



DEPARTMENT OF EDUCATION

GRADE 7

PERSONAL DEVELOPMENT

STRAND 2

MOVEMENT AND PHYSICAL ACTIVITY



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PAPUA NEW GUINEA

2017

# **PERSONAL DEVELOPMENT**

## **GRADE 7**

### **STRAND 2**

#### **MOVEMENT AND PHYSICAL ACTIVITY**

**SUB-STRAND 1: MOVEMENT SKILLS**

**SUB-STRAND 2: FITNESS FOR HEALTH**

**SUB-STRAND 3: SAFETY**

**SUB-STRAND 4: LEISURE AND RECREATION**

## ISBN and Copyright

**ACKNOWLEDGEMENT**

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We also acknowledge the professional guidance provided by the Curriculum and Development Assessment Division throughout the processes of writing, and the services given by the members of the Personal Development Review and Academic Committee.

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**DIANA TEIT AKIS**

PRINCIPAL

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As you complete each lesson, tick the box  for that lesson.

## SECRETARY'S MESSAGE

Achieving a better future by individual students and their families, communities or the nation as a whole, depends on the kind of curriculum and the way it is delivered.

This course is a part of the new Flexible, Open and Distance Education curriculum. The learning outcomes are student-centred and allows for them to be demonstrated and assessed.

It maintains the rationale, goals, aims and principles of the national curriculum and identifies the knowledge, skills, attitudes and values that students should achieve.

This is a provision by Flexible, Open and Distance Education as an alternative pathway of formal education.

The course promotes Papua New Guinea values and beliefs which are found in our Constitution, Government Policies and Reports. It is developed in line with the National Education Plan (2005 -2014) and addresses an increase in the number of school leavers affected by the lack of access into secondary and higher educational institutions.

Flexible, Open and Distance Education curriculum is guided by the Department of Education's Mission which is fivefold:

- To facilitate and promote the integral development of every individual
- To develop and encourage an education system satisfies the requirements of Papua New Guinea and its people
- To establish, preserve and improve standards of education throughout Papua New Guinea
- To make the benefits of such education available as widely as possible to all of the people
- To make the education accessible to the poor and physically, mentally and socially handicapped as well as to those who are educationally disadvantaged.

The college is enhanced to provide alternative and comparable pathways for students and adults to complete their education through a one system, many pathways and same outcomes.

It is our vision that Papua New Guineans' harness all appropriate and affordable technologies to pursue this program.

I commend all those teachers, curriculum writers, university lecturers and many others who have contributed in developing this course.



**UKE KOMBRA, PhD**

Secretary for Education



Dear Student,

Welcome to Strand 2 of the Grade 7 Personal Development Course. This Strand is called **Movement and Physical Activity**. You will study it, using the steps suggested in the **Study Guide** on the next page.

This Strand is based on the National Department of Education approved Personal Development Syllabus for conventional primary school. So you will study at home what Primary school students study in school.

The four sub-strands you will study are:

1. **Movement Skills**
2. **Fitness for Health**
3. **Safety**
4. **Leisure and Recreation**

In Sub-Strand 1 – **Movement Skills** – You will learn about Movement Skills, Loco Motor and Non-Looco Motor Skills in Sports, Rules for Players with Special Needs, Skills Combination and Body Control.

In Sub-Strand 2 – **Fitness for Health** – You will learn about Fitness, Development of Fitness, Fitness for Different Sports, Fitness Activities and Programs, Nutrition and Fitness, Discipline and Fitness.

In Sub-Strand 3 – **Safety** – You will learn about Safety and Sports, Unsafe and Emergency Situation, Injuries in Sports and Risk Management in Schools.

In Sub-Strand 4 – **Leisure and Recreation** – You will learn about Leisure and Recreation, Culture and Leisure Activities, Gender and Recreation, Promoting Leisure and Recreation, Roles and Responsibilities in Sports.

Each Sub-Strand has **Lessons** with **Practice Exercises** and **Answers**. You must read each lesson and work through the Practice Exercises. You will have to correct your own answers. The answers to the Practice Exercises are given at the end of each Sub-Strand. When you complete a Sub-Strand, you will then complete the **Sub-Strand Test** in the **Assignment Booklet**. You will repeat the same process until you complete the Sub-Strand.




**We hope you will enjoy studying this Strand Book for your Personal Development.**

## Study Guide

---

- Step 1. Start with sub-strand 1. Study lesson 1 and do the lesson activities as you go along. When you have completed lesson 1, do practice exercise 1.
- Step 2. When you have completed lesson 1 and practice exercise 1 activities, turn to the end of the lesson to correct your answers.
- Step 3. If you make a mistake, go back to the lesson to revise to understand why you got the answer wrong.
- Step 4. When you have completed steps 1 to 3, tick the box for lesson 1 on the contents page (p.3) like this,
- sub-strand 1: Interactions in Relationships and Groups.
- Lesson 1: Standards of Behaviour.
- Step 5. Go to lesson 2 and repeat the same process until you complete all the lessons in sub-strand 1.
- Step 6. After completing your lessons and practice exercises in each sub-strand, start and complete the next sub-strand.
- Step 7. After you have studied the whole strand, do the strand examination in the assignment book.
- Step 8. The final part is to check Assignment Book 1. If you are satisfied with what you done, submit it to the Provincial Coordinator.

### Icons

		
Introduction	Lesson Activity Practice Exercise	Summary

# **SUB-STRAND 1**

## **Movement Skills**

### **Movement Skills**

**Loco Motor and Non-Loco Motor Skills in Sports**

**Rules for Players with Special Needs**

**Skills Combination and Body Control**



## **Sub-strand 1                      Introduction**

---

Welcome to Sub-strand 1 of this book. This sub – strand is called Movement Skills.

There are four lessons.

In Lesson 1 You will learn about movement skills.

In Lesson 2 You will learn about loco motor and non- loco motor skills in sports.

In Lesson 3 You will learn about rules for players with special needs.

In Lesson 4 You will learn about skills combination and body control.

After completing all the four lessons you will have a better understanding of Movement Skills.

**We hope you enjoy studying this sub – strand.**

## LESSON 1: Movement Skills

---



Welcome to Lesson 1 of Strand 2. This is the first lesson of Sub-strand 1, 'Movement Skills'. In this lesson you will learn about the different kinds of movement skills and the specific roles of our limbs and joints when we engage in movement skills.



### Your Aims

- identify different movement skills.
- identify the role of the different body limbs and joints in the movement skills.

---

### What are Movement Skills?

Movement Skills are the movement patterns that involve different body parts. They are the foundation movements or precursor patterns to the more specialised, complex skills used in play, games, sports, dance, gymnastics, outdoor education and physical recreation.

When we play games and sports or learn a dance, we need to learn a number of *skills* so that we can take part in the activity. When we begin to learn new game or dance it can be very frustrating because we are not very good and so we do not enjoy what we are doing. We might feel silly at first, but everyone has to begin to learn new skills at some time. Most of us are not very good at first but when we *practice regularly* we get better at the activity and so we turn to enjoy it more. When people play sport, it is the person or the team with the best skills that will win the game.

### Improving your skills

Skill is your ability to choose and perform the correct techniques at the correct time, successfully, regularly and with a minimum of effort. You use your skills to achieve your sporting objectives, for example sprinting 100 metres in 10 seconds or kicking a ball into a goal.

#### Three skill areas are;

- Cognitive skills (knowing) – knowing and understanding the vital aspects of the sport
- Affective behaviour (feeling) – mental attitude and developing skills to cope with stress
- Motor skills (doing) – carrying out accurate, smooth and useful movement patterns

## Movement Sequences for Different Abilities

When we play a sport or perform a dance, we usually *combine* a number of different skills in a *sequence* of movements.

For example, when we play basketball, we need to *dribble* the ball with one hand between players from the other side and then we need to *pass* the ball onto another player on our side or *shoot* for a basket.



- To take part in games, sports and dance, we need to link a range of different skills together
- When we learn sequences of movements, we need to develop good body control

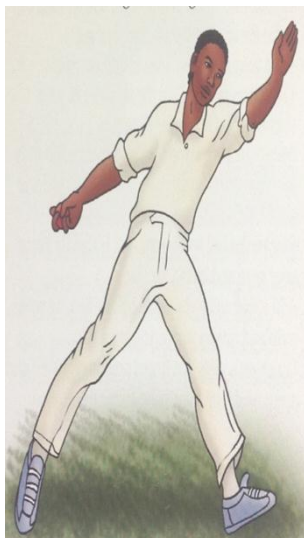
## Skill Instructions

These skill instructions are for right-handed people. If you are left-handed, simply change any right-handed movements to a left-handed movement. Basic techniques are the same.

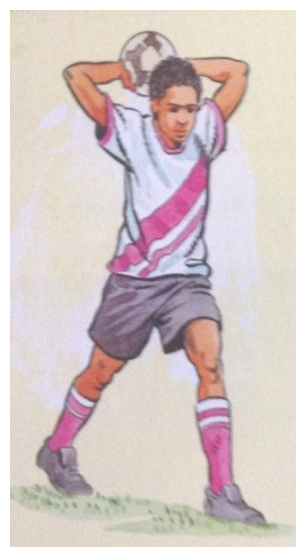
### Throwing

The most important part about throwing is to step with the opposite foot from the throwing arm.

1. The thrower holds the ball with one or both hands, prepares the body and builds throwing energy towards the target.
2. The thrower then lets go of the ball and pushes it away from the body, then follows through while keeping body balance;
  - step with the opposite foot
  - opposite arm/opposite foot
  - eyes on target
    - front side direction
    - follow through
    - non-throwing arm to target



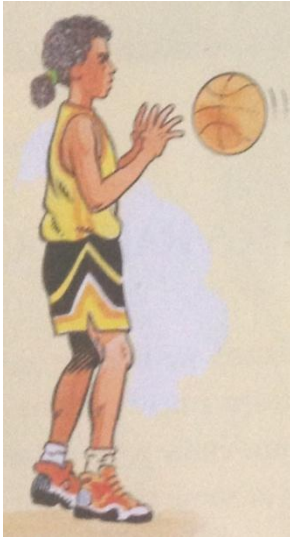
A cricket throw/bowl



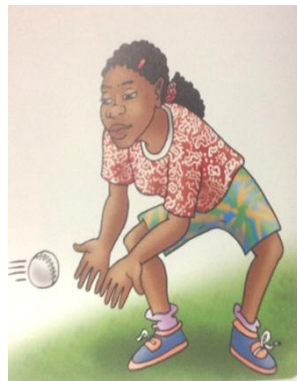
A soccer throw-in

### Catching

- *Above the waist:* put your thumbs together, palms facing forward and fingers pointing up.
- *Below the waist:* put your little fingers together, palms facing forward and fingers pointing down.
- Take *high catches* around your eye height.



A basketball catch



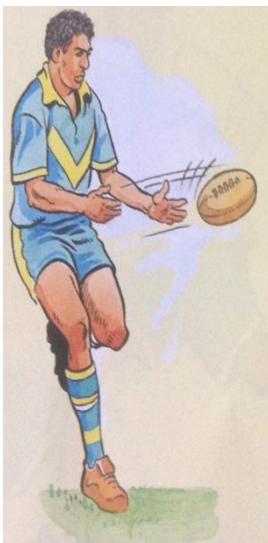
A cricket catch



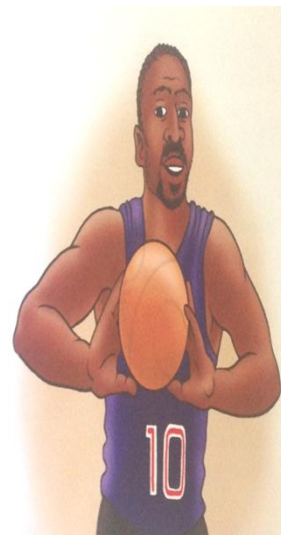
A softball/baseball catch

### Passing

A pass is a method of moving the ball between players. For most passes you step forward to increase power, and follow through with your hands to ensure accuracy. A pass is not always between two players a distance from each other.



A rugby pass



A basketball chest pass



A netball shoulder pass

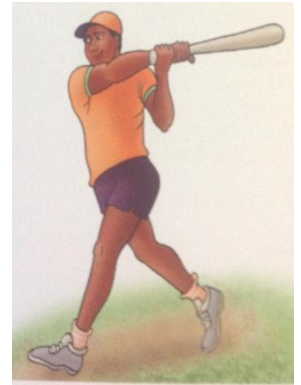
**Dribbling**

Dribbling is used to advance the ball or keep control of it;

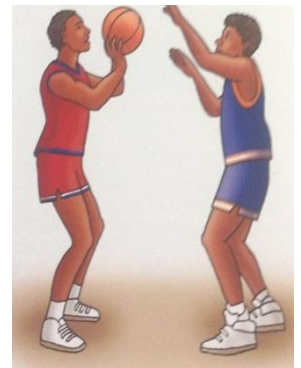
- push,
- pat,
- tap or
- bat the ball towards the ground with one hand to cause the ball to bounce back up to either of your hands.

**Hitting**

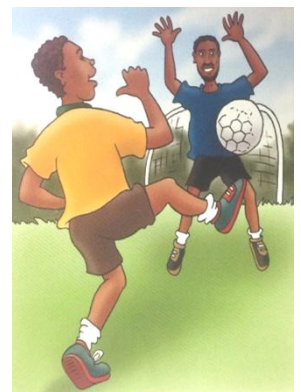
1. Look at the ball at all times
2. Take the largest backswing possible with your weight on your back foot
3. Stand or step to side –on, and transfer your weight to your front foot as you begin to forward swing
4. As you swing, rotate your body, then your arms
5. Keep your head down while you are looking at the ball
6. Follow through

**Shooting**

1. Use both hands to firmly hold the ball
2. Balance – stand with feet apart
3. Eyes – Aim at the ring
4. Elbow – Have your elbow at 90 degrees
5. Hand positioning – Use your finger tips and not your palms to hold and release the ball
6. Follow through – Extend the shooting hand through to the basket
7. Finish – Your body should be extended after the shot

**Kicking**

1. Look at the ball
2. As you run in, take a large last step with your foot landing next to the ball and your kicking leg bent
3. Keep your arms out for balance
4. Swing your kicking leg back as far as possible
5. Swing you kicking leg forward, toes down and contact the ball with the laces part of your shoe
6. Follow through after contact





### Activity 1.1

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This activity will help you understand movement skills.

1. Explain the importance of skill training.

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2. If we lack a certain skill, how can we improve it?

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3. List and explain the three skill areas.

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## SUMMARY

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You have now come to the end of the lesson. In this you have learned that:

- Movement skills are the foundation movements or precursor patterns to the more specialised, complex skills used in play, games, sports, dance, gymnastics, outdoor education and physical recreation.
- When we play a sport or perform a dance, we usually *combine* a number of different skills in a *sequence* of movements.
- To take part in games, sports and dance, we need to link a range of different skills together
- When we learn sequences of movements, we need to develop good body control

---

**NOW DO PRACTICE EXERCISE 1 ON THE NEXT PAGE**



## Practice Exercise 1

---

The Practice Exercise consists of short answers.

### You may start Practice Exercise 1

1. Write a brief explanation of each of the following key terms to show that you understand the meaning of each term.

(a) Movement Skills

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(b) Skills

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---

(c) Sequence

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2. Refer to the lesson notes to answer this question

Write steps to Catching, Passing and Dribbling skills like how the skills are written.

(a) Catching

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(b) Passing

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---

(c) Dribbling

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**CHECK YOUR WORK. ANSWERS ARE AT THE END OF SUB-STRAND 1.**

## Answers to Lesson Activities

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### Activity 1.1

1. Skill training is important so that we can better our skills at whatever sport or physical activity we are taking part in.
2. If we lack a certain skill, we can improve it by practicing regularly at it.
3. Three skill areas are;
  - Cognitive skills (knowing) – knowing and understanding the vital aspects of the sport
  - Affective behaviour (feeling) – mental attitude and developing skills to cope with stress
  - Motor skills (doing) – carrying out accurate, smooth and useful movement patterns

### Answers to Practice Exercise 3

1(a) Movement Skills are the movement patterns that involve different body parts. They are the foundation movements or precursor patterns to the more specialised, complex skills used in play, games, sports, dance, gymnastics, outdoor education and physical recreation.

1(b) Skill is your ability to choose and perform the correct techniques at the correct time, successfully, regularly and with a minimum of effort. You use your skills to achieve your sporting objectives, for example sprinting 100 metres in 10 seconds or kicking a ball into a goal.

1(c) Sequence is a number of things that happen one after another or the order in which a number of things happen or are arranged.

2. Individual answers may vary. No standard answers.

## References

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Kenneth Rouse, Personal Development Teacher Resource Book, P. 19-24

Kenneth Rouse, Personal Development Book 1, P. 35

Kenneth Rouse, Personal Development Book 2, P. 23

Oxford Dictionary & Thesaurus of Current English

Internet sources

## LESSON 2: Loco motor and Non-LoCo motor Skills in Sports

---



Welcome to Lesson 2 of Strand 2. Having looked at Movement Skills in our previous lesson, it has prepared us for this lesson which is about Locomotive and Non-LoComotive Skills in Sports. This lesson should help you differentiate between these two types of skills thus understand how they are linked to produce movement.



### Your Aims

- define locomotor and non-locomotor skills
- identify locomotor and non-locomotor skills
- identify simple skills movement

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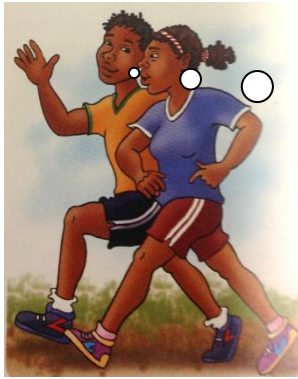
### Locomotor Skills (move from place to place)

In many sports and games we usually have to move about or move from one place to another. When we move from place to place we say that we *travel*. These skills are called **locomotor skills** and we usually combine or link together several different skills. For example, we;

- Combine running, jumping, hopping and skipping
- Take off and land using one foot or two feet
- Travel taking weight on different parts of the body such as the legs and feet, or maybe the arms and hands
- Travel through water using different arm and leg actions

### Examples of locomotor skills;

chasing	crawling	diving
dodging	feinting	galloping
hopping	hurdlng	jogging
jumping	landing	paddling
rolling	skipping	sliding
swimming	tagging	tumbling
wading		



Walking is an example of locomotor.



Hi, I'm running and leaping over the fence

### NON-LOCOMOTOR SKILLS (move on the spot)

Some sports and games also need skills that do not involve travelling or moving from one place to another. These skills are called **non-locomotor skills**. For example;

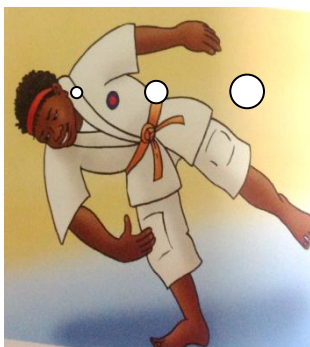
- When you are dancing you might need to make rhythmic actions with your hands and feet, such as clapping your hands or flicking your fingers.
- Twisting in your own personal space or running on the spot are also good examples.

#### Examples of non-locomotor skills;

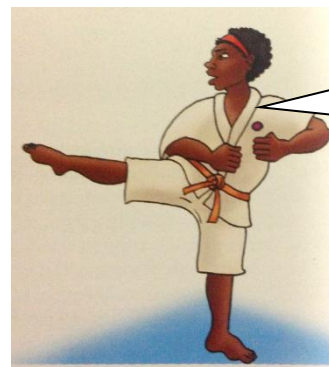
bouncing  
lifting  
pushing  
stretching  
swinging

painting  
pivoting  
rocking  
supporting  
turning

guarding  
pulling  
spinning  
swaying  
twisting



Bending is a non-locomotor



Balancing is a non-locomotor skill too.



### Activity 2.1

---

This activity will help you understand and categorise the different skills involved in sports.

1. Below is a list of definitions of locomotor skills. Write the correct skill in the space provided to complete the definition.

- (a) A \_\_\_\_\_ is a slow locomotor skill where one foot is always on the ground.
- (b) A \_\_\_\_\_ is a faster locomotor skill.
- (c) \_\_\_\_\_ is a locomotor skill that requires the students to alternate their motion from the left side to the right and then continue to alternate from left to right.
- (d) \_\_\_\_\_ is a one footed skill. Stand on one foot and will hop with the one foot. The opposite foot is bent at the knee and trailing behind the back of the student.
- (e) \_\_\_\_\_ is a two footed skill. Stand with both feet together and will jump with both feet together.

2. Define the following non-locomotor skills.

- (a) Pivoting -

\_\_\_\_\_

- (b) Swaying -

\_\_\_\_\_

- (c) Bouncing -

\_\_\_\_\_

- (d) Stretching

\_\_\_\_\_

- (e) Bending

\_\_\_\_\_

3. Name a sport that uses the skill of;

- (a) Balancing \_\_\_\_\_ (c) Leaping - \_\_\_\_\_  
 (b) Lifting - \_\_\_\_\_ (d) Bowling - \_\_\_\_\_



### Summary

You have now come to the end of the lesson. In this you have learned that:

- In many sports and games we usually have to move about or move from one place to another. When we move from place to place we say that we *travel*. This is called *locomotor skills*.
- Some sports and games also need skills that do not involve travelling or moving from one place to another. These skills are called *non-locomotor skills*.

---

**NOW DO PRACTICE EXERCISE 2 ON THE NEXT PAGE**



## Practice Exercise 2

---

The Practice Exercise consists of short answers.

You may start Practice Exercise 2

3. Write a brief explanation of each of the following key terms to show that you understand the meaning of each term.

(d) Locomotor skills

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(e) Non-locomotor skills

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---

4. Name 3 sports of which all three skills are linked and describe in brief sentences.

(a) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(b) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(c) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

---

**CHECK YOUR WORK. ANSWERS ARE AT THE END OF SUB-STRAND 1.**



## Answers to Lesson Activities

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### Answers to Activity 2.1

- 1(a) walk
- 1(b) run
- 1(c) skipping
- 1(d) hopping
- 1(e) jumping

2(a) Pivoting – turning or balancing on a central point using one foot as the pivotal point.

2(b) Swaying – moving slowly from side to side using your hip

2(c) Bouncing – moving away quickly after a hit against a hard surface

2(d) Stretching – the act of making your muscles as long as possible

2(e) Bending - moving your body forward and downwards

3. Individual answers may vary. No standard answers but below are some answers.

3(a) gymnastics, surfing

3(b) weight-lifting

3(c) high jump, long jump, triple jump, hurdles

3(d) cricket, bowling

### Answers to Practice Exercise 2

1(a) In many sports and games we usually have to move about or move from one place to another. When we move from place to place we say that we *travel*. This is called *locomotor skills*.

(b) Some sports and games also need skills that do not involve travelling or moving from one place to another. These skills are called *non-locomotor skills*.

2. Individual answers may vary. No standard answers.

## LESSON 3: Rules for Players with Special Needs

---



Welcome to Lesson 3 of Strand 2. In our last lesson we looked at Locomotive and Non-Locomotive Skills in Sports which helped us understand how they are linked to produce movement. In this lesson, we will learn about the Rules for Players with Special Needs so that we can help create an inclusive environment in sports for special needs students.



### Your Aims

- identify players with special needs.
- identify games with modified rules to include students with special needs.

---

### Special Needs

In a school setting *special needs* is a term that refers to individuals who require assistance for disabilities that may be medical, mental or psychological. The term is used so that those concerned are not offended or discriminated against by name calling in the community and in schools especially.

### Who is a Child with Special Needs?

Every child is a special person, but some children may need special care due to physical, emotional, health, or development needs. The kinds of special needs vary greatly. They may be simple allergies, developmental delays, a diagnosed disability, or a serious illness. Here are some of the broad categories of special needs:

- Developmental disability  
A child with a developmental disability may grow and develop more slowly than other children. His or her physical, mental or emotional development may be affected.
- Emotional/behavioural needs  
This child may need help learning to follow daily routines or relating to others.
- Exceptional health needs  
Children with such needs may require specialized care due to conditions such as allergies, asthma, diabetes, epilepsy, sickle cell anaemia, or because of a serious illness.
- Hearing impairment  
A child may have a mild or significant hearing impairment or may be deaf.
- Language skills (communication disorder)  
A child may have difficulty speaking or understanding speech. Expressing his or her needs or understanding rules and instructions may be difficult and frustrating for the child with this type of need.
- Learning disability  
Children learn in different ways, but some may need specialized care. He or she may have difficulty reading and therefore would need clear verbal instructions. A learning disability can be frustrating to a child, leading to possible behavioural needs.

➤ Physical disability

A child may have limited movement or require adaptive equipment, such as braces, a walker, or a wheelchair.

