



# KaziBantu



*Healthy Schools for Healthy Communities*

## ***GRADE 7 KAZIKIDZ TEACHING MATERIAL***

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**LESSON PLANS FOR**

***Grade***

**7**



***Health & Hygiene  
and Nutrition***



***Physical  
Education***



***Moving to  
Music***



**KaziKidz**

Teaching Material for Schoolchildren



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## KAZIKIDZ INSTRUCTIONS FOR PHYSICAL EDUCATION CONTENT PILLAR

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

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



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

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

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

## GRADES

## SCHOOL LEVELS



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

# PHYSICAL EDUCATION



**KaziKidz**

Teaching Material for Schoolchildren





# Lesson tracker

Physical Education - Grade 7



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	Team skills/attacking/defending	
		Lesson 2	Team skills/attacking/defending	
		Lesson 3	Team skills/attacking/defending	
		Lesson 4	Team skills/attacking/defending	
		Lesson 5	Team skills/attacking/defending	
		Lesson 6	Team skills/attacking/defending	
		Lesson 7	Team skills/attacking/defending	
		Lesson 8	Free fun lesson	
		Assessment: Soccer: Understanding the game/team skills		
	Term 2: Netball	Lesson 1	Scoring	
		Lesson 2	Scoring	
		Lesson 3	Scoring	
		Lesson 4	Scoring	
		Lesson 5	Scoring	
		Lesson 6	Scoring	
		Lesson 7	Scoring	
		Lesson 8	Free fun lesson	
		Assessment: Netball: Scoring		
	Term 3: Rhythmic movement	Lesson 1	Musicality movement repertoire	
		Lesson 2	Formations and isolations	
		Lesson 3	Formations and shapes	
		Lesson 4	Quality of movement and force	
		Lesson 5	Isolations and movement repertoire	
		Lesson 6	Levels and formations	
		Lesson 7	Variation and movement quality	
		Lesson 8	Cultural dance	
		Assessment: Rhythmic patterns/coordination		
	Term 4: Acrobatics	Lesson 1	Acrobatics	
		Lesson 2	Acrobatics	
		Lesson 3	Acrobatics	
		Lesson 4	Acrobatics	
		Lesson 5	Acrobatics	
		Lesson 6	Examination	
		Lesson 7	Examination	
		Lesson 8	Free fun lesson	
		Assessment: Partner acrobatics		



# Soccer: Team skills/attacking/defending

Physical education: Senior phase

## Equipment

- Balls
- Cones

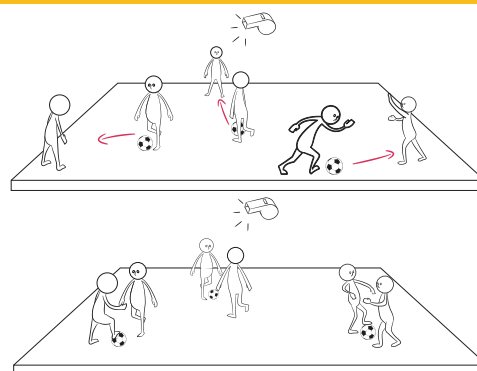
## Defend your treasure

Introduction  
Time: ~ 10 min

**What you need:** Balls.

### How to play

Ask the learners to get into groups of two. Each pair has a ball. On your whistle signal, the learners start to run around the field and pass the ball to each other. When you whistle again, the learner with the ball tries to defend the ball from the “enemy” until your next whistle. Then the learners become team players again and pass the ball to each other. Continue this action 10 times.



### Goal of the game

- Learn to find ways to protect the ball from the “enemy” and learn to switch quickly to a defending situation.

**What to watch for:** Tell the learners that they can use their bodies to protect the ball, especially when they are turning their backs to their opponents.

Divide the class into two groups. One group is doing the exercise “Passes through open goals” with the teacher. The other group is playing “Soccer”. First explain to the learners how to play soccer and help them to form groups. Then let the soccer group play while you work with the other group. After 10 - 15 minutes change the groups.

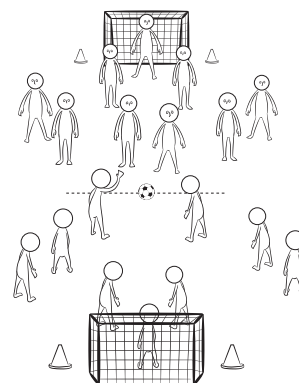
## Soccer

Main part  
Time: ~ 10 min

**What you need:** Balls.

### How to play

Ask the learners to make two teams. Mark out a field. Each team is on one side with a goalkeeper in the goal on the baseline. To win the game, a team needs to score by kicking the ball into the opposing team's goal.



### Goal of the game

- Learn to create opportunities to score.

**What to watch for:** Tell the learners they have to try to use the whole field to play and not just run behind the ball. Try to “make the game wide”.



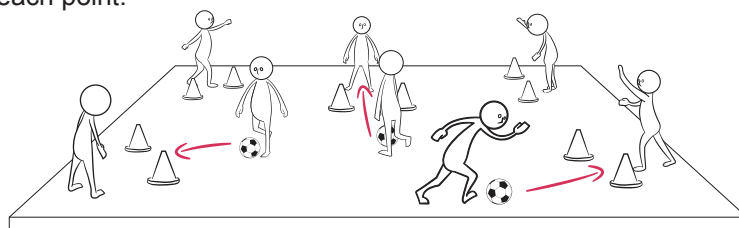
# Passes through open goals

Main part  
Time: ~ 10 min

**What you need:** Ball, cones.

## How to play

Ask the learners to form teams of two and mark out a rectangular field. The teacher randomly places 8 little goals on the field, marked by cones 1.5 meters apart. Every goal is protected by one goalie. The teams now have to try to score as many times as possible through these different goals. Scoring twice through the same goal does not count. They have to target a different goal after each point.



## Goal of the game

- Learn to communicate with partners and collaborate to score as many goals as possible.

**What to watch for:** Tell the learners to look up while they move, so that they don't bump into the other players. This is exactly the same situation as in a real game where you always have opposing players coming towards you.

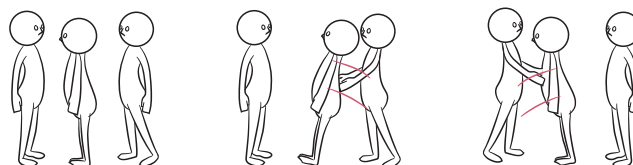
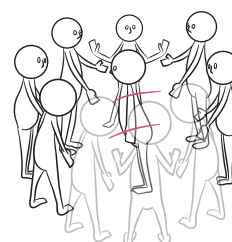
# Roly-poly

Cool down  
Time: ~ 10 min

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

## How to play

Ask the learners to get into groups of 10 learners. The teams make circles and stand close to each other so that there is no gap between them. Now one learner goes into the middle and closes his eyes. The other learners must be prepared to catch the learner in the middle. The learner in the middle, contracts his/her muscles so that he/she is stable, like a plank. He/she then falls backwards and the team mates catch him/her and push him/her forward so that other team mates can catch him/her.



## Goal of the game

- Learn to have trust in each of their team mates.

**What to watch for:** The learners need to change the person in the middle every minute.



# Soccer: Team skills/attacking/defending

Physical education: Senior phase

## Equipment

- Balls
- Cones

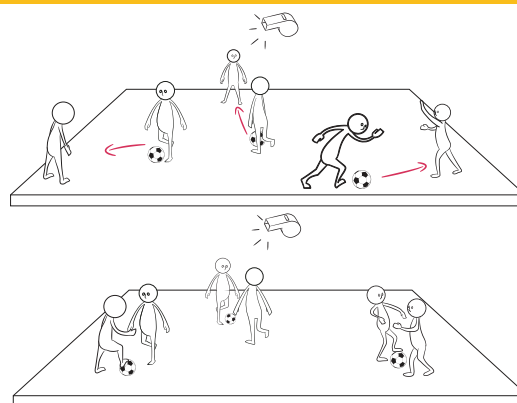
## Defend your treasure

Introduction  
Time: ~ 10 min

**What you need:** Balls.

### How to play

Ask the learners to get into groups of two. Each pair has a ball. On your whistle signal, the learners start to run around the field and pass the ball to each other. When you whistle again, the learner with the ball tries to defend the ball from the “enemy” until your next whistle. Then the learners become team players again and pass the ball to each other. Continue this action 10 times.



### Goal of the game

- Learn to find ways to protect the ball from the “enemy” and learn to switch quickly to a defending situation.

**What to watch for:** Tell the learners that they can use their bodies to protect the ball, especially when they are turning their backs to their opponents.

Divide the class into two groups. One group is doing the exercise “Passes through guarded goals” with the teacher. The other group is playing “Soccer”. First explain to the learners how to play soccer and help them to form groups. Then let the soccer group play while you work with the other group. After 10 - 15 minutes change the groups.

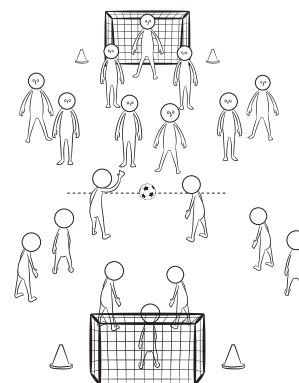
## Soccer

Main part  
Time: ~ 10 min

**What you need:** Balls.

### How to play

Ask the learners to make two teams. Mark out a field. Each team is on one side with a goalkeeper in the goal on the baseline. To win the game, a team needs to score by kicking the ball into the opposing team’s goal.



### Goal of the game

- Learn to create opportunities to score.

**What to watch for:** Tell the learners they have to try to use the whole field to play and not just run behind the ball. Try to “make the game wide”.

# Passes through guarded goals

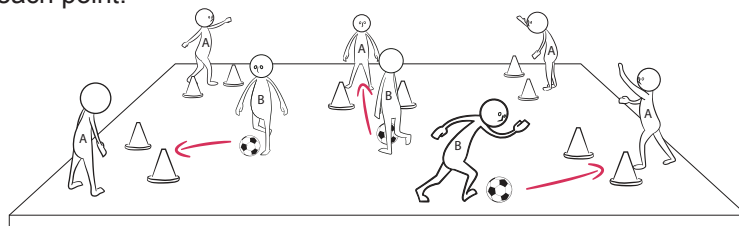
Main part  
Time: ~ 10 min

**What you need:** Ball, cones.

## How to play

Ask the learners to form teams of two and mark out a rectangular field. The teacher randomly places 8 little goals on the field, marked by cones 1.5 meters apart. Every goal is protected by one goalie. The teams now have to try to score as many times as possible through these different goals. Scoring twice through the same goal does not count. They have to target a different goal after each point.

**A GOALIES**  
**B PLAYERS**



## Goal of the game

- Learn to communicate with partners and collaborate to score as many goals as possible.

**What to watch for:** Tell the learners to look up while they move, so that they don't bump into the other players. This is exactly the same situation as in a real game where you always have opposing players coming towards you.

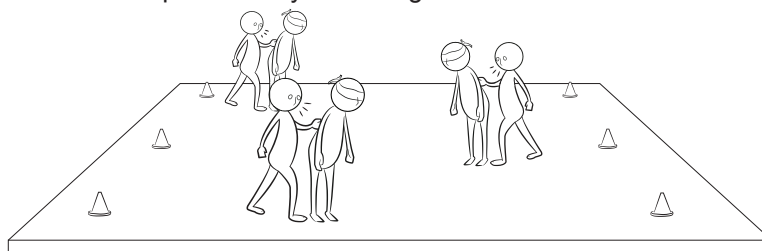
# Blind journey

Cool down  
Time: ~ 10 min

**What you need:** Towels if available.

## How to play

Form teams of two learners. One learner starts by being "blind" and closes his eyes or is blindfolded with a towel/t-shirt. The learner now begins to walk and his partner gives him/her advice on where to move by tapping on his/her shoulder. After a while the partner only "voice signals".



## Goal of the game

- Avoid bumping into each other and build trust in their partners.

**What to watch for:** Tell the learners that nobody should bump into each other. After a while they change roles.



# Soccer: Team skills/attacking/defending

Physical education: Senior phase

## Equipment

- Balls
- Straps

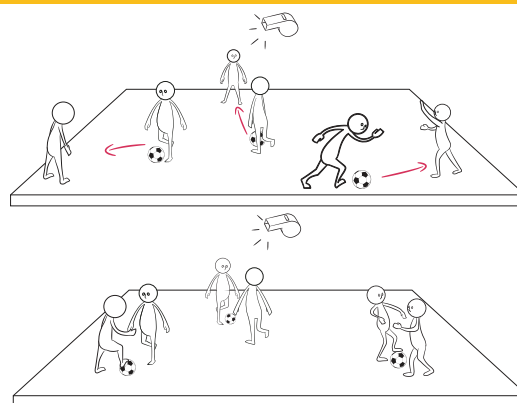
## Defend your treasure

Introduction  
Time: ~ 10 min

**What you need:** Balls.

### How to play

Ask the learners to get into groups of two. Each pair has a ball. On your whistle signal, the learners start to run around the field and pass the ball to each other. When you whistle again, the learner with the ball tries to defend the ball from the “enemy” until your next whistle. Then the learners become team players again and pass the ball to each other. Continue this action 10 times.



### Goal of the game

- Learn to find ways to protect the ball from the “enemy” and learn to switch quickly to a defending situation.

**What to watch for:** Tell the learners that they can use their bodies to protect the ball, especially when they are turning their backs to their opponents.

Divide the class into two groups. One group is doing the exercise “Couple soccer” with the teacher. The other group is playing “Soccer”. First explain to the learners how to play soccer and help them to form groups. Then let the soccer group play while you work with the other group. After 10 - 15 minutes change the groups.

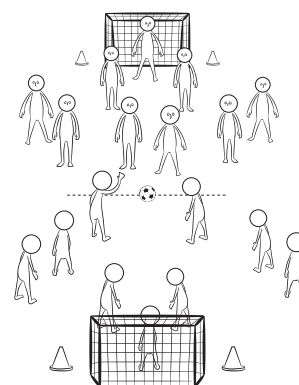
## Soccer

Main part  
Time: ~ 10 min

**What you need:** Balls.

### How to play

Ask the learners to make two teams. Mark out a field. Each team is on one side with a goalkeeper in the goal on the baseline. To win the game, a team needs to score by kicking the ball into the opposing team's goal.



### Goal of the game

- Learn to create opportunities to score.

**What to watch for:** Tell the learners they have to try to use the whole field to play and not just run behind the ball. Try to “make the game wide”.

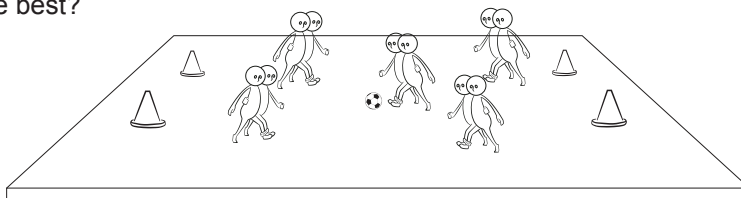
# Couple soccer

Main part  
Time: ~ 10 min

**What you need:** Straps, balls.

## How to play

The learners form 2 teams. In each team the players form couples and use a strap or rope to bind one leg of each couple together. Now let them practise hopping around to find a way to move together. During this time, the teacher marks out a rectangular field with two goals. Let the learners play a soccer match with one ball. Which team can co-operate the best?



## Goal of the game

- Improve co-ordination skills while cooperating with a team partner.

**What to watch for:** Play the game on a grass surface if possible.

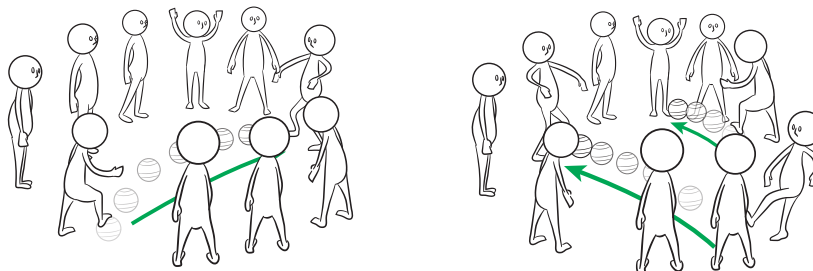
# The ball chain

Cool down  
Time: ~ 10 min

**What you need:** Balls.

## How to play

Divide the learners into groups of 10. Then pass a ball to one of the learners in each group while saying his/her name. The learners continue to pass the ball until everybody has had the ball once. Then they start again while passing the ball in the same order. After some rounds you put a second ball into the game. With this ball, the learners do the same. (Pass the ball until everybody has had each ball once). Now they have to follow two orders. Are they also able to do it with three balls?



## Goal of the game

- Concentrate on passing the ball to the correct person and test memory.

**What to watch for:** If it is too difficult for the learners then take one ball out of the game; if it is too easy, put another ball into play.



# Soccer: Team skills/attacking/defending

Physical education: Senior phase

## Equipment

- Balls
- Colour bands
- Cones

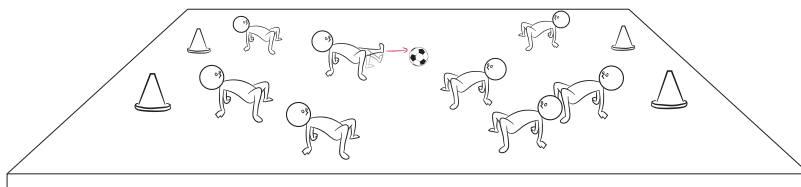
## Crab soccer

Introduction  
Time: ~ 10 min

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

## How to play

Ask the learners to form two teams. These two teams play against each other on one activity area. The learners must go on all fours with their bottoms towards the floor. The learners can move while crawling like a crab. On each side of the field there is a goal. The teams have to try to score by shooting the ball through the opposing team's goal.



## Goal of the game

- Learn to develop strategies in the team on how to score best.

**What to watch for:** If you have a lot of learners use more than one activity area.

Divide the class into two groups. One group is doing the exercise "The crocodile zone" with the teacher. The other group is playing "Soccer". First explain to the learners how to play soccer and help them to form groups. Then let the soccer group play while you work with the other group. After 10 - 15 minutes change the groups.

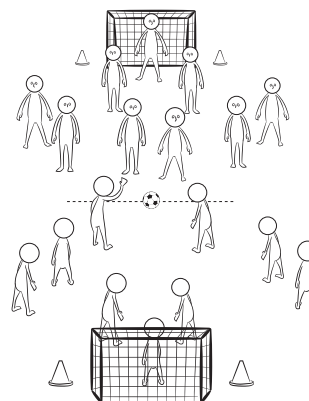
## Soccer

Main part  
Time: ~ 10 min

**What you need:** Balls.

## How to play

Ask the learners to make two teams. Mark out a field. Each team is on one side with one goalkeeper in the goals on the baseline. To win the game a team needs to score by kicking the ball into the opposing team's goals.



## Goal of the game

- The learners learn to create opportunities to score.

**What to watch for:** Tell the learners they have to try to use the whole field to play and not just run behind the ball. Try to "make the game wide".

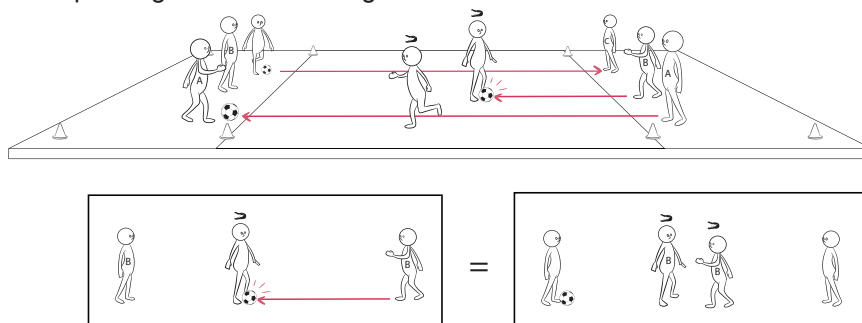
# The crocodile zone

Main part  
Time: ~ 10 min

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

## How to play

Mark out a field as shown on the drawing. Tell the learners to form teams of two and designate one of these teams as the crocodiles. One member of each of the other teams is on one side of the field and the other member is on the other side. Team members attempt to pass a ball to each other, and the crocodiles try to intercept the ball. If a pass is intercepted, both of the passing team members have to go into the middle and join the other crocodiles. Which pair can continue passing their ball the longest?



## Goal of the game

- Co-operation and accuracy.

**What to watch for:** Tell the learners that they are not allowed to make high passes.

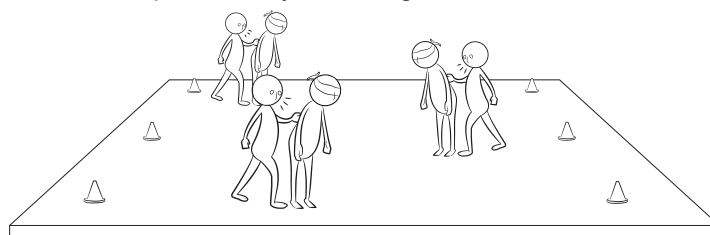
# Blind journey

Cool down  
Time: ~ 10 min

**What you need:** Towels if available.

## How to play

Form teams of two learners. One learner starts by being “blind” and closes his eyes or is blindfolded with a towel/t-shirt. The learner now begins to walk and his partner gives him/her advice on where to move by tapping on his/her shoulder. After a while the partner only “voice signals”.



