

# **PHYSICAL EDUCATION AND SPORTS**

**Primary Three**

**TEACHER'S GUIDE**

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## FOREWORD

Dear teacher,

Rwanda education Board is honored to present Primary Three Physical Education and Sports teacher's guide. It serves as a guide to competence based teaching and learning to ensure consistency in learning of Physical Education and Sports subject. The Rwandan educational philosophy is to ensure that learners achieve full potential at every level of education which will prepare to be well integrated in society and exploit employment opportunities.

In the line with efforts to improve the quality of education, the government of Rwanda (Ministry of education) highlights the importance of matching teaching and learning materials with the syllabus to simplify their learning process.

It is in this context that we developed this Teacher's guide which provides guidance to Physical Education and Sports teachers on how to lead and help students to perform different techniques, sports and games as given in syllabus. The teacher will then help students to connect what they have learnt with the real-life situation and develop certain values and attitudes allowing them to make a difference not only to their own life but also to the nation.

The general objectives of Physical Education and Sports (PES) subject is the overall development of the child: physically, socially, emotionally as well as healthily. Hence, the teaching of Physical Education and Sports subject is a learner cantered approach. In this guide, you will find many activities and demonstrations that facilitate the performance of different techniques, sports and games in which learners can develop skills, ideas, and make new discoveries during real activities carried out individually, with peers or in a team. Therefore, your role as a teacher is to plan the lesson ahead with needed materials and fully engage learners in all games and sports activities.

I wish to sincerely appreciate all people who contributed towards the development and translation of this teacher's guide, particularly REB staff who organized the whole process from its inception. Special thanks go to the teachers who carefully worked to successful completion of this book. Any comment or contribution would be welcome for the improvement of this textbook for next edition.

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**Director General of Rwanda Education Board**

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## ABBREVIATION

**CTLR-D:** Curriculum Teaching and Learning Resource Department.

**Fig:** Figure

**PES:** Physical Education and Sports

**RCA:** Reflect Connect and Apply.

**REB:** Rwanda Education Board.

**UNESCO:** United Nations Educational, Scientific and Cultural Organization.

**UNICEF:** United Nations Children's Fund.

**UR:** University of Rwanda.

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## PART I: GENERAL INTRODUCTION

### 1.1.About the teacher's guide

This book is a teacher's guide for Physical Education and Sports for Primary three. It is designed to help teachers in the implementation of competence based curriculum planned by Rwanda Education Board that started in 2015.

As the name says, it is a guide that teachers can refer to when preparing their lessons. Teachers may prefer to adopt provided activities/games/exercises and related guidance but they are also expected to be more creative and consider their specific classes' contexts and prepare accordingly.

### 1.2.The structure of the guide

This section presents the overall structure of this guide, the unit and lesson structure to help teachers to understand the different sections of this guide and what they will find in each section.

#### 1.2.1 Overall structure

The whole guide has three main parts as follows:

This part provides general guidance on how to develop the generic competences, integrate cross cutting issues and cater for individual differences.

**Part I: General introduction for** learners with special educational needs, active methods and techniques of teaching Physical Education and Sports and guidance on assessment.

#### **Part II: Sample lesson plan**

This part provides a sample lesson plan, developed and designed to help the teacher develop his or her own lesson plan.

#### **Part III: Unit development**

This is the core part of the guide. Each unit is developed following the structure as set in subtitle structure of a unit.

#### 1.2.2 Structure of the unit

Each unit is made of the following sections:

- a. **Unit title: From the syllabus**
- b. **Key unit competence: From the syllabus**

### **c. Prerequisite (knowledge, skills, attitude and values)**

This section indicates knowledge, skills and attitudes required for the success of the unit. The competence-based approach calls for connections between units/topics within a subject and interconnections between different subjects. The teacher will find an indication of those prerequisites and guidance on how to establish connections.

### **d. Cross cutting issues to be addressed**

This section suggests cross cutting issues that can be integrated depending on the unit content. It provides guidance on how to come up with the integration of the issue. Teachers are free to take another crosscutting issue taking into consideration the learning environment.

### **e. List of lessons**

This section presents in a table suggestion on the list of lessons, lesson objectives copied or adapted from the syllabus and duration for each lesson. Each lesson /subheading is then developed.

### **f. End unit assessment**

This part provides guidance on how to conduct the end of unit assessment in a practical way. It suggests activities/ games as well as guidance on criteria to be considered such as:

- Cognitive skills (e.g.: level of concentration, memory, capacity of expectation, problem solving);
- Technical competences (e.g.: throwing skills, catching skills, dribbling skills, passing skills etc.);
- Strong emotional points such as self-confidence and feeling secure;
- Social competences such as cooperation and unity;
- Attitudes and values: e.g.: optimism, confidence, respect and impartiality.

### **g. Additional exercises/games**

- This section provides additional games/exercises for the teacher to have a wide range of activities/games related to the unit.
- Adapted and remedial exercises/games for learners with special educational needs and for learners who need more time and exercises to achieve a certain level of perform
- Extended activities: for talented and gifted learners.

### 1.2.3 Structure of each lesson

Each lesson/sub-heading is made of the following sections:

**Lesson title:**.....

#### **Prerequisite (knowledge, skills, attitude and values)**

The teacher will find an indication of those prerequisites and guidance on how to establish connections between units/topics within a subject and interconnections between different subjects.

#### **Teaching resources**

This section suggests the teaching aids or other resources needed in line with the activities to achieve the learning objectives. Teachers are encouraged to replace the suggested teaching aids with the available ones in their respective schools and based on learning environment.

#### **Introduction**

This section gives a clear instruction to the teacher on how to start the lesson.

#### **Lesson development**

This section provides methodological aspects on how the main topic should be taught. It provides steps to follow and how a teacher conducts the lesson.

#### **Assessment**

This section provides the opportunities of assessing learners by using **R-C-A** (Reflect, Connect and Apply). At this level, through the R-C-A discussions the teacher allows learners to do their self-evaluation and provide the feedback from the learnt lesson. It helps to reflect on the game/play/skill learnt, to connect what they have learnt to life experience, lesson content and to apply acquired skill to another situation.

### 1.3 Importance of Physical Education and Sports subject

Physical Education and Sport enables learner overall development:

- **Physically:** PES subject helps in biological growth (muscle development, widening of chest cavity, better pulmonary aeration, coordination and speed). It also helps to prevent and correct the morphological and physical defects.
- **Intellectually:** The learner acquires knowledge and ability of concentration: He/ she observes recalls, performs experiments, uses strategies, changes and makes decisions.
- **Emotionally:** The learner is deeply involved: He/she discovers his/her own potentials; develops self-confidence, gets interest and happiness.

- **Socially:** The learner makes friends through playing and develops attitude and competence of communicating, cooperating and building positive relations with others.

Games and sports provide learners with an excellent environment of learning on how to develop and protect their health and welfare. Through the game, a learner discovers that he/she has to take care of him/her and others.

Physical Education and Sports is a powerful way of building personality because it promotes self-confidence and competition skills. It develops knowledge and self-monitoring, respect of the law, will, attention, courage, and communication with others. This subject enables early discovery and improvement of sports talents for young learners. When games are carefully planned considering learners' age, they enable learners to acquire practical skills such as respect, honesty, understanding, communication, problem solving, understanding rules foundation and the way of obeying them.

Success in play and sports activities is a source of self-confidence which contributes to the improvement of performance in other subjects even for learners with low academic performance.

Games contribute to join psychological gaps which usually exist between learners and teachers: when teachers regularly play with their learners, the mood becomes much more pleasant and learners become more open.

Recreational activities provide learners with a real relaxation after hours of intensive concentration.

## 1.4 Principles of teaching Physical Education and Sports

- **Holistic principle**

Well-planned games and sports programs must contribute to learner's overall development: physical, mental and socio-affective development.

- **Principle of adaptation to the age and to the stage of learner development**

Age of learners must be taken into consideration while making choice of recreational activities. Note that success in games creates a source of motivation for children. Those who do not succeed can be frustrated and lose self-confidence. For more motivation, it is necessary to propose new tasks and new activities because if games are too easy, children will be less interested.

- **Principle of inclusion (integration of all children)**

Every learner must take advantage from his or her participation in games and sports programs without a difference of performance, sex, etc. All forms of discrimination must be avoided.

A particular attention has to be paid to children living with disabilities; either physical or mental:

Those children have a right to games and sports, be it in a special or ordinary school.

- **Principle of physical and emotional security**

Recreational activities have some risks. Teachers/educators have to implement strategies to protect children, for example by watching over their physical and emotional security.

- **Principle of interdisciplinary**

The Physical Education and Sports course is certainly linked to other disciplines. As it was underlined in the previous point (Importance of teaching Physical Education and Sports), this course provides relaxation, increases self-confidence, builds up concentration, etc., like other necessary elements needed for school success in general. Moreover, teachers regularly resort to games to introduce a course, awake a dormant class or to strengthen knowledge acquired from other subjects (languages, sciences, mathematics...).

- **Principle of participation and fair-play**

All children, even those less performing, must participate in games and not watching. The bottom-line in educational program and sport is to participate, not to win.

## **1.5 Methodological guidance of teaching Physical Education and Sports**

### **1.5.1 Developing Competence**

Since 2015 Rwanda shifted from a knowledge based to a competency-based curriculum for pre-primary, primary and general secondary education. This called for changing the way of learning by shifting from teacher-centered to a learner-centered approach.

Teachers are not only responsible for knowledge transfer but also for promoting learners' learning achievement, and creating a safe and supportive learning environment. It implies also that a learner has to demonstrate what he/she is able to do using the knowledge, skills, values and attitude acquired in a new or different or given situation.

The competence-based curriculum uses an approach of teaching and learning based on separate skills rather than dwelling on only knowledge or the cognitive domain of learning.

It focuses on what learners can do rather than what they know. Learners

develop basic competences through specific subject unit competences with specific learning objectives broken down into knowledge, skills and attitudes. These competences are developed through learning activities spread in learner-centered rather than the traditional moral approach. The student is evaluated against set standards to achieve before moving on.

In addition to specific subject competences, learners also develop generic competences which are transferable throughout a range of learning areas and situations in life.

**1.5.2 Addressing cross cutting issues**

Among the changes in the competence based curriculum is the addition of cross

Cutting issues as a basic part of the teaching learning process-as they relate to and must be considered within all subjects to be suitably addressed. The eight cross cutting issues identified in the national curriculum framework are: genocide studies, environment and sustainability, gender, Comprehensive Sexuality Education (CSE), Peace and Values Education, Financial Education, standardization Culture and Inclusive Education.

Some cross cutting issues may seem specific to particular learning areas or subjects but the teacher needs to address all of them whenever an opportunity arises. In addition, learners should always be given an opportunity during the learning process to address these cross cutting issues both within and out of the classroom so as to progressively develop related attitudes and values.

**Below are examples on how crosscutting issues can be addressed in PES:**

Crosscutting issues	Examples on how to integrate the cross-cutting issue
Inclusive education	Learners with special education needs should participate in exercises and games. A teacher should modify exercises/games to allow a learner with disabilities to participate actively.
Gender	All learners, boys or girls must feel free while performing exercises or playing a game. Girls should not be neglected, their contributions in sports activities must be considered.

Peace and value education	In teaching-learning process the teacher must encourage tolerance, patience, cooperation, teamwork spirit, mutual help, and respect of opinions of colleagues, obeisance of rules and creation of a more peaceful game situation.
Standardization culture	In teaching-learning process the learners must use standardized materials in prevention of injuries and accidents. The teacher also must help learners to know how to choose and use safe sports clothes for their health (e.g.: safe sports shoes), safe physical exercises (avoid bad body postures and forbidden body exercises, adapted physical activities).
Environment and sustainability	The teacher explains to the learners the importance of a safe and clean environment for safe physical sports activities. Learners should avoid throwing away used materials before, during and after exercises.
Financial Education	It is better to use locally made sports materials with low cost. Learners are able to find themselves local grown solutions as regards to sports equipment and sports materials when there is a shortage.
Comprehensive sexuality education	A teacher provides physical activities and sets instructions that prevent sexual harassment, any kind of gender-based violence like sexual abuse and physical contacts concerned with sexuality intention in Physical Education and Sports activities.
Genocide studies	While conducting Physical Education and Sports activities a teacher should take time to explain to learners how sports should be used to fight against Genocide ideology and how to prevent it. E.g.: Organizing Genocide memorial tournaments at school and giving the message related to the Genocide.

### 1.5.3 Attention to learners with special educational needs.

Learners or people with disabilities do not have equal chances in families. In

Physical Education and Sports activities/exercises/games, sometimes those learners are not considered. They are considered as spectators instead of participating with others in sports activities. Currently we are convinced that games and sports are very beneficial to people with physical, mental, emotional and psychological disabilities.

### **What attitude to implement?**

To promote the integration of learners with disabilities during recreational and sports activities, the following tips may help teachers / educators in the training of these learners:

- Implement an approach of sports and games which is based on skills, and focus on what learners are capable of doing. In this respect, you can introduce small changes in games and activities for learners with disabilities.
- Be relaxed and natural when you are with people with disabilities. Do not treat them as if they need your pity or your help. Do not think they necessarily need help. Let them do and say things themselves.
- Avoid keeping learners living with disabilities out of the game: in a regular class, let them participate in other games. However, avoid being too demanding about the level of their performance.

### **What can we modify?**

Within the framework of integration of learners in games, according to the nature and the gravity of impairment, learners can, in some cases, participate in games designed for all learners. In other cases, the teacher should think about changes he/she can make to meet the special needs of learners he/she has in the group. He/ she should also think about of the game, the playground, equipment and duration of the game.

**Below are some examples of adaptations to initiate:**

#### **Adapt roles and rules**

- Make the game easier or harder by changing some rules.
- Let learners play different roles and in different positions.
- Allow players to play in different ways, for example, sitting instead of standing.
- Simplify expectations of the game.
- Simplify instructions.

#### **Adapt the playground**

- Change the size of the playground. Enlarge or reduce the playground.
- Change the distance: for example, put a target closer.
- Change the height of a target.
- Allow more or less space between players.
- Let learners move from different spaces.

### **Adapt the materials**

- Reduce the size or weight of materials.
- Choose balls of various textures, bright colours or balls which make noise.
- Adapt the duration of the activity.
- Reduce or extend the time allocated to the activity.

### **Change of players' role and rules of the game:**

- Modify rules to simplify the game or complex game.
- Change players' roles and posts.
- Let learners play in different playing positions. E.g.: while standing, squatting, couching, lying down.
- Simplify hopes from results.
- Simplify game instructions.

### **Modify size of the playground/court:**

- Increase or decrease the size of the playground.
- Modify distance limiting playing area. E.g.: put forward the object.
- Modify the size of the object.
- Put small or big space among players.
- Let learners walk around and around the playground.

### **Modify materials:**

- Modify size or weight of materials.
- Select balls made in different materials and with various colours, or which may produce sound.

### **Modify duration of the activity:**

- Reduce or extend time allocated to the activity.

### **Aspects to consider when you want to modify an activity**

- Does the modification affect negatively the activity? This should not be the case.

- Does the modification correspond to the ability and duration of learners' attention?
- Will the learners' with disability be able to play with others?
- Is the activity proportional to ages of participants?
- Does the activity respond to the needs of all participants?

### **Tactics to help learners with physical disabilities**

The following is a table that shows strategies to adopt in order to facilitate learners with disabilities

<b>Disability</b>	<b>Possible tactics to adopt</b>
Visual disabilities	<ul style="list-style-type: none"> <li>• A learner works with another who may help him/her.</li> <li>• Reduce speed of the ball.</li> <li>• Simplify requirements for a game.</li> <li>• Use a sound for a successful action. E.g.: A partner of the learner with disability may clap hands when the ball enters into the basket.</li> </ul>
Hearing disabilities or communication difficulties	<ul style="list-style-type: none"> <li>• Clarify your gestures and signs.</li> <li>• Let a learner work with his/her partner.</li> <li>• Use simple gestures/signs.</li> </ul>
physical disabilities or mobility difficulties	<ul style="list-style-type: none"> <li>• Let learner play with others.</li> <li>• Change the pace of the activity to the learner's ability.</li> <li>• Change activities so that learners, who use wheelchairs, use other mobility aids, have difficulty in moving can participate.</li> <li>• Reduce the size of the ground.</li> </ul>
Mental disabilities	<ul style="list-style-type: none"> <li>• A teacher gives/explains the meaning of signs/gestures used in playing the game/exercise.</li> <li>• Give the time of observation and comprehension before playing the game/exercise.</li> <li>• Modify/reduce the intensity of the game.</li> </ul>

### **Tactics to motivate girls to participate in Physical Education and Sports lesson**

- Encourage girls to play and take responsibilities in a team.
- Give equal time and materials to both girls and boys.
- If needed give particular exercises to girls.

- Respect girls' views/opinions.
- Avoid using words which discourage girls to participate in sports activities or undervalue them.
- Appreciate girls who have well participated in sports.
- Inform parents to support girls while performing sports activities.

#### 1.5.4 Guidance on assessment of Physical Education and Sports

##### • When should assessment be done?

Assessment may be done before starting the new lesson for measuring basic knowledge of learners. It is called **diagnostic assessment**. This assessment enables the teacher to identify learners with required knowledge and skills and those who have difficulties in learning process. Assessment should be done when the lesson is being delivered to judge the improvement of learners while performing different games and exercises. This is called **formative assessment**.

##### • What to assess:

A teacher should assess how learners are developing their knowledge, skills, value and attitudes. In general, when a teacher is assessing learners he/she should assess their holistic development based on different principles.

Various competences should be assessed:

- Cognitive skills (e.g.: level of concentration, memory, capacity of expectation, problem solving).
- Technical competences (e.g.: throwing skills, catching skills, dribbling skills, passing skills others etc.).
- Strong emotion points such as self-confidence and feeling confident.
- Social competences such as cooperation and unity.
- Attitudes and values: e.g.: optimism, confidence, respect and balance
- Particularly a teacher assesses how learners have achieved objectives through performing exercises and games.
- Other competences should be assessed based on the following questions:
- Learners are developing competences while performing games/exercises
- Learners are able to understand all the content which has been discussed.
- Learners are able to match what they have learned with their daily life

situation

Observation and understanding of learners help a teacher to check out whether learners have been understood very well what they have studied.

Assessment provides feedback to school and parents.

### 1.5.5 Planning and delivering Physical Education and Sports lesson

- **Lesson planning of PES**

#### **Why is it important to plan Physical Education and Sports lesson?**

Planning Physical Education and Sports very well helps to:

- Indicate good quality of content to be learned: A teacher should think about the age of learners, structure and organization of the game based on learners' needs and steps of teaching Physical Education and Sports.
- A teacher should choose a good teaching method, planning on time teaching resources and field based on planned activities.
- A teacher should take strategies of preventing all bad behaviors which may result during delivery of the lesson and search how to simplify the lesson so that all learners may participate in it.
- A teacher should possess self-confidence because he/she knows what to do in order to achieve set objectives.

#### **Main steps of Physical Education and Sports lesson**

Physical Education and Sports lesson consists of the following steps:

#### **Introduction**

##### **a. Opening discussions**

- In this section, a teacher checks up: health condition of learners (if there are sick), their smartness, materials and playground to use. At the end of this section learners go to the ground where the lesson will be delivered.
- When a teacher is going to teach a game lesson, he/she introduces the lesson with opening discussions that focus on the basics of the game, and enable learners start the lesson with interest and participate actively in the new lesson. A teacher introduces the title of the game before starting the next step.

##### **b. Warm up**

Warm up exercises are performed before performing any sports activities. Warm up play a great role in activating different body's parts such as circulatory system, respiratory system, muscles and joints.

Warm up exercises should insist of body's parts which will involve more in

performing different exercises in the lesson. When those exercises are better performed it helps in reducing injuries and accident. Warm up exercises are followed by stretching exercises. In unit 2 there are proposed exercises to use during warm up and stretching.

### **Warm up consists of three components:**

- **Cardiovascular activity:** This activity arises temperature, speeds heart beating and respiration movements. There is, for example jogging, in-place skipping and walking while raising the feet higher.
- **Joints mobilization activity:** It is a motion that unlocks joints which will be strongly needed during physical activities.
- **Stretching exercise activity:** it improves the circulation of blood towards muscles. It unlocks and warms-up muscles.

Warm-up exercises must:

- **Come before every physical activity:** Always take time to warm yourselves up;
- **Be progressive:** Start slowly and easily. Quicken speed and strength gradually;
- **Be concentrated:** on muscles and motions needed in the following activity. If the planned activity is relay race, focus on the legs;
- **Be entertaining:** Do various warm-up exercises. Use mostly games instead of standard exercises. Make warm-up exercises a game or tell a story while doing exercises. You will see children responding with much more liveliness.

### **Lesson development**

It is the main part of the lesson because it is the part in which learners perform exercises/games which are planned in the lesson. This part takes more than half of the time reserved for the whole lesson. For the game lesson, a teacher explains rules of the game, demonstrate how to play the game and give time to learners for practice. In this part, stretching exercises are performed: slow walking exercises that relax the body and return it into the normal state.

### **Assessment (*Closing/final discussions*)**

Assessment in Physical Education and Sports lesson is done when learners are performing exercises/activities/games. At this level, through the **R-C-A** discussions the teacher allows learners to do their self-evaluation and provide the feedback from learned lesson.

**Reflect-Connect-Apply** are a teaching and learning strategy that leads learners through a 3-step discussion about their experience:

**Reflect** on the game/play. The teacher asks questions about their experience and feelings during the game.

The teacher asks questions like: What was interesting? What was easy? What was challenging? What strategies have you used to win? How did you feel in case of success or failure?

**Connect** to life experiences and lesson content.

The teacher asks questions like: How does this game connect to what you already know, believe or feel? Does it reinforce or expand your view? The tutor also asks questions that connect the game to lesson content.

**Apply** acquired experience to another situation.

The teacher asks questions like, “How could you use what you have learned from this experience? How could you use your new learning to benefit yourself, others, your community?” Learning is transferred and applied.

### **Storing/Keeping materials**

Learners in charge of keeping materials collect materials and then give them to the teacher.

## **1.5.6 Advice related to teaching Physical Education and Sports**

### ***Before starting the lesson:***

- Visit in advance the place where the lesson will be taught.
- Prepare all materials needed to be used in the lesson, and prepare the court based on needed materials in game/exercises.
- Choose the court based on the game: scatter line, many lines, on the circle, on half circle.
- Give care to the learners while teaching; do all possible to teach the lesson in a conducive mood.

### ***When a lesson starts:***

- Start on time, even though all learners are not present.
- Encourage learners to work with courage.

### ***When the lesson is being delivered:***

- **Leading a team**
  - Use materials which help learners to get alert/tell learners to know time for starting, stopping, keep going on. E.g.: whistle, rising the hand etc.
  - It is not necessary that all learners play at the same time in one game.

Learners may play different games. In that time learners are trained to collect materials after each game.

- **Giving clear instructions:**

Give instructions with loud voice to be heard by all learners.

- Instructions must be brief, short, clear and regular.
- Demonstrate to learners examples. When a teacher is not able to demonstrate may use an able learner.
- Repeat instructions or demonstrate repeatedly the exercise/game in order to be understood.

- **Helping learners to develop their competence**

- Have confidence of learners' competence: Promote and appreciate what learners are performing better in group and individually.
- Give time to learners to learn new things by starting from simple to complex.
- Give time learners to observe their teammates who are more skilled than them and imitate their performance.
- Help learners to have confidence in themselves: give them time to learn new skills and rules of the game.

- **Corrections**

Objectives of those corrections are to improve the level of learners. Mistakes are corrected first by general remarks, then individually. During individual corrections, it is important to avoid leaving learners in exhausting or inactive positions. If after corrections, learners are still not able to perform correctly given exercises, there should be a stop and correct or look for educative exercises before starting another one.

***At the end of the lesson:***

Give learners enough time to express themselves by explaining what they have performed or learned.

### **1.5.7 Teaching materials and infrastructure**

- **Field/playgrounds**

Inefficiency of teaching materials is the most challenge which threatens the implementation of Physical Education and Sports curriculum.

Physical Education and Sports lesson should be delivered on simple court/ playground which should be created by the school, and then those grounds may be used in teaching and training of learners various games. Sometimes a rectangular playground should be used: in performing games in teams, sprinting, and long distance running on the track and jumping.

For schools with shortage of grounds, learners may play games which do not require a big court. For schools with financial capacity may construct one ground in which different sports should be performed on it at the same time hosting athletics events.

This court should have the following features:

- Football court;
- Handball court;
- volleyball courts;
- Area for long jump;
- Area for high jump;
- Athletic track (for speed race, long distance race and relays race);
- Area for throwing events (Discuss, javelin and shot put).

Currently, one court can serve a lot of modern sports: athletics and traditional games/sports. Two schools may share the ground. While one is playing volleyball, other school should perform athletics.

## Teaching resources

### Examples of teaching resources

- **Balls made with banana leaves** (15cm of diameter): used in football game, volleyball game, gymnastics and athletics;
- **Ropes for jumping** (3m of length): used for showing lines, in gymnastics, to separate 2 teams, for high jump, long jump;
- **Sticks (1m of length and 3cm of width)**: sticks are used in gymnastics, posts for high jump;
- **Wood made javelin** (2,20m of length and 3cm of width): used in throwing javelin, posts to supports ropes used as net in volleyball game or as obstacles;
- Small stones (intosho), other stones weight 2kg;
- “Urugarika” stones that has circular shape or oval shape (with 20 cm of diameter): used for throwing discus;
- Elastic bands (at least 40cm length) used in high jump;
- Drum;
- Balls used in football game;
- Balls used in volleyball and handball game.

## Management of sports materials

### Sources of sports materials and equipment

Materials listed above are made from different sources: some materials are made by learners themselves, others are purchased by the school, others are gifts from donors.

### **Advice for better management of sports materials:**

#### **Before the lesson:**

- Collect all needed materials;
- Check up all materials;
- Make a list of only needed materials;
- Check whether balls are pumped. Not pumped balls are usually damaged.

#### **During the lesson:**

- Always locate materials for better management;
- Demonstrate to learners how to use materials properly;
- Focus on how a new learner is using materials in the game;
- Encourage learners to use materials properly. Appoint learners who are responsible to carry and collect materials;
- Train them to collect materials after the lesson;
- Count materials to ensure that none has got lost.

#### **After the lesson:**

- Store and arrange well materials;
- Store materials where there is security;
- Repair materials in case they have been damaged.

### **What can you do in case you cannot find needed Sports materials?**

*When teaching resources in Physical Education and Sports are not found, you can do the following:*

- Find out other material to use or if possible make it yourself;
- Select the game which do not need materials missed but do not change the objectives;
- Be innovative and creative.

### **Part III: Sample lesson plans**

School's name... ..

Teacher's name: .....

Term	Date	Subject	Class	Unit	Lesson	Period	Number of learners
1	28/03/2018	Physical Education and Sports	P3	Two	4/5	40min	48

**Number of learners with special needs:**

1. Three street kids.
2. One learner who use a wheelchair to move.

<b>Key unit competence</b>	Perform marching exercises along straight lines.
<b>Title of the Lesson</b>	Exercises that develops living well with others.
<b>Instructional objective</b>	By using playground, whistle, and colored piece of clothes, learners will be able to do exercises that develop living well with others, between them they run by catching their fellows by following instructions from the teacher and they must not be uncomfortable to others on the court.
<b>Plan for this Class (location: in / outside)</b>	The lesson is delivered in safety playground, learners must stand on straight parallel lines and the learner with physical disability will be given the exercises related to his disability.
<b>Teaching resources</b>	Playground, colored piece of clothes, whistles and balls.
<b>References</b>	REB, Physical education and sports teacher's guide primary 3, Teacher's Book.

