

PHYSICAL EDUCATION

Introduction

PE is defined as education through movement.

This is a phase of general education system that aims through physical activities/experiences such as games, dances, athletics gymnastics etc. to the growth and development of an individual.

Domains of physical education

1. There are three domains of learning in PE

- Cognitive
- Affective
- Psychomotor

Cognitive

Acquisition of knowledge through mastery of teaching points.

Effects of cognitive

It creates awareness, understanding, appreciation, interests

Affective

These are changes that occur within the individual

Effects

It changes personality, attitude, values, discipline behavior etc

Psychomotor

Ability to perform and reproduce results

Effects

One is able to execute skills in coordination, speed, accuracy and other physical fitness abilities

Scope of PE

THIS DEALS WITH THE BREADTH OF PHYSICAL EDUCATION

Physical fitness

It deals two categories of physical fitness components .namely;

A] Health related/gross fitness components

They include;

1. **muscular endurance** ;capacity of a muscle or a group of muscles to maintain or repeat a movement/contractions for a period of time without getting undue fatigue
2. **Muscular strength**; amount of force/tension exerted by a muscle or a group muscles against a resistance in one sub-maximal contraction/effort.
3. **flexibility**; range of motion in a joint or a group joints
4. **cardio-respiratory/cardio-vascular endurance**; [aerobic fitness]ability to maintain moderate level of activity using large muscles of the body
5. **body composition**; ratio of fat to lean body mass .i.e fat tissue : bones +muscles

B] Skill related/fine fitness components

They include;

1. **agility**; ability to change [rapidly] direction or weight distribution
2. **speed**; ability to move as fast as possible i.e. cover a distance within the shortest time possible
3. **balance**; ability to move about or remain still without swaying ,stumbling or falling over
4. **reaction time**; ability to select and decide quickly on a physical stimuli or the ability to initiate a physical response to a stimuli in the shortest time possible
5. **Body co-ordination**; ability to perform a series/sequence or a range of movements accurately, rhythmically and the appropriate timing.

Performance/skill/fine motor components are associated with quality /better physical performance.

2 sports psychology

This is the scientific study of mental and behavioral functioning of a sportsperson handles such aspects of psychology as;

- I. personality
- II. emotionality

- III. motivation
- IV. intelligence
- V. aggression
- VI. anxiety
- VII. frustration
- VIII. stress
- IX. coaching etc

3 sociology of sports

Study of sports as a social and cultural phenomenon
Deals with human social behavior in sports situations

4 biomechanics

Study of various forces that act on the human body and their effects on performance it concerns scientific study of movement
Helps in determining the sports techniques/styles/ tactics that are applied in execution of various body movements

5 exercise physiology

Scientific study of the effects of exercise on various body parts

6 physical training

It's the use of physical exercise in preparation to participate in a specific sport or game .its variables include;

- Frequency
- Duration
- Intensity
- Time span/period of training

7 sports medicine

This is the medical relationship between physical activities, sports and games and the human body. It deals with factors that affect human body and performance i.e

- Drugs
- Growth and development
- Environment
- Inheritance/genetics

8 Sports injuries

Deals with the knowledge, identification treatment and prevention of sports injuries

9 First aid

10 Sports nutrition

Quality of a good P.E Teacher

- Should possess the following components of physical fitness:-
 - Endurance
 - Speed
 - Flexibility
 - Strength
 - Ability
 - Co-ordination
 - Power
 - Reaction time
 - Balance
- Should be knowledgeable with the subject.
- Should be cheerful
- Should be confident.

- Should be sympathetic.
- Should be understanding
- Should have good communication skills.
- Should be approachable.
- Should be organized.

Duties/responsibilities of a P.E. Teacher

- | | |
|--------------|------------------|
| - Instructor | - Team Manager |
| - Counselor | - Demonstrator |
| - Dietician | - Administrator |
| - Coach | - First Aider |
| - Trainer | Referee/umpire |
| - Evaluator | - Disciplinarian |

Problems encountered when teaching P.E.

1. Lack of role models
2. Lack of resource materials e.g .text books
3. Lack of proper facilities e.g. playing fields, courts, gymnasiums
4. Lack of equipments e.g. balls
5. Lack of proper game uniforms.
6. Competition from other examinable subjects
7. Negative attitude by pupils, fellow teachers and parents.
8. Conflict with religion.
9. Conflict with traditions and cultural beliefs.

Sources of information to a P.E teacher.

- ❖ Reading from newspaper, books and other sports journals.
- ❖ Listening to radio programs.
- ❖ Viewing T.V and video cassettes.
- ❖ Officiating in sports.
- ❖ Active participation in sports.
- ❖ Coaching and training.
- ❖ Active and intellectual spectating.
- ❖ Participating in sports, debates or lectures.

Purpose/role of P.E to the early/ancient man

- Physical fitness to enable them during hunting and gathering.
- Recreation/entertainment/enjoyment.
- Survival through gathering and hunting expeditions.
- Defense mechanism against wild animals and enemies.
- Settling disputes among clans.
- Choosing for marriage partners.
- Communication {messengers}

Specific objectives/purpose P.E to the nation

- >To develop interpersonal and social skills through PE
- >To appreciate participate in and develop both national and international sports and dance for preservation of own and other cultures.
- >To improvise and use a variety of equipment and facilities
- >To develop physical and neuromuscular skills
- >To develop positive attitude towards PE and sports as a career
- >To develop skilful and efficient movements through physical and mental coordination
- >To use movement as a medium of expression
- >To appreciate and enjoy movement for its own sake with or without apparatus
- >To create and develop movement skills and patterns
- >To identify, nurture and develop individual talents in specific sports

- >To develop interpersonal and social skills through physical activities
- >To develop self discipline through the understanding and appreciation of rules and regulations in games and sports
- >To create desire for the development of a variety of skills for recreational values and positive use leisure time
- >To explore and appreciate the environment
- >To develop awareness of safety skills and preventive measures in different situations to pursue physical activity health, fitness and general body growth and development

How P.E tries to meet national goals of education

1. National unity

- (a) Through national sporting competition
- (b) P.E curriculum in schools, colleges and universities is the same.
- (c) Use of national anthem during opening and closing ceremonies of sports and games.

2. National development

- (a) P.E provides job opportunities.
- (b) Income through cash rewards, trophies acquired by players.
- (c) Development of sporting industries to provide sporting equipment for the growing demand.
- (d) Fitness, strength and health from regular exercise leads to increase out put.
- (e) Acquisition of skills, expertise and personal qualities so vital for growing economy.

3. Social equality

- (a) Rules encourage social relationship, which aim at equal opportunity for all.

4. Respect for and development of cultural heritage.

- (a) Through cultural dance and games competitions.
- (b) Interaction with international culture.

5. International consciousness.

- (a) Through international sports e.g. AAG, Olympics games World cup.
- (b) Hosting games in all countries.
- (c) Drawing\selection of officials from all countries.

6. Individual fulfillment.

- (a) Opportunities for development of physical talents
- (b) Personal income
- (c) Person esteem from successful performance.

OBJECTIVES OF P.E

- ❖ P.E activities are constructive to growth and development.
- ❖ P.E contributes to constructive use of leisure time.
- ❖ P.E provides avenues for leadership i.e captain
- ❖ P.E provides opportunity for expression and creativity.
- ❖ P.E provides for personality and character development.
- ❖ P.E provides for neuromuscular skills
- ❖ P.E develops mental capabilities and knowledge.
- ❖ P.E has biological, psychological and sociological function.
- ❖ P.E provides for cultural development.
- ❖ Playing is an instinctive drive that has educational potentials.

Diseases /ailments alleviated by engaging in physical activities

- ❖ Stomach ulcers
- ❖ Hypertension
- ❖ Diabetes
- ❖ Arthritis/osteoporosis
- ❖ Gout

- ❖ HIV
- ❖ Stress
- ❖ Indigestion
- ❖ Dementia
- ❖ Rheumatoid
- ❖ Reduces asthma

OTHER DEFINITIONS OF TERMS USED IN P.E

1. physical activity

Physical activity is any bodily movement produced by skeletal muscles that result in the use /expenditure of energy. It's a generic term that is used to encompass most of known activities i.e. play, sports, dance, recreation etc

2. exercise

An exercise is a physical activity that is planned, structured, and repetitive and has its objectives to bring improvement or maintenance of physical **fitness**

Elements of play

There is planning amusement
 It is an activity
 Repetition
 It is Structure
 Skill
 There is exertion fitness
 Health

3. play

An activity that is spontaneous, internally driven and utilized for fun and recreation

A childish activity, which may or may not have rules performed mainly for pleasure but no serious part of real competition

Elements/characteristics

Physical activity
 Unstructured
 Voluntary
 Universal
 Instinctually/internally
 Pleasure
 Enjoyment
 Childish
 Make believe rewarding

4. games

A form of contest either on oneself or on others

Its organized play

Form of playful competition whose outcome is determined by physical skill, strategy, chance and may be governed by rules that are usually not fixed

5. sports

Derived from the term **disport**, which means to carry oneself away from work. Amusement.

A sport is a physical activity that has elements of play and games but mostly has components of competition physical prowess, skill and superiority.

Sports are institutionalized competitive activities that involves vigorous physical activities or use of comparative complex **skill by an individual whose participation is motivated b a combination of intrinsic and extrinsic factors**

Elements/characteristics

Physical activity

Physical exertion

Skill

Preparation/training

Chance

Fixed rules

Established pattern of performance

Competition

Institutionalized

Role-playing

Intrinsic /extrinsic factors

Categories of sports

Team sports; soccer, volleyball, netball, basketball, rugby, hockey

Individual sports, athletics, swimming, darts, table tennis, squash

Racket sports, badminton, tennis, squash

Aquatic sports, swimming, water surfing, diving, boating

Combat sports/martial arts, karate, judo and tae-kwondo

Life long sports, tennis, swimming, bowling. Cycling, jogging, snuggling

Traditional sports, wrestling, dance, archery

Contact sports, rugby, football,

6. leisure

Derived from the word licere which means free

Leisure is free time that one has after all necessities are taken care of and work has been performed

Its period at individual disposal after completing work and fulfilling other obligation

7. recreation

Latin word recreatio referring to refreshing or restores. Recreation is a self-chosen that provides a means of revitalizing and refreshing ones body and spirit

Activities that people engage in for the purpose of leisure, satisfaction, education, happiness, renew of strengths and spirit after work

PHILOSOPHY OF P.E

Philosophy refers to the love of wisdom. it refers to the search for the real, the true and the good.

It seeks real facts in life and values in life

It tries to evaluate these facts and values and seek to interpret them. it thus seeks to provide an explanation of life and the principles that govern human life

i.e life and death ;good and evil; freedom and restraint ;beauty and ugliness.

Branches of philosophy

Meta-physics

Epistemology

Axiology

Logic

Metaphysics

This refers to the study of the ultimate reality

It refers to speculative philosophy. It deals with

1. forms of reality
2. final of reality
3. nature of being /existence nature of life
4. types of existence

looks at what is real & what really exists

asks several questions of what is real

Metaphysics is abstract in nature .it tries to answer questions that cannot be answered scientifically. it deals with supernatural, super sensible, transcendent matters

Branches of metaphysics

- A. cosmology-deals with reality and nature of the world
- B. Theology-deals with the reality about divine entity. i.e. matters related to god /supernatural matters
- C. Ontology –deals with reality regarding human existence. i.e.
 - Who/what is man.
 - Does man exist?
 - How do we know man exists?
 - What form does he exist
 - What nature man

Application of metaphysics in PE & sports

In terms of questions regarding the nature of PE and Sports .i.e.whats the nature of PE and sports

Does PE and sports exist; in what form does it exist? Can you separate body and mind dictum in PE and sports/which is more important

What is the ultimate record in specific sports performance?

Questions idealism in/of; training/diet/drug/players/genetics and performance

Axiology

It involves the study of values/worthiness of something i.e. in PE and sports

Its divided into two branches

Ethics

Aesthetics

Ethics deals the code of human conduct [morality]

Aesthetics deals with human judgment related to beauty

Application of axiology in PE and sports .i

It questions.

- a. The value of PE in the society to the individual

- b. The value of sports to the society /individual I. moral/economic/social/health/political
- c. Ethics looks at the laws of conduct
 - “ ‘ morality customs
 - Looks at the norm/a set of norms
 - Looks at the right and wrong
 - Looks at virtues and vices in sports and PE I.E. virtues such as honesty and faithfulness and vices such as tribalism and corruption in sports

Ethics tries to put human way of life

- Code of conduct
- Professional ethics
- Social “
- Sports “

OTHER VIRTUES INCLUDE SPORTSMANSHIP

Ability to accept set rules and regulations/standards/procedures/and rule of social conduct as it applies to sports in general and participants

Sports have both written and unwritten laws/rules. These are specific rules of each sport i.e. dos and don'ts

The unwritten rules refers to expectation of the society i.e. personal etiquette

Every sport has an official appointed to maintain rules and order. We are expected to obey their decisions.

We are also supposed to treat our opponents as such and not as enemies.

FAIR PLAY

This call for the best team to win in a contest may the best team/player win.

Exhibits characteristics of justice.

Fair ply is a sense of justice and right of opponents i.e. accept there is a winner and a loser

Shake hands after a contest

No favoritism

Justice is doing what is right

CHARACTER DEVELOPMENT

An area of PE and sports that is recognized in character development. This refers to the process where traits/attributes accepted by the society are inculcated in an individual for total wellbeing

It's looked Vis a Vis virtues of a society i.e. honesty, integrity. cooperation, teamwork, togetherness, leadership, discipline, fairness

HONESTY VS CHEATING

IE

DRUGS-substances used to help them to boost on their performance. They are banned in competitions .they is taken mostly by elite/high level performers. Sports are drug free in nature. There should be no drug taken to enhance performance

AESTHETIC

Deals with the nature of beauty and the principals of beauty and judgments concerning beauty

Aesthetics deals with artistic and taste of PE and sports

Looks into what is good and bad in relation to beauty

Application

Beautiful movements/moves

Good attire/uniform or clothing

General performance i.e. playing well/outcome and judge men tie in diving gymnastics'/body form [body builders]

EPISTEMIOLOGY

It is the study of perception and acquisition of knowledge. It is the study of theories of knowledge, the method of obtaining it and the kind of knowledge that can be acquired.

Applications

Regulates the role of PE and sports and its impact to the physical and social development of the learner

LOGIC

It refers to the study of the best methods of thinking and reasoning. I.e. Systematic / orderly way of reasoning. It is the science of reasoning by formal methods. It is concerned with the steps involved in making thoughts/ideas. It sets standards upon which the accuracy of ideas can be evaluated.

Application

In PE it shows the importance of explaining, theory, the benefits, the risks of any activity and It also guides or aids in teaching

Used in the area of definition and meaning of PE and sports terms i.e. logic means meaning

Used in the area of comparison and relationship

In area of correct methods of reasoning in trying to solve challenges in PE and sports

Helps to put order system and sanity in performance

Helps an individual, society to understand PE and sports

IMPORTANCE OF PHILOSOPHY OF PE AND SPORTS

- A. It explains the need /worth of PE and sports
- B. It enables us to study the meaning, nature and importance of PE. It guides in determining the aims, objectives principals and content s in PE. through logic it helps us to determine whether PE is worthwhile
- C. It improves education practices through logic. PE educators are able to develop their philosophies rationally and systematically
- D. It is essential for professional educators. it brings PE professionals together to evaluate and analyze /discuss how to make their programme more meaningful
- E. It acts as a guide to human actions in PE and sports
- F. It makes the society aware of the subjects contribution to its value
- G. Explains the relationship between PE and general education and how their subjects are related

HISTORY OF PE AND SPORTS

History of PE and sports is an examination of the past by seeking to explain the how, when, why and where of PE and sports

It's the study of the past PE and sports development, systems, theories, institutions, personalities and activities within the general historical context[socio-econo-political and scientific changes

Sources of PE and sports history

- A. Primary ;first hand information derived rom artifacts[remnants /relics]original writing and eye witness accounts
- B. Secondary sources ;second hand information/sources

importance of studying history of PE and sports

- 1) helps us to explain and understand past sport and PE events/occurrence.
- 2) Helps to explain the relevanc of past events to the present and future prediction[the past illuminates present]
- 3) History of PE and sport shows us that mankind has always engaged in physical activities past present and future
- 4) Enables us to learn how various personalities ,institutions,states and events have helped to shape the course and cause of PE and sports in the society

- 5) Assists us to learn the value /importance of various physical activities in different societies in time perspective
- 6) Provides an opportunity to make a comparative analysis of PE and sports activities in the same and different societies
- 7) Helps us to understand the key issues /challenges that have affected the development of pe and sports
- 8) Helps to predict the future of PE and sports in achieving development in the society in relation to new discories in knowledge and technological changes
- 9) Helps us to initiate othe sporting activities
- 10) Provides cultural knowledge of other societies through the study of PE aand sports history

SPORTS ORGANIZATION AND MANAGEMENT

This deal with the very various sporting activities/competitions is organized. It also discusses how points are awarded and recorded, filling score sheet and arranging how teams are going to play.

Sports management thus is the coordinated and integrated efforts of utilizing organizing resources such as human, financial, physical and technical and information to achieve sports specific objectives through function planning, organizing, directing &controlling

ORGANISATION OF INTRA &EXTRA MURAL RECREATION ACTIVITIES AND SPORTS IN EDUCATIONAL INSTITUTIONS

Intra murals denotes competitions **within** an institution i.e inter-social group competition

Extra murals refers to competition **outside** an institution

Characteristics of intra &extra murals

1caters for every member of the organization

2participation is voluntary

3caters for individuals of all levels of skills and abilities serves the purpose of competition as well as recreation

Need/purpose/role for intra and extra mural sports and games in the school

a) promotes physical health

b) promotes socialization/interaction amongst student to student and student to teachers

c) Helps to identify and develop talents in certain sports and games

e) Discover career [future oriented]

f) Relax/enjoy/recreational

g) Avenue to release stress/steam cathartic role of sports and games

h) Breaks monotony of learning [boredom is reduced]

i) Promotes leadership qualities i.e teamwork, co-operation loyalty

j) Players are provided to see/experience through travel & see other people; places thus promote geographical knowledge and cultures.

K) Students are given room for masterly, practice and application of skills learned during PE lesson

Factors to consider when organizing for intra and extra murals

The organizing committee should look into the following aspects;

✓ .Program to be followed;

➤ The programme should cater for the following aspects of the competition;

- The schedule of all the events taking place in the field.
- The gust of honour and all other officials of the competition
- The rules under which the competition is conducted i.e IAAF/FIFA
- The up to date records i.e current champion or record holder
- The teams competing in that championships/tournament

.Facilities

- These include all fields and goals.
- They should conform with the acceptable standards
- They should be adequate to minimize time wastage

NB A RECORD IS KEPT ONLY IF THE FACILITIES USED ARE STANDARD

.Equipments

- These include
- hurdles, stopwatches, whistles, bells ,shot putt ,discuss javelin cross bars, batons, starting gun ,flag ,balls etc
- NB no record shall be accepted if the equipments used are substandard.
- They need be adequate to avoid time wastage

.Chief Guest

This is a respectable person invited to grace the occasion. He/she should be a person interested in sports and development

.his role in the meeting include;

- ✓ Give out trophies to the overall winners of different competitions
- ✓ Gives the final speech
- ✓ He graces the meeting

First aid and medical facilities

This is a very important aspect in sports organization

- ✓ It takes care of emergencies
- ✓ Assures competitors that they are taken care of
- ✓ Ensures that difficult cases are taken to hospital for special attention

NB first aid section should have all the necessary equipments, materials and drugs for any injury

Others factors

.transport to and from school

.Security

.Accommodation of the visiting teams

.Refreshments of officials and athletes

.Allowances to officials

.Officials needed

.Prices/trophies/awards given to excelling teams and athletes

SPORTS AND GAMES ORGANISATION AT SCHOOL LEVEL

HM

GAMES MASTER

COACHES [PATRON]

GAMES CAPTAIN

CAPTAINS [of various sports and games]

ASS.CAPTAINS ["]

PLAYERS

HM ROLES

Allocates funds to sports and games department

Approves budget/purchases of sports & games

Veto's guests of sports and games

GAMES MASTER ROLE

1 Ensures playgrounds are maintained.

2 prepares budget for sports and games.

