



KaziBantu



Healthy Schools for Healthy Communities

GRADE 5

KAZIKIDZ TEACHING MATERIAL

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**The Novartis
Foundation**

LESSON PLANS FOR
Grade
5



***Health & Hygiene
and Nutrition***



***Physical
Education***



***Moving to
Music***



KaziKidz

Teaching Material for Schoolchildren

TABLE OF CONTENTS

CONTENTS

1	Instructions for Physical Education content pillar	1
2	Grade 5 Physical Education content	
	Lesson tracker	5
3	Soccer	
	Lesson 1: Ball control and dribbling	6
	Lesson 2: Ball control and dribbling	8
	Lesson 3: Ball control and dribbling.....	10
	Lesson 4: Ball control and dribbling.....	13
	Lesson 5: Ball control and dribbling.....	16
	Lesson 6: Ball control and dribbling.....	19
	Lesson 7: Ball control and dribbling.....	22
	Lesson 8: Free fun lesson.....	25
4	Assessment: Soccer: Ball control and dribbling.....	27
5	Netball	
	Lesson 1: Agility	31
	Lesson 2: Agility	33
	Lesson 3: Agility	35
	Lesson 4: Agility	37
	Lesson 5: Agility	39
	Lesson 6: Agility	41
	Lesson 7: Agility	43
	Lesson 8: Passing and catching.....	45
	Lesson 9: Free fun lesson.....	47
6	Assessment: Netball: Agility	49
7	Rhythmic movement	
	Lesson 1: Formations and movement repertoire.....	53
	Lesson 2: Freeze and space	55
	Lesson 3: Creative development.....	57
	Lesson 4: Formations.....	60
	Lesson 5: Jumping and landing	62
	Lesson 6: Isolations and movement quality.....	65
	Lesson 7: Dance technique and repertoire	67
	Lesson 8: Copying and combining movements.....	69
8	Assessment: Rhythmic movement.....	70

9	Track and field: Running disciplines	
	Lesson 1: Throwing	73
	Lesson 2: Throwing	75
	Lesson 3: Jumping and co-ordination.....	77
	Lesson 4: Jumping and co-ordination.....	79
	Lesson 5: Throwing and jumping.....	82
	Lesson 6: Examination	84
	Lesson 7: Examination	86
	Lesson 8: Free fun lesson	88
	Lesson 9: Free fun lesson	90
10	Assessment: Throwing and co-ordination.....	92
11	Exit	96

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



	Foundation Phase	Lessons: 32 Assessment: 1
		Lessons: 32 Assessment: 1
		Lessons: 32 Assessment: 1
	Intermediate Phase	Lessons: 32 Assessments: 4
		Lessons: 32 Assessments: 4
		Lessons: 32 Assessments: 4
	Senior Phase	Lessons: 32 Assessments: 4

PHYSICAL EDUCATION



KaziKidz

Teaching Material for Schoolchildren





Lesson tracker

Physical Education - Grade 5



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	Ball control and dribbling	
		Lesson 2	Ball control and dribbling	
		Lesson 3	Ball control and dribbling	
		Lesson 4	Ball control and dribbling	
		Lesson 5	Ball control and dribbling	
		Lesson 6	Ball control and dribbling	
		Lesson 7	Ball control and dribbling	
		Lesson 8	Free fun lesson	
		Assessment: Soccer: Ball control and dribbling		
	Term 2: Netball	Lesson 1	Agility	
		Lesson 2	Agility	
		Lesson 3	Agility	
		Lesson 4	Agility	
		Lesson 5	Agility	
		Lesson 6	Agility	
		Lesson 7	Agility	
		Lesson 8	Passing and catching	
		Lesson 9	Free fun lesson	
		Assessment: Netball: Agility		
	Term 3: Rhythmic movement	Lesson 1	Formations and movement repertoire	
		Lesson 2	Freeze and space	
		Lesson 3	Creative development	
		Lesson 4	Formations	
		Lesson 5	Jumping and landing	
		Lesson 6	Isolations and movement quality	
		Lesson 7	Dance technique and repertoire	
		Lesson 8	Copying combining movements	
		Assessment: Rhythmic movement		
	Term 4: Track and field	Lesson 1	Throwing	
		Lesson 2	Throwing	
		Lesson 3	Jumping and co-ordination	
		Lesson 4	Jumping and co-ordination	
		Lesson 5	Throwing & jumping	
		Lesson 6	Examination	
		Lesson 7	Examination	
		Lesson 8	Free fun lesson	
		Lesson 9	Free fun lesson	
		Assessment: Track and field: Throwing and co-ordination		



Soccer: Ball control & dribbling

Physical education: Intermediate phase

Equipment

- Balls
- Cones
- Piece of wood

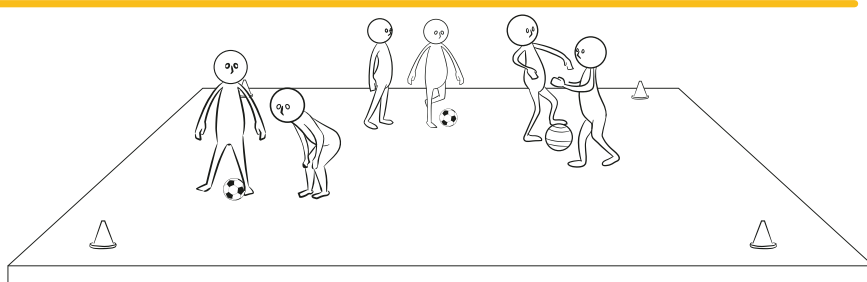
The soccer ball robber

Introduction
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. One learner has the ball and the other one tries to steal the ball from him or her.



Goal of the game

- To learn to control the ball and defend against another learner.

What to watch for: The learners are only allowed to use their feet to steal the ball. They are not allowed to pull the other learner back by their jersey or something similar, with their hands.

Main part overview

Main part
Time: ~ 20 min

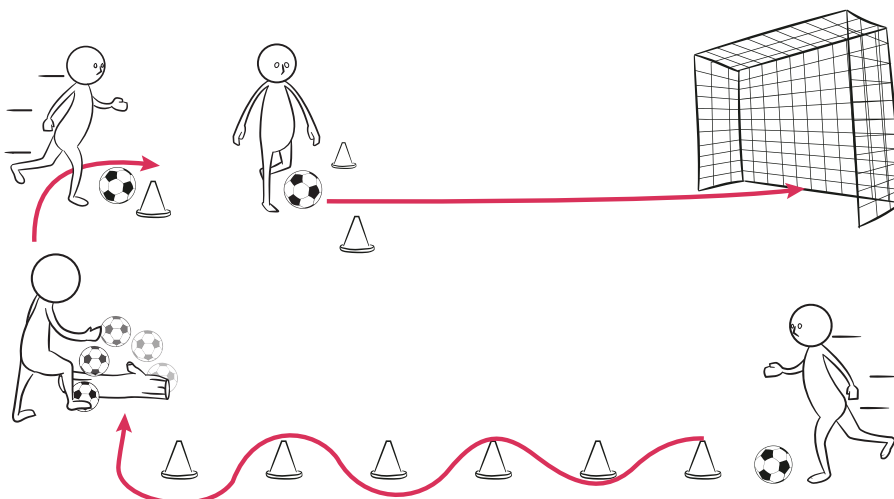
The teacher divides the learners into two groups. One half does the exercise "Dribble Obstacle Course" with the teacher. The other half plays the game "Behind Enemy Lines". The teacher first explains the game "Pass and Score", then allows one group to play that game, whilst he or she works with the group. After 10 to 15 minutes change the groups.

Dribble obstacle course

What you need: Balls, cones

How to play

The learner completes a course containing a pattern of 6 cones, then lifts the ball with the foot over an obstacle and scores a goal.



Dribble obstacle course

Continued

Goal of the game

- To learn to pass through the opposition, get behind defenders, plan the defence and anticipate possible action.

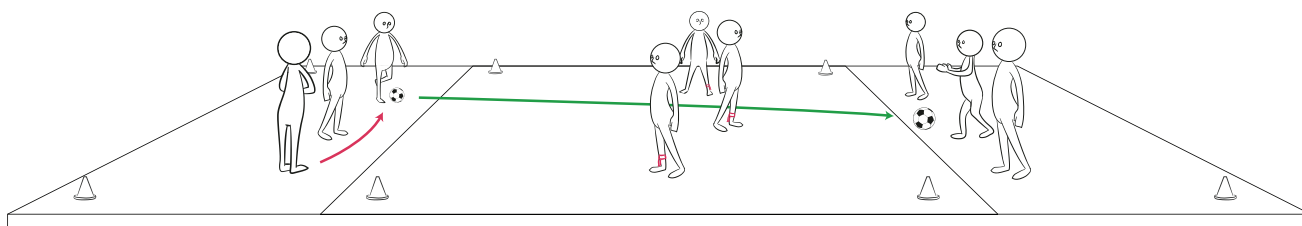
What to watch for: The teacher should check that the learners are moving on the playing field in order to create space and possibilities for the allied team to be able to pass.

Behind enemy lines

What you need: 8 cones and 1 ball per game area

How to play

Each team positions itself in its zone (see illustration). The teams in the two end zones are allied teams, and the team in the middle is the enemy team. The ball represents a package that must be delivered behind the enemy lines. One team starts by passing the ball amongst team members. The goal of the two allied teams is to pass the package to the other team without the enemy team intercepting the pass. If the pass is intercepted or miss-hit out of the zone, the team which made the mistake must switch places with the enemy team. The aim is to see how many times a team can pass the 'package' through the enemy's lines without interception.



Goal of the game

- To learn to pass through the opposition, get behind defenders, plan the defence and anticipate possible action.

What to watch for: The teacher should check that the learners are moving on the playing field in order to create space and possibilities for the allied team to be able to pass.

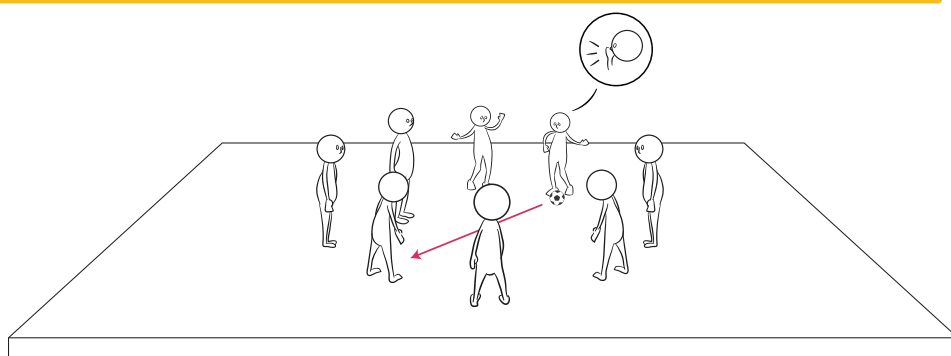
Popcorn ball

Cool down
Time: ~ 10 min

What you need: 1 ball per circle

How to play

The teacher forms the learners into a circle (or two circles if there are more than 20 learners). The learners stand and face inwards into the circle. The teacher starts the game by giving one ball to a learner. That learner passes the ball by foot to another learner, first calling out the receiver's name.



Goal of the game

- To cool down while concentrating on the different names, and deciding to whom they will pass the ball.

What to watch for: It is important that only the receiver gets the ball. If it works well with one ball, the teacher may introduce a second or even a third ball into the circle.



Soccer: Ball control & dribbling

Physical education: Intermediate phase

Equipment

- Balls
- Cones
- Piece of wood

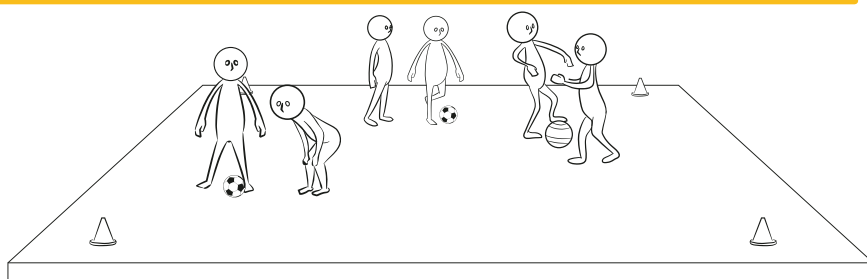
The soccer ball robber

Introduction
Time: ~ 10 min

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The teacher divides the learners into pairs with one ball per pair. One learner has the ball and the other one tries to steal the ball from him or her.



Goal of the game

- To learn to control the ball and defend against another learner.

What to watch for: The learners are only allowed to use their feet to steal the ball. They are not allowed to pull the other learner back by his jersey or something similar, with their hands.

Main part overview

Main part
Time: ~ 20 min

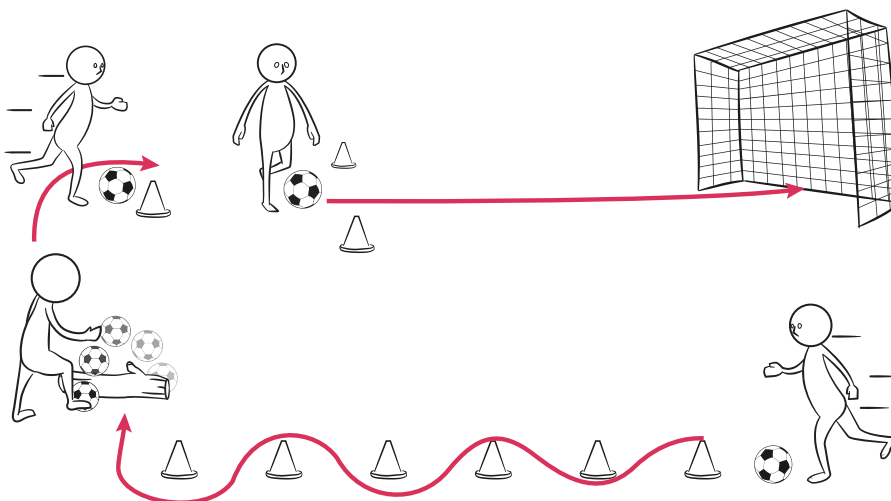
The teacher divides the learners into two groups. One half does the exercise "Dribble Obstacle Course" with the teacher. The other half plays the game "Behind Enemy Lines". The teacher first explains the game "Pass and Score", then allows one group to play that game, whilst he or she works with the group. After 10 to 15 minutes change the groups.

Dribble obstacle course

What you need: Balls, cones

How to play

The learner completes a course containing a pattern of 6 cones, then lifts the ball with the foot over an obstacle and scores a goal.



Dribble obstacle course

Continued

Goal of the game

- To learn to pass through the opposition, get behind defenders, plan the defence and anticipate possible action.

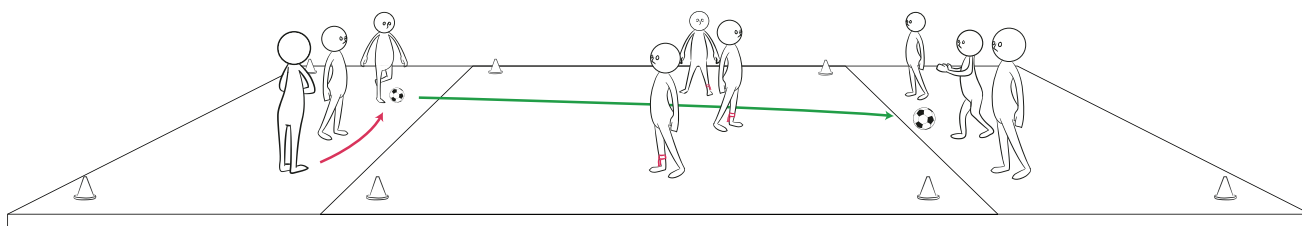
What to watch for: The teacher should check that the learners are moving on the playing field in order to create space and possibilities for the allied team to be able to pass.

Behind enemy lines

What you need: 8 cones and 1 ball per play area

How to play

Each team positions itself in its zone (see illustration). The teams in the two end zones are allied teams, and the team in the middle is the enemy team. The ball represents a package that must be delivered behind the enemy lines. One team starts by passing the ball amongst team members. The goal of the two allied teams is to pass the package to the other team without the enemy team intercepting the pass. If the pass is intercepted or miss-hit out of the zone, the team which made the mistake must switch places with the enemy team. The aim is to see how many times a team can pass the 'package' through the enemy's lines without interception.



Goal of the game

- To learn to pass through the opposition, get behind defenders, plan the defence and anticipate possible action.

What to watch for: The teacher should check that the learners are moving on the playing field in order to create space and possibilities for the allied team to be able to pass.

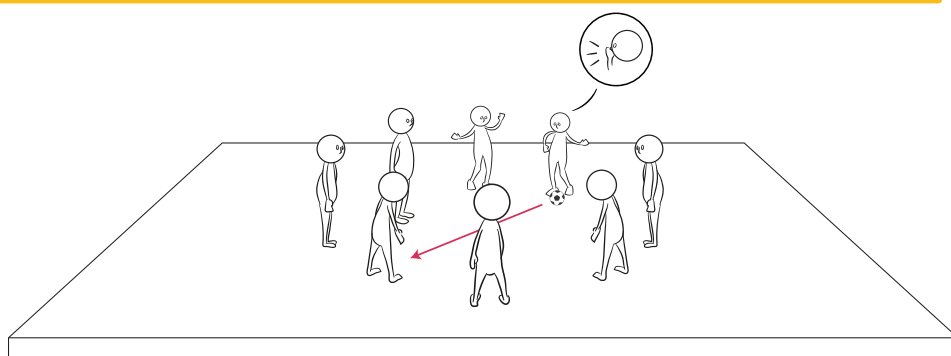
Popcorn ball

Cool down
Time: ~ 10 min

What you need: 1 ball per circle

How to play

The learners form a circle (or two circles if there are more than 20 learners). The learners stand and face inwards into the circle. The teacher starts the game by giving one ball to a learner. That learner passes the ball by foot to another learner, first calling out the receiver's name.



Goal of the game

- To cool down while concentrating on the different names, and deciding to whom they will pass the ball.

What to watch for: It is important that only the receiver gets the ball. If it works well with one ball, the teacher may introduce a second or even a third ball into the circle.



Soccer: Ball control & dribbling

Physical education: Intermediate phase

Equipment

- Balls
- Cones
- Piece of wood
- Colour bands

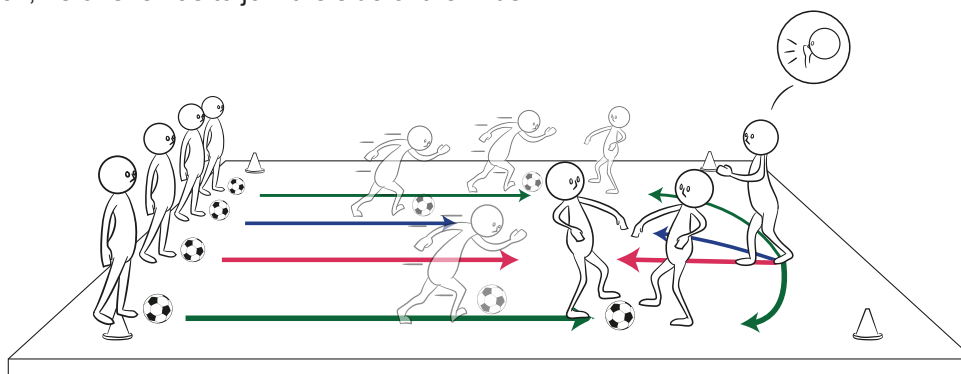
The soccer ball virus

Introduction
Time: ~ 10 min

What you need: 1 ball per player

How to play

Each learner has one ball and is positioned on one side of the field. The teacher chooses one learner who is on the other side of field. He or she is the catcher and has no ball. The catcher shouts: "Who is scared of the soccer-virus?" and the others answer, "We are not!" Then all the learners begin to run to the other side. The 'virus' (the catcher) tries to take the balls of the other learners, which they are defending as well as possible. If a player loses his or her ball, he or she has to join the side of the virus.



Goal of the game

- To learn to move with the ball, protect the ball and see where the opposing players are

What to watch for: The learners should play the game once first without balls. The 'virus' has to catch the other learners by tapping them. Play the second round with balls.

Main part overview

Main part
Time: ~ 20 min

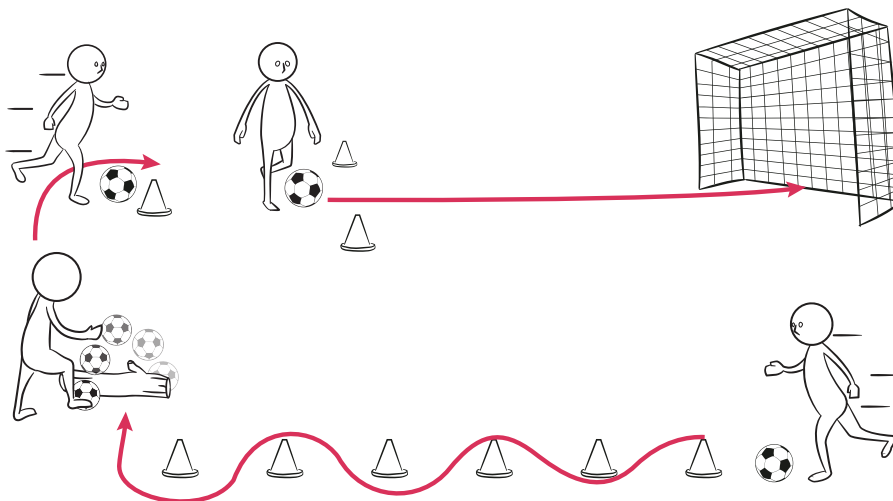
The teacher divides the learners into two groups. One half does the exercise "Dribble Obstacle Course" with the teacher. The other half plays the game "Reverse Soccer". The teacher first explains the game "Pass and Score", then allows one group to play that game, whilst he or she works with the group. After 10 to 15 minutes change the groups.

Dribble obstacle course

What you need: Balls, cones

How to play

The learner completes a course containing a pattern of 6 cones, then lifts the ball with the foot over an obstacle and scores a goal.



Goal of the game

- To learn to pass through the opposition, get behind defenders, plan the defence and anticipate possible action.

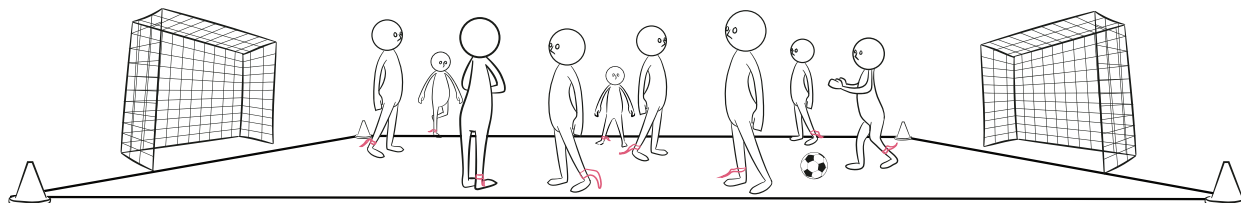
What to watch for: The teacher should check that the learners are moving on the playing field in order to create space and possibilities for the allied team to be able to pass.

Reverse soccer

What you need: Goals or cones for goals, 1 balls and colour bands

How to play

The learners are divided into two groups and the teacher marks a field with two goals. Each learner receives a colour band and marks his or her weaker foot with the colour band. The learners now play a normal soccer game but they are only allowed to use their weaker foot to play (pass and score).



Goal of the game

- To improve laterality (a one sided motor plan).

What to watch for: The teacher should choose one learner to be the referee of the game, to watch that all the learners are using the weaker foot. If not, the other team gets a free kick.

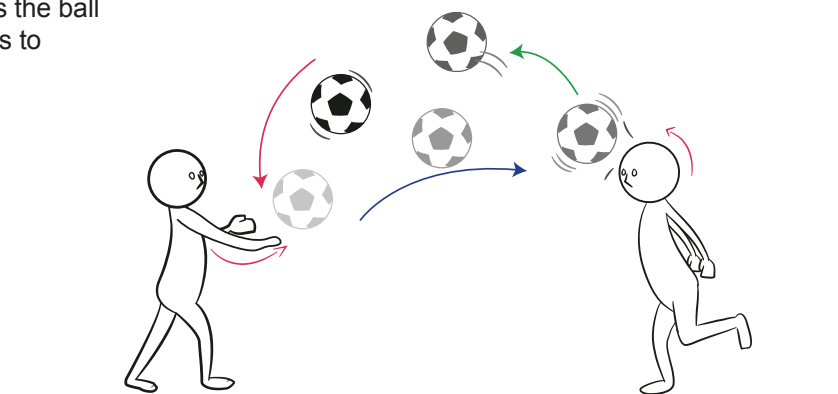
Smart head

Cool down
Time: ~ 10 min

What you need: 1 ball per team and cones to mark the playing area

How to play

The teacher divides the learners into two groups of 10 learners each. These two teams play against each other. The learners pass the ball by hand, but to score a point, a team player has to pass the ball back with his head and a team mate has to catch the ball. Possession of the ball changes if the ball is dropped, or if the other team intercepts the pass.



Goal of the game

- To learn to use their heads, and run into open spaces to receive the ball.

What to watch for: The learners are not allowed to walk with the ball.



