

Physical Education Syllabus
for
Grade 9

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Introduction

These syllabuses are redesigned by experts and improved by consultants. They are revised as the quality of education became a high priority by the Ethiopian Government.

The revision was based on “curriculum Framework of Ethiopian Education which was prepared by the “General Education Curriculum Framework Development Department of MoE.

As the framework indicates the major drawbacks of the existing curriculum and adopts an outcomes based approach emphasis was given to overcome these drawbacks and prepared on the outcomes based approach.

The outcomes define the competencies students should acquire. Competencies describe that the genuine abilities of the students to demonstrate. What they have understood be the concepts that they have acquired clearly. Therefore, for each chapter outcomes and appropriate competencies are suggested. Content reduction is made in order to teach fewer activities and develop a higher level of skills in them than offering many activities that would be learned not well.

The syllabus consists five chapter: i.e.

Unit 1 Concepts of Physical Education, Physical Fitness and Sport

Unit 2 Gymnastics

Unit 3 Ethics and Art of Self-defense

Unit 4 Team Games

Unit 5 Athletics

Chapter 1 is the theoretical part, which enable students to develop understanding and positive attitude to wards the subject physical education, physical fitness and sport. The contribution of physical education, physical fitness, sport and the importance of leading physically active life style is increasingly recognized in this chapter. Unit 2-5 is devoted to fitness and skill development which is an integral part of the subject. Different condition exercises, individual and team games are included to develop fitness and improve skills necessary to meet specific needs.

To improve the moral values and ethics of the youth emphasis is given for Ethics and Art of self-defense. Significant reduction of content is made as the existing syllabus were criticized that they contain too much contents and as the number of periods are reduced from 2 period per week to 1.

The number of periods allotted for grade 9-12 is one period per week. This will make the total number of 34 periods for the academic year.

Aims of physical Education for secondary Schools.

- Gain knowledge on the benefit’s of physical education, physical fitness and sport
- Refine motor skills and develop physical fitness for every day activities
- Develop interests in games and recreational activities and develop positive attitudes towards them for leisure time.

Assessment and evaluation of students' performance

Assessment should be relevant to the purpose it serves, consistent and repeatable, free from bias and should have clear criteria.

Evaluation of students' performance should encompass the following aspects. These are:

1. Attendance and dressing
2. Psychological and emotional development
3. Skill development
4. Knowledge
5. Physical fitness
6. Students' attitude

1. **Attendance and dressing** evaluation is based on the assumption that students will be self-responsible. They have to be on time to the class not leave class early and be dressed in proper dress.
2. **Psychological and emotional development** is evaluated in a subjective rating of how the students relate to others in cooperative and competitive nature and how they behave among their friends (sportsmanship, leadership, acceptance and appreciation) will be assessed.
3. **Skill development** evaluation is subjective regarding the student's demonstration of ability and improvement of basic skills through out the teaching and learning process.
4. **Knowledge** is evaluated by use of different tests i.e. oral questions, home assignment, class work, paper and pencil tests, etc.
5. **Physical Fitness** is assessed based on students' performance during activity session geared at improving cardiovascular endurance, muscular strength, endurance and flexibility.
6. **Students' Attitude** is a subjective rating of students' involvement and effort in physical education lesson. Furthermore, it refers to the improvement of their interest and inclination towards the subject. Students should respect the teacher, teammate, equipment and the facility.

NB. Exercise pertaining to any injury or sever illness must be accompanied with a note from a physician stating the length and the reason. Students are expected to dress for class even though he/she cannot participate.

Students' semester grade will be determined as follows:

- 40% continuous assessment
- 40% final performance (skill and fitness)
- 20% final written

Grades need to be accurate and justifiable. If it has a weak bases, then the mark loses its value. It may even destroy students' interest and results in a negative attitude towards the subject and the teacher.

Extra class activity

Extra class activities are the vital part of the physical education curriculum. They are an extension of physical education instructional program and serve various purposes and needs of students. They provide enrichment service for all students. There are Athletically gifted youngsters just as there are intellectually gifted who desire and need more time and opportunity than is provided.

In class time to refine skills, Games play in student-directed activities and competitive situation is the proving round of using skills and working together. Because extra class activities are less teacher directed than class instruction, opportunities for social development abandoned in the more informal setting.

