

**TEACHING METHODS AND PRACTICE  
OF PHYSICAL EDUCATION  
AND SPORTS**

**STUDENT BOOK**

**YEAR 1 and 2**

**OPTION:**  
ECLPE, SME, SSE

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## FOREWORD

Dear Student teacher,

Rwanda Education Board is honoured to present the Physical Education and Sports teaching methods and practice book, which serves as a guide to competence-based teaching, and learning to ensure consistency and coherence in the learning of Physical Education and Sports. The Rwandan educational philosophy is to ensure that learners achieve full potential at every level of education, which will prepare them to be well integrated in society and exploit employment opportunities.

Specifically, TTCs curriculum was reviewed to train quality teachers who will confidently and efficiently implement the Competence Based Curriculum in pre-primary and primary education.

In line with efforts to improve the quality of education, the government of Rwanda emphasizes the importance of Physical Education and Sports teaching methods and practice aligned with the TMP syllabus to facilitate their learning process.

The ambition to develop a knowledge-based society and the growth of regional and global competition in the jobs market has necessitated the elaboration of a book, which will facilitate and guide student teachers to understand different methods, techniques, strategies and adequate teaching and learning materials for the effective implementation of a competence-based curriculum.

- The book of Physical Education and Sports teaching methods and practices provides active teaching and learning strategies that engage student teachers in doing things and thinking about the things they are doing. It also provides a range of activities, which will facilitate student teachers to:
- Critically analyse and be familiar with all teaching and learning materials used in primary Physical Education and Sports lessons.
- Carefully explore all teaching and learning methods, techniques and strategies to be used by primary schools teachers in order to effectively deliver an engaging, active and enjoyable Physical Education and Sports lessons.
- Critically investigate the importance of teaching and learning materials to effectively deliver an engaging, active and enjoyable Physical Education and Sports lessons.

- Set relevant and age appropriate tasks, which intend to develop generic competences and address cross-cutting issues.
- Prepare a competence based lesson plan.

To facilitate student teachers from Social Studies Education (SSE), Sciences and Mathematics Education (SME) and Early Childhood and Lower Primary Education (ECLPE), the content of this book is self-explanatory so that they can easily use it.

I wish to sincerely express my appreciation to the people who contributed towards the development of this book, particularly, REB staff, UR-CE Lecturers and TTC Tutors for their technical support. A word of gratitude goes to the Head Teachers and TTCs principals who availed their staff for various activities.

**Dr. NDAYAMBAJE Irénée**

**Director General, REB.**



## ACKNOWLEDGEMENT

I wish to express my appreciation to the people who played a major role in development of this student teacher's book of Physical Education and Sports teaching methods and practices. It would not have been successful without active participation of different education stakeholders.

I owe gratitude to different universities and schools in Rwanda that allowed their staff to work with REB in the in-house textbooks production initiative.

I wish to extend my sincere gratitude to lecturers and TTC tutors whose efforts during writing exercise of this book were very much valuable.

Finally, my word of gratitude goes to the Rwanda Education Board staffs who were involved in the whole process of textbooks Elaboration.

**Joan MURUNGI**

**Head of CTLR Department/REB**

## ACRONYMS AND ABBREVIATIONS

**CSE:** Comprehensive Sexual Education

**ECLPE:** Early Childhood and Lower Primary Education

**Fig:** Figure

**PES:** Physical Education and Sports

**R.C.A:** Reflect Connect and Apply

**SME:** Sciences and Mathematics Education

**SSE:** Social Studies Education

**TMP:** Teaching Methods and Practice

**TTC:** Teachers Training College.

**REB:** Rwanda Education Board

**CTLR:** Curriculum, Teaching and Learning Resources

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# UNIT 1

## INTRODUCTION TO PHYSICAL EDUCATION AND SPOTS SYLLABUS FOR PRIMARY SCHOOLS

### Key unit Competence

By the end of this unit, student-teacher will be able to identify the components of Physical Education and Sports syllabus for primary schools.

### Introductory activity

1. Observe the images



a.



b.

2. Describe the image a?
3. a) What kind of the activity people who are in the image b are performing?  
b) Which subject this kind of activity is related to?
4. What do you predict to learn in this unit?

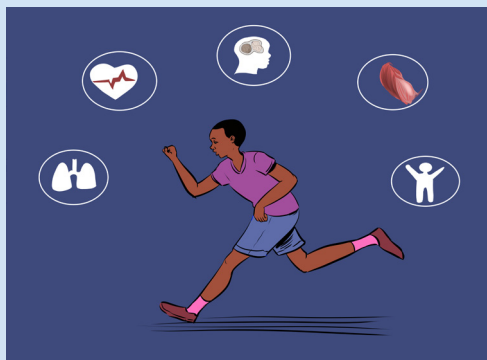
## 1.1 Rationale of Physical Education and Sports

### Activity 1.1

1. Observe the following images



a.



b.

2. In the image **a** people are running. What do you think running can benefit people about their life?
3. The image **b** shows a person who is running, and there are images describing the benefits from that sports activity. Observe carefully those five small images( lungs, heart, brain, muscles and well being) and talk about how running will benefit those parts of the body.

In senior 1, 2 and 3 you performed Physical Education and Sports exercises and you developed better integration in groups, development of the value and development of personality dimensions (good will, courage, loyalty, etc...). You have also performed different games and you applied some basic rules for individuals and collective sports as planned in syllabus to be used in teaching of Physical Education and Sports.

Physical exercises help learners to develop their neuromuscular and intervene in biological maturation. It intervenes in correction of morphological malformation and physiological problems through the process of doing regular exercises. It is also helps learners to be disciplined and have fair play, acquire knowledge and ability of concentration.

Doing physical education and sports exercises provide benefits to the learners by fighting against cardio-vascular diseases. It is used to reduce stress, to strengthen our muscles and bodies. It is also providing for us a food health by being physically fit.

## Application Activity 1.1

1. Observe the images . Observe the images carefully carefully



a.



b.



c.



d.

2. Look at the legs and arms of learners who are in the image. What do you think this exercise will help learners?
3. Suggest other exercises which should be used by using legs and arms.

The games shown above are usually played by children between the ages of 4 and 12, with some latitude on both ends of the age range. These are the teaching points:

### a. Jumping over the rope

Organize learners in groups of 3; give each group long rope, one learner will jump first as the other two remaining act as rope turners; tell the learners to jump while entering the turning rope, they should stand besides; time the turning rope when it touches the floor; tell the rope turners to command the jumper 'go' each time the rope touch the floor; tell the jumper to concentrate on jumping in the centre of the rope while facing a turner; tell the jumper to exit the rope by facing and jumping toward one turner and exist immediately after jumping.

### b. In the water on the beach

If the teacher say in the pupils jump in, on the beach they jump out. Teacher commands quickly, if a pupil does the opposite is put out of play, the winner is the one who will stay without making a mistake.

### c. Follow my hand

This game aims at warming-up the whole body. During this game, the “followers” move after the “leaders” and try to keep their face at about 50 cm from the right hand of the leader whatever his/her position may be.

**Organization and rules of the game:** Group learners into pairs, ask one learner from each pair to start the game by playing the role of leader, another partner of each group will start the game by playing the role of follower, explain and demonstrate.

If teacher says: “go!” every follower tries to keep their face at about 50 centimeters from the right hand of the leader. Leaders move across the playground, raising and lowering their right hands in any direction. If teacher says: “stop” all followers switch roles to become leaders and bring their partners to right hand. Say “go!” and “stop!” in one or two minutes. Make sure learners are permanently paying attention to one another. Ask leaders to bring their partner with another part of the body. For example, all followers have to keep their face at 50 centimeters from left elbow of their partner, and so on.

### d. Hide-and-seek Game

**Description:** Hide-and-seek, or hide-and-go-seek, is a popular children’s game in which any number of players conceal themselves in a set environment, to be found by one or more seekers. The game is played by one player chosen closing their eyes and counting to a predetermined number while the other players hide.

### e. Cat and mouse

Ask for two volunteers to play the cat and the mouse. The other players should form a circle and hold hands. The player who is the mouse should stand inside the circle and the cat should stand outside the circle. The aim of the game is for the mouse to get outside the circle and avoid being caught by the cat.

The mouse must stay moving while inside the circle but cannot stay inside the circle for more than 10 seconds. The cat cannot come into the circle but they can reach into the circle to grab the mouse.

The circle players have to try and keep the cat away from the mouse by holding up their hands to let the mouse in and out of the circle. They can also block the cat’s attempts to grab the mouse by standing in their way.



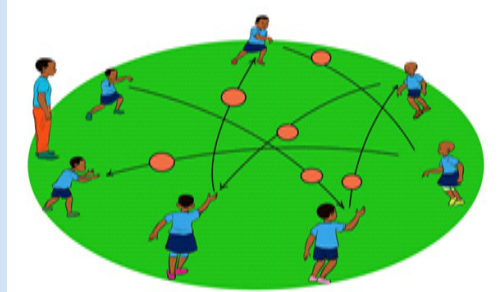
## 1.2 Physical Education and Sports activities

### Activity 1.2

1. Observe the images carefully



a.



b.



c.



d.

2. Identify each activity from **a** to **d** of the picture above. Which among them do you like/practice?
3. Are there other activities similar to those mentioned above from **a** to **d**? if yes, list them.
4. From **a** to **d** which is indoor and outdoor sports activity?

Physical Education and Sports activities, like games and exercises may be used by a teacher in order to warm up learners during learning and teaching process. During sports activities, learners may play games related to running, throwing balls, playing football, playing volleyball. Learners should also do exercises which may help them to warm up their body and exercises intended to recovering of energy used by the body after physical education and sports activities.

Here are some warm up exercises (play based learning games and sports specifics games).

- Running
- Jumping

- Throwing and catching balls
- Playing different games.

### 1.3 Syllabus

#### Activity 1.3

1. Describe the image given below



2. Go through the Physical Education and Sports and identify the components of its content
3. Discuss the content distribution of Physical Education and Sports syllabus and make presentation of your findings.

In teaching and learning process of Physical Education and sports, teacher uses a syllabus which describes the learning objectives, content and activities related to Physical Education and sports. This document provides guidance on teaching and assessment methodologies of physical education and sports. For primary schools, there is a syllabus for lower level and

up level for Physical Education and Sports. In primary schools, there is a content distribution which is learned from primary one up to primary six:

- Aerobic warm up exercises.
- Gymnastic exercises alone and with others including jumping.
- Exercises on prolonged inspiration, expiration, and relaxation of muscles in general.
- Using basic gymnastic equipment for climbing: vaults and balance.
- Exercises and games which develop intelligence, cooperation, social aspect and emotional control.
- Different types of formations and hand-eye coordination.
- Playing in teams adhering to the rules.
- Exercises of rolling forward and backwards from different departure positions.
- Exercises of jumping.
- Exercises of running 70 to 100 meters at top speed.
- Exercises of endurance race running.
- Exercises of throwing.
- Exercises of body coordination.
- Exercises of basic football techniques for playing in team.
- Exercises of basic football tactics for playing in team.
- Exercises of passing, setting, blocking, and serving the ball using volleyball basic techniques.
- Basic volleyball rules. Using basic volleyball equipment.
- Receiving, holding, passing, dribbling, and shooting the ball in basketball.
- Ten consecutive passes without the other team touching the ball.
- Shooting the ball on target, develop body coordination.

### **Application activity 1.3**

Apply/make the detailed content distribution of Physical Education and Sports in primary one and primary four.

## 1.4 End unit assessment

1. What is syllabus and its importance?
2. Identify components of Physical Education and Sports syllabus
3. Explain the following terms
  - a. Sports
  - b. Physical Education
  - c. Game
  - d. Play
  - e. Syllabus
  - f. Unit structure
  - g. Rationale
4. Discuss the purposes of doing Physical Education and Sports
5. Brainstorm outdoor and indoor activities.
6. Observe the image and answer whether is indoor or outdoor activity



## UNIT 2

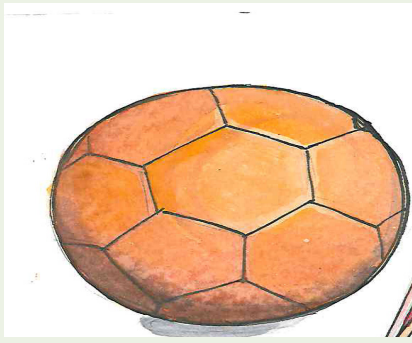
## TEACHING AND LEARNING RESOURCES

### Key Unit Competence

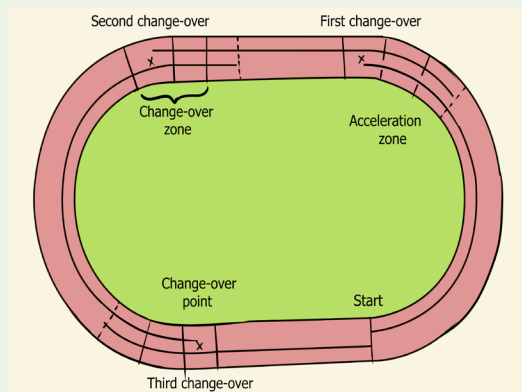
By the end of this unit, student-teacher will be able to differentiate available/possible learning and teaching resources required for the learning of Physical Education and Sports in primary schools.

