

HEALTH AND PHYSICAL EDUCATION STUDENT TEXT BOOK



GRADE 7

ADDIS ABABA CITY ADMINISTRATION EDUCATION BUREAU



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HEALTH AND PHYSICAL EDUCATION STUDENT TEXT BOOK GRADE SEVEN

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INTRODUCTION

Health and physical education aims at achieving the physical, mental, emotional and social development of learners.

Health and Physical education at this grade level intends to meet physical, emotional, and mental status of learners along with puberty.

This helps to engage them in modern and cultural sport activities and in a desirable health state.

To achieve the desired learning outcomes, relevant contents are selected and included. All the selected contents are presented to the level of the students and based on students' past experience.

This textbook encompasses seven chapters. The first chapter deals with the basic concepts of physical education, and chapter two regards Social and emotional development besides, chapter three and chapter four deals with physical fitness, and Athletics respectively. Moreover, chapter five discusses gymnastics and chapter six focuses on fundamental shooting and spiking skills for ball games. Finally, chapter seven considers traditional dances and cultural games of Ethiopia and Africa.

Students with physical impairment and health problem are expected to be motivated to participate actively in health and physical education class. Because of some reasons physically impaired students are isolated themselves from the practical class, therefore, their teachers and classmates should give them the necessary support by creating a safe learning environment.

CHAPTER ONE

CONCEPTS OF PHYSICAL EDUCATION AND SPORTS

Introduction

This chapter deals with the basic concepts of physical education and sports. To achieve the desired chapter learning outcomes relevant contents are selected and included. All the selected contents are presented to the level of the students and based on students past experience. The contents in this chapter mainly focus on the difference between physical education and sport, personal hygiene and sport, the Ethiopian sport legends, the principles of Olympic Games, first aid and sport injury management and consequences of doping.

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

- Understand the concepts of physical education, sport, and personal hygiene.
- Recognize the values and principles of physical education and sports for healthier life.
- Examine the principles of sport and Olympic games in relation to doping.
- Obtain basic knowledge on first aid.

1.1. Difference Between Physical Education and Sport

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

- Describe the difference between physical education and sport.

Start-up Questions:

1. List the objectives of physical education.
2. What is the difference between physical education and sport?

In your previous grade level you learnt about the objectives of health and physical education. In this section, you will learn about the difference between physical education and sport.

Physical education - is an integral part of the total education process and aims at the development of: Physically, Mentally, socially, and emotionally fit citizens through the medium of physical activities that have been selected and planned to achieve specific outcomes.

Sport is an organized, competitive form of activity or play characterized by the following elements:

- It is organized by a set of rules and regulation.
- Requires techniques and skills.
- It is competitive.

The difference between Physical education and sport can be described as follows:

Physical education involves the instructions given in physical exercises and games, especially in schools. While a sport instruction may be given for competitive purpose, physical education is not necessarily with a goal of getting the participant into any competition. It is mainly for physical and health fitness.

A sport is classified as an activity that requires physical skill, and often of some competitive nature such as football while physical education is classified as training to develop and care for the human body.

Activity 1:

1. Why do you learn health and physical education?
2. Mention the difference between physical education and sport.

1.2. Personal Hygiene and Sports

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

- Explain relationships, personal hygiene and sport / physical exercise participation.

Start-up Question:

1. What is personal hygiene?

Personal hygiene refers to care that one takes for his/her body in terms of being clean.

When taking part in physical activity, it is important to take meaningful measures to maintain good hygiene. Good hygiene practice, by students which helps to ensure that everybody involved stays fit and well to keep up the activities they love so as to get the most enjoyment out of taking part. Likewise, good hygiene has equal importance for everybody involved in maintaining and working on sport facilities.

When taking part in physical activities, remember three basic things to stay healthy. These are;

- Always clean and cover wounds to prevent entry of germs or dirt.
- Wash your hands or have a shower.
- Clean your sport wears and equipment.

Importance of personal hygiene after physical activity:

The main importance of Personal hygiene after physical activity is discussed below.

- **Health Benefits:** people can maintain their health and ability to practice more through cleanness and eating healthy diets.
- **Social Benefits:** Keeping your personal hygiene regularly makes one look good.
- **Psychological Benefits:** when an individual looks healthy and



clean, it improves self-image and satisfaction.

Activity 2:

1. What are the three things that you make to stay healthy when taking part in physical activities?
2. List the importance of personal hygiene after physical activity?

1.3. Ethiopian Sport Legends

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

- Describe political activity of some sport legends.

Star-t up Question:

1. List some Ethiopian sport legends and their activity in political activity.

In your previous grade level you learnt about Abebe Bikila and others Ethiopian sport legends and their activities in economic and political affairs. In this section, you will learn about other three Ethiopian sport legends and their activities political affairs. Sport legends describe or used for famous or historically significant people in the area of sport. Sport legends are expected to play significant roles in job creation, social and political affairs.

Ethiopia has many sport legends that have played significant role or contribution in job creation, social and political affairs. The Major activities of some Ethiopian sport legends will be discussed as follows.

Miruts Yifter (1938 - 2016)

Miruts Yifter was born in Tigray region of Northern Ethiopia in the district of Adigrat in 1938. “Yifter the shifter” was an Ethiopian long distance runner and he was the winner of two gold medals at the 1980 Summer Olympics.



Fig. 1.1. Athlete Captain Miruts Yifter

Miruts and his activity in political Affairs:

Miruts played significant activities in social and political affairs of the country and internationally as well. He coached the national team and different athletics clubs in the country.

He was active participant in various social and political activities in the country.

Haile Gebresellassie (1973 -)

He was born in Asela, Arsi Oromia region. Haile Gebresellassie is the most sport legend in Ethiopia and in the world as well. He is the double Olympic Gold Medalist and five-time World Champion in 10,000 meter run. Haile Gebreslasie is now a successful and busy entrepreneur.



Fig. 1.2. Athelete Haile G/Sellassie



Haile Gebresellassie and his activity in political Affairs

Haile and his activity in job creation:

Haile believes that business opportunities do not come easily to him because of his fame instead he believes in action.

He created various jobs: Regarding in

- Hotel tourism
- Import and export trade
- Coffee farming
- Mining sector etc.

Haile created lots of jobs opportunities in several parts of the country. He is also one of the large tax payers in the country.

Haile and his activity in social and political Affairs:

Haile Gebreslasie has been played significant roles in social and political affairs of the country and the globe. Some of the major activities are as follows:

- He is the founder of the great Ethiopian run: this helps people to bring together for common goals and build the positive image of the country.
- Served as good will ambassador of the United Nation /UN/ for the eradication of poverty, HIV/AIDS, promotion of democracy, and help in the recovery for crisis.
- He has been contributing financial support for the mega projects of the country and other social responsibilities.
- Has been serving as a member of the national council of elders etc.

Athlete Derartu Tulu (1972 -)

She was born in Arsi, Lemu Bilbilo wereda Bekoji town Oromia region. Athlete Derartu Tulu is one of the most sport legends in Ethiopia and in the world as well. She is the first Ethiopian athlete and the first black African woman to win an Olympic gold medal in 10,000meter run.



Fig 1.3. Athlete Derartu Tulu

Derartu and her activity in job creation:

Derartu Tulu created various jobs in the hotel tourism and other sectors in several parts of Ethiopia.

Derartu and her activity in political Affairs:

Derartu Tulu has been played significant activities in social and political affairs of the country and internationally as well. Some of the major activities are as follows:

- She has been serving as the president of the Ethiopian Athletics Federation (EAF). Besides she is a member of the national Ethiopian Olympic Committee.
- She has been working as vice president of East African Athletics Federation.
- She served as a good will ambassador of UN for the empowerment of women.
- She has been contributing financial support for the mega projects of the country and other social responsibilities.
- She has been playing meaningful role in peace building in the country.

Kenenisa Bekele Beyecha (1982 -)

Kenenisa Bekele Beyecha was born on June 13, 1982, near Bekoji, Ethiopia, Kenenisa, the Ethiopian long-distance runner who won Olympic gold medals in the 10,000 meters in 2004 and in both the 5,000 meters and the 10,000 meters in 2008. He later had success in the marathon.



Fig 1.4. Athlete Kenenisa Bekele

Kenenisa Bekele and his activity in job creation:

Kenenisa Bekele has become an emerging business person. He created various jobs in the hotel tourism and other sectors. He has started building an inclusive training facility in Sululta with a massive investment of ETB 350 million. He has been contributing financial support for the mega-projects of the country and other social responsibilities.

Kenenisa and his activity in political Affairs:

Kenenisa Bekele has been played significant activities in social and political affairs of the country and internationally as well.

Some of the major activities are as follows:

- He has been playing meaningful role in peace building in the country.

- He served as a good will ambassador of UN for the orphans and vulnerable children in its battle to end stigma attaching to HIV/AIDS etc.

Mengistu Worku (1940- 2010)

Mengistu Worku was an Ethiopian footballer, recognized as one of the best Ethiopian footballer in history with Luciano Vassalo and Yidnekatchew Tessema. He is best known for his role in the final of the 1962 African Nations Cup. He debuted with Saint-George in 1957, and remained with the club in his entirety career.



Fig. 1.5. Mengistu Worku

Activity 3:

1. Mention Haile Gebresillassie's and Derartu Tulu's major activities in job creation, social and political affairs.
2. What do you learn from sport legends?

1.4. Principles of Olympic Games

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

- List the principles of Olympic Games.

Start-up Question:

- What do you know about Olympic Games?

In your grade six lesson you learnt about the Olympic movement. In this section you will learn the principles of Olympic Games.

Olympic Games are the biggest sporting event in the world. Therefore, it is very important to learn the principles of the game.

The IOC (International Olympic Committee) the governing body of modern Olympic Games designed the following principles for the good of the games.

- **Non-discrimination:-** Every individual has the opportunities in practicing sport, without discrimination of any kind in the Olympic spirit (i.e. friendship, solidarity and fair play)
- **Sustainability:-** describes the continuity of the world's economy, society and environment.
- **Humanism:-** the goal of Olympism is to place sport to promote peaceful society concerned with the prevention of human dignity.
- **Universality:-** describes the universal representation at the Olympic games by ensuring the participation of NOCs (National Olympic committees)
- **Solidarity:-** means bringing the world together for peaceful world through sport.
- **Link sport with culture .**

Activity 4:

1. List the principles of Olympic Games.

1.5. First Aid and Injury Management

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

- Explain the way how injury managed.

Start-up Questions:

- What information do you have about first aid?
- Did you get first aid when you are injured in your life experience?

In your life experience when individuals face sudden injury or accident others give traditional first aid. To make this more scientific you will learn first aid provision in this grade.

First aid is the treatment given when an accident or sudden illness occurs or immediate care given to a person who has been injured until he/she is taken to health centers. It is the initial treatment or help given to injured individuals.

The purposes of first aid are “3ps”:

- Prevent further injury
- Preserve life
- Promote recovery

Some common first aid kits include:

- Gloves – plastic bags, dish gloves
- Gauze – clean clothing
- Splints – straight sections of wood, plastic, cardboard or metal
- Slings – the victim’s shirts bottom him.

Activity 5:

1. What is first aid?

Sport Injury Management:

Sport injury management is the management of a specific injury to allow an individual to return or continue to play their chosen sport without damaging their body. When you engaged in different sport activities, you may face sport injuries due to lack of warming up, improper contact, improper dressing, inconvenient facilities and occurrence of accidents. Some of these sport injuries are sprains, dislocations, bone fractures, bruising, etc. In the first 72 hours, after the occurrence of the above injuries and others it is better to follow the **RICER** principles to manage.

Principles	Description
Rest	Avoiding use of the injured body part taking away the injured person from activity.
Ice	Apply ice or cold therapy to injured body part for 15-20 minutes
Compression	Apply firm, elastic, non adhesive - bandage to the injured. body part
Elevation	Elevate the injured body part above the heart level to decrease blood flow
Referral	Refer to see a doctor or physiotherapist for an accurate diagnosis.

Table 1.1. Injury management principles

Activity 6:

1. How do you manage simple sport injury?

1.6. Consequences of Doping

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

- Describe the consequences of doping.

Start-up Questions:

1. What is doping?
2. What are the consequences of doping?

Meaning of Doping:

The term “Doping” refers to the use of prohibited medications, drugs, or treatments by athletes with the intention of improving athletic performance. Currently doping becomes a serious problem in sports.

The Consequences of Doping

There are many risks associated with doping. Therefore, it is important to understand and consider all consequences of doping. Some of the common consequences of doping are:-

1. **Health:** the use of performance enhancing drugs may have long and short term impacts on the athlete’s physical and mental health. Doping can trigger anxiety, obsessive disorder or psychosis.
2. **Social:** doping has a significant negative impact on person’s private life and social interaction. Doped is considered as “cheater” and experience many forms of stigma.
3. **Financial:** a ban resulting from an anti-doping rule violation will have significant financial impact on the individual. For athlete this includes to return prize money or a financial sanction, termination of contracts of sponsorship, etc.
4. **Sanction:** sanction for anti-doping violation can include disqualification of results at an event, including for forfeiture or losing of medals. A ban from all sport (competing, training or coaching) for up to four years or even life in repeat or the most serious cases.

