

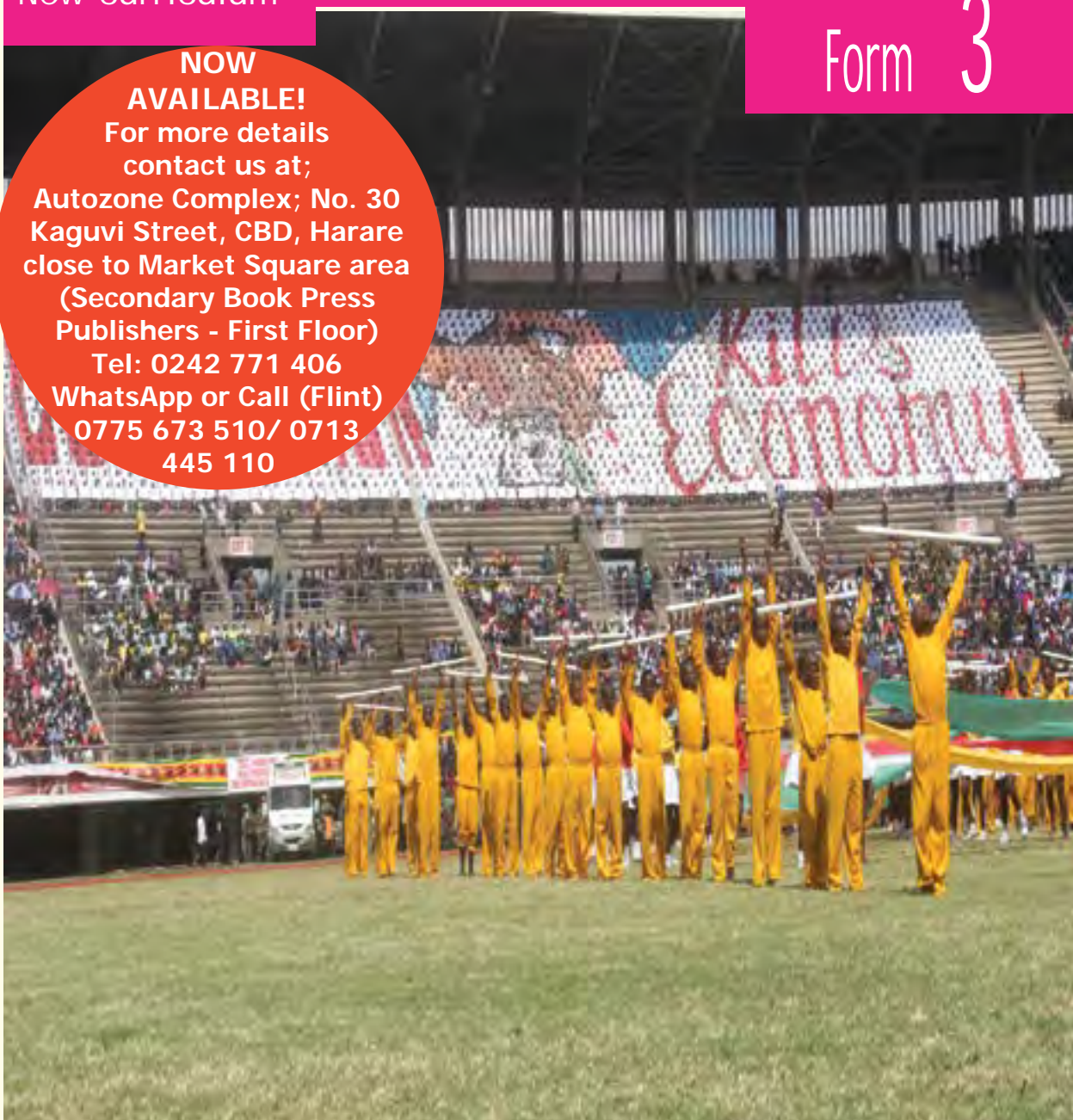
A Practical Approach to Physical Education, Sport and Mass Displays

New curriculum

Form 3

**NOW
AVAILABLE!**
For more details
contact us at;

Autozone Complex; No. 30
Kaguvi Street, CBD, Harare
close to Market Square area
(Secondary Book Press
Publishers - First Floor)
Tel: 0242 771 406
WhatsApp or Call (Flint)
0775 673 510/ 0713
445 110



Gova Priscilla

Mareverwa Cleopatra

Kurisa Harmony

Mlambo Maria

Mambeu Onica

A Practical Approach
to
**Physical Education,
Sport and Mass Displays**
FORM 3

Gova Priscilla Kurisa Harmony Mambu Onica
Mareverwa Cleopatra Mlambo Maria



Anchors of the schools curricula

CONTENTS

Chapter 1: History of Physical Education and Sport	1
Unit 1.1 History of Physical Education and Sport in Zimbabwe	1
Unit 1.2 Physical Education and Sport in the present day	6
Chapter 2: Health, Safety and Environment	15
Unit 2.1 Nutrition, diet and physical activities	15
Unit 2.2 Substance abuse and anti-doping	31
Unit 2.3 Injuries and first aid.....	41
Chapter 3: Human Body Systems and Performance	59
Unit 3.1 The skeletal system	59
Unit 3.2 Muscular system.....	64
Unit 3.3 Cardiovascular system	69
Chapter 4: Respiratory System	78
Unit 4.1 The respiratory system.....	78
Unit 4.2 Exercise and fitness	81
<i>Examination I Paper 1</i>	92
<i>Examination I Paper 2</i>	95
<i>Examination I Paper 3</i>	95
Chapter 5: Game Skills: Athletics and Aquatic Skills	96
Unit 5.1 Athletics	96
Unit 5.2 Aquatics	118
Chapter 6: Game Skills: Invasion and Net Games	140
Unit 6.1 Invasion games	140
Unit 6.2 Net games	155
Chapter 7: Game Skills: Combat and Target Games	181
Unit 7.1 Combat games	181
Unit 7.2 Target games	192
Chapter 8: Striking Games and Educational Gymnastics	210
Unit 8.1 Striking games	210
Unit 8.2 Educational gymnastics	220

<i>Examination II Paper 1</i>	231
<i>Examination II Paper 2</i>	234
<i>Examination II Paper 3</i>	235
Chapter 9: Sports Enterprise	237
Unit 9.1 Marketing in sports	237
Unit 9.2 Marketing mix	241
Unit 9.3 Marketing strategies in sport	244
Chapter 10: Adventure Games	250
Unit 10.1 Camping	250
Unit 10.2 Orienteering	256
Chapter 11: Mass Displays	266
Unit 11.1 History of mass displays	266
Unit 11.2 Arena choreography	268
Unit 11.3 Formations	270
Unit 11.4 Background and performing music	275
Unit 11.5 Background art	276
<i>Examination III Paper 1</i>	282
<i>Examination III Paper 2</i>	285
<i>Examination III Paper 3</i>	286
Index	288

HISTORY OF PHYSICAL EDUCATION AND SPORT

Chapter objectives

By the end of this chapter, you should be able to:

- explain the origins of Physical Education and Sport in Zimbabwe.
- compare and contrast physical activities in the past and present Zimbabwe.

Introduction

The study of history helps us to study patterns and the occurrence of the same patterns which happen over time. Physical Education has been part of our lives since ancient times. This is evident from various rock paintings which show people running. It was informal and not as organised as the one we have today. In this chapter, we are going to look at the origins of Physical Education in Zimbabwe. We will make an attempt to compare the past and the present activities. Knowledge of the historical background will help you understand the current situation.

UNIT 1.1 HISTORY OF PHYSICAL EDUCATION AND SPORT IN ZIMBABWE

History can be defined as the study of change or lack of change over periods of time. In Physical Education, historical perspective provides teachers and students with an appreciation of the field and how it has evolved from areas such as survival skills, medicine and war. Participation in sport in communal societies of Zimbabwe was tribal and family based. There was no formal education system but rather people learnt from socialisation.

Learning was done through play. Play can be defined as a free activity standing outside ordinary life which may be intense depending on participants. It is not serious, absorbing, nor material interest. Play has its own boundaries and/or limitations. Through play, social groups can be formed. Play can also be defined as amusements engaged in freely for fun and without constraints. The different types of play involved games for both the young and the old. These games were played in different seasons.

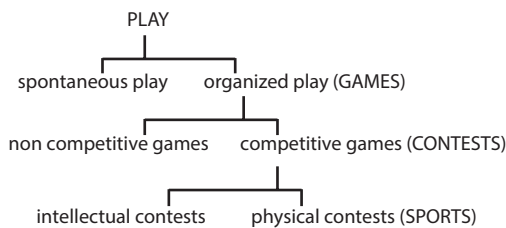


Fig. 1.1 The structure and basis of sport

Games can be defined as actions that are essentially repeatable, somewhat more organized than play. Games have playful elements and explicit rules. They have boundaries which can be flexible. Generally, rules are agreed upon by participants prior to beginning. The games usually imply on who are winners and losers. Games can range from simple diversions to competitions with significant outcomes governed by rules.

Physical training through recreational activities

Play and games were purely recreational. Recreational activities refresh or renew one’s strength and spirit after toil. It can be with or without physical activity. In the end, people would be exercising without knowing they are. Exercise is to participate, to strengthen, or to condition through physical activity. Physical Education can be defined as a process through which an individual obtains optimal physical, mental and social skills and fitness through physical activity. The purpose is to optimize quality of life through a long-term commitment to enjoyable physical activity and sport experiences that will meet varied needs in a changing world.