<b>Timing for each step</b>	<b>Description of teaching and learning activity</b>		<b>Competences and cross cutting issues to be addressed</b>
	<ul style="list-style-type: none"> <li>From teacher's guide, teacher gives instructions of games. Learners play a game of "Gufunganwa" and up and down game. teacher observe how learners are playing, when learners meet with problem he helps them</li> </ul>		
	<ul style="list-style-type: none"> <li>Teacher's activities</li> </ul>	<ul style="list-style-type: none"> <li>Learner's activities</li> </ul>	

<b>Introduction (8 minutes)</b> <b>Opening discussion (3minutes)</b>	<ul style="list-style-type: none"> <li>• Assemble learners and check their attendance.</li> <li>• Ask learners the following questions:</li> <li>• What is the importance of living well with other in team?</li> <li>• What are the roles of working together?</li> <li>• What can you do to live well with others at home?</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to teacher's questions</li> <li>• For learners and others in team, it is good because it helps to work together</li> </ul>	
<b>Warm-up and stretching exercises</b> <b>5 minutes</b>	<ul style="list-style-type: none"> <li>• Tells learners that it is the time for warm up by playing a game called "Orange and guava"</li> </ul>	and their relationship become well.	<ul style="list-style-type: none"> <li>• <b>Gender:</b> when responding to questions, teacher observes if boys and girls participate at the same level.</li> <li>• <b>Inclusive education:</b> The learner who walks in wheelchair will participate in sharing ideas and play with others.</li> </ul>

<p><b>Lesson development</b></p> <p><b>Game 1: Touch bear's tail (12 minutes)</b></p> <p><b>Game 2: Up and Down (12 minutes)</b></p>	<ul style="list-style-type: none"> <li>• Ask learners to stand two by two, one become orange another guava</li> <li>• Teacher gives instructions</li> <li>• When I call "Orange" all oranges in each team run.</li> <li>• When he calls "guava" all guavas in each team run to chase oranges.</li> <li>• When oranges run for chasing the Guava, they must count up to 10 before they chase them again.</li> </ul> <p><b>Observe whether learners are doing the following:</b></p> <ul style="list-style-type: none"> <li>• Are orange chasing Guava when you say "Orange"?</li> <li>• Are learners found themselves in the game?</li> <li>• Tell 1 or 3 learners to play as hunters.</li> <li>• Make groups of 3 learners.</li> <li>• Ask each group to stand on line.</li> </ul>	<ul style="list-style-type: none"> <li>• You can do house activities, respect and listen to your siblings</li> <li>• Learners stand two by two, one become Orange another Guava</li> <li>• Learners play by following teacher's instruction as follow:</li> <li>• 1 or 3 learners play in the place of hunter.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Communication:</b> Share ideas in the languages used in the country and answer questions using the allowed language.</li> </ul> <p><b>Cooperation:</b> when learners play three by three they must help each other.</p> <p><b>Communication:</b> Learners communicate when play and talking to each other how to protect the tail.</p>
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<p><b>Cool down and stretching:</b></p> <p><b>Picking Fruits (3 minutes)</b></p>	<ul style="list-style-type: none"> <li>• Explain and demonstrate:</li> <li>• Each group on the line plays the role of Bear.</li> <li>• Each learner has a role of bear's part according to the position he is occupying: the one in front is the head, between is the main body and the last one is the tail.</li> <li>• Every time all learners must hold in waist the person in front.</li> <li>• Learners that play the role of bear must work in team to stay a way of Horse.</li> <li>• The learners who walk on the horses try to catch the tail of bear.</li> <li>• Encourage the bear to separate, when it separate, its head become a tail.</li> <li>• When the learner who plays as a hunter catches the bear, the head become the tail while he becomes the head of bear.</li> <li>• Teacher is the one who makes a decision of when the game is to end.</li> </ul> <p><b>Observe:</b></p> <ul style="list-style-type: none"> <li>• If the learners who play in the place of bear never leave each other.</li> <li>• If it is easy when running without leaving one another.</li> <li>• Divide learners into teams of 6-8 players</li> </ul>	<ul style="list-style-type: none"> <li>• Three learners make a group.</li> <li>• Group of three learners stand on the line.</li> <li>• Learn in front play in the place of the head; learn in between in the position of main body and the one behind in the place of tail.</li> <li>• All three players on the line hold each other on the waist, they don't leave each other.</li> <li>• Learners play together to protect the bear's tail from hunter.</li> </ul>	<p><b>Problem solving:</b> when learners play in their group they resolve problem together, they search the strategies of how to protect tail from being cough by the hunter.</p> <p><b>Gender:</b> when learners play, Girls and boys play together without any discrimination.</p> <p><b>Inclusive education:</b> The learner in the wheelchair plays together with others; he passes the ball up and on the side.</p> <p><b>Gender:</b> when learners play, Girls and boys play together without any discrimination.</p>
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	<ul style="list-style-type: none"> <li>• Give a ball to each learner who is in front</li> <li>• Explain and demonstrate.</li> <li>• When the game starts the person in front pass the ball over his head and gives it to the person behind him, this one also passes the ball to the next one through between legs and passes it to the person behind who passes it over his head. They do like that until the ball reaches the last person.</li> <li>• The last one on the line runs in front to start again the game, it continues like that until the person who started in front reach behind the line.</li> <li>• The learner who lost the ball, pick it and starts again.</li> <li>• The game ends when the teacher wants to end it.</li> <li>• In order to prevent collision, learners leave a space between them.</li> <li>• Ask learners to go to the circle.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners that made bear's parts stay together as they are in the lines of three, they protect the tail.</li> <li>• The learners who play in the place of hunter when he catches the one who play in the place of tail of bear, the head become the tail.</li> <li>• The hunter becomes the head and the tail that has been cough becomes the hunter.</li> <li>• Learners that play in the place of bear don't leave each other.</li> </ul>	<p><b>Inclusive education:</b> The learner in the wheelchair plays together with others, he /she passes the ball up and on the side</p> <p><b>Cooperation:</b> when learners pick fruits, they stretch their muscles</p> <p><b>Communication:</b> When learners play, they discuss each other on how to pick the fruits.</p>
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	<ul style="list-style-type: none"> <li>• Ask learners to raise their arms as if they pick Guava from the tree.</li> <li>• Ask learners to put the picked Guava into the basket which is down behind, in front, left and right</li> <li>• Ask learners to repeat it for the second time.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners divide themselves into teams of 6 or 8.</li> <li>• Ask a learner in front to get the ball.</li> <li>• Learners in front to start passing the ball over their head.</li> <li>• The next learner to pass the ball under/ between his legs.</li> <li>• The third one to pass it over his head, the fourth passes it under/ between legs; they do like that until to the last person.</li> <li>• The last learner catches the ball and runs in front to start the game again.</li> </ul>	
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		<ul style="list-style-type: none"> <li>• On the circle, learners raise their arms, as if they are picking fruits from the tree; they stretch very high their arms.</li> <li>• Learners put Guava in the bucket which is in front of them, behind them, left and right.</li> </ul>	
<b>Assessment</b>  <b>Closing discussion (5minutes)</b>	<ul style="list-style-type: none"> <li>• How did you feel when you play as bear?</li> <li>• What tactics have you used to protect your tail from being caught?</li> <li>• In the second game of Up and down, how the winner managed it?</li> </ul>	<ul style="list-style-type: none"> <li>• Learners express their feeling after playing the game.</li> <li>• In order to protect the tail, we worked in teams.</li> <li>• In order to win, we share ideas and put our energy together, we also helped each other.</li> </ul>	<b>Communication:</b> Learners answers questions asked by the teacher.

# UNIT 1: MOTOR CONTROL

# 1

## 1.1 Key unit competence

Perform basic ground gymnastic exercises with flexibility and balance.

## 1.2 Prerequisite

For the learners to effectively learn this unit, it is good for them to use their body parts in doing various physical exercises of warming and stretching the body with flexibility and balance,, be attentive in their daily lives and have self-confidence as they separate parts of the body while following the instructions.

## 1.3 Cross-cutting issues to be addressed

While learners are playing, it is good to sensitize them on the following:

**Peace and values education:** The teacher guides learners to play in harmony without hurting one another. Every learner feels secure during playing time on the field without feeling any difficult.

**Gender education:** All learners must feel free while playing. Girls must not be sidelined in the games; their roles in the games must be accepted and promoted.

**Inclusive education:** Learners with special education needs or with specific disabilities too must take a role in the games. This requires the teacher to modify the pre-prepared games in this unit depending on the instructions in this teacher's guide so that even those with disabilities too can play.

**Financial Education:** It is advisable that the playing materials/objects are less costly but learners instead should be encouraged to make them themselves from locally available resources.

**Environment and sustainability:** While learners are playing, it is worth training them on the culture of protecting the environment surrounding the field/playground and any other place they play from.

## 1.4 List of lessons

	Lesson title	Learning objectives	Number of periods
1	warm up and stretching exercises	Perform attentively the warming and stretching exercises	1
2	Rolling exercises (Forward or backward)	Perform rolling exercises with courage and self confidence	1
3	Exercises of changing direction and speed	Perform different exercises of changing direction and speed	1
4	End of unit assessment	Observe how learners are easily performing basic gymnastic exercises with flexibility and balance.	1

### Lesson 1: Warm up and stretching exercises

#### a. Prerequisite

For this lesson of warm up and stretching exercises to be more effective, learners must be able to perform simple body movements and stretches, changing rhythm and directions, being courageous, self-confident and attentive while following instructions.

#### b. Teaching resources

Sports wears, field, whistle, pictures, pieces of chalk for drawing lines, ordinary balls, a log, piece of wood, a stick, rope and any other sports materials learners can use in warming and body stretching.

#### c. Introduction

In this lesson, the teacher will take the learners through basic exercises that help them stretch and warm the body, run while changing the speed and direction.

#### Opening discussions (in playground)

The teacher introduces the lesson by asking them introductory questions related to the lesson to be taught to awaken their motivation and interest.

## Examples of questions:

- Why should we play games and do sports?
- What should you do before you start playing games or doing sports?

### d. Lesson development

Apply the following exercises/games or choose other games found at the end of unit one.

### Title of the game 1: Cat and Rat

#### Summary of the game

The purpose of this game is to warm and stretch the body. One player acts as a cat while other learners play as rats. When the cat makes a sound (Nyawuuuu), all the rats must leave the ring they were in and find a new one; whereas the cat also must find an empty ring. Only one learner is allowed to stand in the ring in a given period of time. A learner who puts their leg first in the ring is the one who remains in it.

#### Organization and rules of the game

1. Ask learners to imitate the sound of the cat.
2. Ask a willing learner to act as a cat.
3. Ask the remaining learners to act as rats and find their positions in the field; they then draw a ring where they are supposed to stand (look at the picture). Explain and show that when a cat makes a sound (**Nyawuuu**) upon returning home all the rats must move from the ring and find a new one; the cat also must find an empty ring. Only one learner is allowed to stand in the ring in a given period of time. A learner who puts their leg first in the ring is the one who remains in it.
4. Ask learners to act well without disorder. A learner who fails to recognize an empty ring automatically becomes a new cat.
5. Check out whether while acting as a cat, a learner can recognize the ring, whether all learners run, whether the rest of the learners allow a learner who reaches first in the ring to stay in it and if they are playing well amongst themselves.



*Fig 1.1: Cat and Rat game 1*

### **Variation of the game**

- Increase the number of learners who are acting in the place of a cat in this game.
- Widen the size of the ring.

### **Cooling down exercises**

#### **Lying down with all the body stretched**

- Lay down facing up;
- Stretch your hands over your head;
- Stretch your fingers and toes straight.



*Fig 1.2: Cat and Rat game 2*

## **e. Assessment**

### **Closing discussion**

#### **Reflect**

- Were you happy to act as a cat? Why? If not, why?
- Was it hard to act as a cat or a rat? Why?
- Did your being fast help you find an empty ring?
- Which other ways did you use to help you find an empty ring?

#### **Connect**

- When is it necessary in your life that you must be very fast?

#### **Apply**

- Which exercises or actions can you do to help you increase your speed in what you do?

### **Title of the game 2: Backward bending**

#### **Summary of the game**

The purpose of this game is to stretch the body. Two learners/actors hold a stick at the chest level and then other learners/actors go under it bending backward. Learners/actors holding keep lowering it until going under it becomes very difficult. They try to go under the stick in all possible ways either by crawling or lying down straight.

#### **Organization and the rules of the game**

1. Learners are divided up into groups of 6-10;
2. Ask two willing learners to hold the stick;
3. Ask the stick holders to hold it at the shoulder level;
4. Ask learners to form a line in front of the stick;
5. Explain and show that the aim of this game is to bend backwards or touching the stick. Every learner must have an opportunity to go underneath the stick while being backwards;
6. Allow all the learners to go under the stick and then lower its height once every learner has had chance to go under it. Assist every learner to try and go under the stick. If they can no longer bend backwards they can go under it through other means (by crawling or lying down straight);
7. Change learners holding the stick after every 2-3 minutes so that every learner gets the opportunity to act in all areas of the game;

8. The game comes to the conclusion when the stick is lowered to the extent that no learner can go under it;
9. Check if all learners can bend backwards without touching, and if all can play while bending to the level that does not pain them.



*Fig 1.3: Learners performing backward bending*

### **Variation of the game**

- Give every learner a cup of water to carry with while going underneath the stick;
- Warn them that not even a drop of water should overflow;
- Ask the learners to replay the game;
- On this round learners must touch their noses while bending backwards to pass under the stick.

### **Cooling down exercises**

#### **Lying position**

Lie down, with hands under shoulders;

- Keep the thighs down;
- Carefully raise the upper part of your body from down.



*Fig 1.4: Learners performing exercise*

## **Standing with the back straight**

- Stand with shoulders and legs part;
- Raise your hands straight above your shoulders;
- Put the hands together with the palms up, away from the main body;
- Straighten your tummy and make your thighs appear to be in front.

## **Closing discussion**

### **Reflect**

- Is there any part of your body that was hurt while bending backwards to go under the stick?
- What does it mean to be flexible in the body?

### **Connect**

- In this game of backward bending, when in life are you supposed to be flexible in your body or to be straight up?

### **Apply**

- How else can you do the game in future without feeling hurt?
- Which other ways or gymnastic exercises apply so that your body becomes flexible? Can you show us?

## **Lesson 2: Rolling exercises (forward or backward)**

### **a. Prerequisite**

For this lesson of rolling exercises, to be more effective, learners must be able to perform simple body movements including flexibility and stretching exercises changing rhythm and directions, being brave, self-confident and attentive while following instructions.

### **b. Teaching resources**

Sports wears, field, whistle, pictures, footballs, log, piece of wood and any other sports materials learners can use in the body rolling exercises.

### **c. Introduction**

In this lesson, the teacher will use the basic exercises and games which will help the learners to perform different rolling exercises

## **Opening discussions**

The teacher introduces the lesson by asking them introductory questions related to the lesson to be taught to arouse their interest, motivation and interest.

## Warming up exercises

### Run, slow down and stop



*Fig 1.5: Learners are playing run, slow down and stop 1*

1. Put in place a reasonable ring that allows learners to run many times and chase one another;
2. Ask learners to give enough space in the ring to one another while facing their leader in the center;
3. Convince learners that playing this game demands holding oneself like a driver, a motorcyclist or a bicycle rider;
4. Explain and show them the following:



*Fig 1.6: Learners are playing run, slow down and stop 2*

There are three main rules that learners must follow:

- The first rule is “**run**” whenever they say “**run**” learners must run like someone who is driving as they run around the ring, and avoid; collision
- The second rule “**Slowdown**” whenever they say “Slowdown” learners run around the ring while following one another as if they are driving;

- The third rule “Stop” once they say “Stop” learners must stop until they hear the word “go” or “slowdown”;
- The game can last for as long as the teacher wishes.

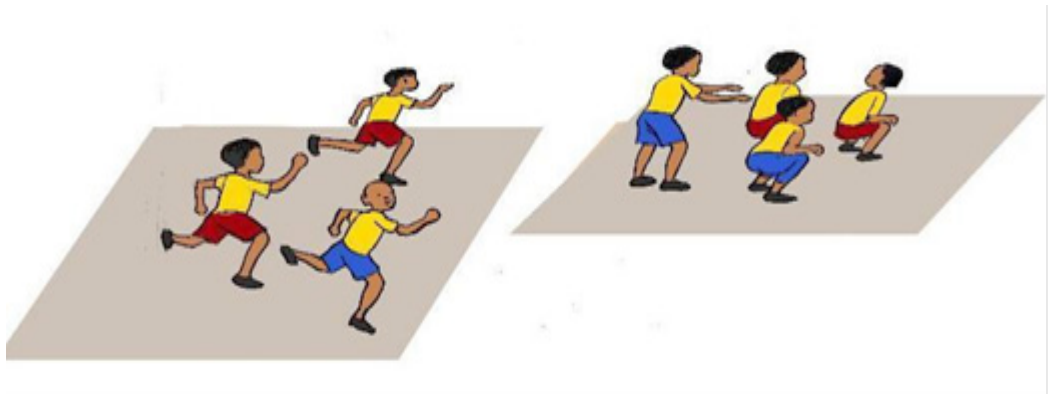
#### **d. Lesson development**

In teaching this lesson, choose the following games and exercises that can help you teach it well.

You will find in it various exercises of rolling and squatting exercises. You can also choose exercises basing on the exercises found in the part of the exercises that is found at end of this unit lesson.

##### **• Squatting exercises**

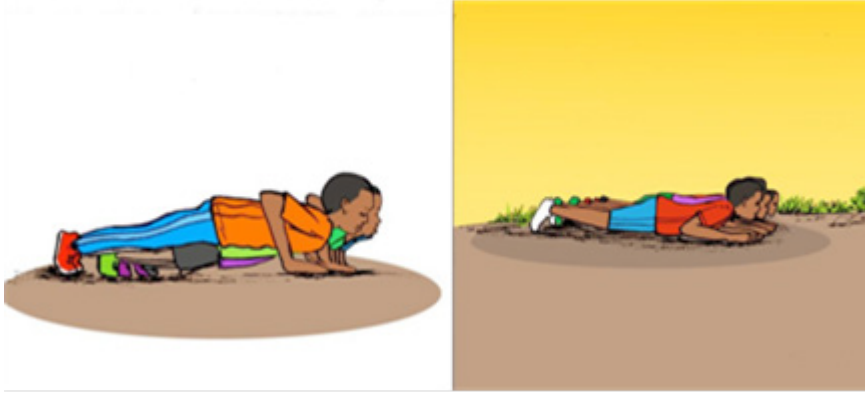
1. The teacher takes learners to the field and then gives instructions of the game;
2. A line of starting and ending the exercise is drawn in the field;
3. The teacher instructs them to squat, gives them a sign of moving while squatting from the first to the last line;
4. Learners continue doing the exercises until the teacher stops the game.



*Fig 1.7: Squatting exercises*

##### **• Exercises of putting the hands on the ground while apart**

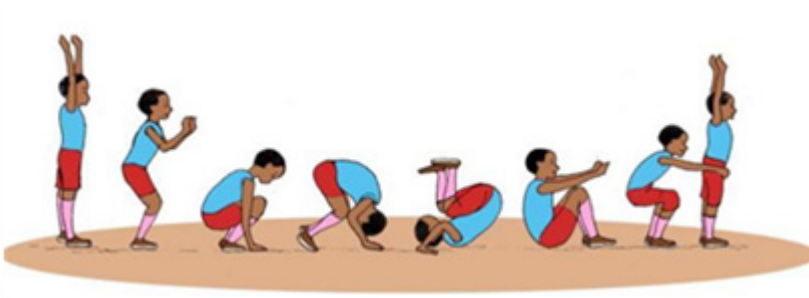
1. The teacher takes learners to the field and then gives instructions of the game;
2. The teacher tells learners to bend and put hands on the ground on parallel level and legs apart;
3. The teacher tells learners to stand while hands are raised;
4. The teacher tells learners to bend, with legs together while putting hands on the grounds.



*Fig 1.8: Push up exercises*

- **Rolling exercises**

1. The teacher takes learners to the field and then gives instructions of the game;
2. The teacher tells learners to lower their standing position, squat, put their hands on the ground and then rolls over;
3. The teacher carries out the exercises until the end.



*Fig 1.9: Rolling exercises*

**The name of the first game: Passing the ball between the legs**

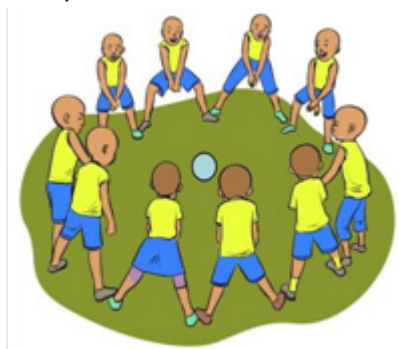
**The summary of the game**

The aim of this game is to increase the body's strength and flexibility. While the learners are playing, each one of them tries to pass the ball between the other's legs as each one of them tries to stop the ball from going through their legs.

**Organization and rules of the game**

1. Form groups of 6-10 learners;
2. Ask every group to make a circle. Tell learners to stand with legs apart. Every learner's leg touches another learner's leg next to the other. (See the picture);

3. Tell learners to hold their hands together in front of them together to look like a trunk of an elephant. (See the picture);
4. Put a ball in every circle;
5. Give explanations and demonstrate.
  - The target of the game is to pass the ball between one another's legs while everyone avoids having the ball passed through their legs;
  - No learner is allowed to move their legs but can use their both hands together to prevent the ball from going between the legs;
  - See if learners have enough space between them to avoid contact with one another while moving their hands to stop the ball;
  - A learner must use one hand to stop the ball afterwards once a ball has been passed between their legs;
  - Once the ball has been passed between their legs for the second time, they must turn and continue playing with the circle of the other learners behind them;
  - After the time of the game as planned by the teacher, the winners will be those the ball will not have been passed between their legs.
6. The winners start another game and play among themselves while the losers make up their groups and play amongst themselves;
7. The teacher is the one who makes a decision as to when the game should end;
8. During the game check whether learners play with legs apart, and whether they are able to pass the ball between each other's legs.



*Fig 1.10: Exercise of passing the ball between the legs*

### **Variation of the game**

Use 2 or 3 balls in one game.

### **Cooling down body joints**

- **Standing with the back straight up**
  - Stand with shoulders and legs apart;
  - Raise hands parallel to shoulders;
  - Spread your hands with the palms facing up away from the main body;
  - Straighten your tummy and make your thighs appear to be in front.
- **Stand with the chest stretched**



*Fig 1.11: Stretching exercises*

- Stand with the chest stretched, knees a little bent;
- Put your hands in the back with the palms facing the main body;
- With the hands spread apart, you raise them slowly with moving the chest forward.

#### **e. Assessment**

#### **Closing discussion**

#### **Reflect**

- What was difficult for you in this game?
- Which part of the body were you stretching while playing this game?

#### **Connect**

- What have you done in life that stretched a particular part of the body that you used in the game?

#### **Apply**

- Can you show us other exercises that can help you to stretch your body?

**The name of the second game: Body in static position (Umubiri utanyeganyega)**

#### **Summary of the game**

The purpose of this game is to keep the body in a static form in a period of 3 seconds at different intervals. In this game learners put certain parts of the body on the ground while other parts don't as they try to stay in that position in a given period of time without moving.

### Organization and the rules of the game

1. Tell learners to go to the field then raise their hands in the way that they (learners) do not come to contact;
2. Explain and demonstrate:
  - Outline different parts of the body. Learners must put down a particular part of the body mentioned and to stay in a static form while that part is on the ground. For example, two hands and one leg, or one hand and one leg, or one elbow and two knees;
  - They must stay in a static position for at least 3 seconds.
3. Give an example with a help of a willing learner and other learners to observe that learner how (she/he) stays in static position while doing that exercise;
4. Tell all the learners to copy the position of their fellow learner;
5. Engage learners in repetitive practice so that they can perform well in every exercise;
6. Encourage learners to work in agreement during the course of the game;
7. Check out if some of the learners are trying to stay static at least for a period of 3 seconds, and if learners have enough space to avoid collision.



*Fig 1.12: Two hands and one leg exercise*

### Variation of the game

- Tell learners to stay in the static position for a longest possible time;
- Put learners in pairs and ask them to perform the exercise (E.g. 3 and 3 legs);

- Tell learners to remain in the positions with eyes closed.

### **Cooling down exercises**

- Ask learners to stand with the legs and shoulders apart;
- Remind them to breathe and raise their hands to the highest possible position.

### **Closing discussion**

#### **Reflect**

- What was difficult in the game?
- Which exercises were harder than others?

#### **Connect**

- When was it necessary in your life for any part of your body to have stayed in a static position for a certain period of time? For what reason(s)?

#### **Apply**

- When can static position exercises be necessary in our lives and what for?

## **Lesson 3: Exercises of changing direction and speed**

### **a. Prerequisite**

For the exercises of changing direction and speed to be well taught, learners must be equipped with basic skills and knowledge in running.

### **b. Teaching resources**

Sportswear, field, gymnasium, whistle, pictures, ordinary balls, log, piece of wood, stick and any other sports materials a learner can carry without touching.

### **c. Introduction**

In this lesson, the teacher will use basic exercises and games which will help learners in running while changing speed.

### **Opening discussions**

The teacher introduces the lesson by asking learners introductory questions related to the lesson to be taught to arouse their interest, and motivation.

### **Warming up exercises**

For learners to help them preparing their body itself for the exercise and

reduce the chance of injury, teacher facilitates them to perform different warm up exercises mostly focusing on the body parts that will be involving in the lesson.

### **Stretching in a form of a star**

1. Ask learners to stand with legs apart and the hands on their heads, in a form of a star;
2. Learners stay in that position for a period of 6-8 seconds and redo the exercise thereafter



*Fig 1.13: Back stretch exercise*

### **Stretching the back**

1. Ask learners to raise their right hands over their heads;
2. Then they bend their hands by the elbow, for the hand to reach the back (like someone scratching oneself);
3. They then raise their left hand towards the right-hand elbow for the period of 6-8 seconds;
4. Repeat the exercise with the left hand.

#### **d. Lesson development**

Begin this lesson with the help of the following games. You can choose one game that you feel more helpful towards the objective of the lesson.

#### **The name of the first game: The Lion's tail**

#### **The summary of the game**

The purpose of this game is to quickly change direction while running and to know the capacity of the opponent and to free from them (opponent). One player (learner) acts like a lion with a scarf replacing a lion's tail. Other players try to hold the lion's tail, while taking cover so as not be seen. Whoever is touched by the lion stops and touches its tail and then continues the game.

## Organization and the rules of the game

1. Put in place teams scattered all over the field;
2. One player from every team (lion) has a sign (tail);
3. Other players try to get hold of the lion's tail while taking cover;
4. Those that are touched by the lion stop where they have been touched from;
5. Those who have been touched can get hold of the lion's tail from and go back to continue playing;
6. Whoever goes beyond the field while fleeing stands by the line he went over the field;
7. The winners are those that got hold of the lion's tail but not having been touched by the lion;
8. While learners are playing, observe that all learners are running, changing directions with speed without colliding.



*Fig 1.14: The Lion's tail game*

## Variation of the game

- Make teams of 2, where a pair of players facing one another each with a sign.
- They compete in touching an opponent's sign and whoever touches it first is the winner.
- Create two teams where each player has a sign of their team.
- When a player touches on the sign of the opponent (she/he) join the team of the one who touched the sign. The winners are those that didn't change the team.
- Exercises of opponent pushing using hands while squatting.

## The name of the second game: Directions

### Summary description of the game

The purpose of this game is to change direction while learners are playing. It is a game that requires movements of the learners while playing and following

instructions. Learners play heading to the direction instructed by the teacher where they change direction and speed upon mention of another direction.

### Organization and rules of the game



*Fig 1.15: Learners are performing exercise of changing direction*

1. Tell learners to stand in the field while facing one another.
2. Tell learners to use a finger to show the following directions: Left, right, in front and behind
3. Explain and demonstrate:
  - This game focuses on the way of direction.
  - To say the learners, have to take («turn to the left», «go to the front»).
4. When the teacher says another direction, they must change direction they are taking, and they do this while running. Once they are ready to follow the direction, to change movement as instructed (For instance: «Jump to the left», «hoop to the right», «and tour around»).
5. The teacher is the one who decides how long the game should last.
6. Check out whether while running, learners quickly change direction, without colliding when the teacher instructs them to change direction.
7. While learners are doing exercises, the teacher checks out how learners are running very fast and changing direction.

## Variation of the game

- Instruct learners many directions to head to and tell them an appropriate direction after another. (For instance: «Take two steps to the front and jump three steps to the right»).
- Tell learners who have something in common to move together (For instance: «all learners wearing the same sportswear take steps to the left, all learners with light skin take a step to the right»).

## Exercises of jumping while changing direction basing on a given sign

1. Positioning learners in the field.
2. Instructing learners to jump up and down.
3. Providing a sign of changing direction while jumping.

## Exercises of jumping towards the front, behind, sideways with legs together and apart



*Fig 1.16: Teacher is instructing learners to jump left, right and sideways*

1. Position learners in the field.
2. Instruct learners to jump up and down.
3. Instruct learners to jump towards the front.
4. Provide another sign to jump while changing the direction to face backwards, sideways with the legs apart.

## Exercises of running on a distance of 20 meters

1. Line up learners in the field.
2. Draw a 20 meters line from the start to the ending point.
3. Instruct learners to line up and get ready.
4. Provide learners with the sign for running up to a 20 meters distance.



*Fig 1.17: Running exercises*

## **e. Assessment**

### **Closing discussion**

#### **Reflect**

- What was difficult in the exercises that you just did?
- How did you feel while doing the exercises?
- Was this game interesting to you?
- What did you have to do to know the direction to take?

#### **Connect**

- Is there time in your daily life where it became necessary for you to run very fast while changing direction?
- Is there other time when it was necessary to listen to the instructions?
- When was it necessary in your lives for you to jump?

#### **Apply**

- What is the importance of these kinds of games in your lives such as jumping, running while changing direction?
- What will you do so as to be able to take a direction of your wish?

### **1.5 End unit assessment**

At the end of unit assessment, the teacher uses exercises/games and then observes how learners perform especially focusing knowledge, skills and attitudes and values, starting with what was taught in the whole unit. The teacher also asks learners some questions so as to see how they answer. The teacher centers on the themes that were learnt in all the lessons. The teacher has to check out whether learners change direction, speed and flexibility with balance.

The name of the first game: The hunter and the monkey

The summary of the game

The aim of this game is running while dodging and changing direction so that you find a way of well dodging the ball. In this game, a learner enters the field and mentions their number once a sign is given out, those behind her/him try to hit him/her with the ball while they (she/he) try to dodge the ball so that it doesn't touch him/her while heading to any direction of the field and as well running.

### **Organization and rules of the games**

1. Form two teams with equal number of players;
2. One team consists of hunters and the other consists of monkeys;
3. Each team gives a number to each player from the first to the last;
4. Hunters surround the field while monkeys are on one side of the field (See the picture);
5. Once the teacher gives a sign, the first monkey enters the field loudly saying out its number. It can enter the field any direction;
6. Once that monkey enters the field the hunters pass the ball to one another so as to hit it with it as the monkey dodges the ball;
7. The hunter should not take any step with the ball nor stay with the ball in their hands for more than 5 seconds;
8. When the first monkey is hit with the ball, it leaves the field, the second monkey enters the field and once it is also hit with the ball, it also leaves the field up to the last monkey;
9. When all the monkeys are finished, teams change and those who were monkeys become hunters;
10. The winning team is that which was able to use little time in eliminating its opponent from the field;
11. Check out whether those acting as monkeys run while changing directions.



*Fig 1.18: The hunter and the monkey game*

### **Variation of the game**

- They can put 2, 4 and 5 monkeys in the field at once; the monkey that is hit with the ball is then replaced by the next number;
- All the monkeys that were hit with the ball are counted but don't leave the game, instead for every monkey that was hit with the ball, it is the hunter's team that gains a point;
- One monkey cannot be hit with the ball for more than 3 times, once it is hit more than 3 repeated times then it is not counted. After the given time of game teams are changed.

### **Closing discussion**

#### **Reflect**

- Was it easy to hit a person in the circle with the ball? What was needed?
- How did you feel once you were hit with the ball?

#### **Connect:**

- Is there any time when you need to aim and hit a particular target?

#### **Apply**

- How did your working as a team help achieve your objective?

### **Title of second game: Isiganwa rihinduka**

### **The summary of the game**

The purpose of this game is to check out how learners dodge the ball with courage and self-confidence while running and changing direction. While in their teams, the learner standing in front of the others run after hearing the teacher's signal towards the last line and changes direction, then runs back

to his/her team and taps in the teammate's palm who also starts running after being hit.



*Fig 1.19: Learners are performing running and changing direction exercise*

### **Organization and the rules of the game**

1. Create teams of 4-6 players (learners);
2. Draw a starting line at one of the extreme ends of the field;
3. Ask each team to draw a straight line behind the starting line;
4. Put a cone in a 5-10 meters distance in front of each team;
5. Explain and show:
  - Once the teacher says “go” a learner standing on the extreme end of each team runs while heading to the field and turns around the cone and thereafter she/he comes back to the starting point and taps in another learner's hand;
  - Warn learners not to step on one another;
  - The next learner is not allowed to start running until that one who has been running taps in his/her hand.
6. Continue the game until each learner gets chance to play the game;
7. Replay the game but this time round ask learners to play while jumping, run backwards, walk in a waddling motion (duck movement), jumps over the cone and turns back.

### **Variation of the game**

- Increase the number of hurdles from between the starting point and each cone;
- Allow each team to set hurdles in every running competition (E.g. Jumping with one leg, rotate 3 times once you have reached at the cone...).

## **Closing discussion**

### **Reflect**

- Were you happy for the running competition? Why? What was the cause if you didn't feel happy?
- Which parts of the body were involved in the running exercise?

### **Connect**

- Which kind of exercises do you do where you use those parts of the body?

### **Apply**

- How do daily exercises benefit us?
- What is the importance of keeping physically fit in our daily life?

## **1.6 Additional exercises**

### **The name of the first game: Cars in a static position (Imodoka zihagaze)**

#### **The summary of the game**

The purpose of this game is to increase the body's physical fitness and flexibility so that a learner is able to stand firmly whereby paired up learners walk in the field trying to free them from others.

Once the sign is given out, learners stop while standing on one leg for a given period of time.