Forms of extra class activities: extra class activities take several forms: intramural and extramural are some of the main.

Intramural activities: are supervised play periods after school in which every one who wishes may attend. Examples:

- Sport competitions among sections of one grade level
- Sport competitions among grades within a school
- Training in different activities
- Sport day...etc.

Extramural activities: are those in which play occurs between students from two or more schools. Examples:

- Sport competitions between two or more schools
- Educational visiting
- Excursions ...etc.

You must plan extra class program carefully, if it is to yield good result. Hence it should not be considered as an extracurricular as was before. It serves as supporter to the class period which is primarily instructional in nature.

Disabled students in physical education program

Disabled students are capable of participating and succeeding in different physical education activities.

In the past the physically, mentally and emotionally impaired students have been unfairly subjected to inactivity and a bystander role in all our schools. In physical education programs, common practice in the past has been to excuse even students with simple physical disability.

Physical Education is a subject that plays a role in preparing disabled students for socialization with their peers and contributes to higher academic and social achievements.

Disabled students should not be ignored in the physical education program for their physical, mental and social impairments. They benefit a lot from physical activity by acquiring knowledge and skill in a variety of games and activities. They need to develop physical fitness, and maintain their health and further more, they must develop a positive and realistic attitude towards his/her capabilities, limitations and potentialities in physical activities.

Therefore, every disabled student must be exposed to get the chance to participate in the regular physical education program as non-disabled students. Even though disabled student are capable to participate in any physical activity as their peers do. They need special attention and help. Modification of physical exercises is very important in order to be suitable for the type and degree of disability.

Using performance of physical exercises, teachers of the subject should take into consideration the following basic points for the disabled students in their classes.

1. When performing conditioning exercises
 - Decrease the number of repetition
 - Slower rhythms
 - Omit movements of certain body parts
 - Students may have to perform exercises that may involve only limited parts of the body as lower body, upper body, lower and upper extremity
 - Allow to perform suitable exercises to the degree and type of disability
2. When performing self-testing activity
 - Decrease vigor of the activity
 - Competition with able body may be limited or prohibited
 - Take fewer turns
 - Short throw for accuracy may replace by distance throw
 - Stunts are self limiting
3. During game and individual sports
 - Limit the number of repetition of activities
 - Minimize the intensity of the activities of activities
 - Decrease duration of activities
 - Omit rough body contact
 - Select the positions compatible with their disability
 - Some students may have to perform actions in a sitting or laying position, some may have to perform in static and the other one may perform in dynamic position.

Unit 1: Basic concept of physical education (5 periods)

Unit outcomes: At the end of this unit, students will be able to:

- Improve an awareness of the meaning and objectives of Physical Education
- Demonstrate awareness of health related components of fitness
- Develop basic understanding of the concept of sport its characteristics and role
- Appreciate the contribution of physical education, physical fitness and sport.

Competencies	Contents	Learning Activities
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Define physical education • Describe physical development; motor skill, social and mental development. Objectives of physical education • Identify 3 ways physical education contribution for physical motor skill, mental and social development • Explain what physical fitness is • Identify the components of physical fitness • Describe cardiovascular endurance, muscular endurance, muscular strength and flexibility • Describe 5 contributions of health related fitness for health and for effective of daily living • Explain 2 ways sport differ from play, games and athletics 	<p>1. Basic concept of physical education</p> <p>1.1. Physical education objectives (2 periods)</p> <ul style="list-style-type: none"> • Physical development • Motor skill development • Social development • Mental development <p>1.2. Physical fitness (2 periods)</p> <p>1.2.1. Components of physical fitness</p> <ul style="list-style-type: none"> • Cardiovascular endurance • Muscular endurance • Muscular strength • Flexibility <p>1.3. Concepts of sport (1 period)</p> <ul style="list-style-type: none"> • What is Sport? 	<ul style="list-style-type: none"> • Start the lesson by asking students what physical education is and its objectives. • After they explain and tray the meaning of physical education and objectives, give the meaning given by different educators and let them analyze the difference. • Explain the relation ship between play, games and sports • Ask the purposes or objectives of physical education • Explain the physical, motor skill, social and mental development objectives. Indicate students to tell contribution of physical education for physical, motor skill, mental and social development • Give assignment to refer book or other written materials and write how to attain objectives of physical education and how it helps them to attain quality of life. • Review the concept of physical education • Ask student the relationship between physical education and physical fitness • Let the class to discuss in groups on components of health related fitness the description of each and the contribution of each component for health and for daily life • Explain and demonstrate each component, explain the physical changes that takes place during developing each component. • Through a chosen activity introduce students the contribution of each component for health and daily living • Assign home work to select appropriate exercise to develop each component. • Ask the students what sport is? • What is its characteristics? What are roles of sport? What is and is not sport? • After this attempt give the definitions of sport, play, games and athletics

