



# KaziBantu

*Healthy Schools for Healthy Communities*

## **GRADE 1**

# **KAZIKIDZ TEACHING MATERIAL**

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**LESSON PLANS FOR**  
***Grade***

**1**



***Health & Hygiene  
and Nutrition***



***Physical  
Education***



***Moving to  
Music***



**KaziKidz**

*Teaching Material for Schoolchildren*



## TABLE OF CONTENTS

## CONTENTS

<b>1</b>	<b>Instructions for Physical Education content pillar .....</b>	<b>1</b>
<b>2</b>	<b>Grade 1 Physical Education contents</b>	
	<b>Lesson tracker .....</b>	<b>5</b>
	Lesson 1: Locomotor skills .....	6
	Lesson 2: Locomotor skills .....	8
	Lesson 3: Locomotor skills .....	10
	Lesson 4: Locomotor skills .....	12
	Lesson 5: Perceptual motor.....	14
	Lesson 6: Perceptual motor.....	16
	Lesson 7: Perceptual motor.....	18
	Lesson 8: Perceptual motor.....	20
	Lesson 9: Rhythm .....	22
	Lesson 10: Rhythm (co-ordination) .....	24
	Lesson 11: Rhythm (co-ordination) .....	26
	Lesson 12: Rhythm (co-ordination) .....	28
	Lesson 13: Co-ordination .....	30
	Lesson 14: Co-ordination .....	32
	Lesson 15: Co-ordination .....	34
	Lesson 16: Co-ordination .....	36
<b>3</b>	<b>Assessment: Physical Education .....</b>	<b>38</b>
	Lesson 17: Balance .....	39
	Lesson 18: Balance .....	41
	Lesson 19: Balance .....	43
	Lesson 20: Balance .....	45
	Lesson 21: Spatial orientation .....	47
	Lesson 22: Spatial orientation .....	49
	Lesson 23: Spatial orientation .....	51
	Lesson 24: Spatial orientation .....	53
	Lesson 25: Laterality .....	55
	Lesson 26: Laterality .....	57
	Lesson 27: Laterality .....	59
	Lesson 28: Laterality .....	61
	Lesson 29: Sports and games .....	63
	Lesson 30: Sports and games .....	65
	Lesson 31: Sports and games .....	67
	Lesson 32: Sports and games .....	69
<b>4</b>	<b>Assessment: Physical Education .....</b>	<b>71</b>
<b>5</b>	<b>Exit.....</b>	<b>72</b>

## KAZIKIDZ INSTRUCTIONS FOR PHYSICAL EDUCATION CONTENT PILLAR

The *KaziKidz* toolkit is a holistic educational and instructional tool for primary school teachers and arose from the project *KaziBantu*. *Kazi* means “active” and *Bantu* means “people” in Swahili, one of the national languages of South Africa. The lessons have been designed in conjunction with South Africa’s Curriculum and Assessment Policy Statement (CAPS). Ready-to-use assessments can be found at the end of each section which may be integrated into formal assessments of learner performance and can supplement the school academic curricula. The aim is to lead learners through content, games and activities, and conducted in a joyful manner that encourages and promotes a healthy lifestyle throughout childhood into adolescence. By using *KaziKidz* you will be contributing to the wellbeing and health of your learners.

Physical Education (PE) plays a critical role in holistic childhood education and development. To be physically active contributes to the development of physical competence and fitness, as well as to the cognitive, social and emotional development of the child. Children should undertake 60 minutes or more of moderate-to-vigorous physical activity daily. The Healthy Active Kids South Africa Report Card (2016) has shown that children, particularly from marginalized communities, do not achieve the minimal daily physical activity recommendations. Some of the factors contributing to the absence or lack of physical education include poor community sport infrastructure and high percentages of television viewing. Schools play an important role in making a meaningful contribution to the goal of achieving the recommended daily physical activity guidelines by incorporating physical education lessons into the school curriculum. Since some schools are affected by inadequate and poor infrastructure (e.g. a grassed area of poor standard), lack of equipment and large class numbers, an attempt was made to include these factors in the design of the presented lesson plans in order to have fun together with the schoolchildren. The following physical education sports equipment was used as a tool in the lessons: skipping ropes, hoops, frisbees, self-made balls of varying sizes, beacons/cones and colour bands.



To make a meaningful contribution to health at schools, it is important for physical education classes to be conducted on a regular basis: 1 physical education lesson (40 minutes) during the 32 weeks of the school year ranging from grade 1 to grade 7. Establishing class procedures and routines at the beginning of the programme may encourage order in your class. This may take some time at first, but will prove helpful in ensuring an enjoyable class. *Kazi* and lesson plans in blue will guide you through the physical education teaching material.

**We wish you a lot of fun with the implementation of the *KaziKidz* teaching material and many great experiences with your schoolchildren.**

# OVERVIEW OF THE KAZIKIDZ PHYSICAL EDUCATION CONTENT PILLAR AND ASSESSMENT STRUCTURE

## GRADES

## SCHOOL LEVELS



	<b>Foundation Phase</b>	<b>Lessons: 32</b> <b>Assessment: 1</b>
		<b>Lessons: 32</b> <b>Assessment: 1</b>
		<b>Lessons: 32</b> <b>Assessment: 1</b>
	<b>Intermediate Phase</b>	<b>Lessons: 32</b> <b>Assessments: 4</b>
		<b>Lessons: 32</b> <b>Assessments: 4</b>
		<b>Lessons: 32</b> <b>Assessments: 4</b>
	<b>Senior Phase</b>	<b>Lessons: 32</b> <b>Assessments: 4</b>

# PHYSICAL EDUCATION



**KaziKidz**

Teaching Material for Schoolchildren





# Lesson tracker

Physical Education - Grade 1



This overview table should facilitate the tracking of the lessons and assessments.

Component	Term	Lesson Number	Lesson Content	Date
Physical Education	Term 1	Lesson 1	Locomotor skills	
		Lesson 2	Locomotor skills	
		Lesson 3	Locomotor skills	
		Lesson 4	Locomotor skills	
		Lesson 5	Perceptual motor	
		Lesson 6	Perceptual motor	
		Lesson 7	Perceptual motor	
		Lesson 8	Perceptual motor	
	Term 2	Lesson 9	Rhythm	
		Lesson 10	Rhythm (co-ordination)	
		Lesson 11	Rhythm (co-ordination)	
		Lesson 12	Rhythm (co-ordination)	
		Lesson 13	Co-ordination	
		Lesson 14	Co-ordination	
		Lesson 15	Co-ordination	
		Lesson 16	Co-ordination	
		Assessment: Physical Education		
	Term 3	Lesson 17	Balance	
		Lesson 18	Balance	
		Lesson 19	Balance	
		Lesson 20	Balance	
		Lesson 21	Spatial orientation	
		Lesson 22	Spatial orientation	
		Lesson 23	Spatial orientation	
		Lesson 24	Spatial orientation	
	Term 4	Lesson 25	Laterality	
		Lesson 26	Laterality	
		Lesson 27	Laterality	
		Lesson 28	Laterality	
		Lesson 29	Sports and games	
		Lesson 30	Sports and games	
		Lesson 31	Sports and games	
		Lesson 32	Sports and games	
		Assessment: Physical Education		



# Locomotor skills

Physical education: Foundation phase

## Equipment

- Cones

## Traffic lights

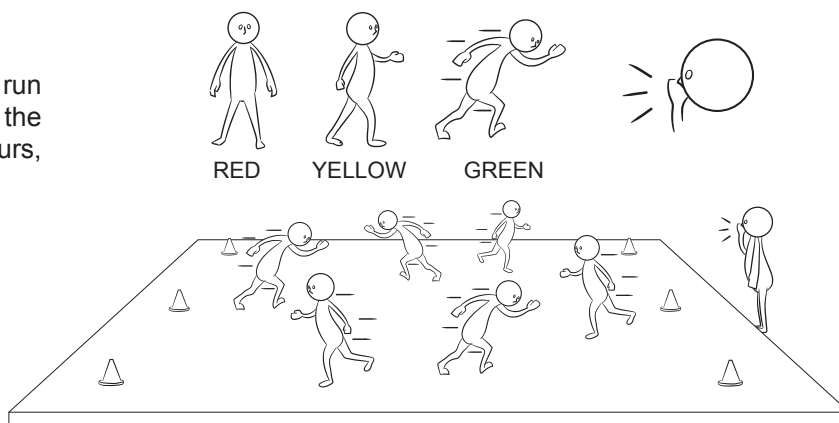
Introduction  
Time: ~ 10 min

**What you need:** Cones to mark out the area

### How to play

Mark out an area with cones. Learners run freely around the activity area. When the teacher calls any of the following colours, the learners must react.

RED means: stop.  
YELLOW means: walk.  
GREEN means: run.



### Goal of the game

- Dodge each other and walk in different directions.
- Use senses: hearing – listen to instructions while moving around.

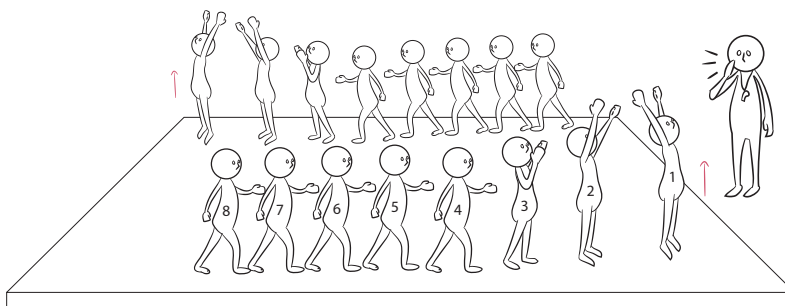
**What to watch for:** Learners who perform the movements incorrectly e.g. Learner walking instead of running when 'GREEN' is called out.

## Follow the leader

Main part  
Time: ~ 10 min

### How to play

Divide the class into lines of 8 or more learners. The person in the front of each line (the leader) moves in various ways (walking, skipping, running, crawling, hopping, marching, galloping etc.) according to the teacher's instruction and the others follow, by imitating the movement. When the teacher blows the whistle, the leader changes and the teacher instructs what the next movement will be.



### Goal of the game

- Follow instructions - walk, run and skip using signals to change from walking to running and skipping.

**What to watch for:** Students performing the movements incorrectly. If they are struggling with the movements, then focus on the movements which they find easier, such as walking, running and hopping.

# Simon says

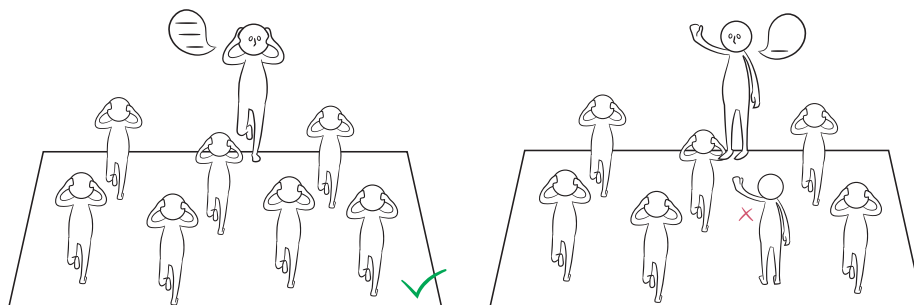
Main part  
Time: ~ 10 min

## How to play

The teacher takes the role of “Simon” and issues instructions to the learners which should only be followed if introduced with the phrase “Simon says”. Players are eliminated from the game should they follow instructions that are not immediately preceded by the phrase, or should they fail to follow an instruction which does include the phrase “Simon says”.

Possible instructions:

- Jump, shout hurrah, touch your toes, stamp your feet, wiggle your ears, hop like a frog, slap your knees, roll your eyes, fly like a plane, wiggle your fingers, spin around, run on your tip toes.



## Goal of the game

- Practise the ability to distinguish between genuine and fake commands.
- Move different parts of the body.

**What to watch for:** Learners reacting incorrectly. They must do 10 jumping jacks.

# Cool down your body

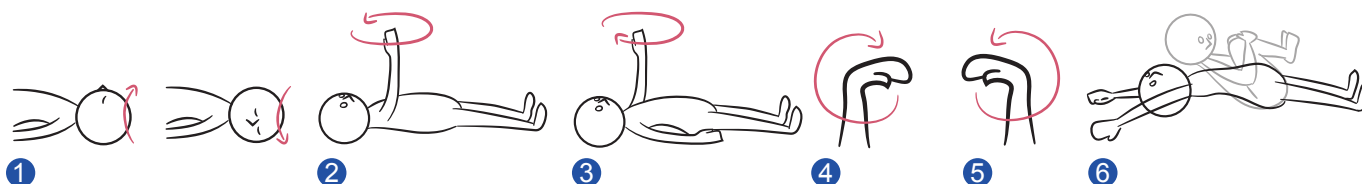
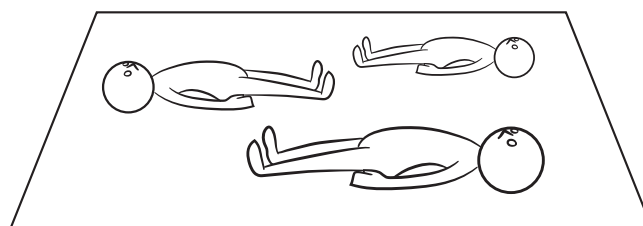
Cool down  
Time: ~ 10 min

## How to conduct

Tell the learners to lie on the floor.

1. Move your head from the right side to the left side and back for 30 seconds.
2. Use your right arm and draw five circles in the sky.
3. Use your left arm and draw five circles in the sky.
4. Circle your right hand five times.
5. Circle your left hand five times.
6. Move your whole body, stretch and pull.

After finishing task 1 to 6 tell the learners to slowly stand up.



## Goal of the game

- To feel and move the different parts of your body in different directions and to be able to use only one body part at a time.

**What to watch for:** Make sure the learners know the difference between right and left and are able to move their body parts in various directions.





# Locomotor skills

Physical education: Foundation phase

## Equipment

- Cones

## Traffic lights

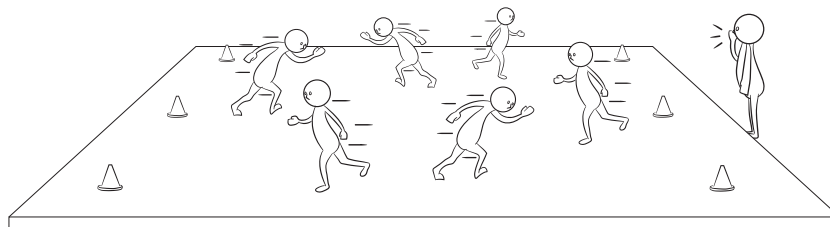
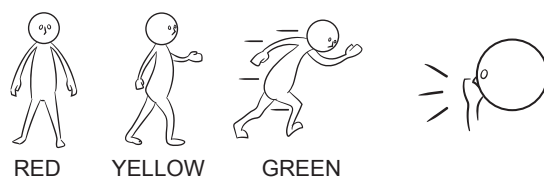
Introduction  
Time: ~ 10 min

**What you need:** Cones to mark out the area

### How to play

Mark out an area with cones. Learners run freely around the activity area. When the teacher calls any of the following colours, the learners must react.

RED means: stop.  
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GREEN means: run.



### Goal of the game

- Dodge each other and walk in different directions.
- Use senses: hearing – listen to instructions while moving around.

**What to watch for:** Learners who perform the movements incorrectly e.g. Learner walking instead of running when 'GREEN' is called out.

## Old witch

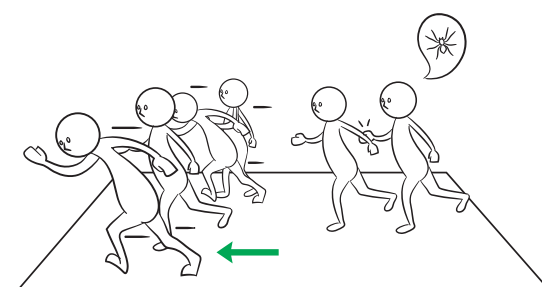
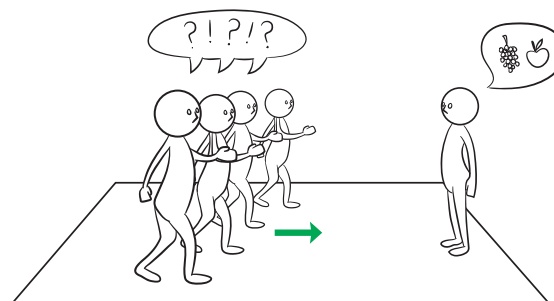
Main part  
Time: ~ 10 min

**What you need:** Cones to mark out the area

### How to play

Mark out an area using the cones. The size of a netball court is convenient. Choose a learner to be the "old witch". He/she stands at one end of the playing area. The rest of the class stands at the other end of the playing area (the forest).

- When the teacher blows the whistle, the learners walk towards the old witch and shout: "Old witch, old witch, what are you cooking today?" The old witch can reply, saying any fruit or vegetable.
- Should the old witch reply "spider legs", the learners run back as fast as possible to the forest end of the playing area as the witch chases after them.
- If a learner is caught by the old witch, he/she also becomes an old witch.
- The game ends when the old witch and her team have caught everyone and there is nobody left on the other team.



# Old witch

Continued

## Goal of the game

- Cross the field as quickly as possible without bumping into each other. React quickly and dodge each other skilfully.

**What to watch for:** Learners who do not move forward while calling out to the witch.

# Simon says

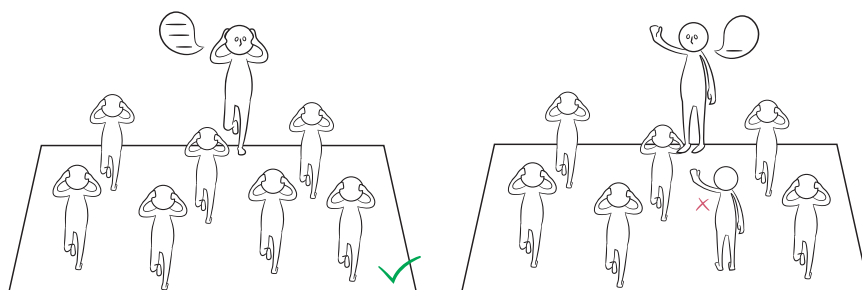
Main part  
Time: ~ 10 min

## How to play

The teacher takes the role of "Simon" and issues instructions to the learners which should only be followed if introduced with the phrase "Simon says". Players are eliminated from the game should they follow instructions that are not immediately preceded by the phrase, or should they fail to follow an instruction which does include the phrase "Simon says".

Possible instructions:

- Jump, shout hurrah, touch your toes, stamp your feet, wiggle your ears, hop like a frog, slap your knees, roll your eyes, fly like a plane, wiggle your fingers, spin around, run on your tip toes.



## Goal of the game

- Practise the ability to distinguish between genuine and fake commands.
- Move different parts of the body.

**What to watch for:** Learners reacting incorrectly. They must do 10 jumping jacks.

# Cool down your body

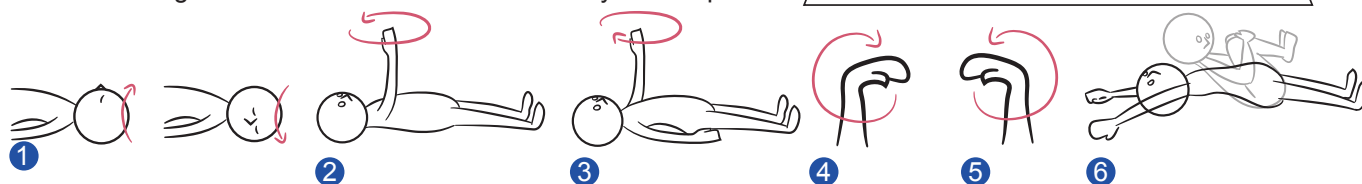
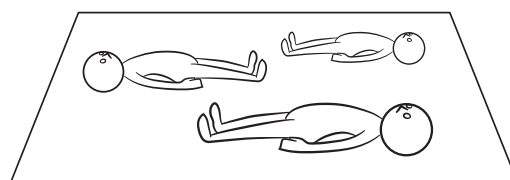
Cool down  
Time: ~ 10 min

## How to conduct

Tell the learners to lie on the floor.

- Move your head from the right side to the left side and back for 30 seconds.
- Use your right arm and draw five circles in the sky.
- Use your left arm and draw five circles in the sky.
- Circle your right hand five times.
- Circle your left hand five times.
- Move your whole body, stretch and pull.

After finishing task 1 to 6 tell the learners to slowly stand up.



## Goal of the game

- To feel and move the different parts of your body in different directions and to be able to use only one body part at a time.

**What to watch for:** Make sure the learners know the difference between right and left and are able to move their body parts in various directions.



# Locomotor skills

Physical education: Foundation phase

## Equipment

- About 20 cones

## Animal walks

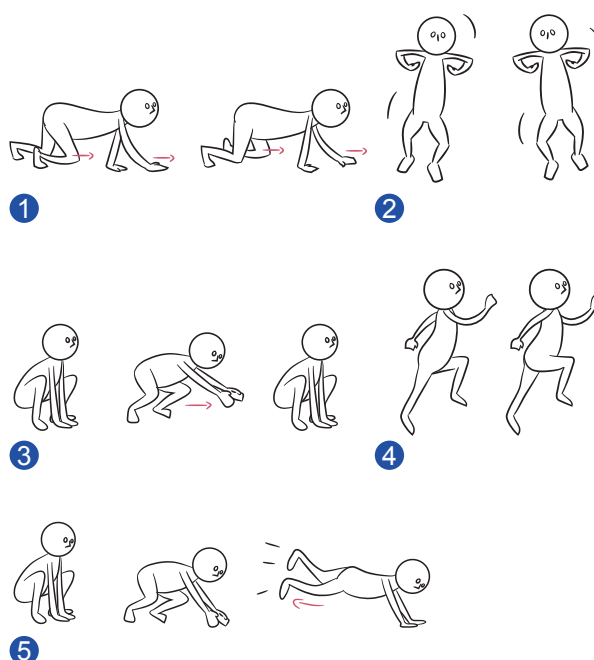
Introduction  
Time: ~ 10 min

### How to play

Tell the learners to imitate the following animals.

1. Bear walk: Put your weight on all fours (hands and feet). Move one side of the body (hands and feet must work as a unit), then the other side.
2. Monkey walk: Put your hands to your armpits, make bowlegs and walk around.
3. Bunny hop: Squat down with both hands flat on the floor (between the feet). Reach forward with hands and then jump with the rest of the body towards your hands. (Hands move first, then the feet.)
4. Galloping horses: Gallop around the playing field with leading knee up high. Use your arms while skipping.
5. Donkey kick: Put your weight on all fours (hands and feet) and kick backwards with both feet whilst balancing on your hands.

When they have imitated every animal discuss with the learners how you could imitate them best and what sounds they make.



### Goal of the game

- Move – jump, run, crawl. Imitate the animals correctly.

**What to watch for:** Good imitations of animals. You can also pick one example that you like best and show the class. Are there different ways to imitate the animals?

## Old witch

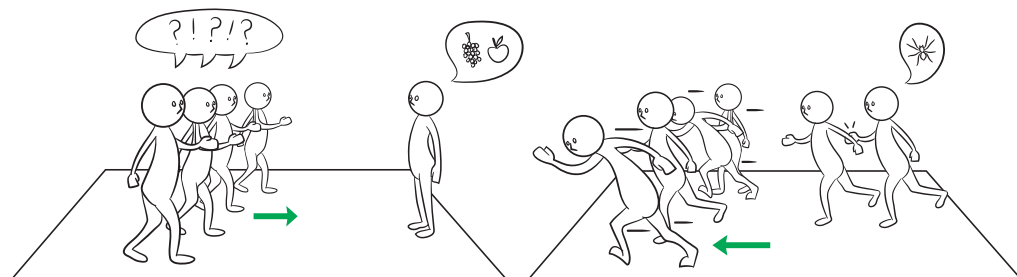
Main part  
Time: ~ 10 min

**What you need:** Cones to mark out the area

### How to play

Mark out an area using cones. The size of a netball court is convenient. Choose a learner to be the old witch. He/she stands at one end of the playing area. The rest of the class stands at the other end of the playing area (the forest).

- When the teacher blows the whistle, the learners walk towards the old witch and shout: "Old witch, old witch, what are you cooking today?" The old witch can reply using the name of any fruit or vegetable.



## Old witch

Continued

- Should the old witch reply “spider legs”, the learners run back as fast as possible to the forest end of the playing area.
- If a learner is caught by the old witch, he/she also becomes an old witch.
- The game ends when the old witch and her team have caught everyone and there is nobody left on the other team.