3 prepares sports calendar for the school

4 attends sports meetings within and outside the school [represent the school]

5 a member of Kenya Secondary School Sports Association

6 responsible of organizing for transport & accommodation when school is going for overnight stay

8 he advises the school in areas of sports and games

9 Ensures various games have patrons/coaches & that training of the games is taking place

10 he is always aware of each team problems .i.e balls, meals

11 he creates harmony in the school. **How?**

a) Games are popular to every student

b) Creates an avenue for student to talk/share/discuss freely the problem they are experiencing in the school

c) Due to many teams in the school; the games masters reduced to an administrator rather than a coach

12 ensures good link and communication between H/M & other teachers and students

PATRON ROLES

1. Ensures order & discipline

COACH ROLES

Provides technical knowledge and skills assistance teams

Helps teams acquire equipments [look for donors]

He forwards players complaint to the staff meeting

He has an administrative work/role

CAPTAIN ROLES

Instills discipline to his players

- Settles some disputes amongst players
- Trains the team in the absence of the coach
- He is the custodian of the team attire and equipments of that team
- Acts as a link between players and the patron
- He represents the team in the reception of trophies on behalf of other players
- Consults game/match officials incase of any dispute during a match/meet
- Assists in the selection of team and players positions

TOURNAMENT

A TOURNAMENT IS A COMPETITION HELD AMONG VARIOUS TEAMS IN A PARTICULAR ACTIVITY ACCORDING TO A FIXED SCHEDULE WHERE A WINNER IS DECLARED.

Definitions of other terms

A bye; it's a situation whereby a team is given a chance to play in the 2nd round without meeting an opponent in the 1st round

Walk over; a situation where a team is awarded a win and points due to failure of an opponent to turn up for a competition

Preliminaries; initial stages in a competition

Quarter final; a competition stage involving 8 teams so as to select 4 winning teams to proceed on with the competition

Semi final; a competition stage involving 4 team so as to select two winning teams to proceed on

Play-off; a competition involving two losing teams in the semis in order to get positions 3 and 4

Final; a match between two winning teams in the semis in order to determine the over all winner of the competitions and the 1st runners up

A match; a contest between two teams

Home match; this is when a team acts as a host to another team in its own play grounds

Away match; it's when a team is playing far from home. It's being hosted by another team

Return match; it's the 2nd encounter between two teams in a competition

Seeding; this sorting of teams and fitting then in fixtures, so that strong teams do not meet in the preliminaries.

Factors to consider when seeding a team

- Previous performances/record

- Random draw

Golden boot award; award given to the top scorer in a tournament

Golden ball award; award given to the overall best player in a tournament

Goals for; total number of goals a team has scored

Goals against; total No of goals a team has conceded/been scored.

Draw/tie; where teams are tying after a match/have equal number of points/goals

Barren draw; a draw of no goal/none of the teams have scored or have been scored

Winner; holder of number one or highest scorer/No 1 in a competition.

Runners up; holders of position two and on in a competition i.e 1st runners up=No 2
2nd " " =No 3

3rd runners up=No 4

1. A LEAGUE (ROUND ROBIN)

This is a competition where each team will have a chance to meet every team in the other group either once [single league] or twice [double league]. The possible outcome during league competition is a win, loss or a tie/draw.

When to apply

- o Where there is enough time and facilities
- o Number of entries is mall
- o Need to rank all participants
- o Need to determine over all winner

Merits

- ⇒ Give satisfaction to the players.
- ⇒ A weak team will have a chance to meet a strong team.

- ⇒ Weak team improves as the league progresses.
- ⇒ The winner is clearly determined.
- ⇒ Players get a lot of exposure.
- ⇒ Provide fair judgment.

Demerits.

- ⇒ Takes too long to be completed.
- ⇒ Very expensive to organize in terms of transport and accommodation.
- ⇒ Require very many officials.
- ⇒ Require very many facilities.
- ⇒ Require very many equipment.
- ⇒ Expose players to very many injuries.
- ⇒ Tiresome on the side of players.
- ⇒ Very difficult to organize especially the league table.

Scoring

In a league competition a team scores after winning or drawing i.e

WIN	=3pts
DRAW	=1pts
LOSS	=0pts

Single league competition

Every team plays once with every other team

The total number of matches played in a single league competition should be;

$$\frac{n(n-1)}{2}$$

n= Number of teams

Minus (-) 1 because a team cannot play against itself.i.e8 teams: $8[8-1]/2=28$ matches

Divide by two (2) because it takes **two** teams to play a match.

Methods of drawing fixtures for a single league

1 cyclic method

When drawing these fixtures; fix team one in case of even number of teams i.e. 2,4,6,8,10, or fix a bye in case of a odd number of teams i.e. 3,5,7,9,11,

Rotate the other teams in an anti clockwise direction for the succeeding rounds

i.e.

Fixtures for 6 teams

1 st round	2 nd round	3 rd round
1 vs 4	1 vs 5	1 vs 6
2 vs 5	4 vs 6	5 vs 3
3 vs 6	2 vs 3	4 vs 2

4 th round	5 th round
1 vs 3	1 vs 2
6 vs 2	3 vs 4
5 vs 4	6 vs 5

Nb the number of rounds for even number of teams is given by the formula n-1

Fixtures for 5 teams

1 st round	2 nd round	3 rd round
Bye 5	bye 4	bye 3
1 4	5 3	4 2
2 3	1 2	5 1

4 th round	5 th round
Bye 2	bye 1
3 1	2 5
4 5	3 4

Nb. the number of rounds equals the teams competing.

Double league competition

Here, every team plays twice with every other team. This may involve **home** and **away** matches
Thus, the No of matches is twice that of the single league competition.

$$n [n-1] \text{ i.e } 10 \text{ teams} = 10[10-1] = 90 \text{ matches.}$$

Procedure of breaking a tie in a league competition

- 1 The team that has scored more goals shall
Be awarded higher place
- 2 If the tie still remains, the point/goals for and against shall be considered and the team with greater goal difference shall be awarded a higher place
- 3 if the tie still remains, the concerned teams shall play again and if this is not possible, then;
- 4 Toss of a coin shall be used to get the higher position.

2. KNOCK OUT

Competition where once a team is defeated, it is eliminated. The possible outcomes are (i) win (ii) loss

Types of knock out competition.

[i] Single elimination.

In this type of tournament the teams that are defeated once are eliminated immediately and they will not be given another chance to play. Total No of matches is $[n-1]$ i.e where 10 teams are involved the total No of matches shall be $10-1=9$ matches

Method of drawing fixtures

Procedure

- Determine the number of teams to the power of two [2] i.e 2, 4, 8, 16, 32, 64....respectively
- If so proceed by drawing for positions by picking names out of the hat/all No for positions[random selection]
- If the number of entry is not even arrange for byes to avoid having uneven no of teams remaining to compete in the semi-finals and in the final
- NB; All byes are to given in the in the first round. To determine the no of byes you subtract the number of teams from the immediate highest power of two .i.e 10 teams; the number byes shall be given by, $16-10=6$ byes >four teams will play in the first round leaving 8 teams for the next round.

Advantages of single elimination

- I. Quality is highly maintained
- II. Saves on time
- III. easy to determine the winner
- IV. Good for a large No of entries
- V. Resources & facilities are fully utilized
- VI. There is economy of expenditure

Disadvantages of single elimination

1. emphasizes on elimination
2. eventual winner is not always he best
3. a strong team may be eliminated thus weaker team proceed to an anticlimax of the finals
4. it discourages weaker teams who are eliminated in the preliminaries

[ii] Double elimination.

Every team is assured of playing 2 games .i.e one loses twice before elimination. The final is of members of each side i.e winning and losing bracket when it’s used;

- 1 enough time is available
- 2 fewer entries
- 3 positions two is needed.

It allows possibility of a strong team who could have been eliminated due to error to win the championships

Procedure

The brackets are similar to those of a single elimination

Seeding is necessary as in earlier cases.

Winners advance to the right while losers t the left

After two loses a team is eliminated

After a loss in the right the team progresses to the left. The winner in the right and left side meet in the final

No of matches is $[2n-1 \text{ or } 2]$ i.e 4 entries will give $[2 \times 4 - 1 \text{ or } 2] = 7 \text{ or } 6$ matches

Merits

- Team loses twice to be eliminated
- Select more adequate winner
- Maintains players motivation up to the end

Demerits

- Takes longer to run
- Emphasis on elimination
- Consolation elimination.

Merits of knock out

- ❖ Takes short time to complete.
- ❖ Requires few officials.
- ❖ Requires less equipment.
- ❖ Requires few facilities.
- ❖ Easy to organize.
- ❖ Has clear climax.

Demerits of knock out

- ❖ Does not give suggestion for the players.
- ❖ Players are not given time to improve on their skills.
- ❖ Teams are not given chance to realize their mistakes and correct.
- ❖ A weak team can eliminate a strong team.
- ❖ The winner is not outly determined.
- ❖ Not the best way of judging a strong team.

A BYE

This is when a team is allowed to proceed to the next stage without touching or playing the ball.

Rules when giving a bye.

- (a) Given during the preliminary stages of a competition.
- (b) Give the bye when the teams cannot be paired “through” to avoid odd numbers at the last stage.

How to give a bye

- (a) By considering the previous performance
- (b) By random draw.

When giving byes pick on a magic number, which is slightly higher than the number of teams. Magic numbers include: 2, 4, 8, 16, 32, 64, 128, etc.

Egoji Vs Kigari 2 : 3	Egoji Vs Meru 3 :3	Egoji Vs Rubate 3 : 2
Egoji Vs Augustine 4:2	Kigari Vs Meru 3 : 3	Kigari Vs Rubate 1 : 1
Kigari Vs Augustine 3:2	Meru Vs Rubate 2:2	Rubate Vs Augustine 0:1

Meru Vs Augustine 1 : 0 Entering league score sheet

Enter the above information in a score sheet.

Teams	Egoji	Kigari	Meru	August	Rubate
Egoji		2 : 3	3 : 3	4 : 2	3 : 2
Kigari	3 : 2		3 : 3	3 : 2	1 ; 1
Meru	3 : 3	3 : 3		1 : 0	2 : 2
August	2 : 4	2 : 3	0 : 1		1 : 0
Rubate	1 : 3	1 : 1	2 ; 2	0 ; 1	

Combined tournaments

This is usually conducted when teams are many and they have to be divided into groups/ pools/zones
Teams in each zone play among themselves [either knock out or league] and the winner is decided. Then the zone winners compete among themselves [knock out or league] to decide the champion of the tournament

A] LEAGUE CUM KNOCK OUT

- ❖ Takes the advantage of both league and knock out.
- ❖ Neither too short nor too long.
- ❖ Provide a well-matched competition.
- ❖ Does not exclude a team from a competition.

Organizations of league cum knock out

Teams are divided in to pools where each team is expected to play all others in the same pool (preliminary league).

Winners meet runners up from each group proceed to quarterfinals.

Merits

- Correct the mistakes of league and knock out.
- Has very clear climax of competition.
- Saves time.
- Allows the defending champion to participate.
- Problem of an even do not occur.
- Neither too long nor too short.
- No team plays greater

P – Matches played

W – Matches won

D – Matches drawn

L- Matches lost

F – Goals scored by the team

A – Goals the team was scored

Pts – Points

Ps – Position

	P	W	D	L	F	A	pts	pst
	4	2	1	1	12	10	7	2
	4	2	2	0	10	8	8	1
	4	1	3	0	9	8	6	3
	4	1	0	3	5	8	3	4
	4	0	2	2	4	4	2	5

B]league cum league

At zone level teams play a league competition. then the winners from zones play another league competition to decide the tournament winner

C] knock out cum league

At zone teams play a knock out competition and then the zone winners play a league competition to determine the champion.

D] knock out cum knock out

Teams are grouped in zones for knock out competition. the winners from each zone play another knock out competition to decide the champion.

CHALLENGE TOURNAMENT FORMATS

Ladder

This type of competition requires a team to play and win thus replacing the team ranked higher than itself.

Pyramid

A kind of competition requiring teams ranked together to play and the winner of the contests is ranked with top ranked teams

ROUNDERS

It is a game played by two teams each having nine Players and substitutes.

The two teams are:

1. Bowling / fielding/ out team.

Consists of:

- Backstop; position at back of the bating square to collect backward hit.
- Bowler at the bowling square
- Postmen at each post (4) collect low balls
- Deep fielders (3) to collect high balls

Definitions of terms in rounders

A side out

Its when there is know batsmen waiting to bat and all batsmen are running on various posts

Bowling

Act of throwing/ ball delivery by a bowler from the bowling square to the batsman to bat

Stumping

Hitting/touching a live post with a ball so as to stop a batsman from proceeding to score

Batting/in team.

Members are known as batsmen. One batsman is inside the bating square and the rest line up next to bating square.

Contraction of game:

This is known as inning and normally given to sitting team. Should not take more than 15 minutes.

Basic skills.

- Throwing
- Bowling
- Stumping
- Catching
- Running
- Batting

Basic equipment

- ✓ Rounder ball.
- ✓ Roundels bat
- ✓ 4 post (not > 1.5m high)

Officials:

- ✓ Batsman umpire
- ✓ Bowlers umpire.

Duties:

- ✓ Inspecting facilities and equipment before the start of the game.
- ✓ Awarding the scores.
- ✓ Signing score sheet after the game.
- ✓ Declares the ball as no ball.
- ✓ Declares when a batsman is taken out
- ✓ Ensuring rules and regulations are followed.

When a batsman can be taken out:

- If a batsman misses a goal ball unless he is the last batsman who is entitled to 3 good balls.
- If a batsman overtakes a teammate.
- If a batsman is found in a post by a teammate
- If the ball is grounded in the bowling square when the batsman is in between the posts.
- When the batsman runs inside the track.
- Failure to touch 4th post on completion.
- Batsman foot protruding outside the batting square.
- When the ball is caught in air unless it is no ball.
- When a batsman obstructs a fielder
- When the post a head is stumped with a ball.

NO BALL

This is a ball that cannot be batted due to the mistake of the bowler.

- ❖ Ball either too high or too low i.e above the head and below the knees.
- ❖ When the ball is directed to the body of the batsman.
- ❖ When the ball is outside the batting square.
- ❖ When the feet of the bowler are protruding outside the bowling square.
- ❖ When the ball is not thrown in a smooth continues motion.

SCORING.

1. Full rounder:

- ❖ Awarded when the batsman hits the ball successfully in a forward direction and manages to run round the track from outside touching the 4th post before the ball is grounded in the bowling square. Batsman has another chance of batting

2. Half rounder:

Awarded in case of a backward hits and the batsman run in the normal way.

3. Penalty half rounder:

- (a) Awarded incase of 3 consecutive no balls.
- (b) A bowler or fielder obstructs a batsman.

Why rounder is famous in primary schools:

- ❖ Equipment's cheap to attain.
- ❖ Skills easy to master.
- ❖ Rules are easy to understand.
- ❖ Take short time.
- ❖ Use limited space.
- ❖ Can be played by all ages.
- ❖ Can be played both sexes.
- ❖ Not tire some.
- ❖ Limited chances of injuries

Improving accuracy when batting.

- ❖ Should have good stance.
- ❖ Should have good eye contact with the ball.
- ❖ Should have good co-ordination between the hands reaction time.
- ❖ Good reaction time.

- ❖ Enough power / strength.
- ❖ Good bowling ball.

Breaking a tie in rounder

Consider the number of batsmen out; the team with the fewer batsmen out is ranked higher

OLYMPIC EDUCATION

Ancient Olympic Games.

The soul of the Greeks was in the open. To them nature was a living concept .they worked and lived in the open. The world was based on environmental approach Mts Rivers, valleys. Etc games thus formed part of their religious cult. It was a collective way of worship to Zeus and a sacrifice to Apollo.

Athletes were supposed to train for 10 months but Ellis [Elian judges] demanded all athletes to converge one month before the games. So that they could be screened for fitness before the Elian judges. This test involved hand walk and headstand

Spectators came from Libya, Egypt, and Sicily. Activities involved included social amusements, body strength, wrestling, foot race, military exercises and listening work in poetry music and dance.

PROGRAM OF THEIR GAMES

They lasted for 5 days

- **Day 1**

Day of sacrifice of a pig to Zeus

- **Day 2**

Day of activities

- **Day3**

Day of mon; feasting and sexual abstinence

- **Day4**

Day of activities

- **Day5**

Day of festivities

QUALIFICAION FOR THE GAMES

- 1) Contesters had to have been in training for ten month
- 2) One had to be a free man
- 3) One had to have no criminal record
- 4) One had to be of Hellenic race
- 5) One had to abide by the rules by swearing an oath that he would not use unfair means to win
- 6) Competitors had to be men of good social standing and integrity

The first ancient games were held in 776^{BC} in Olympia Athens in Greece.

The games were meant to/ideals of ancient Olympic games

- a) commemorate burial of a prominent personality/national heroes
- b) A way of worship
- c) For entertainment/
- d) Competition
- e) For social and moral development
- f) For physical strength/physical fitness
- g) To promote dignity and good value of human beings
- h) To promote unity without social, race ,religion, and color discrimination

Characteristics of ancient Olympic games

- ❖ Major events were gymnastics and athletics.
- ❖ were specifically by the Greeks
- ❖ It was done by men only
- ❖ Held during the night.
- ❖ The game was held after every four years. (*Olympiad*)
- ❖ Truce period was maintained.
- ❖ Participants were naked
- ❖ Amateurism dominated the game.
- ❖ The price given to the winner was the *olive wreath*.

Philosophy of Olympics

Was based on:

- ❖ Games free from corruption
- ❖ Games free from discrimination
- ❖ Promote the spirit of brotherhood/goodwill

Modern Olympic Games

After the collapse of the ancient Olympic Games, it took about 1500 years before anyone thought of reviving the games

Two groups emerged with the idea of reviving the games in 1840s when German archeologists started digging up the former Olympics stadium. By 1875, they had excavated the following

1. temple of Zeus
2. the gymnasium

3. the track
4. home Olympic supervisors
5. lodgings for honorable guests
6. the supreme Olympic court

Their roles included

1 Olympia stadium

Temple of Zeus. This was the seat of Apollo and its where sacrifices were made to Zeus. An athletes and invited guests met here on the open day of sacrifice. All athletes with wishes to make and to repent would meet the priest here. It symbolized the unity of the Greeks

2 the gymnasium

This is where athletes stayed for 10 months. Fitness tests were conducted here to establish eligible participants where gymnastic competitions were held

3 the track

Where opening and closing celebrations were held. All track and field events were held here

4 home of the Olympic supervisors

The housed the trainers who conducted coaching and counseling to athlete's .it was also home for the judges invited to officiate the games.

Qualities of these judges included

- A] Men of exemplary behavior
- B] Impartial
- C] Men of integrity who held high positions
- D] Men ho made contributions to the 1st Olympics
- E] Married men with respectable families
- F] Brave men who had fought in the defense of the country

5 lodgings of honorable guests

These were special rooms designed for special guests invited to watch the games from Sicily.

Choice of honorable guests

One who had contributed greatly to academics?

One born from a royal family

One who had won in subsequent Olympics and games named after him

6 the supreme Olympic court

This Supreme Court served the judges who;

- a] Approved on the fitness test on those competing in the games
- b] They heard petition on the protests submitted by the judges and athletes
- c] Check in all competitors
- d] Kept records of all the past and present Olympics
- e] They interpreted the wishes of the gods to the concerned parties

reasons by the historians to have the games started

- ❖ the games were associated with history would arouse a sense of beauty in that aesthetical experiences would create a moral force
- ❖ games would bean expression of posture; greatness
- ❖ those from Britain wanted Olympics for British commonwealth and the America. they felt that this would strengthen the British culture and ideologies
- ❖ games would be a good link between physical and moral education
- ❖ the games were to act as a source of pride and nationhood

In 1870 Otto man Bismarck a German conquered France and occupied Alsace Lorraine a region very rich in minerals

Implications

This kind of brutality influenced a young French scholar Pierre de Coubertin who felt that the games solved some problems the world was having the games started in 1880 but the following problems prevented this; 1] France a key player of the games objected the invasion the Germans as a competing nation

2] Communication was not easy for the organizers to meet and plan these games

3] Greece objected the idea of rotating the games from one place to another .they wanted the permanently in Athens it was not easy to transport athletes to the games venue.

4] No country had a stadium on which the games could be held

5] it was also time for the scramble and partitioning of Africa and the powers involved were suspicious of one another.