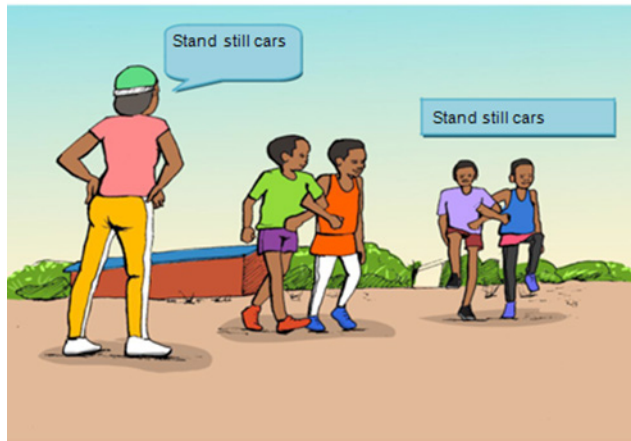
#### **Organization and rules of the game**

1. Pair up learners in the field;
2. Tell paired up learners to stand apart one beside the other
3. Explain and demonstrate:
  - Every pair acts out as cars;
  - Each pair of learners moves freely in the field and avoids meeting other cars;
  - After the whistle has been blown, the teacher says: "Cars in a static position!", learners immediately stand on one leg for a period of 5 seconds. Both pairs of learners stand together;
  - After the period of 5 seconds, the teacher blows the whistle and each pair of learners starts walking with one leg while holding each other's hands;
  - Tell learners to avoid colliding with pairs of learners which are moving in

the field while walking on one leg;

- After a period of 10 seconds, ask learners to walk in their cars' moving position.

4. Every 30 seconds say: "Cars in a static position!";
5. The teacher is the one who decides when the game should last;
6. The teacher checks out whether all learners stand on one leg without falling, and supports one another so that they are able to stand firmly and that no pair of learners discomforts the other while they are walking in the field.\_\_\_\_



*Fig 1.20: Cars in a static position game*

### **Variation of the game**

- Increase the seconds of each exercise;
- Change your position once the game leader says: "Cars in a static position!" (For instance: «Kneel down with one knee while both of your hands are raised up», «Stand with one leg stretched in front» and many more exercises;
- Increase the number of learners in each team.

### **Closing discussion**

#### **Reflect**

- How did you feel when you were standing on one leg?
- How do you think would it look like if you walked or stood on one leg without someone to hold your hand?

#### **Connect**

- Is there any time when you ever stood or walked on one leg?

- When is it necessary in your life to walk on one leg?

## **Apply**

- Do you know any other exercises of walking on one leg? Show us.

## **The name of second: The cock's leg**

### **The summary of the game**

The purpose of this game is to pay much attention while standing on one leg and be eager to their team. On parallel lines, learners who are standing in front line jump with one leg while holding the other from behind towards the ending line/point and immediately they change to the other leg and come back. Once each learner comes back, they (she/he) tap in the hands of their teammate who is in front and he/she jumps as the previous one did. Once one finishes playing (he/she) goes behind.

### **Organization and rules of the game**

1. Create teams with equal number of players;
2. Put them on parallel lines;
3. Draw a line or a sign where the players should not go beyond;
4. Ask players who are standing in front to stand on the starting line/point
5. Once the teacher shows the first sign, each of those players who are standing on the front line stands on one leg and holds the other from behind.
6. When the teacher shows the second sign, they start jumping towards the ending line.
7. Every player who gets to the ending line straightway comes back to the starting line.
8. Once they get to the starting line, they tap in the hands of the teammate who stands on the front line and they (she/he) starts jumping.
9. Once a learner/player finishes playing he/she stands in the back.
10. They continue like that until the last player has played the game.
11. If one of the players steps down with both legs, their teams lose a mark.
12. The first team to finish is the winning team.
10. The teacher checks whether learners are running on one leg towards the ending line.



*Fig 1.21: Learners are playing the cock's leg*

### **Variation of the game**

- Place obstacles such (ropes, sticks that are laid on the ground).
- In the way where players pass while jumping on one leg.

### **Closing discussion**

#### **Reflect**

- How did you feel while jumping on one leg?
- How did you feel when you knew that you were the next person to play the game?

#### **Connect**

- Where is it necessary for you to jump on one leg?

#### **Apply**

- What has this game taught you in your life?

### **The name of the third game: Nyirubugenge**

#### **The summary of the game**

The purpose of this game is to be more attentive, to go over difficulty and be team loyal. In this game, a learner runs towards something placed in front of him, walks along it and hopes on one leg up to the last line.

#### **Organization and rules of the game**

1. Create teams with equal number of players.
2. Stop players and opponent teams standing behind the starting line.
3. Put logs in position, in front of every team in a distance of 5-6 meters.
4. Showing the ending line.

5. When the teacher gives out a sign, the first player of every team runs towards something placed in front of them and walks over it, after that they (she/he) hop on one leg up to the last line.
6. After crossing the line, the player comes back running as usual and taps in the hand of his/her teammate who also does what all previous teammates did.
7. A player who flips over the object they are walking on and steps down, they must start a fresh walking over the object until they are able to walk along it without overturning.
8. The team that completes first becomes the winner.
9. Observe whether all the players walked along the placed object during the course of the game.



*Fig 1.22: Walking on a log*

### **Variation of the game**

- When the teacher gives out a sign, players of every team walk at once in a straight line.
- A flip over the log risks the whole team start a fresh.
- When they get off the log, they go hopping on one leg up the last line without passing another.
- The winning team is that which reaches the last line first.

### **Closing discussion**

#### **Reflect**

- What should you do to avoid overturning over the log?
- How did you feel walking over a placed object without falling off?

#### **Connect**

- Is there time that you ever walked and it became necessary for you to be more attentive so as not to fall off?

## Apply

- What is the importance of being more attentive in our bodies?

### 1.6.1 Warm up exercises/games

#### The name of the first: Holding one another (Urunana)

##### Organization and rules of the game

1. Demonstrate two learners playing holding one another game (Urunana)
2. They last for 3-5 minutes;
3. The two players of the first holding game (Urunana) chase others who are holding one another;
4. A player that is touched by a team of a holding game joins it;
5. Once the holding game gathers up 4 players it divides itself up into 2 little playing games in pairs;
6. A player who is not taken up into the holding game ends up as a winner.



*Fig 1.23: Learners are playing the game of holding one another*

#### The name of the second game: A bicycle rider

##### Organization and rules of the game

1. Create standing teams facing one another, with a space between them of 15 meters;
2. One team consists of bicycles and the other consists of bicycle riders;
3. When the teacher gives out the indication the riders run towards their bicycles, go underneath them and then they mount it;
4. The first one to mount the bicycle becomes the winner;

5. They then go back to their respective places and interchange their roles: those that were bicycle become riders.

**Note:** Remind the players of the bicycle team from disturbing by mounting them.

### **The name of the third game: The eagle and sparrow**

#### **Organization and rules of the game**

1. Create two teams with equal number of players, one team (eagle) goes to the field, another team (sparrow) divides itself into 2 small teams that are parallel along the beginning line of the field;
2. Prepare an improvised ball made from banana fibers (umupira wa karere)
3. The first sparrow along the right line throws the ball to the eagles, and then runs around the field;
4. The first sparrow along the left line then enters the eagles' field, which then try to hit it with the ball while passing it around, the sparrow also keeps dodging the ball until its teammates have all gone around the field;
5. When the eagles hit the sparrow with the ball during that time, they gain a point, if they don't hit it; the sparrow's team gains a point;
6. Once all the sparrows have run, points are counted and the teams replay the game.

**Note:** Eagles cannot carry the ball in their hands (hitting the sparrows with it without keeping it for long or passing it around while hunting down the sparrows). The eagles leave the field for just picking up the ball.

### **The forth exercise 4: Follow your hand**

#### **Organization and rules of the game**

1. Put learners into groups
2. Ask one learner from each group to start the game while acting as a leader;
3. Another learner from every group starts to act as a follower;
4. Explain and show that:
  - When you say the word "go" all the followers try to put their noses in a distance of a half a meter from the right hand of the leader.

- Every leader must go around raising their hands up and down towards their direction of choice.
- When you say “**stop**” all the followers change roles and act as leaders by leading their fellow players with the right hand.

5. Say “go!” and “stop” after every 1-2 minutes.



*Fig 1.24: Follow my hand*

## **Warm up exercise number 5: A circle of music**

### **Organization and rules of the game**

1. Give learners a curved rope, every learner moves backwards to where the rope ends from, so that they can have a circle to play from.
2. Ask learners to put the rope down and stand within its circle. (If there is no rope available, draw a circle on the ground using a piece of chalk).
3. Explain and demonstrate the following:
  - The space within the circle is an island.
  - Outside the circle is water.
  - When the music is playing, learners act as if they are swimming in the water.
  - When the music stops, every learner stands on the island.
  - Learners on the island stretch themselves, jump, lay down, move around, etc.
  - When the music is played again, learners go back into the water and start swimming again. When the music stops playing they return to the island.
4. Explain to the learners to change what they are doing while standing on the island.
5. It is up to the teacher to decide when the game ends.

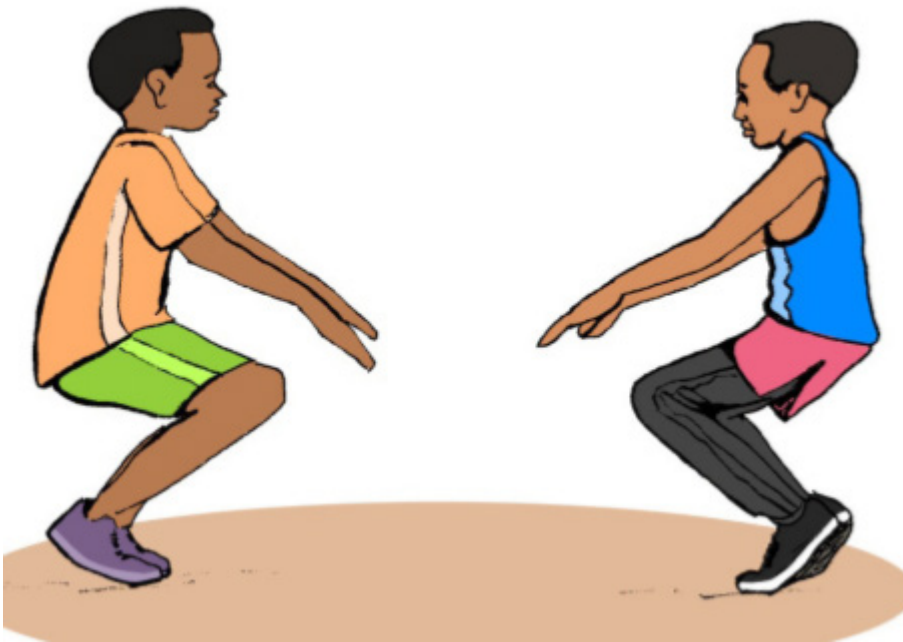


*Fig 1.25: Learners are playing running exercise*

## **Warm up exercise 6: Legs together (Fatanya amaguru)**

### **Organization and rules of the game**

1. Find a much wider area enabling learners to have enough space while chasing one another.
  - Group learners in pairs.
  - Ask them to stand a meter apart while facing one another..
  - Explain and demonstrate the following:
2. It is a touch game.
3. When the teacher says “Start”, every learner tries to slap his/her partner on the leg (under the knee) as many times as possible till when the teacher says “Stop”.
4. Learners tap one another’s legs while avoiding to be tapped by them.
5. Teacher should remind learners to avoid hurting one another by using a soft touch.
6. If you say “Stop” every learner looks for another partner to play with and play only when they hear the word (start/go!)
  - Say “Stop” after duration of 30 seconds or a minute.
  - It is up to the teacher to decide when the game ends.
7. Make sure learners are constantly paying attention to one another all the time



*Fig 1.26: Learners are performing exercise called “Legs together”*

## 1.6.2 Exercises/games of body stretching

### Exercise one: Rib stretching

1. Stand with legs and shoulders apart and knees bent a little.
2. Raise your right hand above your head and then bend slowly by slowly towards the left side.



*Fig 1.27: Exercise of stretching ribs*

### Exercise two: Arm stretching

1. Stand with legs and arms apart.
2. Raise one hand up. Have your head facing downwards.

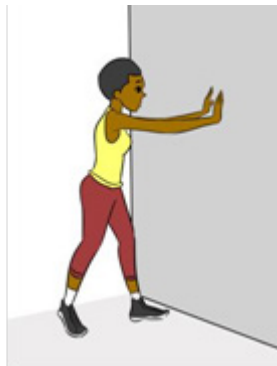
3. Use your other arm to push your elbow



*Fig 1.28: Arm stretching*

### **Exercise three: Shoulder stretching**

1. Stand and face the wall, one leg in front.
2. Place your hands by the wall behind you.
3. Your hand must touch the wall near the shoulder level.



*Fig 1.29: Shoulder stretching*

### **Exercise four: Hips stretching**

1. Sit down; straighten the back, with the legs straight in front of you.
2. Bend the right leg knee, while apart from the right leg.
3. Use your left elbow to press your right leg knee that is apart.
4. Keep your body straight and then turn slowly by slowly.

### **Exercise five: Back stretching**

1. Lay on your back with arms stretched up near the shoulders.

2. Bring your right leg knee near the chest.
3. While turning around your hips, lower your left knee while your shoulders are lowered down.
4. Raise your left knee towards your left hand, and then turn your head.



*Fig 1.30: Hips stretching*

### **Exercise six: Stretching quadriceps**

1. Stand straight. Use the right hand to pull the right leg towards the buttocks.
2. You can press your right hand along the wall so that you don't fall.
3. Let your left knee bend a little.
4. Keep knees close together and your body straight.
5. Keep in that position until the stretching is over with.

### **Exercise seven: Leg stretching**

1. While seated down and back straight, keep your legs together and straight in front.
2. Bring the heel part of one leg to the knee of the other.
3. Bend to have your tummy inwards, with the head straight above the back while hands touching the straightened leg.

### **Exercise eight: Stretching hamstrings and calves**

1. Lay on your back with the right leg stretched out and the left knee bent.
2. Bring one knee closer to the chest with your shoulders down.
3. Use your both hands to hold your leg and hips backwards.
4. Slowly by slowly keep legs up until the stretching is done.



*Fig 1.31: Stretching hamstrings and calves*

### **Exercise nine: Neck stretching while standing**

1. Stand with legs and shoulder apart.
2. Let your left shoulder be lowered downwards.
3. Move your head to the right with the ear touching the shoulder.
4. Feel the left part of your neck stretched.
5. Do the same for the other side of the neck.



*Fig 1.32: Neck stretching while standing*

### **Exercise ten: Whole body stretching**

1. Stand with legs apart and toes on the ground.
2. Slowly place the buttocks on one side and while bending the knees.
3. Bend your knees parallel to the toes.
4. Slowly let your body weight press on a bent knee.
5. Keep your other leg straight.
6. Keep your head and back straight.



## UNIT 2: EXERCISES AND GAMES THAT DEVELOP MOVEMENT AND COORDINATION

# 2

### 2.1 Key unit competence

Perform exercises and games that develop movement and coordination basing on given instructions.

### 2.2 Prerequisite

For the primary three learners to be competent in doing exercises and games of developing movement and coordination, they must be able to tell the importance of doing exercises of walking in straight lines, identify different parts of the human body, follow instructions, have self-esteem and self-confidence, be truthful and live well with others.

### 2.3. Cross-cutting issues to be addressed

**While learners are playing, it is good to sensitize them on the following:**

**Peace and values education:** The teacher guides learners to play in harmony without hurting one another. Every learner feels secure during playing time on the field without feeling uncomfortable.

**Gender education:** All learners, boys or girls must feel free while playing. Girls must not be sidelined in the games; their roles in the games must be accepted and promoted.

**Inclusive education:** Learners with special education needs or with specific disabilities too must take a role in the games. This requires the teacher to modify the pre-prepared games in this unit depending on the instructions in this teacher's guide so that even those with disabilities too can play.

**Financial Education:** It is advisable that the playing materials/objects are less costly but learners instead should be encouraged to make them themselves from locally available resources.

**Environment and sustainability:** While learners are playing, it is worth training them on the culture of protecting the environment surrounding the field/playground and any other place they play from.

## 2.4 List of lessons

	Lesson title	Learning objectives	Number of periods
1	Exercises and games that develop movement and coordination	Perform exercises and games that develop movement and coordination	1
2	Exercises and games that develop cognitive skills	Perform exercises and games that develop cognitive skills	2
3	Exercises aimed at developing living well with others	Practice exercises aimed at developing living well with others	1
	Exercises aiming at developing emotions	Perform exercises aiming at developing emotions	1
4	End of unit assessment	Observe how learners show their living well with, self-confident and making normal decision.	1

### Lesson 1: Exercises and games that develop movement and coordination

#### a. Prerequisite

For this lesson of Exercises and games that develop movement and coordination to be more effective, learners must have knowledge and skills of running and jumping. This calls for them to be brave and self-confident.

#### b. Teaching resources

Field, whistle, pictures, football balls, a log, piece of wood, stick, pieces of cloth and any other sports materials learners can use in warming and body stretching.

#### c. Introduction

In this lesson, the teacher will use basic exercises and games that will help learners to target static or moving objects, making parallel movement of hands and legs, memorizing, tell names of the body parts and have self-confidence.

## **Opening discussions (in the playground)**

Once learners have put on sportswear and having prepared the field by taking out every object that could hurt them, the teacher discusses and asks them questions related to movement and coordination.

## **Warming up exercises**

For learners to perform better during this lesson teacher should facilitate them to perform a combination of regular exercises and static stretching that help them for preventing injuries. (Refer to the unit one in additional exercises).

### **d. Lesson development**

Use the following exercises and games or choose others found in the end of unit one.

### **The first game is called: The stick**

#### **Summary of the game**

The purpose of this game is to increase body strength and speed (movements). Learners in the line run with a stick in their hands up to a sign placed by the teacher, which they run around and go back to their starting point.

#### **Organization and rules of the game**

1. Make teams of learners numbering 4-6;
2. Draw a starting line at one of the sides of the field;
3. Instruct every team to make a straight line behind that starting line and with two learners stand one behind another;
4. Put a sign in a 20 meters distance in front of every team;
5. Explain and demonstrate:
  - When the teacher blows the whistle, the first two learners on every line run around the sign placed by the teacher, and then come back to the starting point and then pass on the stick to the next runners. The teacher asks learners to go according to the series where whoever finishes running goes to the back of the line.
  - The next runner cannot start running before being handed a stick by the previous runner.
  - They keep running one after another until all of them have had a chance to.
6. Check out whether every learner did run after being handed a stick and whether everyone runs.



*Fig 2.1: Learners are playing “Agati” game*

### **Variation of the game**

- Begin the game by telling players/learners to run hoping on one leg, run backwards, jumping a rope up to where the sign is placed then come back to the starting point.
- Let every team have an opportunity of creating their own difficulties at every given running distance (E.g. Jumping on one leg, turning oneself round after reaching the corner, etc.)

**Cooling down exercises** (Refer to the exercises found in unit one)

### **e. Assessment**

### **Closing discussion**

### **Reflect**

- How did you feel when you were about to be handed the stick?
- What were you thinking about once you started running?

### **Connect**

- Is there any other moment where it becomes necessary for you to run?

### **Apply**

- Why are running exercises important?

### **The name of second game: Hunga kitakurya**

### **The summary of the game**

The purpose of this game is change speed as the learners run. Learners move around in the circle while imitating the way fish swim while trying to escape from those who want to catch them.

### **Organization and the rules of the game**

1. Divide learners into teams of 6 up to 2. Draw a big circle for every team.

2. Ask learners from one team to act as big fish and the other team as small fish.
3. Explain and demonstrate:
  - Both small and big move within the circle acting as if they are swimming.
  - When the teacher says «Time to eat! » the small fish run trying to escape from the big fish.
  - The big fish must try to catch the small fish.
  - Advise learners to play kindly and safely, without pushing each other
  - Small fish can as well move out of the circle in search of their security but they can remain where they had fled to on the passage of counting out loudly from 1-3 (1 2 3) and return to the circle.
  - Learner that is touched becomes a big fish.
  - The eating time can only last for 10-15 seconds. And then the teacher says: “Swimming freely!”. During the course of free swimming all the learners swim freely in the circle.
4. The game continues until all small fish become big fish and the big fish become the small fish.
5. Check out whether the learners were playing while running whenever the teacher said “Time to eat!”, whether they played without pushing each other and whether they are interchanging roles.



*Fig 2.2: Learners are plying the game “Hunga kitakurya”*

### **Variation of the game**

- Instruct learners to jump on one leg instead of running.
- Increase more time for «Time to eat! » for example, between 30-45 seconds.

### **Cooling exercises**

Refer to the exercises found in unit one.

## Closing discussion

### Reflect

- While running, which part of the body got tired first?
- What did you do to escape from big fish?
- How did you feel while being chased by big fish?

### Connect

- Is there a time when you tried running away from somebody or something that wanted to catch or hurt you? When and what was it that you were running away from?

### Apply

- Which exercises can you do so that in future your body doesn't get tired easily?
- What other importance do those exercises have?

## Lesson 2: Exercises and games that develop cognitive skills

### a. Prerequisite

For this lesson of exercises and games that develop cognitive skills to be more effective, learners should have knowledge, skills and behavior that help them to understand, memorize and, differentiate colors and able to identify different human body parts.

### b. Teaching resources:

Sports wears, field, whistle, pictures, pieces of, cloth, footballs, a log, piece of wood, stick and any other sports materials learners can use in playing.

### c. Introduction

In this lesson, the teacher will take the learners through basic exercises and games to help them to think, be observant, be attentive about what they do and what they are told carefully.

### Opening discussions (in the playground)

Once learners have put on sportswear and having prepared the field by taking out every object that could hurt them, the teacher discusses and asks them questions related to exercises and games that develop cognitive skills.

### Warming up exercises

Refer to the exercises and games from the unit one.

#### **d. Lesson development**

In teaching this lesson, use the following exercises and games or choose other games or exercises found at the end of unit one.

#### **The name of the first game: Blind folded person (Utabona)**

##### **Summary of the game**

The purpose of this game is to develop senses by using them to recognize somebody. In this game, a learner while blind folded and trying to tell direction and discover who it is that they had seen before being blind folded.

##### **Organization and rules of the game**

1. Ask learners to make two groups
2. Tell learners to make a circle and choose one of them to stand in the middle of the circle and observe everyone around the circle before being blind folded.
3. The blind folded learner moves around the circle trying to locate one of the players so that (she/he) touches one of the learners.
4. If the blind folded learner recognizes the name of the person (he/she) has touched, the other touched one is also blind folded and the process of finding out from those around the circle as the learner that was blind folded joins the circle.
5. If the blind folded learner fails to recognize the learner they have touched, they return in the middle of the circle and start to search a person to touch and recognize.
6. If the blind folded fails to recognize someone for three consecutive times, the teacher decides to replace him/her with another learner.
7. Keep on checking if all learners kept the initial positions on a circle and if a learner in the middle of the circle is well blinded folded.



*Fig 2.3: Playing the game called "blind folded person"*

##### **Variation of the game**

Decrease the number of fails to help a blind folded learner to be replaced very quickly. To recognize somebody so that a learner is replaced by another.

## Stretching exercises

Refer to stretching exercises found in the unit one.

### e. Assessment

## Closing discussion

### Reflect

- How did you feel while you were blind folded? Which method did you use to recognize an individual as well as their names?

### Connect

- Is there time when it was necessary for you to remember what you had seen before?

### Apply

- Of what value is it for you to be able to remember something you had forgotten?

## The name of the 2 game: Saveri/Saverina

### The summary of the game

The purpose of this game is to increase the learners' ability to memorize, pay attention and carry out different things with care. It is a game where learners play while imitating actions and movements of the game leader.

### Organization and the rules of the game

1. Request a boy to be called "**Saveri**" and a female learner to be called "**Saverina**".
2. Tell learners to make a circle, one group will be having one leader of the game (Saveri/Saverina).
3. Explain and demonstrate:
  - Learners must always do what Saveri/Saverina instructs them to.
  - For instance: Saveri must first say: Saveri says, «Touch your toes! » all learners must touch their toes.
  - When Saveri says "Touch your toes without first saying Saveri says" learners must not do what he has instructed them to.
  - The main element in the game is to hear Saveri starting his phrase saying that "Saveri says!".
  - Saveri tries to make learners do mistakes. For instance: "Saveri says.... » Touch your nose, Saveri says: "Jump up», «Turn around!"

- Is possible for learners to turn around and forget that Saveri didn't say: "Saveri says!"
- Once a learner does what Saveri instructs without having heard the words "Saveri says!", that learner must run around the circle or jumps up and down five times.



*Fig 2.4: Learners are playing the game called "Saveri/Saverina"*

4. After a period of a certain minutes decided by the teacher, another learner is brought in and called Saveri or Saveri to be a leader of the game.
5. Check out whether learners are following instructions as given by Saveri or Saverina and see if they remember parts of the human body. Check whether learners did mistakes of turning around or jumping.

### **Variation of the game**

- Change types of punishment given to learners that didn't follow instructions as given by Saveri or Saverina. (Examples of Singing, jumping, etc.)

### **Body stretching exercises**

Refer to stretching exercises found in the unit one.

### **Closing discussion**

#### **Reflect and Connect**

- What was more challenging for you in this game?
- What did you need to do in order to do what Saveri or Saverina asked you to?
- In life, when is it necessary for you to pay attention?

### **Apply**

- What are you going to improve the way you performed the game Saveri/ Saverina to listen very well what you are told?

### **Lesson 3: Exercises aimed at developing living well with others**

#### **a. Prerequisite**

For this lesson of practicing exercises aimed at developing living well with others to be well taught, learners must have knowledge, ability, skills and behavior that helps them to live well with others, cooperate, tolerate and being self-confident

#### **b. Teaching resources**

Field, whistle, pictures, colored pieces of cloth, footballs, a log, piece of wood, a stick, net, long rope, pieces of cloth and any other materials a learner or a teacher can use in this game.

#### **c. Introduction**

In this lesson, the teacher will use basic exercises and games that help learners live well with others, in patience, self-confidence and be resilient.

#### **Opening discussions**

Once learners have put on sportswear and having prepared the field by taking out every object that could hurt them, the teacher discusses and asks them questions related to the lesson.

Warming up exercises

Refer to the warm up and stretching exercises found in the unit one.

#### **d. Lesson development**

Apply the following exercises/games or choose other games found at the end of unit one.

#### **The name of the first game: Touch and Stop game (Gufunganwa)**

##### **Summary of the game**

The purpose of this game is to increase the learners' ability to agree or disagree kindly and work together. It is a game that requires learners to play in various positions as they run from one to another.

##### **Organization and the rules of the game**

1. Instruct a maximum of 5 learners to be cats (Stoppers) who then put on strings of similar colors.
2. Choose the other Get not more than 3 learners to be (releasers) who

then put on strings of a different color.

3. All the remaining learners play a running role.

4. Instruct learners to scatter around in the field.

5. Explain and demonstrate:

- When the game starts, the cats try to touch as many running learners as possible.
- Once a learner is touched, he/she remains in one position until a releaser player touches him/her to be able to run again.
- The time is at the choice of the teacher; there should be irregular roles between stoppers, releasers and runners.

6. Check out while learners are playing, if they have enough space in the field so as to avoid collision and if the releasers try and release many learners that were stopped.



*Fig 2.5: Touch and stop game*

### **Variation of the game**

- Instruct all the learners that were stopped to kneel down till they are released.
- Challenge learners to hold the balance position for 10 seconds. Ask learners to balance as though they are a different Animal each time they are caught. For example, “Balance like a monkey on one foot.”
- Change the Balance Position to something more difficult. For example, “Standing on one foot with two hands in the air, or “Standing on one foot with one hand on your nose.”

### **Stretching exercises**

Refer to the stretching exercises found in the unit one.

### **e. Assessment**

### **Closing discussion**

### **Reflect**

- How did you managed to play various roles? Which one did you plays and was more important than the others? For what reason(s)?

## **Connect**

- Have you ever supported your fellow learner during dangerous situation?

## **Apply**

- How could you react when met with your fellow learner or someone else in dangerous situation?

## **The name of the second game: Pass through legs (Nyuramo ufungure)**

### **The summary of the game**

This game aims at developing cooperative skills and good relationships with friends. In this game, learners will try to act as cats to tag the other learners and the tagged ones will stay in static position to wait for being realized by untagged learners.

### **Organization and rules of the games**

1. Ask for volunteer (learner) to act as a cat. That learner tries to chase and catch the other learners. Appoint more than one cats if the group is quite big.
2. Explain and demonstrate:
  - Once a learner playing as a cat catches somebody, the person caught stops and they must stop in a position of legs apart.
  - For the caught player to restart playing, one of his/her teammates must have crawled through the player's legs.
3. The game comes to an end when all the players have been (caught) and need to be realized.
4. The last player to be caught is the one who acts like a cat in the next game.
5. Check out whether during the game if learners release their fellow players after crawling through the legs and if all those caught will have stayed still (no movement).
6. Ensure the play area is clean and free from obstacles.



*Fig 2.6: A learner is passing through the legs of the teammate*

### **Variation of the game**

- Once a learner has been released they must stay together with the one who helped him/her get released and at the same time avoiding to be caught again.

### **Stretching exercises**

Refer to stretching exercises found in the unit one.

### **Closing discussion**

#### **Reflect**

- How did you feel after being caught? What was the method used so as to be released after getting caught?
- Does anyone remember someone he/she helped to resume running again?

#### **Connect**

- Does anyone remember having helped someone to get out of trouble situations? Explain? How did he/she feel after having helped somebody?

#### **Apply**

- Give out other three things you can do to help the needy people

## **Lesson 4: Exercises aiming at developing emotions**

### **a. Prerequisite**

For this lesson of practicing exercises aimed at developing emotions to be well taught, learners must have competence, skills and behavior that help them to be in terms with their personality, control their emotions and be self-confident.

### **b. Teaching resources**

sportswear, field, whistle, pictures, colored pieces of cloth, footballs, a log, piece of wood, a stick, net, long rope, pieces of cloth and any other materials a learner or a teacher can use in this game.

### **c. Introduction**

In this lesson, the teacher will use basic exercises and games that will help learners to come to terms with emotions, patience, self-confident and be strong.

### **Opening discussions**

Once learners have put on sportswear and having prepared the field by taking out every object that could hurt them, the teacher discusses and asks them questions related to exercises aiming at developing their emotions.

### **Warming up exercises**

Engage learners in warm up exercises especially focusing on body that will be used as found in the exercises at the end of unit one.

### **d. Lesson development**

In teaching this lesson, use the following exercises and games or choose other games found at the end of unit two.

**The name of the first game: Guess the animal's name (Findura inyamaswa)**

### **Summary description of the game**

The purpose of this game is to encourage learners to discover the real animal basing on the sound made. In this game learners make a circle and then imitate animals' sounds by changing their own (learners) sounds.

