

COURSE GUIDE

KHE101

Foundation of Human Kinetics

Course Team

Author Dr Emeka U. Mong

**Department of Human Kinetics and Health Education, Ebonyi State University,
Abakaliki Ebonyi State.**

Editor Prof Tanglang

**Department of Human Kinetics and Health Education National Open University of
Nigeria**



NATIONAL OPEN UNIVERSITY OF NIGERIA

National Open University of Nigeria

Headquarters

University Village

Plot 91, Cadastral Zone

Nnamdi Azikiwe Expressway

Jabi, Abuja

Introduction

In the past, physical education described everything about man and physical activity. In schools, it is still doing that. However, knowledge expansion has taken the science of human movement far beyond the school into the society, where everybody can choose to benefit from human movement. To expose you to the services you can render to the society, there is need to go beyond the scope of physical education. Hence, you are being introduced to human kinetics, which is an exciting discipline that applies scientific concepts and principles in the understanding of physical activities and human movement.

Course Competencies

Promotion of health and performance is one of the major objectives of many organizations. Physical activity related events are periodically organized by most organizations to achieve this objective. Such events are usually planned and executed by individuals who do not have the competencies to efficiently and effectively execute them. So, organizations need competent individuals who will be on hand to help them in achieving their objectives. This course will prepare you to be competent in locating organizations or individuals who might need to benefit from physical activity. You will be introduced to the various areas of human kinetics. You will also be able to identify career opportunities in human kinetics and job positions that exist in the areas of human kinetics.

Course Objectives

By the end of this course, you will be able to:

1. Describe the developments in physical education that gave rise to human kinetics;
2. Describe the nature and forms of sports;
3. Perform to determine where job exists for you;
4. Provide a guideline that will help you secure and keep a job;
5. Demonstrate strong understanding and appreciation for human kinetics, its areas and services to the society, which improves your level of employability in any organization that works with humans and desires to promote health and performance of members.

Working through this Course

This course is arranged modules made up of units. Each unit deals with a specific sub-heading that will help you achieve the course objectives. Every unit has specific objectives and contents arranged to meet the unit objectives. Within the contents are in text questions, discussions and/or case studies designed to help you think along the line of the objective of that particular unit or related content. You will also come across some self

examination exercises that will guide you in determining whether you are achieving the unit objectives.

Study Units

Module 1: **Nature and Developments in Human Kinetics**

Unit 1: Nature and History of Human Kinetics

Unit 2: Objectives of Human Kinetics

Unit 3: Scope of Human Kinetics

Unit 4: Sports: Types and Values

Module 2: Career Areas and Job Opportunities in Human Kinetics

Unit 1: Specialties in Human Kinetics (Special Study Area)

Unit 2: Employment/Career Areas in Human Kinetics

Unit 3: Professional Preparation and Guideline for Securing a Job

Unit 4: Issues and Challenges in Human Kinetics

References and Further Readings

Awosika, Y. (1986). Where is the physical in our physical education? *West African Journal of Physical and Health Education*. 2 (2): 21-28.

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Presentation Schedule

Each of units 1, 4 in module 1 and 1 and 2 in module 2 will be covered in two weeks, on a two hours weekly contacts. This will allow time for robust discussions that will sustain your interest and accommodate your understanding of human kinetics. The other units, (2, 3 in module 1 and 3 and 4 in module 2) will each be covered in one week on a two hours weekly contact.

Assessment

The course will be assessed in two parts. Part 1 will be the in-course assessment which will be done during facilitation, and may involve quizzes, take home assignments and term papers. Part 2 will be the end of course examination.

How to get the Most from the Course

Follow these guides to get the most from this course:

1. Read the objectives of the course very carefully to learn what is expected of you at the end.
2. Read the units as arranged.
3. Read the unit objectives very carefully to learn why the unit is important.
4. Whenever you meet an in-text question, pause and thoughtfully consider the question before reading the next sentence.
5. Attempt all the self-assessment exercises without viewing their solutions.
6. Then review the solution to the self-assessment to see how you are progressing.

Facilitation

As you read the course, you will be guided by a facilitator, who is trained in this course.

Course Information

Course Code: KHE 101

Course Title: Foundation of Human Kinetics

Credit Unit: 2

Course Status: Core

Course Blub:

Semester: First

Course Duration: One Semester

Required Hours for Study: 30

Course Team

Course Developer: ACETEL

Course Writer: Dr Emeka U. Mong

Content Editor: Prof. Nebath Tanglang

Instructional Designer: : Dr. Juliet Inegbedion, Dr. Lukuman Bello, and Mr Opeyemi Dahunsi

Learning Technologists:

Copy Editor

Ice Breaker

You have participated in one or more physical activities or sports. Mention the sports you have engaged in competitively. You also may have watched others play sports on television. Mention any five sports have watched and at what level?

KHE 101: FOUNDATIONS OF HUMAN KINETICS

Module 1: Nature and Developments in Human Kinetics

Module Introduction

This module introduces you to the knowledge and understanding of human kinetics as a discipline. You will learn about the objectives of human kinetics. You will also learn about physical activity and sports as important and popular components of human kinetics. The units under this module are:

Unit 1: Nature and History of Human Kinetics

Unit 2: Objectives of Human Kinetics

Unit 3: Scope of Human Kinetics

Unit 4: Sports: Types and Values

Unit 1: Nature and History of Human Kinetics

Contents

- 1.0 Introduction
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- 3.0 Main Content
 - 3.1 Meaning of Human Kinetics
 - 3.2 History of Human Kinetics
 - 3.3 Development of Human Kinetics in Nigeria
- 4.0 Self-Assessment Exercises
- 5.0 Conclusion
- 6.0 Summary
- 7.0 References/Further Readings



1.0 Introduction

Physical education is a modern phenomenon that is less than 100 years old. However, it takes place only in educational institutions (schools colleges and universities) as a body of knowledge or discipline. It applies principles from other older and established disciplines such as Physiology, Anatomy, Medicine, Biology, Anthropology, Sociology and Psychology, just to mention a few. As these disciplines advanced scientifically and technologically, the scope of physical education was expanded. The term, physical education, which was once thought to be appropriate for the discipline no longer describes the modern and contemporary knowledge expansion. Many names have been used by many universities in the world to capture this knowledge expansion. Some of such names include: Human Movement Studies; Human Movement Science; Kinesiology; Sports Science; movement education; Human Kinetics; Sports Education, among others. None of these terms has been universally accepted. The fact that finding a widely or universally accepted name for the discipline remains a persistent source of debate, and perhaps, indicates the relative immaturity and diversity of this field of study, (Hoffman and Harris, 2009). In the late 1990s, many Departments of Physical Education began to train students in many more careers in physical activity. Human Kinetics then became popular in many universities in Nigeria, as an appropriate name for modern physical education. Many universities now have Department of Human Kinetics and not or no longer Department of Physical Education.



2.0 Intended Learning Outcomes (ILOs)

By the end of this unit, you will be able to:

1. Discuss the development in physical education that gave rise to Human Kinetics.
2. Explain human kinetics.
3. Narrate the history of human kinetics in Nigeria.



3.0 Main Content

3.1. Meaning of Human Kinetics

Physical education is a field of endeavour that improves human performance through the medium of physical activities that have been selected with a view to realizing this outcome, (Bucher 1979). Awosika (1986) saw it as a way of education through activities that are selected to provide an environment conducive to human growth, development and behaviour which in turn contributes to the development of better citizens. Physical education is the formal inculcation of knowledge and values through physical activities or experience (Honeybourne, Hill & Moore 1996). Oworu (2004) provided a modern definition of physical education when he said that physical education is an applied science that seeks to apply the principles of pure science in the analysis of human movement with a view to improving performance and organic functions through sports-oriented activities. Where then does human kinetics come in? These definitions of physical education really show the development in physical education in the past 50 years. This development from improving human performance through physical activity experience to human movement analysis has expanded the scope that physical education can no longer best represent the discipline. Hence the new name, Human Kinetics. Did you see where it came in, to adequately represent the developments in physical education?

Human kinetics is a discipline that studies the application of scientific concepts in the understanding of physical activities or human movements involved in play, game and sports and its services to the society. It incorporates the traditional emphasis on physical education which is mostly child-centred; stresses the area of play, game and sports with reference to the movement of the body as a whole or in parts; and the services these movements render to the society. While physical education focused on learners and teachers in the educational institutions human kinetics focuses on the entire society. This broader focus strengthens its place in the general education system of the country. The broader scope has introduced many specialist areas in human kinetics and education in general. These areas include – exercise physiology, sports psychology, sports medicine, biomechanics, sports marketing, sports law, sports journalism, sports sociology, recreation and park management, hospitality and tourism, athletic training, fitness education just to mention a few. You will be introduced to some of these areas in unit 4.



Case Studies

The first time you heard of Human Kinetics, what came to your mind? If not self-sponsored, how did your sponsor react when you said you are studying Human Kinetics? What expression did they use?

3.2. History of Human Kinetics

Human Kinetics is one of the most recent and modern developments in the field of human enquiry. However, its origins go back further than the origin of physical education as a phenomenon. The focus of human Kinetics is physical activity. Physical activity has been an integral part of human survival. Every human has engaged in one form of physical activity or the other irrespective of age, sex, occupation, ethnicity or nationality. What did you do when you

learnt that the University has offered admission to you? You may have dance around or jumped in victory! They are physical activities. So, you have been participating in physical activity before you started learning about human kinetics.

