

Physical Education Syllabus
for
Grade 11

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

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

- Have positive attitude towards taking physical education as major contribution to enjoyable life
- Apply methods of developing muscular fitness in their individual program
- Value the need for balanced diet in developing physical fitness
- Be inspired with the feeling to represent their country in international competitions.

<i>Competencies</i>	<i>Contents</i>	<i>Learning Activities</i>
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Describe 3 points on importance of nutrition for physical exercise • Explain about caloric intake and expenditure by their own words • Discuss about all African games. • Explain the types of all African games • Mention famous Ethiopians in their participations of the games • Describe 3 points of the importance of muscular strength/endurance • List 4 ways methods of developing muscular strength endurance. 	<p>1. Basic concept of physical Education</p> <p>1.1 Nutrition and exercise (2 periods)</p> <ul style="list-style-type: none"> • Caloric intake and expenditure • importance of nutrition for exercise <p>1.2 All African Games (2 periods)</p> <ul style="list-style-type: none"> • History, objectives, duration and types of competitions • Participations of Ethiopians in the games <p>1.3 Physical Fitness (1 period)</p> <ul style="list-style-type: none"> • Development of physical fitness. • Importance and methods of developing muscular strength/endurance 	<ul style="list-style-type: none"> • Let students to discuss about caloric intake and expenditure, at the end give necessary explanation • Ask the class about the importance of nutrition for physical exercise. Let each student try to give the answer finally give necessary supplement. Prepare set of questions under the topic diet and physical exercise and give group assignment to write and submit reports reading related books • Let students in groups discuss what they know about history of “All African Games and participation of Ethiopia” • Give a chance to the groups to inform the class about when and where the games started, what objectives to achieve, the place of Ethiopia at the games, and names of Ethiopian sports persons in the games. • Give brief explanations on each point following the class discussion. • Ask students to discuss in pairs what muscular strength and what muscular endurance are. How these two physical qualities differ and how we use it in daily activities. Let them also discuss what they usually do to increase their arms, abdomen and legs strength and endurance. • Having discussed in pairs, allow each pair to present for the class. • Give explanation on the importance of muscular strength, endurance, their difference by supporting with pictures, and demonstration the methods to develop muscular strength/endurance.

Assessment

- Check that each student takes participation in the discussions via observation
- Give students short quizzes to check that they can explain contributions of physical education
- Give written questions on history, objectives and types of all African games to check whether they can discuss the topic.
- Give written questions on the importance and methods of developing muscular strength/endurance.

Unit 1: Gymnastics (6 periods)

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

- Apply correct performance techniques in executing the floor & apparatus gymnastic skills
- Have an interest to regularly practice gymnastics
- Improve movement coordination that enables them perform gymnastics
- Develop courage and self – confidence.

Competencies	Contents	Learning Activities
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Explain the correct steps in head spring. • Demonstrate the appropriate head spring. • Describe 3 body actions necessary for L-seat in hand support on parallel bar. • Demonstrate the correct body condition while parallel bar L-seat in hand support for 5 seconds. 	<p>2. Gymnastics 2.1 Tumbling skills <i>(3 periods)</i></p> <p>2.1.1 Head spring</p> <p>2.2 Apparatus gymnastics <i>(3 periods)</i></p> <ul style="list-style-type: none"> • Basic swing and L-seat in hand support on parallel bar. 	<ul style="list-style-type: none"> • Allow students practice the previous lesson as revision • Ask the students to perform head spring from what they observe. • After observing their performance explain and demonstrate the correct head spring with the help of pictures and photographs. • Let students practice the activities repeatedly on their own and give them sufficient time. • Ask students to demonstrate the above skills with appropriate techniques and steps • While practicing ask students to identify which body parts play an important roll. In performing the skins. • Discuss how one can prepare these parts of the body through physical activities. • Give assignment individual practice. • Tell the component of fitness specially used to perform apparatus gymnastics explain the correct grip body action and weight support on parallel bars. • Ask students to demonstrate parallel bar L-seat in hand support. • Explain and demonstrate the correct techniques of parallel bar L-seat in hand support slowly with the help of pictures and photographs. • Organize the class in pairs based on their age, appearance and allow students to practice the activity repeatedly by their own, using techniques introduced. • Ask who perform the activity properly among them and let them give their reason. • Supervise and give them correction.