Activity 7:

1. List at least three consequences of doping.



CHAPTER SUMMARY

Physical education is an integral part of the total education process and it is aimed at the development of various aspects like physical, mental, social, and emotional fit citizens through the medium of physical activities.

Sport is an organized, competitive form of activity or play.

Personal hygiene refers to care one takes for his/her body in terms of cleanliness.

Ethiopia has many sport legends that have been playing significant role or contribution in job creation, social and political affairs. Miruts Yifter, Haile Gebresillassie, Derartu Tulu and Kenenisa Bekele are the most sport legends who have been playing significant roles/activities in social and political affairs of the country and internationally as well.

First Aid is the initial treatment or help given to sick particularly injured individuals.

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

The term doping refers to the use of prohibited medications, drugs, or treatments by athletes with the intention of improving athletic performance.

Doping has significant negative impact on persons or athletes physical and mental health, private and social interaction, financial and sanction for anti- doping rule violation.

Chapter Review Questions

Part One: write True if the statement is correct and False if it is incorrect.

1. Physical education aimed at developing body through the medium of physical activities.
2. There is no difference between sport and physical education.
3. Haile Gebresillassie created various jobs opportunities for the country's citizens in the hotel tourism, import and export trade, coffee farming, mining sector etc.
4. First Aid is the final treatment, or help given to injured individuals.
5. Every physical activities are considered as sport.
6. Personal hygiene is important for only a person who participate in sport.

Part Two: Choose the best answer from the given alternatives.

7. Which one of the following is incorrect about physical education?
 - A. It is aimed at developing learners' physical fitness.
 - B. Affect social interaction.
 - C. Improve psychological well-being.
 - D. Improves mental and emotional well-being.
8. It helps to bring the world together for peaceful world through sport. This Olympic principle is:
 - A. Humanism
 - B. non- discrimination
 - C. solidarity
 - D. universality
9. What is the importance of elevation in sport injury management?
 - A. For an accurate diagnosis
 - B. For therapy to injured body part
 - C. To decrease blood flow
 - D. To avoid using the injured area

Part Three: Give short answer for the following questions.

1. Write the difference between physical education and sport?
2. What does a non-discrimination principle mean in the Olympic Games?
3. List at least three consequences of doping.

CHAPTER TWO

SOCIAL AND EMOTIONAL DEVELOPMENT

INTRODUCTION

This chapter deals with the importance of health and physical education for the development of social and emotional learning. To achieve the desired chapter learning outcomes, relevant contents are selected and included. All the selected contents are presented to the level of the students and based on students past experience. The contents in this chapter mainly focus on physical activities which develop self- awareness and self-management skills, social-awareness and relationship skills, attention control and decision making skills in physical education.

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

- Create a practice plan to improve performance for a self-selected skill.
- Demonstrate fairness and compassion for others.
- Recognize and reflect the impact and consequences of your decision on self and others.

2.1. Self-awareness and self- management Skills in PE

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

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

Self-awareness

Self-awareness is simply the ability to be aware of one's inner life emotions, thoughts, behaviors, values, goals, strength, challenges, attitudes, and so forth.

Self-management

Self-management is the ability to find or navigate and shift one's thoughts, emotions, and behaviors in a healthy way in order to make one self and others effective in life.

Self-confidence and self-control are described as part of self-awareness and self-management process.

2.1.1. Self-confidence in Physical Education

Self- Confidence is an attitude about your skills and abilities. It means you accept and trust yourself and have a sense of control in your life.

Why self-confidence is important in physical activity?

If students can feel confident in their ability to move, be active and participate in physical activity then they are well positioned to experience joy and develop competence.

Self-confidence gives students to believe that they can overcome any obstacles and that they can achieve their goals.

2.1.2. Self-control in PE

Self-control is the ability to regulate and alter your responses in order to avoid undesirable behaviors, increase desirable ones, and achieve long term goals. Research works have shown that possessing self-control is important for health and well-being.

Physical activities that improve self-awareness

Start-up Question:

1. Which physical activities are used to develop self-awareness?

Practicing self-awareness becomes a popular topic in many school and class rooms around the world. Practicing self-awareness and emotional acceptance in physical education classes are an important part of helping students to improve and maintain their health and well-being.

The following physical activities are used to develop your self-awareness skill.

Neck movement:

Procedures

- Sit on the mat or playing ground with fully stretched legs.
- Then slowly without jerk start rotating neck clockwise from left shoulder to backwards then to the right shoulder and to front (5 times).
- Repeat this in anticlockwise direction starting from right shoulder. (5 times).

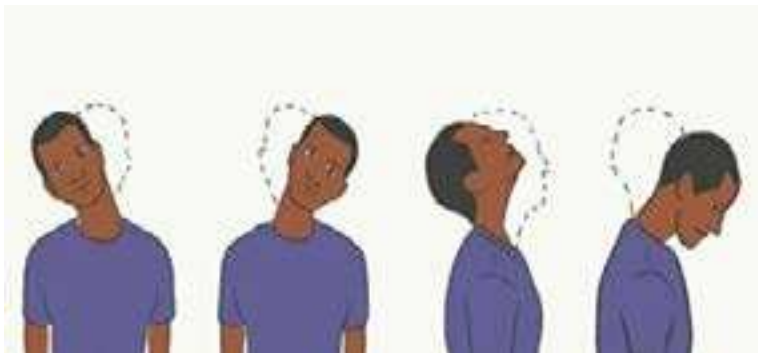


Fig.2.1.Neck movement clockwise and anticlockwise direction

Shoulder movement:

Procedures

- You kneel and then sit back on your legs, keep your body straight, with arms stretched sideward slowly without jerk, lift your both shoulders upwards near to ears, as much as possible and back to normal position.(3 sets with 5 repetition)

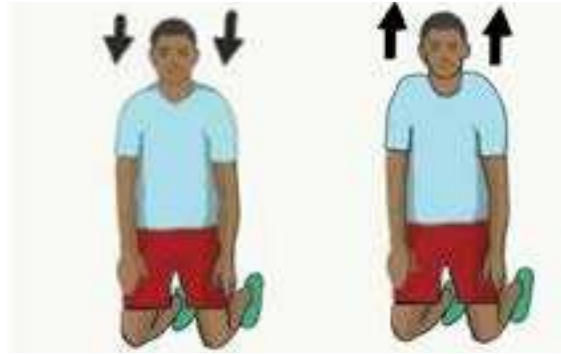


Fig.2.2. Shoulder movement up and down

Taking a walk:

A walk is a wonderful period to notice what your senses, how it makes you feel and what it says about you.

Note: It is recommended to walk rather than using transportation. And when you walk follows the rules of the road and obeys signs.

Physical activity which develops self-management skill:

Start-up Question:

1. What does self-management mean?

Active breathing to calm down

Active breathing exercises help the body calm down and increase the focus capacity of the mind. To perform active breathing, we can follow the following procedures.

Procedure 1: preparation

- Start this activity when you get upset, worried, or overly excited which make your body to feel less stress.
- Identify things that make you feel this way and think about how you can help yourself calm down.
- Sit or stand in a way that helps you comfortable.
- Breath in slowly as you think or softly say the words "I am..."

Procedure 2: Activation:

When you are ready, provide the following prompt:

- “Gaze down (open) or close your eyes and try three deep breathes repeatedly “I am ...” on the inhale, and your own relaxation word on the exhale.”
- When you finished, slowly lift your gaze or open your eyes.

Procedure 3: Reflection:

Once you are re-engaged in the classroom environment, talk to anyone about how you can try this way of breathing any time you need to calm yourself down. Remind this activity often and encourage yourself to do it individually when needed.

Activity 1:

1. List some physical activity that helps to improve self-awareness.
2. Explain the importance of self-confidence and self-control for the development of self-awareness and self-management
3. which type of activity is appropriate to improve self-management skill?
4. Demonstrate neck and shoulder movements by following the correct procedure.

2.2. Social Awareness and Relationship Skills in PE

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

- Demonstrate fairness and compassion for others.

Start-up Question:

1. How do you manage different adversities in a group/class?

Social awareness is the ability to embrace diversity by recognizing, understanding, appreciating the similarities and differences within and among individuals and groups.

Social awareness allows students:

- To identify social cues
- To predict others feelings and actions
- To be respectful and accepting others points of view perspectives etc.

A relationship skill is the ability to form and maintain healthy relationships with various individuals or groups.

Relationship skills includes being able to:

- Communicate effectively
- Exhibit cooperative learning
- Resist inappropriate social pressures
- Prevent interpersonal conflict and
- Seek and provide help when needed.

Start-up Question:

1. How do you demonstrate fairness and compassion for others in PE class?

2.2.1. Fair play and Fairness in Sport

Fair play is a concept that stands for a number of fundamental values that are important in sport. It is also a commitment to take part in good spirit and with a good attitude, which includes respect, modesty, friendship and equality.

Fair play is good spirit and attitude.

Fair play has five basic principles. These are:

- Respect the rules
- Respect the opponents
- Respect the officials and their decisions
- Have everyone participate
- Maintain self-control at all times.

Why is fairness important in sport?

Without fairness sport is devoid of any meaning or purpose. Fair play encourages every player to be as competitive as possible, and to win as many games as possible, but within the rules.

2.2.2. Compassion for others

Compassion literally means “to suffer together” It is defined as the feeling that arises when you are confronted with another’s suffering and feel motivated to relieve that pain.

Compassion is a strong feeling of sympathy for people who are suffering and a desire to help them. Compassion for others describes a better treatment and a better role model to others.

The following are some examples which describes/show compassion. These are:-

- Cheer for your team, not against the other team.
- Support teammates by saying “good” never criticize.
- Don’t argue with officials and their decisions.
- Treat the other team with respect.
- Shake hands with the other team before and after the game, etc.

Turn back

Procedures:

- Form a group of 5, 7, or 9 students.
- Hold hand to hand each other alternative (i.e left with right & right with left)
- Turn your face to opposite direction as you hold your friend.
- Now by your creativity, expression and cooperation back to your face to face position as you hold your friend.



Fig .2.3. Turn back movement

Physical activity which develop Relationship Skills

Relationship skills can be utilized through the following sport education model as shown below.

Role play

Procedures:

1. You are assigned roles through which you are involved as a collaborative group member (Some roles may include being coaches, players, commentator, first aider, referees, etc.).
2. Take the role assigned above and apply in a game situation.
3. Assessment will be made by peers, and your teacher whether you perform the roles successfully or not.

Note: Skills such as leadership, organization, communication and teamwork capacity will be checked during assessment session.

Activity 2

1. List at least three basic principles of fair play.
2. How do you demonstrate compassion for others in sport?
3. Which type of activity is appropriate to improve social-awareness and relationship skill?

2.3. Attention Control and Decision Making in PE

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

- Recognize and reflect the impact and consequences of your decision on oneself and others.

Attention control

Attention control refers to an individual's capacity to choose what they pay attention to and what they ignore. It is also known as endogenous attention or executive attention. In lay terms, attention control can be described as an individual's ability to concentrate. Attention control is one of the key components of human perception, which requires



an individual to focus on the task-relevant information and resist the interference of task-irrelevant information that is distractor.

Decision-making

Decision making is the ability to make decisions based on personal, moral and ethical standards for the well-being of oneself and others. Decision making can help to foster problem solving potential of students as a management strategy for self-reflection and self-evaluation. This competence capacity to identify problems and to develop appropriate solutions to those problems, whether they are social or academic.

2.3.1. Mindfulness

Mindfulness is the quality or state of being conscious or aware of something. It is also a mental state achieved by focusing ones awareness on the present moment. Mindfulness describes students' emotional health and wellness.

The mindfulness practice of learning to be aware of and manage emotion and relationship is a significant part of participation in sports, exercises and teamwork. In addition it helps to increase self-confidence, sympathy, develop critical thinking and problem solving, helps to know our capacity etc.

2.3.2. Reflective Thinking

Reflective thinking means taking the biggest picture and understanding all of its consequences.

In a teaching context, reflective thinking refers to encouraging students to always reflect upon the information they have and what they still need to obtain and helping them find ways to constantly reduce that gap throughout the learning process.

Activities to develop attention control and decision making

An example of what responsible decision-making might look like at this level can be how to shoot a ball to a goal or basket.



Procedure:

1. You are asked to shoot a ball (it could be football, basketball and handball) with the intent to score a goal or basket.
2. Decide your own distance from which area to shoot.
3. The distance that you decide should be both challenging and productive.
4. Shoot the ball from the place you decide.
5. Finally, your teacher will evaluate whether you made a responsible decision regarding distance or not.
6. Recognition will be given for effective decisions.

Activity 3:

1. Explain the impact or consequence of your decisions to self and others.

Chapter Summary:

Practicing self-awareness and self-management in physical education classes can be an important part of helping students to improve and maintain their health and well-being. Neck and shoulder movement, taking a walk are activities used to develop your self-awareness. Self-confidence and self-control are described as part of self-awareness and self-management process.