Human kinetics developed from many strands, or areas. Popular among these are the two traditions of education in England in the nineteenth century, which are public school sports education and sports education outside public schools, (Honeybourne, Hill and Moore, 1986).

In public schools, organized games began to appear in the upper classes. It started as spontaneous reaction played by the boys. However, their teachers disapproved of it, but as they developed, it became clear that participation in games could be used to achieve educational objectives. This realization made sports an integral feature of all public schools in England. Sport became a formidable and powerful force in the education of the sons of the upper class. Popular team game in school then were football (soccer), and cricket. The boys in schools close to river were involved in aquatic sport, like rowing. These games were used to teach the boys all the qualities a gentleman needed to acquire, such as cooperation, good strong physique and leadership, which gave rise to what was then called “muscular Christianity”, (Honeybourne, Hill & Moor, 1996).

A different type of physical education grew up outside the public schools. Physical education outside school originated from military drill, calisthenics and gymnastics. This outside school physical education formed what was called physical training (PT). Some of your grandparents can remember this term, because it was adopted in the elementary school system in the late 1800s and early 1900s. The programme of physical training was created to train people to become fit, disciplined workforce and army. It was a compulsory programme at elementary level of education.

With the passing of time, the programme of physical training was periodically revised. These revisions gradually made it more educational, thereby reducing military influence. For instance, the Physical Training syllabus was composed by the war office in 1902. In 1904, the Board of Education took over the syllabus and produced a new one with revisions in 1909, 1919 and 1933. With these revisions, Physical Training was slowly replaced with Physical education. Physical education lessons were formal and teachers were trained. Global developments in health and sports performance promotion expanded the scope physical education. Many names have been used to describe the new field of study. Human kinetics has been more widely accepted among scholars and professionals.

3. 3. Development of Human Kinetics in Nigeria

Nigeria is one of the countries colonized by the British, as a matter of this fact, the system of Physical education in Nigeria reflected the developments in England. The 1933 Physical education syllabus in England made provision for the training of teachers. The colonial masters trained teachers who continued to use this 1933 syllabus until 1954 when Mr Harden J. Ekperigin introduced the first Physical education syllabus in the then Western Region Primary school system. With this came the need for Physical education specialists to teach Physical education in schools. In 1957, the National College of Arts, Science and Technology which later became Ahmadu Bello University, Zaria, established the Department of Physical Education to train teachers. The first set

of teacher of Physical education graduated in 1960. In 1972, Physical education became compulsory in teachers' training colleges to make for an inclusive educational process, (Oworu, 2004).

In 1981, the National Policy of Education included Physical Education in the National Philosophy of Education in Nigeria. This made Physical education an integral part of education in Nigeria. In 1987 when the 6-3-3-4 system of education was introduced, Physical education was made a core subject in the junior secondary school level. In the senior secondary school, it was optional. Gradually, many universities in Nigeria started establishing the Department of Physical and Health Education. In the late 1990s, there was need to follow the trend in the developments in Physical education globally. Nigerian universities starting from the University of Ibadan started to change from the traditional Physical Education as a name to sports science, movement science, or human kinetics. In most universities and colleges of education in Nigeria, the discipline is called Human Kinetics Education (HKE). This has made it education for every human, and an all encompassing discipline. In human kinetics, we look at man as an individual who engages in the physical activities that are required in his daily life, yield aesthetic values and/or express his physical and competitive nature, or perform leisure time activities which has become a significant characteristic of our culture.



4.0 Self-Assessment Exercises

1. Human kinetics is a discipline that benefits-
 - a. Only males
 - b. Every body
 - c. Only sports persons
 - e. Only youths
2. Human kinetics was introduced in Nigeria by --
 - a. The British, b. Nigerians, c. Americans, d. Government.
3. Human kinetics became popular in Nigerian Universities in the:-
 - a. 2000s, b. 1980s, c. 1990s, d. 1900s



5.0 Conclusion

Knowing the meaning and origin of human kinetics, is very critical to understanding of its place in education and your life. Human kinetics is a discipline that renders many very important services to the society.



6.0 Summary

In summary, this unit has taught you the meaning of human kinetics, its origin and how it has developed in Nigeria.



7.0 References/Further Readings

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Solution to Self-Assessment Exercise in Unit 1.

1. B, 2. A, 3. C.

Unit 2: Objectives of Human Kinetics



1.0 Introduction

Human kinetics, like any other discipline, makes specific, important contributions to the society. These contributions improve the lives of individual members of the society. In short, Human Kinetics plays a very fundamental role in human existence. Therefore, learning about Human Kinetics is an integral part of the promotion of health and performance, and prevention of injury and illness. These values of Human Kinetics are realized through certain objectives. In the previous unit you were exposed to meaning, origin and development of human kinetics in Nigeria. This unit will teach you the objectives of human kinetics programmes.. It will also give attention to factors that might hinder the achievement of the objectives of human kinetics.



2.0 Intended Learning Outcomes (ILOs)

By the end of this unit, you will be able to:

1. Describe the arrangement of the objectives of human kinetics.
2. Mention five factors that might hinder the achievement of human kinetics objectives.



3.0 Main Content

3.1. Objectives of Human Kinetics

An objective is a specific purpose, reason or drive for doing something. It is an intended outcome of a programme. You have your purpose or goal for seeking university education. Now, you are in the university, which has developed specific objectives (like your courses) to help you achieve your purpose or goal.

In Nigeria, there is a growth in the popularity of sports and games and their relationship with health and performance promotion, prevention of injury and illness. This growth has led to increase in the interest shown in the study and practice of human kinetics. It is very common now, to see people, irrespective of personal characteristics, come together in any open space in the community on Saturday mornings to participate in one form of physical activity or the other to keep fit, socialize and be health



In your neighbourhood, public squares exist where people come out mostly on Saturday mornings to engage in various forms of activities. Visit any of these places where they gather to participate in physical activities, and ask any 20 of them their motives for finding out time to engage in physical activities.

The interest you see people show in practicing physical activity is an indication that more and more people are appreciating the objectives of Human kinetics. To enable you serve your community well, you must clearly understand the following objectives of Human Kinetics:- physical, motor or skill, cognitive, social, health and safety and affective or “plus factor” development objectives, (Bucher, 1979; Nwankwo 1996; Oworu, 2004).

3.1.1 Physical or biological development objective

This objective deals with programme of activities that assist in the normal growth and development of the body of an individual. It enhances the proper functioning of the various systems and structures that make up the body. The value of this objective is based on the fact that an individual will be more active, have better performance and be healthier if the systems of the body are adequately developed and functioning properly (Bucher, 1979).

This objective benefits the muscle, bones, heart and other structures making the body to develop strength, endurance, speed, flexibility, agility, and balance which help the body to perform

the ordinary and occasionally extraordinary tasks of daily life without undue fatigue. So, it develops physical fitness, prevents obesity and corrects postural defects. Thus, Human Kinetics uses physical activities such as running, jogging, throwing, carrying, leaping and jumping to train and benefit the body.

3.1.2. Motor or Skills or Movement Development Objective

This objective focuses on the development of motor or movement skills. Skills, here, refer to specific abilities to perform a task. Human Kinetics, through training, develops body-awareness and makes movement useful, effortless, proficient, graceful and esthetic or beautiful or appealing. This has implications for one's work, play and other events that require movement. Today many players are recognized because of their mastery of certain movement skills in their sports.



You have watched a favorite sport that showed, may be, your favorite player. Identify any player/athlete you recognized because of his or her outstanding display of skills in his or her sport and discuss how you feel about his or her display of such skill.

This objective ensures the development of some special skill in ball games, racket games, rhythmic activities like dancing, striking games and gymnastics among others sports. Developing these skills when you are young is very beneficial. They may be used later and in older age for recreation, or profession, and safety. Through these skills, Human Kinetics professionals help many persons to lead healthier, happier and more worthwhile and productive lives. So, you can and should be proud of your discipline because it has value.

3.1.3. Cognitive or Knowledge Development Objective

Human Kinetics as a body of knowledge or discipline is understood through the study of many concepts. This objective focuses on the learning of these concepts and the development of the ability to think and to interpret them. Some of these concepts come from olden discipline in sciences, humanities, social sciences and other sciences. You need to learn and understand these concepts and see how their principles influence physical activities. Through this objective, Human Kinetics professionals develop human coordination and judgment in activities when it comes to time, speed, distance, accuracy of passes and shots at goal. The knowledge will help you understand rules, techniques and strategies in games and sports.

In the discipline of Human Kinetics, there are many questions that need to be answered, the more the answers are provided, the more other questions are raised. To achieve this objective, you will be provided with appropriate knowledge and information, that will enable you think and answer such questions as: Why is exercise important? Why should you do a particular activity and not the other? What happens when you over train? Why is it important to play according to rules?, and many other questions.

3.1.4. Social Development Objective

At any given time, you are a member of a community or society. Usually, a society is dynamic, making you to keep adjusting and readjusting yourself to meet up. The social development objective focuses on helping you to make adjustments as a member of a society.