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<i>Competencies</i>	<i>Contents</i>	<i>Learning Activities</i>
<ul style="list-style-type: none">• Identify 3 characteristics of sport• Describe 3 roles of sport	<ul style="list-style-type: none">• Characteristics of sport• Roles of Sport	<ul style="list-style-type: none">• Let them analyse the meanings and their relationships• Discuss to identify activities which are sport and which are not sport. Explain the nature or characteristics of sport and its role• Assign a home work to refer books and write the definition of sport its nature and role and prepare a table which shows lists of activities• Which are sport and not sport

Assessment

- Use written examination to examine the meaning of physical education, to describe the physical , motor skill, mental and social contribution
- Give written questions on the components of health related fitness and their contribution to health.
- Use quizzes to check whether they can describe sport, its nature and role.

Unit 2: Gymnastics (6 periods)

Unit outcomes: At the end of this unit, students will be able to:

- Improve an awareness of the history and nature of gymnastics
- Practice correct safety procedures when participating in gymnastic activities
- Perform correctly handstand, long forward roll, cartwheel and L-seat in hand support
- Show courage and self confidence.

<i>Competencies</i>	<i>Contents</i>	<i>Learning Activities</i>
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Describe 3 correct body actions in hand stand and cartwheel. • Perform hand stand with control and articulation for 3 seconds • Perform 2 cartwheel on the floor • Describe how to perform correct jump to front support and Turn over • Demonstrate the appropriate jump to front support and turn over • Evaluate the performance of their classmate based on criteria 	<p>2. Gymnastics</p> <p>2.1. Tumbling skills (3 periods)</p> <ul style="list-style-type: none"> • Hand stand • Cartwheel (two hands) <p>2.2. Apparatus gymnastics (3 periods)</p> <p>2.1.2. Jump to front support and Turn over</p>	<ul style="list-style-type: none"> • Start by discussing on the importance of tumbling activities in daily life • Ask students to demonstrate hand stand, Ask what is the purpose of hand stand, cartwheel • Explain and demonstrate the correct techniques of hand stand, cartwheel slowly and by increasing speed with the help of pictures and photographs • Organize the class in pairs based on their ages, sex and appearance • Allow students to practice the above skills repeatedly and give them sufficient time • Help them to be in groups and supervise and give them correction • Give assignment individual practice • Allow students to practice the pervious lesson as revision • Ask students to demonstrate jump to front support and turn over from their observation • After their demonstration explain and demonstrate the appropriate and correct techniques of jump to front support and turn over with the help of pictures and photographs • Let students practice the activities repeatedly on their own and give them sufficient time • Ask students to demonstrate the activities • Ask who perform the above skills properly among them and let them give their reasons • Help them to be in groups and supervise and give them correction and additional instruction • Give assignment to practice individual practice

Assessment

- Ask students to explain techniques of performing hand stand, cartwheel, jump to front support and turn over
- Ask students to explain the movement pattern in hand ,jump to front support and cartwheel
- Give test to demonstrate the correct hand stand, cartwheel, jump to front support and turn over.

Unit 3: Ethics and the art of self-defense (4 periods)

Unit outcomes: At the end of this unit, students will be able to:

- Demonstrate awareness of the importance of self-defense in daily life
- Perform correct stance, strikes and blocks and release from front one hand grabs
- Design a personal training program to improve fundamental techniques of self – defense
- Show an interest to be engaged in physical activities.

