



Solomon Islands Physical Education Year 7

Teacher's Guide





Solomon Islands **Physical Education** Year **7**

Teacher's Guide



Solomon Islands Curriculum Development Division

This book was written by the following people who are members of the Curriculum Development Division (CDD) of the Ministry of Education and Human Resources Development (MEHRD), and the Physical Education Subject Working Group.

Curriculum Development Division

Patrick Daudau, Director
Edwin Ha'ahoroa, Chief Curriculum Development Officer
Paul Ratu, Principal Curriculum Development Officer—Physical Education

Subject Working Group

Nathan Liolea
Patrick Miniti
Hugo Hebala
Sam Alley
Colridge Sua
John Gilberth
Margaret Talasasa

Funding support

The development and publication of this series was funded by the Solomon Islands Government, with assistance from the New Zealand Agency for International Development.

Pearson Australia

(a division of Pearson Australia Group Pty Ltd)
707 Collins Street, Melbourne, Victoria 3008
PO Box 23360, Melbourne, Victoria 8012
www.pearson.com.au

Copyright © Pearson Australia 2013

(a division of Pearson Australia Group Pty Ltd)

First published 2013 by Pearson Australia

2022 2021 2020 2019
10 9 8 7 6 5 4 3 2

Solomon Islands Physical Education Year 7 Teacher's Guide

978 1 4425 0078 5

Publisher: Caroline Williams

Project Managers: Andrea Davison and Megan Cassar

Editor: Writers Reign

Text Design: Jan Urbanic and Glen McClay

Copyright and Pictures Editor: Sian Bradfield

Printed in Malaysia(CTP-VVP)

Pearson Australia Group Pty Ltd ABN 40 004 245 943

We would like to thank the following for permission to reproduce copyright material. The following abbreviations are used in this list: t = top, b = bottom, l = left, r = right, c = centre.

Alamy Ltd: Aflo Foto Agency, p.50; Alan Edwards, p.85; GoGo Images Corporation, p.42t; JTB Photo Communications, Inc., p.6 l; James Nesterwitz, p.57; Richard Wareham Fotografie, p.32; WoodyStock, p.29.

Australian AID (AusAID): Rob Maccoll, p. l l.

Dreamstime: pp. 23, 25, 26 (all), 32 (delete), 38t, 38b, 42b, 48t, 67, 76t, 77bl, 91t, 91tr, 100t, 106t.

Getty Images: Stu Forster, p.104; Dean Mouhtaropoulos, p.82; Kazuhiro Nogi, p.41; Michael Reid, p.14; Jung Yeon-Je, p.13.

Pearson Australia: Alice McBroom, p.2.

Shutterstock: pp. 1, 36, 37b, 47l, 47r, 47tc, 48b, 56t, 65, 91b, 106b, 107; fstockfoto, p.79l; Maxisport, p.78t; moonblack, p.76b.

Solomon Islands' Curriculum Development Division (CDD): p.15.

Solomon Star: p.72.

Thinkstock: pp. 30, 33t, 35c, 35bl, 35br, 74t, 77t, 78c.

Every effort has been made to trace and acknowledge copyright. However, if any infringement has occurred, the publishers tender their apologies and invite the copyright holders to contact them.

CONTENTS

Introduction.....	iv
The outcomes-based approach.....	v
The Teacher’s Guide and the syllabus.....	vi
Teaching methods.....	viii
Assessment.....	xi
Links between Physical Education and other subjects.....	xviii
Chapter 1: First aid.....	1
Chapter 2: Conditioning.....	11
Chapter 3: Human anatomy.....	23
Chapter 4: Dancing.....	29
Chapter 5: Table tennis.....	32
Chapter 6: Gymnastics.....	41
Chapter 7: Softball.....	50
Chapter 8: Traditional games.....	61
Chapter 9: Touch rugby.....	65
Chapter 10: Soccer.....	72
Chapter 11: Netball.....	82
Chapter 12: Athletics: jumps.....	91
Chapter 13: Athletics: sprints.....	104
Appendix 1: Suggested teaching methods.....	111
Appendix 2: Lesson plan format.....	112
Appendix 3: Sample individual record form.....	113
Appendix 4: Sample class record form.....	114
Appendix 5: Sample individual monitoring form.....	115
Appendix 6: Sample class monitoring form.....	116
Appendix 7: Sample monitoring of specific learning outcome form.....	117
Appendix 8: Sample individual remedial work form.....	118
Appendix 9: Sample individual report form.....	119

INTRODUCTION

This Teacher's Guide is designed to give teachers ideas, not to tell them exactly how to teach. The exact methods and timing will vary according to individual circumstances.

Each chapter in this Teacher's Guide has the following elements:

- the name of the chapter and suggested number of periods, which tells the teacher how many 40-minute lessons are required to cover the topic
- a sub-strand statement, which is the focus of the chapter
- a list of general and specific learning outcomes, which should form the basis of the lessons—these learning outcomes are taken from the *Outcomes and Indicators* section of the syllabus sub-strands
- the following specific information for teaching each lesson:
 - an introduction to the topic or sport, including any relevant information about the origins of the sport and its history in Solomon Islands
 - the rules and skills that learners should learn or practise during the lesson—these include intellectual and thinking skills such as understanding the rules of games or sporting activities, and observing the various techniques required for each topic, as well as practical skills
 - activities designed to assist the teacher to introduce the skills and techniques relevant to each topic, game or sport
- a list of suggested assessment activities
- a glossary of key terms and concepts in the chapter.

Teachers in schools where equipment and playing fields are not easily accessible should improvise as best they can without compromising the safety of the learners. When this is not possible, teachers are encouraged to make use of the images and illustrations provided in this guide to demonstrate the correct techniques, skills and equipment for the various sports and activities.

THE OUTCOMES-BASED APPROACH

This Teacher's Guide follows an outcomes-based approach to learning. This approach has been adopted by the Ministry of Education and the Curriculum Development Division as part of the new curriculum for Basic Education from Years 1 to 9.

The basis of this approach is that learners should acquire knowledge, understanding, skills, values and attitudes that will be useful to them later in life. The approach is based on the needs of the learners rather than the needs of the subject. The emphasis is not on the traditional content of the subject, but on choosing those elements of the subject that will be useful and valuable to learners.

This learner-centred approach contrasts with the teacher-centred approach of the past. The emphasis is on learners learning for themselves with the guidance of the teacher. This means active learning in which learners do things that help them to find out for themselves, think about and draw on their own knowledge and experience, make observations, do experiments and carry out practical tasks. This can be called learning by doing.

Because of this approach, the syllabus and Teacher's Guide refer to *learners*, suggesting active participation in the process, rather than students, which suggests passive reception of knowledge.

One way to understand this approach is to think of the more traditional approach of our schools as *banking education*. In banking education, the teacher regards the learners as empty vessels to be filled with knowledge. The learners are then tested by being asked to reproduce the knowledge the teacher has given them. This method relies a lot on the learner listening to the teacher, copying notes from the board, learning them and reproducing them later. This can even be done successfully without the learner understanding fully what they are writing and reading.

The outcomes-based approach can be called *problem-posing education*. This presumes that the learners already have their own ideas, knowledge and skills based on previous experience in school or elsewhere. The job of the teacher is to build on this by posing problems to the learners to make them think about their own ideas and experiences, as well as giving them opportunities to attain new knowledge and develop new skills and techniques. Learners are also exposed to experiences by being asked to practise the games, sports and activities outside the classroom as well as look at pictures or diagrams, and thus gain knowledge and practise skills and techniques for themselves. They are then expected to demonstrate these skills and techniques, not just observe the teacher's demonstrations, to prove that they have really understood and mastered what they have learned. Learners are encouraged to be responsible for their own learning, to think for themselves and to form their own ideas and opinions. They are encouraged to become critical thinkers and to be able to face new challenges and situations for themselves. Learning becomes a cooperative effort between the learner and the teacher.

In addition, education is seen not just as a way of passing on knowledge and skills but a way of forming the kinds of values and attitudes that will make people good and responsible citizens in the future.

THE TEACHER'S GUIDE AND THE SYLLABUS

This Teacher's Guide is based on the strands and sub-strands of the syllabus. Each chapter is based on one or more sub-strands of the syllabus, and the order of the chapters follows the order of the sub-strands.

Individual chapters, however, do not always follow the order of the general and specific outcomes in the sub-strands of the syllabus. Each sub-strand of the syllabus outlines the knowledge, understanding, skills and attitudes—that is, the outcomes—that we want learners to achieve. This Teacher's Guide gives guidance about how the learners might best achieve those outcomes. The best way to do this is not always to follow the exact order of the general and specific outcomes in the syllabus. In teaching, therefore, the teacher should usually follow the order of presentation in this Teacher's Guide. As long as the outcomes are achieved, we have reached our goal.

This Teacher's Guide is full of illustrations: photos, pictures and diagrams. These are not just included for decoration. They should be regarded as an important part of teaching. They are often just as important as the words of the book.

Timing: The syllabus and the yearly program planner

The table on the next page is from the Physical Education syllabus. It shows the total amount of time that should be spent on teaching each of the topics covered in this book.

Try to spend the indicated number of weeks teaching each strand of the syllabus. Schools vary a great deal in the ability of their learners. This is partly due to the selective nature of our education system at present. After Year 6, most learners choose to go to national or provincial secondary schools if they can. This means that the most able academic learners move to those schools, and many community high schools have learners who learn at a slower pace. It is impossible, therefore, to suggest that all schools should teach the strands and sub-strands in the same way or at the same speed. If all the chapter topics cannot be taught in the time suggested, choose the most important topics and leave some of the rest. Do not spend so long on one topic that other topics are missed altogether. Try to teach at least some of every chapter in the Teacher's Guide.

If there is extra time available, devise some more activities to practise the skills and techniques in more depth. If the learners are very quick, make up extra activities that challenge them to develop their understanding and skills in the topic, sport or game in greater depth.

The many sports and games included in the Physical Education syllabus can be played at school, including before and after classes and at lunchtime. Teachers should encourage learners to practise their skills and techniques by organising games and making equipment available at times other than just during the time allocated in the formal timetable. Some schools may also choose to make some sports part of their after-school activities.

SEMESTER ONE: WEEKS																					
Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
Year 7		First Aid [3 weeks]			Fitness [3 weeks]			Human Anatomy [3 weeks]			Indoor Games [8 weeks]								Revision and exams		
		Basic first aid			Conditioning		Skeletal system		Dance (3 weeks)		Table tennis (2 weeks)		Gymnastics (3 weeks)								

SEMESTER TWO: WEEKS																						
Week	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40		
Year 7											Outdoor Games [17 weeks]								Revision and exams			
		Softball (2 weeks)		Traditional games (2 weeks)		Touch rugby (3 weeks)		Soccer (3 weeks)		Netball (3 weeks)		Jumps (2 weeks)		Sprints (2 weeks)								

TEACHING METHODS

It is important to plan and prepare before classes. The following are some teaching methods or approaches to facilitate effective learning in the classroom.

Fieldwork and excursions

Fieldwork means any work outside the classroom. This helps learners to link classroom learning to real-world experience. Here learners learn to apply the skills of observation, investigation and interviewing as a means of collecting information about a topic for themselves. This is very important in Physical Education as learners need to see sports being played first-hand wherever possible.

Fieldwork is particularly important in the outcomes approach, which aims to link the learning to the real needs of the learners. It should not be treated as an “optional extra”.

To ensure an effective and successful outcome, consider important aspects of fieldwork such as a good classroom preparation and planning, the best way to carry out actual work in the field and follow-up work in the classroom.

This means that the teacher must go and look at the area they plan to do fieldwork in before they do it, and decide exactly what they want learners to observe and do when they go there.

The best way is often to provide a questionnaire for learners before they go. A lot of the work can then be done by learners working in groups to answer the questions, without too much help from the teacher. The activities in the Teacher’s Guide can often be used as the basis for a questionnaire.

Fieldwork takes time and may have to be fitted in after the normal teaching time—in an afternoon or even on a weekend. Some fieldwork can often be done by giving questionnaires for learners to fill in during their own time in their own area—either after school or, in boarding schools, during the holidays.

Report writing

The report-writing process involves researching an issue thoroughly, often through fieldwork; collecting the information through one or more of the techniques explained in this section; and organising the information in a logical and clear manner. In Year 7 there should not be too much emphasis placed on the formal writing of reports. It is usually enough for learners to answer a series of questions in a questionnaire.

Group work

Learners take a more active role and talk naturally when they are allowed to work or practise skills and techniques in small groups. In this way they can demonstrate the activities or techniques rather than listening passively to the teacher, as is often the case in the whole class. Group work encourages learners to talk or do things for themselves as part of the learning process. Learners discuss, share views and interact in their learning in small groups and demonstrate what they have learned to the

class. To ensure that group work achieves effective learning, preparation and class management are important for teachers.

Group work must be properly organised and supervised. Teachers must not use it as an excuse to sit back and let learners get on with it. However, learners will often not talk or act freely if they know the teacher is listening, so leave groups to talk and play on their own. Sometimes it is even effective to walk out of the classroom for a while to give groups a chance to get going without the teacher listening.

The role of the teacher in group work should include the following.

- **Set the objective:** Make sure each group knows exactly what to discuss or how to do the activity. It is not enough just to say “discuss this topic” or “demonstrate the skill”.
- **Organise the groups:** Groups should be small enough for everyone to be able to talk or take part in the activity. They should usually be mixed—different island groups, not all *wantoks*. It is good to mix girls and boys but do not do this if it leads to girls being too shy to talk or take part in the activity. All-girl groups may sometimes be better.
- **Organise the activity:** Ensure that all the equipment or the playing field is set up ahead of the activity.
- **Circulate and observe progress:** It is best to do this only after giving time for discussion or for the activity to start. Try to make sure all learners are being given a chance to practise and have their turn. If certain people dominate groups, intervene. If groups are having difficulty, give guidance by explaining the topic, providing some extra questions or asking individuals their ideas. If groups are doing well on their own, do not interfere.
- **Decide on the language to be used:** In Year 7 most will want to use Pijin. It is best to let them do so or they may say nothing. There is nothing wrong with a local language if all in the group speak it. But try to get each group to report back their ideas at the end in English, either verbally or in writing.
- **Reporting back:** It is often a good idea to appoint a chairperson who will report back to the whole class at the end, but this is not always necessary. Each member may write their own ideas, or groups may just learn from the process of discussion.

Debate and discussions

Group work involves learners in debates and discussions, and these are active ways of engaging learners in the learning. Learners are able to conduct and collect information through research to use in debates about a particular topic or share ideas with others in the classroom. They will learn a lot in this process.

Debates are good to encourage learners to form their own opinions about a topic. At this level, debates should be informal, without trying to follow the strict parliamentary rules of debating.

Photograph interpretation

Looking at photographs in the classroom helps learners to understand and remember the words they hear by seeing the real thing, and gives them mental pictures that enable them to think about such things later. Learners need to recognise what photographs show, see relationships within photographs and explain certain features in them: to interpret them. Teachers can develop these skills in learners by encouraging them to look at all the photographs in the book and asking questions about what they show. Learners should analyse and interpret photographs of the topic they are learning about. Photographs are a valuable part of teaching.

Many learners may not be used to looking at photographs, so things on the photographs which are obvious to the teacher may puzzle some learners. Be particularly careful of photographs of things some learners may have never seen. Even simple things such as types of sporting equipment may be unfamiliar to people in some rural areas. Probably no one will have ever seen a softball diamond or a table tennis table, so the teacher must point out what the photo shows, not just assume that learners see what the teacher sees.

Research interviews and questions

There are different ways of using research interviews with people to collect information about a topic, such as conducting informal chats; preparing questions to ask particular people; or using standardised questionnaires in small groups, asking the same questions to a large number of people and later converting the answers into statistical form.

Prepared questions are also useful for fieldwork and they can be used alone or with any of the above techniques for collecting information.

Guest speakers

Asking people from outside the school with specialised knowledge and skills in a particular topic to speak to the learners is one way of altering classroom teaching and learning. Through this process, learners will appreciate the importance of the specialised knowledge of people in the community. An athlete or coach from a local sporting club can be invited to give a talk on national or club sports activities.

Visits

This links with fieldwork. If possible, try to visit or attend a sporting tournament. This will give a good introduction to some sports to see the skills, techniques and effort that is needed. A visit to a local sports ground, such as a soccer pitch or basketball court is also useful. Make sure learners go with a questionnaire as for fieldwork, so they know what to look for and what to find out.

Glossaries

At the end of each chapter there is a glossary, or list of words and concepts likely to be new to some learners. Other difficult words should be looked up in the dictionary or explained by the teacher.

Teachers should encourage learners to use the glossary whenever they come across a word that they do not know or understand clearly.

ASSESSMENT

Assessment is a process in which teachers gather, analyse and interpret assessment information and data. Teachers should use such information and data to develop and implement enrichment support and intervention strategies to improve the teaching and learning processes in the classroom. It is important to assess the learners to know what stage they are at and the progress they make in the classroom. Assessment is an important ongoing process in teaching and learning and it should be used continuously, not only at the end of a topic.

Assessment should include formative assessment, which takes place throughout every teaching topic and every unit of the Learner's Book. *Formative assessment* emphasises continuous assessment as part of the teaching and learning process. "Assessment for learning" focuses on using assessment information to improve teaching and learning as an ongoing process. This helps the teacher to monitor the learners' progress on a continuous basis. The teacher should constantly observe and evaluate learners' achievement, collecting data on areas of improvement and new skills that they acquire. In doing this, teachers should focus on the general and specific learning outcomes stated in the syllabus. Learners should also be aware of what is being assessed, the assessment techniques being used, and the criteria used. Learners can then judge for themselves whether they are achieving the general and specific learning outcomes.

Summative assessment, for example a unit or chapter test, tells the teacher what learners have learned or can do after a whole section of teaching. This type of assessment focuses on "assessment of learning" and is directed at ranking learners from their performance on the learning outcomes. This will also help teachers to devise ways of improving the learners' performance in the classroom. These tests are important but assessment should not be done only by test. Assessment must cover skills as well as knowledge. The teacher should test whether learners can read a map or interpret a photograph as well as test the factual knowledge they have learned.

Diagnostic assessment is the type of assessment that teachers are encouraged to do in order to identify the learner's ability or achievement level of a specific learning outcome. This helps the teacher to identify the learner's ability and devise remedial tasks as an intervention strategy. Learners who have achieved the specific learning outcomes should be given enrichment support to encourage them to maintain their achievement level.

Assessment techniques

Some of the assessment techniques that can be used include the following.

Verbal assessment

- Answering questions
- Making a verbal report
- Interviewing

Written assessment

- Doing an activity (from text books or self-prepared)
- Doing an assignment
- Writing a report
- Sitting for a test or an examination

Practical assessment

- Participating in a field trip/excursion and collecting information
- Demonstrating a particular task
- Drawing, interpreting and using a map
- Analysing a photograph
- Basic library research and collecting information

Group work assessment

- Participating in a group task and discussion
- Participating in a role-play and drama (learners can be assessed on how they contribute to the discussion or role-play, possibly using a list of criteria for judgement).

Other

Other assessment techniques include:

- observation of what individual learners do
- consultation with individual learners by asking them questions
- focused analyses of learners' work such as portfolios, or a collection of works they have done, to determine how each individual learner is performing in their learning process.

For many of the above it is useful to draw up a list of criteria by which to assess the learners.

Assessment of specific learning outcomes using achievement levels

Learners' achievements in Physical Education will be reported in levels instead of marks. These levels of achievement are derived from curriculum outcomes in the Year 7 Physical Education syllabus. Six levels may be used to describe learners' achievement of the learning outcomes, ranging from L5, the highest through L4, L3, L2 and L1 to L0, the lowest. These levels are used for assessment of individual learning outcomes. Learners achieving at L0, L1 and L2 are considered to be at a critical level (Lc) and need urgent assistance. Learners in this category must be given remedial work in order to reach the curriculum benchmark. Learners achieving at L3+, which is a combination of L3 and L4, are progressing and L5 have achieved the outcome or curriculum benchmark. Learners' achieving at L3 and L4 require assistance and must be given remedial work in order to acquire the curriculum benchmark. Learners achieving at L5 are considered to have achieved the curriculum benchmark and should be given enrichment support in order to maintain their high standard.

LEVEL	ASSESSMENT CRITERIA	JUDGEMENT CRITERIA	ACHIEVEMENT AWARD
L5	Took a leading part in discussion and expressed opinions clearly	Expressed varied opinions forcibly and clearly	Achieved (A) Full mastery of learning outcome
L4	Took a good and active part in discussion	Expressed some opinions clearly	Partially Achieved (PA4) Substantial mastery of learning outcome
L3	Took a moderate part in discussion	Expressed opinions but not always clear	Partially Achieved (PA3) Moderate mastery of learning outcome
L2	Took only a small part in discussion	Expressed opinions but not always clearly	Partially Achieved (PA2) Minor mastery of learning outcome
L1	Took little part in discussion	Had difficulty in expressing opinions	Partially Achieved (PA1) Minimal mastery of learning outcome
L0	Took no part in discussion	Expressed no opinions	Not Achieved (NA) No mastery of learning outcome

Assessment criteria as achievement levels

Following is an example of an assessment criteria framework for a specific learning outcome in Year 7 Physical Education. The statements in the table are assessment criteria for specific learning outcome 7.1.1.2. Each of the six levels describes the achievement of the learner.

LEVEL	ASSESSMENT CRITERIA	JUDGEMENT CRITERIA	ACHIEVEMENT AWARD
L5	Able to identify at least five items in the first aid kit and how they are used	Provided clear and coherent explanations of the main uses for each of the five items identified	Achieved (A) Full mastery of learning outcome
L4	Able to identify at least four items in the first aid kit and how they are used	Provided clear and coherent explanations of the main uses for each of the four items identified	Partially Achieved (PA4) Substantial mastery of learning outcome
L3	Able to identify at least three items in the first aid kit and how they are used	Provided clear and coherent explanations of the main uses for each of the three items identified	Partially Achieved (PA3) Moderate mastery of learning outcome
L2	Able to identify at least two items in the first aid kit and how they are used	Provided clear and coherent explanations of the main uses for each of the two items identified	Partially Achieved (PA2) Minor mastery of learning outcome
L1	Able to identify at least one item in the first aid kit and how it is used	Provided clear and coherent explanation of the main uses for the only item identified	Partially Achieved (PA1) Minimal mastery of learning outcome
LO	Unable to identify any items in the first aid kit or how they are used	Unable to identify or explain the use of any item	Not Achieved (NA) No mastery of learning outcome

Note: For outcomes involving understanding we need to assess both factual knowledge (that is, to state or list without explaining) and understanding (that is, to explain). We are not usually assessing only factual knowledge.

Assessment, especially for activities such as discussion or role-play, can only be based on the subjective judgement of the teacher but this works as long as the criteria are clearly set out.

Recording learners' achievements

Teachers are encouraged to keep accurate records of both individual learners and the whole class. At the end of each assessment event, individual records of achievements must be recorded using the approved recording template. The recommended recording template is shown in Appendix 2.

Keeping up-to-date and accurate records is very important for monitoring and reporting learners' performance, progress and achievements. It is also useful for teachers to use and show the records during meetings with parents, the learner and other key stakeholders.

Monitoring individual learner and class achievements

With accurate records, teachers are able to monitor the learning performance, progress and achievement of individual learners and the whole class. The teacher should monitor individual learners' performance, progress and achievements at the end of each assessment event. In this way, the learning pathway of each learner can be mapped and tracked during a term or semester in any one year. This information is useful for providing advice to parents, the learner and other key stakeholders.

In order to identify strengths and weaknesses of individual learners in the classrooms, the teacher needs to keep accurate records of the performance of all learners in the class against the performance of an assessed outcome at the end of an assessment event. In this way the teacher can identify whether individual learners have achieved, partially achieved or not achieved the outcome for a particular assessment event. Using this simple monitoring technique, the teacher can identify learners who need enrichment support and those who need remedial work to help them achieve the standards required by the national curriculum. The recommended monitoring template is shown in Appendix 4.

Reporting individual learners' achievements

With accurate records and effective monitoring systems, teachers are able to compile and make a balanced, accurate and fair report on the learners' performance, progress and achievements in a given assessment period. The type of reporting system recommended by the Ministry of Education requires more description of the learner's performance. This means that the report must also provide a descriptive account of the learner's achievement.

The reporting system no longer uses marks or grades; instead the teacher needs to specify whether a learner has achieved, partially achieved or not achieved the assessed outcome, and indicate this with an A, a PA (1–4) or an NA on the approved reporting form. At the end of each assessment period, the teacher needs to give an overall achievement level for the learner. This is essential for the calculation of the overall award. The overall achievement level is calculated as a gross point average, whereby the values of the outcomes assessed are added and divided by the number of outcomes assessed. The value of each overall achievement level is equivalent to an award of attainment for the learner. The recommended reporting template is shown in Appendix 8.

Calculating progressive achievement levels for formative and summative assessment

To calculate the progressive achievement level for formative assessment, add the values of achievement levels for all outcomes assessed during the formative component of the assessment and divide by the number of outcomes assessed. The result is the progressive achievement level for the learner for formative assessment. Similarly, to calculate the progressive level for summative assessment, add the value of achievement level for all outcomes assessed in the summative component of the assessment and divide by the number of outcomes assessed. The result is the progressive achievement level for the learner for summative assessment.

Calculation of overall achievement levels using formative and summative assessments

To calculate the overall achievement for each individual learner, add progressive achievement levels for formative and summative assessment and divide by 2. The result is the overall achievement level for the learner for that specific assessment period. The overall achievement level attained corresponds to an overall award for the learner (round off the calculated values to the nearest whole number). The award will be issued to the learner in the form of a coloured certificate in recognition of the learner's achievement.

The table below shows achievement levels, awards and certifications.

OVERALL ACHIEVEMENT LEVEL	PERFORMANCE DESCRIPTOR	ACHIEVEMENT AWARDS	CERTIFICATE POSITION	COLOUR CODE	OBJECTIVE GRADING SYSTEM
Level 5	Learner is competent with 95–100% of the outcomes	Achieved with excellence	Gold	Yellow	A
Level 4	Learner is competent with 80–94% of the outcomes	Achieved with merit	Silver	Green	B
Level 3	Learner is competent with 50–79% of the outcomes	Achieved with minimum standards	Bronze	Blue	C
Level 2	Learner is competent with 20–49% of the outcomes	Achieved below minimum standards	Critical level	No award	D
Level 1	Learner is competent with less than 20% of the outcomes	Achieved far below minimum standards	Critical level	No award	E
Level 0	Learner is not competent. Did not achieve outcomes	Not achieved	Critical level	No award	F

Meetings with parents, learners and other stakeholders

Teachers and the school administration are encouraged to consult parents, learners and other stakeholders to discuss the performance, progress and achievements of learners and suggest ways that learners can improve. This is a very important process because it involves giving proper feedback to both the learner and the teacher.

The school administration can organise consultative meetings between teacher and parent, as well as teacher, parent and learner. If the teacher has kept accurate records of the learner's performance, progress and achievements, they will be able to identify the learning progress and pathway of the learner, and therefore determine appropriate remedial work for each learner. The teacher will also then need to provide results after each remedial work has been carried out with the learner.

Conducting such very important meetings will give parents and key stakeholders confidence for their children to be educated in our schools. These meetings are important links with parents and other key stakeholders.

LINKS BETWEEN PHYSICAL EDUCATION AND OTHER SUBJECTS

Many of the topics and skills taught in Physical Education are also taught in other subjects. It is important that the teacher is aware of these and, when teaching a topic or using a skill, refers learners to the fact that they have also learned about this or will learn about this in another subject.

Below are some of the topics or skills taught in other subjects.

SUBJECT	LINKS WITH OTHER SUBJECTS IN THE SECONDARY SCHOOL CURRICULUM
Health	The understanding of healthy habits and safety is essential for developing a healthy lifestyle
Home Economics	The understanding of food and nutrition assists the gaining of knowledge towards having to be fit and developing a healthy lifestyle
Science	The understanding of the parts and functions of the human anatomy is essential for developing a sound knowledge in the physiology of systems and various movements in the human body.
Arts & Culture	The understanding of norms, beliefs and our culture will have much influence on traditional games and how it is played in our communities
English	The understanding and use of English as a medium of instructions is fundamental to the understanding and applying health knowledge, skills and attitudes and values in real life situations. The rules of sports are also written mainly in English.
Mathematics	The understanding of mathematical calculation is fundamental to the understanding and applying of calculation of fitness training and assessment

FIRST AID



Chapter 1

SUGGESTED NUMBER OF PERIODS: 6



Figure 1.1 First aid kit

SUB-STRAND STATEMENT

Learners acquire the knowledge, understanding and skills required to perform first aid.

General learning outcomes

Learners should:

- 7.1.1 understand the meaning of first aid
- 7.1.2 understand the purpose of first aid
- 7.1.3 understand the principles and practices of first aid
- 7.1.4 appreciate the importance of first aid.

Specific learning outcomes

Learners should be able to:

- 7.1.1.1 define the term “first aid”
- 7.1.1.2 explain a first-aid kit and state its contents
- 7.1.2.1 explain the basic use of accessories in a first-aid kit
- 7.1.3.1 explain the principles and practices of first aid
- 7.1.4.1 discuss the importance of applying first-aid skills.



INTRODUCTION

First aid is help given to a person at the place of an accident or illness. If the injury is minor, common sense and basic treatment are all that is needed.

Staying calm and sympathetic and being reassuring 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 or scratches.

Some accidents and illnesses are more serious, even life-threatening. In these cases you have only a few minutes in which to act to prevent permanent disability, brain damage or even death.

The most important aim of first aid is to save life, and to stop further injuries from happening.

A person's life is particularly in danger if they are unconscious. Action must be taken quickly for recovery and treatment.

In the case of a serious illness or injury:

- immediately call the nearest clinic for a medical doctor or assistance
- if possible, call for an ambulance at once.

