



# KaziBantu



*Healthy Schools for Healthy Communities*

## **GRADE 4**

# **KAZIKIDZ TEACHING MATERIAL**

## AUTHOR TEAM OF THE *KAZIKIDZ* TEACHING MATERIAL

### Project management

- Prof. Dr. Uwe Pühse, Principal Investigator, University of Basel, Switzerland
  - Prof. Dr. Cheryl Walter, Principal Investigator, Nelson Mandela University, Port Elizabeth, South Africa
  - Prof. Dr. Jürg Utzinger, Director of the Swiss Tropical and Public Health Institute, Basel, Switzerland
  - Prof. Dr. Markus Gerber, University of Basel, Switzerland
  - Dr. des. Ivan Müller, Project Coordinator, University of Basel, Switzerland
  - Stefanie Gall, PhD student, University of Basel, Switzerland
- 

### Physical Education - Swiss and South African experts and advisors

- Melanie Glover, University of Basel, Switzerland
  - Roman Aebischer, University of Basel, Switzerland
  - Danielle Smith, Nelson Mandela University, Port Elizabeth, South Africa
  - Siphesihle Nqweniso, Nelson Mandela University, Port Elizabeth, South Africa
  - Larissa Adams, Nelson Mandela University, Port Elizabeth, South Africa
  - Nandi Joubert, Nelson Mandela University, Port Elizabeth, South Africa
  - Drusilla Deysel, Eastern Cape Department of Sport, Recreation, Arts and Culture (DSRAC), South Africa
  - Heather Gibbon, primary school physical education teacher, Port Elizabeth, South Africa
  - Margie Botha, primary school teacher, Port Elizabeth, South Africa
  - Prof. Dr. Rosa du Randt, Nelson Mandela University, Port Elizabeth, South Africa
  - Prof. Dr. Darelle van Greunen, Nelson Mandela University, Port Elizabeth, South Africa
  - Dr. Christian Herrmann, University of Basel, Switzerland
  - Dr. Harald Seelig, University of Basel, Switzerland
  - Marina Wälti, University of Basel, Switzerland
- 

### Moving-to-Music - Swiss and South African experts and advisors

- Chantal Brügger, University of Basel, Switzerland
  - Lize van der Walt, University of Basel, Switzerland
  - Dr. Marelize Marx, Nelson Mandela University, Port Elizabeth, South Africa
  - Beatrice Goetz, dance expert and lecturer, University of Basel, Switzerland
  - Gareth Williams, music producer, Nelson Mandela University, Port Elizabeth, South Africa
  - Christine Joubert, music therapist, Nelson Mandela University, Port Elizabeth, South Africa
  - Nicki-Ann Rayepen, choreographer, Port Elizabeth, South Africa
- 

### Health, Hygiene and Nutrition - Swiss and South African experts and advisors

- Nicola Hausner, University of Basel, Switzerland
  - Tracey Marais, Nelson Mandela University, Port Elizabeth, South Africa
  - Dorelle Isaacs, Department of Education, Port Elizabeth, South Africa
  - Dr. Peter Steinmann, public health specialist, Swiss Tropical and Public Health Institute, Basel, Switzerland
  - Dr. Bruce Damons, Nelson Mandela University, Port Elizabeth, South Africa
  - Prof. Dr. Annelie Gresse, Nelson Mandela University, Port Elizabeth, South Africa
- 

### Illustrations and design

- James Scholtz, director of Rooftop, Port Elizabeth, South Africa
- Kathryn Smith, project manager, Rooftop, Port Elizabeth, South Africa
- Sarah Jane Collins, Rooftop, Port Elizabeth, South Africa

**The *KaziBantu* project (Healthy Schools for Healthy Communities) has been developed with funding from the Novartis Foundation**

Novartis Foundation, Basel, Switzerland: Dr. Ann Aerts, Head of the Novartis Foundation, in collaboration with Christina Wadhwani (Head Incubator Models in Public Health) and Zaahira Gani (Project Manager)

**Address**

Novartis Foundation  
Novartis Campus  
Forum 1-3.97  
4002 Basel  
Switzerland  
Phone: +41 61 696 23 00  
info@novartisfoundation.org

**Media**

For media inquiries, please contact Nikolaus Guntrum  
Phone: +41 61 696 57 62  
nikolaus.guntrum@novartis.com

---

**Acknowledgement**

Warm thanks goes to all the DASH (Disease, Activity and Schoolchildren's Health) schools for the trialling and pilot testing of the lessons. Principals and school teachers of the pilot schools provided valuable input during the development of the *KaziKidz* teaching material. Furthermore, for the support a heartfelt thank you goes to Prof. Dr. Hedwig Kaiser, Head International Affairs, University of Basel; Helene Budliger Artieda, Swiss Ambassador to South Africa; Prof. Dr. Derrick Swartz, former Vice-Chancellor of the Nelson Mandela University; Prof. Dr. Andrew Leitch, Deputy Vice-Chancellor, Nelson Mandela University; Prof. Dr. Lungile Pepeta, Dean Health Sciences, Nelson Mandela University; Ernest Gorgonzola, Education District Director, Nelson Mandela Bay Municipality; Dr. Patrick Maduna, Deputy Director for Clinical Services, Eastern Cape Department of Health, Port Elizabeth; and Dr. Patricia Machawira, UNESCO, Advisor for East and Southern Africa and Zimbabwe.

---

The *KaziKidz* teaching material reflects the views of the authors. The Novartis Foundation cannot be held responsible for the content or any use which may be made of the information contained therein.

---

The copyright and all other rights to content and illustrations belong exclusively to *KaziBantu* or the specifically named rights holders. For the reproduction of any elements, the written consent of the copyright holders must be obtained in advance.

© 2018 *KaziBantu*

**NELSON MANDELA**  
UNIVERSITY

 **University  
of Basel**

**Swiss TPH**   
Swiss Tropical and Public Health Institute  
Associated Institute of the University of Basel

**DSBG**   
**UNIVERSITY OF BASEL**  
Department of Sport, Exercise and Health

 **NOVARTIS**

**The Novartis  
Foundation**

**LESSON PLANS FOR**

***Grade***

**4**



***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 4 Physical Education content</b>	
	<b>Lesson tracker .....</b>	<b>5</b>
<b>3</b>	<b>Soccer</b>	
	Lesson 1: Passing and controlling .....	6
	Lesson 2: Passing and controlling .....	8
	Lesson 3: Passing and controlling.....	10
	Lesson 4: Passing and controlling.....	12
	Lesson 5: Passing and controlling.....	14
	Lesson 6: Passing and controlling.....	16
	Lesson 7: Passing and controlling.....	18
	Lesson 8: Free fun lesson.....	20
<b>4</b>	<b>Assessment: Soccer: Passing &amp; ball control .....</b>	<b>22</b>
<b>5</b>	<b>Netball</b>	
	Lesson 1: Passing and catching.....	26
	Lesson 2: Passing and catching.....	28
	Lesson 3: Passing and catching.....	30
	Lesson 4: Passing and catching.....	32
	Lesson 5: Passing and catching.....	34
	Lesson 6: Passing and catching.....	36
	Lesson 7: Passing and catching.....	38
	Lesson 8: Free fun lesson.....	40
<b>6</b>	<b>Assessment: Netball: Passing &amp; catching.....</b>	<b>42</b>
<b>7</b>	<b>Rhythmic movement</b>	
	Lesson 1: Movement of animals .....	46
	Lesson 2: Body and facial expression.....	48
	Lesson 3: Rhythm and body percussion .....	50
	Lesson 4: Pace and movement repertoire .....	52
	Lesson 5: Formations.....	54
	Lesson 6: Movement repertoire & body percussion.....	56
	Lesson 7: Shapes and levels .....	58
	Lesson 8: Movements & force .....	60
<b>8</b>	<b>Assessment: Rhythmic movement.....</b>	<b>63</b>

---

<b>9</b>	<b>Track and field: Running disciplines</b>	
	Lesson 1: Sprint .....	66
	Lesson 2: Sprint & endurance.....	68
	Lesson 3: Endurance.....	70
	Lesson 4: Running disciplines.....	72
	Lesson 5: Sprint/hurdles & endurance .....	74
	Lesson 6: Examination.....	76
	Lesson 7: Examination.....	78
	Lesson 8: Free fun lesson.....	80
<b>10</b>	<b>Assessment: Track and field: Running.....</b>	<b>82</b>
<b>11</b>	<b>Exit .....</b>	<b>85</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>	Lessons: 32 Assessment: 1
		Lessons: 32 Assessment: 1
		Lessons: 32 Assessment: 1
	<b>Intermediate Phase</b>	Lessons: 32 Assessments: 4
		Lessons: 32 Assessments: 4
		Lessons: 32 Assessments: 4
	<b>Senior Phase</b>	Lessons: 32 Assessments: 4

# PHYSICAL EDUCATION



**KaziKidz**

Teaching Material for Schoolchildren





# Lesson tracker

Physical Education - Grade 4



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

Component	Term	Lesson Number	Lesson Content	Date
Physical Education	Term 1: Soccer	Lesson 1	Passing and controlling	
		Lesson 2	Passing and controlling	
		Lesson 3	Passing and controlling	
		Lesson 4	Passing and controlling	
		Lesson 5	Passing and controlling	
		Lesson 6	Passing and controlling	
		Lesson 7	Passing and controlling	
		Lesson 8	Free fun lesson	
		Assessment: Soccer: Passing & ball control		
	Term 2: Netball	Lesson 1	Passing and catching	
		Lesson 2	Passing and catching	
		Lesson 3	Passing and catching	
		Lesson 4	Passing and catching	
		Lesson 5	Passing and catching	
		Lesson 6	Passing and catching	
		Lesson 7	Passing and catching	
		Lesson 8	Free fun lesson	
		Assessment: Netball: Passing and catching		
	Term 3: Rhythmic movement	Lesson 1	Movement of animals	
		Lesson 2	Body and facial expression	
		Lesson 3	Rhythm and body expression	
		Lesson 4	Pace and movement repertoire	
		Lesson 5	Formations	
		Lesson 6	Movement repertoire & body percussion	
		Lesson 7	Shapes and levels	
		Lesson 8	Movements & force	
		Assessment: Rhythmic movement		
	Term 4: Track and field	Lesson 1	Sprint	
		Lesson 2	Sprint & endurance	
		Lesson 3	Endurance	
		Lesson 4	Running disciplines	
		Lesson 5	Sprint/hurdles & endurance	
		Lesson 6	Examination	
		Lesson 7	Examination	
		Lesson 8	Track and field: free fun lesson	
		Assessment: Track and field: Running		



# Soccer: Passing and controlling

Physical education: Intermediate phase

## Equipment

- Balls
- Cones
- Colour bands

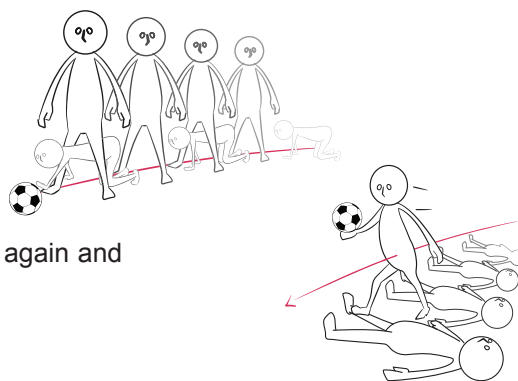
## Tunnel-ball relay

Introduction  
Time: ~ 10 min

**What you need:** 1 ball and 2 cones for each team

### How to play

The learners sit in rows. The first learner of each team sits in front and holds a ball. At the signal of the teacher, the team jumps up and stands with their legs apart. The ball is rolled back through a player's legs, after which he or she lies down sideways. The player at the back stops the ball, touches the back line and runs over his team-mates, to the front of the line. The tunnel is formed again and the competition continues until the leader is in front again.



### Goal of the game

- To learn to be as fast as possible, whilst moving in different ways.

**What to watch for:** The learners should use the whole length between the cones.

The teacher divides the learners into two groups. One half does the 'Pass and Control' exercise with the teacher. The other half plays the game 'Pass and Score'. First explain the game 'Pass and Score', then let the learners play and work with the others. After 10 to 15 minutes change the groups.

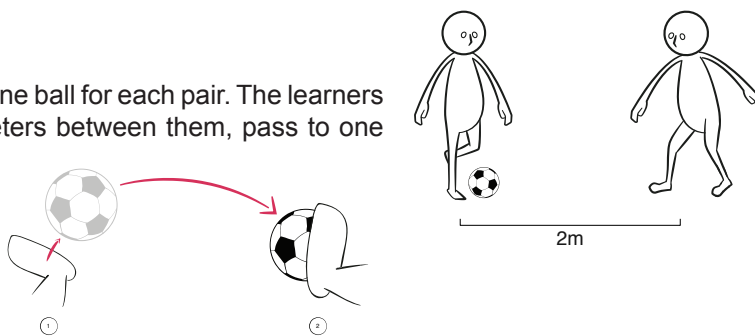
## Pass and control

Main part  
Time: ~ 10 min

**What you need:** 1 ball per pair

### How to play

The teacher divides the learners into pairs with one ball for each pair. The learners face each other, with a distance of about 2 meters between them, pass to one another and control the ball.



### Goal of the game

- To learn to pass and control the ball.

**What to watch for:** The learners should touch the ball only twice: once for controlling the ball and with the second touch they pass the ball. The passes should be accurate. The learners should kick the ball with the side of their foot.



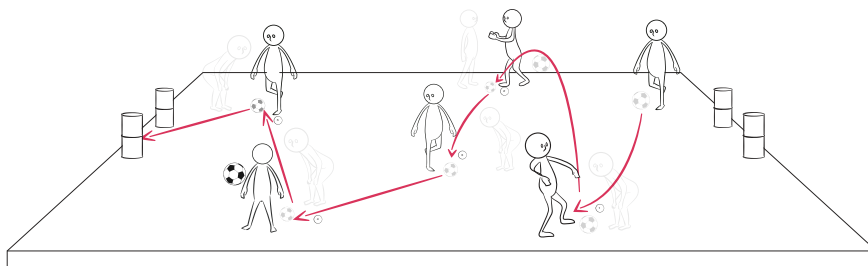
# Pass and score

Main part  
Time: ~ 10 min

**What you need:** 2 balls, colour bands

## How to play

The teacher divides all the learners into 2 teams. He or she marks out a field of play. Each field has two goals. The learners are then instructed to play soccer. A team is only allowed to score if that team has achieved 5 passes without interception. There is no goalkeeper and there should be a maximum of 10 players per team on the playing field. The other learners wait beside the field for a turn, and they swap themselves. One learner is the leader and counts the passes which have been made.



## Goal of the game

- To learn to watch their team players on the field, and to learn to pass and control a ball.

**What to watch for:** If all the learners are running towards the ball, the teacher should tell them to position themselves so that there is enough space for a player to reach the ball.

# Cool down your body

Cool down  
Time: ~ 10 min

## How to conduct

The teacher tells the learners to sit down in front of him or her. He explains to them that the homework for next week is to make their own soccer ball and bring it to school for the next Physical Education lesson. Show them an example of a ball made out of recycled material.





# Soccer: Passing and controlling

Physical education: Intermediate phase

## Equipment

- Bean bags
- Balls
- Cones
- Colour bands

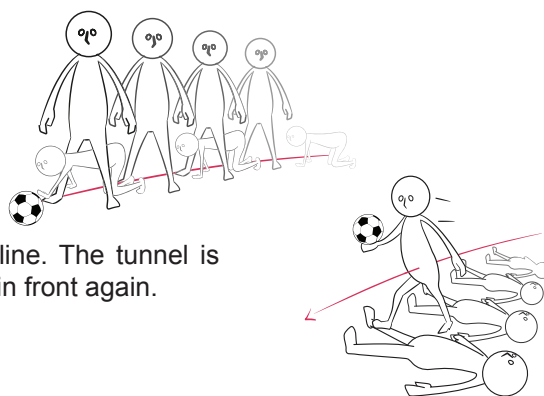
## Tunnel-ball relay

Introduction  
Time: ~ 10 min

**What you need:** 1 ball and 2 cones for each team

### How to play

The learners sit in rows. The first learner of each team sits in front and holds a ball. At the signal of the teacher, the team jumps up and stands with their legs apart. The ball is rolled back through a player's legs, after which he or she lies down sideways. The player at the back stops the ball, touches the back line and runs over his team-mates, to the front of the line. The tunnel is formed again and the competition continues until the leader is in front again.



### Goal of the game

- To learn to be as fast as possible, whilst moving in different ways.

**What to watch for:** The learners should use the whole length between the cones.

The teacher divides the learners into two groups. One half does the 'Pass and Control' exercise with the teacher. The other half plays the game 'Pass and Score'. First explain the game 'Pass and Score', then let the learners play and work with the others. After 10 to 15 minutes change the groups.

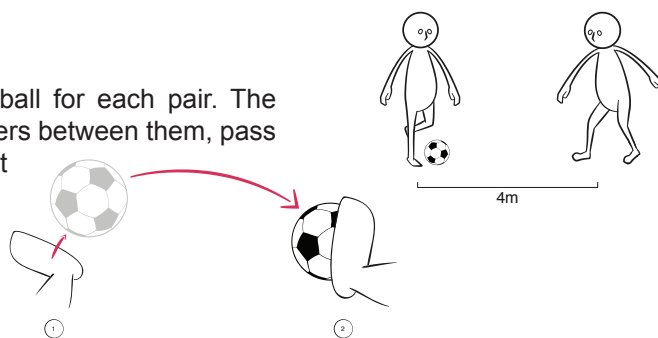
## Pass and control

Main part  
Time: ~ 10 min

**What you need:** 1 ball per pair

### How to play

The teacher divides the learners into pairs with one ball for each pair. The learners face each other, with a distance of about 4 meters between them, pass to one another and control the ball. Tell the learners that they should also use their weaker leg to pass.



### Goal of the game

- To learn to pass and control the ball.

**What to watch for:** The learners should touch the ball only twice: once for controlling the ball and with the second touch they pass the ball. The passes should be accurate. The learners should kick the ball with the side of their foot.

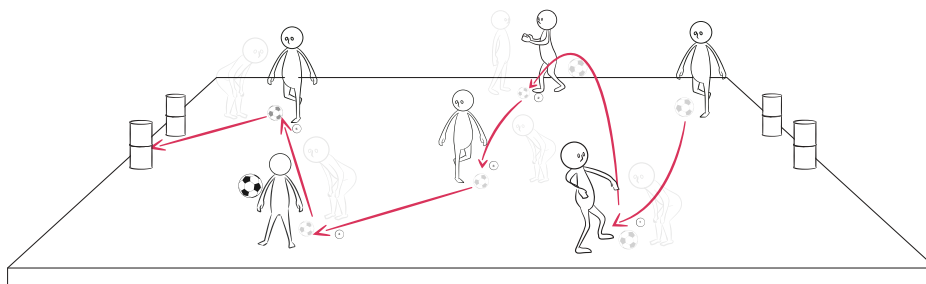
## Pass and score

Main part  
Time: ~ 10 min

**What you need:** 2 balls, colour bands

### How to play

: The teacher divides all the learners into 2 teams. He or she marks out a field of play. Each field has two goals. The learners are then instructed to play soccer. A team is only allowed to score if that team has achieved 5 passes without interception. There is no goalkeeper and there should be a maximum of 10 players per team on the playing field. The other learners wait beside the field for a turn, and they swap places with players at intervals. One learner is the leader and counts the passes which have been made.



### Goal of the game

- To learn to watch their team players on the field, and to learn to pass and control a ball.

**What to watch for:** If all the learners are running towards the ball, the teacher should tell them to position themselves so that there is enough space for a player to reach the ball.

## Frozen bean-bag

Cool down  
Time: ~ 10 min

**What you need:** A bean-bag for each learner

### How to play

Each learner has a bean-bag (or if there are not enough bean-bags, the teacher can use a small stone) on his/her head. They move around the marked area. Hands do not touch the bean-bag. If the bag falls off, the learners must stay in that position until another learner comes to help, by picking up the bean-bag and replacing it.

### Goal of the game

- To learn to concentrate whilst walking with something on their heads, and to cool down in the process.

**What to watch for:** The teacher should ensure that the learners do these exercises as calmly as possible, there is no need to talk.



# Soccer: Passing and controlling

Physical education: Intermediate phase

## Equipment

- Cones
- Balls
- Ribbons

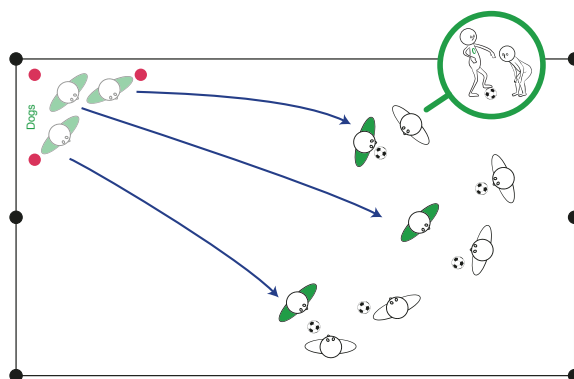
## Cats and dogs

Introduction  
Time: ~ 10 min

**What you need:** Cones and balls

### How to play

Two or three learners are selected as the 'Dogs', and they stand in the corner of an area marked out by cones. The remaining learners have one or more balls (the teacher chooses how many balls to use) and stands anywhere in the area. The aim of the game is to protect and keep possession of the ball, or to pass it to a team player without being tackled by the Dogs. When a learner is tackled and the ball has been kicked out of the area, the learner collects the ball, does 10 jumping jacks and then enters the playing field again. This enables continuous practice.



### Goal of the game

- To learn to run with the ball and protect the ball against the adversaries.

**What to watch for:** The teacher should select new 'Dogs' every 2 to 3 minutes.

The teacher divides the learners into two groups. One half does the 'Pass and Control' exercise with the teacher. The other half plays the game 'Pass and Score'. First explain the game 'Pass and Score', then let the learners play and work with the others. After 10 to 15 minutes change the groups.

