

descriptions for the first stage / Academic year Course
2026–2025

Course description template

	.1 Course name
weight lifting	
	.2 Course code
	.3 Semester/Year
2026–Phase One / 2025	
	.4 Date this description was prepared
2025/9/25	
	.5 Available forms of attendance
mandatory	
	.6 (Number of study hours (total) / Number of units (total
academic units 4 /hours 60	
	.7 Name of the course coordinator (if there is more than one, .(please mention it
Name: M.M. Basem Atshan Saleh	
	.8 Course objectives
• Analysis of the psychological, motor, and physiological characteristics of different types of disabilities (sensory, physical, intellectual) and their direct impact on physical activity. • Evaluate and classify weightlifting athletes according	Course objectives

al classification to international systems (such as classifying athletes in sports for people with physical or visual disabilities). Analyzing the role of sports in social integration and psychosocial empowerment in weightlifting.	
Teaching and learning strategies .9	
Project-based learning .1 ot (spuorg ni ro yllauidivdni) stneduts gningissA :noitacilppA • design a complete training program for a weightlifting season for an individual or team, including goals, training plans, up mechanisms-evaluation, and follow retical and practical aspects and oeht eht senibmoc tl :tifeneB • .develops planning and research skills Case study .2 elpoep fo sesac lacitehtopyh ro laer gnitneserP :noitacilppA • Weightlifting has different problems and characteristics, from a he situation, diagnose and students are required to analyze t the needs, and suggest appropriate solutions and sports .programs -noisiced lanoisseforp dna sisylana lacityrc spoled tl :tifeneB • .making skills	strategy

.3 Cooperative learning

- Application: Assigning students to work in groups on complex tasks, such as preparing a research paper on weightlifting, or organizing a mini sports day.
- Benefits: Encourages students to learn from each other, share knowledge, and develop teamwork skills.

.4 Simulation and practical representation

- Application: Simulating real-world scenarios, such as a first aid training exercise, or a role-play activity where students act out a conflict resolution scenario.
- Benefits: Provides students with hands-on experience, allowing them to practice skills in a safe and controlled environment.

.5 Hosting experts and visiting centers

- Application: Inviting experts, such as professional athletes or coaches, to give lectures or workshops. Also, organizing field visits to rehabilitation centers or private weightlifting clubs.
- Benefits: Provides students with exposure to real-world professionals and environments, allowing them to learn from experts and gain practical insights.

.6 Leveraging technology

Application: Using videos to analyze athletic performance,

using applications and programs for designing training
 .itionsprograms, or viewing videos of international compet
 dna evitcartta erom ssecorp gninrael eht sekam tl :tifeneB •
 .facilitates understanding complex concepts

Course structure .10

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hou rs	Week
Testing and Participation	Lecture, discussion, playing, –role and brainstorming	weight lifting	Introduction to Weightlifting	2	the first
Testing and Participation	Lectures discussions, and role playing	weight lifting	rief history of weightlifting its development to the present day	2	he second
Testing and Participation	Lecture, discussion, playing, -role and brainstorming	weight lifting	law	2	the third
Testing and Participation	‘ Lectures discussions, -and role playing	weight lifting	e essential qualities t a quartet must possess	2	Fourth
Testing	Lecture, discussion, playing, -role and brainstorming	weight lifting	me common terms used in weightlifting	2	Fifth

and Particip ation					
Testing and Particip ation	‘ Lectures discussions, -and role playing	weight lifting	Regular exercises	2	Sixth
Testing and Participation	Lecture, discussion, playing, -role and brainstormin g	weight lifting	systematic exercises-Semi	2	Seventh
Testing and Participation	Lectures , discussions, -and role playing	weight lifting	ges of technical formance in the snatch lift	2	Eighth
Testing and Participation	Lecture, discussion, playing, -role and brainstormin g	weight lifting	ges of technical ormance: the clean and jerk	2	Ninth
Testing and Participation	Lectures , discussions, -and role playing	weight lifting	Masks	2	tenth

Testing and Participation	Lecture, discussion, playing, -role and brainstorming	weight lifting	e kinetic sequence of the snatch lift	2	eleventh
Testing and Participation	Lectures , discussions, -and role playing	weight lifting	e kinetic sequence: lifting, clean and jerk	2	twelfth
Testing and Participation	Lectures , discussions, -and role playing	weight lifting	aching and learning methods	2	thirteenth
Testing and Participation	Lectures , discussions, -and role playing	weight lifting	Technical errors and their correction	2	fourteenth
Testing and Participation	Lecture, discussion, playing, -role and brainstorming	weight lifting	echnical errors and their correction	2	fifteenth
Testing and Participation	Lectures , discussions, -and role playing	weight lifting	legal errors	2	Sixteenth
Testing and Participation	Lecture, discussion, playing, -role and brainstorming	weight lifting	Some training characteristics in weightlifting	2	venteenth
Testing and Participation	Lecture, discussion, playing, -role and brainstorming	weight lifting	Psychological preparation in weightlifting	2	seventeenth
Testing and Participation	Lectures , discussions, -and role playing	weight lifting	ight training in weightlifting	2	eighteenth
Course evaluation .11					

The grade out of 100 is distributed according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, reports, etc	
Learning and teaching resources .12	
Books on sports for people with disabilities	(Required textbooks (methodology, if applicable
Prof. Dr. –Prof. Dr. Qusay Abdul Abbas Falah Hassan Jassim	(Main references (sources
Physical education for people with Foundations of sports –eds special ne for people with disabilities	Recommended supporting books and (...references (scientific journals, reports
All websites	Electronic references, websites

