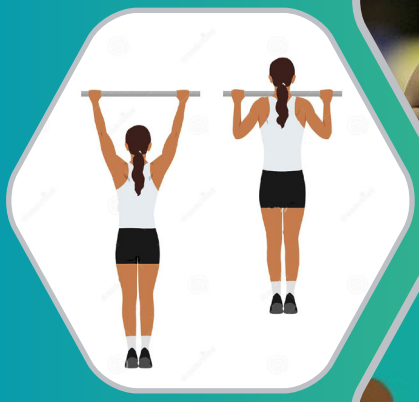
HEALTH AND PHYSICAL EDUCATION

TEACHER GUIDE

GRADE 8









ADDIS ABABA CITY ADMINISTRATION EDUCATION BUREAU

HEALTH AND PHYSICAL EDUCATION TEACHER GUIDE GRADE EIGHT

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ADDIS ABABA CITY ADMINISTRATION EDUCATION BUREAU

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First Published 2015 E.C
Adapted 2016 E.C
Addis Ababa

Acknowledgement

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.

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INTRODUCTION

Education in every sense is one of the fundamental factors of development. It raises people's productivity, creativity, promotes entrepreneurship and technological advances. In addition, it plays a 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 activity that develops physical, mental, social, emotional 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 alongside the modern educational system, this new teacher's guide is prepared based on the new educational policy and curriculum.

The purpose of this teacher's guide is to help physical education teachers to implement the new physical education syllabus. It is designed to create meaningful teaching and learning activities.

This teacher guide provides to a teacher learning out comes, learning activity and assessment techniques as well as teaching strategies. Every chapter in the teacher guide is divided in to definitions through theoretical aspects, practical lessons which are supported by different drills. Also, the teacher guide provides the teacher the resource needed to teach physical education.

Generally, this teacher's guide has seven chapters; each chapter has different topics that may develop the student's cognitive, attitudinal and psychomotor aspects of learning.This teacher's guide provides direction and clues for the teacher to provide relevant contents, safety precautions, appropriate teaching and learning strategies, resources needed to teach physical education. It gives an emphasis on student – centered learning, since students learn better when they take part in their own learning through activities both in theory and practical sessions.

Health and physical education teachers are expected to motivate students with disabilities and different health problems to participate actively in physical education class, and create safe learning environment for them. Teachers also expected in organizing special and adapted activities for students in advance. And also, teachers are expected to apply inclusive education in their school environment.

In order to achieve the goal of grade eight health and physical education, different mode of assessments is included both for theoretical and practical parts. Therefore, student's minimum learning competence and performances are evaluated by formative and summative assessment which encompasses the three learning domains (cognitive, affective and psychomotor). The student's semester grade is cumulated from 60% practical assessment and 40% theoretical assessments throughout the academic year.

CHAPTER ONE

CONCEPTS OF PHYSICAL EDUCATION AND SPORTS (12 Periods)

The concept of health and physical education is not new. The fact is that it has it's roots in the ancient period. At various stages in history, different people have associated in different meanings to the term 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, students 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 Health and physical education (1period)

Learning Competency: After completing this topic students will be able to:

- Explain philosophy of physical education

Teaching learning Strategies

Before you begin the day's lesson try to remind the students about the philosophy of health and physical education for their day-to-day activity by asking some questions.

- Introduce the new topic of the day its objectives.
- Form groups and let them to discuss in group the of philosophy of health and physical Education.
- Following discussion give chance for students to reflect their works.
- Give brief explanation and short notes about philosophy of health and physical Education.
- Summarize the day's lesson and give assignment to write additional information about philosophy of health and physical Education.

Teaching and learning materials

- Photographs which show children using social media

Short note

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 pupils' physical health and lifelong active in lifestyle. Young children are leading increasingly sedentary lives, with physical activity frequently displaced by television viewing, spending more time on internet, and video gaming. Much concern has surfaced for this lifestyle change as childhood obesity has risen greatly in the resent years.

Within the school context, incorporating physical activity or fitness training 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.

There are many areas health and physical education can serve and positively affect students and society. One is overall physical fitness. For example, health and physical education help students and society improve health-related physical fitness components such as cardio respiratory, Muscular strength, Muscular endurance, flexibility, and Body composition activities.

Studies recommend that if children and adolescents want to increase their life expectancies, they need to eat balanced diet and become physically active. Doing those two things will help children and adolescents defend against certain diseases and other health problems.

Physical activity which is given in the school in health and physical education program has the following importance.

- It is a preventive measure against disease
- Health and Physical education in school help to teach students the value of regular exercise.
- Most health and physical education program allows student to interact together to a common goal and that is to win and excel physically.
- It's a link to good health.
- It promotes academic learning.
- It builds self-esteem.

Answer for Activity 1.1

- Physical education is to instill in students, at an early age, the value of self-preservation and choosing a lifestyle that is good for both the mind and body.
- It's a link to good health
- It promotes academic learning
- It builds self-esteem

2. Leading increasingly sedentary lives, taking more time watching television, spend more time on internet and video gaming.

1.2 Health and Physical Education as Professions (2periods)

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

- Describe the professions Physical Education.

Teaching Learning strategies

- Before you begin the day's, lesson remind the students about the previous lesson/ philosophy of physical education/
- Introduce the day's topic.
- Form the students in group and ask them to discuss on brain storming question.
- Following discussion give chance for students to reflect their work through their group representatives in front of the class.
- Briefly explain about the relationships of physical education with other professions.
- Give short and precise notes.
- Revise the of day's topic.
- Give individual assignment to students to ask and bring some notes that how their parent's professions related with physical education.

Teaching and Learning materials

- Pamphlet
- Chart that shows relationships of physical education with other professions

Short note

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.

A. Teaching

Career in sports has been mainly focused on Teaching and coaching

- In schools
- Colleges
- Universities.

B. Coaching

- Physical education has a direct relation with Coaching as a profession. It laid foundations for this profession Coaches are responsible for overall preparation, and performance of teams.

C. Physical fitness instructor

These are better known as gym or aerobics instructors. They supervise people in games, fitness clubs, sports Centre, health clubs, etc.

D. Dietician

Dietician have close associations with physical education their gain some sort of understanding about food and exercise, food and type of sport, food nutrients and performance enhancement, plan the diet for a player or a team so that they eat proper and balanced food according to their physical work.

E. Sports Medicine Physician

Sport Medicine physician can give better treatment to sportsperson after understanding the seriousness of sports related injuries.

Answers for Activity 1.2

1. Teaching, Coaching, Physical fitness instructor, Dietician, Sports Medicine Physician
2. Both professions concerned with enhancing the health and wellbeing of the society.

1.3 Ethiopian Sport Legends

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

- Describe three Ethiopians sport legends activities.

Teaching Learning strategies

- Start the day's topic by revising about health and Physical education as a profession.
- Introduce the day's topic briefly.
- Following the introduction ask your students to present their assignment.
- Provide feedback on group reflection and students assignment.
- Following the presentation give chance for the students to reflect their assignment.
- Give short note and summarize the topic Ethiopians sport legends and their activity.

Teaching and learning materials

- Photographs and pictures that shows our legend athletes.
- Different books, magazines and newspapers.
- Audio visual materials that show and tells what our sport legends said and perform (modern Olympic history)

Yidnekachew Tessema(1921-1987)

Yidnekachew Tessema was born in Jimma on September 11,1921 G.C. He played for St. George football 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 confederation of African football (CAF) where he

served in several capacities including being its president 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.

Meseret Defar

Meseret Defar was born November 19, 1983 G.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 3,000m, 5,000m, and 2-mile races. Meseret has been successful in the 5000min different international competitions and she was the Olympic Game gold medalist in 2012 London Olympics.

In addition, Meseret named national honorary ambassador of UNFPA (united nation peoples fund) in Ethiopia. She has been entrusted with championing the causes of women, youth, and the prevention of HIV/AIDS, especially among young people.

