

PHYSICAL EDUCATION

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

Qualities of a good P.E. TEACHER

Should possess the following components of physical fitness:

- ❖ Endurance
- ❖ Speed - Co-ordination
- ❖ Flexibility - Power
- ❖ Strength - Reaction time
- ❖ Agility - Balance

Should be knowledgeable with the subject
Should be cheerful
Should be confident
Should be sympathetic
Should be understanding
Should have good communication skills
Should be approachable
Should be organized

Duties/responsibilities of a P.E teacher

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

Problems encountered when teaching P.E

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

Sources of information to a P.E teacher

- ❖ Reading from newspapers, books and other sports journals
- ❖ Listening to radio programs
- ❖ Viewing T.V and video cassettes
- ❖ Officiating in sports

Active participation in sports
Coaching and training
Active and intellectual spectating
Participating in sports debates or lectures.

Purpose of P.E to early man

For physical fitness to enable them during hunting and gathering
For recreation/entertainment
For surviving through gathering and hunting expeditions
For defence mechanism against wild animals and enemies
Settling disputes among clans
Choosing for marriage partners
For communication purposes.

Specific objectives of P.E

Physical fitness
Social development
Emotional development
Movement skills development
Aesthetic/beauty development
Mental/intellectual development.

How P.E tries to meet national goals of education

1. National unity
 - a) Through national sporting competition
 - b) P.E curriculum in schools, colleges and universities is the same.
 - c) Use of national anthem during sports
2. National development
 - a) P.E provides job opportunities
 - b) Income through cash rewards, trophies acquired by players
 - c) Development of sporting industries to provide sporting equipment for the growing demand.
 - d) Fitness, Strength and health from regular exercise leads to increased output.
 - e) Acquisition of skills, expertise and personal qualities so vital for growing economy.
3. Social equality
 - a) Rules encourage social relationship which equal opportunity for all.
4. Respect for and development of cultural heritage.
 - a) Through cultural dance and games competition
 - b) Interaction with international culture

5. International consciousness
 - a) Through international sports e.g. all African games
 - b) Hosting games in all countries
 - c) Drawing officials from all countries
6. Individual fulfilment
 - a) Opportunities for development of physical talents.
 - b) Personal income
 - c) Personal esteem from successful performance

Purpose of P.E. to the nation

- ❖ Enables people to perform skilful and efficient movement through use of physical and mental power.
- ❖ People use movement as a means of communication, expression etc
- ❖ People use leisure time well in creating, performing and appreciating physical activities e.g. games, dance e.t.c
- ❖ Promotion, preservation and appreciation of national and international culture.
- ❖ Self discipline through rules and regulation
- ❖ Learning and participating in P.E creates awareness of natural resources and environment.
- ❖ People learn to improvise and use equipment in various activities.
- ❖ Maintenance of high standard of body health, strength, fitness and general body development.

OBJECTIVES OF P.E

P.E activities are conducive to growth and development.

P.E contributes to constructive use of leisure time

P.E provides for leadership

P.E provides opportunity for expression and creativity.

P.E provides for personality and character development

P.E provides for neuromuscular skills

P.E develops habit of health and safety

P.E develops mental capabilities and knowledge

P.E has biological, psychological and sociological function.

P.E provides for cultural development

Playing is an instinctive drive that has educational potentials.

SPORTS ORGANIZATION

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

1. A LEAGUE (ROUND ROBIN)

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

Merits

Give satisfaction to the players

A weak team will have a chance to meet a strong team.

Weak team improves as the league progresses

The winner is clearly determined

Players get a lot of exposure

Provide fair judgement.

Demerits

Take too long to be completed

Very expensive to organize in terms of transport and accommodation

Require very many officials

Require very many facilities

Require very many equipment

Expose players to very many injuries

Tiresome on the side of players

Very difficult to organize especially the league table.

Determining number of matches per team to play

$$\frac{T(T-1)}{T}$$

T = Number of teams

Minus (-) 1 because a team cannot play against itself.

Determining the total number of matches in a league.

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

T = Number of teams

Minus (-) 1 because a team cannot play against itself and divide by two (2) because it takes two teams to play a match.

2. KNOCK OUT

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

Types of knock out

- I. Single elimination
- II. Double elimination
- III. Consolation elimination

Merits of knock out

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

Demerits of knock out

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

A BYE

This is when a team is allowed to proceed to the next stage without touching or playing the ball
Rules for a bye
a) Given during preliminary stages of competition
b) Give the bye when the teams cannot be paired “through” to avoid odd numbers at the last stage.

Entering league score sheet

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

How to give a bye

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

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

3. LEAGUE CUM KNOCK OUT

Takes the advantage of both league and knock out.
Neither too short nor too long
Provide a well – matched competition
Doesn't exclude a team from a competition after a game.

Organization of league cum Knock out

Teams are divided in to pools where each team is expected to play all others in the same pool. (Preliminary round league).
Winners meet runners up in the next pool.
After the preliminary round the competition changes to knockout.
Only the winners and runners up from each group proceed to quarterfinals.

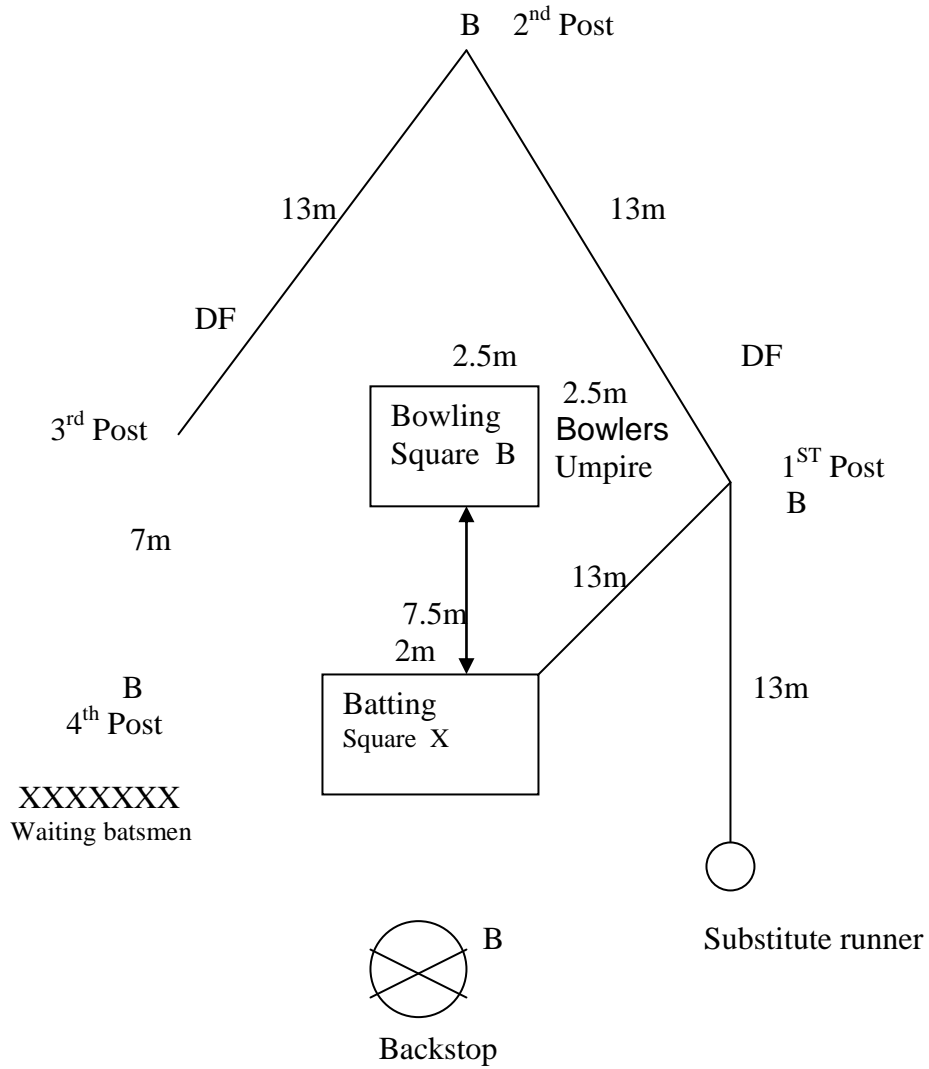
Merits

Correct the mistakes of league and knock out
Has very clear climax of competition
Saves time
Allows the defending champion to participate
Problem of an even do not occur
Neither too long nor too short
No team plays greater or minimal game than the other
P – Matches played
W- Matches won
D – Matches drawn
L – Matches lost
F – Goals scored by the team
A – Goals the team was scored
Pts – Points
Ps – Position

Enter the above information in a score sheet

Teams	Egoji	Kigari	Meru	Augustine	Rubate	P	W	D	L	F	A	Pts	Ps
Egoji		2:3	3:3	4:2	3:2	4	2	1	1	12	10	7	2
Kigari	3:2		3:3	3:2	1:1	4	2	2	0	10	8	8	1
Meru	3:3	3:3		1:0	2:2	4	1	3	0	9	8	6	3
Augst	2:4	2:3	1:0		1:0	4	1	0	3	5	8	3	4
Rubate	1:3	1:1	2:2	0:1		4	0	2	2	4	7	2	5

ROUNDERS



This is a game played by 2 teams each having 9 player and 2 substitutes

The two teams are:

I. Bowling/fielding/out team:

Consists of:

- a) Backstop; position at the back of the bating square to collect backward hit
- b) Bowler in bowling square
- c) Bowlers at each post (4)
- d) Deep fielders (3)

II. Batting/Inning team

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

Duration of game:

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

Basic skills

- | | |
|------------|------------|
| - Passing | - Catching |
| - Bowling | - Running |
| - Stumping | - Batting |

Basic equipment

Rounders ball

Rounders bat

4post (not > 1.5m high).

Officials

Batsman umpire

Bowlers umpire

Duties

Inspecting facilities and equipment before the start of the game

Awarding the scores

- ❖ Signing score sheet after the game
- ❖ Declaring the ball as no ball
- ❖ Declares when a batsman is taken out
- ❖ Ensuring rules and regulations are followed.

When a batsman can be taken out:

If a batsman misses a good ball unless he is the last batsman who is entitled to 3 good balls.

If a batsman overtakes a teammate

If a batsman is found in a post by a teammate

If the ball is grounded in the bowling square when the batsman is in between the posts.

When the batsman runs inside the track

Failure to touch 4th post on completion

Batsman foot protruding outside batting square.

When the ball is caught in air unless it is no ball

When a batsman obstructs a fielder

When the post a head is stumped with a ball.

NO BALL

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

Ball either too high or too low i.e above the head and below the knees.

When the ball is outside the batting square

When the feet of the bowler are protruding outside the bowling square.

When the ball is not thrown in a smooth continuous motion.

SCORING

1. Full rounder:

Awarded when the batsman hits the ball successfully in a forward direction and manages to hit round the track from outside touching the 4th post before the ball is grounded in the bowling square.

2. Half rounder:

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

3. Penalty half rounder

a) Awarded incase of 3 consecutive no balls

b) A bowler or fielder obstructs a batsman.

Why rounder is famous in primary schools:

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

Improving accuracy when batting

- ❖ Should have good stance
- ❖ Should have good eye contact
- ❖ Should have good co-ordination between the hands and the ball.
- ❖ Good reaction time
- ❖ Enough power/strength
- ❖ Good bowling ball.

OLYMPIC EDUCATION

Ancient games

The first ancient games were held in 776BC in Olympia Athens in Greece. The games were meant to commemorate burial of a prominent personality and as a way of worship.

The major events were gymnastics and athletics, which were specifically by the Greeks. It was done by men only and during night.

The game was held after every four years (*Olympiad*) and truce period was maintained. Amateurism dominated the game. The price given to the winner was the olive wreath.

Philosophy of olympism

- ❖ Was based on;
- ❖ Games free from corruption
- ❖ Games free from discrimination
- ❖ Promote the spirit of brotherhood

Modern Olympic games

The first modern Olympic was held in Athens Greece in 1896A.D. The games are held after every four years (Olympiad).

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

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

i) International Olympic Committee (IOC)

This is a world governing body with the headquarter Geneva in Switzerland.

Former President was Juan Antonio Samaranch
Current President is Jacques Rogge.

Tripartite commission is made up of:

(ii) International sports federation (I.S.F)

I.S.F deals with the laws of the game and officiating e.g IAAF (Athletics), FIFA (Football) FIVB (Volleyball)

(iii) National Olympic Committee (NOC)

Made up of all the countries that are members of the Olympic committee e.g. National Olympic of Kenya (NOCK)

(iv) International Olympic Academy (IOA)

Deals with principles and philosophies of Olympic (*Olympism*)

(v) Olympic Solidarity (O.S)

Trustee, which handles IOC funds for, sports development.

Olympic logo

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

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

Opening ceremony

Singing of the Olympic anthem and hosting of Olympic flag

Putting up Olympic torch flame.

Three gunshots associated with the Olympic motto – which reads higher, faster and stronger.

Releasing of doves and pigeons.

Order of Olympic games

Year	City	Country
1968	Mexico	America
1972	Munich	Germany
1976	Montreal	Canada
1980	Moscow	Russia
1984	Los Angeles	U.S.A
1988	Seoul	S. Korea
1992	Barcelona	Spain
1996	Atlanta	U.S.A
2000	Sydney	Australia
2004	Athens	Greece

Conditions for awarding medals

A competitor must be nationality of a given country and must have a national flag.

Athletes must pass the drug test.

The result must be verified to find out whether it was accurate.

Why some countries don't participate in Olympic games

If they are not members of International Olympic Committee (I.O.C)

Lack of finance/funds

Failure to meet the required qualifying standards

Political ideologies e.g. capitalization, socialism, apartheid e.t.c

Political instability e.g. civil wars

Lack of qualified coaches and trainers

Lack of equipment

Lack of standard facilities

Similarities between ancient and modern Olympic games

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

Difference between ancient and modern Olympic games

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

NETBALL

HISTORICAL BACKGROUND

This game was invented in America in 1891. Originally, the method of playing was similar to that of basketball. Two baskets were placed at the end of the gymnasium and two opposing teams passed the ball to score in the baskets. In 1895 Dr. Tole an American introduced it in England and the game spread by word of mouth because there were no printed rules.

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

- a) In 1897 rings were introduced instead of baskets
 - b) Rules were published for the first time in 1901.
 - c) In 1924 the netball federation was formed
 - d) In 1926 all England netball association was formed in England
 - e) The game was introduced in Kenya in 1920s by the missionaries and was mainly played by the Europeans.
 - f) In 1968 Kenya netball association was formed under the chairmanship of British lady who was a physical education lecturer at the Kenyatta College.
 - g) In 1960 the International Federation of Women Netball Association was formed and new rules were published.
- Members of the I.F.W.N.A meets after every 8 years to review and change the rules if need arise. Kenya is a member through the affiliation of Kenya netball association.

Team size

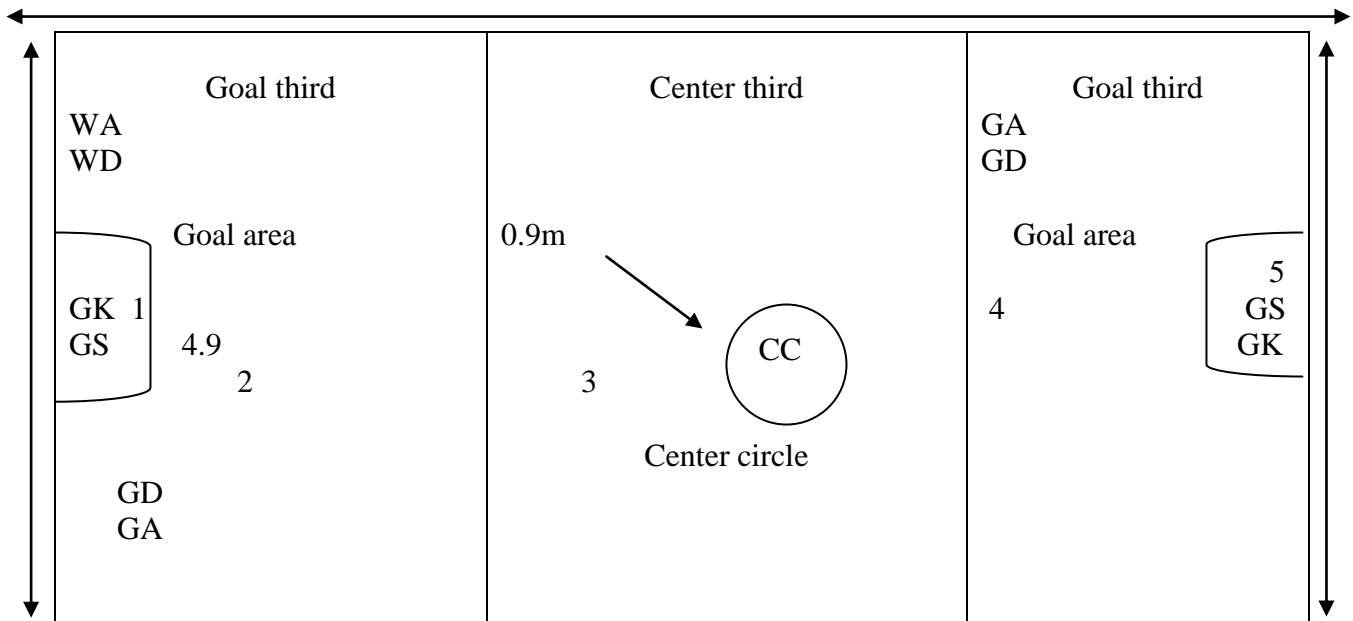
A team is made up of 12 players i.e. 7 in the court and 5 substitutes. A game cannot be played if a team has less than 5 players. If a team is incomplete they lose the game by *default* and if the team refuses to play then they lose the game by *forfeit*.