Fair play has the following basic principles. These are:-

1. Respect the rules
2. Respect teammates and opponents
3. Respect the officials and their decision.

In sport “compassion for others” describes a better treatment and a better role model to others. Treat the other team with respect, cheers for your team, support teammates by saying “good” are some examples of compassion for others in sport. Social awareness allows students to identify social cues, predict others feelings and actions and be respectful and accepting others points of view and perspectives.

The mindfulness practice of learning to be aware of and manage emotion and relationship is a significant part of participation in sport, exercise and teamwork.

Decision-making is the ability to make decisions based on personal, moral and ethical standards for the well-being of oneself and others. Attention control is one of the key components of human perception.

Chapter Review Questions

Part One: write True if the statement is correct and False if it is incorrect.

1. Walking is a very important activity to develop your self-awareness.
2. The mindfulness practice of learning is a significant part of participation in sport, exercise and teamwork.
3. Fair play helps individuals to compete with honor, integrity and good sportsmanship.
4. Self-confidence is an important part of self-awareness and self-management process.
5. Active breathing exercises are used to help the body calm down and initiate the mind to focus on.
6. Social awareness helps you to respect and to accept others point of view.

Part Two: Choose the best answer from the given alternatives

7. Which One of the following is not the characteristic of relationship skills?
 - A. Communicate effectively
 - B. Exhibit cooperative learning
 - C. Resist inappropriate social pressures
 - D. Promote interpersonal conflict
8. Which of the following physical activity helps you to manage uncertainty, challenges, and communication and collaborative skills?
 - A. individual game
 - B. team activity
 - C. A and B
 - D. None

Part Three: Give Short answer for the following questions.

1. How can you develop your self-management skill?
2. List some examples of activity which help to develop attention control and decision making skill.

CHAPTER THREE

PHYSICAL FITNESS

INTRODUCTION

This chapter deals with physical fitness. All the selected contents in this chapter are the continuation of physical fitness that was learned in grade 5 and 6. The overall time allotted for this chapter is not enough to achieve the desired learning outcomes of the chapter with the given allotted periods. Thus, in order to bring the necessary changes and to maintain learners' motivation individual effort is very important. Therefore, you are expected to practice the selected physical exercise independently on regular basis.

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

- Recognize exercise which develops your physical fitness.
- Develop/Improve your physical fitness by performing age appropriate exercise.
- Demonstrate positive attitude to engage in different physical exercise.

Start-up Questions:

1. What is a physical fitness?
2. Mention the components of physical fitness.
3. What do you benefit from being physically fit?

In your previous grade level, you learnt about the classification of Physical fitness. In this section you will learn about physical fitness. Physical fitness is the body's ability to function efficiently and effectively.

Note: Students are expected to do regular physical activity at least three times a week 30 minute for each in order to achieve physical fitness.

3.1. Cardio Vascular Exercise

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

- Describe how aerobic exercise develops your cardiovascular fitness.
- Improve your cardiovascular fitness through selected aerobic exercise.

Start-up Questions:

1. What is cardiovascular endurance?
2. Describe how an aerobic exercise develops cardio vascular endurance?
3. Why do people practice aerobic activities?

Research works indicated that many people practice aerobic activities like walking, jogging, running, and structured exercise to develop the efficiency of the heart, lung and blood circulation. Aerobic exercise is an activity that can be performed with the help of oxygen.

Cardio vascular endurance: is the ability of the heart, blood vessels, blood, and respiratory system to supply fuel and oxygen to the muscle

and the ability of the muscle to utilize fuel to sustain exercise.

Cardio vascular endurance exercises help to:

1. Enhance circulation.
2. Increase heart and lungs capacity.
3. Reduces health risk.
4. Realize weight loss etc.

Exercises which develop cardiovascular endurance.

1. Jumping jacks

Procedures

1. Stand with your feet together and your arms by your side.
2. Jump your feet apart as you raise your arms over your head.
3. Jump back to the starting position and continue this movement for one minute.



Fig. 3.1 Jumping jack

2. In and out hopping squats

Procedures

1. Stand with your feet together.
2. Jump your feet to the side so they are wider than your hips.
3. Squat in this position.
4. Jump your feet back together and squat in this position.
5. Continue this movement for 1 minute.



Fig.3.2. In and out hopping squats

3. Rope jump

Jumping rope is an easy and effective type of exercise that you can do at home.

Procedures:

1. Grab a handle in each hand and start with the rope behind you, so it's right at your heels. To get the rope moving, gently rotate your forearms forward.
2. As the rope swings up overhead, bend your knees slightly. Once you see the rope pass your shins, jump by springing from your toes.
3. Once you're at a comfortable speed, your wrists can do all the work.
4. As you hop, be sure to stay on the balls of your feet. This keeps you quick and nimble.



Fig.3.3. Rope jump

Note: practice each exercise repeatedly for 1 minute with 30 second break.

Activity 1:

1. Describe how aerobic exercises develop cardiovascular fitness?
2. What are the benefits of a cardio-vascular endurance exercise?

3.2. Muscular Endurance

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

- Appreciate the benefits of doing different fitness exercises.
- Improve your musculoskeletal fitness through push-ups, squat jump, pull-up and sit-up.

Muscular endurance:

Start-up Question:

1. When individuals are engaged in different activities, some individuals get tired early and others continue the activity for a long period of time without fatigue. What do you think for this individual difference?

Muscular endurance refers to the ability of a given muscle to exert force, consistently and repetitively, over a period of time.

Like other types of exercises, muscular endurance training can increase the level of energy, help you sleep better, and improve your overall health. It can even improve your mood.

Activity 2

1. Explain how physical exercises develop muscular endurance.

Muscular Endurance Exercises

There are many types of exercises which help you to develop your muscular endurance, but, for this grade level you will learn and practice push-ups, squat jump and pull-ups that can help you improve your muscular endurance.

1. Push-ups:

Purpose: pushups are beneficial for building upper body muscles of triceps, chest muscles, and shoulders.

Procedures:

- Start by lying flat on your stomach.
- Push yourself off the ground into a plank position. Hold your body up with your toes and with your hands.
- Lower yourself back down.
- Promptly push down on your palms and raise your body back to a plank position.
- Perform 3 sets of 10 repetitions and take 30 second active rest between sets.

Note: If this movement is too hard for you, start with your weight on your knees instead of your toes. (Kneel pushup)

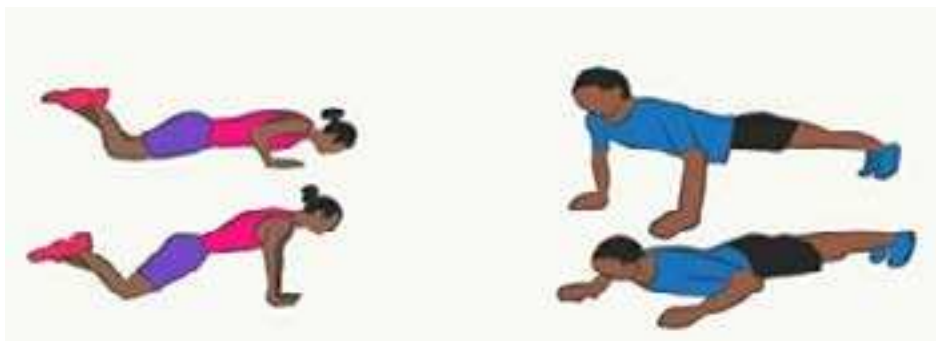


Fig.3.4.(A) modified (kneel) push up

Fig.3.4.(B) Push up

Activity 3

1. Perform pushups to develop your upper body muscular endurance.

2. Squat jump:

Purpose: This exercise used to improve your lower body muscles as well as your core: abdominals, gluteus, hamstrings, and lower back.

Procedures:

1. Stand with feet shoulder width and knees slightly bent.
2. Bend your knees and descend to a full squat position.
3. Engage through the quads, gluteus, and hamstrings and propel the body up and off the floor, extending through the legs. With the legs fully extended, the feet will be a few inches (or more) off the floor.
4. Descend and control your landing by going through your foot (toes, ball, arches, and heel) and descend into the squat again for another explosive jump.
5. Upon landing immediately repeat the next jump.
6. Perform 3 sets of 5 repetitions and 30 seconds active rest between sets.



Fig.3.5. Squat jump

Activity 4

1. Perform squat jumps to develop your lower muscular endurance.

3. Pull-ups

Purpose: A type of pulling motion recruits your back, biceps and forearm muscles.

For this grade level it is difficult to perform pull-ups, therefore it is designed along with modified pull-ups and these are simply done with your feet still touching the ground and the bar only a few feet off the ground.

Procedures:

1. Keeping your feet on the ground “off-loads” about a third of your body weight.
2. Try to completely pull themselves off the ground for 6-10 repetitions.
3. The modified pull-up is possible applied for both boys and girls to reap the benefits of those pulling motions so you can finally train your back, biceps and forearms.
4. Get a full range of motion when you extend your arms, as well as allowing for a wide grip.



Fig.3.6. modified pull up

Activity 5

1. Perform pull-ups to develop your muscular endurance.

3.3. Flexibility

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

- Increase your flexibility through different stretching exercises.

Start-up Question:

1. What is flexibility?
2. Why do people perform stretching exercises in their daily fitness program, before and after the main workout?

Flexibility is the ability to move joints and use muscles through their full range of motion. Although flexibility varies widely from individual to individual.

Stretching Exercises which help to develop Flexibility

1. The runners stretch

Purpose: it keeps the muscles in the body flexible, so that the muscles and joints are at their fullest range of motion.

Procedures:

1. Step your right foot forward and lower into a lunge, placing your fingertips on the floor or on two firm cushions if your hands don't reach.
2. Breathe in, then, in one motion, exhale as you straighten your right leg.
3. Slowly return to the lunge position.
4. Repeat four times.
5. Switch sides.



Fig.3.7.runners stretch

2. The standing side stretch

Purpose: stretches and strengthens the intercostal muscles. These are the muscles between the ribs and that gives support.

Procedures:

1. Stand with your feet together and your arms straight overhead.
2. Clasp your hands together, with your fingers interlaced and pointer fingers extended. Inhale as you reach upward.

3. Breathe out as you bend your upper body to the right.
4. Take five slow breaths. Slowly return to the center.
5. Repeat on the left side.



Fig.3.8. standing side stretch

3. The forward hang stretch

Purpose: Stretches the hips, hamstrings, and calves, keeps your spine strong and flexible and reduces stress, anxiety, depression, and fatigue.

Procedures:

1. Stand with your feet hip-distance apart and your knees slightly bent.
2. Interlace your fingers behind your back, (If your hands don't touch, hold on to a dish towel).
3. Breathe in and straighten your arms to expand your chest.
4. Exhale and bend at your waist, letting your hands stretch toward your head.
5. Hold for five deep breaths.



Fig.3.9. Forward hang stretch

4. The low lunge arch stretch

Purpose: helps to relieve thigh muscles in the hips and legs.

Procedures:

1. Start in a four point kneeling position.
2. As you breath out, step your right foot forward between your hands and lower your left knee to the floor, sliding the foot back until you feel a good stretch in the left hip and thigh.
3. Breathe in, then, ingage your lower belly and lift your chest away from the thigh, sweeping arms up along side your ears.
4. Look straight a head or come in to a gentle backbend with your eyes looking to your thumbs.
5. As you breath out, lower your hand back down and step back to the starting position.
6. Repeat four times.
7. Switch



Fig.3.10. low lunge arch stretch

5. The seated back twist

Purpose: promotes good digestion and encourages spinal mobility. Twisting postures help tone the belly, relax internal organs and can help relieve lower back pain.

Procedures:

1. Sit on the floor with your legs straight.
2. Bend your right knee and step your right foot over your left leg.
3. Put your right hand on the floor, fingers pointing outward, for support.
4. Bend your left elbow turn to the right, and place the back of your arm against your right knee.
5. Inhale as you sit tall.
6. Breathe out as you twist, pressing your arm into your leg and looking over your right shoulder.
7. Hold for five breaths, and then slowly return to the center. Switch sides.

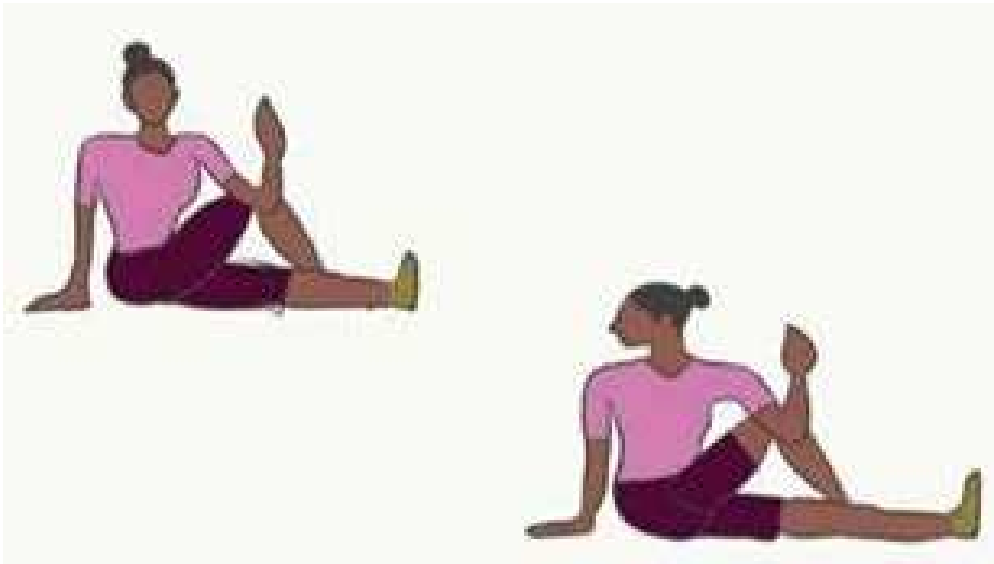


Fig.3.11. Seated back twist

6. The bound angle stretch

Purpose: stretches the hips, groins, knees, and inner thighs. It improves circulation and blood flow throughout the entire body.

