

COURSE GUIDE

KHE 211: PEDAGOGICAL ELEMENTS OF SPORTS

Course Developers/Writers:

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Introduction

The course is discussed under five modules. Module 1 is on the Basic concepts in sports discussed in two units, Module 2 – Scientific basis for conditioning and training with three units, Module 3 – General Principles of athletic training with two units, Module 4 – Physical education and Sports in Nigeria with three units and Physical education and sports in Europe and America with three units.

Course Competencies

The learners will be able to display a good understanding of the basic concept in sports, scientific basis for conditioning and training, general principles of athletic training, physical education and sports in Nigeria and physical education and sports in Europe and America.

Course Objectives

After this instruction, the learners should be able to understand and explain the;

- Basic concepts in sports
- Scientific basis for conditioning and training
- General principles of athletic training
- Physical education and sports in Nigeria and physical education and sports in Europe and America.

Working through this Course

First read and note the objectives of the instruction in order to know what is expected of you after studying the instruction.

- There are self testing activities after each topic try to do these activities in order to assess your progress and ability.
- At the end of each unit there is a summary of the content. The summary is reminding you of what the unit was all about.

- There are also assignments which give you the chance to apply what you have been learning. Do not fail to attempt the assignments.

Study Units

Module One: Understanding the Basic Concepts in Sports Pedagogy

Unit 1: Sports Pedagogy defined

Unit 2: Etymology and Context in Sports Pedagogy

Module Two: Scientific Bases for Conditioning and Training

Unit 1: Cardinal Principles of Sports Conditioning

Unit 2: Physical Conditioning

Unit 3: Conditioning Exercises

Module Three: General Principles of Athletic Training

Unit 1: Mechanisms of Sports Injuries and Predisposing Factors of Sports Injuries

Unit 2: Prevention of Athletic Injuries

Module Four: Physical Education and Sports in Nigeria

Unit 1: Physical Education and Sports in the Pre-Colonial and Colonial Era

Unit 2: Physical Education and Sports in the Contemporary Nigeria.

Module Five: Physical Education and Sports in Europe and America

Unit 1: Physical Education and Sports in Greece

Unit 2: Physical Education and Sports in Great Britain

Unit 3: Physical Education and Sports in the United States of America

References and Further Readings

Presentation Schedule

This course is scheduled to be presented under the following five modules and units adopting

- E-learning
- Interactive teaching
- Group discussion and Assignment
- Self Assessment

Module One: Understanding the Basic Concepts in Sports Pedagogy

Unit 1: Sports Pedagogy defined

Unit 2: Etymology and Context in Sports Pedagogy

Module Two: Scientific Bases for Conditioning and Training

Unit 1: Cardinal Principles of Sports Conditioning

Unit 2: Physical Conditioning

Unit 3: Conditioning Exercises

Module Three: General Principles of Athletic Training

Unit 1: Mechanisms of Sports Injuries and Predisposing Factors of Sports Injuries

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Module Four: Physical Education and Sports in Nigeria

Unit 1: Physical Education and Sports in the Pre-Colonial and Colonial Era in Nigeria

Unit 2: Physical Education and Sports in the Contemporary Nigeria

Module Five: Physical Education and Sports in Europe and America

Unit 1: Physical Education and Sports in Greece

Unit 2: Physical Education and Sports in Great Britain

Unit 3: Physical Education and Sports in the United States of America.

Assessment

The course will be assessed through these methods:

- Participation in interactive E-learning 10%
- Assignment, quizzes and test 20%
- Final Examination 70%

How to get the Most from the Course

Learners should adhere to the following:

- Read and note the objectives of the units.
- Self testing activities after each topic.
- Attempt the assignment, quizzes and test

Facilitation

Students must participate in the online facilitation during the course

Course Information

Course Code: KHE 211

Course Title: Pedagogical Elements of Sports

Credit Unit: 2 units

Course Status:

Course Blub:

Semester: First semester

Course Duration:

Required Hours for Study:

Course Team

Course Developer: Dr D.I Adeagbo

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Ice Breaker:

Considering the strategic importance of sport in human development, there is a need to give due consideration to the processes and procedures that are involved in sport education across all levels. This makes sport pedagogy a critical component in sport education at different levels of education.

Module 1: Understanding the Basic Concepts in Sports Pedagogy

Module Introduction

This module introduces pedagogical elements of sports under two units. Unit 1 defines sport, pedagogy, and sports pedagogy while Unit 2 discusses the etymology and context in sports pedagogy.

Unit 1: SPORTS PEDAGOGY

Contents

- 1.0 Introduction
- 2.0 Intended Learning Outcomes (ILOs)
- 3.0 Main Content: Basic Concepts in Sports Pedagogy
 - 3.1 Definition of Sports
 - 3.2 Definition of Pedagogy
 - 3.3 Definition of Sports Pedagogy
 - 3.4 Rationale for Sports Pedagogy
- 4.0 Self-Assessment Exercise(s)**
- 5.0 Conclusion
- 6.0 Summary
- 7.0 References/Further Readings



1.0 Introduction

In Unit 1, the definitions of sports, pedagogy, and sports pedagogy are explained.



2.0 Intended Learning Outcomes (ILOs)

At the end of this unit, learners will be able to:

- Describe the concepts of Sports and pedagogy
- Explain Sports Pedagogy

Explain the rationale for sports pedagogy



3.0 Main Content: Basic concepts in sports Pedagogy

3.1Definition of sport

3.2Definition of pedagogy

3.3Definition of sport pedagogy

3.4 Rationale for sports pedagogy



3.1Definition of Sport

Sport is a contest or game in which an individual partakes in certain physical activities according to a specific set of rules and compete against each other. Sport includes all forms of competitive physical activities or games through participation to maintain or improve physical ability and skills while providing enjoyment to participants. Sport has the potential to be a force in maintaining good health if it is well taught and coached by knowledgeable adults who have the ability to harness its power effectively. Sport can be expressed in different dimensions. European Commission (EC,2007) observed that sport has an educational dimension which can be encountered in school as part of physical education programme, through youth

sport in the community, at local sports clubs, or as leisure activity enjoyed with family and friends. Sport is apparently a good thing for all children and young people. Engagement in sport produces health and education benefits which need to be enhanced. This implies that the procedures and strategies involved in teaching and learning sport should be considered in planning and implementation of sport policies in different countries of the world.



3.2 Definition of Pedagogy

Pedagogy is the act, process or art of imparting knowledge and skill. It can as well be defined as the art of instruction, education and or science of teaching or profession of teaching. It can also be referred to as the teaching skills teachers use to impart the specialized knowledge or content of their subject areas. Pedagogy is viewed by Leach and Moon (1999) and Banks, Leach and Moon (2011) as teaching and learning in practice. It involves a, complex understanding that recognizes the relationship between four key elements of any educational encounter: teachers, learners, the learning task and the learning environment. Alexander (2008) defined pedagogy as the act of teaching together with the ideas, values and beliefs by which

the teachers, learners, the learning task, learning environment are informed, sustained and justified. He further commented that teaching is at the heart of pedagogy and that it mediates learning, knowledge, culture and identity.



In-Text Question:

ACTIVITY - 1

1. Explain briefly what you understand by the terms sport and pedagogy



3.2 Definition of Sports Pedagogy

Sports Pedagogy refers to the ways in which teachers and coaches learn the teaching knowledge and skills that are needed to support them to learn effectively (Armour, 2013). Sport pedagogy is also seen as sport specific content knowledge (that is, learning about sport) and as a vehicle for learning wider knowledge, skills or sports attribute. It is also described as a study of complex and crowded place where sport and education come together in practice. Armour (2013) defined sport pedagogy as a sub discipline of sport sciences that has three complex dimensions of knowledge in context, which consists of learners and learning and teachers/teaching and

coaches/coaching that are made more complex as they interact to form each pedagogical encounter.

Roethig and Prohl (2003) and Armour (2011) describe Sport pedagogy as academic field of study that is located at the intersection between sport and education. This is concerned with learning, teaching and instruction in sport, physical education and other related areas of physical activity. Sport pedagogy is academic discipline, informing learning, teaching and instruction in a wide range of sport, physical activity and exercise contexts (Kirk, Macdonald & O’Sullivan, 2006). They further added that, it is a scientific sub-discipline of both fields of sport science and education having three major areas of knowledge in context; learners/learning, teachers/teaching and coaches/coaching interacting.



3.4 Rationale for sports pedagogy

The rationales for studying sports pedagogy are as follows;

- Sport pedagogy is relevant to adults who have personal interest in sport and strong interest in helping the children.
- It helps children and young people to develop their potentials through sports.
- It assists young ones in learning through sport.
- It assists in the ways children and young people can be supported to learn sports specific skills.
- It helps on how learning can be structured and managed to ensure learners gain wider personal, social and health benefits from their participation.
- It helps teachers and learners to recognize the shifting nature of knowledge.
- It assists in meeting the needs of diverse learners.
- It emphasizes the need of being professional as teachers and coaches.
- It emphasizes engagement in sport and physical activity which lead to health benefits which give room to effective teaching and learning.

In-Text Question(s)

ACTIVITY - 2

1. Explain the term sports pedagogy.
2. Mention any 5 rationale for sports pedagogy



4.0 Self-Assessment Exercise(s)

ACTIVITY - 3

Answer True or False in the following statements;

1. Sports include all forms of competitive physical activities or games
2. Sport is a good thing for all children and young people.
3. Pedagogy is the act of imparting knowledge and skill.

4. Sports pedagogy is the way individuals learn the teaching knowledge and skills needed to support them to learn effectively.



5.0 Conclusion

Sports pedagogy is an academic sub-discipline of sports science that provide for the planning, learning and teaching of physical education and sports in schools.



6.0 Summary

Sport is a contest or game of physical activities individual take part in according to specific sets of rules. Pedagogy is the act, process or act of imparting knowledge and skills. Sports pedagogy is the act, process or art of imparting knowledge and skills in physical education and sports. Sports pedagogy is relevant to children, youths and adults in the effective teaching and learning of skills in physical education and sports.