### Goal of the game

- Cross the field as quickly as possible without bumping into each other. React quickly and dodge each other skilfully.

**What to watch for:** Learners who do not move forward while calling out to the witch.

## Relay running: locomotor skills

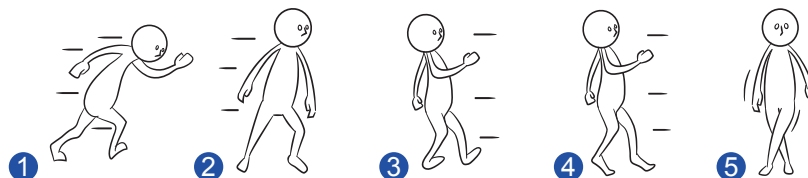
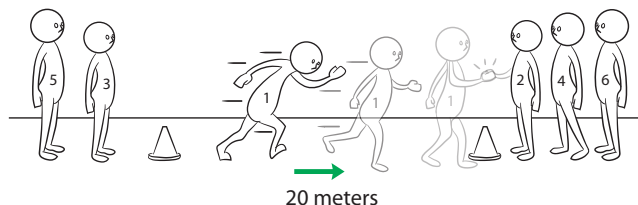
Main part  
Time: ~ 10 min

**What you need:** 20 cones (this can vary).

### How to play

Form equal groups of 6-8 learners. The game requires 2 cones for each group. The cones are placed on the floor 20 meters apart. The teams are divided in half and each half stands in a line behind a cone. Only one learner per group at a time fulfills the task below. The front learner standing behind one of the team cones performs the task, then gives a high five to the learner standing in front of the line on the opposite side and moves to the back of that line. The learner who has received the high five then runs to the opposite side to high five the next in line, and proceeds to the back of that line. The task continues until everyone has had a turn. The teacher will then explain Task 2 and so on.

1. Run.
2. Run sideways.
3. Walk/run backwards on heels.
4. Walk/run backwards on toes.
5. Walk forwards crossing over with dominant leg first.



### Goal of the game

- Develop team spirit. Motivate team members.
- Practise different types of walking.

**What to watch for:** Learners who are struggling to perform the movements. Try to give them advice.

## Spin around

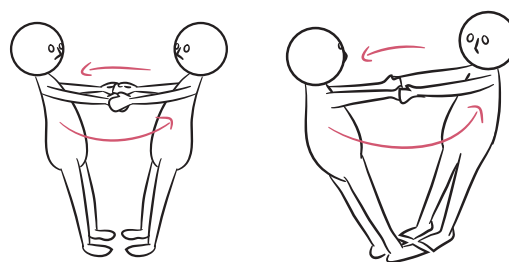
Cool down  
Time: ~ 10 min

### How to conduct

Find a partner, stand facing each other and join hands. Experiment to see which type of grip works best. With straight arms, lean away from each other and move the toes close to each other. Spin around slowly in either direction, taking tiny steps. Change partners.

### Goal of the game

- Non locomotor: spin – different ways of spinning; spin with a partner.



**What to watch for:** Learners who are not able to spin around. Try to give them help and advice.



# Locomotor skills

Physical education: Foundation phase

## Equipment

- About 20 cones

## Animal walks

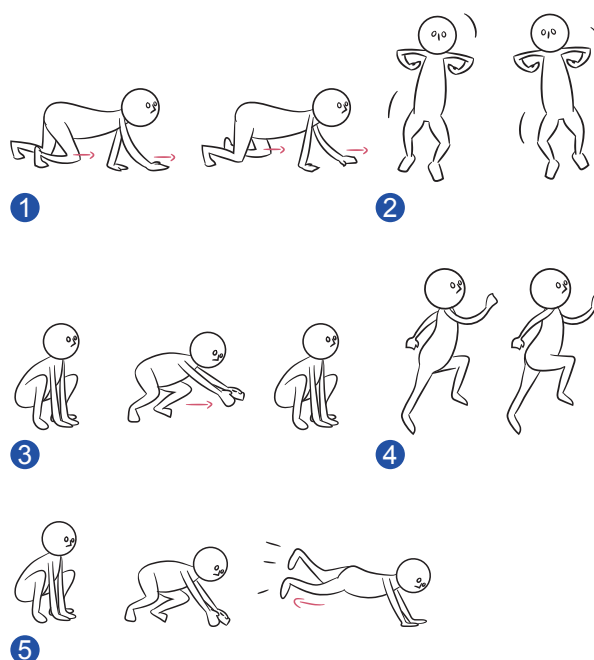
Introduction  
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### How to play

Tell the learners to imitate the following animals.

1. Bear walk: Put your weight on all fours (hands and feet). Move one side of the body (hands and feet must work as a unit), then the other side.
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### Goal of the game

- Move – jump, run, crawl. Imitate the animals correctly.

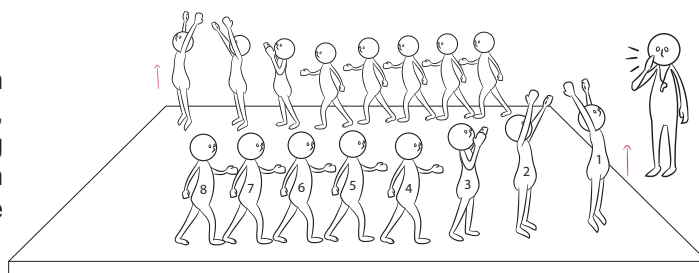
**What to watch for:** Good imitations of animals. You can also pick one example that you like best and show the class. Are there different ways to imitate the animals?

## Follow the leader

Main part  
Time: ~ 10 min

### How to play

Divide the class into lines of 8 or more learners. The person in the front (the leader) moves in various ways (walking, skipping, running, crawling, hopping, marching, galloping etc.) and the others follow, imitating the movement. When the teacher blows the whistle, the leader changes and the teacher instructs what the next movement will be.



### Goal of the game

- Walk, run and skip, blow the whistle to signal a change from walking to running and skipping.

**What to watch for:** Learners need to perform the movements correctly. If they are struggling with the movements, then allow them to focus on the movements which they find easier such as walking, running and hopping.

# Relay running: locomotor skills

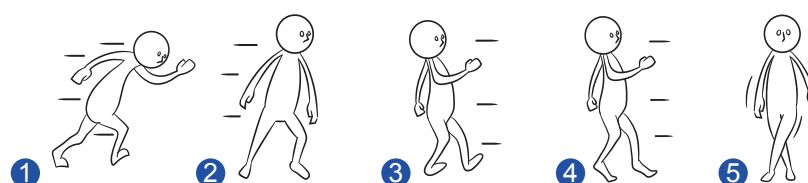
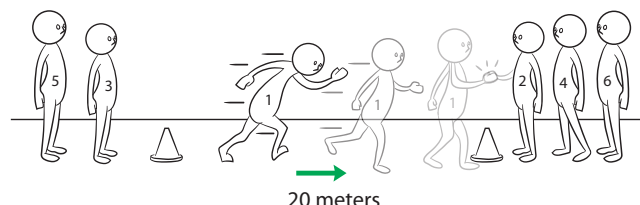
Main part  
Time: ~ 10 min

**What you need:** 20 cones (this can vary)

## How to play

Form equal groups of 6-8 learners. The game requires 2 cones for each group. The cones are placed on the floor 20 meters apart. The teams are divided in half and each half stands in a line behind a cone. Only one learner per group at a time fulfills the task below. The front learner standing behind one of the team cones performs the task, then gives a high five to the learner standing in front of the line on the opposite side and moves to the back of that line. The learner who has received the high five then runs to the opposite side to high five the next in line, and proceeds to the back of that line. The task continues until everyone has had a turn. The teacher will then explain Task 2 and so on.

1. Run.
2. Run sideways.
3. Walk/run backwards on heels.
4. Walk/run backwards on toes.
5. Walk forwards crossing over with dominant leg first.



## Goal of the game

- Develop team spirit. Motivate team members.
- Practise different types of walking.

**What to watch for:** Learners who are struggling to perform the movements. Try to give them advice.

# Roll like a ball

Cool down  
Time: ~ 5 min

## How to move

Pretend to be a ball – roll backwards and forwards, from side to side, and around in a circular motion. Wrap your arms around your knees and lift your feet off the ground.



## Goal of the game

- Non-locomotor: spin – different ways of spinning.

**What to watch for:** Tell the learners to make themselves as small as they can. They must tense their bodies and roll around.

# Cobra stretch

Cool down  
Time: ~ 5 min

## How to stretch

Learners must lie flat on their stomachs and then raise their upper bodies off the floor by pushing with their hands. Learners need to keep stretching until they feel their core muscles stretch. This exercise should be done for about 10 seconds, followed by a rest of 10 seconds.

## Goal of the game

- To stretch the core muscles.



**What to watch for:** Take care that the learners do not move their lower bodies as the tension on the core should be maintained.





# Perceptual Motor

Physical education: Foundation phase

## Equipment

- About 10 big balls
- 30 - 40 balls (any kind)
- Cones to mark the playing field

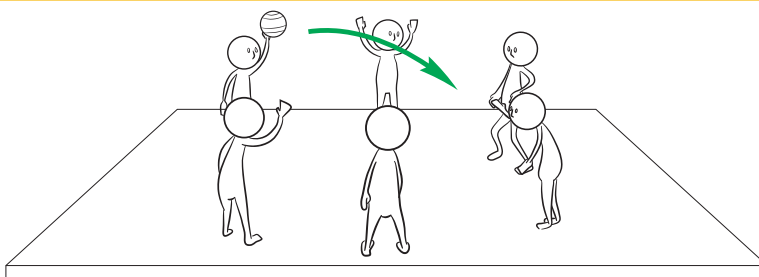
## Pass the ball

Introduction  
Time: ~ 10 min

**What you need:** Balls (the bigger, the better)

### How to play

Make groups of 4-6 learners with one ball in each group. They stand in a circle and pass the ball from one learner to the other as many times as possible without the ball touching the floor.



### Goal of the game

- Passing a ball from one member of a group to another.
- Throwing and catching balls.
- Ball skills.

**What to watch for:** Are the learners able to catch and throw a ball? If not, show them how to do it. Also tell them to make the circle smaller if they keep dropping the ball.

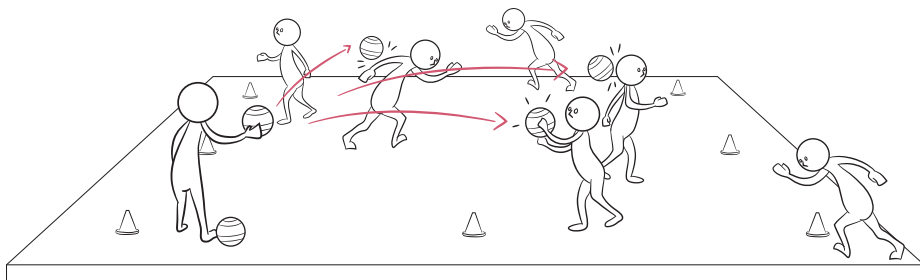
## Hitting ball

Main part  
Time: ~ 10 min

**What you need:** 5 soft balls; cones to mark the field

### How to play

Mark an activity area with cones and tell the learners to spread out in the marked field. Use about three balls. You can add more balls if needed. The aim of the game is to strike someone with the ball. If someone has been hit by the ball, he/she has to run around the sports field once. Then the player can go back to the playing area. If someone catches the ball, he/she can continue playing. If the ball hits a learner's head, it is not counted as a strike.



### Goal of the game

- Ball skills.
- Throw and catch the ball.

**What to watch for:** Make sure that if a learner has been hit, he or she runs once around the playing area. Also make sure that learners do not throw the ball at someone's head.

# Popcorn

Main part  
Time: ~ 10 min

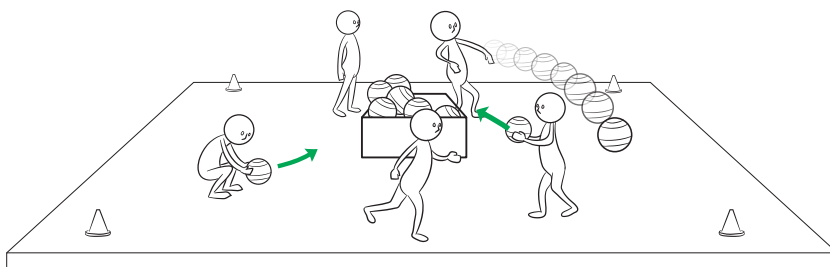
**What you need:** 30 to 40 balls (bean bags, tennis balls, or any other kind of balls)

## How to play

Mark out an activity area using the cones. Place a container with balls in the middle of the area. One learner stands next to the container. The rest of the class spread out in the playing area. The learner in the middle of the playing area is the “popcorn maker”. He/she

must throw the balls out of the container one at a time. The rest of the players try to fetch the balls and place them

back in the container (without throwing them). A learner may only carry one ball at a time to the container. The “popcorn maker” may not intentionally block players from returning the “popcorn” into the container.



## Goal of the game

- Develop ball skills.

**What to watch for:** The “popcorn maker” may get tired quickly. Choose a new “popcorn maker” regularly.

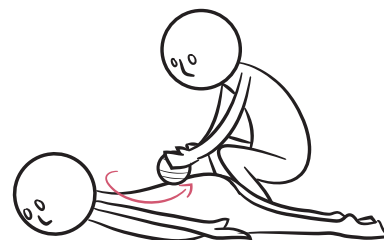
# Massage

Cool down  
Time: ~ 10 min

**What you need:** Any balls, but preferably tennis balls

## How to perform

The learners stand in pairs. Then one learner from each pair lies face down. For the following 2 minutes, the other partner softly rolls a ball over the body of the learner lying on the floor. Partners then swap places.



## Goal of the task

- Cool down and relax the body.

**What to watch for:** Learners should roll the ball very softly over the body, but should try not to roll it over the spine.





# Perceptual motor

Physical education: Foundation phase

## Equipment

- About 10 balls
- Cones

## Feel the ball

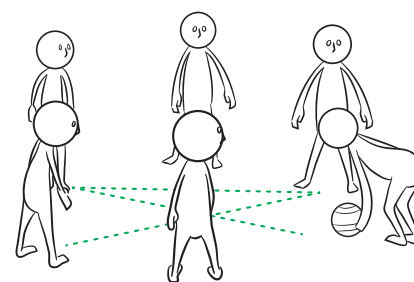
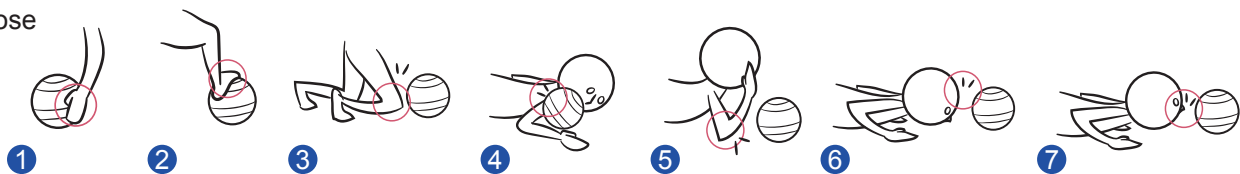
Introduction  
Time: ~ 10 min

**What you need:** Any kind of balls, one for each group

### How to play

The teacher asks the learners to make groups of 6. Every group stands in a circle and gets one ball. Learners need to roll the ball along the ground, using their:

1. Hand
2. Foot
3. Knee
4. Shoulder
5. Elbow
6. Head
7. Nose



### Goal of the game

- Ball skills - how to push and roll a ball.

**What to watch for:** Make sure that every learner gets the ball 3 - 4 times before you move to the next task.

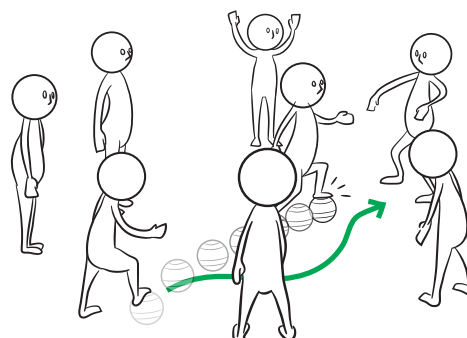
## The one in the middle

Main part  
Time: ~ 10 min

**What you need:** Soccer balls (6 - 8 balls)

### How to play

Form groups of 8 - 10 learners, who should stand in a circle while one learner goes to the middle. The learners standing in the circle try to pass the ball to each other using their feet, as many times as possible, without letting the learner in the middle intercept the ball. As soon as the learner in the middle intercepts the ball, another learner must go to the middle.



### Goal of the game

- The learners react quickly and pass the ball in such a way that the learner in the middle cannot intercept the ball.

**What to watch for:** Are the learners considering tactical aspects? Are they passing the ball to avoid the middle learner?

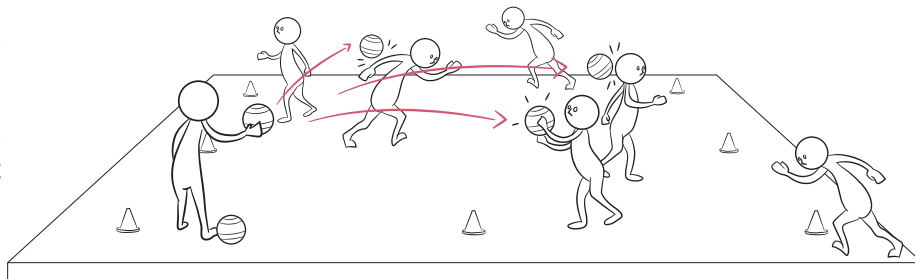
# Hitting ball

Main part  
Time: ~ 10 min

**What you need:** 5 soft balls; cones to mark the field

## How to play

Mark an activity area with cones and tell the learners to spread out in the marked field. Use about three balls. You can add more balls if needed. The aim of the game is to strike someone with the ball. If someone has been hit by the ball, he/she has to run around the sports field once. Then the player can go back to the playing area. If someone catches the ball, he/she can continue playing. If the ball hits a learner's head, it is not counted as a strike.



## Goal of the game

- Ball skills.
- Throw and catch the ball.

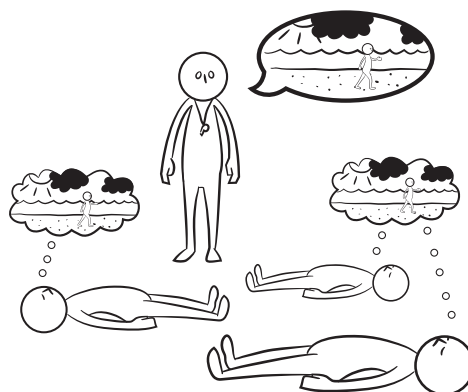
**What to watch for:** Make sure that if a learner has been hit, he or she runs once around the playing area. Also make sure that learners do not throw the ball at someone's head.

# Sunbathe on the beach

Cool down  
Time: ~ 10 min

## How to conduct

Tell the learners to lie on the floor in a comfortably, close their eyes and listen carefully: "Imagine you are on the beach. The sun is very strong today and warms your skin in a very comfortable way. As you look to the ocean, you can see three dolphins jumping out of the water. They seem to be very excited. Far, far away, you can see whales splashing water into the air. Suddenly a cloud darkens the sky. You get very cold and wrap your arms around yourself. After a while you decide to go home for dinner. You take all your things and leave the beautiful beach." Tell the learners to open their eyes and slowly get up



## Goal of the game

- Cool down and relax. Be creative and improve your imagination.

**What to watch for:** Learners should lie in a relaxed and comfortable way with their eyes closed.



# Perceptual motor

Physical education: Foundation phase

## Equipment

- 10 Balls
- Cones

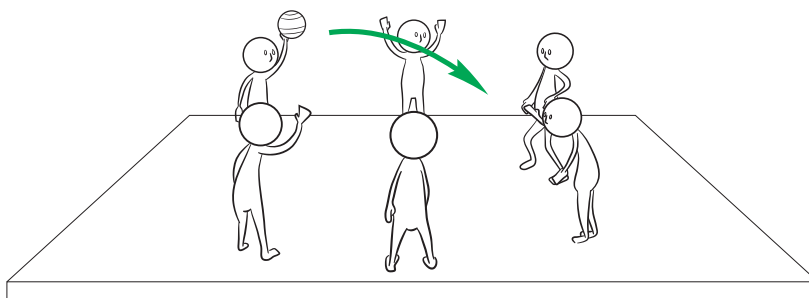
## Pass the ball

Introduction  
Time: ~ 10 min

**What you need:** Balls

### How to play

Make a circle of 4 - 6 learners. Use one ball per group. They pass the ball from one learner to another as many times as possible without the ball touching the floor.



### Goal of the game

- Pass a ball from one member of a group to another.
- Throw and catch balls.
- Ball skills.

**What to watch for:** Are the learners able to catch and throw a ball? If it is too easy, tell them to make a bigger circle, or use smaller balls.

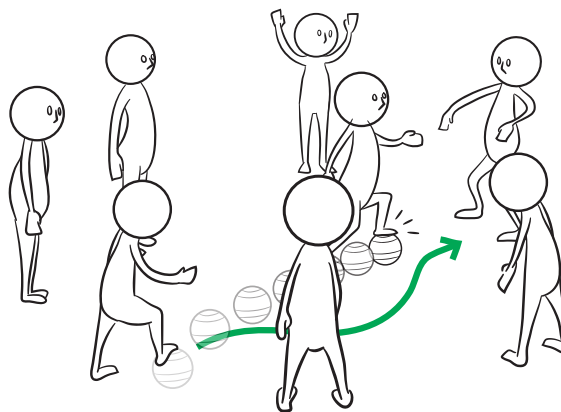
## The one in the middle

Main part  
Time: ~ 10 min

**What you need:** Soccer balls (6 - 8 balls)

### How to play

Form groups of 8 - 10 learners, who should stand in a circle while one learner goes to the middle. The learners standing in the circle try to pass the ball to each other using their feet, as many times as possible, without letting the learner in the middle intercept the ball. As soon as the learner in the middle intercepts the ball, another learner must go to the middle.



### Goal of the game

- The learners react quickly and pass the ball in such a way that the learner in the middle cannot intercept the ball.

**What to watch for:** Are the learners considering tactical aspects? Are they passing the ball to avoid the middle learner?

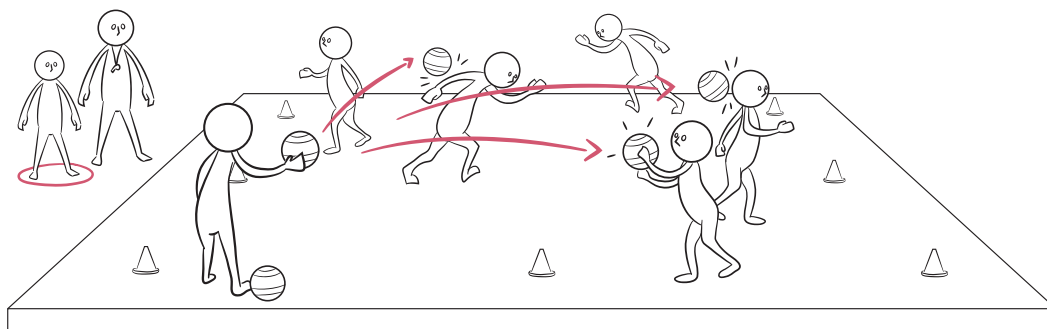
# Hitting ball: American version

Main part  
Time: ~ 10 min

**What you need:** 4 - 7 Soft balls; cones to mark the field

## How to play

Mark an activity area with cones and tell the learners to spread out in the marked area. Use about three balls. You can add more balls if needed. The aim of the game is to strike someone with the ball. If learner A hits learner B with the ball, learner B has to go outside the playing area and stand next to the teacher. Learner B can go back to the playing area only when learner A has been hit and needs to go off the playing area. If someone catches the ball, he/she can continue playing. If the ball hits a learner's head it is not counted as a strike.



## Goal of the game

- Ball skills.
- Throw and catch the ball.

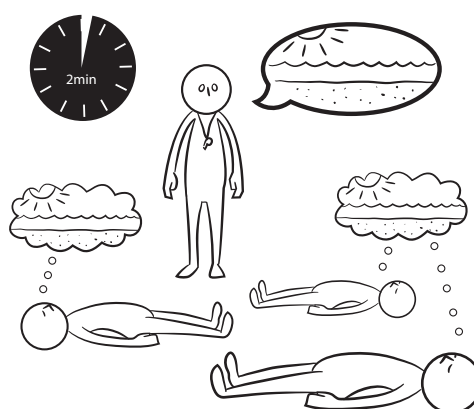
**What to watch for:** Make sure that if a learner has been hit, he/she leaves the playing area. Also make sure that learners do not throw the ball at someone's head.