These adjustments may be personal and/or group adjustments, and may include development of desirable personal and interpersonal, social attitudes. These attitudes include good citizenship, leadership, sportsmanship, cooperation, self-discipline, obedience to rules and regulations, fair play, perseverance, honesty, sociability, loyalty and endurance (Nwankwo, 1996). Through Human Kinetics, your basic social needs like – feeling of belonging, self-respect, love, recognition are met. When they are not met, you will begin to develop antisocial characteristics, like aggression and gangsterism. So, achieving social development objective is very important if you are to contribute to the promotion of social efficiency and order.

3.1.5. Health and Safety Development Objectives

Your experience in Human Kinetics will help you to develop wholesome interest in physical activity which enhances good health and mental health behaviours, like – self-confidence, joy, courage, enthusiasm, cleanliness, and never-say-die attitude among others. Through Human Kinetics, you learn to appreciate your abilities and limitations or your strength and weaknesses; what to do to improve on your strengths and minimize your weaknesses.

3.1.6. Affective Development Objective

This objective is also called ‘plus factor’. This is because, if the other objectives are achieved without the affective development, something is missing and the individual will not be well rounded and developed. This objective is concerned with helping you to clarify and think through your value judgment, appreciation and attitude. Human Kinetics activity helps you develop appreciation of your body movement, and the aesthetic, grace and beauty of highly skilled performance.

3.2. Factors that may Hinder the Achievement of Human Kinetics Objectives

The following factors may pose problem to the achievement of Human Kinetics objectives:

1. Physical activity illiteracy or poor knowledge of physical activity on the part of elites and education policy makers and professionals in other disciplines. They show this by calling you, “Jumpologist”.
2. Societal misconceptions
3. Inadequate Human Kinetics facilities in school at all levels.
4. Inadequate funding of Human Kinetics activities and programme in schools.
5. Use of traditional physical education curriculum in schools
6. Poor incentives for physical education teachers.
7. Use of Human Kinetics activities like sports as a political instrument.
8. Inadequate time allotment for teaching physical education in schools.
9. Inadequate accessible reading materials like textbooks and journals.



4.0 Self-Assessment Exercises

1. Which objective of human kinetics helps you develop value judgment and appreciation of your body movement? (a) Social Development, (b) Health and Safety Development (c) Motor Development, (d) Affective Development.

2 Development skills that make movement enjoyable is the focus of--

(a) Cognitive Development,(b) Social Development, (c) Motor Development, (d) Physical Development.

3. The objective of human kinetics that is concerned with the learning of its concepts is--

(a) Cognitive Development,(b) Social Development, (c) Motor Development, (d) Affective Development.



5.0 Conclusion

Objectives of a programme serve as a powerful driving force. The objectives of human kinetics are intended to move you into understanding the values of your discipline, human kinetics. Poor background in these objectives might result in our inability to identify areas in your community where you might render human kinetics services.



6.0 Summary

This unit has presented the objectives of human kinetics. It has also identified some factors that might hinder the achievement of these objectives.



7.0 References/Further Readings

Bucher, C. A. (1979). *Foundations of physical education*, (8th ed.). St Louis: The C. V. Mosby Company.

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Solution to Self-Assessment Exercise in Unit 2.

1. a, 2. c, 3. a.

Unit 3: Scope of Human Kinetics

Contents

- 1.0 Introduction
- 2.0 Intended Learning Outcomes (ILOs)
- 3.0 Main Content
 - 3.1 Focus of Human Kinetics
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 - 3.2.1 Training
 - 3.2.2 Health-related Exercise
 - 3.2.3 Therapeutic Exercise
 - 3.3 Skilled Movement
 - 3.3.1 Sport
 - 3.3.2 Developmental Skill
- 4.0 Self-Assessment Exercise(s)
- 5.0 Conclusion
 - Summary
- 7.0 References/Further Readings

Main Contents



1.0 Introduction

In unit 2, you learnt about the different objectives of human kinetics. Human Kinetics is a discipline that focuses on physical activity. Physical activity forms all aspects of human movement. From the way you are created, all you can do is to move things. These things can be your body, segment of your body or external objects. Imagine what life will be like if you cannot move anything. This highlights the importance of physical activity in your life. Hence, it has formed the centerpiece of Human Kinetics. This unit presents to you an understanding of the scope of human kinetics.



2.0 Intended Learning Outcomes (ILOs)

By the end of this unit, you will be able to:

1. Identify the focus of Human Kinetics.
2. Discuss the importance of the focus of human kinetics in your life.
3. Highlight the three dimensions in the study of Human kinetics.



3.0 Main Content:-

3.1. Focus of Human Kinetics

Human Kinetics covers all aspects of physical activity. Physical activity is an intentional, voluntary movement of the whole body or part of it, directed toward achieving an identifiable goal. Movement here includes any change in the position of your body parts relative to each other (Hoffman and Harris, 2009). So, physical activity is rightly the focus of human kinetics.

Human Kinetics covers the two general forms of physical activity, which are, exercise and skilled movement. Have you ever engaged in exercise at one point or the other to improve or maintain performance, health or body appearance, or to regain function following an injury or disease? If yes, then, you have experienced human kinetics.

3.2. Exercise

Human Kinetics covers different types of physical activities that are involved in exercises. There are three major categories of these types of physical activity and they are: training; health-related exercise and therapeutic exercise.

3.2.1. Training:

This is the physical activity performed to condition your body to improve athletic or other areas of performance. It is specific to what is to be achieved. This aspect of Human Kinetics is seen in schools and professional sport teams or clubs. Figure 1 illustrates training in human kinetics.



Fig. : 1 Training to improve strength

3.2.2. Health-related Exercise:

This is the form of physical activity you perform to develop or maintain sound working body, free of disease and able to perform daily tasks and deal with emergencies. See figure 2, for an illustration of this type of exercise. This area of Human Kinetics is seen in schools, fitness leadership and training centers.



Fig. 2: Performing air walking exercise for body maintenance.

3.2.3. Therapeutic exercise:

This is the form of physical activity performed to restore capabilities previously acquired or developed, through training and/or health-related exercises – that have been lost because of injury, disease or lifestyle or behavioural patterns. This area of Human Kinetics is seen in rehabilitation clinics, physical therapy and athletic training centers. It is also covered in the university.

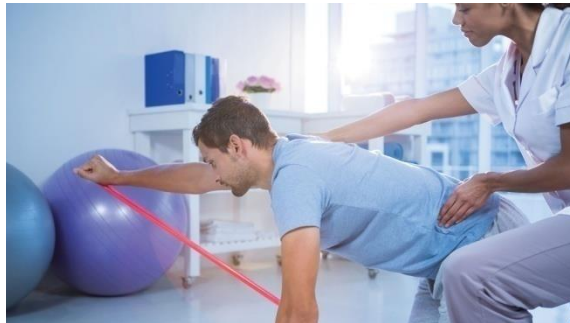


Fig. 3: Performing exercise to regain upper limb (shoulder) movement. *Source: www.texascityaccidentinjury.com*

3.3. Skilled Movement

In addition to exercise, Human Kinetics also covers skilled movements. This aspect involves performance in which accuracy of direction, force and rhythm or timing is essential in achieving the goals set for the movement. These essential qualities are acquired through systematic and proper practice. Skilled movement can be divided into two categories – (1) sport and (2) developmental skills

3.3.1 Sport

This is one of the most popular terms in Human Kinetics. Sport is a form of physical activity in which an individual performs skilled movements to achieve a goal following a

specified set of rules, usually in a competition, (Hoffman and Harris, 2009). Note the three major characteristics of sports from this definition-

(1) Sport is a skilled movement. This means that sport is performed efficiently and effectively. So, all physical activities are not sport but every sports is physical activity. In sports you must acquire skills on how to move your body in a skillful way. Have you watched a football player who passes the ball accurately to a team mate even when he/she is not looking at the team mate? Such a player is skilled in passing. Watch a recent or live football match and identify some physical activities performed skillfully.

(2) Sport has special set of rules guiding its performance. These rules are used to create the games. Without rules no game will stand, as players will be disorderly. In this situation, a football (soccer) player could carry the ball with his or her hand into the opponent's goal, and it will be counted as a goal. With the football rules, will you say such a player was playing football? Will such goal stand? No! What will you say to a basketball player who carried the ball and runs from his side of the court to his opponents side to make a backset without dribbling? Will that still be a basketball game? No. This is because the player violated the rule of basketball. Rules create a level playing ground for all competitions, and ensure that each has an equal chance to win the game. Have you ever heard the saying, "play by the rules?" It came from sport.

(3) Sport is competitive in nature. Competition is a struggle to win. In sport, you compete either against other teams, against other individuals, against set or established records or against yourself (personal best). With the rules in sport, cheating is reduced.

Other characteristics are – Sport is a source of entertainment to everyone involved. It brings enjoyment and many people play sport because of the enjoyment it brings to them. Sport is educative. There is a lot of teaching and learning in every sport, especially in the areas of skills and techniques, (Oworu, 2004).

Sporting competition is of three forms:- we have direct competition in which opponents confront each other. This is common in ball racket games, wrestling and bowling. Sport competition can also be parallel, in which opponents take turns or compete in separate areas as in field events (jumps and throws).It can also be attainment, where the target is a standard which has to be achieved, (Chandler, Cronin and Vanplew, 2002).