Course description template

.Course Name: Philosophy of Sports History .13	
:Course code .14	
Term/Year: Annual .15	
This description was prepared on 20/9/2025 .16	
Available attendance formats: Weekly lectures .17	
:(Number of study hours (total) / Number of units (total .18	
Number of study hours per week: 30 hours / Number of units: 2	
Name of the course coordinator (if there is more than one, .19	
.(please mention it	
Adw668664@gmail.com :Email Name: M. M. Rezan Hassan Sattar	
Course objectives .20	
historical development of Understanding the *	Course objectives
.sports over time	
Fulfilling individuals' desires to engage in *	
.physical activity	

Maintaining one's health and avoiding stimulants	
Strengthening social relationships through * .engaging in sports activities	
ical sporting events and Knowledge of histor * the extent to which physical education has been utilized	
To achieve economic, political, and social .goals	

Teaching and learning strategies .21

Blended learning strategies – 1	strategy
Active learning strategy: seeking knowledge, identifying - 2 .errors, and discovering solutions	
Role exchange strategy - 3	
(The strategy (I think, I share, I do - 4	

Course structure .22

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Test and share	Lecture, –discussion, role playing, and brainstorming	Sports history through time	What is sports ?history	2 hours	the first
Test and share	–lecture, discussion, playing, and -role brainstorming	History of Physical Education	sical education in society	hours 2	the second

			primitive		
Test and share	Lecture, discussion, playing, and -role brainstorming	Physical education throughout the ages	sical education in civilization Mesopotamia	hours 2	the third
Test and share	Lecture, discussion, playing, and -role brainstorming	The philosophy of history and its development throughout the ages	sical education in China	hours 2	Fourth
Test and share	Lecture, discussion, playing, and -role brainstorming	The philosophy of history and its evolution throughout the ages	Physical education in India	hours 2	Fifth
Test and share	Lecture, discussion, playing, and -role brainstorming	The philosophy of history and its development throughout the ages	sical education in Egypt Old	hours 2	Sixth
Test and share	Lecture, discussion, playing, and -role brainstorming	The philosophy of history and its development throughout the ages	sical education in Persia	hours 2	seventh
Test and share	Lecture, discussion, playing, and -role brainstorming	The philosophy of history and its development throughout the ages	sical education among the Greeks	hours 2	Eighth
Test and share	Lecture, discussion, playing, and -role brainstorming	The philosophy of history and its development throughout the ages	sical education in the modern era Sumerian	hours 2	Ninth
Test and share	Lecture, discussion, playing, and -role brainstorming	The philosophy of history and its development throughout the ages	sical education in the country Sparta	hours 2	tenth
Test and share	Lecture, discussion, playing, and -role brainstorming	The philosophy of history and its development throughout the ages	sical education in the modern era The First Athenian	hours 2	heistic ten

Test and share	Lecture, discussion, playing, and -role brainstorming	The philosophy of history and its evolution throughout the ages	sical education in Rome	hours 2	the second ten
Test and share	Lecture, discussion, playing, and -role brainstorming	The philosophy of history and its development throughout the ages	Olympia Festival at Greeks	hours 2	the third ten
Test and share	Lecture, discussion, playing, and -role brainstorming	Physical education in European countries	many, Denmark, Sweden, Britain	hours 2	Fourth ten
Test and share	Lecture, discussion, playing, and -role brainstorming	The philosophy of history and its evolution throughout the ages	Physical education in the modern era Islamic	hours 2	Fifth ten
			exam	hours 2	Sixth ten
Course evaluation					.23
The grade out of 100 is distributed according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, reports, etc					
Learning and teaching resources					.24
Comprehensive Sports Library		(Required textbooks (methodology, if applicable			
Dr. Muhammad Najla, Philosophy of Sports History		(Main references (sources			
Taha Sobhi Taha, Sports History		Recommended supporting books and (...references (scientific journals, reports			
		Electronic references, websites			

Course description template

:Course name	.25
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anatomy	
:Course code .26	
Semester/Year .27	
2026–Phase One / 2025	
Date this description was prepared .28	
2025/9/25	
Available forms of attendance .29	
mandatory	
(Number of study hours (total) / Number of units (total) .30	
academic units 4 /hours 60	
Name of the course coordinator (if there is more than one, .31 .(please mention it	
Samergolden9013@gmail.com: Name: Dr. Essam Email	
Course objectives .32	
- Understanding the importance of anatomy - Understanding the structure of the skeleton - Identifying muscles, their types and shapes - Identifying the joints of the human body - Identifying the circulatory system	Course objectives
Teaching and learning strategies .33	
:based learning-Project .1	strategy

ot (spuorg ni ro yllauidvidni) stneduts gningissA :noitacilppA •
 design a complete training program for a sports season for a
 person or team with a disability, including goals, training plans,
 .up mechanisms-evaluation, and follow
 e theoretical and practical aspects and ht senibmoc tl :tifeneB •
 .develops planning and research skills

:Case study .2

elpoep fo sesac lacitehtopyh ro laer gnitneserP :noitacilppA •
 with disabilities with different problems and characteristics, and
 asking students to analyze the case, diagnose the needs, and
 .suggest appropriate sports solutions and programs
 -develops critical analysis and professional decision tl :tifeneB •
 .making skills