Soccer: Ball control & dribbling

Physical education: Intermediate phase

Equipment

- Balls
- Cones
- Piece of wood
- Colour bands

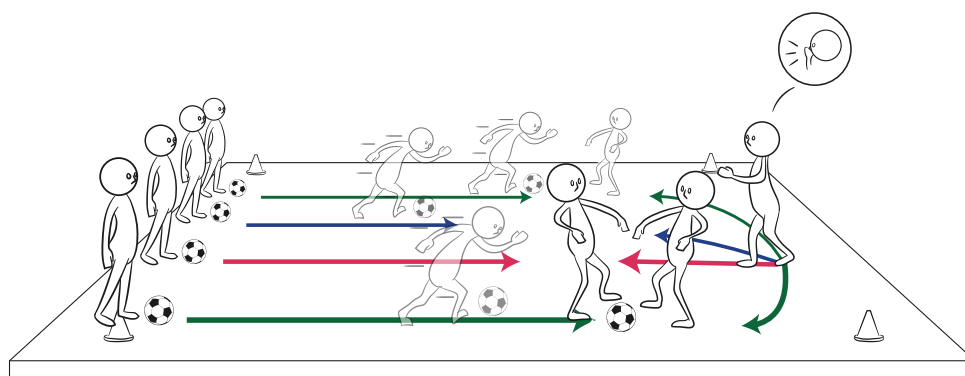
The soccer ball virus

Introduction
Time: ~ 10 min

What you need: 1 ball per child

How to play

Each learner has one ball and is positioned on one side of the field. The teacher chooses one learner who is on the other side of field. He or she is the catcher and has no ball. The catcher shouts: "Who is scared of the soccer-virus?" and the others answer, "We are not!" Then all the learners begin to run to the other side. The 'virus' (the catcher) tries to take the balls of the other learners, which they are defending as well as possible. If a player loses his or her ball, he or she has to join the side of the virus.



Goal of the game

- To learn to move with the ball, protect the ball and see where the opposing players are

What to watch for: The learners should play the game once first without balls. The 'virus' has to catch the other learners by tapping them. Play the second round with balls.

Main part overview

Main part
Time: ~ 20 min

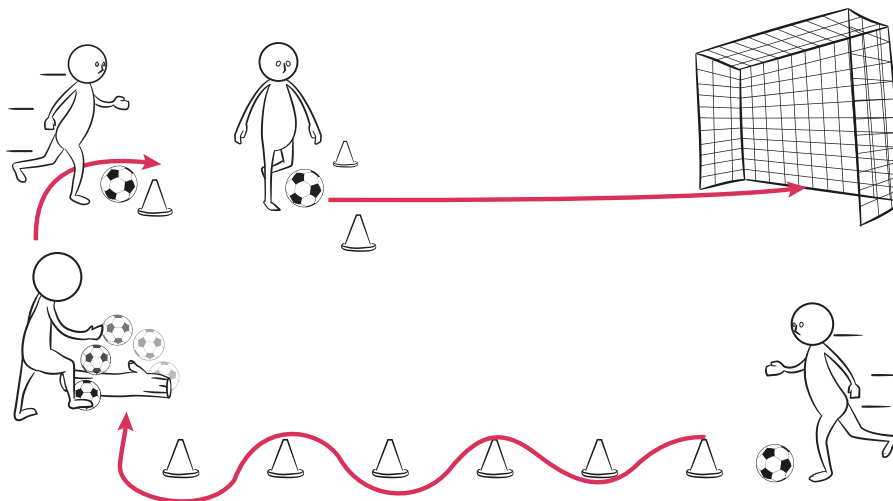
The teacher divides the learners into two groups. One half does the exercise "Dribble Obstacle Course" with the teacher. The other half plays the game "Reverse Soccer". The teacher first explains the game "Pass and Score", then allows one group to play that game, whilst he or she works with the group. After 10 to 15 minutes change the groups.

Dribble obstacle course

What you need: Balls, cones, piece of wood.

How to play

The learner completes a course containing a pattern of 6 cones, then lifts the ball with the foot over an obstacle and scores a goal.



Goal of the game

- To learn to pass through the opposition, get behind defenders, plan the defence and anticipate possible action.

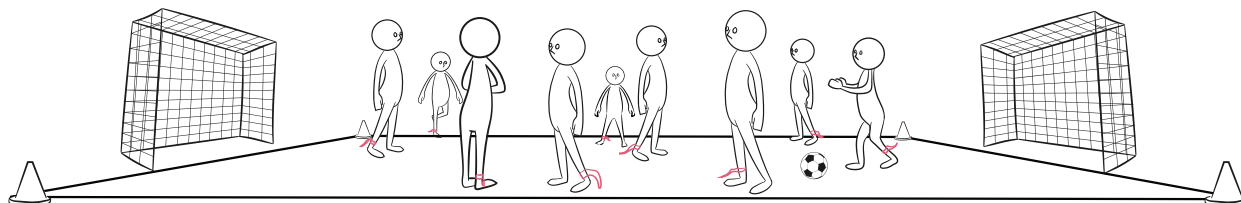
What to watch for: The teacher should check that the learners are moving on the playing field in order to create space and possibilities for the allied team to be able to pass.

Reverse soccer

What you need: Goals or cones for goals, 1 ball per playing area and colour bands

How to play

The learners are divided into two groups and the teacher marks a field with two goals. Each learner receives a colour band and marks his or her weaker foot with the colour band. The learners now play a normal soccer game but they are only allowed to use their weaker foot to play (pass and score).



Goal of the game

- To improve laterality

What to watch for: The teacher should choose one learner to be the referee of the game, to watch that all the learners are using the weaker foot. If not, the other team gets a free kick.

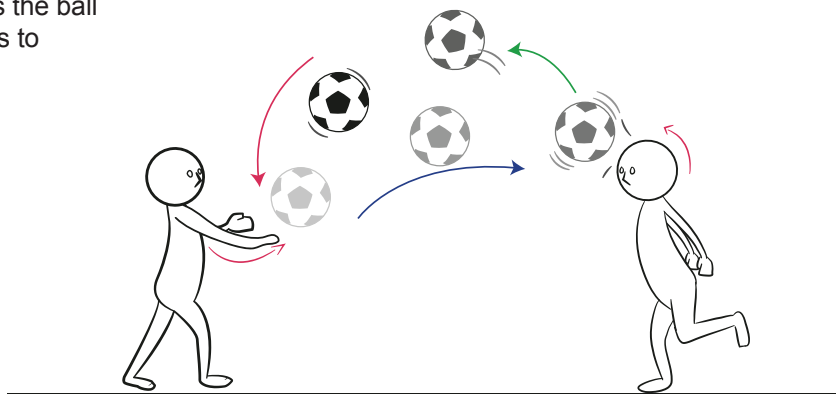
Smart head

Cool down
Time: ~ 10 min

What you need: 1 ball per group of 10 and cones to mark the playing field

How to play

The teacher divides the learners into two groups of 10 learners each. These two teams play against each other. The learners pass the ball by hand, but to score a point, a team player has to pass the ball back with his head and a team mate has to catch the ball. Possession of the ball changes if the ball is dropped, or if the other team intercepts the pass.



Goal of the game

- To learn to use their heads, and run into open spaces to receive the ball.

What to watch for: The learners are not allowed to walk with the ball.



Soccer: Ball control & dribbling

Physical education: Intermediate phase

Equipment

- Balls
- Cones
- Piece of wood
- Colour bands

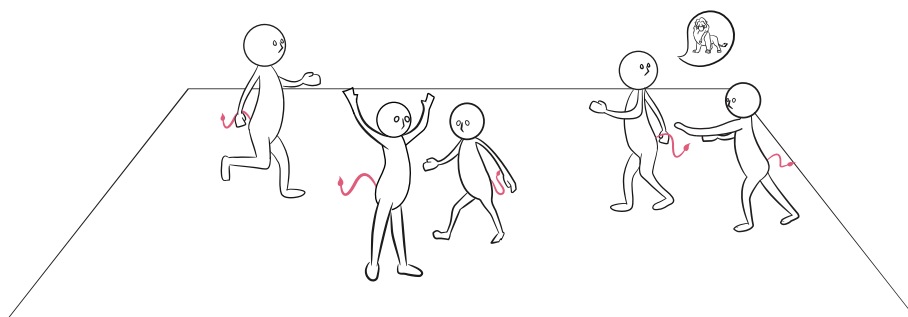
Lion tails

Introduction
Time: ~ 10 min

What you need: Balls and colour bands

How to play

Each learner is a 'lion' and has a 'tail' tucked into the back of his or her shorts. The tail must be visible so that other lions can steal it. The learners run around the field, trying to steal the tails of the other lions. If a learner steals one tail, he or she has to put both tails into the back of his or her shorts. The



lions cannot hold onto their tails to stop them from being stolen; they need to protect their tails by running away. Play the game for 5 minutes and then check who has the most tails.

Play the game a second time, but now the learners not only have to protect their tails, but they also have to control a ball. (The learners are not allowed to kick other learners's balls away, they can only steal the tails.)

Goal of the game

- To learn to screen the game, change direction and control the ball

What to watch for: Learners who have lost their tails may still continue to play, and try to steal the tails of the others.

Main part overview

Main part
Time: ~ 20 min

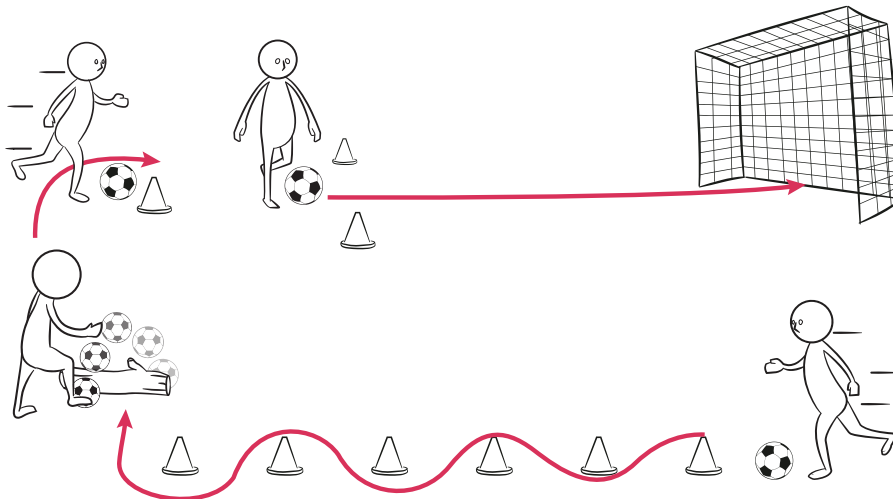
The teacher divides the learners into two groups. One half does the exercise "Dribble Obstacle Course" with the teacher. The other half plays the game "Speedy Gonzales". The teacher first explains the game "Pass and Score", then allows one group to play that game, whilst he or she works with the group. After 10 to 15 minutes change the groups.

Dribble obstacle course

What you need: Balls, cones, piece of wood

How to play

The learner completes a course containing a pattern of 6 cones, then lifts the ball with the foot over an obstacle and scores a goal.



Goal of the game

- To learn to pass through the opposition, get behind defenders, plan the defence and anticipate possible action.

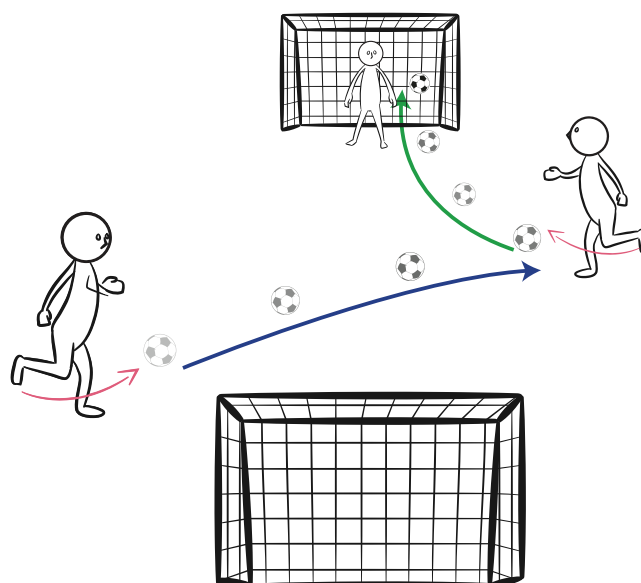
What to watch for: The teacher should check that the learners are moving on the playing field in order to create space and possibilities for the allied team to be able to pass.

Speedy Gonzales

What you need: 1 ball per playing area

How to play

The learners are divided into two teams. They play soccer with two goals, but the goals only count if the goal was obtained by a direct shot. (The goal does not count if the learner first has to stop or control the ball.)



Goal of the game

- To improve passing accuracy, quick play, and short passing.

What to watch for: Designate a learner who will be the referee and decide if the goal was made directly or not.

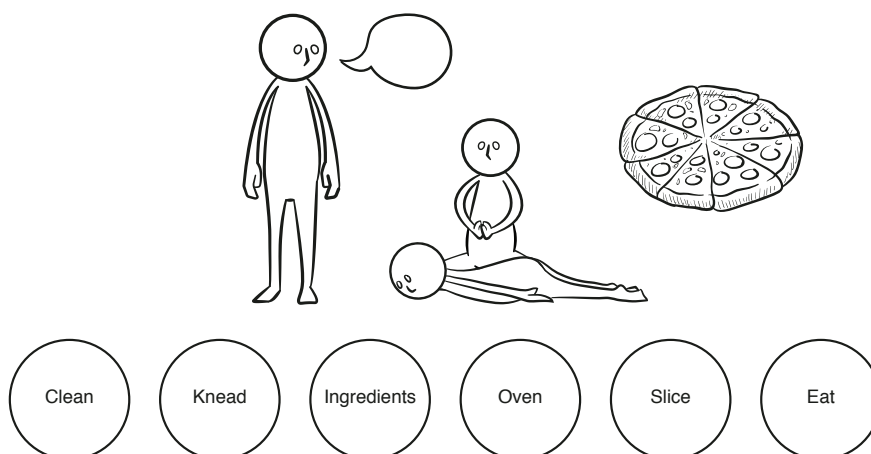
The pizzaiolo massage

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 his or her belly and the other learner is the 'pizzaiolo', 'backing' (working on the back of) a 'pizza' (the first learner). The teacher tells the story: that first of all the pizzaiolo has to clean the surface so that he or she can make a pizza. Then he or she has to knead the dough. The learners can cover the pizza with the ingredients they like: mozzarella, avocado, ham, mushrooms, etc. Then the pizza has to go into the oven, so the pizzaiolo rubs his or her hands against each other to warm them up and puts them on the back of the learner who is lying down. Finally, the pizzaiolo can cut the pizza into slices and eat it.



Goal of the game

- To relax after exercising.

What to watch for: Change the groups after one pizza is completed, so that every learner gets a massage.



Soccer: Ball control & dribbling

Physical education: Intermediate phase

Equipment

- Balls
- Cones
- Piece of wood
- Colour bands

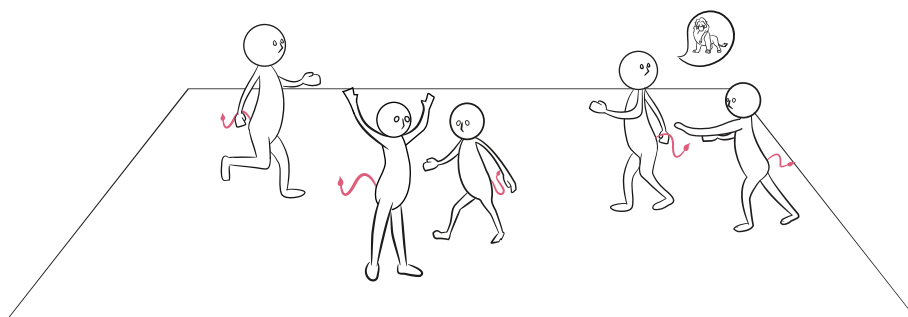
Lion tails

Introduction
Time: ~ 10 min

What you need: 1 ball per pair and colour bands

How to play

Each learner is a 'lion' and has a 'tail' tucked into the back of his or her shorts. The tail must be visible so that other lions can steal it. The learners run around the field, trying to steal the tails of the other lions. If a learner steals one tail, he or she has to put both tails into the back of his or her shorts. The



lions cannot hold onto their tails to stop them from being stolen; they need to protect their tails by running away. Play the game for 5 minutes and then check who has the most tails.

Play the game a second time, but now the learners not only have to protect their tails, but they also have to control a ball. (The learners are not allowed to kick other learners's balls away, they can only steal the tails.)

Goal of the game

- To learn to screen the game, change direction and control the ball

What to watch for: Learners who have lost their tails may still continue to play, and try to steal the tails of the others.

Main part overview

Main part
Time: ~ 20 min

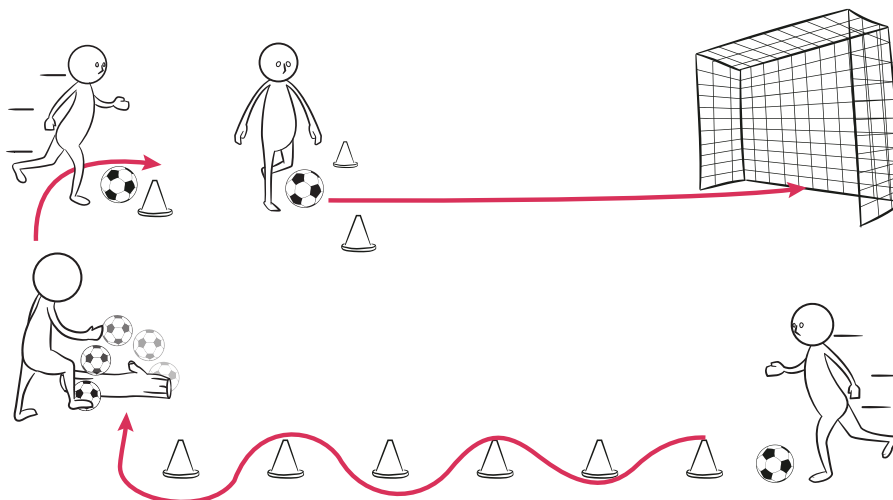
The teacher divides the learners into two groups. One half does the exercise "Dribble Obstacle Course" with the teacher. The other half plays the game "Speedy Gonzales". The teacher first explains the game "Pass and Score", then allows one group to play that game, whilst he or she works with the group. After 10 to 15 minutes change the groups.

Dribble obstacle course

What you need: Balls, cones, piece of wood

How to play

The learner completes a course containing a pattern of 6 cones, then lifts the ball with the foot over an obstacle and scores a goal.



Goal of the game

- To learn to pass through the opposition, get behind defenders, plan the defence and anticipate possible action.

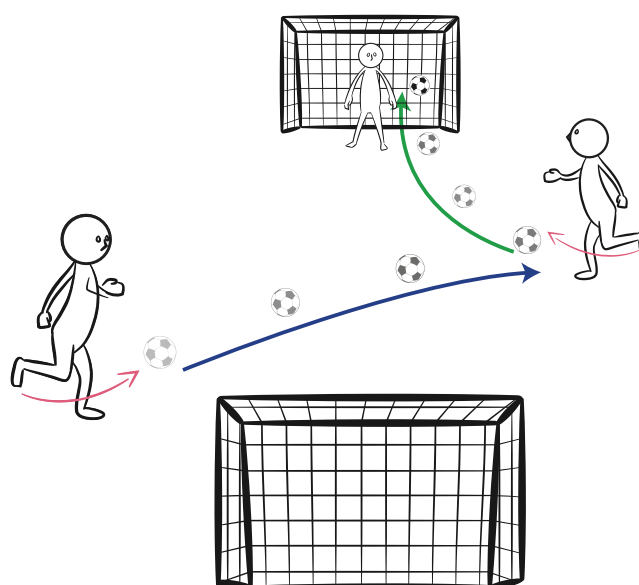
What to watch for: The teacher should check that the learners are moving on the playing field in order to create space and possibilities for the allied team to be able to pass.

Speedy Gonzales

What you need: 1 ball per playing area

How to play

The learners are divided into two teams. They play soccer with two goals, but the goals only count if the goal was obtained by a direct shot. (The goal does not count if the learner first has to stop or control the ball.)



Goal of the game

- To improve passing accuracy, quick play, and short passing.

What to watch for: Designate a learner who will be the referee and decide if the goal was made directly or not.

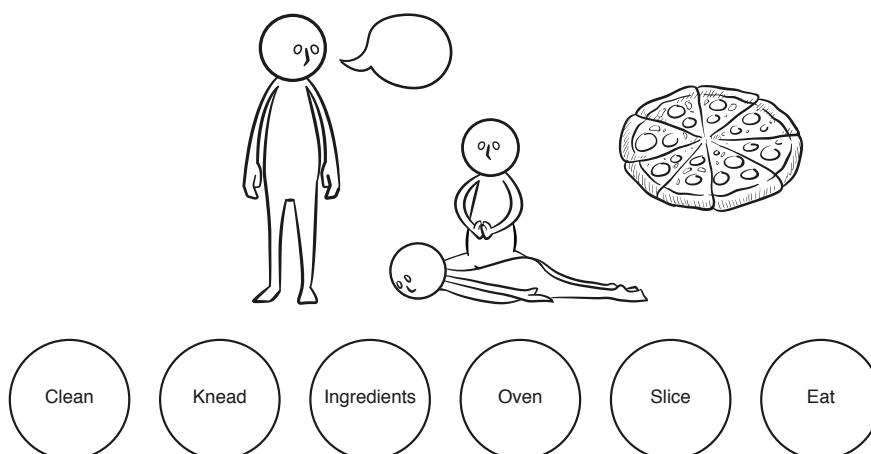
The pizzaiolo massage

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 his or her belly and the other learner is the 'pizzaiolo', 'backing' (working on the back of) a 'pizza' (the first learner). The teacher tells the story: that first of all the pizzaiolo has to clean the surface so that he or she can make a pizza. Then he or she has to knead the dough. The learners can cover the pizza with the ingredients they like: mozzarella, avocado, ham, mushrooms, etc. Then the pizza has to go into the oven, so the pizzaiolo rubs his or her hands against each other to warm them up and puts them on the back of the learner who is lying down. Finally, the pizzaiolo can cut the pizza into slices and eat it.



Goal of the game

- To relax after exercising.

What to watch for: Change the groups after one pizza is completed, so that every learner gets a massage.



Soccer: Ball control & dribbling

Physical education: Intermediate phase

Equipment

- Balls
- Cones
- Piece of wood
- Stones

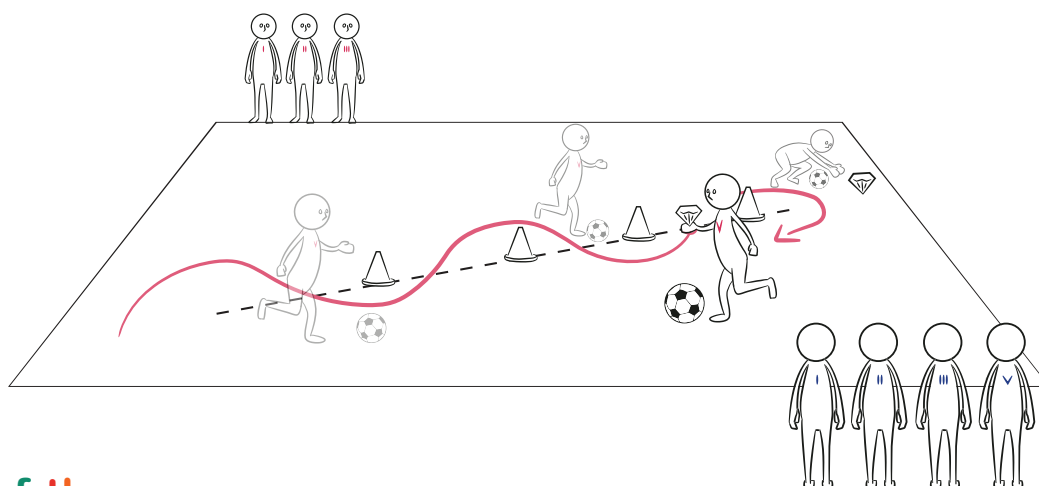
Treasure island

Introduction
Time: ~ 10 min

What you need: 1 ball and 7 cones per team and stones

How to play

The teacher divides the learners into 4 teams. Each team has a course of 7 cones in front of them (1m distance from one cone to the other). At the end of the cones there is one spot with diamonds (the treasure). The learners have to dribble the ball through the course, collect a 'diamond' and dribble the ball back through the course. The team with the most diamonds wins the game.



Goal of the game

- To learn to dribble fast and to keep concentrating

What to watch for: The learners must dribble the ball.

Main part overview

Main part
Time: ~ 20 min

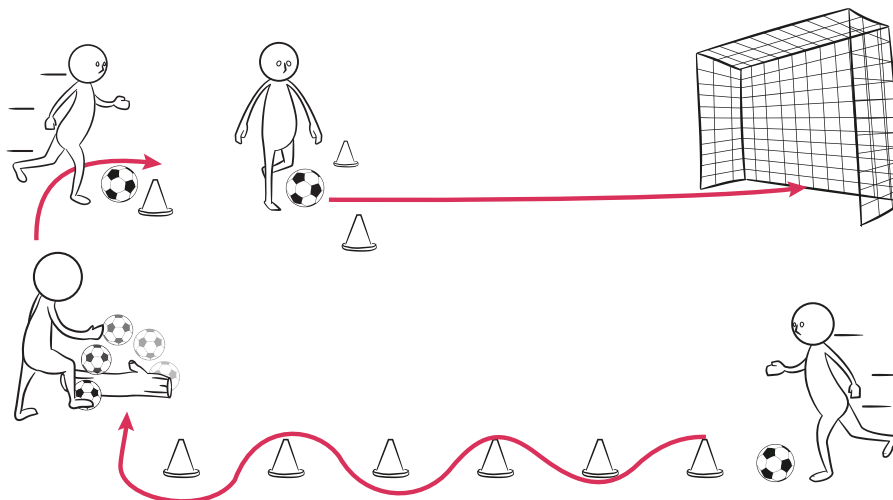
The teacher divides the learners into two groups. One half does the exercise "Dribble Obstacle Course" with the teacher. The other half plays the game "Quick Decision Soccer". The teacher first explains the game "Pass and Score", then allows one group to play that game, whilst he or she works with the group. After 10 to 15 minutes change the groups.

Dribble obstacle course

What you need: Balls, cones, piece of wood

How to play

The learner completes a course containing a pattern of 6 cones, then lifts the ball with the foot over an obstacle and scores a goal.



Goal of the game

- To learn to pass through the opposition, get behind defenders, plan the defence and anticipate possible action.

