

Physical Education Syllabus
for
Grade 12

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Unit 1: Basic concept of physical education (4 periods)

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

- Value physical education for its contribution to vocational placement
- Show interest to prepare themselves physically for future training and career.
- Use effective method of developing flexibility in their personal training program
- Value the importance of flexibility to promote health and physical performance
- Demonstrate knowledge about the history, symbol and aims of Olympic games.
- Appreciate the success of our athletes and the country in Olympic Games.

| <i>Competencies</i> | <i>Contents</i> | <i>Learning Activities</i> |
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| <p><i>Student will be able to:</i></p> <ul style="list-style-type: none"> • Explain 2 contribution of physical education for vocational placement. • Describe how to develop physical fitness. • Describe methods of developing flexibility. • Describe what Olympic game is • Mention names of famous Ethiopian athletes | <p>1. Basic Concept of Physical Education</p> <p>1.1. Contribution of Physical education (1 period)</p> <ul style="list-style-type: none"> • Vocational placement. <p>1.2 Physical fitness (2 periods)</p> <ul style="list-style-type: none"> • Development of Physical fitness. • Importance and methods of developing flexibility <p>1.3 Olympic games (2 periods)</p> <ul style="list-style-type: none"> • History, aims, symbol • Participation of Ethiopians in the games & results • Ethiopian famous athletes • Abebe Bikila • Derartu Tulu | <ul style="list-style-type: none"> • Ask students discuss bodily qualities & appearance that different vocations and jobs require • If available show pictures depicting various vocations and professions and have them discuss what ideal physical conditions are needed • Having gathered their opinions summarize points giving brief explanation • Have students discuss what would happen if they lack flexibility and its importance • Ask students to discuss in pair what flexibility is what they usually do to increase their flexibility. • Having discuss in pair allow each pair to inform other groups. • Hold class discussion while each group forwards its opinion • Give explanation supporting with demonstration what flexibility & the method to develop it • Ask students to suggest all what they know about Olympic Games. • Give to groups copies of notes on history aims & symbols of the games and reading it allow them to reflect the main points. • Give set of questions to each group based on which they can read further and write reports to be submitted to the departments. |

Assessment

- Observe their feeling while discussing Olympic Games and ask oral questions above the prestiges winner athletes have.
- Evaluate students through written questions on contribution of physical education
- Use quizzes to check if students can value the contribution of flexibility to promote health.
- As students their decision on preparing themselves for their future career & to appear good.

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

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

- Show interest to use self-defense activities as a means to develop fitness and body coordination.
- Accept the rule of law in confronting critical situation & show an interest to act accordingly
- Become ready to settle conflicts in peaceful ways.

| Competencies | Contents | Learning Activities |
|---|--|--|
| <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Explain the purpose of fighting stance. • Explain the basic technique used during fighting stance, palm heel strike, sword hand block, front kick and side kick. • Demonstrate the correct body condition while fighting stance, palm heel strike, sword hand block, front kick and side kick. • Describe techniques that help to release from back two hand grab. • Explain basic technique of encircling and throwing skills. • Demonstrate release from back two-hand grab. with proper techniques. • Demonstrate correct technique of encircling and throwing skills. | <p>3. Ethics and the art of self defense</p> <p>3.1. Fundamental techniques (3 periods)</p> <p>3.1.1 Stance</p> <ul style="list-style-type: none"> • Walking or fighting stance <p>3.1.2 . Strike and block</p> <ul style="list-style-type: none"> • Palm heel strike • Sword hand block <p>3.1.3 . Kick</p> <ul style="list-style-type: none"> • Front kick • Side kick <p>3.3.Grappling techniques (1 period)</p> <p>3.3.1. Release from back two hand grab</p> <p>3.3.2. Encircling and throwing</p> | <ul style="list-style-type: none"> • Allow students practice the previous lesson as revision • Ask them to practice walking or fighting stance, palm heel strike, sword hand block, front kick, side kick if they know how to perform the activities. • Based on students performance demonstrate the correct techniques of the above skills slowly and step by step with the help of pictures and photographs. • Organize the class in pairs based on their ability, age, appearance to practice the above skills repeatedly with partner. • Let students practice the above skills on their own and give them sufficient time. • Ask students the correct technique when they perform the activity before and after the teacher or skilled persons demonstration. • Ask students to demonstrate 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 • Practice release from back two hand grab, encircling and throwing skills. • Based on students performance demonstrate the correct techniques of release from back two hand grab, encircling and throwing skills slowly and by increasing speed with the help of pictures and photographs. • Organize the class in pairs based on their age, ability, and appearance to practice the above skills repeatedly with partner. • Allow students practice on their own and give them sufficient time. • Ask students demonstrate the above skills based on the correct sequence. • Ask who performs the above skills properly among them and let them to give their reason. • Help them to be in groups and supervise and give them correction • Give assignment individual practice. |

Assessment

- Ask students to explain ways of peaceful resolution conflicts
- Ask students to explain the movement patters in fighting stance, palm heel strike and front kick
- Ask students to demonstrate the correct techniques of walking stance, sward hand block, side kick by applying proper sequence
- Ask students to explain how and when to use this skills.