:Cooperative learning .3

no krow ot spuorg llams otni stneduts gnidiviD :noitacilppA •
 complex tasks, such as preparing a research paper on the
 or organizing a mini ‘classification of a particular disability
 .sports day
 egdelwonk dna ‘noitacinummoc ‘krowmaet secnahnE :tifeneB •
 .sharing skills

:Simulation and practical representation .4

sa hcus) snoitidnoc ytilibasid cificeps gnitalumiS :noitacilppA • airment, or using a blindfolding to simulate visual imp wheelchair) to engage in physical activity, helping students .understand the challenges faced by people with disabilities erom gnitaerc ni spleh dna yhtapme spoleveD :tifeneB • .effective teaching and training strategies :Hosting experts and visiting centers .5 ro ‘seitilibasid htiw setelhta ‘sehcaoc gnitivnl :noitacilppA • rehabilitation specialists to give lectures or workshops. Also, organizing field visits to rehabilitation centers or sports clubs for .bilitiespeople with disa dna ytilaer lacitcarp eht ot tneduts eht stcennoc tl :tifeneB • .provides opportunities for professional networking :Leveraging technology .6 ro ‘ecnamrofrep citelhta ezylna ot soediv gnisU :noitacilppA • signing training using applications and programs for de programs, or showing videos of international competitions .(such as the Paralympic Games) dna evitcartta erom ssecorp gninrael eht sekam tl :tifeneB • .facilitates understanding complex concepts	
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Course structure .34					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Daily participation + daily	Lecture + Video Presentat	Fundamentals of Anatomy	Anatomy and its relation to physical	2	the first

quiz	ion + Models		education and sports science		
Daily participation + daily quiz	Lecture + Video Presentation Models + + Images	Fundamentals of Anatomy	Body sections, body cavities, and tissues	2	the second
Daily participation + daily quiz	Lecture + Video Presentation Models + + Images	Components of the human body	cartilage	2	e third
Daily participation + daily quiz	Lecture + Video Presentation Models + + Images	Components of the human body	Joints and fascia	2	Fourth
Daily participation + monthly exam	Lecture + Video Presentation Models + + Images	Components of the human body	bones	2	Fifth
Daily participation + monthly exam	Lecture + Video Presentation Models + + Images	Components of the human body	bones	2	sixth
Daily participation + daily quiz	Lecture + Video Presentation Models + + Images	Components of the human body	Bone formation	2	seventh
Daily participation + daily quiz	Lecture + Video Presentation Models + + Images	Components of the human body	Bone formation	2	Eighth
Daily participation + daily quiz	Lecture + Video Presentation Models + + Images	skeleton	skeleton	2	Ninth
Daily + participation extracurricula r activities +	Lecture + Video Presentation Models + +	skeleton	Sample paragraph	2	tenth

daily quiz	Images				
Daily participation + extracurricular activities + daily quiz	Lecture + Video Presentation Models + + Images	skeleton	Sample paragraph	2	eleventh
Daily participation + monthly exam	Lecture + Video Presentation Models + + Images	skeleton	Detailed description of the vertebrae of the spine	2	twelfth
Daily participation + monthly exam	Lecture + Video Presentation Models + + Images	skeleton	Detailed description of the vertebrae of the spine	2	thirteenth
Daily participation + daily quiz	Lecture + Video Presentation Models + + Images	skeleton	rib cage	2	fourteenth
			exam	2	fifteenth
Daily participation + daily quiz	Lecture + Video Presentation Models + + Images	skeleton	rib cage	2	Sixteenth
Daily participation + daily quiz	Lecture + Video Presentation Models + + Images	skeleton	skull	2	seventeenth
Daily participation + daily quiz	Lecture + Video Presentation Models + + Images	skeleton	skull	2	eighteenth
Daily participation + daily quiz	Lecture + Video Presentation Models + + Images	skeleton	Upper limb bones	2	nineteenth

	Images				
Daily participation + daily quiz	Lecture + Video Presentation Models + + Images	skeleton	Upper limb bones	2	twenty
Daily participation + daily quiz	Lecture + Video Presentation Models + + Images	skeleton	Upper limb bones	2	twenty first
Daily participation + monthly exam	Lecture + Video Presentation Models + + Images	skeleton	lower limb bones	2	twenty econd
Daily participation + monthly exam	Lecture + Video Presentation Models + + Images	skeleton	lower limb bones	2	twenty third
Daily participation + monthly exam	Lecture + Video Presentation Models + + Images	skeleton	lower limb bones	2	twenty fourth
			review	2	twenty fifth
			review	2	twenty eventh
			cussion of reports	2	twenty eighth

			discussion of reports	2	twenty ninth
			exam	2	thirty
Course evaluation .35					
The grade out of 100 is distributed according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, reports, etc					
Learning and teaching resources .36					
Osama Ahmed Hussein: Introduction to Functional Anatomy, University of Baghdad			(Required textbooks (methodology, if applicable		
Saleh Bashir Abu Khait and Youssef Lazem Kamash: Principles of Anatomy for Athletes			(Main references (sources		
Douri: Anatomy, -Qais Ibrahim Al Baghdad, Higher Education					
			Recommended supporting books and (...references (scientific journals, reports		
All websites			Electronic references, websites		

