



ACCELERATED EDUCATION PROGRAMME

**PERSONAL, SOCIAL, HEALTH
AND PHYSICAL EDUCATION**

RESOURCE BOOK

LOWER SECONDARY LEVEL



ACCELERATED EDUCATION PROGRAMME

**PERSONAL, SOCIAL, HEALTH
AND PHYSICAL EDUCATION**

RESOURCE BOOK

LOWER SECONDARY LEVEL



© National Curriculum Development Centre (2019)

Published by

National Curriculum Development Centre

P.O. Box 7002,
Kampala- Uganda
www.ncdc.go.ug

ISBN: 978-9970-00-168-2

All rights reserved: No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior permission of the copyright holder

Contents

Foreword.....	vii
Acknowledgement	viii
Introduction	1
Rationale of PSHPE.....	1
Components of PSHPE	2
How to Use the Resource Book	2
How to Use the PE Section in the Resource Book	2
Managing Transitions and New Surroundings.....	7
Starter Activities.....	7
Finding out expectations and fears.....	7
Laying Ground Rules for PSHPE.....	8
Dynamics of Working in Groups	8
Theme 1: Health Education.....	10
Topic 1: Our Health.....	10
Sub-topic 1: Concept of Health.....	10
Sub-topic 2: Introduction	10
Sub-topic 3: Who is Healthy?.....	11
Sub-topic 4: Why we should Keep Healthy.....	13
Sub-topic 5: How to Keep Healthy	13
Topic 2: Nutrition	16
Sub-topic 1: Healthy Eating.....	16
Sub-topic 2: Over-eating and Under-eating.....	17
Sub-topic 3: Good and Poor Eating Habits.....	18
Sub-topic 4: Dining Etiquette	18
Topic 3: Personal Hygiene.....	20
Sub-topic 1: Body Hygiene	20

Sub-topic 2: Oral Health.....	21
Sub-topic 3: Care for Hands, Nails and Feet	22
Topic 4: Safety and First Aid.....	24
Sub-topic 1: Concept of First Aid	24
Sub-topic 2: Approaching an Injured Person	25
Sub-topic 3: The DRABC Routine of First Aid	27
Sub-topic 4: Practise on how to Give First Aid to Minor Injuries.....	30
Sub-topic 5: Managing Crisis Situations.....	35
Topic 5: Communicable and Non-communicable Diseases.....	37
Sub-topic 1: Differences between Communicable and Non-communicable Diseases.....	37
Sub-topic 2: Socio-Economic Implications of Non-communicable Diseases	38
Sub-topic 3: Prevention of the Communicable Diseases.....	39
Topic 6: Drug and Substance Abuse.....	45
Topic 7: Sanitation and Environmental Health	48
Sub-topic 1: Keeping proper sanitation at home.....	48
Theme II: Personal and Social Education	51
Topic 1: Family Health and Social Problems	51
Sub-topic 1: Family.....	51
Sub-topic 2: Family Relationships	53
Sub-topic 3: Coping with Parents and Guardians	56
Topic 2: Skill of Knowing and Living with Oneself.....	58
Sub-topic 1: Understanding Body Changes and their Effects	58
Sub-topic 2: Self-Awareness	60
Sub-topic 3: Self-Esteem	61
Sub-topic 4: Assertiveness	62
Sub-topic 5: Coping with Emotions and Stress	63

Sub-topic 6: Critical thinking and Decision-Making	64
Sub-topic 7: Financial Literacy	66
Sub-topic 8: Saving and Investment.....	69
Sub-topic 9: Career and Future Opportunities	71
Topic 3: Interpersonal Relationships	74
Sub-topic 1: Values	74
Sub-topic 2: Gender	76
Sub-topic 3: Bullying	79
Sub-topic 4: Challenging Peer Pressure	80
Sub-topic 5: Friendship	82
Sub-topic 6: Elections and Politics	83
Sub-topic 7: Negotiation	84
Sub-topic 8: Effective Communication	86
Sub-topic 9: Conflict Resolutions and Management	88
Sub-topic 10: Agreeable and Disagreeable Behaviour.....	89
Theme III: Physical Education	93
Topic 1: Warm-up and Cool-down Activities	93
Topic 2: Physical Fitness.....	96
Sub-topic1: Basic Components of Physical Fitness	96
Topic 3: Athletics Activities	99
Sub-topic 1: rhythmic running (hurdles).....	99
Sub-topic 2: Relays.....	102
Sub-topic 3: vertical jumps (High Jump)	104
Sub-topic 4: throwing (Javelin Throw)	106
Topic 4: Basic Skills in Soccer	110
Sub-topic 2: Basic Skills in Netball.....	120
Sub-topic 3: Basic Skills in Handball	132
Sub-topic 4: Basic Skills in Volleyball	153

Topic 5: Aerobic and Dance Movements	167
References	176
Appendix one: Assessment Guidelines	177

Foreword

Education is a fundamental tool for protection of conflict-and-disaster-affected children and youths from harm and exploitation. This is a crucial part of UNESCO's advocacy messages. Under appropriate conditions of security, provision of education can help protect children and youth from recruitment into fighting forces, forced labour, prostitution, drug abuse and other criminal activities. In post-conflict settings, education contributes to the reintegration into society of former soldiers and other children and youths associated with fighting forces.

The National Curriculum Development Centre (NCDC), in collaboration with War Child Canada, embraced Accelerated Education Programme (AEP) that focuses on providing relevant and appropriate education to learners in refugee camps and the host communities of secondary school age (ages 16-45+) in Adjumani District. The programme will help them to acquire the necessary competencies that will enable them to 'catch-up' and re-join learners of the same (or near) age group in the formal education programme.

AEP subjects were selected based on the Ugandan regulation which states that learners must study the seven core subjects, i.e. Mathematics, English, Physics, Chemistry, Biology, History and Geography. So AEP learners shall take all the core subjects. In addition, learners shall take: Religious Education which will help to address the prevalence of early marriages for the girl-child, cases of indiscipline and moral modelling of the learners; Personal Social and Health Education/Physical Education which will help the learners to develop physically, learn to live together, develop talents and become emotionally balanced; Guidance and Counselling in which teachers will be trained on integration of guidance and counselling services in the delivery of the education curriculum.

This Programme will equip teachers and other stakeholders in schools and the communities with relevant information, values and skills that will enable them to effectively facilitate the teaching and learning processes.

I, therefore, recommend AEP to you and trust that the materials will be valuable in your endeavour to meet the educational needs of the refugee learners and other beneficiaries from the host communities.

Hon. Janet Kataaha Museveni
Minister of Education and Sports

Acknowledgement

National Curriculum Development Centre (NCDC) would like to express its gratitude to all those who, in one way or another, contributed and worked tirelessly towards the development of this Accelerated Education Programme (AEP) Resource Book.

Special thanks go to War Child Canada-Uganda for the financial support, their guidance in overseeing and taking timely decisions whenever necessary during the development and production of this Resource Book.

We also express our gratitude to NCDC Subject Specialists and panel members for their professional guidance and technical assistance.

Furthermore, NCDC recognises the work of the editors who worked with the writers through the development of this document.

NCDC takes responsibility for any shortcomings that might be identified in this syllabus and welcomes suggestions for addressing the inadequacies. Such comments and suggestions may be communicated to NCDC through: P.O. Box 7002, Kampala or e-mail admin@ncdc.org.ug or www.ncdc.org.ug.



Grace K. Baguma
Director
National Curriculum Development Centre

Introduction

This Resource Book about Personal, Social, Health and Physical Education (PSHPE) is designed for the teacher and the learners that are going to attend a two-year Accelerated Education Programme (AEP) in the specified refugee centres in Uganda. The Resource Book can also be used by any other learner at the Lower Secondary level of education.

This book is a school-based life skills intervention designed to meet the holistic needs of the learners in schools and centres in the refugee setting. It aims at supporting the learner's personal, social, emotional, behavioural and physical development through their active participation in the provided activities.

In order to get the most out of this Resource Book, the learners need to think about and apply the information in their lives. They should ask themselves how what they are learning can help them grow into the persons they want to become.

Rationale of PSHPE

PSHPE ensures that the learners develop the knowledge, understanding, skills, capabilities and attributes which they need for physical, mental, emotional and social wellbeing while at school and later in adult life. It enhances their ability to live healthily by being active, eating well and resting. In addition, they learn how to take care of themselves, how to effectively relate with their peers and how to participate in their community. It promotes self-esteem and self-confidence, provides a framework for responsible decision-making, as well as opportunities for reflection and discussion. PSHPE content provides opportunities for the learners to appreciate their personal strengths, become aware of opportunities and develop strategies to succeed in their everyday life.

Through personal development lessons, the learners acquire life skills such as self-awareness, self-esteem and confidence as well as negotiation and communication with their peers and others in the community. These skills are essential for the learners to succeed both in school and in their adult life. The life skills are also essential in safeguarding their health and future, especially in this era of HIV and AIDS epidemic, sexually transmitted infections (STIs) and teenage pregnancies among young people.

Physical Education (PE) provides for the development of skills, knowledge and competencies required for healthy living. The learners involved in physical activity control their weight better and have better chances of avoiding non-communicable diseases including diabetes, high cholesterol

and high blood pressure. Physically active learners are also more likely to make wise health and dietary choices later in life. Furthermore, physical activity helps in building teamwork and in contributing to the management of stress and emotions.

Components of PSHPE

This Resource Book comprises concepts in the following areas of study:

- i) Personal, social education
- ii) Health education
- iii) Physical education

How to Use the Resource Book

This Resource Book has been designed for use by both Year One and Year Two learners and their teachers.

The teacher shall facilitate the lessons and the learners shall use the resource book during the lessons. The book has a number of activities and tasks which shall be done either individually, in groups or as a whole class. This is going to be used as the textbook for PSHPE in AEP.

How to Use the PE Section in the Resource Book

The section on Physical Education in this Resource Book is designed to guide the teacher of PSHPE to be able to train the learners in various physical activities and equip them with the required skills and competences. The teacher can use this book to develop lesson plans by considering the teaching progressions elaborated here. The content of PE can be integrated with that on personal, social and health education as illustrated in Term One of the PSHPE Programme Planner.

This section of the resource book comprises:

- 1. Physical fitness activities
- 2. Athletics activities
- 3. Games i.e. netball, soccer, handball and volleyball
- 4. Aerobics and dance

It is planned that the physical activities concur with the school sports programme so that the learners are prepared to actively participate in the games too.

Note: Care should be taken while engaging in the various physical education activities. The teacher should be mindful of the learner's physical abilities in order to prevent occurrence of injuries.

During group formation, ensure that the learners are mixed rationally so as not to escalate conflict due to tribal, cultural and ethnic groupings.

Table 1: PSHPE Programme Planner

Term	Unit	Description	Lessons
Year One			
1	<ul style="list-style-type: none"> • Our Health • Personal Hygiene • Health Fitness 	<p>This opens the learner to the general concept of PSHEPE as a learning area in the AEP, giving him/her some insights into his/her health, personal hygiene and how working on fitness can improve his/her health.</p> <p>The learner is exposed to a number of activities through which knowledge and skills relating to health and fitness are conveyed.</p> <p>The learner sets goals towards improving his/her health and fitness for a great life force.</p>	<ol style="list-style-type: none"> 1. Managing transitions and new surroundings 2. Fun games and dynamics of working in groups 3. Concept of health and flexibility 4. Cardio-respiratory endurance and problems that affect proper growth 5. Muscular endurance and roles in health promotion 6. Body hygiene and individual strength 7. Strength with partner and care for mouth, hands, nails and feet 8. Body composition and weight management 9. Health and fitness
2	<ul style="list-style-type: none"> • Living with self • Athletics : Hurdles & Triple Jump 	<p>The learner understands self as a being with strengths that must be exploited, as well as with weaknesses that must</p>	<ol style="list-style-type: none"> 1. Understanding body changes and their effects 2. Self-awareness 3. Self-esteem 4. Assertiveness

	<ul style="list-style-type: none"> • Soccer 	<p>be worked upon so as to thrive in the society in which they live. Exposition of skills involved in soccer and athletics—hurdles and triple jump—allows the learner to discover himself/herself in terms of his/her hidden potential upon which he/she can achieve a lifelong active living.</p>	<ol style="list-style-type: none"> 5. Coping with emotions and stress 6. Critical thinking and decision-making 7. Financial literacy 8. Saving and investment 9. Career and future opportunities
3	<ul style="list-style-type: none"> • First Aid • Aerobics • Handball 	<p>The learner is exposed to the concept of safety and how he/she can manage cases of injury and emergency especially during physical activity. For exploration of his/her physical potential, the learner is allowed extra skill development in handball and aerobics as a form of exercise but also a source of fun.</p>	<ol style="list-style-type: none"> 1. Concept of first aid 2. Approaching an injured person 3. The DRABC routine of first aid 4. Mouth-to-mouth ventilation 5. The recovery position 6. Managing crisis situations

Year Two			
1	<ul style="list-style-type: none"> • Nutrition • Communicable Diseases and NCDs • Substance Abuse • Skill Fitness 	<p>The learner is taught:</p> <ul style="list-style-type: none"> - the basics of nutrition as a source of health - acceptable habits of eating - development of diseases in our bodies - substance abuse <p>Emphasis is put on the use of the acquired knowledge for maintenance of better health.</p> <p>The learner is exposed to a number of fitness activities for improvement of his/her skills to enable him/her live a more physical independent life.</p>	<ol style="list-style-type: none"> 1. Healthy eating 2. Over-eating and under-eating 3. Good and poor eating habits 4. Dining etiquette 5. Differences between communicable and non-communicable diseases 6. Socio-economic implications of non-communicable diseases 7. Prevention of malaria and diarrhoea 8. STIs and HIV and AIDS 9. Drug and substance abuse
2	<ul style="list-style-type: none"> • Family Health • Sanitation and Environmental Health • Athletics: High Jump & Relays • Netball 	<p>Coverage of a clear concept of a family and associated relationships to enable the learner recognize his/her role towards the family wellbeing.</p> <p>The learner is further exposed to skills used in high jump, relays and netball to enable him/her explore his/her potential towards making a more meaningful living.</p>	<ol style="list-style-type: none"> 1. Family 2. Family relationships 3. Coping with parents and guardians 4. Components of good sanitation 5. Good sanitation practices 6. Roles of different stakeholders in promoting good sanitation and healthy environment 7. Dangers of poor sanitation
3	<ul style="list-style-type: none"> • Interpersonal Relationships 	<p>The learner is taken through core parameters to enable</p>	<ol style="list-style-type: none"> 1. Values 2. Gender 3. Bullying

	<ul style="list-style-type: none"> • Aerobics • Volleyball 	<p>him/her relate with others more positively. A further exploration of aerobics and dance is made to allow the learner use his/her creativity for both fun and fitness development. Volleyball gives another avenue for the learner to participate actively at different levels as a player or official.</p>	<ol style="list-style-type: none"> 4. Challenging peer pressure 5. Friendship 6. Elections and politics 7. Negotiation 8. Effective communication 9. Conflict resolutions and management 10. Agreeable and disagreeable behaviour
--	--	---	--

Managing Transitions and New Surroundings

This learning materials requires learners to work together in teams, groups and sometimes in pairs to achieve the intended skills and competences. In order to work together there is need to acquaint with the work modalities and the environment in which they are learning from. This is an introductory section of the material intended to set the atmosphere of the teaching and learning process. Learners will be expected to state their expectations and fears which the teacher shall carefully take note of and work towards meeting. Learners shall also be engaged in activities that build dynamics of working in groups.

Starter Activities

Finding out expectations and fears

Activity 1

- i) Pick a piece of paper and write down what you expect to achieve from engaging in PSHPE activities. Note your fears as well.
- ii) Share and discuss your expectations and fears with your neighbour.
- iii) Sort your results and share with the whole class.

Note:

Every learner has got fears and expectations especially when they meet new people in a new environment. This is normal and should be expressed out to ensure that, as an individual, you are comfortable and are able to work with others comfortably.

Keep a record of your fears and expectations and tick against whichever is addressed and met. It should be noted that not all the expectations will be met during classroom time but through sharing and discussion with other learners as well as consultation with the teachers. A lot can be covered.

Laying Ground Rules for PSHPE

Activity 2

Randomly form pairs and carry out the following activities:

- i)** Introduce yourself to your partner and reveal your likes and dislikes.
- ii)** Based on your likes and dislikes, come up with rules that can enable the two of you to work together harmoniously.
- iii)** Join with others to form 5 pairs and analyse the pair rules to come up with consolidated rules.

Activity 3

As a class:

- i)** discuss and agree on the rules to be adopted as a class.
- ii)** suggest what should be done to a member who breaks the rules.
- iii)** explain how these rules will be useful to you during your study at school.
- iv)** discuss and agree on the rules you would adapt when working with people of different disabilities.

Note:

PSHPE involves individuals interacting with others. During such interactions, group members will want to be listened to and respected. Rules of behaviour need to be established and followed. Because of the nature of PSHPE, the following are some of the rules that may come out.

- Confidentiality
- Respect for one another
- Honesty
- Not ridiculing or making derogatory remarks towards another
- Being positive and constructive
- punctuality

Dynamics of Working in Groups

PSHPE involves interaction with one another and working in groups to accomplish various tasks. It is possible and normal that members in a group have different characters and ways of doing things. It is therefore important to be able to identify the types of behaviour that hinder the work of a group and strategies to cope with such behaviours.

Activity 4

- i)** As a class, brainstorm and list on a flipchart/manila the types of behaviour which hinder group work.
- ii)** In small groups, allocate each of them an equal number of behaviours and tasked them to devise strategies/life skills for coping with the behaviours they have been assigned.
- iii)** Each group summarises on a flipchart/manila and presents to the plenary for discussion.

NB: Difficult group member behaviour can include people who: talk too much, challenge everything, never contribute, never stick to the point and or are critical of everyone and everything. This is referred to as negativity or negative criticism.

The learner should realize that he/she has a very important role to play towards the success of the group work. He/she should know that the core principle of fitting in a group is to focus on his/her contribution to the group rather than expecting others to contribute.

Theme 1: Health Education

Topic 1: Our Health

Introduction

Health is important for one's well-being of an individual. It involves such things as personal health, environmental health and general health. This topic will engage the learners in a number of activities to understand the concept of health and how to promote health for lifelong wellbeing at school and in their community.

Life skills to be developed: critical thinking, self-awareness, environmental awareness and decision-making

Materials or Equipment

- Pens
- Papers
- Manila/flipchart
- Markers
- Water
- First aid kit/box
- Nail cutters
- Razor blades
- Toothpaste
- Toothbrush
- Soap
- Fire extinguisher

Sub-topic 1: Concept of Health

Learning Outcomes

By the end of this topic, the learner should be able to:

- i) explain the concept of health.
- ii) identify and explain the components of health.
- iii) identify and explain the life skills that promote health.
- iv) describe different problems that may affect proper growth and development of a person at various stages.
- v) explain the role of the individual, family and community in the promotion of health.

Sub-topic 2: Introduction

What is health? How can I tell that I am healthy? Can I control my own health? How can I control my own health?

You may have just began to ask yourself questions like these. A clear understanding of health and how we perceive health and illness is very important. Therefore, you should realize and appreciate that health is influenced by self-awareness, beliefs, myths, attitudes, environment, the action taken by an individual, family and community as a whole.

Activity 1

Brainstorm and share with your group members:

- i) The meaning of health.
- ii) The aspects of wellbeing that make an individual healthy.
- iii) Describe the features that relate to one's mental, social and physical health.

Information

Physical health refers to how well your body functions. When you are physically healthy, you are able to carry out everyday tasks without becoming overly tired. You have enough energy to go to school, enjoy your spare time and take care of your responsibilities at home. A healthy diet, regular exercise, adequate sleep and proper medical and dental care are all important for physical health.

Mental health refers to how good you feel about yourself and how well you cope with day-to-day demands of your life. When you are mentally healthy, you like yourself for who you are; you recognize your achievements and learn from your mistakes; you take time to relax, share your feelings with others, and try new experiences. All these are important for mental health.

Social health refers to how well you get along with others. When you are socially healthy, you have loving relationships, respect the rights of others, and give and accept help. Building healthy relationships with family members, making and keeping friends, and communicating your needs to others are all important for social health.

The learner should identify behaviours that affect his/her mental, physical and social health which may result in physical disability, mental dysfunction and social death.

Sub-topic 3: Who is Healthy?

Activity 2

Randomly form groups of 10. Study the personality texts in the following passage. Discuss the four characters shown in the passage (a, b, c, d) using the questions that follow.

- i) Who is healthier? Give reasons for your answer.
- ii) How could each character improve his or her health?
- iii) What factors lie within the control of each character and what factors do not?
- iv) Write a report of your conclusions and prepare a presentation to the other groups in the class.

a

Mr Kisembo is a fat man, obviously rich and wears expensive clothes. Although he is fairly old, a young woman has hooked her arm on to his. Mr Kisembo is 45 years old and works for the local government. He is rich and lives with his family in a big house he built just outside Arua town. In the morning, he has no breakfast but when he gets to the office, he orders some well salted 'muchomo' which he eats while reading a newspaper. In the afternoon, he usually has a chicken leg and one beer. In the evening, he drops at a local bar for a few beers and discussion before going home. He has several girlfriends and he insists on wearing a condom. On Sundays he goes to church and tries to stay with his family the whole day. At work, Mr Kisembo is not popular because he always likes to command the other workers. He is known to have hit one of them.

b

Mrs Okwako is a peasant woman who wears a long colourless dress and a headscarf. She does not wear shoes. Mrs Okwako's husband was killed during the war in Northern Uganda. She has a small farm of cassava, sweet potatoes, beans and green vegetables. She has four children who all go to school. Although Mrs Okwako works very hard, she can only afford sweet potatoes for her children before they go to school. Their main meal is in the evening. In the middle of the day they cannot eat. The family eats green vegetables every day but Mrs Okwako keeps a few hens so that they can eat chicken on Sundays after going to church. She feels very lonely and abandoned without her husband. She gets her strength from her faith in God and in her children who are all doing well at school.

c

Mr Oduku is about fifty years old. He is well dressed but thin. Mr Oduku is the LC 1 Chairperson in his village. He used to work hard for the village but he has changed recently, since he believes that he has not received recognition for all the hard work he does. So he has resorted to taking some of the village contributions for his personal use. He doesn't take alcohol, but ever since he

was in the Liberation War, he has been smoking 20 cigarettes a day. Recently, he divorced his wife and married a young girl from his village.

d

Joselyn is dressed in a school uniform. She looks very smart. Joselyn is in S3. She is one of the best students in the class and everyone expects her to go to high school. She hates boys who disturb her and refuses to go to any dances or other social activities. She spends all her time reading her books.

Maybe one reason why she hates boys is that she has a twisted leg which makes her feel that she looks ugly and so she is afraid that all the boys make fun of her.

Sub-topic 4: Why we should Keep Healthy

Activity 3

Divide the class into two groups and prepare to act out in a role-play.

- i)** Point out the benefits of keeping healthy.
- ii)** Illustrate the different activities and ways one can ensure social health, mental health and physical health.
- iii)** Conclude with a song created by each group with messages that promote health and wellbeing at school and in the community.

Information

Health is a complete state of physical, mental and social wellbeing and not simply the absence of disease or infirmity (WHO, 1964).

Our bodies are very complicated structures made of many parts. Each part has its job. As long as each part performs its job correctly and at the right time, we are healthy (School Health Text, 1964).

Sub-topic 5: How to Keep Healthy

Skills which enable an individual to have more control over their health and their lives are called life skills. It is therefore very important that you develop life skills to have control over your health in order to be assured of lifelong wellbeing. Skills such as self-awareness, decision-making and creative thinking, coping with stress and emotions, and empathy are very important to this effect.

Activity 4

- i)** Brainstorm the factors in the physical and social environment that affect health.
- ii)** Make four groups and analyse which factors lie outside your control, those which you can partly control, and those which you have great amount of control over.
- iii)** In your groups, prepare role-plays on the following situations (one role-play per group)
 - a)** *Adia is in Senior Two. She is Oduku's girlfriend for one year before agreeing to have sex with him. She then realized that Oduku was going out with one of her friends. Now she is pregnant with Oduku's baby. Oduka is in S4. She goes to confront him.*
 - b)** *Kije has been rejected by his girlfriend, Amia, because he drinks too much. As a result, he starts drinking even more. He meets Amia on the road and tries to force her to come back to him.*
 - c)** *Mariamamu is in S3. She comes from a poor family and has been going to discos every weekend in the hope of finding men to give her money. Her best lover is a forty-five-year-old manager. She meets him on the street. He is very thin and obviously very ill.*
 - d)** *Atieno left school in P7 to get married to a rich young man in the village who paid a big bride price to her father. She soon became pregnant. On her last visit to the clinic she was told that because she is still very young, she is in danger of losing her baby. She goes home to tell her husband (and her parents).*
- I.** For each of the role-plays, engage in a guided discussion on the following:
 - What are the health or health related problems outlined?
 - To what extent are the problems caused by the situations in which they live?
 - What measures could they have taken to avoid their problems?
 - What life skills will be needed by each of the characters in order to improve their health and or behaviour?
- iv)** Develop plays around the situations that you role-played for later presentation to the rest of the school and the community.

Note: A health problem is the actual illness e.g. malaria while, a health-related problem is an adverse/undesirable situation, which if not prevented or dealt with effectively will lead to actual illness. For example, in an under-five child, lack of a balanced diet is a health-related problem.

- v) Immunization is one of the ways we can prevent various infections and/or diseases in our bodies. In your groups discuss the following:
 - a) Describe the various diseases that can be prevented through immunization.
 - b) Outline the different types of immunization available for children and adults.
 - c) With examples, describe the consequences of not going for immunization.
 - d) Design messages that can be passed on to the community on the benefits of immunization.
 - e) Prepare a role-play with characters based on the following ideas: child immunization, adult immunization and maternal health.

Topic 2: Nutrition

Introduction

Managing one's nutrition is another important aspect required to keep a healthy body. Nutrition is the process of providing or obtaining the food necessary for health and growth. Nutrition is about eating a healthy and balanced diet. Food and drink provide the energy and nutrients you need to be healthy. Understanding these nutrition terms may make it easier for you to make better food choices

Sub-topic 1: Healthy Eating

Learning Outcomes

By the end of this sub-topic, the learner should be able to:

- i) describe what constitutes a healthy meal.
- ii) outline the disadvantages of over and under-eating on one's life.
- iii) demonstrate an acceptable dining etiquette.
- iv) explain the difference between good and poor eating habits.
- v) discuss how cultural taboos about food affect healthy eating.

Activity 1

- i) In pairs, share with each other what you think a healthy meal is.
- ii) Come up with a list of foods one can consider to have at a particular meal: breakfast, lunch and supper.
- iii) Identify the foods in your locality and complete the table below.

Unhealthy Foods	Health Risks	Healthy Foods	Food Nutrients

Information

People often mistake fatty foods and junk foods for healthy meals. It is very important to watch what you eat as you will discover in the biology lessons. Your body needs healthy food, and the food that you eat affects your health in many ways. It affects how you look and feel, how well you resist disease, and how well you perform mentally and physically.

Health risks associated with eating unhealthy foods include diabetes, obesity, cancers, cardiovascular diseases like high blood pressure, atherosclerosis (hardened arteries due to deposits of fats), coronary heart disease (Angina pectoris – sharp chest pain, and heart attack due to limited blood supply to the heart muscle), cardiac arrhythmia (irregular heartbeat when the heartbeat is too slow or too fast), congested heart failure (weakening of the heart due to overworking the heart), and stroke (a blood clot blocking blood flow to the brain).

The food we eat have different nutrients, for example, vitamins such as A, B, C, D, E, and K; mineral salts such as copper, zinc, iron, magnesium, potassium, sodium, and calcium, etc.; fats/lipids; proteins; carbohydrates; and water, which is ingested directly.

Sub-topic 2: Over-eating and Under-eating

Very often girls and some boys tend to limit or increase what they eat. This is mainly because of peer influence such as girls wanting to be seen as slim (figures) or boys wanting to be looked at as strong (models).

Activity 1

- i) In pairs, discuss and share the meaning of these two terms: **over-eating** and **under-eating**.
- ii) In groups of six, discuss and note down some of the reasons that you think lead to over-eating and under-eating.
- iii) Outline some of the disadvantages of over-eating and under-eating.



Figure 2.1: Effects of under-eating and over-eating

Sub-topic 3: Good and Poor Eating Habits

Activity 2

In groups:

- i) Discuss and note down some of the bad eating habits you know.
- ii) Suggest ways how one can avoid such habits in (i) above.
- iii) Demonstrate some of the good eating habits you know and share with the class.
- iv) Design posters about some of the bad eating habits and pin on the notice board at the dining hall or news board.

Information

As individuals, we often develop habits which we may not realize unless we are told by a friend or someone who has closely watched our behaviour. Some of the good habits include eating healthy meals on time, among others. It is also true that one of the commonest habits which is leading to the development of many non-communicable diseases amongst the populace today is eating a lot of junk foods.

Sub-topic 4: Dining Etiquette

Activity 1

In groups:

- i) Discuss the proper way one should present oneself at a meal either on a mat or at the dining table. Demonstrate it to the class.
- ii) Outline some of the cultural food taboos and discuss how they contribute to or destroy healthy eating. Share your findings with the class.