What to watch for: The teacher should check that the learners are moving on the playing field in order to create space and possibilities for the allied team to be able to pass.

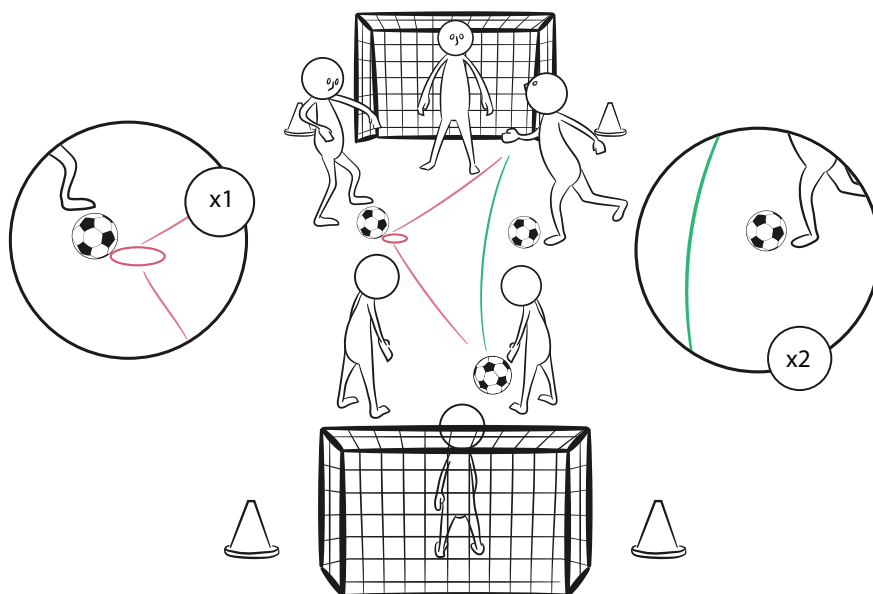
Quick decision soccer

What you need: 1 ball per game area, colour bands and goals/cones

How to play

The learners are divided into two teams and play soccer with two goals. There are always 10 players per team on the field, the other learners swap during the game.

The learners play according to the normal soccer rules, but there are two different ways of scoring. If they score directly upon receiving the ball, their team wins 2 points. If they stop the ball first, their team wins 1 point.



Goal of the game

- To take quick decisions when receiving the ball

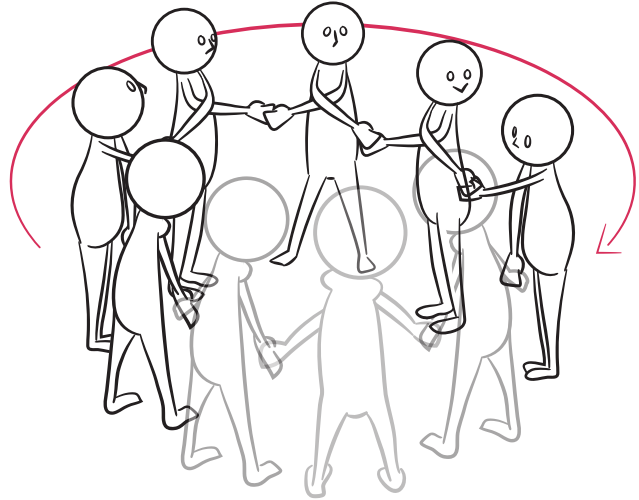
What to watch for: The learners should swap places often so that every learner has a chance to play. The teacher should instruct the learners waiting outside the play area to do balance exercises, for example standing on one leg.

Mystic knot

Cool down
Time: ~ 10 min

How to play

The teacher divides the learners into teams of 10. They begin to take hands randomly with other learners, sometimes by crossing their arms. The learners do not take both hands of another learner. When no more hands are left unclapsed, the learners try to untangle the knot, but they are not allowed to let the hand of their partner go.



Goal of the game

- To concentrate on the task and to calm down

What to watch for: The learners are not allowed to let the hands of their partner go. The teacher should encourage the learners not to abandon the game, but to resolve the problem.



Soccer: Free fun lesson

Physical education: Intermediate phase

Equipment

- Balls
- 6 - 8 Hula hoops
- One big skipping rope

Feel the ball

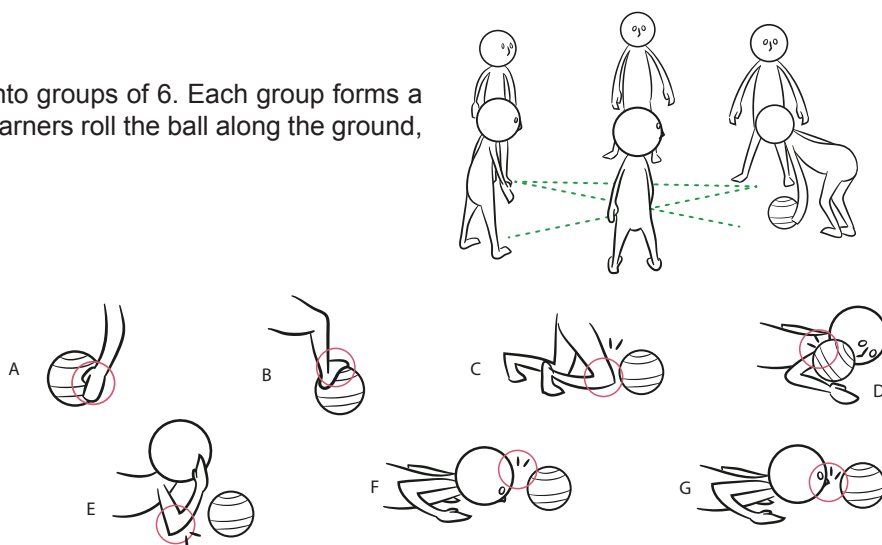
Introduction
Time: ~ 10 min

What you need: Any kind of balls (about 10 balls, one ball per group)

How to play

The teacher divides the learners into groups of 6. Each group forms a circle and is given one ball. The learners roll the ball along the ground, pushing it with the:

- Hand
- Foot
- Knee
- Shoulder
- Elbow
- Head
- Nose



Goal of the game

- To improve balls skills: to improve control of the ball: how to push, throw and roll it

What to watch for: The teacher should ensure that every learner gets the ball 3 to 4 times before they move to the next task.

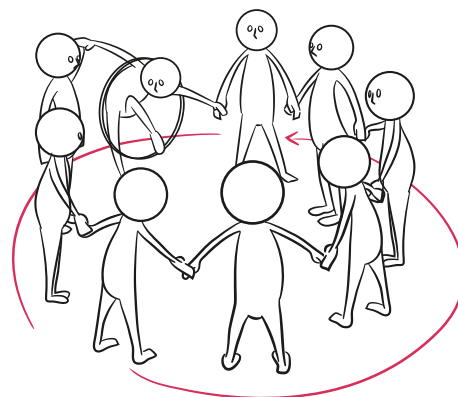
Go through the hoop

Main part
Time: ~ 10 min

What you need: About 6 to 8 hula hoops

How to play

The learners are divided into circles of 8 to 10, and hold hands. Every group gets a hula hoop and receives it between two learners. The hoop now 'walks' around the circle, without the learners letting go of each other's hands. This means that the learners have to put their entire bodies through the hoop. The teacher should allow the learners to practise for 2 minutes. Then hold a competition between the groups.



Goal of the game

- To 'walk' the hoop around the circle as fast as possible, without the learners letting go of each other's hands.

What to watch for: As soon as any learner lets go of another's hands, he or she is out of the game.

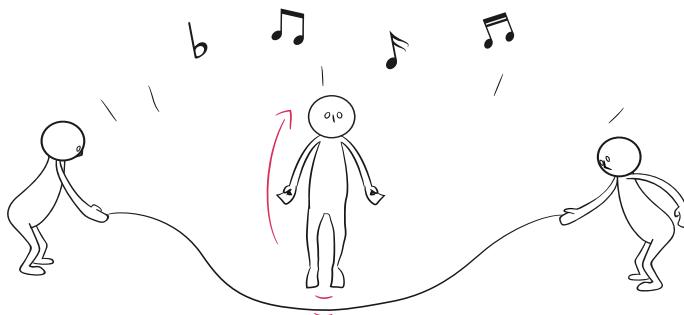
Rope skipping together

Main part
Time: ~ 10 min

What you need: One big skipping rope

How to play

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



Goal of the game

- To jump to the rhythm

What to watch for: The teacher should ensure that each learner is involved, and that they change places continuously.

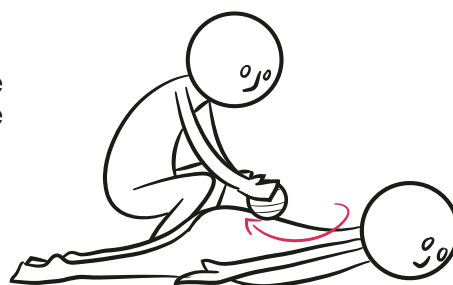
Massage

Cool down
Time: ~ 10 min

What you need: Any kind of balls (preferably tennis balls)

How to play

The learners grab a partner. One learner has to lie face down. For the following 2 minutes, the partner rolls a ball softly over the body of the learner lying on the floor. Repeat for the partner.



Goal of the game

- To cool down and relax the partner's body

What to watch for: The learners should roll the balls very softly, and try not to roll them over the spine.



Assessment – Soccer: Ball control & dribbling

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
Frequency of participation during Physical Education periods.	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 ball control and dribbling skills. He can get 10 points for his movement performance in total.

Skill	1	2	3	4	5
1. Try	The learner has a severe loss of control and takes a few attempts to finish the obstacle course but doesn't score the goal.	The learner has a severe loss of control and takes a few attempts to finish the obstacle course but scores the goal.	The learner struggles with his footwork but controls the ball and marks the goal.	The learner shows good technique and controls the ball effortlessly but didn't marks the goal.	The learner shows good technique and controls the ball effortlessly and marks the goal.
2. Try	The learner has a severe loss of control and takes a few attempts to finish the obstacle course but doesn't score the goal.	The learner has a severe loss of control and takes a few attempts to finish the obstacle course but scores the goal.	The learner struggles with his footwork but controls the ball and marks the goal.	The learner shows good technique and controls the ball effortlessly but didn't marks the goal.	The learner shows good technique and controls the ball effortlessly and marks the goal.

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: Ball control & dribbling

Class: _____

Grade: _____

Date: _____

[illegible]



Assessment – Soccer: Ball control & dribbling

Class: _____

Grade: _____

Date: _____

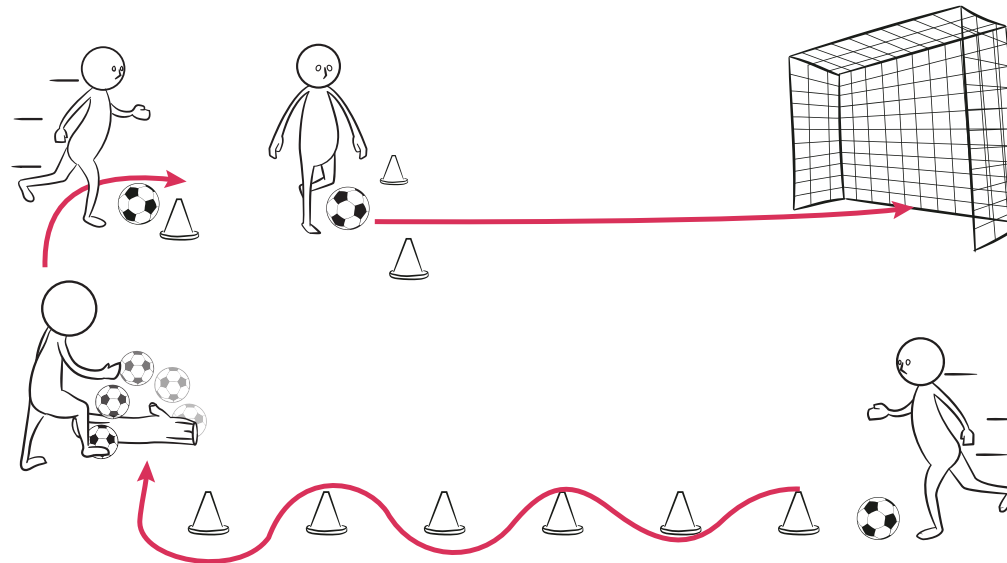
Movement Performance – Ball control & Dribbling

Organisation:

The learner has to complete a course containing a slalom of 6 cones, then lift the ball with the foot over an obstacle (e.g tree trunk) and score a goal.
Important: Ball Control & Fluidity

Assessment:

Two trials per learner. Teacher observes the execution and gives points.



Name	1	2	3	4	5
	1. _____				
	2. _____				
	1. _____				
	2. _____				
	1. _____				
	2. _____				



Date: _____

Name	1	2	3	4	5
	1.				
	2.				
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Netball: Agility

Physical education: Intermediate phase

Equipment

- Cones
- Chalk

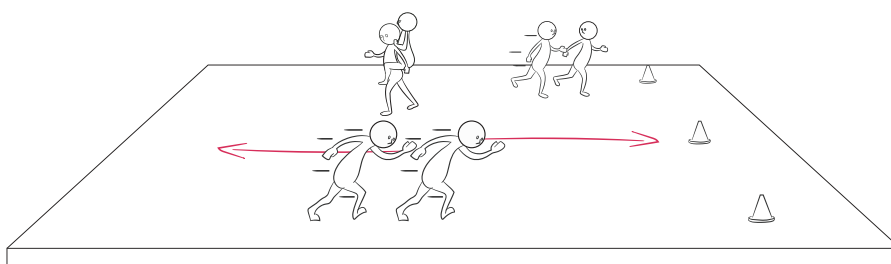
Crows and cranes

Introduction
Time: ~ 10 min

What you need: 4 x Cones to mark two lines

How to play

The learners stand back to back in two rows. The one row is "cranes"; the other "crows". When the game leader (teacher) calls "Cranes!", the cranes run to a certain line, while the "crows" chase them and try to touch them. When a crane is touched,



he or she has to carry the other player on his or her back and return him or her to his or her original position. When the game leader calls "Crows!", the "cranes" have to chase and touch the "crows".

Goal of the game

- To learn to react quickly. The uncertainty about which team is to catch the other, could be increased if the game leader draws out the "Cr..." before calling "Cranes!" or "Crows!" This will heighten the suspense and increase the enjoyment of the game.

What to watch for: The learners are not allowed to look at the teacher. They should listen and then react.

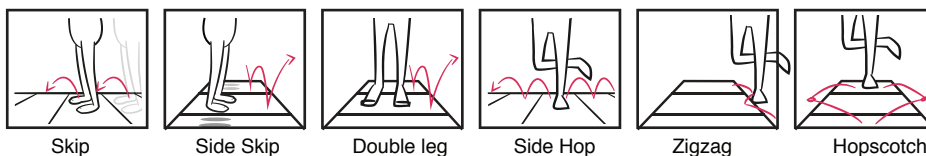
Fast ladder

Main part
Time: ~ 10 min

What you need: Chalk

How to play

The learners are divided into teams of 5. Each team draws a ladder with seven blocks on the floor. (If the learners are not able to draw the ladder, the leader (teacher) quickly does it). One team at a time then starts to queue on one side and begins to do these exercises:



- Skipping with both feet in each compartment (3 x);
- Side skipping with both feet in each compartment (2 x each side);
- Double leg hops (3 x);
- Single leg side hops (2 x each side);
- Single leg zigzag (2 x each side);
- Hopscotch (3 x).

Goal of the game

- To develop faster footwork and co-ordination

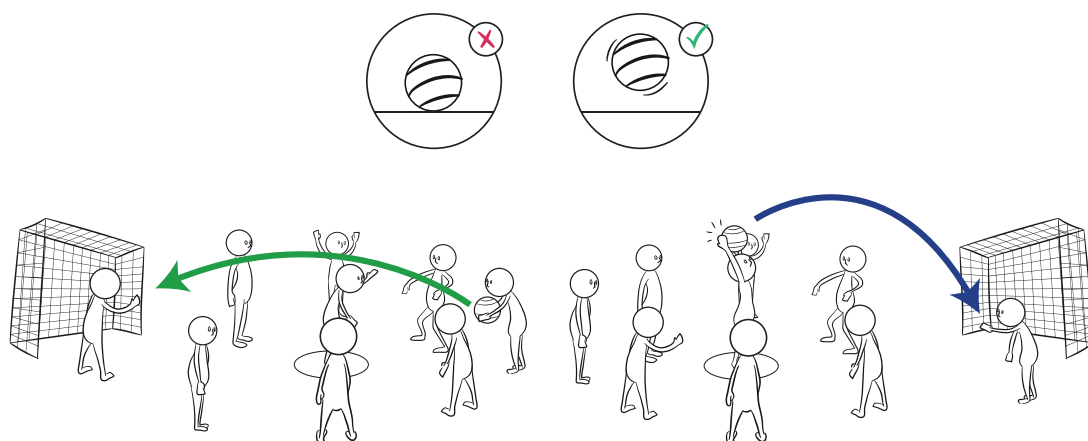
What to watch for: The learners should do the exercises slowly at first and then as fast as possible.

Speed ball

Main part
Time: ~ 10 min

What you need: 1 x Ball per field

How to play The teacher divides the learners into two teams of 10, per field. The field is about half as big as a netball court. Players of one team throw the ball to each other. The other team tries to intercept and gain possession of the ball. The ball is not permitted to touch the ground. If the ball does touch the ground, it has to be kicked by the opposing team. If it becomes airborne, it may 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 the ball in a real game situation

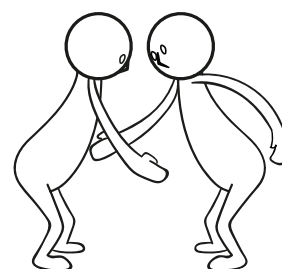
What to watch for: If the ball touches the ground, the opposing team may kick the ball.

Knee boxing

Cool down
Time: ~ 10 min

How to play

The learners are divided into pairs. Each player attempts to hit his opponent's knees as many times as possible with an open hand.



Goal of the game

- To observe the opponents moves and react quickly

What to watch for: The learners are allowed to touch the opponent with an open hand only. This should not make any noise or hurt.



Netball: Agility

Physical education: Intermediate phase

Equipment

- Cones
- Chalk

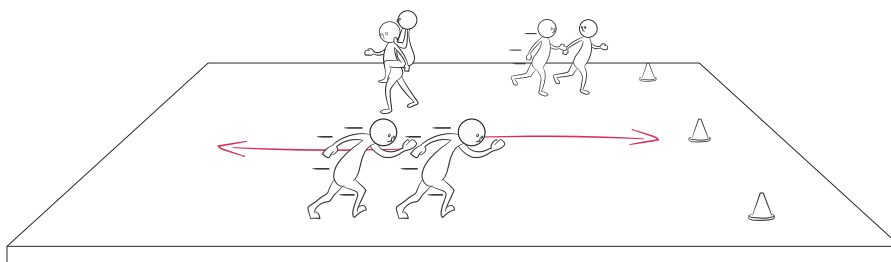
Crows and cranes

Introduction
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Goal of the game

- To learn to react quickly. The uncertainty about which team is to catch the other, could be increased if the game leader draws out the "Cr..." before calling "Cranes!" or "Crows!" This will heighten the suspense and increase the enjoyment of the game.

What to watch for: The learners are not allowed to look at the teacher. They should listen and then react.

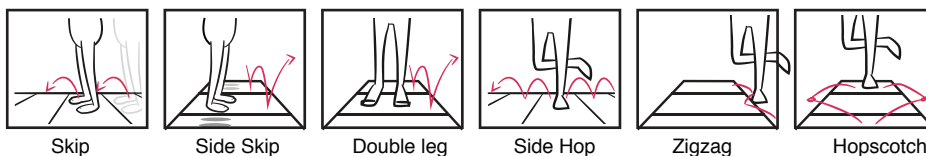
Fast ladder

Main part
Time: ~ 10 min

What you need: Chalk

How to play

The learners are divided into teams of 5. Each team draws a ladder with seven blocks on the floor. (If the learners are not able to draw the ladder, the leader (teacher) quickly does it). One team at a time then starts to queue on one side and begins to do these exercises:



- Skipping with both feet in each compartment (3 x);
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- Hopscotch (3 x).

Goal of the game

- To develop faster footwork and co-ordination

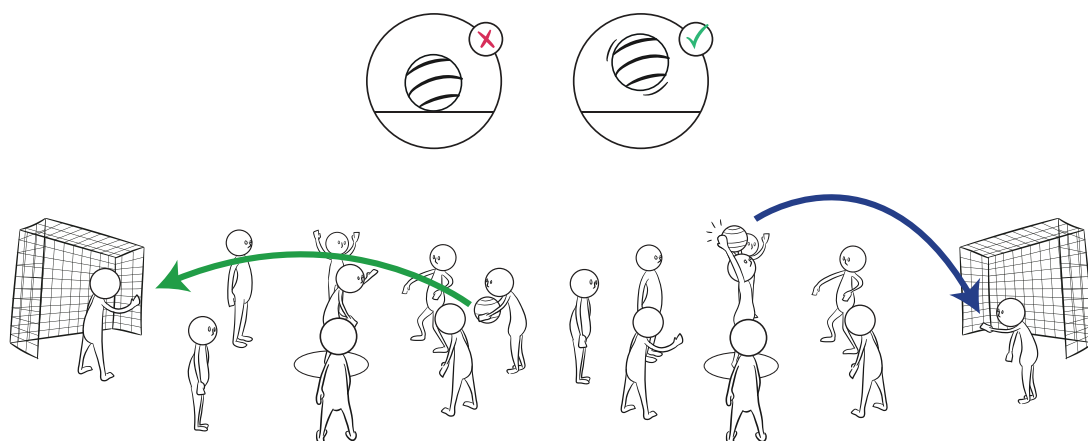
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Speed ball

Main part
Time: ~ 10 min

What you need: 1 ball per field

How to play The teacher divides the learners into two teams of 10, per field. The field is about half as big as a netball court. Players of one team throw the ball to each other. The other team tries to intercept and gain possession of the ball. The ball is not permitted to touch the ground. If the ball does touch the ground, it has to be kicked by the opposing team. If it becomes airborne, it may 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 the ball in a real game situation

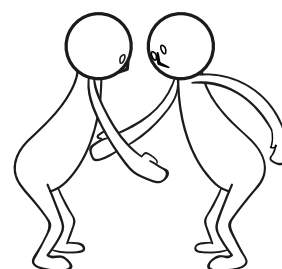
What to watch for: If the ball touches the ground, the opposing team may kick the ball.

Knee boxing

Cool down
Time: ~ 10 min

How to play

The learners are divided into pairs. Each player attempts to hit his opponent's knees as many times as possible with an open hand.



Goal of the game

- To observe the opponents moves and react quickly

What to watch for: The learners are allowed to touch the opponent with an open hand only. This should not make any noise or hurt.



Netball: Agility

Physical education: Intermediate phase

Equipment

- Cones
- Chalk
- Ball

Agility relay

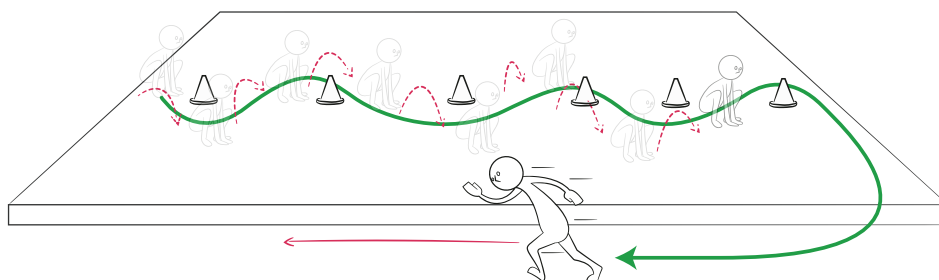
Introduction
Time: ~ 10 min

What you need: 10 cones per obstacle course

How to play

The teacher divides the learners into teams of about 5 to 7. All the learners have to stay in their teams behind the starting line. When the leader gives the sign, the first learner in each group starts to complete the course. First the learners run through a course of cones; then they hop like a frog between two cones (at a distance of about 10 meters); and then they run in a figure eight sideways around two cones. Afterwards they run back to their starting position, but this time they run straight backwards.

Each learner completes the course once and then sits down. The first group to have all its members finish the course, wins the game.



Goal of the game

- To improve agility and co-ordination skills

What to watch for: The teacher should allow the learners to do the course 2 to 3 times without racing, to get used to the course.

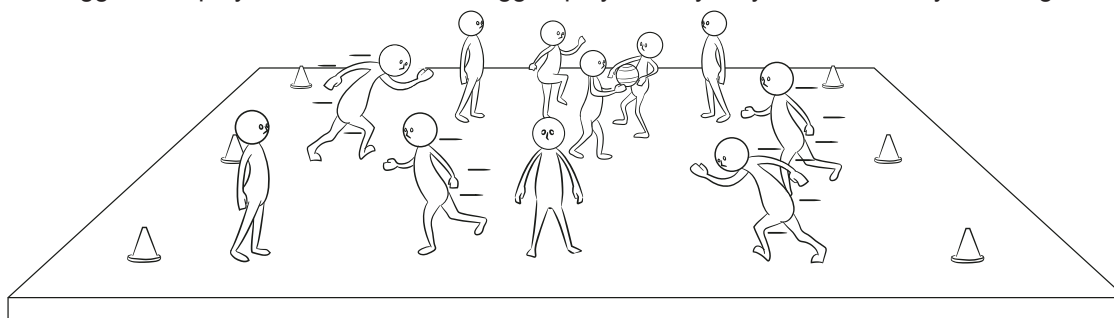
Ball release tag

Main part
Time: ~ 10 min

What you need: 1 ball and 4 cones per playing area

How to play

The teacher designates a playing area and selects learners who will be catchers. The catchers try to tag other players. Once tagged, the player must stand still. Tagged players may only be released by catching a ball.