PLAYERS

The seven players include:

1. Goal keeper (G.K)
2. Goal defence (G.D)
3. Wing defence (W.D)
4. Centre (C)
5. Goal shooter (G.S)
6. Goal attack (G.A)
7. Wing attack (W.A)

Side line (30 ½ m)



PLAYING AREAS

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

Substitution

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

Game duration

In a match:

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

In tournament:

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

Breaking a tie:

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

BASIC EQUIPMENT

1. Ball
Size number 5
Spherical
Circumference 27-28
Weight 400gms – 450gms
Color – white
2. Goal post
3.05m tall (10ft)
Ring diameter 380mm
3. Players equipment
Sports shoe and stockings
Skirts/shorts/bloomers/wrappers
Jersey/T-shirts
Playing bibs.

STARTING THE GAME

Procedure

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

- i) Choice of the side
- ii) The 1st centre pass

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

Conditions during centre pass

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

Occasions when centre pass are administered

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

NB/ In case of any infringement during centre pass, the centre pass is referred to as faulty centre pass.

CONTROL OF CENTRE PASS

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

is awarded to the opposing team where the ball crosses the line.

PLAYING THE BALL

A player may:

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

A player may not.

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

LATE ARRIVALS

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

She takes to the court:

- a) After a goal has been scored
 - b) After stoppage for injuries or illness
 - c) Immediately following an interval
- The penalty for breaking the rule is a free pass to the opposing team where the infringer is standing and she leaves the court until the next goal is scored or next interval.

Stoppages, injuries or illness

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

Umpire may stop play for emergency related to:

- i) Equipment, court interference by outsiders, weather conditions
- ii) Players clothing.

OFFICIALS

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

1. UMPIRE

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

2. SCORERS

There are two scorers and their duty include:

- a) Keep a written record of the scores together with the record of the centre pass and the record of all the successful scores shot.
- b) Record each goal as it's scored unless notified contrary by the umpire.
- c) Call centre pass if applicable to.

- d) Notify the umpire immediately if the incorrect centre pass is given.

3. TIME KEEPERS

Their duties include:

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

Over third

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

FOOTWORK RULE

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

- a) Step with one or both feet in one direction, any number of times pivoting on the landing foot. The pivoting foot may be lifted but the player must throw or shoot before grounding.
- b) Jump from the landing foot or both feet on the other foot or either foot but must throw or shoot the ball before re-grounding foot.

A player in possession of the ball may not:

Drag or slide the landing foot

Hop on either foot

Jump from either both feet unless the ball has been released before landing.

DEFENCE

This is mounting around of the player who is in the guard position. Its duty is to capture from the opponent and bring it up court to start her team's attack. She is also supposed to draw the defence onto herself and then pass the ball to her team mate in her position.

Player's responsibilities in defence against an opponent include:

Anticipating an opponents moves so as to discourage him from moving past for a shot near a goal area.

Discouraging the opponent from reaching the high percentage scoring area.

Making it difficult for the opponent to pass accurately.

Making it difficult for the opponent to run fast and receive a pass or collect a reground.

Types of defence

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

PENALTIES IN NETBALL

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

1. THROW IN

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

Occasions when the ball is considered out:

When it touches the ground outside the court.

When the player steps outside the court while holding the ball.

When the ball comes in contact with a person or an object outside the court.

Conditions to observe:

Should be thrown at the exact point where it went out.

Throw at the nearest third.

Release the ball in three seconds.

At least one foot should be close to the line but not stepping on it.

Footwork rules should be obeyed i.e. the foot should be in contact with the ground.

Opponents should be 0.9m away from the ball.

A goal cannot be scored directly from the throw in.

The player cannot pass the ball to herself.

A player should not enter the court before releasing the ball.

2. TOSS-UP/THROW-UP

This is awarded incase of:

1. Simultaneous infringements – 2 opposing players committing same offence.
2. Simultaneous offside – when one player interferes with the ball.
3. When two opposing players claim possession of the ball – holding the ball at the same time and struggling for it.
4. Incase of serious injuries or illness (stoppages)
5. When the umpire cannot tell who has committed the offence.
6. Incase of external interference.
7. Technical problems e.g. ball bursting

Conditions to be observed

1. Two opposing players stand at a distance of 1m facing each other and their own goal line.
2. Their hands should be straight and alongside their body.
3. The ball should be tossed at a height not more than two feet.
4. The shoulder of the shorter player should be considered when tossing the ball.
5. The players can bat or catch the ball only when it is coming down.

3. FREE PASS

Awarded incase of infringement occurring within the court – except with simultaneous offside

Examples of infringement include:

Over third

Offside

Internationally kicking the ball

Repossessing the ball i.e. double catch

Faulty centre passes.

Scoring from outside goal area

Rolling the ball to a team mate.

Conditions to observe

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

4. PENALTY PASS/PENALTY SHOT

This is awarded incase of:

1. Obstruction – A player defending the ball at a distance of less than 0.9m.
2. Contacts – Body contacts: charging, stripping, pushing, holding and blocking e.t.c
- Ball contacts – a player contacting the opponent with the ball
3. Intimidation – This is when the player uses threatening gestures against the opponent.
4. Interfering with the goal post – G.K shaking the goal post when G.S is set to shoot.

SKILLS

A. THROWING

1. *Chest Pass*

Teaching points

- ❖ Both hands at chest height level supporting the ball. Thumbs pointing each other and the rest of the fingers spread behind the ball, elbows pointing outwards.
- ❖ Pass the ball as you push by the use of both hands.
- ❖ Follow through by a step forward and by lifting the body weight in the direction of the throw.

2. *Overhead pass*

Teaching points

Ball is held in two hands either

- i. Directly above the head
- ii. Slightly forward of the head
- iii. At rear of the head

Ball propelled with a forceful flexing and weight placed over the front foot.

Teaching points

Used in a congested space to attack full defence.
May be passed with one or two hands, grip same as chest pass.

Ball directed towards the floor either:

- i. Just behind the feet of the tight defence
- ii. Approximately two thirds of the way between the sender and receiver.

TYPES OF PASSES

1. One handed straight shoulder pass

Teaching points

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

2. *One handed high shoulder pass*

Teaching points

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

3. *Chest pass*

Teaching points

- ❖ Ball held in hands closer to chest
- ❖ Weight behind the foot. (See chest and bounce pass)

4. *Overhead bounce pass*

- ❖ Same as overhead and bounce pass except the bounce comes from a different angle.

5. *Underarm (sling) pass*

- ❖ Like shovelling
- ❖ Flight the ball in wrist height high or lower and direct.
- ❖ Used for short passes
- ❖ Ball travels fast
- ❖ Follow through.

B. CATCHING

1. Two handed catch

Teaching points

Hands firm and stretched towards the ball.

Fingers opened and relaxed

Arms recoiled to pull the hands

The whole arm and body side give the direction of the flight of the ball so that catch is 'soft' and almost noiseless. If hands and arms are rigid, fingers can be damaged.

GYMNASTICS

This is a systematized forms of exercise designed to produce particular effect to the body.

Skilful performance of the basic human movement e.g walking, rolling, vaulting, springing e.t.c

Qualities of a good gymnast

Should be physically fit

Disciplined

Committed/dedicated

Interested

Knowledgeable/conversant

Willing to learn

Sympathetic

Possessing sportsmanship attributes

Aims of gymnastics

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

Problems encountered while teaching gymnastics

Lack of equipment/facilities

Negative attitudes by pupils, parents, fellow teachers, society e.t.c

❖ Lack of sufficient time for practice

❖ Lack of role models in the society.

BRANCHES OF GYMNASTICS

There are three branches of gymnastics. These include:

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

1. TRADITIONAL / INFORMAL

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

- a) Balance
- b) Agilities

a) Balance

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

i) Static/non - locomotor

No movement once the body is balanced

Examples include:

- ❖ Head stand
- ❖ Hand stand
- ❖ Crouch balance
- ❖ V balance
- ❖ Crab stand
- ❖ Elbow plant
- ❖ Swan/plane balance

ii) Dynamic/locomotor

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

Examples include:

Crab walk

Tiger/fore arm balance

Hand walking

Counter balance

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

Examples include:

- ❖ Should balance
- ❖ Knee balance
- ❖ Pyramid

Pyramid

This is a grouped balance having a triangular or colonial shape.

Conditions for a good pyramid

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

Pyramids form the climax of the gymnastic competition.

Gymnastic movements that can be used to disembark the pyramid are:

- ❖ Backward or forward roll
- ❖ Headspring or neck spring
- ❖ Cat wheel
- ❖ Summersaults

b) Agilities

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

Categories of agilities

1. Rolls

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

2. Vaults

- ❖ This is a movement of going over or jumping over an obstacle or an object.
- ❖ Through vault
- ❖ Fence vault
- ❖ Astride vault/leap frog
- ❖ Side vault
- ❖ Overswing vault
- ❖ Gate vault
- ❖ Thief vault/ window

Progressive stages of performing vaults

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

3. Springs

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

- ❖ Headspring
- ❖ Neck spring
- ❖ Cat spring
- ❖ Hand spring
- ❖ Arab spring

4. Tumbblings

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

2. MODERN / FORMAL GYMNASTICS

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

A. Themes of educational gymnastics

i) Weight transfer

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

Examples

Walking – from one leg to the other

Cat wheels – Leg to hand and to other leg

Hoping – from leg to the same.

ii) Resilience

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

Importance

To avoid body shock thus preventing body injuries.

To create beauty in the movements

Good landing

Landing with balls of the foot

Land with feet apart

Land on a stable and even ground

Hands stretched out for balance

Knees slightly bend

iii) Space awareness

Personal space – space occupied by the body cylinder.

General space – Unoccupied space where the body can move.

iv) Balance and counter balance. (Refer to types of balance – page 13)

v) Twisting and turning:

Turning

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

Twisting

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

B. FACTORS OF MOVEMENTS

1. Weight

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

2. Space

(Ref. to themes of education – page 13)

3. Time/flow

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

Free flow: Movements that cannot be stopped or held at one point once they start.

Bound flow: Movements that can be held at one point once they are start.

Other terms of movements

1) Level:

Can be described as high, medium or low

2) Direction

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

3) Progression

This is how work is build up

4) Movement sequence

This is comparatively complete movement

Made up by combining small short movements

In a sequence manner, e.g.

- ❖ Head springs
- ❖ Through vaults
- ❖ Astride vaults

5) Curling

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

6) Stretching

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

7) Symmetrical movement

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

8) Asymmetrical movement

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

SAFETY PRECAUTION WHEN TEACHING GYMNASTICS

- ❖ Ensure adequate and appropriate warm up before starting the activity.
- ❖ Demonstration should be very clear.
- ❖ Instructions/explanations should be very clear.
- ❖ Maintain discipline of the highest order.
- ❖ Provide adequate space.
- ❖ Ensure pupils have appropriate uniform
- ❖ Avoid using faulty apparatus
- ❖ Proper timing of the activities i.e. avoid activities when it is extremely too hot or slippery
- ❖ Avoid using faulty facilities e.g. grounds with stones
- ❖ Avoid involving sing pupils
- ❖ Activities should be related to pupils' age

APPARATUS USED IN GYMNASTICS

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

Adjusting gymnastics competitions

Points to look at:

Entry in the arena. The entry should be in gymnastic movement or skills.

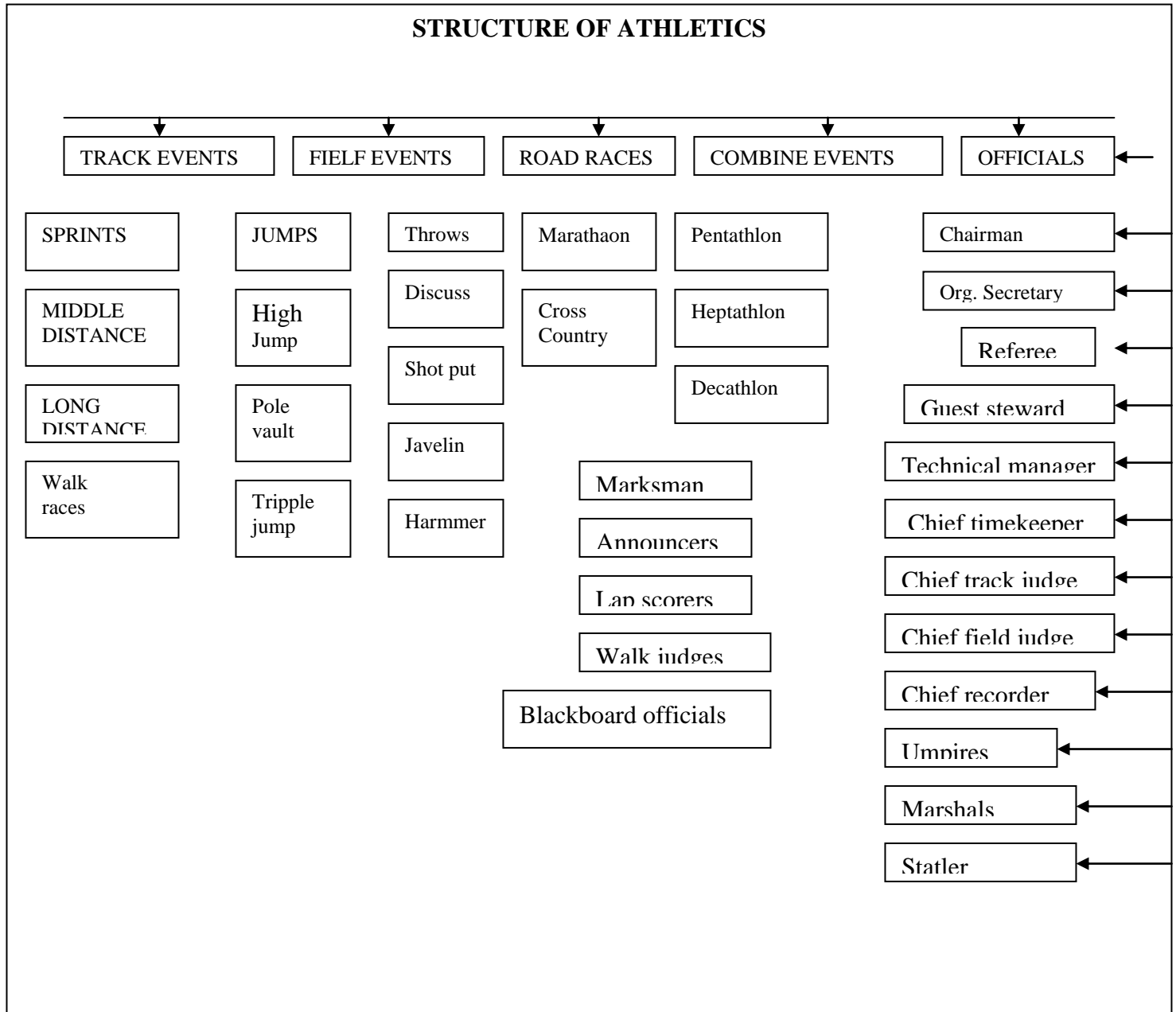
Teacher and the leaders' appearance. They should have uniforms, which looks a bit confident, knowledgeable e.t.c

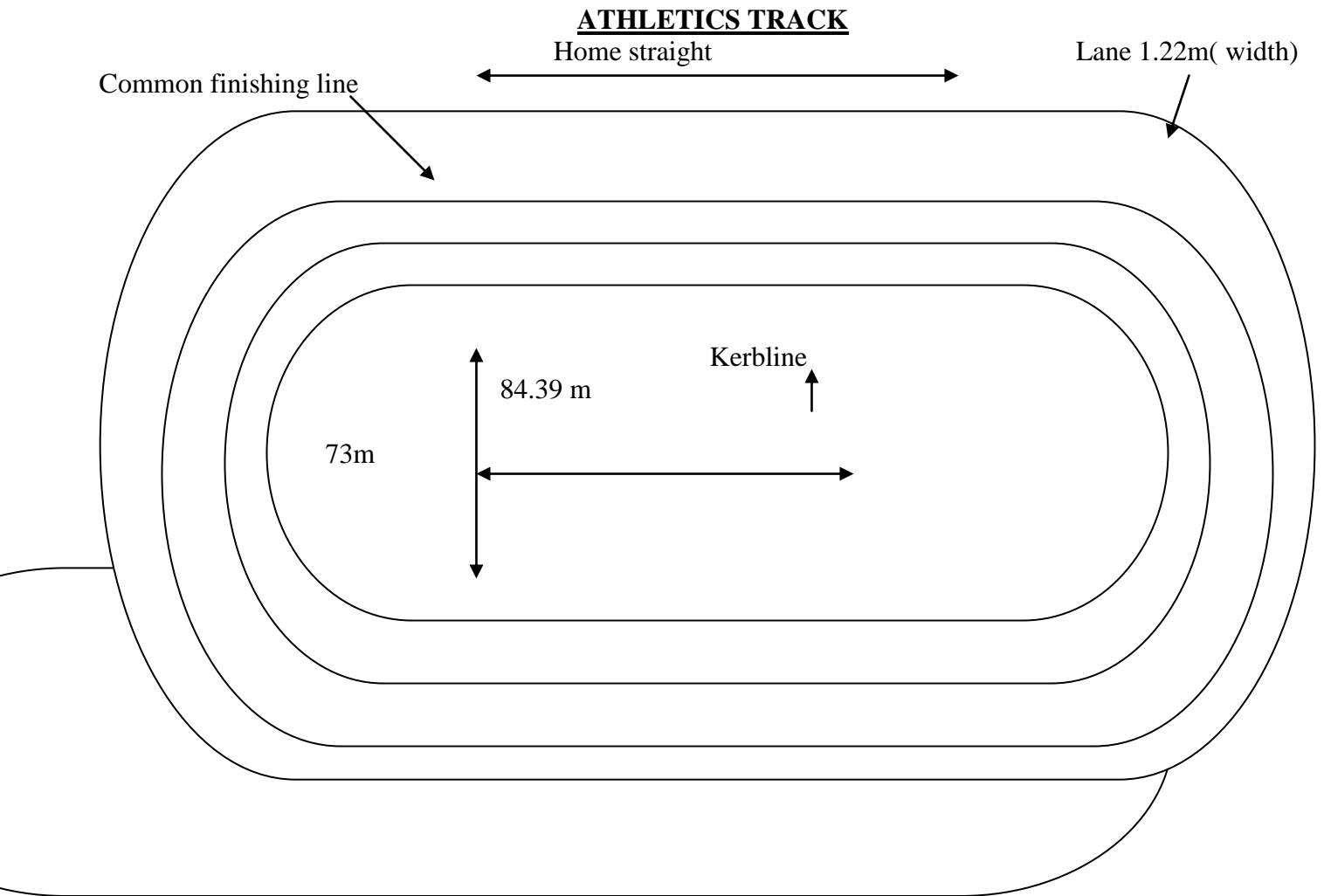
Table interpretation.