➤ Vision impairment

A child may have a mild or significant vision impairment or may be blind

## Types of Special Needs

Types of special needs vary in severity. People or students with;

- Autism – Having a illness which makes it very difficult to form relationships with other people.
- Down's Syndrome – A condition that a person is born with. People with this condition have a flat, wide face and lower than average intelligence as can be seen in the image on the right.
- Dyslexia – A difficulty that some people have with reading and spelling.
- ADHD – Attention Deficiency Hyperactivity Disorder
- Missing limbs – Missing a limb such as a leg, an arm, etc
- Cleft lips and/or palates – A congenital split in the upper lip or the palate
- Blindness – Unable to see
- Deafness – Unable to hear. The students in the image here are using 'sign language'. This is how they are able to communicate with others.



It is important that we all understand that students with special needs would need to be given special attention and assistance than other students whether it be in the classroom or outside on the playing field. Although, special needs students need some accommodation to enhance their learning environment, we must also be mindful that we need to make them feel important and included.

## Segregation, Integration or Inclusion?

Children with special needs are often eager to participate in fitness activities. But parents, teachers, and carers may feel that the activity will be too difficult, too dangerous, or too disappointing for a child with a physical, intellectual, or behavioural disability.

There are three approaches for educating children with special needs:

### Segregation

children with disabilities are educated at special schools or at home

### Inclusive education

children with disabilities learn effectively in mainstream schools where the whole system has been changed to meet all children's needs

### Integrated education

children with disabilities attend special classes or units in mainstream schools



The difference between integrated and inclusive education relates to access and quality. *Save the Children*, an NGO group, notes that integrated education tends to focus more on children with disabilities attending school whereas inclusive education focuses more on ensuring children with disabilities are learning.



### Specialised Special Needs Institutions

- The Cheshire Homes at Hohola, Port Moresby is specialised at severe cases of special needs whereas the children with different needs who are helpless and need specific help and attention at all times.
- Hohola Special Education Centre which specialises in educating children with *communication disorders* and *hearing impairments*. They most communicate through 'sign language.'
- Mt Zion, Centre of the Blind, is specialised in looking after and educating children with *vision impairments*.



Children with special needs are often eager to participate in fitness activities.



### Activity 3.1

**Fill in the gaps in the letter below to create a description about some of your characteristics.**

1. Why is the term 'special needs' used instead of 'disable' to refer to individuals who require assistance for disabilities that may be medical, mental or psychological?

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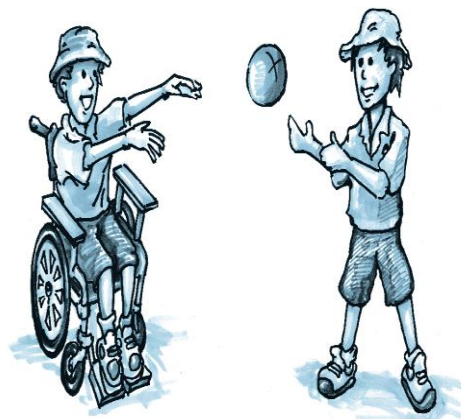
2. Beside each type of special need below, state which category of special needs they come under.

- (a) Autism - \_\_\_\_\_
- (b) Down's Syndrome - \_\_\_\_\_
- (c) Dyslexia - \_\_\_\_\_
- (d) ADHD - \_\_\_\_\_
- (e) Missing limbs - \_\_\_\_\_
- (f) Cleft \_\_\_\_\_ lips \_\_\_\_\_ and/or \_\_\_\_\_ palates - \_\_\_\_\_
- (g) Blindness - \_\_\_\_\_
- (h) Deafness - \_\_\_\_\_

### Games and Activities for Children with Special Needs

Children whose special health care needs may have fewer friends than other children their age and thus may miss out on the chance for free play in an outdoor setting. At the same time, they may also be excluded from team sports because others believe they won't contribute to victory.

We need to model sports and recreation that are inclusive and find sports and fitness programs that are for all ability levels, not just the best ability levels. Unless given a chance to engage in either structured or unstructured physical activity, children with special needs are likely to be inactive.





Any physical activity comes with risks so we need to use caution when choosing games to play with children with special needs.

1. MUSIC - Music is a valuable tool because children naturally like to move to music. One physical activity could be done using music where by everyone in the class is asked to pick a spot in the room or sporting ground, blind folded and asked to move to the rhythm of whatever music they hear as the different kinds of music are played at random.

- *This activity must be done on one spot only. It can be done standing up or sitting down.*

2. SIMON SAYS - Simon says can be played without eliminating those who forget to wait for Simon's instructions! Simply create a second circle for those who miss the Simon cue. Then everyone plays all of the time.

- *This activity can be done standing up or sitting down and even using sign language or actions.*

3. HAND BALL - Four participants stand in a square; each pair standing in opposite corners, throw the ball one to the other, striking it with their hands. Those who continue longest have won.

- *It can be done standing up or sitting down. There can be a scorer in the game as well.*

4. ELEPHANTS, DOGS AND RATS - Divide the players into groups of 10. This activity is about communication and team work. The teams need to decide in 10 seconds on an animal imitate its sound as loud as possible when asked to by the leader (teacher). When decided the teams face off in a battle of roar. The eliminated teams sit out until there is one winner.

A line is drawn in the middle of the room or court. When the teams are called they stand on either side of the line. The leader then counts down 3, 2, 1 and the march to towards each other and makes their animal sound at each other. If the teams make the same sound, they play again until one wins.

- *The rule of the game is elephants kill cats, cats kill rats, and rats kill elephants.*

- In physical activities, we can have a buddy system where by sporting activities at times are played in pairs. Here we can pair off a special need child with a normal child and have them to activities together. This can be called the *buddy system*.



- The more we get special needs students involved in activities in our schools, the more included they may feel in society. If we can start educating our young people to in schools to accept and work with special needs students, we will definitely see a change in these special group of children.



As children get older, peers are often more effective motivators than parents.



## Summary

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You have now come to the end of the lesson. In this you have learned that:

- It is important that we all understand that students with special needs would need to be given special attention and assistance than other students whethert it be in the classroom or outside on the palying field.
- We need to model sports and recreation that are inclusive and find sports and fitness programs that are for all ability levels, not just the best ability levels.
- Every child is a special person, but some children may need special care due to physical, emotional, health, or development needs.
- If we can start educating our young people to in schools to accept and work with special needs students, we will definitely see a change in these special group of children

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**NOW DO PRACTICE EXERCISE 3 ON THE NEXT PAGE**





## Practice Exercise 3

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**The Practice Exercise consists of short answers.**

**You may start Practice Exercise 3**

5. Write a brief explanation of each of the following key terms to show that you understand the meaning of each term.

(f) Special needs:

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(g) Impairment:

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(h) Disability:

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(i) Discrimination:

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(j) Inclusive education:

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(k) Congenital:

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6. ADHD is a type of special need. What do you think is wrong with these group of children?

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7. What kind of advice would you give to a group of students who have negative thoughts and attitude towards special needs children/people. Give two sets of advice.

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8. Read Alex's story below and answer the questions that follow.

Alex is a 12-year old-boy with autism who seemed to be a typically developing child until about age 4, when, his mother says, "He kind of fell off the planet." As Alex grew older, he became more aggressive and when he turned 8 his mother, Elisa, put him on the drug Abilify. "It saved our lives in terms of him being able to live with the family," she says. But the drug had some potent side effects. Alex gained 45 pounds the first year he was on it. "At age 6 he was wearing a size 6 and by 9 ½ he was a size 12," Elisa recalls. "He also became calmer, more relaxed and more sedentary and he didn't know what to do with his new body. Since then, he's definitely had a weight issue."

While Alex likes fruits and vegetables, since being on the drug he has had trouble controlling his intake of carbohydrates, sometimes binging on things like French fries or packaged hot dog buns. "If he's at a party and that stuff is available, he will not stop eating it. He will take it off other people's plates," Elisa says.

Over time, Alex's blood sugar rose dangerously high, to the point where he was considered pre-diabetic. With the help of an endocrinologist, Elisa was able to retool Alex's diet to bring his blood sugar down, but the scare was enough to keep her vigilant about Alex's eating habits, while also reducing the amount of Abilify he takes. "I can't imagine my life with his challenges plus having to deal with insulin shots and monitoring his sugar," she says. "It would just be a nightmare."

Alex is now 5 foot 3 inches and weighs about 135 lbs. He can run a mile with his Adapted Physical Education coach, plays soccer on weekends and he loves to swim. Still, he's no longer the active runner and jumper he was before the medication. "It's hard to get him to move whereas before it was hard to get him to sit still," Elisa says. "He's easier to live with but there's been a cost to his health."

(a) What is young Alex's special need?

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(b) How did Alex improve from this disorder?

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(c) What were the side effects of taking this drug?

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(d) What other medical problem did Alex have?

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(e) What did you learn from this story?

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**CHECK YOUR WORK. ANSWERS ARE AT THE END OF SUB-STRAND 1**

## Answers to Lesson Activities

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### Answers to Activity 3.1

1. The term special needs is used so that those concerned are not offended or discriminated against by name calling in the community and in schools especially.

2. Beside each type of special need below, state which category of special needs they come under.

- |                               |   |   |
|-------------------------------|---|---|
| (a) Autism                    | - | Emotional and behavioural needs                 |
| (b) Down's Syndrome           | - | Developmental disability                        |
| (c) Dyslexia                  | - | Learning disability                             |
| (d) ADHD                      | - | Emotional and behavioural needs                 |
| (e) Missing limbs             | - | Physical disability or Developmental disability |
| (f) Cleft lips and/or palates | - | Developmental disability                        |
| (g) Blindness                 | - | Vision impairment                               |
| (h) Deafness                  | - | Hearing impairment                              |

### Answers to Practice Exercise 3

1 (a) Special needs: A term that refers to individuals who require assistance for disabilities that may be medical, mental or psychological

1 (b) Impairment: To damage something or make it weaker

1 (c) Disability: Something that makes you unable to use a part of your body properly

1 (d) Discrimination: Treating one person or group worse than others

1 (e) Inclusive education: Including special needs students in the mainstream education system

1 (f) Congenital: Beginning at or continuing since birth

2. Individual answers may vary. No standard answers but something similar to answer below.

A child with ADHD or Attention Deficiency Hyperactivity Disorder has a short concentration span, can not settle in one place for long and always moving around unnecessarily. They can get distracted easily.

3. Individual answers may vary. No standard answers

4 (a) Autism

4 (b) His mother put him on the drug Abilify

4 (c) He gained a lot of weight because he was eating a lot and not moving about as he used to

4 (d) He became pre-diabetic from which his blood sugar rose dangerously high

4 (e) Individual answers may vary. No standard answers

## LESSON 4: Skills Combination and Body Control

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Welcome to Lesson 4 of Strand 2. In Lesson 3 we covered Rules for Players with Special Needs where we looked at creating an inclusive environment in sports for special needs students. In this lesson, you will learn about Skills Combination and Body Control.



### Your Aims

- identify movement skills that demonstrate body control.
- identify movement skills that require body control.
- Identify feelings of body control in different movement skills

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### Skill Combination and Body Control

Before we can go into the lesson let us first understand the key two terms.

*Skills* as defined in Lesson 1 of this strand is one's ability to choose and perform the correct techniques at the correct time, successfully, regularly and with a minimum of effort. Having understood this concept, we can say *skill combination* is the ability to combine, link or put together different skills. *Body control* on the other hand is to do with the ability to control the body whilst using different skills.

### Movement Skills that demonstrate Body Control

Many sports and dances need a number of different skills. We learn movement skills by *observing*, *practicing* and *building* on these skills. Examples of skills that require body control are;

- to *throw* for speed, distance, accuracy and height
- to move to *catch* a ball or other objects
- to perform set body actions in time to rhythm or music
- to *turn* or *twist* correctly during a body movement

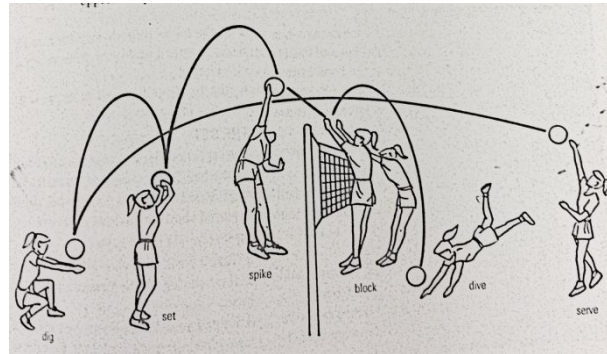
### Movement Sequences for Different Abilities

When we play a sport or perform a dance, we usually *combine* a number of different skills in a *sequence* of movements.

For example, when we play basketball, we need to *dribble* the ball with one hand between players from the other side and then we need to *pass* the ball onto another player on our side or *shoot* for a basket.

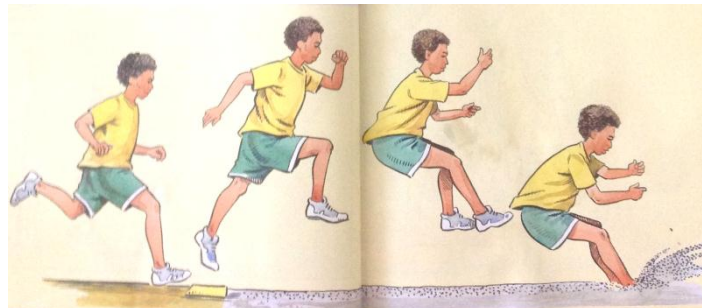


When playing volleyball, one team *serves* the ball. The team that is receiving the ball can *touch* the ball only three times before *returning* it over the net in such a way that it is hard for the other team to return it. These are different skills that the players must put together in a sequence.



Another example is the long jump or the running jump, which is usually done into a pit or a hole filled with sand. There are three things to remember;

- You must *run fast* towards the take-off point of the long jump pit
- Your *feet must not go over the line*
- When you land you *must not fall backwards* or put your hands down behind you because the distance of the jump is measured from the take-off line to the nearest point at which your body hits the sand.



These are the three skills that you need to put together in a sequence to make a good jump.

### **MANIPULATIVE MOVEMENT SKILLS (manipulate and control some object)**

Manipulation movements are specialised movement skills that require the manipulation and control of equipment. Most sports require the skilful manipulation of bats, balls and some other piece of equipment. Manipulative skills provide speed, accuracy and power to a movement in different combinations, in order to suit the action needed. Manipulative skills normally form the basis of a sport such as kicking, dribbling, spiking, hitting, etc.

- Every day you use special manipulative skills without thinking about them, for example, writing involves the manipulative skills of a pen or pencil.

#### **Examples of manipulative skills;**

blocking

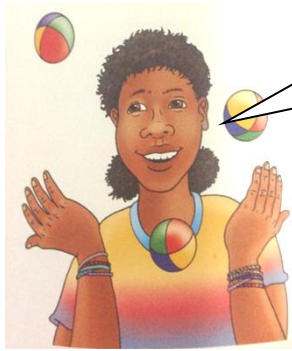
bouncing

bowling

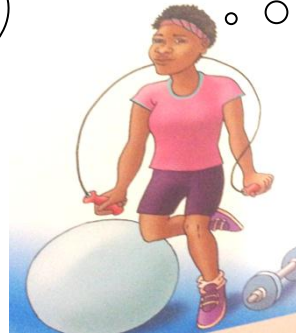
catching  
hitting  
passing  
rolling  
spiking  
throwing  
volleying

dribbling  
kicking  
pitching  
serving  
spinning  
tossing

heading  
lifting  
punching  
shooting  
tackling  
trapping



Hi there, I'm juggling. Juggling is a manipulative skill.



Rope-skipping is a manipulative



**Activity 4.1**

This activity will help you understand skill combination and body control.

9. Beside each manipulative skill below, name the object or equipment that is manipulated in the skill as well as a sport that uses this skill.

Manipulative skill	Equipment/Object	Sport
a. Hitting		
b. Lifting		
c. Punching		
d. Shooting		
e. Serving		
f. Kicking		
g. Tackling		

10. We learn movement skills in three ways. List them.

(a) \_\_\_\_\_  
(b) \_\_\_\_\_  
(c) \_\_\_\_\_

11. List the three things to remember when doing the long jump.

(a) \_\_\_\_\_  
\_\_\_\_\_  
(b) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(c) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

12. Explain skill combination in;

(a) Volleyball -

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(b) Basketball -

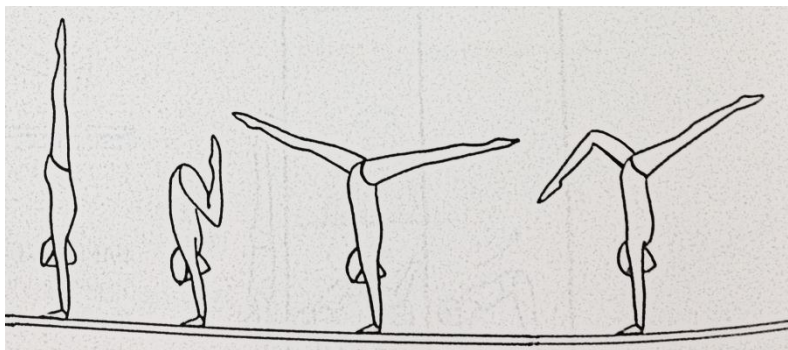
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Body Management Skills

Body management skills are required for control of the body in a variety of situations. They require an integration of agility, coordination, strength, balance, and flexibility.

- *Starting* – bend knees and lean forward; push-off by forcefully extending the legs; use arms to drive the body forward in the direction of the start
- *Stopping* – place one foot out in front of the other in a forward/backward-stride position; bend knees, hips, and ankles to absorb the force of the movement; extend the arms to the sides to aid in balance; the body weight is brought back and down over the base of support
- *Dodging* – quickly shift the body or body parts away from an object or a person in the direction that you want to go; bend knees, push-off and move in the new direction
- *Landing* – gradually absorb the force as body parts contact a surface by bending knees ankles, and hips (or other body parts); keep body weight over your base of support; extend arms to the side for balance when landing on your feet

### Gymnastics



- *Stunts and tumbling* – Animal walks, individual stunts, partner and group stunts, individual tumbling skills, individual balances, partner balances, etc.
- *Balance beam* – (heights range from a few inches to four feet) mounts, moving on the beam, turns, tumbling movements, balances, and dismounts
- *Parallel bars* – (heights may be fixed at 30 inches or may be adjustable) mounts, balances, travel/swings, and dismounts
- *Horizontal bars* – (about shoulder height) mounts, stunts, and dismounts
- *Uneven parallel bars* – mounts, balances, swinging/moving, and dismounts
- *Vaulting* – (spring board, Swedish boxes, benches or horses) mounts and vaults



### Summary

You have now come to the end of the lesson. In this you have learned that:

- *Skill combination* is the ability to combine, link or put together different skills. *Body control* on the other hand is to do with the ability to control the body whilst using different skills.
- *Manipulation movements* are specialised movement skills that require the manipulation and control of equipment.
- Body management skills are required for control of the body in a variety of situations.
- We learn movement skills by *observing*, *practicing* and *building* on these skills.
- When we play a sport or perform a dance, we usually *combine* a number of different skills in a *sequence* of movements.

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**NOW DO PRACTICE EXERCISE 4 ON THE NEXT PAGE**





## Practice Exercise 4

---

The Practice Exercise consists of short answers.

You may start Practice Exercise 4

1. Write a brief explanation of each of the following key terms to show that you understand the meaning of each term.

- Skill:

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- Skill Combination:

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- Body Control:

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- Manipulation Movement:

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2. What is gymnastics?

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3. Name two sports apart from gymnastics that use body management skills.

- (a) \_\_\_\_\_  
(b) \_\_\_\_\_

4. List all the skills that require body control.

- (a) \_\_\_\_\_  
\_\_\_\_\_  
(b) \_\_\_\_\_  
(c) \_\_\_\_\_

---

**CHECK YOUR WORK. ANSWERS ARE AT THE END OF SUB-STRAND 1.**

## Answers to Lesson Activities

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### Answers to Activity 4.1

1.

Manipulative skill	Equipment/Object	Sport
a. Hitting	Bat and a ball	Cricket, softball, baseball
b. Lifting	Weights	Weight-lifting
c. Punching	Punching gloves, a face	Boxing
d. Shooting	Gun, ball	Shooting, basketball, netball
e. Serving	Ball	Volleyball
f. Kicking	Ball, a kick boxer	Soccer, Aussie rules, kickboxing
g. Tackling	A player	Rugby

2. (a) Observing the skills  
 (b) Practicing the skills  
 (c) Building on these skills

3. (a) You must *run fast* towards the take-off point of the long jump pit  
 (b) Your *food must not go over the line*  
 (c) When you land *you must not fall backwards* or put your hands down behind you because the distance of the jump is measured from the take-off line to the nearest point at which your body hits the sand.

4. (a) Volleyball - When playing volleyball, one team *serves* the ball. The team that is receiving the ball can *touch* the ball only three times before *returning* it over the net in such a way that it is hard for the other team to return it. These are different skills that the players must put together in a sequence.

(b) Basketball - When we play basketball, we need to *dribble* the ball with one hand between players from the other side and then we need to *pass* the ball onto another player on our side or *shoot* for a basket.

### Answers to Practice Exercise 4

1 (a) Skill is one's ability to choose and perform the correct techniques at the correct time, successfully, regularly and with a minimum of effort.

(b) Skill combination is the ability to combine, link or put together different skills.

(c) Body control on the other hand is to do with the ability to control the body whilst using different skills.

(d) Manipulation movements are specialised movement skills that require the manipulation and control of equipment.

2. Gymnastics is a much disciplined sport as many skills must be performed in a technically correct way. It is a sport that requires a lot of body control and balance.

3. Individual answers may vary. No standard answers.

4. (a) To *throw* for speed, distance, accuracy and height  
 (b) To move to *catch* a ball or other objects  
 (c) To perform set body actions in time to rhythm or music  
 (d) To *turn* or *twist* correctly during a body movement

**References**

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**SUB-STRAND 2**

**FITNESS FOR HEALTH**

**Fitness**

**Development of Fitness**

**Fitness for Different Sports**

**Fitness Activities and Programs**

**Nutrition and Fitness**

**Discipline and Fitness**

## **Sub-strand 2                      Introduction**

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Welcome to Sub-strand 2 of this book. This sub – strand is called Fitness for Health.

There are six lessons.

In Lesson 1 You will learn about fitness.

In Lesson 2 You will learn about development of fitness.

In Lesson 3 You will learn about fitness for different sports.

In Lesson 4 You will learn about fitness activities and programs..

In Lesson 5 You will learn about nutrition and fitness.

In Lesson 6 You will learn about discipline and fitness.

After completing all the six lessons you will have a better understanding of Fitness for Health.

**We hope you enjoy studying this sub – strand.**

## LESSON 5: Fitness for Health

---



Welcome to Lesson 5 of Strand 2. This is the first lesson of Sub-strand 2, 'Fitness for Health'. In this lesson you will learn about the importance of fitness and what it does to our health. The better you are able to understand what fitness is, the better the chance of being able to avoid or prevent problems associated with lack of fitness.



### Your Aims

- define fitness.
- identify the importance of fitness.

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### What is Fitness?

People often talk about being fit, but it is not always clear what they mean by fitness.



Fitness may be defined as your ability to complete all that you need and desire to complete in a day without becoming exhausted or tired. When you are fit, you are able to take part in everyday activities without getting tired or you are able to get your breath back quickly after doing hard physical activity. In order to be physically fit,



you must exercise regularly.

People who follow a traditional way of life are usually fit because they work in the garden, carry water and firewood and walk a lot. In urban areas people often sit down when they are working, ride in cars school, and use machines like make work easier for them. The be easier but it is not always healthy, need to make sure they are to remain fit and healthy.



and buses to work or washing machines to modern way of life may and people living in town physically active in order

### Fitness for Health

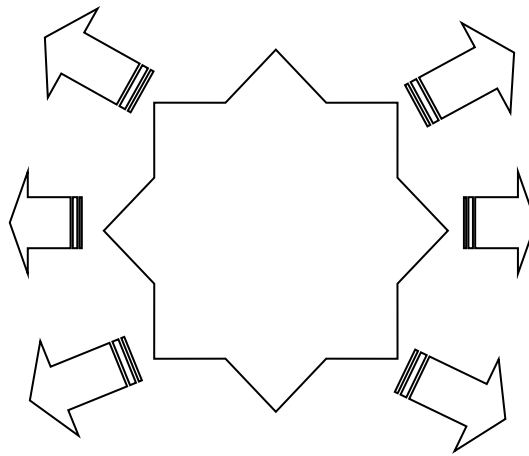
Healthy heart and lungs are needed to carry oxygen to the muscles which helps us work and play without getting out of breath or getting tired too quickly. A healthy heart and lungs also help to prevent disease.

There are many activities that help us to be fit. Any activity that makes the heart pumps faster and makes us breathe more quickly is healthy activity. Many of these are everyday activities like gardening, cutting grass, sweeping leaves and keeping the house and the community clean. Walking, running and swimming also help to make the heart and lungs work well.