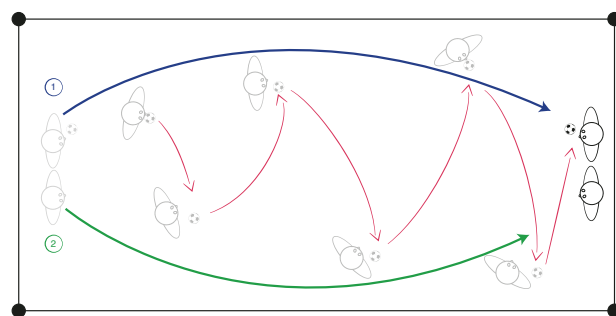
## Pass and control

Main part  
Time: ~ 10 min

**What you need:** Balls, cones, whistle

### How to play

The teacher divides the learners into pairs with one ball for each pair. They begin to run around in a marked area and try to pass and control the ball. They should look up and find the teammate before passing the ball. First the learners try to stay close together while running, then the distance can be increased.



### Goal of the game

- To learn to pass and control the ball and locate team players.

**What to watch for:** The passes should be as precise as possible. To improve the passes, the learners should attempt to make smaller passes. To make the passes more accurate, the learners should kick the ball with the side of their foot.

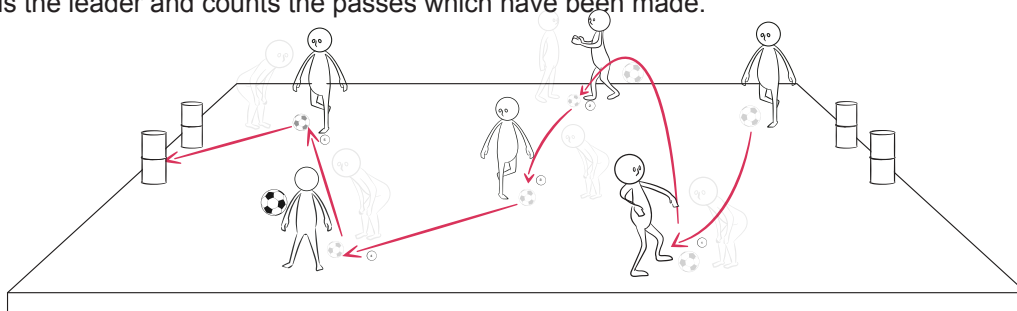
# Pass and score

Main part  
Time: ~ 10 min

**What you need:** 4 cones, 1 ball and colour bands

## How to play

The teacher divides all the learners into 2 teams. He or she marks out a field of play. Each field has two goals. The learners are then instructed to play soccer. A team is only allowed to score if that team has achieved 5 passes without interception. There is no goalkeeper and there should be a maximum of 10 players per team on the playing field. The other learners wait beside the field for a turn, and they swap places with players at intervals. One learner is the leader and counts the passes which have been made.



## Goal of the game

- To learn to see their team players on the field and to learn to pass and control a ball.

**What to watch for:** If all the learners are running towards the ball, they should be instructed to allow space for players to get to the ball.

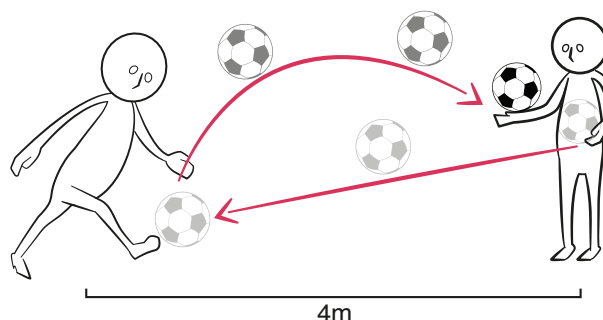
# Kick and catch

Cool down  
Time: ~ 10 min

**What you need:** 1 ball per pair

## How to play

The learners divide into pairs with one ball per pair. They face each other at a distance of about 3 to 4 meters in between. One learner has the ball in his/her hands and throws the ball so that the other learner can kick the ball back into the hands of his or her partner. Each learner should attempt to kick the ball 10 times, so that the other learner can catch it.



## Goal of the game

- To concentrate on passing a ball high.

**What to watch for:** The teacher should check whether it is too hard for some pairs, and if so, instruct the players to move closer together.



# Soccer: Passing and controlling

Physical education: Intermediate phase

## Equipment

- Cones
- Balls
- Colour bands

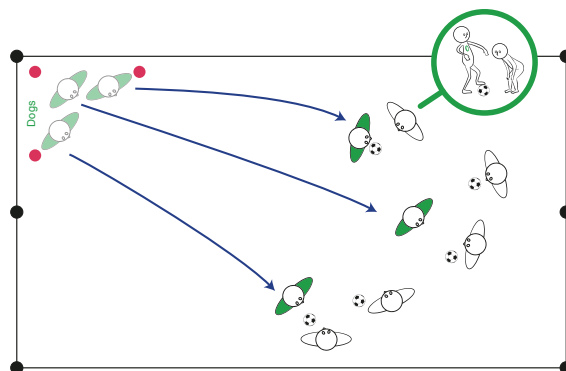
## Cats and dogs

Introduction  
Time: ~ 10 min

**What you need:** Cones and balls.

### How to play

Two or three learners are selected as the 'Dogs', and they stand in the corner of an area marked out by cones. The remaining learners have one or more balls (the teacher chooses how many balls to use) and stands anywhere in the area. The aim of the game is to protect and keep possession of the ball, or to pass it to a team player without being tackled by the Dogs. When a learner is tackled and the ball has been kicked out of the area, the learner collects the ball, does 10 jumping jacks and then enters the playing field again. This enables continuous practice.



### Goal of the game

- To learn to run with the ball and protect the ball against the adversaries.

**What to watch for:** The teacher should select new 'Dogs' every 2 to 3 minutes.

The teacher divides the learners into two groups. One half does the 'Pass and Control' exercise with the teacher. The other half plays the game 'Pass and Score'. First explain the game 'Pass and Score', then let the learners play and work with the others. After 10 to 15 minutes change the groups.

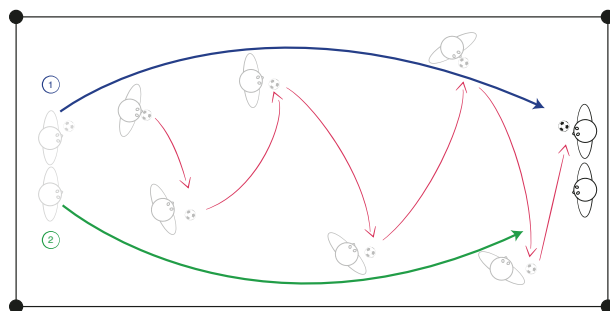
## Pass and control

Main part  
Time: ~ 10 min

**What you need:** 1 ball per pair

### How to play

The teacher divides the learners into pairs with one ball for each pair. The learners face each other, with a distance of about 4 meters between them, pass to one another and control the ball. Tell the learners that they should also use their weaker leg to pass.



### Goal of the game

- To learn to pass and control the ball.

**What to watch for:** The learners should touch the ball only twice: once for controlling the ball and with the second touch they pass the ball. The passes should be accurate. The learners should kick the ball with the side of their foot.

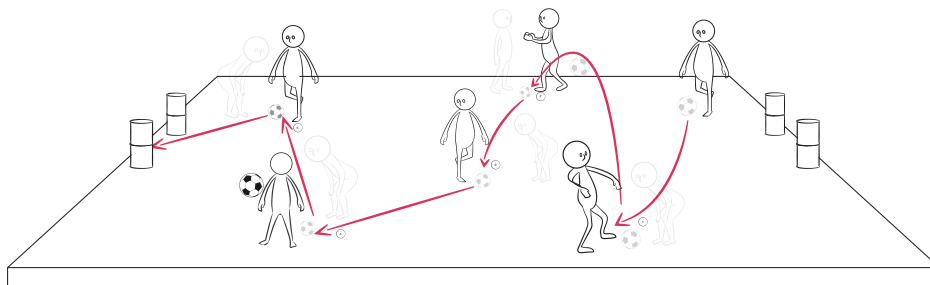
# Pass and score

Main part  
Time: ~ 10 min

**What you need:** Two balls, colour bands

## How to play

The teacher divides all the learners into 2 teams. He or she marks out a field of play. Each field has two goals. The learners are then instructed to play soccer. A team is only allowed to score if that team has achieved 5 passes without interception. There is no goalkeeper and there should be a maximum of 10 players per team on the playing field. The other learners wait beside the field for a turn, and they swap places with players at intervals. One learner is the leader and counts the passes which have been made.



## Goal of the game

- To learn to watch their team players on the field, and to learn to pass and control a ball.

**What to watch for:** If all the learners are running towards the ball, the teacher should tell them to position themselves so that there is enough space for a player to reach the ball.

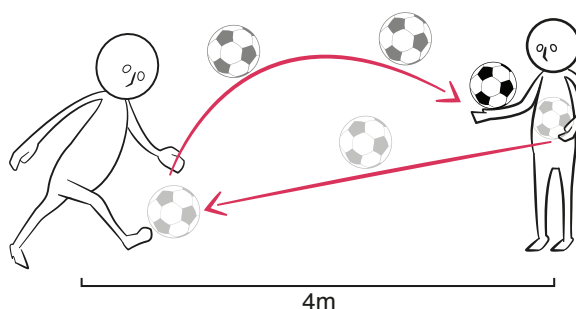
# Kick and catch

Cool down  
Time: ~ 10 min

**What you need:** 1 ball per pair

## How to play

The learners divide into pairs with one ball per pair. They face each other at a distance of about 3 to 4 meters in between. One learner has the ball in his/her hands and throws the ball so that the other learner can kick the ball back into the hands of his or her partner. Each learner should attempt to kick the ball 10 times, so that the other learner can catch it.



## Goal of the game

- To concentrate on passing a ball high.

**What to watch for:** The teacher should check whether it is too hard for some pairs, and if so, instruct the players to move closer together.



# Soccer: Passing and controlling

Physical education: Intermediate phase

## Equipment

- Colour bands
- Balls
- Cones

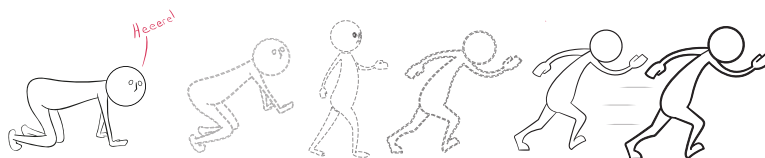
## Lion king

Introduction  
Time: ~ 10 min

**What you need:** Colour bands for all the players

## How to play

The teacher designates 5 to 7 'Lions', which are the catchers. They have to walk on all fours (knees on the floor). The other learners are 'Tourists', who go close to the lions and, if they are not too scared, act as if they are taking photos of them. If the teacher shouts, "Hungry Lions where are you?" the lions shout, "Heeere!" and try to catch the tourists. If a tourist gets caught, he joins the lions. The tourists are safe if they can run to their 'Lodge' (a designated area) without getting caught.



## Goal of the game

- To develop reaction skills.

**What to watch for:** If there is time for a second game, select new 'lions'.

Split the group in two. One half is doing the exercise "Pass and control" with the teacher. The other half is playing the game "High, higher, highest score". First explain the game "High, higher, highest score" then let the learners play and work with the others. After 10-15 minutes change the groups.

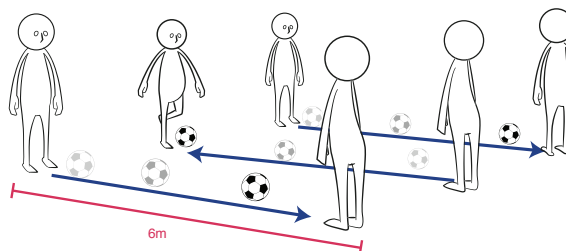
## Pass and control

Main part  
Time: ~ 10 min

**What you need:** 1 ball per pair

## How to play

The teacher divides the learners into pairs, with one ball for each pair. The learners face each other with a distance of about 6 meters between them. They pass to one another and control the ball. After several passes, the teacher tells the passer to close his eyes 2 seconds before he passes the ball, and attempt to make a precise pass.



## Goal of the game

- To learn to pass and control the ball.

**What to watch for:** The learners should touch the ball twice only: once to control the ball, and with the second touch they pass the ball. The passes should be accurate the learners should kick the ball with the side of their foot.



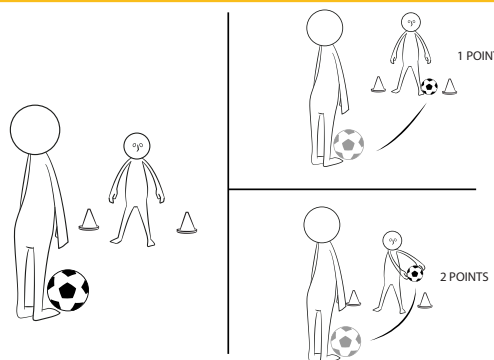
# High, higher, highest score

Main part  
Time: ~ 10 min

**What you need:** 1 ball per pair, colour bands, 4 cones.

## How to play

The teacher divides the learners into two teams and marks two goals with cones. The two teams play normal soccer. In the adversary's goal there is a teammate as goalie. If one team can give the goalie a precise pass which he can stop and control, they score 1 point. If they can pass the ball high and the goalie can catch the ball, they score 2 points.



## Goal of the game

- To learn to pass precisely, low and high.

**What to watch for:** The teacher should check that the learners do not all run after the ball, but that they run into the space where they are free and able to receive a ball from a teammate.

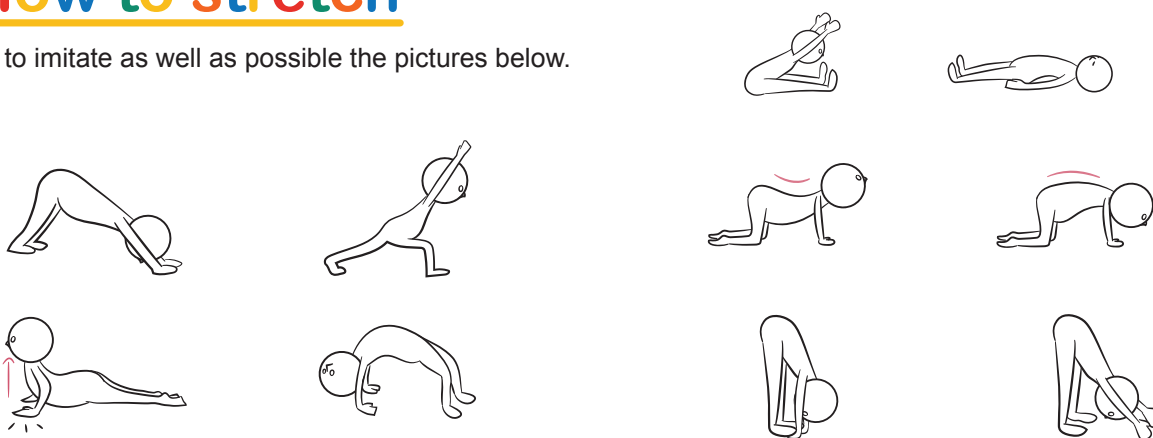
# Stretches in a circle

Cool down  
Time: ~ 10 min

**What you need:** No equipment required

## How to stretch

Try to imitate as well as possible the pictures below.



## Goal of the task

- To become more flexible and to avoid health issues such as muscle tightness.

**What to watch for:** The teacher should ensure that the learners maintain straight backs.



# Soccer: Passing and controlling

Physical education: Intermediate phase

## Equipment

- Colour bands
- Balls
- Cones

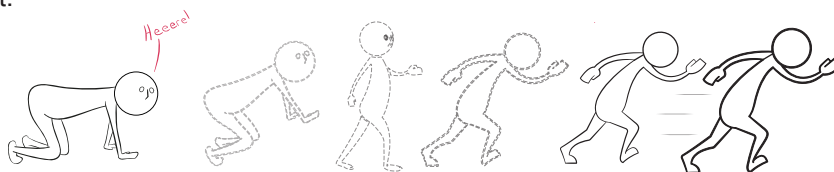
## Lion king

Introduction  
Time: ~ 10 min

**What you need:** Colour bands.

## How to play

The teacher designates 5 to 7 'Lions', which are the catchers. They have to walk on all fours (knees on the floor). The other learners are 'Tourists', who go close to the lions and, if they are not too scared, act as if they are taking photos of them. If the teacher shouts, "Hungry Lions where are you?" the lions shout, "Heeere!" and try to catch the tourists. If a tourist gets caught, he joins the lions. The tourists are safe if they can run to their 'Lodge' (a designated area) without getting caught.



## Goal of the game

- To develop reaction skills.

**What to watch for:** If there is time for a second game, select new 'lions'.

Split the group in two. One half is doing the exercise "Pass and control" with the teacher. The other half is playing the game "High, Higher, Highest Score". First explain the game "High, Higher, Highest Score" then let the learners play and work with the others. After 10-15 minutes change the groups.

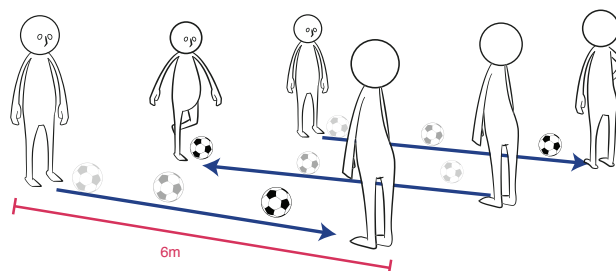
## Pass and control

Exam  
Time: ~ 10 min

**What you need:** 1 ball per pair

## How to play

The teacher divides the learners into pairs with one ball for each pair. They face each other with a distance of about 6 meters between them. The learners pass to one another and control the ball.



## Goal of the game

- To learn to pass and control the ball.

**What to watch for:** The teacher should check that the learners touch the ball twice only: once for controlling the ball, and with the second touch they pass the ball. The passes should be accurate and the learners should kick the ball with the side of their foot.

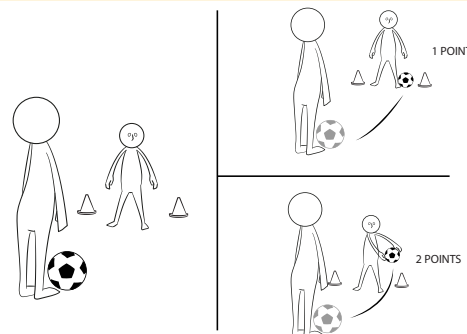
# High, higher, highest score

Main part  
Time: ~ 10 min

**What you need:** 1 ball, colour bands, 4 cones

## How to play

The teacher divides the learners into two teams and marks two goals with cones. The two teams play normal soccer. In the adversary's goal there is a teammate as goalie. If one team can give the goalie a precise pass which he can stop and control, they score 1 point. If they can pass the ball high and the goalie can catch the ball, they score 2 points.



## Goal of the game

- To learn to pass precisely, low and high.

**What to watch for:** The teacher should check that the learners do not all run after the ball, but that they run into the space where they are free and able to receive a ball from a teammate.

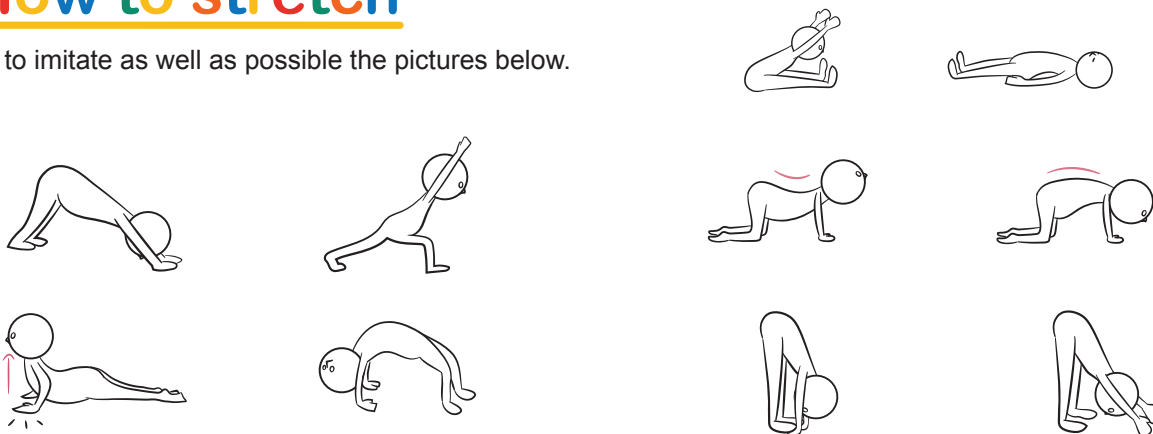
# Stretches in a circle

Cool down  
Time: ~ 10 min

**What you need:** No equipment required.

## How to stretch

Try to imitate as well as possible the pictures below.



## Goal of the stretch

- To become more flexible and to avoid health issues such as muscle tightness.

**What to watch for:** The teacher should ensure that the learners maintain straight backs. The teacher should ask learners what they enjoyed and what they learnt while stretching and cooling down.



# Soccer: Passing and controlling

Physical education: Intermediate phase

## Equipment

- Balls
- Colour bands
- Cones

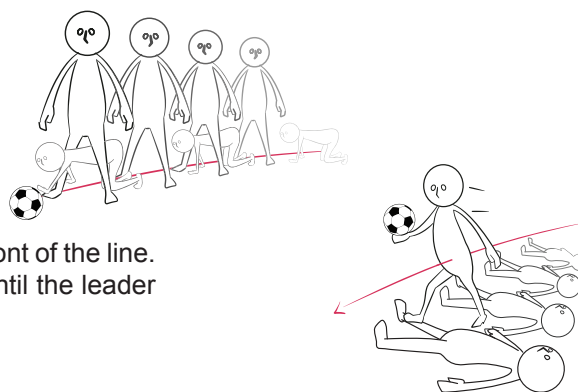
## Tunnel-ball relay

Introduction  
Time: ~ 10 min

**What you need:** 1 Ball and 2 cones for each team

### How to play

The learners sit in rows. The first learner of each team sits in front and holds a ball. At the signal of the teacher, the team jumps up and stands with their legs apart. The ball is rolled back through a player's legs, after which he or she lies down sideways. The player at the back stops the ball, touches the back line and runs over his team-mates, to the front of the line. The tunnel is formed again and the competition continues until the leader is in front again.