THE FIRST-AID KIT



Figure 1.2 The basic first aid kit and its contents



All physical education departments must have a basic first-aid kit so that learners can identify and apply the kit when necessary.

You will need to have the kit and its content available for demonstration and use. You should:

- label the kit “First Aid”
- use a container that is childproof and waterproof
- replace items as they are used, do not keep medications for any length of time and safely dispose of a prescribed medicine once the course of treatment is completed
- tape a card listing emergency phone numbers to the container
- keep the kit handy but beyond the reach of children.

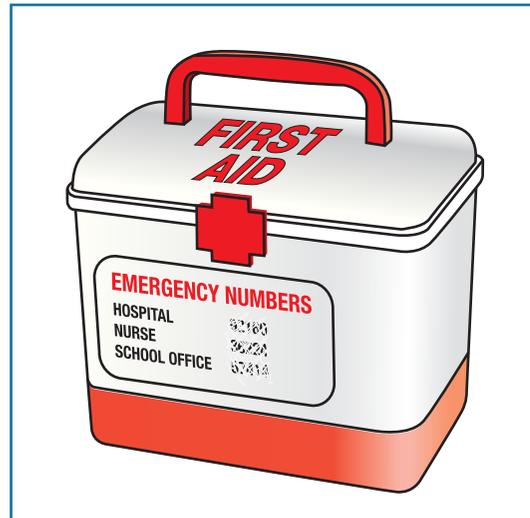


Figure 1.3 First Aid kit

APPROACHING AN INJURED PERSON

When a person is injured:

- do not rush in and pick them up unless they are not seriously injured
- do not move them unless it is dangerous or harmful for them to stay where they are
- 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

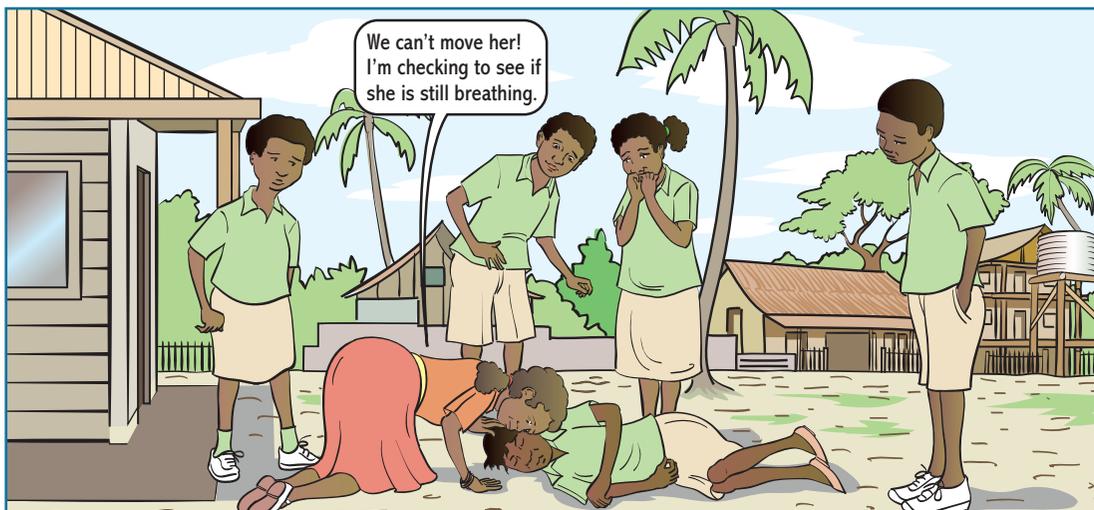


Figure 1.4 Approaching an injured person correctly



- check for breathing—if unconscious, immediately call for expert medical assistance
- if they are bleeding, stop the bleeding at once with a clean cloth and seek medical aid urgently.

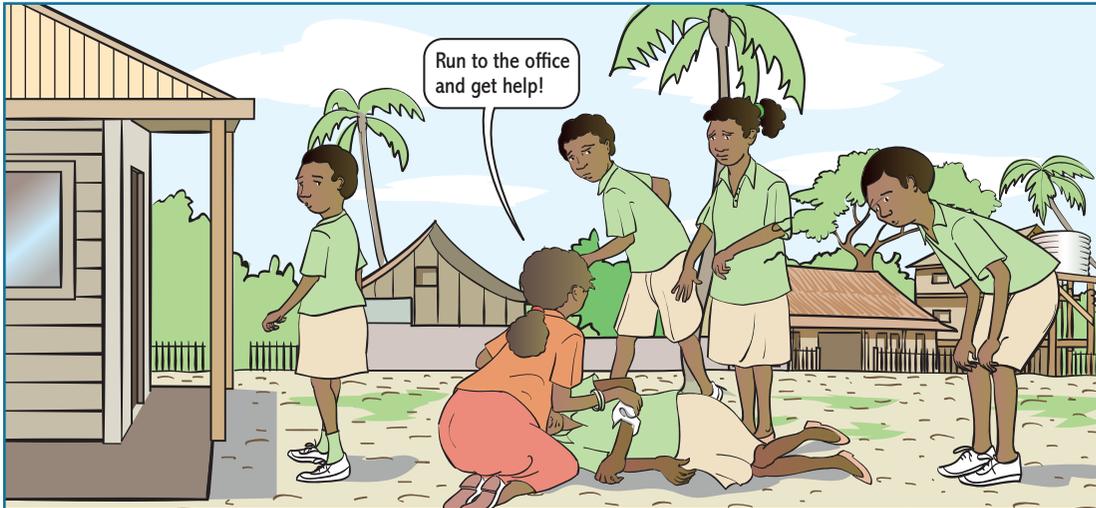


Figure 1.5 If the injured person is bleeding, stop the bleeding at once with a clean cloth and seek medical aid.

MINOR INJURIES

Minor cuts and wounds

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

Action to be taken for cuts and wounds

- 1 Wash hands thoroughly before treating the wound.
- 2 Gently clean away any dirt in the surface of the cut or wound.
- 3 Using warm, clean water and a little mild antiseptic, clean the wound and surrounding area, wiping away from the wound.
- 4 Dress the wound with a clean bandage.
- 5 If the wound or cut is caused by a rusty object, a tetanus injection may be required.



Figure 1.6 Cleaning a wound



Cramps

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

Action to be taken for a cramp

Gently stretch and straighten the cramped muscle.

- For hand cramp, get the person to straighten the fingers and press down on the tips.
- For foot or calf cramp, get the person to stand pushing down on the heel and toes.
- 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 your other one.



Figure 1.7 Treating a hand cramp

Sprains

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. Most common dislocations involve the shoulder, elbow, finger and jaw.

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.

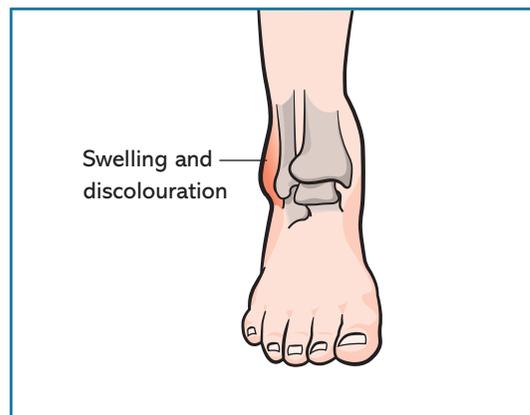


Figure 1.8 Sprained ankle



Action to be taken for sprains

- Rest the joint in the most comfortable position and apply icepacks.
- Apply icepacks for 10–20 minutes every 2 hours for the first 24 hours, then every 4 hours for a further 24 hours. Wrap ice in cloth so you are not applying ice directly to bare skin.
- Apply a compression bandage that extends well beyond the site.
- Seek medical aid.



Figure 1.9 Applying an ice-pack to a sprained ankle

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
- swelling and bruising.

Warning

- Do not move the joint if you suspect it is fractured.
- Do not attempt to push the joint bones back into position.

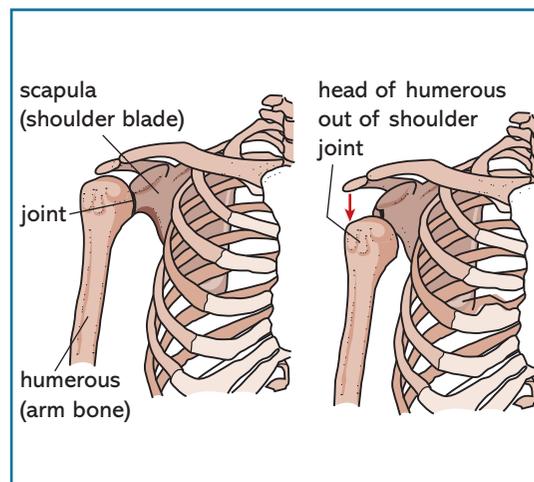


Figure 1.10 Dislocated shoulder



Action to be taken for dislocations

- Support and rest the joint in the most comfortable position.
- Apply icepacks.
- Seek medical aid immediately.



Figure 1.11 Support and rest the joint in the most comfortable position.

Fractures

A fracture is a broken or cracked bone. There are two types of fractures: open and closed fractures.

An open fracture is when a bone is broken and pierces the skin. This fracture is very susceptible to infection and can result in considerable loss of blood.

A closed fracture is when a bone is broken and does not tear the skin, or does not break the skin, although there may be internal bleeding and damage.

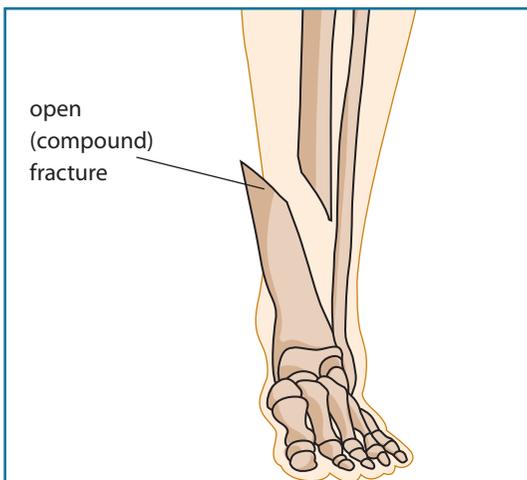


Figure 1.12 Open fracture

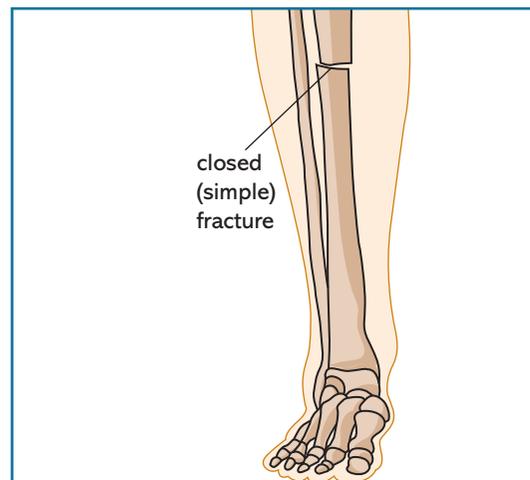


Figure 1.13 Closed fracture



Signs and symptoms of fractures are:

- the sound or feeling of the bone breaking
- intense pain around the break
- deformity of the limb or an inability to move it naturally
- tenderness when light pressure is applied
- 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.
- Do not administer any food or drink because a general anaesthetic may be needed.

Action to be taken for fractures

- 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.
- Support the fractured limb in the most comfortable position. Raise and rest a fractured foot or ankle on pillows or folded blankets.
- Do not attempt to straighten the fractured limb.
- Seek medical aid immediately.

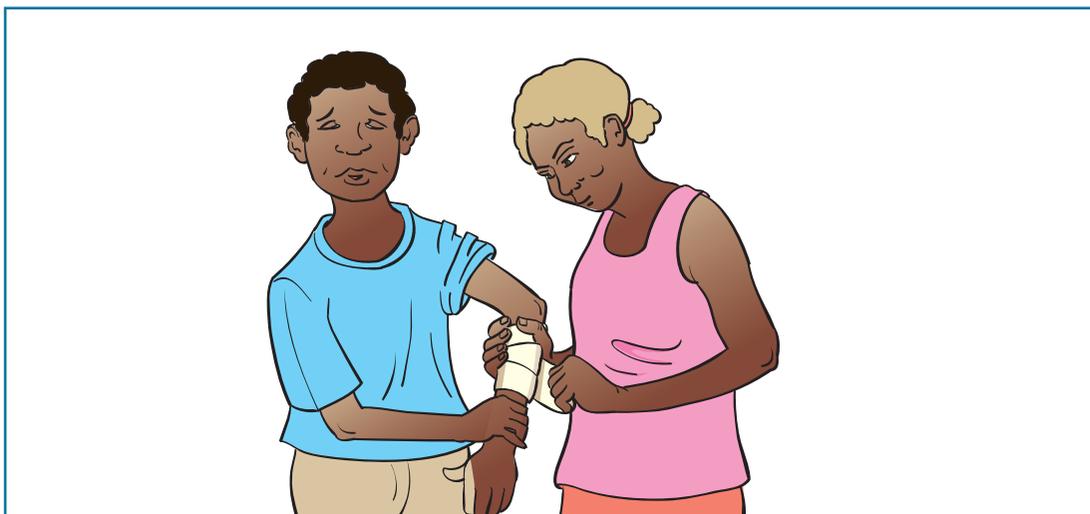


Figure 1.14 Support the fractured limb but do not try to straighten it. Seek medical aid immediately.

ACTIVITIES



Activity 1

Introduce and explain to the class the importance of first aid.

Activity 2

Resources: First-aid kit

Have a basic first-aid kit prepared for identifying and demonstrating to learners.

Activity 3

Resources: First-aid kit

Learners practise how to use items from the first-aid kit.

Activity 4

Introduce and explain minor cuts and wounds, muscle cramps, sprains, dislocations and fractures.

Activity 5

Introduce and demonstrate the treatment of minor cuts and wounds, muscle cramps, sprains, dislocations and fractures.



ASSESSMENT

- 1 Identify the first-aid kit and its use.
- 2 Demonstrate how to approach an injured person.
- 3 Apply treatment on minor cuts, scratches and wounds.
- 4 Demonstrate and apply first aid to an injury such as a muscle cramp, sprains, dislocations and fractures.

GLOSSARY OF TERMS

TERM	DEFINITION
Unconscious	Not conscious, unaware
Cramp	Sudden and painful tightening of the muscles
Dislocation	To put out of joint, or out of position
Compress	Pad or press cloth onto a part of the body to stop bleeding
Deformity	Disfigured part of the body
Tender	Easily hurt or damaged

CONDITIONING



Chapter 2

SUGGESTED NUMBER OF PERIODS: 6



Figure 2.1 Triathletes on bikes

SUB-STRAND STATEMENT

Learners acquire the knowledge, understanding and skills required to understand general fitness.

General learning outcomes

Learners should:

- 7.2.1 understand the concepts and sequences of warm-up and cool-down exercises
- 7.2.2 understand the concept of fitness and the importance of fitness in any game
- 7.2.3 be able to apply the correct sequence of warm-up and cool-down exercises.

Specific learning outcomes

Learners should be able to:

- 7.2.1.1 define fitness
- 7.2.2.1 explain the concept and sequences of warm-up and cool-down exercises
- 7.2.3.1 explain the importance of fitness in any game or activity
- 7.2.4.1 discuss the effects of fitness.



INTRODUCTION

Injury prevention should be an important focus of the physical education teacher and the learner. Conditioning as an aid to prevention of injury must be maintained all year rather than restricted to specific learning and programs and neglected at other times.

WHAT IS FITNESS?

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 too tired or sick. To be fit a person needs to exercise, eat good food, get enough sleep and take care of hygiene.

People have different lifestyles, so the level of fitness people need varies. For example, a bricklayer 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.



Figure 2.2 Building a wall

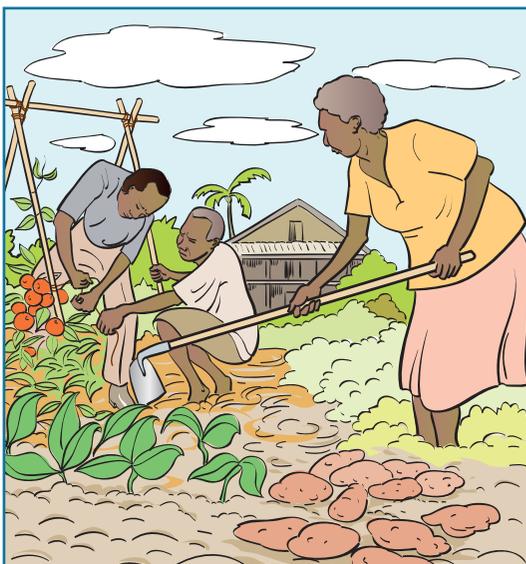


Figure 2.3 Working in a garden

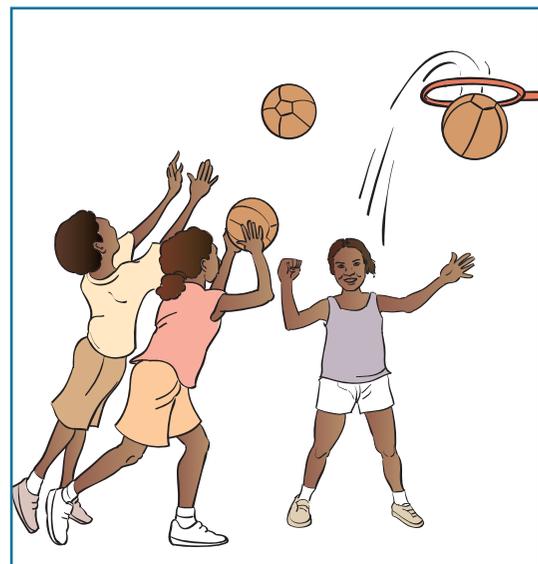


Figure 2.4 Playing basketball



Developing and maintaining physical fitness requires vigorous effort by the total body. Physical fitness is the capability of the heart, blood vessels, lungs and muscles to function at optimal efficiency. Optimal efficiency means being able to take enthusiastic and pleasurable participation in daily tasks and recreational activities.

Basic components of physical fitness

Strength, muscular endurance, flexibility and cardiorespiratory and cardiovascular endurance are the basic components of physical fitness. These four characteristics are all required for the healthy functioning of the body. Another trait, motor skill performance, is often cited as a fifth component. It roughly means general athletics skill.

Strength

Strength is probably the most familiar component of fitness. It is the capacity of a muscle to exert a maximum force against a resistance. Strength training results in some enlargement of the muscle fibres and a relative increase in ability to apply force.

Strength is fundamental to all sports and a lack of reasonable strength obviously contributes to poor performance. Strength can often be lacking in the upper arms and shoulder region, especially in women. This lack of strength limits a person's ability to swing a bat or strike a tennis ball.

Muscular endurance

Endurance is the capacity of a muscle to exert a force repeatedly over a period of time. It also refers to the ability of a muscle to hold a fixed or static contraction for a period of time. In other words, it is the ability to apply strength and sustain it. A person's ability to do sit-ups or pull-ups is an indication of their muscular endurance. The capacity of their legs to carry them beyond a distance of two kilometres, of their arm to repeatedly pitch a baseball, or of their hands to grip a softball bat firmly are also examples of muscular endurance. Even activities around the home, such as shovelling gravel, raking the lawn, or painting and cleaning the house, all require some degree of prolonged muscular exertion.



Figure 2.5 Lifting weights



Flexibility

Flexibility is the ability to use a muscle throughout its maximum range of motion. It is a person's ability to move their joints—to bend, stretch and twist them easily. You can ask learners to do the following experiment.

- 1 Stand up and place your feet together.
- 2 Bend down slowly and touch your fingertips to the floor.
- 3 Check if you feel a tightening of your muscles at the back of your thighs.

If learners feel a tightening, their muscles need stretching. They need greater flexibility.

It is advantageous to possess a full range of motion at the various major joints of the body. Maintenance of good joint mobility provides increased resistance to muscle injury and soreness. Short muscles may become sore muscles when subject to physical exertion. Inflexible joints and muscles limit movement. For example, the need for flexibility is important for efficient movement through the water. In karate, the muscles of the legs, arms and abdomen need a full range of movement. Graceful movements when walking and jogging also require some degree of elasticity of the major muscle groups.



Figure 2.6 Flexibility is important for activities like running.

Cardiorespiratory and cardiovascular endurance

Cardiorespiratory and cardiovascular endurance are essential to physical fitness.

A person's life depends on the capacity of their heart, blood vessels and lungs to deliver nutrients and oxygen to tissues, and to remove wastes.

Cardiorespiratory fitness measures how well a person's circulatory and respiratory systems supply oxygen to their skeletal muscles during physical activity. Cardiovascular fitness measures how well a person's heart and lungs can supply oxygen. While this type of fitness is vital for competitions in long-distance events, people who are not serious athletes also need to work on their cardiovascular fitness so that they can reduce the chance of having heart attacks or strokes.



Cardiorespiratory and cardiovascular fitness are improved by doing activities that use a lot of the body for a long period of time without stopping. Walking is a good activity, especially for people who are just starting to exercise. In order to improve fitness, a person should exercise at least three times a week. At the beginning, each session may only last 15 minutes but over time should increase to half an hour or more. The person doing the exercise should become slightly “puffed” as this is a sign that their body is working.



Figure 2.7 Cardiorespiratory and cardiovascular endurance are essential for physical fitness.

Athletic ability

Although a desirable attribute, having a high degree of athletic ability is not essential for maintaining a good level of physical health.

A person’s ability to dodge, control their balance, react and move quickly, and the ability of their muscles to function harmoniously and efficiently are all a reflection of their general athletic skill. The ability of their nerves to receive and provide impulses that result in smooth, coordinated muscular movements is a wonder of the human body. It is evident in the flawless performance of the great athletes.

The vertical jump (requiring explosive power), an agility run (requiring speed balance and agility) and squat thrusts (requiring speed of body movement) have traditionally been used as tests of motor skill and general athletic ability.

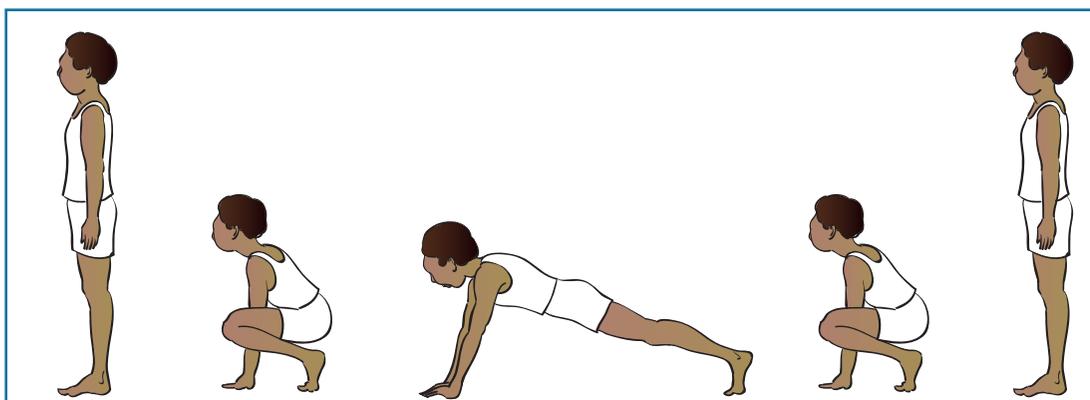


Figure 2.8 Squat thrust





CONDITIONING FOR SPORTS ACTIVITIES AND GAMES

In most situations it is deemed desirable to prepare for any form of physical activity by completing a warm-up.

Principles of warming up

Why warm up?

The basic effects of a warm-up are:

- an increase in body and muscle temperature
- an increase of blood and oxygen to the working muscles.

A warm-up lubricates the muscles, joints and other connective tissues in preparation for stretching and exercise, and helps to reduce any possibility of injury that may result from sudden stretching of cold tissue.

How and when to warm up

Before any sporting activity, it is advisable to engage in a warm-up session of 5–10 minutes of general exercise before starting a stretching routine.

One of the better forms of warming up is 5–10 minutes of jogging.

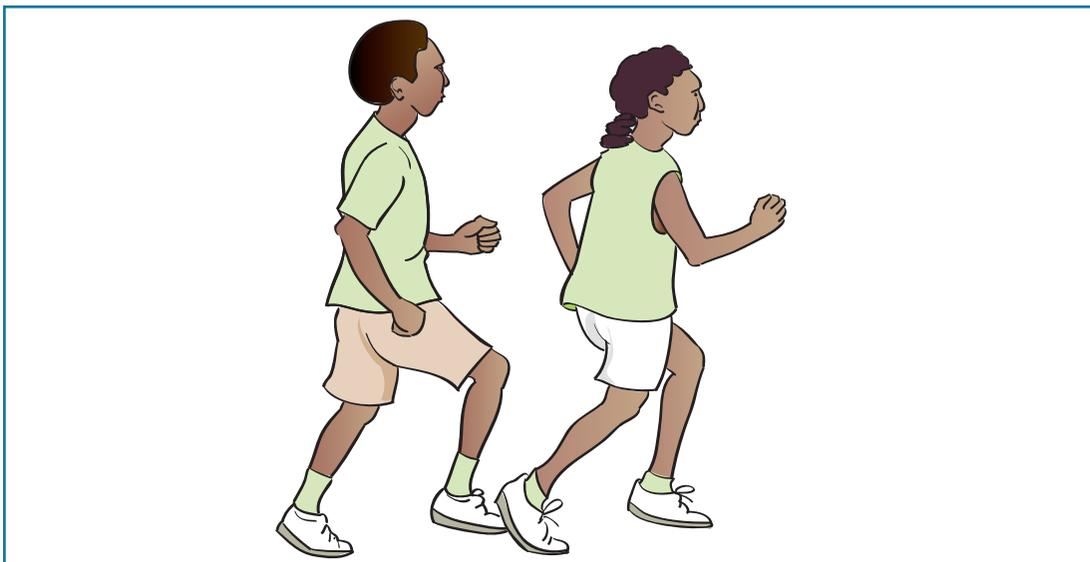


Figure 2.9 Jogging for 5–10 minutes is a good way to warm up.

Principles of stretching

Correct and appropriate stretching before sporting activities plays a major role in decreasing the number of injuries in sport. Without stretching, muscles tend to lose flexibility, so that when called upon to perform an extreme movement, the muscles fail to respond and injury may result.



Correct stretching attempts to:

- lengthen muscle and tendon units
- reduce muscle tension and therefore increase relaxation possibilities
- prevent traumatic injuries
- promote blood circulation
- enhance performance.

How to stretch

The aim of any stretching routine is to lengthen muscles, tendons and other tissues so that movement does not cause too much strain.



Figure 2.10 Stretching

When to stretch

It is important to stretch before and after exercise or sports games.

Stretching before vigorous activity should be preceded by a warm-up session, since muscles tend to tighten up after activity.

Precautions

There are seven rules for safe stretching.

- 1 Warm up prior to stretching.
- 2 Stretch before and after exercise.
- 3 Stretch alternate muscle groups.
- 4 Stretch gently and slowly.
- 5 Never bounce or stretch rapidly.
- 6 Stretch to the point of tension or discomfort but never pain.
- 7 Breathe slowly and rhythmically throughout the stretching routine—do not hold breath.



Principles of cooling down

It is also important to cool down and recover fully from exercise. The amount of effort should decrease towards the end of training. Stretching also helps prevent the “pooling of blood” in muscles and muscle soreness.

A person must always finish their training or game with a slow walk or jog, and again do the stretching exercises used in the warm-up. A cool-down prevents severe muscle soreness after training, and stops muscles becoming stiff and tight.

GENERAL PROGRAM FOR GENERAL FITNESS FOR 6 WEEKS

DAY	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
MONDAY	10 minute walk	10 minute walk	15 minute jog	20 minute jog	25 minute jog	30 minute jog
TUESDAY	Stretch Flexibility exercise					
WEDNESDAY	Rest	Rest	Rest	Rest	Rest	Rest
THURSDAY	Game	Game	Game	Game	Game	Game
FRIDAY	6 minute run test	6 minute run test	12 minute run test	12 minute run test	12 minute run test	12 minute run test

Note: Every session begins with a warm-up and finishes with a cool-down.

Stretch exercises

Go through the following movements and actions with learners.

Hamstrings

Sit on the ground with legs straight out in front. Keeping the back straight, reach forward as far as possible and hold.

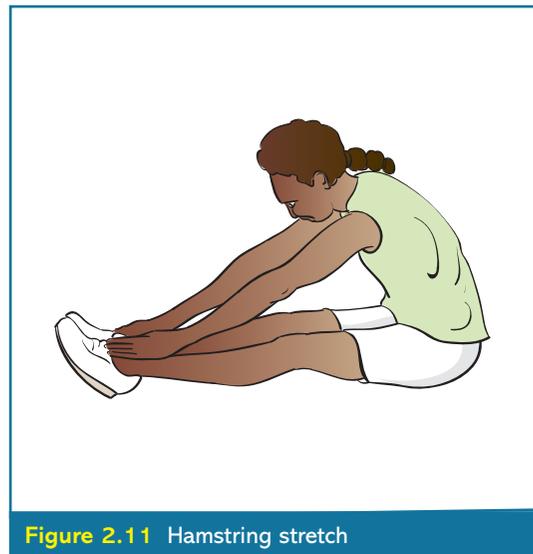


Figure 2.11 Hamstring stretch



Quads

Stand up and balance on the left foot. With the right hand, hold the right foot and, by bending the knee, draw it up towards the back. Make sure knees are kept together. Change legs and repeat.