Information

Dining or table manners is one of the issues that depict one's habit or behaviour when it comes to eating. Whether you are seated on a mat or at the dining table, you have to show good eating manners as indicated in figures below.



Figure 2.2. Acceptable dining etiquette

Remember! Meals are a social occasion. They give you a chance to meet, chat, make friends and enjoy family life. You can enjoy the meals and also enable others to enjoy. You can also spoil them simply by not taking care of details of refinement.

Topic 3: Personal Hygiene

Introduction

One's wellbeing requires a clean body and mind. Personal hygiene is paramount for one's wellbeing. Personal hygiene refers to maintaining cleanliness of one's body and clothing to preserve overall health and well-being.

Sub-topic 1: Body Hygiene

Learning Outcomes

By the end of the sub-topic, the learner should be able to:

- i) identify ways of making their body clean.
- ii) identify different body parts that need proper care.
- iii) demonstrate ways of cleaning their body and footwear.
- iv) give the importance of bathing daily.

Activity 1

In groups:

- i) Describe the different ways that you can keep your body clean.
- ii) Identify the different body parts and how you can keep them clean.
- iii) Collect materials required and demonstrate how to clean clothes and footwear.
- iv) Outline the advice you would give to a friend who does not bath on a daily basis.
- v) Describe the different ways that one can clean the pubic areas on the body.

Information

The human body is made up of many parts each with a different purpose. Some of the body parts remove wastes from the body. It is therefore important to keep them clean. The clothes you wear must also be clean. The care you give to your body and clothing is known as personal hygiene. A person who takes care of himself/herself is always confident, cheerful and active. In order to keep high standards of hygiene, it is good to have a daily and a weekly routine of personal hygiene. Different body parts need different types of care and attention.

While bathing, we need clean water, soap, herbs provided by nature, and a sponge in order to get clean. The morning bathe refreshes you and makes you ready for the whole day while an evening bath removes all the dirt and sweat gathered in the day. A good bath cleans, refreshes the body and relaxes your mind.

Sub-topic 2: Oral Health

Activity 2

In pairs,

- i)** Discuss the reasons why we need to keep the mouth and teeth clean.
- ii)** Write down the different materials which are used in cleaning the teeth.
- iii)** Collect materials and demonstrate how to clean your teeth and consider the cultural aspect of oral health, as well indicating its strengths and weaknesses.

In your groups, make a write-up indicating the causes of tooth decay and toothaches. Also indicate the different ways of preventing such complications. Share your findings with the class.

Information

It is important to learn how to ensure oral health by cleaning appropriately and regularly. Food left on the surface and in between the teeth leads to problems such as tooth decay and bad odour from the mouth. It is therefore good to brush the teeth every morning and after every meal.

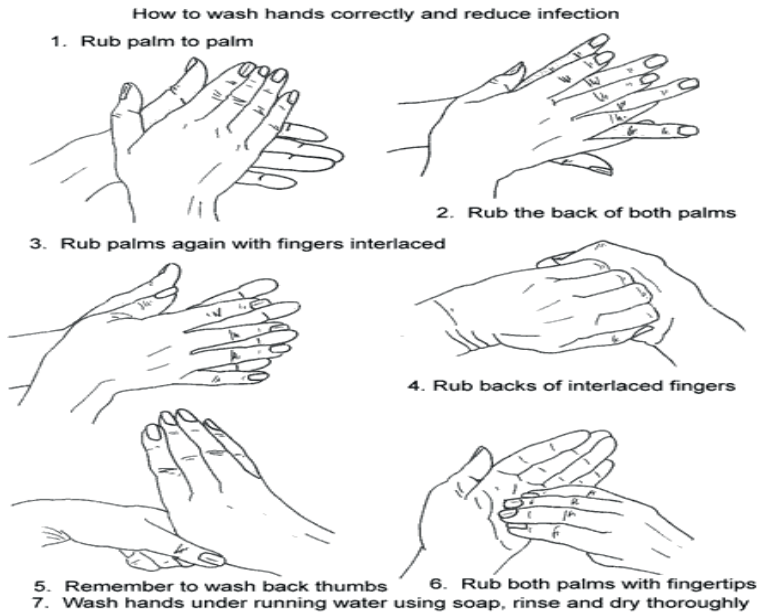
Some foods like garlic and onions when eaten raw cause a strong smell from the mouth. You may therefore require extraordinary oral care such as use of lemon in addition to normal brushing with toothpaste to reduce the smell.

Never use sharp or dirty objects to remove food between the teeth as these can damage the gum.

Sub-topic 3: Care for Hands, Nails and Feet

Activity 3

Collect equipment required and practise how to wash hands as indicated below.



Information

As essential parts of the body, hands must be kept clean since they are often in contact with food and dirt. If not properly washed, long fingernails easily collect and hide dirt and disease-causing germs. It is a good practice to wash hands often to keep them clean. Use soap and water to clean your hands.

Hand washing:

- ✓ is highly effective in reducing the spread of germs.
- ✓ must be done regularly and correctly.



Activity 4

Study the picture above and in your groups, work on the tasks below.

- i) Discuss the possible causes of the situation in picture.
- ii) Suggest the different ways one can prevent his or her feet from looking like that.
- iii) Suggest the different ways that this condition can be treated.

Information

The feet just like the hands need good care especially during hot weather. Proper care of your feet will improve your general appearance. Foot cracks are majorly linked to poor care, dehydration, exposure to high heat and disease at times.

Keeping your feet clean and putting on clean footwear improves foot hygiene and plays a good role in avoiding foot cracks. Washing and sun drying footwear (shoes and stockings) as well as improved foot hygiene is important as it expels germs and bad odour.

Topic 4: Safety and First Aid

Introduction

This topic introduces the learners to basics of safety and first aid. Learners should be able to ensure safety while at school and even at home. It is important to be aware of what to do in case of any emergency in terms of injuries. Skills in first aid are therefore necessary to guide the learners.

Sub-topic 1: Concept of First Aid

Learning Outcomes

By the end of the sub-topic, the learner should be able to:

- i) explain why first aid is an important skill in one's life.
- ii) describe the use of the different items in the first aid box.

Activity 1

In groups of six, discuss the importance of first aid.

Activity 2

- i) Below is a picture of the first aid box and its contents. Work in groups to physically identify each of the contents of the first aid kit and their uses.



First aid kit and its contents

- ii) For each of the named components of the first aid box, suggest an improvised material you would use to provide first aid.

Information

First aid is the first help given to an accident victim or ill person until medical treatment is available. If the injury is minor, common sense and basic treatment are all that is needed.

Staying calm and sympathetic and reassuring the patient are part of the treatment. Encourage those who are injured to feel that they will recover soon, and that there is nothing to worry about. Do this even for minor cuts and scratches.

During physical activities at school and at home, injuries such as cuts, bruises and even fainting can occur. In such cases, you need a first aid box that contains first aid items. The most important aim of first aid is to save life and to stop further injuries.

Sub-topic 2: Approaching an Injured Person

Learning Outcome

By the end of the sub-topic, the learner should be able to understand the key things to consider while approaching an injured person.

Activity

In two groups and with guidance of the teacher, study the following illustrated approaches. And in a role-play, practise and illustrate how you would approach an injured person at school or within your community.



Approaching an injured person correctly

Information

When a person is injured:

- i) do not rush in to pick them up unless they are not seriously injured.
- ii) do not move them unless it is dangerous or harmful for them to stay where they are.
- iii) do not move them if they appear to have a fracture, or a back or neck injury until you are sure that movement is safe.
- iv) check for breathing—if unconscious, immediately call for expert medical assistance.
- v) if they are bleeding, stop the bleeding at once with a clean cloth and seek medical aid.
- vi) there is need for maximum care while handling the bleeding sections of the casualty. Try as much as possible to avoid direct contact with blood as this possess a great risk of infection of HIV and Hepatitis B viruses.



Stop the bleeding and call for help

Sub-topic 3: The DRABC Routine of First Aid

Learning Outcome

By the end of the sub-topic, the learner should be able to perform the DRABC routine of first aid in the correct sequence.

What do you do if an ill or injured person collapses in front of you?

Activity

- i) With guidance of the teacher, study the DRABC routine that is elaborated below. Discuss in your groups the different situations which would require this first aid.
- ii) Practise the procedures under each of the routine components of DRABC.

Information

Following the DRABC routine could save a life. The aim of DRABC is to keep the person breathing until an ambulance arrives. Because, without oxygen, the brain is damaged within just three or four minutes. The brain dies within ten minutes if it has not received oxygen.

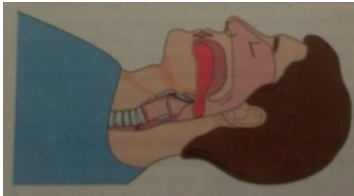
The DRABC routine is as follows:

- i) **D is for Danger**
 - First stop and check for danger before you rush to help the casualty. There could be danger from equipment, fire, gas, falling masonry or fumes.
 - If there is danger, do not put yourself at risk. Your own safety comes first. Shout or phone for help.
 - If there is no danger, clear the area around the casualty. This could be stopping a game.
- ii) **R is for Response**
 - Shake the casualty gently by the shoulders and shout 'can you hear me?'
 - If the casualty shows any response, he or she is conscious. You can tell from the response how weak the casualty is.
 - If casualty can speak, find out if and where he or she has pain. Do what you can to stop the casualty's condition from getting worse. For example, stop severe bleeding and support broken bones. Send for an ambulance, if necessary, as soon as possible.

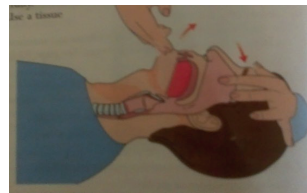
- If there is no response, the casualty is unconscious. This is very serious. Move on to resuscitation (make the person regain consciousness) following A, B and C.

iii) A is for Airway

- When a person is unconscious, the tongue can block the airway. Preventing this blockage is the most important thing you can do.
- Loosen any tight clothing.
- Raise the chin and tilt the head back to open the airway fully.
- Remove any obvious fingers to scrap away any vomit.



Tongue blocking the airway

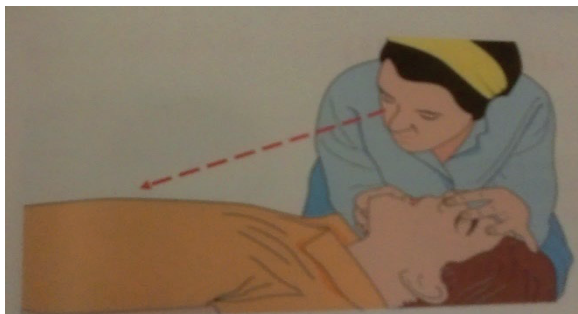


Raise chin and tilt head back to unblock the airway

iv) B is for Breathing

Is the casualty breathing?

- Look for the chest rising and falling. Listen for breathing sounds. Feel for breath on your cheek. Moistening the cheek will help.



Looking, listening and feeling for breathing

- If the casualty is breathing, do what you can to stop severe bleeding and support broken bones.
- Then place the casualty in the recovery position while you get help.
- But if the casualty shows no signs of breathing, move on to C.

v) C is for Circulation

- Feel for the carotid pulse (major arteries in the head and neck), below the ear, at either side of the Adam's apple
- A pulse shows the heart is beating and the blood circulating. So you need to give mouth-to-mouth ventilation (the kiss of life) to restore breathing.
- If there is no pulse, you need to give both cardiac massage and mouth-to-mouth ventilation, to restore circulation and breathing.

Mouth-to-Mouth Ventilation

In mouth-to-mouth ventilation, you force air from your lungs into the casualty's lungs. The oxygen in this air can keep the casualty alive.

Procedure

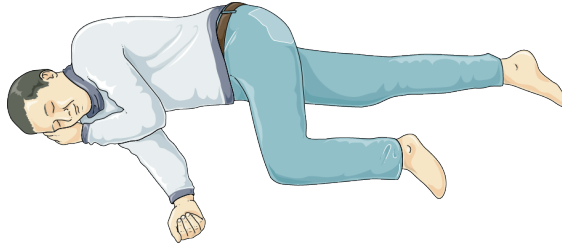
- i) Make sure the casualty's airway is fully open.
- ii) Pinch the casualty's nostrils closed with your thumbs and first finger.
- iii) Take a deep breath. Then seal your lips firmly around the casualty's open mouth. Breathe out smoothly and firmly until you see the casualty's chest rise, as shown below.

**Mouth-to-mouth ventilation**

- iv) Take your mouth away and breathe in. The chest will fall.
- v) Repeat with one breathe every 6 seconds, for one minute.
- vi) If breathing has not returned within a minute, phone for an ambulance. Get back to the casualty as quickly as you can.
- vii) Continue mouth-to-mouth ventilation if necessary.
- viii) If breathing also restarts, place the casualty in the recovery position.
- ix) Check the breathing and pulse every three minutes.

The Recovery Position

This is the safest position for an unconscious breathing person. The head is tilted so that the tongue does not block the throat. Since the head is a little lower than the rest of the body, vomit will drain from the mouth and not choke the person.



Recovery position

You can safely leave an unconscious person in this position while you get help.

Sub-topic 4: Practise on how to Give First Aid to Minor Injuries

Learning outcomes

By the end of the sub-topic, the learner should be able to:

- i) demonstrate steps to follow while giving first aid to basic sports injuries (muscle pull, fainting, cuts, bruises, sprains and burns).
- ii) perform first aid on minor injuries at school and in their community

Activity

In groups of five, practise how to use the items from the first aid kit. With guidance from the teacher, each group should practise on one of the injuries elaborated below. Improvise where there is no item in the first aid kit.

a) Minor cuts and wounds

Minor cuts can be caused by any sharp object, such as knife, scissors, broken glass, blades or nails. Although the surface cut may be small, such objects can penetrate deep and cause more harm to the internal parts of the body. If not covered properly, dirt may get into wounds and even minor scratches can become infected.

Action to be taken for cuts and wounds

- i) Wash hands thoroughly before treating the wound.
- ii) Gently clean away any dirt on the surface of the cut or wound.
- iii) Using clean warm water and a little mild antiseptic, clean the wound and surrounding area, wiping away from the wound.



Cleaning a wound

- iv) Dress the wound with a clean bandage.
- v) If the wound or cut is caused by a rusty object, a tetanus injection may be required.

b) Cramps

A cramp is a sudden pull in the muscle during a hard or long activity. It may be caused by lack of fluid or flow of blood to the muscles. Poor circulation or hard, long exercise in hot or cold conditions can cause a muscle to become cramped and cause sharp pain.

Action to be taken for a cramp

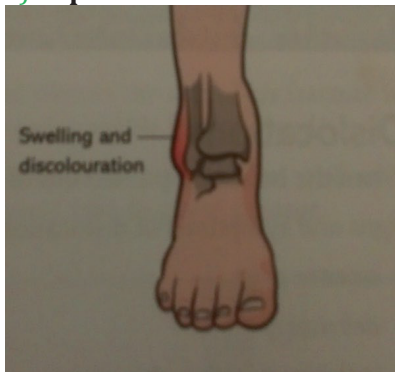
- i) Gently stretch and straighten the cramped muscle.
- ii) For a hand cramp, get the person to straighten the fingers and press down on the tips.



First aid for a hand cramp

- i) For foot or calf cramp, get the person to stand pushing down on the heel and toes.
- ii) For thigh cramp, seat the person and straighten the leg. Lift the toes with one of your hands and press down on the knee with the other one.

c) Sprains



Sprained ankle

When the white tissue that binds bones and muscles together in a joint is torn, it is called a sprain. Sprains often happen to ankles, but also affect wrists, elbows, knees and shoulders.

Signs and symptoms of sprains are: pain and tenderness around the joint; restricted movement of the joint; swelling and bruising.

Warning! Do not move the joint if you suspect it is fractured.

Action to be taken for sprains

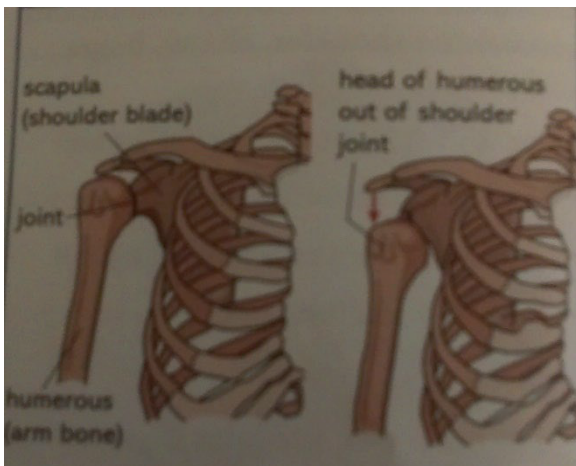
- i) Rest the joint in the most comfortable position and apply ice packs that are wrapped in a cloth.
- ii) Apply a compression bandage that extends well beyond the site.
- iii) Seek medical aid.



Ice on a sprained ankle

d) Dislocations

When the bones are pushed out of their normal position, it is called a dislocation. Signs and symptoms of dislocations are: intense pain; deformity; inability to move the joint, as well as swelling and bruising.



Dislocated shoulder

Warning! Do not move the joint if you suspect a fracture and do not attempt to push the joint back into position.

Action to be taken for dislocations

- i) Support and rest the joint in the most comfortable position.

- ii) Apply ice packs.
- iii) Seek medical aid immediately.



Support and rest for a dislocated joint

e) Fractures

A fracture is a broken or cracked bone. There are two types of fractures: open and closed fractures as you will see in the science lesson.

- i) What is an open fracture?
- ii) What is a closed fracture?

Signs and symptoms of fractures are: the sound or feeling of the bone breaking; intense pain around the break; deformity of the limb or inability to move it; tenderness when light pressure is applied; and the sound of bone ends grating against each other.

Warning! If possible, do not move the broken bone; do not shift the casualty unless it is essential for safety; and do not administer any food or drink because a general anaesthesia may be needed.

Action to be taken for fractures

- i) If there is an open wound, control bleeding and cover the wound with a clean dressing. Then apply a bandage, making sure it is not directly over the fracture.
- ii) Support the fractured limb in the most comfortable position. Raise and rest a fractured foot or ankle on pillows or folded blankets.
- iii) Do not attempt to straighten the fractured limb.
- iv) Seek medical aid immediately.

Activity

In groups of five:

- i) Discuss and come up with danger points and activities at school that are likely to cause injuries.
- ii) Share and outline how you can avoid injury before, during and after sports activities.

Sub-topic 5: Managing Crisis Situations

By the end of this sub-topic, the learner should be able to:

- i) outline different crisis situations.
- ii) practise how to make an emergency call or alarm.
- iii) locate places in the community where to get professional help in case of a crisis situation.
- iv) demonstrate different actions to be taken in a crisis situation (fire, floods, lightening or rape).
- v) demonstrate protection against crisis situations.

A crisis situation is an event that leads to unstable or dangerous situation affecting an individual, groups and a community.

Activity

In groups of 4-6:

- i) Outline different crisis situations that can happen in your:
 - School
 - Home
 - Community
- ii) Demonstrate how you can handle one of the crisis situations above.
- iii) Demonstrate how you can make an emergency call for help.

From the discussions above, you realize that there are some crisis situations that can happen to us. We should always be alert.

Picture showing people using a fire extinguisher on the huts above.



Picture showing a camp huts on fire



Steps to follow when managing a crisis situation;

- i) Minimize damage
- ii) Notify someone
- iii) Control your worries
- iv) Coordinate for help
- v) Get team to handle
- vi) Have a central contact person for information
- vii) Pay attention to fatigue
- viii) Pay attention to your core values

Topic 5: Communicable and Non-communicable Diseases

Overview

Many times, people pay a lot of attention on communicable diseases forgetting the implications of non-communicable diseases. Learners need to clearly understand the communicable and non-communicable diseases and their implications. Knowledge and understanding about these diseases is important to improve the wellbeing of individuals.

Sub-topic 1: Differences between Communicable and Non-communicable Diseases

Learning Outcomes

By the end of the topic, the learner should be able to understand the difference between communicable and non-communicable diseases.

Activity

- i) Divide the class into groups of 10. Let each group brainstorm the differences between communicable and non-communicable disease. Let them give examples of each.
- ii) Half the class should discuss communicable diseases such as AIDS while the other half discusses non-communicable diseases such as kwashiorkor, obesity, etc.
- iii) During the discussion the first group suggests strategies of helping people living with HIV and AIDS. The second group designs a menu for children in refugee camps affected by malnutrition.
- iv) Each group will select a member to take a hot seat and present to the rest of the class about communicable/non-communicable diseases and how we can prevent them.
- v) Finally, the teacher helps the learners to summarise the key points from the class discussion.

Information

Communicable diseases are those which spread from one person to another through wind, water or direct contact e.g. common cold, chicken pox, dysentery, STIs, Ebola, Hepatitis A and B, West Nile virus, Tuberculosis, Zika flu, etc. These require precautionary measure to be followed in order to prevent an outbreak. If any person is suspected of any of these diseases, you should seek immediate medical attention.

Non-communicable diseases are not spread and are non-contagious. They are caused by allergies, long illnesses, abnormal cells, malnutrition and some are inherited. Examples include cancer, diabetes, stroke, kwashiorkor, heart diseases, mental health and obesity. These require regular checks, proper diet, sufficient exercise and enough rest.

Sub-topic 2: Socio-Economic Implications of Non-communicable Diseases

Learning outcome:

By the end of this sub-topic learners should be able to understand the socio-economic implications of Non-communicable diseases.

Life skills to be developed: coping with stress and emotions, empathy and self-awareness

Activity

As the whole class, brainstorm and discuss the following questions:

- i) What would you do if you discovered that you or one of your family members were having one of the non-communicable diseases?
- ii) How will this affect you and the family socially and economically?
- iii) What help would you want from friends and family?
- iv) Which ways can you use to assist patients with non-communicable diseases in your local communities?
- v) What lifestyle changes can you suggest to reduce the chances of getting non-communicable diseases?

Notes: Strategies would include regular check-ups, better feeding habits and early treatment. Types of cancer include lung cancer, breast cancer and cervical cancer.

Sub-topic 3: Prevention of the Communicable Diseases

a) Prevention of Malaria and Diarrhoea

Learning Outcome

By the end of this sub-topic, the learner should be able to:

- i) explain the causes and effects of malaria and diarrhoea.
- ii) identify strategies of preventing malaria and diarrhoea.

Life skills to be developed: decision-making and critical thinking

Activity

Form two groups to work on the following tasks:

Group 1: Design a skit on the causes and effects of malaria, coping strategies like sleeping under a mosquito net, taking the right medication, clearing bushes and getting rid of stagnant water near home.

Group 2: Design a skit on the importance washing hands before, after eating, after using the toilet; the need to use pit latrines; protecting water sources and boiling drinking water as a means of preventing diarrhoea.

Each group should present their skit to the rest of the class.

Information

Malaria is a life-threatening disease caused by parasites that are transmitted to people through the bites of infected female anopheles mosquitoes. It is preventable and curable.

- i) In 2016, there were an estimated 216 million cases of malaria in 91 countries, an increase of 5 million cases since 2015.
- ii) Malaria deaths reached 445,000 in 2016, a similar number (446,000) in 2015.
- iii) The WHO African region carries a disproportionately high share of the global malaria burden. In 2016, the region was home to 90% of malaria cases and 91% of malaria deaths.

- iv) Total funding for malaria control and elimination reached an estimated US\$ 2.7 billion in 2016. Contributions from governments of endemic countries amounted to US\$ 800 million, representing 31% of funding.
- v) Prevention includes: sleeping under an insecticide-treated mosquito net, indoor spraying with residual insecticides and using anti-malarial drugs.

Diarrhoea, just like typhoid and dysentery, is transmitted through ingesting food and water contaminated with human faeces. So to avoid getting these diseases, you need to take maximum care regarding managing your foods as well as human waste. The following precautionary measures are recommended:

- i) Boil drinking water and keep it in clean containers.
- ii) Wash hands whenever you are going to touch food.
- iii) Wash hands after visiting the toilet.
- iv) Eat foods when they are still hot.
- v) Keep your entire environment clean and free of human faeces.
- vi) Use the toilet whenever you want to respond to the call of nature.
- vii) Visit the hospital whenever you feel any signs of the disease i.e. when you feel stomach upsets, running stomach, headaches and dizziness.

b) STIs and HIV/AIDS

Learning Outcomes

By the end of the sub-topic, the learner should be able to:

- i) identify his/her level of knowledge, belief, attributes and practices concerning STIs, HIV and AIDS.
- ii) explain STIs, HIV and AIDS transmission and the role of the individual, family and community in its prevention.
- iii) identify the cultural and social practices that promote or prevent the spread of STIs, HIV and AIDS.
- iv) identify the needs of people with HIV and AIDS and ways of helping them.
- v) explain the socio-economic and political implications of STIs, HIV and AIDS to the individual, family and the community.

Life skills to be developed: peer resistance, problem-solving, assertiveness, decision-making, friendship formation and coping with emotions

Activity

The following activities can be used to achieve the learning outcomes.

- a) In small groups, brainstorm the different views regarding STIs, HIV and AIDS, then discuss which views are right and which ones are wrong.
- b) Complete the following questionnaire to assess your own attitudes, feelings and emotions about STIs, HIV and AIDS. For each of the statements, write (Agree/Disagree)
 - i) A wife is more likely to get HIV than a prostitute.
 - ii) Parents should talk to their children about STIs, HIV and AIDS.
 - iii) Girls wearing short skirts should be raped.
 - iv) It is ok for a man to have more than one woman as long as he practices safe sex and provides for his children.
 - v) After filling the questionnaires, the learners form groups and discuss their answers.
- c) Carryout a case study which can be a true or imaginary description of a situation to provoke thought and discussion in order to assess the learners' knowledge about STIs, HIV and AIDS.
- d) Divide the class into groups of 5 and describe the case study.

Abio, a sixteen-year-old girl, comes from a poor family in Adjumani. She left school in Senior One. David, a refugee from South Sudan, met her selling local brew in a village bar. He liked her and proposed marriage to her. Unfortunately, he had multiple girlfriends.

- i) If you were Abio, what would you do? Give reasons for your answer.
- ii) How will Abio's decision expose her or prevent her from acquiring STIs, HIV and AIDS?

Note: This case study is aimed at discussing the learners' attitude towards early marriages and relationships, early pregnancies and how this exposes young girls to STIs, HIV and AIDS.

- e) In the role-plays, the learners act out in order to explore the situations, feelings and strategies to cope with the rampant spread of STIs, HIV and AIDS. Refer to the Abio and David's case study above.
 - i) Divide the class into groups and act out what they think will happen between Abio and David.
 - ii) Let them discuss the method used by David to convince or force Abio to accept or the different methods used by Abio to cope with the situation.
- f) In a discussion or a debate, give individual learner an opportunity to gain knowledge on STI, HIV and AIDS while checking out misconceptions, and learning new skills such as critical thinking as they express their views.
- g) Through storytelling, let learners share their stories and experiences regarding STIs, HIV and AIDS. It may be a story affecting them directly, their family members or their friends. Every group should come up with a story where one member tells the group members in the presence of the entire class.

Activity

- i) Give each learner a small hard paper and let them write one of the statements below:
 - HIV and AIDS is curable
 - Insects transmit HIV
 - HIV can spread by donating blood
 - HIV education is a waste of money
 - It is okay to have sex with a fifteen-year-old girl because she is free of HIV
 - HIV can be transmitted by sharing toilets
- ii) Place cards labelled AGREE, DISAGREE, NOT SURE in three different corners of the classroom.
- iii) Select one of the learners to read out the statement cards and let the other learners make a decision to move to any of the corners of their choice.
- iv) While in the corners, students pair up and discuss the reasons for their choice. If they wish to change their choice/position, they can do so.
- v) Repeat step i), ii), iii) with other statement cards.
- vi) Give a chance to each learner to state why he/she made that choice.
- vii) Brainstorm the different views about STIs and HIV and AIDS.

Extension Activity

- i) Let the learners list down 5 main ways in which HIV and STIs can be transmitted.
- ii) Task them to list down 5 ways in which HIV and STIs can be prevented.
- iii) Let them explain how skills such as assertiveness and peer resistance can be used to prevent transmission.

Information

STIs such as genital diseases which include, among others, herpes, syphilis and gonorrhoea are diseases transmitted from one person to another via sexual intercourse. STIs produce abnormal discharge e.g. pus and blood from one's sex organ. They may also cause genital swelling.

Prevention

Prevention of HIV and STIs can be through the following:

- i) ABC strategy i.e. Abstain, Be faithful, Condom use (ABC).
- ii) Prompt and timely treatment of specific STIs.
 - HIV is the human immune-deficiency virus that attacks and destroys particular white blood cells which normally protect the body against various infections.
 - AIDS is caused by HIV and one is said to have AIDS when he/she has signs and symptoms.

Modes of transmission include

- i) Sexual intercourse
- ii) Blood transfusion
- iii) Mother-to-child transmission during pregnancy, birth, breastfeeding
- iv) Skin piecing with contaminated instruments.

Risky/predisposing factors

- i) Risky sexual behaviours such as having multiple partners, sex for favours.
- ii) Cultural practices such as circumcision, polygamy, wife sharing, wife inheritance.
- iii) Presence of STIs

- iv) Drug abuse
- v) Alcohol abuse
- vi) Rape and defilement
- vii) Domestic violence
- viii) Conflicts and wars

Signs and symptoms include: Fever, diarrhoea, persistent cough, etc.