### Goal of the game

- To learn to be as fast as possible, whilst moving in different ways.

**What to watch for:** The learners should use the whole length between the cones.

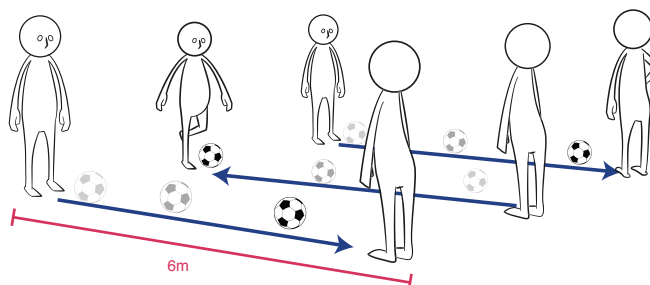
## Pass and control

Exam  
Time: ~ 10 min

**What you need:** Balls.

### How to play

The teacher divides the learners into pairs with one ball for each pair. They face each other with a distance of about 6 meters between them. The learners pass to one another and control the ball.



### Goal of the game

- To learn to pass and control the ball.

**What to watch for:** The teacher should check that the learners touch the ball twice only: once for controlling the ball, and with the second touch they pass the ball. The passes should be accurate and the learners should kick the ball with the side of their foot.

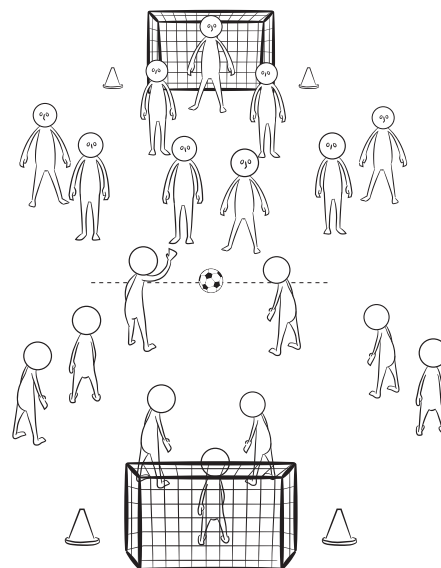
# Soccer

Main part  
Time: ~ 10 min

**What you need:** 2 balls, colour bands for half the players

## How to play

The teacher forms 2 teams with every learner in a team. He or she marks a field. Each field has two goals with one goalkeeper in each goal. The learners play soccer, swapping with those waiting outside the field after a period of time.



## Goal of the game

- To learn to see their team players on the field and to learn to pass and control a ball.

**What to watch for:** If all the learners are all running towards the ball, the teacher should instruct them to allow space to get to the ball.

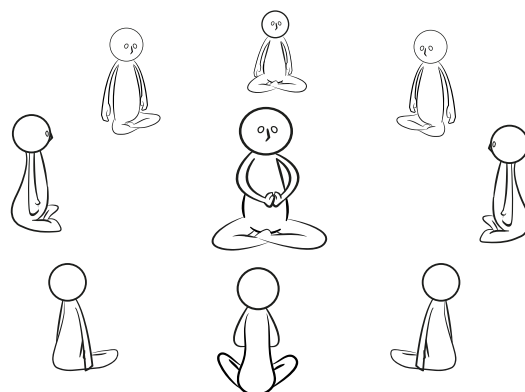
# 1, 2, 3 Freeze

Cool down  
Time: ~ 10 min

**What you need:** No equipment required

## How to play

The teacher instructs the learners to form a large circle, sitting down, facing inward, with the teacher sitting in the middle of the circle. On the teacher's command, "1,2,3, Freeze!" all the learners in the circle must freeze while sitting. If a learner moves they are eliminated. Continue playing until only a few players remain. If there is a large group, make several circles and appoint a leader for each circle. Tell the learners that they have to make a different face each round: the most unfriendly, angriest, scariest, ugliest, prettiest, most handsome face, etc.



## Goal of the game

- To cool down while doing a funny activity.

**What to watch for:** The teacher should check that the learners do not lie down, support their heads, or close their eyes. There is no arguing with the teacher (or nominated leader) when a learner is eliminated, and only the teacher (or nominated leader in a circle) may do this.



# Soccer: Free fun lesson

Physical education: Intermediate phase

## Equipment

- Cones
- Different obstacles

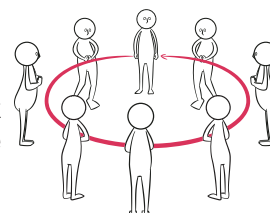
## The wave

Introduction  
Time: ~ 10 min

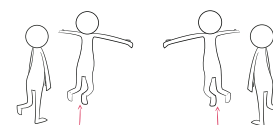
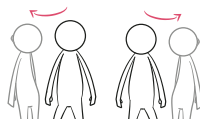
**What you need:** No equipment required.

### How to play

The teacher divides the learners into groups of 7 to 10 learners and each group forms a circle. Every group has a leader. The leader always starts the wave by doing the task demanded. Then the wave continues to the right until every learner has completed the required task. Repeat each task three times, and try to increase the speed in every round.



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



### Goal of the game

- To learn to perform actions bilaterally and to avoid unbalancing.
- To turn on the spot to the left and to the right.

**What to watch for:** The teacher should check whether the learners are able to change from right to left, and whether there is a difference between the sides.

## Relay running

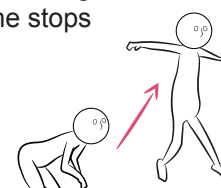
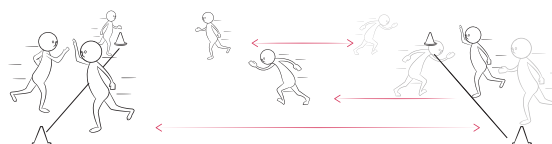
Main part  
Time: ~ 10 min

**What you need:** Cones.

### How to play

The teacher divides the learners into six teams. Each team splits again, and sets up at the opposite sides of the room. When the teacher gives a signal, the race starts. The first runner must run (depending on the task) to the team standing on the opposite side, and give the first learner standing in line a 'high five'. Each learner who has finished two rounds must sit on the floor. The game stops when all the learners have completed their runs.

- Task 1: Run from one side to the other side.
- Task 2: Jump like a frog to the other side.
- Task 3: Run on all fours to the other side.
- Task 4: Run backwards to the other side.



# Relay running

Continued

## Goal of the game

- To run relays with or without equipment.

**What to watch for:** The teacher should tell the learners to play fair, and only go when the other teammate has arrived and 'clapped'. Encourage the learners to fulfill the tasks correctly without cheating.

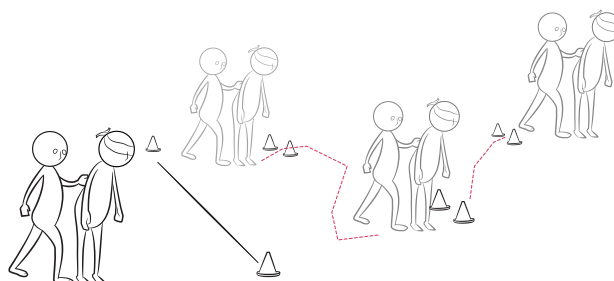
# Blind person's guide level II

Main part  
Time: ~ 10 min

**What you need:** Different obstacles and blindfolds for half the learners

## How to play

The teacher should distribute objects all over the playing field: hula hoops, ropes, balls, etc. He or she should tell the learners to divide into pairs. One learner is the 'blind person's guide' and the other learner is the 'blind' person, who has his or her eyes closed. The guide names the directions: go straight forward, move to the right, move to the left, go backwards, jump, crawl etc. The guide really needs to pay attention because there are a lot of obstacles around. The goal of the game is not to touch any obstacle. At the teacher's instruction, the learners change their role.



## Goal of the game

- To develop spatial orientation, to learn to trust your partner, to learn to follow directions, not to touch any obstacle.

**What to watch for:** The teacher should make sure the blind person closes his or her eyes properly.

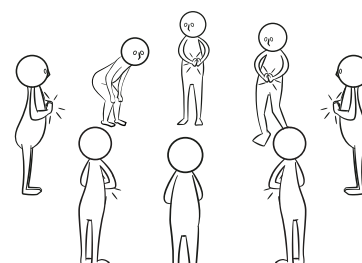
# Rhythm master - circle game

Cool down  
Time: ~ 10 min

**What you need:** No equipment required

## How to play

The learners sit in a circle and select one learner to be the 'Rhythm detective'. The teacher asks this learner to walk over to a wall, face the wall, close his or her eyes and cover his or her ears. He or she selects one learner in the circle to be the 'Rhythm Master'. The rhythm master then chooses what movements he or she will perform and the rest of the learners copy. Always start with the rhythm master tapping his or her knees. The teacher then asks the detective to return. The rhythm master will then change his or her movements and the other learners sitting in the circle copy. The detective has 3 chances to try and guess who the rhythm master is.



## Goal of the game

- To quickly adapt to another learner's rhythm; and to be creative and invent new rhythms.

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





# Assessment – Soccer: Passing & ball control

**Frequency of participation:** If a learner was in the physical education lesson and participated well, he receives a “1” behind his name. If a learner was in the physical education lesson but did not participate well, he receives only a “0.5” behind his name. In total, the learner can get 20 points for his participation.

Level	Limited	Adequate	Proficient	Excellent
<b>Frequency of participation during Physical Education periods.</b>	0% = 0 points (did not participate at all) 1-5% = 1 point 6-10% = 2 points 11-15% = 3 points 16-20% = 4 points	21-25% = 5 points 26-30% = 6 points 31-35% = 7 points 36-40% = 8 points 41-45% = 9 points 46-50% = 10 points	51-55% = 11 points 56-60% = 12 points 61-65% = 13 points 66-70% = 14 points 71-75% = 15 points	76-80% = 16 points 81-85% = 17 points 86-90% = 18 points 91-95% = 19 points 96-100% = 20 points

**Movement performance:** The learner will be observed from the teacher for his passing and ball control skills. He can get 10 points for his movement performance in total.

Skill	1	2	3	4	5
<b>Controlling</b>	The learner struggles mostly everytime and takes many attempts to control the ball once.	The learner has a severe loss of control and takes a few attempts to control the ball.	The learner struggles with his footwork but controls the ball.	The learner controls the ball but has always to watch the ball and his feed.	The learner shows good technique and controls the ball effortlessly with a cushioning effect.
<b>Passing</b>	The learner struggles to pass the ball.	The learner passes the ball but accuracy is poor.	The learner can pass the ball in a general direction of the receiving player	The learner passes the ball within a few feet of the receiving player.	The learner passes the ball accurately to another player.

**Final evaluation table:**

Description of competence	Points achieved	Percentage	Final mark
Outstanding achievement	24-30	80-100	7
Meritorious achievement	21-23	70-79	6
Substantial achievement	18-20	60-69	5
Adequate achievement	15-17	50-59	4
Moderate achievement	12-14	40-49	3
Elementary achievement	9-11	30-39	2
Not achieved	0-8	0-29	1





## Assessment – Soccer: Passing & ball control

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

Grade: \_\_\_\_\_

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

[illegible]



# Assessment – Soccer: Passing & ball control

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

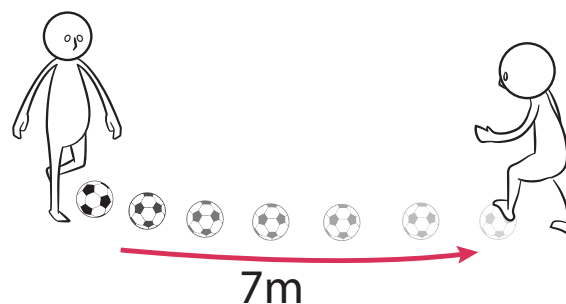
Grade: \_\_\_\_\_

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

### Movement Performance – Passing & ball control

**Organisation:**

Two learners are facing each other with about 7 meters distance in between. The two learners have one ball which they are passing one another by foot. The exercise is well done when the player is able to give precise passes and is able to control the ball in a proper manner.

[illegible]



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

[illegible]



# Netball: Passing and catching

Physical education: Intermediate phase

## Equipment

- Cones
- Balls

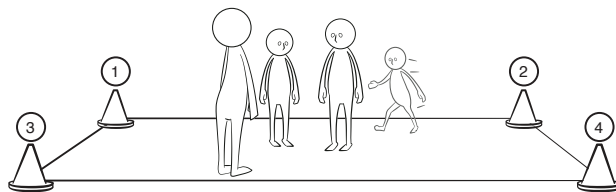
## Throw

Introduction  
Time: ~ 10 min

**What you need:** 4 different coloured cones

### How to play

The teacher marks a square with four markers. Each marker has a different colour, or the bases are numbered 1 to 4. All the learners jog at random within the boundary, until the teacher calls out a marker colour or base number. The learners then have to run as fast as possible to the called-out marker. The first three learners at the marker receive a letter. (For example, the first letter the learner receives is a "T" and the second one an "H"). Continue until one learner has the letters to spell "T-H-R-O-W".



### Goal of the game

- To improve concentration and reaction speed.

**What to watch for:** The teacher should observe which three learners are first at the markers.

The teacher divides the learners into two groups. One half does the 'Hot potato' exercise with the teacher. The other half plays the game 'Passing heroes'. First explain the game 'Hot potato', then let the learners play and work with the others. After 10 to 15 minutes change the groups.

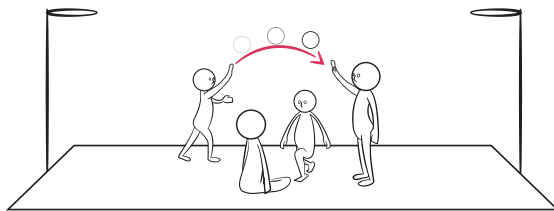
## Hot potato

Main part  
Time: ~ 10 min

**What you need:** 1 to 2 balls, colour bands

### How to play

The teacher designates a field of approximately 20 m x 10 m or bigger if there are a lot of learners. The learners have to be able to move. They are shown the ball and told that it is a hot potato and will burn their hands if they hold onto the ball too long. They will not get burned if they pass the ball to another player fast enough. If a player drops the ball, the player goes down onto one knee, and can be redeemed if he/she catches the ball the next time. If the player can not catch the ball a second time he/she has to go onto both knees, the third time, he or she sits down, and the fourth time, the person is out.



### Goal of the game

- To practice to throw and catch a ball.

**What to watch for:** The teacher should check how the ball is passed. If a pass is not good then this person has to kneel down, and not the other learner who was not able to catch.

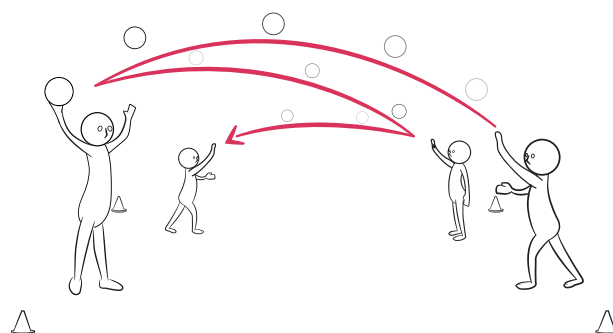
# Passing heroes

Main part  
Time: ~ 10 min

**What you need:** Balls, colour bands

## How to play

The teacher forms teams of about 5 to 10 learners. Two teams play against each other on a playing field of about 10 m x 10 m. There is one ball on the field. Each team member tries to pass to another team member, 5 times in a row. If the team accomplishes this task, they get 1 point and have to give the ball to the other team. The team with the most points in the end wins the game.



## Goal of the game

- To practice throwing and catching a ball, and to learn to see where there are free spaces.

**What to watch for:** The teacher tells the learners that they should always search for a free space to get the ball. In this way, it is also easier for the passer to find a person to whom to throw the ball.

# Cool down stretch

Cool down  
Time: ~ 10 min

## How to conduct

The teacher tells the learners to sit down in front of him or her. He or she explains to them that the homework for the next week is to make a football of their own and to bring them to school for the next Physical Education lesson. Show them an example of a ball constructed out of recycled material.



# Netball: Passing and catching

Physical education: Intermediate phase

## Equipment

- Colour bands
- Balls

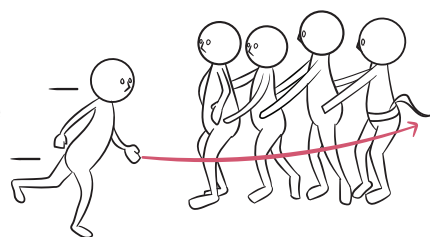
## Fox and geese

Introduction  
Time: ~ 10 min

**What you need:** Colour bands

### How to play

The teacher divides the learners into groups of 4 to 6 players. Each group forms a line and each learner grips the player in front of him or her round the waist. They are the geese. One end of a colour band is inserted into the waistband of the last player, in such a way that it hangs down like a tail. The player at the front of the line places his hands upon his hips.



The 'fox' (another one of the learners) faces the line of 'geese' and, at a signal from the teacher, he or she tries to get hold of the colour band.

### Goal of the game

- The learners should warm up and learn how to anticipate the movements of the others, which will help to get in good positions for netball.

**What to watch for:** The teacher should check that the 'fox' does not hold on to the players, and the player at the front of the line may not remove his hands from his hips in an effort to obstruct the fox.

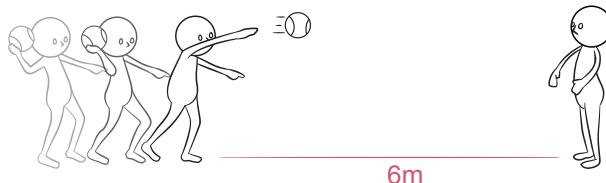
## The shoulder pass

Main part  
Time: ~ 10 min

**What you need:** 1 ball per pair

### How to play

The teacher divides the learners into pairs with one ball per pair. They stand facing each other with a distance of about 5 to 6 m between them. They pass the ball from one learner to the other without dropping the ball, using the overarm throw (picture) After 10 passes with one hand, they should try to change the hand, and do the same thing with the other hand.



### Goal of the game

- To learn to throw the ball using the overarm throw, with their stronger and with their weaker arm.

**What to watch for:** The eyes should at all times be focused on the target. Rotate the upper body from side on to face forward during the throw.

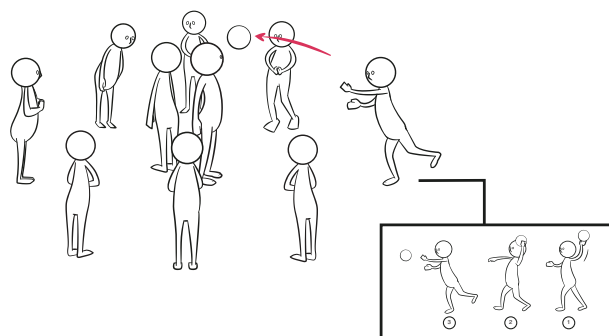
# Circle dodge-ball

Main part  
Time: ~ 10 min

**What you need:** Soft balls

## How to play

The teacher divides the learners into two groups. One group stands in the center of a circle formed by the second group. If there is a large number of learners, form more than one circle. The learners on the outside try to hit the others in the center by throwing a ball at them. When a learner has been hit, he joins the learners forming the outer circle. The last learner in the center is the winner. Play the games multiple times.



## Goal of the game

- To learn to use the shoulder pass and learn to hit a defined target.

**What to watch for:** The learners are only allowed to use the overarm throw. A player is only considered as having been hit if the ball strikes him below the waist.

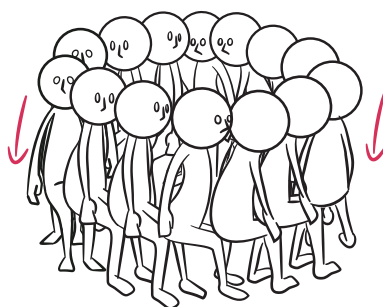
# Mass lap-sitting

Cool down  
Time: ~ 10 min

**What you need:** No equipment required

## How to play

The learners form groups of 10 to 15. Each group forms a circle and the learners in the circle turn to the right, so that they are standing behind one another. They should stand fairly close to one another. At the signal of the teacher, all the players simultaneously sit down on the lap of the person behind them. If this works and the learners do not overbalance, the learners then try to walk and make the circle turn.



## Goal of the game

- To learn to co-operate and communicate with each other.

**What to watch for:** If possible, the learners should do this activity on grass (to be able to fall softly).



# Netball: Passing and catching

Physical education: Intermediate phase

## Equipment

- Colour bands
- Balls

## Fox and geese

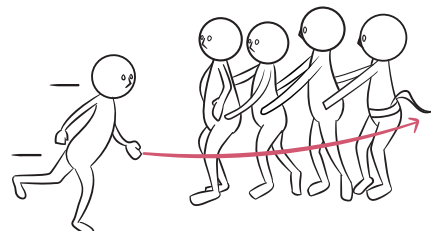
Introduction  
Time: ~ 10 min

**What you need:** Colour bands

### How to play

The teacher divides the learners into groups of 4 to 6 players. Each group forms a line and each learner grips the player in front of him or her round the waist. They are the geese. One end of a colour band is inserted into the waistband of the last player, in such a way that it hangs down like a tail. The player at the front of the line places his hands upon his hips. The 'fox' (another one of the learners) faces the line of 'geese' and, at a signal from the teacher, he or she tries to get hold of the colour band.

Level 2: The fox has to try to catch two colour bands. One is on the right side of the waistband and the other one on the left side.



### Goal of the game

- The learners should warm up and learn how to anticipate the movements of the others, which helps to get into good positions for netball.

**What to watch for:** The 'fox' may not hold on to the players and the player at the front of the line may not remove his hands from his hips in an effort to obstruct the fox.

