**JC BEST INTERNATIONAL SCHOOLS**

**BASIC 8 3RD TERM LESSON NOTE**

**WEEK ONE**

**TOPIC: HANDBALL**

**SPECIFIC OBJECTIVE:** At the end of the lesson, I should be able to:

1. Narrate the nature of the game of handball
2. List the basic skills in handball

Handball is also known as team handball, European handball or Olympic handball. It is a team sport in which two teams of seven players pass a ball using their hands with aim of scoring by throwing the ball into the goal post of the other team. A handball match lasts for 60minutes that is 30minutes for each half with a 10minutes interval in between. At the end of the 60minutes the team that scores more goals wins.

The game was first played competitively at 1936 Berlin Olympics and has become a popular sport in Europe. The highest body is the International Handball Federation (IHF) formed in 1946

**BASIC SKILLS IN THE GAME OF HANDBALL**

1. Holding the ball

Passing (throwing the ball)

1. Catching
2. Dribbling
3. Shooting
4. The stance – there are two types of stance

* Offensive stance
* Defensive stance

Mikkel Hansen from Denmark is the world best handball player and Christina Neagu from Romania is the female best handball player

**EQUIPMENT IN THE GAME OF HANDBALL**

1. The ball – the ball is 58-60cm in circumference for adults and 50-56cm for ages 8-14
2. The jersey – the jersey is numbered front and back
3. The handball shoes
4. The whistle
5. Hand bands, protective pads, mouth guards
6. The cards
7. Gloves
8. Water bottle
9. Net

**WEEK TWO**

**TOPIC: HANDBALL**

**SPECIFIC OBJECTIVE:** At the end of the lesson, I should be able to:

1. List the rules and regulations in handball
2. Draw a handball court

**RULES AND REGULATIONS IN HANDBALL**

1. The game must start with a throw-off
2. Each team consists of seven players on the court and seven substituting players
3. The goal keeper jersey must differ from the outfield players
4. There are two referees to officiate the game
5. Yellow cards are for warning, red cards are for disqualification and blue cards are for disqualification and suspension
6. A player with the ball is only allowed 3 steps after which the ball must be passed, shot or dribbled
7. Dribbling again after 3 steps dribble will result in double dribble
8. A player while defending must not enter the goal deliberately
9. The ball must not be passed back to the goal keeper in the goal area
10. The attacking player can shoot outside the goal area or launch inside the goal area and shoot before touching the floor.

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**WEEK THREE**

**TOPIC: RHYTHMIC ACTIVITIES**

**SPECIFIC OBJECTIVE:** At the end of the lesson, I should be able to:

1. Define rhythmic activities
2. List the types of rhythmic activities

Rhythm is the regular reoccurrence of musical sounds or beats. Rhythm activities are combination of physical movements with sounds, beats or music. They are used for self-expression, exercise, socialization etc.

Rhythmic activities are also a source of enjoyment for people of all ages because everyone reacts to music or rhythm in one form or another. It could be head swaying, foot stamping, finger snapping, shoulder or body movement etc.

Rhythmic activities could be in the form of dramatic activities or creative activities which are used for self-expression entertainment, exercise etc

**ELEMENTS OF RHYTHM**

1. Tempo: the pace of the fundamental beat is called tempo (Italian, ‘time’). The expressions slow tempo and quick tempo suggest the existence of a tempo that is neither slow nor fast but rather “moderate”. A moderate tempo is assured to be that of a natural walking pace (76 to 80 paces per minute) or of a heart beat (72 per minute). The tempo of a piece of music indicated by a composer is however neither absolute nor final.
2. Rubato: Rubato is known as “robbed time”. Rubato is a tempo in which strict timing is relaxed, the music being played near, but not on, the beat. Rubato needs the framework of an inflexible beat from which it can depart and to which it must return.
3. Metre: the combinations of long (\_\_) and short (breve) syllabus are known in prosody as feet. The system of notating the musical equivalent of feet derives from the application of prosody to music
4. Time
5. Syncopation

**WEEK FOUR**

**TOPIC: SWIMMING**

**SPECIFIC OBJECTIVE:** At the end of the lesson, I should be able to:

1. Define swimming
2. List the types of swimming strokes

Swimming has been in existence for a very long time in 1500BC. Carvings of swimmers were found on rocks in Libyan desert. The early men engaged in various swimming activities. It was for entertainment, bathing, competitions and even as a means of survival when chased by wild animals.