### Introductory activity

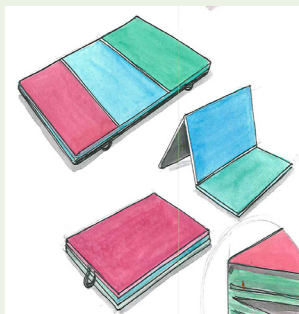
1. Observe the images carefully



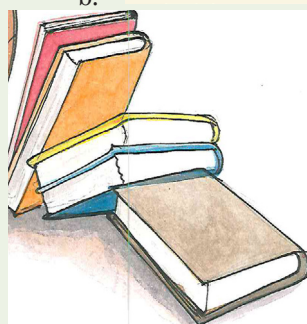
a.



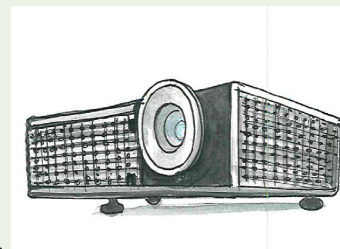
b.



c.



d.



e.

2. Identify the resources mentioned above from a to e.
3. Which are other resources could be used in Physical Education and Sports lesson?
4. Did you know where, when and why these resources are relevant?
5. What do you predict to learn in this unit?

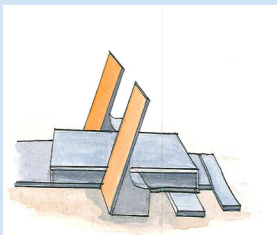
## 2.1 Physical Education and Sports materials

### Activity 2.1

1. Observe the images



a.



b.



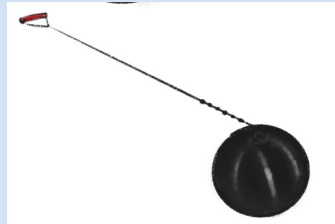
c.



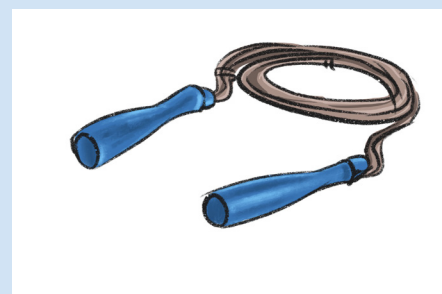
d.



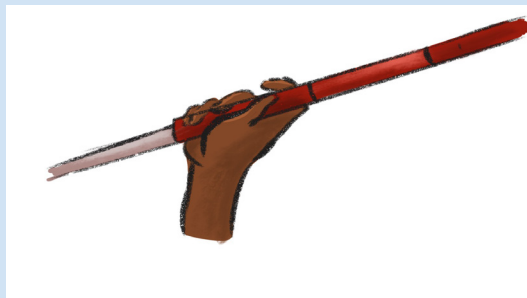
e.



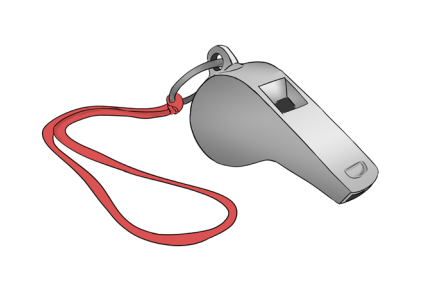
f.



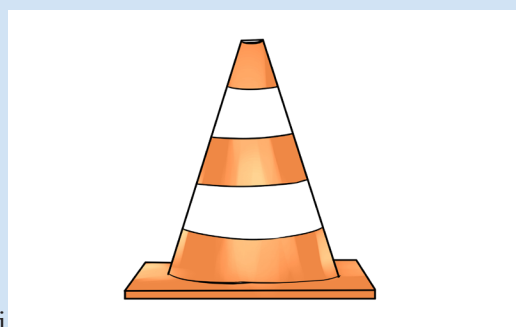
g.



h.



i.



j.

2. Describe the materials on the above pictures from a to j.
3. Can you observe the size of the ball in the image a ? Is it big or small?
4. Are there other balls you know which should be used in sports?
5. Among these material which are appropriate for:
  - Volleyball
  - Doing warm up exercises
  - Time telling
  - Throwing shot put
  - Throwing hammer
  - Throwing discuss
  - Racing
  - Throwing javelin
  - Refereeing

In Physical Education and Sports, each resource outlines what equipment is required, how to set the activity up, how to do the activity and how to differentiate the skill. Those resources are necessary to perform different techniques and tactics used in individual and collective sports. Those resources including: balls of different sports, sports infrastructures (athletic track, playground, posts, nets), gymnastics materials (mats), books, projectors.

Sports materials play a great importance in doing Physical Education and Sports activities. Balls of different size are used in playing different games.

- **Football**

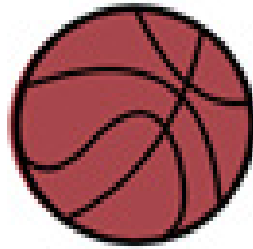
Ball has a circumference of not more than 70 cm and not less than 68 cm. it has weight of not more than 450 g and not less than 410 g in weight at the start of the match.





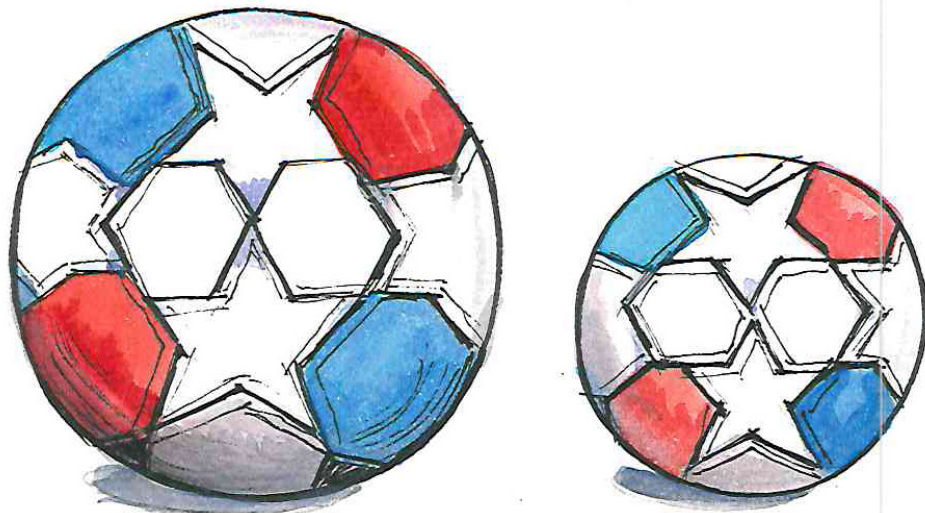
- **Basketball**

Basketball game is played by using different types of balls based on the age.



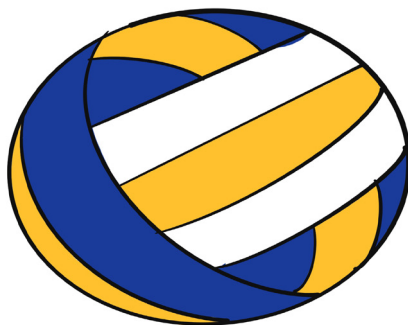
### **Handball**

Ball diameter: 19cm for men, 17.5cm for women. Ball weight: 475g for men and 375g for women.



- **Volleyball**

Its circumference is 65-67 cm and its weight is 260-280 g.



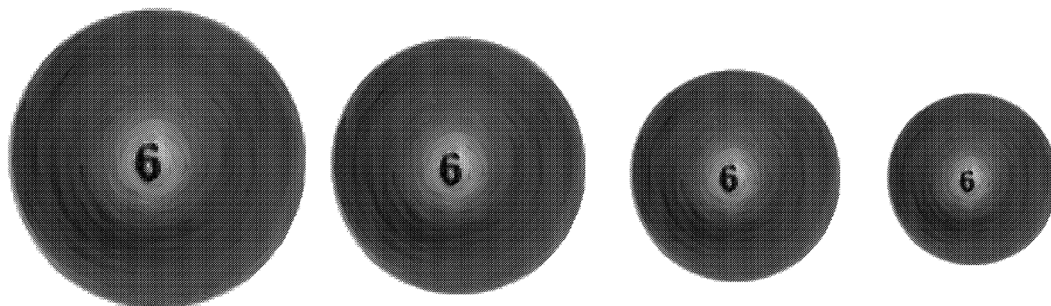


- The starting block is used while running sprint racing, watch is used to tell the time and record performance.

In athletics, especially throwing the following implements: the shot put, javelin, discuss.

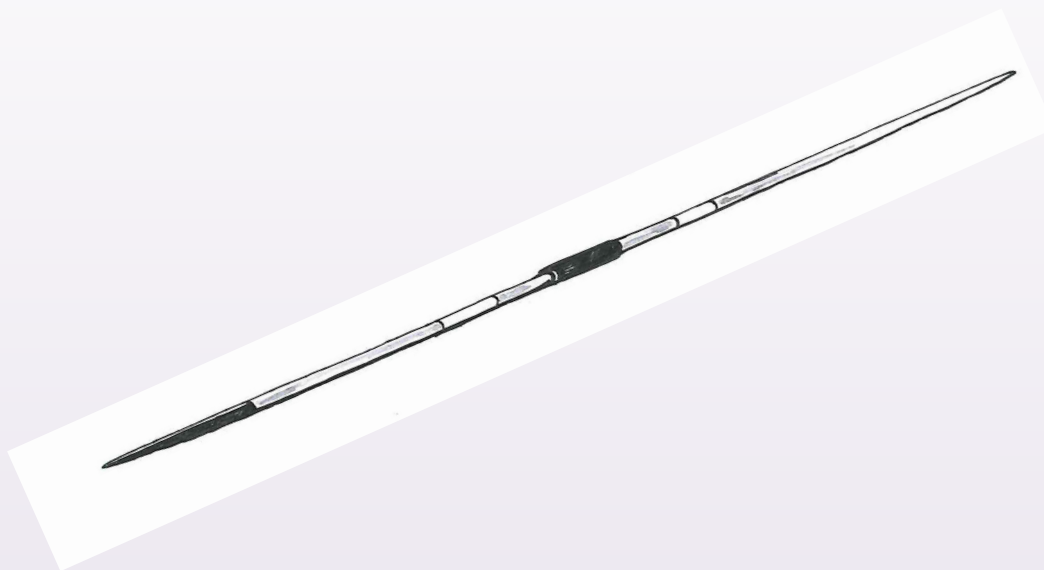
- **Shot put**

In international and collegiate throw, men put a 7 kg shot. High school boys put a 5 kg shot.



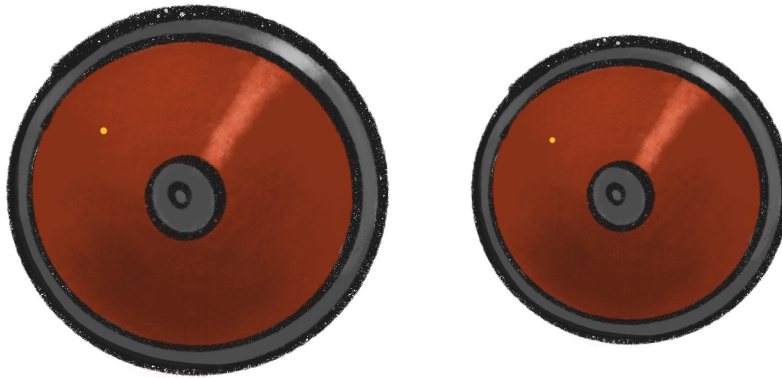
- **Javelin**

The javelin measures between 2.6 and 2.7 m in length and 800 g in weight for men, and women throw a javelin between 2.2 and 2.3 m in length and 600 g in weight.



- **Discuss**

Minimum discus weights are 2kg (22cm of diameter) for men and 1kg (18cm) for women.



- Whistle is used while giving signs or instructions, ropes and cones are used while doing warm up activities.

Aside from the listed above materials, skipping ropes, gymnastic sticks may be used during doing physical education.

- **Skipping rope (3m long):** these ropes can be used for volleyball, to mark a line, for gymnastics, to distinguish two teams for the high jump, long jump.

### **Application activity 2.1**

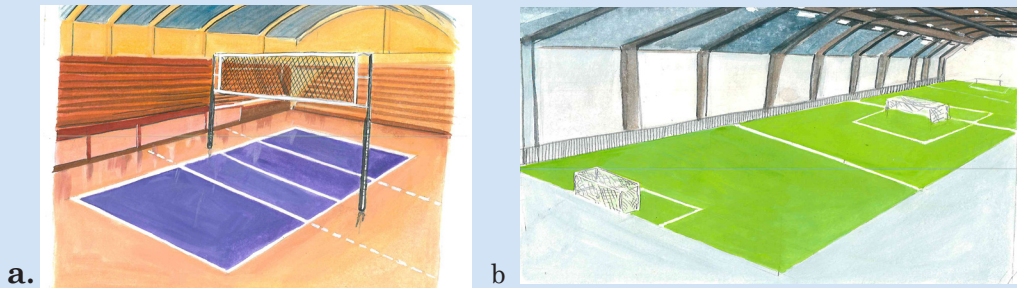
By using available environmental resources make the following materials to be used while learning/teaching process:

- a. High jump
- b. Balls made of banana leaves
- c. Wooden javelin

## 2.2 Outdoor and indoor infrastructure

### Activity 2.2

1. Observe carefully the images



2. Describe infrastructure shown above.
3. Are there other infrastructures? If yes support your answer.
4. What kind of activities to be performed with those infrastructures?
5. Discuss other indoor and outdoor sports infrastructure.