## The shoulder pass

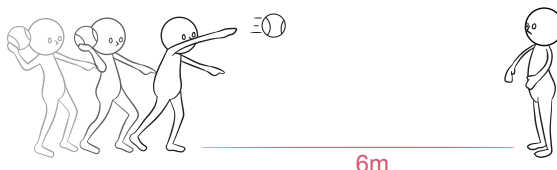
Main part  
Time: ~ 10 min

**What you need:** Balls

### How to play

The teacher divides the learners into pairs with one ball per pair. They stand facing each other with a distance of about 5 to 6 m between them. They pass the ball from one learner to the other without dropping the ball, using the overarm throw (picture) After 10 passes with one hand, they should try to change the hand, and do the same thing with the other hand.

Level 2: The learner throws the ball with closed eyes. He or she tries to remember where the partner is and closes the eyes two seconds before throwing the ball.



### Goal of the game

- To learn to throw the ball using the overarm throw, with their stronger and with their weaker arm.

**What to watch for:** The eyes should at all times be focused on the target. Rotate the upper body from side on to face forward during the throw.



# Circle dodge-ball

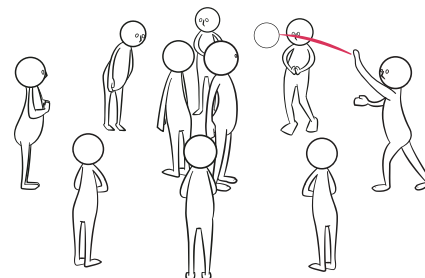
Main part  
Time: ~ 10 min

**What you need:** Soft balls

## How to play

The teacher divides the learners into two groups. One group stands in the center of a circle formed by the second group. If there is a large number of learners, form more than one circle. The learners on the outside try to hit the others in the center by throwing a ball at them. When a learner has been hit, he joins the learners forming the outer circle. The last learner in the center is the winner. Play the games multiple times.

Level 2: One team is in the center for 1 minute. The other team tries to hit the team in the center with a ball as many times as possible. After one minute, the 'hits' are counted. The team with the least number of strikes against them, will be the winners.



## Goal of the game

- To learn to use the shoulder pass and learn to hit a defined target.

**What to watch for:** The learners are allowed to use the overarm throw only. A player is considered as having been hit if the ball strikes him **below** the waist.

# Mass lap-sitting

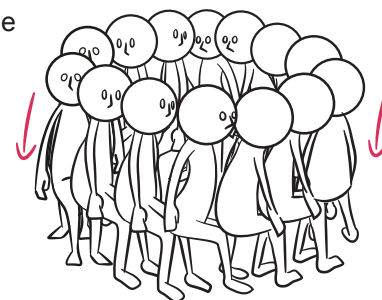
Cool down  
Time: ~ 10 min

**What you need:** No equipment required

## How to play

The learners form groups of 10 to 15. Each group forms a circle and the learners in the circle turn to the right, so that they are standing behind one another. They should stand fairly close to one another. At the signal of the teacher, all the players simultaneously sit down on the lap of the person behind them. If this works and the learners do not overbalance, the learners then try to walk and make the circle turn.

Level 2: Try to do the same with the whole group. If it does not work on the first try, keep on trying so that the learners can find a solution.



## Goal of the game

- To learn to co-operate and communicate with each other.

**What to watch for:** If possible, the learners should do this activity on grass (to be able to fall softly).



# Netball: Passing and catching

Physical education: Intermediate phase

## Equipment

- Balls
- Cones

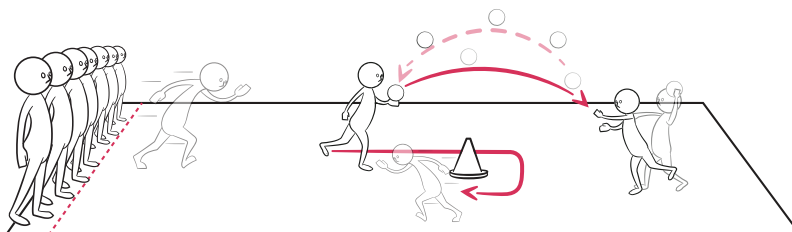
## Passing champ relay

Introduction  
Time: ~ 10 min

**What you need:** Balls

### How to play

The learners are divided into groups of 7 learners each. Every group has a ball and stands behind the starting line. When the leader gives the starting signal, the first learner from each group runs to a cone, which is 10 meters away. At the cone he or she will receive a shoulder pass from the next teammate. The learner has to catch the ball and throw it back. Then the learner can run back and the next teammate starts to run. The first group to finish the course wins the relay.



### Goal of the game

- The learners warm up their muscles and joints; they use the shoulder pass they learned the last week, once again.

**What to watch for:** The learner who is at the cone and receives the pass, is only allowed to run back to the teammates if the other teammate has the ball in his hands.

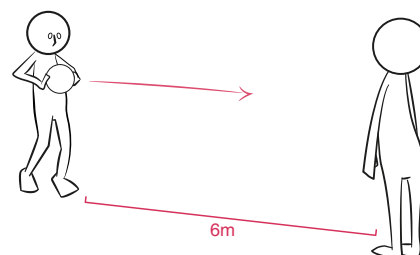
## The chest pass

Main part  
Time: ~ 10 min

**What you need:** 1 ball per pair

### How to play

The teacher divides the learners into pairs with one ball per pair. They stand facing one other, with a distance of about 5 to 6 meters between them. They pass the ball from one learner to the other without dropping the ball, by using the chest pass (picture). If this works well, the learners can begin to vary the distance between them, so that they realize that if the distance is bigger, they need more force, and inverse.



### Goal of the game

- To learn to throw the ball, using the chest pass, and to catch a ball.

**What to watch for:** The learners eyes should at all times be focused on the target. The learners should step forward, extend arms and fingers, and push the ball in the direction of the target.

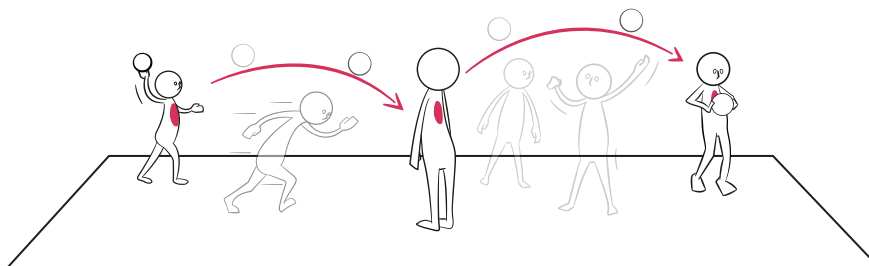
# Speed ball

Main part  
Time: ~ 10 min

**What you need:** 1 x ball per field

## How to play

The teacher forms two groups of 10 learners per field. The field is about half the size of a netball field. Players of one team throw the ball to each other. The other team tries to intercept and gain possession of the ball. The ball may not touch the ground. If the ball touches the ground, it should be kicked by the opposing team, becomes airborne and can be caught and thrown between the learners. A goal is scored when a learner catches the ball while standing in a goal area at the end of the field.



## Goal of the game

- To learn to pass in a real game situation.

**What to watch for:** If the ball touches the ground the opposing team can kick the ball.

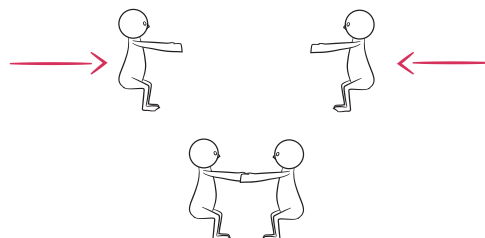
# Duck-fighting

Cool down  
Time: ~ 10 min

**What you need:** No equipment required

## How to play

The teacher divides the learners into pairs. The learners face each other and squat. With straight arms they attempt to push each other over, while at the same time hopping around in a circle.



## Goal of the game

- To improve balance skills and core muscles.

**What to watch for:** If possible, play this game on a grass surface.

**Information:** At the end of the lesson, tell the learners that the exam at the end of the term will be a 'Chest Pass' and 'Shoulder Pass' exercise. They will be examined on their passing and catching abilities. The precise exercise will be shown next week.



# Netball: Passing and catching

Physical education: Intermediate phase

## Equipment

- Balls
- Cones

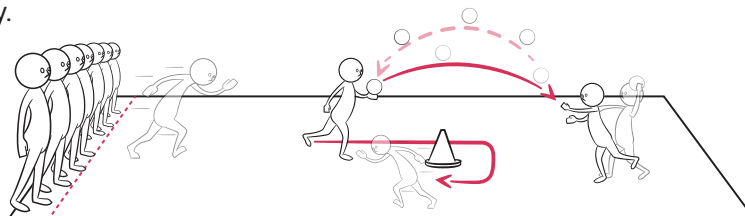
## Passing champ relay

Introduction  
Time: ~ 10 min

**What you need:** Balls

### How to play

The learners are divided into groups of 7 learners each. Every group has a ball and stands behind the starting line. When the leader gives the starting signal, the first learner from each group runs to a cone, which is 10 meters away. At the cone he or she will receive a shoulder pass from the next teammate. The learner has to catch the ball and throw it back. Then the learner can run back and the next teammate starts to run. The first group to finish the course wins the relay.



### Goal of the game

- The learners warm up their muscles and joints; they use the shoulder pass they learned the last week, once again.

**What to watch for:** The learner who is at the cone and receives the pass, is only allowed to run back to the teammates if the other teammate has the ball in his hands.

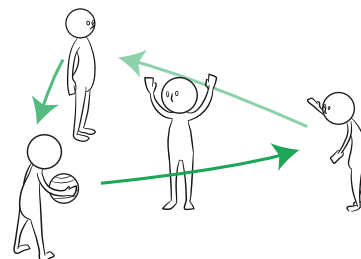
## The passing triangle

Main part  
Time: ~ 10 min

**What you need:** 1 ball per group of 4

### How to play

The teacher divides the learners into groups of 4 with one ball per group. 2 learners face each other at a distance suitable for the learners ability, while another learner stands aside and forms a triangle with the other two learners. The last learner, who acts as an opponent, stands in between the learners. One learner passes the ball to the next learner, using the correct shoulder pass and chest pass technique.



### Goal of the game

- To learn to pass a ball precisely, even when there is an opponent.

**What to watch for:** The 'opponent' is not allowed to move when inside the triangle.

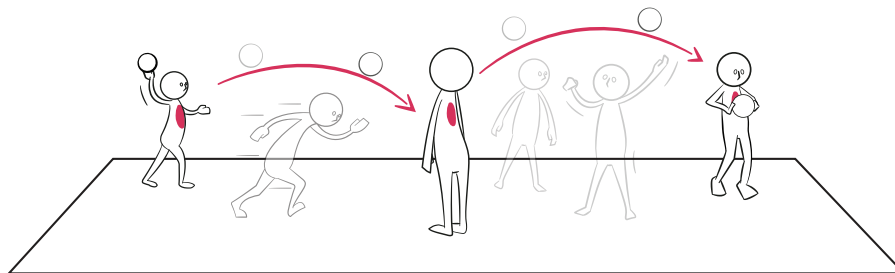
# Speed ball

Main part  
Time: ~ 10 min

**What you need:** 1 x ball per field

## How to play

The teacher forms two groups of 10 learners per field. The field is about half the size of a netball field. Players of one team throw the ball to each other. The other team tries to intercept and gain possession of the ball. The ball may not touch the ground. If the ball touches the ground, it should be kicked by the opposing team, becomes airborne and can be caught and thrown between the learners. A goal is scored when a learner catches the ball while standing in a goal area at the end of the field.



## Goal of the game

- To learn to pass in a real game situation.

**What to watch for:** If the ball touches the ground the opposing team can kick the ball.

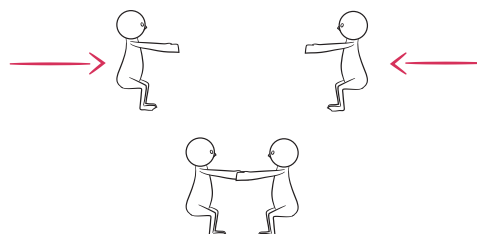
# Duck-fighting

Cool down  
Time: ~ 10 min

**What you need:** No equipment required

## How to play

The teacher divides the learners into pairs. The learners face each other and squat. With straight arms they attempt to push each other over, while at the same time hopping around in a circle.



## Goal of the game

- To improve balance skills and core muscles.

**What to watch for:** If possible, play this game on a grass surface.



# Netball: Passing and catching

Physical education: Intermediate phase

## Equipment

- Balls
- Colour bands

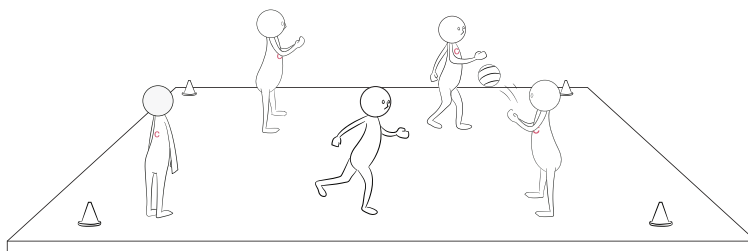
## Tag the enemy

Introduction  
Time: ~ 10 min

**What you need:** Balls and colour bands

### How to play

The teacher marks out a play field with 4 cones. The play field should be smaller for a small group of learners and bigger for more learners. The teacher designates four catchers and gives them a ball. The catchers pass the ball to each other and try to tag the other learners running around in the field. If a learner is tagged he or she becomes a catcher as well.



### Goal of the game

- To learn to co-operate and learn to find ways to reach the goal.

**What to watch for:** The catchers are not allowed to run with the ball, or to throw it.

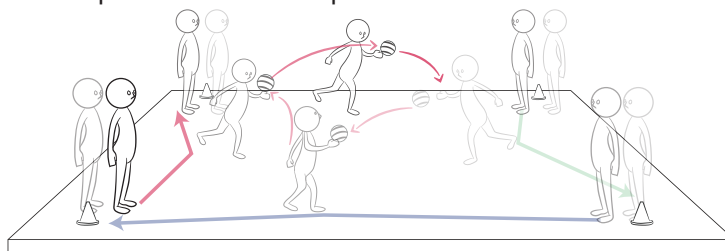
## Chest pass circle

Main part  
Time: ~ 10 min

**What you need:** 1 x ball per field

### How to play

The leader marks a field of 10 m by 10 m. On each side, there are 5 to 7 learners. The first learner starts to run and receives a chest pass from the learner from the side behind him. Once the learner has caught the ball, he or she passes the ball to the next learner in the next row, who has already started to run. The learners can choose whether they want to make chest passes or shoulder passes.



### Goal of the game

- To encourage good passing technique and timing of movement.

**What to watch for:** The teacher should check that once the learners have caught the ball, they are not allowed to run anymore.

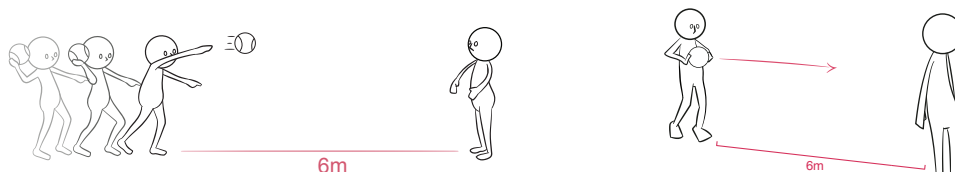
# Assessment: Passing and catching

Exam  
Time: ~ 10 min

**What you need:** 1 x ball per field

## How to conduct

2 learners face each other at a distance suitable for learners ability, and a third learner forms a triangle with the two other learners. One learner passes the ball to the next learner using correct shoulder pass and chest pass technique.



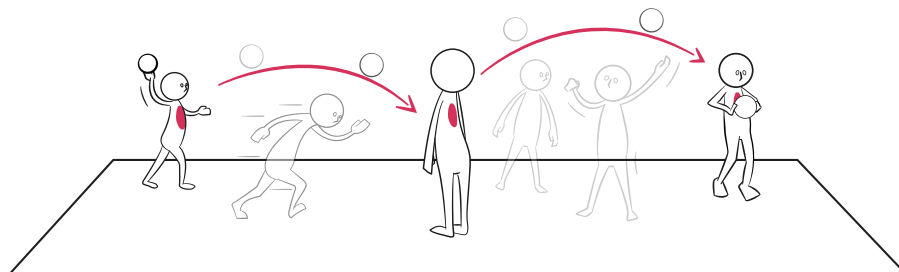
## Speed ball

Cool down  
Time: ~ 10 min

**What you need:** 1 x ball per field

## How to play

The teacher forms two groups of 10 learners per field. The field is about half the size of a netball field. Players of one team throw the ball to each other. The other team tries to intercept and gain possession of the ball. The ball may not touch the ground. If the ball touches the ground, it should be kicked by the opposing team, becomes airborne and can be caught and thrown between the learners. A goal is scored when a learner catches the ball while standing in a goal area at the end of the field.



## Goal of the game

- To learn to pass in a real game situation.

**What to watch for:** If the ball touches the ground the opposing team can kick the ball.



# Netball: Passing and catching

Physical education: Intermediate phase

## Equipment

- Balls
- Colour bands

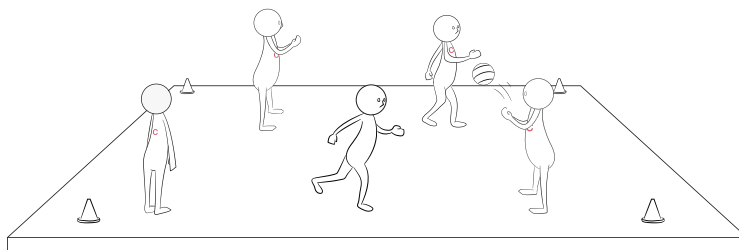
## Tag the enemy

Introduction  
Time: ~ 10 min

**What you need:** Balls and colour bands.

## How to play

The teacher marks out a play field with 4 cones. The play field should be smaller for a small group of learners and bigger for more learners. The teacher designates four catchers and gives them a ball. The catchers pass the ball to each other and try to tag the other learners running around in the field. If a learner is tagged he or she becomes a catcher as well.



## Goal of the game

- To learn to co-operate and learn to find ways to reach the goal.

**What to watch for:** The catchers are not allowed to run with the ball, or to throw it.

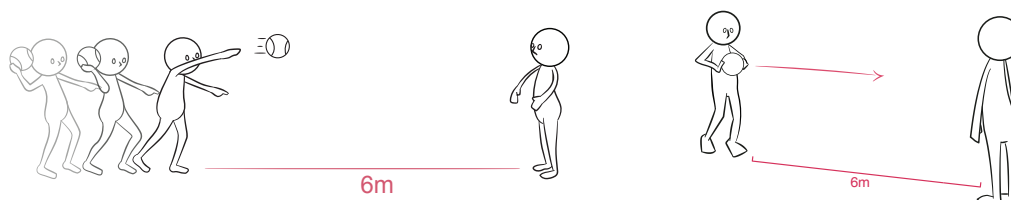
## Assessment: Passing and catching

Exam  
Time: ~ 10 min

**What you need:** 1 x ball per field.

## How to conduct

2 learners face each other at a distance suitable for learners ability, and a third learner forms a triangle with the other two learners. One learner passes the ball to the next learner using correct shoulder pass and chest pass technique.





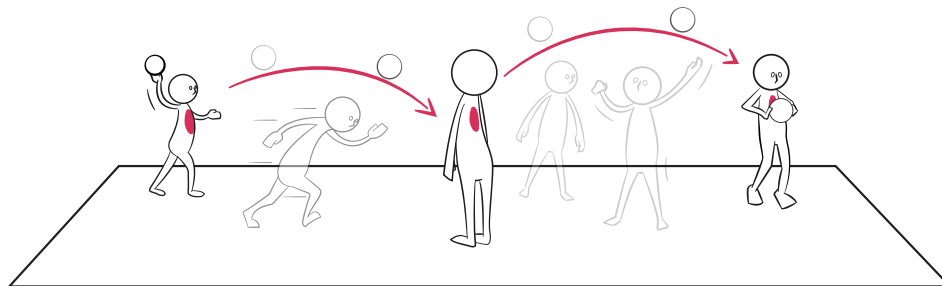
# Speed ball

Main part  
Time: ~ 10 min

**What you need:** 1 x ball per field.

## How to play

The teacher forms two groups of 10 learners per field. The field is about half the size of a netball field. Players of one team throw the ball to each other. The other team tries to intercept and gain possession of the ball. The ball may not touch the ground. If the ball touches the ground, it should be kicked by the opposing team, becomes airborne and can be caught and thrown between the learners. A goal is scored when a learner catches the ball while standing in a goal area at the end of the field.



## Goal of the game

- To learn to pass in a real game situation.

**What to watch for:** If the ball touches the ground the opposing team can kick the ball.

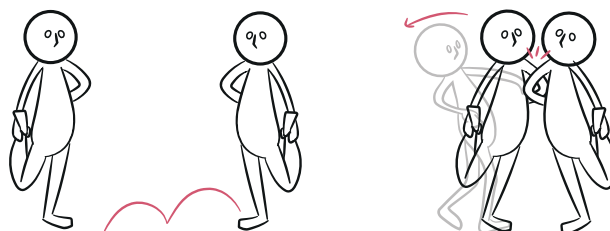
# Cock-fighting

Cool down  
Time: ~ 10 min

**What you need:** No equipment required.

## How to play

The teacher divides the learners into pairs. The learners hop around on one leg and attempt to push each other off balance with their shoulders. Each player must grip the ankle of his raised leg with one hand, whilst tucking



## Goal of the game

- To improve balance skills.