# Your dream place

Cool down  
Time: ~ 10 min

## How to conduct

Tell the learners to lie on the floor comfortably and close their eyes. Tell them to imagine being at their dream place. This can be any wonderland or another country; this can be a place they have been or they have never been before. Let them just lie and dream for about 2 - 3 minutes. Then tell them to slowly move their heads from one side to the other, shake their hands vigorously and move their legs. Finally, they should move their entire body. After two minutes tell them to open their eyes and slowly stand up.



## Goal of the game

- Cool down and relax. Be creative and improve your imagination.

**What to watch for:** Learners should lie in a comfortable way and close their eyes.



# Perceptual motor

Physical education: Foundation phase

## Equipment

- 30 - 40 Balls
- Cones

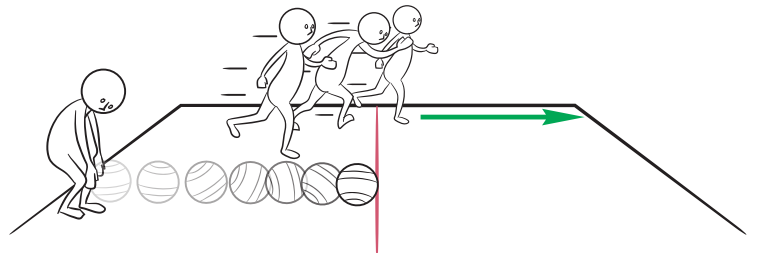
## The bomb

Introduction  
Time: ~ 10 min

**What you need:** 1 Ball (soccer ball preferred)

### How to play

Learners including the teacher stand on the same line. In the middle of the playing area there is another marked line. The teacher rolls the ball (the bomb) towards the marked line. As soon as the bomb reaches the marked line in the middle of the playing area, the learners run as quickly as possible to the other side of the playing area. The learner that reaches the line first, may roll the bomb next.



### Goal of the game

- Reaction drills.
- Locomotor skills.

**What to watch for:** Make sure the learners only start to run when the ball has reached the marked line.

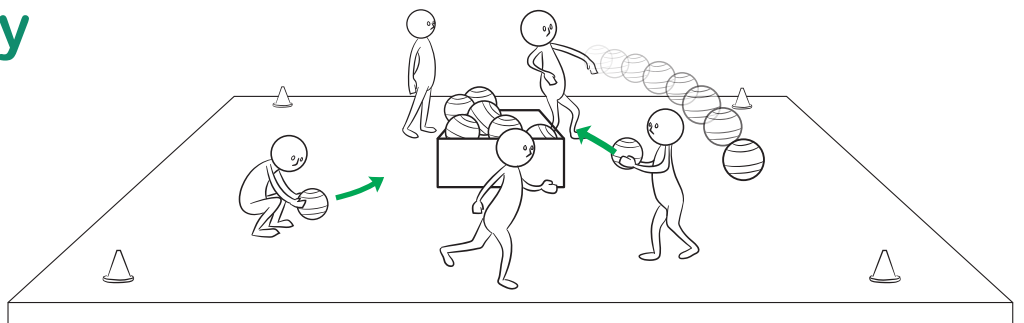
## Popcorn

Main part  
Time: ~ 10 min

**What you need:** 30 - 40 balls (bean bags, tennis balls, or any other kind of balls)

### How to play

Mark out an activity area using the cones. Place a container with balls in the middle of the area. One learner stands next to the container. The rest of the class spread out in the playing area. The learner in the middle of the playing area is the "popcorn maker". He/she must throw the balls out of the container one at a time. The rest of the players try to fetch the balls and place them back in the container (without throwing them). A learner may only carry one ball at a time to the container. The "popcorn maker" may not intentionally block players from returning the "popcorn" into the container.



### Goal of the game

- The students are able to run and walk towards the container and return the balls to the container without bumping into each other.

**What to watch for:** The "popcorn maker" may get tired quickly. Choose a new "popcorn maker" on a regular basis.

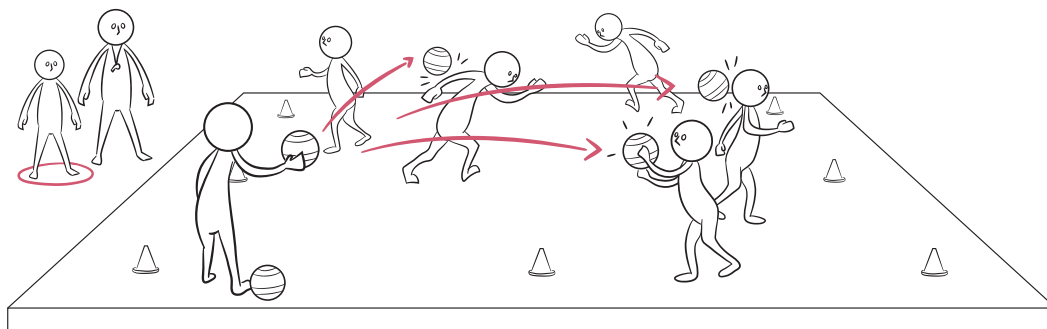
# Hitting ball: American version

Main part  
Time: ~ 10 min

**What you need:** 4 - 7 Soft balls; cones to mark the field

## How to play

Mark an activity area with cones and tell the learners to spread out in the marked area. Use about three balls. You can add more balls if needed. The aim of the game is to strike someone with the ball. If learner A hits learner B with the ball, learner B has to go outside the playing area and stand next to the teacher. Learner B can go back to the playing area only when learner A has been hit and needs to go off the playing area. If someone catches the ball, he/she can continue playing. If the ball hits a learner's head it is not counted as a strike.



## Goal of the game

- Try to catch and throw a ball.

**What to watch for:** Make sure that if a learner has been hit, he/she leaves the playing area. Also make sure that learners do not throw the ball at someone's head.

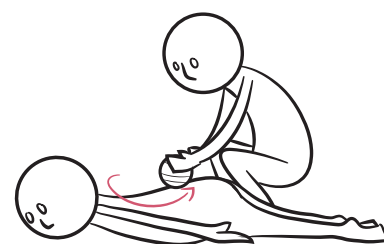
# Massage

Cool down  
Time: ~ 10 min

**What you need:** Any balls, but preferably tennis balls

## How to perform

The learners stand in pairs. Then one learner from each pair lies face down. For the following 2 minutes, the other partner softly rolls a ball over the body of the learner lying on the floor. Partners then swap places.



## Goal of the game

- Cool down and relax the body.

**What to watch for:** Learners should roll the ball very softly over the body, but should try not to roll it over the spine.



# Rhythm

Physical education: Foundation phase

## Equipment

- Music and a music player
- Skipping ropes (about 20)
- Hula-hoops (about 10)

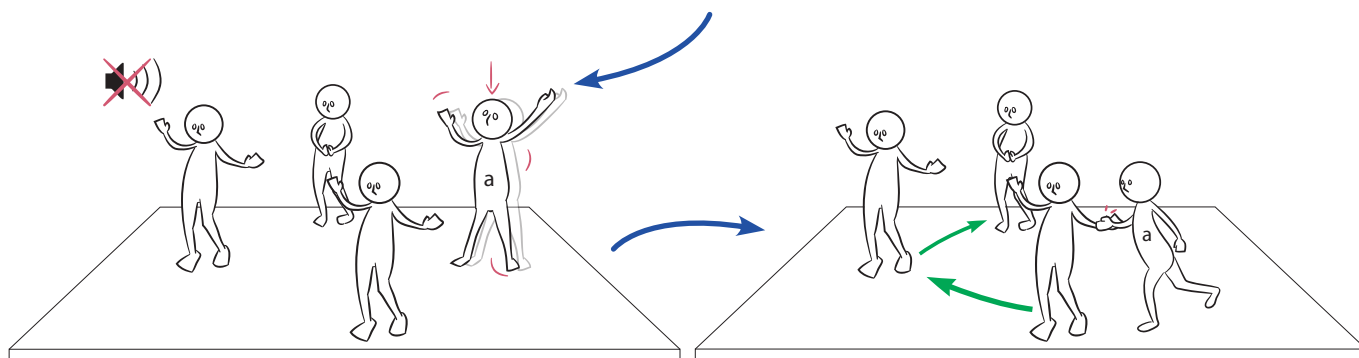
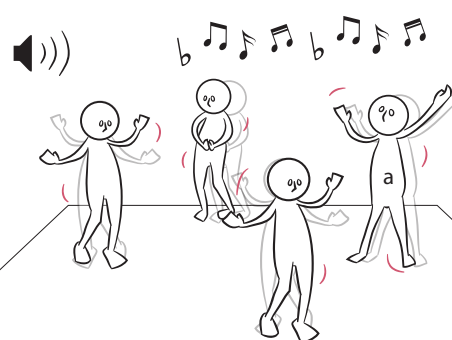
## Freezing game

Introduction  
Time: ~ 10 min

**What you need:** Any popular music to the learners; music player

### How to play

All learners move freely to the music in the room. As soon as the music stops, everyone needs to freeze and hold the position. The learner that was the last to stop must run and touch all the other players. After the learner has done this, the game starts again from the beginning.



### Goal of the game

- Quick reaction time, movement to music, move to the correct rhythm, hold the same body position for a longer time.

**What to watch for:** Are the learners moving correctly to the rhythm of the music? Do the learners react quickly?

## Hopscotch, rope skipping and a trick

Main part  
Time: ~ 20 min

**What you need:** Skipping ropes, hula-hoops

### How to play

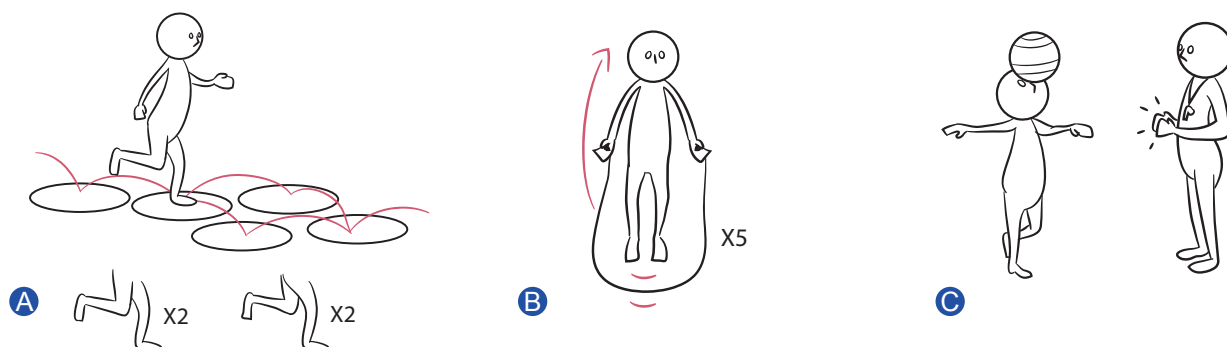
Divide the class into three groups (A, B and C) and let them perform the following tasks. After 7 minutes change the tasks of the groups.

- Group A: Create a hopscotch court with hula-hoops. Each member of the group needs to hop through the course four times - twice with the dominant leg and twice with the non-dominant leg.
- Group B: Use a skipping rope. Each member of the group tries to jump at least five times over the rope without interruption.
- Group C: Create a trick that you can show to your teacher.



# Hopscotch, rope skipping and a trick

Continued



## Goal of the game

- Improvement in co-ordination, rhythm and creativity.
- Rope skipping and hopscotch - each learner should be able to jump at least 3 times over the rope without interruption.

**What to watch for:** Are the learners able to fulfill the task? Do the learners have a timely jump release and an upright body position while skipping? Are the learners able to change from the dominant to the non-dominant leg when skipping or playing hopscotch?

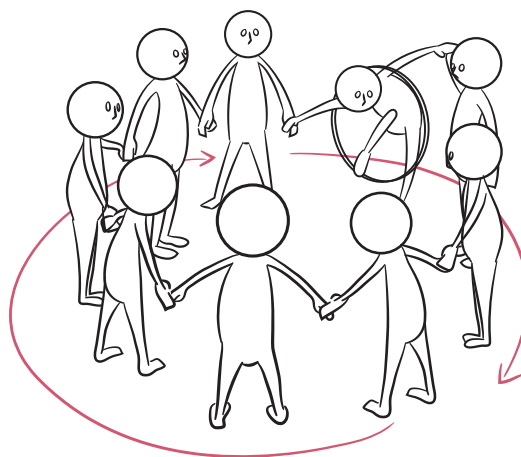
## Go through the hoop

Cool down  
Time: ~ 10 min

**What you need:** About 6 - 8 hula-hoops

## How to perform

Learners should get into groups of 8 - 10, form a circle and hold hands. Two learners hold a hula-hoop in a vertical position. The learners holding the hoop now walk around the circle without releasing their grip on the hoop. The learners in the circle then climb through the hoop without letting go their hands. The learners practise for 2 minutes. They then have a competition between the groups to see which group can have the hoop pass through the circle the quickest.



## Goal of the game

- The learners with the hoop should walk around the circle as fast as possible. The learners in the circle must not let go of their hands.

**What to watch for:** If a learner in the circle lets go of their hands, they are out of the game.





# Rhythm (co-ordination)

Physical education: Foundation phase

## Equipment

- Music and a music player
- 1 long skipping rope

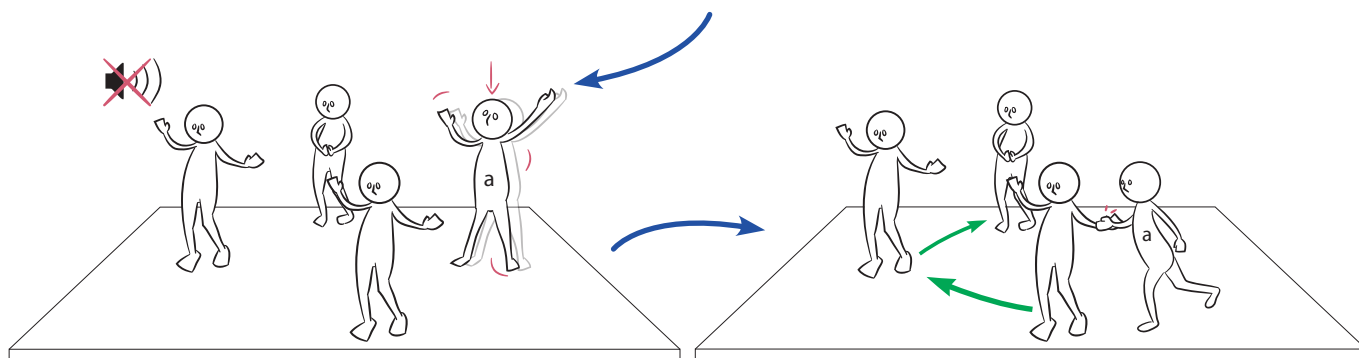
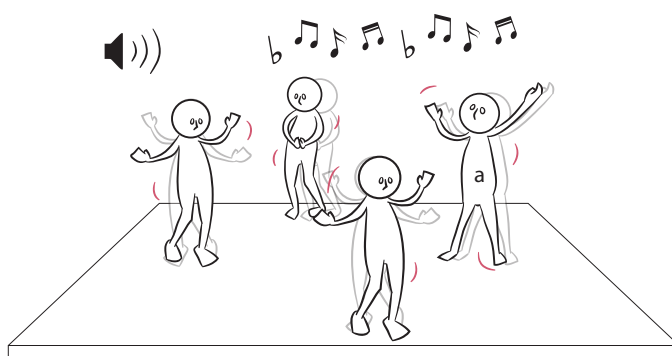
## Freezing game

Introduction  
Time: ~ 10 min

**What you need:** Any popular music to the learners; music player

### How to play

All learners move freely to the music in the room. As soon as the music stops, everyone needs to freeze and hold the position. The learner that was the last to stop must run and touch all the other players. After the learner has done this, the game starts again from the beginning.



### Goal of the game

- Quick reaction time, movement to music, move to the rhythm of the music, hold the same body position for a longer time.

**What to watch for:** Are the learners moving correctly to the rhythm of the music? Do the learners react quickly?

## Rhythm master – circle game

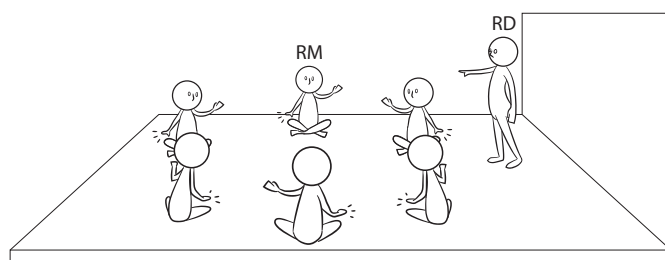
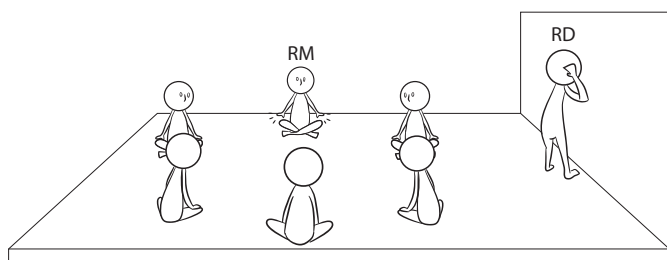
Main part  
Time: ~ 10 min

### How to play

Learners sit in a circle and select one learner to be the 'Rhythm Detective'. Ask him/her to walk over to a wall, face the wall, close his/her eyes and cover his/her ears. Select one learner in the circle to be the 'Rhythm Master'. The rhythm master then chooses what movements they will carry out and the rest will copy. Always start with the rhythm master tapping their knees. The teacher then asks the detective to return. The rhythm master will then change his/her movements and the other learners sitting in the circle copy. The detective then has 3 chances to try to guess who the rhythm master is.

# Rhythm master – circle game

Continued



## Goal of the game

- Quickly adapt to someone else's rhythm. Be creative and think of new rhythms.

**What to watch for:** Encourage learners not to look too often at the rhythm master or talk about what movements or actions could be done at the start of the activity.

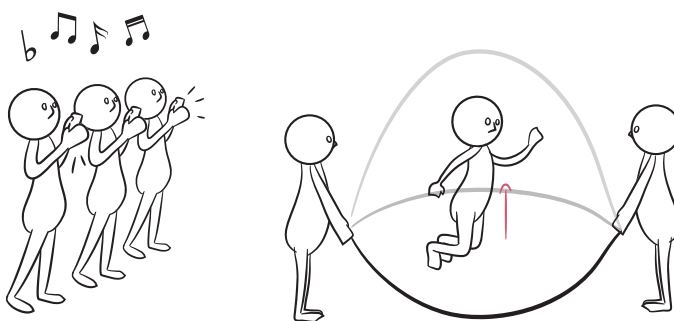
# Rope skipping together

Main part  
Time: ~ 10 min

**What you need:** One long skipping rope

## How to play

Two learners swing a rope and a third learner jumps over it while the rest of the group sing rhymes. (Ugqaphu/ Kgati/ Ntimo)



## Goal of the game

- Jump to the rhythm.

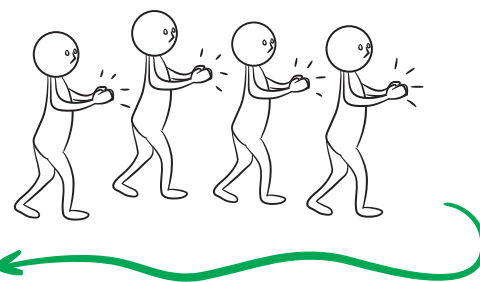
**What to watch for:** Everyone is involved and the learners skipping and swinging the rope changes continuously.

# Clap out the rhythm

Cool down  
Time: ~ 10 min

## How to conduct

The learners form groups of 10 and walk around the sports field. A learner gives a clapping rhythm. The others pick up this sound and imitate it.



## Goal of the game

- Follow instructions, adapt and change the rhythm.

**What to watch for:** Change the leader often.



# Rhythm (co-ordination)

Physical education: Foundation phase

## Equipment

- Music (3 songs) and a music player
- Skipping ropes (about 20)
- Hula-hoops (about 10)

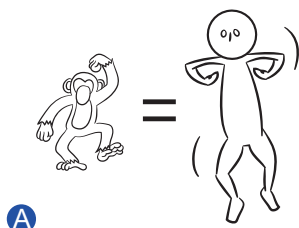
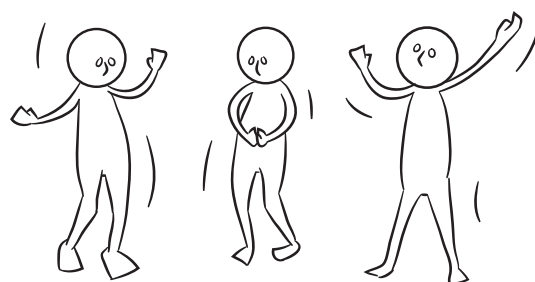
## Monkey, snake or lion?

Introduction  
Time: ~ 10 min

**What you need:** Three pieces of music

### How to play

The learners hear three different songs. Each song represents a different animal. Example: A = monkey; B = snake; C = lion. The teacher can freely switch between the three different songs and the learners must be prepared to imitate the relevant animal.



B



C



### Goal of the game

- Identify the pieces of music and related movements. Improvement of improvisation, rhythms and dance. Try to imitate the relevant animals as accurately as possible.

**What to watch for:** Are the learners able to switch easily between the different types of music? Are the learners able to imitate the animals correctly?

## Hopscotch, rope skipping and a trick

Main part  
Time: ~ 20 min

**What you need:** Skipping ropes, hula-hoops

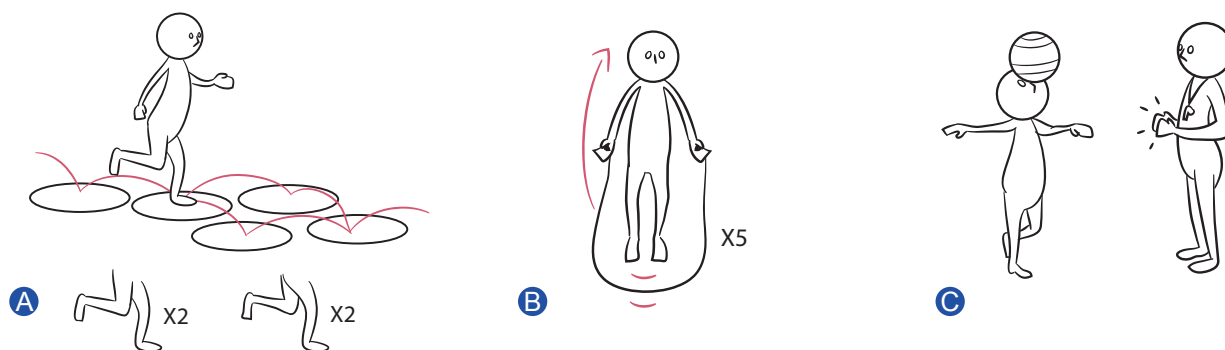
### How to play

Divide the class into three groups (A, B and C) and let them perform the following tasks. After 7 minutes change the tasks of the groups.

- Group A: Create a hopscotch court with hula-hoops. Each member of the group needs to hop through the course four times - twice with the dominant leg and twice with the non-dominant leg.
- Group B: Use a skipping rope. Each member of the group tries to jump at least five times over the rope without interruption.
- Group C: Create a trick that you can show to your teacher.

# Hopscotch, rope skipping and a trick

Continued



## Goal of the game

- Improvement in co-ordination, rhythm and creativity.
- Rope skipping and hopscotch - each learner should be able to jump at least 3 times over the rope without interruption.

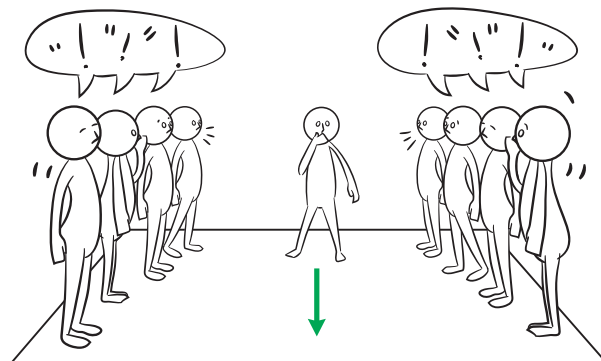
**What to watch for:** Are the learners able to fulfill the task? Do the learners have a timely jump release and an upright body position while skipping? Are the learners able to change from the dominant to the non-dominant leg when skipping or playing hopscotch?