Prevention

- i) ABC campaigns
- ii) Avoid piercing with contaminated instruments
- iii) Reduce alcohol and drug abuse
- iv) Dialogue for conflict resolution
- v) Post exposure treatment such as taking ARVs within 72 hours of exposure for 28 days.

Topic 6: Drug and Substance Abuse

Overview

It is important for learners to understand the following aspects: what drugs and alcoholism are; Reasons that lead individuals to using drugs and getting addiction to alcoholism; Dangers of drug abuse and alcoholism to the individual and the community; Signs of drug abuse and alcoholism and then think of strategies to prevent drug abuse and alcoholism

Learning Outcome

By the end of this sub-topic, the learner should be able to:

- i) differentiate between legal and illegal drugs.
- ii) understand the effects of drugs and substance abuse.
- iii) avoid drug abuse, if they have already started.
- iv) help non-drug users to avoid developing interest in using illegal drugs.

Activity

Read the following short story and answer the questions that follow.

The story of two students from a settlement camp

Kenyi and Jok sat for PLE in 2010 at Ayilo Primary School. They passed their examinations with flying colours. Because of this, JRS sponsored them to join secondary education. They were both sent to the same school.

While in the school, Kenyi got friends in the community who introduced him to taking alcohol. This later became his lifestyle within and around the school compound. He used most of his pocket money on drinks. By the end of Senior Two, he was well known in the neighbouring villages among the women who brewed *waragi*, a local brew. This led him to perform poorly in school. Because of his alcoholic behaviour and poor performance, JRS stopped paying his school fees in Senior Three.

Jok, on the other hand, remained a good student and attended all lessons. He therefore retained his scholarship up to Senior Four. He even turned out to be the best in the school that year. He progressed with his education and is currently working as an engineer, while Kenyi is permanently known for alcoholism in his camp. Kenyi even looks older than his age mates.

- i) What is the impact of alcoholism to the individual and the community?

- ii) If you were Kenyi's parents, what advice would you give to other children in the family and community?
- iii) What health-related problems do you think Kenyi is exposed to?
- iv) Suggest possible ways of helping Kenyi and other people in the same situation?

Activity

In a group, prepare and perform the role-play about the following story of Poni and Agnes before the class. Later discuss the questions that follow.

The story of Poni and Agnes

Poni and Agnes were good friends and used to do many things together. Poni is 16 and Agnes is 17 years of age. Both of them are in Senior Two and are day scholars. They both like going out for discos, especially on Wednesdays and Fridays. They also get involved in excessive smoking and drinking of alcohol which is bought by men. The two girls would do anything for money. Poni later realized she was pregnant. She attempted to carry out an aborting by swallowing non-prescribed drugs bought from a nearby drug shop. She developed complications and later died.

- i) What do you learn from this role-play?
- ii) How would you have reacted to this situation if you were the parent, head teacher, community leader, sister, and brother?
- iii) What advice would you give to Agnes who is practising a similar thing?

Activity

A drink to sleep (short story)

There live a drunken man. He always said that he cannot sleep without drinking alcohol. This man had a wife and children who were of school going age. He rarely took care of the family. The wife and children were all disgruntled and the elder son failed to get basic requirements to attend school. Every evening when he got home, he would send his son to go and buy very good quality *waragi* so that he drinks and sleeps.

Procedure

- Divide the learners into groups.
- Task each group to read the short story above, interpret it and later discuss the given questions.
 - i) What type of family can this be?
 - ii) Why do you think the man can't sleep without a drink?

- iii) If you were the son:
- How would you have reacted to your father's order to look for *waragi*?
 - How would you have found out good quality *waragi*?
 - How would you have reacted when the father fell asleep?
 - Present your findings to the plenary for discussion.

Activity

- i) Divide the learners into discussion groups. Let each group come up with an agreeable definition of drug abuse and alcoholism.
- ii) Let the class brainstorm the following:
 - Dangers of drug abuse and alcoholism
 - Signs of drug abuse and alcoholism
 - Help that can be given to drug abusers and alcoholics
 - Ways of talking to family members and friends who have not yet started drinking alcohol and abusing drugs
 - Procedures of involving other stakeholders to reduce drug abuse and alcoholism in the community
- iii) Let the group leaders write down the points on the chalk board or manila/flipchart.
- iv) Supplement or summarize outstanding points on the topic.

Materials: Manila/flipchart, marker pens, papers, chalk and chalk board, pens

Topic 7: Sanitation and Environmental Health

Overview

In a community sanitation is very important to ensure a healthy environment. This involves aspects like: Clean and safe water use; Food hygiene and sanitation; Clean compound; Good personal hygiene; Environmental protection and conservation; Safe waste disposal among others

Learning Outcomes

By the end of this topic, the learner should be able to:

- i) understand the components of good sanitation and hygiene i.e. food and water hygiene and sanitation.
- ii) outline good sanitation practices.
- iii) identify behaviours which they, as learners, should have in order to initiate and promote healthy environment.
- iv) state the roles of individuals, family, school and community in promoting good sanitation and healthy environment.
- v) outline dangers of poor sanitation and environmental-related health issues.

Sub-topic 1: Keeping proper sanitation at home

Activity

In groups of 10, let the learners read the following stories of the daily activities of two families. Let them identify some of the good and bad sanitation practices from the two families. Let them suggest how each family can improve on their sanitation.

The story of John Oja and his wife Jane Mitiripkwe

John Oja and his wife Jane live in a grass-thatched house which they share with their chicken, ducks and turkeys. They have a pit latrine and a small bushy compound. John and Jane got married recently. They have no children yet. They have a rubbish pit about 10 meters away from the small compound. Jane likes laundry work and frequently cuts her finger nails short. She prepares food in an open three stone stove using firewood.

One day, she served her husband food. She put it down on the floor in the open. She then ran down to the river to fetch water. Meanwhile, John was fixing something on their hut. By the time he finished fixing the hut, the food was cold. But he ate it anyway.

When Jane came back from the river, she found her husband had already eaten but there was no water in the pot for him to drink. He requested his wife for fresh water from the river to drink.

At night John developed stomach ache, diarrhoea and vomiting. He had to be rushed to hospital.

The story of Ben Duku and his wife Susan Kiden

Duku and his wife Susan have two grass-thatched houses. One of them is their sleeping house and the other is used as a kitchen. They also have an animal house, and a large and clean compound. In addition, they have a pit latrine with hand washing can at the exit.

Susan prepares food using firewood on an improved stove. She, however, likes combing her hair and spitting saliva around while cooking. She says that her pregnancy does not like saliva in her mouth. Because of fatigue, Susan always keeps dirty utensils in the kitchen and only washes them once at the close of the day. She fetches water from a nearby borehole for family consumption and uses a pot with a cover to store it.

Duku is planting trees around the well-kept compound.

Practically getting involved in maintaining school environment

Activity

- i) Divide the class into groups with leaders to supervise the weekly roster for cleaning the classrooms and school compound.
- ii) Write on a small sheet of paper the various activities you would like them to perform. For example, cleaning in and around the classroom and the latrine; tending the flower garden; cleaning in and around their dormitory for boarders, etc. Allow the group leaders to randomly pick the tasks and perform them with his or her group members.
- iii) For each day of cleaning, the group draws a picture before and after cleaning their assigned area.

Follow-up activities

Have the learners answer the following questions:

- i) What are your feelings about the work and the general environment?
- ii) What have you learnt from these activities?
- iii) What are some of your likes and dislikes of the activities you have just finished?

Activity

- i) Divide the learners into different groups and assign them to discuss practices that promote good sanitation and clean environment.
- ii) Let each group draw good sanitation practices on manila/flipchart and present to the class.
- iii) Task each group to role-play good personal hygiene.
- iv) Let the whole class practically get involved in keeping the environment clean and ensuring good sanitation in the school and/or community.
- v) Supervise the work of different groups and give encouraging feedback.

Resources: Marker pens, manila/flipchart, detergents, hoes and machetes, brooms and brushes, water.

Theme II: Personal and Social Education

Topic 1: Family Health and Social Problems

Overview

Socialisation starts from home with in the family then the community and that is where the school later belongs. It is important for the learners to understand their social responsibility right from the family. There are a number of social problems that come up so long as people are living together and as young people, learners need to understand how to manage such problems late alone prevent them.

Introduction

The family is the basic unit of society. The state of the family greatly affects the quality of its members who depend on each other for physical, mental and social wellbeing. Therefore, in the search for the causes of and solutions to social problems, no institution has been allocated such a central role as the family.

Additionally, young people face a lot of pressure and influence from peers, relatives and the community, which greatly impacts on how they should behave. They, therefore, need skills and abilities to identify and cope with different social problems which exist in school and the community. Young people ultimately become change agents in the entire education system and community.

Some of the social problems that exist in society today include: domestic violence; child abuse; old age; mental health; juvenile delinquency; poverty; homelessness.

Sub-topic 1: Family

Learning Outcomes

By the end of this sub-topic, the learner should be able to:

- i) identify components of a family.
- ii) explain the effects of different family types on the individual, family and community.

iii) demonstrate their own life skills suitable in real-life situations.

Life skills to be developed: empathy, self-esteem, critical thinking and coping with stress

Materials: Papers, pens/pencils

Activity

- i) Divide the learners into three groups. Let each group discuss and present in diagram form on a manila/flipchart the following:
 - Group 1: The family I would enjoy living in.
 - Group 2: The family I would not enjoy living in.
 - Group 3: The minimum requirements for a happy family.
- ii) Let each group present its work in the plenary, identifying the people and the items found in the family they have drawn. Let them clearly give reasons for their choices.
- iii) In a summative activity, let them discuss the following:
 - What a family is.
 - Family types and memberships.
 - Aspects that make certain families easier to live in.
 - Aspects that make certain families difficult to live in.

Personal reflection

1. Define a family and explain the types of families that exist in society.
2. Write a letter to a friend, sharing the good aspects about your family. Also highlight how you intend to handle the difficulties your family faces in order to make it better.
3. How do you relate the knowledge of family to your life at school?
4. Who would you consider as a father, mother, brother, sister, aunt, uncle, etc.?
5. Where have you gone out of order in your duty at school as an implied family setting?

Information

Definition: A family is the smallest functional unit of a society. An ideal monogamous family has father, mother, children and perhaps other family members. A typical African family is polygamous with a father, mothers, children and other family members. Whether monogamous or polygamous, the entire family views itself and indeed behaves as a single entity. Family structure may be nuclear when a family is made up of only father, mother and children or it may be extended/traditional when a family is made up of

father, mother, children and other family members such as grandparents, aunts, uncles, cousins etc.

Family types: The ideal family has long been broken by many known circumstances making it hard to define a family. In reality now, there are many family structures: Family with two parents, single parent family, step-parent family, family without children, children without parent, children living with guardians, children's homes under a caretaker person or organisation.

Aspects that make a happy family: Good care, love, fidelity, honesty, good character, education, adequate income, developmental goals, healthy lifestyle, modelling positive values, showing mutual respect, maintaining gender equality, sharing time together, resolving conflicts without violence, effective and honest communication, mutual understanding and acceptance, involvement of family members in critical decision-making as well as being accountable, among others.

Aspects that make certain families difficult to live in: Large family size, inadequate income, misuse of family resources, poor character of members, poor hygiene, alcohol abuse, domestic violence, drug abuse, irresponsibility, unfaithfulness, mistrust, poor communication.

Sub-topic 2: Family Relationships

Learning Outcomes

By the end of this sub-topic, the learner should be able to:

- i) explain the role of each family member in promoting healthy family relationships.
- ii) identify barriers to happy family relationships and suggest ways of resolving them.
- iii) adopt behaviour that promotes healthy family relationships.

Life skills to be developed: Interpersonal relationships, friendship formation and decision-making

Materials: Copies of Chandiga's family story, paper, pens/pencils, newspaper prints

Activity

- i) In groups of 3-5 members, let the learners read Chandiga's family story and answer the tasks that follow.
- ii) In the plenary session, let groups discuss and present answers to the questions.
- iii) As a class, let them summarise the important points in the story on good family relationships.

Personal reflection

Task the learners to do the following:

- i) Think about one quality that you think your family has embraced, and draw a picture that shows your family practises that quality for positive family relationship.
- ii) Write a letter to a family member (father, mother, sister, brother or any other family member) telling them what you appreciate about them. Share with them how their quality has impacted positively on your life in the family.

Chandiga's Family Story

Chandiga is a happily married man who lives with his wife Amadrio and three children. The first born Bunia is a trained nurse and aged 23. The second born, Baru, is a 16-year-old boy in Senior Three and the last, Barua, is a girl aged 11 in Primary Six.

Chandiga is a primary school teacher who doesn't earn much but he managed to put up a house for his family and always provides clothing, food, and medical care to them. Despite being a housewife, Amadrio has been supported to start poultry and tailoring projects, which supplement the husband's income. She has trained her children and other community members in tailoring and poultry keeping skills. People in villages near and far who come to see her projects openly appreciate the projects and the positive family relationships amongst husband, wife and children.

Chandiga and Amadrio, as husband and wife, love their three children and always guide them in all aspects of positive living in the family and community. The couple is free and open to each other and to the children. They occasionally consult their children on matters pertaining home management, education and lifestyles.

Once in a while, especially in the holidays, the family organizes visits to their grandparents, aunts, uncles, friends, distant relatives as well as to educative places. The family is as well welcoming to relatives and friends who come to their home. Boys and girls help in domestic work equally. Children love and

respect their parents as well as elders in the community. Indeed many parents envy Chadiga's family.

Bunia is getting married soon to her fiancé, Kato, whom she met while studying at the nursing school. Her entire extended family is involved in the preparations and the aunts have been giving her advice and guidance. The family is happy and collectively looking forward to seeing Bunia marry properly to the man of her own choice.

Tasks

- i)** How do Mr and Ms Chandiga relate to one another?
- ii)** In your opinion, what life skills do Mr and Ms Chandiga apply in their family?
- iii)** How does Chandiga and Amadrio relate to their children?
- iv)** Why did Bunia decide to get a fiancé?
- v)** What lesson do you pick from the story of Chandiga's family?

Information

Each member of a family has a responsibility. Parents/guardians provide love, security, shelter, care, clothing, financial support etc. Children provide love to their parents and other family members, help one another, respect for self and others, follow guidance of parents, carry out their roles in family, behave morally etc.

A good family relationship provides for the following children's rights: a caring environment, availability of basic necessities, involvement in decision-making that affects them, no discrimination based on gender or origin, access to education, access to health care etc.

All children regardless of sex, share chores equally and equitably. This should be portrayed by the support parents give to each other at home. Gender-equitable parents will permit their sons and daughters to share in household chores, pursue education, seek success in public space, express feelings of vulnerability, and assign domestic responsibilities without discrimination.

Sub-topic 3: Coping with Parents and Guardians

Learning Outcomes

By the end of the sub-topic, the learner should be able to:

- i) apply different ways to cope with emotions caused by problems at home.
- ii) identify and help a person affected by bad family relationships.
- iii) negotiate better in difficult family situations.
- iv) develop and demonstrate their self-esteem whatever family they belong to.

Life skills to be developed: Critical thinking, decision-making, self-awareness, coping with stress and emotion, empathy

Materials: Pen, paper, task cards

Activity

- i) In groups of 5 members assumed to belong to one family, each group is given two of the following tasks to discuss and write down their findings.
- ii) Groups present their findings in a plenary for discussion.
- iii) The entire class brainstorms the factors that cause parents/guardians to be difficult.
- iv) Summarize the main ways of dealing with difficult parents/guardians.

Tasks for discussion

What would you do if:

- i) one of your parents/guardians is terminally ill?
- ii) you are brought up by a step-mother/step-father who is not easily approachable?
- iii) you are children from different tribes only being raised by a godparent.
- iv) you live with an orphaned relative but your father/mother is not treating him/her well?
- v) you mother is very unhappy and tells you that your father has another wife?
- vi) you never see your father because he always comes home late?
- vii) you stay with your mother/father and she/he won't let you see your other parent?
- viii) you want to go out to a disco with a friend on a Saturday night and your parents won't allow you to go?

- ix) your mother keeps taking you out of school to help at home?
- x) your mother/father drinks alcohol too much?

Information

Factors that cause parents/guardians to be difficult include: their nature, inadequate income, too many responsibilities, large family size, too many demands, poor relationships, badly behaved children, hard spouses, poor background, ignorance, laziness of family members etc.

Ways of handling difficult parents include: negotiation, assertiveness, tolerance, critical thinking, using empathetic adult, seeking advice, awareness etc.

Highlight issues related to children's right relating to safety at home as well as problems of girl-child such as workload, early marriage, drop out from school, discrimination relating to property etc.

Topic 2: Skill of Knowing and Living with Oneself

Overview:

It is good for young people to know and understand themselves, their feelings and emotions, capabilities and weakness. This awareness of oneself leads one to do actions and make choices consistent with one's abilities. The more the individual is aware of their own abilities, the more capable they are of using life skills, and the more they are able to make good choices and decisions. This topic is intended to develop life skills/ soft skills of the learners so as to leave a responsible life in and out of school

Sub-topic 1: Understanding Body Changes and their Effects

Learning Outcomes

By the end of the sub-topic, the learner should be able to:

- i) identify the body changes that occur during growth.
- ii) state the coping mechanisms that can be employed as the body changes.
- iii) demonstrate ways of attending to peoples' perceptions about their body changes.

Life skills to be developed: Critical thinking, decision-making, self-awareness, coping emotion

Materials: Pen, paper, task cards

Activity

Before the lesson, write what you understand by the terms adolescence and puberty in column A. The facilitator conducts a discussion with the class to concretize the definitions.

Column A	Column B	Column C
1. Adolescence		
.....
.....

2. Puberty

.....

.....

- i) After the lesson, correct in column B any inaccurate information you wrote in column A.
- ii) Write a clear definition of the terms in column C.

Activity

- i) Identify and note down the changes that happened in/onto your body from 9 years to date.
- ii) Turn to your neighbour in class and discuss the difference between adolescence and puberty, and give examples of changes associated with the two stages.
- iii) In groups of five, use examples in 2 above to discuss the importance of changes that occur to one's body as they grow. Share your findings with another group in class.
- iv) In groups, discuss the different ways one can manage to cope with body changes as they grow. Make a presentation in class.
- v) In small groups, pick a cultural group and discuss how adolescents are treated regarding their rights, privileges, duties and expectations. Find out at what age they are considered adults, what ceremonies they undergo and at what age the community expects them to marry. Present your findings to the class.
- vi) Conduct a discussion to summarize the body changes that occur at different stages, the importance of the body changes, and how the learners can cope with the changes which occur to them.

Information

During adolescence, both boys and girls often feel increased pressure to conform to their expected gender roles. For example, many boys feel:

- i) 'I have to be brave and strong all the time—too much pressure!'
- ii) 'I can't show anyone that I feel tender and vulnerable.'

Some of the feelings girls mainly face include:

- i) 'I want to look attractive. But I feel uncomfortable when an adult man stares at me.'

- ii) Why does my brother get to play with his mates in the afternoon while I am at home helping to prepare food?’
- iii) ‘I am glad I’m a girl. My friends and I find it so easy to share our feelings.’

During adolescence, the body is growing and the mind is growing too. Adolescents often get various changes and feelings. This is normal, however, remember that as an individual you need to manage yourself and keep yourself safe and healthy. In other cases, some adolescents may feel shy and scared of the changes happening to them! Just know that you are normal and feel free to share with your friends, teachers and parents. They too went through this stage. Also note that your body as an adolescent is just on transition to adulthood. So you need to wait for it to fully mature to be ready for a number of functions related to adult life such as sex, marriage, pregnancy etc.

Sub-topic 2: Self-Awareness

Learning Outcomes

By the end of the sub-topic, the learner should be able to:

- i) identify personal attributes of strength and weakness.
- ii) show how they can employ areas of their strength to fit in community.
- iii) show ways through which they can work on their areas of weakness for maximization of their full potential in society.
- iv) negotiate better in difficult family situations.

Life skills to be developed: Critical thinking, decision-making, self-awareness, coping with stress and emotion, empathy

Materials: Pen, paper, task cards

Activity

- i) Individually, brainstorm who you are.
 - a) Writing as many details about your origin, clan, tribe, nationality, religion, languages, social life, likes and dislikes.
 - b) identifying the areas of strength (what you feel you can do better) and weakness (what you feel affects your progress).
- ii) Pick out one of your strengths and share with your group how you can use it to effectively grab the opportunities around you.
- iii) Identify one personal weakness and share ways of working around to improve it.

- iv) In a class discussion, summarize the core points to discover about self and importance of self-awareness.

Information

Growing people need to know and understand themselves first, their potential, their feelings and emotions, their position in life and in society, and their strengths and weaknesses. They as well need to know their own identity such as where they come from, their culture, their tribe, their language and their family.

Self-awareness also include one knowing the religion they profess, the childhood games they played, the people they grew up with, the schools they attended, the old tales they overheard, the food they ate and the God they believe in.

The more the individuals are aware of their capabilities, the more capable they are of using other life skills effectively and the more they are able to make choices which are consistent with the opportunities available to them.

Sub-topic 3: Self-Esteem

Learning Outcomes

By the end of the sub-topic, the learner should be able to:

- i) identify personal attributes that make them proud.
- ii) show ways through which he/she can demonstrate to others that he/she is more than what others can see.
- iii) develop and demonstrate his/her self-esteem whatever family he/she belongs to.

Life skills to be developed: Critical thinking, decision-making, self-awareness, coping with stress and emotion, empathy

Materials: Pen/pencil, paper

Activity

- i) Do a self-search on the following attributes:
Are you honest, reliable, loyal, polite, hardworking, patient, a good friend, get along well with others, intelligent, sensitive to other's feeling, a good teammate, respectful of others? Score yourself 1 for a YES and 0 for a NO, get your total score out of 12.
- ii) In pairs,

- a) Make a list of 5 strong attributes you feel you possess and yet other people may not have seen them.
 - b) Identify 5 strong attributes you observe in your neighbour which you feel he/she may not be aware of.
 - c) Compare the lists with your neighbour and see how the other person views you and also discover more about yourself.
- iii) Hold a class discussion to summarize the attributes of self-esteem the learners need to identify in themselves and be proud of, as well as ways in which the learners can strengthen their self-esteem.

Information

Self-esteem is the awareness of the good in oneself. It refers to how an individual feels about personal attributes such as appearance, abilities, size, height, weight, colour, and behaviour. As people become more aware of their capabilities and place in society, their self-esteem improves.

Self-esteem is influenced by an individual's relationship with others. Significant adults such as parents, family members, teachers and community members as well as peers can build or destroy an individual's esteem. Thus, encouragement of positive relationships can help build self-esteem as well as other life skills.

Don't despair! There are many ways to become more confident and comfortable with your body. Know your body and how it works. Remember that your body belongs to you. Know that images in the media are misleading and do not represent an ideal person. Spend time with people who value you for who you are and not your physical attractiveness. Remember that your physical appearance is just part of you and so you are beyond just your appearance. Eat well, do some exercises and have enough rest. Certainly, these will improve your body image. Explore other potentials in you such as sporting talent, speech, friendship, academics or leadership.

Sub-topic 4: Assertiveness

Learning Outcomes

By the end of the sub-topic, the learner should be able to:

- i) identify personal aspirations and state the steps to achieve them.
- ii) develop and demonstrate goals they can achieve as individuals.
- iii) explain the benefits of being assertive.

- iv) demonstrate ways in which they would display assertiveness without being aggressive.

Life skills to be developed: Critical thinking, decision-making, self-awareness, empathy

Materials: Pen/pencil, paper

Activity

- i) Do a self-search and see how you can stand for yourself and your rights without directly hurting others.
- ii) Identify factors that make it difficult to be assertive.
- iii) In small groups, discuss the basic skills you can use to be assertive.

Information

Assertiveness refers to knowing what you want, why you want it and how to achieve it within the specific contexts. It covers a wide variety such as a girl resisting sexual advances of a fellow student or older man, children convincing their parents to enable them continue with education, adolescents taking up leadership roles for the benefit of the community such as sanitation and environmental protection, a young man resisting peer pressure to engage into insolent acts such as drinking alcohol, smoking or a young girl challenging the parents who feel that she should drop out of school and marry off.

Assertiveness is different from passivity where the person knows what they want but they are too timid or too scared to stand up to it.

Assertiveness is also different from aggressiveness where the person knows what they want but just fights for it without consideration of the context or the people the person is interacting with.

Assertiveness involves listening and valuing others, culture, age of the person, nature of the demand, timing and many other factors. It's important for a person to know how to be assertive in different situations e.g. the way you are assertive with peers is different from the nature of assertiveness with parents or teachers.

Sub-topic 5: Coping with Emotions and Stress

Learning Outcomes

By the end of the sub-topic, the learner should be able to:

- i) identify the different factors that affect their emotions.

- ii) apply different ways to cope with emotions and stresses they may experience
- iii) develop and demonstrate ways of managing their emotions and stressors.

Life skills to be developed: Critical thinking, decision making, self-awareness, coping with stress and emotion, empathy

Activity

- i) In small gender inclusive groups:
 - a) Discuss the major factors that affect your emotions.
 - b) Identify ten (10) things that generally stress people.
 - c) Discuss ways in which you can handle 5 emotion de-stabilizers / stressors.
- ii) In a discussion, summarize the factors that cause emotional changes as well as those that stress people. Emphasis needs to be put on the ways in which the learners can handle emotions and stress.

Information

Emotions are strong feeling about what one is, which gives an impulsive response about something. Emotions include love, fear, anger, shyness, disgust, sorrow, happiness, joy, sadness, desire. Emotions are subjective, thus they depend on the individual. They are unpredictable, and if not well managed, they often lead to actions not based on logical or rational reasoning. It's therefore important that people learn to cope/manage their emotions so that they make decisions which take care of their emotions but not overly influenced by them.

Stress is an emotional pressure suffered by an individual. Stressors include: family problems, broken relationships, loss of a dear one, examination, workload, lack of money, sickness. In small doses, stress can be positive since the pressure makes one to concentrate on something, yielding results. However, in most cases, stress is destructive when it is beyond what one can deal with. Therefore, young people need to recognize that stress is an inevitable part of life that they should learn to deal with.

Sub-topic 6: Critical thinking and Decision-Making

Learning Outcomes

By the end of this sub-topic, the learner should be able to:

- i) describe the benefits of making thoughtful decisions.
- ii) explain the steps in the decision-making process.
- iii) list the factors that influence your ability to make good decisions.
- iv) give examples of situations that require decision-making process.

Life skills to be learnt: Critical thinking, decision-making, self-awareness

Activity

As an individual

- i) Think about people who have influenced your decisions
- ii) List at least 5 decisions you have made in life, which have affected you positively and at least 2 which have affected you negatively.
- iii) From those decisions that affected you negatively, show a new action plan you think could have worked better.
- iv) Ask any of the adults (parents, teachers, or trusted adults) about one serious decision they had to make in life (such as choice of career, marriage, involving children etc.). Ask about difficulties they encountered in making and implementing the decision.
- v) Share your findings in a class discussion

Information

When we make decisions, we select a course of action among alternatives, helping us to reach our goals and avoid trouble. Good decisions make us feel more satisfied and happy. However, bad decisions make us dissatisfied and depressed.

Steps to be followed in making right decisions:

1. Define the problem
2. Consider all the options
3. Identify the benefits and disadvantages of each options carefully
4. Make a tentative decision
5. Make a plan to implement the decision
6. Reconsider the decision, if necessary

Factors that influence decision-making include:

1. Social norms such as family, culture, religion, media, peer groups, gender roles, foreign influence (globalization) which influences our dressing, language, eating and other everyday habits.

2. Laws and policies by the government may compel people to follow a given course of action e.g. UPE and USE enabled many parents to make decisions of taking their children to school.
3. Education type and level will influence one's decisions e.g. highly educated females and males enter marriage a bit late and also decide to give birth to few children and yet they have many resources.
4. Resources available to the person may limit the decisions made regarding an action to be taken.
5. Access to services and technologies available to an individual affects their decisions. For example, a person with access to the Internet services will have more options when making decisions.

Sub-topic 7: Financial Literacy

In this sub-topic, the learner should be able to:

- i) identify the difference between needs and wants.
- ii) understand the external influences which affect financial decisions.
- iii) understand that money can be saved, spent and invested.

What Influences our Spending?

Starter activity

- i) Why do we spend money? In pairs, list all the things you have bought over the last week. Then discuss how much you needed the things, and whether they were luxury or impulse purchases.
- ii) In groups of five, follow the conversation below and answer the questions in class.

Susan: I saved some money. What should I do with it?

Ruth: Buy some candy, I know you like sweets!

James: I think you should spend it on a new pencil for school.

- What does it mean to **save some money**?
- Why do you save money?
- What does it mean to **spend some money**?
- What do you think Susan should **spend the money on**? Explain your answer!
- Do you **save money**? What do you **spend your saved money on**?

- iii) In groups, discuss what is a need and what is a want?
- iv) Now, look at the pictures. Identify what is a need and what is a want? Write next to the pictures and then discuss in class.