Reasons for the revival of the modern Olympic Games

- ✓ education and the games go hand in hand to promote international understanding
- ✓ sports apart from promoting talents would also promote peace
- ✓ sports was to be used as a media to bring together the world best sportsmen and women and exchange cultural values
- ✓ sports to be viewed in broader sense than before when it was looked to be promoting physical body only
- ✓ games to be revived on a world wide basis where it will not be a Greek affair only

The first modern Olympic was held in Athens Greece in 1896 A.D. 7 countries took part i.e England, France, USA, Greece, Hungary. 12 competition events were held and USA won 9 out of 12. Germany won in gymnastics while France in archery. Baron de Coubertin became the first president of **I.O.C.**

Preparation taken prior to ancient Olympic games

- ✓ religious sacrifices were performed by sacrificing a pig to the Zeus
- ✓ moral standard of both the athletes and Elia judges were ascertained
- ✓ athletes were to stay and play at the Olympia for 10 months
- ✓ invitations were extended to great men, nobles and academicians
- ✓ any warfare was stopped before the games

Moral values behind the ancient Olympic games

- ✓ the games were a link between the living and the dead
- ✓ the games ascertained the authority of Greek gods who were said to be behind their success
- ✓ Games glorified the existence nature to which the Greek nature was a vivid concept.
- ✓ Game were a test of ability, expertise and virtues which matched with the Greeks philosophy of affection and healthy citizens

Reasons for the decline of the ancient Olympic Games

- Emperor Theodosius I [394 AD] ordered the games closed because they had lost their religious importance
- Intellectual education intensified with emphasis on mental growth as opposed to physical maturity hence leading to detriment of interest in physical activities
- The Olympic festival were commercialized
- Professionalism made its way in athletics and winners were no longer contented with a simple olive sheath
- As athletes became famous, they started being glorified more the Zeus in whose honor of the games were intended
- the opposition of the the Romans to the Greek way of life
- the destruction of the Olympiad by an earthquake
- the decline of Greek as a world power to the Romans
- the strong hold Christianity and their emphasis to spiritual aspect of life to the expense of the physical body
- opposition of the Greeks to have the games hosted by another city

The games were held after every four years (**Olympiad**)

Was received by a French scholar by the name Baron Pierre de Coubertin with an intention to unify the whole world by opening the game to his rest of the world.

The modern games are hosted by the city and the city selected six years before the game.

i. International Olympic committee (IOC)

This is a world governing body with the head quarter-Geneva in Switzerland.

Former president was *Juan Antonio Samaranch*

Current president is *Jacques Rogge*.

Tripartite commission is made up of:

ii. International sports federations (I.S.Fs)

I.S.Fs deals with the laws of the game and officiating. E.g IAAF (Athletics), FIFA (Football) FIVB (Volleyball) FIBA [basketball]

iii National Olympic committee (NOC)

Made up of all the countries that are members of Kenya (NOCK)

iv. International Olympic academy (IOA)

Deals with principles and philosophies of Olympic (Olympics)

v. Olympic Solidarity (O.S)

Trustee, which handles IOC funds for, sports development.

vi. ANOCA; Associations of national Olympics Committees of Africa

Olympic logo

This has five interlaced rings, which represent the solidarity of five continents. E.g

- Red America
- Green Australia
- Yellow Asia
- White Europe
- Black African

Opening ceremony

- Singing of the Olympic anthem and hosting of Olympic flag
- Putting up Olympic torch/flame
- Three gunshots associated with the Olympic motto – which reads **higher, faster and stronger**.
- Releasing of doves and pigeons.

Order of Olympic Games

Year	City	Country
1968	Mexico	America
1972	Munich	Germany
1976	Montréal	Canada
1980	Moscow	Russia
1984	Los Angeles	US.A.
1988	Seoul	S. Korea
1992	Barcelona	Spain
1996	Atlanta	U.S.A.
2000	Sydney	Australia
2004	Athens	Greece
2008	Beijing	China
2012	London	Britain

Conditions for awarding medals

- A competitor must be a nationality of a given country and must have a national flag.
- Athletes must pass the drug test.
- The result must be verified to find out whether it was accurate.

Why some countries don't participate in Olympic Games.

- ❖ If they are not members of international Olympic committee (I.O.C)
- ❖ Lack of finance/funds.
- ❖ Failure to meet the required qualifying standards/time.
- ❖ Political ideologies e.g capitalization, socialism, apartheid e.t.c.
- ❖ Political instability e.g civil wars.

- ❖ Lack of qualified coaches and trainers.
- ❖ Lack of equipment.
- ❖ Lack of standard facilities.

Similarities between ancient and modern Olympic games.

- ❖ Both are held after every 4 years i.e Olympiad.
- ❖ In both the games are hosted by cities.
- ❖ Both propagate the spirit of brotherhood.
- ❖ In both Olympic Games is put during the opening ceremony.
- ❖ Both emphasize on peace/truce.

Differences between ancient and modern Olympic Games.

- ❖ In ancient, the games were held at night while in modern the games are held during daytime.
- ❖ In ancient only men participated while in modern both sexes participate.
- ❖ In ancient winners were awarded olive wreath while in modern winners are awarded medals.
- ❖ In ancient, the games were specifically for the Greeks while in modern the games are open for all races.
- ❖ The ancient Olympic games were dominated by amateurism while in modern both professionalism and amateurism dominates the games.
- ❖ In ancient, only two events were participated in i.e athletics and gymnastics while in modern many games are participated in.

Problems facing modern Olympic games

1. wars
2. racism
3. boycotts
4. terrorism
5. use of anabolic steroid and drugs
6. amateurism vs professionalism

NET BALL

HISTORICAL BACKGROUND

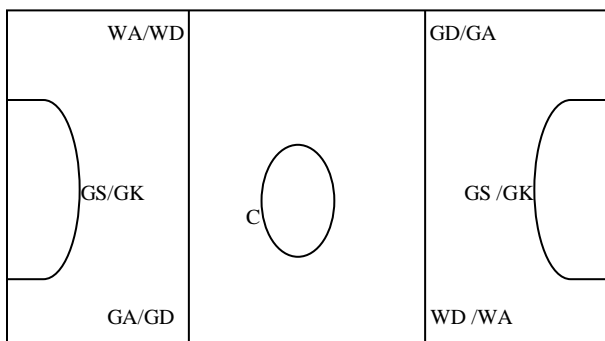
This game was invented in America in 1891.

Originally, the method of playing was similar to that of basketball. Two baskets were placed at the end of gymnasium and two opposing teams passed the ball to score in the baskets.

In 1895 Dr. Toole an American introduced it in England and the game spread by word of mouth because there were no printed rules.

Some of the changes that have taken place in the development of netball include:

- (a) In 1897 rings were introduced instead of baskets.
- (b) Rules were published for the first time in 1901.
- (c) In 1924 the netball federation was formed.
- (d) In 1926 all England netball association was formed in England.



- (e) The game was introduced in Kenya in 19920s by the missionaries and was mainly played by the European.
- (f) In 1968 Kenya netball association was formed under the chairmanship of British lady who was a physical education lecture at the Keynote College.
- (g) In 1960 the International Federation of Women Netball Association was formed and new rules were published. Members of the I.F.W.N.A meets after every 8 years to review and change the rules if need arise Kenya is a member through the affiliation of Kenya Netball Association. [KNA]

Team size

A team is made up of 12 player's i.e 7 in the court and 5 substitutes. A game cannot be played if a team has less than 5 players. If a team is incomplete they loose the game by **default** and if the team refuses to play then they loose the game by **forfeit**.

PLAYERS

The seven players include:

1. Goal keeper (G.K)
2. Goal defender(GD)

3. Wing defender(WD)
4. Center(C)
5. Wing attack(WA)
6. Goal attack(GA)
7. Goal shooter(GS)

PLAYING AREAS.

GK-1, 2 GD-1 2, 3 WD-2, 3 C 2, 3, 4, WA-3, 4 GA-3 4, 5 GS-4,5.

Substitution

There is no limit to the number of substitutes a team can use provided they were all registered at the beginning of the play. A player comes in and out as many times as possible and this is referred to as revolving substitution.

Game duration.

There are 4 quarters of 15 minutes each with resting interval of 3 minutes between first and second quarters and between third and fourth quarters. There is a resting interval of 5 minutes during half time.

In a tournament:

There are 2 halves of 20 minutes each with a resting interval of 5 minutes during half time. The teams change sides at the end of every quarter half.

Breaking a Tie:

A tie occurs it is broken by adding an extra period of 5 minutes. If it still occurs similar periods are added till it is broken.

BASIC EQUIPMENT

- ❖ Ball
- ❖ Size number 5
- ❖ Spherical
- ❖ Circumference 27-28 inches
- ❖ Weight 400gms – 450gms.
- ❖ Color – white
- ❖ Goal post
- ❖ 3.05m tall (10ft)
- ❖ Ring diameter 380mm

Players equipment

- ❖ Sports shoe and stockings.
- ❖ Skirts/shorts/bloomers/wrappers.
- ❖ Jersey/T-shirts.
- ❖ Playing bibs.

STARTING THE GAME

Procedure

Umpire tosses a coin for the 2 captains and the winning captain has two options i.e

- (i) Choice of the side.
- (ii) The 1st center pass.

The team starting with center pass is known as even team while the other is known as odd team.

Conditions during center pass.

- The center with the ball should be within the center circle.
- All other players except opponent center should be in their respective goal thirds.
- After the umpires whistle, the ball must be released within 3 seconds.
- The center pass must be received within the same third (center third)
- The center with the ball must obey the footwork rule.
- A goal cannot be scored directly from the center pass.

Occasions when center pass is administered

- ❖ Start of the game.
- ❖ After the score.
- ❖ After every quarter or half.
- ❖ Start of 2nd half.
- ❖ Start extra time.

N.B In case of any infringement during center pass, the center pass is referred to as **faulty center pass**.

CONTROL OF CENTER PASS.

- (i) When the whistle is blown the center in possession of the ball shall play within three seconds and obey the work rule.
- (ii) The center pass should be caught or touched by a member of the attacking team who is standing lands within the center third.
- (iii) A player who lands with both foot and both feet simultaneously with the center third judged to have received the ball in that third.
- (iv) A player who lands with both feet simultaneously with one foot within the center third and the other on goal third are judged to have received the ball in that goal third.
- (v) If a member of a team taking the center pass, catches the ball in the center third without crossing the line, a free pass is awarded the opposing team to be taken at the goal third close to the point where the ball crosses the line.
- (vi) If a member of the opposing team touches or catches the ball on the center third or goal third, with a stride along a transverse line, then the advantage rule is applied.
- (vii) If balls from center pass goes untouched over the sideline boundary or the center third, a throw in is awarded to the opposing team where the ball crosses the line.

PLAYING THE BALL

A player may/shall:

- (i) Catch in one or both hands
- (ii) Gain or regain possession of the ball if it rebounds on the goal post.
- (iii) Bounce the ball to another player.
- (iv) Tip the ball in uncontrollable manner once or more than once, hit the ball to another player or catch the ball.
- (v) Bat the ball once, catch or direct to another player.
- (vi) Find while holding the ball but must regain footing and throw the ball within three seconds.

A player shall not:

- (i) Kick the ball deliberately.
- (ii) Strike the ball with the wrist
- (iii) Deliberately fall on the ball to get it.
- (iv) Attempt to regain possession of the ball while lying, sitting or kneeling on the ground.
- (v) Use goal post as a support in recovering the ball going out the court.
- (vi) Use the goal post as a means of regaining balance any other way or purpose.

LATE ARRIVALS

A latecomer can only replace a player who filled her position only after notifying the umpire.

She takes to the court:

- (a) After a goal has been scored.
- (b) After stoppage for injuries or illness
- (c) Immediately following an interval

The penalty for breaking the rule is a free pass to the opposing team where the infringer is standing and she leaves the court until the next goal is scored or next interval.

Stoppages injuries or illness.

When a player is injured or ill, a stoppage of up to 3 minutes is allowed from when team manager is called to decide whether the player is to continue with the play.

Umpire may stop play for emergency related to:

- (i) Equipment, court interference by outsiders, weather conditions.

(ii) Players clothing

Official officiating

After stoppage for either reason, the game continues from the spot where the ball was when the game stopped. When no substitution is made for a player unable to resume the play, the injured player may return to the vacant position after notifying the umpire.

OFFICIALS

Team officials'	Game officials
Coach	Umpire
Team manager	Timekeeper
Captain	Scorer

1. UMPIRE

- ❖ They put on costumes distinct from that of players.
- ❖ Should have control over the game and make decision.
- ❖ Should officiate according to the rules
- ❖ Each umpire should control and give decisions only in one half of the court unless appealed to by other umpire tosses a coin for the start.
- ❖ Each umpire restarts the game after all the goals scored in the half he or she is controlling.
- ❖ Keeps outside the court except when it is necessary to enter in to secure a clear view of a player or to indicate the point of which the penalty must be taken or to take a loss up.
- ❖ Move along the sideline and behind the goal line to see play and make decision.
- ❖ An umpire may call on an advantage to indicate an infringement has been observed and not penalized.
- ❖ Not criticize or coach any team when the game is in progress
- ❖ Check that during the stoppage, injuries, other players remain in the court and there is no coaching going on.
- ❖ On seeing an infringement blow whistle, state the infringement and the penalty and indicate the place on which the penalty is to be taken.

2. SCORERS

There two scorers and their duty include:

- (a) Keep a written record of the scores together with the record of the center pass and the record of all the successful scores shot.
- (b) Records each goal as it's scored unless notified contrary by the umpire
- (c) Call center pass if applicable to.
- (d) Notify the umpire immediately if the incorrect center pass is given.

3. TIME KEEPERS

Their duties include:

- (a) Toss off for the choice of goal side or first center pass and notify the umpire of the result.
- (b) Take note of time during an interval, stoppage or illness.
- (c) During the above occasions notify the umpire and the other captain that they have changed the positions whether or not substitute is involved or not.

Over third

- (a) The ball cannot be thrown over a complete third without being touched or caught by a player who is at the fine touching or catching the ball is fully within the third or lands within that third.
- (b) The player, who lands first with one foot in the correct third, is judged to have received the ball in that third.
- (c) The player who lands on both feet simultaneously with one foot within the correct third and the other one in incorrect third is penalized.

FOOT WORK RULE.

A player may receive a ball with one foot or both feet grounded or jump to catch and land on one or both feet and then:

- (a) Step with one or both feet in one direction, any number of times pivoting on the landing foot. The pivoting foot may be lifted but the player must throw or school before grounding.

- (b) Jump from the landing foot or both feet on the other foot or either foot but must throw or shoot the ball before regrounding of the foot.

A player in possession of the ball may not:

- ❖ Drag or slide the landing foot.
- ❖ Hop on either foot.
- ❖ Jump from either both feet unless the ball has been released before landing

DEFENSE

This is mounting around of the player who is in the guard position. Its duty is to capture the ball from the opponent and bring it up supposed to draw the defense onto her and then pass the ball to her teammate in a later position.

Player's responsibilities in defense against an opponent include:

- ❖ Anticipating an opponents move so as to discourage him from moving past for a shot near a goal area.
- ❖ Discouraging the opponent from reaching the high percentage scoring area.
- ❖ Making difficult for the opponent to run fast and receive a pass or collect a rebound.

Types of defense

1. Man to man defense – A player marks her opponent wherever she goes in the court.
2. Zone defense – Court player guards one section at all times no matter which attacker comes into the area.

PENALTIES IN NET BALL

These are awarded when infringement occurs i.e. offences or breaking of rules. They include;

1. throw in
2. toss-up/throw up
3. free pass
4. penalty pass
5. penalty pass or shot

1. THROW IN

This is an act putting the ball back into play when the whole ball is out the court.

- ❖ When it touches the ground outside the court.
- ❖ When the player steps outside the court while holding the ball.
- ❖ When the ball comes in contact with a person or an object outside the court.

Conditions to observe when taking a throw in

- ❖ Should be thrown at the exact point where it went out.
- ❖ Thrown at the nearest third.
- ❖ Release the ball in three seconds.
- ❖ At least one foot should be close to the line but not stepping on it.
- ❖ Footwork rule should be obeyed i.e the foot should be in contact with the ground.
- ❖ Opponents should be 0.9m away from the ball.
- ❖ A goal cannot be scored directly from the throw in.
- ❖ The player cannot pass the ball to herself/himself.
- ❖ A player should not enter the court before releasing the ball.

TOSS-UP/THROW-UP

This is a awarded incase of:

1. Simultaneous infringements – 2 opposing players committing offence at the same time.
2. Simultaneous off side and one offside player interferes with the ball.
3. When two opposing players claim possession of the ball – holding the ball at the same time and struggling for it.
4. Incases of serious injuries or illness (stoppage)

5. When the umpire cannot tell who has committed the offence.
6. During technical problems e.g ball bursting.
7. when resuming from match termination; i.e. due to external interference or bad weather

Conditions to be observed.

- ❖ The two opposing players standing at a distance (1m) of in facing each other and their own goal line.
- ❖ Their hands should be straight and alongside their body.
- ❖ The umpire stands between the two players and toss the ball vertically
- ❖ Their ball shall be tossed at a height not more than two feet.
- ❖ The shoulder of the shorter player shall be considered when tossing the ball.
- ❖ The players can catch or bat the ball in any direction

3. FREE PASS.

Awarded in case of a minor infringement occurring within the court – except with simultaneous offside.

Examples of infringement include:

- ❖ Over- third.
- ❖ Offside
- ❖ Kicking the ball
- ❖ Repossession of the ball i.e double catch
- ❖ Faulty center pass.
- ❖ Scoring from outside goal area
- ❖ Rolling the ball to a teammate.
- ❖ Staying with the ball for more than 3 seconds without passing /shooting.
- ❖ Walking/sliding while holding the ball
- ❖ Dribbling the ball
- ❖ Catching and passing /shooting while sitting down or kneeling.

Conditions to observe

- (i) The umpire shall blow the whistle and indicate the kind of infringement.
- (ii) Opponent should be 0.9m away from the ball.
- (iii) Play the ball after the umpire's signal within three seconds.
- (iv) Obey the footwork rule.
- (v) Any other player allowed in the playing area can take a free pass

4. PENALTY PASS/PENALTY SHOT.

This is awarded in case of:

1. Obstruction – A player defending the ball at a distance of less than 0.9m/hindering opponents movements/jumping up and down in front of a shooter with intentions of interfering with his/her vision.
2. Contacts –Body contacts: charging, tripping, pushing, holding and blocking e.t.c.
Ball contacts: a player contacting the ball held by an opponent
3. Intimidation – This is when the player uses threatening gestures against the opponent.
4. Interfering with the goal post – G.K/GD shaking the goal post when G.S is set to shoot.

Rules/conditions

Taken at the exact point where the infringement occurred.

The offending player shall stand besides and away and shall not interfere with the play until the ball has been released

SKILLS

A. THROWING

1. Chest pass

Teaching points.

- Both hands at a chest height level supporting the ball. Thumbs pointing behind the ball elbows points outwards.
- Pass the ball as you push by the use of both hands.

- Follow through by a step forward and by lifting the body weight in the direction of the throw.

2. Overhead pass

Teaching points.

- Ball is held in two hands either
 - (i) Directly above head
 - (ii) Slightly forward of the head
 - (iii) At the back of the head.
- Ball propelled with a quick forceful flexing
- weight is transferred to the front foot.

3. Bounce pass.

Teaching points

- ❖ Used in a congested space to at full defense.
- ❖ May be passed with one or two hands, grip same as chest pass.
- ❖ Ball directed towards the floor either
 - (i) Just behind the feet of the tight defense
 - (ii) Bounce the ball approximately two thirds of the distance between the sender and receiver.

TYPES OF PASSES

One-handed straight shoulder pass

Teaching points

- ❖ Hands spread evenly behind the ball
- ❖ Body turned sideways
- ❖ Weight the body on the back foot.
- ❖ Palm cupped and the thumb spread to support the ball.
- ❖ Throwing arm is thrust from the shoulder with follow through of body weight.
- ❖ Both hip and shoulder should rotate to the side and forward during the throwing.
- ❖ A flick of the wrist will give speed to flight of the ball.

One handed high shoulder pass.

Teaching points

- ❖ Weight should be behind, fingers spread out behind the ball.
- ❖ Throwing arm thrust forward from the elbow and shoulder.
- ❖ Direct the ball in upward direction over the head of an opponent.
- ❖ Follow through.

Chest pass

Teaching points

- ❖ Ball held in two hands closer to chest
- ❖ Weight behind the foot
- ❖ Eyes to direction of throw
- ❖ Release the ball in a forceful forward motion
- ❖ Transfer weight to forward foot

Overhead bounce pass

- ❖ Ball is held at the back of the head
- ❖ Arms brought over the head
- ❖ Ball is bounced three quarters the distance to the intended player .
- ❖ Follow through.

Underarm (sling) pass

- ❖ Like shoveling action
- ❖ Ball held at wrist height.
- ❖ Swing the hand backward.
- ❖ Lower and direct the ball to intended player.

- ❖ Release it waist level
- ❖ Follow through.

Uses

- ❖ Used for short passes
- ❖ Ball travels fast

B. CATCHING

1. Two handed catch

Teaching points

- ❖ Hands firm and stretched towards the ball.
- ❖ Fingers spread and relaxed [cupped]
- ❖ Body in line with oncoming ball eyes focused to the oncoming ball
- ❖ Fold the fingers as the ball gets into the fingers.
- ❖ Give in as the ball make contact with the ball

GYMNASTICS

This is a systematized forms of exercise designed to produce particular effect to the body.
Skilled performance of the basic human movement e.g. walking, rolling, vaulting, springing e.t.c.

Qualities of a good gymnast.

