



ALPHA CHOICE INNOVATIVE ACADEMY

(International Secondary School)

4/6 Richard Okoroiike Close, Praise Hill Estate, Arepo, Ogun State.

GRADE 7

SECOND TERM, 2022/2023 SESSION

PHYSICAL AND HEALTH EDUCATION

MASTERNOTE

NAME: __AWE, E.O__

PHYSICAL AND HEALTH EDUCATION SECOND TERM SYNOPSIS

WEEKS	<u>TOPICS</u>
1	Fundamental Human Movement.
2	Definition of Recreation
3	Benefits of Recreation
4	Meaning and Classes of food, Importance of Food.
5	Wrestling
6	Continuous Assessment
7	Importance of Wrestling
8	Volleyball
9	Practical Demonstration of Volleyball
10	Soccer

11	Revision
12	Examination

WEEK 1 FUNDAMENTAL HUMAN MOVEMENT

Objectives: At the end of the lesson, learners should be able to:

- Define movement
- Outline the types of fundamental movement
- Identify examples of types of fundamental movement
- Highlight the objectives of fundamental movements

Fundamental human movements are possible movements expressed in various forms by human body in performing different skills. Movements are possible changes in position by any segment of the body. Movement can be defined as an act of moving the body from one place to the other or moving part of the body in different position.

Objectives of fundamental human movement

1. It develops balance and co-ordination

2. It helps to promote agility and flexibility
3. It provides good opportunities for body mechanics
4. It helps to develop leadership qualities

TYPES OF FUNDAMENTAL HUMAN MOVEMENTS

1. **Locomotor movement:** They are movement patterns that require moving from one place to another completely. Examples hopping, galloping, crawling, climbing, running, skipping, walking, jogging etc.
2. **Non locomotor movement:** Are movement that involve moving part(s) of the body from one position without the entire body completely moving. It is also known as axial movement. Examples are bending, twisting, lifting, sitting, standing, swinging of the arm, pushing, pulling etc.
3. **Manipulation movement: This** is a movement pattern used in applying force to an object. They are throwing, catching, kicking, trapping, bouncing, heading etc.

Evaluation Questions

- What is movement?
 - How many types of movement do we have?
 - Define locomotive movement
 - What is non-locomotive movement?
 - Give two examples of locomotive movement
 - Name two examples of non-locomotive movement
 - Explain manipulative movement
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- Identify the types of fundamental movement
 - Itemize examples of types of fundamental movement

- Highlight three objectives of fundamental movements

Reading Assignment

Read pages 134 -135 of Basic science and Technology Physical and Health Education for Junior Secondary School 1.

WEEK 2 RECREATION

Objectives: At the end of the lesson, students should be able to:

- i. define recreation
- ii. list the importance of recreation
- iii. name the types of recreation
- iv. itemize recreational activities

Recreation

Recreation can be defined as participation in sporting activities during our leisure time through which one may better be developed physically, mentally, emotionally and socially. It can equally be defined as activities engaged-in during our free time after the daily task. It is done after one's daily job usually for fun and enjoyment.

For any activity to be considered as recreation, it must possess the following characteristics:

1. It must be done during leisure (free) time.

2. It must be enjoyable
3. It must be benefiting
4. It must be voluntary and not forced
5. It must involve movement.

FACTORS THAT AFFECT RECREATION

- Culture
- Religion
- Finance (money)
- Environment
- Health status
- Availability of facilities and equipment
- Body type
- Weather

RECREATIONAL ACTIVITIES

- Sports and Games- football, handball, volleyball, Badminton, Tennis, Table-Tennis etc.
- Dance - folk dance, modern dance, traditional music etc.
- Dramatics- plays, Miming, Dance drama etc.
- Self – testing activities e.g. running, climbing, hanging, sit-up, push-up etc.
- Musical activities- choral groups, Community festival, playing guitar, beating drums etc.
- Arts and Craft – woodwork, painting, photography, basket weaving, construction of cages for birds.
- Gymnastics activities- tumbling, forward roll, backward roll, stunts, aerobics etc.
- Indoor recreational activities- Ludo, Ayo game, Cards, WHOT, Chess, Draught, Watching Television, Storytelling Scrabble, Monopoly, Reading Novels, Squash racket, Badminton etc.
- Outdoor recreational activities- Camping, Fishing, Excursion, Swimming, Moonlight games e.g. Hide and seek, Canoeing, Mountaineering, Picnic

Evaluation Questions

- ❖ define recreation
- ❖ name three importance of recreation
- ❖ give three examples of recreation
- ❖ list two examples of in-door recreation
- ❖ mention two examples of out-door recreational activities
- ❖ discuss three factors that affect the choice of recreation
- ❖ itemize four characteristics of recreation
- ❖ Outline branches of recreational activities
- ❖ State one difference between in-door and out-door recreation

Reading Assignment

Read pages 14 -18 of Basic science and Technology Physical and Health Education for Junior Secondary School 1.

WEEK 3 BENEFITS OF RECREATION

Objectives: At the end of the lesson, learners should be able to:

1. identify the concept of recreation
2. outline the benefits of recreation
3. differentiate between recreational and competitive sports

BENEFITS OF RECREATION

- It enables the body to develop physically.

- It reduces tension and eliminates boredom.
- It provides fun and enjoyment.
- It refreshes the body and mind.
- It helps to promote mental alertness.
- It helps to correct bad posture.
- It brings about effective use of leisure time.
- It inculcates moral training.
- It allows a person to recreate oneself after work.
- It can create employment opportunities.
- It brings about personal comfort during difficult periods.
- It makes us to be safety conscious.

Differences between recreational and competitive sports

	RECREATIONAL SPORTS		COMPETITIVE SPORTS
1.	It can be freely chosen at one's free time.	1.	It has a fixed time for participation.
2.	There are fewer contests in recreational sports.	2.	Sports are keenly contested in competitive sports.
3.	It requires little or no rules.	3.	Rules are strictly observed.
4.	It aims at enjoyment.	4.	It aims at winning.
5.	It is performed under relaxed atmosphere.	5.	It is performed under tension.

6.	<p>It promotes healthy rivalry.</p> <p>Participants do not earn a living.</p>	6.	<p>It promotes unhealthy rivalry and often results in riots.</p> <p>Participants could earn a living.</p>
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Evaluation Questions

1. identify the concept of recreation
2. mention five benefits of recreation
3. itemize five differences between recreational and competitive sports

Reading Assignment

Read pages 14 -18 of Basic science and Technology Physical and Health Education for Junior Secondary School 1.

WEEK 4 **FOOD-MEANING, TYPES, CLASSES AND IMPORTANCE.**

Objectives: At the end of the lesson, learners should be able to:

- define food
- itemize the grouping of food
- identify functions of food
- outline the classes of foods and their sources

Food

This is a substance which when taken into the body yields materials which can produce energy, yields substance for growth, repair our body tissues and not be harmful to the body. Good food is the basis of good health and well-being. There are six classes of food.

Food can also be viewed as any substance consumed to provide nutritional support for the body, in an effort to produce energy, maintain life, or stimulate growth.

Historically, people secured food through two methods: hunting and gathering, and agriculture. Today, most of the food consumed by the world population is supplied by the food industry.

CLASSESS OF FOOD

- Carbohydrates
- Proteins
- Fats and oil

- Mineral salts
- Vitamins
- Water

GROUPING OF FOODS

ENERGY GIVING FOOD

Energy giving foods or their products when combined with oxygen (O_2) in the cells during respiration releases energy. Examples of energy giving foods are carbohydrates, fats and oil.

BODY BUILDING FOODS

These are products that build protoplasm and tissue in the growth of new cell materials and in replacement of worn out tissues e.g. Proteins

PROTECTIVE FOODS

Protective foods protect the body from diseases and also particles in the metabolism processes of the body thereby ensuring the proper function of the body system e.g. Vitamins and mineral salts.

Water: this is essential in the body as it makes digestion easy and maintenance of body fluid.

TYPES OF FOOD



Organic foods are the foods that are obtained from living organism and containing carbohydrates, fats and oil etc

Inorganic foods are the foods that are obtained from non-living things and contain no carbon e.g. mineral salts and water.

FOOD CLASSIFICATION AND FUNCTIONS

These substances may be grouped according to their function in the body as follows:

CLASS	SOURCES	FUNCTIONS
Carbohydrate	Cassava, yam, maize, sugarcane, honey, potatoes, rice, millet etc.	Provide energy needs of the body.
Proteins	Fish, meat, egg, milk, vegetables, fruits and beans.	Body building, repair and replace worn-out tissues.
Fats and oils	Animal oil, palm oil, butter, groundnut oil. Fish oil, cheese, cod liver oil and coconut oil.	Regulate body temperature and a secondary source of energy.
Mineral salts	Milk, meat, liver, cheese, vegetables and sea foods.	Proper functioning of the body
Vitamins	Liver, eggs milk, fish, citrus, tomatoes.	Protection against diseases.
Water	Rain, springs, vegetables, brooks, fruits, beverages, tea, etc.	For easy digestion and maintenance of body fluid.

FUNCTIONS OF FOOD IN THE BODY

- It satisfies hunger.
- It keeps the body warm.
- It makes us look good and healthy.
- It builds the body.

- It protects the body from diseases and infections.
- It makes us grow and develop.
- It helps to repair our body tissue.
- Food provides the body with energy for various physical activities.
- It promotes recovery from illness.

Evaluation Questions

- What is food?
- List five importance of food
- _____
- _____
- _____
- _____
- _____
- Identify three functions of food
- _____
- _____
- _____

Reading Assignment

Read pages 105 -110 of Basic science and Technology Physical and Health Education for Junior Secondary School 1.

WEEK 5

WRESTLING

Objectives: At the end of the lesson, learners should be able to:

- ✓ identify the concept of wrestling
- ✓ itemize the equipment in wrestling
- ✓ classify traditional and modern wrestling
- ✓ highlight the skills in wrestling

Wrestling as one of the contact sports can be defined as an act of physical combat or engagement between two people in which each wrestler tries to get an advantage over or control of the opponent.

Wrestling is as old as man. The first documented record of wrestling was in Egypt around 2300BC. During the period of ancient Greece; Greek wrestling was a popular form of martial art in which points were awarded for,

- Pinning a competitor to touch the ground.
- Forcing the opponent to submit.
- Forcing the opponent out of bound (Arena).

Other cultures featured wrestling at royal or religious celebrations, but the ancient Greeks fashioned their style of wrestling as part of tournament where a single winner emerged from a pool of competitors.

But in Nigeria, traditional wrestling has been part of our culture and still remains as an integral part of life among the people of Nigeria.

As at today, wrestling has been modernized and is now an Olympic sport and also organized at state and National levels in Nigeria. The Nigeria Wrestling Federation is the sole organizer of the wrestling in Nigeria.

Teaching and learning of wrestling have been included in physical education curriculum in schools to enhance the growth and development of wrestling in Nigeria.

TRADITIONAL WRESTLING

Traditional wrestling is a cultural activity among the various people of Nigeria, performed between various persons of the same age groups particularly during festivals, cultural celebration and tournaments. Before a winner could emerge in a traditional wrestling contest, a competitor must completely **hold-down** the opponent on his back.

Examples of traditional wrestling are; Kokowa, Ijakadi (Yoruba land)

MODERN WRESTLING

Modern wrestling consists of two modern Olympic form, they are:

- Free style
- Greco-Roman style

Contestants take part in a series of elimination rounds until only three wrestlers remain for the final

EQUIPMENT USED FOR WRESTLING

- Wrestling mat (For International competition, it is 12m square with a point circle which is 3m in diameter).
- Dress/Costumes/Uniform:

The competitor must be knitted as follows:

- Blue or Red costume.
- Tennis shoe.
- Support belt.
- Handkerchief.
- Light knee guard.
- Covering the skin with oils grease is forbidden.
- Fingernails must be cut short.
- Tight-fitting full-length trunk and sleeveless top.