**Info Box**

- ✓ A need is something that you cannot live without.
- ✓ A want is something that you may wish to have but you can live without.
- ✓ Needs and wants will be different for different people.
- ✓ Whatever your age is, you should try to set aside money to buy the things you need first.
- ✓ Needs and wants can change depending on the situation.
- ✓ Some things are more important than others. The most important things are called **priorities**.
- ✓ Families have to prioritize some purchases over others, such as food and rent.
- ✓ Your priorities should be the most important things. They should be your needs. This will help you to develop a good foundation for your future.

a) External influences which affect financial decisions**Activity**

- i) In pairs, act out a dialogue. One of you is trying to persuade the other to spend their money unwisely. The other one tries to resist. First write down your ideas and points.
- ii) Form groups of four to six, discuss and write down the arguments from the skit.
- iii) Share with the class some of the lessons from the skit.
- iv) How has advertising and peer pressure influenced you to spend your money?
- v) State possible effects of those influences.

- vi) State ways you could resist these pressures and reach your own decisions?

Info Box

People are **influenced** to spend money by many different things. This influence can come from sources which include, radio, newspapers, TV adverts, family members, friends, among others.

Sometimes that **influence** is not always good because you should make decisions based on your own and your family's needs, and not based on what others are telling you to do.



TAKE HOME:

In a group, visit:

- i) a nearby shop or school canteen
- ii) a community market

Using a checklist, (copy the list below on a piece of paper) and:

- i) observe and write down what items children, young people and adults spend their money on.
- ii) ask why and when they make the expenditures.
- iii) ask where they get the money from.

Research Location: A Nearby Shop or School Canteen			
Item spent on	Age (Please fill adult or young)	Why or when they buy the item	Source of money to buy the item
1.			
2.			
3.			
Research Location: Community Market			
Item spent on	Age (Please fill adult or young)	Why or when they buy the item	Source of money to buy the item
1.			
2.			
3.			

Sub-topic 8: Saving and Investment

Learning Outcomes

By the end of this sub-topic, the learner should be able to:

- i) justify the need to save money.
- ii) plan and execute a saving culture.
- iii) identify and select correct means of securing the savings.

Starter activity

- i) Why do we save? In pairs make a list of all the reasons why you might put money aside to save.
- ii) How many of you save some money each month?
- iii) Where do you save it?

We all need to save money in order to buy the things we need. Saving money requires discipline, but it has rewards and is a very useful life habit. Saving money in a small box is a short term measure, but it is wiser to get your money to “work harder” by getting a savings account. The main organisations that offer savings accounts are banks. You can also save your money with a SACCO or on a mobile money account on your phone.

Developing a Saving Culture

Activity

- i) Make three groups and in each group discuss the meaning of saving and suggest the benefits of adopting a saving culture.
- ii) In your groups, prepare role-plays on the following situations (one role-play per group)
 - a) *Keji and his wife save money and after some time, they open up a small local brew bar for the wife to operate as Keji continues running the retail shop. She gets many customers but they mostly drink on credit*
 - b) *Amaka borrows money from a money lender to boost his business. On receiving the money he first takes his friend for some drinks and what remains he takes to restock his shop. A month later the money lender comes for his monthly pay and Amaka doesn't have it.*

c) *Chandiru and her husband Toko have two children who are in school. They operate a stationery business in town from which they earn a living. They plan how to boost their income. They decide to borrow from the SACCO where they pay back with a small interest. They keep record of all the transactions made and track their profits.*

- iii) Make your presentations to the whole class and with guidance from the teacher engage in a discussion on the following:
- a) What are the effects of borrowing?
 - b) What are the key things that one has to consider before borrowing money?
 - c) What are the key things that one has to consider before investing their money?
 - d) What are the benefits of investment?
 - e) What life skills will be needed in order to improve on financial literacy?

Information

- i) Saving is the practice of putting aside part of your current earnings for future use. It is not done once but over a period of time. You may have to sacrifice current luxuries to save for a better future.
- ii) “One by one makes a bundle”, as the saying goes. Therefore, you don’t need much money to start saving. When you save regularly, your money will “grow”.
- iii) Spend less to save more: cutting down on consumption such as alcohol enables you to save more money to provide you and your family’s future.
- iv) Encourage your children and siblings to save.
- v) Save to avoid unnecessary debt.
- vi) Always have an “emergency fund”.
- vii) Choose how and where you want to save.
- viii) Keep your savings safe.
- ix) A loan is money that is borrowed and must be paid back, usually with interest and other associated costs.
- x) Every loan comes with a cost. Interest is the price you pay for borrowing money.
- xi) Make that borrowed money productive.
- xii) Don’t borrow because others are borrowing.
- xiii) Invest and let your money grow. Investing is putting your money to use so as to allow it to grow; for example, livestock, land and business.

Sub-topic 9: Career and Future Opportunities

Learning Outcomes

By the end of this sub-topic, the learner should be able to:

- i) identify factors that may motivate your career choices.
- ii) think more widely about their future career.
- iii) find out where to look for information about careers.
- iv) plan for the future with confidence.

Factors that Affect Career Choices

Starter activity

- i) Below factors that might influence your choice of career. Put them in order of importance, with 1 being the most important and 6 the least important.
- ii) Which factors scored most highly?
- iii) Should any of these factors alone determine your career choice?

Table showing factors that determine career choices

a) Money	b) Prospects	c) Satisfaction
d) location (where the career is situated)	e) flexibility	f) Suitability (where you have the necessary talents and skills)

Information

Most young people wonder about their future. They want to be successful in something they enjoy doing. They want to have enough income to live a comfortable life. To achieve this, **it requires good planning and preparation.**

A career is an occupation undertaken for a significant period of a person's life and with opportunities for progress. In other words, a **career** is often

composed of the jobs held, titles earned and work accomplished over a long period of time, rather than just referring to one position

It is the general direction of a person's life in term of employment. A career may be the sequence of jobs that a person holds to make a living. This may lead a person to have a good income and a better standard of living.

It is very important to think about your skills, talents and qualities when choosing a future career as well as the financial rewards it might bring. This is because enjoying what you do will make your life happier.

Choosing a career

Activity

Poni has no idea what she wants to do when she finishes school, but she is organised, likes a researching projects and is good at mathematics.

- i) List five different types of career choices that might suit her talents
- ii) list the skills required for each of the five career choices and later match them with Poni's soft skills
- iii) As a class discuss how Poni's career choices broaden if we take into account that she loves animals and is a caring member in class.

Activity

- i) Individually draw a spider diagram with you in the centre. At the end of each line write or illustrate something that you are good at (strengths). Take time to look at this information. What conclusions can you draw?
- ii) On another diagram, make a list of five careers that you think you could or would like to choose based on things you are good at (your strengths) i.e. show which strength makes you feel you can achieve the selected career.

Your strengths now

Your career aspirations in future

- iii) In pairs, compare your career lists from the task above. From each of them, choose one career that interests you most and list five ways you could find out more about that career.
- iv) Is it important to start thinking now about what you might want to do later in life? Give reasons for your answer.

Information

With so many careers open to you, it might be easy for you to decide not to think about it. However, looking at Uganda today, many youth are redundant without work. You do not need to only look at being employed but, most important, is to search your abilities and create a job for yourself using the skills acquired and the talent that you have.

In fact, it is not only exciting thinking about the future but it is never too early to give this topic your attention because preparation will help a lot later on.

Topic 3: Interpersonal Relationships

Overview

Man is a relational being. This means that whenever we meet, we form relationships with the people we meet. Some people are good at this, while others find it very difficult. This skill involves getting along with other people. One needs to note that he is not alone in this world. He/she lives with other people who are different in very many aspects e.g. of different tribe, culture, religion, family background and different ways of thinking. Therefore one needs to learn to speak, act and behave in a manner that is acceptable to the different groups of people they meet every day in their life. This can be done by:

- Listening to others
- Being sensitive to individual needs
- Giving views without imposing them on others
- Sharing in conversation without preventing others from talking

Learning Outcomes

By the end of this unit, the learner should be able to:

- i) identify the attributes of interpersonal relationships they need to uphold.
- ii) exploit their potential to fit in and serve their communities.

Sub-topic 1: Values

Learning Outcomes

By the end of the sub-topic, the learner should be able to:

- i) explain the meaning, sources of our values and the factors that influence them.
- ii) discuss how values affect our lives.
- iii) name one of the universally shared human values.
- iv) discuss differences in individual values.
- v) understand what it means to clarify one's own values.

Life skills to be developed: Self-awareness, peer pressure resistance, decision-making and coping with emotions

Materials: Manila, markers, pens and papers

Planning your Activities (doing your exercise and helping a friend)

Activity

Acon's situation: Acon, a Senior Two student, is a close friend to her classmate Atimaku. The two girls share a lot in common including seriousness in their studies. On the eve of the promotional exams, when Acon is preparing for her exam, Atimaku presses her for a talk over her personal problems.

- i) In small groups, brainstorm how you would rank two values: one involving helping a friend and the other preparing for an examination.
- ii) If you were in Acon's place, what would you do? Why?

The facilitator, guides the discussion, highlighting the main points to consider in this situation such as listening to the friend, weighing the nature of help needed and how much time, planning the available time for the activities etc.

Conflict of Values (education and obedience)

Activity

Achen's dilemma: Achen's parents encourage her twin brother Opio to study hard at school so that he grows into a very important man to help them when they are old, but tell her that it is more important to cook and clean well so that she is prepared for marriage to bring wealth for the family. Her parents feel that at age 13, Achen is mature enough to be married off and that she is holding long their wealth.

- i) Assess the girl's situation.
- ii) If you were this girl or her friend what steps would you take to address the situation?
- iii) From these universally accepted values—fairness, honesty, respect, education, equality, self-control—draw a circle and put the most important value at the centre to help you address Achen's dilemma.
- iv) In a class discussion, summarize the core values to be taken care of and their order of importance.

Information

Values are the principles or qualities we believe are important; for example, fairness honesty, respect, education, equality and self-control.

The following have got influence over individual values: family, religious teaching, community school environment peer group and mass media.

Values affect our lives by helping in resisting peer pressure, making it easier for us to consider opposing points of view without feeling manipulated or confused; empowering us to know our values; helps us to make decisions we are proud of; helping us to become the kind of person we wants to.

The universally accepted values are: fairness, honesty, education, equality, humanity, kindness, tolerance, respect and self-control. These values make us fit in any part of the world.

Sub-topic 2: Gender

Learning Outcomes

By the end of the sub-topic, the learner should be able to:

- i) define gender and explain the differences between biological sex and gender
- ii) reflect on how gender norms affect them.
- iii) discuss how gender roles affect both men and women.
- iv) define gender inequality and outline why it is harmful.
- v) clarify personal beliefs about gender stereotyping and discrimination.
- vi) state the factors that affect gender roles over time.
- vii) outline ways of reducing gender stereotyping and discrimination.

Life skills to be developed: Self-awareness, creative thinking, empathy

Materials: Manila/flipchart, markers and hand-outs, questionnaires.

Gender Perceptions

Activity

- i) Complete the following questionnaire. Each learner places his/her answer on a scale of **1-5**. **5** means that they **fully agree** and **1** means that they **don't agree** at all.

	What do you think?	1	2	3	4	5
i)	Boys are stronger than girls.					
ii)	Cooking is a girl's job.					
iii)	Girls are weak in mathematics and other science subjects.					
iv)	Girls wake up before boys.					
v)	At school, girls do more work than boys					
vi)	Boys are more intelligent than girls					

- ii) In pairs, discuss your answers and share more about your views.
- iii) Group the learners according to sex and let them write down the different activities they do:
 - a) During schooldays
 - b) On weekends
 - c) During the holidays
- iv) Each group presents a list of their write-up on a chart
- v) The facilitator guides the learners in answering the following questions:
 - a) What do you learn from these lists?
 - b) What are some of the gender issues that affect the health of an individual, family and community?

Perceived Masculine Gender Roles

Activity

In small groups:

- i) Think about the messages young people receive from different people about gender roles.
- ii) Fill in the table below the common expectations of **boys and men** in their family or community by entering words that describe how men are expected to behave.

Perceived Masculine Gender Roles		
At least 1 word about the EMOTIONS males are expected to show	One CHORE role that most boys have at home	At least 2 typical CAREERS that are considered 'masculine' 1..... 2.....

At least 1 LEISURE ACTIVITY that is considered 'masculine' 	At least three personality traits that are stereotypically masculine (for example, brave or timid? Assertive or submissive? Rational or emotional? Tough or tender? Violent or peaceful?) 1..... 2..... 3.....
--	---

Perceived Feminine Gender Roles

Activity

The facilitator asks learners in small groups to write in the table below behaviours expected of **girls and women** in their family or community. They will be expected to write down words that describe how **typical females** are expected to behave.

Perceived Feminine Gender Roles		
At least 1 word about the EMOTIONS females are expected to show 	One chore role that most girls have at home. 	At least two typical careers that are considered 'feminine' 1..... 2.....
At least 1 leisure activity that is considered 'feminine' 	At least three personality traits that are stereotypically feminine (for example, brave or timid? Assertive or submissive? Rational or emotional? Tough or tender? Violent or peaceful?) 1..... 2..... 3.....	

After activity 2 and 3, the facilitator guides the discussion in which a conclusion is drawn showing that the stereotypes about gender roles is greatly misleading in the current times.

Information

Gender refers to the socially constructed roles, behaviours, activities and attributes that are considered appropriate for males and females. Most of our ideas about gender are influenced by messages we get from families, friends, the media and peers. Sometimes gender norms limit opportunities, especially for girls and women. This is called gender discrimination.

Belief in gender equality does not mean that we no longer recognize differences between men and women. It means respecting both sexes and acknowledging that an individual's biological sex does not determine that person's talents, abilities, or general responsibilities. Gender is learnt; and therefore, can be unlearnt. Attitudes about gender vary from person to person and from place to place. They also change over time.

Sub-topic 3: Bullying

Learning Outcome

By the end of the sub-topic, the learner should be able to:

- i) define bullying and explain how it affects them.
- ii) suggest ways of reducing the habit of bullying.
- iii) help out when one is bullied.

Life skills: Decision-making, critical thinking, empathy self-awareness

Activity

- i) In groups, let the learners hold a discussion on what bullying is and where it can happen.
- ii) They then write a script and form a skit (short drama) focusing on why people bully others, what a learner should do if he/she is bullied, and who should they speak to.
- iii) Each member lists one bad thing about bullying and one way of combating it.
- iv) If facilities allow, play a movie on "cyber bullying" and discuss if spreading rumours is a form of bullying. Skip this activity if facilities do not permit, but discuss how rumours can be a form of bullying.
- v) The facilitator guides how to summarize the concept of bullying and ways of combating it.

Teacher material/resource: Cyber bullying movie

Information

School bullying is a type of bullying which involves hostile intent, imbalance of power, distress, provocation. This leads to anger, depression, stress and suicide, lack of trust, anxiety, missing school, poor grades.

Types of Bullying

- i) Cyber: Using computers and social media, cyber bullying occurs on cell phones and online. Cyber bullying happens least frequently. It involves spreading rumours or lies about an individual on an e-mail or a blog through social media.
- ii) Direct bullying involves open attack on a victim physically or verbally. It involves name calling, teasing, pushing; or shoving, hitting, slapping; or kicking, threatening, stealing belongings, sexual comments or gestures, among other.

Sub-topic 4: Challenging Peer Pressure

Learning Outcomes

By the end of the sub-topic, the learner should be able to:

- i) discuss why some people engage in risky actions due to peer pressure.
- ii) cope with the pressure raised by peers.
- iii) devise ways of curbing the effect of peer pressure.

Life skills developed: Decision-making, empathy and critical thinking

Activity

- i) In small groups, let the learners brainstorm what they know about the risky things they do out of peer pressure.
- ii) Write their answers on a manila and categorize them into most and least risky, stating why they think so.
- iii) In groups of 5, let the learners discuss why many young people engage in risky behaviours nowadays.

- iv) In groups, ask the learners to plan and write a script on how peer pressure has led many young people get involved in smoking, drug abuse and alcoholism.
- v) Present a skit on what possible strategies can be used to challenge peer pressure.
- vi) Ask the learners if they feel more confident to deal with peer pressure.

Information

Reasons why young people engage in risky behaviour nowadays include:

- i) Peer pressure
- ii) Need to establish an identity
- iii) Need to stand out of the crowd
- iv) Need to fit in

The following are tips to young people on how to deal with peer pressure:

- i) Stay away from peers who pressure you to do things that seem wrong or dangerous.
- ii) Learn how to say "no," and practice how to avoid or get out of situations which feel unsafe or uncomfortable.
- iii) Spend time with other students who resist peer pressure. It helps to have at least one friend who is also willing to say "no."
- iv) If you have problems with peer pressure, talk to a grown-up you trust like a parent, teacher, or school counsellor.

Parents/teachers can also help by recognizing when their child/learner is having a problem with peer pressure. The following are tips for parents/teachers to help a child/learner deal with peer pressure:

- i) Encourage open and honest communication. Let the learner know he/she can come to you if he/she is feeling pressure to do things that seem wrong or risky.
- ii) Teach a child/learner to be assertive and to resist getting involved in dangerous or inappropriate situations or activities.
- iii) Know a child's/learner's friends. If issues or problems arise, share your concerns with his/her parents.
- iv) Know how a child/learner interacts with friends and others online. Communicate openly about safe internet and social media use.
- v) Help a child/learner develop self-confidence. The child/learner who feels good about himself/herself is less vulnerable to peer pressure.

- vi) Develop backup plans to help a child/learner get out of uncomfortable or dangerous situations. For example, let him/her know you will always come and get him/her; no hard questions asked if he/she feels worried or unsafe until he/she has been rescued; he/she is young and bound to make mistakes for as long as mistakes are not repetitive.

If a parent child/learner has ongoing difficulties with peer pressure, talk to his or her parent/teacher, head teacher, school counsellor or family doctor. If you have questions or concerns about your child's mood, self-esteem or behaviour, consider a consultation with a trained and qualified mental health professional.

Sub-topic 5: Friendship

Learning Outcomes

By the end of the sub-topic, the learner should be able to:

- i) define friendship and state its benefits.
- ii) recognize qualities needed in making and keeping good friendship.
- iii) describe ways to strengthen good friendship.
- iv) share ways of handling negative peer pressure.
- v) justify why it may be important to end a friendship.

Activity

- i) In pairs, share their best and worst times with friends. Free interactions are encouraged for the learners to laugh as much as they please regarding best moments but also feel great empathy regarding the worst moments.
- ii) On manila/flipchart, the learners draw two illustrations. On one illustration they note down 5 important qualities they want in a friend, on the other illustration they note 5 things they could offer as a friend.
- iii) In groups of 5, the learners create 5 rules of friendship and each member tries to adopt those rules over the next few weeks.

Extension Activity

Identify important ways to keep friends such as learning to listen well.

Information

Friendship is one of the most important kinds of human relationships. It involves a warm and/or intimate relationship with a person one likes and trusts. Friends provide company, fun, understanding, protection and support. Some friends create a positive impact on us while others cause a negative impact. It is therefore important for young people to understand how to deal with negative and positive friendship so as to spend valuable time with the positive ones and resist the pull of the negative ones.

Sub-topic 6: Elections and Politics***Learning Outcomes***

By the end of the sub-topic, the learner should be able to:

- i) investigate the role of local leaders in the school and the wider community.
- ii) appreciate the role politics plays in the development of the community.
- iii) prepare an agenda upon which political leaders can base their help for his/her community.
- iv) prepare a manifesto for campaigning for a given post in the school prefects' cabinet.

Life skills to be developed: Critically thinking, decision-making and negotiation.

Activity

- i) The learners brainstorm the role of student leaders in school, the role of Local Council members and area Member of Parliament.
- ii) The learners discuss the qualities of a good leader and evaluate if their leaders display those qualities.
- iii) With the class split into two groups, with one speaker and two clerks, select a topic, (a controversial one) such as should refugees be allowed to vote local leaders; political leadership should only be left to females since more harm has been made by males; women should be allowed to freely express their love and propose marriage to men.
- iv) Using debate, give the learners 10 minutes to generate their views and arguments as if they are in parliament.

- v) Allow the speaker to control the debate while the clerks take the main points.
- vi) In a summative activity, the clerks read the main points from the debate
- vii) Finally, they discuss the role of LC councillors and MPs in policy formulation.

Sub-topic 7: Negotiation

Learning Outcomes

By the end of the sub-topic, the learner should be able to:

- i) define negotiation and its benefits.
- ii) give examples of situations in which negotiations may be helpful and situations in which it may not work.
- iii) list the steps in negotiation.
- iv) express how gender often affects the way people negotiate.
- v) describe at least one idea for improving your negotiation skills.

Life skills to be developed: Critical and creative thinking, problem-solving, self-awareness

Analysing and taking compromise

Activity

Father and his two children (boys) in a boarding secondary school:

Father: My children, I want to tell you something very important. You know that I cannot support both of you in a boarding school. I have only a meagre income. Therefore, I want you the younger child to stay at home and wait for your elder brother to complete his secondary school education.

Elder son: Father I feel this would be unfair to my brother and the family.

Father: Why my son?

Elder son: Because leaving my brother behind will leave a very big gap in his education.

Father: That is my financial position at the moment and I really don't want a situation when you will be sent home because I failed to complete fees in time. What alternative suggestion do you have?

Elder son: I feel it is better if you could transfer us to a day school where school fees is within your means.

Father: Really! If that is your decision, I have no objection. I will do that readily first thing tomorrow to get you vacancies in Biyaya Secondary School

Elder son: Thank you for taking my advice father. I believe we should always sacrifice for each other.

Young Son: Thank you my big brother. Thank you Daddy for considering my education. I will try my best not to disappoint both of you.

Negotiating within the Laws of the Land

Activity: Role-play

A twenty-three-year-old Senior Four boy defiled a fourteen-year-old Senior One girl and was arrested by police. The boy's father went for a negotiation with the girl's father.

Boy's Father: I have come to you so that we can settle this case outside the police involvement.

Girl's Father: How possible is that! It is already in the hands of the police and I have no control over it.

Boy's Father: I do understand how grievous the matter is and I do accept the offence committed by my son. However, I know it is possible to settle this outside court if you can talk to the police.

Girl's Father: Your son defiled my daughter. Do you understand the law regarding defilement?

Boy's Father: I understand it my brother. And I know how grieved you are. But these are young people who don't even understand what the law is. I beg you to talk to the police to mediate on this matter. In that way we shall also be protecting the image of these children.

Girl's Father: (Long *silence*.) You have spoken well, and I understand your concerns. Let's go to the police.

Police: You are most welcome. How can I help you?

Girl's Father: I have come with this man whose son defiled by daughter. We would like to settle the case outside court. We would the police to help us in the negotiation.

Police: Well, that is a good idea. But this case is beyond the police now. The file has already been taken to the court. Remember this is an aggravated defilement which is only tried in the high court. Please let's wait for the court decision.

Girl's Father: Thank you sir, we are going back and wait for what the court will say.

Boy's Father: Thank you my brother. Whatever the court's decision, we should continue working together to help our children.

Information

Negotiation is an interaction between two or more parties. It involves competing for beneficial results. It aims at an agreement through open discussion and willingness to compromise on issues that are less important. If you know your values, you may want to make small changes on your position on something while still holding your grounds clearly on what is most important.

Negotiation can be successful or may fail to be successful when other factors outweigh the other, for example, the law.

When young people learn to negotiate better, they are better able to protect themselves from unsafe and unwanted sex and unwanted strikes. They can also develop better relationships built on honest communication. If all the adult learned how to negotiate, how much more peaceful the world will be?

Sub-topic 8: Effective Communication

Learning Outcomes

By the end of the sub-topic, the learner should be able to:

- i) define communication.
- ii) list various types of communication.
- iii) explain the importance of communication.
- iv) explain communication process.
- v) describe good communication skills.
- vi) discuss some barriers to effective communication.
- vii) explain how you can improve your communication.
- viii) describe some of the difficulties in communicating family life issues.

Life skills to be developed: Problem-solving, negotiation, friendship formation, decision-making, peer pressure resistance.

Assessing effectiveness of communication from different groups

Activity

- i) The first person in each group is given different messages to pass by word of mouth. The message must be passed from one person to the next until the last person in the group. The last person will then go in front of the class to report what the message is. A comparison with the initial message is done and then the mode of communication is assessed.
- ii) The teacher asks the first person to assess whether the message received by last person is original.

Example

What do you think could be here?

Original message (teacher)	Other members	Last message
Food may delay today
No water at the tap
School fees must be cleared

Questions

- i) When the last message is not original as communicated, what could be the problem?
- ii) How can we avoid such a problem in an institution of this kind?
- iii) What are some of the effective ways of communication?

Information

Communication involves three things: giving and receiving a message or idea, and sending an appropriate feedback. It includes exchange of information, feelings and attitudes. Good communication is the foundation for all interpersonal relationships. Social inequalities interfere with good communication by making it more difficult for one person to feel safe and confident to speak up. Another major barrier to effective communication is simply lack of skills and practice. But communication skills can be learned.

One form of communication to practise is verbal communication—expressing oneself through words and symbols. Another type is non-verbal communication—expressing oneself through facial expressions and body language. Non-verbal communication sends a powerful message and sometimes we are not aware of the message we send this way.

People always have difficulties communicating about family life and sexuality issues. Yet learning to discuss these issues help you be safe and healthy, and will help you to form healthy intimate relationships later in life.

Sub-topic 9: Conflict Resolutions and Management

Learning Outcomes

By the end of the sub-topic, the learner should be able to:

- i) define conflict.
- ii) state the causes of conflict in society.
- iii) identify the steps and strategies to be followed in conflict resolutions.

Life skills to be developed: Confidence, decisiveness, and respect through assertiveness.

Materials: Handout, manila/flipchart and marker/pen.

Activity

- i) Select two learners, ask them to stand in front of the class, facing in the opposite directions.
- ii) The members of the class mention at least five or more differences between the two learners. As these differences are mentioned, each of the selected learners take a step away from each other.
- iii) The selected learners then turn to face each other.
- iv) The class start to mention some of the similarities between them. As these similarities are mentioned they make a step towards each other.

Questions

- i) What did you notice about these learners as their differences were being mentioned?

- ii) What did you notice as these students as their similarities were being mentioned?
- iii) What can you do to avoid things that make us stay apart?
- iv) How can you promote things that bring us together in the family, the school and the community?

Activity

Imagine that in your school lunch delayed beyond the normal time by three hours and when it was served many students missed and some of them started to become violent, destroying properties in the school.

The Head teacher tried to talk to them but in vein. The Head Prefect called Michael Jok persuaded them to calm down because violence does not solve any problem, it rather cause more problems.

- i) If you were in the team that missed the lunch, what will be your reaction?
- ii) Assuming you were the Head Prefect, how will you address the situation?
- iii) From the above situation, how will you resolve this conflict with the school administration?

The teacher guides the discussion as the learners highlight the step followed in conflict resolution.

Sub-topic 10: Agreeable and Disagreeable Behaviour

Learning Outcomes

By the end of the sub-topic, the learner should be able to:

- i) identify the different acts that are acceptable in their community.
- ii) cite example of displeasing behaviours in their community.
- iii) suggest ways in which young people can adjust from the acts that displease the community in which they live.
- iv) appreciate agreeable and disagreeable behaviours during performance of physical activity.
- v) display agreeable behaviour at school, home and community while interacting with others.

Life skills to be developed: Critical thinking, decision-making, self-awareness, coping with stress and emotion, empathy

Activity

In groups of six:

- i) Discuss and later share with the class some of the agreeable behaviour in the following cases
 - ✓ At school
 - ✓ In the community
 - ✓ In PE and Sports
- ii) Outline the disagreeable behaviour among peers and adults
- iii) Identify the consequences of such disagreeable behaviour

Activity

In groups of six:

- i) Discuss and come up with forms of sports behaviour.
- ii) What effects do you think such behaviour can have among the players?



Players shaking hands before a match

Volleyball spectators



Activity

- i) Form groups of five members and discuss some of the cases of violence you have seen or heard of among players or spectators?
- ii) Suggest some of the causes of such violence in sports?
- iii) Come up with some of the consequences of such behaviour in sports?
- iv) Suggest how such violence can be combated?

Search on the internet cases where violence has happened in various sports and what were the consequences

Information

Agreeable behaviour is that which shows respect for self as well as others, and is seen as presentable in the community. Disagreeable behaviour, on the other hand, is that which displeases the community members.

Agreeable behaviours include being a responsible family member; being in the right place at the right time; pursuing education before marriage; avoiding negative peer influence, evil things, smoking, drinking, drug abuse and indecent touches; making healthy friendship with the opposite sex; respecting self, peers, teachers and community members; reporting offenders to authority; dressing decently; communicating regularly with your family and teachers; obeying rules and regulations etc.

Disagreeable behaviours include smoking, alcoholism, drug abuse, engaging in early sex, absenteeism from school, early marriage, indecent dressing such as wearing sagging trousers, wearing extremely short or transparent dresses, disrespecting parents, teachers and community elders, disobeying rules, indecent touches of the opposite sex, spending nights in dance halls and festivals etc.

There are many ways in which young people can adjust from the acts that displease the community such as upholding positive values, not engaging in early sex, being honest, respecting authority, being tolerant, respecting yourself, dressing decently for self-respect, developing and using your talents, being assertive but not aggressive, being proud of your cultural values but also respecting other people's cultural values, not being violent but promoting peace and tolerance, using appropriate language, playing roles in your society for value addition as a member, wisely seeking help at all times, willingly helping others, always appreciating others for their contributions etc.

Sportsman behaviour/etiquette both written and unwritten that are always mentioned by the teacher for you to follow so as to play the game smoothly.