Unit 4: Team games (Hand Ball) (14 periods)

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

- Understand and demonstrate techniques of executing basic skills of hand ball
- Practice and develop basic skills of handball (passing, catching, dribbling and shooting)
- Be able to utilize handball game to develop physical fitness and pass leisure time.

| Competencies | Contents | Learning Activities |
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| <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Demonstrate correct push pass, bounce pass, • Demonstrate correct shooting by applying proper techniques • Explain the key movement elements in correct performance of shooting | <p>4. Team games (Hand Ball)</p> <p>4.1 Fundamental skills (6 periods)</p> <p>4.1.1 Passing and catching</p> <ul style="list-style-type: none"> • Shoulder • Chest/push pass • Bounce pass <p>4.2 Shooting (8 periods)</p> <ul style="list-style-type: none"> • Jump shoot • Underhand shoot • Leading games | <ul style="list-style-type: none"> • Being in pairs allow students to practice passing and catching • Encourage them to use different passes (chest pass, bounce pass, over head pass, side pass and to catch) • Demonstrate with brief explanation the passing and catching techniques. • Use photos, pictures or able students to support your demonstration and explanation • Give sufficient time to practice the techniques • Ask the students get more skill, let them practice by moving (after taking one, two or three, walking or running steps). • Encourage them to observe and give feed back to each other • Allow students to practice shooting. • Encourage them to use different shooting techniques (jump shoot, under arm shoot) • Demonstrate with brief explanation the shooting techniques. • Use photos, pictures or able students to support your demonstration and explanation. • Give sufficient time to practice the techniques. • As students get more skill, let them practice by moving (after taking one, two or three running walking or running steps). • Encourage them to observe and give feedbacks • Allow students to practice passing, catching and dribbling by playing 2 verses 1, A and B passes to each other C tries to intercept; • Let practice passing, catching and dribbling by playing 3 verses 3, 4 verses 4 and 7 verses 7. • Introduce offense and defense through leading game by arranging a playing field with goals. Encourage the offending team to shot to the goal and defending team to defend their goal. |

Assessment

- Ask the students to demonstrate the correct Techniques of passing, catching, and shooting
- Ask the students to explain basic techniques of handball.
- Observe whether they participate in competition voluntarily.

Unit 5: Athletics (6 periods)

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

- Apply the basic rules of high jump (straddle style)
- Develop skills which enable to participate in high jump (straddle style)
- Develop their lower muscle strength through practical activities.

| Competencies | Contents | Learning Activities |
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| <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Explain the nature and purpose of straddle style of high jump • List basic rules of high jump • Demonstrate the correct high jump activity using straddle style. • Describe the body condition necessary for high jump <ul style="list-style-type: none"> • Describe the 3 points of arm and leg movements • Demonstrate | <p>5. Athletics</p> <p>5.1 High jump straddle style (3 periods)</p> <p>5.1.1. Nature and purpose</p> <p>5.1.2. Basic rules</p> <p>5.1.3. Fundamental Techniques</p> <ul style="list-style-type: none"> • Approach run • Take –off • Bar clearance (straddle) • landing <p>5.2. Hurdle run (3 periods)</p> <p>5.2.1 Hurdle run</p> | <ul style="list-style-type: none"> • Allow students to perform high jump by their own style at lower high of cross bar. • Ask students about the nature and purpose of high jump Based on their response explain it. • Introduce the rules as they are participating in activity. • Explain and demonstrate emphasizing the major points in approach run, take –off, bar clearance and landing • To make the techniques more clear show pictures or charts of straddle style. • Allow the students to practice over cones, flags and obstacles • Allow the students to perform high jump using straddle style • By observing their task correct them • Use pictures, photographs, for further elaboration and to correct them • Organize the students in pairs, Allow one students to observe the work of the other and give feed back based on the task criteria. This enables them to learn and increase self-reliance • Give assignments to students to compete with each other in their break time. • Ask the students what is hurdle running • Point out some important safely measures of hurdle run • Allow them run over the hurdle by their own techniques • Describe and demonstrate how to run over hurdle • Discuss how the skill will be practiced using pictures and posters • Before they are going to practice over the standard hurdle, let them practice on small heights of stick hurdle at certain distance. • Based on the demonstration and explanation let them practice hurdle run on standard height. • Through their participation ask to explore the movement of different body parts. • Conduct the competition among the students. |

Assessment

- Ask students to explain basic rules of high jump straddle style
- Ask students to demonstrate the high jump with correct arm and leg movement.
- Observe whether they participate in competition voluntarily
- State the critical parts in jumping using straddle style
- Ask students to explain the nature and purpose of high jump straddle style.
- Observe whether they use basic skills of high jump straddle style

Resource

- Pictures
- Posters