Assessment

- Use written exam to describe the nature and purpose of gymnastics.
- Use written exam to list safety procedure in gymnastic and observe thesis application..
- Use practical test to demonstrate the correct hand stand, cartwheel and parallel bar L-seat in hand support on parallel bar applying proper techniques.
- Use written exam to explain the basic body action and how force is produced in hand stand, long forward roll, cartwheel, L-seat in hand support on parallel bars.

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

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

- Accept code of ethics that governs one society
- Improve leg-hand movement coordination.
- Become ready to outcome challenges that require physical exertion
- Have an interest to further develop the skills of combative arts
- Show an interest to respect others.

Competencies	Contents	Learning Activities
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Describe 4-6 the code of ethics and acceptable social behavior by the society. • Practice the most acceptable social behaviour by the society. • Explain the movement patterns in back stance, sword hand strikes, X-block, stamping kick, knee kick. • Demonstrate the correct back stance, sword hand strike, X-block, Stamping kick, knee kick using proper technique. • Demonstrate the correct grappling technique. • Describe steps of grappling technique 	<p>3. Ethics and the art of self defense</p> <p>3.1 Theoretical background (1 period)</p> <p>3.1.1. Code of ethics and acceptable social behavior</p> <ul style="list-style-type: none"> • respect • self confidence • courage • humanity <p>3.2. Fundamental techniques (2 periods)</p> <p>3.1.1. Stance</p> <ul style="list-style-type: none"> • Back stance <p>3.1.2. Strike and block</p> <ul style="list-style-type: none"> • Sword hand strike • X-block <p>3.2.3. Kick</p> <ul style="list-style-type: none"> • Stamping kick • Knee kick <p>3.3 Grapping techniques (1 period)</p> <p>3.1.3. Release from two hand front grabs</p>	<ul style="list-style-type: none"> • Begin by asking students what they know about code of ethics and acceptable social behavior. • Divide the class in to groups and let them discuss on the code of ethics and acceptable social behavior • Let them present their summery of their discussion by group representatives • Discuss with the class and elaborate their response and give more explanation • After the explanation, give an assignment about the code of ethics and acceptable social behavior. • Allow student to practice the previous lesson as revision • Ask them to practice back stance, sward hand strike, X-block, stamping kick and knee kick if they know how to perform the activities. • Ask when and how they use these skills. • Explain about the techniques when and how use it. • Demonstrate the correct techniques of the above skills slowly and by increasing speed with the help of pictures and photographs • Organize the class in pairs based on their ability, age and appearance to practice the above skills from stationary position and with movement repeatedly with partner. • Give students an assignment to practice the given skills using their time. • Ask the main techniques to perform properly the above skills. • Help them to be in groups and supervise and give them correction • Give assignment individual practice. • Allow students practice the previous lesson as revision • Ask students to practice release from two hand front grabs, release from one sleeve grabs from what they observe. • Demonstrate the correct techniques of the above skills slowly and step by step with the

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<i>Competencies</i>	<i>Contents</i>	<i>Learning Activities</i>
	3.1.4. Release from one hand sleeve grabs	help of pictures and photographs. <ul style="list-style-type: none">• Organize the class in pairs based on their age, ability and appearance to the above skills repeatedly with partner.• Allow students to practice the above skills on their own and give them sufficient time.• Help them to be in groups and supervise and give them correction.• Ask the main techniques to perform the above skills properly. (timing, balance, coordination)• Give assignment individual practice.

Assessment

- Ask students to explain the purpose of code of ethics and acceptable social behavior
- Ask students to explain the movement patterns in back stance, Sward hand strike, X-block, and knee kick.
- Ask students to demonstrate the correct back stance, sward hand strike, X-block, knee kick and release from two hand front grabs by applying proper technique.