Course description template

Course Name: Gymnastics rhythmic		.37
:Course code		.38
Term/Year: Annual		.39
This description was prepared on 25/9/2025		.40
Available attendance formats: Weekly lectures		.41
:(Number of study hours (total) / Number of units (total		.42
Number of study hours per week: 30 hours / Number of units: 2		
Name of the course coordinator (if there is more than one, .(please mention it		.43
Laylasultaali@gmail.com :Email Name: M.M. Layla Hussein Ali		
Course objectives		.44
Learning about the history of rhythmic * gymnastics .	Course objectives	
Learning about the most important * international tournaments		
Introduction to the field of rhythmic gymnastics*		
Learning the basic skills of gymnastics*		
Identifying the tools used*		
Teaching and learning strategies		.45
strategies Blended learning – 1 Active learning strategy: seeking knowledge, identifying errors, - 2 and discovering solutions Role exchange strategy - 3 (The strategy (I think, I share, I do - 4	strategy	

Course structure .46					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	The hours	Week
Test and share	Lecture, –discussion, role playing, and brainstorming	Rhythmic Gymnastics	History of Rhythmic Gymnastics	2 hours	the first
Test and share	Lecture, discussion, role playing, and brainstorming	Origin of the game	History of Rhythmic Gymnastics	2 hours	the second
Test and share	Lecture, discussion, role playing, and brainstorming	World international tournaments	Rhythmic Gymnastics Field	2 hours	the third
Test and share	Lecture, discussion, role playing, and brainstorming	Most important goals of gymnastics	Rhythmic Gymnastics Field	2 hours	Fourth
Test and share	Lecture, discussion, role playing, and brainstorming	Rhythmic Gymnastics Field	Becoming acquainted with the game tools	2 hours	Fifth
Test and share	Lecture, discussion, role playing, and brainstorming	Types of playgrounds	Rhythmic Gymnastics Field	2 hours	Sixth
Test and share	Lecture, discussion, role playing, and brainstorming	Readiness pause	Basic skills	2 hours	seventh
Test and share	Lecture, discussion, role playing, and brainstorming	Front rollers	Basic skills	2 hours	Eighth
Test and share	Lecture, discussion, role playing, and brainstorming	Rear rolls	Basic skills	2 hours	Ninth
Test and share	Lecture, discussion, role playing, and brainstorming	Handstands	Basic skills	2 hours	tenth
Test and share	Lecture, discussion, role playing, and brainstorming	Headstand	Basic skills	2 hours	theistic ten

share				
Test and share	ecture, discussion, role playing, and brainstorming	horse handles	Basic skills	hours 2 the second ten
Test and share	ecture, discussion, role playing, and brainstorming	Article One to	International Gymnastics Law rhythmic	hours 2 the third ten
Test and share	ecture, discussion, role playing, and brainstorming		International Gymnastics Law rhythmic	hours 2 Fourth ten
			exam	hours 2 Fifth ten
Course evaluation .47				
The grade out of 100 is distributed according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, reports, etc				
Learning and teaching resources .48				
Comprehensive Sports Library		(Required textbooks (methodology, if applicable		
ythmic Gymnastics / Dr. Maha Mohamed Fikry		(Main references (sources		
		Recommended supporting books and (...references (scientific journals, reports		
		Electronic references, websites		

Course description template

.49 Course name :	
The square and the field	
.50 Course code :	
.51 Semester/Year	
2026-Phase One / 2025	
.52 Date this description was prepared	
2025/9/25	
.53 Available forms of attendance	
mandatory	
.54 (Number of study hours (total) / Number of units (total	
academic units 4 /hours 60	
.55 Name of the course coordinator (if there is more than one, .(please mention it	
hassan403hh@gmail.com Name: M.M. Hassan Yahya Safih	
.56 Course objectives	
• Analysis of the psychological, motor, and physiological characteristics of different types of disabilities (sensory, physical, intellectual) and their	Course objectives

direct impact on physical activity • Evaluate and classify athletes with disabilities according to international classification systems (such as classifying athletes in sports for people with physical or visual disabilities) • Analyzing the role of sports in the process of social integration and psychological and social empowerment of people with disabilities	
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Teaching and learning strategies .57

1. Project-based learning: • A participant will design a complete training program for an athletic season for an individual or team from the field of track and field, including goals, training plans, evaluation, and follow-up mechanisms. • Benefit: It combines the theoretical and practical aspects and develops planning and research skills 2. Case study: • A participant will select a case from football with different problems and characteristics, and then analyze the case, diagnose the needs, and suggest appropriate sports solutions and programs	strategy
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• BifeneT :Tl evedpos lacitirS dna forpseffinoD -noised
skills making.

3. Cooperative learning :

• AppilnoT :DniviD gniduts stnidoT nllag on work to groups
complex tasks, such as preparing a field and arena research
paper, or organizing a mini sports day
• BifeneT :Ehnaes secnaemT krowmaet 'noitacinummoC dna kowdelge
skills sharing.