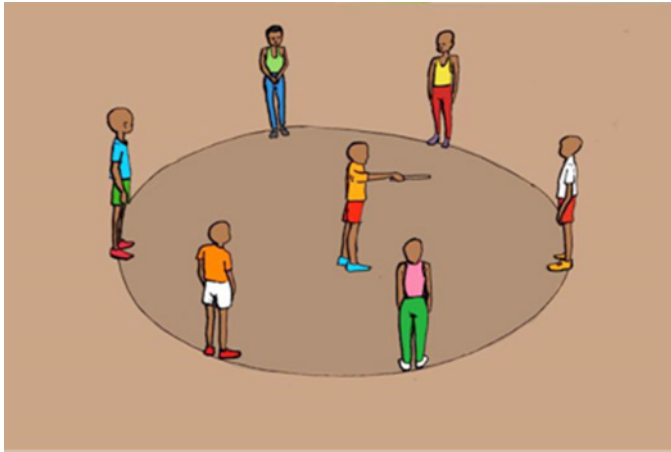
### **Organization and the rules of the game**

1. Make groups of learners from 6-8.

2. Instruct each group to make a circle.
3. Explain to the learners that every one of them must be able to know the name and sound of everyone in the group.
4. Give them 2-3 minutes so as to practice saying each other's names well at the same time practicing remembering each other's sound.
5. Select a learner from each group to be the "animal guesser".
6. Blindfold the animal guesser and hand them (her/him) to stand in the circle.

**7. Explain and demonstrate:**

- Learners in the circle move in the clockwise direction.
  - If the animal guesser strikes the stick 3 times on the group, the other learners must stop.
  - The animal guesser directs their stick to circle direction of their choice. A learner closer to the stick gets hold of its (stick) end.
  - A learner who gets hold of the stick imitates a sound of an animal of (his/her) choice. The animal guesser tries to discover the animal imitated by the stick holder. The animal guesser reserves the right of guessing 3 times.
  - A learner holding the stick becomes the one to guess the next animals whose sounds are made in the course of the game.
8. Keep playing till all learners who want to become animal guessers have guessed the right animals.
  9. Make sure if learners are using the stick well. Make sure the circle is large enough that learners don't hit one another with the stick.
  10. Check out during the game whether those in the field are well blindfolded and cannot see while holding the stick, whether they make a sound similar to the animals they are trying to imitate and if they have means of becoming animal guessers.



*Fig 2.7: Guess the animal's name game*

### **Variation of the game**

Instruct two learners to imitate animals at once.

### **Body stretching exercises**

Refer to stretching exercises found in the unit one.

#### **e. Assessment**

### **Closing discussion**

**Reflect** How did you feel while imitating the sound of the animal in front of other learners when the game just started?

- What were you thinking about while going around the circle?
- What seemed for you while you were blindfolded?

### **Connect**

- Is there time you have ever guessed something/someone's name on hearing its/their sounds from far? Give an example.
- In which circumstances can people change their sounds or pretend to be what they are not?

### **Apply**

Why is it important to know how to differentiate people's sounds and other different things?

### **The name of the second game: Imitating animals**

### **The summary description of the game**

The purpose of this game is to increase the learners' ability to please them and to express their happiness. It is an individual's particular game where they imitate sounds, walk like animals, and remember sounds and the

movements of their teammates.

### **Organization and rules of the games**

1. Make groups of learners numbering 6-8.
2. Instruct every group to make a circle.
3. Instruct every learner to think of an animal to imitate in the game.
4. Give every learner 1-2 minutes to think of an animal as well as the sound it makes and the ways it moves. E.g. A dog can bark and run on its front and back legs, a frog can hop and croak, a cat can lick its **paws and meow**.
5. Ask learners which animal they imitated and show the group its sound and movement. Check out if every learner imitates a different animal just like every learner in the group.
6. Ask every willing learner in the group to imitate the animal sound and movement.
7. Explain and demonstrate:
  - The game begins by a willing learner (A) standing in the center of the circle then imitating the sound and movement of the animal of their choice, followed by the sound and movement of another learner (B) from the same group followed by the sound and movement of the third learner (C) from a different group.
  - Continue the game till every learner has had an opportunity to imitate sound and movement in the circle.
8. Once learners have got used to the sounds and movements of their fellow learners tell them to start playing the game, but faster than before.
9. The teacher decides how long the game should last.
10. Check out whether during the game every learner thought about the sound and the movement to imitate, whether learners standing in the center of the circle while imitating the sound and movement of the animal of their choice and whether did this to please themselves.
11. Learners along the circle act as animals.
12. A learner acting as an animal is the one who goes in the center of the circle.



*Fig 2.8: Learners are playing the game of imitating animals' voice and movement*

### **Variation of the game**

- Tell learners that they cannot imitate the sound and movement of another learner more than once.
- Put learners in a testing moment of finding out how long they can continue playing without making a mistake.

### **Body stretching exercises**

Refer to stretching exercises found in the unit one.

### **Closing discussion**

#### **Reflect**

- What was funny in this game?

#### **Connect**

- Is there a time when you have ever imitated someone's way of speaking or moving?
- How do you feel while you are trying to pretend to be what you are not?
- In what life situations can one pretend being what they are not?

#### **Apply**

- What can you do to help someone who says is having problems or being isolated?

### **The name of the third game: Spider**

#### **Summary description of the game**

The aim is to feel at peace within oneself. It is a game played while spiders are trying to trap flies.

## Organization and rules of the games

1. Divide the field into 3 portions where the middle part is much bigger than the others. (See the diagram).
2. Explain to the learners that the middle part is equated to the spider web while the other side parts are equated to a forest.
3. Instruct learners to tell what spiders eat (E.g. Flies and other insects).
4. Have 2 learners act as spiders.
5. Instruct spiders to sit within the web and pretend to be sleeping (See diagram), the remaining learners act as flies.
6. Tell learners to make sounds of the flies (E.g. “Bzzzzz.....Bzzzzz”

### 7. Explain and demonstrate:

- The game starts with the flies making “bzzzzz” sounds near the spiders.
  - When the teacher says “spiders get up” the spiders then start sounding as many flies as possible and then trap them.
  - Flies can escape into the forest. Once they have reached the forest it will be not possible to trap them.
  - When the fly is trapped, it becomes a spider and joins the spiders’ team.
  - Spiders again sitting in their webs pretending to be asleep, while the flies continue making their sounds near the spiders until it is said, «Spiders get up».
8. The game continues until all the flies are trapped.
  9. Start a new game with other learners who then take up the spiders’ role.
  10. Check out during the game whether the size of the field is proportional to the number of learners.
  11. Check out whether flies are making sounds near the spiders sleeping away from the forest and to check out if all the learners acted as flies and spiders.



*Fig 2.9: Spider game*

### **Variation of the game**

- They can once in a while say “Let it rain” instead of «Spiders get up» and to tell flies to hunt down spiders which (spiders) then run to the forest.

### **Body stretching exercises**

Refer to the stretching exercises found in the unit one.

### **Closing discussion**

#### **Reflect**

- What was difficult for you in this game?
- How did you feel when you got into the forest?

#### **Connect**

- Is there a time when you ever fled away from something up to a point where you felt secure? Explain.
- Do you know other activities that cause insecurity?

#### **Apply**

- What can you do in your family for you to feel secure?

## **2.5 End unit assessment**

### **The name of the first game:**

In the second unit assessment, the teacher uses exercises/games and checks out how learners are practicing them especially focusing on movement and coordination accordingly, and finds out whether they are able to identify different parts of the body and the learners' behavior starting from what the teacher taught in the whole unit. The teacher asks some of the questions

to see how the learners answer them. The teacher uses different ways in explaining the games to the learners, and reminding those exercises that make them feel well and relaxed. The teacher focuses on the themes where these lessons were got. The teacher will focus on how learners change direction and speed with courage and balance

Use the following games as the end of unit assessment

The name of the first game: The color game (Umukino w' ibara)

Organization and rules of the games

1. Divide learners into 3-6 groups.
2. Position every group along the lines facing the center of the circle. (See diagram A).
3. Name the first learner in the line “**Red**”, another one on another line “**Blue**”, another one “**Yellow**”, another “**Green**”, another “**Orange**”, and then the other “**Pink**”.
4. Place a small ball in the center of the circle.
- 5. Explain and demonstrate:**
  - Call out color (E.g. red). A learner named “Red” must move around the circle and return to their line.
  - It is then that others on his/her lines meet their hands up together so as to make a bridge, which is the way that leads them (her/him) to the center.
6. Learners must run towards the same direction to avoid accident.
  - Whoever runs goes through that bridge so as to touch the ball in center of the circle.
  - The first group to touch the ball gains a point.
7. Learners must avoid knocking each other's heads in effort to touch the ball.
8. The game ends when one group achieves given points (E.g. 10 points).



*Fig 2.10: Colourful game*

## **Variation of the game**

1. Call out a false name of color or something else whose name starts with a letter as that of a given color.
2. Provide every learner with numerous colors to memorize.
3. Include some obstacles that can make it difficult to run, such as jumping, running around a given object.
4. Put many objects in the way where many groups can gain points at once.

## **Points to consider**

- Do learners respond when their colors are called out?
- Did all learners get a chance to run?

## **Closing discussion**

### **Reflect**

- What can you do to win this game?
- What makes you unprepared?

### **Connect**

- Where else in life must we be careful?
- Why is knowledge necessary at school?

### **Apply**

- What can you do to think big/critically in the future?

## **The name exercise 2: Drumming stick (Umurishyo w' ingoma)**

### **Organization and the rules of the game**

1. Prepare a drum with drumming sticks.
2. The teacher drums it and learners dance according to the sound of the drum.
3. The teacher concentrates on how learners coordinate the rhythm and the sound of the drum.

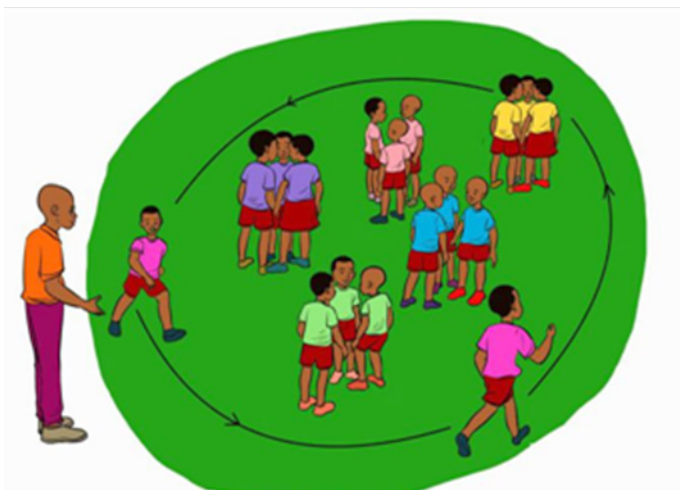


*Fig 2.11: Learners are dancing based on the rhythm and the sound of the drum*

## **The name exercise 2: Group numbers (Amatsinda y' imibare)**

### **Organization and the rules of the game**

1. Ask learners to create enough space between one another.
2. Explain and demonstrate the following:
  - When the game starts, learners, run, jump and dance.
  - Mention a number, for instance 3, 10.
  - Give learners 5 seconds to form a group equal to the mentioned number.
  - Try to mention a number that is divisible by a number of players so that no one is left out without a group. For example, if it is 30, say 1, 2, 3, 5, 6, 10, 15 and 30.
  - A learner without group runs around the others or creates a funny story to tell them or a song, a dance and others.
3. You must avoid asking a learner to perform rough activities.
4. Ask learners to run and jump again. Mention a different number every 30 seconds.
5. The teacher decides when the game must end.
6. Work out a way that prevents learners from hurting one another.



*Fig 2.12: Learners perform running, jumping and dancing*

Learners are in groups of 3 and one of them who goes around the groups in the field and a teacher leading the game.

### **Variation of the game**

1. Divide learners into 2 groups in a way that every group divides itself, this means that you have 2 groups that play at the same time. Every group has its field.
2. Join 2 by 2 but not all the learners do it in a way that makes it difficult for learners to find groups equal to the said number.
3. In order to make them get used to working together, whenever there is a learner without a group then all of them goes around the field, or perform funny activities.
4. Check out whether every running learner has a group whenever you mention and if learners are following or perform what you have asked them to do.

### **Closing discussion**

#### **Reflect**

- What was difficult for you in forming groups based on numbers?
- Which numbers were easier for you to form groups?

#### **Connect**

- When in daily life was it necessary to work in groups?
- Where else should we be careful in life?
- Why is knowledge necessary?

## Apply

- What can you use to think big in the future?

### 2.6 Additional exercises

The teacher prepares exercises and games that help learners with learning difficulties (slow learners).

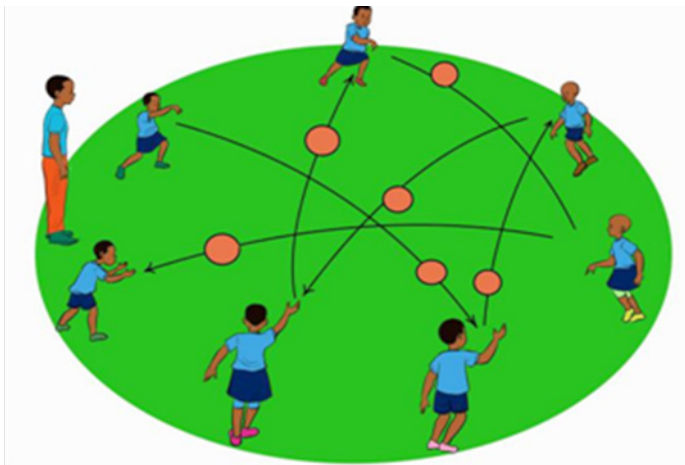
#### **The name of exercise 1: Ball throwing**

##### **Summary of the game**

The purpose of this game is to increase the learner's competence in paying attention and memorizing. In this game learners make a circle and then try to remember each and everyone's name.

##### **Organization and the rules of the game**

1. Create 3 groups consisting of between 6-10 learners where every group forms a circle.
2. Give a ball to one learner in every group.
3. **Explain and demonstrate:**
  - One learner from every group holds the ball while standing then mentions the name of another learner from the same group and then throws the ball to him/her.
  - A learner going to throw the ball must first see well who he/she is going to throw the ball to.
  - Every learner must receive and throw the ball only once.
4. Instruct every learner to show someone they are going to throw a ball to using a finger.
5. Explain to learners that they are going to start playing a game of throwing a ball to one another in the same and usual way. That is to say that every learner must throw a ball to another learner in usual way.
6. Once the learners have understood the rules of the game, count the number of times they have to pass the ball to one another from the first to the last.
7. Check out when learners are playing if they remember each other's names and whether they throw the ball to every learner in the circle just once.



*Fig 2.13: Exercise of throwing the ball*

### **Variation of the game**

- Avail 2 or 3 additional balls.
- Instruct every group to throw the ball in the similar way within an interval of 5-10 seconds.

### **Body stretching exercises**

- Refer to the stretching exercises from unit one.

### **Closing discussion**

#### **Reflect**

- What was difficult for you in this game?
- How could you tell to whom to pass the ball?

#### **Connect**

- Where else does it become necessary for you to remember what you saw?

#### **Apply**

- What will you be doing once you have been taught something that you will be asked about?

### **The name of the game 3: Eye winking (Kwicira ijisho)**

#### **The summary description of the game**

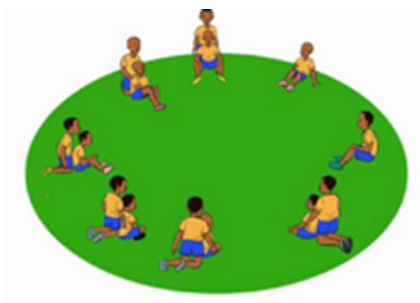
The purpose of this game is to increase the learner's competence in paying attention and being more careful. Learners focus on the person winking at them and quickly changing positions as soon as someone winks at them.

## Organization and the rules of the game

1. The teacher forms groups numbering between 6-12 learners.
2. Ask each learner to find a partner.
3. Once learners have paired up, one becomes A and the other B.
4. Ask all the A learners to sit down in a circle and then ask every B learner to kneel behind their partner.
5. Ask the pairs to separate and then kneel.

### 6. Explain and demonstrate:

- In this game, learners without someone seated in front of them must find them.
  - For this to be achieved, each of the kneeling learners must wink to one of the seated learners, so that the one that was winked at once tries to leave their place and runs towards the one that winked to them.
  - Therefore, a learner kneeling behind the one who wants to run away must try their best to prevent him/her from going away by softly beating them in the back before the one winked to runs away. Once bugged upon, they cannot go away.
  - The kneeling learners must only look above the head of the one seated in front of them.
7. It is the teacher who decides when the game should end.
  8. Check out while learners are playing in the field whether those kneeling are above the heads of their partners, whether they are not hurting one another while the other taps on another's back and whether they get up to go upon having been winked to.



*Fig 2.14: Eye winking game*

### Variation of the game

- Learners can wink to as many as possible who then compete to get first to the one winked and sit in front of them (her/him).

- The teacher should ensure enough space between the sitting and kneeling learner.

### **Stretching exercises**

Refer to the stretching exercises found in the unit one.

### **Closing discussion**

#### **Reflect**

- What was more challenging in this game? And what was easy?
- Who can explain to us what paying attention means?
- What could have paying attention helped in this game?

#### **Connect**

- Are there times when you need to pay more attention?
- What helps you in paying attention?

#### **Apply**

- What will you be doing so as to be able to see what you are being shown?

### **The name of the game 3: Pass through barriers (Kunyura mu nzitizi)**

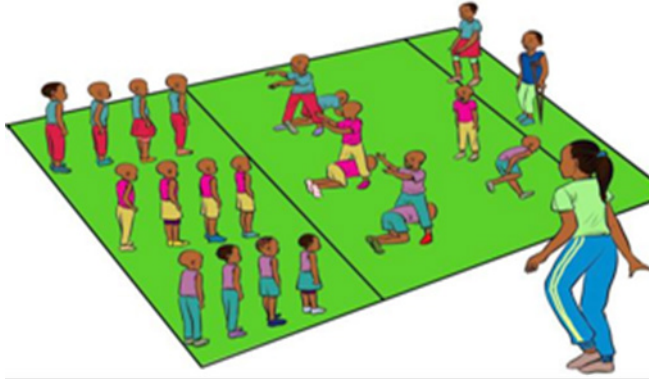
#### **The Summary of the game**

The purpose of this game is to promote cooperation and to work as a team. Learners try to move imitating sheep passing or going through a path with barriers made of other learners.

#### **Organization and rules of the game**

1. Draw starting and finishing lines using chalk or any other object. The finishing line is drawn in a distance of 15-20 meters.
2. Make teams of learners numbering 6-10.
3. Instruct every team to stand behind the starting line.
4. Have two helper learners from each team to play as barrier.
5. **Explain and demonstrate:**
  - Every learner runs for one round, jumping like a sheep while going over or under human barriers.
  - Those acting as barriers must make similar movements and to turn around while directing their hands above their shoulders or moving both hands leftwards as if shutting a door. They must not move their legs.

- When learners go past the last barrier they become the new barriers. That must create a number of barriers before reaching the last line.
- The aim of this game is for every team member to go past the last line after going through every additional barrier.



*Fig 2.15: Learners are playing the game of passing through barriers*

6. Tell a next learner to start running once the last player becomes a new barrier.
7. Do their best for every learner go past all barriers?
8. Start the game as they exchange the roles and the way the game is played so that the last player becomes the first barrier.
9. Check out during the game whether learners understand explanations and that they have to move in a speed that doesn't trouble everyone in the game.
10. Check out whether learners are careful while jumping the barriers and as well maintaining each other's security.

### **Variation of the game**

- Instruct all learners to make a line of human obstacles in running game apart from player A. Once player A has finished running she/he makes another obstacle. Player A says "Come!", A indicates that the first human obstacle must get and start running.

### **Stretching exercises**

Refer to the stretching exercises from unit one.

### **Closing discussion**

### **Reflect**

- What was interesting and challenging during this game?

## **Connect**

- Is there a time you encounter obstacles/difficulties that are required to overcome them?
- How do the games connect/relate to what you are already know, believe or feel?

## **Apply**

- Have you ever faced a problem that you cannot solve by yourself? How would you conduct yourself if you met it?
- How are you going to apply your new experiences from the games in your daily life?

### **The name of game 4: Volleying game (Umukino wo kurenza)**

#### **The summary description of the game**

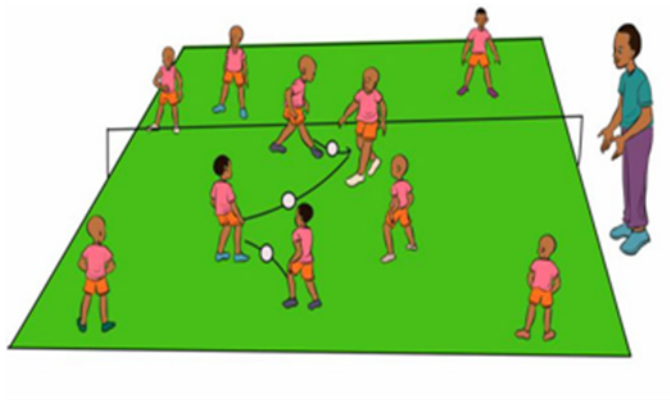
The aim of this game is to promote team work.

Learners work together as a team to play while volleying the ball over the net as they avoid the ball falling on each other's side.

#### **Organization and the rules of the game**

1. Put up a net in the middle of a court or using a rope so as to divide the court into 2 equal parts.
2. Divide up learners into 2 teams, team A & team B (About 6-8 learners in each team).
3. Explain and demonstrate:
  - Team A gives out the ball first passing it to team B by volleying over a net or a rope. Team B must keep the ball in space and passes it to the court of team A by volleying it over the net. Players can use all parts of the body in that game.
  - The ball can only be touched 3 times by different players before it is passed to another side of the court.
4. The winning team gets one point when the following happens:
  - When the ball bounces 2 times on the opponent team before it is volleyed over the net.
  - When the ball is touched more than 3 times on side of the court before it is volleyed over the net.
5. It is the teacher that decides when the game should end (E.g. when one of the teams gets 10 points).

6. Check out during the game if they can volley the ball over the net without difficulty and if they are not touching the ball on one side of court.



*Fig 2.16: Learners are playing volleying game*

### **Variation of the game**

- Using 2 balls if their team is big and if they have a big enough place to play from.
- Make communication hard among players, learners are limited from talking during the game.

### **Closing discussion**

#### **Reflect**

- What was difficult for you in this game?
- Is there something that your teammate helped in during the game?
- What ways/methods did you use so as to win?

#### **Connect**

- How is the game of volleying game similar to the normal volleyball?
- How did the game you have been playing help you to improve your team work?
- When else in life is necessary to work as a team?

#### **Apply**

- Could there be a time you will need a help from others? In which case?
- What can you do to improve team work?

### **The name of the game 5: A Bear's tail**

### **The summary description of the game**

The aim of this game is to promote team work. Train learners to have leadership skills. In this game, a team is made up of 3 learners who work together to avoid having their tails touched.

### Organization and rules of the game

1. Instruct 1 or 3 learners to act as horse riders.
2. Create groups of 3 learners.
3. Instruct every group to make a line.
4. Explain and demonstrate:
  - Every group on the line acts as a bear. Every learner in the group has one part of the bear depending on where they are on the line: the front becomes the head, the middle one becomes the trunk while the last one becomes the tail.
  - All the time, learners must keep holding one another by the tummy as they follow one another in the line.
  - Learners acting as a bear must work as a team so as to stand with a space between them and the horse riders. Horse riders try to stop the bear as they are touching its tail.
5. Encourage the bear not to separate. When it separates the head becomes the tail.
6. When the horse rider touches the bear the head becomes the horse rider, while the horse rider becomes the bear's tail.
7. Teacher decides how long the game should last.
8. Check out whether the learners acting as bears keep holding one another running without difficulty.



*Fig 2.17: A Bear's tail game*

### Variation of the game

- Ask the bear's heads to get the other bear's heads instead of being held by the horse riders.
- Increase the number of learners who make up the bear and ask them how they feel by supporting their team whenever it is big.

## **Closing discussion**

### **Reflect**

- How did you feel while acting as a bear?
- While you were acting as bear, which of its part did you wish to act in than the other? Why?

### **Connect**

- Is there time in your life when you led others?
- Have you ever worked as a team where everyone has his/her own responsibilities?

### **Apply**

- What is the importance of working in a group but each one with different responsibilities?

## **The name of the game 6: Attached cats (Injangwe zifatanye)**

### **The summary of the game**

The aim of this game is to promote team work and friendly communication with others. It is a game where learners avoid being caught but instead try to get hold of other learners' elbows in other teams made up of 2 learners.

### **Organization and rules of the game**

1. Put learners in groups of 2.
2. Instruct the groups in pairs to go to the field.
3. Instruct a group to start the game by chasing in order to touch others.
4. Instruct another group to start the game by running away from those want to catch them.
5. Instruct another group in pairs to hold their hands at the end of their elbows (see diagram).



*Fig 2.18: Attached cats game 1*

6. Explain and demonstrate:
  - When the game starts the chasers try to catch those running away.
  - When the chaser catches the one escaping, the players interchange the playing roles. (The chaser becomes that one that was being chased and vice-versa).
  - The chaser becomes secure when he/she gets hold of the pair's group in the field.
  - When the other one being chased gets hold of another who is an opponent of the chased becomes a new chased one.
7. Continue playing till all learners have become chasers and the chased. Find out whether learners reduce speed when they get closer to the group of pairs so as to get hold of their hand(s).
8. Check out if all learners played the role of chasing, being chased and play in a pair group to release others.



*Fig 2.19: Attached cats game 2*

9. A pair of learners holds one another and escaping from the other. One learner chases them so as to get hold of the pair.

## **Variation of the game**

- Put in place team A and team B. Give pair groups holding one another a way of delaying the chased opponent from joining them by saying «It is closed» while closer to the place of refuge.

## **Closing discussion**

### **Reflect**

- How did you feel when you were being chased?
- What was interesting and challenging in this game?

### **Connect**

- Do you remember a time in your life when someone helped you when you needed help? How did you feel?
- Have you at one time ever helped someone else? What was the matter?

### **Apply**

In what conditions should you help somebody?

## **The name of the game 7: Go in the middle (Jya hagati)**

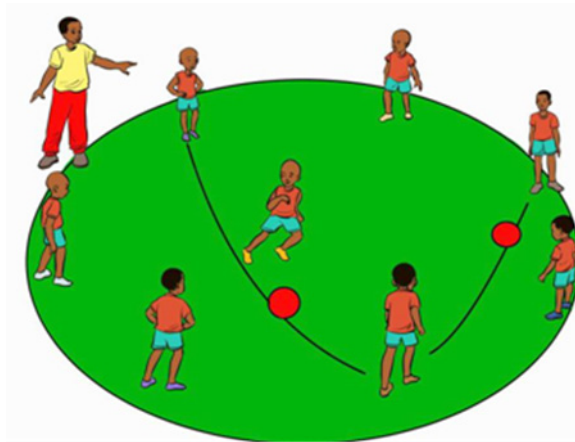
### **The summary of the game**

The aim of this game is to increase learners' ability to control their feelings. In this game, learners in circle pass the ball to one another on the same circle by making sure that the learner in the middle of the circle does not get hold of the ball.

### **Organization and rules of the game**

1. Make groups of learners numbering 6-10.
2. Instruct learners to make a circle.
3. Put one learner from every group in the middle of the circle.
4. Give a ball to every group.
5. Explain and demonstrate:
  - Learners making the circle pass the ball amongst themselves in a way that prevents the one in the middle from getting hold of it.
  - Learners must not pass the ball to a closer fellow learner.
  - They must try to pass the ball to the one facing them.
  - A learner in the middle of the circle must try their best to get hold of the ball

- When the learner in the middle gets hold of the ball, they exchange positions, when they fail to catch the ball in a period of 2-3 minutes the teacher instructs another to go in the middle of the circle.
6. The game can continue for as long as it can.
  7. Check out whether learners do not throw with much effort, if every learner has a way of throwing and receiving the ball and that the learner in the middle of the circle has the will of stopping the ball as quick as possible.



*Fig 2.20: Learners are performing passing exercises*

### **Variation of the game**

- Make groups of 3 learners.
- 2 learners from each group prevent the third learner from catching the ball.
- The ball must be kicked with a leg from the ground instead of throwing it.
- Increase the number of balls in the game.
- Put learners in a testing moment of throwing the ball using a hand that they usually don't use. **E.g.:** If they normally use the left hand, ask them to throw the ball using the right hand.

### **Stretching exercises**

Refer to the unit one

### **Closing discussion**

#### **Reflect**

- How did you feel while in the middle of the circle?
- What was more interesting or challenging in the game?

- What were you thinking while standing along the circle?

## **Connect**

- Is there a time you were suspended by your community members in some of activities? How did you feel?

## **Apply**

- How can you help someone when you find him/her isolated?

## **The name of the game 8: The Royal Entertainer (Umumararungu w'ibwami)**

### **The summary description of the game**

The aim of this game is to increase learners' ability to express happiness and be creative. In this game learners make a circle and try to figure out a learner (Entertainer) to make them laugh.

### **Organization and rules of the game**

1. Make groups of learners numbering 6-10.
2. Order every group to make a circle.
3. Ask a willing learner from every group to be «The Royal Entertainer» and stand in the middle of the circle.
4. Explain and demonstrate:
  - The game is played in the way that «The Royal Entertainer» makes one of their group mates to laugh;
  - The entertainer has only a minute to do something funny to make their group mates laugh;
  - When a learner laughs she/he goes to the middle of the circle and becomes a new entertainer. When 2 or more learners at once, they agree between themselves as to who becomes the entertainer;
5. The teacher is the one who decides when to end the game;
6. Check out during the game whether all learners became entertainers and whether they tried to make somebody laugh.



*Fig 2.21: A learner who acts as a Royal entertainer*

### **Variation of the game**

- Instruct 2 learners to be the royal entertainers at once.
- Make groups made up of 3 learners by giving 5 minutes to create a play or something aimed at making learners of another group to laugh.

### **Closing discussion**

#### **Reflect**

- What pleased you in this game?
- What did you think once you were the entertainer?

#### **Connect**

- What makes you laugh than anything else in life?

#### **Apply**

- In which moments do you feel like making people laugh?
- What is the importance of laughing in life?

## **2.7 Additional exercises/games**

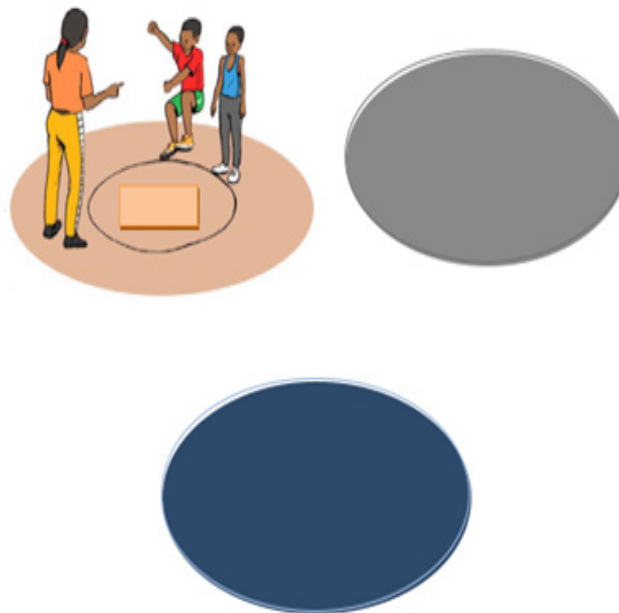
### **2.7.1 Warm up exercises**

#### **The name of the first game: Sky-Land -Water**

#### **Organization and rules of the game**

1. Prepare 3 circles showing the sky-land-water.

2. The teacher stands in a place where learners can see and hear him/her.
3. Learners stay together in the field.
4. The teacher says a name of their wish found in the sky, in water or on land.
5. Learners at once run towards a circle that shows where the said animal lives.
6. A learner who goes to a wrong circle or delays for long period is punished by running to a given distance and then returns to the game thereafter.
7. The winner is the one goes to a right circle and doesn't take long to get to the circle where the said animal lives.