## Goal of the game

- Avoid bumping into each other and build trust in their partners.

**What to watch for:** Tell the learners that nobody should bump into each other. After a while they change roles.



# Soccer: Team skills/attacking/defending

Physical education: Senior phase

## Equipment

- Balls
- Cones
- Colour bands

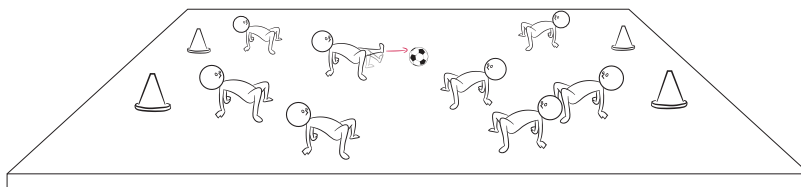
## Crab soccer

Introduction  
Time: ~ 10 min

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

## How to play

Ask the learners to form two teams. These two teams play against each other on one activity area. The learners must go on all fours with their bottoms towards the floor. The learners can move while crawling like a crab. On each side of the field there is a goal. The teams have to try to score by shooting the ball through the opposing team's goal.



## Goal of the game

- Learn to develop strategies in the team on how to score best.

**What to watch for:** If you have a lot of learners use more than one activity area.

Divide the class into two groups. One group is doing the exercise "Robot soccer" with the teacher. The other group is playing "Soccer". First explain to the learners how to play soccer and help them to form groups. Then let the soccer group play while you work with the other group. After 10 - 15 minutes change the groups.

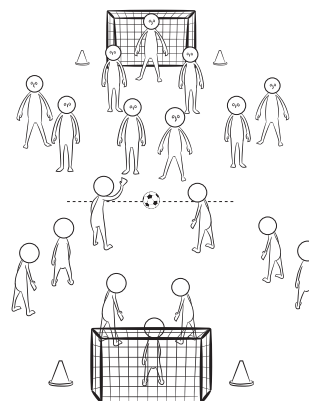
## Soccer

Main part  
Time: ~ 10 min

**What you need:** Balls.

## How to play

Ask the learners to make two teams. Mark out a field. Each team is on one side with one goalkeeper in the goals on the baseline. To win the game a team needs to score by kicking the ball into the opposing team's goals.



## Goal of the game

- The learners learn to create opportunities to score.

**What to watch for:** Tell the learners they have to try to use the whole field to play and not just run behind the ball. Try to "make the game wide".



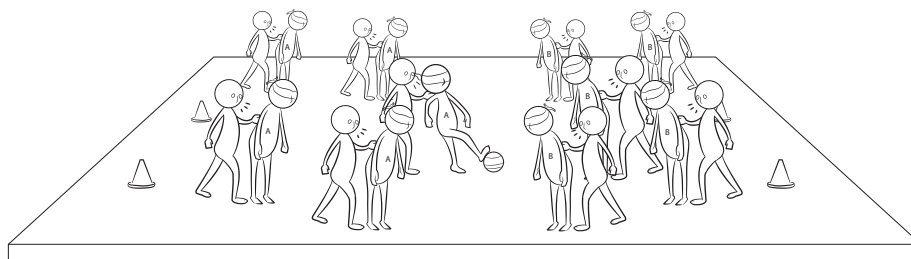
# Robot soccer

Main part  
Time: ~ 10 min

**What you need:** Ball, colour bands, blindfolds.

## How to play

Ask the learners to form two teams. In these teams, the players form groups of 2. One of the players will be blindfolded. Mark out a field with two goals. The blindfolded learners now have to try to score a goal but they are only guided by their team partners who are behind them and are guiding them with verbal instructions.



## Goal of the game

- Learn to have trust in their team mates.

**What to watch for:** Tell the learners that good communication is crucial to fulfill this task. Rather go a little bit slower in the beginning than crash and lose all confidence.

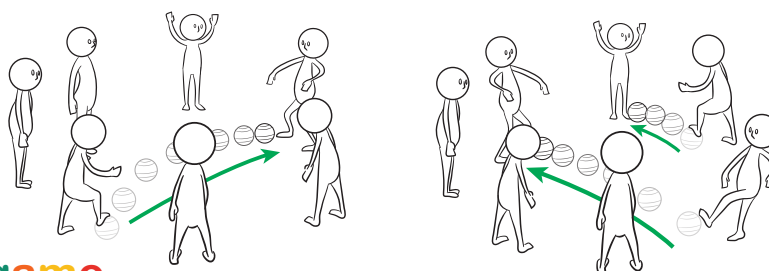
# The ball chain

Cool down  
Time: ~ 10 min

**What you need:** Balls.

## How to play

Divide the learners into groups of 10. Then pass a ball to one of the learners in each group while saying his/her name. The learners continue to pass the ball until everybody has had the ball once. Then they start again while passing the ball in the same order. After some rounds you put a second ball into the game. With this ball, the learners do the same. (Pass the ball until everybody has had each ball once). Now they have to follow two orders. Are they also able to do it with three balls?



## Goal of the game

- Concentrate on passing the ball to the correct person and test memory.

**What to watch for:** If it is too difficult for the learners then take one ball out of the game; if it is too easy, put another ball into play.



# Soccer: Team skills/attacking/defending

Physical education: Senior phase

## Equipment

- Balls
- Colour bands

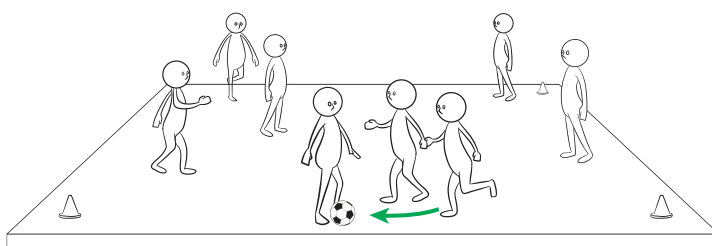
## Escape the monster chain

Introduction  
Time: ~ 10 min

**What you need:** Balls.

### How to play

The teacher chooses two learners who hold hands and are the beginning of “the monster chain”. The other learners dribble a ball around a marked field. On the signal of the teacher, the two monsters try to catch the soccer player who is in possession of the ball. If a player is caught, he/she kicks the ball away and joins “the monster chain” as well. Who will be the last soccer player?



### Goal of the game

- Learn to develop strategies in the team on how to score best.

**What to watch for:** The marked field should be big enough, so that there is enough space for the players with the ball to move.

Divide the class in two groups. One half plays soccer while you observe and examine them. The other half is playing soccer without observation. First explain to the learners how they have to play soccer and help them to form groups, then let one group play while you work with the other group. After 10 - 15 minutes change the groups.

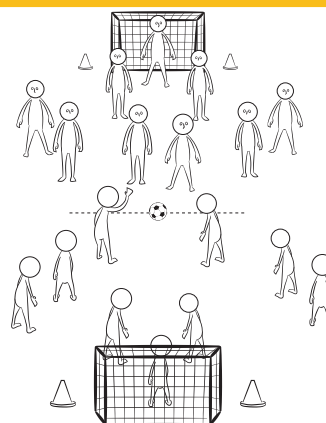
## Soccer

Main part  
Time: ~ 20 min

**What you need:** Balls.

### How to play

Ask the learners to make two teams. Mark out a field. Each team is on one side with one goalkeeper in the goal on the baseline. To win the game, a team needs to score by kicking the ball into the opposing team's goal.



### Goal of the game

- The learners learn to create opportunities to score.

**What to watch for:** Tell the learners they have to try to use the whole field to play and not just run behind the ball. Try to “make the game wide”.

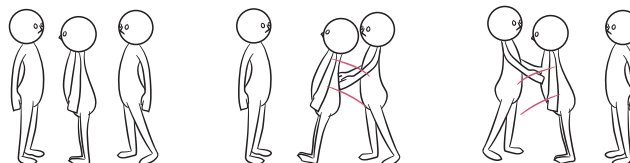
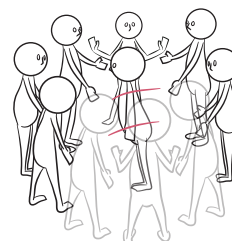
# Roly-poly

Cool down  
Time: ~ 10 min

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

## How to play

Ask the learners to get into groups of 10 learners. The teams make circles and stand close to each other so that there is no gap between them. Now one learner goes into the middle and closes his eyes. The other learners must be prepared to catch the learner in the middle. The learner in the middle, contracts his/her muscles so that he/she is stable, like a plank. He/she then falls backwards and the team mates catch him/her and push him/her forward so that other team mates can catch him/her.



## Goal of the game

- Learn to have trust in each of their team mates.

**What to watch for:** The learners need to change the person in the middle every minute.



# Soccer: Team skills/attacking/defending

Physical education: Senior phase

## Equipment

- Balls
- Colour bands

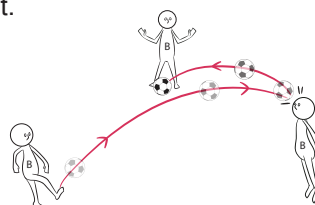
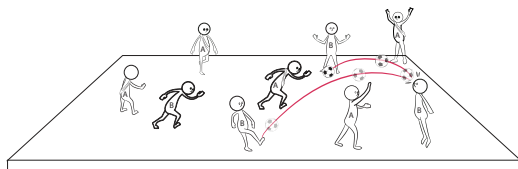
## Clever heads

Introduction  
Time: ~ 10 min

**What you need:** Ball

## How to play

Ask the learners to make two teams. One team starts with the ball and tries to make 10 passes without letting the other team intercept the ball. The last pass has to be a pass which a team mate can pass back (or to another team mate) with his head. If a team can achieve this, they get 1 point.



## Goal of the game

- Learn to run into a free space and to make passes with their heads.

**What to watch for:** Tell the learners that if somebody tries to pass the ball with his head, the opponents are not allowed to attack/touch that player.

Divide the class in two groups. One half plays soccer while you observe and examine them. The other half is playing soccer without observation. First explain to the learners how they have to play soccer and help them to form groups, then let one group play while you work with the other group. After 10 - 15 minutes change the groups.

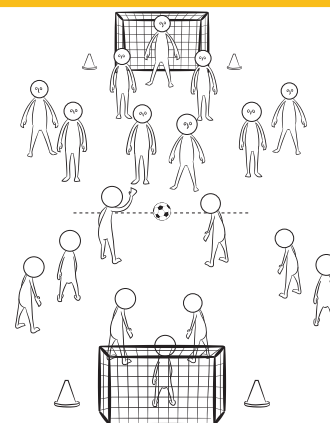
## Soccer

Main part  
Time: ~ 20 min

**What you need:** Balls, cone and/or goal

## How to play

Ask the learners to make two teams. Mark out a field. Each team is on one side with a goalkeeper in the goal on the baseline. To win the game, a team needs to score by kicking the ball into the opposing team's goal.



## Goal of the game

- The learners learn to create opportunities to score.

**What to watch for:** Tell the learners they have to try to use the whole field to play and not just run behind the ball. Try to "make the game wide".

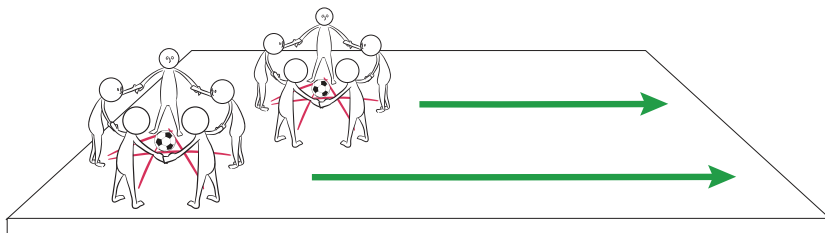
# Team relay

Cool down  
Time: ~ 10 min

**What you need:** Balls

## How to play

Ask the learners to get into teams of 5. The starting line is at the one end of the marked field and the finish line is on the other end. Each team makes a circle by holding hands with one another. In the middle of each circle there is a ball. Each team now has to try to get as quickly as possible to the other side of the field while passing the ball to each other. They have to do at least 15 passes before reaching the finish line. The learners must count out the passes aloud.



## Goal of the game

- Work together as a team to win this relay.

**What to watch for:** The circle has to stay closed at all times.



# Soccer: Free fun lesson

Physical education: Senior phase

## Equipment

- About 10 balls

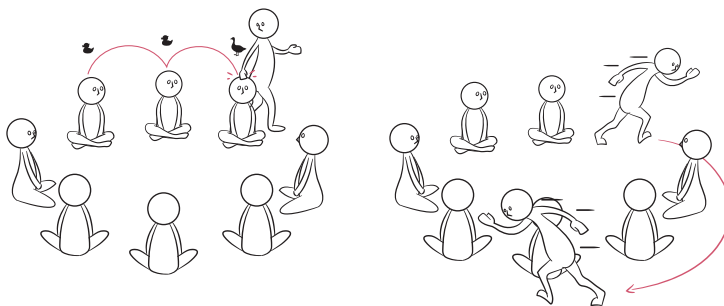
## Duck duck goose

Introduction  
Time: ~ 10 min

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

### How to play

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



### Goal of the game

- Improvement of reaction, co-ordination and speed.

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

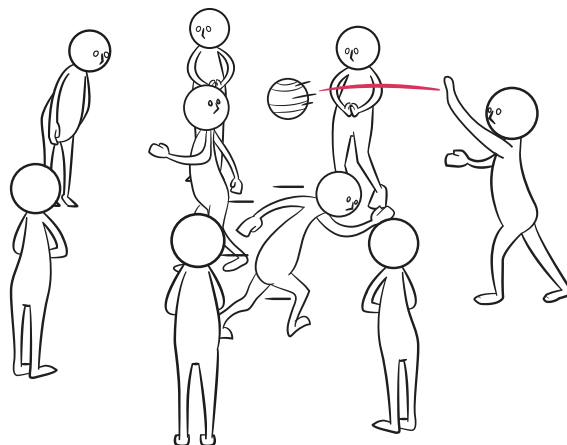
## Circle dodge-ball

Main part  
Time: ~ 10 min

**What you need:** 6-10 balls.

### How to play

Form two teams (if you have a large group then form more than two teams). One team stands in the middle of a circle which is formed by the other team. The players on the outside now try to hit the learners in the middle of the circle with a ball. If the ball strikes a learner below the waist he is considered as having been hit. The learner who has been hit joins the players forming the circle. The last player in the middle is the winner.



### Goal of the game

- Learn to throw a ball and at the same time to avoid being hit.

**What to watch for:** The learners have to hit their targets below the waist with the ball.

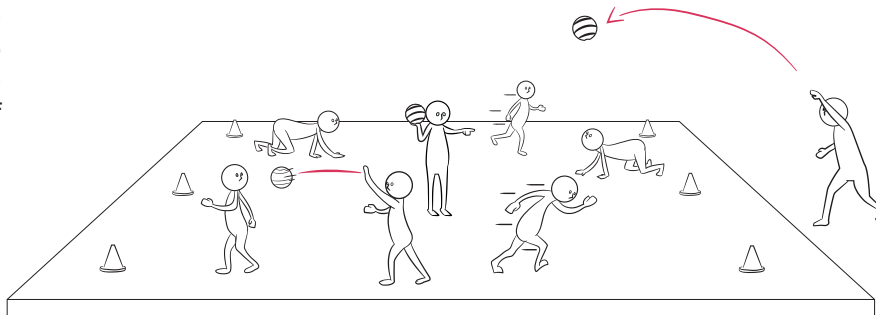
# Zombie ball

Main part  
Time: ~ 10 min

**What you need:** 4 – 7 balls depending on the group size - the more balls you put into play, the more interesting the game; cones to mark the area.

## How to play

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



## Goal of the game

- Reaction drills, avoid the ball.

**What to watch for:** “Villagers” have to watch out for the magic balls, they transform you into “zombies”. Also watch out for the zombies on the floor - they can also transform you.

# Stretches

Cool down  
Time: ~ 10 min

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

## How to stretch

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

1.



2.



3.



4.



## Goal of the stretch

- Cool down your body. Nice, deep stretches.

**What to watch for:** Every stretch should be held for 3 to 5 breaths. Stretches should be repeated three times.



# Assessment – Soccer: Understanding of the game/Teamskills

## Frequency of participation:

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

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

## Movement performance:

The learner will be observed from the teacher for his game understanding and his teamskills. He can get 10 points for his movement performance in total.

Skill points	1	2	3	4	5
Team skills	The learner isn't motivated at all and stands out with a negative and unfair behavior towards his team mates and opponents.	The learner is sometimes motivated but isn't able to play fair and like more to play alone than with the others	The learner is always motivated but can't integrate himself into a team.	The learner is always motivated and looks for a good team atmosphere but isn't always fair to his opponents.	The learner shows great motivation, plays fair and looks for a good team atmosphere.
Game understanding	The learner is lost on the playground and isn't part of the game.	The learner tries to be part of the game but is just running behind the ball without creating space.	The learner is a part of the game, understands to create space and can sometimes create scoring opportunities.	The learner can read the game and stands mostly in a good place. The learner creates opportunities for other team players and himself.	The learner can read the game and always stands in a good place. The learner creates opportunities for other team players and himself.

## 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: Understanding of the game/Teamskills

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

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

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

[illegible]



# Assessment – Soccer: Understanding of the game/Teamskills

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

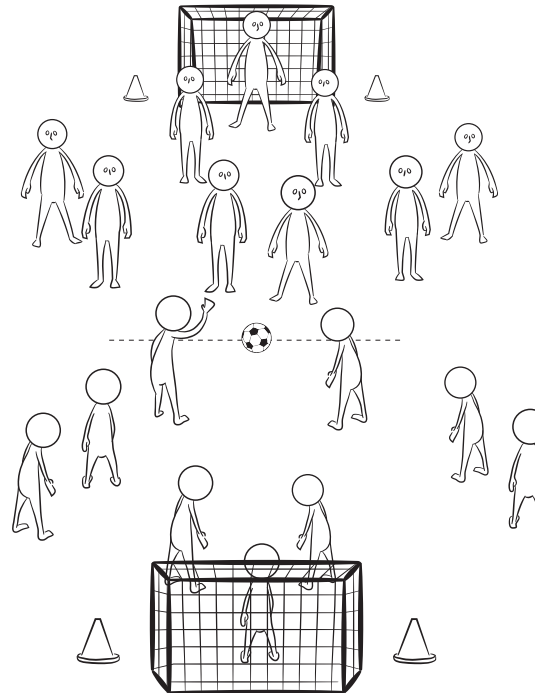
Grade: \_\_\_\_\_

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

## Movement Performance – Understanding of the game / Teamskills

### Organisation:

The learners are playing a soccer game. The teacher is observing the learners and how they play. There are two criteria for which the learners can get points. One criteria is the motivation, their team spirit and sportsmanship during the game and the other one how they move on the playing field.





## Assessment – Soccer: Understanding of the game/Teamskills

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

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

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

Name	1	2	3	4	5
	C -----				
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# Netball: Scoring

Physical education: Senior phase

## Equipment

- Tennis balls
- 4-5 netballs

## The plank tag

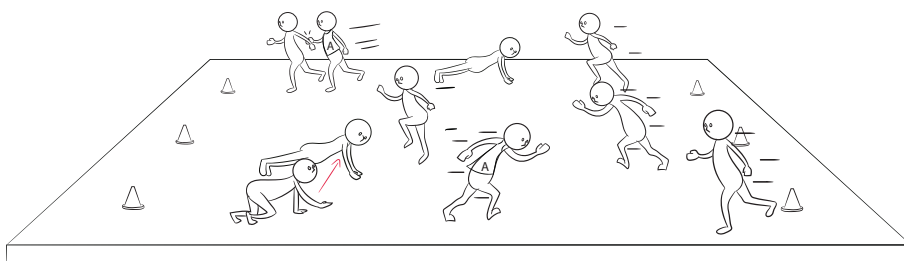
Introduction  
Time: ~ 10 min

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

### How to play

The teacher chooses one or two “catchers”, who must catch the other learners in an activity area. If a learner is caught, he/she has to get into a high plank position. The other learners who have not yet been caught can free the learner in who is in the high plank position by crawling underneath the learner.

A: CATCHERS



### Goal of the game

- Stimulate the cardiovascular system and improve muscle endurance.

**What to watch for:** The learners who are caught must get into a “down facing dog” position until they are “freed”.

The two main part exercises can be done simultaneously so that every learner is occupied.