7.0 References/Further Readings

Armour, K. (2011). Sport Pedagogy: An introduction for coaching and teaching. (1st ed) London: Pearson Education Limited.

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Kirk, D., Macdonald, D. & O`Sullivan, M. (2006). The handbook of Physical Education. London: sage.

Leach, J. & Moon, B. (1999) - Learners and Pedagogy. London; Paul Chapman

Roethig, P. & Prohl, P. (2003) Sportwissenschaftliches Lexikon, Schorndorf

Unit 2: Etymology and Context in Sports Pedagogy

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- 1.0 Introduction
- 2.0 Intended Learning Outcomes (ILOs)
- 3.0 Main Content: Etymology and Context in Sports Pedagogy
- 3.1 History of Pedagogy
- 3.2 Context of Pedagogy
- 4.0 Self-Assessment Exercise(s)
- 5.0 Conclusion
- 6.0 Summary
- 7.0 References/Further Readings



1.0 Introduction

This unit is discussed under the following sub-headings:

- History of Pedagogy
- Word or phrase that explain the meaning



2.0 Intended Learning Outcomes (ILOs)

At the end of this unit, learners will be able to:

- Explain Etymology of Sports Pedagogy
- Describe the Context of Sports Pedagogy



3.0 Main Content: Etymology and Context of Sports Pedagogy



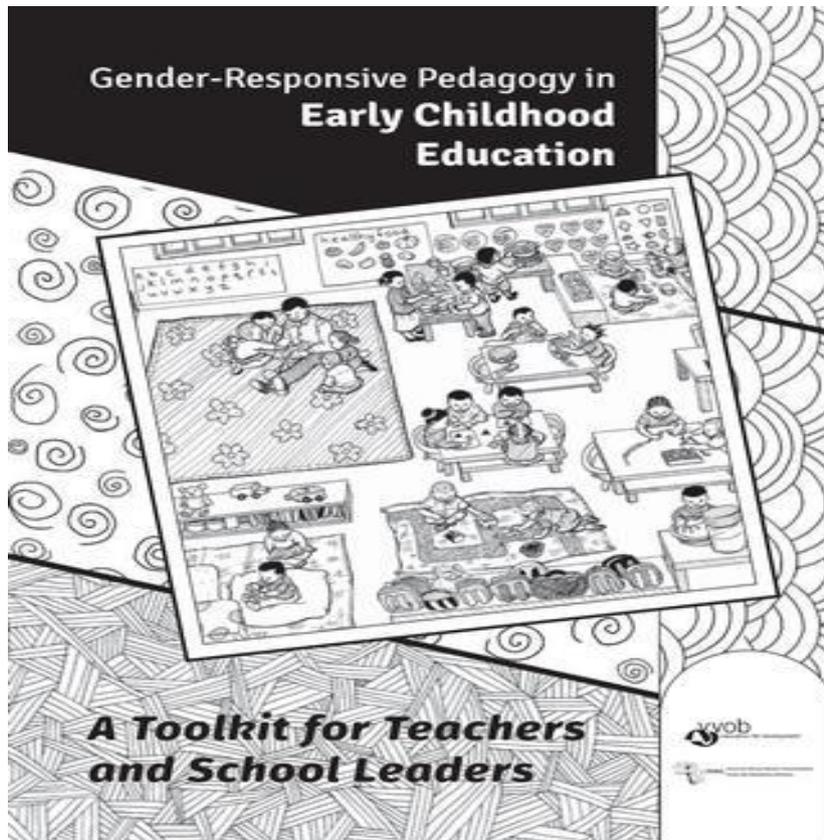
3.1 Etymology of Sports Pedagogy

The word Pedagogy is derived from the Greek words pais meaning child and agoge meaning to lead/instruct. These imply the art of leading, educating or teaching the young ones. The word ‘sport’ comes from the old French despot meaning “leisure.” Sport pedagogy relates to the purposeful development of children and young people. Human beings are lifelong learners by engaging in various broad areas of lifelong physical activities cutting across various ages. In order to reflect this, Roethig and Prohl (2003) posited that sport pedagogy is used more holistically to include pedagogies that relate to adult learning and participation in sport and physical activity across all age ranges.



3.2 Context of Sports Pedagogy

Sports pedagogy was first recognized as an academic sub-discipline of sport science in the late 1960s in Europe where it provided a theoretical framework for the planning and teaching of physical education in schools.



In-Text Question(s)

ACTIVITY - 4

1. What is sport pedagogy?
2. State the importance of sports pedagogy?
3. Identify the three major areas of sports pedagogy?



4.0 Self-Assessment Exercise(s)

ACTIVITY - 5

1. Explain the contribution Europe to sports pedagogy in the 1960's.
2. Explain the origin of the word pedagogy.



5.0 Conclusion

The word pedagogy is derived from the Greek words 'pais' meaning child and agoge, meaning to lead or instruct. These imply the art of leading, educating or teaching the young ones. The word 'sport' comes from the old French word 'despot' meaning leisure. Sports pedagogy deals with the development of individuals through physical education and sports. Sports pedagogy was first recognized as an academic sub-discipline of sport science in the 1960s in Europe.



6.0 Summary

Sports pedagogy is derived from the Greek words 'pais' meaning child, agoge meaning to lead or instruct and 'sport' from the French word 'despot' meaning 'leisure'. Sports pedagogy is a recognized sub-discipline of sport science.



7.0 References/Further Readings

- Armour, K. (2011). Sport Pedagogy: An introduction for coaching and teaching. (1st ed) London: pearcon education limited.
- Armour, K. (2013). Sport Pedagogy: An introduction for coaching and teaching.(2nd ed) New York, Routledge, USA
- European Commission (2007). White paper on sport http://ec.europa.eu/sport/white_paper/index_en.htm
- Kirk, D., Macdonald, D. & O`Sullivan, M. (2006). The handbook of Physical Education. London: sage.
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- Roethig, P. & Prohl, P. (2003) Sportwissenschaftliches Lexikon, Schorndorf

Module 2: Scientific Basis for Conditioning and Training

Module Introduction

This module introduces Scientific Basis for Conditioning and Training under three units. Unit 1 Cardinal Principles of Sports Conditioning Unit 2 Physical Conditioning and Unit 3 Conditioning Exercises

Unit 1: Cardinal Principles of Sports Conditioning

Unit 2: Physical Conditioning

Unit 3: Conditioning Exercises

Unit 1: Cardinal Principles of Sports Conditioning

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- 2.0 Intended Learning Outcomes (ILOs)
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 - 3.1 Concept of Conditioning
 - 3.2 Principles of Sports Conditioning
 - 3.2.1 Principle of Specificity
 - 3.2.2 Principle of Overload
 - 3.2.3 Principle of Reversibility
 - 3.2.4 Principle of Individualization
 - 3.2.5 Principle of Variety
 - 3.2.6 3.2.6 Principle of Active Involvement
- 4.0 Self-Assessment Exercise(s)
- 5.0 Conclusion
- 6.0 Summary
- 7.0 References/Further Readings



1.0 Introduction

In Unit 1, the Concept conditioning and Principles of Sports Conditioning, are discussed.



2.0 Intended Learning Outcomes (ILOs)

At the end of this unit, learners will be able to:

- Explain the concept conditioning
- Identify and explain the various principles of Sports Conditioning



3.0 Main Content



3.1 Concept of Conditioning

Conditioning is the process of training to become physically fit by a regimen of exercise. Training is teaching or developing skills and knowledge that relate to specific useful competencies in individuals. Training is a systematic process with the objective of improving an individual's fitness in a selected activity. It is a long term process that is progressive and recognizes the individual athlete's needs and capabilities. Korey (2019) described training as engaging in activity to improve performance and fitness. Sport training has specific goals of improving one's capability, capacity, productivity and performance. Training programmes use exercise or practice to develop the qualities required for an event. The process of training can be planned because training follows certain principles. In order to get the most out of training, Walden (2020) noted a number of general principles of conditioning are applied to the development of a successful exercise programme which are; principles of specificity, overload, progression, reversibility, individualization, variety and active involvement. These principles of training need to be fully understood by sports teachers/coaches to produce effective long term programme.



3.2.1 Principle of Specificity

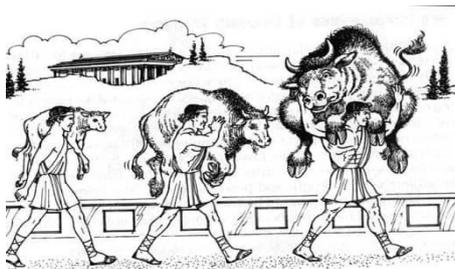
The principle of specificity states that the specific nature of a training load produces its own specific response and adaptations, that is, the exercise training recommended or embarked upon is the type that will produce the specific changes desired. The training load must be specific to both the individual athlete and to the demands of their specialized area. Hill (2010) described specificity has the observation that fitness or performance improves through training movement patterns and intensities of a specific task and fitness type. If it is the desire to increase flexibility, flexibility training must be used and if it is to develop strength, resistance or strengthening exercises must be used to achieve this. General training must always come before specific training of athletes to tolerate the loadings of specific training.





3.2.2 Principle of Overload

Overload principle simply means putting the body under more stress than normal in order for adaptive changes to be made. In order to improve any aspect of physical fitness the individual must continually increase the demands placed on the appropriate body systems. Hill (2010) describe overload has the exposure of tissues to greater than accustomed to training stress. A training load is the exercise that an athlete performs in a training session. Loading is the process of applying training loads on an athlete's fitness level to challenge a response from the body. The body responds by adapting to the stimulus of the training load. Improved and higher levels of fitness are achieved through the body overcompensation to the initial training load. Overload causes fatigue, recovery and adaptation which allow the body to overcompensate for higher levels of fitness. Overloading can be achieved by increasing the frequency, intensity, time and type of training exercise. For example, overload is achieved in running programmes by running longer distances or by increasing the speed. Also to develop strength, heavy objects must progressively be lifted.