Procedures:

1. Sit on the floor with your legs straight.
2. Bend your knees and bring the soles of your feet together, and your knees drop toward the ground.
3. Hold your shins as you inhale and stretch your chest upward.
4. Exhale as you hinge forward from your hips (without rounding your back), and place your palms on the ground.
5. Hold for five slow breaths.



Fig.3.12. Bound angle stretch

Activity: 6

1. Perform stretching exercises to develop flexibility.

3.4. Speed

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

- Improves your speed through different speed run drills.

Start-up Questions:

1. List some of exercises that develop flexibility.
2. What does speed mean as a skill related fitness component?
3. What are the three phases of speed run?

Speed: is one of the components categorized under skill or performance related fitness components.

It is the ability to put body parts into motion quickly, or the maximum rate that a person can move over a specific distance.

Phases of speed run: There are three phases in speed run. These are: Drive, Transition and Top speed.



Drive 0- 10 m

Transition 10- 20 m

Top speed 20- 40 m

Fig 3.12. The biomechanics (phases) of speed run

Physical activities that develop speed

You can develop your speed by using various drills. Some of them are presented as follows:

Drill 1: 20 meter speed run

Procedure: Run 20 meters with average and high speed 2 times, and take break for 30 seconds.

Drill 2: 30 meter speed run

Procedure: Run 30 meters with average and high speed 2 times, and take break for 30 seconds.

Drill 3: 40 meter speed run

Procedure: Run 40 meters with average and high speed 2 times, and take a break for 30 seconds.

Drill 4: 40 meter speed run competition

Procedure: Run 40 meters with your friend in the form of competition. (Your teacher will organize the competition)

Activity 7

1. At the end of your practice evaluate your running capacity whether you follow the correct biomechanics of speed run or not.
2. Which phase comes after the drive phase?



Chapter Summary

Physical fitness is the body's ability to function efficiently and effectively.

Cardio-vascular exercises help to improve energy level enhance circulation, increase heart and lung capacity and reduces health risk, weight loss.

Muscular endurance refers to the ability of a given muscle to exert force, consistently and repetitively, over a period of time.

Flexibility is the ability to move joints and use muscles through their full range of motion. Flexibility varies widely from individual to individual, minimum ranges are necessary for maintaining joint and total body health.

There are three phases in sprint run: these are drive, transition and top speed phase.

Review Question

Part One: Match physical fitness components listed in column “A” with their exercises listed in column “B”.

Column A

1. Cardiovascular endurance
2. Muscular endurance
3. Flexibility
4. Speed

Column B

- A. Push-up, squat jump, and pull up
- B. Runners stretch, forward hang stretch
- C. Rope jump, jumping jack
- D. 30 meter run

Part two: Give short answers for the following question:

1. What is physical fitness?
2. Mention the benefits of physical fitness.
3. Describe how an aerobic exercise develops cardiovascular fitness.
4. In speed run, if your stride length and frequency increases, speed also _____.

Part three: Practice part

1. Do cardiovascular endurance, muscular endurance and flexibility exercise on regular basis (three days a week) and ask your teacher whether you develop you phisical fitness or not.

CHAPTER FOUR

FUNDAMENTALS OF ATHLETICS

Introduction

In this chapter, you will learn about athletics. Athletics is a multidiscipline sport which is categorized into track and field events. All the selected contents in this chapter are the continuation of running, throwing and jumping events (activities) that were learned in grade 5 and 6. The overall time allotted for this chapter is not enough to achieve the desired learning outcomes of the chapter. Thus, in order to bring the necessary changes, individual effort is very important. Therefore, you are expected to practice the selected physical exercise independently on the regular basis.

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

- Perform maximum sprint run with proper baton exchange technique with partner.
- Differentiate the differences between visual and non - visual baton exchanges.
- Demonstrate the ability to run with rhythm over age appropriate obstacles with speed.
- Work with a partner to correct mistakes.
- Appreciate other students who hit targets.

4.1. Sprint and Sprint Relay

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

- Perform maximum sprint run with proper baton exchange technique with partner.
- Differentiate the differences between visual and non - visual baton exchanges.

Sprint races cover a range of distances from 60m up 400m. The purpose of sprinting is to cover the given distance in a short time. Sprint races are started from a crouched position. Sprint is considered as a complex physical activity, which will be divided in to start (crouch position), efficient running and the finish.

Sprint relay is almost similar with that of sprint run except four athletes runs as one athlete with baton exchange

The aim of the 4 x 100 meters sprint relay is, with the assistance of four athletes, to carry a baton (30 cm long, 13cm in circumference and no less than 50 grms in weight) around 400 meters as quickly as possible.

Sprint run is a short distance run. To ensure the race to be fair applying crouch start method is mandatory. Thus the following are the three commands of the crouch start method. These are:-

- On your mark
- Set (Ready)
- Go

Don't forget that you need to follow the three phases of sprint run that you have learnt in chapter three.

NB: - Practice the drills that you have learnt in chapter three topic 3.4 as a lead up skills for sprint run.

Lead-up skills in sprint relay

Baton exchange

The rules of relay competition require the baton to be exchanged within a 20meters change-over zone.

Upsweep

The receiving hand is extended behind them at hip height with the palm facing down and a wide angle between the thumb and the rest of the fingers. The incoming athlete passes the baton in an upward movement into the receiving hand.

Down sweep

The receiving hand is extended behind them at hip height with the palm facing up and a wide angle between the thumb and the rest of the fingers. The incoming athlete passes the baton in a downward movement into the receiving hand.



Fig 4.1 A. upsweep



B. down sweep

Baton exchanges are divided into two broad headings:

Visual Exchanges: This exchange is used in 4x400m distance relays as it is not a requirement for runners to be at top speed. This exchange requires receiving runners to looking back the incoming athlete.

Non Visual Exchanges: Usually used for 4x100m distance relays where batons are being handed off to their team mates at the higher speed. In this exchange, receiving runners does not see when the baton is being placed in their hands.

Lead-up skills in sprint

Game-Sprint relays (5 - 10 minutes)

- Identify a start line and arrange the class into groups of 3-4 per line.
- Make sure each line has a mix of fast and slow runners.
- On signal to start, first learner in each line sprints out around a cone and back to their line.
- Returning sprinter touches hand of next learner and next he/she sprints.
- Each learner sits down after they return to their line.
- Run 4-5 races. Consider rebalancing the teams if one or two teams are dominant.

Activity 1:

1. What is the difference between visual and non-visual baton pass?
2. Describe the difference between up sweep and down sweep baton exchange?

4.2. Running over obstacles (Moderate Distance)

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

- Run with rhythm over age appropriate obstacles with speed.

Safety:

- Perform conditioning exercises before hurdling such as jogging, stretching exercises, etc.
- Make conscious effort to clear every hurdle.

Start-up question:

1. Did you practice running over obstacles or Hurdle Run? How did you run?

Hurdle run is one of the exciting and challenging disciplines in athletics/Track events/. The purpose is to clear the hurdles or obstacles and run in a possible shortest period of time.

Sex	Race Distance	Hurdle Height	Distance from starting line to first hurdle	Distance between hurdle	Distance from last hurdle to finishing line
Male	110m	1.067m	13.72m	9.14m	14.02m
	400m	0.914m	45.00m	35.00m	40.00m
Female	100m	0.84m	13.00m	8.5	10.50m
	400m	0.762m	45.00m	35.00m	40.00m

Technical characteristics:

- A. Arms and legs movement: arms and legs movement should be coordinated alternatively to achieve rhythmic speed run.
- B. Phases for running over obstacles: involves three phases (i.e. Take off, clearance and landing)

Basic Techniques:

- Do not approach hurdles in the wrong direction they were designed for
- Run at the hurdle
- keep body weight/hips forward
- High knee lift of lead leg (first leg over the hurdle) and should not be straight
- When lead leg lands, it should land in a straight line from take-off point and the trail leg follows the lead leg.
- Trail leg should go from side to the front of the body as foot comes down over the hurdle
- Maintain smooth fast running between the hurdles
- Run fast the finish line (do not stop on it or just before it)

Key word: Lead leg is the leg that goes over the hurdle first, and the leg that follows is the trail leg.



Fig. 4.2.(A) Running without obstacles



Fig. 4.3 (B) Running over obstacles.

In order to develop the skills of running over obstacles practice the following drills.

Drill 1: Walk over hurdles to practice correct trail and lead legs (hurdles close together and a bit lower).

Drill 2: Run with moderate speed without obstacles.

Drill 3: Practice the whole sequence (take off, clearance and landing phase) over short hurdles with jogging.

Drill 4: Practice the whole sequence (take off, clearance and landing phase) over short hurdles with moderate run.

Activity 2:

1. What are the three phases in running over Obstacles?
2. List some basic techniques of hurdle (obstacle) run.
3. Try to evaluate your achievement and share your feeling and the challenges at the end of your practice with your friends and teacher.

4.3 Jumping for Height From Three Straight Line Strides

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

- Apply jumps with a mature pattern for height appropriate to the skill needed.

Start-up Questions:

1. What is jumping?
2. What do you think about the purpose of jumping?

Jumping is the transfer of weight from one or both feet to both feet. It is push upwards (and maybe forward) with feet clear of the ground. The goal in the jumping events is to maximize either the measured distance or height of the athlete's jump

Jumping for height from three straight line strides

High jump is a field event in which competitors must jump unaided over a horizontal bar placed at measured heights without dislodging it. Jumping for height (or vertical jumping) is used in many sports (e.g. high jump, basketball rebound, rugby line-out, vaulting in gymnastics) and in many playground games and activities (e.g. using a skipping rope).

The three stride run up and jump.

Short approach drills (three strides) are used to reinforce foot placement, body position and active use of arms and legs needed at a take-off.

Applying movement principles

Application of force: To gain optimum height, the movement needs to be smooth and synchronized. Therefore, to achieve the desired height you need to apply the legs, body and arms sequentially (sum of forces).

In other words, you jump for height by pushing off with your toes, feet, knees and hips, and forcefully swinging your arms upwards.

Procedure of high jump

You should follow the following steps when you jump for height from standing and after one stride, two strides and three strides.

- Bend knees – crouch position.
- ‘Explode’ upwards.
- Swing your arms upwards quickly.
- Stretch, reach, and focus on target.
- Land with knees bent to absorb the shock.

Activity 3:

1. What is the difference between standing jump and jumping after three steps?
2. Perform Jumping for height from three straight line strides by following the procedures.

4.4 Throwing for Precision and Distance

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

- Apply throws with a mature pattern for distance appropriate to the skill needed.

Start-up Questions:

1. What is throwing?
2. How many types of throwing events do you know?
3. What do you think about the purpose of throwing?



Throwing is the act of projecting or casting something through the air, especially with a rapid motion of the arm and wrist arrests, shooting and throwing of materials. The aim of throwing event is to maximize the measured distance covered by the implement.

Each events of throw has a specific set of restrictions including:-

- (a) The characteristics of the implement used (size, weight, shape and aerodynamic qualities).
- (b) Space limitations (the Shot Put ring, the length of the Javelin Throw runway, the throw sector lines) and
- (c) Technique requirements dictated by the rules which influence the sequence of movements and make them unique.

However, there are a number of very important commonalties among the different throws, the understanding of which will help the coach working with athletes in any of the events.

Throwing sports or throwing games, are physical, human competitions where the outcome is measured by a player's ability to throw an object. Throwing events are shot put, discus throw, javelin throw, and hammer throw. This topic will concentrate on throwing balls, sticks and other materials for precision and distance.

Movement Structure for Throwing Events

The movements of the throwing events can be broken down into four main phases:

- | | |
|----------------|----------------------|
| 1. Preparation | 2. Momentum building |
| 3. Delivery | 4. Recovery |

Note: The descriptions below apply to right-handed throwers.

Preparation phase:-In the preparation phase the athlete grips the implement and assumes a position to start the momentum building phase. The preparation has no direct influence on the throwing distance.



Momentum building phase:-in the momentum building phase the athlete and implement initially move together as one unit but then the athlete overtakes the implement during the ‘hop’ or impulse stage in the javelin, the glide in the linear shot put, the turn in the discus and the rotational shot put and during the single support phase of the hammer turns.

Delivery phase:-in the delivery phase velocity is stored, increased and transferred from the athlete’s body to the implement and the implement is released.

Power position, when the athlete has two feet on the ground.

Recovery phase: - in the recovery phase the athlete braces against any remaining velocity and avoids fouling.