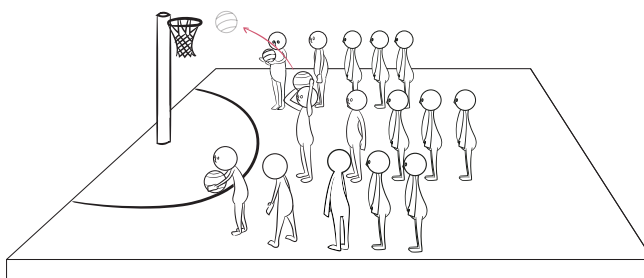
## Shooting drill

Main part  
Time: ~ 10 min

**What you need:** 4-5 netballs.

### How to play

The teacher divides the learners into groups of 5. They stand one behind the other around the semi-circle in front of the netball hoop. Each group has a ball. The first learner in the line starts and stands as close to the hoop as necessary and tries to throw the ball into the hoop. Then he/she takes the ball, passes it to the next learner in the line and then moves to the back of the line. In the meantime, the first learner from the next group goes to the hoop and tries to score.



### Goal of the game

- Practise scoring goals.

**What to watch for:** The learners should have a good “balance position” with equal weight on both feet, and hips facing the front. The learners should focus on a point above the hoop to give height to their shot.

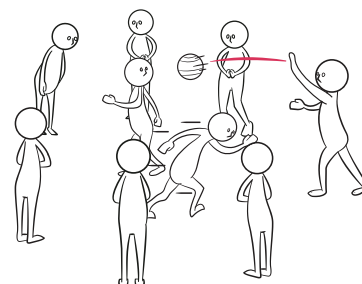
# Circle dodge-ball

Main part  
Time: ~ 10 min

**What you need:** Balls

## How to play

Divide the class into 5 groups. One team stands in the centre of a circle formed by the rest of the players. It is advisable to have more than one circle if a large group is involved. The learners on the outside try to hit the others in the centre by throwing a ball at them. When a learner has been hit, he/she joins the learners forming the circle. The last learner in the centre is the winner. Play the game multiple times.



Level 2: One team keeps staying in the centre for one minute. The other team try to hit the team in the centre with the balls, as many times as possible. After one minute, they count how many times everybody got hit. The team with the least number of strikes against them will be the winners.

## Goal of the game

- Learn to use a shoulder pass in order to hit a defined target.

**What to watch for:** The learners are only allowed to use the over arm throw. A player is only considered to have been hit if the ball strikes him/her below the waist.

# Stretching train

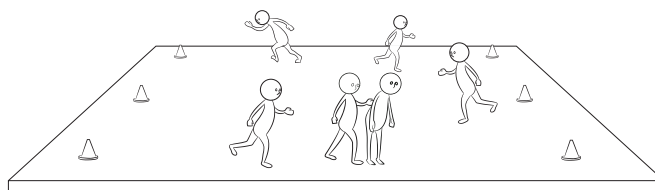
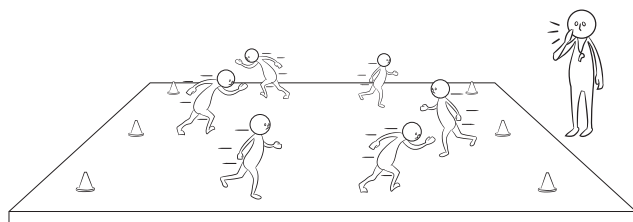
Cool down  
Time: ~ 10 min

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

## How to play

Choose one learner to be the “locomotive”. The teacher asks the learners to run around the activity area, and then suddenly shouts “freeze”. The locomotive must go around and collect all the learners as if they were a train. (They do this while walking.) When the learners have all been collected, they must make a circle and start with the stretching.

- Calf and hip stretch.** Take a giant step forward with your left foot. Bend your left knee (but don't push it beyond your foot); keep your right heel on the ground and your right leg straight behind you. Keep your abdominal muscles gently contracted so there is no excess arch in your back. You should feel the stretch in both your right calf and hip. Hold for several deep breaths. Then switch legs and repeat.
- Back and hamstring stretch.** Stand with your feet together and your knees slightly bent. Lean forward from the waist and let your arms and head hang loosely toward the ground. Don't necessarily try to touch your toes – just let your body hang under its own weight and ease into the stretch with each deep exhale. Slowly stand up (to avoid lightheadedness) and repeat.
- Shin and thigh stretch.** In a standing position, grasp your right toes with your right hand, and gently pull your foot up behind you, keeping your right knee pointed toward the ground. Your heel doesn't have to reach your buttocks – just pull to the point of feeling a gentle stretch in the front of the thigh, hip, and shin. Hold for several deep breaths. Then switch legs and repeat.



## Goal of the game

- Learn how to stretch certain muscles properly.

**What to watch for:** The learners should do these stretches slowly – never to the point of discomfort. They should hold each stretch for six to eight slow, deep breaths. Imagine releasing muscle tension each time you exhale. They should begin each stretch standing up.



# Netball: Scoring

Physical education: Senior phase

## Equipment

- Tennis balls
- 4-5 netballs

## The plank tag

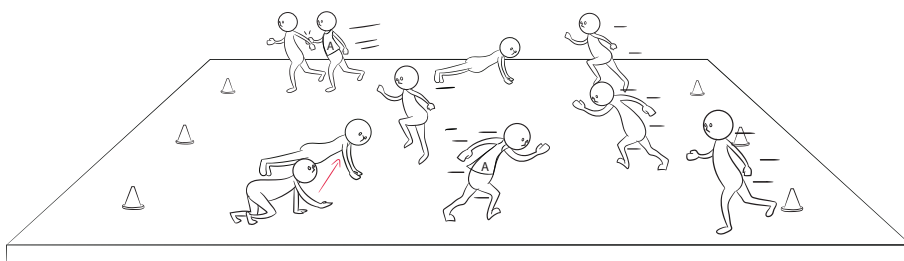
Introduction  
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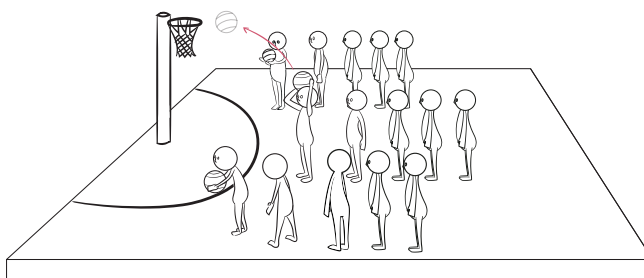
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Main part  
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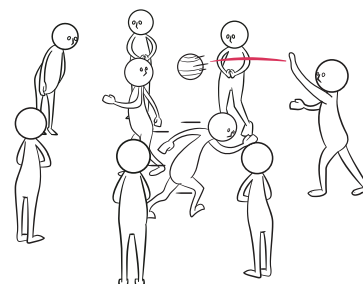
# Circle dodge-ball

Main part  
Time: ~ 10 min

**What you need:** Balls

## How to play

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**What to watch for:** The learners are only allowed to use the over arm throw. A player is only considered to have been hit if the ball strikes him/her below the waist.

# Stretching train

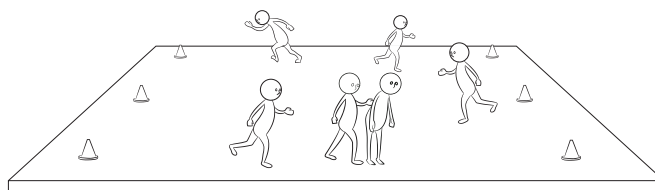
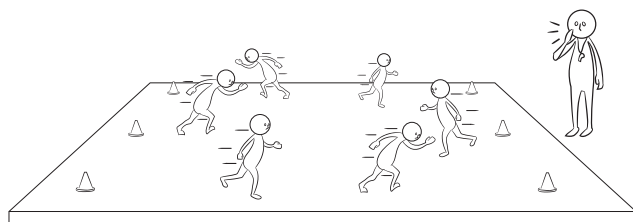
Cool down  
Time: ~ 10 min

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

## How to play

Choose one learner to be the “locomotive”. The teacher asks the learners to run around the activity area, and then suddenly shouts “freeze”. The locomotive must go around and collect all the learners as if they were a train. (They do this while walking.) When the learners have all been collected, they must make a circle and start with the stretching.

- Calf and hip stretch.** Take a giant step forward with your left foot. Bend your left knee (but don't push it beyond your foot); keep your right heel on the ground and your right leg straight behind you. Keep your abdominal muscles gently contracted so there is no excess arch in your back. You should feel the stretch in both your right calf and hip. Hold for several deep breaths. Then switch legs and repeat.
- Back and hamstring stretch.** Stand with your feet together and your knees slightly bent. Lean forward from the waist and let your arms and head hang loosely toward the ground. Don't necessarily try to touch your toes – just let your body hang under its own weight and ease into the stretch with each deep exhale. Slowly stand up (to avoid lightheadedness) and repeat.
- Shin and thigh stretch.** In a standing position, grasp your right toes with your right hand, and gently pull your foot up behind you, keeping your right knee pointed toward the ground. Your heel doesn't have to reach your buttocks – just pull to the point of feeling a gentle stretch in the front of the thigh, hip, and shin. Hold for several deep breaths. Then switch legs and repeat.



## Goal of the game

- Learn how to stretch certain muscles properly.

**What to watch for:** The learners should do these stretches slowly – never to the point of discomfort. They should hold each stretch for six to eight slow, deep breaths. Imagine releasing muscle tension each time you exhale. They should begin each stretch standing up.



# Netball: Scoring

Physical education: Senior phase

## Equipment

- Balls
- Colour bands

## Help jumping jack

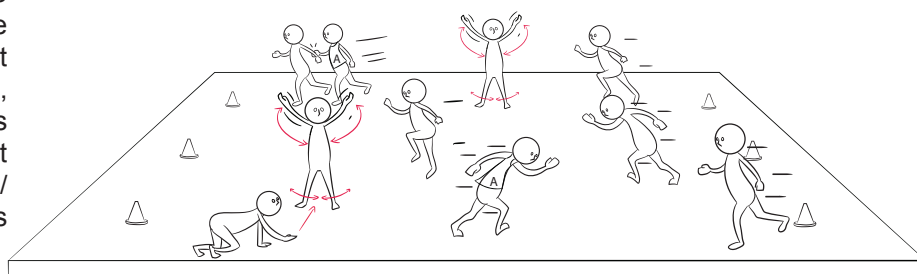
Introduction  
Time: ~ 10 min

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

## How to play

The teacher chooses one or two “catchers” who have to catch the other learners in a marked out activity area. If a learner is caught, he/she has to do jumping jacks until another learner who has not yet been caught can “free” him/her by crawling through the legs of the “jumping jack”.

A: CATCHERS



## Goal of the game

- The cardiovascular system is stimulated and muscle endurance is improved.

**What to watch for:** The learners who are caught are allowed to do “down facing dog” when another player is coming to “free” them.

The two main part exercises can be done simultaneously so that every learner is occupied.

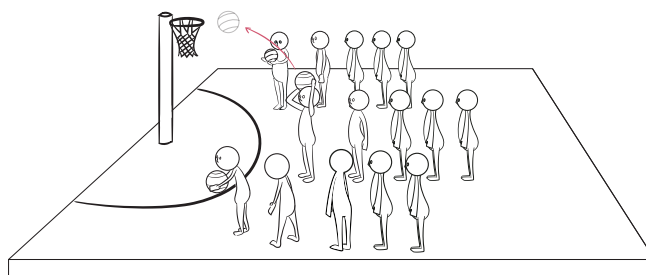
## Shooting drill

Main part  
Time: ~ 10 min

**What you need:** 4-5 netballs.

## How to play

The teacher divides the learners into groups of 5. They stand one behind the other around the semi-circle in front of the netball hoop. Each group has a ball. The first learner in the line starts and stands as close to the hoop as necessary and tries to throw the ball into the hoop. Then he/she takes the ball, passes it to the next learner in the line and then moves to the back of the line. In the meantime, the first learner from the next group goes to the hoop and tries to score.



## Goal of the game

- Practise scoring goals.

**What to watch for:** The learners should have a good “balance position” with equal weight on both feet, and hips facing the front. The learners should focus on a point above the hoop to give height to their shot.



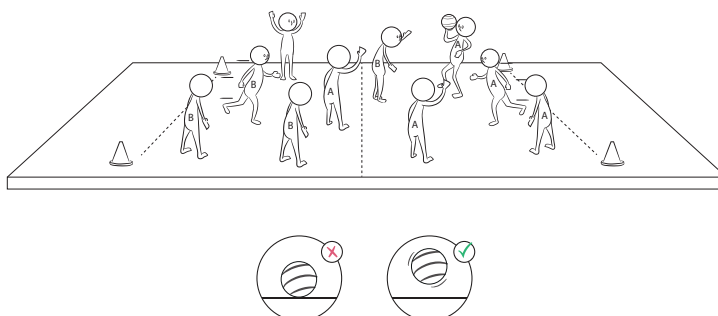
# Speed ball

Main part  
Time: ~ 10 min

**What you need:** Ball.

## How to play

The teacher divides the learners into 2 groups of 10. The teacher marks out an activity area which is half the size of a netball field. Players from one team throw the ball to each other. The opposing team tries to intercept and gain possession of the ball. The ball is not allowed to touch the ground. If the ball touches the ground it has to be picked up by the opposing team and thrown into play again. A goal is scored when a learner catches the ball while standing in the opponents' goal area.



## Goal of the game

- Learn to pass the ball in a real game situation.

**What to watch for:** If the ball touches the ground, the opposing team puts the ball back in play.

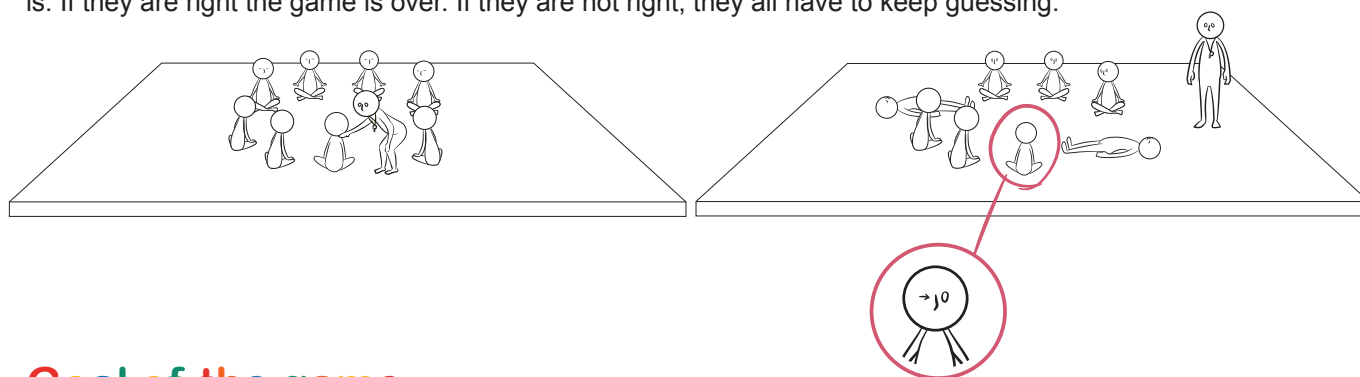
# Silent sandman

Cool down  
Time: ~ 10 min

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

## How to play

Ask the learners to form a large circle. They should sit down facing inward and close their eyes. The teacher walks around the circle and taps one learner on the shoulder to be the "sandman". The learners then open their eyes on instruction from the teacher. The role of the "sandman" is to wink at other learners secretly. If they get winked at, they must fall asleep and lie down. The remaining learners then may guess as to who the "sandman" is. If they are right the game is over. If they are not right, they all have to keep guessing.



## Goal of the game

- Learn to discuss and collaborate together.

**What to watch for:** If you have a large group make two circles and designate another "leader" to be in the second circle and to observe the game. Make sure the learners have their eyes closed in the beginning.



# Netball: Scoring

Physical education: Senior phase

## Equipment

- Balls
- Colour bands

## Help jumping jack

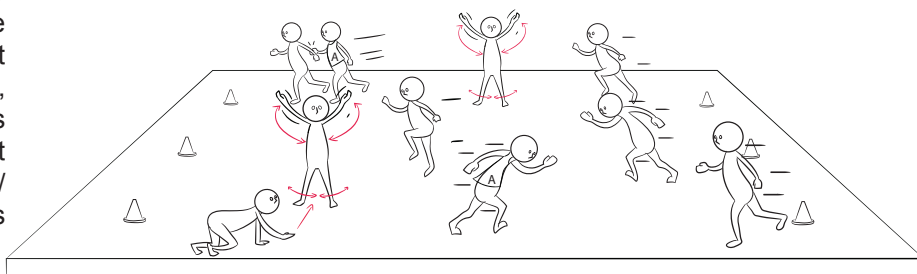
Introduction  
Time: ~ 10 min

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

## How to play

The teacher chooses one or two “catchers” who have to catch the other learners in a marked out activity area. If a learner is caught, he/she has to do jumping jacks until another learner who has not yet been caught can “free” him/her by crawling through the legs of the “jumping jack”.

A: CATCHERS



## Goal of the game

- The cardiovascular system is stimulated and muscle endurance is improved.

**What to watch for:** The learners who are caught are allowed to do “down facing dog” when another player is coming to “free” them.

The two main part exercises can be done simultaneously so that every learner is occupied.

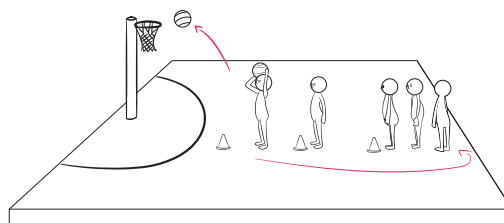
## Scoring drill

Main part  
Time: ~ 10 min

**What you need:** Balls.

## How to play

The teacher divides the learners into 2 groups of 10. The two groups split up and go to the netball hoops. Each group has a ball. Mark out the distance of 2 m, 3 m, 4 m from the hoop with cones. The learners stand 3 m behind the last cone and try to throw the ball into the hoop. Each learner chooses their distance and tries to score. They then pick up the ball and move to the back of the line, where they will wait for their next turn.



## Goal of the game

- Practise scoring goals.

**What to watch for:** Tell the learners that this exercise will be the assessment exercise. The aim is to score as many points as possible. During the assessment, a learner has 5 shots and can choose from which distance he/she would like to shoot. They have to shoot in front of the hoop from a distance of 2 m, 3 m or 4 m. If they shoot from the 2 m position they get 2 points, if they shoot from the 3 m position they get 3 points and if they shoot from the 4 m position they get 4 points.

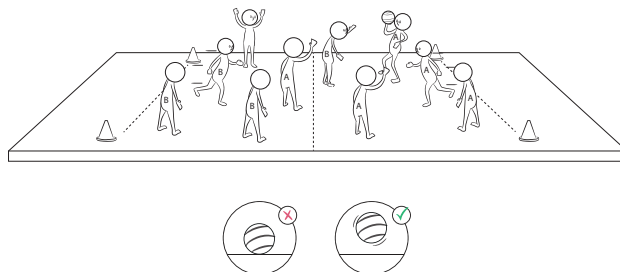
# Speed ball

Main part  
Time: ~ 10 min

**What you need:** Ball.

## How to play

The teacher divides the learners into 2 groups. The teacher marks out an activity area about a third of the size of a netball field. Players from one team throw the ball to each other. The opposing team tries to intercept and gain possession of the ball. The ball is not allowed to touch the ground. If the ball touches the ground it has to be kicked by the opposing team and becomes airborne and can be caught and thrown into play again. A goal is scored when a learner catches the ball while standing in the opponents' goal area.



## Goal of the game

- Learn to pass the ball in a real game situation.

**What to watch for:** If the ball touches the ground, the opposing team puts the ball back in play.

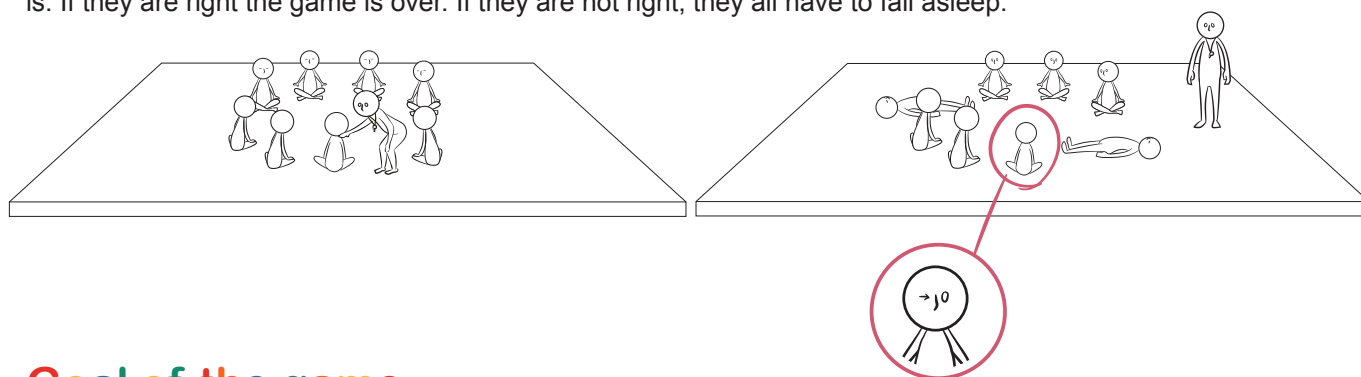
# Silent sandman

Cool down  
Time: ~ 10 min

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

## How to play

Ask the learners to form a large circle, sitting down, facing inward. The learners close their eyes. The teacher walks around the circle and taps one learner on the shoulder to be the "sandman". The learners then open their eyes on instruction from the teacher. The role of the "sandman" is to wink at other learners secretly. If they get winked at, they must fall asleep and lie down. The remaining learners then may guess as to who the "sandman" is. If they are right the game is over. If they are not right, they all have to fall asleep.