During playing indoor sports we need sports infrastructure like gymnasium. Inside gymnasium, playgrounds should be used in order to play basketball, volleyball, handball, netball. At school the following outdoor infrastructure are necessary in facilitation of doing sports activities:

- A playground for small games;
- A football playground;
- A handball playground,
- Four volleyball playgrounds;
- A pit for long jump;
- A jumping pit (for high jump);
- A track for races (sprints, hurdles, endurance, relay);
- An area for throwing events (ball, discus, javelin, and shot putting).

### Application activity 2.2

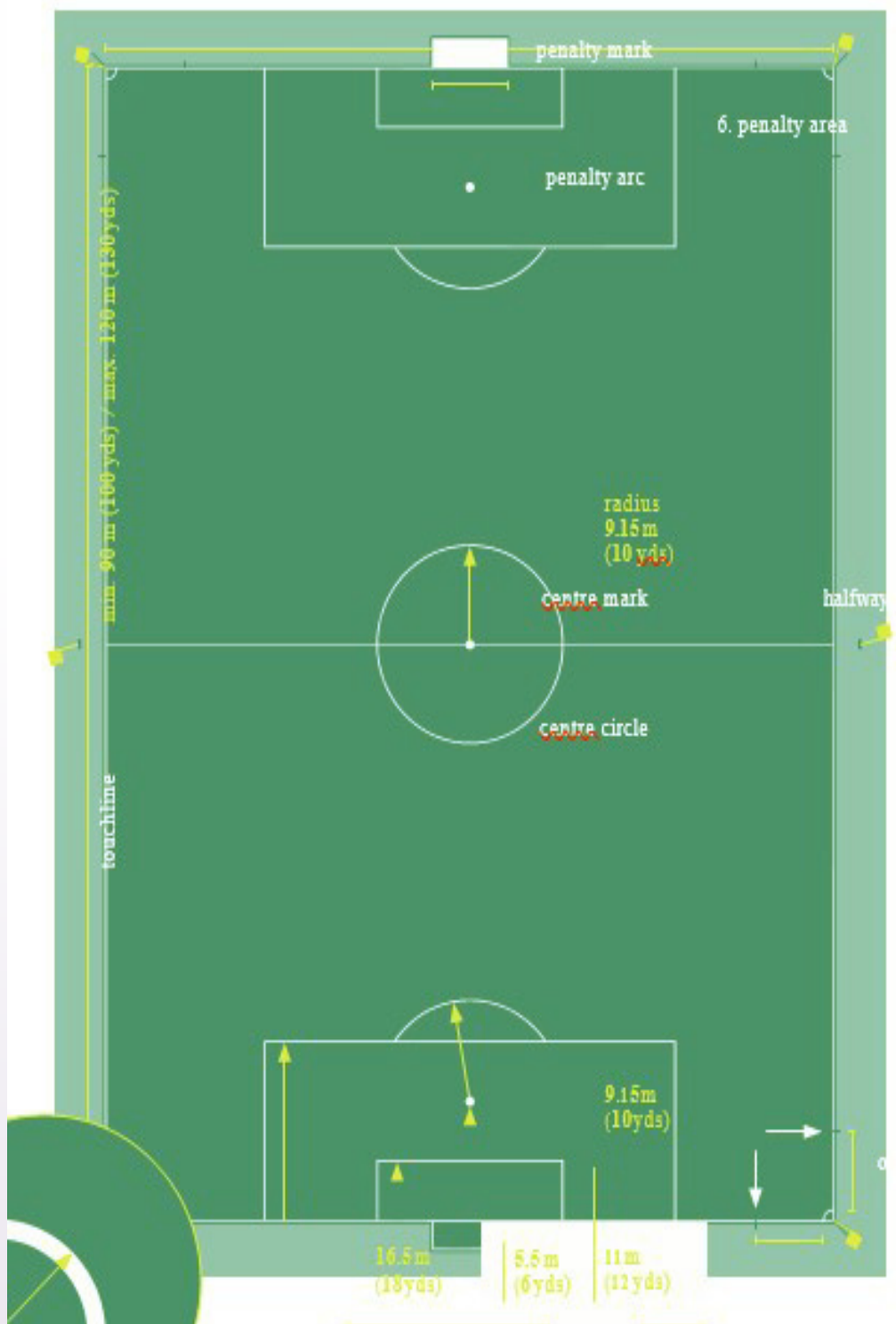
By using drawing tools, draw the following court and area and mention dimensions:

1. Football court
2. Athletics track
3. Volleyball court
4. Basketball court
5. Javelin throw area
6. Triple jump area

Different types of running in athletics include sprints, relays, hurdles, middle distance races 5000m and 10000m are performed by using athletics track. The track consists 400m for one lap. It has different starting lines based on type of race. But it has one finish line.

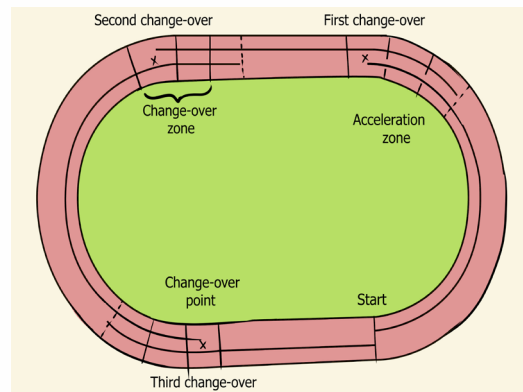
- **Football court**

Football court has a rectangular shape. It has measurements and areas as mentioned below:



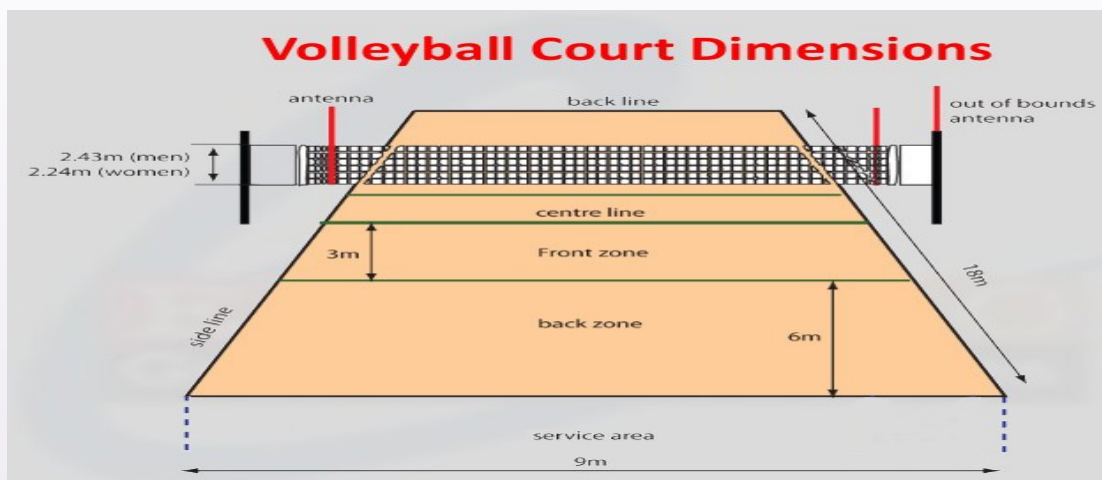
- **Athletics track**

Athletics track has an oval shape. It has 6 up to 8 lanes used while running. One lap consists of 400m the track has one finishing line, but has different starting lines based on different types of races.



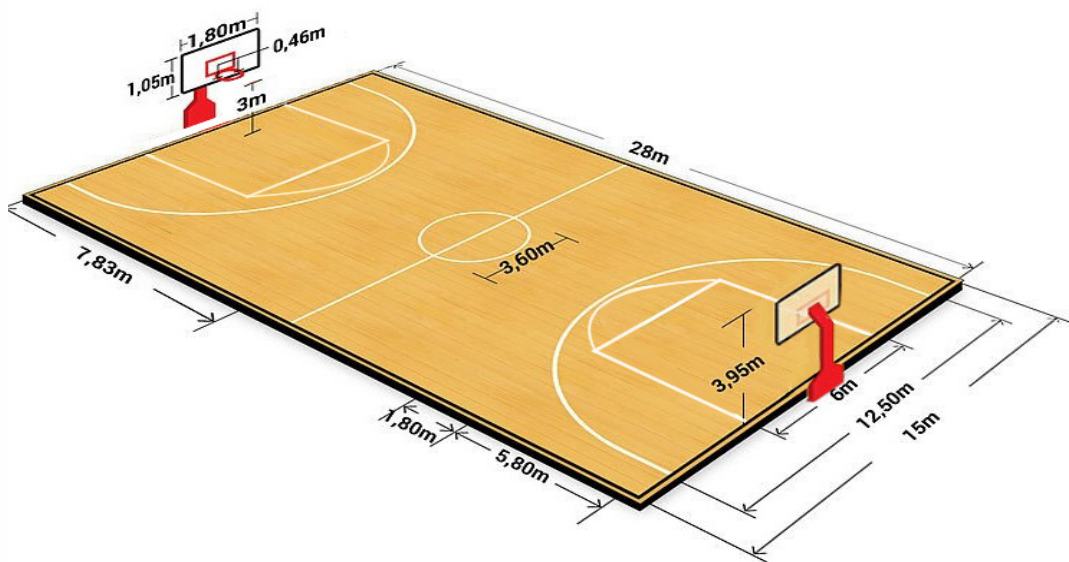
- **Volleyball court**

The play field is relatively small, 18x9 m, however, due to swift rallies high-level of locomotor and psychic abilities are required as mentioned below:



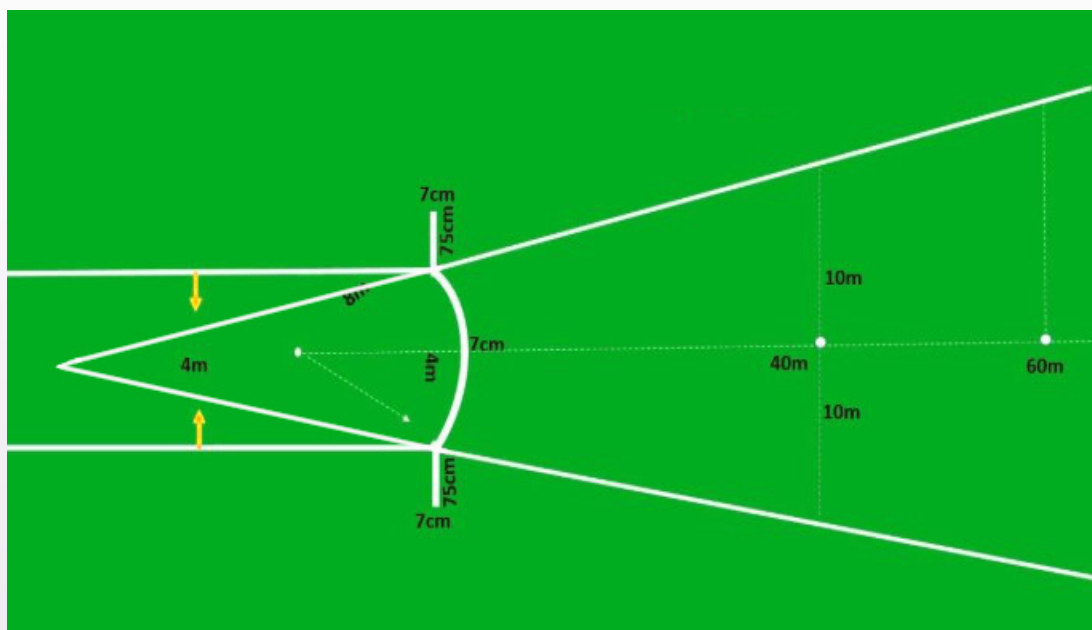
- **Basketball court**

Basketball court has front and back court as mentioned below

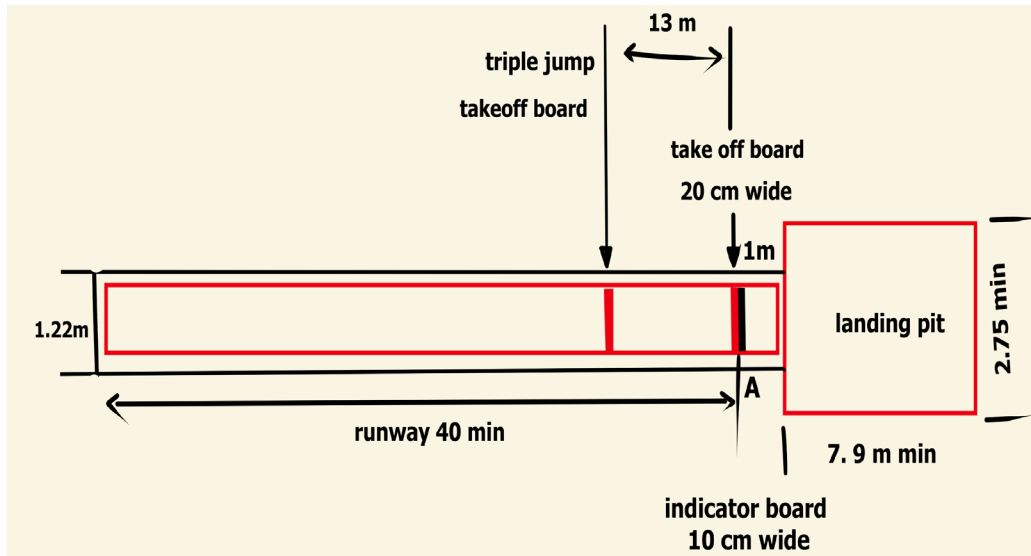


- Facility for javelin throw

Javelin throw area is described as follow:



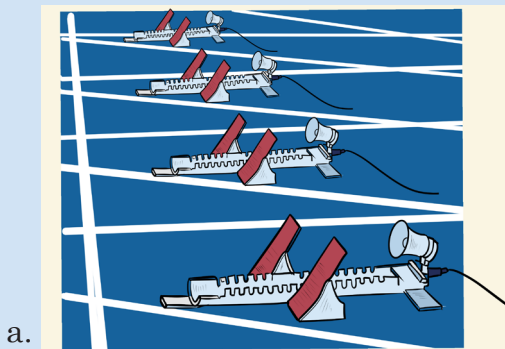
- Facility for triple jump



## 2.3 Technological instructional tools

### Activity 2.3

1. Look at the images below



2. Identify the image a and b.
3. How, where and when those electronic materials could be used in sports event?
4. The use of technology in teaching Physical Education and Sports is needed. If yes support your answer.