Survival techniques

Survival was the basic aim of all education in primitive society. Skills of an individual were developed for the good of the group. Adult competitions came about as a form of recreation and to determine the most effective hunters and fighters. Early accounts suggest that “Games” were religious activities that surrounded funeral rites, celebrations, rituals and various initiations. Boxing, wrestling in the form of *tsiva* were the common forms of competition. Physical Education was geared toward the use of weapons and hand-to-hand combat techniques which were used during war. Female education revolved around preparation for childbirth and motherhood. Dance was encouraged as a means of physical conditioning and to honor the gods.

Main activities

The main activities involved hunting and gathering, fishing, dancing as well as running. In primitive cultures, the men undertook to instruct their young in various physical activities involved in everyday struggle to maintain their existence, including self-defense, procuring food and providing for shelter against the elements. Many of life’s struggles and responsibilities



Fig. 1.2 One of the dances from traditional games

15. The majority of Zimbabweans took part in traditional sports which were cheaper to run and required less equipment. Which one is the odd one out of the games below?
 A. soccer B. netball C. swimming D. volleyball

Structured Questions

1. (a) Define Physical Education. [2]
 (b) List four reasons why we take part in physical activity. [4]
 (c) Give any three traditional games. [3]
2. (a) List four challenges affecting sport in Zimbabwe. [4]
 (b) Fill in the table with the correct answers.

Traditional Games	Modern Games
[1]	[1]
[1]	[1]
[1]	[1]

- (c) Draw the structure of sport in your province [4]
3. (a) The "Sport for All" initiative by the _____ led to the introduction of a variety of sporting disciplines to the black masses. [1]
 (b) Name one sporting discipline which was introduced to the masses through this initiative?
 (c) Give four categories why people take part in sport. [4]
 (d) The study of Physical Education can be a basis for a wide variety of jobs. Name any four jobs one can engage in (do). [4]

Essay Questions

1. Discuss the origins of Physical Education in Zimbabwe. [20]
2. Compare and contrast the Physical Education activities in the past and now. [20]
3. "Zimbabwe has the potential to produce world class athletes and Olympians." Highlight the challenges that are affecting us as a country and give possible solutions to the problems. [20]
4. "The physical activities in the past gave birth to the present-day sporting disciplines." Discuss. [20]

Practical Questions

1. In pairs, design a poster on reasons why we take part in Physical Education Sport and Mass Displays.
2. Visit a mining facility near your area and find out the history of the facility and venue. In your findings, clearly show how the venue has improved or deteriorated. Give possible suggestions and/or solutions.
3. Discuss the advantages of the updated curriculum on Physical Education Sport and Mass Displays point of view.

Dangers of over-hydration

Drinking more fluid than is comfortable, in any conditions, has the potential to interfere with your performance. In cool weather or when the exercise pace is gentle, the rate of sweat loss may be quite low. It is unnecessary and potentially dangerous to drink at rates that are far greater than sweat losses. Such over-hydration during exercise can cause a dilution of blood sodium levels (hyponatraemia). Symptoms include headaches, disorientation, coma and in severe cases, death. It is important to note though that this is relatively rare and dehydration is a much more common issue.

Sweat rate

Knowing your sweat rate can give you an indication of how much you should be drinking during exercise. Sports dieticians routinely measure an athlete's sweat rate during training and competition in a range of environmental conditions, to provide them with the information required to design an individual fluid plan.

Influence of sport drinks on athletes

Plain water alone is an effective drink for fluid replacement, especially in low intensity and short duration sports. However, if carbohydrate and electrolytes are added to water, as in a sports drink, performance can be enhanced, especially in high intensity and endurance sports. Enhancing flavour is one advantage of a sports drink over plain water.

If a drink tastes good, athletes will consume more of it, which may assist in meeting fluid targets during competition or rehydrating more effectively. Carbohydrates in fluids provide a muscle energy source and need to be replaced during and after prolonged exercise. Sodium in fluid improves fluid intake as it stimulates the thirst mechanism, promotes both carbohydrate and water uptake in the intestines and reduces the volume of urine produced during post-exercise. Of course, salt can be consumed in foods that are eaten at the same time as post-exercise fluids.

Determination of hydration by urine colour

You can figure out if you are well hydrated by looking at the colour of your urine. A light yellow, somewhat clear colour is a sign of good hydration. However, if you see a darker yellow colour, this means that you need to drink more fluids. You can drink fluids until you notice your urine is light yellow or clear. You can also weigh yourself before and after exercise. For each kilogram lost, you should drink 2½ to 3 cups of water. To restore hydration, you should try to regain the fluids within the 2 hours after you finish the exercise.

Caffeine

There is a growing number of drinks on the market that contain a number of ingredients including caffeine. Caffeine is no longer banned by the World Anti-Doping Agency. The consumption of small to moderate doses of caffeine (75 to 200 mg) can help to sustain exercise performance, reduce the perception of effort and is unlikely to alter hydration status during exercise. However, the use of

Health threat posed by substances

Most of the substances used for doping were created for people with specific medical conditions or health problems. They were not created to be used by healthy people or athletes. Many of the substances doping athletes take are developed and distributed illegally. Most of them are new drugs that have not been tested clinically. They may be contaminated, therefore, causing serious health problems or death. Athletes take advantage of such medication and use it to their advantage. Such substances are banned because of their side effects to athletes. The banned substances fall in different categories.

Categories of banned substances

Steroids

These are natural man-made substances that act like the hormone testosterone. Steroids stimulate the development of male sexual characteristics and the build-up of muscle tissue and strength. They harm the heart, liver and reproductive system. They also cause sudden death. Steroids are commonly used by athletes. Examples of steroids are anabolic steroids, corticosteroids, oestrogen (oestrogens) and progesterone.

Stimulants

Stimulants are drugs that act on the nervous system in the same way as the hormones adrenaline and noradrenaline. They speed up parts of the brain and body's reactions. Common street drugs that are stimulants are cocaine, amphetamines, ecstasy as well as caffeine though it is no longer banned. Taking stimulants may increase concentration and reduce tiredness. They also damage the heart. These drugs bring on a euphoric mood, energy boost, a feeling of excitement and suppression of appetite.

Hormones

There are various types of hormones used by dopers. They also have a variety of useful medical purposes. They are not good for young athletes. The most common type is the Human Growth hormone (**hGH**). It is a man-made hormone that facilitates growth and cell division. The **hGH** is used in the treatment of natural growth hormone deficiencies. It leads to unproportioned body features.

Another type of hormone is the Erythropoietin (**EPO**) which is a natural hormone that controls or stimulates the production of red blood cells. It increases the oxygen-carrying capacity of the blood. **EPO** is used to treat anaemia resulting from chronic kidney diseases and from the treatment of cancer.



Fig. 2.13 Human growth hormones and its effects

Cannabinoids

These can act as relaxants. They may lead to loss of co-ordination and concentration. Marijuana is a typical example of Cannabinoids. It is made from the dried flowers, leaves or resin on the cannabis plant. The main active chemical in cannabis is tetrahydrocannabinol (THC). This drug leads to feelings of relaxation and reduced ambition though they may also lead to a loss of co-ordination and concentration.

Diuretics

The drugs in this group may help with weight loss. They cover up the use of other banned drugs. They are used as masks for covering up banned drugs in the body system and can cause dehydration and fatigue. Examples of diuretics are carbonic anhydrase inhibitors, loop diuretics and miscellaneous diuretics.

Narcotics

Narcotics relieve pain but this could lead to a lasting injury. Some examples of narcotics are codeine, opium, the baine and morphine.

Unbanned substances

Table 2.4 Unbanned drugs and their effects

Drug	Effects	Withdrawal symptoms
Salbutamol	<ul style="list-style-type: none">• is used to relieve symptoms of asthma such as coughing, wheezing and feeling breathless.• it works by relaxing the muscles of the airways into the lungs which makes it easier to breathe.• salbutamol inhalers are called 'reliever' inhalers because they give you quick relief from breathing problems as required, only when you need them.	<ul style="list-style-type: none">• feeling shaky• faster heartbeat for a short while• headache• muscle cramps• muscle pain or weakness.
Alcohol	<ul style="list-style-type: none">• first few drinks stimulate and enliven while lowering anxiety and inhibition.• higher doses have a sedative effect.• slow reaction time.• impairing motor control and perceptual ability.	<ul style="list-style-type: none">• tremors• nausea• sweating• depression• weakness and irritability• in some cases, hallucinations.

Do not play through pain

When you have been injured during sport, remember to seek medical help. This can be from your first aiders at school or a local clinic and if the injury is severe, a physiotherapist is the best to see. Listen to your body. If something does not feel right, back off. If it continues to feel wrong, consult a professional.

Keep hydrated

Avoid heat illness by drinking plenty of fluids before, during and after exercise or play. Drink water before, during and after exercise. Avoid carbonated, highly sugared and alcoholic beverages. If exercising strenuously for more than an hour, drink liquids with electrolyte replacements. One sure way to know if you are well-hydrated is clear urine. You are encouraged to decrease or stop practising or competitions during high heat or humidity periods. When playing in hot weather, remember to wear light clothing.

Warm-up and cool down

These are amongst the most important aspects of a training session. It is not a good idea to just bolt on to the field and start playing. You should not even start stretching until you are a little warmed-up. Take a light jog to get loosened up and ready to play. Stretch before and after exercise. Never stretch cold muscles. Do a light warm-up before stretching. A few moments of jogging in place or doing jumping jacks will do the trick. When stretching, do stretch-and-hold positions and avoid bouncy stretches.

Know the rules of the game

When players know the rules of the game they will know what is legal and what is not. This will lead to fewer injuries happening. You and the other players know what to expect from each other. For example, in soccer you cannot mark from behind, crash into a player's legs and steal the ball. It is legal and safer to go after the ball rather than the player. Being where you are supposed to be can help you stay out of harm's way, too.

Increase activity level gradually

Be careful not to do too much too fast. Do something every day of the week, even 20 minutes a day, instead of a lot one day of the week. You will over exert on your body.