## Goal of the game

- Learn to discuss and collaborate together.

**What to watch for:** If you have a large group make two circles and designate another game leader besides you to be in the second circle and to observe the game. Make sure the learners have their eyes closed in the beginning.



# Netball: Scoring

Physical education: Senior phase

## Equipment

- Balls
- Colour bands
- Cones

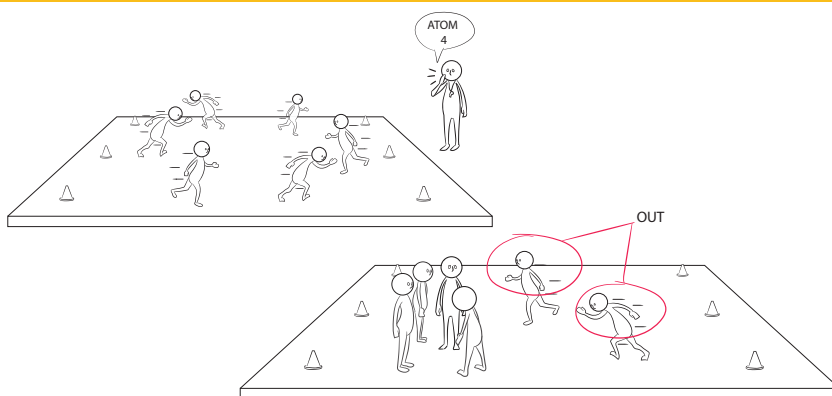
## The atom game

Introduction  
Time: ~ 10 min

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

### How to play

The teacher marks out an activity area. The learners run freely around the area in different directions. The teacher calls out “atom” and a number. The learners have to get into groups of that particular number. For example, the teacher calls “atom 6” and learners get into groups of 6. Those left out of a group for more than two counts are out.



### Goal of the game

- Stimulate the cardiovascular system and learn to collaborate.

**What to watch for:** Tell the learners that they have to count how many times they were left out of a group. If they were left out more than twice, then they are out and have to be honest and go to the side of the playing area.

The two main part exercises can be done simultaneously so that every learner is occupied.

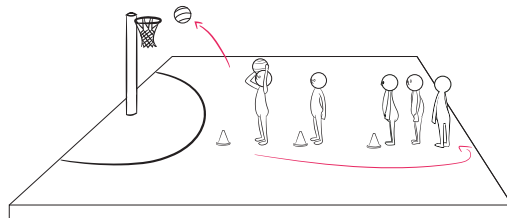
## Scoring drill

Main part  
Time: ~ 10 min

**What you need:** 2 netballs.

### How to play

The teacher divides the learners into 2 groups of about 10 learners. The two groups split up and each go to one netball hoop. Each group has a ball. Mark out the distance of 2 m, 3 m, 4 m from the hoop with cones. The learners that are waiting for their turn stand 3 m behind the last cone and try to throw the ball into the hoop. Each learner chooses their distance and tries to score. They then pick up the ball and move to the back of the line, where they will wait for their next turn.



### Goal of the game

- Learn to throw a ball properly.

**What to watch for:** Tell the learners that this exercise will be the assessment exercise. The aim is to score as many points as possible. During the assessment, a learner has 5 shots and can choose from which distance he/she would like to shoot. They have to shoot in front of the hoop from a distance of 2 m, 3 m or 4 m. If they shoot from the 2 m position they get 2 points, if they shoot from the 3 m position they get 3 points and if they shoot from the 4 m position they get 4 points.

# Passing heroes

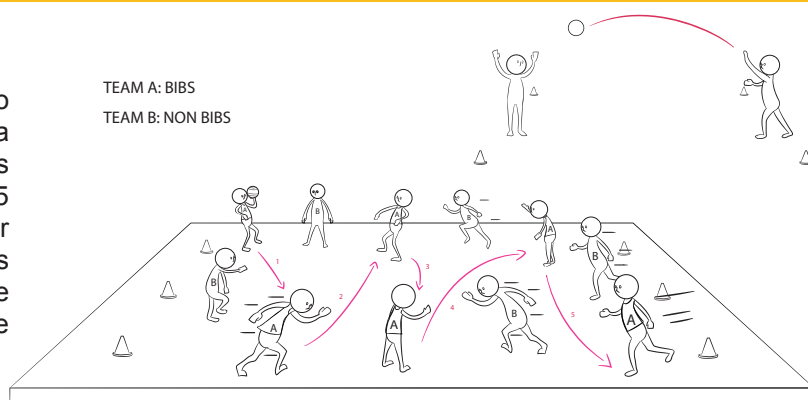
Main part  
Time: ~ 10 min

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

## How to play

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

TEAM A: BIBS  
TEAM B: NON BIBS



## Goal of the game

- Practise throwing and catching a ball and learn to find free spaces

**What to watch for:** Tell the learners they should always search for a free space to receive the ball. It is also easier for the passer to find a team mate to whom he/she can throw the ball.

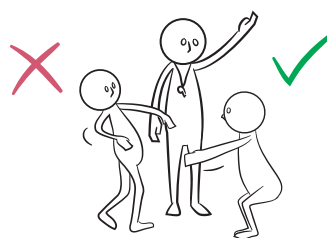
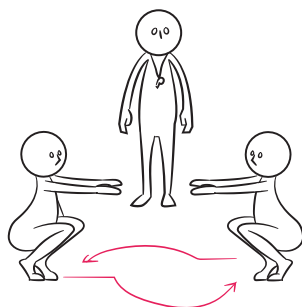
# Duck fighting

Cool down  
Time: ~ 10 min

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

## How to play

Ask the learners to get into groups of two. The learners face each other in a squat position. With straight arms they attempt to push each other over.



## Goal of the game

- Improve balance skills and core muscles.

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



# Netball: Scoring

Physical education: Senior phase

## Equipment

- Balls
- Colour bands
- Cones

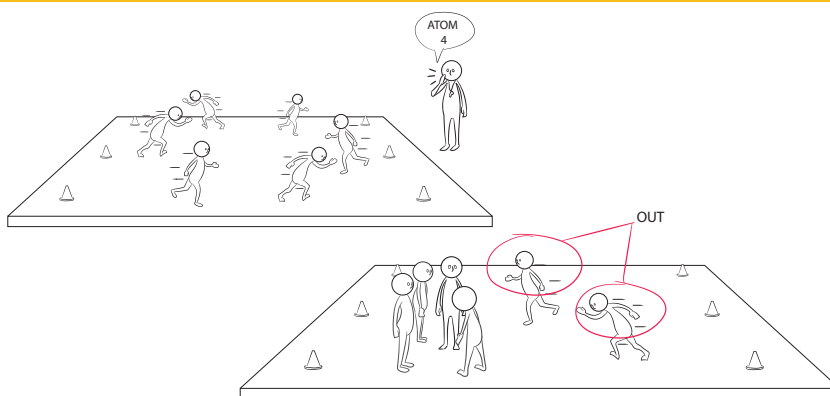
## The atom game

Introduction  
Time: ~ 10 min

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

### How to play

The teacher marks out an activity area. The learners run freely around the area in different directions. The teacher calls out “atom” and a number. The learners have to get into groups of that particular number. For example, the teacher calls “atom 6” and learners get into groups of 6. Those left out of a group for more than two counts are out.



### Goal of the game

- Stimulate the cardiovascular system and learn to collaborate.

**What to watch for:** Tell the learners that they have to count how many times they were left out of a group. If they were left out more than twice, then they are out and have to be honest and go to the side of the playing area.

The two main part exercises can be done simultaneously so that every learner is occupied.

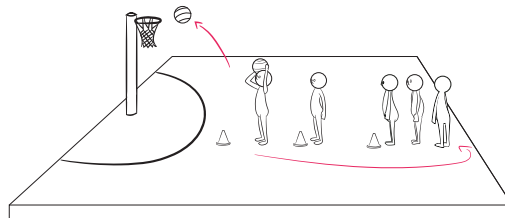
## Assessment - Scoring

Exam  
Time: ~ 10 min

**What you need:** Balls.

### How to play

The teacher divides the learners into 2 groups of about 10 learners. The two groups split up and each go to one netball hoop. Each group has a ball. Mark out the distance of 2 m, 3 m, 4 m from the hoop with cones. The learners that are waiting for their turn stand 3 m behind the last cone and try to throw the ball into the hoop. Each learner chooses their distance and tries to score. They then pick up the ball and move to the back of the line, where they will wait for their next turn.



### Goal of the game

- Learn to throw a ball properly.

**What to watch for:** Tell the learners that this exercise will be the assessment exercise. The aim is to score as many points as possible. During the assessment, a learner has 5 shots and can choose from which distance he/she would like to shoot. They have to shoot in front of the hoop from a distance of 2 m, 3 m or 4 m. If they shoot from the 2 m position they get 2 points, if they shoot from the 3 m position they get 3 points and if they shoot from the 4 m position they get 4 points.

# Passing heroes

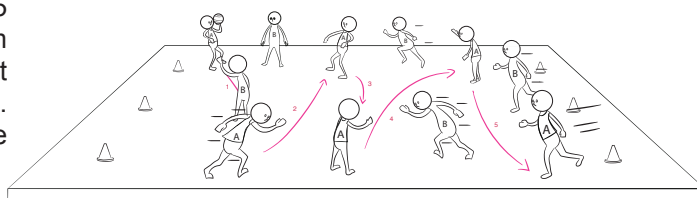
Main part  
Time: ~ 10 min

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

## How to play

Form teams of about 5 to 10 learners. Two teams always play against each other on a field. On each field is one ball. Each team tries to pass the ball 5 times in a row by throwing the ball to another team member. If the team accomplishes this task they get 1 point and have to give the ball to the other team. The team with the most points in the end wins the game.

TEAM A: BIBS  
TEAM B: NON BIBS



## Goal of the game

- Practise throwing and catching a ball and learn to find free spaces

**What to watch for:** Tell the learners they should always search for a free space to receive the ball. It is also easier for the passer to find a team mate to whom he/she can throw the ball.

# Chicken fighting

Cool down  
Time: ~ 10 min

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

## How to play

Ask the learners to form groups of two. Players hop around on one leg. Each player must grip the ankle of the raised leg with one hand while tucking the free hand behind his/her back. Then with their shoulders, they attempt to push each other off balance.



## Goal of the game

- Improve balance skills.

**What to watch for:** The learners are not allowed to use their hands to push each other.





# Netball: Scoring

Physical education: Senior phase

## Equipment

- Balls
- Colour bands
- Cones

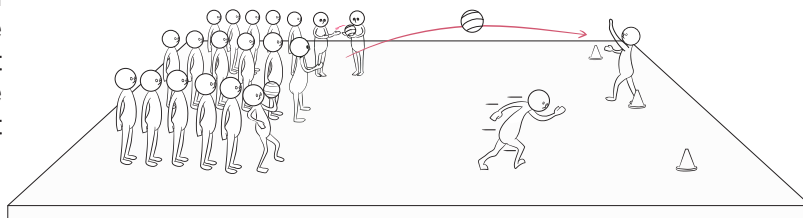
## Passing champ relay

Introduction  
Time: ~ 10 min

**What you need:** Balls.

### How to play

Divide the learners into groups of 7. Each team has a ball and the learners stand one behind the other in a straight line. When the teacher gives the starting signal, the first learner in each row has to run to a cone which has been placed about 10 meters away. At the cone they'll receive a "shoulder pass" from the next teammate. The learner has to catch the ball and throw it back. Then the learner can run back and stand at the back of the line. The teammate at the front of the line hands the ball to the teammate behind him/her and starts to run. The first team to finish the course wins the relay.



### Goal of the game

- Warm up their muscles and practise the "shoulder pass".

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

The two main part exercises can be done simultaneously so that every learner is occupied.

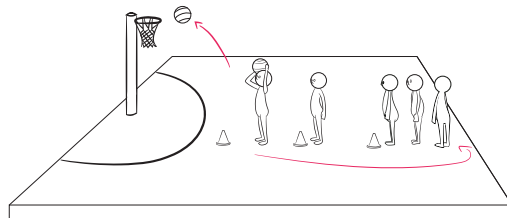
## Assessment - Netball scoring

Exam  
Time: ~ 10 min

**What you need:** 2 netballs.

### How to play

The teacher divides the learners into 2 groups of about 10 learners. The two groups split up and each go to one netball hoop. Each group has a ball. Mark out the distance of 2 m, 3 m, 4 m from the hoop with cones. The learners that are waiting for their turn stand 3 m behind the last cone and try to throw the ball into the hoop. Each learner chooses their distance and tries to score. They then pick up the ball and move to the back of the line, where they will wait for their next turn.



### Goal of the game

- Learn to throw a ball properly in order to score.

**What to watch for:** Tell the learners that this exercise will be the assessment exercise. The aim is to score as many points as possible. During the assessment, a learner has 5 shots and can choose from which distance he/she would like to shoot. They have to shoot in front of the hoop from a distance of 2 m, 3 m or 4 m. If they shoot from the 2 m position they get 2 points, if they shoot from the 3 m position they get 3 points and if they shoot from the 4 m position they get 4 points.



# Tag the enemy

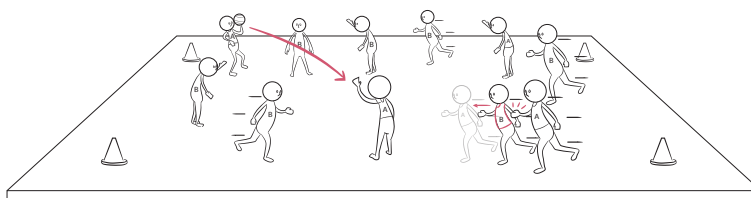
Main part  
Time: ~ 10 min

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

## How to play

Mark out an activity area with 4 cones. The area should be smaller if you have a small group of learners and bigger if you have more learners. Choose four “catchers” and give them a ball. The learners run freely around the playing area. The catchers now have to pass the ball to each other and try to tag the other learners running around in the playing area. If a learner is tagged he/she becomes a “catcher” as well.

A: CATCHERS - BIBS  
B: NON BIBS



## Goal of the game

- Learn to collaborate and learn to find solutions to achieve their goal.

**What to watch for:** The “catchers” may not run with the ball nor throw it while moving.

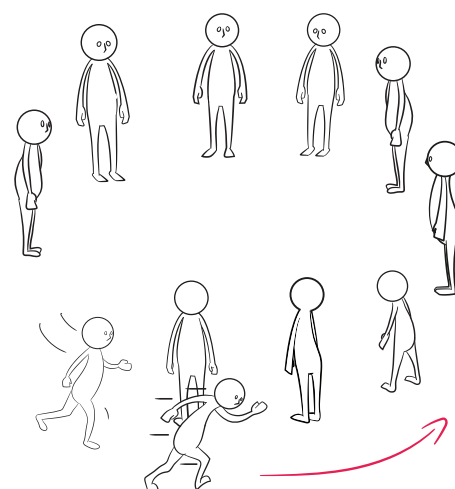
# Fight or flight

Cool down  
Time: ~ 10 min

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

## How to play

The learners form a circle with one learner designated as the “lion”. The lion runs around the circle and suddenly touches a learner on his/her back, and says either “fight” or “flight”. If the lion says fight, the touched learner has to run after the lion around the circle and try to be faster than the lion and go back to his place again. If he says “flight” the learner has to go the other way around and try to be faster than the lion and return to his original place.



## Goal of the game

- Improve their reaction skills.

**What to watch for:** If one lion has to run more than 5 times, change the lion.



# Netball: Free fun lesson

Physical education: Senior phase

## Equipment

- 4-6 balls

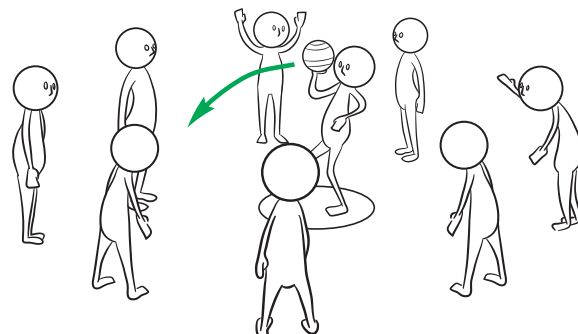
## Pass and follow

Introduction  
Time: ~ 10 min

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

### How to play

Ask the learners to stand in a circle, with one learner in the centre of the circle. The player in the centre of the circle passes to a player standing outside the circle. He/she follows the pass and exchanges places with the player they passed to. The player who is now in the centre of the circle then passes to another player outside the circle.



### Goal of the game

- Learn how to pass a ball precisely.

**What to watch for:** Groups should not be bigger than 10 learners.

The two main part exercises can be done simultaneously so that every learner is occupied.

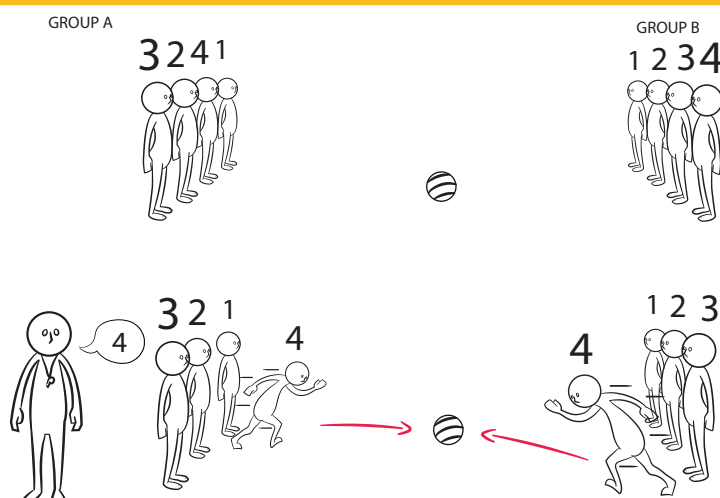
## Grab the treasure chest

Main part  
Time: ~ 10 min

**What you need:** 2 balls.

### How to play

Mark two playing fields and make four groups: A, B, C, D (Group A against B, Group C against D). Number the groups in sequence. In the middle of each playing field is the treasure chest (a ball, a shoe or something). When the teacher shouts a number (like 4), the number 4 of every team runs and tries to grab the treasure chest in the middle. The team that can grab more treasure is the winning team.



### Goal of the game

- Grab the ball before your partner does.

**What to watch for:** You can also shout two numbers, for example 2 and 4. So four learners have to run. Make sure that the other learners are always moving (skipping on their place or squatting, jumping jacks etc.).

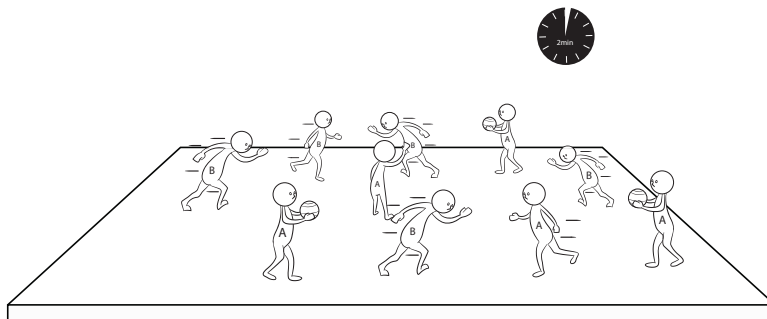
# Dab ball

Main part  
Time: ~ 10 min

**What you need:** About 3 balls (depending on the number of teams).

## How to play

Team A (10 - 12 players) with ball tries to dab as many opponents as possible from team B (10 - 12 players), using the ball. A hit is scored only when the opponent is touched with the ball. Learners in possession of the ball may not run or walk with the ball but must throw the ball to other team members. The ball possession changes between teams after 2 - 4 minutes. Who scores more? Change groups.



## Goal of the game

- Improve ball skills, throw and catch balls, reaction drills.

**What to watch for:** Are the learners quick enough to dab the opponents? Are the learners able to catch and throw balls? Learners are not allowed to walk with the ball.