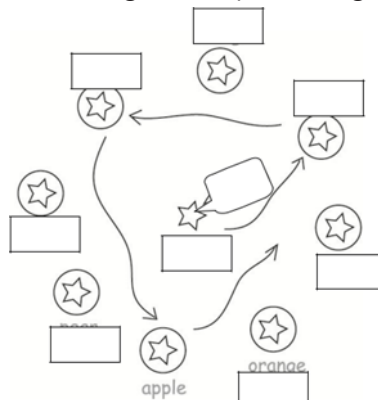
*Fig 2.22: Sky-Land –Water game*

## **The name of the exercise 2: Fruit Mixture (Imvange y' imbuto)**

### **Organization and rules of the game**

1. Divide learners in 6-10 groups.
2. Ask learners of every group to hold hands to make as large a circle as possible.
3. Give each learner a name of a fruit in “Guava, Mango, and Avocado”.
4. Do your level best to have many learners represent one fruit?

5. The number of fruits depends upon the number of acting learners. (E.g. If they are 6 learners you can use 2 fruits, if they are 10 learners you can use 3 fruits).
6. Ask one learner to go and stand in middle of the circle.
7. Hand every learner in the circle a piece of chalk.
8. Let them draw a circle on the ground (See diagram)



**Fig 2.23: Fruits mixture game**

9. Explain and show: Quickly call out fruits. A learner representing the fruit called out leaves their circle and looks for an empty circle.
10. Learners respect and accept one another.
  - It is only one learner who stands in one circle.
  - The called out learner looks for an empty circle, and whoever fails to find an empty circle becomes the caller.
  - When the caller says “fruits salad”, every learner looks for a different circle.
11. Learners must avoid collision.
12. The game comes to an end at the teacher’s wish.

### **The name of the exercise 3: On land, in water (ku nkombe mu mazi)**

#### **Organization and rules of the game**

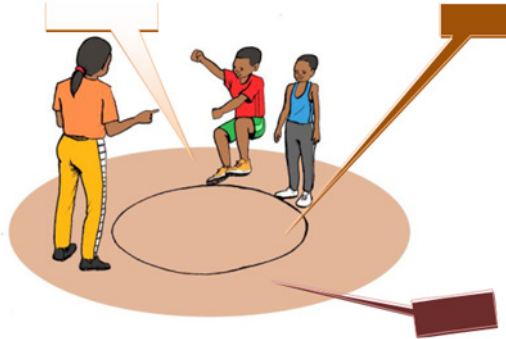
1. Make sure that the area of playing is safe and that it cannot cause any harm.
2. Draw a line on the ground using a piece of chalk.
3. Ask all the learners to stand on one side of the line.
4. Explain and show the following:
  - Learners stand on dry land.

- Another side is water.
- You must give the following instruction “on land” or “in water”. Learners must stand on the side you have instructed them to.
- Start with these 2 instructions, “on land”, “in water” until they get used.
- Interchange the instructions for the learners to pay more attention.

5. Additional instructions:

- The fish is “eating you!” Learners lie on the ground and move their hands as if they are swimming.
- “The sand has become hot” Learners move on one leg from one side to the other.
- “Sweet with a stick” Learners pretend to leak the sweet with the stick.
- “Kite” Learners cover their heads with hands.

6. The game comes to an end at the teacher’s wish.



*Fig 2.24: Learners are playing the game “On land, In water” game*

## **The name of the warm up exercise 4: Secret touching (Kumukoraho mu ibanga)**

### **Organization and rules of the game**

1. Find a much wider area to play that allows learners to run either the chaser or the chased.
2. Draw a clear line from side to another.
3. Ask learners to stand facing the same direction.
4. Explain to the learners that you (teacher) will go behind and touch one of them. Learners should close their eyes so that they don’t know who the teacher has touched.
5. Explain and demonstrate the following:
  - A learner that is touched by the teacher in the back becomes the chaser. (In every 20 learners, find 4-5 chasers).

- The chasers should not tell others that they have been selected.
  - When the teacher says “Go!” the rest of the learners run off and chasers must touch as many learners as possible.
  - Whoever is touched goes back to the line.
  - The game comes to an end when all the learners have gone back to the line apart from the chasers.
6. Select new more chasers for another round of the game.
  7. Continue the game until every learner becomes a chaser.
  8. Do your best to make sure learners see their running direction, to avoid collision.



*Fig 2.25: Learners are performing warp exercises*

## UNIT 3: ATHLETIC EXERCISES AND GAMES

# 3

### 3.1 Key unit competence

Perform sprint races, receiving and throwing, jumping and long-distance relay running.

### 3.2 Prerequisite

Learners of primary three, will learn better this unit, if they are able to perform basic physical and stretching exercises, telling and separating the necessary materials for stretching, run, jump and throw, have a health supporting behavior, self-esteem, self-confidence and respond to the teacher's instructions.

### 3.3 Cross-cutting issues to be addressed

While learners are playing, it is good to sensitize them on the following issues:

**Peace and values education:** The teacher guides learners to play in harmony without hurting one another. Every learner feels secure during playing time on the field without feeling uncomfortable.

**Gender education:** All learners, boys or girls must feel free while playing. Girls must not be sidelined in the games; their roles in the games must be accepted and promoted.

**Inclusive education:** Learners with special education needs or with specific disabilities they too must have a role in the games. This requires the teacher to modify the pre-prepared games in this unit depending on the instructions in this teacher's guide so that even those with disabilities too can play.

**Financial Education:** It is advisable that the playing materials/objects are less costly but learners instead should be encouraged to make them themselves from locally available resources.

**Environment and sustainability:** While learners are playing, it is worth training them on the culture of protecting the environment surrounding the field/playground and any other place they play from.

### 3.4 List of lessons

	Lesson title	Learning objectives	Number of lessons
1	Running exercises of a distance between 40-60 meters	Perform the exercises and games of running a distance between 40-60 meters.	1
2	Jumping exercises	Perform the exercises of jumping	2
3	Exercises of throwing and receiving	Practice the exercises of throwing and receiving.	2
4	End unit assessment	Observe the number of times jumped by the learner, the number of throwing times and the distance thrown to.	1

#### Lesson 1: Running exercises of a distance between 40-60 meters

##### a. Prerequisite

For this lesson of running exercises of a distance between 40-60 meters, learners must be able to perform basic running competences and skills or running in a much wider area and able to sprint.

##### b. Teaching resources

Field, gym, whistle, pictures, ordinary balls, stick and cones.

##### c. Introduction

In this lesson of running exercises of a distance between 40-60 meters, the teacher will use exercises and games of running from their starting positions, jumping rhythmically, quickly taking off and running while alternating. The teacher can also use questions that prepare learners to perform their own exercises that help them to get used to running distance between 40-60 meters.

#### Opening discussions (in the playground)

Once learners have put on sportswear and having prepared the field by taking out every object that could hurt them, the teacher asks them various questions related to running exercises.

## Warming up exercises

The teacher involves learners in exercises of warming up so that their body parts get ready to do exercises and games that demand strength from their body parts.

### Organization and rules of the game

1. Ask learners to stand along the circle and leave a two-hand space between them.
2. Explain and show the following;
  - Mention a body part, learners then move clockwise the circle putting forward the mentioned part of the body. For example, “Hand forward”, “Knee forward”, “Head forward” and others.
  - Once a particular body part is put forward, all the learners put that body part forward and keep going around.
  - Continue mentioning different parts of the body until the learners have stretched all the parts from head to toe.
  - The exercise comes to an end when all the body parts are stretched.



*Fig 3.1: Running exercise 1*

## d. Lesson development

### The first game: Running

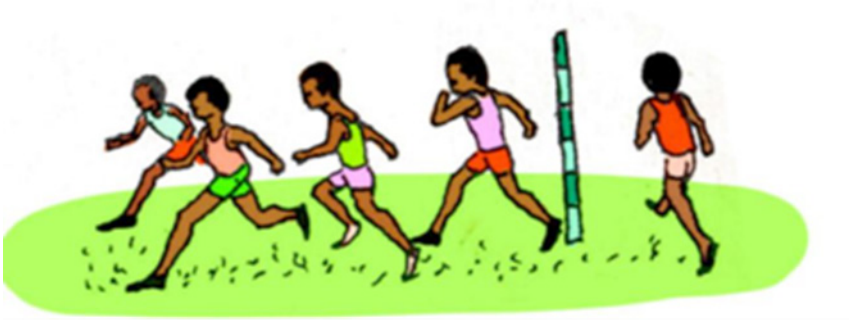
#### Summary description of the game

The aim of this game is to run a distance not more 60 meters. Learners in groups, stand on parallel lines to run a distance of 40-60 meters.

### Organization and rules of the game

1. Make equal teams of learners / numbering 4-5.  
Guide them to stand on two parallel lines.

2. Draw two parallel lines with a space of 15 in between them.
3. When the teacher gives a sign every first learner in each group (team) runs towards the last line of the field.
4. When the first runner crosses the middle line, the second runner begins to run.
5. And when the second runner crosses the middle line, the third runner starts to run and the process continues.
6. The first team to reach the final line in the field becomes the winner.



*Fig 3.2: Running exercise 2*

**The name of the game 2: Competing using cones (Isiganwa ry' umutemeri)**

### **The summary of the game**

The aim of this game is to stretch the body and to perform the exercises of short and long distance running. With learners in their lines of groups, those in front of others run in between cones up to the last one (cones). They get back to their lines by touching in the hands of the first one in line who also starts running, while the one who just finish running gets to the back of the line.

The process continues up to the end of the game.

### **Organization and rules of the game**

1. Divide learners into 6-8 teams.
2. Introduce football kicking exercise in between 5 cones for a short period of time. Do the same for every team.
3. Ask every team to line up behind a pill of cones.
4. Give them a ball to each team.
5. Explain and demonstrate:

- A learner on the line of group A, starts by kicking the ball near every cone, at the right side of the goal post and then on the left side and so on and so forth.
- When A reaches at the last goal post, picks up the ball and runs back to their team, and then hands in the ball to the next learner in the line.
- When A stops running, they (he/she) return to the line.
- A learner who flips over the goal post, stops kicking the ball and first puts it back to the standing before continuing.

6. Check out whether the teams are standing properly in their positions.

7. The game continues until all the learners have had an opportunity to run.

8. Check out if the learners run without disturbing one another.

### **Variation of the game**

- Bring the goal posts closer to one another (leaving little space between them).
- Ask learners to perform a backwards running towards their respective line.

### **e. Assessment**

### **Closing discussion**

#### **Reflect**

- How do you feel after performing different running exercises?
- What was more interesting or challenging during the exercises of running in the game? Why?
- How do you feel after running the second round comparing to the first round?

#### **Connect**

- Which activities become easier for you when you redo them?
- How is sprinting important in our daily life.

#### **Apply**

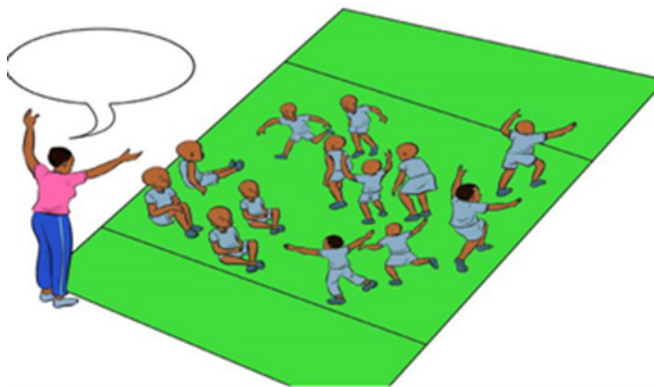
- In which games/sports one can apply speed running?
- What can you do to gain more knowledge by doing exercises?

### **The name of the game 3: Coldness and hotness (Ubukonje n' ubushyuhe)**

### **The summary description of the game**

## Organization and rules of the game

1. Make 2 teams with equal number of players and call one, “Coldness” and the other one “Hotness”.
2. Each team must stand on its side.
3. When the teacher gives a signal, players from the coldness team chase those from the hotness team.
4. If a player from the hotness team gets frozen and squats.. Players from hotness team can unfreeze their player by touching them (him/her) so as to continue playing.
5. A player who gets out of the field is eliminated from the game.
6. The game lasts for 3 minutes; when they are many players that were frozen the coldness, team becomes the winner.
7. The 2 teams exchange roles and the game continues.



*Fig 3.3: Coldness and hotness game*

## Closing discussion

### Reflect

- How did you feel once you got caught?
- What means did you use to catch your fellow player?

### Connect

- Is there a time when you ever ran away from somebody or something chasing you?
- Which ways did you use to escape?

### Apply

- What is the advantage of performing doing running exercise?

## Lesson 2: Jumping exercises

### a. Prerequisite

Learners will learn better this lesson if they are able to perform basic jumping exercises and having basic knowledge and skills about jumping.

### b. Teaching resources

Sportswear, field, gym, whistle, pictures, cones and stick.

### c. Introduction

In this lesson of jumping exercises, the teacher needs to set the exercises and games of jumping and set up the obstacles in the field. Teacher could also start with introductory questions to arouse the learners' interest of practicing the exercises themselves and this to help them getting used with jumping.

### Opening discussions (in the playground)

Once learners have put on sportswear and having prepared the field by taking out every object that could hurt them, the teacher starts the lesson with discussion. The teacher starts the lesson with introductory questions related to jumping exercises.

### Warming up exercises

The teacher involves learners in the following warming up exercises:

- Running reasonable distances while putting forward knees and then run making wider steps.

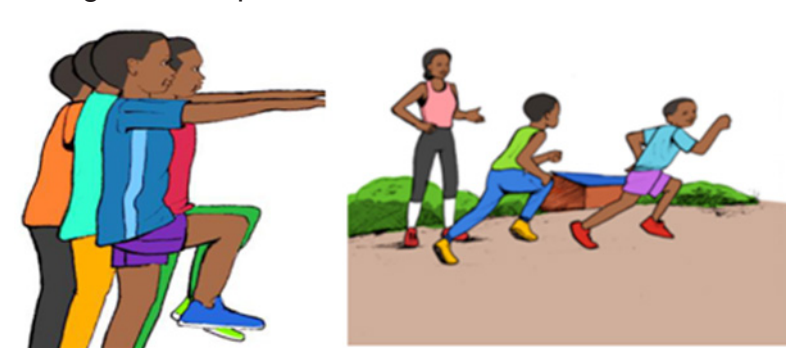


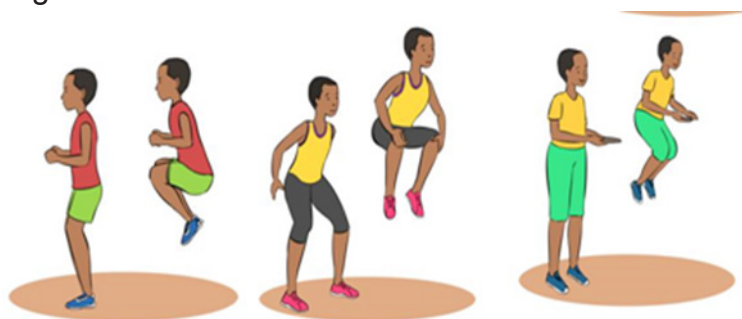
Fig 3.4: Jumping exercises 1

While standing with their hands forward, they raise their legs up so as to touch their toes with their hands and as well alternate the legs.



*Fig 3.5: Jumping exercises 2*

- While standing they jump up 3 times, on the fourth time they jump much higher with their knees in front of them.



*Fig 3.6: Jumping exercises 3*

#### **d. Lesson development**

- Carry out the following exercises and games or choose other games found at the end of unit two.

#### **The name of game 1: Jumping a rope**

##### **Summary of the game**

The aim of this game is to make learners get used to jumping. In this game, 2 learners hold both ends of the rope and swing for other learners to jump over it. One learner can also swing the rope while jumping over it by him/ her.

##### **Organization and rules of the game**

1. Jumping over a rope from both sides.
2. Jumping over the rope within one position (this is done by an individual learner).

3. Rope jumping by 3 learners, where 2 learners hold the rope on both ends where a third learner jumps over it then change roles so that every learner gets to jump the rope.
4. Check out whether all learners get to jump.



*Fig 3.7: Learners are jumping a rope*

5. Check out whether learners are using much effort so as to be able to jump from both sides.
6. Check out whether learners can jump from the same position without moving from one position to another.
7. Check out whether some learners work together so as to help their fellow learners to jump.

### **Variation of the game**

- Increase the number of learners jumping at the same time.
- Changing the way of swinging the rope (for example, swing frontwards and suddenly backwards).

### **Stretching exercises**

Refer to the stretching exercises and games from unit one.

### **e. Assessment**

### **Closing discussion**

### **Reflect**

- How were you feeling when you were jumping from all the sides?
- What can you do to be able to jump for a long time?

### **Connect**

- Is there a time in your life when you tried to jump over something?

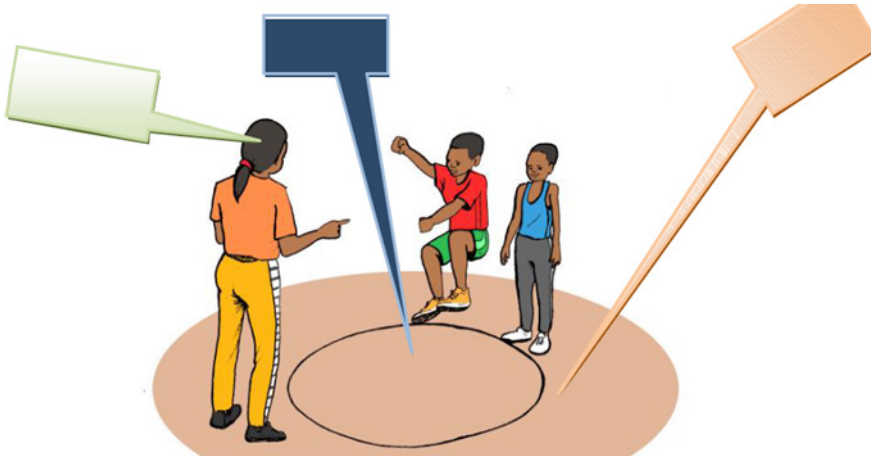
### **Apply**

- Are there some health benefits that come in their bodies while playing this game?

## The name of the game 2: On land, in water

### The summary of the game

The aim of this game is to make learners get used to jumping. In this game, learners stand on the other side of the line representing water and then jumps over to the other side of the line.



*Fig 3.8: Learners are playing the game called on land, in water*

### Organization and rules of the game

1. Prepare the field.
2. Draw on the ground using a piece of chalk or straightening a rope on the ground.
3. Teach all learners to stand on the other side of the line/rope.
4. Explain and demonstrate:
  - Learners who are standing on the other side of the line/rope will be standing on land.
  - While on the other side of the rope is in water.
  - Given 2 instructions: «on land» or «in water», learners must go to the side as instructed.
5. Introduce both instructions and then use one of them at a time until the time when the learners show interest and self-confidence.
6. Let the learners know that instructions can increase and that they must be ready for them.
7. A learner who wrongly followed the instructions steps aside and helps the teacher to look out others who wrongly follow instructions.

8. In a given period set by the teacher learners that will have correctly followed instructions become the winners.
9. The teacher is the one who stops the game him/herself.
10. Check out whether learners well understood the given instructions; know well where they have reached before the game starts and whether those that didn't follow instructions are helping the teacher to monitor others.

### **Variation of the game**

- Increase or decrease on instructions depending on the learners' pace.
- Instruct learners to have their eyes closed while playing so that other learners' activities do not confuse them.

### **Stretching exercises**

Refer to the stretching exercises and games from unit one and unit two

### **Closing discussion**

#### **Reflect**

- How did you feel while playing this game?
- How were you feeling once you failed following the instructions?
- What helped you follow the instructions?

#### **Connect**

- Is there a time when you suddenly jumped? What was the matter?

#### **Apply**

- Can knowing how to jump be useful to you in life? Give an example.

### **The name of the game 3: Bridges and underneath ground paths (Amateme n' inzira zo mu nda y' isi)**

#### **The summary of the game**

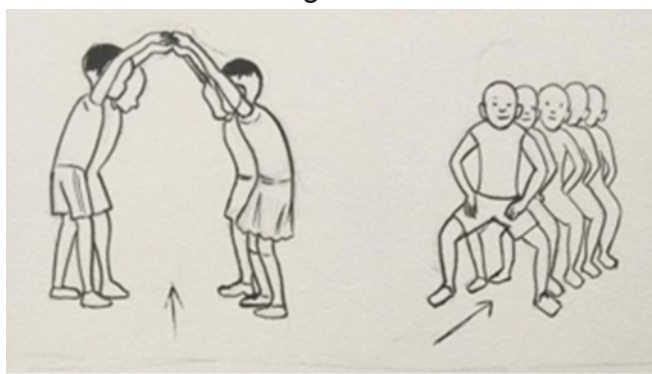
The aim of this game is to make learners get used to jumping. In this game, when the teacher says «underneath ground paths», learners stop and group themselves in pairs and then raise up their hands. When the teacher says «bridge» they stop and turn back to back.

#### **Organization and rules of the game**

1. Instruct learners to go to the field.
2. Explain and demonstrate:

- When the teacher says: «Go! », learners must move around freely in the field while jumping, jogging, dancing or slow walking.
- When the teacher says: «bridge! », «underneath ground paths! ».
- When the learners hear the word «bridge! », they must look for their fellow players, raise their hands and hold each other's hands. It is advisable to control learners from leaning towards their fellow players while making a bridge so that no one overturns over the other.
- When the learners hear the word « underneath ground paths! », learners stop and turn back to back with legs apart, place their hands on the knees and then bend forward slowly by slowly.
- Once they have kept in that position for a period of 15 seconds, the teacher says the word «Go! », they continue moving around the field they are told the next action.

3. Check out if learners are following the instructions.



*Fig 3.9: Bridges and underneath ground paths game*

### **Variation of the game**

- Increase or decrease on instructions depending on the learners' pace.
- Instruct learners to have their eyes closed while playing so that other learners' activities do not confuse them.

### **Closing discussion**

#### **Reflect**

- How did you feel while playing this game?
- How were you feeling once you failed to follow the instructions?
- What helped you follow the instructions?

#### **Connect**

- Is there a time when you quickly jumped? What was the matter?

## **Apply**

- Can knowing how to jump be beneficial to you in life? Give an example.

### **The name of the game 4: I can jump very well (Nzi gusimbuka cyane).**

#### **The summary of the game**

The aim of this game is to make learners get used to long jump, with either legs apart or together and to be team patriot. The long jumping game is played in a way that the first player in every team makes a wider long jump, then the next jumper jumps starting from where the first landed.

#### **Organization and rules of the game**

1. Divide up teams with equal players.
2. All the teams line up.
3. When the teacher gives a sign, the first player of every team jumps quite hard in a forward direction as it is done in long jump.
4. A sign where the jumper's heels first touched after jumping.
5. The next jumper stands where the first jumper with their heels and then she/he jumps to forward direction.
6. The process continues as mentioned in (5) up to the last jumper.
7. When the last player jumps, a winning team is determined depending on the players who jumped a longer distance.
8. While the game is going on check out whether the players can jump towards the forward direction and whether the next learner tries to stand where the first jumper's heels touched.

#### **Variation of the game**

- They can change the length direction by jumping sideways direction or jump backward direction.

#### **Stretching exercises**

Refer to the stretching exercises and games from unit one.

#### **Closing discussion**

#### **Reflect**

- How did you feel while jumping?
- Were there any challenges you could have faced while jumping?

## Connect

- Is there time when you abruptly jumped? What was the matter?

## Apply

- Can knowing how to jump be helpful to you in life? Give an example.

## Lesson 3: Exercises of throwing and receiving

### a. Prerequisite

For this lesson of doing exercises of throwing and receiving to be well taught, learners must be competent in sprinting, throwing and receiving the ball with straightened or bent hands. It is necessary for them to be practical and self-confident.

### b. Teaching resources

Sportswear, field, whistle, ordinary balls, chalkboard, a rope and other various materials learners can use in throwing and receiving.

### c. Introduction

In this lesson of exercises of throwing and receiving, the teacher should help learners to carry out basic exercises and games of throwing and receiving, sprinting at the same time explaining the importance of warming up the body before playing.

## Opening discussions (in the playground)

The teacher starts the lesson by asking questions that help them get introduced to it such that the questions are related to the lesson that is about to be taught.

## Warming up exercises

Refer to the exercises and games from unit one or two.

### d. Lesson development

To teach this lesson, carry out the following exercises and games or choose any other found at the end of unit one or two.

## The name of game 1: Hunting (Umuhigo)

## Summary of the game

The aim of this game is to throw and to receive the ball using one hand or both, throwing at a target and dodging it. In this game, players try to target fellow players with the ball so as to hit them. Players try to pass the ball to one another so as to hit other players unaware.

## **Organization and rules of the game**

9. 1. Place learners in the field.

1. Set aside one player as a hunter.
2. The hunter out of the field with the ball.
3. The hunter throws the ball trying to target a player.
4. A player that is hit with the ball becomes a hunter and then joins the first hunter outside the field.
5. Hunters can pass the ball to one another as to hit players unaware.
6. Once hunters total to 3, they cannot make 2 steps with the ball in their hands. They can only pass it to one another or hit the players with it.
7. Any player who goes beyond the boundaries of the field also becomes a hunter.
8. The game ends when there is only player who has not been touched by the ball who then ends up the winner.
9. While the game is going on, check whether learners try to hit their fellow players with the ball, if they are doing their best not hurt anyone hit with the ball and whether whoever is hit with the ball becomes the hunter.

## **Variation of the game**

Increase the number of learners and keep those that were hit with the ball in middle of the field till all the learners rounded up where the last becomes the winner.

## **e. Assessment**

### **Closing discussion**

#### **Reflect**

- Was it easy to hit your fellow players with the ball?
- What ways were you using so as to be able to hit the ball?

#### **Connect**

- Is there a time you ever tried to target and hit something? Give an example.

#### **Apply**

- Of what value is it to our body to carry out exercises of throwing?

## **The name of the game 2: Let's get there first (Tubatange)**

## **The summary description of the game**

The aim of this game is to throw the ball using one hand, to catch it and touch somebody. In this game, players with the ball pass it to fellow players who in turn pass it back.

## **Organization and rules of the game**

1. Divide up teams with equal players.
2. Every team lines up.
3. One of the players of each team stands in front in a distance of 5-6 meters with the ball.
4. When the teacher gives a signal, a player with the ball throws it to the first player of the team who then returns the ball to the previous ball holder.
5. The ball holder keeps throwing the ball to the players, one after the other as they throw it back to them up to the last player.
6. When the ball has been thrown to the players, the last player on the line replaces the previous ball thrower in the second round and then the previous ball thrower takes the first on the line.
7. The game continues in the process until all the players are rounded up.
8. The winning team is that whose first player gets back to their former position first.
9. Check out during the game whether players are standing according to the teacher's instructions, if a player who catches the ball can quickly return to the thrower and if every learner took a front position to throw the ball to others.

## **Variation of the game**

Increase the number of learners and keep those that were hit with the ball in the back of the line until all of them were rounded up where the last one becomes the winner.

## **Closing discussion**

### **Reflect**

- How will learners feel after throwing the ball to one another up to the last one?
- Which ways did you apply so as to beat others from another group?

## **Connect**

- Is there a time you joined a competition such as this with players so as to come first?

## **Apply**

- What is the importance of such games to our bodies?

## **The name of the game 3: The Kite and the Hen (Agaca n' inkoko)**

### **The Summary of the game**

The aim of this game is to throw the ball using one hand, targeting, dodging and be team patriotic. It is ball game where players with the ball chase other players who also run away to avoid being caught.

### **Organization and rules of the game**

1. Prepare a place of hiding at every end of the field.
2. Players (hens) stand in one hiding place.
3. A player with the ball (Kite) stands in the middle of the field.
4. When the teacher gives a sign, hens get out of their hiding place and run towards another hiding place at the end of the field.
5. Hens cannot go beyond the boundaries of the field as they escape; those that go beyond will have been caught.
6. While the hens are running, the kite tries to hit them with the ball before they reach another hiding place.
7. If the ball thrown by the kite falls on the ground before hitting the hen, cannot make the player it has touched be caught.
8. The only remaining player (hen) in the field having been not touched by the ball becomes the winner.
9. Check out during the game if players with the ball are standing where the teacher instructed them to, if they can run away towards the hiding place when the teacher gives a sign and whether those hit by the ball get out of the field.

### **Variation of the game**

The game is played in its usual form but with kite trying to hit the hen with the ball with its eyes closed.

### **Closing discussion**

## Reflect

- How do the learners feel once they are able to run from hiding place to another at the end of the field?
- What ways did you use so as to be able to hit the hen with the ball?

## Connect

- Is there a time that you ever ran looking for a hiding place? Explain.

## Apply

- Of what value can this game be to our bodies?

## 3.5 End unit assessment

In the end of unit three assessments, the teacher uses exercises/games and then observes how learners perform especially focusing on throwing skills and receiving skills. While learners are doing assessment exercises, the teacher checks out if they are confident and are not shying away.

### **The name of the assessment game: The round-turning (Amahindura)**

#### **Summary of the game**

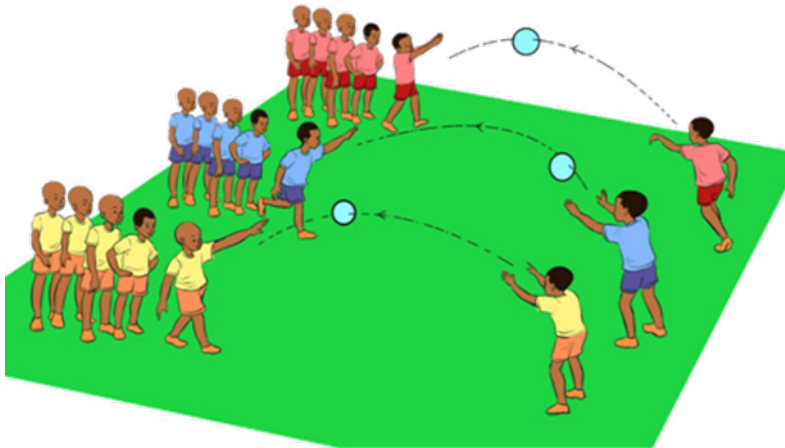
The aim of this game is to determine whether learners can throw the ball using one or both hands, receive it with both hands, work together and being team patriotic. Every player in front of every team holds the ball in their hands, runs forward towards a drawn line, after crossing the line with the ball they turn around and throws the ball to the next player in the line who is ready to run.