Warm-up

The warm-up routine

Before an athlete begins any physical activity, she must warm-up the body. It is very important to warm-up the body before exercising. The body needs to be well prepared for physical exercise. It is not a good idea to suddenly begin strenuous activity and expect the body to adapt instantly and without injury. Warm-ups generally involve doing your activity at a slower pace and reduced intensity. The pulse rate should be raised gradually to a level approaching that experienced during the activity.

Gliding joint

A gliding joint is also known as a plane joint formed between bones that meet at flat or nearly flat articular surfaces. Gliding joints allow the bones to glide past one another in any direction along the plane of the joint. It can be up and down, left or right and even diagonally. Slight rotations can also occur at the gliding joints but are limited by the shape of the bones and the elasticity of the joint capsule. An example is that of bones of the foot between carpal bones.

Pivot joint

It consists of the rounded end of one bone fitting into a ring formed by the other bone. This type of joint only allows rotational movement as the rounded bone moves around its own axis. One bone is trapped into the other such that full rotation is not possible. Pivotal joints aid in sideways and back and forth movement. An example of a pivot joint is the joint of the first and second vertebrae of the neck that allows the head to move back and forth. In your neck, the pivot joint between your skull and the top vertebrae allows your head to turn.

Condyloid joint

It is also called the ellipsoid joint. It consists of an oval-shaped end of one bone fitting into a similarly oval-shaped hollow of another bone. This type of joint allows movement in two planes, allowing flexion, extension, adduction, abduction and circumduction. The condyloid joints allow movement with two degrees of freedom much like saddle joints. Condyloid joints do not allow axial rotation. An example exists between the radius and carpal bones of the wrist.

Saddle joint

A saddle joint is one where one of the bones forming the joint is shaped like a saddle. Saddle joints provide stability to the bones, while providing more flexibility than a hinge or gliding joint. The best example of a saddle joint is found on the thumb.

Moveable and immovable joints

Moveable joints are the ones that allow movement while the immovable joint do not allow any movement at all. The immovable joints are fixed on one position. Some of the moveable joints are the ball and socket, pivot and hinge joints.

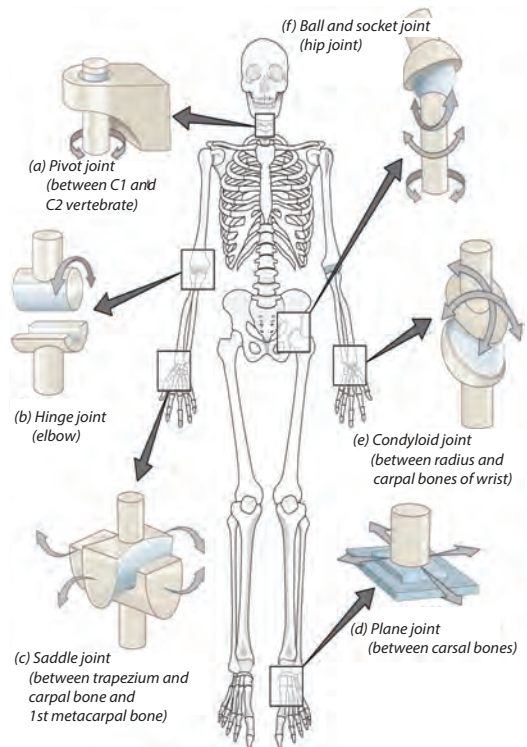
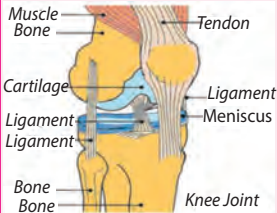



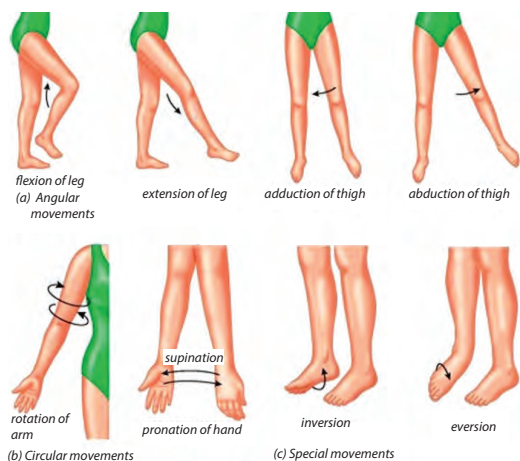
Fig. 3.3 Types of synovial joints and their location on the human skeleton

Table 3.1 The characteristics of moveable and immovable joints

Moveable joints	Examples	Immovable joints	Examples
<ol style="list-style-type: none"> 1. They are flexible. 2. Can slide over one another. 3. Rotatable. 4. Synovial cavity is present. 	Shoulder joint, Neck joint and the knee joint shown below. 	<ol style="list-style-type: none"> 1. They are not flexible since they are fixed. 2. Bones are fixed together so they are fixed to the part. 3. Have no synovial cavity. 	Fused bones on the skull, Upper jaw, Rib cage, Backbone, pelvic bone. 

Different movements made possible by joints

The various joints in your body enable you to make an extremely wider variety of different movements under your conscious control. You can perform various actions like dancing and jumping. Movement types are usually paired, with one being the opposite of the other. These movements are:



- Flexion and Extension
- Abduction and Adduction
- Eversion and Inversion
- Rotation
- Circumduction
- Supination and Pronation
- Dorsiflexion and Plantar flexion
- Protraction and Retraction
- Depression and Elevation
- Opposition and Reposition as illustrated in Fig. 3.4

Fig. 3.4 Movements made by joints

Activity 3.1 Drawing

Draw and label the different types of joints.

Activity 3.2 Discussion

Engage in a class discussion on the importance of the different joints on the human skeleton. Identify the numerous actions that would have been impossible without the joints.

Activity 3.3 Debate

“Joints or no joints, participation in physical activity and sport can still be possible.”

Activity 3.7 Drawing

Draw the cardiovascular system and the human heart on A4 sized sheets of paper or on manila sheets. Write a few notes under the diagram. Pin your drawings on the walls in your classroom, under the banner, “**Our Resource Corner**”. You can always refer to them when you are revising.

Activity 3.8 Debate

Engage in a debate session, with one group pushing the motion, ‘The respiratory system and circulatory system are more important than the other body systems’, while the other group is arguing that both are equally important.

Activity 3.9 Practical Exercise

Prepare a 35-minute practical session, comprising of any 4 of the following activities. Engage in a competitive and timed practical session thereafter. Your teacher will help you, on how you can carry out the exercise.

- (a) Jogging
- (b) Rope skipping
- (c) Dancing
- (d) Shadow boxing
- (e) Trampolining
- (f) Weight lifting
- (g) Cycling
- (h) Swimming

Interesting facts

1. The only joint-less bone in the human body is the hyoid bone in your throat.
2. The smallest bones and muscles in the body are found in the ear.
3. Muscles cannot push, they can only pull.
4. There is no substitute for human blood.

Summary of the chapter

In this chapter, we discussed the following:

- The skeleton is a framework of bones whose joints facilitate movement.
- Joints are articulations made between bones.
- If we had no joints, no movement could take place.
- There are mainly three types of joints, that is, fibrous, synovial and cartilaginous joints.
- There are 6 types of synovial joints altogether namely hinge, ellipsoid, saddle, ball and socket, gliding and pivot.
- Synovial joints are freely moveable joints.
- There are three types of muscles namely skeletal, cardiac and smooth.
- Muscle contractions result in movement.

function of the respiratory system is gaseous exchange, through which oxygen is transported into the lungs.

Inhalation (breathing in) and exhalation (breathing out)

When you breathe, you take in oxygen from the air into the lungs. The oxygen attaches to red blood cells, then enters your heart. Thereafter it will flow into the bloodstream to your organs, muscles and other body tissues. It is when the blood returns to your lungs that carbon dioxide is released from the blood, as a by-product of the respiration process.

Gaseous exchange

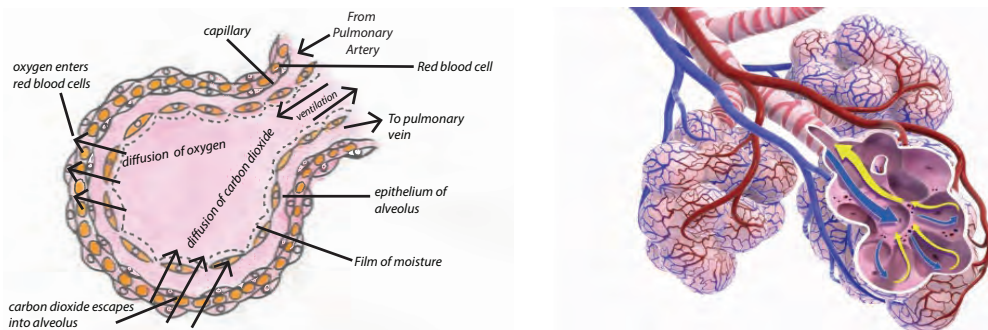


Fig. 4.2 The gaseous exchange process

This process can be defined as the delivery of oxygen from the lungs into the bloodstream. At the same time it involves the elimination of carbon dioxide from the bloodstream back to the lungs. That means oxygen and carbon dioxide move between the lungs and the blood. Gaseous exchange occurs in the lungs, between the alveoli and a network of tiny blood vessels known as capillaries. These capillaries are located in the walls of the alveoli. Both the alveoli and the capillaries have walls that allow gases to diffuse across them. As the blood is pumped through the capillary network, gaseous exchange occurs.