3.3.2. Developmental Skills –

This is the second category of skilled movement. The developmental skills are those movements that form foundation of sport activities. They are performed in non sport setting. For instance, in a lower basic school or primary school, a physical education teacher, teaches grade I pupils how to perform fundamental movement patterns like throwing, skipping or hopping. Do you remember your days in primary school when you performed these movements as play? The aim then and at that stage, was not for sports performance but to learn the basic or fundamental movement patterns that would be useful

in your general life activities including sports at later stage in life. Now, this focus of Human Kinetics does not place emphasis on any sport activity.

Human Kinetics graduates, who pursue career in hospital, clinics or nursing home centers, use the developmental skills in helping post stroke patients learn how to eat, dress and groom themselves. Do you remember therapeutic exercise? Knowledge of developmental skill is very important in improving walking and running, grasping or reaching in terms of efficiency and effectiveness. This improvement helps in all aspects of human life, (Hoffman and Harris, 2009).

The nature of Human Kinetics as a discipline underscore the interdependence of many concepts and other disciplines like, anatomy, physiology, anthropology, management, psychology, physics, sociology among others. To have a holistic understanding of the focus of Human Kinetics, the interdepending concepts and disciplines are considered in your undergraduate studies in Human Kinetics. These studies made up of many interrelated courses are presented in a three dimensional analysis – (1) Experience (2) Study and (3) Practice. Under experience, you will be exposed to physical activity programmes in the form of play and sport. This involves performing and/or watching physical activities. You may have done these over a million time as they are essential in your daily life. As you go through these physical activity programmes, you learn something about yourself, physical activity and your environment at large. Good experiences can sustain your interest in Human Kinetics activities like sport and leisure – time pursuits.

In the study dimensions, you are exposed to many concepts that form the body of knowledge called Human Kinetics. This forms an important part of Human Kinetics programmes in colleges and universities in Nigeria. They are the conceptual and theoretical basis of the focus of Human Kinetics. Under this dimension are courses in foundations, history, research methodology, sciences, sociology, psychology, law, management, health and medicine among others. These courses will help you to learn the reasoning, concepts and understanding behind the physical activities you experience.

The third dimension is practice. In this dimension, you learn about providing Human Kinetics services to the public or society. Your experience and study will help to shape your practice. If you love your experience in any sport you might want to be a coach or administrator of that sport, or an athletic trainer or physical therapist to help manage injuries in sports. Your experience and study can make you decide to be a physical education teacher. In this instance, you will learn how to prepare and write a lesson plan and deliver it, how to provide practice experiences, how to organize your subject content; and how to manage students with special needs, (Adapted Physical Education). These are parts of what you will study in human kinetics with the help of professional facilitators.



4.0 Self-Assessment Exercises

1. What is the focus of human kinetics?
 - (a) Games
 - (b) Sport
 - (c) Exercise
 - (d) Physical activity.
2. Performing physical activity to maintain the body is----
 - (a) Therapeutic exercise,
 - (b) Training,
 - (c) Health-related exercise,
 - (d) Building
3. Form of physical activity that is usually competitive is---
 - (a) Training
 - (b) Sports
 - (c) Games
 - (d) Exercise



5.0 Conclusion

Everything you do, as a human involves one form of movement or the other. Movements make up physical activities which have been presented as the focus of Human Kinetics. While everyone does physical activity in one form or the other, some of us choose to do them because they are fun or source of livelihood as in sport and leisure-time pursuits.



6.0 Summary

In this unit has helped you have considered exercise and skilled movement, and their various categories. The unit also prepared your mind on the opportunities in Human Kinetics under the dimensions of studying Human Kinetics.



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www.texascityaccidentinjury.com

www.shutterstock.com

Solution to Self-Assessment Exercise in Unit 3.

1. D., 2. C., 3. B.

Unit 4 Sports: Types and Values

Contents

- 1.0 Introduction
- 2.0 Intended Learning Outcomes (ILOs)
- 3.0 Main Content
 - 3.1 Forms of Sport
 - 3.1.1. Aquatic Sports
 - 3.1.2. Athletics
 - 3.1.3. Combat Sports
 - 3.1.4 Ball Sports
 - 3.1.5 Racket Sports
 - 3.1.6 Minor Sports
 - 3.1.7. Traditional Sports
 - 3.2 Types of Sports by Number of Players or Participants
 - 3.3 Values of Sports
- 4.0 Self-Assessment Exercise(s)
- 5.0 Conclusion
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1.0 Introduction

Sport is a very visible product of Human Kinetics and has been very closely linked to the society. Sport has existed for thousands of years in various forms and has offered many values to man and the society, and is still very valuable. Sport industry is one of the most important establishments in most societies. Since you have studied what sport is and its characteristics in unit 3, this unit will present to you the common types of sport and the benefits you will derive from sport.



2.0 Intended Learning Outcomes (ILOs)

By the end of this unit, you will be able to:

1. Classify various activities into forms of sport.
2. Explain five good reasons to engage in sports.



3.0. Main Content

3.1. Forms of Sport

Based on activity type, whether organized on international, national regional, state or local level, the activities in sport are classified as – aquatic sports, athletics, combat sport, ball sports, racket sport, minor sports and traditional sports.

3.1.1. Aquatic sport

These are sports that involve bodies of water. They are performed in water. See figure 4 that shows students learning swimming in a swimming pool. They include: swimming, surfing, boating, board diving, fishing, surfboarding, rowing, sailing, scuba diving, water polo, water skiing (www.askaboutsports.com).



Fig. 4: Students in the water learning swimming

3.1.2. Athletics

These are sports performed on tracks and fields and are called track and field events. They include: sprints or short distance races, (see figure 5), middle and long distance races, which are track events. Others are discus, javelin, high jump, long jump, pole vault, harmer, shot-put, which are field events. They also include relays and hurdles.



Fig. 5: Athletes in a Sprint. Source: www.abcnews.com

3.1.3. Combat Sport

This is a fighting sport, a competitive contact sport that usually involves one-on-one combat. It requires the use of force against ones opponent. A contestant wins by scoring more points than the opponent or by disabling the opponent. It includes boxing, wrestling, judo, karate, taekwando, kickboxing, martial arts among others.

3.1.4. Ball Sport

This is a ball game, a sport which features a ball as part of play. It includes football (soccer) cricket, basket ball, rugby and handball, among others. The ball used in the sport may be a spherical or avoid object, which the player throws, hits or kicks. See figure 6 for different types of ball.



Fig. 6: Different types of ball. Source: www.shutterstock.com

3.1.5. Racket Sport

This is a sport which features racket as part of its play. The racket usually consists of a handled frame with an open hoop across which a network of cord is tightly stretched, (www.topendsports.com). Popular racket sports are tennis, badminton, ping pong and squash. Figure 7, shows a tennis player in action.



Fig. 7: A Tennis Player in Action

3.1.6. Minor Sport

This is not a sport that is less important or sport for the minors or children alone. This is a sport of low organization. It is not very complex or physically exerting as many other sports. They are mainly played for fun and skill development. If you play them you will experience fitness, friendship, fair play and cooperation. Examples are – darting, table soccer, two-ball soccer, run the ring, fencing, and billiards. These sports require little, if any, equipment and can be played anywhere. You need a variety of skills, and little prior knowledge to play minor sport, (Oworu, 2004; Lynch and Moloney, 2019).

3.1.7. Traditional Sport

Sport is as old as humanity. Every country of the world has her traditional sports. These sports feature parts of their cultures. In Nigeria, the most popular traditional sport is traditional wrestling; which name varies from place to place. What is it called in your area? Popular names that represent traditional sports in Nigeria are: “Ayo” – a board game (fig.

8); “dambe” – a form of traditional boxing, (fig. 9); “Kokawa” – traditional wrestling, (fig.10); and “abula” – a form of modern volleyball, (www.callstonigeria.com/traditionalnigeriansports).

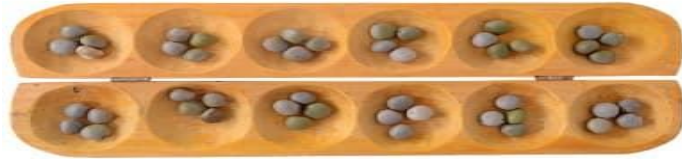


Fig. 8: An “Ayo” Board.



Fig. 9: ‘Dambe’ – A form of traditional boxing. Source: www.shutterstock.com



Fig. 10: Nigerian Traditional Wrestling. Source: www.facts.ng/culture

3.2 Types of Sports by Number of Players or Participants

Have you ever played sport alone, with a friend or a group of persons? If yes, you may have played different types of sport by number of players. Sports can also be classified based on the number of individuals involved in the play. There are three categories in this typology of sports. They are – (1) individual sport, (2) dual sport, and (3) team sports.

Individual sport is a sport in which participants play or compete as individuals. Examples include; athletics with exception of relay race, wrestling, boxing, golf, swimming, weight lifting, martial arts, squash, and gymnastics, among others.

Dual sport is sport played by two individual striving against one another. One major dual sport is tennis. We also have table tennis, squash, badminton, and so on. Dual sport share many similarities with team sport. Both are about competing against an opponent with an ultimate goal to win.

Team sport, however, involves organized groups of players competing against each other. A team can be made up of 15 players and many substitutes. Team sports include: soccer, volleyball, basketball, rugby, hockey, handball, cricket, and relay in athletics among others. Why do you need to play sport? It is because playing sports benefits you and your society in so many ways.

