this lifestyle change as childhood obesity has risen greatly in the recent years.

Within the school context, incorporating physical activity is a likely means to improve the physical health status of children as well as mental development. In a school setting, a health and physical education program can serve society in many ways if implemented and utilized appropriately. Health and physical education program is given in the school has the following importance:

- It is a preventive measure against disease.
- It helps to teach students the value of regular exercise.
- It allows student to interact together to a common goal which is to win and excel physically.
- Its a link to good health
- It promotes academic learning.
- It builds self-esteem.

As a subject, health and physical education has important role to develop an awareness of students about the benefit of healthy life style including decisions not to use tobacco, alcohol, drugs etc.

Activity 1.1

- List down the importance of physical education.
- Write at least three reasons that cause child obesity.

1.2 PHYSICAL EDUCATION PROFESSION

Learning competancy: At the end of this topic you will be able to:

- Discribe the profession of physical education.

1. Do you think that Health and Physical Education has a relationship with other professions?
2. Which professions are closely related with Health and physical Education?

Health and physical education is part of the school curriculum given from lower grades up to higher levels. Recently, Health and physical education has become more important not only as subject but also as a career option. It also concerns with the development of a number of skills, abilities and attitudes for leading a healthy life style.

Health and physical education have an opportunity to people taking different courses related to the field. Today, Health and physical education can provide a large number of opportunities to the people to consider as profession. It is a wide term and associated with sports, health, physiotherapy, medicinal sports, sports clinics, sports psychology, sports journalism, exercise physiology, coaching, sports management and so on. To be successful in any profession, individuals should have physical, mental and psychological wellness and fitness.

Activity 1.2

Give short answers for the following questions

1. List five professions which are related with physical education?
2. Explain the relationship between physical education and health professions?

1.3 ETHIOPIAN SPORT LEGENDS

Learning competency: At the end of this topic you will be able to:

- Describe three Ethiopian sport legends.

Startup of questions

List some Ethiopian sport legends and their contributions.

Ethiopia has many sport legends who raised its flag on the world and different sport stages. Among these Abebe Bikila, Geremew Demboba, Mamo Wolde, Million Wolde, Almaz Ayana, Tiki Gelana, Miruts Yifter, Gezahegn Abera, Seleshi Sihn, Wami Biratu, Gete Wami, Kenenissa Bekele, Tirunesh Dibaba, Yidnekachew Tessema, Meseret Defar, Gemechu Bezabih (boxing), Meseret Defar, Haile Gebresilassie, etc. From these many legends we will focus on the following sport legends.

YIDNEKACHEW TESSEMA

Yidenekachew Tessema was born in Jimma on septemberr 11,1921 G.C. He played for St. George club for 23 years. He also played 27 times for the national team, in addition he served as a coach and team leader for both the St. George and the Ethiopian national teams.

He was a founder of Ethiopian football federation,one of the founding members of the Confedretion of African Football (CAF) were he served in several capacities including being its presedent for 15 years. He contributed a lot in the fight against apartheid and played a crucial role to increase the number of African football teams taking part in the world cup.

Yidnekachew was also instrumental in opening the country to outside contacts and international competitions also he was the member of FIFA executive committee, and he played a great roll to avoid tobacco and alcohol advertisement in stadium.



Fig.1.1 Yidnekachew Tessema

MESERET DEFAR

Meseret Defar was born November 19, 1983G.C in Addis Ababa, Ethiopia. She began her running career in primary school and won several primary and secondary school competitions.

Her achievement continued at national and international level. She has broken many records in 3,000-metre, 5,000-metre, and 2-mile races. Mesert has been successful in the 5000 meters in different international competitions and she was the Olympic game gold medalist at 2012G.C London Olympics.



Fig. 1.2 Meseret Defar

GEREMEW DEMBOBA

Geremew Demboba was one of the first Ethiopian Olympians who represented Ethiopia and participated in the 1956 Olympic Games in Melbourne, Australia.

He was the first person in history to wave our national flag in Olympic Games. Even though the team had a very long (nearly seven days) journey, inadequate preparation and training which played a big role, with these fellow Ethiopians, he ranked 9th in the world, and it was recorded as the first black Olympic cyclists.



Fig 1.3 Geremew Demboba

FATUMA ROBA

Athlete Fatuma Roba was born in 1973 in Arsi, Bekoji town. She is an Ethiopian long distance runner best known for being the first Ethiopian and African women to win a gold medal in the women's Olympic Marathon race at Atlanta 1996 summer Olympics and for winning three successive Boston Marathons.

When Fatuma Roba was at the school, no one has encouraged her to run but she decided to continue regardless. Now a day's Fatuma participating in hotel industry and mechanized farming which enhance the country economy and creating job opportunities.



Fig. 1.4 Fatuma Roba

TIRUNESH DIBABA

Tirunesh Dibaba was born June 1, 1985, near Bekoji, Arsi province. She comes from sporting family of several Olympic medalist and she was inspired by a family of runners.

In 2003 Tirunesh Dibaba won the world junior cross-country title, set a 5,000m junior world record and secured the gold in the 5,000m at the (IAAF) world track and field championships, becoming the youngest-ever world champion in her sport.

Tirunesh won many gold medals in world athletics championship in 5000m and 10000m distance running.

After setting a world indoor record in the 5,000m (14 min 32.93 sec), she won both the long- and short-course world cross-country titles. At the track and field world championships, she became the first woman to win a distance double, leading Ethiopian medal sweeps in the 10,000m and the 5,000m in Beijing Olympics.

She participating in different investment activities and hotel industries that creating job opportunities for many Ethiopians.



Fig. 1.5 Tirunesh Dibaba

Activity 1.3

1. What was the main contribution of Yidnekachew Tessema for Ethiopia and African football?
2. What is the contribution of Meseret Defar for her society?
3. List other Ethiopian sport legends and their contribution.

1.4 ETHIOPIAN IN THE OLYMPIC GAMES

Learning competency: at the end of this topic you will be able to:

- Mention the role of Ethiopian in the Olympic games.

Start up question

What was the role of Ethiopia in the Olympic Games?

Ethiopia was one of the few African nations to participate in Olympic Games in the 1950s where as many African countries were under Colonial era. Ethiopia made great roles for other African counter parts in the Olympic Games and other international competitions.

Ethiopia's early famous athletes Abebe Bikila, Mamo welde, Miruts Yifter and their successors Haile Gebresilassie, Kenenisa Bekele, Gezhagne Abera, Million Wolde and others have become an example of many African athletes to develop a winning mentality in Olympic games and other competition.

In addition, Ethiopian women Olympic champions, Derartu Tulu, Fatuma Roba, Tirunesh Dibaba, Meseret Defar, Tiki Gelana, Almaz Ayana and others have motivated African women youngsters, even children to come to athletics and Olympic competition.

Ethiopia boycotted in three Olympic games due to political causes at Montreal 1976, Los Angeles 1984 and Seoul 1988. In general, Ethiopia won 23 gold, 12 silver and 23 bronze total 58 medals since 1956 Olympic Game.

Activity 1.4

1. Why Ethiopia did not participate in montreal Olympic Games?

1.5 FIRST AID AND INJURY MANAGEMENT

Learning Competency:-At the end of this topic, students will be able to: -

- Provide first aid when simple injuries happen.

Startup question

What is first aid?

First aid

First aid is described as an emergency care or treatment given to an ill or injured person before regular medical aid can be obtained. Injury management

Injury management

Injury management is a coordinated and managed process consisting of activities and procedures to facilitate a timely, safe, and durable return to work for injured person.



Fig 1.6 First aid

Sports Injury management is the management of a specific injury to allow an individual to return or continue their chosen sport without damaging or compromising their body.

Sports injuries are commonly caused by overuse, direct impact, or the application of force that is greater than the body part can structurally withstand.

First aid for injuries

- Rest – keep the injured area supported and avoid using for 48-72 hours.
- Ice – apply ice to the injured area for 20 minutes every two hours for the first 48-72 hours.
- Compression – apply a firm elastic bandage over the area, extending above and below the painful site.
- Elevation- is raising up the injured or sored body area to reduce swelling and bleeding by using pillow or other materials at or above the level of your heart.

Activity 1.5

1. Why we use ice on injured area?
2. What is the use of elevation during injury?

1.6 MECHANISM TO PREVENT DOPING

Learning Competency:- At the end of this topic, students will be able to:

- suggest doping prevention mechanisms.

Start up question

- What is doping?
- Do you remember some factors of doping from your grade seven lesson?

Nowadays, doping is critical issue at international level in sport. The term "doping" refers to the use of prohibited medications, drugs, or treatments by athletes with the intention of improving athletic performance. Hundreds of drugs and methods have been used in doping for the purpose of sports performance enhancement.

This is not only concerned with health matter but also with the moral as well as ethical values of humanity affecting honest team spirit of sports competition. This is directly affecting sports competitions around the world.

Doping is widely used by sports person in an attempt to improve their performance without any fear or unawareness related to their consequences or side effects. These practices not only hinder the quality of sports but also it must be considered as one part of corruption in sports, thus affecting sport spirit.

Doping is dangerous for any athletes especially in the case of young and more harmed sports people. Their health can be damaged and a psychological dependence can be created. Doping makes athletes to train harder, increase muscle mass and strength and recover more

quickly beyond their natural biological and psychological capacity. Risks include: kidney damage, increased aggression and disturbing the natural balance of hormones.

Prevention ways of doping are:

1. Educating
2. Counseling
3. Communicating

Activity 1.6

1. List three ways of doping prevention.
2. Write risk factors of doping.

SUMMARY

The concept of health and physical education is not new rather is originated in the ancient period. Physical education, which is given through physical activity in school has many importance for the society such as, it teaches the value of good, it promotes academic learning it makes a good cardiovascular system, and it builds self-esteem.

- Today, Health and physical education as profession can provide a large number of opportunities to the people which are associated with sports, health, physiotherapy, medicinal sports, sports clinics, sports psychology, sports journalism, exercise physiology, coaching, sports management and so on.
- Ethiopia has many sport legends like Yidnekachew Tessema (Father of Ethiopian football), Meseret Defar, Geremew Demboba, Fatuma Roba and others.
- Ethiopia was one of the few African nations to participate in Olympic Games in the 1950's where as many African countries were under colonial era.
- First aid is an emergency care or treatment given to an ill or injured person before regular medical aid can be obtained
- Doping is dangerous for any athletes especially it causes physical, social, psychological and health problems.

CHAPTER REVIEW QUESTIONS

I. Write True if the statement is correct and False if the statement is Incorrect

1. The concept of physical education is new in our modern world.
2. Physical education has no relationship with other professions

II. Choose the correct answer for the following questions

1. For how many years Yidnekachew Tessema became a president of CAF?

   A. 23 years B. 15 years C. 16 years D. 27 years

2. Who is the first athletes to wave Ethiopian national flag in Melbouren Olympic games?

   A. Mamo Wolde B. Geremew Demboba

   C. Wami Beratu D. Abebe Bikila

III. Give your short answers for the following questions

1. Mention the impacts of doping on young athletes.
2. How can you manage injuries that occur in your physical education practical class?