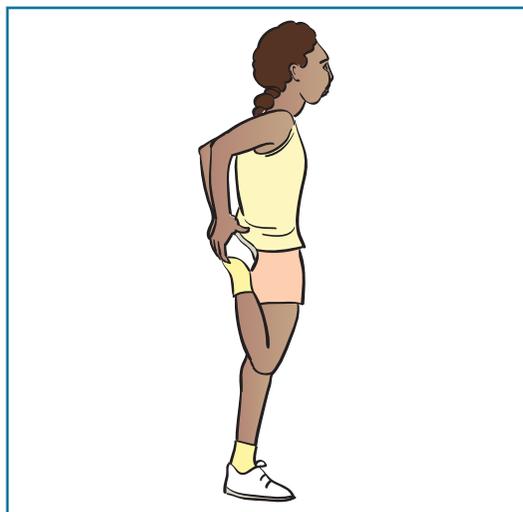


Figure 2.12 Quad stretch

Calves

Lean against a wall or pole and put one foot in front of the other. Bend the front knee until a stretch can be felt in the calf of the straight back leg. Do not forget to stretch both legs.

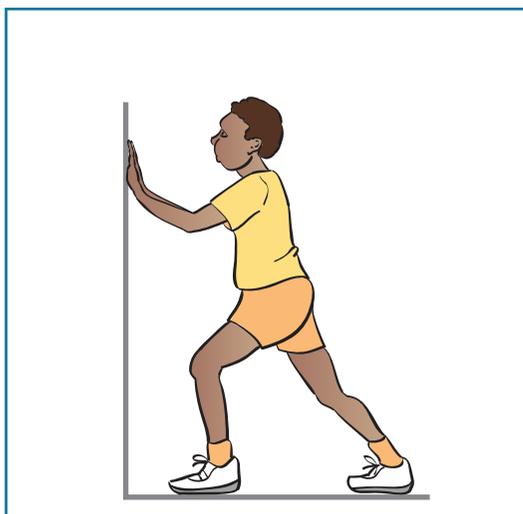


Figure 2.13 Calf stretch

Achilles

Repeat the calf stretch, then slowly bend the back knee until a stretch can be felt in the Achilles tendon.

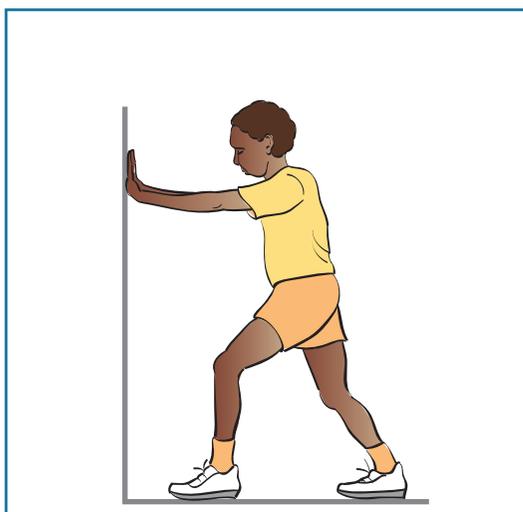


Figure 2.14 Achilles stretch



Groin

Sit down, bend the knees and put the soles of the feet together. Hang on to the feet, put elbows on the inside of the knees and slowly pull feet towards the body. Hold.



Figure 2.15 Groin stretch

Back

Link hands above the head. Straighten arms and stretch upwards.



Figure 2.16 Back stretch

Shoulders

Lift the right arm so that it is horizontal to the floor. Place the left hand just above the elbow and pull it gently across the body.



Figure 2.17 Shoulder stretch



Arms

Bending the elbow, place the right arm behind the head with the hand touching the back. With the left hand gently push the right elbow down.

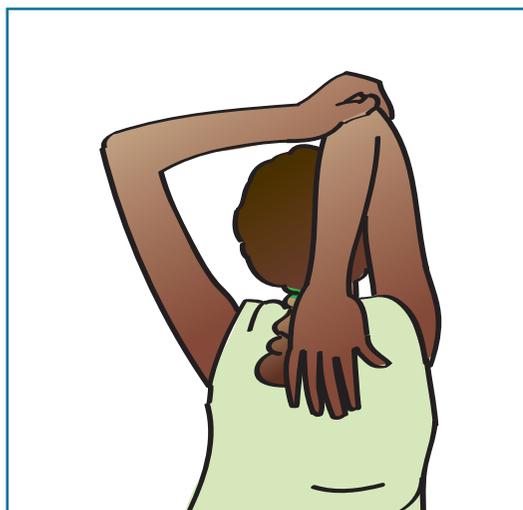


Figure 2.18 Arm stretch

ACTIVITIES

Activity 1

Resources: Handouts on strength, the muscular system and endurance

Outline the importance and benefits of a warm-up and cool-down, jogging and stretching according to the steps required, before and after any games or activities.

Activity 2

Explain the importance of fitness involving the muscles, the heart and the lungs.

Activity 3

Resources: Field or wide, open space

Learners do warm-up exercises, then walk for 12 minutes nonstop, followed by cool-down exercises.

Activity 4

Resources: Field or wide, open space

Learners do warm-up exercises, a game or sporting activity and follow with cool-down exercises.



ACTIVITIES

Activity 5

Resources: Field or wide, open space

Learners do warm-up exercises; then jog for 12 minutes nonstop, followed by cool-down exercises.

Activity 6

Learners draw up their own six-week fitness program, then follow their program for six weeks.

ASSESSMENT

- 1 Demonstrate and apply the correct use of warm-up exercises.
- 2 Draw up a fitness program for six weeks.
- 3 Plan physical activities according to the steps outlined in the chapter.

GLOSSARY OF TERMS

TERM	DEFINITION
Optimal	Most desirable
Agility	The ability to stop, start and change body position quickly and accurately while moving at speed
Attribute	Quality, character, characteristic or property
Vigorous	Active strength or force of body or mind Healthy physical or mental energy or power
Harmoniously	Marked by agreement in feeling or action Agreeable to the ear; tuneful, melodious
Preceded	Went before as in place or in order
Efficiency	Produce good outcomes in an organised way

HUMAN ANATOMY

Chapter 3

SUGGESTED NUMBER OF PERIODS: 6



Figure 3.1 Anatomy

SUB-STRAND STATEMENT

Learners acquire knowledge about the structures and function of the skeletal system.

General learning outcomes

Learners should:

- 7.3.1 know the human skeletal system
- 7.3.2 understand the main parts of the skeletal system and its functions
- 7.3.3 be able to draw the skeletal system
- 7.3.4 appreciate the coordination of the parts of the skeletal system.

Specific learning outcomes

Learners should be able to:

- 7.3.1.1 define the human skeletal system
- 7.3.2.1 identify and illustrate the different parts of the skeletal system
- 7.3.3.1 explain the functions of the skeletal system
- 7.3.4.1 draw and label parts of the skeletal system and the types of bones
- 7.3.5.1 discuss the importance of the skeletal system in relation to tendons, ligaments and cartilages
- 7.3.6.1 discuss the importance of the skeletal system and how it supports the whole body.



INTRODUCTION

Human beings, like most large animals, have a skeleton inside their bodies. A skeleton is a system of bones and other supporting material. It has three important functions.

1 Support

The skeleton gives support to the rest of the body, like the framework of a building. Without this support, people would be shapeless lumps.

2 Protection

It gives protection to important and delicate organs of the body. The skull, for example, protects the brain.

3 Movement

It provides anchorage for muscles. Muscles fixed to the skeleton can operate joints. This allows a person to move parts of their body with a high degree of precision and control, as well as moving the body as a whole.

Main parts of the skeletal system

Bones

In the human skeleton, there are over 200 bones. Some are long, some short, some round, some flat, but all bones have the same basic structure. When a baby develops inside its mother's womb, some cells form a tough, flexible substance called cartilage. During childhood and adolescence, much of this cartilage slowly changes to bone. The gristle in ears and at the end of a person's nose is cartilage that does not change to bone.

Bone is very hard and strong and has to stand up to large forces. Bones have living and non-living parts. The living part makes the bone slightly flexible and lets it absorb sudden shocks. The non-living part makes it rigid and gives it strength. The bones of the skeleton act as a system of levers. In most parts of the body, the bones are not actually joined. Instead, they fit closely together, forming joints. At each joint, the bones are linked by tough, flexible ligaments.

Whenever a person moves, bones move. The different joints between bones allow movement in different ways. Bones are moved at joints by the contraction and relaxation of muscles attached to them.



Figure 3.2 the bones that make up the arm and hand

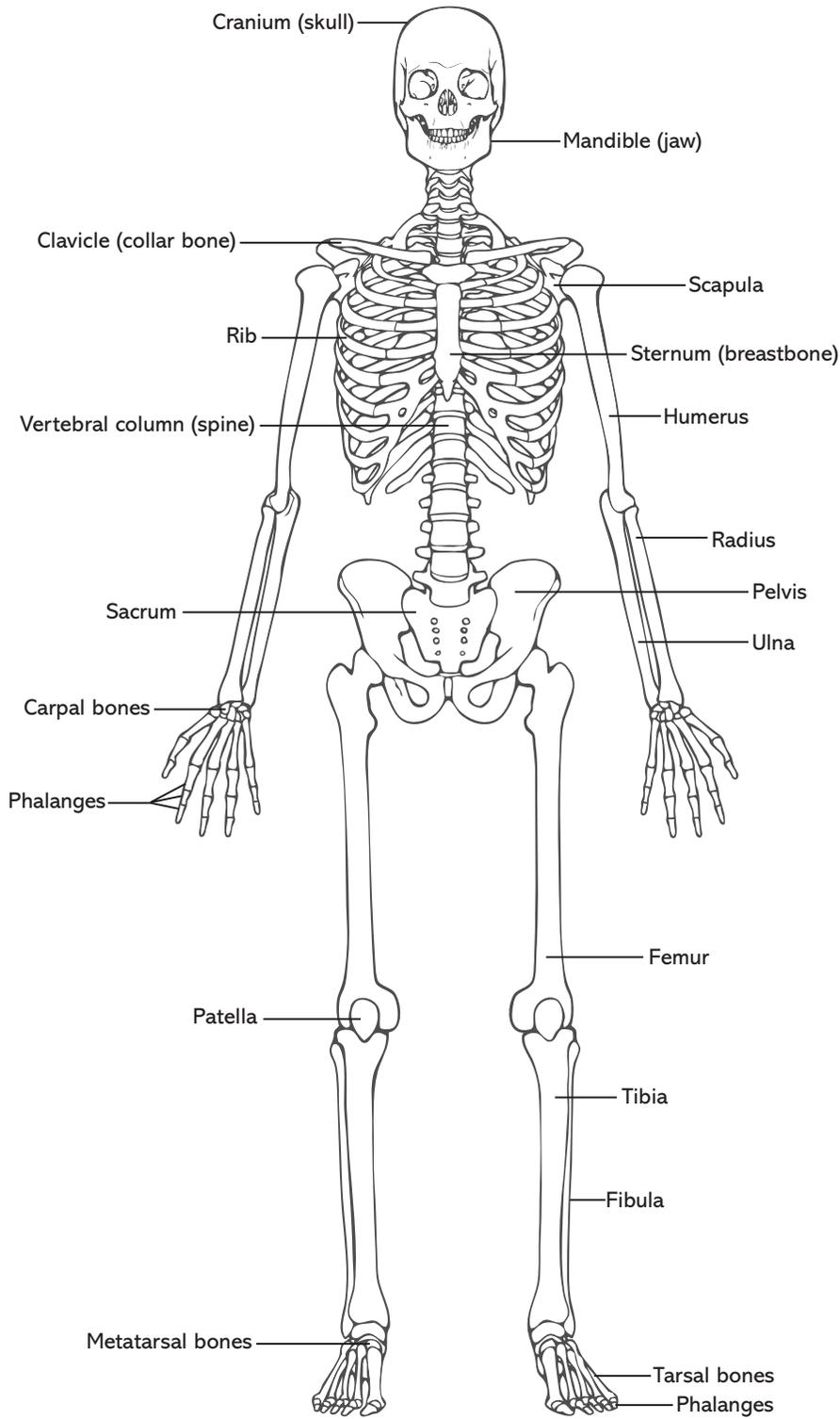


Figure 3.3 Human skeleton



Figure 3.4 Shoulder joint

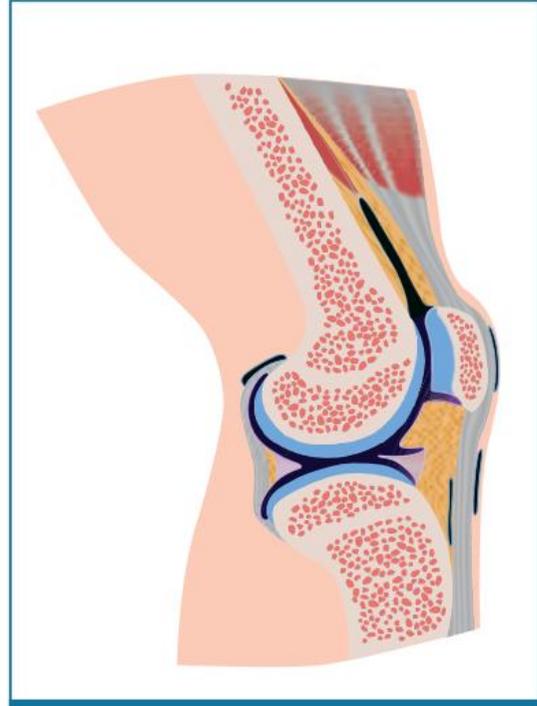


Figure 3.5 Knee joint

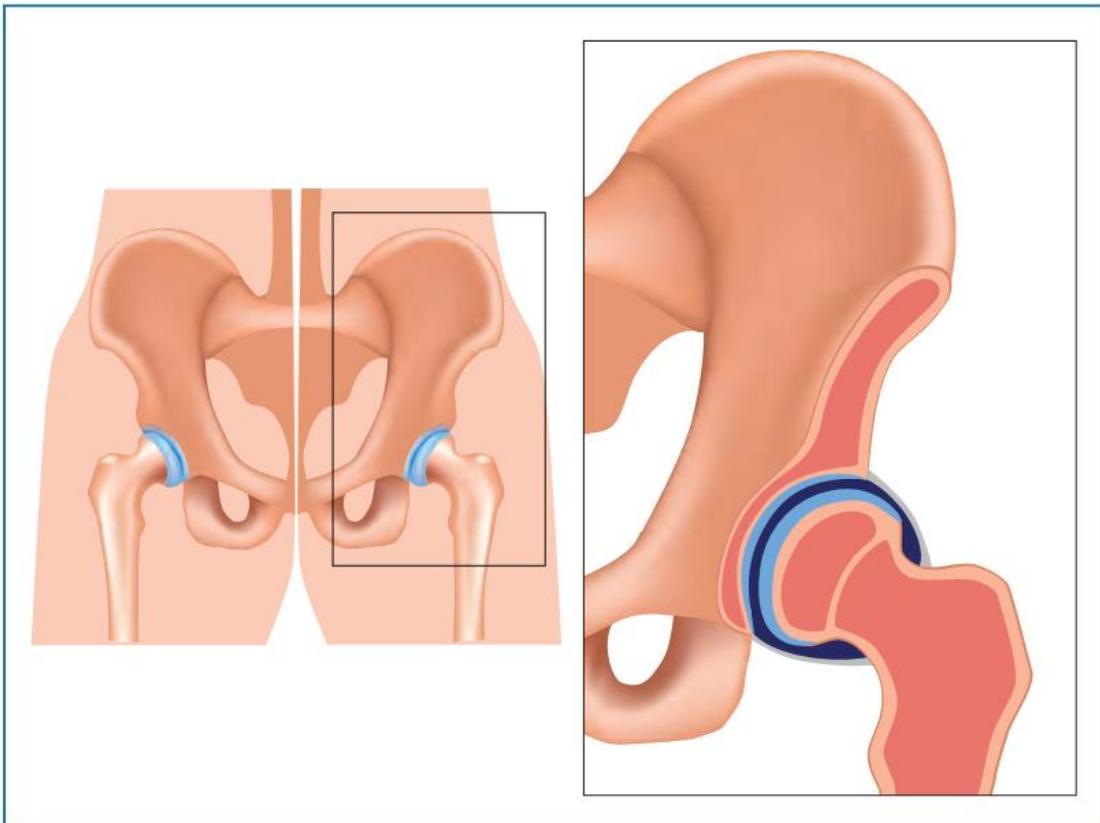


Figure 3.6 Hip joint

ACTIVITIES



Activity 1

Resources: Blackboard, chalk

Introduce the topic of the skeleton. Ask learners if they understand what a skeleton is and how it functions.

Activity 2

Resources: Diagram of the skeletal system on page 23

Explain the parts of the skeleton using the diagram on page 23.

Activity 3

Resources: Pencils, paper, diagram of the skeletal system on page 23

Using the diagram for assistance, learners draw and label the skeletal system.

Activity 4

Resources: Blackboard, chalk

Explain the functions of the skeletal system and how it works for the body.



ASSESSMENT

- 1 Draw and label the parts of the skeletal system.
- 2 Name types of bones and their purpose.
- 3 Explain the importance of the skeletal system within the body.
- 4 Explain how bones and muscles work together to move the body.

GLOSSARY OF TERMS

TERM	DEFINITION
Anchorage	That to which something is fastened
Cartilage	A tough fibrous connective tissue located at the end of bones and between joints
Gristle	Tough elastic tissue, especially in meat
Ligament	A strong fibrous band of tissues that holds two or more bones together
Tendon	Tough, thick cord that joins muscle to bone
Lever	A bar turning about a fixed point or axis, which lifts a weight at one end when force is applied to the other
Contraction	Make or become smaller or shorter

DANCING



Chapter 4

SUGGESTED NUMBER OF PERIODS: 6



Figure 4.1 Traditional Solomon Islands dancers

SUB-STRAND STATEMENT

Learners acquire the knowledge, understanding and skills in coordination required to do different types of dance.

General learning outcomes

Learners should:

- 7.4.1 know varieties of movement
- 7.4.2 understand the basic steps involved in dance movements
- 7.4.3 be able to show confidence in general body control during performances with regards to speed, sequence and flexibility.

Specific learning outcomes

Learners should be able to:

- 7.4.1.1 demonstrate different types of movement with and without music
- 7.4.2.1 demonstrate the importance of flexibility and general body control in dancing
- 7.4.3.1 display dancing patterns
- 7.4.4.1 follow through patterns and formation when dancing.



INTRODUCTION

People have danced for pleasure and purpose throughout history. Dance can serve as a means of communication and sharing of ideas and to show what is known and understood.

In the Solomon Islands there are many varieties of dancing within different cultures. Since dance, both traditional or creative, can contribute to graceful movement and to self-expression as well as to social and physical development, it should be taught in all schools, at both the primary and secondary level. Dancing involves creativity in physical movements and recreational activities.

THE UKULELE DANCE

This dance can be danced for fun in schools and other places. You will need a ukulele. Teachers should choose and rehearse an up-tempo (fast) instrumental tune on a ukulele before the lesson. Alternatively, they should source a recording of an up-tempo instrumental tune on an audio tape or CD to be played to the class.



Figure 4.2 Ukulele

Activity and formation

- 1 Ask all learners to stand in a single line, all facing the person striking the ukulele.
- 2 As the ukulele begins, the dancers stand in one place in a single line and:
 - move their left legs by sidestepping to the left three times
 - move their right legs by sidestepping to the right three times.
- 3 Learners then hop, clap their hands once, turn right after the three right sidesteps and continue to do the same actions, turning right until the line comes back to the same position as at the start.

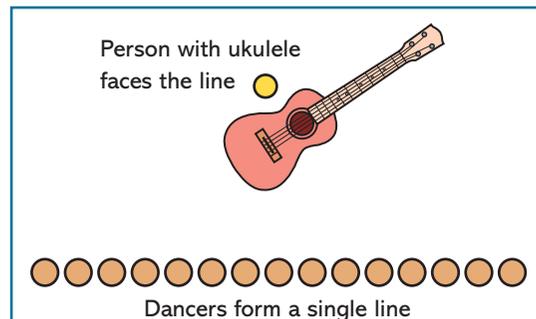


Figure 4.3 Dance formation in the ukulele dance

Learners can repeat this as many times as you choose.

Doing this dance gives learners the opportunity to enjoy themselves and benefit from the dance's social and emotional health components, as well as help them maintain a good level of fitness.

As mentioned earlier, both traditional and creative dance can contribute to graceful movement and self-expression as well as to social and physical development.

ACTIVITIES



Activity 1

Resources: Ukulele, wooden drum

Learners perform the following dance.

- 1 In time with the ukulele and wooden drum, learners stand in a single line and practise side stepping using the left and the right feet three times.
- 2 Sidestep, hop once turning to the right. Sidestep three times to the right and three times to the left, alternating with each side.
- 3 Keep turning right by hopping to the right and using side-stepping three times both left and right.
- 4 Hop to the starting point and repeat the same actions as in 1, 2, 3 positions.

Activity 2

Resources: Ukulele, wooden drum

Learners take turns playing the instruments.

ASSESSMENT

- 1 Stand in a single line formation and sidestep left and right in response to the sound of the ukulele or other music.
- 2 Hop and turn in the correct direction.

GLOSSARY OF TERMS

TERM	DEFINITION
Ukulele	Small, stringed instrument used to accompany singing

TABLE TENNIS



Chapter 5

SUGGESTED NUMBER OF PERIODS: 4



Figure 5.1 A doubles competition

SUB-STRAND STATEMENT

Learners acquire the knowledge, understanding and skills required to play table tennis.

General learning outcomes

Learners should:

- 7.5.1 understand the rules and skills of table tennis
- 7.5.2 be able to demonstrate the proper way of serving and receiving in table tennis
- 7.5.3 be able to follow the rules and apply skill in table tennis
- 7.5.4 appreciate the importance of playing the game according to the rules.

Specific learning outcomes

Learners should be able to:

- 7.5.1.1 explain the basic skills and rules of table tennis
- 7.5.2.1 explain the difference between bat and grip in table tennis
- 7.5.3.1 demonstrate batting, gripping, serving and receiving techniques
- 7.5.4.1 discuss the importance of rules when playing table tennis.



INTRODUCTION

Table tennis, or ping pong as it is sometimes known, is an indoor game that does not require a large area of space. It is played on a table between either single or double opponents. The game originated in England but spread throughout Europe and Asia during England's colonial era. The game became an Olympic sport in the Olympic Games in Seoul, South Korea in 1988. Table tennis can be an individual sport competition with two opponents competing against each other, which is a singles competition. It can also be a team sport when two players are playing against another two players. This is called a doubles competition.



Figure 5.2 Table tennis table

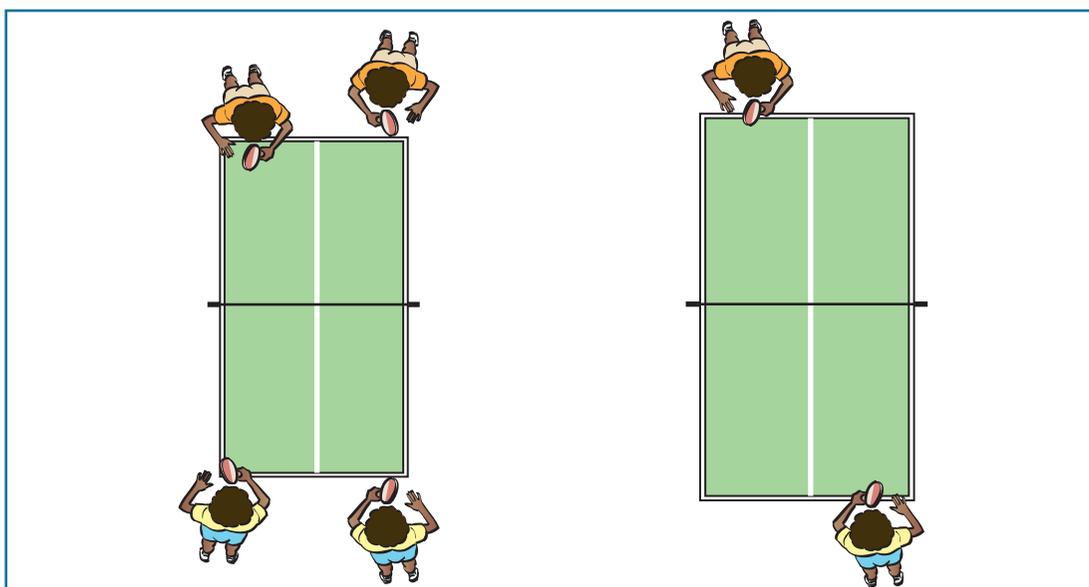


Figure 5.3 Table tennis can be played as a doubles competition or as a singles competition.

Table tennis is increasing in popularity in Solomon Islands as younger players develop strength and skills in the game and represent Solomon Islands in international competitions such as the South Pacific Games.

PLAYING TABLE TENNIS

The aim of the game is to win points by hitting the ball over the net in such a way that the opposite player cannot return it correctly. The winning player or pair is the one who scores the first 11 or 21 points in a competition.



Rules of the game

The rules of table tennis help learners as they develop their skills and knowledge to take part in future competitions.

Playing with the rules also helps ease arguments and control aggressive behaviour among players. As learners get used to playing according to the rules and applying them in a competition, it helps them to play to the best of their ability, and to become good losers as well as winners.

Team competition

- There must always be single or double opponents playing against each other in any competition.

Equipment

- There must be a table, net, bats and a light celluloid ball to play with.

Playing

- A player can only serve up to 5 points before exchanging serve to their opponent.
- The server must serve the ball onto their side of the table and over the net (without touching it) to their opponent's side of the table. If the ball touches the net, a "net" is called and the serve is retaken. If it touches the net twice, a point is awarded to their opponent. If the ball hits the net and drops back on to the server's side of the table, a point is awarded to their opponent. If the ball touches the net without dropping to the opponent's side of the table, a point is also awarded to the opponent.

Receiving a serve

- The ball must drop once on the receiver's side of table before they can return a hit/spike to their opponent.
- A player or their racket (bat) must not touch the table. If this happens, a point is awarded to their opponent.

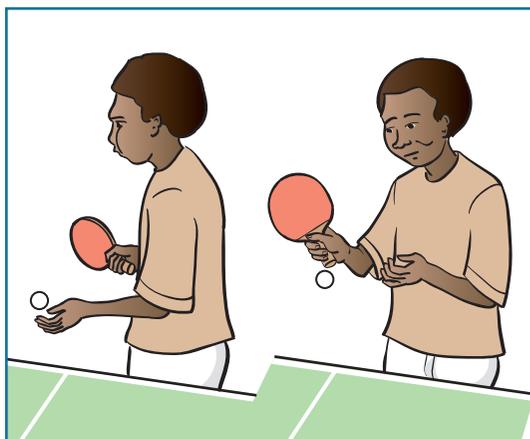


Figure 5.4 Serving

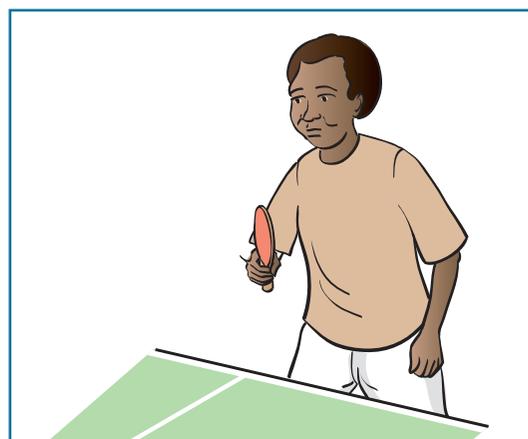


Figure 5.5 Receiving



Playing area and equipment

- An area the size of a single classroom.

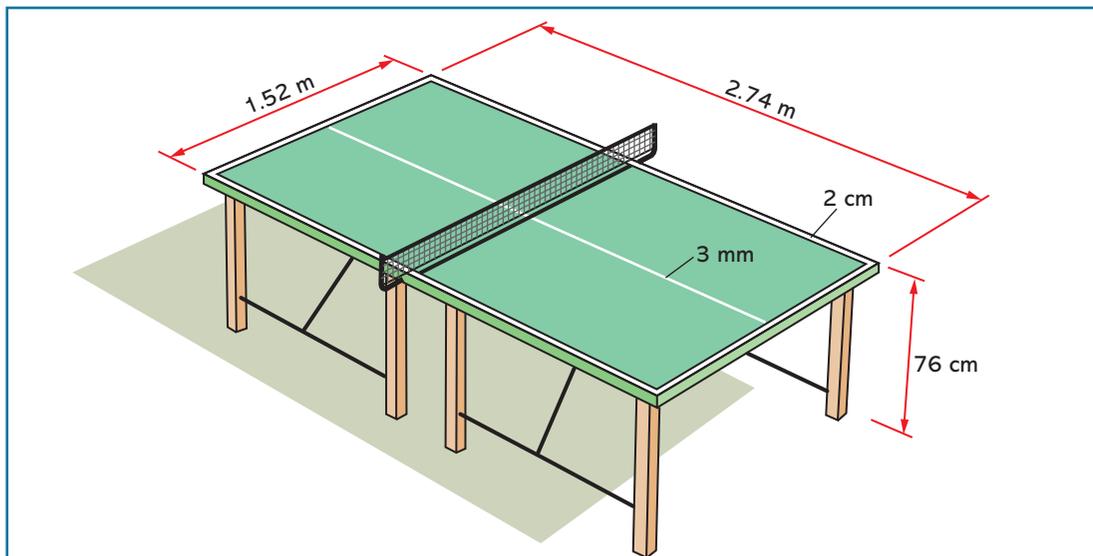


Figure 5.6 Playing area

- A table 2.74 metres \times 1.52 metres with a height of 76 centimetres. The table is divided into equal halves with a net and is marked with white strips running across the length of the table.
- Oval wooden rackets with a rubber surface.
- A small celluloid ball.