3.3 Values of Sport

Sport is of immense benefit to you and the society. A few of these values include:

1. Sport improves your health and fitness. It is a means of getting and staying healthy. It improves the level of your physical, social and mental health. When you engage in sport, over time, you improve your strength, endurance, coordination, speed, agility and flexibility. You also develop the feeling of being healthy and well.
2. Sport gives you freedom from everyday worries and anxiety. You respond to stress factors better.
3. Sport is a form recreation. It is fun and brings enjoyment to you. You have joy in the movement, joy in the environment and shared joy in the company of others.
4. Sport helps you develop skills for daily living, and for improved performance. When you develop the skills, you have a sense of belonging and achievement. These skills can also stimulate upward social and economic mobility. Can you see why this education is important?
5. Sport is a teacher. It teaches you self-control, self-discipline, self-realization and to achieve set goal. This is because the rules, regulations and methods of play in sports require self-sacrifice to abide by them.

6. Sport enhances social interaction and order. It produces in you respect for yourself, team mates and officials. You develop good citizenship and leadership qualities which are important for social order and peace. You become a unifying agent in your society.
7. It provides you opportunities for scholarship and success. Many sportsmen and women have received scholarships and are succeeding in life.



4.0 Self-Assessment Exercises

1. These activities, sprint race, high jump, shot put, are examples of -- (a) Aquatic Sport (b) Minor Games, (c) Athletics, (d) Ball Sport.
2. The following are individual sports except--- (a) Relay, (b) High jump, (c) Discus, (d) Golf.
3. The sport performed in water is called--- (a) Waterproof sport, (b) Aquatics, (c) Athletics, (d) Non of the above



5.0 Conclusion

All around you are many types of sport. In any environment you find yourself, you can play sport whether you are alone or in company of friends and loved ones. The benefits you get from sports are enormous and necessary for you to enjoy life as an individual and in your society.



6.0 Summary

In this unit, you have learned the different forms or types of sport. This unit has also exposed you to some important values of sport. It also made it clear that you can derive many values from sport no matter your level of participation.



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Solution to Self-Assessment Exercise in Unit 4.

1. c, 2. a, 3. b.

Module 2: Career Areas and Job Opportunities in Human Kinetics

Module Introduction

This module will introduce you to the knowledge and skills on how to identify career areas and positions in human kinetics programmes. You will learn about specialty areas in human kinetics and the services they render to the society. You will also learn how and where to locate job opportunities and positions around you. This module will teach you steps that will help you secure the job positions when you locate them. The units under this module are:

Unit 1: Specialties in Human Kinetics (Special Study Areas)

Unit 2: Employment Areas in Human Kinetics

Unit 3: Professional Preparation and Guideline for Securing a Job

Unit 4: Issues and Challenges in Human Kinetics

Unit 1: Specialties in Human Kinetics (Special Study Area)

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 - 3.1 Areas of Specialization in Human Kinetics
 - 3.1.1. Exercise Physiology
 - 3.1.2. Sports Psychology
 - 3.1.3. Athletic training
 - 3.1.4. Sports Administration

- 3.1.5. Leisure and Recreation Management
- 3.1.6. Biomechanics
- 3.1.7. Sports Sociology
- 3.1.8. Sports Law
- 3.1.9. Physical Education Pedagogy
- 3.1.10. Sports Marketing
- 4.0 Self-Assessment Exercise(s)
- 5.0 Conclusion
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1.0 Introduction

Human kinetics serves the society through many of its special areas. Though these areas are related, each renders distinct services to the individual professional and society at large. This unit will introduce you to the specializations in your discipline, Human Kinetics. These special areas will be introduced in a manner that will help you make informed choice, should you want to choose a career or embark on postgraduate studies in the field of Human Kinetics.



2.0 Intended Learning Outcomes (ILOs)

By the end of this unit, you will be able to:

1. Discuss three special areas in Human Kinetics.
2. Identifying and appreciate services each special area provides.



3.0 Main Content

3.1. Areas of Specialization in Human Kinetics

Enrolments into Human Kinetics Programmes in colleges and universities in Nigeria appear very low. In many situations, those who enrolled, intended to study other disciplines but ended in human kinetics. This is because citizens have not come to appreciate the special areas in human kinetics and services they render to the societies. No doubt, after going through this unit and others in the programme, you will be grateful that you have studied human kinetics. You will also see that human kinetics is not a discipline for dull and weak persons but requires high level of intelligence and health status.

The following are some areas of specializations in human kinetics: exercise physiology, sports psychology, athletic training, sport Administration lesson and recreation

management, biomechanics, sports sociology, sports law, physical education pedagogy, look at these areas very carefully.

3.1.1. Exercise physiology

This is an applied physiology. It studies the physical and chemical changes that take place in your body when you engage in physical activities. It studies the concepts, principle and practices that will help you perform very well in exercise, sports and other work condition. It also identifies the factors that can make for low function of the body and its structures, with the aim of providing sound remedial exercise intervention programme. As an applied physiology, you need to have a good science background to excel in it.

3.1.2. Sport Psychology

This area focuses on the behaviour and character aspect of sports. It will teach you about growth and development in relation to physical activity and sport, behaviour in sports and exercise, group dynamics, perception and motor learning. When you understand peoples' behaviours in sport, you can know when things might turn bad and take appropriate steps to protect sports men and women. A good background in basic science like biology and mathematics will be an advantage.

3.1.3. Athletic Training

This is also called athletic medicine. It focuses on accident prevention, assessment and management of sport injuries and trauma. If you focus on this area of human kinetics, you will learn how to identify, care for and prevent accidents or sport injuries. You need a good background in the sciences to do well in this area.

3.1.4. Sport Administration

The success of any society, to a great extent, depends on how well the resources—man, material and money are arranged and managed. This area focuses on the proper coordination of all the resources used to achieve sport goals. In some institutions, this area is called sport management, because of its emphasis on prudent use of resources. Good practice in this area will help many societies to improve and sustain development. In sport are competitions, be it within school (intramural), between schools, (interscholastic) at clubs, national or international levels that involve large resources. This area of human kinetics is designed to help you learn the best practices in using these resources.

3.1.5. Leisure and Recreation Management

This is an area of human kinetics that is becoming very popular in Nigeria. Why? This is because many hospitality industries – hotels, parks, event centers, and beauty spas—are becoming major players in the event of national development. This area of human kinetics will teach you how to use traditional and continental activities in leisure, recreation and hospitality settings. A good background in basic science will be a good advantage.

3.1.5. Biomechanics

Every individual desires to carry out daily activities safely, effectively and efficiently. No doubt, you do. This area focuses on the safety, efficiency and effectiveness of movements of an individual. It will teach you how to enhance movement by seeing the human body as a machine or mechanical device. It teaches the application of mechanical laws and the action of forces to the structures of the human body. It will help you to determine practices and techniques that will enhance or limit your performance in physical activity. If you understand the basic concepts and practices in biomechanics, you will reduce your risk of sports injury when performing physical activity. A good background in sciences is very important in this area of human kinetics.

3.1.6. Sport Sociology

Sport is an agent of social interaction. Through sport, man interacts with the environment. This area of human kinetics focuses on how society can affect the sport performance and how human kinetics can influence the society. It teaches how sport developed in some societies and discusses such topics as culture, religion, media, international relations, peace and conflict and violence in sport. It also discusses deviance and gender issues in sports, (Honeybourne, Hill and Moors, 1996; Bizley 1998).

3.1.7. Sports law

Sport has increasingly become a big and fast growing business environment that can determine the financial future of those involved. Corporations, international or local, invest their corporate image in sporting codes, sport events and individual sportsman and sportswoman. When there are contending interests, dispute or breach of contract terms can arise. This area of human kinetics teaches you the right, obligation and potential liabilities that players, coaches and officials have. It teaches how to apply some legal areas to protect and enforce the rights of persons in sports. It teaches sport commerce and politics; legal nature of sport organization, contracts, sponsorship and reputation, discrimination, taxation, criminal liability, compensation and insurance. It helps you to define moral character which serves as a basis for individual code of conduct, (Bucher 1979; Healey, 2005)

3.1.8. Physical Education Pedagogy

Physical education is an integral part of general education of any system that desires all round development for its citizens. No doubt, you did this subject at the primary and secondary school levels. You have also enjoyed experiencing physical activities. This area of human kinetics teaches you principles and practice of teaching and learning physical activities, and through physical activity. It helps you to acquire the skills –personal, interpersonal and technical – that will enable you work with young persons in sport and health promotion. It teaches the scientific basis for the health and fitness benefits of physical activity.

3.1.9. Sports Marketing

Sport is an important brand in the global economy. This area of human kinetics focuses on standardizing the branding of sports materials and person to meet the desires of the society and corporate entities. It teaches the application of marketing principles and practices in advertizing, and selling of sports brands. It is also teaches strategies for attracting sponsors for competitions, individual sportsmen and sportswoman or club.



Your school invited you to be part of a team that will provide information to secondary school communities. In the team, your experience in human kinetics made you to stand out as the only person with experience in health and performance promotion. What areas of specialization will form the main part of your presentation?

In all these area and many others, physical activity remains at the center. Through these areas, human kinetics renders innumerable services to man and society. You can prepare to major in any of these areas by carefully studying your course materials. Then, try to identify your area of strength and interest.