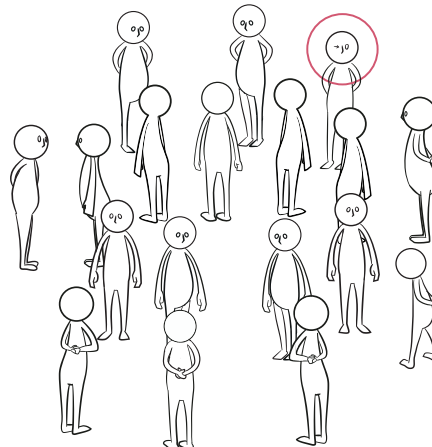
# Friend scout

Cool down  
Time: ~ 10 min

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

## How to play

Split the class into two teams and form two big circles. All learners stand in pairs of two (gap of half a meter). Players standing on the external circle have their hands behind their back. One player is alone (blinker) and blinks to a player standing in the inner circle. This player tries to run as quick as possible towards the blinker. The player in the back tries to hold the learner back. Is the flight successful, the one in the back gets the new blinker.



## Goal of the game

- Different formation: circle

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



# Assessment – Netball: Scoring

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

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

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

Shots	1	2	3	4	5
1. Try (points)					
2. Try (points)					

**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



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

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

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

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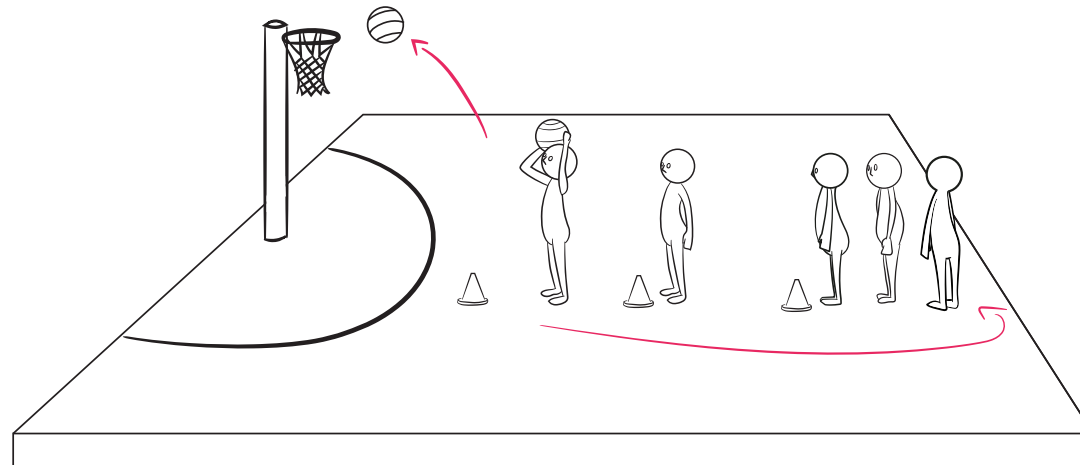


# Assessment – Netball: Scoring

## Movement Performance – Scoring

### Organisation:

The aim is to score as many points as possible. Therefore a learner has 5 shots and can choose from which distance he or she would like to shoot. They have to shoot in front of the ring either within a distance of 2m/3m or 4m. If they shoot from the 2m position they get 2 points, if they shoot from the 3m position they get 3 points and if they shoot from the 4m position they get 4 points. The learners have two trials and the better one counts.





# Assessment – Netball: Scoring

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

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

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

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



## Rhythmic movement: Musicality and movement repertoire

Physical education: Senior phase

### Accompaniment

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

## Run to the music

Introduction  
Time: ~ 5 min

### How to play

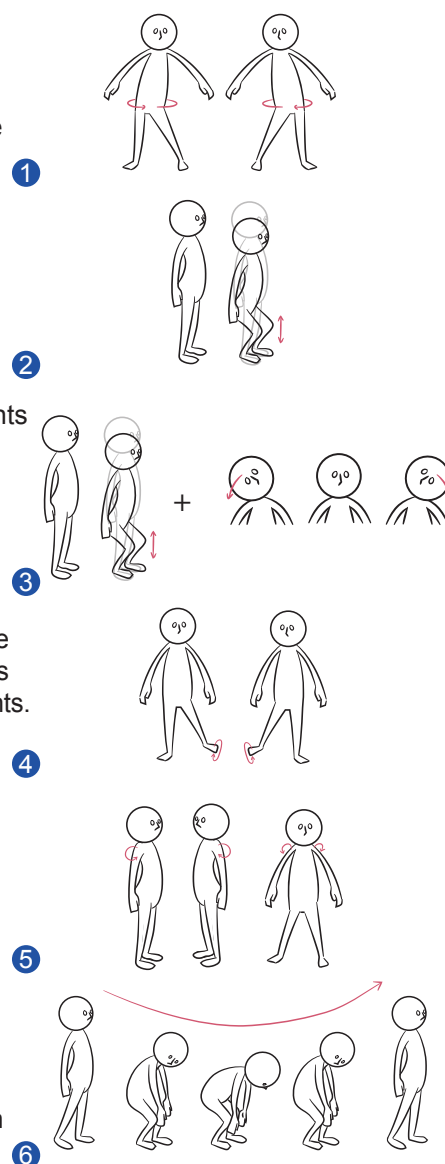
1. As teacher, prepare at least 5 songs in different styles and with different speeds (tempo) for the learners to play/sing.
2. Instruct learners: "Dance around the movement space."
3. "Change your movements according to the speed, rhythm and style of the song." (For example, a slow song will have slow big movements).

## Mobilisation and isolations

Main part  
Time: ~ 5 min

### How to move

1. Hula hoops: Stand with your legs a bit wider apart and make hula hoop circles with your hips. Circle 5 times in one direction, then 5 times in the other direction.
2. Knee bounces
  - a. Stand with your feet apart.
  - b. Gently bend your knees slightly over your toes.
  - c. Gently stretch your knees.
  - d. Keep posture tall as you do the knee bounces.
  - e. Repeat knee bounces 8 times.
3. Neck movements:
  - a. Continue with the knee bounces and try to add your neck movements while you do the knee bounces.
  - b. Bounce your knees as you:
    - i. Look straight ahead for 4 counts.
    - ii. Drop your right ear to your right shoulder for 4 counts.
    - iii. Look straight ahead for 4 counts.
    - iv. Drop your left ear to your left shoulder for 4 counts.
4. 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.
5. Shoulders:
  - a. Roll your right shoulders backwards 4 times.
  - b. Roll your left shoulder backwards 4 times.
  - c. Roll both shoulders simultaneously 4 times.
  - d. Repeat a-c with forward shoulder rolls.
6. Roll down:
  - a. Stand with your legs slightly apart with the above posture.
  - b. Relax and bend your knees. Knees must bend over your toes.
  - c. Lengthen your spine even if your knees are slightly bent.
    - i. Slowly drop your chin to your chest.
    - ii. Hang your arms and your body forward.
    - iii. Bend your knees slightly. Keep your head tucked in.
    - iv. Roll your body slowly all the way down to the floor. Try to touch the floor.

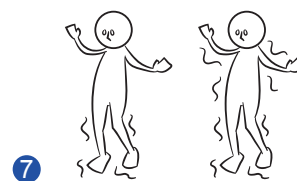




## Mobilisation and isolations

Continued

- d. Slowly reverse and roll back up again.
  - i. Bend your knees.
  - ii. Keep your head tucked in.
  - iii. Last thing to come up is your head.
  - iv. Lengthen your spine to the ceiling, shoulders down.
- e. Repeat the rolling down and up 8 times.
7. Stand up
  - a. Shake out your feet, knees and legs.
  - b. Shake your body and arms.



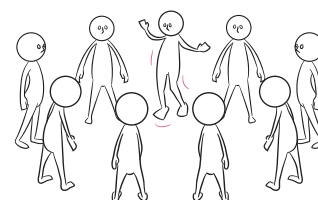
## Favourite moves circle

Main part  
Time: ~ 5 min

**Accompaniment:** Play music/drums.

### How to play

1. Make a circle. Play your music/drums.
2. Choose a learner to start. Learner must: "Show us your favourite movement."
3. The rest of the learners must copy the movement until they can execute it comfortably.
4. Instruct the next learner in the circle to present his/her favourite movement. It must be a new movement.
5. Learners must copy the movement.
6. Each learner must get a chance to present a new movement to the circle. Already shown movements may not be repeated.
7. After the above activity, instruct each learner: "Choose your 2 favourite movements from today's circle."



## Creative group activity: Favourite moves partner combination 1

Main part  
Time: ~ 5 min

### How to play

1. "Find a partner!"
2. "Teach your 2 favourite movements to your partner."
3. "Add your 4 movements together to make a dance. Let the movements flow from one movement into the next."
4. Give learners 5 minutes to prepare.

## Creative group activity: Follow-up

Main part  
Time: ~ 10 min

### How to play

1. Instruct the same pairs from the above activity: "Join with another group. Now you have four people."
2. "Teach your 4 movement dance to the rest of your group."
3. "Give the other partners a turn to teach their four movements to you." Both pairs need to learn and practice the other partner combination.
4. "String your movements together to make a dance that contains at least 8 different movements."
5. 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: Formations and isolations

Physical education: Senior phase

## Accompaniment

- Play/sing any song of your choice.

- Play any pace and rhythm of your choice.

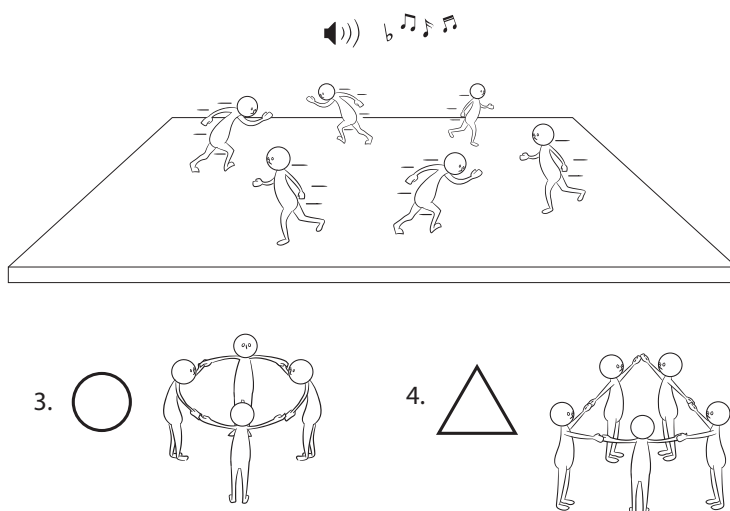
## Group formations

Introduction  
Time: ~ 10 min

**Accompaniment:** Play music/drums.

### How to play

1. "Make groups of 10."
2. Play music/drums: "Run around to the music."  
(Move across entire movement area).
3. Stop music/drums: "Build a circle in your group."
4. Play music/drums: "Dance around the room."
5. Stop music/drums: "Build a triangle in your group."
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.

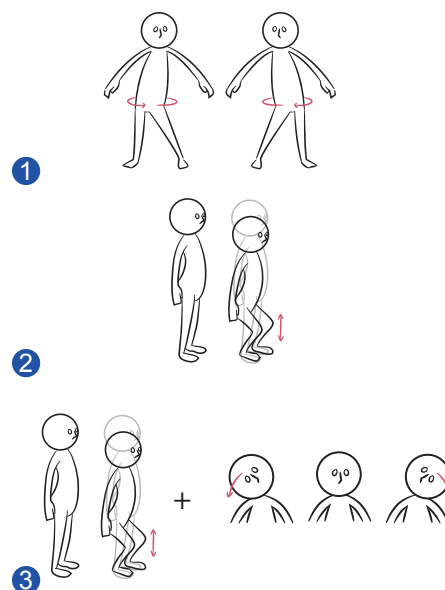


## Mobilisation and isolations

Main part  
Time: ~ 5 min

### How to play

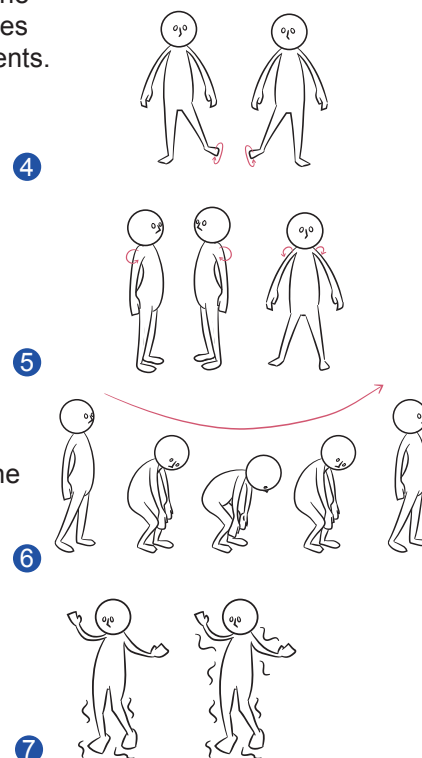
1. Hula hoops: Stand with your legs a bit wider apart and make hula hoop circles with your hips. Circle 5 times in one direction, then 5 times in the other direction.
2. Knee bounces
  - a. Stand with your feet apart.
  - b. Gently bend your knees slightly over your toes.
  - c. Gently stretch your knees.
  - d. Keep posture tall as you do the knee bounces.
  - e. Repeat knee bounces 8 times.
3. Neck movements:
  - a. Continue with the knee bounces and try to add your neck movements while you do the knee bounces.
  - b. Bounce your knees as you:
    - i. Look straight ahead for 4 counts.
    - ii. Drop your right ear to your right shoulder for 4 counts.
    - iii. Look straight ahead for 4 counts.
    - iv. Drop your left ear to your left shoulder for 4 counts.



# Mobilisation and isolations

Continued

4. 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.
5. Shoulders:
  - a. Roll your right shoulders backwards 4 times.
  - b. Roll your left shoulder backwards 4 times.
  - c. Roll both shoulders simultaneously 4 times.
  - d. Repeat a-c with forward shoulder rolls.
6. Roll down:
  - a. Stand with your legs slightly apart with the above posture.
  - b. Relax and bend your knees. Knees must bend over your toes.
  - c. Lengthen your spine even if your knees are slightly bent.
    - i. Slowly drop your chin to your chest.
    - ii. Hang your arms and your body forward.
    - iii. Bend your knees slightly. Keep your head tucked in.
    - iv. Roll your body slowly all the way down to the floor. Try to touch the floor.
  - d. Slowly reverse and roll back up again.
    - i. Bend your knees.
    - ii. Keep your head tucked in.
    - iii. Last thing to come up is your head.
    - iv. Lengthen your spine to the ceiling, shoulders down.
  - e. Repeat the rolling down and up 8 times.
7. Stand up
  - a. Shake out your feet, knees and legs.
  - b. Shake your body and arms.

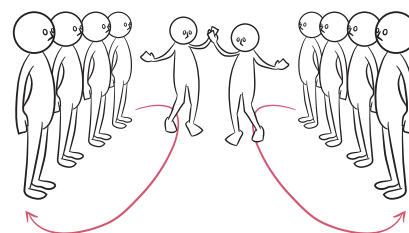


## Soul train

Main part  
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.



## Creative group activity

Main part  
Time: ~ 10 min

### How to play

1. "Make groups of 5."
2. Instruct learners: "Create a dance that has a circle, a line and a triangle."
3. "Remember to choose different movements for each time you change position to ensure continuous flow of movement."
4. Give learners 10 minutes to practise.

## Cool down

Cool down  
Time: ~ 10 min

Instruct each group to present its dance to the class.



# Rhythmic movement: Formations and shapes

Physical education: Senior phase

## Accompaniment

- Play any song of your choice.

## Intro ritual

Introduction  
Time: ~ 5 min

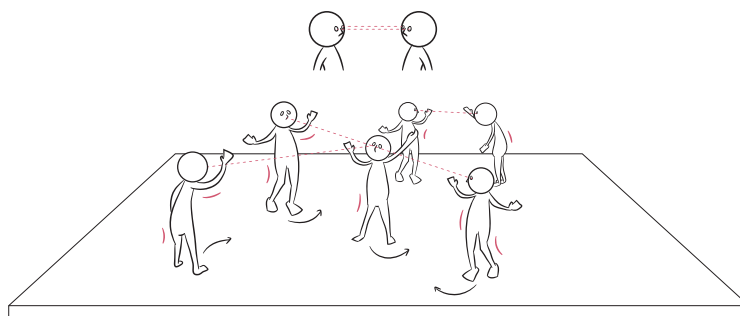
1. "Stand in two lines on opposite sides of the room."
2. "Greet a person on the other side of the room with a movement of your choice."

## Don't lose eye contact

Introduction  
Time: ~ 5 min

### How to play

1. "Find a partner."
2. "Move freely around the movement area, keeping eye contact with your partner."
3. "Start moving slowly, keep eye contact, do not crash."
4. "Make different movements as you move around. Can you hold a position and maintain eye contact? Can you turn or make rotations and maintain eye contact?"
5. "After 2 minutes change partners."



## Group shapes

Main part  
Time: ~ 5 min

### How to play

1. Place learners into groups of 6.
2. "In your group, find three ways to make a circle."
3. "In your group, find three ways to make a triangle."
4. "In your group, find three ways to make a rectangle"

## Formation game

Main part  
Time: ~ 10 min

### How to play

1. "Today we are making shapes with the entire class."
2. "I will say the name of the shape, and you will have 30 seconds to make the shape with the entire class". After they have made the shape, let them dance around again.
3. "Dance around the movement area."
4. "Make a:
  - Circle.
  - Line.
  - Square.
  - Egg shape.
  - Heart shape.
  - Diamond shape.
  - Pyramid."

## Formation game

Continued

5. For the next round of the game, add a body part to your instructions:
  - “Form a line with your arms.”
  - “Make a diamond with your legs.”
  - “Make a square with your feet.”
  - “Make a circle with your fingers.”
6. “Make a zigzag with your whole body.” “For the next round of the game I will add a number.”
  - “Groups of 3, pyramid with your whole bodies.”
  - “Groups of 4, triangle with your legs.”
  - “Groups of 5, circle with your feet.”
  - “Groups of 6, square with your arms.”
  - “Groups of 7, diamond with your feet.”

## Creative movement activity

Main part  
Time: ~ 10 min

### How to play

1. Place your learners into groups of 5.
2. “Design a dance where you have 3 formations and an ending. You must have a total of 7 movements.”
  - “One movement in your first formation.”
  - “One movement to change formation.”
  - “One movement in your second formation.”
  - “One movement to change formation.”
  - “One movement in your third formation.”
  - “One movement to change formation.”
  - “An ending position.”
3. “You have 5 minutes to practise.” Provide learners with approximately 15 minutes to practise their dance.
4. “It is show time. Sit where you are”
5. Instruct each group to show its dance to the class.

## Outro

Cool down  
Time: ~ 5 min

### How to stretch

1. “On your own, stride through the room in your own speed.”
2. “Do not make any contact with anyone. Feel your muscles used for walking tensing up and feel your arms moving to the rhythm of your own walking. Walk for a while concentrating on yourself only.”
3. “Walk slower.”
4. “Walk even slower.”
5. “Walk even slower.”
6. “Walk even slower until you eventually stop.”
7. “Breathe in for 4 counts, breath out for 4 counts. Breathe in and out 3 times.”



## Rhythmic movement: Quality of movement and force

Physical education: Senior phase

### Accompaniment

- Play any song of your choice.

### Intro ritual

Introduction  
Time: ~ 5 min

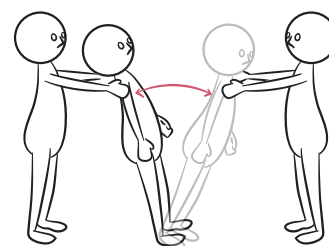
1. "Stand in two lines on opposite sides of the room."
2. "Greet a person on the other side of the room with a movement of your choice."

### Duo trust

Introduction  
Time: ~ 5 min

#### How to play

1. "Stand in groups of three."
2. "Choose a middle person."
3. "Two learners face each other, and the middle person stands in between them."
4. "The middle person tenses up his/her body like a plank, very stiff. Every muscle must be held tight and you stay on one spot."
5. "The other two learners must gently move the middle person back and forth. Slowly. Catch or hold the learner by the shoulders. Middle person, stay stiff. Do not bend at your hips."
6. "Change the middle person until everyone has had a turn in the middle."

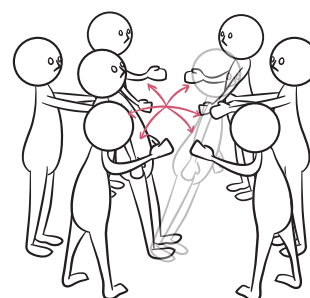


### Group trust

Introduction  
Time: ~ 5 min

#### How to play

1. "Join another group so that you have 6 people in your group."
2. "Choose a middle person."
3. "Build a very tight circle around the middle person."
4. Gently push and catch the middle person."
5. After 1 minute: "Change the middle person until each person has had a chance to be in the middle."