## Laughing valley

Cool down  
Time: ~ 10 min

## How to perform

Learners stand in two lines facing each other, approximately 1-2 meters apart. One learner then has to walk between the two rows of learners (the valley). The person chosen to walk through the valley must make it to the other end without laughing. Those standing in the lines have to try and make the person walking through the valley laugh before they reach the end.



## Goal of the game

- To walk through the valley without laughing.

**What to watch for:** Learners building the valley must try to do funny things to make the person in the middle laugh.



# Rhythm (co-ordination)

Physical education: Foundation phase

## Equipment

- Music and a music player
- 1 long skipping rope
- Hula-hoops (6 - 8)

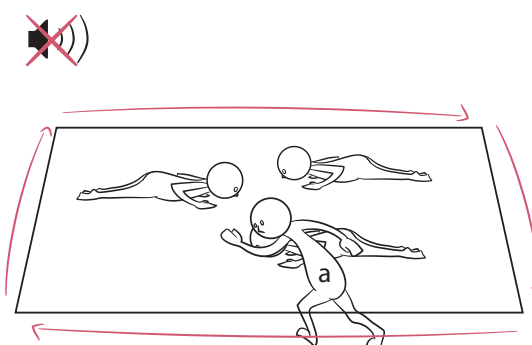
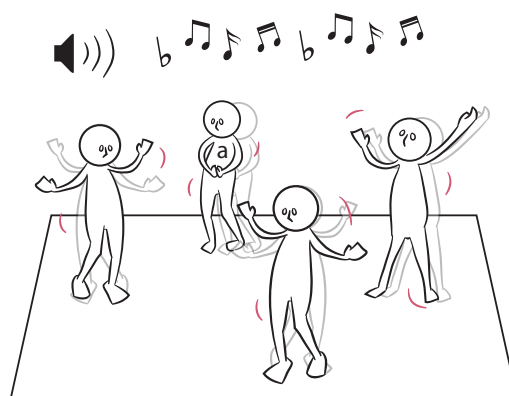
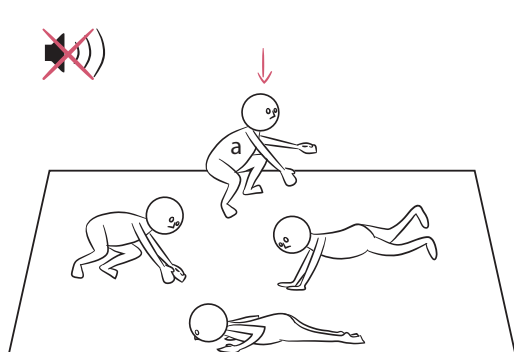
## Get down

Introduction  
Time: ~ 10 min

**What you need:** Music and a music player

## How to play

All learners move freely to the music in the room. As soon as the music stops everyone needs to get onto the floor as quickly as possible. The learner that gets down last needs to run once around the playing area. After they have done this task, the game starts again from the beginning.



## Goal of the game

- Quick reaction time, movement to music, move to the rhythm.

**What to watch for:** Play the game on the grass, not on concrete. The learners may get hurt if they quickly fall to the floor on a hard surface.

## Rhythm master – circle game

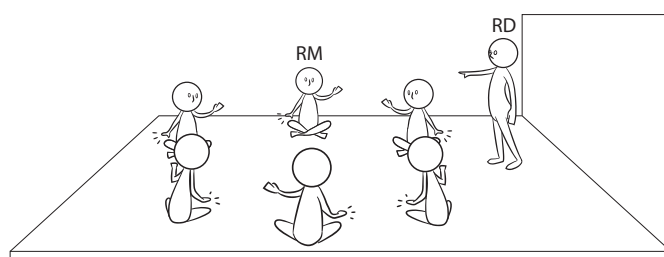
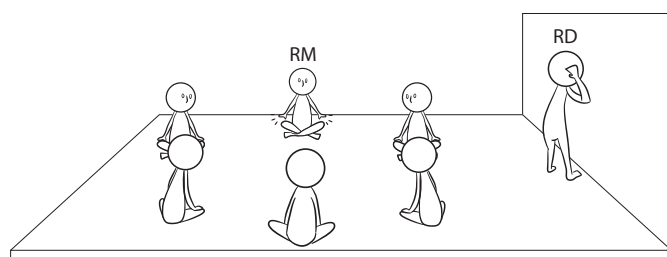
Main part  
Time: ~ 10 min

## How to play

Learners sit in a circle and select one learner to be the 'Rhythm Detective'. Ask him/her to walk over to a wall, face the wall, close his/her eyes and cover his/her ears. Select one learner in the circle to be the 'Rhythm Master'. The rhythm master then chooses what movements they will carry out and the rest will copy. Always start with the rhythm master tapping their knees. The teacher then asks the detective to return. The rhythm master will then change his/her movements and the other learners sitting in the circle copy. The detective then has 3 chances to try to guess who the rhythm master is.

# Rhythm master – circle game

Continued



## Goal of the game

- Quickly adapt to someone else's rhythm. Be creative and think of new rhythms.

**What to watch for:** Encourage learners not to look too often at the rhythm master or talk about what movements or actions could be done at the start of the activity.

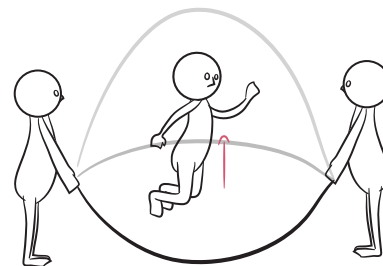
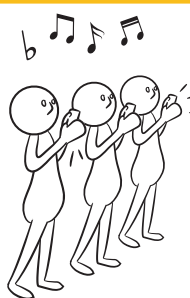
# Rope skipping together

Main part  
Time: ~ 10 min

**What you need:** One long skipping rope

## How to play

Two learners swing a rope and a third learner jumps over it while the rest of the group sing rhymes. (Ugqaphu/ Kgati/ Ntimo)



## Goal of the game

- Jump to the rhythm.

**What to watch for:** Everyone is involved and the learners skipping and swinging the rope changes continuously.

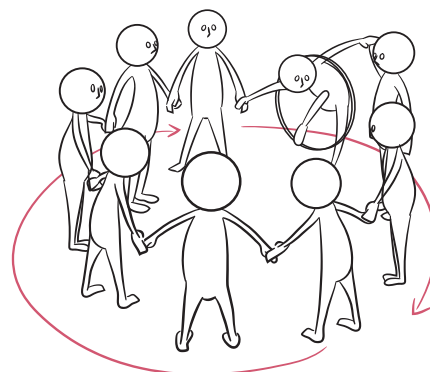
# Go through the hoop

Cool down  
Time: ~ 10 min

**What you need:** About 6 - 8 hula-hoops

## How to conduct

Learners should get into groups of 8 - 10, form a circle and hold hands. Two learners hold a hula-hoop in a vertical position. The learners holding the hoop now walk around the circle without releasing their grip on the hoop. The learners in the circle then climb through the hoop without letting go their hands. The learners practise for 2 minutes. They then have a competition between the groups.



## Goal of the game

- The learners with the hoop should walk around the circle as fast as possible. The learners in the circle must not let go of their hands.

**What to watch for:** If a learner in the circle lets go of their hand, they are out of the game.



# Co-ordination

Physical education: Foundation phase

## Equipment

- About 12 hula-hoops
- Cones to mark the playing area

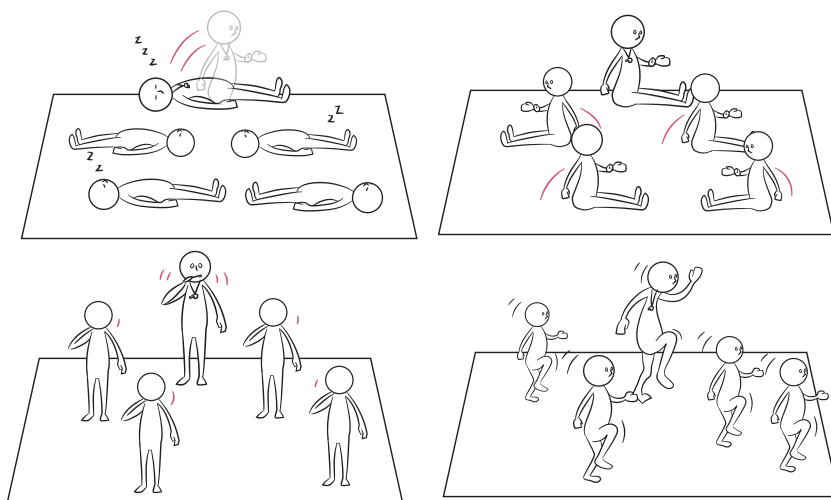
## Late for school

Introduction  
Time: ~ 10 min

**What you need:** Balls (the bigger, the better)

### How to play

Tell the learners to copy all your actions. Pretend you are asleep and suddenly wake up and are late for school. Everything you do is done on the spot but in a hurry. Brush your teeth, wash your face, put your clothes on, run downstairs, run back up (forgot to put on trousers/skirt), back down stairs, eat breakfast, pick up your bag, open front door, close door, run down the street, jump over a hedge, look both ways, cross the road etc. Finally you arrive at school, slowing down, panting, puffing and entering the classroom: "I'm so sorry, I overslept!"



### Goal of the game

- Creativity, imitate as best as possible, make the movements as quickly and as large as possible.

**What to watch for:** You must provide a running commentary whilst doing the actions and you can make it as varied and interesting as you like.

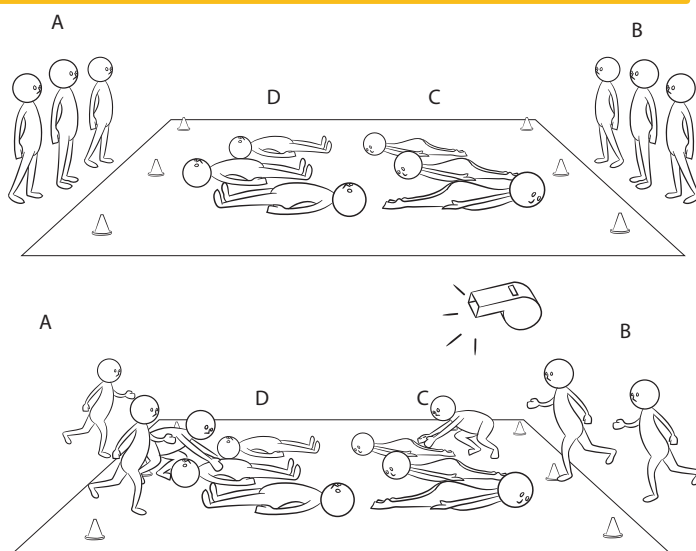
## Turn me

Main part  
Time: ~ 10 min

**What you need:** Cones to mark the playing area

### How to play

Mark out a field with cones. Divide the class into four groups (A, B, C, D). Groups A and B are standing at either end of the playing area. Groups C and D are spread in the middle of the room: group C lying on their bellies, group D lying on their backs. When the teacher shouts "GO" group A must try to turn every learner onto their back, group B tries to turn every learner onto their belly. After two minutes, the teacher stops the game and counts how many learners are on their backs and how many are on their bellies. Then change over the groups.





# Turn me

Continued

## Goal of the game

- To improve agility, balance, co-ordination and endurance.

**What to watch for:** Learners on the floor need to hold their bodies firmly, in order to facilitate the work of the other groups.

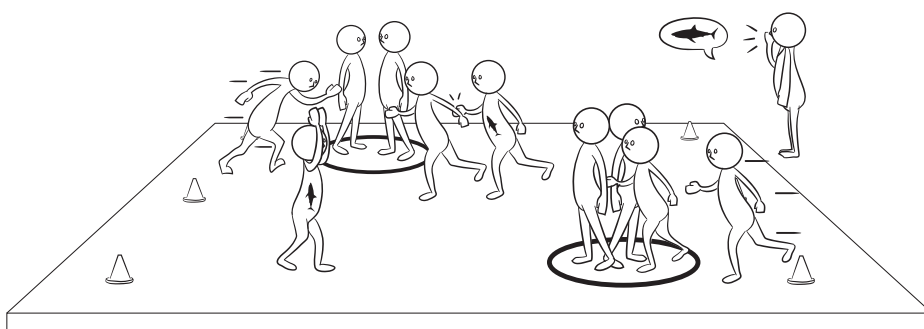
# Shark attack

Main part  
Time: ~ 10 min

**What you need:** About 12 hula-hoops, cones to mark the playing area

## How to play

Mark out a field with cones. One of the learners is a shark, the rest are swimmers. Spread a number of hoops around a marked area. These are the "islands". The learners "swim" around the marked area and around the hoops. The shark also swims around with his/her hands on his/her head, in the shape of a fin.



When the teacher shouts "shark attack", the swimmers must get onto an island before they are caught by the shark. Every island can carry four learners. If a swimmer is caught, they then become a shark. After every "shark attack", the teacher can pick up one "island" and take it out of the game. The game is finished when every swimmer has become a shark. The game starts again with a new shark.

## Goal of the game

- To improve reaction time, agility and co-ordination.

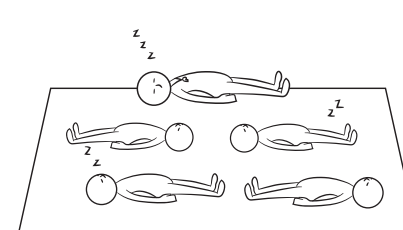
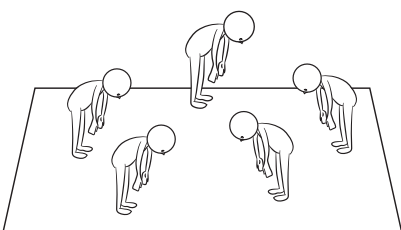
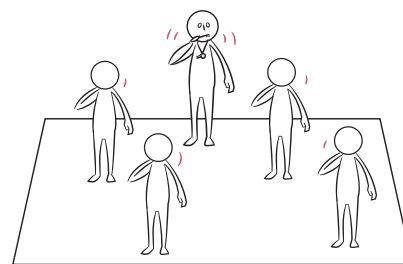
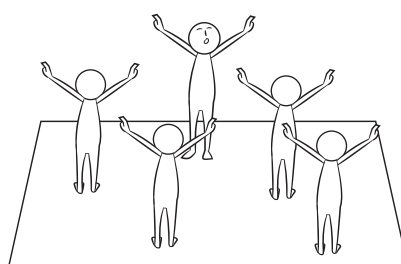
**What to watch for:** The learners should move freely around the area and not always stay at one spot (next to an island).

# Getting ready for bed

Cool down  
Time: ~ 10 min

## How to perform

Tell the learners to copy all your actions. Pretend you are tired and ready for bed. Brush your teeth, wash your face, take your clothes off and put on your pajamas. Then you stretch your whole body, yawn and try to touch your feet with your hands. Turn your head to the left, to the right, to the front and to the back. Try to put your hands together behind your back and pull them up. Get into your bed, hug your teddy bear and give your mum and dad a "good night kiss". Then you fall asleep.



## Goal of the task

- Stretch nice and deeply.

**What to watch for:** Show the learners how to stretch the entire body. Try to be authentic and tell the story convincingly.





# Co-ordination

Physical education: Foundation phase

## Equipment

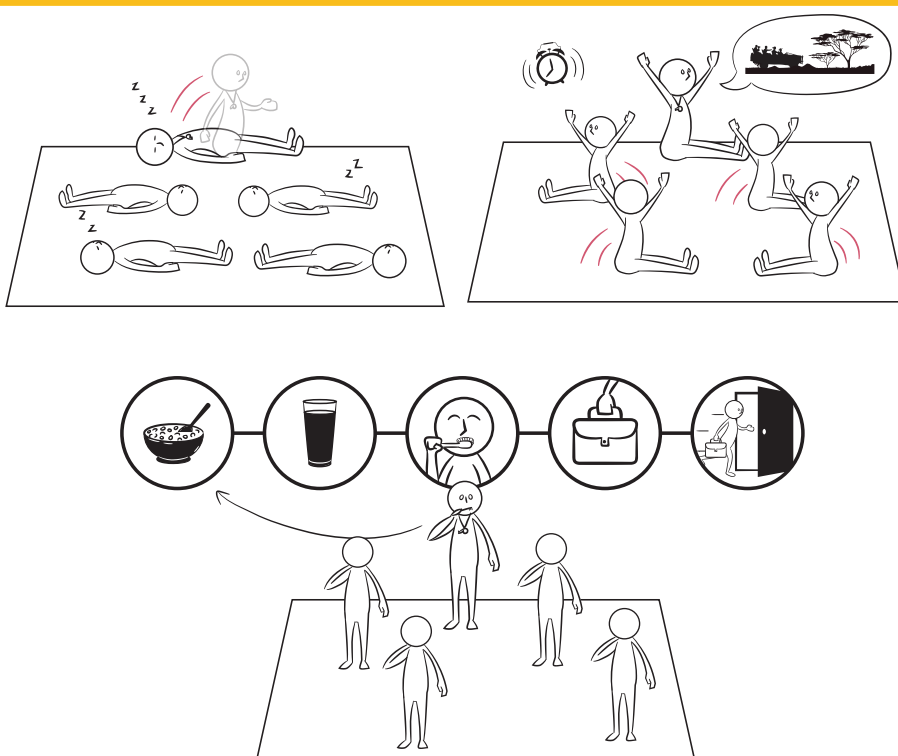
- A big ball
- Cones to mark the area

## Go on safari

Introduction  
Time: ~ 10 min

### How to play

Tell the learners to copy all your actions. Pretend you are asleep and suddenly hear your alarm clock. "Today is safari day!" You are so excited. You get up, have breakfast and drink a lot of water because it will be very warm today. After you brush your teeth, wash your face, put your clothes on, pick up your bag, open the front door, you get into your car. Then you drive to the national park where you will go on safari.



### Goal of the game

- To raise the heart rate.

**What to watch for:** You must provide a running commentary whilst doing the actions and you can make it as varied and interesting as you like.

## Hand soccer

Main part  
Time: ~ 20 min

**What you need:** A big ball

**Goalie**

**Player**

### How to play

Mark two playing areas with cones. In each playing area there are two goals (like in a soccer game). Divide the class into four groups (A, B, C, D). Each group has a goalie. The goalie is the only player that may catch or hold the ball.

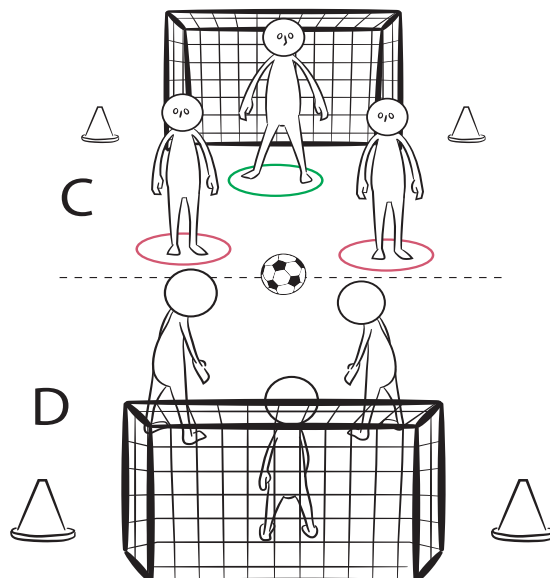
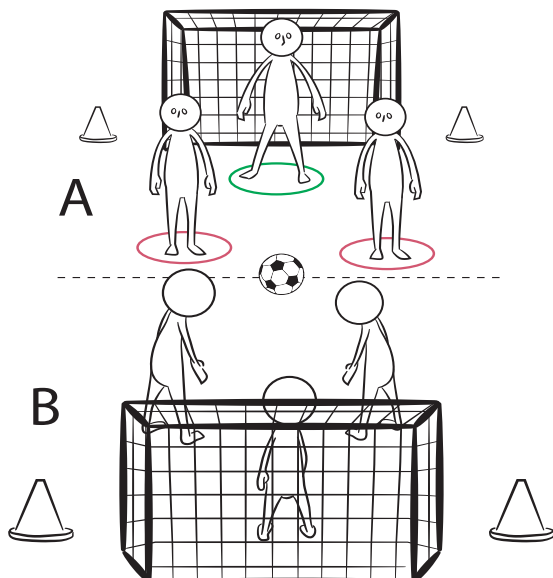
The game is exactly the same as a soccer game, but the learners are not allowed to kick the ball with their feet. They have to pass the ball with their fists. After every goal, the game starts at the middle line.



# Hand soccer

Continued

Game 1: 5 min	A:B	C:D
Game 2: 5 min	A:C	B:D
Game 3: 5 min	A:D	B:C



## Goal of the game

- Eye-hand-foot co-ordination.

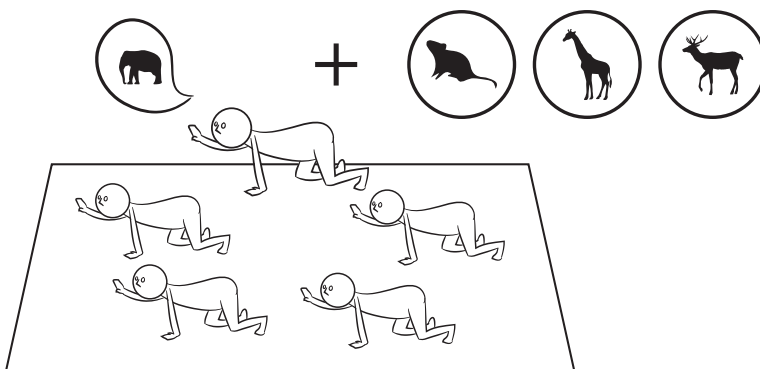
**What to watch for:** Mark the groups with different coloured bands, so they can recognize their team mates.

# The safari

Cool down  
Time: ~ 10 min

## How to perform

Tell the learners to copy all your actions. Try to imitate all animals that are named during the story. You drive around and suddenly see an elephant that goes to a water hole. The elephant drinks and then splashes the water over him. As you go on you see a little mouse family that is looking for food. They are so small and very quick. After a while a tall and beautiful giraffe appears. He eats leaves from a tall green tree. The giraffe is very haughty and walks in a very elegant way. The last animal you see is a buck. Buck are extremely swift and fast. Their locomotion is like a rhythmic jump. Suddenly you realise that the sun is going down. You're getting very tired and go back home. You had so many beautiful experiences today. When you arrive back home you perform some relaxing stretches and then finally go to bed.



## Goal of the game

- Cool down your body.

**What to watch for:** Try to stretch as high as possible. Help the learners to stretch correctly. Try to be authentic and tell the story convincingly.



# Co-ordination

Physical education: Foundation phase

## Equipment

- Cones

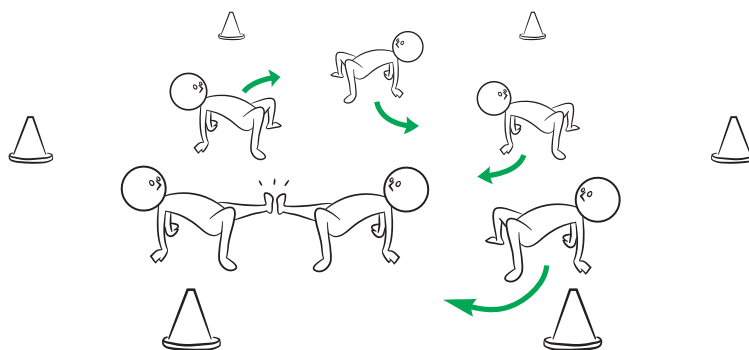
## Crabs saying hello

Introduction  
Time: ~ 10 min

**What you need:** Cones to mark the playing field

### How to play

Mark out a playing area with cones. Tell the learners to go on all fours but with their backs to the floor/ground. The learners walk like “crabs” around the playing area. Whenever they meet another crab, they greet each other by touching their feet. Every learner has to touch at least 10 other crabs.



### Goal of the game

- Foot-eye co-ordination, strengthen core.