Competencies	Contents	Learning Activities
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Define the terms ethics and self-defense • Describe 3 ways how self-defense is important in daily life • Describe 2 ways of behaving positively towards other people • Describe 3 body actions necessary for natural and horse ride stance • Describe 2 ways how force is generated in fore-fist punch and down block • Demonstrate the correct natural and horse ride stance with body balance • Demonstrate 3 correct fore-fist puch action • Demonstrate 4 correct down blocks • Explain and demonstrate 2 body actions in release from front one hand grabs • Demonstrate correct 	<p>3. Ethics and the Art of Self-defense</p> <p>3.1. Theoretical background (1 period)</p> <ul style="list-style-type: none"> • What is ethics? and • Self-defense? <p>3.2. Fundamental techniques (2 periods)</p> <p>3.2.1. Stance</p> <ul style="list-style-type: none"> • Horse ride <p>3.2.2. Strikes and blocks</p> <ul style="list-style-type: none"> • Fore fist - punch • Down block <p>3.3. Grappling techniques (1 period)</p> <p>3.3.1. Release from front one hand grabs</p>	<ul style="list-style-type: none"> • Begin by asking students to define ethics and self defense what they know about the most important quality of ethics and self defense • Divide the class in to groups and let them discuss on what is ethics What is self defense and importance of self defense • Let them present their conclusion by group representatives • Based on their response give more explanation on the definition and ways of behaving positively towards other people • Give them assignment to read books about essence of ethics and self defense and to bring the report to class by taking note. • Ask students when to apply this techniques • Through discussion lead them to understand to apply it properly with confidence and proficiently and use it only when necessary • Ask students to demonstrate if they know how to perform the activities • Based on their performance explain and demonstrate the correct techniques of ,horse ride stances for –fist punch and down block slowly and by increasing speed, show different pictures and photographs • Divide the class in to pairs and let them to practice stance, strike and block in pairs • Give sufficient time and allow the student practice the techniques independently • Move around and give them correction and additional instruction • Give assignment to practice individually • Allow students practice the previous lesson as revision • Asking the problems they face in danger their life and ways they solve it • Through discussion lead them to understand to apply it properly quietly with confidence and proficiency and use it when necessary

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<i>Competencies</i>	<i>Contents</i>	<i>Learning Activities</i>
body action how force is generated while grappling techniques • Perform 3 grappling actions correctly • Explain and demonstrate 2 strategies in defense against front hug.	3.2.3. Defense against front hug (finger Jab)	Explain when and how to use it and demonstrate the correct techniques of release from front one hand grabs and defense against front hug (finger Jab) slowly and by increasing speed • Use pictures, Photographs and also invite a skilled student (person) to demonstrate • Organize the class in pairs based on their ability, age, appearance to practice the above skills and let them practice repeatedly with partner by alternating hands • Encourage them and give correction and additional instructions • Ask students to demonstrate the above skills individually while others observe • Ask to choose who perform the activity properly among them and let them give their reason • Give assignment to practice individually

Assessment

- Use written exam to define the term self defense
- Ask oral question to check if students can explain what Ethics is.
- Use practical exam to check if students can to demonstrate the correct techniques of horse ride stance , for fist punch, down block and release from front one hand grab with proper sequences
- Ask oral question to check if students can explain the importance of self defense.

Unit 4: Team games volleyball (13 periods)

Unit outcomes: At the end of this unit, students will be able to:

- Perform correctly the basic skill of serve and pass ;
- Participate in volleyball game in school and non-school setting
- Enjoy participation in volleyball competition.