### Elements of nature

Main part  
Time: ~ 20 min

#### How to play

1. "Let us try out some movements with different intensities. First make strong and forceful movements, then make gentle and soft movements."
2. "Let us see if you can do both intensities with the following body parts":
  - "Fingers, move them forcefully. Now, move them gently."
  - "Arms, move them forcefully. Now, move them gently."
  - "Legs, move them forcefully. Now, move them gently."
  - "Feet, move them strong forcefully. Now, move them gently."
  - "Upper body, move it forcefully. Now, move it gently."
  - "Lower body, move it forcefully. Now, move it gently."
  - "Whole body, move it forcefully. Now, move it gently."
3. Place the learners in group of 5

# Elements of nature

Continued

4. "Think of the elements:
  - Earth.
  - Fire.
  - Water.
  - Wind."
5. "How would you move to each element?
  - i.e. Fire moves fast and with a lot of force; wind can be soft and gentle or strong a stormy."
6. "Choose 2 elements as a theme (i.e. fire, and water)."
7. "Design a dance that depicts these elements. Use different body parts at different intensities (i.e. gentle and strong movements). You need a total of 8 movements for your dance."
8. "You have 5 minutes!" Give the learners approximately 15 minutes to practise their dance.  
It is show time.
9. "Show your dance to the rest of the class."
10. "Go back into your groups and change the details that did not work or that you did not like and swap them with other movements."

## Outro

Cool down  
Time: ~ 5 min

### How to stretch

1. "Place your left hand onto your right shoulder. Swing your right arm forward and back. Feel how your joint moves and the tendons work together."
2. "Now, massage your right arm starting from the shoulder going to the fingers. Slowly knead it, feeling your muscles and bones."
3. "Change arms. Place your right hand onto your left shoulder. Swing your left arm forward and back. Massage the left arm all the way to your fingers."
4. "Breathe in for 4 counts, breathe out for 4 counts. Breathe in for 4, breathe out for 4. Breathe in for 4, breathe out for 4."





# Rhythmic movement: Isolations and movement repertoire

Physical education: Senior phase

## Accompaniment

- Play/sing any song of your choice.

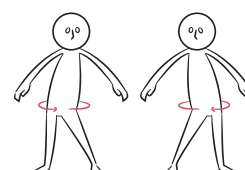
- Play any pace and rhythm of your choice.

## Mobilisation and isolations

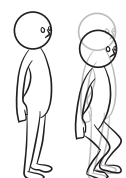
Introduction  
Time: ~ 10 min

### How to move

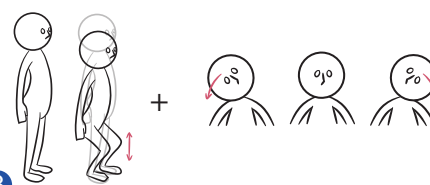
1. Hula hoops: Stand with your legs a bit wider apart and make hula hoop circles with your hips. Circle 5 times in one direction, then 5 times in the other direction.
2. Knee bounces
  - a. Stand with your feet apart.
  - b. Gently bend your knees slightly over your toes.
  - c. Gently stretch your knees.
  - d. Keep posture tall as you do the knee bounces.
  - e. Repeat knee bounces 8 times.
3. Neck movements:
  - a. Continue with the knee bounces and try to add your neck movements while you do the knee bounces.
  - b. Bounce your knees as you:
    - i. Look straight ahead for 4 counts.
    - ii. Drop your right ear to your right shoulder for 4 counts.
    - iii. Look straight ahead for 4 counts.
    - iv. Drop your left ear to your left shoulder for 4 counts.
4. 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.
5. Shoulders:
  - a. Roll your right shoulders backwards 4 times.
  - b. Roll your left shoulder backwards 4 times.
  - c. Roll both shoulders simultaneously 4 times.
  - d. Repeat a-c with forward shoulder rolls.
6. Roll down:
  - a. Stand with your legs slightly apart with the above posture.
  - b. Relax and bend your knees. Knees must bend over your toes.
  - c. Lengthen your spine even if your knees are slightly bent.
    - i. Slowly drop your chin to your chest.
    - ii. Hang your arms and your body forward.
    - iii. Bend your knees slightly. Keep your head tucked in.
    - iv. Roll your body slowly all the way down to the floor. Try to touch the floor.
  - d. Slowly reverse and roll back up again.
    - i. Bend your knees.
    - ii. Keep your head tucked in.
    - iii. Last thing to come up is your head.
    - iv. Lengthen your spine to the ceiling, shoulders down.
  - e. Repeat the rolling down and up 8 times.
7. Stand up
  - a. Shake out your feet, knees and legs.
  - b. Shake your body and arms.



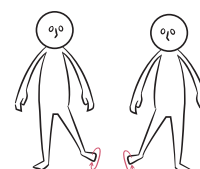
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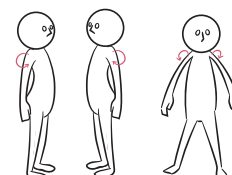
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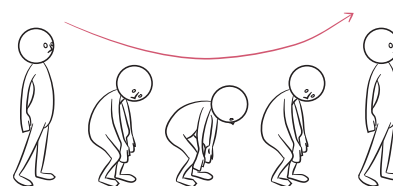
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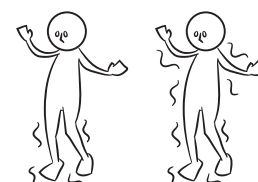
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5



6



7



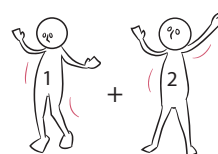
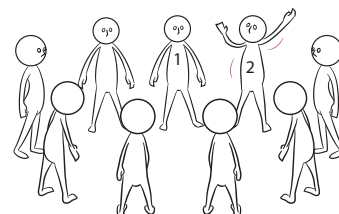
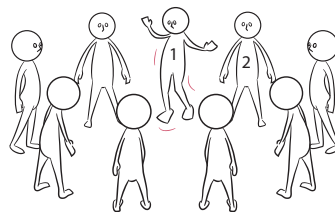
# Favourite moves dance sequence

Main part  
Time: ~ 5 min

**Accompaniment:** Play music/drums.

## How to play

1. Make a circle. Play some music/drums.
2. Choose a learner to start. Learner must: "Show us your favourite movement."
3. The rest of the learners must copy the movement until they can execute it comfortably.
4. Instruct the next learner in the circle to present his/her favourite movement. It must be a new movement.
5. Instruct the learners to copy the first person's movement and the second person's movement in a continuous manner.
6. Instruct the third person in the circle to contribute a movement.
7. Learners must copy movement 1, 2 and 3 in a continuous manner.
8. Instruct the fourth person in the circle to present a new movement.
9. Learners must do movement 1, 2, 3 and 4 in a continuous manner.
10. Place learners in a circle of 5.
11. Instruct each circle to repeat the above activity in its smaller circle, and remember its 5 movements.



## Creative group activity: Puzzle dance

Main part  
Time: ~ 15 min

## How to play

1. Stay in your group of 5.
2. "Decide on 3 different shapes/formations that you can add to your 5 movements."
3. "Also add moments where you use high, medium and low level movements."
4. "Remember to add an ending position."
5. 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: Levels and formations

Physical education: Senior phase

## Accompaniment

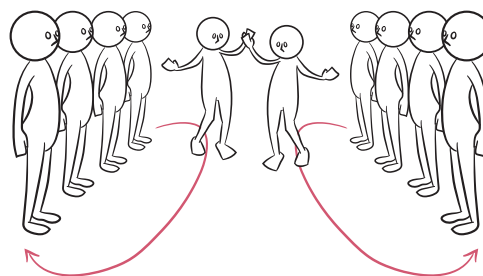
- Play/sing any song of your choice.
- Play any pace and rhythm of your choice.

## 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 freely to the beat."

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

## Creative group activity: 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.

## Creative group activity 2: Follow-up activity

Main part  
Time: ~ 10 min

### How to play

1. "Partner with another group so that you are 4 people."
2. "Add the two dances together to form one long dance."
3. "Use all 4 corners of your square in your own creative way, as you pose travel pose travel pose travel, etc. "
4. Give them 5-10 minutes to practice.

## Cool down

Cool down  
Time: ~ 10 min

Instruct each group to present its dance to the class.



## Rhythmic movement: Variation of movement quality

Physical education: Senior phase

### Accompaniment

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

## Follow the leader

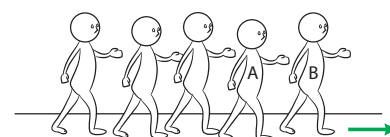
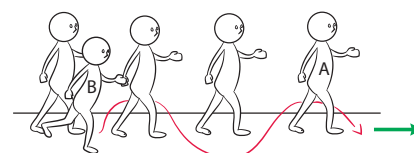
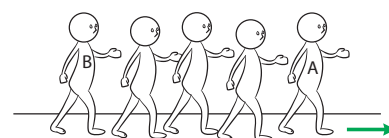
Introduction  
Time: ~ 10 min

### How to play

Make groups of five. Choose a leader for each group. Instruct the leaders to move in interesting ways using different levels (high, medium and low). They must also use different pathways and make different patterns on the floor as they move. Learners must follow their leader.

1. First leader: "Leader, walk and do interesting movements. Try not to crash with another group."
2. After 30 seconds: "Back person, snake to the front. Now you are the new leader." The person in the back has to snake through the other learners to get to the front.
3. The new leader must:
  - a. "New leader, walk faster. Make a triangle pathway on the floor as you walk."
  - b. "Back person, snake to the front. You are the new leader. Run around and make 4 big circles in your path as you run."
  - c. "Back person, snake to the front. Roll and walk! Roll and walk!"
  - d. "Back person to the front. Walk in a zigzag pathway as you walk."

A: LEADER  
B: PERSON AT THE BACK



## Favourite moves circle

Main part  
Time: ~ 5 min

Accompaniment: Play music/drums.

### How to play

1. Make a circle and play music/drums.
2. As teacher, do your favourite movement.
3. Learners must copy your movement.
4. Instruct the learner to your right to show his/her favourite movement. It must be a new movement.
5. Learners must copy the new movement until they can execute it comfortably.
6. Instruct the next learner in the circle to present his/her favourite movement, etc. Each learner must get a chance to present a new movement to the circle. Already shown movements may not be repeated.

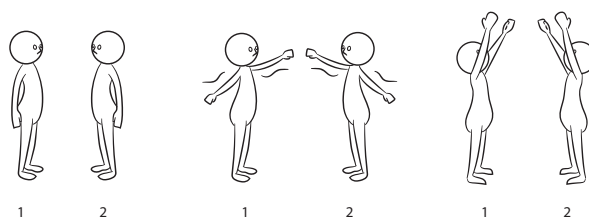
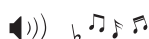
# Mirror mirror

Main part  
Time: ~ 5 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 slow movements.”
4. “Mirror, copy the movements as precisely as you can.”
5. After 1 minute: “Swap around! Mirror, now you lead.”  
After 1 minute: “Change leaders again. Now, stand still and try to move only your head. Only head movements are allowed.”
6. “Only upper body movements are allowed.”
7. “Change leaders again.”
8. “Use your lower body parts only.”
9. “Only fluent and slow movements.”
10. “Try to move as big as you can. Only big movements are allowed.”
11. “Move jerky! Move like a robot!”
12. Last round: “Move any way you want and make sure that your mirror is following you.”



## Creative group activity: Movement sentence sequence

Main part  
Time: ~ 10 min

## How to play

1. Divide your class into groups of 5.
2. Instruct your learners to create a dance: “Put a sequence together with the following action verbs (stick with this order): Roll, twist, spin, jump, wiggle, collapse and end.”
3. Give learners 10 minutes to work on their own dance sequence.

## Cool down

Cool down  
Time: ~ 10 min

Instruct each group to present its dance to the class.



# Rhythmic movement: Cultural dance

Physical education: Senior 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

Say your name to the beat and say what you like with a matching movement.

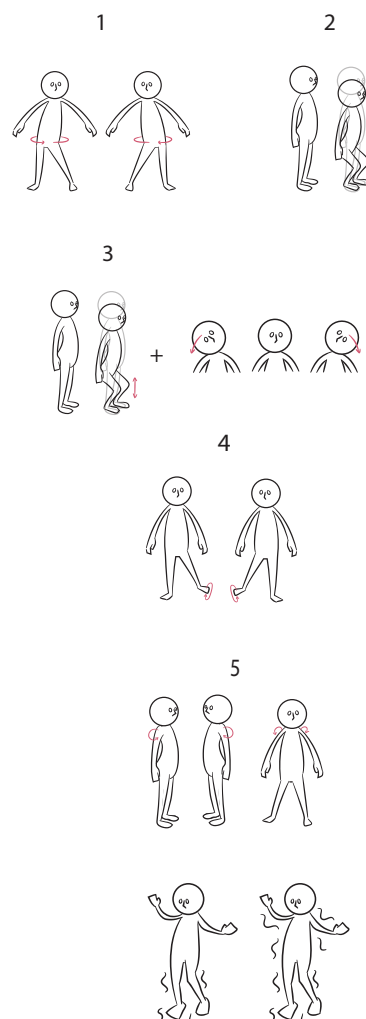
1. Make a circle.
2. Learners must walk on the spot to keep the beat (i.e. r – l – r – l).
3. Choose the starting person. "Say your name AND what you like in time to the beat. (E.g. "My name is Vuyo and I like to play cricket!")"
4. "Now say it again, and add your own movements to your words."
5. Let the whole class repeat the sentence and movements out loud.
6. Give each person in the circle a chance to introduce him/herself, what they like, and add his/her movements.
7. Each time, the learners must repeat the sentence and movements out loud.

## Mobilisation and isolations

Main part  
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. Knee bounces
  - a. Stand with your feet apart.
  - b. Gently bend your knees slightly over your toes.
  - c. Gently stretch your knees.
  - d. Keep posture tall as you do the knee bounces.
  - e. Repeat knee bounces 8 times.
3. Neck movements:
  - a. Continue with the knee bounces and try to add your neck movements while you do the knee bounces.
  - b. Bounce your knees as you:
    - i. Look straight ahead for 4 counts.
    - ii. Drop your right ear to your right shoulder for 4 counts.
    - iii. Look straight ahead for 4 counts.
    - iv. Drop your left ear to your left shoulder for 4 counts.
4. 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.
5. Shoulders:
  - a. Roll your right shoulders backwards 4 times.
  - b. Roll your left shoulder backwards 4 times.
  - c. Roll both shoulders simultaneously 4 times.
  - d. Repeat a-c with forward shoulder rolls.
6. Stand up
  - a. Shake out your feet, knees and legs.
  - b. Shake your body and arms.



## Cultural dance session

Main part  
Time: ~ 10 min

### How to play

Choose a traditional/cultural dance. If you do not know the dance, invite someone (i.e. community member, dancer or learner) to teach the dance to your class. Allow the person 10 minutes to teach the cultural dance to your class.

## Creative group activity: Cultural dance

Main part  
Time: ~ 10 min

### How to play

1. Divide your class into groups of 5.
2. Instruct your learners to create a dance. "Create your own cultural dance. Put a sequence together with 4 movements from the Cultural Dance Session and add 2 other movements."
3. Give the learners 10 minutes to work on their own dance sequence.
4. After 5 minutes: "Add a change of formation to your dance."

## Cool down

Cool down  
Time: ~ 10 min

Instruct each group to present its dance to the class.



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

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





## Assessment – Rhythmic patterns/coordination

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

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

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

[illegible]



## Evaluation sheet – Rhythmic patterns/coordination

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

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

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

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

**1 point:**      Meets the expectations

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

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

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

**General comments:**

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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



# Acrobatics

Physical education: Senior phase

## Equipment

- 2-4 soft balls
- Mattresses or soft ground

## Simon says

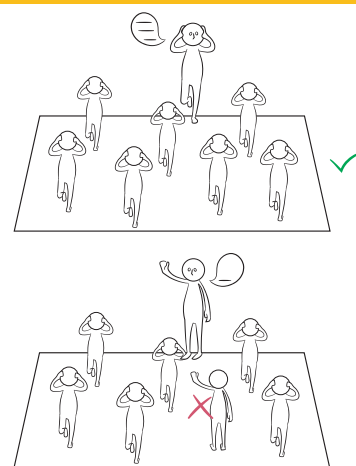
Introduction  
Time: ~ 10 min

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

### How to play

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

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



### Goal of the game

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

**What to watch for:** If a learner reacts the wrong way, he/she has to do 10 jumping jacks.

## Explaining exam exercise

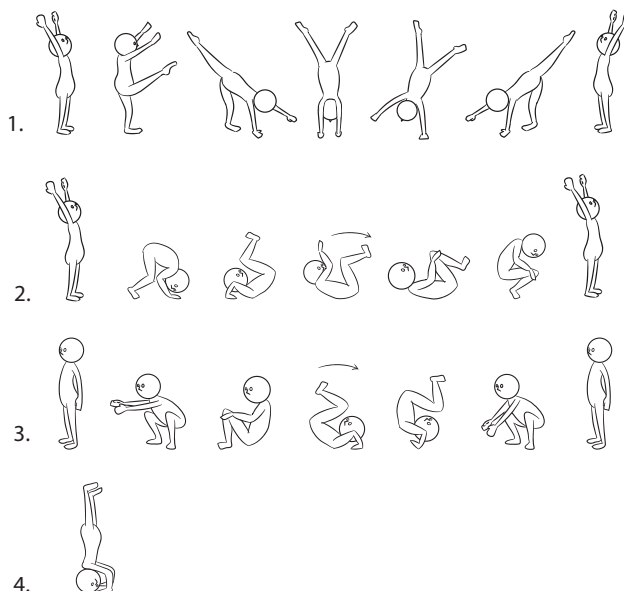
Main part  
Time: ~ 4 min

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

### How to play

Learners form groups of 6 persons. In these groups they are performing an acrobatics show of about 1 - 2 minutes. The show must contain the following elements:

1. 2 different partner acrobatics of the elements they have learned in G7.
2. Turn a cartwheel.
3. Do a forward roll.
4. Do a back roll.
5. Do a handstand (with or without help) or a headstand (with or without help).
6. You can add additional elements.



# Explaining exam exercise

Continued

## Criteria:

Teamwork: Mutual assistance	1 point
Completion: Flowing transitions	1 point
Progress from L1 - L6 / Motivation	1 point
All elements are included	1 point
Creativity	1 point

## Goal of the game

- Create a show/choreography in teams of six. Watch for flowing transitions, mutual assistance and creative work.

**What to watch for:** It is more about the effort and the volition to do the exercises than about precision. Tell the learners that creativity and team work is very important.

## Handstand

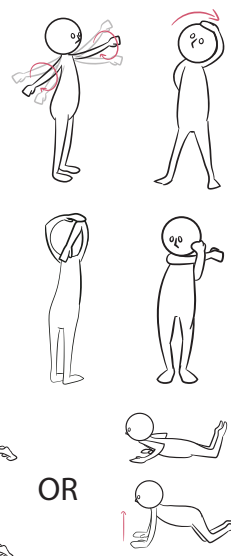
Main part  
Time: ~ 8 min

**What you need:** Mattresses

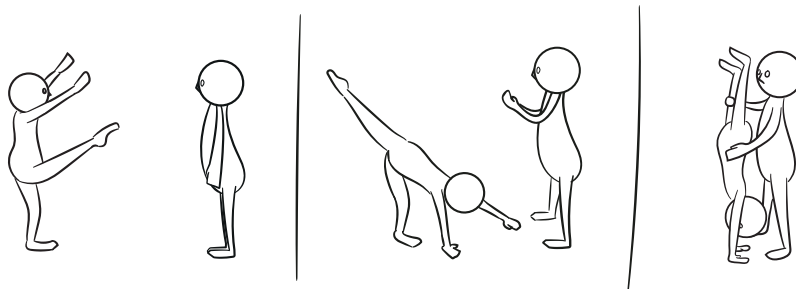
## How to play

Warm up: Warm-up of the arm and shoulder muscles.

- Task 1: Straighten your arms to the side. Circle them forward and backward.
- Task 2: Stretch your neck. Take your right hand and pull your head to the right side. Change sides.
- Task 3: Take your right arm and try to put the palm of your hand on the spine. Catch the elbow with your left hand and press your right arm down. Change sides.
- Task 4: Straighten your right arm and bring it to the left side. Take your left arm to press the right arm against your chest. Change sides.
- Task 5: Let each learner repeat 10 push-ups or more. Girls are allowed to make the push-ups on their knees. Watch for a tensed body and a straight line from head to the feet.



Main part: Ask the learners to get into groups of two. Let them help each other. Make sure you are practicing on a soft mattress or grass. Let the learners practise the handstand in pairs. If the learners feel comfortable, let them try the handstand alone.



**What to watch for:** Remind the learners to maintain good body tension.

# Roll forward

Main part  
Time: ~ 8 min

**What you need:** Mattress.

## How to play

Warm up: Stretch your neck:

- Take your right hand and pull your head to the right side while pressing your left shoulder down.
- Take your left hand and pull your head to the left side while pressing your right shoulder down.
- Take both hands and put them on the back of your head. Press your head down so the chin reaches the chest.

Stand with your feet on the mat and stretch your arms straight forward. Crouch down and rest your hands on the mat right and left of your body. Try to pull your head to the chest and roll the neck and shoulders over. Use the momentum of the roll to get up directly.