In-Text Question

ACTIVITY - 6

1. Explain the term conditioning
2. Identify and explain principles of training



3.2.3 Principle of Reversibility

Reversibility principle states that when the body is not exposed to regular training, the fitness level of the individual returns slowly to its original level. It is a principle based on ‘if you don’t use it, you lose it’. Hill (2010) describes reversibility as the withdrawal of tissue loading which results in loss of beneficial fitness or performance adaptations. The body adapts to cessation of a specific activity and inadequate training load with atrophy and fitness or performance decrements. When training load is applied to an athlete, there is an initial increase in fitness level to certain level and remains at the level. Adaptation ceases when the body has adapted to a particular training load, if the training loads are too far apart the athlete’s fitness level will keep returning to its original levels.



3.2.4 Principle of Individualization

This is the way individuals respond to training. Individualization is the modification of training to account for an athlete unique capacity for and response to training. A training programme should acknowledge differences in an athlete’s capacity for

adaptation from that of their team mates, in order to ensure adherence to training principles for that individual (Hill, 2010; Burgess, 2017). Every individual brings his/her own capabilities, capacities and responses to training. Athletes respond differently to the same training. As a sports teacher/coach, one needs to understand the basic principles of training and apply them with the knowledge of the individual athlete putting into consideration various factors such as heredity, developmental age and training age.



3.2.5 Principle of Variety

Training is a process that can be boring to athletes and sports teachers/coaches. Training programmes should be varied to motivate and maintain the interest of athletes. This can come in form of changing the nature of the exercise, the environment, time of day of the training session and the training group. Many athletes play a completely different sport in-between their main season to keep their fitness while still having a rest.



3.2.6 Principle of Active Involvement

Active involvement in the performance of an athlete is a result of combination of his efforts and that of the teacher's/coach's skill without which a successful training programme can be started. When an individual is involved in something, he/she becomes more interested and engages the more in it. The training programme becomes fully effective when the athlete actively and willingly participate in it. The athlete ensures he puts all he has in all aspects of his lifestyle to the successful performance of training. In a team game, the principle ensures that every player is given an opportunity to contribute to the success of his or her team their unique skills and qualities. Every teammate demonstrates sufficient sport-specific skills, game understanding and plays a valued role making use of his personal talents in the game.



In-Text Question(s)

ACTIVITY - 7

Write the correct answer to the statements: True or False

1. Overcompensation always happens as a result of training.
2. If fitness is not used it will be lost.
3. The best training method is to always give the athlete the same training load.
4. Every athlete has the same inherited potential.

5. The specific nature of a training load produces its own specific response and adaptations.



4.0 Self-Assessment Exercise(s)

ACTIVITY - 8

Place the correct letter in the blank space:

1. Law of specificity
 2. Law of overload
 3. Law of reversibility
 4. Law of individualization
 5. Law of involvement
 6. Law of variety
- A Fitness reduces when training stops
- B The combination of an athlete's efforts and the coach skill
- C Specific adaptation to applied training loads
- D Changing the nature of the exercise, environment, time of the day or the session and the training group
- E Result in overcompensation
- F Individual bringing to athletics his own capabilities, capacities and responses to training



5.0 Conclusion

It is important that all coaches, sports teachers, athletes and learners should have a good understanding of the principles of sports conditioning as this will engage them in activities to improve performance and fitness as well as improving individuals and athletes' capabilities, capacities, productivity and performance.



6.0 Summary

In general, the body is capable of adaptation to training loads. Training loads of the correct intensity and timing cause overcompensation. Training loads that increase progressively, cause repeated overcompensation and higher levels of fitness. There is no increase in fitness if loading is always the same or too far apart. Overtraining or incomplete adaptation occurs when training loads are too great or too close. Adaptation is specific to the specific nature of the training.



7.0 References/Further Readings

- Burgess, D. (2017). Training programming and prescription. In: Brukner P, Clarsen B, Cook J, Cool A, Crossley K, Hutchinson M, McCrory P, Bahr R, Khan K, editors. Brukner & Khan's Clinical Sports Medicine: injuries. 5th ed. Australia: McGraw-Hill Education.
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Unit 2: Physical Conditioning

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 - 3.2 Health- related physical fitness components
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 - 3.2.2 Muscular Strength
 - 3.2.3 Muscular Endurance
 - 3.2.4 Flexibility
 - 3.2.5 Body composition
 - 3.3 Motor performance physical fitness components
 - 3.3.1 Agility
 - 3.3.2 Power
 - 3.3.3 Speed
 - 3.3.4 Coordination
 - 3.3.5 Balance
 - 3.3.6 Reaction time
- 4.0 Self-Assessment Exercise(s)
- 5.0 Conclusion
- 6.0 Summary

7.0 References/Further Readings



1.0 Introduction

This unit is discussed under the following sub-headings;
Meaning of physical conditioning, Health- related physical fitness components of Cardio respiratory endurance, Muscular Strength, Muscular Endurance, Flexibility and Body composition. Motor performance physical fitness components of Agility, Power, Speed, Coordination, Balance and Reaction time



2.0 Intended Learning Outcomes (ILOs)

At the end of this unit, learners will be able to:

- Explain the meaning of physical conditioning
- Identify and explain health related and motor performance physical fitness components



3.0 Main Content: Physical Conditioning



3.1 Meaning of Physical Conditioning

Conditioning is the process of training to become physically fit by a regimen of exercise. Physical conditioning refers to the development of physical fitness through the adaptation of the body and its various systems to an exercise programme (Encyclopaedia Britannica, 2020). Physical fitness is a state of health and well-being

and the ability to perform aspects of sports, occupations and daily activities. It can also be described as the ability to carry out daily tasks and routine physical activities without feeling too tired. It is generally achieved through moderate or vigorous physical exercise, proper nutrition and adequate rest. Physical fitness has many components which are categorized into two;

- Health-related physical fitness components and
- Motor performance-related physical fitness components.



3.2 Health-related components-

The health-related physical fitness components include; cardio respiratory endurance, muscular strength, muscular endurance, flexibility and body composition. These are associated with disease prevention and functional health. Regular participation in health related fitness helps in control of weight, prevents diseases and illness, improves mood, boosts energy and promotes better sleep.



3.2.1 Cardio respiratory endurance –

This is the ability to perform work of a given intensity over a period of time. It is sometimes called stamina. This is also referred to as cardiovascular endurance. It is the ability of the heart, blood and lungs to work together continuously for an extended

period of time. It is also how efficiently the body takes in, transports and uses oxygen while exercising. The efficient working together of heart and lungs leads to increased muscle energy supply throughout the day.



3.2.2 Muscular strength –

This is the ability of the muscles to continue to exert force in the face of increasing fatigue. It is the maximum amount of force a muscle can produce in a single effort or how much an individual can lift in one attempt. Muscular strength is ensured when one has the force needed to lift a heavy object. Exercises that use one's body weight, free weights or weights on a machine are good ways of developing muscle strength.





3.2.3 Muscular endurance –

This is the ability of the body muscles to contract several times without excessive fatigue. It is also the length of time the muscles can continue to work before tiring. This means that when a heavy weight is lifted, one can carry it for a long period of time before it is put down.



3.2.4 Flexibility –

It is the range of motion at the joints during movement. It is the ability to perform joint actions through a wide range of motion. The range of motion at each joint depends on the arrangement of tendons, ligaments, connective tissue and muscles. Restricted flexibility is the most common causes of poor technique and performance. Injuries usually occur when a limb or muscle is forced beyond its normal limits. When flexibility is achieved and maintained, there is improvement in performance of physical activities decrease in the risk of injuries, better muscle and joint mobility and allowing muscles to work most effectively. Active and passive stretching exercises can be used to improve flexibility.



3.2.5 Body composition –

Body composition is the ratio of water, bone, muscle (Lean tissue) and fat in the body. Body composition is very important to consider for health and managing one's body weight. Excess body fat is related to some health problems such as obesity. Healthy body composition indicates that one may develop less risk of obesity related diseases such as diabetes, high blood pressure and other cardiovascular diseases. Body composition can be measured using Blood Mass Index (BMI) which is a measure of body fat based on height and weight. Skin fold test which is measuring the layer of fat directly under the skin can also be used to measure total fat percentage in the body. Body composition is affected by diet. Exercise plays a very important role in preventing obesity and maintaining acceptable levels of body fat.



3.3 Motor performance-related components –

These are also known as motor skill-related components. Motor skill is associated with muscle activity. Motor skills determine the level of athletic ability and improve with practice. The motor skill-related components are; agility, power, balance, speed, coordination and reaction time.



3.3.1 Agility –

This is the ability of an individual to change course, controlling the direction and position of the body maintaining the body momentum. It can simply be put as the ability to move quickly and easily change direction. Athletes bodies should be trained to respond and change course with exercises that develop speed and direction change. Agility can be measured by performing a timed shuttle run.

Objectives: (you should be able to)

- Define:**
 - Agility
 - Balance
 - Coordination
 - Power
 - Reaction Time
 - Speed
- Identify the Importance of each to different physical activities**

Agility
The ability to change the position of the body quickly and to control the movement of the whole body

Co-ordination
Ability to use two or more parts of the body together

Speed
The differential rate at which an individual is able to perform a movement or cover a distance in a period of time

Reaction Time
The time between the presentation of a stimulus and the onset of movement

Balance
The ability to retain the centre of mass of the body above the base of support with reference to static or dynamic conditions of movement or shape

Power
The ability to undertake strength performances quickly
Power = strength x speed

Skill Related Fitness



3.3.2 Power –

This is the ability of an individual to exert maximum force in a quick, explosive burst. It is a combination of speed and muscular force. It involves combination of speed of contraction and speed of movement. It is important to the explosive events in running, jumping and throwing. Power can be measured by throwing heavy object or lifting weights.