- ❖ Should be physically fit
- ❖ Disciplined.
- ❖ Committed / dedicated
- ❖ Interested
- ❖ Knowledgeable / conversant
- ❖ Willing to learn

- ❖ Sympathetic

Aims of gymnastics

- ❖ To exploit human potential talents.
- ❖ To develop physical fitness for individual.
- ❖ To make proper use of leisure time.
- ❖ To make proper use of locally available materials.
- ❖ Help to correct body defects e.g. lardiosis, scoliosis e.t.c
- ❖ To promote emotional development
- ❖ To promote sportsmanship spirits e.g. co-operations, discipline, sharing.
- ❖ Improves body system e.g circulatory, respiratory, digestive e.t.c.
- ❖ Helps form career opportunity.
- ❖ It lays foundation for other sporting activities.

Problems encountered while teaching gymnastics

- ❖ Lack of equipment / facilities.
- ❖ Negative attitudes by pupils, parents, fellow, teacher, society e.t.c
- ❖ Lack of organized gymnastics competition at the grassroots level
- ❖ Competition from other well established sports.
- ❖ Lack of sufficient times for practice.
- ❖ Lack of role models in the society

BRANCHES OF GYMNASTICS

There are three branches of gymnastics. These include:

1. Traditional/informal
2. Modern/formal
3. Olympics/Acrobatic

1. TRADITIONAL/INFORMAL

This branch deals with the skills as performed by the gymnast. It is categorized into two:

- (a) Balance
- (b) Agilities

a) Balance

This is the ability to hold the body still or stationery without any movement. It is the state of body equilibrium.

Types of balance

i. Static/non-locomotors

No movement once the body is balanced

Example includes:

- Head stand
- Handstand
- Crouch balance
- V balance
- Elbow plant
- Swan/plane balance

ii. Dynamic / loco motor

In this case once you the balance you can make some movement

Example include

- Crab walk
- Tiger/fore arm balance
- Hand walking

iii. Counter balance

This is a kind of a balance where an individual require a partner or group of partners to support.

Examples include:

- Shoulder balance
- Knee balance
- Pyramid

Pyramid

This is a grouped balance having a triangular or conical shape

Conditions for a good pyramid

- Should have a strong broad base and a sharp apex.
- Should be composed of 16 participants with varied body sizes, heaviest at the bottom and lightest at the apex.
- The services of the spotter are highly required when building and breaking the pyramid.
- Hips and shoulders give the strength support when building the pyramid.
- The taller the pyramid the higher the marks scored.

Pyramids form the climax of the gymnastic competition.

- Gymnastic movements that can be used to disembark the pyramid are:
 - Backward or forward roll
 - Headspring or neck spring
 - Cat wheel
 - Summersaults.

b) Agilities

These are fast moving gymnastic activities or skills that are done with a lot of ease.

Categories of agilities

1. Rolls

- Forward roll
- Dive forward roll
- Tank roll
- Backward
- Judo roll
- Side roll

2. Vaults.

This is a movement of going over or jumping over an obstacle or an object.

- Through vault.
- Fence vault
- Stride vault / leapfrog
- Overwing vault
- Gate vault
- Thief vault / window

Progressive stages of performing vaults.

- Approach ----short run.
- Take off -----breaking contact with the ground.
- Flight -----being in air
- Landing -----making contact with the ground

3. Springs.

These are movements of turning the body part from one point to another either in the air or over an article.

- Head spring
- Neck spring
- Cat spring
- Handspring
- Arab spring

4. Tumbling

- Cart wheel

- Forward somersault / flick flack
- Backward somersault / flick flack
- Arab spring
- Round off.
- Up- start.

2. MODERN, FORMAL GYMNASTICS

This branch deals with the themes of educational gymnastics and factors of movements.

A. Themes of educational gymnastics

i) Weight transfer

This is shifting or transferring of the body weight from one body to another

Examples.

- ❖ Walking – from one leg to the pother
- ❖ Cat wheels – leg to hand and to other leg
- ❖ Hoping – from leg to the same

ii. Residence

This is the amount of spring, bounce or elasticity of the body when landing or taking off.

Importance

- ❖ To avoid body shock thus preventing body injuries.
- ❖ To create beauty in the movements.

Good landing

- ❖ Landing with balls of the foot.
- ❖ Land with the feet part
- ❖ Land on a stable and even ground
- ❖ Hands stretched out for balance
- ❖ Knees slightly bent.

iii. Space awareness.

- Personal space – Space occupied by the body cylinder
 - General space – Unoccupied space where the body can move.
- iv. Balance and counter balance. (Refer to types of balance – page 18)

v. Twisting and turning:

Turning

This is when the whole body including the feet moves round as one.

Twisting

This is when at least one part of the body is fixed on the ground while the remaining parts rotate/ move around.

B. FACTORS OF MOVEMENTS

1. Weight

The body weight determines the quality of the movement. Can be described as heavy, medium or light. The heavier the body the clumsy the movement.

2. Space

(Ref. To themes of education – page 14)

3. Time/flow

Time is used to measure the speed of movement. Movement can be described as either very fast, moderate and very slow. Flow of movement can be described as:

- Free flow: Movements that cannot be stopped or held at one point once they start.
- Bounded flow: Movements that can be held at one point once they a\re start.

Other terms of movements

1. Level:

Can be described as high, medium.

2. Direction

Can be described as forward, upward, sideways and downwards.

3. Progression

This is how work is build up.

4. Movement sequence

This is comparatively complete movement made up by combining small short movements in a sequence manner, e.g.

- Head springs
- Through vaults
- Astride vaults

5. Curling

Body parts being taken or brought to the center of the body.

6. Stretching

When the body parts are taken away from the body center i.e legs and hands

7. Symmetrical movement

This is when the corresponding parts of the body i.e hand and legs are used to do the same thing at the same time.

8. Asymmetrical movement

Corresponding parts of the body are not used to do the same thing at the same time

SAFETY PRECAUTION WHEN TEACHING GYMNASTICS

- Ensure adequate and appropriate warm up before starting the activity.
- Demonstration should be very clear
- Installation/explanation should be very clear
- Maintain discipline of the higher order
- Provide adequate space.
- Ensure pupils have appropriate uniform.
- Avoid using faulty apparatuses
- Proper timing of the activities too hot or slippery.
- Avoids using faulty facilities e.g grounds with stones
- Avoid involving sick pupils
- Activities should be related to pupil's age.

APPARATUS USED IN GYMNASTICS

- The horse
- Bars
- Ropes
- Tables
- Vaulting boxes
- Springboard/take off board
- Chairs and stools
- Old tyres
- The hoops

Adjudicating gymnastics competitions

Points to look at

- Entry in the arena. The entry should be in gymnastic movement or skills.
- Teacher and the leaders' appearance. They should have uniforms, which looks a bit confident, knowledgeable e.t.c.
- Table interpretation.
- Continuity and progression i.e does one part follows another (sequence) in mount.
- Teacher's creativity.
- Improvisation and use of apparatus.
- Skills mastery.
- Timing – for the timing you are given 10 min to complete.
- Exit from arena.



THE VOLLEYBALL COURT

5	4	2	1
6	3	3	6
Back court	Front court	Front court	Back court
1	2	4	5

VOLLEY BALL

Historical background

The game was started by William Morgan, a physical education specialist and director at Young Men Christian Association (Y.M.C.A) in 1895 in U.S.A. He first called this game Mintonette. Latter the Y.M.C.A directors suggested that the game should be called “volley ball” because the ball was

volleyed back and forth across the net.

In the early stages of development 9 players on each side were playing volleyball. The Y.M.C.A drew the first formal rules in 1897.

During the First World War the American troops introduced the game in Europe. U.S.A formed amateur volleyball was introduced in Olympic Games both for men and women.

In 1947, the international volleyball federation (I.V.F) was formed with its headquarters in Paris. In Kenya, we have Kenya volleyball Federation (K.V.F)

Sideline

- Length of the court (18m)
- Substitution takes place along this line
- Team bench is located along this line

End line

- Width of the court (9m)
- Service takes place along this line.

Centerline

- Subdivide the court into two equal parts
- Net is fixed along this line
- The two referees stand along and opposite this line.
- Prevents the player from entering the opponents half.

Attack line.

- Subdivide one of the half of the court into two parts i.e front and back row. Front is marked 3m from the centerline.

Playing positions.

- 1 Right back players
- 2 Right front player
- 3 Center front player
- 4 Left front player
- 5 Left back player
- 6 Center back player.

Rules governing back players

- They cannot participate in the block.
- They can spike provided they take off from the clock row plane.

Principles of rotation.

- Once the team gains the service, the players move one position in a clockwise direction.

TEAM SIZE

- A team is made up of 12 players, 6 main players & 6 substitutes.
- A team may register among the top players a specialized defensive player known as libero
- A team must have captain
- The maximum number a team can substitute is 6

Rules governing libero player

- (i) Shall wear a different color from the rest.
- (ii) Shall be registered with the scorer
- (iii) Shall only replace the backcourt player.
- (iv) Shall enter the court on the area between the attack line and the base line.
- (v) Shall not serve the ball at any given time.
- (vi) Shall not block the ball or play any ball above the net.
- (vii) Can substitute the backcourt player as many times as possible.
- (viii) Shall only be substituted by a player who he substituted.
- (ix) Cannot complete rotation.

Qualities of a good libero player

- (i) Very good in receiving the ball especially the spiked balls.
- (ii) Enduring / withstanding for long
- (iii) Very fast in reaction

BASIC EQUIPMENT

The ball

- ❖ Spherical in shape.
- ❖ Circumference is 65-67cm.
- ❖ Leather/synthetic casing with bladder inside
- ❖ Weight 260-280grams

Referee platform

- ❖ 0.5m from the post
- ❖ Higher than the net

The net

- ❖ Length 9.5m
- ❖ Depth 1m
- ❖ 10cm squares
- ❖ A band on top and at the bottom with a cable inside to help in tightening the net.
- ❖ Height Men – 2.43m
 Women – 2.24m.

The Antennae

- ❖ Measure 1.8m
- ❖ Fixed at 0.5m from the sideline
- ❖ 0.8m above the net
- ❖ Commercially its made up of fibre glass
- ❖ It has contrasting colors/bright colors
- ❖ It should be strong/durable

Others

2 posts
whistles

When the ball is considered dead

- (a) After the sound of the referees' whistle.
- (b) Fault service.
- (c) Ball lands out of the court
- (d) Ball touching an object outside the court
- (e) If a team makes more than three contacts with ball before it crosses the net expect the block.
- (f) When the ball is hand faulty
- (g) When ball touches the antennae
- (h) If the ball touches the ground inside the court during the play.

STARTING OF THE GAME

The first named referee tosses a coin between two captains and the winning captain of the toss has two options to choose:

- (i) Choice of side
- (ii) The first service

The other captain takes the other option.

SERVICE

The act of putting the ball into play by the right backcourt player anywhere along and outside the end.

TYPES OF SERVICE

1. Underarm (sling) service

Teaching points

- ❖ Stand facing the net

- ❖ Legs astride with leg opposite the serving arm in front
- ❖ Trunk and the knees slightly bent with more weight on the rear leg
- ❖ Ball held at about waist level
- ❖ Toss the ball
- ❖ Eyes on the ball
- ❖ With the opposite arm straight, contact ball with the inner part of the wrist.
- ❖ Follow through, transfer the weight from rear to front foot

2. Overhead/tennis service

Teaching points

- ❖ Stand facing the net
- ❖ Ball held with straight-arm just above the waist of the front foot.
- ❖ Bring the ball up above and in front of the head.
- ❖ With the trunk arched and weight on the rear foot, release the ball at maximum height of your arm.
- ❖ Swing the opposite arm upwards and backward with the elbow facing forward.
- ❖ The opposite arm with fixed wrist and fingers spread; hit the ball with heel of the palm/clenched fist.
- ❖ Contact the bottom back of the ball
- ❖ Follow through.

3. Windmill/I look/Round house service

Teaching points

- ❖ The same as over arm except that the;
- ❖ body makes a clockwise rotation of 180 degrees
- ❖ Face sideways making the left foot and shoulder to be in front.
- ❖ Weight in the rear foot (right) with knees slightly bent
- ❖ Toss ball with the left arm slightly above the head
- ❖ With stretched right arm, hit it above the head and from the back.

Good service

This is when the ball is within the court.

Faulty service

When the service is not acceptable or when the player has committed a service fault.

Examples of faulty service

- ❖ Ball hitting the post
- ❖ Ball passing under the net
- ❖ Ball failing to reach opponents court
- ❖ Ball touching a teammate before crossing the net.
- ❖ Failure to toss the ball
- ❖ Ball hitting the antennae
- ❖ Exceeding 8 seconds
- ❖ Serving the ball when standing on the end line or inside the court
- ❖ Ball landing outside the court
- ❖ Exceeding three seconds with the ball after the referee's whistle.

Ace service

This is a very hard or difficult service that the opponents cannot receive/return/control easily.

1. Spinning the ball

Hitting the ball by side so that it comes rotating

2. Spike/jump service

Jumping up high and hitting the ball with a lot of force.

Foot fault

Serving while stepping on the end line/backline/inside the court of play

SUBSTITUTION

This is the process of replacing court players with a player from the team's bench. It is requested when the ball is dead by either coach or the captain.

Rules governing substitution

- (a) The player must be registered
- (b) Done when the ball is dead
- (c) Done on the line of the 2nd referee
- (d) The player to be replaced gets out first before the substitute goes in
- (e) Requested for either by coach or captain
- (f) Maximum of 6 substitutes is allowed per set
- (g) Must be conducted within the substitution zone
- (h) Should not exceed 30 sec

TYPES OF SUBSTITUTION

1. Legal substitution

This is when a team is utilizing the **six** registered substitutes in the game.

2. Illegal substitution

When a team has exhausted the **six** substitutes but continue substituting

It is when the team utilizes unregistered player or already disqualified /expelled player from the game.

Nb the team loses a point and the substitute rectified.

3. Compulsory/exceptional substitution

This is when substitutes have been exhausted yet another player is injured. The referee may authorize the coach to substitute another player.

TIME-OUT

This is a brief interruption of the game or pause requested by coach or captain for a

Technical/tactical talk.

To organize

Rest/breather

1.

Rules governing time-out

- 1. lasts for **30 sec**
- 2. Each team is entitled to **two** time outs per **set**.
- 3. It is requested when the ball is **dead**.
- 4. During time out, the players are not allowed to leave the court
- 5. Coach must address the team from outside .

TYPES OF TIME OUT

a) Team time-out

Requested by the coach or the captain

b) Official time-out

When referee stops the game for 3 minutes, incase of:

1) Technical problems e.g.

- ❖ Ball bursting
- ❖ Loosening of the net
- ❖ Breaking of the post

2) **External interference** e.g.

- ❖ Spectator invading the court
- ❖ Bad weather – heavy rainfall
- ❖ When lowering national flag.
- ❖ Disagreement between officials

c) Technical time out

This is given when playing the **deciding set** and the first team reaches **8 points**. The duration of this time is **1 minute**.

THE PLAYING FORMAT

To win a point

A team wins a point when the opponents make a playing fault.

Examples of playing fault.

- ❖ **Double hit** by individual player unless they are a block.
- ❖ **Four hit** by a team unless there is a block.
- ❖ **Positional fault** (when the players are not their playing position when the ball is being served)
- ❖ Rotational fault. failure of a player to be in his rightful position during play.
- ❖ A player touching the net.
- ❖ Front court player crossing the centerline.
- ❖ Ball landing inside or outside the court.
- ❖ Faulty service
- ❖ Wrong substitution
- ❖ Breaking time out rules
- ❖ Back court player participating in block/spiking while in the frontcourt.
- ❖ Ball passing under the net.

Consequences of playing fault.

- (i) The serving team loses the rally and chance to serve
- (ii) Receiving team gains a point and chance serve.
- (iii) The receiving team loses a point when they make a playing fault thereby serving team continues to serve.

How to win a match

In volleyball **five** set are played. To win a set 1st team to reach 25 points with a leading margin of a minimum of **two** points takes the set. E.g. 23, 25 25-21.

At the end of every set teams **changes** sides. In case of deciding (5th) set, the first team to reach 15 points with a leading margin of a minimum two points takes the set. Team changes sides the first team reaches **8** points..

The team, which wins more sets (3sets), emerges the winner. i.e 3 sets out the maximum five thus 3:0, 3:1, 3:2

Breaking a tie

Tie in points

E.g. 24-24.add points until the game ends with a difference of two points

Tie break in sets

If the teams tie in the first four sets, i.e each team wins 2 sets; add a 5th set known as the deciding set. The set ends at 25 points with a difference of two

OFFICIALS OF THE GAME.

1. First named referee

- ❖ He has the absolute authority over the game and other officials.
- ❖ His decision is final
- ❖ He uses whistle to signify the beginning end of the game a point, change of serve e.t.c.
- ❖ Awarding points and services gained
- ❖ In charge of disqualification.

2. 2nd named referee

- ❖ Supervises, control of substitution on the side lines
- ❖ He takes note of the following:
 - Net faults
 - Crossing the centerline
 - Illegally crossing the attack line by backcourt player
- ❖ Reaching over the net (over reaching)
- ❖ Draws the attention of the first name referee of any unsporting behavior.
- ❖ Notes players' position at the start of the game.
- ❖ Keeps check on all time outs.
- ❖ Authorizes all substitutions.

3. The scorer

- ❖ Positions himself opposite the first named referee.
- ❖ Take note of all scores.
- ❖ He notes all time outs, substitution, and other interruptions.
- ❖ Before the sets, he takes names of all the players, substitutes, captain and coaches.
- ❖ Take care of the positions of players in the court and ensure that the rotation order of the court is kept.
- ❖ He supplies the referee with relevant information at all times.

4. Referee assistant

- ❖ They are four and they sit at each corner of the court.
- ❖ They note the serving faults.
- ❖ Notes the ball, which passes outside the net vertical markers during the service.
- ❖ Note the ball falling out of the court.

BASIC SKILLS IN VOLLEY BALL

1. Volleying

This is the act of setting or passing the ball over the net using two- handed overhead pass.

Teaching points

- ❖ Wide base with legs comfortably apart to maintain the balance.
- ❖ Knees slightly bent with body position under the ball and eyes on the ball.
- ❖ Arms almost stretched, fingers spread, palm facing upwards with thumbs and first fingers almost meeting.
- ❖ The elbow bends as you receive the ball.
- ❖ Flex your wrist and bend your knees as you receive the ball in order to be able to accommodate the ball comfortably.
- ❖ Use your fingers mainly those of the thumb and the first two fingers.
- ❖ The body almost immediately straightens at receiving the ball on legs, fingers, arms and toes thus putting the ball into play.
- ❖ The body makes a pumping action by moving down and up with the wrist flicking to make the ball moves fast.

Possible errors

- Holding the ball
- Making the ball contact the palms
- Not flexing the knees
- Poor timing

2. Serving

The act of putting the ball into play.

3. Spiking / smashing

This is the act of jumping in the air besides the net and forcibly hitting the ball down into the opponents' side over the net.

Teaching points

- ❖ Take two running steps
- ❖ Jump off from both feet.
- ❖ Take ensuring both hands backwards and upward to propel you off the ground.

Factors contributing to a good spiking.

- ❖ The take off should be with knee bent and track bent.
- ❖ The contact with the ball should be made at the highest point of the jump with the trunk arch backwards.
- ❖ With fingers spread, wrist fixed, contact the ball with the heel of the palm first and close fingers as in the case of the tennis service.
- ❖ The ball should be hit with a maximum force make it move to the opponent court at a sharp angle.

Errors during spiking

- Net touch

Spiking towards own court
Overstepping the centerline

Qualities of a good spiker

Good jumping power
Tall
Good in timing the ball
Good reaction time

4. Block

It is a counter move against a spike

This is the wall of hands put by the opponents' side during the smashing of the ball.

Types of blocks

- (a) One-two-three man block
- (b) Complete/successful block
- (c) Incomplete/unsuccessful block

Teaching points

Double feet take off at about two feet from net.

- ❖ Arms fully stretched upwards and toss with fingers.
- ❖ Knees slightly bent with fingers spread at ear level.
- ❖ As the ball hits your hands, flick the wrist downwards

Errors during blocking

Touching the net
Overstepping the centerline
Interference
Blocking towards own court
Block out

Qualities of a good blocker

Should be; strong
Physically fit
Good timing
Jumping power

5. Dig.

The method of retaining the ball when it comes below the waist level of a player.

Used to receive hard balls
Used to pass the ball to a team mate
Used to return the ball to opponent

Possible errors when digging

Digging while standing
Digging with the fists
Not making a plane with fleshy part of the arms

Ready position during digging

Staggered stance
Knees flexed
Form plane with the fleshy part of the arms
During contact, raise the ball up

6. Set-up

This is the situation where the ball is volleyed/ digged for smashing or spiking.