BASIC SKILLS IN WRESTLING

- Standing position
- The take-down
- Break downs and rides

4. Spinning the opponent: Double arm-lock, Farther Arm bar

Evaluation Questions

- Define wrestling.
- Mention four equipment used for wrestling
- _____
- _____

- _____
- _____
- Differentiate between traditional and modern wrestling
- List four skills in wrestling
- _____
- _____
- _____
- _____

Reading Assignment

Read pages 66 -71 of Basic science and Technology Physical and Health Education for Junior Secondary School 1.

WEEK 6 BENEFITS OF WRESTLING

Objectives: At the end of the lesson, learners should be able to:

- Itemize the benefits of wrestling
- Identify the officials and their duties in wrestling
- Outline the safety precautions in wrestling
- Identify the rules and terms in wrestling

THE BENEFITS OF WRESTLING

- It develops the body.

- It is used as a self – defense.
- It brings about self-confidence
- It provides physical fitness.
- It promotes agility, strength and stamina.
- It provides safety skills.

Officials in wrestling

- Mat Chairman
- Referee
- Judge
- Time-keeper

START OF A BOUT

The wrestlers shake hands at the centre of the mat. They are inspected and return to their corners until the referee's whistle is blown. Each round starts in the standing position.

SAFETY PRECAUTIONS IN WRESTLING

A wrestler must observe the following safety precautions, if he wants to prevent injury in wrestling

- A wrestler must perform warm-up activities before taking part in wrestling.
- A wrestler's finger nails should be cut.
- He must be physically fit before taking part.
- Wrestling mat should be well guarded and padded.
- A wrestler should not wear bangles and belt.
- Wrestling mat should be disinfected.

BASIC RULES IN WRESTLING

- Wrestling activities are conducted within 3m (square meter), if wrestlers move outside this space, they must return to the centre to start again
- Any step/activities that can endanger the life of the opponents are not allowed in wrestling.
- No wrestlers should intentionally kick elbow, strike or pull the hair of the opponent.
- A match ends in any of the periods with a fall.
- A match is won by a wrestler who is able to pinned his opponent down

TECHNICAL TERMS IN WRESTLING

- Hammerlock – this is when an opponent's arm is held to the back.
- Counter – this is any movement which prevents the opponent from carrying out a planned action.
- Grape vine – this is a method of tying-in the opponent's leg using one's leg.
- Take-down – this is bringing the opponent down to the mat and gaining control over him.

- Escape – this is freeing oneself to a neutral position from a disadvantage position.
- Guillotine – this is a pin-hold secured from underneath the opponent in which his head is pulled.
- Bridge – this is an arched position in which the wrestler weight is supported by the feet and head.

Evaluation Questions

- Identify five equipment in wrestling
- Describe the traditional and modern wrestling
- Outline two skills in wrestling
- Highlight five rules in wrestling
- Itemize five terms in wrestling

Reading Assignment

Read pages 66 -71 of Basic science and Technology Physical and Health Education for Junior Secondary School 1.

WEEK 7

VOLLEYBALL

Objectives: At the end of the lesson, learners should be able to:

- narrate the history of volleyball
- identify the nature of the game.
- outline the scoring system in volleyball
- highlight the skills and techniques in volleyball game
- describe the roles of a Libero

HISTORY: Volleyball as a game was invented by **William J Morgan** at Holyoke Y.M.C.A. gymnasium in America in 1895. The international volleyball association was formed in 1947. Volleyball became an Olympic game in 1964 and was first played at the Olympic Games in Tokyo, Japan.

The Nigeria volleyball Federation was formed in 1970 with Dr J.C Omoruan as its first chairman. It is a game between two teams of six players.

Nature of the game

Volleyball is a team sport in which two teams of six players are separated by a net. Each team tries to score points by grounding a ball on the other team's court under organized rules. It begins with service from the base line over the net to the receiving team/opponent's court. The receiving team must not let the ball be grounded within their court. The team may touch the ball up to 3 times but individual players may not touch the ball twice consecutively. Typically, the first two touches are used to set up for an attack, an attempt to direct the ball back over the net in such a way that the serving team is unable to prevent it from being grounded in their court.

The game can be played by boys, girls, old and young, as recreational or competitive game and as indoor or outdoor game.

Skills and techniques in volleyball

Service

Volleying

Digging

Spiking

Blocking

Setting

Serve



Setting up for an overhand serve.

THE SERVE

- (A) Server must serve from behind the restraining line (end line) until after contact.
- (B) Ball may be served underhand or overhand.
- (C) Ball must be clearly visible to opponents before serve.
- (D) Served ball may graze the net and drop to the other side for point.
- (E) First game serve is determined by a volley, each subsequent game shall be served by the previous game loser.



A player making a jump serve.

In contemporary volleyball, many types of serves are employed:

- Underhand serve
- Overhead/Tennis serve
- Jump serve

Set



Jump set

Attack/Spike



Block



3 players performing a block

Digging



Player going for a dig.

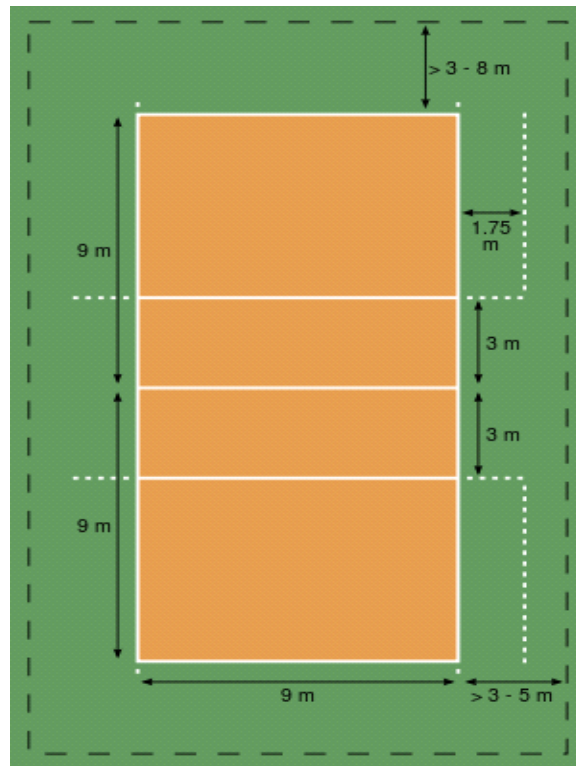


Strategy *A player trying to dig*



An image from an international match between Italy and Russia in 2005.

THE COURT



A volleyball court is 18 m long and 9 m wide. The top of the net is 2.43 m above the centre of the court for men's competition, and 2.24 m for women's competition,

The back court is 6 m and front court is 3 m (the front court is the “attack line”)

Scoring

Whichever team that make any error or that the ball contacts the floor within the court boundaries, loses a point to the opponent, whether they served the ball or not. A line ball is a good ball. The team that won the point serves for the next point. If the team that won the point served in the previous point, the same player serves again. If the team that won the point did not serve the previous point, the players of the team rotate their position on the court in a clockwise manner. The game continues, with the first team to score 25 points by a two-point margin is awarded the set. Matches are best-of-five sets and the fifth set, if

necessary, is usually played to 15 points. (Scoring differs between leagues, tournaments, and levels; high schools sometimes play best-of-three to 25; in the NCAA matches are played best-of-five to 25 as of the 2008 season.)

Offences that leads to scoring

- (1) Stepping on or over the line on a serve.
- (2) Failure to serve the ball over the net successfully.
- (3) Hitting the ball illegally (Carrying, Palming, Throwing, etc.).
- (4) Touches of the net with any part of the body while the ball is in play. If the ball is driven into the net with such force that it causes the net to contact an opposing player, no foul will be called, and the ball shall continue to be in play.
- (5) Reaches under the net (if it interferes with the ball or opposing player).
- (6) Failure to serve in the correct order.
- (7) Blocks or spikes from a position which is clearly not behind the 10-footline while in a back row position.

Libero

In 1998 the libero player was introduced internationally. The libero is a player specialized in defensive skills: the libero must wear a contrasting jersey colour from his or her teammates and cannot block or attack the ball when it is entirely above net height. When the ball is not in play, the libero can replace any back-row player, without prior notice to the officials. This replacement does not count against the substitution limit each team is allowed per set, although the libero may be replaced only by the player whom he or she replaced.

The libero may function as a setter only under certain restrictions. If he/she makes an overhand set, he/she must be standing behind (and not stepping on) the 3-meter line; otherwise, the ball cannot be attacked above the net in front of the 3-meter line. An underhand pass is allowed from any part of the court.

The libero is, generally, the most skilled defensive player in the team. There is also a libero tracking sheet, where the referees or officiating team must keep track of whom the libero subs in and out for. There may only be one libero per set (game), although there may be a different libero in the beginning of any new set (game).

Evaluation Questions

- Who invented volleyball game?
- Which year was volleyball game invented?
- State three nature of volleyball game.
- _____
- _____
- _____
- Mention four basic skills in volleyball game.
- _____
- _____
- _____
- _____

Reading Assignment

Read pages 45-56 of Basic science and Technology Physical and Health Education for Junior Secondary School 1.

WEEK 8 VOLLEYBALL

Objectives: At the end of the lesson, learners should be able to:

- highlight the equipment and facilities in volleyball game
- outline the rules and regulations in volleyball game
- identify the terminologies in volleyball game
- itemize the officials and their duties in volleyball game

EQUIPMENT USED FOR VOLLEYBALL

- Volleyball ball
- Net
- Staircase setting for referee or referee's platform
- Table for scorer
- Canvas shoes for players
- Whistle for officials
- Jersey for players
- Score sheet
- Reserve's benches

FACILITIES IN VOLLEYBALL

- Volleyball court
- Upright poles

BASIC RULES IN VOLLEYBALL

1. The game starts by tossing the ball during service
2. A team wins a point depending on which team fault
3. Service must be from anywhere from the baseline
4. Rotation of players is clockwise
5. Number of players is six in a team, 3 players in front court and 3 players in back court
6. Six substitutes is allowed in a team
7. It is side out when a service team loses a rally or service
8. A ball is out of play when the ball touches the ground or any object outside the boundary
9. 25 points to win with at least two points lead
10. A maximum of 3 consecutive touches is allowed for a team at a time
11. Spiking is not allowed from the back court

TERMINOLOGIES IN VOLLEYBALL GAME

- **Double hit:** two consecutive contacts with the ball made by the same player
- Four consecutive contacts with the ball made by the same team before returning the ball
- **Net foul:** touching the net during play
- **Foot fault:** the foot crosses over the boundary line when serving.
- **Game point:** The last point in a game.

- **Carrying:** This is pronounced if the ball rest for a short time on one's palm when it is alive.
- **Rotation:** Changes of player's position clockwise just before a new player serve.
- **Double contact:** This is when a ball touches a player twice.
- **Time-out:** this is a period of short rest or substitution or discussion on the progress of the team.
- **Deuce:** This is when the score is tied at 24e.g. 24 - 24

Officials in Volleyball

1. The Referee
2. The second Referee
3. The Scorer
4. Two- or four-lines judge

The ball is usually played with the hands or arms, but players can legally strike or push (short contact) the ball with any part of the body.

Evaluation Questions

- List five equipment used for volleyball
- _____
- _____
- _____
- _____
- _____
- Name two volleyball officials
- _____

- _____
- Mention any two rules of volleyball game
- _____
- _____
- List two terminologies in volleyball game
- _____
- _____

Reading assignment: Read pages 45 -56 of Basic science and Technology Physical and Health Education for Junior Secondary School 1.