CHAPTER 2

SOCIAL AND EMOTIONAL DEVELOPMENT

INTRODUCTION

Social and emotional learning enhances students capacity of integrating skills, attitudes and behaviors to deal effectively and ethically with daily tasks and challenges. A physically active environment is the ideal place to enhance these skills. Whether it is achieving a personal best in the mile run, or competing on a successful team, or dropping a catch during a key play, all these situations come true where there is social and emotional learning.

Mental, intellectual, emotional and social development of a growing child is dependent and closely related to physical development.

A physically fit individual possesses a well-balanced personality, which is mentally sharp, emotionally stable and socially well-adjusted.

In this chapter you will learn about social and emotional learning which includes self-awareness and self-management skills, social awareness and relationship skills, attention control and decision making, analyzing situation and problem solving in physical education.

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

- Create a practice plan to improve performance for a self-selected skill.
- Demonstrate communication and leadership skills that promote team dynamics.
- Analyze situations and apply strategies to solve problems.

2.1 SELF AWERNESS AND SELF MANAGEMENT SKILLS IN PHYSICAL EDUCATION

Learning competency: at the end of this topic you will able to:

- Create a practice plan to improve performance for a self-selected skill.

Startup question

What dose self-awareness and self-management mean?

Self-awareness defined as conscious knowledge of one's own character and feelings. Self-awareness activities and exercises are tools that can help you to not only reach your goals, but also to discover who you are at a core level and what you want out of life. Becoming more self-aware can help you understand your wants, needs and desires as well as your strength and weakness. Self-awareness is also an important tool for success.

Activity 2.1

1. How do you overcome the problem of your classmate who has an aggressive behavior during mini football game?

The following techniques can help you to develop self-awareness skills.

- Mind fullness meditation
- Yoga
- Journaling
- Having a personal vision
- Observing others

Role play

Positive Awareness

- Write list of things that you like about yourselves.
- If you need touch, suggest something like “I am cheerful” or “I am creative.”
- You should put this list in a place where you will often see it to reinforce the positives that you see in yourselves.

Self-management is the ability to regulate one’s emotion, thoughts and behaviors effectively in different situations.

Self- management skills are the abilities to navigate and shift in a health way one’s thought, emotions and behaviors in order to make decisions and reach goals.

Self-management is important as it teaches students to recognize and control their emotions. It can greatly help to raise the energy and improves a team's performance.

Self-management skills include:

- regulating and expressing one's emotions thoughtfully
- sustaining healthy boundaries
- identifying and using stress management strategies
- using planning and organizational skills
- showing the courage to take initiative
- maintaining attention

2.1.1 BUILDING SELF CONFIDENCE

In sports self-confidence is about one's ability to execute physical skills. It is the ability to utilize the psychological skills during the competitions. It is the ability to employ perceptual skills and belief on one's level of physical fitness and training status.

Having self-confidence which is your belief in your ability to complete a physical skill or task required in your sport. Our confidence can be increased at times by others belief in us; but, ultimately, we have to believe in our own abilities to go out there and perform our best.

Self-confidence: means accept and trust oneself and have a sense of control in our life. There are a number of things you can do to build self-confidence.

Some of them are;

- Look at what you have already achieved.
- Think of things you are good at.
- Set some goals and set out the steps you need to take to achieve them.
- Talk yourself up.
- Get a hobby.

The following activity may help the students to build their self confidence.

Rolling In Admiration

Procedures of the game

This game somewhat similar to "catch the compliment". Just like

Catch the compliment; it needs at least three players, but the more players there are, the better experience everyone will have.

1. All the players sit in a circle.
2. Then, one person rolls the dice.
3. Whichever number appears on the dice, the person has to say many positive characteristics about the person next to him
4. Then the next person will take the dice and do the same.

2.1.2 DEVELOPING RESILINCE

The term resilience comes from the Latin word 'resilient' meaning leap back and used to describe substances elastic quality.

Resilience defined as being capable of resisting or quickly recovering from difficult conditions. It is associated with the ability to learn to live with ongoing fear, uncertainty and challenging life experiences after exposure to traumatic events and game loses.

Resilience is defined by most as the ability to recover from setbacks, adapt well to change and keep going in the face of adversity.

The following activity is important to develop resilience.

The activity is called mindful meditation and it has the following producers:

1. Get comfortable (find a quiet and comfortable place)
2. Consider a timer
3. Focus on breathing
4. Notice your thought
5. Give yourself a break.



Fig2.1 Mindfulmeditation

Activity 2.2

I. Give short answers for the following questions

1. Write some common techniques that develop self-awareness.

2. List at least 4 self-management skills.

II. Fill the blank space with the correct answer.

1. _____ is the ability of resisting or quickly recovering from difficult conditions.

2. _____ is the ability to regulate one's emotion, thoughts and behaviors effectively in different situations.

2.2 SOCIAL AWARNESS AND RELATIONSHIP SKILLS IN PHYSICAL EDUCATION

Learning competency: At the end of this topic you will able to

- Demonstrate communication and leadership skill that promote team dynamics.

Startup question

- Define social awareness?
- How do physical activities develop social awareness and relationship skill?

Social awareness: is the ability to take the perspective of others and empathize with including those from diverse background and cultures. It is the process through which children and adults understand and manage emotions, set and achieve positive goals, recognize the feelings of and show empathy for others and make responsible decisions.

Relationship skills: refer to the ability to build positive relationships, especially with diverse individuals and groups, using a variety of methods. Improved self-confidence and self-sufficiency can be achieved from participating in physical activity at any age.

As adults grow older, physical activity can also provide opportunities for social interaction and can decrease feeling of loneliness or exclusion. Physical activity helps to work in team. Furthermore, social awareness and communication skills required for students to protect themselves from different accidents.

Physical activities develop social awareness and relationship skills by:

- Increasing confidence.
- Encourage social interaction.
- Enhancing peer acceptance.
- Improving leadership skills and empathy.
- Developing teamwork.
- Decreasing feeling of exclusion.
- Improving leadership skills.
- Increasing self-sufficiency.

2.2.1 COMMUNICATION

Communication: is the process of mutually transferring feelings and thoughts of a person to expresses him/herself through interactions with others.

Communication is a basic skill learned in the personal and social skills framework. Additionally, children who have social awareness will be able to think critically and adapt to social change.

Communication is a key and learning to be part of team is similar with learning to value the effectiveness of teamwork.

Communication skills are the abilities you use when giving and receiving different kinds of information.

Communication can be divided in to verbal communications and nonverbal communication

Verbal communications: occur when you use words to express how you feel or what you think about a situation. It helps students to know the rules of a game or how to protect themselves or others by knowing the information.

Nonverbal communication: occurs when you express how you feel or what you think without the use of words.

Nonverbal communication can be as simple as the expression on your face or as complex as modeling a particular situation. Nonverbal communication plays a major role in the success of an athlete. They have to be able to interpret and send nonverbal signals to teammates and competitors.

The following activity helps you how to communicate each other to common goal and also, it helps how communication is related with collaboration.

Drill 1

Minefield

Materials needed for this drill

- An empty room or hallway
- Blindfolds
- A collection of common office items (boxes, chairs, water bottles, bags, etc.)

Instructions:

1. Place the items around the room, there is no clear path from one end of the room to the other.
2. Divide your team into pairs and blindfold one person on the team.
3. The other must verbally guide that person from one end of theroom to the other, avoiding the "mines."
4. The partner who is not blindfolded can't touch the other.
5. If you want to make the activity more challenging, make all the pairs go simultaneously, so teams must find ways to strategically communicate with each other.

2.2.2 LEADERSHIP

Leadership is the ability to intentionally provide positive influence on the lives and behaviors of others. The leader should possess qualities that are sought for and admired by followers. A leader must initiate an activity under the groups needs and carry the activity to completion.

The leadership quality in physical education includes: being energetic, friendliness, technically skilled, intelligent, teaching skill, creative, dedication and determination, respecting people, decision-maker, morality, loyalty and good communicator.

Activity 2.2.2

1. Write four skills that develop social awareness.

2. List good quality of leadership.

3. What are the two forms of communication?

2.3 ATTENTION CONTROL AND DECISION MAKING IN PHYSICAL EDUCATION

Learning competency: At the end of this topic you will able to:

- Analyze situtation and apply strategies to solve problems.

Startup question

- What is an attention control?
- What is decision making?
- How can you explain responsible decision making?

A. Attention control

Attention control is defined as one's ability to focus and shift attention in a flexible manner.

The following strategies may help students to develop the skills of attention control:

A. Take frequent breaks

B. Plan physical activity during breaks

C. Break large tasks into smaller parts

D. Test out times for peak attention

E. Practice focus in a specific location

F. Use visual timers

Drill 2

The following drill named "**spot the difference**" helps to develop attention control; students follow the rules and play the game in group.

Spot the difference

This game helps participants test and improve their attention to detail and memory retention. It also encourages teamwork and bonding.

Follow these steps to play spot the difference:

1. Form two equal lines facing one another
2. Spend a minute or two observing the people in the line facing you
3. Turn around so you cannot see the people in the line in front of you and stay there for a few minutes. During this time, the people in the other line will visibly change some things about themselves. People in the line could swap clothing, change their hairstyle, remove their glasses and apply make-up.

B. Decision making

We make decision in our daily life. We make those decisions quickly and with little thought or effort. We face with a decision that has positive or negative results. Thus, developing responsible decision making plays a vital role for successful life.

Decision making is the process of making choices by identifying a problem, gathering information and assessing alternative resolutions.

Responsible decision making is the ability to make constructive and respectful choice about personal behavior and social interactions based on consideration of standards like:

- Safety concerns
- Social norms

- The realistic evaluations consequences of various actions
- The well-being of self and others

Decision making is a fundamental element for any sport, especially for open, fast and dynamic team sports; such as volleyball, football, rugby and basketball. In most tasks, such as penalty kick and circumstances during play, time out and substituting players, decision making is important.

Drill 3

Play the following game in pair and present for your classmates what you have learned from this activity in accordance with decision making.

Tic Tac Toe Game

Tic Tac Toe also called naught and crosses, is one of the simplest yet best games for practicing decision making.

- You need not only to choose squares that will help you get a row of three, but you also need to choose squares to stop your partner from potentially getting three in a row.
- It takes a lot of concentration and practice to get good at this game and it can be tough at first but will soon catch on and start out smarting you.

Rules of the game

- Draw the outline (as in the picture below).
- Assign a symbol to each player (one player is naught, one is *crosses*).
- Taking turns, place your mark (0 or X) in an open square.
- To win the game, you must make a row (horizontal, vertical or diagonal) with your symbol.

This game can be played on a chalkboard, whiteboard or paper.