**What to watch for:** The teacher should ensure that the learners do not use their hands to push each other.



# Netball: Free fun lesson

Physical education: Intermediate phase

## Equipment

- 8 bean bags

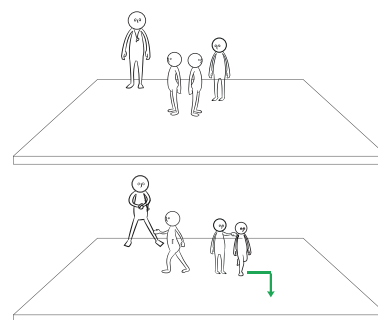
## The mechanic and the robots

Introduction  
Time: ~ 10 min

**What you need:** No equipment required.

### How to play

The teacher divides the learners into groups of 3. One learner is the 'mechanic' and the other two are the 'robots'. The two robots stand back to back. When the teacher starts to clap a rhythm, the robots begin to move straight forward. If the mechanic touches the shoulder of a robot, he or she turns 90°. The goal of the mechanic is to bring the two robots together.



### Goal of the game

- To keep the beat of the music or drumming.
- To improve reaction skills.

**What to watch for:** The teacher should check whether the learners (the mechanic and the robots) are able to fulfill the task. If so, choose a faster clap rhythm. If not, slow the clap rhythm down.

## Relay running

Main part  
Time: ~ 10 min

**What you need:** 8 bean-bags.

### How to play

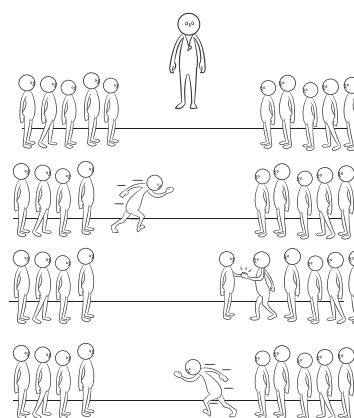
The teacher divides the learners into equal teams of about 8 to 10 members. Split each group into two equal-sized groups A and B. The groups stand at either end of the hall, in a line, and face each other. When the teacher shouts "GO", the first members of group A, standing at the front of the line, run towards group B. As soon as the runner has arrived, the first learner standing in line B, gives a 'high five'. Then runner B runs towards group A and claps. After that it is the next runner's turn etc. When each learner has done Task 1, go on with the tasks listed below:

Task 1: Normal sprint.

Task 2: Place a bean-bag on your head and run as fast as possible to the other side.

Task 3: Place a bean-bag on your neck and run as fast as possible to the other side.

Task 4: Place a bean-bag on the back of your hand and run as fast as possible to the other side.



### Goal of the game

- To balance a bean-bag on different parts of the body.

**What to watch for:** If a bean-bag falls down, the learner has to return to that place and may then continue the race.

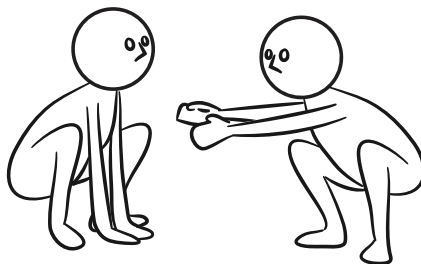
# Knee tag

Main part  
Time: ~ 10 min

**What you need:** No equipment required.

## How to play

The teacher divides the learners into pairs. The learners face each other on their haunches. At the whistle, the learners attempt to touch their opponent's knees and at the same time avoid being touched. Every time a learner touches the opponent's knees, he or she scores a point. The learners should play for approximately 15 to 30 minutes and then take a short break. The game can be repeated multiple times. Change pairs at intervals.



## Goal of the game

- To learn to read and appropriately respond to the opponent's movements, speed and quickness.

**What to watch for:** Change pairs after a while.

# Drawing message

Cool down  
Time: ~ 10 min

**What you need:** No equipment required.

## How to play

The teacher divides the learners into pairs. One learner lies on the floor whilst the other one 'paints' something on the back of the first learner with his or her finger. The first learner has to guess what the drawing was. After 4 to 5 drawings the learners change roles.



## Goal of the game

- To relax and cool down the body.

**What to watch for:** The learners should be as quiet as possible during the exercise.



# Assessment – Netball: Passing & catching

**Frequency of participation:** If a learner was in the physical education lesson and participated well, he receives a “1” behind his name. If a learner was in the physical education lesson but did not participate well, he receives only a “0.5” behind his name. In total, the learner can get 20 points for his participation.

Level	Limited	Adequate	Proficient	Excellent
<b>Frequency of participation during Physical Education periods.</b>	0% = 0 points (did not participate at all) 1-5% = 1 point 6-10% = 2 points 11-15% = 3 points 16-20% = 4 points	21-25% = 5 points 26-30% = 6 points 31-35% = 7 points 36-40% = 8 points 41-45% = 9 points 46-50% = 10 points	51-55% = 11 points 56-60% = 12 points 61-65% = 13 points 66-70% = 14 points 71-75% = 15 points	76-80% = 16 points 81-85% = 17 points 86-90% = 18 points 91-95% = 19 points 96-100% = 20 points

**Movement performance:** The learner will be observed from the teacher for his catching and passing skills. He can get 10 points for his movement performance in total.

Skill	1	2	3	4	5
<b>Catching</b>	Learner struggles and takes many attempts to catch the ball.	Learner slightly fumbles/juggles and takes a few attempts to catch the ball.	Learner fumbles/juggles but catches the ball.	Learner catches the ball with stiff hands and wrists.	Learner shows good catching technique and catches ball effortlessly with a cushioning effect.
<b>Passing</b>	Learner struggles to pass the ball.	The learner passes the ball but accuracy is poor.	The learner can pass the ball in a general direction of the receiving player.	The learner passes the ball within a few feet of the receiving player.	The learner passes the ball accurately to another player.

**Final evaluation table:**

Description of competence	Points achieved	Percentage	Final mark
Outstanding achievement	24-30	80-100	7
Meritorious achievement	21-23	70-79	6
Substantial achievement	18-20	60-69	5
Adequate achievement	15-17	50-59	4
Moderate achievement	12-14	40-49	3
Elementary achievement	9-11	30-39	2
Not achieved	0-8	0-29	1



# Assessment – Netball: Passing & catching

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

Grade: \_\_\_\_\_

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

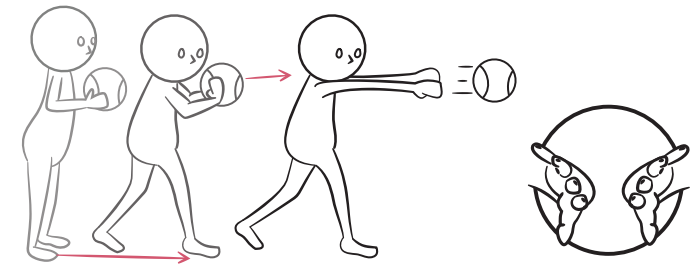
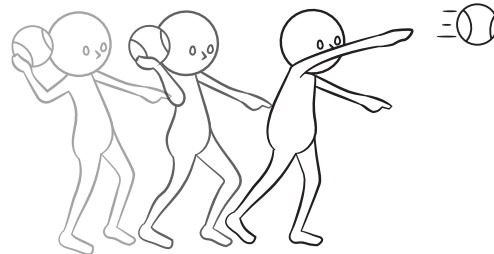
[illegible]

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

**Organisation:**

Build groups of 3 learners standing in a triangle. The learners start to pass the ball to each other using correct shoulder and chest pass technique. The teacher is observing the learners and evaluating their technique.

**Chest pass:**

[illegible]



# Assessment – Netball: Passing & catching

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

Grade: \_\_\_\_\_

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

Name		1	2	3	4	5
	C					
	P					
	C					
	P					
	C					
	P					
	C					
	P					
	C					
	P					
	C					
	P					
	C					
	P					
	C					
	P					
	C					
	P					
	C					
	P					
	C					
	P					
	C					
	P					



# Rhythmic movement: Movements of animals

Physical education: Intermediate phase

## Accompaniment

- Play/sing any song of your choice.
- Play any pace and rhythm of your choice.

## Name game

Introduction  
Time: ~ 5 min

### How to play

Clap your hands and say your name in time to the beat. "How many beats does your name have? Some names have one beat, others have two, or three beats."

1. "Make a circle."
2. Choose an easy rhythm to repeat (i.e. slap your thighs twice, and clap).
3. Instruct learners to clap their hands in a regular pattern. "Keep the rhythm!"
4. Each learner must say his/her name in time to the beat. The whole class repeats each name while clapping to the beat.

## Musical statues and animals

Main part  
Time: ~ 10 min

### How to play

1. Play music. Instruct learners: "Move freely to the music." (Encourage learners to use the entire area they have to move).  
Stop the music after 30 seconds; learners must freeze. "Freeze like a statue – do not move!"
2. Play music: Instruct the learners: "Hop around like a rabbit".  
Stop music: "Freeze!" (Repeat rabbits 5 times).
3. Play music: "Gallop like a horse."  
Stop music: "Freeze!" (Repeat horses 5 times).
4. Play music: "Fly like a butterfly."  
Stop music: "Freeze!" (Repeat butterflies 5 times).
5. Play music: "Swim like a fish."  
Stop music: "Freeze!" (Repeat fish 5 times).
6. Play music: "Roll your treasure like dung beetle."  
Stop music: "Freeze!" (Repeat dung beetles 5 times).
7. Play music: "Walk like an elephant."  
Stop music: "Freeze!" (Repeat elephants 5 times).
8. Play music: "Crawl like a spider."  
Stop music: "Freeze!" (Repeat spiders 5 times).
9. Play music: "Jump like a dolphin."  
Stop music: "Freeze!" (Repeat dolphins 5 times).

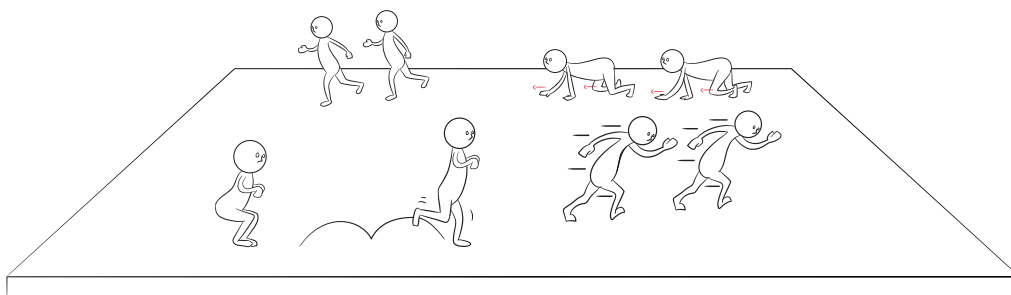


## Follow the animal

Main part  
Time: ~ 5 min

### How to play

1. Make groups of two.
2. Choose a leader and a follower. The follower must copy the movements of the leader in front. "Try not to crash with another group".
3. Give the following instructions every 30 seconds:
  - a. "Act like a dog." "Move like a snake across the whole movement area."
  - b. "Gallop like a horse."
  - c. "Change leader."
  - d. "Move like a lion."
  - e. "Move freely across the whole movement area."
  - f. "Choose your favourite animal and move."
  - g. "Change leader."
4. Repeat from the top.



## Creative group activity

Main part  
Time: ~ 10 min

### How to play

1. Make groups of 5.
2. "Choose an animal. Can you make one big animal with all the bodies in your group? Start your dance with the big animal. Then, choose 4 different movements for your animal. String everything together as a dance. End your dance with the sound of the animal."
3. Give the learners 10 minutes to work on their own dance sequence.

## Cool down

Cool down  
Time: ~ 10 min

Instruct each group to present its dance to the class.



# Rhythmic movement: Body and facial expression

Physical education: Intermediate phase

## Accompaniment

- Play/sing any song of your choice.
- Play any pace and rhythm of your choice.

## Stop 'n formation

Introduction  
Time: ~ 5 min

### How to play

1. Play music: "Run and dance around to the music." (Move across entire area).
2. Stop the music after 30 seconds: "Find a partner as fast as you can and sit down!"
3. Repeat the above 5 times.
4. Now play and stop the music, but give a different instruction each time you stop:
  - a) "Make groups of 4 as fast as you can. Connect with your fingers."
  - b) "Build a line of 3 as fast as you can. Connect with your shoulders."
  - c) "Build a circle with the whole class. Connect with your feet."
  - d) "Find a partner as fast as you can. Stand back to back." (Repeat 5 times).

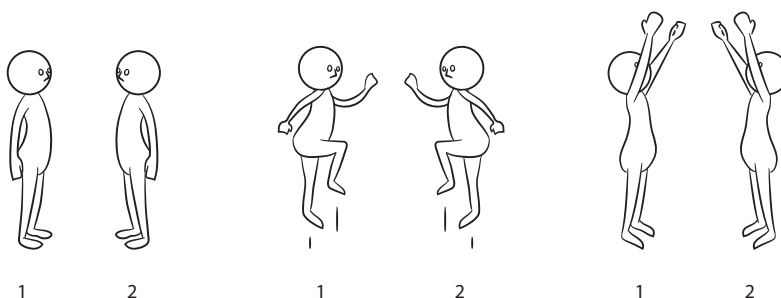
## Mirror mirror

Main part  
Time: ~ 10 min

### How to play

Orientation: Have you ever looked in a mirror? What happens to the person in the mirror when you move?

1. "Stand facing your partner with a small space between you."
2. One learner is the "person" and the other, the "mirror".
3. Play/sing music or start drumming.
4. Instruct: "Person, make your own movements. "Mirror, you must be the mirror. Copy the movements of the person."
5. After 1 minute: "Change over! Mirrors, you become the person. Make your own movements. New mirrors, be the mirror."
6. After 1 minute: "Change over again. Person, can you jump?"
  - a. "Run on the spot."
  - b. "Wave your arms."
  - c. "Change over again! Change leader."
  - d. "Wiggle one body part."
  - e. "Twist."

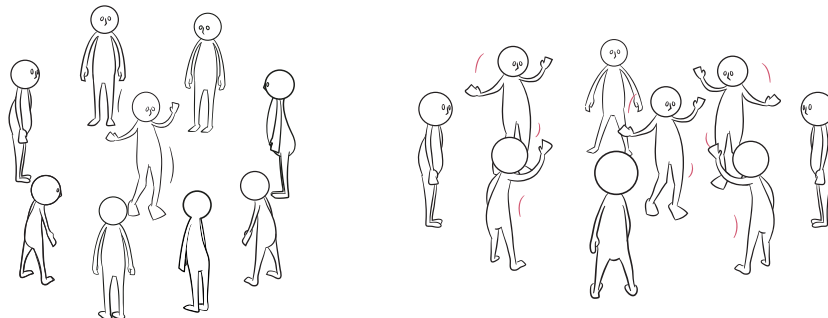


## Dance circle

Main part  
Time: ~ 5 min

### How to play

Stand in a big circle. Choose a learner to go to the middle of the circle. The chosen learner must present a movement to the rest of the learners. Learners must copy the movement. After 16 counts, the middle learner must choose another learner to go into the middle. Repeat the game until about 10 learners have had a chance to enter the circle.



## Creative group activity: Move to mood

Main part  
Time: ~ 10 min

### How to play

1. Divide your class into groups of 5.
2. Instruct your learners: "In your group, create a dance where you show two different moods: sad and happy. Choose 2 sad movements, and 3 happy movements. String them together in a dance."
3. "You can use movements from 'mirror mirror' and the dance circle if you like. Use your whole body and facial expressions."
4. Give learners 10 minutes to practice.

## Cool down

Cool down  
Time: ~ 10 min

Instruct each group to present its dance to the class.



## Rhythmic movement: Rhythm and body percussion

Physical education: Intermediate phase

### Accompaniment

- Play/sing any song of your choice.
- Play any pace and rhythm of your choice.

## Move! But how?

Introduction  
Time: ~ 5 min

### How to play

1. Give one of the following movement instructions, every 30 seconds:
2. "Run around the movement area."
3. "Walk through the mud."
4. "Run on ice."
5. "Walk through a thick forest."
6. "Rush to the bus."
7. "Walk through water."
8. "Run over hot sand."
9. "Walk barefoot on stones."
10. "Walk with a thorn in your foot."

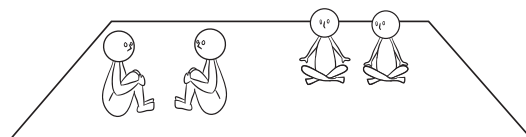
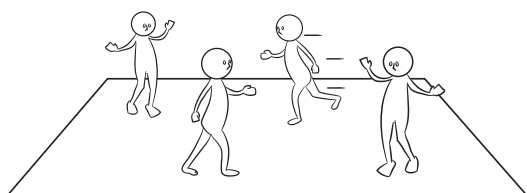
## Stop 'n formation

Introduction  
Time: ~ 5 min

**Accompaniment:** Play music.

### How to play

1. Play music: "Run and dance around to the music. Use the entire area."
2. Stop the music: "Find a partner as fast as you can and sit down."
3. Repeat the above 5 times!
4. Now, play and stop the music, give a different instruction each time you stop (repeat 5 times):
  - a) "Make groups of 4 as fast as you can. Connect with your feet."
  - b) "Build a line of 3 as fast as you can. Connect with your fingers."
  - c) "Build a circle with the whole class. Connect with your shoulders."
  - d) "Find a partner as fast as you can. Stand side to side."



## Rhythm circle

Main part  
Time: ~ 5 min

### How to play

1. Make a circle. Stomp a rhythm with your feet (r-l-r-l). Instruct learners to stomp the rhythm with you.
2. Clap your hands twice on every second foot (for example, clap two times when you stomp the left foot).
3. Once learners are comfortable with the rhythm, start the game:
4. "Everybody stomp his/her feet. One person claps his/her hands twice and passes the rhythm on to the next person in the circle.
5. Start slow. "Keep the beat steady." "Do not go faster!"
6. The learner who fails must run around the circle and join the game again. Allow the first round to be a practice round.

## Body percussion circle

Main part  
Time: ~ 5 min

### How to play

1. Make a circle.
2. Instruct learners:
  - a. "Clap your hands 1, 2, 3." Let them repeat the claps after you.
  - b. "Snap your fingers 1, 2, 3." Let them repeat the snaps after you.
  - c. "Slap your thighs 1, 2, 3." Let them repeat the slaps after you.
  - d. Stomp your feet, 1, 2, 3." Let them repeat the stomps after you.
  - e. Cluck like a chicken, 1, 2, 3. Let them repeat the clucks after you.
  - f. Whistle, 1, 2, 3." Let them repeat the whistles after you.
3. "Now, can you make your own mix?"
4. You start: Stomp, stomp, click; stomp, stomp, click.
5. Learners must copy your rhythm 8 times then stop.
6. Instruct the learner next to you: "Create a new rhythm." Learners must copy the new rhythm 8 times and stop. Each learner must have a turn to create a different, new rhythm pattern.

## Creative group activity: Body percussion sequence

Main part  
Time: ~ 10 min

### How to play

1. Make groups of 5.
2. Instruct learners: "Make different sounds and rhythms by using your body (i.e. clapping, clicking, stomping, slapping the chest, etc.)."
3. Instruct learners: "Choose 5 different body percussion movements. String them together and make a dance."
4. Give learners 10 minutes to practise.

## Cool down

Cool down  
Time: ~ 10 min

**Instruct** each group to present its body percussion sequence to the class.



# Rhythmic movement: Pace and movement repertoire

Physical education: Intermediate phase

## Accompaniment

- Play/sing 5 different songs of your choice.
- Play 5 different paces and rhythms of your choice.

## Run to the music

Introduction  
Time: ~ 5 min

**Accompaniment:** Play/sing at least five different songs, each with a different speed (tempo).

## How to play

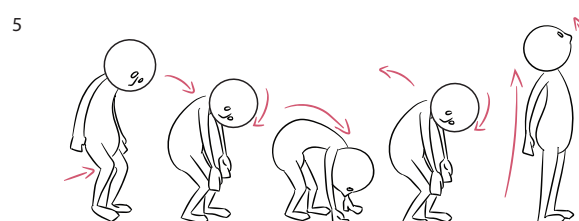
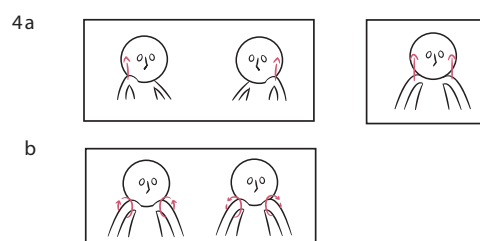
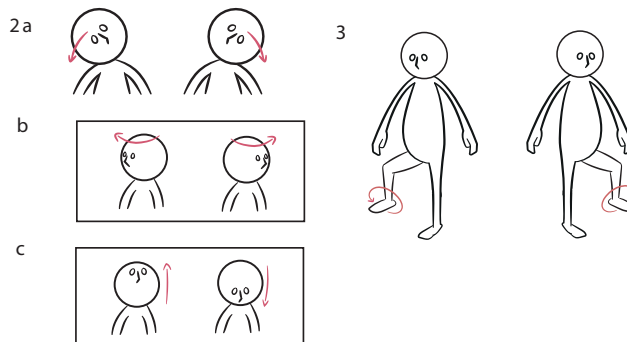
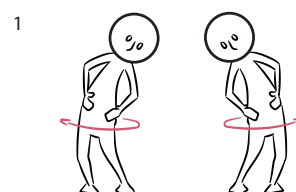
Instruct learners: "Dance around the movement space. Change your movements according to the speed, rhythm and style of the song. (For example, a slow song will have slow big movements)."

## Mobilization and isolations

Introduction  
Time: ~ 5 min

## How to move

1. Hula hoops: Stand with your legs a bit wider apart and make hula hoop circles with your hips. Circle 5 times in one direction, then 5 times in the other direction.
2. Neck movements:
  - a. Look straight ahead. Drop your right ear to your right shoulder. Repeat the same head movement to the left side.
  - b. Move your head to look over your right shoulder. Repeat over the left shoulder.
  - c. Move your head to look down to the floor, and then look up to the ceiling.
3. Ankle twists: Lift one foot off the floor. Roll the foot in circles as you keep the leg and the knee still. Circle your ankles 5 times in one direction and 5 times in the other direction. Now, lift the other foot and repeat the same movements.
4. Shoulders:
  - a. Lift your right shoulder up and down. Then, lift your left shoulder up and down. Repeat both 5 times. Then, lift both shoulders up and down at the same time.
  - b. Roll your shoulders backwards. Start with small circles and make them bigger each time. Repeat the movements but now roll your shoulders forward.
5. Roll down:
  - a. Stand with your legs slightly apart. Relax and bend your knees.
  - b. Slowly drop your chin to your chest.
  - c. Hang your arms and your body forward.
  - d. Bend your knees slightly. Keep your head tucked in.
  - e. Roll your body slowly all the way down to the floor. Try to touch the floor.
  - f. Slowly reverse and roll back up again. Bend your knees. Keep your head tucked in. Last thing to come up is your head.