WEEK 9 SOCCER

Objectives: At the end of the lesson, learners should be able to:

- narrate the history of soccer game.
- itemize the nature of the game.
- identify the equipment in soccer game
- highlight the skills in soccer game

Brief History: The English called it association football while the Americans call it soccer. The game was brought to Nigeria by the colonial masters in the early 19th century; the British sailors that made stopover in Nigeria played the game as recreation. **Association football**, commonly known as **football** [HYPERLINK "http://en.wikipedia.org/wiki/Names_for_association_football"](http://en.wikipedia.org/wiki/Names_for_association_football) or **HYPERLINK "http://en.wikipedia.org/wiki/Names_for_association_football"** **soccer**, is a sport played between two teams of eleven players with a spherical ball.

The Laws of the Game were originally codified in England by The Football Association in 1863. Association football is governed internationally by the Federation of International [HYPERLINK "http://en.wikipedia.org/wiki/FIFA"](http://en.wikipedia.org/wiki/FIFA) Football [HYPERLINK "http://en.wikipedia.org/wiki/FIFA"](http://en.wikipedia.org/wiki/FIFA) Association (FIFA; French: *Fédération Internationale de Football Association*) which organises a World Cup every four years and also in charge of other forms of football. It became an Olympic game in 1900. It is played by 250 million players in over 200 countries, making it the world's most popular sport. The game is played on a rectangular field/pitch. The objective of the game is to score by using any part of the body besides the arms and hands to get the football into the opposing goal.

Nature of the game

- It is a ball game
- It is a goal scoring game.
- The game is played by boys, girls, men and women.
- It is a team sport
- The game is played by two teams of eleven players each.
- It can be played as competitive and recreational game.
- The game is played preferably on green grass

- The game is played on rectangular pitch/field

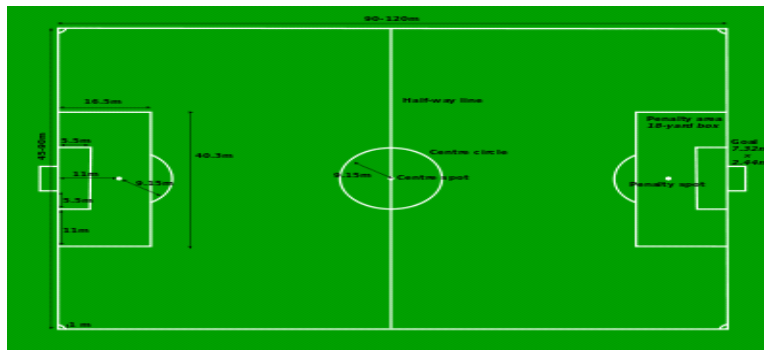
Pitch Dimension

- The height of the goalpost is: 2.44m
- The length of the cross bar is: 7.32m
- The side line is: 110m max (length)
- The goal line or goal area is: 75m max (breadth)
- The penalty area is: 16.5m by 40.32m
- The corner flag post is 1.5m

The goalkeepers are the only players allowed to touch the ball with their hands or arms while it is in play and then only in their penalty area. Outfield players mostly use their feet to strike or pass the ball, but may use their head or torso to strike the ball instead. The team that scores the most goals by the end of the match wins. If the score is tied at the end of the game, either a draw is declared or the game goes into extra time and/or a penalty shootout depending on the format of the competition.

Association football is played in accordance with a set of rules known as the Laws of the Game. The game is played using a spherical ball (of 71 cm (28 in) circumference in FIFA play), known as the football (or *soccer ball*). Two teams of eleven players each compete to get the ball into the other team's goal (between the posts and under the bar), thereby scoring a goal. The team that has scored more goals at the end of the game is the winner; if both teams have scored an equal number of goals then the game is a draw. Each team is led by a captain who has only one official responsibility as mandated by the Laws of the game. The toss of coin is prior to kick-off or penalty kicks.

Pitch



Duration and tie-breaking methods

EQUIPMENT IN SOCCER (FOOTBALL)

- Boots.

- Hose.
- A pair of Jersey.
- Shin-guard.
- Knee cap.
- Referee's official outfit
- A coin.
- Pen
- Match record book.
- Whistle.
- Stop watches
- Two caution cards (Yellow and Red)
- White flags (2)

SKILLS IN SOCCER (FOOTBALL)

- Passing
- Dribbling
- Kicking
- Shooting
- Throw-in
- Trapping or Controlling
- Goalkeeping
- Tackling

Evaluation Questions

State five natures of soccer game

- i. _____
- ii. _____
- iii. _____
- iv. _____
- v. _____

List three equipment used to play soccer game

- vi. _____
- vii. _____
- viii. _____

The soccer pitch measures

- ix. _____ in length
- x. _____ in breadth

Reading assignment: Read pages 45 -56 of Basic science and Technology Physical and Health Education for Junior Secondary School 1.

WEEK 10: SOCCER

Objectives: At the end of the lesson, learners should be able to:

- analyse the rules and regulations guiding soccer game.
- identify the in and out of play.
- outline the Penal offences in soccer game
- state the officials and their duties in soccer game
- identify the governing body of soccer game.
- highlight the benefits of soccer.

Rules of soccer game

- The game is divided into two halves of 45minutes each.
- A goal cannot be scored from a throw-in unless another player touches the ball.
- A player cannot be in off-side from a throw-in, corner kick or in his own half of the field.
- The two teams must wear different colour jerseys and the referee must also wear a special outfit.
- The goalkeeper can touch the ball with his/her hand within the penalty area only.
- A win is 3-point, draw is 1 point to the two team each while 0 (zero) is for the team that loss/defeated

Ball in and out of play

- Kick-off: following a goal by the opposing team, or to begin each period of play.
- Throw-in: when the ball has crossed the touchline; awarded to opposing team to that which last touched the ball.
- Goal kick: when the ball has wholly crossed the goal line without a goal having been scored and having last been touched by a player of the attacking team; awarded to defending team.
- Corner kick: when the ball has wholly crossed the goal line without a goal having been scored and having last been touched by a player of the defending team; awarded to attacking team.

- Indirect free kick: awarded to the opposing team following "non-penal" fouls, certain technical infringements, or when play is stopped to caution or dismiss an opponent without a specific foul having occurred. A goal may not be scored directly (without the ball first touching another player) from an indirect free kick.
- Direct free kick: awarded to fouled team following certain listed "penal" fouls. A goal may be scored directly from a direct free kick.
- Penalty kick: awarded to the fouled team following a foul usually punishable by a direct free kick but that has occurred within their opponent's penalty area.
- Dropped-ball: occurs when the referee has stopped play for any other reason, such as a serious injury to a player, interference by an external party, or a ball becoming defective.

THE NINE PENAL OFFENCES

- Jumping at an opponent.
- Charging an opponent in a dangerous manner
- Holding an opponent.
- Charging an opponent from behind.
- Handling the ball by the goalkeeper outside the penalty area.
- Tripping an opponent.
- Handling the ball with the hand in one's goal area other than the goalkeeper.
- Striking or attempting to strike an opponent.
- Charging the goalkeeper in the penalty area unless is obstructing an opponent.

BENEFITS OF A PLAYER AS A MEMBER OF THE SCHOOL/NATIONAL SOCCER TEAM

- The player gains more recognition.

- The player develops a sense of followership.
- The player develops a sense of nationalism.
- The player makes new friends outside his/her own school/country.
- The player develops a sense of leadership.
- The player experience greater exposure to different parts of the world.
- The player earns more money or gets financial rewards.

BENEFITS/OBJECTIVES OF THE WORLD CUP SOCCER COMPETITIONS

- It fosters international unity among participating nations.
- It boosts or enhances tourist attraction for host country.
- It provides opportunity for individuals to make new friends.
- It provides opportunity for sports men and women to represent their countries.
- It encourages the development of sports facilities in host country.
- It serves as means of livelihood for participants.
- It enables the individuals to appreciate the culture of other people.
- It establishes cooperation and friendship between people from different countries.

The officials in the game of soccer

The following officials control the game, they are:

- The referee or centre referee
- 1st Assistant referee
- 2nd Assistant referee
- The Match Commissioner.

Governing bodies

The recognised international governing body of football (and associated games, such as futsal and beach soccer) is FIFA. The FIFA headquarters are located in Zurich. Six regional confederations are associated with FIFA; these are:

- **Asia:** Asian Football Confederation (AFC)
- **Africa:** Confederation of African Football (CAF)
- **Europe:** Union of European Football Associations (UEFA)
- **North/Central America & Caribbean:** Confederation of North, Central American and Caribbean Association Football (CONCACAF)
- **Oceania:** Oceania Football Confederation (OFC)
- **South America:** Confederación Sudamericana de Fútbol/Confederação Sul-americana de Futebol (South American Football Confederation; CONMEBOL)

EVALUATION

Name five basic skills in soccer

- _____
- _____
- _____
- _____
- _____

- Name three benefits of playing soccer game

- _____
- _____
- _____

- Write out two officials in soccer game

- _____
- _____

Reading assignment: Read pages 35 -44 of Basic science and Technology Physical and Health Education for Junior Secondary School 1.



ALPHA CHOICE INNOVATIVE ACADEMY

(International Secondary School)

4/6 Richard Okoroike Close, Praise Hill Estate, Arepo, Ogun State.

GRADE 8

SECOND TERM, 2022/2023 SESSION

PHYSICAL AND HEALTH EDUCATION

MASTERNOTE

NAME: AWE, E.O

PHYSICAL AND HEALTH EDUCATION SECOND TERM SYNOPSIS

WEEKS

TOPICS.

- REVISION OF LAST TERM'S WORK/HISTORY OF TENNIS.
- 1/2 TENNIS
- 3 SCHOOL HEALTH PROGRAMME
- 4/5 GYMNASTICS
- 6 KARATE
- 7 CONTINUOUS ASSESSMENT
- 8/9 NON-COMMUNICABLE DISEASES.
- 10 SPORTS LAW.
- 11/12 REVISION/EXAMINATION.

WEEK 1

TENNIS

Objectives: At the end of the lesson, learners should be able to:

- narrate the history/origin of Tennis game
- mention the officials and their duties
- state the rules and regulations Tennis

It was revealed by facts that a form of Tennis was played in Greece, Rome, Egypt and in Persian Empires. The game became popular in France such that Tennis courts were built to encourage participation. The game became popular in England in 1873 as a result of Major Walter Clopton Winfield's introduction, a British army officer. Furthermore, in 1874, Miss Mary Outerbridge took the game to America when she learnt the game in Bermuda while on holiday. Tennis was formally called lawn tennis when the playing area was done on lawns only. The United States lawn tennis association was formed in 1881. Tennis is both an individual and dual game and a life time sport for male and female. The game is started with a serve from the right side of the imaginary extension. The game was introduced by missionaries in Nigeria. The Nigerian Tennis Federation was founded in 1905.

These competitions are attended by international and local players. A game played with rackets and a light ball by two players or two pairs of players on a rectangular court.

COURT DIMENSION

Tennis is played on a rectangular flat surface court. There are four main types of courts depending on the materials used for the court surface: [clay](#) courts, hard courts, [grass](#) courts and carpet courts. The dimensions of a tennis court are defined and regulated by the International Tennis Federation (ITF) governing body and are written down in the annual 'Rules of Tennis' document. The court is 23.78 meters long, 10.97 meters wide. Its width is 8.23 meters for singles matches and

TENNIS COURT



- It is a faulty return, if the receiver does not wait for a served ball to bounce before volleying the ball.
- It is a faulty return, if the ball is hit more than once to get it over the net i.e. double hit.
- It is a faulty return, if a player throws the racket and hits the ball.
- It is a faulty return, if a player strikes the ball before it has crossed the net.
- It is a faulty return, if the ball touches the player or anything he wears or carries (except the racket) while the ball is in play.

RULES AND REGULATIONS OF TENNIS

- The server should not step on the base line.
- The service is a fault if the server misses the ball in attempting to strike it.
- The server should not serve until the receiver is ready.
- The service is a let if the served ball touches the net and falls outside the service court.
- The server wins a point if the receiver fails to return the ball.
- The receiver wins a point if the server serves two consecutive faults.
- The maximum number of sets in a match shall be five.