Goal of the game

- To learn to look for pass opportunities

What to watch for: The learners are not allowed to hold the ball for longer than 3 seconds.

Cops and robbers

Main part
Time: ~ 10 min

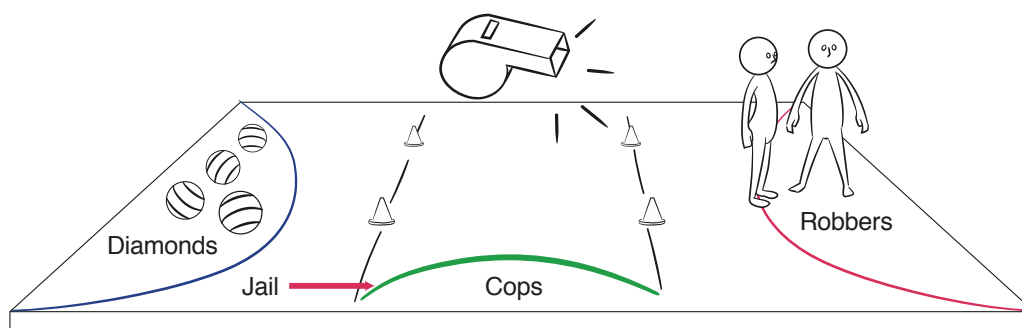
What you need: Cones (to mark the different parts of the field: den of the robbers, diamond area, jail), netballs and whistle

How to play

To start the game off, the teacher blows the whistle once to release the Robbers, then a second time to release the Cops to chase them. The robbers must work together to get the balls home, by passing them, using netball rules (the learners are not allowed to move with the ball).

The cops must attempt to intercept the ball, or cause 3-second violations (this is holding the ball for longer than 3 seconds before passing). If the cops do this successfully, the diamond (netball) gets put back inside the blue coned area and the player who loses the ball has to go to jail.

Robbers can free their team mates in jail by 'high-fiving' them. When the robbers are home the cops cannot touch them. After 5 to 10 minutes change the teams. The robbers are then the cops and vice versa.



Goal of the game

- To learn to collaborate and move fast to be able to transport the 'diamonds' back home.

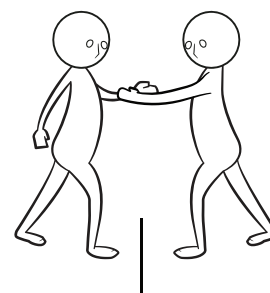
What to watch for: The learners should play fair. The teacher should check whether the robbers are actually going to jail if they hold the ball too long, or if the pass was intercepted.

Partner tug-of-war

Cool down
Time: ~ 10 min

How to play

The learners are divided into pairs and face each other with one foot in front of the other, on either side of a straight line. They grab each other's right hand with a sailor's grip (grip the opponent's wrist). By pulling, each player tries to force his opponent over the line.



Goal of the game

- To improve balance and strength skills

What to watch for: The teacher should warn the players not to let go of their grip on purpose.



Netball: Agility

Physical education: Intermediate phase

Equipment

- Cones
- Balls

Agility relay

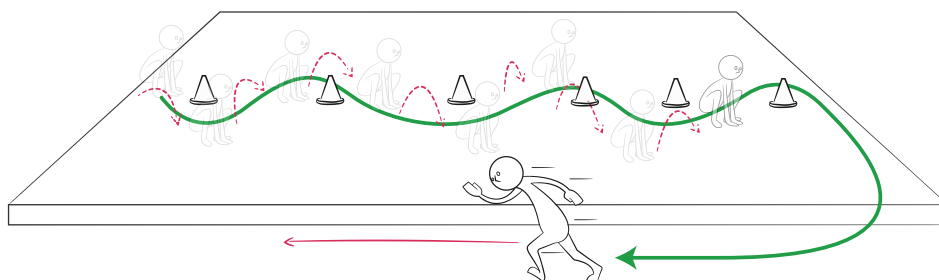
Introduction
Time: ~ 10 min

What you need: 10 cones per playing field

How to play

The teacher divides the learners into teams of about 5 to 7. All the learners have to stay in their teams behind the starting line. When the leader gives the sign, the first learner in each group starts to complete the course. First the learners run through a course of cones; then they hop like a frog between two cones (at a distance of about 10 meters); and then they run in a figure eight sideways around two cones. Afterwards they run back to their starting position, but this time they run straight backwards.

Each learner completes the course once and then sits down. The first group to have all its members finish the course, wins the game.



Goal of the game

- To improve agility and co-ordination skills

What to watch for: The teacher should allow the learners to do the course 2 to 3 times without racing, to get used to the course.

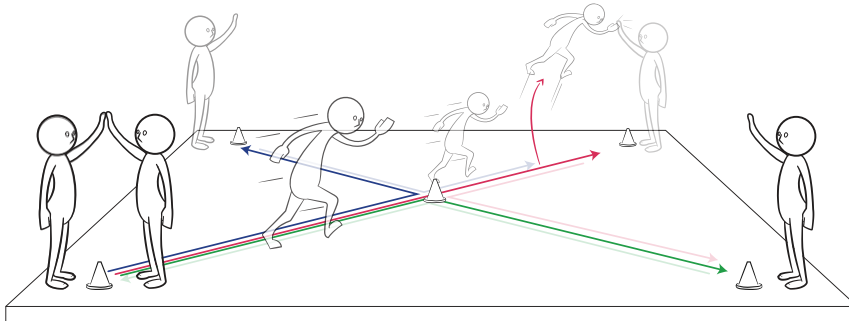
Agility assessment drill

Main part
Time: ~ 10 min

What you need: 5 cones per play area

How to play

Divide the learners into teams of 5. 4 learners form a square of 10m by 10m with cones, and place one cone in the middle. One learner stands in the middle and starts giving high fives to the learners in the corners, always returning to the middle after each high five. The learner has to move twice laterally, once forward and once backwards. The goal is to be as fast as possible.



Goal of the game

- To increase speed, and to improve balance

What to watch for: The learners should start slowly, and then try to do the exercise as fast as possible. The teacher should inform the learners that this exercise will be for assessment.

Cops and robbers

Main part
Time: ~ 10 min

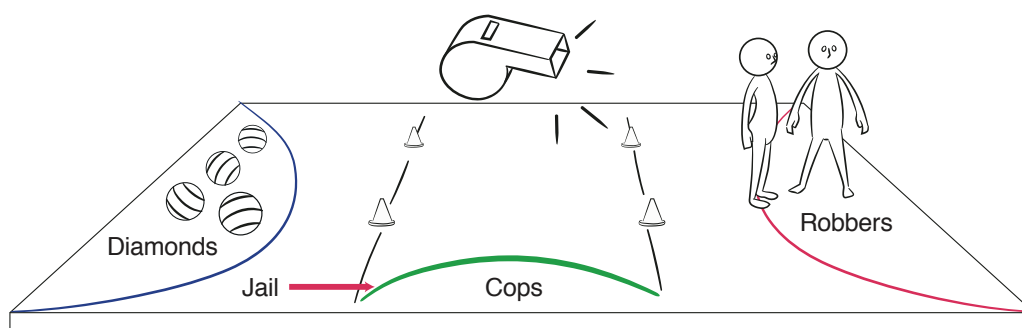
What you need: Cones (to mark the different parts of the field: den of the robbers, diamond area, jail), netballs and whistle

How to play

To start the game off, the teacher blows the whistle once to release the Robbers, then a second time to release the Cops to chase them. The robbers must work together to get the balls home, by passing them, using netball rules (the learners are not allowed to move with the ball).

The cops must attempt to intercept the ball, or cause 3-second violations (this is holding the ball for longer than 3 seconds before passing). If the cops do this successfully, the diamond (netball) gets put back inside the blue coned area and the player who loses the ball has to go to jail.

Robbers can free their team mates in jail by 'high-fiving' them. When the robbers are home the cops cannot touch them. After 5 to 10 minutes change the teams. The robbers are then the cops and vice versa.



Goal of the game

- To learn to collaborate and move fast to be able to transport the 'diamonds' back home.

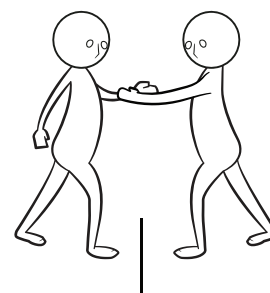
What to watch for: The learners should play fair. The teacher should check whether the robbers are actually going to jail if they hold the ball too long, or if the pass was intercepted.

Partner tug-of-war

Cool down
Time: ~ 10 min

How to play

The learners are divided into pairs and face each other with one leg in front of the other, on either side of a straight line. They grab each other's right hand with a sailor's grip (grip the opponent's wrist). By pulling, each player tries to force his opponent over the line.



Goal of the game

- To improve balance and strength skills

What to watch for: The teacher should warn the players not to let go of their grip on purpose.



Netball: Agility

Physical education: Intermediate phase

Equipment

- Cones
- Balls
- Colour bands

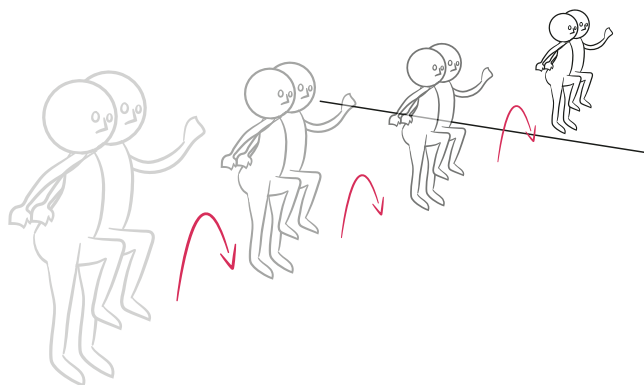
Two-legged race

Introduction
Time: ~ 10 min

What you need: Cones

How to play

The teacher divides the learners into pairs and each team of pairs stands in a row. Each player holds on around the waist of his or her partner. At the signal each pair of players raise the inside knees and hop on the outside legs to a line approximately 10 meters away. At the cone, they change sides and use the other leg to hop back. The team which finishes first wins the relay.



The relay may be done twice, and this distance from the starting line to the cones doubled from 10 to 20 meters.

Goal of the game

- To learn to co-ordinate their movements and improve their balance skills

What to watch for: If more than a third of the learners are not able to jump the whole distance, shorten the distance.

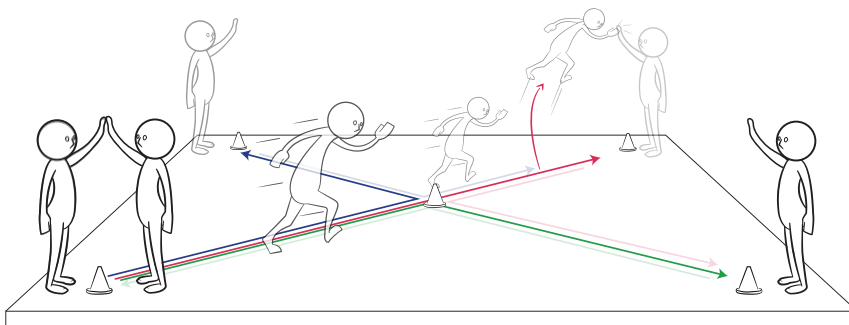
Agility assessment drill

Main part
Time: ~ 10 min

What you need: 5 cones per play area

How to play

Divide the learners into teams of 5. 4 learners form a square of 10m by 10m with cones, and place one cone in the middle. One learner stands in the middle and starts giving high fives to the learners in the corners, always returning to the middle after each high five. The learner has to move twice laterally, once forward and once backwards. The goal is to be as fast as possible.



Goal of the game

- To increase speed, and to improve balance

What to watch for: The learners should start slowly, and then try to do the exercise as fast as possible. The teacher should inform the learners that this exercise will be for assessment.

Corner ball

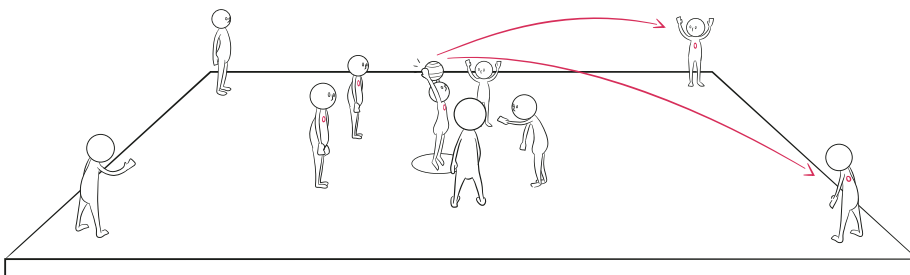
Main part
Time: ~ 10 min

What you need: Balls, Cones and colour bands

How to play

The teacher marks courts of 15 m by 15 m, with 4 players in the corners and two teams of 5 to 10 players in the middle. The game begins with a 'corner' player passing the ball to a team mate.

The attacking team aims to move the ball from one 'corner' player to the opposite 'corner' player. If the defending team intercepts a pass, they roll the ball to their nearest 'corner' player and immediately become the attacking team. After intercepting the ball, or after a goal is scored, the attacking team immediately transitions into defence. The teacher should regularly rotate the corner players. The team scores when the ball is passed successfully from one side to the other.



Goal of the game

- To develop agility, footwork movement, ball handling, attacking and defending skills

What to watch for: The teacher should stop the game from time to time, if there is a great example of spatial awareness or shooting.

Back-to-back passing

Cool down
Time: ~ 10 min

What you need: 1 ball per pair

How to play

Players stand back-to-back to their partner and complete a variety of ball passing challenges. For example:

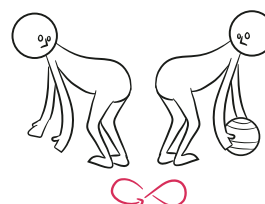
- Over and under – over the head and between the legs (then reverse the direction);
- Twists – side-to-side passing with the ball travelling in a circle (then reverse the direction);
- Rolls – rolling the ball in a circle on the ground and rolling the ball between the legs.



Under



Twist



Rolls

Goal of the game

- To improve flexibility skills

What to watch for: The learners should stand with both feet fixed to the ground, and try to tense their tummy muscles to stay stable.



Netball: Agility

Physical education: Intermediate phase

Equipment

- Cones
- Balls
- Colour bands

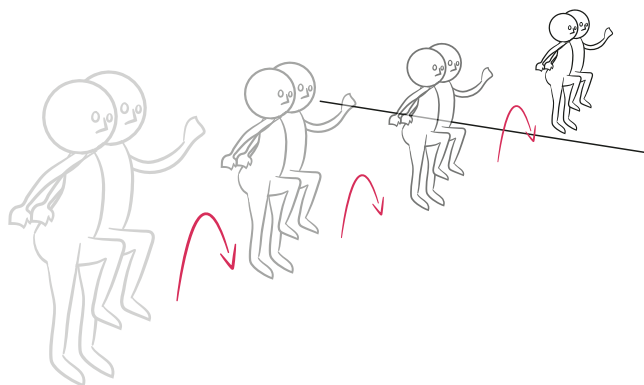
Two-legged race

Introduction
Time: ~ 10 min

What you need: Cones

How to play

The teacher divides the learners into pairs and each team of pairs stands in a row. Each player holds on around the waist of his or her partner. At the signal each pair of players raise the inside knees and hop on the outside legs to a line approximately 10 meters away. At the cone, they change sides and use the other leg to hop back. The team which finishes first wins the relay.



The relay may be done twice, and this distance from the starting line to the cones doubled from 10 to 20 meters.

Goal of the game

- To learn to co-ordinate their movements and improve their balance skills

What to watch for: If more than a third of the learners are not able to jump the whole distance, shorten the distance.

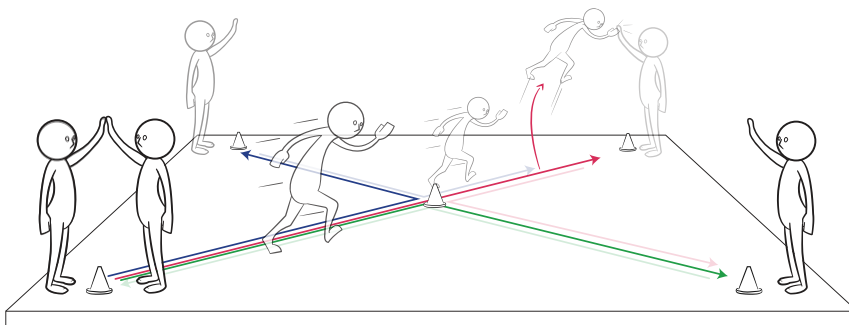
Agility assessment drill

Main part
Time: ~ 10 min

What you need: 5 cones per area of play

How to play

Divide the learners into teams of 5. 4 learners form a square of 10m by 10m with cones, and place one cone in the middle. One learner stands in the middle and starts giving high fives to the learners in the corners, always returning to the middle after each high five. The learner has to move twice laterally, once forward and once backwards. The goal is to be as fast as possible.



Goal of the game

- To increase speed, and to improve balance

What to watch for: The learners should start slowly, and then try to do the exercise as fast as possible. The teacher should inform the learners that this exercise will be for assessment.

Corner ball

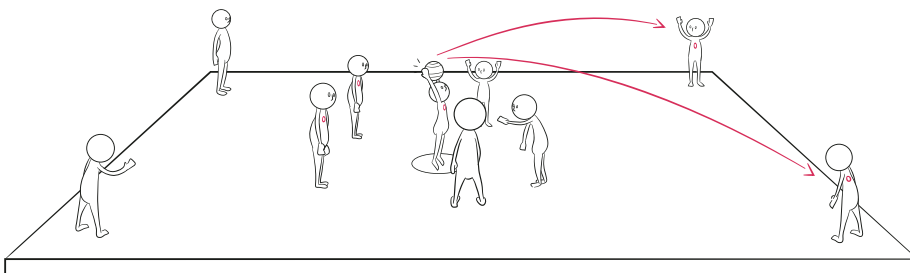
Main part
Time: ~ 10 min

What you need: 1 ball and 4 cones per area of play and colour bands

How to play

The teacher marks courts of 15 m by 15 m, with 4 players in the corners and two teams of 5 to 10 players in the middle. The game begins with a 'corner' player passing the ball to a team mate.

The attacking team aims to move the ball from one 'corner' player to the opposite 'corner' player. If the defending team intercepts a pass, they roll the ball to their nearest 'corner' player and immediately become the attacking team. After intercepting the ball, or after a goal is scored, the attacking team immediately transitions into defence. The teacher should regularly rotate the corner players. The team scores when the ball is passed successfully from one side to the other.



Goal of the game

- To develop agility, footwork movement, ball handling, attacking and defending skills

What to watch for: The teacher should stop the game from time to time, if there is a great example of spatial awareness or shooting.

Back-to-back passing

Cool down
Time: ~ 10 min

What you need: 1 ball per pair

How to play

Players stand back-to-back to their partner and complete a variety of ball passing challenges. For example:

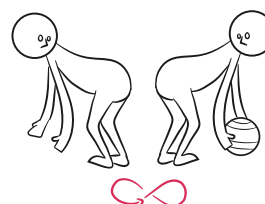
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- Twists – side-to-side passing with the ball travelling in a circle (then reverse the direction);
- Rolls – rolling the ball in a circle on the ground and rolling the ball between the legs.



Under



Twist



Rolls

Goal of the game

- To improve flexibility skills

What to watch for: The learners should stand with both feet fixed to the ground, and try to tense their tummy muscles to stay stable.



Netball: Agility

Physical education: Intermediate phase

Equipment

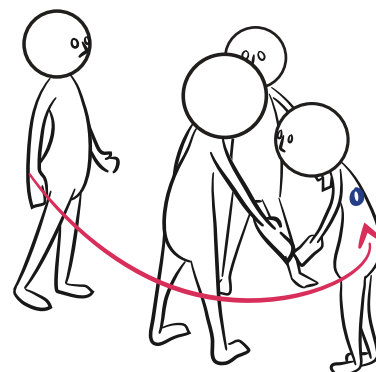
- Cones
- Balls
- Colour bands

One against three

Introduction
Time: ~ 10 min

How to play

The learners are divided into groups of 4. 3 players take hands and form a circle. The fourth player stands on the outside of the circle. At the signal, he or she tries to catch the player on the far side of the circle, while the other members of the group attempt to prevent him or her from doing so.



Goal of the game

- To improve agility, footwork and co-ordination

What to watch for: The catcher is not allowed to hold onto the learners, crawl between them or climb over them, in order to catch his victim.

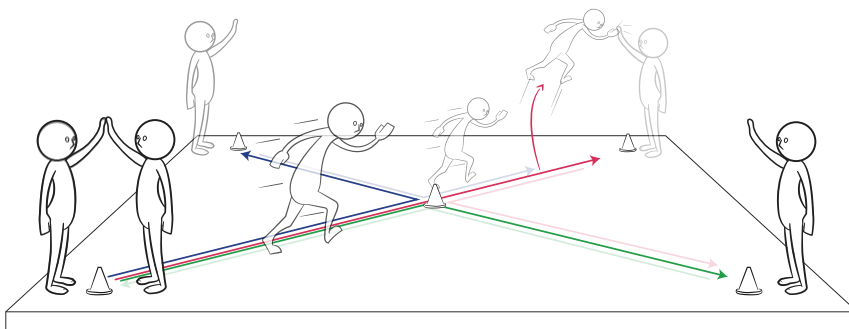
Assessment: Agility assessment drill

Main part
Time: ~ 10 min

What you need: 5 cones

How to play

Divide the learners into teams of 5. 4 learners form a square of 10m by 10m with cones, and place one cone in the middle. One learner stands in the middle and starts giving high fives to the learners in the corners, always returning to the middle after each high five. The learner has to move twice laterally, once forward and once backwards. The goal is to be as fast as possible.



Goal of the game

- To increase speed, and to improve balance

What to watch for: The learners should start slowly, and then try to do the exercise as fast as possible. The teacher should inform the learners that this exercise will be for assessment.

Corner ball

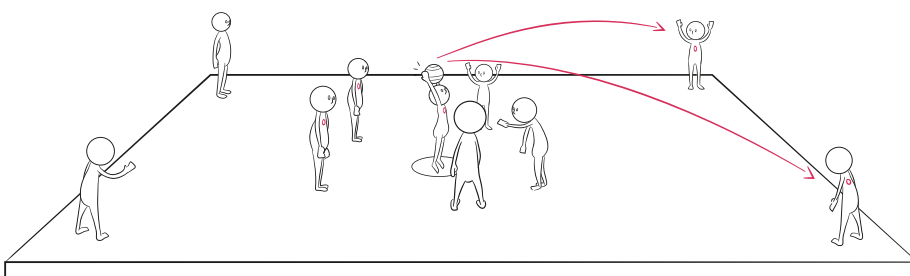
Main part
Time: ~ 10 min

What you need: Balls, Cones and colour bands

How to play

The teacher marks courts of 15 m by 15 m, with 4 players in the corners and two teams of 5 to 10 players in the middle. The game begins with a 'corner' player passing the ball to a team mate.

The attacking team aims to move the ball from one 'corner' player to the opposite 'corner' player. If the defending team intercepts a pass, they roll the ball to their nearest 'corner' player and immediately become the attacking team. After intercepting the ball, or after a goal is scored, the attacking team immediately transitions into defence. The teacher should regularly rotate the corner players. The team scores when the ball is passed successfully from one side to the other.



Goal of the game

- To develop agility, footwork movement, ball handling, attacking and defending skills

What to watch for: The teacher should stop the game from time to time, if there is a great example of spatial awareness or shooting.

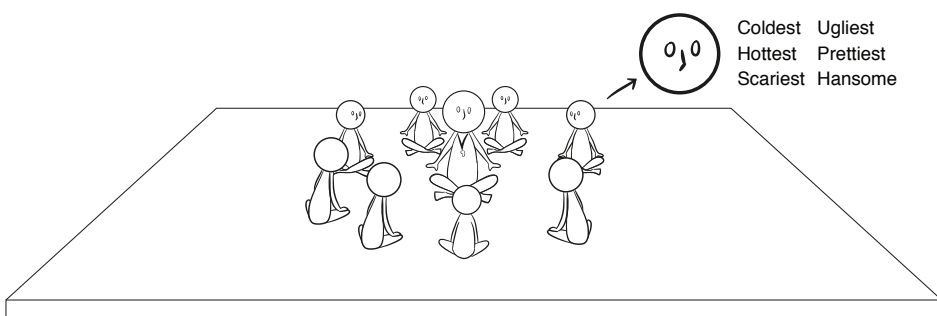
1, 2, 3, freeze

Cool down stretch
Time: ~ 10 min

How to play

The teacher forms the learners into a large circle, with the learners sitting down and facing inward. The teacher sits in the middle of the circle. On the teacher's command of "1,2,3, Freeze!" all the learners in the circle must freeze, while sitting.

If a learner moves he or she is eliminated. Continue playing until only a few players remain. If there is a large group, form the learners into more circles and select a circle leader for each circle.



The teacher should tell the learners that they have to show a different face each round: coldest, hottest, scariest, ugliest, prettiest, most handsome face, etc.

Goal of the game

- To cool down whilst doing a funny activity

What to watch for: The learners may not lie down, hold their heads up, or close their eyes. The learners may not argue with the teacher when they are eliminated and only the teacher can eliminate students.



Netball: Passing and catching

Physical education: Intermediate phase

Equipment

- Cones
- Balls

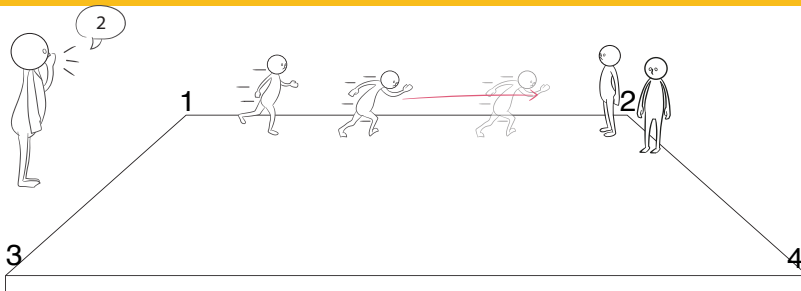
Throw

Introduction
Time: ~ 10 min

What you need: 4 cones

How to play

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



Goal of the game

- To improve the reaction time and concentration

What to watch for: The teacher should keep concentrating to observe which three children are first at the markers.