*\* Being able to take part in any normal activity without any problems.*

*\* Being able to enjoy a sport without becoming puffed or being stiff in the muscles the next day.*

*\* Being able to do homework, read a book or pick up a pot plant without developing a sore back.*



*\* Being able to play a team sport while enjoying and keeping up with the game or performing even better.*

*\* Being aware that the fitness for one sport does not mean fitness for another.*

*\* Being aware that fitness is specific to age groups and different cultures*



**Activity 5.1**

This activity will help you understand fitness more.

**Answer the following questions.**

1. Describe in your own words what fitness means to you.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Look at the two young boys on the right who live in Port Moresby.

(a) Describe two things they are doing that are unhealthy.

\_\_\_\_\_

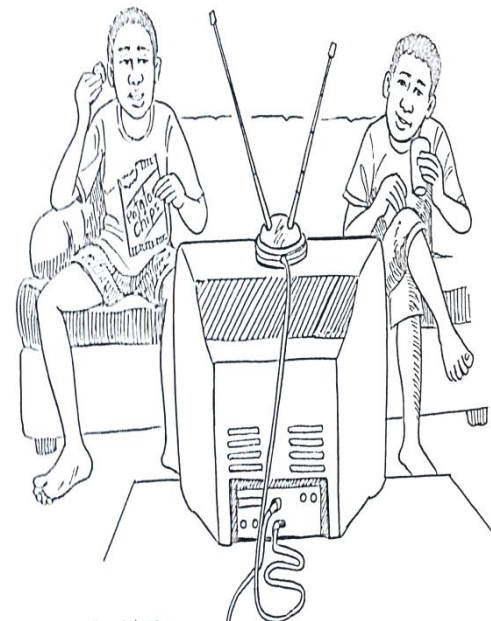
\_\_\_\_\_

\_\_\_\_\_

(b) People like this are sometimes described as 'lazy couch potatoes'. Why do you think this is so?

\_\_\_\_\_

\_\_\_\_\_



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- 
3. (a) List 3 activities that you do each week that help you to be fit.

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- (b) List 3 activities that you do each week that are not helping you to be fit.

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### Developing Good Health

Physical fitness is the key to good health. Leading an active life and being physically fit allows your body to function at its best. It means;

- you look good and feel well
- you have increased mental alertness
- your muscles are firm and strong
- your heart, lungs and blood vessels work efficiently
- you have more than enough energy to get through the day and perform physically demanding tasks
- you are flexible
- you have a healthy body weight and lower body fat

### Problems associated with lack of fitness

The human body was designed as a working machine and functions most efficiently when kept in good 'working order'. Too little physical activity leads to a reduced fitness level and this can negatively affect our energy level, strength and health. It means:

- you look tired and feel unwell
- you have lower or poor mental alertness
- you have poor muscle definition
- your heart, lungs and blood vessels function at average efficiency
- you lack sufficient energy to perform tasks effectively
- you may not cope with emergencies
- you have a higher body weight and have more body fat

### The Benefits of Physical Fitness

These physical fitness abilities enable you to play certain sports well, do certain jobs or act quickly in emergency situations;

- Agility
- Balance
- Coordination



- Power
- Reaction time
- Speed



### Activity 5.2

1. Define the following terms;

(a) Agility: \_\_\_\_\_

\_\_\_\_\_

(b) Balance: \_\_\_\_\_

\_\_\_\_\_

(c) Coordination:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(d) Power: \_\_\_\_\_

\_\_\_\_\_

(e) Reaction time:

\_\_\_\_\_

\_\_\_\_\_

(f) Speed:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Below is a table containing the above six benefits of physical fitness. In the blank column beside each benefit, name two sports from which these skills can be used.

BENEFIT OF FITNESS (SKILLS)	SPORTS
1. Agility	
2. Balance	
3. Coordination	
4. Power	
5. Reaction time	
6. Speed	

3. Describe one way in which fitness can give you a positive feeling.

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4. Explain why the human body is referred to as a working machine.

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5. Lack of fitness can lead to health issues such as obesity and diabetes. Differentiate between these two diseases.

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### Summary:

Performing physical exercise and becoming physically fit is important for a number of reasons. It helps to develop and maintain good health by;

- reducing the risk of diseases such as heart disease, respiratory diseases, obesity, cancer, and diabetes that may have been caused by the way we live
- maintaining a healthy weight range
- improving body functions and performance

It gives us a positive feeling of well-being by;

- promoting high self-esteem and confidence
- making us feel good about ourselves and the way other people see us

It develops an attitude of being 'fit for life' by;

- making regular exercise and sport an important part of our lifestyle
- making us want to keep fit and healthy

It enables us to cope with a daily lifestyle that includes activities such as gardening, working on a building site, taking part in school activities, playing sport, looking after a family and all other physical activities.

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**NOW DO PRACTICE EXERCISE 5 ON THE NEXT PAGE**



## Practice Exercise 5

The Practice Exercise consists of short answers.

### You may start Practice Exercise 5

Write a brief explanation of each of the following key terms to show that you understand the meaning of each term.

1. Fitness helps to develop and maintain good health by reducing the risk of diseases such as heart disease, respiratory diseases, obesity, cancer, and diabetes that may have been caused by the way we live. Explain the causes of these diseases.

(a) Heart disease:

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(b) Respiratory disease:

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(c) Obesity:

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(d) Diabetes:

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2. Sleep and rest are important factors in keeping fit. Why is this so?

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3. Fitness and being active may help to improve certain areas in our lives such as self-confidence, concentration, stress, immune system, heart and

blood vessel, weight control and body tone. Explain how fitness improves our self-confidence.

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**CHECK YOUR WORK. ANSWERS ARE AT THE END OF SUB-STRAND 2.**

## Answers to Lesson Activities

### Answers to Activity 5.1

Individual answers may vary. No standard answers.

### Answers to Activity 5.2

- 1 (a) Agility – You can change the direction of your body and with control.  
 1 (b) Balance – You can keep your body stable in both still and a moving position.  
 1 (c) Coordination – You can use your sense such as your eyes, together with parts of your body, such as your arms or legs.  
 1 (d) Power – You have strength that can be called on quickly.  
 1 (e) Reaction Time – you can quickly receive a message in the brain and send that message to the muscle.  
 1 (f) Speed – You can increase movement and cover a distance in minimum time.

2.

BENEFIT OF FITNESS (SKILLS)	SPORTS
1. Agility	Netball, Football or Soccer, Dancing
2. Balance	Riding, Gymnastics, Netball
3. Coordination	Foot/eye-Football or Soccer, hand/eye-Basketball
4. Power	High jumping, Weightlifting, Rugby League
5. Reaction time	Baseball, Cricket, Netball, Riding
6. Speed	Sprinting/Running, Swimming, Baseball, Cricket

Questions 3/4/5

Individual answers may vary. No standard answers.

### Answers to Practice Exercise 5

- 1 (a) Heart disease is caused by too much fat and lack of exercise  
 1 (b) Respiratory disease is caused by too much smoking and lack of exercise  
 1 (c) Obesity is caused by too much fat and lack of exercise  
 1 (d) Diabetes is caused by too much sugar and sweets and lack of exercise

2. During sleep, your body builds and repairs its tissues. During physical activity, waste products build up in your muscle. Rest allows these wastes to be removed and your muscles to return to normal.

3. You will feel good about yourself, so find it easier to approach other people or take on difficult tasks.

## References

[www.ntu.edu.sg](http://www.ntu.edu.sg) MINDEP – Sports Injuries (PDF)

[www.niams.nih.gov](http://www.niams.nih.gov) - Sports injuries (PDF)

Kenneth Rouse, Personal Development Teacher Resource Book, P. 19-24

Peter Wright, On Your Marks, P. 16-17

## LESSON 6: Development of Fitness



Welcome to lesson 6 of Strand 2. Having looked at Fitness in our previous lesson, it has prepared us for this lesson which is about Development of Fitness. This lesson should help you develop your individual fitness program at home and school to maintain a high level of fitness.



### Your Aims

- identify the development of fitness.
- identify that keeping fit and healthy is a life-long process.

### Basic Fitness Components

There are different kinds and levels of physical fitness depending on the activity that you want to do or the sport that you want to play.

#### 1. Health-related

There are five main types of fitness that are related to health:

TYPE OF PHYSICAL FITNESS	DEFINITION
Cardiovascular endurance	The ability of the heart and lungs to pump blood and deliver oxygen
Muscular strength	The maximum that a person can carry
Muscular endurance	How long your muscles can keep going
Flexibility	Being able to bend your joints easily when you do different movements
Body composition	How much muscle and fat you have in your body

#### 2. Skill-related

There are six types of fitness that are related to skills as we have covered in the Lesson 5:

TYPE OF PHYSICAL FITNESS	DEFINITION
Agility	To bend the body easily into different positions
Balance	Being steady or stable
Coordination	Different parts of the body, different skills or different players working together as a team
Power	Using a lot of energy over a short distance
Reaction time	How quickly you can respond
Speed	The ability to move very quickly, especially over a short distance



How often, how long, and how hard you exercise, and what types of exercises you do depends on what you are trying to accomplish.

## Developing a Fitness Program

You can plan a fitness program for yourself and include activities that you enjoy like the simple example below. The four things to remember are *frequency*, *intensity*, *time* and *type*. This is also referred to as the **FITT** principle.

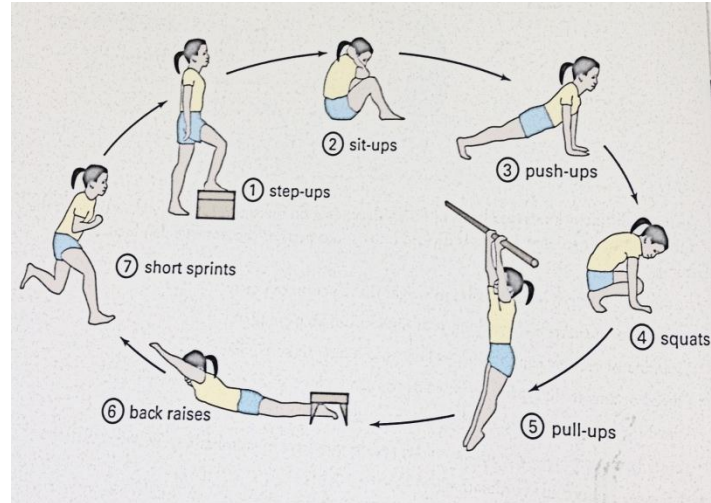
**Frequency** – The number of times that you exercise each week. You should exercise at least 3 or 4 time per week.

**Intensity** – How hard the exercise you are doing is, how hard your heart, muscles and lungs have to work.

**Time** – How long and how often will you do your exercise?

**Type** – What kind of fitness activities will you use?

**Always remember to begin slowly (warm-up) and slow down (cool-down)**

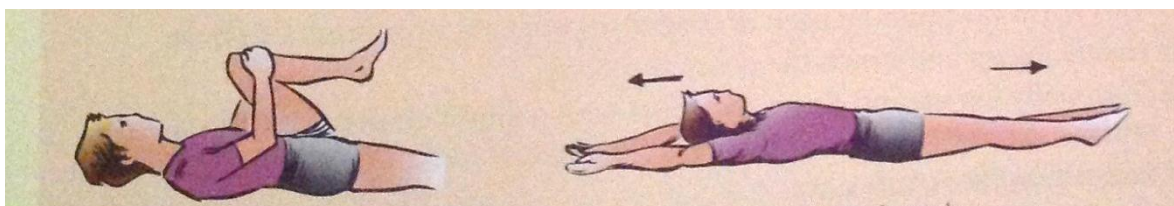


## Warm-up and cool-down



Warming up at the start of the session and cooling down at the end helps to prepare people for physical exercise, prevent injuries during exercise and avoid muscle stiffness afterwards.

During exercise, the body has to work hard to adapt to the increased demands being made upon its various systems. It is essential to prepare the body for these increased demands. Warming up makes the body less susceptible to injury and can also have a beneficial effect on performance, particularly at the start of a session or competition.



## Fitness program for high-level Fitness

To exercise safely and prevent injuries; drink water, wear proper jogging and walking shoes and take adequate breaks. If you are interested in only a fitness program, walk or skip. **Interval training** is a period of exercise followed by a period of rest, for example, you could run 250 metres, and then walk for 100 metres.

This example of a fitness program for high-level fitness combines exercise and activities:

- an activity for cardiovascular fitness such as jogging, walking, cycling or swimming
- exercises to increase the strength of various muscles – weight training or push-ups
- passive stretching for flexibility – toe touching or side stretching



Interval training is a period of exercise followed by a period of rest



### Activity 6.1

This activity will help you identify the different types of physical fitness.

1. Label the different types of health-related physical fitness as illustrated by the cartoon illustrations.



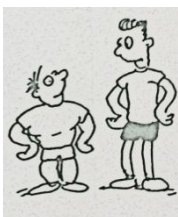
(c) \_\_\_\_\_



(b) \_\_\_\_\_



(a) \_\_\_\_\_



(d) \_\_\_\_\_



(e) \_\_\_\_\_



2. Label the different types of skill-related physical fitness as illustrated by the cartoon illustrations.



(a) \_\_\_\_\_

(b) \_\_\_\_\_

(c) \_\_\_\_\_



(d) \_\_\_\_\_

(e) \_\_\_\_\_

(f) \_\_\_\_\_

3. Define interval training.

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4. Explain the importance of warming-up and cooling-down.

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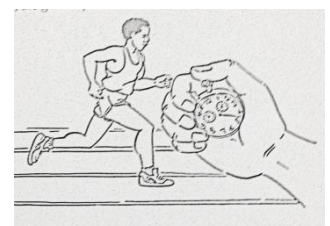
### Measuring Fitness Development

In order to find out how fit you are you must do a test. There are a number of different tests. One of these is known as the 'Four Factor Fitness Test'.

**The Four Factor Fitness Test**

1. The 12-minute run test

This test measures your endurance or stamina. You must complete as many laps as possible of a 400-metre track or the school oval in 12 minutes. The more laps completed, the greater your stamina.



2. Sit-up test.

The sit-up test measures your muscular endurance to find out how long and how fast your abdominal muscles can work before becoming exhausted. Girls have one minute and boys have two minutes. The more sit-ups you can do, the better your muscular endurance fitness.

3. Sit and reach test

This is a flexibility test that measures how far the muscles in the back of your legs, called hamstring, can stretch. This test is best done in pairs. Girls usually have better flexibility than boys.

4. Flexed arm hang or Pull-ups

This test measures the fitness part of strength. You must support your own body weight and hang for as long as possible from a bar above the ground. See how long you can hold this position. Staying in this position for a long time means you have good upper body strength.

**Activity 6.2**


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**Write a short sentence to each of the following questions**

6. Define stamina.

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7. What is the purpose of a fitness test?

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8. List all of the 'four factor fitness tests' and specify what each factor tests.

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### Summary

You have now come to the end of the lesson. In this you have learned that:

different kinds and levels of physical fitness depending on the activity that you want to do or the sport that you play. This physical fitness are categorised as either health-related or skill-related.

Therefore, you must regularly use your muscles and exercise all parts of your body.

Warming up at the start of the session and cooling down at the end helps to prepare people for physical exercise, preventing injury during exercise and avoid muscle stiffness afterwards.

'Fitness Test' is just one of the many fitness tests that is used to measure or assess fitness level.

**NOW DO PRACTICE EXERCISE 6 ON THE NEXT PAGE**



### Practice Exercise 6

The Practice Exercise consists of short answers.

You may start Practice Exercise 6

13. Write a brief explanation of each of the following key terms to show that you understand the meaning of each term.

- Cardiovascular:

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- Strength:

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- Endurance:

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- Hamstring:

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- Muscular:

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14. What is the FITT principle?

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15. Keeping fit and healthy is not only about physical activities. We can be fit and healthy if we eat the right food, have a good diet and avoid unhealthy foods.

On page 7 (blank page), design a poster that will remind you to keep fit and healthy.

Poster Criteria

*The poster must be;*

- *centred around food (the right food, a good diet and avoiding unhealthy foods)*
- *educational*
- *neat*
- *colourful*

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**CHECK YOUR WORK. ANSWERS ARE AT THE END OF SUB-STRAND 2.**

## Answers to Lesson Activities

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### Answers to Activity 6.1

- 1(a) Cardiovascular endurance      (b) Flexibility      (c) Muscular strength
- 1(d) Body composition      (e) Muscular endurance
- 2(a) Balance      (b) Reaction time      (c) Agility
- 2(d) Coordination      (e) Speed      (f) Power

3. Interval training is a period of exercise followed by a period of rest, for example, you could run 250 metres, and then walk for 100 metres.

4. Warming up at the start of the session and cooling down at the end helps to prepare people for physical exercise, prevent injuries during exercise and avoid muscle stiffness afterwards.

### Answers to Activity 6.2

1. Stamina is endurance, resilience, strength, energy, determination or drive to achieve something.

2. The purpose of a fitness test is to find out how fit you are.

3.

\* The 12-minute run test - This test measures your endurance or stamina.

\* Sit-up test - The sit-up test measures your muscular endurance to find out how long and how fast your abdominal muscles can work before becoming exhausted.

\* Sit and reach test - This is a flexibility test that measures how far the muscles in the back of your legs, called hamstring, can stretch.

\* Flexed arm hang or Pull-ups - This test measures the fitness part of strength.

### Answers to Practice Exercise 6

1.

Cardiovascular: The heart, arteries, blood and veins.

Strength: Being strong.

Endurance: To experience and survive pain or hardship; tolerate; last.

Hamstring: Muscles in the back of the legs.

Muscular: Having well-developed muscles.

2. The FITT principle is a simple fitness program that individuals can use to help keep fit. FITT stands for *frequency, intensity, time and type*.

3. Individual answers may vary. No standard answers.

## References

[www.ntu.edu.sg](http://www.ntu.edu.sg) MINDEP – Sports Injuries (PDF)

[www.niams.nih.gov](http://www.niams.nih.gov) - Sports injuries (PDF)

Kenneth Rouse, Personal Development Teacher Resource Book, P. 19-24

Peter Wright, On Your Marks, P. 16-17

Robbie Parker, John Patterson and Doug Hearne, Health Moves, P. 265-275

## LESSON 7: Fitness for Different Sports



Welcome to lesson 7 of Strand 2. In our last lesson we looked at Development of Fitness which gave you some tips on developing your own fitness program. In this lesson, we will learn about the Fitness for Different Sports because different sports need different kinds of physical fitness.



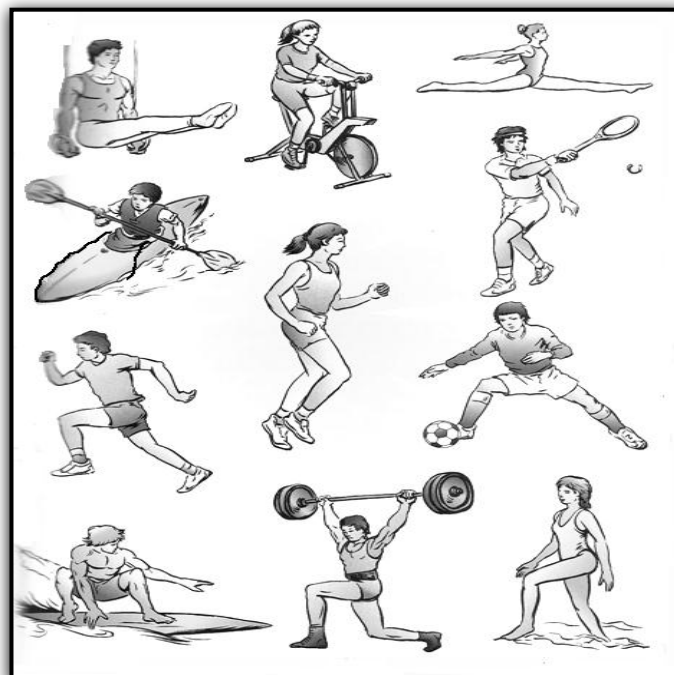
### Your Aims

- identify different sports.
- identify fitness for each sport.

### Fitness for different sports

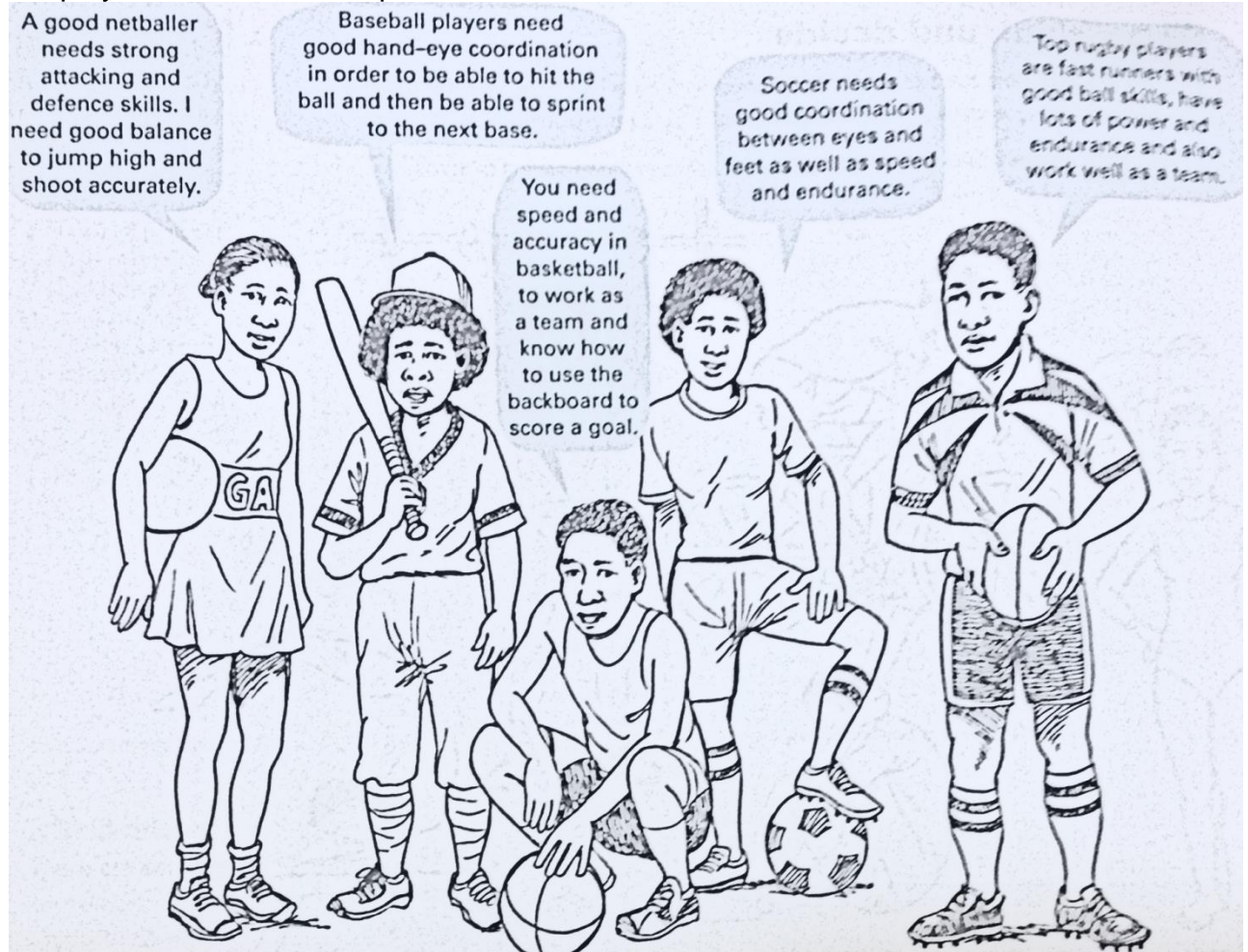
Different sports need different kinds of physical fitness. For example:

- Sprinters need to be able to run fast for a short distance, so speed is important.
- Long distance runners need to be able to keep going for a long time, so endurance or stamina is more important than speed.
- Most team sports need good coordination to hit, strike or catch the ball, to pass the ball and to work as a team.
- Gymnasts need good flexibility.

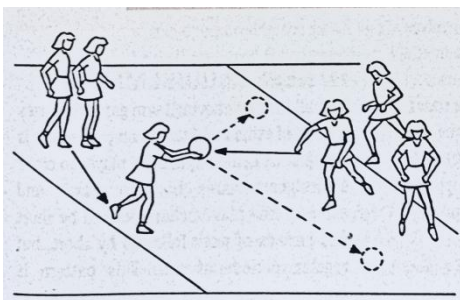


You might also need one type of fitness in one part of the game and a different kind of fitness in another part of the game. In batting and fielding, attacking and defending

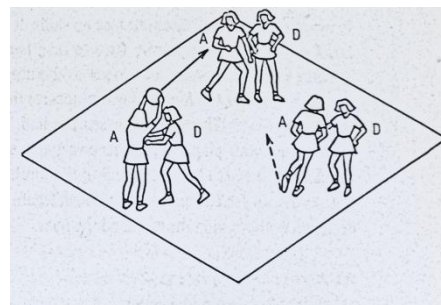
you often use different skills. This usually makes the game much more interesting for the players as well as the spectators.