**What to watch for:** Make the playing area big enough, so the crabs are not too close to each other.

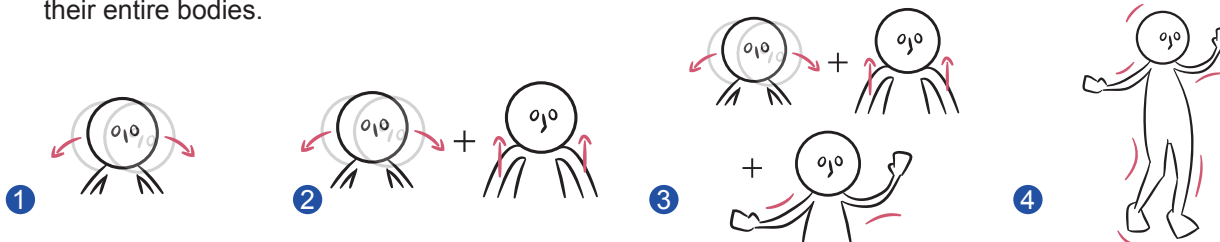
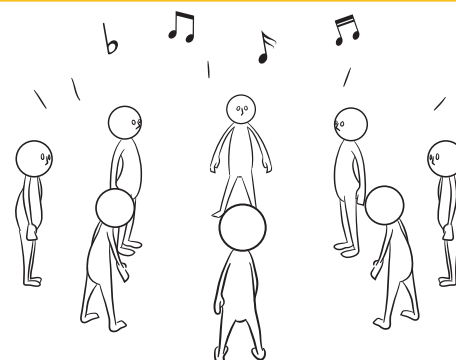
## I move

Main part  
Time: ~ 10 min

### How to play

Tell the learners to form a big circle. They all start singing and moving as follows:

1. “I move I move I move, I move my head, I move I move I move, I move my head” (learners move their heads).
2. “I move I move I move, I move my shoulder, I move I move I move, I move my shoulder” (learners move their heads & shoulders).
3. “I move I move I move, I move each arm” (learners move their heads, shoulders and arms).
4. Learners move their upper body, their hips, their feet, their legs, their entire bodies.



### Goal of the game

- Co-ordinate different body movements; move only the parts required.

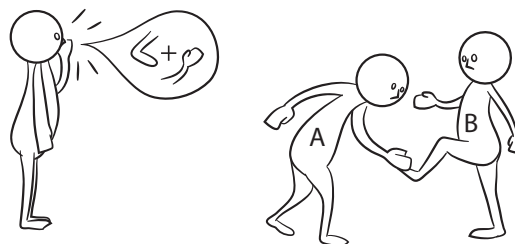
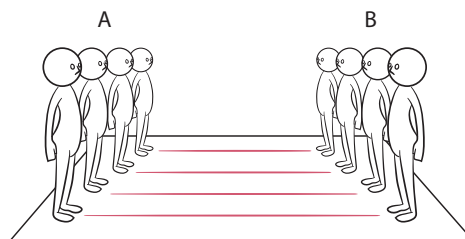
**What to watch for:** Tell the learners to move only the parts required.

# Back to back

Main part  
Time: ~ 10 min

## How to play

Divide the class into 2 rows that stand facing each other, 3 meters apart. Learners facing each other are partners. When the teacher calls out two body parts (example: hand & foot) the learners must rush towards each other and do the tasks. (Partner A puts his hand on partner B's foot.) If the teacher calls "Back to Back", partners must stand back to back, lock arms, sit down and stand up together.



## Goal of the game

- Co-ordinate the correct parts of the body. Be able to tense the body for the "back to back" task.

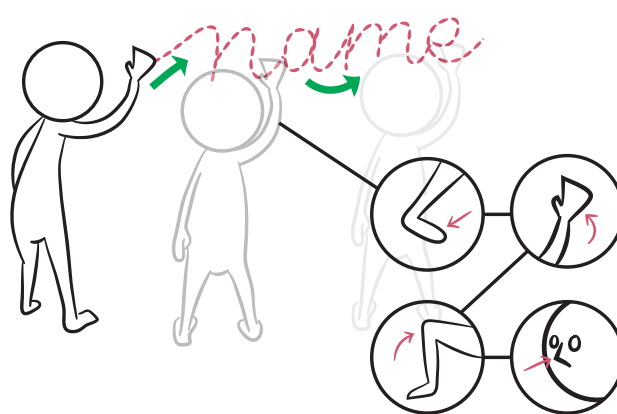
**What to watch for:** Are the learners able to carry out the "back to back" task? If not, give them advice on how to accomplish the task.

# Body writing

Cool down  
Time: ~ 10 min

## How to perform

Ask the learners to write their names in the air with a specific part of their body. You can choose to use, for example, the nose or the knee. Choose about 6 different body parts.



## Goal of the game

- Learners should be able to write their names in the air with any body part.

**What to watch for:** Are the learners focused and creative?



# Co-ordination

Physical education: Foundation phase

## Equipment

- Cones
- A big ball

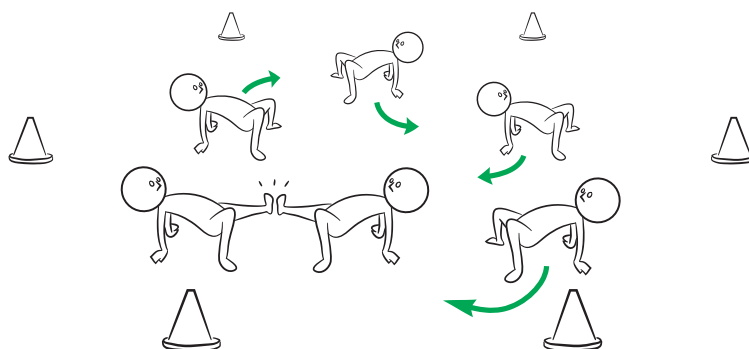
## Crabs saying hello

Introduction  
Time: ~ 10 min

**What you need:** Cones to mark the playing field

### How to play

Mark out a playing area with cones. Tell the learners to go on all fours but with their backs to the floor/ground. The learners walk like “crabs” around the playing area. Whenever they meet another crab, they greet each other by touching their feet. Every learner has to touch at least 10 other crabs.



### Goal of the game

- Foot-eye co-ordination, strengthen core.

**What to watch for:** Make the playing area big enough, so the crabs are not too close to each other.

## Hand soccer

Main part  
Time: ~ 20 min

**What you need:** A big ball

**Goalie**

**Player**

### How to play

Mark two playing areas with cones. In each playing area there are two goals (like in a soccer game). Divide the class into four groups (A, B, C, D). Each group has a goalie. The goalie is the only player that may catch or hold the ball.

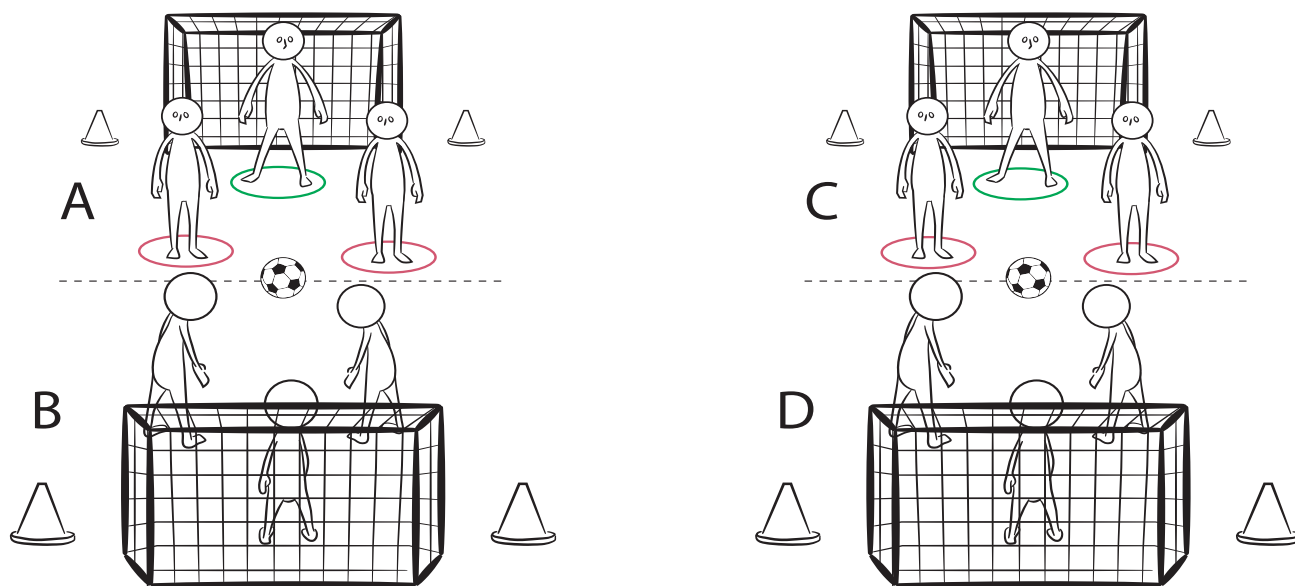


The game is exactly the same as a soccer game, but the learners are not allowed to kick the ball with their feet. They have to pass the ball with their fists. After every goal, the game starts at the middle line.

Game 1: 5 min	A:B	C:D
Game 2: 5 min	A:C	B:D
Game 3: 5 min	A:D	B:C

# Hand soccer

Continued



## Goal of the game

- Eye-hand-foot co-ordination.

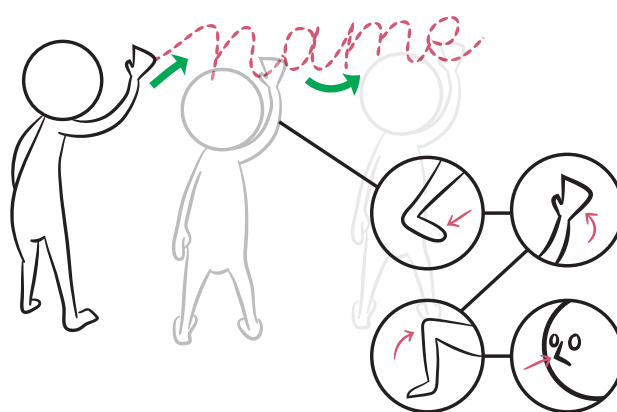
**What to watch for:** Mark the groups with different coloured bands, so they can recognize their team mates.

# Body writing

Cool down  
Time: ~ 10 min

## How to perform

Ask the learners to write their names in the air with a specific part of their body. You can choose to use, for example, the nose or the knee. Choose about 6 different body parts.



## Goal of the game

- Learners should be able to write their names in the air with any body part.

**What to watch for:** Are the learners focused and creative?



# Assessment: Physical education

First and last name: \_\_\_\_\_

Date: \_\_\_\_\_

Class: \_\_\_\_\_

**Rating:**      **5 points:** Meets the expectations with excellence

**3 - 4 points:** Meets the expectations

**1 - 2 points:** Doesn't meet all the expectations

**0 points:** Did not meet any expectations

	Term 1	Term 2	Term 3	Term 4
1) Participation				
2) Concentration / endurance				
3) Learning progress				
4) Meets the objectives of activities				
5) Social interactive skills				
6) Commitment/ attitude				
<b>Total points (max 30):</b>				
<b>Mark:</b>				

**General comments:**

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**Scale of achievement: Grading**

Total points	Percentage	Final mark
0-8	Not achieved	1
9-12	Elementary achievement	2
13-15	Moderate achievement	3
16-18	Adequate achievement	4
19-21	Substantial achievement	5
22-24	Meritorious achievement	6
25-30	Outstanding achievement	7



# Balance

Physical education: Foundation phase

## Equipment

- 50 cones
- Ropes or something to mark lines on the ground

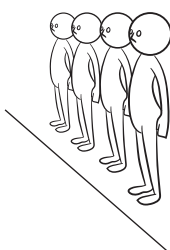
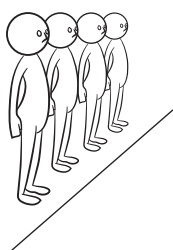
## Collect berries

Introduction  
Time: ~ 10 min

**What you need:** As many cones as possible

## How to play

Divide the group into two different teams. Have each group stand at opposite ends of the field. In the middle of the field, spread out cones (berries). When the teacher shouts "GO" the learners have to run into the centre of the field, take a cone (only one at a time), run back to their line and put it behind the line. When all the cones have been collected from the centre of the field, the teacher counts the cones of each group.



## Goal of the game

- Raise the heart rate.

**What to watch for:** The learners need to run around the field and must not just run around the same cone.

## Balance exercises

Main part  
Time: ~ 20 min

## How to play

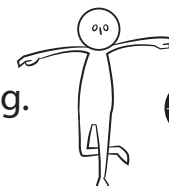
Give the learners different tasks which they have to fulfill by using their creativity. Always pick a good example and show it to the other learners. Do this exercise on a grassed area.

1. Find a position with only one foot on the ground. Hold the position for 15 seconds.
2. Find a position with no feet on the ground and hold it for 15 seconds.
3. Make groups of two. Tell the learners to try out the positions shown on the pictures (see pictures A, B, C, D).
4. Make groups of three. There is one learner in the middle, the others are behind and in front of him/her. This task is about a good body tension. The learner in the middle falls backwards and the learner behind catches him/her. He/she is then pushed forward to the other learner.



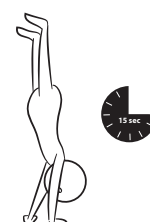
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eg.



2

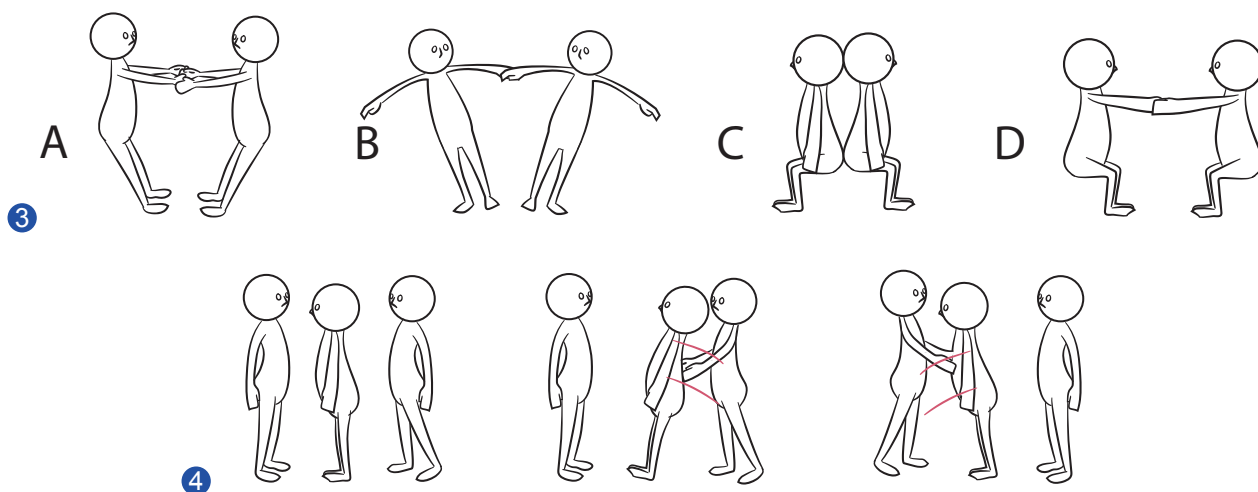
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# Balance exercises

Continued



## Goal of the game

- Try out different balance positions/build up trust in the other learners.

**What to watch for:** The learners need a proper body tension/straight back.

## Challenges

Cool down  
Time: ~ 10 min

**What you need:** A rope or line marked on the ground

## How to play

Make teams of 6 learners. Each team stands behind a starting line. Team members should stand in a straight line behind each other. Designate a turning point 20 paces away. On the leader's signal to run, the first player races as quickly as possible to the turning line and then back to the starting line. When the player returns to the starting point, he/she high fives the next person in the team who will then carry out the same action. Once all team members have finished they must sit with their hands on their heads. The winning team is the first team all sitting with their hands on their heads.

- Task 1: Walk/run on a rope or line marked on the ground.
- Task 2: Walk/run backwards on a rope or line marked on the ground.
- Task 3: Walk/run sideways on a rope or line marked on the ground.



## Goal of the game

- Challenge the learners, challenge their balance skills.

**What to watch for:** Make sure learners are walking on the line and do not cheat.



# Balance

Physical education: Foundation phase

## Equipment

- 4 balls
- Cones to mark lines on the floor

## Traffic lights

Introduction  
Time: ~ 10 min

### How to play

Learners run freely around the activity area. When the teacher calls any of the following colours, the learners must react. Instructions:

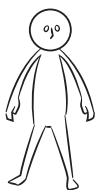
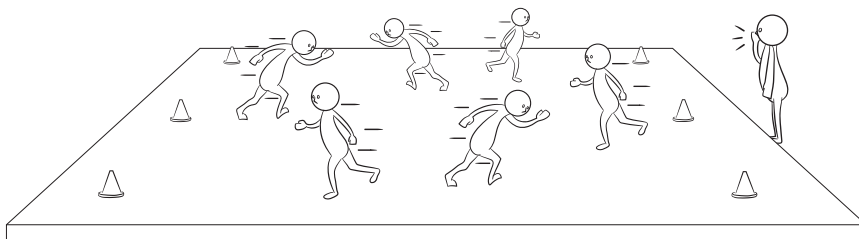
RED means "stop your car".

YELLOW means "jog on the spot and get ready to take off".

GREEN means "drive in your car".

HIGHWAY means "short sprint".

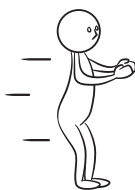
BRIDGE means "walk with one foot in front of the other as if you are balancing on a small bridge".



Red



Yellow



Green



Highway



Bridge



### Goal of the game

- Promotes learners attention and creativity.

**What to watch for:** Are the students performing the movements in a proper manner? If not, try to explain it again and maybe use only two instructions (for example HIGHWAY and RED).

## Balance exercises

Main part  
Time: ~ 20 min

### How to play

Give the learners different tasks which they have to fulfill by using their creativity. Always pick a good example and show it to the other learners. Do this exercise on a grassed area.

1. Find a position with only one foot on the ground. Hold the position for 15 seconds.
2. Find a position with no feet on the ground and hold it for 15 seconds.
3. Make groups of two. Tell the learners to try out the positions shown on the pictures (see pictures A, B, C, D).
4. Make groups of three. There is one learner in the middle, the others are behind and in front of him/her. This task is about a good body tension. The learner in the middle falls backwards and the learner behind catches him/her. He/she is then pushed forward to the other learner.



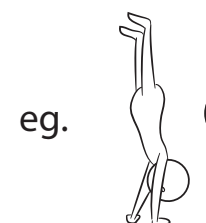
1



eg.



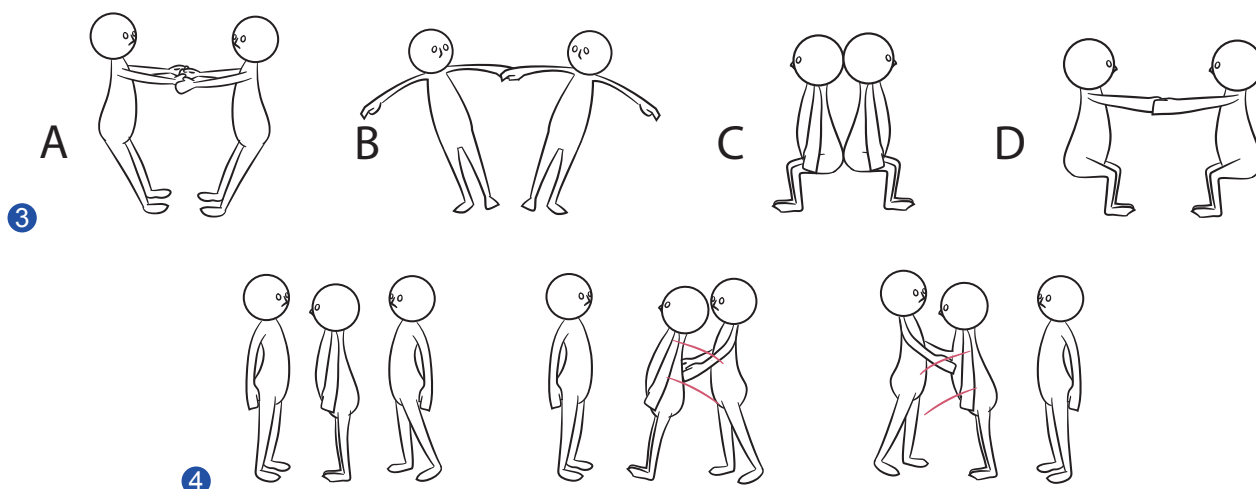
2



eg.

# Balance exercises

Continued



## Goal of the game

- Try out different balance positions/build up trust in the other learners.

**What to watch for:** The learners need a proper body tension/straight back.

# Challenges (level I)

Cool down  
Time: ~ 10 min

**What you need:** A rope or line marked on the ground

## How to play

Make teams of 6 learners. Each team stands behind a starting line. Team members should stand in a straight line behind each other. On the leader's signal to run, the first player races as quickly as possible to the turning line and then back to the starting line. When the player returns to the starting point, he/she high fives the next person in the team who will then carry out the same action. Once all team members have finished they must sit with their hands on their heads. The winning team is the first team all sitting with their hands on their heads.

- Task 1: Walk/run on a rope or line marked on the ground.
- Task 2: Walk/run backwards on a rope or line marked on the ground.
- Task 3: Walk/run sideways on a rope or line marked on the ground.



## Goal of the game

- Improves learners' balance skill.

**What to watch for:** Make sure learners are walking on the line.



# Balance

Physical education: Foundation phase

## Equipment

- 50 cones
- Ropes or something to mark lines on the ground

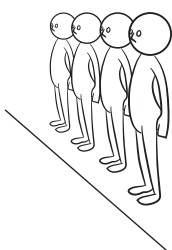
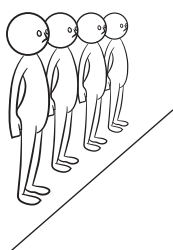
## Collect berries

Introduction  
Time: ~ 10 min

**What you need:** As many cones as possible

## How to play

Divide the group into two different teams. Have each group stand at opposite ends of the field. In the middle of the field, spread out cones (berries). When the teacher shouts "GO" the learners have to run into the centre of the field, take a cone (only one at a time), run back to their line and put it behind the line. When all the cones have been collected from the centre of the field, the teacher counts the cones of each group.



## Goal of the game

- Raise the heart rate.

**What to watch for:** The learners need to run around the field and must not just run around the same cone.

## Balance exercises

Main part  
Time: ~ 20 min

## How to play

Give the learners different tasks which they have to fulfill by using their creativity. Always pick a good example and show it to the other learners. Do this exercise on a grassed area.

1. Find a position with only one foot on the ground. Hold the position for 15 seconds.
2. Find a position with no feet on the ground and hold it for 15 seconds.
3. Make groups of two. Tell the learners to try out the positions shown on the pictures (see pictures A, B, C, D).
4. Make groups of three. There is one learner in the middle, the others are behind and in front of him/her. This task is about a good body tension. The learner in the middle falls backwards and the learner behind catches him/her. He/she is then pushed forward to the other learner.



1

eg.



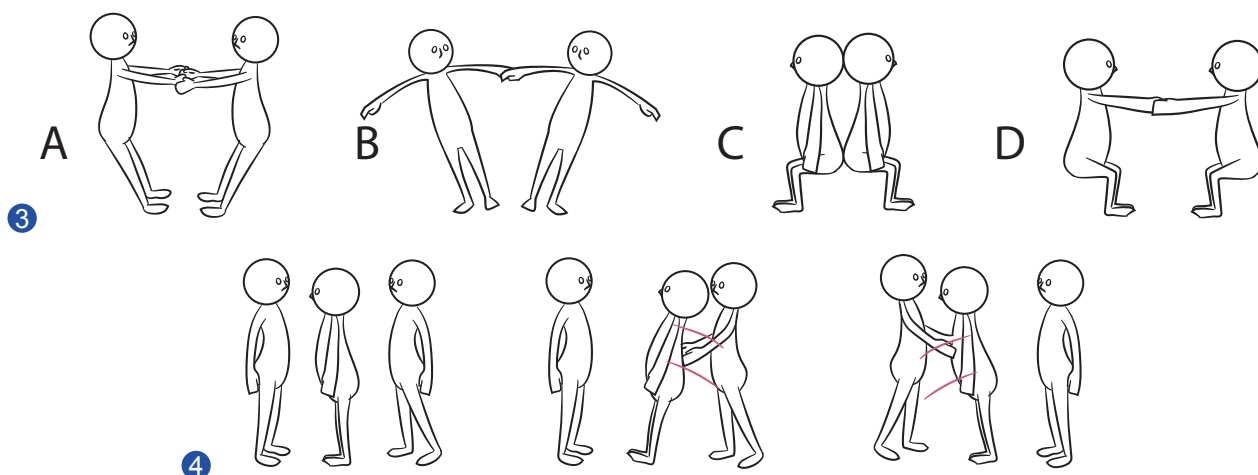
2

eg.



# Balance exercises

Continued



## Goal of the game

- Try out different balance positions/build up trust in the other learners.