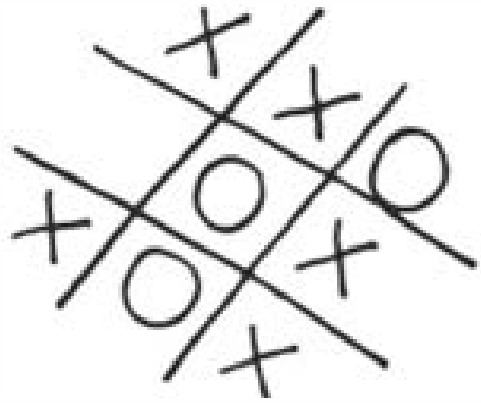


Fig 2.2 Tic Tac Toe

2.3.1 ANALYZING SITUATION

Analyzing situation is basically the process of critically evaluating the internal and external conditions that affect our daily life activities, which is done prior to new tasks. It provides the knowledge to identify the current opportunities and challenges to life routines.

Activity 2.3.1

The following activity may help the students to develop the skill of analyzing situation.

The SWOT analysis is used to match strengths to opportunities and convert weaknesses or threats into strengths or opportunities or at least make them manageable:

There are four factors in the SWOT analysis: Helpful-strengths and opportunities.

Harmful-weaknesses and threats.

Internal- the strengths and weaknesses are internal to the organization.

External-the opportunities and threats are external to the organization.

SWOT Analysis

Strength • Abilities and skill • Knowledge	**Weakness** • Abilities or skill needed
Opportunity • Support • Technology	**Threat** • Risks • Obstacles

Based on the above diagram, write your own strength, weakness, opportunities and threat.

2.3.2 PROBLEM SOLVING

Problem solving is the way by which solutions are developed to remove an obstacle from achieving an ultimate goal. It is not possible to live a life without any problems. Therefore, instead of expecting a problem-free life, it is of vital importance to learn various techniques for overcoming problems as problem-solving skills directly influence an individual's life quality.

People with high problem-solving skills can also be considered as positive, confident, bold and self-criticizing individuals who take responsibility and always come up with new ideas.

The following strategies may help to solve problems easily:

- Define the problem
- List all the possible solutions
- Evaluate the options
- Select the best solution
- Create an implementation plan
- Implement the plan

Activity 2.3.2

1. In which types of sport activity decision making is more required?
2. List at least three social standards that you consider in decision making.

SUMMARY

- Social and emotional learning enhances our capacity to integrate skills, attitudes, and behaviors to deal effectively and ethically with daily tasks and challenges. A physically active environment isthe ideal place to enhance these skills.

- Self awareness: is defined as conscious knowledge of one's own character and feelings. Self management defined as the ability to regulate one's emotion thoughts and behaviors effectively in different situations.

- Communication: is the process of mutually transferring feelings and thought.

- Decision making is the process of making choices by identifying problem, gathering information and assessing alternative resolutions.

- Problem solving is the way by which solutions are developed toremove an obstacle from achieving an ultimate goal.

CHAPTER REVIEW QUESTIONS

I. Match the following phrases under column A with their correct definitions from column B.

A	B
1. Communication	A. Ability of giving and receiving different kinds of information
2. Nonverbal Communication	B. Enables to successfully work toward a common goal with others
3. Verbal Communication	C. Exchanging of information by speaking, writing, or using some other medium.
4. Communication skills	D. Express feelings without words.
	E. Express feelings with words

II. Fill in the blank

1. _____ is a conscious knowledge of one's own character and feeling .
2. _____ is a process of critically evaluating the internal and external conditions.

CHAPTER 3

PHYSICAL FITNESS

INTRODUCTION

As school student's mostly do, you have probably done different day to day activities. To accomplish these activities in healthy and safe way physical fitness is crucial.

This chapter contains the health and physical fitness including cardiovascular endurance exercise, muscular endurance, flexibility, and speed, which might help you to stay fit and healthy to build confidence, optimism and self-efficacy.

Physical fitness is an ability to meet the ordinary, as well as unusual demands of daily life safely and effectively without being overly fatigued.

The totally fit person has a healthy and happy outlook towards life.

Physical fitness provides a person with the capacity:

- To perform work safely in activities of daily living
- To pursue leisure-time
- To endure sport activity

Physical fitness involves the integrated and efficient performance of all the major systems of the body, including the heart and lungs, the skeleton, the muscles, and the brain. The brain is an essential element as it is used in controlling the muscles that move the bones, as well as controlling the heart and lungs to provide energy for the working muscles. Fitness also influences our psychological well-being, including mental alertness and emotional physical fitness varies from person to person.

It is influenced by factors such as: -

- Age
- Gender
- Heredity
- Personal health habits
- Level of physical exercise
- Eating practices etc.

Learning outcomes: - At the end of this chapter, you will be able to:

- Recognize exercise which develops their age appropriate physical fitness.
- Improve their physical fitness by performing age appropriate exercise.
- Demonstrate positive attitude to engaged in different physical exercise.

3.1 CARDIOVASCULAR EXERCISE

Learning competency: At the end of this topic you will be able to

- Describe aerobic exercise .
- Improve their cardiovascular fitness through selected aerobic exercise.
- Appreciate the benefit of exercise.

Startup question

- Discuss about physical fitness and cardiovascular exercise in group and present the points of your discussion to the class.
- List types of exercises which improve your cardiovascular endurance.
- What is the difference between aerobic and anaerobic exercise?

Cardiovascular Endurance: is the ability to deliver oxygen and nutrients to tissues and remove wastes, over sustained periods of time during physical activity.

Cardiovascular exercise: is any activity that increases heart rate and respiration, raises oxygen and blood flow throughout the body by 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.

The most common cardiovascular endurance exercises are rope jumping, running, mountain climbing, brisk walking, jogging, cycling, dancing, circuit training, stairclimbing, martial arts, jumping jacks, squat jumps and split jumps.

Benefits of cardiovascular exercises include:

1. Improves heart health
2. Enhances brain health
3. Increases metabolic rate
4. Weight regulation
5. Improves mood and energy
6. Strengthen immune system

Activity 3.1

1. Define what cardiovascular endurance exercise mean.
2. List some cardiovascular exercises.
3. Describe the benefits of cardiovascular exercises.

AEROBIC EXERCISE

Aerobics is a form of physical exercise that combines rhythmicaerobic exercise by stretching and strength training routines with thegoal of improving all elements of fitness.

This exercise helps to improve your breathing, elevate your heart rate and enhancing metabolism as well.

Drill 1

Running on the spot

Procedure of running on the spot:

1. Lift your right arm and left foot at the same time
2. Raise your knee as high as your hips

3. Then switch to the opposite foot, quickly lifting your right foot to the hip height
4. At the same time, move your right arm back and your left arm forward and up
5. Continue these movements as much as you can



Figure 3.1 Running on the spot

N.B

- Talk to your teacher if you have health problem before you begin any exercise program.
- Never start any exercise before warming-up.

Drill 2

Knee up rhythmic exercise

Procedures:

1. Fold your arms at the elbow and extend them forward at waist level, parallel to the ground
2. Try to bring your right knee up to your arms
3. Your thigh should be parallel to the ground
4. Repeat with your left knee
5. Start slowly and increase pace once you are confident
6. Faster repetitions can help you burn more calories

7. Make sure to keep your back straight as you do it



Fig 3.2: Knee up rhythmic exercise

3.2 MUSCULAR ENDURANCE

Learning competency:- At the end of this topic you will be able to:

- Appreciate the benefit of exercises.
- Improve their musculoskeletal fitness.

Start up question

- What does Muscular endurance exercise mean?
- Which types of exercises that develop our musculoskeletal fitness?

Muscular endurance:- is the ability of a muscles or group of muscles to sustain repeated contractions against a resistance for an extended period of time. Muscular endurance refers to the number of repetitions of a single exercise you can do without needing to stop and rest.

Muscular endurance can be improved by applying multiple fitness activities or even a combination of those into your usual fitness routine.

Types of muscular endurance exercise are stated as follows

- Push-up.
- Squat jump
- Sit-up.
- Plank and others

PUSH-UP

Push-up: is a conditioning exercise performed in a prone position by raising and lowering the body with the straightening and bending of the arms while keeping the back straight and supporting the body on the hands and toes.

Push-up has the following benefits:

- It helps to develop the muscular endurance of hand and the shoulder.
- Improving balance and posture.
- Improving performance in sports and athletic activities.
- Protect shoulder and lower back from injuries.

Procedures of boys' push-up

1. Get down on the floor placing your hands slightly wider than your shoulders.
2. Straighten your arms and legs.
3. Lower your body until your chest nearly touches the floor.
4. Pause and then push yourself back up.
5. Repeat as much as you can.

Procedures of girls' or modified push up

1. Place your knees on the mat as shown below in the picture 3.4.
2. Lower your body until your chest nearly touches the floor.
3. Support your knees to give you more balance.
4. You can keep on doing these push-ups from 8-10 repetitions for 3 sets.

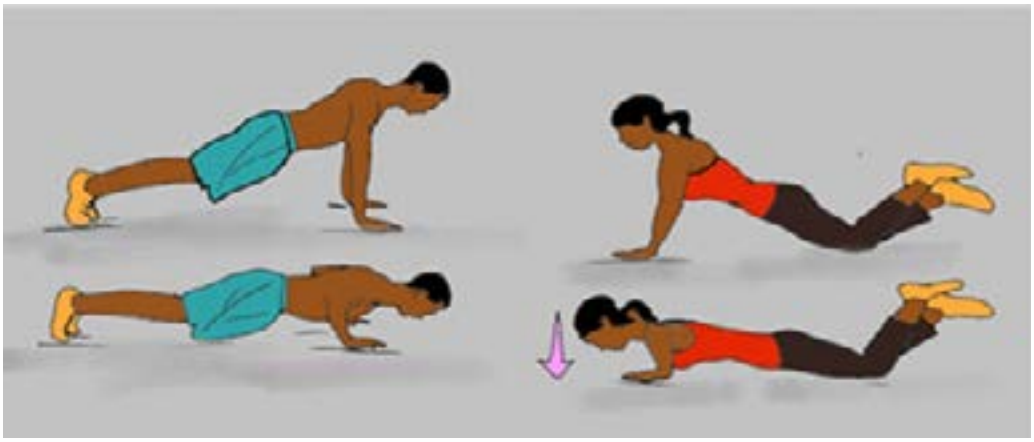


Fig 3.3 Push up for boys and girls

SQUAT JUMP

Squat jumps are a powerful plyometric exercise that strengthens your entire lower body and increases yourheart rate.

Squat jump has the following benefits:

- Building muscle and strength
- Improving muscular and cardiovascular endurance
- Improving mobility and balance
- Burning calories and fat
- Strengthening bones and so on.

Procedures of squat jump

1. Stand up straight, with your feet slightly wider than shoulder width apart.
2. Be in a squat position with a step in front of you and arms bent next to your side.
3. Jump up onto the step, swinging your arms to help.
4. Land in a squat position with both feet touching at the same time and keeping weight on your heels.
5. Step down and repeat.



Fig 3.4 squat jump

SIT-UP

Sit-up is an abdominal endurance training exercise to strengthen, tighten and tone the abdominal muscles.