**(a) Netball**

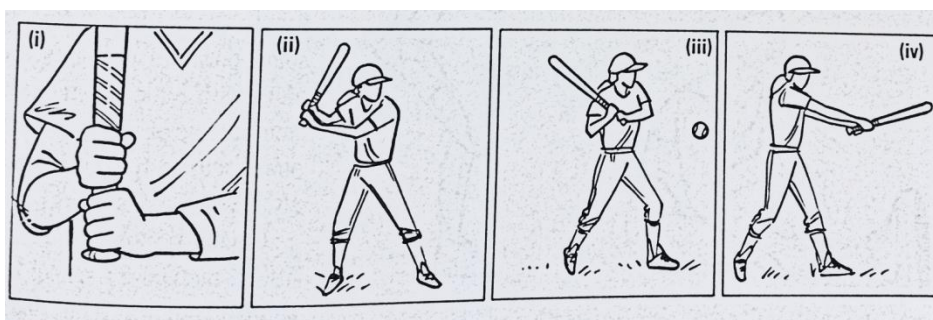


\* Attacking skills

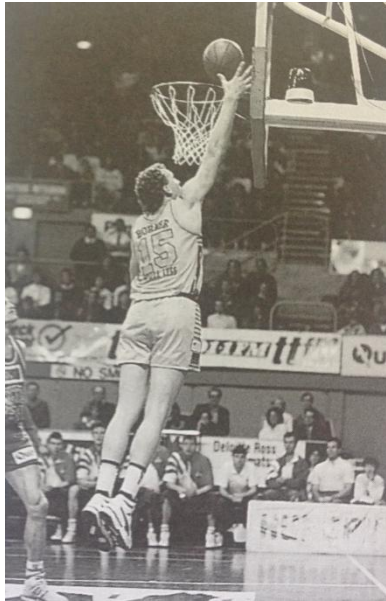
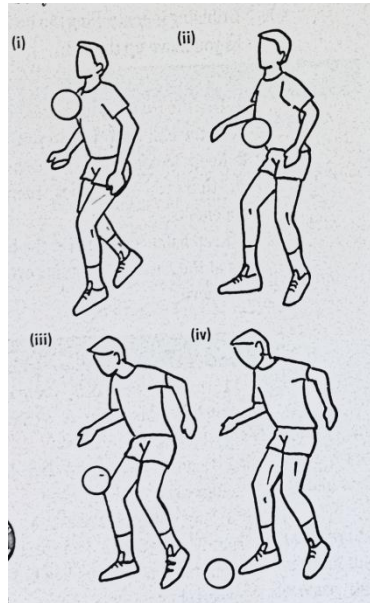


\* Defending skills

**(b) Baseball**





**(c) Basketball****(d) Soccer****(e) Rugby****Fitness Training**

In order to be successful when playing their sports, sportsmen and women need to be physically fit. They need to train in order to become fit, and then they must continue with fitness training in order to maintain their level of physical fitness.

**FITNESS TRAINING:**

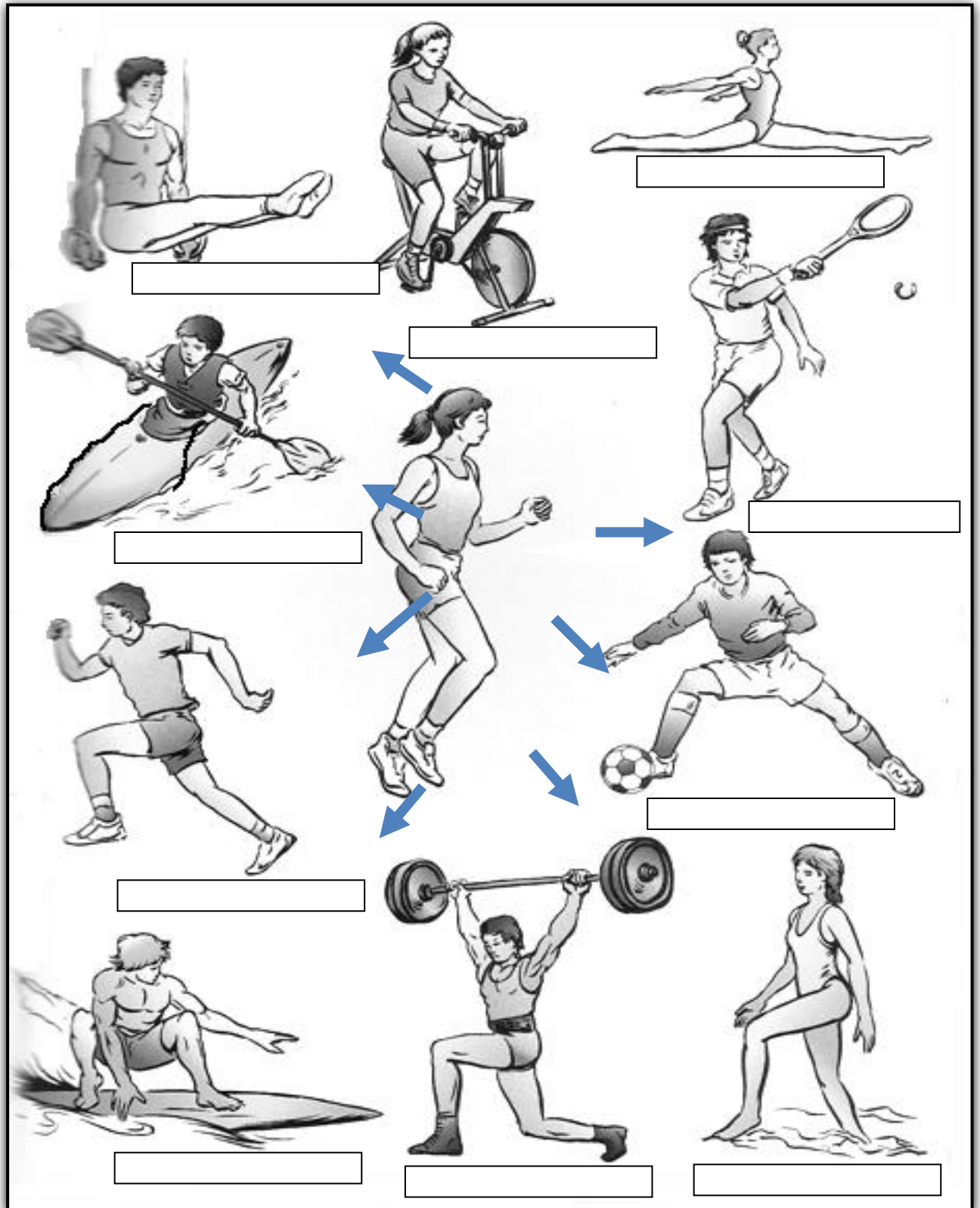
- *Makes players stronger*
- *Makes players faster*
- *Makes players feel less tired*
- *Gives players confidence*
- *Helps to prevent injuries*



When we talk about **speed** we also need to talk about **reaction time** – for example, the time it takes for a sprinter to start running after he or she hears the starter's gun. After athlete's reaction time can be improved through training.

**Activity 7.1**

1. Using the diagrams/pictures shown below, write the name of the sport in the blank boxes under each diagram/picture.



2. List four different sports played in your community.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Name a sport that you play?

\_\_\_\_\_

4. List at least 2 to 3 fitness that you do in this sport.

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5. How would you rate your level of fitness and that of your team using the scale – below average, average and above average (very fit)

(a) Your fitness -

(b) Team fitness -

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6. Explain why you rated your fitness as you did in Question 5a.

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### Summary

You have now come to the end of the lesson. In this you have learned that:

- Different sports need different kinds of physical fitness.
- One type of fitness in one part of the game and a different kind of fitness in another part of the game.
- When we talk about **speed** we also need to talk about **reaction time**.

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**NOW DO PRACTICE EXERCISE 7 ON THE NEXT PAGE**



## Practice Exercise 7

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The Practice Exercise consists of short answers.

You may start Practice Exercise 7

16. How many players per team in the following sports?

<b>SPORTS</b>	<b>PLAYERS PER TEAM</b>
a. Basketball	
b. Cricket	
c. Hockey	
d. Netball	
e. Rugby League	
f. Soccer	
g. Softball	
h. Volleyball	
i. 4X100metre relay	

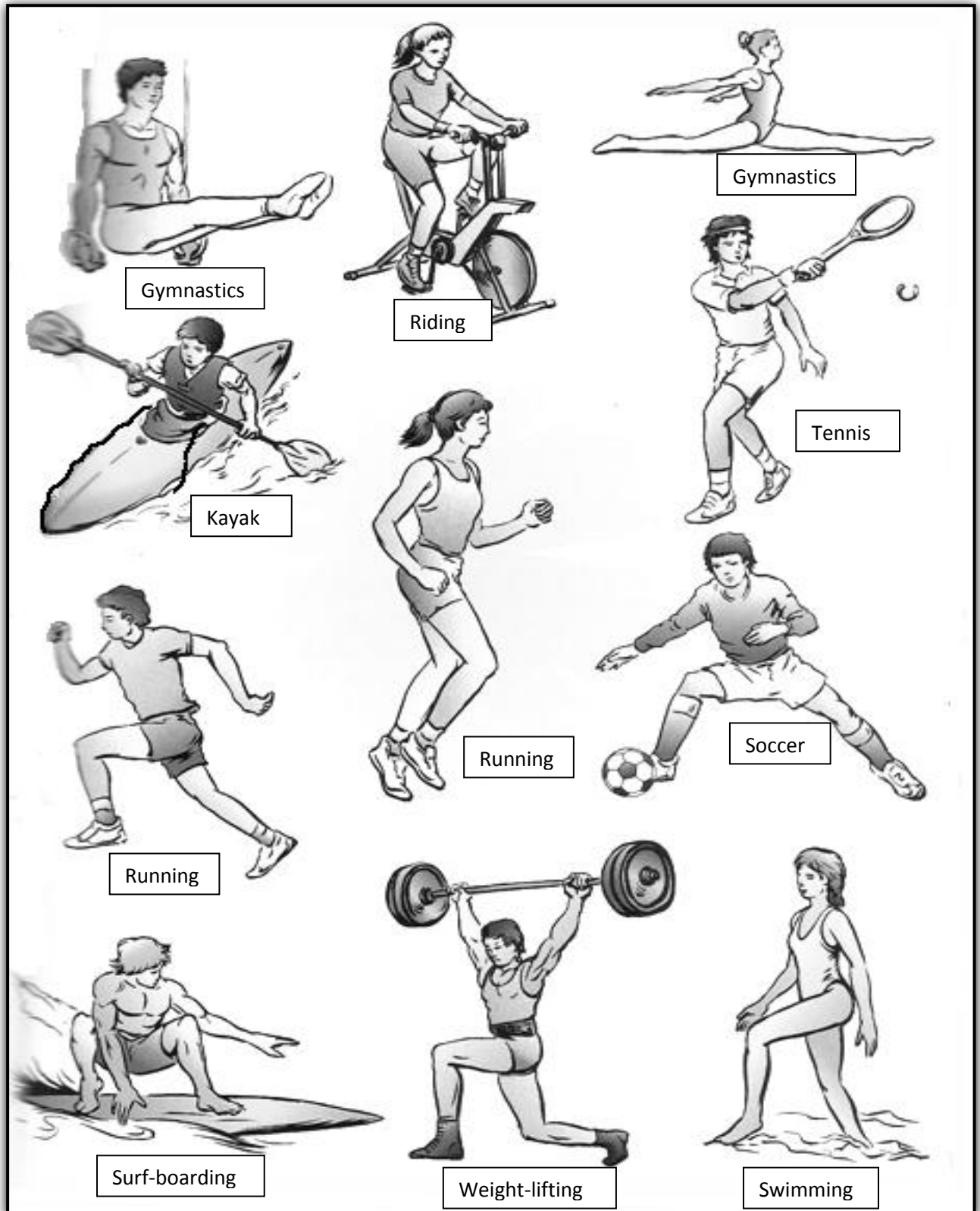
17. Choose four sports from the above table and name a fitness that is involved in this sport.

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**CHECK YOUR WORK. ANSWERS ARE AT THE END OF SUB-STRAND 2.**

### Answers to Lesson Activities

#### Answers to Activity 7.1



Questions 2/3/4/5/6

Individual answers may vary. No standard answers.

**Answers to Practice Exercise 7**

1. How many players per team in the following sports?

<b>SPORTS</b>	<b>PLAYERS PER TEAM</b>
a. Basketball	5 players
b. Cricket	11 players
c. Hockey	11 players
d. Netball	7 players
e. Rugby League	13 players
f. Soccer	11 players
g. Softball	10 players
h. Volleyball	6 players
i. 4X100metre relay	4 players

2. Individual answers may vary. No standard answers.

**References**

Kenneth Rouse, Personal Development Teacher Resource Book, P. 19-24

Peter Wright, On Your Marks, P. 16-17

Robbie Parker, John Patterson and Doug Hearne, Health Moves, P. 265-275

## LESSON 8: Fitness Activities and Programs



Welcome to lesson 8 of Strand 2. In Lesson 7 we covered Fitness for Different Sports where we learnt that different sports need different kinds of physical fitness. In this lesson, you will get to identify the different fitness activities or programs available in your communities and decide if it suits you as an individual to participate in.



### Your Aims

- identify different fitness activities and programs.
- identify appropriate fitness activities or programs to participate in.

### Fitness Activities

In order to find out if you are fit, you should ask yourself the following question;

- Are you able to take part in everyday activities without getting tired?
- Are you able to get your breath back quickly after doing hard physical activity?
- Are you able to relax your mind and muscles?
- Do you feel happy and energetic?
- Do you get along well with others?

If your answer is 'yes' to these questions, then you are fit. People living in rural areas are said to be fit because of their active lifestyles, they are involved in a variety of activities. They do a lot of walking, running, paddling, gardening, carry water and firewood. They are also get a lot of sleep and rest time because they do not have things like TV and video games to distract them. This rest time helps to relax the mind and muscles.

If you answer 'no' to these questions, then you need to take part in more activities to promote fitness. This is common for those of us living in urban areas because life is easier for us. We do not walk much as we have our transport system, we go to shops and markets to get food, we stoves to cook and we do not have enough rest daily. Unless we take part in sport, we may not be involved in much physical activity.

### Activities that Promote Fitness

ACTIVITY	HOW DOES IT HELP?
Walking, running, swimming, cycling, gardening, sweeping/raking leaves, grass cutting	<ul style="list-style-type: none"> <li>➤ Helps hearts and lungs</li> <li>➤ Improves muscular strength</li> </ul>
Stretching	<ul style="list-style-type: none"> <li>➤ Helps mobility of joints so we can bend our bodies easily</li> </ul>
Eating healthy food	<ul style="list-style-type: none"> <li>➤ Provides warmth and energy</li> <li>➤ Growth and repair of body tissues</li> <li>➤ Protection against sicknesses</li> </ul>
Getting enough sleep and rest	<ul style="list-style-type: none"> <li>➤ Allows body to repair itself and rest</li> </ul>
Avoiding unhealthy food and drugs	<ul style="list-style-type: none"> <li>➤ Helps to prevent sicknesses</li> </ul>



## INDIVIDUAL FITNESS ACTIVITIES

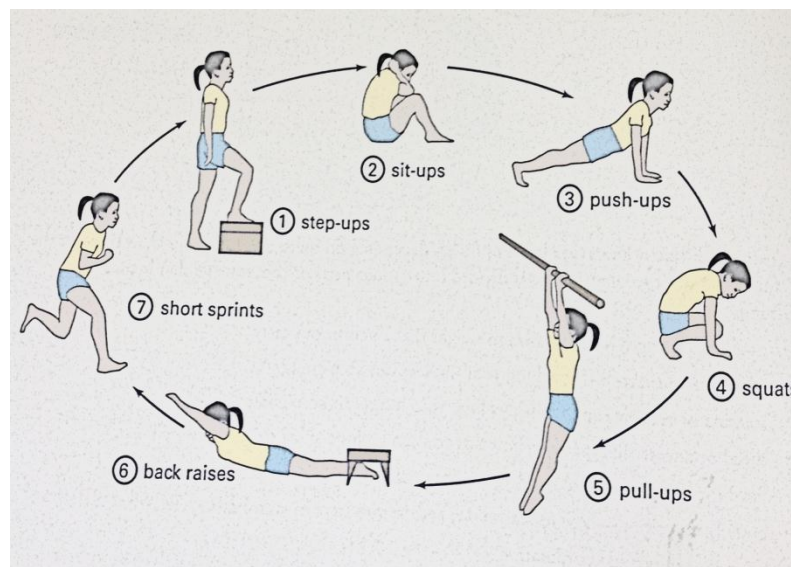
There are different kinds of activities that can be done alone to enhance individual's fitness level;

- Walking and running
- Yoga
- Power walking
- Swimming
- Cycling
- Weight training

## GROUP FITNESS ACTIVITIES

Group fitness activities are preferred choice of exercise by many individuals;

- Aerobic classes – incorporated sequence of movements and exercises.
- Aquarobics class – exercising in water
- Team game
- Pump classes – modified aerobics with participants using light weights
- Step classes – exercise-to-music
- Circuit training – a variation of exercise-to-music but traditionally made of different exercise stations.



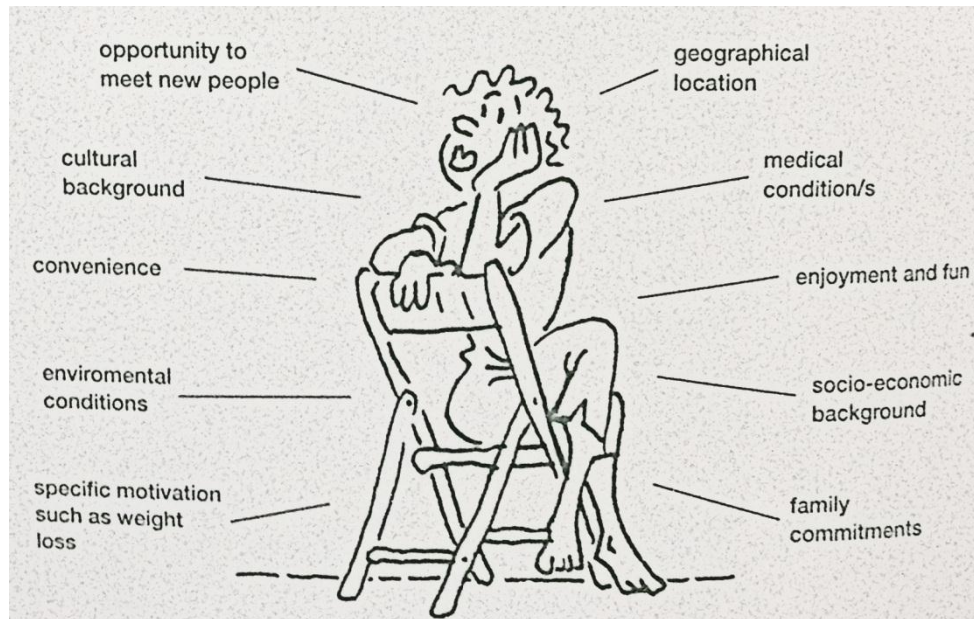
*\* A good example of circuit training*

## ADVANTAGES OF FITNESS ACTIVITIES

INDIVIDUAL FITNESS ACTIVITIES	GROUP FITNESS ACTIVITIES
<ul style="list-style-type: none"> <li>➤ Allow for quiet reflection time during the exercise</li> <li>➤ Can be performed at an individual pace without having to keep up with someone else</li> <li>➤ Allow greater variations and options without following what a group does</li> <li>➤ Can be performed at any time that is convenient</li> </ul>	<ul style="list-style-type: none"> <li>➤ Time-efficient fitness for busy people</li> <li>➤ An opportunity to socialise with others</li> <li>➤ Many exercise opportunities to learn</li> <li>➤ An opportunity to develop a sense of fair play, cooperation and competitive spirit</li> <li>➤ An opportunity to learn something new</li> <li>➤ The chance to regain confidence after injury.</li> </ul>

### What influences people's choice of fitness activities?

There are a number of factors that determine why people have their choices when it comes to fitness activities as can be seen in the illustration below.



#### Activity 8.1

1. List some fitness activities or programs available in your community.

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2. Are you part of any of these activities or programs? \_\_\_\_\_ Explain your answer.

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3. Should all communities provide fitness activities or programs to the people?

\_\_\_\_\_ Explain your answer.

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4. Having looked at Individual and Group Fitness Activities, which would you prefer to be part of and why?

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### Summary

You have now come to the end of the lesson. In this you have learned that:

- People living in rural areas are said to be fit because of their active lifestyles, they are involved in a variety of activities.
- Factors that determine why people have their choices when it comes to fitness activities.
- Some people prefer to do fitness training on their own while others prefer to do it as a group. Their reasons may vary.

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**NOW DO PRACTICE EXERCISE 8 ON THE NEXT PAGE**



## Practice Exercise 8

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The Practice Exercise consists of short answers.

### You may start Practice Exercise 8

18. Write a brief explanation of each of the following key terms to show that you understand the meaning of each term.

- Aerobic:

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- Aquarobics:

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- Convenience:

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19. Choose five of the factors that influence people's choice of fitness activities and give an example of a situation that may cause this factor.

(a) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(b) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(c) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(d) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(e) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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**CHECK YOUR WORK. ANSWERS ARE AT THE END OF SUB-STRAND 2.**

## **Answers to Lesson Activities**

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### **Answers to Activity 8.1**

Individual answers may vary. No standard answers.

### **Answers to Practice Exercise 8**

1.

**Aerobic:** A group fitness activity that is an excellent method of developing cardiovascular fitness. It is incorporated sequence of movements and exercises.

**Aquarobics:** A group fitness activity that is conducted to music performed in water.

**Convenience:** Suitable or appropriate, well-timed or timely, at the advantage of someone or something.

2. Individual answers may vary. No standard answers.

## **References**

Kenneth Rouse, Personal Development Teacher Resource Book, P. 19-24

Robbie Parker, John Patterson and Doug Hearne, Health Moves, P. 265-275

## LESSON 9: Nutrition and Fitness



Welcome to lesson 9 of Strand 2. In Lesson 8 you got to identify the different fitness activities or programs available in your community. In this lesson, you will learn about the relationship between Nutrition and Fitness. The better you are able to understand this relationship, the better the chance of being able to eat healthy and keep fit plus educate others to do the same.



### Your Aims

- identify the relationship between nutrition and fitness.
- identify how poor and low nutrient intake affects fitness.

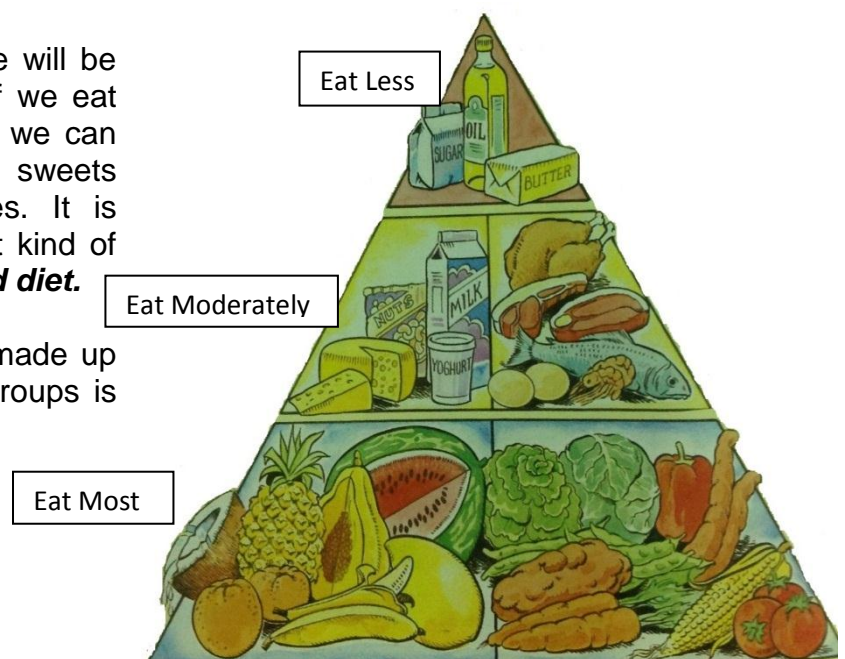
### What is Nutrition?

Nutrition is everything to do with food and the way people feed themselves. Food is a need to all living things and so is very important. We need food to stay alive, but food is also important in other ways. Food can be divided into three main food groups;

FOOD GROUPS	NUTRIENT	FUNCTION IN THE BODY
Energy food	Carbohydrates and Fats	Provide warmth and energy.
Protein or Body-building food	Protein	Help in growth and repair of body cells and tissues.
Protective food	Vitamins and Minerals	Protect us from sicknesses and regulates bodily functions such as urination and sweat.

If we do not eat enough food, we will be hungry and eventually get sick. If we eat too much of some types of food, we can get sick, for example, too much sweets and sugar can lead to diabetes. It is important just enough of the right kind of food daily. This is called a **balanced diet**.