Continuity and progression i.e. does one part follow another (sequence) in mount

Teacher's creativity
 Improvisation and use of apparatus.
 Skill mastery
 Timing – for the timing you are given 10 min to complete.

Exit from arena.





HISTORY OF ATHLETICS

Started in Greece as a funeral site or religious ceremony and later became part of life the Greeks. During these festivals the sacrifices to heroes and lesser gods were followed by feasting, dancing songs and exhibitions of agilities of strength and skills in the form of competition.

The important festival was held in Olympia in 776 B.C. which was known as Olympic games.

ATHELETICS TRACK

The length of the track is 84.39m and the width is 73m. Have two parallel lines and two curved bends. The shape of the track is elliptical.

PARTS OF THE TRACK

1. Kerb line
The innermost line if the athletics track.
2. Kerb distance

This is the distance measured following the Kerb line.

3. Track distance

This is the distance across the lane. The first lane is measured 30cm from the kerb line and the rest are measured 20cm from every line.

4. Home straight

This is the final stretch towards the finishing line.

5. Lane

This space in between consecutive lines and the distance is 1.22m.

6. Change over box

This is a 20m zone along the lane with which the batons should be changed.

7. Acceleration zone

A 10m zone just before the nearer boundary of the change over box where the competitor receiving the baton can move to gather momentum before receiving the baton.

Formula for kerb distance

$$\text{Kerb distance} = 2L + \pi D$$

Factors to consider when selecting site for athletics track.

Level/flatness of the ground

Adequate space where the track can fit all the lanes.

Free from obstacles e.g. stumps

Avoid waterlogged areas (swampy areas)

Direction of both sun and wind.

The area should be accessible.

Standard track has 8 lanes measured from inside.

TRACK EVENTS

These are running events done on the athletic track. They include:

1. Sprints races
2. Middle distance races
3. Long distance races
4. Walk races.

SPRINTS

These are short races normally referred to as explosive events. They take short time to complete. Also referred to as anaerobic in nature because they require little oxygen for producing energy.

The events include:

100m

- ❖ 110m hurdles
- ❖ 200m
- ❖ 400m
- ❖ 4 x 100m
- ❖ 4 x 400m

Characteristics of sprint events

- ❖ They take very short time to perform.
- ❖ They involve strength, power and speed.
- ❖ They are anaerobic in nature. Less oxygen and energy
- ❖ They result to oxygen debt. Twice as more oxygen than supply.

TYPES OF STRAT IN TRACK EVENTS

1. Crouch start

The body assumes crouch position or shape. Used in starting all the sprint events.

There are three types of crouch start.

(a) Elongated

The knee of the rear foot is opposite the ankle of the leading foot.

(b) Medium/bullet start

The knee of the rear foot is opposite the toe of the leading foot.

(c) Bunch start

The toe of the leading foot and the toe of the rear are 12 inches apart. The competitor looks as if he is seated down.

2) Straight start

This is whereby the competitors are on a straight line e.g. 100m, 110m hurdles, for men and women.

3) Curve start

This is whereby the competitor assumes a curve formation when starting the competition e.g. all long distance races.

4) Staggered start

This is where each competitor starts from a stagger on his/her lane. It is used in all events where the competitor is required to keep his/her lane throughout the race. Also where the competitors are going round the curve.

5) Standing start

Competitors start the race on standing position.

This is used in long distance events and road races.

PROCEDURE FOR THE CROUCH START

1) The starters command

The starter gives the command “on your marks”.

The competitors take their positions on their lanes.

The rear foot kneels down depending on the crouch start. The hands are stretched alongside the body. Eyes focused forward so that they are not caught unaware.

2) Second command “set”

The rear foot is straightened and the weight is transferred to the leading foot. Eyes focused forward.

3) Third command “go”

The starter starts the race when the competitors are motionless.

Rules governing the start of the track events

Assuming full or final set position on the command “on your marks/set.”

Not disturbing a fellow competitor by sound or any other means after the command “on your marks”

A competitor should not leave his mark with hands or foot after the command “on your marks”.

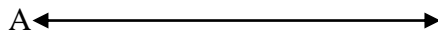
For all short races up to and including 400m, starting blocks should be used.

NB/ If a competitor commits two consecutive faults, he is warned for the first one and disqualified for the second one.

RELAY RACES

1) Shuttle relay

This is where a competitor runs from one straight to another and back before he passes the baton to another.



2) Medley relay

This involves different competitors in a team covering different distances. It's mainly for enjoyment and for both genders e.g. 100m >>>> 200m>>>>400m e.t.c

3) Circuit relay

This is where the competitors run round track and each member of the team covers the same distance. We have two types of circuit relay:

- (1) 4 x 100m
- (2) 4 x 400m

Rules governing relay races

1. The baton shall be carried by the hand throughout the race.
2. The baton shall be passed literally to next. Should not be hurled or thrown.
3. The passing of the baton shall take place within the change over box.
4. A competitor after passing the baton shall not escort the fellow competitor but waits for the area to clear and then leave the track.
5. In 4 x 100m and 4 x 400m, first round the competitor shall maintain his/her lane throughout.
6. Each team shall have 4 competitors and shall wear identical uniforms.
7. For a team to win, the last competitor must have a baton with him/her.
8. The competitor receiving the baton is allowed to move within the change over box but beyond the acceleration zone. i.e 10m.

Anchor leg

This is the member in the relay team who covers the last stretch or the final round in the relay.

- ❖ Characteristics of anchor leg
- ❖ Must be very fast runner
- ❖ Good at receiving the baton.
- ❖ Good at finishing.

MIDDLE AND LONG DISTANCE EVENTS

They include:

- ❖ 800m
- ❖ 1500m
- ❖ 3000m steeple chase
- ❖ 5000m
- ❖ 10000m
- ❖ Walk races

Characteristics of middle and long distance events.

They take longer time to perform.

They involve both cardio-vascular and muscular endurance.

They are aerobic in nature.

Sometimes may result to fatigue (accumulation of lactic acid along the muscles).

General rules governing the track events

A competitor shall maintain his/her lane when the track evens demands so e.g. 200m, 400m e.t.c

A competitor shall not obstruct his or her opponent e.g. pushing, blocking the way e.t.c.

A competitor shall not run inside the track or move out of the track and come back again to resume the race.

A competitor shall overtake to the right of the opponent unless there is enough space to the left.

Each competitor shall wear a number and color allocated to his/her team. At the end, points shall be awarded as follows:

<u>Position</u>	<u>Points</u>
1	7
2	5
3	4
4	3
5	2
6	1
7	0

All competitors shall be registered by the recorder. Running shall be done anticlockwise. This is because it is easier to negotiate curves on the left as opposed to right.

Timing of the events.

This is taken from the smoke on the flash of the pistol or any approved starting apparatus to the moment any point of the torso comes over the flashing line.

Every competitor shall be timed by three time takers and in the event of the times disagreeing the middle time taken.

HURDLING EVENTS

These are events where the competitor runs over an obstacle placed along the course e.g. 100m/110m hurdles.

Rules governing hurdling events

A competitor shall only clear those hurdles that are on his lane.

A competitor shall not trail his leg around the hurdles.

A competitor shall not deliberately knock down the hurdles.

When sub standard hurdles are being used, a competitor shall only be allowed to knock down a maximum of three hurdles. When standard hurdles are being used then there is no limit to be knocked down.

Do not avoid any hurdle.

Specification for a hurdle

Overall width	120 cm
Length of the base	70 cm
Depth of the top bar	70 mm
Thickness of the top bar	10-25mm
Minimum total weight	10 kg

Distance specifications

SEX	RACE	Height Of Hurdles	From Start to 1 st hurdle	Distance Between Hurdles	From Last hurdle To finish
MEN	110m	1.67m	13.72	9.14	14.02m
	400m	0.914m	45m	35m	40m
WOMEN	100m	0.84m	13m	8.5m	10.5m
	400m	0.762m	45m	35m	40m

Steeplechase

Ways of clearing steeplechase hurdles include:

- Step over - Jump over
- Vault over - Climb over
- Run over

Types of hurdles to be cleared are:

- i. Dry hurdle
- ii. Wet hurdle

Getting number of hurdles cleared

Dry hurdles = No. of lapse x 4

Wet hurdles = No. of lapse

FIELD EVENTS

JUMPS

1. Horizontal jumps

In a situation where there are more than 8 competitors, each competitor shall be given three chances after which the best 8 shall proceed to the next round. This first round is call preliminaries. The competitor with the best jump shall be declared the winner. In championship meetings a qualifying competition of three trials is held preceding competition.

Rules governing horizontal jumps

A competitor shall take off from a single foot.

A competitor shall not apply any form of summersault.

After landing a competitor shall not leave the landing pit from the runaway.

The jump shall not count if the competitor takes from beyond the take off point.

After commencing the jump, a competitor shall have no contact between his body and the ground outside the runway.

A competitor shall not place any checkmarks on the runway.

Do not touch the ground outside the area nearest the take off.

A competitor shall not use hand weights or grips of any sort.

How to take measurement

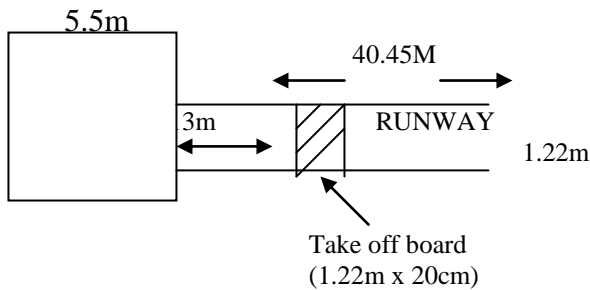
The tape measure shall be perpendicular to the take off point.

The zero (0) mark of the tape measure shall be at the nearest point of contact with the landing area.

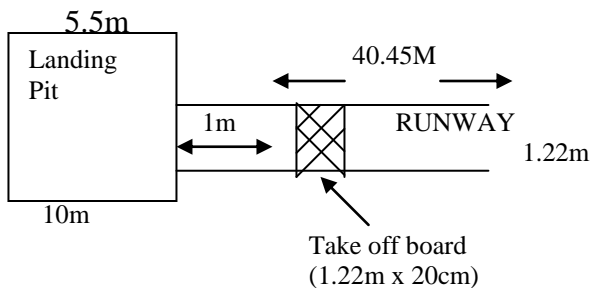
The reading shall be taken from the inner edge of the take off board.

Breaking a tie

In case of two competitors tying, the competitor with the second best jump shall be declared the winner. If the tie remains then the competitor with the third best jump shall be declared the winner. If the tie remains then each of them is given three more chances.



Specification for triple jump



Specifications for long jump

Progressive stages

i. Approach

This is a short run before take off to gain momentum

Errors during approach

Contact with the ground outside the runway

Taking off before gathering full momentum

Inconsistent pace of strides.

Take off

This should be single foot take off.

Errors during take off

Stepping beyond the take off board

Taking off far much behind the take board.

Stepping on the take off board using the wrong foot

Not balancing the vertical or horizontal motion during take off.

Take off foot is the foot that remains longer in contact with the ground. The other foot is known as the power foot.

ii. Flight

This is when the body is in air.

Errors during flight

Somersaulting

Assuming an upright shape while in air

iii. Landing

This is making contact with the ground from air.

Errors during landing

Contact with the ground outside the pit.

Touching behind the area of contact during landing.

Styles of jumping

1. Hitch kick

During the flight he makes a scissor like movement.

2. Float/sail

During the jump the legs and the hands are stretched a head of the body.

3. Hung

The legs are folded backwards as arms cycle in air.

The triple jump has three distinct phases i.e. the hop, step and jump.

A competitor is allowed to land between the take off board and the landing area without penalty provided that he:

i. Lands first on his take off foot.

ii. Lands secondly on the opposite foot.

iii. Does not permit the sleeping leg to touch the ground during any phase the jump before the final landing.

All other aspects same as long jump.

Equipment

1. Tape measure

2. Pegs

3. Scorecards

4. Flags – Red for no jump

- White for jump accepted

5. Rake/Jembe

2. VERTICAL JUMPS

Rules governing vertical jumps

1) Failure is recorded if the athlete

Dislodges the bar, directly or indirectly

Touches the ground including the landing area

Beyond the plane of the uprights without first

Clearing the bar.

2) A competitor shall not be permitted to use the runway or take off area for practice purposes once competition begins.

3) The bar shall never be raised by less than 2cm unless there is a tie or one competitor only remaining.

4) A competitor may commence jumping at any given height above the minimum height.

5) 3 consecutive failures disqualify a competitor regardless of the height at which they occur.

6) A competitor is permitted to place checkmarks on the runway, takeoff and use handkerchief at the poles for sighting.

7) A competitor shall take off from both of his foot and shall not apply any form of somersaulting.

8) The competitor shall complete the event in one and half minutes.

Breaking a tie in vertical jumps

Consider the competitor with the least jump at the height where they tie.

Consider the competitor with the least total failures.

If the tie remains consider the competitor with the least total jumps.

If the tie still remains then a jump off is awarded i.e. the bar is lowered or raised by less than 2cm and the tying competitors given chance to jump.

Taking measurement

The distance between the ground and the upper most part of the cross bar at its lowest point is measured with a steel tape.

a) High Jump

The competitor lower their centre of gravity their bodies over the cross bar in order to reach optimum height.

Styles of high jump

i) Orthodox/scissors

Weight above the bar

ii) Western roll

Take off foot is the landing foot

iii) Straddle

Landing is on the back or the shoulder and upper back.

iv) Fosbury/flop

Landing is on the back or the shoulder and upper back.

v) Eastern cut off

vi) Straight jump/direct jump

Equipment

Tow upright post

Crossbar

Pegs

Steel tape measure

Progressive stages/techniques

Approach from 35⁰ - 40⁰ or from a curve.

Take off – trunk upright at the bar level

Good flight

Proper landing.

Physical components of a good high jumper.

❖ Good height

❖ Good speed

❖ Strength

❖ Flexibility/agility

Specifications for high jump

i. Landing area

❖ Measure 5m x 4m

❖ Filled with sand.

ii. Take off area

❖ Should be levelled, well watered and free from Pitting.

iii. Runway

❖ Should permit an approach run of 18m at any angle on the take off side of the pit.

iv. Uprights

❖ Must be rigid and placed at least 4m apart.

❖ Supporting pegs 4cm wide and 6cm extension in the direction of the opposite upright.

v. Crossbar

May be triangular or circular in section.

Diameter 30mm and should be slightly longer than 4m.

b) Pole vault

The competitor can forego a trial at certain Right.

They are allowed to move uprights, forward

Or backward in preparation for the jump.

The competitor is not allowed to place the

Lower hand above the upper hand after the Take off.

A pole may be touched by someone else other Than the competitor when:

i) It is released and happens to fall away from the bar.

ii) It lands outside the landing zone.

It is not a failure for a pole to fall underneath.

Why aluminium poles are preferred to fibreglass poles.

- ❖ Aluminium poles do not bend
- ❖ Aluminium poles are made of metals
- ❖ Aluminium poles are safer in terms of accidents

Physical components of a good pole-vaulter.

- ❖ Co-ordination
- ❖ Courage
- ❖ Speed
- ❖ Flexibility

Specification for pole vault

i. Landing area

Should be 5m² filled with sand

ii. Take off

This is from specially constructed box measuring 100cm x 60 cm (take of box). It is sunken in the runway so that the upper edge is in level with the surface of the runway.

iii. Runway

Should be between 40m and 45m long.

iv. Uprights

Be placed at least 4m apart.

v. Cross bar

Should be between 4.5m and 5.0m.

Differences between vertical and horizontal jump.

Horizontal jumps	Vertical jumps
Athletes compete for distance	Athletes compete for height
No obstacle to be jumped over	There is an obstacle to be jumped over
Preliminaries are held then the best 8 proceed to the next round	Once a competitor commences the jump he will continue up to the point where he fails

THROWS

1. DISCUSS (Refer to figure 1 page 23)

Weight

For men ----- 2kg

For women ----- 1kg

Throwing styles

i. Standing style

ii. 1 ½ turns

Teaching points

Place discuss on the palm with the finger well spread.

Grip the rim of the discuss with the fingertips

Support the discuss with the thumb.

Do the preliminary swings.

Release.

Rules for discuss

A competitor must complete the throw in 1 ½ minutes time.

The competitor should not leave the circle before the implement lands.

Exit should be from the rear part of the circle

The discuss must land within the sector

The discuss must be thrown while within the circle.

Competitor should not touch or step to the ground outside the circle (should not step on the arc).

Materials for discuss

Tape measure - Pegs

Discuss - Stop watch

Score sheet - Flags (red and white)

Measurement:

The zero (0) mark is placed on the point of landing then stretched up to the center of the circle. The reading is taken at the outer edge of the scratch line.

Breaking a tie.

Consider the second best throw.

If still remains consider the third best throw.

If the tie remains, competitors are given another trial.

Factors contributing to good throw.

- ❖ The speed of the release
- ❖ The angle of the release
- ❖ The strength of the release
- ❖ Method of grip. Poor grip results into wobbling.