3.3.3 Speed –

This is the ability to perform a movement in a short period of time. It is moving of the body swiftly or very quickly. It is associated with running, throwing or kicking, moving arms and legs rapidly. Speed can be developed with runs over short distances at maximum efforts.



3.3.4 Coordination-

This is the ability of the body to perform movements of various degrees of difficulty very quickly and with efficiency and accuracy. It is also the synchronization of the senses and body parts in a way that enhances motor skills. Coordination is required for running, jumping and throwing. This can be developed from a young age. Good body coordination is capable of making athletes to perform skills well. Coordination can be measured by a variety of tests such as hitting a ball, throwing, catching or bouncing a ball, hitting an object to test hand-eye or foot-eye coordination.



3.3.5 Balance –

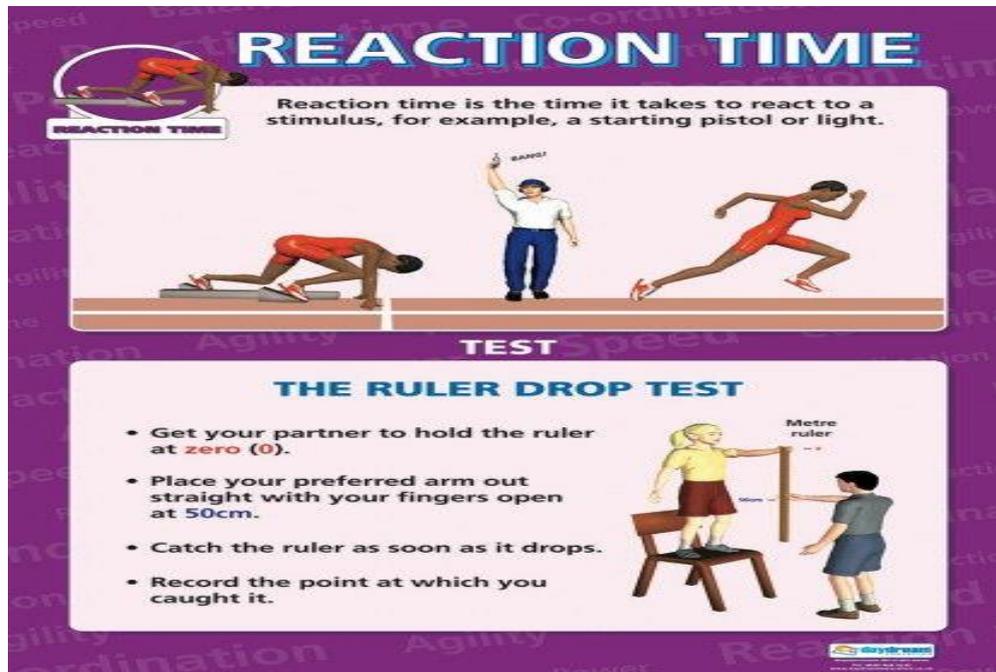
This is the ability to stabilize the body when in a stable position or in motion. There are two types of balance; static balance is dynamic balance. Static balance is when the body stays still in a position while dynamic balance is when the body maintains stability in motion. Balance can be tested by holding the body in a stationary position as long as one can without falling aside.





3.3.6 Reaction time –

Reaction time is the amount of time it takes to respond to stimulus. It is the interval between the reception of a stimulus and the initiation of a response. It can as well be described as the lapse of time between stimulation and the beginning of response. This is the ability of the body to react swiftly and interpret expected and unexpected events happening around it. For example, reacting quickly to hear the sound of the starter's pistol and beginning to run. Also reacting quickly to an unexpected accident ahead and quickly senses it and reacts to it.



In-Text Question(s)

ACTIVITY - 9

Circle the correct answer in the following statements;

1. Exerting maximum force in a quick burst is known as explosive power - True/False/Not sure
2. Athletes bodies can be trained to respond and change course with exercises that develop speed and direction change - True/False/Not sure

3. Speed means only how fast one can run - True/False/Not sure
4. Reaction time cannot be improved through training - True/False/Not sure
5. Synchronization of the senses and body parts in a way can enhance motor skills - True/False/Not sure



4.0 Self-Assessment Exercise(s)

ACTIVITY - 10

Place the correct letter in the blank space;

1. Speed
2. Agility
3. Power
4. Coordination
5. Balance
6. Reaction time

A The ability of the body to react swiftly to events happening around it

B Body capacity to perform movements very quickly with efficiency and Accuracy

C Capacity to travel or move very quickly

D Ability to move quickly and easily change direction

E Ability to exert maximum force in a quick explosive burst

F The ability to stabilize the body when in stable condition or in motion



5.0 Conclusion

Physical conditioning is the development of physical fitness through the adaptation of the body and its systems to an exercise programme. Physical fitness is the ability to perform sports, occupation and daily activities. The various components

of the physical fitness and an understanding of their interrelationship allows the sports teachers/coaches and individuals to plan training more effectively.



6.0 Summary

Conditioning is the process of training the body to become physically fit by a programme of exercise. A number of general principles of conditioning are applied to the development of a successful exercise programme. These are principles of specificity, overload, reversibility, individualization, variety and active involvement. All these need to be fully understood by the sports teachers/coaches to produce effective programme.

Physical conditioning refers to the development of physical fitness through exercise programme. Physical fitness is a state of health and well-being. Physical fitness components are categorized into two; health-related and motor performance-related components. Health-related components are; cardio respiratory endurance, muscular strength, muscular endurance, flexibility, and body composition. They are associated with disease prevention and functional health. Motor performance components are; agility, power, balance, speed, coordination and reaction time. These components determine the level of athletic ability and improve with practice.



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Unit 3: Conditioning Exercises

Contents

- 1.0 Introduction
- 2.0 Intended Learning Outcomes (ILOs)
- 3.0 Main Content- Conditioning Exercises
 - 3.1 Meaning of Conditioning Exercises
 - 3.2 Endurance Exercises
 - 3.3 Strength Exercises
 - 3.4 Balance exercises
 - 3.5 Flexibility exercises
- 4.0 Self-Assessment Exercise(s)
- 6.0 Conclusion
- 7.0 Summary
- 8.0 References/Further Readings



1.0 Introduction

This unit discusses the meaning of conditioning exercises, endurance exercises, strength exercises, balance exercises and flexibility exercises.



2.0 Intended Learning Outcomes (ILOs)

By the end of this unit, learners will be able to;

- i. Explain the meaning of conditioning exercises.
- ii. Identify and describe endurance, strength, balance, and flexibility exercises



3.0 Main Content

Conditioning Exercises



3.1 Meaning of Conditioning Exercises

Conditioning exercise is the exercise that increases the body strength, speed, endurance or any other physical attribute. Malone (2019) remarked that conditioning exercises can reduce fat, increase muscle tone and prepare body for the rigors of sports performance. It is further noted that the development of body conditioning depends on some factors which are the stage of development, experience, the type of strength to be developed and the facilities available for the athlete. All sports teachers/coaches are responsible for creating research-based drills no matter the sport or the age of the students. Conditioning techniques should be appropriate to the sport and age. Teaching techniques should support the athlete physical and sports development while respecting and allowing for safety. Sports teachers/coaches should encourage their learners/athletes to make good decisions with their health and physical conditioning. Low-risk training practices should be encouraged and should be aware of their equipment and environment.

Conditioning exercise for general strength, endurance, flexibility and coordination of the body required for running, jumping and throwing should be developed. Conditioning exercises can be grouped into four basic categories; endurance, strength, balance and flexibility. Combining exercises from these four areas will help to reduce boredom and risk of injury.



3.2 Endurance Exercises

These are aerobic activities which increase breathing and heart. The heart, lungs and circulatory system are kept healthy, thereby improving the overall body

fitness. This makes it better and easier for the body to carry out daily activities. Many endurance exercises can also build strength, balance and flexibility. Endurance exercise include; brisk walking jogging, dancing, swimming, biking, playing sports such as tennis, basket ball, soccer etc, walking lunges, press-up or push up, triceps dip, sit-up, plank, back extension, leg raise, chinnies, body weight/squats, burpee, medicine ball throw, steps climbing and circuit training.



3.3 Strength Exercises

These exercises make muscles stronger and help the body to carryout daily activities. Strength exercises are also referred to as resistance exercises. Resistance exercises required minimum equipment. Exercises using body weight, medicine balls, weighted objects and weight training machine can be used to develop general nbody strength. Exercises that use body weight alone as resistance are good ways to start training for younger and inexperience athletes (U.S. Department of Health and Human Services, 2019). Strength exercises include; lifting weights, using a resistance band, and using body weight. Examples of these are; chair dip, wall push-up, seated row with resistance band, arm curl with resistance band, overhead arm raise, front arm raise, side arm raise, Arm curl, Wrist curl, Hand grip, Elbow extension, Toe stand, Chair stand, knee curl, Leg straightening, Side leg raise, back raise, sit-up, Back extension, Squats, Burpee, Triceps dip and back extension.





3.4 Balance Exercise

These exercises will help prevent falls. Many of the strength exercises will help improve body balance. Balance exercises include; standing on one foot, Heel-to-toe walk. And Balance walk.



3.5 Flexibility Exercises

These exercises increase the range of motion of a joint when the muscles are stretched beyond their normal point of resistance. Body flexibility allows for better movement even in performance of other exercises for everyday activities (Stanfield, 2017). Flexibility exercises include shoulder and upper arm stretch, calf stretch, Lower back stretch, Hip stretch, Shoulder and upper arm stretch, chest stretch, Groin stretch, Hurdle Stretch, side stretch, Neck Stretch, Upper body stretch, Ankle stretch, Back of leg stretch, Thigh stretch and many others. These exercises are slowly and smoothly performed to the desired position as far as possible without pain and held in position for 10 to 30 seconds.