Learning materials

- Different targets, such as big numbers or letters
- Rope or tape, to mark a line on the floor
- Safe objects for throwing, such as balls, stuffed toys, erasers and small pillows or bolsters

One-handed throws with lighter implements

Variations:

- From standing position
- From knee stand
- With 3-stride rhythm
- With 5-stride rhythm

Two-handed throws with heavier implements

Variations:

- Throw-ins
- From sitting position
- From knee stand
- With 3-stride rhythm



BE AWARE

- You must select and aim at a specific target and your body should face the direction of the throw.
- Use cut-out footprints to step forward with your foot on your non-throwing side. This will help your body to rotate in the direction of the throw, and allow you to transfer your body weight between front and back feet.

Activity 4:

1. Explain the aim of throwing.
2. List the main phases of throwing events?
3. Demonstrate throwing for precision and distance.



Chapter Summary

Sprint races cover a range of distances from 60m up 400m. The purpose of sprinting is to cover the given distance in a short time. Sprint races are started from a crouched position. Sprint is considered as a complex physical activity, which will be divided in to start (crouch position), efficient running and the finish.

Hurdle run is one of the exciting and challenging disciplines in athletics/Track events/. Its purpose is to clear the hurdles or obstacles and run in a possible shortest period of time.

Jumping is the transfer of weight from one or both feet to both feet. It is push upwards (and maybe forward) with feet clear of the ground. The goal in the jumping events is to maximize either the measured distance or height of the athlete's jump. High jump is a track and field event in which competitors must jump unaided over a horizontal bar placed at measured heights without dislodging it.

Throwing is the act of projecting or casting something through the air, especially with a rapid motion of the arm and wrist arrests, shooting and throwing of materials. The aim of throwing event is to maximize the measured distance covered by the implement. Throwing sports, or throwing games, are physical, human competitions where the outcome is measured by a thrower's ability to throw an object.

Chapter Review question:

Part One: write True if the statement is correct and False if it is incorrect

1. The purpose of obstacle run is to clear the hurdles or obstacles and run in a possible short period of time.
2. Sprint relay is similar with that of sprint run except the baton exchange.
3. The purpose of throwing is to throw an object at a minimum distance into the throwing area.
4. Crouch position is the second phase of sprint relay.
5. The purpose of vertical jump is to cover the greatest horizontal distance from a given mark.

Part Two: Choose the best answer from the given alternatives.

6. Which of the following is the phase of sprint run?
A. Start B. Efficient run C. Finish D. All

Part Three: Give short answer for the following questions.

1. What do you learn from the sprint relay?
2. What is the aim of vertical jump?
3. List types of sprint run.



CHAPTER FIVE

GYMNASTICS

Introduction

In this chapter, you will learn the history of gymnastics. You will also learn and practice techniques of head stand and roll, cartwheel, pull up and rolling on horizontal bar which helps you develop self-confidence, coordination, balance, strength and endurance that can help you effectively perform your daily routines.

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

- Understand the history of gymnastics.
- Perform some basic gymnastics.
- Perform some apparatus gymnastics.
- Develop awareness of others when using apparatus.
- Understand the benefits of gymnastics activities.

5.1. History of Gymnastics

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

- Explain the history of gymnastics.

Start-up Question

1. What is gymnastics?

The History of Gymnastics

Gymnastics is one of the most popular activities which are performed throughout the World. It can be practiced by both sexes and all ages for the purpose of active and healthy life. Gymnastics includes various physical activities that can be performed with and without apparatus. The word gymnastics derived from the ancient Greek word 'gymno' which means naked or doing physical exercises without wearing clothes.

The Ancient Gymnastics:

The beginning of gymnastics was traced back to about 2600 BC. At that time, Chinese developed a few activities that are similar to gymnastics. They used it for medical purposes.

The actual development of gymnastics begun in Greek and Roman periods of history.

Gymnastics was introduced in early Greek civilization.

The early Romans copied the physical training program from the Greeks and they adapt it for military training.

The modern gymnastics:

In the early 1800s a form of gymnastics developed in Germany as a defined set of skills performed both with and without specific kinds of apparatus.

Fredrich Ludwig Jahn (1778 – 1852) known as the father of gymnastics invented, several gymnastic equipment like horizontal bar, parallel bar, side horse and vaulting buck etc.



fig 5.1 Fredrich. L. J.



fig5.2 Side horse



fig 5.3 Vaulting buck



fig 5.4 Parallel bar

Activity 1:

1. Explain the history of gymnastics

5.2. Introduction to Floor Exercise

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

- Perform head stand, forward and backward roll properly.
- Perform cartwheels effectively.

Safe Gymnastics Practice:

To stay safe, while practicing you should:

- Get a physical fitness exercise before starting any new and challenging activity.
- Always warm up and stretch before doing gymnastics.
- Only practice on padded floors, never on a hard surface. Mats all should be placed under the equipment and properly secured at times.

- Have a trainer who is qualified and is at every practice.
- Have a trainer spotting for all new or difficult stunts.
- Never try a stunt at a game or competition that you haven't practiced many times.
- Follow gymnasium rules.
- Stop training if you get hurt or feel pain.

Start-up Questions:

1. What does floor exercise gymnastics mean?

Meaning of Floor Exercise/Gymnastics

In this topic you will learn head stand, forward and backward roll and cartwheel which are advanced from your previous grade level activities.

Floor exercise is a type of gymnastics in which movements are performed on the floor. The floor is covered by some type of cloth or mat, usually with some cushioning material. No other apparatus is used.

5.3. Basic Gymnastics

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

- Perform headstand and roll properly.
- Roll forward and backward properly.
- Perform cartwheels effectively.

The basics should never be overlooked because they are the foundation for the gymnast's skills. Some basic gymnastics activities are head stand, forward roll cartwheel, backward roll, handstand, bridge and back bend/back bend kick over. For this grade level we will focus on head stand, roll and cartwheel.

5.3.1 Headstand and Roll

The headstand is a pose that is an inversion posture of standing head down. It helps you to calm the mind, alleviate stress and depression, strengthen the upper body, spine and core, and enhance lung capacity.

How to perform headstand

1. Sit in thunderbolt pose.
2. Measure out the appropriate elbow width by placing opposite hands at the inside base of your upper arms.
3. Keep your elbows in this position as you place them down on your mat.
4. Bring your hands together to create a triangle shape with your forearms.
5. Interlace your fingers, opening your palms and thumbs.
6. Place the tips of your pinky fingers together so that the bottom of your hands has a more stable base.
7. Place the top of your forehead on the mat inside your hands.
8. Lift your hips and straighten your legs.
9. Walk your feet toward your forehead, bringing your hips above your shoulders.
10. Gently bring your knees towards your chest.
11. Hold this position for 5 seconds.
12. Slowly straighten your legs.
13. Drop your head between your arms and roll forward.

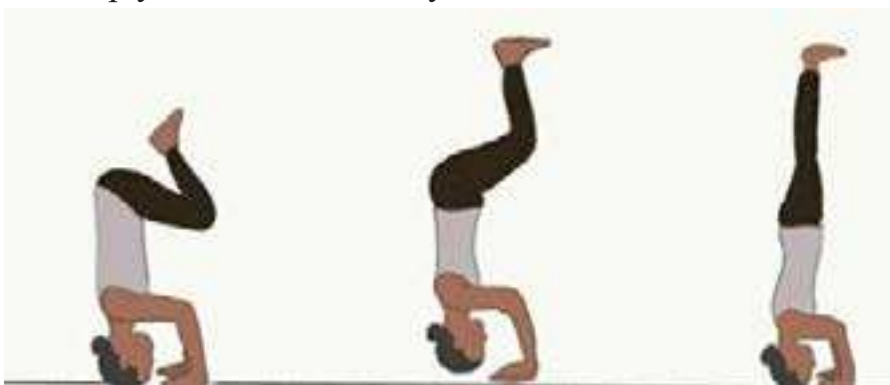


Fig.5.5. Complete head stand.

Activity 2:

1. What makes proper headstand?
2. Write at least three benefits of headstand and roll.

5.3.2 Rolling (Forward and Backward):

Start-up Question:

1. What is forward roll in gymnastics?

A. Forward Roll: The forward roll is started from a standing position and then you crouches down, places your hands shoulder width apart and hands facing forward. It helps you to improve strength, body awareness and control, and coordination.

How to perform forward roll

1. Stretch first.
2. Stand on a mat in a wide open space.
3. Get in squat position with your feet together and bend your knees.
4. Drop your head between your arms.
5. Roll forward. Push over onto your upper back.
6. Have straight legs and pointed toes. Throughout the roll, your legs should stay straight and your toes pointed.
7. Stand without using your hands for support.



Fig.5.6. Complete forward roll

Activity 3:

1. What do you benefit from forward roll?

B. Backward roll:

Start-up Question:

1. How do you perform backward roll?

Backward roll is a movement in which one's body is rolled backwards, by crouching on the ground and lifting one's legs complete over one's head and lifting the head at the end.

How to perform backward roll

1. Stretch first.
2. Stand on a mat in a wide open space.
3. Push with your hands and shoulders.
4. As the knees and legs start to go over your head, push with your arms and shoulders.
5. Drive the backward roll by moving your toes over your head, not by throwing your neck and head backwards.
6. You should engage your hands and arms when your body rolls towards your neck.

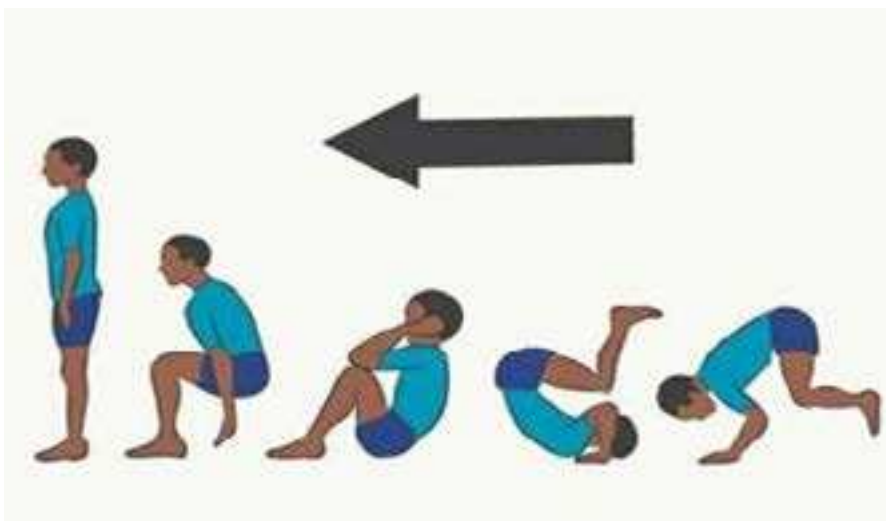


Fig.5.7. Backward roll

Activity 4

1. Explain and demonstrate the proper backward roll.

5.3.3 Cartwheel

Start-up Question:

1. What are the steps of 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.

How to perform cartwheel

1. Start in a lunge.

To start your lunge, put your dominant leg in front and bend it slightly. Your back leg should be straight. Your arms should be straight above your head, near your ears.

2. Put your hands on the ground.

Put your hands on the ground with your hands turned 90 degrees.

3. Kick your feet over your head.

Kick your feet over your head one at a time. The foot that kicks first should land first.

4. Land in a lunge.

Land in a lunge facing the opposite direction you started from. Your arms should be over your head near your ears. Your front leg should be slightly bent, and your back leg should be straight.



Fig 5.8 how to perform cartwheel



When you are starting out, just try to kick your feet around the side of your body. Then, as you work on improving your cartwheel, you can try to kick your feet more over your head.

You can learn a cartwheel without the help of tools, it can be easier to learn one with help.

Activity 5

1. Perform cartwheel and evaluate your performance whether it included the necessary techniques..

5.4 Apparatus Gymnastics

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

- Describe grasping techniques of horizontal bar clearly.
- Perform pull-up on horizontal bar properly.
- Roll on single horizontal bar properly.

Start-up Questions:

1. What is floor gymnastics?
2. What is apparatus gymnastics?
3. What is the difference between floor and apparatus gymnastics?

Apparatus gymnastics is the activity that is done on apparatus (material) either modified or real apparatus. The apparatus used in gymnastics include parallel bars, horizontal bars, beam, pommel horse, ring, trampoline, ropes etc.

For this grade level horizontal bar grasping techniques, pull -up and rolling are selected. Gymnastics requires different qualities like balance, flexibility, strength, coordination, agility, and endurance. Therefore, it is better to develop fitness components stated above before performing gymnastic activities.

Grasping techniques of horizontal bar

Grips refers the way an athlete holds the horizontal bar. There are different grasping techniques of horizontal bar. The easiest and common are:-

Overhand Grip: - In this type of grasping the backs of the hands must face the gymnast.

Underhand Grip: - In this type of grasping the palm of the hands must face the gymnast.

Pull-up on the horizontal bar

In chapter three you learnt about modified pull -ups and in this section you will learn about pull-up. The pull -up is a closed- chain movement where the body is suspended by the hands and pulls up.

