

Physical Education Syllabus
for
Grade 10

Table of Contents

Unit One: Basic concepts of Physical Education
Unit two: Fundamental skills of Gymnastics
Unit Three: Ethics and Arts of self defense.....
Unit Four: kills of Games.....
Chapter Five: Athletics.....

Unit 1: Basic concept of physical education (6 periods)

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

- Demonstrate an understanding of the contribution of Physical Education for academic achievement
- Value the stress reduction benefit of Physical Education
- Appreciate the contribution of Physical Education as a worthy subject
- Use skills to manage stress effectively throughout their lives.

Competencies	Contents	Learning Activities
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Describe 3 contributions of physical education for academic achievement • Identify 4 causes for stress • Analyzes effect of stress on health • Explain 5 methods of coping with stress • Apply the skills to manage stress • Apply their leisure time properly • List 4 guidelines that should be followed in order to achieve fitness changes • Describe 4 consequences that follow if one fail to exercise on a regular basis • List the 3 valuable that must be taken into account to improve cardiovascular endures • Describe 3 critical factors in determining gains in cardiovascular endurance 	<p>1. Basic concept of physical education</p> <p>1.1. Contribution of physical education (2 periods)</p> <ul style="list-style-type: none"> • Academic achievement • Reduce stress • For Wise use of Leisure time <p>1.2. Physical fitness (2 periods)</p> <ul style="list-style-type: none"> • Importance and method of developing cardiovascular endurance 	<ul style="list-style-type: none"> • Divide the class in groups of four, and let them discuss of the following questions <ol style="list-style-type: none"> 1. What is Physical education?. 2. Academic achievement and stress? Causes of stress? 3. How physical education, contribute for academic achievement? 4. What are the methods of coping with stress and effectiveness of physical education 5. How do you use your leisure time? • Let the class come together to discuss on the same question • Summarize discussion and explain how physics education contribute to academic achievement and causes of stress, effect of stress on health and methods of coping with stress & wise use of leisure time • Assign homework – to refer books and to write on the contribution of physical education for academic achievement, what stress is, causes of stress, effect of stress on health, ways of using leisure time properly and methods of coping with stress. • Introduce the topic of the lesson and objectives. Let the class discuss using these questions as a guidelines. <ul style="list-style-type: none"> “What is Physical fitness? “How physical fitness is improved? “What guidelines must be followed in order to achieve fitness? “What is cardiovascular endurance? “ what variables must be taken into account in order to develop CVE <p>After the discussion review the concept of fitness. Explain how fitness improves and introduce the guidelines that should be followed to achieve fitness review, discuss the relationship of cardiovascular endurance to health heart and efficient work Explain critical factors that determine at the gains of cardiovascular endurance Assign home work to write as brief essay on the topic “Methods of developing cardiovascular endurance”</p>

Competencies	Contents	Learning Activities
<ul style="list-style-type: none"> • Identify methods of developing cardiovascular endurance • Give 3 reasons how national sport competition differ from others competition • Describe the 3 objectives of national sport competition • List the types of competitions • List the contribution of Ato Yidenekachew Tessema for the development Ethiopian sport 	<p>1.3. National sport competition (1 period)</p> <ul style="list-style-type: none"> • Objectives of National sport competition • Types of competition <p>1.4. Excellent contributors to the Ethiopian Sport (1 period)</p> <ul style="list-style-type: none"> • Ato Yidenekachew Tessema 	<ul style="list-style-type: none"> • Make a list of competitions. Discuss who is the leader organization, what are the objectives? the deference between each sport competition Ex. ? Olympics, All Artificial games, football world cups • Explain the objectives of national sport competition, its contribution for sport persons and for the countries sport achievement. • Assign students to work in groups to go to a near by sport, organization and ask the types of national sport competition, the organizing body and the participation of the region. • Ask how physical education and sport is introduced in our country? Who contributed for the development and what contribution they did? • Let the class debate on the following <ol style="list-style-type: none"> 1. Is Ethiopian sport at an equal level of development like other African countries? • Discuss on the history, values and concept of physical education and sport • Introduce the two excellent contributors to the Ethiopian physical education and sport • Explain the contribution of Ato Yidneckachew Tessema for the development of sport • Assign homework to write a brief essay on the contributions Ato Yidenekachew Tesema

Assessment

- Use written examination on the contribution of physical education for academic achievement and stress reduction
- Give written examination the history guidelines of physical fitness, importance of cardiovascular endurance, objectives of national sport competition on and excellent contribution of sport.