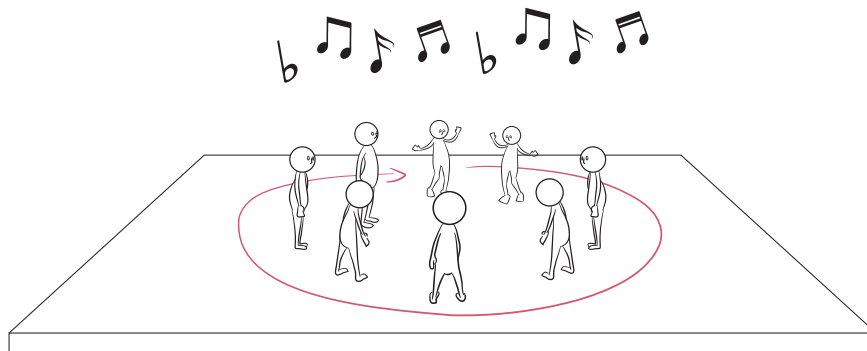


## Favourite moves circle

Main part  
Time: ~ 5 min

### How to play

1. Build a circle. Play some music. Instruct each learner to present his/her favourite dance movement to the class. The class must copy each learner's movement until it can execute the movement comfortably.
2. Choose learner one. Once learner one has finished, the learner to the right continues to demonstrate his/her favourite movement. It must be a new movement. Already shown movements may not be repeated.



## Creative group activity

Main part  
Time: ~ 10 min

### How to play

1. Divide your class into groups of 5. Instruct your learners to create a dance sequence with the following instructions:
2. "Choose 4 different movements."
3. "Two movements must be slow and two movements must be fast."
4. "String your movements together to a flowing sequence. Add an ending."
5. Give the learners 10 minutes to practice.

## Cool down

Cool down  
Time: ~ 10 min

**Instruct** each group to present its dance to the class.



# Rhythmic movement: Formations

Physical education: Intermediate phase

## Accompaniment

- Play/sing any song of your choice.
- Play any pace and rhythm of your choice.

## Move! But how?

Introduction  
Time: ~ 5 min

**Accompaniment:** Play music.

### How to play

Play music and instruct learners to run around the movement area. Give one of the following instructions, every 30 seconds:

1. "Act like you are chasing a rabbit."
2. "Run through the forest."
3. "Jump over the flowers on the flowerbed."
4. "Crawl under the branch of a tree."
5. "Hop hop like a rabbit."
6. "Run over hot sand."
7. "Walk on ice."

## Stop 'n freeze

Main part  
Time: ~ 10 min

**Accompaniment:** Play music.

### How to play

1. Play music: "Move freely to the music." (Move across entire area).
2. Stop the music: "Freeze! Do not move!"
3. Repeat the above 5 times.
4. Now, play and stop the music each time with a different instruction for the freeze:
  - a) "Stand on one leg."
  - b) "Place one leg and two hands on the floor."
  - c) "Lay on your back. Only your back must touch the floor."
  - d) "Only one arm and one leg on the floor."
 Repeat 5 times.

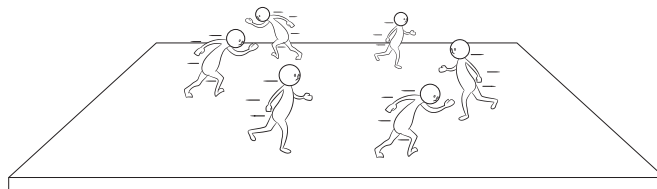


## Group formations

Main part  
Time: ~ 5 min

### How to play

1. Make groups of 10.
2. Play music/drums: "Run around to the music."
3. Stop the music/drums: "Build a circle in your group."
4. Play music and stop: "Build a triangle in your group."
5. Play music and stop: "Stand in a line."
6. Play music and stop: "Build a square in your group."
7. Play music and stop: "Stand in a close group."
8. Play music and stop: "Build a cross in your group."
9. Repeat instructions 3 times.



3



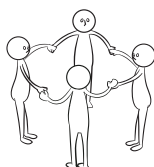
4



5



6

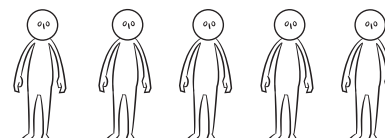
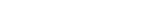
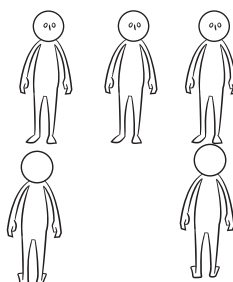
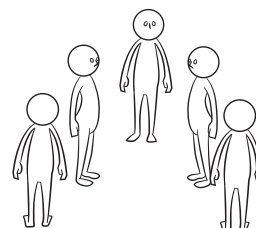
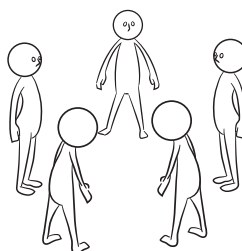


## Creative group activity

Main part  
Time: ~ 10 min

### How to play

1. Divide your class into groups of 5.
2. "Choose a sport. Choose 4 different movements to portray that particular sport."
3. "Choose 2 different formations (line, square, triangle, circle etc.)."
4. "In total the dance should contain 4 different movements to portray a sport and 2 different formations. Use these movements to make a dance. It must look like a dance."
5. "Ensure that each movement flows smoothly from one movement into the next. Add an ending position."
6. Give the learners 10 minutes to work on their own dance sequence.



## Cool down

Cool down  
Time: ~ 10 min

Instruct each group to present its dance to the class.



## Rhythmic movement: Movement repertoire & body percussion

Physical education: Intermediate phase

### Accompaniment

- Play/sing any song of your choice.

- Play any pace and rhythm of your choice.

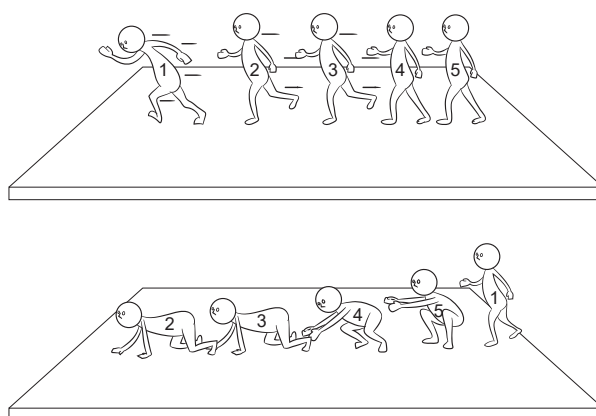
## Follow the leader

Introduction  
Time: ~ 5 min

### How to play

Make groups of five. Choose a leader for each group. Instruct the leaders to walk in interesting ways (i.e. walking, skipping, crawling etc.). Learners must follow their leader.

1. First leader must: "Walk and do interesting movements". "Try not to crash with another group. Follow your leader!"
2. After 30 seconds: "Leaders, crawl! Follow your leader!"
3. After 30 seconds: "Turn around to face the back. Back person, you are now the new leader."
4. "Leader, dance around. Follow your leader."
5. "Leader, walk fast. Follow your leader."
6. "Turn around to face the back again. Skip! Follow your leader."
7. After 30 seconds: "Turn around to face the back again. Walk with baby steps."
8. After 30 seconds: "Walk with big steps. Lift your legs up high."

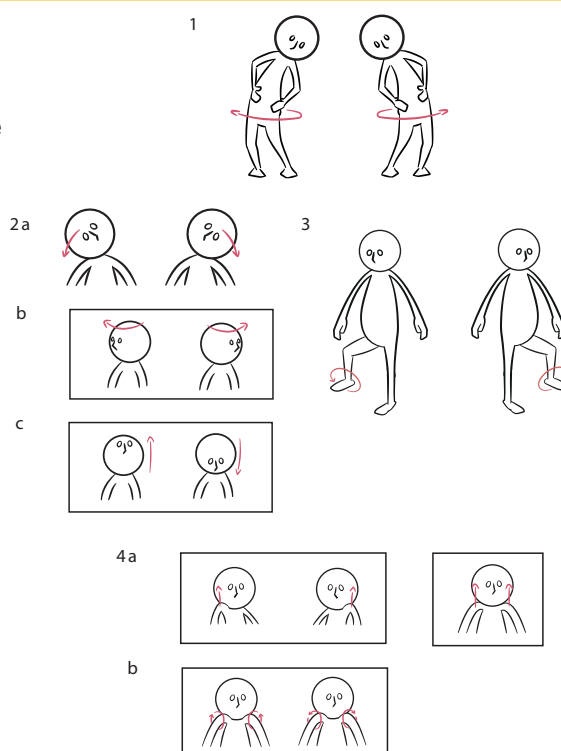


## Mobilization and isolations

Introduction  
Time: ~ 5 min

### How to move

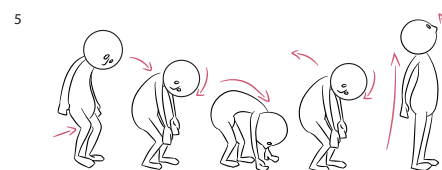
1. Hula hoops: Stand with your legs a bit wider apart and make hula hoop circles with your hips. Circle 5 times in one direction, then 5 times in the other direction.
2. Neck movements:
  - a. Look straight ahead. Drop your right ear to your right shoulder. Repeat the same head movement to the left side.
  - b. Move your head to look over your right shoulder. Repeat over the left shoulder.
  - c. Move your head to look down to the floor, and then look up to the ceiling.
3. Ankle twists: Lift one foot off the floor. Roll the foot in circles as you keep the leg and the knee still. Circle your ankles 5 times in one direction and 5 times in the other direction. Now, lift the other foot and repeat the same movements.
4. Shoulders:
  - a. Lift your right shoulder up and down. Then, lift your left shoulder up and down. Repeat both 5 times. Then, lift both shoulders up and down at the same time.
  - b. Roll your shoulders backwards. Start with small circles and make them bigger each time. Repeat the movements but now roll your shoulders forward.



## Mobilization and isolations

Continued

5. Roll down:
  - a. Stand with your legs slightly apart. Relax and bend your knees.
  - b. Slowly drop your chin to your chest.
  - c. Hang your arms and your body forward.
  - d. Bend your knees slightly. Keep your head tucked in.
  - e. Roll your body slowly all the way down to the floor. Try to touch the floor.
  - f. Slowly reverse and roll back up again. Bend your knees. Keep your head tucked in. Last thing to come up is your head.



## Body percussion circle

Main part  
Time: ~ 5 min

### How to play

1. Make a circle.
2. Instruct learners:
  - a. "Clap your hands 1, 2, 3." Let them repeat the claps after you.
  - b. "Snap your fingers 1, 2, 3." Let them repeat the snaps after you.
  - c. "Slap your thighs 1, 2, 3." Let them repeat the slaps after you.
  - d. "Stomp your feet, 1, 2, 3." Let them repeat the stomps after you.
  - e. "Cluck like a chicken, 1, 2, 3." Let them repeat the clucks after you.
  - f. Whistle, 1, 2, 3." Let them repeat the whistles after you.
3. "Now, can you make your own mix?"
4. You start: Stomp, stomp click; stomp, stomp click.
5. Learners must copy your rhythm 8 times then stop.
6. Instruct the learner next to you: "Create a new rhythm." Learners must copy the new rhythm 8 times and stop. Each learner must have a turn to create a different new rhythm pattern.

## Travelling dance circle

Main part  
Time: ~ 5 min

### How to play

1. Stand in a big circle.
2. Choose a learner to go to the middle of the circle and "Make a movement".
3. Learners must: "Copy the movement and travel/move to the right for 16 counts".
4. Let the middle person choose the next person to go into the middle.
5. Repeat the game, but this time: "Move/ travel to the left for 16 counts."
6. Repeat the game until about 10 learners have had a chance to enter the circle. Learners must travel each time, as they copy the movement.



## Creative group activity

Main part  
Time: ~ 10 min

### How to play

1. Divide your class into groups of 5.
2. Instruct each group to design a dance with the following elements:
  - a) "Choose 2 movements from the 'travelling Dance Circle'."
  - b) "Choose 2 different rhythms of the 'Body Percussion Circle'."
3. "String these movements together to make a dance. Add a group ending position at the end of your dance."

## Cool down

Cool down  
Time: ~ 10 min

Instruct each group to present its dance to the class.



# Rhythmic movement: Shapes and levels

Physical education: Intermediate phase

## Accompaniment

- Use drums or play any song of your choice.
- Drum at a walking pace, a jogging pace and at a very slow walking pace.

## Intro ritual

Introduction  
Time: ~ 5 min

1. "Stand in a circle."
2. "Greet the person standing next to you with a movement of your choice."

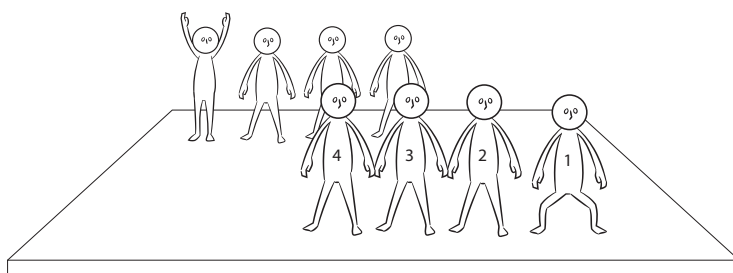
## Follow the leader

Introduction  
Time: ~ 5 min

**Accompaniment:** Drum and change the speed of the beat, often.

### How to play

1. "Make groups of 4."
2. "Stand in a line, next to each other."
3. Choose a leader for each group.
4. "Leader, move at different levels i.e. do high, medium or low level movements."
5. After 1 minute, "Change leader."
6. "New leader, move at a different level."
7. After 1 minute, "Change leader."
8. "New leader, do different movements at different levels."
9. After 1 minute, "Change leader again."
10. "New leader, do your own movements at different levels."



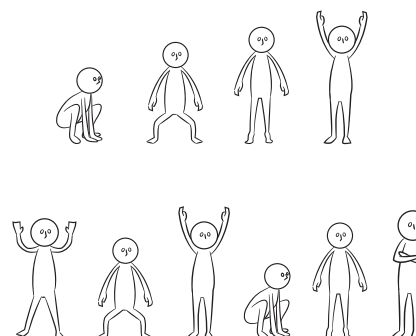
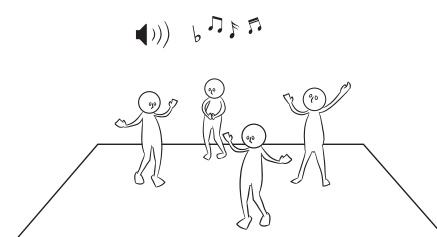
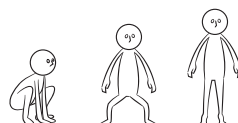
## Pose game

Main part  
Time: ~ 5 min

**Accompaniment:** Drum or play any song.

### How to play

1. Drum or play any song. Stop and start the beat, often.
2. "Dance around the room, when the beat stops, you will have to make a position using different levels. i.e. someone crouches, the other one squats and the third one tiptoes. You will have to hold every pose for at least 8 counts. Listen carefully to each instruction."
3. Play and stop the beat, reading a different instruction each time the music stops:
  - "Groups of 3. Freeze at different levels."
  - "Groups of 4. Freeze at different levels."
  - "Groups of 5. Everyone doing the same position."
  - "Groups of 6. Everyone must do his/her own individual position."

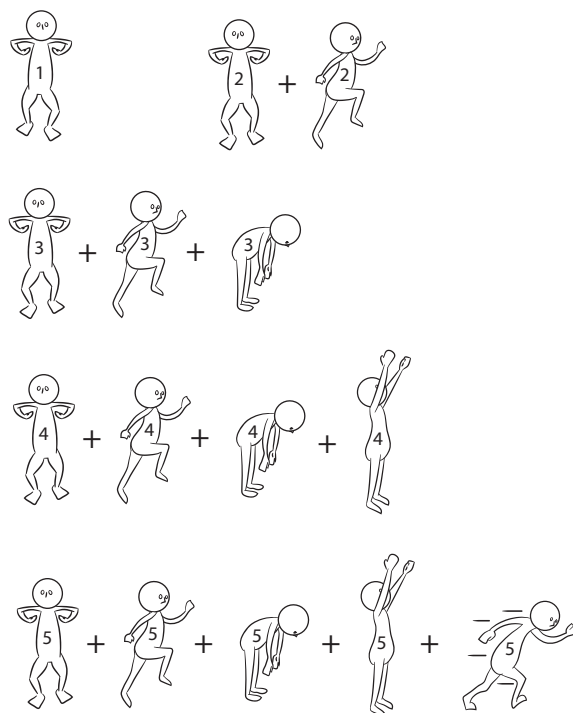


## Copy and add

Main part  
Time: ~ 10 min

### How to play

1. Divide learners into groups of 5.
2. "Make a circle in your group."
3. "Number yourselves from numbers 1 to 5."
4. "Today, you must choose one body part (for example a foot, a leg, a hand, a finger, a toe) and make a movement with that body part."
5. "Person 1, choose your body part and show your movement."
6. "Group, copy the movement."
7. "Person 2, repeat movement 1 before you add your own movement."
8. "Group, copy both movements, movement 1 and 2."
9. "Person 3, start from the beginning. Do movements 1 and 2 before you add your own movement."
10. Each person must get a turn to add his/her movement to the sequence, i.e:  
Person 1 = wave the arm.  
Person 2 = wave the arm, wiggle a leg.  
Person 3 = wave the arm, wiggle a leg, circle the hips.
11. "Person 4, start from the beginning. Do movements 1, 2 and 3 before you add your own movement." Person 5 must do the same.



## Favourite moves

Main part  
Time: ~ 10 min

### How to play

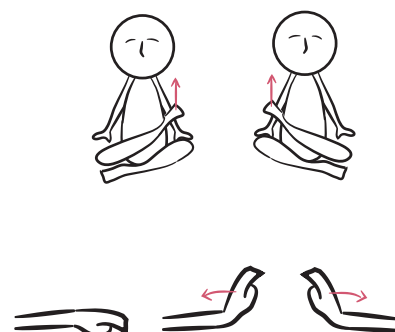
1. "Choose 2 favourite moves from the previous exercise."
2. Place learners in groups of 3.
3. "Teach your two movements to your group."
4. "Each group should have a total of 6 movements."
5. "String these movements together to make a dance."
6. Provide learners with some time to practise their dance.
7. "It is show time. Sit where you are."
8. Instruct each group to show the class its dance.

## Outro

Cool down  
Time: ~ 5 min

### How to stretch

1. "Sit on the floor with stretched out legs. Close your eyes."
2. "Imagine your feet and hands have strings attached to them."
  - "Slowly, pull your right toes towards your head. Flex your feet hold it there for 8 counts and relax again."
  - "Slowly, pull your left toes towards you head. Flex your feet. Feel the tension that builds up. Hold it for 8 counts and relax again."
  - "Try pulling the string on the back of your right hand towards your elbow. Hold it there for 8 counts and loosen it up again."
  - "Try pulling the string on the back of your left hand towards your elbow. Flex your hand. Hold it there for 8 counts and loosen it up again."
3. You can play a soft, relaxing song in the background or hum a slow melody.
4. "Breathe in 8 counts, hold breath for 4 counts and breathe out 8 counts." Repeat deep breaths 3 times.





# Rhythmic movement: Movements & force

Physical education: Intermediate phase

## Accompaniment

- Use drums or play the Boxing song from the CD.
- Drum at a running pace.

## Intro ritual

Introduction  
Time: ~ 5 min

1. "Stand in a circle."
2. "Greet the person standing next to you with a movement of your choice."

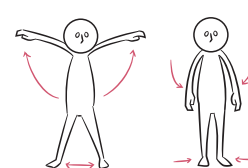
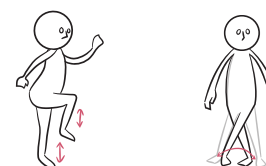
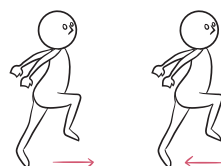
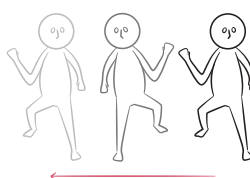
## Boxing match

Introduction  
Time: ~ 5 min

**Accompaniment:** Use drums or play the Boxing song from the CD.

## How to play

1. "Find a partner."
2. "Practise with your partner. Do not stop moving and jumping."
  - "Gallop to the side." (4x)
  - "Gallop to the other side." (4x)
  - "Skip to the front." (x4)
  - "Skip to the back." (x4)
  - "Gallop on the spot slowly." (8x) "Gallop faster." (8x)
  - "Let us criss-cross slowly" (x8)
  - "Criss-cross fast." (x8)
  - "Gallop to the side." (4x)
  - "Gallop to the other side." (4x)
  - "Jump with your one foot in front of the other foot. Change feet every time you jump." (8x)
  - "Now, do it faster." (8x)
  - "First jump with your right foot in front of the left foot. Now, jump with your right foot behind your left foot. Back and forth." (8x)
  - "Star jump!" (x8)
  - "Star jump forward." (x8)
  - "Star jump backwards."
  - "Jump on the spot." (x8)
  - "Jump to the right side."
  - "Jump to the left." (8x)
3. Use drums or play the Boxing song from the CD.  
"Face your partner as you follow instructions. You are not allowed to touch each other. Do the movements in your own space."