Hot potato

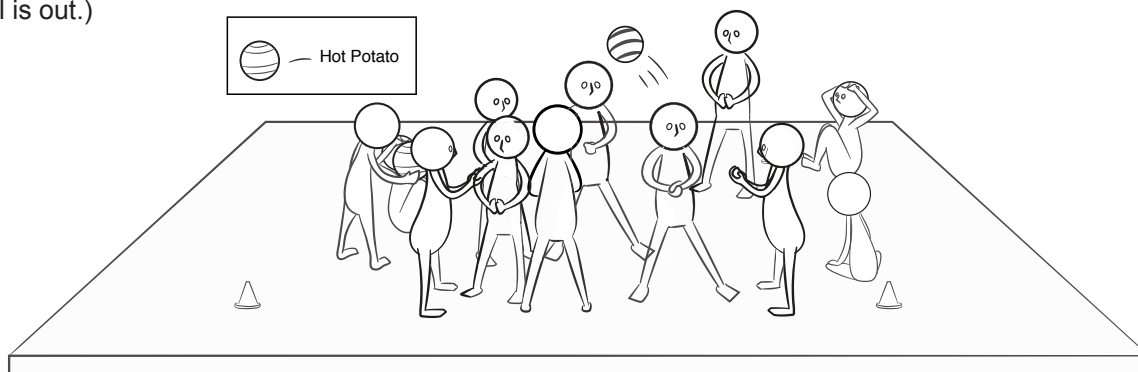
Main part
Time: ~ 10 min

What you need: 1 to 2 balls, colour bands

How to play

The teacher marks out a field of approximately 20 m x 10 m or bigger, if there are a lot of children. The children have to be able to move around. The teacher shows the children the ball and tells them this 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 quickly enough. If a player drops the ball, that player goes onto one knee and can be redeemed if he or she catches the ball the next time. If the player cannot catch the ball a second time, he or she has to go on both knees; then sit down, and the last time the child is out.

Level 2 – The children are out when they cannot catch the ball. The last child standing wins the game. (Only good passes count, so if a child makes a bad pass and the other child cannot catch it, then the child who threw the ball is out.)



Hot potato

Continued

Goal of the game

- To practise throwing and catching a ball.

What to watch for: If a child's pass was not good, then he or she has to kneel down, and not the other child who was not able to catch.

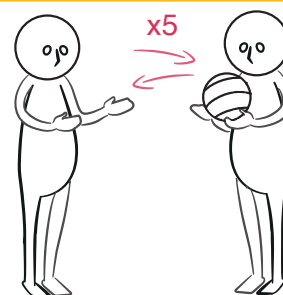
Passing heroes

Main part
Time: ~ 10 min

What you need: Balls, colour bands

How to play

The teacher forms teams of about 5 to 10 children. Two teams play against each other on a field of about 10 m by 10 m, with one ball. Each team tries to pass the ball 5 times in a row from one team member to another. If the team accomplishes this task, the team gets 1 Point and has to give the ball to the other team. The team with the most points in the end wins the game.



Level 2 – The children have to make 10 passes to get 1 point.

Goal of the game

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

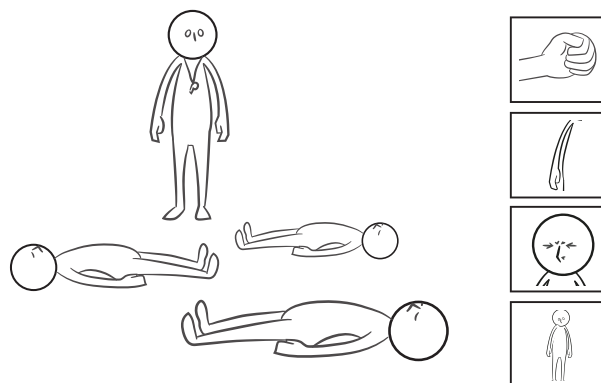
What to watch for: The teacher should tell the children that they should search for a free space to receive the ball. This makes it easier for the passer to find a person to throw the ball to.

Relaxation

Cool down
Time: ~ 10 min

How to play

The children lie on the floor on their backs with their arms at their sides, palms up. The legs are spread apart. The relaxation program starts with the hands. First the teacher tells the children that they have to squeeze the hands as hard as possible for 3 seconds and then relax. Then they tense their arms and hands for 3 seconds. Release. Squeeze all the facial muscles for 3 seconds and release. And so on until the children have tensed the muscles of the whole body, and relaxed the whole body.



Goal of the game

- To learn to relax after a physical education lesson. The children become more proficient with practice.

What to watch for: The children should not talk while they relax, and should allow the others to try to relax too.



Netball: Free fun lesson

Physical education: Intermediate phase

Equipment

- 6-8 Soccer balls
- Music box

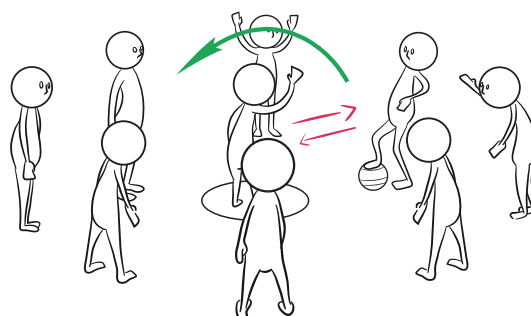
The one in the middle

Introduction
Time: ~ 10 min

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

How to play

The teacher forms circles of 8 to 10 children, while one child goes to the middle. The children standing in a circle try to pass the ball with their feet as many times as possible, without letting the child in the middle catch the ball. As soon as the child in the middle catches the ball, he or she joins the circle and another child must go to the middle.



Goal of the game

- To react quickly and to pass the ball to the right person, so that the child in the middle cannot catch the ball.

What to watch for: The teacher should check whether the children are considering tactical aspects; and whether they are passing the ball to the right person.

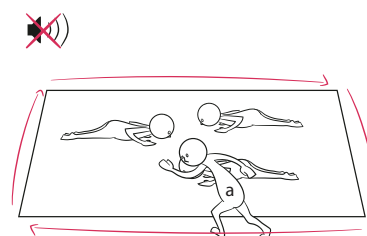
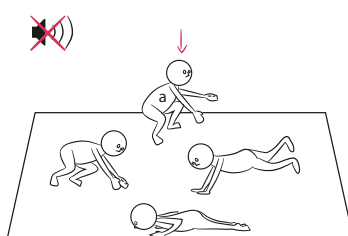
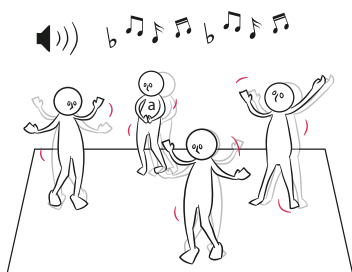
Get down

Main part
Time: ~ 10 min

What you need: Music and a music box

How to play

All the children move freely to the music, in the room. As soon as the music stops, all the children need to drop to the floor as quickly as possible. The child that was down last runs once around the playing area. After this child has completed his or her task, the game starts again from the beginning.



Goal of the game

- To learn to react quickly, to move to music, and to move to the right rhythm.

What to watch for: The game should be played on grass, not on concrete, otherwise the children could get hurt.

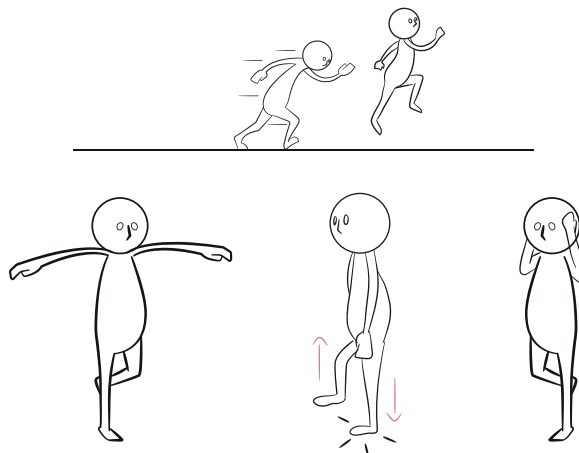
Ostrich tag

Main part
Time: ~ 10 min

How to play

The teacher chooses five catchers, who need to touch as many children as they can. The children need to 'fly' and duck the catchers. As soon as a catcher has touched a free moving child, he or she becomes an ostrich. The ostrich can be released by jumping on one leg to another ostrich and giving it a high five. After that both ostriches are freed. After 4 – 5 minutes, swap the catchers, and also the task for the ostriches:

- 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 practise activities using the non-dominant side of the body.
- To learn to balance on the non-dominant leg.

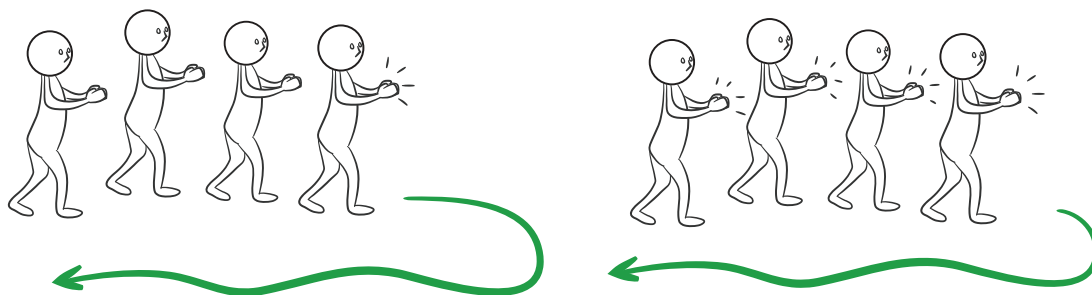
What to watch for: The teacher should make sure that the children have an upright and strong body position, so that they can keep the balance. He or she should tell the children to use their arms to keep the balance.

Clap out the rhythm

Cool down
Time: ~ 10 min

How to play

The children walk around the sports field. One child gives a clapping rhythm. The others pick up this sound and imitate it.



Goal of the game

- To learn to follow instructions, adapt and change the rhythm.

What to watch for: Change the leader every minute.



Assessment – Netball: Agility

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
Frequency of participation during Physical Education periods.	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 ball control and agility skills. He can get 10 points for his movement performance in total.

Skill	1-2	3-4	5-6	7-8	9-10
Agility	Learner struggles and falls during execution of the task.	Learner struggles in more than one corner and slips away.	Learner struggles once in the corner and slips away.	Learner shows good agility with fast and secure change of direction but didn't touched every checkpoint.	Learner shows good agility with fast and secure change of direction and touched every checkpoint.

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: Agility

Class: _____

Grade: _____

Date: _____

[illegible]



Assessment – Netball: Agility

Class: _____

Grade: _____

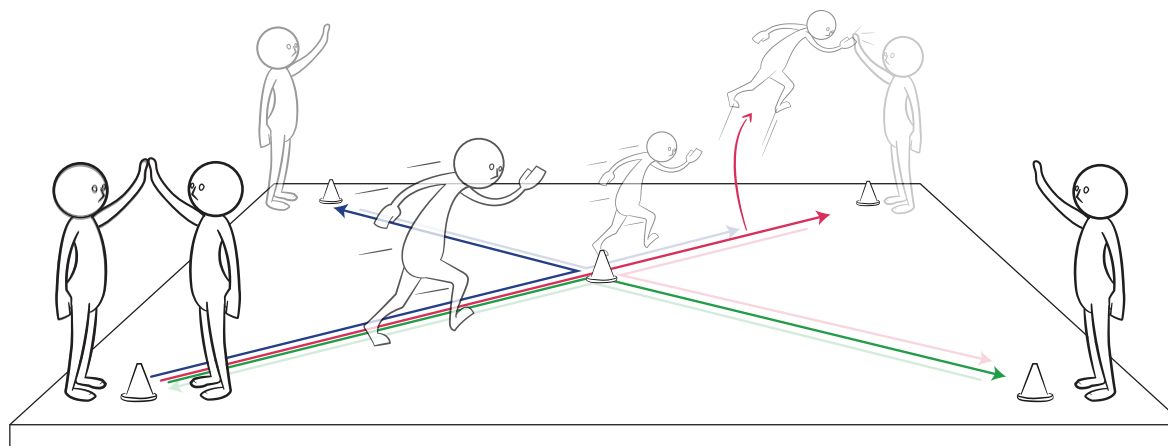
Date: _____

Movement Performance – Agility

Organisation:

Make teams of 5 learners. 4 learners stand in a square of 10m by 10m with cones, and one cone in the middle. One learner stands in the middle and moves to high five each of the learners in the corners (checkpoint), always coming back to the middle after each high five and touching the middle cone (checkpoint). The learner has to move twice laterally, once forward and once backwards. The goal is to be as fast as possible.

The teacher is observing the exercise and gives points for the movement skills during the exercise. (e.g. for the coordination.)

[illegible]



Date: _____

[illegible]



Rhythmic movement: Formations and movement repertoire

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

Accompaniment: Play music.

How to play

1. Play music: "Run and dance around to the music." "Move across entire area."
2. After 30 seconds, stop the music: "Find a partner as fast as you can and sit down."
3. Repeat the above 5 times.
4. Play music/drums: "Dance! By yourself! You are not allowed to touch your friends."
5. Stop music/drums: "Make groups of 4 as fast as you can and make a circle."
6. Play music/drums: "Move!"
7. Stop music/drums: "Build a line of 3 as fast as you can and connect with your feet."
8. Play music/drums: "Move around the whole area."
9. Stop music/drums: "Make groups of 6. Connect with your shoulders."
10. Play music/drums: "Move!"
11. Stop music/drums: "Find a partner as fast as you can. Stand back to back."
12. Repeat the above 3 times.

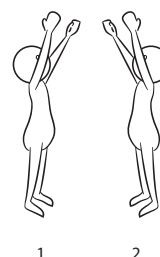
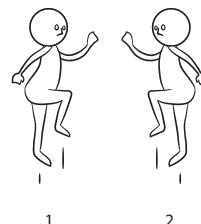
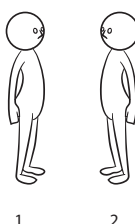
Mirror mirror

Main part
Time: ~ 5 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 leader."
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!"

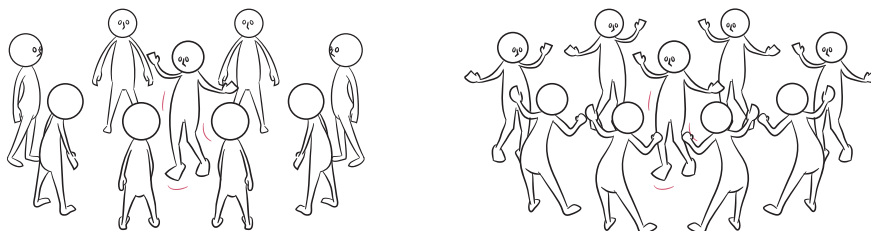


Dance circle

Main part
Time: ~ 5 min

How to play

1. Stand in a big circle and play music/drums.
2. Choose a learner to go to the middle of the circle. The learner must: "Show us a movement."
3. Learners must: "Copy the movement. Let us go." After 16 counts, the middle learner must choose another learner to go into the middle. "Choose the next learner."
4. Repeat the game until about 10 learners have had a chance to enter the circle.



Group puzzle dance

Main part
Time: ~ 15 min

Accompaniment: Play slow music/drumming.

How to play

1. Divide your class into groups of 5.
2. Play slow music/drumming.
3. Instruct each group: "Design a dance to the beat of the song. Your movements must be slow and big to go with the beat. Use high and low movements in your dance. Reach into every corner high and low. Choose 5 movements and string them together in a dance."
4. Give learners 15 minutes to design their own dance.

Cool down

Cool down
Time: ~ 10 min

Instruct each group to present its dance to the class.



Rhythmic movement: Freeze and space

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

1. Stand in a circle. Tell each learner: "Say your name and show your favourite animal movement."
2. "Let us copy the name and movement." Let the whole class repeat the name and movement after each turn.
3. Let the next learner in the circle have a chance: "Say your name and show your favourite animal movement." Each learner must get a turn.

Musical statues and animals

Main part
Time: ~ 10 min

Accompaniment: Play music/drums.

How to play

1. Play music/drums.
2. Instruct learners: "Move freely to the music" (Encourage learners to use the entire area they have to move).
3. After 30 seconds, stop the music/drums: "Freeze like a statue – do not move!"
4. Play music/drums: "Jump around like a frog."
Stop music/drums: "Freeze!" (Repeat frogs 5 times).
5. Play music/drums: "Gallop like a horse."
Stop music/drums: "Freeze!" (Repeat horses 5 times).
6. Play music/drums: "Fly like a bird."
Stop music/drums: "Freeze!" (Repeat birds 5 times).
7. Play music/drums: "Crawl like ants."
Stop music/drums: "Freeze!" (Repeat ants 5 times).
8. Play music/drums: "Choose your favourite animal and move."
Stop music/drums: "Freeze!" (Repeat 5 times).

Freeze number 1, 2 and 3

Main part
Time: ~ 5 min

Accompaniment: Play music/drums.

How to play

Play music/drums and tell your learners to move freely to the music.

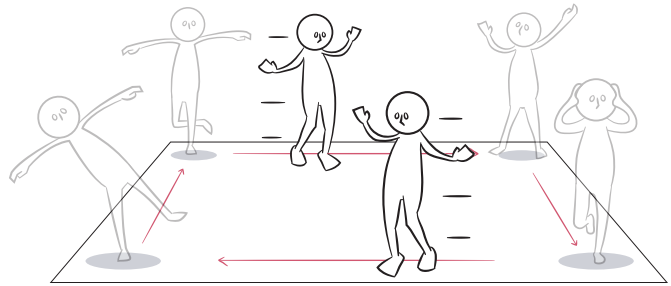
1. Stop music/drums: "Freeze! This freeze position is your position one. Remember your position 1."
2. Play music/drums: "Move!"
3. Stop music/drums: "Position 1!"
4. Play music/drums: "Move!"
5. Stop music/drums: "Freeze in a different position. This is your position 2. Remember position 2."
6. Play music/drums: "Move on the floor."
7. Stop music/drums: "Freeze on the floor. This is position number 3."
8. "Repeat your 3 freeze positions."
9. Tell them to switch directly from movement 1 to number 2 and last to number 3.

Partner freeze combination in a square

Main part
Time: ~ 10 min

How to play

1. Make groups of two.
2. Tell your learners to choose 4 freezes out of the 6 in total.
3. "Imagine a square. Every freeze must happen in a corner of your square. Use travelling movements to move from corner to corner. So, pose, travel, pose, travel, pose, travel and pose."
4. After 5 minutes, say: "Make sure that each movement flows smoothly from one movement into the next."
5. Give learners 10 minutes to practice.



Cool down

Cool down
Time: ~ 10 min

Instruct learners must perform their new dance to the class, 3 groups (couples) at a time.



Rhythmic movement: Creative development

Physical education: Intermediate phase

Accompaniment

- Use drums or choose a fast song.
- 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."

Stop and go

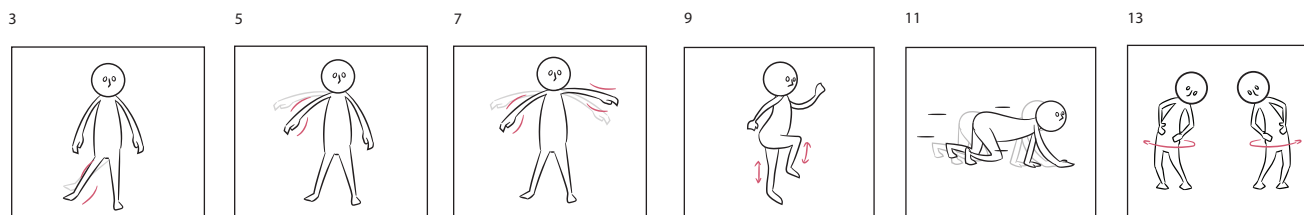
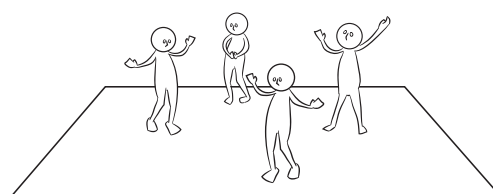
Introduction
Time: ~ 5 min

Accompaniment: Drum at a running pace or play a fast song.

How to play

1. Drum at a running pace or play a fast song. Stop and start the beat/ music often.
2. Play music: "Dance around the area."
3. Stop music: "Move one leg as fast as you can."
4. Play music: "Dance around the movement area."
5. Stop music: "Move your arm as fast as you can."
6. Play music: "Dance around the movement area."
7. Stop music: "Move both your arms as fast and as big as you can."
8. Play music: "Dance around the movement area."
9. Stop music: "Run on the spot as fast as you can."
10. Play music: "Dance around the room and shake your body lose."
11. Stop music: "Crawl on the ground as fast as you can."
12. Play music: "Move around again."
13. Stop music: "Move your hips as fast as you can."

2, 4, 6, 8, 10, 12



Action word scenes

Main part
Time: ~ 25 min

How to play

1. "Make groups of three."
2. "Let us design a picture for each action word."
 - "The first action word is fishing."
 - » "Person 1 can be a wiggling fish."
 - » "Person 2 can be the fisherman."
 - » "Person 3 can be the actual fishing rod that is pulling the fish up and backwards."
 - » "Try these 3 movements in your group as you design the fishing scene. Repeat your movement for 20 seconds." (Give learners some time to do their movements.)

Action word scenes

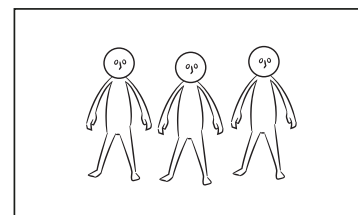
Continued

- “Think of the action word: Cooking! How can you design a cooking scene?”
 - » “Person 1 can be the cook, stirring a pot.”
 - » “Person 2 can be the fire”
 - » “Person 3 can be the pot.”
 - » “Try these 3 movements in your group as you design the cooking scene. Repeat your movement or position for 20 seconds.”(Give learners some time to do their movements.)

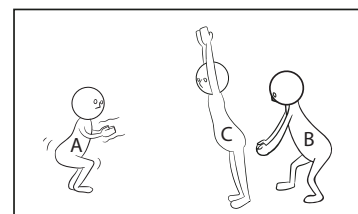
A: WIGGLING FISH

B: FISHERMAN

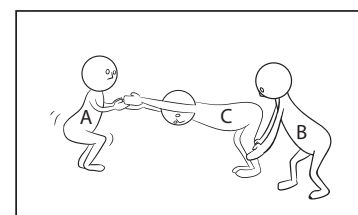
C: FISHING ROD



- “What if your word is bathing? Think of different elements that are included in bathing.
 - » The bathtub
 - » The person who is taking a bath
 - » The water
 - » “Try these 3 movements in your group as you design the bathing scene. Repeat your movement or position for 20 seconds.”(Give learners some time to do their movements.)



- “How about digging a hole? The 3 elements that make up this scene could be:
 - » The digger,
 - » The shovel
 - » Dirt and dust flying away.”
 - » “Try these 3 movements in your group as you design the ‘digging a hole’ scene. Repeat your movement or position for 20 seconds.”(Give learners some time to do their movements.)



3. “Now it is your turn. Think of your own 3 movements to design the scene of:

- “Chopping a tree.”
 - » Give learners some time to figure out their scene and their movements.
 - » “Repeat your movement or position for 20 seconds.”
 - » As teacher, choose 2 groups to show their scene to the class.
- “Running a race.”
 - » Give learners some time to figure out their scene and their movements).
 - » “Repeat your movement or position for 20 seconds.”
 - » As teacher, choose 2 groups to show their scene to the class.
- “Teaching.”
 - » Give learners some time to figure out their scene and their movements).
 - » “Repeat your movement or position for 20 seconds.”
 - » As teacher, choose 2 groups to show their scene to the class.
- “Cleaning.”
 - » Give learners some time to figure out their scene and their movements.
 - » “Repeat your movement or position for 20 seconds.”
 - » As teacher, choose 2 groups to show their scene to the class.

4. “In your group, choose your favourite scene of the day. Each scene has three movements (one movement per learner). Let everybody in your group do the three movements together as a dance.

5. “Repeat the dance 4 times.”
6. After 2 minutes, “Choose another scene of the day. A second scene you enjoyed.”
7. “Let everybody in your group do the three movements together as a dance. “
8. “Repeat the dance 4 times.”
9. After 2 minutes: “Add all 6 movements together to make one long dance.”
10. After 2 minutes: “Can you add different levels to your dance?”
11. Give the learners some time to practise.
12. “It is show time. Sit down where you are in your group.”
13. Let each group have a turn to show its dance to the class..

Outro

Cool down
Time: ~ 5 min

How to stretch

1. "Close your eyes."
2. "Imagine:
 - You are lying on the field and looking up to the clouds.
 - The clouds change their form and appearance the whole time.
 - Slowly, you become cloud.
 - Slowly, your arms and shoulders detach from your body.
 - You see your body parts lying next to you in the grass.
 - You are very relaxed.
 - Slowly, your legs and hips detach from your body.
 - You are super relaxed.
 - Pull your arms and shoulders back to your body. Tense your muscles, then relax.
 - Pull your legs and hips back to your stomach and attach them again.
 - Tense your muscles for 8 counts.
 - Now relax again
 - Open your eyes."
3. You can play a soft and 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."