Unit 4: Team Games (Basketball) (14 periods)

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

- Develop positive social relationship to work cooperatively with others
- Use the rules and techniques of basketball in the game
- Show interest and participate in basketball game
- Improve eye – hand coordination that is important in their daily tasks
- Participate in basketball game is school and out of school.

<i>Competencies</i>	<i>Contents</i>	<i>Learning Activities</i>
<p><i>Students will able to :</i></p> <ul style="list-style-type: none"> • Describe the nature and purpose of basketball • Analyze basic rules of the game • Demonstrate fundamental skills of basketball • Apply basic rules in the game situation 	<p>4. Team Games (Basketball) 4.1 Fundamental skills periods (14 periods)</p> <p>4.1.1 Passing</p> <ul style="list-style-type: none"> • chest pass • bounce pass • overhand pass • bass boll pass <p>4.1.2 Dribbling</p> <ul style="list-style-type: none"> • High dribbling • Low dribbling <p>4.1.3 Shooting</p> <ul style="list-style-type: none"> • Sets hoot • Jump shoot • Lay upshot <p>4.1.4 Leading games</p>	<ul style="list-style-type: none"> • Ask the students to demonstrate the skills of passing receiving dribbling and shooting • Describe and demonstrate the correct passing and receiving, dribbling, shooting • Explain how to use the appropriate and correct techniques. • Allow to practice passing, receiving, dribbling and shooting in pairs. Observe the students work and comment. • After they practiced sufficiently organize in teams and allow to play applying the skills they have learned.

Assessment

- Observe whether they demonstrated the correct techniques or not.
- Give practical test to demonstrate the skill.

Unit 5: Athletics (5 periods)

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

- Apply the basic rules of relay run, and discus throw
- Apply the basic rules of relay run, and discus throw
- Participate in relay run, and discus throw events applying the correct techniques
- Apply their speed and muscle strength through practical activities
- Appreciate the activities of relay run and discus throw.

<i>Competencies</i>	<i>Contents</i>	<i>Learning Activities</i>
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Identify the nature and purpose of relay run • Use basic rules of relay run handling, running and bat on exchange and finish run • Cooperate in relay run activities • Demonstrate the relay run. • Describe the nature and purpose of discus throw. • Identify the basic rules of discus throw. • Demonstrate the correct performance of discus throwing • Describe the condition necessary for good throw • Apply correct and safety procedures in discus throwing 	<p>5. Athletics</p> <p>5.1. Relay run (3 periods)</p> <p>5.1.1. Relay run</p> <p>5.1.2. Fundamental skills</p> <ul style="list-style-type: none"> • Start • Running and baton exchange • Finish <p>5.2. Discus throw (2 periods)</p> <p>5.1.3. Discus, fundamental skills</p> <ul style="list-style-type: none"> • Holding (grip) • Rotation • Throw • reverse 	<ul style="list-style-type: none"> • Begin by asking students the nature and purpose of relay run. Elaborate their responses and give brief explanation • Based on their explanation allow them to perform relay run • Discus and explain using diagrams and models the basic rules and baton exchange techniques • Organize the class in pair, four and group to practice the activity • Move between the group and provide feed back • Organize the computation among the group • Before beginning begin the practical class ask the students the safety measures of throwing discus that they learnt in previous grades. • Ask the students to demonstrate the grip, rotation, throw and reverse movement • After their demonstration, show them the correct grip, rotation, throw and reverse techniques • Let them practice the activity by based on the explanation and demonstration • Observe whether they use correct discus throwing techniques or not • Give feed back for their incorrect movements • Organize the classes in groups and create the competition among the students.

Assessment

- Ask the students to describe the nature and purpose of relay run
- State the critical parts in relay run
- Observe whether they perform relay run correctly or not
- Ask the students to explain the basic rules of high jump
- State the critical parts in jumping using straddle style
- Observe the performance of their jump
- Explain basic rules of discus throwing
- Describe conditions necessary for good throw
- Observe whether they demonstrate the correct performance of discus throwing.