Figure 5.7 Table tennis net



Figure 5.8 Table tennis bat

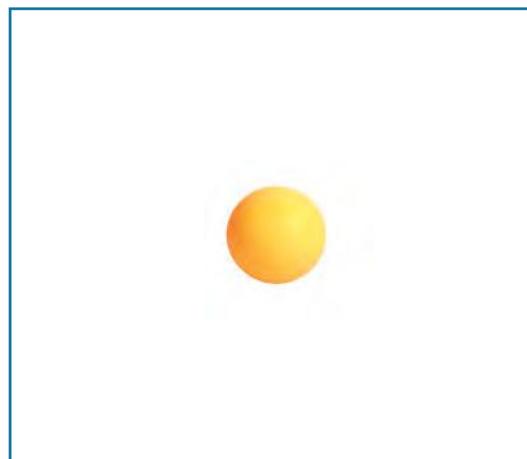


Figure 5.9 Table tennis ball



How to play

The game starts with a serve. The server must apply the rules of serving and the receiver must wait to return the ball accurately onto the server's playing area of the table. Points are awarded when:

- a player incorrectly returns the serve back to their opponent's playing area of the table, that is, they miss the ball, or the returned ball hits the net and falls onto the receiver's table (receiver loses this point)
- the ball when served touches the net twice in a row and falls on the opponent's playing area of the table (receiver wins this point)
- the server hits the ball straight onto the net and it falls back onto the server's playing area (receiver wins this point)
- there are accurate exchanges of fast return balls and spikes where one misses or fails to return the ball to their respective playing areas.

In a doubles game, the serve is taken from the right-hand side of the table to the opponent's right-hand side of the table.

The game continues until the first player reaches 11 or 21 points. When the game reaches 10 or 20 points, the umpire will announce "game ball". If the two players tie at 10 or 20, the umpire will announce "deuce" and the game will continue but the serves will change from one to another each time a player wins a point. The winner is the one who leads by two clear points.

During the course of the game, each player must serve up to five points before the other player has their turn.

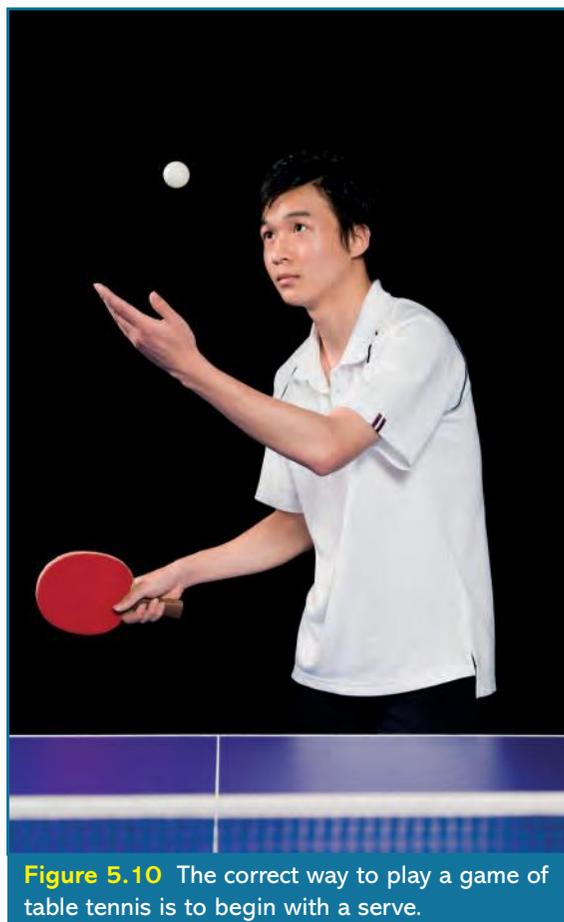


Figure 5.10 The correct way to play a game of table tennis is to begin with a serve.



Developing Table Tennis Skills

Go through the following movements and actions with learners.

Grip skills

The correct way to grip a racket is to have its handle fixed straight across the centre of the palm. The index finger is sometimes supported from behind the racket when playing. This will mean that most of the time the racket will hit the ball with the side facing the table (forehand). However, some players prefer to spike the ball with the opposite side of the racket.

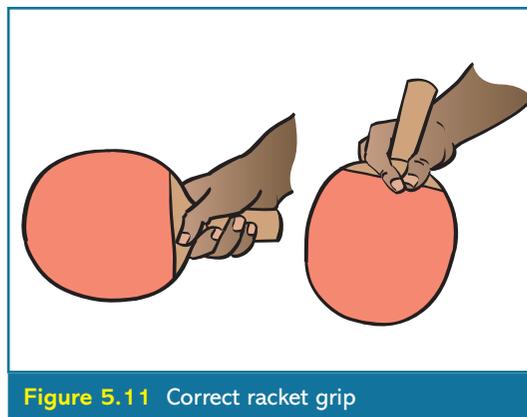


Figure 5.11 Correct racket grip

Serving

To serve correctly in table tennis, the ball must be placed in the flat, open palm of the hand, which is held above and behind the end line of the table. The ball is then thrown into the air and hit onto the server's side of the table. It must then bounce over the net and land on the receiver's side of the table.

Incorrect serving will guarantee a point to the opposite player.

Hitting

- The racket must be firmly gripped in the playing hand and hit the ball as it comes into contact with the racket.
- The pivot foot must be the same side as the non-playing hand and always in front of playing hand.
- As the ball hits the bat, there should be a slight swing from the hips with a follow upwards towards the shoulder of the opposite hand. This should be repeated for more than twenty times for each player.
- The angle of the bat must be about 45 degrees from the point of contact between the ball and the lower part of the racket as it swings its way into the direction of the ball.



Figure 5.12 Hitting the ball



Spiking

Spiking is a fast movement involving:

- good timing
- accuracy with the flight and contact of the ball with the racket.



Figure 5.13 Spiking the ball

Cutting

Cutting is the best way to return a serve. Again timing, accuracy and motions after the ball comes into contact with the bat are important. Cutting a serve or a spike from the opponent can be done on both sides of the bat. Timing the bounce of the ball and the accurate return of the ball are essential.

Remind learners that they should not:

- let the ball bounce more than once on the table
- miss their half of the table when returning the ball
- hit the ball twice
- hit the ball against an object (for example, the smooth surface of a wall)
- touch the table with the hand not holding the bat
- move the table and net
- make contact with the ball with their body or clothing.



Figure 5.14 Cutting the ball

ACTIVITIES



Activity 1

Ask learners if they have ever seen or played a game of table tennis.

Activity 2

Resources: Table tennis table (or table top with correct measurements), table tennis net, table tennis balls, table tennis bats

Demonstrate gripping the table tennis bat and using the bat for batting the table tennis ball. Learners practise their grips and batting without using balls.

Activity 3

Resources: Table tennis table (or table top with correct measurements), table tennis net, table tennis balls, table tennis bats

Demonstrate batting, serving and receiving techniques using the ball. Learners practise batting, serving and receiving techniques in pairs.

Activity 4

Resources: Table tennis table (or table top with correct measurements), table tennis net, table tennis balls, table tennis bats

Demonstrate skills and techniques in spiking and cutting the ball. Learners practise spiking and cutting in pairs.

Activity 5

Resources: Table tennis table (or table top with correct measurements), table tennis net, table tennis balls, table tennis bats

Ask for three volunteers and demonstrate playing doubles. Learners practise playing doubles in groups of four.



ASSESSMENT

- 1 Organise a table tennis competition.
- 2 Show how to grip the table tennis bat.
- 3 Demonstrate an understanding of serving and receiving techniques.
- 4 Demonstrate an understanding of playing doubles.

GLOSSARY OF TERMS

TERM	DEFINITION
Racket	Light bat used to hit the ball
Celluloid	Synthetic, flammable plastic used for making toys
Pivot	To turn while keeping one foot still
Consecutive	Following continuously, coming one after the other
Deuce	The stage in a game where both players have won an equal number of points and one must win two in succession to win the game
Index finger	Forefinger
Aggressive	Attacking

GYMNASTICS



Chapter 6

SUGGESTED NUMBER OF PERIODS: 6



Figure 6.1 Gymnastics competition

SUB-STRAND STATEMENT

Learners acquire the knowledge, understanding and skills required to do gymnastics.

General learning outcomes

Learners should:

- 7.6.1 understand the meanings of strength and endurance and the difference between natural strength and endurance
- 7.6.2 demonstrate balancing
- 7.6.3 be able to display skills in individual performances
- 7.6.4 appreciate the importance of balancing skills and landing skills.

Specific learning outcomes

Learners should be able to:

- 7.6.1.1 explain the meaning of strength and endurance in gymnastics
- 7.6.2.1 demonstrate correct balancing skills and position with an elbow stand, head stand and hand stand
- 7.6.3.1 confidently demonstrate jumping into the air with a body turn using the different parts of the body
- 7.6.4.1 discuss the importance of balancing skills in gymnastics.



INTRODUCTION

The ancient Greeks practised gymnastics over 2000 years ago. Male gymnastics events were included in the first modern Olympic Games in 1896. In the 1920s, women started to organise their own gymnastics movement and they were allowed to participate in a basic gymnastics event at the 1928 Olympic Games.

Gymnastics includes a range of events, skills and techniques, many involving apparatus such as the pommel horse, vault and uneven bars. It also includes floor exercises, which focus on tumbling, leaping and balancing techniques. This chapter will focus on general gymnastics techniques and skills that can be practised on a mat.

Gymnastics help learners to develop the large muscle groups, strength, endurance, agility, balance, flexibility and coordination. Work in this area provides excellent opportunities for the development of perseverance, courage, initiative, resourcefulness and understanding of individual differences.

This area of activity is broad and inclusive. Most of the activities provide an opportunity for learners to prove themselves, discover their abilities and achieve success by their own efforts. Success can only be judged on an individual basis as everyone has a different body type and skill level.

DEVELOPING GYMNASTIC SKILLS

Floor routines in gymnastics competitions are presented on a square mat 12 x 12 metres. The routines consist of balances, tumbling, leaps, connecting steps, turns and movements. These skills can be practised on small gym mats or long tumbling mats. Some could be performed outside on grass. You will definitely need a padded surface for learners' protection.

Go through the following movements and actions with learners.

Balance

This involves holding a set position for a few seconds to show strength, flexibility and stability.

Arabesque

The gymnast raises the rear leg with the toe pointed and the head up.



Figure 6.2 Gymnastics mat and apparatus



Figure 6.3 Arabesque position



Knee on elbow balance

The gymnast places their elbows inside their knees and slowly takes the weight off one foot and then the other, while balancing on their hands.

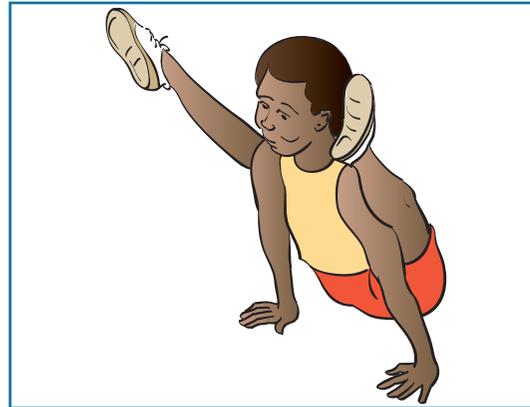


Figure 6.4 "Knee on elbow" balance position

Shoulder stand

The gymnast raises one leg and the hips to a vertical position. Their toes are pointed and support is provided with their hands.

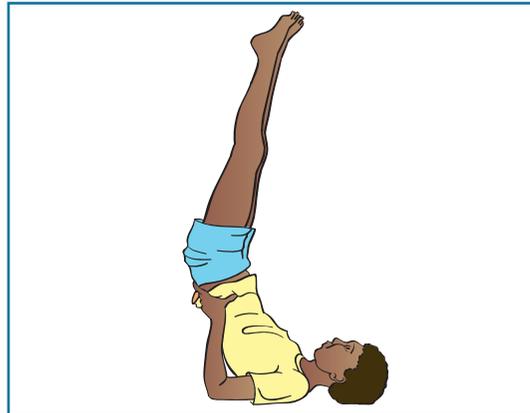


Figure 6.5 Shoulder stand

Handstand

The gymnast raises one leg and places the hands, shoulder-width apart, on the floor. They raise their second leg so that their legs are together and their body is in a straight line.

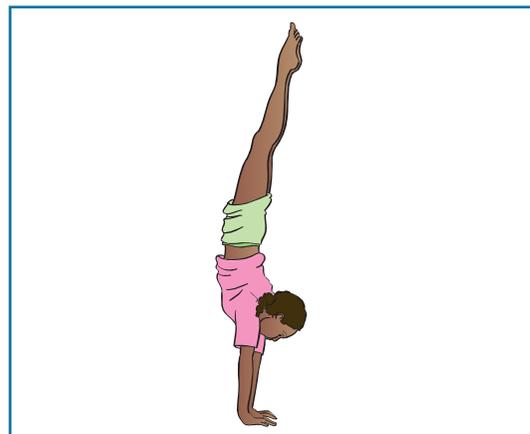


Figure 6.6 Handstand



Tumbling

Tumbling is a key part of any gymnastics floor routine. The following skills can be practised on small gym mats and some can be performed outside on grassed surfaces. Teachers should ensure that the area is suitable, to avoid any discomfort or injuries.

Forward roll

The gymnast starts in a tucked position. Next, their hands are placed on the mat in front of their elbows and their tucked head and body is rolled over. The gymnast should reach forward with the arms as the roll finishes.

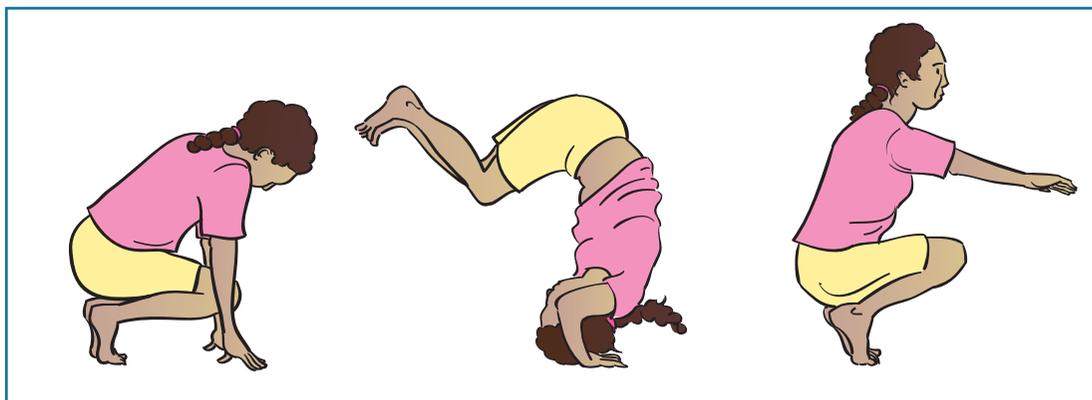


Figure 6.7 Forward roll

Backward roll

The gymnast starts in a tucked position, with their arms and body weight pushed slightly forward. Their head is tucked and their back is rounded during the backward roll. Their hands are placed on the mat and they push to raise their hips.

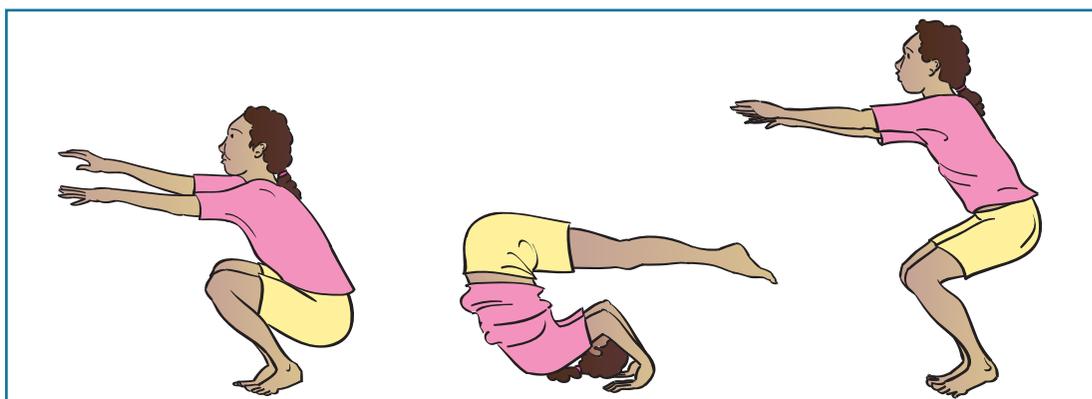


Figure 6.8 Backward roll



Cartwheel

This movement should look like a wheel with the arms and legs as the spokes. The gymnast reaches to the floor with the right hand and kicks the left leg up. They follow with the left hand, with the shoulder over the hands and hips over the shoulders. The right leg follows the left leg like a wheel and the hands leave the mat just after the leg touches down.

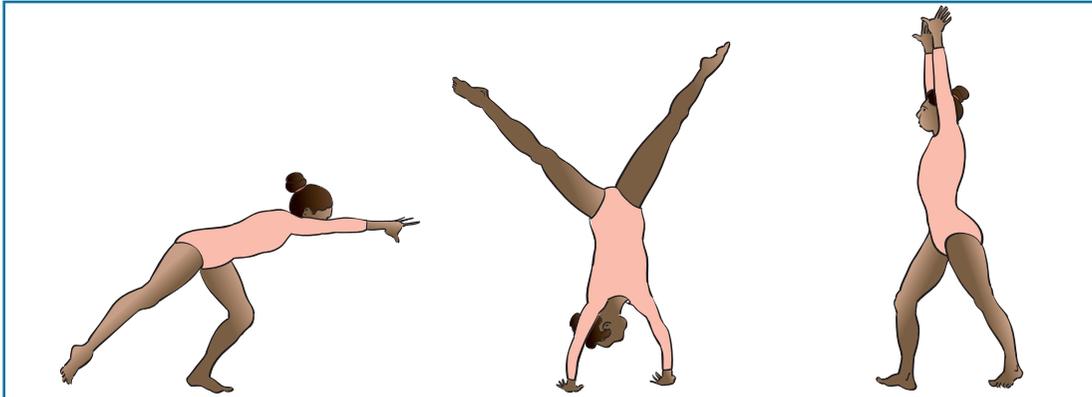


Figure 6.9 Cartwheel

Round off

The gymnast follows a fast run-up with the first part of a cartwheel, then at the top of the wheel brings the legs together to a fast handstand. The gymnast then makes a quarter turn with their legs snapped down towards the ground and their arms pushed from the ground. On landing, the gymnast makes a rebound jump and finishes facing in the original direction.

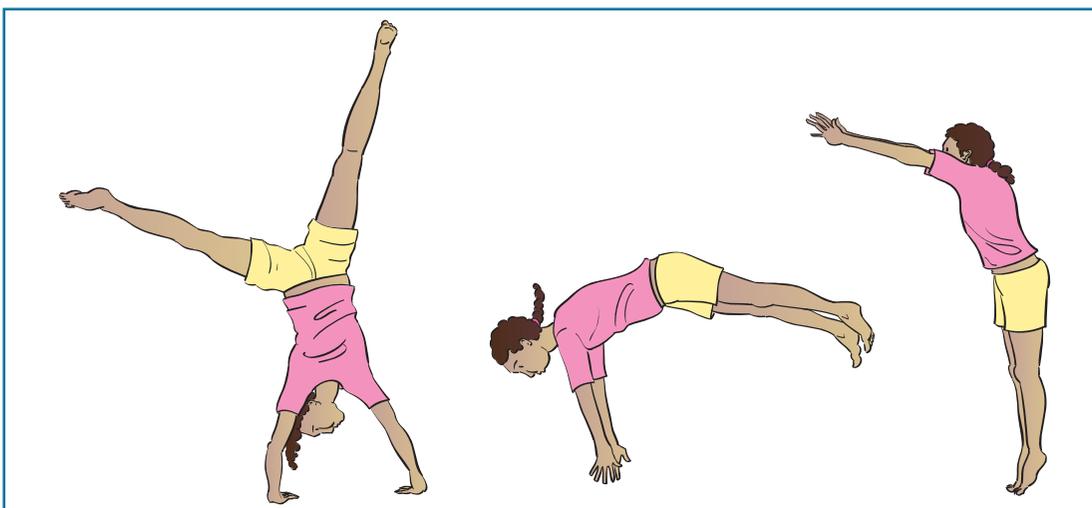


Figure 6.10 Round off



Leaps

There are many different types of jumps and leaps. Learners should aim for height and/or distance and make sure their arms are in an attractive position.

Stride leap

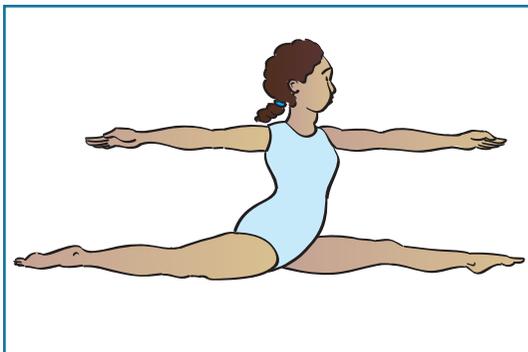


Figure 6.11 Stride leap

Hitch kick leap



Figure 6.12 Hitch kick leap

Stag leap

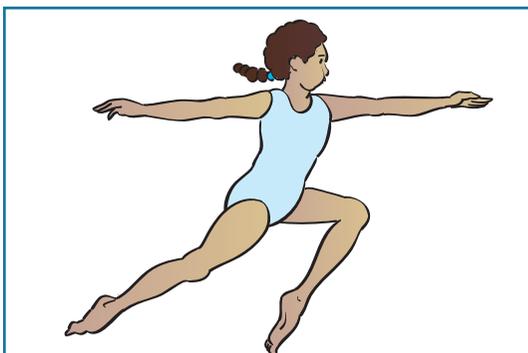


Figure 6.13 Stag leap

Tuck jump

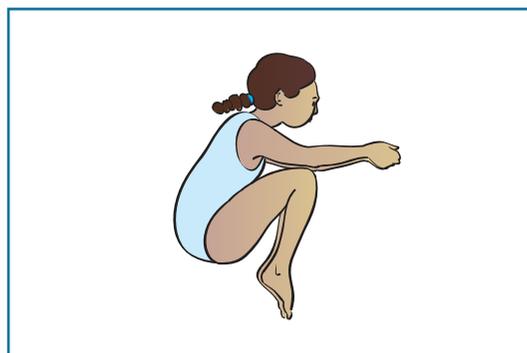


Figure 6.14 Tuck jump

Cat leap

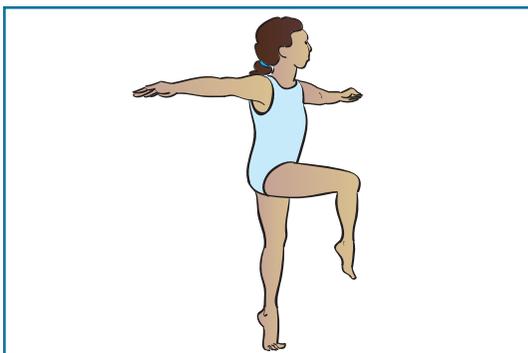


Figure 6.15 Cat leap



Flight tasks

Flight can be divided into three parts: take off, in-flight phase and landing.

Ask learners to experiment with a few of the different actions that they can create with their arms and legs when running and jumping. Introduce hoops, balls and ribbons and ask learners to use these to make different shapes as they run and leap.

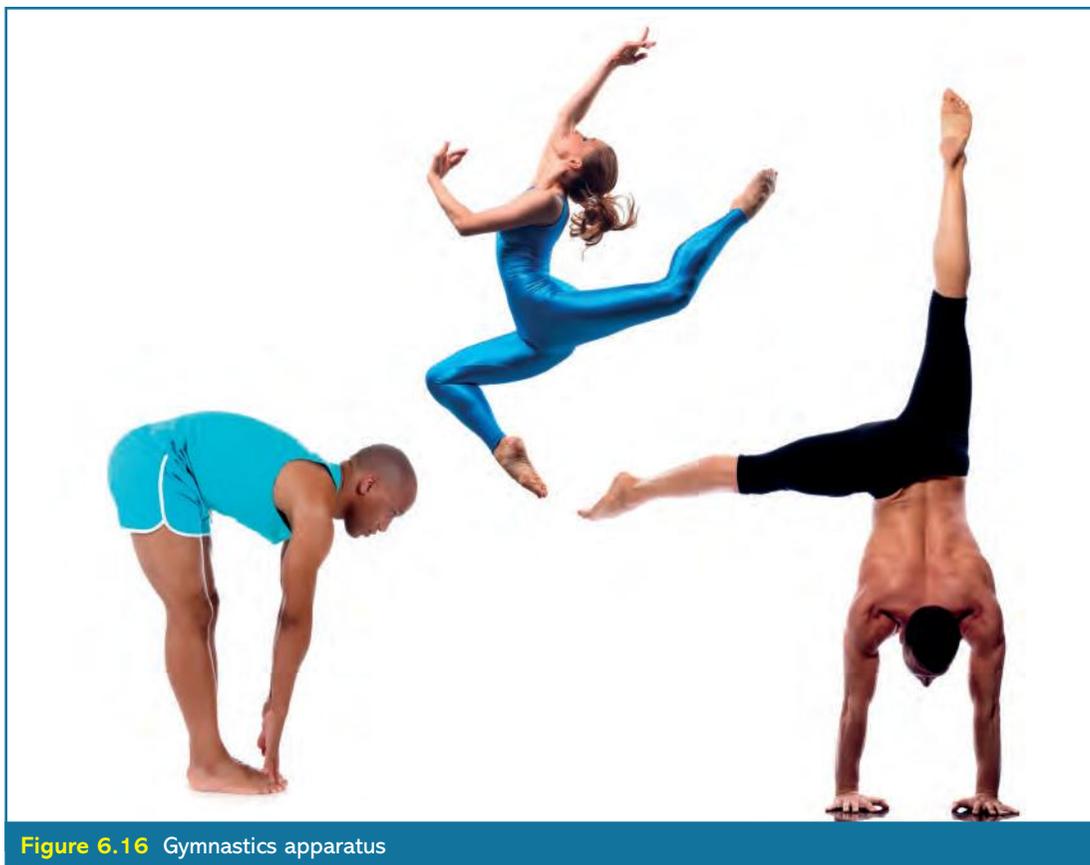


Figure 6.16 Gymnastics apparatus

ACTIVITIES

Activity 1

Ask learners if they have ever seen or participated in gymnastics.

Activity 2

Learners practise general warm-up activities, including running, jumping and making stretch shapes while in flight.



ACTIVITIES

Activity 3

Resources: Small gym mats or long tumbling mats, balls, ribbons on sticks, hoops to throw and jump through

Learners practise individual activities emphasising single curled and stretched shapes. Learners can develop individual sequences combining single curled and stretched shapes.



Figure 6.17 Single curled and stretched shapes

Activity 4

Resources: Small gym mats or long tumbling mats, hoops

Using hoops, learners balance on two parts of the body, then shift to three parts of the body.

Activity 5

Resources: Small gym mats or long tumbling mats

Learners find out the longest period of time they can remain in the air while practising their leaps and stretches. Encourage them to change the position of their feet and compare the results.



Figure 6.18 Using hoops

ACTIVITIES



Activity 6

Resources: Small gym mats or long tumbling mats

Learners work out if the length of their take-off run influences their time in flight.

Activity 7

Resources: Small gym mats or long tumbling mats

Learners choose a partner and explore some of the ways they can jump over one another.

ASSESSMENT

- 1 Demonstrate balancing with strength.
- 2 Demonstrate a handstand using correct steps.
- 3 Demonstrate forward and backward rolls correctly.
- 4 Demonstrate and perform a cartwheel correctly.
- 5 Understand and use different types of leaps in height performances and distances.

GLOSSARY OF TERMS

TERM	DEFINITION
Endurance	Lasting; the ability of a muscle to hold on for a long time
Routine	A regular cause of action or conduct
Tumbling	To roll or fall over or down by losing one's footing
Padded	Cushioned
Tuck	To draw up in a folded position
Spokes	Rods connecting to the centre of a wheel

SOFTBALL



Chapter 7

SUGGESTED NUMBER OF PERIODS: 4



Figure 7.1 Softball game

SUB-STRAND STATEMENT

Learners acquire the knowledge, understanding and skills required to play softball.

General learning outcomes

Learners should:

- 7.7.1 know the basic skills of softball
- 7.7.2 understand the basic rules of softball
- 7.7.3 demonstrate skills in softball
- 7.7.4 appreciate the game of softball.

Specific learning outcomes

Learners should be able to:

- 7.7.1.1 explain the basic skills of softball
- 7.7.2.1 demonstrate basic rules in softball
- 7.7.3.1 participate in a game of softball, demonstrating the skills of softball and playing according to the rules.



INTRODUCTION

Softball is a team sport played by males and females of different ages in more than 70 countries. It was recognised as an Olympic sport during the summer Olympic Games at Atlanta, USA in 1996.

Softball covers a variety of games such as T-ball and modball for young players and slow pitch, fast pitch and masters' competitions for more experienced players.

In Solomon Islands softball was particularly popular in the mid-1980s and the early 1990s.

PLAYING SOFTBALL

The aim of the game is to score more home runs than the opposing team. One home run is regarded as a point, which is only legal when a player runs through and touches all the bases from first base to home plate after hitting the ball into a fair territory. The fielding team tries to get three batters out as early as possible in order to:

- have their turn to bat
- keep the scores (runs) low
- avoid letting anyone hit the ball and make it to first, second or third base and ultimately being able to make it to home and score a run.

The game is played between two teams of nine players. Each team takes turns batting and fielding. When both teams have had a turn batting and fielding they have completed one innings. The winning team is the team that scores the most runs.

Rules of the game

- A team should have a minimum of nine players to play in the nine different positions in the diamond. The batting team should also have nine players to bat.
- A team sheet has to be filled out before starting the game so that the batting order is given.
- A toss decides the order in which teams bat and field.
- Three umpires are usually required: chief umpire at home base, and a base umpire on base one and base three
- A scorer is required to keep records of the game.
- The number of innings is decided before the game.