OFFICIALS OF TENNIS

- THE REFEREE—He is in control of the tournament.
- THE UMPIRE---He is the official in charge of the match, He is responsible for the calling of scores.
- THE JUDGE---He assist the umpire.
- THE LINESMEN—they assist the umpire by indicating when the ball is out of play.
- The net court judge
- The ball boys

Evaluation Questions

State five nature of tennis game

i. _____

ii. _____

iii. _____

iv. _____

v. _____

List five skills in tennis game

vi. _____

vii. _____

viii. _____

ix. _____

x. _____

Reading Assignment

Read pages 28-34 of Basic science and Technology Physical and Health Education for Junior Secondary School 2.

Objectives: At the end of the lesson, learners should be able to:

- mention the facilities and equipment in Tennis
- mention the officials and their duties in Tennis
- state the skills and scoring system in Tennis
- highlight the terminologies in Tennis

FACILITIES AND EQUIPMENTS

- The playing courts
- The net
- The ball
- The racket
- The towel
- The canvas
- The T- shirt over white shorts or skirt

SKILLS OF TENNIS

- The grip (continental, eastern & western grip)
- The service
- The stance
- The foot works
- The forehand drive
- The backhand drive
- The volley

- The lob
- The smash
- The drop shot
- The smash





SCORING IN A GAME OF TENNIS

- No score - Love
- 1st point - 15
- 2nd point - 30

- 3rd point - 40
- 4th point - Game

TERMINOLOGIES IN TENNIS

- **Advantage-out:** a point won by the receiver after a deuce
- **Advantage-in:** the first point won by the server after a deuce in tennis game
- **Rally:** a series of shots in which both players are able to keep the ball in play
- **Let:** a served ball that touches the net and falls on the appropriate service court or when a foreign ball rolls onto the court interfering during a rally
- **Love:** a term used in scoring to mean zero or nothing
- **Ace:** a good service served so well that the receiver cannot return or a fast service that completely, eludes the receiver
- **Deuce:** an even score of 40-40 in tennis count
- **Volley:** a ball hit before it bounces

CONTROLLING BODY

- **International Tennis Federation (I.T.F)** with its headquarters in London
- **Confederation of African Tennis. (C.A.T)**
- **Nigerian Tennis Federation (N.T.F)** founded in 1905.

Evaluation Questions

Name two facilities used to play tennis game

i. _____

ii. _____

List three equipment used to play tennis game

iii. _____

iv. _____

v. _____

Mention five terminologies in tennis game

vi. _____

vii. _____

viii. _____

ix. _____

x. _____

- Mention the officials and their duties in Tennis
- State the skills and scoring system in Tennis
- Highlight the terminologies in Tennis

Reading Assignment

Read pages 28-34 of Basic science and Technology Physical and Health Education for Junior Secondary School 2.

Objectives: At the end of the lesson, learners should be able to:

- define school health program
- mention those involve in school health program
- state the components of school health program
- mention the desirable health habits

MEANING: School health program is defined as a program of health activities designed and executed in order to improve on the health status of the school child and staff.

School health program can be defined as the health activities for the child and staff for the benefit of both with the purpose of promoting teaching and learning. It can equally be defined as all health practice and services available in the school to promote the health of the students and the staff of the school.

The following people are involved in school health program:

- The teachers
- The school doctors
- The school nurses
- The principal/ Co-Ordinator
- The health counsellors
- Others (Janitors).

COMPONENTS OF SCHOOL HEALTH PROGRAMME

--

SCHOOL HEALTH PROGRAMME

SCHOOL HEALTH INSTRUCTION	SCHOOL HEALTH SERVICES	HEALTHFUL SCHOOL ENVIRONMENT	SCHOOL COMMUNITY RELATIONSHIP
--	---------------------------------------	---	--

- **SCHOOL HEALTH INSTRUCTION:** This aspect deals with the provision of knowledge, health attitude and practices to the students.
- **SCHOOL HEALTH SERVICE:** This concerned the provision of health services in the school for the well-being of the child and staff. It involves provision of emergency care, protection from communicable diseases, counseling and child's health assessment.

A school health program activity includes:

- Communicating scientific health information in a manner understandable to the learner so that it may yield the anticipated health actions or habits.
- Developing favourable health attitudes and encouraging positive response towards health interventions.
- Helping to promote voluntary health habits based on values attached to health as a way of life among the health consumers.
- **HEALTHFUL SCHOOL ENVIRONMENT:** This aspect involves the provision of a clean physical environment and healthy human interaction between the school staff and students.
- **SCHOOL COMMUNITY RELATIONSHIP:** This deals with relating school health as an aspect of community health. It is aimed at relating school health problems to that of the community for the good of the child, parents and the school.

Community health is concern with all the scientific measures for improving the quality of life so that people may enjoy long life and maximal productivity to the best of their abilities. The measures include protective and promoting services made available to the people in the form of preventive, curative and rehabilitative health program. They also include the provision of health-related facilities in the community such as portable water supply, sanitary disposal of refusal and excreta; prevention of pollution of water, food, and air etc.

In order to maintain good health, and live a useful life, we must observe certain health habits, which many people ignore, in their daily lives. These are:

- Taking bath everyday
- Brushing of teeth regularly
- Taking care of hair, ear, eyes, tongue, mouth and nose
- Eating balanced diet
- Having adequate rest, sleep and relaxation
- Exercising the body regularly
- Avoiding over work and fatigue
- Wearing clean clothes and shoes
- Avoiding indiscriminate use of drugs, self-medication and drug abuse
- Ensuring periodic medical check-up
- Maintaining personal cleanliness of the body
- Evacuating the bowels daily to avoid constipation
- Hands should be washed before and after meals and also after attending toilets
- Ensuring that meals are taken at regular times

Evaluation Questions

i. Define health according to W.H.O

ii. What is school health programme?

Mention four people involved in school health programme

iii. _____

iv. _____

v. _____

vi. _____

Name four importance of school health programme

vii. _____

viii. _____

ix. _____

x. _____

Reading Assignment

Read pages 38-40 of Basic science and Technology Physical and Health Education for Junior Secondary School 2.

WEEK 4

GYMNASTICS

Objectives: At the end of the lesson, learners should be able to:

- define gymnastics
- explain the nature of gymnastic
- highlight examples of stunt activities
- differentiate between tumbling and rope activities
- state the equipment used in gymnastics

The word gymnastics Means "naked art", whose meaning is "to train naked", "training in gymnastic exercise", generally "means, to exercise". The verb had this meaning, because athletes in ancient times exercised and competed without clothing.

Gymnastics is a sport involving the performance of exercises requiring physical strength, flexibility, power, agility, coordination, balance and control.

Internationally, all of the competitive gymnastic sports are governed by the Fédération Internationale de Gymnastique (FIG). Each country has its own governing body (BIW) affiliated to FIG. Competitive artistic gymnastics is the best known of the gymnastic sports. It typically involves the women's events of uneven bars, balance beam, floor exercise, and vault. Men's events are floor exercise, pommel horse, rings, vault, parallel bars, and high bar. Gymnastics evolved from exercises used by the ancient Greeks that included skills for mounting and dismounting a horse, and from circus performance skills.

Other gymnastic disciplines include: rhythmic gymnastics, trampoline, Team Gym, tumbling, aerobic gymnastics and acrobatic gymnastics. Participants can include children as young as 20 months old doing kinder gym and children's gymnastics, recreational gymnasts of ages 5 and up, competitive gymnasts at varying levels of skill, and world class athletes.

THE PIONEERS OF GYMNASTICS

The originator of modern gymnastics is – Friedrich Ludwig Jahn (1778–1852). A German physical educationist. He invented many gymnastics equipment, such as horizontal bar, horse and parallel bars. He was nicknamed the Father of modern gymnastics. He created exercises for boys and young men on apparatus they had designed that ultimately led to what is considered modern gymnastics. Notable other pioneers that contribute to the growth of modern gymnastics are:-

Johann Friedrich GutsMuths (1759–1839) was known as the great grand Father of gymnastics and he introduced gymnastics into the Prussian schools.

Johann Basedo [HYPERLINK](#)

["http://en.wikipedia.org/wiki/Friedrich_Ludwig_Jahn"](http://en.wikipedia.org/wiki/Friedrich_Ludwig_Jahn) [w HYPERLINK](#)

"[http://en.wikipedia.org/wiki/Friedrich Ludwig Jahn](http://en.wikipedia.org/wiki/Friedrich_Ludwig_Jahn)" (1723– 1790) of Germany added gymnastics to the program of instruction in his school in 1776.

Adolf Spiess (1810–1858) was responsible for introducing gymnastics into the schools in Switzerland.

Perr Ling (1776–1839) of Sweden was the first to appreciate the corrective values of gymnastics. He invented some equipment like vaulting box, and the stall bars.

The Federation of International Gymnastics (FIG) was founded in Liege in 1881. By the end of the nineteenth century, men's gymnastics competition was popular enough to be included in the first "modern" Olympic Games in 1896. The women gymnastics were introduced in 1928.

NATURE OF GYMNASTICS

The performance commences when the gymnast raises his hand to indicate **readiness and** when he raises the two hands to signal end of the performance. The grading is done according to how complex the events and activities are.

EQUIPMENT

- The pommel horse
- The vaulting horse
- The long horse
- The spring board
- The parallel bars
- The still ring
- The beam
- The buck
- The horizontal bars
- The uneven parallel bars
- The medicine ball

- The mats / trampoline

SCOPE OF GYMNASTICS

- **Stunts (individual) Examples are: -**

- The rabbit jump
- The frog jump
- The cat spring
- The duck walk
- The cycling in the air
- The sit ups
- The push ups
- The trunk curl

- **Stunt with partner**

- The cork fight
- The duck fight
- The rocking chair
- The wheel barrow
- The leg wrestling
- The fireman's lift

- **TUMBLING** performance without apparatus, they include: -

- Forward roll
- Backward roll
- Side roll

- Drive forward roll
- Tip up
- Head stand
- Hand stand
- Cartwheel
- **ACTIVITIES ON ROPES**
- Climbing using hands only
- Swinging on ropes
- Hanging
- Crossed leg climbing
- Standing on the rope
- Making fast on the rope
- **VAULTING EXERCISES OR ACTIVITIES ON BEAM AND HORSE**
- Face vault
- Scissors vault
- Side vault
- Through vault
- Thief vault
- Pole vault
- Astride vault
- Horizontal Astride vault
- Square vault
- Over swing vault

Artistic gymnastics is usually divided into Men's and Women's Gymnastics. *Men compete on **six events**:*

- Floor Exercise
- Pommel Horse
- Still Rings
- Vault
- Parallel Bars
- and High Bar

*While women compete on **four**:*

- Vault
- Uneven Bars
- Balance Beam
- Floor Exercise.

ARTISTIC EVENTS FOR WOMEN



Vault



Uneven bars

Balance Beam

Floor Activity



ARTISTIC EVENTS FOR MEN



Pommel horse

Rhythmic Gymnastics

Hoop activity



Ball apparatus

Evaluation Questions

i. Define the term gymnastics?

ii. What is a gymnasium?

iii. Who is a gymnast?

List four examples of gymnastic activities

iv. _____

v. _____

vi. _____

vii. _____

Name two types of gymnastic

viii. _____

ix. _____

x. Another name for gymnastic is _____

ASSIGNMENT

Find out and highlight **five** values of gymnastics

Reading Assignment

Read pages 128-136 of Basic science and Technology Physical and Health Education for Junior Secondary School 2.

WEEK: 5 KARATE

Objectives: At the end of the lesson, learners should be able to:

- Explain the nature of karate
- Discuss the importance of Karate
- State the skills in karate
- State the rules in karate

Karate is a competitive combat sport as it involves practical empty-handed techniques, physical and mental training.

THE IMPORTANCE OF KARATE

- It helps to instill discipline.