4. Simulation and practical representation :

Application: Simul
ating conditions for engaging in physical
activity, which helps students understand the challenges
The square and the field . people face

• BifeneT :D evedpos mehtay dna hlesp ni ceritagno
effective teaching and training strategies

5. Hosting expert centers and visiting :

• AppilnoT :NliviTn gnitvoC 'sehcac 'TcarK dna fliedhta 'setelro
rehabilitation specialists to give lectures or workshops. Also,
organizing field visits to rehabilitation centers or private track
and field clubs

• BifeneT :Tl evedpos nnoCt and reality practical to the student
provides opportunities for professional networking

.6 Leveraging technology

Application: Using videos to analyze athletic performance, using applications and programs for designing training .g videos of international competitionsprograms, or viewin

• Btifene : tl sekam eht gniirael ssecorp erom tcartta evit dna .facilitates understanding complex concepts

.58 Course structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Testing and Participation	Pregnancy training	The square and the field	Running technique	2	the first
Testing and Participation	ning the lent in law correct motor performance	The square and the field	Beginnings	2	the second
Testing and Participation	To develop specific physical qualities through repetitive training	The square and the field	Throwing the weight	2	the third
Testing and Participation	Examples of cycle training methods	The square and the field	Run 100 meters	2	Fourth
Testing	Lecture, discussion, playing, -role and brainstormin	The square and the field	to run 4x 100	2	Fifth

and Participation	g				
Testing and Participation	Training and participation by the student	The square and the field	long jump	2	Sixth
Testing and Participation	Performance, attempts, and repetitions of training	The square and the field	high jump	2	Seventh
Testing and Participation	track -On performance	The square and the field	ran 400	2	Eighth
Testing and Participation	Approximate steps and technical performance	The square and the field	javelin	2	Ninth
Course evaluation .59					
The grade out of 100 is distributed according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, reports, etc					
Learning and teaching resources .60					

Books on sports for people with disabilities	(Required textbooks (methodology, if applicable
Prof. Dr. –Prof. Dr. Qusay Abdul Abbas Falah Hassan Jassim	(Main references (sources
Physical education for people with foundations of sports –needs special for people with disabilities	Recommended supporting books and (...references (scientific journals, reports
All websites	Electronic references, websites

Course description template

soccer	
.62 :Course code	
.63 Semester/Year	
annual	
.64 Date this description was prepared	
.65 Available forms of attendance	
.66 (Number of study hours (total) / Number of units (total	
excluding the units, 2 teaching units per unit --hours 60	
.67 Name of the course coordinator (if there is more than one, .(please mention it	
aliammarr977@gmail.com: Ali Ammar Yasser Email .Name: M.M	
.68 Course objectives	
This stage aims to establish - the student and provide him - with the basics and - fundamentals of football, with a - focus on skill , knowledge and .behavioral aspects First: Cognitive objectives (knowledge and understanding) Understanding the basic .1 rules of the game (offside, free	Course objectives

ins, goal kicks and –kicks, throw

.(corner kicks

Identifying the basic player .2 •

positions on the field

goalkeeper, defender,)

striker) and the .midfielder

functions of each position in a

.simplified manner

Knowledge of basic names .3 •

and terms in football (attack,

.(defense, transition, field, zone

Understanding the .4 •

importance of warming up and

cooling down before and after

.vityphysical acti

•

Second: Motor skills objectives •

(performance)

•

Mastering basic individual .1 •

:football skills

:gnildnah dna lortnoc llaB •

using the sole of the foot, the

inside of the foot, the outside of

the foot, and the bottom of the

.foot

rately Passing: Passing accu •

and quickly using the inside

.and sole of the foot

Receiving the ball: Receiving •

the moving ball from his

teammates and directing it in

.the required direction

• • dna gnibbirD :gnicnuoB dribbling the ball to get past at least one player using basic .skills • • yletarucca gnitooH :gnitooH towards the goal using the inside of the foot (for accuracy) .(and the instep (for power • • tcerroc ehT :esnefed cisaB way to stand in front of the opponent, sideways sliding, and .trying to win the ball • Third: Affective goals (attitudes (and values • Developing team spirit and .1 • .cooperation among players Instilling high sportsmanship .2 • values (respect for the opponent, the referee, .(teammates, and the rules confidence –To enhance self .3 • expressing and courage in .individual skills discipline –Developing self .4 • and ensuring student .punctuality Demonstrate commitment .5 • and enthusiasm to participate in .training activities •	
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This stage aims to establish the student and provide him with the basics and fundamentals of football, with a focus on skill , knowledge and behavioral aspects

(First: Cognitive objectives (knowledge and understanding

the game (offside, free Understanding the basic rules of .1
.(ins, goal kicks and corner kicks-kicks, throw

Identifying the basic player positions on the field .2
goalkeeper, defender, midfielder, striker) and the functions of)
.each position in a simplified manner

es and terms in football (attack, Knowledge of basic nam .3
.(defense, transition, field, zone

Understanding the importance of warming up and cooling .4
.down before and after physical activity

(Second: Motor skills objectives (performance

:killsMastering basic individual football s .1

edisni eht ,toof eht fo elos eht gnisu :gnildnah dna lortnoc llaB •
.of the foot, the outside of the foot, and the bottom of the foot

Passing: Passing accurately and quickly using the inside and
.sole of the foot

ving ball from his Receiving the ball: Receiving the mo
.teammates and directing it in the required direction

tsael ta tsap teg ot llab eht gnilbbird dna gnicnuoB :gnilbbirD •
.one player using basic skills

• gnitoohS :gnitoohS yletarucca eht sdrawot eht laog gnisu eht
• (accuracy) and the instep (for powerinside of the foot (for acc

• esnefed cisaB :ehT yaw tcerroc ot dnats ni tnorf fo eht
• opponent, sideways sliding, and trying to win the ball