Remember: Proper sporting gear such as gloves, bases, balls, bats, helmets, masks and chest guards must be worn for the safety of the players both fielding and batting.



Playing area

Softball is played on a field that is shaped like a fan. Inside the corner of the field, three bases and a home plate are arranged on the ground to create a diamond shape. This area is known as the infield. The infield can be easily identified by players because the playing surface is made of dirt. The rest of the field has a grassy surface and is known as the outfield. In the centre of the diamond is a pitching circle. A pitching plate is placed within this circle. The ball is pitched from this area towards the home plate. Behind the home plate is the backstop, where the catcher is positioned.

The infield and outfield are known as fair territory. If a player hits the ball anywhere in fair territory, they are able to attempt running to a base. The area outside the straight borders of the field is known as foul territory. Any hit into this area is considered a foul ball and will count as a strike.

If a batter hits the ball and it goes past the boundary area, then the player automatically scores a run (home run) but still has to run around the four bases.

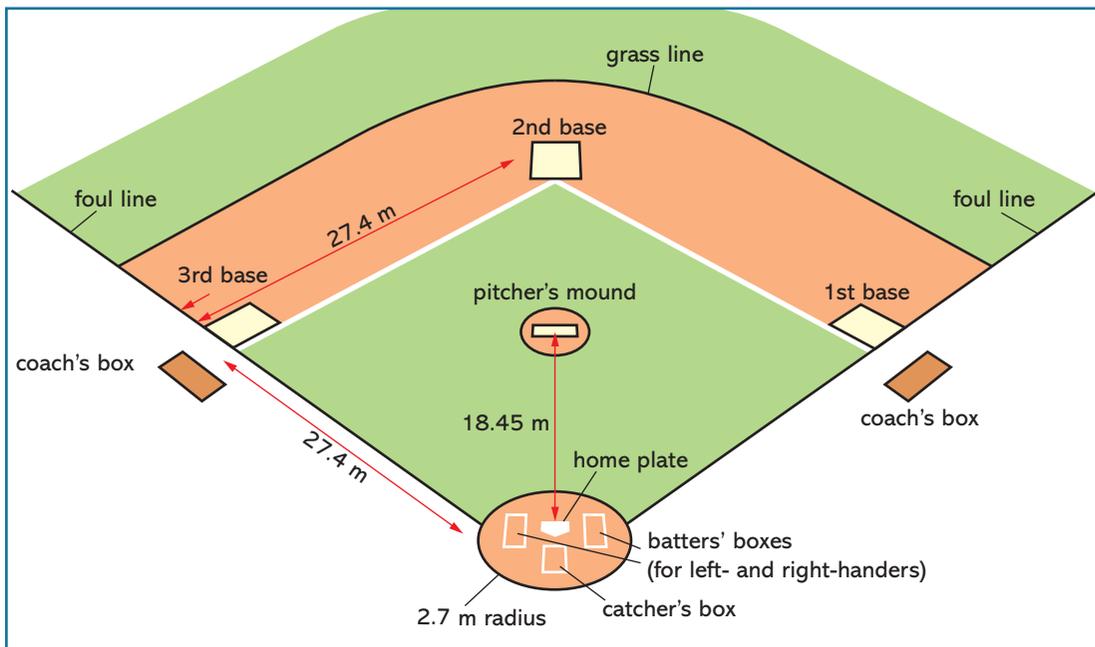


Figure 7.2 Softball diamond

PLAYING THE GAME

A softball match is made up of seven innings. During each inning, one team will bat in the first half and the other team will bat in the second half. The team that bats first is decided by a coin toss prior to the game. There is no time limit for each inning. The match starts when the umpire calls “play ball!”.



During play, the batting side aims to score runs, while the fielding side attempts to get the batting team out. To begin play, the pitcher pitches to the batter within the “strike zone”: this is the area that is directly above the home plate between the shoulder height and knee height of the batter. Each batter aims to score a run by hitting the ball, then running to first base, second base, third base and finally back to the home plate. It is common for a batter to only reach first base after their hit. They can attempt to advance to the next base when the next batter is “at bat”.

The batter is given three “strikes” or chances to hit the ball. A strike is counted when a player swings the bat but misses the ball or if they hit the ball into foul territory. If a batter reaches three strikes, they are “out”. Their chance to score a run is over and they must leave the field. A batter is also out if their hit is caught by a fielder on the full.

A batter is also allowed four “balls” per turn. A “ball” is a pitch that is pitched outside the strike zone. When this happens, a batter cannot be expected to hit the ball. If a batter reaches four balls, they are permitted to “walk” to first base without getting out.

Once a batter hits the ball and leaves the home plate to run between bases, they are referred to as a base-runner. Only one base-runner is allowed on a base at a time. A base-runner is out if a fielder tags them with the ball while they are running between bases. A base-runner is considered “tagged” if the ball is delivered to the fielder standing on the next base before the base-runner gets there.

Once a team has three players out, their turn to bat is over and no more runs may be scored from that inning.

Scoring

Each team scores one run for every home run. The team with the highest number of runs at the end of the seven innings is the winner. The defence can minimise the number of runs the offence scores by getting the offensive team out as quickly as possible.

DEVELOPING SOFTBALL SKILLS

There are six important softball skills to learn. They are:

- throwing
- fielding
- batting
- bunting
- base running
- pitching.

Go through the following movements and actions with learners.



Throwing

There are two common throwing skills. They are the long, flat throw and the short, sharp throw.

A long, flat throw requires the player to:

- 1 lower their throwing arm down by the side of their body
- 2 lift their arm to a high bent elbow as they step forward with their opposite leg
- 3 bring their arm forward, straightening their elbow and wrist and following through across their body.

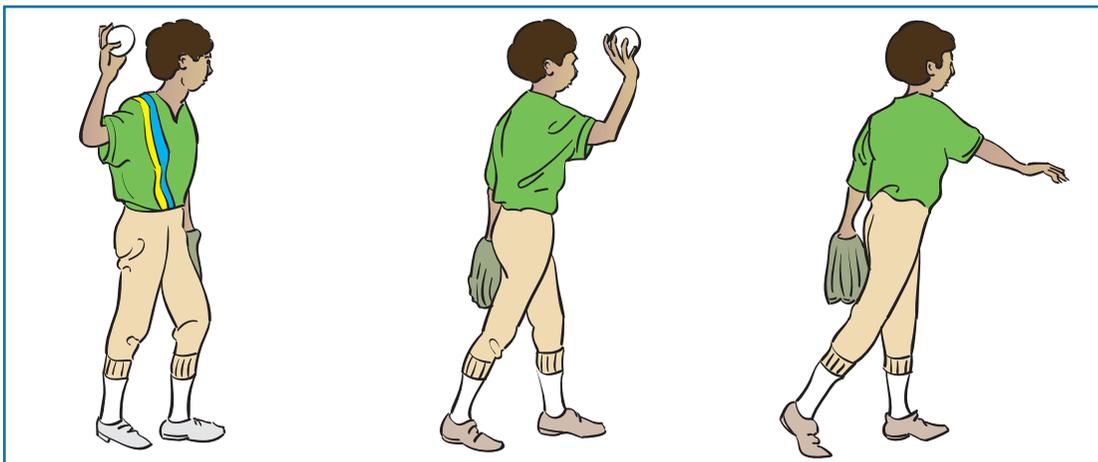


Figure 7.3 Long, flat throw

A short, sharp throw requires the player to:

- 1 be quick
- 2 raise their bent throwing arm straight up past their ear
- 3 step forward and follow through as with the long, flat throw.

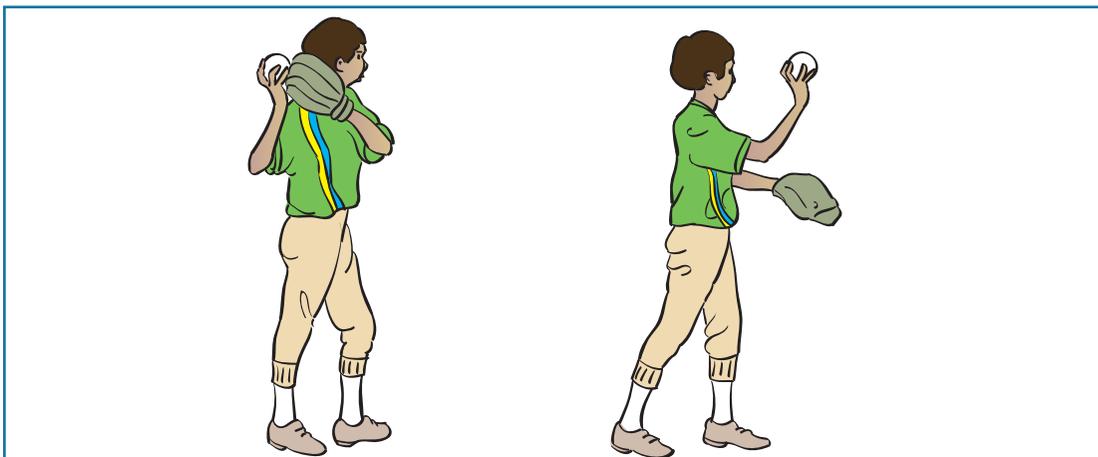


Figure 7.4 Short, sharp throw



Fielding

Fielding refers to the team's defence. When fielding, it is important for players to:

- move into playing position early
- always get their body behind the ball
- keep their eyes on the ball
- keep their throwing arm free and close to their fielding hand (the hand wearing the glove)
- get lower for the ball when fielding infield
- run to meet the ball when fielding outfield
- call out "mine" when running for high balls in order to avoid colliding with team mates
- position the glove in the correct manner for different situations such as:
 - ground ball
 - ball in the air
 - ball coming to player's left
 - ball coming to player's right
 - ball coming towards the chest
 - bouncing ball
 - low ball
- make sure that the glove is positioned in a way that the ball hits the pocket of the glove
- analyse the situation well before catching the ball.

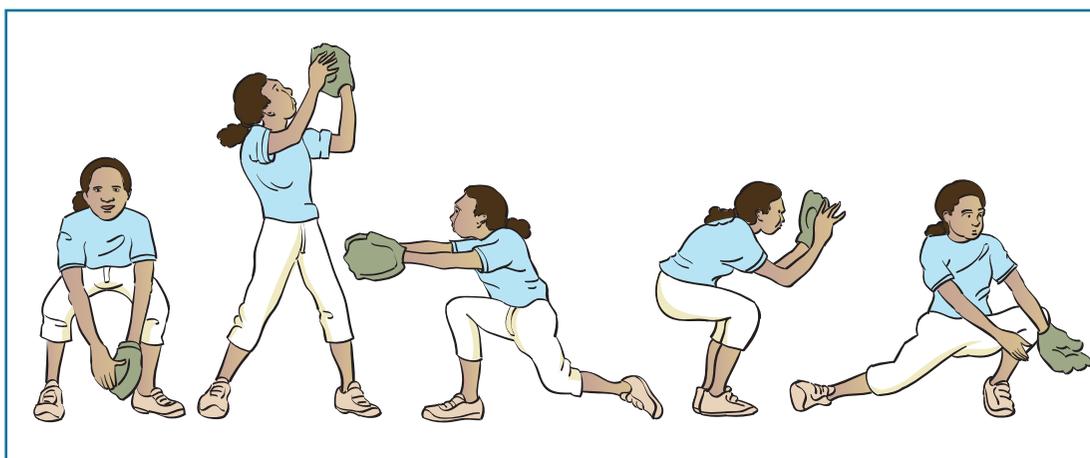


Figure 7.5 Different glove positions



Batting

Batting is an important skill in softball. A team with the most runs is a team with good batters. When batting, it is important for players to:

- concentrate and focus (do not panic)
- make sure their eye contact with the incoming ball is maintained
- stand correctly—bend knees, with both shoulders and feet wide apart while the hands grip together on the bat
- use their feet to determine the direction of the ball:
 - open stand (ball usually goes towards the right field)
 - close stand (ball usually goes towards the left field)
 - normal stand
- straighten their elbow to hit the ball while at the same time snapping their wrist upon contact with the ball
- follow through after swinging for the ball.

The direction of the ball also depends on the time of the batter's swing. If the batter swings early, then the ball will most likely be driven towards the right. However, if the batter swings late, the ball will most likely go towards the left field.



Figure 7.6 Batting

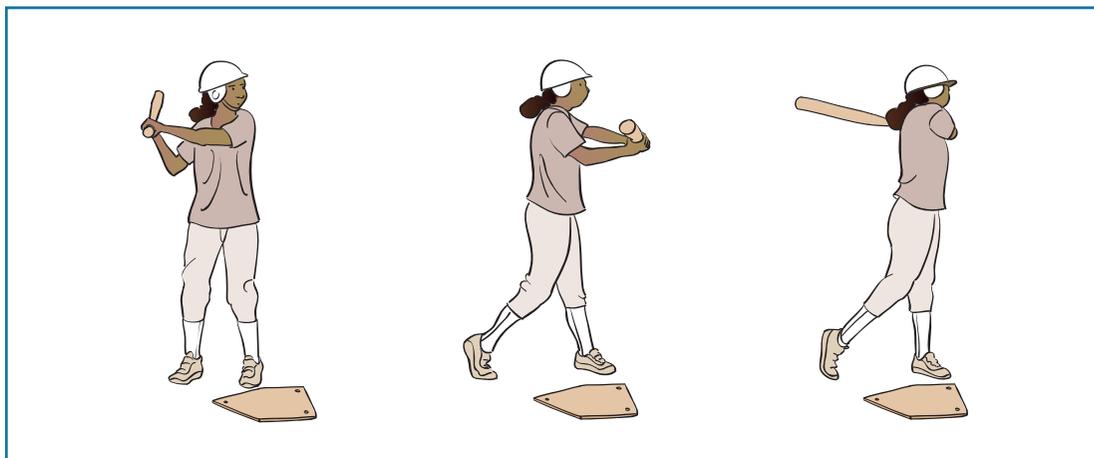


Figure 7.7 Batting stance



Bunting

Bunting is a skill used by the batter. Instead of hitting the ball very far, the batter bunts the ball so that it lands between the catcher, the pitcher, first base and third base. A bunt onto the fair territory means the batter must run to the first base. Note that batters cannot bunt on the third strike because a foul bunt is an automatic out.

Players acquire the skill of bunting by holding the bat properly. This involves:

- 1 facing the pitcher and dropping down the hands towards the end of the bat to bunt the ball without swinging
- 2 using the left and right hand to direct the ball
- 3 carefully watching the ball and letting it hit the bat then pushing it towards the ground.

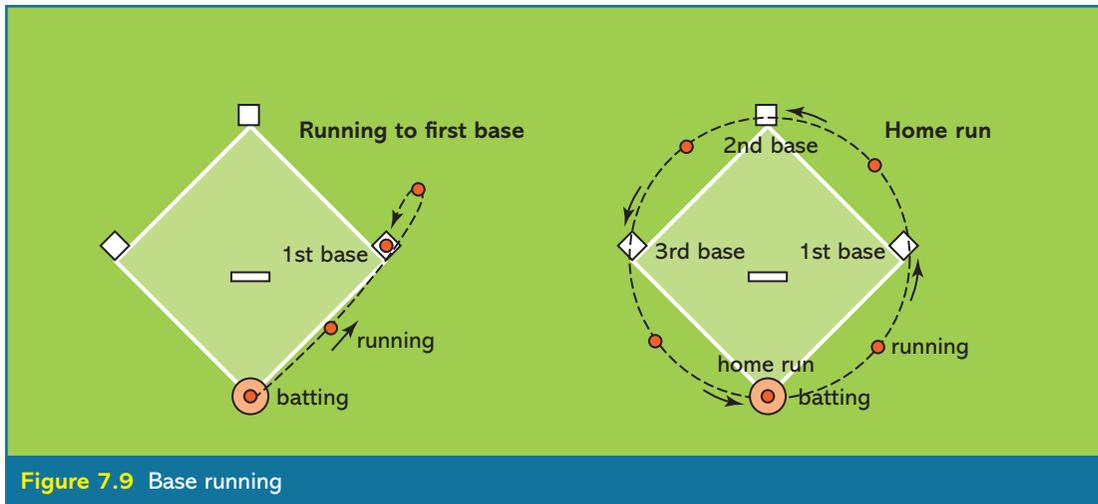


Figure 7.8 Bunting involves hitting the ball gently so that it does not go very far.

Base running

Running from one base to the other is done under different conditions. These include:

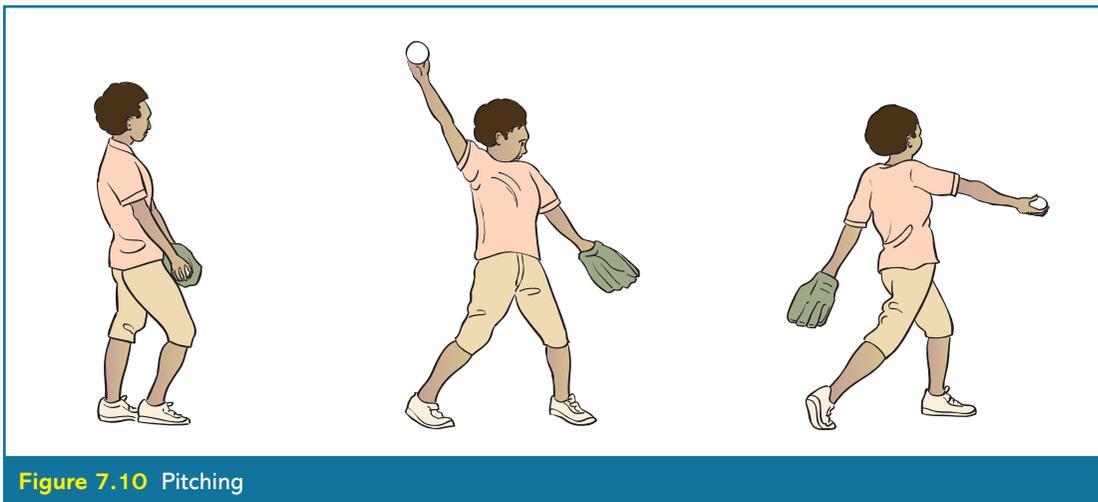
- batting a ball into fair territory then running from home base to first base
- batting a home run then running around the entire diamond touching all the bases including the home plate
- advancing from first base to second base in the following situations:
 - stealing the base even when the batter did not hit the ball (the runner is only allowed to leave the base after the pitcher releases the ball)
 - advancing to the next base when it is a force run when the batter hits a single base
 - advancing to the rest of the bases as fast as possible when the batter hits a home run
- running the entire diamond in a circular path and touching the inside corner of all the diamonds.



Pitching

Pitching is the art of ball throwing. The pitching movement of the arm is different from the normal throwing of a fielding player. It is a difficult skill and requires a lot of practice. A pitcher is the most influential player in the team and a good pitcher can:

- force the batter into making three strikes
- confuse the batter and entice them into hitting balls and/or strikes
- communicate with the catcher using sign language so that the catcher knows what kind of pitch is coming next
- throw a variety of strike balls such as inside strike, outward strike, drop ball, rising ball and straight ball.



ACTIVITIES



Activity 1

Ask learners if they have ever seen or played a game of softball.

Activity 2

Resources: Handout on softball skills and rules

Take learners outside and ask them to list the different ball games that they know. Show learners the equipment used in playing softball and allow them to feel and observe the different equipment.

Activity 3

Resources: Softball, gloves

Introduce basic skills in throwing and catching while wearing gloves. Learners practise these skills in pairs.

Activity 4

Resources: Field for diamond pitch, bases (empty bags or paper cases), softball, softball bat, gloves

Introduce batting, bunting and pitching. Show where, how and when to perform these skills. Learners practise these skills in pairs.

Activity 5

Resources: Field for diamond pitch, bases (empty bags or paper cases), softball, softball bat, gloves

Introduce base running and fielding, sliding, and running home runs. Learners practise catching high balls while running, throwing and catching the ball from a distance.

Activity 6

Resources: Softball, softball bat, gloves

Introduce basic skills in pitching. Learners take turns pitching and catching in pairs.



ACTIVITIES

Activity 7

Resources: Softball, softball bat, gloves

Introduce basic skills in batting. Learners take turns batting while others field the ball.

Activity 8

Resources: Softball, softball bat, gloves

Introduce basic skills in bunting. Explain the need to use bunting sometimes instead of hitting the ball hard and far. Learners take turns practising bunting technique while others field the ball.

ASSESSMENT

- 1 Demonstrate throwing and catching a softball using a glove.
- 2 Demonstrate and apply batting to hit the ball.
- 3 Perform the correct level of pitching during a game of softball.
- 4 Apply techniques of safe running into bases.
- 5 Apply the rules of softball during a softball game.

GLOSSARY OF TERMS

TERMS	DEFINITION
Innings	The turn of any one member of the batting team to bat
Boundary	Something that indicates the bounds or the limits
Designate	To mark or point out, indicate, show, specify

TRADITIONAL GAMES



Chapter 8

SUGGESTED NUMBER OF PERIODS: 4



Figure 8.1 Solomon Islanders in traditional dress

SUB-STRAND STATEMENT

Learners acquire the knowledge, understanding and skills required to play traditional games.

General learning outcomes

Learners should:

- 7.8.1 know the rules, skills and equipment used in traditional games
- 7.8.2 understand safety rules when competing in a traditional game
- 7.8.3 be able to demonstrate an understanding of the skills of a traditional game
- 7.8.4 appreciate the value of competing in a traditional game.

Specific learning outcomes

Learners should be able to:

- 7.8.1.1 explain the basic rules and skills of a traditional game
- 7.8.2.1 explain safety rules when competing in a traditional game
- 7.8.3.1 demonstrate the skills required when competing in a traditional game
- 7.8.4.1 discuss the importance and value of playing traditional games.



INTRODUCTION

Traditional games can be played in schools and in any other places within the community. They help learners improve their physical skills, self-discipline, self-respect and teamwork.

Any well-known or familiar games within the area where schools are located can be played. The games outlined in this chapter are common ones and played in many parts of Solomon Islands. They provide good physical fitness exercise, and can be used as warm-up activities before playing other games.

THE PIG HOUSE

Getting started

- Mark out four pig house areas in each corner of the play area.
- Divide the class into four groups and number the pig houses 1, 2, 3 and 4.
- Assign each group to a pig house in each corner of the area.



Figure 8.2 The pig house playing area

Playing the game

The aim of the game is for pigs from each house to capture the other pigs. Ask learners to gather in the centre of the field.

- 1 Call out a pig house number, for example “pig house 1”. Learners in pig house 1 then chase all the other pigs. When one of them catches a pig, they take the pig to their team's pig house. Then they try and catch more pigs.
- 2 Once the chase is on, the other pigs on the field are not allowed to return to their pig houses.



- 3 If a pig is caught, it must go quietly to the pig house.
- 4 After one minute, stop the play and count and record the number of pigs caught. Then call another group to be the chasers, and so on until all the groups have had a turn. The winner will be the pig house that caught the most pigs.

THE ILL FISH

Getting started

- Take all learners into an open space.
- They form a single file or line behind the leader, who is the ill fish, and hold onto the waist of the person in front of them, just above the hips.

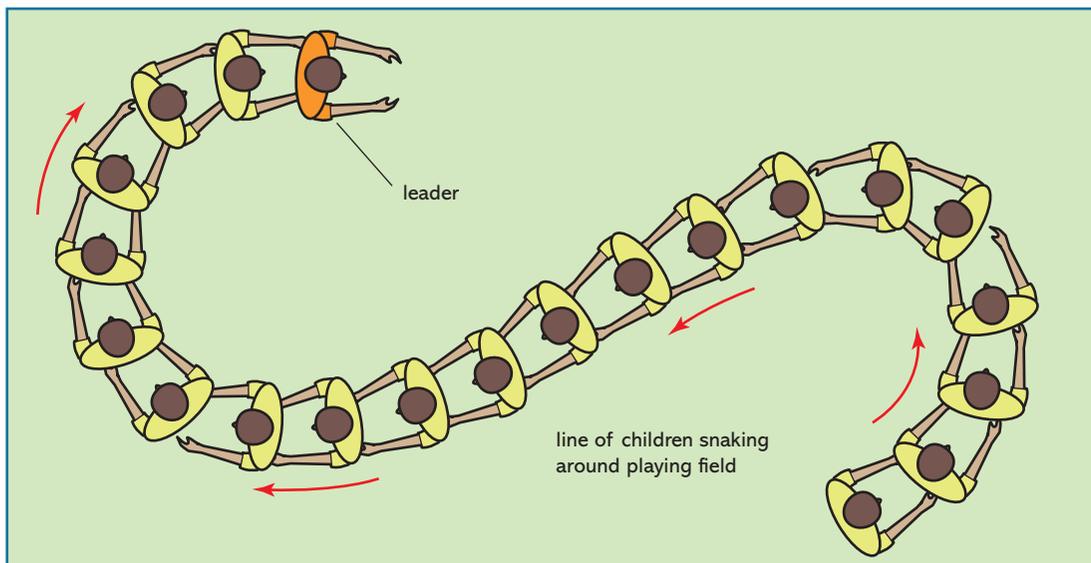


Figure 8.3 The ill fish formation

Playing the game

- 1 The leader moves around as though swimming in the water searching for food, and the learners holding onto each other follow the leader.
- 2 While moving, the leader calls out the name of someone in the line. When that person hears their name, they fall out of the line and stay in the field of play.
- 3 When everyone's name has been called out and only one is left with the leader, both of them turn around and chase those who left the line.
- 4 All the captured players join in to capture the rest until the last one is caught.
- 5 The last one to be captured becomes the leader and the game starts again.



ACTIVITIES

Activity 1

Ask learners what traditional games they know.

Activity 2

Resources: Field

Demonstrate the game skills in chasing to catch some one, without going out of the boundary. Learners practise chasing each other in turns.

Activity 3

Resources: Field

Introduce the pig house game. Explain the formation and the one-minute chase. Learners play the game.

Activity 4

Resources: Field

Learners play the ill fish game counting the number captured at the end of each turn.

ASSESSMENT

- 1 Demonstrate that they understand the rules of each game.
- 2 Take an active role in the pig house game.
- 3 Take an active role in the ill fish game.

TOUCH RUGBY



Chapter 9

SUGGESTED NUMBER OF PERIODS: 6



Figure 9.1 Touch rugby

SUB-STRAND STATEMENT

Learners acquire the knowledge, understanding and skills required to play touch rugby.

General learning outcomes

Learners should:

- 7.9.1 understand the basic rules and skills of touch rugby
- 7.9.2 perform the basic skills of touch rugby
- 7.9.3 appreciate the importance of rules when playing touch rugby.

Specific learning outcomes

Learners should be able to:

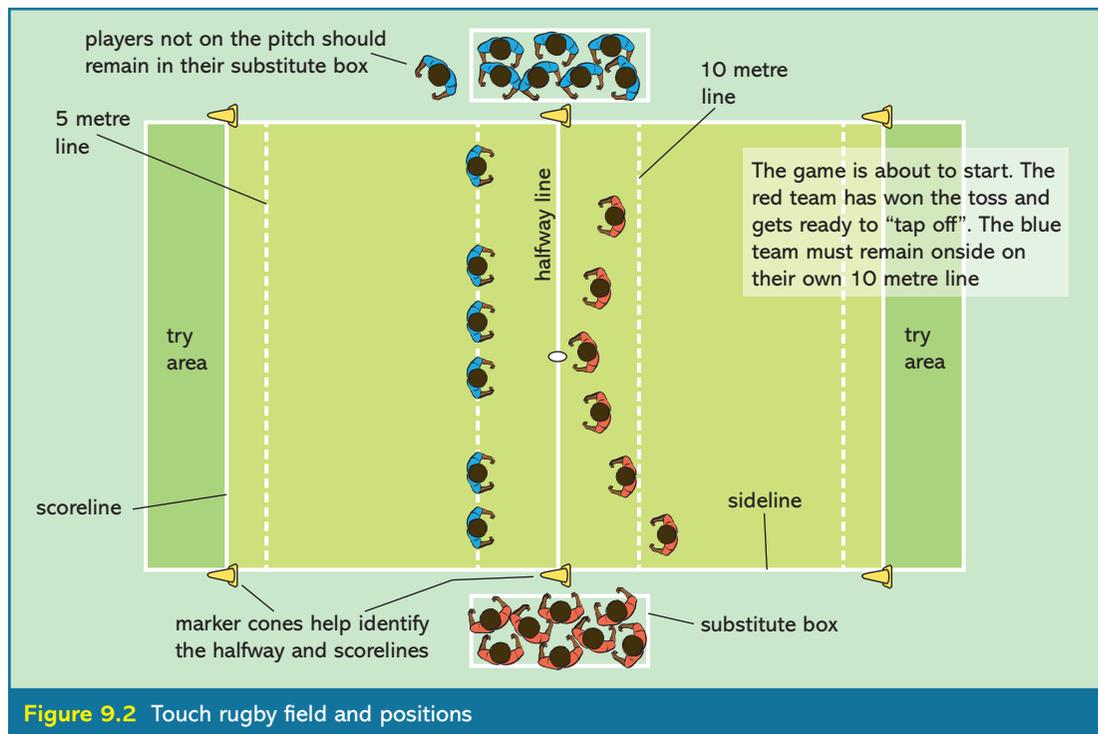
- 7.9.1.1 explain and apply the rules, skills and techniques used in playing touch rugby
- 7.9.2.1 demonstrate catching, passing and ball tapping in touch rugby
- 7.9.3.1 discuss reasons for the rules in touch rugby.



INTRODUCTION

Touch rugby is played by both males and females of all ages. Internationally this game is played in over 15 countries. The game is played by two teams of seven players on each side and is similar to other rugby games but with minimal contact. It emphasises continuous running, passing and catching.

The game is played on a rectangular field with a touch area at the end. There are no goal posts. The aim of the game is to run the ball forward and place it in the touch area. Four points are awarded when this occurs and the idea is to score more points than the opposition.