- i) When a football player is injured, the ball may be kicked out of play so that the casualty can get treatment.
- ii) A cricket player walks away from the crease when he knows he is out. He doesn't wait for the umpire to tell him.

These are not rules. They are the sporting attitude and sense of fair play.

The role of spectators

You can be a spectator at home in front of the TV, or at a live venue just like at school competitions. Either way you are important to the sport in many ways such as:

- i)** At a live venue, spectators help their teams by cheering them on. The atmosphere can be exciting. Teams are more likely to win at home than away. ***Why do you think this is so?***
- ii)** They help to fund their favourite clubs by buying tickets for events, and flags, posters and other merchandise. Without TV spectators, sport wouldn't get shown on TV. Without sport on TV, clubs and athletes would have far more difficulty in finding sponsorship.

Violence among players: In some sports such as athletics, swimming and gymnastics you hardly ever hear of athletes being rude or violent during events, but in other sports such as football, rugby and boxing, violence is quite common.

Violence among spectators: As a spectator you help sport to grow but you can also harm it when you become violent. This happens when you fight the opposing fans, throw stones, bottles and other objects on the pitch, or steal part of the equipment and other installations.

Theme III: Physical Education

Overview

Physical Education is “education through the physical”. It is essentially a way of learning through action, awareness and observation. It aims to develop students’ competence and knowledge of movement and safety, and their ability to use these to perform in a wide range of activities associated with the development of an active and healthy lifestyle. It also develops students’ confidence and generic skills especially those of collaboration, communication, creativity, critical thinking and aesthetic appreciation. These, together with the nurturing of positive values and attitudes in PE, provide a good foundation for students’ lifelong and life-wide learning.

The activities in PE enable learners to grow healthy and have positive attitudes towards health, recreation and leisure, cope with stressful conditions of modern life and at the same time appreciate the importance of sports as a career and means of livelihood. There should be no barriers to access or opportunity based on race, gender, sex, culture or ability. Physical Education helps to develop talents, attitudes and other life skills essential for the holistic development and subsequent contribution of the individual to the socio-economic well-being

Topic 1: Warm-up and Cool-down Activities

There are two key elements or parts which should be included to ensure an effective and complete warm-up of the muscles/energy systems:

1. The general warmup
2. The **dynamic & sport specific** warm-up

Warm-up is intended to prepare the body muscle, raise body temperature and prepare the learner even psychologically for the activity to be carried out.

The general warm-up should consist of a light physical activity like walking, jogging, easy swimming, stationary bike, skipping or easy aerobics. Both the intensity and duration of the general warm-up (or how hard and how long) should be governed by the fitness level of the participating learner and the environment (weather conditions), although a general warm-up for the average person should take about five to ten minutes, resulting in a light sweat.

The aim of the general warm-up is simply to elevate the heart rate and respiratory rate. This in turn increases the blood flow and helps with the transportation of oxygen and nutrients to the working muscles. This also helps to increase the muscle temperature, allowing for a more effective dynamic stretch.

Sport specific, dynamic warm-up: With the first part of the warm-up carried out thoroughly and correctly, it is now safe to move onto the second part of an effective warm-up. In this part, the athlete is specifically preparing his/her body for the demands of his/her particular sport. During this part of the warm-up, dynamic and specific activities are employed. Activities should reflect the type of movements and actions which will be required during the sporting event.

Dynamic stretching: a correct warm-up should include a series of dynamic stretches which should be correct (progression from simple/light dynamic to explosive movements) to reduce the risk of injury. It should therefore be used under the supervision of a qualified sports' teacher. Dynamic stretching is aimed at preparing the muscles to perform and not for flexibility.

Dynamic stretching involves a controlled, soft bounce or swinging motion to force a particular body part past its usual range of movement. The force of the bounce or swing is gradually increased until the specific movement of the muscular activity to be prepared (e.g. kicking in football), but it should never become radical or uncontrolled.

Note: dynamic stretching carries with it an increased risk of injury if used incorrectly. During this last part of an effective warm-up it is also important to keep the dynamic stretches specific to the particular sport. This is the final part of the warm-up and should result in the learner reaching a physical and mental peak. At this point the learner is prepared mostly for the rigours of their sport or activity. Dynamic warm-up is one of the most under-utilized techniques for improving the learner performance and to reduce the risk of sports injuries. Therefore, don't make the mistake of thinking that something as simple as dynamic stretching won't be effective.

The following drills can be carried out starting from toe to head

- i) Walking drills, knee to shoulder
- ii) Walking toes or calf raises
- iii) Easy jump rope for 2 minutes
- iv) Jump skips stationary or for distance
- v) Heel flicks

- vi) High knees
- vii) Coordination skips
- viii) Bounding
- ix) Slow deep knee bends
- x) Hurdle walk over with hands held in the air

Note. Make sure all the learners are actively involved in the warm-up exercises.

Warm-down/Cool-down

After the physical activity or sport, the learner should do a series of cool-down exercises, and these involve:

- i) A light slow and relaxed jog
- ii) Mobilisation of the used joints

Static and **slow** stretching of all the body muscles especially those that predominantly worked during the sports activity.

Note: Exercises used in warm-up can as well be used for warming-down but have to be **dynamic in warming-up and static/slow in warming-down**. The idea is to cool down body temperature and stretch muscle to increase blood circulation and to reduce the risk of cramps and muscle pain.

Topic 2: Physical Fitness

Overview

Some people think of fitness as being able to run a long distance or play very hard for the whole time in a game. While this is partly correct, there are many other things involved as well.

Being fit also means being able to work and play without getting tired easily or feeling sick. To be fit, a person needs to exercise, eat good food, get enough sleep and take care of his/her hygiene.



Building a wall, working in a garden, playing basketball

People have different lifestyles, so the level of fitness people need varies. For example, a brick layer or one working in a garden uses their muscles more than an office worker, and an athlete trying to win a competition needs to be faster or stronger than a person who plays for fun.

It is true to say then that the level of fitness a person needs does depend on their job, hobbies and ambitions. However, in order to remain healthy everybody must pay some attention to fitness.

Sub-topic1: Basic Components of Physical Fitness

Physical fitness comprises health-related fitness and skill-related fitness. The skill-related fitness components include: speed, coordination, reaction time, agility, balance and skill.

Health-related fitness components include: flexibility, muscular strength, muscular endurance, cardio-respiratory endurance and body composition. The health-related components are all required for healthy functioning of the body. They contribute to your capacity to enjoy life, helps your body

withstand physical and psychological challenges and protects you from chronic diseases.

Note: Engage the learners in fitness activities for the various health-related components as guided below.

Cardio-respiratory Endurance

This is the ability of the body to perform prolonged, large muscle, dynamic exercise at moderate-to-high levels of intensity. It depends on such factors as:

- the ability of the lungs to deliver oxygen from the environment to the bloodstream.
- the heart's capacity to pump blood.
- the ability of the nervous system and blood vessels to regulate blood flow comprehend.
- the capability of the body chemical systems to use oxygen and process fuels for exercise.

When levels of cardio-respiratory fitness are low, the heart has to work very hard during normal daily activities, but may not be able to work hard enough to sustain intense physical activity in an emergency.

Exercises that can improve cardio-respiratory fitness include: aerobics, swimming, cycling, jogging, running, playing games, skipping, walking, dancing and many other aerobic exercises.

Muscular Strength

This is the amount of force a muscle can produce with a single maximum effort. Strong muscles are important for the smooth and easy performance of everyday activities such as carrying luggage, lifting boxes or sacks of things, climbing stairs, as well as emergency situations. Strong muscles keep the skeleton in proper alignment, preventing back and leg pain and providing support necessary for good posture. Strength training helps to maintain muscle mass and function and possibly helps decrease the risk of osteoporosis in older people, which greatly enhances their quality of life and prevents life threatening injuries.

Exercises that can be used to improve on muscular strength include: all major muscle groups (biceps curls, push-ups, sit-ups, bench press, calf raises, arm press etc.).

Flexibility

This is the ability to move the joints through their full range of motion. Although range of motion isn't significant, maintenance of good joint mobility provides increased resistance to muscle injury and soreness. Graceful movements when walking and jogging also require some degree of elasticity of the major muscle groups. Stretching exercises can help ensure a healthy range of motion for all major joints.

Exercises that can improve flexibility include: all major joints (side lunge, calf stretch, step stretch, hamstring stretch, hip and thigh stretch, sitting stretch, trunk twist, arm stretch and may others).

Note: Include pictures of the different joint motions i.e. at the hip, knee and ankle.

Muscular Endurance

This is the ability of a muscle or group of muscles to sustain a given level of muscle tension, that is, holding a muscle contraction for a long period of time or to contract a muscle over and over again. It is important for good posture and for injury prevention. For example, if abdominal and back muscles can't hold the spine correctly, the chances of low back pain and back injury are increased.

Muscular endurance helps people to cope with the demands of everyday life and enhances performance in sports and work. Muscular endurance is the ability of the muscle to continue to perform without getting tired. To improve your muscle endurance, try activities such as walking, jogging, bicycle riding, dancing, and swimming. All the exercises mentioned under the components above can be used for muscular endurance. This is only done by making as many repetitions as possible.

Body Composition

This is the proportion of fat and fat-free mass (muscle, bone and water) in the body. Healthy body composition involves a high proportion of fat-free mass and an acceptably low level of body fat adjusted for age and gender. A person with excessive body fat is more likely to experience a variety of health problems including heart diseases, stroke, joint problems, diabetes, gallbladder disease, some types of cancer and back pain.

The best way to lose fat is through a lifestyle that includes a sensible diet and exercise. The best way to add muscle mass is through resistance training also known as strength training.

Topic 3: Athletics Activities

Overview


The sport of Athletics combines the essential and fundamental movement skills of running, jumping and throwing. This topic on Athletics is designed to provide learners with the opportunity develop their skills in selected areas, through a range of play and experiential learning activities that involve maximum participation for all. Learners shall be involved on sprint hurdles, relays, high jump and javelin. These areas are just a few of the many skills done in athletics and can be an introductory for the learners to expose them to the different categories of athletics activities. It should be noted that athletic skills are a foundation for physical activities and can be used as fitness measures for one's wellbeing

Sub-topic 1: rhythmic running (hurdles)

Teaching Progressions	Teaching Points	Common Mistakes	Correction	Safety	Assessment	Facilities/ Equipment	Remark
Rhythmic runs	<p>Sticks are laid 0.5-1m on the ground at 5, 6, 7m apart</p> <p>Use short approach with either leg to take-off</p> <p>Run over the sticks with 3 stride rhythm in between</p> <p>Do not jump</p> <p>The distance between the sticks increases with speed</p>	<p>Jumping over the sticks</p> <p>Knocking the obstacles</p> <p>Taking off too close to the obstacle</p>	<p>Adjust the position of the canes</p> <p>Sprint to clear with lead leg</p> <p>Maintain the rhythm and speed</p>	<p>Improvised safe materials should be used</p> <p>Ground conditions should be dry</p> <p>The height of hurdles should be appropriate for the learners (e.g. 60cm)</p>	<p>3 stride rhythm</p> <p>Ability to clear obstacles</p>	<p>Sticks 1.2m long, banana cartons, banana stems, logs of wood</p>	<p>Student-centred</p> <p>High motor density</p>
Rhythmic runs over obstacles	<p>Mark 1.5 spaces 6-7m apart</p> <p>Place small obstacles e.g. boxes, balls in the spaces</p> <p>Run over the spaces with 3 strides in between</p>	<p>Use hurdle of moderate height 7-8m apart</p> <p>Run alongside the hurdle in 3 stride</p>					
Runs alongside the hurdle							

Teaching Progressions	Teaching Points	Common Mistakes	Correction	Safety	Assessment	Facilities/ Equipment	Remark
	rhythm Clear the hurdle with either lead or trail leg.						
Trail leg drills	Start with exercises standing upright Add hurdles to get the correct height Proceed to walking and jogging Place obstacles 7-8.5m apart						
Lead and trail leg runs	Use different heights for lead and trail legs Clear with either lead or trail leg Place obstacles 7-8.5m apart						
Whole sequence of sprint hurdles	Use different heights for lead and trail legs Clear with either lead or trail leg.						

Sub-topic 2: Relays

Teaching progressions	Teaching points	Common mistakes	Correction	Safety	Assessment	Facilities/ equipment	Remark
Passing objects 	Participants run and pass objects within a restricted area (e.g. 20x20m for 20 participants).	Throwing the objects to the other	Emphasise passing the objects from hand to hand	Objects to match age and development of participants	Passing of the objects	Balls, boxes, sticks, gloves, hankies, batons etc.	High motor density
Visual baton exchange	Move randomly as a group using a baton for every 2 athletes in provided space. Pass batons from front, side and rear	Running into one another	Group the learners for enough space to allow for free movement				
Non-visual baton exchange	Working in pairs, pass and receive the baton at walking, then a jogging speed. Introduce the upsweep and down sweep technique. In groups, repeat teaching passing right-left-right-left						
Non-visual passes at	Working in pairs, pass the	Passing the	The outgoing		Ability to pass the		

Teaching progressions	Teaching points	Common mistakes	Correction	Safety	Assessment	Facilities/ equipment	Remark
increased speed	baton at a medium to fast speed over 50-70m (2-3 reps) Use both upsweep and down sweep technique	baton outside the exchange	runner should accelerate to match the pace of the incoming runner		baton within the exchange zone		
Check mark and starting position	Set check marks and practice starts from the starting position Use various starting positions Incoming runner approaches at maximum speed Outgoing runner accelerates	Passing the baton at the start of the exchange					
Whole relay sequence	Run in teams of fours in different lanes Use shorter distances i.e. 4x50m, 4x75m						
Mini competition	Measure speed of the baton from within 30m zone (acceleration and baton exchange zones)						

Sub-topic 3: vertical jumps (High Jump)

Teaching Progressions	Teaching Points	Common Mistakes	Correction	Safety	Assessment	Facilities/ Equipment	Remark
Scissors Technique	Use a line to perform scissors jump (jumping from one side of the line and landing on the other). Approach the landing mattress at 450 and execute the jump	Landing on the same take-off leg	Need to alternate legs at the landing	Keep the landing area of dangerous objects	Ability to take-off with one leg Ability to clear a cross bar using a scissors Forsbury flop	Chalk/ lime to mark the line Rubber rope for crossbar Softer landing platform	<ul style="list-style-type: none"> •High motor density •Learner-centred learning
Fosbury Flop Technique; Curved running	Run in and out of cone markers Run fast but at a controlled speed Increase speed when entering the curve Variations: 'high-knees' or high frequency	Fast approach (maximum speed)	Controllable/ transferable speed	The landing area should be well cushioned			
Freezing take-off	Using a suspended cloth above the football goal cross bar, the jumper takes off explosively to reach for the cloth and contacts it.						
Scissors jump from curved running	Use J-shaped approach Plant take-off foot naturally						

Teaching Progressions	Teaching Points	Common Mistakes	Correction	Safety	Assessment	Facilities/ Equipment	Remark
Flop from a high-knee approach	<p>Gradually increase height</p> <p>Make a j-curve and a starting point</p> <p>Use a 5-7 stride high-knee approach</p> <p>Use high stride frequency</p> <p>Do not lower the hips in preparation for take-off</p> <p>Use shortened approach (4-6 strides)</p> <p>Gradually increase approach length and speed</p>						
Whole flop sequence							

Sub-topic 4: throwing (Javelin Throw)

Teaching Progressions	Teaching Points	Common Mistakes	Corrections	Safety	Assessment	Facilities/ Equipment	Remark
Front throws	<p>Throwers start throwing action using tennis ball to target varied distances</p> <p>Throwers do arm movement using a stick (partners exercise) and later arm movement without a stick</p>	<p>Approach running too long or too short</p> <p>Approach running too slow or too fast</p>	Use markings and rhythmic help	Functional warm-up with special attention to the shoulder joints, elbows and the hamstrings	Long arm	<p>Sand/sticks or bicycle tyres</p> <p>Tennis balls/ small sized balls or medicine balls</p>	<p>Simple to complex</p> <p>High motor density</p> <p>Visual feedback</p> <p>Learner-centred/learning by doing</p>
Standing throw	<p>Standing throw using javelin aiming at target with different distances</p> <p>Withdraw the javelin keeping the palm above shoulder level</p> <p>Drive the right hip forward and throw</p>	<p>Javelin head pointing extremely towards the right or left upwards or downwards</p>	Over correction and visual feedback	Mark the ground with soil instead of oil	<p>Head position facing the direction of the throw.</p> <p>Javelin position</p> <p>Power position</p> <p>Angle of release</p>	<p>Cones/boxes/arked wall or tree with a rope tied across</p> <p>Rope/gymnastic bands</p> <p>Banana cartons</p>	
3 stride rhythm and throw	Introduce the 3-stride rhythm i.e. long-short-long as throwers use the javelin but without throwing. Stay in poser position	Hand and arm to stiff or not relaxed		All throwers should throw in the same direction and picking equipment	Bracing and blocking	<p>Skipping rope</p> <p>Sand for marking and rhythmic support</p>	

Teaching Progressions	Teaching Points	Common Mistakes	Corrections	Safety	Assessment	Facilities/ Equipment	Remark
	<p>Start with the right leg forward with the javelin withdrawn</p> <p>Step onto the whole sole of the left foot and push off into the impulse stride, with feet landing one after the other</p> <p>Continue into the throw</p>			<p>should be done at once</p> <p>The throwing area should be free</p>			
5 stride rhythm and throw	<p>Start with feet level and javelin withdrawn</p> <p>First step is on to the right leg</p> <p>Begin with 2 walking strides, later 2 running, into the 3 stride rhythm</p> <p>Continue into the throw</p>	Short arm with elbow bent		<p>The javelin should be carried in an upright position and pointed into the ground when not in use</p>	5 stride rhythm		

Teaching Progressions	Teaching Points	Common Mistakes	Corrections	Safety	Assessment	Facilities/ Equipment	Remark
Mini competition with the whole sequence using the 5 stride rhythm	Control and correct power position Complete sequence with a lighter javelin Use other throwing implements such as throwing balls or lighter stones	Jumping so high in preparation for power position		Javelin should be stored in a dry place Equipment should be cleaned before storage			

Topic 4: Games

Over view

There are a number of games that people engage in. all the games require particular skills and abilities. In this topic learners shall be engaged in a number of activities to develop skills and competence to play some games with in school, in the community and during their leisure time.

Learning Outcomes

By the end of this topic, the learner should to be able to:


- a) demonstrate an understanding of the proper basic techniques of various games.
- b) describe and demonstrate an understanding of the game rules.
- c) actively participate in games with in school and in their communities
- d) use the skills and competences acquired to keep fit and healthy



Teaching Strategies

It is essential that all training sessions are planned. The following principles are essential:

- i) The activities must be appropriate for both age and ability for motor learning and development.
- ii) Progression: the activities should be broken down into teachable elements, which range from simple to complex.
- iii) If you are dealing with demonstration, supplement them by either better players or videos or even a resourceful person.
- iv) Variety: the session must have a variety of activities to ensure that athletes remain active to reduce boredom.
- v) In practice, you must ensure enough time for practice.
- vi) Practice in small sided games is beneficial as it allows experimentation of skills and techniques and hence their development.
- vii) Supervision contributes to the child's learning or performances through especially feedback.
- viii) Training sessions must be planned in advance and well-structured to contain the following vital components:
 - ix) Warm-up
 - x) Skill practice
 - xi) The activity-application of the skill in a game-like situation
 - xii) Cool-down


Topic 4: Basic Skills in Soccer



Teaching Progressions	Teaching points	Common Mistakes	Correction	Safety	Assessment	Equipment	remarks
Inside of the Foot Kick  <p>EXECUTION 1. Position body towards the ball</p>	Support foot parallel to the ball + knee slightly bent Kicking leg drawn in a straight line from the back to ball Contact made with the inside of the foot	Kick with toes too low or too high (accuracy) Poor summation of forces Lacks follow through	Eye on the ball on making contact Align all force development in line Follow through	To avoid injuries, functional dynamic warming-up with special attention to the hamstring + quadriceps muscles before training Cool-down after a Practice Avoid use of toes to kick ball Make natural swing of kicking foot to ball Always ensure even distribution of weight	Kick covering a distance from 20m to 50m+ kicking to a target at a distance	Balls, Cones, small goals, soccer pitch, whistle	<ul style="list-style-type: none"> Emphasize: <ol style="list-style-type: none"> technique then power / force passing for possession then placing for scoring Increase difficulty (simple to complex)
Instep kick (shoelace part)	Support foot parallel to the ball + knee slightly bent Kicking leg drawn	Failure to align the support foot parallel to ball Contact made too soon or too late	Support foot beside ball Contact made when ball is beside the support foot		Kick covering a distance from 20m to 50m+ kicking to a target at a distance		Emphasize: <ol style="list-style-type: none"> technique then power/force passing for possession then placing for


 <p>Outside of the foot</p>	<p>contact made with the instep of the foot</p>	<p>Lacks follow through Failure to get the kicking foot toes pointing</p>	<p>Eye on the ball for the right contact Ensure shoe-lace part contacts the ball</p>			<p>difficulty (simple to complex)</p>
	<p>Support foot parallel to the ball + knee slightly bent Kicking leg drawn in a straight line from the back to the ball Contact made</p>	<p>Kicking the ball with toes Ball too far from the body Non-rhythmic alternation of arms with legs</p>	<p>Get body aligned behind the ball Rhythmic alternation of arms with legs (natural/normal body swing)</p>	<p>kick covering a distance from 20m to 50m+ kicking around a target at a distance</p>		<p>Beginners learn predominantly with visual feedback</p>

Ball Control

Trapping/ball control is the ability to manipulate the ball and prepare it for subsequent touches such as, shooting or passing. To be a good soccer player you must be able to control the ball.

Teaching Progressions	Teaching Points	Common Mistakes	Correction	Safety	Assessment	Equipment	Remarks
Inside of the foot 	Drawback with the receiving foot Support foot for stability Eye on the ball at point of contact- body aligned in line with ball Contact made with inside of the foot	Not eye tracking the Ball Taking foot to ball Poor body adjustment around you to claim ball	Eye on ball before Contact Withdraw foot to cushion impact Control ball into nearby opponent	To avoid injuries, functional dynamic warming up with special + quadriceps muscles before training Cool down after a practice Add stretching to warm-ups & cool-downs Avoid use of toes	Two-touch possession game using the inside of the foot	Balls, cones, small goals, soccer pitch and whistle	<ul style="list-style-type: none"> Emphasize: <ol style="list-style-type: none"> technique then power/force passing for placing for scoring Increase difficulty (simple to complex)
Outside of the foot	Extend receiving foot down & rotate inward	Failure to readjust body to shield ball from opponent	Position sideways & control the ball with the foot farthest		two – touch possession game using the outside of the foot		<ul style="list-style-type: none"> Emphasize: <ol style="list-style-type: none"> technique then power/force passing for possession then

	<p>Receive ball with outside surface of instep</p> <p>Withdraw receiving foot to cushion impact</p> <p>Turn ball into free space</p>	<p>Letting the defender go around you to claim ball</p> <p>Defender steps in front to intercept ball</p>	<p>from the defender</p> <p>Also readjust position in response to the opponent's movement</p> <p>Always move toward the ball</p>			<p>placing for scoring</p> <ul style="list-style-type: none"> • Increase difficulty (simple to complex)
<p>Instep trap</p> 	<p>Move into position to receive ball</p> <p>Bend knee-receiving foot parallel to ground</p> <p>Arms to the side for Balance</p> <p>Collect ball on flat surface of instep</p> <p>Withdraw receiving</p>	<p>Failure to maintain close control not positioning head up for vision on the field</p>	<p>Withdraw the foot instant the contacts the instep</p> <p>Position head up just after making contact to see the available</p>	<p>Receiving with the instep after a kick in the air by partner (reverse roles for partner to receive)</p>		<p>Beginners learn predominant with visual feedback due to lack of kinaesthetic experience (motor programme)</p>

<p>Thigh trap</p> 	<p>Move into position to intercept the ball's flight</p> <p>Raise receiving leg with thigh almost parallel to ground</p> <p>Bend supporting leg</p>	<p>Ball bounces off the thigh</p> <p>ball hits the knee and off ball taken by defender from the side</p>	<p>Withdraw thigh downwards</p> <p>use upper thigh muscles not the knee</p> <p>position your body to protect the ball from a challenging</p>		<p>Receiving with the thigh after a kick in the air by partner (reverse roles for partner to receive)</p>		<p>Emphasize:</p> <p>a) body adjustment</p> <p>b) body alignment eye on the ball</p> <p>c) contact on the ball based on the ball position</p>
--	---	--	--	--	---	--	---

Dribbling

Dribbling is nothing more than moving with the ball across the field. It is a skill used to relocate a player into desirable positions where he can shoot or pass the ball. What transforms dribbling into an art are the defenders whose sole purpose is to limit the options of the player with the ball. Dribbling is one of the most important skills in soccer. It is how one player moves the ball up and down the field. To dribble, the player moves the ball back and forth from one foot to the other. This is done by shoving, pushing, tapping or nudging the ball with the inside, outside or sole of the foot.