- It improves body building.
- It assists in building stamina.
- It is used for self-defense.
- It creates fun, enjoyment and entertainment.
- It improves the efficient functioning of the body organs.
- It develops people physically and mentally.

SKILLS IN KARATE

- The throwing/take down
- The striking
- The choking
- The ground fighting

KARATE DRESS

The contestant must wear a white karate-gi with a coloured belt, indicating the formal grade they have trained or reached.

They are not allowed to use badges or metallic objects. However, protective or safety devices may only be used if permitted by the judges.

DURATION

A match normally lasts for 2minutes, but this could be extended to 3-5minutes. Stoppages for injury are not included in the match. The time-keeper signals with a gong at the end of the match and 30seconds before the end of the match.

STOPPING THE MATCH

If the referee sees an ippon scored, he signals “soremade” and the contestant return to the starting lines. The referee returns to his position, raises his left or right hand to indicate the winner and calls out the scoring technique used.

The contestants bow to each other and the match ends.

SCORING

Scoring in karate is by using recognized competition karate techniques in good form and on the permitted scoring area on the opponent’s body. Actual physical body contact is not allowed and with good form, good attitude, strong vigor, proper timing and correct distancing.

Waza-ari (half point) is awarded for a blow that is less correct but still effective e.g.

- If the blow is slightly off target.
- If the blow delivered from an unstable position.
- If the opponent is moving away from the blow

RULES IN KARATE

- Dangerous weapon is not allowed
- A knockout can be awarded.
- Hitting below the belt is a foul.
- Referee's decision is final.
- Head butting is illegal or forbidden.
- Dipping fingers into the eyes of the opponent is not allowed.
- Dancing or running around in the fighting arena is forbidden.
- Sharp nails should be cut before the contest begins.

- **OFFICIALS IN KARATE**

- The Referee
- The Judges – they are four in all.
- The Arbitrator, seated to one side of the match arena.
- The Time-keepers.
- The Recorders.
- The Administrators.

Evaluation Question

- Explain the nature of karate

2. Highlight the importance of karate
3. State the skills in karate
4. Mention the rules in karate
5. Discuss the scoring system in karate

ASSIGNMENT

Discuss the scoring and stopping in karate

Reading Assignment

Read pages 102-106 of Basic science and Technology Physical and Health Education for Junior Secondary School 2.

WEEK: 7 NON-COMMUNICABLE DISEASES

Objectives: At the end of the lesson, learners should be able to:

- Explain the meaning of disease
- State the causative agents of diseases

- Explain the nature of communicable and non-communication diseases
- State ways of preventing non communicable diseases

Disease: means illness or disorder of the body or mind. The agents causing diseases are called **Pathogens**. The science and the study of disease is called **Pathology**.

PATHOGENS OR DISEASE CAUSATIVE AGENTS

- Viruses
- Rickettsia
- Bacteria
- Spirochetes
- Fungi
- Protozoa
- Worms

Diseases: can be grouped into two:

- Communicable diseases
- Non communicable diseases

Non-Communicable diseases (NCD): are diseases that cannot be transmitted from one person to another. They are diseases resulting from lifestyle, radiation, improper diet, smoking, drinking alcoholic products excessively and heredity but are never caused by germs, bacteria, or other living organisms that attack the body.

COMMON NON-COMMUNICABLE DISEASES

DISEASES	CAUSES
-----------------	---------------

Rheumatism, heart attack, epileptic fits, stroke, migraines, cataract, cancer	Physiological failures of the tissues
Cough from smoke, stomach ulcer, alcoholism, allergies, asthma	Chemical or atomic fall outs
Marasmus, pellagra, anemia, goiter, kwashiorkor, cirrhosis	Malnutrition, dietary imbalance
Hare-lip, crossed eye, epilepsy, retarded brain, birthmark, and other deformities	Congenial problem or heredity
Paranoia, anxiety, neurosis, schizophrenia, phobias, psychosis, hypochondria	Brain damage or emotional disturbance.

PREVENTION OF NON-COMMUNICABLE DISEASES

- Eat balance diet.
- Avoid over-working self.
- Engage in physical exercise.
- Live a healthy life.
- Have regular medical check-up.
- Maintain personal cleanliness.
- Go for blood test to discover any illness or diseases.
- Avoid a dusty environment.
- Avoid careless lifestyle.

DIFFERENCES BETWEEN COMMUNICABLE AND NON-COMMUNICABLE DISEASES

COMMUNICABLE DISEASES	NON-COMMUNICABLE DISEASES
<ul style="list-style-type: none">• It is non-hereditary	It is hereditary
<ul style="list-style-type: none">• It develops faster in the body	It takes a longer time to develop in the body
<ul style="list-style-type: none">• It is transferred from one person to another person	It cannot be transferred by personal contact
<ul style="list-style-type: none">• It involves complete invasion of the body	It does not involve complete invasion of the body

Evaluation Question

Define a disease.

- What are non-communicable disease?

- Highlight five causative agents

- _____
- _____
- _____
- _____
- _____

- Name three ways of preventing non-communicable diseases.

- _____

- _____
- _____

ASSIGNMENT

Differentiate between communicable and non-communicable diseases with examples.

Reading Assignment

Read pages 44-51 of Basic science and Technology Physical and Health Education for Junior Secondary School 2.

WEEK: 8 SPORTS LAW

Objectives: At the end of the lesson, learners should be able to:

- *Itemize and describe the following terminologies in sports law: -*

- Tort
- Negligence
- Legal liability
- Assault in sports
- Outline the safety precautions to avoid legal liability.

Physical Education has a lot of professional hazards, so it can be regarded as one of the riskiest professions. Physical Educators should be knowledgeable about many liability cases that have to do with sports organizations e.g. tort, negligence, legal liabilities, and assault in sports. Therefore, in any situation, be it in the classroom or the playground or on a class visitation, the teacher is responsible for the welfare and safety of his pupils and students.

TORT: This is defined as a legal wrong resulting in direct or indirect injury to another individual or to property. A tortuous act is a wrongful act and damages that can be claimed through court action.

NEGLIGENCE: This is a legal concept in the common legal system usually used to achieve compensation for injuries (not accidents).

LEGAL LIABILITY: Legal means connected with, in accordance with, authorized or required by law. While liability means the state of being liable, that is responsible according to law. The issue at stake is between the physical education teacher, the child, the parents and the court. The law is at middle to mediate in case of anyone while performance falls short of expectation.

ASSAULT IN SPORTS:

It occurs when a person commits the offence of assault to an opponent or official. The following constitutes assault in sports;

- Purposely causing reasonable apprehension of bodily injuries in sports

- Knowingly making physical contact of an insulting or provoking nature with an official
- Purposely causing bodily injury to an official
- Negligently causing bodily injury to an official with weapon.

SAFETY PRECATIONS TO AVOID LEGAL LIABILITY

- Do not leave students in the playground without supervision.
- Clear all playgrounds of dangerous objects/materials
- Inspect the facilities and equipment on regular basis.
- Know the health status of your students.
- Keep accurate records of all accidents.
- Conduct health examinations of the students before involving them in physical activities.
- Provides an immediate treatment for injured player/athlete.
- Provides necessary support in the activities needing it.

Evaluation Questions

❖ What are sport laws?

❖ List three sports' laws

❖ _____

❖ _____

❖ _____

- ❖ Define the following terms:
- ❖ Tort: _____
- ❖ Negligence: _____
- ❖ Liability: _____

- ❖ Outline the safety precautions to avoid legal liability.

ASSIGNMENT

Write briefly on legal liability in sports

Reading Assignment

Read pages 10-13 of Basic science and Technology Physical and Health Education for Junior Secondary School 2.

WEEK: 11 SPORTS AND SOCIETY

Objectives: At the end of the lesson, learners should be able to:

- Identify the meaning of sports and society
- Outline the values and functions of sports in the society
- Highlight and explain how sports can be used to control youth's restiveness

SPORTS: This has been identified as part of the society in the sense that it provides opportunity for interactions. Sports play a very vital role in society. Sport has become a major part of modern society with influence being felt in all area of life to the extent that it has become a cohesive force and symbol of national unity. Most governments in the world seek legitimacy through sport, these accounts for the reason why extensive support is given to sport by many governments.

SOCIETY: Can be seen as a group of or a nation living together in an organized community. An individual is in communication or making contacts with others. That individual is an interacting member of the social order.

VALUES AND FUNCTIONS OF SPORTS IN THE SOCIETY

- It is used to reduce tension
- It is used to divert aggressive behaviour to an object instead of towards a friend or fellowman
- It serves as an avenue to unite various ethnic groups
- It boosts the economy of the country that is awarded a hosting of an international competition via the tourism centers and hotel industry
- It is used to create excitement, amusement, fun, enjoyment, strength, and physical fitness
- It is used to as a desire to compete with others and defends oneself, tribe and country
- It is used for both economic and political gains
- Countries use sport as a legitimate instrument of foreign policy and a medium of showing countries mood towards another
- It serves as a cohesive agent to bring about unity and national awareness

- It serves as an avenue to improve health and physical fitness level
- It serves as a means of livelihood and offers career opportunities
- It serves as a safety valves to dissipate excess energy, tension and hostile feeling in a socially acceptable manner.

SPORTS CAN CONTROL YOUTHS RESTIVENESS

- Sports as a social control can either be internal or external. As an internal social control, sports would make it possible for individuals to realize that some behaviour is wrong and unacceptable in the society. (Crime and drug abuse).
- Sports as an external social control would provide the opportunity for punishments or rewards designed to control behaviour, when individuals exhibit acceptable behaviour, they become part of them and these behaviour are carried to other areas of life in the society, thus becoming a character.

Evaluation Questions

- Identify the link between sports and society
- Itemize five value and functions of sports in the society

ASSIGNMENT

Describe extensively how sports can control youth's restiveness?

Reading Assignment

Read pages 148-149 of Basic science and Technology Physical and Health Education for Junior Secondary School 2.



ALPHA CHOICE INNOVATIVE ACADEMY

(International Secondary School)

4/6 Richard Okoroike Close, Praise Hill Estate, Arepo, Ogun State.

GRADE 9

SECOND TERM, 2022/2023 SESSION

PHYSICAL AND HEALTH EDUCATION

MASTERNOTE

NAME: _AWE, E.O______

WEEK	TOPIC
1	National competitions
2	International Competitions.
3	First Aid.
4	Common Sports Injuries
5	Nutrition in sports
6	Handball
7	Mid-term break
8	Practical demonstration
9	Skeletal system

10 Joint and Articulation.

11/12 Revision and examination

Week 1 & 2 NATIONAL AND INTERNATIONAL COMPETITIONS

Objectives: At the end of the lesson, students should be able to:

- narrate the history of athletics in Nigeria
- state the national sports competitions in Nigeria
- itemize the importance of national competitions
- identify problems of the national sports festivals

HISTORY OF ATHLETICS IN NIGERIA

The first athletics meet took place at St. Andrews College, Oyo, and Baptist College Ogbomosho, Wesley College, Ibadan and CMS Grammar School, Oshogbo. In 1932, there was a competition for shield between schools and colleges in western part of the country. The competition was named REVERED FATHER FISHER.

Athletics by this period had been established in all levels in the whole of Nigeria. There was also adult and club competition mostly athletics competition was held in schools. In 1944, an important date was recorded in the history of athletics in Nigeria

where Athletics Federation of Nigeria (AFN) was formed by Captain Hooley and UPV Powell. At this time, Athletics was no longer new to Nigeria there were Inter-house, and Inter-collegiate competitions in the country, most athletes were either from Lagos or Ibadan. This was organized to get all secondary school leavers together to take part in the athletics competition.

NIGERIA OLYMPIC GAMES PARTICIPATION

The Olympic games of 1958 was a great importance to Nigeria. It was held in London (Britain) and it was important to Nigeria, in two ways: -

A handful of Nigeria athletes were sent to take part and to gain experience, since commonwealth games was pre-Olympics games. People like Jolaoso, Oluwas, Kadiri went to Great Britain to participate in Olympics. Adedoyin, a Nigerian from Sagamu who was a medical student took part in high jump and his performance spurred Nigeria to action and a revolution set in.