Rhythmic movement: Formations

Physical education: Intermediate phase

Accompaniment

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

Follow the leader

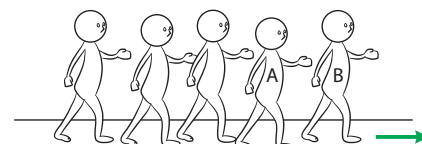
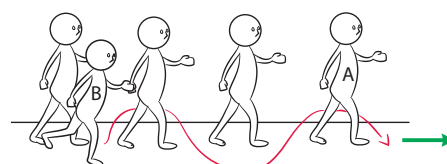
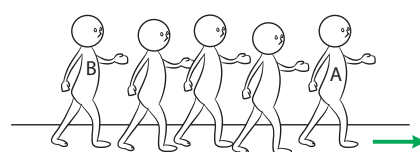
Introduction
Time: ~ 5 min

How to play

1. Make groups of five. Choose a leader for each group. Leaders must follow instructions in an interesting way.
2. "Walk with swinging arms while you travel across the room. Follow your leader. Do not crash with another group."
3. After 30 seconds: "Back person, snake through your line to get to the front." "Now, you are the new leader."
4. "It is a party! Do party movements across the room." "Follow your leader."
5. "Back person, snake to the front."
6. "Do a funny run across the room." "Follow your leader."
7. "Back person, snake to the front."
8. "Walk backwards and wiggle." "Follow your leader."
9. "Back person, snake to the front."
10. "Make interesting turns across the room. Follow your leader."
11. "Show your favourite movements." "Follow your leader."

A: LEADER

B: PERSON AT THE BACK



Group formations

Introduction
Time: ~ 5 min

Accompaniment: Play music/drums.

How to play

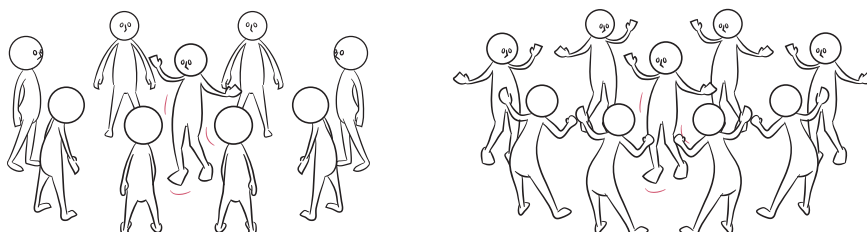
1. "Make groups of 10. You will stay in these groups for the whole activity."
2. Play music/drums: "Run around to the music." (Across entire movement area).
3. Stop music/drums: "Find your group and build a circle."
4. Play music/drums: "Dance around the room."
5. Stop music/drums: "Find your group and build a triangle."
6. Play music /drums: "Dance around the room."
7. Stop music/drums: "Stand in a line."
8. Play music/drums: "Dance around the room."
9. Stop music/drums: "Build a square in your group."
10. Play music/drums: "Dance around the room."
11. Stop music/drums: "Build a bunch of people."
12. Play music/drums: "Dance around the room."
13. Stop music/drums: "Build a cross in your group."
14. Repeat instructions 3 times.

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

Main part
Time: ~ 15 min

How to play

1. Divide your learners into groups of 5.
2. Instruct each group: "Design a dance that has two different formations. Choose your first formation (i.e. circle / triangle). Do two movements in your first formation, then change formation with an interesting travelling movement, and do another two movements in your new formation (i.e. V / line)."
3. After 5 minutes: "Remember to add an ending."
4. Give the learners 15 minutes to design their dance.

Cool down

Cool down
Time: ~ 10 min

Instruct each group to present its dance to the class.



Rhythmic movement: Jumping and landing

Physical education: Intermediate phase

Accompaniment

- Use drums or choose a fast song.
- 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."

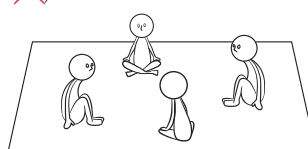
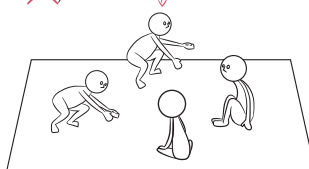
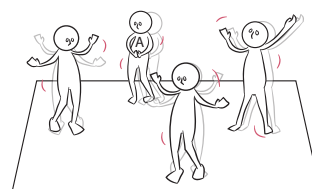
Musical chairs

Introduction
Time: ~ 5 min

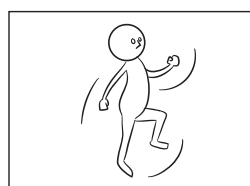
Accompaniment: Drum at a running pace or play a fast song

How to play

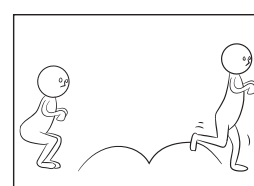
1. "Who knows how to leap? When you jump off of one foot, fly through the sky and land on the other foot, you are leaping. Make big leaps as you fly through the sky."
2. "We are going to play musical chairs. When the music stops, you must all sit on the floor as fast as you can."
3. Drum at a running pace or play a fast song. Stop and start the beat/music often.
4. "Listen to the instructions on how you must move when the music is playing."
5. Play music: "Dance around the movement area." Stop music. "Sit."
6. Play music: "Skip." Stop music. "Sit."
7. Play music: "Gallop." Stop music. "Sit."
8. Play music: "Star jumps." Stop music. "Sit."
9. Play music: "Leap through the air." Stop music. "Sit."
10. Play music: "Skip backwards." Stop music. "Sit."
11. Play music: "Leap through the air." Stop music. "Sit."
12. Play music: "Gallop sideways." Stop music. "Sit."



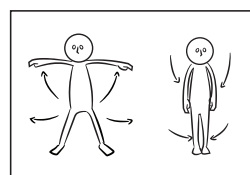
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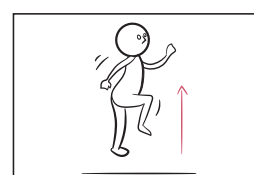
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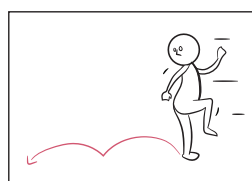
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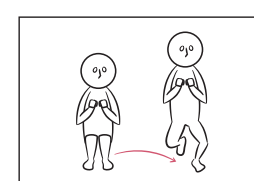
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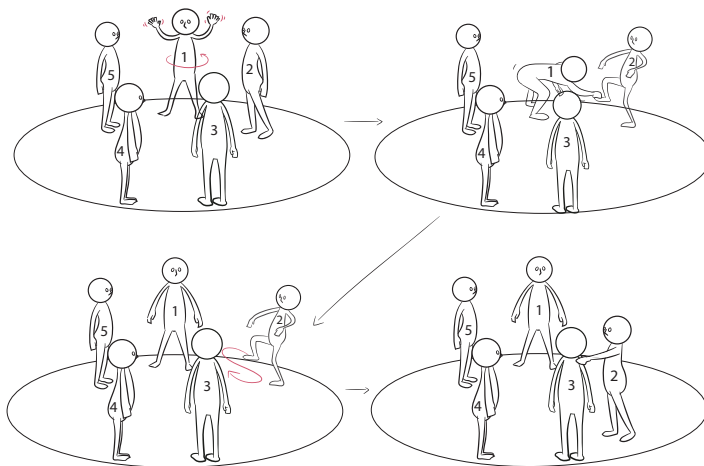


Movement surprise

Introduction
Time: ~ 5 min

How to play

1. Place learners in groups of 5.
2. "Stand in a circle."
3. "Today, you can do any movement of your choice, but you have to start the movement with a specific body part."
4. "Person 1, do any movement of your choice. End your movement by touching a body part (i.e. arm, leg, toe, head, shoulder, knee, elbow) of the person next to you."
5. "Person 2, you must start your movement with that part of your body. End your movement by touching a different body part of person 3." i.e. Person 1: swing your arms above your head and turn, finish your movement by touching the foot of the person 2. Person 2, start a movement with your foot, like criss-cross, and end your movement by touching person 3 on his/her shoulder."
6. "Go around in your circle at least 5 times."
7. Give learners approximately 5 minutes for this activity.



Jumping technique

Main part
Time: ~ 5 min

How to play

"Today we are going to learn how to jump correctly, so that you do not hurt your muscles, your ankle or your back."

1. "Stand with your feet slightly apart. Your feet should be under your hips."
2. "Bend your knees gently. Make sure your knees bend over your toes. If your knees do not bend over your toes, adjust your feet or your knees."
3. "Bend your knees gently over your toes 10 times."
4. "When we jump and land, we must land with bent knees."
5. "When our knees bend, they must bend over the toes."
6. "Jump and land with your knees bending over your toes." (x4)
7. "Lift your one foot off the floor."
8. "Slowly and gently, place your foot on the floor, with the ball of your foot (the front part of your foot) first, and your heels after. We call this, landing through your foot."
9. "Lift your right foot. Place it gently onto the floor, going through your foot." (x4)
10. "Lift your left foot. Place it gently on the floor going through your foot." (x4)
11. "Let us see if you can jump and land, landing through your foot, with your knees bending over your toes."
12. Let them jump and land 4 times.
13. "When you jump and land, you should carry the weight of your body in your stomach muscles. That means that when you land, you will not make a sound. You will be able to control your landing."
14. "See if you can jump and land without making a sound on the floor." (x4)
15. "Remember this technique when we do all of our jumps today."



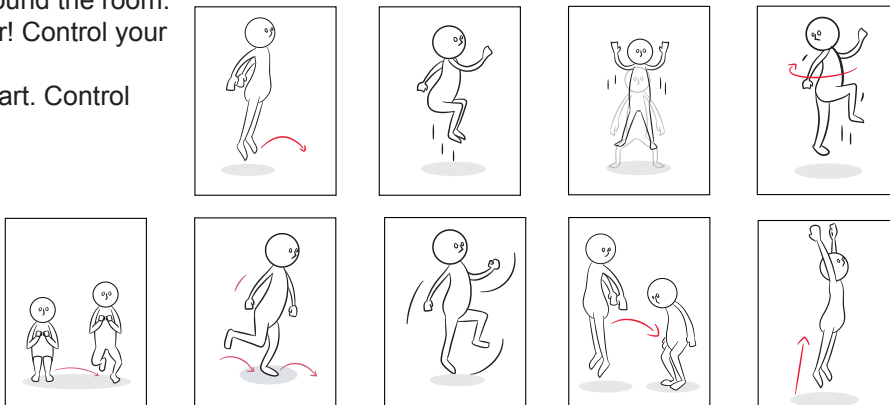
Different jumps

Main part
Time: ~ 5 min

How to play

1. "Let us practise different kinds of jumps. Remember to control our landing."

- "Leap through the air, all around the room."
- "Jump with two feet together! Control your landing."
- "Jump with your two feet apart. Control your landing."
- "Jump while turning."
- "Gallop sideways."
- "Hop forward on one leg. Make sure your knee is over your toe."
- "Skip on the spot."
- "Jump backwards."
- "Leap through the air. Fly!"



Creative movement activity

Main part
Time: ~ 10 min

How to play

1. Place learners in groups of 3.
2. "Choose 2 jumps in your group."
3. "Practise doing these jumps in unison (exactly at the same time). How would you know when to jump? You can all count together."
4. "How about doing a canon (starting at different times)? Person 1 jumps first, then person 2 and then person 3."
5. "Design a dance with 6 movements. You must have two different jumps in your dance. One must be done together, and the other must be done in canon."
6. Provide learners with approximately 10 minutes to practise their dance.
7. "It is show time. Sit where you are."
8. Instruct each group to show its dance to the class."

Outro

Cool down
Time: ~ 5 min

How to stretch

1. "Lie flat on your back."
2. "Close your eyes."
3. "Take three deep breaths in and out."
 - "Feel your feet. You feel how they relax and get heavy."
 - "Feel your lower leg become heavy as well. Feel it warm up as it relaxes."
 - "Feel your upper leg and hips become heavy."
 - "Feel your stomach and chest pulled towards the ground and become heavy."
 - "Now your arms and shoulders seem to be heavier as well."
 - "Imagine you cannot lift them from the ground."
 - "Relax your neck and head."
 - "Relax your muscles in your face. Your face feels like jelly now."
 - "Stay relaxed for a while."
 - "Now, slowly open your eyes and sit upright."
 - "Your body has its normal lightness again."
 - "Feel the energy you got from relaxing."



Rhythmic movement: Isolations & movement quality

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

Accompaniment: Play music.

How to play

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

1. "Make the actions of your favourite sport."
2. "Run through the forest."
3. "Jump in different ways moving across the room."
4. "Crawl sideways on the floors."
5. "Run and turn, run and turn, run and turn."
6. "Swim across the room."
7. "Walk on ice."

Freeze 'n copy

Introduction
Time: ~ 5 min

Accompaniment: Play music/drums.

How to play

1. Play music/drums: "Move anyway you like, across your entire space."
2. Stop music/drums: "Freeze! Do not move!"
3. Repeat the above 5 times.
4. Stop music/drums: "Strike a pose!" "Make a big creative freeze position. Use high and low positions."
5. Repeat the poses 5 times.
6. "Look around the room. Copy your friend's freeze position as fast as you can."
7. Play music/drums: "Dance around the room."
8. Stop music/drums: "Pose! Copy your friend's freeze position as fast as you can."
9. Repeat the above 5 times.

Mirror mirror

Main part
Time: ~ 10 min

How to play

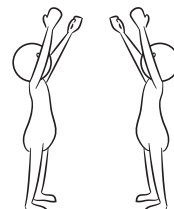
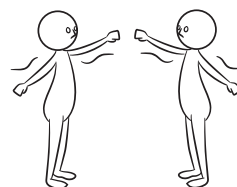
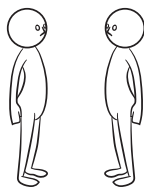
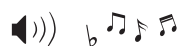
Two partners face each other. One learner is the "the person" and the other "the mirror". Movements must be slow (no fast movements).

1. "Stand facing your partner with a small space between you."
2. "Choose 'the person'."
3. Play slow music/drums: "Person, show any slow movements."
4. "Mirror, copy the movements as precisely as you can."
5. After 1 minute: "Swap around! Mirror, now you lead. Make different slow movements. Make sure that your partner is mirroring you."
6. After 1 minute: "Change leaders again. Now, stand still and try to move only your head. Only head movements are allowed."
7. "Only upper body movements are allowed."
8. "Change leaders again."
9. "Only use your lower body part."

Mirror mirror

Continued

10. "Only fluent and slow movements."
11. "Try to move as big as you can. Only big movements are allowed."
12. "Move jerky! Move like a robot!"
13. "Do happy movements."
14. "Do sad movements."
15. "Change leader."
16. "Pretend that you are scared. Do movements as if you are scared."
17. "Excited movements!"
18. "Pretend that you are thinking movements."



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: angry and excited. Choose 2 angry movements, and 3 excited movements. String them together in a dance."
3. "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: Dance technique and repertoire

Physical education: Intermediate phase

Accompaniment

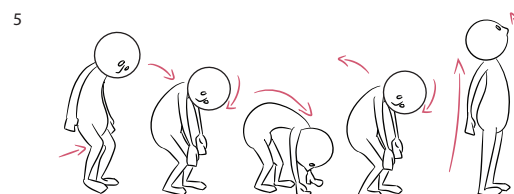
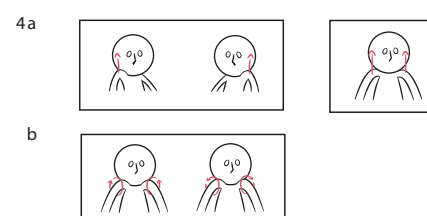
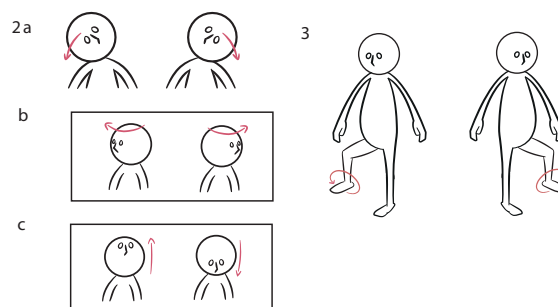
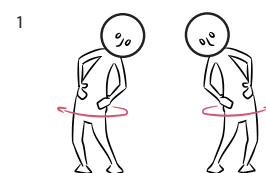
- Play/sing any song of your choice
- Play any pace and rhythm of your choice

Mobilisation and isolations

Introduction
Time: ~ 5 min

How to play

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.

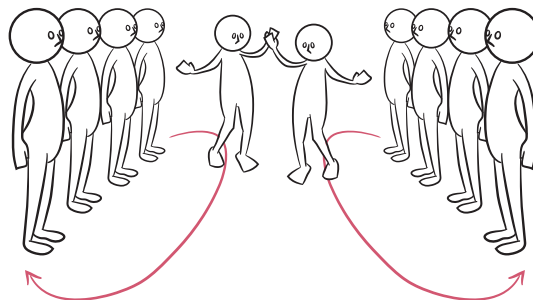


Soul train

Introduction
Time: ~ 5 min

How to play

1. Instruct learners to stand in two lines facing each other. Allow for a space of approximately 1.5 meters between the 2 lines.
2. "The front two learners start. Partners must travel/dance together in the space between the other learners until they reach the end of the line."
3. "When you arrive at the end, join the other learners and stand in the line."
4. Allow the next partners in the front of the line to do the same.
5. Each couple should have a turn.
6. "Change partner for the next round."
7. Wait 8 counts before the next group starts.



Freeze number 1, 2 and 3

Main part
Time: ~ 5 min

Accompaniment: Play music/drums.

How to play

Play music/drums. Instruct learners: "Move anyway you like to the beat of the song."

1. Stop the music/drums: "Freeze! This freeze position is your position one. Remember your position 1!"
2. Play music/drums: "Move!"
3. Stop music/drums: "Position 1!"
4. Play music/drums: "Move!"
5. Stop music/drums: "Freeze in a different position. This is your position 2. Remember position 2!"
6. Play music/drums: "Move on the floor."
7. Stop the music/drums: "Freeze on the floor. This is position number 3."
8. "Repeat your 3 freeze positions."
9. Ask them: "Can you change quickly from position 1 to position 2 to position 3?"

Creative group activity

Main part
Time: ~ 15 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. Add 4 different freezes from the previous exercise. String them together to create a dance."
3. "Ensure that each movement flows smoothly from one movement into the next. Add an ending position."
4. Give the learners 15 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. Learners can guess the chosen sport after each performance.



Rhythmic movement: Copying and combining movements

Physical education: Intermediate phase

Accompaniment

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

Freeze 'n copy

Introduction
Time: ~ 10 min

Accompaniment: Play music/drums.

How to play

1. Play music/drums: "Move freely to the music." (Move across entire area).
2. Stop music/drums: "Freeze! Do not move!"
3. Repeat the above 5 times.
4. Play music/drums: "Move!"
5. Stop music/drums: "Pose!" (A big creative freeze position, "use your arms and levels.").
6. As teacher, choose your favourite pose and instruct your learners: "Copy (e.g Vuyo's) position as fast as you can."
7. Play music/drums: "Dance!"
8. Stop the music: "Pose!"
9. "Copy (e.g Siphe's) position."
10. Repeat the above 10 times. Choose a different learner each time.

Travelling dance circle

Introduction
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 learner choose the next learner 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.



Group puzzle dance

Introduction
Time: ~ 15 min

How to play

1. Divide your class into groups of 5.
2. Instruct each group to design a dance. "Today, each learner must get a chance to suggest one movement. In total, your dance will have 5 movements. One from each learner in your group."
3. Give learners 15 minutes to design their own dance.

Cool down

Cool down
Time: ~ 10 min

Instruct each group to present its dance to the class.



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
Frequency of participation during Physical Education periods.	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	
Total points (max 10):	
Final mark:	

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



Track and field: Throwing

Physical education: Intermediate phase

Equipment

- 1 Tennis ball OR bean bag for every learner
- Cones

Mobilisation: Warm up for throwing

Introduction
Time: ~ 10 min

What you need: No equipment needed.

How to play

Before any throwing action, it is important to warm up the shoulders and all other body parts, so that the learners do not get hurt.

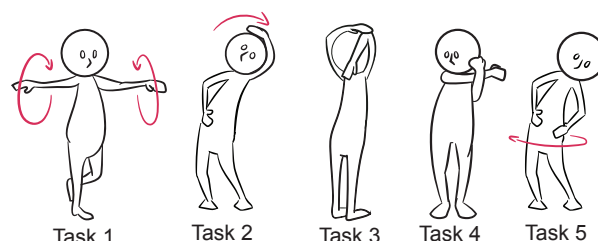
Task 1: Straighten your arms to the sides. Stand on one leg. Circle them forward and backward.

Task 2: Stretch your neck. With your right hand, pull your head to the right side. Change sides.

Task 3: Raise and bend your right arm at the elbow, and try to put the palm on the spine. Grasp the right elbow with your left hand press your right arm down towards your back. Change sides.

Task 4: Straighten your right arm and move it to the left side. With your left fore-arm, press the right arm against your chest, still held straight out. Change sides.

Task 5: Circle your hips to both sides.



Throwing technique

Main part
Time: ~ 10 min

What you need: 1 tennis ball or bean bag per learner

How to play

The teacher divides the class into 3 groups and gives each learner a tennis ball or a bean-bag. The groups fulfill each task in succession:

Task 1: Show the learners what a good throwing technique should look like:

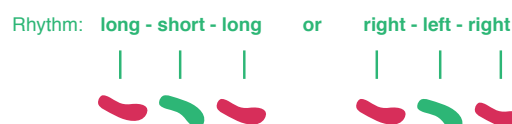
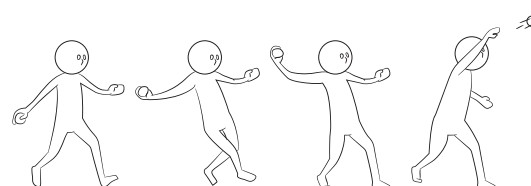
- Straighten your arm and bring it all the way back;
- Bring your elbow to the ears;
- Bring your arm to the front and throw the ball over your head;
- Try not to throw it too high and neither too deep;

Task 2: Try to throw the ball from a standing position as far as you can. Repeat 3 times

Task 3: Show the learners how to do the run-up:

- Rhythm: **long-short-long** or **right-left-right**

Task 4: Try to combine the arm-work with the foot-work and throw the ball as far as you can



Goal of the game

- To improve athletic skills: throwing technique.
- To develop rhythm

What to watch for: The teacher should show the illustration to the learners. He or she should tell the learners to correct each other.

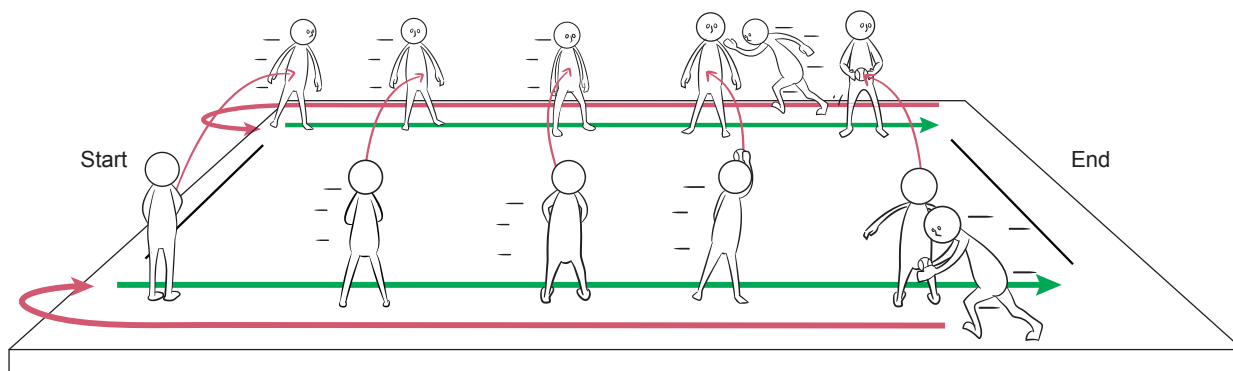
Practise throwing skills I

Main part
Time: ~ 10 min

What you need: Cones, tennis balls or bean bags for each learner

How to play

The teacher divides the learners in pairs and marks two lines of about 20 meters long. He or she tells the learners to stand in one of the lines (A or B) and to face each other. On the teacher's start signal, the learners all jog sideways in one direction and pass the tennis ball/ bean-bag to their partner. When they arrive at the top of the line, they sprint to the beginning of the line and start again.



Goal of the game

- To develop athletic skills: throwing

What to watch for: The teacher should remind the learners to put into practice the techniques they have learned before.

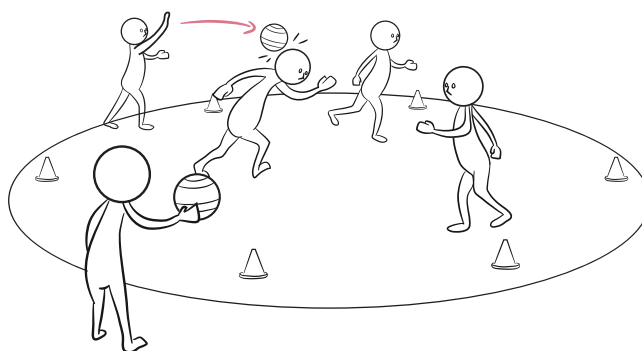
Sitting ball

Cool down
Time: ~ 10 min

What you need: 1 ball per child

How to play

The teacher marks an area with cones and tells the children to spread out in the marked field. Use about three balls, but more may be added if needed. The aim of the game is it to strike a child with the ball. If a child has been hit by the ball, he or she has to run once around the sports field. Then the player can go back to the playing area. If a child is able to catch the ball, he or she can go on playing, and also if the ball hits the head.



Goal of the game

- To develop athletic skills: throwing

What to watch for: The teacher should make sure that if a learner has been hit, he or she runs once around the playing area. The teacher should also make sure that learners do not throw the ball at another learner's head.



Track and field: Throwing

Physical education: Intermediate phase

Equipment

- Tennis balls
- Bean-bags
- 6 - 20 balls

Mobilisation: Warm up for throwing

Introduction
Time: ~ 10 min

What you need: No equipment needed

How to play

Before any throwing action, it is important to warm up the shoulders and all other body parts, so that the learners do not get hurt.