PLAYING TOUCH RUGBY

At the beginning of the game or after a score, each team lines up in its own half. One player from the team in possession "taps", that is puts the ball on the ground, lets it go, taps it forward with one foot and picks it up and then either runs forward or passes it.

Rules of the game

- A touch team consists of two wingers, two links and three middles.
- The ball may be passed backwards or sideways but not forwards. Kicking is not part of the game.



- A player in possession may run with the ball.
- Tackling or holding is not permitted. An opponent with the ball can be stopped by being tagged with an open hand on any part of their body or clothing or the ball. A bear hug is not a touch! Rough play leads to a 5-metre penalty or the player being sent off.
- When a player is tagged they must stop straight away. The player then puts the ball on the ground and uses one foot to push it back to a team mate. The opposition must move back 5 metres from this spot.
- After six touches the other team is given the ball.
- Shepherding or blocking is illegal.
- If the ball goes over the sideline the opposition gains possession.
- The defending team may get the ball by cleanly intercepting passes.
- When the attacking team drops the ball, the opposing team gets possession and re-starts the play.

If the team in possession breaks the rules, the ball is given to the opposition. Five-metre penalties are awarded if the defending team infringes.



Figure 9.3 A touch rugby match

Length of game

- Young players play four quarters of 10 minutes, with 5 minutes half-time break.
- Senior players play two halves, 25 minutes each half, with a 10-minute half-time break.



DEVELOPING TOUCH RUGBY SKILLS

Go through the following movements and actions with learners.

Passing

The player holds the ball with two hands and pulls the ball back across to one hip, turning their chest away from the teammate they want to throw it to. They should make sure that their elbows are bent and kept close to their body while they move the ball away from their hip in an arc, using a sweeping motion. They release the ball behind them by flicking their wrists and fingers.

Instruct learners to put this skill into practice by passing the ball between themselves and a partner while they are both running straight ahead. They should increase their running speed and incorporate changes in direction to make the practice more challenging. The more relaxed learners are when receiving and making passes, the easier it will be for them to make the next pass.

Catching

Catching is an essential skill for touch rugby. During the game, players have to be alert and ready to catch a pass at any time. Instruct learners to try doing some simple catching sessions with a partner so they become used to the size, feel and shape of the ball. Ask each pair to throw the ball to each other, with their hands at chest level and fingers spread out ready to accept the ball. They should reach out to catch it but they should not stretch too far or they might lose balance.

Running with the ball

Being able to run with the ball is very important in touch rugby. When running, players hold the ball with both hands so that they are less likely to drop it. They should use a smooth striding movement that allows them to move quickly. During touch games, players need to be able to change running speed and direction quickly, depending on what is happening on the field at the time. When practising, learners should vary the pace and direction they are running so that they are prepared when they play a match.

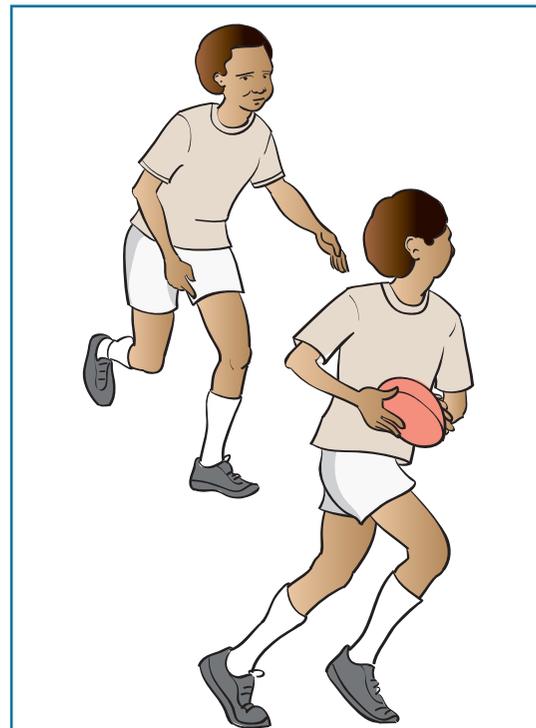


Figure 9.4 Passing and catching formation



Roll ball

A roll ball happens after a touch or a change of possession. To perform a roll ball, the player places the ball on the ground, faces the opposing team's score line, stands parallel to the sidelines and then rolls the ball backwards through their legs. They cannot roll the ball more than 1 metre. Once the ball is on the mark, the attacking player may step over the ball.

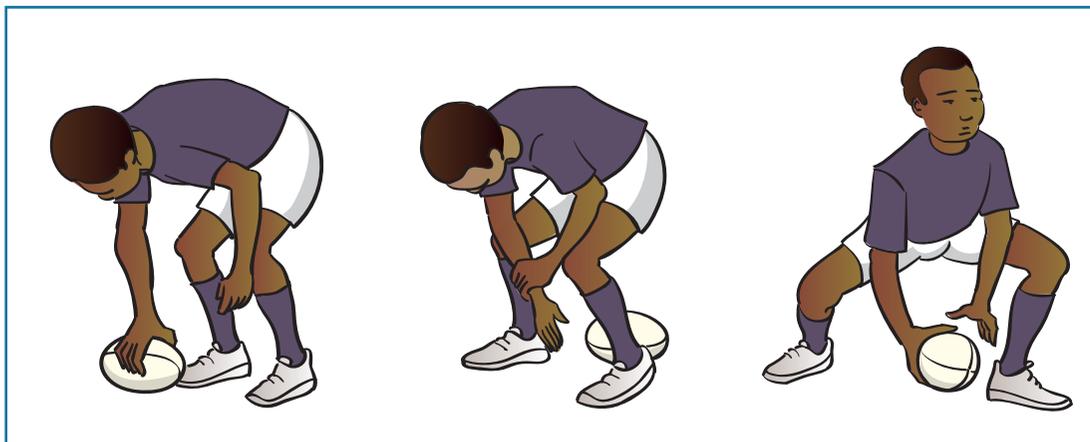


Figure 9.5 Roll ball drill

Taking a tap

Taps are used to start play at the beginning of a game or after half-time, after scoring or a touchdown, or when a penalty has been awarded. To take a tap, the player places the ball on the ground and then taps it with their foot, preferably using the inside sole. They then pick up the ball with both hands and play continues.

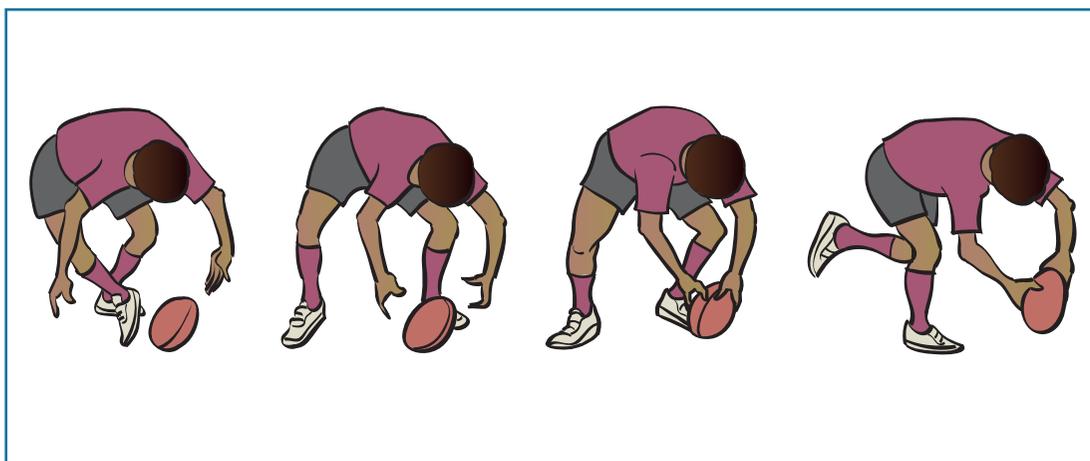


Figure 9.6 How to take a tap



ACTIVITIES

Activity 1

Ask learners if they have ever seen or played a game of touch rugby.

Activity 2

Resources: Field, touch balls

Arrange groups of eight learners or more in a circle with one player in the middle. The player in the middle walks around in the circle passing and catching a touch ball. The circle can open up wider and the player in the middle can run around, throwing and catching the ball above shoulder height.

Activity 3

Resources: Field, touch balls

Line up groups of seven or more learners and practise running forward and passing the touch ball backwards to each learner across the field, making sure that no player at the back runs forward which would make the pass illegal.

Activity 4

Resources: Field, touch balls, cones

Arrange learners into groups of four to five players in a single line. Have one player stand in front about 5 metres to the left. The first player runs forward and receives the ball from the leader. The player then runs around a marker and passes back to the leader while still running. The leader repeats the sequence with all group members.

Activity 5

Resources: Field, touch balls

Divide learners into groups of three: a defender, a ball carrier and a half back. Learners start with a walking pace before moving on to a running pace. Each time the acting half touches one of the players, a roll ball takes place. Learners take turns in different positions.

Activity 6

Resources: Field, touch balls

Arrange learners into pairs. The first player places the ball on the ground and then steps over it and performs the roll ball. The second player picks up the ball, turns around and repeats this action.

ASSESSMENT



- 1 Participate in a touch rugby game, applying the rules and skills.
- 2 Apply the correct skills of tapping and touchdown scoring in a game of touch rugby.
- 3 Correctly perform passes of touch rugby.

GLOSSARY OF TERMS

TERM	DEFINITION
Tap	To hit something lightly especially with your fingers
Tagging	To touch someone you are chasing in a game
Hug	To put your arms around someone and hold tightly

SOCCER



Chapter 10

SUGGESTED NUMBER OF PERIODS: 6



Figure 10.1 Soccer match

SUB-STRAND STATEMENT

Learners acquire the knowledge, understanding and skills required to do soccer.

General learning outcomes

Learners should:

- 7.10.1 understand the rules applied in soccer
- 7.10.2 perform skills and techniques in ball control
- 7.10.3 appreciate the rules of the game of soccer.

Specific learning outcomes

Learners should be able to:

- 7.10.1.1 apply the rules of the game on the field
- 7.10.2.1 demonstrate the skills and techniques of ball control in soccer
- 7.10.3.1 discuss the effects of rules in soccer.



INTRODUCTION

The modern game of soccer began in England when the English Football Association was established in 1863. However, football games had been played for thousands of years before that in China, Egypt and Greece.

Today many countries of the world, including Solomon Islands, enjoy playing soccer. Football or soccer was introduced in the Solomon Islands in the 1940s during the British Administration. Soccer is very popular and is played all over the Solomon Islands.

PLAYING SOCCER

Soccer is played with two teams, each consisting of 11 players. The aim of the game is to score more goals than the opposition in the allowed time. A soccer game is made up of two halves of up to 45 minutes each. A goal is recorded when the ball passes completely over the goal line, between the goal posts and under the crossbar.

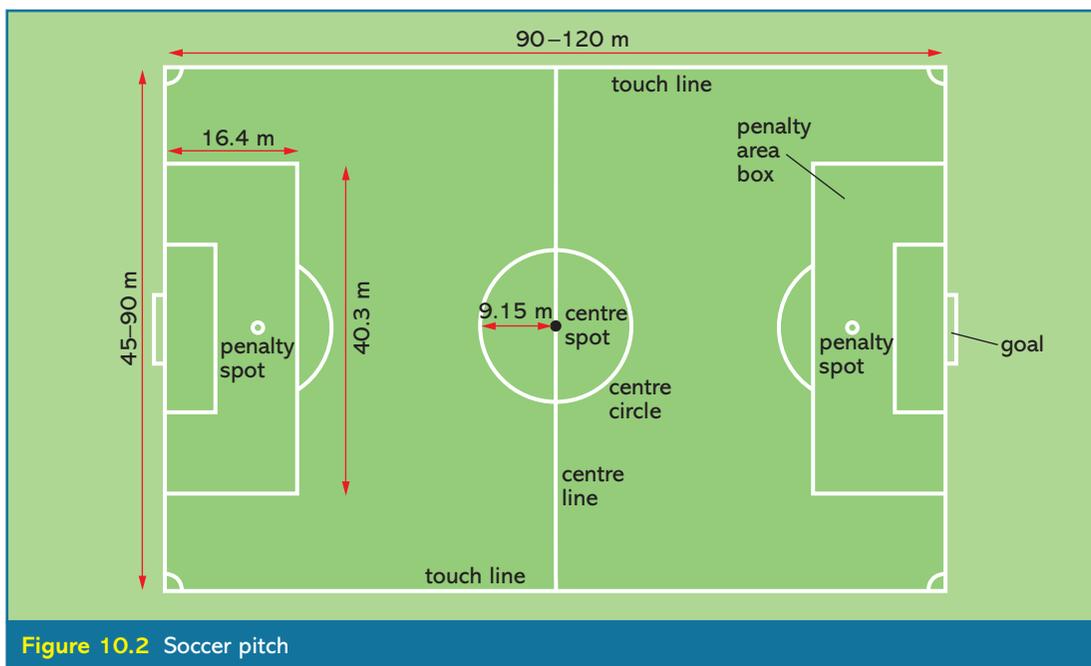


Figure 10.2 Soccer pitch

Rules of the game

Kick-off

Each team starts in each defensive half of the field. One player takes the kick-off from the centre. The ball must move forward from this kick.

The game is also re-started by a kick-off after each goal. The team that did not score takes the kick.



Out of play

If the ball passes completely over a line it is out of play. Possession is given to the team that was not the last to touch the ball. The way the ball is brought back into play depends on where it went out.

- **Over the side line**

If the ball goes out, the team is given a throw-in from the place where the ball crossed the line. The player taking the throw must use a two-handed, overhead pass and keep both feet on the ground.

The ball must be touched by another player before a goal can be scored.

- **Over the goal line by an attacking player**

A goal kick is taken from the goal area on the same side that the ball went out. The goalkeeper usually kicks the ball.

- **Over the goal line by a defending player**

A corner kick is taken from within the quarter circle in the corner of the field. As it is legal to score from a corner kick, players usually try to curve the ball in towards the goal.



Figure 10.3 “Throwing in” penalty



Figure 10.4 Corner kick



Free kicks

In soccer there are two types of free kicks—indirect and direct.

Indirect free kicks are given when a player breaks a rule about how the game should be played. For example, when the player:

- moves into the attacking half of the field without being behind the ball, or having two defenders between them and the goal—this is known as offside

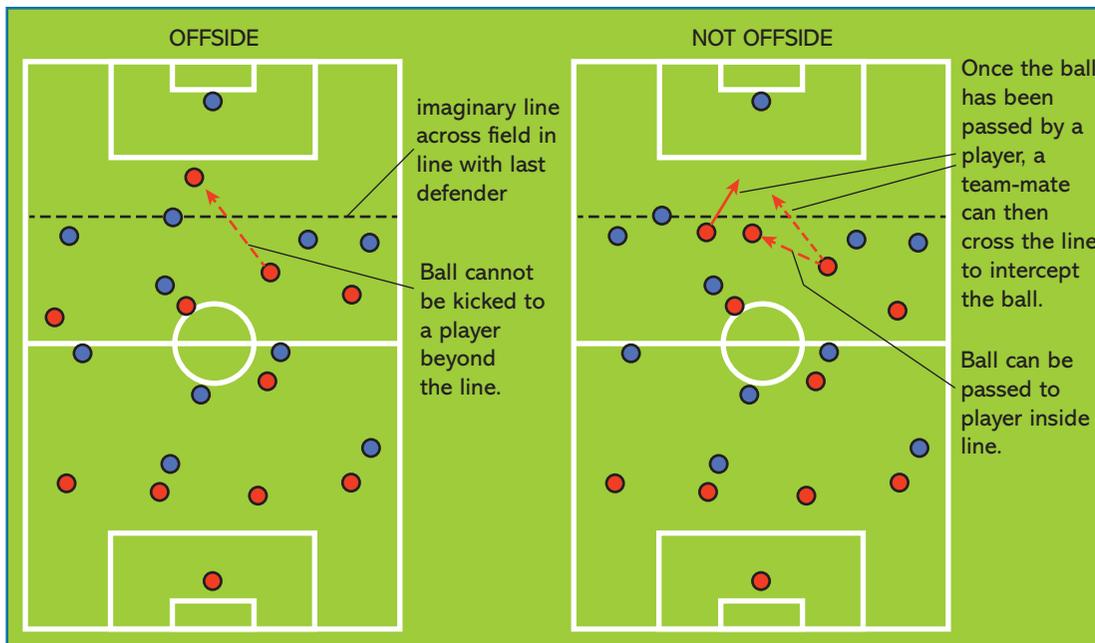


Figure 10.5 Free kicks

- shows poor sportsmanship
- plays dangerously.

Indirect free kicks are usually taken from the spot where the incident happened. A goal cannot be scored from the kick.

Direct free kicks can score a goal and are awarded when a player breaks a rule on purpose or does something that is likely to hurt an opponent. This type of foul includes:

- tripping, pushing, hitting, holding or kicking a member of the other team
- charging into the back of an opponent; it is legal to use your shoulder to bump an attacker with the ball from the side or front
- touching the ball with the hand or arms.

The free kick is usually taken from the place where the foul occurred but if a defender fouls in the penalty area, a penalty kick is given to the attacking team. The penalty kick is taken from the penalty spot.



Figure 10.6 Penalty kick

Only the goalkeeper can defend the penalty shot at goal and may not move until the ball has been kicked. All the other players must be outside the penalty area.

Penalty shoot-outs are sometimes used to decide drawn matches.

Goalkeeping



Figure 10.7 Goalkeeping

The goalkeeper is allowed to pick the ball up or stop it with the hands when in the penalty area. Goalkeepers must wear a different-coloured shirt from the rest of the team so that players, referees and spectators can identify them.



DEVELOPING SOCCER SKILLS

Unlike the majority of sports, most of the skills in soccer are performed with the feet. Only the goalkeeper uses their hands.

Go through the following movements and actions with learners.

Dribbling

As in other sports such as basketball and hockey, dribbling is the word used to describe moving while controlling the ball. A player may dribble using the instep of the foot.

Players need to be confident using both right and left feet. The sole of the foot can also be used to:

- stop the ball
- stop the ball and then push it backwards.



Figure 10.8 Dribbling the ball

Trapping the ball

Trapping is a very important skill because it means that a team can keep possession of the ball and attack. The rules of soccer allow the player to bring a ball under control with any part of the body except the arms or hands. There are a number of choices available, including the feet, shins, thighs or trunk.



Figure 10.9 Trapping the ball

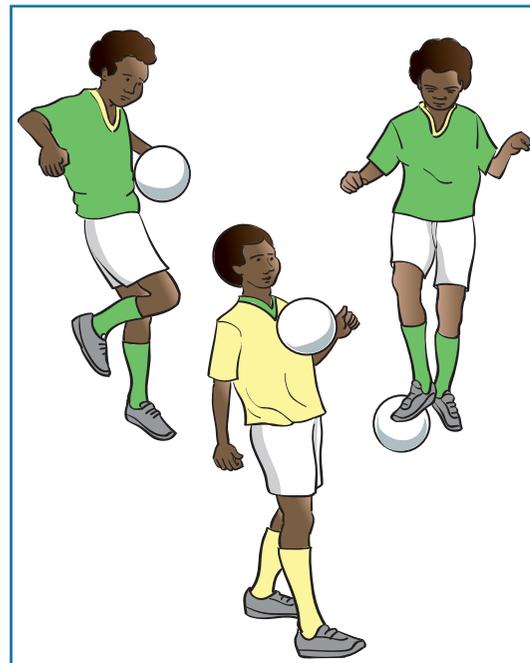


Figure 10.10 Trapping technique



Passing with the inside of the foot

This type of pass is very accurate and useful over short distances. To perform the kick the player:

- 1 stands with their non-kicking foot level with the ball and pointing at the target
- 2 turns their kicking leg out so that the foot is pointing sideways
- 3 swings the kicking leg from the hip
- 4 kicks the ball and follows through.

It is also possible to pass with the inside of the instep by turning the foot slightly outwards before striking the ball.



Figure 10.11 Passing using the inside of the foot

Heading

During a game, the ball is sometimes above head height and, as a result, is quite difficult for a player to reach with their feet. When this happens, heading is a useful skill for passing, defending or shooting at goal. The important thing to remember when heading is that the player must hit the ball rather than letting the ball hit them. To head the ball the player needs to:

- 1 watch the ball, then hit it with their forehead (and not the top of their head)
- 2 move their chest, head and shoulders forward as the ball makes contact
- 3 angle their head so the pass goes where they want it to, for example, if they need to pass to a team mate standing in front of them they move up and forward.



Figure 10.12 Heading

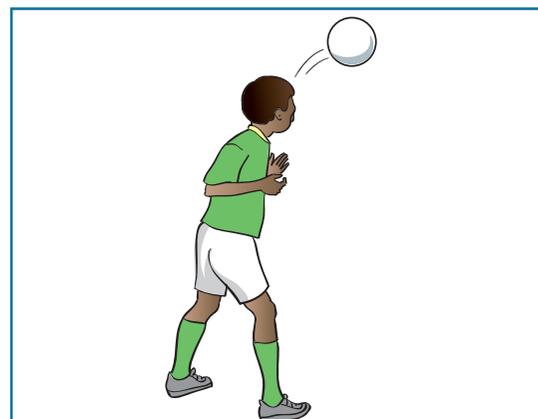


Figure 10.13 Correct way to head the ball



Tackling

Tackling is the art of dispossessing or taking the ball from an opponent without breaking the rules of the game. A player may tackle from the front, side or behind, although tackling from behind is quite difficult and often causes a foul. When tackling, it is important to remember:

- the first contact should be the ball, not an opponent's leg
- a player with the ball can be shouldered (bumped) in the front and side but not the back
- a player should try to get possession of the ball when tackling rather than just knocking it away from their opponent.



Figure 10.14 Tackling

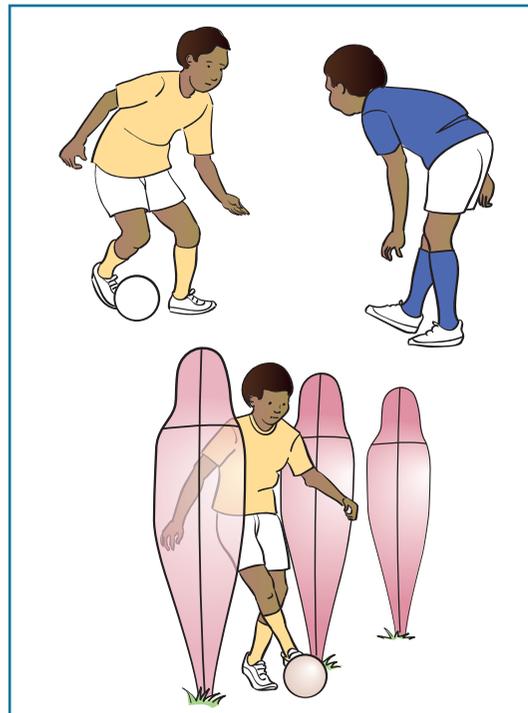


Figure 10.15 Dribbling the ball needs to be practised.



ACTIVITIES

Activity 1

Ask learners if they have ever seen or played a game of soccer.

Activity 2

Resources: Field, cones, soccer balls, chalk

Introduce learners to dribbling. Arrange cones on the field, evenly spaced. Learners practise dribbling the ball between the cones. As they improve, encourage them to increase speed while still keeping control.

Activity 3

Resources: Field, cones, soccer balls

Introduce learners to passing. Place cones or markers at different points around the field at varying distances apart in a zigzag formation. There should be one point for each learner in the class. Ask the learners to stand at a marker. Hand the ball to the learner at the start of the formation and instruct them to pass the ball to the person at the next marker and so on. Once the ball has been passed along the course, instruct learners to randomly choose a new marker so that they can practise passing at a new distance. Continue this process at least five times.

Activity 4

Resources: Soccer balls

Learners find a partner and stand about 2 metres apart. One person throws the ball while the other hits it back using only their head. As their skills improve, they see if they can “head” to one another.

Activity 5

Resources: Wall, chalk, soccer balls

Draw a chalk target low to the ground on the wall. Learners stand about 3 metres away and kick the ball at the target 10 times. Ask learners to record their scores. Set a new mark a bit further away. Repeat the activity three times.

Activity 6

Resources: Soccer balls

Learners practise controlling the ball using their feet, knees, head and body. Encourage learners to try to keep the ball in the air by using their body parts and count how many times the ball touches their body.

ACTIVITIES



Activity 7

Resources: Goal posts, soccer balls

Learners take turns being goalkeeper, while other learners try to get a goal. Goalkeepers practise trying to prevent the ball from going between the goal posts. Learners should practise receiving balls along the ground and in the air, punching the ball and diving to save shots.

ASSESSMENT

- 1 Participate in a soccer game and apply rules and skills correctly.
- 2 Apply soccer skills such as heading, dribbling, passing, throwing, controlling and goalkeeping.
- 3 Play the game of soccer and work together as a team.

GLOSSARY OF TERMS

TERM	DEFINITION
Direct	Straightforward
Spectator	Onlooker
Dispossessing	To deprive of something
Bumping	Hitting the body against something
Tripping	Making someone stumble
Opponent	One who is against
Charging	Attacking

NETBALL



Chapter 11

SUGGESTED NUMBER OF PERIODS: 6



Figure 11.1 A netball match

SUB-STRAND STATEMENT

Learners acquire the knowledge, understanding and skills required to play netball.

General learning outcomes

Learners should:

- 7.11.1 understand the rules, skills and techniques of netball
- 7.11.2 understand the basic skills of movement in netball
- 7.11.3 demonstrate the different skills and techniques of netball.

Specific learning outcomes

Learners should be able to:

- 7.11.1.1 explain the rules, skills and techniques of netball
- 7.11.2.1 demonstrate the basic skills required in netball
- 7.11.3.1 perform all the skills and techniques of netball.

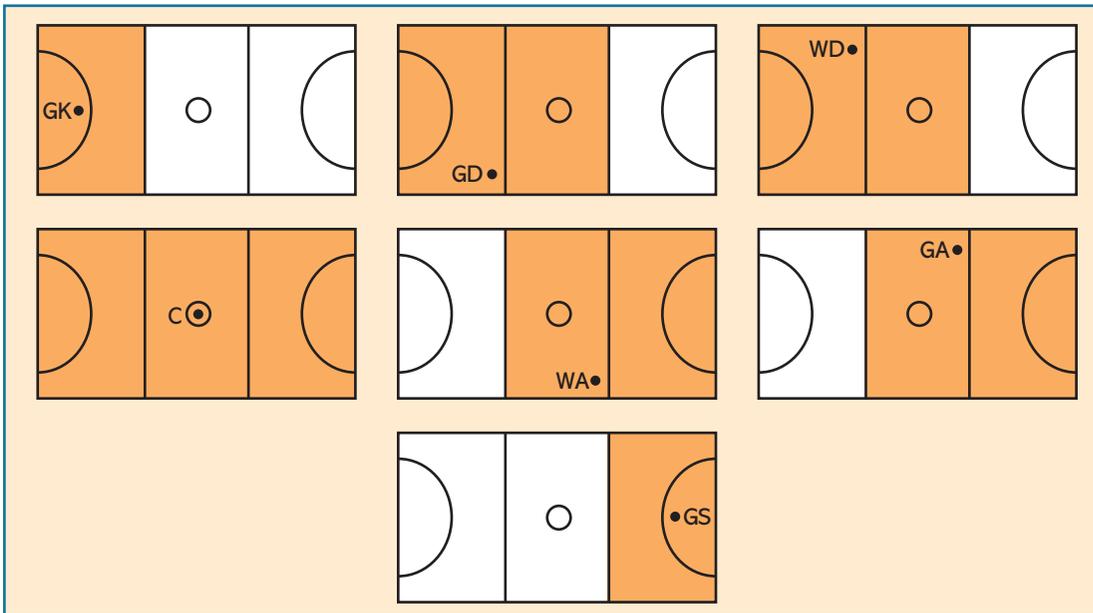


Figure 11.3 Positions of play in netball

Rules of the game

Stepping

After catching the ball, players may take only one step before they must pass the ball. The foot that the player lands on when catching the ball may be lifted up but it may not be grounded again until the ball has been passed. If the player grounds their pivot foot before passing, the umpire will call a “stepping” infringement and award the ball to the opposing team.

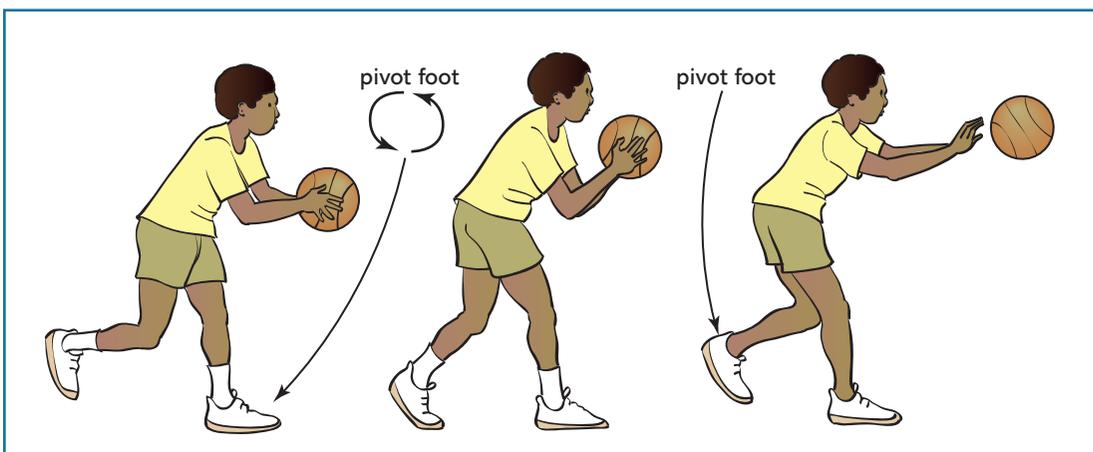


Figure 11.4 Pivoting

Held ball

Players can only hold the ball for three seconds before passing or shooting it. Any longer infringes the held ball rule and a free pass is taken by the opposition.