Unit 2: Gymnastics (6 periods)

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

- Perform correctly dive roll, hip pull over on horizontal bar
- Practice correct safety procedures when participating in drive roll
- Appreciate performance of others in dive roll and hip pullover
- Demonstrate 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"> • Explain the basic body actions used during dive roll • Demonstrate 2 correct dive roll by applying proper techniques 	<p>2. Gymnastics 2.1. Tumbling skills <i>(3 periods)</i> 2.1.1 dive roll</p>	<ul style="list-style-type: none"> • Ask students to remember what they learnt in grade 9th • Allow students practice the previous lesson as revision • Ask students if they have seen dive roll, and let them demonstrate dive roll observe their performance. • After their demonstration explain and demonstrate the correct techniques of dive roll with the help of pictures and photographs. • Let student practice the above skill on their own and give them sufficient time. • Ask students to discuss how force is generates when they perform the activity • Ask students to demonstrate the above skills. • Ask to observe who perform the above skills properly among them and let them give their reason. • Help them to be in groups and practice, supervise and give them correction.
<ul style="list-style-type: none"> • Demonstrate the correct • Hip pull over by applying proper techniques on horizontal bars • Demonstrate and describe 3 body actions in hip pull over 	<p>2.2.Apparatus gymnastic <i>(3 periods)</i> 2.2.1. horizontal bar <ul style="list-style-type: none"> • hip pull over </p>	<ul style="list-style-type: none"> • Ask them types of muscle that is more involved in performing horizontal bar hip pull over • Ask students to demonstrate horizontal bar hip pull over from what they observed • After their demonstration explain and demonstrate the correct techniques of horizontal bar hip pull over slowly, and with the help of pictures and photographs • Let students practice the skill on their own and give sufficient time • Ask student s demonstrate the skill • Ask to observe each other and select who perform the skill properly among them and let them give their reason • Help them to be in groups and practice supervise and give them correction • Give assignment to practice individually

Assessment

- Check if the students can explain and demonstrate the techniques of performing dive roll, and hip pull over
- Use quizzes to check students can explain the movement patterns in dive roll, and hip pull over

- Give test to demonstrate the correct dive roll, and hip pull over and observe whether they can apply proper techniques.

Resource

- Pictures, charts, horizontal bar, mat.

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

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

- Identify the principles and strategies of self defense
- Demonstrate an understand of the benefits of participation in self defense
- Demonstrate basic skills of elbow strike, upper and middle block, groin kick and grappling techniques
- Apply the techniques appropriately when necessary
- Appreciate the performance of others through observation.

Competencies	Contents	Learning Activities
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Explain the 3 basic strategies in self defense • List 3 importance of stance • Identify 2 specific body actions for each of stance, strike, block and kick • Describe 3 ways how force is generated in strike and block • Demonstrate correct stance • Demonstrate the basic technique of upper block, middle block, groin kick applying proper sequence 	<p>3. Ethics and the art of self - defense</p> <p>3.1. Theoretical background (1 period)</p> <p>3.1.1. Strategies in self defense</p> <p>3.2. Fundamental techniques (1 period)</p> <p>3.2.1. Stance</p> <ul style="list-style-type: none"> • Front stance <p>3.2.2. Strike and block</p> <ul style="list-style-type: none"> • Elbow strike • Upper block and middle block <p>3.2.3. kick</p> <ul style="list-style-type: none"> • groin kick 	<p>Begin by asking students what they know about strategies in self defense</p> <ul style="list-style-type: none"> • Divide the class in to different groups and let them discuss on strategies in self defense • Let them present their conclusion by group representatives • Elaborate their response and give more explanation • Give them assignment to red books about strategies in self defense and bring their report to class by taking note • Ask the importance of front stance and its difference from other stance • Ask the purpose of upper block, middle block and groin kick • Based on students response explain about the techniques when and how to use it • Demonstrate the correct techniques of front stance, elbow strike, upper block, middle block, and grain kick slowly and by increasing speed support you explanation with the help of pictures and photographs • Divide the class in to groups and let them practice repeatedly from stationary position • Let them describe the movement of hands, legs and body condition during front stance, elbow strike, upper and middle block and groin kick and how force is generated • Then ask why do they bend their knee when they perform the above skills • Ask students to analyze the correct techniques that they perform the activities before and after the teacher or skilled person demonstration • Organize the class in pairs based on their ability, age, and appearance to practice with movement upper and middle block, elbow strike, groin kick repeatedly with partner by alternating hands and legs • Help them to be in groups and supervise and give them correction • Ask to choose who performs the skills properly among them and let them give their reason • Give assignment to practice individually

Competencies	Contents	Learning Activities
<ul style="list-style-type: none"> Identify the types of grappling techniques Describe 2 importance of grappling techniques Demonstrate the correct body action while release from chocking, release from one hand and release from back hug. Describe 3 body actions in release from chocking Describe 2 ways to generate force to release from one hand front collar grab. 	<p>3.3. Grappling techniques (2 periods)</p> <p>3.3.1.release from chocking</p> <p>3.3.2. Release from one hand front collar grab</p>	<ul style="list-style-type: none"> Allow students practice the pervious lesson as revision Ask students practice release from chocking, release from one hand front collar grab, release from back hug (groin pull) on their own Ask the purpose of the above skills Demonstrate the correct techniques of the above skills slowly and by increasing speed with the help of pictures and photographs Ask students to demonstrate the above skills Organize the class in pairs based on their ability, age and appearance to practice the above skills from stationary position and with movement repeatedly with partner Ask what is the difference between the way they performing before and after the demonstration the correct skills. (coordination, balance, etc..) Let them be in groups and practice supervise and give them correction Ask to close who performs the above skills properly among them and let them and give their reason Give assignment to practice individually