During gaseous exchange, inhaled oxygen moves from the alveoli to the blood in the capillaries. Carbon dioxide moves from blood in the capillaries to the air in the alveoli. There are three essential processes for the transfer of oxygen from the outside air to the blood flowing through the lungs. These processes are:

- Ventilation
- Diffusion
- Perfusion

Ventilation

Ventilation describes the process by which air moves in and out of the lungs. Pulmonary ventilation provides air to the alveoli for the gas exchange process.

Diffusion

It refers to the spontaneous movement of gases, without the use of energy or effort by the body, between the gas in the alveoli and the blood in the alveoli as well as the blood in the capillaries in the lungs.

strenuous activity which are interspersed with rest or relief periods. Interval training is one form of exercise that is efficient in improving your fitness level and burning body fat. If you incorporate intense periods of work with short recovery periods, interval training helps you give maximum intensity while you keep your exercise form.

Advantages of interval training

- It boosts health and fitness for just about anyone, whether an athlete or not.
- It assists in calorie burning.
- Interval training has benefits for both aerobic and anaerobic training.
- It helps to improve one's speed, strength and endurance.
- It is the most efficient cardio workout which in turn helps maintain a healthy heart.
- It quickly increases stroke volume, making your heart stronger and more efficient.
- It helps to reduce both heart disease and high blood pressure.
- Interval training helps boost one's immunity.
- Interval training also works well in the prevention of colds and flu.
- It helps build muscle and fix your metabolism.
- It improves your energy levels and oxygen consumption.

Fartlek training

The term '*Fartlek*' means speed play. Fartlek training involves running while you vary your pace throughout your run. This form of training involves alternating fast segments and slow jogs. It is speed training that can be effective in improving your running speed and endurance. Fartlek training should be designed to suit an athlete's individual needs. It should consider their specific event or sport. The sessions should be made up of intensity activities, done at 60% to 80% of their maximum heart rate. Fartlek training comes in different versions, which make it possible to change the amount of distance, time, fast bursts, recovery periods and even time at which you do each component. These are some of the versions:

Music version

This is where runners can use music while they run. They use music of their choice as a template for their fartlek run by changing their speed according to different parts of a song. For instance, one can speed up during the chorus and slow down for the rest of the song.

Three speeds version

Those who opt to use this variation add another speed in the run, ending up with three different paces. This would be different from a normal fartlek by doing a jog, run and a full sprint.

Mona fartlek

This version was founded by Steve Moneghetti, who wanted a solid fartlek session. Such a fartlek session would enable him to improve his speed as well as endurance at the same time stimulating an ability to change pace in mid-run. A typical session

would constitute 2 x 90 seconds, 4 x 60 seconds, 4 x 30 seconds, 4 x 15 seconds with a slower tempo recovery of the same time between each repetition. The session may last up to 20 minutes in total.

Dog Park version

Here the runners speed up whenever they get close to a dog in order to pass it. Once they passed the dog, the runner would then slow down for the recovery period.

Advantages of fartlek training

- The workout can be easily manipulated, allowing one to add their own variations.
- Fartlek training is good for race day readiness.
- It allows runners to work both the aerobic and anaerobic training systems.
- It helps keep runner's body well in shape.
- Fartlek training keeps muscles, tendons and nerves work at top capacity.
- This type of training keeps your body strong enough to maintain the mechanics of racing.
- It also allows you to burn more calories than you would by keeping a steady pace.
- Fartlek is a better option for people who run for their health.
- It can be tailor-made to suit the athlete's special needs.

Activity 4.4 Discussion

Discuss as a class on how the knowledge of different training methods will help you and the rest of the athletes in the school to come up with specific tailor-made training programmes in respect of their chosen sport.

Activity 4.5 Practical exercise

In groups of 10 members each, design a circuit training programme that you will execute in a given period of time. Your teacher will give each group time to demonstrate what they would have included in their programme.

Activity 4.6 Educational tour

Visit a local gymnasium that offers fitness classes. Find out more on their training programmes and generally how they conduct them. In addition, establish what their membership is like. If possible, negotiate for permission to take part in one of their training sessions.

Interesting facts

1. Training methods can never be the same for athletes who do different sports altogether. Instead they should be tailor-made to suit each individual training needs.
2. The right lung is slightly larger than the left one.

The trail leg

Objectives: To minimise the height over the hurdle and to prepare for an active landing.

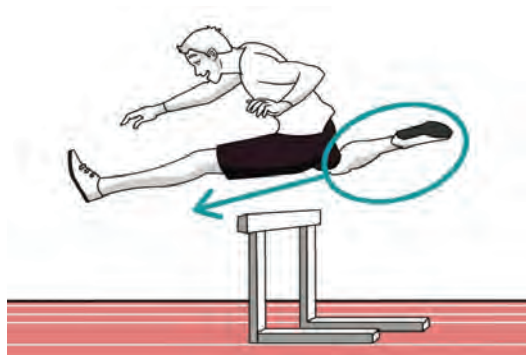


Fig. 5.6 Lateral view of the trailing leg clearance

Coaching points

- The trailing leg drives the body at the hurdle as the lead leg rises.
- The athlete should feel the trailing knee sweeping wide and flat over the hurdle.
- As the leg crosses the hurdle, the foot must be turned at the ankle so that the foot does not hit the barrier.
- After crossing the barrier, the knee continues to rise and comes round in front of the body.

Landing phase

Objective: To make a fast transition to running.

Coaching points

- The landing leg is rigid. Landing is on the ball of the foot.
- The body should not lean backwards on landing.
- The trail leg stays tucked until touchdown then it pulls quickly and actively forwards.
- Contact with the ground is brief, the first stride is aggressive.

RUNNING MECHANICS

Sprints

Each stride comprises:

The **support phase** which can be divided into a front support phase and a drive phase

The **flight phase** which can be divided into a front swinging phase and a recovery.

- In the support phase the sprinter's body is decelerated (front support) then accelerated (drive).



Fig. 5.7 The under 20 (200m national champion 2017), Kundai Maguranyanga accelerating

exercise. The longer the race, the greater the importance of aerobic endurance to the event-specific endurance. The shorter the race, the greater the importance of anaerobic endurance.

Types of training for middle and long distance athletes

The most important types of training for middle and long-distance runners are:

Continuous training

Continuous training involves running relatively long distances at nearly constant speed without rest. Continuous training is used to develop general endurance and for regeneration.

Interval training

The method consists of sets of runs or efforts for which the pace, distance and rest intervals are prescribed. Interval training can be divided into two main types. These are extensive and intensive types of training. When the training emphasis is on general endurance, extensive interval training is used. When the emphasis is on event-specific endurance, intensive interval training is used.

Training loads are usually defined by the following parameters:

- **Pace** or running speed which is described by meter per second, minutes per kilometre, minute per mile (m/s, min/km, min/mile).
- **Volume**, which can be described by the running distance or the running time or the number of efforts or number of sets of efforts.
- **Rest** or the interval between different efforts or sets of efforts.

Running technique for middle and long-distance running

The structure of a middle and long-distance stride is similar to a sprint stride with the following differences:

- Foot position at touchdown varies with the running pace.
- The athlete's free leg swings forwards with an open knee angle (the lower leg nearly parallel to the ground).
- Extension of the hip, leg and foot in the drive phase can be complete (middle distance) or incomplete (long distance).

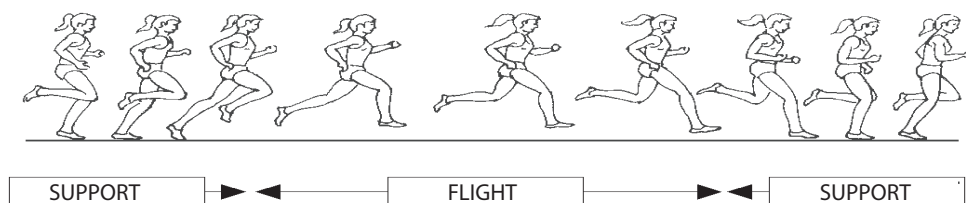


Fig. 5.9 The running technique for middle and long distance



Fig. 5.27 The power position



Fig. 5.28 The pivot



Fig. 5.29 The release position

circle, just behind the toe board and slightly left of center, and your right foot in the middle of the circle. Your weight should be on your right leg and your right knee should be bent approximately at 75 degrees.

The power position

You should now be in the “power position,” with your feet shoulder-width apart, the left arm extended from the body and your knees bent.

Pivot

Keep your right elbow up as you shift your weight to the left and straighten your left leg as you rotate your hips so they are square to the target.

Release

Keeping your left side firm, punch your arm upwards and complete the throw with a flip of your wrist and a strong follow through.

Recovery

The athlete’s right leg jumps to the front as the shot is released, with the left leg reversing. This action allows the athlete to apply continuous force against the shot for a longer period. The left leg reverse must only occur as the arm strikes, otherwise early ground contact will result in the shot losing distance.

The rotational shot-put technique

The rotational shot-put technique is divided into four phases: **preparation, turn, delivery, recovery.**

- In the preparation phase the thrower moves to the optimum position to begin the turn and pre-tension is built up.
- In the turn phase the shot is accelerated as the thrower moves to the optimum position for delivery.

Part 2: Non-support

Objective: To accelerate the shot and thrower and to prepare for the delivery.

Coaching points

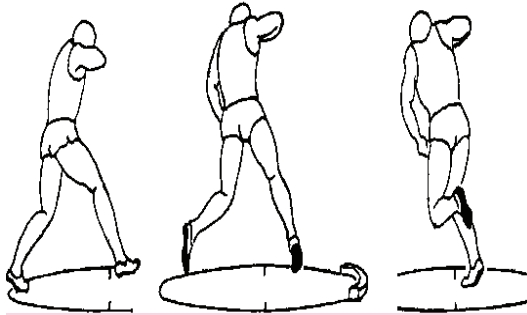


Fig. 5.32 The turn - non-support phase

- The left knee and toe must have turned completely to the front before drive off of left foot.
- The driving leg is not completely extended, flat jump, led by a high right knee (leads forwards not upwards).
- Landing is on the ball of the right foot at the centre of the circle.
- The trunk is bent for landing, the left arm folds across the chest.