Procedures:(Overhand grip)

1. Leap up and grip the bar with your hands shoulder width apart and your palms facing away from you.
2. Keep your shoulders back and your core engaged throughout.
3. Move slowly upward until your chin is above the bar, then equally slowly downward until your arms are extended again.



Fig. 5.9.Overhand grip

Procedure: (Underhand grip)

1. Leap up and grip the bar with your hands shoulder width apart and your palms facing to you.
2. Keep your shoulders back and your core engaged throughout.
3. Move slowly upward until your chin is above the bar, then equally slowly downward until your arms are extended again.



Fig. 5.10. Underhand grip

Rolling on single horizontal bar

Drills for forward roll

- Forward roll on wedge/floor starting with straight knees, bend knees at end to stand up
- Roll on a small/floor bar.
- Forward roll to lay on mat (bar +/- hip height). Emphasis on controlled slow movement and neatness.

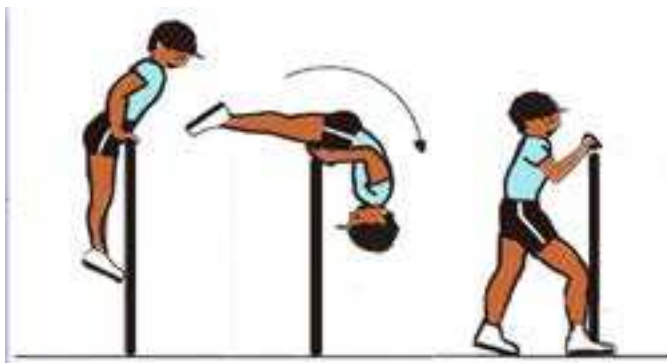


Fig 5.11. Rolling on horizontal bar

Activity 6:

1. Describe how horizontal bar is grasped in rolling and pull-up.
2. Perform rolling and pull-up on horizontal bar properly.

Chapter Summary:

Gymnastics was introduced in early Greek civilization. Fredrich Ludwig Jahn (1778 – 1852) known as the father of gymnastics invented several gymnastics equipment like horizontal bar, parallel bar, side horse and vaulting buck etc.

Floor exercise is a type of gymnastics in which movements are performed on the floor without the use of apparatus. Basic gymnastics such as head stand, roll (forward and backward) and cartwheel help you to calm the mind, alleviate stress and depression, strengthen the upper body, spine and core, and enhance lung capacity.

Grips refers the way an athlete holds the horizontal bar. The easiest and common are:-

Overhand Grip: - In this type of grasping technique the backs of the hands must face the gymnast.

Underhand Grip: - In this type of grasping technique the palm of the hands must face the gymnast.

Apparatus gymnastics are the activities that are done on apparatus either modified or real apparatus.

Chapter Review Questions:

Part One: Write True if the statement is correct and False if it is incorrect

1. Gymnastics was introduced in early Roman civilization.
2. Fredrich Ludwig Jahn was known as the father of gymnastics.
3. Cartwheel is a sideways rotary movement of the body.

Part Two: Choose the best answer from the given alternatives.

4. Which country copied the gymnastics training program from Greek?
A. China B. German C. Roman D. Japan
5. All of the following activities are categorized under floor exercise. Except
A. Rolling B. Head stand
C. Cartwheel D. Pull up
6. Which one of the following is not correct while grip of the bar in pull- up?
A. Grip the bar with your hands shoulder width apart
B. Your palms facing away from you.
C. Hang with your arms fully extended.
D. You can't bend your legs at the knee.
7. Which one of the following is an apparatus Gymnastics?
A. Cartwheel B. headstand and roll
C. Roll over horizontal bar D. Backward roll

Part Three: Fill in the blank space and give short answer for the following questions

1. List two gymnastics equipment which are invented by Fredrich Ludwig Jahn
2. Are activities that are done on apparatus either modified or real apparatus.

Part Four: Practice part

1. Carefully observe your friend while he/she is performing a head stand and analyze the fundamental techniques involved in the activity.

CHAPTER SIX

FUNDAMENTAL SKILLS OF SHOOTING AND SPIKE

Introduction

In this chapter you will learn about basic skill of shooting in football using different parts of foot, basketball set shoot, handball jump shoot and spike of volleyball. Small sided games using different parts of foot, set shot, jump shoot, spike and recreational games will be dealt. All the contents are selected to enable you to perform shooting (football, basketball and handball) and spiking volleyball. Through appropriate methods and practices you will learn the basic skills easily and thereby enjoy playing the games. To achieve the learning out comes you are expected to follow and perform activities and drills rigorously.

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

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

6.1. Shooting the Ball Using Different Part of the Foot

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

- Demonstrate manipulative skills by using elements of space awareness, effort and relationships, with and without balls, to improve performance.

Start-up Questions

1. What does shooting mean?
2. Mention the kinds of shooting in football.

Shooting in football

Shooting is hitting the ball in an attempt to score a goal. It is usually done using the feet or head.

There are different kinds of shooting.

A. Shooting with the outside of the foot

This shoot is important to shoot to the side and to curve the path of the ball. It is used for short shoots.

Procedures:

- When the ball approaches, contact the ball with the outer edge of the foot.
- Shoot the ball to the planned direction.
- Turn your toe in ward while shooting
- Follow through after shooting the ball, the non-shooting leg relaxed and flexed.



Fig. 6.1. Shooting with the outside of the foot

B. Shooting with the inside of the foot

This type of shooting is the most accurate and commonly used.

Procedures:

- The ball is contacted with the inside edge of the foot.
- The shooting foot is turned out ward, and the leg is bent at knee diagonally back ward and out ward.
- The leg is swung across in front of the body.
- The knee straightens as the ball met just in front of the body.
- The arms are used for balance, and the foot follows toward the target.
- The ball should be contacted slightly below its center to send in order to send on the ground and below the center to send it in the air.

Common faults:

1. Shooting with toe.
2. Failure to turn foot outward.
3. Contacting ball too low, using it to rise too high in the air.



Fig 6.2 Shooting with the inside of the foot

C. Shooting with the full instep of the foot

This type of shooting is the most power full and used for long shoot on the ground or in the air.

When shooting with the full instep

- Place the ball on the ground.
- Face the ball one step back.
- Shoot the ball with the upper sole of your foot and follow throw.
- When you shoot the ball, let your toe point down to the ground.
- Try not to shoot to the ground.
- Take one step towards the ball and shoot the ball.
- Let your body lie on the direction of the ball.



Fig.6.3 shooting with the full instep of the foot

Common faults:

1. Ball is met too high above the center and ball does not get off the ground or gain much speed.
2. Failing to meet ball squarely on full instep.
3. Losing balance as ball is met because of lack of forward lean in to the shoot.

Activity 1

1. Demonstrate the correct shooting with outside, inside and full instep of the foot.

6.2 Small Sided Game

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

- Show football shooting skills to create competitive and cooperative modified games that involve everyone.

Start-up activity:

1. Why do you use small sided game?

Small-sided games (SSGs):- as playful situations involving movement that are used for sport teaching/training, involve a smaller number of players per team, and are played on reduced spaces and with rules modified on purpose depending on the goals to be achieved, but respecting the main game principles.

Small-sided games are a fantastic way of getting students to:

1. Get more touches
2. Work together
3. Make easier decision.
4. Score more goals
5. Learn when to use a skill, etc.

Small-Sided football shooting drill

This small-sided shooting game is a great shooting drill that focuses on shooting and finishing.

Procedures:

- Form teams (The team members depends on your class size) e.g. /6 vs. 6/.
- One team starts with the ball, to score in opponent's goal.
- After a goal the team that scored gets a new ball & plays again to score.



Fig.6.4. Small-Sided football game

Activity 2:

1. Reflect the importance of the small sided game to develop shooting skill.

6.3. Set Shoot

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

- Demonstrate set shoot with increasing accuracy.

Start-up Question:

1. What are the types of shooting in basketball?

The skill of shooting is the back bone of basketball game. Because it is the ability to shoot determines the winning team. Shooting skill requires: proper techniques, coordination, concentration, confidence and relaxation. There are three common basic types of shoots. These are set shoot, jump shoot and lay up shoot. In this grade level you will learn about set shoot.

Set shoot is mostly used for long range shooting and free throw. There are two types of shoots:

- A. Two-hand set shoot
- B. One-hand set shoot

The fundamental techniques are almost the same for both types of set shoot except the position of the shooting hand.

A). Two-hand set shoot

To perform two-hand set shoot consider the following fundamental techniques.

- Hold the ball about chest high with both hands.
- The finger spread along the sides of and slightly behind the ball.
- The thumbs directed in ward behind the ball.
- Keep your feet about the width of your shoulder.
- The left or right foot may be slightly forward, but it is recommended that the feet be kept in a straight line
- Extend the knees and arms and release the ball with a strong wrist snap using both hands.
- As your arm and legs straighten, your heels come off the ground slightly.
- Follow through with fingers and arms using both hands.
- Keep your eyes focused on the front ring of the basket.



Fig. 6.5. Set shoot

B) One-hand set shoot

This shoot is sometimes known as free-throw. To perform one- hand set shoot consider the following fundamental techniques.

- Hold the ball as in a two-hand set shoot with the hands in front of the face above your forehead.
- Turn the ball so that the shooting hand is behind and under the ball.
- The elbow of the shooting hand pointing towards the basket forming 90° if possible and the wrist should be extended.
- Bend the knees, and bring the ball up, by removing the left hand if shooting is with the right hand (remove the right hand if shooting is with left hand).
- Shooting the ball with a strong wrist action and extension of the shooting arm, letting the feet comes off the ground.
- Keep your eyes focused on the front ring of the basket.



Fig. 6.6. One handed set shoot

Activity 3:

1. Demonstrate one-hand and two hands set shoot properly.

6.4 Mini-games Using Set Shoot

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

- Perform and refine more challenging ways to set shoot.
- Show basketball game skills to create competitive and cooperative modified games that involve everyone.
- Identify and display respectful communication skills appropriate to basketball games and that reflect feelings, ideas and experiences.

Start-up Question:

1. Perform set shoot by following basic techniques of shooting.

Golden team

Golden team is a fun game that helps you to increase your motivation to play each activity.



Fig. 6.6. Basketball half court

How to play golden team game

- First you will be grouped in to dribbling and shooting teams.
- The dribbling team must have two or more basketballs and they should be lined up at one of the corners of the baseline.

- The shooting team will have one or two basketballs and will be lined up around the free throw line.
- The drill begins with the teacher calling out ‘go!’ which triggers all teams to start.
- For the shooter, the goal of the game is to score as many baskets as they can.
- The shooters must attempt to get them out by making a set shot. If a basket is scored the shooters must call out ‘STOP’ and the current dribbler must freeze.
- A home run is when a dribbler makes it all the way around the outside of the half court and back to the line.
- The next dribbler can begin immediately when basket scored. If they make it home, they call out ‘STOP’ and the current shooter must freeze.
- This continues until all the dribblers or shooters are out and then the teams switch roles.
- The team with the most number of scores at the end of the game wins.

Activity 4:

1. Explain the importance of individual role for the team’s success in golden team game.

6.5. Handball Jump Shoot

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

- Demonstrate ways how to shoot handball jump shoot.
- Perform and refine more challenging ways to jump shoot.

Start-up Question:

1. What are the basic techniques and skills of handball game?



In your previous grade you learned about passing and dribbling skills of handball, in this topic you will learn about shooting. The purpose of shooting is to score goals in your opponent's goal.

Jump shoot

The jump shot is one of the most important elements of handball game.

Components of jump shoot

There are four components in jump shot. These are approach run, takeoff, shooting and landing.

1. Approach (Run-up)

Maximizing acceleration path is a critical factor. This is important for the hand baller maximizing use of the run-up which to apply force.

2. Take-off Contact

Maximize force generation is a critical factor. This movement requires being fast and powerful at take-off.

3. Shooting

Sequence of trunk joint and muscle group in throw. High release point is a critical factor and a high elbow release point needed to generate much velocity.

4. Landing

Contact with the ground is a critical factor. Decreased force over a period of time by bending knees when landing to reduce the mean impact force.

How to perform jump shoot

- Start with two hands on the ball in a ready position. Knees slightly bent facing the target.
- Step forward with foot opposite of your shooting hand. Take non-shooting hand off the ball.

- Jump in the air while raising shooting arm up and back to make an L, or a 90 degree angle. Rotate shoulders square to the goal whipping throwing arm forward.
- Pike slightly at the waist and land on takeoff foot. Follow through with throwing hand pointed at the target.



Fig. 6.7. Jump shoot

Activity 5:

1. What are the components of jump shoot in handball?
2. Perform jump shot by following the whole procedures.
3. Perform and refine more challenging ways to jump shoot in handball.

6.6. Small Sided Game

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

- Show one hand jump shoot skills to create competitive and cooperative in the game that involve everyone.
- Identify and display respectful communication skills appropriate to mini game and that reflect feelings, ideas and experiences.

- Identify and then take responsibility for various roles while participating in the game.
- Identify leadership and followership skills used while participating in the game.

Start-up Question:

1. How do you perform jump shoot in handball?

In your previous lessons you learned about jump shoot, in this practical lesson you will learn jump shoot through mini games in three phases.