2. SHOT PUT (Figure 2 page 23)

Weight

Men -----4 kg

Women----- 2kg

Throwing styles

i. Standing styles

ii. Obrien style (gliding/sliding).

Rules

Same as discuss

Similarities between shot put and discuss

Both have sector of 40°

In both exists is from the rear circle

Measurement taken the same way.

Breaking the tie same procedure

Duration for performance is the same i.e. $1\frac{1}{2}$ mins

Differences

Shot heavier than discuss

Diameter longer than in shot put

In discuss we have $1\frac{1}{2}$ turn method of throwing while in shot put we have obrien method of throwing.

In short put we have stop board while in discuss we have metal rim.

In discuss we throw the discuss while in shot put we put the shot.

3. JAVELIN (Figure 3 page 24)

Weight

Men ----- 800 gms

Women ----- 600gms

Rules for javelin

A competitor is not permitted to step on the curved scratch line during, or after the throw.

A competitor must approach within the runway.

He must remain within the confines of the run way and behind the scratch line until the implement has landed.

Javelin should not land on the tail first.

Javelin must land within the sector (landing sector)

The competitor must complete the throwing within $1\frac{1}{2}$ minutes.

The competitor must retire from behind the scratch line.

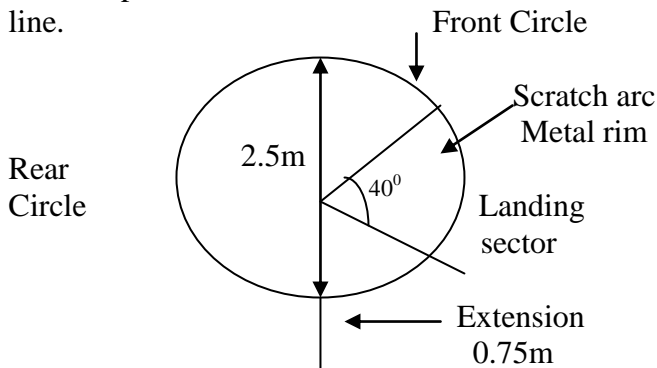


Figure 1: Specification for discuss

Javelin must not be hurled or slung

Javelin must be held at the grip with one hand

Progressive stages

1. Grip

Cord of the javelin is placed on the open palm

Fingers wrapped around the cord.

Thumb parallel to the javelin shaft.

2. Carriage

Javelin placed parallel to the ear and above the shoulder with the head slightly higher than the tail.

Hand and arm should be relaxed

3. Approach

Approach at a run to gain momentum

4. Release/recovery

Safety precautions

Should be thrown in one direction

Throwing should be done in order

Javelin to be thrown towards the wind

Spectators away from the throwing area

Should be carried from the landing area to the throwing circle i.e. should not be thrown.

Should be carried in upward direction with head pointing upwards.

4. HAMMER (Figure 4 page 24)

Weight ----- 7.26 kg

Overall length ----- 116 - 117cm

In a competition of more than 8 competitors, preliminaries are organized where they select the best 8 to proceed to next final round.

Incase of a tie, both preliminaries and final rounds are considered.

The throwing should be done in a cage for the purpose of safe.

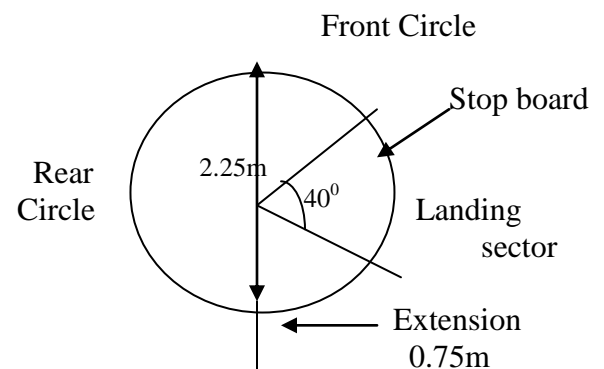


Figure 2. Specification for shot put

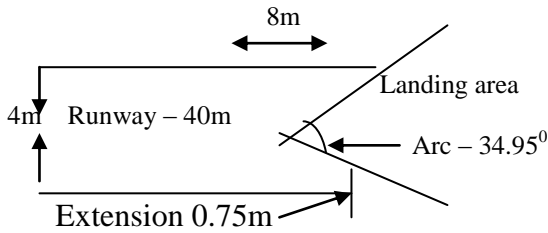


Figure 3: Specifications for javelin

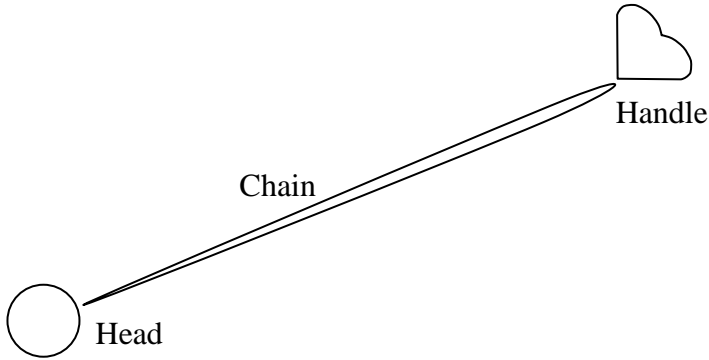


Figure 4: Specifications for hammer

ROAD RACES

Cross country

This is a team event where the team runs on the countryside on different land terrain. Distance in cross-country is determined by age and sex.

It is determined as follows:

Senior men----- 12km

Junior men----- 6km

Senior women----- 8 km

Junior women ----- 4 km

- ❖ For women you register between 6 & 8 out of which only 4 scores for the team.
- ❖ For men you register between 7&9 out of which only 6 scores for the team.
- ❖ The team with the lowest or the least points emerges the winner.
- ❖ To break tie consider the position of the last competitor of each team and one who is placed in a better position helps to break the tie.
- ❖ Trophies awarded are individual trophies and team's trophy.
- ❖ The cross-country event usually ends in a funnel placed in the athletics track. At the funnel we have funnel judge.

- ❖ We have points men at various points to show direction flags. Red indicates right direction while white indicates left direction.

2. Marathon

- ❖ Individual events done on the city streets.

We have two types of marathon i.e.

i. Full marathon ----- 42 km

ii. Half marathon----- 21 km

- ❖ After 15km you get refreshment points. Water points are also placed after every 5km.
- ❖ Sponging is allowed in marathon
- ❖ Sponging and water points helps in preventing dehydration.
- ❖ Differences between cross country and marathon

Cross country	Marathon
A team event	Individual event
Individual and teams trophy awarded	Individual and trophy awarded
Distance vary with sex and age	Is either full half distance
Is done in country side	Is done in city streets
Finishing is done in a funnel	Finishing is done on open
Refreshment and water points not allowed	Refreshments, sponging and water points are allowed
A bit shorter distance i.e. 12,8,6,4	A bit longer distance i.e. 42,21

COMBINED EVENTS

1) Pentathlon

These are 5 events done by junior men and women in one day.

Order of events

- i. Long jump
- ii. Javelin
- iii. 200m
- iv. Discuss
- v. 1500m

2. Heptathlon

These are 7 events done by women in two consecutive days

Order of events

Day 1.

- ❖ 100m hurdles
- ❖ High jump
- ❖ Shot put
- ❖ 200m

Day 2

- ❖ Long jump
- ❖ Javelin
- ❖ 800m

Decathlon

These are 10 events done by men in two consecutive days

Day 1

- ❖ 100m
- ❖ Long jump
- ❖ Shot put
- ❖ High jump
- ❖ 400m

Day 2

- ❖ 110m hurdles
- ❖ Discus
- ❖ Pole vault
- ❖ Javelin
- ❖ 1500m

ORGANIZING MEETINGS AND THE OFFICIALS IN ATHLETICS

- ❖ How to organize a meeting
- ❖ Set the date considering the season, time of the year.
- ❖ Consider and arrange the venue.
- ❖ Consider the participation level i.e. junior or senior.
- ❖ Types of events to be considered according to the participants.
- ❖ Draw a list of officials needed during the meeting.

Programme

- ❖ A programme must be drafted including the number of events, competitor's names, times e.t.c
- ❖ Heats, quarters, semis and finals are to be included in the programme.
- ❖ Indicate times when the events shall take place.

Day of meeting.

- ❖ Officials should be there before the start of the events.
- ❖ It should be known the times the events are to take place.

- ❖ The clerk of the course to address the officials before the start of the meeting.
- ❖ Evaluation of the meeting is done at the end of the meeting.
- ❖ Send letters of acknowledgement to officials and other helpers.
- ❖ Ensure safety of the apparatus and the score sheet.
- ❖ Close and balance the accounts of the meeting.

DUTIES OF THE OFFICIALS

1. Chairman (*normally head of the institution*)
 - ❖ In charge of the meeting
 - ❖ Sees the smooth running of the programme
 - ❖ Checks on the officials and substitution
 - ❖ Settles disputes.
2. Guest steward (*normally deputy principal*)
 - ❖ Welcoming guests of honor and other guest.
 - ❖ Minds about there sitting and feeding arrangements.
3. Organizing secretary
 - ❖ Correspondence to other team officials
 - ❖ Responsible for programmes
 - ❖ Certification
 - ❖ Invitation cards.
4. Technical manager
 - ❖ Clerk of the course
 - ❖ Ensure that lines, landing areas, runways etc are marked.
 - ❖ Ensure that stationery and equipment are available.
 - ❖ Check if the weights of the implements are appropriate.
5. Referee
 - ❖ Settle any dispute
 - ❖ Decides when judges fail to agree
 - ❖ Makes final decision
 - ❖ Ensures that rules are followed
 - ❖ Can disqualify competitors.
6. Chief timekeeper
 - ❖ Assigns duties to other timekeepers
 - ❖ Give signal to the starter when other timekeepers are ready.
 - ❖ Control other timekeepers and checks final time.

Instruct other timekeepers to clear the watches
Fills in the scores card.
Checks the scores card before it goes to the records.

Chief track judge

Assigns other track judges into different duties.
Control his officials
Signals the starter when judges are ready.
Check scores card before it goes to the records.
Makes final decisions on placing particular competitors when watches have same reading or disagree.
Helps to run the programme. He can change the position of the event/track programme.
Consults the clerk of the course.
Ensure that the track is properly marked.
Ensure that there are record papers and other stationery.
Ensure that all the equipment are available and are in good order.

Chief field judge

Controls other field officials
Checks final judgement
Checks score card before it goes to the records
Ensures that all field areas are properly marked.
Ensure that all equipment are ready in good condition.
Issues all forms for events.
He counter sign the forms and send them to the chief recorder.
Overall authority in all field events.

Chief recorder

Record the results
Awards points
Position finalist.
Guides his assistants
Sports the broken records
Consults with the black board officials.

Umpires

Stay at all 4 truck corners
Check on the change over boxes of the baton exchange in relay races.

Ensure athletes follow their lanes.
Check on the hurdles according to the rules
Communicate by use of flags once they notice any infringements.

11. Starter

Start the track events
Signals to the chief track judge
Completely controls the track
Keeps programme running to the schedule
Records false by call alone but not by name.
Give the starting command.

12. Marksman/starter assistant

Assembles the athlete in their correct lanes
Assist the starter
Signal the starter when all are "on your marks"
Indicate false start and who is offender.

13. Marshals

Assembling the athletes to the starting point
Assist lane manager
Give competitors notice to prepare

14. Announcers

Calls athletes to start the events
Announce results
Announce new records set
Helps keep programme running
Silence spectators at the start of the race
Keep public informed of what is going on in the field.

15. Lap Scorer

Minimum of two in the race
One shows the competitors how many laps to go.
The other shows the competitors laps gone.

16. Walk judges

Ensures that the athletes follow the walk rules
Chief walk judge disqualify the participants.

17. Prize and certificate steward

Ensure that certificates are awarded to the winners after each event.
Makes proper arrangements for the trophies to be awarded at the end of the day by the guest of honor.

Refreshment steward assistant.
 Provides drink during the meeting
 Feed guests and officials after the meeting

First aider
 Gives the competitors the necessary first aid.

Blackboard official
 Continuous record of results on the blackboard for
 guests and competitors to be kept informed.

Typist
 Types the certificates as events are done.

JURY OF APPEAL COMPOSITION

Referee or chairman of the meeting
 Chief track judge
 Chief field judge
 Clerk of the course or secretary
 Overall man e.g. churchman.

The above group is formed when disputes that are
 beyond the referee arises.

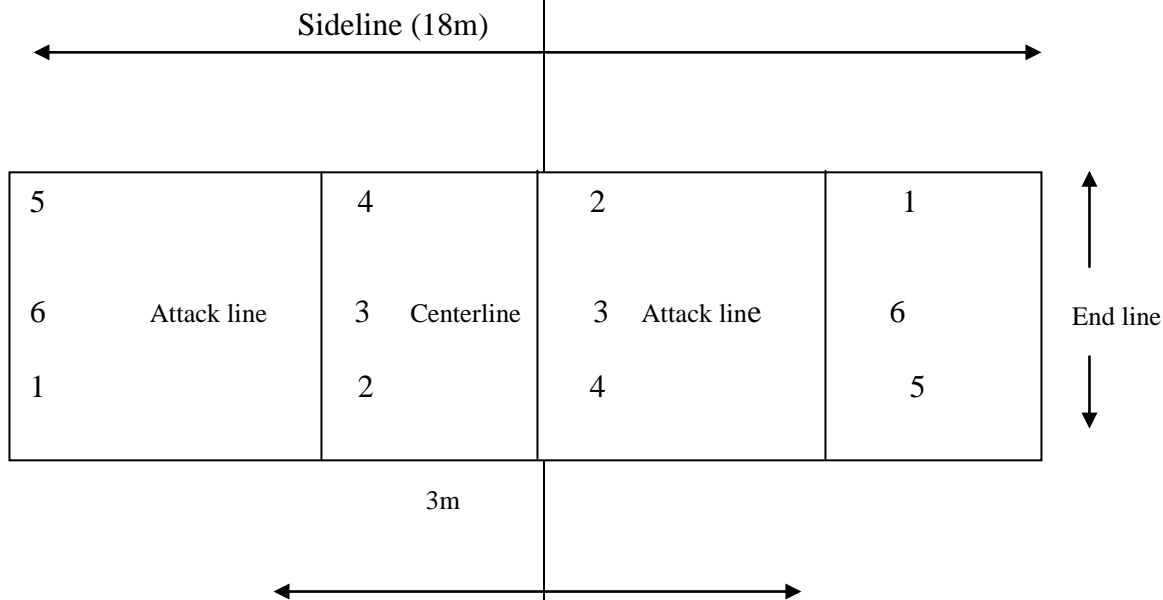
How a protest is lodged
 It has to be in writing to the secretary or
 organizing committee.
 Should be made not more than 30 minutes after
 the official announcing of the result.

The chairman calls the members of the jury for
 final decision.

VOLLEYBALL

Historical background
 The game was started by William Morgan, a
 physical education specialist and director at Young
 Men Christian Association (YMCA) in 1895 in
 U.S.A. He first called this game Mintonette.
 Latter the Y.M.C.A directors suggested that the
 game should be called “*Volley ball*” because the
 ball was volleyed back and forth across the net.
 In the early stages of development 9 players on
 each side were playing volley ball. The YMCA
 drew the first formal rules in 1897.
 During the First World War the American troops
 introduced the game in Europe. U.S.A formed
 amateur volleyball association in 1928 while the
 Great Britain did the same in 1955. In 1946
 volleyball was introduced in Olympic games both
 for men and women.
 In 1947 the international volleyball federation was
 formed with its headquarters in Paris. In Kenya
 we have Kenya Volleyball Association (K.V.A)

THE COURT



There is non-refundable fee paid to the organizer.

Sideline

Length of the court (18m)

Substitution takes place along this line

Team bench is located along this line.

End line

Width of the court (9m)

Service takes place along this line.

Center line

Subdivide the court into two equal parts

Net is fixed along this line

The two referees stand along and opposite this line.

Prevents the player from entering the opponents half.

Attack line

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

Playing positions

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

Rules governing back players

They cannot participate in the block

They can spike provided they take off from the back row plane.

Principle of rotation

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

TEAM SIZE

A team is made up of 12 –layers, 6 main players and 6 substitutes.

A team may register among the top players a specialized defensive player known as libero

A team must have a captain.

The maximum number a team can substitute is 6.

Rules governing libero player.

- (i) He shall wear a different color from the rest.
- (ii) Shall be registered with the scorer.
- (iii) Shall only replace the back court player.

(iv) Shall enter the court on the area between the attack line and the base line.

(v) Shall not serve the ball at any given time

(vi) Shall not block the ball or play any ball above the net

(vii) Can substitute the back court player as many times as possible.

(viii) Shall only be substituted by a player who he substituted.

(ix) Can not complete rotation

Qualities of a good libero player

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

BASIC EQUIPMENT

The ball

Spherical in shape

Circumference 65-67cm

Weather/synthetic casing with bladder inside

Weight 260-280 grams

The Net

Length 9.5m

Depth 1m

Should have a band with a cable inside to help in tightening the net.

Heights - Men - 2.43m

Women – 2.24m

The Antennae

Measure 1.8m

Used to show aerial dimension of the volleyball court.

The Post

Measure 2.55m

Fixed at 0.5m from the sideline.

When the ball is considered dead

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

START OF THE GAME

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

- I. Choice of side
- II. The first service

The other captain takes the remaining option.

SERVICE

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

TYPES OF SERVICE

1. Underarm (sling) service

Teaching points

Stand facing the net

Legs a stride with leg opposite the serving arm in front.

Trunk and the knees slightly bent with more weight on the rear leg.

Ball held at about knees level and slightly above.

The opposite arm with closed fingers swing backwards and forward to hit the ball as you toss.

The opposite arm should be straight and make contact with the inner part of the wrist.

Follow through as you transfer the weight from the rear foot to the front foot.

Maintain the eye level coordination and aim at the large position or position you want to serve the ball to.