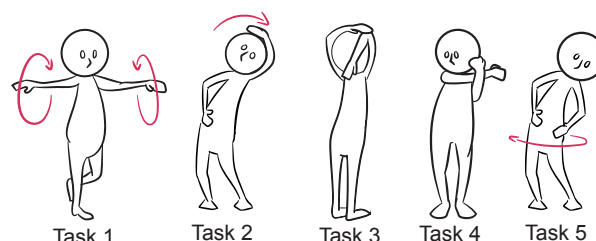
Task 1: Straighten your arms to the sides. Stand on one leg. Circle them forward and backward.

Task 2: Stretch your neck. With your right hand, pull your head to the right side. Change sides.

Task 3: Raise and bend your right arm at the elbow, and try to put the palm on the spine. Grasp the right elbow with your left hand press your right arm down towards your back. Change sides.

Task 4: Straighten your right arm and move it to the left side. With your left fore-arm, press the right arm against your chest, still held straight out. Change sides.

Task 5: Circle your hips to both sides.



Throwing technique

Main part
Time: ~ 10 min

What you need: Tennis balls, bean-bags

How to play

The teacher divides the class into 3 groups and gives each learner a tennis ball or a bean-bag. The groups fulfill each task in succession:

Task 1: Show the learners what a good throwing technique should look like:

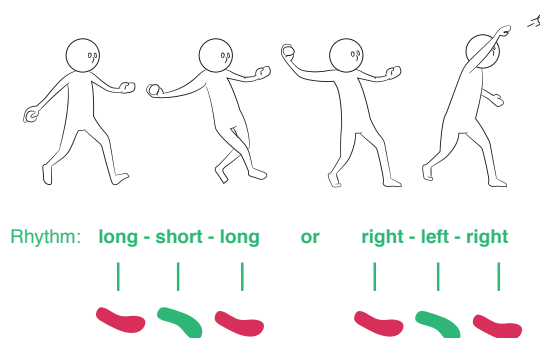
- Straighten your arm and bring it all the way back;
- Bring your elbow to the ears;
- Bring your arm to the front and throw the ball over your head;
- Try not to throw it too high and neither too deep;

Task 2: Try to throw the ball from a standing position as far as you can. Repeat 3 times

Task 3: Show the learners how to do the run-up:

- Rhythm: **long-short-long** or **right-left-right**

Task 4: Try to combine the arm-work with the foot-work and throw the ball as far as you can



Goal of the game

- To improve athletic skills: throwing technique.
- To develop rhythm

What to watch for: The teacher should show the illustration to the learners. He or she should tell the learners to correct each other.

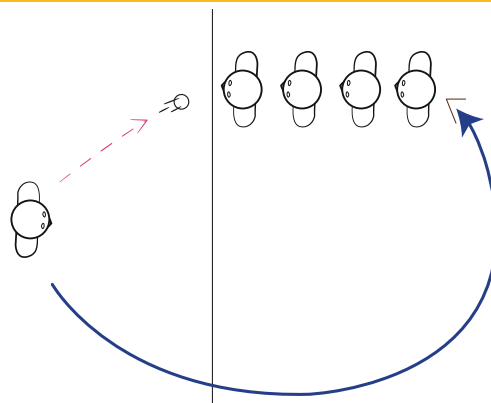
Practise throwing skills II

Main part
Time: ~ 10 min

What you need: Cones to mark the field, tennis balls or bean-bags

How to play

The children stand in a line, one behind the other. The first child makes a sprint (the catcher). When the second child (passer) shouts "Catch!", the catcher has to turn around and catch the ball thrown by the passer. Then the catcher runs back to the line and waits until it is his or her turn to throw the ball to the child standing in front of him or her.



Goal of the game

- To develop athletic skills: throwing

What to watch for: The teacher should tell the children to put into practice the techniques that they have learned before.

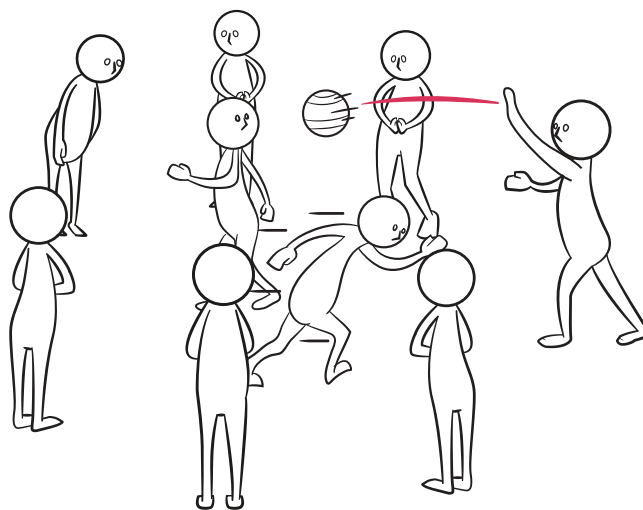
Circle dodge-ball

Cool down
Time: ~ 10 min

What you need: 6 - 10 Balls

How to play

The teacher divides the children into 2 teams (or more than 2 if there is a large number of children). One team stands in the center of a circle which is formed by the other team. The players on the outside try to hit the children in the middle of the circle with a ball. If the ball strikes a child below the waist he is considered to have been hit. The child who has been hit joins the players forming the circle on the outside. The last player in the center is the winner.



Goal of the game

- To learn to throw a ball and at the same time to avoid getting hit.

What to watch for: The teacher should ensure that the children hit the others with the ball below the waist.



Track and field: Jumping & co-ordination

Physical education: Intermediate phase

Equipment

- Cones
- Skipping ropes
- Hula hoops

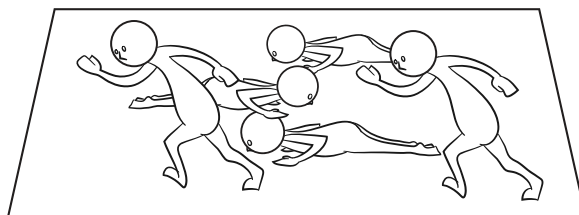
Hot dog tag

Introduction
Time: ~ 10 min

What you need: Cones.

How to play

The teacher marks out an area with cones. He or she selects 6 learners, to be taggers. Everyone else spreads out around the playing area. When a player gets tagged he/she must lie down on the ground with the arms at their sides and legs together (they are the hot dog). As the player is laying on the ground they yell: "I need buns!" In order for a hot dog to rejoin the game, two other players must come to his/her rescue. One player needs to lie on each side of the hot dog to make a complete hot dog (vienna and bun). Once a complete hot dog has been made, all three players can rejoin the game. Switch taggers every 1-2min. Play for a set time or until everyone is tagged.



Goal of the game

- This is a fun action to warm up and raise the pulse

What to watch for: The teacher should ensure that the learners exercise caution and look where they are running at all times.

Jumping technique

Main part
Time: ~ 20 min

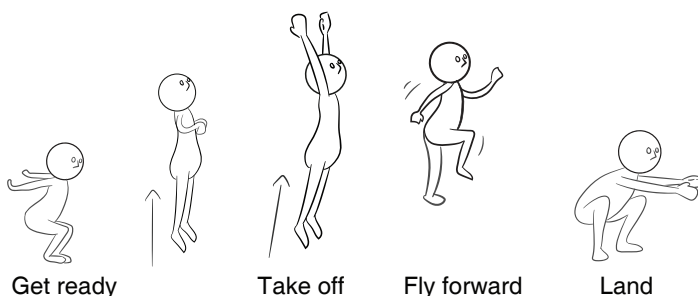
What you need: Cones, skipping ropes and hula hoops

How to play

The teacher tells the learners to spread out on the playing area, and introduces them to the following jumping actions:

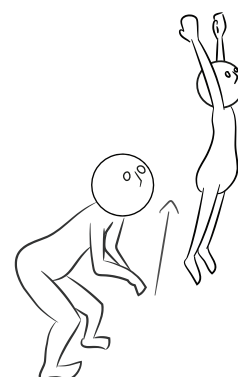
Horizontal Jump:

- Get ready: Bend knees and lean forward, swing arms back;
- Take off: Swing arms up and forwards as you spring with your legs, reaching as high and far as possible, extending the body fully;
- Fly forward: Look forward and tuck your legs as you "fly";
- Land: Absorb your landing softly by bending ankles, knees, and hips on impact;
- On landing, arms should reach straight forward for balance.



Vertical Jump: Counter movement jump:

- Get ready: Bend knees and lean forward, swing arms back;
- Take off: Swing arms up and spring with your legs, reaching as high as possible, extending the body fully;
- Fly up: Look forward and tuck your legs under, if jumping onto or over an object;
- Land: If jumping up on the spot, land where you took off. Absorb your landing softly by bending ankles, knees, and hips on impact;
- On landing, arms should reach straight forward for balance.



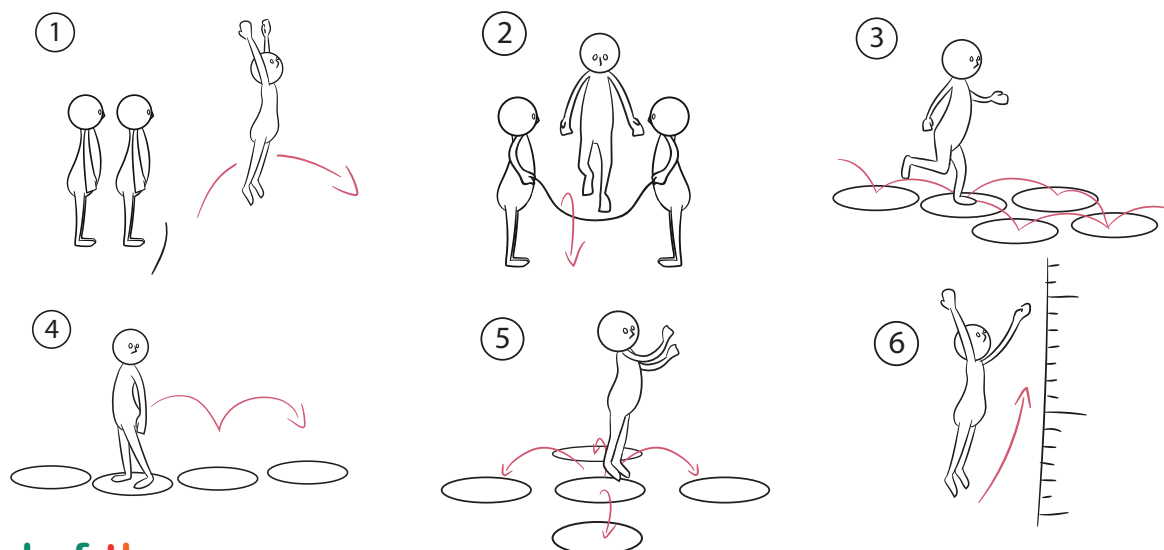
Jumping technique

Continued

Jumping exploration

The teacher forms the learners into groups of 3 to 4 and they explore each station for 1 to 2 minutes.

- Station 1: Stand on a line and compete to see who can jump furthest.
- Station 2: Two learners hold a skipping rope. The learner that is jumping can choose the height of the skipping rope and jump over it.
- Station 3: Do multiple jumps from hula-hoop to hula-hoop.
- Station 4: Jump backwards from hula-hoop to hula-hoop.
- Station 5: Jump sideways back and forth from one hoop to another. Increase the space between the hoops gradually.
- Station 6: Compete to see how high you can jump to touch a spot on the wall.



Goal of the game

- To develop athletic skills: jumping technique

What to watch for: The teacher should ensure that the learners pay attention to the landing. Make sure the knees are always above the ankle. Avoid knock knees and bow legs.

Island jumping

Cool down
Time: ~ 10 min

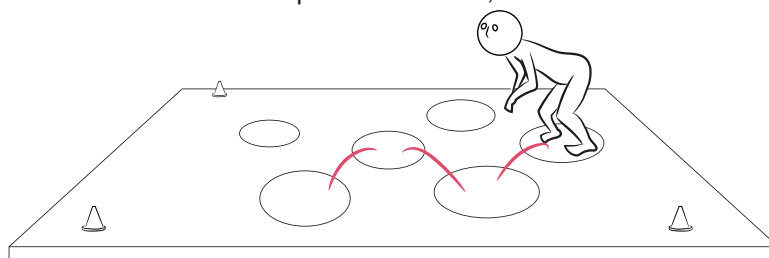
What you need: 4 cones and a minimum of 6 hula hoops per play area

How to play

The teacher marks an area with cones and spreads hoops all over the area (the hoops are 'islands'). Place the islands close enough so that learners can jump from one to the other. The object of the game is to jump to all the islands without falling in the water (floor). After the learners have completed the circuit, increase the distance between the 'islands' slightly.

Next, bring all the islands closer and practise different jumps:

- Jump off two feet and land on one;
- Jump off one foot and land on two.



Goal of the game

- To practise athletic skills: jumping far

What to watch for: The teacher should ensure that the space between the hoops is adjusted. The space should not be too close, or too far. This should be a challenge for the learners.



Track and field: Jumping & co-ordination

Physical education: Intermediate phase

Equipment

- Cones
- Skipping ropes
- Hula hoops

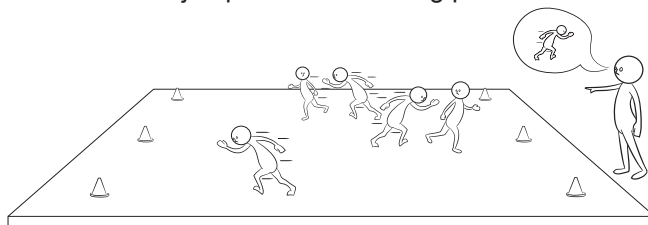
Jump tag

Introduction
Time: ~ 10 min

What you need: Cones.

How to play

The teacher marks an area with cones and chooses 6 catchers. The children move according to the leader's directions (run, hop, gallop, skip) as they try to avoid being tagged. If tagged, the children have to make 10 counter-movement jumps from a standing position.



Goal of the game

- To develop athletic skills: jumping, running, hopping and skipping

What to watch for: The teacher should change the catchers every 1 to 2 minutes. He or she should remind the children to implement the technique taught in previous lessons.

Jumping technique

Main part
Time: ~ 20 min

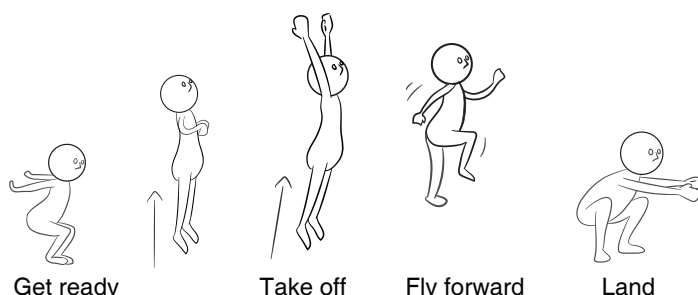
What you need: Cones, skipping ropes and hula hoops

How to play

The teacher tells the learners to spread out on the playing area, and introduces them to the following jumping actions:

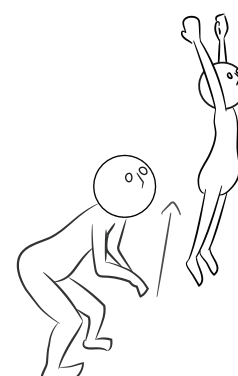
Horizontal Jump:

- Get ready: Bend knees and lean forward, swing arms back;
- Take off: Swing arms up and forwards as you spring with your legs, reaching as high and far as possible, extending the body fully;
- Fly forward: Look forward and tuck your legs as you "fly";
- Land: Absorb your landing softly by bending ankles, knees, and hips on impact;
- On landing, arms should reach straight forward for balance.



Vertical Jump: Counter movement jump:

- Get ready: Bend knees and lean forward, swing arms back;
- Take off: Swing arms up and spring with your legs, reaching as high as possible, extending the body fully;
- Fly up: Look forward and tuck your legs under, if jumping onto or over an object;
- Land: If jumping up on the spot, land where you took off. Absorb your landing softly by bending ankles, knees, and hips on impact;
- On landing, arms should reach straight forward for balance.



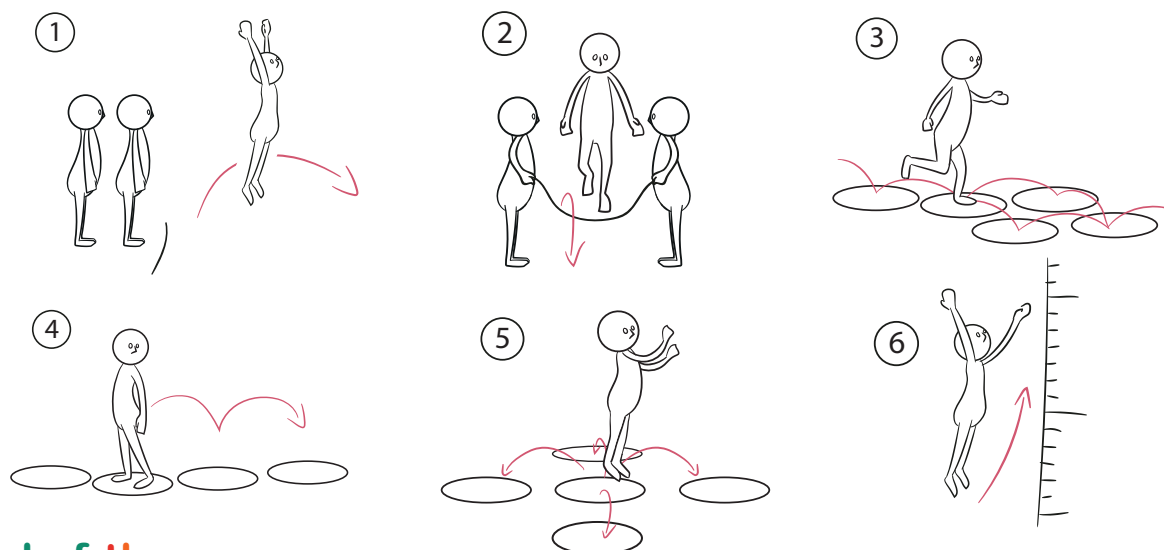
Jumping technique

Continued

Jumping exploration

The teacher forms the learners into groups of 3 to 4 and they explore each station for 1 to 2 minutes.

- Station 1: Stand on a line and compete to see who can jump furthest.
- Station 2: Two learners hold a skipping rope. The learner that is jumping can choose the height of the skipping rope and jump over it.
- Station 3: Do multiple jumps from hula-hoop to hula-hoop.
- Station 4: Jump backwards from hula-hoop to hula-hoop.
- Station 5: Jump sideways back and forth from one hoop to another. Increase the space between the hoops gradually.
- Station 6: Compete to see how high you can jump to touch a spot on the wall.



Goal of the game

- To develop athletic skills: jumping technique

What to watch for: The teacher should ensure that the learners pay attention to the landing. Make sure the knees are always above the ankle. Avoid knock knees and bow legs.

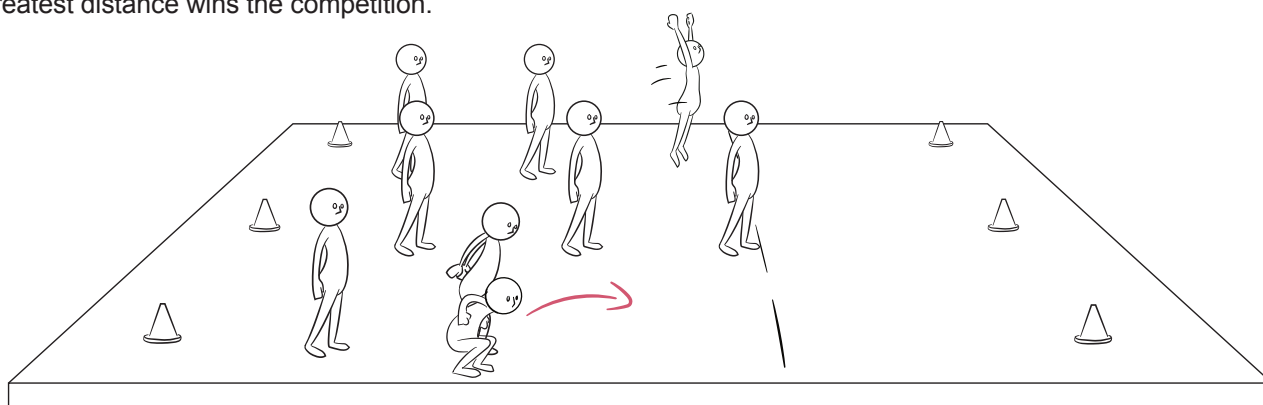
Jumping competition in pairs

Cool down
Time: ~ 10 min

What you need: Cones.

How to play

The teacher organizes the children into groups of 3 along a line. The first child in the group gets into the “ready position” and jumps horizontally as far as he or she can (start and land on two feet), and freezes on that spot. The second child in the group walks to where the partner landed, and then jumps as far as possible, and freezes at the new landing spot. The third child does the same. Each child can jump twice. The group that has covered the greatest distance wins the competition.



Jumping competition in pairs

Continued

Explaining the Exam Exercise:

Organization: The child throws a netball against a wall and catches it when it bounces back. At the same time the child does the following rhythm with their feet:

- Start Position: Both legs are parallel.
- Position 1: Jump into a lunge position, right foot forward.
- Repeat start position.
- Position 2: Jump into a lunge position, left foot forward

Criteria: The children should take proper steps, 10 times left leg forward, and 10 times right leg forward. The ball must always be caught.

Goal of the game

- To increase strength and endurance, to throw and catch, to develop forms of co-ordination

What to watch for: Before the test, allow the children to practise once.



Track and field: Throwing & jumping

Physical education: Intermediate phase

Equipment

- Cones
- 6 Balls
- Netballs or other bouncing balls

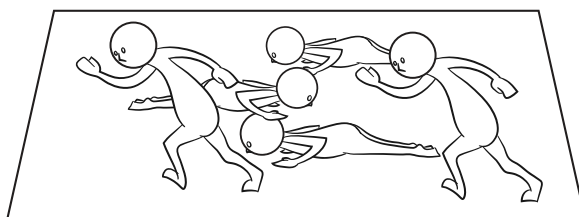
Hot dog tag

Introduction
Time: ~ 10 min

What you need: Cones.

How to play

The teacher marks out an area with cones. He or she selects 6 learners, to be taggers. Everyone else spreads out around the playing area. When a player gets tagged he/she must lie down on the ground with the arms at their sides and legs together (they are the hot dog). As the player is laying on the ground they yell: "I need buns!" In order for a hot dog to rejoin the game, two other players must come to his/her rescue. One player needs to lie on each side of the hot dog to make a complete hot dog (vienna and bun). Once a complete hot dog has been made, all three players can rejoin the game. Switch taggers every 1-2min. Play for a set time or until everyone is tagged.



Goal of the game

- This is a fun action to warm up and raise the pulse

What to watch for: The teacher should ensure that the learners exercise caution and look where they are running at all times.

Hungry crocodiles

Main part
Time: ~ 20 min

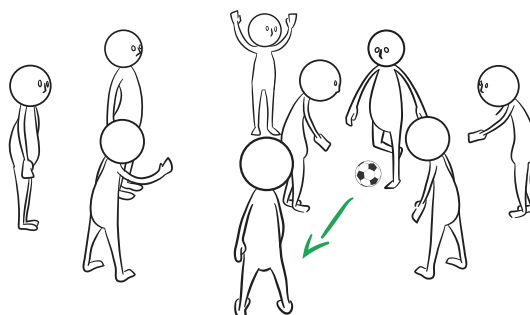
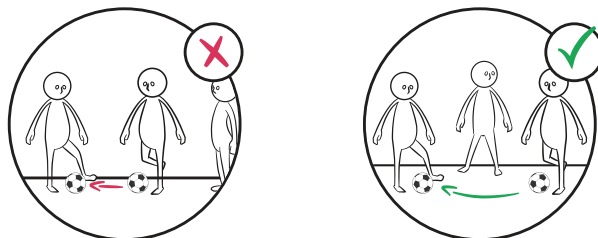
What you need: About 6 balls (depending on the number of circles)

How to play

Ten learners stand in a circle around a big 'lake' (circle). In the middle of the circle there are three hungry 'crocodiles'.

The learners pass a ball (which represents food for the hungry crocodiles) with their feet across the lake, but not to the learner directly next to them. If a crocodile in the middle intercepts the 'food', the learner who passed it goes into the middle.

Alternatively, the coach (teacher) can swap learners after a certain number of passes, regardless of interception. The coach can also add a second ball into the circle.



Hungry crocodiles

Main part
Time: ~ 20 min

Practicing Exam Exercise

Organization: The teacher divides the learners into groups of 3. Two learners observe and give feedback, while the third learner is completing the examination exercise:

The third learner throws a netball against a wall and catches it when it bounces back. At the same time the learner does the following rhythm with his or her feet:

- Start Position: Both legs are parallel;
- Position 1: Jump to a lunge position, right foot to the front;
- Return to Start Position;
- Position 2: Jump to a lunge position, left foot to the front.

Criteria:

The learner being examined should take proper steps, 10 x left leg and 10 x right leg forward. The ball must be caught each time

Goal of the game

- To increase strength, endurance, to practice throwing and catching and to develop different forms of co-ordination

What to watch for: The teacher should select a good example to demonstrate to the learners. He or she should tell the learners to give each other constructive feedback (positive and negative points).