4.0 Self-Assessment Exercises

1. 1. What area of human kinetics focuses on the protection of rights of sportsman and sportswoman?
 - a. Sport psychology
 - b. Sport marketing
 - c. Sport law
 - d. Sport sociology
2. The prevention and care of injuries is one of the primary focus of:
 - a. Sport law
 - b. Athletic training
 - c. Exercise physiology
 - d. Sport administration.
- 3 The prescription of exercise to enhance work performance is covered in---
 - a. Exercise Physiology
 - b. Sports Psychology

- c. Physical Education pedagogy
- d. Sports Sociology



5.0 Conclusion

Human Kinetics has many special study areas or sub-disciplines. You can consider any of them when making carrier choice, because, they have services to render to man and the society. So, you can make a livelihood from any of these areas of human kinetics.



6.0 Summary

In this unit, you have learnt that exercise physiology, athletic training, sport psychology, sport law, sport administration, sport marketing and physical education pedagogy are some of the special study areas in human kinetics. You also learnt that these areas provide beneficial services to man and the society. They promote and maintain health and performance of members of the society. They also encourage socially acceptable behaviours among members of the community, like obedience to fair play and sportsmanship. No doubt, you are better prepared to pursue a career in human kinetics.



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Solution to Self-Assessment Exercise in Unit 1.

1. c, 2. b, 3. a

Unit 2: Employment Areas in Human Kinetics

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 - 3.1.3. Fitness Worker
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1.0 Introduction

A human Kinetics professional finds a position to serve, wherever humans exist. Therefore employment/career areas in human kinetics will continue to exist as long as humans remain in existence. However, to secure these opportunities, you must be knowledgeable about what positions exist and where. Unit 1 introduced you to many special areas of study in human kinetics to guide your choice of career. This unit will teach you how to narrow your scope in securing employment in human kinetics.



2.0 Intended Learning Outcomes (ILOs)

By the end of this unit, you will be able to:

1. Mention five employment areas in human kinetics.
2. State three important roles of a physical education teacher.



3.0 Main Content

3.1. Employment Positions in Human Kinetics

Have you ever wondered what types of jobs await you at graduation? May be you are already employed, but have imagined new employment for yourself at graduation? In this era of no or low employment, graduates of human kinetics have varied job opportunities they can choose from. While teaching has occupied the space for employment for many, at graduation be assured that there are employment positions in alternate careers to teaching. Those alternate career opportunities exist in physical fitness and sport, health spas, recreation and fitness, old people programme, athletic training, sport management, correctional service, hospitality and tourism armed forces among others. Which of these areas will you take time to investigate to find out what positions are there for you? Consider some of the positions.

3.1.1. Physical Education Teacher

Human kinetics still occupies its prime position in the field of education. Hence, teaching cannot be taken away from human kinetics. The position of physical education teacher exists in nursery, primary and secondary schools. The number of this position in the teaching employment far outnumbers the enrollment in human kinetics. This gives the assurance that you will always see this position in the future. As education is on the move, if you decide to have a career in teaching, you will be part of the movement. As a teacher, you will act as a facilitator or coach, using many instructional methods or approaches to help students learn and apply concepts in human kinetics. You will play important roles in developing children, helping them to shape themselves and the society, (Bucher, 1979; France, 2009). As a teacher, you design classroom presentations to meet the needs of students, plan, evaluate, assign lessons, prepare admission and grade tests. You will also listen to oral presentations and maintain classroom order. Very importantly, you are to demonstrate and observe skill performance of students and their potentials. You need to keep improving in your methods and update your assessment practice as new methods come up, as this is an ever changing area in teaching physical education. The courses you will experience in human kinetics will equip you to carry out these responsibilities. Additionally, you will be required to be licensed to professional qualify as a teacher in Nigeria. The certification is done by Teacher Registration Council of Nigeria (TRCN).

3.1.2. Sport Manager or Administrator

In this position, there are many employment opportunities for you. Hence, France (2009) describes it as the most viable of the alternative career options. In Nigeria, and globally, there is great growth of sports which has created these many employment opportunities, which exist in many settings. For instance, in educational institutions, you can work as a director of sports, coach, and business manager among others. In a non educational setting, you can desire to be a business manager, public relations officer, supervisor of sports facility, trainer, coach or sport director. The settings outside education institutions are in professional sport clubs, state and national sport and sport associations.

Sport managers or administrators need courses in communication, finance, statistics and the historical, sociological, psychological and philosophical perspective of sports. You

will also need courses in sport management, legal aspects of sport, facility planning and management, research methodology and computer application to sport among others. Your programme has courses in these areas, which demonstrates how your level of employability will be enhanced. With these` courses, you can also pursue a career in the area of sport management or administration as a team manager, sport journalist, fitness and wellness administrator among others.

3.1.3. Fitness Worker

Fitness workers lead, instruct and motivate individuals or groups in exercise programme, which include cardiovascular exercise, strength and flexibility training. As a fitness worker, you can work in commercial and nonprofit health organization. You can also desire to work in city clubs, hotels, hospitals, universities, resorts or private homes. There are also job positions in corporate organizations, like banks, oil firms, and other manufacturing and servicing companies. See figure 11 for a group fitness exercise.



Fig. 11: A Motivated Group Fitness Exercise Class

In the capacity of fitness worker, what specific areas can you specialize in? There are very few areas and they are mostly occupied by persons who are not qualified. Human Kinetics emphasizes promotion of well being of individual members of the society. So, there is need for people like you with training in Human Kinetics to desire to work, for instance, in corporate organizations that have established fitness centers. Personal trainer and fitness directors are the few fitness workers areas. The other which can be within any of the two areas mentioned is group exercise instructor.

A personal trainer works one-on-one with clients. The work environment could be a lab, gym or clients home. See figure 12 showing a personal trainer assessing her client in the lab. However, other appropriate stations could be selected. Your job as a trainer includes:

- (1) Assessing the fitness level of your client
- (2) Setting and reaching fitness goals
- (3) Demonstrating various exercises
- (4) Helping your client to improve his/her exercise techniques
- (5) Recording your clients exercise sessions and
- (6) Assessing your clients physical fitness progress



Fig. 12: A female fitness trainer preparing to assess fitness in the lab.

A group exercise or fitness instructor works with a group in an exercise or fitness class. The setting of the class could be in-door or out-door. A typical exercise class session involves aerobic exercise, stretching and muscle strengthening activities. Aerobics – movement to music-forms a larger portion of a group exercise class session. So, to function effectively and efficiently in this position, you must carefully choose and mix the music. You must also choreograph movement sequence that corresponds to the music. Bearing these general requirements in mind, your job will involve:

- (1) Demonstrating different movement

- (2) Position the class for effective management
- (3) Observe clients/students perform the movements
- (4) Correct those students who are not doing the movement properly
- (5) Make the class motivating, safe and tasking, yet not too challenging for the students.

Fitness directors, as the name suggest, direct and supervise the fitness-related aspects of a health club, fitness center or corporation. In this position, your job will include designing or developing and sustaining fitness programme that will meet the individual needs of members of the club or corporation. When new members come into club or corporation, you will do orientation and fitness assessment for such persons. As a fitness director, you are the person who will select fitness equipment, coordinate personal training, and supervise group exercise class programmes. You also recruit, train and supervise fitness staff. As the organization may deem fit, you could be assigned other administrative duties.

The fitness director spends most of his working hours in the office planning programmes, and special events and taking care of other administrative concerns. Other fitness workers spend their time in-doors at fitness centers, health clubs or labs. In smaller organizations, one person may be employed to carry out the duties of these three positions among fitness workers. Your promotion or advancement will depend on the structure in your organization.

3.1.4. Recreation Works

This is another career or employment opportunity that is heavily occupied by untrained persons. Members of the society are becoming aware of the positive relationship between improved health and participation in different forms recreational activities. The result has been an increase in the number of organized recreational activities in the area of arts and craft, music and performing art, camping and sports, among other areas.

Have you imagined what your work will be if you desire to seek employment as a recreation worker? You will have very satisfying and refreshing duties to perform. Your job includes planning, organizing, and directing activities and events in recreation centers, parks, camps, tourist attraction and hospitality facilities. You will also design and direct leisure activities for members of corporate organizations. As your experiences increase, you may direct special activities or events like sports and performing arts. You may also serve as a technical advisor to your state or local government recreation and park board or agency or commission, plan and implement their budget, (France, 2009).

Another position in recreation is Camp Counselor. Many corporate bodies, schools and religious organizations inclusive, organize events targeting children and youths. You can work as a camp counselor to such organization. Your job will include:

- (1) Leading and instructing youths in out-door oriented forms of recreation like camping.
- (2) Providing specialized instruction in areas like drama, gymnastics, tennis, computer, archery, among others.
- (3) Providing guidelines on daily living and socialization
- (4) Overseeing daily living and general socialization of campers.

Your experiences in camp counseling can advance you to the position of camp director. In this position, you will supervise camp counselors, plan camp activities or events. You may carry out other administrative duties as specified by your organization. No doubt, you are in agreement that these are refreshing experiences. A bachelor's degree in human kinetics will help you to have the basic training, experiential, theoretical and to a large extent professional knowledge and practice that will help you fill these positions.