Substitution

1. Can be done without the information of the referee provided a player is registered.

2. Substitute should enter the court when the player he is substituting has left the court.
3. A player entering / leaving the court should do so from within his team substitution area. But this does apply in case of injury.
4. The game cannot be stopped for substitution to be done.

Common ball

This is awarded in case of a simultaneous infringement of rules i.e. when two players commit the same offence at the same time

.e. touching the net

Crossing the center line

When the two referee, disagree

External interference

Dad weather

Technical problem nb the game is restarted with a re-service[service repeat]

Misconduct

Being argumentative

Intimidation

Any action aimed at delaying the game

Rude conduct

This is any action contrary to good manners or moral principles

Player is shown a re card and this results to loss of rally.

Offensive conduct

Defamatory and insulting word or gestures

Aggression

Any physical attack

It leads to a disqualification i.e. the player is given both yellow and red card separately. Repeated rude conduct will lead to expulsion i.e. two card together

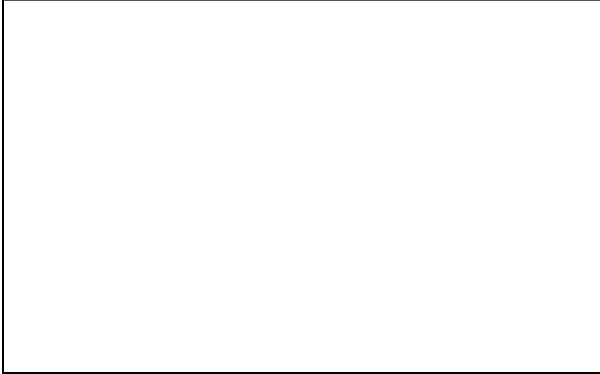
Sanction cards

Yellow card warning

Red card disqualification

Yellow card +red card expulsion

HANDBALL



Team size

This is a game played by two teams where a team consists of **12** players with **7** players in the court any one time and 5 players remaining substitutes. One of the 7 players in the court is designed to be the goalkeeper.

For a player or team official to be allowed to participate:

- (i) He must have his/her name entered in the score sheet.
- (ii) Should be present at the start of the game.

Incase of lateness of a player or officials and his name entered into the score sheet.

The minimum number of players to start the game is 5 and it can go down as the game progresses.

At no time shall a team play without a GK

Nb if a GK is suspended

1 a court player can change into GK uniform and play in his position as a GK

2 utilizes the substitute GK

3 A player goes out on behalf of the suspended GK

Substitution

A substitute become a court player when the player he is substitution leaves he in turn enter the court. A substitute can enter the court as many times as possible **revolving** substitution rule governing substitution.

Duration of the game.

The game consist of 2 halves of 30 minutes each and an interval of 10 minutes

PLAYING THE GAME

Referee inspects the court, players and the equipments.

He conducts the toss up and the captain winning the toss up choose either to start the game with first throw off or side

Timing starts at the referee signal for the initial **throw off** and ends when the timekeeper's signal released.

Instances for throw off

- 1) Start of the game
- 2) After every score
- 3) Start of 2nd half
- 4) Start of extra half

Breaking a tie.

Incase of a tie an extra time is added.

2 halves of 5 minutes each with break of 1 minute in between.

If it still stands duration of the same is added. If continues the tie is broken in accordance to the rules of the game.

Time off

This is a temporary stoppage of the game requested either by the captain or the coach.

When awarded

- (i) When a player is injured
- (ii) When coach has requested teams time out.
- (iii) A stoppage for penalty throws
- (iv) When player is given suspension

Equipment used in the game of handball.

- ❖ Ball
- ❖ Upright posts
- ❖ Cross bar
- ❖ Net

Score sheet

The following information are entered in the score sheet

- (a) Name of players and team officials.
- (b) Chronological order of the scores made by each team.
- (c) Punishment given to each player e.g. suspension, disqualification or exclusion
- (d) Time at the start of the game
- (e) Name of the teams.

Uniforms

- ❖ A pair of sports shoes
- ❖ Socks
- ❖ Shorts
- ❖ T-shirt

Goalkeeper always should wear uniforms different from other playmates and opponents. T-shirts shall have conspicuous numbers both back and front ranging from 1.

Nb. Number 1, 12, 16 are reserved for the goalkeeper.

Captain wears an armband on the arm.

Court dimensions

1. Goal line

- ❖ Measures 20m
- ❖ Forms width of the court
- ❖ Where the goal posts are fixed [3m wide
By 2m high]
- ❖ Confirms the score
- ❖ If a defender takes the ball out of its own goal line then a corner throw is awarded

Goal area

Indicated by a radius of 6m

Its GK area of operation

He should not leave this area with the ball

He should not enter the area with the ball from out

Inside it, its where we have the 4m line

2. 4m line

Also known as goalkeeper's line.

Goalkeeper shall not go beyond this line during penalty throw until the thrower shall have released the ball.

3. 6m line

- ❖ Goal area line
 - ❖ Marks the extent of the goal area
 - ❖ Goalkeeper shall not move or cross the line with the ball under his control.
 - ❖ Goalkeeper shall not collect the ball outside this line and comes back with it inside the area
 - ❖ Penalty is awarded to the attacking team if a defender enters his goal area and by so doing gains an advantage over the opponent.
 - ❖ Free throw is given to the defending team if an attacker enters opponent's goal area with or without the ball.
 - ❖ Goalkeeper shall not collect the ball lying outside 6m line.
 - ❖ During free throw by the attacking team the defenders position themselves along the 6m line.
- 4. 7m line**
- ❖ Penalty mark
 - ❖ During the penalty throw the thrower shall not step on or over this line before releasing the ball. In case of infringement by the thrower a free throw is awarded to the opponent at the 7m line.
- 5. 9m line**
- ❖ Free throw line
 - ❖ Along where all the free throws shall be taken for infringement by the defenders along the free throw zone.
 - ❖ During the penalty throw all the players apart from the thrower and the goalkeeper shall be outside the 9m line.
- 6. Center line.**
- Divides the court into 2 equal halves
 - Along where throw off is taken
 - All the players of the team taking the throw off shall be along this line.
 - Along where substitution takes place
- 7. Side line.**
- 40m long
 - Forms length of the court
 - Confirms a ball out of bound. A ball is out of bound when
 - Comes into contact with the ground outside the sideline
 - Comes into contact with an object in sideline
 - Along where substitution takes place next to the centerline.
 - Along where the officials table and the substitution bench are placed.

THROWS IN HAND BALL

1. Throw in

Awarded when the whole ball completely passes over the sideline.

Conditions to be observed

- Throw at the exact point where it went out
- At least one foot should step on the sideline
- Opponents 3m away from the ball.
- Must be released within three seconds
- A player cannot pass the ball to himself
- No blowing of the whistle

2. Penalty throw

Awarded when:

- Goalkeeper enters his goal area with the ball or takes it from the court to the goal area.
- A court player intentionally gives a back pass to his G.K in the goal area.
- A court player enters his goal area to gain advantage of the ball.
- When a clear chance of scoring has been spoiled.
- Dangerous play.
- Unwarranted whistle signal at the time when a team had a clear chance of scoring.

Conditions to be observed

- Must be done 3 sec. After the referee's whistle
- Shot must be directed to the goal
- The penalty thrower must not touch on or cross the penalty throw line before the ball leaves his hand.
- Other players to be beyond 9m line.
- The G.K should not move beyond the 4m line till the ball is released.

3. Free throw

Awarded in case of minor infringements of the rules within the court e.g illegal substitution double dribbling e.t.c

Conditions to be observed

- Taken at the exact point where the infringement occurred
- Ball must be released within 3 sec.
- Opponents be 3m away from the ball.

4. Goalkeepers throw.

- Awarded when the goalkeeper gains control of the ball within the goal area
- A player throws the ball over the opponent's own goal line.
- The ball is considered to be in play when it passes over the goal area line.
- No whistle for the throw.

5. Throw off

- At the start of the game
- Begin of the 2nd half
- If a whole ball passes in between the upright posts under the cross bar joining them (score)

6. Referee throw

Awarded when:

- (i) There is a simultaneous infraction.
- (ii) When the referee is not sure of the player who committed the offence.
- (iii) Technical problems e.g. basting of the ball, external interference e.t.c
- (iv) When lowering national flag.

Conditional to be observed

- Two opposing player stand facing each other hands alongside their body.
- Referee tosses the ball between the two opposing players.

7. Corner throw

Awarded when the whole ball completely crosses over the goal line having lastly been played by a defender. (But not in between the two upright posts).

It is taken at the edge of the court where the sideline meets the goal line

Passive play.

This when a team keeps the ball in their possession without making any recognizable attempt to attack or to shoot on the goal.

Penalty for this is free throw.

PUNISHMENTS IN HAND BALL

1) Warning / Caution.

Can be given **verbally** or through use of yellow card. It is given when:

- Time wasting.
- Wrong approach to an opponent.
- A persistent infringement of rules.

2) Suspension

This is **2 minutes compulsory break** given to a player due to:

- (a) A repeated / persistent infringement concerning an approach to an opponent.
- (b) When a player is disqualified, he shall be accompanied by 2 minutes suspension rule.

- (c) Infringement of the substitution rule.
- (d) Failure to release the ball or throw the ball away after being penalized.
- (e) Rough play – directed to an opponent using unnecessary force.

3) Disqualification

This is where player is supposed to **leave the court** for the remaining **period part of the game**. However one shall substitute after two minutes.

Occasions.

- At the third suspension.
Endangering the life of an opponent e.g. Pushing an opponent who is in air.
- Unsportsmanlike like language.
- Unregistered player entering the court/playing.
It is indicated by **red card**

4) Expulsion

This is where a player is supposed to **leave court for the rest of the game and he/she shall not be** substituted. An expelled player shall be required to leave the team bench and vicinity of the game. It is indicated with 2 hands crossed above the head

Occasions

- Assaulting a fellow player or an official
- Spitting to a fellow player.

OFFICIALS IN HAND BALL

1. Court referee

- Shall start the game by blowing the whistle during the throw off.
- Shall raise his hand to confirm a score when a goal has been made.
- He shall penalize any infringement within the court and incase of any disapproval with the other referee, his decision shall be final.
- During a penalty throw he shall ensure that the thrower does not step on the line.

2. Goal line referee

- Confirm the score by blowing two sharp whistles when a goal is scored.
- Shall penalize any infringement along the 6m line.

Combined duties of the referees

- They shall run the game according to the laid down rules and regulation.
- They shall inspect the facilities, equipment and players before the start of the game
- They sign the score sheet at the end of the game.
- They shall inspect the score at the end of each half or any other time one feels like
- They shall make the final decision incase of any disapproval between the table officials.
- They shall penalize the players according to the laid down rules and regulations.
- They shall keep a record of score and shall confirm the score before approving the score in the score sheet.
- One of them shall minister the toss-up of the coin at the start of the game.
- Shall execute referee throw.
- They may terminate the match as need be.

3. Time keeper

- Shall take note of the time at the start of the game.
- Shall make a signal at the expiration of the game.
- He shall alert the court referee two minutes to the end of a half of the game.
- Shall time the two minutes suspension.
- Shall stop the game clock as instructed by the referee i.e. during time out.
- Shall take note of any time wasted e.g. incase of injuries or any other interruption and shall add that time at the end of the particular half.

BASIC SKILLS

1. **Passes**
Similar to those used in net ball apart from over arm pass which is only used in hand ball.
2. **Shots**
This includes **dive shot, set shot, and sling /under arm shot, standing shot, hook shot.**
3. **Dribbling**
Constant bouncing of the ball on the ground by use of one hand.
4. **Dodging/faking/feinting**
This is provoking the opponent to go in the wrong direction
5. **Blocking**
Restricting movement of the opponent by using various body parts e.g. chest (frontal blocking) back (rear blocking) side (linear blocking)
6. **Catching**
Single and double handed catching.

Qualities of a good goal keeper

- Courage
- Flexible
- Good reaction time
- Very fast/swift
- Reasonably tall
- Disciplined
- Conversant with the rules and regulations of the games
- Dedicated/committed
- Strong
- Good grip of the ball
- Good co-ordination

SYSTEMS OF PLAY

Defense system

Man to man

A player is given a specific opponent to mark or guard.

Zonal guard.

Each player is given a specific area or region in the court to guard.

Combined cover

It is where a player is allocated an opponent as well as a area/region of the field to defend

Attacking tactics

Simple first break

Only one player sprints forward to make a score.

Complex first break

More than one rushes forward to make attack.

Figure 8

This is an attack made by three players with the ball at any time. A player follows his or her pass.

Posting

The use of a very tall player against short player. He is given high pass that the other players cannot touch then he scores.

Screening

Preventing the opponents from seeing the ball

Overloading/piston movement.

Press play

Playing systems

I] 6:0	ii] 5:1	iii] 4:2
IV] 3:3	v] 3:2:1	vi] 3:2:1

METHODOLOGY

This is the scientific study of various teaching approaches/methods/tactics.

METHODS OF TEACHING

Teaching methods are ways through which the syllabus is implemented. Teacher's decision making, delivery and evaluation of a teaching episode. They can be seen as teaching approaches/tactics.

There are various teaching methods available to a teacher. The choice of a teaching method for effective learning depends on

Factors to consider while choosing a teaching method.

- Age of the learners.
- Size of the class
- Students' interests

- Ability of the learner
- Equipment/apparatus available.
- Facilities available.
- Nature of the skill or activity.
- Time available.
- Objectives to be achieved
- Competence level of the teacher
- Safety precautions.
- Sporting season.
- Weather condition.
- Previous experience

Direct/formal method

- Teacher dominates the class teaching, determines the activities to be done, time and the apparatus to be used. The student listens and performs. Demands total compliance, for this method to be effective, there is need for the teacher to ensure the correct demonstration of the skill is presented to the students. It's teacher centered. The students are then expected to imitate the demonstration i.e explain ---Demo---practice---evaluate.

Merits

- A lot of work/skills is covered.
- It saves time
- High degree of uniformity in learner's performance
- Discipline/class control is maintained
- requires a lot of knowledge of the subject matter.
- Teaching/learning is systematic.
- Avoids a lot of repetition.
- Class coaching is possible.
- Appropriate when dealing with young pupils who have no previous experience.
- Appropriate when dealing with large class but apparatus are limited.
- Apparatus familiar with the pupils are not neglected.
- Injuries are minimized.

Demerits

- Activities /apparatus not familiar with the teacher are neglected.
- Motivation is low
- Pupils do not progress at their own pace.
- Do not cater for individual differences e.g. physical and mental abilities.
- Pupils are passive and thus get bored. - Pupils'creativity/discovery/exploration/initiative/innovativeness/self expression is hindered...
- Does not promote leadership skills/ self – confidence in pupils.

Indirect /informal method

Learners are given the freedom to select the apparatus /activities of their choice. Role of the teacher is to supervise, reinforce and provide apparatus. Thus the teacher role is to guide rather than dominate the lesson. Emphasis is put on learners experiment, preferential practice and self-correction

Merits

- Enhances pupils' maximum participation.
- Pupils progress to higher level at their own pace.
- Promote self confidence in pupils.
- Promote self –expression and satisfaction.
- Caters for individual differences.
- Promotes pupils' discovery/creativity.
- enhances interaction
- provides excellent challenges and motivation to learners
- gives an opportunity for the teacher to understand his/her learners behavioral and character traits

Demerits

- Class coaching not possible because pupils are doing different activities.
- Require more space/facilities.
- Apparatus not familiar with pupils are neglected.
- Unfamiliar skills to learners are neglected
- requires a lot of time.
- A lot of apparatus /equipment is required.
- There is a lot of repetition thus the room for progression is hindered.
- Class control/discipline is not possible.
- Very little/content/topics are covered.
- More injuries as learners are on their own

3. Limitation /midline method.

This method combines the direct and the indirect method of teaching. It borrows merits of both direct and indirect methods of teaching. allows students some room to make certain decisions but with some limits .i.e the teacher may give a number of tasks to be performed & then allow them to decide on;

- Order of performance
- Rate of performance
- Where to perform them

The teacher and the learner enjoys substantial amount of freedom.

Merits

- Allows the teacher to guide without inhibiting learners freedom of creative expressions.
- Caters for individual differences
- Allows learners to develop in all areas of movement
- It's the most ideal approach in PE programs.

Demerits

- Its time consuming

4. Part method

This is when the whole skill is divided into various components and each part is taught at a time. Appropriate when dealing with complex skills e.g. when teaching pole vault we have;

Grip > carriage > approach > plant > take off > flight > release > landing.

5. Whole method

This is applicable when whole skill cannot be broken into parts e.g. fly spring cart wheel e.t.c

6. Task method

This when pupils are given assignment by the teacher to accomplish within a given period of time. E.g. Stopping the ball using the chest. The problem will be to find other parts of the body that can be used to stop the ball.

7. Discovery method

This is when the teacher presents a problem to the pupils and gives them a chance to look for the solution. E.g. stopping the ball using the chest. The problem will be to find other parts of the body that can be used to stop the ball.

8. Reciprocal method.

This is done in pairs. One performs and other observes and later gives comments.

SCHEMES OF WORK

This is the break down of syllabus into similar teachable units done systematically spread over a given period of time e.g. week, month term or year.

Purpose of scheme of work.

Make teaching become systematic to avoid repetition and lesson oversight.

To consult various references in advance.

To gather the lesson requirement in good time.

To budget time properly.

Professional requirement for inspection and administrative purposes.

Assist teachers during evaluation e.g. pupils and self evaluation

In case of new teacher he can comfortably fit into the class (doesn't break the continuity).

Types of schemes of work

General scheme of work

The content of class activity and group activities are taken from different topics e.g. gymnastics, netball, athletics e.t.c.

Specific topic based schemes of work

The contents of the class activity and group activities are taken from the same topic.

Theory scheme of work

This is when topics such as exercise and nutrition, sport injuries, first aid, rules of the game, Olympic education are taught in class.

PARTS OF THE SCHEME OF WORK

(The description is as per the new syllabus)

It has 9 columns.

i. Week

This is the week of the term.

ii. Lesson

This is the lesson number for specific week.

iii. Topic

The area where you derive the content e.g. net ball gymnastics e.t.c

iv. Content

This is the subtopic or the specific skill you are dealing with e.g. in gymnastics we may have swan balance.

v. Objectives

The behavioral change you expect from the learners by the end of the stated duration i.e. a period of about 30 – 35 minutes.

A good objective should have the following characteristics;

- ❖ Should be specific
- ❖ Should be measurable
- ❖ Should be achievable
- ❖ Should be realistic
- ❖ Should be behavioral.
- ❖ Should be time bound

vi. Teaching / learning activities.

Teaching activities are those that shall be performed by the teacher during the learning process.

Resources

This shows the apparatus and the equipment that will be used during the learning process.

Reference

Remarks

This column is filled after teaching. It shows whether the lesson was taught or not and if not taught must show the reasons as to why it was not taught. If it was taught then must show whether the objectives were achieved or not.

LESSON PLAN (New syllabus)

This is a work schedule guiding the teacher on what is to be taught at a given stage of the lesson and the allocation of each stage. It guides the teacher so that he does not go astray.

A. row headers

1. introduction

This comprises of both introductory and compensatory activities. It has 2 introductory and 3 compensatory activities.

Introductory activities

These are activities or exercise involving the whole body. They should be lively, motivating and stimulating.

Purpose

- ❖ To give general warm up to the body.
- ❖ For psychological /mental preparation
- ❖ Creation of interest / motivation.
- ❖ Changes pupils' mood from classroom to field.

Compensatory activities.

These are activities or exercise meant for specific part of the body to be used in a given skill. They are supposed to be vigorous and lively.

- ❖ To give further general warm up of the body.
- ❖ To give specific warm up of the body parts that will be used in the skill to be learnt.
- ❖ To mobilize body joints and strengthen the muscles.
- ❖ To facilitate steepness in flexibility of the body hereby reducing chances of injuries.

2. Development.

This where the teacher explains and demonstrates the skills that appear in the content column of the scheme of work.

3. Application

This is the practical stage where the pupils are divided into groups and are given chance to practice the skill for proper mastery. The teachers' role is to supervise and to correct mistakes.

Purpose of grouping.

- ❖ For practice of new skill.
- ❖ Where rule and regulation of the game are emphasized.
- ❖ Promote spirit of sportsmanship.
- ❖ Promotes the spirit of sharing apparatus.
- ❖ Promotes socialization.
- ❖ Give time for a teacher to attend to individual/group.
- ❖ Promote self-center of belonging.

Factors to consider when grouping pupils.

- ❖ Nature of the skill.
- ❖ Size of the class.
- ❖ Apparatus available.
- ❖ Space or facilities available.
- ❖ Body size of the pupils' i.e. Height and weight.
- ❖ Physical abilities of the learners.
- ❖ Mental abilities of the learners.
- ❖ Age of the pupils.
- ❖ Past experience.
- ❖ Gender/sex.