Overhead/tennis service

Teaching points

Stand same as underarm service

Ball held with straight-arm just above the knee of the front foot.

Bring the ball up above and in front of the head. At the same time swing the opposite arm upwards and backward with the elbow facing forward.

With the trunk arched and more weight on the rear foot, release the ball at maximum height of your arm.

The opposite arm with fixed wrist and fingers spread; hit the ball with heel of the palm for the ball to make topspin.

Contact should be made at the back of the ball with the arm making a follow through.

The whole trunk makes a follow through.

Windmill/Hook/Round house service.

Teaching points

The same as over arm except that the body makes an anti-clockwise rotation of 180 degrees and face backward making the right foot in front instead of the left foot.

More weight in the front foot(right) with knees slightly bent, release the ball at arm height and hit it from the back.

Good service

This is when the ball is within the court.

Faulty service.

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

Examples of faulty services

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

Ace service

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

How to make ace service

1. Spinning the ball
Hitting the ball by side so that it comes rotating
2. Spike service
Jumping up high and hitting the ball with a lot of force.

SUBSTITUTION

This is replacement of players. It is requested when the ball is dead either by coach or the captain.

Rules governing substitution

- a) The player must have registered in the line up
- b) Done when the ball is dead
- c) Done on the line of the first referee
- d) The player to be replaced gets out first before the substitute goes
- e) Requested for either by the coach or captain.

- i) Maximum of 6 substitutes is allowed per set.
- ii) Must be conducted within the substitution zone.

b) Should not exceed 30 sec.

TYPES OF SUBSTITUTION

1. Legal substitution

This is when the team is utilizing the 6 registered substitutes.

2. Illegal substitution

When the team has exhausted the 6 substitutes but continue substituting.

It is when the team utilizes the unregistered player.

3. Compulsory/exceptional substitution

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

TIME OUT

This is a brief interruption of the game or pause requested by coach or captain for a technical talk. Duration for time out is 30sec. Each team is entitled to 2 time outs per set. It is requested when the ball is dead.

During time out the coach is not allowed to enter the court neither the players allowed to leave the court.

TYPES OF TIME OUT

a) Teams time out

Requested by the coach or the captain

b) Official time out

When referee stops the game incase of:

1. Technical problems e.g.

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

2. External interference e.g.

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

c) Technical time out

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

THE PLAYING FORMAT

To win a point

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

Examples of playing fault

Double hit by individual player unless there is a block.

Four hit by a team unless there is a block.

Positional fault (When the players are not in their playing position when the ball is being served)

Rotational fault.

A player touching the net with or without another opponent player

Front court player crossing the centreline

Ball landing inside or outside the court

Faulty service

Wrong substitution

Breaking time out rules

Back court player participating in block or spiking while in the frontcourt.

Ball passing under the net.

Consequences of playing fault.

The serving team loses the point and chance to serve.

Receiving team gains a point and chance to serve.

The receiving team loses a point when they make a play fault thereby serving team continues to serve.

How to win a set.

In a volleyball 5 sets are played. To win a set the 1st team to reach 25 points with a leading margin of a minimum of two points takes the set. Eg 25-23, 25-21.

At the end of every set, teams changes sides.

Incase of deciding (5th) set, the first team to reach 15 points with a leading margin of a minimum of two points takes the set. Team changes sides when the first team reaches 8 points.

How to win a march

The team which wins more sets emerges the winner.

OFFICIALS OF THE GAME

1. First named referee

He has the absolute authority over the game and other officials.

His decision is final

He uses whistle to signify the beginning and end of the game, a point, change of service e.t.c.

Awarding points and services gained

In charge of disqualification.

2. 2nd named referee

Supervises control of substitution on the side of lines

He takes note of the following:

Net faults

Crossing the centreline

Illegally crossing the attack line by backcourt players.

Reaching over the net (over reaching)

Draws the attention of the first named referee of any unsporting behaviour.

Notes players position at the start of the game.

Keeps check on all time outs.

Authorizes all substitutions.

3. The scorer

Positions himself opposite the first named referee.

Take note of all scores.

He notes all time outs, substitutions and any other interruptions.

Before the sets, he takes names of all the players, substitutes, captain, coaches.

Take care of the positions of players in the court and ensure that the rotation order of the court is kept.

He supplies the referee with relevant information at all times.

Referee assistants

They are four and they sit at each corner of the court.

They note the serving faults.

Note the ball, which passes outside the net vertical markers during the service.

Note the ball falling out of the court.

BASIC SKILLS IN VOLLEYBALL

1. Volley

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

Teaching points

Wide base with legs comfortably apart to maintain the balance.

Knees slightly bent with the body position under the and eyes on the ball.

Arms almost stretched, fingers spread, palm facing upwards with thumbs and first fingers almost meeting.

The elbow bends as you receive the ball.

Flex your wrist and bend your knees as you receive the ball in order to be able to accommodate the ball comfortably.

Use your fingers mainly those of the thumb and the two fingers.

The body almost immediately straightens after receiving the ball on legs, fingers, arms and toes thus putting the ball into play.

The body makes a pumping action by moving down and up with the wrist flicking to make the ball move fast.

2. Serving

The act of putting the ball into play from the serving area of the court.

Teaching points

(Refer to types of services)

3. Spiking/smashing

This is the act of jumping in the air besides the net and forcibly hitting the ball down into the opponents' side. The hands must not touch or pass over the net.

Teaching points

❖ Take two running steps

❖ Jump of from both feet

❖ Take ensuring both hands backwards and upwards to propel your body off the ground.

Factors contributing to good spiking

The take off should be with knee bent and trunk bent

The contact with the ball should be made at the highest point of the jump with the trunk arched backwards.

With fingers spread, wrist flexed, contact the ball with the heel of the palm first and close with fingers as in the case of the tennis service.

The ball should be hit with a maximum force to make it move to the opponent court at a sharp angle.

4. Block

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

Styles of blocks

i) Umbrella block

ii) Pun block

Types of blocks

a) One man block

b) Two men block

c) Three men block

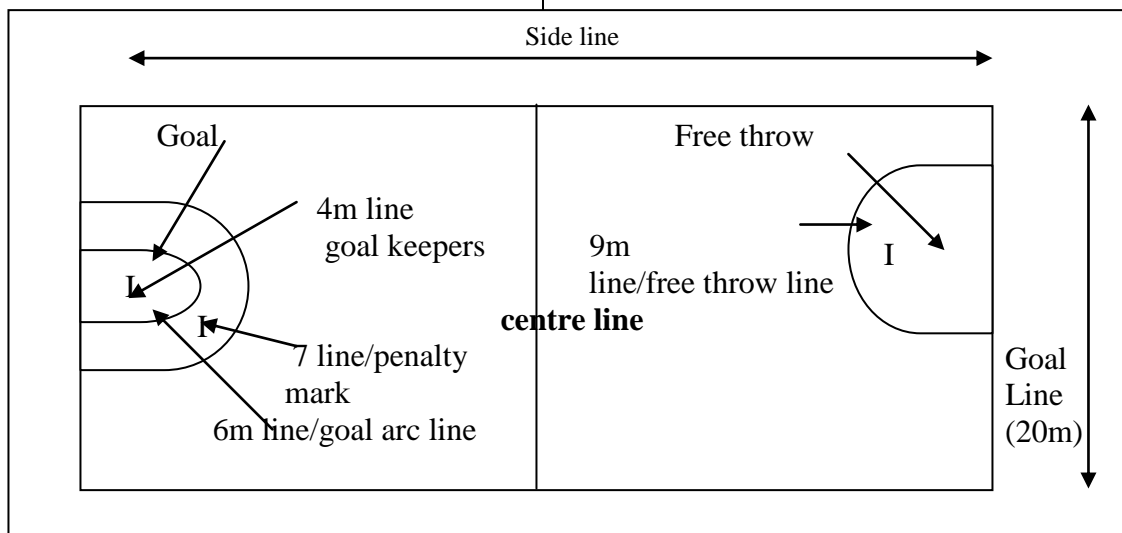
Teaching points

Double feet take off at about two feet from the net.

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

HANDBALL

THE COURT



5. Dig
The method of retaining the ball when it comes below the level of the waist of the player.
6. Set-up
This is the situation where the ball is volleyed for smashing or spiking.

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

For a player or team to be allowed to participate.

- He must have his/her name entered in the score sheet.
- Should be present at the start of the game incase of lateness of a player or official, he should notify the table officials and his name is entered into the score sheet.

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

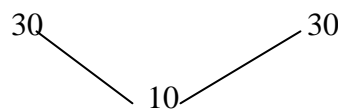
Substitution

A substitute becomes a court player when the player he is substituting leaves and he in turn enters the court. A substitute can enter the court as many times as possible (*revolving substitution*)
Rules governing substitution.

1. Can be done without the notification of the referee provided a player is registered.
2. Substitute should enter the court when the player he is substituting has left the court.
3. A player entering/leaving the court should do so from within his team substitution area. But this does apply incase of injury.
4. The game cannot be stopped for substitution to be done.

Duration of the game

For players 16 years and above, the game consists of 2 halves of 30 minutes each and break of 10 minutes in between.



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

If the referee is not satisfied he retains the players in the court and if there was an error the game continues.

Breaking a tie

In case of a tie an extra time is added 2 halves of 5 minutes each with break of 1 minute in between. If it still stands duration of the same is added. If it continues the tie is broken in accordance to the rules of that particular game.

Time out

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

Obligatory

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

Rates governing time out

A team is entitled to one time out each half. Shall be requested by either by coach or captain. Shall be requested by placing a green card on the official table.

Pieces of equipment used in the game of handball

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

Score sheet

The following information are entered in the score Sheet

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

Uniforms

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

Tshirts

Goalkeeper always should wear uniforms different from other playmates and opponents.

Tshirts shall have conspicuous numbers both back and front ranging from 1-20.

Numbers 1,12,16 are reserved for the goalkeeper. Captain wear an armband on the arm.

1. Goal line

- ❖ Measures 20m
- ❖ Forms width of the court
- ❖ Where the goal posts are fixed
- ❖ Confirms the score

2. 4m line.

- ❖ Also known as goalkeeper's line. Goalkeeper shall not go beyond this line during penalty throw until the thrower shall have released the ball.

3. 6m line

- ❖ Goal area line
- ❖ Marks the extent of the goal area
- ❖ Goalkeeper shall not move or cross the line with the ball under his control.
- ❖ Goalkeeper shall not collect the ball outside this line and comes back with it inside the area.
- ❖ Goalkeeper shall not collect the ball lying outside 6m line while he himself he is within the area.
- ❖ Penalty is awarded to the attacking team if a defender enters his goal area and by so doing gains an advantage over the opponent.
- ❖ Free throw is given to the defending team if an attacker enters opponent's goal area with or without the ball.
- ❖ Goal shall not count if an attacker makes a score while in contact with the ground inside the 6m line.
- ❖ During free throw by the attacking team, the defenders position themselves along the 6m line.

5. 7m line

- ❖ Penalty mark
- ❖ During the penalty throw the thrower shall not step on or over this line before releasing the ball. In case of infringement by the thrower, a free throw is awarded to the opponents at the 7m line.

6. 9m line

Free throw line A long where all the free throws shall be taken for infringements on the defenders along the free throw zone.

During the penalty throw all the players apart from the thrower and the goalkeeper shall be outside the 9m line.

7. Center line

Divides the court into 2 equal halves

Along where throw off is taken

All the players of the team taking the throw off shall be along this line.

Along where substitution takes place.

8. Side line

40m long

Forms length of the court

Confirms a ball out of A ball is out of bound when:

Comes into contact with the ground outside the sideline.

Comes into contact with an object in contact with the ground outside the sideline.

Along where substitution takes place next to the centreline.

Along where substitution takes place next to the centreline.

Along where the officials table and the substitution bench are placed.

THROWS IN HANDBALL

1. Throw in

Awarded when the whole ball completely passes over the sideline.

Conditions to be observed

Throw at the exact point where it went out.

Atleast one foot should step on the sideline.

Opponents 3m away from the ball.

Must be released within three seconds.

A player cannot pass the ball to himself.

No blowing of the whistle.

2. Penalty throw

Awarded when:

Goalkeeper enters his goal area with the ball or takes it from the court to the goal area.

A court player internationally gives a back pass to his G.K in the goal area.

A court player enters his goal area to gain advantage of the ball.

When a clear chance of scoring has been spoiled.

Dangerous play.

Unwarranted whistle signal at the time when a team had a clear chance of scoring.

Conditions to be observed.

Must be done 3 sec. after the referee's whistle

Shot must be directed to the goal

The penalty thrower must not touch on or cross the penalty throw line before the ball leaves his hand.

Other players to be beyond 9m line.

The G.K. should not move the 4m line till the ball is released.

3. Free throw

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

Conditions to be observed

Taken at the exact point where the infringement occurred.

Ball must be released with 3 sec.

Opponents be 3m away from the ball

4. Goalkeepers throw

Awarded when the goalkeeper gains control of the ball within the goal area.

A player throws the ball over the opponent's own goal line.

The ball is considered to be in play when it passes over the goal area line.

No whistle for the throw.

5. Throw off

At the start of the game

Begin of the 2nd half

If a whole ball passes in between the upright posts under the cross bar joining them (score).

6. Referee throw

Awarded when:

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

Conditions to be observed

Two opposing players stand facing each other, hands alongside their body

Referee tosses the ball between the two opposing players.

7. Corner throws

Awarded when the whole ball completely crosses over the goal line having lastly been touched by the defender (But not in between the two upright posts) It is taken at the edge of the court where the sideline meets the goal line. Conditions similar to throw in.

Passive play

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

Penalty for this is free throw.

PUNISHMENTS IN HANDBALL

1) Warning/Caution

Can be given verbally or through us of yellow card. It is given when.

- i) Time wasting
- ii) Wrong approach to an opponent
- iii) A persistent infringement.

2. Suspension

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

- a) repeat/persistent infringement concerning an approach to an opponent
- b) when a player is disqualified, he shall be accompanied by 2 minutes suspension.
- c) Infringement of the substitution rule.
- d) Failure to release the ball or throw the ball way after being penalized.
- e) Rough play – directed to an opponent using unnecessary force.

3. Disqualification

This is where a player is supposed to live the court or the remaining period part of the game. However one shall substitute after two minutes.

Occasions

At the third suspension.

Endangering the life of an opponent e.g. pushing an opponent who is in air.

Unsportsman – like language.

Unregistered player entering the court/playing.

It is indicated by read card

Expulsion

This is where a player is supposed to leave court for the rest of the game and shall not be substituted. An expelled player shall be required to leave the team bench and vicinity of the game.

It is indicated with 2 hands crossed above the head.

Occasions

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

OFFICIALS IN HANDBALL

1. Court referee

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

Goal line referee

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

Combined duties of the referees

- ❖ They shall run the game according to the laid down rules and regulations.
- ❖ They shall inspect the facilities equipment and players before the start of the game.
- ❖ They sign the score sheet at the end of the game.
- ❖ They shall inspect the score at the end of each half or any other time one feels like.
- ❖ They shall make the final decision in case of any disapproval between the table officials.
- ❖ They shall penalize the players according to the laid down rules and regulations.
- ❖ They shall keep a record of scores and shall confirm the score before approving the score in the score sheet.
- ❖ One of them shall minister the toss-up of the coin at the start of the game.

3. Time keeper

Shall take note of the time at the start of the game.

Shall make a signal at the expiration of the game.

He shall alert the court referee two minutes to the end of a half of the game.

Shall time the two minutes suspension.

Shall stop the game clock as instructed by the referee during time out:

Shall take note of any time wasted e.g. in case of injuries or any other interruption and shall add that time at the end of the particular half.

BASIC SKILLS

1. Passes

Similar to those used in net ball apart from over arm pass which is only used in hand ball.

2. Shots

These includes dive shot, jump shot, set shot, sling/under arm shot, standing shot, hook shot.

3. Dribbling

Constant bouncing of the ball on the ground by use of one hand.

4. Dodging/faking/feinting.

This is provoking the opponent to go in the wrong direction.

5. Blocking

Restricting movement of the opponent by using various body parts e.g. chest (*frontal blocking*) back (*rear blocking*) side (*linear blocking*)

6. Catching

Single and double hand catching

Qualities of a good keeper

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

SYSTEMS OF PLAY

Defence system

1. Man to man

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

2. Zonal guard

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

3. Combined cover

This is the combination of both man to man and zonal defence.

Attacking tactics

1. Simple first break

Only one player sprints forward to make a score

2. Complex first break.

More than one rushes forward to make attack.

3. Figure 8

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

4. Posting

The use of a very tall player against short player.

He is given high pass that the other players cannot touch then he scores

5. Screening

6. Overloading/piston movement.

Playing systems

i. 6:0 ii. 5:1 iii. 4:2 iv. 3:3 v. 3:2:1 vi. 2:3:1

METHODOLOGY

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

Factors to consider while choosing teaching method.

- ❖ Age of the learners
- ❖ Previous experience
- ❖ Equipment available
- ❖ Facilities available
- ❖ Nature of the skill or activity
- ❖ Time available
- ❖ Safety precautions
- ❖ Mental ability
- ❖ Physical ability
- ❖ Sporting season
- ❖ Weather
- ❖ Size of the class
- ❖ Class discipline.

METHODS OF TEACHING

1. Direct/formal method

Teacher dominates the class/teaching and determines the activities to be done and the apparatus to be used.

Merits

A lot of work is covered

It saves time

Discipline is maintained in the class

Teaching/learning is systematic

Avoids a lot of repetition

Class coaching is possible

Appropriate when dealing with young pupils who have no previous experience.

Appropriate when dealing with large class but apparatus are limited.

Apparatus not familiar with the pupils are not neglected.

Injuries are minimized.