Turn phase: Foot placement

Objective: To provide support for the correct body positions.

Coaching points

- The feet are more than shoulder-width apart; turn is to the left on the ball of the left foot. (1) in Fig. 5.33.
- The right leg swings over the outside to the centre of the circle. (2) in Fig. 5.33.
- The right foot lands on the ball of the foot in the centre of the circle, the left foot lands quickly after the right foot. (3) in Fig. 5.33.
- The power position is shorter than in the linear technique (Heel-Toe-Position). (4) in Fig. 5.33.

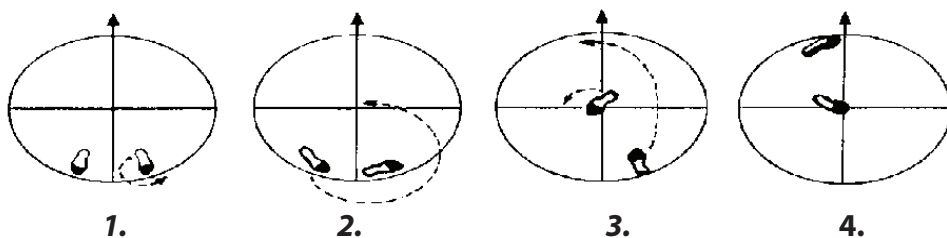


Fig. 5.33 Foot placement

Delivery phase

Part 1: Transition

Objective: To prepare for the power position.

Coaching points

- The landing is on the ball of the right foot.
- The body weight is over the right foot.

Equipment and tools

The equipment includes swimming kit, towel, goggles (to protect eyes from chlorine and to see clearly under the water), swimming cap, swimming pool, swimming board, pull buoy and flippers.

The aim of swimming

The main aim in swimming is to be the fastest swimmer over a given distance, in a specific stroke and age group.

Stroke-specific skills

Freestyle front crawl

The terms front crawl and 'freestyle' are often used interchangeably. The term 'freestyle' refers to the 'free' use of any swimming 'style' in a competitive event. In other words, in a freestyle event a swimmer is allowed to use any swimming stroke, including breaststroke, butterfly or backstroke.

Front crawl

Leg movement



Fig. 5.47 The flutter kick practice

Front crawl

Arm movement

Front crawl is swum on the chest. The arm strokes in front crawl provide most of the forward movement. The arm movement can be broken down into three



*Fig. 5.46 Young swimmers **diving** during the Mashonaland swimming championships*

The leg movement during front crawl provides a small amount of speed, but, more importantly, it also serves to stabilise the body. It involves the so-called 'flutter kick' where legs alternate in their movements up and down:

- You should start off on streamline position.
- Your left and right leg alternate moving up and down.
- Your feet come slightly out of the water.
- Your knees should be kept straight and relaxed (not bent), although the force of the water may make them bend slightly during the kick.

position. The swimmer's face is now back in the water, eyes facing downward and forward.

- Exhalation starts as soon as the head rolls back in the water and continues for the rest of the stroke cycle.

Unilateral and bilateral breathing

The most common breathing patterns in the freestyle stroke are unilateral breathing and bilateral breathing.

Unilateral breathing

In unilateral breathing you breathe in every other arm stroke. This means you always breathe in on the same side. This gives you plenty of oxygen and is especially useful in short distance races. Your swim stroke can become lopsided however if this is the only breathing pattern you use while training.

Bilateral breathing

In bilateral breathing you breathe in every third arm stroke. This means you alternate your breathing side. This pattern is more symmetrical and gives you better balance as it forces you to become used to breathe in on both sides. This pattern is commonly used by long distance and fitness swimmers.

Front crawl turning

Generally front crawl swimmers turn at the end of each lane by doing a tumble turn. This is the fastest way of reversing directions if the swimmer still has one or more lengths to go.

How to do the tumble turn:

- Move towards the swimming pool wall, head facing down into the water.
- When the swimmer is about an arm's length away from the wall, the turn begins with a forward somersault. The swimmer's head goes under water and knees are pulled towards the chest.
- Halfway through the tumble turn, the swimmer is on her back, head facing towards the water surface.
- Press the feet into the wall to push off. As you push off turn sideways and then onto your chest and straighten the arms to the front to get the body in the streamline position.
- After a brief gliding phase, the swimmer begins with the leg kick and then adds arm movements to continue with the full stroke.

Backstroke

The backstroke is the only stroke that is swum on the back. While the advantage of this stroke is that swimmers are able to breathe easily, the disadvantage is that they cannot see where they are going.

Learn the physical signs of drowning

Active drowning means that the person is in the process of drowning. They will be impaired due to inhalation of water. There are several things to look for to determine whether someone is actively drowning.



Fig. 5.52 An active drowning victim

- Active drowning can begin within 20 seconds of the person being in distress. An active drowning victim will not be able to call for help.
 - While an active drowning victim might still be vertical in the water, they will be unable to move towards help or safety.
 - Active drowning victims will not be able to wave for assistance or reach for equipment.
 - Active drowning victims typically struggle on the surface for 20-60 seconds before being submerged.
- Active drowning victims will have their heads tilted back so their mouth and nose is above water. This is an instinct.

Recognise other issues

There are many other types of problems that can occur in swimmers. Make sure you are aware of different signs so that you can accurately assess the situation. For example, a distressed swimmer is a person who may have become tired or suffered a cramp. They may call out for help and may appear to be flailing.

A passive drowning victim

On the other hand, a passive drowning victim is someone who is unconscious in the water. Assume the person needs medical attention and call for help. A tired swimmer might be using short, weak strokes and appear to be looking for something to cling to. They might call for assistance.

Prepare to reach the victim

Once you have determined that you are looking at an active drowning victim, get ready to reach the person, alert someone else on the shore if you are swimming out to rescue the victim. And do not attempt a rescue unless you are a strong swimmer and know what you are doing.



- (c) (d)
3. (a) Name the four strokes shown above. [2]
 (b) Pick one of the strokes and give any two phases of the stroke. [2]
 (c) State and explain the two breathing techniques a swimmer may use in the freestyle/front crawl. [4]
 (d) How many strokes can a swimmer do underwater before coming up for air during a breaststroke competitive race? [1]
 (e) What is the turn used in breaststroke called? [1]

Essay Questions

1. Narrate the history of water polo. [20]
 (a) Write down the coaching points for proper sprinting technique. [10]
 (b) Draw a sketch diagram of an athletics field indicating the starting points of at least three track events and also indicate any two sites for field events. [10]
2. Describe in detail the procedures a life guard has to follow to save a drowning victim. [20]

Practical Questions

1. Demonstrate the four basic strokes used in swimming. The facilitator to assess proper technique of the strokes.
2. Design any 2 fitness tests which can be used to assess long distance runners' aerobic endurance.
3. Using locally available resources design 2 drills or games that can be used to train for reaction in sprints.

Chapter objectives

By the end of the chapter, you should be able to:

- demonstrate knowledge of rules and laws of invasion games.
- execute learnt skills confidently.
- demonstrate tactics and techniques learnt in invasion games.
- apply the laws of the net games.
- execute net game skills.
- apply net game tactics and techniques.

Introduction

Invasion games are team games in which the purpose is to invade the opponent's territory while scoring points and keeping the opposing team's points to a minimum within a certain time period. Examples of invasion games include football, rugby, basketball, lacrosse, hockey, ringette, bandy, soccer, ultimate frisbee, handball, polo, water polo, chess and netball. Net sport may refer to any of several sports where a net is a standard part of the game. The term usually applies to sports where the net separates the opponents. The basic goal in these sports is to hit the ball or bird over the net back to the opponent.

UNIT 6.1 INVASION GAMES

Invasion games include sports where the ball is carried or caught across a line, thrown or shot into a target, or struck with a stick or foot into a specific target area.

The following are some transferable skills that are common among most, if not all invasion or territory games.

Sending an object

An example is throwing a ball or a disk, kicking a ball or passing a puck, ball or ring with the appropriate apparatus.

Receiving an object

Catching with the hands, cradling a ball with the feet, or receiving an object with a stick are some examples of this skill.

Table 6.2 Hockey player clothing

Equipment	Name
	Gloves
	Shin-guards
	Goggles/ face mask
	Cleats
	Goalkeeper's equipment

Positions

There are 11 players on the field per team, including the goalie and 10 field players. Formations often consist of four forwards, three halfbacks, three fullbacks and one goalkeeper, in what is known as a 4-3-3 formation. Variations, such as the 5-3-2, are also used, depending on the coach's strategy.

Forwards or inners

The forward in field hockey is in the front line of the attackers. She plays in the centre of the field and is the one most responsible for making goals. It is important for her to coordinate with not only the right and left wing, but the midfielders.

Left or right wings

These field hockey players are also a part of the front line of attackers. They take the ball down the sidelines then pass it to the middle of the field hoping to set up an opportunity to score. It is important for them to coordinate not only with the forward, but with the midfielders, as well.

Midfielders

The inner right, the inner left and the centre half make up the midfield field hockey positions. These players play both offense and defence. Since they are in the middle

Defence

Defensive players mark opponents and attempt to tackle the ball as the offense moves up the field. Since players may not touch the ball with their bodies, defenders often lower their sticks parallel to the ground to widen the area in which to stop the ball during a pass. If the defence takes possession of the ball in front of its own goal, it will attempt to clear the ball, or move it up-field away from the goal. Defenders may not contact the offense. All players have an equal opportunity to pursue the ball. An offensive player cannot turn her body or use her stick to block an opponent from the ball or she will be called for obstruction.