Geremew Demboba (1932-2023)

Geremew Demboba was one of the first Ethiopian Olympians who represent 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, the ranked 9th in the world, and it was recorded as the first black Olympic cyclists.

He was the head coach of the Ethiopian cycling team on the 1964 Tokyo Olympic Games. His 30 cups and 32 gold and silver medals both in international and national stages are a shining example of his achievements.

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.

Tirunesh Dibaba

Tirunesh Dibaba was born June 1, 1985, near Bekoji, Arsi province. She comes from sporting family of several Olympic medalists 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 is participating in different investment activities like hotel industries that creating job opportunities for many Ethiopians.

Answer for Activity 1

1. He was the founder of Ethiopian football federation, one of the founding members of the Confederation of African Football (CAF), which he served in several capacities including one as its president for 15 years.
2. She has been entrusted with championing the causes of women, youth and prevention of HIV/AIDS.

1.4 Ethiopian in the Olympics games

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

- Identify Olympic flags and mottos.

Teaching Learning strategies

- Start the topic by revising the previous topic.
- Introduce the day's lesson topic and objective.
- Form students in small group and discus about the role of Ethiopia in the Olympic game.
- Let them to discuss in groups about the principles of Olympic game.
- Summarize their discussion and clarify any doubt concepts and ideas and give short note.
- Give reading assignment to refer book and other materials on Ethiopia in the Olympic game.

Teaching and learning materials

- Pictures/photo
- Charts contain medal list
- Audio video-visual materials
- Magazines and Newspaper which published on the Olympic games

Short note

Ethiopia was one of the few African nations to participate in Olympic Games in the 1950s where as many African countries under colonial era. Ethiopia made a great role for other African counter parts according to the Olympic Games for example:

Ethiopia showed a dedication and organized other African countries to boycott from Montreal Olympic Games, in 1976 against the rule of apartheid (the white minority rule of South Africa) and showing solidarity to the black South African majority.

Ethiopia's early famous athletes Abebe Bikila, Mamo Wolde, Miruts Yifter and their successors Haile Gebresilassie, Kenenisa Bekele, Gezhagne Abera, Million Abera and others 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 motivated African women youngsters, even children to come to in 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.

Activity1.4

1. Due to political causes and to show solidarity to the black South African majority.

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.

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

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.

Answer for activity 1.5

1. to relief pain reduce swelling
2. to reduce swelling and bleeding.

1.6 Mechanism To Prevent Doping

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

- Provide first aid when simple injuries happen.

Teaching Learning strategies

- Before you begin the day's, section try to remind the students by askingsome question about means of doping prevention.
- Introduce the days lesson.
- Form groups and let them to discuss in group about the means of doping prevention.
- Observing students when they discuss in group about the means of doping prevention.
- Give brief explanation and short note.
- Summarize the day's lesson and ask some question based on the topic.

Teaching and learning materials

- Ethiopian Anti-Doping Agency Guide book
- Audio visual and other related material

Short Note

The term "doping" refers to the use of prohibited medications, drugs, or treatments by athletes with the intention of improving athletic performance. Doping is the incorrect use of specific substances to increase one's red blood cell mass, which allows the body to transport more oxygen to muscles and therefore increase performance & endurance of player or person.

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 sportspersons 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 it may be considered as one part as corruption in sports, thus affecting sport spirit.

Doping is dangerous for any athletes but 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 to recover more quickly. Risks include kidney damage, increased aggression and disturbing the natural balance of hormones. The following are some ways to prevent doping are educating, counseling, communicating and sanction/ punishment.

Answer for Activity 1.6

1. Educating, counseling, communicating and sanction/punishment.
2. Kidney damage, increased aggression and disturbing the natural balance of hormones

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 were as many African countries where 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.

Answer key for Chapter 1 Review questions

I. True/False

1. False
2. False

II Choice

1. B
2. B

III Give short answer

1. It causes physical, social, psychological and health problems.

CHAPTER TWO

SOCIAL AND EMOTIONAL DEVELOPMENT (14 periods)

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 physical 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.

This chapter consists of:

1. Self-Awareness and Self-Management Skills
2. Social Awareness and Relationship Skills
3. Attention Control and Decision Making

Learning Outcomes: At the end of this chapter students 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-awareness and self-management skills in Physical education (4 Periods)

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

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

Teaching Learning strategies

- Start the lesson by revising the previous lesson
- Introduce the new lesson
- Ask question about their knowledge regarding self-awareness and self-management
- Make them in small group for discussion
- Let them to discuss in groups about self-awareness and self-management skills
- Following their discussion give chance for the students to reflect it for the whole class.
- Give brief explanation and short note about the main topic of the day's lesson.
- Summarize day's lesson by asking oral question.
- Give reading assignment.

Teaching learning materials

- Topic related references books

Short Note

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.

The following techniques can help you to develop self-awarenesss kills:

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

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
- self-management skills feedback constrictively

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 RESILIENCE

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.

Answer for Activity 2.2

I. Short Answer

1. Mind fullness meditation, yoga, journaling, having a personal vision, observing others
2. Regulating and expressing one's emotions thoughtfully, demonstrating perseverance and resilience (flexible) to overcome obstacles, sustaining healthy boundaries, identifying and using stress management strategies,

II. Fill the blank space

1. Resilience
2. Self-management

2.2 Social Awarness And Relationship Skills In Physicaleducation (5 Periods)

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

- Demonstrate communication and leadership skill that promote team dynamics.

Teaching learning strategies

- Before you begin the new lesson try to remind the students about the previous lesson.
- Introduce the day's lesson topic briefly.
- Make them in group to discuss social awareness and relationships skills.
- Allow them to present the result of the discussion to the class.
- After the presentations give clarification and feedback
- Give short note about social-awareness and relationship skill
- Conclude the lesson by revising the main points of the lesson
- Finally give reading assignment on responsible decision making

Teaching learning materials

- Pictures and Audio-visual aid that elaborate social awareness

Short Note

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 positivegoals, recognizethe feelingsof 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 opportunitiesfor 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 skillsby:

- 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 withothers.

Communication is a basic skill learned in the personal and social skills framework. Additionally, children who have social awarenesswill 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 non-verbal communication

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

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.

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.

Answers for activity 2.3

1. Increasing confidence, peer acceptance, leadership skills, empathy
2. Being energetic, friendliness, technically skilled, intelligent, teaching skill, creative, dedication and determination
3. Verbal and nonverbal communication

2.3 Attention Control And Decision-Making In Physical Education (5 Periods)

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

- Analyze situation and apply strategies to solve problems.

Teaching Learning strategies

Start the day's lesson by revising physical activity which develop social awareness and relationship skills.

- Ask students to describe decision making what is decision making and how can to explain responsible decision making.

- Introduce the day's lesson topic and remind them their lesson learning
- competences.
- Following the introduction ask your students to present their assignment.
- Following the presentation give chance for the students to reflect their assignment.
- Give short note.
- Give summary inviting one student to summaries main points.
- Conclude the day's lesson by giving reading assignment.

Teaching and learning materials

- Decision making charts

Short note

A. Attention control

Attention control is defined as one's ability to focus and shift attention in 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

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 alternativeresolutions.

Responsible decision making is the ability to make constructive and respectful choice about personal behavior and social interactionsbased 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.

2.3.1 Analyzing Situation

Analyzing situation is basically the process of critically evaluating theinternal 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.

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 theorganization.

SWOT Analysis

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

NB. Teacher please help students to write their 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 mayhelp 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 3.3.1 Answers

1. In open, fast, dynamic team sports
2. Safety concerns, social norms, the wellbeing of self and other

Answers for Chapter two review question

I. Match

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

II. Fill the blank

1. Self-awareness
2. Analyzing situation

CHAPTER THREE

PHYSICAL FITNES

(16 periods)

INTRODUCTION

This chapter deals with physical fitness and consists of the following subtopics:

- ✓ Cardiovascular endurance exercise
- ✓ Muscular endurance
- ✓ Flexibility
- ✓ Speed

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 elementas 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.