# Boxing match

Continued

## Drums

I-i-i-i-t's boxing time!  
Boxing time is lots of fun  
Come and try it, everyone!

Jump up and down...

Run on the spot...

Slow punch left...

Slow punch right...

Punch really fast!  
Let's speed it up!  
Punch really fast!  
Let's speed it up!

Hop to the left (1-2-3-4)  
Hop to the right (1-2-3-4)  
Hop to the left (1-2-3-4)  
Hop to the right (1-2-3-4)

Now skip – jump, jump...

Duck! Duck way down...

Punch in the air  
Fists to the front  
Punch in the air  
Fists to the front

Criss cross over 1-2-3-4  
Criss and cross  
Criss cross over 1-2-3-4  
Criss and cross

Low kick left leg 1-2-3-4  
Low kick left leg 1-2-3-4  
Low kick right leg 1-2-3-4  
Low kick right leg 1-2-3-4

High kick left leg 1-2-3-4  
High kick left leg 1-2-3-4  
High kick right leg 1-2-3-4  
High kick right leg 1-2-3-4

Boxing time is almost done  
Working up a sweat is fun  
Boxing is for everyone  
Let's give one last punch for fun!  
1-2-3 and PUNCH!

## Song from CD

Follow the instructions in the song.

# Copy and add

Main part  
Time: ~ 25 min

## How to play

1. Place learners into groups of 5.
2. "Make a circle in your group."
3. "Number yourselves from numbers 1 to 5."
4. "Imagine you are in a boxing match. Think of a movement you can do in the boxing match. Every person must choose his/her own movement that they can do in the boxing match."
5. "Person 1, choose your fighting movement."
6. "Group, copy the movement."
7. "Person 2, repeat movement 1 before you add your own movement."
8. "Group, copy both movements, movement 1 and 2."
9. "Person 3, start from the beginning. Do movements 1 and 2 before you add your own movement."
10. Each person must get a turn to add his/her movement to the sequence, i.e:  
Person 1 = boxing.  
Person 2 = boxing and kicking.  
Person 3 = boxing, kicking, and jump.
11. "Person 4, start from the beginning. Do movements 1,2 and 3 before you add your own movement." Person 5 must do the same.
12. Once the learners have finished the activity, instruct them: "create a short dance with your 5 movements."
13. "Add an ending position with 3 different levels."
14. Provide them with approximately 5 minutes to practise their dance.
15. "It is show time. Sit where you are, in your group."
16. Each group must get a chance to perform its dance to the class.
17. Reflection: "At the count of 3, show me your favourite movement you saw today." "1.....2.....3."

# Outro

Cool down  
Time: ~ 5 min

## How to stretch

As a teacher read the following instructions in a calm voice.

1. "Stand where you are. Close your eyes."
  - "Move your body gently from side to side.
  - Imagine you relax little by little, one part of your body at a time.
  - First your face relaxes,
  - Then your shoulders,
  - Then your arms, then your hands."
  - "Now, slowly your hips relax,
  - Your legs start to relax,
  - Your knees relax and your feet relax."
  - "You are so relaxed that you gently collapse to the floor."
2. You can play a soft, relaxing song in the background or hum a slow melody.
3. "Breathe in 8 counts, hold breath for 4 counts and breathe out 8 counts." Repeat the deep breaths 3 times.





# Assessment – Rhythmic movement

**Frequency of participation:** If a learner was in the physical education lesson and participated well, he receives a “1” behind his name. If a learner was in the physical education lesson but did not participate well, he receives only a “0.5” behind his name. In total, the learner can get 20 points for his participation.

Level	Limited	Adequate	Proficient	Excellent
<b>Frequency of participation during Physical Education periods.</b>	0% = 0 points (did not participate at all) 1-5% = 1 point 6-10% = 2 points 11-15% = 3 points 16-20% = 4 points	21-25% = 5 points 26-30% = 6 points 31-35% = 7 points 36-40% = 8 points 41-45% = 9 points 46-50% = 10 points	51-55% = 11 points 56-60% = 12 points 61-65% = 13 points 66-70% = 14 points 71-75% = 15 points	76-80% = 16 points 81-85% = 17 points 86-90% = 18 points 91-95% = 19 points 96-100% = 20 points

**Movement performance:** The learner will be observed from the teacher for his rhythm and social skills. He can get 10 points for his performance in total.



## Assessment – Rhythmic movement

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

Grade: \_\_\_\_\_

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

[illegible]



# Evaluation sheet – Rhythmic movement

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

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

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

**Rating:**      **2 points:**      Meets the expectations with excellence

**1 point:**      Meets the expectations

**0.5 points:**      Doesn't meet all the expectations

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

	Term 3
1) Concentration/endurance	
2) Learning progress	
3) Meet the objectives of activities	
4) Social interactive skills	
5) Commitment/attitude	
<b>Total points (max 10):</b>	
<b>Final mark:</b>	

**General comments:**

---



---



---



---

Total Points	Achievement Description	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



# Running disciplines: Sprint

Physical education: Intermediate phase

## Equipment

- Cones
- Chalk

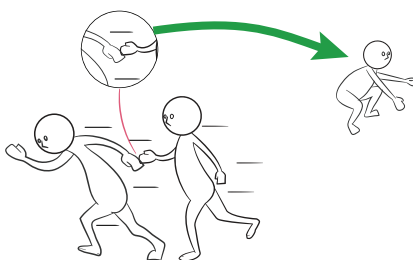
## Do not smoke tag

Introduction  
Time: ~ 10 min

**What you need:** Cones

### How to play

The teacher defines a field 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

- To make the learners aware of the negative effects of cigarettes (for example: cancer).
- To run in different directions without bumping into others, using 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.

## Mimes sprint

Main part  
Time: ~ 10 min

**What you need:** Cones

### How to play

The teacher tells the learners to stand in one line next to each other. He or she designates the finish zone 20 metres away, and the learners sprint 8 times. They should rest between the sprints. This exercise should help the learners to get an idea of the technique of the sprint, with the help of contrasting exercises, namely:

1. Sprint like an elephant.
2. Sprint like an antelope.
3. Sprint like a giant.
4. Sprint like dwarf.
5. Sprint with both hands on your hips.
6. Sprint and use your arms in an extreme way.
7. Sprint with huge steps.
8. Sprint with tiny steps.



Antelope



Elephant



Dwarf



Giant



Extreme



Hips



Huge Steps



Tiny Steps

### Goal of the game

- To improve athletic skills: develop sprint technique.

**What to watch for:** The teacher should ask the learners which of the contrasting exercises enabled them to run the fastest.

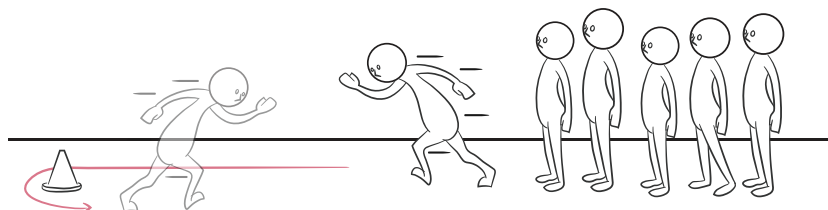
# Line race

Main part  
Time: ~ 10 min

**What you need:** Chalk, cones

## How to play

The teacher divides the learners into teams of 6. Each team stands behind a starting line, in a straight line one behind the other. He or she designates a turning point 20 meters away, with 6 cones at a distance of 3 meters each along the race. On the teacher's signal to run, the first learner of each line runs as quickly as possible to the first cone, touches it, runs back and 'high fives' the next learner. The second learner then runs to touch the second cone and so on. The game ends when each learner has run around every cone and back.



## Goal of the game

- To improve athletic skills: sprint, stop and go; to develop agility.

**What to watch for:** The teacher should make sure the learners touch the cones before running back to the team.

# Cool down your body

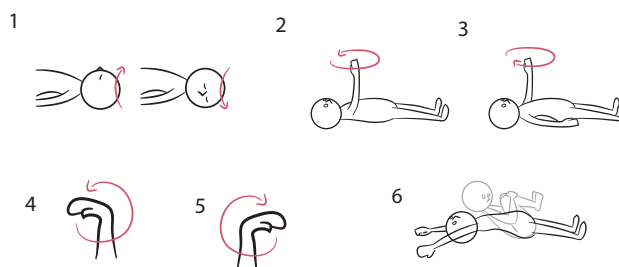
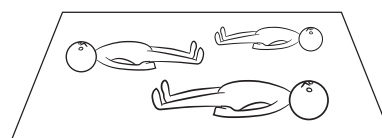
Cool down  
Time: ~ 10 min

**What you need:** No equipment required

## How to play

The teacher tells the learners to lie on the floor and hold each of the exercises listed below for 30 seconds. After finishing task 1 to 6, the learners slowly stand up.

1. Move your head from the right side to the left side and back.
2. Using your right arm, paint five circles in the sky.
3. Using your left arm, paint 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.



## Goal of the game

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

**What to watch for:** The teacher should check that the learners know the differences between right and left, and are able to move their body parts in all directions.



# Running disciplines: Sprint & endurance

Physical education: Intermediate phase

## Equipment

- Cones or chalk

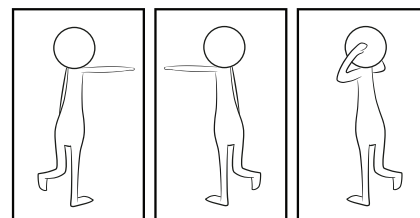
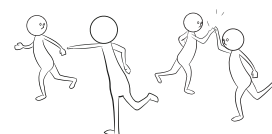
## Ostrich tag

Introduction  
Time: ~ 10 min

**What you need:** No equipment required

## How to play

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



Task 1

Task 2

Task 3

- Task 1: Stand on the dominant leg.
- Task 2: Stand on the non-dominant leg.
- Task 3: Stand on the non-dominant leg, hands covering the ears.

## Goal of the game

- To practice activities using the non-dominant side of the body.
- To balance on the non-dominant leg.

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

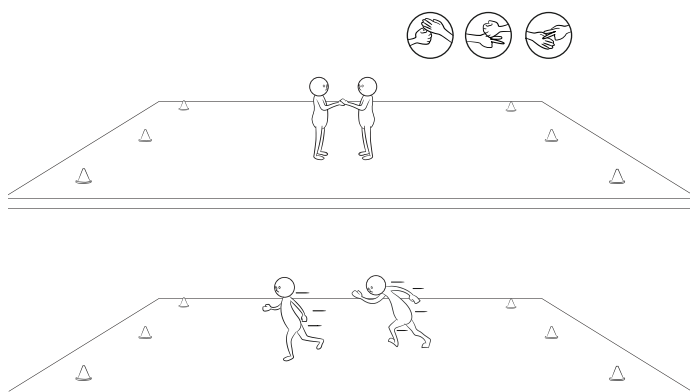
## Rock-paper-scissors

Main part  
Time: ~ 10 min

**What you need:** Cones or chalk

## How to play

Two learners face each other and play 'rock, paper, scissors'. The one who loses tries to run as fast as possible to a marked line 20 meters away. **Rules:** Scissors cuts paper, rock smashes scissors and paper covers rock!



## Goal of the game

- To develop athletic skills: sprint and reaction skills.

**What to watch for:** After 3 trials, change the pairs.

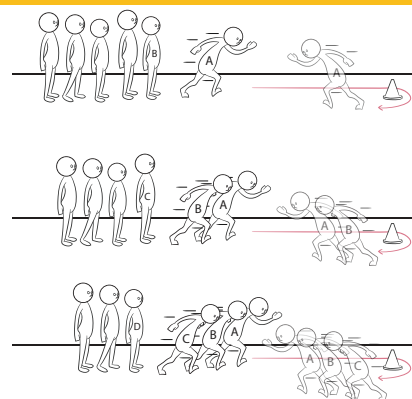
# On and off

Main part  
Time: ~ 10 min

**What you need:** Cones

## How to play

The teacher divides the learners into teams of 6 learners. Each team stands behind a starting line. The teams should stand in a straight line behind one another. The teacher designates a turning point 20 meters away. On the teacher's start signal, A runs around the cone and back, takes B by the hand, and they run together around the cone and back. They take C by the hand and so on. If the snake is complete, A will be dropped first, then B, then C and so on.



## Goal of the game

- To develop athletic skills: Sprint and endurance.

**What to watch for:** The teacher tells the learners to pay attention to the weakest member of the team, as the team is only as fast as the weakest.

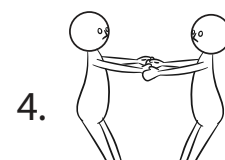
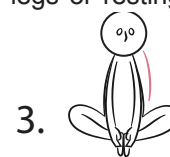
# Stretches

Cool down  
Time: ~ 10 min

**What you need:** No equipment required

## How to stretch

- Learner's pose:** The learner kneels with toes touching and knees spread apart. He or she slowly bends over and touches the forehead to the ground. The arms may be at the sides, palms facing up, or extended in front of the head with palms on the floor. Inhale and exhale slowly and deeply; hold for 3 to 5 breaths.
- Cat and cow:** The learner starts on all fours with the spine and neck in a neutral position. The back should be flat like a tabletop. His or her eyes should look straight down to the ground. The learner inhales, dropping the belly down and slowly lifting the neck and head up. This is the cow half of the pose—picture a cow's hollow back with bony hips. Next, on an exhale, the learner lifts the belly and spine so that the back is arched like a cat's. Eyes look toward the bellybutton.
- Butterfly stretch:** In a seated position, the learner places the soles of the feet together and holds them with the hands. The legs are now forming the butterfly 'wings'. Elbows can be between the legs or resting on the knees. The learner gently presses the knees down to increase the stretch. To add a spine stretch, the learner may bend forward from the upper back and reach the forehead towards the feet.
- The learners work in pairs, facing one another with legs stretched out and feet touching. Holding hands, they should pull and push forwards and backwards, soles of feet together.



## Goal of the stretch

- To relax the muscles and stretch them deeply.
- Cat and cow is good for the spine and also strengthens the abdominal muscles.
- The butterfly stretch works the inner thighs and echoes the crisscross pose.
- The pair work stretches the hamstrings.

**What to watch for:** The teacher should tell the learners to breathe deeply whilst stretching; and not to force the stretches, but to go to a point where they can feel the stretch.



# Running disciplines: Endurance

Physical education: Intermediate phase

## Equipment

- Cones
- 30 balls (any kind)

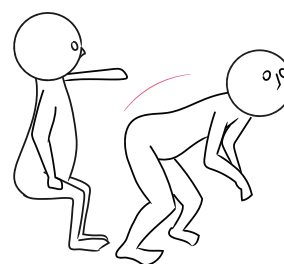
## Toilet tag

Introduction  
Time: ~ 10 min

**What you need:** No equipment required

### How to play

The teacher marks a field with cones. He or she chooses about 6 catchers. The rest of the learners may run around the marked area freely. As soon as a learner is touched by a catcher he or she has to go into a squatting position and stretch out one arm to the side, pretending to be a toilet. As soon as a learner sits down on the toilet and presses down the outstretched arm (flushing) the learner is freed. After 3 to 4 minutes, change the catchers.



### Goal of the game

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

**What to watch for:** The teacher should make sure that the learners wait in the squatting position and do not get up before another learner has freed them.

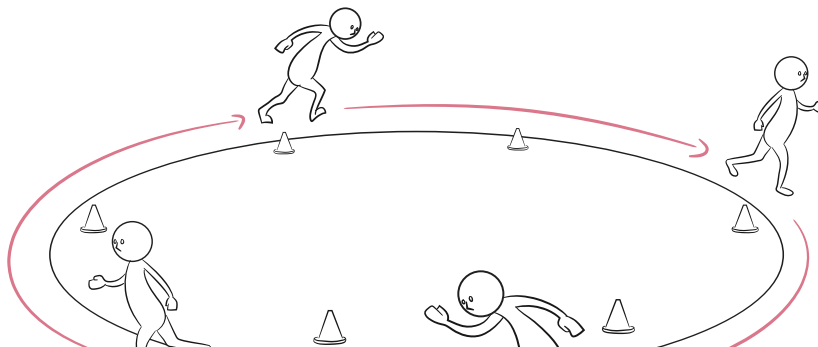
## 6-Minutes endurance run

Main part  
Time: ~ 10 min

**What you need:** Cones

### How to play

The teacher marks a field (10 x 20 meters) where the learners should run around. The goal of the game is to run as many times as possible around the field without walking, for 6 minutes.



### Goal of the game

- To improve athletic skills: endurance.
- To exert the body consistently over a longer period of time.

**What to watch for:** Walking is not allowed.



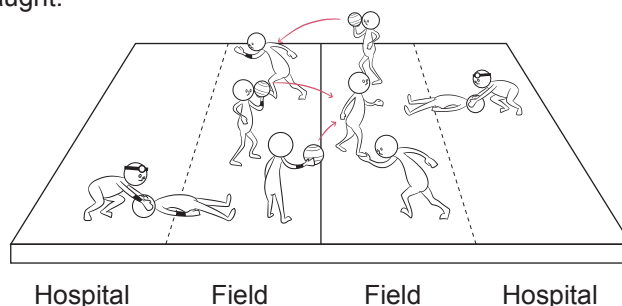
# The doctor

Main part  
Time: ~ 10 min

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

## How to play

The teacher divides the learners into two teams, and allocates one half of the playing area to each team. Each team secretly picks one of their teammates to be the 'Doctor'. The doctor has the power to bring the teammates back into the game if they have been hit by a ball, by pulling them to the hospital (a marked area at the back of the playing field). If a player is hit by a ball, he or she must sit down in the right place. It is then up to the Doctor to try and rescue their teammate without being hit. Once the doctor is hit by the ball, the rest of the team cannot be helped, and are out, if caught.



## Goal of the game

- To avoid the ball, try to play as a team, and always save the doctor; to improve the marksmanship.

**What to watch for:** The race is on to find, and catch, the opposing team's doctor!

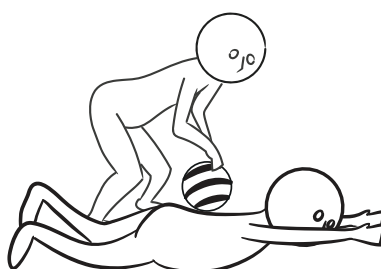
# Massage

Cool down  
Time: ~ 10 min

**What you need:** Any kind of balls (tennis balls are preferred)

## How to execute

Each learner grabs a partner. One learner has to lie face down. For the following 2 minutes, the other partner softly rolls a ball over the body of the learner laying on the floor. Repeat for the other partner.



## Goal of the task

- To cool down and relax your partner's body.

**What to watch for:** The learners should roll the ball very softly, and try not to roll it over the spine.



# Running disciplines

Physical education: Intermediate phase

## Equipment

- Colour bands
- Cones
- 4-7 Balls

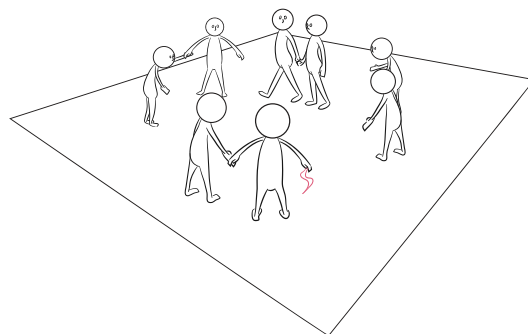
## Couple tag

Introduction  
Time: ~ 10 min

**What you need:** Colour bands

### How to play

The teacher marks an area with cones. All the learners form pairs by holding hands. One of these pairs is the 'catchers', marked with a colour band. As soon as another pair is caught, they have to get a colour band as well and become catchers. The last pair without colour bands wins the game.



### Goal of the game

- To co-ordinate with other teammates, about where and when to run to escape the catchers.

**What to watch for:** The teacher should check that the learners stay together in pairs. A pair can only tag another pair, when they are holding each other's hands.

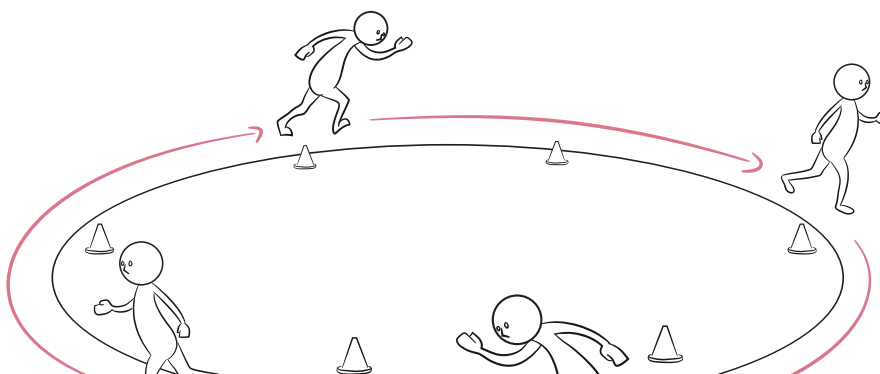
## 6-Minutes endurance run

Main part  
Time: ~ 10 min

**What you need:** Cones

### How to play

The teacher marks a field (20 x 30 meters) where the learners run around. The goal of the game is to run as many times as possible around the field without walking, for 6 minutes.



### Goal of the game

- To improve athletic skills: endurance; to exert the body consistently over a longer period of time.