In-Text Question

Activity - 11

1. Explain the terms physical conditioning and training
2. Identify the various principle of training
3. State any three ways physical fitness can be achieved
4. Identify any five health related components of physical fitness
5. Identify any six motor performance related components of physical fitness



4.0 Self-Assessment Exercise(s)

ACTIVITY - 12

1. Identify any five health-related components of physical fitness
2. Identity any six motor performance-related components of physical fitness



5.0 Conclusion

Conditioning exercise for general strength, endurance, flexibility and coordination of the body required for running, jumping, and throwing should be developed. All these exercises will help to reduce boredom and risk of injury.



6.0 Summary

Conditioning exercise is the exercise that increases the body strength, speed, endurance or any other physical attribute. Conditioning exercises can reduce fat, increase muscle tone and prepare body for sports performance. These exercises are grouped into four categories of endurance, strength, balance and flexibility.



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Module 3: General Principles Of Athletic Training

Module Introduction

This module introduces the general principles of athletic training under two units.
Unit 1 Mechanism of Sports Injuries and Predisposing Factors of Sports Injuries and
Unit 2 Prevention of Athletic Injuries

Unit 1: Mechanism and predisposing factors of Sports Injuries

Contents

- 1.0 Introduction
- 2.0 Intended Learning Outcomes (ILOs)
- 3.0 Main Content: Mechanism and predisposing factors of sports injuries
 - 3.1 Mechanisms of sports injuries
 - 3.2 Predisposing Factors of sports injuries
 - 3.2.1 Improper warm-up
 - 3.2.2 Over training
 - 3.2.3 Over use
 - 3.2.4 Poor technique
 - 3.2.5 Impact
 - 3.2.6 Muscle wasting/ irregular use
 - 3.2.7 Inadequate body fitness
 - 3.2.8 Poor flexibility
- 4.0 Self-Assessment Exercise(s)
- 5.0 Conclusion
- 6.0 Summary
- 7.0 References/Further Readings



1.0 Introduction

This unit discusses the mechanism and predisposing factors of sports injuries under the following sub-headings; meaning of sport injuries, predisposing factors of improper warm-up, overtraining, over use, poor technique, impact, muscle irregular use, inadequate body fitness and poor flexibility.



2.0 Intended Learning Outcomes (ILOs)

By the end of this unit, learners will be able to;

- i. Explain the meaning and mechanism of sport injuries
- ii. Identify and explain the pre-disposing factors of sport injuries



3.0 Main Content

MECHANISM AND PRE-DISPOSING FACTORS OF SPORT INJURIES



3.1 Mechanism of Sport Injuries

Sports teachers and coaches must be aware that each athletic event training or competition contains an element of danger. It is important that one should have a good understanding of these inherent safety risks. A sports injury is defined as damage to the tissues of the body that occurs as a result of sport or exercise (Engebretsen, Laprade, Mccrory & Meeuwisse, 2012). There are two major ways in which injuries can occur. An injury may be caused by a particular traumatic incident to any part of the body, for example, a fractured bone as a result of falling in a game or race. Injury may also be caused as a result of over-use of a particular part of the body, for example, over-use of the Achilles tendon leading to injuries in runners (Sportnova Team, 2017). Traumatic and over-use incidents may be caused by intrinsic and extrinsic factors.

Intrinsic factors are those factors restricted to the participants while extrinsic factors require outside agents. The problem of over-use injuries are more in sports requiring long periods of training. Athletes are still at risk of accidents from sports and non-sport activities no matter how safety conscious they are. Athletes should be able to minimize the risks if proper awareness is given about the inherent dangers of sport injuries.



3.2 Predisposing Factors of Sports Injuries

Sports injuries do result from a number of factors including; improper warm-up, overtraining, overuse, poor techniques, impact, inadequate fitness, muscle wasting or irregular muscle use and poor flexibility.



3.2.1 Improper warm-up

Improper warm-up is the failure to warm up properly as well as engaging in an activity the body is not properly conditioned for. The athlete is at risk for injury as the muscles and joints are not prepared for exercise. Warm-up is necessary to increase body temperature and circulation of blood to the muscles. Warm-up lasting for 15-20 minutes should include a combination of stretching and cardiovascular exercises that prepare the body for exercise, increases performance levels and helps to prevent injuries.



3.2.2 Overtraining

Overtraining is doing too much of training often with insufficient rest between. Overtraining is caused by lack of adequate recovery time with increased intensity of training. Excessive fatigue, troubled sleep, inability to concentrate, inability to

perform exercise with the correct technique and increased resting heart rate are signs and symptoms of overtraining.



3.2.3 Over use

Over use is caused by repeated actions which apply pressure to a certain group of muscles, joint or area of soft tissue. Overuse is the result of repetitive micro trauma to tendons, bones, and joints (Matava, 2019). As a result of overuse for a period of time injuries are caused to the joints and muscles, gradual pain with swelling and or bruising which worsen overtime are symptoms of overuse (Sportnova Team, 2017). Common examples of overuse injuries include tennis elbow, swimmer's shoulder, youth pitching elbow, runner's knee, Achilles tendinitis, and shin splints. The best way to avoid an overuse injury is by ensuring adequate rest between sessions.





3.2.4 Poor technique

Poor technique in performing exercise or engaging in sport in bad form repeatedly leads to injury. Poor technique is related to the individual's performance without the use of equipment and the spate of repetitiveness leads to a more serious condition of the injury (Loughborough College, 2010). If an individual is not using the correct methods for exercising, the person is more likely to sustain a sports injury. For example, if a sprinter continues to perform the arm swing incorrectly with his arms, he may be prone to shoulder or elbow injuries. The best way to avoid injury from improper use of technique is to engage the use of professional trainer or coach to teach the correct ways/techniques of performing the skill/exercise. Also, ensuring the wearing of appropriate clothing, shoes and proper use of the equipment will prevent injury.



In Text Questions

ACTIVITY - 13

Tick the correct answer to the statement:

1. It is more important to treat an injury well than to prevent it T F NS
2. Fitness reduces the risk of injuries T F NS
3. Flexibility exercises do not reduce the risk of injury T F NS
4. Engaging in sport in bad form repeatedly leads to injury T F NS
5. Coming into hard contact with object or another person
can cause damage to athlete T F NS



3.2.5 Impact

Impact is the coming of an athlete into hard contact with object or another person which can cause damage to connective tissue or joint causing dislocation. Sports injuries caused by impact are mostly common in contact sports such as Hockey, Soccer, Boxing and Handball. Common injuries from impact include; fractures, dislocation, cuts, bruises, muscle pain, head injuries and spinal injuries. Injuries from impact and contact can be protected by wearing protective gadgets such as shin guard, pads, helmet and protective clothing.



3.2.6 Muscles wasting/irregular use

Muscles that are not used regularly become wasting, that is, the muscle fibres become weakened and when engaged in vigorous exercise beyond their physical capability feel tired quickly leading to injury.



3.2.7 Inadequate body fitness

Inadequate body fitness also causes weakness in the muscles, ligaments and tendons after vigorous exercise. This also causes injury. Regular exercise and training will strengthen and adapt the muscles.



3.2.8 Poor flexibility

Poor flexibility is another factor predisposing athletes to sports injuries. Flexibility is the range of motion at the joint. It is very important because it affects how the body moves. Muscles work together with bones to create smooth movement. Tightness in one muscles directly affect the opposing muscles limiting its range of motion at the joint. This leads to muscle imbalance which affect posture and thereby causing injury. Warm up is very essential to prepare muscles and joints for exercise. Flexibility can be improved through regular stretching exercises (static or dynamic).



4.0 Self-Assessment Exercise(s)

ACTIVITY - 14

1. Identify and explain the predisposing factors to sport injuries.



5.0 Conclusion

Sports injuries result from a number of factors including; improper warm-up, over training, over use, poor flexibility, poor techniques, impact, inadequate fitness and irregular muscles use. Combination of stretching, endurance, strength, balance and flexibility exercises that prepare the body for exercise, increase performance levels and help to prevent injuries.



6.0 Summary

Sports injuries are caused by various factors. These include; improper warm-up, over training, over use, poor flexibility, poor techniques, impact, inadequate fitness and irregular muscles use. All these factors affect the performances of athletes.



7.0 References/Further Readings

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Unit2: Prevention of Athletic Injuries

Contents

1.0 Introduction

- 2.0 Intended Learning Outcomes (ILOs)
- 3.0 Main Content
 - 3.1 Methods of prevention of athletic injuries
 - 3.1.1 Prevention through Skills
 - 3.1.2 Prevention through Warm-up
 - 3.1.3 Prevention through Fitness
 - 3.1.4 Prevention through Nutrition
 - 3.1.5 Prevention through Environment
 - 3.1.6 Prevention through Treatment
- 4.0 Self-Assessment Exercise(s)
- 5.0 Conclusion
- 6.0 Summary
- 7.0 References/Further Readings



1.0 Introduction

This unit consists of methods of prevention of athletic injuries



2.0 Intended Learning Outcomes (ILOs)

At the end of this unit, learners will be able to:

- Identify and explain the various methods of preventing athletic injuries



3.0 Main Content

PREVENTION OF ATHLETIC INJURIES



3.1 Methods of prevention of athletic injuries

Teachers/Coaches/Trainers have a duty to prevent injuries and if these occur, the professionals have the responsibility to manage the situation promptly and correctly. Injuries can be prevented through skills, fitness, nutrition, warm-up, environment and treatment development.



3.1.1 Prevention through Skill

Skill is of great importance in safety. Training to acquire relevant skill is a way of improving performance and preventing injury. It involves the physical control to make the body do what the mind instructs and the mental ability to read the situation to know the risks involved, thereby reducing them. Risk of injuries is increased as a result of breakdown of skill caused by fatigue, tension and anxiety.