Learning Outcomes: At the end of this chapter students 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 engage in different physical exercise.

3.1 CARDIOVASCULAR EXERCISE (4 periods)

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

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

Teaching and Learning Strategies

- Dear teacher please remained your students core points of the previous chapter
- Introduce the new lesson
- Form small groups and motivate your students to explain the ways of physical fitness development
- Let students to describe their friends how aerobic exercise develops cardio vascular fitness
- Give short note
- Encourage your students to raise questions
- Summarize the lesson by using different methods
- Give individual assignment
- Teaching learning Materials:
- Photos
- Audio-visual aids
- Rope

Short note

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 learns to control 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 stability, because what we do with our bodies also affects our minds

Physical fitness is an individual condition that varies from person to person. It is influenced by factors such as:

- Age, gender, heredity
- Personal health habits
- Amount and level of exercise
- Eating practices

Physical fitness is more easily understood by examining its components, or parts. As students have learned in earlier grades, there are two categories of physical fitness components.

Health-related fitness components not only help the body to perform more efficiently, but also help prevent disease and improve overall health and well- being.

Physical fitness components		
No	**Health-related fitness components**	**skill-related fitness components**
1	Cardiorespiratory endurance	Agility
2	Muscular strength	Balance
3	Muscular endurance	Coordination
4	Flexibility	Speed
5	Body composition	Power
6		Reaction time

Anaerobic exercise is any activity that breaks down glucose for energy without using oxygen whereas, aerobic exercise any exercise that are performed with the presence of oxygen. Aerobic exercise, or steady-state cardio, is performed at a steady, low to moderate pace.

There are so many ways to develop physical activity. For this grade level some important ways are listed below.

1. Increasing Physical Activity
    - Set goals
    - Track your progress- Keeping track of your fitness progress is a great way to stay motivated
    - Start small- Not jumping right into vigorous exercise after being sedentary for a long time can increase your risk of having a heart attack
    - Include 30 minutes of cardiovascular activity most days
    - Find little ways to move more. Adding more small bursts of physical activity into your day to improve your physical fitness levels, even if you only have a

- few minutes

1. Improving Your Eating Habits
    - Determine how many calories you need to eat per day.
    - Follow a balanced diet
    - Eliminate unhealthy choices
    - Drink lots of water
2. Making Lifestyle Changes
    - Check general health chuck up
    - Lose weight if you are overweight
    - Cut down on alcohol

The following exercises are very important to develop your physical fitness.

- Core Strength: - Crunches, Bicycle reps, V-sits
- Leg Strength: - Back squats, Front squats, Hamstring curls, Leg extension Static squat
- Arm Strength: - Push-ups, Pull-ups, Bench press, Shoulder-press, Triceps dips, Biceps curls
- Cardiovascular Fitness: Running, Biking, Rowing, Jump rope, Swimming,
- Hiking, Dance classes

Cardiovascular Endurance is the ability to deliver oxygen and nutrients to tissues and to remove wastes, over sustained periods of time. This is a key health-related component of fitness.

Having an understanding of the body processes involved in cardiorespiratory endurance exercise can help you design a safe and effective fitness program for many individuals.

Cardiovascular exercise is any form of activity that uses aerobic metabolism. That is, during the activity, oxygen is heavily involved in the cellular reactions that produce the energy necessary to sustain the activity. Your heart rate increases and you breathe more deeply to maximize the amount of oxygen in your blood and help you to use

more oxygen efficiently. Hence, you feel more energized and do not get tired quickly.

The most common cardiovascular endurance exercises are jumping rope, running, mountain climbing, brisk walking, jogging or jogging in place, cycling/ bicycling, dancing, circuit training, stair climbing, martial arts, jumping jacks, squat jumps, split jumps

Specific benefits of cardio exercise include:

- Improved heart health
- Enhanced brain health
- Increased metabolic rate
- Weight regulation
- Improved mood and energy
- Stronger immune system

Answer for Activity 1

1. Cardiovascular exercise is any activity that increases heart rate and respirationand raises oxygen and blood flow throughout the body while using large muscle groups of the body repetitively and rhythmically.
2. Running, briskwalking, jogging, cycling, dancing, stair climbing, jumping jacks,squat jumps, split jumps

Aerobic Exercise

Aerobics is a form of physical exercise that combines rhythmic aerobic exercise with stretching and strength training routines with the goal of improving all elements of fitness (flexibility, muscular strength, and cardio-vascular fitness).

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

N.B:

- Children with special needs can engage in Aerobic exercisedepends on their level of disability.
- Provide clear information about the safety of the exercise
- Ask students if they have any health problem history before starting any activities.

3.2 Muscular endurance (6periods)

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

- Appreciate the benefits of exercise.
- Improve their musculoskeletal fitness.

Teaching Learning Strategy

- Begin the days class by revise the previous lesson (what cardio vascular means and about running on the spot and aerobic exercise).
- Motivate students to demonstrate with the help of different teaching materials such as pictures /photos about different muscular endurance activities.
- Write note.
- Describe what muscular endurance exercises.
- Define different types of muscular endurance exercises and their use.
- Give an individual assignment.

Teaching aids and materials

- Pictures/photos shows different physical activities.

Short note

Muscular endurance:- is the ability of a muscle orgroup of muscles to sustain repeated contractions against a resistance for an extended period of time. Muscular endurance refersto 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.

Squat Jump

Squat jumps are a powerful plyometric exercise (exercise without machine) 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.

Sit-Up

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

NB: Children with special needs can engage in squat jump exercise depends on their level of disability. Provide clear information about the safety of the exercise

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.

3.3 Flexibility (3 period)

Learning Competency: After completing this topic students will be able to:

- Increase their flexibility through different stretching exercises.

Teaching Learning strategies

Dear teacher,

- let students in lines.
- let students proper warming up 5 to 10 minutes.
- Demonstrate the correct procedure to perform simple stretching exercise.
- Let students to perform stretching exercise by Starting from upper body part to lower body part or reverse.
- Give correction and follow up the students.
- Let students Cool-down 5 to 10 minutes.

Teaching and learning materials/resource/

- Mat and other related material.
- Pictures and audio vistual aids

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.

1. **Dynamic stretching**

Dynamic Stretching is the ability to move muscles and joints throughtheir 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 strenuousphysical 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(inhaleandexhale) shouldbenormalwhenpracticingstretching.
- 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.

Note: -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. True flexibility is the ability to move through a range of motion without pain.

3.4 Speed (2 periods)

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

- Improves their speed through different speed run drills.

Teaching learning strategies

- Organize students in to small groups.
- Allow 5-10 minutes to perform general and specific warming up exercise.
- Show them some activities.
- Make students practice, give group project and let them present to there class mate.

Teaching and learning materials

Stop watch

- Flags
- Pictures and audio vistual aids
- Flat wood can be used to signal and starting mark

Notes

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, eliminatingside-to-side motion.
2. Maintain a 90-degree bend of the elbows and drive the elbowsback.
3. Keep the shoulders square. Pull the knees straight up, and do notallow them to angle towards the midline of the body.
4. Run by striking the ground directly below the hips, particularlywhen accelerating.
5. Run on the balls of the feet. Don't be flat footed and noisy.
6. Run on the balls of the feet.