Steps to good dribbling

- i) Have space between your feet
- ii) Lean your body forward a little
- iii) Both legs should be flexed
- iv) You should also have your haunches down
- v) Both of your arms should be relaxed and not moving

Teaching Progressions	Teaching Points	Common Mistakes	Correction	Safety	Assessment	Equipment	Remarks
Using the inside of the foot <ul style="list-style-type: none"> Individually pass the ball from one foot to the other while moving down the field using the inside of the foot. Improve the above drill to working in pairs or in a shuttle file in a demarcated area 10m apart. Individually move the ball between cones 	Teaching Points Assume a low body posture Spread out hands at your side for balance Be on balls of your feet with knees flexed for quick either side movement.	Common Mistakes Dribbling away far from the body	Correction Match the touch with movement or body adjustment to retain the ball closer to you than to the opponent Be calm and believe you can beat the opponent	Safety Dynamic warm up with special attention to the hamstring+ quadriceps muscles Dribble only when necessary	Assessment Close passes to keep in control of the ball Accuracy Appropriate body adjustments	Equipment Balls, bibs, cones, soccer and pitch	Remarks <ul style="list-style-type: none"> From simple to complex. Emphasize precision Effective demonstration Provide verbal and visual feedback.
Using the outside of the foot <ul style="list-style-type: none"> Arrange cones in a circle of a 10m in diameter; let the player use the outside of either foot to dribble the ball 	Teaching Points Knees slightly bent Balanced body posture. Eyes on the ball and then out in the field	Common Mistakes Inclined to using the inside alone Using toes to kick the ball Not using the arms productively	Correction Use the upper body to good advantage for mobility and stability				Remarks From simple to complex as above

Teaching Progressions	Teaching Points	Common Mistakes	Correction	Safety	Assessment	Equipment	Remarks
<ul style="list-style-type: none"> between the cones. Mix the use of the inside of the foot and the outside of the foot to dribble the ball down 	<p>Contact the ball with the outside of the foot.</p>						
<p>Using the sole of the foot</p> <ul style="list-style-type: none"> Individually tap the ball 1m forward then pull it back using the sole of the foot as you also change direction. In pairs pull the ball backwards using the sole of the foot. Turn and pull the ball back and pass it to your partner who does the same thing 	<p>Upper body over the ball</p> <p>Use the front of the foot trap to control the ball</p> <p>Set on the ball and pull it using the sole backwards</p> <p>Quickly stop the movement of the ball with the inside of the foot trap</p>	<p>Not using arms to good advantage</p>					<p>Beginners learn predominant with visual feedback</p>

Shooting

Teaching Progressions	Teaching Points	Common Mistakes	Correction	Safety	Assessment	Equipment	Remarks
Shooting the inside of the foot	Support foot parallel to the ball + knee slightly bent Kicking leg drawn in a straight line from the back to ball Contact made with the inside of the foot	Kick with toes Contact made too low or too high (accuracy) Poor summation of forces Lacks follow through	Eye the ball on making contact align all force development in line Follow through the greater the leg swing (from behind), the better the shot	To avoid injuries: -functional dynamic warming-up with special attention to the hamstring + -quadriceps muscles before training -cool-down after practice -avoid use of toes to kick ball -make natural swing of kicking foot to ball	Shooting at a target force developed behind the ball Shooting a moving ball	Balls, Bibs, cones, dome-shaped pyramid, small goals, soccer pitch, soccer boots, shin guards, stop watch, whistle and track suit or training attire	<ul style="list-style-type: none"> Emphasize: <ol style="list-style-type: none"> technique then power/force passing for possession then placing for scoring Increase difficulty (simple to complex)
Using the instep	Support foot parallel to the ball + knee slightly bent	Failure to align the support foot parallel to ball	Support foot beside ball contact made when ball is		Shooting at goal with a goalkeeper two-on-two		<ul style="list-style-type: none"> Emphasize: <ul style="list-style-type: none"> -technique then power/force -passing for

Teaching Progressions	Teaching Points	Common Mistakes	Correction	Safety	Assessment	Equipment	Remarks
	<p>Kicking leg drawn in a straight line from the back to ball</p> <p>Contact made with the instep of the foot centre (belly) of ball</p>	<p>Contact made too soon or too late</p> <p>Lacks follow through</p> <p>Failure to get the right contact</p> <p>Failure to align the kicking foot with toes pointing downwards</p>	<p>beside the support foot</p> <p>Eye on ball for the right contact</p> <p>Ensure shoe-lace part contacts the ball</p> <p>Upper body leans forward a bit & ahead of the ball</p>		<p>scoring derby</p> <p>Receiving and shooting a moving ball</p> <p>Score off the dribble</p> <p>Score from distance</p>		<p>possession then placing for scoring</p> <ul style="list-style-type: none"> • Increase difficulty (simple to complex)
Using the outside of the foot (swerve)	<p>Support foot parallel to the ball + knee slightly bent</p> <p>Kicking leg drawn in a straight line from the back to the ball</p> <p>Contact made with the outside of the foot</p>	<p>kicking the ball with toes</p> <p>Ball too far from the body</p> <p>No rhythmic alternation of arms with legs</p>	<p>Use outer side not toes</p> <p>Get body aligned behind the ball</p> <p>Rhythmic alternation of arms with legs (natural/normal body swing)</p>		<p>Bending balls from set pieces</p> <p>Target practice shooting after dribbling</p>		<p>beginners learn predominant with visual feedback</p>

Sub-topic 2: Basic Skills in Netball

Passing and Catching (Ball Possession)

Teaching Progressions	Teaching Points	Common Mistakes	Correction	Safety	Assessment	Equipment	Remark
Catching: a) High ball b) Low ball Drills: <ul style="list-style-type: none"> • Ball familiarization (in a stationary position and in a moving position) • Throwing in pairs • Throwing and catching in groups of 10s. (Zigzag formation) • shuttle formation • Throw to partner in opposite direction, catch and repeat as first player. • Turn behind 	High ball Eyes on the ball Judge flight and speed of the ball Arms fully stretched, reach out towards the ball Hands and fingers spread out, thumbs at the back to prevent the ball from slipping through Fully stretch arms to take either a high or low ball Let hands be in line of flight of the throw Give cushioning effect through your body and arms to cope with power and pace of throw Follow through to ensure strong balance	Catching the ball with palms Loss of ball sight Failure to protect the ball	Extend your fingers to meet the ball Watch the ball until you make a catch Pull the ball to your body once you have control of it	Keep your finger nails short Avoid wearing ornaments or else tape the wedding ring if applicable Wear comfortable sportswear Keep field of play free from sharp objects Give clear instructions to the learner	Observe the following during the lesson: - The learner's body posture - Ball grip— shape of the fingers forming a W - Arm extension during the catch. - Ball cushioning	Balls, enough court, whistle and cones	

Throwing/Passing

Teaching Progressions	Teaching Points	Common Mistakes	Correction	Safety	Assessment	Equipment	Remarks
<p>Passes</p> <p>1. Overhead pass</p> <p>Drills:</p> <ul style="list-style-type: none"> • Throwing in pairs with increased distance (use two hands) • Throw ball in fours. Two standing in opposite direction • Working in groups of 10 participants. Use a shuttle formation where one throws, follows the ball and then jumps to intercept a pass from the opposite direction 	<p>Spread fingers around the ball but do not let it rest on your palms.</p> <p>Lift the ball above your head and allow it to drop back slightly.</p> <p>Put one foot forward as this will help you to lean forward.</p> <p>Aim to release the ball towards your teammate.</p> <p>Give the ball a little push upwards by getting your body weight behind it.</p> <p>Stretch arms on the finger tips upon release.</p>	<p>Standing with both feet close together, hence failing to balance your body properly during throw.</p> <p>Failure to spread your fingers around the ball.</p>	<p>Stand with legs shoulder width apart to give you balance.</p> <p>Preferably keep one leg forward.</p> <p>Spread your fingers around the ball to help you have control of it.</p>	<p>Give clear instructions to the learner.</p> <p>Give adequate but specific warm-up to the arms and finger muscles.</p> <p>Allow enough space between players.</p>	<p>Do gentle passing from hand to hand.</p> <p>Gradually widen the distance.</p> <p>As in the second item above.</p> <p>Gradually make the ball travel further so that the player's feet have to move to the sides.</p> <p>Individually twist your hand and lower it to bring the ball in front of your body. Keep changing hands.</p>	<p>Enough play area, enough balls, whistle and cones</p>	

Teaching progression	Teaching Points	Common Mistakes	Corrections	Safety	Assessment	Equipment/Facilities	Remarks
2. Chest pass <ul style="list-style-type: none"> • Work in pairs (2s) in a stationary position • As above but slide sideways; move backwards and forwards • Work in threes with two balls 	Chest pass Elbows and Thumbs behind ball Feet astride, knees slightly bent Eyes on target Body balanced Initiated with wrists direct with fingers Follow the ball with arms, wrists and fingers	Throw lacks direction. Pass falls short. Opponent intercepts your pass.	Check release of the ball as you use your fingers. Grip the ball tightly with both hands. Check your foot work and release of the ball near your opponent.	Give clear instructions to the learners Give adequate but specific warm-up to the arms and finger muscles Allow enough space between players	Flick the ball into the air, catch it while it is still overhead with your fingers back and twist your hand to bring the ball down in front of your body. As in the above item, flick the ball but this time jump to meet it. Change speed of the ball. Check point of release and body posture. Check the grip of the ball and the level and freight of the ball.	Enough play area, enough balls, whistle and cones	

Underarm Pass

A short quick pass user to dodge a high ball interception.



Teaching Points

- i) Hold the ball in one or both hands.
- ii) Release the ball as it is swung towards the target.
- iii) Transfer body weight forward.
- iv) Extend your arm towards the target.

Common Faults in Passing: Judging the distance the ball has to cover, selecting the most appropriate pass to use.

Drills

In pairs, players are facing each other. They throw the ball to and fro while in a stationary position

In threes: stand in a triangular formation. Throw the ball to the player on your right-hand side.

Shoulder Pass

Aim: To practise a passing technique over a long distance.

Organization: 2 players facing each other at a distance suitable for player's ability with one ball. Players pass the ball between each other using correct shoulder pass technique.

Coaching Points

- i) Balanced starting position with opposite foot forward to throwing arm.

- ii) Use second foot to steady the ball, if necessary.
- iii) Hold the ball at head height with fingers spread behind (not under) the ball.
- iv) Body weight is transferred from the back foot to the front foot.
- v) The hand, arm and shoulder should then thrust forwards towards the target.

Progressions

- i) Ensure players use both left and right sides.
- ii) Increase the distance of the pass.
- iii) Move from a static receiver to a moving receiver.
- iv) Add a defender to the moving receiver.

Bounce Pass

Aim: To practise a passing technique over a short distance.

Organization: 2 players facing each other at a distance suitable for player's ability with one ball. Players pass the ball between each other using correct bounce pass technique.

Teaching Points

- i) From a two-handed catch, take the ball to just above waist height.
- ii) Fingers should be spread behind the ball.
- iii) Keep elbows low and relaxed.
- iv) Transfer weight from back foot to front foot.
- v) Push the ball down, aiming for it to bounce two-thirds of the distance towards the receiver.

Progressions

- i) Move from a static receiver to a moving receiver.
- ii) Add a defender to the moving receiver.
- iii) Apply pressure by using pass in a group drills.



Foot work

Teaching Progression	Teaching Points	Common Mistakes	Corrections	Safety	Assessment	Equipment /Facilities	Remarks
<p>Footwork</p> <ul style="list-style-type: none"> • Take-off and landing <ul style="list-style-type: none"> - Hop - Leap <p>Drills:</p> <ul style="list-style-type: none"> • Circuit training involving footwork patterns • Hop and landing on one leg without a ball to a given destination • Change legs and perform as the above • Introduce a hop over a string on ground. Then raise it a bit or use a small box approximately 30cm high from the ground • As in the above, use two ropes/strings and hop or leap for distance. Introduce the ball with a feeder in front and hop or leap to catch the ball. <p>Note: First leap or hop over one string and then over two strings.</p>	<p>Weight down on take-off</p> <p>Legs and arms driving</p> <p>Eyes on the ball</p> <p>Use arms and leap or hop to drive you forward</p> <p>Maintain balance when hopping or leaping</p> <p>Keep body upright</p> <p>Widen your stride and keep knees to help you generate speed and to avoid falling over</p>	<p>First take off</p> <p>Leg is backwards</p> <p>Not enough speed on take-off</p> <p>Not enough elevation on your hop or leap</p> <p>Loss of balance when executing a hop or leap</p> <p>Your body jerks when landing</p> <p>You over balance when landing</p> <p>You twist when landing</p>	<p>Use arms to drive you forward.</p> <p>Bounce quickly a few times on sport before you drop your weight down and take off.</p> <p>Pause momentarily before take-off.</p> <p>Keep your body moving over the base created by the feet.</p> <p>Use deep knee bend to cushion the impact.</p> <p>Widen your base and bend your knees.</p> <p>Hop slightly before you land as it allows you time to realign your body before impact.</p>	<p>Avoid landing flat footed or on your heels.</p> <p>Instead land on balls of your feet</p> <p>Avoid jerking when landing</p> <p>Do not twist when landing</p> <p>Clear instructions are very vital</p> <p>Bend knees to cushion landing</p>	<p>Look out for:</p> <ul style="list-style-type: none"> - balanced position - proper body posture - landing foot technique used either to hop or leap 	<p>Balls, strings, whistle and cones.</p>	<ul style="list-style-type: none"> • Aim at strong take-off • Intensity of drills may vary according to learner's motor capacity to cope with the exercise.

<p>ii) Pivot Drills:</p> <ul style="list-style-type: none"> • Throw-catch and pivot in pairs. Begin by making a complete turn (360°) either forward or backward • Work in 3s, the middle person's pivots on receiving the ball and passing it to the third person • On instruction, the participant pivots on either foot using the opposite leg to balance • Pivot on one foot and run forward by pushing off from the pivot foot • Run, stop and pivot at every line met • Run, jump and pivot on the landing foot. Use second foot, change direction and run off somewhere. 	<p>Take a catch</p> <p>Knees bent to cushion landing</p> <p>Body balance</p> <p>Be aware of landing foot</p> <p>Keep weight down</p> <p>Keep body upright</p> <p>Rotate body around with the other foot</p> <p>Spin on ball of the pivot foot</p> <p>Reposition opposite foot</p> <p>Keep body balanced</p> <p>Eyes on the target and prepare to pass</p>	<p>- Loss of balance as you turn.</p> <p>-Lifting your landing foot.</p>	<p>Keep your body upright and weight down.</p> <p>Keep your knees and weight down.</p>	<p>The play area should be free from potholes or dangerous objects.</p>	<p>Consider:</p> <ul style="list-style-type: none"> - Body balance. - Landing foot. - Body posture 	<p>Balls, strings, whistle and cones.</p>
---	---	--	--	---	---	---

Shooting

Teaching Progressions	Teaching Points	Common Mistakes	Correction	Safety	Assessment	Facilities/ Equipment	Remarks
Shooting: Two handed shot Drills: <ul style="list-style-type: none"> Practise stance without the ball. Introduce the ball and shoot from a stationary position i.e. sitting and standing positions. Practise shooting from a stationary position but from different angles in relation to the goal post. Practise while increasing the distance between player and the goalpost. Practise running, stopping and shooting. Introduce an opponent to try to intercept the shot. Receive a ball at the goal circle from a partner and shoot. Game situation. 	Stand with the ball securely in your hands Fingers well spread over the ball- thumbs behind Eye concentration is high at the ring Knees flexed Ball directed above the forehead Ball shall be between fore head and the ring Release the ball with strong wrist and finger flick	Ball does not reach the goalpost Ball bounces on the ring Ball goes far beyond the ring Infringement of football rule during running shot Stopping to close to an opponent	Concentrate + aim before throwing at a point slightly above the ring. Observe football rule. Observe the 3ft space but stepping back or to the side. Judge the force with which to attempt a shot.	Flex knees as you land to reduce impact/force of landing	Stance shooting	Ball, court and goalpost	<ul style="list-style-type: none"> Simple to complex Introduce the single-handed shot depending on age and experience. Provide feedback (audio + visual)

Position Name	Abbreviation	Player to Mark	Areas Permitted
Goal Shooter	GS	Goalkeeper	Attacking third, including the goal circle
Goal Attack	GA	Goal Defence	Attacking and centre thirds, including the goal circle

Wing Attack	WA	Wing Defence	Attacking and centre thirds, but not the goal circle
Centre	C	Centre	Attacking, centre, and defending thirds, but not the goal circles
Wing Defence	WD	Wing Attack	Centre and defending thirds, but not the goal circle
Goal Defence	GD	Goal Attack	Centre and defending thirds, including the goal circle
Goalkeeper	GK	Goal Shooter	Defending third, including the goal circle

Player's responsibilities

Goal shooter: The goal shooter's main job is simply to score goals! The GS is allowed in the attacking third and the goal circle BUT nowhere else on the court. The GS must have sharp shooting skills. One has to be able to react quickly, dealing with passes and rebounds. Goal shooters have the steadiest hands on the court and are often among the taller players. It is a good idea to go out of the semi-circle and when the ball is heading down your way get back into the semi-circle. Be in a good position for shooting.

Attacking: If you are in the attacking position then you have to try and get the ball off the other team and try to get the ball down to your goal shooter. You have to be very fit and move a lot. Try to get in front and stay there. If you are WA you have to try and get the ball down to the goal shooter end so that you can score a goal. If your GA or GS are throwing in the ball then get into a corner so that they can throw the ball to you and the other team will not be able to get the ball because you have your back to them. If they touch you it is contact. Be ready for a bounce pass because the person might do a bounce pass and it is harder to catch it.

Goal attack: The goal attack is also allowed to try to score goals. They can play in the centre third, the attacking third and the goal circle but NOT the defensive third. The GA's main duty is to feed the goal shooter so they can fire the ball into the net close to the post. But if the defenders are marking the GS then the GA will often have a shot from nearer the edge of the goal circle. The GA must have both strong passing and shooting skills.

Wing attack: The wing attack is the key play-maker of the netball court. It is their job to create as many goal-scoring chances as possible by passing the ball to the shooters. The WA can move in the attacking and centre third BUT not in the goal circle or the defensive third. The wing attack has to have solid passing and collecting skills. They also need good footwork and the ability to open up space on the court.

Centre: Centres are able to move in the whole court, with the exception of the goal circles. They have to help out in defence and attack. But they are mainly relied upon to shift the ball away from the defensive area into attack. Centres also restart the game each time a goal has been scored. They do this by making a pass from the centre circle. The centre is the engine of the team so they have to be quick and creative with their passing. Centres are normally the swiftest player on the court which means they are often among the smallest.

Wing Defence: The wing defence can go into the centre and defensive thirds, but NOT in the attacking third or the goal circle. Her main job is to stop the ball reaching the opposition's goal circle. She must intercept passes and feed them back to the attacking

areas. As well as getting the ball forward, she has to mark the opposite wing attack. The wing defence must be focused and good at controlling the ball.

Goal Defence: The goal defence patrols the defensive third, the goal circle and the centre third. Her main job is to stop the opposition from scoring and to get the ball out of the danger area. The goal defence has to keep a close eye on the other team's goal attack. She must have good skills of judgement so she can block passes and get the ball out to her own attacking players.

Goalkeeper: The goalkeeper is the last line of defence. She guards the goal circle and the defensive third and must stop the goal shooter from scoring. She has to stay alert so she can collect rebounds off the post and intercept passes. Goalkeeper is also responsible for taking throw-ins from the goal-line. She is often a tall and physical player who is prepared to fiercely protect her goal post.

Sub-topic 3: Basic Skills in Handball

Introduction

Handball is one of the most popular invasion team sports in the world. It is a dynamic, vigorous and exciting Olympic sport that requires participants to develop basic locomotor skills, object control skills, offensive and defensive strategies. It is a game where players catch, throw/pass or dribble a small ball using hands. It is a team sport that has great appeal to both genders, and it can be played by anybody irrespective of their age or ability.

This sub-topic introduces you to the game of handball. Hopefully you will find the content herein useful and will help to enrich your knowledge and skills

Learning Outcomes

By the end of this sub-topic the learner should be able to:

- i) acquire and develop the skills of the game.
- ii) apply the skills learnt in a game situation.
- iii) appreciate and play the game of handball for enjoyment.
- iv) play to develop and maintain fitness and health.
- v) display basic knowledge of the techniques and practices of the game of handball.
- vi) show competence in playing and teaching handball.
- vii) develop positive character, values and attitudes through playing handball.
- viii) layout and mark the handball court.
- ix) develop basic organizational, officiating and instructional skills.
- x) observe safety precautions while playing handball.
- xi) describe how a game of handball is played.
- xii) organize and supervise a game of handball.

Content

- Introduction to handball
- Basic skills
- Catching/ receiving the ball
- Passing /throwing the ball
- Dribbling
- Shooting
- Goalkeeping

Requirements

- The court
- The ball
- The players

Basic Skills

The basic skills for playing handball include: catching, throwing/passing, dribbling/bouncing, shooting, goalkeeping, defending and attacking.

1. Catching/Receiving the Ball

This is one of the most important skills in playing handball. It is the act of stopping and getting hold of the ball. Taking possession of the ball starts with catching it. Therefore, for the purpose of successful performance, a secure and smooth catch is necessary. For the sake of implementing the catching process well, the following basic principles should be taken into consideration:

Catching

- i) Should not break the moving direction.
- ii) Should exclude the possibility of opponent intervention.
- iii) Should contribute to the continuity of the game.

Catching/ Receiving the Ball						
Teaching Progressions	Teaching Points	Common Mistakes	Correction	Safety	Assessment	Facilities/ Equipment
<p>Two-handed catch</p> <ul style="list-style-type: none"> Working in pairs, one throws and the other catches the ball and then throws back. (Increase throwing distance.) In groups of 10 players and in a file formation with one player stationed some distance away in front of the file and facing the file, he/she throws the ball to the front player in the file. He/she then catches the ball and throws it back as he/she goes to the back of the file. This continues until all the players have practised the skill. The above drill can be modified by splitting the file into two. Players throw and follow the ball into the opposite file. In a circle with the teacher in the centre, the teacher throws the ball to the learners in the circle. One of the learners receives the ball with a two-hand catch and throws it back to the teacher. 	<p>Keep eyes on the ball</p> <p>Thrust/stretch the arms towards the ball</p> <p>Spread the fingers and keep the thumbs close together to form a cupped shape</p> <p>As the approaches move in the direction of the flight of the ball, hands should be ball size apart</p> <p>Move the hands backwards as they come into contact with the ball to reduce the force of the ball</p> <p>Step backwards with the leading foot for balance</p>	<p>Players keep eyes off the ball</p> <p>Weak grip of the ball</p> <p>Standing in a basic position as a handball player</p>	<p>Improvement on reaction time</p> <p>Strength exercises for the fingers</p> <p>Practice on the basic stance</p>	<p>Dynamic warm-up with specific attention to palms and fingers.</p> <p>Demarcate play area.</p> <p>Reasonable interval between drills.</p>	<p>Proper stance</p> <p>Accuracy</p> <p>Consistency</p>	<p>Play court, cones, Balls and whistle</p>
					<p>From simple to complex</p> <p>Provide feedback about performance to the learners</p>	

<p>One-handed catch</p> <p>Similar activities as in the two handed catch.</p>	<p>The player starts the catching process by stretching out the closest arm towards the oncoming ball</p> <p>The torso turns forwards the directions of the ball</p> <ul style="list-style-type: none"> • Catching the ball starts with fingers touching the ball and then the wrist with a flexible back flick takes its impact. • By moving the arm backwards it takes the rest of the impact of the ball and brings it to the most appropriate position for subsequent actions. • Bring the other hand at chest level for protection. 	<p>Poor coordination of the hands</p> <p>Rigidity of the arm and failure to spread out fingers in a cupped shape</p> <p>Failure to withdraw the hand towards the chest for ball protection and grip</p>	<p>Engagement in coordination and flexibility exercises.</p> <p>Provision of plenty of practice drills for ball protection and grip.</p>	<p>As the above</p>	<p>As the above</p>	<ul style="list-style-type: none"> • From simple to complex • Provide feedback about performance
--	---	---	--	---------------------	---------------------	--

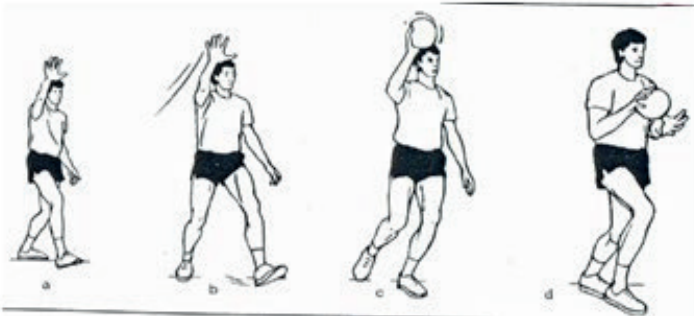
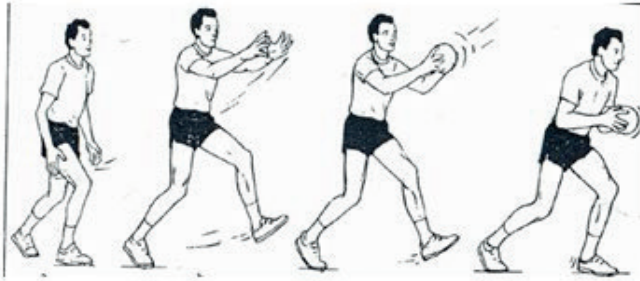
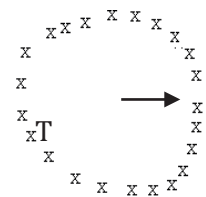


Fig 1 two-handed catch

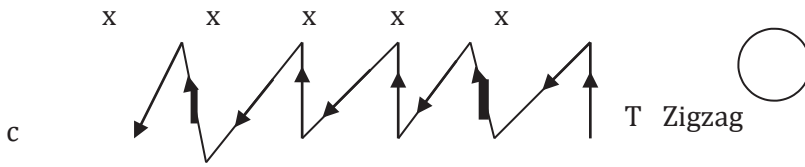
Fig 2 one-handed catch

Practice drills

i) x x x x x ← T ○ Single file

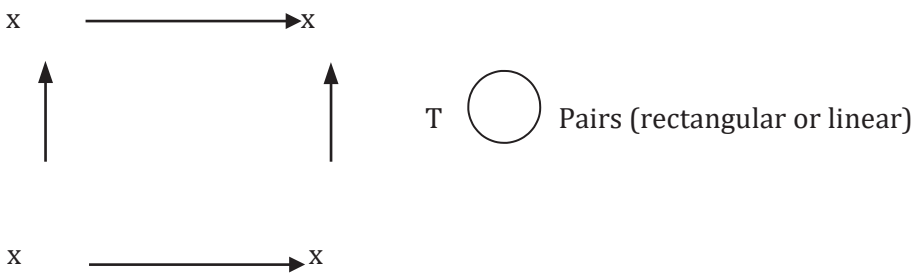
ii)  Circle around the teacher

iii)



x x x x x x

c)



x x x x x x

2. Passing/ Throwing the Ball

Passing is the method of giving out the ball to a teammate or to score at goal. Passing the ball may be executed with one or both hands.

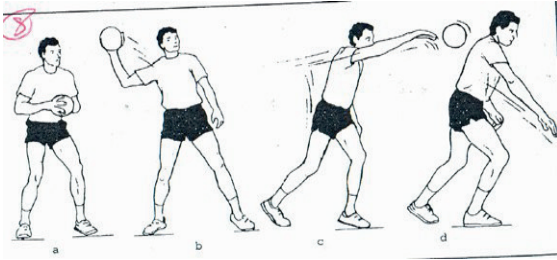
Passing/ Throwing the Ball							
Teaching Progressions	Teaching Points	Common Mistakes	Corrections	Safety	Assessment	Facilities / Equipments	Remarks
<ul style="list-style-type: none"> Over arm pass /straight shoulder pass In pairs, players throw the ball to each other using the shoulder pass. In a circle whose diameter is 20m with the teacher at the centre of the circle, the teacher throws the ball to the players in the circle who throw the ball back to the teacher using the shoulder pass. In two lines facing each other at 10m apart, players throw the ball from one line to the other in a zigzag formation using the shoulder pass. 	<p>Player stands in the basic position</p> <p>Swing the ball with your throwing arm above shoulder and back at far level</p> <p>In a transversal straddle, the leg on non-throwing hand is in front and the body is together with the throwing hand</p> <p>The shoulder of the non-throwing hand faces towards the throwing direction</p> <p>The forearm of the throwing arm is flexed in front of the body</p> <p>The body weight is mostly on the hind leg and shifted to the front leg as the ball is released</p> <p>Throwing motion starts with a twist of the hips</p> <p>The body weight gradually moves to the front leg</p> <p>Follow-through by stepping of the hind foot forwards to maintain balance and extending the arm of the throwing hand as the fingers face the ground.</p>	<p>Over estimation of target</p> <p>Under estimation of the target</p> <p>Rigidity of the body</p>	<p>Practise throwing at target</p> <p>Flexibility exercises</p>	<p>Through adequate dynamic warm up</p> <p>Demarcate activity area</p> <p>Clear instructions to learners given.</p>	<p>As in catching</p>	<p>As in catching</p>	<p>As in catching</p>

<p>The under arm pass</p> <ul style="list-style-type: none"> In pairs, the players stand a distance of 6m apart and execute the under arm throw between each other. In threes, one player stands between the other two who are passing the ball to each other. The player in the middle stands in the basic defence. Position with hands up. The other players pass the ball waist level with the middle Player to each other. After 10 passes they change roles. 	<p>Stand in a basic position</p> <p>Bring the ball with your throwing arm to hip level a little behind the body</p> <p>Throwing arm is slightly flexed with palms behind the ball</p> <p>Wrist holds the ball with fingers pointing down</p> <p>From the throwing position, the swinging of the arm starts.</p> <p>The final power and direction of the throw are given by the flick of the wrist.</p> <p>End with a follow through to gain balance.</p> <p>Player grasps the ball in basic position.</p>	<p>Players simply push the ball</p> <p>Passes are made inaccurately</p>	<p>Improve concentration</p> <p>Improve coordination</p>	<p>Same as above</p>	<p>Same as the above</p>	<p>Same as the above</p>	<p>Same as the above</p>
--	--	---	--	----------------------	--------------------------	--------------------------	--------------------------

<p>Wrist pass</p> <ul style="list-style-type: none"> • Players are arranged in a line with a distance of 4m between each player. They then execute the wrist pass to each other (receiving the ball from their left and passing the ball on their right. After they change direction). • Players form a circle with a distance of 2m between each player and they all face in the inside of the circle. They execute the pass by the right and later change to the left. 	<p>Turn your wrist anti- clockwise towards throwing side</p> <p>Stretch out your throwing arm and turning the elbow into the throwing direction</p> <p>The throwing motion starts with a downward swing of the arm in front of the body</p> <p>The wrist with the palm turned out, pushes the ball in the desired direction</p>	<p>Execution inaccuracies</p> <p>Failure to have a firm grip of the ball</p> <p>Rigidity of the arm</p>	<p>Practise in execution</p> <p>Have a firm grip of the ball</p> <p>Relax the wrist and loosen the arm</p>	<p>Dynamic warm up with the ball</p> <p>Same as the above</p>	<p>Same as the above</p>	<p>Same as the above</p>	<p>Same as the above (The skill requires a lot of repeated practice for perfection).</p>
---	---	---	--	---	--------------------------	--------------------------	--

<p>Back hand pass</p> <ul style="list-style-type: none"> • In pairs, one player moves clockwise and the other anticlockwise in a circular movement as they perform the skill with each other. • In a circle, the players move anticlockwise as teacher who is at the centre of the circle moves clockwise and execute the back hand pass to the players who do the same for him. 	<p>The start of the throwing process is derived from the interrupted shooting position</p> <p>Stand in a wide transversal straddle with the body turned out</p> <p>Hold the ball with your throwing arm at the side in a low position</p> <p>As you turn the ball anticlockwise with your wrist, swing the out stretched arm in a circular motion behind your body</p> <p>Bend the elbow and with a little flicking movement the wrist passes on the ball</p>	<p>Rigidity of the body</p> <p>Poor reaction time</p>	<p>Include numerous flexibility and reaction time activities</p>	<p>Same as the above</p>	<p>Same as the above</p>	<p>Same as the above</p>	<p>Same as the above</p>
---	---	---	--	--------------------------	--------------------------	--------------------------	--------------------------

<p>Jump pass</p> <ul style="list-style-type: none"> In pairs with distance of 10m between, the players execute the jump pass to each other (to maintain distance, cones are used to mark the start of the 1, 2, 3 step rhythm and jump to throw. The above drill can be upgraded by arranging the players in shuttle files. Players can also be in a single file with the teacher facing them at a distance of 10m. All the players throw the ball to the teacher and they run back at the base of the file. The teacher throws the ball to the player at the front of the file. 	<p>Build up momentum with 1, 2 or 3 steps</p> <p>Jump from the support leg while swinging the ball from the chest level up into throwing position</p> <p>After the push-off, the torso turns out so that the left shoulder faces towards the throwing direction</p> <p>The throwing motion starts at the top of the jump with a twist of the hip</p> <p>During the throwing, the shoulder moves forward, the torso turns back and the left leg stretches out to prepare for landing</p> <p>Landing is generally on one leg with the toes touching the ground first</p>	<p>Poor coordination of the body parts</p> <p>Failure to make a good jump</p> <p>Rigid body</p>	<p>Repeated practice</p> <p>Flexibility exercises</p>	<p>Same as the above</p>	<p>Same as the above</p>	<p>Same as the above</p>	<p>Same as the above</p>
--	--	---	---	--------------------------	--------------------------	--------------------------	--------------------------



Figs 3. Over arm/straight shoulder pass

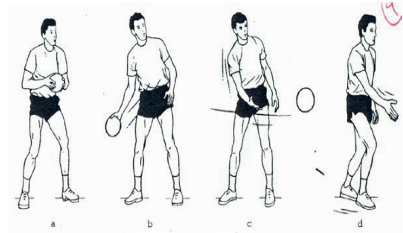


Fig 4. Under arm pass

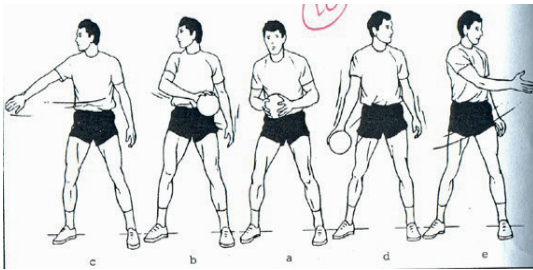


Fig 5. Wrist pass

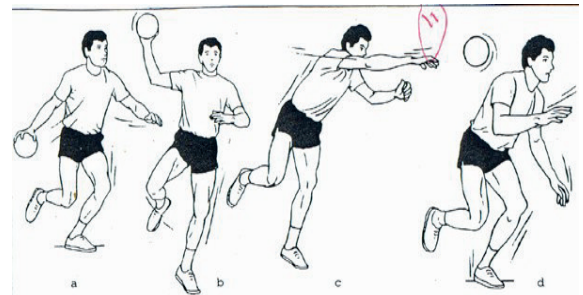


Fig 6. Jump pass

3. Bouncing/Dribbling the Ball

Dribbling the ball is a prolonged way of having possession of it. The process of dribbling starts when the player is in possession of the ball.