(Third: Affective goals (attitudes and values

1. Developing team spirit and cooperation among players .1

2. Instilling high sportsmanship values (respect for the
• (opponent, the referee, teammates, and the rules

3. -To enhance self confidence and courage in expressing
• individual skills

4. Developing self discipline and ensuring student punctuality .4

5. Demonstrating commitment and enthusiasm to participate in
• training activities

Teaching and learning strategies for the football course (first
(stage

Strategies should focus on practical application, a gradual
process introduction of skills, and making the learning
• enjoyable and encouraging

1. Gradual progression strategy from easy to difficult :1

gnidils syawedis dna gninnur ‘krowtoof nraeL :llab a tuohtiW • .without a ball dna lortnoc ecitcarp ot llab a sah tneduts hcaE :llab laudividnl • .fe personal spacedribbling in a sa cisab dna gniviecer ‘gnissap gniylppA :(sreyalp 2) ouD • .pressing skills to - sided games players): Introducing small 5-3) spuorg llamS • .apply skills in situations that resemble a real match :Play-Based Learning Strategy .2 eht etaroprocni taht semag evititepmoc dna rotom elpmis esU • required skills (such as observation games, and games of .(competition in simple contests games (such as 2 -Allocate a large part of the session to mini crease the chances of against 2, or 3 against 3) because they in .contact with the ball and develop basic tactical thinking Presentation and application strategy (practical .3 :(demonstration lliks eht setartsnomed reniart ehT :lliks eht fo noitartsnomeD • .correctly and slowly, focusing on the basic technical points etaidemmi htiw lliks eht ylppa stnedutS :noitacilppa dediuG • .and continuous guidance from the instructor students with immediate positive and gnidivorP :kcabdeeF • .constructive feedback to correct mistakes	
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4. The strategy of repetition and variation (Varied Practice):

- Repetition of the same task in different contexts (e.g. individual, paired, group exercises, games) to prevent boredom and consolidate learning

Changing the nature and pattern of the exercises to develop the player's ability to adapt

5. Differentiated Instruction Strategy:

Taking into account the individual differences between students (e.g. confidence, talent, self-level of fitness)

Providing additional or simplified exercises for students who are having difficulty

- Provide students with a variety of tasks to keep them motivated

6. Simple problem-solving strategy:

- Ask students to think of ways to encourage them to think, such as: "How can you create space to score?" or "How can you create space to score?"

7. Use of visual aids and assistance:

- Use of visual aids (e.g. diagrams, maps, etc.) to indicate paths and distances (e.g. if available)

• S woh trohs soediv taht etartsnomed cisab slliks ro selur . --- (Student learning assessment (first stage 1 .Formative (continuous) assessment : • D tceri boavresnoit fo tneduts 'repfrocnamrecesic mini-and-games . Active participation and discipline during classes • mlmetaidetacabdk dna eocnaruemegnt . 2 .Summative assessment (at the end of the course): accuracy test, dribbling test skill tests (such as: passing acc test accuracy, shooting between cones) . mini in a learned has been what -Apply 5, e.g., match final rules basic in mind keeping while 5) against . • A trohs nettirw ro elpmis laro tset ot erusaem ohteroctilac grammar (knowledge 'centers) . Using these goals and strategies, an integrated and enjoyable educational curriculum can be built that instills a love of football stage students-and develops its correct fundamentals in first					
Course structure .70					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week

Attendance according to the schedule: lecture, daily exams, practical application	Practical application + theoretical explanation of the lecture + student brainstorming	Football vocabulary: practical and theoretical application	Understanding the game's components and briefly identifying them.	2	1
Attendance according to the schedule: lecture, daily exams, practical application	Practical application theoretical + explanation of the lecture + student brainstorming	Football vocabulary: practical and theoretical application	Handling Extinguishing	2	2
Attendance according to the schedule: lecture, daily exams, practical application	Practical application theoretical + explanation of the lecture + student brainstorming	Football vocabulary: practical and theoretical application	Handling Rolling	2	3
Attendance according to the schedule: lecture, daily exams, practical application	Practical application theoretical + explanation of the lecture + student brainstorming	Football vocabulary: practical and theoretical application	Link handlingamping –rolling	2	4
Attendance according to a	Practical application theoretical + explanation	Football vocabulary: practical and theoretical application	cognizing the vements of the eree and	2	5

the schedule: lecture, daily exams, practical application	of the lecture + student brainstormin g		assistant erees; scoring with the foot in-throw		
Attendance according to the schedule: lecture, daily exams, practical application	Practical application theoretical + explanation of the lecture + student brainstormin g	Football vocabulary: practical and theoretical application	rticles of Law 1 7	2	.6
Attendance according to the schedule: lecture, daily exams, practical application	Practical application theoretical + explanation of the lecture + student brainstormin g	Football vocabulary: practical and theoretical application	ribbling Heading the ball	2	.7
Attendance according to the schedule: lecture, daily exams, practical application	Practical application theoretical + explanation of the + lecture student brainstormin g	Football vocabulary: practical and theoretical application	cles of the 11-law, 8	2	.8
Attendance according to the schedule: lecture, daily exams, practical	Practical application theoretical + explanation of the + lecture student brainstormin g	Football vocabulary: practical and theoretical application	oalkeeper skills	2	.9