30 Meter speed run

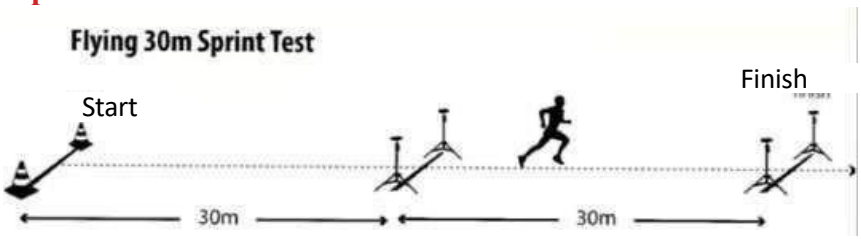


Fig 3.12. 30-meter speed run

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



Fig 3.13. Speed run for leg disability

Drill 30m sprint run

- After worming up let the class to practice reaction time drills (to the speed at which an athlete responds to an external stimulus)
- Use these drills to practice running start
- Based on the space available organize students in rows
- Before students begin the drill 'brief them what a reaction time and related ideas
- Explain and demonstrate the drill procedurally (phases of sprint run)
- With signal motivate the students to perform a drill individual or with their collogues by chasing each other.
- Show them to run from standing and crouch start
- Let them to perform individually in in group
- Allow students to competes each other
- Flow up their hand and leg c
- Give feedback for their trials and practice

Assessment

- Observe while students performing practical activities.

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, 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 tosustain repeated contractions against a resistance for an extendedperiod of time. Muscular endurance exercises include 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 rangeof motion. Stretching can be classified as static Stretching and dynamic stretching.

Answer for chapter review questions

I. **True /False**

1. True 2. True

II. **Matching**

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

III. **Short answer**

1. cobra pose, seated toe touch, hamstring stretch
2. Simply aerobic exercise held with the help of oxygen where s anaerobic exercise means an activity performing without the help of oxygen.

CHAPTER FOUR

FUNDEMENTALS OF ATHLITICS (11 Periods)

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 unit, learners will able to:

- Demonstrate jumping techniques as they relate to long jump technique.
- Differentiate the pattern of movements during jumping for height and distance.
- Show basic jumping techniques as a component of horizontal jumps.
- 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 (4period)

Learning competency; at the end of this topic the students will be able to

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

Teaching Learning strategy

- Start the day lesson by revising the previous topic and introducing the new one.
- Make them in group
- Facilitate students to do 5-10 warming up exercise
- Allow them to stretch their body
- Show the necessary steps of jumping
- Follow up and give feedback while students perform jumping for height from curve running.
- Let student's cool down
- Conclude the practical session by giving general comment on their work.
- Aware students to do chapter 3 review questions from their text book

Teaching and learning materials

- Mat
- Cones
- Stick/bar
- Rope and other related material

Short note

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 centre of gravity is underside, which is a certain mechanical advantage.

Long jump: long jump, also called broad jump, sport in athletics consisting of a horizontal jump for distance. The standard venue for the long jump includes a runway at least 40 meters in length with no outer limit, a takeoff board planted level with the surface at least 1 meter from the end of the runway, and a sand- filled landing area at least 2.75 meters.

Triple jump: event in athletics (track and field) in which an athlete makes a horizontal jump for distance incorporating three distinct, continuous movements a hop, in which the athlete takes off and lands on the same foot; a step, landing on the other foot; and a jump, landing in any manner, usually with both feet together. If a jumper touches ground with a wrong leg, the jump is disallowed. Other rules are similar to those of the long jump.

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

4.2 RUNNING FOR SPEED WITH DIFFERENT START (3 periods)

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

- Sprint with maximum speed using different starting positions.

Note: dear teacher, you have the room to present the theoretical and practical part separately by considering the given period allotment.

Teaching and Learning strategies:

For theoretical part:

- Before you begin the day's lesson try to remind the students what they have learned in grade 6 regarding athletics.
- Introduce the day's lesson (topic, objectives and activities) and ask students about the history of World athletics?
- Following the introduction give them time to forward their answer for the class.
- Give brief explanation and short notes about the running for speed from different start.
- Conclude the day's lesson by giving home work to read and prepare them for the next topic.

For practical part:

- Introduce the day's topic and objectives.
- Provide warming up exercise.
- Arrange the necessary materials in proper position.
- Organize the students in rows for the activity
- Ask students to demonstrate if they practiced running with maximum speed.

Teaching and learning resources:

- Pictures, hurdles and other materials

Note

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 possible your teacherorder



Fig. 4.3 Push up to the sprint (Acceleration run)

Activity: Lateral push to sprit

Procedure

- Stand laterally (at side position) behind the starting line but
- 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 possible.

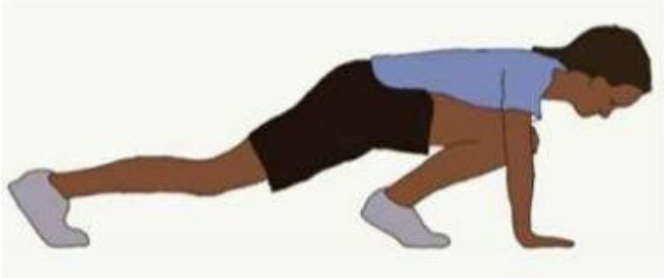


Fig. 4.4 Lateral push to sprint (Acceleration run)

4.3 Throwing For Distance From Short Approach Run (4period)

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.

Teaching learning strategy

Dear teacher,

- let students in make lines
- Let students do warming up 5 to 10 minutes.
- Demonstrate the correct procedure to throw javelin
- Let students to perform distance throwing
- Give correction on the procedures and follow the students
- Let students Cool-down 5 to 10 minutes

Teaching and learning materials

- Javelin or Stick
- Cones and other related material

Notes

Throwing sports, or throwing events, are physical human competitions, where the outcome is measured by an athletics ability to throw an object.

The four most prominent throwing sports are in track and field shot put, discus, javelin and hammer throw.

Shot put: An athletic event in which contestants throw or put a heavy metal ball or shot as far as possible. The men's shot weighs 7.26 kg and is 110–130 mm in diameter. Women put a 4-kg shot that is 95–110 mm in diameter.

Discus throw: An athletic even in which a disk-shaped object, known as a discus, is thrown for distance. Modern male athletes throw a 2-kg plate like implement from a 2.5-metre circle the women's discus weighs 1 kg.

Javelin throw: is an athletics sport of throwing a spear for distance, included in the ancient Greek Olympic Games as one of five events.

The men's javelin weighs about 800 grams and must be at least 260 cm long. The women throw a javelin that must weigh at least 600 grams and be at least 220 cm long.

Hammer throw: Sport in athletics in which a hammer is throwing for distance, using two hands within a throwing circle. The men's hammer weighs 7.26 kg and measures 121.3 cm in length, and the women's hammer weighs 4 kg and 119.4 cm in length.

Activity 1 Javelin throw

The javelin throw is an activity the you are always love doing. Procedure for throwing:

1. Grip the javelin by resting the javelin on the palm of your hand with the point aiming away from your body. If you straighten your arm the javelin should point towards you.
2. Hold the javelin in the middle. (You could let the children explore where to hold it) Stand side on and aim with your free arm into the direction you want the javelin to go.
3. Extend your arm and put your weight on your back foot.
4. Transfer the weight to your front foot and release always keeping the javelin aimed forwards.

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 abilityto throw an object. Throwing events are the shot put, discus, javelin and the hammer throw.

Answer for Chapter Review questions

I. **True/false**

1. False 2. True

II. **Choice**

1.D 2.B

III. **Short answer**

1. It makes you develop strength, speed, power, strengthen bones, ligaments and tendons
2. Grip, approach run, delivery, recovery
3. High jump, vaulting, triple jump, long jump

CHAPTER FIVE
GYMNASTICS (11 Periods)

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 inthe school can perform a variety of motor skills. For example: catch, hit, jump, acrobats and other gymnastics activities.

The students have learned different gymnastics activities in lower grades. In this chapter, students will learn about:

- ✓ Introduction to floor exercise
- ✓ Basic rules of gymnastics
- ✓ Benefits of gymnastics activities
- ✓ Basic gymnastics and
- ✓ Apparatus gymnastics.

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

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

5.1 Introduction To Floor Exercise (1 Periods)

Learning Competencies: At the end of this topic students will be able to:

- Understand about floor gymnastics.