Bouncing/Dribbling the Ball

Teaching Progressions	Teaching Points	Common Mistakes	Correction	Safety	Assessment	Facilities/ Equipment	Remarks
<p>Basic dribbling position.</p> <ul style="list-style-type: none"> • Stationary dribble. • Dribble around your body and between the legs. • Dribble while kneeling, walking and when running • Dribble around cones. • Dribble in file, split file with a distance of 20m between the files. • Dribble between other players in a circular formation • Practise dribbling with either hand. • Practise dribble relays. <p>High Dribbling</p> <p>Can be used when the player is making advance without being bothered.</p> <p>Low Dribbling</p>	<p>Palm open and fingers slightly stretched a part, wrist and lower arm movements are flexible</p> <p>Touch the ball with the finger tips and then push up the bounce. With a flexible wrist and lower arm movement, the ball is pushed down diagonally in front of the body and at waist level</p> <p>The uniformity of the bouncing movement is encouraged by the springy action of the knee</p> <p>For a prolonged bouncing the upper body slightly turned sideways and bent down a little towards the ball to protect it</p> <p>Lower centre of gravity quickly and for better protection of the ball. Turn the torso towards the ball</p> <p>Ball is kept close to the body below waist level. The non-dribbling arm is stretched to protect the ball</p> <p>Eyes focus ahead</p>	<p>Player simply slap the ball</p> <p>Players do not keep the rhythm</p> <p>Players focus their attention on the ball</p>	<p>Constant practice of dribbling when stationary</p> <p>Use the pushing action other than hitting action</p> <p>Carry out flexibility exercises for the wrist</p>	<p>As in passing and catching</p>	<p>Body adjustments</p> <p>Smooth push of the ball</p> <p>Appropriate movement</p>	<p>Balls, cones and play area</p>	<p>• Verbal and visual feedback</p> <ul style="list-style-type: none"> • From simple to complex

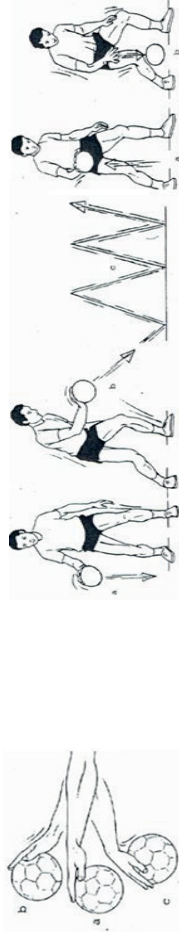


Fig 8. Hand action during dribbling

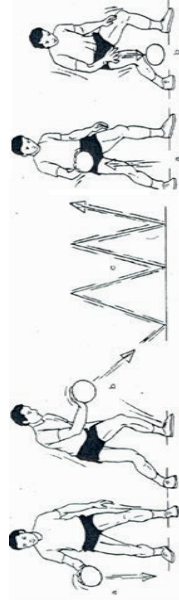


Fig 9. Basic dribbling position

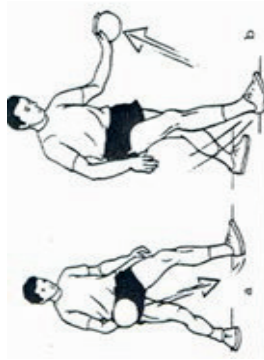


Fig 10. High dribble



Fig 11. Low dribble

4. Shooting

Shooting is the climax of attacking move with the objective of scoring. It is the act of throwing the ball at the goal. It determines the winner and therefore should be performed always with maximum concentration.

Shooting						
Teaching Progressions	Teaching Points	Common Mistakes	Correction	Safety	Assessment	Facilities/ Equipment
<p>Over arm shot</p> <ul style="list-style-type: none"> Practise target shooting in pairs at a distance of 10m using the over arm shot. Players in a file while on the move, receive the ball and shoot using the over arm shot at a target 10m away. 	<p>Ball in throwing position</p> <p>Torso follows the throwing arm</p> <p>Player stands in a steady transversal straddle position with:</p> <ul style="list-style-type: none"> – one leg in front and firmly placed – front leg is slightly bent – weight on the hind leg held back <p>Torso is held straight</p> <p>Shoulder of the non-throwing hand faces the shooting direction</p> <p>Throwing arm holds the ball above the shoulder and behind the head</p> <p>Hind leg turns out on the balls of the foot</p> <p>Hips twist around to face the throwing direction</p> <p>Shoulder pulls forward, followed by the whipping motion of the elbow and wrist</p> <p>Finally, the hand and finger move forward to give the final power</p>	<p>Overestimation of target</p> <p>Lack of flexibility of the spines and hip joint</p> <p>Weaker torso muscles</p> <p>Poor movement and coordination.</p>	<p>Involvement in gymnastics and other movement muscle strength</p>	<p>Improve whole body fitness</p> <p>Practise catching and throwing drills</p> <p>Avoid throwing hard where there are defence blocks</p>	<p>Accuracy</p> <p>Consistency</p>	<p>Balls, cones, goal posts, and play court</p>
						<ul style="list-style-type: none"> Verbal and visual feedback. Start from simple to complex activities.

<p>Under arm shot. Similar practice drills as in the over arm shot.</p>	<p>From the basic throwing position a player takes a step with the left foot into the line of the right leg. As a result of the crossing step and swinging of the ball, the torso is turned out with shoulder facing direction of throw.</p> <p>In a throwing position, the player is in a wide transversal straddle with the front leg placed.</p> <p>Both legs are bent with the body weight on the hind leg.</p> <p>Left arm is in front of the body.</p> <p>The throwing arm holds the ball out diagonally behind the body.</p> <p>At the start of the throwing motion, the right heel starts the twist of the hip forward.</p> <p>Body weight is shifted to the front leg to form a bow shape.</p> <p>During the throwing process, the elbow precedes the shoulder pulling the wrist along.</p> <p>Fingers are placed behind the ball parallel to the ground.</p> <p>A powerful quick flick of the wrist gives the ball its final power and direction.</p>	<p>Not using enough force</p> <p>Being rigid in the arm and torso</p> <p>Poor reaction</p>	<p>Generate the required force</p> <p>Do a lot of flexibility activities</p> <p>Improve your reaction</p>	<p>Same as the above</p>	<p>Same as the above</p>	<p>Same as the above</p>	<p>Same as the above</p>
--	---	--	---	--------------------------	--------------------------	--------------------------	--------------------------

<p>Jump shot</p> <ul style="list-style-type: none"> From a standing position and execute a spot jump and throw the ball to a target 6m. In pairs, one acts as a defender; just 1m in front of the defender, make a spot jump and throw the ball over the defender to a target behind him. Make a 1-2-3 step and jump to throw the ball to a target. Dribble the ball forward and make a 1- 2-3 step and jump to throw the ball to a given target. While in motion, receive the ball and make a 1-2-3 step and jump to throw the ball to a target. 	<p>Make the first step with the left foot (L). Take along diagonal step forward with right leg (R) while lowering centre of gravity. The heel of the jumping leg digs into the ground to stop the body moving forward. Roll on the sole of the foot and jumps up, toes leave the ground last. Prepare the ball into the throwing position while in air by swinging it. Left leg is extended and the right leg is slightly bent. Left shoulder faces shooting direction. Left arm is loose in front of the body at shoulder level. By bending forward, the torso gives the ball extra power. After the throw, the throwing arm swings, further forward followed by the whole body. The toes touch the ground first. Player rolls on the sole of his/her foot.</p>	<p>Failure to coordinate the movement (rhythm) Mistiming the pass Not putting enough power behind the ball Failure to jump high enough</p>	<p>Practise the 1-2-3 step rhythm Practise catching while on the move Include a lot of fitness activities for strength and power</p>	<p>Same as the above</p>	<p>Same as the above</p>	<p>Same as the above</p>	<p>Same as the above</p>
---	---	---	--	--------------------------	--------------------------	--------------------------	--------------------------

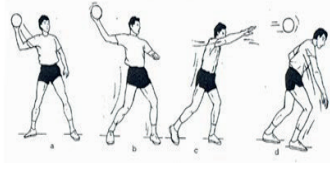


Fig 12. Over arm shot



Fig 13. Under arm shot



Fig 14a. Jump shot

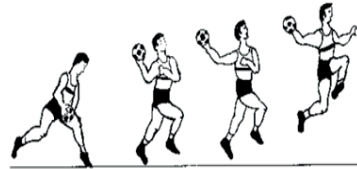


Fig 14b. Stride shot

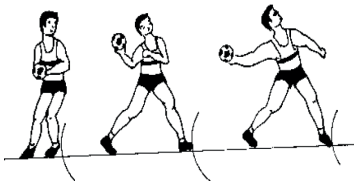


Fig 14 c. Shot in Place



Fig 14 d. Leaning Back Shot



Fig 14 e. Vertical Jump Shot

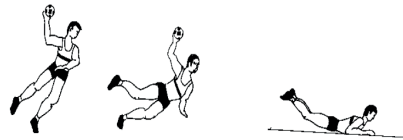


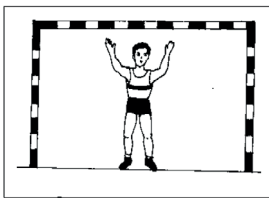
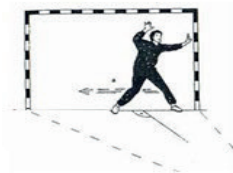
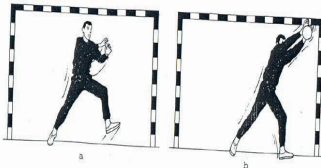
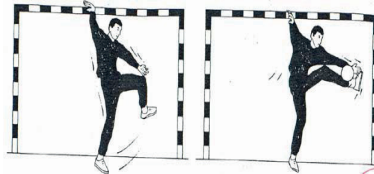
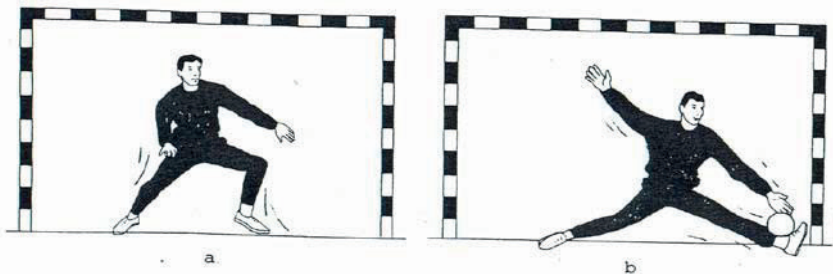
Fig 14 f. Shot while falling (dive shot)

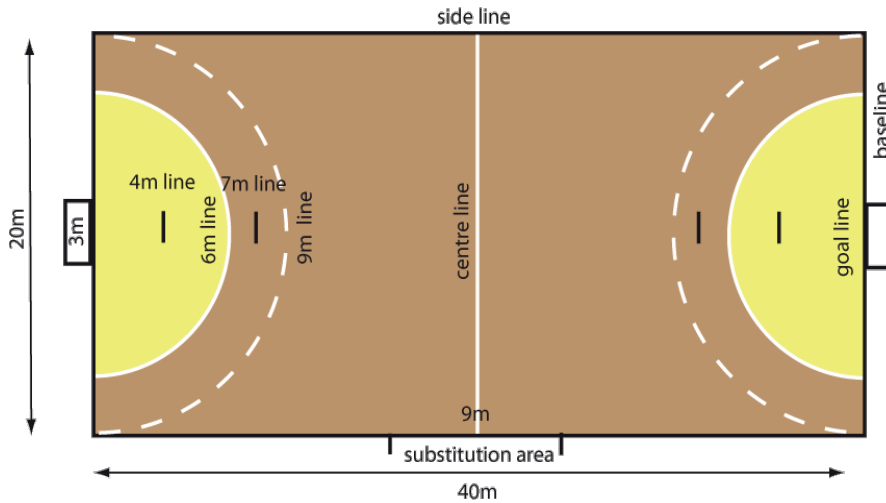
Goalkeeping

This is the major defensive move against shooting.

Goal keeping						
Teaching Progressions	Teaching Points	Common Mistakes	Correction	Safety	Assessment	Facilities/ Equipment
<p>Basic position</p> <p>In lines of 5-6 players, stand behind the teacher and mirror the teacher's basic position.</p>	<p>Legs shoulder – width apart</p> <p>Feet point out a little</p> <p>Knee and ankle joints are evenly distributed</p> <p>Torso is straight or a little bent forward</p> <p>Arms are held beside the body bent at elbow palms above shoulders and the ball</p>	<p>Goalkeeper does not assume the basic position</p> <p>Goalkeeper does not move according to the movements of attackers</p> <p>Loss of concentration</p>	<p>Always assume the basic position</p> <p>Practise the basic movement technique</p>	<p>Use of knee caps</p> <p>Use of canvas</p> <p>Smooth and even ground</p> <p>No finger nails</p> <p>Goalposts and crossbars should be made of materials which are not dangerous</p>	<p>Game reading</p> <p>Positioning</p> <p>Appropriate movement</p> <p>Concentration</p>	<p>Balls, cones, play court, goal posts</p>
<p>Basic movement</p> <p>In lines of 5-6 players standing behind the teacher in the basic position, mirror the teacher's basic movements, sideways; forwards and backwards.</p>	<p>The goalkeeper moves according to the movements of the attackers</p> <p>In width, the goalkeeper side steps according to the attacker's passes</p> <p>In depth, the goalkeeper steps forwards and backwards</p> <p>Vertically, bend the knees according to the height of the on-coming ball</p>	<p>Poor game reading</p> <p>Poor positioning</p> <p>Lack of flexibility and agility</p>	<p>Improve your concentration</p> <p>Do numerous flexibility and agility activities</p>	<p>Same as the above</p>	<p>Same as the above</p>	<p>Same as the above</p>

Saving Shots <ul style="list-style-type: none"> • Saving high positioned balls. • Saving medium positioned balls. • Saving low positioned balls. 	Use hands to save high balls Use hands and body to save medium balls Use legs and body to save low balls (sliding out).	Same as the above	Same as the above	Same as the above	Same as the above	Same as the above
--	---	-------------------	-------------------	-------------------	-------------------	-------------------


Fig 15. Basic position

Fig 16. Basic movement

Fig 17. Saving a high ball

Fig 18. Saving a medium height ball

Fig 18. Saving a low ball

(a) Playing area**Fig 19 Handball court**

- Large safe goal nets are advisable behind each goal.
- Goalposts and the crossbar may be constructed of metal or any other safe material such as wood.

(b) Players

Handball is played by two opposing teams with seven players each. One player is a goalkeeper and the rest are court players.

Each team names seven substitutes. Each court player must wear the numbered uniform. The goalkeeper's uniform should be different from that of both teams.

(c) Playing the game

- A handball game starts after the court referee's whistle with a throw-off and the attacking team takes possession of the ball.

- i) Two wing players (right and left wingers)
- ii) Three defenders: Left back, Right back, Centre back
- iii) One centre player (pivot)
- iv) One goalkeeper

The defending team crowds around the goal area line to form a defence wall.

(d) Basic Rules

- i) Only seven players must be on the court at a given time, one of whom must be a goalkeeper.
- ii) It is not allowed for the goalkeeper to leave the goal area with the ball in his hands.
- iii) Only the goalkeeper is allowed to kick the ball in his/her own goal area.
- iv) A player can control the ball for up to three seconds or three steps.

A player may receive the ball, take three steps or three seconds, bounce the ball and again take three steps or three seconds.

- i) A player is not allowed to play the ball with the foot.
- ii) It is not allowed to fall with the ball.
- iii) A player is not allowed to dive for a stationary ball or rolling ball.
- iv) Bouncing or dribbling the ball with one hand is unrestricted.
- v) Court players are not allowed to enter the goals area except after a throw.

Court players are not allowed to enter their own goal area with the ball, pass the ball to their own goalkeeper or defend from the goal area.

- i) Torso contact is allowed.
- ii) Hitting, pushing, tripping, holding an opponent are not allowed.

A free throw is awarded for any slight infringements of the rules e.g. unsporting conduct, repeated flows playing the ball incorrectly, fault substitution etc.

However, if the infringement occurs between the goal area and free throw lines of the defending team, the throw is taken from the nearest point outside the free throw line.

- i) A goal is acknowledged by the goal referees by a double whistle signal.
- ii) Substitutes enter the court only within their own marked substitution area.
- iii) The referee awards a penalty throw when an infraction spoils a clear scoring change on any part of the court.
- iv) The penalty throw must be taken from the 7m line within 3 seconds after the referee's whistle.
- v) Ten minutes half time break is compulsory.
- vi) Depending on the seriousness of the infraction, the referee can either give:
 - a warning (yellow card)
 - a suspension (2 minutes)
 - a disqualification (red card)
 - an exclusion

Sub-topic 4: Basic Skills in Volleyball

Introduction

Volleyball is a team sport in which two teams of six active players, separated by a high net, try to score points against one another by grounding a ball on the other team's court under organized rules. General play proceeds as follows:

- i) Points are scored by grounding the ball on the opponents' court, or when the opponent commits a fault.
- ii) Teams can contact the ball no more than three times before the ball crosses the net and consecutive contacts must be made by different players.
- iii) The ball is usually played with the hands or arms, but players can legally strike or push (short contact) the ball with any part of the body.

Through time, volleyball has developed to involve common techniques of passing, blocking, and setting, spiking as well as specialized player positions and offensive and defensive formations. Because many contacts are made above the top of the net, vertical jumping is an athletic skill emphasized in volleyball.

Learning Outcomes

By the end of this sub-unit, the learner should be able to:

- i) perform the basic skills used on volleyball.
- ii) apply the basic skills in game situations.
- iii) play comfortably with others

Equipment/ materials

- i) volleyball net or a rope / strings;
- ii) two ranging poles,
- iii) volley ball or locally made balls that can bounce probably made out used inflated milk sachets wrapped with banana fibres.

The serve: A serve is a skill that puts the ball into play. Serving is starting and restarting play in volleyball.

Teaching Progressions	Teaching Points	Common Mistakes	Correction	Safety	Assessment	Facilities/ Equipment	Remarks
<p>Under arm serve</p> <ul style="list-style-type: none"> For basic serve mechanics, the learners should pair up and have one ball for each pair. They stand opposite one another on either side of the net and just serve back and forth. (Several pairs can fit on one court.) Practising serve after serve can be a little boring. It is fun to turn the drill into a game. Players line up, each with a ball on one side of the net. On the other side mark a line about 4 feet (more or less, depending on the skill of the servers) from the end line, the sides and the net. This will form a square in the centre of the court. If the ball drops outside the square, it's worth 1 point and if it drops in the square, it's worth 0 point. 	<p>Feet astride and body weight evenly distributed</p> <p>Face the net with shoulders square to the net</p> <p>Hold the ball at waist height in the non-hitting arm</p> <p>Swing the hitting arm backwards and then forwards almost brushing the thigh</p> <p>Transfer body weight to the front foot</p> <p>Release the ball from the holding hand downwards and contact it with the heel of your open hand</p> <p>Follow through by swinging the hand forwards and complete transfer of body weight to the front foot</p> <p>Move onto court</p>	<p>The ball goes up, more than forward, and does not travel over the net</p> <p>The ball does not have enough force to make it over the net</p> <p>The player's weight ends up on the back foot; the ball trajectory is too high</p>	<p>Hold the ball at waist level; contact the ball just below the centre back and swing arm forward towards the net. Transfer body weight to the front foot.</p> <p>Do not swing holding hand; hit a stationary ball. Contact must be made with the heel of your open hand.</p> <p>Step forward onto your front foot as you contact the ball. Your head and shoulders should end up forward of the knees.</p>	<p>Limit chances for injuries through proper warm-up of the entire body</p> <p>Demarcate activity area for each group</p> <p>Reasonable interval between drills</p>	<p>Accuracy</p> <p>Consistence</p> <p>Proper stance</p>	<p>Cones, mats, court, net, whistle and balls</p>	<ul style="list-style-type: none"> Simple to Complex e.g. from mid-back boundary line. Skill demonstration and correction during practice.

<p>Overhead serve</p> <ul style="list-style-type: none"> For basic serve mechanics, learners should pair up and have one ball for each pair. They stand opposite one another on either side of the net and just serve back and forth. (Several pairs can fit on one court). Practising serve after serve can be a little boring. It is fun to turn a drill into a game. Player line up, each with a ball on one side of the net. On the other side mark a line about 4 feet (more or less, depending on the skill of the servers) in from the end line, the sides and the net. This will form a square in the centre of the court. If the ball drops outside the square, it's worth a point and if it drops in the square, it's worth 0 point. 	<p>Assume a stable position with feet astride</p> <p>Hold the ball in the non-hitting hand at shoulder height in line with the hitting hand</p> <p>The arm holding the ball should be straight</p> <p>Toss the ball above the head and in front of the hitting shoulder</p> <p>Withdraw the hitting hand as the ball is thrown up by bending it at the elbow</p> <p>Shift body weight from the hind foot on to the front foot</p> <p>Hit the ball with the palm of the hand, elbow pointing to the front and fingers relaxed so they mould around the ball</p> <p>Follow through in the direction of the ball</p>	<p>The ball goes into the net. The server lacks the power to reach the net</p> <p>The ball goes over the end line of the opposite court</p> <p>Player takes 2 or 3 steps to serve the ball</p>	<p>Toss the ball behind the shoulder of your hitting hand</p> <p>Transfer body weight at contact; contact the ball with the heel of an open hand and not only with fingers</p> <p>Contact the ball below centre back and snap your wrist forcibly, rolling your fingers over the top of the ball; finish by dropping the hitting hand to the waist</p> <p>Toss the ball slightly behind the shoulder and transfer body weight forward</p>	<p>Same as the above</p>	<p>Same as the above</p>	<p>Same as the above</p>	<ul style="list-style-type: none"> From simple to complex; serve in the net from the middle of the court. Serve to a target while in the middle of the court to the back boundary of the court.
---	---	--	---	--------------------------	--------------------------	--------------------------	---

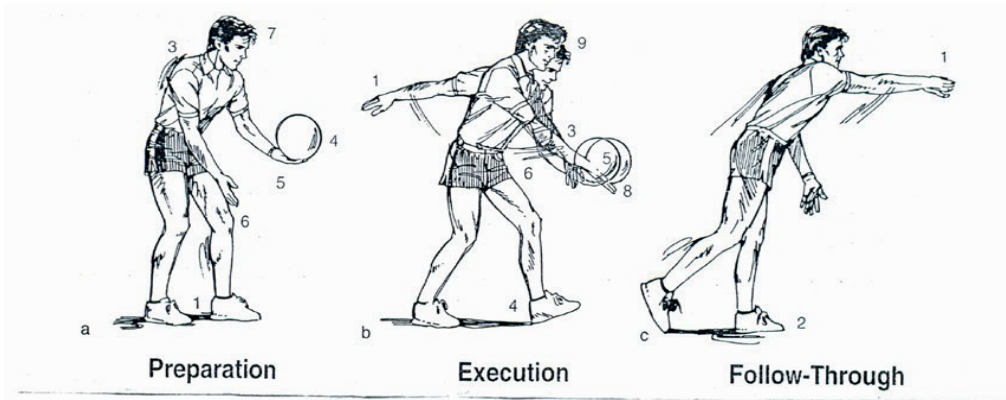


Fig 20. Under arm serve

The Dig pass (Forearm Pass)

This is a technique used to receive low balls on the out stretched forearms of the player. It is also used to receive hard-driven balls approaching at waist height or lower, the serve, free balls, off-speed spikes, and sometimes to set a ball to the attacker. Skilful use of the forearm pass made obvious its use for playing balls extremely close to the floor. Going for these low balls became known as “digging the ball out,” giving rise to the term “dig”.

When a player uses a dig pass, the following can be achieved:

- i) The speed of the ball can be controlled.
- ii) The height of the pass can be controlled.
- iii) The direction of the rebound can be controlled.

The functions of the dig pass during play include:

- i) Playing balls that is close to the ground
- ii) Playing balls that are too fast
- iii) Playing balls that is far to the side of the player.
- iv) Receiving a service
- v) Receive a spike
- vi) Retrieving a ball from the net. vii.
- vii) Setting balls
- viii) Passing long balls into the opponents part of the court

ix) Passing or the Ways of Reception

Dig Pass (forearm pass)		Teaching Points	Common Mistakes	Correction	Safety	Assessment	Equipment	Remarks
<p>Teaching Progressions</p> <ul style="list-style-type: none"> • Work individually by tossing the ball in the air and execute the dig pass after one bounce. • Individually toss the ball in the air and execute the dig pass continuously in a stationary position and while in motion. • Working in pairs, one tosses the ball with two hands to the partner 5m away, who executes a dig pass back. After 10 trials they change roles. • The above drill can be modified by including an obstacle between partners. 	<p>Put feet slightly wider than shoulder width apart</p> <p>Flex at the knees with the head and shoulders up</p> <p>Leave hands and arms apart and bring them together just before contact</p> <p>Clasped fingers in order to hold hands together</p> <p>Keep hands at waist level; this will keep them out of the way of the knees</p> <p>Extend the arms in front of the body at a 45 degree to the floor and locked at the elbows</p> <p>Limit arm swing upon contact depending on the speed of the approaching ball. The power behind the forearm pass is from the extension of the legs and the weight shift</p> <p>Follow through</p>	<p>The player digs the ball and it flies straight up</p> <p>The executed dig pass is too low</p> <p>The executed dig pass is too short i.e. it does not reach the target</p> <p>The played ball flies off the arms of the player to either side</p> <p>The played ball goes backwards instead of forwards</p> <p>The ball hits the top of the player's arms above the elbows</p>	<p>Player should not swings arms when contacting the ball; player's arm angle should be lowered to 45 too high</p> <p>Player's arm angle should be elevated to 45; player should extend his/her legs as he/she plays the ball</p> <p>Player's arm angle should be lowered to 45; ball should be played with the fore arms</p> <p>Ensure playing platform is even; involve leg action so as to guide the ball; avoid use of hands (fingers) to play the ball</p> <p>Lock the elbows while executing the dig pass; avoid leaning backwards as you execute the dig</p> <p>Avoid coming too far forward as the ball is played</p>	<p>Carry out warm-up activities with special emphasis on the active muscles (leg and arm muscles)</p> <p>Demarcate the activity area for each group</p> <p>Give clear and simple instructions</p> <p>Carry out appropriate supervision of the practice</p>	<p>Proper stance</p> <p>Proper clasping of hands and fingers</p> <p>Ensure elbows are properly locked and arms open towards the ball</p> <p>Flexed knees</p> <p>Body trunk leaning forwards</p> <p>Spring action and follow through</p> <p>Consistence in executing the dig</p>	<p>Cones, nets, balls, whistle and playing area.</p>	<ul style="list-style-type: none"> • Simple to complex. • Vary the tossing distance based on experience. • Emphasize demonstration and correction during Practice. • Practise the various ways of clasping the hands. 	