**What to watch for:** Walking is not allowed.

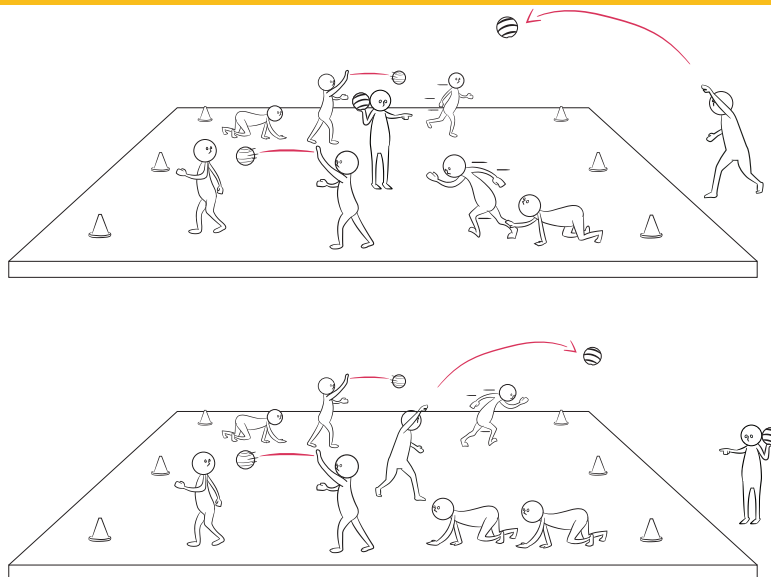
# Zombie ball

Main part  
Time: ~ 10 min

**What you need:** 4 to 7 balls, cones

## How to play

The teacher marks an area with cones. The learners (villagers) spread out freely in that area. When the game begins, the teacher throws four 'magic balls' into the playing field. If a villager can get a ball, he can try to hit another villager with the ball. If a villager is hit, he becomes a zombie and has to crawl on the ground like a zombie (appropriate sounds are allowed). If a zombie can touch a living villager, the villager becomes a zombie and the other zombie is released.



## Goal of the game

- To improve reaction skills and to avoid the ball.

**What to watch for:** The villagers have to watch out for the magic balls, they transform them into zombies! They should also watch out for the zombies on the floor, as they can also transform them!

# Wake up

Cool down  
Time: ~ 10 min

**What you need:** No equipment required

## How to play

The learners spread out in the room, make themselves comfortable, and close their eyes. The teacher whispers one name. That learner has to get up and tap another learner to get up and so on. This continues until every learner is awake.



## Goal of the game

- To relax deeply and cool down.

**What to watch for:** The learners should be quiet and do every movement on their tiptoes, until every learner is awake.

**Explain exam exercise:** The teacher marks a field of about 60 m x 40 m with four cones. The learners have to run around the field for the same amount of minutes as their age in years. If they are able to run the whole time without walking or stopping, they receive full marks.



# Running disciplines: Sprint/hurdles & endurance

Physical education: Intermediate phase

## Equipment

- Cones

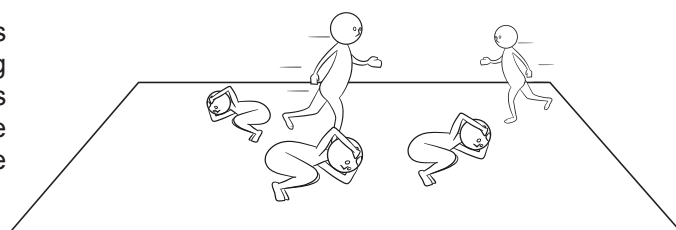
## Learners-obstacle tag

Introduction  
Time: ~ 10 min

**What you need:** Cones

### How to play

The teacher marks a field with cones and chooses about 6 catchers. The rest of the learners are running around the marked area freely. As soon as a learner is touched by a catcher, he or she has to huddle on the floor. When another learner jumps over him or her, he or she is freed.



### Goal of the game

- To improve athletic skills: running, agility, sprinting, jumping over obstacles.

**What to watch for:** Change the catchers after 2 minutes

## Hurdle relay

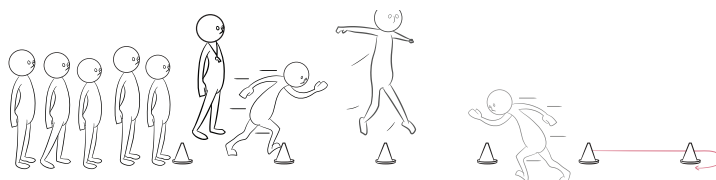
Main part  
Time: ~ 10 min

**What you need:** Cones

### How to play

Divide the learners into teams of 6, and designate a turning point 20 m away. Put 6 cones (1, 2, 3, 4, 5, 6) at intervals of 3 m between the starting point and the turning point.

One learner from each team stands behind the starting line. The other team members huddle on cones 2 to 6 (hurdles) and represent hurdles. On the teacher's signal to run, the first learner of each team runs towards the turning point but must jump over every hurdle. After the turning point, the learner runs back to the start point and huddles on cone 1. Then the learner huddling on cone 2 can run and jump over every hurdle until he or she gets back to his or her place. The game ends when every learner has done the race once.



### Goal of the game

- To develop athletic skills: cadence-training, hurdles exercise.

**What to watch for:** The teacher tells the learners to watch for a proper rhythm, such as: right, left, right, jump, right, left, right, jump.

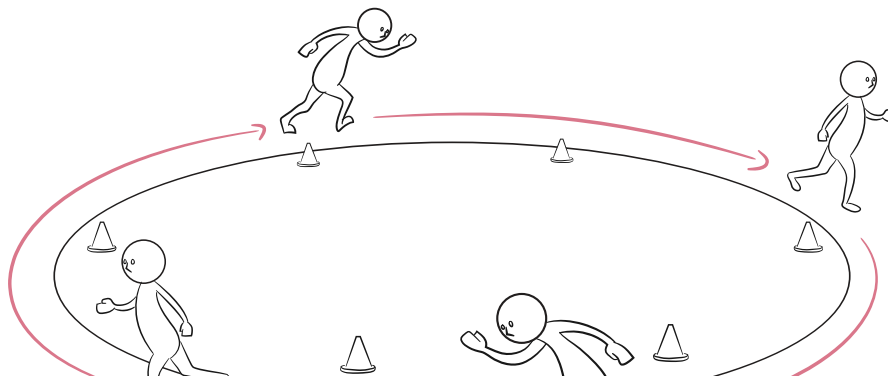
# Run your age

Main part  
Time: ~ 10 min

**What you need:** Cones

## How to play

The teacher marks a field (20 x 30 meters) where the learners run around. The goal of the game is to run as many times around the field as the age of the learner (ex.: 6 years = 6 rounds).



## Goal of the game

- To improve athletic skills: endurance; and to exert the body consistently over a longer period of time.

**What to watch for:** Walking is not allowed.

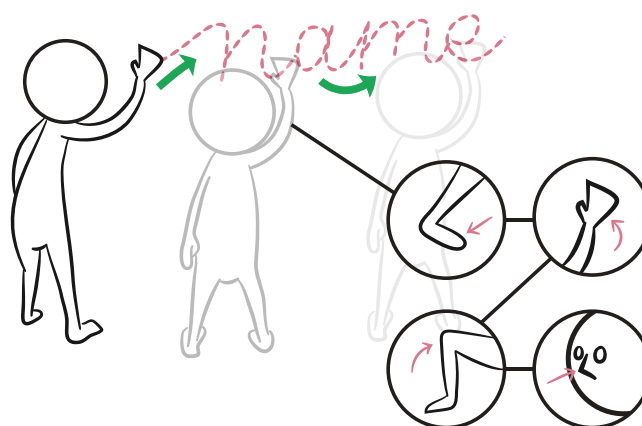
# Body writing

Cool down  
Time: ~ 10 min

**What you need:** No equipment required

## How to play

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



## Goal of the game

- The learners should be able to draw their names into the air, with anybody part called for.

**What to watch for:** The teacher should check that the learners concentrate and are creative.



# Running disciplines: Examination

Physical education: Intermediate phase

## Equipment

- Cones
- Paper
- Pen

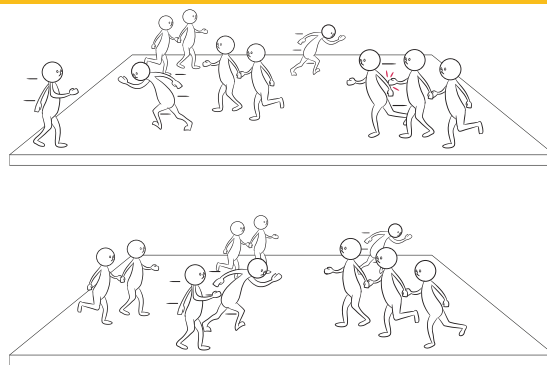
## Chain tag

Introduction  
Time: ~ 10 min

**What you need:** Cones

### How to play

The teacher marks a playing field with cones. He or she chooses 6 learners and puts them into pairs. These 3 pairs are the catchers. When a learner is touched, he or she joins the player who touched him or her by taking his or her hand and joining the chain. Only the player at the front and end of the chain may touch other players.



### Goal of the game

- To improve athletic skills: running, sprinting
- To improve the skills of stopping and going, and avoiding the catchers

**What to watch for:** The teacher should check that if the chain breaks, players may not be touched.

## Examination: First trial

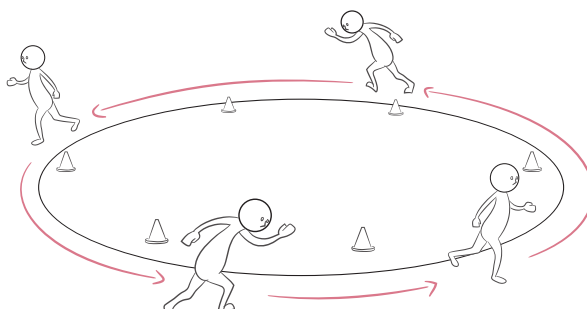
Exam  
Time: ~ 20 min

**What you need:** Cones, paper and pen

### How to conduct

The teacher marks a field of about 60 m x 40 m with four cones. The learners run around the field for as many minutes as the number of their age in years. If they are able to run the whole time without walking or stopping, they receive the total points.

- Divide the learners into pairs. One learner will perform the examination; the other learner will be the observer and write down how many stops one learner made during the examination.
- The teacher should instruct the learners to rest for 5 minutes and to drink water. Then change pairs.



# Examination: First trial

Continued

## Evaluation criteria:

	8 years (8 minutes)	9 years (9 minutes)	10 years (10 minutes)
<b>No stop</b>	5 points	5 points	5 points
<b>1 stop</b>	4 points	4 points	4 points
<b>2 stops</b>	3,5 points	3,5 points	3,5 points
<b>3 stops</b>	3 points	3 points	3 points
<b>4 stops</b>	2 points	2 points	2 points
<b>5 stops</b>	1 point	1 point	1 point
<b>6 or more stops</b>	0 point	0 point	0 point

The learners then have to run for 9 minutes. If they are able to run the whole time they receive all the possible points. If a learner begins to walk he gets an "X" which means that the learner in the end gets less points than the total amount. For each 10 seconds walking-interval the learner gets another "X"

## Goal of the exam

- To improve athletic skills: endurance
- To run for a longer period of time without interruption

**What to watch for:** The teacher should make sure the learners drink enough water before and after the examination. The test should be completed early in the mornings or when the weather is not too hot.

## Wake up

Cool down  
Time: ~ 10 min

**What you need:** No equipment required

## How to play

The learners spread out in the room, make themselves comfortable in one place and close their eyes. The teacher whispers one name. That learner has to get up and tap another learner to get up and so on. This continues until every learner is awake.



## Goal of the game

- To relax deeply and cool down.

**What to watch for:** The learners should be quiet and do each movement on their tiptoes until every learner is awake.



# Running disciplines: Examination

Physical education: Intermediate phase

## Equipment

- Cones
- Colour bands
- Paper
- Pen

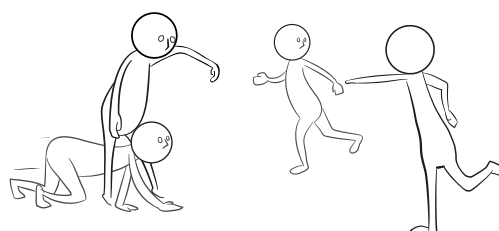
## Gate tag

Introduction  
Time: ~ 10 min

**What you need:** Cones, colour bands

## How to play

The teacher marks a field with cones. He or she chooses 6 catchers and marks them. The rest of the learners run around the marked area freely. When a player is tagged, he or she has to stand with their legs wide and place his or her hands on his or her head. Any other player who is free, may crawl through the legs of the player in straddle stance and free him or her this way.



## Goal of the game

- To develop athletic skills: running, sprinting.
- To learn to stop and go, and to avoid the catchers.

**What to watch for:** The teacher should change the catchers often.

## Examination: Second trial

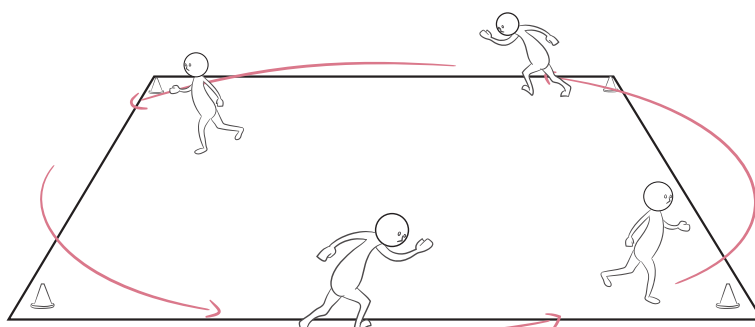
Exam  
Time: ~ 20 min

**What you need:** Cones, paper and pen

## How to conduct

The teacher marks a field of about 60 m x 40 m with four cones. The learners run for as many minutes as their age in years. If they are able to run the whole time without walking or stopping, they receive the total number of points.

- The teacher divides the learners into pairs. One learner will perform the examination; the other learner will be the observer and write down how many stops this learner did during the examination.
- The teacher should make sure that the learners rest for 5 minutes and drink water. Then the groups are changed.





# Examination: Second trial

Continued

Evaluation criteria:

	8 years (8 minutes)	9 years (9 minutes)	10 years (10 minutes)
<b>No stop</b>	5 points	5 points	5 points
<b>1 stop</b>	4 points	4 points	4 points
<b>2 stops</b>	3,5 points	3,5 points	3,5 points
<b>3 stops</b>	3 points	3 points	3 points
<b>4 stops</b>	2 points	2 points	2 points
<b>5 stops</b>	1 point	1 point	1 point
<b>6 or more stops</b>	0 point	0 point	0 point

The learners then have to run for 9 minutes. If they are able to run the whole time they receive all the possible points. If a learner begins to walk he gets an "X" which means that the learner in the end gets less points than the total amount. For each 10 seconds walking-interval the learner gets another "X".

## Goal of the exam

- To improve athletic skills: endurance.
- To run for a longer period of time without interruption.
- Second trial: Try to get more points than in the first trial. The trial with the best results counts in the end.**

**What to watch for:** The teacher should make sure the learners drink enough water before and after the examination. The test should be completed early in the mornings or when the weather is not too hot.

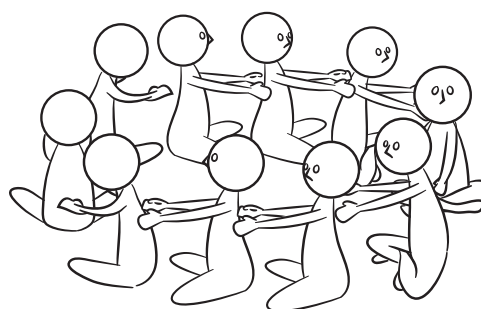
## Massage in a circle

Cool down  
Time: ~ 10 min

**What you need:** No equipment required

## How to play

The learners sit in a circle and face each other's backs. Each learner massages the back of the learner in front of him or her until the teacher gives the signal to turn around to the other side (after 2 minutes). The learners then massage the back of the next learner sitting in front of them.



## Goal of the game

- To relax deeply while massaging another learner's back. There is a different formation, namely a circle, this time.

**What to watch for:** The learners should be aware of the other learners feelings. They should not massage too hard or too soft.



# Track and field: Free fun lesson

Physical education: Intermediate phase

## Equipment

- Skipping ropes
- Hula hoops

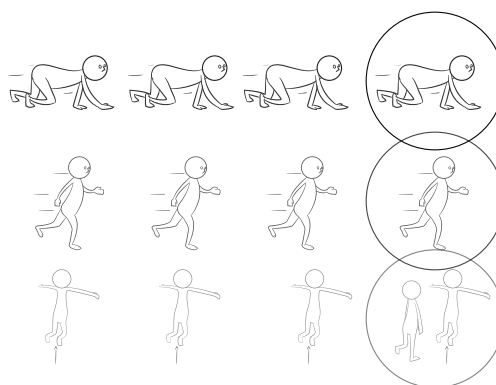
## Follow the leader

Introduction  
Time: ~ 10 min

**What you need:** No equipment required

### How to play

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



### Goal of the game

- To walk, run, skip and do other movements, using signals to change from one to the other.

**What to watch for:** The teacher should make sure that the learners perform the movements correctly. If they are struggling with the movements, focus on the movements which they find easier such as walking, running and hopping.

## Hopscotch, rope skipping and a trick

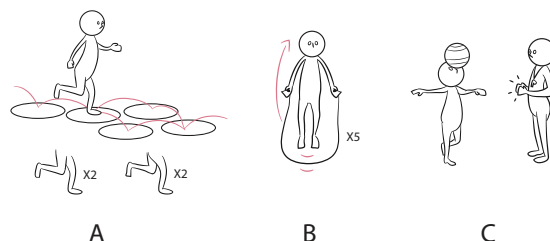
Main part  
Time: ~ 20 min

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

### How to play

The teacher divides the learners into three groups: A, B and C, and the groups perform the following tasks. After 7 minutes change the tasks of the groups around.

- Group A: Create a Hopscotch with hula hoops. Each member of the group crosses the hopscotch four times, twice with the dominant leg, and twice with the non-dominant leg.
- Group B: Using a skipping rope, each member of the group tries to jump over the rope at least 5 times without interruption.
- Group C: The group creates a trick to show to the teacher.



### Goal of the game

- To improve co-ordination, rhythm and creativity.
- Rope skipping & hop-scotch: Each learner should be able to jump over the rope at least 3 times without interruption.

**What to watch for:** The teacher should check whether the learners are able to complete the task; whether they are able to jump in time and have an upright body position while rope skipping; and whether they are able to change from the dominant to the non-dominant leg.

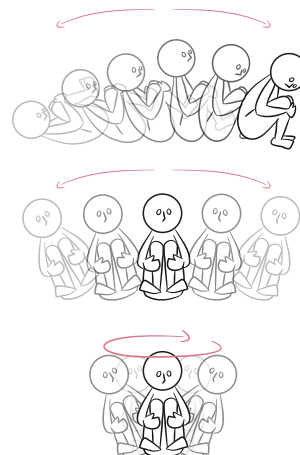
# Roll like a ball

Cool down  
Time: ~ 5 min

**What you need:** No equipment required

## How to play

The learners pretend to be a ball – they roll backwards and forwards, and from side to side, in a circular motion. They wrap their arms around their knees and lift their feet off the ground.



## Goal of the game

- Non-locomotive: To spin in different ways and alone.

**What to watch for:** The teacher should instruct the learners to make themselves as small as possible, tense their bodies and roll around.

# Cobra stretch

Cool down  
Time: ~ 5 min

**What you need:** No equipment required

## How to stretch

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



## Goal of the stretch

- To stretch the core muscles.

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



# Assessment – Track and field: Running

**Frequency of participation:** If a learner was in the physical education lesson and participated well, he receives a “1” behind his name. If a learner was in the physical education lesson but did not participate well, he receives only a “0.5” behind his name. In total, the learner can get 20 points for his participation.

Level	Limited	Adequate	Proficient	Excellent
<b>Frequency of participation during Physical Education periods.</b>	0% = 0 points (did not participate at all) 1-5% = 1 point 6-10% = 2 points 11-15% = 3 points 16-20% = 4 points	21-25% = 5 points 26-30% = 6 points 31-35% = 7 points 36-40% = 8 points 41-45% = 9 points 46-50% = 10 points	51-55% = 11 points 56-60% = 12 points 61-65% = 13 points 66-70% = 14 points 71-75% = 15 points	76-80% = 16 points 81-85% = 17 points 86-90% = 18 points 91-95% = 19 points 96-100% = 20 points

**Movement performance:** The learner will be observed from the teacher for his running skills. He can get 10 points for his movement performance in total.

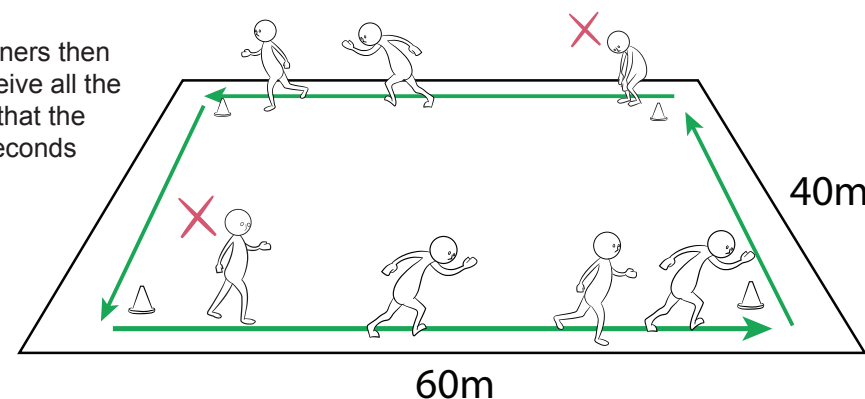
**Final evaluation table:**

Description of competence	Points achieved	Percentage	Final mark
Outstanding achievement	24-30	80-100	7
Meritorious achievement	21-23	70-79	6
Substantial achievement	18-20	60-69	5
Adequate achievement	15-17	50-59	4
Moderate achievement	12-14	40-49	3
Elementary achievement	9-11	30-39	2
Not achieved	0-8	0-29	1

## Movement Performance – Running

**Organisation:**

The teacher marks a field of about 40m x 60m with four cones. The learners then have to run for 9 minutes. If they are able to run the whole time they receive all the possible points. If a learner begins to walk he gets an “X” which means that the learner in the end gets less points than the total amount. For each 10 seconds walking-intervall the learner gets another “X”





# Assessment – Track and field: Running

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

Grade: \_\_\_\_\_

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

[illegible]



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

[illegible]

# GOOD LUCK!