Teaching Strategies

Dear Teacher; at the level of previous grades students were able to aware of some concepts in gymnastics. To remind these concepts please ask students to mention some points about what Gymnastics is?

- Dear teacher please remined your students core points of the previous chapter
- Introduce about floor exercise
- Form small groups and motivate your students to describe basic rules of gymnastics
- Let students to describe floor gymnastics in front of the class.
- Give short note
- Give brief explanation about floor gymnastics
- Encourage your students to raise questions
- Summarize the lesson by using questioning and answering methods
- Give reading assignment on floor gymnastics.

Teaching learning materials

- Photos
- Image or video which show floor exercises
- FIG (Federation of international Gymnastics) guideline book or pamphlets.

Notes

Floor gymnastics is an event in which movements are performed on the floor with an area of 12 meters square. This area is coveredby 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 (1 period)

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

- Understand the basic rules of gymnastics.

Teaching learning Strategies

Start the day's lesson by asking what students learned in the last session

- Introduce the day's lesson topic and remind them their lesson learning competences
- Give them chance to discuss in pair and list some basic rules of gymnastics
- Give them chance to reflect what they gone discuss in pair
- Give short note
- Give summary by inviting one student to summaries main points
- Conclude the day's lesson by giving homework or reading assignment.

Note

Gymnastics is a form of sport where physical agility, coordination, athleticism and determination is displayed.it is a sport where through various events, athletes execute tricks and flips in various disciplines.

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

Have fun Gymnastics is an extremity enjoyable sport that also requiresa strong physical demand. Having will lead to be more confident which will be led to perform better. Having a positive mind set will only benefit, while having a

bad attitude in the gym will do nothing but negatively affectperformance. Major gymnastics rules are:

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 when you a executing 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.

5.3 Benefits of gymnastics activities (1Period)

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

- Understand the benefits of gymnastics activities.

Teaching learning strategies: -

- Revise the previous lesson
- Let the student discuss in group about benefits of gymnastics.
- Give some exercises that help the main activity
- Motivate the students to explain benefits of gymnastics.

Teaching learning materials

- Photos /pictures related with the lesson

Short Note

There are many benefits of participating in Gymnastics for people of all ages - take a look at list of them below:

1. Disease Prevention
2. Increased Flexibility
3. Improves Motor Skill Development and Accelerates Learning.
4. Improves Concentration.
5. Discipline
6. Improves Strength
7. Healthy Lifestyle Choices
8. Time Management

5.4 Basic gymnastic (5 periods)

Learning competencies at the end of this topic, students will be able to:

- Describe the techniques of diving
- perform forward diving properly
- describe the techniques of hand stand and roll
- perform hand stand and roll properly
- perform cartwheels properly

Teaching learning Strategies

- Start the day's lesson by asking students different question which is related with the previse lesson.
- Introduce the day's lesson topic and remind them their lesson learning competences.
- Give them chance to discuss in pair about the daily lesson topic.
- Give them to reflect what they gone discuss in pair.
- Give short note.
- Give summary by inviting one student to summaries main points.
- Conclude the day's lesson by giving homework or reading assignment.

For practical class

- Introduce the lesson shortly and inform safty majors
- Allow students to do warming up
- Demonstrate the activites
- support the students with special need
- Give guneral feedback

Teaching learning materials

- Photos /pictures related with the lesson
- Mat and Spring board.

Note

Diving roll

A dive roll (or forward roll) is an acrobatic stunt that begins with a horizontal forward diving motion and results in a somersault.

Diving roll can be performed in the following manner

- Place your hands flat on the floor,
- Tuck your head and lean forward the back of your head is aligned with your hands.
- Push forward with your legs until you begin to roll,
- Then tuck your body and keep your back rounded.
- Complete the technique on your rear end or roll up onto your feet.

Cartwheel

A cartwheel is a sideways rotary movement of the body.it is performed by bringing the hands to the floor one at a time while the body inverts. The leg travelover the body trunk while one or both hands on the floor and then the feet returnto floor one at a time, ending with athletes 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

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 hand stand 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 withthe top of the head

Headspring

Is a move in which the gymnast places both hands on the mat with the top of the mat about 6 inches (0.1524Meter) in front, pushes off with hand swhile fleping 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 for 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.

5.5 Apparatus gymnastic (3 period)

Learning Competencies: At the end of this topic students will be able to:

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

Teaching learning Strategies

- Start the day's lesson by asking students different question which is related with the previse lesson
- Introduce the day's lesson topic and remind them their lesson learning competences
- Give them chance to discuss in pair about the daily lesson topic
- Give them time to reflect what they gone discuss in pair
- Give short note
- Give summary by inviting one student to summaries main points
- Conclude the day's lesson by giving homework or reading assignment

For practical class

- Introduce the lesson shortly and inform safty majors
- Allow students to do warming up
- Demonstrate the activites
- support the students with special need
- Give guneral feedback

Teaching and learning materials

- Parallel bar, Mat and other material

Short note

Each gymnastics apparatus effectively serves as a medium on which gymnasts demonstrate their strength and agility. The term apparatus describes 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.

Out of all the different disciplines, competitive artistic gymnastics is the most well-known, but the other forms of gymnastics, including rhythmic gymnastics and aerobic gymnastics, have also gained widespread popularity.

The most popular and widely-practiced form, artistic gymnastics is divided into women's and men's gymnastics. Women compete on four events: vault, uneven bars, balance beam and floor exercise, while men compete on six events: floor exercise, pommel horse, still rings, vault, parallel bars, and high bar. The sport consists mainly of the use of various gymnastic apparatus, as well as the use of the floor for different exercises.

Grasping techniques of parallel bar Procedure to grasp the parallel bar

- Help students to 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
- Grasping each bar with a neutral grip, while hanging from the bar
- Lift both legs off the ground until you are in an L-sit position
- Keeping that position
- Lift one hand off the bar
- Moving it forward and
- Grasping the bar again followed quickly by the other hand on the parallel bar
- Dismount by the edge of parallel bar
- Stop performing when you are tired
- Do proper Cooling down 5 to 10 minutes

Procedure

Swinging by two hands on parallel bar procedure

- Do appropriate warming up 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
- Gradually increase the height of their swing
- The front swing should be slightly arched until the bottom of the swing

- The backs swing should be performed with a straight body
- Until you begin to return back to the bottom of the swing
- Letting their body become slightly arched
- Dismount by the edge of parallel bar
- Do proper cooling down 5 to 10 minutes 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.

Summary

Gymnastics is a sport where physical agility, coordination, athleticism and determination is displayed. It is an extremity enjoyable sport that also requires a strong physical demand.

During gymnastic competition and practice there are different rules which are necessary for any gymnasts. Some of the basic rules of gymnastics are; have fun, no jewelry, understand rules, spotting, no jewelry, appropriate sport wearing etc.

Floor is a specially prepared exercise surface, which is considered an apparatus. The event in gymnastics performed on floor is called floor exercise. It includes Diving roll, Hand stand and roll, Hand spring. Hand spring is an acrobatic feat in which the body turns forward or backward whereas hand stand and roll is a combination of hand stand and roll. The term apparatus describes 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. Men perform on two bars executing a series of swings, balances, and releases that require great strength and coordination. Each gymnastics apparatus effectively serves as a medium on which gymnasts demonstrate their strength and agility.

Answers for chapter review questions

I. True/False

1. False 2. True 3. False 4. True

II. 1.C 2. D

II. Short answers

1. Floor exercise is gymnastics event performed on floor
2. vault, uneven bars, balance beam

CHAPTER SIX

FUNDAMENTAL SKILLS OF CONTROLLING, SHOOTING AND SERVING (16 peroids)

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 sided game using blocking skill in volley ball and recreational games serve as sub topics.

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

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

6.1 Controlling the ball using inside of the foot (2 periods)

Learning Competencies: At the end this topic, students will be able to:

- Demonstrate ways to controlling, shoot, and serve balls with increasing accuracy.
- Perform and refine more challenging ways to control, shoot, and serve balls with control.