4. Conclusion.

5. This is the stage where pupils are involved in less vigorous and less strenuous activities to cool the body system.

Purpose

- ❖ For relaxation.
- ❖ For cooling down the body system.
- ❖ Changing pupils mind from the field to classroom.
- ❖ Psychological preparation for the other activities in the school.
- ❖ Where the teacher gives instructions for the next lesson.

B column headers.

- i. Content
This shows activity/ activities you will be doing in that part.
- ii. Objectives
This shows the reason why you are doing the activity.
- iii. Teaching / learning activities.
This will show the teaching point of what you will be doing in that part.
- iv. Organization
This will show formation that you will be doing in that part.
- v. Resources.
This will show apparatus and equipment that will be used in that particular part.
- vi. References.
These are the sources of information to be taught.
- vii. Remarks
Comments on how activities were performed.

STEPS /STAGES OF TEACHING A PSYCHOMOTOR SKILL

1. Explanation.

Factors to be considered.

- ❖ Good formation that the teacher and pupils can easily see each other
- ❖ Explain only when pupils are attentive.
- ❖ Teachers' voice should be loud and clear.
- ❖ Explain systematically to avoid repetition.
- ❖ Explanation should be brief and praise.
- ❖ Use the language ha pupils understand.
- ❖ Introduction of all vocabularies should be done during the explanation stage.
- ❖ Teacher should be conversant with the content.
- ❖ Pupils should not face direction of the sun

2. Demonstration

The skill is demonstrated by teacher for the pupils to have a mental picture of the skill.

Importance.

- It enhances the comprehension of the skill being taught i.e. what is seen is retained for along time.
- Takes short time.
- Some skill can't be taught without demonstration.
- Can be used to compare different movement.
- Help form good teacher/pupil relationship.

Instances when pupil demonstration is preferred.

- When the pupil is well conversant with the skill than the teacher.
- When the teacher cannot perform the skill because he or she might be unwell or not changed.
- When the skill involved needs paring.
- When the pupils involved are too young to pair with the teacher.
- When the teacher wants to pin point areas of demonstration.

Factors to be considered during demonstration.

- Provide adequate space.
- Good formation/organization.
- Adequate time.
- Avoid wrong demonstration
- Avoid prolonged demonstration
- Avoid using one pupil all the times.

3. practical / participation

Factors to consider

- Adequate apparatus.
- Adequate space.
- Adequate time.
- Close supervision of the pupils' work.
- Correction from poor performance.
- Teacher to ensure maximum participation by all pupils.

4. explanation/discovery

This gives pupils opportunity to experiment with the skill.

Purpose.

- Allows for self – satisfaction.
- Gives pupils self-confidence.
- Gives pupils freedom to handle and manipulate the apparatus.
- Gives pupils sense of achievement.

5. evaluation

Meant to assess pupils' acquisition of the skill.

Methods of evaluation

- Ask them to demonstrate.
- Le them explain about the skill.
- Ask them oral questions or written quizzes.
- Observe them during game situation.
- Project.

Ways of motivating children during the lesson.

- Teacher must be interested /cheerful.
- Teacher must be actively involved.
- Teacher must be incorrect P.E uniforms.
- Supervise pupils
- Praise for the correct performance.
- Teacher to give clear instructions.
- Good pupil/teacher relationship.
- Teacher to be confident.

Class control.

Pupil have freedom but to a limit.

- Use field markers to mark enough space.
- Use of voice i.e. clear, loud and commanding.
- Teacher should have a good mastery of the skill.
- Use appropriate language.
- Be firm in decision making / authorities.
- Making trouble shooters group leaders by giving them some responsibilities.
- Have a good working relationship with the pupils.

IMPROVISATION

The act of making or preparing an article for use in learning process by use of locally available.

Materials to replace the real article.

Factors to consider when improvising.

- ❖ Number of pupils in the class.
- ❖ The materials available.
- ❖ The cost involved.
- ❖ Durability of the equipment.
- ❖ The functional utility of the item.
- ❖ The relevance of the apparatus involved.

Importance of the apparatus.

- Makes the lesson formal.
- Ensure proper learning of the subject.
- Helps to maintain the interest.
- Trains co-ordination.
- Improves quality of teaching.
- Children master skill well by doing.
- Children naturally enjoy playing with the apparatus.
- Makes class control easier.
- Help prevent injuries.

Qualities of a good improvised item.

- Should resemble real object in shape, size weight and appearance.
- Should be safe to use and have no sharp edges.
- Should be durable and avoid fragile ones.
- Should be pleasing to the eye.
- Should have proper gravity.
- Should suit the age of the pupils.
- Should be functional i.e. relevance to the skill being taught.

Dangers of improvised items.

- ❖ Are not durable.
- ❖ Can cause injuries to the user.
- ❖ They don't motivate the learners as the real ones.
- ❖ May not resemble the real one hence the function may not be effective.

Care and storage of apparatus.

- P.E apparatus should be well looked after.
- Point pupils to carry them to and from the Field.
- Ones used for a particular activity should

Be moved from the areas of operation to save.

- Apparatus should be well set so that pupils can reach them so easily.

Factors influencing the occurrence of injuries

1. Old age due to less flexibility, elasticity, strength, endurance, speed e.t.c.
2. Insufficient warm up. This is concerned with :
 - Raising body temperature with 2⁰c
 - Mobilizing substances to be used in production of energy.
 - Mobilizing joints and strengthens muscles.
 - Prepare body tissue for proper ventilation.
 - To stimulate hormone e.g. adrenaline and non – adrenaline which help to suppress the onset of fatigue.
 - Prepare one psychologically and level of conditioning.
3. Lack of adequate rest and pause. This makes the glycogen depot to get exhausted and therefore one suffers due to lack of metabolism or accumulation of lactic acid.
4. Lack of balanced diet.
5. Nature of the game.
6. Over dressing and under dressing.
7. Experience on the sport.
8. Sports specific techniques.
9. Health status of the subject.
10. Play grounds.
11. Faulty apparatus.
12. Poor demonstration /instructions.

Role of the teacher in prevention of injuries.

- Group learners according to age and learning abilities.
- Teaching of correct techniques.
- Proper warm up.
- Ensure proper clothing.
- Always give ample time for acclimatization to avoid heat stroke, heat exhaustion.
- Should have knowledge of student medical record, health status for him to have know how on how to treat them.
- Provide strict and proper supervision during physical exercise/activities.
- Ensure safe warm environment.
- Should have general knowledge on health education.
- Educate pupils so that they can be able to recognize dangers in equipment and facilities.

Reasons for encouraging pupils to sit upright.

- ❖ To ensure that pupils are attentive.
- ❖ So that pupils can have very good view of the teacher.
- ❖ To facilitate good blood circulation in the body.
- ❖ To avoid day dreaming /fantasy.
- ❖ Help in maintaining good class control.
- ❖ To facilitate good air circulation in the body.

Importance of teachers self – evaluation.

- i. To check whether the method was appropriate.
- ii. To find out whether the time was appropriately used.
- iii. To check the effectiveness of the apparatus used.
- iv. Help the teacher to prepare for remedial work for the pupils.
- v. To check the safety of the apparatus used.
- vi. To find out how much the pupils have mastered.

How to occupy sick pupils or disabled in your class.

- ❖ You can use them as judges in competition in the class.
- ❖ Use them to take care of the apparatus and also distributing them.
- ❖ Use them to maintain discipline in the class by helping you to identify those who are misbehaving.
- ❖ Use them as group leaders to give instruction to other pupils.

Factors considered when evaluating P.E program for a whole year.

1. time
- ❖ Whether it was enough /was there any wastage /was it used well.

- ❖ Time allocation for various topics.
 2. apparatus
- ❖ Were he apparatus enough?
- ❖ Were hey used adequately?
- ❖ Did they cause any injury?
 3. space
 4. safety
- ❖ Did the teacher ensure that the facilities and the equipment are safe for he pupils?
- ❖ Is the teacher conversant with the first aid knowledge?
- ❖ Was there adequate teacher's supervision?

Part of the court

Centre line:

- ❖ Subdivide the court into two equal halves.
- ❖ The game starts along this line with throw off.

Sideline

- ❖ Length of the court (28 meters)
- ❖ Throw takes place along this line.
- ❖ Used for the purposes of substitution
- ❖ Teams' bench and official table are located along this line.
- ❖ It is the referee's operation area.

Base line

- ❖ Form width of the court (15cm)
- ❖ Throw in can be taken along this line.
- ❖ It's where back board is fixed
- ❖ Start of the game after score.

Centerline

- ❖ Radius 1.9 m
- ❖ Where the game starts with the throw off.
- ❖ Used for penalizing common infringement with jump ball.

Free throw line.

- ❖ Where free throws are taken from.

3 point line

It helps in demarcating 3 point and 2 point areas.

- ❖ It helps in demarcating 3 point and 2 point areas.

Restricted area

- ❖ No player is supposed to be in this area during free throw.
- ❖ Unguarded attacking player is not supposed to remain in the opponents' restricted area without a ball for a period exceeding three seconds.

Field goal area (2 points)

- ❖ Indicates when two points are awarded when a basket is scored.

3 point area

- ❖ Indicates when three points are awarded.

Teams' bench

This is where the substitute and the team official sit.

Official table

This is where the scorer, time keeper and 24 second has operator sits.

Marks

Indicates line up when free throw is being taken.

TEAM SIZE

A team is made up of 5 players.

The players should wear jerseys containing number 4 – 15.

DURATION

4 quarters of ten minutes each with a resting period of 5 minutes. In case of a tie, a period of 5 minutes is added.

START OF THE GAME

It starts with throw off the center circle.

Procedure for throw off

- ❖ Two opposing players at the center circle, each on his side the centre circle.
- ❖ Referee tosses the ball between the two, and then they jump to tap the ball out side the circle.
- ❖ If one of the players commits a violation, the opponent is given the ball for throw in on the sideline.

Occasions when throw off is administered

- Start of every quarter.
- Start of second half.
- Start of common ball where it is administered in any of the restraining circles.

TECHNICAL EQUIPMENT

- Stop watch
- 24 second operating device
- Score board.
- Foul markers – numbers ranging 1-5
- Game clock
- Score sheet.
-

BASIC SKILLS

- Catching
- Passing
- Shooting e.g. set sheet, jump shot, lay up hook shot dunk.
- Dribbling – this can be either low or high dribble.

Reasons for dribbling.

- To heat an opponent
- To cover he space
- To create a good scoring enhance when a teammate is marked and there is no one to pass the ball to.

Faulty dribbling

- Double dribbling.
- Dribbling using both hands simultaneously carrying /lifting the ball.
- Pivoting.
- Dodging /feinting/faking.

SCORING

- A score in basket ball is called a basket.
- A basket is considered to have been scored when a live ball completely passes through the ring from above.

A dead ball

- After a score
- Expiry of the time.
- Ball out of the court.
- When referee blows a whistle, incase of a foul or violation.

A live ball

- When a ball is tapped outside the center circle during a throw off.
- During free throw when the ball is disposed to the player by the referee.
- When the referee touches the ball during the throw in.

Value of a basket.

1 point – awarded during free throw.

2 points – awarded when score was made from within Goal area.

3 points – awarded when the score was made from Within the 3 points area.

Held ball

- When two opposing players claim possession of the ball at the same time and are struggling for it.
- When the player holds he ball without dribbling, passing or shooting for a period exceeding 5 seconds.
- When the ball hangs between back board and the ring.

TIME RULES

3 seconds

- ❖ Unguarded player without a ball should no remain in the opponents’ restricted area for a period exceeding 3 seconds.

5 seconds

- ❖ A player should not exceed 5 seconds during throw in when in when the ball has been touched by the referee.
- ❖ A player should not hold the ball without passing, dribbling or shooting for a period exceeding 5 seconds.

8 seconds

- ❖ A team in control of the ball should make sure that the ball moves form the back court to front court within 8 seconds.

24 seconds

- ❖ A team should make an attempt to score at the opponent’s basket within a period of 24 seconds.

30 seconds

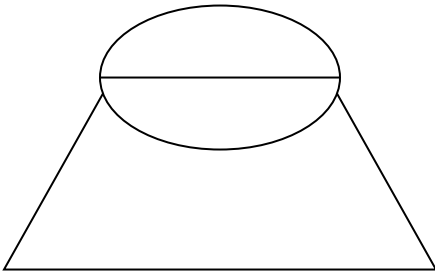
A disqualified player must be substituted within this time.

20 seconds

This is time for substitution

1 minute

This is duration for time out.



Playing zones

- C Center
- G Guards
- F forwards

Playing systems

- ❖ 2:1:2
- ❖ 3:2

- ❖ 2:3

Attacking systems

- ❖ Simple fast break
- ❖ Complex fast break
- ❖ Screening
- ❖ Posting
- ❖ Overloading

Disqualification

- ❖ A player is disqualified after committing 5 personal fouls.
- ❖ Must be substituted within 30 seconds.

Defense system

- ❖ Man to man defense.
- ❖ Zonal defense.
- ❖ Combined cover.

SUBSTITUTION

- ❖ A team can substitute the whole team.
- ❖ Substitution is affected when court player leaves the court and the substitute enters
- ❖ Must be done within 20 seconds
- ❖ Substitution cannot be done during free throw unless serious injury.

Procedure

- ❖ The substitute reports to the official table and gives signal for substitution.
- ❖ The substitute then sits at the substitution bench.
- ❖ When the ball is dead the scorer or timekeeper signals the referee who authorize the substitution
- ❖ The substitute enters the court when the player leaves the court.

TIME OUT

This is a period of interception of the game requested by the coach or assistant coach for technical talk.

Requested when the ball is dead.

Each team is entitled to one time out of minute between 2nd, 3rd and extra time periods.

During the 4th period 2 time outs can be given to each team.

Substitution can also take place this time.

Rules

Rules are divided into two

1. violations
2. fouls

VIOLATIONS

This is breaking of the rules when a player is progressing with the ball i.e offence committed when a player is with the ball. They include:

- ❖ Breaking of time regulations.
- ❖ Back court player.
- ❖ Taking more than 2 steps with the ball i.e walking/traveling.
- ❖ Kicking the ball intentionally.
- ❖ Breaking the rules during jump ball.
- ❖ Throwing the ball out of court.
- ❖ Breaking the free throw rule.
- ❖ Illegal dribble e.g. using two hands to simultaneously.
- ❖ Lifting, carrying the ball.
- ❖ Double catch/ repossessing.

Penalty for the violations

A throw in either from the back line or sideline is awarded.

FOULS

This is the breaking of the rules concerning the physical contact with an opponent or displaying unsportsmanlike behaviors.

Physical contacts

- ❖ Pushing
- ❖ Blocking
- ❖ Charging
- ❖ Holding
- ❖ Tripping

Types of fouls

2. Technical fouls

These are fouls that are against the spirit of games / unsportsmanlike like behaviors.

They include

- ❖ Changing the jersey number without informing the referee.
- ❖ Entering as a substitute without referee's permission.
- ❖ Hanging on the ring.
- ❖ Failure to lift up hands when the foul has been called upon you.
- ❖ Delaying the ball to be played e.g. during throw in.
- ❖ Intimidating the opponent.

3. personal fouls

Occur when a player intentionally contact an opponent physically. 3 personal fouls lead to disqualification and substitution.

Examples

1. normal of personal fouls

When the player contact with an opponent intentionally due to inexperience/ poor skill mastery.

2. intentional foul

When a player deliberately contact the opponent or when the player didn't make any attempt to prevent the contact.

3. Double foul

When two opposing players contact one another.

4. Multiple foul

When two or more teammates contact one another.

5. Disqualifying foul

Very dangerous foul/ very serious unbearing contact.

Penalty

Incase a player was in act of shooting and he happens to be fouled and the score was successful he is given points (2 or 3) and one free throw.

If the basket was not successful he is given 2 or 3 shots/throws.

Other personal fouls (not shooting foul) are penalized with a throw in from the side or base line.

Procedure for calling a foul

- ❖ Referee blows he whistle.
- ❖ Give signal for the clock to be stopped.
- ❖ Indicate by raising his hand up that a foul has been committed.
- ❖ Point at the player who has committed the foul.
- ❖ The player acknowledges by raising his hands up.
- ❖ Referee turns to the official table and shows the number of the player who has committed offence.
- ❖ Indicate the kind of offence and penalty to given.
- ❖ The penalty is taken.

SPORTS INJURIES

NEURO INJURIES (C.N.S & BRAIN)

1) UNCONSCIOUSNESS

The state of not being able to respond to a given stimuli i.e. casualty is not aware or alert of what is happening.

Causes:

- ❖ Head knock
- ❖ Stock
- ❖ Heart attack
- ❖ Poison
- ❖ Drunkard ness
- ❖ Diseases of brain
- ❖ Shortage of blood in brain
- ❖ Lack of oxygen and blood supply.

Stages of consciousness to unconsciousness:

- i. **Full consciousness** – the casualty is not able to respond to the stimuli e.g. feeling the pain when touched.
- ii. **Drowsiness** - the casualty is easily aroused but replaced to unconsciousness.
- iii. **Stupor** – casualty aroused by a lot of difficulties and information given is not reliable.
- iv. **Coma** – the casualty cannot be aroused at all.

Treatment

- Place the casualty in a comfortable position i.e recovery/comma position.
- Open the airway.
- Loosen the tight clothing.
- Resume artificial resuscitation (mouth to mouth, mouth to nose, or chest compression e.t.c)
- Treat for wounds.
- Dispose the casualty to the hospital.

2. STROKE

Caused blood clot blocking the blood vessels to the brain. Very common with people having pressure.

Signs and symptoms

- Internal bleeding shown by:
 - ❖ Blood shot eyes.
 - ❖ Skin becomes pale.
 - ❖ Blood coming out through the body openings.
- Blurred speech
- Loss of power on sensations in arms and legs (paralyzed)

Treatment.

- Same as unconsciousness.

3. HYSTERIA

This is caused by anxiety or too much worry.

Treatment

- ❖ Reassure the casualty.

4. CONSCIOUSNESS

Caused by shaking up of the brain as a result of falling or direct blow.

Signs and symptoms

- ❖ Unconsciousness.
- ❖ Dizziness
- ❖ Headache
- ❖ Loss of memory
- ❖ Vomiting
- ❖ Nausea
- ❖ Weak pulse.

Treatment

- Place the casualty in a comfortable position.
- Keep the casualty awake.
- Provide a fresh air.
- Give adequate rest.
- Give a lot of fluids to protect vomiting.
- Dispose the casualty to the hospital.

5. COMPRESSION

Caused by pressure in the brain from the fracture on the skull with the bone depressed or bleeding and swelling within the brain.

Signs and symptoms

- Confusion.
- Intense headache.
- Slow noisy breathing.
- Paralysis on one side of the body.
- Unconsciousness.
- Slow strong pulse.
- Unequal pupils.
- Dry and flushed face.
- Twitching of the limbs
- convulsion

Treatment

- Place the casualty in a recovery position.
- Stop further bleeding.
- Immobilize the broken bone
- Give the casualty cool fluids adequate rest
- Dispose the casualty to the hospital.

6. SHOCK

This is when the blood pressure is very low leading to collapsing of the body system.

Causes

- Good or bad news.
- Stress
- Injuries
- Severe pain
- Nerve stimulation
- Severe illness
- Loss of the body fluids(bleeding or over sweating)
- Dehydration
- Acute abdominal emergencies e.g.

- Rapture of appendix.
- Heart attack.

Signs and symptoms

- ❖ Cold dumpy skin.
- ❖ Sweating
- ❖ Shivering
- ❖ Confusion
- ❖ Skin become pale
- ❖ Fast but weak pulse rate.
- ❖ Shallow breathing
- ❖ Nausea
- ❖ Vision is blurred
- ❖ Restlessness.
- ❖ Coma
- ❖ Stunned attitude leading to anxiousness.

Treatment

- Remove the cause of the shock.
- Rest the casualty either by sitting or laying him own with the legs higher than the head.
- Cover him but don't let him feel too warm.
- Reassure the casualty by being calm and confident.
- For minor shock give casualty warm drinks.
- Provide room for breathing and fresh air.
- Loosen tight clothing.
- Dispose the casualty to the hospital.

7. FAINTING (SYNCOPE)

This is a complete loss of consciousness due to the lack of enough oxygen in the brain.

Causes

- Injuries
- Lack of food
- Horrifying sites.
- Bad or good news.
- Lack of enough oxygen in the brain.
- Severe pain
- Fatigue
- Illness

Signs and symptoms

- Dumpy and cold skin
- Face becomes pale.
- Shallow breathing
- Dry lips
- Sweating
- Yawning
- Gradual unconsciousness

Treatment

- Rest the casualty on his back with the feet slightly higher than the head to allow blood flow of the brain.
- Loosen tight clothing.
- Keep away the crowd.
- Sit the casualty on the chair and put his head between the knees.
- Hold his jaws and talk to him

- Fan the casualty to supply fresh air.
- Place the casualty in a recovery position
- Dispose the casualty to the hospital.