1. The game begins with passing the ball to feeder and take position to receive the ball.
2. The next progression involves the shooter receives the ball from the feeder.
3. Finally the shooter attempting jump shoot and land.

Activity 6:

1. Perform jump shoot over a defenders.

6.7. Basic Spike In a Game From Different Position

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

- Demonstrate spike skills in a variety of environments and using various equipment.

Start-up Question

Volleyball is the popular team game which played by two opposing teams of six player each. There are many fundamental skills of volleyball game. Those are:- Serving, passing, setting, spiking (hitting) and blocking. At this grade level you will learn spiking skills.

Spike

Spike the offensive play where a player swings the ball with their palm sharply downwards over the net and in to the opposing court, making it difficult for the opposing team to recover the ball. It is also the strategy used to send the ball over the net to the opponent in such a manner that ball is not returnable.

The spike is performed by moving the arm in a way such that you angle the ball to land on the ground of your opponent's side of the court. Usually a spike is hit with great force at a downward angle. It is important to know that there are different types of volleyball spikes including hard driven spike, off-speed spike, and open handed tip as well as standing spike.

Phases of spike

The 4 phases of the volleyball spike are:

- a. Approach stage
- b. Take off phase
- c. Smash phase
- d. Landing phase

Note: - Volleyball game is always starting by serve.

- Spiking occur in front zone (3m zone).

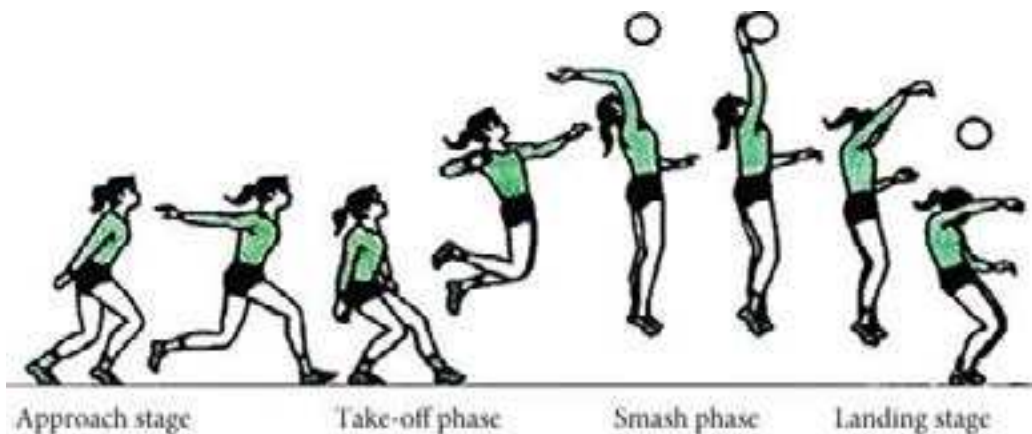


Fig 6.7 Phases of spike

Small sided game

Hitting Survivor

The goal of the game is to be the last one in line to hit and win!

Drills setup:

1. To get this drill setup, line up at left front, middle, or right front. Let's start with left front.
2. The one who set the ball must stand in the Right, Center and Left Front area.

Procedures:

1. Your teacher or teammates will toss to you when you are in the front of the line for an outside (Left front) hit.
2. If the ball goes over the net and in, you will be safe and get back in line after you shag the ball.
3. If the ball goes out or into the net, you will be banished to the other side of the court.
4. The above procedures (i.e.1-3) will be repeated for the right and center front hit.

6.8. Recreational Game

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

- Identify and then take responsibility for various roles while participating in games.
- Identify leadership and followership skills used when participating in games.
- Identify local community programs that promote physically active life style.

Start-up Question:

1. Why do you take part in recreational games?



Recreational Game

Recreational games are activities that are performed mainly outside working hours for the purpose of fun/entertainment. Regarding the recreational games, the competitive value is minimized (finding out who is the winner has no importance; the key is the playful side of the activity).

Taking part in recreational games help you to:

- Improve the basic skills and understanding rules of the game.
- Improve and develop team spirit.
- Improve communication and collaborative work.
- Improve leadership and followership skills.
- Show positive behaviors and respect each other.
- Manage stress.
- Mental and physical stimulation
- Improve physical health greatly, etc.

Football and Volleyball as Recreational Games

Consider the following points during the game time:

- Take proper warming up exercise.
- Take role (e.g. goal keeper, defender, offensive player for football)
- Apply the basic techniques that you have learned,
- Play as a team and participate actively.
- Respect the rules of the game and fairly play.

Note: You can be grouped into four teams. As shown in the figure below the two groups play football (A vs. B) and volleyball (C vs. D) on each half court of the playground at a time. After a few minutes the teams will be switched off the playing court and continue to play the other game.



Fig. 6.8. football and volleyball as recreational games

Basketball and Handball as Recreational Game

Consider the following points during the game time:

- Take proper warming up exercise.
- Take role (e.g. left guard, left forward, right guard, right forward and center for basketball)
- Apply the basic techniques that you have learned
- Play as a team and participate actively.
- Respect the rules of the game and fairly play



Fig. 6.9. basketball and handball as recreational games

Activity 9:

1. What do you benefit from recreational games?

Chapter Summary

Shooting in football is hitting the ball in an attempt to score a goal. It is usually done using the feet or head. There are different types of shooting such as inside of the foot outside foot shoot, full instep in football.

Small-sided games are a fantastic way of getting players to work together to score lots of goals with every single player having a key part to play in the game.

Shooting skill is the back bone of basketball game.

The jump shot is one of the most important elements of handball with the presence of players of the opposing team. There are four components in jump shot. These are approach run, takeoff, shoot and land.

Volleyball is the popular team game which played by two opposing teams of six player each. There are many fundamental skills of volleyball game. Spike the offensive play where a player swings the ball with their palm sharply downwards over the net and in to the opposing court, making it difficult for the opposing team to recover the ball.

A small-sided game (SSGs):- as a playful situations involving movement that are used for sport teaching/training; it also involves a small number of players per team, who play on reduced spaces, and with modified rules.

Recreational games are activities that are performed mainly outside working hours for the purpose of fun/entertainment. Taking part in recreational games help learners to, improve the basic skills and rules of the game, to improve and to develop team spirit, to understand communication and collaborative work, to maintain leadership and followership skills, to Show positive behaviors and to respect each other. Additionally, they greatly improve physical health, and they capacitate good skills of manage stress etc.



Chapter Review Question:

Part One: write True if the statement is correct and False if it is incorrect.

1. The inside foot shoot is powerful but less accurate.
2. Hitting the volleyball is the first technique in spike.

Part Two: Choose the best answer from the given alternatives.

1. _____ is hitting the ball in an attempt to score a goal.
A. Dribbling B. Shooting C. Kicking D. Throwing
2. Small-sided games help learners to develop:
A. Motivation to play better B. Refine skills
C. Opportunities to enjoy D. All

Part Three: Give short answer for the following questions.

1. Mention the reason that the coach uses small-sided game.
2. It is believed that many of you participate in small sided and recreational games in your surroundings. Thus, present the result to the class by analyzing and evaluating the benefits of the games.

CHAPTER SEVEN

TRADITIONAL DANCES AND CULTURAL GAMES IN ETHIOPIA AND AFRICA

Introduction

Culture is the characteristics and knowledge of a particular group of people, encompassing language, religion, cuisine, social habits, music and arts. This section helps you to introduce, know and practice the national traditional dances and cultural games your country and the continent as well. This chapter deals with the traditional dances and cultural games of Ethiopia and Africa. To achieve the desired chapter learning outcomes relevant contents are selected and included. Therefore, you are expected to practice the selected cultural games on the regular basis.

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

- Compare national traditional dance and cultural games in Ethiopia and Africa.
- Compare and contrast traditional dance and cultural games in Ethiopia and Africa.
- Execute national traditional dance and cultural games in Ethiopia and Africa.

7.1. Some National Traditional Dance in Ethiopia

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

- Describe national traditional dances of Ethiopia.
- Elaborate the similarities and difference among traditional dances of Ethiopia.

Ethiopia has over 80 ethnic groups in the country, and each group has a very unique step and rhythm.

Ethiopia's folk dance is a symbol of their mosaic culture. Dancing is an integrated part of life for Ethiopian's and they love dancing.

Ethiopian dances have different variety of steps of upper and lower body movement, such as delicate neck motion, rhythmical shoulder movement, chest, the agile spin of the waist, and leg.

A. Dance of Oromo People

Oromia region is the largest and their dance styles are different depending on places. Some of famous dances are dhichisa, shagoye, kumkume, ragada, tirri, baro and so on. Especially, Shoa Oromo dance has unique costume as well as steps. Women wear leather-made wild two-piece costume decorated with shells. Men wear fur skin like lion's mane on the head and use stick for dance. What is most surprising is women's very fast and sharp neck motion. You never forget it once you watch it!



Fig. 7.1. Traditional Dance of Oromo People

B. Dance of Amhara People

The dance of people in Amhara region (Northern Ethiopia) is called “Eskesta” which has unique movement of neck, shoulder and chest. There are several variations of motion and steps according to areas such as Gondar, Gojjam, and Wollo.



Fig. 7.2. Traditional Dance of Amhara People

C. Dance of Tigray People

The dance of Tigray region is characterized by two-beat drum rhymes. According to the distinctive drum rhymes, they dance in a circle like Japanese bon dance. It also has different variety of steps, such as delicate neck motion, rhythmical shoulder movement, jumping steps, and so on.



Fig. 7.3. Traditional Dance of Tigray People

D. Dance of Gurage People

Gurage people are famous for hard working, and their dancing style brings such an image of hard working people. Differing from other dances, women dance with skirt and they cover their hair with scarf for preparing for the fast tempo dance. According to upbeat music both women and men keep steps first without rest like a marathon runner.



Activity 1:

1. List and describe the similarities and difference among some of traditional dance Ethiopia.
2. Select and practice one cultural dance in pair or group among traditional dances of Ethiopia and present for the class.

7.2. Some Traditional Dance In Africa

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

- Describe traditional dances of Africa.
- Elaborate the similarities and deference among traditional dances of Africa.

Culture and tradition is something that the Africans take very seriously. That is why just within a country, there are numerous cultures that are very sacred to the people. These cultures are made up

of the food, folklores, myths, legends, festivals, language, songs and dances some of which are rooted into the hearts of the people. Folk dances of kizomba of Angola, atilogwu of Nigeria, mbira dance of shona people of Zimbabwe and Agbadaza dance in Ghana are some traditional dances.

Most of the traditional African dances are ritual, ceremonial, griotic and communal.

Traditional Dance of Ghana

Agbadza is a Ewe music and dance that evolved from the times of war into a very popular recreational dance. It came from a very old war dance called Atrikpui and usually performed by the Ewe people of the Volta Region of Ghana, particularly during the Hogbetsotso Festival, a celebration by the Anlo Ewe people.



Fig. 7.5. Agbadza Dance of Ghana People

Traditional Dance of Sudan

The Kambala dance is one of the famous dancing styles in Sudan. It is practiced by the Nuba people from the Southern Kordufan Province. The basic principle of this dancing style is imitating the movements of cows on a field.



Fig. 7.6. Kambala Dance of Sudan People

Activity 2:

1. List and describe the similarities and difference among some traditional dances of Africa.

7.3. Some Cultural Games In Ethiopia

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

- Enjoy with some national cultural games of Ethiopia.
- Practice cultural games of Ethiopia.

A game is a structured form of play, usually undertaken for entertainment or fun, and sometimes used as an educational tool. Therefore, cultural game is an activity in which individuals or people practice to promote their cultural values, and heritages and usually undertaken for entertainment or fun. Ethiopia is a country with a history and culture dating back thousands of years. At the moment it is believed that there are many registered traditional and cultural games in Ethiopia.

The major and widely practiced cultural and minor games that exist and practiced in Ethiopia across most ethnic groups and regions are:

- 
- | | |
|-----------------------|------------------------------|
| 1. Genna (Qillee) | 6. Meharebneteka |
| 2. Korbo | 7. Akukulu - Kukulu |
| 3. Shah | 8. Awo Aydelem (Eyyee-Lakki) |
| 4. Gebeta (Saddeeqa) | |
| 5. Tigil (Wal'aansoo) | |

A. Korbo

Start-up Question:

1. When and where is korbo started?

Korbo is a game which has been played since 1900 in many regions of Ethiopia. Many historical documents indicated that the game is originated and widely practiced in western and southern part of the country. It can be played by both sexes and all age groups.

Rules of the game:

The playing area.

- The playing area should be smooth enough to roll the ring and retain the stick.
- The area of the playing field is 10m by 10m, for male and 7m by 10m for females.

The stick

- It can be made of wood and it is a spear-like stick with blunt ends.
- It weighs 650 – 700 gram and 2 meter long for male and 600 – 650 grams and 2 meter long for females.
- For youth its weight should be 550 – 600 gram and 1.5 meter long.

The Ring or hoop

- It can be made of plastic tube or metal sheet.
- Its circumference is 30 cm, its thickness is 3 – 5 cm, and its weight is 200 – 500 gram for both sexes.