application					
Attendance according to the schedule: lecture, daily exams, practical application	Practical application theoretical + explanation of the + lecture student brainstorming	Football vocabulary: practical and theoretical application	Theory test	2	.10
Attendance according to the schedule lecture, daily : exams, practical application	Practical application lecture + explanation Theoretically + Student Brainstorming	Football vocabulary: practical and theoretical application	examination -Re the law material	2	.11
Attendance according to the schedule: lecture, daily exams, practical application	Practical application theoretical + explanation of the lecture + student brainstorming	Football vocabulary: practical and theoretical application	Skills development exercises	2	.12
Attendance according to the schedule: lecture, daily exams, practical application	Practical application theoretical + explanation of the lecture + student brainstorming	Football vocabulary: practical and theoretical application	w the player stands	2	.13
Attendance according to the schedule:	Practical application theoretical + explanation of the	Football vocabulary: practical and theoretical application	Goalkeeper development exercises	2	.14

lecture, daily exams, practical application	lecture + student brainstormin g				
Attendance according to the schedule: lecture, daily exams, practical application	Practical application theoretical + explanation of the lecture + student brainstormin g	Football vocabulary: practical and theoretical application	game between the two teams	2	.15
Attendance according to the schedule: lecture, daily exams, practical application	Practical application theoretical + explanation of the lecture + student brainstormin g	Football vocabulary: practical and theoretical application	yer positions duties	2	.16
Attendance according to the schedule: lecture, daily exams, practical application	Practical application theoretical + explanation of the lecture + student brainstormin g	Football vocabulary: practical and theoretical application	Development exercises	2	.17
Attendance according to the schedule: daily ,lecture exams, practical application	Practical application theoretical + explanation of the lecture + student brainstormin g	Football vocabulary: practical and theoretical application	Understanding components physical fitness	2	.18

Attendance according to :the schedule lecture, daily exams, practical application	Practical application theoretical + explanation of the lecture + student brainstorming	Football vocabulary: practical and theoretical application	defensive development exercises	2	.19
Attendance according to the schedule: lecture, daily exams, practical application	Practical application theoretical + explanation of the lecture + student brainstorming	Football vocabulary: practical and theoretical application	Speed development exercises	2	.20
Attendance according to the schedule: lecture, daily exams, practical application	Practical application theoretical + explanation of the lecture + student brainstorming	Football vocabulary: practical and theoretical application	Flexibility development exercises	2	.21
Attendance according to the schedule: lecture, daily exams, practical application	Practical application theoretical + explanation of the + lecture student brainstorming	Football vocabulary: practical and theoretical application	Handling development exercises	2	.22
Attendance according to the schedule: lecture, daily	Practical application theoretical + explanation of the + lecture student	Football vocabulary: practical and theoretical application	a test	2	.23

exams, practical application	brainstorming				
Attendance according to the schedule: lecture, daily exams, practical application	Practical application theoretical + explanation of the lecture + student brainstorming	Football vocabulary: practical and theoretical application	practical application of the law	2	.24
Attendance according to the schedule: lecture, daily exams, practical application	Practical application theoretical + explanation of the lecture + student brainstorming	Football vocabulary: practical and theoretical application	Theory exam	2	.25
Attendance according to the schedule lecture, daily : exams, practical application	Practical application + lecture explanation theoretically student + brainstorming	Football vocabulary: practical and theoretical application	Comprehensive practical exam	2	.26
Course evaluation .71					
The grade out of 100 is distributed according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, reports, etc					

Learning and teaching resources .72	
Textbooks and supplementary books	(Required textbooks (methodology, if applicable
International Football Association Board	(Main references (sources
Books and references recommended by reports –scientific journals	Recommended supporting books and (...references (scientific journals, reports
All electronic references	Electronic references, websites

Course description template

:Course name .73
Scouting education
:Course code .74
Semester/Year .75
2026–Phase One 2025
Date this description was prepared .76

2025/9/25

Available forms of attendance .77

attendance according to the lecture schedule

(Number of study hours (total) / Number of units (total .78

units per week 2 –hours 60

Name of the course coordinator (if there is more than one, .79
(please mention it

nabeelzainab401@gmail.com: Zainab Nabil Lafteh Masir Email .Name: M.M

Course objectives .80

• The scouting education curriculum for the first stage includes several objectives, the most :important of which are

• 1. The educational aspect: It aims to build a person with a good personality, as this is the goal and the basic value in society. The scouting movement emphasizes ideals and deepens the sense of responsibility, leading to building a sound and healthy .nperso

• 2. The social aspect: It aims to build strong positive relationships between scouts and guides to deepen

Course objectives

cooperation between them so that they can live a social life made up of strong relationships with their peers from the .scouts and guides

ization: This is Organ .3
one of the goals that the movement seeks to establish in our boys and girls so that they may grow up in a correct manner, and the system is considered a digital .guide for nations

Excursion: The .4
scouting movement is rsion interested in excu and organizing trips to develop the quality of -independence and self reliance. It is a means of purposeful recreation in which knowledge and experiences increase, and it helps in understanding facts to expand cultural awareness, and it e of develops a lov innovation through their

interaction with each
.other and with students

-

National Education: It .5
aims to build a
generation based on
genuine love for the
homeland and the nation,
and to cultivate their
enthusiasm to defend it
.when needed

-

Physical Education: It .6
aims to develop the
elements of physical
fitness due to its
psychological, health and
social importance,
especially since it works
to strengthen the
functional systems in the
body, as the Holy
Prophet, may God bless
mily and him and his fa
grant them peace, said:
A sound mind in a)
. (sound body