8. ASPHYXIA (SUFFOCATION)

This is a condition that a person suffer due to inadequate supply of oxygen in the blood (brain and issue)

Causes

- Choking (obstruction of the airway)
- Strangulation
- Chest compression
- Electrical injury
- Poisoning
- Paralysis incase of a stroke
- Air pollution
- Drowning
- Carbon dioxide.

Signs and symptoms

- Rate and depth of breathing is rapid and noisy.
- Shallow breathing with froth
- Congestion around the neck
- Fits may occur
- Restlessness
- Unconsciousness.
- Pale lips
- Increased heart rates.
- Dizziness
- Casualty points at the mouth and the throat.

Treatment

- Remove the casualty from the cause.
- Open the airway
- Loosen the clothing
- Reassure the casualty
- Raise legs higher than the head.
- Dispose the casualty to the hospital.

Methods of emergency resuscitation

1. Mouth to mouth resuscitation (kiss of life)

Procedure

- Lie the casualty facing up
- Tilt the head backwards.
- Hold the jaws
- Breathe to the mouth several times until you see movement of the chest. The exercise to continue up to 10 minutes.

Why mouth to mouth may not be possible sometimes.

- Incase the casualty is producing body fluids through the mouth. E.g. vomit and blood.
- Incase there is serious injuries around the mouth.
- Incase the casualty is suffering from contagious disease.
- Incase he casualty is facing downwards.

2. Mouth to nose.

3. Cardiac massage (heart compression)

4. Nielsen Holier

ENVIROMENTAL INJURIES

High temperature

(a) Heat exhaustion

This condition occurs due to abnormal loss of salt and water in the body in a very humid environment. Water and salt is lost during vomiting and diarrhoea.

Signs and symptoms

- Moist skin
- Fatigue
- Dizziness
- Pulse faster but in cool
- Muscle cramp
- Pale skin

Treatment

- Place the casualty in cool area.
- Loosen tight clothing.
- Place feet slightly higher than the head.
- Treat the shock
- Dispose to the hospital.

(b) Heat stroke

This is when the body is not able to lose excess heat.

Causes

Exposure to very high temperatures

Signs and symptoms

- Restlessness
- Unconsciousness
- Flushed skin, dry and burning.
- Pulse is faster and strong.
- Temperatures extremely high
- Fits/convulsions may occur.

Treatment

- Place in a cool area.
- Apply cold applications
- Fan the casualty
- Raise the legs slightly higher than the head.
- Loosen tight clothing.

(c) Sun Burn

This is caused by severe burn of the sun.

Signs and symptoms

- Sponging
- Sips of cold water
- Place the casualty in a cold area.

Low temperature

(a) frost bite

Damage to the body tissue caused by exposure to extreme /severe cold. Blood vessels contract reducing the blood supply

Signs and symptoms

Skin becomes extremely cold

Skin become numb

Skin change color to grayish

Skin feels hard and stiff.

Loss of function.

Treatment

- Remove all cold and wet cloths.
- Place the body in warm place.
- Remove tight items e.g rings, belts e.t.c
- Give hot fields.
- Dispose the casualty to the hospitals.

b) Hypothermia

This is dangerous lowering of the body temperature caused by prolonged immersion in cold water and general exposure to extreme cold.

Signs and symptoms

- ❖ Dizziness.
- ❖ Severe headache.
- ❖ Impair ness of muscular co-ordination.
- ❖ Speech becomes blurred.

Treatment

- ❖ Rap the casualty in a warm dry environment.
- ❖ Keep the victim a wake.
- ❖ Dispose the casualty to the hospital.

c) Heat cramp

- ❖ Caused by dimhilaliting level of minerals in the body.

Signs and symptoms

- ❖ Painful muscles.
- ❖ Nausea
- ❖ Diarrhea
- ❖ Severe headache

Treatment

- ❖ Rest the casualty in a comfortable position.
- ❖ Massage the muscles.
- ❖ Place the casualty in a cool area.
- ❖ Replace the fluid in the area.

BONE INJURIES

1. Fracture

This is cracking or breaking of the bone.

Causes

- Direct force.
- Indirect force.
- Muscular contraction / action.

Description of fractures

a) Green stick

This is cracking of the bone due to body weight.

Mostly common with children.

b) Cross fracture

The bone is cut across.

c) Oblique fracture

The angle of breaking is 45°

d) Spiral fracture

The line of breakage has spiral shape.

e) Quashed fracture

The bone is severely damaged.

f) Avulsion

The bone moves out of its position.

Types of fractures

1. Simple / closed

This is when the bone is injured and the surrounding tissue is not interfered with i.e no wound occurs.

2. open/compound /complicated

This is where the broken bone penetrates through the skin injuring other body tissues e.g. muscles and blood vessels.

3. multiple

This is when the broken body suffers more than one fracture. Bone is broken at more than one point.

Signs and symptoms

- Swelling and bruises
- Pain
- Tenderness
- Deformity
- Loose of movement and co-ordination
- Shock
- Bleeding
- Pale skin
- Temperature

Treatment

- Treat for shock
- Stop bleeding
- Treat for wounds
- Put the affected par on the splinters
- Immobilize the affected part.
- Dispose the casualty to the hospital

JOINTS INJURIES

1. Sprain

This when the tendons and ligaments at the joints are torn or twisted due to sudden turning of the joint in a natural movement.

Signs and symptoms

- Tenderness
- Loss of movement
- Severe pain
- Change in skin color
- Rise in temperature.

Treatment

- Support the joint in a comfortable position
- Treat for shock.
- Elevate injured part.
- Apply cold ice to control swelling, reduce pain e.t.c.
- Apply firm bandage at the joint
- Rest the joint with no active movement
- Dispose he casualty to the hospital

2. Dislocation/ luxation

Displacement of one or more bones at the joint i.e. bones out of the ailment.

Causes

- Direct force
- Indirect
- Muscular contraction / action

Signs and symptoms

- Bones in the right place (deformity)
- Pain over the joint.
- Bleeding due to tear of the muscles.
- Swelling.
- Affected part sensitive pressure and pain.
- Tenderness.
- Loss of movement.
- Pale skin.

SKIN / MUSCLES

1. Wound

This is a break in continuity of the body tissue e.g skin.

Classification of wounds

- a) Open wounds: This is when there is a break in the skin
- b) Closed wounds: This is when there is injury on the underlying tissue.

Types of open wounds

i) Abrasion

Caused by friction on the surface of the body.

Skin may be removed discoloration of the areas and bleeding e.g sliding and tackling in soccer.

ii) Incision/ clear cut

The line of the cut is straight. Produced by sharp cutting objects like knife, razor e.t.c

iii) Laceration/ torn

This is irregular breaking or tearing of the tissue caused by a great force exerted on the body e.g by barbed wire.

iv) Puncture/ stabs

Caused by sharp objects piercing the skin creating a hole in the tissue e.g stepping on a thorn or nail, being stabbed with a knife.

v) Avulsions

This occurs when a tissue is forcibly separated or torn from the victim's body. There is a lot of bleeding.

vi) Contusions / bruises

This capillary bleeding beneath the unbroken skin.

This is caused by a knock or a blow by blunt instrument. The blood vessels are torn and the tissues are damaged.

Signs and symptoms

- Severe pain
- Swelling
- Rise in temperature
- Discoloration
- Skin becomes pale

Treatment

- Rest in a comfortable position
- Cold application

Burns and scalds

Burns are caused by dry fire or heat

Scalds are caused by moist heat.

General treatment for all wounds

- Remove all the impurities.
- Wash the wound with warm soapy water (should be running water)
- Cover the bandage on the dressing. e.g cotton or gauze
- Place the bandage on the dressing.
- Immobilize the affected part.
- Stop any bleeding.
- Treat for shock.
- Dispose the casualty to the hospital.

2. Bleeding

This is oozing of the blood from the wound or injury.

Types of bleeding

i) External bleeding

a) Arterial bleeding

The blood spurts out and is bright red in color due to plenty of oxygen.

b) Venous bleeding

The blood flows out smoothly and is dark red in color due to less oxygen.

c) capillary bleeding

The blood oozes out and is bright red in color.

Pressure points

These are where arteries pass near the bone and can be pressed to stop bleeding. E.g. wrist/radial, base of the neck/carotid, temple, elbow/radial vein, base of the thigh/groin.

Signs and symptoms of external bleeding

- Face /lips become pale
- Skin cold and dumpy
- Casualty feels faintly / dizziness
- The pulse is rapidly becoming weaker
- Restless
- Shallow breathing
- Yawning
- Thirsty

Treatment

- Direct pressure on the affected part
- Indirect pressure on the affected part.
- Cold applications e.g. ice cubes, cold spray
- Elevation of the affected part to reduce the blood flow to the affected part.
- Cover the wound with sterilized dressings
- Immobilize the affected part
- Dispose the casualty to the hospital

ii) Internal bleeding

This is oozing of blood from internal body organs /tissues without break of the skin.

Signs and symptoms

- Swelling on the affected part.
- Blood coming out from nose, ears, and other openings.
- Pain
- Blood shot eyes
- Skin is dark in color.
- Urine/stool containing blood.

How the body naturally stops bleeding.

- Lowering of the body temperature.
- Blood pressure decreases.
- Heart rate decreases.
- Vaso constriction of the blood vessels.
- Reduced supply of the blood to the affected area.

Artificial treatment

- Elevation of the bleeding part to reduce the blood flow to the wound.
- Direct pressure on the affected part.
- Indirect

- Cold applications e.g. ice cubes
- Cover the wound with sterilized dressings
- Immobilize the affected part.
- Dispose the casualty to the hospital.

3. Muscle cramp /muscle pull

Muscle cramp is sudden contraction of the muscle fibre due to insufficient ions (salt) in the body.

Muscle pull is sudden overstretching of the muscle fibre.

Causes

- Lack of enough salt intakes
- Excessive sweating
- Improper training
- Overhauling of muscle i.e. warming and cooling effect.
- Fatigue
- External forces e.g. knock, blow
- Inability to relax tight muscles
- Loose of function
- Swelling.

Treatment

- Extend the affected muscles, pull both muscle to allow contraction.
- Encourage adequate fluids and salt intake.
- Rest the muscles in a comfortable position.
- Apply cold application
- Massage the affected area.

4. muscle tear

This can be complete tear or partial tear.

Causes.

- ❖ Direct force on the muscle
- ❖ Indirect force (tension force)
- ❖ A cut by sharp object.

Signs and symptoms

- ❖ Apply ice to reduce pain
- ❖ Immobilize the affected part.
- ❖ Secure the affected part with bandage.
- ❖ Dispose the casualty to the hospital.

5. muscle soreness

This is pain along the muscle due to accumulation of lactic acid

6. muscle strain

This is overstretching of a muscle beyond its limit

7. blisters

This is caused by rough surface/wearing of very tight shoes.

Treatment

- Cold application
- Never tear the blister.

FIRST AID

This is the first medical treatment given to the casualty before disposing to hospital.

It is a skilled application of treatment given on the occurrence of injuries or sudden illness using the locally available materials and facilities.

First aid terminologies

a) Signs

This is what a first aider can be able to observe or feel

b) Symptoms

These are sensations/feelings experienced by the casualty.

c) Diagnosis

This is medical method of identifying a given injury.

d) Prognosis

This is the chance of survival.

e) Treatment

These are the efforts and measures taken to cure an illness / injury.

f) Rehabilitation

This is the effect aimed at restoring the person to his normal place / restoring the injury part to its normal position

Objectives of first aid

- To sustain or save life.
- To prevent the condition from worsening.
- To promote recovery
- Relieve pain.

Qualities of a good first aider

- Should be in apposition to use common sense.
- Should be observant i.e. can be able to detect the signs and symptoms.
- Should be gentle i.e. avoid rough handling of the casualty.
- Should be resourceful i.e. should use locally available materials
- Should be tactful i.e. should be calm to avoid alarming the casualty.
- Should be explicit i.e. clear in the instructions giving.
- Should be confident.
- Should be sympathetic
- Should be perseverance i.e. continue with the treatment to the end.
- Discriminative i.e. should be able to give priorities.

The scope of first aid

1. assessing the situation

Find out:

- The cause of the injury
- The dangers around
- Safety of both casualty and the first aider.

2. diagnosis

This involves identifying the injury.

Methods of medical diagnosis

a) inspection (observation)

Check for:

- Bleeding, swelling, change of skin color, vomiting and tenderness.

b) Auscultation (listening)

Listen to:

Heart beat, breathing.

c) Palpation (touching)

You touch to feel:

Swellings, broken bones, rise in temperature, tenderness e.t.c

d) Tapping

You tap the chest to find out whether there is internal bleeding / water in the chest.

e) Medical history of the casualty

You can check the available document; listen to the story narrated by the conscious casualty or story given by the people around .

Contents of first aid box.

- Safety pins - scissors
- Dressings - methylated spirit
- Bandages - clinical thermometer
- Pain killers. - disinfectant /antiseptic
- Glucose / dextrose - jelly
- Ice cubes - first aid book
- Tweezers - ointments

Dressings

This is the immediate protective cover placed over the wound e.g. cotton wool and gauze

Use of dressings

- To protect the wound
- To prevent germs from entering the wound.
- To hold the medicine in the place.
- To absorb discharge e.g. pus / blood
- Protect further swelling
- Stop bleeding

Bandages

These are thin woven materials used to hold the dressings in place / putting the splints in position. Examples include: gauze, elastic, adhesive, binder of muslin, emergency bandages e.g. string, triangular bandages

Uses of bandages.

- Used to hold dressing in position
- To support splints.
- To carry the casualty
- To stop further bleeding.
- To fan the casualty.
- To support the body
- To immobilize the affected part.

NOSE BLEEDING

This is loss of blood from the body through the nose due to internal injury.

Causes

- High blood pressure.
- Internal injuries to the head
- Sharp objects entering the nose
- Change in altitude
- Sneezing (forceful blowing of nose)

**PRINCIPLES OF TRAINING
TRAINING**

This is improving of components of physical fitness.

Physical fitness components

- Strength: force applied
- Power: rate or speed of the force.
- Agility: ability to change direction
- Flexibility: rate of movement around the joint.
- Co-ordination: working together of the body systems.
- Speed: quickness to perform given task.
- Balance: ability to maintain body stability.
- Endurance: ability to work for long time without being tired.
- Reaction time.

Methods of training

- Circuit training
- Interval training
- Flatlek training
- Cross country training
- Jogging
- Swimming
- Cycling.

Benefits of training

- For feeling better (well being)
- For improving posture.
- Maintenance of the body weight.
- For health benefits (prevent psychosomatic diseases e.g. stress , depression, hysteria e.t.c.
- Enhancement of physical capability.
- For relaxation
- For enjoyment
- Slow down of the aging process.
- Correction of some body defects.

Negative effects of over training

- Reduction of reaction time due to fatigue.
- May bring some injuries e.g wearing of bones due to friction.
- Muscle becomes hypertrophy (increase in size.)
- The player become stale due to accumulation of excess lactic acid.
- Depletion of stored glycogen.
- Fatigue (tiredness)
- Decreasing of cognitive abilities.

Reasons for having a rest/ recovery period

- To heal the injuries
- So that the depleted glycogen in the muscles can be restored.

Components of warm up program

- Stretching and curling of the body parts.
- Specific activities related to the specific body parts to be used,
- Calisthenics – exercise involving major body muscles.

Merits of warm up

- Increase body temperature by 2⁰ C
- Increase flexibility of the muscles.
- For proper distribution of blood in the body.
- Improve flexibility around the joints.
- Prevention of injuries by warming up the muscles.
- Improve co-ordination and accuracy

Merits of cool down process

- To bring the body to the resting state
- To bring circulation to the normal.
- To improve elimination of lactic acid
- For psychological preparation for other activities
- To normalize respiratory systems

Environmental factors affecting performance.

- Air pollution
- Speed of wind
- Altitude (shortage of oxygen)
- Extreme temperature
- Humidity
- Air pressure
- Atmospheric pressure.

Factors influencing performances performance of an individual

- Age
- Physical fitness
- Heredity/genetics
- Facilities /equipment
- Climatic condition
- Environmental factors (mentioned above)
- Psychological factor (motivation)
- Drug
- Diet

High altitude training

At higher altitude there is less oxygen as compared to the lower altitudes. Athletes respond to this by their bodies producing more red blood cells that are consequently used in transporting oxygen to the body parts. In this way they are capable of running long distance events due to high amount of oxygen carried in the tissues involved. Atmospheric pressure is also limited at high altitude. This explains why explosive events (anaerobic) are performed better in high altitude (low air resistance)

Why athletes move to high altitude for training.

- To enhance proper transportation of oxygen to the muscles.
- To increase the RBC in the blood which helps in the absorption of oxygen.
- Increase total volume blood circulation in the body.

Acclimatization – this is when a player moves to a given climatic condition to get used to the condition of that place (psychological adaptation)

Effects of training in high altitude areas.

- ❖ Breathing becomes deeper.
- ❖ Volume of blood in circulation increases.
- ❖ The number of RBC increases thus improvement of oxygen in the blood.
- ❖ Improvement of oxygen in the blood
- ❖ Increase in pulmonary ventilation, which helps to burn out lactic acid.
- ❖ Increase the muscles tissues

Why Kenyans are so good in long distance races

- ❖ Presence of role models
- ❖ Physique (body structure)
- ❖ Good climate
- ❖ Culture/tradition
- ❖ Serious training
- ❖ Improved training personnel]

- ❖ Self motivation
- ❖ Diet
- ❖ Genetic inheritance.

Phases of training

- i) macro – cycle

This is entire training season form on season to off – season.

- ii) Meso – cycle

This is designated season within macro cycle e.g. pre-season, on season and off – season.

- iii) Micro – cycle

This is a raining unit within a meso – cycle e.g. a day, a month or a week.

Training principles

- a) Specificity

The training is aimed at specific par of the body to be used in the activity.

- b) Principle of reversibility

Se – training occurs rapidly when one stops training.

- c) Principle of interference

Training of one component of fitness might interfere with another component of fitness. E.g. training for endurance might interfere with raining for strength.

- d) Principle of cross transfer.

An example of this is where running o develop cardio – vascular endurance may also develop muscular endurance.

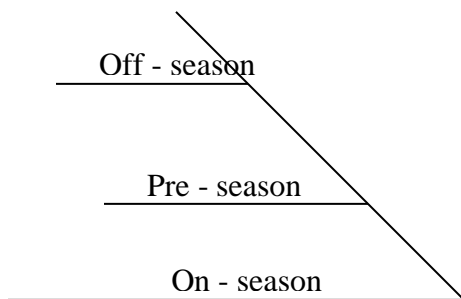
- e) Principle of over load

This is when the part of the body is worked beyond normal (physiological stress)

- f) Principle of progression

This requires the over load or physiological stress to be increased gradually or progressively in stages.

Training pyramid



Off – season

This period is normally called recovery/rest period.

It is characterized by:

- ❖ Limited participation in specific sport.
- ❖ Low intensity exercise.

During this season the participants are given time to:

- ❖ Replace the energy consumed during the competition time and also to allow for the healing process to take place.
- ❖ To break the monotony of the game
- ❖ To avoid effects of training.

Diet for off – season

- ❖ Carbohydrate to replace consumed energy
- ❖ Proteins and vitamins to repair worn out tissues and healing injuries.

Pre – season

This is the season just before the competition. The trainer should emphasize on physical conditioning of the body i.e. develop component physical fitness and skill development on specific sports.

DIET

- ❖ Carbohydrates, proteins and vitamins.

On – season

This is the competition time where emphasis is laid on quality performance. There is also building of energy capacity and fine skill development. It also involves psychological preparation for events to come. The presence of the coach is highly required.

EXERCISE PHYSIOLOGY

- ❖ Effects of training /exercise to be growth and development of the child
- ❖ Improves physical fitness.
- ❖ Improves body posture.
- ❖ Helps to correct body defects at an early stage before they become pronounced e.g. lordiosis, kyphosis, knock –knee.
- ❖ Help to fasten growth of new cells so that the child grows up faster /increase of red blood cells.
- ❖ Improves the character of the growing child i.e positive attitudes.
- ❖ Relaxation of the child's mind which helps to reduce tensions, which can result from psychological illness e.g. hysteria, stress .
- ❖ Improves proper functioning of all the body organs systems.
- ❖ Progressively gain body co-ordination, balance, strength and control in movement.
- ❖ Getting rid of excess fat in the body.

Effects of training to human muscles

- ❖ Helps to eliminate lactic acid
- ❖ Make the muscle to increase in size (hypertrophy)
- ❖ Reduce stress within the muscles.
- ❖ Muscles are able to operate for longer period of time without getting fatigue.
- ❖ Increases muscle strength
- ❖ Muscle become tough and firm
- ❖ Improves metabolism
- ❖ Reduces muscles injuries.
- ❖ Dilation of blood vessels hence better blood supply to muscles.
- ❖ Improve supply of nutrients to the muscles.