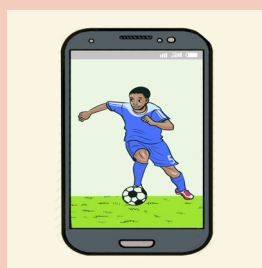


In teaching/learning process of PES, technological tools are necessary to the learners like: ICT tools projector, computer, TV sets, electronic starting block, chronometer and watches.

- TV sets, projectors, computers are used in teaching sports techniques and tactics by watching videos describing how a technique or tactic should be learned or applied.
- Chronometers and watches are used to record time used while performing sports activity such as: running 100m, 200m, 400m, 800m, 1500m, 5000m etc.
- Electronic starting block is used for speed running 100m, 200m, 400m.

### Application activity 2.3

1. Observe the image



a.

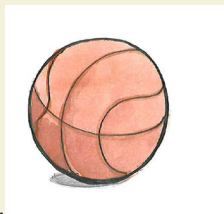


b.

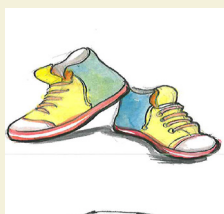
2. Based on the image a and b, describe how those technological tools could be used in physical education and sports.

### 2.4 End unit assessment

1. Classify in technological and non-technological sports materials.



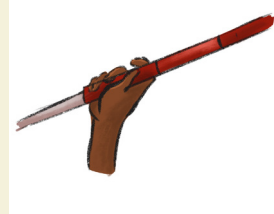
a.



b.



c.



d.

2. Explain the use of the following technological tools in teaching and learning Physical Education and Sports:
  - a. Projector
  - b. Stopwatch
  - c. Computer
  - d. Electronic starting block.
3. If there is a lack of sports materials at school, and a Physical Education and Sports teacher need to deliver the lesson of throwing shot put. Suggest some advice to him/her about how to find sports materials to be used within the lesson deliverance.
4. Discuss how a Physical Education and Sports teacher must have initiative and creativity so as to provide required sports materials.
5. By using available resource around you, make different possible materials to be used during:
  - a. Playing football
  - b. Throwing shot put

## UNIT 3

# General principles of teaching Physical Education and Sports

### Key Unit Competence

By the end of this unit student-teacher will be able to describe general principles of teaching Physical Education and Sports.

### Introductory activity 3

1. Observe the image carefully.



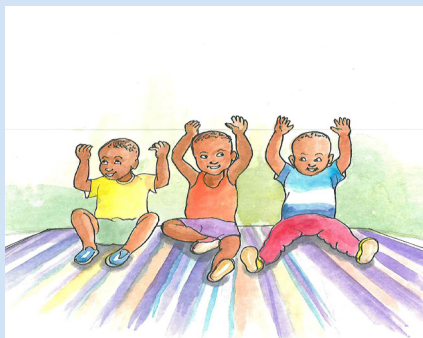
2. What have you noticed about learners who are on extended line?
3. Is it possible for all those learners to do sports exercise at the same pace? If not, justify.
4. What can the teacher do to help learners perform sports exercise individually?
5. What do you predict to learn in this unit?

Physical Education and Sports as subject, it has the principles that respected to teach the learners. These principles are very important in process of preparation of Physical Education and Sports activities and good performance of techniques and tactics of games.

### 3.1 Selection criteria of an activity in Physical Education and Sports

#### Activity 3.1

1. observe the image



a.



b

2. Compare the image **a** and **b** based on the size of people. What about the age of people who are in those two images?
3. What are criteria to choose Physical Education and Sports activities for **a** class and **b**?
4. Does the picture **b** above shows a technique or tactic? Why ? contrast technique from tactic concepts in Physical Education and Sports.

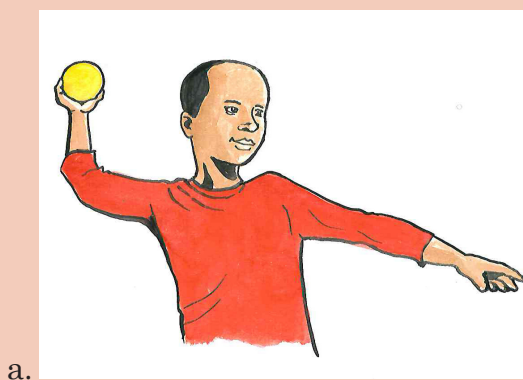
When a Physical Education and Sports teacher need to prepare and teach the lesson, she/he should think about a lot of things. One of them is about criteria of activities which will be used in teaching and learning process. Those criteria should base on several aspects. Some of those aspects are listed below:

- Learners' ability by modification of activities to be performed to fit to the ability levels of each individual ability.
- A good teaching technique which will help all learners to be active in sports activities.
- Observation of environment and see how to fit with physical activity to be performed by learners.

- Age of learners is another criterion to base on while choosing an activity in Physical Education and Sports.
- Young children, youth should not perform the same activities during Physical Education and Sports activities.
- Resources available will give opportunity to the Physical Education and Sports teacher to choose the activity to be used in sports.
- Dosage and duration: number of frequency and time to be used in physical education and sports, is another criterion to base on while choosing an activity to do in Physical Education and Sports.

### Application activity: 3.1

1. Observe the images carefully

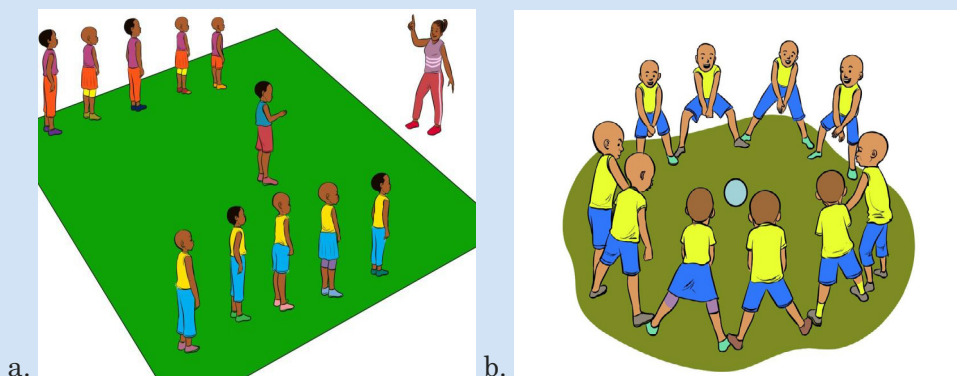


2. Are those people who are in image **a** and **b** have the same age?
3. What are sports activity they are doing from image **a** and **b**?
4. Assume you are going to help them in learning this activity, shall you use the same exercise for both image **a** and **b**? Support your answer.
5. Compare the way shot put is being held in the image **a** and **b**.

## 3.2 Conducting Physical Education and Sports

### Activity 3.2

1. Observe the images carefully



2. Identify/ analyze how learners are disposed during performance of sports activities in the image a and b.
3. Give other possible dispositions to be used in teaching physical education and sport.
4. Brainstorm any five guidelines you can follow to teach lesson of physical education.

Before conducting a lesson, you must think on different aspects. Those aspects help you to conduct your Physical Education and Sports lesson in a well manner. Those aspects are as follow.

#### • Choice for disposition

For disposition of learners during PES lesson, a teacher may use different formation teaching. Those dispositions should be taken based on various aspect: number of learners, type of exercise to perform, position of the sun light etc. formation helps a teacher to:

- Avail enough place for each learner for free movement,
- Facilitate team circulation,
- Maintain discipline of learners,
- Help a teacher to think how to set exercise.

It is a question of learners' disposition on the ground and setting teaching aids according to the exercise to be done and taking into consideration its eventual evolution and dosage.

- **Statement of the exercise**

It is oral and global explanation of the exercise to be done. It has to be simple, precise and short with clear indications. The simplicity of the statement of the exercise makes its value, while a long explanation bores and makes learners tired, especially the younger ones who need practical demonstration than theoretical explanation.

- **Demonstration**

A good demonstration is worth all explanations. The demonstration must be correct in its form and its rhythm. It should be done with a complete amplitude without evading any movement. Whenever the teacher cannot give a demonstration, he can use the most able learner in the entire or part of the demonstration, regarding its difficulty.

- **Pedagogical progression**

The teacher should always obey major principles of starting from simple to complex, from easy to difficult, from known to unknown.

- **Commandments**

The commandment of the exercise must be:

- Precise, right and rhythmic.
- Tonic, brief and relevant to the exercise.

There are three types of commandments

- a. Departure commandment which is subdivided into two sub-commandments: preparatory starting the action.

e.g.: Attention.....go

Rea.... dy..... go

- b. Execution commandment: it can be manual, resonant or verbal but should start with the rhythm of exercise. The commandment is very necessary to mark strong and weak times.

E.g: Strong.....est

In-si.....st

- c. End of action commandment also in preparatory and end of action sub commandments.

e.g: Attention.....stop

One.....and two

- **Repetitions of an exercise**

Depending on difficulties of the exercise, learners need a number of repetitions and corrections so as to be able to achieve it currently and be able to improve.

The number of repetitions or dosage of exercise will be included in the development of exercise and will depend on the difficulty of the exercise, learner's strength and their success.

- **Corrections where is necessary.**

Objectives of those corrections are to improve the level of learners. Mistakes are corrected first by general remarks, then individually. During individual corrections, it is important to avoid leaving learners in tiring or inactive positions. If after corrections, pupils are still not able to execute correctly given exercises, there should be a stop and rectify or look for educative exercises before starting another one.

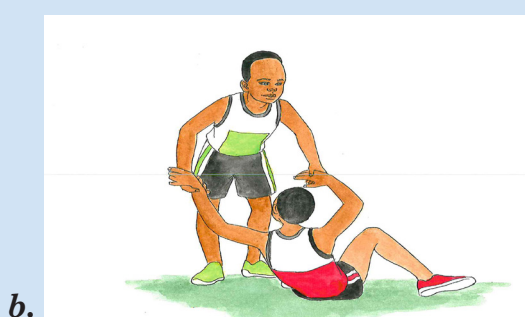
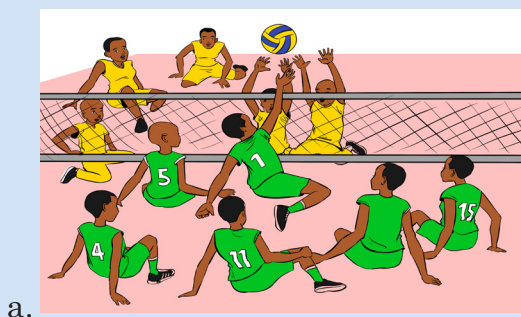
### **Application activity 3.2**

1. a. Choose one teaching disposition used in teachig PES.  
b. Discus on the importance of choosing that disposition.
2. Draw any four disposition used in teaching physical education lesson.
3. Discuss the importance of making corrections during conducting a PES lesson.

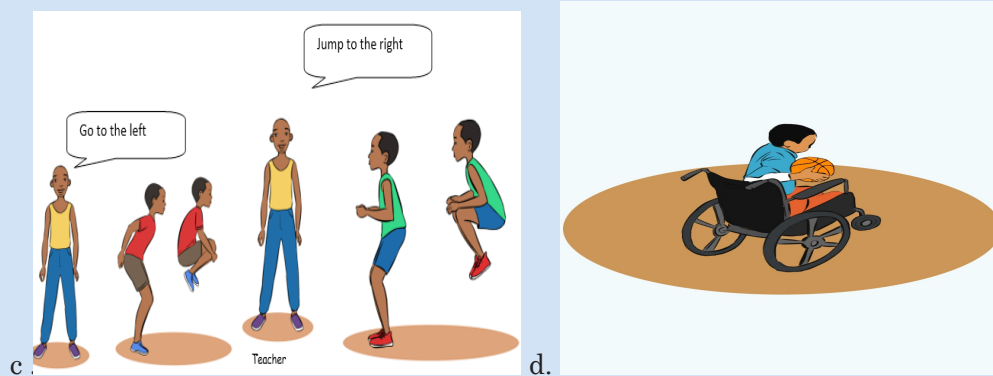
## **3.3 Principles of teaching Physical Education and Sports**

### **Activity 3.3**

1. Observe the images carefully







2. After observation, describe principles of Physical Education and Sports which are related to the images from a to d.

In the process of teaching and learning of physical education and sports, some methodological principles should be respected. Those principles are listed below.

- **Holistic principle**

Well-planned game and sport programmes must contribute to child global development: physical, mental and socio-affective development.