Scoring

A shot that is taken from within the striking circle and passes through the goal is worth one point. Shots that are taken from outside the striking circle but deflect off of an offensive player within the circle, also score a goal.

Umpire roles

Two umpires govern the game to ensure fair and safe play. The umpires signal action on the field, such as starting play and indicating goals. Umpires also enforce penalties, which include advancing, blocking, tripping, raised ball, pushing, charging, obstruction and playing with the wrong side of the stick (players can only use the flat side).

Fouls and penalties

When a foul is committed, umpires blow a whistle and signal the penalty. For most penalties, a free hit is awarded. The non-offending team is awarded the ball at the spot of the foul and all opponents must stand at least five yards away from the ball. The hitter must hit or push the ball and may not play it again until it has been touched by another player. Umpires sometimes use discretion and allow play to continue during a penalty because of the “advantage” rule, which states that a penalty is only called if the offending team gains an advantage by committing the violation or in cases of dangerous play. This rule greatly speeds up the pace of the game.

Penalty corner

A penalty corner is awarded for fouls committed within the striking circle. The object of the penalty corner is to get one really good shot at the goal. All players must remain outside the striking circle until the ball is played. The ball is placed on the end line, 10 yards from the goal post. The player executing the penalty corner passes the ball to a teammate near the top of the striking circle and the offense must control the ball before taking a shot. When a violation of the rules prevents a likely goal, a penalty stroke is awarded to the offense and one offensive player receives a one-on-one shot against the goalkeeper from the penalty stroke line. For serious violations of the rules, players are called for misconduct and can receive a suspension.

attacker on the right. Most often one finger means a line block, two fingers means a cross court block and a fist (no fingers) means the blocker will block the ball.

While the attacker is being set, the blocker must decide whether to block at the net or peel off the net to play defence. As the level of play improves, the percentage of blocking (versus peeling) will increase.

Starting position

When preparing to block in beach volleyball it is necessary to leave the option open to peel off the net as quickly as possible. To make the peeling movement a blocker in beach volleyball should start 1-2 metres away from the net in front of the passer/attacker with one foot in front of the other.



Fig. 6.14 The block in beach volleyball

Having one foot in front of the other will allow the blocker the flexibility to move quickly in either direction – backward (to peel) or forward (to block). It is preferable to have the outside foot forward so that the hips of the blocker face into the court.

Peeling off the net from the starting position

When peeling off the net the blocker pushes off the front foot and begins a sprint towards the backcourt. The blocker can either peel down the line or cross-court. Just before the attacker contacts the ball, a peeling blocker must come to a stop in the ready position with hips and shoulders squared toward the attacker. There are three possible ways to get back to a defensive position from the net:

- Back pedal off the net, stopping just prior to contact.
- Turn 180 degrees and sprint forward, then turn 180 degrees to defend.
- Sprint sideways while watching the attacker, stopping just prior to contact.

Blocking from the starting position

When blocking at the net, the player's front foot extends toward the blocking position at the net. This blocking position depends upon the signal to the defender, the location of the set and the approach of the attacker. The back foot is then brought even with the front foot and the blocker uses side steps to align the body with the location of the set. A squat jump initiates a blocking action similar to the blocking mechanics in indoor volleyball. There are 3 basic types of blocks:

- Line block.
- Cross-court block.
- Blocking the ball.

Digging a soft shot

To maximise control, soft shots, like hard spikes, should be played with two arms whenever possible. Here are different techniques for digging soft shots:

Table 6.3 Digging soft shots techniques

Technique	Description
Forearm Pass	The most preferred technique, defender with plenty of time to get into position. Shots above the waist, poor position for forearm pass.
Double Axe Handle	It is very risky for a defender to play a soft shot above the waist because the referees in beach volleyball call the first contact very tightly on a soft shot or serve. The “double axe handle” is very common in beach volleyball.
Poke or Knuckler	The knuckles are used to punch the ball up in the air. This emergency defensive technique is used for shots that are high over the defender’s head. Emergency technique to maximize the distance covered by the defender.
Dive or lunge	The style of a dive or lunge is not important in beach volleyball. The soft sand significantly reduces the probably of an injury.

Basic rules

Ball

- Specifically made to play outdoors, hand stitched, slightly larger and heavier, with a synthetic coloured or white leather cover.
- Inside pressure is 0.175 to 0.225 kg/cm² (4.3 to 4.6 lb/sq in).



Fig. 6.16 The dive or lunge

Ball contact/playing the ball

- Maximum 3 shots per side (contacts).
- The block counts as a contact.
- The net cannot be touched, even after the ball has hit the ground (continuation rule).
- The ball can be played with any part of the body (except to serve).
- If the ball is attacked as a hard-driven ball (not touching the net on the way over), the defending team may slightly hold their first shot in defence.
- The ball may be held by 2 players simultaneously at the net (joust).
- The attack cannot be completed with use of open hand or fingers (tip).
- If the ball is set over the net as an attack it must travel perpendicularly to the player’s shoulder line.

Structured Questions

1. (a) Give any two examples of;
 - i. invasion games. [2]
 - ii. net games. [2]
 (b) Give two skills for each game you have mentioned in (1a) above. [4]
 (c) Describe invasion games [2]
2. (a) Identify the field hockey equipment below. [4]

Name	Equipment
	
	
	
	

- (b) Define the following terms in rugby:
 - i. The maul. [2]
 - ii. The tackle. [2]
 - iii. The ruck. [2]
3. (a) List the four types of grips in pickle-ball. [4]
 (b) Who invented pickle-ball? [1]
 (c) Describe the double bounce rule in pickle-ball. [3]
 (d) Why is there a Non-Volley Zone in pickle-ball? [2]
4. (a) What are the different ways of hitting a beach volleyball? [4]
 (b) What are the health benefits of beach volleyball? [4]
 (c) When was beach volley born? [1]
 (d) What is the international governing body for beach volleyball? [1]

GAME SKILLS: COMBAT AND TARGET GAMES

Chapter objectives

By the end of this chapter, you should be able to:

- demonstrate punching, kicking, blocking and attacking skills.
- implement rules and regulations during practice sessions.
- judge various combat games.
- create sequential routine using various combat skills.
- demonstrate targeting skills on moving objects.
- apply safety and technical rules in combat and target games.

Introduction

Combat games by nature feature combat sports and martial arts. Participants engage in fighting, even if the opponent has not done you wrong but because of the nature of the games. Target games aim at accurate throwing for distance basically. One ensures that they make not only an accurate throw, but a skillful one, whether it is aimed at a stationary or mobile target. Participation in both combat and target games, by the women folk has improved by the day. Way back, men dominated in these games. This chapter will look at combat and target games, addressing key skills and technical rules.

UNIT 7.1 COMBAT GAMES

In ancient times combat games were used as a tool for physical conditioning for men for self-defense. Combat games are those games which involve fighting. Examples include wrestling, judo, fencing, taekwondo, kick-boxing and boxing among many others. These games are commonly played on a matted surface area. Combat games have been used as physical activities in military training. The following are some of the combat games we have here in Zimbabwe:

- Boxing.
- Judo.
- Taekwondo.
- Karate.

- Kick boxing.
- Wushu.
- Wrestling.
- Fencing.

Common rules in combat games

The following rules outline how combat games should be conducted.

- At the referee's signal, contestants have to bow, salute, give a handshake or grasp each other's jacket to begin a match.
- Each contestant has to defeat the opponent full or half points or display superior skills resulting in termination of the match.
- Points are awarded for execution of superior skills such as take downs in wrestling.
- Referees have to signal when a score is made.
- Intentional break of a combat rule will result in disqualification.
- If there is no fall in most combat games the referee will award the contestant who has scored the greater number of points.
- Some combat games are played as individual sport games or team games. For instance, wrestling can be played by two contestants or by teams fighting against each other.

Safety rules

Most combat games, regardless of the variations, have common rules that distinctively relate to each combat game. Violation of any of the following rules may result in a warning being given, point being deducted from the offending side and or the offender being disqualified.

- Anything that endangers life or limb in combat games is illegal.
- Athletes are encouraged to condition their bodies properly before beginning to compete.
- Most manoeuvres should first be practiced on a safe area such as on mats for several weeks until its well mastered and then can be tried in other environments.
- Trainers should provide room or free space when training combat games to avoid injuries resulting from crushing into other pairs.
- A proper warm up is recommended and should focus much on specific areas of the body that will be used in the combat game.
- An athlete should know when to resist an opponent's pressure and when not to.
- Always make sure that athletes are not competing on a mismatch (this applies to both size and ability).
- Make sure athletes are using protective clothing such as ear guards, gloves, teeth guards, chest guards, knee pads and any other safety clothing related to the sport.

various hazards (water, rocks, fescue) but each hole on a course is unique in its specific layout and arrangement.

Golf equipment and playing area



Fig. 7.12 Golf tee and balls

Golf balls are considered to be of a two, three or four-piece design, which is referring to the number of layers used to construct the ball. The ball has up to 450 dimples, a golf ball depends upon these indentations in order to sail smoothly through the air. The more indentations on a golf ball, the better the aerodynamics of the ball.

Tees are used to place a ball on when taking the first swing. Plastic or wood, this piece of equipment is essential for getting a good swing in on the first try.

Shaped like nails, they are placed into the ground and the ball gently balances on the cup part on the top of the tee.



Fig. 7.13 Golf bag and clubs



Fig. 7.14 Golf playing area

The three main types of clubs include the woods, irons and putters. The woods are used for long shots when shooting from the tee. Irons allow for more precision and are often used on the fairway. A putter is a club that does not allow the ball to loft into the air too much, making it the ideal club for putting the ball when close to the hole.

Golf involves playing a ball from the teeing ground into the hole by a stroke or strokes.