#### **Organization and rules of the game**

1. Make teams with equal players.
2. Make them stand in parallel lines separated with a distance of 3 meters.
3. Draw a line in front of the players in a distance between 5-10 meters where every first player stands (depending on the size and capacity of the players).
4. When the teacher gives a sign, every first player in the team with the ball in their hands, runs towards the line in front of them.
5. A moment after crossing the line, the player turns around and throws the ball to the next player who is ready to run.
6. When the second player receives the ball, they run towards the line in front of them and then throw the ball to the third player after crossing the line. While the second player is running, the first player returns to take

up the last position of their team's line.

7. When the player fails to catch the ball while receiving it, they must pick it up and return to their previous position before running to the line.
8. No one must pick it up nor pass it to them.
9. The game continues in the same process until the last player of every team has finished running.
10. The first team to finish running becomes the winner.
11. Check out whether learners are able to stand on the parallel lines separated by a space of meters provided by the teacher, whether the first player of every team turns around and throws the ball to the next player and if every player turns around and passes the ball after crossing the line.



*Fig 3.10: The round-turning game*

### **Variation of the game**

Play the game the normal way but when a player crosses the line then throws the ball to the next player ready to run, but this time round passing between their legs.

### **Closing discussion**

#### **Reflect**

- What did you find difficult in this game?
- How was it like running with the ball in your hands?

#### **Connect**

- Where in life did you use catching/receiving?
- What do you mostly throw using both hands? What about one hand?

## **Apply**

- What do you think catching/receiving using one or both hands can be of help to you in the future?

### **3.6 Additional exercises**

#### **The name of the game 1: “So and so” (Gitimujisho)**

##### **Summary of the game**

The purpose of this game is to increase the speed and run away from an opponent. Players are in one line outside the field with their backs turned to it (field), one is handed something in their (his/her) hands, when the teacher tells them to run along one side of the field telling them to run away from so and so. They return to their previous positions while running away from so and so who is trying to catch some of them.

##### **Organization and rules of the game**

1. Players line up on one side of the field with their backs turned to it (field).
2. They put their hands backwards with open palms and closed.
3. The teacher passes in the back and puts something small (stone) in hands of one of the players (so and so).
4. The teacher tells them to open their palms.
5. When the teacher gives a signal all the players turn around and then run towards one end of the field.
6. When they reach the other end of the field, the teacher says “run away from so and so”, then players run back to where they were before.
7. So and so tries to catch as many players before they reach the line at the end of the field.
8. Thereafter so and so is the one who puts a little thing (stone) in one of the player’s palms and the game continues.
9. After the game, the “so and so” who caught many players becomes the winner.

#### **Exercises of running while alternating (Imyitozo yo kwiruka basimbuka)**



*Fig 3.11: Learners are performing exercises of running*

### **Competence widening exercises (Imyitozo nyagurabushobozi)**



*Fig 3.12: Competence widening exercises (Hurdle jumping exercise)*



## 4.1 Key unit competence

Understand and apply the instructions of the game in teams and different ways of scoring in the goal.

## 4.2 Prerequisite

Learners of primary three will learn better this unit if they are able to:

- Perform basic stretching exercises;
- Identify and perform basic football techniques such as dribbling, controlling, passing and kicking the ball;
- Follow the instructions, having self-esteem, teamwork spirit, decision making and strength.

## 4.3 Cross-cutting issues to be addressed

While learners are playing, it is good to sensitize them on the following issues:

**Peace and values education:** The teacher guides learners to play in harmony without hurting one another. Every learner feels secure during playing time on the field without feeling uncomfortable.

**Gender education:** All learners, boys or girls must feel free while playing. Girls must not be sidelined in the games; their roles in the games must be accepted and promoted.

**Inclusive education:** Learners with special education needs or with specific disabilities they too must have a role in the games. This requires the teacher to change the pre-prepared games in this unit depending on the instructions in this teacher's guide so that even those with disabilities too can play.

**Financial Education:** It is advisable that the playing materials/objects are less costly but learners instead should be encouraged to make them themselves from locally available resources.

**Environment and sustainability:** While learners are playing, it is worth training them on the culture of protecting the environment surrounding the field/playground and any other place they play from.

#### 4.4 List of lessons

	Lesson title	Learning objectives	Number of periods
1	Exercises of dribbling, passing and controlling the ball	Perform exercises of dribbling, passing and controlling the ball while following the instructions.	2
2	Exercises of shooting the ball held in hands before it falls/lands on the ground(goalkeeper)	Perform exercises of shooting the ball held in hands before it falls/lands on the ground (goalkeeper).	2
3	Exercise of kicking the ball to farthest distance while targeting teammate (Long pass ) while targeting the goal post( free kicks	Exercise of kicking the ball to farthest distance while targeting teammate while following instructions (Long pass).	2
4	Exercises of playing in teams with small number of players targeting in goalposts and following the instructions.	Perform exercises of playing in teams with small number of players targeting in goalposts and following the instructions.	1
5	End unit assessment	Count number of times they passed the ball to one another, the number of goals scored.	1

## **Lesson 1: Exercises of dribbling, passing and controlling the ball**

### **a. Prerequisite**

A learner will learn better this lesson if he/she is able to:

- Perform different motor skills and basic skills of athletics;
- Follow simple instructions and having team work spirit, self-esteem and reaction speed.

### **b. Teaching resources**

Field, whistle, pictures, piece of chalk for line drawing, ordinary balls, log, chalkboard, stick, rope and any other materials a learner can need.

### **c. Introduction**

In this lesson, teacher will help learners to control, dribble and passing the ball while targeting the goal posts.

### **Opening discussion**

Teacher starts the lesson with introductory questions related to the lesson.

### **Warm up exercises**

To perform better during this lesson, teacher should facilitate learners to practice different warm up exercises focusing on the body parts that will be mostly involved in the lesson and help them to prepare their body itself for exercise and reduces the chance of injuries.

### **Warm up exercises number one: Throwing and receiving the ball**

1. Divide up learners into 2 equal teams wearing chasubles to help you distinguishing teams.
2. The goal keeper gives out a signal without being disturbed with space of 3meters in between the posts.
3. To start the game, players position themselves in the field.
4. The ball is passed using hands passing to one another while running with the aim of scoring in the goal.
5. The goal keeper does all they (he/she) can to stop the ball.
6. When a player with the ball is touched by an opponent, they (she/he) then leave the game after passing the ball.
7. Once a team scores a goal, the players that had left then return to their teams and the game starts afresh.

8. A team with more scores becomes the winner.

### Warm up exercises number two: Running

1. Take learners to the field that then stand on 2 horizontal lines.
2. Learners run in similar steps while turning right; to the left in agreement with the teacher's example, they start running slowly by slowly and then faster.
3. While standing, learners stretch out their left legs sideways and stretched hands sideways and then the same is done with the right legs and hands.
4. With the learners' legs apart, they touch their left leg ankles with the tips of their fingers, and then do the same with the right ankle.
5. Let learners perform other stretching exercises for the neck, trunk, hands and legs.



*Fig 4.1: Learners are performing various warm up and stretching exercises*

#### **d. Lesson development**

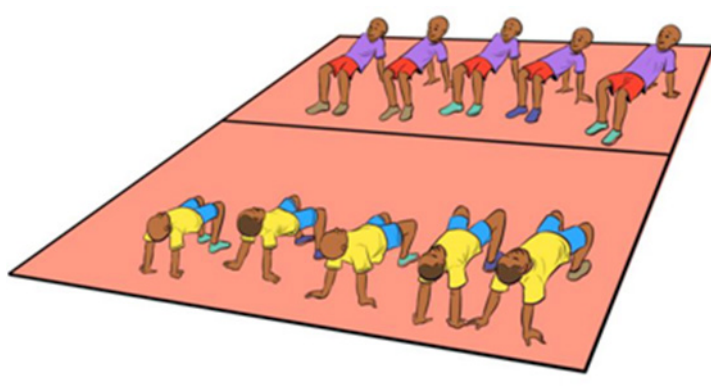
**Game number one:** Playing football while moving on legs and hands (Gukina umupira w'amaguru ugendera ku maguru n'amaboko).

#### **Summary of the game**

The aim of this game is to increase the body's strength, stretchiness and movement. In this game, the players play while moving on legs and hands with the aim of dribbling the ball towards each team's side.

#### **Organization and rules of the game**

1. This game is played by directing the ball to the side of the opponent team, where all players move on their legs and hands (see diagram).
2. Check if the playground is safe from any harm.
3. Make teams of players numbering between 3-8 players.
4. Place 2 teams in the field and name one team A and the other B.
5. Indicate boundaries of every field (rectangle) as well as middle and goal lines (See diagram).
6. Instruct learners to only use legs to play.
7. Explain and demonstrate:
  - Play football but while moving on legs and hands with their bodies bent backwards and with their legs and hands touching down on the ground (see diagram).
  - Like in football, learners kick the ball using only legs.
  - A goal is scored only when the ball goes past the goal post line of opponent team.
  - Once a goal is scored, the ball is again placed in the middle of the field and the game starts over again by players taking positions in each team's side.
8. Encourage players to make quick movements while maintaining backward bent positions as they approach the ball.
9. The teacher decides when the game should stop.
10. Check out if players keep their hands and legs down during the game and whether they are only using their legs to kick the ball.



*Fig 4.2: Playing football while moving on legs and hands*

### **Variation of the game**

- Introduce new more ways in the game. Whenever they say «Get up! », the teacher tells players to straighten up and continue playing as it is a competition of the usual football game. When they say «crawl! », players must return to their positions while bending in backward direction, with both legs and hands on the ground as the game continues.
- Put up narrow goal posts for scoring in the ball.
- Enlarge the field.
- Bring in another ball to make them 2.

### **Closing discussion**

#### **Reflect**

- How do you feel after playing this game?
- Which body parts did much more than the others?
- Which methods did you use so as to win?

#### **Connect**

- Is there a time you ever tried to move on both legs and hands at the same time? When?
- Can you give an example of some other things that moves on legs and hands at the same time?

#### **Apply**

- Are such exercises of any value to our bodies? Explain

### **The name of the game number 2: The football with 4 goal posts**

### **The summary description of the game**

The aim of this football game for each team is to score into 4 four goal posts, where every team tries to defend his own goalpost. In this game, players of each team agree to which goal post to score against an opponent team as they try to keep guard their own goal posts.

### **Organization and rules of the game**

1. Divide up learners into teams numbering 5-8 players and set up 2 teams one called A and the other B.
2. Give every player in team A piece of cloth to tie on their hand. Use a piece of chalk to draw a line demarcating the field, and set 4 goal posts. (See diagram).
3. Explain and show the following:
  - This game is the same as football apart from a little difference.
  - There are 4 goal posts and 2 teams playing within the same field.
  - This game doesn't require goal keepers.
  - Every team plays at the same time defending their 2 goal posts purposely to win the opponent team. Players are only allowed to use legs to play.
  - When the ball crosses the touch line, a player from an opponent team places the ball along the line and kicks it back in the field.
  - A score is counted when one team scores a goal in the opponent's goal post.
  - When a goal is scored, the ball is given to another team and the game continues.
4. The game starts by putting 2 balls in the center of the field (see diagram).
5. After the game has lasted from 3-4 minutes, the teacher provides a short break time for players to discuss the way the game should be continued to be played.
6. The teacher continues to give payers a short break of 3-4 minutes and at the same time giving the opportunity to learn and discuss the ways of making changes here and there so as to be able to win.
7. The game ends at your choice.
8. Check if every learner is playing with legs and if learners are discussing tactics to apply in the game 9. Check out if players are passing the ball to one another during the game and if they are playing at different corners of playground and defend their own goal posts.



*Fig 4.3: The football with 4 goal posts*

### **Variation of the game**

- Increase the size of the field.
- Increase the number of balls.

### **Closing discussion**

#### **Reflect**

- What are some difficult conditions your team faces during the game?
- What are some of the methods that you applied so that your team can win?
- What are some of the playing ways that work well? Which ways don't? Why?

#### **Connect**

- When in your daily life do you work as one of the teammates?
- Can you give us examples of where working as a team enables you to achieve your goal? Why does it cause discouragement or enables you to achieve your goal?
- What do you think you can do to avoid discouragement?

#### **Apply**

- If you ever work with others again as a team, what do you think you will do so as to win?

- What can you do to limit discouragement by increasing good working relationship amongst you?

## **Lesson 2: Exercises of shooting the ball held in hands before it falls/lands on the ground (goalkeeper)**

### **a. Prerequisite**

A learner will learn better this lesson if he/she is able to control ,pass and dribble the ball, having team work spirit, self-esteem and able to follow simple instructions.

### **b. Teaching resources**

Field, whistle, pictures, piece of chalk for line drawing, ordinary balls, log, piece of wood, stick, rope and any other materials a learner can use in body warming and stretching exercises.

### **c. Introduction**

In this lesson, teacher will help learners to shoot the ball as well as preparing the necessary materials to enable them perform the techniques of shooting the ball held in hands by goalkeeper to the farthest distance while targeting their teammates.

### **Opening discussion**

Teacher starts the lesson with introductory questions related to the lesson.

### **Warm up exercises**

To perform better during this lesson, teacher should facilitate learners to practice different warm up exercises focusing on the body parts that will be more involved in the lesson and help them to prepare their body itself for exercise and reduces the chance of injuries.

### **The first warm up exercise**

1. The teacher takes learners to the field to run a short distance while taking the same steps and when the teacher gives a signal they then stop, turn and then walk back slowly and increase speed while running.
2. Jump with legs apart; bend down while using fingertips to touch forward, in between their legs and at the back of their legs.
3. Bend up and down while swinging their hands upwards.
4. Perform other exercises of neck, trunk, hands and legs stretching,

## The second warm up exercise

1. Check sports uniform and take learners to the field to perform different warm up
2. Ask learners to run around the playground while raising their knees as well as taking wide/long strides.
3. Standing with their arms forward, swinging their legs upwards and trying to touch their toes with hands. They simultaneously swing their legs upwards.
4. Jumping upwards twice and then jumping up very high while raising their knees on the third round.



*Fig 4.4: Learners are performing warm up exercises*

### d. Lesson development

To teach this lesson, use the following exercises and games. You can also choose others found at the end of unit one or two.

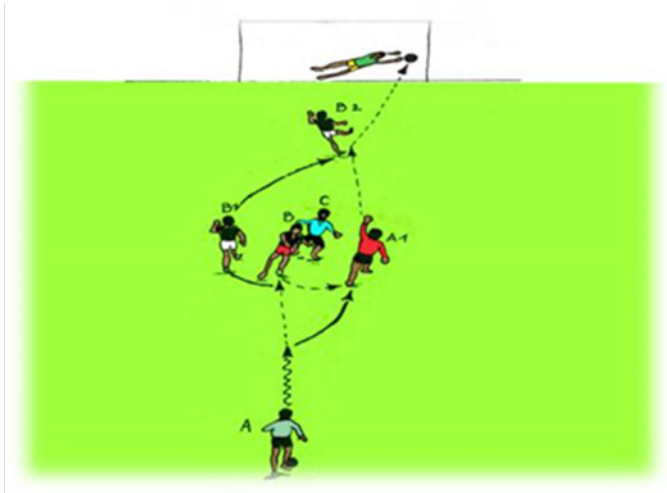
**Exercises number one:** Shooting the ball to farthest distance

1. The goalkeeper holds the ball in their hands before placing it down and then shoots it targeting teammates
2. Check if all learners are practicing the exercises in the field.
3. Ensure if all learners are shooting the ball and targeting their teammates very well

**The exercise number 2: Passing and kicking the ball to the farthest distance aiming at the goal posts.**

1. Divide up learners into 2 teams.
2. Every team occupies one side of the field; every player passes the ball to a teammate who then kicks the ball to the goal post.

3. Put the goalkeeper in goalposts and check if all learners are participating.
4. The teacher checks out whether learners pass the ball to one another before kicking it to the goal post.



*Fig 4.5: Exercise of passing and kicking the ball*

### **The exercise number 3: Ball possession (Gucunga umupira)**

This exercise aiming at moving the ball to one another and maintaining the ball possession. Team B should possess and maintain the ball.

#### **Organization and rules of the game**

1. Divide up learners into even number of teams with 3-8 players.
2. Select teams to play in pairs; one team is A and another B.
3. Demarcate a playground with 3 parts as shown in the diagram.
4. Ask the members of team A to spread around in the second part of the playground.
5. Ask the team B members to divide into equal parts where some go to the first part of the playground and others to the third part.
6. Provide 2 balls to team B.
7. Explain and demonstrate the following:
  - Team B tries to pass the ball to one another by going through the second part of the playground. This is done while controlling the ball with their legs.
  - The balls must not go above the knees and should also be controlled by legs.

- Team A's score is counted when they stop the ball that is being passed through them.
8. Team B scores after passing the ball through Team A's part and goal post.
  9. Interchanges the teams after every 3-5 minutes.

### **Variation of the game**

- Use more than 2 balls.
- Let players know that they are supposed to keep silent.
- After the exercise, gather learners and have a discussion with them about how it is important to communicate while passing the ball among them.

### **Cooling and stretching exercises**

1. Position learners in a semi-circle.
2. Instruct learners to raise their hands up as if picking fruits from a tree.
3. Instruct learners to lower their hands as if putting the picked fruits in a basket forward, backwards and sideways.

### **e. Assessment**

### **Closing discussion**

#### **Reflect**

- For the winning team, how do you receive the victory and treating the losing team?
- For the team that lost, how do you receive the loss? How do you treat members of the opponent team? Why?
- Does it mean anything to lose or to win the game?

#### **Connect**

- Does it really mean anything to you once you win or lose in your daily life? Why?
- How do you behave in general once you lose a game? Is that behavior necessary?

#### **Apply**

- If you ever play a game again how will you behave in a bid to show respect to the members of the opponent team?
- Once you lose a game, how will react/behave so as to show respect to

the opponent team or rules of the game?

### **Lesson 3: Exercise of kicking the ball to the farthest distance**

- While targeting teammate (Long pass).
- While targeting the goal post (free kicks).

#### **a. Prerequisite**

For this lesson of kicking the ball to farthest distance to be more effective, learners must be able to pass, control the ball and having a team work spirit, self-esteem as well following simple instructions.

#### **b. Teaching resources**

Field, whistle, football balls and other materials a learner can use in body warming and stretching exercises.

#### **c. Introduction**

In this lesson, the teacher should help learners to perform different exercises of kicking the ball to the farthest possible distance and provide the necessary materials to help them learn basic techniques of kicking the ball aiming teammate and goal post.

### **Opening discussion (in playground)**

The teacher starts the lesson by asking questions that help learners to get introduced to it such that the questions are related to the lesson of far ball kicking (goalkeeper) and passing the ball to one another aiming at the goal post.

### **Warm up exercises**

To perform better during this lesson, teacher should help learners to practice different warm up exercises focusing on the body parts that will be more involved in the lesson and help them to prepare their body itself for exercise and reduces the chance of injuries.

#### **The first warm up exercise**

1. Take learners to the field to run a short distance while taking the same steps and when the teacher gives a sign they then stop, turn and then walk back slowly and increase speed while running;
2. Tell learners to jump with legs apart, bend down while using fingertips to touch forward, in between their legs and at the back of their legs; bend up and down while swinging their hands upwards, perform other exercises of neck, trunk, hands and legs stretching.



*Fig 4.6: Learners are performing exercise of running 1*

### **The second warm up exercise**

1. Let learners run a short distance with the knees risen up.
2. Put learners in pairs and ask them to join hands;
3. Get learners squat and rise up their hands at first sign, at the second sign they make forward and backward strides alternating their legs as if they are pulling one another.
4. Ask learners to perform other stretching exercises for the neck, trunk, hands and legs.



*Fig 4.7: Learners are performing exercise of running 2*

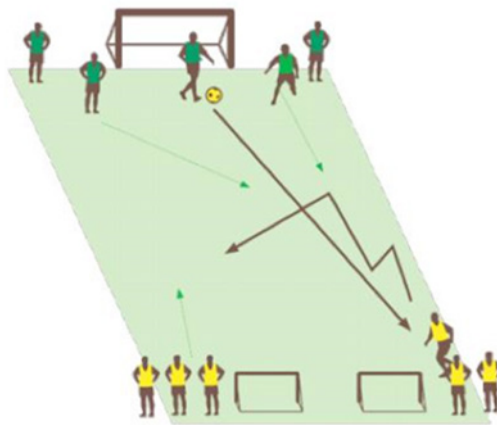
### **d. Lesson development**

To teach this lesson, use the following exercises and games. You can also choose others found at the end of unit one or two.

#### **Exercise number one: Ball dribbling and passing**

1. Divide learners into 2 teams, each on its own side.

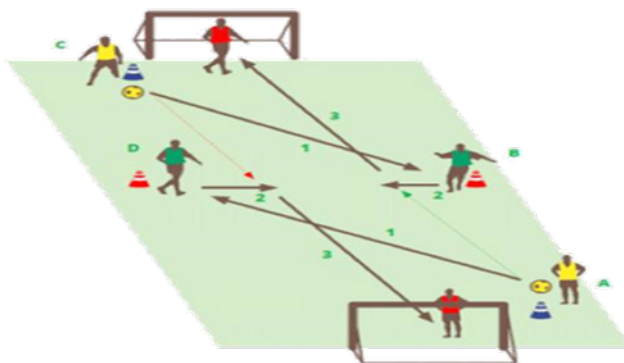
2. Provide each team with at least 3 balls to play with.
3. At the teacher's sign, every learner with the ball starts to dribble it and passing it to their fellow players from a different team.



*Fig 4.8: Exercise of dribbling and passing the ball*

### **Exercise number 2: Kick the ball to the farthest distance**

1. Divide learners into 2 teams.
2. Provide each team with at least 3 balls.
3. Learners start kicking the ball farther to the other side of the field.



*Fig 4.9: Exercise of kicking the ball*

### **Exercise number three: Playing in a team**

1. Divide learners into 2 teams with equal players.
2. Every team occupies its field.
3. Place learners into individual playing positions and the teacher trains them know their positions.
4. The teacher provides them with balls to play with.

5. The teacher follows up closely how learners play checking out whether they are using all the techniques they learnt.

#### **Exercise number 4: Ball control or trapping the ball**

1. The teacher takes learners to the field and divides them into 2 teams.
2. Provide each team with at least 2 balls.
3. Learners pass the ball to one another and then stop it upon receiving it.
4. Monitor if they are trapping the ball properly.

#### **e. Assessment**

##### **Reflect**

- What was more interesting and challenging during the exercises?

##### **Connect**

- How do the exercises relate to what you already know, believe or feel?

##### **Apply**

- How are you going to apply your new experiences in your daily life?

#### **Lesson 4: Exercises of playing in teams with 11 players targeting goal posts while following the instructions.**

##### **a. Prerequisite**

For this lesson of exercises of playing in a full team of 11 players and scoring in the goal post to be effective, learners must be competent in passing, controlling, dribbling, and kicking the ball to the farthest distance, self-esteem, and teamwork and following instructions.

##### **b. Teaching resources**

Field, whistle, footballs, pictures, sportswear, cones and goal posts.

##### **c. Introduction**

In this lesson, the teacher should check if all learners put on sports uniform and take them to the playground. He/she should also include learners with special education needs and adapt the activity to respond to those needs.

#### **Opening discussions**

The teacher introduces the lesson by asking learners introductory questions related to the exercises of playing in a team and scoring in the goal post.

## **Warming up exercises**

To perform better during this lesson, the teacher should help learners to practice different warm up exercises focusing on the body parts that will be more involved in the lesson and help them to prepare their body itself for exercise and reduce the chance of injuries.

### **d. Lesson development**

#### **The first exercise: Up the knees (Amavi hejuru)**

1. The teacher instructs learners to walk without running.
2. Instruct learners to jump from a static position and then jump while moving.
3. Instruct learners to run in the field at a reasonable speed.
4. With the sole of the left foot on the ground, raise the right leg knee to the chest.

#### **The second exercise: Knowing the field positions and where to play from**

1. Take learners to the football field.
2. Explain to learners about player's positions in the field. The teacher explains all the available positions in the field. These positions are selected according to how the players can be positioned in the field.
3. Set learners in the field.

#### **The third exercise: Playing in a team consisting of 11 players and using the game's techniques**

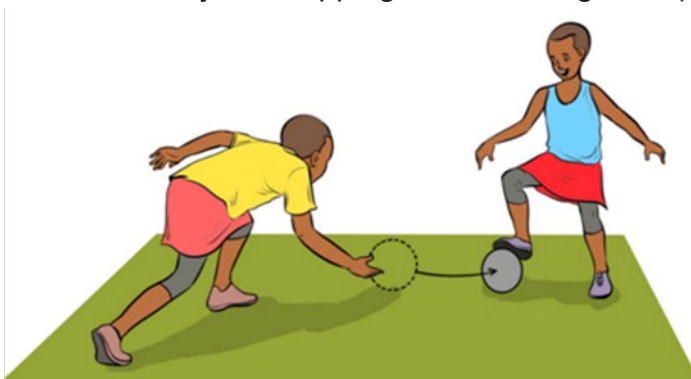
1. Take learners to the football field.
2. Positioning the players.
3. Start the game, as the teacher monitors how learners are using all football techniques.



*Fig 4.5: Learners are playing football game*

### **Various football exercises**

- Make groups consisting of 2 or more learners.
- A learner kicks a ball that rolls along the ground to their fellow learner who finds various ways of stopping the ball using their (his/her) foot.



*Fig 4.6: Learners are performing various exercises related to football game*

### **Stopping the ball using the sole of the foot**

Learners in pairs play by passing the ball to one another where each one of them tries to control the ball using the sole of the foot.

### **Stopping the ball under the foot**

### **Kicking the ball using front part of the foot**

Using the whole foot to kick the ball and passing it to your fellow player who

also tries to stop it using the sole of the foot.

### Stopping the ball using the thigh

In pairs, one learner kicks the ball passing it to their (his/her) fellow player who also tries to stop it using the thigh.



*Fig 4.7: Exercises of controlling the ball*

### e. Assessment

#### Closing discussion

- **Reflect**
- How many players are needed to play football?
- What are the basic techniques needed to play football?
- Which technique seems to be easier/ difficult in football?

#### Connect

- How do you prepare yourself while passing and dribbling/controlling the ball in football?

## Apply

- What will you do to become a good footballer?

### 4.5 End unit assessment

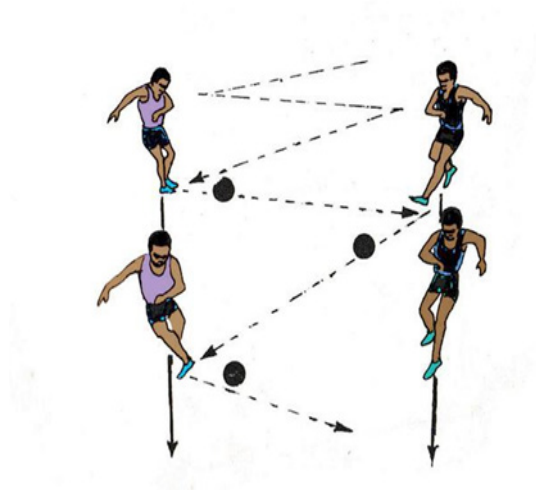
Instruct learners to play a short football game with 11 team players and observe how learners pass the ball to each other, control the ball.

Count all goals scored by each team.

### 4.6 Additional exercises

The teacher prepares various exercises of helping learners that don't have the same playing capacity as the rest of the learners to help them develop their abilities.

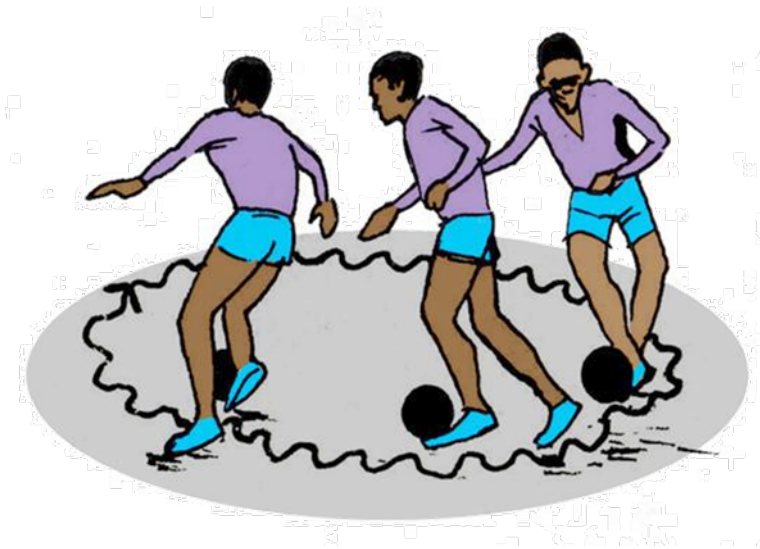
#### Exercises of passing the ball from leg to leg



*Fig 4.8: Exercises of passing the ball from leg to leg*

#### Exercise of ball dribbling

1. Positioning learners in the field, each of them with the ball and a piece of cloth that swings like a tail.
2. Instruct each one of them to dribble the ball from one goal post to the other trying to touch the other's swinging piece of cloth.



*Fig 4.9: Exercises of dribbling the ball*

### **Exercise of kicking the ball in the goal post**

1. Learners dribble the ball using the leg up to where the cone is positioned, then kick it between the cones and keep running towards the center of the field.
2. When the ball reaches its stopping position, one learner in the middle of the field runs and kicks it to the goal post. After kicking the ball to the goal post, she/he picks up the ball and joins others on the side of the goal post.

### **Competence widening exercises (Imyitozo nyagurabushobozi)**

- **Exercise of ball retaining (umwitozo wo gucunga umupira)**

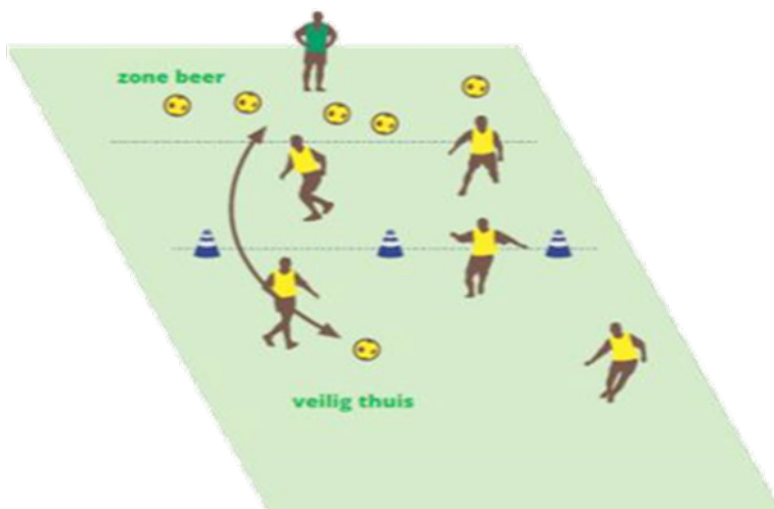
1. Placing many balls in the corners of the field, learners are requested to go and pick the balls from where they are.
2. Learners then go to find balls where they were put, they dribble it using the leg to the other side of the field and this is done four times.