Swimming ca be defined as the propulsion of the body through water using the hands and legs. It is a sport or activity which involves propelling oneself in water using the limbs.

Swimming is a form of recreation which is done for various purposes. The following are some of the reasons for swimming

1. As a form of recreation
2. As a means of exercise
3. Swimming is a form of competitive sport
4. It serves as a means of livelihood
5. It is a means of relaxation
6. It encourages a healthy living

**TYPES OF SWIMMING STROKES**

There are four (4) basic swimming strokes used for learning or competitive purposes

1. The front crawl: the body is kept afloat and changes from side to side depending on the movement of the arms. The legs alternate vertically trashing the water’
2. The breast stroke: the arms are pushed forward to full extension then are pulled backward with palms facing out. The knees are drawn towards and returned to extended position
3. The back stroke: the body lies supine in water. The arms are rotated from the shoulders and returned to the body. The knee is flexed and returned to extension
4. The butterfly or Dolphin stroke: the shoulders are kept in line with the surface of the water. The arms are brought forward together over the surface of the water and backwards. The legs move up and down simultaneously.

**SKILLS IN SWIMMING**

1. Buoyancy: this is the ability to float on water. It is exhibited when an individual lies afloat on water without sinking.
2. Apnea: this is the ability to hold breath in water. Breath holding skills is important for divers and life guards
3. Propulsion: it involves moving the arms and legs in water.

**WEEK FIVE**

**TOPIC: PROBLEMS IN PHE- HUMAN TRAFFICKING**

**SPECIFIC OBJECTIVE:** At the end of the lesson, I should be able to:

1. Define human trafficking
2. List the causes and prevention of human trafficking
3. Outline it effects on PHE

The participation in physical activities can be termed as the participation in sports. In our society today, people participate in sports for various purposes, this is not far-fetched from the monetary rewards involved in the sporting industries around the globe. Because of the appealing rewards and lure of wealth people tend to get involved in various sporting activities. This has brought about dubious sporting agents around the globe who in the name of sports take men and women for other purposes than the initial promised sporting career.

Human trafficking can be defined as the illegal movement of people from their place of residence to a final destination.

People are trafficked for different reasons, some are deceived, others give their consent while others are kidnapped (taking forcefully).

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| TRANSIT |

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| FINAL DESTINATION |

People who are trafficked are gotten from a place known as source while the movement of victims before reaching the final destination is called transit.

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| SOURCE |

**CAUSES OF HUMAN TRAFFICKING**

1. Greed: A lot of people are greedy and are not contented with their current situation
2. The promise of a sporting career
3. The prestige and fame associated with sports
4. Some victims are not well informed about the dangers of trafficking
5. The monetary reward involved in sports
6. Poverty: most people live in poor conditions and wish to better their lives
7. Fake agents around the globe
8. Poor economy of a country
9. Communal disputes and war

Tip: one of the transit countries in Africa is Libya

**PREVENTION OF HUMAN TRAFFICKING**

1. The public should be enlightened on the dangers of human trafficking
2. Techniques and methods employed by traffickers should be made known to the people
3. Sporting agents should be well registered with an association in the country.

**WEEK SIX**

**TOPIC: MARTIAL ARTS**

**SPECIFIC OBJECTIVE:** At the end of the lesson, I should be able to:

1. Define martial arts
2. List examples of martial arts

Martial art is a sporting activity which involves weaponless fighting for self-defense. It is practiced by both men and women. Martial art is an old activity which began as far back as 3000BC in Asia. It was taught at homes and martial art schools aimed at developing strong citizens both physically and mentally. The Chinese used martial art as a form of formal and informal education meant to improve the general lifestyle of citizens.