Demerits

- ❖ Activities/apparatus not familiar with the teacher are neglected.
- ❖ Pupils do not progress at their own pace.
- ❖ Do not cater for individual difference e.g. physical and mental abilities.
- ❖ Pupils are passive and bored throughout.
- ❖ Pupils' creativity/discovery are hindered because they are not given the freedom.
- ❖ Does not promote self-confidence in pupils.
- ❖ Does not express self-expression and satisfaction.

2. Indirect/informal method

Pupils are given the freedom to select the apparatus/activities of their choice. Role of the teacher is supervise and provide apparatus.

Merits

- ❖ Enhances pupils' maximum participation.
- ❖ Pupils progress at their own pace.
- ❖ Promote self confidence in pupils.
- ❖ Promote self-expression and satisfaction
- ❖ Caters for individual differences
- ❖ Promotes pupils discovery/creativity.

Demerits

- ❖ Class coaching not possible because pupils are doing different activities
- ❖ Require more space/facilities
- ❖ Apparatus not familiar with pupils are neglected.
- ❖ Take a lot of time
- ❖ A lot of apparatus/equipment is required.
- ❖ There is a lot of repetition.
- ❖ Class control discipline is not possible.
- ❖ Very little is covered.
- ❖ More injuries.

3. Limitation of on line method

Borrows advantages of both direct and indirect methods of teaching.

4. Part method

This is when the whole skill is divided into various components and each part is taught at a time.

Appropriate when dealing with complex skills e.g. when teaching pole vault we have;

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

5. Whole method

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

6. Task method

This is when pupils are given assignment by the teacher to accomplish within a given period of time e.g. 10 press-ups within 5 seconds.

7. Discovery method

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

8. Reciprocal method

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

SCHEMES OF WORK

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

Purpose of scheme of work.

- ❖ Make teaching become systematic to avoid repetition and lesson oversight.
- ❖ To consult various references in advance.
- ❖ To gather the lesson requirements in good time
- ❖ To budget time properly.
- ❖ Professional requirement for inspection and administrative purposes.
- ❖ Assist teachers during evaluation e.g. pupils and self-evaluation.

Incase of new teacher he can comfortably fit into the class (*doesn't break the continuity*)

Types of schemes of work

1) General scheme of work

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

2) Specify topic based scheme of work

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

3) Theory scheme of work

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

PARTS OF THE SCHEME OF WORK

(The description is as per the new syllabus)

It has 9 columns.

i. Week

This is the week of the term

ii. Lesson

This is the lesson number for the specific week.

iii. Topic

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

iv. Content

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

v. Objectives

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

A good objective should have the following characteristics:

- ❖ Should be specific
- ❖ Should be measurable
- ❖ Should be achievable
- ❖ Should be behavioural.

vi. Teaching/learning activities

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

vii. Resources

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

viii. Reference

This shows materials used by the teacher as his sources of information. They may include books, magazines, newspaper e.t.c.

ix. Remarks

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

LESSON PLAN (*New Syllabus*)

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

Parts of the lesson plan.

A. Row headers

1. Introduction

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

Introductory activities

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

Purpose

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

Compensatory activities

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

Purposes

- ❖ To give further general warm up of the body
- ❖ To give specific warm up of the body parts that will be used in the skill to be learnt.
- ❖ To mobilize body joints and strengthen the muscles.

To facilitate steepness in flexibility of the body thereby reducing chances of injuries.

2. Development

This is where the teacher explains and demonstrates the skill that appears in the content column of the scheme of work.

3. Application

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

Purpose of grouping.

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

Factors to consider when grouping pupils

- ❖ Nature of the skill
- ❖ Size of the class
- ❖ Apparatus available
- ❖ Space or facilities available
- ❖ Body size of the pupils i.e. height and weight
- ❖ Physical abilities of the learners
- ❖ Mental abilities of the learners.

- ❖ Age of the pupils
- ❖ Past experience
- ❖ Gender/sex

4) Conclusion

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

Purpose

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

B. Column headers

i. Content

This shows activity/activities you will be doing in that part.

ii. Objectives

This shows the reason why you are doing the activity.

iii. Teaching/learning activities

This will show the teaching point of what you will be doing in that part.

iv. Organization

This will show formation that you will use while performing activity in that part.

v. Resources

This will show the apparatus and equipment that will be used in that particular part.

vi. References

These are the sources of information to be taught.

vii. Resources

Comments on how activities were performed.

STEPS/STAGES OF TEACHING PSYCHOMOTOR

1. Explanation

Factors to be considered

Good formation that the teacher and pupils can easily see each other.

Explain only when pupils are attentive.

Explain systematically to avoid repetition

Explanation should be brief and precise

Use the language that pupils understand.

- ❖ Introduction of all vocabularies should be done during the explanation stage.
- ❖ Teacher should be conversant with the content.
- ❖ Pupils should not face direction of the sun.

2. Demonstration

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

Importance

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

Instances when pupil demonstration is preferred

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

Factors to be considered during demonstration

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

3. Practical/participation

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

4. Exploration/discovery

This gives pupils opportunity to experiment with the skill.

Purpose

Allows for self – satisfaction

Gives pupils self – confidence.

- ❖ Gives pupils freedom to handle and manipulate the apparatus.
- ❖ Gives pupils sense of achievement

5. Evaluation

Meant to assess pupils' acquisition of the skill

Methods of evaluation.

- ❖ Ask them to demonstrate.
- ❖ Let them explain oral questions or written quizzes.
- ❖ Observe them during game situation.
- ❖ Project.

Ways of motivating children during the lesson

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

Class control

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

IMPROVISATION

- ❖ The act of making or preparing an article for use in learning process by use of locally available materials to replace the real article.
- ❖ Factors to consider when improvising
- ❖ Number or pupils in the class.
- ❖ The materials available.
- ❖ The cost involved.
- ❖ Durability of the item.
- ❖ The safety of the equipment.
- ❖ The functional utility of the item.
- ❖ The relevance of the apparatus involved.
- ❖ Importance of the apparatus.
- ❖ Makes the lesson formal.
- ❖ Ensure proper learning of the subject.
- ❖ Helps to maintain the interest.
- ❖ Trains co-ordination

- ❖ Improves quality of teaching
- ❖ Children master skill well by doing
- ❖ Children naturally enjoy playing with the apparatus.
- ❖ Makes class control easier.
- ❖ Help prevent injuries.

Qualities of a good improvised item.

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

Dangers of improvised items

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

Care and storage of apparatus.

- ❖ P.E apparatus should be well looked after.
- ❖ Point pupils to carry them to and from the field.
- ❖ Ones used for a particular activity should be moved from the areas of operation to save them from being stepped on.
- ❖ Apparatus should be well set so that pupils can reach them so easily.

Factors influencing the occurrence of injuries

1. Old age due to less flexibility, elasticity, strength, endurance, speed e.t.c
2. Insufficient warm up. This is concerned with Raising body temperature with 2⁰ c.
 - ❖ Mobilizing joints and strengthening muscles
 - ❖ Mobilizing substances to be used in production of energy.
 - ❖ Prepare body tissue for proper ventilation.
 - ❖ To stimulate hormone e.g. adrenaline and non-adrenaline which help to suppress the onset of fatigue.
 - ❖ Prepare one psychologically and level of conditioning.
3. Lack of adequate rest and pause. This makes the glycogen depot to get exhausted and therefore one suffers due to lack of metabolism or accumulation of lactic acid.
4. Lack of balanced diet.

5. Nature of the game
6. Over dressing and under dressing
7. Experience on the sport
8. Sports specific techniques
9. Health status of the subject
10. Play grounds
11. Faulty apparatus
12. Poor demonstration/instructions.

Role of the teacher in prevention of injuries

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

Reasons for encouraging pupils to sit upright.

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

Importance of teacher's self-evaluation.

- (i) To check whether the method was appropriate
- (ii) To find out whether the time was appropriately used.
- (iii) To check the effectiveness of the apparatus used.

- (iv) Help the teacher to prepare for remedial work for the pupils.
- (v) To check the safety of the apparatus used.
- (vi) To find out how much the pupils have mastered.

How to occupy sick pupils or disabled in your class.

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

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

1. Time

- ❖ Whether it was enough/was there any wastage/was it used well.
- ❖ Time allocation for various topics.

2. Apparatus

- ❖ Were the apparatus enough?
- ❖ Were they appropriate for the level of the learners?
- ❖ Were they bought or improvised?
- ❖ Did they cause injury?

3. Space

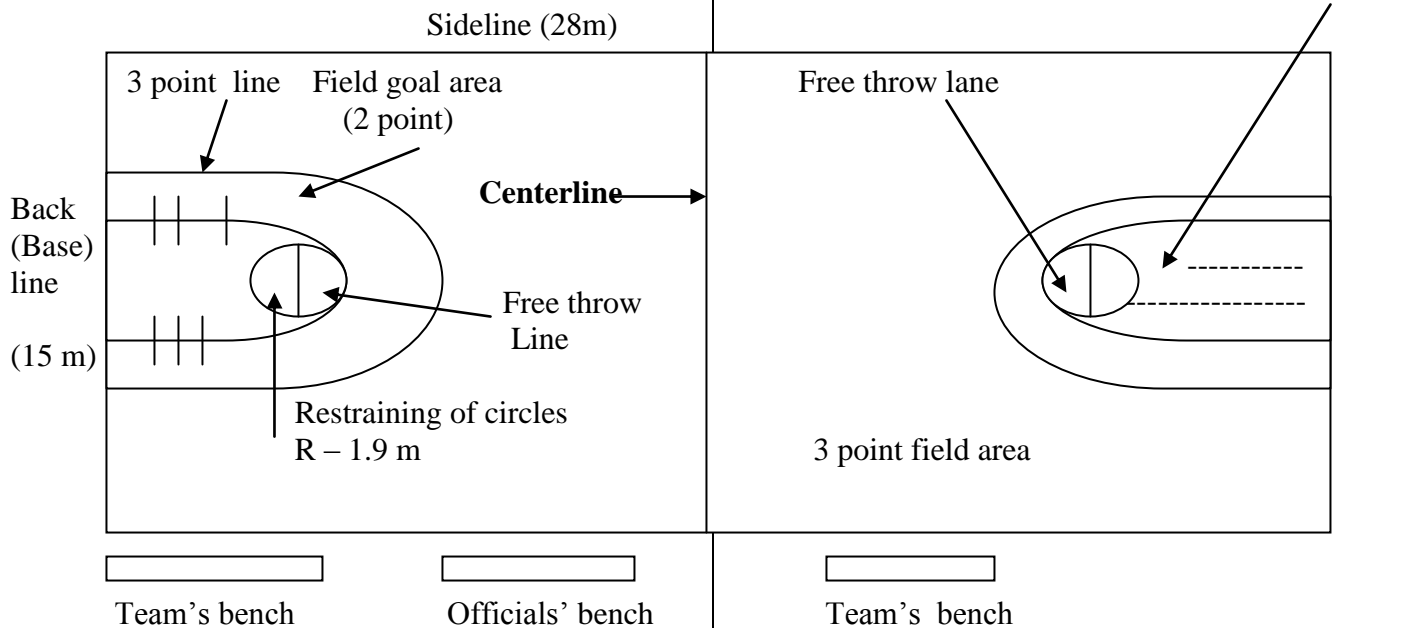
- ❖ Were the learners organized?
- ❖ Were the apparatus well spaced?
- ❖ Was there enough space between the pupils?

4. Safety

Did the teacher ensure that the facilities and equipment are safe for the pupils?
 Is the teacher conversant with the first aid knowledge.
 Was there adequate teacher's supervision?

BASKET BALL

The court



Parts of the court

Centerline

- ❖ Subdivide the court into two equal halves
- ❖ The game starts along this line with jump ball.
- ❖ Substitution takes place along this line.

Side line

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

Base line

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

Center circle

Radius 1.9m

Where the game starts with the jump ball.

- ❖ Used for penalizing common infringement with jump ball.

Free throw line

- ❖ Where free throws are taken from

3 point line

It helps in demarcating 3 point and 2 point areas.

Restricted area

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

Field goal area (2 point)

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

3 point area

- ❖ Indicates when 3 point is awarded
- Team's bench

- ❖ This is where the substitute and the team officials sit.
- ❖ Officials table
- ❖ This where the scorer timekeeper and 24 second operator sits.
- ❖ Marks
- ❖ Indicates line up when free throw is being taken.

TEAM SIZE

A team is made up of 5 players.

The players should wear jerseys containing numbers 4 – 15

DURATION

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

ART OF THE GAME

It starts with jump ball at the center circle.

Procedure for jump ball.

Two opposing players at the center circle, each on his side of the court. The rest of the players to be outside the center circle.

Referee tosses the ball between the two and then they jump to tap the ball outside the circle.

If one of the players commits a violation, the opponent is given the ball for throw in on the sideline.

Occasions when jump ball is administered

- ❖ Start of every quarter.
- ❖ Start of second half
- ❖ Start of extra period.
- ❖ In case of common ball where it is administered in any of the restraining circles.

TECHNICAL EQUIPMENT

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

BASIC SKILLS

Catching

Passing

Shooting e.g. set shot, jump shot, stay up hook shot.

Dribbling: This can be either low or high dribble.

Reasons for dribbling

- ❖ To beat an opponent
- ❖ To cover the space
- ❖ To create a good scoring chance when a teammate is marked.

Faulty dribbling

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

SCORING

A score in basketball is called a basket.

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

A dead ball

After the score

Expiry of the time

Ball out of the court

When referee blows a whistle in case of a foul or violation.

A live ball

When a ball is tapped outside the center circle during a jump ball.

During free throw when the ball is disposed to the player by the referee.

When the referee touches the ball during the throw in.

Value of a basket

1 point – awarded during free throw

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

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

Held ball

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

When the ball hangs between back board and the ring.

TIME RULES

3seconds:

Unguarded player without a ball should not remain in the opponents' restricted area for a period exceeding 3 seconds.

5 seconds:

A player should not exceed 5 seconds during throw in when the ball has been touched by the referee.

A player should not hold the ball without passing, dribbling or shooting for a period exceeding 5 seconds.

A player should not exceed 5 seconds during free throw when the referee has disposed the ball.

8 seconds

A team in control of the ball should make sure that the ball moves from the backcourt to frontcourt within 8 seconds.

24 seconds

A team should make an attempt to score at the opponents' basket within a period of 24 seconds.

30 seconds

A disqualified player must be substituted within this time.

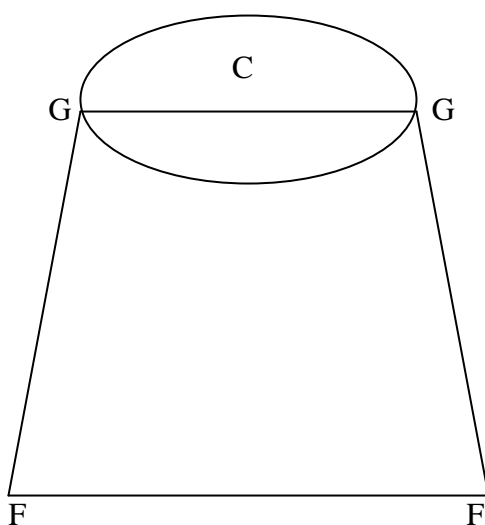
20 seconds

This is time for substitution.

1 minute

This is duration for time out.

Playing zones



C ----- Center

G----- Guards

F----- Forwards

Playing systems

2:1:2

3:2

2:3

Attacking systems

Simple fast break

Complex fast break

Screening

Posting

Overloading

Disqualification

A player is disqualified after committing 5 personal fouls.

Must be substituted within 30 seconds.

Defence system

Man to man defence

Zonal defence

Combined cover

SUBSTITUTION

A team can substitute the whole team.

Substitution is effected when court player leaves the court and the substitute enters

Must be done within 20 seconds

A disqualified player must be substituted within 30 seconds.

Substitution cannot be done during free throw unless serious injury.

Procedure

The substitute reports to the official table and gives signal for substitution.

The substitute then sits at the substitution bench.

When the ball is dead the scorer or timekeeper signals the referee who authorizes substitution.

The substitute enters the court when the player leaves the court.

TIME OUT

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

Requested when the ball is dead.

Each team is entitled to one time out of minute between 1st, 2nd, 3rd and extra time periods.

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

Substitution can also take place during this time.

1. Violations
2. Fouls

1. VIOLATIONS

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

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

Penalty for the violations

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

2. FOULS

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

- ❖ Physical contacts
- ❖ Pushing
- ❖ Blocking
- ❖ Charging
- ❖ Holding
- ❖ Tripping.

Types of fouls

1. Technical fouls

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

They include:

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

2. Personal fouls

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

Examples of personal fouls

1. Normal personal foul

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

2. Intentional foul

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

3. Double foul

When two opposing players contact one another.

4. Multiple foul

When two or more teammates contact one another.

5. Disqualifying foul

Very dangerous foul/very serious unbearing contact.

Penalty

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

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

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

Procedure for calling a foul.

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

SPORTS INJURIES

NEURO INJURIES (C.N.S & BRAIN)

1. UNCONSCIOUSNESS

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

Causes

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

Stages of consciousness to unconsciousness

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

Treatment

Place the casualty in a comfortable position i.e. recovery/ coma position

Open the airway

Loosen the tight clothing

Resume artificial resuscitation (mouth to mouth, mouth to nose, or chest compression e.t.c)

Treat for wounds

Dispose the casualty to the hospital.

2. STROKE

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

Signs and symptoms

Internal bleeding shown by

Blood shot eyes

Skin becomes pale

Blood coming out through the body openings

Stool/urine contains blood stain

Blurred speech

Loss of power on sensations in arms and legs (paralyzed)

Treatment

Same as unconsciousness

3. HYSTERIA

This is caused by anxiety or too much worry

Treatment

Reassure the casualty

4. CONCLUSION

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

Signs and symptoms

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

Treatment

- ❖ Place the casualty in a comfortable position
- ❖ Keep the casualty awake
- ❖ Provide a fresh air
- ❖ Give adequate rest
- ❖ Give a lot of fluids to prevent vomiting

Dispose the casualty to the hospital.