Teaching learning strategies

- Revise main points of chapter five
- Introduce new lesson of controlling the ball using inside of the foot
- Demonstrate how to execute the technique step by step
- Motivate students to try to control the ball in the inside of their leg
- Engage students ball control in football
- Follow the drill and correct the students
- Help the students who want special need.
- Assess their progress by observing students give feedback during

Teaching and learning materials

- Ball
- Cones
- Photos and videos

Activity 1

Dear Teacher, the following are steps to control the ball using in side of the foot and help them to practice in a proper way.

- 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.

6.2. Controlling The Ball Using Outside Of The Foot (2 periods)

Learning Competencies: At the end this topic, students will be able to:

- Demonstrate ways to controlling balls with increasing accuracy.
- Perform and refine more challenging ways to control balls with control.

Teaching Learning Strategies

- Revise the previous lesson (controlling the ball using inside of the foot and controlling the ball using outside of the leg) both techniques are help full for this section activity
- Brief the day lesson orally
- Demonstrate the lesson and the sequence of the lesson
- Make in group at least 4 students in each group
- And also, you can use other grouping method
- Tell them how they work according to the stapes
- Let students demonstrate and participate in pairs and practice the skill turn by turn and let them correct each other.
- Observe their practice and reflection by moving around the groups
- Correct the mistakes
- Ask students to demonstrate the activities individually and in groups.
- Finally give feedback.

Teaching Learning Materials

- Foot ball
- Cons
- Flag

Short Note

Trapping with the outside of the foot is an important method in controlling the ball and should be taught at an early age. Because the ball can be touched outside of the

player's body easily, it's an important control method helping players set up the ball for a quick shot or pass.

Activity 2

Procedures for controlling the ball using outside of the foot

- Let students in lines
- Proper warming up 5 to 10 minutes
- Demonstrate the correct procedure to controlling the ball using outside of the foot
- Engage students in ball control in football,
- Students should move towards the ball.
- Body should be behind the flight of the ball.
- Elbows up and away from the body for balance.
- Knees slightly bent.
- Chest over their feet.
- Trapping foot turned slightly where outside of foot is somewhat facing the ball.
- Trapping foot makes contact with the outside of the foot & slightly on top of the foot.
- Trapping foot cushions, the ball on the top-middle section of the ball.
- Push the ball into space towards the space on the outside the body (same side as trapping foot).
- Let students Cool-down 5 to 10 minutes

6.3 Thigh control (2 periods)

Learning Competencies: At the end this topic, students will be able to:

- Apply activity-specific skills in a variety of environments and using various equipment.

Teaching Learning Strategies

- Revise the previous lesson (controlling the ball using inside of the foot and controlling the ball using outside of the leg) both techniques are help full for this section activity.

- Explain the day lesson orally
- Demonstrate the lesson and the sequence of the lesson
- Make in group at least 4 students in each group
- And also, you can use other grouping method
- Tell them how they work according to the stapes
- Let students demonstrate and participate in pairs and practice the skill turn by turn and let them correct each other.
- Observe their practice and reflection by moving around the groups
- Correct the mistakes
- Ask students to demonstrate the activities individually and in groups.
- Finally give feedback.

Teaching Learning Materials

- Foot ball
- Cons
- Photos and videos

6.4 Small Sided Game (2 periods)

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.
- Identify and evaluate specific strategies and tactics that coordinate efforts with others' team \fair play ,in order to achieve a common activity goal.

Teaching Learning Strategies

- Revise the previous lesson (controlling the ball using inside of the foot and controlling the ball using outside of the leg) both techniques are help full for this section activity
- Brief the day lesson orally
- Demonstrate the lesson and the sequence of the lesson
- Make students in group

- Observe students practice and reflection by moving around the groups
- Correct the mistakes

Teaching Learning Materials

- Foot ball
- Cons
- Photos and videos

Short Note

Small sided games: -Small sided games are any game played with less than eleven-a-side teams.

Activity 3 Small sided game

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

Set up activates

- 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 4v1.
- After 30 seconds, an extra defender is added to make the game 4v2, 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 team tries to beat the number of passes made by their opponents.

6.5 Jumps Shoot In Basketball (2 Periods)

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

- Demonstrate ways in shooting basketball with varyig speed accuracy and distance in skills specific to an activity.
- Identify and evaluate specific strategies and tactics that coordinate effort with others' team \fair play, in order to achieve a common activity goal.

Teaching Strategies

- Organize students in groups
- Let students in lines
- Proper warming up and stretching 5 to 10 minutes
- Demonstrate correct technique and let them have imitate it Let students to perform turn by turn
- Give correction on the procedures and follow up the students' progress
- Let students stop performing when they are tired
- Let students Cool-down 5 to 10 minutes

Teaching and learning materials

- Basketball
- Photos and videos

Short note

Shooting is a science, as well as an art. The jump shot is one of a basketball players most useful and necessary skill Being able to shoot a proper jump shot differentiates the great players from the average players. Learning how to properly shoot a Jump shot is key to any aspiring basketball player and like all of the fundamentals, improving your jump shot is a matter of starting with the basics, properly practicing the technique, and then moving on to more advanced techniques. The greatest basketball players to ever play the game started just where you are now and worked hard to master this skill.

Activity: Jump shoot

Procedure for Jump shoot in basketball

- Start with your knees bent and the ball in front of your forehead, with feet and elbows pointed at the basket.
- If 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. Don't 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 shot the better.
- Finish your follow-through on your shot and land in the same spot. Be ready for the next play.

6.6 Dive Shoots In Handball (2 Periods)

Learning competencies: 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.

Teaching Strategies

- Organize students in groups and have worming up activates
- Allow students to practice related skills of dive shooting
- Demonstrate with brief explanation dive shooting in hand ball
- Students make group to shoot a ball on the ground or through the air

under pressure from an oncoming player

- Give sufficient time to students to practice the drill
- Help students to shoot without touching the d-line 6-meter line
- Encourage them to give feedback each other
- Give feedback while students performing

Teaching and learning materials

- cone
- Photos and videos

Assessment

- Evaluate proper demonstration dive shoot
- Ask students to shoot without touching the d-line 6-meter line

Short Note

Handball is a team sport in which two teams of seven players each pass a ball using their hands with the aim of throwing it into the goal of the other team. Shooting gives you the chance to score.

Dive shot is a way of putting the shot, in order to score a goal, by jumping above the floor towards the goal. It is done without touching the d-line (6meter line).

Activity: Dive shoot

Procedure

- Make a forward movement with their 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 pushthe body along the floor
- The body slides forward, while elbows and wrists are completelybent
- Landing on the knees
- Do proper Cooling down for 5 to 10 minutes

6.7. Basic Block In Volleyball Game (2 Periods)

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

- Identify and evaluate specific strategies and tactics that coordinate effort with others; e.g., team/fair play, in order to achieve a common activity goal
- Discuss positive active living role models
- Describe, apply and practice leadership and followership skills related to activities.

Teaching learning strategies

- Revise the previous lesson dive shoot in hand ball
- Explain and demonstrate the lesson basic block in volley ball
- Guide the students to practice basic block in volley ball game
- Show your students how they are block opponents spike in volley ball game
- Follow and correct the students while performing blocking
- Ask students to demonstrate the activities individually
- Provide correction and feedback for student's performance

Teaching Materials

- Balls
- photos and videos

Short Note

Blocking is a skill wherein 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 backto the opposing team's side of the court.

Activity

Step for blocking

- The player should have their feet a shoulder-width apart, with toes facing forward in an athletic stance.
- Players should be in ready position to block with arms up, with elbow out in front of you
- Their palm facing the net about eye level
- Players should be 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 get the most powerful movement from a squat before the jump.

N.B: Dear teacher please consider female students and students with disability who needs a special support in this practical activity because of their physiological, morphological and physical disability; may need your help.