The way that a balanced diet is made up of the food from the three food groups is shown in the pyramid.





The more you know about food and how it works in the human body, the better the chance of being able to eat healthy and keep fit.

When you play sport or do any other form of exercise or physical activity, you need energy. Your body is like an engine and like an engine it needs fuel to work. Food supplies fuel for your body. The lungs fuel in the form of oxygen. Then the blood transports this fuel to the muscles that burns it during physical activity.

- *Build your body's fitness by eating three meals a day including breakfast.*

### Eating the correct food

If you play sports regularly, you need to;

- Eat enough carbohydrates such as rice, pasta, noodles, bread, fruits, and starchy root vegetables, which are easily and give you energy.
- Eat plenty of wholegrain (brown) bread and cereals, fruits and vegetables, moderate amounts of milk, cheese, lean meat, fish, chicken and eggs.
- Drink plenty of water because your body needs to replace all the water it loses through sweat
- Eat enough food for your level of activity-if you eat too little then you will not be able to keep up with your exercise level.

#### **A DIET HIGH IN CARBOHYDRATES:**

- *Builds and maintains muscles*
- *Provides long-lasting power*
- *Helps the body to recover quickly and easily*

Foods with protein and fibre like peanuts help you feel fuller for longer. Peanut butter is a source of protein, needed to build and repair muscles, so it is one of the best sports foods. It is tasty, inexpensive, satisfying and nourishing. It is not fattening unless you eat too much.

You need iron to stop you getting tired so include iron-rich foods in your diet, such as meat, dried beans and rice. Females lose some iron every month through their menstrual flow and active people lose iron through their sweat.

## Food for the game

Two or three hours before you play any sport, you should eat foods that are high in carbohydrates, and low in fat, protein and fibre. Drink water with food and before your game.

Drink water every 20 minutes during the game. If you get dehydrated you will not play well and you may need to go to the hospital because you are sick. Clean water is the best drink for your body and it contains no sugar.

If your activity lasts for over 90 minutes, keep up your energy levels with small amounts of fruits. If you are competing in several events during the day, eat carbohydrate snacks during and between events to keep your fuel and energy levels.



### Activity 9.1

This activity will help you understand nutrition.

1. Name 3 foods that you would;

(a) Eat Moderately

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(b) Eat Less

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(c) Eat Most

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2. Name one food nutrient found in each of this groups;

(a) Eat Moderately

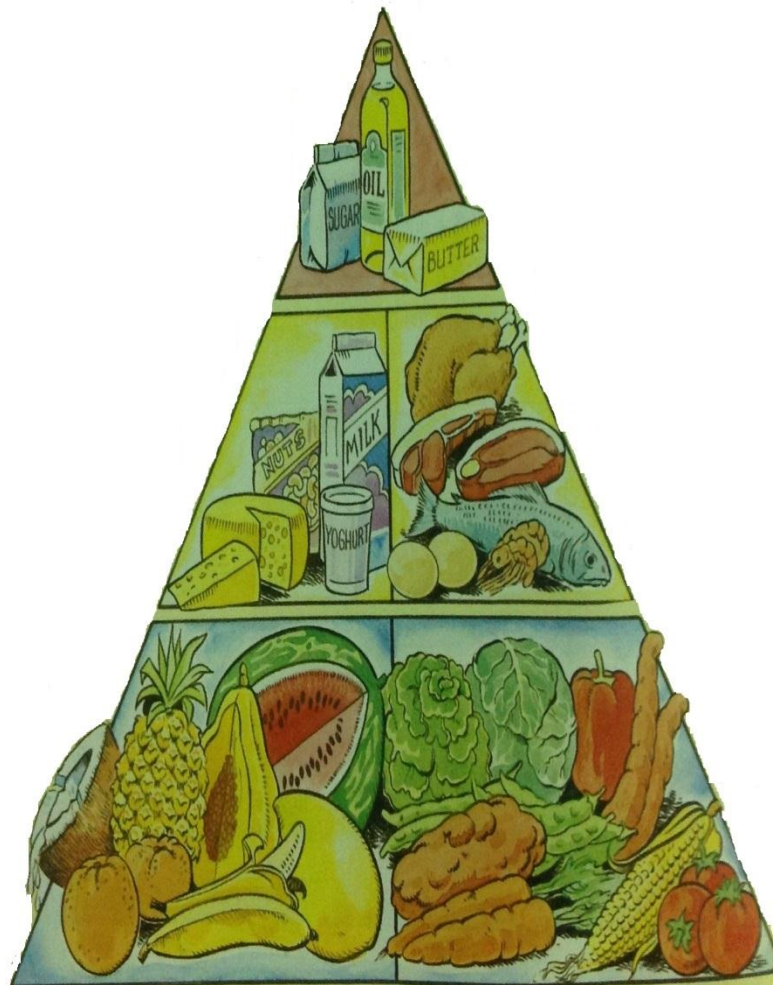
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(b) Eat Less

---

(c) Eat Most

---





3. Define nutrition.

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4. Explain the importance drinking water before playing sports.

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5. A diet high in carbohydrates does three things to the body. List them

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### Sources/Avenues of Nutritional advice

Nutritional advice can be sorted from a number of places namely;

- Your nearest clinic or hospital
- On television, EMTV for example, has a program called 'House and Home' that gives helpful nutritional tips for viewers.
- If you have cable TV, you can watch the TLC channel which has some very good programs about food and fitness.
- Newspapers and magazines also have good information that can help you.



### Summary

You have now come to the end of the lesson. In this you have learned

- Food is a need to all living things and so is very important. We need food to stay alive, but food is also important in other ways.
- It is important just enough of the right kind of food daily.
- Build your body's fitness by eating three meals a day including breakfast.
- Drink water every 20 minutes during the game.

---

**NOW DO PRACTICE EXERCISE 9 ON THE NEXT PAGE**



## Practice Exercise 9

The Practice Exercise consists of short answers.

You may start Practice Exercise 9

- List at least three food sources of each of the food groups.

FOOD GROUP	FOOD SOURCES
Energy food	1. _____ 2. _____ 3. _____
Protein or Body-building food	1. _____ 2. _____ 3. _____
Protective food	1. _____ 2. _____ 3. _____

- What is a nutrient?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- What is another name for iron?

\_\_\_\_\_

\_\_\_\_\_

- Iron deficiency is known as \_\_\_\_\_.

- Explain the relationship between nutrition and fitness.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**CHECK YOUR WORK. ANSWERS ARE AT THE END OF SUB-STRAND 2.**

## Answers to Lesson Activities

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### Answers to Activity 9.1

1a/b/c Individual answers may vary. No standard answers.

2(a) Protein

2(b) Fats

2(c) Carbohydrates, Vitamins or Minerals

3. Nutrition is everything to do with food and the way people feed themselves

4. Water helps the body stay hydrated. If you get dehydrated you will not play well and you may need to go to the hospital because you are sick.

5. A diet high in carbohydrates;

- Builds and maintains muscles
- Provides long-lasting power
- Helps the body to recover quickly and easily

### Answers to Practice Exercise 9

1. Individual answers may vary. No standard answers.

2. Nutrients are parts of food the body can use for;

- Provide warmth and energy.
- Help in growth and repair of body cells and tissues.
- Protect us from sicknesses and regulates bodily functions such as urination and sweat.

3. Blood.

4. Anaemia

5. Individual answers may vary. No standard answers.

## References

Kenneth Rouse, Personal Development Teacher Resource Book, P. 19-24

Kenneth Rouse, Personal Development Book 1, P. 62

Pamela Norman, Home economics for PNG book 3, P. 81

## LESSON 10: Discipline and Fitness



Welcome to lesson 10 of Strand 2. In Lesson 9 you learnt about the importance of eating healthy and staying fit, the relationship that Nutrition has with Fitness. In this lesson, you will learn about Discipline and Fitness, what is the relationship between discipline and fitness and why is important to maintain discipline in fitness.



### Your Aims

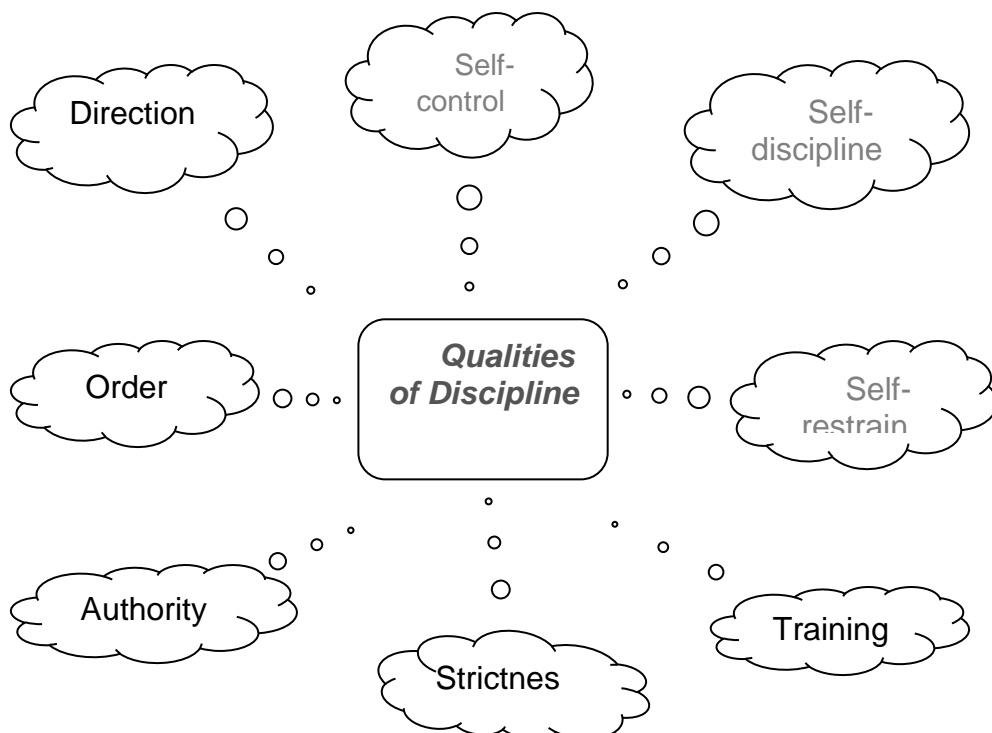
- define discipline in fitness.
- identify the relationship between discipline and fitness.

### What is Discipline?

Discipline is defined as the practice of training your mind and body so that you control your actions and obey rules. With discipline come consequences, penalties or punishments. Discipline in another view is to do with teaching someone to be well-behaved and obedient by a form of punishment. It can be in the form of smacking/spanking, time-out, confiscation of items, forfeiting privileges, or even jail time, etc.

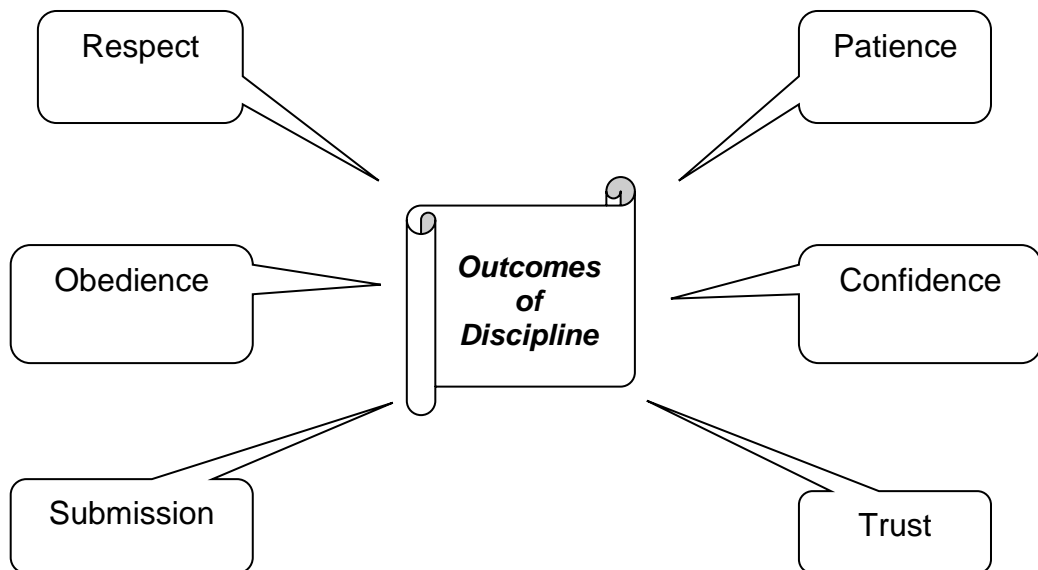
### Qualities of Discipline

Discipline is aimed at moulding or promoting a person's character. Discipline helps to build;



## Outcomes of Discipline

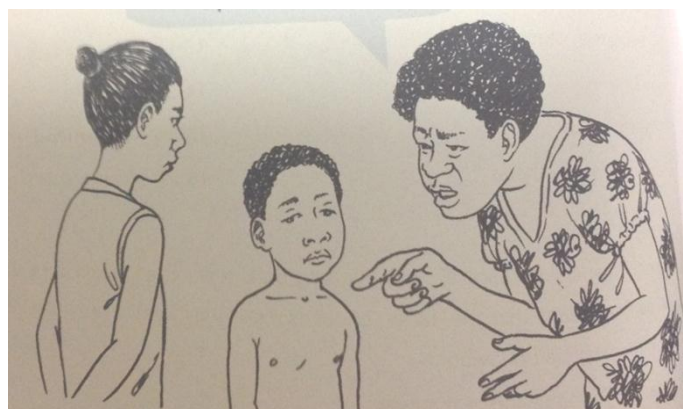
There are many good or positive things that happen as a result of discipline but to name a few, out of discipline comes;



When you **discipline** children, you are either teaching them to be well-behaved, or you are punishing them in the hope that they do not repeat what they did wrong.

Discipline does not only happen in the home front. Discipline should be encouraged and practiced to all citizens and everywhere.

- Discipline is for everyone, young and old, big and small, employed and unemployed, poor and rich, etc.
- Discipline should be taught at home, school, workplace, public places like markets, shops and sports arenas, etc.



An example of a parent disciplining her naughty son.

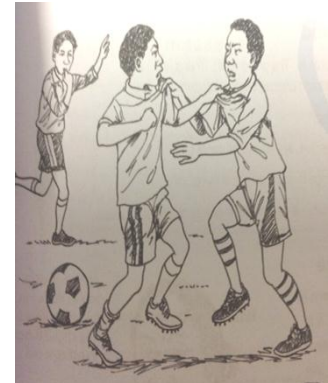
## Discipline in Sports and Fitness

Discipline is very important in sports and fitness activities so that people are able to enjoy playing and achieve their goals at the end of the game or fitness activity. It also helps to get the best out of players.

- **Sports**

In a game of sport;

- following good practices and playing by the rules will help to make the game fair and enjoyable for everybody and also help to prevent fights and arguments.
- when a rule is broken or in other words a foul is committed, the player at fault is penalised, for example, a '10 minute sin-bin', in rugby where a player is sent off and the team gets to play for 10 minutes with only 12 players.
- a fight or drug use can lead suspension or termination of a player or team/club, for example, Lae Football Club (Lae FC) in the National Soccer League (NSL) was not allowed to take part in the 2015 NSL competition because of fighting during the 2014 grand final match against Hekari United.
- discipline in sports can result in achievements such;
  - getting selected to represent your province or country
  - good winning tally, for example, due to good discipline and management of the Hekari United Football Club by Mr and Mrs Kapinato, the team has gone through all grand finals since in the inception of the NSL until 2014 and won with flying colours.



- **Fitness**

In order to achieve fitness goals and be fit, it is very important that we learn to discipline ourselves. We can do this by;

- strictly following the fitness training times - start and finish on time
- commit to the training schedule at all times
- wear correct attire/clothes for the training
- respect and follow trainer's instructions
- be careful when doing fitness training to avoid injuries – do not overdo it
- eat healthy – eat the right kind of food ( you can do this by following the 'food pyramid' if you refer to the last lesson, Lesson 9 – Nutrition and Fitness)



Discipline in Fitness helps to raise your fitness level.



### Activity 10.1

This activity will help you understand discipline and why it is important in fitness training.

3. Define discipline.

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4. List two qualities and two outcomes of discipline in the table below.

Qualities of Discipline	Outcomes of Discipline
1.	1.
2.	2.
3.	3.

5. Share an experience you had when you were disciplined as a child. What did you do wrong? How were you disciplined? What did you learn from this experience?

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### Summary

You have now come to the end of the lesson. In this you have learned that:

- Discipline is the practice of training your mind and body so that you control your actions and obey rules. With discipline come consequences, penalties or punishments.
- Discipline in another view is to do with teaching someone to be well-behaved and obedient by a form of punishment. It can be in the form of smacking/spanking, time-out, confiscation of items, forfeiting privileges, or even jail time, etc.
- In order to achieve fitness goals and be fit, it is very important that we learn to discipline ourselves.

Discipline in fitness helps to raise your fitness level.

**NOW DO PRACTICE EXERCISE 10 ON THE NEXT PAGE**



## Practice Exercise 10

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The Practice Exercise consists of short answers.

You may start Practice Exercise 10

20. Write a brief explanation of each of the following key terms to show that you understand the meaning of each term.

- Self-control:

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- Self-discipline:

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- Authority:

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- Confidence:

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- Respect:

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- Submission:

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21. Describe a situation where discipline in sports or fitness has had a positive influence on you or someone you know. (Do not copy the examples in this lesson, think of your own)

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22. Describe a situation where ill-discipline in sports or fitness has had a negative influence on you or someone you know. (Do not copy the examples in this lesson, think of your own)

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**CHECK YOUR WORK. ANSWERS ARE AT THE END OF SUB-STRAND 2.**



## Answers to Lesson Activities

### Answers to Activity 10.1

1. Discipline is the practice of training your mind and body so that you control your actions and obey rules. With discipline come consequences, penalties or punishments. Discipline in another view is to do with teaching someone to be well-behaved and obedient by a form of punishment. It can be in the form of smacking/spanking, time-out, confiscation of items, forfeiting privileges, or even jail time, etc.

Question 2/3 Individual answers may vary. No standard answers.

### Answers to Practice Exercise 10

1.

Self-control: The ability to control your emotions and appear calm even when you are angry or afraid.

Self-discipline: The ability to make yourself do something difficult or unpleasant.

Authority: The power and right to give orders and make others obey.

Confidence: Trust or strong belief in something or someone.

Respect: The feeling that you have when you admire or have a high opinion of something or someone.

Submission: The accepting of someone else's power or control because they have defeated you.

Question 2/3 Individual answers may vary. No standard answers.

## References

Kenneth Rouse, Personal Development Teacher Resource Book, P. 19-24

Kenneth Rouse, Personal Development Book 1, P. 35

Kenneth Rouse, Personal Development Book 2, P. 23

Oxford Dictionary & Thesaurus of Current English

## **SUB-STRAND 3**

### **SAFETY**

**Safety in Sports**

**Unsafe and Emergency Situations**

**Injuries in Sports**

**Risk Management in Schools**

## **Sub-strand 3                      Introduction**

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Welcome to Sub-strand 3 of this book. This sub – strand is called Safety.

There are four lessons.

In Lesson 1 You will learn about safety in sports.

In Lesson 2 You will learn about unsafe and emergency situations..

In Lesson 3 You will learn about injuries in sports.

In Lesson 4 You will learn about risk management in schools.

After completing all the four lessons you will have a better understanding of Safety.

**We hope you enjoy studying this sub – strand.**

## LESSON 11: Safety in Sports

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Welcome to Lesson 11 of Strand 2. This is the first lesson of Sub-strand 3, 'Safety. In this lesson you will learn about Safety and its importance in sports. The better we understand safety, the better chances we have of avoiding sporting injuries or accidents.



### Your Aims

- define safety.
- identify importance of safety in sports
- identify a first aid kit

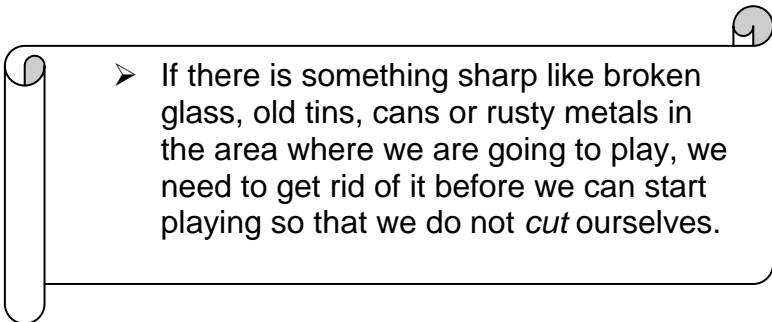
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### What is Safety?

Safety can be defined as the state of being safe and free of danger. When we play sport or a small game with our friends, there is always a risk of getting hurt or injured. We need to learn how to avoid the risks that can be avoided and deal with those that cannot be avoided. For example, we must do a warm up activity to prevent injuries and make sure there are no obstacles in our play area to avoid accidents.

### Safety Procedures

We really need to take precautions when playing for our own safety. If we are not careful, we can bring harm upon ourselves and those around us.

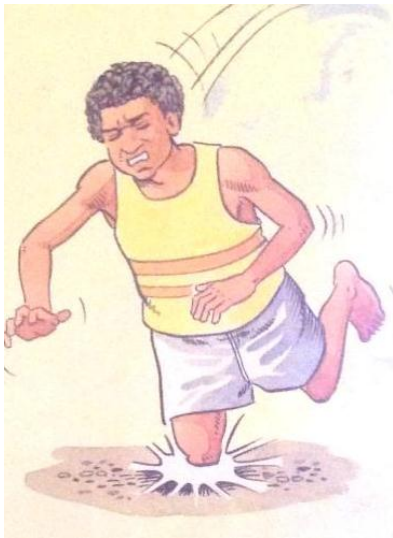
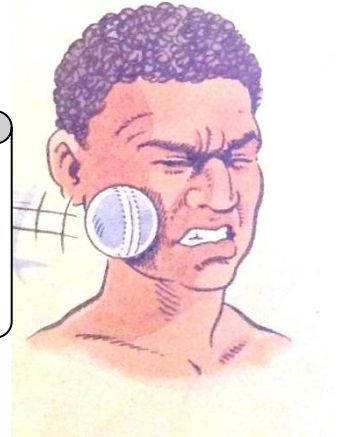
- 
- If there is something sharp like broken glass, old tins, cans or rusty metals in the area where we are going to play, we need to get rid of it before we can start playing so that we do not *cut* ourselves.





- When we play team sports we can *bump* into other people and hurt ourselves, so we have to learn to *dodge* other people.

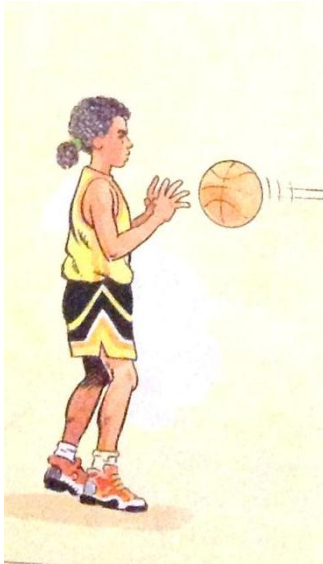
- When we are playing a game with a ball, we must be *alert* and *watch carefully* at all times because if we are not, we may get hit by the ball.



- When playing sports it is important to wear proper safety gear for the game so that they can protect you. For example, a knee-pad for volleyball.

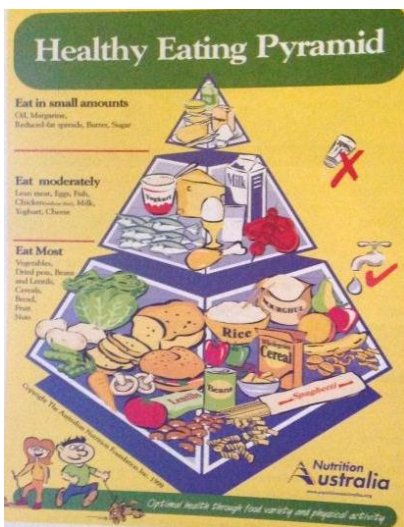
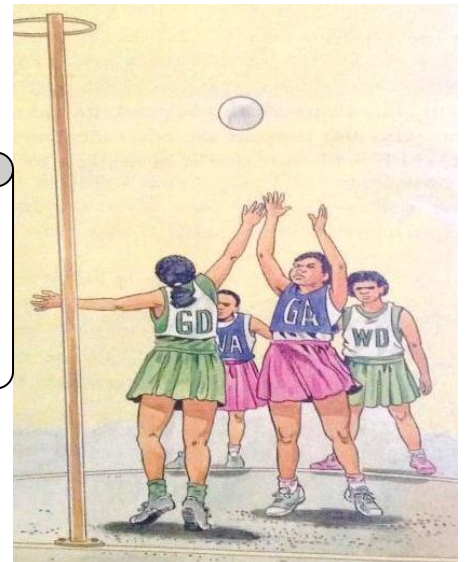
- Before any game or physical activity, it is important to stretch or warm-up so that your body is ready for the game.