Competences	Contents	Learning Activities
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • List fundamental skills of volleyball • Perform 10 forearm pass and 15 volley pass by not losing the ball • Demonstrate 7 of 10 attempt into the back court with underarm serve and 5 of 10 attempt with overhead serve. • Compare and contrast how force is generated in underarm serve and overhead serve • Work cooperatively with others. • Demonstrate empathy when observing the performance of others 	<p>4. Team games volleyball</p> <p>4.1. Fundamental skill (13 periods)</p> <p>4.1.1. Passing</p> <ul style="list-style-type: none"> • forearm pass • Volley pass <p>4.1.2. Serving</p> <ul style="list-style-type: none"> • Underarm serve • Over head serve <p>Leading games</p>	<ul style="list-style-type: none"> • Ask students to demonstrate the skills of volley pass and dig (fore arm) pass from their observation. • Show pictures of correct passing skills and let them practice it • Organize the students in pairs and practice the skill turn by turn and let them correct each other. Give sufficient time for repetition • Allow to practice forearm pass and volley pass • Let them practice passing on the net • Ask them to demonstrate under arm and over head serves by them selves • After they tried, explain the body action, how force is generated and importance of the serve and demonstrate by showing picture or photos • Based on your explanation and demonstration make students to practice the activities by organizing in groups • Observe their practice and give correction by moving around the groups. <ul style="list-style-type: none"> • During the game allow students to observe the work of others, officiate and apply the rules • Attention should be drawn to cooperative works • Use such as wall pass, pass in pairs • Wall serve • Assign home work to consult physics teachers how can force be varied on serve of the two style

Assessment

- Use practical exam to check if students can demonstrate the fundamental skills of the game passing and serving
- Observe if they are working in cooperation with others
- Check if they apply the skills in games
- Ask to attempt 10 serves using either style and try place ball in the back court area. Record best of trails.

Unit 5: Athletics (8 periods)

Unit outcomes: At the end of this unit, students should be able to:

- Demonstrate awareness of nature and purpose of short distance run and long jump.
- Perform correctly the short distance run and long jump
- Practice correct safety procedures when participating in short distance run & long jump
- Participate in short distance run long jump and javelin throw competition
- Enjoy the opportunity to participate in athletics.

<i>Competencies</i>	<i>Contents</i>	<i>Learning Activities</i>
<p><i>Student will be able to:</i></p> <ul style="list-style-type: none"> • Describe skills and techniques of sprint run • Describe 3 body actions necessary for sprint run • Run 100 m in `3 seconds employing the techniques of starting, accelerating running and finishing in short distance run. • Describe 4 conditions necessary in the steps of correct starting, accelerating running and finishing • Describe 2 ways how force is produced in short distance run • Obey the basic rules of short distance run • List of the nature and purpose of long jump • Describe basic rules of long jump • List the four phases of long jump • Jump for 2.5 meter using the four phase appropriate for long jump 	<p>5. Athletics</p> <p>5.1. Sprit run (4 periods)</p> <p>5.1.1. Fundamental skills</p> <ul style="list-style-type: none"> • Start • Run • finish <p>5.2. Long jump (4 periods)</p> <p>5.2.1. Fundamental techniques</p> <ul style="list-style-type: none"> • the approach run • take off • flight (hanging) • landing 	<ul style="list-style-type: none"> • Start by asking the nature and purpose, and basic rules of sprit run and explain • To strengthen the idea of students give brief explanation on historical back ground of Athletics, nature, purpose and basic rules sprit run • Ask students to perform sprint run by their own techniques • Describe and demonstrate the skill and techniques of sprint run. • Discuss how the skill will be practiced using sprint run chats and figures • Through their participation ask to explore the movement of different body parts and key elements of creating force • Organize students in pairs and allow to observe the work of others and guide them to analyze and give constructive comments to each other • After they have had sufficient time for practice separately provide a condition in which they apply the skills together with relevant strategies • At the end create a competition among the students <ul style="list-style-type: none"> • Begin by asking students the nature and purpose of long jump elaborate on their responses and explain it. • The rules can be introduced to the students in a systematic way as they participate in the activity • Allow students to demonstrate the long jump techniques already they have learned in lower grades. • Describe and demonstrate the correct techniques of approach run, take off, flight and landing. • Allow the students to practice the activity based on the demonstration and explanation.

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<i>Competencies</i>	<i>Contents</i>	<i>Learning Activities</i>
<ul style="list-style-type: none">• Describe 3 body action in long jump• Describe 3 ways how force is generated in long jump		<ul style="list-style-type: none">• Observe the students work and give comments• Create competition among the students

Assessment

- Use written exam to assess the nature purpose and general rules of athletics
- Use written exam to check if students can list the skill and techniques of sprit run and long jump separately
- Use practical exam and observe to check if students can demonstrate sprint run and long jump
- Observe if they participate in sprit run and long jump voluntarily
- Check whether they apply correct safety procedures when participating in short distance run and long jump.