Scoring

- Two points are awarded if the thrower retained the hoop/ring by the stick.
- One point is awarded if the thrower touches the hoop by the stick.

How to play Korbo

- It is played between two competitive teams.
- It can be played by unlimited numbers of players, but it is in pairs of one sender and one thrower at a time.
- The sender rolls the hoop in a straight line across the space and remains at the side until the throw is complete.
- When ready the thrower throws a spear.
- Like stick at the rolling hoop from a distance of 10m.
- After three attempts the sender and the thrower switch role and played the activity will be continued.
- The winner is the team that has scored the most points.



Fig.7.2. Korbo

Activity 3:

1. Describe some cultural games which are widely practiced in Addis Ababa.
2. How many points are awarded if the thrower retained the hoop or ring in Korbo Game?
3. The area of the playing field of Korbo for male is _____.



B. Genna/Qillee/

Start-up Question:

1. What do you know about Genna?

It is one of the traditional games originated and played in the highlands of Ethiopia. The exact time of its origin is, not known.

It is played by using a crude stick, and some kind of a small wooden ball. Men and young boys participate in the game. In relation to the origin of the game, there are different legends which have been related from one generation to another.

UNESCO has recognized Ethiopian Genna cultural game as Traditional Sports and Games (TSG) as an intangible cultural heritage.

Rules of the game

Playing field

- Playing field is 90-100 meters long and 45-50 meters wide. To get a point, players need to hit and to score the ball to the opponent's goal.

Playing ball (Rure) and sticks

- The tennis size ball is made of tree roots and decorated so its colors improve its visibility. Its weigh and circumference of the ball is 100 gram and 25-30 cm respectively.
- The stick, on the other hand, is made of branches of trees and curved at the end and slightly longer than the player's shoulder. It weighs 500-550 gram and 100 cm long.

Number of players

- Every team has 10 players. One of the members of a team is a goalkeeper. Players can be replaced at any time by some body among 5 people waiting on the bench.

Duration of the game

- A game is divided into two 30-minute halves, and the winner is the team that scores more goals.
- There is also a 10-minute break after the first 30 minutes. In the event of a tie, there is 20-minute overtime.

How to play Genna

- Divide students in to groups having 10 maximum players.
- To start the game, two players of the teams meet along the ball in the middle of the field, strike each other's sticks three times, then attempt to take the ball.
- Try to hit the wooden ball (Rure) with the curved wooden sticks towards the goal post of the opposite team.
- When you play Genna, it is not allowed to put the curved wooden stick over an opponent's knee.
- A team which scores maximum goals win the games.

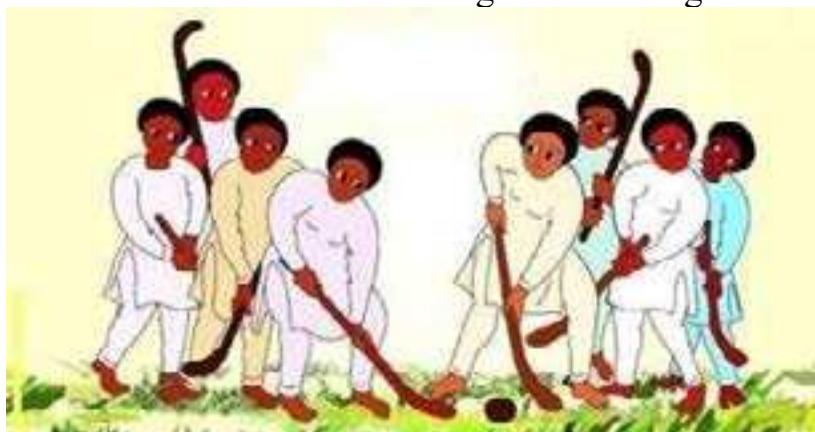


Fig. 7.3 Playing Genna

Activity 3:

1. How do you play a Korbo game?
2. Analyze and explain the importance of learning Ethiopian cultural games.
3. Practice passing, dribbling and shooting of Genna ball or Rure.
4. Reflect what you have gotten and felt from Genna game in terms of enjoyment.

7.4. Some Cultural Games In Africa

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

- Describe a minimum of one African cultural game.
- Enjoy with some of African cultural games.
- Perform a minimum of one cultural games of Africa.

Start-up Question

List some examples of cultural games which are widely practiced in Africa.

Cultural Games of Africa

These days, “child’s play” seems to be about online gaming, from Play Stations to Nintendo’s. But many might recall the days when children engaged outdoors, playing their favorite games in the street.

They are free and require little or no equipment. Apart from being funny, they also help children to build fundamental skills, like maintaining advanced social interaction, development of motor skills such as hand-eye co-ordination, and capacitating basic mathematical and strategic thinking potentials.

Best African Games for Children to Play

Some of the best African games played by children across the continent are:

A. Three Tins

An indigenous game that reflects part of South Africans heritages.

The activity can be used as a skill development activity. It develops ones balance, hand-eye coordination and active as well as healthy life style.

How to play the game:

Players: holds two equal teams with minimum of five players.

Pitch: 8m by 4m (it can be modified, widen or narrow to make the game easier or harder)

Time: unlimited

Rules:

- Three tins are placed on top of each other.
- The first player has three attempts to knock the tins down.
- The player throws the ball from outside the marked playing area.
- If successful, the player runs out rebuilds the tins, draws the square around the tins and hops over the tins three times.
- If the ball misses or is thrown too far, the player shout 'Thayme' until the ball is returned.
- If the player has been unsuccessful after three throws, the first player from the opposing team becomes the thrower.

Equipment: three tins, plastic blocks, or other stacking objects, and a small ball

Safety: a flat and smooth playing area which is free of debris

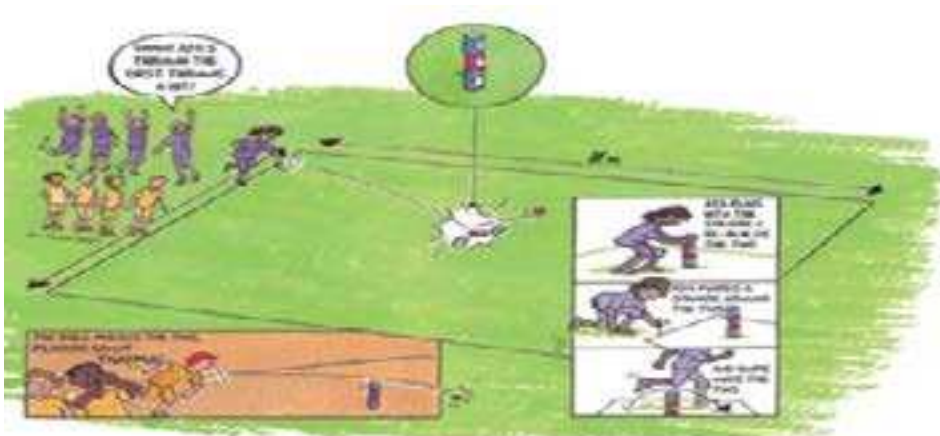


Fig. 7.9. Three tins

B. Morabaraba

Morabaraba is a traditional two-player strategy board game most commonly played in South Africa, Botswana and Lesotho. It is said that Morabaraba boards carved in rock are dated to be at least 800 years old, which would indicate a non-European origin. Morabaraba is played on a board consisting of 3 nested squares with points at the corners and in the middle of each side of the squares. Lines indicate permitted moves. Each player selects 12 beads the colour of their choice. All beads start off the board. Players decide who begins the game by rolling a die.

How to Play

1. In the first phase of the game, players take turns to place 1 bead onto an empty space, trying to place 3 of their beads in a line.
2. When a player forms a line of 3 BEADs, they can remove any one of their opponent's BEADs from the game, except a bead already in a line of 3. If the opponent only has beads in lines of 3, these can be taken.
3. If two lines of 3 beads are formed by placing a single bead, only one of the opponent's beads can be removed.
4. Once a BEAD has been removed, from the board, it cannot be replayed.
5. The second phase begins when all the beads have been placed on the board. Players take turns to move their beads to an adjacent empty space, along the play lines indicated trying to form lines of
6. A player cannot break their own line of 3 beads and then in the next turn, move their bead back to reform the line.
7. In the final phase of the game, when a player has only 3 beads remaining, they may move their bead to any empty space on the board.

How to Win

1. To win the game, a player must reduce their opponent to 2 beads.
2. A player can also win if their opponent cannot move.



Fig. 7.10. Morabaraba Game

Activity 4:

1. What do you benefit from playing cultural games?
2. Organize some cultural games of Ethiopia and Africa in groups



Chapter Summary

Culture and tradition is something that the Ethiopians and Africans take very seriously. That is why just within a country, there numerous culture that are very sacred to the people.

Ethiopian dances have different variety of steps of upper and lower body movement, such as delicate neck motion, rhythmical shoulder movement, chest, the agile spin of the waist, and leg.

Most of traditional African dances are ritual, ceremonial, griotic and communal.

Korbo is a game which has been played since 1900 in many regions of Ethiopia. Many historical documents indicated that the game is originated and widely practiced in western and southern part of the country.

Genna is one of the traditional games originated and played in the highlands of Ethiopia. UNESCO has recognized the Ethiopian Genna cultural game as Traditional Sports and Games (TSG) of an intangible cultural heritage.

Morabaraba is played on a board consisting of 3 nested squares with points at the corners and in the middle of each side of the squares.

Chapter Review Questions

Part One: write True if the statement is correct and False if it is incorrect.

1. In korbo game one point is awarded, if the thrower can touches the hoop by the stick.
2. Genna game creates physical, spiritual, mental and psychological satisfaction.
3. A Playing field of Genna game is 45-50 meters long and 90-100 meters wide.

Part Two: Choose the best answer from the given alternatives.

1. The stick of Korbo for male weighs _____ gram.
A. 500 – 600 B. 650 – 700 C. 550 – 600 D. None
2. Most of traditional African dances are _____
A. Ritual
B. Ceremonial
C. Communal
D. all
3. Which one of the following is true about players of Genna game?
A. Every team has 10 field players.
B. There is no goalkeeper.
C. Players can be replaced at any time.
D. 6 players waiting on the bench for substitution.

Part Three: Give short answer for the following question.

1. What do the sticks of Genna game look like?
2. Describe the similarities and differences between Ethiopian dances with Sudanese and Ghanian.

Glossary

Aerobic exercise: any activity that can be performed with the help of oxygen.

Apparatus: equipment needed for a particular activity or purpose. athletes with the intention of improving athletic performance.

Biennial: taking place every two years (for sport competition).

Biomechanics: is the study of the structure, function and motion of the mechanical aspects of biological systems.

Collaboration: describes the ability of a group of people working together.

Communication: is the activity or process of expressing ideas and feelings or exchanging information with people.

Competition: is a contest of sport match in which a winner is selected from among two or more participants.

Distance: The extent or amount of space between two things, points, lines.

Doping: refers to the use of prohibited medications, drugs, or treatments.

Event: each of several particular contests making up a sports competition.

Exhale: the outward movement of air from lungs (breathing out).

Floor exercise: it refers to the various physical activities that can be performed on the floor without instrument.

Game: is a structured form of play, usually undertaken for entertainment or fun, and sometimes used as an educational tool.

Game: is any form of playful competition in which the outcome is determined by physical fitness, skill, strategy or chance, singly or in combination.



Health: is a state of complete physical, mental, and social well-being and not merely the absence of diseases.

Inhale: breath in air

Injury: an instance of being injured.

It includes walking, jogging, swimming, running, cycling, etc.

Jerk: to make short sudden movement Lead leg is the leg that goes over the hurdle first, and the leg that follows is the trail leg.

Legend: the word used for famous, very well known, successful and greater ever in their position

Leverages: use (something) to maximum advantage.

Maneuvers: a movement or series of movements requiring skill and care.

Olympic: the word Olympic refers or relates to Olympic Games.

PE: Physical Education

Phase: A part or step in a process : one part in a series of related events or actions.

Physical activities: defined as any voluntary bodily movement produced by skeletal muscles that require energy expenditure.

Physical fitness: is the body's ability to function efficiently and effectively.

Pike: is a position in which you jump or spring into the air bent at the waist with straight legs out.

Principle: are guidelines, strong belief that influence your actions.

Recreational Game: describes competitive physical games that are played for fun.

Repetition: a number of exercises done in one set.

Roll: moving in a particular direction by turning over and over on an axis.

Self-evaluation: the process of assessing oneself and weighing up



ones achievement.

Self-image: is the idea one has a feeling of his/her ability, appearance and personality.

Self-reflection: serious thought about one's character and actions.

Set: means doing a certain number of exercises one time.

Small-sided games (SSGs) involve a smaller number of players per team, and are played on reduced spaces and with rules modified.

Social cues: forms of communication that help to read other people and react appropriately.

Speed: is the ability to put body parts in to motion quickly, or the maximum rate that a person can move over a specific distance.

Spike: is a hit with great force at a downward angle..

Stress: is our body's way of responding to any kind of demand or treat.

Thunderbolt pose: rest your buttocks onto the soles of your feet and allow your heels to separate, until they touch.

UNESCO/ United Nations Educational, Scientific and Cultural Organization.

Winner: a victor especially in games and sports.

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