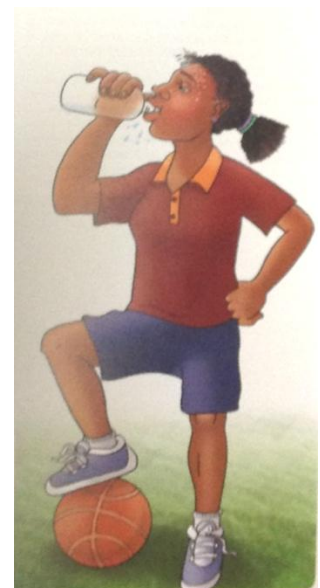
➤ Always train properly for the sport so that you master the skills.

➤ All games have rules and safety procedures that help to make the game safer for the players. Some safety procedures are for the spectators too.



➤ Make sure to have a healthy diet, eating the right kind of food and just the right amount.

➤ Make sure to drink plenty of water before, during and after the game to avoid dehydration.





**Activity 11.1**

1. Define 'safety'.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Below is a way of preventing an injury in sports. Name this preventative measure.



\_\_\_\_\_

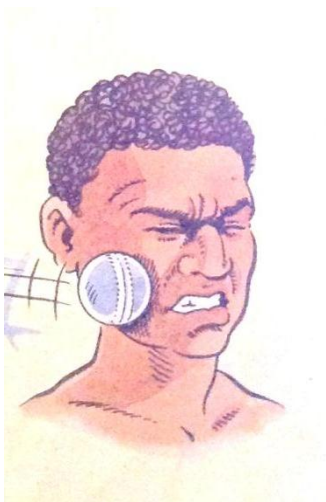
3. What is a safety gear or equipment?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Name the safety gear that should have been worn to prevent this accident.



\_\_\_\_\_

5. Why is important to take precautions before and during a game or sport?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Being Responsible

When we play sport there are many other things that we can do to prevent accidents and injuries from happening apart from the ones listed earlier. It is about being responsible and not ignorant;

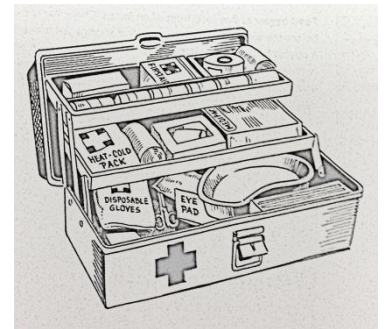
- If you get tired, stop and rest
- Do not play if have just eaten too much
- If you are sick do not play
- Do not take drugs to help you play better
- Keep facilities and equipment safe and clean always



**REMEMBER, PREVENTION IS BETTER THAN CURE!**

## A First Aid Kit

Every team and household should have a first aid kit. Basic item found in the kit are antiseptic cream, cotton wool, deep heat, gauze bandages, band aids and scissors



## Summary

You have now come to the end of the lesson. In this you have learned that:

- When we play sport or a small game with our friends, there is always a risk of getting hurt or injured.
- We need to learn how to avoid the risks that can be avoided and deal with those that cannot be avoided.
- We really need to take precautions when playing for our own safety. If we are not careful, we can bring harm upon ourselves and those around us.

**NOW DO PRACTICE EXERCISE 11 ON THE NEXT PAGE**





## Practice Exercise 11

The Practice Exercise consists of short answers.

You may start Practice Exercise 11

1. Why should protective equipment or gear be worn during a game?

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2. List at least two sports that require the safety equipment described in the following table.

Protective equipment	Sports needing this equipment
Head guards	
Helmet	
Mouth guard	
Sunblock cream	
Groin protector	
Shin pads	
Gloves	
Knee pads	
Goggles	

3. Explain the importance of warming-up before playing.

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4. Why is important for discipline to prevail at all times in sports?

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5. Explain why we must drink plenty of water before playing.

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**CHECK YOUR WORK. ANSWERS ARE AT THE END OF SUB-STRAND 3.**

## **Answers to Lesson Activities**

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### **Activity 11.1**

1. Safety is the state of being safe and free of danger.
2. Strapping
3. A safety gear or equipment is one something that is used to protect a player from being hurt.
4. A head gear or a helmet.
5. Individual answers may vary. No standard answers.

### **Answers to Practice Exercise11**

1. To protect a player from being hurt.
2. Individual answers may vary. No standard answers.
3. Warming-up makes the body less susceptible to injury and can also have a beneficial effect on performance, particularly at the start of a session or competition.
4. Individual answers may vary. No standard answers.
5. To avoid dehydration of the body

## **References**

Kenneth Rouse, Personal Development Book 1, P. 30-31

Kenneth Rouse, Personal Development Book 2, P. 24

Oxford Dictionary & Thesaurus of Current English

Internet sources

## LESSON 12: Unsafe and Emergency Situations



Welcome to Lesson 12 of Strand 2. In our last lesson we looked at Safety in Sports from which identified few ways of being safe whilst playing sports. In this lesson, we will learn about Unsafe and Emergency Situations in sports and what can be done about them.



### Your Aims

- identify unsafe and emergency situations
- identify safety procedures for dealing with unsafe and emergency situations.

---

### Unsafe Behaviour and attitudes

Play time is a time of joy and excitement. Sometimes when we get too carried away we turn to forget the small but important things like being safe and free from harm and so we do the wrong things and end up getting hurt or hurting other people. Here are some unsafe behaviours and attitudes that happen during play time.

- *Acting without thinking*
- *Showing off or trying to impress others by being silly*
- *Rushing in and doing things too quickly or without thinking properly*
- *Refusing to do something that will help reduce risk*
- *Being careless and thoughtless*
- *Being aggressive and irresponsible*

### Unsafe Situations

Keeping safe when you are playing is important because everyone loves to play. Despite many formal games having rules to ensure players' safety, accidents and injuries still occur. Therefore, it is vital that you know what to do if someone gets hurt during play.

#### 1. Unsafe playing environment

- Dangerous objects such as broken bottles, old tins, cans and rusty metals which can result in someone cutting themselves.
- Long grass on the field which can house dangerous animals like snakes and millipedes that can bite someone
- Uneven field or pitch which can cause a fall that will end up in a twisted or sprained ankle



- Unstable or wobbly stands that can collapse when the spectators are supporting and cheering on their team
- Old facilities. For example, if the basketball board is old, it can collapse on the players and hurt them during the game

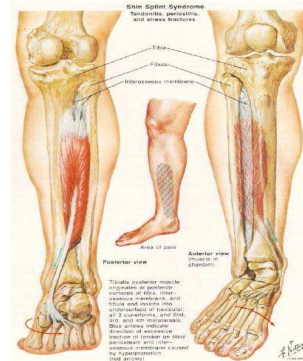
## 2. Absence of safety gear or equipment

- No helmet in a game of cricket may end up in a broken jaw when the ball hits a player's face
- No mouth guard in a game of rugby which is a contact sport will lead to a broken tooth after a sharp blow or tackle
- No knee-pad in a game of volleyball may lead to cuts and graze on the knee when a player experiences a fall on a concrete court
- No shin pad in a game of hockey can lead to a fractured or broken shin bone if a player is kicked with a soccer boot
- No life jacket can lead to drowning in kayaking if the canoe tilts over



## 3. Cramps and fractures

- Muscle cramp can happen if the warm up activity or stretches were not done properly.
- Stiffness and soreness can happen if the warm up activity or stretches were not done properly.
- A fractured bone can happen if safety gear is not worn or even if we play carelessly without following rules of the game



## 4. Fights and Conflicts

- When we do not play by the rules of the game
- When we do not respect and listen to the referee
- When the spectators become too violent



## 5. Bleeding during the game

- When you have a cut from a fall or bump or tackle

## 6. Ignorance and know-it-all attitude

*All these negative attitude and behaviours can lead to accidents and injuries in sports*

- Acting without thinking
- Showing off or trying to impress others by being silly
- Rushing in and doing things too quickly or without thinking properly
- Refusing to do something that will help reduce risk
- Being careless and thoughtless
- Being aggressive and irresponsible

### Safety Procedures for dealing with Unsafe and Situations

Unsafe and Emergency Situation	Safety Procedure
1. <i>Unsafe playing environment</i>	Check the pitch or the field area where you are going to play for dangerous objects and remove them.
2. <i>Absence of safety gear or equipment</i>	Wear protective and suitable clothing for the right kind of sport.
3. <i>Cramps and fractures</i>	Stretching and warming up before a game begins which prepares the heart, muscles and joints for the game.
4. <i>Fights and Conflicts</i>	Play by the rules of the game, respect and listen to the referee, and keep yourself under control all the time.
5. <i>Bleeding during the game</i>	Stop for injuries. Stop the game if someone is injured during the game and get the injury sorted out.
6. <i>Ignorance and know-it-all attitude</i>	Humble yourself and put safety first.



#### Activity 12.1

This activity will help you understand movement skills.

4. List two reasons why safety is important in sport.

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5. Apart from the unsafe situations covered in this lesson, think of 2 others and list and explain them.

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## What to do during emergencies

### The RICE method of treatment

For most injuries, treatment often begins with the RICE method before other forms of treatment can be done on the injured person.

**Rest** – rest the injured

**Ice** – ice the injury

**Compression** – compression to reduce swelling

**Elevation** - elevate the injured body part



### The ABCDEF

The following serious injuries beginning with **ABCDEF** can be prevented.

**A**irways blocked in anyway

**B**reathing problems

**C**irculation problems with any blood loss

**D**ecreased level of consciousness

**E**xposure to the weather

**F**ractures of major bones and spinal injuries

### Basic First Aid

**First aid** is about using your own common sense to help injured people without doing harm to them or yourself. If possible, wash your hands before you help, so that dirt and germs on your hands do not get into the wound. Washing after helping cleans any blood or germs that got onto your hands. Wearing plastic gloves or putting a plastic bag over your hands can protect them too. If you have a cut cover it with a waterproof dressing before performing any first aid on an injured person.

If you cannot stop the bleeding and you cannot send someone to get help, leave the injured person, go for help, but get back as soon as you can.

### DRABC – basic life support flowchart

If you need to help an injured person, follow the DRABC action plan.

**D**anger

**R**esponse

**A**irways

**B**reathing

**C**ompression

#### **Danger**

Check your danger, risks or hazards to yourself, the injured person or anyone nearby. Always ensure the safety of everyone in the area.

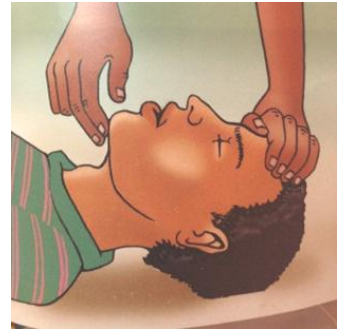
#### **Response**

Check if the injured person is unconscious by shouting, 'Can you hear me? Open your eyes', and gently shaking the shoulder. If there is no response, shout for help then follow the ABC (airways, breathing, compression) procedure below.

### Airways

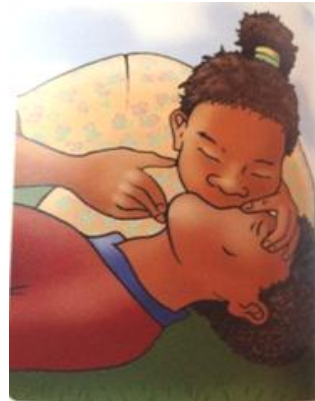
Open the airways by placing one hand on the injured person's forehead and gently tilting the head back. Check the mouth for anything that may be blocking it, then lift the chin using two fingers.

Look for signs of life and movement. No signs of life would mean the injured person is not moving, unconscious, unresponsive and not breathing normally.



### Breathing

If the person is breathing, support the head and neck, then carefully place the person in the 'recovery position'.



If the person is not breathing properly, follow these steps;

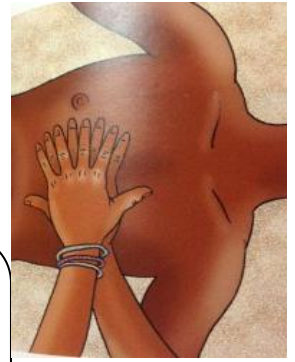
1. Kneel beside the injured person's head; lift their chin and tilt their head back, opening their mouth.
2. Using thumb and index finger pinch their nose closed.
3. Take a breath, and place your lips over the injured person's mouth, ensuring good seal.
4. Blow steadily into their mouth for about one second.
5. Watch for their chest to rise.
6. Keep the person's head and chin tilted while you take your mouth away.
7. Watch for their chest to fall.
8. Listen and feel for signs of air being expelled from their chest.
9. Repeat steps 3 to 8.
10. Check if the injured person is breathing, moving and responding.
11. If there are no signs, start CPR (compression).



**CPR** means **C**ardio **P**ulmonary **R**esuscitation and it is another term used to describe compression.

### Compression

Give 30 compressions at the rate of almost 2 compressions per second, follow by two breaths. For a person over one year old, use the following procedure.



1. Put your hands in the centre of the person's chest between the nipples.
2. Place one hand on top of the other.
3. Push down 30 times.
4. Continue with two breaths, then 30 pushes until a health worker arrives or the person starts moving.



For a baby under one year of age, use two fingers (index and middle) not one hand – not your whole hand.



### Summary

You have now come to the end of the lesson. In this you have learned that:

- Play time is a time of joy and excitement. Sometimes when we get too carried away we turn to forget the small but important things like being safe and free from harm and so we do the wrong things and end up getting hurt or hurting other people.
- Safety is not being at risk from your environment or from people.
- First aid is about using your own common sense to help injured people without doing harm to them or yourself.

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**NOW DO PRACTICE EXERCISE 12 ON THE NEXT PAGE**





## Practice Exercise 12

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The Practice Exercise consists of short answers.

You may start Practice Exercise 12

9. Define first aid.

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10. What do the following initials stand for?

(a) ABCDEF

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(b) DRABC

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(c) CPR

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11. Describe the steps involved in the CPR or compression process.

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12. Why should you look after your own health when you are helping someone who is hurt?

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13. What can you do if there is no one except you to go for help when someone is hurt?

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**CHECK YOUR WORK. ANSWERS ARE AT THE END OF SUB-STRAND 3.**

## Answers to Lesson Activities

### Activity 12.1

1. Individual answers may vary. No standard answers.
2. Individual answers may vary. No standard answers.

### Answers to Practice Exercise 12

1. First aid the brief or first help given to an injured before help arrives or the person is taken to the hospital.

<p>2 (a)  <b>Airways</b> blocked in anyway  <b>Breathing</b> problems  <b>Circulation</b> problems with any blood loss  <b>Decreased</b> level of consciousness  <b>Exposure</b> to the weather  <b>Fractures</b> of major bones and spinal injuries</p>	<p>2 (b)  <b>Danger</b>  <b>Response</b>  <b>Airways</b>  <b>Breathing</b>  <b>Compression</b></p>	<p>2 (c)  <b>Cardio</b>  <b>Pulmonary</b>  <b>Resuscitation</b></p>
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3. The steps involved in the CPR process are;
  1. Put your hands in the centre of the person's chest between the nipples.
  2. Place one hand on top of the other.
  3. Push down 30 times.
  4. Continue with two breaths, then 30 pushes until a health worker arrives or the person starts moving.
4. Individual answers may vary. No standard answers.
5. If there is no one except you to go for help when someone is hurt, leave the injured person, go for help, but get back as soon as you can.

## **References**

Kenneth Rouse, Personal Development Book 2, P. 96

Oxford Dictionary & Thesaurus of Current English

Internet sources

## LESSON 13: Injuries in Sports

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Welcome to Lesson 13 of Strand 2. This lesson is titled Injuries in Sports. Here you will learn about the different kinds of Injuries encountered during sports and their causes. The better you are able to these injuries and how they occur, the better the chance of being able to prevent them from happening.



### Your Aims

- identify factors that lead to injuries and accidents in sports.
- identify safety procedures to avoid injuries and accidents

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### What are injuries in Sports?

An ***injury*** is the harm done to a person's body especially in an accident. "***Injuries in Sports***" are injuries that happen when playing sports or exercising. Some are from accidents. Others can result from poor training practices or improper gear. Some people get injured when they are not in proper condition. Not warming up or stretching enough before you play or exercise can also lead to injuries. Let us look at some of the common injuries in sports.

### Common Injuries in Sports and their treatments

#### (a) MINOR SPORTS INJURIES

##### 1. Cramps

A cramp is a sudden, tight and intense pain caused by a muscle locked in spasm. A muscle cramp can cause a slight twitch or severe pain.

*Treatment:*

- Stop the activity that causes the cramp
- Gently stretch and massage the cramping muscle by holding the joint in a stretched position until the cramp stops.

##### 2. Cuts and grazes

A fall or a slide on the ground causes outer layers of the skin to rub or peel off.

*Treatment:*

- Gently wash the affected area with water, soap and disinfectant.
- Apply some antiseptic cream to kill any remaining germ.
- Cover the cut or graze.



### 3. Blisters

A blister is a fluid-filled sac on the surface of the skin, usually on the hands or feet.

*Treatment:*

- (a) Clean the blister with rubbing alcohol or antibiotic.
- (b) Sterilise a needle over a flame until the tip glows red, allow it to cool, and then pick a small hole in the edge of the blister.
- (c) Drain the fluid by applying gentle pressure.
- (d) Apply some antibiotic ointment on the blister and cover with a bandage.

### 4. Stiffness and soreness

They can occur 24 to 48 hours after you begin a new activity. This is a normal response as your muscles are adapting to the new movements. Over time, this will lead to greater muscle strength and endurance, and the same activity will no longer result in pain.

*Treatment:*

- Gently massage affected area with oil and drink a lot of fluid.

### 5. Concussion

This may result from a fall when the head strikes against an object or a moving object falls on the head. If a person is hit on the head, keep them quiet, and get a qualified health worker as soon as possible. Do not try to do anything as this is because with any blow to the head, whether or not unconsciousness occurs, bleeding into the brain can occur.

### 6. Bleeding

Some diseases can be caught from contact with blood of an affected person. It is best for you not to touch any person's blood because if you have any scratches, small cuts or grazes on your hands and arms, their germs can get into your body. However, if you have to treat, you need to take the following precautions. Wear gloves or put hand into a plastic bag.

*Treatment:*

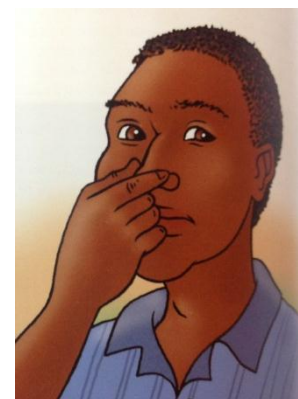
- (a) Use a clean cloth or padding to stop bleeding by applying pressure on the affected area.
- (b) When bleeding stops, clean the cut and dress

### 7. Nose bleed

If you have a nose bleed, follow these steps.

*Treatment:*

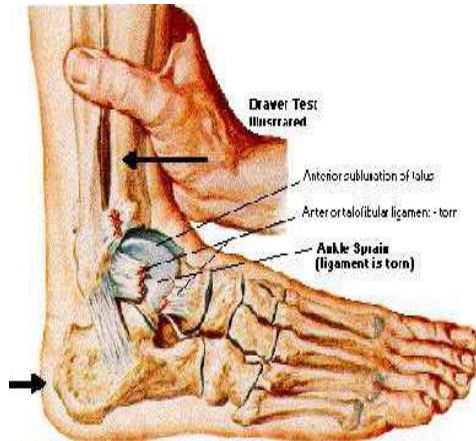
- (a) Sit with your head forward, looking down at the ground.
- (b) Pinch the soft part of the nose together for about 10 minutes.
- (c) Although your nose will probably feel blocked, and you



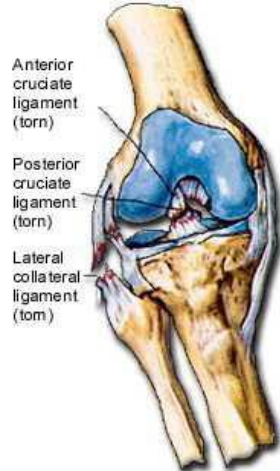
will want to blow the blood out, try not to sniff or blow your nose for at least 30 minutes.

### **(c) MAJOR SPORTS INJURIES**

#### **• Sprains and strains.**



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#### ***Cause:***

- A fall or twist in the body.

#### ***Symptom:***

Pain, discomfort, tenderness around the knee, and affected area.

#### **• Knee injuries.**



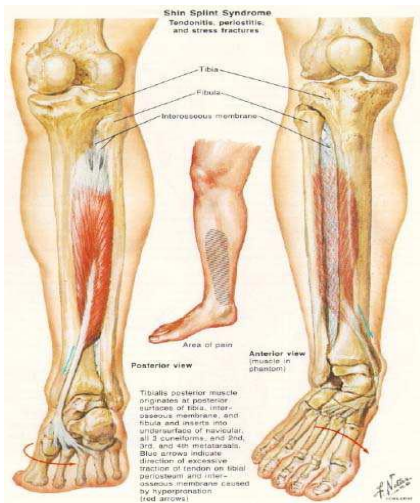
#### ***Cause:***

- Ligament tear in the knee.

#### ***Symptom:***

- Pain, swelling or a 'popping' sound heard and possible swelling in the instability of the knee joint.

### • Shin bone injuries.



#### Cause:

- Too much training, overuse of lower repetitive leg muscles and incorrect shoes.

#### Symptom:

- Pain, discomfort, tenderness possible swelling in the affected area

### • Tennis elbow injuries.



#### Cause:

- 'Overuse' of arm and forearm muscles. repetitive stress on the tendon.

### • Tendon injuries.



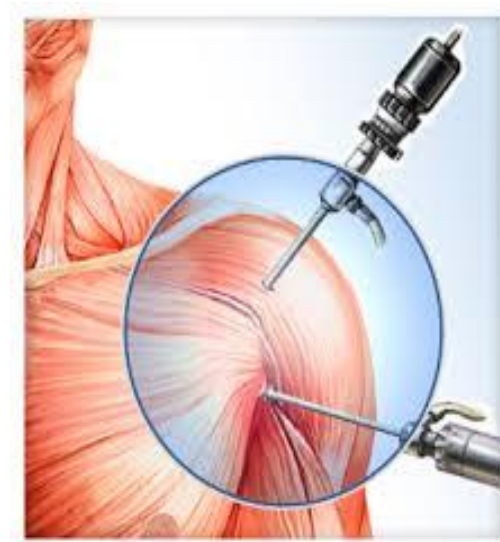
#### Cause:

- Extreme, prolonged or stress on the tendon.

#### Symptom:

- Pain, swelling or a and 'popping' sound heard around the knee, and instability of the knee joint.

### • Dislocation.



#### Cause:

- Extreme, prolonged or Stress on the joints.

*Symptom:*  
Pain and discomfort around the bony part of the elbow possibly travelling forearm and the hand.

*Symptom:*  
- Pain and discomfort around bony part and joint of to the the affected area.



**Activity 13.1**

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1. Define injuries.

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2. Differentiate between 'sprains and strains'.

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3. What would you do if you have a;

(a) Cramp?

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Graze?

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(b) Nose bleed?

(c)

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### Summary

You have now come to the end of the lesson. In this you have learned that:

- Injuries in Sports are injuries that happen when playing sports or exercising. Some are from accidents. Others can result from poor training practices or improper gear. Some people get injured when they are not in proper condition.
- Not warming up or stretching enough before you play or exercise can also lead to injuries.
- It is best for you not to touch any person's blood because if you have any scratches, small cuts or grazes on your hands and arms, their germs can get into your body. Before you help, make sure to put on a glove or a plastic bag for protection sake.

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**NOW DO PRACTICE EXERCISE 13 ON THE NEXT PAGE**



## Practice Exercise 13

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The Practice Exercise consists of short answers.

### You may start Practice Exercise 13

1. If during a game of basketball your friend fell and is bleeding, how would you treat that injury?

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2. What do you need to drain a blister?

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3. Find out what the following abbreviations stand for?  
(a) DRABC

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- (b) RICE

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- (c) ABCDEF

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**CHECK YOUR WORK. ANSWERS ARE AT THE END OF SUB-STRAND 3.**

## Answers to Lesson Activities

### Activity 13.1

1. An injury is the harm done to a person's body especially in an accident
2. Sprain is a stretch or tear of a ligament, which is the connective tissue that joins bones together in your body. Strain is a stretch or tear of a muscle or tendon. Tendons connect your muscles to your bones.
- 3 (a) Cramp treatment:
  - Stop the activity that causes the cramp
  - Gently stretch and massage the cramping muscle by holding the joint in a stretched position until the cramp stops.
- 3 (b) Graze treatment:
  - Gently wash the affected area with water, soap and disinfectant.
  - Apply some antiseptic cream to kill any remaining germ.
  - Cover the cut or graze.
- 3 (c) Nose bleeding treatment:
  - Sit with your head forward, looking down at the ground.
  - Pinch the soft part of the nose together for about 10 minutes.
  - Although your nose will probably feel blocked, and you will want to blow the blood out, try not to sniff or blow your nose for at least 30 minutes.