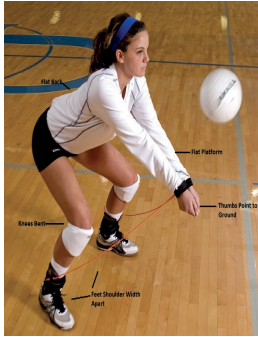


Fig 21. The Dig pass

a) Forearm stretch

b) Side and back stretch



Fig 22. Clasping of fingers

a) Cupped in

b) Crossed fingers
d) Locked fist

c) Stacked palm

Volley Pass (Overhead pass)						
<ul style="list-style-type: none"> Can be used to receive a service, pass the ball to a teammate, set the ball for a teammate to execute a spike, and to drop balls into the opponent's court just near the net. Can be used to play long balls in the back court of the opponent. 						
Teaching Progression	Teaching Points	Common Mistakes	Correction	Safety	Assessment	Facilities/ equipment
<ul style="list-style-type: none"> Individually toss the ball in air and execute the volley pass continuously in a stationary position and after and while in motion. Working in pairs, one tosses the ball with two hands to the partner 5m away who executes a volley pass back. After 10 trials they change roles. The above drill can be modified to include an obstacle between partners. Vary the distance between the partners Continuous volley between the partners. 	<ul style="list-style-type: none"> Assume a stable position just under the ball and face the direction of the intended pass Bring hands between the shoulders and at ear level Flex the knees As the ball is coming, spread the fingers with palms almost facing each other and wrist cocked backwards The palms and fingers should be 10-15cm in front of the head with elbows flexed and pointing outwards As the ball enters the cupped hands, rotate the wrists forwards accompanied with a smooth extension of the whole body right from the ankle joint into the hands and wrists Follow through 	<ul style="list-style-type: none"> "Poking" at the ball "Lifting" the ball Flapping at the ball d) Played ball goes straight up in the air and not forwards Hitting the ball Ball travels into the net The volley pass is too low The ball over spins 	<ul style="list-style-type: none"> Proper cupping of hands While in a ready position with relaxed wrists Play the ball when still slightly above and in front of the fore head Proper cupping of the hands Play ball when it is slightly above and in front of the forehead Proper timing of the incoming ball When in position to volley, the shoulders should be squarely facing the intended target Full extension of the whole body from the ankle joints to the hands Give the ball a proper impetus and do not roll it off your hands 	Same as the above	<ul style="list-style-type: none"> Proper hand cupping Full body extension during execution of the skill Consistency and accuracy 	Same as the above
				Same as the above		Same as for the dig pass



Fig 23. The Volley pass

The Spike (Smash)

Spiking is an act of hitting the ball hard from above the net, across and downwards into the opponent's part of the court. The ball previously should have been set up by a teammate near and above the net. The spiker uses one hand in hitting the ball. The spike is the most popular technique in volleyball. Everybody sees himself/herself as a spiker and cannot wait to have a go at it. Spiking is the main attacking weapon in the game of volleyball.

Spiking is a fairly difficult technique which requires a lot of practice and body coordination. Many will find that the spiking action requires more physical ability than what they possess. Thus, it is the duty of the teacher to give the learner a good foundation to be able to execute the skill.

Usually the technique is the final touch of the team's play. Its main function is to win a rally for the team. The spiking sequence can be divided into four (4) phases:

- i) The approach
- ii) The take off
- iii) The flight (body movement in air)
- iv) The hitting action and landing

The Spike						
Teaching Progression	Teaching points	Common Mistakes	Correction	Safety	Assessment	Facilities/ Equipment
<ul style="list-style-type: none"> The learners practise arm action by holding the ball at arm-length at chest level, then hit the ball on the ground but forwards to a partner who in turn repeats the same action. Toss the ball above the head 4–5m high and with a straight hand, hit it towards the knees of your partner 7–9m away. After that, the partner does the same thing. Using the net, toss the ball high above your head 4–5m and jump to hit the ball over the net into the opposite half of the court. With the teacher, make an approach towards the net to hit balls that are being tossed 3–5m above the net. Make a three-step approach rhythm towards the net and take off to spike an imaginary ball. Execute the attack at three (3) attack position (position 2, 3 and 4). With a partner, make a three (3) step approach rhythm to hit a ball held by a partner out of his hands. The partner should be standing at least 3m in front, holding the ball in both hands high above the head. Employ a partner to set balls. The learners begin by tossing the ball towards the setter who in turn set the ball as the learners try out to spike the ball over the net into the opposite part of the court. 	<p>From the attack line, make three (3) steps towards the net to the take-off position</p> <p>At take-off, the trailing foot must be brought forward quickly to join the other for a double feet take off.</p> <p>Flex the knees and swing the arms backwards.</p> <p>Rock over the heels and onto the toes in a continuous movement as you swing the arms forwards and upwards as strongly as possible</p> <p>Flex the hitting arm at the elbow with the elbow pointing forwards as you arch the back</p> <p>Move the trunk forwards towards the ball keeping the fingers together and the wrist loose</p> <p>Contact the ball with an open hand from the top downwards and sharply rotate the elbow outwards to avoid infringing the net</p> <p>Land on the balls of the feet</p>	<p>Touching the Net</p> <p>Hitting the ball beyond the court boundaries.</p> <p>Hitting the ball in the net (ball fails to cross the net).</p>	<p>The set must be at least 1 foot from the net; you must execute a hill plant to change the horizontal momentum into a vertical momentum</p> <p>Contact the ball from the top at an angle of 45 with the hitting arm and from in front the body</p> <p>Jump high enough; contact the ball at top of your jump; use long arm; good timing; vary the angle depending on the position of the set</p>	<p>One person spikes at a time</p> <p>Land on the balls of the feet with flexed knees</p> <p>Strict control of the balls especially in the activity area</p> <p>Proper demonstration of the skill</p> <p>Appropriate and clear instructions</p>	<p>Proper approach rhythm</p> <p>Emphasis on the blocking step for vertical momentum</p> <p>Accurate timing of the ball</p> <p>Contact from the top of the ball</p> <p>Avoid infringement of the net</p> <p>Proper landing</p> <p>Consistency</p> <p>Explosive power for the jump</p>	<p>Sponge balls, hoops, mats, balls, cones, court, net, medicine, ball, whistle, bench/hurdles</p>
						<ul style="list-style-type: none"> Simple to complex e.g. approach rhythm without balls. Spike an imaginary ball. Hitting a stationary ball. Spike set balls on a low net (vary net height with experience).

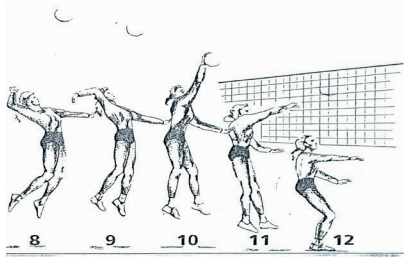


Fig 24. The spike sequence

The Block

Blocking is the counter to the smash. It is a main weapon for playing against a spike. It is done by the front court players who do it by jumping vertically and placing a wall of hands in the path of the ball with the hope of deflecting the ball back into the opponent's court. Blocking therefore is the first line of defence. Team may use one, two or all the three front court players in a block.

- i) Any attempt to block is considered actual only if the ball contacted any of the blockers.
- ii) The team that has had an actual block shall have the right to make three successive contacts.
- iii) The hands of the blocker may over reach into the opponent's space of the court but should not make contact with the ball when in the opponent's part of the court.
- iv) The three back court players shall never get involved in the block.
- v) If the ball touches one or more players in the block, it will be counted as only one block.

The block can be broken down into the following phases:

- i) Starting position
- ii) Timing the jump
- iii) Playing the ball
- iv) Recovery

The Block						
Teaching Progression	Teaching Points	Common Mistakes	Correction	Safety	Assessment	Facilities/ equipment
<ul style="list-style-type: none"> Working in pairs, each player stands on either side of the net facing each other and continuously make spot vertical jumps with hands touching above the top of the net. In pairs one player holds the ball above the top belt of the net, while the partner makes continuous jumps to touch the ball. After the players change roles. In pairs, one player tosses the ball at a point above the net. The other player jumps and puts both hands over the net in the line of the ball and taps it towards the ground. Working in pairs, one player self-toss the ball and spike it in the opposite court. The other player tries to execute the block. (This can be done in pairs or in threes.) 	<p>Stand close to the net and watch the ball as it leaves the setter's hands</p> <p>Place the arms at shoulder level</p> <p>Make a spot jump; the jump should be after the attacker has done so.</p> <p>Thrust the arms into the air. The arms must be placed opposite the attacking arm of the spiker.</p> <p>Let the hands bend over the net and in the opponents' court.</p> <p>Contact the ball over the opponent's court at the peak of the jump.</p> <p>Withdraw the hands from the opponents' court to avoid touching the net.</p> <p>Land on the balls of the feet with knees flexed to absorb the shock.</p>	<p>Touching the net during the take-off</p> <p>Touching the net on landing</p> <p>Crossing the centre line</p> <p>The ball passes over the top of the block consistently</p> <p>The ball rebounds out of court</p> <p>The ball drops between the blockers and the net</p>	<p>Leave some space between your body and the net; arms should be at ear level as you jump</p> <p>Take-off should from a balanced position</p> <p>Controlled landing</p> <p>Withdraw hands from the opponents court</p> <p>Stand close enough to the net while waiting to block</p> <p>Avoid crossing the legs when moving into position to block</p> <p>Jump high at the right time</p> <p>Avoid forcing the hands down during contact</p> <p>Ensure that hands over reach the net into the opponents' court</p>	<p>Relax the fingers.</p> <p>Move in unison to avoid bumping into each other.</p>	<p>Correct posture as you get ready to block</p> <p>Correct movement</p> <p>Timing</p>	<p>Balls, court, net, whistle, bench/ chair.</p>
						<p>Execute one man block, two man block, three man block, lead blocker, centre blocker</p>

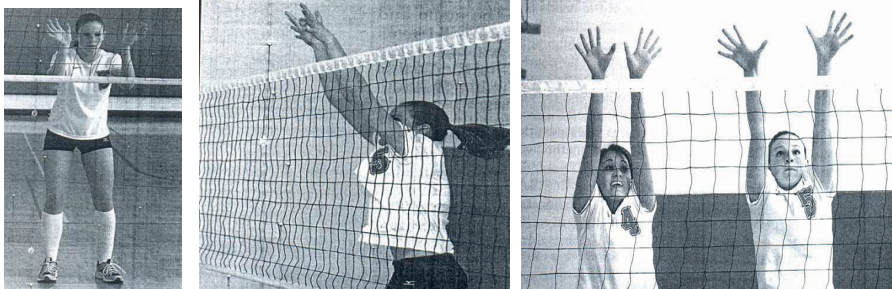


Fig 24. Preparation fig25-26. Execution (side view) and (front view)



Fig 26. a,b,c Spiking and blocking action in real game situation

The court

The game is played on a court 18 meters long (side line) and 9 meters wide (back line), divided into two 9×9 m halves by a one-meter wide net placed so that the top of the net is 2.43 meters above the centre of the court for men's competition, and 2.24 meters for women's competition (these heights are varied for veterans and junior competitions).

There is a line 3 meters from and parallel to the net in each team court called the "attack line" and divides the court into the back court and front court. At the time the ball is served, players of each team must be placed in two lines of three. The front court players stand nearest the net and occupy positions 2, 3 and 4 from the right side of the court. The back court players are placed behind the front court players in the back court. These occupy positions 1, 6 and 5 from the right side of the court.

Game in Action

Unlike most games, the techniques of volleyball are very different. The techniques of volleyball are divided into two:

- i) Basic techniques which include the serve, dig pass and volley pass.

ii) Secondary techniques which include the spike, block and the set. Familiarization games should be used to orientate the learners to ball handling skills.

Playing the Game

The ball is put into play by a serve over the net between the antennae. The ball is allowed to touch the net as long as the ball crosses to the other side. The receiving team must return the ball into the server's court using no more than three contacts with the ball.

The opponents then have three attempts in which to return the ball as well. The play should be a pass-set-hit sequence so that the ball is played in such a way that the other team cannot make a successful play on the ball. Points can be scored by both teams (rally scoring). A point is scored when a team ends a rally or a server misses their serve. Games are played to 25 with a win by two stipulation. A match is the best two out of three games or the best three out of five depending on the level.

No player may make contact with the ball twice in succession except after a block. The ball is considered dead and the referee has blown the whistle for one of the following reasons:

- i) The ball did not cross the net completely between the antennae.
- ii) The ball hits the floor, wall, or other obstruction.
- iii) The ball passes under the net or outside of the antennae.
- iv) A player commits a fault.
- v) A served ball does not clear the net.

A fault occurs when:

- i) the ball touches the floor.
- ii) the ball is held, thrown, or pushed.
- iii) a team touches the ball more than 3 times consecutively (except when blocking).
- iv) players are out of position at service.
- v) a ball is illegally served.
- vi) an illegal block occurs.
- vii) the ball does not completely cross the net between the antennae.
- viii) a player enters a non-playing area to play the ball.
- ix) a player touches the net with their body and interferes with the play.
- x) a player breaks the plan on top of the net and interferes with a play or player on the other side.
- xi) a player steps into the opponents' court.
- xii) a player reaches under the net and touches the ball or player.
- xiii) a ball is already being played by a player and another teammate attempts to play the same ball simultaneously.

Rotation of Players

Rotation refers to the player's movement into the next playing position after such a player's team has gained the right to serve the ball. The rotation order must be observed until the end of the set. Once the service has been made any player may move to any position on the court and play the ball. However, the following should be noted:

- i) The back court players may not take off from the attack area (front court) to play the ball directly over the net.
- ii) The back court players are not allowed to block.

The implication here is that once a player has rotated into the back court, he/she cannot be used as an attacking player while operating from the front part of the court. Such a player, however, can spike from the back court area (or even jump and pass the ball over the net from the back court) and may land in the front court.

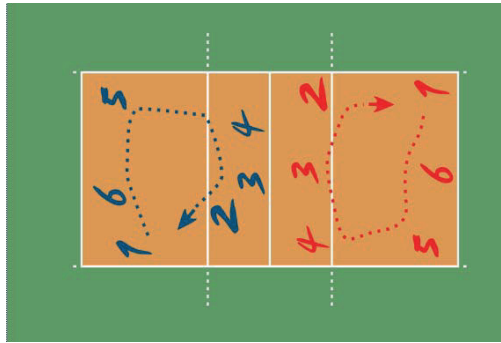


Fig 27. Rotation of players

During rotation, players move clockwise i.e. player from position 1 moves to position 6, player from position 6 moves to position 5, player from position 5 moves to position 4, player from position 4 moves to position 3, player from position 3 moves to position 2, and lastly, player from position 2 goes to position 1. It is in position 1 that the player is allowed to go in the service zone to serve (behind the back line).

Topic 5: Aerobic and Dance Movements

Outline

- Benefits of aerobics
- Facility and equipment
- Selection of aerobics music
- Considerations taken when conducting an aerobics class
- Skills in aerobics
- Components/routine of a typical aerobics class
- Aerobic skill progression

By the end of this topic the learner will be able to apply the skills learned in his/her aerobics class beyond school life.

Learning Outcomes

At the end of this unit, learners should be able to:

- i) display basic movements on the rhythm learnt at earlier stages of life.
- ii) demonstrate specific workouts that improve certain aspects of his/her health related fitness such as his/her cardiovascular, endurance, muscular fitness, flexibility, body composition, and eating habits.
- iii) apply important life skills such as teamwork, sportsmanship, and a positive attitude about himself/herself and others.
- iv) employ basic dance patterns in aerobics sessions.
- v) work together to develop and execute a dance routine and aerobic sessions.
- vi) conduct an aerobics session with minimal supervision.

Requirements/Expectations

- i) Be prepared and on time to class on a daily basis.
- ii) Dress out in proper attire on every aerobics class.
- iii) Participate to the best of your ability on a daily basis.
- iv) Demonstrate good conduct, a good attitude, and good sportsmanship on a daily basis.

Benefits of Aerobics

- i) Develops overall fitness.
- ii) Improves all the health related fitness components (muscular strength and endurance, flexibility, cardiovascular fitness and body composition).
- iii) Rhythmic movements develop and increase coordination and balance.
- iv) A group exercise offers social interactions that no other activities do. This is appealing to many participants.
- v) Decreased risk of cardiovascular disease.
- vi) Reduced blood pressure.
- vii) Lower cholesterol.
- viii) Enhanced bone health.
- ix) Healthier weight.
- x) Reduces depression.
- xi) Improves self-esteem.
- xii) Reduces stress.
- xiii) Improves overall quality of life.

Facility and Equipment

Facility

The ideal setting for aerobics includes:

- i) Good ventilation with a room temperature of 60–70 degrees or open space like the school compound or field.
- ii) A floor that absorbs shock while providing adequate foot traction.
- iii) Enough space for each participant to move comfortably.
- iv) A raised platform to enable a large group of participants to see the instructor or Physical Education teacher.

Equipment needed for an aerobics physical education lesson include:

- i) Sound system with a collection of CD's and flash disk.
- ii) Mats and jumping ropes if possible.

Personal requirements

- i) Lightweight ventilated clothing made of cotton fabrics.
- ii) Shoes that fit properly, are in good condition, and fit the needs of the class as well as of the participants.

Selection of Aerobics Music

- i) Find the best genre for your routine. Different genres of music are great for different workouts. Hip hop and hard rock work well for high-intensity workouts, while jazz and funk are perfect for low-intensity. Some types of music like radio pop, have tracks appropriate for both. Avoid music that lacks a steady beat. Free time tunes are great to listen to, but they will throw you off your groove.
- ii) Choose music you like. Professional classes and instructional videos often make similar music selections, but don't feel chained to those. Instead, search for songs you like and could listen to many times over. Even if the tempo isn't perfect, you'll do far more work listening to music you like.
- iii) Choose an exciting song to start with. For your first exercise, pick an energetic track to boost your confidence and motivate you to continue. Look for happy tunes you would crank the radio to hear or songs you could enjoy waking up to. A good opener can colour an entire routine as something positive and worthwhile.
- iv) If you have trouble starting, find songs that build in intensity like In the Hall of the Mountain King. Though they vary in tempo, slow-build tracks can raise your heartbeat more gradually. This will help you maintain your energy throughout the workout rather than burning out quickly.
- v) Find bold, motivating tracks. For aerobics, it's probably best to avoid depressing songs. Instead, look for tunes that are energized and inspirational. If you want more than instrumentals, aim for songs with lyrics about power, strength, courage, or endurance.
- vi) Select a variety of track type. Optimal workouts are not done at a single speed. Instead, they incorporate hills and valleys of activity, and your music should follow suit. Look for songs that

are short and long, high and low intensity, that way you can vary your music selection when creating a playlist.

- vii) Choose low-intensity tracks for warming up and cooling down. Place shorter, less-intense tracks at the very beginning and tail end of your workout to remind you to stretch and breathe, preparing your body for the job ahead and relaxing your muscles once the workout is finished.
- viii) Use an online bpm meter to choose songs with your desired rhythm. A beats per minute (bpm) meter will help you choose songs based on their rhythm. You can find out the bpm for a particular song, or you can get suggestions.
- ix) Test your routine. To make sure all your songs fit, run through your workout with the playlist running. Focus on the speed of each song and how it makes you feel. Keep a pen and paper handy to write down songs that work well and songs that need to be replaced.

Considerations Taken when Conducting an Aerobics Class

- i) The instructor should always use cue words. It is important to always cue when movements are changing so that transitions are done smoothly. Cues will allow participants to learn more quickly, keep rhythm and prevent injury.
- ii) Music should be appropriate for the class and add variation and excitement to keep participants motivated and excited.
- iii) The aerobics instructor should always be aware of their participants so they can slow classes down for beginners and also provide positive feedback to keep their participants motivated.

Skills in Aerobics

- i) Aerobics is a form of physical exercise that combines rhythmic aerobic exercise with stretching and strength training routines with the goal of improving all elements of fitness (flexibility, muscular strength and cardio-vascular fitness).
- ii) It is usually performed to music and may be practised in a group setting led by an instructor, although it can be done solo and without musical accompaniment. Formal aerobics classes are divided into different levels of intensity and complexity. Aerobics classes may allow participants to select their level of participation according to their fitness level.

Core Skills

There are three core skills in aerobics class:

- i) Rhythm – moving to the beat of the music.
- ii) Coordination – putting a series of movement together and performing them fluidly.
- iii) Step – a series of steps taken to make an aerobic dance pattern.
Some of the basic step movements and arm movements include:

1. On-the-spot steps

Aerobic dance classes are typically progressive. They start with the most basic steps and conclude with the most advanced before cooling down. Steps that are performed in place usually begin a class and are often referred to as on-the-spot steps. These include steps such as marches, high knee jogs, front kicks, squat taps and jumps.

2. Forward and backward steps

When the teacher or instructor sees that the majority of the class is performing the basic on-the-spot steps proficiently, she/he will cue the class to bring it forward or take it back. Forward and backward moving marches, jumps, kicks, and gallops are among some of the most commonly cued aerobic dance steps that allow the learners to move closer to the front and back of the room.

3. Side-to-side steps

Much of the aerobic dance terminology will direct the learners to move side to side. Step touches, side gallops, grapevines, and glides are all aerobic dance steps that allow the learners to move from right to left during class. To make side-to-side steps easier to follow, aerobic dance instructors will often face the learners, providing a mirror image of how the steps should look.

4. Turning Steps

Turning steps allow you to make quarter, half, full or multiple rotations so that you change your orientation. You can perform pivots and two-foot spins by keeping your weight on both of your feet. You perform other turns, such as one-foot spins, with your weight on only one foot. As you progress into more advanced dance aerobic classes, you can try turns that use different body parts, such as knee spins.

Some selected movements

Basic steps include narrow march, wide march, basic left, basic right, heel dig, v-step, step touch, knee up, grapevine/side rock, Leg lifts, horse kicks,

repeaters, z-step, heel tap, jumping jack. More moves can be picked from the traditional dances.

Some Arm Movements Described

1. Bicep Curls: Elbows should be at the side of the trunk with the palms of the hand facing upward. Bring the hands toward the chest by flexing the elbow and return them to the side of the trunk. You can change your level of intensity by bringing the arms up instead of having the elbows at your side, bring them level with the shoulders.

2. Alternating Bicep Curls: Same as the movements above, but only flex/extend one arm at a time.

3. Hammer Curls: Similar to bicep curls except the palms are facing each other rather than facing upward. This movement can also be done by alternating arm movements.

4. Triceps Kickbacks: Arms should be at your side with the elbows slightly bent and behind the shoulders with your hands next to your trunk and palms facing the body. Extend the elbow back and then return to your starting position. This movement can be done by pressing both arms back at the same time or alternating back and forth.

5. Frontal Raise: Begin with fists on each thigh. Raise the arms to shoulder level and return to the thigh.

6. Lateral Raise: Fists should be together with palms touching the thighs. Lift the arms outwards and upwards with the palms facing down. Elbows should be leading this movement and should be slightly bent. Lift until the arms are slightly below shoulder level and then return them to the thigh.

7. Frontal Pull: Arms shoulder level, pull the arms in toward the body (so fists rest on thighs), then return them to shoulder level.

8. Overhead Pull: Arms are above the head, pull the arms in toward the thighs and then return them overhead.

9. Arm Circles: Arms are overhead or shoulder level. Move the arms clockwise down toward the body and then back to the starting point.

10. Shoulder Punch: Hands are at shoulder level, punch one arm and then return to shoulder level.

Components/Routine of a Typical Aerobics Class

Warm-up and pre-stretch- 10 minutes: The purpose of this is to increase blood flow to the muscles and increase the rate of oxygen to the muscles to get the body ready for exercise. The warm-up includes movements that are rhythmic, full range of motion that warm-up all the large muscle groups.

Aerobic Activity- 20 to 30 minutes: This is the core part of the class. This component varies with each class. This segment is performed at an intensity of 50 to 85 per cent of the target heart rate.

Cool-Down- 2 to 5 minutes: The purpose of the cool-down is to gradually lower the heart rate and prevent excess pooling of blood in lower extremities. Cool-downs include slow rhythmic movements and contraction of the leg muscles to return blood to the heart.

Strength Work- 5 to 10 minutes: This segment builds core muscles of the stomach and back. These muscles help to improve posture and help to perform aerobic movements properly.

Final Stretch- 5 to 10 minutes: This improves overall flexibility. Stretching after vigorous exercise is often easier and more beneficial than before. Stretches should be held for 10 to 30 seconds. All major muscles groups should be stretched.

Sample Aerobics Sessions

School..... Class..... Time.....

40 minutes session for youths

Phase/time	Leg movement	Hand movement	Formation
Warm-up and stretching 10 minutes	Basic move Narrow match Wide match Narrow & wide match Knee raise Waist twist Basic right	Basic move Biceps curl Shoulder punch	x x x x x x x x x x x x x x x x x T
Main activity 20 minutes	Side rock Horse kick Repeater right Repeater left V-step A-step Z-step Grape-vine Knee-lift	Side aerial punch Triceps hit-back Arm-raise left Arm raise right Knee tap Touch down	x x x x x x x x x x x x x x x x x T
Cool-down and stretching 10 minutes	Heel-tap Basic left Basic right Basic	Over the head swing Up-down swing Shoulder rotation Side swing Toe-touch	x x x x x x x x x x x x x x x x T

Remarks

School..... Class..... Time.....

40 minutes session for youths

Phase/time	Body actions	Formation
Warm-up and stretching 10 minutes	<ul style="list-style-type: none"> • Basic move, light dynamic head moves, shoulder moves, arm moves, waist moves, leg moves, back, • Abs, various joint stabilization 	0 T
Main activity 20 minutes	<ul style="list-style-type: none"> • Free dance, jumping jack—horizontal and vertical, A-step, high-knee, front rock, round turn. • Paired activity—handclap, bum bump, round dance, leg taps • Leader roles—free dance moves and fun moves 	x x x x x x x x x x x x T x x x x x x 0 0 0 0 0 0 0 0 0 0 T 0 0 0 0 0 0 x x x x x x T x x x x x
Cool-down and stretching 10 minutes	<ul style="list-style-type: none"> • Slow dynamic stretches • Static stretches targeting the major muscle groups e.g. sit and reach, crunches (5 second stretch and hold) • 3 breath-in hold • 1 minute silent rest 	x x x x T x x x

Remarks

.....

References

Action Health Incorporated, (2014). Family Life and Live Education for Junior Secondary Schools. 2nd Edition.

De Meza, De Silva, Ball & Young, (2009). PSHE Education 2. Hodder Education

<http://www.who.int/en/news-room/fact-sheets/detail/malaria>

<https://sites.google.com/a/frco.k12.va.us/fcvball/skills>

[https://www.aacap.org/AACAP/Families and Youth](https://www.aacap.org/AACAP/Families_and_Youth)

<https://www.theartofcoachingvolleyball.com/1-on-1-drill-with-tod-mattox/>

<https://www.theartofcoachingvolleyball.com/blocking-fundamentals-single-court-blocking-warm-up/>

<https://www.theartofcoachingvolleyball.com/effective-libero-training-second-ball-setting-drill/>

<https://www.theartofcoachingvolleyball.com/warm-up-drill-for-serving-passing/>

Insel & Roth (2002). Core Concepts of Health. 9th Edition, Mc Graw Hill Life Skills for Young Ugandans;

Pruitt, Crumpler & Prothrow-stith, (1994). Health: Skills for Wellness. Prentice Hall Inc.

Solomon Island Curriculum development division, (2013). Solomon Islands Physical Education teacher's guide

Appendix one: Assessment Guidelines

The following table groups what to assess into six categories: assessment of skills including generic skills; assessment of written work; assessment of social skills; assessment of oral work; assessment of group work and assessment of values/attitudes. It gives some suggestions of strategies which may be used for assessment. These should be varied to suit particular assessments. The aim should be to do some form of assessment for each learning outcome. Exercises in the resource book provide assessment items. The teacher is free to devise other items.

What to Assess	How to Assess	Assessment criteria The learner can be assessed on
Assessment of Social Skills	<ul style="list-style-type: none"> • Read a scenario or prepare one complex social issues to be discussed • Observe the learner's performance in class • Participate in a team play 	Employs systems thinking to provide informed advice to solve a problem
Assessment of Practical Skills Including Generic Skills	<ul style="list-style-type: none"> • The learner demonstrates the skills 	The ability to: <ul style="list-style-type: none"> - perform different skills and techniques - try out different physical activities - select and use materials effectively - select appropriate equipment for an activity - work safely - work as a team - interpret and make presentations - communicate
Assessment of Written Work	<ul style="list-style-type: none"> • Write clearly, provide necessary and correct information • Be informative or persuasive • Make regular reflections in personal notebooks • Carry out research, analyse and make written presentations 	<ul style="list-style-type: none"> • List of criteria for judging written work including planning, coherence of arguments, sequencing, conclusions, appropriate style,

What to Assess	How to Assess	Assessment criteria The learner can be assessed on
		accuracy of grammar, etc.
Assessment of Oral Work	<ul style="list-style-type: none"> • Make presentations in the class reporting on group activities or individual assignments 	<ul style="list-style-type: none"> • Demonstrate ability to think and reason, ability to communicate clearly • Demonstrate understanding of the content
Assessment of Group Work	<ul style="list-style-type: none"> • Participate in team play • Solve problems in a group • Participation in role-plays 	<ul style="list-style-type: none"> • Appropriateness to topic illustrated • Skill of performance • Relevance of discussion to role-play topic • Conclusions drawn from discussion
Assessment of Values and Attitudes	<ul style="list-style-type: none"> • Group discussion about involvement in PE and sports activities • Writing about topics involving values and attitudes towards PE and sports activities • Read comprehension passage • Observation of actions with report on these 	<ul style="list-style-type: none"> • Ability to produce coherent and rational arguments • Show understanding of values and attitudes • Demonstrate values and attitudes in role-play • Demonstrate values and attitudes in actions within school and classroom situations



National Curriculum
Development Centre,
P.O. Box 7002, Kampala.
www.ncdc.go.ug