3.1.2 Prevention through Warm-up

Warm-up is a combination of rhythmic exercise and static stretching through a full range which begins to raise the heart rate and raise muscle temperature. It helps the body prepare itself for exercise and reduces the chance of injury. Warm-up is performed to stretch the muscles and tendons particularly those that are going to be used, heat the body particularly the deep parts like the muscles and the joint and prepare athletes for what is to follow by stimulating them mentally and physically. Warm-up, if correctly and systematically performed contributes to preventing injury.



3.1.3 Prevention through Fitness

Fitness is a person's level of adaptability and capability of living a certain lifestyle. An athlete needs to be fit for the demands of day to day activity. An athlete stands the risk of injury if he undertakes activity beyond the limit imposed by his general fitness as presented in the five main components of physical fitness of strength, endurance, flexibility, speed and coordination. Increased body fitness reduces the risk of injury by its effect on the muscles, tendons and joints and by increasing general endurance.



3.1.4 Prevention through Nutrition

An athlete is prevented from injury or helping to recover quickly from injury if good diet is taken. The diet taken must meet the demands that the training places on the body. Sports men must consume sufficient diet to maintain the stores of energy in the muscles to prevent fatigue. Athletes should eat easily digestible food and high in energy production about two hours before training and competition.



3.1.5 Prevention through Environment

Well designed and safe facilities, surfaces, equipment and personal wears for sports participation are important in injury prevention. All these must be critically checked for safety before use for training or competition. Appropriate facilities, equipment, footwear's and clothing to suit different conditions should be used to reduce the risk of injury.



3.1.6 Prevention through Treatment

Previous sports injury predisposes athlete to recurrence or further injury. This might persist due to instability and misuse weakness as a result of misuse and overuse of the site of the injury. There must be adequate arrangements, assessment and correct treatment for the injured athletes. The use of protective aids and proper rehabilitation will be very helpful to the recovery of the injured area of the body.

In Text Question

ACTIVITY - 15

1. Explain the term sport injury?
2. What are the factors that can predispose athletes to sport injuries?



4.0 Self-Assessment Exercise(s)

ACTIVITY - 16

1. Identify and explain the ways athlete's injury can be prevented



5.0 Conclusion

Sports teachers/coaches/trainers should avail themselves with the ways to prevent and treat sports injuries to maximize the performance of their athletes.



6.0 Summary

Sports injuries can be prevented through skills proper fitness, nutrition, warm-up, and good environment.



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Module 4: Physical Education and Sports in Nigeria

Module Introduction

This module introduces Physical Education and Sports in Nigeria under the following units; Unit 1- Physical Education and Sports in the Pre-Colonial and Colonial Era and Unit 2- Physical Education and Sports in the Contemporary Nigeria.

Unit 1: Physical Education and Sports in the Pre-Colonial Era in Nigeria

Contents

- 1.0 Introduction
- 2.0 Intended Learning Outcomes (ILOs)
- 3.0 Main Content
 - 3.1 Physical Education and Sports in the Pre-Colonial Era
 - 3.2 Physical Education and Sports in the Colonial era
- 4.0 Self-Assessment Exercise(s)
- 5.0 Conclusion
- 6.0 Summary
- 7.0 References/Further Readings



1.0 Introduction

The unit is discussed under the following sub headings; physical education in pre-colonial era and physical education in colonial era in Nigeria



2.0 Intended Learning Outcomes (ILOs)

At the end of this unit, learners will be able to:

- i. Explain the development of physical education and sports in pre-colonial and colonial era in Nigeria



3.0 Main Content

Physical Education and Sports in the Pre-Colonial Era in Nigeria



3.1 Physical Education and Sports in the Pre-Colonial Era

Before the advent of the colonial masters, physical activities have been part of Nigerian education though they were not taught within the four walls of the classroom. Nigerian traditional system of education recognized the elements of physical activities within the various ethnic groups, each with its own culture, tradition and varying activities. Physical training was an important aspect of the traditional education of the child which is enjoyed by exploring his environment, observing and imitating adults when taking parts in physical activities such as running, jumping, wrestling, tree climbing, hunting, fishing and swimming to provide for all round development. Omolewa (1996) and Mgbor (2006) observed that jumping, wrestling, climbing, dancing, and swimming were all forms of physical activities and traditional sports in pre- colonial era in Nigeria which form parts of their lifestyles. Part of traditional Nigerian goals of education to develop children's latent physical skills and building their character still remain primary objectives of physical education programmes in Nigeria today.



3.2 Physical Education and Sports in the Colonial era

Physical education and sports have been in existence in the Nigerian traditional life through unstructured physical activities and games in form of hunting, fishing, running, jumping, tree climbing, swimming, dancing, boxing, wrestling and other forms of local games. The structured programme came between 1842 and 1882 by the British colonial masters with the introduction of western education by missionaries. The establishment of educational institutions was brought by Christian missionaries from different churches given no uniform curriculum of studies. Physical training came to Nigeria through the British colonial masters. It was meant to be part of the training for the local police force, soldiers and natives who were receiving training in the teacher's training schools meant to prepare their pupils for some games and athletics events or the empire day.



H. Sanya Freeman, Photographer-in-Chief to H. B. the Governor of Nigeria.
Empire Day - Showing the pupils of the Schools at Race Course - Lagos.

Schools were primarily introduced by the missionaries to prepare the clergy members to be able to read, write and perform religious duties as well as using physical training to maintain discipline among the children in schools (Mgbor, 2006). Omoruan (1996) observed that physical training in the school programmes of the colonial Nigeria did not differentiate between the components of physical education, health education and recreation. Consideration was not given to the capabilities, age, sex and individual differences in the performance of different activities. The main method of instruction in schools was the command style in which the learners listened to specific instructions from teachers and then complied rigidly (Laoye & Ackland, 1981). Qualified personnel, facilities and equipment were lacking and schools used retired physical training instructors from the colonial army to teach children because there were few qualified specialist to teach the subject.

Changes were brought to physical education programmes in Nigeria as a result of changes that occurred in the curriculum in Britain and their colonies. Laoye and Ackland (1981) and Mgbor(2006) observed that there was a breakthrough in 1957 in the development of physical education in Nigerian schools when the Nigeria college of arts, science and technology, Zaria established a specialized college of physical education for the professional preparation of physical education teachers. It was the college that helped develop physical Education programme after independence. The college later became Ahmadu Bello University, Zaria.

Nigeria started making its mark in sports and games during the colonial era. Nigeria had its first appearance in Helsinki, Finland Olympic Games in 1952. Nigeria had its first victory in 1954 through Emmanuel Ifeajuna who won a gold medal in high jump at the commonwealth games in Cardiff. Nigeria also produced Hogan Bassey a world champion in professional boxing between 1957-1959 in feather weight.

In-Text Questions

ACTIVITY - 17

1. Identify the physical activities performed in Nigerian traditional education programme



4.0 Self-Assessment Exercise(s)

ACTIVITY - 18

1. Identify the sources of formal education to Nigeria
2. List the short comings of colonial era education system



5.0 Conclusion

The physical activities in the pre and colonial era form the basis of the contemporary physical education and sports in Nigeria. The objectives were to build in children physical skills and character.



6.0 Summary

Physical activities have been part of Nigerian traditional education system within the various ethnic groups, each with its own form of vary activities. Physical activities were informed of running, jumping, and wrestling, tree climbing, dancing and swimming. These developed children physical skills and character which still remain the primary objectives of physical education programme in Nigeria today.



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Unit 2: Physical Education and Sports in the Contemporary Nigeria

Contents

- 1.0 Introduction
- 2.0 Intended Learning Outcomes (ILOs)
- 3.0 Main Content
- 3.1 Physical Education and Sports in the Contemporary Nigeria
- 4.0 Self-Assessment Exercise(s)
- 5.0 Conclusion
- 6.0 Summary
- 7.0 References/Further Readings



1.0 Introduction

After having knowledge of physical education and sports in the pre-colonial era, unit2 discusses physical education and sports in the contemporary Nigeria to build on the previous knowledge.



2.0 Intended Learning Outcomes (ILOs)

At the end of this unit, learners will be able to:

- i. Explain the development of physical education and sports in the contemporary Nigeria



3.0 Main Content

Physical Education and Sports in the Contemporary Nigeria



3.1 Physical Education and Sports in the Contemporary Nigeria

In the contemporary Nigeria, physical education began with the three year teacher's certificate course in physical education which was established in Nigeria

College of Arts, Science and Technology, Zaria, trained and prepared the pioneer teachers for physical education before independence. Also the expansion which was carried out in Yaba Higher College and University of Ibadan assisted in the introduction of the subject to higher institutions. The first higher institution to begin a bachelor's degree programme in Physical and Health Education is University of Nigeria, Nsukka, which was established in 1960. Other universities that started degree programme in Physical Education are; University of Ife (now Obafemi Awolowo University) in 1969, Ahmadu Bello University, Zaria 1973, University of Ibadan, 1975 and University of Benin, 1979. Loughborough College of Physical Education in England also trained some of these Physical Education pioneer teachers. Some of these pioneer teachers include; H.J Ekperigin, Issac Akioye, M.T Adiuku, Awoture Elayae, Oba Funso Adeolu, Prof . M.O Ajisafe, Prof. Adedeji and a host of others. It was through the effort of these pioneers that physical education was introduced and made a compulsory subject in Nigeria Teachers Colleges. The national policy on education included it as an examinable subject. In Nigeria today, Physical and Health Education is one of the subjects offered in junior and senior Secondary School examinations. Apart from Universities and Colleges, various institute of sports both at state and national levels run courses in certificate and diploma in sports.



Nigeria first appearance in the Olympic Games was made in 1952 held in Helsinki, Finland but the first victory in International Competition was in 1958 Commonwealth Games in Cardiff, Wales, United Kingdom. A gold medal was won in high jump by Emmanuel Ifeajuna. Nigeria sportsmen and women have excelled in various fields of sports in the recent time such as in boxing, soccer, wrestling, weight lifting, athletics, basketball, badminton, tennis, gymnastics, table tennis and a host of others.