Short pass

When a player passes a ball in netball there must be room for an opposition player to move between them and the player they are passing it to.

Over a third

The ball must be touched in each third of the court. Players cannot throw the ball from one end of the court to the other.

Breaking

Only the centre players are allowed in the centre third at the start of play and at every centre pass after a goal has been scored. If the wing attack, goal attack, wing defence or goal defence runs into the centre pass, the breaking rule has been infringed.

Offside

Every position has a set playing area. If a player moves into an area of court that they are not allowed in, they are offside and the opposition is given a free pass.

Play ball

Once a player has possession of the ball they cannot drop it and pick it up again. Players cannot throw the ball and then receive it, or throw and chase after the ball and pick it up.



Figure 11.5 The centres are the only players allowed in the centre third at the start of play.

Infringements

If the umpire sees any infringements, a free pass will be given as a penalty. The opposition takes the pass where the mistake was made and nobody is out of play.

If a player “contacts” or “obstructs”, the umpire gives a penalty pass. A penalty pass means that the player who broke the rule is out of play and must stand beside the person taking the penalty pass until the pass is thrown.

Remember this only happens when a player:

- contacts or runs into, pushes or knocks an opposition player, with or without the ball
- obstructs an opposition player—a player must be 90 centimetres away when defending an opposition player.

If a defender contacts or obstructs in the goal circle, the shooters can choose to take a penalty pass or shot.



Ball toss

If there are two infringements at the same time, the umpire will toss up the ball. The two players must stand 90 centimetres apart and keep their hands by their sides until the umpire blows a whistle.

If the ball goes out of the court, the team that was not the last to touch it takes the throw in. To take a throw in, the player must “address the line”, which means they have to put their foot right up to but not on the line. They must wait for the umpire to say “play” before they throw the ball in.

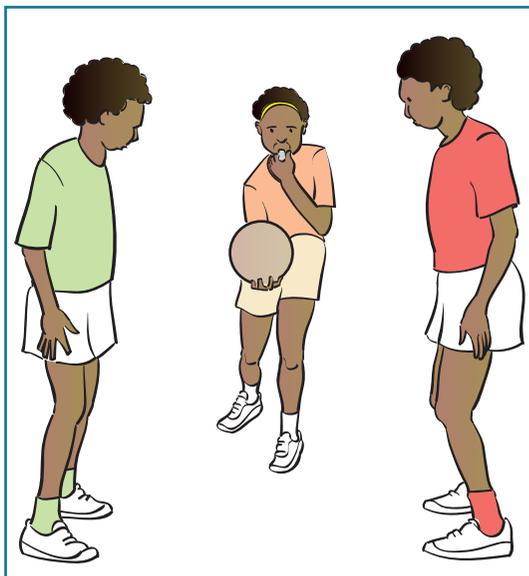


Figure 11.6 Players must keep their eyes on the ball and wait until the whistle blows before grabbing the ball.

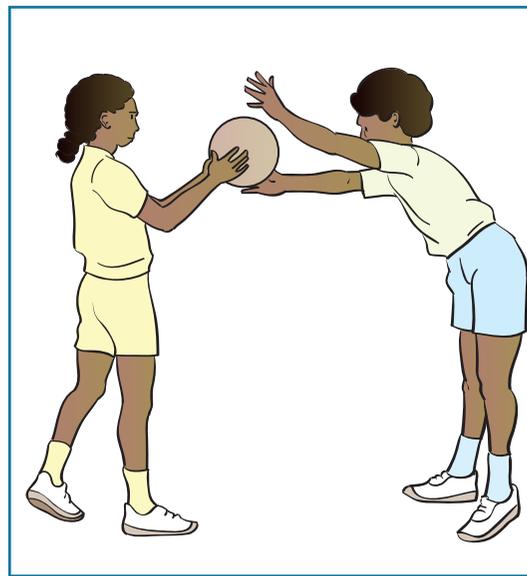


Figure 11.7 Legal defending distance

DEVELOPING NETBALL SKILLS

Netball is very much a team sport, so not only do players have to be able to perform all the basic skills, they have to be able to put them together with their team mates.

Go through the following movements and actions with learners.

Catching

Although it sounds obvious, the most important thing about catching a netball is watching the ball. Hands have to be ready early. Fingers should be opened wide so that the thumbs are behind the ball. The ball should be pulled in quickly, close to the body.

Throwing

There are many types of passes used in netball and players need to be able to throw all of them with both hands.



Chest pass

The chest pass is used for quick short passes. A player needs to:

- 1 hold the ball close to the body, elbows bent, and fingers behind the ball
- 2 step forward as they push their arms forward
- 3 straighten their wrists and fingers as they release the ball.

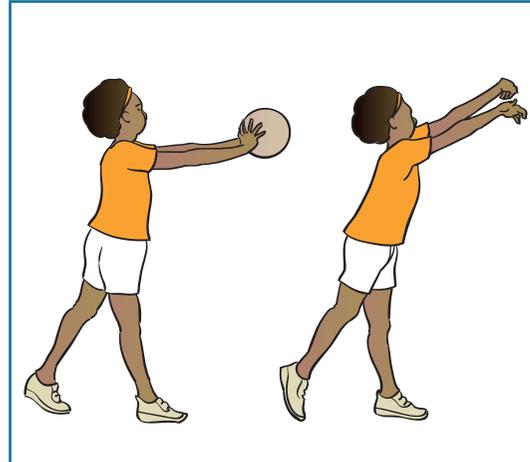


Figure 11.8 Chest pass

Shoulder pass

The shoulder pass is used to throw over long distances. A player needs to:

- 1 take their arm as if they were going to throw a softball
- 2 step forward onto their opposite foot, and strengthen their shoulder, elbow, wrist and fingers
- 3 follow through across their body.

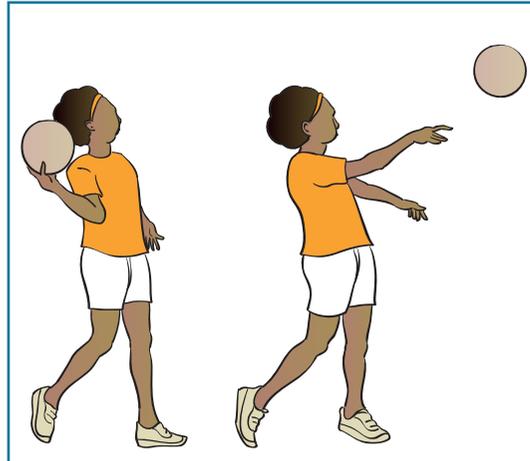


Figure 11.9 Shoulder pass

Bounce pass

The bounce pass is used to pass the ball around a taller opponent. The player must make sure that the ball bounces closer to their team mate than it does to them. They need to:

- 1 take their hand back as for the shoulder pass but hold the ball lower
- 2 step forward towards their target and push the ball down and forward with their shoulder and elbow
- 3 snap their wrist and fingers as they release the ball.

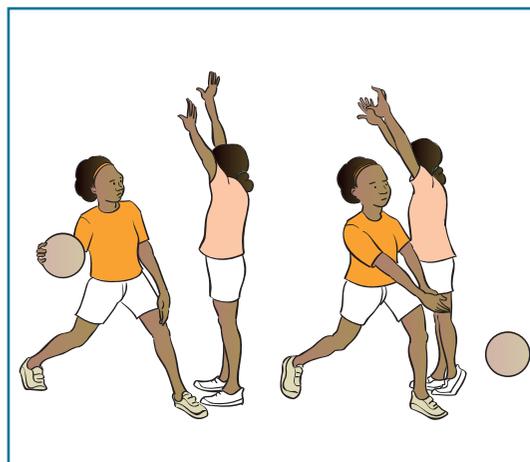


Figure 11.10 Bounce pass



Flick pass

This is a quick, sharp pass that many netballers apply during most of the game. The player needs to:

- 1 take the ball back just lower than the shoulder, with their fingers behind the ball
- 2 step forward and quickly strengthen their elbow and push their hand forward
- 3 snap their wrist and fingers as they release the ball.

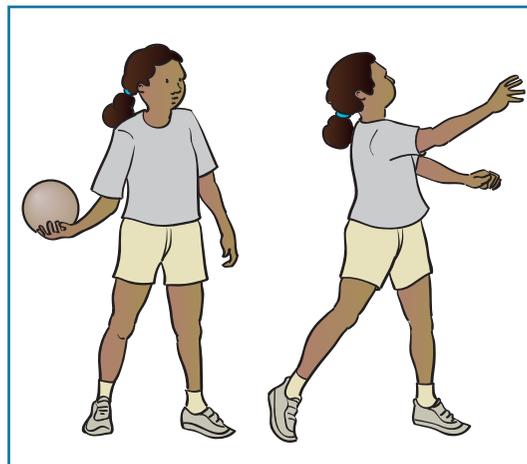


Figure 11.11 Flick pass

Footwork

Understanding the stepping rule is the first part of good footwork. Players must always know which foot they landed on, so they do not pivot on the wrong foot. Knees should be bent when landing.

If a player is leading to the left, they should land and pivot on their left foot. If they lead to the right, their landing and pivot foot is their right foot.

Shooting

Accurate shooters are important to all netball teams. The best way to shoot a netball is to use the one-handed high release technique. The player needs to:

- 1 stand with their feet shoulder-width apart
- 2 rest the ball on the fingers of their preferred hand and hold the ball high above their head, using their other hand to steady the ball
- 3 bend their elbows and knees
- 4 thrust the ball upwards in a smooth action, flicking their wrist and fingers on the follow through.

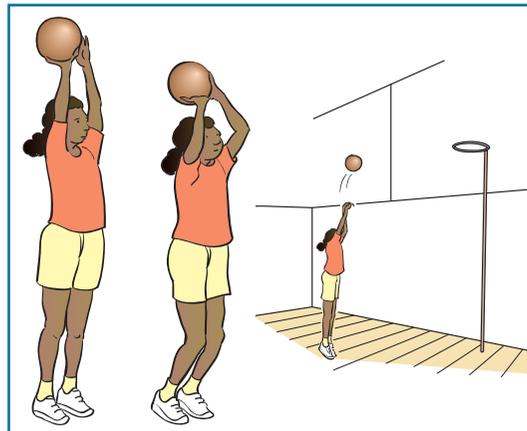


Figure 11.12 Shooting sequence

ACTIVITIES



Activity 1

Ask learners if they have ever seen or played a game of netball.

Activity 2

Resources: Netball court/open space

Explain the rules of netball. Introduce fitness work in netball such as stretching, sprinting and zigzag run. Learners practise each exercise.

Activity 3

Resources: Netballs

Demonstrate the correct way to catch and throw the netball with hands ready, fingers open and the thumb behind the ball. In pairs, learners practise this several times. Learners also practise throwing the netball with both the right and left hand.

Activity 4

Resources: Netballs

Explain the passes used in netball: shoulder pass, bounce pass and flick pass. In pairs, learners practise while alternating each pass.

Activity 5

Resources: Netball post and ring, netball balls

Demonstrate shooting the netball into the ring. Explain to learners that this is what earns points in the game. Learners practise the star drill for this activity. (See Figure 11.13.)

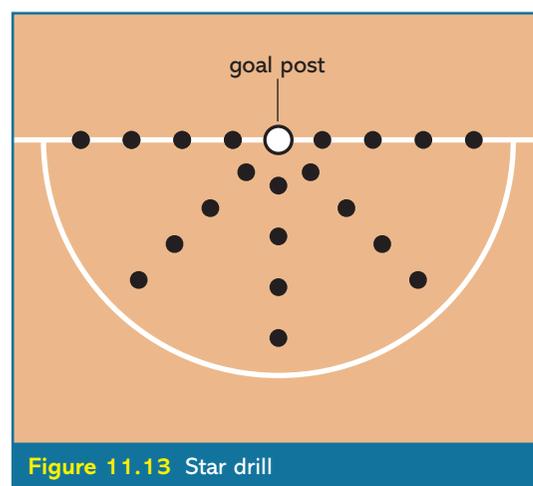


Figure 11.13 Star drill

Activity 6

Resources: Netball court/open space, netball balls

Demonstrate fair attacking and defending used in the game of netball. Learners practise this task several times in groups.



ACTIVITIES

Activity 7

Resources: Netball court/open space, netballs, whistle, umpire

Learners divide into teams and play a full game of netball using the skills and techniques they have learned, while applying netball rules.

ASSESSMENT

- 1 Apply the rules in netball during a netball game.
- 2 Perform skills in netball during a netball game—passing, catching, throwing and shooting into the netball ring.
- 3 Apply proper attacking and defending in netball.
- 4 Draw the netball court and divide its playing areas.

GLOSSARY OF TERMS

TERM	DEFINITION
Infringement	Against a rule
Obstruct	To block someone from going through
Interception	To stop something or someone that is going from one place to another before they get there
Snap	To move into a particular position immediately

ATHLETICS: JUMPS



Chapter 12

SUGGESTED NUMBER OF PERIODS: 4



Figure 12.1 Long jump



Figure 12.2 Triple jump



Figure 12.3 High jump

SUB-STRAND STATEMENT

Learners acquire the knowledge, understanding, skills and techniques for jumps events.

General learning outcomes

Learners should:

- 7.12.1 know the three types of jumps: triple, long and high
- 7.12.2 know the rules of triple, long and high jumps
- 7.12.3 be able to perform triple, long and high jumps.

Specific learning outcomes

Learners should be able to:

- 7.12.1.1 identify the three types of jumps: triple, long and high
- 7.12.2.1 explain the rules of triple, long and high jumps
- 7.12.3.1 demonstrate and perform the correct skills required in triple, long and high jumps
- 7.12.4.1 discuss the difficulties of performing triple, long and high jumps.



INTRODUCTION

In athletics or track and field competitions there are three main jumps events: long jump, triple jump and high jump. In the case of long jump and triple jump, the aim is to leap as far as possible into a sand-pit from a set run up and take-off point and, in the case of high jump, as high as possible over a static bar. Long jump, triple jump and high jump have been a part of the athletic competition in Olympic Games since the first modern Olympics in 1896.

Each type of jump tests the speed, agility and strength of competitors. The core skills for all three events are focused on the approach or run-up, the take-off, the flight phase and the landing. Teachers need to ensure that learners understand the importance of building their run-up and take-off technique in order to ensure a long or high flight and a successful landing.

This chapter is divided into three sections, which outline the rules and techniques for each type of jump.

LONG JUMP

Long jump consists of a long run up, a take-off from a board, a leap through the air and landing in a sand pit. The aim is to make the longest jump possible. In competitions, athletes are usually allowed three jumps and compete with each other to achieve the longest leap. Individual athletes also compete with themselves to improve their technique and their “personal best” jumping distance.

Area and equipment

The long jump area consists of an approach runway, a take-off board and a landing pit filled with sand. The runway should be flat. The sand in the pit needs to be relatively smooth and level with the take-off board. The take-off board is usually wooden, approximately 20 centimetres wide and painted white. A thin strip of wet sand should be spread in front of the board to assist the judges in checking whether the competitor’s foot has gone past the take-off point. This act is known as a “foul” and makes the jump unsuccessful. The take-off board should be between 1 and 3 metres from the furthest edge of the pit.

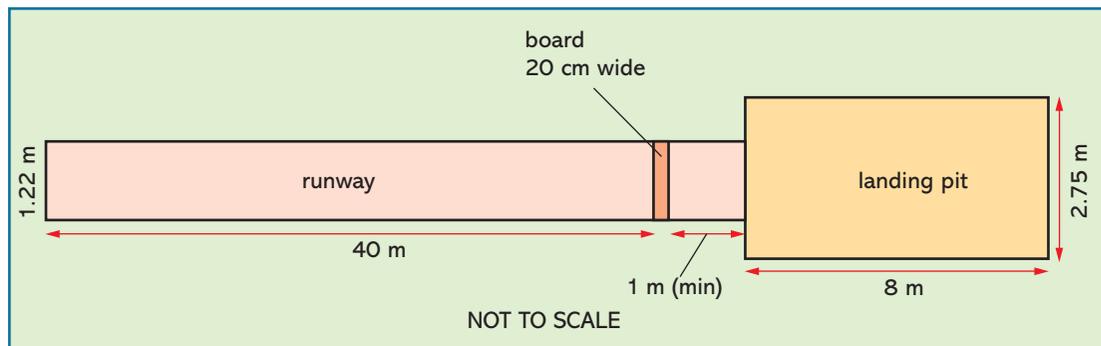


Figure 12.4 Long jump area



Rules

The length of the jump is measured from the edge of the take-off board and the first mark made by any part of the body in the sand closest to the board.

Athletes can choose to take off from any point behind the edge of the board, but must not overstep this point, which is also known as the “foul line”. If they overstep this point, the jump is considered unsuccessful and no distance is recorded.

The athlete must land in the pit without touching the ground outside the pit. After landing, the athlete must leave the pit in front of the mark to be measured.

Developing skills and techniques

There are four parts in the long jump that you need to demonstrate to learners: the run-up, take-off, flight and landing.

The run-up

The run-up or approach should be controlled with a focus on gradually increasing the speed in the last four to five strides so that the take-off board is hit at top speed. Experienced long jumpers have measured run-ups, with exact stride length and number of strides, usually between thirteen and fifteen. Learners should be encouraged to experiment with the length and speed of their run-up when developing their skill in this area.

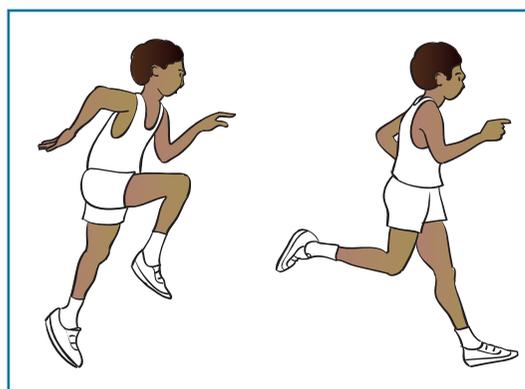


Figure 12.5 Long jump run-up

The take-off

The keys to a strong take-off are running full into the take-off with quick leg speed while keeping the weight on the balls of the feet, planting the take-off foot firmly on the board, punching the thigh of the non-take-off leg through to a horizontal position and slightly flexed at the knee, and finally fully extending the ankle, knee and hip in the take-off leg.

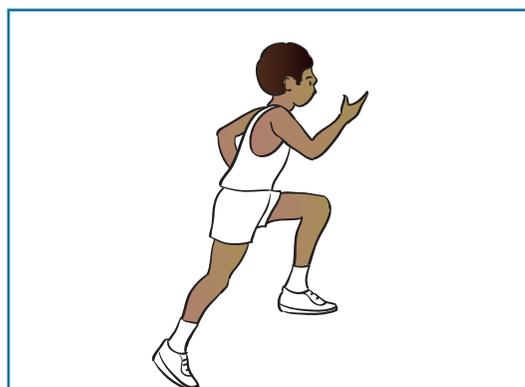


Figure 12.6 Long jump take-off



The flight

In flight, athletes should be trying to get as much height as possible and stretch out their bodies in the air to maximise the length of their jump. Learners should be encouraged to experiment with different techniques in the air.

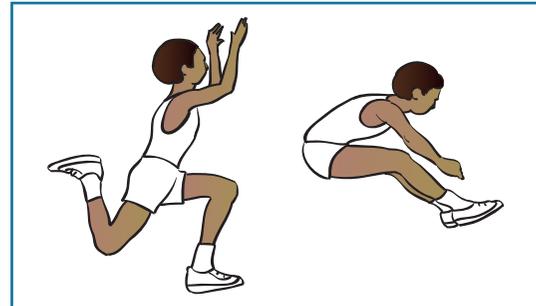


Figure 12.7 Long jump flight phase

The landing

Athletes should push their heels as far forward as possible, with their hips and knees bent to avoid falling backwards in the pit. The jump is measured from the board to the closest mark in the sand, whether it is made by their hand, foot or backside.

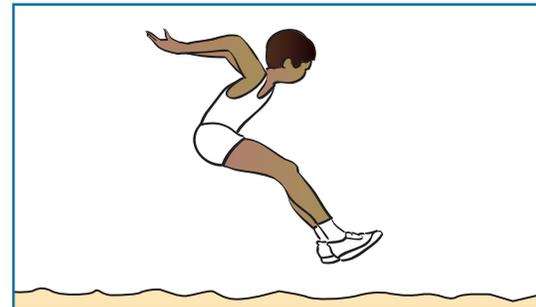


Figure 12.8 Long jump landing phase

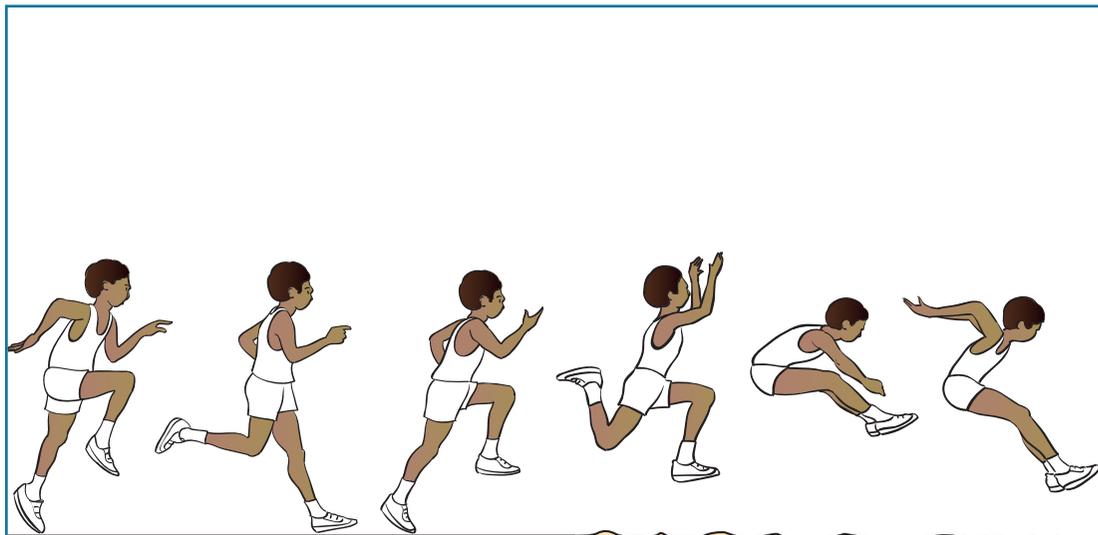


Figure 12.9 Entire long jump sequence

ACTIVITIES



Activity 1

Ask learners if they have ever seen or participated in a long jump.

Activity 2

Explain and demonstrate the skills and techniques of the approach (run-up), take-off, flight and landing in long jump.

Learners then practise the techniques themselves.

Activity 3

Learners line up and take turns practising the following skills and techniques using a 5–7 stride approach:

- 1 draw the take-off leg forward
- 2 hold the take-off position in the air
- 3 extend the free leg before landing
- 4 land with feet parallel.

TRIPLE JUMP

Triple jump is also known as the “hop, step and jump”. Widely considered to be the most difficult of the jumping events in athletics, the triple jump is similar to the long jump, but with the addition of a hop and a step in the run-up or approach to the jump into the sand-pit. The three stages are performed in one continuous sequence. As in long jump, the aim is to make the longest leap possible. Athletes need to build a very high-speed and powerful approach and then be able to control and maintain that speed through three fast and powerful take-off actions as they complete the hop, step and jump. Each phase or leap should be of roughly equal length.

Area and equipment

The triple jump area consists of an approach runway, a take-off board and a landing pit filled with sand. The runway should be level, leading into the middle of the sand pit. The sand in the pit should have a smooth surface and be level with the take-off board. The take-off board is usually wooden, approximately 20 centimetres wide and painted white. A thin strip of wet sand should be spread in front of the board to assist the judges in checking for fouls. The take-off board should be between 7 and 13 metres from the front of the pit, depending on the standard of the athletes.

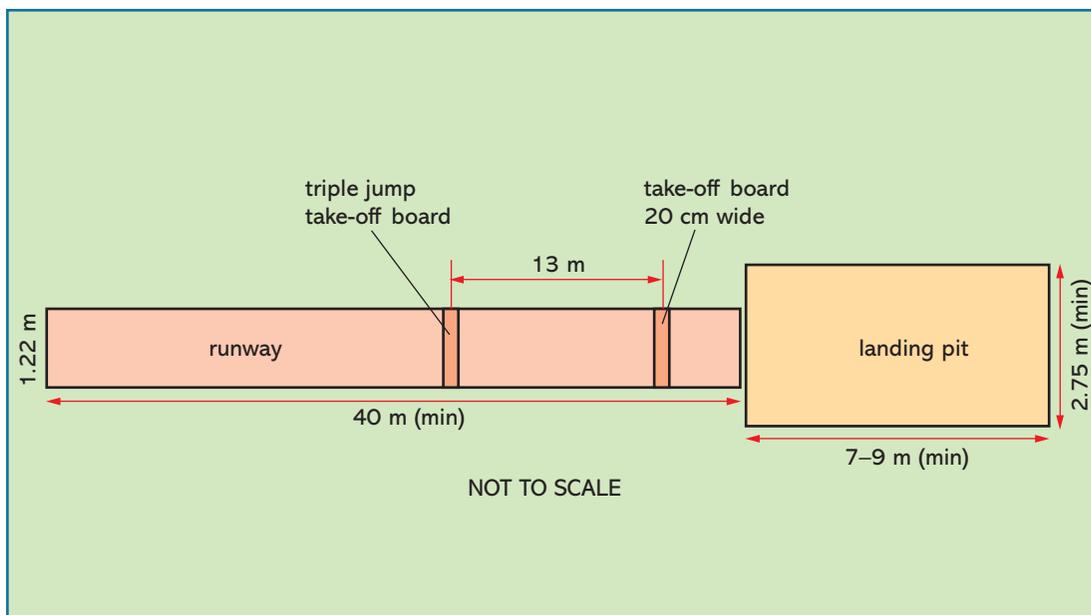


Figure 12.10 Triple jump area

Rules

The general rules of the long jump apply to triple jump with the following additions:

- in the first phase (hop) the athlete must take off and land on the same foot
- in the second phase (step) the athlete must take off and land on the opposite feet
- the third phase (jump) is the same as the long jump.

No foul is recorded if the free (or trailing) leg touches or scrapes on the ground as it is being brought through.

Developing skills and techniques

Athletes need a fast run-up with long strides. The hop is a low movement and should be from the stronger leg. They should “cushion” their landing on the hop and drive high into the step. Again, they should cushion their landing as they take off for the jump. Athletes aim to jump upwards using their arms to help. They need to be able to get their body past their heels at landing, so that they do not fall backwards. Athletes must use a very high-speed approach and then be able to control and maintain that speed through three fast and powerful take-offs.

The approach (run-up)

Speed in the approach is critical to ensure that the athlete has enough power to complete the subsequent hop, step and jump. The athlete needs to sprint towards the take-off board with long strides as per the long jump and be focused on hitting the take-off board accurately.



The take-off

The same take-off foot is used to commence the triple jump as it is for the long jump. The hips are up over the take-off board on contact. The body is upright to prevent overbalancing for the hop.

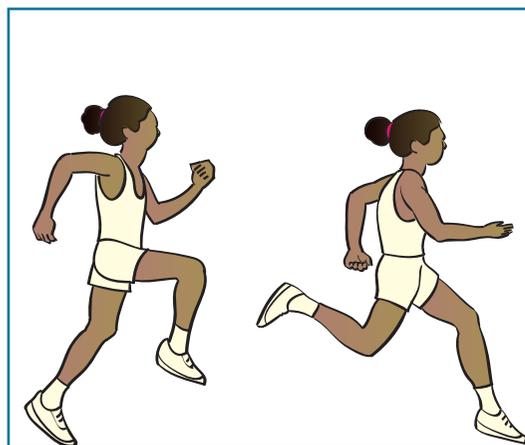


Figure 12.11 Triple jump take-off

The flights

These consist of three successive leaps of a similar length and it is important to maintain an even rhythm across the three. The height of each flight is increased slightly at each stage. The arms are used naturally as an aid for balance and to assist the drive. The body remains vertical in each flight until preparing for the final landing.

The hop

The lead leg drives forward with a high knee lift. In flight, the take-off leg is bent and reaches forward for the landing, which is made on the flat of the foot. Knees bend slightly to absorb impact while allowing the body to continue its forward movement.

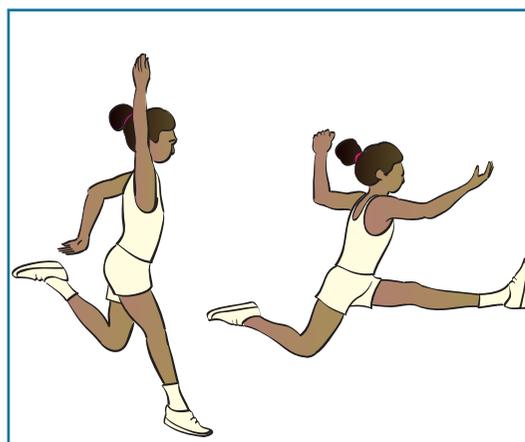


Figure 12.12 Triple jump hop



The step

The knee of the landing leg quickly straightens to drive the body into the step. The knee of the landing leg is drawn up and the foot is kept parallel to the ground. This is important to prevent slowing the forward speed in landing. A flat foot landing with a slight knee cushioning allows continuous forward movement into the final jump.