### Answers to Practice Exercise 13

1. Bleeding treatment:
  - (a) Use a clean cloth or padding to stop bleeding by applying pressure on the affected area.
  - (b) When bleeding stops, clean the cut and dress
2. Blister treatment: Clean the blister with rubbing alcohol or antibiotic.
  - (a) Sterilise a needle over a flame until the tip glows red, allow it to cool, and then pick a small hole in the edge of the blister.
  - (b) Drain the fluid by applying gentle pressure.
  - (c) Apply some antibiotic ointment on the blister and cover with a bandages.
3. (a) **DRABC – basic life support flowchart**

If you need to help an injured person, follow the DRABC action plan.

**D**anger  
**R**esponse  
**A**irways  
**B**reathing  
**C**ompression
3. (b) **RICE is a method of treatment**

**R**est – rest the injured  
**I**ce – ice the injury  
**C**ompression – compression to reduce swelling  
**E**levation - elevate the injured body part
3. (c) **ABCDEF are serious illnesses that can be prevented.**

**A**irways blocked in anyway

- B**reathing problems
- C**irculation problems with any blood loss
- D**ecreased level of consciousness
- E**xposure to the weather
- F**ractures of major bones and spinal injuries

## LESSON 14: Risk Management in Schools

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Welcome to Lesson 14 of Strand 2. In Lesson 13 we covered Unsafe and emergency Situations in sports where we identified some of these situations and looked for ways of avoiding them. In this lesson, you will learn about Risk Management in Schools where you will get to discover some positive and negative risk taking behaviours in school.



### Your Aims

- define risk management.
- identify risk management procedures
- identify positive and negative risk taking behaviours.

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### What is Risk Management?

#### Risk Management Cycle

A *risk* is a threat that could adversely affect your ability to deliver your objectives, i.e. a future event that may or may not happen. *Risk Management* is the process by which these threats are identified, assessed and actions planned to effectively manage these challenges.

The end product of risk management is **not** a risk register; a well facilitated process ensures much broader benefits. Effective risk management enables good communication with all key stakeholders and a transparent, balanced, evidenced based approach.



### **(a) Clarifying your strategic objectives**

Risk management depends on having a clear, shared understanding about what you are trying to achieve and what success will look like. There are few steps involved in order to achieve these objectives.

#### ➤ Risk identification

Risk is about those potential future events that may influence the achievement of your objectives. Risk management uses past and present experience to predict what may happen in the future, so that you are well prepared.

#### ➤ Risk assessment

Risk assessment allows you to measure the significance of the risks you have identified. This allows for effective prioritisation and supports you to use your resources effectively.

#### ➤ Risk Response

Risk response actions are additional actions that are planned or in progress, that need to take place to ensure effective management of the risk.

#### ➤ Risk review

Risk review ensures that while the situations you are dealing with change, the risks you are describing reflect the nature and level of the threats you are dealing with.

### **(b) Risk Management Awareness**

Good risk management does not take place in isolation; drawing out different perspectives, developing a common understanding as well as determining clear roles and responsibilities for managing them are all necessary for an effective approach. By having the whole school involved and educated about the issue of the risks you can be more assured that effective management will take place.

**(c) Risk Management Governance Framework**

These steps outline what action you need to take to ensure you have a good structure and clear accountability.

**➤ Step 1**

Determine a member of the school administration who will oversee and drive the development of risk management arrangements. This person will oversee the practical benefits of managing risk at all levels within your school.

**➤ Step 2**

Agree on key roles and responsibilities to identify, assess and manage risks. It is advised that the Head Teacher/Principal or a member of the school Executive Team take the primary role in risk management activity.

**➤ Step 3**

Risk management is dynamic and the level and nature of your risks will change over time. Executive or Staff meetings may be good forums to manage risks, identify new ones and ensure that risk controls are effective.

**Activity 14.1**

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This activity will help you understand movement skills.

7. Define risk.

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8. Why is risk management important?

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9. Explain the importance of the 'risk management awareness.'

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**Examples of risk behaviours in schools**

Risk Taking Behaviours	Negative effects	Positive effects
1. Sleep overs with friends	You pick up bad habits like smoking, drinking and partying.	You can do group study and help do assignments together.
2. Giving a problem student a leadership role in the school	He or she may be a bad role model on the student body, misleading them.	He or she may know that we have trust in them and that there is good in everyone
3. Taking a class on an excursion to the children's ward	Students may turn to make fun of the sick children and have negative attitude towards them.	Students learn to be generous and kind towards others.
4. Punishing a group of naughty boys by getting them to cut grass around the school	They may not work or may turn to be rebellious towards the school/teacher.	They will learn from this lesson and change their attitude.
5. Remedial classes over the weekend at the school	Students may end up somewhere else	Extra time from which students will get help.

(a) Clarifying your strategic objectives

### THE FIRE ACTION PLAN

➤ Risk identification

- A fire may start from the Home Economic lab or Science when a practical lesson is taking place.
- One of the computers in the IT lab may get overheated and an electric fire may erupt
- A fire may start from a rubbish box in the classroom from a smoke butt after some boys were hiding and smoking in the classroom.

➤ Risk assessment

- Lighters and matches must be made illegal in schools. Anyone found with them should be suspended.
- All classrooms and specific rooms should be equipped with fire extinguishers and smoke alarms.
- All electrical appliances must be switched off after use
- There should be a fire hose in all main buildings that is long enough

➤ Risk Response

- Come up with a Fire Evacuation Drill for the entire school and have all classes go through and understand it by heart. The class should know where to go if a fire starts in a nearby classroom or other rooms, how to move, who to report to the administration and who to help stop the fire

➤ Risk review

- Follow through and see to it that all classrooms have their fire drill in front displayed in a section of the room which is visible to the whole class.
- Ask students short question based on their classroom drill to see if they are prepared.



## (b) Risk Management Awareness

- Have a whole school approach to the Fire Action Plan
- Have a few (1 or 2) fire drill for the whole school

## (c) Risk Management Governance Framework

- After the first drill, get individual classes to evaluate the drill by class
- Class teachers to present report at Staff meeting before having a second drill, during this drill the school should improve from the last drill.
- Make sure all fire hose, fire extinguishers and fire alarms are in good working conditions at all times.



### Summary

You have now come to the end of the lesson. In this you have learned that:

- The effective management of risk is about understanding the risks you face, which are worth taking and which should be prevented or reduced, so you can achieve your outcomes.
- Risk management depends on having a clear, shared understanding about what you are trying to achieve and what success will look like.

**NOW DO PRACTICE EXERCISE 14 ON THE NEXT PAGE**



### Practice Exercise 14

The Practice Exercise consists of short answers.

You may start Practice Exercise 14

1. Define Risk Management.

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2. Refer to the table on 'Examples of risk behaviours in schools' to answer this question.

Think of three other examples from your school and fill in this table.

Risk Taking Behaviours	Negative effects	Positive effects
1.		
2.		
3.		

3. Identify an action plan from your school and explain what it is about.

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**CHECK YOUR WORK. ANSWERS ARE AT THE END OF SUB-STRAND 3.**

### Answers to Lesson Activities

#### Activity 14.1

1. A *risk* is a threat that could adversely affect your ability to deliver your objectives, i.e. a future event that may or may not happen.

2. Individual answers may vary. No standard answers.

3. Individual answers may vary. No standard answers.

#### Answers to Practice Exercise 14

1. *Risk Management* is the process by which these threats are identified, assessed and actions planned to effectively manage these challenges.

2. Individual answers may vary. No standard answers.

3. Individual answers may vary. No standard answers.



## **SUB – STRAND 4**

### **LEISURE AND RECREATION**

**Leisure and Recreation**

**Culture and Leisure Activities**

**Gender and Recreation**

**Promoting Leisure and Recreation**

**Roles and Responsibilities in Sports**

## **Sub-strand 4                      Introduction**

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Welcome to Sub-strand 4 of this book. This sub – strand is called Leisure and Recreation.

There are five lessons.

In Lesson 1 You will learn about leisure and recreation.

In Lesson 2 You will learn about culture and leisure activities.

In Lesson 3 You will learn about gender and recreation.

In Lesson 4 You will learn about promoting leisure and recreation.

In Lesson 5 You will learn about roles and responsibilities

After completing all the five lessons you will have a better understanding of Leisure and Recreation.

**We hope you enjoy studying this sub – strand.**

## LESSON 15: Leisure and Recreation

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Welcome to Lesson 15 of Strand 2. This is the first lesson of Sub-strand 4, 'Leisure and Recreation. In this lesson you will learn how to value of leisure and recreation in life.



### Your Aims

- define leisure and recreation.
- identify leisure and recreational activities.
- Identify the value of leisure and recreation.

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### Leisure and Recreation

Let us first familiarise ourselves with the two key words in this sub-strand, leisure and recreation.

- *Leisure* refers to free time or the time when you do not have work for example shorter working hours means that people have more leisure.
- *Recreation* is about enjoying yourself and relaxing when you are not working for example swimming or reading

When we come to school every day, or when we do the same kind of work we get tired. We all like doing something different in order to relax and enjoy ourselves. For this reason, most people look forward to the weekend and having a free time.

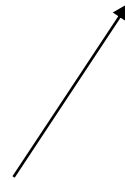
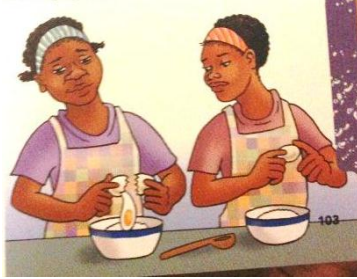
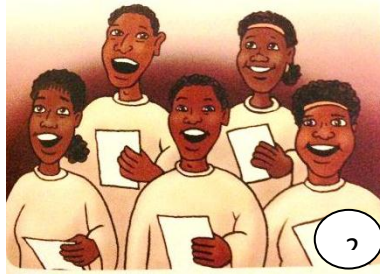
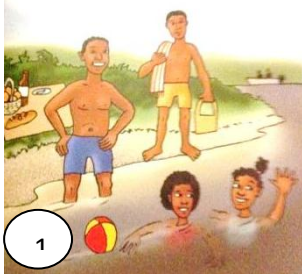
The things that we do in order to have a break from our regular activities are *leisure activities* or *recreation*.

### Leisure and recreational activities

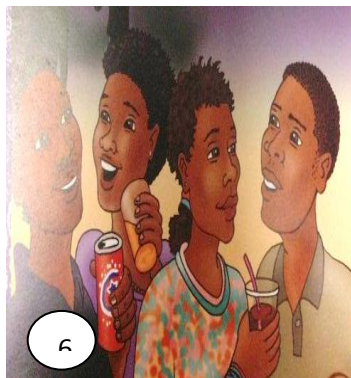
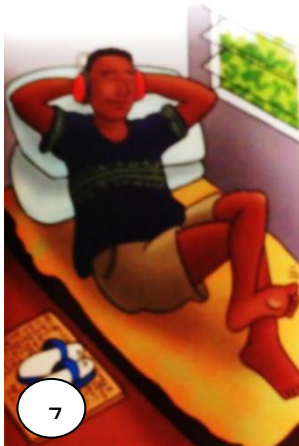
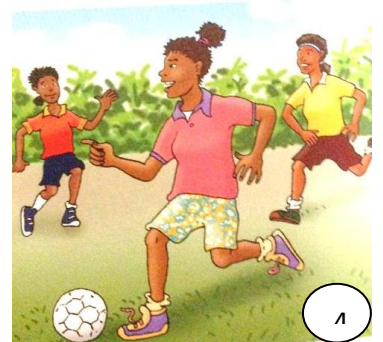
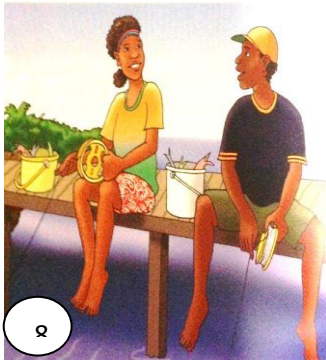
There are many different things that people can do in their free time as recreation. Most people enjoy their free time and the activities that they do in their spare time. Some of these may be individual activities while some may be carried out in groups.



The things that we do in order to have a break from our regular activities are *leisure activities* or *recreation*.



Examples of  
leisure and  
recreational  
activities

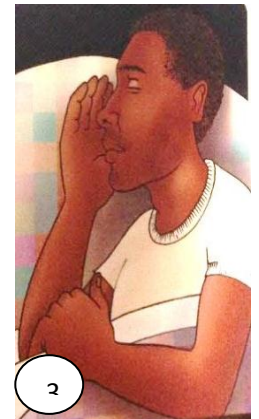
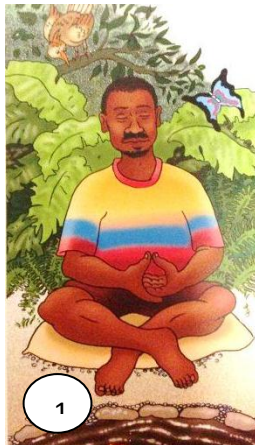


### Examples of leisure and recreational activities

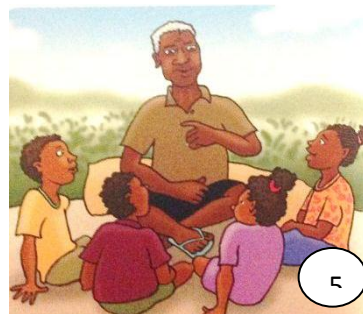
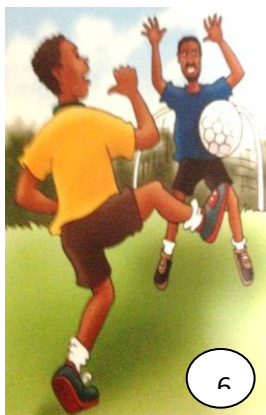
1. *Swimming*
2. *Singing in a choir*
3. *Baking or cooking*
4. *Playing with friends or competitive sport*
5. *Reading*
6. *Partying or clubbing*
7. *Relaxing or resting*
8. *Fishing*

### Importance of Leisure and Recreational Activities

Leisure and recreational activities are of importance and should be valued for a number of reasons;



Why is Leisure and Recreation important?





### Why is Leisure and Recreation important?

1. You can meditate and reflect on your life for the better.
2. You get to spend quality time with friends and family.
3. You can rest your body.
4. You can work out in order to be physically fit.
5. You can go back to the village for holidays, see your family and learn more about your origins from the old people.
6. You can learn a skill or two whether it be in sports, cooking, handcraft, gardening, etc.



### Activity 15.1

Answer these questions.

11. Define:

(a) Leisure

---



---

(b) Recreation

---



---

12. Name at least three days or occasions where people can have leisure or recreational activities, for example weekend.

(a) \_\_\_\_\_

(b) \_\_\_\_\_

(c) \_\_\_\_\_



### Summary

You have now come to the end of the lesson. In this you have learned that:

- *Leisure* refers to free time or the time when you do not have work for example shorter working hours means that people have more leisure.
- *Recreation* is about enjoying yourself and relaxing when you are not working for example swimming or reading
- The things that we do in order to have a break from our regular activities are *leisure activities* or *recreation*.

**NOW DO PRACTICE EXERCISE 15 ON THE NEXT PAGE**



## Practice Exercise 15

---

The Practice Exercise consists of short answers.

You may start Practice Exercise 15

1. Apart from the examples of leisure and recreational activities listed in this lesson, list five more of these activities that people can take part in as leisure and recreational activities.

(a) \_\_\_\_\_  
\_\_\_\_\_  
(b) \_\_\_\_\_  
\_\_\_\_\_  
(c) \_\_\_\_\_  
\_\_\_\_\_  
(d) \_\_\_\_\_  
\_\_\_\_\_  
(e) \_\_\_\_\_  
\_\_\_\_\_

2. Apart from the list of reasons why Leisure and Recreation is important, list five more of these activities that people can take part in as leisure and recreational activities.

(a) \_\_\_\_\_  
\_\_\_\_\_  
(b) \_\_\_\_\_  
\_\_\_\_\_  
(c) \_\_\_\_\_  
\_\_\_\_\_  
(d) \_\_\_\_\_  
\_\_\_\_\_  
(e) \_\_\_\_\_  
\_\_\_\_\_

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**CHECK YOUR WORK. ANSWERS ARE AT THE END OF SUB-STRAND 4.**

## Answers to Lesson Activities

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### Activity 15.1

1. *Leisure* refers to free time or the time when you do not have work for example shorter working hours means that people have more leisure.

*Recreation* is about enjoying yourself and relaxing when you are not working for example swimming or reading

2. Individual answers may vary. No standard answers.

(a) Public Holidays

(b) School Holidays

(c) Leave – when someone goes on a leave

### Answers to Practice Exercise 15

1. Individual answers may vary. No standard answers.

2. Individual answers may vary. No standard answers.

## References

Kenneth Rouse, Personal Development Book 1, P. 33

Kenneth Rouse, Personal Development Book 2, P. 22, 97

Oxford Dictionary & Thesaurus of Current English

Internet sources

## LESSON 16: Culture and Leisure Activities

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Welcome to Lesson 16 of Strand 2. Having looked at Leisure and Recreation in our previous lesson, it has prepared us for this lesson which is about Culture and Leisure Activities. This lesson should help you understand how traditional culture hinders leisure and recreation activities in PNG society.



### Your Aims

- identify how traditional culture hinders leisure and recreation activities in PNG society
- identify ways to overcome such cultural barriers

---

### Culture and Leisure

Let us first familiarise ourselves with the definition of the new key word, culture and revisit the word leisure.

- *Culture* is simply a way of life or the customs, ideas, beliefs, etc. of a particular society, community, village, country, etc.
- *Leisure* refers to free time or the time when you do not have work for example shorter working hours means that people have more leisure

### Cultures of Papua New Guinea

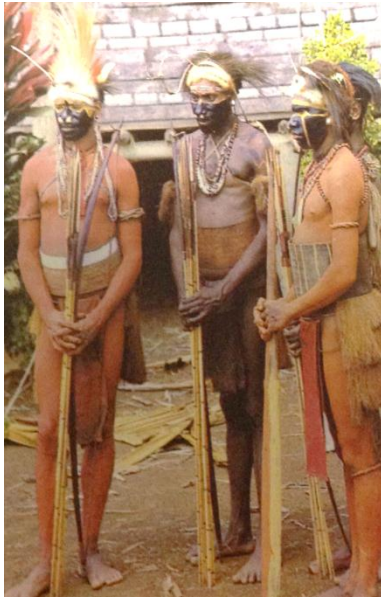
Papua New Guinea is a country with many different kinds of people with 800 plus languages, cultures and traditions. Many of these differences developed because our people were separated by high mountains and valleys, big rivers, swamps and the sea.

However, although there are differences between our people, we still have a lot in common and have a strong sense of identity as Papua New Guineans. This means that our people understand that we all belong to one country and feel proud because we are special.

Some other differences are listed below:

- *Customs* - like bride price
- *Beliefs* – like believing in spirits such as *puripuri* or *masalai*, sorcery and magic
- *Traditions* - like making pottery, weaving mats and baskets, knitting bilums, carving
- *Singsing or traditional dances*
- *Type of food* that is grown and the way that it is cooked

- *Ceremonies* – like the initiations of young people, marriages (bride price), funerals (haus krai), etc.



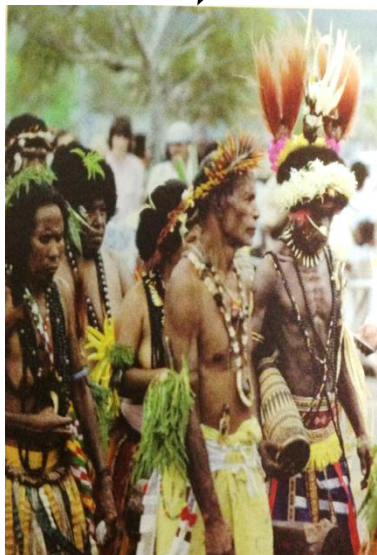
Southern Highlands Dancers

East New Britain Dancers

These are singing groups from different parts of PNG, an examples of how diverse our PNG cultures and traditions are.

Central Province Dancers

Eastern Highlands Dancers ( Mud men)

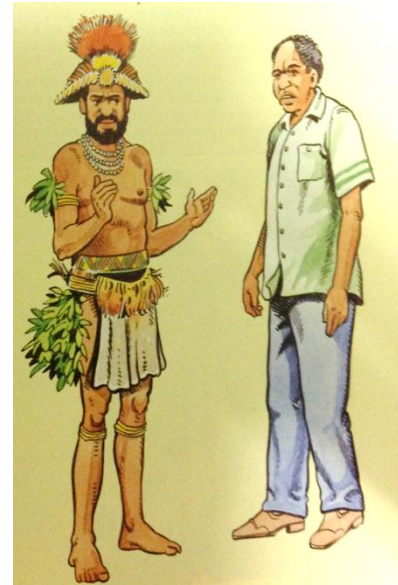


## Traditional Cultures, a hindrance to Leisure and Recreation activities

PNG cultures are centred on old and unique ways of doing things. We have a strong belief system by which we are guided by customs and traditions. There are things that we can do and cannot do as foretold by our old people from generation to generation. If we go against our old people we are bound to face trouble, either in terms of sickness, accidents or even death.

Because of these factors, many parts of PNG are still struggling with the old ways of doing things but thanks to education and Western influence, our people beginning to accept and adapt to the changes.

In the past leisure and recreation was not even considered by our people because it was seen as a waste of time. People's livelihood was catered around, gardening, fishing, hunting, collecting water and firewood, etc.



Today, the concept of leisure and recreation is slowly but eventually reaching traditional PNG but many communities, especially villages have since tried to introduce some activities for their people which is a positive start.

### Ways of overcoming cultural restrictions and beliefs

Everyone needs to be encouraged to take part in activities that will help keep them fit and healthy. Some groups and communities may need extra help to allow them to take part.

Some things that we can do:

- Make awareness and educate the people, especially the community elders about the importance of leisure and recreational activities.
- Organise an activity for a selected group such as young children or the youth.
- Think of ways to help girls and women take a greater part in physical activities
- Organise team competitions in games like basketball, netball, volleyball, soccer, etc.
- Organise sports as a way to build up the community and not only to win
- Suggest ways that people can accept losing without getting angry and violent



### Activity 16.1

**Answer these questions.**

14. Define:  
(c) Culture

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15. Name any three cultural beliefs or customs from your area (village) and state its consequence (what is believed to happen if you do what you break that custom). Make sure to state where you come from.

(d) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(e) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(f) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

16. State one custom from your area that is an hindrance to leisure and recreational activities and explain why you think it is an hindrance to these activities.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Summary

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You have now come to the end of the lesson. In this you have learned that:

- *Culture* is simply a way of life or the customs, ideas, beliefs, etc. of a particular society, community, village, country, etc.
- PNG cultures are centred on old and unique ways of doing things. We have a strong belief system by which we are guided by customs and traditions.
- We can help to make awareness and educate the people, especially the community elders about the importance of leisure and recreational activities.

---

**NOW DO PRACTICE EXERCISE 16 ON THE NEXT PAGE**



### Practice Exercise 16

---

The Practice Exercise consists of short answers.

You may start Practice Exercise 16

1. Apart from the list of ways of overcoming cultural restrictions and beliefs in this lesson, list three more ways that can help.

(f) \_\_\_\_\_  
\_\_\_\_\_

(g) \_\_\_\_\_  
\_\_\_\_\_

(h) \_\_\_\_\_  
\_\_\_\_\_

2. Imagine you are going home for holidays and you are thinking of running a small soccer tournament at your village. Before you go ahead and tell the villagers, you have to convince the elders of the village about this activity so that you will not face any problems when you run the competition. How can you convince these elders?

In the space below, state and explain your reasons for running this competition.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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**CHECK YOUR WORK. ANSWERS ARE AT THE END OF SUB-STRAND 4.**



## **Answers to Lesson Activities**

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### **Activity 16.1**

1. *Culture* is simply a way of life or the customs, ideas, beliefs, etc. of a particular society, community, village, country, etc.

2. Individual answers may vary. No standard answers.

3. Individual answers may vary. No standard answers.

### **Answers to Practice Exercise 16**

1. Individual answers may vary. No standard answers.

2. Individual answers may vary. No standard answers.

## **References**

Kenneth Rouse, *Personal Development Book 1*, P. 32

Kenneth Rouse, *Personal Development Book 2*, P. 22, 97

Oxford Dictionary & Thesaurus of Current English

## LESSON 17: Gender and Recreation



Welcome to Lesson 17 of Strand 2. In our last lesson we looked at Culture and Leisure Activities help you understand how traditional culture hinders leisure and recreation activities in PNG society. In this lesson, we will learn about the Gender and Recreation where we try to understand why our societies exclude females in most physical activities.