In-Text Question

ACTIVITY – 19

1. Identify 5 Pioneers teachers of Physical Education in Nigeria
2. Mention any five Physical Education Pioneer University in Nigeria



4.0 Self-Assessment Exercise(s)

ACTIVITY - 20

1. State the first higher institution to begin a Bachelor Degree programme in Nigeria.
2. Who is father of Physical Education in Nigeria?



5.0 Conclusion

The provision of institutions for training specialist in sports, facilities and equipment improved tremendously in the contemporary Nigeria than the pre and colonial era.



6.0 Summary

Physical Education and sports in Nigeria witnessed a tremendous development after the colonial era. Many Higher Institutions offer courses in Physical Education and Sports Science where sports professionals were trained. Sports athletes of international standard have emerged through these. Better sports facilities and equipment are provided for the training of both amateur and professionals.



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Module 5: Physical Education and Sports in Europe and America

Module Introduction

Development and sports in pre-colonial, colonial and contemporary Nigeria was discussed in module four. This module, module five, discusses development of Physical Education and Sports in foreign countries of Europe and America under the following units: Unit 1 Physical Education and Sports in Greece, Unit 2 Physical Education and Sports in Great Britain and Unit 3 Physical Education and Sports in the United States of America

Unit 1: Physical Education and Sports in Greece

Contents

- 1.0 Introduction
- 2.0 Intended Learning Outcomes (ILOs)
- 3.0 Main Content – Development of Physical Education in Europe and America
 - 3.1 Physical education in ancient Greece
 - 3.2 Physical education in Sparta
 - 3.2.1 Objectives of Physical education in Sparta
 - 3.2.2 Preparation for roles in Society
 - 3.3 Physical education in Athens
 - 3.3.1 Objectives of Physical education in Athens
 - 3.3.2 Preparation for roles in Society
- 4.0 Self-Assessment Exercise(s)
- 5.0 Conclusion
- 6.0 Summary
- 7.0 References/Further Readings



1.0 Introduction

In Unit 1, Physical education in ancient Greece, Physical education in Sparta, Objectives of Physical education in Sparta, Preparation for roles in Society, Physical

education in Athens, Objectives of Physical education in Athens and Preparation for roles in Society are discussed.



2.0 Intended Learning Outcomes (ILOs)

At the end of this unit, learners will be able to:

- i. Discuss the development of physical education in ancient Greece
- ii. Discuss physical education in Sparta and Athens
- iii. Explain the preparation of the Greek citizens for roles in the society



3.0 Main Content

Development of Physical Education and Sports in Europe



3.1 Development of Physical Education in Ancient Greece

Ancient Greece laid much emphasis on physical education. It was believed that there was need for physical education and survival skills, most especially for mentors and leaders of the nation to be able to live for a long time, to be more useful and give more wise guides. Ancients Greece developed Gymnasium (large structures) where sports and races could be held. The Greeks developed the Olympic Games as a display of physical skills. Emphasis was laid on the need for strength, endurance and speed. This is why marathon style races, chariot races, javelin throwing, discus competition, wrestling, boxing and horseback riding event were included in the modern day competition. The emphasis on Physical Education has spilled over into modernity and created the foundation for modern Physical Education.

The two most important and powerful ancient city states were Sparta and Athens. Sparta has two kings and oligarchic system while Athens operated democracy but both were important in the development of Greek sports and Physical Education.



3.2 Ancient City State of Sparta

3.2.1 Objectives of physical education in Sparta

Spartans believed in a life of discipline, self-denial and simplicity. The purpose of education was to produce army. When babies were born soldiers came to check the children. Healthy and strong children were assigned to a brotherhood or a sisterhood. If the baby appears weak and small, the child will be left to die on a hill side or taken away to be trained as slave. In ancient Sparta, it was survival of the fittest.



3.2.2 Preparation for roles in society-

The general philosophy of Sparta government was to defend the state. It was compulsory for every citizen to serve the state as a soldier. In preparing the youth for military life, the aim of education in Sparta was to develop strong, healthy, aggressive youth to withstand the hard discipline of military life. Physical Education activities were used to achieve that objective. The aim of physical Education in Sparta was to produce a man of action possessing brute strength, physical endurance courage and military skills. There was no attention given to building the body for aesthetic value. Sparta placed much premium on physical education for boys. Young boys were sent to military training form early childhood they lived in the barracks and their lives revolve around exercising, fighting one another and being sent to the wilderness for survival training. Sparta physical education curriculum comprises mainly military training. The training of beginners concentrated on gymnastics, swimming, fighting, boxing and hiking. Running and jumping were used to condition the body and strengthened the leg muscles. As the boys grow older activities increase in number and intensity. After childhood the youth proceed to the next stage of development called agoge. The youths were denied life of ease and comfort to prepare them to endure hardship.



3.3 Physical Education in Athens

The aims and programmes of education were not as rigid as they were in Sparta. The main purpose of education in ancient Athens was to make citizens trained in the arts, and prepare them for both peace and war.



3.3.1 Objectives of physical education in Athens

Physical Education was aimed at building the students physical, mental and moral qualities. It was also aimed at blending the man of action and the man of wisdom to produce youths that were balanced physically and mentally. Youths were prepared for military life and developed mind and body. Physical education programme aimed at moral training to develop self-discipline, courage, humility and sportsmanship in the youths. Emphasis was laid on good character formation than strength acquisition. Sports with religion were used to inspire youths to greater heights. The physical activities engaged in were gymnastics, classic dances, and competitive sports in track and field events and Olympic games.



3.3.2 Preparation for roles in society

Unlike Sparta, able bodied young men from ages of 18 to 20 in Athens take military training for army or the navy after the completion of their primary school and basic education. Girls were taught at home by their mothers or private tutor to prepare them to stay at home to look after and educate their children. Athenians wanted their sons to have well rounded education so that they would know a variety of things and appreciate lots of things. However, girls were allowed to take part in sports such as wrestling.

At a pointing time in the history of Athens, the Athenians were over excited and wanted more freedom, morality, traditional service to the states, and physical education were neglected and received less attention thereby making the Palaestra and gymnasium to become deserted. Many Athenian critics, such as, Aristophanes, Socrates and Plato warned against the neglect of physical education and use of gymnasium for acquiring military fitness and healthy body. The neglect led to the fall of Athens. As a result of this, Ephebic college was established where youths or eighteen year old sons of Athenian citizens were inducted and given a compulsory two year military training and programmes of physical education were reverted to what they were initially.

In Text-Questions

ACTIVITY - 21

1. State the objectives of physical education in Sparta



4.0 Self-Assessment Exercise(s)

ACTIVITY - 22

1. State the objectives of physical education in Athens



5.0 Conclusion

Ancient Greece contributed immensely to the development of physical education and sports by laying the foundation for the modern day physical education. The development of gymnasium where sporting activities and races could be held and introduction of Olympic games for the display of physical skills with emphasis on strength, endurance and speed contributed to the development of modern day sports. Physical education training which was an important part of Greece military training is still an important ingredient of the modern day military training.

6.0 Summary

Ancient Greece laid much emphasis on physical education to give survival skills to mentors and leaders to be more useful, live long and to give wise guides to younger ones. Gymnasium where sporting activities were held and Olympic games to display physical skills were developed. Ancient Greece laid the foundation for the modern physical education. Sparta and Athens were the two most important and powerful city states. Spartans believed in discipline, self denial and simplicity. The purpose of education was to produce army. Children from birth were assigned to either brotherhood or sisterhood. Physical education activities were used to achieve the aim of education to develop strong, healthy, aggressive youth to withstand the hard discipline of military life. In Athens, the aims of education were not as rigid as they were in Sparta. The main purpose was to make citizens trained in the arts and prepare them for both peace and war. Emphasis was laid on good character formation than strength acquisition.



7.0 References/Further Readings

Bucher, C. A. (1983) - Foundation of Physical Education, St. Louis, M.O; Mosby.

Unit 2: Physical Education in Great Britain

Contents

- 1.0 Introduction
- 2.0 Intended Learning Outcomes (ILOs)
- 3.0 Main Content

- 3.1 Physical education in Early Great Britain
- 3.2 Contribution to Physical Education and Sports
- 4.0 Self-Assessment Exercise(s)
- 5.0 Conclusion
- 6.0 Summary
- 7.0 References/Further Readings



1.0 Introduction

This unit discusses physical education in Great Britain under the following sub-headings:

Physical education in Early Great Britain and Contribution to Physical Education and Sports



2.0 Intended Learning Outcomes (ILOs)

At the end of this unit, learners will be able to:

- i. Discuss the development of physical education in Early Great Britain
- ii. Explain the contribution of Great Britain to physical education and sports development



3.0 Main Content

Physical Education in Great Britain



3.1 Physical education in Early Great Britain

Sports and engaging in physical activities can be traced to the early 13th century. Great Britain engaged in outdoor activities such as wrestling, throwing riding, fishing, hunting, swimming and shooting. Physical education started about 1820 when schools focused attention on gymnastics, hygiene training and care and development of the human body. A programme of organized sports and game was employed. Other sports Britain engaged in included soccer, tennis, hockey, tenniquoits, cricket and golf.