- **Principle of adaptation to the age and to the stage of child development**

Age of learners must be taken into consideration while making choice of recreational and sport activities. Note that success in games constitutes a source of motivation for children. Those who do not succeed can be frustrated and lose self-confidence. For more stimulation, it is necessary to propose new tasks and new activities because if games are too easy, children will be less interested.

- **Principle of inclusion (integration of all children)**

Every child must take advantages from their participation in games and sport programmes without distinction of performance, sex, etc. All forms of discrimination must be avoided. A particular attention has to be paid to children living with handicap; either physical or mental: those children have right to games and sport, be it in a special or ordinary school.

- **Principle of physical and emotional security**

Recreational and sports activities have some risks. Teachers/educators have to adopt strategies to protect children, for instance by watching over

their physical and emotional security.

- **Principle of interdisciplinary**

The PES course is indisputably linked to other disciplines. As it was underlined in the previous point (Importance of teaching Physical Education and Sport), this course provides relaxation, increases self-confidence, builds up concentration, etc., like other necessary elements needed for school success in general. Moreover, teachers regularly resort to games to introduce a course, awake a dormant class or to strengthen knowledge acquired from other subjects (languages, sciences, mathematics...).

- **Principle of participation and fair-play**

All children, even those less performing, must participate in games and not watching. The bottom-line in educational programme and sport is to participate, not to win. Fairplay incorporates the concepts of friendship, respect for others and always playing within the right spirit.

### Application activity 3.3

#### Match principle with its example

Principle	Example
1. Inclusive	a. Use game of counting before jumping
2. Adaptation to the age of the learner	b. Accepting losing the game
3. Emotional security	c. Listen to every child
4. Interdisciplinary	d. Integration of all children in Fair play

### 3.4 End unit assessment

Using two examples of games and techniques, describe how to conduct the process of learning and teaching of Physical Education and Sports in order to be successfully.

## UNIT 4

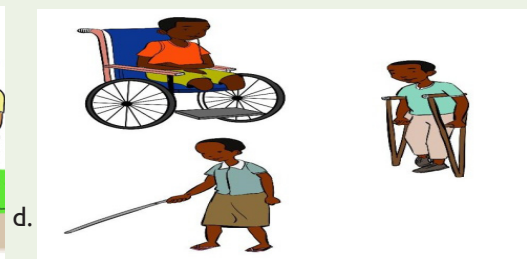
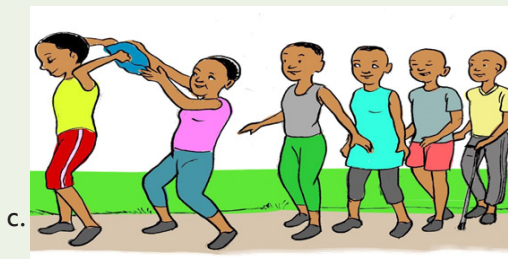
# LESSONS OF PERFORMING PHYSICAL EDUCATION AND SPORTS EXERCISES

### Key unit Competence

By the end of this unit, student-teacher will be able to prepare a lesson related to performing Physical Education and Sports.

### Introductory activity

1. Observe the following images

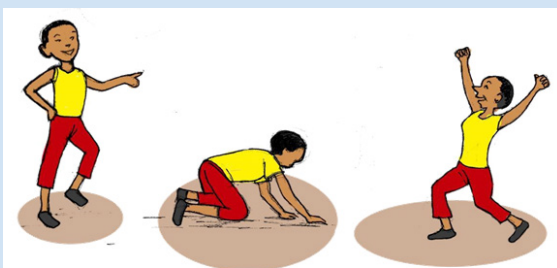


2. Describe images from **a** to **d** based on activity learners are doing.
3. What do you predict to learn in this unit?

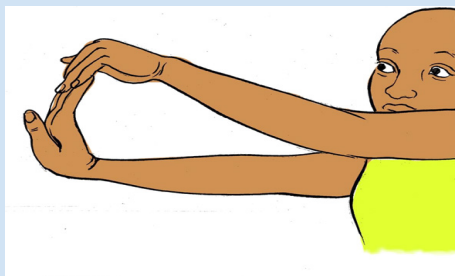
## 4.1 Recall concepts and content related to performing Physical Education and Sports exercises

### Activity 4.1

1. Observe the images carefully



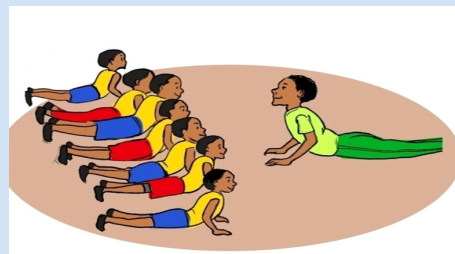
a.



b.



c.



d.



e.



f.

2. Which image is an appropriate example of exercise for:

- c. Warm up
- d. Cool down
- e. Stretching

In primary schools, Physical Education and Sports is learned in both level: Lower level and Upper level. Both Lower level and upper level learn games. Those games should be used during warm up or cool down or in learning a new skill.

### **Warm up games/exercises**

Warm-up is a moderate exercise which makes a child prepared to start intensive physical activities. The role of warm-up exercises is to prepare heart, lungs, muscles and joints for intensive work. They help to concentrate on next activity and reduce risks of being injured. Warm muscles are better absorbers of collision than cold ones.

There are three kinds of warm-up activities:

- **Cardiovascular activity:** This activity arises temperature, speeds heart beating and respiration movements. There is, for example jogging, in place skipping and walking while raising the feet higher.
- **Joints mobilization activity:** It is a motion that unlocks joints which will be strongly needed during physical activities.
- **Stretching exercise activity:** it enhances the circulation of blood towards muscles. It unlocks and warms-up muscles.

Warm-up exercises must:

- **Precede every physical activity:** Always take time to warm yourselves up;
- **Be progressive:** Start slowly and easily: Accelerate rapidity and intensity progressively;
- **Be concentrated on muscles and motions needed in the following activity:** If the planned activity is relay race, concentrate on legs;
- **Be entertaining:** Do various warm-up exercises. Use mostly games instead of standard exercises. Make warm-up exercises a game or tell a story while doing exercises. You will see children reacting with much more liveliness.

### **A cooling down exercise/game**

It is a moderate exercise that takes place immediately after intense physical activity.

It has two parts:

- An easy exercise of the whole body whose intensity decreases gradually. For example, a simple cooling down exercise can start with a jogging, and then slows down to marching;
- A moderate stretching.

Cooling down activities should:

- **Be a convenient:** conclusion of any physical activity; always take time to recover;
- **Be progressive:** it is necessary to slowly reduce the speed and intensity. For example, a good recovery after running should start with a light jogging for 2 minutes, then slow down until it becomes a walk for 2 minutes, and finish by stretching for 5 minutes.
- **Focus on the muscles and movements as required during intense activity:** For example, you can use the same stretching you used for heating to cool down.
- **Be enjoyable:** Change cooling down activities. Often use games instead of standard exercises. Children become more involved if you incorporate an element of play or a story for cooling them down.

## A Stretching exercises

The stretching involves movements that lengthen muscles and make them more elastic.

Stretching exercises:

- **Improve physical performance:** Flexible muscles are more responsive during exercise and physical activity.
- **Reduce the risk of muscles and joints injury:** Elastic muscles are less likely to be torn when they are stretched.
- **Reduce muscle sore:** The stretch itself is a good practice for health. It helps us to keep the full flexibility and motions in joints.

How do we stretch?

**Stretching should:**

- Be a standard part of warming-up and cooling down activities. Always take the time to stretch.
- Be done when muscles are warm. The best time is just after a cardiovascular activity and after intense activity.

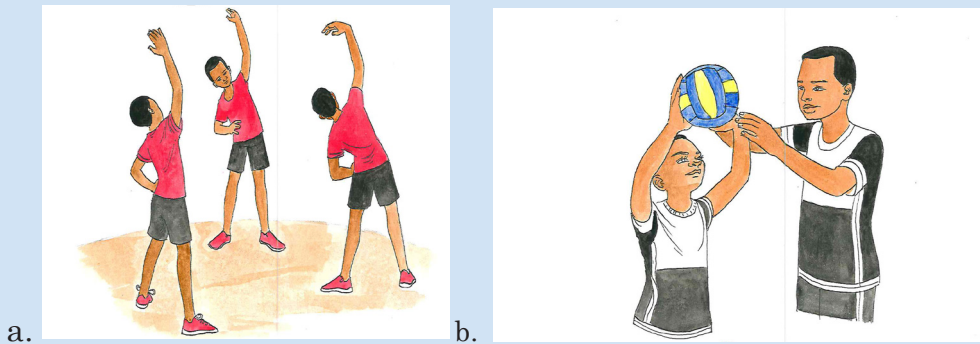
### General instructions for stretching

- Move slowly and gently into each position until you experience a moderate stretching sensation.
- Hold the stretch position for 12-20 seconds without bouncing.
- Repeat the stretch.
- Reverse right-left instructions to reach both sides.

## 4.2 Personal qualities of a Physical Education and Sports teacher

### Activity 4.2

1. Observe the images.



2. Describe image **a** and **b** based on the activity people are performing in the image.
3. Observe the person in the center who are in the image **a**. what she is doing based on the whole image description?
4. Which activity the person who does not have the ball in the image **b** is doing?

Teaching Physical Education and Sports lesson depend on several things. One of them is about the qualities a Physical Education and Sports teacher should possess. Some of them are as follow:

- Teacher should have enough knowledge in child psychology in order to correctly handle different learners' behaviours, make a proper judgement for a given arguments and analyse arguments to be advanced.
- Teacher should command without brutalizing. He should have a corrective attitude and instil group discipline which brings mutual respect, calm and productivity.



- Teacher should always be available to help his learners.
- A teacher should have a clear vocal tone which brings vivacity, dynamism, availability and mobility. He should be listened to and should listen as well.
- A teacher should have coherent gestures with no confusion.
- A teacher should have a peripheral field of vision to see and be seen by all learners.
- A teacher should be a good referee and be precise in his orders by adapting his teaching to learner's reactions and abilities.
- A teacher should be able to create a relaxing and joyous atmosphere during sports and physical sports lesson.
- He should give a chance to all learners to participate so that they may find interests, stimulation and enthusiasm.
- A teacher should be smart (clear clothes, wearing sportswear and sports).
- The teacher should also take care of defining activity area by limiting where activity will be performed and planning how to distribute and collect of sports equipment.

### **Application activity 4.2**

In a class of P4 there are 40 learners. 3 of them have physical disability (they have one arm only). A physical education teacher is going to teach passing in volleyball. Discuss how a teacher should conduct physical exercise whereas all learners will participate actively in that lesson.

## **4.3 Preparation of a Physical Education and Sports lesson**

### **Activity 4.3**

A PES teacher wants to prepare the lesson which is related to "Safe play using basic rules in football game".

1. Choose one of the following competences which will be addressed.
  - a. Fabricate balls in local materials
  - b. Demonstrate the importance of football in society
  - c. Playing in team



2. In which step of physical education and sports lesson plan competence chosen above will be developed? Describe how that competence will be developed.

Through planning and presentation of a Physical Education and Sports lesson the teacher has to know how students may increase their knowledge, skills, values and attitudes. This should be done through lesson preparation of a Physical Education and Sports lesson. A good preparation of lesson is a good tool indispensable and inescapable for teachers.

It is presented in three forms:

- **Theoretical or mental preparation**

It consists of holding the major idea of the lesson and predict eventual difficulties (number of learners, playground, teaching aids, teaching placement). In order to achieve lesson objectives, proposed exercises (educative) have to be organized according to pedagogical progression and coherence during the different stages of a lesson.

- **Written preparation**

The subject should be written in preparation exercise book or on a preparation sheet.

- **Practical preparation**

This is the time in which a physical education and sports teacher deliver the lesson during practical session.

### **Steps of Physical Education and Sports lesson plan**

- ♦ **Introduction:**

- Open discussion.
- Warm-up (general warm up and specific warm up).

- ♦ **Lesson development:**

- new skill (Technique, tactic or ngame situation)

- ♦ **Conclusion:**

- Cool down
- Final discussion using RCA Approach (Reflect Connect and Apply)
- Opening discussions

**Opening discussion (readiness), is the period in which a teacher may conduct the following activities:**

- Checking of children's status, clothes, materials and playground.
- Observe whether learners are ready to begin the activity.
- The teacher asks introductory questions which arouse motivation and curiosity of children and prepare them to learn.
- **Warm-up exercise(preparedness)**

Warm-up is a moderate exercise which makes a child prepared to start intensive physical activities.

The role of warm-up exercises is to prepare heart, lungs, muscles and joints for intensive work. They help to concentrate on next activity and reduce risks of being injured. Warm muscles are better absorbers of collision than cold ones. Warm up should be done with balls / implement in order to help athletes to be familiar with it or review the previous learned skill.

- **Body of the lesson (lesson development)**

It is the main part of the session. It is the period of enforcing the exercises or activities themselves, in order to achieve objectives of the course. It covers more than half of the time reserved for the whole session.

- **conclusion**

Apart from being relaxing exercises, this stage also consists of collecting materials and closing discussion or moral talks.

### **Cooling down activities and collection of materials**

At this stage, cooling down activities are proposed: slow and soothing exercises which help the body get its normal rhythm.

### **Regarding closing discussion**

This stage follows a series of "Reflection-Connection-Application" processes. It is based on the cycle of learning through experiment, related to active pedagogy, centered on the learner.

This closing discussion enables the learner to put links between realised activities and his/her future or present life. Teachers make learners **think** about what they have learnt, **establish connection** between what they have gained and what they knew before and **apply** it in their daily life.