In 1950, another group of athletes from Nigeria went to New Zealand to take part in the Commonwealth games.

Nigeria first participated in Olympic games in 1952 at Helsinki Finland led by U.P.V. Powell. Since then Nigeria has attained a high level of development in sports and games.

NATIONAL SPORTS FESTIVAL

The national sports festivals are the various competitions held in Nigeria in a bid to promote participations in sports competitions between schools of the federations at different categories and the states in Nigeria. The idea of state and National sports festival was first introduced in the former East Central State of Nigeria by a Nigeria Sports Organizer called ***"Jerry Enyeazu"*** after his visit to East Germany where he watched a sports festival called ***"Spartakiade"***. He organized the first state sports festival in 1972. This first state festival paved the way for the first National Festival

in Lagos in 1973. All the 12 states then took part and Midwest state took first. Lagos State second and East Central State took third.

The purpose of State and National Sports festivals is to create ways for identifying athletes that will represent the nation at international competitions, and create unity and friendship among the various groups in Nigeria. There are about two hundred and fifty (250) groups in Nigeria. Both state and National sports festivals are to be biennial events i.e. two years interval.

Objectives of sport festival

- To provide avenues for youths to excel in their chosen sport
- To promote physical fitness through sports among Nigerians
- It serves as forum for the selection of athletes for international competitions
- To promote and foster unity among the federation
- To promote cultural exchange, inter-tribal marriages and friendship

Schools sports competitions

Two schools' sports laid the foundation for the current sports competitions among post-primary institutions in Nigeria. The first was the – ***Hussey Shield Competition*** which was organized for Secondary Grammar Schools and the ***Lady Manuwa Cup Competition*** organized for boys and girls in Secondary Schools. The two competitions were active until the founding of the Nigeria Schools sports federation (NSSF)

NSSF was formed in 1976 during the All Secondary Schools Games held in Enugu, Anambra State. (now Enugu State) NSSF is responsible for the organization of the following games.

- All Secondary Schools Games
- Teachers' Colleges Games
- Technical Colleges Games

OBJECTIVES OF NSSF

- To train young athletes that will represent the country at international competitions
- To promote physical fitness among the youths

- To promote socio-cultural, political-economic and religions understanding among youths of the country.
- To provide avenues for youths to exhibit their sporting talents.
- To foster unity among the youths of the nation
- To encourage inter-tribal friendship

PROBLEMS OF THE NATIONAL SPORTS FESTIVAL

- Lack of administrative ability by the officials
- Inadequate funding
- Inadequate facilities and equipment
- Constant breaks in rules and regulations by competitors and officials.

NIGERIA UNIVERSITIES GAMES (NUGA)

The first NUGA was held at University of Ibadan in 1966. It is a biennial event in which all the Universities in the country are members. The games cover a wide range of sports and games which include newly introduced games such as Judo, chess, Taekwondo, NUGA is affiliated to many international sporting associations such as FASU, WAUG and World Universities games.

OBJECTIVES OF NUGA

- To promote physical fitness among university students
- To select national sportsmen and women
- To select athletes that will respect the country at international competitions
- To promote and foster unity among university students
- To develop skills and new techniques in the various games and sports.

NATIONALLY AND INTERNATIONALLY ORGANIZED COMPETITIONS

NAME OF COMPETITION

INSTITUTION INVOLVED

NUGA

Nigeria Universities Games

NICEGA

Nigeria Colleges of Education Games

NIPOGA

Nigeria Polytechnic and Colleges of

FASU	Technology Game Federation of all African University Students Games
FISU	Federation of International Student Union Games
WAUG	West African Universities Games

EVALUATION QUESTIONS

- What is a competition?
- What are national competitions?
- State five national sports competitions in Nigeria
- _____
- _____
- _____
- _____
- _____
- Itemize three importance of national competitions
- _____
- _____
- _____

Week: 3**INTERNATIONAL COMPETITIONS**

Objectives: At the end of the lesson, learners should be able to:

- define international sports competitions
- itemize the importance of international competitions
- explain the significance of the Olympic flag
- state the objectives of Olympic games

International competitions are competitions that are participated in by countries either in a continent, between continents or in the whole world.

WEST AFRICAN UNIVERSITIES GAME (WAUG)

WAUG was formed in March 1964 to cater for the organization of competitions for universities in all the nations in West Africa sub-region. University of Ibadan, Nigeria premier university blazed the trail when she organized the first WAUG which was attended by nine universities of West African Countries. The games are held every four years and have witnessed an increase in number of participating universities over the years.

OBJECTIVES OF WAUG

- To foster unity among university students of the sub-region
- To boost the image of participating universities
- To provide avenues for cultural exchange
- To promote physical fitness among the students

Other International competitions

- All- Africa Games
- Commonwealth games
- Olympic games
- Federation of All-African University Students Game (**FASU**)
- Federation of International Students Union Games (**FISU**)

Objectives of the All – Africa Games

- It improves the standard of sports among member country
- It allows all participants to display their skills and athletic ability
- It helps to promote unity in sporting activities between African country
- It helps to fight against injustice and racial discrimination
- It helps to protect African interests in international sports
- It helps to include Africa sports into the world of sports.
- It helps to promote the economic and political relationship among member country.

Rules for participants in All-African Games

- Participants should be citizens of Africa by birth or nationalisation
- There should be zonal elimination in all team sports
- The host country team qualifies in all events as they are exempted from the preliminary stages/ rounds

- All games are to be conducted a year before the Olympics

Objectives of the Olympics games

- It helps to promote international peace and unity among the warring city states through sports.
- It helps to provide a major force of cultural exchange of the city states.
- It helps to provide opportunity for fun and enjoyment
- It brings athletes from different countries together to share knowledge of common interest.
- It appreciates the aesthetic values of Olympics events
- It helps each country of the world to display their cultural background to the outside world
- It enables all participants to display their skills, talents and athletic ability
- Sports is used to social injustice and racial segregation or discrimination

The Olympics Flag

The first Olympic flag appeared in 1920 in Antwerp, Belgium. It has five rings whose colours are Blue, Yellow, Green, Black and Red with a white background. These are the prime colours

THE RINGS: The five rings represent the five major continents of the world: - Europe, Africa, Australia, Asia and North and South America. It simply means friendship between nations of the world. Every

member nation has one of the colours in her National flag e.g.
Nigeria has green colour with white background.

EVALUATION QUESTIONS

- Define international sports competitions
- Itemize five importance of international competitions
- _____
- _____
- _____
- _____
- _____
- How many colours are on the Olympic flag?
- State five objectives of Olympic games
- _____
- _____
- _____

WEEK: 4

FIRST AID

Objectives: At the end of the lesson, learners should be able to:

- define first aid
- state the importance of first aid

- list the contents of a first aid box
- mention the qualities of a good first aider
- define safety education

Definition of First aid— First aid is the temporary care given to an injured person who falls sick before he is taken to the hospital. It can also be defined as an immediate treatment given to an injured person or in case of sudden illness using, the facilities available and given at the time before the arrival of the doctor.

The person who renders such aid/assistance is called a FIRST AIDER

IMPORTANCE OF FIRST AID

- To save life
- To prevent the condition from becoming worse
- To reduce or relieve pain
- To arrest bleeding
- To bring about recovery of the casualty
- To assist the doctor with information

A FIRST AID BOX: Is a bag/box that contains all the kits/materials that are needed for first aid/emergency.

CONTENTS OF A FIRST AID BOX

- A pair of scissors
- Cotton wool for dressing wound
- Iodine for cuts
- Bandage
- Plaster
- Triangular bandage
- Splint
- Analgesic: - Paracetamol
- Boiled water
- Gauze Bandage

- Safety pins
- Spirit
- Razor Blade
- Disinfectants: - T.C.P, Izal, Dettol
- Record book or treatment book
- Potassium Permanganate
- Forceps
- Gentian Violet
- Embrocation
- Hydrogen Peroxide

GENERAL PRINCIPLES OF FIRST-AID

- Remove the victim from point of danger
- Stop bleeding, if any
- Re assure the victim or give words of encouragement
- Ensure that there is no further danger to the victim and to yourself as a first-aider
- Immobilize all fractures
- Do not allow the victim to see his/her blood
- Avoid over-crowding around the victim
- Always handle the victim gently and carefully at all times
- Do not allow the victim to move about unnecessarily until you can determine the seriousness of the injury.
- Treat the victim on the spot, if the need arises.
- Ensure that the dressing materials used to cover the cut or deep wound are clean

QUALITIES OF A GOOD FIRST AIDER

A good first aider:

- 1) Should be a good observer

- 2) Should be resourceful
- 3) Should be knowledgeable
- 4) Should be faithful and gentle
- 5) Should be sympathetic without being emotional
- 6) Should be confident
- 7) Should be able to make decisions.
- 8) Should be physically fit.
- 9) Should be cheerful
- 10) Should be fast in thinking

SAFETY: This is a state of not being involved in an accident. It is a state of being certain that adverse effect will not be caused by some agent under defined conditions.

Safety Education: this is the process of acquiring the knowledge that will help an individual to live a safe life.

EVALUATION QUESTIONS

- 1) Define first aid
- 2) List five importance of first aid

- 3) Define safety
- 4) Define safety education.

- 5) Name five content of a first aid box
- 6) State three qualities of a good first aider

Week 5

COMMON SPORTS INJURIES

Objectives: At the end of the lesson, learners should be able to:

- i. define injury
- ii. explain factors that can cause injury
- iii. itemize the precautions to be taken in avoiding sports injuries
- iv. state the common sports injuries

Injury is a damage to any part of the body that may allow the escape of blood as a result of accident.

Injuries are caused by two major elements:

- The human/man-made elements
- The natural or environmental elements

THE HUMAN ELEMENTS

These are due to human behaviours such as:- ignorance, risk taking, carelessness, over-confidence, in-adequate warm-up, miscalculation, disregard to safety rules,

drunkenness, effects of drugs, mistakes, and faulty judgment. It is otherwise known as avoidable or man-made accident.

THE NATURAL OR ENVIRONMENTAL ELEMENTS:

These are brought about by nature; as a result, they are difficult to control e.g cyclone, flood, tornado, hurricane, earthquake, landslide, volcanic eruption, heavy rain, thunder-storm, tidal waves etc. However, human elements sometimes aid natural factors. It is otherwise known as unavoidable accident.

Factors that can cause injuries during sports

- Carelessness
- Fatigue/tiredness
- Poor lighting/poor visibility in activity area
- Lack of skills/lack of knowledge
- Unsafe physical environment/hazard
- Faulty equipment/apparatus/inappropriate costume
- Lack of instruction/negligence
- Effects of drugs e.g alcohol

SAFETY IN RELATION TO SPORTS

These are preventive measures against accidents/injuries during sporting activities.

WHAT IS SAFETY

Safety can be defined as “freedom from hazards.” Freedom from hazards can only be achieved if these hazards are identified and removed.

PRECAUTIONARY MEASURES AGAINST ACCIDENTS

To avoid accidents and minimize injuries, these precautions must be taken among others.

- Be knowledgeable of what to do
- Try to be accident conscious by removing all hazards from immediate environment.
- Have adequate warm-up before performing
- Follow the coaching points
- Never expose self to dangerous environment

- Proceed from simple to complex activities
- Be sure of spotter before performing
- Always wear the correct costumes (sports wears)
- Inspect your equipment and be sure they are not faulty
- Perform activities within one's ability/capability
- Activities should stop when fatigue sets in (when tired)
- Avoid prolonged activities (too long exercise)
- Correct matching of partners (same weight and height)
- Playing area should be properly lighted
- Avoid the use of ornaments e.g. rings, neck chain, ear-rings.