The golf swing

The golf swing has two distinct phases – pre-swing and in-swing. The pre-swing phase, the preparation that occurs before playing, includes a pre-shot routine and addressing the ball. The in-swing phase is the actual swinging of the golf club. The swing should be completed in one smooth, fluid motion. The entire swing is often broken down into smaller components that include the: address, takeaway, change of direction, down swing, impact and follow through or finish.

Address position

It is important that we have the proper stance to help create balance. It is vital that we maintain proper balance throughout the golf swing.

Coaching points

- Stand up to the ball with your ankle joints under your shoulders.
- The weight should be evenly distributed between the heels and the balls of the feet. The weight is actually directly over the arches but since most arches donot touch the ground you will feel it balanced between the balls of the feet and the heels.
- Your weight should be evenly balanced between the right and left foot.

Posture

To position the upper body correctly you must have the proper stance as described above.

- Push your hips back and tilt forward from your hips until the bottom of your sternum points at the ball.
- Tilt your spine away from the target so your trail shoulder is lower than your target shoulder.

Alignment - Clubface and body

To aim correctly:

- Stand about three feet behind the golf ball and select a spot on the target line no more than a few feet in front of the ball. The target line is an imaginary line that connects the golf ball to your intended target.
- When you have selected your spot, walk up to the ball with your eyes looking at that spot and place the clubface behind the golf ball facing the spot and target.
- Make sure to keep looking at the target as you set your feet the correct width and take your proper address position.

Full swing

Now that your body is in the proper address position it is time to move your body, arms and club. As you swing the club the trunk will turn to move the club backward

Interesting facts

Fighting has always been connected to humanity and man has developed hunting and fighting techniques to so that he is able to kill animals to provide food for survival.

Summary of the chapter

- The unit discussed combat games.
- Wrestling, fencing, judo, Taekwondo, boxing, karate are classified under combat game sports.
- Wrestling and Taekwondo were discussed in detail in this unit.
- Specific safety rules were given for both wrestling and taekwondo.
- Basic moves in wrestling were explained and also basic skills in Taekwondo were outlined.

Glossary of terms

Taekwondo – a combat game that involves fighting with hands and foot without weapons.

Head guard – a protective clothing or equipment worn on the head to protect it from direct strikes.

Punching – striking using clenched fists.

Combat – a struggle for victory which employs physical effort.

Wrestling – is a combat game that involves throwing down an opponent without striking them.

Bowling alley – a facility where the sport of bowling takes place. It contains long narrow wooden lanes or alleys.

Stance – in bowling, it is the proper bowling posture, achieved by maintaining good balance and being in an athletic position.

Pin rack – this is the actual set of pins.

Pin deck – the area of the lane the pins rests on or stands.

Stroke play – also known as medal play. It is a scoring system, involving counting the total number of strokes taken on each hole during a given round in a game of golf.

- (c) What is the main aim of target games? [1]
- (d) Identify and explain briefly three transferrable skills in target games. [3]
4. (a) Golf is a _____ and _____ sport. [2]
- (b) List the three types of grips in golf. [3]
- (c) What is bowling? [2]
- (d) Taekwondo was traditionally practised in _____. [1]
- (e) Tae means _____. [1]
- (f) Name any 2 Taekwondo stances. [2]

Essay Questions

1. (a) Comment on any five items of safety equipment used in Taekwondo giving the importance of each game. [10]
- (b) Describe how safety in wrestling or taekwondo can be achieved in Taekwondo. [10]
2. Explain how wrestling or taekwondo is commonly played. Consider the skills, moves, tactics, officiating, equipment and clothing, facility and competition levels. [20]
3. Dwelling as closely as possible on the skills required in the game, describe how Bowling is performed. [10]
4. Identify and comment on any five rules to be observed during a bowling session. [20]

Practical Questions

1. You are a golfer, take a few students in your class and try to coach the following skills: pitching, chipping and putting. Marks will be awarded for:
- (a) organization.
- (b) ensuring safety.
- (c) voice projection.
- (d) proper feedback.
- (e) proper demonstration.
2. Using drills, design a one-week training program bowling. Include the following:
- (a) preparatory positioning.
- (b) grip.
- (c) stance.
- (d) delivery movement.
- (e) follow-through and recovery.
3. You are required to conduct conditioning for 5 days overloading gradually as the sessions progress. Your facilitator will help you organize the equipment at your disposal and if possible you are encouraged to improvise.

UNIT 8.2 EDUCATIONAL GYMNASTICS

Educational gymnastics is the learning of various activities that require physical strength, kinesthetic and spatial awareness. In educational gymnastics learners can do floor exercises which include acrobatic skills, cartwheel, backlips and somersaults joined together with spins, balances and jumps to form a harmonious routine.

Springing

This is an important skill that involves strength and speed. When combined it is called power. Springs give learners an opportunity to experience height and flight in a safe environment.

Activities that develop springs

- Focus on tight body position that remains upright.
- Keep head and chest up to prevent rotating or falling forwards.
- Play games that develop rebound action and build leg power.
- Vary landing surfaces and height.
- Execute synchronized jumps in the air (if more than one spring device is available.)
- Vary body positions in the air–tuck, straddle, twist, throwing and catching balls, clapping.

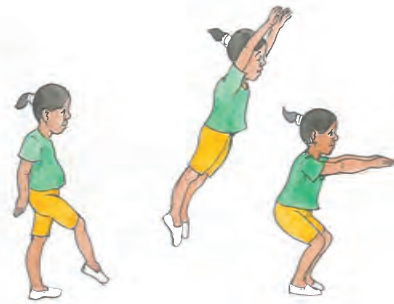


Fig. 8.10 A learner taking-off

Appropriate and safe use of spring devices

- Ensure against unsupervised use.
- Keep landing area clear.
- Use over-flow mats in conjunction with a crush mat.
- Minimize height and flight.
- Spotting involves a teacher standing near the spring device and landing mat to assist the learners in the event of poor take-off or landing. When spotting avoid carrying the learners through a skill.
- Teach the skill progressively to get positive and safe experience.
- All activities must be supervised.

Examples of springs

Handspring

The performer springs from the beat board upward to a handstand position on the saddle of the horse, arms straight. The performer continues with a hand-spring or arch-over motion to the mat.

Principles of landing

- Softening the landing by slowing down; that is, having the longest duration possible.
- Choosing the most favorable base of support; that is, the one with the largest surface area possible by:
 - Spreading the feet slightly apart.
 - Rolling to absorb the impact of landing.
 - Rolling also increases the duration of landing.

Landing errors to avoid

- Landing with straight legs.
- Chest leaning forward upon landing.
- Failing to keep knees bent until balance is maintained.
- Failing to keep heels on the ground following toes.

Safe landing

- Never land sideways from height.
- Landing surfaces should neither be too hard nor too soft.
- Always land on matted surfaces or wear sneakers.
- Avoid deep knee bending beyond 90 degrees.

Ways of improving landing

- Land from heights within reason.
- Change direction of landing-forward and backward.
- Incorporate a static shape in the air prior to landing.

Balance

Balance is an important factor in all activities whether the body is stationary or moving.

Factors affecting balance

- The area of supporting base.
- The height of the center of gravity above the base of support.

Generally, the wider the base of support the more stable the position and the higher the center of gravity above the base of support the less stable the position. Stability is achieved by keeping the centre of gravity and all segments of the body vertically aligned above the base of support. There are two types of balance; static balances and dynamic balances and in this unit static balances are going to be discussed in detail.

• Demonstrates mirroring or opposite movement.					
• Moves smoothly from one skill to another.					
• Shows good form through performance, including starts, stops and balances.					
• Looks strong and in control, routines are aesthetically pleasing.					
• Routines were performed smoothly.					
• Includes head stands and cartwheel.					
• Use of any form of group identification.					
• Includes music and some apparatus such as balls or hoops.					
• Exited the arena systematically.					
• There was team work.					

Key: E-Excellent=5, G-Good=3, S-Satisfactory=4, L-Limited=1

[100 Marks]

12. How long does a player continue to serve?
 - A. One serve for each player.
 - B. until he or she has served 10 times without their team making a mistake.
 - C. until the server and his or her team makes a mistake.
 - D. until everyone on the other team has received a serve.
13. Pickle-ball is a combination of how many sporting disciplines?
 - A. 4
 - B. 3
 - C. 5
 - D. 2
14. One of the following does not belong to striking games. Which one is it?
 - A. Bowling.
 - B. Baseball.
 - C. Rounders.
 - D. Cricket
15. Stiff-front leg technique helps to_____
 - A. field the grounded balls properly.
 - B. rotate the lower body, hip and torso.
 - C. rotate the upper body, hip and torso.
 - D. field aerial balls properly.
16. Which of the following tactics is common in softball and cricket?
 - A. Separation.
 - B. Sacrifice bunt.
 - C. Hit and run.
 - D. Delayed steal.
17. What does turning of the wrist and arm add to the ball in rounders when hitting?
 - A. Speed only.
 - B. Speed and direction.
 - C. Direction only.
 - D. Direction and accuracy.
18. The following tactics influence the batter's decision in cricket except one. Which one is it?
 - A. Speed and accuracy of the bowler.
 - B. Field placement.
 - C. Size of the bat.
 - D. The stage in the match.
19. What is the main aim of setting the field in striking games?
 - A. Catch an opponent out.
 - B. Help the batters to score.
 - C. Closing gaps so that batters have difficult moments in the game.
 - D. Stop batters from scoring.
20. All the following are principles of fair play in most striking games except one. Identify it from the following options.
 - A. Players have to abide by the rules of the game.
 - B. Learners should learn to control their temper.
 - C. Avoid responsibility for own actions.
 - D. Always know that mistakes are common.
21. What are the 4 'Ps' a coach should always to remember?
 - A. Preparation, patience, participation and praise.
 - B. Preparation, poise, participation and praise.
 - C. Patience, poise, participation and praise.
 - D. Preparation, patience, poise and praise.
22. Which two aspects does springing in educational gymnastics involve?
 - A. Strength and agility.
 - B. Strength and endurance.
 - C. Strength and stamina.
 - D. Strength and speed.