**What to watch for:** The learners need a proper body tension/straight back.

## Challenges

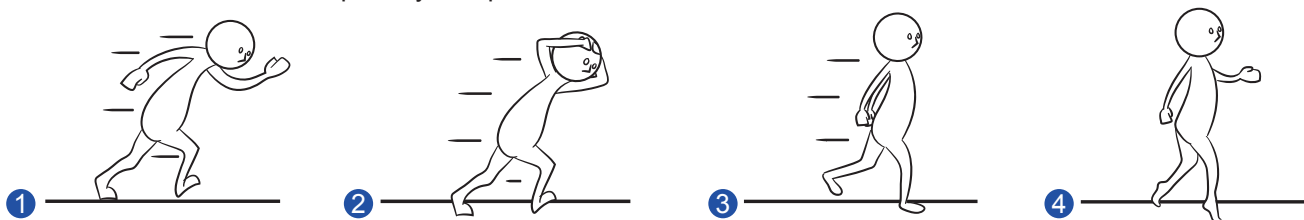
Cool down  
Time: ~ 10 min

**What you need:** A rope or line marked on the ground

## How to play

Ask the learners to make teams of 6. Each team stands behind a starting line. Team members should stand in a straight line behind each other. On the teacher's signal to run, the first player races as quickly as possible to the turning line and then back to the starting line. When the player returns to the starting point, he/she high fives the next person in the team who will then carry out the same action. Once all team members have finished, they must sit with their hands on their heads. The winning team is the first team to be sitting with their hands on their heads.

- Task 1: Walk/run on a rope or line marked on the ground.
- Task 2: Walk/run on a rope with both hands on your head.
- Task 3: Walk/run on a rope with both hands behind your back.
- Task 4: Walk/run on a rope on your tiptoes.



## Goal of the game

- Walk on the ropes with hands on heads, hands behind backs.
- Stand on tiptoes.

**What to watch for:** Make sure learners are walking on the line.



# Balance

Physical education: Foundation phase

## Equipment

- No equipment necessary
- Cones to mark out the area

## Traffic lights

Introduction  
Time: ~ 10 min

### How to play

Learners run freely around the activity area. When the teacher calls any of the following colours, the learners must react. Instructions:

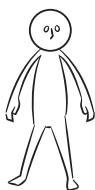
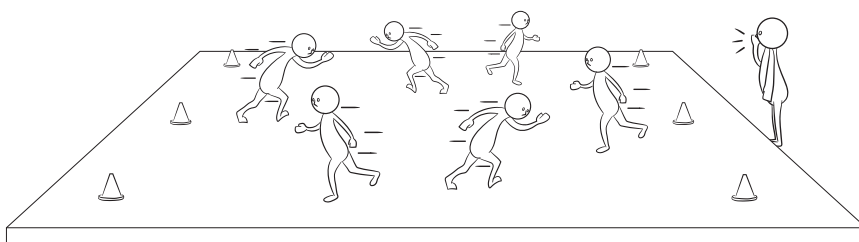
RED means "stop your car".

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GREEN means "drive in your car".

HIGHWAY means "short sprint".

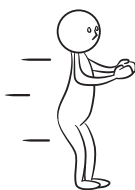
BRIDGE means "walk with one foot in front of the other as if you are balancing on a small bridge".



Red



Yellow



Green



Highway



Bridge



### Goal of the game

- Promotes learners attention and creativity.

**What to watch for:** Are the students performing the movements in a proper manner? If not, try to explain it again and maybe use only two instructions (for example HIGHWAY and RED).

## Balance exercises

Main part  
Time: ~ 20 min

### How to play

Give the learners different tasks which they have to fulfill by using their creativity. Always pick a good example and show it to the other learners.

- Task 1: Find a position with only one foot on the ground. Hold the position for 15 seconds.
- Task 2: Find a position with one hand and one foot on the ground. Hold the position for 15 seconds.
- Task 3: Find a position with no feet on the ground.



1

eg.



2

eg.



3

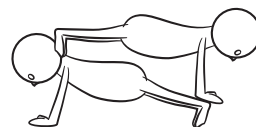
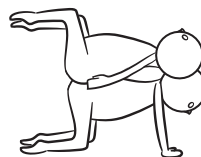
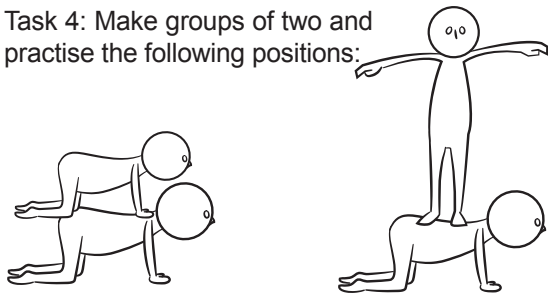
eg.



# Balance exercises

Continued

- Task 4: Make groups of two and practise the following positions:



4

## Goal of the game

- Try out different balance positions/build up trust in the other learners.

**What to watch for:** The learners need a proper body tension/straight back.

# Stretches

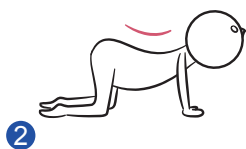
Cool down  
Time: ~ 10 min

## How to stretch

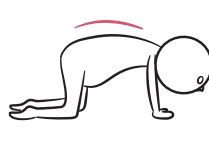
1. Child's pose: Kneel with toes touching and knees spread apart. Slowly bend over and touch the forehead to the ground. Arms are on the side or in front. Inhale and exhale slowly and deeply; hold for 3 to 5 breaths.
2. Cat and cow: Start on all fours with the spine and neck in a neutral position, eyes look straight down, the back is flat like a tabletop. Cow: inhale, drop the belly down and slowly lift up the neck and head. Cat: lift the belly and spine so the back is arched like a cat's. Eyes look toward the bellybutton.
3. Butterfly stretch: In a seated position, place the soles of the feet together and hold them with the hands. The legs are now forming the butterfly "wings." Elbows can be between the legs or resting on the knees. Gently press down the knees to increase the stretch.
4. Bow pose: Tell the learners to lie on their stomachs with knees bent, tighten their back muscles and flatten their stomachs against the floor. Hands are holding the feet. They should hold this position for 5 seconds.



1



2



3



4



## Goal of the task

- Cool down your body with a long, deep stretch.

**What to watch for:** Every stretch should be held for 3 - 5 breaths. Repeat 3 times.





# Spatial Orientation

Physical education: Foundation phase

## Equipment

- 5 tennis balls
- 6 soccer balls
- Cones

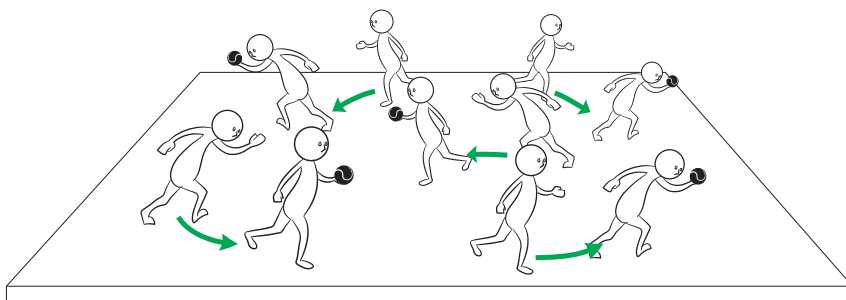
## Catch and run

Introduction  
Time: ~ 10 min

**What you need:** 5 Tennis balls, cones to mark out the playing area

### How to play

The teacher needs to mark out a playing area and chooses 5 catchers. All the catchers receive a tennis ball so that they can be identified. The learners without balls try to catch the catcher. If a catcher gets caught they switch roles and exchange the tennis ball.



### Goal of the game

- Run in different directions without bumping into each other.
- Use all available space.

**What to watch for:** If it is too easy or too difficult for the catchers, vary the size of the playing area or the number of catchers.

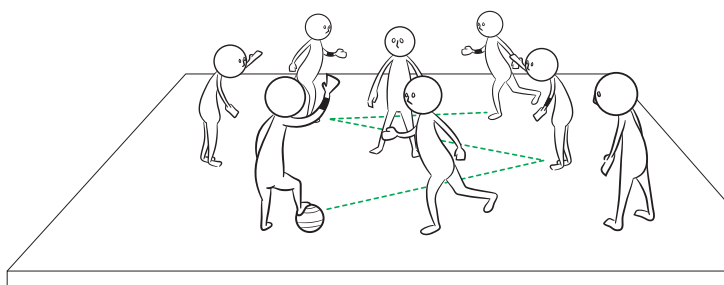
## Pass and score

Main part  
Time: ~ 20 min

**What you need:** 6 Soccer balls

### How to play

Divide the class into six equal teams and mark each team in a different way, in order for the learners to recognise their teammates. Two teams are playing against each other with a soccer ball. A team can score a point when they are able to make five passes without being intercepted by the opposing team. After every 3 minutes, change the opposing teams.



Game 1: 3 min.	A:B	C:D	E:F
Break			
Game 2: 3 min.	A:C	B:E	D:F
Break			
Game 3: 3 min.	A:D	B:F	C:E
Break			
Game 4: 3 min.	A:E	B:D	C:F
Break			
Game 5: 3 min.	A:F	B:C	D:E
Break			

# Pass and score

Continued

## Goal of the game

- The learners learn to look up and make passes.

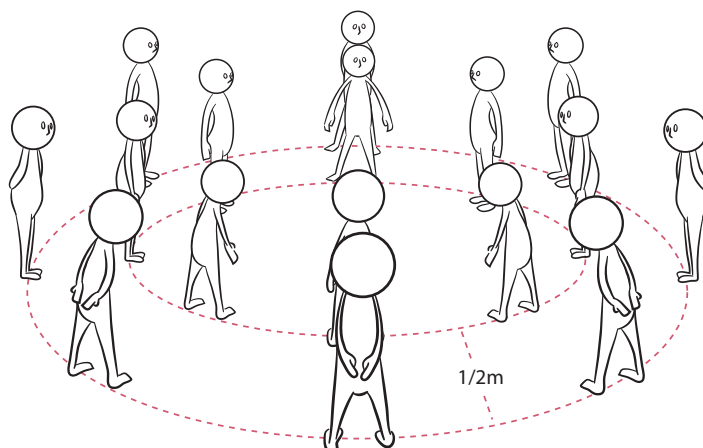
**What to watch for:** Are the learners able to pass the ball? If not, enlarge the playing area.

# Friend scout

Cool down  
Time: ~ 10 min

## How to play

Divide the children into two teams and form two big circles. All the children stand in pairs with a gap of half a metre between them. Players standing in the external circle have their hands behind their back. One player is alone (the 'blinker') and blinks to a player standing in the inner circle. This player tries to run as quickly as possible towards the blinker. The players in the external circle try to hold the runner back. If the runner is successful, the one in the external circle becomes the new blinker.



## Goal of the game

- Different formations: circle.

**What to watch for:** Tell the learners to be very attentive.



# Spatial Orientation

Physical education: Foundation phase

## Equipment

- Cones to mark the playing area
- 6 soccer balls
- Any obstacles

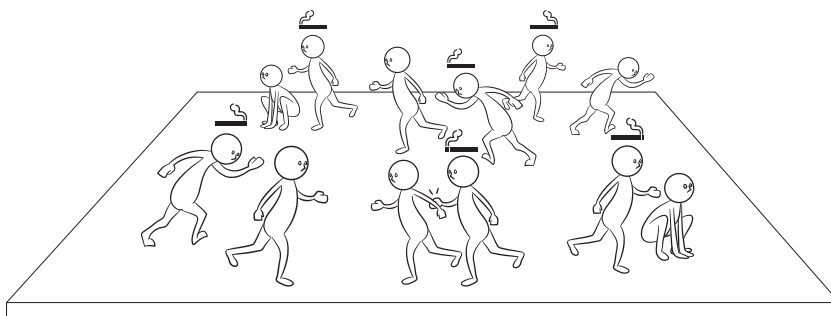
## Don't smoke tag

Introduction  
Time: ~ 10 min

**What you need:** Cones to mark the field

### How to play

The teacher marks out a playing area and chooses 6 learners to play the role of cigarettes. The rest of the learners are healthy and they try to keep away from the cigarettes. Learners tagged by a cigarette get very sick and have to go into a squat position. After the cigarettes have tagged every learner, change the roles.



### Goal of the game

- Make the learners aware of the negative effects of cigarettes (example: cancer).
- Run in different directions without bumping into each other.
- Use all available space.

**What to watch for:** If it is too easy or too difficult for the catchers, vary the size of the playing area or the number of catchers.

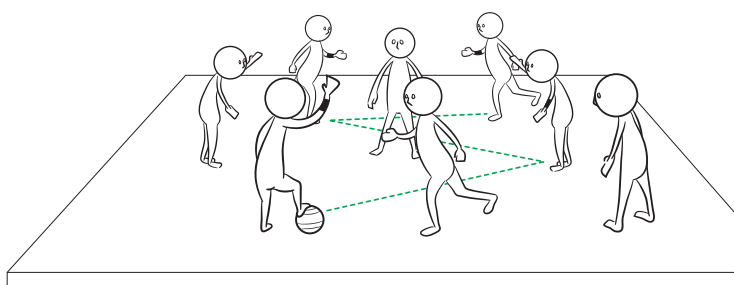
## Pass and score

Main part  
Time: ~ 20 min

**What you need:** 6 Soccer balls

### How to play

Divide the class into six equal teams and mark each team in a different way, in order for the learners to recognise their teammates. Two teams are playing against each other with a soccer ball. A team can score a point when they are able to make five passes without being intercepted by the opposing team. After every 3 minutes, change the opposing teams.



Game 1: 3 min.	A:B	C:D	E:F
Break			
Game 2: 3 min.	A:C	B:E	D:F
Break			
Game 3: 3 min.	A:D	B:F	C:E
Break			
Game 4: 3 min.	A:E	B:D	C:F
Break			
Game 5: 3 min.	A:F	B:C	D:E
Break			

# Pass and score

Continued

## Goal of the game

- The learners learn to look up, make passes and catch a ball.

**What to watch for:** Are the learners able to pass the ball? If not, enlarge the playing area.

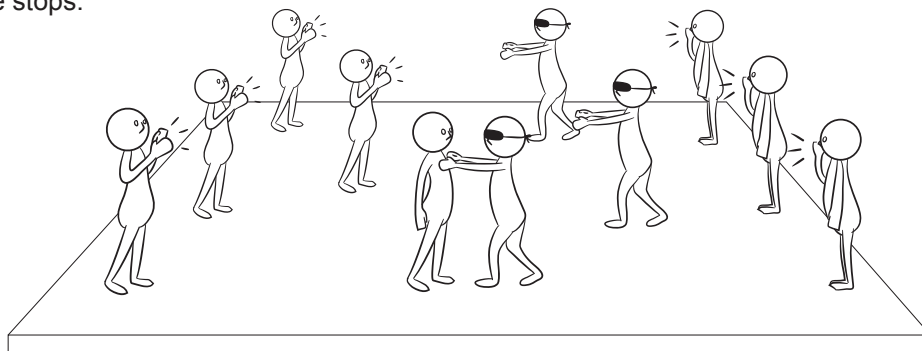
# I hear you

Cool down  
Time: ~ 10 min

**What you need:** Obstacles

## How to play

The teacher marks out a playing area and divides the class into two groups, A & B. Group A spreads freely around the playing area and makes a specific sound (for example, clap your hands, stamp your feet, snap your fingers). Group B forms pairs of two, where one learner is the blind person and the other is the guide. The guide takes care of the blind person by telling them when they are walking into something. When the teacher gives the start signal, it is the task of the blind people to search for the source of the sounds and touch the learners making the sounds. As soon as a learner has been touched by a blind person, he/she must keep quiet. As soon as everyone is quiet the game stops.



## Goal of the game

- Use senses: proprioception – navigate the body through various obstacles.

**What to watch for:** Make sure every learner has performed all three roles (sound maker, blind person, blind person's guide). Put obstacles on the floor so it gets more difficult for the learners.



# Spatial Orientation

Physical education: Foundation phase

## Equipment

- 10 cones
- 12 hoops, 10 ropes, cones

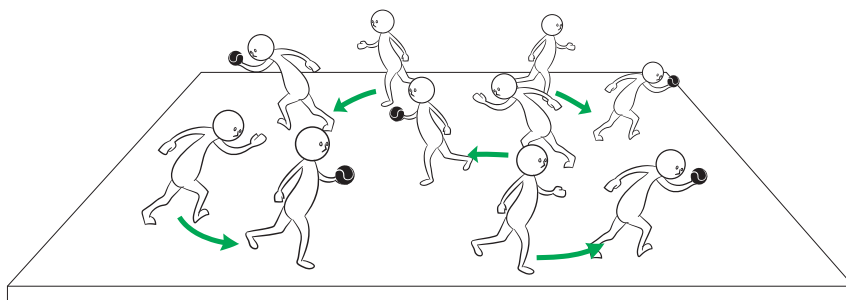
## Catch and run

Introduction  
Time: ~ 10 min

**What you need:** 5 Tennis balls, cones to mark out the playing area

### How to play

The teacher needs to mark out a playing area and chooses 5 catchers. All the catchers receive a tennis ball so that they can be identified. The learners without balls try to catch the catcher. If a catcher gets caught they switch roles and exchange the tennis ball.



### Goal of the game

- Run in different directions without bumping into each other.
- Use all available space.

**What to watch for:** If it is too easy or too difficult for the catchers, vary the size of the playing area or the number of catchers.

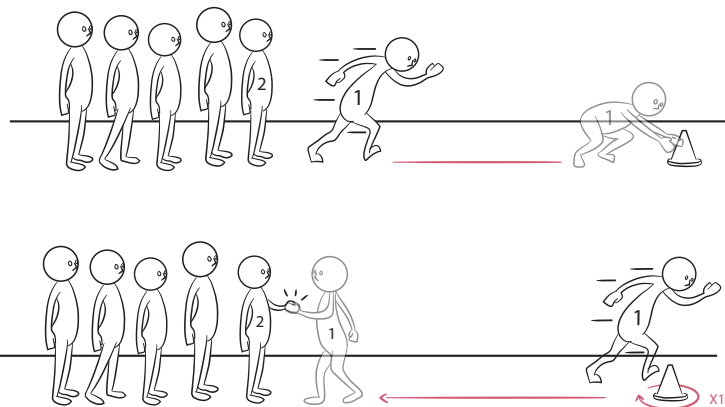
## Drunken sailor

Main part  
Time: ~ 10 min

**What you need:** 1 cone per group

### How to play

This is a relay race. Divide the class into groups of 6. Each learner stands one behind the other. Put a cone about 30 meters in front of each team. On the teacher's signal, the first learner in each group must run towards his/her cone. They must touch the cone with one hand, turn ten times around the cone and then run back to his/her team as fast as possible. He/she then high fives the next player in the team, who must also run to the cone. Every learner runs twice. The first team that finishes the race wins the game.



### Goal of the game

- The learners need to stay oriented even when they feel dizzy after turning in a circle.

**What to watch for:** Learners must start running at the right time (when the team mate high fives him/her).

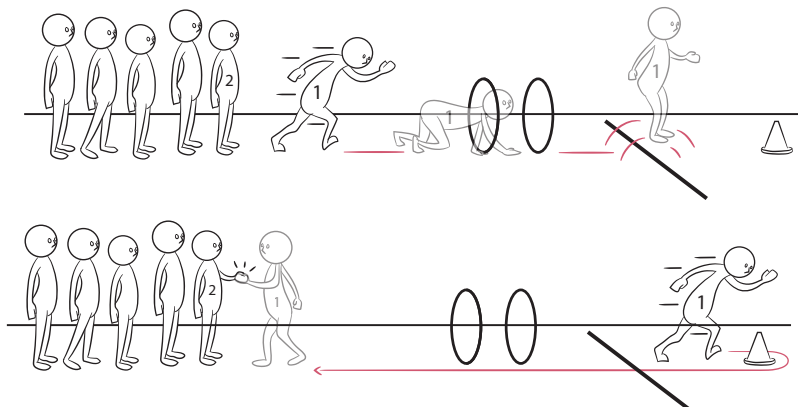
# Obstacle run

Main part  
Time: ~ 10 min

**What you need:** 12 hoops, 10 ropes, cones

## How to play

This is a relay race. Make groups of 8 - 10 learners, standing one behind the other in a straight line. In front of each group put 2 hoops, one rope and, within 30 meters, a cone (turning point). On the teacher's signal, the first learner in each group must run towards the hoops, go through both hoops, jump with legs together over the rope, run around the cone and return to the group. When the learner returns, he/she needs to high five the next learner so that the next learner can run the obstacle run.



## Goal of the game

- Jump over and move under obstacles.
- Using senses: proprioception – navigate body through various obstacles.

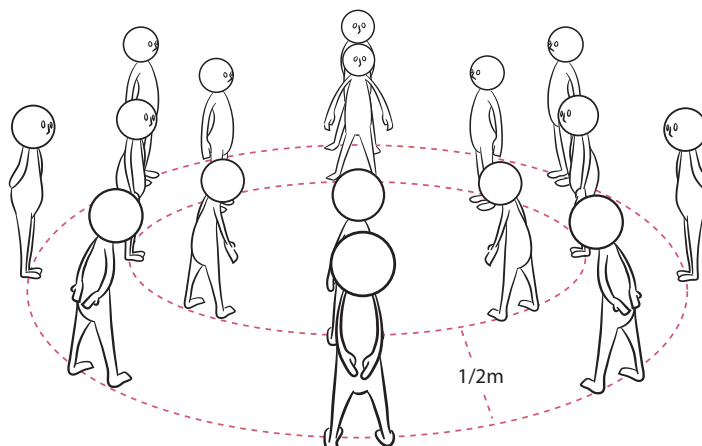
**What to watch for:** If there are insufficient hoops available, replace with other obstacles.

# Friend scout

Cool down  
Time: ~ 10 min

## How to play

Divide the children into two teams and form two big circles. All the children stand in pairs with a gap of half a metre between them. Players standing in the external circle have their hands behind their back. One player is alone (the 'blinker') and blinks to a player standing in the inner circle. This player tries to run as quickly as possible towards the blinker. The players in the external circle try to hold the runner back. If the runner is successful, the one in the external circle becomes the new blinker.



## Goal of the game

- Different formations: circle.

**What to watch for:** Tell the learners to be very attentive.



# Spatial Orientation

Physical education: Foundation phase

## Equipment

- 10 cones
- 12 hoops, 10 ropes

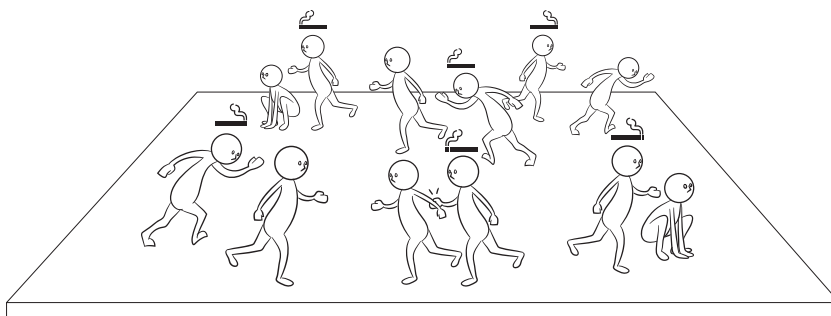
## Don't smoke tag

Introduction  
Time: ~ 10 min

**What you need:** Cones to mark the field

### How to play

The teacher marks out a playing area and chooses 6 learners to play the role of cigarettes. The rest of the learners are healthy and they try to keep away from the cigarettes. Learners tagged by a cigarette get very sick and have to go into a squat position. After the cigarettes have tagged every learner, change the roles.



### Goal of the game

- Make the learners aware of the negative effects of cigarettes (example: cancer).
- Run in different directions without bumping into each other.
- Use all available space.

**What to watch for:** If it is too easy or too difficult for the catchers, vary the size of the playing area or the number of catchers.

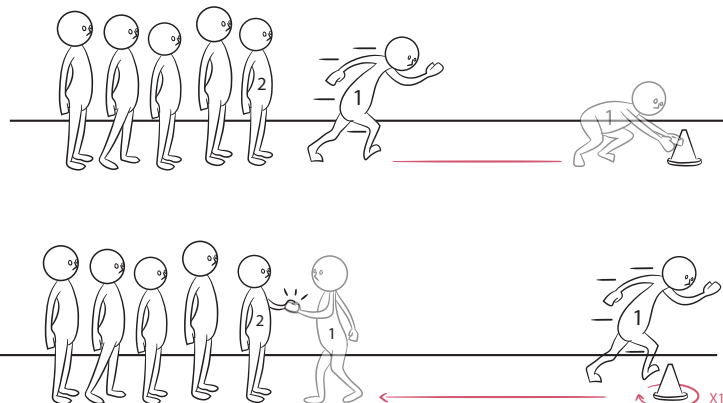
## Drunken sailor

Main part  
Time: ~ 10 min

**What you need:** 1 cone per group

### How to play

This is a relay race. Divide the class into groups of 6. Each learner stands one behind the other. Put a cone about 30 meters in front of each team. On the teacher's signal, the first learner in each group must run towards his/her cone. They must touch the cone with one hand, turn ten times around the cone and then run back to his/her team as fast as possible. He/she then high fives the next player in the team, who must also run to the cone. Every learner runs twice. The first team that finishes the race wins the game.