SPORT INJURIES

Sports injuries are the injuries that occur during participation in sports and games due to accident.

Common sports injuries

Accidents during sports can lead to injuries such as:

- Wounds
- Dislocation
- Sprain
- Strain
- Fracture
- Drowning
- Muscles cramp and
- Bleeding or hemorrhage

DESCRIPTION OF COMMON SPORTS INJURIES

WOUNDS

WHAT IS WOUND

A wound is a cut on the skin that allows the escape of blood

Types of wound

There are about six types of wound, they include;

- Bruises or contusion

- Abrasion or matburn
- Incise wound
- Lacerated wound
- Punctured wound
- Avulsion/avulsive wound

BRUISES OR CONTUSION

A bruise occurs when the body is hit against a hard object and a lump is formed under the skin. The lump contains escaped blood from crushed capillaries

ASSISTANCE

- Apply cold compress-massage
- Arrest bleeding by applying pressure to the part
- Seek medical attention

ABRASION OR MATBURN

Abrasion occurs when the skin is rubbed against hard object and a portion on the surface of the skin is scrapped (removed)

ASSISTANCE

- Clean the surface with antiseptics
- Apply iodine
- Cover with sterile gauze
- Seek medical attention

INCISED WOUND

Incised wound occurs when a sharp object like knife, cutlass, glass, cuts deep into the body tissue. Bleeding is profuse but it heals quickly if properly handled.

ASSISTANCE

- Wash with antiseptics
- Control bleeding
- Cover with sterile bandage
- Seek medical attention

LACERATED WOUND

Lacerated wound occurs when sharp and irregular object like saw cuts deep into the skin. The cut looks rough and irregular. There may be less bleeding but healing is slow.

ASSISTANCE

- Arrest bleeding
- Clean with antiseptics
- Cover with sterile cotton
- Seek medical attention

PUNCTURED WOUND

Punctured wound occurs when pin-pointed object makes a deep hole in the tissue of the body. It is caused by objects such as nail, needle, spike, javelin, arrow, pin etc. there is little or no bleeding but inner organ may be damaged

ASSISTANCE

- Arrest bleeding
- Do not attempt to remove the object
- Seek medical attention

AVULSION

An avulsion wound occurs when tissues are torn away from the body, this is usually caused by gun shots/bullets from gun which is characterized by having a small inlet and elaborate outlet. It can occur during shooting game

ASSISTANCE

- Arrest bleeding
- Seek medical attention and
- If possible, take along the torn flesh

SPRAIN

A sprain occurs as a result of over stretching or over twisting of the ligament of a joint. Common sites of sprain are – knee joint, elbow joint, ankle joint, and wrist joint.

ASSISTANCE

- Rest the affected joint

- Cold compress dressing
- Crepe support
- Immobilize the joint (don't move)
- Seek medical attention

STRAIN

A strain is an injury to the muscle. It occurs in the muscle when a group of muscles is over-stretched, the fibers may tear thereby causing an internal bleeding.

Causes

- Lifting of heavy weight
- Forceful stretching of the muscle
- Action of antagonizing muscles (opposite muscle)
- Over-stretching of muscle
- Lack of adequate warm-up before activity

Muscles mostly affected

- Hamstring muscles
- Quadriceps muscles
- Triceps extensors

ASSISTANCE

- Position the victim comfortably
- Apply a cold compress
- Bandage the affected part
- Seek medical attention

DIFFERENCES BETWEEN A SPRAIN AND A STRAIN

- Sprain occurs in the joint while strain occurs in the muscle
- In sprain, the ligament is either over-stretched or turned while in strain, the muscle fibers are either over-stretched or turned.

DISLOCATION

Dislocation is the displacement of one or more bone ends at a joint as a result of injury to the joint. Common sites of dislocation are – elbow, shoulder, ankle, hip, wrist, toe, and finger joints.

ASSISTANCE

- Bandage the affected joint
- Rub with cold compress
- Never attempt to put back the bones
- Seek medical attention.

FRACTURE

Fracture is a break in the bone of the body. It may be simple or complicated otherwise called compound

DIFFERENCES BETWEEN SIMPLE AND COMPOUND FRACTURES

- In a simple fracture, a bone is only broken
- While in a compound fracture, a broken bone pierces (cuts) the skin or tissue

TYPES OF FRACTURE

GREENSTICK FRACTURE

This is the type of fracture which occurs in children. It is an incomplete break in which a side is intact and no tissue is damaged.

SIMPLE FRACTURE

This is the type of fracture where the bone breaks without touching the tissue or skin.

COMPOUND OR COMPLICATED FRACTURE

It is a situation where the broken ends of the bone cut into the surrounding tissue thereby damaging the blood vessels or organs adjacent to the site of the fracture

COMMINUTED FRACTURE

This is a type where the bone is shattered into pieces e.g crushing by a vehicle

MULTIPLE FRACTURES

This is a type of fracture in which the bone is broken at several points.

IMPACTED FRACTURE

This is a type of fracture where the broken ends are driven into one another

DEPRESSED FRACTURE

This type of fracture occurs in the skull when it is hit by an object like hammer.

BLEEDING OR HEMORRHAGE

WHAT IS HEMORRHAGE

Bleeding is the escape of blood from the blood vessels. It may be internal, external or both. If external, blood is seen on the skin, if internal, there is swelling around the site.

CAUSES OF HEMORRHAGE

- Direct injury or cutting of the blood vessel
- Infection of the blood vessels
- Blood disease
- High blood pressure

TYPES OF BLEEDING OR HEMORRHAGE

There are three types of bleeding

- Arterial bleeding
- Venous bleeding
- Capillary bleeding

MEANS OF ARRESTING BLEEDING

Bleeding can be stopped in four ways

- Formation of clot
- Direct pressure

- Indirect pressure
- Use of tourniquet

EVALUATION QUESTIONS

- i. What is a wound?
- ii. What are sports' injuries?
- iii. State five common sports injuries

- iv. Name four causes of sports' injuries

WEEK 6 : NUTRITION IN SPORTS

Objectives: At the end of the lesson, learners should be able to:

- What is food?
- explain the meaning of nutrition
- list the classes of food and their sources
- mention the importance of food to the body
- Recommend nutrition's for athletes, before, during and after competitions.

NUTRITION: This is the sum of the process by which the body takes in and utilizes food. It includes good diet, digestion metabolism.

A good diet is the one that supplies all substances needed by the body.

These are fuel foods carbohydrate and fats and oil for energy, protein foods for growth and repairs, minerals salts and vitamins for the many functions they perform and water for adequate liquid and easy digestion.

Food is a substance which when taken into the body yields materials which can produce energy, yields substance for growth and repair of our body functions and it should not be harmful to the body. Good food is the basis of good health and well-being.

It can also be viewed as any substance consumed to provide nutritional support for the body. It is usually of plant or animal origin, and contains essential nutrients, such as carbohydrates, fats, proteins, vitamins, or minerals. The substance is ingested by an organism and assimilated by the organism's cells in an effort to produce energy, maintain life, or stimulate growth.

Historically, people secured food through two methods: hunting and gathering, and agriculture. Today, most of the food energy consumed by the world population is supplied by the food industry.

Food safety and food security are monitored by agencies like the International Association for Food Protection, World Resources Institute, World Food Programme, Food and Agriculture Organization, and International Food Information Council. They address issues such as sustainability, biological, climate change, nutritional economics, population growth, water supply, and access to food.

The right to food is a human right derived from the International Covenant on Economic, Social and Cultural Rights (ICESCR), recognizing the "right to an adequate standard of living, including adequate food," as well as the "fundamental right to be free from hunger." There are six classes of food.

CLASSESS OF FOOD

- Carbohydrates
- Proteins
- Fat and oil
- Mineral salts
- Vitamins
- Water

FOOD CLASSIFICATION AND FUNCTIONS

These substances may be grouped according to their function in the body as follows:

CLASS	SOURCES	FUNCTIONS
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Carbohydrate	Cassava, yam, maize, sugarcane, honey, potatoes, rice, millet etc.	Provide energy needs of the body.
Proteins	Fish, meat, egg, milk, vegetables, fruits and beans.	Body building, repair and replace worn-out tissues.
Fats and oils	Animal oil, palm oil, butter, groundnut oil. Fish oil, cheese, cod liver oil and coconut oil.	Regulate body temperature and a secondary source of energy.
Mineral salts	Milk, meat, liver, cheese, vegetables and sea foods.	Proper functioning of the body
Vitamins	Liver, eggs milk, fish, citrus, tomatoes.	Protection against diseases.
Water	Rain, springs, vegetables, brooks, fruits, beverages, tea, etc.	For easy digestion and maintenance of body fluid.

TYPES OF FOOD



Athlete's diet before competition: The purpose of pre- competition diet is to provide the athletes with adequate food energy. The pre-competition meal should consist primarily of complex carbohydrate with small amount of protein and fat. The meal should be taken about 3-4 hours before the competition to ensure proper digestion.

During completion eating: The glucose solution consumed during competition should be diluted with a lot of water so as to limit the effect of insulin response. Glucose is a good source of quick energy at game time. It is readily absorbed by the body. It goes to the liver and then passes in to the blood. It is thus used by the body almost at once as a source of energy. It also restores glycogen in fatigued muscles. Table sugar and honey are both rapidly digested that their glucose are quickly available as pure glucose.

Post competition eating: It takes time for appetite to develop after a strenuous exercise due to the feeling of exhaustion. Complete relaxation is needed by the athlete to return the systems to normal. Liquids such as fruit juice are recommended for athletes when eventually they feel like eating before any good size adequate meal.

FUNCTION OF FOOD IN THE BODY

- It satisfies hunger
- it keeps the body warm
- It makes us look good and healthy
- It builds the body
- It protects the body from diseases and infections
- It makes us grow and develop
- It helps to repair our body tissue

EVALUATION QUESTIONS:

- What is food?
- List the classes of food

- Name four importance of food
- _____
- _____
- _____
- _____

- What is nutrition?
- Identify three classes of food recommended for athletes

ASSIGNMENT:

Write short notes on the followings:

- Pre competition eating
- During competition eating
- Post competition eating

Week 7 HANDBALL GAME

Objectives: At the end of the lesson, learners should be able to:

- explain the history of handball game
- mention the natures of handball game
- list the basic skills of handball game
- name the equipment/facilities used to play handball game
- draw, label and show the dimension of handball court

The game of handball is believed to have originated from Germany and was introduced by **Korald Koch**. The first name given to the game was **Raftball**, later in 1230 both Greece and Rome changed the name to **catch-ball**.

In 1919, **Mr. Carl Schelenz** known as father of Handball was the first to give the name Handball. He developed the rules and reduced the playing area to 40m by 20m. **Handball** became an Olympic sport in 1972 during the **Munich Olympic** in Germany.

Requirement for handballers

- Agility
- Physical strength
- Team spirit
- Concentration
- Co-ordination
- Alertness
- Flexibility
- Sportsmanship
- Cardio-respiratory endurance
- Knowledge of the rules of the game.