Procedures of sit-up

1. Lie down on your back.
2. Bend your legs and stabilize your lower body.
3. Cross your hands to opposite shoulders, or place them behind your ears without pulling on your neck.
4. Lift your head and shoulder blades from the ground. Exhale (breath out) as you rise.
5. Lower your head and shoulder, returning to your starting point. Inhale (breath in) as you lower.

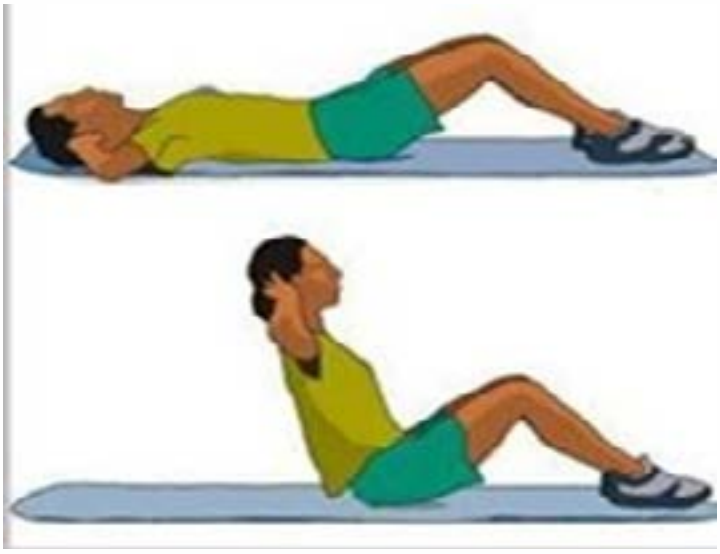


Fig 3.5: Sit up

PULL-UP

Pull-up is an exercise in which a person hangs by hands from a support on horizontal bar and pulls oneself up until the chin is level with the support.

Pull-up has the following benefits:

- Strengthen the back muscles
- Strengthen the arm and shoulder muscles
- Improve grip strength
- Improve mental and physical health

NB: The pull up bar should be at a height that requires you to jump up to grab it.

Step to perform pull up

1. Stand below the bar with your feet shoulder width apart.
2. Jump up and grip the bar with an overhand grip about shoulder width apart, your feet should hang free.
3. Fully extend your arms so you are in a dead hang.
4. Bend your knees and cross your ankles for a balanced position.
5. Pull yourself up until your chin level.
6. Take a breath at the bottom and repeat the exercise.

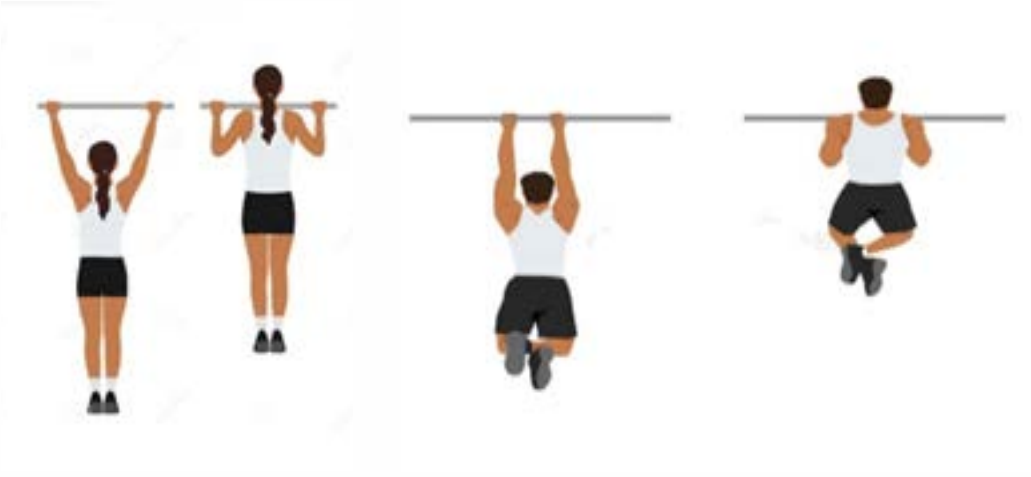


Fig 3.6: Pull up

3.3 FLEXIBILITY

Learning competency:- At the end of this topic you will be able to

- Improve their flexibility through different stretching exercises.

start up question

- What is flexibility?
- Discuss about the uses of flexibility exercises.

Flexibility: is the ability to move joints or group of joints effectively through a complete range of motion without pain.

Benefits of flexibility include:

- Decreasing the risk of injury and lower back pain.
- Promotes blood circulation and increase muscle blood flow
- Improve the ability to do daily activities

- To have good posture and improve balance
- Prevent post exercise pain

3.3.1 STRETCHING

Stretching is a form of physical exercise in which a specific muscle or tendon is deliberately expanded and flexed in order to improve muscle elasticity.

Types of stretching

1. **Static stretching**

The term static Stretching refers to an individual's absolute range of motion that can be achieved without movement. In other words, it refers to like bend how far we can reach, bend or turning and then hold that position.

2. **Dynamic stretching**

Dynamic Stretching is the ability to move muscles and joints through their full range of motion during active movement. Such stretching helps your body to reach its full potential movement during daily activities, sports and exercise.

Safety measures to follow while stretching:

- Warm-up for, 10 to 15 minutes before exercising.
- Stretching should be done before any sports or strenuous physical activities.
- Stretching should not be done once in a while. You should be practice stretching regularly to maintain balance and improve strength and flexibility.
- Breathing (inhale and exhale) should be normal when practicing stretching.
- Every stretch needs to be held for about 10 to 30 seconds. Do not bouncing during the stretch.

- Over stretching is not recommended as it may cause pain.
- Stretching should be done evenly on both sides.

Activity Bow pose

Procedures of Bow pose

- Lie on the belly with the head towards one side and the hands alongside the body,
- Turn the head to touch the floor with the chin. Exhale, fold the knees, and grab the right ankle with the right hand and left ankle with the left hand,
- Inhale, slowly lift the chest and raise the knees while continuing to hold the ankles with hands,
- Exhale and slowly lift lower chest and feet. Return to the original position in step one.



Fig 3.7: Bow pose

Activity: cobra pose

Procedure for cobra pose

- Lie down on the belly with face down, elbows bent and hands placed next to the face.
- Gently push the hands to the floor and lift the body upwards. Gradually straighten the elbows and raise the head while doing so.
- Put the weight on the palms and raise the upper body.
- The child can hold this position for 10 seconds and come back to the initial position.



Fig 3.8 Cobra pose

Activity: Seated toe touch

Procedure for Seated toe touch

- Sit on the floor with legs straight forward and feet next to one another.
- Slowly bend forward and touch the toes with hands. Hold the position for 10-30 seconds and return to the original position.
- Beginners can also perform this exercise while sitting in a chair by making legs slightly bent.



Fig 3.9: Seated toe touch

Activity: Hamstring stretch

This stretching exercise helps in keeping up the hamstring muscle flexible and even prevents injury.

Procedure for hamstring stretch

- Sit on the floor and stretch the legs forward.
- The right leg needs to be straight, and the left foot should be folded in such a way that it meets the right inner thigh.

- Bend forward and touch the right knee. Hold the position for a few seconds.
- Come back to the initial position and switch the legs to repeat the same.



Fig.3.10. Hamstring stretch

3.4 SPEED

Learning competency: At the end of this topic you bwill be able to

- Improve your speed through different speed run drills

Start up qeustion

- Define speed.
- Write the importance of speed in athletic activities?

Speed refers to a person's ability to move fast or the ability to perform a movement within a short period of time. It is a way of measuring how quickly something is moving or being done, or moving fast. There are many different types of speed such as running speed, swimming speed, speed of hand or foot movement etc.

The following are some benefits of speed:

- Improves the ability to produce force and react quickly
- Increased strength and power capacity
- Help to maintain balance

Sprinting techniques

1. Run with the hands moving from the hips to the chin, eliminating side-to-side motion.
2. Maintain a 90 degree bend of the elbows and drive the elbows back.
3. Keep the shoulders square. Pull the knees straight up, and do not allow them to angle towards the midline of the body.
4. Run by striking the ground directly below the hips, particularly when accelerating.
5. Run on the balls of the feet. Don't be flat footed and noisy.
6. Run on the balls of the feet.

3.4.1. 30 METER SPEED RUN

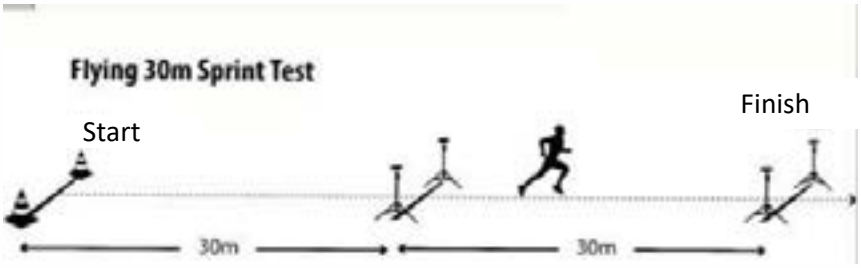


Fig 3.11. 30 meter speed run

Note: Warm your body well to prevent sport injuries and care your friends lives with disability.



Fig 3.12. Speed run for leg disability

SUMMARY

- Physical fitness is an ability to meet the ordinary, as well as unusual demands of daily life safely and effectively without being overly fatigued.
- Cardiovascular exercise is any activity that increases heart rate and respiration and raises oxygen and blood flow throughout the body by using large muscle groups of the body repetitively and rhythmically.
- Jumping rope, running, mountain climbing, brisk walking, jogging in place, cycling/bicycling, dancing, circuit training, stair climbing, martial arts, jumping jacks, squat jumps and split jumps exercise are used to develop cardiovascular endurance.
- Muscular endurance is the ability of a muscle or group of muscles to sustain repeated contractions against a resistance for an extended period of time.
- Muscular endurance exercises includes pushups, squat jump, sit-ups, plank and others
- Flexibility is the range of motion in a joint or group of joints, or the ability to move joints effectively through a complete range of motion. Stretching can be classified as static stretching and dynamic stretching.

CHAPTER REVIEW QUESTION

I. Write 'True' if the statement is correct and 'False' if it is in correct

1.Warming up body well help to protect injury.

2 Sit up is an abdominal endurance training exercise to strengthen skeletal muscles.

II. Match the following activity under column "A" with the appropriate fitness under column "B"

A	B
1. Push up	A. Abdominal muscle strength
2. Sit up	B. Cardiovascular endurance
3. Walking	C. Flexibility
4. Seated toe touch	D. Muscular strength
5. 30-meter run	E. Speed

III Give short answers for the following question

1. Write three exercises to develop flexibility?
2. Write the main difference between aerobic and anaerobic exercise?

CHAPTER 4

FUNDAMENTALS OF ATHLETICS

INTRODUCTION

Athletics is the oldest forms of organized, competitive and multi discipline sport developed out of the most basic human activities such as running, walking, jumping and throwing. Athletics have become the loveliest international sports in which nearly every country in the world is engaged in some form of competition.