*Fig 4.10: Learners are performing various exercises in football*

- **The exercise of running while passing the ball (relay)**

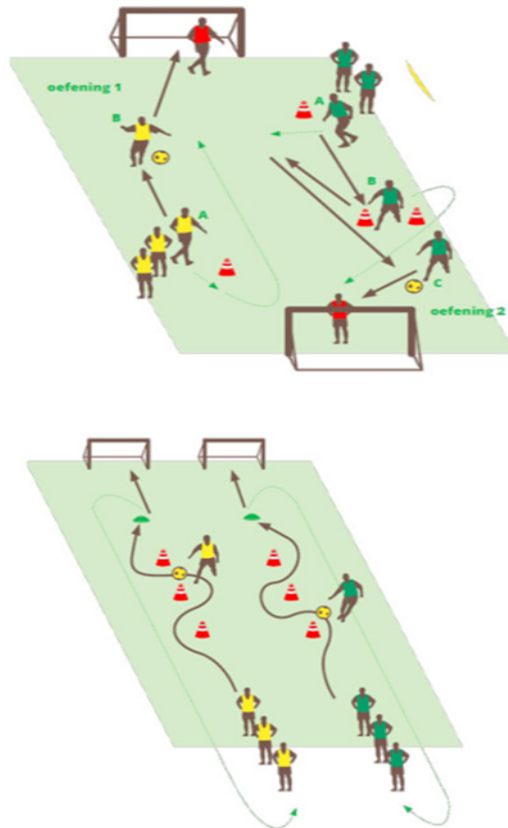
1. Divide up learners into two teams with equal players in a field of 2 goal posts.
2. Put cones in 2 lines with a 1meter space between one cone and another.
3. At the teacher's sign, the first learner dribbles the ball in between the cones avoiding to flip it over and to collide with a player from another team.
4. The first player to score in the goal post and picks up the ball and returns to their team.
5. For the first time, a learner goes between the cones without a ball and kicks the one that the teacher has prepared to the goal post.
6. The second time, the learners themselves with the ball in their hands, places it down and kicks it to the goal post.
7. For the third time, a learner moves the ball between the cones using his/her leg, and then kicks it to the goal post upon coming closer to it.



*Fig 4.11: Exercise of passing the ball in football game*

### **Exercise of dribbling the ball from sign A to sign B**

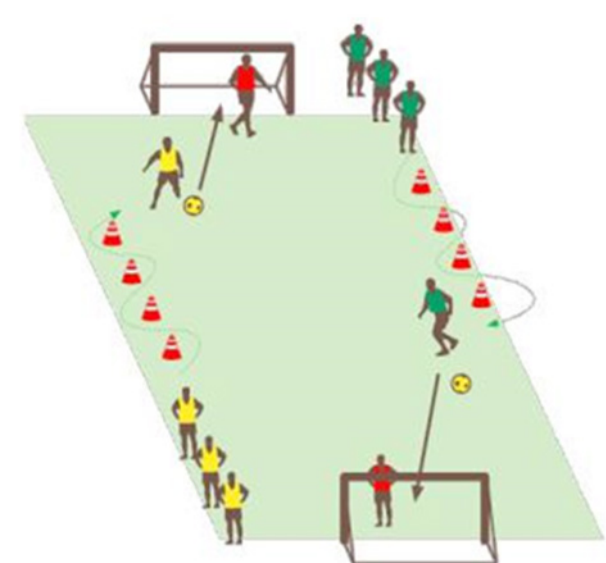
1. Learner A dribbles the ball to learner B, learner B quickly dribbles the ball up to the goal post, and then learner A quickly finds learner B in the goal post by jumping the cones and trying to take the ball from learner B.
2. Learner A dribbles the ball to learner B, learner B returns the ball to learner A, who in turn passes to learner C. Learner C dribbles the ball and tries to kick it in the goal post. Learner B runs behind the cones to stop from kicking the ball in the goal post.



*Fig 4.15: Learners are performing exercise of dribbling the ball*

### **Exercise of scoring in the goal post by going through the cones**

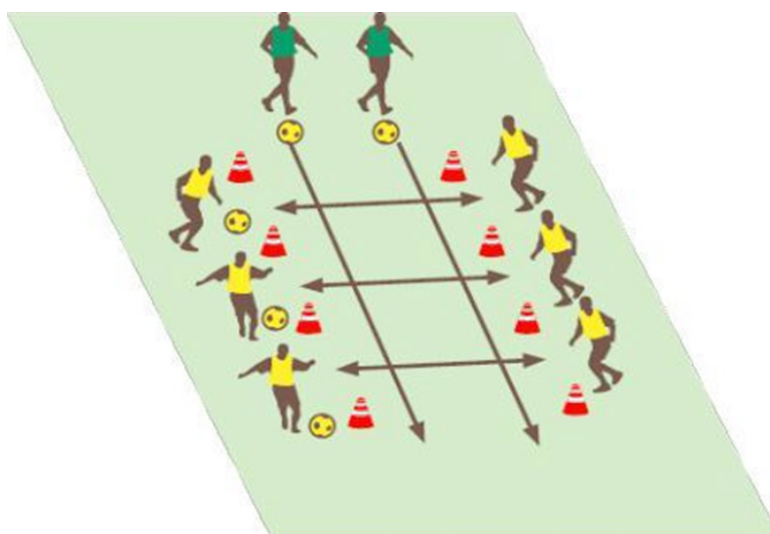
1. Divide up learners into 2 equal teams
2. The two teams try to kick the ball in the goal post, after going in between the cones by jumping over or passing besides the cones.
3. Dribbling the ball using the left leg and then scoring in the goal post using the same leg.
4. Dribbling the ball using the right leg and then scoring in the goal post using the same leg; when learner's cores in the goal post they pick up the ball then return the ball to their team. They interchange sides after 5 minutes.



*Fig 4.16: Exercises of shooting the ball into the goal*

## **Exercise 2: Short distance goal passing**

1. On 2 parallel lines, one ball to two learners (wearing sportswear) standing in between the lines.
2. Two learners with the same sportswear try to dribble the ball between the two lines. Other learners try to kick the ball passed to them by those in the middle of the lines. They have to do all they can to return the ball to the previous kicker.

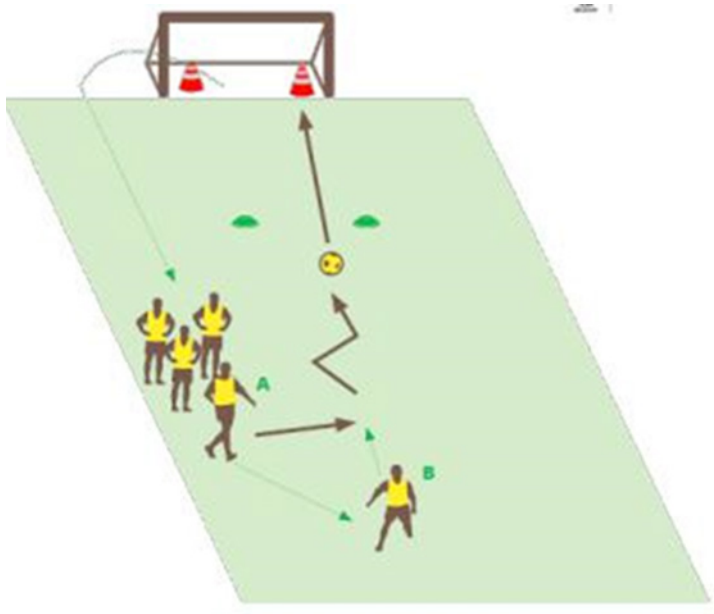


*Fig 4.17: Exercises of passing the ball*

## Exercise of trying to score in the goalpost

### Organization and rules of the game

1. Demarcate a small field of 20 by 20 meters.
2. Eight (8) meters from the goalpost, indicate a line using 2 cones in each angle of the goalpost.
3. Learner A passes the ball to learner B.
4. Learner B dribbles the ball up to 8 meters in front of the goalpost.
5. Learner B kicks the ball in the goalpost in an angle where one of the cones is placed.
6. Learner B gets the ball and returns it to player A.
7. The usual score is 1 point, while flipping the cone over with the ball is 2 points.



*Fig 4.18: Exercise of scoring the goal*

## UNIT 5: Ball games played with hands

# 5

### 5.1: Key unit competence

Perform dribbling the ball competitively with others, receiving and passing it while running.

### 5.2: Prerequisites

In order to be able to play ball games with hands, learners must be able to throw the ball, receiving the ball, to enumerate the rules of ball games played with hands, follow instructions, self-confidence and decision making.

### 5.3 Cross-cutting issues

When learners are playing encourage them to apply the following cross-cutting issues:

**Peace education:** teacher will help learners to play in harmony without hurting one another. Every learner must feel secure when playing.

**Gender:** All learners, girls and boys must feel free while playing. Girls are not left behind when playing and their contribution must be seen and supported.

**Inclusive education:** Learners with difficulties in learning or have different disabilities must participate in games. Teacher must change the game so that learners with disabilities will play.

**Financial education:** it is better to use materials of low price and learners are encouraged to make their own materials using resource found in their surroundings.

**Environment and sustainability:** when learners are playing, they must consider the value of protecting the environment around the playground and other areas they use to play.

## 5.4 List of lessons

	Lessons	Learning objectives	Number of lessons
1	Exercises of receiving and passing the ball.	To perform exercises of receiving and passing the ball.	2
2	Exercises of throwing the ball aiming at a moving target.	To perform exercises of throwing the ball aiming at a moving target.	3
3	Exercises of throwing and dodging.	To perform exercises of throwing and dodging.	3
4	Exercises of dribbling the ball while running.	To perform exercises of ball dribbling while running.	2
5	End unit assessment	Observe how learners are receiving/catching, dribbling and throwing the ball.	1

### Lesson 1: Exercises of receiving and passing the ball

#### a. Prerequisite

In order to perform very well the exercises of receiving and passing the ball, learners must be able to throw the ball, to receive the ball, to list the rules of ball games played with hands, to follow the instructions with confidence and decision making.

#### b. Teaching resources

Field, gym, whistle, pictures, tennis balls, ordinary balls, ropes, cones, goal posts, ring and basket.

#### c. Introduction

In this lesson teacher will conduct the exercises of receiving and passing the ball game and to reduce ball pressure.

#### Opening discussion

Teacher should start the lesson with introductory questions related to the lesson.

## Warm-up exercises

To perform better during this lesson, teacher should help learners to practice different warm up exercises focusing on the body parts that will be mostly involved in the lesson to prepare their body itself for exercise and reduces the chance of injuries.

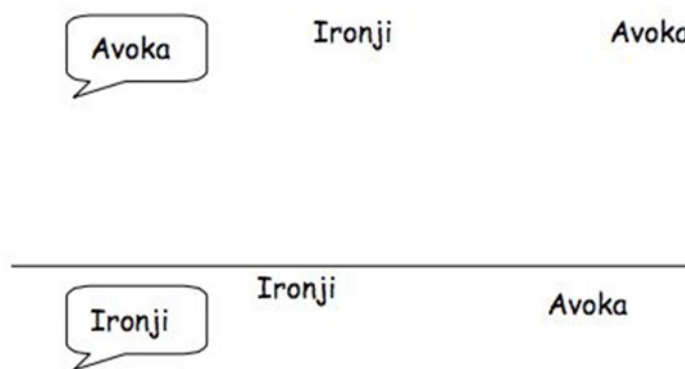
### **Title of the game: Avocadoes and Oranges**

**Objectives of the game:** To warm-up the lower part of the body (legs).

**Summary of the game:** The objective is to warm-up the lower part of the body. Learners run to catch the opponent.

### **Organisation and rules of the game:**

1. Mark the boundaries of the playground that allow enough space for learners to run and chase each other;
2. Divide learners into pairs;
3. Ask one learner from each pair to become an Avocado and another one become Orange.
4. Explain and demonstrate that:
  - When you call out “oranges” the oranges in each group will chase their avocado partners. When you call out “avocado”; the avocadoes will chase the oranges.
  - If the orange chases and touches the avocado, the orange must count to ten before chasing the avocado again, giving enough time to move away;
5. Point to consider
  - Exchange roles about every thirty seconds.
  - Make sure learners pay attention to one another so that they cannot mix up;
  - Check if oranges chase avocados when you say (orange);
  - Check if all learners participate.
6. Variations:
  - Call out other fruit names to confuse learners (for example; pear, pawpaw, banana and so on).
  - Add the instructions (fruit salad), which means that all learners run around but without chasing anyone.
  - Add the instruction (squashed fruits) which means that all learners must quickly lie down.



*Fig 5.1: Avocadoes and Oranges game*

## **Title of the game 2: Standing and Liquefying**

### **Summary description of the game:**

The objectives are to warm-up arms and legs. Some learner plays as “immobilizer” by chasing others. The ones who are caught stop until is released by the ones who play as “liquefier”

### **Organization and rules of the game:**

1. Prepare enough space to help learners run freely.
2. Ask 2 or more learners to play as “immobilizer” (abafata ntunyeganyege) and give them blue bandana to wear.
3. Ask 1or 2 learners to play as “liquefier” (abashongesha) and give them a yellow bandana to wear (the number of immobilizer and liquefier change according to the group size).
  - Explain and demonstrate: When the teacher says “Go” the immobilizer goes to hunt and touch carefully the other learner.
  - The learners who are caught by the immobilizer stop in the same place like a statue (nk’ishusho).
  - The liquefier releases the ones who are stopping in the same place like a statue by touching on them.
  - The immobilizers could not immobilize the liquefiers.
4. After a few minutes, you change the one who was playing as immobilizers and liquefiers.

5. The game continues until the teacher stops it.

**Point to consider:**

- Are learners stopping and stand like statues when caught by the immobilizer?
- Are learners touching others carefully without hurting them?
- Variation of the game:
- Asks learner who are caught to crawl between the legs of the liquefier so that they can be released.

**d. Lesson development:**

**Title of the game: Playing volleyball**

**Summary of the game**

The objective is to pass the ball using arms. It's a volleyball game where learner rebounding a ball on the other team's court.

**Organizations and rules of the game:**

1. Make teams of 3 learners up to 8. Number of teams must not be even.
2. Make 2 teams and explain that they must play as a competition.
3. Demonstrate the volleyball court/field drawn in rectangular form in each group of teams.
4. Draw a line in the center of the court/field (as seen in the picture).
5. Tell each team to spread on each side of the court/field.
6. Ask learners if they know the rules of volleyball.
7. Tell the learners the basic rules of volleyball:
  - The objectives are to keep the ball in the air using fingers and arms.
  - A team passes the ball over the center line (net).
  - Opposite team must return the ball over the net using arms or fingers. The ball must not touch the ground.
  - Players of opposite team must pass the ball between them three times before they return it to the other side, the ball must pass over the net
  - A team gains a point when the opposite team fails to pass the ball over the net, throws the ball out of the field/court or the ball lands on the side of the opposite team.
8. Explain and demonstrate:
  - When passing the ball over the net, it must also pass over the center line.

- Players must not use legs
  - When a player uses legs more than one time, the ball is given to the other team (to try to use arms instead of legs).
9. Observe if every learner is passing the ball to his teammate and if they are not passing it more than 3 times.
10. Observe if learners are passing the ball to their teammate.



*Fig 5.2: Learners are playing volleyball game*

## **Title of the game 2: Passing the ball on the circle**

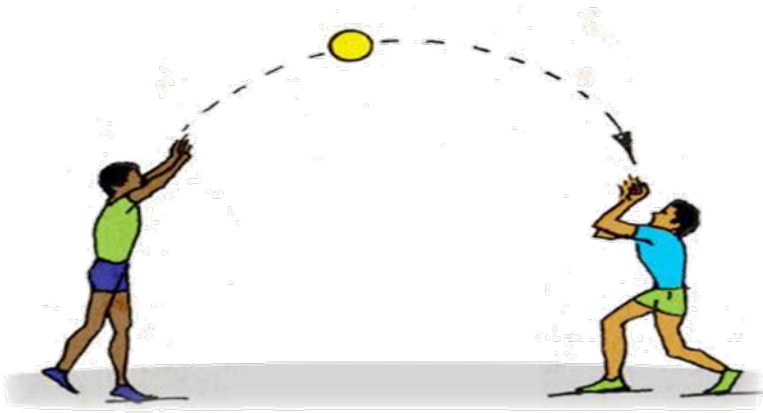
### **Summary description of the game**

This game aims at developing the fitness and motor skills. In this game, each team interchange positions while running around the circle and passing the ball to each other.

### **Organization and rules of the game:**

1. Make small teams of 5-6 players.
2. Tell each team to stand on the circle. Observe if there is one meter between two players.
3. Give a ball to one player in each team.
  - Explain and demonstrate: When teacher says “go” the learner with the ball passes it to the next one and they continue like that.
  - When the ball reaches the last learner, he/she must run around according to the clock-wise. When he/she returns in the circle, the players start to pass the ball again until the ball reaches the last learner and he/she runs also.

4. Let learners continue to play until every learner has a chance to run around the circle.
5. Observe if the distance between teams is enough to facilitate running, they start by passing the ball around the circle before they run, they do this carefully.
6. Leave enough space between players of a team to facilitate passing/throwing.



*Fig 5.3: Learners are performing exercise of passing the ball in volleyball*

### **Variation of the game:**

- Ask learners to sing while playing.

### **Cooling down exercise**

### **Title of the game 1: Farmyard (Urwuri)**

### **Summary of the game**

The objectives are to reduce or to prevent muscle torn and other injuries. It's a game of animals, where learner is named according to animal's names, while blindfolded learner must search the other learner with the same name and hold them the arm.

### **Organization and rules of the game:**

1. Take learners at the playground.
2. Choose three learners to act as animals.
3. Secretly give each learner a name of an animal.
4. Explanation and demonstration:

- Learners must keep secret the name of the animal they have been given.
- Tell the learner to blindfold.
- Tell the learner to walk around the field carefully while blindfolded and try to imitate the voice of the animals they have been named f.
- Learners must listen attentively to the sound of the animals in order to discover the learner of the same animal and hold them the arm.
- Animals sound is the only way allowed to use.

#### **Point to consider:**

- Observe if learners are not hurting each other when playing while blindfolded.
- Ask learners to play carefully to prevent injuries.
- Check out if learners are using sound to catch the other with the same animal.

#### **e. Assessment**

#### **Closing discussion:**

#### **Reflect**

- What was difficult in the game?
- How were you feeling when you were not allowed to use legs many times?
- How were you feeling when you were running around?
- What was in the game?
- How did teammates work together when the ball landed on the ground?

#### **Connect**

- Is there any other time that you helped your team to win?
- Have you ever used discussion as a tool of solving problems in daily life?

#### **Apply**

- How did you solve problems in your team when you had different understandings?

## Lesson 2: Exercises of throwing the ball aiming at a moving target

### a. Prerequisites

In order to perform the exercises of throwing the ball aiming at a moving target, learners must be able to throw and receive the ball following the rules of ball games played using hands, with self-confidence and decision making.

### b. Teaching resources:

Field / court, whistle, photos/videos, tennis ball, balls, piece of wood, board, stick, cones, bandana (yellow and blue or other color) and other materials learners can use to throw or receive the ball.

### c. Introduction

In this lesson the teacher will conduct the exercises of throwing, receiving and passing the ball aiming at a moving target.

### Opening discussion

**Teacher** starts the lesson with introductory questions related to the lesson to help the learners get motivated and interested.

### Warm-up exercises

In order to prepare the learners to be ready and prevent injuries, the teacher conducts warm-up exercises to prepare the body parts that are going to be more involved in the exercises.

### Title of the game: Secret Cat

**The objective** is to warm-up arms and legs.

### Organisation and rules of the game:

1. Prepare enough space on the field to help learners run freely.
2. Mark a clear line using chalk or markers at one end of the playing area.
3. Ask learners to stand on the line facing in one direction.
4. Tell learners that you will walk behind them and tap some learners on the back. Ask them to close their eyes so that no one will know who has been tapped.
5. Explain and demonstrate:
  - Whoever you tapped on the back becomes a cat (Select 4-5 Chasers for every 20 learners).

- The Chasers/cats are not allowed to tell the other learners standing on the line that they have been picked/chosen.
  - When the teacher says “Go” all learner run on the field and the cats try to touch on the learner as many times as possible.
  - The one who is touched by the cat returns to the line.
6. The round is complete when all learners (other than the Chasers/Cats) are standing on the line.
  7. Choose different chasers/cats on each round.
  8. Play until every learner gets the chance to become a chaser/cat.

#### **Point to Consider**

- Check if cats are touching on the learners gently.
- Observe if the learners who are running are not hurting others.
- Make sure learners have all become cats on each round.
- Check if learners who have been touched are returning to the line.

#### **Variation of the game**

- At the beginning of one round, tap everyone on the back so that they all become cats. On the other round walk on the line and don't touch anyone.

#### **d. Lesson development**

##### **Title of the game: Ball in the bucket**

##### **Summary of the game**

The objective is to throw the ball in the bucket, cooperation and team work. In this game learners from one team try to pass the ball between them and throw it in the bucket placed on goal line.

Organization and rules of the game:

1. Draw a court/field of 4 sides.
2. Make team of 3 up to 6 players. Observe if there is a team that has an even number of players.
3. Name the teams A and B. If necessary give learners colored strings/ threads for each team.

Choose one learner in each team to become a goalkeeper and give him/her a bucket.

4. Explain and demonstrate:

- The objective of the game is to throw the ball in the bucket.
  - The goalkeeper of each team stands behind the line of opposite team. That player is allowed to move around the line but he/she is not allowed to cross it.
  - At the start of the game team A takes the ball.
  - Players of team A try to keep the ball by passing between them and protect the ball for landing on the ground.
  - Team A tries to pass the ball to his player who is near the bucket to throw it in.
  - Players are not allowed to walk while holding the ball.
  - Team B chases the ball.
  - Players of team B must stand one meter from the player who has the ball.
  - The team without the ball gains it when the ball lands on the ground, by chasing it or when it is thrown in the air out of the field.
5. A team in ball possession remains with it until the opponent team recovers it or makes it land on ground.
  6. Players are not allowed to cross the line when is thrown in the bucket.
  7. Observe if players who have the ball are not walking while holding it and if they are respecting the distance between them and the one who has the ball.

### **Variation of the game**

- Tell learners to choose the area of playing and they must stay there without moving. Allow two players of each team to move. Those players must play freely and pass the ball to their teammates who are not moving. When the ball lands on the ground, the player who is not moving and he/she is near the ball picks it and gives to the one who is moving.
- Set the time limit to score the goal for each team. Examples, each team has 45 seconds of passing the ball and scores a goal.

### **Cooling down**

#### **Title of the game: Empty balloons**

#### **Summary of the game**

The objective is to prevent muscle pain or injuries. In this game learner's role is to play and act like empty balloons.

#### **Organization and rules of the game**

1. Tell learners to act like big balloons (they can throw the arms in the air, or jump around where they are).
2. Explain and demonstrate:
  - Tell learners that there are different things in the environment that can hurt balloons. Players use their body/arms to imitate the movement of balloons as you demonstrate it.
  - **Example:** “Act like you are balloon and pretend as if the wind is taking you up” act like balloons which are tied behind a bicycle riding around the town”.
3. Giving explanation: ‘This is the last question that the teacher asks “Act like a balloon with a small opening where the air is passing through going out, tell learners to act as if air is running out of them, they bend slowly by slowly until they kneel down without any movement.
4. Take a break of 10 or 20 seconds before they stretch body parts.
5. Observe if learners have enough space.

#### **e. Assessment**

#### **Closing discussion:**

##### **Reflect:**

- How did you manage to win?
- For the loser, what caused the defeat?

##### **Connect**

- Is it normal to win or lose in daily life? Why?

##### **Apply**

- How winners behave when meeting the loser’s team next time
- What role did discussions play in the winning of the team
- What plans have you taken for not losing next time?

#### **Exercises of passing the ball between teammates while moving**

##### **Exercise 1**

##### **Summary of the exercise 1:**

This exercise aims at improving the level of passing the ball to a teammate while moving.

##### **Organization and rules of exercise**

- Divide learners into four teams, player of team A1, A2 and A3 stands in the field on triangle about 3 meters.
- Player of A4 stand behind player A1, player of team A1 starts the match.
- **Explain and demonstrate**
  - Player of A1 throws the ball to player of A2 and runs to occupy his place.
  - Player of A2 passes the ball to player A3 using arms and runs to his/her place.
  - Player of A3 receives the ball without moving his/her feet and goes to the place of player A4.
  - Let them continue that exercise until everyone has a chance to participate.

## **Exercise 2**

### **Organization and rules of exercise:**

- Divide learners into 6 teams.
- Player of team A1 starts when standing in the center of others.
- Players A2, A3, A4, A5, A6 stands there and they interchange to enter the field.
- Player of A1 starts the match.
- **Explain and demonstrate**
  - Player of A1 passes the ball to Player of A2.
  - Player of A2 uses arms to pass back to A1.
  - Player of A1 passes the ball to A3.
  - Player of A3 passes it back to player of A1 using arms.
  - Player of A1 continues to pass the ball to each and every player until everyone has a chance to participate.
  - When all players get the chance of passing the ball with player A1, player A1 moves to the place of A2 and player A6 moves to the place of A1 to become a leader and start the match by passing the ball.
  - All players must become leaders and pass the ball; they rotate until following clock wise direction (like rotation in volleyball).

## **Exercise 3: The ball over the net**

### **Summary description of the game**

This exercise aims at improving the ability of volleying and passing the ball over the net using arms.

## Organization and rules of the game

1. Divide learners into teams of 5.
2. Players of A1 and A2 make a line behind the line of the net on the side A.
3. Players of A3 and A4 make a line behind the line of the net on the side B.
4. Player of A5 goes to the side of B.
5. Player of A1 starts the game.

Explain and demonstrate

- Player of A1 throws the ball to A3 who volleys it over the net, and moves to the end of the line on the side B.
  - Player of A3 uses arms to pass the ball to A5 and moves to take the place of A5 on the net.
  - Player of A5 receives the ball and takes it to the side A and passes it to player A2 after he/she moves at the end of the line on the side A.
6. Let learners continue to play like that until everyone has a chance to take a lead.

## Closing Discussion:

### Reflect

- Is it easy to use arms when receiving the ball passed over the net?
- How do you stand when passing the ball?
- Connect:
- What are tactics used when receiving the ball?
- Why is it important to pass the ball and volley it over the head?
- What do you have to remember when you are getting into the ready position?

### Apply

- How to behave next time when passing or volleying the ball correctly
- How can you apply volleying and passing the ball in game situation?

## **Lesson 3: Exercises of throwing and dodging the ball**

### **a. Prerequisites**

In order to perform exercises of throwing and dodging the ball, learners should be able to throw the ball and dodging following basic rules of ball game played with hands with self-confidence and decision making.

### **b. Teaching resources:**

Field/court, whistle, photos/videos, tennis ball, balls, piece of wood, board, stick, cones, bandana (yellow and blue or other color) and other materials learners can use to throw or receive the ball.

### **c. Introduction**

In this lesson teacher will conduct exercises of throwing, receiving and dodging the ball by using hands.

### **Opening discussion:**

Teacher should start the lesson with introductory questions related to the lesson.

### **Warm-up exercises:**

To perform better during this lesson, teacher should facilitate learners to practice different warm up exercises focusing on the body parts that will be mostly involved in the lesson to prepare their body itself for exercise and reduces the chance of injuries.

### **d. Lesson development:**

**Title of the game 1:** Counting while throwing and receiving the ball.

### **Summary description of the game:**

This game aims at helping learners to practice throwing, receiving and passing the ball. Here learners play while moving around on the circle. One learner passes the ball to the next one having number two. The game continues until everyone participates.

### **Organization and rules**

1. Divide learners into teams of 6-10.
2. Instruct each team to make a circle.
3. Ask learners from each team to count from.
4. Give the ball to number 1.

5. Ask learners to remember who is on left and right side (example: number 2 is on the right side and number 3 on the left side of number 1).
6. Tell learners to spread on the playground.
7. Explain and demonstrate that:
  - Learners start the game by walking around the playground.
  - When you say “stop” all learner stop where there are. Number 1 starts by throwing the ball to number 2, he/she receives it and throws it to number 3 who receives it and passes it to number 4, they continue like that.
  - When the ball lands on the ground, help learners to resume the game.
  - When the round is finished, learners walk again around on the playground waiting for you to say “go”.
8. The objective of the game is to come to an end of each round with high level of ball possessions
9. Ask learners to count the number of rounds they finished without losing the ball.
10. The game ends in secret.
11. Observe if learners are running carefully without colliding and remembering their number and when to throw.
12. To evaluate if learners are able to receive and to pass the ball without losing it.

**e. Assessment:**

**Closing discussion**

**Reflect**

- What have you done to perform better in this game?
- What makes you to lose concentration during the game?

**Connect**

- In daily life when do you have to concentrate on what you are doing?
- What are the ways that helped you to increase your concentration?

**Apply**

- Do you think that you will need to concentrate on something in future?
- Why is it important to concentrate on what you are doing?

**Title of the game 2: Throw the ball aiming at a target**

## Summary description of the game

The objective is to throw the ball and shoot the target for scoring a goal. This game is played when learners are on the two-opposite sides of the field and every learner must have a ball. Put a big ball between them on the center, every one throws the ball to the big ball so that it moves to the opposite side of the field.

## Organization and rules of the game:

1. Demarcate the field into 3 parts: Side A, for throwing the ball.
2. Divide learners into teams of 3 up to 10.
3. Call those teams A and B and let them do competition.
4. Ask team A to stand on side A and team B to stand on side B.
5. Put the big ball to throw on, on the center.
6. Give every learner a ball if balls are enough, if not divide balls in groups.
7. Explain and demonstrate:
  - Objective is to hit the big ball so that it moves to the opposite side.
  - The big ball can move you hit it with another small ball. It is not allowed to push the ball with hands.
  - Learners can leave their group and go to find balls, but they must throw the ball while standing on their side.
  - The goal is scored when they hit the big ball and it moves completely to the opposite side.
8. When the goal is scored, bring back the big ball on the center.
9. Allow teams to discuss new strategies of winning during the game for a short time.
- 10 .Observe if learner is not throwing balls to the other learner.
11. Observe if learners play with spirit of winning and if there is throwing aiming at the target.

## Assessment of the game

### Closing discussion

### Reflect

- Was it easy to push the big ball to the opposite side?
- What was the strategy used by your team to push the big ball?
- If get chance of playing again what can your team correct?

- Was it easy to work as a team when pushing the big ball? Why?

### **Connect**

- Tell us when it was easy to work as a team in daily life?
- What are the challenges you meet when you work in team?

### **Apply:**

- What will be your role in a team with the same goals?

### **Title of the game 3: Dodging the ball**

#### **Summary of the game**

The objective is to dodge the ball thrown by another player. The players inside of the circle try to dodge the ball (not allow to be touched by the ball) when the one who is out of the circle throws it inside the circle.