### Your Aims

- identify reasons for excluding females in many forms of physical activities
- identify the importance of female participation in physical activities.

### Gender and Recreation

Let us first familiarise ourselves with the definition of the new key word, gender and revisit the word recreation.

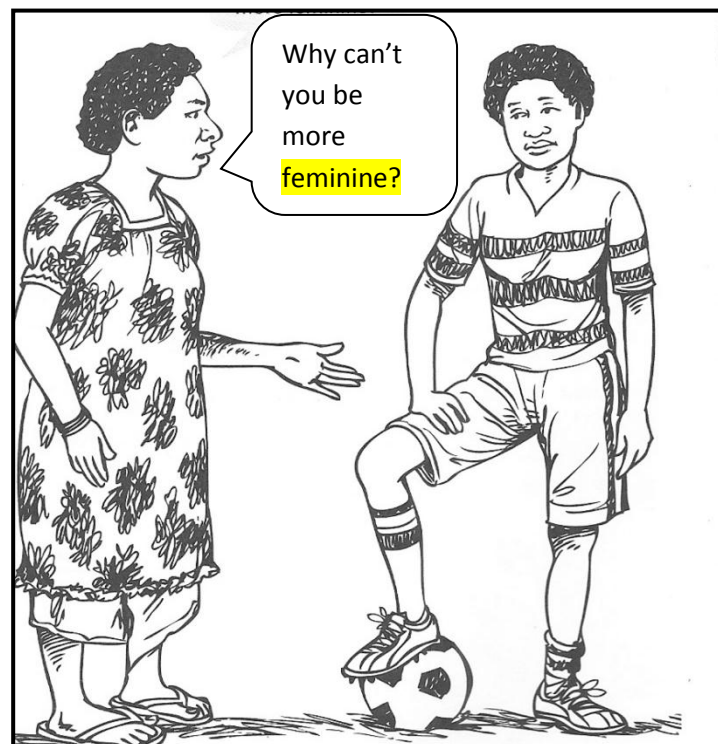
- **Gender is being a male or female or simply being a boy or a girl.**
- *Recreation* is about enjoying yourself and relaxing when you are not working for example swimming or reading

### Some Facts about Gender

The differences in the bodies of men and women have caused all societies to have traditional gender roles. Because of these differences, men and women have taken different responsibilities, do work differently as well as involve in activities differently.

The physical differences that make a male different from a female are:

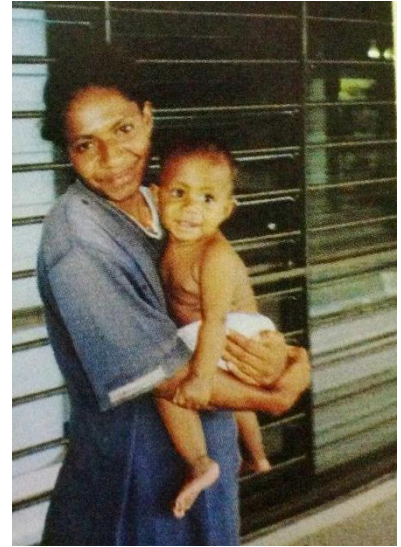
- Males have beard, hairy chest, broad shoulders, deep voice, a muscular body and their sex organ consists of a penis and testicles.
- Females have breasts that protrude at about the age of 12, a sharp peak voice, curved bodies, usually grow their hair long and their sex organ is called the vagina.



## Common Gender Issues excluding Females in Physical Activities

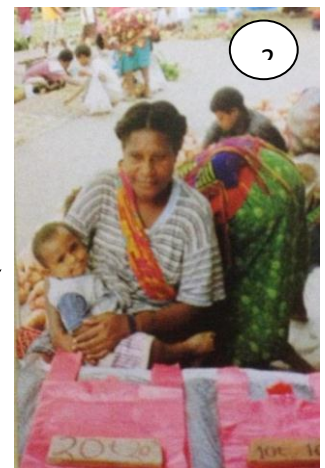
In Papua New Guinea's traditional society, men usually do the physical work of clearing the land for gardening and putting up the fence. Women usually do the planting and weeding to maintain the garden. Since women have babies, they do most of the parenting roles and household chores.

In a traditional society, the community usually expects you to behave in certain ways because of your gender. These expectations sometimes result in stereotyping—for example, the belief that all girls like to cook. Unfortunately, some of these expectations show the power or control that men/boys have over women and girls and are not always fair. For example, men having more than one wife but a woman cannot marry more than one man.

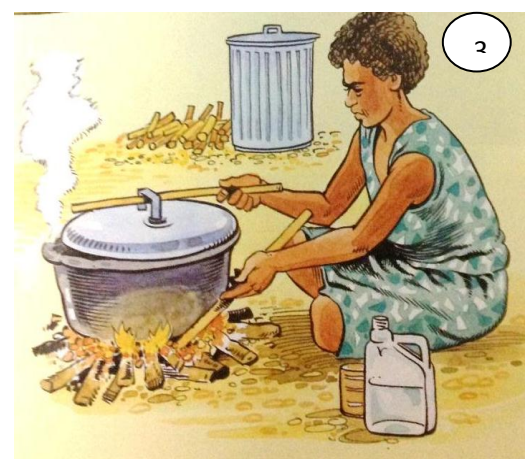


However, in many societies today, this kind of belief or stereotyping is improving where more girls are now sent to school and take up courses or studies which they were unable to take up before. They are also able to go out and work and earn an income just like the men and at the same time take care for their families.

There are many situations you see in today's world where women and girls are able to do now than before.

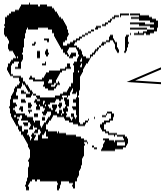


Few of the countless number of roles that women have in the community.



**Women's roles**

- 9. *Look after and bring up children*
- 10. *Sell food at the market*
- 11. *Cook food and feed the family*
- 12. *Do laundry*
- 13. *Do the dishes*
- 14. *Collect water and firewood*
- 15. *Gardening*
- 16. *Clean and maintain the house, etc.*



Because of the many roles that women have, men tend to think a woman's place is at home and so do not have the time to leave the house and do other things such as leisure and recreational activities.



**Activity 17.1**

Answer these questions.

1. Read each statement below and write **True** or **False** beside each one of them.

- (a) Men have protruding breasts \_\_\_\_\_
- (b) Females have hairy chests \_\_\_\_\_
- (c) Females have smooth and curved bodies \_\_\_\_\_
- (d) Males have testicles \_\_\_\_\_

2. What is your opinion about the endless list of women's roles?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. As a young Papua New Guinean, what would you do to change the gender issues that we have in our communities?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Female Participation in Physical Activities

Women and girls are just as important as men and boys. Gender should not be an excuse to exclusion of females. We all have needs most of which are the same, for example, the need to be educated. Education is a right. All children despite gender should be educated under the UBE.

- Females need to take part in physical activities to stay fit and healthy. The female body is prone to many diseases and one way of preventing these diseases is if they eat healthy and be physically fit.
- Females should take part in physical activities to expose their hidden talents. They can get selected and have the opportunity to travel to places and represent their community.
- Females needs to social and get to know other people and what better way to do this but through participation in physical activities.



### Summary

You have now come to the end of the lesson. In this you have learned that:

- Gender is being a male or a female
- Gender roles are usually determined by the physical differences of males and females
- Most societies are improving in their beliefs about traditional gender roles providing more opportunities for girls now than in the past.
- In a traditional society, the community usually expects you to behave in certain ways because of your gender. These expectations sometimes result in stereotyping-for example, the belief that all girls like to cook.
- Females should take part in physical activities in order to stay fit and healthy.

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**NOW DO PRACTICE EXERCISE 17 ON THE NEXT PAGE**





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**CHECK YOUR WORK. ANSWERS ARE AT THE END OF SUB-STRAND 4.**

### **Answers to Lesson Activities**

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#### **Activity 17.1**

1(a) False

1(b) False

1(c) True

1(d) True

2. Individual answers may vary. No standard answers.

3. Individual answers may vary. No standard answers.

#### **Answers to Practice Exercise 17**

1. Individual answers may vary. No standard answers.



## LESSON 18: Promoting Leisure and Recreation

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Welcome to Lesson 18 of Strand 2. In Lesson 17 we covered Gender and Recreation where we try to understand why our societies exclude females in most physical activities. In this lesson, look at Promoting Leisure and Recreation.



### Your Aims

- Identify strategies to promote participation in leisure and recreation.
- Identify activities that majority of people would participate in.

---

### Leisure and Recreational Activities that people like taking part in

In Lesson 15, we looked at some examples that people enjoy doing in the free time or when they are not working or schooling.

#### **Examples of leisure and recreational activities**

1. *Swimming*
2. *Singing in a choir*
3. *Baking or cooking*
4. *Playing with friends or competitive sport*
5. *Reading*
6. *Partying or clubbing*
7. *Relaxing or resting*
8. *Fishing*

Having that in mind, we must now come up with a list of activities that most people like taking part in so that we will be able to identify strategies to promote leisure and recreational activities.

#### **Activities that people like taking part in**

17. *Sporting Activities – PNG games, Fun Run, State of Origin, Digicel Cup, NSL (PNG loves sports)*
18. *Celebrations (Cultural Shows, Independence, Hiri Moale Festival, Provincial Days)*
19. *Musical Concerts*
20. *Spending time with family and friends*

## Strategies to promote leisure and recreational activities

We can promote leisure and recreational activities by;

- Making an awareness campaign of the activity through advertising on papers, TV, radio or even a float on the roads stressing on its purpose and benefits
- Have souvenirs or small tokens prepared for all participants
- Try to involve the whole family in this activity
- Make raffle draws with amazing prizes to be drawn at the event
- Invite a famous person to attend to attract more participants
- Involve disciplinary forces so that people know their safety is guaranteed and more will attend, etc.



### Activity 18.1

---

Answer these questions.

17. List 3 other activities that people would like to participate in.

- (a) \_\_\_\_\_  
 (b) \_\_\_\_\_  
 (c) \_\_\_\_\_

18. For each of the activity listed in Question 1, state what makes you think people would like the activity.

- (a) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- (b) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- (c) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



### Summary

You have now come to the end of the lesson. In this you have learned that:

- Trukai Fun Run is a very popular Leisure and Recreation event that attracts thousands of people every year.
- Cultural Shows and Provincial Days are fast become popular in the last couple of years. On this days many attend to promote and support their cultures.

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**NOW DO PRACTICE EXERCISE 18 ON THE NEXT PAGE**



**Practice Exercise 18**

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**The Practice Exercise consists of short answers.**

**You may start Practice Exercise 18**

1. Imagine you and your friends are organising a Family Day for your school as a leisure and recreation activity to bring together parents, teachers and students. You are tasked to design a poster to advertise the event.
  - The event is set to be enjoyable and fun filled program and will take place on Saturday, August 13<sup>th</sup>, at the Indoor Complex, Sir John Guise Stadium from 9 am to 2pm.
  - There will be a sausage sizzle and soft drinks on sale.
  - Gate Fee is Adults K2, Children K1
  - No Betelnut, Smoke, Alcohol, Sharp objects, Markers allowed
  - Different Fun and Games will also take place on the day
  - All proceeds will go towards the Children's Ward

Poster Criteria

*The poster must be;*

- *centred around food (the right food, a good diet and avoiding unhealthy foods)*
- *educational*
- *neat*
- *colourful*

On page 5 (blank page), you can design your poster.

---

**CHECK YOUR WORK. ANSWERS ARE AT THE END OF SUB-STRAND 4.**

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**Answers to Lesson Activities**

**Activity 18.1**

1. Individual answers may vary. No standard answers.
2. Individual answers may vary. No standard answers.

**Answers to Practice Exercise 18**

1. Individual answers may vary. No standard answers.

## LESSON 19: Roles and Responsibilities in Sports



Welcome to Lesson 19 of Strand 2. This is the last lesson of Strand 2, 'Movement and Physical Activity.' In this lesson you will learn about the different Roles and Responsibilities in Sports and their effects.



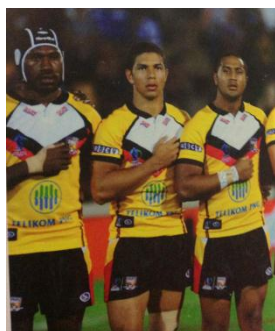
### Your Aims

- identify various roles and responsibilities in sports.
- identify the effects of taking on different roles and responsibilities in sports.

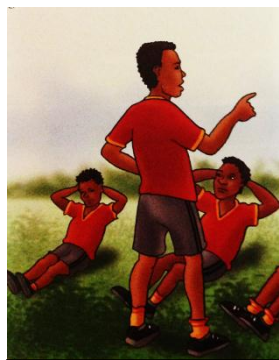
### Roles and Responsibilities in Sports

**Role** is the position or function of someone while **responsibilities** are things that you are required or expected to do, something more like your duties.

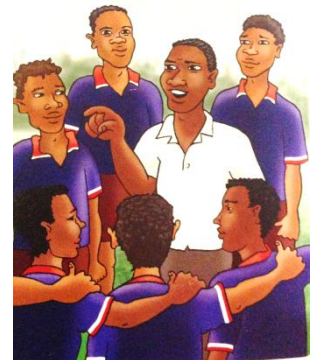
In sport there are many different roles that people play in order for the sport to be played well and be enjoyed by everyone. For each of these roles, there is a code of behaviour that the player has to follow.



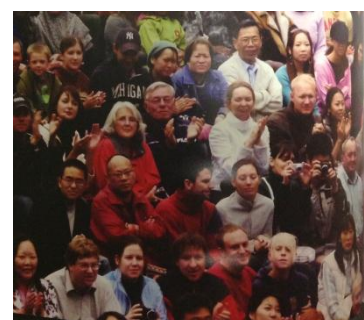
PLAYERS



CAPTAIN



COACH



REFREE

**Codes of Behaviour for Various Roles**

SPECTATORS

- The *player* should play by the rules, play as a member of the team, take notice of the captain and coach, and not fight.
- The *captain* should help the coach lead the team and take charge on the playing area.
- The *coach* should help the players to develop their skills and fitness and should encourage fair play, discipline the players and try to prevent injuries.
- The *spectators* should support their team, accept the decision of the referee, stay off the playing area and not fight.
- The referee should know and follow the rules of the game plus be fair on both sides.

**Responsibilities in Sports**

- Attend training sessions regularly
- Be on time for all training sessions and games
- Help team-mates
- Play as part of a team
- Learn to recognise different types of behaviour that happen during a game
- Learn how to help when there is a disagreement during the game
- Be equipped with proper sporting gear
- Maintain discipline at all times on and off the playing area

**Activity 19.1**

This activity will help you understand movement skills.

19. Think of a game that you have played and describe some of the responsibilities and skills that you have learnt in this sport.

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20. Describe what you would do to be able to enjoy a game of sport.

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### Summary

You have now come to the end of the lesson. In this you have learned that:

- **Role** is the position or function of someone
- **Responsibilities** are things that you are required or expected to do, something more like your duties.
- In sport there are many different roles that people play in order for the sport to be played well and be enjoyed by everyone. For each of these roles, there is a code of behaviour that the player has to follow.

---

**NOW DO PRACTICE EXERCISE 19 ON THE NEXT PAGE**





## Practice Exercise 19

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The Practice Exercise consists of short answers.

You may start Practice Exercise 19

24. Define:

(l) Roles

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(m) Responsibilities

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25. List some characteristics of a team.

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26. Describe how to play and communicate positively during a team game.

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**CHECK YOUR WORK. ANSWERS ARE AT THE END OF SUB-STRAND 4.**

## **Answers to Lesson Activities**

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### **Activity 19.1**

1. Individual answers may vary. No standard answers.
2. Individual answers may vary. No standard answers.

### **Answers to Practice Exercise 19**

1. Individual answers may vary. No standard answers.
2. Individual answers may vary. No standard answers.
3. Individual answers may vary. No standard answers.

## REFERENCES

### Internet sources

Kenneth Rouse, Personal Development Book 1, P. 32

Kenneth Rouse, Personal Development Book 1, P. 33

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Peter Wright, On Your Marks, P. 16-17

Robbie Parker, John Patterson and Doug Hearn, Health Moves, P. 265-275

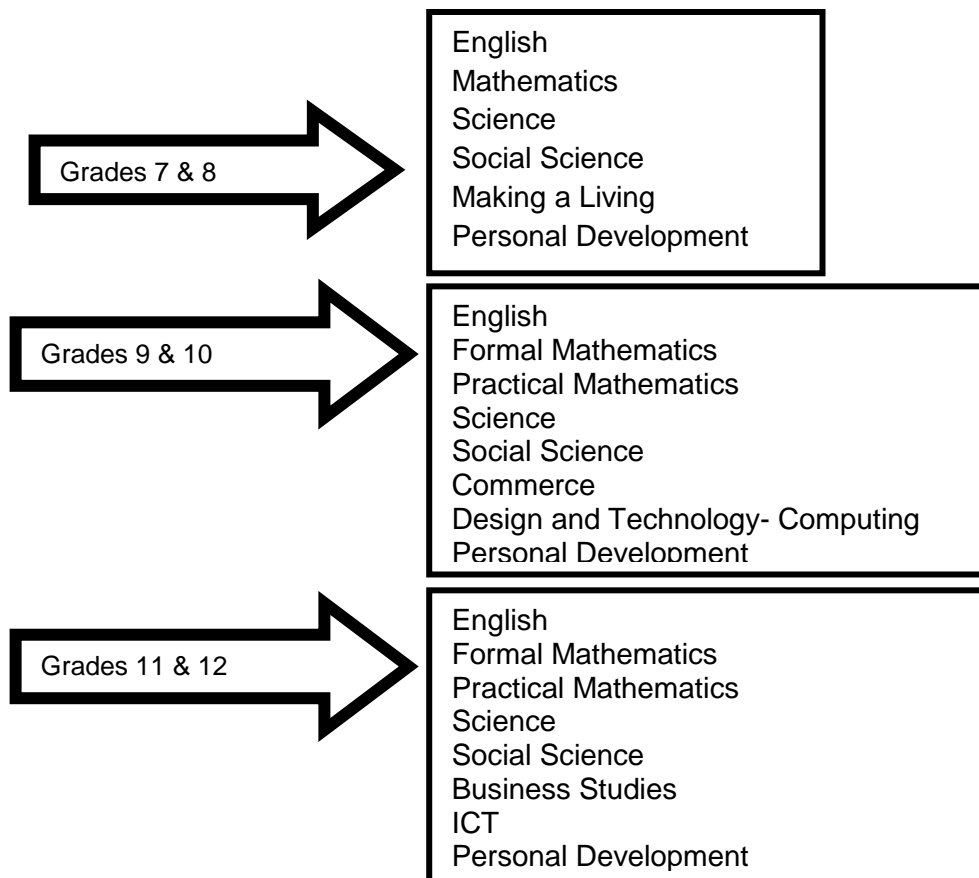
[www.niams.nih.gov](http://www.niams.nih.gov) - Sports injuries (PDF)

[www.niams.nih.gov](http://www.niams.nih.gov) - Sports injuries (PDF)

[www.niams.nih.gov](http://www.niams.nih.gov) - Sports injuries (PDF)

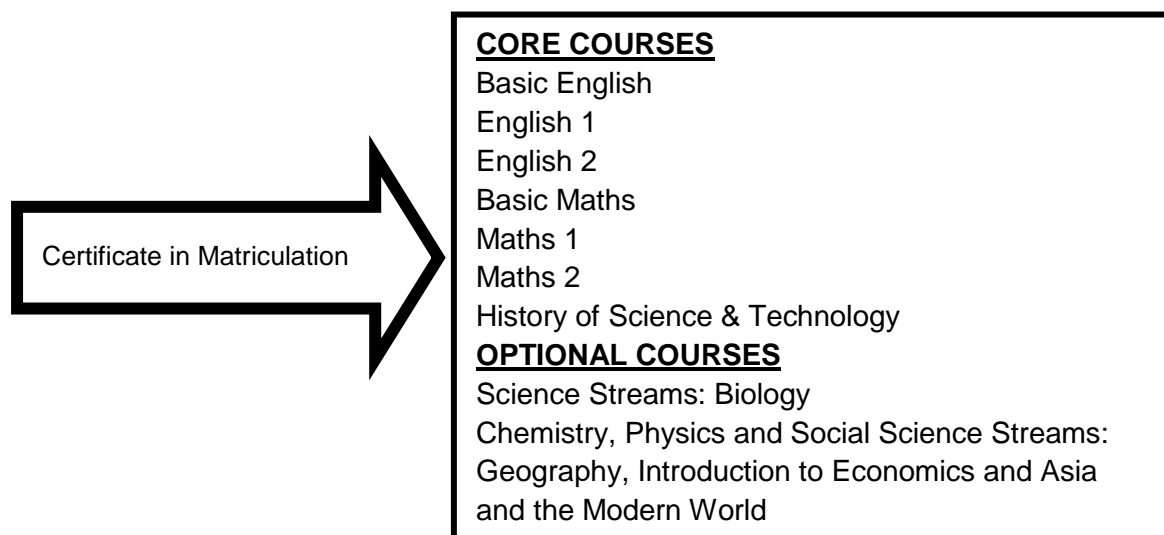
[www.ntu.edu.sg](http://www.ntu.edu.sg) MINDEP – Sports Injuries (PDF)

## SUBJECT AND GRADE TO STUDY



### REMEMBER:

In each grade, you must study English, Formal Mathematics, Science and Social Science. Commerce and Practical Math are optional. Your Provincial Coordinator or Supervisor will give you more information regarding each subject.



### REMEMBER:

You must successfully complete 8 courses: 5 compulsory and 3 optional

### FODE PROVINCIAL CENTRES CONTACTS

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2	KEREMA	P. O. Box 86, Kerema	6481303	72228124	Mr Billy Samuel	77522842	Mr David Saria	7222904 9
3	CENTRAL	C/- FODE HQ	3419228	72228110	Mrs Susan Saiho	77522843	Mr Aubi Elodo	7222905 0
4	ALOTAU	P. O. Box 822, Alotau	6411343 / 6419195	72228130	Ms Kay Ariall righta	77522844	Mr Albi Bapera	7222905 1
5	POPONDETTA	P. O. Box 71, Popondetta	6297160 / 6297678	72228138	Mrs Cecilia Gangai	77522845	Mr Stansen Sevese	7222905 2
6	MENDI	P. O. Box 237, Mendi	5491264 / 72895095	72228142	Mr Christopher Gari	77522846	Mr Wari Tange	7222905 3
7	GORALL RIGHTA	P. O. Box 990, Gorall righta	5322085 / 5322321	72228116	Mr Jagolo Sogone	77522847	Ms Ovin Tuki	7222905 4
8	KUNDIA WA	P. O. Box 95, Kundiawa	5351612	72228144	Mr David Kimin	77522848	Mr Denge Gundu	7222905 6
9	MT HAGEN	P. O. Box 418, Mt. Hagen	5421194 / 5423332	72228148	Mrs Joyce Pogla	77522849	Mr Robert Maki	7222905 7
10	VANIMO	P. O. Box 38, Vanimo	4571175 / 4571438	72228140	Mrs Ere Kamaso	77522850	Mrs Isabella Danti	7222906 0
11	WEWAK	P. O. Box 583, Wewak	4562231/ 4561114	72228122	Mr Michael Sirias	77522851	Mr David Wombui	7222906 2
12	MADANG	P. O. Box 2071, Madang	4222418	72228126	Mrs Esther Makis	77522852	Mrs Applonia Bogg	7222906 3
13	LAE	P. O. Box 4969, Lae	4725508 / 4721162	72228132	Mr Appo Ibos	77522853	Ms Cathrine Kila	7222906 4
14	KIMBE	P. O. Box 328, Kimbe	9835110	72228150	Mrs Shirley Haiveta	77522854	Mrs Bernadette Litom	7222906 5
15	RABAUL	P. O. Box 83, Kall rightopo	9400314	72228118	Mr Ereman Pinia	77522855	Mrs Verlyn Vavai	7222906 7
16	KAVIENG	P. O. Box 284, Kavieng	9842183	72228136	Ms Betty Boas	77522856	Mr John Lasisi	7222906 9
17	BUKA	P. O. Box 154, Buka	9739838	72228108	Mr Simon Kelle	77522857	Mr Marlyne Meiskamel	7222907 3
18	MANUS	P. O. Box 41, Lorengau	9709251	72228128	Vacant	77522858	Ms Roslyn Keket	7222908 0
19	NCD	C/- FODE HQ	3230299 Ext 26	72228134	Mrs Erica Inai	77522859	Mrs Marina Tomiyavau	7222908 1
20	WABAG	P. O. Box 259, Wabag	5471114	72228120	Mr Paul Nepao	77522860	Mr Salas Kamberan	7222908 2
21	HELA	P. O. Box 63, Tari	73197115	72228141	Baja Hadaja	77522861	Mr Ogai John	7222908 3
22	JIWAKA	c/- FODE Hagen		72228143	Vacant	77522862	Joseph Walep	722290 85