**EXAMPLES OF MARTIAL ARTS**

1. Jujitsu
2. Judo
3. Karate
4. Taekwondo
5. Boxing
6. Kick boxing
7. Wrestling
8. Tai-chi etc

Each of the martial arts activities has its purpose. For example, the jujitsu also known as Chinese boxing similarly Taekwondo is a martial art activity which strengthens the body especially the hands. it also involves quick movement of the hand and shadow feinting.

This activity was made popular by Bruce Lee, a Chinese martial art legend. He died on July 20th 1973, before his death he was an actor, martial art director and philosopher.

**WEEK SEVEN**

**TOPIC: COMMUNICABLE DISEASES**

**SPECIFIC OBJECTIVE:** At the end of the lesson, I should be able to:

1. Define communicable diseases
2. List some communicable diseases

Disease means an illness or disorder of the body caused by pathogens.

Pathogens are disease causing agents or organisms. Some examples of pathogens include; viruses, bacteria, fungi, protozoa and worms.

The science and study of diseases is called pathology

Communicable diseases are those diseases that can be transmitted from one person to another.

It is also known as infectious diseases. The mode of transmission can be through direct contact, infected air-droplets, contaminated food or water, vectors etc.

Pathogens gain entrance into the body through the following;

1. Through the mouth or nose: these cause the infection of the respiratory organs such as tuberculosis, diphtheria, pneumonia, cold, influenza, small pox
2. Through the intestine: these pathogens are found in food and water and they cause diseases such as typhoid, cholera, amoebic dysentery, worm infections etc.
3. Through the skin: pathogens gain entrance when the skin is broken through wounds. Also, through biting insects such as mosquitoes, tsetse fly, black fly etc. They spread diseases such as malaria, Phil filariasis, yellow fever, sleeping sickness and onchocerciasis

**COMMON COMMUNICABLE DISEASES**

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| Communicable diseases | Mode of Transition |
| Cholera | Food and water |
| Hepatitis | Dangerous food, body fluid |
| Influenza | Air |
| Tuberculosis (TB) | Air |
| Whooping cough | Air |
| Malaria | Mosquito bite |
| Tetanus | Exposure to dust or rusted items |

**PREVENTION OF COMMUNICABLE DISEASES**

1. Wash the hands properly before eating and after using the toilet
2. Cook your food well before eating eg beef or pork meat
3. Avoid sharing personal effects /items like cup, towel, brush etc.
4. Eat adequate diet
5. Maintain a good personal hygiene
6. Fumigate your surroundings regularly
7. Regular vaccination and immunization
8. Fresh fruits and vegetables must be washed thoroughly before eating
9. Isolate infected persons to avoid contact e.g small pox
10. Avoid sharing sharp and piercing materials.

**NON-COMMUNICABLE DISEASES**

These are the diseases that cannot be transmitted from one person to another. They usually take a long period to manifest and can live in a person for a long time.

Some examples are

1. Headache
2. Stomach ache
3. Kidney stone
4. Heart attack
5. Cancer
6. Leukemia
7. Hypertension
8. Kwashiorkor

**WEEK EIGHT**

**TOPIC: CAREER GUIDANCE IN PHE**

**SPECIFIC OBJECTIVE:** At the end of the lesson, I should be able to:

1. Define career
2. List some careers in PHE

Career can be defined as a particular occupation an individual is trained to do. Careers in PHE are jobs or occupation derived from the knowledge acquired through study of PHE.

The study of PHE is now mostly referred as HUMAN KINETICS and HEALTH EDUCATION. Some careers in PHE include;

1. Physical therapist
2. Teaching
3. Coaching
4. Sport medicine
5. Sport psychology
6. Athlete trainer
7. Fitness trainer
8. Sport managers
9. Kinesiologist
10. Physiologist
11. Sport nutritionist etc.