In this chapter, you will learn about jumping for height from curve, running for speed with different start and throwing for distance from short approach run.

Learning outcomes: At the end of this chapter, students will be able to:

- Demonstrate jumping techniques as they relate to high jump technique.
- Differentiate the pattern of movements during jumping for height
- Sprint with maximum speed using different starting positions at the start.
- Demonstrate throwing techniques using short run.

4.1 JUMPING FOR HEIGHT FROM CURVE RUNNING

Learning competency: At the end of this topic you will be able to:

- Demonstrate the curve approach run at relate to vertical jump techniques.

Startup question

- Discuss about jumping for height.
- Can you mention some types of jumping events?

Jumping is very rhythmic and a great way to increase muscle control and coordination. Men and women compete in four jumping events high jump, long jump, triple jump, and pole vault.

High jump is an athletic event in which competitors must jump over a horizontal bar placed at measured height without aid of any device. It is an event in which the athlete gets a running start and attempts to clear a bar raised at different height depending on the athlete's skill level.

Jumping for height using curved run approach

The curved run-up allows the high jumper to reach the bar with more speed and to do a more powerful jump. The body arches over the bar and the center of gravity is underside, which is a certain mechanical advantage.

Fosbury Flop Technique

During the teaching of jumping skills the following must be stressed:

- The approach must be at a controlled speed
- During the approach the trunk must be upright and the head

- Held high
- Make the last stride fast
- Gain vertical lift at take-off
- Drive the shoulder and arms upward at take-off
- Drop the head and lift the hips over the bar
- Go for maximum lift before rotation
- Lift and then straighten the legs rapidly as soon as the hips have cleared the bar

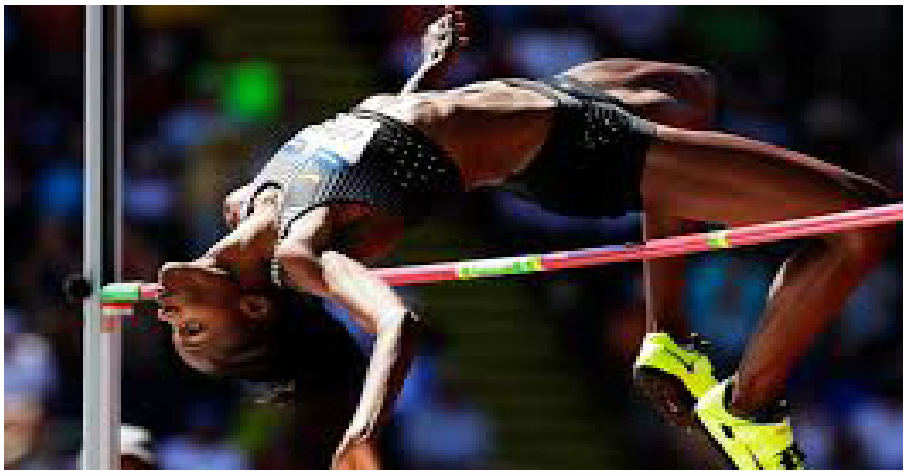


Fig. 4.1. Fosbury flop technique

The high jump technique is divided into the following phases; approach, take-off, bar clearance and landing.

From the four stages, the take-off is the most important.

The High Jumper should avoid:

- Approaching too fast
- Stretching the take-off leg too far forward
- An incomplete combined action of the legs at take-off
- Leaning into the bar with the trunk
- Too high a position of the arms at bar height
- Crossing the bar in a sitting position

- Premature arching of the body
- Delayed action of the final leg lift (dislodging the bar with the legs)

A High Jumper should aim to:

- Approach at a controlled speed
- Avoid too much backward lean of the trunk
- Achieve a very rapid action at take-off and attack
- Achieve a vertical lift at take-off
- Drive the shoulders and arms upwards in the take-off
- Arch the back over the bar
- Achieve complete elevation with inward rotation of the knee of the free leg
- Lift and then straighten the legs immediately after arching

4.2 RUNNING FOR SPEED WITH DIFFERENT START

Learning competency: At the end of this topic you will be able to

- Sprit with maxiumum speed using different position.

start up question

What is speed run in athletics?

Sprinting is running over short distance at the top most speed of the body in a limited period of time. It is used in many sports that incorporate running, typically as a way of quickly reaching a target or goal, or avoiding or catching an opponent.

In athletics, sprints (dashes) are races over short distances.

Activity 1 speed run

Activity: push up to the sprint

- At the beginning of your practical session do warming up well
- Stand behind the starting line.
- Lay to the ground with chest hand at the push up position.
- Finally, exercise acceleration run.
- Do the exercise repeatedly as much as your teacher orders.



Fig. 4.2 Push up to the sprint (Acceleration run)

Activity: Lateral push to sprit

Procedure

- Stand laterally (at side position) behind the starting line.
- Lay to the ground with chest hand at the push up position.
- Push and stand and change the direction lateral (Side).
- Finally, exercise acceleration run.
- Do the exercise repeatedly as much as your teacher orders.



Fig. 4.3 Lateral push to sprint (Acceleration run)

4.3 THROWING FOR DISTANCE FROM SHORT APPROACH RUN

Learning competency: At the end of this topic you will be able to

- Demonstrate throwing techniques using short approach runs as they relate to throwing for distance.

Start up question

- What are throwing events?
- Have you ever practiced throwing javelin before? If so mention some javelin throwing techniques.

THROWING FOR DISTANCE

Throwing events are physical human competitions, where the outcome is measured by an athlete's ability to throw an object for distance. The four most common distance throwing events are shot put, discus, javelin, and hammer throw.

The javelin throw is athletics sport that throwing a javelin (spear) for distance. The men's javelin weighs 800 grams and 260 cm long. The women's javelin that must weighs at least 600 grams and 220 cm long.

Activity: javelin throwing for distance

Procedures

1. Grip the javelin by placing the javelin on the palm of your hand with the point aiming away from your body.
2. Hold the javelin in the middle.
3. Stand on side position and aim with your free arm into the direction you want the javelin to go.
4. Extend your arm and put your weight on your back foot.
5. Transfer the weight to your front foot and release always keeping the javelin aimed forwards.



Fig. 4.4 Javelin throw

SUMMARY

- Athletics contains running, jumping and throwing which are natural human behaviors that represent the basic skills that they have as creatures within a mind.
- Athletics is a multidiscipline sport based on the natural movements of running, jumping and throwing.
- Sprinting is running over short distance at the top most speed of the body in a limited period of time.
- In athletics, sprints (dashes) are races over short distances.
- Jumping is very rhythmic and a great way to increase muscle controlled coordination.
- High jump is an athletic event in which competitors must jump over a horizontal bar placed at measured height without aid of any device.
- Throwing sports, or throwing games, are physical, human competitions where the outcome is measured by a thrower's ability to throw an object. Throwing events are the shot put, discus, javelin and the hammer throw.

CHAPTER REVIEW QUESTION

I. Read the following statement carefully and write 'True' if the statement is correct or 'False 'if it is incorrect.

1. High jump is similar with long jump.
2. Sprint run are short distance races.

II. Choose the correct answer for the following questions

1. Athletics contains

   A. Running, B. Jumping C. Throwing D. All of the above

2. Which one the following throwing event need spear?

   A. Shot put B. Javelin C. Hammer D. Discuss

III. Give short answers for the following question

1. Write the benefit of speed running?
2. List the steps of throwing Javelin.
3. Write the most common jumping events?

CHAPTER 5

GYMNASTICS

INTRODUCTION

Gymnastics is a sport where physical agility, coordination, athleticism and determination are displayed. It is a sport where through various events athletes execute actions and flips in various disciplines.

Gymnastics is now a popular sport throughout the world, and it is growing in popularity. Countries have youth program that get youth involved at a young age everywhere. Most students in the school can perform a variety of motor skills. For example: catch, hit, jump, acrobats and other gymnastics activities.

You have learned different gymnastics activities in your lower grades. In this chapter, you will learn about Introduction to floor exercise, Basic rules of gymnastics, Benefits of gymnastics activities, Basic gymnastics and Apparatus gymnastics.

Learning out comes:- At the end of this chapter, you will be able to:

- Understand the basic rule of gymnastics.
- Understand benefits of gymnastics activities.
- Perform some of basic and apparatus gymnastics.

5.1 INTRODUCTION TO FLOOR EXERCISE

Learning competency: At the end of this topic ,you will be able to:

- Explain about floor gymnastics.

Startup question

Have you ever practiced floor exercise before? If so, share your experience to your classmates?

Floor gymnastics is an event in which movements are performed on the floor with an area of 12 meters square. This area is covered by some type of cloth or mat; usually with some cushioning. No other apparatus is used. Men's, routines are performed within 50-70 seconds, whereas women's routines are 70-90 seconds in duration.

The women's event is similar to men's, except that it is performed with music. The floor exercise was introduced as an Olympic medal sport for men in 1936 and for women in 1952.

The followings are some examples of floor exercises:

- Diving roll
- Hand spring

- Hand stand and roll
- Cartwheel
- Somersault

5.2 BASIC RULES OF GYMNASTICS

Learning competency: At the end of this topic, you will be able to:

- Understand the basic rules of gymnastics.

Start up question

What are the basic rules of gymnastics?

The basic rules of gymnastic are important as a general rule. Major gymnastics rules are:

1. Understanding the scoring rule**:** fraction of a point is deducted because of errors, such as falling.
2. Appropriate sport wearing**:** do not wear too loss or too tight clothes.
3. Spotters are not permitted during competition, but they are allowed to prevent a gymnast from injuries.
4. Respect teammates, opponents and judges
5. Wearing jewelry is not allowed both in competition and practice
6. Avoid deductions: there are a number of things you don't want to do do when you execute tricks. Some examples of deductions are: -
    - Taking steps after landing dismount
    - Swinging arms after landing leads to loss of balance
    - Incomplete splits
7. Stay in bounds: when you are on the floor and perform floor routines, stay within the lines.

Activity 5.1

1. List 5 basic rules of gymnastics.
2. Write when the men's and women's floor gymnastics included in Olympic Games?

5.3 BENEFITS OF GYMNASTICS ACTIVITIES

Learning competencies: At the end of this topic, you will be able to:

- Understand the benefits of gymnastics activities.

Startup question

What do you think about the benefits of gymnastics?

There are many benefits of participating in gymnastics for people of all ages. Benefits of gymnastics include both physical and mental aspects.

The physical benefit includes flexibility, balance, muscular strength, agility and coordination. The mental benefits consists of fuels the brain and body for learning, boosting self-esteem and confidence, reducing stress and anxiety, increasing mental toughness, enhancing focus and concentration. Furthermore gymnastics has the following benefits:

1. Disease Prevention
2. Improves motor skill
3. Discipline
4. Healthy Lifestyle Choices
5. Time Management

5.4 BASIC GYMNASTICS

Learning competency: at the end of this topic ,you will be able to:

- Describe the techniques of diving.
- Perform forward diving properly.
- Describe the techniques of handstand and roll.
- Perform handstand and roll properly.
- Perform cartwheels properly.