**What to watch for:** Tell the learners to tuck their heads in and to roll onto their necks and their shoulders.

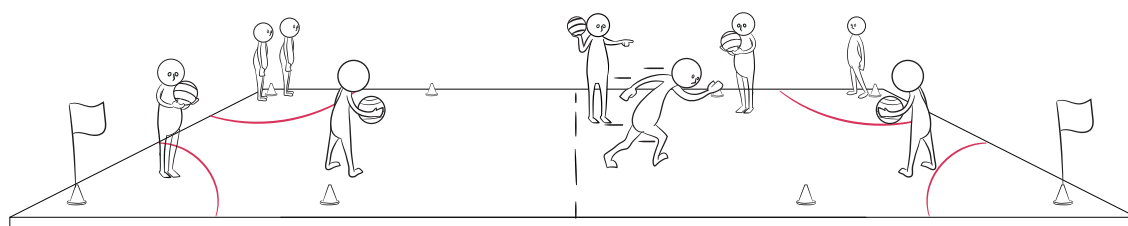
# Capture the flag

Cool down  
Time: ~ 10 min

**What you need:** 2 - 4 soft balls.

## How to play

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



## Goal of the game

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

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



# Acrobatics

Physical education: Senior phase

## Equipment

- Cones
- Mattresses
- Balls

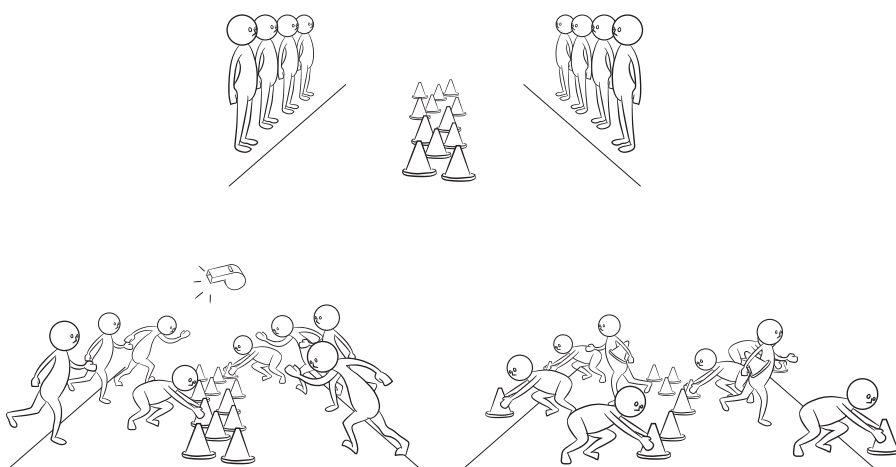
## Collect berries

Introduction  
Time: ~ 10 min

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

### How to play

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



### Goal of the game

- Improve cardiovascular system.

**What to watch for:** The learners need to be able to stay on their feet when they turn and run around the field. They must not keep running around the same cone.

## Handstand: Repetition

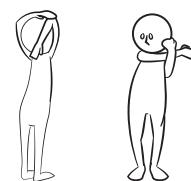
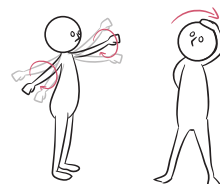
Main part  
Time: ~ 5 min

**What you need:** Mattresses.

### How to play

Warm up: Warm-up of the arm and shoulder muscles.

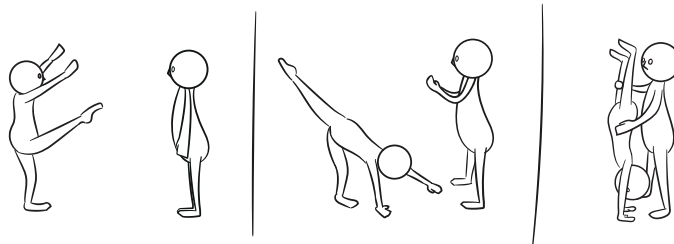
- Task 1: Straighten your arms to the side. Circle them forward and backward.
- Task 2: Stretch your neck. Take your right hand and pull your head to the right side. Change sides.
- Task 3: Take your right arm and try to put the palm of your hand on the spine. Catch the elbow with your left hand and press your right arm down. Change sides.
- Task 4: Straighten your right arm and bring it to the left side. Take your left arm to press the right arm against your chest. Change sides.
- Task 5: Let each learner repeat 10 push-ups or more. Girls are allowed to make the push-ups on their knees. Watch for a tensed body and a straight line from head to the feet.



## Handstand: Repetition

Continued

Main part: Ask the learners to get into groups of two. Let them help each other. Make sure you are practicing on a soft mattress or grass. Let the learners practise the handstand in pairs. If the learners feel comfortable, let them try the handstand alone.



**What to watch for:** Remind the learners to maintain good body tension.

## Roll forward: Repetition

Main part  
Time: ~ 5 min

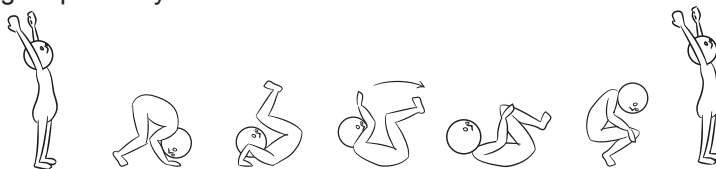
**What you need:** Mattress.

### How to play

Warm up: Stretch your neck:

- Take your right hand and pull your head to the right side while pressing your left shoulder down.
- Take your left hand and pull your head to the left side while pressing your right shoulder down.
- Take both hands and put them on the back of your head. Press your head down so the chin reaches the chest.

Stand with your feet on the mat and stretch your arms straight forward. Crouch down and rest your hands on the mat right and left of your body. Try to pull your head to the chest and roll the neck and shoulders over. Use the momentum of the roll to get up directly.



**What to watch for:** Tell the learners not to roll onto their heads, but over their necks and their shoulders.

## Headstand

Main part  
Time: ~ 5 min

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

### How to play

Ask the learners to get into groups of 2. Learners should place their foreheads and hands in a triangle on the floor for optimal weight distribution. The body is in an “I” pose. Let them help each other. Make sure you are practicing on a soft (mattress or grass). If the learners feel comfortable, let them try the headstand alone.



**What to watch for:** Make sure that the learners tense their necks and their whole bodies.

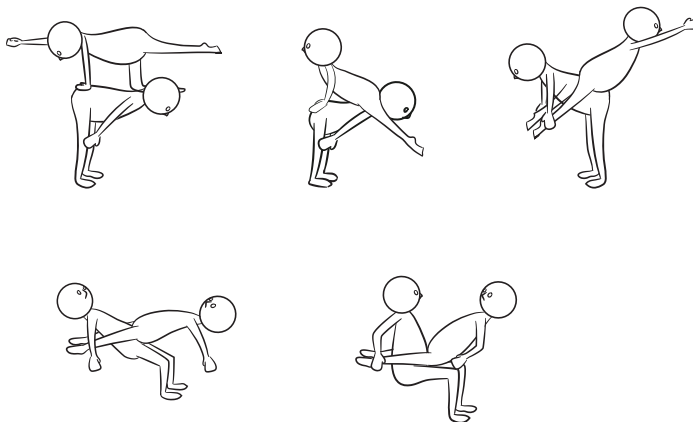
## Partner acrobatics level II

Main part  
Time: ~ 5 min

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

### How to play

Learners have learned how to keep body tension and how to cooperate. Now let them try these exercises by themselves. Make groups of 4 learners and let them try out the following pyramids without any more information. Walk around and help the learners to find a good way of exploring new pyramids.



**What to watch for:** Although it is important to change roles, sometimes it is important that the taller and heavier person is the base and the other person is the flyer.

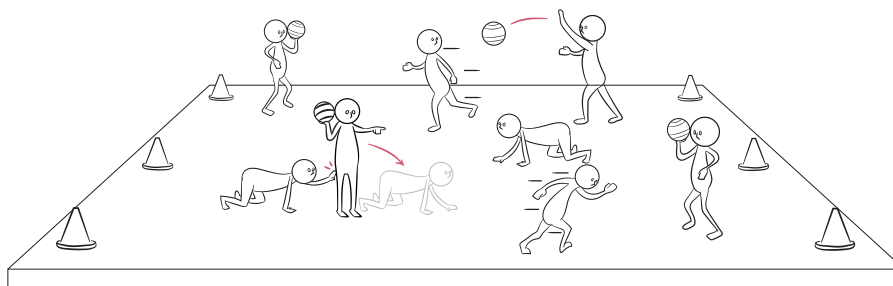
## Zombie ball

Cool down  
Time: ~ 10 min

**What you need:** 4 – 7 balls depending on the group size - the more balls you put into play, the more interesting the game; cones to mark the area.

### How to play

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



### Goal of the game

- Reaction drills, avoid the ball.

**What to watch for:** Villagers have to watch out for the magic balls, they transform you into zombies. Also watch out for the zombies on the floor - they can also transform you.





# Acrobatics

Physical education: Senior phase

## Equipment

- 6 balls

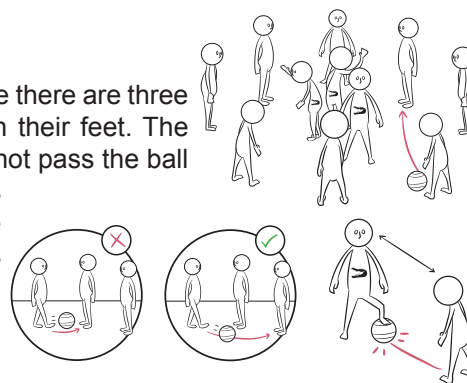
## The hungry crocodiles level II

Introduction  
Time: ~ 10 min

**What you need:** 1 ball for each circle.

### How to play

Ten learners stand in a circle around a big lake. In the middle of the circle there are three “hungry crocodiles”. The learners must pass a ball to each other with their feet. The ball represents “food” for the hungry crocodiles in the lake. They must not pass the ball directly to the person next to them. If a crocodile in the middle intercepts the food, the one who passed it goes into the middle. Alternatively, the teacher can swap learners after a certain number of passes, regardless of interception. The teacher can also add a second ball into the circle.



### Goal of the game

- Improve ball skills, pass a ball with the feet and control the ball, reaction drills, try to foresee the actions of the opponents and team mates.

**What to watch for:** Are the crocodiles able to intercept the ball?

## Repetitions

Main part  
Time: ~ 10 min

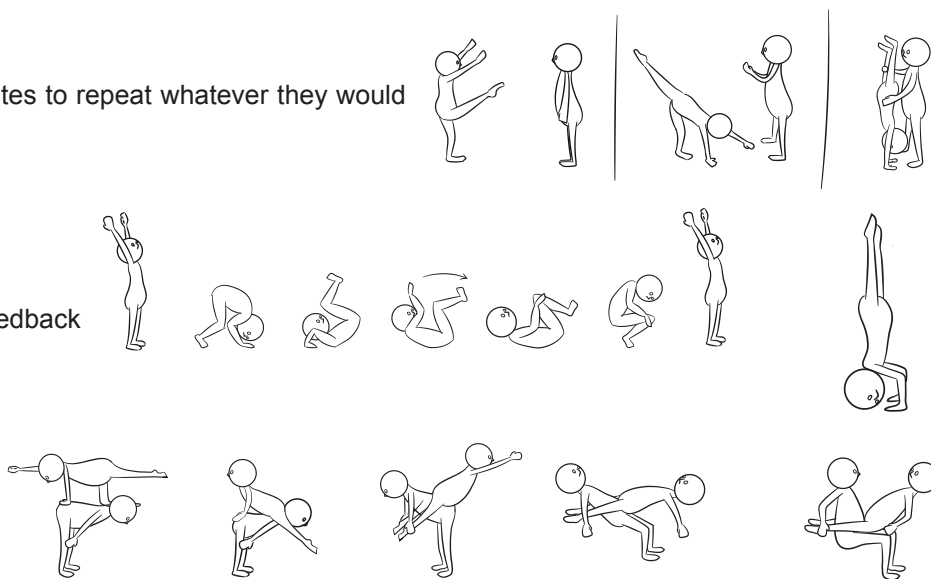
**What you need:** No equipment required.

### How to play

Give the learners about 10 minutes to repeat whatever they would like to do from Lessons 1 and 2:

- Handstand
- Roll forward
- Headstand
- Partner acrobatics Level II

Tell them to give each other feedback and help each other.



### Goal of the game

- Preparation for the exam.

**What to watch for:** Make sure the learners do a good “warm-up” as they have learned in L1 and L2.

## Back roll

Main part  
Time: ~ 5 min

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

### How to play

- First make sure all learners have done a good warm up for their neck, as they have learned in L1 and L2.
- Tell the learners to put their chin to their breast and make themselves as small as possible while rolling over the back. It is easier to use the arms for pushing themselves up.



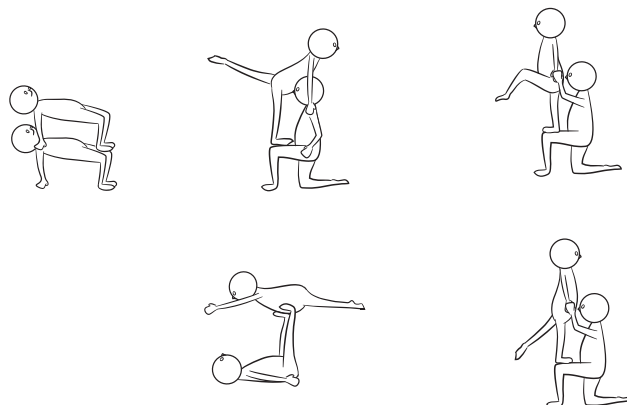
## Partner acrobatics part 2: Level II

Main part  
Time: ~ 5 min

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

### How to play

Learners have learned how to keep body tension and how to cooperate. Let them try the exercises by themselves. Make groups of 4 learners and let them try the following pyramids without any more information. Walk around and help the learners to find a good way of exploring new pyramids.



**What to watch for:** Although it is important to change roles, sometimes it is important that the taller and heavier person is the base and the other person is the flyer.

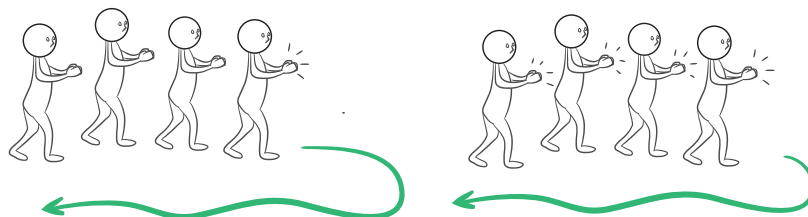
## Clap out the rhythm

Cool down  
Time: ~ 10 min

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

### How to play

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



### Goal of the game

- Follow instructions, adapt and change the rhythm.

**What to watch for:** Change the leader every minute.



# Acrobatics

Physical education: Senior phase

## Equipment

- Balls
- Music and a music box

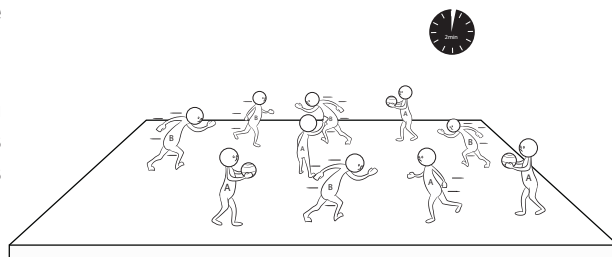
## Dab ball

Introduction  
Time: ~ 10 min

**What you need:** About 3 balls.

## How to play

Team A (10 - 12 players) with 2 – 3 balls tries to dab as many opponents as possible from team B (10 - 12 players). A hit is scored only when the opponent is touched with the ball (not hit by the ball). The learners have to count individual how many opponents they could touch and calculate in the end the end sum. The balls are passed between team players by throwing and catching. Ball possession changes to the other team after 2 minutes when the teacher blows the whistle. Who scores the most points?



## Goal of the game

- Improve ball skills, throwing and catching, reaction drills.

**What to watch for:** Are the learners quick enough to dab the opponents?

## Repetitions

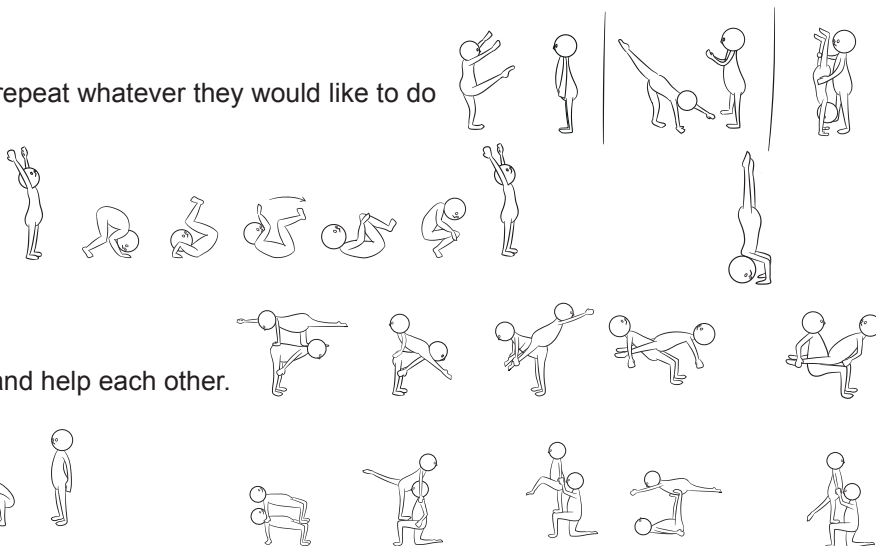
Main part  
Time: ~ 5 min

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

## How to play

Give the learners about 10 minutes to repeat whatever they would like to do from Lessons 1 and 2:

- Handstand
- Forward roll
- Headstand
- Partner acrobatics Level II
- Back roll
- Partner acrobatics part 2 level II



Tell them to give each other feedback and help each other.

## Goal of the game

- Preparation for the exam.

**What to watch for:** Make sure the learners do a proper warm-up as they have learned in L1, L2 and L3.

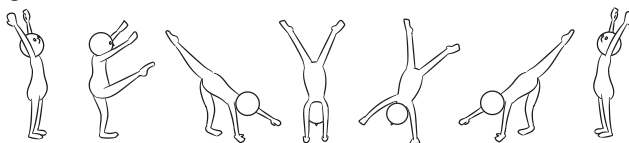
# Turn a cartwheel

Main part  
Time: ~ 5 min

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

## How to play

- Stand upright, your arms straight up. Now raise a stretched leg. This leg then swings backwards while tilting forward with the upper body. Take the stretched arms forward.
- If you now touch the ground with the first arm, you push off the ground with your second leg.
- Now comes the second hand on the floor and you lead the body and legs up over the arms. The legs remain spread.
- Do not slow down the momentum but tilt the stretched body over the second support arm until the first stretched leg touches the ground.



## Goal of the game

- Do a nice cartwheel on both sides.

**What to watch for:** Make sure learners are practicing both sides. Encourage them to keep going even if it does not work for the first time.

# Time to rehearse a show

Main part  
Time: ~ 10 min

**What you need:** Learners are allowed to use music for the examination.

## How to play

Learners should make groups of 6. They should choose partners they have already worked with during the last 3 lessons. Give them time to start practicing on their show. Tell them again what the examination is about and what the assessment criteria are.

## Goal of the game

- Teamwork.
- Creativity.
- Effort and motivation.
- Autonomy.

**What to watch for:** The examination is about how much effort the learners put into their presentation, their skills and not about the actual execution or cleanliness.

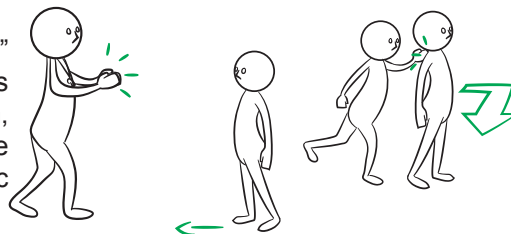
# The mechanic and the robots

Cool down  
Time: ~ 10 min

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

## How to play

Divide the learners into groups of three. One learner is the “mechanic” and the other two are the “robots”. At the beginning, the two robots are standing back to back. When the teacher starts to clap a rhythm, the robots begin to move straight forward. If the mechanic touches the shoulder of a robot, the robot must turn 90°. The goal of the mechanic is to bring the two robots together.



## Goal of the game

- Keep the music beat or drumming going.
- Reaction drills.

**What to watch for:** Are the learners (the mechanic and the robots) able to fulfill the task? If so, choose a faster clapping rhythm. If not, slow down your clapping rhythm.