### **Collection of materials**

Children in charge collect materials and bring them back to the teacher.

## A sample of a lesson plan

School Name: .....Teacher's name: .....

Term	Date	Subject	Class	Unit N°	Lesson N°	Duration	Class size
2	5th June 2019	Physical Education and Sports	P4	2	1 of 2	40 min	43
Type of Special Educational Needs and number of learners			Two learners missing one arm				
Unit title			Body control and Balance.				
Key Unit Competence:			Perform a range of simple actions and movements with consistency, fluidity, clarity and cooperation with others.				
Title of the lesson			Exercises and games, which develop cognitive, social and emotional control.				
Instructional objective			Using different games learners should be able to develop intelligence, cooperation, social respect, emotional control, patience and happiness.				
Plan for this Class (location: in / outside)			Safe playground				
Learning Materials (for all learners)			Playground, Armband, beanbag (rolled up sock), a rug, towel or grass.				
References			MINISTRY OF EDUCATION. 1998. National curriculum development centre. Physical and sports training Program in ordinary level Kigali. Right to play,(2007),Red ball learner games-leader English				

Timing for each step	Description of teaching and learning activity		Competences and cross cutting issues to be addressed
	The lesson is taught using four games and these will help learners to develop intelligence, cooperation, social respect, emotional control, patience and happiness.		
	<b>Teacher activities</b>	<b>Learner activities</b>	
<b>Opening discussion:</b> 2min	<ul style="list-style-type: none"><li>- Ask learners to make semi-circle.</li><li>- Check sports uniform;</li><li>- Set simple ground rules with learners to create a safe atmosphere;</li><li>- Ask questions to the learners for introductory activity:</li><li>- What are games do you prefer to play</li><li>- What is the importance playing games?</li></ul> <p>Use the game follow my hand for warming up learners and help them to follow instructions</p>	<ul style="list-style-type: none"><li>- Respond to teacher's request</li><li>- Participate in setting ground rules</li><li>- Respond to the teacher's questions</li><li>- Answers:</li><li>- I like to play stick game, cat and rat game and Simon says game.</li><li>- It helps problem-solving skills and us to create friendship, to work as a team, think critically.</li></ul>	<b>Communication:</b> is developed through responding to questions asked by the teacher or asking questions to the teacher
<b>Warm up:</b> 5min			

<b>Stretching:</b> 2min	<ul style="list-style-type: none"> <li>- Help learners for flexibility exercises</li> </ul>	<ul style="list-style-type: none"> <li>- Learners play the game 'Balance tag' for warming- up their body.</li> <li>Perform flexibility exercises</li> </ul>	<b>Inclusive education:</b> Is addressed through adapting the lesson to the learner with physical impairment to use his/her able body parts.
<b>Development of the lesson:</b> 25 min	<ul style="list-style-type: none"> <li>- Explain to the learners that the lesson will be taught through two games: Frozen tag and frozen bean bag game.</li> <li>- Show learners playing area boundaries.</li> <li>- Let learners play and provide the necessary support.</li> <li>- Check if learners have a willing of helping each, socializing, and work as team and if they are controlling their emotions during the game.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to teacher's explanations and ask related questions</li> <li>- Play as well as following rules of the game.</li> <li>- Play the game, request support from the teacher where they need.</li> <li>- Help each other in order to be socialized and finish task given by the teacher.</li> </ul>	<p><b>Gender:</b> Engage both girls and boys in the lesson and help them to exploit their full potentials.</p> <p><b>Cooperation:</b> Is developed through playing together and help each other to pick up the dropped beanbag and put it on the head of the learner who dropped it.</p> <p><b>Peace and values education:</b> Is developed through following instruction and encouraging teamwork spirit, mutual help, and respect of opinions of colleagues.</p>

<p><b>Cool down:</b> 3 min</p> <p><b>Final discussion:</b> 3min</p>	<p>Use the game 'Lazy day rest game' to help learners feel relaxed</p> <p><b>Ask questions</b></p> <p><b>Reflect</b></p> <ul style="list-style-type: none"> <li>- Which game that was easy to play?</li> </ul> <p><b>Connect</b></p> <ul style="list-style-type: none"> <li>- How the frozen game is helpful?</li> </ul> <p><b>Apply</b></p> <ul style="list-style-type: none"> <li>- What are going to do to improve your cognitive, social and emotional control?</li> </ul>	<p>Play the game for relaxation</p> <p><b>Answers :</b></p> <ul style="list-style-type: none"> <li>- Frozen beanbag</li> </ul> <p><b>Answers :</b></p> <ul style="list-style-type: none"> <li>- The frozen game is helpful because it was helping us to be happy, to think critically, to work together and create friendship with my colleagues.</li> </ul> <p><b>Answers</b></p> <ul style="list-style-type: none"> <li>- Just continue playing together with my friends, helping each other</li> </ul>	<p><b>Communication:</b> Is developed through answering questions verbally.</p> <p><b>Environment and sustainability:</b> Is developed through respecting playing environment and removing all used materials</p>
<b>Teacher self-evaluation</b>	Teacher evaluates the achievement of objective after delivering the lesson.		

Through planning of a Physical Education and Sports lesson, competencies and cross cutting issues are developed with different steps of lesson preparation.

S/N	Generic competences	Examples of activities that generate generic competences
1	<b>Critical thinking</b>	Demonstrate the importance of sport to the society.
2	<b>Research and problem solving</b>	Fabricate sports materials from local materials.
3	<b>Creativity and innovation</b>	Develop techniques and tactics to apply during a game situation.
4	<b>Communication</b>	Organize and present in writing and verbally a complete and clear report on a training session or a match for a given sport.
5	<b>Cooperation, personal and interpersonal management and life skills</b>	Playing in small groups/teams.
6	<b>Lifelong learning</b>	Reading sports journals, listening to sports news and following different games on TV or on playgrounds/stadium

S/N	Cross cutting issues	Examples on how to integrate the cross-cutting issue
1	<b>Inclusive education</b>	Allow a learner with physical disability (using wheel chair) to be a referee, a coach, an assistant, a judge or / and participate in sports activities with normal learners it.
2	<b>Gender education</b>	In teaching and learning process the teacher must provide exercises that engage both girls and boys and help them to exploit their full potentials.
3	<b>Peace and value education</b>	Tolerance, patience, cooperation, teamwork, respect of rules and creation of more peaceful game situation.
4	<b>Standardization culture</b>	There standards for throwing materials: javelin for teens, javelin for females.
5	<b>Environment and sustainability</b>	Learners avoid throwing away used materials before, during and after exercises, they should clean ground before leaving.
6	<b>Genocide studies</b>	Genocide memorial tournaments.

7	<b>Comprehensive sexuality education</b>	Avoiding sexual harassment, any kind of gender based violence like sexual abuse and physical contacts oriented to the sexuality intention .
8	<b>Financial education</b>	Making Physical Education and Sports resources by using local materials.

### 4.3.2 Assessment of Physical Education and Sports lesson.

#### Activity 4.3.2

##### Read the passage and answer questions asked

Mary is a Physical Education teacher at primary school in P6. While she is teaching some of learners' present difficulties about performing exercises. Discuss strategies Mary will use in order to detect and solve the problems presented by those learners with difficulties.

In general, during sessions of Physical Education and Sports, holistic development of children should be evaluated on various levels. Thus, the teacher must evaluate capacities such as:

- **Mental capacity:** level of concentration, memory, capacity of anticipation, problem solving
- **Technical competences (physical):** to throw the ball, to catch it, to pass it to others etc.
- **Strong emotional points:** such as self-confidence and feeling secure.
- **Social competences:** such as cooperation and solidarity.
- **Attitudes and values:** such as optimism, confidence, respect and impartiality.

More particularly, the teacher will evaluate how well student are acquiring the key knowledge from games, sports techniques and tactics in which they participated. It will probably be necessary to observe and evaluate other targeted learning by answering to questions such as:

- **Are children improving their competences from the games?**
- **Did they understand the ideas discussed?**
- **Are they able to make connection between what they have learnt and what they meet in daily life within their families or with their friends?**

Observing and attentively listening to children help the teacher know whether or not they have understood. Children, teacher and the school benefit from the evaluation.



#### 4.4 End unit assessment

1. When teaching a lesson of physical education and sports, there are steps to be respected. Emphasize importance of each one.
2. You want to teach your learners passing in handball. How would you proceed?
3. How would you proceed to teach your learners passing as one of techniques in handball?
4. Prepare a lesson plan of Physical Education and Sports to be taught in P6 (choose one topic from syllabus).

## UNIT 5

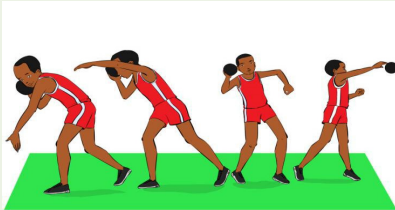
## LESSONS OF SPECIFIC SPORTS

### Key Unit Competence

By the end of this unit student-teacher will be able to prepare a practical lesson of specific sports: Gymnastics, athletics, football, volleyball, basketball and handball.

### Introductory activity

1. Observe the following images



a.



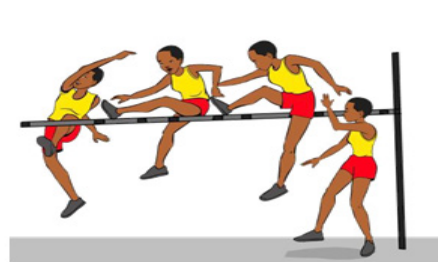
b.



c.



d.



e.



f.

2. State physical activities performed from a to f
3. Are there other physical activities to be performed? If yes list them.
4. What do you predict to learn in this unit?

Physical education is a lesson taught in schools that focus on developing physical fitness and the ability to perform and enjoy the day to day physical activities

Sport is an activity involving physical exertion and skill in which an individual or team competes against another or others for entertainment or for winning.

## **KINDS OF SPORTS**

Individual sports:

- Athletics including: Racing, throws and jumps
- Gymnastics etc.

### **Collective sports**

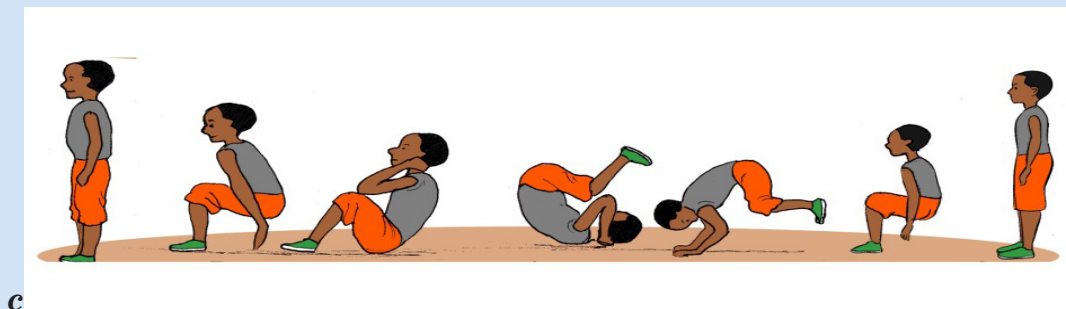
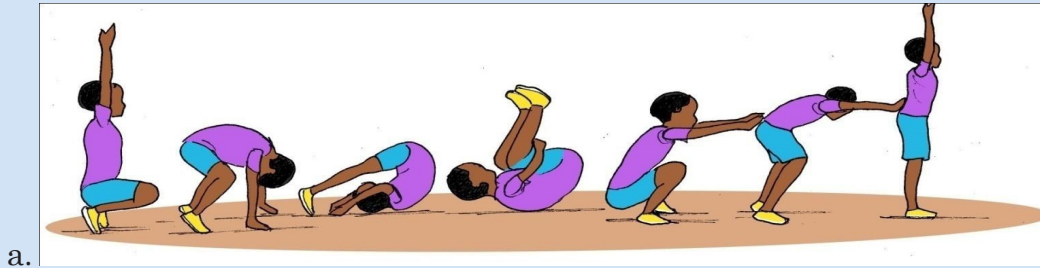
- Football
- Basketball
- Handball
- Volleyball
- Netball
- Goalball (for disabled people)
- Sitting volleyball (for disabled people) etc.

In this unit we shall see only: Athletics, gymnastics, football game, basketball game, handball and volleyball as there are supposed to be learned in Primary schools.

## 5.1 Gymnastics

### Activity 5.1

1. Observe the images carefully



2. Describe type of activities children are performing from a to c
3. In your views do you think there are other similar activities like those mentioned above? If yes give and explain them.
4. Where those activities could be performed?

Gymnastics is a sport involving the performance of exercises requiring physical strength, flexibility, agility, coordination and balance.

### **Types of gymnastics**

There are two main types of gymnastics to be performed namely:

#### **Ground gymnastics (Acrobatics gymnastics)**

Those are different gymnastics exercises to be performed on the ground or in air and ground without apparatus (gymnastics equipment).