5. COMPRESSION

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

Signs and symptoms

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

Treatment

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

6. SHOCK

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

Causes

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

Signs and symptoms

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

Treatment

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

7. FAINTING (SYNCOPE)

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

Causes

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

Signs and symptoms

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

- ❖ Gradual unconsciousness

Treatment

- ❖ Rest the casualty on his back with the feet slightly higher than the head to allow blood flow from the brain
- ❖ Loosen tight clothing
- ❖ Keep away the crowd
- ❖ Sit the casualty on the chair and put his head between the knees
- ❖ Hold his jaws and talk to him
- ❖ Fan the casualty to supply fresh air
- ❖ Place the casualty in a recovery position
- ❖ Dispose the casualty to the hospital

8. ASPHYXIA (SUFFOCATION)

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

Causes

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

Signs and symptoms

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

Treatment

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

Methods of emergency resuscitation

1. Mouth to mouth resuscitation (Kiss of life)

Lie the casualty facing up
Tilt the head backwards

- ❖ Hold the jaws
- ❖ Breathe to the mouth several times until you see movement of the chest. The exercise to continue up to a period of 10 minutes.

Why mouth to mouth may not be possible

Sometimes

- ❖ In case the casualty is producing body fluids through the mouth e.g. vomit blood.
- ❖ In case there are serious injuries around in the mouth.
- ❖ In case the casualty is suffering from contagious disease.
- ❖ In case the casualty is facing downwards

2. Mouth to nose

3. Cardiac massage (Heart compression)

4. Nielsen Holger

ENVIRONMENTAL INJURIES

High temperature

(a) Heat exhaustion

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

Signs and symptoms

- ❖ Moist skin
- ❖ Fatigue
- ❖ Dizziness
- ❖ Pulse faster but weak
- ❖ Muscle cramp
- ❖ Pale skin.

Treatment

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

(b) Heat stroke

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

Causes

Exposure to very high temperatures

Signs and symptoms

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

Treatment

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

(c) Sun burn

This caused by severe burn of the sun

Signs and symptoms

Skin is red, hot, tender, swollen and blistering

Treatment

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

Low temperature

(a) Frost bite

- ❖ Damage to the body tissue caused by exposure to extreme/severe cold. Blood vessels contract reducing the blood supply.
- ❖ Signs and symptoms
- ❖ Skin becomes extremely cold
- ❖ Skin becomes numb
- ❖ Skin change colour to grayish
- ❖ Skin feels hard and stiff
- ❖ Loss of function.

Treatment

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

(b) Hypothermia

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

Signs and symptoms

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

Treatment

Rap the casualty in a warm dry environment

Keep the victim awake

Dispose the casualty to the hospital.

(c) Heat cramp

Caused by diminishing level of minerals in the body

Signs and symptoms

Painful muscles

- ❖ Nausea
- ❖ Diarrhea
- ❖ Severe headache

Treatment

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

BONE INJURIES

1. Fracture

This is cracking or breaking of the bone

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

Description of fractures

(a) Green stick

This is cracking of the bone due to body weight
Mostly common with children.

(b) *Cross fracture*

The bone is cut across

(c) *Oblique fracture*

The angle of breakage is 45°

(d) *Spiral fracture*

The line of breakage has spiral shape

(e) *Quashed fracture*

The bone is severely damaged

(f) *Avulsion*

The bone moves out of its position

Types of fractures

1. *Simple/closed*

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

2. *Open/compound complicated*

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

3. *Multiple fracture*

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

Signs and symptoms

Swelling and bruises

Pain

Tenderness

Deformity.

- ❖ Lose of movement and co-ordination
- ❖ Shock
- ❖ Bleeding
- ❖ Pale skin
- ❖ Temperature rises

Treatment

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

JOINT INJURIES

1. Sprain

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

Signs and symptoms

- ❖ Tenderness
- ❖ Loss of movement
- ❖ Severe pain
- ❖ Change in skin colour
- ❖ Rise in temperature
- ❖ Treatment
- ❖ Support the joint in a comfortable position
- ❖ Treat for shock
- ❖ Elevate injured part
- ❖ Apply cold ice to control swelling, reduce pain e.t.c
- ❖ Apply firm bandage at the joint
- ❖ Rest the joint with no active movement
- ❖ Dispose the casualty to the hospital

2. *Dislocation/luxation*

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

Causes

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

Signs and symptoms

- ❖ Bones not in the right place (deformity)
- ❖ Pain over the joint
- ❖ Bleeding due to tear of the muscles
- ❖ Swelling
- ❖ Affected part sensitive pressure and pain
- ❖ Tenderness
- ❖ Loss of movement
- ❖ Pale skin

SKIN/MUSCLES INJURIES

1. Wound

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

Classification of wounds

(a) **Open wounds**: this is when there is a break in the skin.

(b) **Closed wound**: this is when there is injury on the underlying tissue.

Types of open wounds

(i) **Abrasion**

Caused by friction on the surface of the body. Skin may be removed discoloration of the area and bleeding e.g. sliding and tackling in soccer.

(ii) **Incision/clear cut**

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

(iii) **Laceration/torn**

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

(iv) **Puncture/stabs**

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

(v) **Avulsions**

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

(vi) **Contusions/bruises**

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

Signs and symptoms

- ❖ Severe pain
- ❖ Swelling
- ❖ Rise in temperature
- ❖ Discoloration
- ❖ Skin becomes pale
- ❖ Treatment
- ❖ Rest in a comfortable position
- ❖ Cold application

(vii) **Burns and scalds**

Burns are caused by a dry fire or heat.

Scalds are caused by moist heat.

General treatment for all wounds

Remove all the impurities.

Wash the wound with warm soapy water (*should be running water*).

Cover the wound with dressing e.g. cotton or gauze

Place the bandage on the dressing

Immobilize the affected part.

Stop any bleeding

Treat for shock

Dispose the casualty to the hospital.

2. Bleeding

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

Types of bleeding

i. **External bleeding**

a) **Arterial bleeding**

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

b) **Venous bleeding**

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

c) **Capillary bleeding**

The blood oozes out and is bright red in colour.

Pressure points

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

Signs and symptoms of external bleeding

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

Treatment

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

ii) **internal bleeding**

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

Signs and symptoms

- ❖ Swelling on the affected part.
- ❖ Blood coming out from nose, ears and other openings.
- ❖ Pain
- ❖ Blood shot eyes
- ❖ Skin is dark in colour
- ❖ Urine/stool containing blood.
- ❖ How the body naturally stops bleeding
- ❖ Lowering of the body temperature
- ❖ Blood pressure decreases
- ❖ Heart rate decreases
- ❖ Vasco constriction of the blood vessels
- ❖ Reduced supply of the blood to the affected area.

Artificial treatment

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

3. Muscle cramp/muscle pull

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

Muscle pull is sudden overstretching of the muscle fibres.

Causes

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

Treatment

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

4. Muscle tear

This can either be complete tear or partial tear

Causes

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

Signs and symptoms

- ❖ Pain
- ❖ Cramp
- ❖ Swelling
- ❖ Depression
- ❖ Loss of function of the affected part
- ❖ Discoloration: due to internal bleeding

Treatment

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

5. Muscle soreness

This is pain along the muscles due to accumulation of lactic acid.

6. Muscle strain

This is overstretching of a muscle beyond its limit.

7. Blisters

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

Treatment

- ❖ Cold application
- ❖ Never peel the blisters

FIRST AID

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

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

First aid terminologies

a) *Signs*

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

b) *Symptoms*

These are sensations/feelings experienced by the casualty

c) *Diagnosis*

This is medical method of identifying a given injury

d) *Prognosis*

This is the chance of survival

e) *Treatment*

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

f) *Rehabilitation*

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

Objectives of first aid

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

Qualities of a good first aider

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

The scope of first aid

1. *Assessing the situation*

Find out:

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

2. *Diagnosis*

This involves identifying the injury

Methods of medical diagnosis

a) *Inspection (observation)*

Check for:

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

Auscultation (listening)

Listen to:

Heartbeat, breathing

(c) *Palpation (touching)*

You touch to feel:

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

d) *Tapping*

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

(e) Medical history of the casualty

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

Contents of first aid box

- | | |
|---------------------|---------------------------|
| - Safety pins | - Scissors |
| - Dressings | - Methylated spirit |
| - Bandages | - Clinical thermometer |
| - Pain killers | - Disinfectant/antiseptic |
| - Glucose/dextrosal | - Jelly |
| - Ice cubes | - First aid book |
| - Tweezers | - Ointments |

Dressings

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

Uses of dressings

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

Bandages

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

Uses of bandages

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

NOSE BLEEDING

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

Causes

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

TRAINING

This is improving of components of physical fitness.

Physical fitness components

Strength: force applied

Power: rate or speed of the force.

Agility: Ability to change direction

Flexibility: rate of movement around the joint

Co-ordination: working together of the body systems.

Speed: quickness to perform given task

Balance: ability to maintain body stability

Endurance: ability to work for long time without being tired.

- ❖ Reaction time
- ❖ Methods of training
- ❖ Circuit training
- ❖ Interval training
- ❖ Fatleek training
- ❖ Cross country training
- ❖ Jogging
- ❖ Swimming
- ❖ Cycling

Benefits of training

For feeling better (well being)

Maintenance of the body weight

For health benefits (prevent psychosomatic)

Diseases e.g. stress, depression, hysteria e.t.c

Enhancement of physical capability

For relaxation

For enjoyment

Slowing down of the aging process

Correction of some body defects

Negative effects of over-training

Reduction of reaction time due to fatigue.

Muscles become hypertrophy (increase in size)

May bring some injuries e.g. wearing of bones due to friction

The player become very aggressive (irritable)

Muscles become stale due to accumulation of excess lactic acid.

Depletion of stored glycogen.

Fatigue (tiredness)

Decreasing of cognitive abilities

Reasons for having a rest/recovery period

To heal the injuries

So that the depleted glycogen in the muscles can be restored.

Components of warm up program

Stretching and curling of the body parts

Specific activities related to the specific body parts to be used.

Callisthenics – Exercise involving major body muscles.

Merits of warm up

Increase body temperature by 2⁰c

Increase flexibility of the muscles

For proper distribution of blood in the body

Improve flexibility around the joints.

Prevention of injuries by warming up the muscles.

Improve co-ordination and accuracy.

Merits of cool down process

To bring the body to the resting state

To bring circulation to the normal

To improve elimination of lactic acid

For psychological preparation for other activities

To normalize respiratory systems.

Environmental factors affecting performance

Air pollution

Speed of wind

Altitude (shortage of oxygen)

Humidity

Atmospheric pressure

Factors influencing performance of an individual

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

High altitude training

At higher altitude there is less oxygen as compared to the lower altitudes. Athletes respond to this by their bodies producing more red blood cells that are consequently used in transporting oxygen to the body parts. In this way they are capable of running long distance events due to high amount of oxygen carried in the tissues involved.

Atmospheric pressure is also limited at high altitude. This explains why explosive events (anaerobic) are

Performed better in high altitude (low air resistance)

Why athletes move to high altitude for training.

To enhance proper transportation of oxygen to the muscles.

To increase the RBC in the blood this helps in the absorption of oxygen.

Increase total volume blood circulation in the body.

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

Effects of training in high altitude areas

Breathing becomes deeper.

Volume of blood in circulation increases

The number of RBC increases thus improvement of oxygen in the blood.

Increase in pulmonary ventilation, which help to burn out of lactic acid.

Increase the muscles tissue.

Why Kenyans are so good in long distance races

- ❖ Physique (body structure)
- ❖ Presence of role models
- ❖ Good climate
- ❖ Culture / tradition
- ❖ Serious training
- ❖ Improved training personnel
- ❖ Self motivation
- ❖ Diet
- ❖ Genetic inheritance

Phases of training

(i) Macro-cycle

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

(ii) Meso-cycle

This is a training unit within a meso-cycle e.g. a lay, a month or a week.

Training principles

(a) Specificity

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

(b) Principle of reversibility

Re-training occurs rapidly when one stops training.

(c) Principle of interference

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

(d) Principle of cross transfer

An example of this is where running to develop cardio-vascular endurance may also develop muscular endurance.

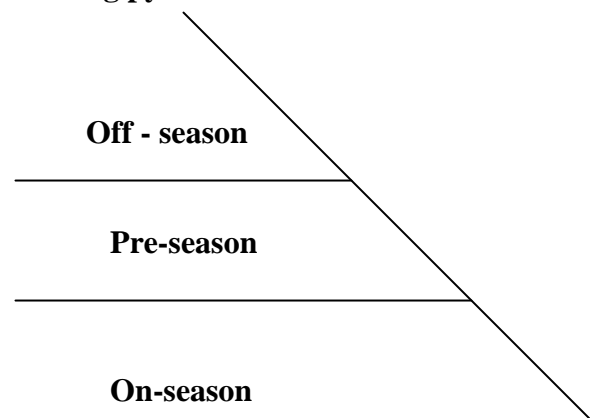
(e) Principle of over load

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

(f) Principle of progression

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

Training pyramid



Off-season

This period is normally called recovery/rest period.

It is characterized by:

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

During this season the participants are given time to:

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

Diet for off-season

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

Pre-season

This is the season just before the competition. The trainer should emphasize on physical conditioning.

of the body i.e develop component physical fitness and skill development sports.

Diet

Carbohydrates, proteins, vitamins

On-season

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

Diet.

Foods containing all food nutrients.

EXERCISE PHYSIOLOGY

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

Effects of training to human muscles

- ❖ Help to eliminate lactic acid
- ❖ Make the muscles to increase in size (hypertrophy)
- ❖ Reduce stress within the muscles
- ❖ Muscles are able to operate for a longer period of time without getting fatigue.
- ❖ Increases muscles strength.
- ❖ Muscles become tough and firm.
- ❖ Improves metabolism.
- ❖ Reduces muscles injuries.

- ❖ Dilation of blood vessels hence better blood supply to muscles.
- ❖ Improve supply of nutrients to the muscles

Effects of training/exercise to human heart

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

Effects of training in human lungs

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

Effects of training to human posture

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

Factors affecting human posture

- ❖ Fitness level/conditioning
- ❖ Disease/illness
- ❖ Injuries
- ❖ Disability
- ❖ Bone structure
- ❖ Muscles structure
- ❖ Gender/sex.

BODY ANATOMY

This is the study of body parts or organs e.g. skin, bones, blood, joints, muscles etc.

BONES

These are the framework or structure of the body

Functions of the bone

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

Types of bones

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

SKIN

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

MUSCLES

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

TYPES OF MUSCLES

(i) Stripped/skeletal/voluntary

Characteristics

They are under the control of will (CNS)

They are responsible for the co-ordinated movement e.g. jumping, eating etc.

They have liberal capillary network.

Some of them are antagonistic in nature.

What determines the strength of a muscle

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

Reciprocal enervation

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

Muscular tone.

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

(ii) Unstripped/smooth/visceral/involuntary

Characteristics

- ❖ They are not under the control of CNS
- ❖ They are unstripped
- ❖ They are very sensitive to mechanical stimulation.
- ❖ They work slowly over a long period of time
- ❖ They are found in internal organs
- ❖ They don't get tired easily.
- ❖ Examples include:
- ❖ Muscle of the alimentary canal, the eye, blood vessels.

(iii) Cardiac muscles

These are muscles that make up heart.

Characteristics

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

Injuries occurring to muscles

- Muscles pull - Muscles strain
- Muscles cramp - Muscles soreness
- Muscles tear

BLOOD

Components of blood

- (i) Plasma
- (ii) Platelets
- (iii) Blood cells
- (iv) Fibrins

Functions of blood

Transportation of oxygen in the form of oxyhaemoglobin.

Transportation of Co₂ in the form of carboxyhaemoglobin.

- ❖ Contains white blood cells, which helps in fighting infections.
- ❖ Transportation of food nutrients.
- ❖ It also transports enzymes and hormones to parts where they are needed.
- ❖ Cools the body temperature due to heat produced during the exercise.
- ❖ It has platelets, which helps in blood clotting.
- ❖ Transports waste products.

JOINTS

This is where two or more bones meet.

Functions of the joint.

- ❖ Helps in body movement
- ❖ Helps in maintaining body balance
- ❖ Absorption of shock

Types of joints

- Fixed/fibrous joints: these are immovable joints e.g. skull, teeth.

- Slightly movable/cartilaginous e.g. the vertebrae column
- Freely movable joints/synovial joints are joints which can move freely.