-

Public Service: It aims .7
to organize the voluntary
efforts of Scouts and
Guides to carry out a
program that serves the
nation on the one hand

-

and develops in them a he love for the nation on t other hand by providing them with services, whether they are cultural, .health or social . •					
Teaching and learning strategies .81					
Qualifying students to acquire general knowledge of -A1 .scouting education concepts Enabling students to gain knowledge about the -A2 importance of scouting education and development in the field .of scouting and to know what scouting education is Enabling students to acquire knowledge in applying the -A3 uting education in teaching foundations and principles of sco .the impact of the scouting aspect in society Preparing students to use the scouting aspect in preparing -A4 .students to be successful in the community and school				strategy	
Course structure .82					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Test and discussion	Application and brainstormin g	Scoutin g educati on	Introduction to the Scout The Philosophical –Movement Dimensions of the Scout The Aims of the –Movement The Promise, –Scout Movement of the Scout Law, and Principles Derivation of –Movement Curricula and Activities from the	2	Week 1

			Principles and Aims		
Testing, discussion, and application	Application and brainstorming	Scouting education	The general ideology of -1 the Scout Movement and the philosophy of religion educational values in the -2 scouting movement within the religious framework Customs, traditions, -3 habits, values, and facts; the absolute percentage in Circumstances of time and place within the framework of religious legitimacy	2	Week 2
Testing, discussion, and application	Application and brainstorming	Scouting education	the Scout Movement in ancient Times Before Islam; the Emergence of the modern Scout Movement in the Arab World, in -Islam Iraq, at the University	2	Week 3
Testing, discussion, and application	Application and brainstorming	Scouting education	steps vary in their administrative aspects (organization, objective, preparation, and setup), including administrative, material, and technical aspects.	2	Week 4
Testing, discussion, and application	Application and	Scouting education	The daily curriculum and -1 program of activities in the	2	Week 5

application	brainstorming	on	(camp (examples		
			Examples		
			Evening gatherings: -2 preparation, organization, objectives, and curriculum .model		
			summer party, qualities of a summer gathering		
			-Morning inspection -3 valuation, evaluation forms		
Testing, discussion, and application	Application and brainstorming	Scouting education	cout badges: their types -1 and objectives	2	Week 6
			Small games, scouting -2 games, and sensory development		
			desert and river camping -3 trips		
Testing, discussion, and application	Application and brainstorming	Scouting education	exam	exam	exam
Testing, discussion, and	Application and	Scouting education	Second semester		

application	brainstorming	on			
Testing, discussion, and application	Application and brainstorming	Scouting education	Spiritual aspects, -1 educational values, and life and life in the -in this world hereafter: contemplation Creation, the universe, and nature provide examples and models The role of man and his -2 duties in life, linking this to the goals of scouting Citing some religious -3 verses and hadiths The status of knowledge, -4 science, ethics, and serving others (benevolence) in the eyes of God Glory be to Him, the Most High	2	Week 1
Testing, discussion, and application	Application and brainstorming	Scouting education	raising -Flag -1 ceremony Traffic control, -2 order, and formation work	2	Week 2
Testing, discussion,	Application	Scouting	basic principles of camping:	2	Week 3

and application	and brainstorming	education	campsite location, safety, .and transportation -Material requirements equipment and supplies; financial and administrative aspects -Technical aspect participants' academic level Number -Gender -Goal and Openings -Duration -Season -notification -Geographical aspect .Region etc		
Testing, discussion, and application	Application and brainstorming	Scouting education	nd, brain, intelligence, quick wit, and decision making	2	Week 4
Testing, discussion, and application	Application and brainstorming	Scouting education	ganizing a scouting trip in the university, depending on the . circumstances	2	Week 5
Testing, discussion, and application	Application and brainstorming	Scouting education	e environment and the benefits of trees and plants	2	Week 6

	g				
Testing, discussion, and application	Application and brainstorming	Scouting education	Teaching how to read map numbers	2	Week 7
Testing, discussion, and application	Application and brainstorming	Scouting education	Scout marches	2	Week 8
Testing, discussion, and application	Application and brainstorming	Scouting education	Public service	2	Week 9
Testing, discussion, and application	Application and brainstorming	Scouting education	Basic information about (Teach your children swimming, archery, and (horseback riding The Messenger of God .spoke the truth Archery: Types, Safety, -1 Sustainability, Some Technical Aspects And the benefits of races Equestrianism, events - 2 and races, handling horses,	2	Week 10

			riding		
			Getting out and moving the benefits -around		
Testing, discussion, and application	Application and brainstormin g	Scoutin g educati on	opes: Types, Uses, and -1 Care Scout knots and ties: - 2 types and uses Entrepreneurial activities -3	2	Week Eleven
Testing, discussion, and application	Application and brainstormin g	Scoutin g educati on	out signs, symbols, and signals	2	Week 12
		Scoutin g educati on	practical exam	2	Week 13
			exam		exam
Course evaluation .83					
The grade out of 100 is distributed according to the tasks assigned to the student, .such as daily preparation, daily, oral, monthly, and written exams, reports, etc					

Learning and teaching resources .84	
Textbooks / Supplementary Books	(Required textbooks (methodology, if applicable
Yassiri-Adnan Abdul Kader Al	(Main references (sources
Reports	Recommended supporting books and (...references (scientific journals, reports
State Information Network Internet	Electronic references, websites