5.4.1 DIVE ROLL

A dive roll is an acrobatic stunt that begins with a horizontal forward diving motion and results in a forward roll. Before you are going to perform dive roll, warm and stretch your body very well.

Procedures for diving roll

1. Place your hands flat on the floor or mat
2. Tuck your head and lean forward and align the back of your headwith your hands
3. Push forward with your legs until you begin to roll
4. Then, tuck your body and keep your back rounded
5. Complete the technique on your rear end or roll up onto your feet



Fig. 5.1 Dive-roll

5.4.2 CARTWHEEL

A cartwheel is a sideways rotating movement of the body. It is performed by bringing the hands to the floor one at a time while the body inverts. The leg travels over the body trunk, while one or both hands on the floor and then the feet return to floor one at a time, ending with standing upright.

Step to perform cartwheel

- Drive forward with your leading leg and raise your arms.
- Lower your arms towards the ground while raising your back leg.
- Place your hands on the floor as you turn your body sideways.
- Push off on your front leg then bring your legs up.
- Lower your lead leg as you lift the first hand.
- Bring your other leg down while lifting your other hand and body. come up to a standing position.
- Repeat the action in the same way.



Fig. 5.2 cartwheel

HAND STAND AND ROLL

Handstand and roll is a combination of hand stands and roll gymnastics. Handstand is the act of supporting the body in a stable and inverted vertical position by balancing on the hands.

To apply handstand and roll gymnastics, you need to have strong arms and shoulders to hold your body up in handstand. You also use the muscles in your shoulders to help you keep your balance.

Steps in performing handstand and roll:

- The body is held straight with arms and legs are fully extended.
- Hands spaced approximately shoulder-width apart and the legs together.
- Roll onto your shoulders and upper back by avoiding contact with the top of the head.

Safety measures

- Practice on an incline mat or grassy hill for gravity assistance.
- Protect your neck and back and make “falling” much more comfortable.



Figure 5.3 Hand stand and roll

5.4.4 HEAD SPRING

It is a move in which the gymnast places both hands on the mat with the top of the head in front, pushes off with hand while flipping the legs over the head and lands on the feet.

Step to perform headspring

- Run and hop.
- Plant your hands on the ground and kick your legs up.
- Close your legs and keep your body straight.
- Push yourself forward and touch the mat with your fore head.
- Then land on your feet and repeat the actions till you master it.

Safety measures for Headspring

- Place safety mats
- A forward moving element from feet to hands and head to feet
- The arms are bent and the element is performed by closing the heels and straightening the arms
- Practice from simple to complex
- Never perform a front headspring on rocky and uncomfortable area



Fig. 5.4 Headspring

5.5 APPARATUS GYMNASTICS

Learning competency: at the end of this topic, you will be able to:

- Identify grasping techniques for parallel bar.
- Perform swinging in parallel bar.

Startup question

What are the physical demands of gymnastics?

Each gymnastics apparatus effectively serves as a medium on which gymnasts demonstrate their strength coordination and agility. The term apparatus is described by the events themselves. The term apparatus, therefore, has two meanings in gymnastics: it refers to the individual events and the equipment that makes these events possible.

The movements involved in gymnastics contribute to the development of the arms, legs, shoulders, back, chest, and abdominal muscle groups. Women compete on vault, uneven bars, balance beam and while men compete on pommel horse, still rings, vault, parallel bars and high bar/horizontal bar.

GRASPING TECHNIQUES OF PARALLEL BAR

Procedures to grasp the parallel bar

- Do appropriate warming up 5 to 10 minutes
- Before starting practicing, check the place and equipment you are doing on
- Start at one of the parallel bars
- Grasp each bar with a neutral grip, while hanging from the bar
- Stop performing when you are tired
- Do proper Cooling down for 5 to 10 minutes

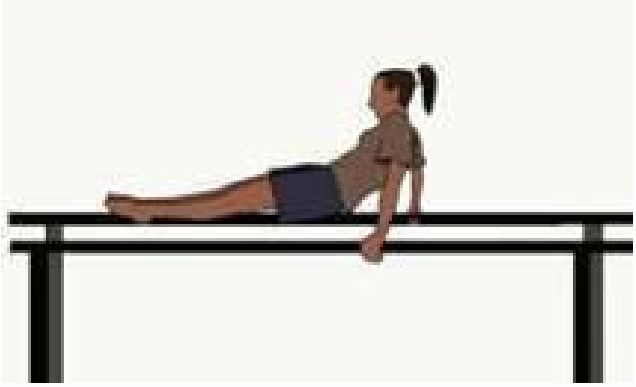


Fig. 5.5 Grasping techniques of parallel bar

SWINGING BY TWO HANDSON PARALLEL BAR

Procedures

- Do appropriate warming up for 5 to 10 minutes
- Before starting practicing, check the place and equipment you are doing on
- Start in support on parallel bars
- Begin with low swings under the bars and
- Increase the height of their swing gradually
- The front swing should be slightly arched until the bottom of the swing

- The backs swing should be performed with a straight body
- Your body become slightly arched
- Dismount by the edge of parallel bar
- Do proper cooling down for 5 to 10 minutes



Figure 5.6 Swinging by two hands on parallel bar

DISMOUNTING FROM PARALLEL BAR

Step to dismounting from parallel bar

- In the front swing, the gymnast turns their hips in front of the base bar and directs their feet over it. The swing should be in a diagonal over the dismounting bar
- At the same time, the body should transfer onto the single bar as well
- When the body reaches over the bar, the gymnast should remain on one arm laterally
- At the highest point of the front swing (which should be over the horizontal), the body should be over the single bar, on one arm
- The twisting motion over the holding arm continues with another half turn before landing
- By the landing, the gymnast should have completed a half turn

SUMMMARY

- Gymnastics is a sport where physical agility, coordination, athleticism and determination are displayed.
- Gymnastics is a popular sport throughout the world, and it's growing in popularity.
- The benefits of gymnastics include: flexibility, balance, muscular strength, agility and coordination.
- A dive roll is an acrobatic stunt that begins with a horizontal forward diving motion and results in a forward roll.
- A cartwheel is a sideways rotating movement of the body.
- Handstand and roll is a combination of hand stands and roll gymnastics.

CHAPTER REVIEW QUESTIONS

I. Write True for the correct statement and False for incorrect statement

1. It is possible to wear any clothes during gymnastic competitions.
2. Apparatus gymnastics describes individual events and the equipment.
3. Gymnastics is an extremily stressful sport.
4. A cartwheel is a sideways rotating movement of the body.

II. Choose the correct answer for the following questions.

1. Which one of the following is different from others?

A. Grasping B.Dismount C. dive roll D. swinging

2. One of the following is not allowed in gymnastics competition?

A. Wearing jewelry B. spotter C. stay out of bounds D. All

III. Give short answers for the following questions

1. What is floor gymnastic?
2. List the apparatus gymnastics that allowed only for women.

CHAPTER 6

FUNDAMENTAL SKILLS OF CONTROLLING, SHOOTING AND BLOCK

INTRODUCTION

All ball games require the knowledge and talent to perform quickly and properly. The sport of basketball, football, volleyball and handball require basic skills. Controlling, shooting, blocking and other skills are basic skills in different ball games. In this chapter you will learn fundamental skills of controlling, shooting and blocking. Controlling the ball using inside of the foot, controlling the ball using outside of the foot,thigh control, small sided game, jump shoot in basketball mini game using jump shoot, dive shoot in handball, small sidedgame using blocking skill in volley ball and recreational games serve as sub topics.

Learning outcomes: At the end of this chapter you will be able to:

- Demonstrate fundamental skills of ball games properly.
- Participate in the correct ball controlling, shooting and blocking skills through movement and.
- Develop positive personal and social behaviors and interpersonal relationships.

6.1 CONTROLLING THE BALL USING INSIDE OF THE FOOT

Learning competencies: At the end of this topic you will be able to:

- Demonstrate ways in ball control retain the ball with varying speed, accuracy and distance in skills specific to an activity.

Start up question

How to control ball with the inside of the Foot?

You have learned some skills and practices in your previous grade level about ball games activities. In this topic, you will practice how to control the ball using inside of the foot.

The game of football is all about controlling the ball and scoring a goal. Players must know the basic ball control techniques to maintain possession. The inside of the foot control is one of the simplest and most effective ways to control a ground ball.

Activityt controlling the ball using inside of the foot

Steps to control the ball with inside of the foot:

- Do the Warm up with ball for 5 to 10 minutes.
- Look at the ball.
- Bend your receiving leg outwards.
- Raise your heel slightly off the ground; this will protect the ball.
- Contact the ball with inside of your foot.
- Receive and control with one touch.



Fig. 6.1 Controlling the ball using inside of the foot

6.2 CONTROLLING THE BALL USING OUTSIDE OF THE FOOT

Learning competency: At the end of this topic you will be able to:

- Demonstrate how to control the ball with outside of the foot.

Startup question

How do you control ball with the outside of your Foot?

Controlling the ball with the outside of the foot is an important method in controlling the ball and should be learned at an early age. Learn how to control a football ball before focusing on dribbling and receiving the ball. Mastering ball control makes a player better in football.

Activity: Controlling the ball using outside of the foot

Procedure for controlling the ball using outside of the foot

- Warm up with ball for 5 to 10 minutes.
- Face towards the coming ball.
- Move your leg inward slightly.
- Lock your ankle, and then touch the ball with the middle of the outside of your foot.
- This touch is quick and shifting like the light touch.
- Do proper Cooling down activity 5 to 10 minutes.



Fig. 6.2. Controlling ball using outside of foot

6.3 THIGH CONTROL

Learning competency: At the end of this topic you will be able to

- Demonstrate ways of controlling the ball with thigh.

Step for thigh control

- When the ball is coming, get into the line of flight.
- Keep your eyes on the ball.
- Keep your head steady.
- Relax as the ball approaches.
- Raise your thigh in the path of the ball and take back as it arrives.
- If you don't take back, the ball may not drop down and will bounce away.
- The contact surface must be above the knee up to middle of thigh.
- The ball should drop to the ground and be easy to control.



Fig.6.3. Thigh control

6.4 SMALL SIDED GAME USING THIGH

Learning competency: At the end of this topic you will be able to:

- Demonstrate ways in ball control, retain the ball with varying speed, accuracy and distance in skills specific to an activity.
- Identify and evaluate specific strategies and tactics that coordinate effort with others.

Startup question

Have you participated in small sided football game before? If so, mention some skills that you have practiced.

Small sided games: are any game played with less than eleven players in each team.

Acivity

In this activity you are going to practice a small sided game called possession that may help you to develop your controlling as well as passing skills.

Set up

- Outer field size: 30 x 30 meters
- Inner field size: 15 x 15 meters
- Two teams of four players
- No goals

Rules

- One team act as the passing team.
- The other team acts as the defending team.
- The passing team spread out into the 15 x 15-meter area and begins the game by playing 4vs1.
- After 30 seconds, an extra defender is added to make the game4v2, then another for 4v3, and then 4v4.
- The game is played for 2 minutes.
- The passing team must count the number of successful passes that they make.
- The teams rotate roles for the next game and the new passing teamtries to beat the number of passes made by their opponents.