3.1.5 Sport Instructor

This is an emerging career position in the discipline of human kinetics. No period has seen the emergency of sport academics or institutes as this. Have you wondered what your role will be as a sport instructor? Do you fear that your position will be threatened by that of a physical education teacher? Remember that you have the same training but your interests differ. The physical education teacher operates in a school setting, while, as a sport instructor, you operate in non-school settings. The physical education teacher can, of course, take on coaching position as additional duties in school. The sport instructor fills the growing number of opportunities to coach in non-school settings, (Hoffman and Harris, 2009). As public interest in community non-profit sport initiatives grows, swimming, tennis, golf, basketball facilities open; sport camps and instructional sport academics continue to expand. These create more employment for graduate of human kinetics interested in coaching and sport instruction. Your role in this position is to develop high levels of motor skill in the persons you serve. These persons may range from children and university students to professional sport men and women.



4.0 Self-Assessment Exercises

1. A human kinetics graduate interested in developing fundamental skills in youths through the classroom will pursue career as –
 - (a) Sports Instructor,
 - (b) Physical Education Teacher,
 - (c) Fitness Instructor

(d) Sports Trainer.

2. The following are duties of a group exercise or fitness instructor except----

- (a) Demonstrating different movement.
- (b) Position the class for effective management.
- (c) Preparing clients/students for competition.
- (d) Observe clients/students perform the movements.



5.0 Conclusion

It is very important you understand and appreciate some of the job positions that are open for you in human kinetics. This will help you to know that you have so many career opportunities in human kinetics. You can desire to work in school setting, hospitality facilities, corporate organizations or be self-employed. Whatever your desire may be, you have to start now to develop interest in the courses that are designed to lead you to realize your desire.



6.0 Summary

In this unit, you have learnt the learnt about some of the employment opportunities in human kinetics. The unit mentioned physical education teacher, sport manager, camp director, fitness worker, sport instructor, and athletic trainer among others as some job positions in human kinetics.



7.0 References/Further Readings

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Solution to Self-Assessment Exercise in Unit 2.

1. B, 2. C.

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Unit 3: Professional Preparation and Guideline for Securing a Job

Contents

- 1.0 Introduction
- 2.0 Intended Learning Outcomes (ILOs)
- 3.0 Main Content
 - 3.1 Professional Preparation in Human Kinetics
 - 3.1.1 Characteristics of Internships
 - 3.2 Guideline for Securing a Job
- 4.0 Self-Assessment Exercise(s)
- 5.0 Conclusion
 - Summary
- 7.0 References/Further Readings



1.0 Introduction

Should you do internship, teaching practice or industrial training? These three words describe professional training opportunities, and should be open to you. At this level of training, it may be difficult for you to determine which professional area to focus on. Unit 2 taught you some of the career areas in human kinetics. Therefore, this unit has been designed to present discussions that will expose you to the avenues of professional training in various areas of human kinetics. This training with appropriate guideline will help you secure appropriate job position.



2.0 Intended Learning Outcomes (ILOs)

By the end of this unit, you will be able to:

1. Identify three names that describe professional preparation opportunities in human kinetics.

2. Describe how internship can benefit you.
3. Appreciate the guidelines for securing a desired job position.



3.0 Main Content

3.1 Professional Preparation in Human Kinetics

Human kinetics professions cut across all strata of human society. Unit 6 has shown that you may choose to work in schools, different kinds of industries or in healthcare facilities. Therefore, there is need for you to be prepared to work and function effectively and professionally in these diverse work environments. Any professional preparation or career related experience should be able to: (1) provide you the opportunity to relate theory to practice; (2). give you in-service orientation to a career area you may wish to pursue, and (3) afford you the opportunity to work in your area of intended specialization.

Currently, teaching practice appears to be the only professional training opportunity or career related experience in human kinetics. However, teaching practice does not prepare you to work in industries and healthcare facilities.

Teaching practice is a programme that prepares you to be a good teacher of physical education. Recall that teaching physical education is one of the career areas discussed in unit 6. During the period of human kinetics programme, you are allowed to work as a ‘student-teacher’ in a school where you render services and gain relevant practical skills and experience in the teaching field. It can last for between three and six months, and can be arranged in two different phases. While the teachers in the school supervise and assist you gain experience in different aspects of teaching as a profession, your University will make an arrangement of how to get a feedback from you and the school where you are serving, through a supervisor. A good outing in this programme can make you become very interested in teaching Physical Education in schools.

The other two terms, industrial training and internship, are related. However, let us leave industrial training for those in vocational and technical programmes, and talk about internship, which is commonly used in our profession. Other names for professional preparation opportunities or career related experience include: cooperative education; practicum ; externship; and apprenticeship.

What is an internship? Internship is a period of work experience offered by an organization for limited period of time. Internship is an opportunity to integrate career related experience into an undergraduate education by participating in planned, supervised work, usually outside the training classroom. The term was only used for medical graduates. Now, it has a wide range of placements in businesses, non-profit organizations and government agencies, (Bucher, 1979).

3.1.1 Characteristics of Internships

The following are some of the characteristics of internship according to Department of Political Science, Ohio State University:

- It contributes to your personal and professional development through challenging work assignments.
- It is completed before you graduate from the university.
- It should be planned and scheduled through consultation with the department or university so as to fit into the undergraduate experience
- It involves a supervision component that is mentoring and educational.
- It includes career related experiences that complement what you have learned in the programme.
- There is an evaluation process at the conclusion of the internship.
- It builds upon the relationship your department/university has with your employers.
- Your department/university, and employer all share responsibility in making it a valuable experience for you.

Internship benefits everybody involved in it, you as a student, your department, university and employer. How does it benefit you as a student? The following are some of the ways it benefits you:

1. It gives you the opportunity to work in career related or professional environment.
2. Provides career awareness for you.
3. Give you the opportunity to evaluate, reflect upon and try a career field.
4. Provide valuable experience that helps you secure future employment.
5. You can earn money from internship.
6. Provides you with professional networking contacts.
7. It makes what you learn in the programme more interesting.
8. It will help you to develop job search skills.
9. It develops self-confidence in you, as you identify skills, abilities and talents that you possess in the work place.

3.2 Guideline for Securing a Job

Development in the discipline of human kinetics in recent years has increased emphasis in allied and alternate areas like leisure studies, recreation, camping, tourism, health education, physical therapy and safety management, among others. So, you need to have a practical experience in an area of interest, as mentioned under professional

preparation, in addition to completing a required number of courses for obtaining your degree. The following guidelines will help you secure a desired job position after graduation:

- (1) Plan your career now. Start now to develop and nurture interest in a career. Pay more attention to your area of interest.
- (2) Develop and improve your communication skills. Every area of interest has its own language. The area of general practice is quickly disappearing, so, specialize in one or few areas in human kinetics. Get a mentor.
- (3) Be a master of your area of interest. Read and investigate more about your area of interest so as to development the necessary skills and competencies.
- (4) Develop a passion for your area of interest and a belief that you can make a difference.
- (5) Start early to identify settings where your job position of interest exists. You need to do research, talk to friends and seniors colleagues in human kinetics to find out what positions are available.
- (6) Have a comprehensive resume or curriculum vitae and regularly update it. Do not forget to include reference from people who know you.
- (7) Use good and clear sentence to write your application.
- (8) Make your dressing, smile, expressions impressive during interview. Listen to questions carefully and answer directly and clearly. When you follow these guidelines, you are sure to get your desired job position.



4.0 Self-Assessment Exercise(s)

1. All of these describe professional preparation in human kinetics except—(a) Teaching practice, (b) Internship, (c) Human kinetics training, (d) Industrial training.
2. Internship benefits—(a) The Student, (b) The Department, (c) The Employer, (d) All of the above.



5.0 Conclusion

Every aspect of human kinetics is designed to benefit the society and members of the society. Hence, understanding various avenues for professional preparation that addresses various areas in human kinetics is very important. Securing a job at graduation may not be automatic for all, but when guidelines are provided. Following them will increase your chances of getting a desired job position.



6.0 Summary

In summary, this unit has prepared you to be able to appreciate certain avenues for professional preparation in human kinetics. It has also discussed guidelines that will help you secure a desired job position.



7.0 References/Further Readings

Bucher, C. A. (1979). *Foundations of physical education*, (8th ed.). St Louis: The C. V. Mosby Company.

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Solution to Self-Assessment Exercise in Unit 3.

1. C, 2. D.

Unit 4: Issues/Challenges in Human Kinetics

Contents

- 1.0 Introduction
- 2.0 Intended Learning Outcomes (ILOs)
- 3.0 Main Content
 - 3.1 Challenges in Human Kinetics
 - 3.1.1. Societal Atmosphere
 - 3.1.2. Life-Style
 - 3.1.3. Poor Human Kinetics Orientation
 - 3.1.4. Drug and Violence
 - 3.1.5 Sex Discrimination
- 4.0 Self-Assessment Exercise(s)
- 5.0 Conclusion
- 6.0 Summary
- 7.0 References/Further Readings



1.0 Introduction

Can you remember all the challenges you have encountered in life? Despite the challenges, your going through this programme is an indication that you are progressing. Similarly, Human Kinetics as a new discipline has been faced with many

issues and challenges. However, your being in the programme shows that the discipline is evolving and progressing. Human Kinetics is the principal discipline that educates you on the benefits of fitness and sport. These issues and challenges are developments and concepts that influence, shape or define individual or group view and attitude toward Human Kinetics. Previous unit taught you avenues for your professional preparation. This unit will teach you some of the challenges facing human kinetics.