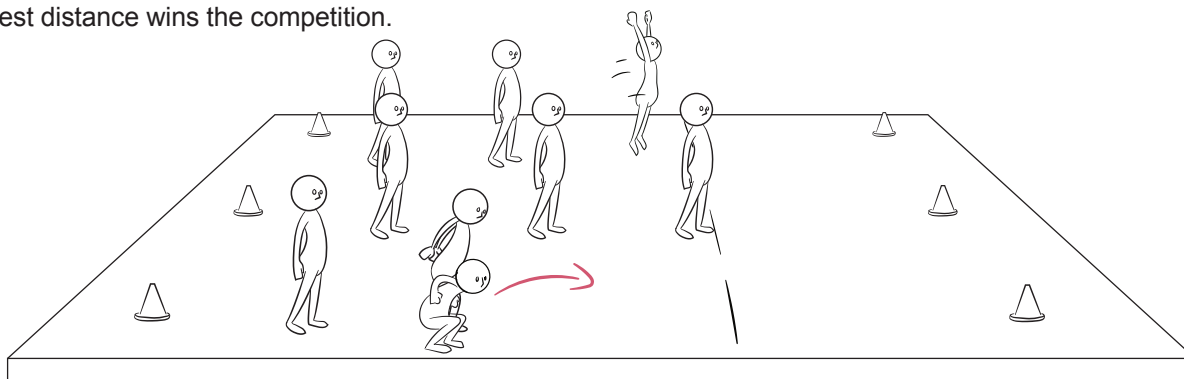
Jumping competition in pairs

Cool down
Time: ~ 10 min

What you need: Cones

How to play

The teacher organizes the children into groups of 3 along a line. The first child in the group gets into the “ready position” and jumps horizontally as far as he or she can (start and land on two feet), and freezes on that spot. The second child in the group walks to where the partner landed, and then jumps as far as possible, and freezes at the new landing spot. The third child does the same. Each child can jump twice. The group that has covered the greatest distance wins the competition.



Explaining the Exam Exercise:

Organization: The child throws a netball against a wall and catches it when it bounces back. At the same time the child does the following rhythm with their feet:

- Start Position: Both legs are parallel.
- Position 1: Jump into a lunge position, right foot forward.
- Repeat start position.
- Position 2: Jump into a lunge position, left foot forward

Criteria: The children should take proper steps, 10 times left leg forward, and 10 times right leg forward. The ball must always be caught.

Goal of the game

- To increase strength and endurance, to throw and catch, to develop forms of co-ordination

What to watch for: Before the test, allow the children to practise once.



Track and field: Examination

Physical education: Intermediate phase

Equipment

- Cones
- Balls that bounce against the wall

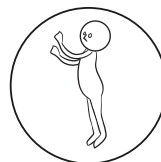
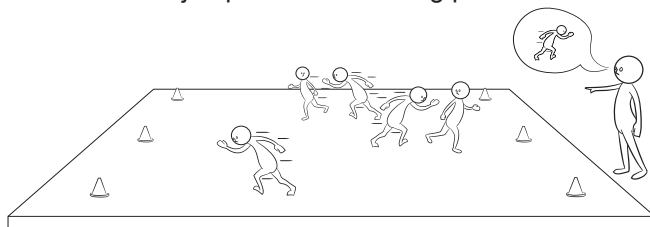
Jump tag

Introduction
Time: ~ 10 min

What you need: Cones

How to play

The teacher marks an area with cones and chooses 6 catchers. The children move according to the leader's directions (run, hop, gallop, skip) as they try to avoid being tagged. If tagged, the children have to make 10 counter-movement jumps from a standing position.



Goal of the game

- To develop athletic skills: jumping, running, hopping and skipping

What to watch for: The teacher should change the catchers every 1 to 2 minutes. He or she should remind the children to implement the technique taught in previous lessons.

Examination

Main part
Time: ~ 20 min

What you need: About 6 balls (depending on the number of circles)

How to play

Organization: The teacher divides the learners into groups of 3. Two learners observe and give feedback, while the third learner is completing the examination exercise:

The third learner throws a netball against a wall and catches it when it bounces back. At the same time the learner does the following rhythm with his or her feet:

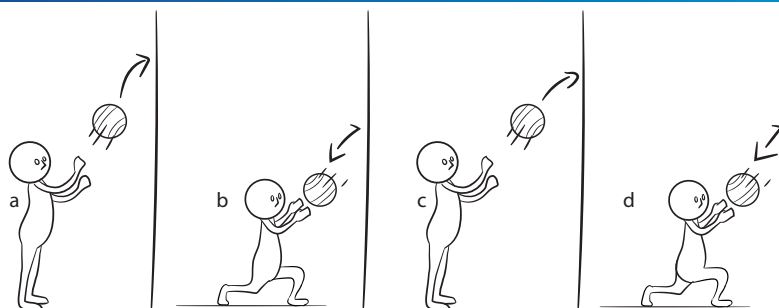
- Start Position: Both legs are parallel;
- Position 1: Jump to a lunge position, right foot to the front;
- Return to Start Position;
- Position 2: Jump to a lunge position, left foot to the front.

Criteria:

The learner being examined should take proper steps, 10 x left leg and 10 x right leg forward. The ball must be caught each time.

Examination

Main part
Time: 20 min ~ 25 min



Skill-Pts	1	2	3	4	5
1. Try	The child struggles more than once and loses the control of the ball	The child struggles once and has to restart the exercise	The child shows good technique and controls the ball effortlessly but hasn't a continuous rhythm and correct footsteps	The child shows good technique and controls the ball effortlessly but hasn't either a continuous rhythm or correct footsteps	The child shows good technique and controls the ball effortlessly with cushioning effect in continuing rhythm and correct footsteps
2. Try	The child struggles more than once and loses the control of the ball	The child struggles once and has to restart the exercise	The child shows good technique and controls the ball effortlessly but hasn't a continuous rhythm and correct footsteps	The child shows good technique and controls the ball effortlessly but hasn't either a continuous rhythm or correct footsteps	The child shows good technique and controls the ball effortlessly with cushioning effect in continuing rhythm and correct footsteps

Goal of the game

- To test strength and endurance, throwing and catching skills, and co-ordination of various forms

What to watch for: Before the test, the teacher should allow the learners to practise once.

Stretches

Cool down
Time: ~ 10 min

What you need: No equipment needed

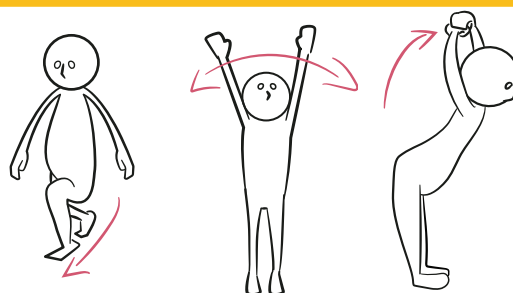
How to play

The teacher should tell the learners to perform the following stretches carefully:

The runner's stretch: Step your right foot forward and lower our body into a lunge, placing your fingertips on the floor.

The standing side stretch: (A) Stand with your feet together and your arms straight above your head. Clasp your hands together, with your fingers interlaced and pointer fingers extended. Inhale as you reach upward. (B) Breathe out as you bend your upper body to the right. Take five slow breaths. Slowly return to the centre. Repeat on the left side.

The forward hang: Stand with your feet hip-distance apart and your knees slightly bent. (A) Interlace your fingers behind your back. Breathe in and straighten your arms to expand your chest. (B) Exhale and bend at your waist, stretching your hands towards your head. Hold for five deep breaths.





Track and field: Examination

Physical education: Intermediate phase

Equipment

- Balls that bounce against the wall

Mobilisation: Warm up for throwing

Introduction
Time: ~ 10 min

What you need: No equipment needed

How to play

Before any throwing action, it is important to warm up the shoulders and all other body parts, so that the learners do not get hurt.

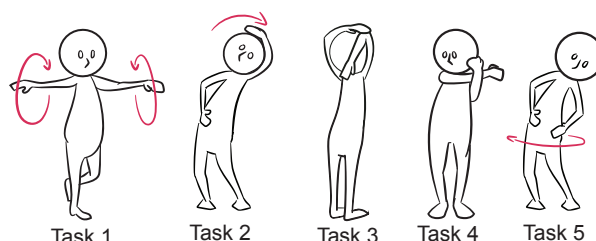
Task 1: Straighten your arms to the sides. Stand on one leg. Circle them forward and backward.

Task 2: Stretch your neck. With your right hand, pull your head to the right side. Change sides.

Task 3: Raise and bend your right arm at the elbow, and try to put the palm on the spine. Grasp the right elbow with your left hand press your right arm down towards your back. Change sides.

Task 4: Straighten your right arm and move it to the left side. With your left fore-arm, press the right arm against your chest, still held straight out. Change sides.

Task 5: Circle your hips to both sides.



Task 1

Task 2

Task 3

Task 4

Task 5

Hungry crocodiles

Main part
Time: ~ 20 min

What you need: About 6 balls (depending on the number of circles)

How to play

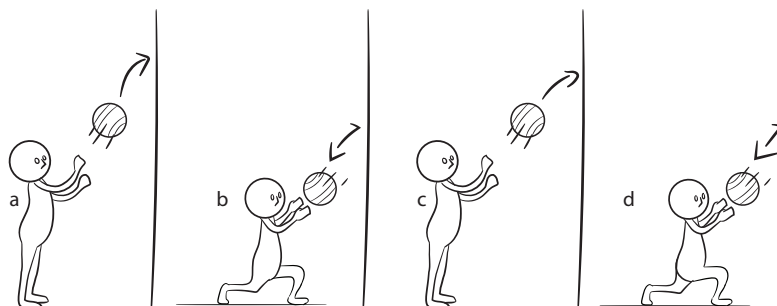
Organization: The teacher divides the learners into groups of 3. Two learners observe and give feedback, while the third learner is completing the examination exercise:

The third learner throws a netball against a wall and catches it when it bounces back. At the same time the learner does the following rhythm with his or her feet:

- Start Position: Both legs are parallel;
- Position 1: Jump to a lunge position, right foot to the front;
- Return to Start Position;
- Position 2: Jump to a lunge position, left foot to the front.

Criteria:

The learner being examined should take proper steps, 10 x left leg and 10 x right leg forward. The ball must be caught each time.



Hungry crocodiles

Continued

Skill-Pts	1	2	3	4	5
1. Try	The child struggles more than once and loses the control of the ball	The child struggles once and has to restart the exercise	The child shows good technique and controls the ball effortlessly but hasn't a continuous rhythm and correct footsteps	The child shows good technique and controls the ball effortlessly but hasn't either a continuous rhythm or correct footsteps	The child shows good technique and controls the ball effortlessly with cushioning effect in continuing rhythm and correct footsteps
2. Try	The child struggles more than once and loses the control of the ball	The child struggles once and has to restart the exercise	The child shows good technique and controls the ball effortlessly but hasn't a continuous rhythm and correct footsteps	The child shows good technique and controls the ball effortlessly but hasn't either a continuous rhythm or correct footsteps	The child shows good technique and controls the ball effortlessly with cushioning effect in continuing rhythm and correct footsteps

Goal of the game

- To test strength and endurance, throwing and catching skills, and co-ordination of various forms

What to watch for: Before the test, the teacher should allow the learners to practise once.

Stretches

Cool down
Time: ~ 10 min

What you need: No equipment needed

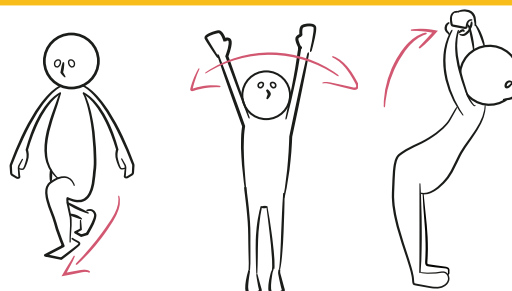
How to play

The teacher should tell the learners to perform the following stretches carefully:

The runner's stretch: Step your right foot forward and lower our body into a lunge, placing your fingertips on the floor.

The standing side stretch: (A) Stand with your feet together and your arms straight above your head. Clasp your hands together, with your fingers interlaced and pointer fingers extended. Inhale as you reach upward. (B) Breathe out as you bend your upper body to the right. Take five slow breaths. Slowly return to the centre. Repeat on the left side.

The forward hang: Stand with your feet hip-distance apart and your knees slightly bent. (A) Interlace your fingers behind your back. Breathe in and straighten your arms to expand your chest. (B) Exhale and bend at your waist, stretching your hands towards your head. Hold for five deep breaths.





Track and field: Free fun lesson

Physical education: Intermediate phase

Equipment

- Music
- Music box
- 2 - 4 Soft balls

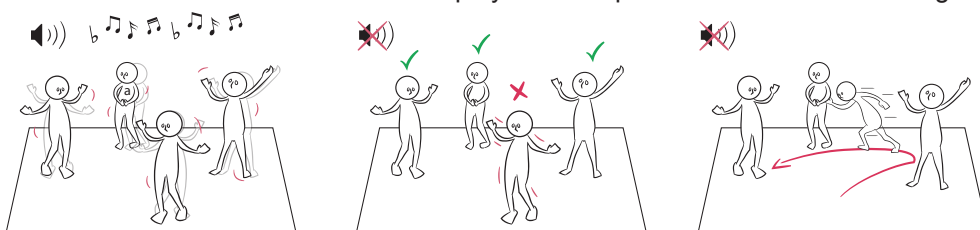
Freezing game

Introduction
Time: 5 min ~ 10 min

What you need: A music box, any music the learners like.

How to play

All the learners move freely to the music in the room. As soon as the music stops each learner needs to freeze and hold the position. The learner that moves last has to touch all the players at a sprint. After the loser of this game has done his or her task, the game starts again from the beginning.



Goal of the game

- To improve reaction time, to move to music, to move to the specific rhythm, and to hold the same body position longer.

What to watch for: The teacher should check that the learners move in time to the rhythm and whether they react quickly.

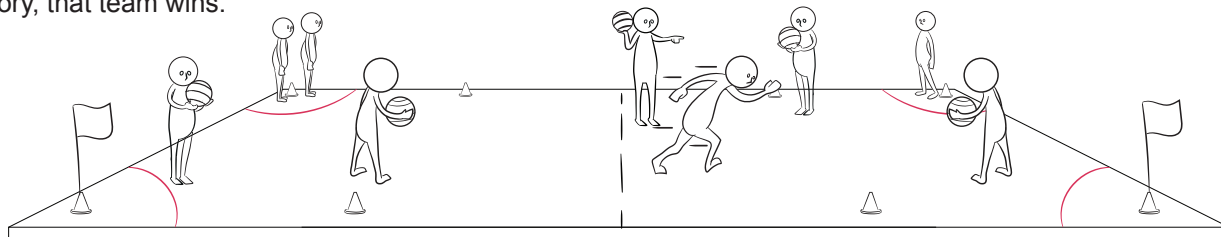
Capture the flag

Main part
Time: 20 min ~ 25 min

What you need: 2 - 4 Soft balls.

How to play

The teacher divides the learners into two teams and allocates one half of the play area to each team. Each team chooses a base position, where they keep their 'flag', and a prison, where they will keep their prisoners. Each team tries to capture the other team's 'flag'. Whenever a team member ventures into the other team's territory, he or she is at risk of being hit by the ball of the enemy team. When caught, he or she is taken to that team's goal, where he or she must remain until he or she is freed, by being touched by one of his or her team members. When a learner manages to capture the other team's flag without being hit by any ball, and return it to his team's own territory, that team wins.



Goal of the game

- To learn to be quick and agile, to play as a team and try to develop tactics

What to watch for: If it is too difficult, the teacher should use more balls. If there are too many learners in one game, the teacher should allow the learners to play two games.

Monkey, snake or lion?

Cool down
Time: ~ 10 min

What you need: Three pieces of music

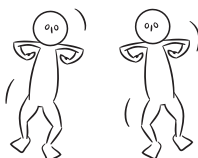
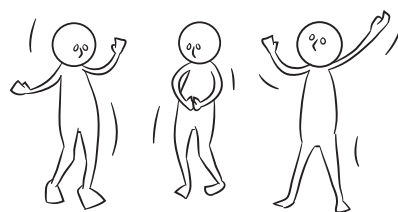
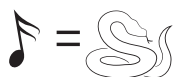
How to play

The learners hear three different songs. Each song represents an animal. When the learners hear the music representing a particular animal, they should imitate that animal. For example, the following animals may be selected:

A = monkey.

B = snake.

C = lion.



Goal of the game

- To be able to differentiate between different pieces of music and movements; to improve improvisation, rhythms and dance; to try to imitate the animals represented by the music as accurately as possible

What to watch for: The teacher should check whether the learners are able to switch between the different types of music, and whether the learners are able to imitate the animals correctly.



Track and field: Free lesson

Physical education: Intermediate phase

Equipment

- 4 Balls
- 1 Small ball (tennis ball)

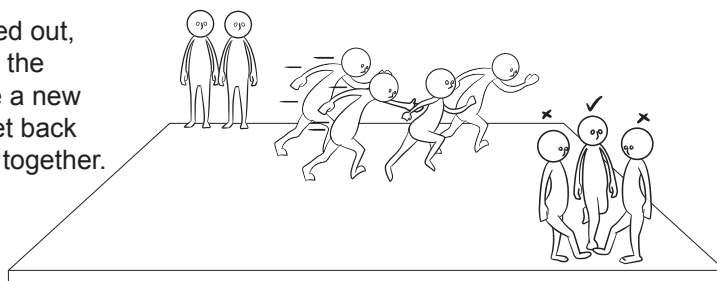
The lucky one

Introduction
Time: ~ 10 min

What you need: No equipment required.

How to play The teacher chooses 6 pairs, who are catchers. The other children are free in the playing field. If a child is caught by a pair, all three children hold one foot stretched out in the middle of the group. In a chorus, the children say: 'Who's the lucky one?' and then either leave their foot held out or pull it back. Whoever is alone is 'the lucky one' and is free.

For example: Two children leave their feet stretched out, one child pulls it back. So the child that has pulled the foot back is the 'lucky one'. The other two become a new catcher team. When all three children pull their feet back or leave them in the middle, the chant is repeated together. To be fair, the catchers should not catch 'the lucky one' straight after the chorus.



Goal of the game

- To improve reaction skills

What to watch for: Fair play. If it is too difficult for the catchers, limit the playing field even more, or choose more catchers.

Grab the treasure chest

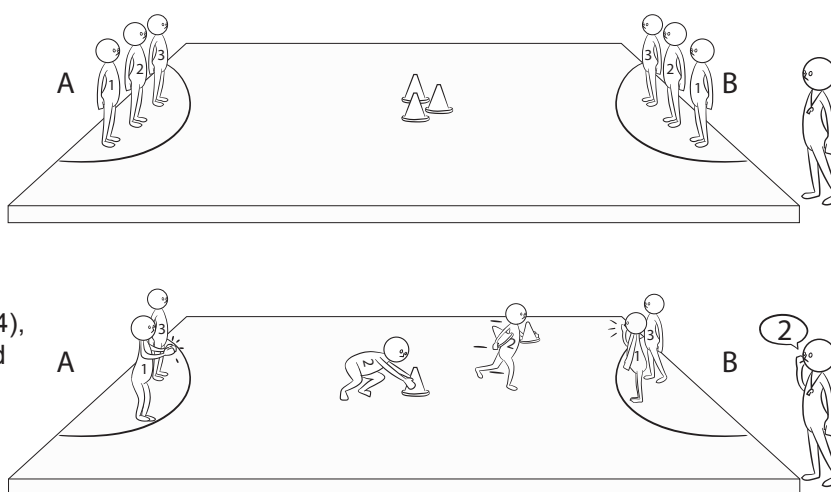
Main part
Time: ~ 10 min

What you need: 2 Balls.

How to play

The teacher marks 2 playing fields and selects 4 groups: A, B, C, D (Group A against B, Group C against D).

Number the groups in sequence. In the middle of the playing field is the 'treasure' (a ball, a shoe or something). When the teacher shouts a number (like 4), the number 4 child of each team runs and tries to grab the 'treasure chest' in the middle. The team that grabs the most treasure is the winner.



Goal of the game

- To grab the ball before your partner does

What to watch for: The teacher may also shout two numbers like: 2 and 4. Thus, four children have to run. The teacher should make sure that the other children are always moving (skipping on the spot).

Beat the ball

Main part
Time: ~ 10 min

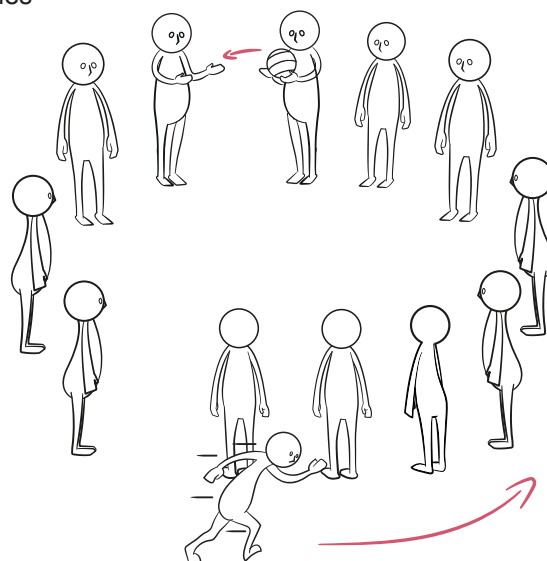
What you need: About 4 balls

How to play The children are divided into circles of 15 to 20 children with one ball

(with a distance of 1 to 2 metres between them). One child starts by passing the ball with his or her hand to the child on his or her right, and the children continue to pass the ball round the circle. Once the first player has passed, he or she runs around the outside of the circle and back to his or her space before the ball reaches there again.

Round 1: The child runs the same way as the ball travels.

Round 2: The ball travels one way, the child runs the other way.



Goal of the game

- To improve the speed of sprinting, agility, co-ordination and ball skills

What to watch for: The teacher should check if the children are able to catch the ball. If not, he or she should make the circle smaller.

Beat the bunny level II

Cool down
Time: ~ 10 min

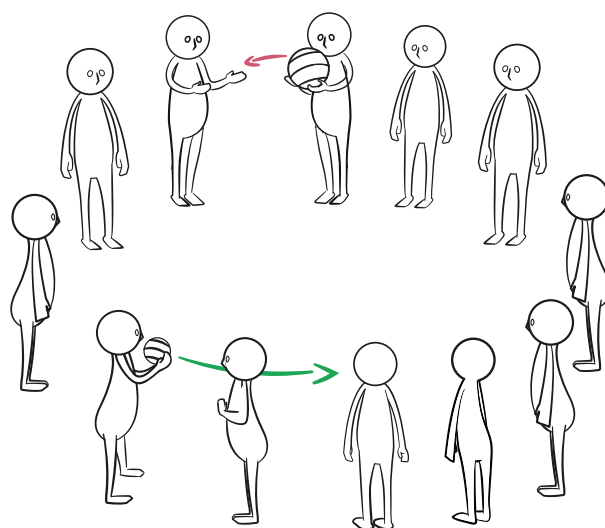
What you need: 1 Small ball, 1 Big ball

How to play

The teacher forms a circle with 15 children (the 'farmers'). He or she then forms a second circle of 15 children (the 'bunnies'), facing the farmers.

The bunnies' ball (a small ball) is started first and is passed from person to person around the circle. When the bunny is about half way around, the farmer's ball (a large ball) starts trying to catch the bunnies' ball. The bunnies' ball always keeps in the same direction, but the farmers' ball can take any direction.

As soon as a farmer can tap the ball of a bunny that is standing face to face with him, the game finishes.



Goal of the game

- To develop ball skills

What to watch for: The teacher should check whether the 'farmers' are able to overtake the 'bunnies'.



Assessment – Track and field: Throwing & coordination

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
Frequency of participation during Physical Education periods.	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 throwing and coordination skills. He can get 10 points for his movement performance in total.

Skill	1	2	3	4	5
1. Try	The learner struggles more than once and loses the control of the ball.	The learner struggles once and has to restart the exercise.	The learner shows good technique and controls the ball effortlessly but hasn't a continuous rhythm and correct footsteps.	The learner shows good technique and controls the ball effortlessly but hasn't either a continuous rhythm or correct footsteps.	The learner shows good technique and controls the ball effortlessly with a cushioning effect in continuing rhythm and correct footsteps.
2. Try	The learner struggles more than once and loses the control of the ball.	The learner struggles once and has to restart the exercise.	The learner shows good technique and controls the ball effortlessly but hasn't a continuous rhythm and correct footsteps.	The learner shows good technique and controls the ball effortlessly but hasn't either a continuous rhythm or correct footsteps.	The learner shows good technique and controls the ball effortlessly with a cushioning effect in continuing rhythm and correct footsteps.

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 – Track and field: Throwing & coordination

Class: _____

Grade: _____

Date: _____

[illegible]



Assessment – Track and field: Throwing & coordination

Class: _____

Grade: _____

Date: _____

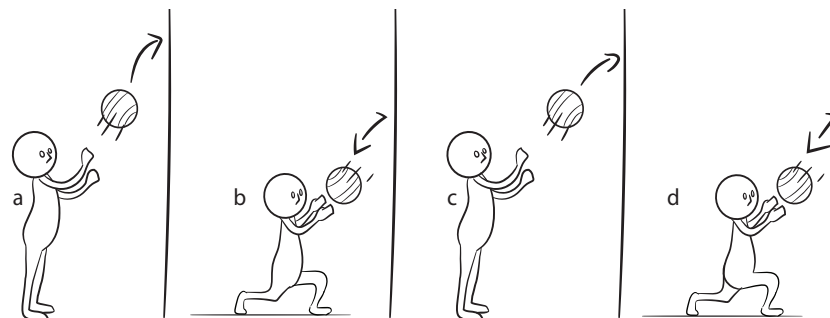
Movement Performance – Throwing & Coordination

Organisation:

The learner passes a netball to a wall in a continuous rhythm. At the same time the learner is doing lunge steps. The learner is asked to do a rhythmic throwing of the ball. While throwing the ball the learners are in a lunge position which they change by every throw. The criteria for a good execution of the exercise are proper steps, 10 x left leg and 10 x right leg forward. Ball must always be caught.

Assessment:

The learners have two trials. The teacher observes the execution and gives points.

[illegible]



Assessment – Track and field: Throwing & coordination

Class: _____

Grade: _____

Date: _____

[illegible]

GOOD LUCK!