Fig 6.4 Small sided game in football

6.5 JUMP SHOOT IN BASKETBALL

Learning competency: at the end of this topic you will be able to:

- Demonstrate ways in shooting basketball with varying speed accuracy and distance in skills specific to an activity.
- Identify and evaluate specific strategies and tactics that coordinate effort with others.

Startup question

What are the unique features of jump shoot?

The jump shoot is one of the most useful and necessary skills in basketball. Learning how to properly shoot a jump shoot is key to any aspiring basketball player like all of the fundamental skills. Improving your jump shoot is a matter of starting with the basics, properly practicing the technique and then moving on to more advanced techniques.

Activity

- Do appropriate warming up and stretching for 5 to 10 minutes
- Start by bending your knees and hold the ball in front of your forehead, and point at the basket with your feet and elbows
- If you are right-handed, have your right hand under the ball and your left hand on the side of the ball. If left-handed, do the opposite
- Jump straight up, do not go forward or backward
- At the top of your jump, snap your wrist and extend your arm. This will send the ball upward to the basket. The higher the shoot the better to score.
- Finish your follow through on your shot and land in the same spot.

Be ready for the next play.

- At the end of your practice, do proper cooling down for 5 to10 minutes.



Fig 6.5 Jump shoot in Basket ball

6.6 DIVE SHOOT IN HANDBALL

Learning competency: At the end of this topic you will be able to:

- Demonstrate ways in dive shooting in handball with varying speed accuracy and distance in skills specific to an activity.
- Identify and evaluate specific strategies and tactics that coordinate effort with others.

Startup question

Have you ever played hand ball game? If so, tell some techniques of the game to your partners.

Handball is a team sport in which two teams of seven players each pass a ball using their hands. The main objective of the game is to score a goal by moving the ball towards the opponent's goal.

The game is also played by both sexes and all ages.

Dive shoot is a way of putting the shot, in order to score a goal by jumping above the floor towards the goal.

Procedure to dive shoot in hand ball

- Do appropriate warming up and stretching for 5 to 10 minutes
- Make a forward movement with your trunk bent forward
- Take off with one or two feet. Bend forward with ankle, knee, hip and eyes to the goal
- After the shot both arms touch the floor because after the shot the landing takes place directly
- Chest, belly and upper leg slide on the floor, while the arms push the body along the floor
- The body slides forward, while elbows and wrists are completely bent
- Landing on the knees
- Do proper Cooling down for 5 to 10 minutes



Fig 6.6 Dive shoot

6.7 BASIC BLOCK IN VOLLEY BALL GAME

Learning competency: At the end of this topic, you will be able to:

- Demonstrate steps techniques of blocking in volleyball game.

Startup question

Have you ever played volleyball game? If so, tell some techniques of the game to your partners.

When you were in the previous classes you have learned about some techniques of volleyball, such as volley pass, dig pass, under arm service, side arm service and other related skills.

In this section, you will learn basic block skill in volleyball and other exercises that support you.

Blocking is a skill where the player deflects the ball from the opponent. The goal is to prevent a successful attack and the other team from scoring a point. The blocker's job is to block the spiked ball so that it goes back to the opposing team's side of the court.

Activity:

Step for blocking

- Stand with your feet shoulder width apart, with toes facing forward in an athletic stance.
- Be in ready position to block with arms up, with elbow out in front of you.
- Your palm facing the net about eye level.
- Ready to jump and block the ball at any second because the ball.

- can come over unexpectedly.
- The correct hips position and stance will allow the player to getthe most powerful movement from a squat before the jump.



Fig 6.7 Blocking in volleyball games

6.8 SMALL SIDED GAME IN VOLLEYBALL

Learning competency: At the end of this topic you will be able to:

- Identify and evaluate specific strategies and tactics that coordinate effort with others.
- Practice blocking technique in small sided game.

Start up question

Mention the purpose of blocking in volley ball?

Small sided game improves blocking skill as well develops communication skills by taking responsibility and participating and enjoyment through minor games.

Practicing this volleyball drill delivers two important benefits.

A blocker learns how to understand his partners and how to react to their movements during the game. Another important benefit is that the drill allows players to master an effective blocking technique.

Activity:

Setup

- 2 even number groups behind mid line.

Instruction

- Do proper warming up 5 to 10 minutes.
- This drill is performed by two and more blocker and spike players. Players have to be located on different parts of the net.
- The first player has to perform a blocking movement, while the player from another group performs attacking. The task of the second player is to imitate a blocking movement.
- Continue by exchanging the role and position.
- Do proper cooling down up 5 to 10 minutes.

N.B: Practice the drill repeatedly as much as possible that helps you to improve the skill of blocking; listen and follow your teacher's guidance and advice.

6.9 RECREATIONAL GAMES

Learning competency: At the end of this topic, you will be able to:

- Analyze community programs that promote a physically active lifestyle.
- Show positive behaviors that display respect for self and others.

Start up question

What is your experience in participating in recreational activities?

Recreational games are group activities that a group performs for fun. These kinds of activities do not have a general purpose and practical intention beyond enjoyment.

Recreation is necessary for the general health of the human body, especially after work or strenuous activity.

Recreational games can also play an educational role, helping mental and physical stimulation, and contribute to the development of practical and psychological skills.

This type of games is ideal to have fun and have a good time; additionally, many have the advantage that they can be modified according to the conditions.

Activity

Play the following recreational game depending on the steps listed below:

- Make circle
- Hold hands together
- Say and do what your leader says
- Jump left, jump in, jump right and jump out
- Say what your leader says and do the opposite of your leader says
- Jump left, jump in, jump right and jump out
- Say the opposite of your leader says and do the same with your leader
- The one who left till the end of the will be the winner.

UNIT SUMMARY

- The game of football is all about controlling the ball and scoring a goal. Ball controlling is an offensive strategy in which a team tries to keep position of the ball for extended period of time.
- Small sided games are any games played with less number of participants from the common number of players.
- Jump shoot is one of the common shooting styles of Basketball.
- Dive shoot in hand ball integrates jumping with diving.
- Blocking is a skill where in the player deflects the ball from the opponent.
- Recreational games are usually practiced during our rest time.

CHAPTER REVIEW QUESTIONS

I.Write True for the correct statement and False for incorrect statement.

1. Recreational activity does not have a general purpose beyond participating.
2. Dive shoot is one of the best shoots in Basketball.

II. Choose the correctanswer for the following questions from the given alternatives.

1. How many players are allowed to hand ball game in each team?

   A. Eleven B. Seven C. Six D. Five

2. Which one the following is the benefit of small sided games?

   A. Developing communication skills B. Taking responsibility

   C. Participating for enjoyment D. all can answers

III. Match the following skills under column B with the appropriate ball games.

A	B
1. Basketball	A. Blocking
2. Football	B. Jump Shoot
3. Hand ball	C. Controlling the ball with inside of the foot
4. Volleyball	D. Dive shoot

IV. Give short answers for the following questions

1. List the types of ball controlling in football
2. What are the fundamental techniques of basketball games?

CHAPTER 7

NATIONAL TRADITIONAL DANCE AND CULTURAL GAMES IN ETHIOPIA AND INTERNATIONAL SOCIETY

INTRODUCTION

Cultural and indigenous games, traditional dance and sports in communities express the world's rich cultural heritage and must be protected and promoted.

In the present-day cultural games could be a way to debate and establish a comparison of knowledge carriers to communicate methodologies of good practices.

Different cultural approaches defined traditional or cultural games are an expression of a country's cultural background, beliefs and passions as well as reflect the society's living styles.

Chapter seven mainly focus on some national traditional dance in Ethiopia, some traditional dance in international society, some national cultural games in Ethiopia and some cultural games in international society.

Learning outcomes: At the end of this chapter, you will be able to:

- Investigate traditional dance and cultural games in Ethiopia and international society.
- Compare and contrast traditional dance and cultural games in Ethiopia and international society.
- Execute traditional dance and cultural games in Ethiopia and international society.

7.1 SOME NATIONAL TRADITIONAL DANCE IN ETHIOPIA

Learning competency: At the end of this topic, you will able to:

- Describe traditional dances in Ethiopia.

Startup question

Mention some traditional dances in Ethiopia.

Ethiopia has many ethnic groups having diverse culture and languages. They have their own cultural reflection in many ways, such as: dancing, clothing, music and others. Ethiopia'straditional dance is a symbol of their variety of culture.

Traditional dance is defined as any local dancing tradition often connected with local musical forms and beliefs.

These traditional dances are widely performed during different occasions like holidays, wedding ceremonies, folks/debo and other public ceremonies.

Most of the Ethiopian traditional dances involve the movement of all body parts and require coordination, flexibility, speed, agility, endurance, strength, balance and so on.

These traditional dances help to improve muscular strength, coordination, flexibility, cardiovascular endurance, social relationship, enjoyment and the like.



Fig . 7.1 Some Ethiopian traditional dances

7.2 SOME TRADITIONAL DANCE IN INTERNATIONAL SOCIETY

Learning competency: At the end of this topic, you will able to:

- Differentiate traditional dances in Ethiopia and international society.

Startup question

Which traditional dances of international society do you know?

Troika dance

Troika is the Russian word for sleigh. The traditional Russian folk dance "Troika" represents the prancing of the horses as they pull a sleigh.

Follow the steps below to perform;

Formation:

- Form into groups of three
- All of the dancers get into a circular formation, with the groups of three positioned as if they were spokes in a wheel
- Groups of three faces counter clockwise and join hands

Steps for each group of three:

First Section (16 counts):

1. While holding hands, run forward for four steps on a right diagonal (bright, left, right, left)
2. Run four steps forward on a left diagonal. (right, left, right, left)
3. Run forward for 8 counts

Second Section (16 counts):

1. Over the next eight counts, groups continue to hold hands. In each group, the person in the center and on the left forms an arch with their arms. The person on the right runs in front of the center person and under the arch, then behind the center person and back to his/her original spot. The center person turns in place, to the left, under the arch. Everyone is now facing forward.
2. The person on the left repeats the sequence above, running through the arch formed by the dancer in the center and on the right. The center person turns to the right, following the person from the left under the arch. This sequence takes eight counts.

Third section (32 counts):

1. Groups of three join hands, so that each forms a small circle. Run 12 steps clockwise to the left, beginning with the left foot. After 12 steps, stamp your feet three times (left, right, left) and pause for one count.
2. Repeat the sequence, this time running counterclockwise for 12 steps, starting with the right foot. Stamp three times (right, left, right) and pause for one count.
3. All groups of three returns to the original circular formation (like spokes in a wheel). The center person moves to the group in front of them, and the dance starts all over again.



Fig. 7.2 Troika dance

7.3 SOME NATIONAL CULTURAL GAMES IN ETHIOPIA

Learning Competency: At the end of this topic, you will be able to:

- Implement national cultural games in Ethiopia.