### Goal of the game

- The learners need to stay oriented even when they feel dizzy after turning in a circle.

**What to watch for:** Learners must start running at the right time (when the team mate high fives him/her).



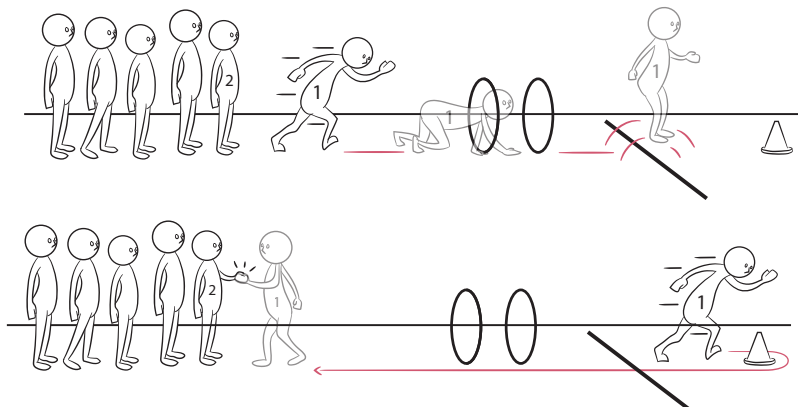
# Obstacle run

Main part  
Time: ~ 10 min

**What you need:** 12 hoops, 10 ropes, cones

## How to play

This is a relay race. Make groups of 8 - 10 learners, standing one behind the other in a straight line. In front of each group put 2 hoops, one rope and, within 30 meters, a cone (turning point). On the teacher's signal, the first learner in each group must run towards the hoops, go through both hoops, jump with legs together over the rope, run around the cone and return to the group. When the learner returns, he/she needs to high five the next learner so that the next learner can run the obstacle run.



## Goal of the game

- Jump over and move under obstacles.
- Using senses: proprioception – navigate body through various obstacles.

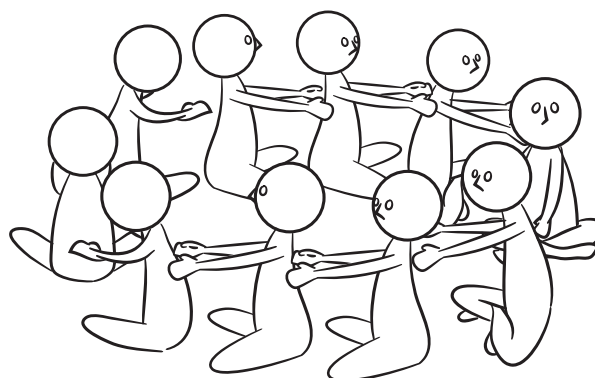
**What to watch for:** If there are insufficient hoops available, replace with other obstacles.

# Massage in a circle

Cool down  
Time: ~ 10 min

## How to conduct

Learners sit in a circle all looking at the next learner's back. Each learner must massage the back of the learner in front of him/her for 2 minutes. The teacher gives the signal to turn the other way and massage the next learner's back.



## Goal of the game

- Relax deeply while massaging someone's back. Different formation: circle.

**What to watch for:** Learners should be aware of the other learners' feelings. Don't massage too hard or too soft.



# Laterality

Physical education: Foundation phase

## Equipment

- About 8 balls
- 1 Hula-hoop

## Pass the ball

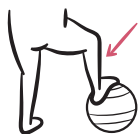
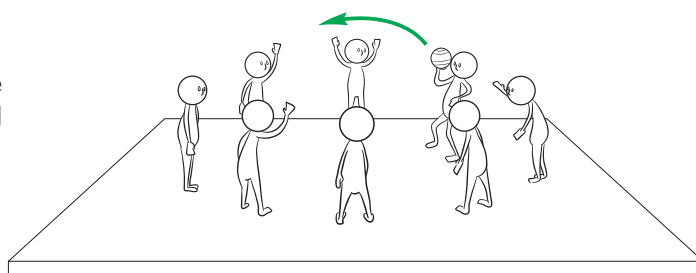
Introduction  
Time: ~ 10 min

**What you need:** About 8 balls

### How to play

Ask the learners to make a circle with 7 – 10 learners. Every circle has one ball. Learners must fulfill the following tasks. Always keep the same order and repeat each round three times.

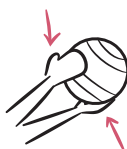
- Task 1: Pass the ball with the left foot.
- Task 2: Pass the ball with the right foot.
- Task 3: Pass the ball with both hands.
- Task 4: Throw the ball with the left hand.
- Task 5: Throw the ball with the right hand.



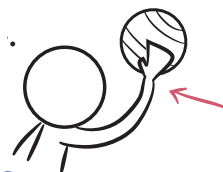
1



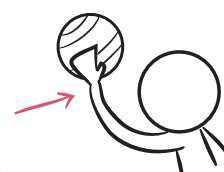
2



3



4



5

### Goal of the game

- Practise activities using the left side of the body.
- Throw and catch with the right hand.

**What to watch for:** Are the learners able to change sides from dominant to non-dominant? If it is too difficult tell the learners to make the circle smaller.

## Ostrich tag

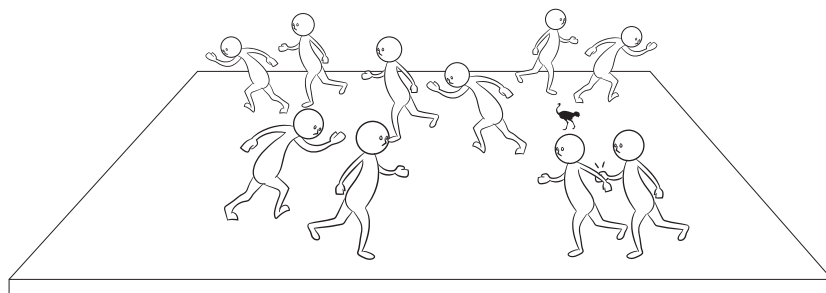
Main part  
Time: ~ 10 min

**What you need:** 1 Hula-hoop, 1 ball

### How to play

Choose five catchers, who need to touch as many learners as they can. The other learners need to run and dodge the catchers. As soon as a catcher has touched a learner, he/she becomes an ostrich. The ostrich can be released by doing a task, jumping on one leg to another ostrich and giving him/her a high five. After that, both ostriches are freed.

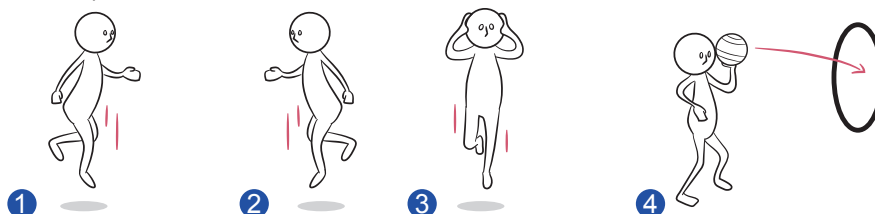
After 4 - 5 minutes, change the catchers and also the task for the ostriches.



# Ostrich tag

Continued

- Task 1: Jump on the left leg.
- Task 2: Jump on the right leg.
- Task 3: Jump on the right leg, with their hands covering their ears.
- Task 4: Go to the teacher who is holding a hoop. From a distance of 2 meters, throw a ball through the hoop (with left and right hands).



## Goal of the game

- Practise activities using the left side of the body.
- Balance on the right leg.
- Throw a ball through a hoop with the left/right hands.

**What to watch for:** Make sure that the learners have an upright and strong body position so that they can keep their balance. Tell the learners to use their arms to keep their balance.

## Cool down your body

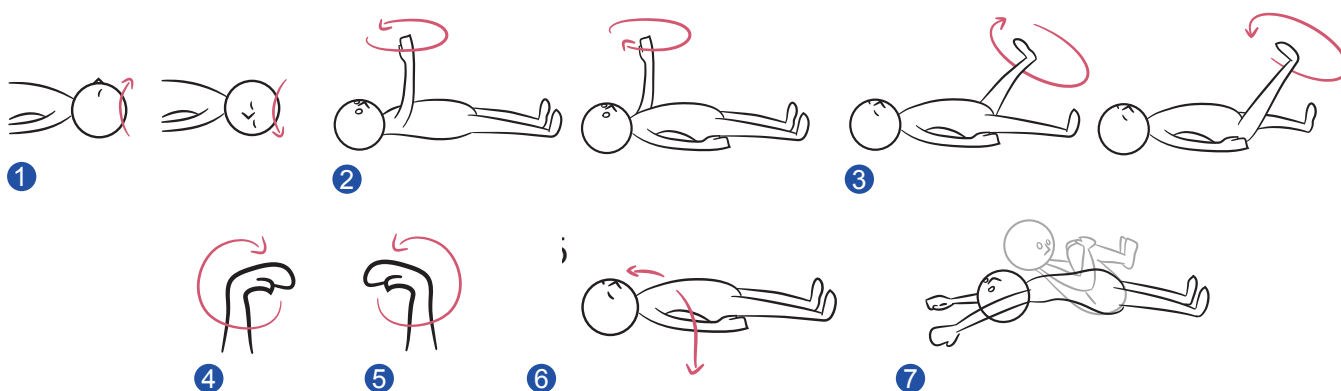
Cool down  
Time: ~ 10 min

## How to conduct

Tell the learners to lie on the ground and close their eyes.

1. Move your head from the right side to the left side and back for about 20 seconds.
2. Use your right arm to draw a big circle in the air. After a few repetitions change your arm and repeat the exercise.
3. Use your right leg and draw a big circle in front of you. After a few repetitions change your leg and repeat the exercise.
4. Circle your right hand in one direction and after a few repetitions change the direction.
5. Circle your left hand in one direction and after a few repetitions change the direction.
6. Roll sideways in both directions.
7. Tell the learners to move their whole body, stretch and pull.

After they have completed Tasks 1 to 7, tell the learners to slowly stand up.



## Goal of the game

- To feel and move the different parts of the body. To learn the difference between moving to the right and moving to the left. Learn to isolate one part of the body.

**What to watch for:** Do the learners know the difference between right and left? Can they move their body parts in various directions?



# Laterality

Physical education: Foundation phase

## Equipment

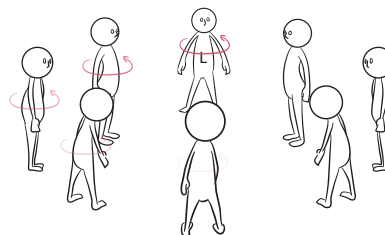
- 1 hula-hoop
- Cones to mark the field

## The wave

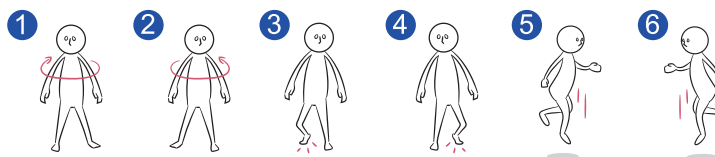
Introduction  
Time: ~ 10 min

### How to play

Ask the learners to make a circle with 7 - 10 learners facing inwards. Each group has a leader. The leader always starts the wave by doing the task required. Then the wave moves on to the right until every learner has done the task required. Repeat each task three times and try to get faster and faster in each round.



1. Turn on the spot to the left side.
2. Turn on the spot to the right side.
3. Stamp with the right foot.
4. Stamp with the left foot.
5. Stand on the right foot and jump.
6. Stand on the left foot and jump.



### Goal of the game

- Learners should learn to perform actions bilaterally and avoid losing their balance.
- Turn on the spot to the left and then turn to the right.

**What to watch for:** Are the learners able to use both sides of their bodies? Is there a difference between the sides?

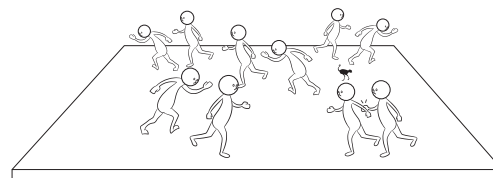
## Ostrich tag

Main part  
Time: ~ 20 min

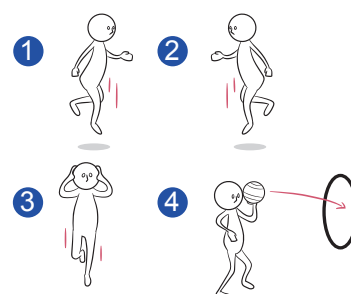
**What you need:** 1 hula-hoop, 1 ball

### How to play

Choose five catchers, who need to touch as many learners as they can. The other learners need to run and dodge the catchers. As soon as a catcher has touched a learner, he/she becomes an ostrich. The ostrich can be released by doing a task, jumping on one leg to another ostrich and giving him/her a high five. After that, both ostriches are freed. After 4 - 5 minutes, change the catchers and also the task for the ostriches.



- Task 1: Jump on the left leg.
- Task 2: Jump on the right leg.
- Task 3: Jump on the right leg, with their hands covering their ears.
- Task 4: Go to the teacher who is holding a hoop. From a distance of 2 meters, throw a ball through the hoop (with left and right hands).



# Ostrich tag

Continued

## Goal of the game

- Practise activities using the left side of the body.
- Balance on the right leg.
- Throw a ball through a hoop with the left/right hands.

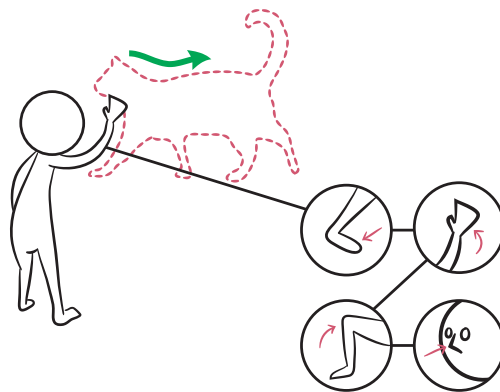
**What to watch for:** Make sure that the learners have an upright and strong body position so that they can keep their balance. Tell the learners to use their arms to keep their balance.

## Body writing

Cool down  
Time: ~ 10 min

## How to conduct

Ask the learners to draw an animal in the air with a specific part of their body. Tell the learners to specifically use the lateral part of body. You can choose to use, for example, the nose or the knee. Choose about 6 different body parts to draw three different animals.



## Goal of the game

- Practise activities using the left side of the body.

**What to watch for:** Are the learners focused and creative?



# Laterality

Physical education: Foundation phase

## Equipment

- About 8 balls
- 8 hula-hoops
- 16 cones
- 8 tennis balls

## Pass the ball

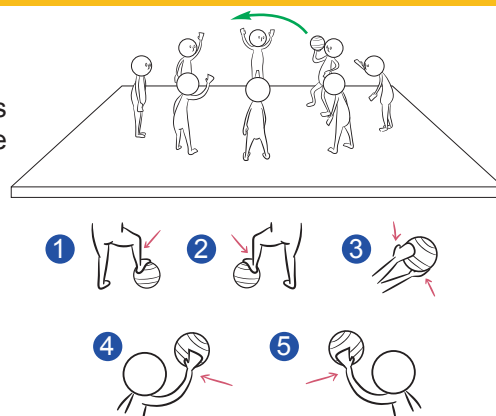
Introduction  
Time: ~ 10 min

**What you need:** About 8 balls

### How to play

Ask the learners to make a circle with 7 – 10 learners. Every circle has one ball. Learners must fulfill the following tasks. Always keep the same order and repeat each round three times.

- Task 1: Pass the ball with the left foot.
- Task 2: Pass the ball with the right foot.
- Task 3: Pass the ball with both hands.
- Task 4: Throw the ball with the left hand.
- Task 5: Throw the ball with the right hand.



### Goal of the game

- Practise activities using the left side of the body.
- Throw and catch with the right hand.

**What to watch for:** Are the learners able to change sides from dominant to non-dominant? If it is too difficult tell the learners to make the circle smaller.

## Courier game

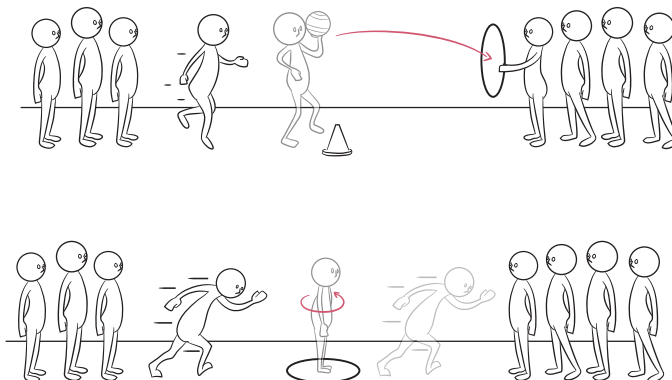
Main part  
Time: ~ 20 min

**What you need:** 8 hula-hoops, 16 cones, 8 tennis balls

### How to play

Make teams of 8 learners who are competing in a race. 4 learners are standing on one side of the playing field, 4 learners are standing on the other side (about 20 meters away from each other). The front man of every line is holding a hula-hoop.

- First round: When the teacher gives the start signal, the learner standing at the beginning of the line hops with the right leg to the marked area, takes a ball and tries to throw it with the right hand through the hoop that is held by the front man of the other side. If successful the next learner can run and hand the hoop to the learner standing behind him. If not, the learner has to try it again until it is successful.
- Second round: Repeat, but let the learners fulfill the tasks with the left leg and hand.



## Courier game

Continued

- Third round: Place a hula-hoop in the middle of the race course. Learners run towards the hula-hoop, turn around 5 times to one side and 5 times to the other side, and run to their partners on the other side of the field.

### Goal of the game

- Develop team spirit, encourage others, be able to fulfill bilateral tasks.

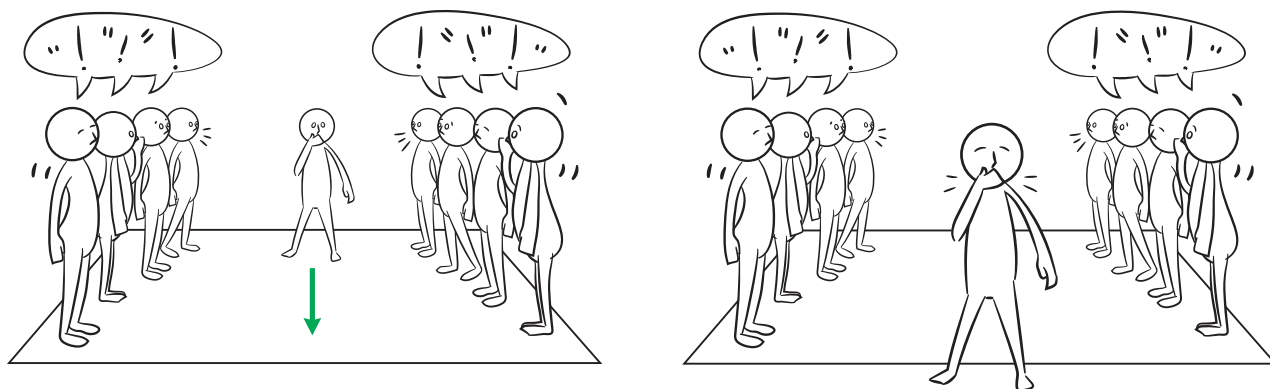
**What to watch for:** Tell the learners to motivate the other team members.

## Laughing valley

Cool down  
Time: ~ 10 min

### How to play

Learners stand in two lines facing each other, approximately 1 meter apart. One learner then has to walk between the two rows of learners (the valley). The person chosen to walk through the valley must make it to the other end without laughing. Those standing in the lines have to try and make the person walking through the valley laugh before they reach the end.



### Goal of the game

- To walk through the valley without laughing.

**What to watch for:** Learners building the valley must try to do funny things to make the person in the middle laugh.





# Laterality

Physical education: Foundation phase

## Equipment

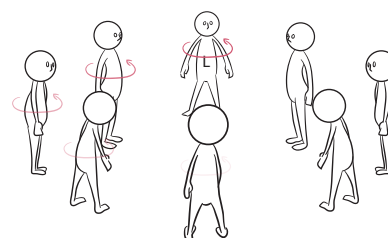
- 8 hula-hoops
- 16 cones
- 8 tennis balls

## The wave

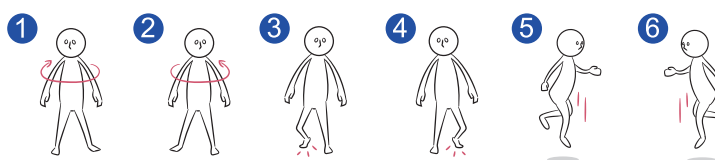
Introduction  
Time: ~ 10 min

### How to play

Ask the learners to make a circle with 7 - 10 learners facing inwards. Each group has a leader. The leader always starts the wave by doing the task required. Then the wave moves on to the right until every learner has done the task required. Repeat each task three times and try to get faster and faster in each round.



1. Turn on the spot to the left side.
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4. Stamp with the left foot.
5. Stand on the right foot and jump.
6. Stand on the left foot and jump.



### Goal of the game

- Learners should learn to perform actions bilaterally and avoid losing their balance.
- Turn on the spot to the left and then turn to the right.

**What to watch for:** Are the learners able to use both sides of their bodies? Is there a difference between the sides?

## Courier game

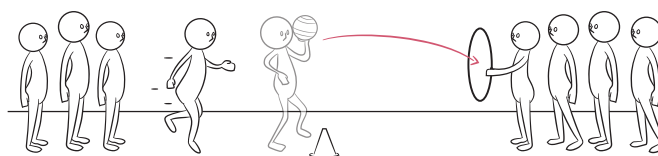
Main part  
Time: ~ 20 min

**What you need:** 8 hula-hoops, 16 cones, 8 tennis balls

### How to play

Make teams of 8 learners who are competing in a race. 4 learners are standing on one side of the playing field, 4 learners are standing on the other side (about 20 meters away from each other). The front man of every line is holding a hula-hoop.

- First round: When the teacher gives the start signal, the learner standing at the beginning of the line hops with the right leg to the marked area, takes a ball and tries to throw it with the right hand through the hoop that is held by the front man of the other side. If successful the next learner can run and hand the hoop to the learner standing behind him. If not, the learner has to try it again until it is successful.
- Second round: Repeat, but let the learners fulfill the tasks with the left leg and hand.



## Courier game

Continued

- Third round: Place a hula-hoop in the middle of the race course. Learners run towards the hula-hoop, turn around 5 times to one side and 5 times to the other side, and run to their partners on the other side of the field.

### Goal of the game

- Develop team spirit, encourage others, be able to fulfill bilateral tasks.

**What to watch for:** Tell the learners to motivate the other team members.

## Cool down your body

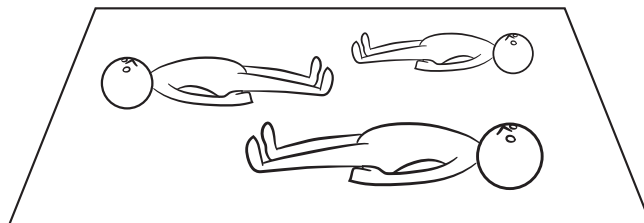
Cool down  
Time: ~ 10 min

### How to conduct

Tell the learners to lie on the floor.

1. Move your head from the right side to the left side and back for 30 seconds.
2. Use your right arm and draw five circles in the sky.
3. Use your left arm and draw five circles in the sky.
4. Circle your right hand five times.
5. Circle your left hand five times.
6. Move your whole body, stretch and pull.

After finishing task 1 to 6 tell the learners to slowly stand up.



### Goal of the game

- To feel and move the different parts of your body in different directions and to be able to use only one body part at a time.

**What to watch for:** Make sure the learners know the difference between right and left and are able to move their body parts in various directions.