Court Dimension

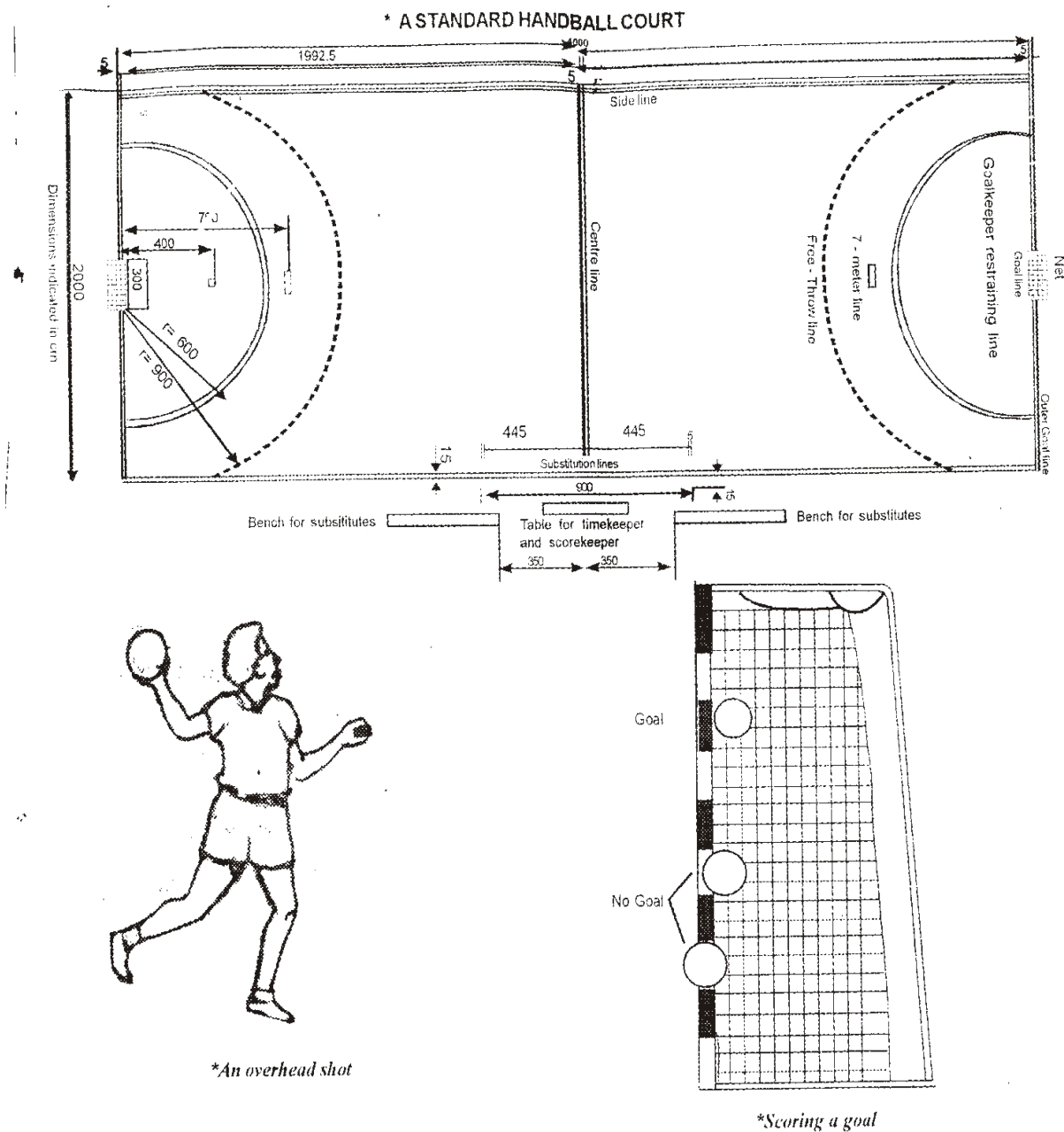
The playing court is rectangular in shape, 40m long and 20m wide. It can however be varied. The longer boundary lines are called **side lines** and the shorter ones are called **goal lines**

THE NATURE OF THE GAME

The game is started with a **THROW-OFF** at the center of the court after which the players can throw, catch, dribble, pass, fake their movements and try to displace their opponents and make shots at the goal post. The opposing team will however defend their goal through guarding, blocking and try to gain possession of the ball after which they make counter-attacks.

- It is a team game
- It can be played by all ages
- It is both recreational and competitive game
- It can be played on Hard court or green grass

- It is a goal scoring game



THE GOAL AREA LINE – (THE 6M LINE)

In front of each goal, there is a goal area defined by the goal area 6 meters from the goal line

THE FREE THROW LINE – (THE 9M LINE)

The free throw line – (the 9m line) is a broken line drawn 3m outside the goal area line

THE 7-METRE LINE

The 7-metre line is a 1m line, directly in front of the goal line. It is parallel to the goal line 7m away

THE GOAL KEEPER RESTRAINING LINE (THE 4M LINE)

This is a 15cm long line drawn parallel and directly in front of the goal line 4m away

THE CENTRE LINE

This line connects the midpoint of the two side lines.

THE SUBSTITUTION LINE

This is a segment of the side line for each the team. It extends 4.5m from the centre line.

THE GOAL POST

The goal post which must have a net attached to its, is placed in the centre of each goal line. The interior height is 2m and the crossbar 3m

COURT SPECIFICATIONS

- The side line - 40m: 44m
- The goal line - 20m: 22m
- The goal area line - 6m
- The attack line - 9m
- The penalty mark - 7m
- The height of goal post - 2m
- The length of goal post - 3m

Facilities and equipment of handball

- The court
- The goal posts
- The nets
- The balls
- The Jerseys
- The Whistle
- The Tennis Shoes
- The Stop watches

SKILLS AND TECHNIQUES

The fundamental skills of the game are:

- Throwing and catching

Others are

- Passing
- Shooting
- Dribbling
- Pivoting
- Faking and Feinting
- Guarding
- Goalkeeping

TYPES OF THROWS IN HANDBALL GAME

- **The Throw-off:** used to start the game
- **Throw-in:** used to put the ball back in play from where it crosses out of the side line.
- **The Goal keeper's Throw:** used to put the ball back in to play either when the goal keeper catches the ball or the ball goes out of play at the goal line by an attacker.
- **The Corner Throw:** used to put the ball back in to play after which a defender causes the ball to go out of the goal line
- **The Free-Throw:** this is awarded due to infringements by the court or the goal keeper. It is to be taken on the spot of infringement and the opponents must remain at a distance of 3m to the thrower

- **The 7metre-Throw:** This is taken from the penalty spot which is 7metre. It is awarded to an attacking team whose clear scoring chance was violated

The goal area

- Only the goal keeper is allowed to enter the goal area
- When the ball is inside the goal area it belongs to the goalkeeper
- When the ball ends up in the goal area, the goalkeeper shall put it back into play.
- A ball which returns from the goal area into the playing area remains in play
- A player is considered to have entered the goal area when he touches the goal area with any part of his body.

Decision on the player that enters the goal area

- Free throw, if the court player enters while in possession of the ball
- Free throw, if the court player enters while not in possession of the ball thereby gaining an advantage.
- Penalty throw, if by entering the goal area defending player gains an advantage over an attacking player who is in possession of the ball.

A court player who enters the goal area

He will be penalized

- If he enters the goal area after playing the ball as long as this causes no disadvantage to the opponent.
- If he enters the goal area without the ball and thereby gains no advantage
- If he is in defense and enters the goal area during and after an attempt to defend without causing a disadvantage for the opponent.

If a player plays the ball into his own goal area

- Goal, if the ball goes entirely into the goal
- Penalty-throw, if the goal keeper touches the ball as it does not go into the goal.
- Free-throw, if the ball comes to rest inside the goal area or goes over the outer goal lines

- Play continues, if the ball traverses (pass over) the goal area without been touched by both male and female.

Team formation

The game is played by two teams of seven players each. Five substitutes or reserves are allowed. It is played by both male and female.

















Defense formation in handball

- The 6 – 0 formation
- The 5 – 1 formation
- The 4 – 2 formation
- The 3 – 3 formation
- The 3 – 2 -1 formation
- The man – to – man formation

OFFICIALS IN HANDBALL GAME

- Two Referees of equal right
- The Score taker/ keeper
- The Time keeper

REFEREE'S HANDS SIGNALS

			
<p>Forewarning signal for passive play</p> 	<p>Offensive foul</p> 	<p>Passive play</p> 	<p>Exclusion</p> 
<p>Permission for two persons who are entitled to participate to enter the court during time-out</p> 	<p>Time - Out</p> 	<p>Goal</p> 	<p>Goalkeeper-throw</p> 
<p>Warning (yellow) Disqualification (red)</p> 	<p>Hitting</p> 	<p>Throw-in-direction</p> 	<p>Suspension (2 minutes)</p> 
<p>Too many steps or holding the ball more than three seconds</p>	<p>Restraining, holding or pushing</p>	<p>Free-throw - direction</p>	<p>Keep the distance of 3 meters</p>

EVALUATION QUESTIONS

- Who invented handball game?
- Which year was handball game invented?
- State three required requirements for handballers
- _____
- _____
- _____
- Itemize the nature of the game
- Itemize three skills in handball game
- _____
- _____
- _____

ASSIGNMENT

Draw, label and show the dimensions of Handball court.

WEEK: 9 SKELETAL SYSTEM

Learning Objectives: After this topic, you should be able to:

- define a skeletal system
- mention five functions of the skeleton
- name the types of skeleton

HUMAN SKELETON

The skeleton refers to the bony and cartilaginous framework of the body and is made up of approximately 206 separate bones united by joints, pads, cartilages, and invertebrate disc.

CLASSIFICATIONS OF BONES

Bones may be classified according to their shape.

- Long bones: These are found in the limbs and consist of two ends called extremities or epiphysis and have a shaft or diaphysis.
- Short bones: Little movement takes place between short bones and examples are the tarsal and carpal bones
- Flat bones: These have broad surfaces used for attaching muscles and protecting delicate structures.
- Irregular bones: These have no definite shape.

- Sesamoid bones: These are small lumps or swellings which develop from and within tendons. They are usually associated with joints and a few examples in the body include the patella of the knee joint.

FUNCTIONS OF SKELETON

- Provide firm support for all body system
- Enclose and protect vital body organs like the heart, lungs, brain and the sense organs
- Provide attachment for muscles ligaments and tendons
- Serve as the seat for blood cell formation or the manufacture of food cells (hemopoiesis)
- Serve as a store house for cranium
- Bones with their joints may serve as levers

DIFFERENCES BETWEEN THE MALE AND FEMALE SKELETON

- The skeleton of the male is larger and heavier
- The male pelvis is deep and funnel shaped with narrow pubic arch while that of the female pelvis is shallow and broad.

STUDY QUESTIONS

- What is a skeletal system?
- Itemize Five functions of the skeleton
- _____
- _____
- _____
- _____

- _____
- List the types of bones in human body

ASSIGNMENT

Draw and label human skeleton.

WEEKS 10: JOINT AND ARTICULATIONS

Objectives: After this topic, you should be able to:

- (i) explain what a joint or articulations is all about
- (ii) name the functions of the joints
- (iii) state the types of joint
- (iv) draw and label anyss human joint

JOINT AND ARTICULATIONS

A skeletal joint or an articulation refers to the site of union or junction between two or more bones, between bones and cartilage or between two or more cartilages. 🗝️

JOINT CLASSIFICATION

Joints may be grouped or classified according to their structure which determines the extent of movement possible in them.

- **Fibrous / Immovable / Fixed joints:** These consist of many fibres. Like a thin material that forms part of the brain in our body. The parts of the bones forming the joint are fixed by fibrous tissue, so there is normally no movement in such joint and examples include the sutures of the skull, the teeth in their sockets.
- **Cartilaginous / Slightly movable joints:** This is a strong substance that can bend, which is around the joints in your body and in your outer ear. The parts of the bone forming the joint are connected by cartilage which forms a pad of white fibro-cartilage between the bones. A slight or limited movement takes place in the joint and examples include symphysis pubis, and intervertebral joints.

- **Synovial / Freely moveable joints:** The parts of the bones forming the joints are connected by peculiar structures which permit varying degrees of movement in them. Most joint of the body belong to this group and examples include the hip joint, shoulder joint, knee joint, and the elbow joint.

Other examples of synovial joints are:

Ball and socket joint

Hinge joint

Gliding joint

Pivot joint

Other major joint in the body include:

Shoulder joint

Hip joint

Ankle joint

Wrist joint

Knee joint

STUDY QUESTIONS

- Explain what a joint or articulations is all about
- Name three functions of the joint
- State three types and classes of joint.

ASSIGNMENT

Draw and label the following joints synovial, fibrous, and cartilaginous.