# Acrobatics

Physical education: Senior phase

## Equipment

- Cones
- Music and a music box

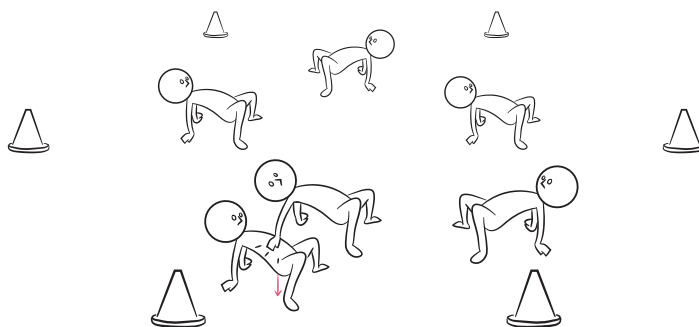
## Crab fight

Introduction  
Time: ~ 10 min

**What you need:** Cones.

### How to play

The teacher marks out an activity area using cones. The learners get onto all fours with their backs to the floor. When the teacher says “go”, they start moving forward and try to push the “butts” of the other players onto the ground.



### Goal of the game

- The learners learn to co-ordinate their arms and legs while they move forward in different ways.

**What to watch for:** Vary the activity area size. If the game is too difficult for the learners, make the area smaller; if it is too easy for the learners, make the area bigger.

## Repetitions

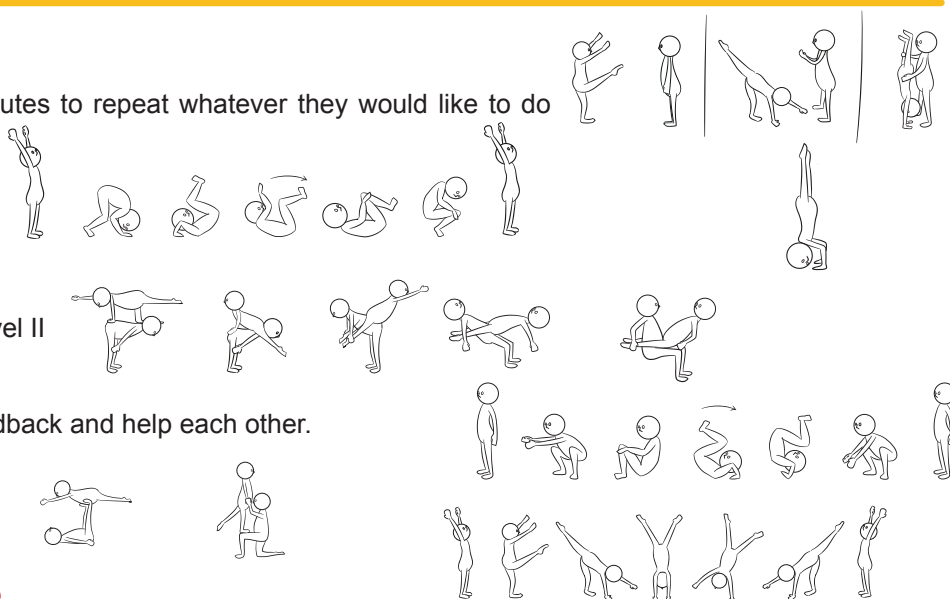
Main part  
Time: ~ 5 min

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

### How to play

Give the learners about 10 minutes to repeat whatever they would like to do from Lessons 1 and 2:

- Handstand
- Forward roll
- Headstand
- Partner acrobatics Level II
- Back roll
- Partner acrobatics part 2 level II
- Turn a cartwheel



Tell them to give each other feedback and help each other.

### Goal of the game

- Preparation for the exam.

**What to watch for:** Make sure the learners do a proper “warm-up” as learned in L1 – L4.

# Time to rehearse a show

Main part  
Time: ~ 25 min

**What you need:** Learners are allowed to use music for the examination.

## How to play

Learners should make groups of 6. They should choose partners they have already worked with during the last 3 lessons. Give them time to start practicing on their show. Tell them again what the examination is about and what the assessment criteria are.

## Goal of the game

- Teamwork.
- Creativity.
- Effort and motivation.
- Autonomy.

**What to watch for:** The examination is about how much effort the learners put into their presentation, their skills and not about the actual execution or cleanliness.

**Cool down:** No official cool down; learners have time to work on their performance for the show. Tell learners to do some stretches at the end of the lesson.



# Acrobatics: Examination

Physical education: Senior phase

## Equipment

- 6 balls
- Soccer field and goals
- 1 soccer ball

## The snake

Introduction  
Time: ~ 5 min

**What you need:** 6 balls (soccer balls).

## How to play

Divide the class into 6 groups. The learners stand one behind the other with open legs. The learner standing at the front of the line gets a ball. As soon as the teacher gives the start signal, the learners pass the ball through their legs. When the ball reaches the learner at the back of the line, he/she takes the ball and runs to the top of the snake. Each learner has a turn to pass the ball through "the snake" twice. As soon as a group has finished, they must sit down.

## Goal of the game

- Pass the ball through their legs while standing one behind the other.

**What to watch for:** Tell the learners to stand as close as possible in order to be faster.

## Stretches

Introduction  
Time: ~ 5 min

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

## How to stretches

Warm- up of the arm and shoulder muscles.

- Task 1: Straighten your arms to the side. Circle them forward and backward.
- Task 2: Stretch you neck. Take your right hand and pull your head to the right side. Change sides. Also stretch the back of the neck.
- Task 3: Take your right arm and try to put the palm of the hand on the spine. Catch the elbow with your left hand to press your right arm down. Change sides.
- Task 4: Straighten your right arm and bring it to the left side. Take your left arm to press the right arm against your chest. Change sides.
- Task 5: Let each learner repeat 10 push-ups or more. Girls are allowed to make the push-ups on their knees. Watch for a tensed body and a straight line from head to the feet.



OR





# Examination

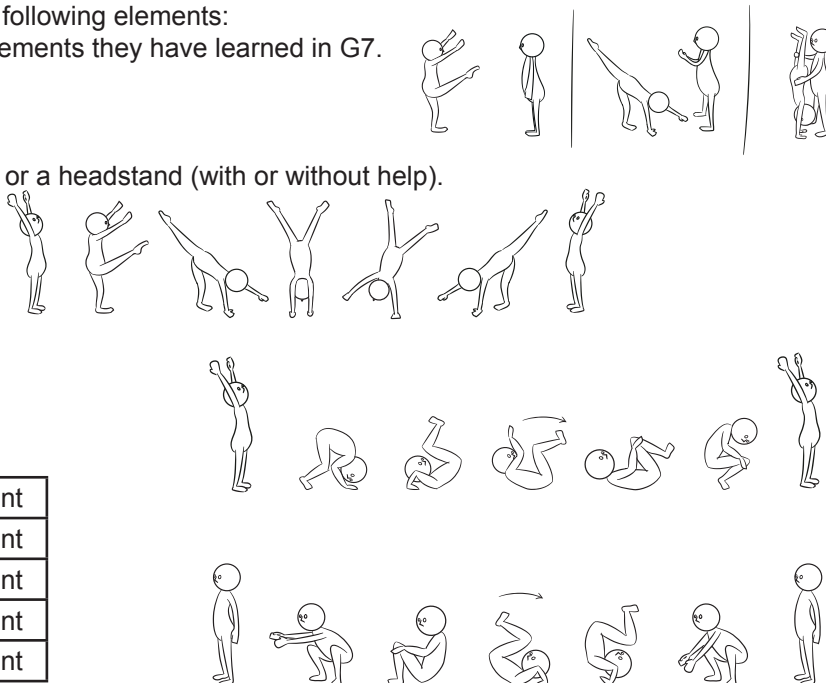
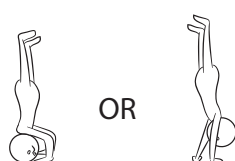
Exam  
Time: ~ 20 min

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

## How to conduct

Learners form groups of 6. In these groups they are performing an acrobatics show of about 1 - 2 minutes. The show must contain the following elements:

- 2 different partner acrobatics of the elements they have learned in G7.
- Turn a cartwheel.
- Do a forward roll.
- Do a back roll.
- Do a handstand (with or without help) or a headstand (with or without help).
- You can add additional elements.



### Criteria:

Teamwork: Mutual assistance	1 point
Completion: Flowing transitions	1 point
Progress from L1 - L6 / Motivation	1 point
All elements are included	1 point
Creativity	1 point

## Goal of the exam

- Create a show/choreography in teams of six. Watch for flowing transitions, mutual assistance and creative work.

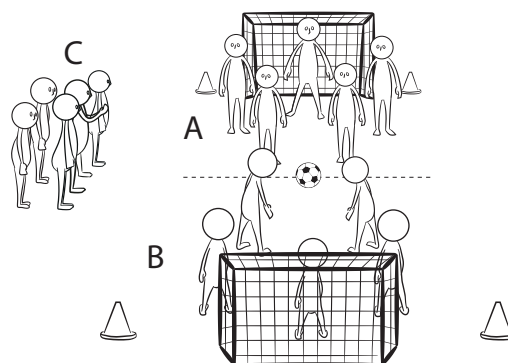
# Free soccer game

Main part  
Time: ~ 10 min

**What you need:** Soccer field, soccer ball, 2 goals.

## How to play

Let the learners who have finished their exam play a free soccer game. Learners must get into 3 groups that they organise independently. Two groups must play against each other. After every goal scored, the losing team must leave the game and the winners play against the team that are sitting out.



## Goal of the game

- Independent organization by the learners: autonomy and responsibility.

**What to watch for:** Choose 3 captains, one for each group. Let them lead the group and give them the responsibility for a fair and honest game.

**Cool down:** No official cool down, learners have time to work on their performance for the show. Tell the learners to do some stretches at the end of the lesson.



# Acrobatics: Examination

Physical education: Senior phase

## Equipment

- Netball field and rings
- Ball

## Stretches

Introduction  
Time: ~ 5 min

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

### How to stretches

Warm- up of the arm and shoulder muscles.

- Task 1: Straighten your arms to the side. Circle them forward and backward.
- Task 2: Stretch you neck. Take your right hand and pull your head to the right side. Change sides. Also stretch the back of the neck.
- Task 3: Take your right arm and try to put the palm of the hand on the spine. Catch the elbow with your left hand to press your right arm down. Change sides.
- Task 4: Straighten your right arm and bring it to the left side. Take your left arm to press the right arm against your chest. Change sides.



## Push up fight

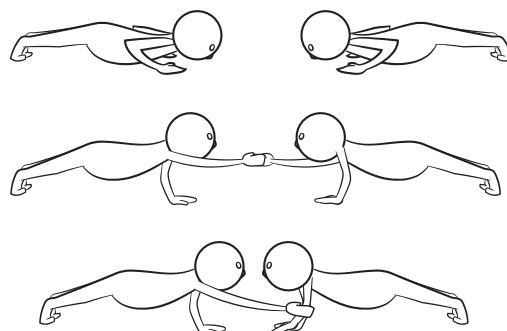
Introduction  
Time: ~ 5 min

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

### How to play

Make groups of two. Tell the learners to face each other and get into a "push-up" position. Repeat every task 3 times.

4. Clap each other's hands 20 times. Relax.
5. Boys: Do 7 push-ups. Girls: Do 5 push-ups. Relax.
6. On the teacher's signal, try to unbalance your partner by pulling his/her arms away. After two minutes, change partners.



### Goal of the game

- Strengthen your body (core), try to keep balance, practise laterality.

**What to watch for:** Tell the learners to develop a technique to unbalance the other learner. Use both arms to fight.

# Examination

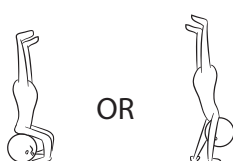
Exam  
Time: ~ 20 min

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

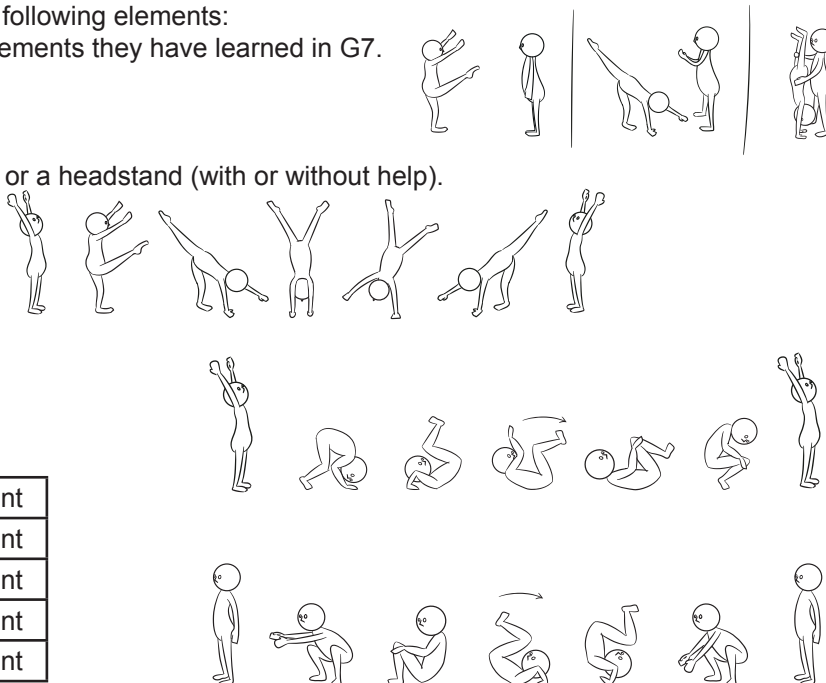
## How to conduct

Learners form groups of 6. In these groups they are performing an acrobatics show of about 1 - 2 minutes. The show must contain the following elements:

- 2 different partner acrobatics of the elements they have learned in G7.
- Turn a cartwheel.
- Do a forward roll.
- Do a back roll.
- Do a handstand (with or without help) or a headstand (with or without help).
- You can add additional elements.



OR



### Criteria:

Teamwork: Mutual assistance	1 point
Completion: Flowing transitions	1 point
Progress from L1 - L6 / Motivation	1 point
All elements are included	1 point
Creativity	1 point

## Goal of the exam

- Create a show/choreography in teams of six. Watch for flowing transitions, mutual assistance and creative work.

**What to watch for:** Second trial: try to get more points than in the first trial. Only the better trial counts in the end.

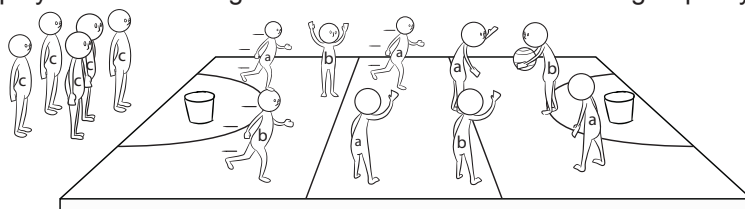
# Free netball game

Main part  
Time: ~ 10 min

**What you need:** Netball field and hoops, ball.

## How to play

Let the learners that have finished their exam play a free netball game. Learners must form three groups by themselves. Two groups play against each other. After every goal, the losing team must stand outside the field and observe; the winners play against the team that were out of the game.



## Goal of the game

- Independent organization by the learners: autonomy and responsibility.

**What to watch for:** Choose 3 captains, one for each group. Let them lead the group and give them the responsibility for a fair and honest game.

**Cool down:** No official cool down, learners have time to work on their performance for the show. Tell the learners to do some stretches at the end of the lesson.



# Acrobatics: Free fun lesson

Physical education: Senior phase

## Equipment

- 5 tennis balls
- Cones
- Colour bands

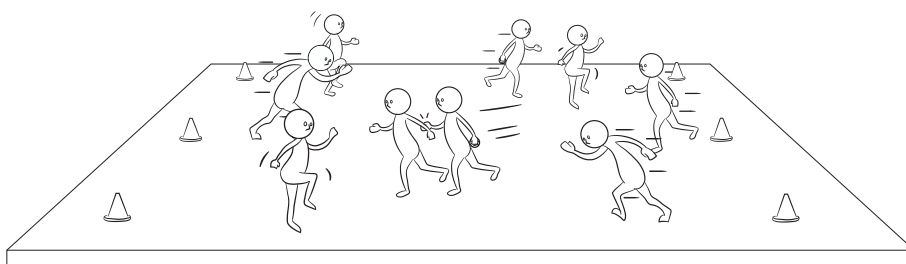
## Catch and run

Introduction  
Time: ~ 10 min

**What you need:** 5 tennis balls, cones.

### How to play

The teacher marks out an activity area and chooses 5 “catchers”. All the catchers receive a tennis ball so that the other learners can identify the catchers. If someone gets caught they switch roles and exchange the tennis ball.



### Goal of the game

- Run in different directions without bumping into others using all available space.

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

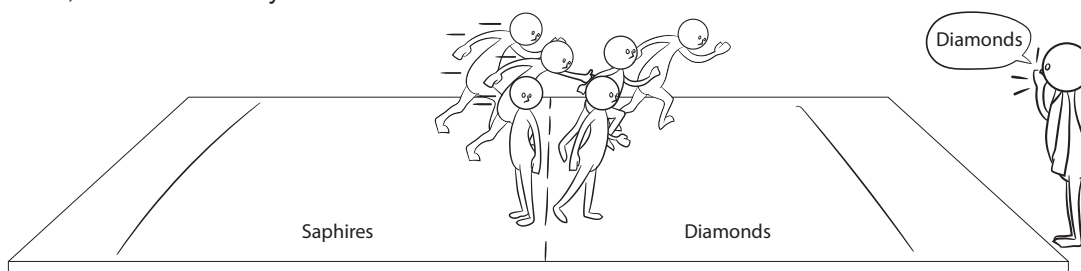
## Pirate fight

Main part  
Time: ~ 10 min

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

### How to play

Divide the learners into two equal teams that represent two different pirate crews, “The Diamonds” and “The Sapphires”. Divide the play area into 4 sections with 2 safety zones and 2 playing areas. Ask the teams to line up along the centre line, standing on one foot, back to back. This is a tag game. When you call out “Diamonds”, the diamonds jump away and try to get to their safety zone before a “Sapphire” can catch them. When you call out “Sapphires”, it’s the other way round.



### Goal of the game

- Reaction drill, speed, jumping on one leg.

**What to watch for:** After every round tell the learners which leg they have to stand on, “dominant” or “non-dominant”. Change pairs.

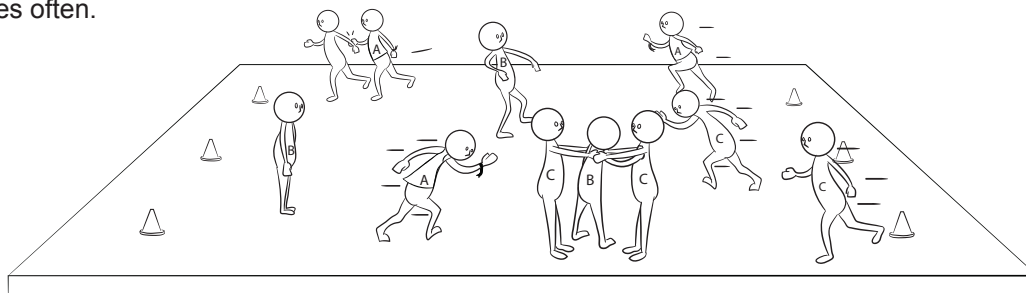
# The ice monsters

Main part  
Time: ~ 10 min

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

## How to play

Mark an area with cones. There are eight “ice monsters” marked with colour bands. The ice monsters are the catchers and lock up the learners, who become “icicles”. The learners who are freely running in the marked area are “suns” that can melt the frozen icicles. Two suns encircle an icicle by gripping hands. Then the icicle is “freed”. Change roles often.



## Goal of the game

- Run without bumping into each other.
- Play together and help each other.

**What to watch for:** Make sure the two learners who are freeing other learners are holding each other's hands.

# Tense and relax

Cool down  
Time: ~ 10 min

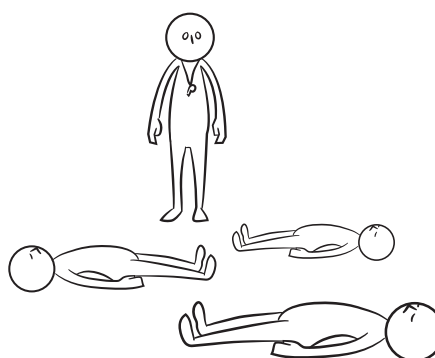
**What you need:** No equipment required.

## How to play

Ask the learners to lie down on their backs with their arm at their sides, palms up. Tell the learners to follow your instructions until the whole body tenses and relaxes.

- Hands: Make a fist and squeeze tightly (2 – 3 sec) - relax.
- Squeeze/tense arms and hands - relax.
- Squeeze/tense shoulders - relax.
- Squeeze/tense arms - relax.
- Squeeze/tense hands - relax.
- Squeeze/tense face - relax.

Allow the learners to lie quietly for a minute before sitting up slowly.



## Goal of the game

- Full body relaxation.

**What to watch for:** Make sure the learners understand what you mean by “tension”.



# Assessment – Partner acrobatics

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

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

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



## Assessment – Partner acrobatics

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

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

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

[illegible]



# Assessment – Partner acrobatics

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

**General comments:**

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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



# GOOD LUCK!