There is a deep relationship that links the traditional games and cultures in Ethiopia. The importance of the relationship between the integration of cultural inputs and motor actions is a necessary function for good academic performance and critical thinking.

Cultural games are defined as an activity that has characteristics such as: art, intelligence, mobility which are found in the folk culture and played collectively in different conditions and occasions.

A. Tigel /Wal'aansoo (Ethiopi1an wrestling)

Tigel/wal'aansoo is the traditional indigenous form of wrestling in Ethiopia. It is the use of strength of physical power to be influential in wrestling among the society.

There are three major tigel/wal'aansoo styles:

1. Holding the waist by one hand
2. Inward and outward surge
3. Waist to waist styles

Rules of Tigel/Wal'aansoo

Tigel/Wal'aansoo takes place on a 5 x 5-meter mat or ground, where the wrestlers fight on a 4.50 x 4.50-meter area.

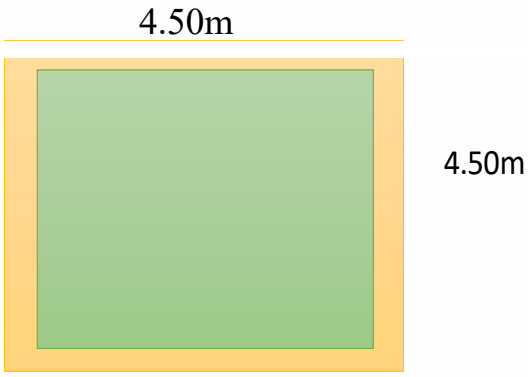


Fig 7.4 Tigel/Wal'aansoo competition area

- In Tigel/Wal'aansoo a point is scored when both competitors' physical bodies are within the limits of the mat and whenthe opponent's back, seat and side touch the floor.
- Two points are given when the opponent's fails back and 1 point when the opponent's seat and side touch the floor.
- For time keeping a stopwatch and a horn or whistle are required.
- A match has duration of 9 minutes for men, which is split into 3 rounds of 3 minutes with one minute break in between and 6 minutes for women which split in to 3 rounds of 2 minutes with 1minute break. By rule the athletes have to appear at the venue 30 minutes before the match in order to register.
- Wearing appropriate wrestling dress is vital (shortsand shirt), they have to appear in their team uniform.
- A team is led by its team leader and accompanied by a coach, who is responsible for registering the athletes.
- Four officials are in charge: a central referee, a score keeper, a time keeper and a health professional.

- In addition to illegal movements and grabs, insulting the opponent or the officials is absolutely forbidden as well as inappropriate act like spitting on the mat is strictly prohibited.



Figure 7.5 Tigel/Wal'aansoo

Activity:

1. Write the Ethiopian cultural games which only need the thinking ability?
2. Mention at least three Ethiopian traditional games?
3. How long is a Tigel/Wal'aansoo match for men and women?
4. What is the purpose of Tigel?

'SHAH'

'Shah' is a board game played in the Ethiopia and horn of Africa, particularly in Somalia. With its origins dating back centuries, it is still popular today.

The game is usually played by marking a board on the ground, and using stones or sticks as pieces. Shah has had a significant influence on Somali literature, which often mentions game play and strategies. Shah was also utilized as a means of communication between different clans.

On the board are spaces labeled “safety” (on which pieces are safe from being returned to their home base) and “Shah” (from which the game gets its name) which allows a piece to enter the center of the board.

Players may only enter the inner rings of the board through entry spaces of their color.

Rules of the game

- The game is played by two individuals at a time
- The board has 24 labeled stations
- The board is made up of wood or plastic materials and it has three different colors, these are green (at a center), yellow (next to the center) and red (outer)
- The board is square in shape and 40x40cm in area
- The beginner decided with tossing coins
- The game is completed by best of 3
- The player who won two sets will be the winner

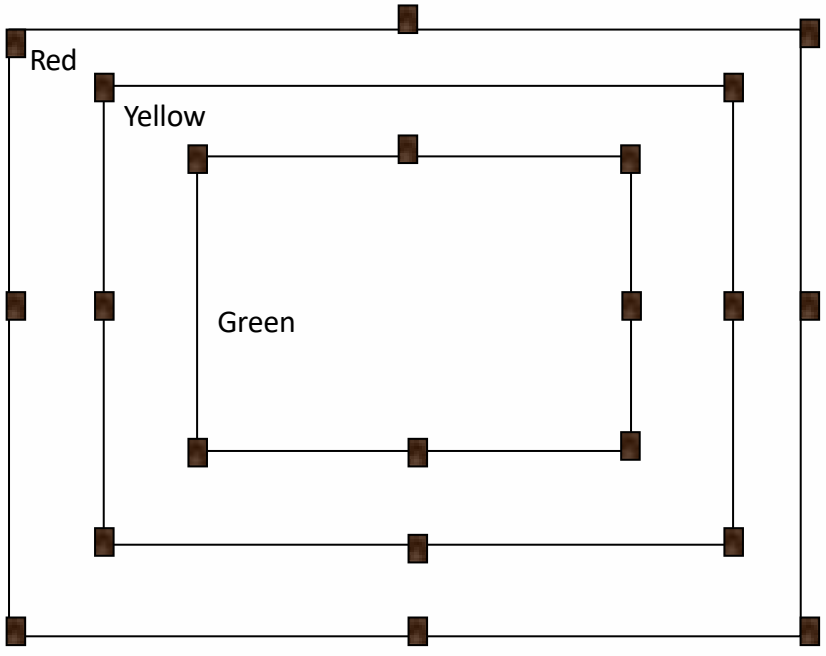


Fig. 7.5 Shah Board

7.4 SOME CULTURAL GAMES IN INTERNATIONAL SOCIETY

Learning Competency: At the end of this topic, you will be able to:

- Practice cultural games in international society.
- Identify the similarities and difference among traditional dance and cultural games in Ethiopia and international society.

Startup question

Which traditional international society dances do you know?

Luksong Baka

Luksong Baka is a Philippines traditional game that involves players jumping over the person called 'Baka'. The word Luksong Baka comes from Philippines word which means jumping on the cow. This game is played both indoor and outdoor; it involves 3-10 players. The main goal of the game is to jump successfully over a person (Baka). "Taya" is a player who serves as a jumper that jumps over "Baka", whereas, "Baka|" is a player who bends like cows to be jumped over during the game.

How to play the game?

- At the start of the game, there should be a one player that called "Taya" or "Baka".
- The players should avoid contact with legs or falling over the "Baka" player while jumping over.

- The “Baka” player starts with bend down kneeling position.
- All players are to jump over the “Baka” until all the players have jumped. Once the first set of jumping over is done, the “Baka” player’s position will slowly rise up.
- Only the hands of the jumper may touch the back of the “Baka”. If the player fails to contact or fall over the “Baka:, he/she will replace the “Baka” player with a bended down kneeling position.
- The game continues until all the players decide to end the game.

N.B.: The “Baka” player should lay his/her head down to avoid foot hitting/ prevent injury during the game.



Fig 7.6. Luksong Baka game

SUMMARY

- Cultural and indigenous games, traditional dance and sports in communities express the world's rich cultural heritage and must be protected and promoted.
- Dancing is an integrated part of life for Ethiopians' and they lovedancing. Traditional dance is defined as any local dancing tradition often connected with local musical forms and beliefs.
- Most of the Ethiopian traditional dances involve the movement of all body parts and require coordination, flexibility, speed, agility, endurance, strength, balance and so on.
- Tigel/Wal'aansoo is the traditional indigenous form of wrestling in Ethiopia. It is the use of strength of physical power to be influential in wrestling among the society.
- 'Shah' is a board game played in the Ethiopia and horn of Africa, particularly in Somalia. With its origins dating back centuries, it is still popular today.
- Luksong Baka is a Philippines traditional game that involves players jumping over the person called 'Baka'. The word Luksong Baka comes from Philippines word which means jumping on the cow.

CHAPTER REVIEW QUESTIONS

I. Write True for the correct statement and False for incorrect statement

1. Duration of the match in Tigel game is 6 minutes for men.
2. The word Luksong Baka comes from Philippines word which means jumping over the cow.

II. Read the following question carefully and choose the ciorrect answer among the given alternatives

1 .Shah game is common in:

A. North Ethiopia C. West Africa

B. Somali region D. South Ethiopia

2. Which one of following is correct about Tigel?

A. Wrestlers fight on 5x5 meter ground

B. The plying area is measured 4x4 meter

C. Duration of the match is equal both for men and women

D. Wrestlers fight on a 4.50 x 4.50-meter area.

3. One the following is not the benefit of traditional dances?

A. Improve physical fitness B. increase social relationship

C. used for entertainment D. None of the above

GLOSSARY

Apartheid -A policy or system of segregation or discrimination.

Artistic gymnastic discipline of gymnastics in which athletes perform short routines on different apparatuses

Boycott- With draw from commercial or social relations as a punishment or protest.

Cognitive - relating to being or involving covetous intellectual activity (Knowledge)

Culture - is the social behavior and norms found in human societies

Flips -is a sequence of body movements in which a person leapsinto the air and then rotates one or more times while airborne

Glob - the whole world

Immunesystem-a complex network of cells and proteinsthatdefends the body against infection

Life style- Are patterns of behavior or ways an individual typicallylike.

Meditation -focus one's mind for a period of time in silences

Psychomotor -refers to the origination of movement in concisions mental activity

Troika- Traditional Russian folk dance represents the prancing of the horses as they pull a sleigh.

Wellness The state of being in good health especially an actively pursued goal

REFERENCE

WHO Regional Director for Europe 14th European Health Forum Gastein, 7 October 2011, Bad Hogsten in, Austria(health)

Paul C 2006 Small sided games Learning Through Play (Sport facilities & Media BV)

Adapted from The Clinical Training in Mind/Body Medicine Exercise: Everything you wanted to know and then some Jim Huddleston, MS, PT June 19-3, 2006(aerobics)

Aklilu Shaffo, General Secretary, Ethiopian Cultural Sport Federation, 19 November 2009. (tigel)

WADA (2014). Teacher's tool kit. Disponible en

Career Opportunities in Physical Educa tionDr. Mantu Baro, B.A.,M.P.Ed., NIS, NET, Ph.D. Assistant Professor of Physical Education SportsDibrugarh UniversityPhysical

Concept of physical fitness, Charles B, corbin ruth Lindsey greg welk active life styles for wellness 10th edition page 106-107

Hillman, C. H., Casteili, D. M., & Buck. S. M. (2005). Aerobic fitness and neurocognitive function in healthy préadolescent children. Medicine & Science in Sports & Exercise, 37,1961-\91 A.

Ennis, R. H. (1962). A concept of critical thinking. Harvard Educational Review, 32: 81-111.

Ennis, R. H. (1987). A taxonomy of critical thinking dispositions and abilities. In J. Baron & R. Sternberg (eds.), Teaching Thinking Skills: Theory and Practice, pp. 9-26. New York: H.W. Freeman.

ADDIS ABABA CITY ADMINISTRATION EDUCATION BUREAU