2.0 Intended Learning Outcomes (ILOs)

By the end of this unit, you will be able to:

1. Identify three challenges facing Human Kinetics
2. Discuss three strategies for meeting these challenges.
3. Evaluate the impact of these challenges to the development of Human Kinetics in Nigeria



3.0 Main Content

3.1. Challenges in Human Kinetics

No discipline develops without challenges. Human Kinetics is not an exception. The major challenges facing Human Kinetics are society related. They include societal atmosphere, lifestyle, drug and violence, poor Human Kinetics orientation, among others.

3.1.1 Societal Atmosphere

A society is shaped by distinct belief system, culture, religion and attitude. With these features, it is easy to say where an individual comes from. What happens in a society, its atmosphere, may describe the society as a disadvantaged one. The society may be an inner city where Human Kinetics programmes are not organized or are poorly organized. Members of each society may be denied the opportunities of participating in an organized Human Kinetics programme. Culture and religion in some societies prevent members from having positive disposition or attitude toward Human Kinetics programme. For instance, in some societies, females are not permitted to participate in Human Kinetics programmes that are dominated by male. In some societies, cultures and religions frown at females who dress in the attire for the activity they are participating in. With this challenge, parents easily demonstrate negative attitude toward Human Kinetics programmes and even discourage their children from pursuing a career in Human Kinetics or related areas, (Bucher, 1979).

Culture, which is people's accepted way of living, is dynamic. Therefore, physical education teachers in such societies should instill a positive attitude that is favourable to

Human Kinetics programme. This is done by properly organizing Human Kinetics programmes and involving the members of the society in the activities. The teacher may use dance as a means of teaching members of the society some cultural values. This innovation works, even in a very religious society. Appointing members of such society into certain Human Kinetics position they can fill will motivate them to promote the programmes in their society. Dance innovations and appointments are good strategies for meeting this challenge.

3.1.2 Life-Style

Your behavior or lifestyle is to a very great extent shaped by your environment, both physical and social. Advancement and developments in societies have moved the formally active culture to a visibly sedentary one in recent times. In the past, it was common to observe young ones stay and play together. However, development has limited both the play time and area. Have you observed such development in your area? This has been partly attributed to an increased safety concern on the part of parents who no longer allow their children to play outside. Youths are made to see indoor computer and video games as a better lifestyle over outdoor physical activity, (See figures 13 and 14 that illustrate computer game and outdoor physical activity) This lifestyle does not make human kinetics programmes attractive to the youths and their parents. This sedentary life style has been promoted even in schools and colleges. Have you noticed that most schools do not have facilities for human kinetics programmes? Where they existed, they have been turned into a farm or store. It is also common to observe that most schools have reduced the time students are required to spend in physical education classes thereby inactivity, physically speaking. This challenge exists even in developed societies, (France 2008).



Fig. 13: Youths Playing Computer Game Indoor. Source: www.alamy.com

Therefore, schools and communities should develop and support cultural norms that make engagement in physical activities an enjoyment. They can do this by developing and organizing youth sports and recreation programmes that offer a wide range of opportunities for people to participate and learn through physical activities. Furthermore, development in communities should make it easy and safe for members to engage in human kinetics programmes.



Fig. 14: Illustration of an outdoor physical activity

3.1.3 Poor Human Kinetics Orientation

When you mentioned to your loved ones that you were coming to the university to study a discipline called Human kinetics, how did they react? No doubt, they may have made you feel you have lost it in life; that you have made a big mistake. Others may have inquired: what is human kinetics? All these and more indicate poor human kinetics awareness and orientation. They are to be expected because the discipline is relatively new programmes. Additionally, many persons around you may only be aware of just one aspect of human kinetics- which is teaching physical education.

What is the solution to this dilemma? The institutions that provide training for professionals in human kinetics should in addition to teaching, render practical services to the society. From your experience, what practical services can human kinetics render to your society? Its understanding can be used to organize fitness and recreation programmes using community facilities. Such services can develop human kinetics awareness and interest in the minds of members of the community.

3.1.4 Drug and Violence

Drug is a chemical substance which, when introduced to the body, can alter the biochemical system, (Bizley 1999). Most drugs are produced to correct an imbalance in the body caused by illness or disease. What drug in your area is simple and common? Paracetamol is a very simple and common drug. If you have headache and take paracetamol, you will experience some relief due to the change it has caused in your body's chemistry. However, if you use drug when you are healthy, the change it will cause may

not be desirable. Examples of such drugs are those drugs taken to improve performance in human kinetics programmes. Using such drugs is clearly cheating and the change they cause to the body can be very harmful, sometimes even fatal. These have affected many sport persons world over. Some sponsors have withdrawn the sponsorship to human kinetics programmes because of drug use.

Drug use has become a big challenge to the development of human kinetics programmes, especially sports. Hence, sports organizers are doing a lot to put procedures in place to catch those who use drug to cheat other performers.

Some of the drugs belong to the following classes – stimulants, narcotic analgesics, anabolic agents, diuretics, peptides and glycoprotein hormones. These classes of drugs are called performance enhancing drugs. Players take them in the hope that they will help them perform better. The drugs take away the joy and natural display of physical prowess that come with physical activity, thereby reducing zeal for the interest in human kinetics performance.

The next like drug in posing a challenge to the development of human kinetics programme is violence. To sports in particular, violence is a major challenge. Your television may have given you accounts of violence in sports in very clear colours. Violence is still increasing in sports and is diminishing interest in sport. Violence negatively interferes with proper play, which sports loving spectators have come to see. It takes away excellent player performance and is inhuman. Will you play or observe any human kinetics programme when you sense you will see violence? Hardly! This is how detrimental this problem called violence is to the development of human kinetics programmes. Sports organizers should always abhor it in all its ramifications.

3.1.5 Sex Discrimination

Everybody, irrespective of personal characteristics like race, colour, religion, ethnicity, nationality, orientation and sex should be eligible to participate in and benefit from human kinetics programmes. Anything against this amounts to discrimination. Discrimination in all its forms takes the hand of the clock backward when it comes to development in human kinetics. However, all forms of discrimination do not exist in all situations, but there must always be sex, (being male or female) in all human kinetics situations. Do you have males and females in your environment? No doubt, you do!

Sex discrimination particularly against women, (females) is one of the major challenges facing human kinetics development. This form of discrimination, according to Bizley, (1996) comes in the following ways:

1. Fewer Events – In many lands, there are many sports programmes and clubs for males than for females. During competitions at any level, there are usually more programmes for men than for women.



Case Study

You belong to a society. Take a closer look at your society with your mind fixed on human kinetics programmes and club. Compare the programmes and club for men (males) to the ones for women (females). What did you observe?

2. Less Prize Money – Nearly all sponsors pay less prize money for women than for men. They pay male players more than they females, even when male players are not really doing well in their competitions. It is now common to hear female sports person demand equal pay for their games.
3. Low Publicity – Programmes for females are rarely publicized. They are seen as programmes of low profile. Many sponsors do not want to get involved, and media outfits are not always willing to promote and publicize such programmes.
4. Outright Ban – Until recently, women were not permitted to participate in many sports programmes. Influenced by religion and culture, some societies still ban women from participating in programmes of human kinetics.



Discussion

Many communities hold their cultures and even religion so dear. Your community has its cultures and may be religion. Think out three examples where culture and religion prevent women from participating sports.

There are many good things everyone can gain from engaging in human kinetics programmes. Therefore, there is every need to end all forms of discrimination, and particularly, sex discrimination. It will not end through political statement and the passage of legislation alone. Action is needed on the part of everyone involved in human kinetics profession. For example, Bucher, (1979) the following professional recommendations to reduce sex discrimination against females and they will increase opportunities for females' involvement in human kinetics programmes:

1. Organizations should actively seek female applicants for professional positions in human kinetics.
2. Every organization must eliminate all forms of discriminatory practices.
3. Promising female students of human kinetics should be encouraged by the institutions to become professionals and seek training as human kinetics specialists.



5.0 Conclusion

Every field of human endeavour has room for improvement. Hence, issues will always arise. Human kinetics, as a discipline, is not immune to challenges. As these challenges emerge and are professionally handled, the programme keeps improving. The discipline, Human Kinetics is new to many non professionals, as such, it is a great challenge to clear the existing poor human kinetics orientation seen even among well educated persons. This requires your action.



6.0 Summary

Knowing some of the challenges you might encounter in your profession is a helping hand to your success. This unit has taught you some of the issues that pose challenge to the development of human kinetics programmes. These challenges may be poor human kinetics orientation, sex

discrimination, violence and drug among others. It also exposed you to what you can professionally do to overcome them when you encounter them.



4.0 Self-Assessment Exercise

1. Which of the following is not a challenge to human kinetics programme?
 - (a) Poor Orientation
 - (b) Sex Discrimination
 - (c) Financial Breakthrough
 - (d) Violence
2. Stopping a person from participating in human kinetics programme because of his race, colour, religion, sex, or culture is called-----
 - (a) Inclusion
 - (b) Exclusion
 - (c) Discrimination
 - (d) Hatred



7.0 References/Further Readings

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www.alamy.com

Solution to Self-Assessment Exercises in Unit 4.

1. C
2. C