- Blocking can be performed in various ways for those who have special needs.

6.8 Small Sided Game In Volleyball (1 Period)

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

- Identify and evaluate specific strategies and tactics that coordinate effort with others' team \fair play, in order to achieve a common activity goal.
- Recommended practices that contribute to team work.

Teaching learning strategies

- Revise the previous lesson how executing the over arm service and its sequences
- Form two groups
- Explain the drill detail
- Line up two groups behind the net
- Demonstrate the activity until they understand
- Watching and correct the overall execution of blocking
- Tell which team is a winner
- Give feed back

Activity

Basic Volleyball blocking techniques

Setup

- 2 even groups behind serving line on same side of net
- One volleyball per team

The activities may help your students to develop their blocking skills during small sided game in volleyball

Mirror Blocking

This volleyball drill is performed by two and more blockers. Players have to be located on different parts of the net. The first player has to perform a blocking movement. The task of the second player is to mirror a blocking movement.

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

6.9 Recreational games (1 periods)

Learning Competencies: At the end of this topic students will be able to:

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

Teaching learning Strategies

Teaching and learning materials/resource/

- Recreational games apographs
- Photos and videos

Short Note

Recreational games are group activities that a group performs for fun. This kind of activities does not have a general purpose beyond participating in the structure of the game; they do not have a 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 good time; additionally, it may have the advantage that they can be modified according to the conditions.

Procedure for recreational game

- Proper warming up and stretching 5 to 10 minutes
- Demonstrate correct technique and let them have imitate it.
- Make circle
- Hold hands together
- Say what your leader says 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
- Let students to perform turn by turn

- Give correction on the procedures and follow the students
- Let students stop performing when they are tired
- Let students Cool-down 5 to 10 minutes

Summary

- Ball controlling is an offensive strategy in which a team tries to keep position of the ball for extended period of time. The game of football is all about controlling the ball and scoring a goal.
- Small sided games are any games played with a smaller 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 wherein the player deflects the ball from the opponent. Recreational games are usually practiced during our rest time.

Answers for Chapter 6 questions

I. **True/False**

1. True
2. False

II. **Multiple chooses**

1. B
2. D

III. **Matching**

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

IV. **Give short answer for the following questions**

1. Controlling the ball using inside of the foot and controlling the ball using outside of the foot.
2. Dribbling, shooting and passing

Chapter Seven

NATIONAL TRADITIONALDANCE AND CULTURAL GAMES IN ETHIOPIA AND INTERNATIONAL SOCIETY (8 periods)

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, students will be able to:

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

7.1 Some National Traditional Dance In Ethiopia (2 periods)

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

- Define national traditional dance and cultural games in Ethiopia.

Teaching learning Strategies

- Revise the previous lesson by asking students to remind them what they have learned before this lesson.
- Asking the students about traditional dance in Ethiopia
- Explain the lesson briefly
- Give group projects for students to bring and practice traditional dances of Ethiopia.
- Give short notes
- Summarize the day lesson
- Ask oral question to assess how much they grasp the main concept of the day's lesson.
- Give reading assignment on traditional dances in international society

Teaching and learning materials/resource/

- Photo graphs
- videos
- Cultural clothes and materials

Short note

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.

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.

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.

7.2 Some Traditional Dances in International Society (1 period)

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

- Differentiate traditional dance in Ethiopia and international society.

Teaching learning Strategies

- Revise the previous lesson
- Asking the students about traditional dance in international society
- Explain the lesson briefly
- Give project work on troika dance
- Motivate students to dance freely while enjoying the participation
- Summarize the day lesson
- Ask oral question for your students to assess how much they understand
- Give reading assignment on cultural games of Ethiopia for the next period.

Teaching and learning materials/resource/

- Photo graphs

- Videos
- Some cultural dressing

Note

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.

Steps to perform Troika Dance 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.

7.3 Some national cultural games in Ethiopia (3 periods)

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

- Practice national cultural games in Ethiopia

Teaching learning strategies

- Revise the previous lesson
- Asking the students about cultural games in Ethiopia
- Explain the lesson briefly
- Give short notes
- Facilitate students to play Tigle and Shah or compete individually in pairs and group
- Summarize the day's lesson
- Ask oral question for your students to assess how much they grasp the main concept of the day's lesson.
- Give reading assignment on cultural games of Ethiopia for the next class.

Teaching learning materials:

- Photos /pictures related with cultural games
- Shah board.
- Mat

Short note

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 suchas: 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 takes place on a 5 x 5-meter mat or ground, where the wrestlers fight on a 4.50 x 4.50-meter 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 into3 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 30minutes 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 opponentor the officials is absolutely forbidden as well as inappropriate actlike spitting on the mat is strictly prohibited.

Answer for Activity 7.1

1. Gebeta, Bube, Shah
2. Korbo, Gena, Ferese Sherte, Ferese Gugse.
3. 6 minutes for men and 9 minutes for women

'SHAH'

'Shah' is a board game played in the Ethiopia a n d horn of Africa, particularlyin 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 thegame 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

7.4 Some cultural games in international society (2 periods)

Learning Competencies: At the end this topic, students will be able to:

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

Teaching strategies

- Start the day’s lesson by revising the previous Ethiopia cultural games.
- Introduce the days topic which is about cultural games ininternational

- society.
- Let students talk about the cultural game of the globe facilitate them to answer the question presented in their text book startup activity
- Allow students to present their discussion point to the class
- Give group work on cultural games in international society.
- Give short notes
- Summarize the day lesson by questioning and answering

Teaching learning material

- Pictures and videos showing luksong baka

Note

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 cattle. 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.

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 love dancing. 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 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 a n d horn of Africa, particularlyin 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 cattle.

Answer For Chapter Review Questions

True/False

1. False 2. True

Choose the best Answers

1. B 2. D 3.D

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

Immune system- a complex network of cells and proteins thatdefends 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

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Grade Eight Health and Physical Education Syllabus

Unit One: Concepts of physical education and sports (2 Periods) Learning Outcomes:

At the end of this unit, learners will 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.

Competencies		Learning Strategies	Assessment
- Explain philosophy of physical education - Describe the profession of physical education. - Describe three Ethiopians sport legends activities. - Identify Olympic flags and mottos. - Provide first aid when simple injuries happen. - Suggest doping prevention mechanisms	I.1. Philosophy of physical education I.2. Physical education profession I.3. Ethiopian sport legends 1.4. Ethiopian in the Olympics game 1.5. First aid & injury management 1.6. Mechanisms to prevent doping	- Let students mention the philosophy of physical education and provide information about it. - Arrange students in groups to list the activities and roles of Physical education as a profession. - Give assignment to refer and write three Ethiopians sport legends activities which is no mention in the lower grades - Arrange students in pairs to identify the flag and mottos of the Olympic game. - Discuss and suggest mechanisms of doping	- Oral question - Group reflection - Provide feedback on group reflection and student assignments. - Observe students when they provide simple first aid services.

Unit Two: Social and Emotional Development (14 Periods)

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

- Creates 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

Competencies	Contents	Learning Strategies	Assessment
- Creates a practice plan to improve performance for a self-selected skill. - Demonstrate communication and leadership skill that promote team dynamics. - Analyze situation and apply strategies to solve problems.	**2.1-Self-awareness and self-management skills in PE (4 Periods)** *2.1.1- Building self confidence* *2.1.2- Developing Resilience* **2.2- Social awareness and relationship skills in PE (5 Periods)** *2.2.1- Communication* *2.2.2- Leadership* **2.3- Attention Control and Decision making in PE (5 Periods)** *2.3.1- Analyzing Situation* *2.3.2- Problem Solving*	- Provide students games and activities related to Self- awareness, Social-awareness and Relationship skills. - Let students do the activity freely while enjoying the participation individually or in groups. -Provide feedback individually and collectively. - Allow students to reflect, discuss and answer questions based on the objective of the activity.	-Observing the students according to the objective of the activity. -Asking questions not for getting answer but to brainstorm the students.