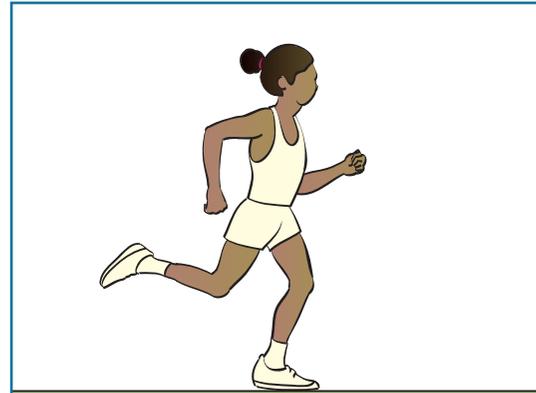


Figure 12.13 Triple jump step

The jump

The final jump is as described in the basic long jump and achieved by pushing the take-off leg forward, holding the take-off position in the air upwards, extending the free leg and landing with feet parallel. Learners should be aiming to jump upwards using their arms to help.

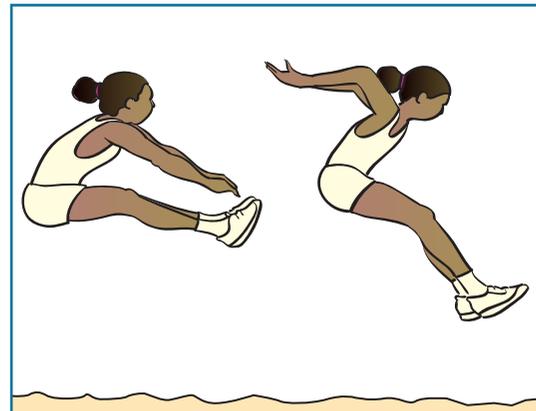


Figure 12.14 Jump and landing

The landing

Athletes need to be able to get their body past their heels at landing, so that they do not fall backwards. As per the high jump landing, they should push their heels as far forward as possible, with their hips and knees bent to avoid falling backwards in the pit. The jump is measured from the board to the closest mark in the sand, whether it is made by their hand, foot or backside.

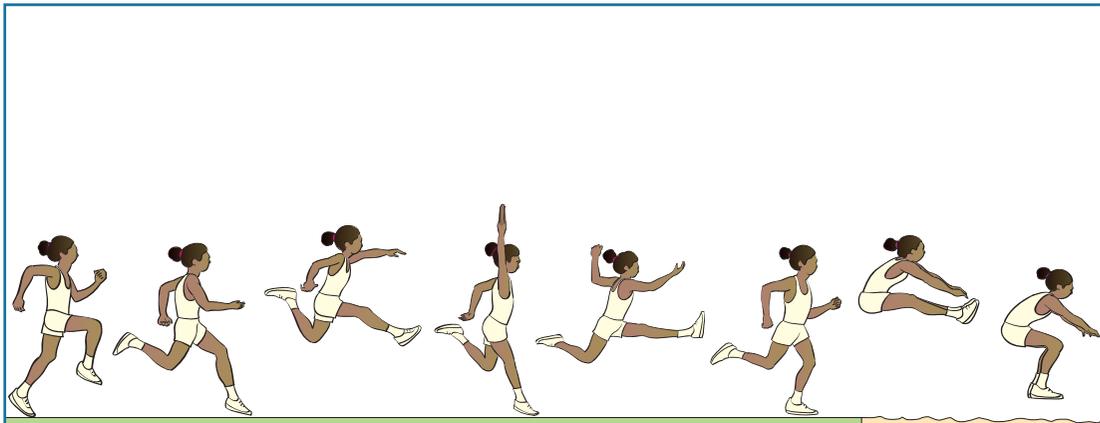


Figure 12.15 The entire triple jump sequence

ACTIVITIES



Activity 1

Ask learners if they have ever seen or participated in a triple jump.

Activity 2

Demonstrate the approach, take-off, flight and landing. Learners then practise the techniques themselves.

Activity 3

Ask learners to decide on their natural or desired foot for take-off. This can be determined by having each learner run and jump into the pit from any point, and noting which foot was used on take-off. (It will be the same foot they used for the triple jump.)

Learners practise the hop, step and jump action using very short jumps and commencing from standing on one leg on the take-off foot. They repeat using up to five or six steps to approach.

HIGH JUMP

In the high jump an athlete jumps over a horizontal bar placed at increasing heights. The aim is to leap over the bar without touching it with any part of your body or knocking the bar from the two parallel struts. In competition, athletes are given three attempts at a particular height and can only progress to the next height when they have successfully cleared the bar.

Area and equipment

The high jump area must be firm and level. The approach run is unlimited in the rules but an area of at least 150 metres is required. The standard high jump equipment includes a horizontal crossbar made of wood or metal that is approximately 30 millimetres in diameter and 4 metres in length. This is held up by two supporting struts. Any style or kind of uprights or posts may be used provided they are rigid. The parallel bar should be secure, but also be able to fall easily when knocked. Finally, a large mattress or landing bag is positioned on the other side of the bar to cushion the athlete's fall.

Where no equipment is available, learners can undertake simple jumping activities and practise techniques by using other obstacles, such as rods, canes or rope at very low heights. This will enable all learners to participate more actively in the lesson. When a learner shows interest or a particular talent for high jumping, follow-up work could be done using competitive equipment.



Figure 12.16 High jump equipment

Rules

Jumpers must take off on one foot.

A successful jump is one in which the crossbar remains in place when the jumper has left the landing area. Knocking the bar off the supports or touching the ground beyond the plane of the uprights with any parts of the body is a failed jump.

Competitors can begin jumping at any height, or may pass, at their own discretion. Three consecutive missed jumps, at any height or combination of heights, will eliminate the athlete from a competition.

The victory goes to the athlete who clears the greatest height during the final. If two or more athletes tie for first place, the tie-breakers are the fewest misses at the height at which the tie occurred or the fewest misses throughout the competition.

If the event remains tied, the athletes have a “jump-off”, beginning at the next greater height. Each athlete has one attempt. The bar is then alternately lowered and raised until only one athlete succeeds at a given height.

Developing skills and techniques

The approach

An accurate, consistent run-up is necessary to take off from the same point on each jump. A short run only is required and the approach is smooth and oblique to the bar increasing in speed throughout. The approach run is J-shaped: straight at the first three to six strides, then curved for four to five strides.

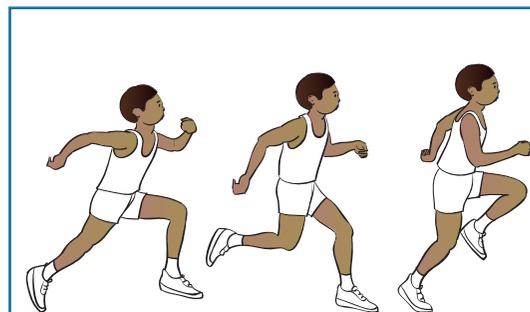


Figure 12.17 High jump approach



The take-off

The take-off is prepared for by lengthening the last two strides, slightly lowering the body, which then rises smoothly into take-off as the foot is planted with the heel well ahead of the body. As the take-off leg drives the body up, the lead leg swings vigorously upward with an almost straight knee to gain more upward momentum. The arms combine with a simultaneous upward swing.

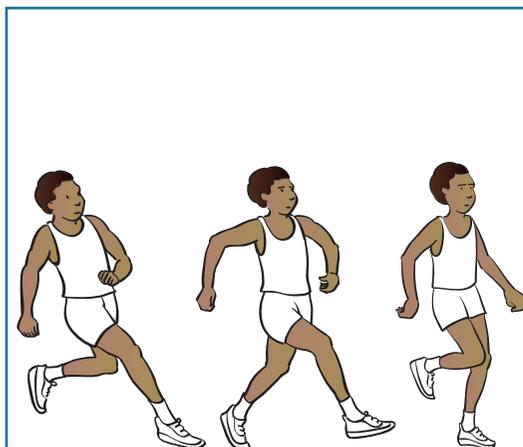


Figure 12.18 High jump take-off

Flight

The legs “scissor” as they cross the bar and the body bends forward to keep the centre of gravity closer to the bar. The lead leg lands first followed closely by the take-off leg, the knees “giving” on impact.

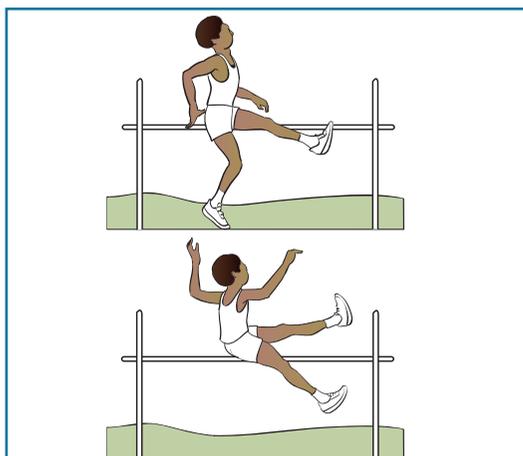


Figure 12.19 “Scissoring” the legs as they cross the bar

Landing

When landing, the head is drawn into the chest and the athlete lands on their shoulders and back with their knees apart.

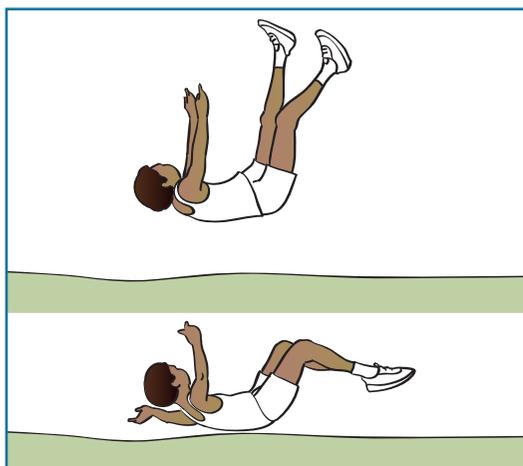


Figure 12.20 High jump landing



ACTIVITIES

Activity 1

Ask learners if they have ever seen or participated in a high jump competition.

Activity 2

Demonstrate the approach, take-off, flight and landing. Learners then practise the techniques themselves.

Activity 3

Learners practise the following skills and techniques:

- high kicking either in pairs or to some marker such as the crossbar
- standing jump over a low crossbar.
- running jump over a low crossbar.
- the forward lean of the body in flight.

Increase the height of the bar gradually.

Activity 4

Set up the equipment using uprights with a rope or a bar and ensure that the landing area and bar are safe. Learners line up and take turns practising the following technique:

- take off from the ground or a box
- open knees at clearance of the bar and during the landing
- relax into the landing.

Activity 5

Set up the equipment using uprights with a rope or a bar and ensure that the landing area and bar are safe. Learners take turns to practise the following skills and techniques:

- make a J-curve with a straight approach
- use a five to seven stride high-knee approach
- run fast and accelerate into the curve and take-off
- do not lower the hips in preparation for take-off
- at the point of take-off bring the free leg quickly to horizontal and “hold”
- relax into the landing.

ASSESSMENT



- 1 Demonstrate an understanding of the skills and techniques used in high, long and triple jump.
- 2 Perform the take-off, approach and landing for each of the jumps.
- 3 Understand the approaches to manage the height during the flight of the high jump, and the length of the distance of the long and triple jumps.
- 4 Demonstrate the high jump, long jump and triple jump.

GLOSSARY OF TERMS

WORD	DEFINITION
Horizontal	At right angles to the upright
Accelerate	To cause to move or advance faster
Consecutive	Following one another in uninterrupted succession
Mass	Large group, number or quantity
Penultimate	Next to the last

ATHLETICS: SPRINTS

Chapter 13

SUGGESTED NUMBER OF PERIODS: 4



Figure 13.1 Sprinting

SUB-STRAND STATEMENT

Learners acquire the knowledge, understanding and skills required to perform in sprinting events.

General learning outcomes

Learners should:

- 7.13.1 know the types of sprinting events in athletics
- 7.13.2 understand the rules and techniques in sprinting events
- 7.13.3 be able to apply the skills required in sprinting events
- 7.13.4 appreciate the different types of sprinting events.

Specific learning outcomes

Learners should be able to:

- 7.13.1.1 identify sprinting events: 100 metres, 200 metres and 400 metres
- 7.13.2.1 explain the rules for the three types of sprinting events
- 7.13.3.1 demonstrate the basic skills of starting, speed running techniques and styles, and finishing a sprinting event
- 7.13.4.1 demonstrate styles when performing in a sprinting event during a competition
- 7.13.5.1 explain the importance of sprinting events.



INTRODUCTION

The history of athletics in the Solomon Islands began in the 1960s before independence when sports and athletics meetings were held between schools.

Over time our athletes have participated in national and international competitions and been recognised for their great performances; in particular, the 1976 South Pacific Championships gold medallists Valentine Wale, Jim Marau, Jasper Anisi, and Casper Luiramo. There were other champions also during that time. For many years Jim Marau has held the top sprinter's record for Solomon Islands of 10:7 over 100 metres.

Sprinting events are short dashed events such as the 100 metres, 200 metres and 400 metres. There are also sprints in the 4 x 100 metre and 4 x 400 metre relays and the 100 metre, 110 metre and 400 metre hurdles.

RUNNING SPRINTS

Technique

The start of a sprint is a crucial part of the race and special techniques have been developed to help the runner “explode” off the start line. The crouch start is the most common starting technique, with the runner using starting blocks to help them get a quick take off.

To run the 100 metres, 200 metres and 400 metres, runners should have a high-knee lift with long strides. Their arms should be bent at the elbows and swing strongly and smoothly. When running the bends in the 200-metres and 400-metres races, the runner should try to run on the inside of the lane to make sure the shortest possible distance is run. A race can be won or lost at the finishing line. It is extremely important that the runner throws their body towards the line in the last 1–2 metres. A perfect example of this was Debbie Flintoff-King's win at the 1984 Los Angeles Olympics.

Hurdles

Hurdles is not a jump race, it is a sprinting event. Hurdlers need a consistent stride pattern (the number of strides between hurdles), so that hurdles are not knocked over and the race can be completed in the quickest possible time.



Figure 13.2 Hurdling

Relays

Athletics is an individual sport, except for the 4 x 100-metres relay race and the 4 x 400-metres relay race.

There are four athletes in a relay team. Runners can have a set position at which they run. Alternatively, the second runner might automatically take off when the first runner reaches a spot marked on the track. The runner starts off at top speed and, at a set number of counts, will put their hand high and steady to receive the baton. The third runner receiving the baton runs and hands it to the fourth runner who then finishes the run.

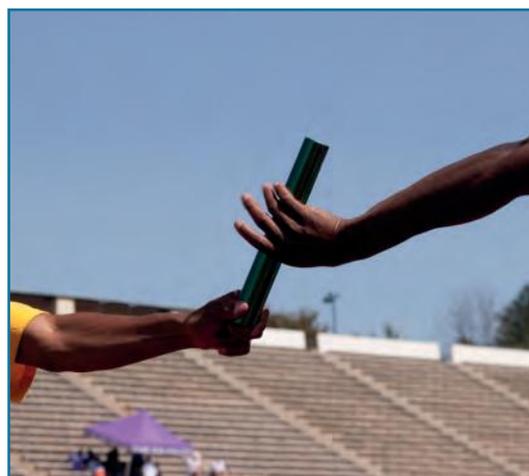


Figure 13.3 Relay race—passing the baton

Sprint start rules

In all sprint events runners must use a crouch start from a starting block or starting line. (Exceptions can be made for competitions involving young athletes.) There are very specific procedures for sprint starts.



Start procedures

After a warning whistle, runners stand in their lanes, 3 metres behind the starting blocks or starting line. At the command “On your marks”, they move to the blocks or starting line and adopt the crouch position, with their arms shoulder-width apart and their hands placed just behind the start line. This means both hands and one knee should be in contact with the ground and both feet in contact with the starting blocks. The runner should not touch either the start line or the ground beyond it with hands or feet.

When all the runners are steady, the starter commands “Set” and runners must move immediately into the set position, with hips forward and upwards and supporting most of their weight on their hands.

The gun is fired after all the runners are steady.

If a runner commences their starting motion before the report of the gun, it constitutes a false start. The starter fires a second time to recall the runners.

The competitor who made the false start is warned by the starter’s assistant or the starter. Only one false start (without penalty) is allowed per race. Any subsequent false start will result in the athlete being disqualified—irrespective of which runner caused the first false start.

If the starter considers the start to be an unfair one, then the race is restarted.

The starter should be positioned so that the competitors are clearly visible. Usually an elevated starter’s stand is used to provide the height so that the starter can see all the runners.

During the race

In an organised event, athletes must stay within their specified lane throughout the race or face being disqualified.

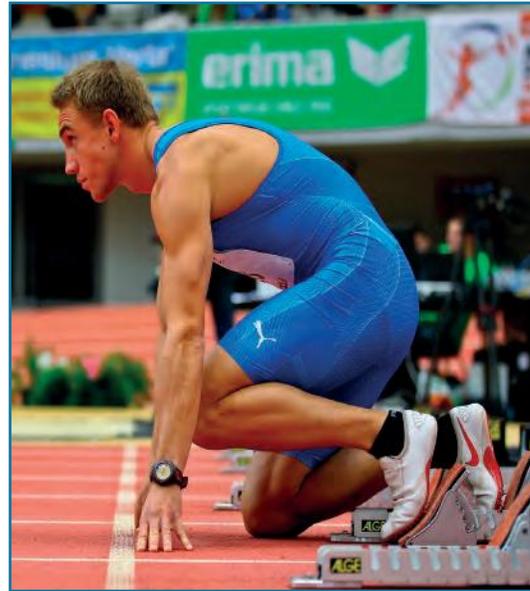


Figure 13.4 At the starting blocks

DEVELOPING SPRINT SKILLS

Go through the following movements and actions with learners.

On your marks

- The front block is placed elbow to fingertips behind the start line. The rear block is placed further back.



- Hands are placed directly under the shoulders, with the fingers arched slightly wider than shoulder-width apart.
- Arms are straight and the weight is evenly distributed.
- Head is level with the back, with eyes looking down.
- Rear leg is at right angles to the start line.

Set

- Hips are raised until slightly higher than the shoulders.
- Shoulders are slightly forward of the hands.
- Front knee is at 90 degrees and the rear knee at 120–140 degrees.

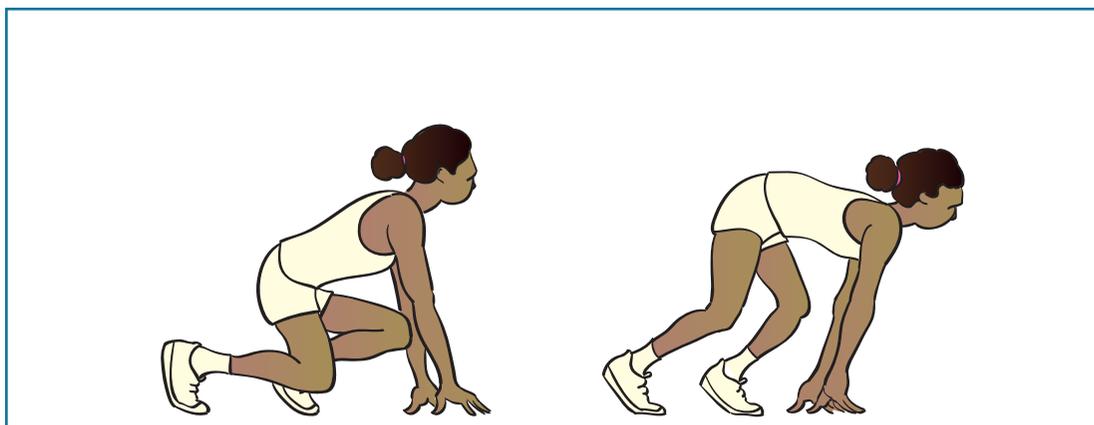


Figure 13.5 Sprint start

Drive phase

- Trunk straightens and lifts.
- Both legs press hard against the blocks.
- Hands are lifted from the ground in an alternately swinging action.
- Rear leg is pulled rapidly forwards.

Acceleration phase

- Front foot is quickly planted on the ball of the foot.
- Forward lean is maintained, with the head down.
- Lower leg is parallel to the ground in recovery.

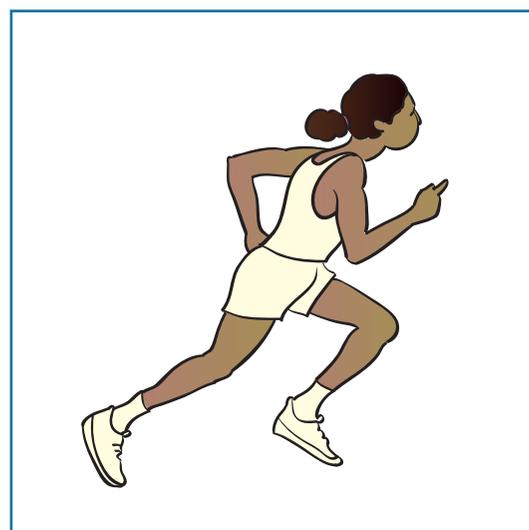


Figure 13.6 Sprint take-off



Early acceleration

- Stride length and stride frequency are increased with each stride.
- Low body position is maintained.
- Trunk straightens after 20–30 metres.

Note: When starting on a curve, the blocks are aligned at a tangent to the curve so that athletes can initially accelerate on a straight line before entering the curve.

At the finish

A race can be won or lost at the finishing line. It is very important that the athlete throws their body towards the line within the last 1–2 metres of the race.

ACTIVITIES

Activity 1

Ask learners if they have ever participated in athletics or seen an athletics competition.

Activity 2

Resources: Running track

Introduce the sprint start and rules. Demonstrate the starting position for sprinting. Learners practise the sprint start position.

Activity 3

Resources: Starting blocks

Explain and demonstrate the “on your marks” position. Learners practise in pairs, with partners taking turns to check and correct their positions.

Activity 4

Explain and demonstrate the “set” position. Learners practise moving from the “on your marks” and “set” positions without starting.

Activity 5

Resources: Running tracks/field whistle

Set up a sprinting area of about 10–30 metres. Learners line up and practise sprinting, first without command, then on the whistle. Vary the duration slightly between “set” and the gun for each sprint.



ASSESSMENT

- 1 Starting and finishing the 100-metre, 200-metre and 400-metre sprints.
- 2 Understand the rules and the techniques in running sprinting events.
- 3 Organise a sprinting event.
- 4 Compete in a sprinting event.

GLOSSARY OF TERMS

TERMS	DEFINITION
Crouch	To bend the knees and back to get close to the ground
Explode	To burst forth
Stride	A long step
Baton	Relay sticks
Subsequent	Coming after something else

APPENDIX 1: SUGGESTED TEACHING METHODS

A range of strategies for helping learners to achieve the overall learning outcomes are shown here.



APPENDIX 2: LESSON PLAN FORMAT

Name of school:	Class teacher:
Lesson title:	Date:
Learning outcomes <ul style="list-style-type: none"> • What are the main things I want learners to learn and be able to do as a result of the lesson? How are lesson outcomes linked to syllabus outcomes? • What other things do I want learners to learn? 	
Lesson content <ul style="list-style-type: none"> • What are the key facts, concepts or procedures that I want learners to understand as a result of this lesson? 	
Introduction <ul style="list-style-type: none"> • How will I get learners motivated, curious and ready to learn? (Allocate 3–5 minutes.) 	
Teacher activities <ul style="list-style-type: none"> • What am I going to do during the lesson in order for learners to achieve the learning outcomes? (Allocate 8–10 minutes.) 	Learner activities <ul style="list-style-type: none"> • What are the learners going to do during the lesson in order for them to achieve the learning outcomes? (Allocate 20–25 minutes.)
Conclusion <ul style="list-style-type: none"> • How will I bring the lesson to a logical and meaningful conclusion? (Allocate 5–7 minutes.) 	
Learner assessment <ul style="list-style-type: none"> • How will I know that learners have achieved what I wanted them to achieve? 	
Lesson evaluation <ul style="list-style-type: none"> • How will I evaluate the success of the lesson? 	
Lesson endorsement: (To be signed by Head of Department/Head Teacher/Principal)	
Head of Department	Head teacher/principal

APPENDIX 3: SAMPLE INDIVIDUAL RECORD FORM

Learner name:		Year:		Class:		
Strand:		Sub-strand:				
Assessment event	Specific Learning Outcomes (use appropriate code)	Specific Learning Outcomes Achieved (A) Partially Achieved (PA) Not Achieved (NA) Key: 5 = A, 1-4 = PA, 0 = NA				
	Code	Outcome assessed	5	4	3	2
1	7.1.1.1	define the term first aid	*			
2	7.1.1.2	explain a first aid kit and state its contents			*	
3	7.1.2.1	explain the basic use of accessories in a first aid kit				*
4	7.1.3.1	explain the principles and practices of first aid		*		
Descriptive comments:						
Class teacher:		Signature:		Date:		

APPENDIX 4: SAMPLE CLASS RECORD FORM

Class:	Strand:	Sub-strand:	Year:
	Specific Learning Outcomes: A = achieved, PA = partially achieved, NA = not achieved		Individual comments on the learning progress in the class
Assessment event	1		
Learning outcome assessed (code)	7.1.1.1		
Dennis	A		
Ian	A		
Jack	A		
James	A		
John	PA		
Joyce	PA		
Lionel	PA		Steady/satisfactory
Liza	NA		
Luke	NA		
Mary	A		Improved/excellent progress
Michael	PA		
Nancy	NA		
Peter	A		
Tom	NA		
Yates	NA		Not improved/slow progress
Overall comments:			
Class teacher:			Date:
Signature:			

APPENDIX 5: SAMPLE INDIVIDUAL MONITORING FORM

Learner name:		Class:	Year:
Strand:	Topic/unit:		
Sub-strand:	Specific Learning outcomes: A = achieved, PA = partially achieved, NA = not achieved		
Assessment event	Code	Description of outcome assessed	Remarks
1	7.1.1.1	define the term first aid	Improved from previous assessment event
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
Class teacher:			Signature:
			Date:

APPENDIX 7: SAMPLE MONITORING OF SPECIFIC LEARNING OUTCOME FORM

Class:		Term/Semester:				Year:												
Strand/Sub-strand:		Total number of learners:				Topic/Unit remarks												
Assessment event	Code	Specific Learning Outcome assessed (use appropriate code)	A	PA	NA													
1	7.1.1.1	define the term first aid	5	25	10	<table border="1"> <thead> <tr> <th>Enrichment support</th> <th>Remedial work</th> </tr> </thead> <tbody> <tr> <td>5 learners have achieved outcome assessed</td> <td>35 learners have not achieved outcome assessed</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table>	Enrichment support	Remedial work	5 learners have achieved outcome assessed	35 learners have not achieved outcome assessed								
Enrichment support	Remedial work																	
5 learners have achieved outcome assessed	35 learners have not achieved outcome assessed																	
Class teacher:						Signature:												
						Date:												

APPENDIX 8: SAMPLE INDIVIDUAL REMEDIAL WORK FORM

Learner name:		Class:	Term/Semester:	Year:
Strand:		Sub Strand:		
Assessment event	Specific learning outcomes (use appropriate code)			
	Code	Outcome assessed	A	PA
1	7.1.3.1	explain the basic principles and practices of first aid		*
Class teacher:		Signature:		Date:
	Code	Outcome assessed	Remedial work required	Results after remedial work
			Review the basic principles and practices of first aid	Able to explain the basic principles and practices of first aid

APPENDIX 9: SAMPLE INDIVIDUAL REPORT FORM

Learner name:		Class:	Term:	Year:
Strand:		Specific learning outcomes: Achieved (A), partially achieved (PA) or not achieved (NA)		
Code	Specific learning outcome assessed (use appropriate code)	A	PA	NA
7.1.1.1	<i>define the term first aid</i>	*		
Descriptive remarks:				
Strand:		Specific learning outcomes: Achieved (A), partially achieved (PA) or not achieved (NA)		
Code	Specific learning outcome assessed (use appropriate code)	A	PA	NA
7.1.1.2	<i>explain a first aid kit and state its contents</i>		*	
Descriptive remarks (must include results after remedial work has been completed by the learner)				
Results for summative assessment: The progressive achievement level for summative assessment is:				

cont. on page 108

Strand:	Combination of sub-strands:	Specific Learning Outcomes		
		Achieved (A)	Partially Achieved (PA)	or Not Achieved (NA)
7.1.1.1		*		
7.1.1.2			*	
7.1.2.1				*
7.1.3.1				
Descriptive remarks from summative assessment:				
Overall achievement level:		Overall achievement award		
School administration report on learner's behaviour and character				
Class teacher:		Signature:		Date:
Class teacher comments:				
Head teacher/Principal:		Signature:		Date:
Head teacher/Principal comments:				

Solomon Islands Physical Education Year 7

Teacher's Guide

The *Solomon Islands Physical Education Year 7 Teacher's Guide* has been developed as part of a series to support the teaching of physical education across Years 7, 8 and 9, as established in the Solomon Islands curriculum reform for 2005 to 2012.

In Year 7, learners are introduced to a range of indoor and outdoor sports and general topics, including first aid, fitness, human anatomy, dancing, table tennis, gymnastics, softball, traditional games, touch rugby, soccer, netball, jumps and sprints.

Each of the thirteen chapters focuses on a single topic or sport and provides teachers with:

- an introduction
- links to the syllabus and general and specific learning outcomes
- advice on how to play each sport or activity, including an outline of the rules and any equipment required
- a detailed overview of the key skills and techniques
- hands-on activities designed to encourage students to develop an understanding of the sport or activity
- assessment activities
- glossary of terms.

As there is no accompanying Learner's Book, this Teacher's Guide has been designed to ensure that teachers have the necessary tools and resources, including full-colour photographs and detailed diagrams and illustrations, to introduce and demonstrate techniques and skills for each sport and activity.

The *Solomon Islands Physical Education Year 7 Teacher's Guide* will assist teachers in providing hands-on experience in a range of sports and activities, as well as encouraging an awareness of the benefits of general fitness and a healthy lifestyle.