Assessment

- Ask students to explain the strategies in self defense
- Ask students to explain the basic techniques of front stance, elbow strike, upper block, middle block and groin kick
- Ask students to demonstrate the correct front stance, upper block, middle block, elbow strike, groin kick and release from one hand front grab by applying proper techniques.

Unit 4: Team games football (13 periods)

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

- Perform correctly the basic skills of passing ‘dribbling’ receiving and shooting
- Participate in football game in school and non-school setting
- Appreciate the participation of their through observation.

Competencies	Contents	Learning Activities
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Demonstrates correct passing and receiving with different parts of the foot without losing the ball • Describe 3 ways how force is generated in passing • Explain and demonstrate body actions necessary in dribbling • Describe 3 body actions necessary for shooting with full in step • Explain and demonstrate 2 ways how force is generated in shooting • Shot for target 3 out of 5 attempts full in step • Participate in leading games • Explain the result when the ball is contacted at the top, bottom and center 	<p>4. Team games football</p> <p>4.1. Fundamental skills (11 periods)</p> <p>4.2.1. passing and receiving</p> <ul style="list-style-type: none"> • Inside of the foot • Outside of the foot <p>4.2.2. Dribbling & shooting</p> <ul style="list-style-type: none"> • Ball dribbling with the inside and outside of the foot • With the inside of instep <p>4.2.3. Leading games</p>	<ul style="list-style-type: none"> • Ask students to demonstrate the skills of passing and receiving • Demonstrate and explain the correct techniques • Organize the class in pairs in their ability to practice the skills. Move between the groups, provide feedback and additional instructions as needed. • You can use the reciprocal style that is assigning the task and providing feedback for each other, when one perform the other observe and provide feedback • Make students to shoot a ball to a target by full instep. • Give sufficient time to shoot repeatedly and comment by moving between the groups. • After they have had sufficient time to practice the basic skill organize in teams and allow to play the game, in order to practice the skill in game situation applying the skill that have been learned earlier. • Assign home work and give assignment to read book and prepare notes • Introduce the rules a systemic way as they participate in the game

Assessment

- Ask students to demonstrate correct fundamental skills of passing and receiving, dribbling and shooting by applying proper techniques.
- Ask the students to explain the fundamental skills of football.

Unit 5: Athletics (3 periods)

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

- Perform correctly javelin throw and middle distance run
- Participate in competition of javelin throw and middle distance run
- Appreciate the performance of others in javalin throw through observation
- Appreciate the performance of others in middle distance run
- Enjoy the opportunity participate in athletics.

<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 basic rules of Javelin throw • Throw 25m applying correct Javelin throw techniques • Describe 3 body actions during Javelin throw • Describe 4 ways how force is generated • List 3 basic rules of middle distance run • Demonstrate the correct techniques of middle distance run • Describe 3 basic body actions movement in middle distance run • Run 1500 meters in 12 minutes employing the techniques of running 	<p>5. Athletics</p> <p>5.1 Javelin throw (3 periods)</p> <p>5.1.1. Fundamental techniques</p> <ul style="list-style-type: none"> • the Grip • carrying and run up • the throw • the reverse • the recovery <p>5.1. Middle distance run (3 periods)</p> <p>5.1.1. Fundamental techniques</p>	<ul style="list-style-type: none"> • Discus on the nature purpose, and basic rules of Javelin throw separately • Introduce that mishandled the Javelin is weapon and strict rules must be imposed in carrying, running and throw. • Students should take responsibility for their own safety and that of others. • Allow the students to demonstrate the grip, carry and run and the throw • Describe and Demonstrate the correct grip, carry and run and the throw • Allow the students to practice following the correct procedural techniques • Describe the body movement of Javelin throw step by step • Create Javelin throw competition among the students • Let the students define what is middle distance run, it elaborate the concept of middle distance run based on their response • Give brief explanation and basic rules of middle distance run • Discus and explain using diagrams and models about middle distance run • Compare and contrast the basic body movement of middle distance run with short distance run. • Demonstrate the correct techniques of middle distance run with the help of pictures and photographs • Organize the class in groups to practice the activity • Observe their practice and provide feed back

Assessment

- Ask students to list the basic techniques of javelin throw
- Check students whether they use correct techniques of javelin throw or not
- Check students whether they are fully engaged in the activities or not
- Use written and oral questions to assess the basic techniques of middle distance run
- Check students whether they use correct techniques of middle distance run.