Effects of training / exercise human heart

- ❖ Increase in cardiac out put.
- ❖ Decreases heart related diseases e.g. hypertension, blood pressure.
- ❖ Cardiac reverses increases.
- ❖ Reduces heart rate, which is a good indicator of cardio – vascular endurance.
- ❖ Increases stroke volume i.e volume of blood pumped per beat.
- ❖ Increase oxygen intake
- ❖ Strengthen heart muscles
- ❖ Reduces cholesterol in the heart.

- ❖ Improves functioning of the heart.

Effects of training in human lungs

- ❖ Proper ventilation of air within the lung cavity i.e gaseous exchange is improved
- ❖ Respiratory muscles are strengthened e.g. diaphragm, internal and external intercostals muscles.
- ❖ Internal capacity improves
- ❖ Increase in volume of oxygen absorption in the blood streams(total lung cavity)
- ❖ Minimizes respiratory diseases e.g. TB, cold asthma.
- ❖ Improves residual volume i.e. the amount of air remaining in the lung after breathing out.
 - ❖ Breathing system becomes effective and efficient.

Effects of training to human posture

- ❖ Improves postural defects e.g. lordosis
- ❖ Maintains good posture
- ❖ Good postural appearance.

Factors affecting human posture

- ❖ Fitness level / conditioning
- ❖ Diseases / illness
- ❖ Injuries
- ❖ Disability
- ❖ Bone structure
- ❖ Muscle structure
- ❖ Gender /sex

BODY ANATOMY

This is the study of parts or organs e.g. skin, bones, joints muscles. E.t.c

BONES

These are the framework or structure of the body.

Functions of the bone

- ❖ Gives the shape of the body
- ❖ Enables movement of the body
- ❖ Provides support to the muscles
- ❖ Manufacturing of red blood cells (in the marrow)
- ❖ Protect delicate body organs e.g skull protect brain ribcage protect lung and heart.
- ❖ Act as shock absorber.

Types of bones

- ❖ Long bones
- ❖ Flat bones
- ❖ Irregular bones
- ❖ Short bones

SKIN

This is the outer covering of the body

Functions of the skin

- ❖ Prevents micro – organism from entering the body.
- ❖ Protects delicate body parts
- ❖ Store excess fats in adipose tissue
- ❖ Absorb vitamin, which is responsible for the formation of the strong bones and teeth
- ❖ Helps in regulation of body temperature
- ❖ Protects the body from harmful ultra – violet ray from the sun.
- ❖ Acts as excretory organ by removing waste like sweat from the body.

- ❖ Acts as a sensory organ.

MUSCLE

These are connective tissues in the body that controls body movement through the process of contraction and relaxation. They are made up fibre (elongated cells)

TYPES OF MUSCLE

i) striated /skeletal/voluntary

Characteristics

- ❖ They are under the control of will (CNS)
- ❖ They are responsible for the co – ordinate movement e.g. jumping eating, e.t.c
- ❖ They have liberal capillary network
- ❖ Some of hem are antagonistic by nature

What determines the strength of a muscle

The strength of a muscle is determined by the number of motor fibers activated at any one given time

Reciprocal enervation

This is where one group of muscle are relaxing and the other group are contracting.

Muscular tone

This is a case where voluntary muscle is maintained in a state of tension to allow quick response to the stimulus.

ii) unstriated /smooth/visceral /voluntary

characteristics

- ❖ They are not under the control of CNS
- ❖ They are unstriated
- ❖ They are very sensitive to mechanical stimulation
- ❖ They work slowly over a long period of time
- ❖ They are found in internal body organs
- ❖ They cannot be moved at all
- ❖ They don't get tired easily.

Examples include:

Muscle of the alimentary canal ,the eye, blood vessels.

iii) Cardiac muscles

These are muscles that make up the heart.

Characteristics

- ❖ They are not under the control of will
- ❖ Found in the walls of the heart.
- ❖ Can work on their own
- ❖ Can maintain 2nd alternate relaxation without nervous stimulation.
- ❖ They are capable of continuing to beat even when taken out the body.

Injuries occurring to muscles

- Muscle pull
- Muscle cramp
- Muscle tear
- Muscle strain
- Muscles soreness.

BLOOD

Components of blood

- plasma
- platelets
- blood cells
- fibrins

Functions of blood

- Transportation of oxygen in the form of oxyhemoglobin
- Transportation e.g. CO₂ in the form of carboxy-hemoglobin
- Contains white blood cells, which helps in fighting infections
- Transportation of food nutrients
- It also transports enzymes and hormones to parts where they are needed
- Cools the body temperature due to heat produced during exercise.
- It has platelets, which helps in blood clotting
- Transport waste products.

JOINTS

This is where two or more bones meet.

Functions of joints

Helps in body movement

Helps maintain body balance

Absorption of shock

Types of joints

- a) fixed /fibrous joints : these are immovable joints e.g skull, teeth
- b) slightly movable /cartilaginous : e.g. joints of the vertebrae column
- c) freely movable joints/synovial joints: these are joints, which can move freely.

Types of synovial joints

- i) ball and socket : knee joint, shoulder joint
- ii) hinge joint e.g., elbow
- iii) Gliding joint: vertebral column.
- iv) Pivot joint : at neck, ulna and radius.
- v) Saddle joint : lower jaw.

Possible movement along he synovial joint

- Bending and flexion (reducing the angle along he joint)
- Extension (increasing the angle along the joint.)
- Abduction – moving parts of the body away from the body.
- Rotation – movement around the axis

SOCCER

THE FIELD OF PLAY



Goal line. (75m)

Forms width of the field

Confirms the score

Where goal post is fixed.

Indicates when a corner kick is to be awarded.

Goal area / box (5.5 m x 16.5 m)

This is where the goal keeper cant be charged while handling the ball.

Penalty area (40.32 x 16.5m)

This is where the goalkeeper enjoys privileges e.g. handling the ball.

The opponents should be outside this area during the goal kick.

The ball is considered to be in play once it moves out of this area during goal kick.

If a player commits any he ten penal offences within this area then penalty kick is awarded to the opponents.

Penalty area (R – 9.15 M)

Helps maintain the opponents away from the goal a a distance of 9.15 m during penalty kick.

Penalty spot

Skim form the goal line where the ball is placed during penalty kick.

IN LAWS OF THE GAME

Ball

The ball

Spherical and made of leather or other suitable materials.

- Circumference between 68cm – 70cm
- Weight between 410 g – 450g

2. Flag posts

- placed in all he 4 corners
- should be 1.5 m high

3. goal posts

Two upright posts measuring 2.44m

Cross bar measuring 7.32 m all the posts should be painted black and white.

Net should be fixed for the purpose of :

- confirming the score
- avoid a lot of disputes
- Avoid wastage of time by preventing the ball from going far.

LAW: 2

Players equipment

A player should not use any equipment or wear anything that is dangerous of himself or another player. Basic /compulsory equipment include:

- Jersey/shirt
- Shorts
- Stockings
- Shin guards
- Foot wear
- Goalkeeper's gloves

Each goalkeeper wears a color that distinguishes him form other player and the reference.

LAW 3:

Number of players

A match is played with two teams each consisting of players not exceeding 11 of whom one is designed to be a goalkeeper. A match may not either of the teams is having less than 7 players. Between 3 & 5 substitutions may be made depending on the competition. The names of the substitute must be given to the referee prior to the start of the game.

Any other player may change place with the goalkeeper provided that:

- The referee is informed the change is made
- The change is made during a stoppage.

LAW 4:

Officials

Referee

- ❖ Enforce the laws of the game.
- ❖ Ensures that the ball meets the requirement.
- ❖ Controls the match with the assistant referees
- ❖ Ensures that the players equipment meet the requirement.
- ❖ Acts as a timekeeper and keeps the records of the match.
- ❖ Stops, suspends or terminate the match, at his direction because of outside interference of any kind.
- ❖ Stops the match if a player is seriously injured and ensures that he is removed from the field.
- ❖ Allow the play to continue until the ball is out of play or if a player is slightly injured.
- ❖ Punishes more serious offences if a player commits more than one offence at a time.
- ❖ Take disciplinary actions against a player guilty of cautionable and sending off offences.
- ❖ Act on the advice of assistant referee on the incidences that he has not seen
- ❖ Restarts the match after it has been stopped.

NB decisions of the referees regarding facts concerned with the play are final.

Assistant referees

- ❖ Two assistant referees are appointed whose duties include indication of the following:
- ❖ When the ball is out of the field of play, which side is entitled to corner kick, goal kick and throw in.
- ❖ When a player may be penalized for being offside.
- ❖ When substitution is requested.
- ❖ When misconduct or any other incidence has occurred out of the view of the referee.

c) Match commissioner

- ❖ He is the representative of the federation /organization organizing the tournament.
- ❖ He writes the report on how the game progressed and in case of any incident he reports to the federation.

d) Fourth official (substitution referee)

- Assist referee in general administrative duties e.g. inspecting players, equipment, facilities and registering players.
- He helps to enforce substitution.
- In case the center referee is incapacitated he can take the whistle.

Qualities of a good referee

- Physically fit
- Conversant with the latest rules of the game.
- Good eye sight
- Sympathetic
- Friendly and cheerful
- Firm in decision making
- Should not be biased.

LAW 5:

Duration of the match

The match lasts two equal periods lasting 45 minutes each.

Players are entitled to a resting intervals of 15 minutes during half time. Allowances for time lost through:

- Substitution
- Assessment of injuries
- Removal of injured players
- Wasting time
- During penalty kick

LAW 6:

Start and restart of the play

Coin is tossed and the team that wins decides on which goal it will attack in the 1st half. The other team takes the kick off (place kick). The team which wins the coin takes the kick off in the 2nd half.

Place kick (kick off)

It is administered in the following instances.

- At the start of the match
- After a goal has been scored
- At the start of each period of extra time where applicable.

A goal may be scored directly from a place kick.

After a team scores a goal the other team takes the kick off.

Procedure

- All players at their respective halves of the field of play.
- Ball at the center spot.
- The team starting lines up along the center but within the center circle.
- Opponents outside the center circle and must maintain a distance of 9.15 m from the ball.
- Ball considered being in play once it moves forward.
- A player cannot pass the ball to himself.

Drop ball

This is a way of restarting the match after a temporary stoppage. The referee drops the ball at the point where it was located.

Cases when awarded

- When there is technical problem e.g. basting of the ball.
- External interference e.g. spectator invading the court.
- When the referee is uncertain of the player who has committed the offence.
- When the game was stopped when lowering national flag
- Stoppage because of injuries.
- When there is simultaneous offence.

Procedures

- Done at the point where the incident occurred.
- Two opposing players stand facing each other and hands straight along side their body.
- Referee drops the ball down considering the waist of the shorter player.
- The ball is considered to be in play once it touches the ground.

LAW 7:

Ball in and of play

Ball out of play

- If it has wholly crossed the goal line or touchline whether in air or on ground.
- When the play has been stopped by the referee.

Ball in play

- The moment referee blows the whistle for the game to commence during place kick and throw in.
- When the ball hits the ground during drop ball.
- When the ball moves forward during corner kick

- When ball hits goal post, corner flag, referee or referee assistant who is standing in the field.
- When the ball moves out of the penalty area during the goal kick.

LAW 8:

Method of scoring

A goal is scored when the whole ball passes over the goal line in between the upright post and under the cross bar.

If both teams score equal number of goals or no goals scored, the match is drawn.

For matches ending in draw, competition rules may state provisions involving extra time or other procedure to determine the winner.

LAW 9:

OFFSIDE

Offside position

It is not an offence in itself to be in an offside position.

A player is in offside position if he is nearer to this opponents' goal line than the ball and the 2nd last opponent.

- A player is not in offside position if:
 - He is in his own half of the field of play.
 - He is in level with the 2nd last opponent.
 - He is in level with the last 2 opponents.

Offences

A player in offside position is only penalized if, at the moment the ball touches or is played by one of his teammates, he is in the opinion of the referee involved in active play by:

- ❖ Interfering with the play
- ❖ Interfering with the opponent.
- ❖ Gaining an advantage by being in that position.

No offences

A player is not in offside position if a player receives a ball directly from:

- Goal kick
- Corner kick
- Throw in

For any offside offence the referee awards an indirect free kick at the place where the infringement occurred.

LAW 10:

Fouls and misconducts

Fouls- these are offences due to a player breaking the law of the game.

Misconduct - these are offences due to a player displaying unsportsmanlike like behaviors or playing contrary to the game to the spirit of the game.

They are penalized as follows:

a) Direct free kick

Awarded to opposing team if a player commits any of the following offences (ten penal offences)

- ❖ Kicking or attempt to kick an opponent
- ❖ Tripping or attempt to trip an opponent.
- ❖ Jumping at an opponent
- ❖ Charges at an opponent
- ❖ Strike or attempt to strike an opponent.
- ❖ Pushes an opponent.
- ❖ Handles the ball deliberately (except goalkeeper)
- ❖ Tackles an opponent making contact with the opponent first before touching the ball.
- ❖ Holds an opponent.

Penalty kick

This is awarded if any of the above offences are committed inside a player's penalty area intentionally.

Procedure

- Ball is placed at the penalty spot.
- All other players outside a penalty are expect the kicker.
- Goalkeeper o remain stationary along the goal line until the kick is taken.
- He ball should be kicked once and in forward direction.

c) indirect kick

This is awarded o the opposing team if a player , in the opinion of the referee, commits any of the following offences.

- Plays in dangerous manner
- Impedes the progress of an opponent.
- Prevents the goalkeeper from releasing the ball
- From his hands.
- It also awarded to the opposing team, is a goalkeeper inside his own penalty area commits any of the following offences:
- Take more than 4 steps or 6 seconds while controlling the ball again with his hands before releasing it from his possession.
- Touches the ball again with his hands after it has been released from his possession and has not been touched by any other player.
- Touches the ball with his hands after it has been deliberately kicked to him by a teammate.
- Wastes time.

d) Yellow card

His is shown when a player commits any of the following:

- Is guilty of unsporting behavior.
- Shows dissent by word or action.
- Persistently the restart of the play.
- Fails to respects the distance required when play is restarted a corner kick or free kick.
- Enters or re-enters the field of play without referee's permission.

e) Sending – off offences.

Red card

This is shown to a player who commits any of the following offences.

- Is guilty of serious foul play.
- Is guilty of violent conduct.
- Spits at an opponent a goal or an obvious scoring opportunity by deliberately handling the ball (this does not apply to goal keeper within his own area)
- Denies an obvious goal scoring opportunity to an opponent moving towards the players' a goal by an offence punishable by free kick or penalty kick.
- Use offensive, insulting or abusive language
- Receive a second caution. (yellow card) in the same match.

LAW 11:

Throw in

This a method of restarting a play awarded when a whole ball passes over the touchline either on the ground or on the air. It is awarded to opponent of the player who lastly touched the ball.

A goal cannot be scored directly from throw in.

Conditions o be observed

- Should be taken at the point where it crossed the touch line.
- Opponents should be 9.15 m away from the ball.
- The player cannot pass the ball to himself.
- Ball must be delivered from behind and overhead.
- The thrower should not enter he field of play before releasing the ball.

LAW 12:

Goal kick

This is a method of restarting a play.

It is awarded when the whole ball, having lastly been touched by a player of the attacking team and passes over the goal line either on the ground or in air and the goal is not scored as per law 8.

Procedure

The ball is placed on top of the goal area line.

All the opponents outside the penalty area.

A goal may be scored directly from the goal kick.

LAW 13:

Corner kick

This method of restarting a play.

It is awarded when the whole ball having last been touched by a player of the depending team passes over the goal line and a goal is not scored in accordance with law 8.

Procedure

- The ball is placed at the corner area.
- Opponents 9.15 m away from the ball.
- Flag should not be removed.
- A player can't be offside during corner kick.
- A player cannot pass a ball to himself.

LAW 14:

Kicks from penalty mark (penalty shoot out)

Taking kick from a penalty mark is a method of determining a winning team where the competition requires a winning team after the match have been drawn.

Procedure

- Referee chooses the goal at which the kicks shall be taken.
- Referee tosses a coin and the team for the winning captain takes the first kick.
- Referee keeps a record of kicks taken.
- Each team takes 5 kicks and one has scored more goals than the other could score even if it were to complete 5 kicks no more kicks are taken
- If after both teams have taken 5 kicks, both have scored same number of goals, kicks continue until one team has scored a goal more than the other from the same number of kicks.
- Each kick is taken by a different player and all eligible players must take a kick before a player takes a second kick.
- All players except the player taking the kick and the two goalkeepers must remain within the center circle.

BASIC SKILLS OF THE GAME

1. GOAL KEEPING

A good goalkeeper should have knowledge on the following:

- punting – this is when a goalkeeper catches the ball and does not take 4 steps or 6 seconds before tossing the ball in air and kicking it.
- Narrowing the angle – this is moving from the goal line towards the attacker with the ball.
- Other skills required of a goal keeper are diving and grip.

2. HEADING

Heading skills that can be used by a player include:

- side head
- forward head
- back head

Reasons for heading

To score

To give a pass
To control the ball

3. PASSING

this is the application of small amount of force on the ball in order to reach the other teammate . parts of the foot used in passing include:

- inside the foot
- instep
- toe
- heel
- outside of the foot.

Types of passes

- Wall pass
- Through pass
- Square pass
- Diagonal pass
- Inter pass

4. KICKING

This is the application of great force on the ball using your foot to go to the field or to shoot.

Types of passes

- a) banana / curve /swerve
- b) scissors /orthodox
- c) volley kick

half Ball lands first, bounce and then hit.

Full Ball is hit before it lands.

d)chip/loft: raising over the goalkeeper.

5. TACKLING

This involves getting the ball away from an opponent.

Styles of tackling

- Linear tackling
- Sliding
- Frontal
- Heading
- Rear

6. DRIBBLING

this is moving with the ball under control by short controlled taps.

Types of dribbling

- Single leg/open
- Double leg/closed

7. SHIELDING /SCREENING

This is putting the ball away from the opponents by leaning on the ball without causing obstruction.

8. BALL CONTROL

a) trapping

This is applied when controlling aerial balls though the ball is not completely controlled . Parts used in trapping the ball include: head, shoulder, high heel, instep and sole

b)used to control the ball completely dead. Part used include; shoulder, instep, inside of the and outside of the foot.

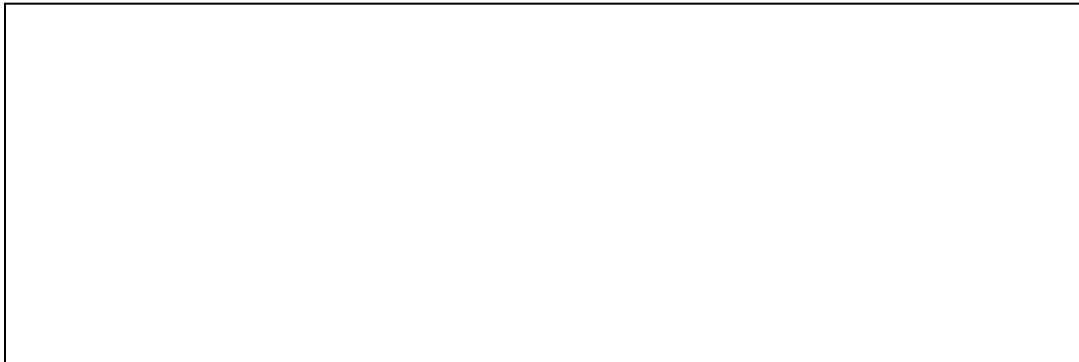
9 JUGGLING

Tapping the ball in air using several parts of body.

10. DODGING/FEINTING /FAKING

This is anticipating the opponent to go in the wrong direction.

PLAYING POSITIONS



1. goal keeper
2. right full back
3. left full back
4. left half back
5. center back
6. right half back
7. outside right
8. inside right
9. center forward
10. inside left
11. outside left

Formations (playing systems)

- i. classic formation 2 - 3 - 5
- ii. MW formation : 3 - 2 - 2 - 3
- iii. 4 - 2 - G
- iv. sweeper systems 1-4 -3- 2
- v. 5- 3- 2
- vi. 4- 4 - 2

Qualities of a good goalkeeper

- Reasonably tall.
- Good reaction time
- Courageous
- Swift
- Good grip
- God eye sight
- Strong

Qualities of mid fielders

- Good ball dribbling
- Good ball distribution/passing

- Should be swift.

Qualities of full back

- Good timing / reaction time
- Enduring
- Good tackling technique
- Strong shots /kicks

Qualities of forward players

- Very fast
- Good accurate shots
- Good reaction time
- Good ball control