We can find exercises such as:

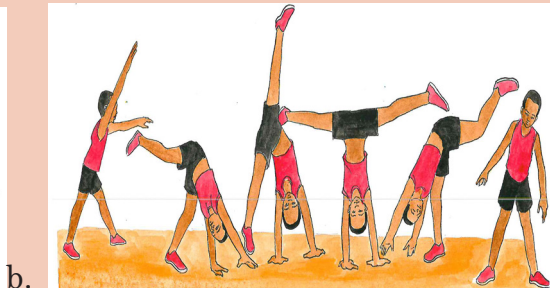
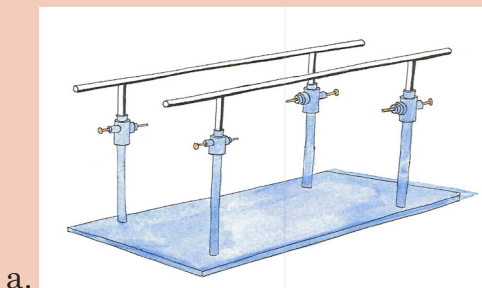
- Forward rolls,
- Backward roll,
- Hand stand,
- Head stand,
- Crouch balance,
- Balance walk on the bench,
- Cartwheel exercises etc.

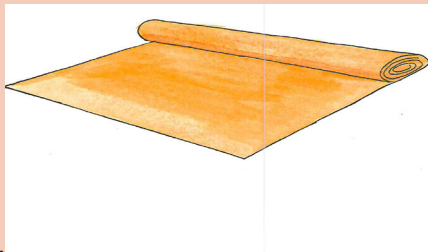
#### **Apparatus gymnastics**

Those are different gymnastics exercises to be performed by using gymnastics equipment such as: Trampoline, plinth, parallel bars, high bar, still rings etc.

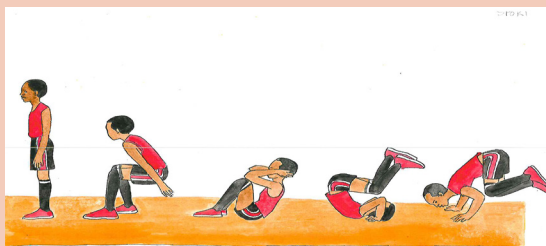
### **Application activity 5.1**

1. Observe the images carefully





c.



d.

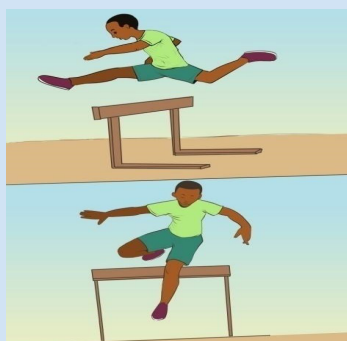
2. Match the image above with its corresponding meaning below

- i. Mat used in gymnastics
  - ii. Back roll exercise
  - iii. Cartwheel exercise
  - iv. Gymnastics bar.
3. Choose one of the techniques mentioned above and prepare a lesson related to the technique chosen

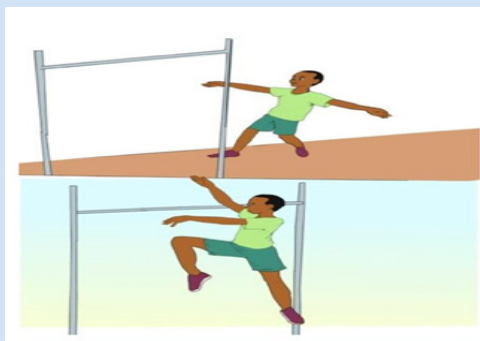
## 5.2 ATHLETICS

### Activity 5.2

1. Observe the image



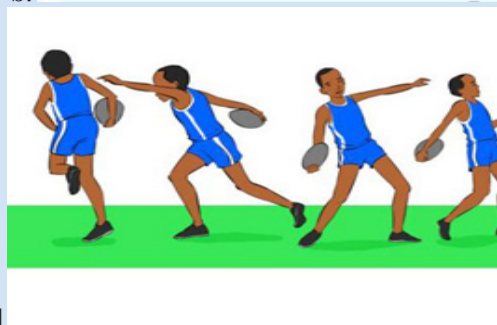
a.



b.



c.



d.

2. Describe type of activities children are performing from A to D
3. In your views do you think there are other similar activities like those mentioned above? If yes give and explain them.
4. Where those activities could be performed?

**Athletics** is a collection of sporting events that involves competitive running, jumping and throwing. Athletics activities offer great importance to the learners. The range variety of the individual exercises means that individuals with different physiques and mental ability can take part.

Stage of teaching and learning athletics activities:

### **The beginning stage**

This is the time for exploratory phase where the athlete is attempting to learn the correct sequence of movements of all the basic skills. E.g: running, throwing and jumping. A number of errors may be made and athletes will need feedback to recognise and correct these errors.

### **Intermediate stage.**

In this stage, the basics skills will be performed more consistently and fluently and an athlete may now begin to specialise in certain areas.

### **Advanced stage**

- All the basic skills are automatic and an athlete may tend to specialise in a specific event for.

### **Teaching and learning process for, racing, throws and jumps**

Step 1: Familiarization

Step 2. Initiation

Step 3: Improvement

- **Short distance races(100m,200m,400m relay race, hurdle race)**

#### **♦ Start phase:**

The start for short distance races is in function of three commands

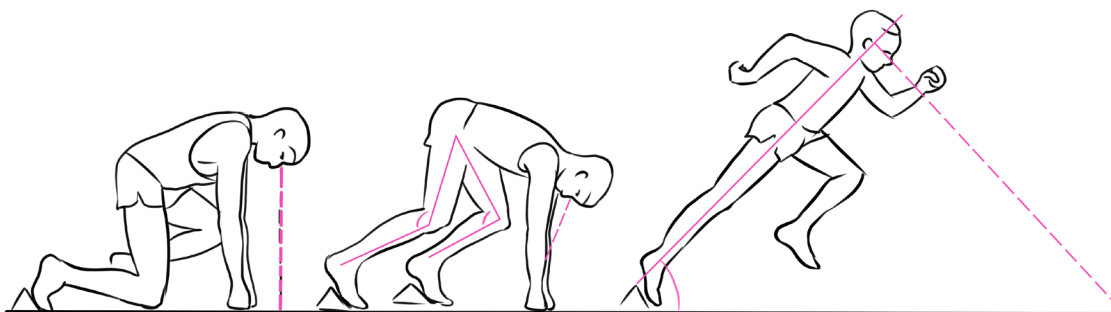


Figure: on your mark

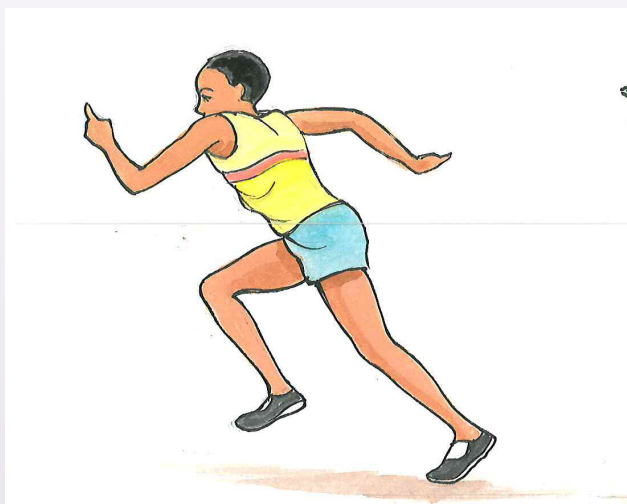
Figure: set

Figure: go



#### ♦ Acceleration phase

The horizontal drive should be maintained for 15 m after the gun after which the athlete gradually comes into upright positions





### ♦ Finish phase



A deep finish that involves the chest forward and well-timed is electronic.

- **Middle distance races(800m,1500m,3000m)**
- **Long distance races(5000m, 10000m, half marathon and full marathon)**

### ♦ Start phase

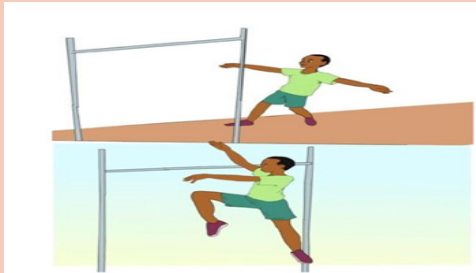
The race start is curved line with runner having only two start commands (on your marks and go)

### ♦ Technique

Technique in distance running is highly individualized and no two athletes employ the same pattern.

## Application activity 5.2

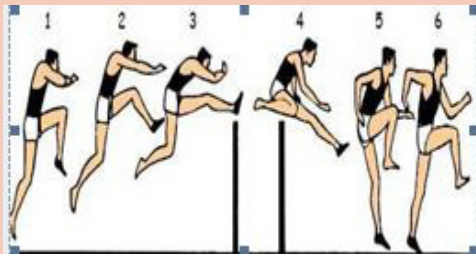
1. .Observe the image



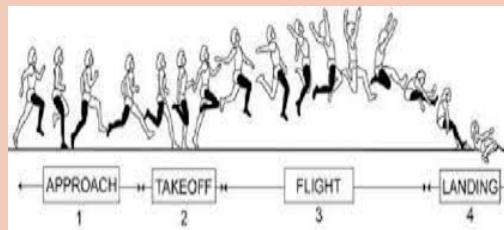
a.



b.



c.



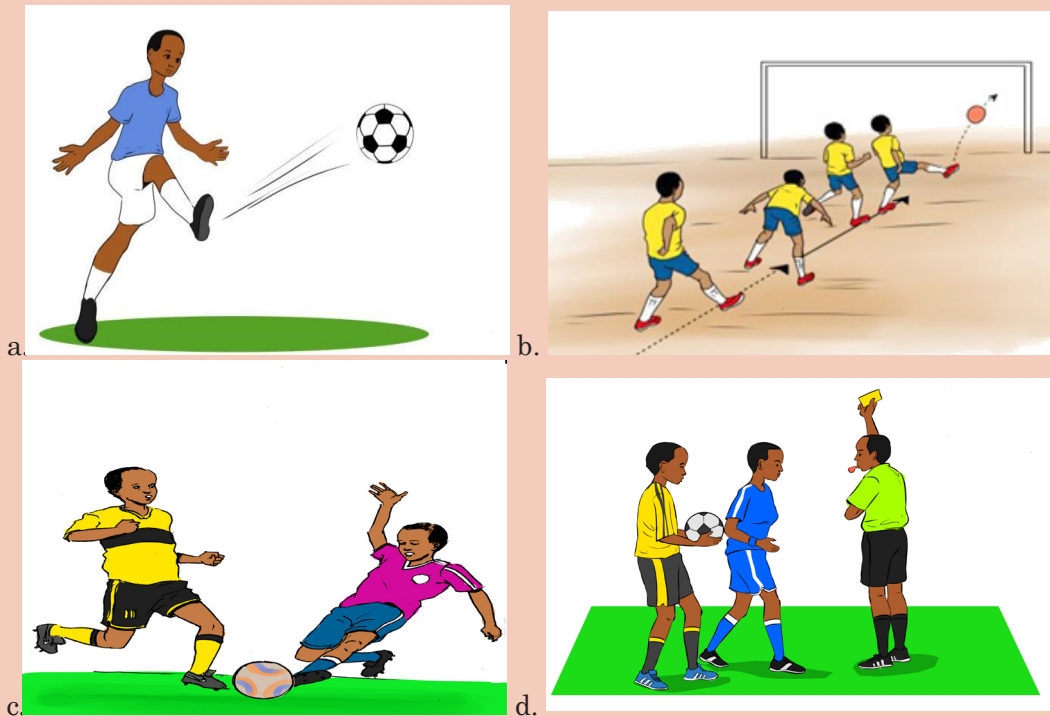
d.

2. Choose an image which is describing the following athletics techniques:
  - a. Long jump
  - b. Sprinting
  - c. High jump
  - d. Hurdles
3. Choose one technique or tactics mentioned above and prepare a lesson related to the technique or tactics chosen.

## 5.3 Football

### Activity 5.3

1. .Observe the image



2. Describe type of activities children are performing from **a** to **d**
3. In your views do you think there are other similar activities like those mentioned above? If yes give and explain them.
4. Where those activities could be performed?

Nowadays football is pursued both on amateur and professional level all over the world. Playing football involves the use of techniques and tactics.

#### Technical elements without the ball

- Running without the ball for unmarking.
- Direction changes in order to feint or intercept the ball.
- Jumping with the purpose of kicking the ball by using head.
- Landing on the ground after jumping.
- Basic position and positioning of the goalkeeper in the goal.

### **Technical elements with the ball**

- Kicking the ball through passing (long pass and short pass).
- Trapping the ball by using feet, thigh or chest.
  - Running with the ball.
  - Dribbling to eliminate the opponent.
  - Tackling.
  - Heading.
  - Throwing the ball.
  - Activity of the goalkeeper in offence and defense.

Aside from those techniques, tactical elements should be applied and performed in football such as:

#### **♦ Main individual tactics for attacking**

Play the ball immediately, don't let your team-mates lose their markers for nothing. Lose your marker immediately after passing the ball.

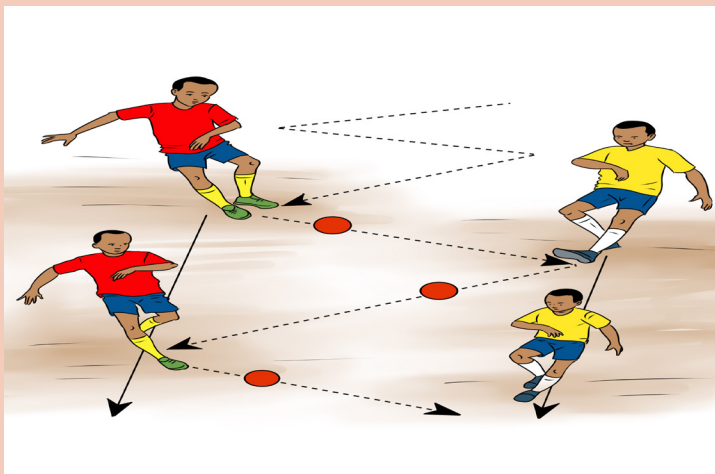
- Always try to be in an unmarked position.
- Pass and get into position to:
  - help a team-mate
  - call for the ball
  - support a team-mate
- Avoid unnecessary confrontations. It is better to eliminate an opponent quickly than take the longer option of dribbling around them etc.