Unit Three: Physical Fitness (16 Periods)

Learning Outcomes: at the end of this unit, learners will 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

Competencies		Learning strategies	Assessment
- Describe aerobic exercise - Improve their cardiovascular fitness through selected aerobic exercise. - Appreciate the benefits of exercise. - Improve their musculoskeletal fitness. - Increase their flexibility through different stretching exercises. - Improves their speed through different speed run drills.	3.1. Cardiovascular exercise (16 Periods) - Aerobics exercise 3.2. Muscular endurance (6 periods) - push-up - Squat jump - Pull-up 3.3. Flexibility (Everyday) - stretching exercise 3.4. Speed (4 Periods) - speed run	-Let students to describe their friends how aerobic exercise develops cardiovascular fitness - Arrange students in lines to perform different aerobic exercise - Arrange students in group to perform push up, squat jump & pull-up - Arrange students in lines to perform simple stretching exercise - Arrange students in row to perform agility exercise	- Asking students to describe how exercise develops their body - Observing students when they perform different physical exercises. - Providing continuous constructive feedback on students' performance.

Unit Four: Fundamentals of Athletics (11 Periods)

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

- Demonstrate jumping techniques as they relate to long jump technique.
- Differentiate the pattern of movements during jumping for height and distance.
- Show basic jumping techniques as a component of horizontal jumps.
- Sprint with maximum speed using different starting positions at the start.

Competencies	Contents	Learning Strategies	Assessment
- Demonstrate the curve approach run as they relate to vertical jump techniques. - Sprint with maximum speed using different starting positions; - Demonstrate throwing techniques using short approach runs as they relate to throwing for distance.	4.1 Jumping for height from curve running (4 Periods) 4.2 Running for speed with different start (3 Periods) 4.3 Throwing for distance from short approach run (4 Periods)	- Revise the objectives of jump, throwing and running short distance events (like 100m, 200m etc); - Explain the importance of learning or practicing the activities under this unit; - Demonstrate with brief explanation the basic techniques in high jump – approach run, obstacle clearance, flight and landing (students are not expected to perform all the phases of high jump); - Organize a session to practice the most common lead-up activities in high jump like – curve running, acceleration runs, single – leg take-off from short approach run, clearing obstacles (boxes, over ropes, clearing a bar etc); - Demonstrate the whole sequences of long jump and then show each phases of long jump separately; - Organize a session to practice acceleration run, single leg take-off from short distance (3-5-7 strides), single leg hoping, hang jump from standing position to the jumping pit etc - Give time for practice and let students compete in groups by adding the standing broad jump distances covered by each student in a group;	- Ask students to explain the contribution of approach run when jumping for height; - Observe the body action and speed of running when performing approach run before jumping for height; - Ask students to explain the different sprint start approaches; - Ask students to explain the role of approach run to throw for distance; - Observe the body actions when performing approach run and throwing; - Use oral questioning before, in between and at the end of every practical lessons;

		- Demonstrate sample sprint games (funny games) to run with their maximum speed; - Organize students into groups based on their performance and allow them to compete 30 – 40m distance with flat sprint run in the form of competition (add the total time covered by each student and take the fastest time as a winner); - In order to actively participate the students in speed running use sprint games or funny minor games; - Demonstrate with brief explanation on how to throw moderately heavy materials (0.5 -1kg) into different directions (forward, backward, upward, with one hand, with both hands with the coordinated leg, hip and hand coordination); - Prepare moderately heavy weight ball like materials (like homemade balls made with sand) or other safe portable materials and let students throw forward for distance first from stationary position and then from 1-3-5 strides; - Check the position of the arms - hip and leg positions before throwing the ball or materials (pay attention for arms-hip-leg coordination); - Let students throw the materials in the form of competition – add the distance thrown by each student in a group and announce the winner team that throw longer distance; -Pay attention for safety measure before and at the time of throwing	- Ask students to do individual and group assignments; Use written exam;

Unit Five: Gymnastics (11 Periods)

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

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

Competencies	Contents	Learning Strategies	Assessment
- Understand the basic rules of gymnastics. - Understand the benefits of gymnastics activities. - Describe techniques of diving. - Perform forward diving properly - Describe the techniques of hand stand and roll. - Perform handstand and roll properly. - Perform cartwheels properly. - Identify grasping techniques parallel bar - Perform swinging in parallel bar	5.1 Introduction to floor exercise (1 Period) 5.2 Basic rules of gymnastic (1 Period) 5.3 Benefits of gymnastics activities (1 period) 5.4 Basic gymnastics (5 Periods) - Diving - Cartwheel - Handstand and roll - Head spring **5.5 Apparatus gymnastics (3 Periods)** - Grasping techniques of parallel bar - Swinging by two hands on parallel bar - Dismounting from parallel bar-	- Question and answering - Explanation - Demonstration - Practical work	- Review and provide feedback on the performance of each student. - Observe students' participation in the field work. - Record students' performance and provide feedback on their achievement.

Unit Six: Fundamental skills of controlling, shooting and block (16 Periods)

Learning Outcomes: At the end of this unit, learners will 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.

Competencies	Contents	Learning Strategies	Assessment
- Demonstrate ways in ball control, ret retain the ball ,shooting in handball and block in volleyball with varying	6.1. Controlling the ball using the inside of the foot. (2 periods)	- Discuss in pairs and reflect on ball controlling and shooting skills. - Observe and practice ball controlling and shooting skills	- Observe their practice and reflection by moving around the

speeds, accuracy and distance in skills specific to an Activity - Apply activity-specific skills in a variety of environments and using various equipment; - Identify and evaluate specific strategies and tactics that coordinate effort with others; e.g., team/fair play, in order to achieve a common activity goal - Discuss positive active living role models - Describe, apply and practice leadership and followership skills related to activities. - Recommend practices that contribute to teamwork and, - Analyze community programs that that promote a physically active Lifestyle.	6.2 Controlling the ball using the outside of the foot. (2 periods) 6.3 Thigh control in a game. (2 periods) 6.4 Small sided game using thigh. (2 periods) 6.5 Jump shoot in basketball (2 periods) 6.6 Dive shoots in handball. (2 periods) 6.7 Basic block in a game. (2 periods) 6.8 Small sided game. (1 period) 6.9 Recreational games. (1 period)	individually, in pairs and in groups. - Observe and practice ball controlling and shooting skills in pairs and then give feedback back to a partner. - Demonstrate ball controlling and shooting skills. - Engaged in playing small-sided games. - Prepare and demonstrate fun games that can enhance ball game participation within and outside of the school.	Groups. -Create a rubric and have pupils assess members of their group. -Ask students to demonstrate the activities individually and in Groups. -Record students' performance and provide corrections as feedback. -Portfolio and anecdotal records.

Unit Seven: National traditional dance and cultural games in Ethiopia and international society (8 Periods) Learning Outcomes: At the end of this unit, learners will able to:

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

Competencies	Contents	Learning Strategies	Assessment
- Define national traditional dance and cultural games in Ethiopia and international society - isolate the similarities and deference among traditional dance and cultural games in Ethiopia and international society - Implement national traditional dance and cultural games in Ethiopia and international society .	7.1 some national traditional dance in Ethiopia (2 periods) 7.2 Some traditional dance in international society (1 periods) 7.3 Some national cultural games in Ethiopia (3 periods) 7.4 Some cultural games in international society (2 periods).	- Provide traditional dance cultural games of Ethiopia of Ethiopia. - Let students do the given dance or games freely while enjoying the participation. - Feedback from the teacher and among the learners. - Dance /game competition individually, in pairs and group. - Allow students to reflect their views based on the objective of the lesson.	- Teacher observation - Teachers' continuing informal observation of children's progress - Teachers' continuing informal observation of children's progress - oral questions - written exam on the given dance or games



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