SECTION B: ESSAY QUESTIONS

Answer any **3** questions in this section.

7. Identify any five team tactics in rugby. [20]
8. Give a detailed explanation of the different techniques used in digging soft shots in beach volleyball. [20]
9. (a) Explain the reasons and benefits for having a coaching plan. [10]
(b) Describe the instrumental role of a coach in effectively making sure there is fair-play. [10]
10. Design a detailed coaching plan of any striking game of your own choice from warm-up to cool down. [20]
11. Make a write up of the lifesaving procedures one has to take in order to save a drowning victim. [20]
12. Write a detailed write up on the history of all of the following games:
(a) rugby.
(b) hockey.
(c) beach volleyball.
(d) pickle-ball. [20]

PAPER 3: PRACTICAL ASSESSMENT

TIME 10 minutes

INSTRUCTIONS TO CANDIDATES

This paper comprises two sections: Section A and Section B.

Choose one question out of two questions from Section A.

Choose one question out of eight questions from Section B.

Each question carries 50 marks.

Candidates are assessed in both Sections A and B for 5 minutes per section.

SECTION A

Answer 1 question **ONLY** in this section. Each question carries 50 marks.

1. (a) Design a gymnastic routine in groups of ten (10), incorporate landing, springs, balances and rotations.
(b) Prepare the performing area. Properly layout the mats including all safety checks in the time allocated.

Criteria	E	S	G	L
• All group members involved and worked together.				
• Includes a proper warm-up.				
• Makes full use of the matted area.				
• Demonstrates at least one type of a balance.				
• Includes pyramids.				
• Demonstrates a rotation type of movement.				

Chapter objectives

By the end of this chapter, you should be able to:

- demonstrate different climbing techniques.
- demonstrate different abseiling techniques.
- demonstrate team building, leadership, collaboration, innovation and critical thinking skills through participation in adventure games.

Introduction

Recreationally, camping and orienteering are among the most interesting activities that can be done by people. Outdoor activities such as rock climbing, mountaineering, fishing, games, hunting amongst others should be done with utmost care. Knowledge about the environment is one of the most crucial tools that one can be equipped with when embarking on adventure activities. Knowing how the environment behaves in terms of the weather, the vegetation, the animals and/or the rivers, can assist in making safe decisions. In this chapter attention will be on the climbing, abseiling, leadership and team building activities.

UNIT 10.1 CAMPING

A camp is described as an outdoor place acting as temporary accommodation. This can be in tents or other temporary structures. During camping there are a number of activities that can be indulged in for recreation, for fitness or for sport. Such activities include climbing and abseiling. In this section climbing and abseiling techniques are the main focus.

Climbing

Climbing involves balance, movement and efficiency of motion. Good body position is key. Each climb calls for different technique. You should not over-focus on the way it “should” be done but be able to use your intuition.

Effective climbing depends on your ability to:

- use your feet.
- maintain balance.
- climb efficiently.

Innovation skills are the types of skills that allow individuals to become innovative in what they do. These skills are usually a combination of:

- cognitive skills (ability to think creatively and critically).
- behavioural skills (ability to solve problems and manage risks).
- functional skills (basic skills such as running, jumping, throwing or kicking).
- (and) technical skills (technical skills specific to a sporting discipline).

Individual skills for innovation

Activities for innovation for innovation skills

The worst-case scenario

Fabricate a scenario in which you need to work together and solve problems to succeed, like being stranded on a deserted island or getting lost at sea. Work together to concoct a solution that ensures everyone arrives safely. You can come up with a list of 10 must-have items that would help them most or a creative passage to safety. Encourage each other to vote – everyone must agree to the final solution.

Skills: Communication, problem-solving.

Keep it Real

This open-ended concept is simple and serves as an excellent method into problem-based learning. Challenge each other to identify and cooperatively solve a real problem in the school or community. You may set the parameters, including a time limit, materials and physical boundaries.

Skills: Problem-solving; communication

Critical thinking

The above described aspects of team building can be improved by critical thinking. An athlete should be a critical thinker in the capacity of their sport to achieve the best results. Such questions as *who?*, *what?*, *why?*, *when?*, *where?* and *how?* are part of critical thinking.

Critical thinking skills

Activities for critical thinking

4-way tug-of-war

For a unique variation, set up a multi-directional game by tying ropes in such

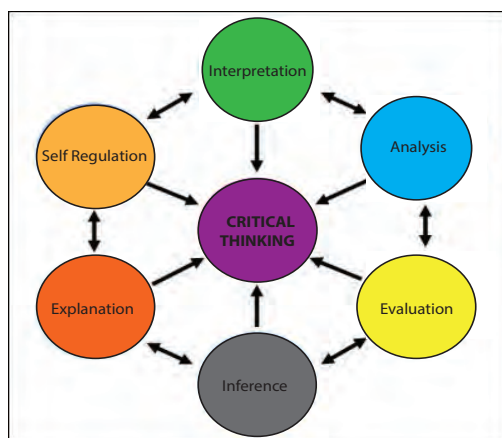


Fig. 10.8 Critical thinking skills

a way that three or four teams tug at once. Some teams might choose to work together to eliminate the other groups before going head-to-head.

Skills: Team work; sportsmanship

Move it name game

Stand in the middle of the group, who are circled around you. Everyone has 30 seconds to memorise the names of the people on their left and right. When time's up, point at any group member and say "left" or "right". They then have to say the name of the person stood on whichever side you requested. Break the game up by shouting "Move it!"; when everyone has to rush to a new position where they can learn new names.

Activity 10.1 Practice

Choose a climbing technique of your choice and climb a rock of at least a 2 metres height in your community. (Climbing a hill is not the same as rock climbing)

NB. Do not attempt to put more than 2m height.

Activity 10.2 Demonstration

Using locally available resources choose a descending technique that is safe for you and descend from the roof of your classroom block. A landing mattress is a prerequisite for this activity.

Activity 10.3 Designing

In groups of five, come up with two activities that use balls of any size (soccer, volleyballs, netballs, handballs, tennis balls and so on) to improve team building.

Activity 10.4 Research

For an athletic team at your school, come up with activities to help you choose the appropriate team captain.

Interesting facts

1. Bonding with a team releases oxytocin.
2. Conflict within a team is essential.

Summary of the chapter

In this chapter, we discussed the following:

- Climbing is about balance, movement and efficiency of motion.
- Effective climbing depends on your ability to use your feet, maintain

Meaningful background art incorporates wording, colours and patterns to explain the contents of the display. Materials that can be used in designing background art include source pictures, paints and computer programs such as word art and graphical designing software.

When using paint and art books or manila, the books are spread over a large space or within a room or outside. This is done so as to enable participants to paint the enlarged pictures over each book into one huge complete picture.

Word art has a variety of designs that can be enlarged into a large picture for the background display.

Modern background art is created using computer software programs in graphical designing. When the designers select a picture, it is enlarged or further designed using such software. The advantage of such technological advancement is that the picture's pixel is not affected and the quality remains excellent.

Activity 11.1 Group Assignment

In groups of five members each, identify six topical issues in your community and produce themes that can be used for mass displays.

Activity 11.2 Research

You have been requested to come up with a mass display routine for 20 minutes for a school prize giving day event. Choreograph a routine with at least three basic formations.

Activity 11.3 Designing

Using manila or boards, design background art depicting a theme of your choice at a national Independence Day celebration for your community.

Activity 11.4 Demonstration

In groups of 20 members each, come up with 5 gestures for mass display routines that are choreographed according to the theme of each group's choice and perform them with selected music before your school mates at a designated time and venue.

Interesting facts

1. Research proves that dancing reduces stress and tension for the mind and the body.
2. The Arirang festival in Korea attracts up to 10 000 participants, which is the biggest mass displays performance in that country.

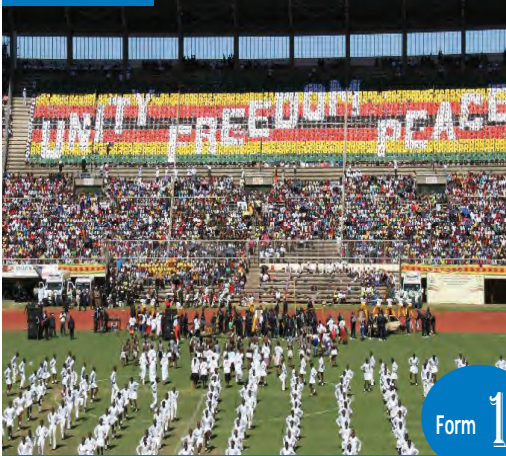
Summary of the chapter

In this chapter, we discussed the following:

- In mass displays we are equipped with skills in movement, music and

A Practical Approach
to
**Physical Education,
Sport and Mass Displays**

New curriculum




Form 1

Gova Priscilla
Mareverwa Cleopatra

Mambeu Onica
Matewu Johannes

A Practical Approach
to
**Physical Education,
Sport and Mass Displays**

New curriculum




Form 2

Gova Priscilla
Matewu Johannes

A Practical Approach
to
**Physical Education,
Sport and Mass Displays**

New curriculum



Form 3


Gova Priscilla
Mareverwa Cleopatra

Kurisa Harmony
Mlambo Maria

Mambeu Onica
Matewu Johannes

A Practical Approach
to
**Physical Education,
Sport and Mass Displays**

New curriculum



Form 4

Gova Priscilla
Mareverwa Cleopatra

Kurisa Harmony
Matewu Johannes

Mambeu Onica
Matewu Johannes