#### **♦ Main individual tactics for defending**

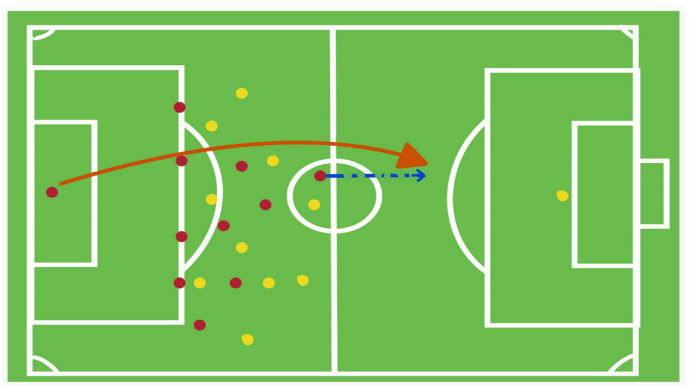
- Always keep yourself between your opponent and your own goal.
- Always watch your opponent and the ball.
- Don't give your opponent space, slow your opponent down when he/she runs with the ball (shutting down).
- Try to get the ball before your opponent, or otherwise hinder/her when he/she receives the ball.
- Mark your opponent on the side of the ball, in other words the side where he/she will make the pass.

### Application activity 5.3

1. Observe the image and describe each image based techniques and tactics used in in football.



a.



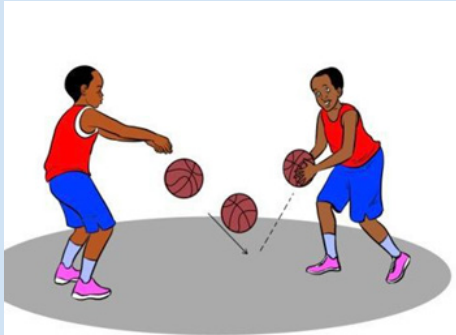
b.

2. Choose one of the techniques or tactics mentioned above and prepare a lesson related to the technique or tactic chosen.

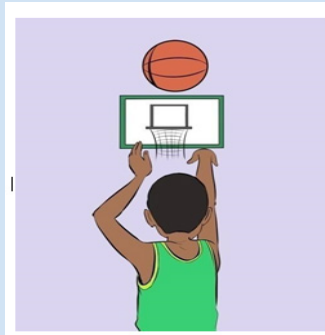
## 5.4 Basketball

### Activity 5.4

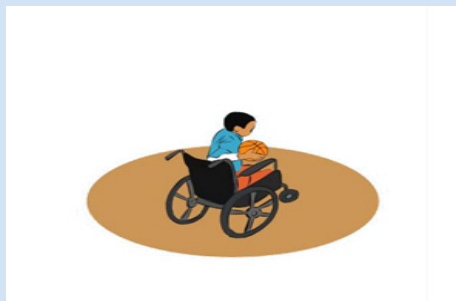
1. Observe carefully the images



a.



b.



c.



d.

2. Describe type of activities children are performing from a to d
3. In your views do you think there are other similar activities like those mentioned above? If yes give and explain them.
4. Where those activities could be performed?

Basketball is a fast-paced game that requires the knowledge and instinct to perform quickly and properly. Performing basketball requires some basics skills.

- **Shooting:** There are many ways to shoot a basketball. Shooting the “scoring” of basketball, where you score points, as like all other sports.

Types of shooting

- Jump shot
- lay-up
- slam dunk
- **Dribbling:** Dribbling may seem like a simple thing in basketball, but if you look carefully at the players in any professional basketball game, you see those using different types of dribbles to get past their defender.

### Types of dribbling

- Crossover dribbling
- Spin dribbling
- Change of pace dribbling
- Behind dribbling
- **Passing:** passing in a technique that will be needed in basketball game which can help players to move towards to the opponent's court in order to shoot into the basket.

### Types of passes

- Bounce pass
- Overhead pass
- Chest pass

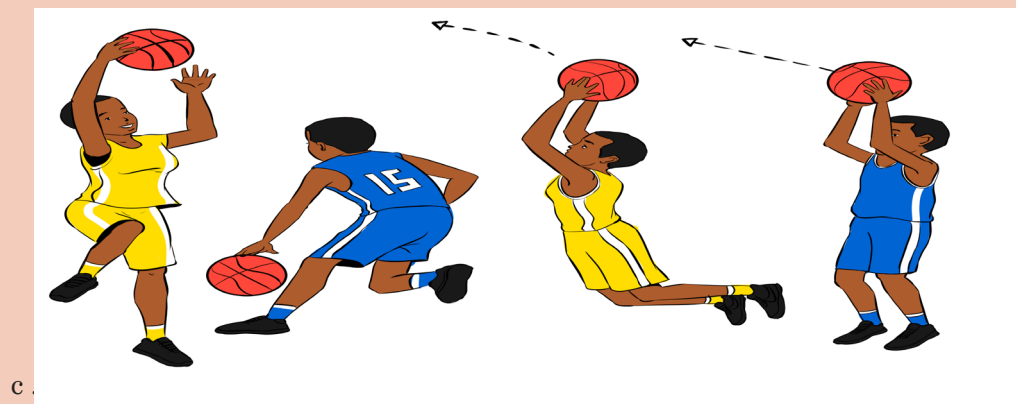
### Advanced Variations:

- Baseball pass
- Dribble pass
- Behind-the-back pass
- Pick and roll pass

### Application activity 5.4

1. Observe the images and select the appropriate image for the following basketball techniques:

- i. Passing
- ii. Dribbling
- iii. Shooting



2. Choose one of the techniques mentioned above and prepare a lesson related to the technique chosen.

## 5.5 Handball and Volleyball

### 5.5.1 Handball

Handball is a team sport in which two teams of seven players each (six outfield players and a goalkeeper) pass a ball using their hands with the aim of throwing it into the goal of the other team.



## **Technical elements of defense in handball**

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

## **Technical elements of offence in handball**

### **Without ball**

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

### **With ball**

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

## **Team tactics for attacking systems**

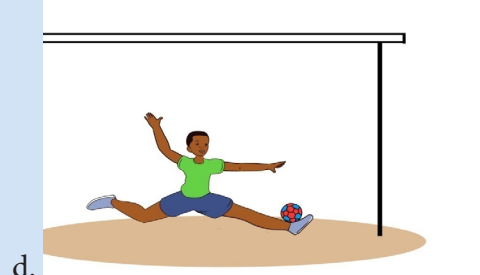
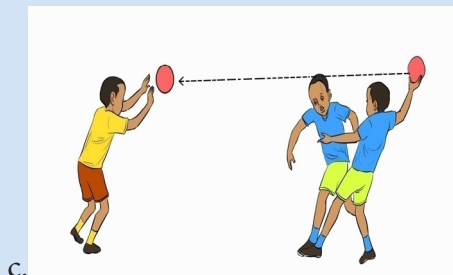
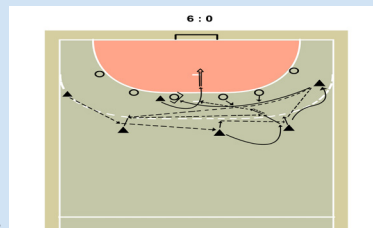
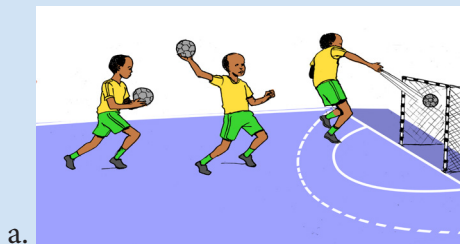
- Positions system (based on creating weight points and manoeuvring).
- Position changing system (based on place changes where the players continuously change their positions to open the defence line of the opponent team).
- Mixed attack system (combination of positions system and position changing system).

### Team tactics for Defense systems (and line-up formations)

- Man catches/ block defence.
- Area defence.
- Mixed defence.

#### Activity 5.5.1

1. Observe the images and select the appropriate image for the following handball technique or tactics for i. Defense ii. Shooting iii. Passing iv. Goalkeeping



2. Choose one of techniques or tactics mentioned above and prepare a lesson related to the technique or tactics chosen.

### 5.5.2 Volleyball

Volleyball is the game played by two teams on a rectangular court divided by a high net, in which each team, using up to three hits per effort to return the ball, tries to drive the ball over the net onto the ground on the opposing team's side.

#### Technical Elements of Playing Volleyball

##### Movement Techniques without the Ball

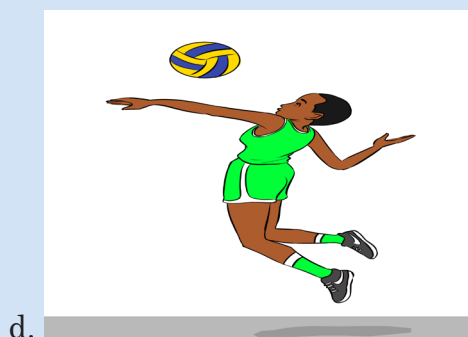
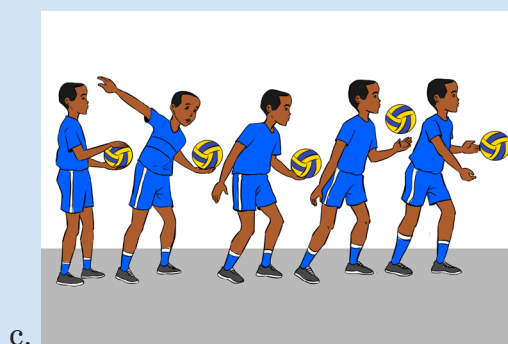
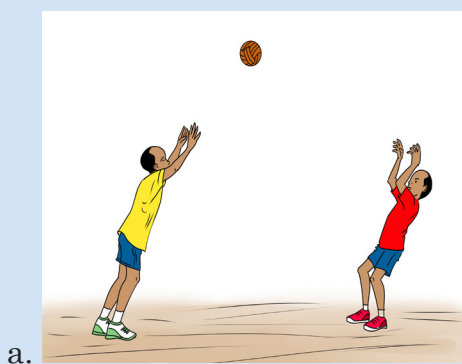
- Basic position
- Approach

## Technical and tactical elements Performed in volleyball

- Serving
- Passing
- Reception
- Dig
- Setting
- Blocking
- Spiking
- Diving
- Rolling

### Activity 5.5.2

1. Observe the images and select the appropriate image for the following volleyball techniques: i. Receiving the ball ii. Jump Service iii. Passing iv. Underarm service



2. Describe the image above by giving in details how technique mentioned will be performed while playing the game.

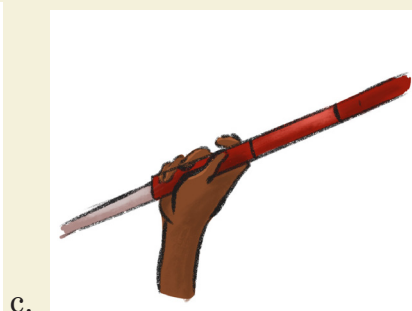
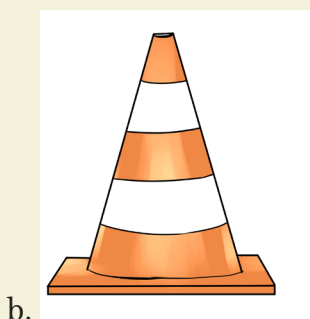
3. Choose one of the techniques or tactics mentioned above and explain how a teacher may prepare a lesson related to the technique or tactics chosen.

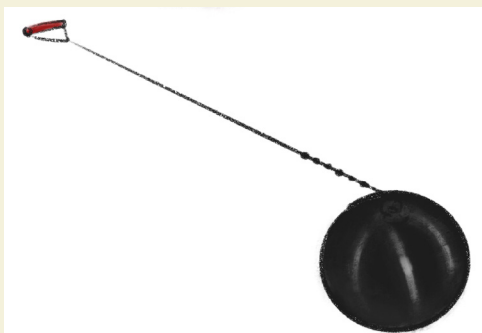
### Application activity 5.5

Let student teachers perform techniques and tactics of playing handball and volleyball on the court individually/in pairs/teams.

### 5.6 End unit assessment

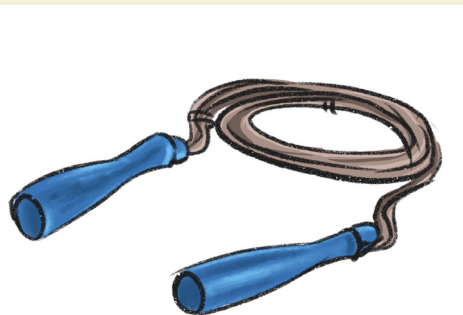
1. Explain the following terms as used in sports:
  - a. Offensive techniques
  - b. Individual tactics
  - c. Apparatus gymnastics
  - d. Field and track events
2. Classify the following materials based on type of sports activity to be used in:





d.

e.



3. Give and explain any four examples of techniques of the following sports:

i. Handball ii. Football iii. Basketball iv. Volleyball

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