3.2 Contribution to Physical Education and Sports

Soccer as one of the outdoor games was introduced about the 16th century. It was played only during the holidays. When it started, there were no playing fields or definite number of players. It was played on the streets, roads or any available space. The playing was rowdy because there was no definite number of players and caused a lot of stampede and death. Due to the rowdiness, disruption of traffic on the streets

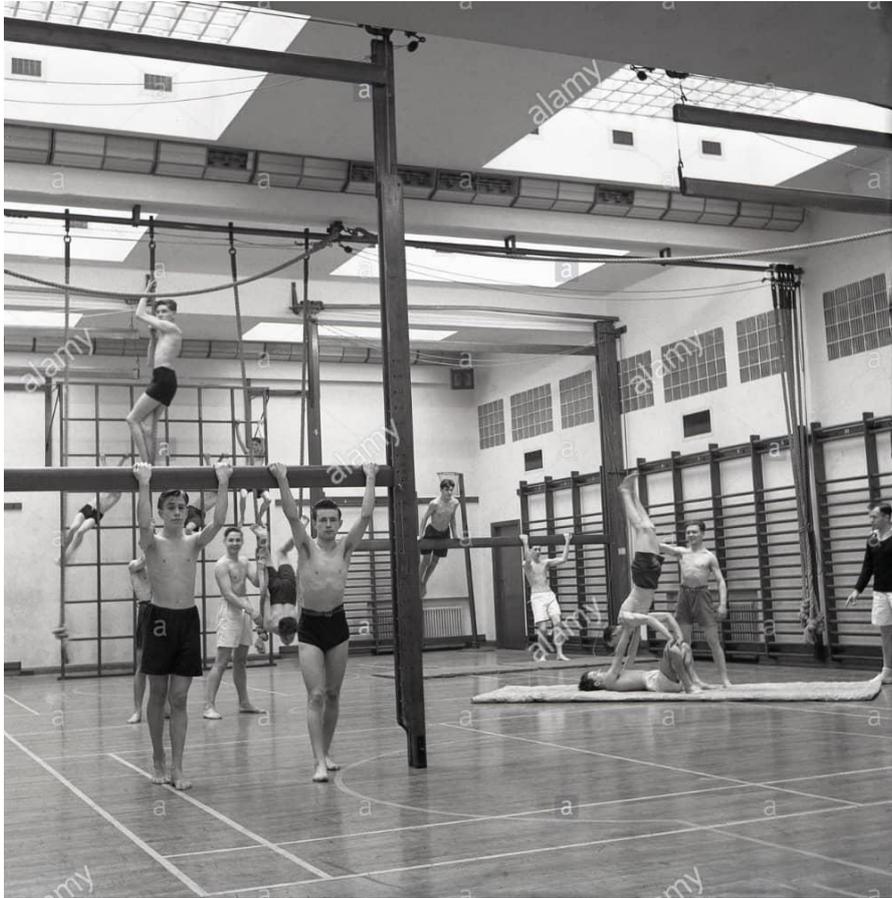
and destruction of plants and other things during play, it was banned. It was started in 1860 with eleven players in a team.

Other contribution made by Britain apart from outdoor sports was that it led other European countries in the promotion of physical education. The contribution of the works and activities of Archibald Maclaren who lived between 1820-1884 was a great booster to the promotion of physical education in England. He was a medical doctor who enjoyed participating in sports particularly fencing and gymnastics. Physical training was based on principle of science and different systems of gymnastics from Sweden and Denmark were introduced in England.



Britain also contributed greatly to the movement education, that is, the scientific approach to movement activities which identifies various biomechanical factors that affect movement. Biomechanical analysis in physical education is the science that studies the effects of internal and external force on human performance. Biomechanics in sports and physical education deal with stability, power, motion, momentum, aerodynamics and hydrodynamics. From 1850 century, movement education was widely accepted and introduced to Schools, Colleges and Universities in Britain.

Physical Education in Britain emphasized more on keep fit than for military purposes because of the stress on team sports. Great Britain encouraged physical education for its educational, moral, intellectual, physical fitness and social values.





4.0 Self-Assessment Exercise(s)

ACTIVITY - 23

1. Name any five (5) outdoor activities engaged-in in early Great Britain.
2. List any five (5) organized sports Early Great Britain engaged in.



5.0 Conclusion

Great Britain engagement in outdoor activities (such as wrestling, throwing, riding, fishing, swimming, hunting and shooting) in early 13th century paved way for the introduction of physical education to schools, Colleges and Universities for hygiene training and development of the human body. Britain encouraged and contributed to the development of organized sports such as soccer, hockey, cricket, tennis and golf.



6.0 Summary

Great Britain engagement in sports can be traced to the early 13th century in outdoor activities such as wrestling, throwing, riding, fishing, hunting, swimming and shooting. Physical education started in schools around 1820. Britain promoted physical education in other European countries and also engaged and contributed to the development of organized sports such as soccer, tennis, hockey, tenniquoits, cricket and golf. Physical education was widely accepted and introduced to schools, colleges and Universities in Britain emphasizing more on keep fit than for military purposes.



7.0 References/Further Readings

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Unit 3: Physical Education and Sports in the United States of America

Contents

- 1.0 Introduction
- 2.0 Intended Learning Outcomes (ILOs)
- 3.0 Main Content
 - 3.1 Physical Education and Sports in Colonial America
 - 3.2 Contributions of Churches in the Development of Physical Education and Sports in America
 - 3.3 Development of Sports from the 20th century in America
- 4.0 Self-Assessment Exercise(s)
- 5.0 Conclusion
- 6.0 Summary
- 7.0 References/Further Readings



1.0 Introduction

This unit is discussed under the following sub-headings; Physical Education and Sports in Colonial America, Contributions of Churches in the Development of Physical Education and Sports in America and Development of Sports from the 20th century in America



2.0 Intended Learning Outcomes (ILOs)

At the end of the unit, the learners will be able to:

- i. Discuss Physical Education and Sports in Colonial America
- ii. Explain the Contributions of Churches in the Development of Physical Education and Sports in America
- iii. Discuss the Development of Sports from the 20th century in America



3.0 Main Content

Physical Education and Sports in America



3.1 Physical Education and Sports in Colonial America

Before 18th century in colonial America, sports most especially for fun was frowned at. American people only engaged in hunting and contests of strength such as wrestling and fishing for self survival. Very little attention was paid to any form of physical activities. It was much later in American's life that bowling, skating and other ball games were introduced. Sports were not seen as part of school daily programme, instead it was seen as a healthy change from school activity which should take place after normal school hours. It was not until the 18th and 19th centuries that they began to appreciate that education of the body was seen as important as that of the mind.



3.2 Contributions of Churches in the Development of Physical

Education and Sports in America

Physical training received much attention with establishment of the United States Military Academy in 1802. Many more people got interested in sports from the 1850's, making America to witness much spread in sports all over. Sports Associations were formed in Colleges and Universities. Military training was opposed in schools while more sports programmes were introduced in schools. Sports witnessed large crowds of spectators because big businesses spent large amount of money on equipment, building of more schools and gymnasias.

The Churches also help in the development of sports to enhance the growth and development of their members. Organizations such as Young Workers Christian Association (YWCA) were established. This association introduced physical education as part of their programme. The organization also established a college in 1885, called Young Men Christian Association (YMCA). In order to have a wider acceptance to non-Christians, the nomenclature was changed to Springfield College. With the introduction of various sporting activities to the college, people were encouraged to engage in one sporting activity or the other during their leisure hours.

Among the prominent graduates of Springfield College was James Naismith. As a student in the college, he invented the game of Basketball in 1891. This was used for his master's degree thesis. He taught of a game that could keep people active and warm during winter. The American Association for Health, Physical Education, Recreation and Dance (AAHPERD) started in 1885 as the American association for the Advancement of Physical Education in Brooklyn.



3.3 Development of Sports from the 20th Century in America

In the early 20th Century, scientific principles were used to discover the physical needs of individuals for effective participation. Physical education witnessed the use of measurement and evaluation techniques to determine how well objectives are achieved. Various activities involving fundamental skills of running, jumping, climbing, throwing, dancing, self testing, camping and rhythmical movement were introduced to physical education programme.

In response to the medical examination conducted on school children after the First World War which revealed how physical fitness programmes were neglected, legislation was made to upgrade the programmes of physical education in schools. There were improvements in the standard and production of physical education teachers. Physical education programmes also spread in schools and colleges.

However, during the period of the Second World War, physical education programmes suffered a setback in many American communities because there was reduction in sports budget which led to unemployment and drop of many sports programmes. After the war in the 1950's, physical education started to regain its former glory. More and regular times were given to physical education programmes in schools. There were renewed interest in intramural sports, life time sports and

general sports programmes for both boys and girls in schools. International meetings and seminar among leaders of physical education started at this period, in 1952, world seminar in physical education was held in Helsinki, Finland. The first international congress in physical education was held in the United States of America in 1953. A huge amount of money is spent on sports in America. Universities, Colleges and High Schools spend a lot of money on facilities, equipment and to maintain big time sports teams. The United States of America uses physical education to research into various human endeavors. Americans spend millions of dollars annually to maintain facilities and keep athletes to attain professional levels in most sports. Today, Americans lead other nations in various aspects of sports.



In-Text Questions

ACTIVITY - 24

1. State the contributions of churches in America to the development of physical education and sports.



4.0 Self-Assessment Exercise(s)

ACTIVITY - 25

1. Highlight the development witnessed in America in the 20th century.



5.0 Conclusion

In conclusion, the recognition and attention given to physical education and sports from different facets of life helped in the tremendous development in America. Government, Churches, big business organizations and private organizations invested in physical education and sports.



6.0 Summary

In the pre-colonial era in America, American people engaged in hunting and contests of strength (such as wrestling and fishing) for self survival. Other physical activities like bowling, skating, and other ball games were later introduced. Sports were not seen as part of school activities but rather as extra-curricular activities. Education of the body was later seen as important as that of the mind. Sports associations were formed in Colleges and Universities. Big businesses spent large amount of money on sports attracting large crowd of to watch and partake in sports. Churches contributed to the development of sports by establishing associations and Colleges where sporting activities were encouraged for people to engage in sporting activities during their leisure time.

Sports in America witnessed a tremendous development as from the 20th century. Scientific principles and techniques were used to measure, evaluate and determine how well objectives are achieved. Various activities involving fundamental skills and rhythmical movement were introduced to physical education programme. Physical education programmes at this period spread in schools and Colleges. However, the first and second World war affected the development. After the wars, physical education and sports witnessed a great development. More and regular times are given to physical education programmes, international meetings, workshops and seminars in America.



7.0 References/Further Readings

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