#### **Organization and rules of the game**

1. Demarcate a big ground using a chalk or mark.
2. Draw a circle inside of the playground using chalk, rope or stick (about 5 m).
3. Select one to become a shooter to start the game and shoot the ball first. Tell a learner who is going to shoot to stand away about 2 m behind the circle.
4. Ask another learner to stand inside the circle.
5. Give the shooter a ball.
6. Explain and demonstrate that:
  - Instruct learners to shoot with hands. The shooter starts the game by shooting each and every one inside of the circle, he/she hits below the chest.
  - Learners inside the circle protect themselves by dodging or jumping.
  - When the ball hits a learner, who is inside the circle below the chest, he/she joins the shooter and helps him/her to shoot.
7. The game ends when there is only one learner inside the circle.
8. Repeat the game by choosing a new volunteer to become a shooter.
9. Observe if learners understand very well that they must hit below the chest.
10. Observe if the shooter is hitting the ball below the chest.

11. Observe if shooters are working as a team to hit the one inside of the circle.
10. Observe if the learners inside the circle are jumping or dodging the ball.

## **Assessment of the game**

### **Closing discussion**

#### **Reflect**

- How did you feel when standing inside the circle?
- How did you feel when you played as a “shooter”?
- What did you do to protect yourself while you were standing inside the circle?
- Which body parts did you use when playing this game?

#### **Connect:**

- What other examples of games demand you to use those body parts?

#### **Apply**

- What can you do to protect your body parts and to have fitness or to be physically fit?
- Why is it important for you to protect your body parts and make them fit?

## **Title of the game 4: Remember to Receive**

### **Summary description of the game**

This game aims at improving the ability of throwing and receiving the ball from the opponent

### **Organization and rules of the game**

1. Divide learner into groups of 6-10, and they make a circle.
2. Give a ball to one learner in each group.
3. Explain and demonstrate that:
  - Learner A must have a ball, and calls by name learner (B).
  - The thrower must throw the ball when his/she is facing the receiver.
  - Learner (B) receives the ball, and calls by name learner (C) and throws the ball to him/her.
  - Every learner must receive the ball and throw it to another one.
4. Every time the one who throws the ball must face the receiver.

5. Ask learners to throw the ball following the order. This means that learner must keep throwing the ball to the same person.
6. Let learners continue playing and ask them to speed up.
7. Observe if learners are throwing and receiving the ball accordingly. The ball must reach the receiver correctly.

**Variation:**

Use 2-3 balls to make game harder, they must change the way balls move every 2-10 second.

**Assessment**

**Closing discussion**

**Reflect:**

- Is it harder to throw the ball to the teammate? Why?
- Is the process of throwing ball harder?
- What strategy and ways do you use to throw the ball?

**Connect:**

- In daily life is there any time you need to throw something to someone? Where?
- Why is it important to be able to throw and receive in daily life?

**Apply:**

- How are you going to use the skills of throwing and receiving in daily life?

**Title of the game 5: Five hundred (Maganatanu)**

**Summary of the game**

This game aims at helping learners to practice the exercises of throwing and receiving the ball. Learner wins when he/she receives the ball many times.

**Organization and rules of the game:**

1. Divide learners into teams of 4-6.
2. Ask one learner in each team to become a thrower.
3. Ask learners to stand in 10 m away of thrower.
4. Observe if each team is standing away another.

**5. Explain and demonstrate:**

The thrower throws the ball in the air towards other teams.

- Learners must catch the ball before it bounces, the ball received before bouncing on the ground counts 100 points, when it's bounced once., and when it bounces twice it counts 50 and when it bounces third it counts 25 points.
6. Ask learners to continue playing and keep in mind their points. Make follow up of their points to see if they are counting well.
  7. The learner who gets 500 points becomes the new thrower.
  8. Observe if they are not hurting each other when playing.
  9. Supervise if learners are counting well their points and still remembering it.
  10. Supervise if learners are respecting the distance that must be in between their teams.

### **Assessment of the game**

### **Closing discussion**

#### **Reflect**

- How did you keep in mind your points?
- While playing, what was it necessary to put into consideration?

#### **Connect**

- What was difficult when trying to concentrate on the game?
- What can you do to concentrate very well on what you are doing?

#### **Apply**

- Where can you use concentration in daily life?

## **Lesson 4: Exercises of dribbling the ball while running**

### **a. Prerequisites**

In order to perform well in this lesson, learners should be able to throw and dodge the ball by following basic rules of ball games played with hands with self-confidence and decision making.

### **b. Teaching resources**

Field/court, whistle, photos/videos, tennis ball, balls, piece of wood, board, stick, cones, bandana (yellow and blue or other color) and other materials learners can use to throw or receive the ball

### **c. Introduction**

#### **Opening discussion:**

Start the lesson with introductory questions related with the lesson.

#### **Warm-up exercises**

Refer to the exercises in the annex of Unity 2.

### **d. Lesson development**

#### **Title of the game: Dribble and run**

#### **Summary description of the game**

This game aims at dribbling and receiving the ball with speed while running as many times as possible before the opponent team finishes running.

#### **Organization and rules of the game**

1. Divide learners into teams of 3-8.
2. Observe if you have enough teams.
3. Separate teams (team A and team B).
4. Explain and demonstrate that:
  - They are 2 different activities: to dribble the ball while running inside of the circle and to pass it.
  - When dribbling the ball while running in the circle, each team stands on the circle.
  - Learners start to dribble the ball while running inside of the circle and return to their places, they choose another learner to start the game.
  - when all players finish to dribble the ball while running, the last player speaks loudly “stop”.
5. Ask all teams to stop running in the circle.
- 6. Explain and demonstrate:**
  - When passing the ball each team must stand on the circle.
  - The volunteer stands inside of each circle to become a thrower (to pass the ball).
  - The player passes the ball to another player and passes it back to him/her.
  - Each team counts how they threw and caught the ball in the game.
7. Give each team a ball.

8. Ask all teams to demonstrate how to pass the ball within one minute;
9. When the game starts, team A plays a game of dribbling the ball inside the circle while team B plays a game of passing the ball;
10. when team B hears the voice from team A saying stop, they stop immediately and keep in mind their points;
11. Let teams change the role and team A plays a game of passing while team B plays the game of dribbling;
12. Teams continue like that by changing the roles and aiming at scoring more points;
13. Observe if learners are staying on the circle of exercise (learners must not leave the circle);
14. Check if learners speak loudly when counting the points;
15. Check if each learner got a chance of dribbling the ball inside the circle and how they are working as a team when playing.

#### **e. Assessment**

### **Closing discussion**

#### **Reflect**

- What was difficult about the game?
- How did you feel when you were passing the ball?
- Is there any effect of counting with a loud voice?
- What are the good ways of passing the ball so that it can be received accurately?

#### **Connect**

- Is there sometimes in your life you need to run for a long time?

#### **Apply**

- What can you do in future to improve the ability of throwing and receiving the ball?
- What can you do so that you can run for a long time?

#### **Variation**

- Increase the size of the circle.
- Ask learners to count in other language apart from English.
- Instruct learners to count from zero when the ball lands on the ground.

- Before playing, let learners make a promise of what numbers of balls they will catch.

## **Title of game 2: Throw the ball in the bucket**

### **Summary of the game**

The objectives are to dribble the ball and pass it to another one; he/she dribbles also and passes it. The game continues like that. Players pass the ball between them by bouncing it, when they reach on the line; they throw it in the bucket.

### **Organization and rules of the game**

1. Draw a big playground.
2. Divide learners into groups of 3-6. Each group must have an even number of learners.
3. One group is A and the other one is B. If necessary give them clothes of different colors to wear.
4. Select one learner from each group to be a goalkeeper and give him/her a bucket
5. Explain and demonstrate this:
  - The objective is to dribble the ball and throw it in the bucket.
  - Goalkeeper of each team stands on the line facing the opponent team.
  - Goalkeeper is allowed to move on the line but he/she is not allowed to cross it.
  - Give a ball to team A.
  - Team A tries to keep the ball by passing, dribbling without losing it.
  - Players try to give the ball to the one who is near the bucket.
  - Player is not allowed to walk while holding the ball.
  - Team B tries to possess the ball by chasing it.
  - Players of team B must stay one step away from the player who has a ball.
  - A goal is granted to a team after chasing and catching the ball.
  - When the ball is thrown, caught, goes out of the field or caught in the air, the possession remains on that team until they lose it or catch in the air.
  - When the ball is pushed in the air, it remains for team that pushed it; players are not allowed to step over the line or touching on the bucket when throwing the ball in the bucket.

6. The game can be played as long as needed. (For example: when one team reaches 10 goals).
7. Observe if learners are playing well by passing and chasing the ball.

### **Variation**

- Let learners choose where they want to stand, stay there without leaving that place. Allow 2 learners to walk around and pass the ball to the remaining ones. When the ball lands on the ground, it should be picked by another player who is near it.
- Give them enough time when throwing the ball in the bucket. Example: 45 seconds for passing and throwing the ball in the bucket.

### **Closing discussion**

#### **Reflect**

- How do you help your team to win?
- How do you cooperate with your teammate to win?

#### **Connect**

- What other effort can you add in a team?
- What would you like to improve in your team?

#### **Apply**

- How do you achieve what you want in the game? How do you use it in daily life?

### **Title of the game 3: Reception of the ball**

#### **Summary of the game**

The objective is to evaluate the capacity of learners to receive the ball thrown in the air before it lands on the ground. In this game learners play by throwing the ball in the air and the one who is called run to catch it before it lands on the ground.

#### **Organization and rules of the game**

1. Put learners in groups of 6-10.
2. Ask each team to make a circle.
3. Ask a volunteer in each group to go in the center. He/she is a leader.
4. Explain and demonstrate:

- Each leader throws the ball in the air and calls the name of one learner on the circle.
- That learner must catch the ball before it lands on the ground.
- The one who catch the ball before it lands on the ground he/she become a leader.
- When the ball touches the ground that learner returns on the circle and the game continue.

5. The game stops at your choice.

6. Ensure the participation of all learners and let them have the same number of participations.

### **Closing discussion**

#### **Reflect**

- What can you do to remember the name of each learner?
- What part of the game is difficult for you?

#### **Connect**

When was it necessary to remember something so that you can do work with arms?

#### **Apply**

- What will you do next time to recall the names easily?

### **Title of the game 4: Catching the ball like Eagle (Igisiga)**

#### **Summary description of the game**

This game aims at improving learners' ability of throwing and catching the ball. In this game, learners catch the ball and throw it to others.

#### **Organization and rules of the game**

1. Divide learners into teams of 3-8.
2. Give each team a ball.
3. Ask a volunteer in each team to become a thrower.
4. Ask each team to make a straight line with the thrower standing about 2-3 meter in front of them.
5. Observe if teams are separated accordingly.
6. Explain and demonstrate:

- Each learner will throw and catch the ball like eagle (standing on one leg).
  - At the start, all learners stand on right leg. The thrower throws the ball 3 times to all players.
  - Then after, players change and stand on left leg when catching the ball.
7. Change the roles of learners so that everyone gets the chance to throw the ball.
  8. Challenge each team to see if all learners can throw and catch the ball before it lands on playground.
  9. Check if learners can catch the ball while standing on one leg, you also observe how they are helping each other when the ball lands on the ground.

## **Closing discussion**

### **Reflect**

- What was difficult when you threw and caught the ball while standing on one leg?
- Did you play very well when you stood on one leg comparing to the other one?
- How did you manage to stand on one leg?
- How did you feel when throwing and catching the ball 3 times while standing on one leg?

### **Connect**

- When do we need to have balance in daily life? (Example: driving a bicycle, when you walk in sliding area).
- What other things in life need to be balanced? (Example: school, job, friendship, family).

### **Apply**

- How can you balance things?

## **5.5 Addition Exercises**

### **Title of the game: Ball of the moon (Umupira w'ukwezi)**

#### **Summary description of the game**

The objective is to throw the ball and catch it. Learners throw and pass the ball to each other so that it stays on the air. When the ball lands on the ground, the learner near it picks it, and throws it again in the air, the game

continues like that.

### **Organization and rules of the game.**

1. Divide learners into group of 6-8.
2. Ask each group to stand on the circle.
3. Give one learner a ball in each group.
4. Explain and demonstrate this:
  - The learner who has the ball throws it on the air.
  - Others learners keep throwing it on the air so that it cannot lands on the ground.
  - Each team work together in order to keep the ball on the air.
  - Every learner in the group must participate.
  - When the ball lands on the ground, the learner near it picks it and throws it on the air.
5. The objective is to throw the ball in the air until you reach 10 times without landing on the ground.
6. When the group reaches 10 times you increase up to 15 or 20.
7. The game ends when teacher want.
8. Observe if each and every learner touch the ball. No one is allowed to stay quiet.
9. Observe if learners work together to keep the ball on the air.

### **Variation of the game:**

- Add other rules in the game, example: The ball must be touched by every learner before it lands on the ground. None is allowed to touch the ball twice continually.
- The group must keep the ball in the air for about 1 minute in order to win.
- Head and legs are only allowed to be used to keep the ball in the air.
- You can add second or third ball in the game.
- Ask learners to change where there is standing (example: stand on the line, to leave a long distance between one another).

### **Closing discussion**

### **Reflect**

- What is difficult when you play this game? Why?
- What can your groups do to play this game very well?
- What can you change when you play this game again?

## **Connect**

- Where do you work as a group to achieve on something in daily life?
- Do you remember when you worked as a group and one of the members made you upset? What did you do?
- Do you remember when members of the group gave you value? How did you feel?

## **Apply**

- Another time when you work in group, what can you do so that everyone feels as a valued person?
- How can you help group members to work together without annoying one another?

## **Title of the game 2: Keep the ball**

### **Summary description of the game**

The objective is to pass the ball. Learners pass the ball between them; the team which is chasing the ball stands away in one meter.

### **Organization and rules of the game**

1. Divide learners into equal teams and draw a court/playground. If it is necessary give a piece of cloth to each team with different colors, one color for one team another color to another team.
2. Give a ball to one team.
3. Explain and demonstrate:
  - The team keeps the ball by passing it between them; the ball must not touch the ground.
  - A player is not allowed to move, even one step while holding the ball.
  - For the team which is chasing the ball, their players must stand away one meter of the player which has the ball.
  - The ball goes to the opposite team when: The ball lands on the ground, the opposite team catches it or hits it in the air.
  - The ball stays in one team when the opposite team tries to catch but the ball lands on the ground.

4. Give learners 5 minutes for break.
5. After learners mastering the game, ask them to count their passes. They must pass the ball to the one who is in two meters away from the one who has the ball. Observe if there is enough space for running.
6. Check if learners do/improvise their own way of scoring while passing the ball to each other very well so that everyone gets a chance to touch on the ball.

### **Variation of the game:**

- Put something like a bucket at the end of the court/field. Rules of the game stay the same but instead of keeping the ball by passing, they try to get closer to the bucket and put the ball in the bucket.

### **Closing Discussion**

#### **Reflect**

- What did your team do to keep the ball for a long time?
- What helps your team to play very well?

#### **Connect**

- What would be your role in your team?

#### **Apply**

- What other ways of playing do you wish to repeat or to do it very well?

### **5.6 End unit Assessment**

Set the exercises and ball based games and observes how learners perform them by looking at their skills, competences and behavior following what you taught them in the whole unit. Observe also how learners throw, pass, dribble and d dodge the ball when playing ball games played with hands

## UNIT 6: HEALTH AND WELL-BEING

# 6

### 6.1.Key unit competence

Perform different exercises and games to improve the capacity of preventing diseases caused by poor hygiene.

### 6.2. Prerequisite

Learners of primary three will learn better this lesson if they are able to perform basic physical exercises, having team work spirit, able to take decisions and following instructions.

### 6.3. Cross-cutting issues to be addressed

**Peace and values:** Teacher must help learners to play in harmony without hurting one another. Every learner must feel secure when playing.

**Gender:** the teacher must prepare the activities that engage both girls and boys equally to exploit their full potential and talents without any bias or intolerance.

**Inclusive education:** Teacher must consider different special needs and adapt games and teaching approaches to learners. This creates a positive attitude and helps all learners to participate actively and develop their competence levels.

**Financial education:** The teacher must integrate financial education into his/her teaching and learning activities by providing the local and no cost teaching and learning material where is possible. He/she must encourage learners to make their own materials using resources from their surroundings.

**Environment and sustainability:** when learners are playing encourage them to protect the environment and well use of materials. Teacher must help them to develop the spirit of keeping safe they use in sports activities

## 6.4 List of lessons

	Lessons	Learning objectives	Number of lessons
1	Exercises and games that train learners to prevent diseases.	Perform different exercises and games that train learners to prevent diseases.	1
2	Exercises of walking fast and running or jogging.	Perform exercises of walking fast and running or jogging.	1
3	End unit assessment	Through the exercises and games, observe how learners are aware of ways of preventing diseases.	1

### Lesson 1: Perform different exercises and games that train learners to prevent diseases

#### a. Prerequisite

In order to perform very well in this lesson, learners should be able to perform different motor skills involving a range of games, recognize different diseases and apply different preventive measures against diseases.

#### b. Teaching resources

Field, gymnasium, whistle, pictures, tennis balls, ordinary balls, stick, ropes, cones, chalkboard, water, soap, towel, basin, sponge, step and wash (Kandagira Ukarabe), brooms, mopping sticks and hoe.

#### c. Introduction

In this lesson, the teacher will conduct exercises and games that help learners to have the ability of preventing diseases.

#### Opening discussion

Teacher asks learners questions related to the lesson to check learners' readiness and direct them to guess/state/introduce different preventive measures of diseases.

#### Example of questions:

- Apart from cleaning hands, what other things can we do to have a good health?
- What are the warning signs before getting sick?
- Have you ever tried to do something that can hurt you? How did you feel when you did that? Was it difficult to take a decision of doing it or not? Can you take that decision like you did before? Explain?
- What happens when we throw the remaining food on the ground?

### **Warm up exercises**

Use warm up exercises found in the unit Two.

### **d. Lesson development**

#### **Summary description of the game**

This game aims at helping learners to be aware of different protective measures against diseases. This is where learners play while they are tapping each other and standing before being tapped. Learners should also run to get the vaccine.

#### **Organization and rules of the game**

1. Draw a starting line, learners must stand behind it.
2. Draw a circle in 15-20 meters away from that line.
3. Explain that the circle means the doctor who gives a vaccine. it is called the circle of preventing diseases.
4. Ask one learner to stand in 25 meters from the line by facing others. The circle must be between the starting line and the learner.
5. Explain and demonstrate:
  - The learner speaks loudly that “let’s fight against diseases” “and others respond loudly” we do sport” they start to run towards the circle of vaccine. The objective is to run and stand inside the circle which is behind the learner who stands turning his/her back to them. Any time a learner can unexpectedly say “diabetes” and when he/she turns, all learners stop.
6. When he/she finds someone moving, that person should go back to restart from the line.
7. The game continues until that learner says ‘let’s fight diseases” and learners stop from where they are when he/she says the name of any disease.
8. The first learner to reach in the circle replaces the one who has been calling.

9. The game can be played as long as desired.

### **Cooling down exercises**

Refer to the exercises of cooling down from unit 2.

#### **e. Assessment**

### **Closing discussion**

#### **Reflect**

- What diseases do you know that are caused by not doing sport?
- Are there any other diseases you know that affect learners? What are they?

#### **Connect**

- Have you ever seen a person who is sick because of not doing sports?
- What do they do to protect learners from being sick?

#### **Apply**

- What are you going to do so that you protect yourself from being sick?
- How can you advise parents to prevent children from diseases?

## **Lesson 2: Exercises of walking fast and running or jogging**

#### **a. Prerequisite**

In order to perform very well in this lesson, learners should be able to carry out different motor skills involving a range of games, recognize different diseases and apply different protective measures against diseases caused by poor hygiene.

#### **b. Teaching resources:**

Field/playground, whistle, photos/videos, tennis balls, balls, stick, board, piece of wood, cones, ropes, piece of clothes (with yellow and blue color) and other different materials learners can use to throw and catch.

#### **c. Introduction**

In this lesson, the teacher will conduct exercises and games that help learners to have the ability of preventing diseases from poor hygiene and other diseases.

### **Opening discussion**

Teacher asks learners questions related to the lesson to check learners'

readiness and direct them to predict/state/introduce different preventive measures of diseases originated from poor hygiene.

### **Warm-up exercises**

Refer to the warm exercises from the unit 2.

#### **d. Lesson development**

#### **Title of the game one: Clean yourself**

#### **Summary of the game**

This game aims at developing learners' ability of cleaning themselves (to be clean). In this game, one looks for one another who has the same hygienic materials as his/ hers so that they stand together.

#### **Organization and rules of the game:**

1. Divide learners into teams of 6-10.
2. Draw a small limit on the playground.
3. Ask 2-3 learners from each team to stand on the limit and observe if they are safe.
4. Give a piece of clothes to every learner for blindfolding.
5. Explain and demonstrate that:
  - All learners will put on the piece of clothes on their face for blindfolding.
  - Every learner will be given a hygienic material (example: Soap, toothbrush, a towel) the aim is to make learners understand and differentiate the materials given by touching or hearing and after they go to find the one who has the same materials and they stand together.
  - When learners are looking for the person with the same materials, they walk around the field saying "I need my teammate".
6. The game ends when every learner has found their teammate. The learners who are blindfolded stay like that until everyone finds his/her teammate.
7. Learners interchange places in the game.
8. When the game ends, help learners to differentiate the materials given and to understand the importance of those materials.
9. Check if all learners can be able to guess the materials given.
10. Check if all learners are safe while looking for their teammates. Remind them to move around slowly.

#### **Variation of the game**

When all learners have found their teammate and they remove the piece of clothes on their face, ask them to explain to their teams the important of the materials given and why they are important.

Instead of looking for their teammates, ask learners to find the one who has the materials that complete theirs. (Example: toothbrush and Colgate, soap and water)

### **e. Assessment**

#### **Closing discussion**

##### **Reflect**

- How was it when you were blindfolded?
- What materials do you use in your daily life? Why? If there isn't why?

##### **Connect:**

- What activities do you do every day? Do they have any importance to others?

##### **Apply:**

- What other activities can you do to have good hygiene?
- How is it important to take that decision for well-being?
- Why is it necessary to be clean?

#### **Title of game 2: Bacteria that cause diseases through air.**

##### **Summary of the game**

This game aims at helping learners to develop the ability of taking decisions about preventing diseases. In this game, teams should take the responsibilities of catching the ball while protecting their mouths. The ball is in the place of bacteria that cause diseases.

##### **Organization and rules of the game**

1. Divide learners into groups of 6-10 people.
2. Ask each group to make a circle.
3. Explain and demonstrate:
  - The bacteria that cause tuberculosis live in the air every time.
  - One way of protecting yourself from those bacteria is to cover your mouth whenever you or others sneeze or cough.

- Each team will be given a ball. The ball will be the bacteria that cause tuberculosis.
- As the rule says that you must protect yourself that way you will cover your mouth when you catch the ball. This means that you must catch the ball with one arm.
- When the ball runs away, the group/team must start again.
- If there is someone who catches or throws the ball using two arms, his/her group/team must start again.

4. The game can be played as long as wanted.

Observe if learners cover their mouth when throwing or catching the ball.

Observe if learners work together to achieve the purpose of the game.

## **Closing discussion**

### **Reflect**

- What game told us about tuberculosis?
- In which ways is tuberculosis spread?

### **Connect**

- Is there anyone here who knows someone who has tuberculosis? Can you become infected when you touch someone who has tuberculosis?

### **Apply**

- How can you protect yourself against tuberculosis?

## **Title of the game number 3: Effects of tobacco**

### **Summary description of the game**

The objectives are to gain skills, knowledge and strategies that can help learners to become healthy. The game is played while when learners run away from tobacco. The one who is coughing walks/moves on one leg and he/she will be helped/supported by his/her friend who will handle a hand and he/she became normal.

### **Organization and rules of the game**

1. Ask learners to explain different effects of tobacco.
2. Select volunteers 1-3 to play as tobacco.
3. Ask 1-2 learner to play as normal (or with good health) Show the limit of the playground, check if there is enough space for playing.
4. Explain and demonstrate that:

- This game needs team work.
  - All learners try to run away from tobacco.
  - The learners who are caught by tobacco walk on one leg instead of running.
  - The learner who plays as normal person and who are aware of the effect of tobacco and they can help the ones who are caught by tobacco. When a learner who plays as normal person gives his hand to the one who coughs, this learner is released and he/she can run instead of walking on one leg.
5. After a few minutes of the game, give a chance to learners to change places, after you repeat the game.

## **Closing discussion**

### **Reflect**

- When you coughed with tobacco and walked on one leg, how did you feel?
- How was it when you were released by a normal person?

### **Connect:**

- What is the relationship between this game and daily life comparing to the effects of tobacco/smoking?
- What happens to your body when you choose to take tobacco/smoking?

### **Apply:**

- In daily life how can the person with good health help the one who used to smoke?
- What can you do when found someone smoking?

## **End unit assessment**

Set other exercises and ball based games to help you in assessing if learners know about different diseases, their causes and preventive measures. Teacher should also maintain the overall lessons that have been covered in all unit to see if learners have achieved the set competences.

## **Title of the game 1: Garbage/wastes collections (Kuyora ibishingwe)**

### **Summary of the game**

This game aims at assessing learners' abilities about hygiene and protecting the environment. It is a game where learners pass to one another while running and put the wastes in the bucket.

## **Organization and rules of the game**

1. Draw a starting line using a chalk or other materials.
2. Make teams of 6-8 people.
3. Ask each team to make a straight line behind starting line.
4. Draw a line in front-of the team 5 meters away.
5. Put buckets full of garbage at the end of the court in front-of each team.

### **Explain and demonstrate:**

This is a relay game. When the leader says “Go” the first learner from each team runs to the circle of the team, he/she takes one thing from wastes/ garbage, he/she continues to run and put it in the bucket and turns back and touches on the hand of the next learner and he/she moves behind the line.

6. The objective of this game is to remove all wastes from the circle and put them in the bucket as fast as possible.
7. The game ends when each team has finished removing all wastes from the circle and putting them in the bucket.
8. Check if all learners are trying to remove all garbage from the circle and how they are helping each other.

## **Closing discussion**

### **Reflect**

- How did you feel when you were disposing wastes in the bucket?
- What helped you to remove your wastes before others?

### **Connect**

- Is there any other time that you used to do activity of collecting garbage/ wastes?

### **Apply**

- When and where can you do such activity like this?

## **Title of the game number 2: Clean water**

### **Summary description of the game**

This game aims at helping learners to acquire knowledge and skills necessary to make good choices. This is a game where learners run while interchanging and drinking on a glass full of water. This is also done in a team.

## Organization and rules of the game

1. Ask learners how they feel when they don't drink enough water (example: feeling thirsty, feeling tired).
2. Draw a starting line by using a chalk or any other material.
3. Make teams of 5-7 people.
4. Tell learners to sit on a straight line.
5. Put a cup in front-of each learner.
6. Fill clean water in each cup.
7. Put a cone or something else at the end of the court and in front-of each team.
8. Tell learners not to push a cup of water.
9. **Explain and demonstrate:**
  - It is relays game.
  - Every learner sitting down pretending to be sleeping (as if he/she didn't drink anything for long time like 4 or 5 hours).
  - The first in team A drinks a cup of water when sitting down then he/she stands up, he/she jumps three times while standing on one place, and he/she puts the cup (facing down) on the head.
  - The next learner in team B can start but he/she makes sure that the first one has already put the cup on the head.
  - When all teams finish doing this activity, they all run up to the cones and turn back to starting line while holding their cups on head.
10. The game ends when all teams have finished doing the activity.
11. Observe if learners drink all water in their cups before they stand up.
12. Check out if all learners are waiting for others standing in front of them to finish doing their activities and start playing.

## Variation of the game:

Tell learners to fill the bucket with water equal to the quantity they drink every day. Give marks for the team who tried to fill the needed water.

## Closing discussion

Reflect

- How did you feel when you jumped after drinking water?
- Was it easy to run while having a cup on your head?

## Connect

- Is there any other time that you drink a cup of water and finish it? What happened that time?
- Is it necessary to drink water every day? If yes, why?

## Apply

- How much water can a person drink daily? How must be?
- Are there any negative effects of drinking dirty water on our life? What are they?

## 6.6 Additional Exercises

### Title of the game 1: Malaria

#### Summary description of the game

This game aims at helping learners to acquire knowledge and skills necessary to prevent malaria. In this game, learners run away from mosquitoes which have malaria so that they can't bite them. On the other side, there are doctors with drugs to treat anyone who has been bitten by mosquitoes.

#### Organization and rules of the game

1. Prepare the playground and see if it is safe.
2. Ask 2-5 learners to play as doctors.
3. Ask 2-5 learners to play as mosquitoes.
4. Tell learners to imitate the person who is sick (example: a patient who is shaking chills, fever, patient who is very sick).
5. Show the ball to the learners and tell them that ball is a drug that treats malaria.
6. Give one ball to each doctor.
7. Explain and demonstrate:
  - In this game learners who play as mosquitoes try to catch the other learners except doctors.
  - When mosquitoes bite them, they must stay standing chilling as if they have a high fever caused by malaria.
  - Doctors can help that learner by passing the ball between their legs.
  - Doctors continue to look for other learners who are suffering from malaria.
  - Mosquitoes cannot bite doctors because they have drugs(balls)

8. Teacher is the one who take decision of when the game ends.
9. Observe if learners are not hurting each other.

### **Closing discussion**

#### **Reflect**

- What caused you to be afraid of this game?
- What did you do to protect yourself from being bitten by a mosquito?

#### **Connect**

- Have you ever seen a patient of Malaria?
- What are the symptoms of Malaria?

#### **Apply**

- What does this game teach you about Malaria? What are the causes of it? How is it treated? What do you do to protect yourself against malaria at home?

### **Title of game 2: Washing Hands**

#### **Summary description of the game**

This game aims at helping learners to acquire knowledge and skills of setting strategies about hygiene. In this game, learners run while interchanging each other purposely for washing hands using clean water and soap.

#### **Organization and rules of the game**

1. Ask learners how they can believe that they have cleaned hands?
2. Tell them that they are going to play a game of washing hands and they must wash them and look clean.
3. Draw a starting line at the end of playground by using chalk or other things which can be seen clearly.
4. Make teams of 6 to 8 learners.
5. Ask each team to make a straight line behind the starting line.
6. Put a bucket full of water at the end of the playground in front-of each team.
7. Put a piece of soap on a clean paper near the bucket of water.
  - Explain and demonstrate:
  - This is a relays game.

- Every learner waits for his/her turn and runs towards the bucket, he/she takes soap for washing hands and do that for 10 seconds (he/she counts in a loud voice).
- After, the learner puts back the piece of soap on the paper and he/she runs back to his team.
- The next player starts when the first one has reached in the team.

8. The game ends when all learners have run.

9. All learners must wash their hands with soap only in ten seconds.

### **Variation of the game:**

- Ask learners to sing a song while washing their hands, (this is to help them to wash their hands very well).
- Prepare a place reserved for those learners who have finished washing their hands and making a record of them.
- Give a pen to every learner at the start of the game and ask them to draw a small thing on their palm. They must clean it when washing hands.

### **Closing discussion**

#### **Reflect**

- What was more challenging during this game of hand washing? What are the differences between the ways you used here to wash your hands in this game and the normal ways of washing hands?

#### **Connect**

- Is there any other time you washed your hands quickly? What was the reason?

#### **Apply:**

- Why is it important for you to wash hands?

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