# Sports and games

Physical education: Foundation phase

## Equipment

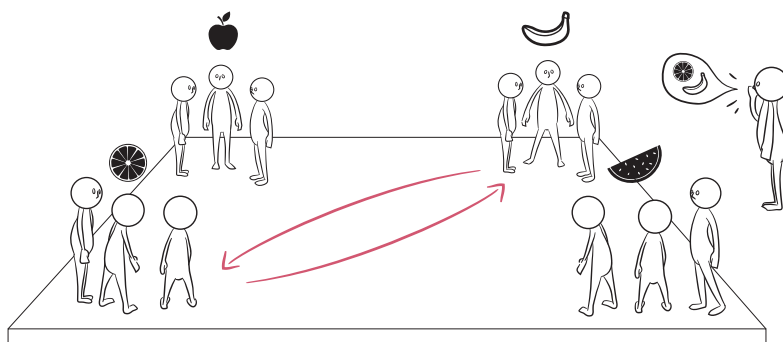
- 4 soft balls
- 2 cones

## Fruit basket

Introduction  
Time: ~ 10 min

### How to play

Divide the class into 4 groups and have each group move into a corner of the playing area. Give each group the name of a fruit, such as apple, orange, banana and watermelon. When you call two of the fruit names, those groups have to change places by sprinting to the other corner. They maintain the same name throughout the game. When you call "Fruit Basket" all of the learners run and sit in the centre of the playing area. You can also change the activities, as you go, e.g. hopping, skipping, bunny hopping, frog hopping.



### Goal of the game

- Run without bumping into each other.
- Listen carefully to what the teacher says.

**What to watch for:** Can the learners remember when it's their turn?

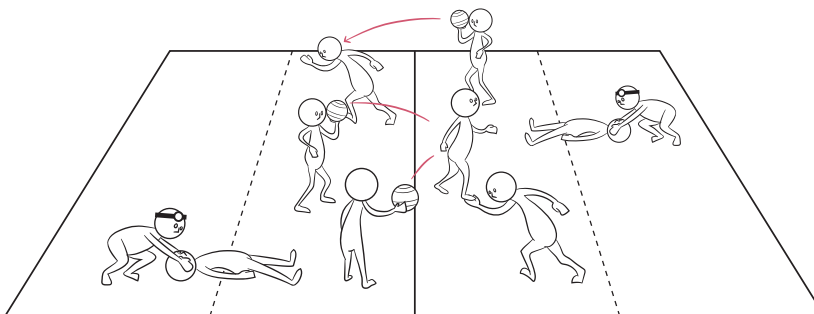
## The doctor

Main part  
Time: ~ 10 min

**What you need:** 2 - 3 balls

### How to play

Divide the learners into two teams and allocate one half of the playing area to each team. Each team secretly picks one of their team mates to be the 'Doctor'. They must throw balls at the opposing team. The doctor has the power to bring the team mates back into the game if they have been hit by a ball, by pulling them to the hospital (marked area at the back of the playing field). If a player is hit, he/she must sit down on the spot. It is then up to the doctor to try and rescue his/her team mate without being hit. Once the doctor is hit by the ball, the rest of the team cannot be helped and are out if hit by a ball.



### Goal of the game

- Avoid the ball, try to play as a team and always save the doctor, improves shooting accuracy.

**What to watch for:** Make sure that should the doctor be hit, he/she vacates the area.

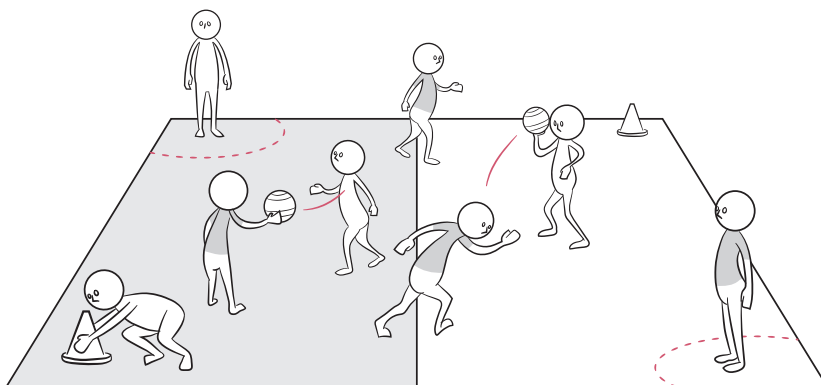
# Capture the cone

Main part  
Time: ~ 10 min

**What you need:** 2 - 3 balls, cones

## How to play

Divide the learners into two teams and allocate one half of the playing area to each team. Each team chooses a base position where they keep their cone, and a prison where they will keep their prisoners. Each team now tries to capture the other team's cone. Whenever a team member ventures into the other team's territory, he/she is at risk of being hit by their balls. When caught he is taken to their prison, where he must remain until he is freed (touched) by one of his team members. When someone manages to capture the other team's cone without being hit by a ball, and return with it to their own territory, his/her team wins.



## Goal of the game

- Be quick and agile, play as a team and try to develop a tactic.

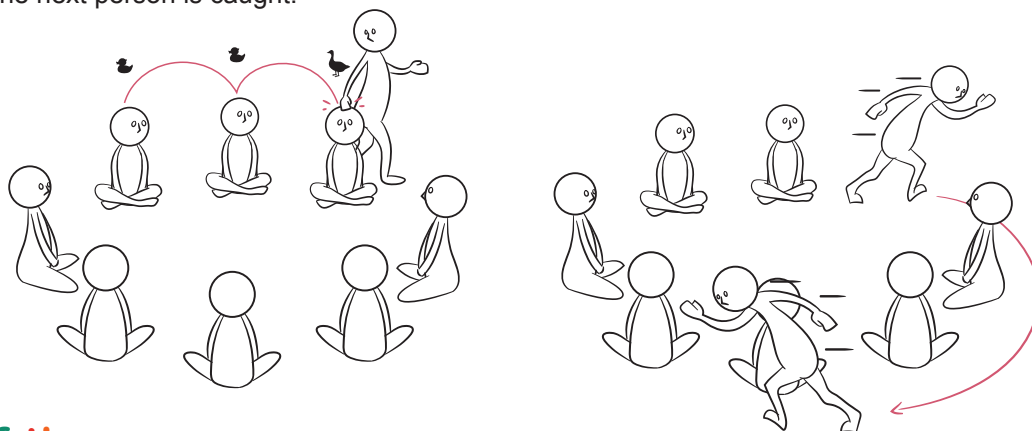
**What to watch for:** If the game is too difficult for the learners, use more balls. If there are too many learners in one game, split the class and make two games.

# Duck duck goose

Cool down  
Time: ~ 10 min

## How to play

Learners sit in a circle and learner A walks around the outside of the circle tapping each learner on the head and saying "duck, duck, duck, duck". When learner A taps a head and says "goose", the learner sitting becomes the goose and then has to chase learner A around the outside of the circle. The goose has to try to catch learner A before sitting back in his/her space. If the goose catches learner A, then learner A sits in the middle of the circle. The goose then takes over the role of learner A. The person sitting in the middle leaves the centre and joins the circle when the next person is caught.



## Goal of the game

- Improvement of reaction, co-ordination and speed.

**What to watch for:** If the group is too big, make two or three circles.



# Sports and games

Physical education: Foundation phase

## Equipment

- About 6 balls
- Cones

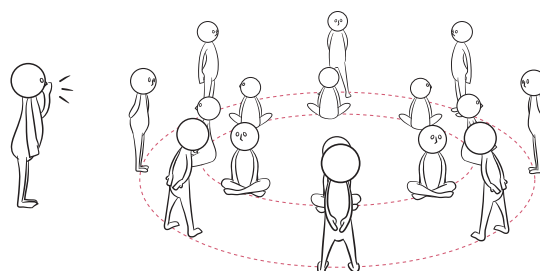
## Indians and Tepees

Introduction  
Time: ~ 10 min

### How to play

This game can be played with the whole class. Learners find a partner and then the whole group makes a double circle. The inside partner is the 'Indian' who sits cross-legged on the ground. The outside partner is the 'Tepee' who stands facing his/her partner with legs apart. To play, tell the learners which way around the circle they will be running. Point the way as the game starts.

The leader shouts 'Indians' or 'Tepees'. On 'Indians' they must go into their tepees (through their partner's legs) and run as fast as they can around the outside of the circle back to their tepees and enter through their partner's legs again and sit down cross legged. On 'Tepees' the learners standing on the outside must run around the circle and get back to their positions as quickly as possible. Then switch groups.



### Goal of the game

- The learners must listen carefully and react quickly when it's their turn. Learners should run and not walk, so that they can improve their cardiovascular fitness.

**What to watch for:** No one is allowed to push other learners. Overtaking must be around the outside of other runners.

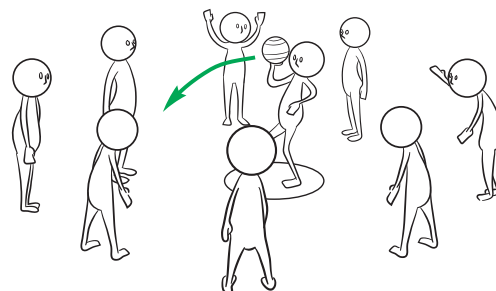
## Pass and follow

Main part  
Time: ~ 10 min

**What you need:** 4 - 6 balls

### How to play

A player in the centre of the circle passes to a player standing on the outside of the circle. He/she follows their pass and exchanges places with the player they passed to. That player then passes to another player on the outside.



### Goal of the game

- Avoid the ball, try to play as a team and always save the doctor, improves shooting accuracy.

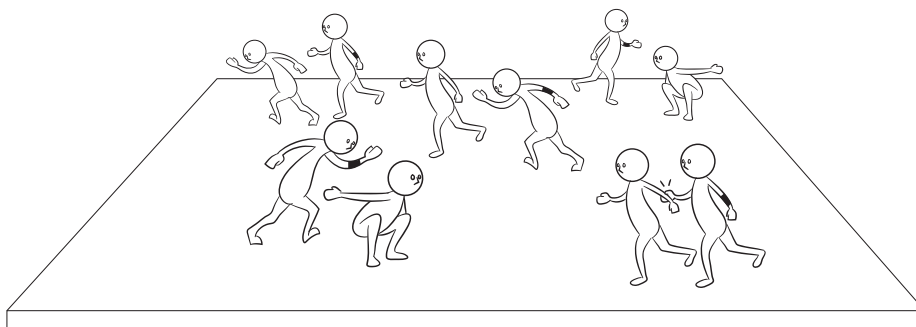
**What to watch for:** Make sure that the learners try to pass the ball as fast as possible.

## Toilet tag

Main part  
Time: ~ 10 min

### How to play

Mark out a playing area with cones. Choose about 6 catchers. The rest of the learners are freely running around the marked area. As soon as a learner is touched by a catcher, he/she needs to go into a squatting position and stretch out one arm to the side, pretending to be a toilet. As soon as another learner sits down on the toilet and presses down the outstretched arm (flushing) the learner is freed. After 3 - 4 minutes, change the catchers.



### Goal of the game

- Learners run in different directions without bumping into each other.

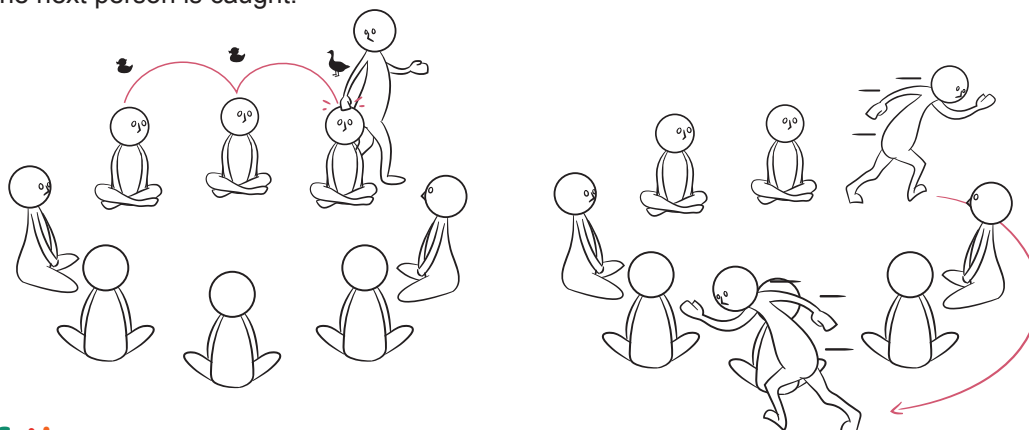
**What to watch for:** Make sure the learners wait in the squatting position and don't get up before another learner has freed them.

## Duck duck goose

Cool down  
Time: ~ 10 min

### How to play

Learners sit in a circle and learner A walks around the outside of the circle tapping each learner on the head and saying "duck, duck, duck, duck". When learner A taps a head and says "goose", the learner sitting becomes the goose and then has to chase learner A around the outside of the circle. The goose has to try to catch learner A before sitting back in his/her space. If the goose catches learner A, then learner A sits in the middle of the circle. The goose then takes over the role of learner A. The person sitting in the middle leaves the centre and joins the circle when the next person is caught.



### Goal of the game

- Improvement of reaction, co-ordination and speed.

**What to watch for:** If the group is too big, make two or three circles.



# Sports and games

Physical education: Foundation phase

## Equipment

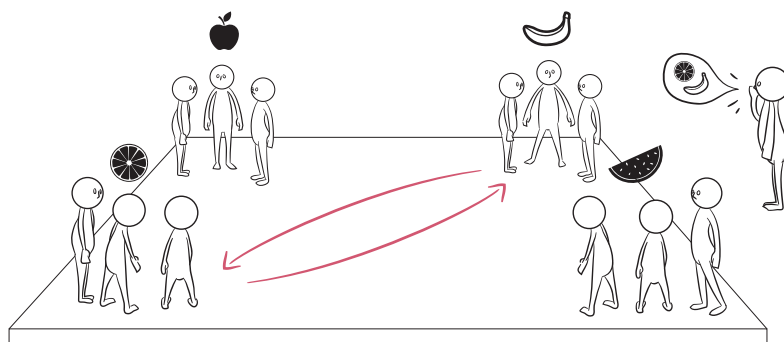
- 3 balls

## Fruit basket

Introduction  
Time: ~ 10 min

### How to play

Divide the class into 4 groups and have each group move into a corner of the playing area. Give each group the name of a fruit, such as apple, orange, banana and watermelon. When you call two of the fruit names, those groups have to change places by sprinting to the other corner. They maintain the same name throughout the game. When you call "Fruit Basket" all of the learners run and sit in the centre of the playing area. You can also change the activities, as you go, e.g. hopping, skipping, bunny hopping, frog hopping.



### Goal of the game

- Run without bumping into each other.
- Listen carefully to what the teacher says.

**What to watch for:** Can the learners remember when it's their turn?

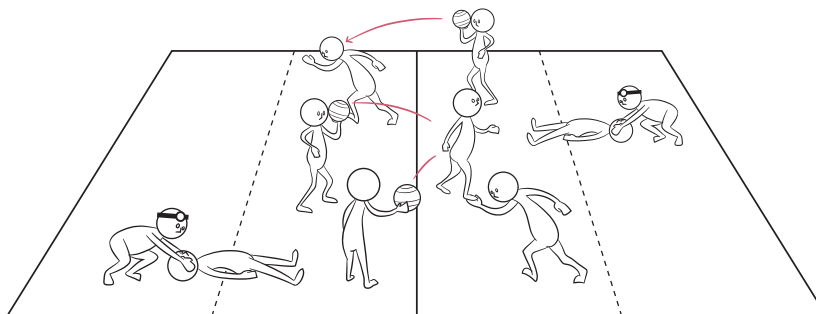
## The doctor

Main part  
Time: ~ 10 min

**What you need:** 2 - 3 balls

### How to play

Divide the learners into two teams and allocate one half of the playing area to each team. Each team secretly picks one of their team mates to be the 'Doctor'. They must throw balls at the opposing team. The doctor has the power to bring the team mates back into the game if they have been hit by a ball, by pulling them to the hospital (marked area at the back of the playing field). If a player is hit, he/she must sit down on the spot. It is then up to the doctor to try and rescue his/her team mate without being hit. Once the doctor is hit by the ball, the rest of the team cannot be helped and are out if hit by a ball.



### Goal of the game

- Avoid the ball, try to play as a team and always save the doctor, improves shooting accuracy.

**What to watch for:** Make sure that should the doctor be hit, he/she vacates the area.

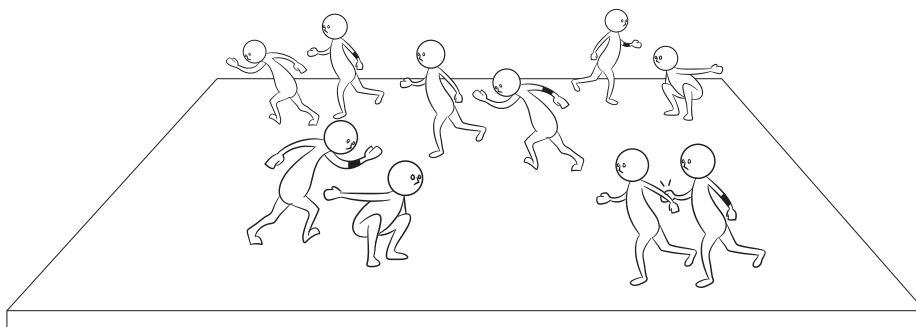


## Toilet tag

Main part  
Time: ~ 10 min

### How to play

Mark out a playing area with cones. Choose about 6 catchers. The rest of the learners are freely running around the marked area. As soon as a learner is touched by a catcher, he/she needs to go into a squatting position and stretch out one arm to the side, pretending to be a toilet. As soon as another learner sits down on the toilet and presses down the outstretched arm (flushing) the learner is freed. After 3 - 4 minutes, change the catchers.



### Goal of the game

- Learners run in different directions without bumping into each other.

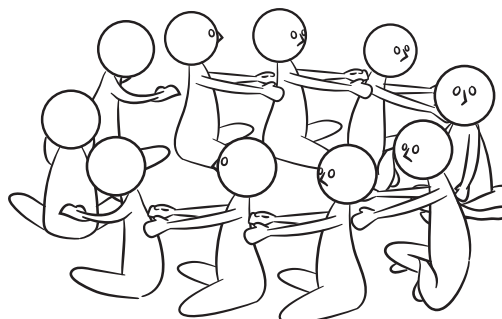
**What to watch for:** Make sure the learners wait in the squatting position and don't get up before another child has freed them.

## Massage in a circle

Cool down  
Time: ~ 10 min

### How to perform

Learners sit in a circle all looking at the next learner's back. Each learner must massage the back of the learner in front of him/her for 2 minutes. The teacher gives the signal to turn the other way and massage the next learner's back.



### Goal of the game

- Relax deeply while massaging someone's back. Different formation: circle.

**What to watch for:** Learners should be aware of the other learners' feelings. Don't massage too hard or too soft.



# Sports and games

Physical education: Foundation phase

## Equipment

- 6 balls / soccer balls
- 4 soft balls

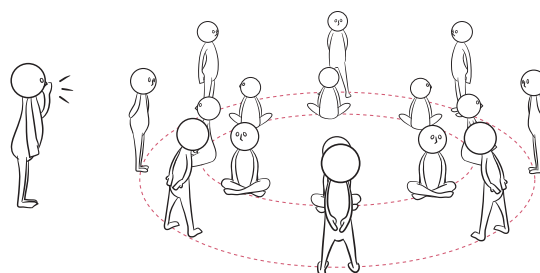
## Indians and Tepees

Introduction  
Time: ~ 10 min

### How to play

This game can be played with the whole class. Learners find a partner and then the whole group makes a double circle. The inside partner is the 'Indian' who sits cross-legged on the ground. The outside partner is the 'Tepee' who stands facing his/her partner with legs apart. To play, tell the learners which way around the circle they will be running. Point the way as the game starts.

The leader shouts 'Indians' or 'Tepees'. On 'Indians' they must go into their tepees (through their partner's legs) and run as fast as they can around the outside of the circle back to their tepees and enter through their partner's legs again and sit down cross legged. On 'Tepees' the learners standing on the outside must run around the circle and get back to their positions as quickly as possible. Then switch groups.



### Goal of the game

- The learners must listen carefully and react quickly when it's their turn. Learners should run and not walk, so that they can improve their cardiovascular fitness.

**What to watch for:** No one is allowed to push other learners. Overtaking must be around the outside of other runners.

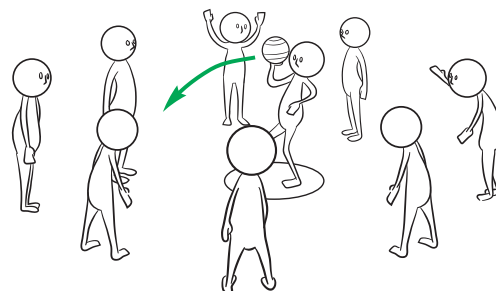
## Pass and follow

Main part  
Time: ~ 10 min

**What you need:** 4 - 6 balls

### How to play

A player in the centre of the circle passes to a player standing on the outside of the circle. He/she follows their pass and exchanges places with the player they passed to. That player then passes to another player on the outside.



### Goal of the game

- Avoid the ball, try to play as a team and always save the doctor, improves shooting accuracy.

**What to watch for:** Make sure that the learners try to pass the ball as fast as possible.

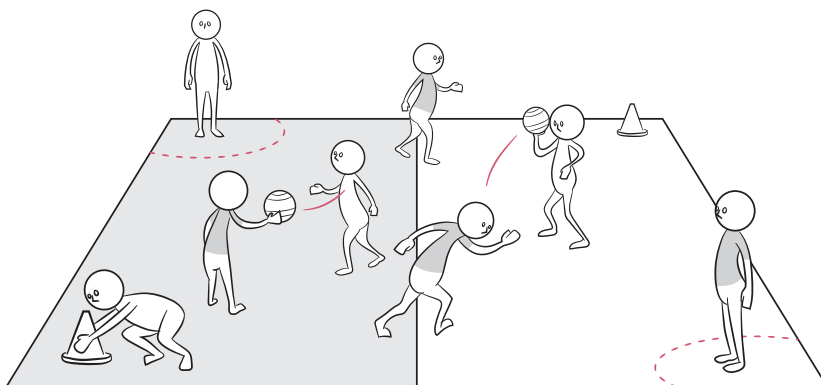
# Capture the cone

Main part  
Time: ~ 10 min

**What you need:** 2 - 3 balls, cones

## How to play

Divide the learners into two teams and allocate one half of the playing area to each team. Each team chooses a base position where they keep their cone, and a prison where they will keep their prisoners. Each team now tries to capture the other team's cone. Whenever a team member ventures into the other team's territory, he/she is at risk of being hit by their balls. When caught he is taken to their prison, where he must remain until he is freed (touched) by one of his team members. When someone manages to capture the other team's cone without being hit by a ball, and return with it to their own territory, his/her team wins.



## Goal of the game

- Be quick and agile, play as a team and try to develop a tactic.

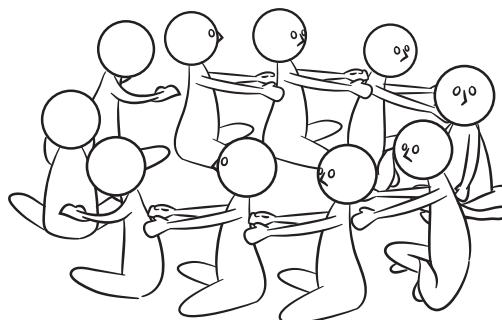
**What to watch for:** If the game is too difficult for the learners, use more balls. If there are too many learners in one game, split the class and make two games.

# Massage in a circle

Cool down  
Time: ~ 10 min

## How to perform

Learners sit in a circle all looking at the next learner's back. Each learner must massage the back of the learner in front of him/her for 2 minutes. The teacher gives the signal to turn the other way and massage the next learner's back.



## Goal of the game

- Relax deeply while massaging someone's back. Different formation: circle.

**What to watch for:** Learners should be aware of the other learners' feelings. Don't massage too hard or too soft.



# Assessment: Physical education

First and last name: \_\_\_\_\_

Date: \_\_\_\_\_

Class: \_\_\_\_\_

**Rating:**      **5 points:** Meets the expectations with excellence

**3 - 4 points:** Meets the expectations

**1 - 2 points:** Doesn't meet all the expectations

**0 points:** Did not meet any expectations

	Term 1	Term 2	Term 3	Term 4
1) Participation				
2) Concentration / endurance				
3) Learning progress				
4) Meets the objectives of activities				
5) Social interactive skills				
6) Commitment/ attitude				
<b>Total points (max 30):</b>				
<b>Mark:</b>				

**General comments:**

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**Scale of achievement: Grading**

Total points	Percentage	Final mark
0-8	Not achieved	1
9-12	Elementary achievement	2
13-15	Moderate achievement	3
16-18	Adequate achievement	4
19-21	Substantial achievement	5
22-24	Meritorious achievement	6
25-30	Outstanding achievement	7

# GOOD LUCK!