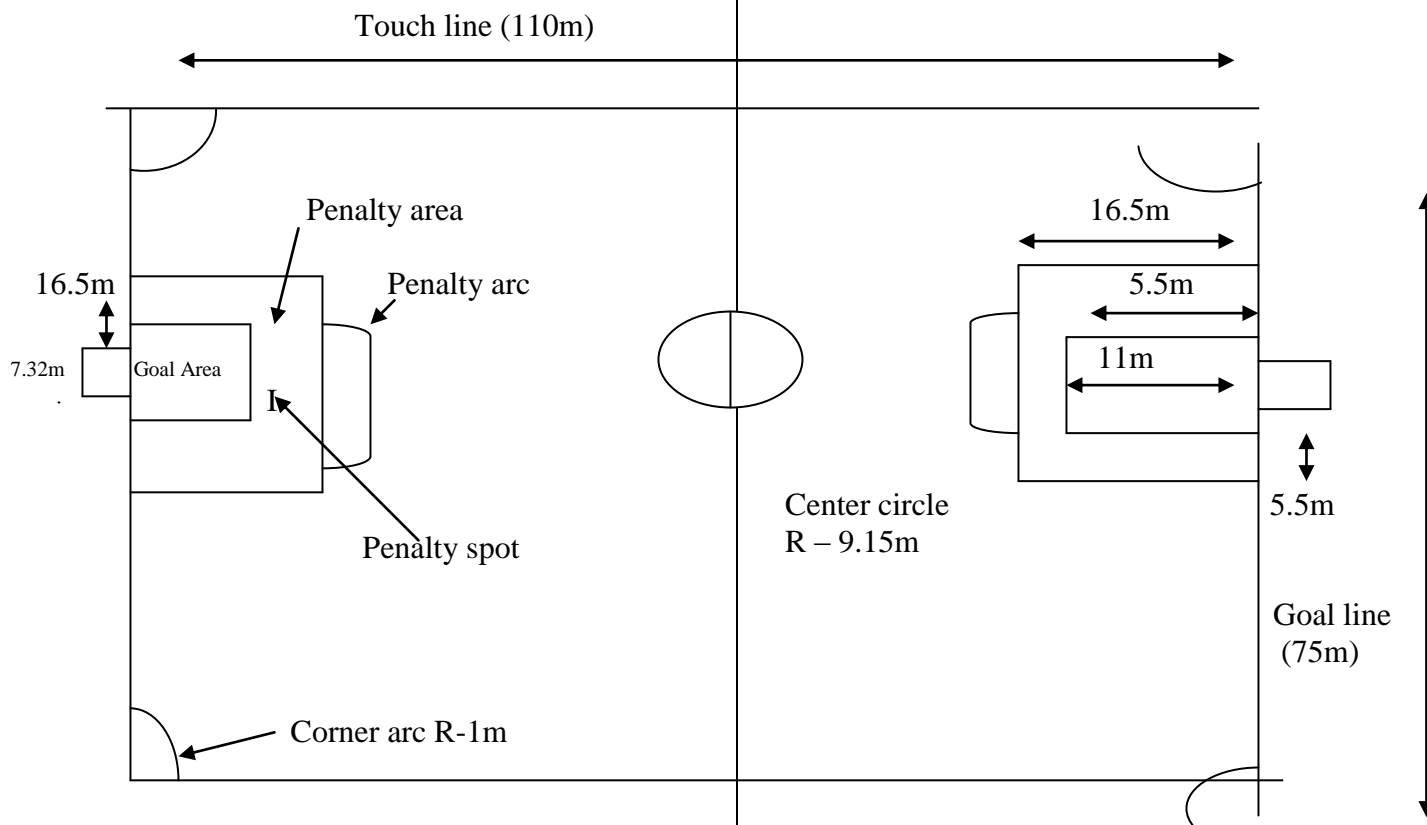
Types of synovial joints

- Ball and socket e.g. knee joint, shoulder
- Hinge joint: e.g. elbow
- Gliding joint: vertebral column
- Pivot joint: at the neck, ulna and radius
- saddle joint: lower jaw

Possible movement along the synovial joint

- ❖ Bending and flexion (reducing the angle and the joint)
- ❖ Extension (increasing the angle along the joint)
- ❖ Abduction – moving parts of the body away from the body
- ❖ Rotation – movement around the axis
- ❖ Circumduction – combination of both internal and external movement.

SOCCER THE FIELD PLAY



1. Touch line/side line (110m)
Forms the length of the field

Substitution takes place along this line
Used during throw in.

Where the teams bench and officials bench is located.

Where the referee assistants operate from.

Center line

Subdivides the field into 2 equal halves.

Substitution takes place along this line.

Place kick takes place along this line

Indicates when the player is offside.

Center circle

Where the players are supposed to be during the penalty shots.

Where place kick is taken

Goal line (75m)

Forms width of the field

Confirms the score

Where the goal post is fixed.

Indicates when a corner kick is to be awarded.

Goal area/box (5.5m x 18.32m)

This where the goalkeeper can't be charged while handling the ball.

Penalty area (40.32 x 16.5m)

Where the goalkeeper enjoys privileges e.g. handling the ball.

The opponents should be outside this area during goal kick.

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

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

Penalty are (R – 9.15m)

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

Penalty spot

11m from the goal line where the ball is placed during penalty kick.

MAIN LAWS OF THE GAME

LAW 1.

The ball

Spherical and made of leather or other suitable materials.

Circumference between 68cm – 70cm

Weight between 410g – 450g.

2. Flag posts

Placed in all the 4 corners

Should be 1.5m high

3. Goal posts

Two upright posts measuring 2.44m

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

Net should be fixed for the purpose of:

(i) Confirming the score

(ii) Avoid a lot of disputes

(iii) Avoid wastage of time by preventing the ball from going far.

LAW: 2

Players' equipment

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

Shorts

Stockings

Shin guards

Foot wear

Goalkeeper's gloves

Each goalkeeper wears a colour that distinguishes him from other players and the referee.

LAW 3

Number of players

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

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

The referee is informed the change is made

The change is made during a stoppage.

LAW 4:

Officials

Referee

Enforces the laws of the game

Ensures that the ball meets the requirement.

Controls the match with the assistant referees:

Ensures that the players equipment meet the requirement.

Acts as a timekeeper and keeps the records of the match.

Stops, suspends or terminate the match, at his discretion for any infringement of the law.

Stops, suspends or terminate the match at his discretions because of outside interference of any kind.

Stops the match if a player is seriously injured and ensures that he is removed from the field.

Allow the play to continue until the ball is out of play of if a player is slightly injured.

Punishes more serious offences if a player commits more than one offence at a time.

Takes disciplinary actions against a player guilty of caution able and sending off offences.

Acts on the advice of assistant referee on the incidents that he has not seen.

Restarts the match after if had been stopped.

NB/ Decisions of the referee regarding facts concerned with the play are final.

Assistant referees

Two assistant referees are appointed whose duties include indication of the following:

When the ball is out of the field of play, which side is entitled to corner kick, goal kick and throw in.

When a player may be penalized for being offside.

When substitution is requested.

When misconduct or any other incidence has occurred out of the view of the referee.

(c) **Match commission**

He is the representative of the federation/organization organizing the tournament.

He writes the report on how the game progressed and incase of any incident he reports to the federation.

(d) **Fourth official (substitution referee)**

Assist referee in general administrative duties e.g. inspecting players' equipment, facilities and registering players.

He helps to enforce substitution.

Incise the center referee is incapacitated he can take the whistle.

Qualities of a good referee

Physical fit

Conversant with the latest rules of the game

Good eye sight

Sympathetic

Friendly and cheerful

Firm in decision making

Should not be biased.

LAW 5

Duration of the match

The match lasts two equal periods lasting 45 minutes each.

Players are entitled to a resting interval of 15 minutes during half time. Allowances for time lost is made in either period for all time lost through:

Substitution

Assessment of injuries

Removal of injured players

Wasting time

During penalty kick.

LAW 6:

Start and restart of the play

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

Place kick (kick off)

It is administered in the following instances:

At the start of the match

After a goal has been scored.

At the start of each period of the extra time where applicable.

A goal may be scored directly from a place kick.

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

Procedure

All players at there respective halves of the field of play.

Ball at the center spot.

The team starting lines up along the center b within the center circle.

Opponents outside the center circle and must maintain a distance of 9.15m from the ball.

Ball considered being in play once it moves forward.

A player cannot pass the ball to himself.

Drop ball

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

Cases when awarded.

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

Procedures

Done at the point where the incident occurred.

Two opposing players stand facing each other and hands straight along side their body.

Referee drops the ball down considering the waist of the shorter player.

The ball is considered to be in play once it touches the ground.

LAW 7

Ball in and out of play

Ball out of play

If it has wholly crossed the goal line or touchline whether in air or on ground.

When play has been stopped by referee.

Ball in play

The moment referee blows the whistle for the game to commence during place kick and throw in.

When the ball hits the ground during drop ball.

When the ball moves forward during corner kick.

When ball hits goal post, corner flag, referee or referee assistant who is standing in the field.

When the ball moves out of the penalty area during goal kick.

LAW 8:

Method of scoring

A goal is scored when the whole ball passes over the goal line in between the upright post and under the cross bar. If both teams score equal

Number of goals or no goals scored, the match is drawn.

For matches ending in a draw, competition rules may state provisions involving extra time or other procedure to determine the winner.

LAW 9:

OFFSIDE

Offside position

It is not an offence in itself to be in an offside position.

A player is in offside position if he is nearer to his opponents' goal line than the ball and the 2nd last opponent.

A player is not offside position if:

- ❖ He is in his own half of the field of play
- ❖ He is in level with the 2nd last opponent
- ❖ He is in level with the last 2 opponents.

Offences

A player in offside position is only penalized if, at the moment the ball touches or is played by one of his team mate, he is in the opinion of the referee involved in active play by:

- ❖ Interfering with the play
- ❖ Interfering with the opponent
- ❖ Gaining an advantage by being in that position.

No offences

There is no offside offence if a player receives a ball directly from:

- ❖ Goal kick
- ❖ Corner kick
- ❖ Throw in

For any offside offence the referee awards an indirect free kick at the place where the infringement occurred.

LAW 10:

Fouls and misconducts

Fouls ---these are offences due to a player breaking the law of the game.

Misconduct – these are offences due to a player displaying unsportsman like behaviour or playing contrary to the game to the spirit of the game.

They are penalized as follows:

a) Direct free kick

Awarded to opposing team if a player commits any of the following offences (ten penal offences)

- ❖ Kicking or attempt to kick an opponent.

- ❖ Tripping or attempt to trip an opponent.
- ❖ Jumping at an opponent
- ❖ Charges at an opponent
- ❖ Strike or attempt to strike an opponent.
- ❖ Pushes an opponent
- ❖ Tackles an opponent making contact with the opponent first before touching the ball.
- ❖ Holds an opponent.
- ❖ Spits at an opponent.
- ❖ Handles the ball deliberately (except goalkeeper)

Penalty Kick

This awarded if any of the above offences are committed inside a player's penalty area intentionally.

Procedure

- ❖ Ball is placed at the penalty spot.
- ❖ All other players outside the penalty are except the kicker.
- ❖ Goalkeeper to remain stationary along the goal line until the kick is taken.
- ❖ The ball should be kicked once and in forward direction.

c) Indirect kick

This is awarded to the opposing team if a player, in the opinion of the referee, commits any of the following offences.

- ❖ Plays in dangerous manner.
- ❖ Impedes the progress of an opponent.
- ❖ Prevents the goalkeeper from releasing the ball from his hands.

It is also awarded to the opposing team, if a goalkeeper inside his own penalty area commits any of the following offences:

- ❖ Takes more than 4 steps or 6 seconds while controlling the ball with his hands before releasing it from his possession.
- ❖ Touches the ball again with his hands after it has been released from his possession and has not been touched by any other player.
- ❖ Touches the ball with his hands after it has been deliberately kicked to him by a teammate.
- ❖ Wastes time.

d) Disciplinary sanctions

Yellow card

This is shown when a player commits any of the following offences.

Is guilty of unsporting behaviour.

- ❖ Shows dissent by word or action
- ❖ Persistently infringes the law of the game
- ❖ Delays the restart of the play
- ❖ Fails to respect the distance required when play is restarted a corner kick or free kick.
- ❖ Enters or re-enters the field or play without referee's permission.
- ❖ Deliberately leaves the field of play without referee's permission.

e) Sending – off offences

Red-card

- ❖ This is shown to a player who commits any of the following offences:
 - ❖ Is guilty of serious foul play
 - ❖ Is guilty of violent conduct.
 - ❖ Spits at an opponent or any other person.
 - ❖ Denies an opponent a goal or an obvious scoring opportunity by deliberately handling the ball (this does not apply to goal keeper within his own penalty area.)
 - ❖ Denies an obvious goal scoring opportunity to an opponent moving towards the player's goal by an offence punishable by free kick or penalty kick.
 - ❖ Uses offensive, insulting or abusive language
 - ❖ Receive a second caution (yellow card) in the same match.

LAW 11

Throw in

This method of restarting a play awarded when a whole ball passes over the touchline either on the ground or in the air. It is awarded to opponent of the player who lastly touched the ball.

A goal cannot be scored directly from throwin.

Conditions to be observed:

- ❖ Should be taken at the point where it crossed the touchline.
- ❖ Opponents should be 9.15m away from the ball.
- ❖ The player cannot pas the ball to himself.
- ❖ Ball must be delivered from behind and overhead.
- ❖ The thrower should note the field of play before releasing the ball.

LAW 12

Goal kick

This is a method of restarting a play.

It is awarded when the whole ball, having lastly been touched by a player of the attacking team and passes over the goal line either on the ground or in air and the goal is not scored as per law 8.

Procedure

- ❖ The ball is placed on top of the goal area line.
- ❖ All the opponents outside the penalty area.
- ❖ A goal may be scored directly from the goal kick.

LAW 13

Corner kick

This is a method of restarting a play

It is awarded when the whole ball having last been touched by a player of the defending team passes over the goal line and a goal is not scored in accordance with law 8.

A goal may be scored from corner kick.

Procedure

- ❖ The ball is placed at the corner arc.
- ❖ Opponents 9.15m away from the ball.
- ❖ Flag should not be removed.
- ❖ A player can't be offside during corner kick.
- ❖ A player cannot pass a ball to himself.

LAW 14.

Kicks from penalty mark (penalty shoot out).

Taking kicks from a penalty mark is a method of determining a winning team where the competition requires a winning team after the match have been drawn.

Procedure

- ❖ Referee chooses the goal at which the kicks shall be taken.
- ❖ Referee tosses a coin and the team for the winning captain takes the first kick.
- ❖ Referee keeps a record of kicks taken.
- ❖ Each team takes 5 kicks alternatively.
- ❖ If both teams have taken 5 kicks and one has scored more goals than the other could score, even if it were to complete 5 kicks no more kicks are taken.
- ❖ If after both teams have taken 5 kicks, both have scored same number of goal, kick continue until one team has scored a goal more than the other from the same number of kicks.
- ❖ Each kick is taken by a different player and all eligible players must take a kick before a player takes a second kick.
- ❖ All players except the player taking the kick and the two goalkeepers must remain within the center circle.

BASIC SKILLS OF THE GAME

1. GOALKEEPING

A good goalkeeper should have knowledge on the following:

Panting: this when a goalkeeper catches the ball and does not take 4 steps of 6 seconds before tossing the ball in air and kicking it.

Narrowing the angle: this is moving from the goal line towards the attacker with the ball.

Other skills require of a goalkeeper are diving and grip.

2. HEADING

Heading skills that can be used by a player include:

Side head

Forward head

Back head.

Reasons for heading

To score

To give a pass

To control the ball

3. PASSING

This is the application of small amount of force on the ball in order to reach the other teammate. Part of the foot used in passing include:

- ❖ Inside of the foot.
- ❖ Instep
- ❖ Toe
- ❖ Heel
- ❖ Outside of the foot.

Types of passes

- ❖ Wall pass
- ❖ Through pass
- ❖ Square pass
- ❖ Diagonal pass
- ❖ Inter pass

4. KICKING

This is the application of great force on the ball using your foot to go up the field or to shoot.

Types of passes

a) Banana/curve/swerve.

b) Scissors/orthodox

c) Volley kick

Half --- ball lands first, bounce and then hit.

Full—ball is hit before it lands

d) Chip/loft: raising over the goalkeeper.

5. TACKLING

This involves getting the ball away from an opponent.

- ❖ Styles of tackling
- ❖ Linear tackling
- ❖ Sliding
- ❖ Frontal
- ❖ Heading
- ❖ Rear.

6. DRIBBLING

This is moving with the ball under control by short controlled taps.

Types of dribbling

Single leg/open

Double leg/closed

Reasons for dribbling

To advance with the ball

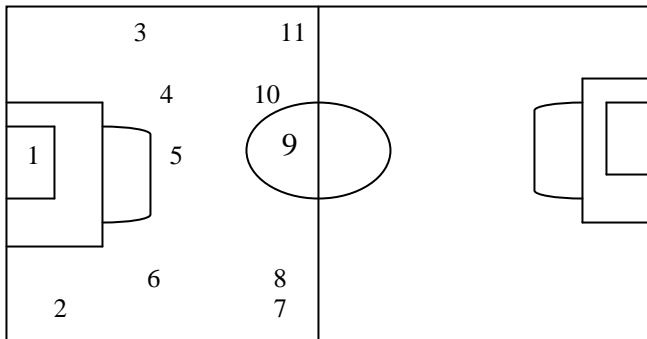
To give teammate room to open

To beat an opponent

To create a clear chance of scoring

To cover the distance.

7. SHIELDING/SCREENING



- | | |
|--------------------|-------------------|
| 1. Goal keeper | 7. Outside right |
| 2. Right full back | 8. Inside right |
| 3. Left full back | 9. Center forward |
| 4. Left half back | 10. Inside left |
| 5. Center back | 11. Outside left |
| 6. Right half back | |

Formations (playing systems)

- (i) Classic formation: 2-3-5
- (ii) WM formation: 3-2-2-3
- (iii) 4-2-4
- (iv) Sweeper system: 1-4-3-2
- (v) 5-3-2
- (vi) 4-4-2

This is putting the ball away from the opponent by leaning on the ball without causing obstruction.

8. BALL CONTROL

(a) Trapping

This is applied when controlling aerial balls though the ball is not completely controlled. Parts used in trapping the ball include: Head, shoulder, thigh, heel, instep and sole.

(b) Stopping

Used to control the ball completely dead. Parts used include; shoulder, instep, inside of the foot and outside of the foot.

9. JUGGLING

Tapping the ball in air using several parts of the body.

10. DODGING/FEINTING/FAKING

This is anticipating the opponent to go in the wrong direction.

PLAY POSITIONS

Qualities of a good goalkeeper

- ❖ Reasonably tall
- ❖ Good reaction to time
- ❖ Courageous
- ❖ Swift
- ❖ Good grip
- ❖ Good eye sight
- ❖ Strong

Qualities of mid fielders

- ❖ Good ball dribbling
- ❖ Good ball distribution/passing
- ❖ Should be swift.

Qualities of full back

- ❖ Good timing/reaction time
- ❖ Enduring
- ❖ Good tackling technique
- ❖ Strong shots/kicks

Qualities of forward players

- ❖ Very fast
- ❖ Good accurate shots
- ❖ Good reaction time
- ❖ Good ball control.